



TENNESSEE
STATE BOARD OF EDUCATION

LEGISLATIVE REPORT

KEY OUTCOMES FROM THE 2021 LEGISLATIVE SESSION

NATHAN R. JAMES

DIRECTOR OF LEGISLATIVE & EXTERNAL AFFAIRS

2021 LEGISLATIVE SESSION BY THE NUMBERS

- Total bills filed: 1 633
- Total bills passed: 250 +
- Total bills filed impacting K-12 education: 378
- More than 40 bills passed impacting education.

2021 SBE LEGISLATIVE PRIORITIES MADE LAW

- **PC 211** By Sen. White and Rep. Moody
 - This act expands the authority of the SBE on educator discipline to permitted teachers as well as licensed ones. **This act took effect on April 22, 2021.**
- **SB 630** By Sen. Lundberg and Rep. White
 - This bill clarifies some provisions related to textbook contracting and the instructional materials waiver process for the SBE and the TDOE. **This act awaits the governor's action.**

TDOE / ADMINISTRATION LEGISLATION

- **PC 134** By Sen. Johnson and Rep. Lamberth
 - (Special Education Behavior Supports Act Cleanup)
 - Provides various cleanup changes to SEBSA that clarify statutory definitions and ensures consistent use of language throughout the law. This cleanup bill will allow local education agencies (LEAs) to better fulfill their implementation requirements and ensure the TDOE can provide proper oversight of isolation and restraint practices. **This act takes effect July 1, 2021.**
- **PC 205** By Sen. Johnson and Rep. Lamberth
 - (Common Core Prohibition Clarification)
 - Clarifies that textbook and instructional materials, both primary and supplemental, used in Tennessee shall not align with the Common Core state standards by explicitly prohibiting the use of textbooks and instructional materials exclusively created to align with Common Core and marketed/branded as such. It requires the commissioner withhold funds from non-compliant LEAs. **This act took effect on April 22, 2021.**

TDOE / ADMINISTRATION

LEGISLATION

- **SB 774** By Sen. Johnson and Rep. Lamberth
 - This act enacts the BEP Hold Harmless legislation. Requires an LEA's Basic Education Program (BEP) calculation for the 2021-22 school year to be equal to the BEP calculation for the 2020-21 school year if a lower amount of funding is generated for the 2021- 22 school year. This was a BEP Review Committee priority. **This act took effect on May 11, 2021.**
- **SB 737** By Sen. Johnson and Rep. Lamberth
 - This act addresses an issue facing several Achievement School District (ASD) schools that are approaching the statutory ten-year expiration of their tenure in the ASD but have yet to achieve priority exit status. This legislation creates clear opportunities for ASD schools to continue serving students and communities under the leadership of the LEA of origin via a district-led intervention, under the jurisdiction of the Tennessee Public Charter School Commission, or under the continued governance of the ASD. **This act was transmitted to the governor for his action.**

TDOE / ADMINISTRATION LEGISLATION CONTINUED

- **SB 739** By Sen. Johnson and Rep. Lamberth
 - (K-12 Mental Health Trust Fund)
 - Establishes a \$250 million K-12 Mental Health Trust Fund to be administered by the Department of Mental Health and Substance Abuse Services in consultation with TDOE, ensuring long-term support for school-based mental health in Tennessee schools. **This bill awaits the governor's action.**

RELATED LEGISLATION

- **PC 125** By Sen. Haile and Rep. Weaver
 - As enacted, revises various provisions regarding initial educator licensure, advancement, and renewal, including requiring the State Board, when issuing an educator license to an out-of-state educator, to issue a license that is equivalent to the license the educator possesses in another state. The SBE may promulgate rules to effectuate this act. **This act will take effect on July 1, 2021.**
- **PC 261** By Sen. Powers and Rep. Ogles
 - Establishes that, for the purposes of the prohibition from charging teachers for leave usage for any day on which the teacher's school or school district is closed due to natural disaster, inclement weather, serious outbreak of contagious illness, or other unexpected event, the teacher's school or school district is not closed when teachers are required to work remotely and provide virtual instruction to students. The SBE may promulgate rules to effectuate this act. **This act took effect on April 28, 2021.**

RELATED LEGISLATION CONTINUED

- **PC 276** By Sen. Bell and Rep. Howell
 - This bill will allow districts to use unused textbook funds for student technology devices. **This act took effect on April 30, 2021.**
- **HB 1570** By Sen. Bailey and Rep. Cochran
 - This act requires the commissioner of the TDOE to obtain approval from the State Board of Education for changes to the formula used to calculate school LEA performance goals and measures. It further requires the commissioner to convene a working group prior to submitting a proposal to the SBE to change performance goals and measures for schools and LEAs. **This act takes effect on July 1, 2021.**

RELATED LEGISLATION CONTINUED

- **SB 653** By Sen. Bowling and Rep. Weaver
 - This act, effective January 1, 2022, requires the SBE to approve a process by which LEAs can establish district teacher training programs, and requires the TDOE to review such training programs. It also requires the TDOE to issue a practitioner license to teach in grades 9 - 12 to an applicant who meets certain education and work criteria. It further requires an eligible educator that receives an endorsement to take an assessment except in certain circumstances. The SBE does have rulemaking power in this bill.
 - **This act will take effect on January 1, 2022, unless vetoed by the governor.**

RELATED LEGISLATION CONTINUED

- **PC125** By Sen. Haile and Rep. Weaver
 - This legislation requires the SBE to issue a teaching license that is equivalent to the teaching license that an individual possesses from another state if the state has a reciprocal agreement with the Board. It further allows teachers who do not have a recent evaluation score to take the most recent score that they have or get a recommendation from the school director on their effectiveness. **This act takes effect on July 1, 2021.**

RELATED LEGISLATION CONTINUED

- **PC 161** By Sen. Haile and Rep. White
 - This legislation allows school child abuse coordinators, school teachers, school officials, and other school personnel to provide information relevant to suspected child abuse or child sexual abuse to the child's parent or guardian when required by federal law or regulation. **This act took effect on April 20, 2021.**

RELATED LEGISLATION CONTINUED

- **SB 623** By Sen. Bell and Rep. Ragan
 - This legislation is a Title 49 cleanup bill with 54 provisions. It deletes numerous outdated provisions. In the final weeks of session, it was amended to eliminate the requirement that a teacher be required to take an assessment to reactivate a license from this state that has expired if at the time of application to reactivate the license, the public school teacher possesses an active professional license in a state that has a reciprocal agreement with the State Board.
 - It was further amended to prohibit the instruction of what is commonly known as “critical race theory” in any LEA or public charter school. **This act awaits the governor’s action.**

RELATED LEGISLATION CONTINUED

- **SB 9** By Sen. Yager and Rep. Powers
 - This legislation increases from \$1,000 to \$1,250 the amount awarded each semester to a full-time student receiving the Middle College Scholarship. **This bill is being transmitted to the governor for his action.**
- **SB 122** By Sen. Haile and Rep. Cochran
 - This legislation creates the “School Turnaround Pilot Program Act.” The TDOE will create and develop a four-year school turnaround pilot program for priority schools. The TDOE will select five priority schools that are diverse geographically and diverse in grade levels to participate in the pilot program. The TDOE will operate and administer the pilot program for four school years beginning with the 2021-2022 school year. In the 2021-2022 school year, schools in need of intervention must develop a school turnaround plan. **This bill is being transmitted to the governor for his action.**

RELATED LEGISLATION CONTINUED

- **PC 96** By Sen. Kelsey and Rep. Vaughan
 - This legislation establishes that a local board of education or governing body of a public charter school has the sole authority — which can be delegated to the Director of Schools — to open or close a school to in-person learning and instruction during an emergency, except for instances when the governor issues an Executive Order with statewide applicability which requires in-person learning and instruction. **This act took effect on April 7, 2021.**
- **SB 187** By Sen. Bowling and Rep. Hulseby
 - This legislation deals with immunization requirements **This act will take effect on August 1, 2020.**

RELATED LEGISLATION CONTINUED

- **HB 117** by Rep. Lamar and Sen. Gilmore
 - This act increases, from one time to once every three years, the required in-service training for a teacher employed by a local board of education regarding the detection, intervention, prevention, and treatment of human trafficking in which the victim is a child. **This act took effect on April 30, 2021.**
- **SB 224** by Sen. Hensley and Rep. Haston
 - This bill, among several other provisions, encourages joint economic and community development boards to include representation from school systems located within the county. **This act took effect on May 13, 2021.**

RELATED LEGISLATION CONTINUED

- **SB 458** By Sen. Bell and Rep. Faison
 - This bill removes the requirement that a home school student must be enrolled as a home school student for a full year to be eligible for certain state lottery scholarships and adds those who complete six credit hours of dual enrollment courses to be eligible for the Tennessee HOPE scholarship. **This bill awaits the governor's action.**
- **SB 482** By Sen. Haile and Rep. White
 - This legislation makes certain that the amount awarded for courses under dual enrollment grants for students can't exceed the cost of the same courses at a TCAT or Community College. **This bill awaits the governor's action.**

RELATED LEGISLATION CONTINUED

- **HB 1570** By Rep. Cochran and Sen. Bailey
 - This legislation requires the commissioner of education to obtain approval from the SBE for changes to the formula used to calculate school or LEA performance goals and measures established pursuant to present law. To ensure stakeholder input, before submitting a proposal to the SBE to change the formula used to calculate performance goals and measures for schools or LEAs, the commissioner must convene a working group. To ensure meaningful stakeholder engagement, the commissioner must provide relevant materials in advance of a convening of the working group to provide adequate time for working group members to gather feedback from the members' respective peers. **This act took effect on April 30, 2021.**
- **HB 865** By Rep. Haston and Sen. Hensley
 - This bill requires the SBE determine the percentage of any increase in funds appropriated to the instructional salaries and wages component of the BEP and increase the minimum salary on the state salary schedule by that percentage. **This bill has been transmitted to the governor for his action.**

RELATED LEGISLATION CONTINUED

- **HB 1131** Rep. Farmer and Sen. Akbari
 - This law permits certain exceptions to the law prohibiting contractors working with schools and childcare programs who have been convicted of certain offenses. **This act took effect on May 12, 2021.**
- **HB 212** Rep. Clemmons and Sen. Kyle
 - This legislation authorizes LEAs to develop and implement a "Stop the Bleed" program and provides limited civil immunity to LEAs, schools, and LEA employees for personal injuries resulting from the use of items in a bleeding control kit; establishes requirements for the program. **This act takes effect on July 1, 2021.**

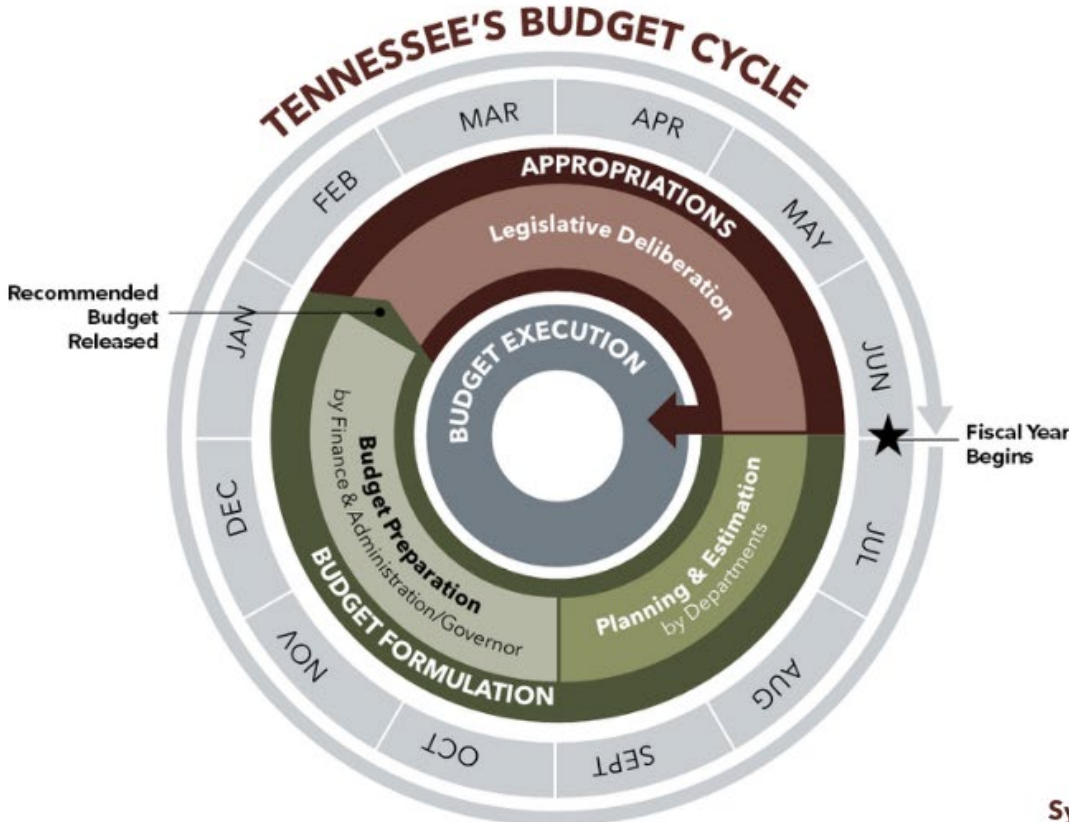
RELATED LEGISLATION CONTINUED

- **HB 1537** By Rep. Weaver and Sen. Bell
 - This legislation requires the TDOE support the work of the Textbook and Instructional Materials Quality Commission while prohibiting the TDOE from attempting to improperly interfere with or influence the commission's review process, rubrics associated with it, the scoring of textbooks and instructional materials, the training of members, the selection of experts for service on advisory panels and the recommendations made by those panels. **This act took effect on May 4, 2021.**

RELATED LEGISLATION CONTINUED

- **HB 1513** By Rep. Cochran and Sen. Bell
 - This bill requires electronic versions of textbooks to be available for public inspection during the time that it is in use. **This act took effect on May 4, 2021.**
- **HB 210** By Rep. Carringer and Sen. White
 - This legislation requires LEAs to post their curricula on their respective websites. **This bill awaits the governor's action.**

UNDERSTANDING THE BUDGET CYCLE IN TENNESSEE



STATE BUDGET K-12 EDUCATION

- The General Assembly approved the \$42.6 billion fiscal year 2021-2022 budget.
- The budget includes several initiatives that will impact school districts and students:
 - \$120 million for teacher salaries, which equals a four percent increase to the instructional component of the BEP and raises the dollar value of the BEP instructional component to \$50,283
 - \$70.5 million for BEP growth
 - \$11.6 million for BEP group health insurance
 - \$2.5 million for the Governor's Future Workforce Initiative
 - \$500,000 for principal development
 - \$250 million investment in the Mental Health Trust Fund
 - \$100 million to provide high-speed broadband to every Tennessean
 - \$86.5 million for learning loss initiatives (including the funds from special session)
 - \$18.5 million for summer transportation
 - \$ 8.9 million for the BEP Hold Harmless legislation

A complete state budget document is available on request.

STATE BOARD OF EDUCATION

BUDGET

- The State Board is losing 2 positions paid for by authorizer fee dollars to the Charter Commission.
- In 2020 and 2021, we requested 6 new positions: 3 new attorneys, 2 paralegals, and a communications/constituent services coordinator. The governor's budget in 2020 included the legal positions initially, but the final budget removed them. The 2021-2022 budget includes 2 legal positions and case management software funding. The legislature added the communications position in final budget negotiations.

BUDGET OVERVIEW STAFF POSITIONS

| Fiscal Year | 2020-21 | 2021-22 Requested Improvements | 2021-22 Executive Budget as Passed |
|-------------|---------|--------------------------------|------------------------------------|
| Full Time | 14 | 6 | 17 |
| Part Time | 0 | 0 | 0 |
| Seasonal | 0 | 0 | 0 |

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ACTUAL BUDGET BREAKDOWN

| | Actual | Estimated | Base | Cost Increase | Executive Budget as Passed |
|-------------|--------------|--------------|-------------|---------------|----------------------------|
| ACCOUNT | 19-20 | 20-21 | 21-22 | 21-22 | 21-22 |
| Payroll | 1,384,800 | 1,567,200 | 1,27,000 | 165,100 | 1,779,100 |
| Operational | 9,078,700 | 16,005,600 | 535,300 | 14,900 | 550,200 |
| Total | \$10,463,500 | \$17,672,800 | \$2,062,300 | \$180,000 | \$2,329,300 |
| | | | | | |
| | | | | | |
| State | 1,749,500 | 2,064,200 | 2,062,300 | 180,000 | 2,329,300 |
| Federal | - | - | - | - | - |
| Other | 8,714,000 | 15,608,600 | - | - | - |

QUESTIONS?



BEST FOR ALL

We will set all students on a path to success.

ACADEMICS

ALL TENNESSEE STUDENTS WILL HAVE ACCESS TO A HIGH-QUALITY EDUCATION, NO MATTER WHERE THEY LIVE

WHOLE CHILD

TENNESSEE PUBLIC SCHOOLS WILL BE EQUIPPED TO SERVE THE ACADEMIC AND NON-ACADEMIC NEEDS OF ALL STUDENTS

EDUCATORS

TENNESSEE WILL SET A NEW PATH FOR THE EDUCATION PROFESSION AND BE THE TOP STATE TO BECOME AND REMAIN A TEACHER AND LEADER

TN

Department of
Education



BEST FOR ALL

We will set all students on a path to success.

Michael Deurlein

Office of Educator Licensure and Preparation | May 20, 2021

Additional Endorsement Pathways



Additional Endorsement Pathways

- Pre-2015
 - Educators who held a license with an endorsement covering 7th grade could add any endorsements by test-only.
- 2015
 - Following SBE approval of significant revisions to the Licensure Rule and Policy, TDOE developed guidance that outlined which endorsements educators could add by test-only and which they must also obtain an EPP recommendation (likely requiring additional coursework).
 - This guidance was developed in partnership with content teams across the department and considered:
 - Grade span of endorsements already held on the license;
 - Content area where the educator was previously trained; and
 - Courses/Students the additional endorsement would permit the educator to teach.

EPP Additional Endorsement Pathways

- Additional endorsement programs are not independently reviewed by the department as part of an initial or comprehensive review
- EPPs are given flexibility to offer additional endorsement programs if they have an approved SAP in the area
- EPPs are expected to consider the applicable standards and individual educator's previous experience and coursework.
- Many EPPs offer asynchronous options for additional endorsements
- Not all additional endorsement programs require field experiences

Additional Endorsement Supports

- Special Education Additional Endorsement Grants
- Grow Your Own
- Program Adaptation Grants

Additional Endorsement Pathway - Policy Recommendation

- TDOE-developed and administered additional endorsement program that would result in endorsements in:
 - English as a Second Language pre-k-12 (490)
 - Special Education Interventionist K-8 (144)
 - Special Education Interventionist 6-12 (145)
 - Special Education Comprehensive Program K-12 (461)
- All programs would be limited to educators who hold a Professional License
- The Special Education Comprehensive Program K-12 (461) pathway would be limited to educators who already hold another Special Education endorsement on their license

Additional Endorsement Pathway - Policy Recommendation

- Proposed Accountability measures:
 - Annually Publish candidate passage rates by endorsement area on required specialty-area content assessments pursuant to the Professional Assessments for Tennessee Educators Policy 5.105 on the department's web page.
 - Annually publish demographic information about program completers, including race/ethnicity, and geographic data on the department's web page.
 - Annually report to the Board implementation, outcomes, and evidence of program impact, either at a subcommittee or quarterly meeting.

Additional Endorsement Pathway – Proposed Approach

- Asynchronous, online delivery of programming that is:
 - Aligned to the content standards outlined in SBE’s Literacy and Specialty Area Standards Policy (5.505);
 - Inclusive of field experience components, requiring that educators engage with students as they navigate through course assignments and assessments; and
 - Inclusive of training in Foundational Literacy Instruction, High-Quality Instructional Materials, and Trauma-Informed Instructional Practices
- Existing EPP additional endorsement programs in Special Education were reviewed and considered in design of the proposed TDOE pathway
- The sample overview document provides additional detail regarding program content and delivery

TDOE Proposed Additional Endorsement Pathway: Course Scope and Sequence



| Content Block 1: Using Student Data to Develop and Implement Effective Individualized Education Programs (IEPs) | | | | Content Block 2: Literacy Instruction for All Learners | | Content Block 3: Addressing Social-Emotional Needs to Drive Student Success | |
|---|--|---|---|--|--|--|---|
| Course 1 | Course 2 | Course 3 | Course 4 | Course 5 | Course 6 | Course 7 | Course 8 |
| Introduction to Special Education | The IEP Team and Process | The Assessment-Instruction Cycle | Evidence-based Instructional Methods | Foundational Literacy Instruction | Supporting Literacy for All Learners | Trauma-informed Instructional Practices | Implementing Tiered Behavioral Supports |
| Legal Requirements and Terminology | The Role of the IEP Team | Assessing Eligibility for Special Education Services | Evidence-based Practices of Inclusion | Sounds First – An Equitable Approach to Foundational Literacy | Collecting and Interpreting Literacy Assessment Data | Understanding Trauma and the Impact on the Brain | Building positive learning environments through proactive behavioral interventions and supports |
| The Components of an IEP | Ensuring Equity of Voice on the IEP Team | Selecting Appropriate Assessments to Describe Present Levels of Performance | High-leverage Instructional Practices for Students with Disabilities | Print Concepts and Phonological and Phonemic Awareness | Using the Assessment-Instruction Cycle to Improve Decoding and Reading Fluency | Building Trauma-informed Classrooms | Data-Driven Supports for Students with Emotional and Behavioral Disorders |
| Roles and Responsibilities | Facilitating IEP Team Meetings | Interpreting Assessment Results | Using HQIM to Design Rigorous, Accessible Instruction for All Learners | Decoding, Fluency, and the Role of Connected Text | Using the Assessment-Instruction Cycle to Improve Comprehension | Trauma-informed Responses to Behavior | Conducting Functional Behavioral Assessments |
| Mindset, Bias, and the Special Education Process | Ensuring a Flexible Continuum of Supports and Services | Using Assessment Data to Write IEP Goals and Drive Specialized Instruction | Using Student Data to Develop Effective Learning Experiences for <u>Your</u> Students | Beyond Phonics: Syllabication, Complex Spelling Patterns, Morphology and Vocabulary | Using the Assessment-Instruction Cycle to Improve Written Expression | | Developing and Implementing Individualized Behavior Intervention Plans |
| Field Experience Assessment: <i>(IEP Meeting Observation and Reflection)</i> | | Field Experience Assessment: <i>(Assessment-Instruction Mini-Cycle for Individual or Small Group)</i> | | Field Experience Assessment: <i>(Differentiated Tier 1 Literacy Lesson Development and Delivery)</i> | | Field Experience Assessment: <i>(From Observation to Intervention: Using Data to Design and Deliver Behavior Supports)</i> | |

TDOE Proposed Additional Endorsement Pathway: Field Experiences and Praxis Support

- Field experiences will be embedded throughout program assignments and assessment, where candidates will be supported by another licensed educator and offer opportunities for engagement with students to ensure knowledge and skills are applied in a real context.
- All candidates will be provided with targeted support in preparing for required Praxis assessments.



BEST FOR ALL

We will set all students on a path to success.

Sarah G. Williams and Steve Playl

College, Career and Technical Education | May 20, 2021

What is CTE in TN?



Career Clusters



- Tennessee's career clusters are organized into 16 broad categories
 - encompass virtually all occupations from entry through professional levels
 - aligned with the U.S. Department of Education's structure of career and technical education (CTE)
- Career clusters
 - identify the knowledge and skills needed to follow a pathway toward career goals
 - provide a context for exploring the many occupational options available

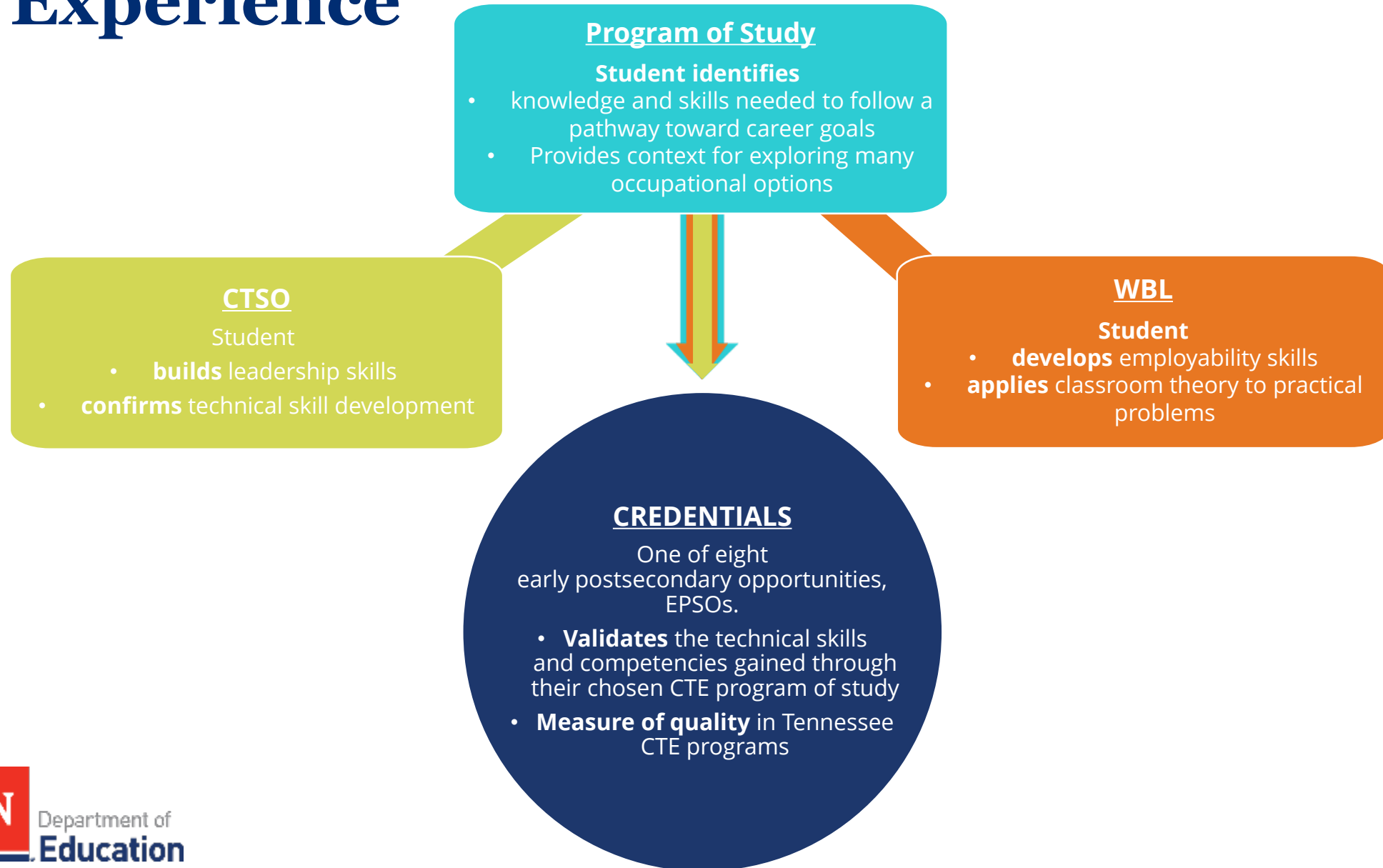
Programs of Study



Within each career cluster, students take courses that are organized into programs of study. These programs of study

1. **incorporate challenging academic standards** (evidence: course description documents/standards);
2. **address both academic and technical knowledge and skills, including employability skills** (evidence: course description documents/standards);
3. **are aligned with the needs of industries in the economy** (evidence: statewide industry advisory council review of standards);
4. **progress in specificity** (evidence: program of study matrix);
5. **have multiple entry and exit points that incorporate credentialing** (evidence: programs of study matrix and promoted industry credential listing); and
6. **culminate in the attainment of a recognized postsecondary credential** (evidence: promoted industry credential listing).

High Quality CTE Student Experience



Advanced Manufacturing

- Machining Technology
- Industrial Maintenance Technology
- Mechatronics
- Welding



Agriculture, Food, and Natural Resources

- Agribusiness
- Agriculture, Engineering, Industrial, and Mechanical Systems
- Environmental and Natural Resource Management
- Food Science
- Horticulture Science
- Veterinary and Animal Science



Architecture & Construction

- Architectural & Engineering Design
- Interior Design
- Mechanical, Electrical, & Plumbing (MEP) Systems
- Residential & Commercial Construction
- Structural Systems



Arts, AV Technology, & Communications

- Audio/Visual Production
- Digital Arts & Design
- Fashion Design



Business Management & Administration

- Business Management
- Health Services Administration
- Human Resource Management
- Office Management



Education & Training

- Early Childhood Education Careers (Pre-K-4)
- Educational Therapy and Support
- Teaching as a Profession (K-12)



Finance

- Accounting
- Banking and Finance



Government & Public Administration

- Public Management and Administration
- Leadership in Government



Health Science

- Diagnostic Services
- Emergency Services
- Nursing Services
- Sport and Human Performance
- Therapeutic Services



Hospitality & Tourism

- Culinary Arts
- Hospitality & Tourism



Human Services

- Barbering
- Cosmetology
- Dietetics and Nutrition
- Human and Social Services



Information Technology

- Coding
- Cybersecurity
- Networking Systems
- Web Design



Law, Public Safety, Corrections, & Security

- Criminal Justice and Correction Services
- Fire Management Services
- Pre-Law



Marketing, Distribution & Logistics

- Entrepreneurship
- Marketing Management
- Supply Chain Management



STEM

- Advanced STEM Applications
- BioSTEM
- Engineering
- Technology



Transportation

- Automotive Collision Repair
- Automotive Maintenance and Light Repair
- Aviation Flight



Perkins V



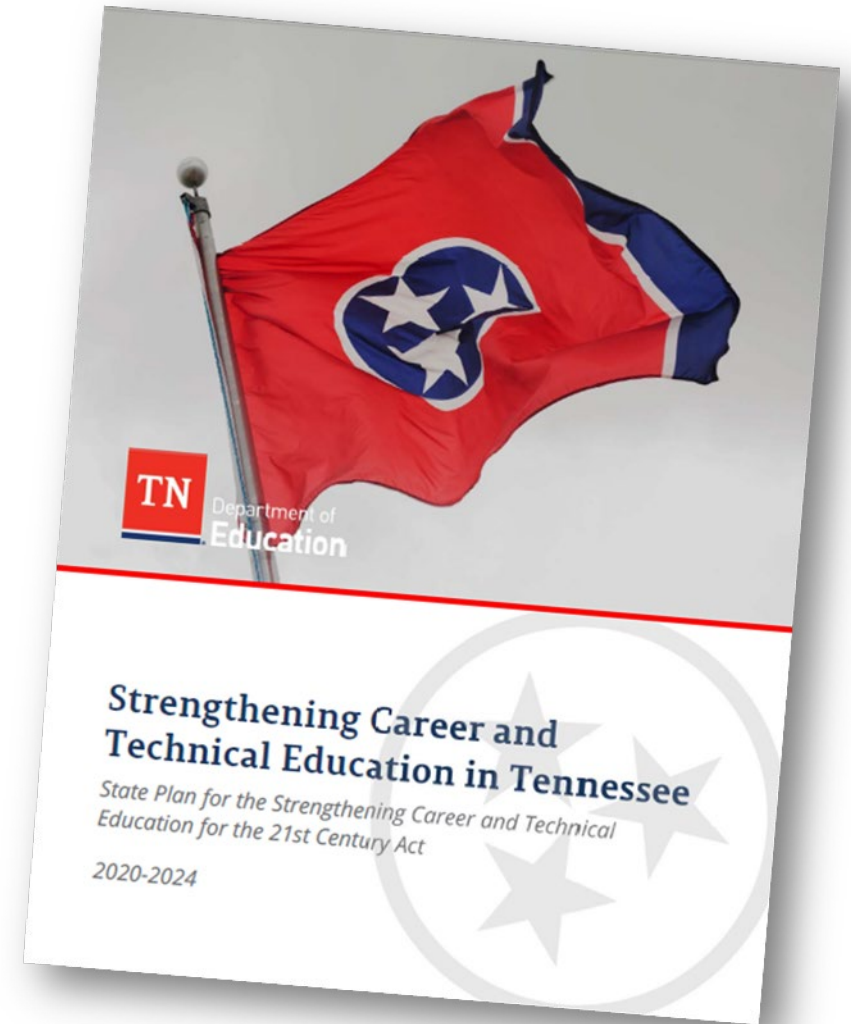
Strengthening Career and Technical Education for the 21st Century



- Strengthening Career and Technical Education for the 21st Century Act (**Perkins V**) was signed into law July 31, 2018, effective July 1, 2020.
 - Reauthorized the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV)
 - The purpose of Perkins V is to “develop more fully the academic knowledge and technical and employability skills of secondary” and postsecondary students.
- The Tennessee Department of Education is the eligible state agency in Tennessee responsible for implementation of Perkins V and related funding.
 - TDOE is responsible for administration at the K-12 level.
 - Tennessee Board of Regents is responsible for administration at the postsecondary level.

Strengthening Career and Technical Education in Tennessee

- Perkins V 4-Year State Plan
 - Developed over 18 months (October 2018-March 2020) with significant statewide stakeholder input and feedback
 - Approved by Governor Bill Lee and submitted to US Department of Education (April 2020)
 - Effective July 1, 2020 – June 30, 2024
- Vision
 - To expand opportunities for all students to explore, choose, and follow a career pathway to success



Strengthening Career and Technical Education in Tennessee



- Priorities
 - To improve **equitable access** to comprehensive career exploration, advisement, leadership, and skill development through CTE pathways
 - To expand participation in **aligned career pathways** which prepare students to seamlessly transition into high wage, high skill, and/or in-demand occupations
 - To increase participation in **high-quality learning experiences**, like work-based learning, and the attainment of relevant credentials needed to meet the workforce demands of Tennessee



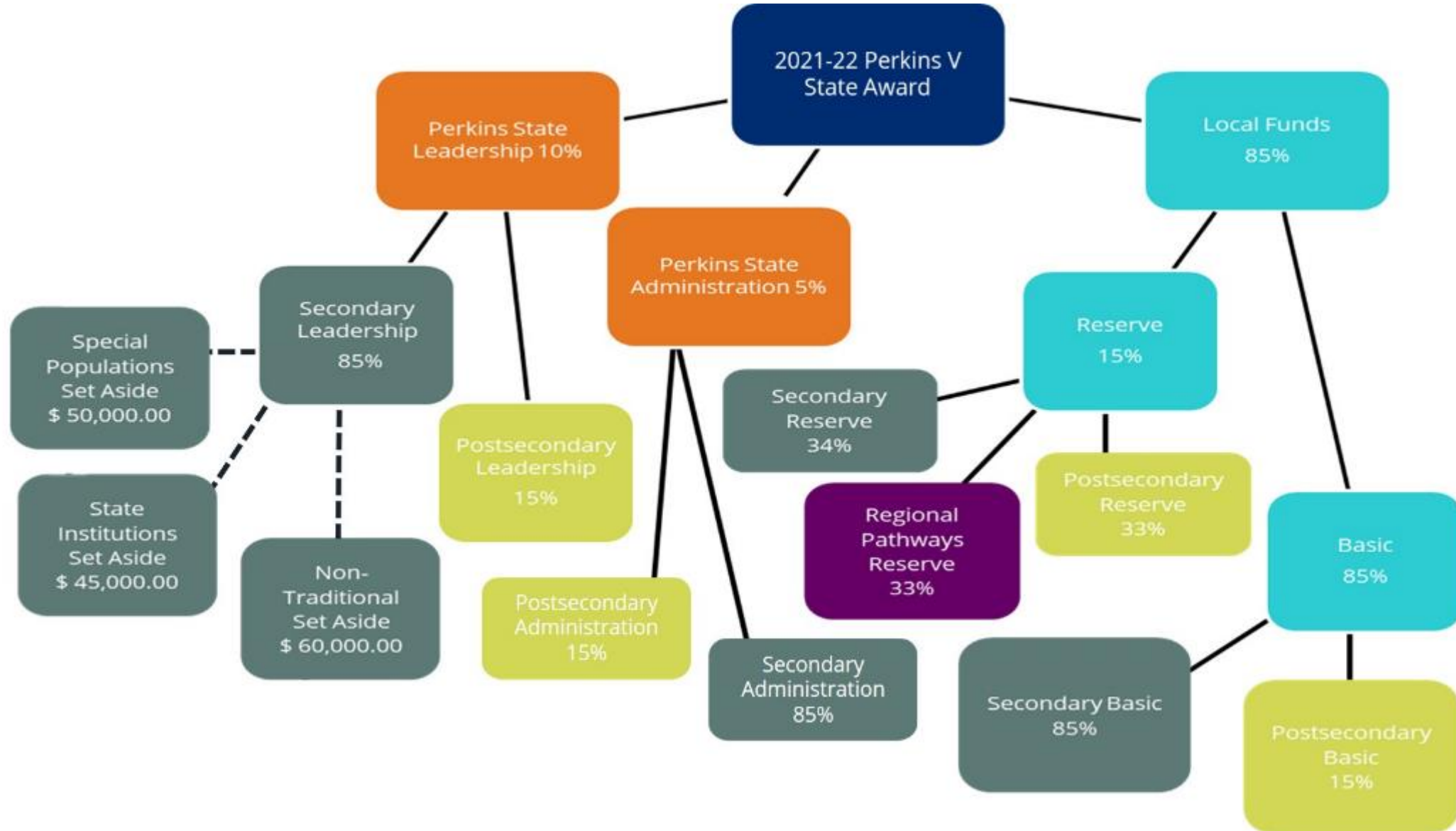
Photo: Tennessee Department of Economic and Community Development

Strengthening Career and Technical Education in Tennessee...



- Annually:
 - Around **\$28 million in federal Perkins V funding** is used to support CTE at the secondary and postsecondary level
 - **85%** of the annual award is split and distributed between secondary schools and postsecondary institutions as **local funds**
 - **5%** of annual award is retained and split between TDOE and the Tennessee Board of Regents for **administration** of the grant
 - **10%** of annual award is retained and split between TDOE and the Tennessee Board of Regents for state-level **leadership activities**
 - Includes required expenses or set-asides which are earmarked for State institutions, support for special populations, and non-traditional students

Perkins V Funding in Tennessee



CTE + Industry



Industry Credentials



- Industry credentials can be used to...
 - indicate quality of Tennessee CTE programs
 - validate the technical skill and competencies students have acquired through their chosen CTE program
 - support Tennessee’s school and district accountability framework under Every Student Succeeds Act (ESSA) as part of the college and career readiness indicator, “Ready Graduate”
- How are they earned?
 - Awarded to secondary students based on the mastery of a specific set of industry or job-related competencies. Industry certifications are usually developed in collaboration with employers and validated through a third-party vendor which uses an assessment to determine mastery.

Industry Credentials



- Minimum Criteria

- the credential is aligned to at least one TDOE approved CTE program of study
- the student-level credential attainment data is documented in the form of a certificate, certification, badge, micro-credential, etc.
- an agreement is in place, or is available, for the data to be shared directly with TDOE

- Tiers

- Recognized
- Valued
- Preferred

Engagement with Industry



- CLNA Advisory Council
 - LEA (district-wide school-wide, and/or content specific)
 - Requirement of Perkins V
 - Informs CLNA that then determines district priorities for use of Perkins V funding
- Career Cluster Industry Advisory Councils
 - Statewide
 - Review course standards, resources, training, and industry credentials for all programs of study
 - Meet twice annually

Status of CTE in Tennessee



Program of Study (POS) Data



| High skill, High wage, and In Demand occupations | Aligned POS |
|---|---|
| Market Research Analysts and Marketing Specialists | Marketing Management |
| Calibration Technologists and Technicians and Engineering Technologists and Technicians, Except Drafters, All Other | <ol style="list-style-type: none"> 1. Mechatronics 2. Advanced STEM Applications 3. Agricultural Engineering, Industrial, and Mechanical Systems |
| Physical Therapist Assistants | <ol style="list-style-type: none"> 1. Sport & Human Performance 2. Therapeutic Service |
| Construction Managers | <ol style="list-style-type: none"> 1. Architectural and Engineering Design 2. Entrepreneurship 3. Residential and Commercial Construction 4. Agricultural Engineering, Industrial, and Mechanical Systems |
| Producers and Directors | Audio/Visual Production |
| Aircraft Mechanics and Service Technicians | Aviation Flight |

CTE Data Highlights



- **Annually:**

- Nearly **20% of all secondary students enroll** in CTE courses

- Of those secondary CTE participants, around **45% become a “CTE Concentrator”**

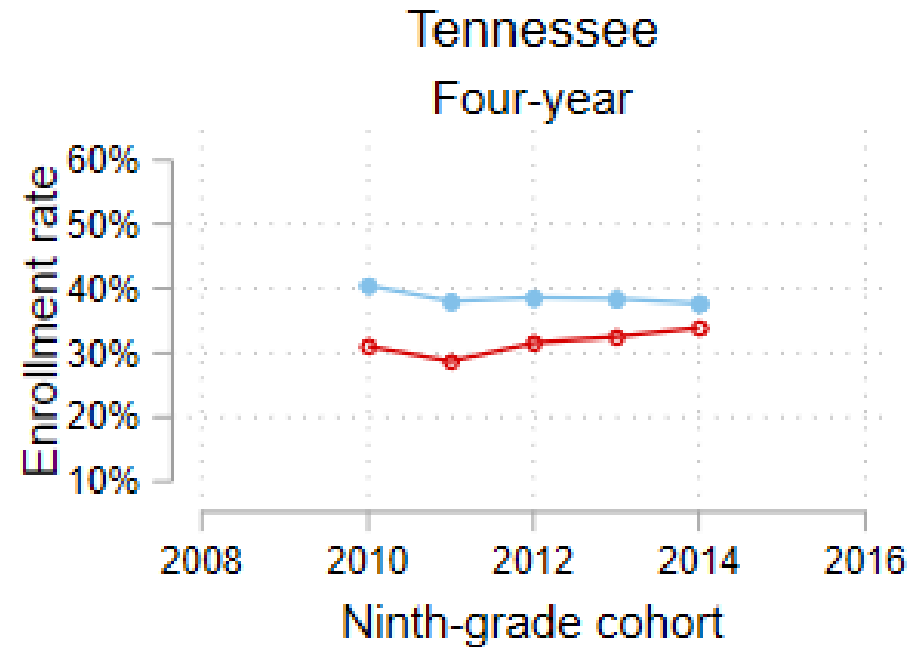
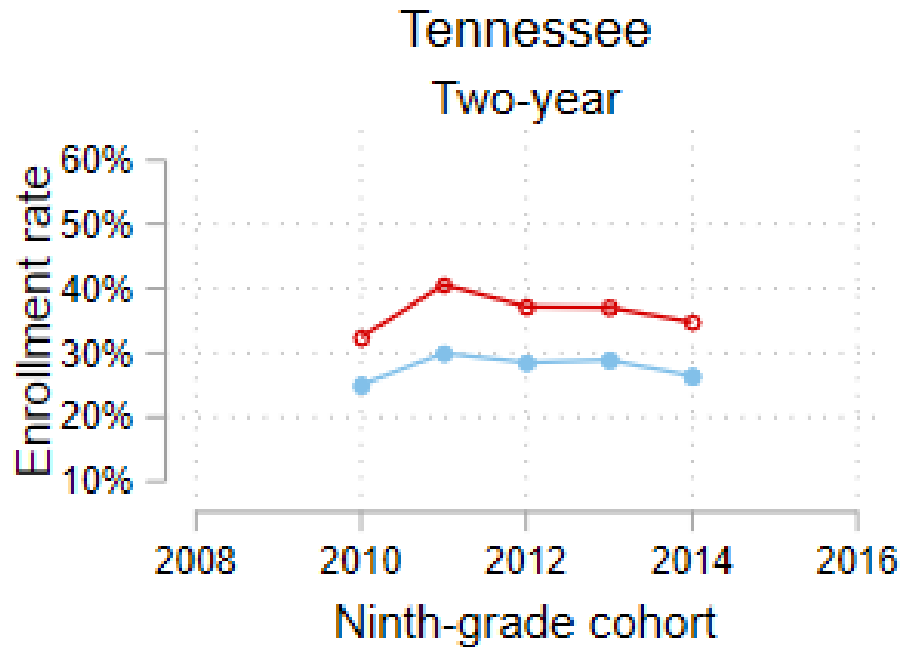
- Of those CTE Concentrators, more than **98% graduate on time**

- More than **93% seamlessly transition** into advanced training, postsecondary education, military, or employment after high school graduation

Perkins V Annual CTE Concentrator Reporting. Source Tennessee Department of Education, December 2020

CTE Data Highlights

- In Tennessee, CTE concentrators are more likely to enroll in college than non-concentrators over time by two to four percentage points.



—●— Concentrators —●— Non-concentrators

—●— Concentrators —●— Non-Concentrators

Postsecondary enrollment of secondary non-CTE and CTE concentrator graduates. Source Tennessee Department of Education, CTE Policy Exchange (CTEx), Carruthers, C., University of Tennessee, May 2021

National Landscape



On the Horizon



- *Without Limits: A Shared Vision for the Future of Career Technical Education*
 - A national vision from Advance CTE to leverage CTE to close equity gaps in educational outcomes and workforce readiness and ensure each learner can reach success in the career of their choice
 - Developed with input from nearly 200 national, state and local education and workforce development leaders, including multiple from Tennessee
- *Advancing the National Career Clusters® Framework*
 - Effort led by the U.S. Department of Education to revise the National Career Clusters®, which serves as a framework and provides common language to connect CTE from state to state and education to industry

On the Horizon



- Aligning Federal Policy
 - Reauthorization of the Higher Education Act
 - Reauthorization of the National Apprenticeship Act
 - Reauthorization of the Workforce Innovation and Opportunity Act

Questions?



Thank You!

#TNBestforAll

#StrengtheningCTEInTN





BEST FOR ALL

We will set all students on a path to success.

Judy Spencer
Senior Director of Choice
Office of Districts & Schools

May 20, 2021

Agenda

- I. Definitions & Statutory References
- II. Number of Virtual Schools
- III. How to Open a Virtual School
- IV. Virtual School FAQs
- V. Charter Schools & Virtual Learning
- VI. Additional Info & Resources
- VII. Questions



Definitions & Statutory References

Virtual School: a public school in which the school uses technology in order to deliver a significant portion of instruction to its students via the internet in a virtual or remote setting.
T.C.A. §49-16-203(2)

T.C.A. §49-16-201 through T.C.A. §49-16-216

Part is set to be repealed effective June 30, 2023



Definitions & Statutory References

Virtual Education Program: a course or series of courses offered by a public school district or public charter school via online instruction. These programs may be used to expand and enhance curricular offerings and to remediate students but **may not constitute a significant portion of the instruction** provided to students.

- Not defined in statute
- T.C.A. §49-16-101 through T.C.A. §49-16-105

State Board Policy 3.208 on Distance Learning and e-Learning: on the Agenda for repeal at the State Board meeting on 5/21/21 (Item IV(H))



Definitions & Statutory References

- T.C.A. §49-16-102(a) authorizes the SBE to promulgate rules and regulations to effectuate the purposes of the chapter
- T.C.A. §49-16-102(b): the SBE “shall develop policies and guidelines for the operation of virtual education programs”
- T.C.A. §49-16-105:
 - LEAs are not required to offer a virtual education program.
 - Participation is in the discretion of the LEA in which the student is enrolled or zoned.
 - Students who are receiving hospital or homebound instruction shall also be eligible to participate.



Existing Virtual Schools in Tennessee



| DISTRICT NAME | SCHOOL NAME |
|-------------------|---|
| Bradley County | Bradley County Virtual School |
| Bristol | Tennessee Online Public School |
| Carter County | Carter County Online Academy |
| Claiborne County | Claiborne Virtual Learning Academy |
| Davidson County | MNPS Virtual School |
| Hamilton County | Hamilton County Virtual School |
| Henry County | Henry County Virtual Academy |
| Hickman County | Hickman County Learning Academy |
| Johnson County | Tennessee Connections Academy Johnson County 9-12 |
| Johnson County | Tennessee Connections Academy Johnson County K-8 |
| Lawrence County | Pioneer Virtual Academy |
| Marion County | Marion Virtual High School |
| Maury County | Virtual Academy of Maury County |
| McNairy County | McNairy County Virtual School K-12 |
| Perry County | Pioneer Virtual Academy |
| Polk County | Polk Innovative Learning Academy |
| Putnam County | VITAL: Upper Cumberland e-Learning Network |
| Roane County | Roane County Virtual Academy |
| Robertson County | Robertson Co. Virtual School |
| Robertson County | Tennessee Connections Academy 9-12 |
| Robertson County | Tennessee Connections Academy K-8 |
| Rutherford County | Rutherford County Virtual School |
| Shelby County | Memphis Virtual School |
| Sumner County | E B Wilson |
| Union County | Tennessee Virtual Academy |
| Washington County | Tennessee Virtual Learning Academy |
| Wayne County | Wayne County Virtual School |
| Wilson County | Barry Tatum Academy |

Number of Virtual Schools

- 28 operating in 2020-21 school year
- 25 different districts
- 15 applications for new virtual schools received as of 5/11/21
- Window for additional submissions is open until **June 1**



How to Open a Virtual School

- [TDOE Virtual School Webpage](#)
- [How to Open a Virtual School](#)
- [Program and School Authorization Form](#)
 - Assurances
 - Section A
 - Addendum C
- Submitted by district's School Directory Contact or Director of Schools
- Submitted to School.Directory@tn.gov by 5 PM CT on June 1



How to Open a Virtual School

Addendum C

1. Excerpt from the minutes of the meeting of the local board of education approving the virtual school.
2. Plan for ensuring that each student enrolled in the virtual school has access to instructional materials and technology, including devices and connectivity, for managing student access, and for providing troubleshooting and repairs.
3. Proposed sequential curriculum that will be implemented at the virtual school, including the complete list of courses to be offered.
4. Plan for providing the same length of time for learning opportunities per academic year that is required for public school students, including proposed daily schedules by grade band.



How to Open a Virtual School



Addendum C

5. Plan for monitoring attendance and enforcing compulsory attendance laws, including truancy intervention, at the virtual school.
6. Plan for enrolling students in the virtual school and ensuring compliance with class size maximums.
7. Plan for administering special education and ELL services to eligible students enrolled in the virtual school and for complying with all federal and state laws, rules and regulations related thereto.
8. Plan for ensuring that teachers in the virtual school are properly licensed, endorsed in their content areas, assigned to students, trained in the delivery of virtual instruction, and annually evaluated.
9. Plan for administering the Tennessee Comprehensive Assessment Program (TCAP) tests or successor tests to students enrolled in the virtual school.

How to Open a Virtual School

- The Division of Choice will review the submission to:
 - ensure that all required materials have been provided;
 - ensure that the proposed virtual school complies with applicable law and regulation; and
 - seek any necessary clarification and/or modification.
- The virtual school will be authorized, and the school directory team will assign a new school number to the virtual school.
- Assigned a “pending” status until July 1, the date of activation



Virtual School FAQs

- [Virtual School FAQs](#)
- Partnering with another district to open a virtual school
- Oversight
 - District
 - Principal
- Enrollment
 - Criteria
 - In/Out of District
 - Partially virtual students



Virtual School FAQs

- Transfers of virtual school students back to their home schools
 - Voluntary
 - Required
 - Accountability
- Participation in extra-curriculars, CTE, sports and other activities of home school
- Teachers
 - Licensure, endorsements
 - Sharing with home schools
- Curriculum requirements



Charter Schools and Virtual Learning



- T.C.A. §49-13-106(d) prohibits a cyber-based charter school
- Charter schools may offer virtual education programs, as long as those programs do not constitute a significant portion of instruction
- Charter schools may contract with an LEA operating a virtual school to provide virtual school services to their charter school students during the 2021-22 school year
 - T.C.A. § 49-13-124(a)
 - Ensure compliance with charter agreement and applicable law
- [Charter School FAQ Webpage](#)

Additional Info & Resources

- Working group meets weekly to address new virtual school questions
- Virtual School FAQs are regularly updated
- Division of Choice is developing a template to evaluate virtual schools and will commence monitoring this summer
- Virtual.Schools@tn.gov



Questions?

