Postsecondary Course Options: Core Curriculum (1 of 2)

- Important recent events surrounding core curriculum requirements in TN:
    - The University of Tennessee at Knoxville as well as other UT campuses have recently revised its core course requirements, effective fall of 2022. The revision process was initiated in 2017 and took five years to complete.
    - TBR is currently reviewing core requirements for its colleges.

- Commissioners must first decide if the current core requirements align with their vision for producing well-educated individuals prepared for life and citizenship. Most commissioners did not feel strongly about this question.

Before considering potential policy recommendations, commissioners were asked the following:	Yes	Maybe	No
Do you believe the current TBR and University of Tennessee general (core) education requirements are aligned with producing well-educated individuals prepared for life and citizenship?	1	7	1

Postsecondary Course Options: Core Curriculum (2 of 2)

Commissioners who answered no or maybe considered the following recommendations:	Yes	Maybe	No
Add courses such as computing or coding that are aligned to the skills needed in many in-demand jobs.	5	2	1
Consider the balance of credits and suggest changes (e.g., currently, 9 of the 41 required credits in the TBR system are in the field of communications, while just 3 are in math. Is that the right balance?).	5	2	1
Add courses such as foreign languages that are aligned to the needs of an increasingly globalized world.	3	2	3
Priority alignment: *Streamline postsecondary systems to facilitate lifelong learning.* **Recommendation alignment:** *Not applicable*			

If they answered no or maybe, commissioners considered the following recommendations:			
Add a "first year experience"-type course to help support students as they transition to postsecondary.	4	2	2
Priority alignment: *Strengthen alignment across the K-12, postsecondary, & workforce systems.* **Recommendation alignment:** ● *Develop a comprehensive advising/mentoring initiative not tied explicitly to subpopulations of financial aid recipients.*			

Postsecondary Course Options: Hybrid Education

Potential Policy Recommendations	Yes	Maybe	No
Recommend a review of TBR and state university system hybrid programs and courses to determine which institutions are offering them, evaluate their value to students and faculty, and identify how the state can best support hybrid learning.	7	2	0
Access previous partnerships between EdX and University of Tennessee programs to evaluate how those programs or courses were received by students, and what lessons could be learned.	6	2	1
Identify an established online provider such as EdX to develop a pilot program in partnership with one or more public Tennessee universities and/or colleges, ideally in a high-demand career area.	6	1	2

Priority alignment: *Streamline postsecondary systems to facilitate lifelong learning.*
Recommendation alignment:
- *Pilot competency-based delivery models in higher education to identify existing models and scalable best practices.*
- *Create a pilot program at a set of community colleges to test the success of alternative scheduling, such as block scheduling or year-round scheduling, in meeting the needs of nontraditional students.*
- *Task THEC with developing workforce-responsive/academic program approval policies at postsecondary institutions.*

Postsecondary Course Options: Non-Degree Credentials

Potential Policy Recommendations	Yes	Maybe	No
Require THEC, TDOE, and the Department of Labor and Workforce Development to align work to avoid duplicating efforts and to ensure youth and adults seeking quality non-degree credentials are provided with consistent information.	9	0	0
Ensure that the agencies tasked with tracking non-degree credentials are collecting adequate data including industry trends, outcomes, and individual demographics.	9	0	0
Ensure that the agencies tasked with overseeing non-degree credentials develop partnerships with organizations outside of higher education that offer non-degree credentials as well as those that provide technical assistance and implementation support.	8	1	0

Priority alignment: *Strengthen alignment across the K-12, postsecondary, & workforce systems.*
Recommendation alignment:
- *Align incentives across K-12 and postsecondary public funding systems to encourage systems to collaborate, prioritize flexibility for students, maximize student success, and minimize the cost and time to degrees and industry certificates employers are seeking, and remove disincentives for school districts to support students in accelerating high school completion.*

School Accountability (1 of 2)

A note about the **difference between school accountability policy** and **general accountability** for the use of public funds

- **School accountability**
  - The federal Every Student Succeeds Act (ESSA) created the baseline expectations for states' school accountability systems, which includes but is not limited to:
    - setting goals on specific measures of student performance
    - rating schools according to performance on those measures
    - identifying schools with persistently low ratings and intervening in those schools
  - In 2016, the Tennessee legislature adopted a statewide letter grade system for its public schools. However, Tennessee has delayed the implementation of the A-F system.
- **General accountability for the use of public funds**
  - School accountability in policy should not be conflated with the general idea of accountability for the use of public funds by
    - school districts
    - public postsecondary institutions
    - state agencies
    - policymakers
  - The core principle of general accountability is that policymakers and governmental institutions are accountable for meeting goals and objectives using taxpayer dollars.
  - These systems may be supported with policy (e.g., required evaluations, sunsets on new initiatives pending evidence of positive impact) or may be more related to management and oversight.

The following **recommendations are aligned with school accountability**, whereas the draft **success metrics are examples of potential general accountability** metrics.

We asked commissioners for their interest in revisiting a recommendation related to A to F and/or accountability	Yes	Maybe	No
Should commissioners consider a recommendation related to implementation of Tennessee's A-F accountability system and communicating with parents and stakeholders about what the ratings mean and how to use them?	6	2	0
Priority alignment: None currently Recommendation alignment: Not applicable			

School Accountability (2 of 2)

Potential Policy Recommendations	Yes	Maybe	No
Create a different measure of school quality and success from that currently in Tennessee's ESSA. Examples of other potential indicators include suspension or expulsion rates, ratings of school safety, access to effective career guidance and counseling, or teacher attrition, retention, and mobility.	4	4	1
Consider other changes the state could make within its approach to federal accountability requirements under ESSA, which could include one, some, or all of the following: changes to the type of standardized testing the state uses to assess students and schools; adjustments to how the state identifies schools for comprehensive, targeted, and additional support; any other state-level choice where ESSA provides flexibility and discretion.	3	4	2
Priority alignment: None currently Recommendation alignment: Not applicable			

School Choice: Open Enrollment

Potential Policy Recommendations	Yes	Maybe	No
Require LEAs to prioritize admittance and provide transportation for low-income students seeking open enrollment.	4	3	2
Establish common open enrollment windows and application processes for all schools and districts.	4	3	2
Priority alignment: *Optimize capacity for flexible high-quality school option* Recommendation alignment: Not applicable			

School Choice: Charter Schools

Potential Policy Recommendations	Yes	Maybe	No
Require a comprehensive study that evaluates charter schools' access to public funding for facilities on a per student basis and that assesses the relationship between facilities expenditures and the revenue available specifically to cover facilities costs.	5	2	2
Strengthen charter school accountability by requiring charter school contracts to specify authorizer roles, powers, and responsibilities.	5	3	1
Increase statutory requirements for education service providers to align with district school requirements (e.g., performance contracts, transparency requirements on how public funds are spent, background checks for personnel).	5	3	1
Priority alignment: *Optimize capacity for flexible high-quality school options* Recommendation alignment: Not applicable			

School Choice: Education Savings Accounts and School Vouchers

Potential Policy Recommendations	Yes	Maybe	No
Increase access to ESA programs by increasing eligible funding amounts and requiring participating private schools to accept ESA payments as full tuition.	4	1	4
Enhance accountability by requiring participating private schools to report student achievement data for ESA/voucher students.	5	4	0
Require the TBOE to establish a review process for program administrators who distribute public funds to participating families.	6	3	0
Priority alignment: *Optimize capacity for flexible high-quality school options* Recommendation alignment: Not applicable			

School Choice: Homeschooling

Potential Policy Recommendations	Yes	Maybe	No
Consider amending Tennessee's current homeschool law to protect at-risk students by requiring providers to complete background checks and providing a system that flags providers with a history of abuse and/or neglect.	6	2	1
Provide homeschool students with an IEP with the same support and services available to students attending in-person schools.	4	2	3
Priority alignment: *Optimize capacity for flexible high-quality school options* Recommendation alignment: Not applicable			

School Choice: Virtual Schools

- **Important recent events surrounding virtual learning legislation in TN**: Legislators passed **HB 1964**, currently on the Governor's desk for action that includes the following: "requires a local education agency (LEA) to conduct a remote learning drill at least once, but not more than twice, each school year. **Requires each teacher training program to provide instruction on effective strategies for virtual instruction to candidates seeking licensure to teach or licensure as an instructional leader**. Requires the Department of Education (DOE) to review teacher training programs." (amended version)

Potential Policy Recommendations	Yes	Maybe	No
Create a grant program or other funding stream for educator preparation programs to develop and implement new higher education courses for virtual instruction.	6	1	2
Priority alignment: *Optimize capacity for flexible high-quality school options* Recommendation alignment: Not applicable			

School Choice: Microschools/Learning Pods

Potential Policy Recommendations	Yes	Maybe	No
For the purposes of rules and regulations, include microschools and learning pods (those serving as a substitute for school) in statute, defining each and establishing them as either homeschools, private schools, or something else.	4	2	3
Priority alignment: *Optimize capacity for flexible high-quality school options* Recommendation alignment: Not applicable			

School Choice: Flexible public funding for supplemental learning

Potential Policy Recommendations	Yes	Maybe	No
Ask the State Board of Education to initiate a study to determine which student populations (e.g., special education, English learners, students with disabilities) lack access to supplemental learning options and why. Include a survey of parents of those student groups to determine what program design features would best enable access.	7	1	1
Priority alignment: *Optimize capacity for flexible high-quality school options* Recommendation alignment: Not applicable			