

BUILDING STRONG PUBLIC SCHOOLS TOGETHER

PUBLIC SCHOOL STRONG KNOX COUNTY SCHOOL BOARD 2026 VOTER GUIDE

PUT TOGETHER BY THE KNOX COUNTY EDUCATION COALITION/KCEC
CHAPTER OF SOCM



INTRODUCTION

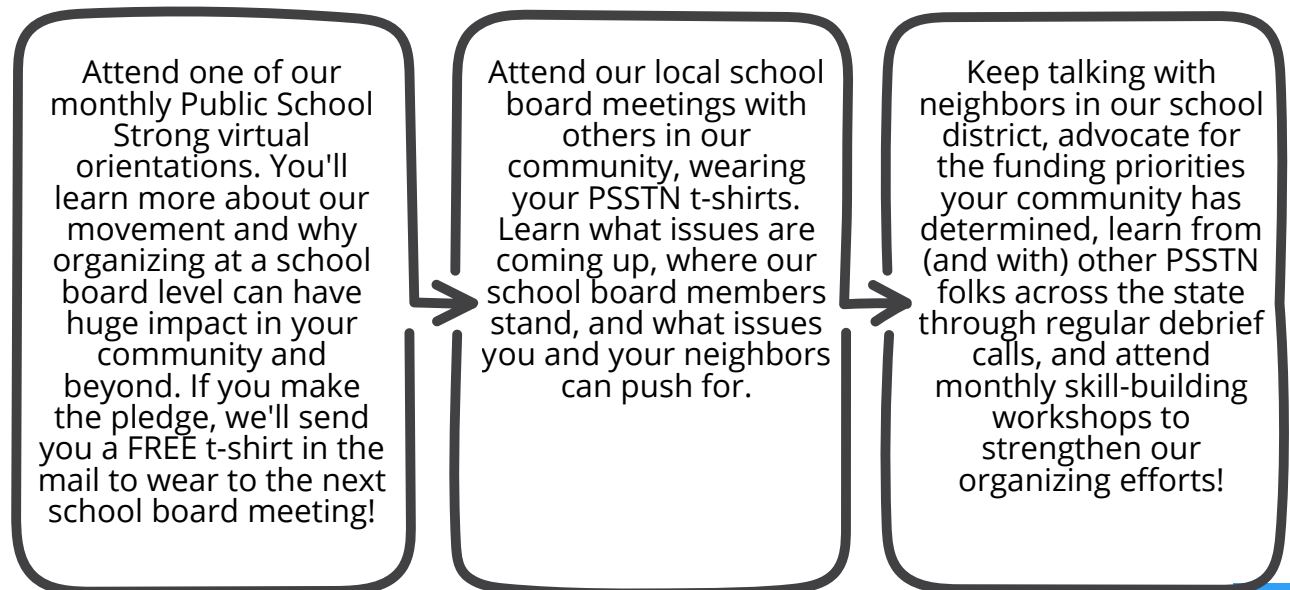
Join the growing movement of parents, educators, and community members across the state who are taking the pledge to work in their local school districts to fight for fully-funded, equitable, honest, and safe public schools in Tennessee!

Despite the increasing attacks on public education by politicians and corporate actors with deep pockets, everyday Tennesseans know that strong public schools are a cornerstone of multiracial democracy and strong communities. By organizing in our neighborhoods, our school districts, and at our local school board meetings and elected bodies, we can create positive, common sense solutions to address the real issues our schools are facing.

Through our #PublicSchoolStrongTN campaign, parents and educators are learning how to attend their school board meetings, develop relationships with local elected leaders, host community listening sessions, and champion a vision for safe, equitable, honest, and fully funded public schools.

For more information, go to socm.org/publiceducation or email us at info@socm.org.

How to Get Involved



Non Profit Statement

As a 501(c)(3) organization, SOCM does not support or oppose candidates. What we do is just as important: we provide nonpartisan education, encourage civic participation, and equip our community to advocate for the schools our students deserve.

Questionnaire Statement

Our questionnaire includes all school board districts on the 2026 ballot, reflecting our commitment to engaging the full community. All candidates were invited to participate to ensure a fair opportunity across districts, candidates, and parties but not all who were contacted submitted a response.



KIDS, NOT CORPORATIONS

2026 ISSUES PLATFORM

FULLY FUNDED PUBLIC SCHOOLS

Public schools serve the common good and are a cornerstone of strong, healthy communities. Tennessee's PreK-12 public schools must be fully funded, and we must oppose efforts that divert funding away from public schools.

Our students deserve updated and maintained facilities, fully-staffed schools, diverse programming, and the supplies they need to learn. Diverting billions of dollars into tax cuts for corporations, private school voucher schemes, or other divestments makes this impossible.

INCLUSIVE PUBLIC SCHOOLS

Every child in Tennessee deserves a high quality public education - regardless of race, class, disability, documentation status, or background.

Equitable, inclusive public schools allow us to build brighter futures together. We should celebrate our students' diversity, honor their histories and cultural impact, and give them the full services they need to thrive in and beyond the classroom.

LOCAL CONTROL OF OUR SCHOOLS

In order to best meet the needs of our students, it's important that we support collaborative governance and oppose any efforts that transfer local decision-making to the state.

Locally elected school boards are best positioned to understand and meet the needs of their unique communities. Public schools can fully serve our students when local governments work in meaningful collaboration with parents, educators, students, and other stakeholders.

DIGNITY IN THE WORKPLACE FOR ALL SCHOOL STAFF

Attracting the caring, effective teachers and staff that our students need requires that school workers receive the living wages and professional respect they deserve.

The work conditions of our teachers and school staff impact the learning conditions of our students. All staff deserve a living wage and healthy work environments so that they can do what they do best: teach and care for our students.

STUDENT-CENTERED ASSESSMENT

Accountability systems should be equitable, appropriate, and centered on growth. Punishments attached to high-stakes testing don't help our students, teachers, or districts excel. Our kids are more than a test.

The goal of our schools is to teach students the skills they need to thrive in their communities. Over reliance on high-stakes standardized testing harms our students and schools by preventing us from adequately meeting the diverse needs or honoring the strengths of the whole child.

WHO ARE YOUR CANDIDATES?

DISTRICT 1



Charles Frazier
Republican



Breyauna Holloway
Democrat

DISTRICT 4



Ashley Sartelle
Republican



Katherine Bike
Democrat

DISTRICT 6



Lee Ann Eaves
Republican



Cadence Collins
Democrat

DISTRICT 7



Stephen Triplett
Republican



Amy Fenner
Democrat

DISTRICT 9



William Sofield
Republican



Brandy Jenkins
Democrat

To find your district, voting location, and other important election information, go to knoxvotes.org.

CANDIDATE QUESTIONNAIRE: DISTRICT 1

WHAT OR WHO CONVINCED YOU TO RUN FOR KNOX COUNTY BOARD OF EDUCATION, AND WHAT CHANGES DO YOU HOPE TO MAKE TO KNOX COUNTY SCHOOLS?

Charles Frazier: The District 1 residents need a competent leader on the School Board who will be proactive in addressing their concerns. This my motivation in seeking this office. I hope to build relationships with my colleagues, the community, parents, and teachers to maximize resources to make KCS the best system.

Breyauna Holloway: Having been born, raised, and educated in District 1 along with my five children and knowing that any decisions made within the school system would have a direct effect on my household was my catalyst for running for school board. One of my campaign slogans is to put First Things First and I intend to advocate for my district through securing funding, teacher and student recruitment and retention, building maintenance, transparency, accessibility, and communication.

GENERATIONS OF TENNESSEANS WORKED TO BUILD OUR PUBLIC SCHOOL SYSTEM. WHAT OBLIGATION DO YOU OWE TO FUTURE GENERATIONS?

Charles Frazier: I owe future generations a quality educational experience preparing for success.

Breyauna Holloway: I'm obliged to leave future generations of Knox County Schools students a better public education system than the one I had. That means a quality curriculum that prepares them for any path a graduate decides to take after high school. A safe and inclusive environment to and from school and while on KCS grounds. It also means offering a wide variety of sports, performing and traditional arts, and other extracurricular clubs that engage students, give incentives to come to school and excel, build networks, and create memories.

WHO DO YOU SEE AS THE PRIMARY STAKEHOLDERS IN PUBLIC SCHOOLS?

Charles Frazier: The students are the primary stakeholders in public schools.

Breyauna Holloway: I don't think that any one position or title holds more importance than the other. I see public school stakeholders like spokes on a wheel. It takes us ALL to hold that wheel together and make sure it turns and that's from the superintendent to the school board to the teachers and administration, to the custodian and "lunch ladies", to the maintenance workers, coaches, and after school programs.

IF RESOURCES AND CONSTRAINTS WERE NOT AN ISSUE, WHAT DO YOU BELIEVE ARE THE MOST IMPORTANT CHARACTERISTICS OF AN EFFECTIVE SCHOOL, AND HOW SHOULD THIS SHAPE SCHOOL BOARD DECISIONS?

Charles Frazier: An effective school would foster an environment where learning is not just teaching to pass a standardized test. Students would be tested at the beginning of the school year with the goal to progress skill levels, encourage critical thinking and creativity.

Breyauna Holloway: Enough teachers to accommodate the skill and behavioral needs of all students at each grade level. An appropriate number of support staff, i.e. behavioral specialists and on site counselors. Cultural awareness and connections in the surrounding community. The school board should take an in depth and individual approach to the needs of each school before making broad stroke decisions.

THE GOVERNOR'S ESA VOUCHER GIVES MORE TAXPAYER MONEY TO PRIVATE SCHOOLS FOR VOUCHER STUDENTS THAN IT GIVES TO PUBLIC SCHOOLS. HOW DO YOU SEE SCHOOL VOUCHERS AFFECTING KNOX COUNTY SCHOOLS' STUDENTS?

Charles Frazier: Vouchers provide options for parents to move their student from an under performing school to one that is more conducive to a successful outcome.

Breyauna Holloway: It has a negative effect. Public dollars should stay in public schools. The first district is already underfunded and has some of the oldest schools in the district. Taking away only digs a deeper hole.

WHAT DOES EDUCATING ALL CHILDREN MEAN IN PRACTICE, AND WHAT WILL YOU DO TO ENSURE THAT ALL CHILDREN IN KNOX COUNTY HAVE ACCESS TO A GOOD PUBLIC EDUCATION?

Charles Frazier: All children have the right to receive an education. I will advocate for resources be used to that end.

Breyauna Holloway: Educating all children in practice means that we welcome and teach all children in our public schools regardless of their or their parent's citizenship status, regardless of a child's mental or physical abilities, and all the other federally protected statuses. I will openly advocate for our students and their families and continue to push for a more diverse and culturally aware staff.

HOW SHOULD THE BOARD ENGAGE PARENTS, EDUCATORS, STUDENTS, AND EXPERTS WHEN DEVELOPING POLICIES RELATED TO SCREEN TIME AND TECHNOLOGY USE IN SCHOOLS?

Charles Frazier: By using evidence-based research focused on measurable outcomes.

Breyauna Holloway: I know that surveys and meetings are popular but I know the power of utilizing social media when it is done correctly. It is the simplest, fastest, and most cost effective and efficient means of mass communication especially when you are gathering input or information sharing to a diverse group of people that would typically not co-mingle. Technology is here and it is not going anywhere. I'm old school and I love to write notes down on paper and I love book in my hands but I also understand that the world has rapidly and drastically changed over the past 20 years and we have to be adaptable to both ways of learning.

SOME COMMUNITY MEMBERS VIEW RECENT BOOK REMOVALS AS PROTECTING CHILDREN, WHILE OTHERS VIEW THEM AS CENSORSHIP. HOW DO YOU UNDERSTAND THIS ISSUE?

Charles Frazier: It is my understanding that this issue is driven by the state.

Breyauna Holloway: I view it as censorship. There should not be a blanket ban on books in any library. A parent has the right to decide what books their child does or does not have access to and there should be protocols put in place to ensure that student is not able to check out certain books. But, I do not agree with blocking access in our school libraries to almost 60,000 students especially if the book has historical or cultural significance.

KCS IS IN THE MIDST OF REEVALUATING SCHOOL ZONES DISTRICTWIDE TO ADDRESS POPULATION GROWTH AND CHANGE. WHAT KIND OF PROCESS WOULD YOU SUPPORT?

Charles Frazier: A process driven data from census, incorporating the city and county 25 year plans.

Breyauna Holloway: Getting input from parents/guardians, school bus contractors, and staff at the school. I would encourage board members to drive to the zones and get out and walk and see what makes tangible sense when redrawing these zone lines.

AS A BOARD MEMBER, WHAT ACTIONS WILL YOU TAKE TO ENSURE TRANSPARENCY IN KCS ADMINISTRATION AND BOARD DECISIONS?

Charles Frazier: We must have open communication and mutual respect for this to taken seriously.

Breyauna Holloway: I will continue to do what I've done for years which is to be transparent, honest, informative, visible, and accessible. My candidate profile on Facebook will continue to be dedicated to information sharing on our school system and communities with me specifically giving weekly rundowns of what's going on. I'll also share the links for the meetings for people to watch at their leisure.

WHAT ROLE SHOULD STANDARDIZED TESTING PLAY IN DETERMINING STUDENT SUCCESS AND TEACHER RETENTION?

Charles Frazier: Only 20% of this should be applicable. It [end of response]

Breyauna Holloway: Standardized tests can be used as a measuring tool but should not be weaponized to hold a student back a grade or to cause staff to lose their job.

WHAT ARE YOUR VIEWS ON THE 3RD-GRADE RETENTION LAW?

Charles Frazier: Retention can be the needed motivation for parents, teachers, and students to focus on reading skills.

Breyauna Holloway: I think it is too broad and doesn't take into account disparities. From my own personal observations, I haven't seen where retention has had any meaningful long or short term successes. In my opinion, the law should be repealed.

CANDIDATE QUESTIONNAIRE: DISTRICT 4

WHAT OR WHO CONVINCED YOU TO RUN FOR KNOX COUNTY BOARD OF EDUCATION, AND WHAT CHANGES DO YOU HOPE TO MAKE TO KNOX COUNTY SCHOOLS?

Ashley Sartelle: No Response.

Katherine Bike: I ran four years ago because I saw inequities in schools just 15 minutes apart. The central goal of my work has been about building Knox County Schools into a system that meets the unique needs of every student. While that's been my driving force in my first term, I have had to take on a few challenges that distracted us from the real work -- from book bans, to vouchers, to third grade retention, to policies aiming to divide and target students for their immigration status. We need a board majority focused. I hope a new board majority is elected and will lead with compassion and with student achievement as a top priority.

GENERATIONS OF TENNESSEANS WORKED TO BUILD OUR PUBLIC SCHOOL SYSTEM. WHAT OBLIGATION DO YOU OWE TO FUTURE GENERATIONS?

Ashley Sartelle: No Response.

Katherine Bike: I believe public education is the foundation of our community and our very democracy. We owe future generations a path to success through a strong public education system, no matter where a student lives in Knox County. I've fought some of the stigmas around public education, and remain committed to the work to secure a fully-funded and equipped public education system that meets the need of every student.

WHO DO YOU SEE AS THE PRIMARY STAKEHOLDERS IN PUBLIC SCHOOLS?

Ashley Sartelle: No Response.

Katherine Bike: The primary stakeholders in our public schools are our students. Every decision a school board makes should begin with one question: "Is this in the best interest of students and their success?" Parents and families are essential partners, and our teachers, principals, and school staff are the professionals who make student success possible every day. Through parent input and collaboration, feedback from the community, and through this community-wide conversation about our schools through this election, I believe the work should always be centered back to student success.

IF RESOURCES AND CONSTRAINTS WERE NOT AN ISSUE, WHAT DO YOU BELIEVE ARE THE MOST IMPORTANT CHARACTERISTICS OF AN EFFECTIVE SCHOOL, AND HOW SHOULD THIS SHAPE SCHOOL BOARD DECISIONS?

Ashley Sartelle: No Response.

Katherine Bike: An effective school is one where every student feels safe, welcomed, challenged, and supported. It has outstanding teachers who are respected and given the tools they need to succeed in the classroom. If resources weren't a constraint, I would invest in smaller class sizes, more direct student supports, expanded career and technical education pathways, the arts, literacy, and ensuring every student has access to the best opportunities regardless of their ZIP code.

THE GOVERNOR'S ESA VOUCHER GIVES MORE TAXPAYER MONEY TO PRIVATE SCHOOLS FOR VOUCHER STUDENTS THAN IT GIVES TO PUBLIC SCHOOLS. HOW DO YOU SEE SCHOOL VOUCHERS AFFECTING KNOX COUNTY SCHOOLS' STUDENTS?

Ashley Sartelle: No Response.

Katherine Bike: I have been a strong opponent to school vouchers because I believe our responsibility is to strengthen the public schools that serve nearly every child in Knox County. The voucher program directs more taxpayer funding to private schools than it invests in students attending our public schools, even though public schools educate the overwhelming majority of Tennessee's children. There is not enough cash to fund two school systems. If you want a school system that's transparent and accessible for every student in Tennessee, that's public education.

WHAT DOES EDUCATING ALL CHILDREN MEAN IN PRACTICE, AND WHAT WILL YOU DO TO ENSURE THAT ALL CHILDREN IN KNOX COUNTY HAVE ACCESS TO A GOOD PUBLIC EDUCATION?

Ashley Sartelle: No Response.

Katherine Bike: As a school board member, I will continue advocating for policies that keep students at the center of every decision. A key pillar of my first campaign, and again in my re-election, has been equity in education. That means investing in early literacy across the county, supporting our educators, strengthening special education and mental health supports, and ensuring every neighborhood school has the resources it needs to succeed.

HOW SHOULD THE BOARD ENGAGE PARENTS, EDUCATORS, STUDENTS, AND EXPERTS WHEN DEVELOPING POLICIES RELATED TO SCREEN TIME AND TECHNOLOGY USE IN SCHOOLS?

Ashley Sartelle: No Response.

Katherine Bike: I have been working a lot this past year with parents and district leadership to evaluate and change current policy, including leading a resolution to consider a grade-level evaluation to determine best practices for technology in the classroom. Through those conversations, I have been able to push the conversation to one that is proactive in addressing this issue, not reactive. The perspectives from parents, students, and educators on this issue directly shaped my resolution and view on this policy.

SOME COMMUNITY MEMBERS VIEW RECENT BOOK REMOVALS AS PROTECTING CHILDREN, WHILE OTHERS VIEW THEM AS CENSORSHIP. HOW DO YOU UNDERSTAND THIS ISSUE?

Ashley Sartelle: No Response.

Katherine Bike: As a leading voice against censorship and the removal of *Roots* from school bookshelves this year, I believe that schools should not be in the business of policing speech and which perspectives are appropriate or not. I believe that the current state law goes too far. A parent advocate myself, I've fought for policies that respect parents while preserving students' access to literature, history, and diverse perspectives. Because public schools should teach students how to think, not what to think.

KCS IS IN THE MIDST OF REEVALUATING SCHOOL ZONES DISTRICTWIDE TO ADDRESS POPULATION GROWTH AND CHANGE. WHAT KIND OF PROCESS WOULD YOU SUPPORT?

Ashley Sartelle: No Response.

Katherine Bike: I support transparent, open processes for school rezoning decisions. If there were a rezoning in my district, I would conduct that community conversation through social media outreach, parent meetings, and conversations with teachers, administrators, and community stakeholders. The last thing we need is for KCS to steamroll a decision through without adequate time for community input.

AS A BOARD MEMBER, WHAT ACTIONS WILL YOU TAKE TO ENSURE TRANSPARENCY IN KCS ADMINISTRATION AND BOARD DECISIONS?

Ashley Sartelle: No Response.

Katherine Bike: I have published a regular Substack that aims to break down most board agendas and meetings, as well as what all goes into my decision making on some of our tough votes. I have remained committed to open communication not just online, but through conversations at the district-wide and school-specific levels. Our current school board has a 5-4 makeup, and I believe that our board works best with that balance and diversity of opinions. The last thing I want to see is a board that rubber stamps decisions and does not function in a way that's transparent and accountable to the residents who we serve.

WHAT ROLE SHOULD STANDARDIZED TESTING PLAY IN DETERMINING STUDENT SUCCESS AND TEACHER RETENTION?

Ashley Sartelle: No Response.

Katherine Bike: Standardized assessments can be a valuable tool for measuring academic progress and identifying where students may need more support, but they are only one piece of a much larger picture. Oftentimes, an educator could tell whether a student is progressing more than any results from a bubble sheet could. A test score does not always capture a student's growth, effort, classroom performance, learning style, or the circumstances that may impact a student's ability to perform on a given day -- and I believe that testing should not be the sole measurement of a student's success.

WHAT ARE YOUR VIEWS ON THE 3RD-GRADE RETENTION LAW?

Ashley Sartelle: No Response.

Katherine Bike: I do not believe a single test should be the sole determinant of whether a student progresses to the next grade. I understand this issue not only as a school board member, but also as a parent. My own child was impacted by third-grade retention requirements. Through that experience, I worked to help other parents navigate the process and supported KCS' implementation of the law in a way that gave families and students clearer guidance during what was often an uncertain and stressful situation. Decisions about student progress should consider the whole child, including classroom performance, teacher input, academic growth, and the support a student may need to succeed.

CANDIDATE QUESTIONNAIRE: DISTRICT 6

WHAT OR WHO CONVINCED YOU TO RUN FOR KNOX COUNTY BOARD OF EDUCATION, AND WHAT CHANGES DO YOU HOPE TO MAKE TO KNOX COUNTY SCHOOLS?

Lee Ann Eaves: As a retired teacher of 37 years, I felt called to become a candidate to run for District 6. Changes that I'd like to see are the 3 Ps--protection of students and teachers to have safe facilities and working conditions. Next, pay increases to retain our high quality educators. Finally, parents to become more involved and receive notices about curriculum.

Cadence Collins: I decided to run for office after learning about the private school voucher program a couple of years ago. I had reached out to my school board member, Betsy Henderson, to voice my concerns that public dollars should not go to private schools and that this would defund our public schools. She never responded to my emails, phone calls, or voicemails, and then went on to advocate for private school vouchers. We in District 6 deserve so much better, and Knox County Schools deserve to be represented by pro-public school representatives.

I hope to bring transparency and accountability to Knox County Schools, to be a school board member who cultivates connection and effective communication, and to always be an advocate for fully funded, equitable, safe, and welcoming schools.

GENERATIONS OF TENNESSEANS WORKED TO BUILD OUR PUBLIC SCHOOL SYSTEM. WHAT OBLIGATION DO YOU OWE TO FUTURE GENERATIONS?

Lee Ann Eaves: I have 10 grandchildren who are or have gone through public school systems, and my obligations are to be sure academics are being taught so future generations will become citizens of their communities with quality work ethics.

Cadence Collins: I owe the future generations my dedication and labor for our public schools. When we all come together to work for the betterment of our public schools, amazing things happen. I hope that the work I do for KCS on and off the board will have a lasting positive impact for future generations of students, teachers, and staff.

WHO DO YOU SEE AS THE PRIMARY STAKEHOLDERS IN PUBLIC SCHOOLS?

Lee Ann Eaves: Other than the required state impact, I see tax paying parents being a huge stakeholder in what affects our KCS schools.

Cadence Collins: I primarily view students, teachers, and parents as the primary stakeholders in public schools. Everyone benefits from strong public schools, but I most often think about how crucial excellent public education is for our all of our kids here in Knox County.

IF RESOURCES AND CONSTRAINTS WERE NOT AN ISSUE, WHAT DO YOU BELIEVE ARE THE MOST IMPORTANT CHARACTERISTICS OF AN EFFECTIVE SCHOOL, AND HOW SHOULD THIS SHAPE SCHOOL BOARD DECISIONS?

Lee Ann Eaves: An effective school is one that starts early with a foundation of curriculum that will build each year for our students. Data that will show deficiency to guide what course needs to be taken to provide our students with a successful educational experience.

Cadence Collins: I believe an effective school should be one in which everyone thrives: where teachers feel supported and have autonomy to teach the way they know to be most effective, where students not only learn but cultivate a love of learning that will continue into adulthood, and where everyone feels safe physically, mentally, and emotionally in our schools.

THE GOVERNOR'S ESA VOUCHER GIVES MORE TAXPAYER MONEY TO PRIVATE SCHOOLS FOR VOUCHER STUDENTS THAN IT GIVES TO PUBLIC SCHOOLS. HOW DO YOU SEE SCHOOL VOUCHERS AFFECTING KNOX COUNTY SCHOOLS' STUDENTS?

Lee Ann Eaves: The ESA is giving taxpayers a choice of how to educate their child. Parents know what is the best academic course for their child's educational experience. As I am still reviewing this plan, it is my understanding that these funds are being pulled from other sources.

Cadence Collins: School vouchers are defunding our public schools. We are seeing that directly with the 3.8 million dollar cut to our TISA funding. These funding cuts are tied directly to staffing. Each middle school and high school in Knox County is losing an educator. Our kids will now be required to learn in classrooms with a higher student-to-teacher ratio. That's just one immediate way school vouchers are impacting our students: larger classroom sizes.

WHAT DOES EDUCATING ALL CHILDREN MEAN IN PRACTICE, AND WHAT WILL YOU DO TO ENSURE THAT ALL CHILDREN IN KNOX COUNTY HAVE ACCESS TO A GOOD PUBLIC EDUCATION?

Lee Ann Eaves: Public schools educate all students regardless of zip code. I will ensure that students will receive the best academic experience based on the 3 Ps mentioned above.

Cadence Collins: All means ALL. It means educating children of every background and every ability. It means being accessible and welcoming. I will ensure that all children in Knox County have access to a good public education by protecting access to free, public education for all.

HOW SHOULD THE BOARD ENGAGE PARENTS, EDUCATORS, STUDENTS, AND EXPERTS WHEN DEVELOPING POLICIES RELATED TO SCREEN TIME AND TECHNOLOGY USE IN SCHOOLS?

Lee Ann Eaves: We must all work together to determine screen time for students. I believe we must return to the basic for K-3 without screen time to build a firm foundation of literacy.

Cadence Collins: The board should listen to parents, educators, students, and experts when developing screen time and technology use policies in school. Every voice and perspective is important when developing these policies. I would love for our parents, educators, students, and experts to have a joint committee with our school board members to really explore options for how best to approach screen time and technology use in our schools.

SOME COMMUNITY MEMBERS VIEW RECENT BOOK REMOVALS AS PROTECTING CHILDREN, WHILE OTHERS VIEW THEM AS CENSORSHIP. HOW DO YOU UNDERSTAND THIS ISSUE?

Lee Ann Eaves: My understanding is that these particular books are not appropriate academic reading material. These should not be in our school libraries for checkout. These are in our local public libraries and it should be parents choice to read these type of books to their children--not our schools.

Cadence Collins: I am pro-freedom to read. I trust our librarians. It is my understanding that our schools already have procedures in place that allow parents to determine which books they allow their children to check out from the library. These book removals are government overreach. I believe parents should be in charge of what their kids read, not the state or KCS.

KCS IS IN THE MIDST OF REEVALUATING SCHOOL ZONES DISTRICTWIDE TO ADDRESS POPULATION GROWTH AND CHANGE. WHAT KIND OF PROCESS WOULD YOU SUPPORT?

Lee Ann Eaves I support rezoning for the safety of students and over crowding of facilities. I welcome our families into District 6 and want them to know they are supported.

Cadence Collins: I would support a democratic and public process that prioritizes community input.

AS A BOARD MEMBER, WHAT ACTIONS WILL YOU TAKE TO ENSURE TRANSPARENCY IN KCS ADMINISTRATION AND BOARD DECISIONS?

Lee Ann Eaves: Board members need to work together to be sure we are basing decisions that impact our students that will impact our communities. Transparency is extremely important in that our parents need a clear understanding of what is occurring with their child's educational experience.

Cadence Collins: As a board member, I plan to lead openly and transparently. I plan to ask clarifying questions and bring the public to the administration and board decisions, in a sense, by utilizing social media. So many people are unaware of what goes on at our school board meetings. I intend to keep people informed. When people are informed, we can all better hold systems and each other accountable.

WHAT ROLE SHOULD STANDARDIZED TESTING PLAY IN DETERMINING STUDENT SUCCESS AND TEACHER RETENTION?

Lee Ann Eaves: As a 37 year educator mainly in grades 1st-5th, I do not think that standardized testing is the best data to see a students growth or a teacher's abilities. I believe the best way to show progress of a given grade would be to give a pre assessment measured against a post assessment during a school year.

Cadence Collins: Standardized testing is only one metric for determining student success and whether a teacher should be retained. Many students struggle with the stress-inducing nature of standardized testing. We should not place so much importance on one test at the end of the school year. We should trust our educators to identify students' areas for growth throughout the year, and understand that some students may fully grasp educational concepts, yet be unable to demonstrate those concepts when under the stress of taking standardized tests.

WHAT ARE YOUR VIEWS ON THE 3RD-GRADE RETENTION LAW?

Lee Ann Eaves: This affected me personally with one of my grands. It was a very frustrating year in that process of either do 18 days of summer school or repeat the 3rd grade. In my opinion, if student could not master curriculum in 180 school days, how was a summer school program going to make a difference for promotion. This age is very aware of social cues and being told they did not pass with their friends is heartbreaking. I feel the law needs to be looked at again and several changes need to be considered, such as pre and post assessments that I mentioned above.

Cadence Collins: I believe the 3rd-grade retention law is hurting our students, not helping them. I've had a parent lament to me that her 1st grade daughter had to begin therapy because of anticipatory anxiety around the 3rd grade TCAPS. It is absolutely heartbreaking to know we have 6- and 7-year-olds terrified of a test to the point that it is impacting their mental health. We need to focus on developmentally appropriate material and testing. These overly stressful assessments are not beneficial for our students. Our kids deserve so much better.

CANDIDATE QUESTIONNAIRE: DISTRICT 7

WHAT OR WHO CONVINCED YOU TO RUN FOR KNOX COUNTY BOARD OF EDUCATION, AND WHAT CHANGES DO YOU HOPE TO MAKE TO KNOX COUNTY SCHOOLS?

Stephen Triplett: No response.

Amy Fenner: My daughter convinced me to run; she was scared of ICE coming into school and taking her friends away. I hope that I can be a trustworthy representative for my district and restore confidence in the school board.

GENERATIONS OF TENNESSEANS WORKED TO BUILD OUR PUBLIC SCHOOL SYSTEM. WHAT OBLIGATION DO YOU OWE TO FUTURE GENERATIONS?

Stephen Triplett: No response.

Amy Fenner: The promise that I will do everything in my power to make sure that our public schools are fully funded and are around for generations to come.

WHO DO YOU SEE AS THE PRIMARY STAKEHOLDERS IN PUBLIC SCHOOLS?

Stephen Triplett: No response.

Amy Fenner: The students, teachers and staff.

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IF RESOURCES AND CONSTRAINTS WERE NOT AN ISSUE, WHAT DO YOU BELIEVE ARE THE MOST IMPORTANT CHARACTERISTICS OF AN EFFECTIVE SCHOOL, AND HOW SHOULD THIS SHAPE SCHOOL BOARD DECISIONS?

Stephen Triplett: No response.

Amy Fenner: The most important thing that our schools are faced with at this time is being fully funded and properly staffed while making sure that all of our students are fed.

THE GOVERNOR'S ESA VOUCHER GIVES MORE TAXPAYER MONEY TO PRIVATE SCHOOLS FOR VOUCHER STUDENTS THAN IT GIVES TO PUBLIC SCHOOLS. HOW DO YOU SEE SCHOOL VOUCHERS AFFECTING KNOX COUNTY SCHOOLS' STUDENTS?

Stephen Triplett: No response.

Amy Fenner: We are already seeing the effects of vouchers on our schools. We are spending less per student in public school, and our schools are scrambling to make up the difference. Vouchers should be abolished and all of the money given back to our public schools.

WHAT DOES EDUCATING ALL CHILDREN MEAN IN PRACTICE, AND WHAT WILL YOU DO TO ENSURE THAT ALL CHILDREN IN KNOX COUNTY HAVE ACCESS TO A GOOD PUBLIC EDUCATION?

Stephen Triplett: No response.

Amy Fenner: It means equitably funded schools across Knox Co. to ensure every student gets the same quality education.

HOW SHOULD THE BOARD ENGAGE PARENTS, EDUCATORS, STUDENTS, AND EXPERTS WHEN DEVELOPING POLICIES RELATED TO SCREEN TIME AND TECHNOLOGY USE IN SCHOOLS?

Stephen Triplett: No response.

Amy Fenner: The Board should create a task force that includes parents, teachers, students and professionals to develop a better technology policy.

SOME COMMUNITY MEMBERS VIEW RECENT BOOK REMOVALS AS PROTECTING CHILDREN, WHILE OTHERS VIEW THEM AS CENSORSHIP. HOW DO YOU UNDERSTAND THIS ISSUE?

Stephen Triplett: No response.

Amy Fenner: It is censorship.

KCS IS IN THE MIDST OF REEVALUATING SCHOOL ZONES DISTRICTWIDE TO ADDRESS POPULATION GROWTH AND CHANGE. WHAT KIND OF PROCESS WOULD YOU SUPPORT?

Stephen Triplett: No response.

Amy Tenner: I would support a plan that involved parents, teachers and professionals in all phases of the process.

AS A BOARD MEMBER, WHAT ACTIONS WILL YOU TAKE TO ENSURE TRANSPARENCY IN KCS ADMINISTRATION AND BOARD DECISIONS?

Stephen Triplett: No response.

Amy Tenner: As a board member I will be available to the people in my district to voice concerns or ask questions by holding a monthly "sit and sip" at a local coffee shop and by responding to emails as quickly as possible. That's the bare minimum.

WHAT ROLE SHOULD STANDARDIZED TESTING PLAY IN DETERMINING STUDENT SUCCESS AND TEACHER RETENTION?

Stephen Triplett: No response.

Amy Fenner: Standardized testing should be used to measure student achievements and as a tool to identify students who need extra or more advanced support, that is all. I also don't think they are beneficial to teachers and cause unnecessary stress.

WHAT ARE YOUR VIEWS ON THE 3RD-GRADE RETENTION LAW?

Stephen Triplett: No response.

Amy Fenner: I think it is emotionally harmful and educationally counterproductive and should be dismantled.

CANDIDATE QUESTIONNAIRE: DISTRICT 9

WHAT OR WHO CONVINCED YOU TO RUN FOR KNOX COUNTY BOARD OF EDUCATION, AND WHAT CHANGES DO YOU HOPE TO MAKE TO KNOX COUNTY SCHOOLS?

William Sofield: I'm sorry, but I will not be able to participate in the event on the 18th, and I am declining the survey. I appreciate your effort to include me. Respectfully, Bill Sofield

Brandy Jenkins: My decision to run for the Knox County Board of Education began with my oldest daughter and Tennessee's Third Grade Retention Law.

When my daughter was affected by this high-stakes testing policy, I had an eye-opening experience. It showed me that decisions made at the state level don't always reflect what's best for our students, teachers, or public schools. Instead of accepting it, I got involved.

I joined families across Tennessee in advocating for changes to the Third Grade Retention Law, where I met incredible parents, educators, and community leaders including Katherine Bike, who serves on the Knox County Board of Education (who is running for reelection in District 4). Through that work, I learned just how important it is to invest in early literacy before children reach high-stakes testing. We shouldn't wait until third grade to identify struggling readers. We should be giving students and teachers the support they need from the very beginning.

That experience inspired me to become more involved in Knox County Schools. I attended board meetings, worked with parents and educators, volunteered at my children's school, and became a stronger advocate for public education. The more I learned, the more I realized I wanted to be part of the solution.

If elected, I want to help strengthen early literacy, support and retain great teachers, ensure every student has access to a safe and welcoming learning environment, and keep the focus on strong public schools, not political agendas. I believe our teachers deserve the resources and respect to do what they do best, families deserve a voice in the decisions that affect their children, and every student deserves the opportunity to succeed. Those are the changes I hope to help make for Knox County Schools.

GENERATIONS OF TENNESSEANS WORKED TO BUILD OUR PUBLIC SCHOOL SYSTEM. WHAT OBLIGATION DO YOU OWE TO FUTURE GENERATIONS?

William Sofield: Declined to participate, see response to Q1

Brandy Jenkins: I believe I owe both past and future generations my commitment to protecting and strengthening public education.

Generations of Tennesseans worked hard to build a public school system because they understood that education is the foundation of a strong community and a thriving democracy. We have a responsibility to preserve that legacy and leave our schools stronger than we found them.

That is one of the reasons I will continue to oppose vouchers. Voucher programs divert public tax dollars away from our neighborhood public schools and into private schools that are not required to serve every child. I believe public dollars belong in public schools, where every student has the opportunity to learn.

I don't want us to move backward to a time when access to a quality education depended on a family's wealth. I want us to build a future where every child, regardless of their ZIP code, background, or income, has access to an excellent public education.

I will continue fighting for our students, our educators, and our public schools. I believe public education is a fundamental right and one of the greatest investments we can make in future generations.

WHO DO YOU SEE AS THE PRIMARY STAKEHOLDERS IN PUBLIC SCHOOLS?

William Sofield: Declined to participate, see response to Q1

Brandy Jenkins: The primary stakeholders in our public schools are our students. Every decision the Board of Education makes should begin by asking one simple question: "How does this benefit students?"

Students don't succeed alone, though. Families are essential partners in their children's education, and our teachers, principals, support staff, and school employees are the people who make learning possible every day. They deserve to be respected, supported, and included in the conversation.

Our community is also a stakeholder. Strong public schools strengthen our workforce, attract businesses, increase property values, and prepare the next generation of informed citizens. In fact, one of the best ways to protect and increase home values is by investing in successful public schools. Families want to live in communities with great schools, and thriving schools help create thriving neighborhoods. Whether you have children in school or not, we all benefit from strong public schools.

If elected, I want to keep the focus on our stakeholders, not politics. Our students don't ask whether their teacher is a Democrat or a Republican. Parents don't care about political parties when they're worried about their child learning to read or feeling safe at school. Teachers aren't thinking about politics when they're helping a struggling student succeed.

This isn't about political parties. It's about our community. It's about working together to give every child the best possible education. As a school board member, I will listen to all stakeholders while always keeping students at the center of every decision. When we support our educators, partner with families, and invest in our public schools, our entire community succeeds.

IF RESOURCES AND CONSTRAINTS WERE NOT AN ISSUE, WHAT DO YOU BELIEVE ARE THE MOST IMPORTANT CHARACTERISTICS OF AN EFFECTIVE SCHOOL, AND HOW SHOULD THIS SHAPE SCHOOL BOARD DECISIONS?

William Sofield: Declined to participate, see response to Q1

Brandy Jenkins: An effective school is one where every student feels safe, valued, challenged, and supported. It is a place where students are excited to learn, teachers are respected as professionals, families are welcomed as partners, and every child—regardless of their background or zip code—has the opportunity to succeed.

If resources and constraints were not an issue, every school would have highly qualified and well supported teachers, small class sizes, strong early literacy and intervention programs, school counselors, nurses, social workers, modern facilities, updated technology, and extracurricular opportunities that allow every student to discover their passions. Students would receive individualized support when they need it, and teachers would have the time, training, and resources to meet the needs of every learner.

While school boards must work within real budget limitations, that vision should still guide every decision. The role of the school board is to set priorities that put students first, invest in the people who make learning possible, and ensure resources are used where they have the greatest impact.

PUBLIC SCHOOL STRONG VOTER GUIDE

THE GOVERNOR'S ESA VOUCHER GIVES MORE TAXPAYER MONEY TO PRIVATE SCHOOLS FOR VOUCHER STUDENTS THAN IT GIVES TO PUBLIC SCHOOLS. HOW DO YOU SEE SCHOOL VOUCHERS AFFECTING KNOX COUNTY SCHOOLS' STUDENTS?

William Sofield: Declined to participate, see response to Q1

Brandy Jenkins: One of my biggest concerns about the Governor's ESA voucher program is that it provides more taxpayer funding per student to private schools than our public schools receive. If Tennessee can afford to spend \$7,300 per student for a private school voucher, then we have to ask: Why are we only investing \$7,023 in the public schools that educate the vast majority of Tennessee children?

That sends a troubling message about how we value public education.

At a time when our public schools are already working to meet growing needs, we must ask an important question: How do we pay for an additional education system that costs more while still fully supporting the schools we already have?

The concern is not simply the dollar amount - it is the responsibility that comes with those dollars.

Knox County Schools serves every child who walks through our doors, regardless of ability, income, background, or circumstances. Our public schools educate students with disabilities and students who need additional academic support. Without our public schools, many children would not have access to the transportation, meals, counselors, nurses, special education services, and countless other supports that help students succeed. These are essential services that public schools are responsible for providing every day, while private schools receiving voucher funds are not required to provide the same level of access or accountability.

Every education dollar matters. Those resources could be strengthening the schools our community depends on every day by expanding early literacy programs, supporting and retaining teachers, reducing class sizes, increasing student services, and making sure every child has the opportunity to succeed.

This conversation is not about criticizing families who make the educational choice they believe is best for their children. Parents want what is best for their kids, and I respect that. The question is whether Tennessee is investing enough in the public schools responsible for educating all children.

As a future Knox County School Board member, my responsibility will be to advocate for every student in our community. We must ensure our education dollars are used wisely. We need to focus on improving student outcomes, support educators, and strengthen the schools that are accountable to the public, not political agendas.

Strong public schools are the foundation of strong communities. Before we create new systems, we should make sure we are fully supporting the one system that welcomes and serves every child who calls Knox County home.

WHAT DOES EDUCATING ALL CHILDREN MEAN IN PRACTICE, AND WHAT WILL YOU DO TO ENSURE THAT ALL CHILDREN IN KNOX COUNTY HAVE ACCESS TO A GOOD PUBLIC EDUCATION?

William Sofield: Declined to participate, see response to Q1

Brandy Jenkins: Educating all children means recognizing that every student learns differently and making sure we identify and support their needs early. Before we place high stakes on students through third grade testing, we should make sure we have done everything possible to understand why a child may be struggling and provide the right support.

For example, dyslexia affects many students, and early identification and intervention can make a significant difference in a child's ability to become a successful reader. Instead of waiting until a student falls behind, we should strengthen early literacy programs, provide teachers with the training and resources they need, and ensure students receive support as soon as a need is identified.

Educating all children means meeting students where they are and giving them the tools they need to succeed. It means supporting students with disabilities, students learning English, students who need additional academic support, and every child who walks through our doors.

As a school board member, I will advocate for policies and investments that focus on prevention, early intervention, and student success. Every child deserves the opportunity to build a strong foundation, develop confidence as a learner, and reach their full potential.

HOW SHOULD THE BOARD ENGAGE PARENTS, EDUCATORS, STUDENTS, AND EXPERTS WHEN DEVELOPING POLICIES RELATED TO SCREEN TIME AND TECHNOLOGY USE IN SCHOOLS?

William Sofield: Declined to participate, see response to Q1

Brandy Jenkins: When developing policies around screen time and technology use in schools, the Board should begin by listening to the people most impacted: students, families, educators, and experts in child development and learning.

Personally, I believe we should be thoughtful about adding more screen time to students' daily routines. I would like to see us continue to prioritize opportunities for creativity, problem-solving, collaboration, and hands-on learning. Children learn important social and emotional skills through activities like imaginative play, group projects, reading, art, music, building, and even something as simple as playing a board game or interacting with classmates on the playground.

At the same time, policy decisions should not be based only on personal opinions. The Board's role is to gather the facts, seek guidance from experts in education, child development, and technology, and understand what research tells us about how students learn best.

After reviewing the evidence and hearing from professionals, teachers, parents, and students, the Board should have an open conversation about what balance makes the most sense for Knox County Schools. Technology can be a valuable tool when used intentionally, but it should support learning, not replace the experiences that help children develop creativity, curiosity, independence, and connection with others.

Our goal should always be to create learning environments where students are engaged, supported, and prepared for the future, not attached to screens.

SOME COMMUNITY MEMBERS VIEW RECENT BOOK REMOVALS AS PROTECTING CHILDREN, WHILE OTHERS VIEW THEM AS CENSORSHIP. HOW DO YOU UNDERSTAND THIS ISSUE?

William Sofield: Declined to participate, see response to Q1

Brandy Jenkins: When it comes to books in our school libraries, I believe it is important that we are consistent in our values. We often hear calls for less government involvement and more freedom for families to make decisions for their own children. I believe we should apply that same principle when it comes to library choices.

Parents already have the ability to make decisions for their own children. If a family does not want their child checking out a particular book, they can communicate that preference with the school. We can respect parental rights while also respecting the rights of other families to make decisions for their own children.

Less government should mean trusting parents—not creating one rule that removes choices from every family because of the preferences of some.

Our focus should remain on what matters most: helping students become strong readers, supporting educators, and ensuring our schools provide opportunities for every child to learn, grow, and succeed.

If you're not interested in fishing, you probably aren't going to go to the library and check out a book about fishing. The same is true for many topics—students and families make choices every day about what they read based on their interests and values.

Instead of focusing our energy on removing books from shelves, let's focus on what matters most: making sure every child has the support they need to become a strong reader. That means investing in early literacy, supporting educators, and giving students the foundation they need to succeed.

KCS IS IN THE MIDST OF REEVALUATING SCHOOL ZONES DISTRICTWIDE TO ADDRESS POPULATION GROWTH AND CHANGE. WHAT KIND OF PROCESS WOULD YOU SUPPORT?

William Sofield: Declined to participate, see response to Q1

Brandy Jenkins: KCS is facing the challenge of reevaluating school zones because of population growth and changes across our community. I would support a thoughtful process that prioritizes students, stability, and meaningful community input.

When possible, I believe we should look for solutions that allow changes to happen naturally as families enroll rather than creating unnecessary disruption for students who are already established in their schools and communities.

If rezoning is necessary, families and communities must have a meaningful voice in the process. We need to listen to what is working, understand concerns, and work together toward solutions that balance growth, resources, and the best interests of students.

AS A BOARD MEMBER, WHAT ACTIONS WILL YOU TAKE TO ENSURE TRANSPARENCY IN KCS ADMINISTRATION AND BOARD DECISIONS?

William Sofield: Declined to participate, see response to Q1

Brandy Jenkins: I believe transparency starts with trust, and trust is built when the community understands how and why decisions are being made. I doubt there will be much question about where I stand on important issues because I believe in being open, honest, and consistent with my values.

I am naturally a problem solver. I ask a lot of questions, seek to understand the details, and look for ways to improve systems rather than simply accepting that something has always been done a certain way. As a board member, I will come prepared, ask thoughtful questions, and make sure decisions are based on what is best for students.

I will support clear communication from the district, accessible information for families, and opportunities for meaningful community engagement. Transparency is not just about sharing information after decisions are made - it is about creating a process where families, educators, and community members feel heard and understand the reasoning behind those decisions.

WHAT ROLE SHOULD STANDARDIZED TESTING PLAY IN DETERMINING STUDENT SUCCESS AND TEACHER RETENTION?

William Sofield: Declined to participate, see response to Q1

Brandy Jenkins: Standardized testing should be one tool we use to understand student progress, but it should never be the only measure of student success or teacher effectiveness.

Data and analytics can be incredibly valuable. They can help identify where students are thriving, where they may need additional support, and where we need to adjust instruction. The purpose of assessments should be to inform decisions and provide resources - not simply to label students or create unnecessary pressure for teachers.

We need to use assessments as a benchmark and a guide while trusting the expertise of our educators, who know their students best. Supporting and retaining great teachers requires giving them the tools, support, and professional respect they need to help every child succeed.

WHAT ARE YOUR VIEWS ON THE 3RD-GRADE RETENTION LAW?

William Sofield: Declined to participate, see response to Q1

Brandy Jenkins: My concerns about the third-grade retention law are actually what first pushed me into advocating for our public schools.

When the law took effect, my daughter was in third grade that year. She had always been a straight-A student and consistently performed above local, state, and national averages. I'll never forget the Friday evening that I received a call that she had not passed the ELA portion of the TCAP. Suddenly, one test score had the potential to determine whether she moved on to fourth grade.

Thankfully, three days later, she passed the retake. I was thankful she was able to pass the retake, especially not knowing what questions she missed on the test or any time to study for the retake. The whole experience opened my eyes to how much pressure the Third Grade Retention Law places on students, families, and teachers. A single test on a single day should not define a child's ability, effort, or future.

I believe the goal of the law—making sure every child can read proficiently—is something we should all support. Literacy is the foundation for everything students do. But we have to ask ourselves: are we identifying and supporting students early enough?

Assessments should be tools that help us understand what a student needs, not barriers that determine their future. We should be investing in early literacy support in kindergarten, first, and second grade so students receive help before they reach a high-stakes testing moment.

This experience is what motivated me to speak up for students, families, and educators. Every child deserves the support they need to succeed, and every teacher deserves the resources and trust to help them get there.

ABOUT THE KCEC CHAPTER OF SOCM

The Knox County Education Coalition/KCEC is now a chapter of SOCM, Statewide Organizing for Community eMpowerment. Building on decades of work by regular people standing up for themselves and their communities, we now work on Public School Strong, a statewide and national campaign, and continue to work in coalition with partners in the community.

The Knox County Education Coalition originally came together in the summer of 2018 to make recommendations on the Knox County Schools (KCS) strategic plan and to advocate for stronger KCS funding and improved transparency. Original coalition members included: Allies of Knoxville's Immigrant Neighbors (AKIN), Justice Knox, Knoxville Branch of the National Association of Colored People (NAACP), Knox County Education Association (KCEA), Kindred Futures, Latino Student Success Coalition (LSSC), League of Women Voters of Knoxville and Knox County (LWVKKC), Stop School Push Out (SSPO), Students, Parents and Educators Across Knox County (SPEAK), and an informal group working for special needs students.

Over the years, KCEC advocated for: smaller class sizes; eliminating bullying and harassment at school; ensuring that all students experience diversity, specifically racial and ethnic diversity, at school; eliminating disparities in discipline and suspensions; high levels of cultural competency among staff; professional mental and emotional health services for all children; excellent teachers; a plan for providing special education services for students with disabilities; and a transparent program of evaluation and budgeting. Importantly, we rallied parents, educators, students, and community members to speak out about the harmful effects of the 3rd grade retention state law (high-stakes testing), and that is when we started working more closely with SOCM. Soon after, we decided to affiliate as the KCEC Chapter of SOCM.

In 2024, we joined with several communities across the state and defeated Governor Lee's voucher scam. It took a special session of the legislature and bullying for vouchers to eventually pass in 2025. Vouchers continue to drain our public resources for the wealthy, with little to no accountability, so we continue speaking up. In the spring of 2025, a statewide effort called Education For All formed in response to harmful anti-immigrant, anti-community bills like TN House Bill 793. Through collective action and powerful testimony, we stopped some of these bills and paused HB793.

In the fall of 2025, the KCEC Chapter of SOCM organized multi-racial, multi-generational, multi-status, cross-class constituents (from Comunidades en Acción, a TIRRC Comité, Allies of Knoxville's Immigrant Neighbors/AKIN, Centro Hispano de East Tennessee, Bridge Refugee Services, Knoxville NAACP, the League of Women Voters of Knoxville-Knox County, and others). Together, we convinced a 5-4 Republican majority Knox County Board of Education to vote 6-3 in favor of a Free Education For All Children legislative priority that opposed bills like HB793. That bill later died during the 2026 General Assembly.

The KCEC Chapter of SOCM continues to organize for fully funded and inclusive public schools, dignity in the workplace for all school staff, student-centered assessment, and local control of our schools. We meet the 2nd Wednesdays of the month. **Join us!**

ABOUT SOCM

SOCM is a 54-year-old, member-led organization dedicated to empowering Tennesseans in their efforts to have a greater voice in determining their own future. We accomplish this by training local leaders and by developing and sustaining long-term, democratically run, and locally rooted membership organizations in communities throughout Tennessee. Together, SOCM members work towards a Tennessee where all people are treated with dignity, where our environment is preserved and protected, and where corporations and public officials are held accountable to the needs of the people.



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