TN Department of
Education

A Path of Choice

Building a Postsecondary-going
School Culture

Tennessee Department of Education | May 2017

Table of Contents

Introduction

The goal of education in Tennessee is to prepare all students with the knowledge, skills, and habits to successfully pursue the career paths of their choice. Over the past several years, Tennessee educators and administrators have created remarkable momentum for student success. Notably, Tennessee is a national leader in academic growth according to National Assessment of Educational Progress (NAEP), has the fastest improving high school graduation rate in the country, and leads the nation in FAFSA completion rates. Statewide collaborative efforts like Governor Haslam's **_Drive to 55_** and **Tennessee Promise** have reduced barriers and increased access to higher education, resulting in significant gains in the state's college-going rate.

Despite progress in increasing student preparation for and access to postsecondary, Tennessee's postsecondary _completion_ rates are among the weakest in the nation.[1] Undoubtedly, helping students enroll in postsecondary is a key first step, but the purpose of promoting postsecondary education is to ensure that students are able to finish with a credential or degree. As educators work to strengthen student readiness for postsecondary, **it is imperative to create a postsecondary-going culture in every school and district in our state.** Ensuring that students are college and career ready is the responsibility of educators at all levels of the K–12 public education system—not just the responsibility of high schools and school counselors.

The college-going rate in Tennessee rose to 62.5 percent of high school graduates in fall 2015.

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[1] According to the report _Room to Grow_ by Complete Tennessee, Tennessee ranks 38th in the nation in public university graduation rates and 40th in community college graduation rates.

As educators, one of the most powerful tools at our disposal is the culture we create within our districts and schools.[2] As leaders and role models in the community, teachers, counselors, and school administrators create the culture and expectations within their buildings. School culture is a manifestation of the shared values, attitudes, and goals that characterize an institution or organization. A school's culture, in turn, creates the school's climate; culture and climate communicate—through both explicit and implicit messages—what is valued, what is acceptable, and what is unacceptable or unwelcome. If culture is created through actions and beliefs, climate is the normalization of that culture. In other words, if our culture communicates that we value postsecondary enrollment, then we create a climate in which planning for and completing postsecondary education or training is the norm. This document will help you plan and execute your vision for creating a strong postsecondary-going culture in your school and community.

Strategic Goals: Tennessee Succeeds

In Tennessee, we believe that every student should leave high school ready for success in postsecondary education and careers. Given that postsecondary training is increasingly a **minimum requirement** for most high-demand jobs in fields such as technology, healthcare, engineering, and accounting, it is more important than ever that our actions and goals aim beyond high school graduation and focus on student preparation for postsecondary.[3] To this end, the department has four strategic goals:

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[2] *From High School to the Future: Potholes on the Road to College* (Consortium on Chicago School Research at the University of Chicago, 2008).

[3] Tennessee Workforce Disruption Index Report, March 14, 2016.

Strategic Goals

Graduation Rate

The majority of high school graduates from the class of 2020 will earn some type of postsecondary certificate, diploma, or degree.

Reading Proficiency

75 percent of third graders will be proficient in reading by 2025.

ACT/SAT Scores

The average ACT (or SAT equivalent) composite score in Tennessee will be 21 by 2020.

Nation's Report Card Ranking

Tennessee will rank in the top half of the National Assessment of Educational Progress, the nation's report card, by 2019.

Suggestions for Use

A Path of Choice provides an outline of **key questions, student milestones**, and **resources** to assist schools and districts in assessing their strengths and weaknesses and prompt action on important indicators of student progress toward postsecondary readiness. Knowing that your time and attention are limited by many responsibilities, the guide is organized **month-by-month** to help you anticipate important **moments** and **milestones** for students before, during, and just after high school. This guide is not exhaustive; its intent is to focus on the most important questions for promoting a school-wide culture of postsecondary readiness.[4]

> *Career-ready students are those who graduate K–12 education with the knowledge, abilities, and habits to enter and complete postsecondary education without remediation and to seamlessly move into a career that affords them the opportunity to sustain or exceed a living wage.*[5]
>
> Career Forward Task Force Report, Dec. 2016

We recommend that school- or district-level teams use the guide as a forward-planning document to help capitalize on opportunities for student and parent engagement, strategic use of data, and effective communication and collaboration. **This guide is not a checklist.** Rather, think of this guide as a flashlight: a tool that will help you see what lies ahead just before you get there. Additionally, school- and district-level administrators may find the guide to be a useful tool for check-ins with leadership or other administrative teams.

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[4] The guiding questions in this document are based on standards and best practices for school counseling as well as research regarding student correlates of postsecondary success. For an overview research-based predictors of postsecondary success, see http://www.ccrscenter.org/sites/default/files/CCRS%20Center_Predictors%20of%20Postsecondary%20Success_final_0.pdf.

[5] Career Forward Task Force Report, TDOE, December 2016. https://tn.gov/assets/entities/education/attachments/Career_Forward_Task_Force_Report.pdf.

Guiding Questions & Resources

Guiding questions associated with each month are organized according to the four categories, and relevant resources are linked at the end of each month.

Communicating Early & Often: Questions here will prompt you to consider what your students and families are experiencing throughout their transitions across K–12 education, when and where teachers and staff at all levels can collaborate to support student success, and how to build consistent communication and collaboration across your school and/or district.

Creating a Postsecondary-going Culture: Questions here focus on creating goals, activities, events, and messages that can foster a postsecondary-going culture for all students. While some of these questions may seem more relevant to high school, these questions should be considered by educators at all levels.

Supporting Postsecondary Success: Questions here focus on supporting students through the transition from high school graduation to postsecondary. While you may have fewer opportunities for direct contact with students after they graduate, you play a critical role in preparing students for this transition.
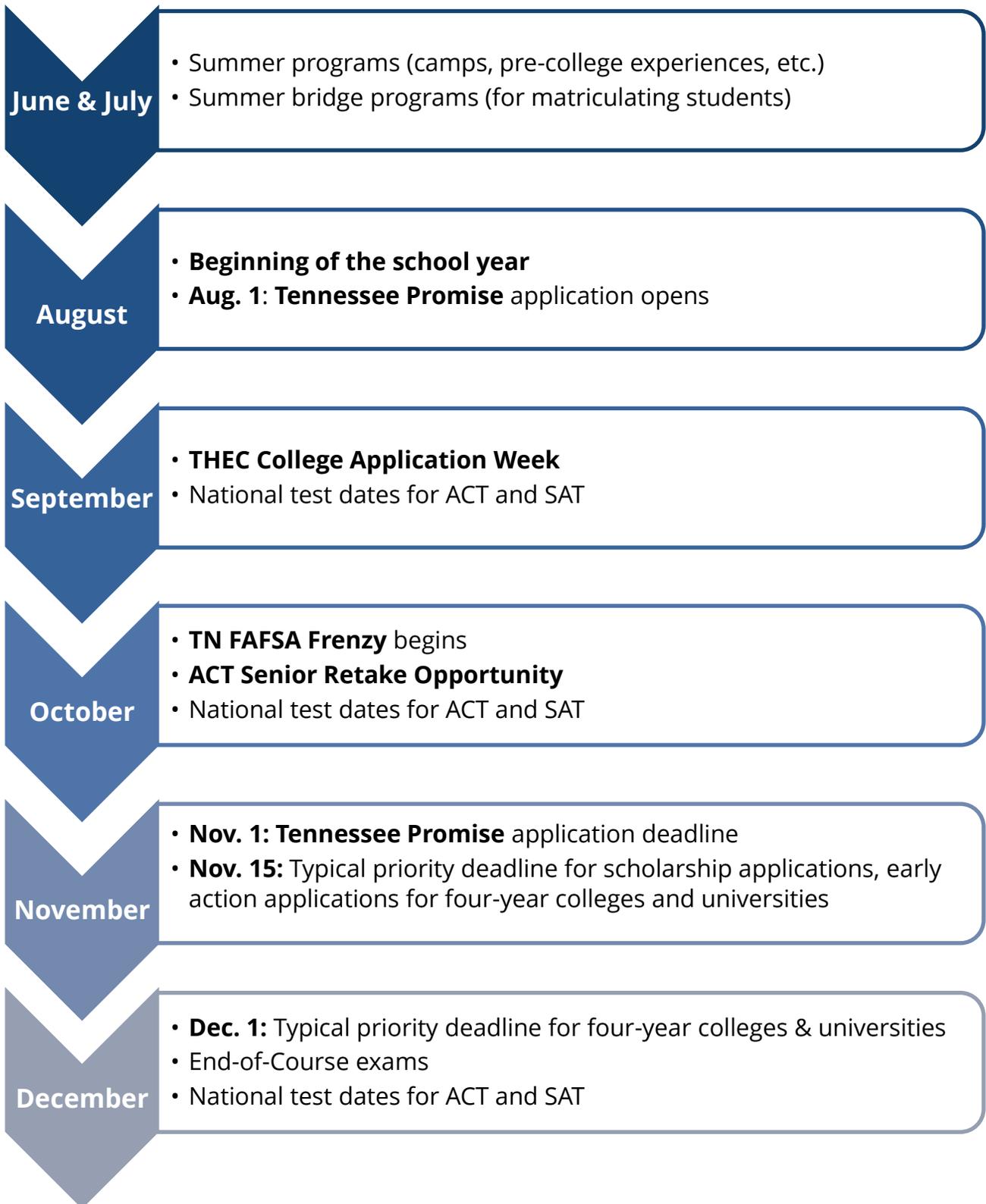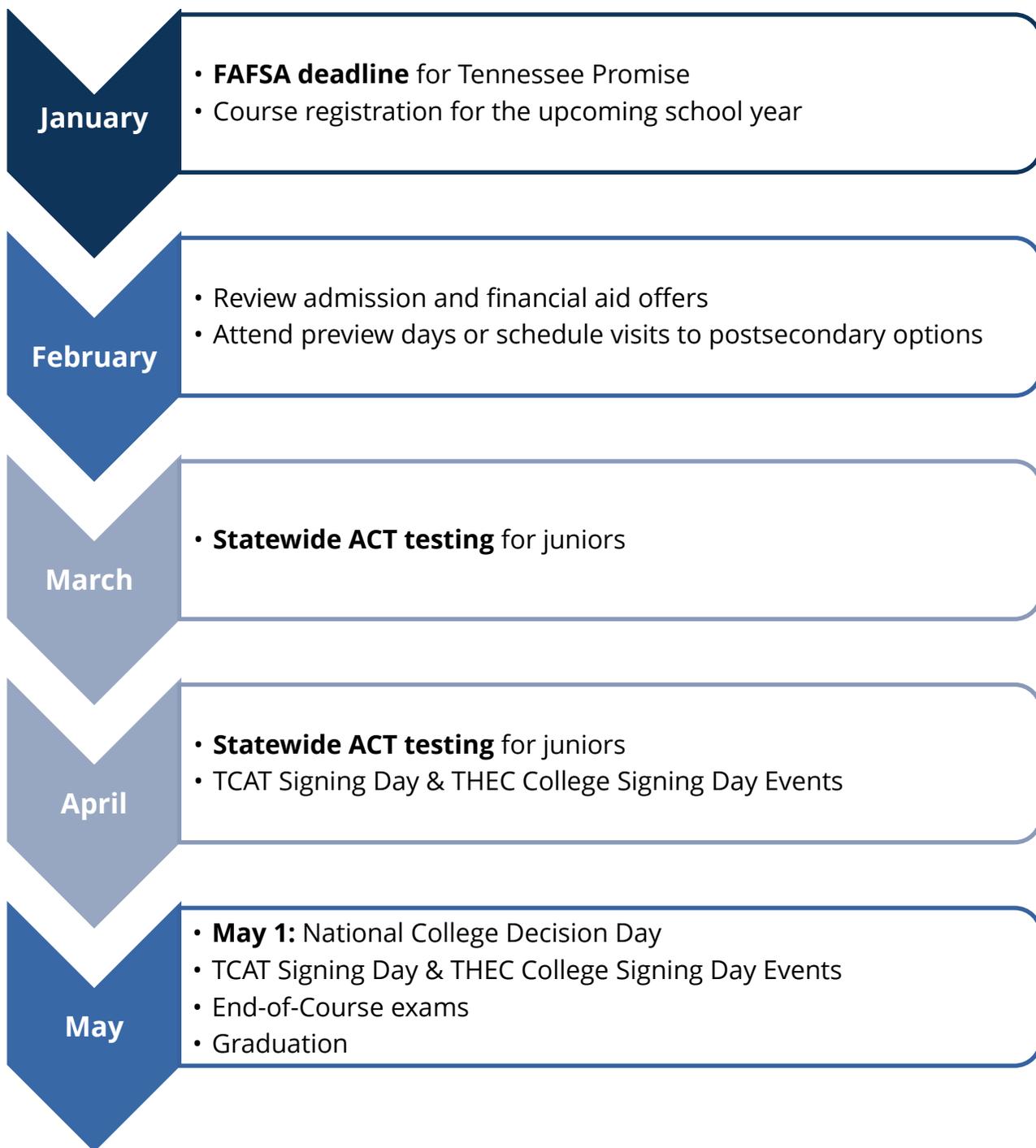
Reviewing Key Data: Questions here focus on the use of data to establish, evaluate, and revise goals and priorities for your school and/or district. At the school or district level, every goal should have a clear metric. Stakeholders at all levels—parents, students, teachers, and administrators—should know and understand what the metrics are and why they matter.

Resources: At the end of each month, resources (websites, documents, reports, free online tools, etc.) aligned to the guiding questions are hyperlinked for your reference.

Postsecondary-going Event Timeline

June & July
- Summer programs (camps, pre-college experiences, etc.)
- Summer bridge programs (for matriculating students)

August
- **Beginning of the school year**
- **Aug. 1**: **Tennessee Promise** application opens

September
- **THEC College Application Week**
- National test dates for ACT and SAT

October
- **TN FAFSA Frenzy** begins
- **ACT Senior Retake Opportunity**
- National test dates for ACT and SAT

November
- **Nov. 1: Tennessee Promise** application deadline
- **Nov. 15:** Typical priority deadline for scholarship applications, early action applications for four-year colleges and universities

December
- **Dec. 1:** Typical priority deadline for four-year colleges & universities
- End-of-Course exams
- National test dates for ACT and SAT

January
- **FAFSA deadline** for Tennessee Promise
- Course registration for the upcoming school year

February
- Review admission and financial aid offers
- Attend preview days or schedule visits to postsecondary options

March
- **Statewide ACT testing** for juniors

April
- **Statewide ACT testing** for juniors
- TCAT Signing Day & THEC College Signing Day Events

May
- **May 1:** National College Decision Day
- TCAT Signing Day & THEC College Signing Day Events
- End-of-Course exams
- Graduation

*This is a generic timeline of the major deadlines and milestones in the transition to postsecondary. We recommend creating your own postsecondary event timeline that includes events and activities **specific to your school**, such as financial aid nights, parent conferences, college and career fairs, and awards ceremonies.*

Getting Started: Vision & Goals

Before you use this guide, it is important that your team has a clear vision for what it means to have a postsecondary-going school culture. Your vision should succinctly communicate what stakeholders within your building—especially the adults—**believe, know**, and **do**.

A strong vision statement will do the following:

- Focus on success and outcomes for *all* students.
- Give teachers and staff a clear idea of your school's path forward.
- Be written in the present tense with clear, concise language.

Example Vision Statement: "Every adult action reinforces the belief that all of our students can succeed in a college or career of their choice."

If your vision takes more than a few readings to memorize, then it is probably too long. After you have established a clear vision, we recommend identifying two to three overarching goals that will help drive your conversations and efforts. Establishing these goals will help your team use data more effectively, assess progress intermittently throughout the year, and maintain a clear area of focus over time.

Our vision for postsecondary-going school culture:

[Vision for postsecondary-going school culture here.]

Goals for achieving our vision for school culture:

Goal 1: [list goal #1 here]

Goal 2: [list goal #2 here]

Goal 3: [list goal #3 here]

Goal Action Planning Template

Goal 1: [State goal here]

Rationale: [Explain rationale of the goal. How will accomplishing this goal contribute to achieving our vision?]

Goal Owner: [Name of team member here]

Outcome Metrics:

Metric	Data source	Notes

Action for Goal 1:

Action	[What will be done?]
Responsible	[Who will do it? Who will ensure it is done?]
Timeline	[By when?]
Resources	[What is needed? (e.g., knowledge, people, tools, etc.)]
Obstacles	[What challenges are expected?]
Result	[What will happen as a result?]

June & July

Communicating Early & Often

- ☐ Do **all teachers** on our staff know about programs, admission criteria, and opportunities at local postsecondary institutions (including technical colleges, community colleges, four-year colleges, and inclusive higher education for students with intellectual disabilities)? If not, how will we ensure they learn?
- ☐ As a district or school, do we have goals for postsecondary enrollment, ACT growth, CTE concentrators, industry certification attainment, and early postsecondary course enrollment? How are we communicating these goals with teachers and counselors at all grade levels?

Creating a Postsecondary-going Culture

- ☐ When and how will our leadership team set our **goals for student readiness** for the coming school year?
- ☐ How do we plan to **engage parents and families** in the coming school year?
- ☐ Do we have seniors who are or should be applying for major **national scholarships** such as Coca-Cola, Dell, Jack Kent Cooke, and Questbridge?

Supporting Postsecondary Success

- ☐ Are there **recent graduates** who we know are **at-risk** of not following through on their postsecondary plans? How will we support these students to **avoid "summer melt"?**
- ☐ Could we use a major fall event—such as homecoming—to check in with recent graduates?
- ☐ Do we have a **point of contact** in admissions or financial aid at our local postsecondary institutions? Are we seeking feedback from our local postsecondary colleagues regarding how our students are doing academically, socially, and personally?

Reviewing Key Data

- ☐ What percentage of our most recent class plans to directly enroll in postsecondary? What is the breakdown of enrollment (technical, two-year, four-year college, etc.)?
- ☐ What percentage of prior graduating cohorts enrolled, persisted, and earned credentials/degrees?
- ☐ What percentage of students enrolled in EPSOs in the prior school year actually earned postsecondary credits (i.e., met required grades and/or exam scores)?

Resources

- **Harvard Strategic Data Summer Melt Handbook:** A guide to understanding and responding to summer melt.
- **American Institutes for Research: Predictors of Postsecondary Success.** [PDF]

Overview of Tennessee Public Postsecondary Institutions

Technical Colleges	ACT/GPA Requirements	Website	Eligible for Lottery Monies	Eligible for TN Promise
Tennessee College of Applied Technology	Open Admission with HS diploma or GED	https://www.tbr.edu/institutions/colleges-applied-technology	YES	YES
Public 2-Year Colleges	**ACT/GPA Requirements**[*]	**Website**	**Eligible for Lottery Monies**	**Eligible for TN Promise**
Chattanooga State Community College	Open Admission with HS Diploma (with ACT score) or Min. GED score: 2,250	https://www.chattanoogastate.edu/	YES	YES
Cleveland State Community College	Open Admission with HS Diploma (with ACT score) or GED	http://www.clevelandstatecc.edu/	YES	YES
Columbia State Community College	Open Admission with HS diploma or GED (with ACT Score)	http://www.columbiastate.edu/	YES	YES
Dyersburg State Community College	Open Admission with HS diploma or GED (with ACT Score) or GED	http://www.dscc.edu/	YES	YES
Jackson State Community College	Open Admission with HS diploma or GED (with ACT Score) or GED	http://www.jscc.edu/	YES	YES
Motlow State Community College	Open Admission with HS diploma or GED (with ACT Score)	http://www.mscc.edu/	YES	YES
Nashville State Community College	Open Admission with HS diploma or GED (with ACT Score)	https://www.nscc.edu/	YES	YES
Northeast State Community College	Open Admission with HS diploma or GED (with ACT Score)	http://www.northeaststate.edu/	YES	YES
Pellissippi State Community College	Open Admission with HS diploma or GED (with ACT Score)	http://www.pstcc.edu/	YES	YES
Roane State Community College	Open Admission with HS diploma or GED (with ACT Score)	https://www.roanestate.edu/	YES	YES
Southwest Tennessee Community College	Open Admission with HS diploma or GED (with ACT Score)	http://www.southwest.tn.edu/	YES	YES
Volunteer State Community College	Open Admission with HS diploma or GED (with ACT Score)	http://www.volstate.edu/	YES	YES
Walters State Community College	Open Admission with HS diploma (with ACT Score)	http://ws.edu/home/	YES	YES

Overview of Tennessee Public Postsecondary Institutions, Four-Year

Public 4-Year Colleges	ACT/GPA Requirements*	Website	Eligible for Lottery Monies	Eligible for TN Promise
Austin Peay State University	20 ACT composite OR 2.85 GPA	http://www.apsu.edu/	YES	YES
East Tennessee State University	19 ACT composite OR 2.3 GPA	http://www.etsu.edu/etsuhome/	YES	NO
Middle Tennessee State University	22 ACT composite OR 3.0 GPA OR 19 ACT composite AND 2.7 GPA	http://www.mtsu.edu/	YES	NO
Tennessee State University	19 ACT composite OR 2.25 GPA	http://www.tnstate.edu/	YES	YES
Tennessee Tech University	17 ACT composite AND All ACT sub-scores ≥ 15 AND 2.5 GPA	https://www.tntech.edu/	YES	NO
University of Memphis	No guaranteed admission, Avg. ACT composite 20-26 Avg. GPA 3.36	http://www.memphis.edu	YES	NO
University of Tennessee, Chattanooga	18 ACT composite AND 2.85 GPA OR 21 ACT composite and 2.5 GPA	https://www.utc.edu/	YES	NO
University of Tennessee, Martin	21 ACT composite AND 2.7 GPA OR 19 ACT composite AND 3.0 GPA	https://www.utm.edu/	YES	NO
University of Tennessee, Knoxville	Average ACT Score: 24-30, Average GPA: 3.89	https://www.utk.edu/	YES	NO

* ACT and GPA Requirements listed for non-transfer applicants under the age of 21 not deficient in high school coursework.

Students, families, and teachers can create accounts and **explore all Tennessee postsecondary institutions** at collegefortn.org.

Middle School College Awareness Poster

August

Communicating Early & Often
- ☐ How are we communicating **our school vision** and **goals** to new students and families? How are we communicating our goals for **postsecondary success** at all grade levels?
- ☐ What are our goals for parent and family engagement? How many times a year do we expect to have personal contact with each student's family?
- ☐ Do our **teachers regularly talk to students about their own college and career experiences**? Do our courses, events, and field trips expose students to a range (i.e. not exclusively four-year college) of postsecondary and career options?

Creating a Postsecondary-going Culture
- ☐ Which seniors do we need to support in **preparing for the ACT retake opportunity**? Do we have a goal for ACT retake participation?
- ☐ Do all seniors have at least one postsecondary institution where they plan to apply?
- ☐ How are we **acknowledging and celebrating student and school-wide success** and growth on End of Course exams (EOCs), AP exam scores, ACT scores, industry certification attainment, and other major milestones?
- ☐ Do all teachers have a plan for incorporating ACT-style passages and questions into their daily lessons?
- ☐ How will freshmen and sophomores develop their postsecondary plans over the course of the school year? Where do we have opportunities to incorporate postsecondary and career exploration and planning into coursework and school activities?

Supporting Postsecondary Success
- ☐ Do new teachers in our building know what **our goals and expectations are for postsecondary success**? How will we promote these goals—using consistent language, messaging, and examples—throughout the year?

Reviewing Key Data
- ☐ What percentage of seniors has met the ACT college readiness benchmarks in each subject area? What percentage met the readiness benchmark in all four subject areas?
- ☐ What percentage of seniors has achieved a composite ACT score of 21 or higher?
- ☐ What data are we using (prior grades, AP Potential) to identify and encourage EPSO enrollment?

Resources
- **The ACT Profile** and the **College Board's Big Future** are free resources students can use to explore and compare careers, colleges, and admission information.

Big Future College Search Tool (College Board)

The *Big Future* website allows students to search and compare postsecondary options including graduation rates, financial aid, and other information that students identify as important to them.

September

Communicating Early & Often

- ☐ What opportunities are we creating for students to **explore colleges and careers**? Are we encouraging participation from younger students, elementary and middle school educators, and families when we host events such as career fairs or college nights?
- ☐ Do freshmen **understand how a GPA is calculated** and how GPA will impact their postsecondary options?

Creating a Postsecondary-going Culture

- ☐ How are we helping freshmen, sophomores, and juniors understand the impact of GPA, standardized testing (ACT or SAT), and course work (rigor and requirements) on postsecondary and scholarship opportunities?
- ☐ How are we helping **parents and families** understand the impact of GPA, standardized testing (ACT or SAT), and course work (rigor and requirements) on postsecondary and scholarship opportunities?
- ☐ Are we promoting **preview days or open house events** at local postsecondary institutions or **industry tours or career fairs** to our students and families?

Supporting Postsecondary Success

- ☐ How are we working with current **seniors who are at-risk** academically or behaviorally?
- ☐ How are we supporting seniors who do not see themselves enrolling in postsecondary education? Are we helping these students plan for career readiness and/or career-related training?
- ☐ How are we tracking whether or not **seniors have applied** for Tennessee Promise and/or to at least one postsecondary institution?
- ☐ In addition to the ACT retake opportunity, are we making **fee waivers available to eligible students** for national test dates for the ACT, SAT, and SAT subject tests?

Reviewing Key Data

- ☐ What percentage of students in each class have a GPA of 2.5 or lower? Beyond academic intervention, how are we supporting the college and career aspirations of these students?

Resources

- **School Spotlight: Hixson High School (Hamilton) Work-based Learning Opportunities**
- **ACT Fee Waiver Criteria**
- **College Board (SAT) Fee Waiver Guide**

20

Tennessee's College Application Week

College Application Week (or College App Week), is held each fall to build excitement and enthusiasm around the college application process. Visit the [Path to College](#) website for more resources.

Tennessee's College Application Week
September 26-30

What is College Application Week?

- The primary purpose of this effort is to help high school seniors navigate the complex college admissions process.
- The application process can be daunting, even for students surrounded by a support system.
- Host sites set aside time and space during the school day with computer and internet access. Paper applications are acquired where necessary.
- Most sites also include activities for students that aren't seniors in an effort to continue building a college-going culture in the community.

How parents can play a role in College App Week:

If your student is a senior:

- Talk to your student about where he/she wants to apply to college.
- If your student doesn't have a credit card, they may need your card to submit the application fee.
- Consider volunteering at your student's school during College App Week.

If your student isn't yet a senior:

- Take the time to talk to your student about college, including different types of institutions and what he or she might want to study.
- Consider volunteering at your student's school during College App Week. Most schools do events for younger students, too.

For more information about Tennessee's College App Week, contact the counselor at your student's school.

College App Week at Elementary Schools

It's never too early to promote a college going culture in your schools!

Elementary school students will love the chance to learn about college and potentially interact with students at the high school. Here are a few ways you can engage students in an age appropriate way.

College for Monsters...oh my!

Milan Elementary School invites their students and parents to a viewing of Monster's University. In the film, beloved monsters Mike and Sulley tackle college transition with laughs and friendship. They pick majors, learn how to study, and even take exams! This is a fun way to encourage a college-going conversation with your younger students and their families.

College Dress Up

Show your students that they can be just like the big kids at the high school. Another favorite tradition at Milan Elementary School is when students don their school's cap and gown. Their photos are then displayed in the hallway with college and career affirmation messages.

Imagine Your Dream College

Bring together art, writing and imagination with college knowledge by asking students to imagine their dream college. Ask them to think about where that college would be, what kinds of classes they'd want to take, what the dorms would be like, and even what the cafeteria is serving up for dinner! Students can write a short paragraph or even a brochure advertising their school, and can finish their project by creating a school pennant with colors, symbols and a motto that symbolize their school.

College of the Day

During morning meeting, spend a few minutes talking about a college near your school. You can show students a picture or a map of the campus, and talk about what you can study there and what makes that school special. End the college discussion with a guessing contest: How many students take classes at that school? How many different majors does it offer? The student with the closest guess can win a small prize for their guess.

October

Communicating Early & Often
- ☐ What percentage of our ninth graders has **one-on-one meetings with a school counselor**? What would it take to increase this percentage?
- ☐ Are middle school and early high school students being introduced to **CTE courses and programs of study** in time to become a CTE concentrator and take advantage of opportunities **like work-based learning** and **industry certifications**?
- ☐ Are underclassmen being introduced to the eight different **early postsecondary opportunities** (EPSOs) available in Tennessee and the criteria for enrolling in them?

Creating a Postsecondary-going Culture
- ☐ What are we doing to ensure that students have opportunities to **pursue their passions and interests** through clubs, enrichment, or after-school activities?
- ☐ How are we helping families prepare for the **financial investment** of postsecondary education? What community partners could help us encourage and incentivize saving for postsecondary expenses? What community partners could assist us with the **FAFSA**?
- ☐ How can we use **fall sports**—especially football—to promote our goals and key messages about postsecondary?
- ☐ Are junior-year English courses teaching students how to **write effective personal statements** and/or cover letters?

Supporting Postsecondary Success
- ☐ As seniors start postsecondary applications, are they receiving guidance on how to make **data-driven comparisons between institutions** using facts like graduation rates, average student debt, and average financial aid awards? (See Big Future resource)

Reviewing Key Data
- ☐ What percentage of juniors will have a one-on-one meeting with a counselor to discuss their postsecondary plans and long-term goals before the end of the school year?

Resources
- **Career & Technical Student Organizations Webpage**
- **Financial Aid Toolkit (Federal Student Aid):** A list of trainings, tools, and resources to help students and parents get the information they need for financial aid for postsecondary.
- **National Association for College Admission Counseling:** A comprehensive website for the counseling profession for practitioners in both the secondary and postsecondary sectors.

Tennessee FAFSA Frenzy

Fall 2016 marked the first time the FAFSA was available starting October 1. The revised FAFSA timeline, as well as new rules allowing filers to use prior tax information, have provided an opportunity for a strong, collaborative push across Tennessee to empower as many students as possible to access funds they need to attend postsecondary institutions. The Tennessee Higher Education Commission, Tennessee Student Assistance Corporation, Tennessee Department of Education, tnAchieves, Southwest Tennessee Development District's Regional Economic Development Initiative (REDI), and the Ayers Foundation have collaborated to create a campaign to increase statewide FAFSA filing rates called TN FAFSA Frenzy.

The template on the following page is a resource your team can use to set your expectations and action steps for FAFSA completion. You will also find a comprehensive set of resources and links— including the **TN FAFSA Frenzy toolkit**—at tnfafsafrenzy.gov.

TNFAFSA FRENZY
FAFSA COMPLETION ACTION PLAN

Objective: Achieve a _____% FAFSA completion rate among graduating seniors.

HIGH SCHOOL	EXPECTED NUMBER OF SENIORS	COUNSELOR

FAFSA Completion Activities

Local Stakeholders to Partner with:

Action Steps to Achieve Goal

Action Step: **Timeline:**

Resources Needed for Success

November & December

Communicating Early & Often

- ☐ How can we support underclassmen in **applying to summer programs** that can enrich their academic and extracurricular interests? (e.g., Governor's School, pre-college experiences, summer work, or internships)
- ☐ How **are teachers promoting early postsecondary opportunities** (AP, dual enrollment, and dual credit courses), **CTE programs of study**, and **industry certifications** as students register for new classes or through enrichment time?

Creating a Postsecondary-going Culture

- ☐ How are we recognizing and celebrating **seniors who participated in the ACT retake opportunity**?
- ☐ What new strategies will we try this year to **grow FAFSA submissions**? Are there local accountants or tax preparation professionals we can engage to help families?
- ☐ How are we celebrating **postsecondary applications, acceptances**, and **signing commitments**? How can we make the celebration visible to external stakeholders?
- ☐ Are juniors receiving guidance and support to begin a **postsecondary "wish list"**?

Supporting Postsecondary Success

- ☐ Beyond FAFSA submission, how are we helping seniors **understand the financial implications of postsecondary**—especially terms like net cost, grant aid versus loans, return on investment, and debt repayment?
- ☐ What are we doing to help students in all grades understand the full cost of postsecondary education (tuition, living expenses, books, technology, etc.)?

Reviewing Key Data

- ☐ What percentage of senior families has come to school for a postsecondary-related event or counseling meeting? What is our goal for family and parent contact by the end of the year?
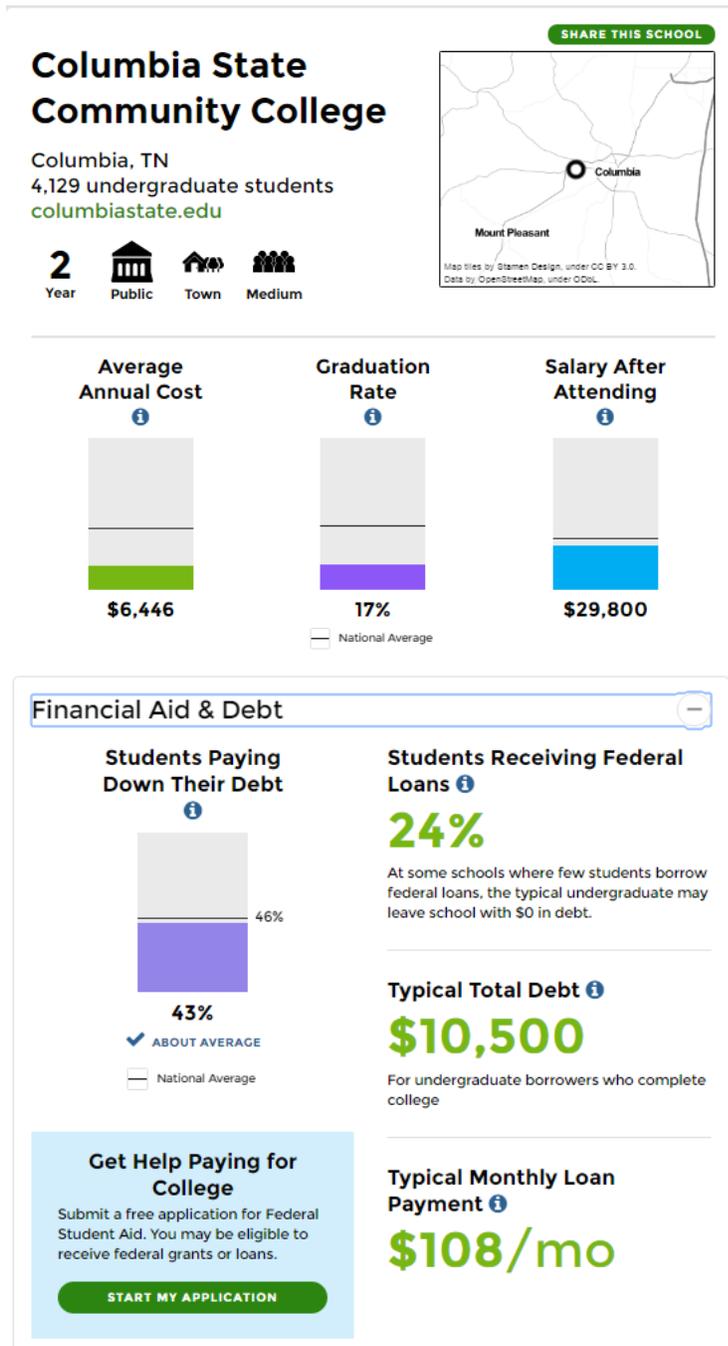- ☐ What percentage of our seniors participated in the ACT Senior Retake Opportunity?

Resources

- • **USDOE College Scorecard:** This webpage allows students and families **to find and compare colleges** based on key **outcome data** such as graduation rates, average student debt, and average career earnings (see examples on pp. 27–28). The site also contains resources for schools and counselors.

U.S. Department of Education College Scorecard

The College Scorecard allows students to search postsecondary institutions by programs, location, size, and name and provides important institutional outcome data like completion rates, average cost, financial aid and debt, and salary after attending.

Columbia State Community College

Columbia, TN
4,129 undergraduate students
columbiastate.edu

2 Year   Public   Town   Medium

SHARE THIS SCHOOL

Columbia
Mount Pleasant

Map tiles by Stamen Design, under CC BY 3.0.
Data by OpenStreetMap, under ODbL.

Average Annual Cost ⓘ
$6,446

Graduation Rate ⓘ
17%

Salary After Attending ⓘ
$29,800

— National Average

Financial Aid & Debt

Students Paying Down Their Debt ⓘ
46%
43%
✔ ABOUT AVERAGE
— National Average

Students Receiving Federal Loans ⓘ
24%
At some schools where few students borrow federal loans, the typical undergraduate may leave school with $0 in debt.

Typical Total Debt ⓘ
$10,500
For undergraduate borrowers who complete college

Get Help Paying for College
Submit a free application for Federal Student Aid. You may be eligible to receive federal grants or loans.

START MY APPLICATION

Typical Monthly Loan Payment ⓘ
$108/mo

Tools for Advisement

Just as with any significant investment of time and money, **we want students to be informed consumers when it comes to postsecondary.** The College Scorecard is a helpful tool for having conversations with students about the costs and benefits of pursuing certain degrees and/or attending certain institutions.

For instance, a middle Tennessee high school student who is interested in accounting and marketing could pursue an Associate's degree at Columbia State or a Bachelor's degree at MTSU. So what information is most important for helping the student determine what path to pursue?

Middle Tennessee State University

Murfreesboro, TN
19,928 undergraduate students
mtsu.edu

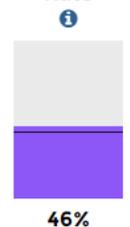**4** Year   **Public**   **City**   **Large**
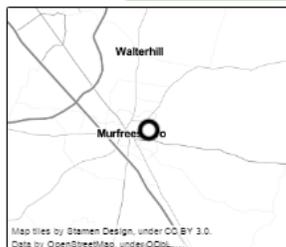
Average Annual Cost ⓘ	Graduation Rate ⓘ	Salary After Attending ⓘ
$11,174	46%	$35,900

☐ National Average

Financial Aid & Debt

Students Paying Down Their Debt ⓘ

46%

50%
✓ ABOUT AVERAGE

☐ National Average

Get Help Paying for College

Submit a free application for Federal Student Aid. You may be eligible to receive federal grants or loans.

START MY APPLICATION

Students Receiving Federal Loans ⓘ

57%

At some schools where few students borrow federal loans, the typical undergraduate may leave school with $0 in debt.

Typical Total Debt ⓘ

$21,743

For undergraduate borrowers who complete college

Typical Monthly Loan Payment ⓘ

$223/mo

Beyond the direct costs of attendance—such as tuition and fees—there are other costs and factors that each student should consider when comparing postsecondary options:

✓ How successful (e.g. completion rates, salary, debt repayment) are the graduates of the institution(s) I am considering?

✓ How will the degree I earn impact my career opportunities and expected income?

✓ Would I be more successful living at home or independently on-campus?

✓ Do I meet the academic criteria for direct enrollment in a four-year college? For the HOPE Scholarship?

✓ What are the requirements for transferring from a two-year to a four-year program?

✓ How much can my family contribute toward college costs?

28

January

Communicating Early & Often

- ☐ Are we **inviting our middle school parents and teachers to high school events** like scholarship and financial aid nights or college/career fairs?
- ☐ Are we communicating requirements and opportunities for high school course offerings with our middle school counselors?
- ☐ How could our high school students start building relationships with our middle school students to help them with the **transition to high school**? What student groups at the high school could participate in this activity? Could we make this into an activity that counts toward Tennessee Promise community service?

Creating a Postsecondary-going Culture

- ☐ Have all of our seniors taken the ACT or SAT? Have all of our seniors applied to **at least one** postsecondary institution?
- ☐ How are we supporting students and families who have yet to meet the **FAFSA completion** deadline for Tennessee Promise?
- ☐ How are we ensuring that students in all grade levels are being strategic in their course selection in order to maximize **EPSOs**, **areas of focus, and capstone opportunities**?
- ☐ What are our goals for number of **CTE concentrators**? Total **EPSO participation**? Average number of hours of postsecondary credit earned by students?

Supporting Postsecondary Success

- ☐ How can we facilitate opportunities for students and parents to **visit the postsecondary institutions** to which they have applied and/or been admitted?
- ☐ How are we **fostering relationships with admissions and financial aid representatives** from the institutions that are most frequently attended by our students?

Reviewing Key Data

- ☐ How many times are students **at each grade level** exposed to a college and/or career event or opportunity, such as industry/campus visits, college/career fairs, guest speakers, etc.?

Resources

- *Why Visit Colleges?* **(Big Future)**
- **How To Make the Most of a College Visit (New York Times)**

Early Postsecondary Opportunities

TN Department of Education

	AP (Advanced Placement)	CIE (Cambridge)	CLEP (College Level Exam Program)	DE (Dual Enrollment)	IB (International Baccalaureate)	LDC (Local Dual Credit)	SDC (Statewide Dual Credit)	IC (Industry Certification)
Description	• College-level high school courses offered in multiple subjects • Nationally recognized exams	• High school academic programs • Internationally recognized exams	• Nationally recognized exams used to assess college-level knowledge • Exams offered in multiple subjects	• Postsecondary (PS) course taught at the PS institution, high school, or online • Student enrolled in the PS institution	• Academically challenging course of study offered at the high school level • Internationally recognized exams	• High school course aligned to standards at local postsecondary (PS) institution • Optional exam for credit at local PS institution	• High school course aligned to statewide postsecondary (PS) standards • Required challenge exam for PS credit at TN institutions	• Assessment by an independent certifying entity based on standards for knowledge, skills, and competencies
Structure	Course and Exam	Course and Exam	Exam	Course	Course and Exam	Course and Exam	Course and Exam	Exam
Provider	The College Board	Cambridge International Examinations	The College Board	Individual TN PS Institutions	International Baccalaureate Organization	Individual TN PS Institutions	Tennessee Department of Education	Industry
Student Fees and Assistance	• Exam fees • College Board and state assistance for low-income students	• Exam fees • State assistance for low-income students	• Exam fees	• Course tuition, fees, books • Dual Enrollment Grant (a lottery scholarship)	• Exam fees • State assistance for low-income students	• Exam fees	• No cost to students	• Exam fees
High School Credit and Graduation Requirements	• AP courses meet graduation requirements and/or elective	• Cambridge courses meet graduation requirements and/or elective credit	• CLEP is not a course and does not meet high school graduation requirements	• District sets policy on awarding high school credit and graduation requirements	• IB courses meet graduation requirements and/or elective	• LDC course fulfills the same requirements as aligned high school course	• SDC course fulfills the same requirements as aligned high school course	• IC is a program of study and does not meet graduation requirements
High School Recognition State Policies	• Qualifies for graduation with state distinction • Qualifies for GPA weighting	• Qualifies for graduation with state distinction • Qualifies for GPA weighting	• CLEP is not a course and does not meet high school graduation requirements	• Qualifies for graduation with state distinction	• Qualifies for graduation with state distinction • Qualifies for GPA weighting		• Qualifies for GPA weighting	• Qualifies for graduation with state distinction
Postsecondary Credit Determinant	• Score on AP exam	• Grade in Cambridge AS or A level subject	• Score on CLEP exam	• Dual enrollment course completion • Passing grade as assigned by PS instructor	• Score on IB SL or HL exam	• Score on challenge exam at or above the established cut score	• Score on challenge exam at or above the established cut score	• Score on industry certification exam
Postsecondary Credit Awarded	• Determined by postsecondary institutions • Awarded upon matriculation	• Determined by postsecondary institutions • Awarded upon matriculation	• Determined by postsecondary institutions • Awarded upon matriculation	• Credit awarded on PS transcript upon course completion • Credit can be transferred to other PS institutions	• Determined by postsecondary institutions • Awarded upon matriculation	• Credit accepted at the partnering PS institution • Students should notify registrar upon matriculation	• Credit accepted at all TN PS institutions • Students should notify registrar upon matriculation	• Determined by postsecondary institutions

EARLY POSTSECONDARY OPPORTUNITIES IN TENNESSEE

February

Communicating Early & Often

☐ As our high school students prepare for the ACT/SAT, **how are our middle schools** ensuring that they talk to students about the purpose and value of the ACT/SAT?

☐ How are elementary schools in our district starting the conversation about college and career?

☐ When and **how are we engaging our feeder schools and community** by inviting them to spring events such as our College Signing Day or awards days?

Creating a Postsecondary-going Culture

☐ Are juniors preparing for upcoming **statewide ACT testing on a daily basis**?

☐ How are we **communicating the importance** of ACT/SAT testing to our parents and families? Do they know the many ways in which ACT/SAT scores can affect postsecondary admission, financial aid, and scholarship eligibility?

☐ How are we ensuring that underclassmen are planning and preparing for postsecondary? (For example, offering a practice ACT and/or field trips to local postsecondary institutions on the statewide ACT testing dates.)

Supporting Postsecondary Success

☐ How are we tracking and celebrating student postsecondary applications and acceptances?

☐ Who are we engaging—beyond school counselors—to assist students in reviewing and understanding financial aid awards?

☐ How are we preparing parents for the student transition to postsecondary, especially families whose children will be first-generation college students?

☐ How are we supporting **seniors who have weak or no postsecondary plans**?

Reviewing Key Data

☐ What percentage of **senior parents** has had a meeting with a teacher or counselor to talk about **their student's postsecondary plans**?

Resources

- **Preparing for the ACT, Postsecondary, and Career Standards**
- **Tennessee Electronic Library**: Free online prep for ACT, SAT, and AP exams.
- **Five Best Practices to Support Student ACT Success:** Five high-impact practices to support students.
- **School Spotlight: Jefferson County "All Hands on Deck"**

Preparing for the ACT – Teacher Tips

The ACT is a nationally recognized benchmark for college and career readiness and assesses students' cumulative knowledge and skills based on standards taught from elementary to high school. In order to do their best, it is important that students know what to expect on the ACT, how to take the test, and why it is relevant for postsecondary. Below are a set of teacher tips to help you prepare students to do their best.

The ACT Subject Tests

English	Mathematics	Reading	Science
75 questions	60 questions	40 questions	40 questions
45 minutes	60 minutes	35 minutes	35 minutes

1. **Begin with the why.** Regardless of whether students are sure of what they will do after high school, the ACT is a useful measure for planning what's next. Though commonly used by colleges as a criterion for admission, scholarship eligibility, and course placement, the ACT is not just for students who plan to pursue higher education. The skills that students need to succeed on the ACT - such as core academic skills, critical thinking, problem-solving – overlap significantly with career-readiness skills. The ACT score report includes a projected level of achievement toward the National Career Readiness Certificate. You can view a sample student score report (here).
2. **Demonstrate a growth mindset.** Because the ACT is a predictable, standardized test, students can increase their scores through strong familiarity with the structure, timing, and format of the test. Opportunities to practice ACT questions before the official test will help students know exactly what to expect on the exam day.
3. **Perfect practice makes perfect.** When students practice, you should try to replicate exactly what taking the test will be like on the test day. Even if you are only practicing five questions in one subject area, control the environment to assure that students are learning to pace themselves for an actual test. For instance, students have about 1 minute per problem or less on each section of the ACT.
4. **Communicate and celebrate.** Just as preparation for the ACT must start well before the test date or the junior year, communicating the purpose and potential impact of the test should take place well before a student takes the exam.
5. **Make the connection.** Many of the tested standards on the ACT are based on concepts and skills that students build from the second to ninth grades. In order to make the connections more visible, we have created the ***ACT Connections*** document to help Tennessee educators connect the Tennessee Academic Standards to the ACT subject tests.

March

Communicating Early & Often

- ☐ Are we making **regular, clear connections** between student career interests and goals and the ACT or SAT (at all grade levels)?
- ☐ Are our middle school students making **career development plans**? Are we creating opportunities for middle school students to explore postsecondary and careers through hands-on experiences (e.g., site visits, job or student shadowing)?
- ☐ Are we engaging **business and industry partners in our community** to illustrate the range of career opportunities? See the [Work-based Learning Policy Guide](#) for suggestions.

Creating a Postsecondary-going Culture

- ☐ How are we communicating the **importance of ACT/SAT testing to our parents and families**? Do they know the many ways in which ACT/SAT scores can affect admission, financial aid, and scholarship eligibility?
- ☐ Do we have a **College Signing Day** planned? Are we celebrating students who have earned industry certifications? Have we contacted local postsecondary partners to support signing events or other student recognitions?

Supporting Postsecondary Success

- ☐ How are we preparing all students for the social, academic, and personal **transition** to postsecondary? Are we ensuring that students are continuing to develop the "soft skills" necessary for employment and adult life?
- ☐ How are we supporting parents in talking to their students about postsecondary options (including students with disabilities)?
- ☐ How are we supporting students in **review and comparison of financial aid awards**?

Reviewing Key Data

- ☐ What percentage of seniors has submitted all necessary financial aid forms (i.e., in addition to the FAFSA[6]) to postsecondary institutions to which they have applied or been accepted?

Resources

- **[Tennessee Student Assistance Corporation Financial Aid Comparison Worksheet](#)**
- **[The TalentEd Project:](#)** This digital platform allows educators and colleges to work together to introduce high-potential, first-generation junior students to good fit colleges.

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[6] Many private institutions have their own financial aid applications and some require students to complete the [CSS Financial Aid Profile](#).

Work-based Learning Employability Skills Checklist

TN Department of **Education** | Work-Based Learning

Employability Skills Checklist

The following skills were identified as the most critical employability skills that can be learned through work-based learning. Over 225 stakeholders from across Tennessee vetted this list through focus groups with the Tennessee Department of Education, including administrators, teachers, WBL coordinators, CTE directors, and postsecondary and industry representatives. While all these skills were deemed important by all stakeholders, the most critical were "Application of Academic Knowledge and Skills" and "Personal and Social Skills."

Application of Academic and Technical Knowledge and Skills

☐ LITERACY: Read and comprehend relevant academic and technical texts

☐ MATH: Select and apply relevant mathematical concepts to solve problems and perform expected tasks

☐ INDUSTRY-SPECIFIC TECHNICAL SKILLS: Demonstrate industry-specific technical skills

☐ INDUSTRY-SPECIFIC SAFETY SKILLS: Demonstrate adherence to industry-specific safety regulations

Career Knowledge and Navigation Skills

☐ UNDERSTANDING CAREER PATHS: Plan and navigate education/career paths aligned to personal goals

☐ PLANNING: Develop and implement a personalized student learning plan

☐ REFLECTION: Reflect on experiences through creation of a personal portfolio

21st Century Learning and Innovation Skills

☐ CREATIVITY AND INNOVATION: Think creatively, Work creatively with others, Implement innovations

☐ CRITICAL THINKING & PROBLEM SOLVING: Reason effectively, Make judgments and decisions, Solve problems

☐ COMMUNICATION: Oral and written communications skills appropriate to the context, Listen effectively

☐ COLLABORATION: Exercise flexibility and willingness, assume shared responsibility, work with diverse teams

☐ INFORMATION LITERACY: Access and evaluate information, manage information accurately and ethically

☐ ICT (Information, Communications & Technology) LITERACY: Use technology effectively and appropriately

Personal and Social Skills

☐ INITIATIVE: Work independently; demonstrate agency, curiosity, and the ability to learn

☐ PROFESSIONALISM, ETHICS, AND INTERPERSONAL SKILLS: Demonstrate reliability, integrity, responsibility, proper etiquette, and ethical behavior

☐ CULTURAL AND GLOBAL COMPETENCE: Exhibit interpersonal and social skills that are respectful of cultural differences

☐ ADAPTABILITY AND FLEXIBILITY: Adapt flexibly to roles and responsibility; work effectively with ambiguity; change course as needed

☐ PRODUCTIVITY: Set goals and priorities and manage time and projects; exhibit punctuality, persistence, and precision and accuracy; complete projects to agreed-upon standards

This document is part of the Work-Based Learning Implementation Guide.
For more resources, see the WBL Toolbox: tn.gov/education/article/wbl-toolbox

April

Communicating Early & Often

☐ Are we engaging industry and community business partners in recognizing and rewarding student success? As an example, see the [Robertson Education Initiative](#) (REdI), a partnership between Robertson County Schools and the Robertson County Chamber of Commerce.

Creating a Postsecondary-going Culture

☐ Do we have a plan for **reviewing ACT/SAT score reports** with our juniors and their families?

☐ Do we have a plan for reviewing **PSAT and AP Potential reports** with students and families? (AP Potential helps schools identify students likely to be successful in early postsecondary coursework based on their performance on the PSAT.)

☐ Are our juniors receiving guidance on applying for scholarship opportunities?

☐ Are our freshmen and sophomores receiving guidance on applying for **summer internships** or postsecondary programs?

Supporting Postsecondary Success

☐ Do we have local alumni who could come speak to students about their experiences—academic expectations, campus culture, time management—in the **transition to postsecondary**?

☐ How are we recognizing student success (e.g., students meeting college readiness benchmarks, students reaching a 21 ACT composite or higher, etc.) on the spring ACT test?

☐ What are we going to do to support students who realize graduation is a month away and they have no clear plan for what comes next? How will we ensure that they are aware of opportunities at TCATs and two-year institutions?

Reviewing Key Data

☐ What percentage of seniors has completed eight hours of community service (for Tennessee Promise)?

☐ What percentage of seniors has signed up for an orientation or admitted students day at their intended postsecondary institution?

Resources

- **Classroom Chronicles: ["How to prepare for college: advice from a successful graduate"](#)**
- **College Board: [AP Potential](#)**

College Signing Day Materials/Examples

On College Signing Day, high schools devote one day to celebrate their seniors who are continuing on to postsecondary education and to build educational aspiration among underclassmen through a school-wide assembly or pep rally where each senior's college choice (college is defined as any type of formal postsecondary training) is announced and celebrated.

May

Communicating Early & Often

☐ Are our middle schools giving a practice ACT or SAT (or similar assessment) to help us benchmark incoming freshmen? If not, how are we determining what supports and academic advisement we will provide to incoming ninth graders?

☐ How will we communicate **our goals for student success** in high school to our incoming freshmen?

Creating a Postsecondary-going Culture

☐ How **are instructional leaders using ACT/SAT data to support students** and make adjustments to curriculum, pacing, and course alignment?

☐ How are we celebrating students who complete early postsecondary coursework?

☐ What supports are in place to help juniors **write compelling personal statements for postsecondary applications**?

Supporting Postsecondary Success

☐ How can we continue to support seniors after graduation to **decrease "summer melt"?**

☐ How are we reducing barriers to postsecondary enrollment and supporting students in signing up for summer orientation, sending important health records, connecting students to campus services (e.g., academic support, health and wellness, counseling)?

☐ Have we encouraged students who are eligible to sign up for postsecondary **summer bridge opportunities?**

Reviewing Key Data

☐ What percentage of our juniors has created a **postsecondary "wish list"?**

☐ What percentage of our students is enrolling in **EPSOs**? What percentage is passing the EPSO exams? Is there **equity in access and success in EPSOs** across student subgroups?

☐ What percentage of our junior class took the ACT on the statewide test date? How are we following up with those who did not take the exam?

Resources

- **TnAchieves Summer Programs (2017)**

Glossary

ACT – The ACT is a national college admissions test created by ACT, Inc., a nonprofit organization that provides assessment, research, and other services to support college and career readiness. State law requires that all eleventh grade students take an exam to assess "student readiness for postsecondary education." Districts may choose to use the ACT or SAT to fulfill this requirement. More information can be found at http://www.act.org/content/act/en.html.

ACT Senior Retake Opportunity – The General Assembly, as part of the of the Tennessee Student Assessment Transparency Act of 2016, voted to allow each student who took a postsecondary readiness assessment—like the ACT—as a junior to be provided the opportunity to retake it as a senior.

Career development plan – A general term referring to programs that aim to help students make informed educational and career choices by guiding them through interest inventories, career exploration activities, information on high school course offerings, and the type of academic and occupational training needed to succeed in the workplace and postsecondary opportunities related to the student's field of interest.

College net price – An estimate of the actual cost that a student and his family needs to pay in a given year to cover education expenses for the student to attend a particular school. Net price is determined by taking the institution's cost of attendance and subtracting any grants and scholarships for which the student may be eligible (Aid, 2017)**.**

Early postsecondary opportunity (EPSO) – A course and/or exam that gives students a chance to obtain postsecondary credit while still in high school. The most common EPSOs in Tennessee are Advanced Placement (AP) and Dual Enrollment—courses that students take while in high school that, if students successfully complete or earn the required score on a culminating exam, articulate into college credit when they matriculate into a postsecondary institution after graduation. More information can be found at http://tennessee.gov/education/section/early-postsecondary.

FAFSA – *Free Application for Federal Student Aid.* Completion of this application is required for all federal college aid—including grants and loans—and is required by most postsecondary institutions. More information can be found at https://fafsa.gov/. See also TN FAFSA Frenzy.

CollegeforTN.org – CollegeforTN.org is Tennessee's online, one-stop shop for career, high school, college, and financial aid exploration and planning. By creating a free account on CollegeforTN.org, students can create academic plans, take career assessments, explore Tennessee postsecondary institutions, and research financial aid opportunities.

Community college – Community colleges are two-year public schools that provide affordable postsecondary education leading to associate degrees and may also provide a pathway to a four-year degree at other postsecondary institutions. Community colleges generally serve their surrounding

geographical areas. The Tennessee Board of Regents oversees the 13 community colleges in Tennessee, which offer Associate of Arts (A.A.), Associate of Science (A.S.), and Associate of Applied Sciences (A.A.S.) degrees in a range of degree programs (OREA, 2017). More information can be found at https://www.tbr.edu/institutions/community-colleges.

HOPE Scholarship – Tennessee's HOPE Scholarship is a lottery-funded, merit-based scholarship for postsecondary education. Eligible students must have either an overall weighted high school grade point average (GPA) of at least 3.0 or attain a composite ACT score of at least 21 (or combined SAT score of at least 980) (OREA, 2017). More information can be found at https://www.tn.gov/collegepays.

Path to College Events – The Path to College resources provide counselors and stakeholders with an implementation guide and a best practices guide so that elementary through high school counselors and administrators can build a college- and career-ready culture within their buildings. The Tennessee Higher Education Commission mails out resources, stickers, posters, and other promotional materials to schools that are interested in participating.

Pre-college experience – A term that refers to a broad range of programs or experiences offered by postsecondary institutions in which high school students can experience classes and/or student life as if they were a student at the institution.

Postsecondary – Postsecondary refers to all types of education and training that a student may pursue concurrent to or after high school in order to earn a certificate, diploma, or degree.

Postsecondary graduation rate – The percentage of a school's first-time, first-year undergraduate students who complete their program within 150 percent of the published time for the program. For example, for a four-year degree program, entering students who complete within six years are counted as graduates (USDOE, 2017).

Postsecondary "wish list" – A student-created list of postsecondary institutions of interest based on student academic, career, and/or personal interests.

SAT – The SAT is a college admissions test created by the College Board. The SAT assesses critical reading, writing, and math skills. State law requires that all eleventh grade students take an exam to assess "student readiness for postsecondary education." Districts may choose to use the ACT or SAT to fulfill this requirement (OREA, 2017). More information can be found at https://collegereadiness.collegeboard.org/sat.

Summer "melt" – A term used to refer to a phenomenon in which students graduate from high school and follow the steps to attend postsecondary (i.e., make an enrollment deposit at a postsecondary institution) but fail to enroll in postsecondary in the fall after their high school graduation.

Tennessee College of Applied Technology – Tennessee Colleges of Applied Technology (TCATs), previously known as Tennessee Technology Centers, are overseen by the Tennessee Board of Regents. There are 27 TCATs located within the state. TCATs provide students with technical skills and professional training in areas such as nursing, automotive technology, and industrial maintenance

(OREA, 2017). More information can be found at https://www.tbr.edu/institutions/colleges-applied-technology.

Tennessee Higher Education Commission (THEC) – The Tennessee Higher Education Commission was created in 1967 by the Tennessee General Assembly to achieve coordination and foster unity with regard to higher education in the state. The Commission coordinates and provides guidance to the institutions governed by the University of Tennessee Board of Trustees, the six locally governed state universities, and the community colleges, and colleges of applied technology governed by the Tennessee Board of Regents. There are currently nine public universities, two special purpose institutes, 13 community colleges, and 27 colleges of applied technology in Tennessee that serve approximately 250,000 students (THEC, 2017). More information can be found at https://www.tn.gov/thec.

Tennessee Promise – The Tennessee Promise is a scholarship and mentoring program that provides a last-dollar scholarship for high school graduates seeking a degree or certificate at a community college, Tennessee College of Applied Technology (TCAT), or other eligible institution. The maximum scholarship amount is the average cost of tuition and mandatory fees at a Tennessee public community college. The scholarship for each student will vary based on their remaining financial need after all other grant aid is applied. Students who graduated from high school in 2015 were the first class eligible for the program (OREA, 2017). More information can be found at http://tnpromise.gov/index.shtml.

TN FAFSA Frenzy – A collaborative effort of state education agencies and education non-profits to provide a strong, collaborative push to support students in submitting the FAFSA so that they can access the funds needed to enroll in postsecondary.

Work-based learning – Work-based learning (WBL) is one method for students to develop skills necessary for postsecondary education and future careers. WBL combines academic, technical, and social skills through collaborative activities with industry to allow students to explore possible career options (OREA, 2017). More information can be found at https://www.tn.gov/education/topic/work-based-learning.

Appendix

    I.   **Career Forward Task Force Report:**
https://tn.gov/assets/entities/education/attachments/Career_Forward_Task_Force_Report.pdf

   II.   **Student Milestones for College & Career Readiness:**
https://tn.gov/assets/entities/education/attachments/ccte_sr_milestones_student_knowledge_actions.PDF

  III.   **Tennessee School Counseling Model & Standards Policy**:
https://www.tn.gov/assets/entities/sbe/attachments/5.103_School_Counseling_Model_Standards_Policy_4-21-17.pdf

Additional Recommended Resources

- **Lipscomb University Ayers Institute for Teacher Learning & Innovation:**
https://www.lipscomb.edu/ayers
- **Tennessee College Access & Success Network:** http://www.tncollegeaccess.org/
- **The TalentEd Project:** https://www.thetalentedproject.org/

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