



Department of
Education

EPSO Implementation Guide

Achieving Equity, Access, and Success through a
Portfolio Approach to Early Postsecondary
Opportunities

Office of Postsecondary Coordination & Alignment | September 2017

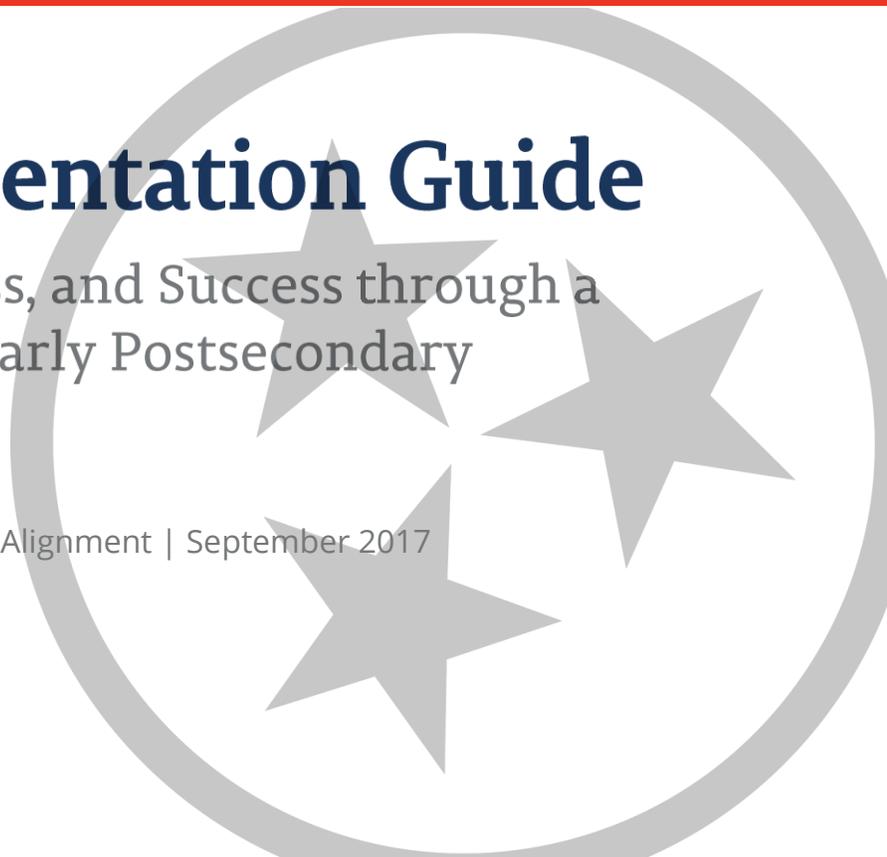


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Importance of EPSOs in Tennessee

When it comes to quality of life, most Tennesseans share a common vision for the future—a strong economy with stable and diverse employment opportunities and a favorable environment for personal and professional development. Achieving this shared vision for the state depends largely on coordination and collaboration between Tennessee’s schools, postsecondary institutions, and regional and state labor markets. An educated workforce contributes to high productivity and higher wages, contributing to a faster-growing economy.¹ Postsecondary attainment is directly linked to the economic health of the state—and directly tied to its economic future. By 2020, an estimated 65 percent of job openings in the United States will require some level of postsecondary education.² Currently, just 38.7 percent of Tennesseans hold postsecondary qualifications³, ranking the state 42nd in the country for postsecondary attainment⁴.

Tennessee’s [Drive to 55](#) initiative aims to bring the percentage of Tennesseans with college degrees or certifications to 55 percent by the year 2025. The initiative would put postsecondary degrees into the hands of over half a million Tennesseans, resulting in an additional \$9.33 billion in estimated annual income and an additional \$746.4 million in state and local tax revenues.⁵ Before Tennessee can reap the full economic benefits of an educated workforce, the diverse challenges of increasing postsecondary attainment in the state must be addressed:

- **Graduation:** 88.5 percent of Tennessee high school students graduate from high school.⁶ The thousands of students who enter Tennessee high schools as freshmen and don’t make it to graduation is a barrier for increasing our rate of postsecondary credentials.

What are Early Postsecondary Opportunities (EPSOs)?

EPSOs provide students with the opportunity to earn college credit while in high school, develop the confidence and skills necessary for success in postsecondary, make informed postsecondary and career decisions, and decrease the time and cost of completing a certificate of degree. Opportunities that help to support this culture of college and career readiness for all Tennessee students include the following: Advanced Placement, Cambridge, College Level Examination Programs, Dual Enrollment, Industry Certification, International Baccalaureate, Local Dual Credit, and Statewide Dual Credit.

¹ “Room to Grow”. Complete Tennessee.

<https://static1.squarespace.com/static/56cf531db6aa6036fa14e1f8/t/583de4556a49631ee36f01e9/1480451910074/state-of-higher-education>

² “Recovery: Job Growth and Education Requirements through 2020”. Center on Education and the Workforce, Georgetown Public Policy Institute. https://cew.georgetown.edu/wp-content/uploads/2014/11/Recovery2020.SR_Web_.pdf

³ “Economic Benefits of Postsecondary Credentials: Incremental Earnings and Revenues upon Drive to 55 Achievement”. University of Tennessee Knoxville, Center for Business and Economic Research. <http://cber.haslam.utk.edu/tned/post2ndbenefits.pdf>.

⁴ “Profiles and Trends in Tennessee Higher Education: 2016 Annual Report.” Tennessee Higher Education Commission. <https://www.tn.gov/assets/entities/thec/attachments/Profiles-Trends-2016.pdf>.

⁵ “Economic Benefits of Postsecondary Credentials: Incremental Earnings and Revenues upon Drive to 55 Achievement”. University of Tennessee Knoxville, Center for Business and Economic Research. <http://cber.haslam.utk.edu/tned/post2ndbenefits.pdf>.

⁶ Tennessee State Report Card (2015-16). <https://www.tn.gov/education/topic/report-card>.

- **Matriculation:** Sixty percent of high school students enroll in two- or four-year institutions in the fall following graduation. While some may choose to enter the workforce, many would like to pursue postsecondary education but face a range of barriers to access, including high tuition costs and lost wages, transportation and childcare logistics, equity issues in accessing high-quality opportunities, and others. Economically disadvantaged students enroll at a lower rate than students who are not economically disadvantaged.
- **Persistence:** Only twenty-four percent of students complete a postsecondary degree or certificate within six years of high school graduation. Tennessee ranks 38th in the nation in public university graduation rates and 40th in community college graduation rates⁷. The average graduation rate at Tennessee two- and four-year public postsecondary institutions is below forty-five percent⁸. Former students cite a number of reasons for dropping out. Some students simply can't make tuition payments. Others may have family or employment obligations that leave little time for their studies. Many are simply unprepared for postsecondary rigor and the demands of the postsecondary environment. Tennessee high schools are graduating the majority of their students without critical college-readiness skills.⁹

Early postsecondary opportunities (EPSOs) are one of the most significant ways in which Tennessee high schools can help prepare their students for postsecondary success. EPSOs allow students to earn postsecondary credits while still in high school, reducing the time and cost of completing a certificate or degree. More importantly, EPSOs introduce high school students to postsecondary learning expectations and requirements, develop confidence and study skills necessary for success in postsecondary coursework, and help students make more informed decisions about their postsecondary plans and career goals. Students who participate in early postsecondary courses are more likely to enroll and persist in college. Historically underrepresented students, such as those who are economically disadvantaged or those scoring below readiness benchmarks on college entrance exams such as the ACT, who participate in EPSOs enroll in college at a rate that is similar to their non-disadvantaged peers, showing EPSOs can be a tool in closing equity gaps across student subgroups.

Despite nearly universal access—with 92 percent of high schools offering at least one EPSO—only 41 percent of the 2015 graduating cohort enrolled in an early postsecondary opportunity.

The Tennessee Department of Education is committed to working with districts and schools in Tennessee to exemplify excellence and equity such that all students are equipped with the knowledge and skills to successfully embark upon their chosen path in life.

⁷“Room to Grow”. Complete Tennessee.

<https://static1.squarespace.com/static/56cf531db6aa6036fa14e1f8/t/583de4556a49631ee36f01e9/1480451910074/state-of-higher-education>.

⁸ Ibid.

⁹ Ibid.

Connecting to the Big Picture

In order to meet Governor Haslam’s goal of Tennessee becoming the number one state in the southeast for economic growth and jobs creation, 55 percent or more of our citizens need some sort of postsecondary credential, certificate, or degree. A key pillar of the governor’s Drive to 55 initiative is that the state’s K–12 education system is producing graduates who are ready for postsecondary learning and career attainment.

Therefore, the department is responsible for increasing the number of graduates who enroll, persist, and ultimately graduate from a postsecondary institution. Secondary students who enroll in and complete early postsecondary courses are more likely to enroll in, persist through, and complete postsecondary learning. The department is driving this work through its office of postsecondary coordination and alignment.

The office of postsecondary coordination and alignment’s priorities are:

- All high school students in Tennessee should have the opportunity to earn postsecondary credits that are aligned with, and transferable to, postsecondary programs of study.
- All high schools in Tennessee should provide a portfolio of early postsecondary opportunities for students, addressing a diversity of student interests, prior academic performance, needs, and postsecondary aspirations.

Did You Know? The current statewide portfolio of Early Postsecondary Opportunities is designed for all students, appealing to diverse student interests, needs, postsecondary aspirations, and levels of prior academic performance. Financial supports, including Dual Enrollment Grants, help ensure that all interested students can fully participate in and benefit from postsecondary-level instruction and assessment.

Student subgroups, including minority students, students with disabilities, and English learners, are highly encouraged to participate in early postsecondary courses. These groups are underrepresented in Tennessee’s colleges, and preliminary research demonstrates a positive association between early postsecondary participation and college-going.

Using this Guide

This guide will prioritize equity and data-driven decision making in order to ensure access for all. As the department focuses on growth in EPSOs, schools and districts have expressed a desire to learn from each other, take advantage of available resources, and receive technical assistance and support in order to grow their EPSO portfolio in a way that is right for their students and community. This guide is a school- and district-based supplement to the state's overarching [EPSO Strategic Growth Plan](#), which can be found on the department's [EPSO website](#). The growth plan outlines the state's role in growing EPSOs, while **this guide is meant to assist district and school leaders with the decisions they need to make to expand EPSOs within their local context.**

What's included in this guide:

- An overview of each of the state's eight recognized early postsecondary opportunities
- Guiding questions, diagnostic, and planning tools and templates to assist you in identifying, selecting, and implementing the right mix of EPSOs for your school or district portfolio
- Information on funding, pilot opportunities, technical assistance resources, and links to contacts for materials and professional development you can harness to start new EPSOs and improve the EPSOs you currently offer
- Answers to common challenges to improve their EPSO offerings facing schools and districts.

This guide is meant to operate in tandem with the department's [EPSO Strategic Growth Plan](#) and [EPSO website](#) as well as all existing communications channels. To receive weekly updates on EPSOs, and other college and career readiness initiatives, [sign up to receive the weekly College and Career Readiness Update](#).

If you have questions about EPSOs in Tennessee, please reach out to Early.Postsecondary@tn.gov.

Ensuring Equity in Access to EPSOs

Tennessee students have an unprecedented opportunity for education and training after high school through the [Tennessee Promise](#), which specifically set goals targeted to help meet the governor's [Drive to 55](#) to ensure the majority of Tennesseans have a postsecondary credential, certificate, or degree by 2025. Early postsecondary opportunities ensure that students are ready to take full advantage of Tennessee Promise and successfully obtain a postsecondary credential. Research has shown a correlation between student participation in EPSOs and increased postsecondary enrollment, persistence, and completion—as well as stronger performance on college and career readiness assessments, such as the ACT.

An early postsecondary opportunity (EPSO) is a course or exam that gives students a chance to obtain postsecondary credit while in high school.

Enabling more students to take advantage of EPSOs is a key element in the department's strategic plan, which aims to increase the number of students who seamlessly enroll in and successfully complete a postsecondary certificate, credential, or degree.

The department's vision is that all students, regardless of their background, graduate from Tennessee's K-12 education system ready to succeed in their chosen path at life. While these paths may look different, one thing remains the same: all of our students should have choices for their path after high school and should be prepared to be successful on whichever path they choose. This commitment to student readiness is demonstrated by the inclusion of the new Ready Graduate indicator added to the state's accountability model. The Ready Graduate indicator provides multiple options for a student to demonstrate readiness—through performance on exams, early postsecondary coursework, and military and industry readiness measurements. This new indicator underscores our shared responsibility to get all students ready for postsecondary and career, regardless of a student's background, postsecondary aspirations, or desired career. We must ensure that all students have access to a diverse portfolio of early postsecondary options that consists of 3-4 different types of EPSOs in order to provide the breadth and depth of options necessary to align to our students' future life choices. Furthermore, by providing EPSOs to students who are historically underrepresented in postsecondary, we can close large gaps between student subgroups and positively shape our students' life trajectories. So, while it will take a concerted effort to continue expanding access to all students in our schools, we are well on our way to executing our vision of **EPSOs for ALL**.

Guiding Question Worksheet 1: Ensuring Equity in Access to Postsecondary

Guiding Questions	Data Sources	School/District Response
<p>Are there gaps between your overall student postsecondary enrollment and subgroup postsecondary enrollment? What may contribute to these gaps?</p>	<ul style="list-style-type: none"> <input type="checkbox"/> <i>Drive to 55: Pathways to Postsecondary</i> district data report 	
<p>Are there gaps between your overall student early postsecondary enrollment and subgroup early postsecondary enrollment? What may contribute to these gaps?</p>	<ul style="list-style-type: none"> <input type="checkbox"/> <i>Drive to 55: Pathways to Postsecondary</i> district data report <input type="checkbox"/> Student information system enrollment data, student demographic data <input type="checkbox"/> Student surveys/focus group responses <input type="checkbox"/> Local policies and practices on course selection 	
<p>Is there an individual responsible for annually reviewing student subgroup data and facilitating to ensure equity across school/district programs?</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Organizational chart/staff roles and responsibilities 	
<p>Do teachers in your high schools feel responsible for advising students on their postsecondary plans, including early postsecondary opportunities? Do teachers feel prepared to have these conversations?</p>	<ul style="list-style-type: none"> <input type="checkbox"/> <i>Tennessee Educator Survey</i> results 	

Understanding the EPSO Options in Tennessee

Tennessee offers the most comprehensive set of early postsecondary opportunities in the nation. Early postsecondary opportunities are opportunities that allow high school students to earn postsecondary credits that are accepted at Tennessee’s higher education institutions. Tennessee students have eight early postsecondary opportunities to take advantage of including, Advanced Placement (AP), Cambridge International Examinations (CIE), College Level Exam Program (CLEP), Dual Enrollment (DE), International Baccalaureate (IB), Local Dual Credit (LDC), Statewide Dual Credit (SDC) and promoted capstone industry certifications (IC).

Students who participate in early postsecondary courses are more likely to enroll and persist in college.

Most EPSOs award credit by a culminating assessment—with the exception of dual enrollment, which confers credit through successful course completion. The majority of Tennessee’s EPSOs provide the chance to earn credit that is accepted at many different technical colleges, community colleges, and four-year universities.

This document provides detailed information for each of the early postsecondary opportunities offered in the state; the information is organized according to the five categories below.



Available Courses: Listed in this section are the individual courses students can take advantage of within each opportunity. For a comprehensive list of approved high school courses, please visit the [State Board of Education](#) website.



Student Profile: Highlighted in this section are the student characteristics for which this type of opportunity is well suited. This includes postsecondary aspirations, financial need and considerations, and level of support needed when considering postsecondary options.



Typical Associated Costs and Funding Opportunities: The cost related to both districts, schools, and students’ participation in each opportunity is outlined in this section, in addition to available funding that can offset the cost associated with some exams.



Professional Development Requirements and Supports: The specific professional development requirements or training needed for each opportunity is outlined here. Additional professional development requirements can be decided at the district level.



Resources: Links to additional resources and information about the opportunity are listed in this section.

Advanced Placement (AP)

Nationally recognized program from The College Board that offers college-level high school courses in multiple subjects, culminating with a final exam. Students who score a 3, 4, or 5 on the exam may qualify for credit at participating postsecondary institutions.



Available Courses: Art History, Biology, Calculus AB, Calculus BC, Capstone: Research, Capstone: Seminar, Chemistry, Chinese Language and Culture, Comparative Government and Politics, Computer Science A, Computer Science Principles, English Language & Composition, English Literature & Composition, Environmental Science, European History, French Language and Culture, German Language and Culture, Human Geography, Italian Language and Culture, Japanese Language and Culture, Latin, Macroeconomics, Microeconomics, Music Theory, Physics 1, Physics 2, Physics C: Mechanics, Physics C: Electricity and Magnetism, Psychology, Spanish Language and Culture, Spanish Literature and Culture, Statistics, Studio Art: 2-D Design, Studio Art: 3-D Design, Studio Art: Drawing, U.S. History, U.S. Government and Politics, World History



Student Profile: AP is beneficial for students who are interested in four-year or private universities, STEM field, and have a strong knowledge of college access and financial resources.



Typical Associated Costs: Student exam fees, teacher training, purchase of materials or curriculum supplements

Available Funding Options: State Exam Fee Assistance Pilot, Federal Grants: ESSA Title IV Block Grant, Title I, Perkins Basic (**only when course is within a Program of Study**), College Board economically disadvantaged fee waivers, and local chamber of commerce or industry partnership.



Professional Development Requirements and Supports: The College Board offers various workshops and subject-specific summer institutes that equip teachers with the course material and resources needed to support their instruction. The department also hosts a series of webinars and workshops throughout each academic year that focus on building an AP program and using data to inform instruction and student placement decisions. For more information please click [here](#).



Resources:

- [Early Postsecondary Website](#)
- [AP Credit Recognition](#)
- [College Board](#)
- [Uniform Grading Policy](#)

Cambridge International Examinations (CIE)

Cambridge International Examinations provide internationally recognized academic programs for students age 5 to 19. The high school A and AS Level courses, available only through approved Cambridge International Schools, provide students the opportunity to earn postsecondary credit that is accepted by colleges in the U.S. and abroad.



Available Courses: Cambridge offers four programs including Cambridge Primary (ages 5–11), Cambridge Secondary 1 (ages 11–14), Cambridge Secondary 2 (ages 14–16), and Cambridge Advanced (ages 16–19). Courses span both core education and technical subjects.



Student Profile: Cambridge is beneficial for students who are interested in four-year or private universities, have financial capacity to afford exams, and who have strong awareness of postsecondary-going processes and requirements.



Typical Associated Costs: Student exam fees, teacher training, purchase of materials or curriculum supplements

Available Funding Options: State Exam Fee Assistance Pilot, Federal Grants: ESSA Title IV Block Grant, Title I, Perkins Basic (**only when course is within a Program of Study**), and local chamber of commerce or industry partnership



Professional Development Requirements and Supports: Professional development for Cambridge International Examinations is grouped into three main categories: Introductory Training, Extension Training, and Enrichment Professional Development. In-person and online training is available, click ([here](#)) for more information.



Resources:

- [Early Postsecondary Website](#)
- [Cambridge Credit Recognition](#)
- [Cambridge International Examination Website](#)
- [Uniform Grading Policy](#)

College-Level Examination Program (CLEP)

Nationally recognized program developed by the College Board, CLEP exams are used to assess mastery of postsecondary-level material acquired in a variety of ways. Students can earn credit for postsecondary coursework in a specific subject.



Available Courses: Financial Accounting, Information Systems & computer Applications, Introductory Business Law, Principles of Management, Principles of Marketing, American Literature, Analyzing & Interpreting Literature, College Composition: Modular, College Composition, English Literature, Humanities, American Government, History of the United States I, History of the United States II, Human Growth and Development, Introduction to Educational Psychology, Introductory Psychology, Introductory Sociology, Principles of Macroeconomics, Principles of Microeconomics, Social Sciences & History, Western Civilization I: Ancient Near East to 1648, Western Civilization II: 1648 to Present, Biology, Calculus, Chemistry, College Algebra, College Mathematics, Natural Sciences, Pre-Calculus, French Language Level I, French Language Level II, German Language Level I, German Language Level II, Spanish Language Level I, Spanish Language Level II



Student Profile: CLEP is beneficial for students who are interested in two or four-year colleges and universities, have financial capacity to afford exams, and have awareness of postsecondary-going processes and requirements.



Typical Associated Costs: Student exam fee

Available Funding Options: Perkins Basic (only when course is within a Program of Study)



Professional Development Requirements and Supports: Schools are encouraged to ensure that students experience a robust learning pathways that prepares them to sit and successfully pass these rigorous college-level courses. Professional development requirements for teachers should follow the guidelines as outlined by the department. Each school will need to determine the appropriate teacher training.



Resources:

- [Early Postsecondary Website](#)
- [CLEP Credit Recognition](#)
- [College Board Website](#)
- [Uniform Grading Policy](#)

Dual Enrollment (DE)

Tennessee specific opportunity that is taught either at the postsecondary institution or at the high school by postsecondary faculty or credentialed adjunct faculty. Students are enrolled at the postsecondary institution and earn transcribed credit upon completion of the course.



Available Courses: This will vary based on the dual enrollment courses offered by postsecondary institutions in your local area. Dual enrollment courses have been assigned high school course codes in order to help facilitate course scheduling and accurate reporting. Guidance on selecting the appropriate course code can be found in the department's [Correlation of Course and Endorsement Codes](#). For reporting purposes, it is important to remember that these are postsecondary courses and high school students are enrolled at the partnering institution.



Student Profile: DE is beneficial for students who are interested in TCAT, two-, or four-year college, STEM and liberal arts fields. Generally, students should have a general knowledge of college access, financial resources, qualify for dual enrollment grant to receive funding for tuition costs, and would benefit from support on college application.



Typical Associated Costs: Tuition cost, course-specific fees, textbooks or other materials

Available Funding Options: Dual enrollment grant, Perkins Basic (only when course is within a Program of Study), scholarships/gap costs



Professional Development Requirements and Supports: Dual enrollment instructors must meet postsecondary requirements, but do not have to meet specific TN teacher licensure or endorsement requirements.



Resources:

- [Early Postsecondary Website](#)
- [Dual Enrollment Grant Eligibility](#)
- [High School Policy - Section 1p](#)
- [Uniform Grading Policy](#)
- Sample Articulation Agreement (See Appendix E)

International Baccalaureate (IB)

Internationally recognized program available only through an approved IB World School which provides high school students the opportunity to take a rigorous, pre-university course of study. IB courses are aligned to internationally benchmarked exams, which provide opportunities for students to earn postsecondary credit while still in high school.



Available Courses: International Baccalaureate Organization (IBO) offers four programs including the primary years program (ages 3–12), middle years program (ages 11–16), diploma program (ages 16–19), and the career-related program (ages 16–19). Courses span both core education and technical subjects.



Student Profile: IB is beneficial for students who are interested in four-year, private, or international universities, have financial capacity to afford exams, and those who have a strong awareness of postsecondary-going processes and requirements.



Typical Associated Costs: Application and/or teacher training costs to become an IB World School, and student exam fees

Available Funding Options: State Exam Fee Assistance Pilot, Federal Grants: ESSA Title IV Block Grant, Title I, Perkins Basic (**only when course is within a Program of Study**), local chamber of commerce or industry partnership



Professional Development Requirements and Supports: There are no professional development requirements to teach IB courses. Each IB school/district determines the necessary training for teachers. IBO offers three main methods of professional development in face-to-face workshops, online workshops, and IB educator certificates.



Resources:

- [Early Postsecondary Website](#)
- [IB Professional Development Website](#)
- [IB Credit Recognition](#)
- [Uniform Grading Policy](#)
- [International Baccalaureate Organization Website](#)

Local Dual Credit (LDC)

Tennessee specific opportunity aligned to a local postsecondary institution's course and exam. Students who pass the exam earn credits that are accepted by that local postsecondary institution only.



Available Courses: This will vary based on the local agreement established between the high school and postsecondary institution. It is important to note that LDC courses are reported using an existing high school course, and must be identified with a separate "flag" in order to denote the local dual credit status. Schools are responsible for identifying and flagging LDC courses in their Student Information Systems (SIS).



Student Profile: LDC is beneficial for students who are interested in TCAT, two-year, or four-year colleges, and those who may have limited financial resources or do not qualify for dual enrollment grant.



Typical Associated Costs: Standard fee of \$25 across all community colleges

Available Funding Options: Not applicable



Professional Development Requirements and Supports: No additional professional development is required for local dual credit opportunities.



Resources:

- [Early Postsecondary Website](#)
- [Uniform Grading Policy](#)

Statewide Dual Credit (SDC)

Tennessee-specific opportunity aligned to statewide postsecondary standards and is taught at the high school by high school faculty for high school credit. Students who meet or exceed the established cut score set for the exam earn credits which can be applied to any public postsecondary institution in Tennessee.



Available Courses: American History, Criminal Justice II, Introduction to Agriculture Business, Introduction to Plant Science, Introduction to Sociology, Pre-Calculus, Psychology, Statistics, and World History



Student Profile: SDC is beneficial for students who are interested in a Tennessee College of Applied Technology (TCAT), two-year, or four-year colleges, have limited financial resources, or are interested in technical programs not supported by other EPSOs.



Typical Associated Costs: Required teacher training travel costs, student exam fees (covered by the Tennessee Department of Education)

Available Funding Options: Exam costs fully covered by Tennessee Department of Education



Professional Development Requirements and Supports: All statewide dual credit teachers are **required** to attend training specific to their course prior to the start of the school year. Teachers must also hold a valid Tennessee teaching license and meet the endorsement standards required to teach the aligned high school course.



Resources:

- [Early Postsecondary Website](#)
- [Statewide Dual Credit Implementation Guide](#)
- [Uniform Grading Policy](#)

Capstone Industry Certifications (IC)

IC is earned through secondary and postsecondary career and technical education programs and courses. High school students who complete career-aligned learning pathways and sit for exams that are recognized both in the state and nationally by industry and professional organizations may articulate credit at postsecondary institutions.



Available Courses: There are 42 department promoted Industry Certifications in 27 different Programs of Study. A comprehensive list of promoted industry certifications can be found [here](#).



Student Profile: ICs are beneficial for students who are interested in working while continuing learning, or attending a technical college or training program, and a desire to pursue a technical, apprentice, or TCAT program.



Typical Associated Costs: Student exam fee, licensure application fee, professional organization registration fee

Available Funding Options: Perkins Basic and Reserve Grants



Professional Development Requirements and Supports: High school students are encouraged to focus their elective credits on robust, career-aligned learning pathways. Robust learning pathways should culminate with the achievement of nationally recognized industry certifications, meaningful work based learning experiences, and/or attainment of postsecondary credit hours through early postsecondary opportunities. Professional development requirements for teachers should follow the guidelines as outlined by the department. Each school will need to determine the appropriate teacher training.



Resources:

- [College, Career and Technical Education Website](#)
- [Early Postsecondary Website](#)
- [Uniform Grading Policy](#)

Guiding Question Worksheet 2: Understanding the EPSO Options in TN

Guiding Questions	Data Sources	School/District Response
Do you have individuals responsible for annually reviewing and improving your school/district's EPSO offerings and postsecondary articulation agreements?	<input type="checkbox"/> Organizational chart, staff roles and responsibilities	
How does your school/district enrollment in EPSOs compare to the state average? How does enrollment compare to your comparison districts?	<input type="checkbox"/> <i>Drive to 55: Pathways to Postsecondary</i> district data report	
Are students enrolled in your school/district's current EPSO opportunities successfully obtaining postsecondary credit and articulating that credit to postsecondary institutions?	<input type="checkbox"/> <i>Drive to 55: Pathways to Postsecondary</i> district data report	
Does your school/district have a point of contact assisting to develop national and international opportunities?	<input type="checkbox"/> College Board (AP and CLEP) <input type="checkbox"/> Cambridge International <input type="checkbox"/> International Baccalaureate	
Does your school/district have a point of contact assisting to develop opportunities with your local postsecondary institutions?	<input type="checkbox"/> Dual enrollment coordinators: See Appendix G	

Building a Portfolio of EPSOs

An effective portfolio includes 3–4 different types of opportunities, a combination of local, state, and national opportunities, as well as both general and career and technical education opportunities. Effective portfolios leverage partnerships with industry and postsecondary institutions that demonstrate clear alignment to postsecondary programs of study and local workforce trends. Proper EPSO selection involves organizing key stakeholders to assess where gaps exist, analyzing relevant data, and creating an action plan to fill any identified gaps so that all students are set on a path to postsecondary success.

Key Considerations for Building a Portfolio

Building a portfolio of early postsecondary opportunities to meet the needs of all students is a process that includes the following action steps:

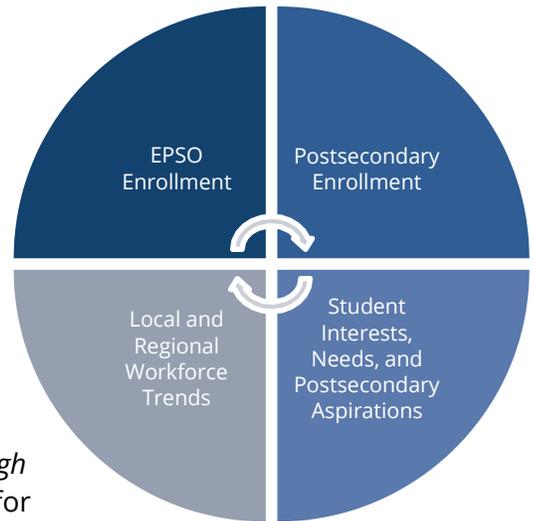
- **Organize key internal and external stakeholders to form a local EPSO committee.** This should include teachers, principals, school counselors, and postsecondary partners. Stakeholders should be involved in reviewing relevant data and completing the EPSO Portfolio Planning Tool located in Appendix B to expand access and develop new opportunities.
- **Identify any gaps in current offerings** by using the EPSO Portfolio Planning Tool in Appendix B to evaluate current offerings.
- **Synthesize district or school level data to inform decisions.** It is important to consider both qualitative and quantitative data when deciding which EPSOs your school should implement.
- **Gather student feedback via a survey or focus group of students** from diverse backgrounds and interests. Questions should be designed as a way to gather feedback and perspective on which opportunities will support them in obtaining their postsecondary goals.
- **Locate potential postsecondary partners** in your region. This includes Tennessee Colleges of Applied Technology (TCAT), community colleges, and four-year institutions. See Appendix F for a list of all public postsecondary institutions in Tennessee listed by grand division.

Did You Know? A robust EPSO portfolio provides diverse learning and assessment opportunities which appeal to a broad range of student interests, needs, postsecondary aspirations, and student skill sets. Specific offerings and subjects will be based on student interest and postsecondary aspirations, as well as school and community resources. Portfolios will evolve over time to meet the changing needs of the student body. Regular input and feedback from key stakeholder groups, including students, parents, and teachers, is critical to the success of EPSO portfolios. Administrators, school counselors, teachers, and all school personnel play an important role in promoting EPSOs among students, advocating for student interests, and ensuring informed student placement.

Use Data to Inform Decisions when Choosing Appropriate EPSOs

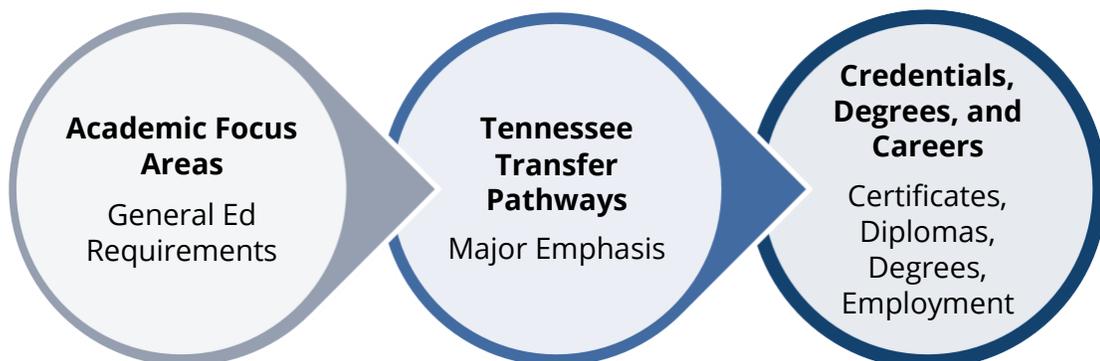
Districts and schools should focus data gathering in four main areas to include postsecondary enrollment, EPSO enrollment, local and regional workforce trends, and student interests, needs, and postsecondary aspirations. This data can be collected from the *Drive to 55: Pathway to Postsecondary* reports provided to each district by the department, [industry projections](#), and student surveys or focus groups.

- Review district/school overall postsecondary enrollment trends with a particular focus on underrepresented student subgroups.
- Review your district/school EPSO enrollment trends with a particular focus on underrepresented student subgroups.
- Use the [regional data spreadsheet](#) to identify the top ten high-demand occupations in your region.
- Conduct a student survey or focus group that seeks to identify student interests, needs, and postsecondary aspirations. Use the [Tips for Conducting Student Focus Groups](#) section of the *Have you Heard? What Tennessee High School Students Say About Their School Experiences* report for guidance and suggested questions.



EPSO Selection in Practice

- **Start with your students.** What are their postsecondary aspirations? What are your district's postsecondary-going trends?
- **Build the pathway.** What postsecondary credential will students need to achieve their goals? A recommended strategy for building transitions to postsecondary is to use the [TN Transfer Pathway website](#) to identify academic focus areas and their related majors and programs.
- **Bridge the gap by choosing EPSOs for the pathway.** What early postsecondary opportunities will get students to and through postsecondary?
 - Industry certifications articulate for hours at TCATs
 - General education requirements (DE, AP, IB) accelerate two and four year degree
 - Attainment
 - Statewide dual credit articulates to all public Tennessee institutions
 - Local dual credit, dual enrollment, and CLEP enable students to earn credit in a specific major or focus area
 - National and international opportunities (AP, IB, CIE, CLEP) are accepted at out-of-state institutions



Example: For students interested in accounting, there are a variety of EPSOs that could fit into their pathway in both general and career and technical education requirements.

	AP	CIE	CLEP	DE	IB	LDC	SDC	IC
General Education Requirements								
English Composition	✓	✓	✓	✓	✓	✓		
College Algebra / Pre-Calculus			✓	✓		✓	✓	
Microeconomics	✓		✓	✓		✓		
Area of Emphasis Requirements								
Principles of Accounting (CTE)			✓	✓		✓		
Statistics	✓			✓		✓	✓	

Guiding Question Worksheet 3: Building a Portfolio of EPSOs

Guiding Questions	Data Sources	School/District Response
Does each high school in your district offer 3-4 different types of EPSOs? Do the types of opportunities vary by school?	<input type="checkbox"/> High school master schedule(s) <input type="checkbox"/> Student information system enrollment data	
Does your district offer courses for both general education and career and technical education (CTE) pathways? Do the opportunities include a mix of local, national, and international opportunities?	<input type="checkbox"/> CTE Programs of Study	
How many students are served by each of your current EPSOs? Is there a gap between capacity and demand?	<input type="checkbox"/> Student information system data, student registration forms <input type="checkbox"/> Student focus groups or surveys	
What are the postsecondary aspirations of your student body?	<input type="checkbox"/> <i>ACT School/District Profile Reports</i> (from ACT, Inc.) <input type="checkbox"/> Student focus groups/surveys	
Does your district currently offer EPSOs that align to a learning pathway(s) that will lead to a high demand occupation in your region?	<input type="checkbox"/> <i>Drive to 55: Pathways to Postsecondary</i> district data report <input type="checkbox"/> Regional data spreadsheets	
Do you currently have articulation agreements in place with local postsecondary institutions for EPSOs like local dual credit and dual enrollment?	<input type="checkbox"/> District-Postsecondary Institution articulation agreements <input type="checkbox"/> Dual enrollment coordinators: See Appendix G	
What opportunities may be missing from your current portfolio in order to meet the needs of all of your students?	<input type="checkbox"/> Answers to above questions	

Effective Monitoring to Ensure Alignment of Pathways

Connecting the Dots at the School Level

In order to meet the goals of [Tennessee Succeeds](#) and Governor's [Drive to 55](#), we must believe in the potential of all Tennessee students to be successful in postsecondary. One way that we can do this is by ensuring that all students have access to a diverse portfolio of EPSOs at their schools. Likewise, schools must ensure that there is strong leadership and thoughtful student advisement efforts in place to support the implementation of EPSOs.

The implementation process begins with schools setting clear goals for their students. Goals should be based on an understanding of what students want to do when they graduate, where they want to go, and what type of postsecondary program will help them be successful in their intended profession. Once these end goals are clearly articulated, schools can begin to think through how to build a solid bridge to help their students reach these goals.

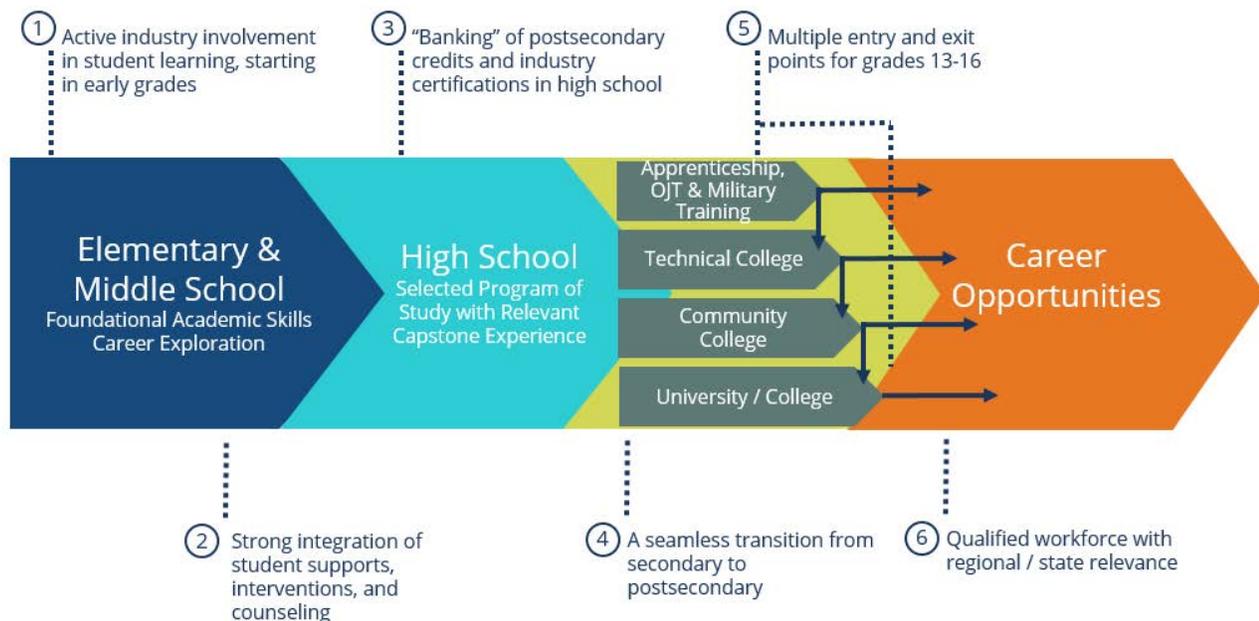


Figure 1: Model of an effective student learning pathway

A bridge for students should have clearly defined learning pathways that consist of:

- **Active industry involvement in student learning, starting in the early grades:** Encourage and support active industry involvement which begins early on in a student's learning pathway.
- **Strong integration of student supports, interventions, and advisement:** Establish a collective goal centered on ensuring that all students have access to rigorous standards and great instruction in all courses.
- **Students' ability to earn credits and industry certification while in high school:** Allow for college credits and industry certifications in high school. Students should be demonstrating proficiency as they progress through their learning pathway.
- **Seamless transition from secondary to postsecondary:** Ensure clear goals for student entry into postsecondary education and career.

- **Multiple entry and exit points for grades 13–16:** Have “on and off” ramps that allow students to complete one level of postsecondary education, work for several years, then use the “on-ramp” to continue education and training.
- **Qualified workforce with regional/state relevance:** Create a robust, aligned learning experience, which blends academics and relevant work experiences from grades 7–14/16.

It is important to note that some students may have a very clear postsecondary major or program of study in mind, while others may only have a general idea of what they want to study. Students who enter into postsecondary undeclared and do not make strong progress towards a degree or certificate often choose not to return to college after their first semester. Encouraging students to build their four-year high school plans around specific goals for a postsecondary program of study will set them up for success on their chosen path. Their high school plans should then incorporate an EPSO course of study that is tied to their postsecondary goals. The College Board’s [Eight Components of College and Career Readiness Counseling](#) is an excellent resource that can help strengthen student advisement practices. Consider how you can improve your current practices and create a school culture that focuses on postsecondary as an end goal for all students.

Keep in mind that each cohort of students entering your high schools will have different aspirations, and industry and workforce needs change year-to-year. Annual evaluation of your programs to ensure alignment is necessary. Career and technical education programs of study, postsecondary articulation agreements, and national and international programmatic offerings also change each year. **It is important to build in student data collection, program review, and timeline for updates into your normal high school master scheduling and student course selection process.**

Monitoring the Effectiveness of EPSO Offerings

Once a portfolio of early postsecondary offerings is established, it is important to consistently review each opportunity within the portfolio to ensure continued alignment to postsecondary standards, workforce trends, student interest and postsecondary aspirations. The information below is designed to help schools reflect on current practices, monitor and evaluate their progress moving forward.

Use the template in the appendix to develop growth goals, using the example goals below as a guide. District/school teams should develop at least three goals for building a meaningful EPSO portfolio, additional goals may be added if needed. Strive to set goals in the following areas:

- **Access and Equity:** Increase the number of schools offering EPSOs, increase number and diversity of EPSO offerings, improve student advisement practices, create strategies to raise student awareness of opportunities, engage parents to make aware of the advantages of EPSOs, etc.
- **Success (Course Completion and Credit Attainment):** Increase the number of students who sit for exams, increase the number of students who pass exams/courses and earn postsecondary credit, close achievement gaps, overcome barriers to testing and credit articulation to postsecondary, etc.
- **Quality and Relevance:** Ensure vertical alignment to postsecondary standards, ensure rigorous instruction and teacher quality, advise students using the pathway model, leverage industry and postsecondary partners, align offering with high demand and wage career opportunities, etc.

Ultimately, we can ensure that our student experience a rigorous, robust academic and career learning pathway that provides real options upon graduation by ensuring that all stakeholders are involved and informed, taking an inventory of current early postsecondary opportunities, working to identify and eliminate barriers, and cultivating partnerships with postsecondary and industry.

Guiding Question Worksheet 4: Effectively Monitoring to Ensure Alignment of Pathways

Guiding Questions	Data Sources	School/District Response
<p>How are student enrollment/registration decisions made to place students into early postsecondary opportunities? What data (if any) is reviewed for students? Are students encouraged to enroll based on prior performance/goals or is enrollment based solely on expressed student interest?</p>	<ul style="list-style-type: none"> <input type="checkbox"/> High school master scheduling and student enrollment policies/practices <input type="checkbox"/> Student information system enrollment data, student registration forms 	
<p>What policies govern early postsecondary opportunities in each high school? Could these policies be negatively impacting or positively contributing to early postsecondary enrollment and success?</p>	<p>Policies could include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Student placement, registration, master scheduling <input type="checkbox"/> Course add/drop timelines and procedures <input type="checkbox"/> Testing requirements <input type="checkbox"/> Grading policies (i.e. weighted GPA) <input type="checkbox"/> Graduation with distinction <input type="checkbox"/> Graduation requirement course substitutions 	
<p>Does your school/district have a timeline for reviewing courses offered each year for continued relevance and student success? Who is responsible for this evaluation?</p>	<ul style="list-style-type: none"> <input type="checkbox"/> High school master scheduling and student enrollment policies/practices <input type="checkbox"/> Organizational chart, staff roles and responsibilities 	

Student Reflections

"All my life I was expected to go to college. I was lucky enough to have a very supportive family who wanted me to be the best I could, but when college started to become more of a reality than a distant dream, the stress set in. "What if I'm not smart enough?" "What if I'm not prepared for all the responsibilities?" "What if college isn't for me?" These were all questions I asked myself on a daily basis. However, luckily for me, there was a way for me to dip my toes into the water that is college. This was dual enrollment. I first found out about dual enrollment as a freshman in high school, and as a student on the pathway to college my counselor highly recommended that I signed up for it my Junior year. I am so glad that she did. Dual enrollment has been one of the biggest blessings of my life. I learned how to manage my time, how to be more responsible, and how to study in a way that was specific to me. This not only helped me in my time in high school, but it also made my transition into college much more seamless. As a first-year student at Belmont University I would normally have to begin with many general education classes; however, because I had credits coming in, I was able to begin in classes that deal directly with my specific study areas. I also am able to have a double minor, and still be on track to graduate a semester early. So thank you dual enrollment, thank you for helping me to get on the pathway to the best possible me."

—Lydia Doss, Macon County High School Graduate

"Growing up, education was never a big deal in my family. Many of my family members didn't bother graduating, and others took far longer than they should've taken, barely passing. Their ideology was that education was not important. They think that jobs in construction were far better than anything else out there. When I was in high school, I never really felt that I needed to do homework because I was making good grades and the work was easy.

However, I eventually realized that that was not helping me for when I would go to college. Nonetheless, there were some classes that showed me exactly what college was going to be like. Those were the Dual Enrollment and AP classes. They both showcased the typical workload of the average college classes I would end up taking, but no class showed that better than AP Calculus. Dual Enrollment was amazing because the material was challenging, required effort, and rewarded you with college credit for making good grades in those classes, credits that were accepted and very much appreciated.

AP Calculus was the most intense class I took during high school, and it was hard. It showed me much more than the typical workload that will be present in college. It showed me that classes will be hard, you won't understand them, they will impact you the most, and that's when you want to stop what you're doing and focus. That class was very intimidating that I never bothered taking the AP exam for college credit, fearing that I will not score high enough. Now that I'm in college, I realize that that is typical, especially in a Chemistry major. College is hard, and it takes more than just effort. It takes commitment and dedication, and taking DE and AP classes were the best at showing that."

—Antonio Rizo, Overton High School Graduate

Glossary

Access: A student's ability to participate in an opportunity offered through his/her school. Student participation and placement into opportunities should be based on both academic and nonacademic indicators.

Advanced Placement (AP): The College Board's Advanced Placement (AP) courses are college-level classes in a variety of subjects that students can take while still in high school. They offer challenging course work and an opportunity to experience what college classes are like. At the conclusion of the course, aligned culminating exams are available. Students who score high enough on the aligned exams are eligible for postsecondary credit and participating postsecondary institutions. The Tennessee Board of Regents has established standard cut scores for students attending TBR institutions to receive college credit for AP courses.

Cambridge International Examinations (CIE): Cambridge is a program that allows students to take rigorous courses, developed by international postsecondary faculty, in a variety of subject areas. Students sit for the aligned AS or A level exams in order to qualify for potential college credit at the end of courses. Exams are internationally recognized and credit is determined by individual institution.

College-Level Examination Program (CLEP): CLEP exams test master of college-level material acquired in a variety of ways – through general academic instruction, significant independent study, or extracurricular work. Developed by the College Board, the College-Level Examination Program has been the most widely trusted credit-by-examination program for over 40 years, accepted by 2,900 colleges and universities and administered in over 1,700 test centers nationally.

Dual Enrollment (DE): DE is a postsecondary course, taught either at the postsecondary institution or at the high school, by postsecondary faculty or credentialed adjunct faculty. Students are enrolled at the postsecondary institution and earn postsecondary credit upon completion of the course. High school credit is awarded based on local policy.

Early Postsecondary Opportunities (EPSOs): EPSOs provide students with the opportunity to earn college credit while in high school, develop the confidence and skills necessary for success in postsecondary, make informed postsecondary and career decisions, and decrease the time and cost of completing a certificate of degree. Opportunities that help to support this culture of college and career readiness for all TN students include the following: Advanced Placement, Cambridge, College Level Examination Programs, Dual Enrollment, Industry Certification, International Baccalaureate, Local Dual Credit, and Statewide Dual Credit.

Economically Disadvantaged (ED): Students who meet one or more definitions of poverty and economic need, as determined by federal and/or state characteristics (including qualification for free and reduced price lunch program).

Industry Certifications (ICs): ICs are earned through secondary and postsecondary career and technical education programs and courses. High school students are encouraged to focus their elective credits on robust, career-aligned learning pathways. As it pertains to industry certifications, all department-promoted certifications are aligned with postsecondary and employment opportunities and with the competencies and skills that students should have acquired through their chosen programs of study.

International Baccalaureate (IB): IB programs afford students the ability to complete a full program of internationally-recognized college-level courses to obtain an IB diploma. Aligned courses offer exams at the SL or HL levels, where certain exam scores qualify students for college credit. IB is internationally recognized and credit is awarded individually by each institution.

Local Dual Credit: A local dual credit course is a high school course taught by high school faculty with an aligned challenge exam. Students who score at or above the cut score in the culminating exam qualify for postsecondary credit at the local institution that was responsible for developing and administering the exam. Local dual credit is the result of a partnership between a specific high school and a specific postsecondary institution through an articulation agreement and credit awarded is only guaranteed at the specific postsecondary institution upon enrollment.

Postsecondary: Postsecondary is defined as any educational institution that provides classes to students who have already completed high school. Postsecondary institutions include Tennessee Colleges of Applied Technology (TCAT), Community Colleges, four year colleges and universities, private colleges and universities, and specific advanced workforce apprenticeship training programs.

Portfolio: A diverse menu of early postsecondary options for all students regardless of background; differentiated by student interest and pathway, postsecondary aspirations, knowledge/skills, and support needs (financial, access, transportation, etc.) A portfolio approach is one that offers 3–4 types of EPSOs in a high school each academic year.

Ready Student: A high school student who has demonstrated knowledge and skills that increase their probability of successfully completing an early postsecondary course. Most often, this is measured by standardized test scores, such as state assessments or national benchmark exams (i.e. scoring at or above grade level or “on track” for college readiness).

Statewide Dual Credit (SDC): SDC is a high school course which is aligned to statewide postsecondary standards and is taught at the high school by high school faculty for high school credit. Courses and their accompanying challenge exams are created by Tennessee secondary and postsecondary faculty. Students who meet or exceed the established cut score set for the exam earn credits which can be applied to any public postsecondary institution in Tennessee.

Students with Disabilities (SWD): Students who meet the eligibility criteria to receive special education services in the state of Tennessee.

Appendices

Appendix A: Promising Practices

A district's perspective to closing gaps and expanding access to EPSOs for all Tennessee students. The department takes a note from districts on unique strategies and practices to promote EPSOs for all students.

Hamblen County Schools

Identifying best Practices for English as a Second Language (ESL) students

Q: How do you ensure that your school's EPSO offerings are accessible to English learners?

A: Early engagement of parents through ESL nights

Identifying Best Practices for Minority students

Q: How do you ensure that your school's academic program responds to the needs of minority students?

A: Host college and career days to orient students to postsecondary

Identifying Best Practices for Students with Disabilities

Q: How do you ensure that your school's academic program responds to the unique needs of students with disabilities?

A: Provide individualized plans for all students, particularly student subgroups, that include EPSOs and WBL

Gibson County Special School District

Identifying Best Practices for Minority students

Q: How has EPSO participation impacted postsecondary aspirations or preparedness for minority students?

A: It has helped to ensure that students are ready. Students being able to walk across the stage with college credit in their back pocket is a great thing and shows students they can succeed at the next level.

Identifying Best Practices for Students with Disabilities

Q: What promising practices/best practices from your school's experience would you like to share with other schools/districts?

A: Visit feeder schools to explain programs of study and the opportunities students will be able to take advantage of in high school

Identifying best Practices for English as a Second Language (ESL) students

Q: How do you ensure that your school's EPSO offerings are accessible to English learners?

A: We utilize middle school teachers who have close relationships with their students to promote the idea of earning college credit before high school graduation for all student subgroups.

Appendix B: Portfolio Planning Tool

Postsecondary Enrollment Trends		
Question	Response	Next Steps
<p>What type of postsecondary institution are the majority of your students enrolling in?</p> <p>What type of postsecondary credentials do your students aspire to reach?</p> <p>Sources: <i>Drive to 55</i> district data report, <i>ACT District/School Profile</i> report</p>	<input type="checkbox"/> TCAT	<ul style="list-style-type: none"> <input type="checkbox"/> Establish articulation agreement with TCAT to offer dual enrollment opportunities in your CTE programs of study. <input type="checkbox"/> Ensure your CTE programs of study offer all four levels and culminate in recognized industry certification students can use to articulate for clock-hours.
	<input type="checkbox"/> Community College	<ul style="list-style-type: none"> <input type="checkbox"/> Establish articulation agreement with CC to offer dual enrollment and local dual credit opportunities. <input type="checkbox"/> Select statewide dual credit courses aligned to student interests.
	<input type="checkbox"/> In-state four-year university	<ul style="list-style-type: none"> <input type="checkbox"/> Select statewide dual credit courses aligned to student interests. <input type="checkbox"/> Review any existing articulation agreements for dual enrolment to ensure course are included in Tennessee Transfer Pathways.
	<input type="checkbox"/> Out-of-state four-year university	<ul style="list-style-type: none"> <input type="checkbox"/> Select national and international opportunities (such as AP, IB, CLEP, and Cambridge) that are aligned to student postsecondary aspirations and interests.
<p>What existing gaps exist in your student sub-group enrollment into postsecondary?</p> <p>Source: <i>Drive to 55</i> district data report</p>	<input type="checkbox"/> Gaps exist between economically disadvantaged (ED) and non-ED students	<ul style="list-style-type: none"> <input type="checkbox"/> Explore opportunities to provide financial assistance for EPSO completion, such as the state Dual Enrollment grant, and state exam subsidies for AP, IB, and Cambridge. <input type="checkbox"/> Provide lower-cost EPSO options, like statewide dual credit (free) and local dual credit (\$25). <input type="checkbox"/> Apply for the department’s Perkins Reserve grant for Industry Certifications to cover fees for students sitting for certification exams.
	<input type="checkbox"/> Gaps exist between student sub-groups	<ul style="list-style-type: none"> <input type="checkbox"/> Review local district policies and practices for course scheduling to ensure equity. <input type="checkbox"/> Put in place strong student-advisement and family communications practices (such as participation in <i>EPSO Week</i>) to ensure all students are aware of all available opportunities. <input type="checkbox"/> Use student prediction tools (such as <i>AP Potential</i> from College Board and <i>AP TVAAS projections</i> from the department) to identify students who may not have expressed interest in EPSOs, but who are academically ready to be successful.

Top 10 High Demand Programs of Study

Question	Response			Next Steps
<p>What are the top 10 high demand programs of study in your region? Do you currently have these programs? What are the postsecondary requirements for these programs?</p> <p>Sources: <i>Drive to 55</i> district data report, Career Cluster Program of Study Justifications</p>	Program of Study	Currently Offering?	Postsecondary Training Requirements (i.e.: Credential, 2 or 4 year degree)	<p>For Programs Checked "Yes"</p> <ul style="list-style-type: none"> <input type="checkbox"/> Do you currently have articulation agreements with local postsecondary institutions to offer dual enrollment and/or dual credit opportunities in these programs? <input type="checkbox"/> Are you offering the culminating, fourth-level course? <input type="checkbox"/> Are you offering aligned industry certifications? <input type="checkbox"/> For programs that require a 4-year degree, are you offering AP, CLEP, or dual enrollment courses to support general education requirements?
		<input type="checkbox"/> Yes <input type="checkbox"/> No		
		<input type="checkbox"/> Yes <input type="checkbox"/> No		
		<input type="checkbox"/> Yes <input type="checkbox"/> No		
		<input type="checkbox"/> Yes <input type="checkbox"/> No		
		<input type="checkbox"/> Yes <input type="checkbox"/> No		<p>For Programs Checked "No"</p> <ul style="list-style-type: none"> <input type="checkbox"/> Are you offering another program in this career cluster that you could transition to this program over time? <input type="checkbox"/> Do you have a teacher who is endorsed to teach this program? <input type="checkbox"/> Is there a local postsecondary institution offering this program with whom you could develop a dual enrollment relationship? <input type="checkbox"/> Are there virtual courses available on TBR's TN eCampus that are aligned to this program you could offer in a local computer lab?
		<input type="checkbox"/> Yes <input type="checkbox"/> No		
		<input type="checkbox"/> Yes <input type="checkbox"/> No		
		<input type="checkbox"/> Yes <input type="checkbox"/> No		
		<input type="checkbox"/> Yes <input type="checkbox"/> No		
	<input type="checkbox"/> Yes <input type="checkbox"/> No			

Common Implementation Challenges

Question	Response	Next Steps
What are the characteristics of your school / district that may lead to challenges in implementing quality EPSOs for your student body?	<ul style="list-style-type: none"> <input type="checkbox"/> Rural district, far away from local postsecondary institution 	<ul style="list-style-type: none"> <input type="checkbox"/> Establish an articulation agreement focusing on local dual credit, to allow your students to pursue credit by exam, without traveling. <input type="checkbox"/> Select statewide dual credit and AP opportunities (which offer in-school assessments) aligned to student interests. <input type="checkbox"/> Support your teachers to become qualified to serve as an adjunct professor, enabling you to offer dual enrollment courses on your campus. <input type="checkbox"/> Select virtual courses available on TBR's TN eCampus that students can complete in your local computer lab.
	<ul style="list-style-type: none"> <input type="checkbox"/> Large percentage of student body who are economically disadvantaged 	<ul style="list-style-type: none"> <input type="checkbox"/> Explore opportunities to provide financial assistance for EPSO completion, such as the state Dual Enrollment grant, and state exam subsidies for AP, IB, and Cambridge. <input type="checkbox"/> Provide lower-cost EPSO options, like statewide dual credit (free) and local dual credit (\$25). <input type="checkbox"/> Apply for the department's <i>Perkins Reserve Grant for Industry Certifications</i> to cover fees for students sitting for certification exams. <input type="checkbox"/> Consider buying classroom sets of textbooks used by your local community college for common dual enrollment courses.
	<ul style="list-style-type: none"> <input type="checkbox"/> Lack of teachers with endorsements/licenses to teach postsecondary courses 	<ul style="list-style-type: none"> <input type="checkbox"/> Select virtual dual enrollment courses available on TBR's TN eCampus that students can complete in your local computer lab. <input type="checkbox"/> Research CLEP exams that are aligned to courses your teachers are already teaching. <input type="checkbox"/> Select EPSOs (such as statewide dual credit and selected AP courses) where the department provides free training.
	<ul style="list-style-type: none"> <input type="checkbox"/> Small student body, which limits available course options in master schedule 	<ul style="list-style-type: none"> <input type="checkbox"/> Review the correlation of course codes document to find courses required for graduation you can replace with EPSOs. <input type="checkbox"/> Research CLEP exams or local dual credit test opportunities that are aligned to courses you are already offering. <input type="checkbox"/> Create computer lab time in your schedule and offer a variety of subject area options virtually at the same time.
	<ul style="list-style-type: none"> <input type="checkbox"/> No current EPSOs and not sure where to start 	<ul style="list-style-type: none"> <input type="checkbox"/> Select statewide dual credit courses, which offer a free challenge exam for college credit. <input type="checkbox"/> Discuss an articulation agreement with your closest postsecondary institution to offer dual enrollment. <input type="checkbox"/> Select CLEP or industry certification exams aligned to courses or programs of study you already have in place.

Portfolio Optimization

Question	Response	Next Steps
Are you offering 3-4 different types of EPSOs in each high school?	<input type="checkbox"/> Yes	<p>Congratulations! You are well on your way to meeting the needs of your student body.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Review your current EPSO offerings alongside your postsecondary enrollment and ACT profile report data. Are the types of EPSOs you are offering aligned to the postsecondary enrollment trends and aspirations of your students? If not, consider changing your offerings to meet the needs of more students. <input type="checkbox"/> Review your capacity for student enrollment (seats in classes in master schedule) alongside your student demand (AP Potential, TVAAAS Projections, registration forms). Do you have enough classes to meet the number of students you have? If not, consider adding more course offerings within your existing portfolio. <input type="checkbox"/> Do you offer the same subject area course in multiple different types of EPSOs? Are these opportunities competing with one another? If so, consider offering different subjects in each opportunity in order to serve diverse student needs.
	<input type="checkbox"/> No	<ul style="list-style-type: none"> <input type="checkbox"/> Review your postsecondary enrollment and ACT profile report data and select appropriate EPSOs to add to your existing portfolio, using first page of this tool.
Are you offering both general education and CTE offerings?	<input type="checkbox"/> Yes	<p>Congratulations! You are well on your way to meeting the needs of your student body.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Review the CTE programs of study you are offering in conjunction with the high demand programs in your region. Are they aligned? If not, consider transitioning to offer programs where students have more employment opportunities.
	<input type="checkbox"/> No	<ul style="list-style-type: none"> <input type="checkbox"/> If you are not currently offering CTE EPSOs, consider offering TCAT dual enrollment, industry certifications, CLEP, or statewide dual credit options aligned to your current CTE programs of study. <input type="checkbox"/> If you are not currently offering general education EPSOs, consider offering dual enrollment, AP, or other core academic courses often found in the Tennessee Transfer Pathways. <input type="checkbox"/> If you do not have any existing articulation agreements with local postsecondary institutions to offer dual enrollment or local dual credit, consider what subjects might be best for your student body and which fit within your existing course progressions.

Appendix C: Portfolio Evaluation Rubric

School/District Early Postsecondary Opportunities Evaluation & Goal Setting		
Beginning	Improving	Sustaining
<p>Schools and Districts are in this stage if they:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Have one or less type of EPSO available. <input type="checkbox"/> Do not offer both gen. ed. and CTE EPSOs. <input type="checkbox"/> Have a small percentage of their overall student body participating in EPSOs. <input type="checkbox"/> Have no local policies or rewards to incentivize EPSO completion. <input type="checkbox"/> Have large gaps in EPSO completion and postsecondary enrollment by student subgroup. <input type="checkbox"/> Have local policies or practices that disproportionately impact some students. <input type="checkbox"/> Have no way of proactively identified students who would benefit from EPSO participation. 	<p>Schools and Districts are in this stage if they:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Have two to three types of EPSOs available. <input type="checkbox"/> Have less than half of their overall student body participating in EPSOs. <input type="checkbox"/> Have students taking EPSO courses, but are not choosing to sit for the aligned exam to earn credits and industry certifications. <input type="checkbox"/> Have local policies or practices that are meant to incentivize EPSO completion, but may not ensure equitable access across student subgroups. <input type="checkbox"/> Have a process for identifying students who would benefit from EPSO participation, but are not able to serve all identified students based on capacity limitations. 	<p>Schools and District are in this stage if they:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Have at least four types of EPSOs available. <input type="checkbox"/> Have more than half of their overall student body earning postsecondary credit by enrolling in EPSOs and sitting for exams. <input type="checkbox"/> Have local policies and practices in place to incentivize EPSO completion that ensure equitable access across all students. <input type="checkbox"/> Take advantage of statewide opportunities to subsidize EPSOs (such as ED exam assistance, Perkins Reserve Grants, and Dual Enrollment grants) <input type="checkbox"/> Have an annual process to evaluate and revise EPSO offerings based on student need and workforce trends.
<p>Prioritized next steps “beginning” portfolios:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Select EPSOs that are quick to implement and aligned to existing courses, like statewide dual credit, AP, or CLEP and focus on teacher training. <input type="checkbox"/> Develop an articulation agreement with your closest postsecondary institution for dual enrollment and/or local dual credit. <input type="checkbox"/> Research virtual options, like TN eCampus. 	<p>Prioritized next steps for “improving” portfolios:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Ensure there are options in each of your CTE programs of study and offer general education core requirements found in the Tennessee Transfer Pathways. <input type="checkbox"/> Update local policies to encourage students to enroll in existing opportunities and sit for aligned exams. <input type="checkbox"/> Evaluate capacity and demand to ensure ability to serve all identified students. 	<p>Prioritized next steps for “sustaining” portfolios:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Ensure there are individuals responsible for annual program evaluation, using quantitative (student outcomes, labor trends) and qualitative (student focus groups, teacher survey responses) data. <input type="checkbox"/> Set clear goals for increasing student outcomes and include aligned action steps in annual district and school strategic planning.
<p>Sample goal:</p> <ul style="list-style-type: none"> • Establish an articulation agreement with X community college by February 2018 in order to offer dual enrollment math and English and dual credit business courses by fall 2018 for the 2018-19 school year. 	<p>Sample goal:</p> <ul style="list-style-type: none"> • By fall 2018, revise local policies and master scheduling practices to ensure all ready students are able to enroll in EPSOs aligned to their 4-year plans and are rewarded for taking associated exams. 	<p>Sample goal:</p> <ul style="list-style-type: none"> • Based on regional labor market data, transition animal science program of study to plant science POS, including implementing horticulture industry certification exam, by fall 2019.

Appendix D: Goal Planning Template

EPSO Strategic Growth		
<p>Access Goal: Set a clear target to increase the amount of EPSOs offered and/or the number of students participating. Consider starting new EPSOs, expanding the capacity of existing opportunities, or revising policies to incentivize participation.</p>		
Action Steps	Owner	Due Date / Timeline
<p>Quality Goal: Set a clear target to increase alignment of EPSOs to existing postsecondary and workforce opportunities. Consider revising mis-aligned CTE programs or offering new EPSOs aligned to your students' postsecondary enrollment trends.</p>		
Action Steps	Owner	Due Date / Timeline
<p>Success Goal: Set a clear target to increase students sitting for, or/or being successful on, aligned exams. Consider increasing teacher professional development to improve rigor of courses, participating in state programs to subsidize test fees, or revising policies to incentivize test taking.</p>		
Action Steps	Owner	Due Date / Timeline

Appendix E: Sample Articulation Agreement

Dual Enrollment Agreement
Between

(Insert institution name)

And

_____ Board of Education/High School/School System

For (insert academic year) Academic Year

This Agreement, by and between (INSERT INSTITUTION NAME), hereinafter referred to as the "Institution or College" and [INSERT LEGAL ENTITY NAME], hereinafter referred to as the "Board of Education/High School/School System" is for the purpose of providing eligible high school students the opportunity to earn both college and high school graduation credits simultaneously upon successful completion of qualified course(s), as further defined in the "SCOPE OF SERVICES."

OVERVIEW

In accordance with the guidelines set forth by the Tennessee Board of Regents (TBR), the Tennessee Higher Education Commission (THEC), and the procedures established by (INSERT INSTITUTION NAME), we, the Institution, do hereby enter into this Agreement to provide eligible high school students the opportunity to earn both TCAT (clock hours) and high school graduation credits simultaneously upon successful completion of qualified course(s). Such agreement is in accordance with Tennessee Board of Regents Policy 2:03:00:00. Qualified programs/courses are those listed in the current (INSERT INSTITUTION NAME) catalog which use the program/course syllabus, including outcomes and requirements, and text and materials approved by the respective College.

Eligible students must be enrolled as 9th, 10th, 11th, or 12th grade students in a Tennessee public or nonpublic secondary school, or in a home education program.

Students may enroll in a specific program/course based on the program/course's specific placement requirements as determined by the College. Enrollment must be in dual enrollment course that lead to a certificate or diploma. (INSTITUTION MAY ADD ADDITIONAL PROVISIONS SPECIFIC TO YOUR CAMPUS)

Students must submit to the (INSERT APPLICABLE OFFICE NAME AT THE INSTITUTION):

A completed application for admission signed by the student;

Required signatures from student and parent or legal guardian.

(INSTITUTION MAY ADD ADDITIONAL PROVISIONS SPECIFIC TO YOUR CAMPUS)

High school students enrolled in the dual enrollment program must maintain a cumulative GPA or numeric grade of at least ____ (INSERT INSTITUTION'S REQUIREMENT) in the College course(s) in order to register for subsequent College course(s). Exceptions must be submitted in writing to the College (INSERT PROPER TITLE). All costs associated with enrollment in college courses shall be the responsibility of the school, student, or his/her parent or legal guardian.

Students may be eligible for the Tennessee Lottery Dual Enrollment Grant and may complete an application online through the Tennessee Student Assistance Corporation (TSAC) within the appropriate time frame.

RESPONSIBILITIES OF THE PARTIES (INSTITUTION MAY EDIT/ADD ADDITIONAL PROVISIONS SPECIFIC TO YOUR CAMPUS)

A.1 The College:

Is responsible for ensuring qualified faculty or adjunct faculty teach the course(s).

Will provide a mandatory orientation session on the main campus for all adjunct faculty.

Reserves the right to schedule an observation of the class by the **Director or Director's Designee** at any time to ensure that **College**-level outcomes are met.
Will conduct periodic performance reviews of all faculty, and reserves the right to refuse reappointment of any instructor who does not meet **College** standards of instruction.
Will award **College** credit for each course successfully completed.
Will adhere to the **Board of Education/High School/School System** standard operating procedures for the reservation and utilization of school equipment.
Reserves its right to approve science and computer laboratories and equipment as appropriate and compatible for delivery of a course.
Will make effort to coordinate course delivery with the needs of the high school.
Maintains its right to cancel any class with enrollment insufficient to cover expenses.

A.2. The **Board of Education/High School/School System** designee shall:

Award high school graduation credit(s) for each college course successfully completed.
Provide appropriate classroom space and instructional equipment for classes offered on site.
Pursuant to 0520-1-3-.06(4) (c) 1. of Tennessee Board of Education Rules, Regulations, and Minimum Standards for the Governance of Tennessee Public School (1994), retain the right to observe and supervise instruction, which is conducted in the high school during regular school hours.

A.3. The **College** and the **Board of Education/High School/School System** shall:

Designate a duly responsible coordinator to provide oversight of details and distribute general program information and necessary forms to students.
Jointly determine the course(s) to be offered, subject to **College** staffing and scheduling limitations. Start and end dates for terms will follow the Tennessee Board of Regents common calendar dates.
Agree to follow the college academic calendar for all courses offered. Any exceptions must be approved by the college.
Provide appropriate information to the Students regarding Dual Enrollment Lottery Grant.
Provide appropriate information to the student regarding the Dual Enrollment Lottery Grant.

AGREEMENT TERM:

B.1. Term. This Agreement shall be effective for the period commencing on **[START DATE]** and ending on **[END DATE]**.

B.2. Term Extension. The Institution reserves the right to extend this Agreement for an additional period or periods of time representing increments of no more than one year and a total term of no more than **[WRITTEN NUMBER, NO GREATER THAN FIVE]** years, provided that the Institution notifies the **Board of Education/High School/School System**, in writing, of its intention to do so at least **[WRITTEN NUMBER] [NUMBER]** days prior to the Agreement expiration date. An extension of the term of this Agreement will be effected through an amendment to the Agreement. If any extension of the Agreement necessitates additional funding, the increase in the College's maximum liability will also be effected through an amendment to the Agreement.

FACULTY

C.1. Instructors for the dual enrollment classes shall be subject to the approval of both Parties and will adhere to **College** policies regarding academic standards and documentation of attendance and grades.
C. 2. In the event the instructor is provided and compensated by the **College**, such compensation will be based upon applicable **College** policies as to **College** faculty. **(This includes instructors from other higher education institutions on dual services agreements)**

(INSTITUTION SHALL CHOOSE ONE OF THE FOLLOWING OPTIONS IF APPLICABLE)

C. 3. In the event the instructor is provided and directly compensated by the Board of Education/High School/School System, such compensation will be based upon applicable Board of Education/High School/School System policies and no funds shall be due from the College.

OR

In the event the instructor is provided and directly compensated by the Board of Education/High School/School System, such compensation will be based upon applicable Board of Education/High School/School System policies. The College shall reimburse the Board of Education/High School/School System based upon the College's applicable policies as to adjunct faculty. In no event shall the maximum liability of the College for such reimbursement exceed [WRITTEN DOLLAR AMOUNT] [\$NUMBER AMOUNT]. The maximum liability shall not be subject to escalation for any reason unless this Agreement is amended. If any extension of the Agreement necessitates additional funding, the increase in the College's maximum liability will also be effected through an amendment to the Agreement.

D. TERMS AND CONDITIONS:

D.1. Required Approvals. The Institution is not bound by this Agreement until it is approved by the appropriate officials in accordance with applicable Tennessee laws and regulations as shown on the signature page of this Agreement.

D.2. Modification and Amendment. This Agreement may be modified only by a written amendment executed by all parties hereto and approved by the appropriate officials.

D.3. Performance. The Institution reserves the right to replace/request the Board of Education/High School/School System to replace any instructor for non-performance and/or violation of College policies and guidelines.

D.4. Termination. Either party may terminate this Agreement with or without cause for any reason. Either party shall provide the other at least ninety (90) days written notice before the effective termination date. Termination shall not be effective until the end of the academic year then in progress.

D.5. Nondiscrimination. The Board of Education/High School/School System hereby agrees, warrants, and assures that no person shall be excluded from participation in, be denied benefits of, or be otherwise subjected to discrimination in the performance of this Agreement or in the employment practices of the Board of Education/High School/School System on the grounds of disability, age, race, color, religion, sex, veteran status, national origin, or any other classification protected by Federal, or State constitutional or statutory law. The Board of Education/High School/School System shall, upon request, show proof of such nondiscrimination and shall post in conspicuous places, available to all employees and applicants, notices of nondiscrimination.

D.6. State and Federal Compliance. The Board of Education/High School/School System shall comply with all applicable State and Federal laws and regulations, including without limitation with the Family Educational Rights and Privacy Act (FERPA) and Institution policies and guidelines in the performance of this Contract. The Board of Education/High School/School System agrees that its officers, employees and agents will use personally identifiable information from an education record disclosed pursuant to this Agreement only for the purposes for which the disclosure was made and not for any other purpose. The personally identifiable information may not be disclosed or re-disclosed by either Party to any but the other Party without prior written consent of the student or as otherwise permitted by the Agreement.

D.7. Governing Law. This Agreement shall be governed by and construed in accordance with the laws of the State of Tennessee.

D.8. Severability. If any terms or conditions of this Agreement are held to be invalid or unenforceable as a matter of law, the other terms and conditions hereof shall not be affected thereby and shall remain in full force and effect. To this end, the terms and conditions of this Agreement are declared severable.

D.9. Communications and Contacts.

The Institution:

[NAME AND TITLE OF INSTITUTION CONTACT PERSON]

[INSTITUTION NAME]
[ADDRESS]
[TELEPHONE NUMBER]
[FACSIMILE NUMBER]

The Board of Education/High School/School System:
[NAME AND TITLE OF BOARD CONTACT PERSON]
[BOARD NAME]
[ADDRESS]
[TELEPHONE NUMBER]
[FACSIMILE NUMBER]

D.10. Relationship of the Parties. This Agreement shall in no way be interpreted as creating an agency or employment relationship between the parties.

D.11. Liability. Institution is a public institution of higher education and a member of the State University and Community College System of Tennessee governed by the Tennessee Board of Regents. As a state entity, its liability arising from performance under this agreement shall be subject to and limited to those rights and remedies, if any, available under T. C. A. §§ 9-8-101 through 9-8-407. **The Board of Education/High School/School System is a political subdivision of the state and, as, such its liability for injuries which may result from its performance under this agreement shall be subject to and limited to those rights and remedies, if any, available under the Tennessee Governmental Tort Liability Act, §§ T. C. A. 29-20-201, et seq. (The last sentence should be deleted when the agreement is with a private school)**

Each party shall be solely liable for payment of its portion of all claims, liability, costs, expenses, demands, settlements, or judgments resulting from action or omissions of itself or those for whom it is legally responsible, relating to or arising under this Agreement.

IN WITNESS WHEREOF:

[BOARD OF EDUCATION/HIGH SCHOOL/SCHOOL SYSTEM LEGAL ENTITY NAME]:

[INSERT NAME AND TITLE] Date

[INSTITUTION NAME]:

[INSERT NAME AND TITLE] Date

(ADD ADDITIONAL SIGNATURE LINES IF APPLICABLE)

Appendix F: Public Postsecondary Institutions in Tennessee by Grand Division

	West Tennessee	Middle Tennessee	East Tennessee
Universities	University of Memphis University of Tennessee at Martin University of Tennessee Health Science Center	Austin Peay State University Middle Tennessee State University Tennessee State University Tennessee Technological University University of Tennessee Space Institute	East Tennessee State University University of Tennessee at Chattanooga University of Tennessee at Knoxville
Community Colleges	Dyersburg State Community College Jackson State Community College Southwest Tennessee Community College	Columbia State Community College Motlow State Community College Nashville State Community College Volunteer State Community College	Chattanooga State Community College Cleveland State Community College Northeast State Community College Pellissippi State Community College Roane State Community College Walters State Community College
Colleges of Applied Technology	TN College of Applied Technology- Covington TN College of Applied Technology- Crump TN College of Applied Technology- Jackson TN College of Applied Technology- McKenzie TN College of Applied Technology- Memphis TN College of Applied Technology- Newbern TN College of Applied Technology- Paris TN College of Applied Technology- Ripley TN College of Applied Technology- Whiteville	TN College of Applied Technology- Crossville TN College of Applied Technology- Dickson TN College of Applied Technology- Hartsville TN College of Applied Technology- Hohenwald TN College of Applied Technology- Livingston TN College of Applied Technology- McMinnville TN College of Applied Technology- Murfreesboro TN College of Applied Technology- Nashville TN College of Applied Technology- Pulaski TN College of Applied Technology- Shelbyville	TN College of Applied Technology- Athens TN College of Applied Technology- Chattanooga TN College of Applied Technology- Elizabethton TN College of Applied Technology- Harriman TN College of Applied Technology- Jacksboro TN College of Applied Technology- Knoxville TN College of Applied Technology- Morristown TN College of Applied Technology- Oneida/Huntsville

Appendix G: Dual Enrollment Coordinators at TCATs and Community Colleges

Tennessee Colleges of Applied Technology	Primary Dual Enrollment Contact	Email Address	Phone Number
Athens	Kim Davis	kim.davis@tcatathens.edu	423-744-2814
Chattanooga	Carl Miller	carl.miller@chattanoogaastate.edu	423-697-3238
Covington	Carly McGarrigle	cmcgarrigle@tcatcovington.edu	901-475-2526
Crossville	Alison Nunley	alison.nunley@tcatcrossville.edu	931-484-7502
Crump	Cherry Johnson	cherry.johnson@tcatcrump.edu	731-632-3393
Dickson	Sarah Durham	Sarah.Durham@tcatdickson.edu	615-441-6220
Elizabethton	Danny O'Quinn	danny.oquinn@tcatelizabethton.edu	423-543-0070
Harriman	Chris Ayers	cayers@tcatarriman.edu	865-882-6703
Hartsville	Jonathan Smallwood	Jonathan.Smallwood@tcathartsville.edu	615 374-2147 ext. 112
Hohenwald	Andrea Cooper	andrea.cooper@tcatohenwald.edu	931-796-5351 ext. 122
Jacksboro	Stacey Long	stacey.long@tcatjacksboro.edu	423-566-9629 ext. 119
Jackson	Susan Dean	susan.dean@tcatjackson.edu	731-424-0691 ext. 100
Knoxville	Patrick Wade	patrick.wade@tcatknoxville.edu	865 766-4340
Livingston	Stacy Johnson	stacy.johnson@tcatlivingston.edu	931-823-5525
McKenzie	Daphne Brown	daphne.brown@tcatmckenzie.edu	731-352-5364
McMinnville	Jeff Johnson	jeff.johnson@tcatmcminnville.edu	931-473-587 ext. 235
Memphis	Roland Rayner	roland.rayner@tcatmemphis.edu	901-543-6130
Morristown	Mary Lynn Walton	lwalton@tcatmorristown.edu	423-586-5771 ext. 222
Murfreesboro	Cindy Beverley	cbeverley@tcatmurfreesboro.edu	615-898-8010 ext. 132
Nashville	Brandon Hudson	Brandon.Hudson@tcatnashville.edu	615-425-5548
Newbern	Donna Hastings	dhastings@tcatnewbern.edu	731-627-2511
Oneida	Noah Duncan	nduncan@tcatoneida.edu	423-663-4900
Paris	Jan Latimer	jan.latimer@tcatparis.edu	731-644-7365
Pulaski	Heather Savage	Heather.Savage@tcatpulaski.edu	931-424-2402
Ripley	Samiria Jackson	Samiria.jackson@tcatripley.edu	731-635-3368
Shelbyville	Jim Potts	jim.potts@tcatshelbyville.edu	931-685-5013 ext. 100
Whiteville	Summer McClain	summer.mcclain@tcatwhiteville.edu	731-254-8521

Community Colleges			
Chattanooga State	Nesha Evans, Director of High School Programs	nesha.evans@chattanoogaastate.edu	423-697-3349
Chattanooga State	Sara Jackson, Outreach Specialist/Interim Director of Early College	sara.jackson@chattanoogaastate.edu	423-697-4498
Cleveland State	Suzanne Bayne, Director of Enrollment Services	sbayne@clevelandstatecc.edu	423-472-7141 ext. 743
Columbia State	Jolene Gairrett, Coordinator of Enrollment Services	jgairrett@columbiastate.edu	931-540-2526
Dyersburg State	Tracie Langley, Admissions and Dual Enrollment Coordinator	langley@dscc.edu	731-286-3324
Jackson State	David Clark, Director of High School Initiatives	dclark@jscc.edu	731-424-3520 ext. 50238
Motlow State	Sally Pack, Administrator of High School Initiatives	spack@mscc.edu	931-668-7010 ext. 2133
Nashville State	Meghan Oliver, Director of High School Programs	meghan.oliver@nsc.edu	615-353-3269
Northeast State	Gwen Widner, Director of University Parallel Dual Enrollment Program	jgwigner@northeaststate.edu	423-354-2586
Northeast State	Chelsea Rose, Director of Career & Technical Education	cdrose@northeaststate.edu	423-354-5166
Pellissippi State	Spencer Joy, Dual Enrollment Specialist	sdjoy@pstcc.edu	865-539-7349
Roane State	Dr. Kelley Thomas, Director of Dual Studies	thomaske@roanestate.edu	865-354-3000 ext. 4805
Southwest Tennessee	Kenderek Harris, Dual Enrollment Specialist	kharr11@southwest.tn.edu	901-333-4251
Volunteer State	Yolanda Ellison, Director of Dual Enrollment	yolanda.ellison@volstate.edu	615-230-3740
Walters State	Matthew Hunter, Dean of Distance Education	matthew.hunter@ws.edu	423-585-2611

Appendix H: EPSO Funding Guide

Early Postsecondary Opportunity	Typical Associated Costs	Available Funding Options
Advanced Placement (AP)	Required Costs: <ul style="list-style-type: none"> • Student exam fees Potential (not required): <ul style="list-style-type: none"> • Teacher training • Purchase of materials or curriculum supplements 	<ul style="list-style-type: none"> • State Exam Fee Assistance Pilot • Federal Grants: ESSA Title IV Block Grant (TBD), Title I • Perkins Basic (only when course is within a Program of Study) • College Board economically disadvantaged fee waivers • Local chamber of commerce or industry partnership
Cambridge International Exams (CIE)	Required Costs: <ul style="list-style-type: none"> • Student exam fees Potential (not required): <ul style="list-style-type: none"> • Teacher training • Purchase of materials or curriculum supplements 	<ul style="list-style-type: none"> • State Exam Fee Assistance Pilot • Federal Grants: ESSA Title IV Block Grant (TBD), Title I • Perkins Basic (only when course is within a Program of Study) • College Board economically disadvantaged fee waivers • Local Chamber of Commerce or industry partnership
CLEP Exam	Student exam fee	<ul style="list-style-type: none"> • Perkins Basic (only when course is within a Program of Study)
Dual Enrollment	Required Costs: <ul style="list-style-type: none"> • Tuition cost • Mandatory fees Potential Costs: <ul style="list-style-type: none"> • Course-specific fees • Textbooks or other materials 	<ul style="list-style-type: none"> • Dual Enrollment Grant • Perkins Basic (only when course is within a Program of Study) • Scholarships/gap costs covered by some institutions
International Baccalaureate (IB)	<ul style="list-style-type: none"> • Application and/or teacher training costs to become an IB World School • Student exam fees 	<ul style="list-style-type: none"> • State Exam Fee Assistance Pilot • Federal Grants: ESSA Title IV Block Grant (TBD), Title I • Perkins Basic (only when course is within a Program of Study) • College Board economically disadvantaged fee waivers • Local chamber of commerce or industry partnership
Local Dual Credit	<ul style="list-style-type: none"> • Standard fee of \$25 across all community colleges 	
Statewide Dual Credit	<ul style="list-style-type: none"> • Required teacher training travel costs • Student exam fees (covered by department) 	<ul style="list-style-type: none"> • Exam costs fully covered by Tennessee Department of Education
Industry Certification	<ul style="list-style-type: none"> • Student exam fee • Licensure application fee • Professional organization registration fee 	<ul style="list-style-type: none"> • Perkins Basic • Perkins Reserve Grant