

Report to the State Board of Education
on the
Status of Minority Classroom Teachers in
Tennessee

Compiled by the
Tennessee Department of Education

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Minority Teacher Recruitment and Retention

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Minority Teacher Recruitment and Retention in Tennessee

THE BACKGROUND

In 1987, the State Board of Education cited a shortage of minority teachers in Tennessee. In 1988, The Tennessee Task Force on the Supply of Minority Teachers issued several recommendations, most of which were implemented, to increase the number of minority teachers. In 1989, House Joint Resolution 36 also requested an annual report on the status of minority teachers be submitted to the Senate and House K-12 Education Sub-Committees of the Tennessee General Assembly. Legislation was adopted in 1993 urging each local board of education to establish reasonable, incremental goals for the recruitment, employment, and retention of African-American teachers in numbers which reflect the percentage of African-Americans within the community served by the local education agency.

THE NEED FOR MINORITY RECRUITMENT AND RETENTION

The student population of Tennessee schools during the 2003-04 school year was 919,896. An analysis of the racial composition of Tennessee public school students reveals that 25% were African-Americans. Table 1: Racial Composition of Tennessee Public School Students details a statistical history since 1992-93. The enrollment of African-American students varies from system to system. Seventeen of the state's 136 school systems have an enrollment of African-American students greater than the state's African-American student population. These systems are reported in Table 2: Tennessee School Systems Whose African-American Student Enrollment Is Above 25%. Four systems report no African-American students as shown in Table 3: Tennessee School Systems With No African-American Students. Twenty-five school systems report no African-American classroom teachers.

Of the 58,366 classroom personnel, 6,180 identified themselves as African-American in the 2003-04 school year. However, these data understate the actual number and percent of black educators, because 18% (10,496) of the active classroom personnel reported race as unknown. The 1999-2000 school year was the first year since 1985 that the percentage of African-American classroom personnel did not decline. The percentage of African-American teachers for the 1998-99 and 1999-00 school years was 9.9%. . This year the percentage of African-American for 2003-04 was 10.59%, a slight increase of .05% from last year. Table 4: Tennessee Classroom Personnel is a statistical history of classroom personnel since 1984-85. Table 4A: Tennessee School Systems With No African-American Teachers shows the school systems where no teachers identified themselves as African-American.

Comparing the percentage of African-American students to the percentage of African-American educators, fifty-five school systems reflect an African-American student/teacher differential of greater than five percentage points. The percentage of the teacher work force compared to the student population in school systems in Tennessee with more than a 5% differential is reported in Table 5: Percent Of Teachers To Students In Tennessee With More Than 5% Differential. Table 5A Percent of Teachers to Student in Tennessee With More Than 5% Differential Change Trend, list the percent difference for the school years 2001-02 through 2003-04.

With respect to gender, 473,529 students are male representing 51.48% of the total student population and 446,367 are female representing 48.52% of the student population. The number of male teachers for the 2003-04 years was 10,986, constituting 18.83% of the population and females numbered 42,995, comprising 72.66% of the population, with 7.51% not declaring gender.

Additionally, 747 of African-American classroom educators, a significant number, have 30 or more years of experience. These teachers represent 15.73% of the total African-American classroom teachers. Table 6: Teachers with 30 or More Years Experience details the statistical history since 1984-85. As these educators retire, the efforts to achieve equitable employment levels will be further complicated. Table 7: Teachers with 30 or More Years of Experience by System gives the status of possible teacher retirement in each system.

NEW HIRES

A total of 6,328 educators were “new hires” for the 2003-04 school year of which 9.34% (591) were African-American. New hires include those with no previous teaching experience as well as those who are returning to the teacher work force. However, it should be noted that the proportion of new hires for which race is unknown was 22.91%. Procedures for capturing the data are under revision, so that more accurate data may be obtained. Historical data is provided in Table 8: African American New Hires.

TEACHER EDUCATION ENROLLMENT (Note: This section has not been updated from since 2001-02, the last year for which enrollment data was available.)

The data representing teacher education enrollment is based on those students considered enrolled in the teacher education program. Most or all of these students have completed two years of college and have been admitted to the teacher education program for that institution. Enrollment of African-Americans in Tennessee’s teacher preparation programs has increased since 1987 when only 78 of a total of 3,529 were African-American. Enrollment data for the fall of 2002 indicated that 506 African-Americans were enrolled in teacher education programs, 266 at public institutions and 240 at private institutions. A historical perspective can be gathered from reviewing Table 9: Teacher Education Enrollment.

Of the public institutions, the University of Memphis has the largest number (87) of African-American teacher education students followed by Tennessee State University with 52 African-American enrollees. Of the private higher education institutions reporting, Christian Brothers has an enrollment of 142 African-American students followed by Freed-Hardeman University with 34 African-American teacher education students. Table 10: Fall 2002 African-American Enrollees Seeking Initial Teaching Licensure At Public And Private Institutions shows the enrollment at each institution. TABLE 11: Enrollees in Initial Teacher Licensure Program: Fall 2001 and 2002 compares the enrollees for 2001 and 2002 and indicates a decrease in teacher education enrollment.

TEACHER EDUCATION COMPLETERS

A person who has met all the requirements of an institution's state-approved teacher preparation program. Program completers may include all those who are documented as having met such requirements. Documentation may take the form of a degree, institutional certificate, program credential, transcript or written proof of having met the program's requirements. In applying this definition, the fact that an individual has or has not been recommended to the State Office of Certification and Licensure for initial certification or licensure may not be used as a criterion for determining who is a program completer.

Source - State of TN Dept of Education "Plan for Reporting on the Quality of Teacher Preparation Programs" October 2000

In 1988, African-American teacher education graduates had reached an all-time low -- 45 out of a total of 1,543 (2.9%). African-American teacher education program graduates numbered 397 (11.79%) in the 2003-04 school year. The total number of completers (all demographic race categories) in 2003-04 was 3,367 compared to 1,543 in 1988.

African-Americans accounted for 13.37% of the completers from public institutions, an increase from the 11.52% last year. TABLE 12: Teacher Education Completers of Initial Licensure lists the year by year graduation numbers. The University of Memphis reported the largest number of African-American educators, 168 completers, with Tennessee State University following with 44 completers.

The percent of African-American completers attending private institutions was 9.14%. Of the private institutions, Christian Brothers University reported the largest number of African-American completers, 51%. Union University followed with 22 completers. TABLE 13: Teacher Education Completers lists the completers of initial teacher licensure from each institution. Table 14: Completers of Initial Teacher Licensure: 1999-00 thru 2003-04 is a comparison of completers.

The Office of Teacher Licensure began collecting data on teacher licensure in 1999. From July 1, 2003, to June 30, 2004, 12,596 non administrative licenses were issued with the "date of original issue," falling between the dates listed. Of those 12,596, 1,594 or 12.65% were issued to African-American educators. However, it must be noted that 2,857 (22.68%) of these licensees listed race as unknown or other. TABLE 15:

Licenses with 'Date of Original Issue' Falling Between 07-01-2003 & 06-30-2004 shows the number issued by certificate type and race.

EFFORTS TO RECRUIT NEW TEACHERS

Scholarships and Grants

Increased minority enrollment at public and private institutions is due in part to the financial incentives of the Tennessee Student Assistance Corporation's Minority Teaching Fellows Program, Tennessee Teaching Scholars Program and the Tennessee Higher Education Commission's Minority Teaching Education Grant Program.

The Minority Teaching Fellows program presently funds its maximum number of students of 116. Approximately 25-30 students graduate from this program each year. The number of new applicants for 2003-04 school year was 117, while the 2004-05 applicants numbered 229. Of 229 applicants, 130 were eligible applications (70 college, 60 high school) for the 26 new awards available that year. The 90 remaining positions were renewals from the previous year.

The Tennessee Teaching Scholars Program managed by the Tennessee Student Assistance Corporation awarded. For 2004-05, 218 scholarships were awarded under this program. Of those, 9 were awarded to African-American students. New applicants for the 2004-05 school year numbered 561, of which 312 were complete and eligible for awarding. That year 160 new awards were granted.

The Minority Teaching Education Grant Program focuses on the recruitment by the colleges and universities in partnership with local education agencies of non-teaching personnel, teacher-aides, substitute teachers, and persons changing careers into the teaching force. Appendix B contains a listing of awardees with a brief description of the program at that institution.

Partnerships and Other Initiatives

PASS - Partnerships To Assist School Success

Another program that is having an impact on enrollment is the Partnerships To Assist School Success (PASS) program. This joint program between the Tennessee Department of Education and the Tennessee Education Association was designed to identify and encourage high school minority students to enter the teaching profession. The participants in the program include local school systems, higher education institutions, churches, and businesses.

Workshops are an important component of the PASS program. The workshops are provided to make the students and others in the community aware of the

scholarships and loans that are available to minority students who plan to enter the teaching profession. The Tennessee Student Assistance Corporation was also part of these workshops.

Tennessee Student Assistance Corporation

The Tennessee Student Assistance Corporation conducts financial aid workshops across the state. Information concerning the teacher education scholarships is disseminated during these workshops along with other financial aid information.

Troops to Teachers

Troops to Teachers (TTT) was established in 1994 as a Department of Defense program. The National Defense Authorization Act of FY 2000 transferred the responsibility for program oversight and funding to the U.S. Department of Education but continued operation by the Department of Defense. The No Child Left Behind Act of 2001 provides for the continuation of TTT through Fiscal Year (FY) 2006. TTT is managed by the Defense Activity for Non-Traditional Education Support (DANTES), Pensacola, Florida.

The purpose of TTT is to assist eligible military personnel to transition to a new career as public school teachers in “high-need” schools. A network of State TTT Offices has been established to provide participants with counseling and assistance regarding certification requirements, routes to state certification, and employment leads.

During school year 2004 – 2005, 36 Troops were hired in Tennessee Schools. TABLE 8A Troops to Teachers shows the number hired in Tennessee for the past few years.

BASE-TN – Become A Special Educator in Tennessee

A program that provides financial support for persons who meet the eligibility criteria and desire to earn and initial Tennessee teaching license in special education or an endorsement in special education. This support involves a commitment to teach in a Tennessee public school two years for each academic year of financial support received, serving student with disabilities ages birth through twenty-one.

Teach Tennessee.

The goal is to create a statewide program that challenges mid-career professionals, retirees and others to teach. It is designed for those who already have a bachelor’s degree, 24 college hours in some field and would like to teach in that same content area for grades 7-12. The Department of Education is

seeking those who demonstrate high achievement in their careers and possess the character and motivation needed to be a quality teacher.

Qualified candidates would be able to attend an intensive institute to learn teaching methods and then be eligible to teach in the coming fall, accompanied by an intensive mentoring program. These potential educators are most needed in the hardest-to-staff districts and in high-need subject areas, like math, science and foreign languages.

Currently there are thirty-four “fellows” in the program. Three African-Americans are in the program. The program is composed of 15 males and 19 females.

LOCAL RECRUITMENT OF MINORITY EDUCATORS

Legislation passed in 1993 urges each Tennessee local board of education to establish reasonable, incremental goals for the recruitment, employment, and retention of African-American teachers in numbers that reflect the percentage of African-Americans within the community served by the local education agency and submit the plan to the Department of Education.

Ninety-nine school systems responded to the request for information regarding their plans. The responses fall into four categories:

<p><input type="checkbox"/> <i>Our school system reflects an African-American student/teacher racial imbalance less than five (5) percent. No plan is attached.</i></p>	<p><i>57 Systems responded to this option.</i></p>
<p><input type="checkbox"/> <i>Our school system reflects an African-American student/teacher racial imbalance less than five (5) percent. A plan is attached.</i></p>	<p><i>12 Systems responded to this option.</i></p>
<p><input type="checkbox"/> <i>Our school system reflects an African-American student/teacher racial imbalance greater than five (5) percent. A plan is attached.</i></p>	<p><i>55 Systems had greater than 5% imbalance in 2003-04.</i></p> <p><i>28 Systems responded to this option.</i></p>
<p><input type="checkbox"/> <i>Our school system is under court order to maintain student/teacher racial balance. A plan and copy of the court order is attached.</i></p>	<p><i>2 Systems responded to this option.</i></p>

In part of this plan, local systems identify strategies for recruitment and retention. The most frequently identified strategies for recruitment continue to be the following:

1. Recruit from historically black colleges and universities in Tennessee and surrounding states. Many have also expanded their recruitment efforts from regional to nationwide.

2. Attend job fairs on various college and university campuses.
3. Invite candidates to visit the school system and community and pay their expenses.
4. Offer qualified applicants all of their earned teaching experience as recognized by the Tennessee Department of Education.
5. Use the Troops to Teachers program.
6. Encourage high school graduates to enter education as a career.
7. Provide support for minority teachers on waivers to obtain teaching credentials.
8. Establish a committee of educators and community leaders to plan activities and strategies to assist in the recruitment of minority teachers.
9. Offer system sponsored scholarships.

SPECIFIC LOCAL STRATEGIES FOR RETENTION ARE:

1. Establish new teacher networks.
2. Provide enhanced staff development.
3. Assign mentors to assist new teachers adjust to the district.
4. Continuously assess the needs of the new teachers.
5. Provide social support and community orientation.
6. Assign a community volunteer to involve the new teacher in community activities.
7. Provide support for minority teachers to obtain an advanced college degree.

SPECIFIC PROBLEMS HINDERING SYSTEMS IN THE RECRUITING AND RETENTION EFFORTS:

Low teacher salaries.

Lack of incentives for enticing candidates.

Lack of candidates wanting to teach in some areas of the state.

EFFORTS BY THE DEPARTMENT OF EDUCATION TO RECRUIT AND RETAIN MINORITY TEACHERS

A. The State Department of Education continues to assist systems in the recruitment and retention of minority teachers through the following:

1. Coordinating efforts associated with reporting to the State Board of Education and improving data collection;
2. Developing a list of prospective minority teachers and distributing it to all Tennessee school systems on an annual basis;
3. Urging all school systems to submit a plan to the Department of Education concerning the recruitment and retention of African-American teachers;
4. Increasing efforts to assist school personnel, guidance counselors, and principals making all students more aware of the teaching profession and its benefits and rewards;
5. Providing of a website for job information. Teach in Tennessee is the State of Tennessee's web resource for posting and viewing employment vacancies in Tennessee PreK-12 public schools;
6. Continuing the Minority Teaching Education Grant Program;
7. Continuing Minority Teaching Fellows Scholarship Program;
8. Continuing Matching Grant Program;
9. Continuing the Transition to Teaching Program. Transition to Teaching an alternative licensure program offered by the six Board of Regents Universities. The major purpose is to prepare eligible participants to become "highly qualified" math and science teachers for high-need schools in Tennessee. Last year 43 candidates are enrolled in the program. This year's cohorts comprise 100 candidates, of which 39 are African-American.
10. Establishing a task force to consider the issues regarding minority teacher retention and recruitment consisting of local educators, human resource directors, colleges, and other parties associated with teacher education in the state.

B. Efforts should be made to increase the pool of minority teachers through:

- 1) Increasing funds for the grant/scholarship programs:

- a) **Minority Teaching Education Grant Program.** Currently the program receives \$255,000, which is allocated to institutions of higher education with well-developed institutional support for minority candidates. All of the funds are used directly to support candidates. Efforts to expand the grant/scholarship programs should be continued, since they have clearly demonstrated the capacity provide quality teachers for the state of Tennessee.
 - b) **Minority Teaching Fellows Scholarship Program.** Currently 116 students are served by this four-year program, producing from 25-30 graduates each year. There are generally four eligible applicants for each available award.
- 2) Recruiting, retaining, and licensing individuals in the shortest amount of time.
 - 3) Heightening overall institutional minority recruitment and retention efforts by having a specific person in charge on at least a part-time basis.
 - 4) Providing resources for the students served by the programs.
 - 5) Increasing the networking between Future Teachers of America and PASS chapters with higher education institutions
 - 6) Developing a relationship with the Governor's School on Prospective Teachers and encouraging them to enter the teaching profession.
 - 7) Improving communication among the Colleges of Education, Local Education Agencies, Tennessee Higher Education Commission, Tennessee Education Association, and the State Department of Education as to scholarships and other grants available to prospective minority teachers.

DATA ON OTHER MINORITIES

Hispanic

The Hispanic population of our state has and is increasing. During the 2003-04 school year the percent of Hispanic students in Tennessee schools was 2.48%, a .32% increase. The number of Hispanic teachers was 0.20% compared to .19% last year. Twenty-six or 0.41% of the 'new hires' were Hispanic.

American Indian

American Indian students represent 0.20% of the student population of our schools, an increase of .04% from last year. The classroom teaching staff across the state is 0.11%

American Indian an increase from last year's data. This same population represents 0.09% of the 'new hires' for 2003-04, a decline from last year.

Asian

Tennessee's teaching staff is composed of 0.09% Asian educators and 0.21% of the 'new hires' were Asian. The Asian students in our schools represent 1.23% of students in Tennessee, a slight decrease from the 2002-03 school year.

Table 14 Classroom Teachers by System and Race gives the complete picture of Tennessee classroom teachers by race.

CONCLUSION

The school systems of Tennessee are continuing to make efforts to recruit and retain African-American and other minority teachers. As our systems become more and more diverse, these efforts must increase. The number of classroom teachers with 30+ years of experience further emphasizes the accelerated need to establish and implement minority recruitment and retention strategies. The development, implementation, and evaluation of local recruitment and retention plans are needed in order to enhance placement efforts.

In conclusion, Tennessee must continue efforts to attract and retain African American and minority educators. We must also refine our data collection to reflect more accurately the number of educators with regard to race and ethnicity.

**SUPPLY OF MINORITY TEACHERS
STATISTICAL SUMMARY
TABLES**

Table 1
Racial Composition of Tennessee Public School Students

Year	African-American Students	Total Students	Percent African-American
1992-93	191,194	846,896	22.6%
1993-94	198,125	864,272	22.9%
1994-95	198,222	872,422	22.7%
1995-96	203,353	878,919	23.1%
1996-97	209,150	893,165	23.40%
1997-98	212,960	897,645	23.72%
1998-99	216,344	903,774	23.94%
1999-00	222,860	912,872	24.40%
2000-01	222,036	906118	24.50%
2001-02	225,719	909,746	24.81%
2002-03	226,498	911,395	24.85%
2003-04	230,125	919,896	25.02%

Source: 2003-04 Fall Membership of Tennessee Public School Students
Tennessee Department of Education

Table 2
Tennessee School Systems Whose African-American Student Enrollment Is Above The 25% State Average

System	African-American Students¹	African-American Teachers²
DAVIDSON CO.	47.52%	19.11%
Dyersburg	30.61%	5.97%
FAYETTE CO.	66.84%	40.48%
Fayetteville	29.01%	10.61%
HAMILTON CO.	33.98%	10.84%
HARDEMAN CO.	53.72%	14.37%
HAYWOOD CO.	64.78%	15.87%
Humboldt	69.67%	15.53%
JACKSON-MADISON CO.	54.61%	18.63%
LAKE CO.	28.78%	3.95%
LAUDERDALE CO.	41.80%	6.89%
Memphis	87.65%	48.27%
MONTGOMERY CO.	26.59%	4.79%
SHELBY CO.	26.82%	11.80%
TIPTON CO.	27.49%	9.48%
Trenton	30.90%	10.00%
Union City	41.70%	4.81%

Source: ¹2003-04 Fall Membership of Tennessee Public School Students
² 2003-04 End of Year Distribution Files - Active Classroom Personnel
Tennessee Department of Education

Table 3
Tennessee School Systems
With No African-American Students

JACKSON CO.
Oneida
PICKETT CO.
VAN BUREN CO.

Source: 2003-04 Fall Membership of Tennessee Public School Students

Table 4
Tennessee Classroom Personnel

Year	African-American Teachers	Total Teachers	Percent African-American
1984-85	4,457	39,871	11.2%
1992-93	5,188	46,361	11.2%
1993-94	5,646	50,645	11.1%
1994-95	5,360	48,793	11.0%
1995-96	5,340	48,994	10.7%
1996-97	5,226	49,568	10.5%
1997-98	5,252	52,013	10.1%
1998-99	5,323	53,688	9.9%
1999-00	5,442	55,173	9.9%
2000-01	5,623	56,027	10.0%
2001-02	5,891	57,164	10.31%
2002-03	6,091	57,807	10.54%
2003-04	6,180	58,366	10.59%

Source: 2003-04 End of Year Distribution Files -Active Classroom Personnel
Tennessee Department of Education

Table 4A
Tennessee School Systems
With No African-American Teachers

BENTON CO.	Newport
Bradford	Oneida
CLAY CO.	OVERTON CO.
Clinton	PICKETT CO.
DEKALB CO.	POLK CO.
Elizabethton	Richard City
Etowah	Rogersville
GRAINGER CO.	SCOTT CO.
GRUNDY CO.	SEQUATCHIE CO.
JACKSON CO.	South Carroll
Lenoir City	STEWART CO.
MEIGS CO.	VAN BUREN CO.
MORGAN CO.	

Source: ² 2003-04 End of Year Distribution Files - Active Classroom Personnel
Tennessee Department of Education

TABLE 5
SCHOOL SYSTEMS WHOSE PERCENT OF TEACHERS TO STUDENTS
IN TENNESSEE HAS MORE THAN 5% DIFFERENTIAL

System	African-American Teachers	African-American Students	Student Teacher Diff.	African-Amer. Pop.	Teacher Pop. Diff.
Alamo	5.88%	15.99%	10.11%	21.64%	15.76%
Alcoa	8.70%	25.00%	16.30%	18.03%	9.33%
Athens	0.90%	15.57%	14.67%	10.20%	9.30%
BEDFORD CO	3.47%	9.67%	6.20%	8.21%	4.73%
Bells	7.14%	15.46%	8.32%	20.41%	13.27%
Bradford	0.00%	5.40%	5.40%	3.73%	3.73%
CHESTER CO.	5.26%	15.39%	10.12%	10.52%	5.26%
Cleveland	4.11%	14.99%	10.88%	6.69%	2.58%
Clinton	0.00%	5.41%	5.41%	2.15%	2.15%
CROCKETT CO.	6.54%	17.02%	10.48%	11.26%	4.71%
DAVIDSON CO.	19.11%	47.52%	28.42%	25.82%	6.71%
Dayton	1.96%	9.15%	7.19%	5.63%	3.67%
Dyersburg	5.97%	30.61%	24.64%	21.48%	15.51%
FAYETTE CO.	40.48%	66.84%	26.36%	36.23%	-4.25%
Fayetteville	10.61%	29.01%	18.40%	27.61%	17.00%
Franklin City	5.19%	16.13%	10.94%	12.61%	7.42%
Gibson Co.Sp.	2.42%	8.79%	6.37%	8.99%	6.57%
GILES CO.	3.74%	16.03%	12.29%	11.04%	7.30%
Greeneville	1.61%	8.61%	6.99%	5.24%	3.63%
HAMILTON CO.	10.84%	33.98%	23.14%	20.00%	9.16%
HARDEMAN CO.	14.37%	53.72%	39.35%	40.19%	25.82%
HAYWOOD CO.	15.87%	64.78%	48.91%	51.12%	35.25%
HENDERSON CO.	2.64%	9.01%	6.36%	5.40%	2.75%
Humboldt	15.53%	69.67%	54.14%	42.53%	26.99%
Huntingdon	3.49%	17.44%	13.95%	11.07%	7.59%
JACKSON-MADISON CO.	18.63%	54.61%	35.98%	32.21%	13.58%

System	African-American Teachers	African-American Students	Student Teacher Diff.	African-Amer. Pop.	Teacher Pop. Diff.
Johnson City	3.23%	11.34%	8.12%	6.16%	2.93%
Kingsport	2.68%	7.74%	5.06%		-2.68%
KNOX CO.	4.75%	14.54%	9.79%	8.61%	3.87%
LAKE CO.	3.95%	28.78%	24.83%	31.99%	28.05%
LAUDERDALE CO.	6.89%	41.80%	34.91%	34.63%	27.75%
Lebanon	5.37%	18.86%	13.50%	12.87%	7.50%
Lexington	3.85%	18.85%	15.00%		-3.85%
MARSHALL CO.	3.36%	9.02%	5.66%	7.90%	4.55%
MAURY CO.	4.61%	20.15%	15.54%	14.40%	9.78%
McKenzie	1.16%	11.25%	10.08%	9.21%	8.04%
MCNAIRY CO.	2.75%	9.03%	6.28%	5.78%	3.03%
Memphis	48.27%	87.65%	39.39%	61.06%	12.80%
Milan	3.42%	22.79%	19.37%	18.43%	15.02%
MONTGOMERY CO.	4.79%	26.59%	21.80%	18.59%	13.80%
Murfreesboro City	9.36%	23.21%	13.85%	13.82%	4.46%
Newport	0.00%	8.52%	8.52%	6.59%	6.59%
Oak Ridge	5.92%	14.46%	8.54%	8.54%	2.62%
Paris	1.06%	22.79%	21.73%	21.09%	20.03%
Richard City	0.00%	5.56%	5.56%	19.68%	19.68%
ROBERTSON CO	5.39%	10.60%	5.21%	8.38%	2.98%
RUTHERFORD CO.	3.91%	12.51%	8.60%	6.58%	2.67%
SHELBY CO.	11.80%	26.82%	15.02%	14.65%	2.85%
SUMNER CO.	1.91%	8.80%	6.89%	5.82%	3.91%
TIPTON CO.	9.48%	27.49%	18.02%	14.22%	4.74%
Trenton	10.00%	30.90%	20.90%	21.04%	11.04%
TROUSDALE CO.	2.35%	11.15%	8.80%	10.81%	8.46%
Tullahoma	1.74%	8.74%	7.00%	5.99%	4.25%
Union City	4.81%	41.70%	36.89%	20.46%	15.65%
WEAKLEY CO.	1.57%	9.03%	7.46%	7.09%	5.53%

Source: 2003-04 End of Year Distribution Files - Active Classroom Personnel
Tennessee Department of Education

TABLE 5A
SCHOOL SYSTEMS WHOSE PERCENT OF TEACHERS TO STUDENTS
IN TENNESSEE HAS MORE THAN 5% DIFFERENTIAL
CHANGE TREND 2001-02 - 2003-04

System	Teacher-Student Difference 2001-02	Teacher-Student Difference 2002-03	Teacher-Student Difference 2003-04	Change in Difference 2001-02 to 2002-03	Change in Difference 2002-03 to 2003-04
Alamo	11.72%	10.71%	10.11%	-1.01%	-0.60%
Alcoa	17.14%	17.53%	16.30%	0.39%	-1.23%
Athens	14.36%	15.33%	14.67%	0.97%	-0.66%
BEDFORD CO	7.06%	6.35%	6.20%	-0.71%	-0.16%
Bells	6.84%	5.60%	8.32%	-1.24%	2.71%
Bradford	6.43%	4.70%	5.40%	-1.73%	0.69%
CHESTER CO.	10.53%	10.30%	10.12%	-0.23%	-0.18%
Cleveland	11.30%	11.10%	10.88%	-0.21%	-0.22%
Clinton	5.18%	5.38%	5.41%	0.20%	0.03%
CROCKETT CO.	14.26%	11.86%	10.48%	-2.41%	-1.38%
DAVIDSON CO.	26.94%	27.35%	28.42%	0.41%	1.07%

System	Teacher-Student Difference 2001-02	Teacher-Student Difference 2002-03	Teacher-Student Difference 2003-04	Change in Difference 2001-02 to 2002-03	Change in Difference 2002-03 to 2003-04
Dayton	7.88%	7.94%	7.19%	0.06%	-0.75%
Dyersburg	18.87%	23.29%	24.64%	4.43%	1.35%
FAYETTE CO.	27.05%	29.17%	26.36%	2.12%	-2.80%
Fayetteville	18.31%	19.78%	18.40%	1.47%	-1.38%
Franklin City	10.87%	10.76%	10.94%	-0.10%	0.17%
Gibson Co.Sp.	7.82%	7.75%	6.37%	-0.07%	-1.38%
GILES CO.	12.40%	11.61%	12.29%	-0.79%	0.68%
Greeneville	6.21%	6.18%	6.99%	-0.04%	0.82%
HAMILTON CO.	22.85%	22.86%	23.14%	0.01%	0.28%
HARDEMAN CO.	41.58%	40.78%	39.35%	-0.80%	-1.43%
HAYWOOD CO.	49.94%	49.50%	48.91%	-0.44%	-0.60%
HENDERSON CO.	6.52%	6.76%	6.36%	0.24%	-0.40%
Humboldt	49.57%	50.23%	54.14%	0.66%	3.91%
Huntingdon	15.75%	14.32%	13.95%	-1.42%	-0.38%
JACKSON-MADISON CO.	33.59%	34.69%	35.98%	1.11%	1.29%
Johnson City	7.28%	7.62%	8.12%	0.34%	0.50%
Kingsport	4.84%	4.86%	5.06%	0.02%	0.19%
KNOX CO.	8.73%	8.97%	9.79%	0.24%	0.83%
LAKE CO.	24.01%	24.52%	24.83%	0.51%	0.31%
LAUDERDALE CO.	35.06%	35.39%	34.91%	0.33%	-0.47%
Lebanon	13.95%	14.28%	13.50%	0.33%	-0.79%
Lexington	18.51%	17.89%	15.00%	-0.62%	-2.88%
MARSHALL CO.	5.67%	5.37%	5.66%	-0.30%	0.29%
MAURY CO.	15.16%	14.97%	15.54%	-0.19%	0.57%
McKenzie	11.21%	10.98%	10.08%	-0.23%	-0.90%
MCNAIRY CO.	6.53%	6.23%	6.28%	-0.30%	0.05%
Memphis	42.38%	40.44%	39.39%	-1.94%	-1.05%
Milan	18.28%	18.46%	19.37%	0.19%	0.91%
MONTGOMERY CO.	22.26%	22.23%	21.80%	-0.02%	-0.43%
Murfreesboro City	13.22%	12.54%	13.85%	-0.67%	1.30%
Newport	6.58%	9.40%	8.52%	2.82%	-0.88%
Oak Ridge	7.57%	7.70%	8.54%	0.13%	0.84%
Paris	22.85%	22.27%	21.73%	-0.58%	-0.54%
Richard City	3.92%	4.27%	5.56%	0.36%	1.28%
ROBERTSON CO	4.55%	4.86%	5.21%	0.31%	0.35%
RUTHERFORD CO.	7.98%	8.28%	8.60%	0.30%	0.32%
SHELBY CO.	10.65%	12.91%	15.02%	2.26%	2.11%
SUMNER CO.	6.52%	6.72%	6.89%	0.20%	0.17%
TIPTON CO.	10.26%	12.41%	18.02%	2.15%	5.61%
Trenton	22.45%	21.09%	20.90%	-1.36%	-0.20%
TROUSDALE CO.	9.59%	9.47%	8.80%	-0.11%	-0.67%
Tullahoma	6.49%	6.74%	7.00%	0.25%	0.27%
Union City	34.57%	36.48%	36.89%	1.91%	0.41%
WEAKLEY CO.	6.77%	6.86%	7.46%	0.09%	0.61%

Table 6
Teachers With More Than 30 Years Experience

Year	African-American Teachers 30+ Years	Total Teachers 30+ Years	Percent African-Americans 30+ Years
1984-85	555	2,001	27.5%
1992-93	524	1,923	27.2%
1993-94	657	2,349	28.0%
1994-95	766	3,113	24.6%
1995-96	768	3,143	24.43%
1996-97	672	2,593	25.92%
1997-98	592	2,626	22.54%
1998-99	672	3,338	25.95%
1999-00	703	4,104	17.43%
2000-01	647	3,830	16.89%
2001-02	706	4,274	16.52%
2002-03	739	4,699	15.73%
2003-04	747	5,159	14.48%

Source: 2003-04 End of Year Distribution Files - Active Classroom Personnel
Tennessee Department of Education

Table 7
Teachers with 30 or More Years of Experience by System

System	Black Teachers 30+ Years	Total Black Teachers	Percent of Black Teachers 30+ Years	Total Teachers 30+ Years	Total Teachers	Percent of Teachers 30+ Years
Alamo	NA	2	0.00%	2	34	5.88%
Alcoa	NA	8	0.00%	6	92	6.52%
ANDERSON CO.	1	2	50.00%	40	501	7.98%
Athens	NA	1	0.00%	18	111	16.22%
BEDFORD CO	3	14	21.43%	39	403	9.68%
Bells	NA	2	0.00%		28	0.00%
BENTON CO.	NA	NA	NA	18	159	11.32%
BLEDSON CO.	1	1	100.00%	9	123	7.32%
BLOUNT CO.	1	6	16.67%	40	613	6.53%
Bradford	NA	NA	NA	6	39	15.38%
BRADLEY CO.	2	4	50.00%	61	562	10.85%
Bristol	2	5	40.00%	41	260	15.77%
CAMPBELL CO.	NA	1	0.00%	54	399	13.53%
CANNON CO.	1	3	33.33%	12	164	7.32%
CARROLL CO.	NA	1	0.00%	2	13	15.38%
CARTER CO.	NA	3	0.00%	45	429	10.49%
CHEATHAM CO.	NA	4	0.00%	29	409	7.09%
CHESTER CO.	NA	7	0.00%	8	133	6.02%
CLAIBORNE CO.	NA	3	0.00%	29	345	8.41%

System	Black Teachers 30+ Years	Total Black Teachers	Percent of Black Teachers 30+ Years	Total Teachers 30+ Years	Total Teachers	Percent of Teachers 30+ Years
CLAY CO.	NA	NA	NA	8	91	8.79%
Cleveland	1	13	7.69%	32	316	10.13%
Clinton	NA	NA	NA	2	55	3.64%
COCKE CO.	NA	3	0.00%	27	306	8.82%
COFFEE CO.	NA	3	0.00%	35	282	12.41%
Covington	NA	NA	NA			
CROCKETT CO.	2	7	28.57%	8	107	7.48%
CUMBERLAND CO.	NA	1	0.00%	41	401	10.22%
DAVIDSON CO.	110	936	11.75%	382	4899	7.80%
Dayton	NA	1	0.00%	7	51	13.73%
DECATUR CO.	NA	2	0.00%	20	111	18.02%
DEKALB CO.	NA	NA	NA	20	179	11.17%
DICKSON CO.	NA	11	0.00%	56	525	10.67%
DYER CO.	2	7	28.57%	23	195	11.79%
Dyersburg	5	12	41.67%	29	201	14.43%
Elizabethton	NA	NA	NA	24	158	15.19%
Etowah	NA	NA	NA		26	0.00%
FAYETTE CO.	18	85	21.18%	30	210	14.29%
Fayetteville	1	7	14.29%	5	66	7.58%
FENTRESS CO.	NA	1	0.00%	15	156	9.62%
Franklin City	NA	16	0.00%	24	308	7.79%
FRANKLIN CO.	1	11	9.09%	30	365	8.22%
Gibson Co.Sp.	NA	4	0.00%	20	165	12.12%
GILES CO.	1	11	9.09%	30	294	10.20%
GRAINGER CO.	NA	NA	NA	11	189	5.82%
GREENE CO.	NA	1	0.00%	42	432	9.72%
Greeneville	NA	3	0.00%	18	186	9.68%
GRUNDY CO.	NA	NA	NA	9	183	4.92%
HAMBLEN CO.	4	15	26.67%	67	608	11.02%
HAMILTON CO.	42	274	15.33%	216	2528	8.54%
HANCOCK CO.	NA	1	0.00%	11	83	13.25%
HARDEMAN CO.	10	47	21.28%	24	327	7.34%
HARDIN CO.	2	5	40.00%	30	258	11.63%
Harriman	NA	NA	NA			
HAWKINS CO.	NA	1	0.00%	60	508	11.81%
HAYWOOD CO.	5	40	12.50%	26	252	10.32%
HENDERSON CO.	2	6	33.33%	24	227	10.57%
HENRY CO.	2	7	28.57%	24	213	11.27%
HICKMAN CO.	2	4	50.00%	13	247	5.26%
Hollow R.-Br.	NA	3	0.00%	7	47	14.89%
HOUSTON CO.	NA	1	0.00%	6	98	6.12%
Humboldt	3	16	18.75%	19	103	18.45%
HUMPHREYS CO.	NA	1	0.00%	17	200	8.50%
Huntingdon	1	3	33.33%	10	86	11.63%
JACKSON CO.	NA	NA	NA	15	123	12.20%
JACKSON-MADISON CO.	18	171	10.53%	77	918	8.39%
JEFFERSON CO.	1	6	16.67%	49	445	11.01%
Johnson City	NA	15	0.00%	45	465	9.68%
JOHNSON CO.	NA	1	0.00%	8	167	4.79%
Kingsport	2	12	16.67%	51	447	11.41%
KNOX CO.	22	162	13.58%	232	3413	6.80%
LAKE CO.	NA	3	0.00%	9	76	11.84%
LAUDERDALE CO.	5	21	23.81%	32	305	10.49%

System	Black Teachers 30+ Years	Total Black Teachers	Percent of Black Teachers 30+ Years	Total Teachers 30+ Years	Total Teachers	Percent of Teachers 30+ Years
LAWRENCE CO.	NA	2	0.00%	68	474	14.35%
Lebanon	3	11	27.27%	15	205	7.32%
Lenoir City	NA	NA	NA	5	126	3.97%
LEWIS CO.	NA	2	0.00%	9	137	6.57%
Lexington	1	3	33.33%	6	78	7.69%
LINCOLN CO.	NA	2	0.00%	32	267	11.99%
LOUDON CO.	NA	2	0.00%	12	247	4.86%
MACON CO.	NA	1	0.00%	21	220	9.55%
Manchester	NA	2	0.00%	10	86	11.63%
MARION CO.	2	8	25.00%	24	271	8.86%
MARSHALL CO.	1	10	10.00%	33	298	11.07%
Maryville	NA	6	0.00%	27	318	8.49%
MAURY CO.	5	35	14.29%	60	759	7.91%
McKenzie	NA	1	0.00%	7	86	8.14%
MCMINN CO.	1	6	16.67%	27	328	8.23%
MCNAIRY CO.	NA	8	0.00%	29	291	9.97%
MEIGS CO.	NA	NA	NA	5	115	4.35%
Memphis	365	3313	11.02%	728	6864	10.61%
Milan	NA	4	0.00%	8	117	6.84%
MONROE CO.	NA	3	0.00%	19	302	6.29%
MONTGOMERY CO.	6	73	8.22%	120	1525	7.87%
MOORE CO.	1	3	33.33%	6	66	9.09%
MORGAN CO.	NA	NA	NA	14	221	6.33%
Murfreesboro City	4	38	10.53%	23	406	5.67%
Newport	NA	NA	NA	8	49	16.33%
Oak Ridge	2	19	10.53%	39	321	12.15%
OBION CO.	1	5	20.00%	40	256	15.63%
Oneida	NA	NA	NA	7	89	7.87%
OVERTON CO.	NA	NA	NA	35	232	15.09%
Paris	NA	1	0.00%	11	94	11.70%
PERRY CO.	NA	1	0.00%	5	83	6.02%
PICKETT CO.	NA	NA	NA	8	55	14.55%
POLK CO.	NA	NA	NA	20	158	12.66%
PUTNAM CO.	1	4	25.00%	42	601	6.99%
RHEA CO.	NA	3	0.00%	21	252	8.33%
Richard City	NA	NA	NA		23	0.00%
ROANE CO.	NA	4	0.00%	52	470	11.06%
ROBERTSON CO	8	33	24.24%	52	612	8.50%
Rogersville	NA	NA	NA	3	43	6.98%
RUTHERFORD CO.	8	73	10.96%	99	1867	5.30%
SCOTT CO.	NA	NA	NA	27	202	13.37%
SEQUATCHIE CO.	NA	NA	NA	7	133	5.26%
SEVIER CO.	NA	2	0.00%	51	853	5.98%
SHELBY CO.	38	304	12.50%	135	2576	5.24%
SMITH CO.	NA	1	0.00%	13	205	6.34%
South Carroll	NA	NA	NA	5	32	15.63%
STEWART CO.	NA	NA	NA	7	128	5.47%
SULLIVAN CO.	NA	4	0.00%	108	853	12.66%
SUMNER CO.	3	28	10.71%	102	1466	6.96%
Sweetwater	NA	2	0.00%	7	92	7.61%
TIPTON CO.	15	65	23.08%	52	686	7.58%
Trenton	1	9	11.11%	8	90	8.89%
TROUSDALE CO.	NA	2	0.00%	8	85	9.41%

System	Black Teachers 30+ Years	Total Black Teachers	Percent of Black Teachers 30+ Years	Total Teachers 30+ Years	Total Teachers	Percent of Teachers 30+ Years
Tullahoma	NA	4	0.00%	30	230	13.04%
UNICOI CO.	NA	1	0.00%	19	156	12.18%
Union City	1	5	20.00%	10	104	9.62%
UNION CO.	NA	1	0.00%	15	223	6.73%
VAN BUREN CO.	NA	NA	NA	4	57	7.02%
WARREN CO.	NA	2	0.00%	48	414	11.59%
WASHINGTON CO.	1	2	50.00%	65	509	12.77%
WAYNE CO.	NA	1	0.00%	20	207	9.66%
WEAKLEY CO.	1	5	20.00%	30	319	9.40%
West Carroll	2	5	40.00%	8	73	10.96%
WHITE CO.	1	2	50.00%	28	234	11.97%
WILLIAMSON CO.	2	27	7.41%	70	1255	5.58%
WILSON CO.	NA	15	0.00%	53	754	7.03%

Source: 2003-04 End of Year Distribution Files - Active Classroom Personnel
Tennessee Department of Education

Table 8
African American New Hires – Annual Comparison

Year	Number of New Teachers Hired	African-American Teachers Hired	Percentage African-American New Teachers Hired
1991-92	4,703	344	7.31%
1992-93	4,822	389	8.07%
1993-94	4,027	345	8.57%
1994-95	4,099	379	9.25%
1995-96	4,113	318	7.73%
1996-97	4,628	355	7.67%
1997-98	5,171	279	5.40%
1998-99	5,164	309	5.98%
1999-00	6,179	556	9.00%
2000-01	5,734	508	8.86%
2001-02	5,369	545	10.15%
2002-03	5,051	515	10.20%
2003-04	6,328	591	9.34%

Source: 2003-04 End of Year Distribution Files - Active Classroom Personnel
Tennessee Department of Education

Table 8A
Troops To Teachers Tennessee Hires

School Years	Total Number of Troops Hired	Number of Minority Teachers	Percent
1994-1995	8	4	50%
1995-1996	32	8	25%
1996-1997	42	11	26%
1997-1998	18	8	44%
1998-1999	23	7	30%
1999-2000	5	2	40%
2000-2001	8	3	37%
2001-2002	3	2	66%
2002-2003	7	2	28%
2003-2004	26	13	50%
2004-2005	36	22	61%
2005-2006	7 to date	6	85%

Source: Office of Teacher Licensing

Table 9
Teacher Education Enrollment

YEAR	PUBLIC			PRIVATE			COMBINED		
	African-American	Total		African-American	Total		African-American	Total	
1987	50	2.1%	2,388	28	2.5%	1,141	78	2.2%	3,529
1992	148	4.4%	3,390	120	6.9%	1,740	268	5.4%	5,130
1993	152	4.4%	3,475	134	7.5%	1,769	286	5.5%	5,244
1994	178	5.2%	3,473	126	7.1%	1,774	304	5.8%	5,247
1995	247	6.2%	3,959	165	8.5%	1,936	412	6.9%	5,895
1996	366	8.1%	4,544	93	5.0%	1,860	459	7.2%	6,404
1997	369	8.1%	4,531	121	5.8%	2,074	490	7.4%	6,605
1998	644	13.7%	4,692	94	4.6%	2,026	738	11.0%	6,718
1999	NA								
2000	NA								
2001	414	14.3%	2,902	404	15%	2,701	818	14.6%	5,603
2002	266	8.2%	3,234	240	11.3%	2,124	506	9.4%	5,358
2003	NA								
2004	NA								

Source: Tennessee Higher Education Commission

Table 10:
Fall 2002 African-American Enrollees Seeking Initial Teaching Licensure
At Public And Private Institutions (Data is 2001-02 School Year)

College/University	Asian	American Indian	Black	Hispanic	White	Unknown	Total
Austin Peay State University	3	3	22	7	284	11	330
East Tennessee State University	2	1	4	2	340	4	353
Middle Tennessee State University	0	2	31	3	466	0	502
Tennessee State University	0	0	52	3	51	0	106
Tennessee Technological University	3	1	23	3	629	0	659
University of Memphis	3	1	87	2	294	0	387
Total TBR Universities	11	8	219	20	2,064	15	2,337
University of Tennessee, Chattanooga	3	0	11	2	208	0	224
University of Tennessee, Knoxville	5	0	21	5	391	4	426
University of Tennessee, Martin	1	0	15	1	230	0	247
Total UT Universities	9	0	47	8	829	4	897
Total Public Universities	20	8	266	28	2,893	19	3,234
Aquinas College	0	0	2	0	14	0	16
Belmont University	0	0	2	1	39	0	42
Bethel College	0	0	2	0	19	0	21
Bryan College	0	0	0	1	41	0	42
Carson-Newman College	0	0	1	0	124	2	127
Christian Brothers University	1	0	142	1	91	8	243
Crichton College	0	0	25	1	21	0	47
Cumberland University	0	0	1	0	59	0	60
Fisk University	0	0	0	0	0	0	0
Free Will Baptist Bible College	1	0	0	0	22	0	23
Freed-Hardeman University	1	0	34	0	154	1	190
Johnson Bible College	0	0	0	1	38	0	39
King College	0	0	0	0	28	0	28
Lambuth University	0	0	3	0	40	0	43
Lane College	0	0	0	0	0	0	0
Lee University	1	1	2	7	157	39	207
Lemoyne-Owen College	0	0	4	0	0	0	4
Lincoln Memorial University	0	0	0	0	165	4	169
Lipscomb University	0	0	1	0	129	1	131
Martin Methodist College	0	0	0	0	19	0	19
Maryville College	0	0	0	0	65	0	65
Milligan College	1	0	0	2	66	0	69
Rhodes College	0	0	0	0	3	0	3
Southern Adventist University	1	0	1	4	55	2	63
Tennessee Wesleyan College	0	0	0	0	36	0	36
Trevecca Nazarene University	1	0	1	2	49	0	53
Tusculum College	0	0	0	0	50	0	50
Union University	1	0	4	1	147	1	154
University of the South	0	0	0	2	8	0	10
Vanderbilt University	7	0	15	5	138	5	170
Total Independent Colleges & Univs.	15	1	240	28	1,777	63	2,124
Grand Total	35	9	506	56	4,670	82	5,358

Source: Fall 2002 Enrollment Data, Tennessee Higher Education Commission

TABLE 11

Enrollees in Initial Teacher Licensure Program: Fall 2001 and 2002 (Data is 2001-02 School Year)

College/University	2001	2002	Difference	% Change
Austin Peay State University	278	330	52	19%
East Tennessee State University	395	353	-42	-11%
Middle Tennessee State University	644	502	-142	-22%
Tennessee State University	254	106	-148	-58%
Tennessee Technological University	429	659	230	54%
University of Memphis	566	387	-179	-32%
Total TBR Universities	2,566	2,337	-229	-9%
University of Tennessee, Chattanooga	225	224	-1	0%
University of Tennessee, Knoxville	526	426	-100	-19%
University of Tennessee, Martin	229	247	18	8%
Total UT Universities	980	897	-83	-8%
Total Public Universities	3,546	3,234	-312	-9%
Aquinas College	28	16	-12	-43%
Belmont University	58	42	-16	-28%
Bethel College	39	21	-18	-46%
Bryan College	40	42	2	5%
Carson-Newman College	83	127	44	53%
Christian Brothers University	319	243	-76	-24%
Crichton College	53	47	-6	-11%
Cumberland University	40	60	20	50%
Fisk University	69	0	-69	-100%
Free Will Baptist Bible College	19	23	4	21%
Freed-Hardeman University	173	190	17	10%
Johnson Bible College	35	39	4	11%
King College	18	28	10	56%
Lambuth University	48	43	-5	-10%
Lane College	3	0	-3	-100%
Lee University	121	207	86	71%
Lemoyne-Owen College	7	4	-3	-43%
Lincoln Memorial University	107	169	62	58%
Lipscomb University	115	131	16	14%
Martin Methodist College	13	19	6	46%
Maryville College	67	65	-2	-3%
Milligan College	100	69	-31	-31%
Rhodes College	24	3	-21	-88%
Southern Adventist University	65	63	-2	-3%
Tennessee Wesleyan College	35	36	1	3%
Trevecca Nazarene University	0	53	53	--
Tusculum College	27	50	23	85%
Union University	164	154	-10	-6%
University of the South	9	10	1	11%
Vanderbilt University	178	170	-8	-4%
Total Independent Colleges & Univs.	2,057	2,124	67	3%
Grand Total	5,603	5,358	-245	-4%

Source 2001-02 Data Tennessee Higher Education Commission

**TABLE 12: Teacher Education Completers
Of Initial Licensure**

YEAR	PUBLIC			PRIVATE			COMBINED		
	African-American		Total	African-American		Total	African-American		Total
1988	33	3.3%	1,012	12	2.3%	531	45	2.9%	1,543
1992	79	4.1%	1,948	41	4.5%	914	120	4.2%	2,862
1993	110	5.6%	1,952	26	3.0%	877	136	4.8%	2,829
1994	115	6.4%	1,803	39	5.0%	775	154	6.0%	2,578
1995	110	6.4%	1,714	54	6.1%	882	164	6.3%	2,596
1996	183	9.1%	2,013	51	5.3%	967	234	7.9%	2,980
1997	146	8.0%	1,817	63	5.8%	1,094	209	7.2%	2,911
1998	159	8.3%	1,906	65	5.4%	1,212	224	7.8%	3,118
1999	247	12.5%	1,971	74	6.4%	1,162	321	10.2%	3,133
2000	365	12.8%	2,847	132	10.4%	1,271	497	12.1%	4,118
2001	166	8.23%	2,017	140	11.6%	1,203	306	9.5%	3,220
2002	255	11.8%	2,161	123	11.2%	1,103	378	11.6%	3,264
2003	259	11.5%	2,247	116	10.3%	1,125	375	11.1%	3,372
2004	280	13.3%	2,109	115	9.1%	1,258	397	11.8%	3,367

Source: 2004 Initial Licensure Completion Data, Tennessee Higher Education Commission

**TABLE 13: Teacher Education Completers
At Public And Private Institutions for 2003**

Tennessee Higher Education Commission									
2003-04 Completers of Initial Teacher Licensure Programs by Race									
	Asian	Alaskan Native	Black	Hispanic	White	Unknown	Total	% Black	% Minority
Austin Peay State University	1	2	8	4	101	1	117	7%	13%
East Tennessee State University	1	1	4	2	202	4	214	2%	4%
Middle Tennessee State University	0	1	15	1	224	0	241	6%	7%
Tennessee State University	1	0	44	1	66	5	117	38%	39%
Tennessee Technological University	0	0	3	2	261	0	266	1%	2%
University of Memphis	6	0	168	3	278	0	455	37%	39%
Total TBR Universities	9	4	242	13	1,132	10	1,410	17%	19%
University of Tennessee, Chattanooga	4	0	14	1	170	0	189	7%	10%
University of Tennessee, Knoxville	2	0	22	4	362	2	392	6%	7%
University of Tennessee, Martin	0	0	4	0	114	0	118	3%	3%
Total UT Universities	6	0	40	5	646	2	699	6%	7%
Total Public Universities	15	4	282	18	1,778	12	2,109	13%	15%
Aquinas College	0	0	0	0	16	0	16	0%	0%
Belmont University	0	0	1	0	44	8	53	2%	2%
Bethel College	0	0	0	0	11	0	11	0%	0%

Tennessee Higher Education Commission									
2003-04 Completers of Initial Teacher Licensure Programs by Race									
	Asian	Alaskan Native	Black	Hispanic	White	Unknown	Total	% Black	% Minority
Bryan College	0	0	0	0	24	0	24	0%	0%
Carson-Newman College	0	0	3	0	115	2	120	3%	3%
Christian Brothers University	0	0	51	0	40	2	93	55%	55%
Crichton College	1	1	7	1	15	0	25	28%	40%
Cumberland University	0	0	0	0	33	1	34	0%	0%
Fisk University	0	0	6	0	0	0	6	100%	100%
Free Will Baptist Bible College	1	0	0	0	8	0	9	0%	11%
Freed-Hardeman University	0	1	3	1	51	0	56	5%	9%
Johnson Bible College	0	0	0	1	8	0	9	0%	11%
King College	0	0	0	0	18	0	18	0%	0%
Lambuth University	0	0	2	0	11	1	14	14%	14%
Lane College	0	0	0	0	0	0	0	--	--
Lee University	2	1	4	5	137	0	149	3%	8%
Lemoyne-Owen College	0	0	4	0	0	0	4	100%	100%
Lincoln Memorial University	0	0	2	0	79	3	84	2%	2%
Lipscomb University	0	0	0	0	54	0	54	0%	0%
Martin Methodist College	0	0	0	0	11	0	11	0%	0%
Maryville College	0	0	0	0	0	39	39	0%	0%
Milligan College	0	0	0	0	42	0	42	0%	0%
Rhodes College	0	0	1	0	1	0	2	50%	50%
Southern Adventist University	1	0	1	3	38	0	43	2%	12%
Tennessee Wesleyan College	0	0	0	0	30	0	30	0%	0%
Trevecca Nazarene University	0	0	2	0	39	0	41	5%	5%
Tusculum College	0	0	0	0	58	0	58	0%	0%
Union University	1	0	22	0	79	0	102	22%	23%
University of the South	1	0	1	1	5	0	8	13%	38%
Vanderbilt University	7	1	5	2	86	2	103	5%	15%
Total Independent Colleges & Univs.	14	4	115	14	1,053	58	1,258	9%	12%
Grand Total	29	8	397	32	2,831	70	3,367	12%	14%

Source: 2003-04 Initial Completers Data, Tennessee Higher Education Commission

TABLE 14
Completers of Initial Teacher Licensure: 1999-00 thru 2003-04

Tennessee Higher Education Commission						
Completers of Initial Teacher Licensure Programs						
	1999-2000*	2000-01	2001-02	2002-03	2003-04	% Change
Austin Peay State University	177	201	161	181	117	-35%
East Tennessee State University	267	242	240	246	214	-13%
Middle Tennessee State University	472	335	393	362	241	-33%
Tennessee State University	171	33	125	137	117	-15%
Tennessee Technological University	298	259	240	253	266	5%
University of Memphis	654	306	413	418	455	9%

Tennessee Higher Education Commission						
Completers of Initial Teacher Licensure Programs						
	1999-2000*	2000-01	2001-02	2002-03	2003-04	% Change
Total TBR Universities	2,039	1,376	1,572	1,597	1,410	-12%
University of Tennessee, Chattanooga	203	195	180	176	189	7%
University of Tennessee, Knoxville	412	319	312	338	392	16%
University of Tennessee, Martin	159	127	97	136	118	-13%
Total UT Universities	774	641	589	650	699	8%
Total Public Universities	2,813	2,017	2,161	2,247	2,109	-6%
Aquinas College	5	12	13	19	16	-16%
Belmont University	62	28	26	25	53	112%
Bethel College	15	10	20	11	11	0%
Bryan College	17	20	20	17	24	41%
Carson-Newman College	166	157	104	101	120	19%
Christian Brothers University	46	51	55	98	93	-5%
Crichton College	19	25	18	22	25	14%
Cumberland University	41	30	25	29	34	17%
Fisk University	21	58	9	2	6	200%
Free Will Baptist Bible College	13	4	8	15	9	-40%
Freed-Hardeman University	116	111	126	73	56	-23%
Johnson Bible College	9	10	9	12	9	-25%
King College	22	16	7	13	18	38%
Lambuth University	31	21	27	23	14	-39%
Lane College	1	0	3	0	0	--
Lee University	165	145	116	142	149	5%
Lemoyne-Owen College	24	12	3	7	4	-43%
Lincoln Memorial University	51	44	48	69	84	22%
Lipscomb University	70	51	54	50	54	8%
Martin Methodist College	13	11	12	19	11	-42%
Maryville College	30	28	29	31	39	26%
Milligan College	63	60	65	60	42	-30%
Rhodes College	3	13	22	16	2	-88%
Southern Adventist College	42	49	33	30	43	43%
Tennessee Wesleyan College	36	31	34	27	30	11%
Trevecca Nazarene University	28	31	21	17	41	141%
Tusculum College	20	22	23	47	58	23%
Union University	77	68	68	59	102	73%
University of the South	5	4	3	3	8	167%
Vanderbilt University	105	81	102	88	103	17%
Total Independent Colleges & Universities.	1,316	1,203	1,103	1,125	1,258	12%
Grand Total	4,129	3,220	3,264	3,372	3,367	0%
* The 1999-2000 cycle was the first year of reporting under federal Title II requirements. The spike in numbers reported during this cycle is believed to be due to the new reporting requirements and a degree of uncertainty among institutions as to which students should be reported as completers.						

Source: Initial Completers Data, Tennessee Higher Education Commission

TABLE 15
Licenses with 'Date of Original Issue' Falling Between 07-01-2002
And 06-30-2003

LIC/CERT TYPE	RACE							TOTAL
	UNKNOWN	AMERICAN INDIAN	BLACK	ASIAN	HISPANIC	WHITE	OTHER	
PROFESSIONAL	1140	4	454	4	14	2222		3838
PROF SCHO SVC PER	55	0	27	0	1	122	0	205
APPRENT TEACHER	463	1	481	16	23	3333	4	4321
APPR OCCUP ED	8	2	25	0	0	153	0	188
PROF OCCUP ED	73	0	6	0	0	77	1	157
APPRENT SPEC GRP	28	0	46	0	2	233	0	309
INT TCHR A	524	1	159	0	5	294	3	986
INT TCHR B	119	0	127	4	5	239	0	494
OUT STATE TEMP	129	1	138	3	8	950	0	1229
INT TCH-C ALT	57	0	10	0	0	39	0	106
INT TCH -D INTERN	71	0	11	4	2	262	0	350
INT TEACHER E	190	0	110	1	1	110	1	413
TOTAL	2857	9	1594	32	61	8034	9	12596

Source: Tennessee Department of Education Certification Files

Appendix B

Minority Matching Grants Awardees

2005-2006 Minority Teacher Education Project Grants

EAST TENNESSEE STATE UNIVERSITY

Dr. E. Jane Melendez

Project MOST: Minority Opportunities for Success in Teaching

The objective of Project MOST is to identify a pool of potential candidates, who are non-traditional minority students, moving them toward attainment of teaching positions in East Tennessee. Some of the non-traditional minority students will be recruited into the teacher education master's degree program, which will lead to initial licensure. Preference will be given to Tennessee residents. A large number of organizations and individuals will be asked to assist in recruiting potential participants. This program will provide extensive support in academic advising and mentoring, social activities, assistance in preparation for Praxis exams, quality field experiences and student teaching assignments in the partnering school districts.

Funds Recommended \$15,200.00

FREED-HARDEMAN UNIVERSITY

Dr. Ronald P. Butterfield

Minority Teacher Recruitment and Training Initiative

The program will provide the opportunity for highly talented prospective minority teachers to enter the teaching profession and financial and mentoring resources to enable the "brightest and best" minority candidates to teach in Tennessee public school classrooms. Freed-Hardeman University constantly seeks opportunities to encourage highly promising potential teachers to spend their professional careers in Tennessee. The collaborative involvement of the West Tennessee Public School Districts lends a strength that can make this initiative work.

Funds Recommended \$27,700.00

MIDDLE TENNESSEE STATE UNIVERSITY

Dr. Gloria Bonner

MT-COLORS Program

MTSU, in collaboration with LEA's, will target and recruit African-American males to the teaching profession. The collaborative project will support eight African-American male students during their coursework for earning a degree and professional licensure to teach. The MT-COLORS program will provide mentors within the university and K-12 environment to help students develop the knowledge base and leadership skills necessary to be successful in the classroom. The program will also provide valuable learning experiences, scholarships, and academic support to ensure successful completion and transition into the education profession.

Funds Recommended \$20,900.00

MILLIGAN COLLEGE

Dr. Billye Joyce Fine

Minority Teacher Education Project

Milligan College will utilize a Minority Council to recruit and select participants for this project. The goal of the program is to recruit non-traditional minority students for a two-year certification process.

During the Fall and Spring semesters, professional course work will accompany a year long internship in a partner school. In the concluding summer of professional studies, emphasis is on the completion of action research projects and licensure requirements. In addition, the program offers academic advisement, mentoring, and tutoring for national exams.

Funds Recommended \$24,500.00

TENNESSEE STATE UNIVERSITY

Dr. Leslie J. Drummond
Dr. Sumita Chakraborti-Ghosh

Preparation of Minority Personnel

This program responds to the shortage of qualified minority teachers. TSU, in collaboration with Sumner County School System, will recruit and support traditional minority undergraduates and students from non-traditional groups (e.g., substitute teachers, teachers aids, community college students, and military personnel) interested in completing the teacher education licensure program. Maintaining effective communication between students and mentors/teachers is a core objective of this program. Students also will be required to attend professional development workshops, utilize the Learning Plus program in the computer lab, and prepare a teaching portfolio.

Funds Recommended \$23,000.00

UNIVERSITY OF MEMPHIS

Dr. Karen Weddle-West
Ms. Bonnie Cummings

Project Licensure: Preparing Practicing Non-Licensed Minority Teachers for Licensure and Permanent School Placement

The major goal of this program is to increase the number of African-American teachers in Memphis in collaboration with the Memphis City Schools. A significant component of the program is to better enable the students to pass the required national exams for licensure, which includes participation in intensive clinical experiences prior to teaching. Opportunities are provided for the students to become oriented to the program and to participate in cooperative learning. Project Licensure will give students the skills to positively address the academic needs of children in poverty, demonstrate effective use of strategies for a multicultural population, and demonstrate an understanding of the special needs of urban schools and communities they serve.

Funds Recommended \$26,300.00

UNIVERSITY OF TENNESSEE AT CHATTANOOGA

Dr. Jane Brower

Each One Reach One – Minority Male Educator Project

This program is based on the premise that an effective prevention model must begin early with young children. That belief is the reason the project is focused on the placement of African-American males in the elementary school setting. The project will provide more opportunities for young children to associate with positive role models, a situation absent from the lives of many children today. Each One Reach One graduates are making significant contributions to children beyond the classroom, i.e. participating in an after school tutoring program sponsored by the Urban League.

Funds Recommended \$25,300.00

African-American Teacher Intern Project

The goal of this program is to fund African-American students who have completed all prerequisites of college and are entering their fifth year in a teaching internship. The layout of the internship has been developed in accordance with state guidelines and by ongoing collaboration of many school-based professionals, system officials and college representatives. During their internships, the students receive graduate credit for the combination of coursework integrated with teaching and conducting research projects relevant to their teaching.

Funds Recommended \$28,100.00

UNIVERSITY OF TENNESSEE AT MARTIN

Dr. Claudia Phillips Joplin

SUPPORT #1, MENTOR #1, GRADUATE #1 (S.M.G#1)

S.M.G.#1's goal is to increase the quality, quantity and diversity within a shrinking pool of minority teachers through a two-year mentoring program. This program also increases the students' potential to produce high student achievement in low-performing schools. The program provides at risk minority students access to professionally trained minority faculty, staff and counseling mentors to expand their professional knowledge and skills through the goals of support, mentorship and graduation.

Funds Recommended \$21,000.00