

Report to the State Board of Education
on the
Status of Minority 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 2002-03 school year was 911,935. An analysis of the racial composition of Tennessee public school students reveals that 24.85% 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 138 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 24.5%. Four systems report no African-American students as shown in Table 3: Tennessee School Systems With No African-American Students. Twenty-six school systems report no African-American classroom teachers.

Of the 57,804 classroom personnel, 6,091 were African-American in the 2002-03 school year. However, these data understate the actual number and percent of black educators, because 18.55% (10,725) 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%. For the 2001-02 school year, as with last year that percentage increased. This year, however, the percentage of African-American for 2002-03 was 10.54%, an increase of .2% from last year. Table 4: Tennessee Classroom Personnel is a statistical history of classroom personnel since 1984-85.

Comparing the percentage of African-American students to the percentage of African-American educators, fifty-three 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. Also included in this table is the percent of change from the 2001-02 school year.

With respect to gender, 468,821 students are male representing 51% of the total student population and 441,500 are female representing 49% of the student population. Of the teacher population for 2002-03, males comprised 18.43% of the population and females comprised 72.72% of the population, with 7.56% not declaring gender.

Additionally, a significant number (736) of African-American classroom educators 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 5,251 educators were “new hires” for the 2002-03 school year of which 10.20% (515) 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 17.62%. 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 last year, data for the 2002-03 school year are still being processed)

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 375 (1112%) in the 2002-03 school year. The total number of completers (all demographic race categories) in 2002-03 was 3,372 compared to 1,543 in 1988.

African-Americans accounted for 11.52% of the completers from public institutions. TABLE 12: Teacher Education Completers of Initial Licensure lists the year by year graduation numbers. The University of Memphis had the largest number of African-American educators, 131 completers, with Tennessee State University following with 53 completers.

The percent of completers who were African-American from the private institutions was 10.31%. Of private institutions, Christian Brothers University had the largest number of African-American completers, 62. Freed-Hardeman University was next with 14 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 2002-03: is a comparison of completers for the past four years.

The Office of Teacher Licensure began collecting data on teacher licensure in 1999. From July 1, 2002, to June 30, 2003, 12,995 licenses were issued with the "date of original issue," falling between the dates listed. Of those 12,995, 1,719 or 13.23% were issued to African-American educators. However, it must be noted that 3,061 (13.56%) of these licensees listed race as unknown or other. TABLE 15: Licenses with 'Date of Original Issue' Falling Between 07-01-2002 & 06-30-2003 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 Tennessee Teaching Scholars Program managed by the Tennessee Student Assistance Corporation awarded 201 scholarships under this program. Of those, 19 were awarded to African-American students.

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. Approximately 352 workshops were conducted this past year reaching approximately 30,000 people.

Troops to Teachers

Another source of prospective teachers is the Troops to Teachers Program (TTT.) Under this program, military personnel including members of the National Guard and Reserve have the opportunity to begin a new career in public education. The TTT Program began in 1994 as a transition assistance program. The Defense Authorization Bill of 2000 moved responsibility to the Department of Education. Currently the program is included with the "No Child Left Behind Act of 2001" and provides financial assistance to eligible veterans, the program extend thru FY 2006. The program purposes are to:

1. Recruit quality teachers for schools serving low-income and families in poverty;
2. Help relieve teacher shortages, primarily in math, science, and special education;
3. Assist military personnel transition to second careers as teachers in K-12 public schools.

Currently 135 teachers have been hired from the Troops to Teachers Program. Of those 135 teachers, 35 are African-American, three Hispanic, and three American Indian.

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

| | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|
| <input type="checkbox"/> Our school system reflects an African-American student/teacher racial imbalance less than five (5) percent. No plan is attached. | 56 Systems responded to this option. |
| <input type="checkbox"/> Our school system reflects an African-American student/teacher racial imbalance less than five (5) percent. A plan is attached. | 9 Systems responded to this option. |
| <input type="checkbox"/> Our school system reflects an African-American student/teacher racial imbalance greater than five (5) percent. A plan is attached. | 53 Systems had greater than 5% imbalance last year. 25 Systems responded to this option. |
| <input type="checkbox"/> Our school system reflects an African-American student/teacher racial imbalance greater than five (5) percent. No plan is attached. | 1 Systems responded to this option. |
| <input type="checkbox"/> Our school system is under court order to maintain student/teacher racial balance. A plan and copy of the court order is attached. | 1 Systems responded to this option. |
| | |

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. Communicate with minority graduates identified annually by the Tennessee Department of Education as having completed a teacher education program in Tennessee.
3. Attend job fairs on various college and university campuses.
4. Invite candidates to visit the school system and community and pay their expenses.
5. Offer qualified applicants all of their earned teaching experience as recognized by the Tennessee Department of Education.
6. Use the Troops to Teachers program.
7. Encourage high school graduates to enter education as a career.

8. Provide support for minority teachers on waivers to obtain teaching credentials.
9. Establish a committee of educators and community leaders to plan activities and strategies to assist in the recruitment of minority teachers.
10. 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. **Minority Teaching Education Grant Program.**
7. **Minority Teaching Fellows Scholarship Program.**
8. **Matching Grant Program**
9. **Transition to Teaching.** 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. Currently 43 candidates are enrolled in the program.

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. Applications for the 2003 scholarships numbered 69. Of those 69 applications, 18 new scholarships were awarded this year.

- 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 2002-03 school year the percent of Hispanic students in Tennessee schools was 2.48%, a .32% increase. The number of Hispanic teachers was 0.19% compared to .17% last year. Twenty-seven or 0.54% 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 0.08% American Indian unchanged from last year's data. This same population represents 0.14% of the 'new hires' for 2002-03, an increase from last year.

Asian

Tennessee's teaching staff is composed of 0.09% Asian educators and 0.32% of the 'new hires' were Asian. The Asian students in our schools represent 1.24% of students in Tennessee, a slight change from the 2001-02 school year.

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

CONCLUSION

School systems are making strides to increase the number of African American educators and minority educators in Tennessee schools; however, more effort is needed. The number of minority students in Tennessee public school classrooms is increasing each year. 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.

As the new data system comes on line our hopes are that accuracy as to race and ethnicity will improve. The system is in the pilot stage.

In conclusion, Tennessee must continue efforts to attract and retain African American and minority educators. We must also improve 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 | 906,118 | 24.50% |
| 2001-02 | 225,719 | 909,746 | 24.81% |
| 2002-03 | 226,498 | 911,395 | 24.85% |

Source: 2002.-03 Fall Membership of Tennessee Public School Students
Tennessee Department of Education

Table 2
Tennessee School Systems Whose African-American Student Enrollment Is Above The 24.50% State Average

| System | African-American Students¹ | African-American Teachers² |
|---------------------|----------------------------------------------|----------------------------------------------|
| Alcoa | 26.73% | 9.20% |
| Covington | 87.12% | 27.69% |
| DAVIDSON CO. | 47.22% | 19.87% |
| Dyersburg | 29.03% | 5.74% |
| FAYETTE CO. | 68.28% | 39.11% |
| Fayetteville | 28.87% | 9.09% |
| HAMILTON CO. | 33.71% | 10.85% |
| HARDEMAN CO. | 54.26% | 13.48% |
| HAYWOOD CO. | 65.46% | 15.95% |
| Humboldt | 68.60% | 18.37% |
| JACKSON-MADISON CO. | 54.03% | 19.33% |
| LAKE CO. | 28.75% | 4.23% |
| LAUDERDALE CO. | 42.72% | 7.33% |
| Memphis | 87.26% | 46.82% |
| MONTGOMERY CO. | 26.97% | 4.74% |
| Trenton | 30.98% | 9.89% |
| Union City | 41.64% | 5.15% |

Source: ¹2002-03 Fall Membership of Tennessee Public School Students
² 2002-03 End of Year Distribution Files - Active Classroom Personnel
Tennessee Department of Education

Table 3
Tennessee School Systems
With No African-American Students

| |
|---------------|
| PICKETT CO. |
| Oneida |
| VAN BUREN CO. |

Source: 2002-03 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% |

Source: 2002-03 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. | Student Teacher Diff. 2001-02 | Change | African-Amer. Pop. | Teacher Pop. Diff. |
|---------------------|----------------------------------|----------------------------------|------------------------------|--------------------------------------|---------------|---------------------------|---------------------------|
| Alamo | 6.45% | 17.17% | 10.71% | 11.72% | -1.01% | 21.64% | 15.19% |
| Alcoa | 9.20% | 26.73% | 17.53% | 17.14% | 0.39% | 18.03% | 8.84% |
| Athens | 0.95% | 16.28% | 15.33% | 14.36% | 0.97% | 10.20% | 9.25% |
| BEDFORD CO | 3.49% | 9.84% | 6.35% | 7.06% | -0.71% | 8.21% | 4.72% |
| Bells | 7.14% | 12.75% | 5.60% | 6.84% | -1.24% | 20.41% | 13.27% |
| CHESTER CO. | 5.30% | 15.60% | 10.30% | 10.53% | -0.23% | 10.52% | 5.22% |
| Cleveland | 3.95% | 15.04% | 11.10% | 11.30% | -0.21% | 6.69% | 2.74% |
| Clinton | 0.00% | 5.38% | 5.38% | 5.18% | 0.20% | 2.15% | 2.15% |
| Covington | 27.69% | 87.12% | 59.42% | 61.09% | -1.67% | 48.55% | 20.86% |
| CROCKETT CO. | 5.45% | 17.31% | 11.86% | 14.26% | -2.41% | 11.26% | 5.80% |
| DAVIDSON CO. | 19.87% | 47.22% | 27.35% | 26.94% | 0.41% | 25.82% | 5.95% |
| Dayton | 2.22% | 10.16% | 7.94% | 7.88% | 0.06% | 5.63% | 3.40% |
| Dyersburg | 5.74% | 29.03% | 23.29% | 18.87% | 4.43% | 21.48% | 15.74% |
| FAYETTE CO. | 39.11% | 68.28% | 29.17% | 27.05% | 2.12% | 36.23% | -2.88% |
| Fayetteville | 9.09% | 28.87% | 19.78% | 18.31% | 1.47% | 27.61% | 18.52% |
| Franklin City | 5.50% | 16.26% | 10.76% | 10.87% | -0.10% | 12.61% | 7.11% |
| Gibson Co.Sp. | 1.83% | 9.58% | 7.75% | 7.82% | -0.07% | 8.99% | 7.16% |
| GILES CO. | 3.91% | 15.52% | 11.61% | 12.40% | -0.79% | 11.04% | 7.13% |
| Greeneville | 1.53% | 7.71% | 6.18% | 6.21% | -0.04% | 5.24% | 3.71% |
| HAMILTON CO. | 10.85% | 33.71% | 22.86% | 22.85% | 0.01% | 20.00% | 9.15% |
| HARDEMAN CO. | 13.48% | 54.26% | 40.78% | 41.58% | -0.80% | 40.19% | 26.71% |
| Harriman | 3.45% | 11.09% | 7.65% | 8.11% | -0.46% | 7.43% | 3.98% |
| HAYWOOD CO. | 15.95% | 65.46% | 49.50% | 49.94% | -0.44% | 51.12% | 35.17% |
| HENDERSON CO. | 2.14% | 8.90% | 6.76% | 6.52% | 0.24% | 5.40% | 3.26% |
| Humboldt | 18.37% | 68.60% | 50.23% | 49.57% | 0.66% | 42.53% | 24.16% |
| Huntingdon | 3.37% | 17.70% | 14.32% | 15.75% | -1.42% | 11.07% | 7.70% |
| JACKSON-MADISON CO. | 19.33% | 54.03% | 34.69% | 33.59% | 1.11% | 32.21% | 12.88% |
| Johnson City | 3.64% | 11.27% | 7.62% | 7.28% | 0.34% | 6.16% | 2.51% |
| KNOX CO. | 5.05% | 14.02% | 8.97% | 8.73% | 0.24% | 8.61% | 3.56% |
| LAKE CO. | 4.23% | 28.75% | 24.52% | 24.01% | 0.51% | 31.99% | 27.77% |
| LAUDERDALE CO. | 7.33% | 42.72% | 35.39% | 35.06% | 0.33% | 34.63% | 27.30% |
| Lebanon | 5.50% | 19.78% | 14.28% | 13.95% | 0.33% | 12.87% | 7.37% |
| Lexington | 3.08% | 20.97% | 17.89% | 18.51% | -0.62% | | -3.08% |
| MARSHALL CO. | 3.39% | 8.76% | 5.37% | 5.67% | -0.30% | 7.90% | 4.51% |
| MAURY CO. | 5.33% | 20.30% | 14.97% | 15.16% | -0.19% | 14.40% | 9.07% |
| McKenzie | 1.18% | 12.16% | 10.98% | 11.21% | -0.23% | 9.21% | 8.03% |
| MCNAIRY CO. | 2.79% | 9.02% | 6.23% | 6.53% | -0.30% | 5.78% | 2.99% |
| Memphis | 46.82% | 87.26% | 40.44% | 42.38% | -1.94% | 61.06% | 14.24% |
| Milan | 4.65% | 23.12% | 18.46% | 18.28% | 0.19% | 18.43% | 13.78% |
| MONTGOMERY CO. | 4.74% | 26.97% | 22.23% | 22.26% | -0.02% | 18.59% | 13.85% |
| Murfreesboro City | 9.07% | 21.61% | 12.54% | 13.22% | -0.67% | 13.82% | 4.75% |
| Newport | 0.00% | 9.40% | 9.40% | 6.58% | 2.82% | 6.59% | 6.59% |

| System | African-American Teachers | African-American Students | Student Teacher Diff. | Student Teacher Diff. 2001-02 | Change | African-Amer. Pop. | Teacher Pop. Diff. |
|----------------|----------------------------------|----------------------------------|------------------------------|--------------------------------------|---------------|---------------------------|---------------------------|
| Oak Ridge | 6.42% | 14.12% | 7.70% | 7.57% | 0.13% | 8.54% | 2.11% |
| Paris | 2.17% | 24.45% | 22.27% | 22.85% | -0.58% | 21.09% | 18.92% |
| RUTHERFORD CO. | 3.62% | 11.91% | 8.28% | 7.98% | 0.30% | 6.58% | 2.96% |
| SHELBY CO. | 11.69% | 24.60% | 12.91% | 10.65% | 2.26% | 14.65% | 2.97% |
| SUMNER CO. | 1.89% | 8.61% | 6.72% | 6.52% | 0.20% | 5.82% | 3.93% |
| TIPTON CO. | 8.77% | 21.17% | 12.41% | 10.26% | 2.15% | 14.22% | 5.45% |
| Trenton | 9.89% | 30.98% | 21.09% | 22.45% | -1.36% | 21.04% | 11.15% |
| TROUSDALE CO. | 2.25% | 11.72% | 9.47% | 9.59% | -0.11% | 10.81% | 8.57% |
| Tullahoma | 1.72% | 8.46% | 6.74% | 6.49% | 0.25% | 5.99% | 4.26% |
| Union City | 5.15% | 41.64% | 36.48% | 34.57% | 1.91% | 20.46% | 15.30% |
| WEAKLEY CO. | 2.18% | 9.04% | 6.86% | 6.77% | 0.09% | 7.09% | 4.91% |

Source: 2002-03 End of Year Distribution Files - Active Classroom Personnel
Tennessee Department of Education

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 | 3338 | 25.95% |
| 1999-00 | 703 | 4104 | 17.43% |
| 2000-01 | 647 | 3830 | 16.89% |
| 2001-02 | 706 | 4274 | 16.52% |
| 2002-03 | 739 | 4699 | 15.73 |

Source: 2002-03 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 | | 2 | 0.0% | 3 | 31 | 9.7% |
| Alcoa | | 8 | 0.0% | 6 | 87 | 6.9% |
| ANDERSON CO. | 1 | 2 | 50.0% | 36 | 520 | 6.9% |
| Athens | | 1 | 0.0% | 14 | 105 | 13.3% |
| BEDFORD CO | 2 | 14 | 14.3% | 28 | 401 | 7.0% |
| Bells | | 2 | 0.0% | | 28 | 0.0% |
| BENTON CO. | | | | 15 | 164 | 9.1% |
| BLEDSON CO. | 1 | 1 | 100.0% | 8 | 122 | 6.6% |
| BLOUNT CO. | | 9 | 0.0% | 48 | 645 | 7.4% |
| Bradford | | | | 2 | 38 | 5.3% |
| BRADLEY CO. | 1 | 4 | 25.0% | 41 | 552 | 7.4% |
| Bristol | 2 | 5 | 40.0% | 38 | 254 | 15.0% |
| CAMPBELL CO. | | 1 | 0.0% | 54 | 403 | 13.4% |
| CANNON CO. | 1 | 2 | 50.0% | 9 | 157 | 5.7% |
| CARROLL CO. | | 1 | 0.0% | 1 | 12 | 8.3% |
| CARTER CO. | | 3 | 0.0% | 37 | 435 | 8.5% |
| CHEATHAM CO. | | 4 | 0.0% | 24 | 400 | 6.0% |
| CHESTER CO. | | 7 | 0.0% | 8 | 132 | 6.1% |
| CLAIBORNE CO. | | 3 | 0.0% | 29 | 340 | 8.5% |
| CLAY CO. | | | | 8 | 92 | 8.7% |
| Cleveland | 1 | 12 | 8.3% | 29 | 304 | 9.5% |
| Clinton | | | | 2 | 57 | 3.5% |
| COCKE CO. | | 3 | 0.0% | 24 | 312 | 7.7% |
| COFFEE CO. | | 3 | 0.0% | 26 | 289 | 9.0% |
| Covington | 3 | 18 | 16.7% | 5 | 65 | 7.7% |
| CROCKETT CO. | 2 | 6 | 33.3% | 6 | 110 | 5.5% |
| CUMBERLAND CO. | | 1 | 0.0% | 40 | 405 | 9.9% |
| DAVIDSON CO. | 113 | 948 | 11.9% | 377 | 4771 | 7.9% |
| Dayton | | 1 | 0.0% | 6 | 45 | 13.3% |
| DECATUR CO. | | 2 | 0.0% | 15 | 114 | 13.2% |
| DEKALB CO. | | | | 18 | 178 | 10.1% |
| DICKSON CO. | | 13 | 0.0% | 48 | 513 | 9.4% |
| DYER CO. | 1 | 7 | 14.3% | 21 | 199 | 10.6% |
| Dyersburg | 5 | 12 | 41.7% | 25 | 209 | 12.0% |
| Elizabethton | | | | 20 | 152 | 13.2% |
| Etowah | | | | | 25 | 0.0% |
| FAYETTE CO. | 18 | 88 | 20.5% | 30 | 225 | 13.3% |
| Fayetteville | | 6 | 0.0% | 3 | 66 | 4.5% |
| FENTRESS CO. | | 1 | 0.0% | 13 | 162 | 8.0% |
| Franklin City | | 16 | 0.0% | 18 | 291 | 6.2% |
| FRANKLIN CO. | 1 | 13 | 7.7% | 23 | 357 | 6.4% |
| Gibson Co.Sp. | | 3 | 0.0% | 17 | 164 | 10.4% |
| GILES CO. | 2 | 12 | 16.7% | 32 | 307 | 10.4% |
| GRAINGER CO. | | | | 13 | 205 | 6.3% |
| GREENE CO. | | 1 | 0.0% | 33 | 428 | 7.7% |
| Greeneville | | 3 | 0.0% | 24 | 196 | 12.2% |
| GRUNDY CO. | | | | 7 | 181 | 3.9% |
| HAMBLIN CO. | 4 | 16 | 25.0% | 63 | 606 | 10.4% |
| HAMILTON CO. | 41 | 274 | 15.0% | 189 | 2526 | 7.5% |

| 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 |
|---------------------|---------------------------------|-----------------------------|--------------------------------------------|---------------------------------|-----------------------|--------------------------------------|
| HANCOCK CO. | | 1 | 0.0% | 10 | 82 | 12.2% |
| HARDEMAN CO. | 9 | 43 | 20.9% | 18 | 319 | 5.6% |
| HARDIN CO. | 2 | 5 | 40.0% | 29 | 263 | 11.0% |
| Harriman | | 3 | 0.0% | 17 | 87 | 19.5% |
| HAWKINS CO. | | 1 | 0.0% | 45 | 495 | 9.1% |
| HAYWOOD CO. | 6 | 41 | 14.6% | 29 | 257 | 11.3% |
| HENDERSON CO. | 2 | 5 | 40.0% | 17 | 234 | 7.3% |
| HENRY CO. | 2 | 8 | 25.0% | 21 | 210 | 10.0% |
| HICKMAN CO. | 2 | 4 | 50.0% | 8 | 238 | 3.4% |
| Hollow R.-Br. | | 3 | 0.0% | 6 | 47 | 12.8% |
| HOUSTON CO. | | 2 | 0.0% | 5 | 93 | 5.4% |
| Humboldt | 2 | 18 | 11.1% | 15 | 98 | 15.3% |
| HUMPHREYS CO. | | 1 | 0.0% | 15 | 198 | 7.6% |
| Huntingdon | | 3 | 0.0% | 9 | 89 | 10.1% |
| JACKSON CO. | | | | 13 | 122 | 10.7% |
| JACKSON-MADISON CO. | 16 | 174 | 9.2% | 59 | 900 | 6.6% |
| JEFFERSON CO. | 1 | 4 | 25.0% | 43 | 455 | 9.5% |
| Johnson City | | 16 | 0.0% | 38 | 439 | 8.7% |
| JOHNSON CO. | | 1 | 0.0% | 7 | 161 | 4.3% |
| Kingsport | 1 | 12 | 8.3% | 42 | 440 | 9.5% |
| KNOX CO. | 21 | 175 | 12.0% | 227 | 3463 | 6.6% |
| LAKE CO. | | 3 | 0.0% | 8 | 71 | 11.3% |
| LAUDERDALE CO. | 3 | 22 | 13.6% | 31 | 300 | 10.3% |
| LAWRENCE CO. | | 1 | 0.0% | 58 | 469 | 12.4% |
| Lebanon | 2 | 11 | 18.2% | 13 | 200 | 6.5% |
| Lenoir City | | | | 4 | 139 | 2.9% |
| LEWIS CO. | | 2 | 0.0% | 10 | 140 | 7.1% |
| Lexington | 1 | 2 | 50.0% | 9 | 65 | 13.8% |
| LINCOLN CO. | | 3 | 0.0% | 32 | 276 | 11.6% |
| LOUDON CO. | | 2 | 0.0% | 13 | 251 | 5.2% |
| MACON CO. | | 1 | 0.0% | 16 | 224 | 7.1% |
| Manchester | | 1 | 0.0% | 8 | 77 | 10.4% |
| MARION CO. | 1 | 7 | 14.3% | 23 | 273 | 8.4% |
| MARSHALL CO. | 1 | 10 | 10.0% | 24 | 295 | 8.1% |
| Maryville | | 5 | 0.0% | 25 | 309 | 8.1% |
| MAURY CO. | 6 | 40 | 15.0% | 59 | 751 | 7.9% |
| McKenzie | | 1 | 0.0% | 10 | 85 | 11.8% |
| MCMINN CO. | 1 | 5 | 20.0% | 29 | 332 | 8.7% |
| MCNAIRY CO. | | 8 | 0.0% | 18 | 287 | 6.3% |
| MEIGS CO. | | | | 6 | 115 | 5.2% |
| Memphis | 365 | 3187 | 11.5% | 725 | 6807 | 10.7% |
| Milan | | 6 | 0.0% | 10 | 129 | 7.8% |
| MONROE CO. | | 2 | 0.0% | 12 | 285 | 4.2% |
| MONTGOMERY CO. | 7 | 70 | 10.0% | 101 | 1478 | 6.8% |
| MOORE CO. | 1 | 3 | 33.3% | 8 | 66 | 12.1% |
| MORGAN CO. | | | | 12 | 220 | 5.5% |
| Murfreesboro City | 6 | 36 | 16.7% | 25 | 397 | 6.3% |
| Newport | | | | 9 | 47 | 19.1% |
| Oak Ridge | 2 | 21 | 9.5% | 39 | 327 | 11.9% |
| OBION CO. | 1 | 5 | 20.0% | 32 | 263 | 12.2% |
| Oneida | | | | 5 | 87 | 5.7% |
| OVERTON CO. | | | | 29 | 229 | 12.7% |
| Paris | 1 | 2 | 50.0% | 10 | 92 | 10.9% |

| 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 |
|----------------|--------------------------|----------------------|-------------------------------------|--------------------------|----------------|-------------------------------|
| PERRY CO. | | 1 | 0.0% | 5 | 87 | 5.7% |
| PICKETT CO. | | | | 7 | 54 | 13.0% |
| POLK CO. | | | | 22 | 157 | 14.0% |
| PUTNAM CO. | 1 | 3 | 33.3% | 39 | 582 | 6.7% |
| RHEA CO. | | 3 | 0.0% | 19 | 238 | 8.0% |
| Richard City | | | | | 22 | 0.0% |
| ROANE CO. | | | | 29 | 378 | 7.7% |
| ROBERTSON CO | 8 | 35 | 22.9% | 47 | 609 | 7.7% |
| Rogersville | | | | 2 | 43 | 4.7% |
| RUTHERFORD CO. | 6 | 65 | 9.2% | 91 | 1794 | 5.1% |
| SCOTT CO. | | | | 21 | 204 | 10.3% |
| SEQUATCHIE CO. | | | | 3 | 123 | 2.4% |
| SEVIER CO. | | 2 | 0.0% | 44 | 836 | 5.3% |
| SHELBY CO. | 33 | 303 | 10.9% | 118 | 2593 | 4.6% |
| SMITH CO. | | 1 | 0.0% | 11 | 199 | 5.5% |
| South Carroll | | | | 4 | 30 | 13.3% |
| STEWART CO. | | | | 6 | 124 | 4.8% |
| SULLIVAN CO. | | 2 | 0.0% | 95 | 877 | 10.8% |
| SUMNER CO. | 3 | 27 | 11.1% | 88 | 1428 | 6.2% |
| Sweetwater | | 2 | 0.0% | 7 | 89 | 7.9% |
| TIPTON CO. | 16 | 54 | 29.6% | 51 | 616 | 8.3% |
| Trenton | 1 | 9 | 11.1% | 6 | 91 | 6.6% |
| TROUSDALE CO. | | 2 | 0.0% | 8 | 89 | 9.0% |
| Tullahoma | | 4 | 0.0% | 25 | 232 | 10.8% |
| UNICOI CO. | | 1 | 0.0% | 20 | 160 | 12.5% |
| Union City | 1 | 5 | 20.0% | 9 | 97 | 9.3% |
| UNION CO. | | 1 | 0.0% | 14 | 213 | 6.6% |
| VAN BUREN CO. | | | | 4 | 57 | 7.0% |
| WARREN CO. | | 2 | 0.0% | 38 | 412 | 9.2% |
| WASHINGTON CO. | 1 | 3 | 33.3% | 61 | 500 | 12.2% |
| WAYNE CO. | | 1 | 0.0% | 15 | 201 | 7.5% |
| WEAKLEY CO. | 1 | 7 | 14.3% | 29 | 321 | 9.0% |
| West Carroll | 1 | 5 | 20.0% | 8 | 74 | 10.8% |
| WHITE CO. | 1 | 3 | 33.3% | 25 | 234 | 10.7% |
| WILLIAMSON CO. | 5 | 34 | 14.7% | 63 | 1176 | 5.4% |
| WILSON CO. | | 12 | 0.0% | 42 | 710 | 5.9% |

Source: 2002-03 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% |

| Year | Number of New Teachers Hired | African-American Teachers Hired | Percentage African-American New Teachers Hired |
|-------------|-------------------------------------|----------------------------------------|-------------------------------------------------------|
| 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 | 5051 | 515 | 10.20% |

Source: 2002-03 End of Year Distribution Files - Active Classroom Personnel
Tennessee Department of Education

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 | | | | | | | | |

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 |

| College/University | Asian | American Indian | Black | Hispanic | White | Unknown | Total |
|------------------------------------------------|-----------|-----------------|------------|-----------|--------------|-----------|--------------|
| 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 not available for 2003)**

| 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% |

| College/University | 2001 | 2002 | Difference | % Change |
|------------------------------------------------|--------------|--------------|-------------|------------|
| 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 |

Source: 2003 Initial Licensure Completion Data, Tennessee Higher Education Commission

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

Public Institutions

| | Asian | American Indian | Black | Hispanic | White | Unk. | Total | % Black | % Minority |
|--------------------------------------|----------|-----------------|------------|-----------|--------------|----------|--------------|------------|------------|
| Austin Peay State University | 1 | 0 | 14 | 4 | 162 | 0 | 181 | 8% | 10% |
| East Tennessee State University | 1 | 0 | 1 | 1 | 241 | 2 | 246 | 0% | 1% |
| Middle Tennessee State University | 0 | 1 | 24 | 3 | 334 | 0 | 362 | 7% | 8% |
| Tennessee State University | 0 | 0 | 53 | 1 | 83 | 0 | 137 | 39% | 39% |
| Tennessee Technological University | 1 | 0 | 4 | 2 | 246 | 0 | 253 | 2% | 3% |
| University of Memphis | 0 | 1 | 131 | 1 | 285 | 0 | 418 | 31% | 32% |
| Total TBR Universities | 3 | 2 | 227 | 12 | 1,351 | 2 | 1,597 | 14% | 15% |
| University of Tennessee, Chattanooga | 0 | 0 | 8 | 4 | 164 | 0 | 176 | 5% | 7% |
| University of Tennessee, Knoxville | 3 | 0 | 17 | 4 | 313 | 1 | 338 | 5% | 7% |
| University of Tennessee, Martin | 1 | 0 | 7 | 1 | 127 | 0 | 136 | 5% | 7% |
| Total UT Universities | 4 | 0 | 32 | 9 | 604 | 1 | 650 | 5% | 7% |
| Total Public Universities | 7 | 2 | 259 | 21 | 1,955 | 3 | 2,247 | 12% | 13% |

Private Institutions

| | Asian | American Indian | Black | Hispanic | White | Unk. | Total | % Black | % Minority |
|------------------------------------------------|-----------|-----------------|------------|-----------|--------------|-----------|--------------|------------|------------|
| Aquinas College | 0 | 0 | 1 | 0 | 18 | 0 | 19 | 5% | 5% |
| Belmont University | 0 | 0 | 0 | 0 | 25 | 0 | 25 | 0% | 0% |
| Bethel College | 0 | 0 | 2 | 0 | 9 | 0 | 11 | 18% | 18% |
| Bryan College | 0 | 0 | 0 | 0 | 17 | 0 | 17 | 0% | 0% |
| Carson-Newman College | 0 | 0 | 2 | 0 | 98 | 1 | 101 | 2% | 2% |
| Christian Brothers University | 0 | 1 | 62 | 0 | 34 | 1 | 98 | 63% | 64% |
| Crichton College | 0 | 0 | 3 | 0 | 19 | 0 | 22 | 14% | 14% |
| Cumberland University | 0 | 0 | 0 | 0 | 28 | 1 | 29 | 0% | 0% |
| Fisk University | 0 | 0 | 1 | 1 | 0 | 0 | 2 | 50% | 100% |
| Free Will Baptist Bible College | 0 | 0 | 0 | 0 | 15 | 0 | 15 | 0% | 0% |
| Freed-Hardeman University | 1 | 0 | 14 | 0 | 58 | 0 | 73 | 19% | 21% |
| Johnson Bible College | 0 | 0 | 0 | 0 | 12 | 0 | 12 | 0% | 0% |
| King College | 0 | 0 | 0 | 0 | 13 | 0 | 13 | 0% | 0% |
| Lambuth University | 0 | 0 | 1 | 0 | 22 | 0 | 23 | 4% | 4% |
| Lane College | 0 | 0 | 0 | 0 | 0 | 0 | 0 | -- | -- |
| Lee University | 0 | 1 | 6 | 3 | 128 | 4 | 142 | 4% | 7% |
| Lemoyne-Owen College | 0 | 0 | 7 | 0 | 0 | 0 | 7 | 100% | 100% |
| Lincoln Memorial University | 0 | 0 | 0 | 0 | 69 | 0 | 69 | 0% | 0% |
| Lipscomb University | 0 | 0 | 1 | 0 | 48 | 1 | 50 | 2% | 2% |
| Martin Methodist College | 0 | 1 | 0 | 0 | 18 | 0 | 19 | 0% | 5% |
| Maryville College | 0 | 0 | 1 | 1 | 29 | 0 | 31 | 3% | 6% |
| Milligan College | 0 | 0 | 0 | 0 | 60 | 0 | 60 | 0% | 0% |
| Rhodes College | 0 | 0 | 3 | 0 | 13 | 0 | 16 | 19% | 19% |
| Southern Adventist University | 0 | 0 | 0 | 2 | 28 | 0 | 30 | 0% | 7% |
| Tennessee Wesleyan College | 0 | 0 | 0 | 0 | 27 | 0 | 27 | 0% | 0% |
| Trevecca Nazarene University | 0 | 0 | 0 | 0 | 17 | 0 | 17 | 0% | 0% |
| Tusculum College | 0 | 0 | 1 | 0 | 46 | 0 | 47 | 2% | 2% |
| Union University | 0 | 0 | 2 | 1 | 56 | 0 | 59 | 3% | 5% |
| University of the South | 0 | 0 | 0 | 0 | 3 | 0 | 3 | 0% | 0% |
| Vanderbilt University | 2 | 0 | 9 | 1 | 75 | 1 | 88 | 10% | 14% |
| Total Independent Colleges & Univs. | 3 | 3 | 116 | 9 | 985 | 9 | 1,125 | 10% | 12% |
| Grand Total | 10 | 5 | 375 | 30 | 2,940 | 12 | 3,372 | 11% | 12% |

Source: 2002 Initial Completers Data, Tennessee Higher Education Commission

TABLE 14
Completers of Initial Teacher Licensure: 1999-00 thru 2002-03

| Completers of Initial Teacher Licensure Programs | | | | | |
|---------------------------------------------------------|-------------------|----------------|----------------|----------------|-----------------|
| | 1999-2000* | 2000-01 | 2001-02 | 2002-03 | % Change |
| Austin Peay State University | 177 | 201 | 161 | 181 | 12% |
| East Tennessee State University | 267 | 242 | 240 | 246 | 2% |
| Middle Tennessee State University | 472 | 335 | 393 | 362 | -8% |
| Tennessee State University | 171 | 33 | 125 | 137 | 10% |
| Tennessee Technological University | 298 | 259 | 240 | 253 | 5% |
| University of Memphis | 654 | 306 | 413 | 418 | 1% |
| Total TBR Universities | 2,039 | 1,376 | 1,572 | 1,597 | 2% |
| University of Tennessee, Chattanooga | 203 | 195 | 180 | 176 | -2% |
| University of Tennessee, Knoxville | 412 | 319 | 312 | 338 | 8% |
| University of Tennessee, Martin | 159 | 127 | 97 | 136 | 40% |
| Total UT Universities | 774 | 641 | 589 | 650 | 10% |
| Total Public Universities | 2,813 | 2,017 | 2,161 | 2,247 | 4% |
| Aquinas College | 5 | 12 | 13 | 19 | 46% |
| Belmont University | 62 | 28 | 26 | 25 | -4% |
| Bethel College | 15 | 10 | 20 | 11 | -45% |
| Bryan College | 17 | 20 | 20 | 17 | -15% |
| Carson-Newman College | 166 | 157 | 104 | 101 | -3% |
| Christian Brothers University | 46 | 51 | 55 | 98 | 78% |
| Crichton College | 19 | 25 | 18 | 22 | 22% |
| Cumberland University | 41 | 30 | 25 | 29 | 16% |
| Fisk University | 21 | 58 | 9 | 2 | -78% |
| Free Will Baptist Bible College | 13 | 4 | 8 | 15 | 88% |
| Freed-Hardeman University | 116 | 111 | 126 | 73 | -42% |
| Johnson Bible College | 9 | 10 | 9 | 12 | 33% |
| King College | 22 | 16 | 7 | 13 | 86% |
| Lambuth University | 31 | 21 | 27 | 23 | -15% |
| Lane College | 1 | 0 | 3 | 0 | -100% |
| Lee University | 165 | 145 | 116 | 142 | 22% |
| Lemoyne-Owen College | 24 | 12 | 3 | 7 | 133% |
| Lincoln Memorial University | 51 | 44 | 48 | 69 | 44% |
| Lipscomb University | 70 | 51 | 54 | 50 | -7% |
| Martin Methodist College | 13 | 11 | 12 | 19 | 58% |
| Maryville College | 30 | 28 | 29 | 31 | 7% |
| Milligan College | 63 | 60 | 65 | 60 | -8% |
| Rhodes College | 3 | 13 | 22 | 16 | -27% |
| Southern Adventist College | 42 | 49 | 33 | 30 | -9% |

| | | | | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|--------------|--------------|--------------|-----------|
| Tennessee Wesleyan College | 36 | 31 | 34 | 27 | -21% |
| Trevecca Nazarene University | 28 | 31 | 21 | 17 | -19% |
| Tusculum College | 20 | 22 | 23 | 47 | 104% |
| Union University | 77 | 68 | 68 | 59 | -13% |
| University of the South | 5 | 4 | 3 | 3 | 0% |
| Vanderbilt University | 105 | 81 | 102 | 88 | -14% |
| Total Independent Colleges & Univs. | 1,316 | 1,203 | 1,103 | 1,125 | 2% |
| | | | | | |
| Grand Total | 4,129 | 3,220 | 3,264 | 3,372 | 3% |
| | | | | | |
| * 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: 2003 Initial Completers Data, Tennessee Higher Education Commission

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

| | RACE | | | | | | | TOTAL |
|-------------------|-------------|-----------------|-------------|-----------|-----------|-------------|-----------|--------------|
| | UNKNOWN | AMERICAN INDIAN | BLACK | ASIAN | HISPANIC | WHITE | OTHER | |
| LIC/CERT TYPE | | | | | | | | |
| PROFESSIONAL | 1859 | 2 | 322 | 9 | 12 | 1696 | . | 3900 |
| PROF SCHO SVC PER | 69 | . | 23 | . | 1 | 78 | . | 171 |
| TEACHER | . | . | . | . | . | 1 | | 1 |
| APPRENT TEACHER | 415 | 3 | 533 | 10 | 29 | 3525 | 10 | 4525 |
| APPR OCCUP ED | 8 | . | 27 | . | 3 | 181 | 1 | 220 |
| PROF OCCUP ED | 66 | . | 14 | . | 2 | 51 | 3 | 136 |
| APPRENT SPEC GRP | 19 | . | 57 | 2 | 1 | 207 | 1 | 287 |
| PERMIT | 395 | 1 | 93 | . | 2 | 122 | 2 | 615 |
| INT TCHR A | 31 | . | 176 | 2 | 3 | 330 | . | 542 |
| INT TCHR B | 28 | 1 | 228 | 1 | 6 | 372 | . | 636 |
| OUT STATE TEMP | 113 | 3 | 159 | 4 | 7 | 926 | . | 1212 |
| INT TCH-C ALT | 4 | . | 12 | . | 1 | 50 | . | 67 |
| INT TCH -D INTERN | 44 | . | 19 | 3 | 3 | 351 | . | 420 |
| INT TEACHER E | 10 | 1 | 56 | 2 | 6 | 188 | . | 263 |
| TOTAL | 3061 | 11 | 1719 | 33 | 76 | 8078 | 17 | 12995 |

Source: Tennessee Department of Education Certification Files

Table 16
Students, Classroom Teachers, and 2000 Population by System and Race

| System | Unknown | | | American Indian | | | African-American | | | Asian/Pacific | | | Hispanic | | | White | | | Other ¹ | | Other ² |
|----------------|---------|--------|-----|-----------------|-------|-------|------------------|--------|--------|---------------|-------|-------|----------|-------|------------------|--------|--------|--------|--------------------|-------|--------------------|
| | Stu | Tea | Pop | Stu | Tea | Pop | Stu | Tea | Pop | Stu | Tea | Pop | Stu | Tea | Pop ³ | Stu | Tea | Pop | Tea | Pop | Pop |
| Alamo | NA | 25.81% | NA | 0.00% | 0.00% | 0.00% | 17.17% | 6.45% | 21.64% | 0.00% | 0.00% | 0.17% | 3.59% | 0.00% | 1.05% | 79.24% | 67.74% | 76.26% | 0.00% | 0.00% | 0.84% |
| Alcoa | NA | 11.49% | NA | 0.00% | 0.00% | 0.00% | 26.73% | 9.20% | 18.03% | 0.84% | 1.15% | 0.67% | 2.00% | 1.15% | 0.33% | 70.43% | 77.01% | 79.04% | 0.00% | 0.00% | 1.93% |
| ANDERSON CO. | NA | 14.01% | NA | 0.06% | 0.19% | 0.44% | 1.24% | 0.38% | 1.02% | 0.13% | 0.00% | 0.15% | 0.22% | 0.00% | 0.39% | 98.35% | 85.41% | 96.90% | 0.00% | 0.15% | 0.94% |
| Athens | NA | 12.38% | NA | 0.24% | 0.00% | 0.08% | 16.28% | 0.95% | 10.20% | 2.62% | 0.00% | 0.88% | 4.00% | 0.00% | 2.42% | 76.86% | 86.67% | 85.50% | 0.00% | 0.00% | 0.88% |
| BEDFORD CO. | NA | 23.19% | NA | 0.27% | 0.00% | 0.11% | 9.84% | 3.49% | 8.21% | 0.79% | 0.00% | 0.56% | 9.13% | 0.00% | 7.37% | 79.97% | 73.32% | 82.76% | 0.00% | 0.03% | 1.00% |
| Bells | NA | 14.29% | NA | 0.00% | 0.00% | 0.18% | 12.75% | 7.14% | 20.41% | 0.00% | 0.00% | 0.45% | 28.43% | 0.00% | 24.72% | 58.82% | 78.57% | 53.29% | 0.00% | 0.00% | 0.91% |
| BENTON CO. | NA | 17.68% | NA | 0.32% | 0.00% | 0.33% | 3.43% | 0.00% | 2.45% | 0.36% | 0.00% | 0.33% | 0.72% | 0.61% | 0.48% | 95.17% | 81.10% | 95.65% | 0.61% | 0.06% | 0.73% |
| BLEDSON CO. | NA | 22.13% | NA | 0.16% | 0.00% | 0.08% | 0.98% | 0.82% | 3.32% | 0.05% | 0.00% | 0.08% | 2.39% | 0.00% | 0.93% | 96.41% | 77.05% | 94.50% | 0.00% | 0.08% | 1.01% |
| BLOUNT CO. | NA | 17.05% | NA | 0.10% | 0.00% | 0.30% | 1.39% | 1.40% | 1.29% | 0.69% | 0.00% | 0.23% | 0.86% | 0.47% | 0.77% | 96.96% | 81.09% | 96.28% | 0.00% | 0.11% | 1.03% |
| Bradford | NA | 21.05% | NA | 0.47% | 0.00% | 0.11% | 4.70% | 0.00% | 3.73% | 0.16% | 0.00% | 0.11% | 0.47% | 0.00% | 0.28% | 94.20% | 78.95% | 95.44% | 0.00% | 0.00% | 0.41% |
| BRADLEY CO. | NA | 20.47% | NA | 0.03% | 0.00% | 0.30% | 2.00% | 0.72% | 1.26% | 0.25% | 0.00% | 0.19% | 1.35% | 0.00% | 1.51% | 96.37% | 78.62% | 95.47% | 0.18% | 0.02% | 1.27% |
| Bristol | NA | 12.20% | NA | 0.28% | 0.00% | 0.02% | 4.41% | 1.97% | 3.14% | 0.74% | 0.00% | 0.72% | 0.86% | 0.00% | 0.76% | 93.71% | 85.43% | 94.46% | 0.39% | 0.08% | 0.80% |
| CAMPBELL CO. | NA | 14.14% | NA | 0.10% | 0.00% | 0.43% | 0.32% | 0.25% | 0.19% | 0.08% | 0.00% | 0.21% | 0.08% | 0.00% | 0.72% | 99.42% | 85.61% | 97.16% | 0.00% | 0.00% | 1.30% |
| CANNON CO. | NA | 28.66% | NA | 0.00% | 0.00% | 0.47% | 0.84% | 1.27% | 1.01% | 0.28% | 0.00% | 0.06% | 0.88% | 0.00% | 0.97% | 98.00% | 70.06% | 96.53% | 0.00% | 0.00% | 0.97% |
| CARTER CO. | NA | 22.30% | NA | 0.03% | 0.00% | 0.12% | 0.35% | 0.69% | 0.45% | 0.13% | 0.00% | 0.12% | 0.84% | 0.23% | 0.83% | 98.64% | 76.78% | 97.71% | 0.00% | 0.02% | 0.73% |
| CHEATHAM CO. | NA | 20.25% | NA | 0.19% | 0.00% | 0.38% | 1.48% | 1.00% | 1.52% | 0.29% | 0.00% | 0.18% | 0.92% | 0.25% | 1.21% | 97.12% | 78.00% | 95.95% | 0.50% | 0.00% | 0.78% |
| CHESTER CO. | NA | 23.48% | NA | 0.12% | 0.00% | 0.03% | 15.60% | 5.30% | 10.52% | 0.44% | 0.00% | 0.10% | 1.69% | 0.00% | 0.35% | 82.14% | 71.21% | 87.48% | 0.00% | 0.00% | 1.51% |
| CLAIBORNE CO. | NA | 18.82% | NA | 0.06% | 0.00% | 0.18% | 0.66% | 0.88% | 0.95% | 0.11% | 0.00% | 0.27% | 0.28% | 0.00% | 0.49% | 98.89% | 79.71% | 97.25% | 0.59% | 0.05% | 0.82% |
| CLAY CO. | NA | 22.83% | NA | 0.25% | 0.00% | 0.25% | 1.07% | 0.00% | 1.50% | 0.00% | 0.00% | 0.44% | 0.66% | 0.00% | 0.56% | 98.03% | 77.17% | 96.43% | 0.00% | 0.00% | 0.88% |
| Cleveland | NA | 19.41% | NA | 0.20% | 0.00% | 0.09% | 15.04% | 3.95% | 6.69% | 2.29% | 0.33% | 1.04% | 5.20% | 0.33% | 3.29% | 77.26% | 75.99% | 87.53% | 0.00% | 0.01% | 1.35% |
| Clinton | NA | 10.53% | NA | 0.43% | 0.00% | 0.47% | 5.38% | 0.00% | 2.15% | 0.65% | 0.00% | 1.00% | 0.75% | 0.00% | 0.89% | 92.79% | 89.47% | 93.90% | 0.00% | 0.11% | 1.42% |
| COCKE CO. | NA | 18.59% | NA | 0.21% | 0.00% | 0.32% | 2.17% | 0.96% | 1.01% | 0.21% | 0.00% | 0.23% | 1.29% | 0.00% | 0.71% | 96.12% | 80.45% | 96.77% | 0.00% | 0.04% | 0.92% |
| COFFEE CO. | NA | 21.11% | NA | 0.00% | 0.00% | 0.11% | 1.47% | 1.04% | 1.01% | 0.55% | 0.00% | 0.44% | 2.06% | 0.00% | 1.41% | 95.92% | 77.85% | 96.39% | 0.00% | 0.00% | 0.64% |
| Covington | NA | 15.38% | NA | 0.00% | 0.00% | 0.71% | 87.12% | 27.69% | 48.55% | 0.34% | 0.00% | 0.30% | 0.11% | 0.00% | 0.71% | 12.43% | 55.38% | 49.14% | 1.54% | 0.00% | 0.59% |
| CROCKETT CO. | NA | 27.27% | NA | 0.00% | 0.00% | 0.15% | 17.31% | 5.45% | 11.26% | 0.11% | 0.00% | 0.10% | 8.30% | 0.00% | 2.11% | 74.28% | 67.27% | 85.88% | 0.00% | 0.00% | 0.50% |
| CUMBERLAND CO. | NA | 20.99% | NA | 0.03% | 0.00% | 0.14% | 0.20% | 0.25% | 0.13% | 0.48% | 0.25% | 0.31% | 1.38% | 0.49% | 1.27% | 97.91% | 78.02% | 97.45% | 0.00% | 0.02% | 0.69% |
| DAVIDSON CO. | NA | 18.34% | NA | 0.21% | 0.13% | 0.32% | 47.22% | 19.87% | 25.82% | 3.40% | 0.27% | 2.11% | 7.39% | 0.38% | 4.49% | 41.78% | 60.16% | 65.27% | 0.86% | 0.18% | 1.81% |
| Dayton | NA | 11.11% | NA | 0.14% | 0.00% | 0.32% | 10.16% | 2.22% | 5.63% | 1.08% | 0.00% | 0.06% | 5.56% | 0.00% | 1.93% | 83.06% | 86.67% | 89.23% | 0.00% | 0.00% | 2.73% |
| DECATUR CO. | NA | 18.42% | NA | 0.00% | 0.00% | 0.30% | 5.38% | 1.75% | 3.28% | 0.07% | 0.00% | 0.34% | 2.03% | 0.88% | 2.30% | 92.52% | 78.07% | 93.01% | 0.88% | 0.03% | 0.77% |
| DEKALB CO. | NA | 21.35% | NA | 0.11% | 0.00% | 0.11% | 1.81% | 0.00% | 1.87% | 0.11% | 0.00% | 0.51% | 3.02% | 0.56% | 2.87% | 94.94% | 78.09% | 93.69% | 0.00% | 0.02% | 0.95% |
| DICKSON CO. | NA | 20.27% | NA | 0.22% | 0.19% | 0.30% | 6.42% | 2.53% | 4.50% | 0.45% | 0.00% | 0.12% | 1.26% | 0.00% | 0.85% | 91.65% | 77.00% | 93.15% | 0.00% | 0.00% | 1.09% |
| DYER CO. | NA | 17.59% | NA | 0.06% | 0.00% | 0.05% | 6.86% | 3.52% | 4.77% | 0.25% | 0.00% | 0.13% | 0.82% | 0.00% | 0.58% | 92.01% | 78.89% | 94.20% | 0.00% | 0.02% | 0.28% |
| Dyersburg | NA | 15.31% | NA | 0.00% | 0.00% | 0.20% | 29.03% | 5.74% | 21.48% | 0.54% | 0.00% | 0.52% | 1.11% | 0.00% | 1.75% | 69.32% | 78.47% | 74.80% | 0.48% | 0.00% | 1.29% |
| Elizabethton | NA | 19.08% | NA | 0.18% | 0.00% | 0.15% | 3.50% | 0.00% | 2.08% | 1.15% | 0.00% | 0.45% | 0.83% | 0.00% | 0.89% | 94.34% | 80.26% | 95.01% | 0.66% | 0.00% | 1.41% |
| Etowah | NA | 20.00% | NA | 0.26% | 0.00% | 0.92% | 2.36% | 0.00% | 4.06% | 0.00% | 0.00% | 0.39% | 2.88% | 0.00% | 2.36% | 94.50% | 80.00% | 91.36% | 0.00% | 0.00% | 0.92% |
| FAYETTE CO. | NA | 27.11% | NA | 0.06% | 0.00% | 0.19% | 68.28% | 39.11% | 36.23% | 0.21% | 0.00% | 0.24% | 0.97% | 0.00% | 0.64% | 30.49% | 31.56% | 61.85% | 2.22% | 0.10% | 0.75% |
| Fayetteville | NA | 18.18% | NA | 0.10% | 0.00% | 0.00% | 28.87% | 9.09% | 27.61% | 0.77% | 0.00% | 0.29% | 0.87% | 0.00% | 0.79% | 69.39% | 72.73% | 70.02% | 0.00% | 0.06% | 1.15% |
| FENTRESS CO. | NA | 20.99% | NA | 0.00% | 0.00% | 0.06% | 0.09% | 0.62% | 0.15% | 0.00% | 0.62% | 0.02% | 0.22% | 0.00% | 0.72% | 99.69% | 77.78% | 98.89% | 0.00% | 0.00% | 0.21% |
| Franklin City | NA | 12.71% | NA | 0.21% | 0.00% | 0.08% | 16.26% | 5.50% | 12.61% | 2.66% | 0.00% | 0.97% | 8.36% | 0.00% | 5.54% | 72.51% | 81.44% | 79.07% | 0.34% | 0.17% | 1.52% |
| FRANKLIN CO. | NA | 22.41% | NA | 0.20% | 0.00% | 0.24% | 6.85% | 3.64% | 5.17% | 0.32% | 0.00% | 0.42% | 1.82% | 0.00% | 1.27% | 90.80% | 73.95% | 91.55% | 0.00% | 0.05% | 1.31% |
| Gibson Co.Sp. | NA | 29.27% | NA | 0.04% | 0.00% | 0.13% | 9.58% | 1.83% | 8.99% | 0.04% | 0.00% | 0.32% | 0.37% | 0.00% | 0.19% | 89.97% | 68.90% | 89.84% | 0.00% | 0.00% | 0.52% |
| GILES CO. | NA | 15.96% | NA | 0.13% | 0.00% | 0.36% | 15.52% | 3.91% | 11.04% | 0.44% | 0.00% | 0.48% | 0.33% | 0.00% | 0.95% | 83.57% | 80.13% | 86.30% | 0.00% | 0.07% | 0.82% |

²For population: Other, two or more races

³For population: Hispanic, all races

Appendix B

Minority Matching Grants Awardees

2004-2005 MINORITY TEACHER EDUCATION PILOT PROJECT GRANTS

AUSTIN PEAY STATE UNIVERSITY

Dr. Heraldo Richards

Project MORE: Minorities to be Outstanding, Responsible Educators

Austin Peay State University will work with the Clarksville-Montgomery County School District collectively to increase the number of African-American teachers in Tennessee to identify individuals in the area to enroll in this program. Project MORE will provide a coordinated support system, rigorous teacher education program, placement of practitioners in the school system and provide tutorial support and practice for the Pre-Professional Skills Test (PPST) and the Praxis II.

Funds Recommended \$22,500.00

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 masters 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 \$22,800.00

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 \$27,400.00

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 \$22,800.00

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 \$23,500.00

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 \$35,700.00

UNIVERSITY OF TENNESSEE AT KNOXVILLE

Dr. Thomas W. George

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 \$36,100.00

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 \$22,400.00