

TennesseeCAN 2022 Legislative Session Summary



TennesseeCAN empowers parents, community members and policymakers to advocate for improved K-12 education policies that put Tennessee’s children first. We believe students succeed when they are taught by well-supported, effective educators and that all students deserve equitable access to a high-quality education.

The 2022 legislative session began with a courageous commitment by Governor Lee and Commission Schwinn to finally make 2022 the year Tennessee’s public school students would be funded by a student-based funding formula. TennesseeCAN has been advocating for this change since 2016, and as the 2022 session progressed, our team was glad the tide turned in favor of urgency - urgency in replacing the antiquated, resource-based BEP formula.

Top Highlights:

HB2143/SB2396 *Passed*

School Funding—TennesseeCAN supported passage of this legislation that enacted the Tennessee Investment in Student Achievement (TISA) Act, a hybrid student-based and program-based funding formula that would replace the antiquated resource-based Basic Education Program (BEP).



Win

HB2882/SB2897 *Passed*

Governor’s Budget—TennesseeCAN supported passage of significant educational investments made in the Governor’s budget. Some key items included \$32 million for charter facilities (\$16 million recurring, \$16 million nonrecurring), \$750 more million for TISA, and \$500 million for Career Technical Education improvements for middle and high school students.



Win

HB0751/SB1158 *Passed*

Choice—TennesseeCAN supported passage of this legislation as it expanded eligibility for the Individualized Education Act to students with dyslexia.



Win

HB1850/SB2887 *Passed*

Course Access—This legislation originally set out to limit the state’s course access program but was replaced with language TennesseeCAN supported. The new language would expand the course access program by allowing for courses/internships brought by businesses, the U.S. Armed Forces, for-profits, and trade associations and allows the possibility for students to gain credit for taking those courses, provided that the course has been approved through the proper channels.



Win

In addition to the top highlights listed above, there were several pieces of legislation that are relevant to our core policy priorities: **Excellence, Equity, Choice and Transparency**. Below is a list of additional bills that we tracked and engaged on throughout the 2022 legislative session.

Excellence

Guaranteeing excellence in Tennessee's schools requires setting rigorous academic standards and providing an annual aligned assessment—while rewarding our teachers and principals for their achievements and setting the bar high for the students in their schools.

HB1954/SB1941 *Failed*

Elected Superintendents—This bill would have allowed county or city school districts to reestablish the office of elected school superintendent and outlined the qualifications of an elected superintendent. This would limit a district's ability to hire the highest quality candidates and potentially create inefficiencies in governance.

HB2343/SB2163 *Passed*

Educator Prep Programs - This legislation requires educator preparation programs approved by the state board of education to require each candidate enrolled in their program to successfully complete at least one course each semester on reading instruction in order for the provider to retain state board approval.

HB1077/SB1225 *Failed*

Assessments—This legislation would have allowed multiple measures/ tests other than TCAP to determine whether or not a student can move on to 4th grade if not reading on grade level by the end of 3rd grade.

HB1849/SB2004 *Taken Off Notice*

Assessments—This legislation would have allowed multiple measures/ tests other than TCAP to test students in 9-12 math and LEA, and ACT/SAT in lieu of TCAP in HS.

HB1535/SB0659 *Failed*

Educator Quality—This bill would have prohibited teachers from using supplemental materials that are not approved by the state board. Educator autonomy should accompany increased educator accountability, and this bill would have done away with that.

Equity

Tennessee's policies should provide a high-quality education to every student, regardless of their socioeconomic background, where they live or any other life circumstance.

HB2455/SB2442 *Passed*

Career Technical Education—This legislation would establish qualifications necessary to receive an occupational teaching license.

HB2153/SB406 *Passed*

Computer Science—This legislation ensures that all students are fully prepared for the technological jobs of today and in the future by requiring computer science exposure in the early grades and courses in high school.

HB0211/SB0520 *Passed*

Career Technical Education—This legislation extends eligibility for work-based learning student grants to include students enrolled in a middle college program.

HB2774/SB2389 *Failed*

Learning Loss—This legislation would have enacted the “More Opportunities for Students in Tennessee” (MOST) Act that established a grant program to assist parents of eligible students with education expenses.

HB0753/SB0503 *Passed*

Student Supports—This bill authorizes certain licensed healthcare providers licensed to refer or order services within their scope of practice as part of a student’s individualized education program (IEP).

Choice

Whether it’s a traditional public school, public charter school, private school or homeschooling, every Tennessee family should have the ability to choose the educational option that best meets their children’s unique needs.

HB2833/SB2168 *Taken Off Notice*

Charter Schools—This legislation sought to expand access to high-quality facilities by redefining vacant and underutilized facilities, allowing charter schools to access vacant and underutilized facilities, establishing an LEA authorizer facility fund, and establishing a state charter public school debt reserve fund for the financing of capital construction with revenues from bonds issued on behalf of the charter school. This legislation also allowed potential operators to apply directly to the state authorizer if the LEA denied them 3 times within a 3yr period, allowed CMOs with multiple authorizers but located in the same geographic area to have one operator, and allowed IHEs to apply to operate a charter school.

HB2468/SB2124 *Failed*

Charter Schools—This legislation would have cleaned up current code regarding charter schools by tightening the requirements for closing a low-performing charter school, decreasing the number of students from outside the district to be in the lottery, and allowing a low-income preference in lottery.

HB0535/SB0455 *Taken Off Notice*

Charter Schools—This legislation, originally proposed as a caption bill referencing the appointment of a parent to the charter school’s governing board, would have allowed for-profit charter schools in Tennessee.

HB2861/SB2778 *Failed*

Education Savings Accounts—This legislation was originally a caption bill but ultimately would have extended eligibility for the Education Savings Account Program to students zoned to attend a school in an LEA that implemented a mask mandate or did not meet for 180 days for in-person learning due to COVID-19.

HB1559/SB0936 *Failed*

Education Savings Accounts—This legislation would have deleted the Education Savings Account Program.

Transparency

Tennessee must protect our accountability system and provide for greater transparency of information on student, teacher, school and district performance, as well as taxpayer investments in public education.

HB2345/SB2250 *Taken Off Notice*

Open Enrollment—This legislation would have required LEAs to be more transparent about the space available within their schools for enrolling nonresident students. It sought to establish a framework and greater transparency for interdistrict open enrollment. While the current law already allows for the admission of students from outside a school system, this bill would give greater transparency to that process. As amended, this legislation requires that each LEA adopt an open enrollment procedure for nonresident students, and publish that procedure on the LEA’s website. The policy must: - Identify schools where there are spaces available - Allow parents to declare school preferences - Provide a lottery procedure to determine student assignment and establish an appeal process for hardship cases; - Establish if the LEA will charge nonresident students a fee.