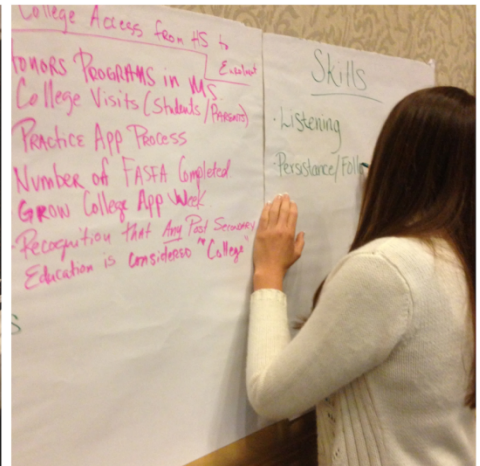


Turning the Corner:
Tennessee College Access and Success
Conference White Paper





Special thanks to:



Executive Summary

It is time for Tennessee to “turn the corner” on its college access and success efforts. Years of local, regional, and statewide effort and investment have made Tennessee a focal point for college access and success work nationally.

With many programs struggling with reduced funding or loss of funding, however, the imperative for seeking sustainable models and tracking systemic impact is clear. We must move beyond a piecemeal approach.

One critical component of “turning the corner” is establishing a set of Common Measures for college access and success. Everyone working in the field in Tennessee should know 1. What to measure, 2. How to measure it, and 3. Where to get the data they need. Without this level of data alignment, we are inhibited in our learning across programs, bound to local impact and reporting, and unable to discern the most promising practices achieving the greatest results.

Currently, we do not share a common definition/calculation of either enrollment or retention rates. We struggle with accessing and using the critical data we need and thus are overly reliant on self-reported data. And, finally, we are not communicating our work broadly enough and with consistent measures.

Based on the insights of TCASN members from two surveys and conference plenary participation, we recommend the following:

Recommendation #1: Establish Common Measures for college access and success in Tennessee.

Recommendation #2: Increase the accessibility and usability of data to support a set of Common Measures.

Recommendation #3: Engage broader stakeholders with better data and better communication.

“It's critical that in measuring any particular data point that there's an accompanying commitment to positively improve it.”

- Greg Darnieder, conference keynote, Senior Advisor on the College Access Initiative, U.S. Department of Education

Introduction: Data-Driven in Tennessee

Data increasingly dominates any conversation in the current education reform climate. Schools, organizations, and programs are required to devote more resources to the collection, analysis, and reporting of data while also adapting practices to meet scrutiny. Captured reliably, reported consistently, and applied strategically, data presents opportunities for local program improvement, sharing of best-practices across programs, and developing and assessing the effects of statewide strategies.

Despite the prevalence of the data discussions in education, the college access and success community in Tennessee has not yet taken such a critical eye to our collective work. Even as we celebrate a nationally recognized college access and success network and numerous programs considered national best-practices, we have never asked what metrics matter most nor clarified how we measure them consistently.

Tennessee is fortunate to have a Governor who has made college access and success a priority. Under Governor Haslam's Drive to 55 initiative, Tennessee aims to increase the percentage of college degrees or certifications in the state from 32 percent to 55 percent by the year 2025. To reach this goal, Tennessee will need to increase the number of graduates from all postsecondary programs, Tennessee Colleges of Applied Technology, two-year and four-year institutions. We will also have to reach communities from all geographic regions of the state. Our challenge is not about urban or rural Tennessee, it is about all of Tennessee.

Meeting this challenge will require a systematic investment and alignment among secondary, postsecondary, and community-based efforts as never before. Among other specific investments, we must reduce financial barriers to postsecondary education, train advisors to mentor students through college-going and completion processes, reduce the need for remedial coursework, increase opportunities for students to access pre-dual and dual enrollment courses, and enhance programs proven to increase graduation rates.

But, we will also have to do more with less to meet our goals. Drive to 55's implementation is occurring at a time when state agencies, K-12 and higher education systems, and many community-based college access and success programs are facing decreased or terminated funding. As a result, it is more important than ever to be able to communicate through data the impact of our programs/initiatives and to do so based on a common set of measures.

We will have to do more with less to meet our goals...As a result, it is more important than ever to be able to communicate through data the impact of our programs/initiatives and to do so based on a common set of measures.

To spur this effort, the 2013 Tennessee College Access and Success Conference took a special look at the current metrics captured by our college access and success programs: what they measure and how they measure it. We shared and discussed the outcomes of two surveys of our members focused on data tracking, access to data, and data use. Additionally, during the working plenary, 300 educators, college access and success professionals, community and business leaders lent their expertise to draft a set of Common Measures of college access and success in Tennessee.

2013 Pre-Conference Data-Focused Survey Findings

In preparation for a working plenary session on Common Measures at the annual Tennessee College Access and Success Conference, TCASN created two surveys: a deep dive on metrics for 11 leading programs in Tennessee and a survey for all attendees examining perceptions of the availability and use of data. Over 40 percent of conference registrants completed the at-large survey. Here are the key findings:

Key Finding 1: There is wide variance in who is being tracked so success measures are almost impossible to compare across programs.

For example, when asked who is considered part of your program's data, responses included that students have to:

- “graduate from one of the high schools we serve”
- “have meaningful conversations with a mentor”
- “fill out an application”
- “meet deadlines, maintain a minimum GPA...and attend mandatory meetings.”

Given this broad range of “starting points” for who we are capturing data, there is simply no way to have a meaningful cross-program conversation about effective practice. For example, the percent of students who successfully enroll in a postsecondary institution will vary widely depending on if the calculation is based on 2000 students across multiple high schools or 200 students who applied to a given program. Neither is wrong, but the results are not comparable, so learning from them is difficult. Instead, we only know what success looks like locally for a given program year-to-year based on their particular collection and interpretation of the data.

Key Finding 2: There is no consensus on how to measure key college access and success indicators.

A major baseline for understanding and calculating college retention and completion rates is the number of college-goers. Of the 11 leading programs we surveyed, there was wide variation on the point at which students were considered enrolled in college as well as when they were deemed retained. See **Figures 1-2**.

Figure 1: Calculating College-Going Rate: When is a student is enrolled in college?

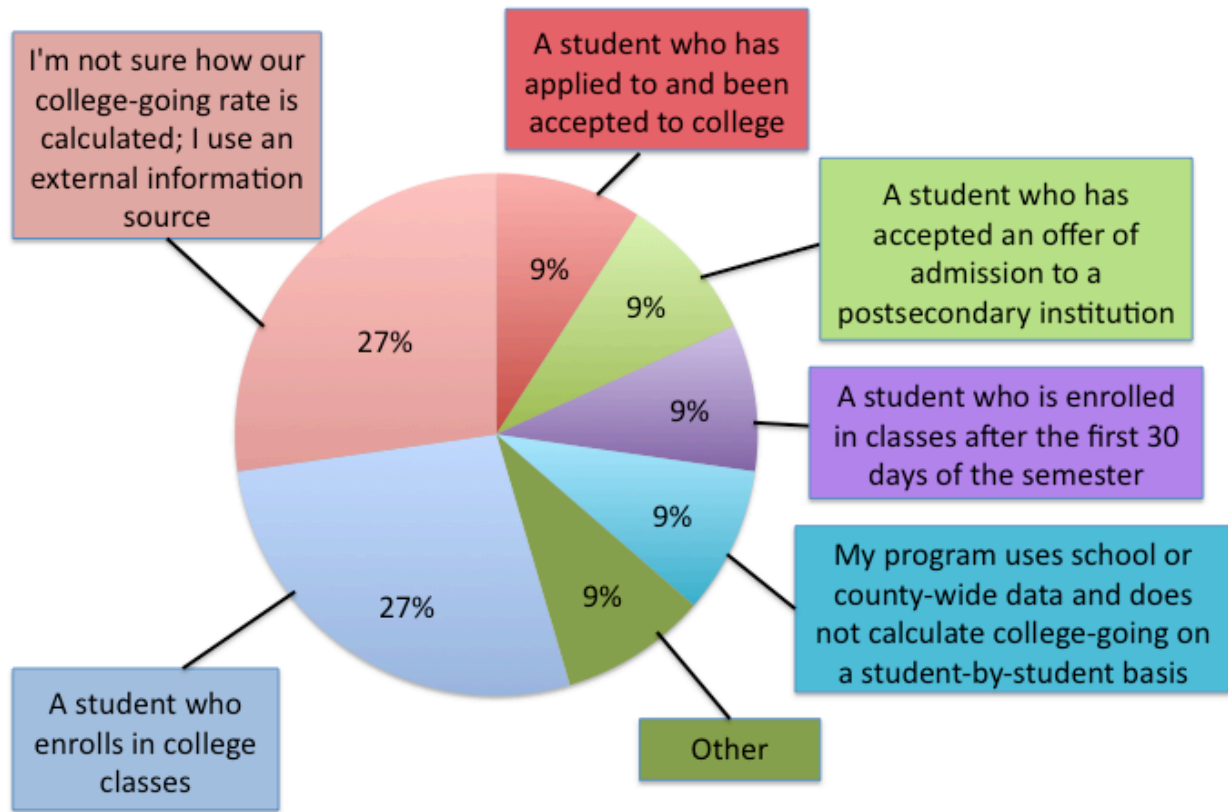
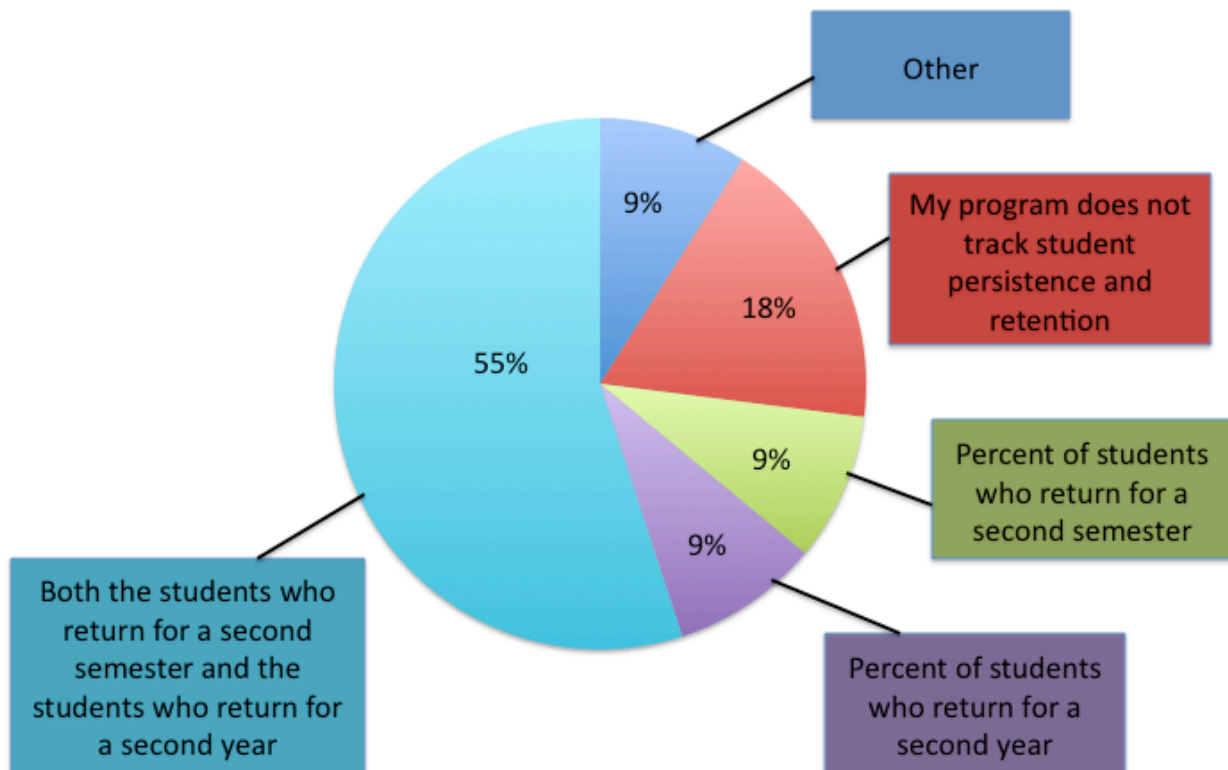


Figure 2: Calculating Retention Rates: When is a student considered retained?



Key Finding 3: Practitioners lack easy access to critical data.

Member responses indicated that the largest issues for them around data were lack of access to the data they need and time to capture and analyze it. On the other end of the spectrum, some felt overwhelmed and unsure how to edit and prioritize the abundance of data they already have. Clearly, more user-friendly data in support of explicitly defined metrics is a critical need for practitioners on either end of the spectrum. Member comments included:

- “Tracking students after high school poses a large obstacle.”
- “The data is raw and I have to combine databases in excel to make them useful. The systems are useless for my purposes unless they are integrated. I am doing it manually.”
- “Some of the postsecondary institutions have been reluctant to share data or don’t have it.”

Leading programs across the state also reported:

- Less than 30% have easy access to data that identifies students as first generation.
- Less than 50% have easy access to college-going rates.
- Less than 20% have easy access to college persistence rates.
- Less than 40% have easy access to college attainment rates.

Even though **99%** of survey responders said data was either **IMPORTANT** or **VERY IMPORTANT** to their work, **less than 60%** said the data they need is easily available.

What is your number one challenge with using data?

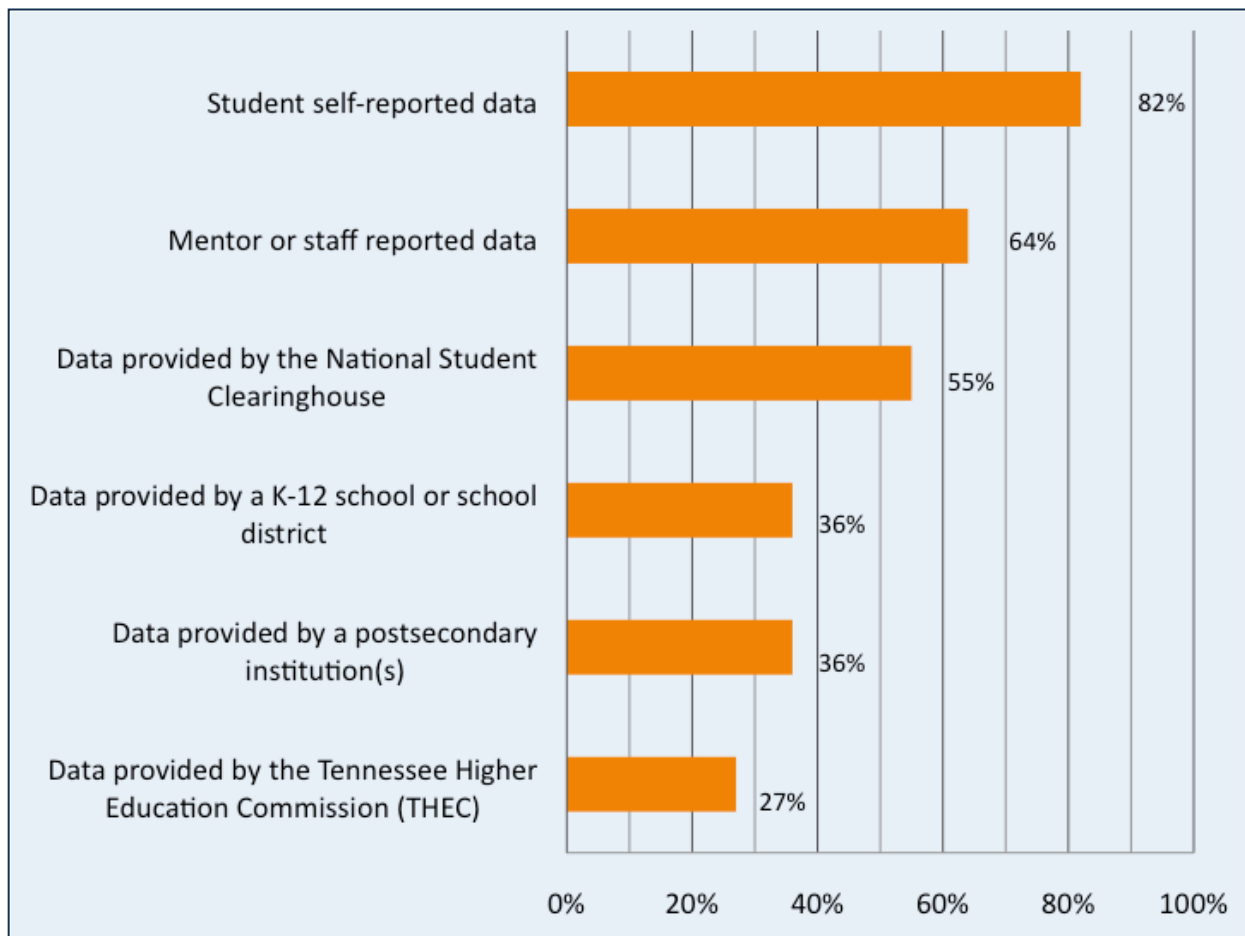
1. Don’t have time to access/use the data.
2. Data unavailable within the timeframe needed.
3. Don’t have access to the data.
4. Difficulty understanding the data.

(ranked by response rate)

Key Finding 4: There is an over-reliance on self-reported data within the field.

When asked what sources of data were used to calculate college enrollment, the two most common responses were self-reported from both students and staff. See **Figure 3**. In other words, many practitioners are not using externally validated data. It seems clear that this has to do with the challenges of finding, understanding, and applying data discussed in Key Finding 3 above. The result of over-reliance on self-reported data also leads to the discrepancies in how key data points are measured (See Key Finding 2).

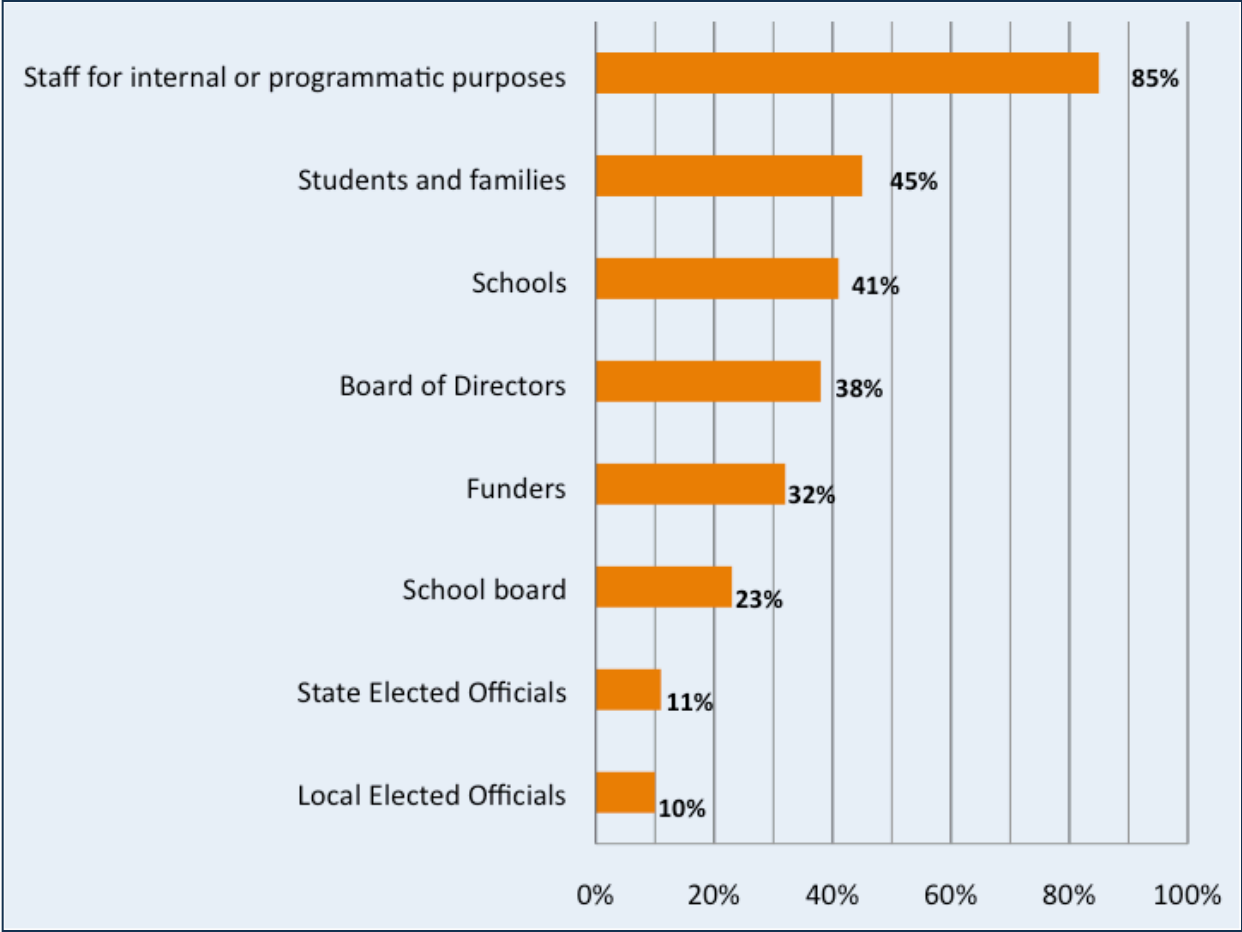
Figure 3: Data sources used for calculating college enrollment rate



Key Finding 5: Data is primarily used internally, which means it’s challenging to use data to inform wider conversations with external stakeholders.

Responders overwhelmingly indicated that their data is used internally, and very few share data with funders, school board members, or local and state elected officials. See **Figure 4**. So, without comparable data and in the absence of broader communications, programs remain relatively isolated and the effect of their work and their learning is limited to their direct reach. For statewide strategies to develop, communication will be critical.

Figure 4: Who do organizations share college access and success data with?

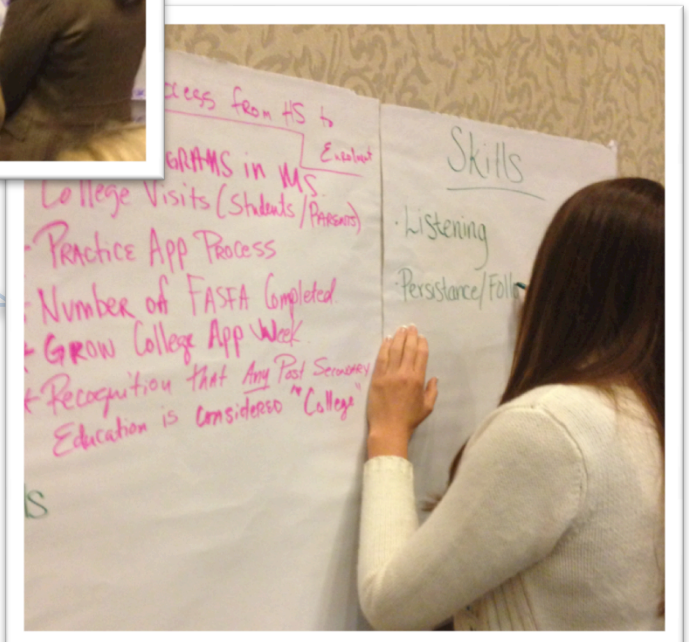
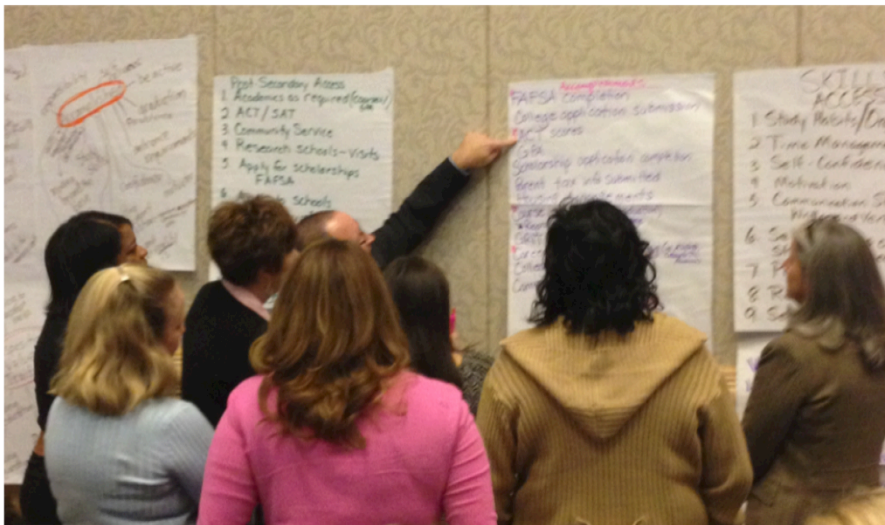


Voices from the Field

“Recent funding cuts have jeopardized our tracking efforts... This year we have many "homegrown" tracking tools and obtaining key metrics data is challenging and more reactive than responsive than we would like.”

“We have yet to receive any program specific college-going data from THEC for the duration of our grant. We also have a difficult time receiving student data from individual schools.”

“Much of the data described is difficult for us to obtain, and at the same time we do not have the capacity to try to find it.”



Tennessee needs a systemic approach to using data

Analysis of the key findings above should be understood as more systemic in nature than as a list of independent variables or isolated issues. In other words, the findings are best understood as the foundation of a college access and success strategy rather than a to-do list for improving our data. These findings represent interrelated and interdependent elements that serve as current barriers but also as sources for potential solutions in the future (see Recommendations below). These elements include:

1. Establishing common language, metrics and tracking;
2. Increasing access to and usability of data that supports the metrics and tracking defined above in a consumable format;
3. Communicating results based on the above to reach a broader audience of stakeholders with more comparable and discernible information.

Language, Metrics, and Tracking

Clearly, by the nature of this report and the exploration being undertaken by TCASN and Network partners, Tennessee currently lacks common measures of college access and success. As a by-product then, it also lacks clear and consistent definition of terms, milestones, and tracking processes. Even as TCASN is seen as a model network and several network members are national models of local programs, we still lack the ability to aggregate and understand results across communities and programs. As a result, local program strategies are difficult to scale and their results are difficult to extrapolate for a statewide context.

The National College Access Network has created a list of Common Measures through its own analysis and research that provides a great starting point for Tennessee. TCASN included reflections on NCAN's Common Measures in its survey of leading programs, specifically as it relates to what programs are already tracking. Results can be seen in **Appendix 1-3**.

Data Access and Usability

Lack of common language, metrics, and tracking across programs is likely attributable in part to the inconsistency of access to data and the challenges of consuming and using that data in a timely fashion. In the absence of consistent, usable data,

What's Your Number One Challenge with Data?

Open Response Focus: Usability

"I have so much data that it is hard to organize and prioritize which data to use."

"My colleagues typically have difficulty understanding the data and how to use it, particularly how to make their jobs more efficient, and programs work more effectively."

"The databases are not integrated, therefore inefficient at best, useless at worst."

programs will report on what data they have and know they can track given the constraints of their program model.

Self-reported data is the easiest data to access for most of our programs. We have relationships with students and institutions so we just ask when we need to know something. While this data provides critical insights and often has the benefit of being more real-time, it is clearly incomplete in and of itself. For example, depending on when we ask, a student may say he is enrolled but never actually show up for his classes. Or, if a student has developed a strong relationship with a mentor, she may feel ashamed to admit she never returned for her second semester.

Additionally, the process of gathering self-reported data becomes in some ways more of a determining factor of the outcomes than the actual numeric result that is derived. For example, if we use emails and phone calls to share information with our students, we may lose contact due to changed addresses and phone numbers. So, the resulting feedback is biased on the side of those students who have maintained a consistent communication channel.

We want to emphasize that the data we need to support Common Metrics exists. It simply needs to be made a priority, and be organized, and be delivered effectively.

Communicating Our Impact

In order to collectively increase college access and success in our state, we need to be able to communicate our work and our results with some consistency and with some common understanding. Without common metrics and tracking and without consistent access to usable data, doing so is exceedingly difficult.

Increasing the number of Tennesseans with a college credential requires more than an accumulation of programs. It requires a cultural shift, and a cultural shift requires communication with and engagement of a broad range of stakeholders, most of whom live and work outside of our current programs.

Recommendations

Recommendation #1: Establish Common Measures for college access and success in Tennessee.

Tennessee should establish Common Measures for college access and success to guide its work, assess progress within the state, and ensure the ability to learn from and compare efforts across programs and communities. **Table 1** shows the recommended measures generated and prioritized by over 300 TCASN members at the 2013 Conference and includes guidance from both NCAN and the Michigan College Access Network's Common Measures efforts.

To implement these Common Measures effectively will first require a collective effort to further define how each should be calculated and the identification of the appropriate data and data sources. We recommend the creation of a short-term Task Force that includes TCASN members and staff along with representatives from TDOE, THEC and the Governor's Office to finalize this work.

It will also require direct support and training around the Common Measures as well as access, use, and reporting of related data. It will be critical for groups both formally and informally to share best-practices as well as common challenges across the state to help ensure quality and fidelity of the Common Measures.

TCASN is uniquely positioned to support this effort. Over the past three years, the Network has built a college access and success community of over 150 organizations, supported 50 grantees, and implemented more than 30 professional development opportunities at the state and local level. An independent evaluation of their work by the University of Tennessee Center Institute for Assessment and Evaluation also revealed the desire from members that the Network take a more strategic role in statewide efforts with a specific emphasis on data.

Table 1: Tennessee College Access and Success Common Measures

Common Measures for Access	Common Measures for Success
<p>Awareness Indicators Percent of students exposed to college options (TCATs, two-year and four-year institutions) including campus visits, college fairs and other experiences.</p> <p>Percent of students who have sustained interactions with a caring adult about college options.</p> <p>Personal Readiness Indicators Percent of students able to prove competency in financial literacy with an emphasis on college finances.</p> <p>Percent of students completing pre-college training on topics like self-advocacy, goal setting, and networking.</p> <p>Academic Indicators Percent of students taking and completing a rigorous college-prep curriculum in high school.</p> <p>Average high school GPA.</p> <p>Percent of students taking college-level courses and receiving college credit via AP, dual enrollment, or other dual credit options.</p> <p>Percent of students scoring college-ready on a college entrance exam by the end of high school. (ex: ACT, SAT, GED, Compass)</p> <p>Financial Aid Indicator Percent of students completing their FAFSA on time.</p> <p>Admissions Indicator Percent of students who complete and submit college applications by appropriate deadlines.</p> <p>Enrollment Indicator Percent of students enrolling in a college by institution type.</p>	<p>Summer Melt Indicator Percent of students participating in college orientation or summer bridge programs.</p> <p>Academic Indicators Percent of students requiring remedial coursework.</p> <p>Percent of students who maintain financial aid and scholarship eligibility year-to-year.</p> <p>Financial Aid Indicator Percent of students completing FAFSA renewal on time.</p> <p>Persistence Indicator Year-to-year retention (benchmark twice a year).</p> <p>Social Indicators Percent of students accessing student support services.</p> <p>Percent of students involved in some sort of extracurricular opportunity connected to the school.</p> <p>Post-Graduation Readiness Indicator Percent of students graduating on time.</p> <p>Percent of students who have established post-graduation and career goals.</p> <p>Percent of students who have completed internships or other job experiences related to their field of study.</p>

While they are more difficult to measure and track consistently, Network members repeatedly emphasized personal attributes like grit, perseverance, and resilience as critical on the college access and success pathway. So, while not represented in the Common Measures, instilling these attributes should be seen as critical to our overall success.

Recommendation #2: Increase the accessibility and usability of data.

Every Common Measure should have a directly correlated source for data. While data sources for each of these measures are technically available to someone, they are not equally accessible to those who use and report on it. At the risk of being prescriptive, we feel it is important to define accessibility and usability of data with the same intentionality of the Common Measures.

Accessibility

1. Data is available to school or program leadership when they need it.
2. Data is available in a format that does not require unique database extraction or transcription skills.
3. Relevant data is prioritized and organized rather than buried in databases or spreadsheets for each to program to track down, sort, and report individually.

Usability

1. Data is up to date with the most recent available numbers.
2. Data is available by geography, school/institution, and demographic indicators.
3. Support and training is available for data use related to the Common Measures.

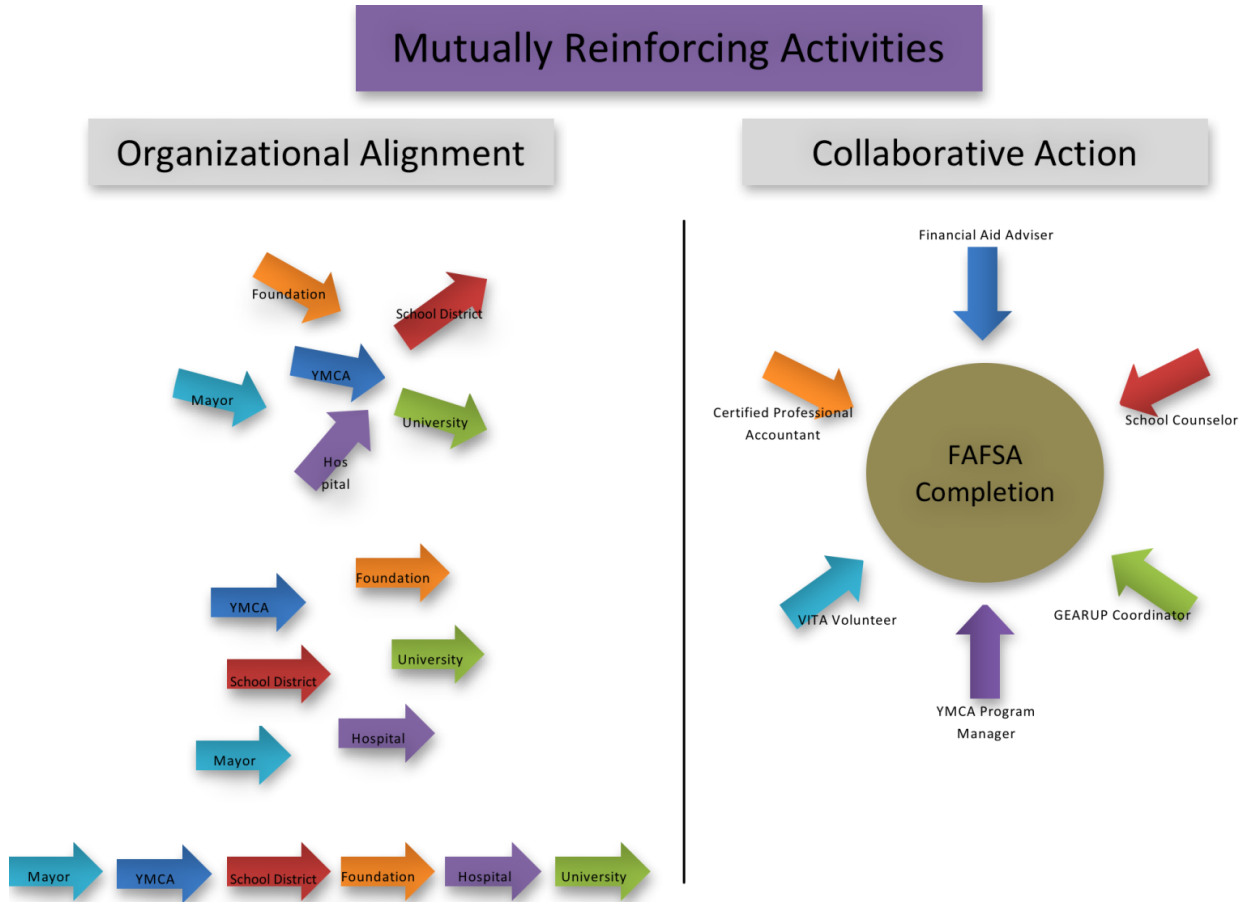
Recommendation #3: Engage broader stakeholders with better data and better communication.

Getting on the same page is critical for strengthening existing work around the state and ensuring it has the greatest impact possible. But, innovative schools and college access and success programs in relative isolation cannot meet our state goals. We need more people who understand the issue, more voices advocating locally and statewide, more local funders investing, and more volunteers expanding the reach of staff and financially constrained programs.

Figure 5 is an illustration from the Michigan College Access Network that helps visualize our direction in Tennessee as we consider how we “turn the corner.” Over the past few years, Tennessee has dedicated much effort to aligning practice and policy issues at both the local and statewide levels. We have diligently worked to achieve Organizational Alignment (left side of Figure 5). Our next effort must be focused on marshaling Collaborative Action (right side). We need to help partners identify where they can add the most value. We need to organize our strategies to

leverage the resources that share our interest in college access and success. This sort of marshaling of resources was a specific point of emphasis of conference keynote Greg Darnieder in referencing work happening in San Antonio, Texas and is captured in the box below.

Figure 5: Michigan College Access Network’s Strategic Model of Collaborative Action



National Best Practice Highlight
Communicating Data, Engaging Stakeholders, Creating Impact

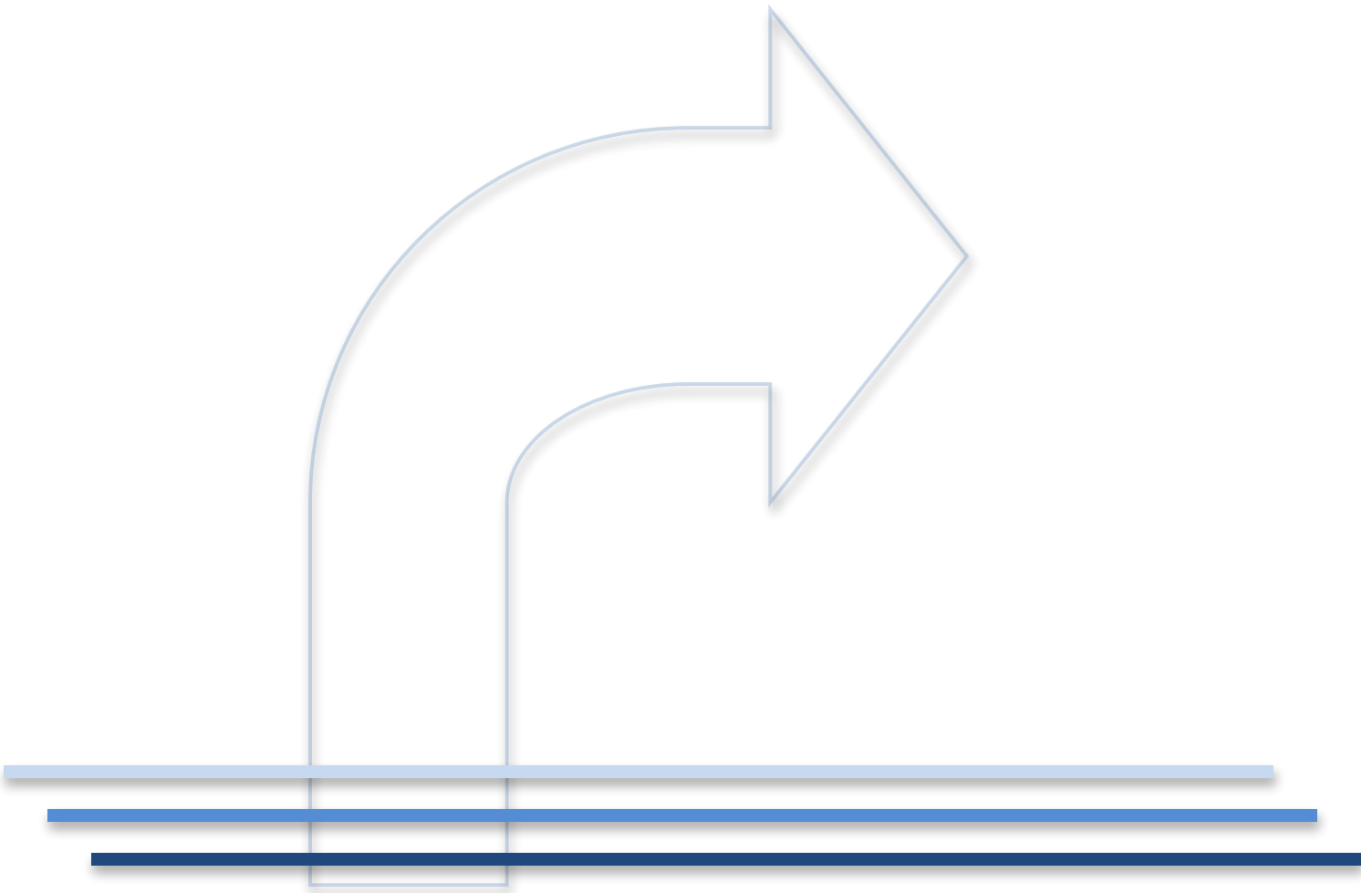
from conference keynote Greg Darnieder, Senior Advisor on the College Access Initiative, U.S. Department of Education

“it’s critical that in measuring any particular data point that there’s an accompanying commitment to positively improve it. Data allows college access professionals and school counselors to work smarter utilizing community resources. San Antonio ISD’s lead counselor annually recruits 500 volunteers assigning 5 or 6 students to each while setting a targeted deadline for completing the FAFSA form. University financial aid staff are utilized to answer and help complete more complicated student applications. The result was a single year increase of 36 percentage points to an overall 68 percent rate of FAFSA forms completed for the Class of 2012 over the Class of 2011.”

Conclusion

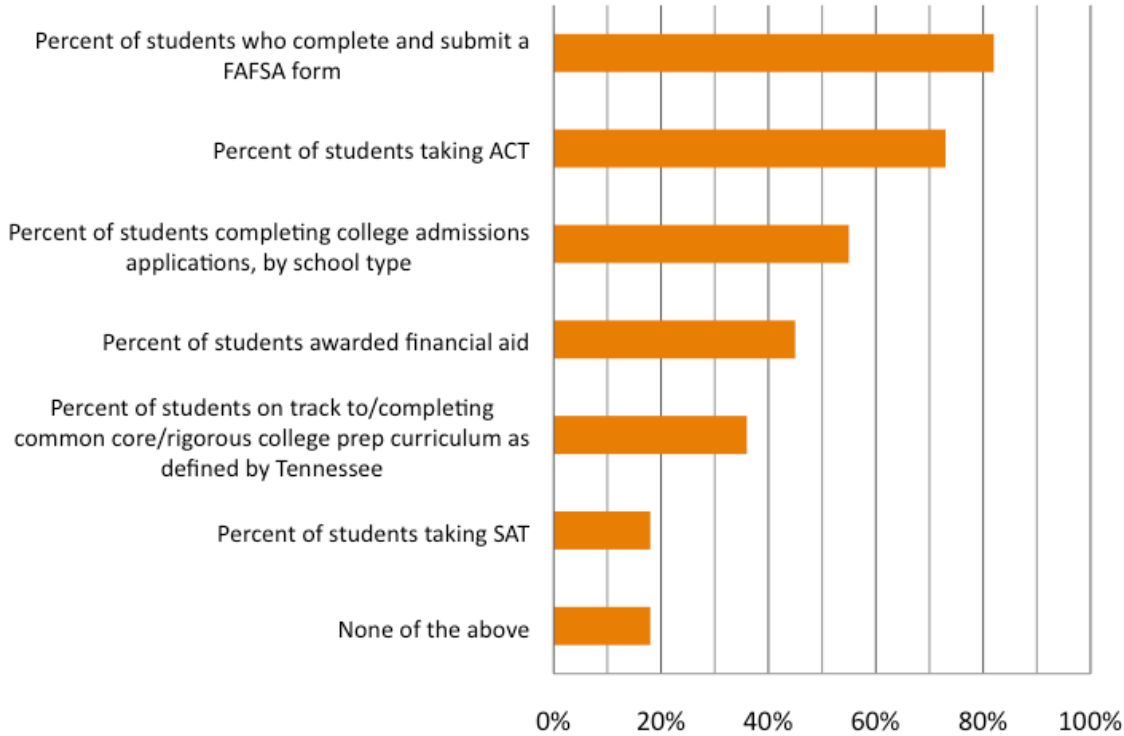
Tennessee is already seen as a national leader for its college access and success efforts. Higher education is a priority for Governor Haslam. Our ongoing higher education reforms, the success of TCASN's and THEC's support of local practices statewide, and our range of national models of urban and rural programming demonstrate our statewide investment and commitment. But, as the 2013 conference title suggests, it is time for us to "turn the corner."

We must move from a patchwork approach of data use to a systemic one, and we need to establish Common Measures of college access and success to ensure we are capitalizing on best-practices and maximizing learning opportunities across the state. If we are going to meet Governor Haslam's goal of a 55 percent postsecondary attainment rate, we must collaborate and coordinate our efforts as a state like never before.

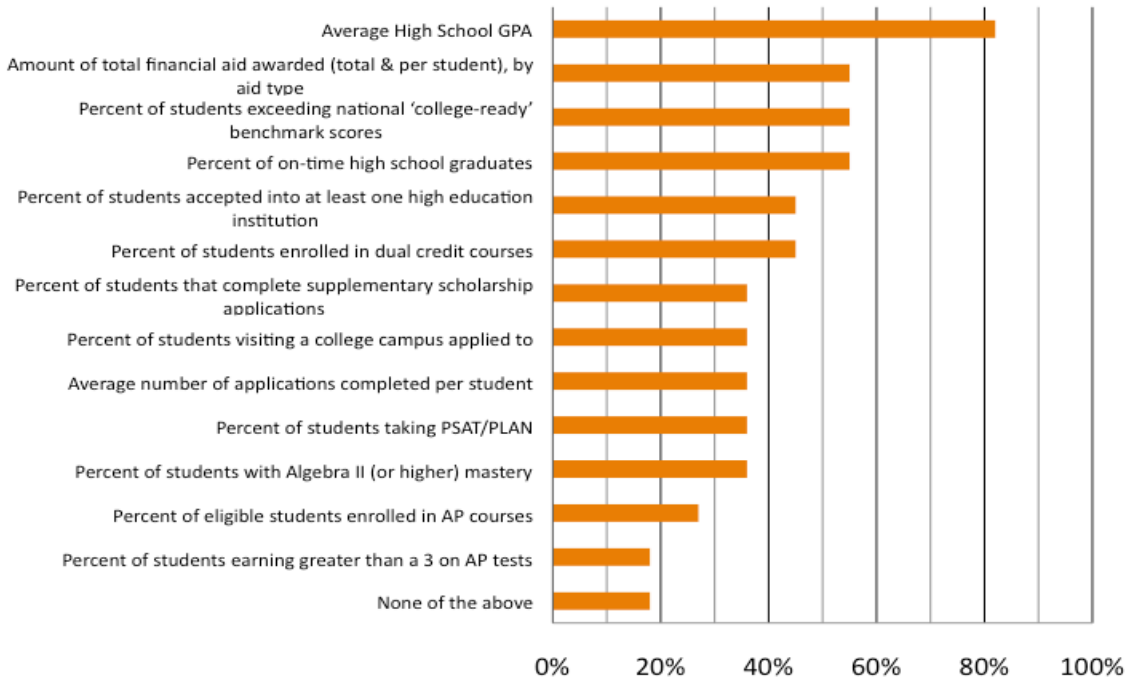


Appendix I: NCAN College Access Measures

Essential NCAN College Access Indicators TCASN Member Tracking

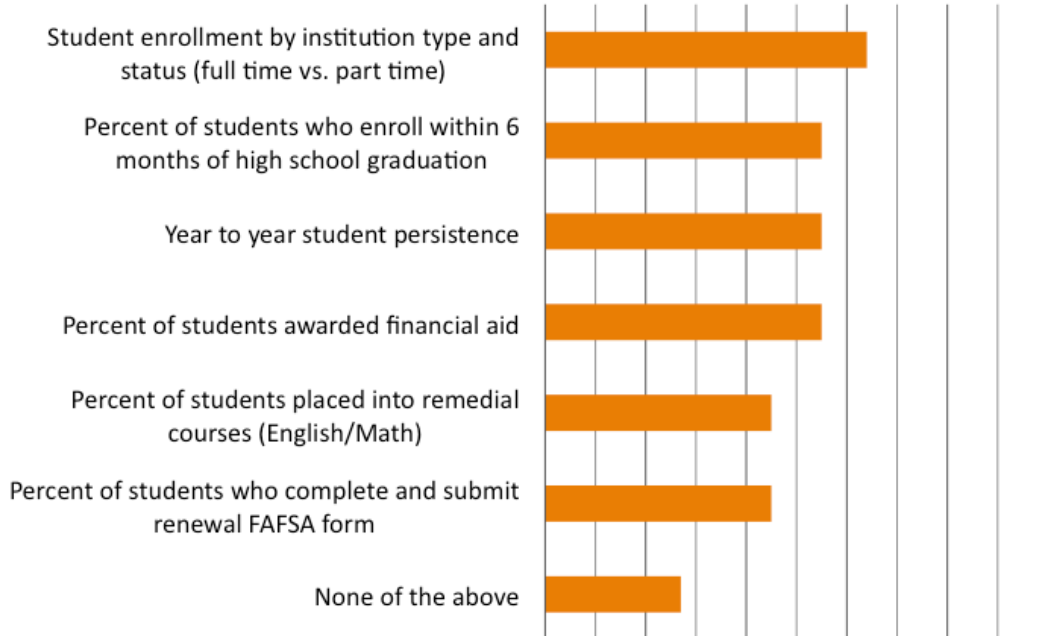


Supplemental NCAN College Access Indicators TCASN Member Tracking

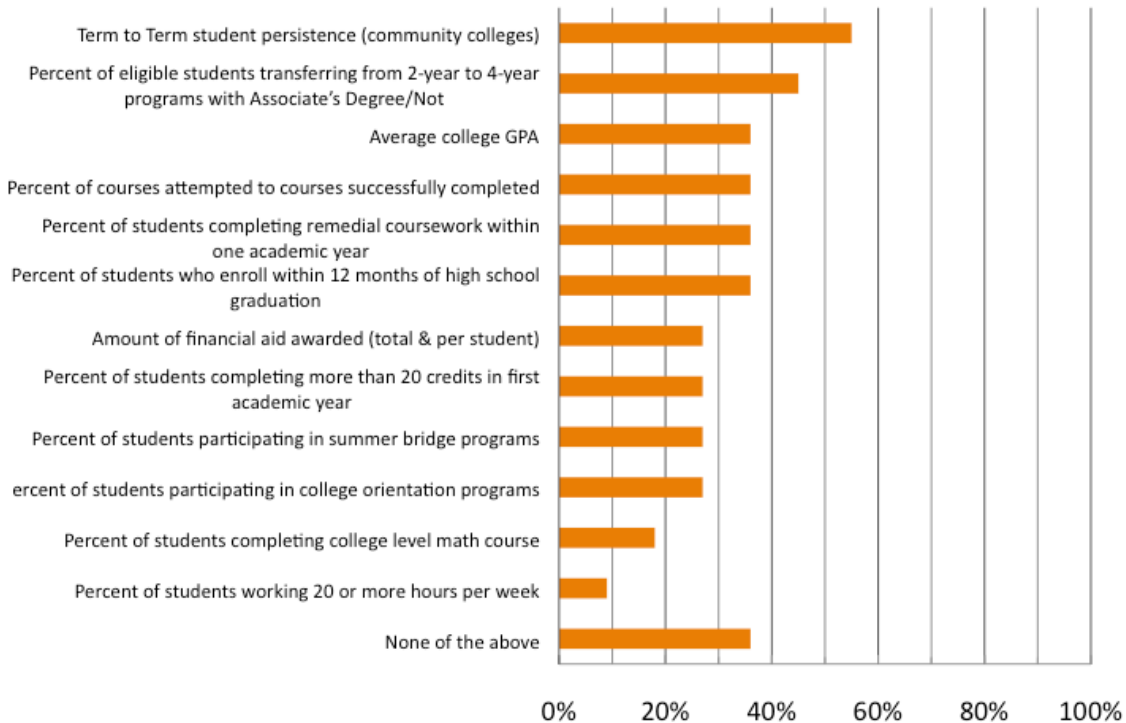


Appendix II: NCAN College Access Measures

Essential NCAN College Success Indicators TCASN Member Tracking

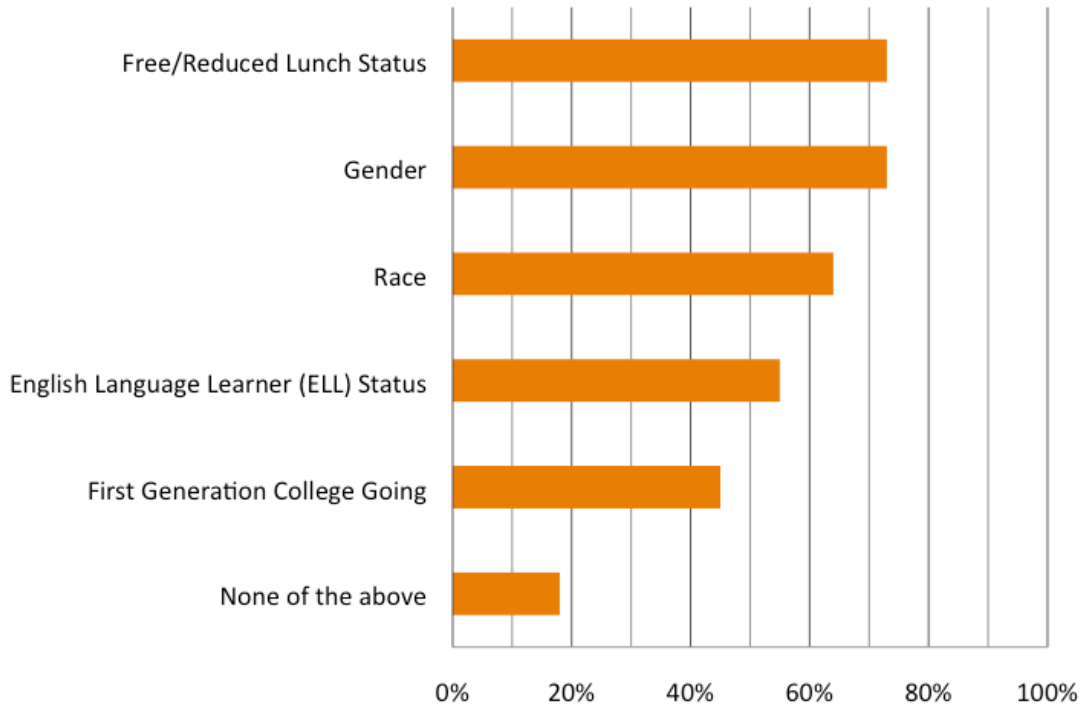


Supplemental NCAN College Success Indicators TCASN Member Tracking

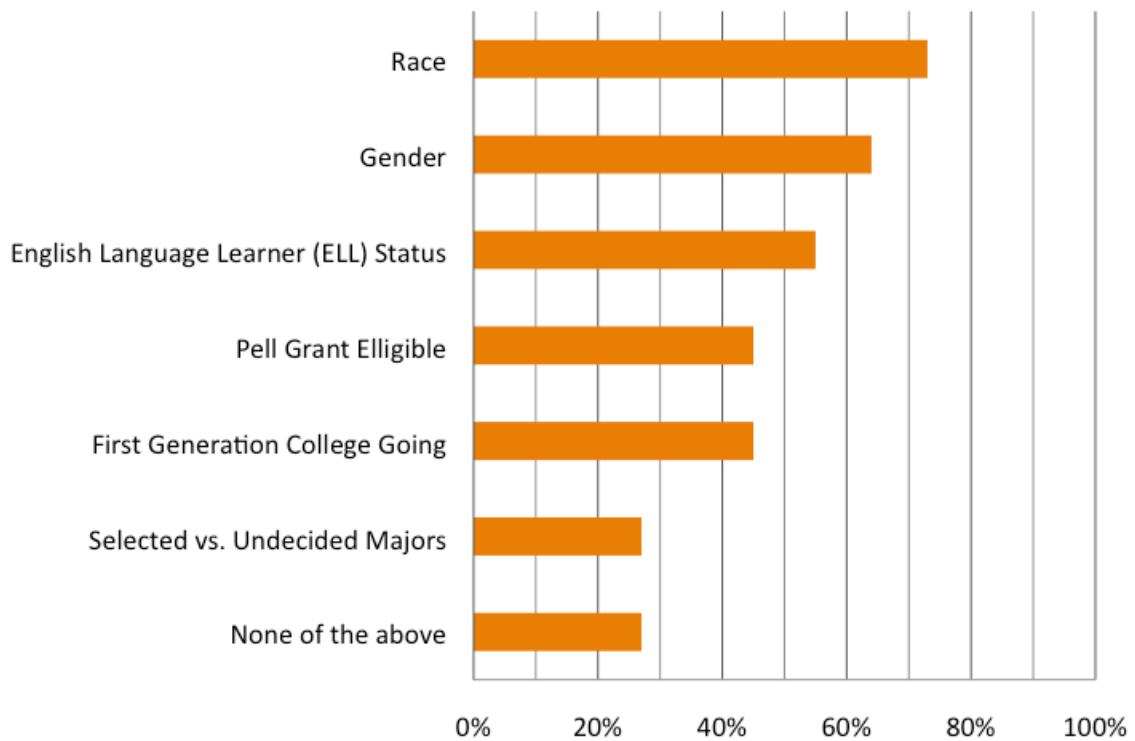


Appendix III: NCAN Core Demographics

**NCAN College Access Core Demographic Indicators
TCASN Member Tracking**



**NCAN College Success Core Demographic Indicators
TCASN Member Tracking**



This white paper has been developed with the insights of the following Tennessee College Access and Success Network Members and other Partners:

TCASN STAFF

Wendy Blackmore, Sr. Director of External Affairs
Jenny Mills, Member & Grant Services Coordinator
Bob Obrohta, Executive Director

KEYNOTE SPEAKER

Gregory Darnieder
Senior Advisor on the College Access Initiative
U.S. Department of Education

PLENARY FACILITATORS

Abbie Alexander, Chattanooga State
Anderson Williams, Zeumo

ATTENDEES

Erika Adams, Northeast State Community College
Cindy Adamz, Public Education Foundation
Abbie Alexander, Chattanooga State Comm. College
Nicole Alexander, Scholarship America
Ashley Allison, Putnam Co. School System
Courtney Altfillisch, Public Education Foundation
David Alvis, Douglas Cherokee Economic Authority
Carmen Andrews, Meigs County High School
Katherine Ayers, Campbell County High School
Amy Bain, tnAchieves
Christie Banks, The University of Tennessee
Cathy Barham, Educational Opportunity Center
Rachel Bast, Farragut High School
Stanley Bean, Franklin County Schools
Amber Beason, University of Tennessee, Chattanooga
Danny Beecham, Lexington High School
Tom Beeson, UT FUTURE Program
Celina Benere, Franklin County High School
Susan Bensen, Martha O'Bryan Center
Debbie Bible, Marion County High School
Jared Bigham, SCORE
Heather Blakemore, Austin-East High School
Amy Blazek, Middle College/ STEM Chattanooga
Leigh Ann Bodie, THEC
Amanda Bolden, tnAchieves
Jody Boynton, Sequatchie County Schools
Tiffany Braafladt-Bale, Anderson County Schools
Tanna Brandon, Bradley County Schools
Jamie Branton, Union County Public Schools
Andrea Brewer, Fayetteville High School
Kaye Bridges, Clarkrange HS Fentress County Schools
Sarah Broadnax, Public Education Foundation
Kimberly Brooks, University of Tennessee Chattanooga
Lischa Brooks, Shelby County Schools
Amy Brown, Douglas Cherokee Economic Authority
Cathy Brown, Educational Opportunity Center
Rachel Brown, Franklin County High School
Belinda Brownlee, UT-Chattanooga Upward Bound
Claire Brulatour, tnAchieves
Mary Bryan, Public Education Foundation
Anne Buckle, Drive to 55
Darren Burchette, Niswonger Foundation
Harold Burdette, Oasis College Connection
Kerry Bynum, Marion County Schools
Michelle Caldwell, Public Education Foundation
Becky Campbell, Anderson County High School
Brittany Cannon, Bradley Central High School
Tracey Carisch, Southeast TN STEM Innovation Hub

Antoine Carson, UT-Chattanooga Upward Bound
DiAnn Casteel, Tusculum College
Brandy Caudill, Niswonger Foundation
Ruthie Cawood, Edsouth
Robin Chapman, Greene County Schools
Anne Choyce, Public Education Foundation
Craig Clay, Bradley Central High School
Sandy Cole, UTC Center for Comm. Career Education
Jenny Collins-King, Douglas Cherokee Economic Auth.
Sabra Cope, Douglas Cherokee Economic Authority Debby
Corey, Educational Opportunity Center
Rachael Cragle, Pellissippi State Community College
Chuck Craig, Tennessee Technological University
Kayte Daffron, Dobyms-Bennett High School
Tammy Day, Vanderbilt University
Krissy DeAlejandro, tnAchieves
Robert Denn, Chattanooga State Community College
Jill Denton, Grainger County GEAR UP
Kate Derrick, THEC
Pamela Diebold, Haywood High School
Mike DiNicola, ACT, Inc.
Nancy Dishner, Niswonger Foundation
Krista Dodson, Public Education Foundation
Claire DuFresne, Latino Memphis
Ashley England, Oasis College Connection
Jennifer Facciolini, SAS
Vicki Farrar, Grainger County GEAR UP
Melissa Fey, Clinton High School
Jennifer Fields, Campbell County Schools
Gray Flora, Tennessee Higher Education Commission
Lisa Fojo, Metro Nashville Public Schools
Lucia Folk, CMT
Vivian Franklin, Niswonger Foundation
Eric Freeman, Dobyms-Bennett High School
Matt Freeman, THEC
Amy French, Niswonger Foundation
Kristen Frye, Project GRAD Knoxville
Ellen Fulghum, Hardeman County Schools
Mary Garner, Wayne County GEAR UP
Ann German, Walker Valley High School
J. Harvey Gillespie, GRAD Knoxville
Julia Glover, Public Education Foundation
Shane Goad, Douglas Cherokee Economic Authority
Donnell Goode, Niswonger Foundation
Marilyn Goodman, Milan Special School District
Troy Grant, Tennessee Higher Education Commission
John-Paul Gray, Metro Nashville Public Schools
Lee Gray, Oasis College Connection
Duane Gregg, THEC
Nancy Gregg, Wesleyan College
Shayla Guy, Tennessee Higher Education Commission
Lauren Haley, Public Education Foundation
Angie Hamstead, Project GRAD Knoxville
Lisa Hankins, REDI
Christine Harris, LEAD Academy High School
Sandi Harris, Douglas Cherokee Economic Authority
Jackie Hartmann, tnAchieves
Squoia Holmes, UTC Office of Veteran and Military Student Services
Ruth Ann Holt, Columbia State Community College
Dawn Hopkins, Franklin County High School
Ellen Houston, Oasis College Connection
Patti Hunt, Bradley County Schools

Marcia Hurley, Fentress County Schools
 Kari Intemann, Public Education Foundation
 Melissa Irvin, Tennessee Tech University
 Richard Jackson, Walker Valley High School
 William Jackson, Girls Incorporated of Memphis
 Carrie Jenkins, Clinton High School
 Daniel Jenkins, High School
 Jessica Jennings, Niswonger Foundation
 Amanda Johnson, Grainger County GEAR UP
 Briana Johnson, TN Dept of Labor/Workforce Development
 Donna Jones, Coffee County High School
 Ivan Jones, TN College of Applied Tech - Shelbyville
 Demetria Jordan, UT-Chattanooga Upward Bound
 Sandra Joslin, Putnam County Schools
 Scott Judson, Northeast State Community College
 Brenda Kelley, Marion County High School
 Amy Kier, Walker Valley High School
 Anita Kilbourne-Greeg, Niswonger Foundation
 Marla King, Educational Opportunity Center
 Shannon Kirkpatrick, Marion County High School
 Tiffany Kohrs McDole, TN Dept. of Education
 Joe LaCombe, UT FUTURE Program
 Kristi Lakey, Sevier County High School
 Kathy Lane, Walker Valley High School
 Diane LeJeune, TSAC
 Karen Lewis, Des Moines University
 Kay Light, Marion County Schools
 Stacy Lightfoot, Public Education Foundation
 Jaime Lomax McClary, AVID
 Annette Long, Project GRAD Knoxville
 Cynthia Long, Educational Opportunity Center
 Jordan Lowe, Douglas Cherokee Economic Authority
 Sarah Malone, Public Education Foundation
 Jenny Martin, Anderson County High School
 Kristina McClure, Upward Bound Math Science
 Kim McCormick, Chattanooga State Comm. College
 Johnny McDaniel, Bradley County Schools
 Keri McGiboney, Warren County High School
 Mary McKnight, Chuckey Doak High School
 Sonja McMullen, Sallie Mae
 Tara McNeal, Bradley Central High School
 Michael Meadows, Ayers Scholars Program
 Demetria Mells, Tech University
 Deanea Mercer, TN Higher Education College Access
 Angela Merryman, Anderson County Schools GEAR UP
 Denise Miller, Meritus College Fund
 Sandy Mitchum, Public Education Foundation
 Rick Moles, Tennessee Technological University
 Brianna Morton, Ayers Scholars Program
 Kaci Murley, tnAchieves
 Karen Myers, TSAC
 Kelly Nash, Powell High School
 Janice Neal, Public Education Foundation
 Sheena Newman, Bradley County Schools
 Maria Elena, Vanderbilt University
 Katie Ory, Putnam County School System
 Julia Osteen, Ayers Inst. for Teacher Learning, Innovation
 Melissa Overbay, Niswonger Foundation
 Verena Owsley, Greenbrier High School
 Bill Parker, University of Tennessee at Chattanooga
 Carol Parkins, Milan Special School District
 Tracey Penton, Bradley Central High School
 Jose Perez, Educational Opportunity Center
 Cameron Perry, Marion County High School
 Carolyn Pippen, Vanderbilt University
 Jayme Place, Governor's Office of Policy
 Elaine Plummer, Antioch High School AVID
 Laura Potter, Nashville State Community College
 Dorrie Powell, Hardeman County Schools GEAR UP
 Robyn Price, Martha O'Bryan Center
 Julina Pyanoe, Niswonger Foundation
 Mary Rabb, Franklin County School District
 Kevin Ragland, Robertson County Board of Education
 Jazmin Ramirez, TIRRC/ STUDY Foundation
 Melissa Ramsey, Northeast State Community College
 Keri Randolph, Tennessee STEM Innovation Hub
 Mary Rausch, On Point
 Elizabeth Raymond, TSAC
 Teresa Reagan, Public Education Foundation
 Belinda Reed, Ayers Foundation Scholars Program
 Susan Rhodes, Ayers Foundation Scholars Program
 Helen Richard, Public Education Foundation
 Mike Ricketts, College of Applied Tech. Chattanooga State
 Janie Robbins, Tennessee Tech University
 Stracee Robinson, Public Education Foundation
 Peggy Rochelle, Tusculum College
 Bobby Rooks, Oasis College Connection
 Quincy Rose, Tusculum College
 Jenny Rosenberger, Douglas Cherokee Economic Authority
 Amber Rowell, Public Education Foundation
 Jason Rushing, Henderson County BOE / GEAR UP
 Valerie Rutledge, University of Tennessee Chattanooga
 Lesley Searce, On Point
 Jack Schmit, Indiana University
 Andie Scott, Oasis College Connection
 Kayce Scott, Anderson County High
 Jason Seay, TSAC
 Kara Seebach, East Hamilton School
 Laura Sensenig, Vanderbilt University
 Shalin Shah, Public Education Foundation
 Rebecca Sharber, Franklin County Schools
 Nick Siler, Public Education Foundation
 Kate Skonberg, Public Education Foundation
 Jennifer Smallwood, Hardeman County Schools
 Armella Smith, Shelby County Schools
 Benjamin Smith, Southern Word
 Joey Smith, MCHS
 Leah Smith, Northeast State Community College
 Michelle Smith, Coffee County High School
 Sheri Smith, Franklin County Schools
 Elizabeth Snelling, Public Education Foundation
 James Snider, TSAC
 Diana Spaulding, Franklin County Schools
 Dixie Spencer, REDI
 John Squires, Chattanooga State Community College
 Karen Stasiorowski, Northwest High School
 Mary Stevens, Vanderbilt University
 Sandra Stewart, Franklin County Schools
 Shawn Stewart, Niswonger Foundation
 Eric Stokes, The University of Tennessee
 Dustin Street, Northeast State Community College
 Jamie Stringer, Roane State Community College
 Tandra Sweat, Fentress County Schools
 Abby Tackett, Douglas Cherokee Economic Authority
 Greg Tate, Public Education Foundation
 Graham Thomas, tnAchieves
 Gretchen Thomas, Campbell County GEAR UP
 Malerie Thompson, University of TN Chattanooga
 Holly Tilden, LEAD Academy High School
 Amy Tipton, Washburn High School
 Maegan Tribble, tnAchieves
 Anne Troutman, Knox County Schools
 Jennie Turrell, Franklin County Schools
 Angelnetta Ulmer, Upward Bound Math Science

Nancy VanReece, Carpe Diem Management
Karla Vazquez, TIRRC/ STUDY Foundation
Judy Vinki, Franklin County Schools
Danny Viteri, Next Steps student Vanderbilt University
Pablo Viteri, Family of Presenter
Paolo Viteri, Family of Presenter
Ruth Viteri, Family of Presenter
Beverly Vos, REDI
Candy Ward, Sevier County High School
Kris Ware, Bradley County Schools

Kate Watts, Tennessee Higher Education Commission
Kelly Weber, Bradley County Schools
Keith White, Public Education Foundation
Mary Wilhoit, Douglas Cherokee Economic Authority
Marlene Wilkinson, Franklin County Schools
Nicole Williams, Oasis College Connection
Tammy Wolfe, Dobyys-Bennett High School
Dana Work, Bradley Central High School
Paytra Young, Fentress County Schools
Rachel Zolensky, Oasis College Connection



Tennessee College Access and Success Network
1704 Charlotte Ave, Suite 200
Nashville, TN 37203
Phone: 615-327-4455
Fax: 615-329-1444



www.tncollegeaccess.org

Twitter: @TCASN

