



TENNESSEE

State Profile

Academic Pathways	Present in the State		Special Efforts to Reach Underserved Students		State Support	
<u>Advanced Placement (AP)</u>	Yes	Expansion Grant program helps expand access for low-income students to AP programs	Yes	Low-income students	Yes	<ul style="list-style-type: none"> • State funding • Tennessee’s Advanced Placement Incentive Program as well as Tennessee’s Expansion Grant will fully fund schools’ participation.
Articulated pathway in Allied Health	Yes	Focuses on grades 9-12 and emphasizes a major in health science education to help students who complete their major and continue their study in postsecondary education through a cooperative effort between high school and postsecondary education for allied health and nursing programs.	Yes	<ul style="list-style-type: none"> • Non-traditional students by gender (male) • Racial and ethnic minority students 	Yes	State legislation mandates articulation improvements and acceptance of college-level general education courses for transfer.
Bridge Programs	Yes	Offered in several disciplines including health. Tennessee State University offers 6-8 weeks of intensive work in the summer at no cost to students.	Yes	<ul style="list-style-type: none"> • African American students • Latino(a) students • Racial and ethnic minority students 	No	
College Level Exam Program (CLEP)	Yes	No details known or available	DK	No details known or available	No	
Distance Learning/ Virtual School	Yes	Called Regents Online ; offers dual credit courses. Hamilton County Virtual School serves 16 high schools ranging from inner-city to suburban to rural, providing pre-AP courses	Yes	Low-achieving students can take developmental courses online.	Yes	State funding is awarded on a full-time equivalent (FTE) basis.

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Dual Credit/ Dual Enrollment	Yes	Joint enrollment refers to the enrollment of a high school student in one or more college courses for which the student will earn only college credit. The joint enrollment category is for the student who has completed the junior year in high school and is still enrolled in a high school program of study.	Yes	Varies by institution; High standards limit at-risk students enrollment.	Yes	State legislation mandates articulation improvements and acceptance for transfer of college level general education courses.
Early or Middle College High Schools	Yes	3 middle college high schools sponsored by both community colleges and universities. One middle college high school is a partnership of Middle Tennessee University , State Technical University, and the Williamson County Schools	Yes	<ul style="list-style-type: none"> • At-risk students • Racial and ethnic minority students, particularly African American students • Low-achieving students 	No	
Enriched Developmental Studies Program at Austin Peay Tennessee State University	Yes	Combined reading and writing in grammar, writing, mathematics, and reading courses to reduce the time to complete developmental education; awards three credit hours for each semester	Yes	Low-achieving students: students who need to develop essential skills and learning necessary for success in college-level courses	Yes	Tennessee Board of Regents Policy and procedure to monitor the program
Enriched Developmental Studies Programs at the New Skills Center	Yes	The center is open 7 days a week to high school students. It assesses skills, offers other self-knowledge tools (e.g., Meyers Briggs), and writes a prescription for each student including online learning and tutors to assist students in making up deficits.	Yes	At-risk students	DK	No further information available
GED in College Settings	Yes	Partnership Bridge; involves adult education, K-12, and higher education	Yes	Adults who dropped out of high school	Yes	State funding; free GED classes
Hume Fogg High School	Yes	Academic magnet school in partnership with Vanderbilt University	No		No	

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International Baccalaureate (IB)	Yes	5 high schools participating	No		No	
<u>Tech Prep</u>	Yes	13 Tech Prep consortia currently operate across Tennessee	Yes	Special populations	Yes	Federal Perkins funding; The Tennessee Board of Regents administers the consortia through the state's 13 community colleges or technical institutes in a cooperative agreement with the Tennessee Department of Education, Division of Vocational and Technical Education.

Summary of academic pathways:

Tennessee is notable for having several types of early and middle college high schools. The state is also making developmental studies widely available for at-risk students. Major goals of the Board of Regents include access to college and high educational quality. The state has demonstrated concern about low college completion rates in the state. A common high school core is required for graduation. To be eligible for financial aid from state lottery funds, students must have 20 core units and a 3.0 unweighted overall GPA and a 3.0 college core GPA out of a possible 4.0.

Interesting or unique models identified by state officials:

- Hume Fogg High School
- Middle College High Schools
- New Skills Center
- Regents Online for distance learning

Observations by state officials about special efforts to reach underserved students:

The Geier case, a desegregation lawsuit filed in 1964 and settled in 1984, provides financial support for desegregation to every institution with a special focus on African American student access. A variety of initiatives fall under this, including developmental education. The state plans to do more assessment and intervention while students are in high school to improve academic performance. Special efforts are made to reach African American, Latino(a) and low-achieving students through bridge programs, distance learning, and early college high schools. In the articulated Allied Health pathway, efforts are made to include male students and racial and ethnic minority students. GED programs are especially interested in helping adults complete high school and begin college.



Observations by state officials about state support for pathways:

In addition to the Geier case, the most important development in state support for pathways is the recent legislation requiring schools and colleges to develop better articulation agreements and provide dual credit courses. Access is further strengthened by requiring colleges to accept transfer courses covered by these agreements. In addition, state FTE funding is awarded for distance courses.

Lessons learned by state officials:

- All academic pathways need funding to work effectively.
• At-risk students, if given adequate support, can do well.
• Research is not yet adequate to making clear statements about what works.

Programs recommended by state officials:

Table with 5 columns: Pathways, Educational Institution, Contact person, E-mail, Phone. Rows include Bridge Program, Developmental Studies, Distance Learning/ Virtual School, Middle College High School, and Tech Prep.

State official's contact information:

Table with 5 columns: Name, Title, Agency, E-mail, Phone. Rows include Treva Berryman and Deborah Williams.

(Prepared by Elisabeth Barnett/ Updated February, 2006/ *State official reviewed this state profile.)