



# 2022-23 Postsecondary Career and Technical Education Research Fellow

## Cara Ann DeLoach

Doctoral Research Fellow, Vanderbilt University

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Belk Center  
for Community College  
Leadership and Research

Bio. Cara DeLoach is currently earning her Ph.D. in Leadership and Policy Studies in the Leadership, Policy, and Organizations department at Vanderbilt University's Peabody College. Her focus is on studying policy related to postsecondary education, and community colleges in particular. Using both qualitative and quantitative methods, Cara's ongoing research projects focus on rural postsecondary access and enrollment, wraparound services for college students, and vocational programming at community colleges. Cara has presented work at the conferences for AERA, ASHE, AEF, APPAM, and CSCC.

Before attending Vanderbilt, she taught English and Humanities at Bladen Community College in Dublin, North Carolina. She holds a B.A. in English and Political Science from Howard Payne University and an M.A. in English Literature from the University of North Carolina at Charlotte.

Project. While rural residents face unique barriers to college enrollment, little work has evaluated interventions aimed at increasing postsecondary access for this population. Using administrative data from the Tennessee Longitudinal Data System and a differences-in-differences approach, the purpose of this study is to estimate the impact of a college counseling program in rural Tennessee high schools on college-going, focusing on engagement in postsecondary career-technical education (CTE).



Research Sponsor:  
Adela Soliz, Ph.D.  
Assistant Professor, Higher Education and Public Policy  
Vanderbilt University

## The Program

Fellows will be part of a community that participates in two national research training institutes, research methods webinars, works with CTE research mentors, and conducts postsecondary CTE research.

"We have designed this CTE Fellows program to provide scholars with the unique opportunity to be part of a community and a formal curriculum to develop their research skills while working toward improving the field of CTE." — James Bartlett II, Ph.D.,  
Principal Investigator

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