

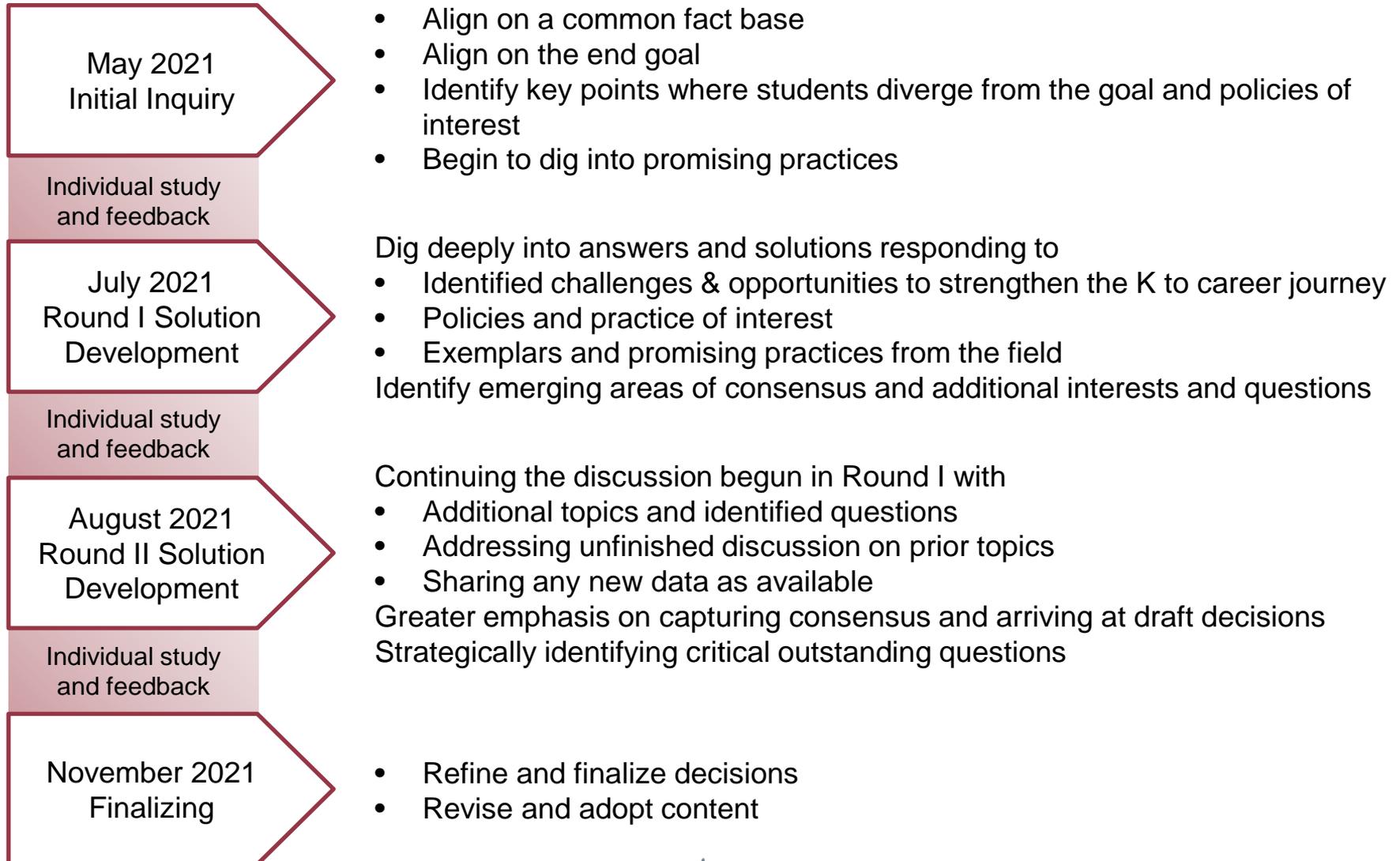


Tennessee Commission on Education Recovery and Innovation

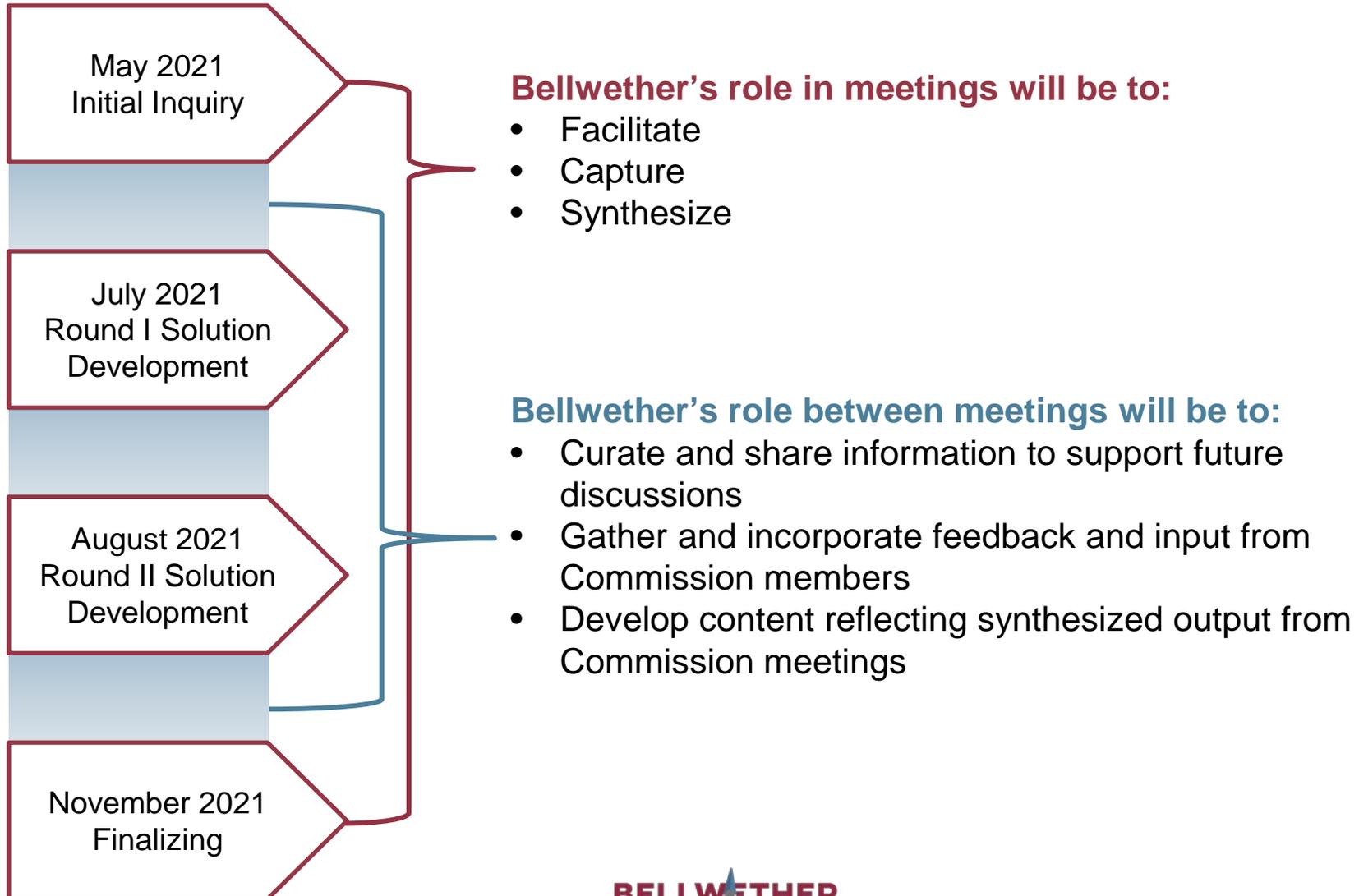
May 14, 2021

Welcome, introductions, and
framing for Year 2

The proposed approach focuses on decision-oriented meetings interspersed with individual study and feedback



Bellwether's role will be to plan, facilitate, and connect the Commission to information and expertise



Agenda, goals, and expectations for engagement

We have three goals for today's conversation

- 1 Define measurable characteristics of a successful Tennessee graduate
- 2 Identify and align on core components of the “problem”
- 3 Begin surfacing policy areas/topics of interest to address identified problem areas

Overview of the day

Session	Start time	Activity
Welcome	9:00	Gaveling, roll call, business items
	9:10	Welcome, introductions, framing for Year 2
	9:30	Overview of the day's agenda, goals, and expectations for engagement
	9:40	Brief context on the federal stimulus for education
Align on the end goal	10:00	Expert presentation and Q&A: The future of work in Tennessee, Bill Fox, University of Tennessee, Haslam College of Business
	11:00	Break
	11:15	Discussion: The Profile of a Tennessee Graduate
	12:15	Lunch
Identify gaps	12:45	Discussion: The Kindergarten-Workforce Landscape
	1:15	Discussion: Gaps Along the Kindergarten-Workforce Spectrum
	1:45	Break
Surface promising practices	2:00	Discussion: Emerging Policy Solutions
	2:30	Expert presentation and Q&A: Work-based learning, Julie Lammers, American Student Assistance
	3:15	Closing and next steps

Norms for how we will work together today

We hope these norms will help foster an open conversation:

- **Step up and step back:** Be an active participant, and allow people to be heard
- **Speak outside your area of expertise:** Even if you are not an “expert” on a given topic, your ideas and experiences are valuable to this commission
- **Expect and accept a lack of closure:** Appreciate that we are working to address complex challenges

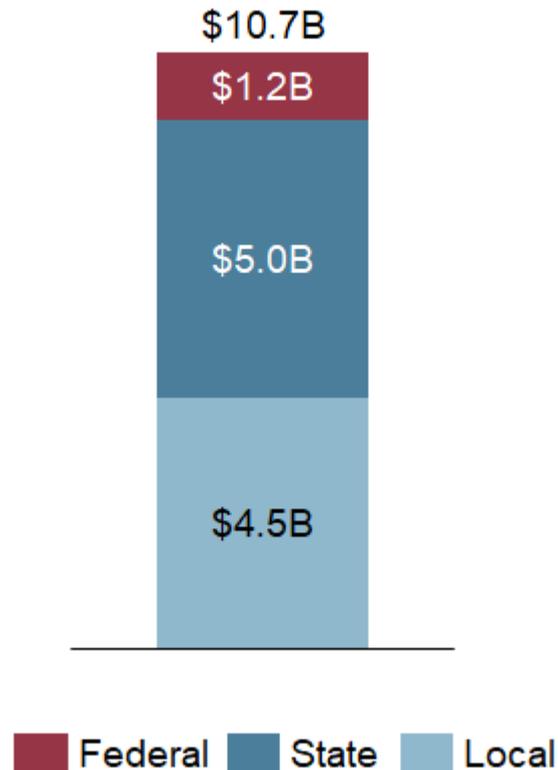
Overview of the federal stimulus for education

Significant attention is focused on federal stimulus dollars for education at the state and local levels

Federal Legislation	Total Major Education Funds	Tennessee Share
Coronavirus Aid, Relief, and Economic Security Act (CARES), March 2020	\$13.2B, Elementary and Secondary School Emergency Relief (ESSER I) \$3B, Governor’s Emergency Education Relief (GEER) \$14.2B, Higher Education Emergency Relief Fund (HEERF)	\$259.9M, ESSER I \$63.6M, GEER (HEERF is allocated to institutions, primarily to support enhanced student financial aid)
Coronavirus Response and Relive Supplemental Appropriations Act (CRRSA), December 2020	\$54.3B, ESSER II \$4.1B, GEER II <ul style="list-style-type: none"> • \$2.8B for Emergency Assistance to Non-Public Schools (EANS) • \$1.3B to supplement GEER I activities \$81.9B, HEERF II	\$1.1B, ESSER II \$27.8M, GEER II \$72.8B, EANS
American Rescue Plan Act (ARP), March 2021	\$122.0B, ARP ESSER \$39.6B, HEERF III	\$2.5B, ARP ESSER

Yet, even with the influx of stimulus, federal dollars still make up a relatively small share of K12 education funding

Tennessee K-12 Revenues by Source,
SY 2017-18



- For context, Tennessee's ARP allocation for K-12 is roughly equivalent to 2X its total federal funding allocation in a single non-pandemic year
- Stimulus funds can be spent over several years (through 9/2023 for most funds)
- While stimulus dollars are significant, they still make up a relatively small proportion of overall funding for schools compared to other sources of funding

Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "National Public Education Financial Survey (State Fiscal)", 2017-18 v.1a; "State Nonfiscal Public Elementary/Secondary Education Survey", 2018-19 v.1a.

The Future of Work in Tennessee:
Dr. William Fox,
University of Tennessee, Knoxville
Boyd Center for Business and Economic
Research
Haslam College of Business

Break

The profile of a Tennessee graduate

Session overview

Session goal:

Define measurable characteristics of a successful Tennessee graduate*

** Graduate can refer to a student meeting one of several milestones and transitioning to career (diploma, certificate, degree)*

Directions:

1. Independently review existing thinking about what a successful graduate should know and be able to do and make note of things you would **ADD**, **DELETE**, or **MODIFY**
1. As a group, we'll discuss:
 - What concepts resonate?
 - What's missing?
 - What can the state reasonably measure?

In February, ERIC drafted and refined a vision statement

ERIC Vision Statement (Drafted at 2-12-21 Workshop)

Every Tennessean will have high-quality education necessary for life and career.

Best practices for our vision include-

- > be student centric
- > provide direction
- > offer a long-term perspective
- > be a guidepost for actions vs. a time bound mission
- > give purpose/reason for education
- > reimagine our K-12 education journey to connect dreams, well-being and skills with careers
- > provide inspiration that touches basic human emotions of all TN citizens
- > be short, concise, simple and **easily repeated**
- > articulate our beliefs, values and actions
- > recognize this is an end-state, not yet a reality
- > inspire people to make vision a reality
- > focus vision within initiatives (learning loss, well-being, career education and technology)

In March and April, we asked commissioners about what they see as the goal of Tennessee's K-workforce system

Students must be prepared to participate in the workforce

- “I have a vision of the overwhelming majority of Tennessee citizens able to get into **living-wage, high-growth jobs.**”
- “My vision is students leaving their education experience, at whatever level they complete, **prepared for the workforce and to be productive in society.**”
- “My vision is **credentials and jobs for a highly skilled workforce.**”
- “I have a vision that young people can **get the careers they want** and be successful, without incorrect or deficient prerequisites.”
- “[My vision] includes **educating students for the jobs of the future.**”

The system must also focus on the “whole child” and produce informed, engaged adults

- “[We want to] **graduate good citizens, not just income earners,** who earn a living, contribute to...and participate in their community to the best of their ability.”
- “My vision is of someone with a job and a **happy life.**”
- “I’d [say its similar to the graduate profile we’ve defined at Valor]: intellectual prowess, **strong inner compass, thriving in a diverse world,** and navigating career/college.”
- “Success is when young people **see education as an opportunity** and are supported/mentored as they move through the education system.”

The state of Tennessee's has developed a *Ready Graduate* indicator

The Ready Graduate indicator measures the percentage of students who earn a diploma from a Tennessee high school and meet success milestones that increase their probability of seamlessly enrolling in postsecondary education and securing high-quality employment. It is meant to capture evidence of student performance beyond academic proficiency to represent a holist, well-rounded education.

Early Postsecondary Opportunities	Evidence of Completion
Advanced Placement (AP)	Complete course and attempt exam
Cambridge International Exams (CIE)	Complete course and attempt exam
College Level Examination (CLEP)	Complete course
Industry Certification (IC)	Earn passing score on exam and/or complete licensure req's
International Baccalaureate (IB)	Complete course and attempt exam
Local dual credit	Complete course and attempt exam
Statewide dual credit	Complete course and attempt exam
Other Indicators of Readiness	Evidence of Completion
American College Testing (ACT)	Earn a composite score of 21+
Armed Services Vocational Aptitude Battery (ASVAB) Armed Forces Qualifying Test (AFQT)	Earn a composite score of 31+
Scholastic Aptitude Test (SAT)	Earn a composite score of 1060+
Proposed Future Indicators of Readiness	Proposed Future Evidence of Completion
WorkKeys National Career Readiness Certificate (NCRC)	Earn NCRC level TBD by earning aligned scores on three WorkKeys exams: Applied Math, Graphic Literacy, and Workplace Documents

Lunch

The kindergarten-to-workforce landscape

Session overview

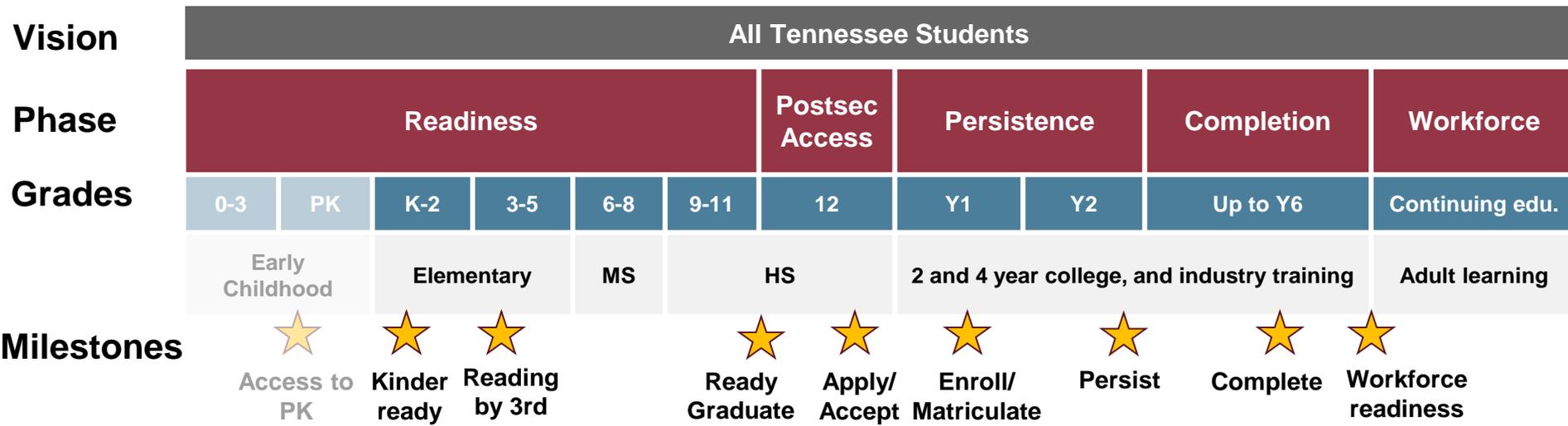
Session goals:

- 1) Align on a common understanding of data and outcomes along the kindergarten-to-workforce spectrum
- 2) Identify points of divergence from the end goal along the kindergarten-to-workforce spectrum

Thinking about the pre-read fact base we shared...

1. What stood out to you or surprised you about any of the content in the fact base?
2. How far is the state from where it needs to be?
3. What are the most pressing needs for the state to address?
4. Where is the state already investing heavily? Where are there gaps?
5. Which needs and gaps are within the purview of the Commission?
6. Where should the Commission focus its time and recommendations?
7. What questions do you have? What other information do you need?

There are key milestones along the kindergarten-to-workforce spectrum



Consider...

1. Where along this spectrum do children diverge from the end goal, as we defined earlier in the day?
2. What are the most pressing needs for the state to address?
3. Where should the Commission focus its time and recommendations?

Break

Emerging policy solutions

Session overview

Session goal:

Align on an emerging set of ideas/policies to learn more about

Directions:

1. Review the list of potential policies/programs/solutions and make note of what you would **ADD**, **DELETE**, or **MODIFY**
1. As a group, we'll discuss:
 - What solutions resonate?
 - What would you add to this list?
 - What set of ideas does the group most want to focus on during the July meeting?

This is a non-exhaustive list of potential policy categories to consider to address gaps along the K-workforce spectrum

This is a non-exhaustive list of potential policy ideas to consider, drawn from ERIC's Year 1 report, the February ERIC meeting, what we heard in our initial interviews with commissioners, content we've shared in our weekly resource emails, and what we know about work other states are doing. This list is meant to be a thought-starter rather than an exhaustive set of policy solutions; you should feel free to add your own ideas.

Competency-based learning	Out-of-school time
Curriculum/instructional materials	Social-emotional learning
Early college high schools or other early postsecondary options	System flexibility/reform
Early literacy	Teacher and/or school accountability
Education funding/resources	Technology/virtual learning opportunities
Educator compensation	Work-based learning/CTE/career pathways in high school
High-quality teachers	

See handout for a description of these ideas

Work-Based Learning
Julie Lammers,
American Student Assistance

Closing

Appendix

Early Childhood Education: Takeaways and questions for consideration

Although the Commission's charge begins with Kindergarten, we've included information about the state's Voluntary PreK (VPK) program as context

Summary of High Level Takeaways (detailed data follow)

- Most 3- and 4-year-olds are not in preschool, however the state's VPK program enrolls approximately 18,500 4-year-olds
- Rigorous research demonstrates that Tennessee's VPK program is high-quality, having significant positive effects on children's early literacy, language, and math skills
- Research also shows that the effects of VPK fade by the end of Kindergarten

As you consider these takeaways and review the following detail:

- What are implications of these Pre-K data on the state's K-12 system?
- What surprises you?
- What questions do you have?

K-12 Education: Takeaways and questions for consideration

Summary of High Level Takeaways (detailed data follow)

- Proficiency in foundational subjects (math and reading) is low among students at all grade levels on both national and state-based metrics
- Less than half of third-graders are proficient in reading—a milestone predictive of long-term outcomes—and significant gaps exist by race/ethnicity and other characteristics
- Proficiency declines through eighth grade
- Although high school graduation rates overall are on par with national averages (90%), just 1 in 5 students meet all college readiness benchmarks on the ACT
- Tennessee schools offer multiple opportunities for earning postsecondary credit while in high school (aka, Postsecondary Enrollment Options or PSEOs)
- Tennessee also has a relatively well-developed Work-Based Learning policy, particularly compared to other states

As you consider these takeaways and review the following detail:

- What stands out to you as most ripe for improvement along the K-12 journey?
- What surprises you?
- What questions do you have?

Postsecondary: Takeaways and questions for consideration

Summary of High Level Takeaways (detailed data follow)

- Initial postsecondary enrollment among Tennessee high school graduates (2-year or 4-year programs) is slightly below national averages at 62%, with a higher proportion enrolling in 2-year versus 4-year programs compared to national trends
- 60% of first-time enrollees require remediation in at least one subject
- Persistence rates and completion rates vary by institution type with community colleges posting the lowest persistence (57% between Years 1 and 2) and completion (33% by Year 6)
- TCAT licensure pass rates are high (ranging from 87%-100%); 66% of TCAT students complete their programs and find a job in their field of training
- Educational attainment rates among adults are below national averages in Tennessee, with significant gaps by race/ethnicity

As you consider these takeaways and review the following detail:

- What stands out to you as most ripe for improvement in postsecondary opportunities?
- What surprises you?
- What questions do you have?

Workforce: Takeaways and questions for consideration

Summary of High Level Takeaways (detailed data follow)

- Data comparing credential requirements of jobs to the proportion of workers holding those credentials indicates that Tennessee needs more “middle skill” workers
- Predicted growth in TN jobs is strongest among jobs requiring some postsecondary training (credential or degree)
- Pockets of need for more highly trained workers exist across the state

As you consider these takeaways and review the following detail:

- What stands out to you as most ripe for improvement in workforce opportunities?
- What surprises you?
- What questions do you have?

To address workforce gaps, Drive to 55 focuses on higher education, workforce, and economic development

Goal: Get 55 percent of Tennesseans equipped with a college degree or certificate by the year 2025



Tennessee has a number of organizations working to support different aspects of the Drive to 55 mission. Details about each are available on subsequent slides.

The SAILS program supports high school students in achieving college-readiness benchmarks in math

The **Seamless Alignment and Integrated Learning Support (SAILS) program** is a collaboration with all 13 community colleges, the Tennessee Board of Regents, Tennessee Higher Education Commission, Tennessee Department of Education, and the Governor's Office. It targets **students who have not achieved college readiness benchmarks in math** (achieving an 18 or less on the ACT math test) by **introducing the college developmental curriculum into the high school senior year**. Developed by K-12 teachers and higher education faculty, SAILS embeds the Tennessee Board of Regents (TBR) Learning Support competencies into the high school senior year math course, allowing students to begin their higher education career prepared for credit-bearing coursework.

13.7

percentage point
decrease in students
requiring math
remediation

Since SAILS Math was implemented in 2012, there has been a decrease in the percent of students entering community college in need of math remediation. In the Fall of 2011, 71.1% of students entering community colleges required math remediation. In the Fall of 2018, only 57.4% required remediation, **a difference of 13.7 percentage points since the beginning of implementation.**

**During the 2019-20 school year
the SAILS program had:**

282

participating high
schools

13

participating
community colleges

11,000

students enrolled

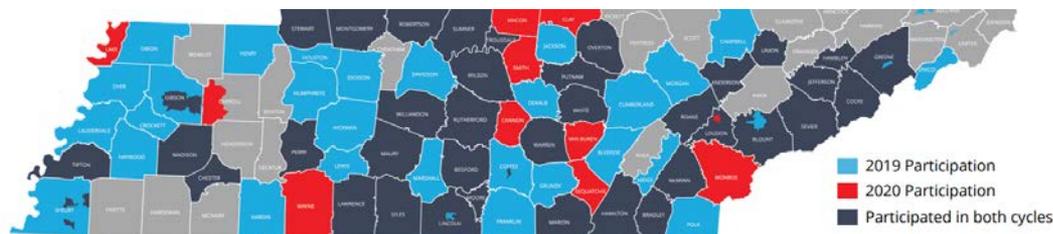
Tennessee Pathways creates alignment between K-12, postsecondary, and employers

Tennessee Pathways is a partnership between the Tennessee Department of Education and the Tennessee Board of Regents. **It is the K-12 initiative under Tennessee' Drive to 55.** Tennessee Pathways is structured around three key elements to support alignment, enrollment, and success in postsecondary programs: (1) High-quality college and career advising throughout K-12; (2) Early college and career experiences; and (3) Cross-sector partnerships

Tennessee Pathways Certification

Launched in 2019, the Tennessee Pathways Certification, a designation for school districts and their partners, recognizes strong alignment between high school programs of study, postsecondary partners, and high-quality employment opportunities in each region of the state. Since its inauguration, the certification has resulted in:

- 281** Certified pathways
- 62** Postsecondary partners
- 1,283** Employer partners
- 695** Industry certifications
- 4,000+** Early postsecondary opportunities



Tennessee Promise enables high school graduates to attend a community or technical college for free

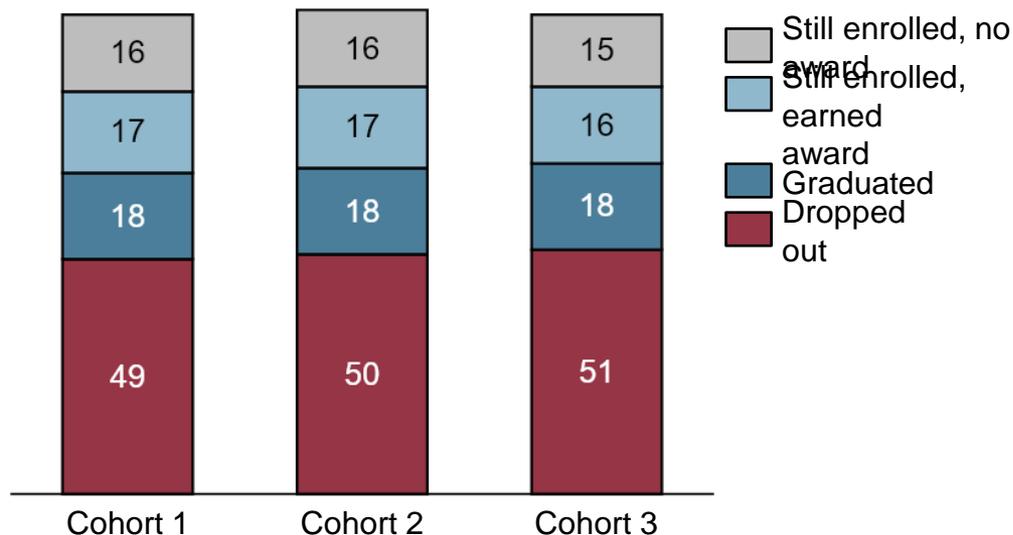
Tennessee Promise is both a scholarship and mentoring program. It provides students a **last-dollar scholarship**, meaning the scholarship will cover tuition and fees not covered by the Pell grant, the HOPE scholarship, or Tennessee Student Assistance Award (TSA) program funds. **In addition, Tennessee Promise provides each student with individual guidance from a mentor** who will assist the student as he or she navigates the college admissions process.

Details

- Any high school senior who graduates from a Tennessee eligible high school or completes a Tennessee home school program can apply for the Promise.
- Students may use the scholarship at any of Tennessee's 13 community colleges or 27 colleges of applied technology, or a public or private university with an eligible associate's degree program.

TN Promise Success Rate at the End of Year Three in the Program, by Cohort

Cohort 1 enrolled fall 2015; Cohort 2 enrolled fall 2016; and Cohort 3 enrolled fall 2017



Tennessee Reconnect supports adults to return to higher education, gain new skills, and advance in the workplace

The **Tennessee Reconnect Act** establishes a **last-dollar scholarship for adults to attend a community college tuition-free**. With this extension of the Drive to 55, which comes at no additional cost to taxpayers, every Tennessean will have the opportunity to enter or reenter public higher education with no tuition expenses.

Student eligibility

To be eligible, students must:

- Not have an associate's or bachelor's degree
- Have been a Tennessee resident for at least one year
- Have completed the FAFSA and have been deemed an independent student
- Be admitted to an eligible institution and enroll at least part time
- Participate in a THEC-approved advising program

Participating institutions

- All 13 of the state's public community colleges
- Any four-year institution that is eligible for the Tennessee education lottery scholarship

Funding

- Eligible students will receive a last-dollar scholarship, which is equal to the difference between tuition and fees and any gift aid (grants and scholarships)
- The program is funded through the lottery for education account

Tennessee's special legislative session on education closed on January 22, 2021 having passed four bills

Bill	Short Summary
Accountability Hold Harmless Act	This legislation removes negative consequences associated with evaluation and accountability this year, so long as the district meets at least 80% participation rate for TCAP assessments or receives a waiver. Assessment scores from the 2020-21 school year would only be incorporated into evaluations or accountability measures if it benefited the teacher, school, or district.
Tennessee Learning Loss Remediation and Student Acceleration	This legislation establishes summer learning loss remediation camps and tutoring for students who need to catch up.
Literacy Success Act	This legislation lays a policy foundation for literacy in Tennessee to ensure every student builds strong reading skills grounded in phonics and every educator is supported with training and resources to become a strong literacy instructor.
Appropriations Bill: Teacher Pay	This legislation provides nearly \$43 million to boost teacher pay.

Additional details provided on subsequent slides

The Hold Harmless Act encourages districts to administer TCAP while removing accountability determinations

The **Hold Harmless Act** has four key provisions to encourage TCAP administration while ensuring schools and teachers are not punished for low scores resulting from COVID-19

1

For the 2020-2021 school year, authorizes each local board of education to choose the percentage (from 0-25%) that scores from the TCAP count on a student's final grade

2

Provides that if 80% or more of an LEA's students participate in TCAP tests administered during the 2020-2021 school year, then student performance data and student growth data generated from those tests will not be used to assign a letter grade to a school. (The bill also allows the commissioner to grant a waiver from this participation requirement.)

3

Provides that if 80% or more of an LEA's students participate in TCAP during the 202—2021 school year, then those data will not be used to identify a school as a priority school or assign a school to the achievement school district. (The bill also allows the commissioner to grant a waiver from this participation requirement.)

4

Extends teacher tenure eligibility exceptions to include situations where the teacher does not have an official evaluation score during the last years of their probationary period due to unavailable data due to the cancellation of TCAP as a result of COVID-19.

The Learning Loss Remediation and Acceleration bill addresses widening achievement gaps from COVID-19

The **Learning Loss Remediation and Acceleration Bill** requires the department to establish a programs to aid LEAs and public charters in remediating learning loss.

Provision	Details
Camps	<ul style="list-style-type: none"> • Learning loss bridge camp: a four-week educational program conducted each year before the beginning of the school year designed to support student academic needs and remediate learning loss • After school learning mini-camp: An after-school educational program designed to remediate student learning loss using an educational approach to learning that uses STEAM access points • Summer learning camp: A six-week summer educational program designed to support student academic needs and remediate student learning loss, which includes the administration of state-adopted benchmark pre- and post-assessments.
Assessment pilots	<ul style="list-style-type: none"> • Requires the department to establish, fund, and implement an innovative benchmark assessment pilot program to provide the Tennessee universal math screener, reading screener, and a series of state-adopted benchmark assessments • LEAs and charter schools must use these assessments to measure the academic proficiency of students, identify priority students for the camps, and assess student learning in the camps
Tennessee accelerating literacy and learning corps (TALLC)	<ul style="list-style-type: none"> • Creates the TALLC to develop and support a statewide network of high-quality tutors to assist in accelerating student learning and remediating student learning loss • Requires the department to develop a statewide initiative to recruit high-quality tutors to become certified TALLC members, a program to provide training, certification, and professional development for members, and content that members can use to support students.
Student promotion	<ul style="list-style-type: none"> • Rewrites existing third-grade promotion requirements to provide that, beginning with the 2022-2023 school year, third graders will not be promoted to fourth grade unless the student is determined to be proficient in ELA (“on track” or “mastered” on the ELA TCAP) • Provides students additional time and support (e.g., retesting, participation in a bridge camp, or a TALLC tutor) for the entirety of fourth grade, before retention

The Literacy Success Act focuses on providing students with high-quality, phonics-based literacy instruction

The **Tennessee Literacy Success Act** requires each LEA and public charter school to provide instruction in **foundational literacy skills**—defined as phonemic awareness, phonics, fluency, vocabulary, and comprehension—to students in kindergarten through grade three as the **primary form of instructional programming in English language arts**.

Category	Key requirements
Reading screeners	<ul style="list-style-type: none">Requires each LEA and public charter school to provide reading interventions and supports to each student identified as having a significant reading deficiency and to annually administer a reading screener to each student in grades K-3 and submit results to the department of education
Home literacy reports	<ul style="list-style-type: none">Requires each LEA or public charter school to provide at least one report to a student's parent describing the student's progress in foundational literacy skills
LEA literacy skills plans	<ul style="list-style-type: none">Requires each LEA and public charter school to develop and have approved a proposal detailing how the LEA or school plans to provide foundational literacy skills instruction to students
Professional development	<ul style="list-style-type: none">Requires the department to develop at least one PD course on foundational literacy skills instruction for teachers in grades K-5 and requires that by August 1, 2023, teachers in grades K-5 must complete at least one PD course on foundational literacy skills instruction
Teacher training	<ul style="list-style-type: none">Requires the department to develop and submit to the state board for approval, foundational literacy skills standards for use by all educator preparation providers by July 31, 2021Beginning August 1, 2022, educator preparation providers must provide to candidates seeking licensure to teach students in grades K-3, as well as candidates seeking an instructional leader license, training on reading instruction focused on the foundational literacy skills standards.Beginning August 1, 2023, candidates seeking initial licensure, or an endorsement, or renewal of existing licensure, to teach students in grades K-3 or as an instructional leader will be required to either provide a certificate documenting their passage of a Tennessee reading instruction test or provide evidence of completion of a foundational literacy skills instruction course.

The Appropriations Bill boosts teacher pay

- The Tennessee General Assembly approved nearly \$43 million to be used for teacher pay raises, approximately a 2% increase in the instructional salary component for teachers, effective January 1, 2021
- The governor has also committed to proposing a 4% increase to the instructional component of the Basic Education Program (BEP– the state’s primary school funding formula system) for the next fiscal year