



## **Overview**

*The National College Access Network is dedicated to assisting local communities all over the country initiate, develop and sustain their own college access programs. Collectively our member organizations have helped over 4 million students continue their education beyond high school.*

The National College Access Network (NCAN) was invited by Alignment Nashville to conduct a gap analysis on the college access environment in Davidson County. This request came in response to the first NCAN presentation on May 26, 2006 that was coordinated by Marc Hill, Director, Nashville's Mayor's Office of Children and Youth and hosted by Dr. Pedro Garcia, Director of Metropolitan Nashville Public Schools.<sup>1</sup> The participants at this meeting demonstrated significant support for college access services with a consensus that students needed to be *prepared* to enter postsecondary education after high school even if they chose not to attend. There was also a general agreement that there are many programs in Nashville to support and encourage college attendance, but the efforts are not well coordinated. There was additional discussion about listening to the perspective of students and engaging parents in the college encouragement process. Most agreed that students have high postsecondary aspirations in the ninth grade but an unacceptable percentage drop out before high school graduation. This is especially evident in the east Nashville area. The meeting ended with a desire to consider next steps to review the needs, identify gaps in service, and consider programs to expand higher education opportunities for low income and first generation students and their families. Completing a preliminary gap analysis would help target resources strategically for the desired impact. Sydney Rogers, Alignment Nashville Executive Director, thought that the gap analysis process would advance the work of the College Access Subcommittee of Alignment Nashville's 9-12 Executive Oversight Committee.

The College Access Subcommittee met on two different occasions to discuss the college access environment in Davidson County and to coordinate the completion of the NCAN toolkit surveys with four types of organizations -- high schools, colleges and universities, businesses, and community-based organizations. These gatherings provided additional perspectives on community needs and services and will be discussed in the structured group meetings section of this report.

## **Purpose of this Report**

The purpose of this gap analysis was to assess the feasibility of establishing a college access initiative that could potentially serve all students and families in Davidson County. Although the project intends to examine the potential for improving college going rates, this report does not attempt to be a comprehensive study of educational needs and services in the county. From comments at all of the meetings, a review of the surveys, and the "2005 Citizens Panel for the Community Report Card," the community is keenly aware of the challenges facing K-12 education. The community also appears to be very open to suggestions for improving educational attainment and have gathered numerous stakeholders to work on action plans for student success.

This is especially evident in the creation, development and support of the work of Alignment Nashville.

### **This Gap Analysis Report consists of three sections:**

- The environmental scan of Davidson County is derived from multiple national, statewide and local data sources within the context of the state;
- The summary of the NCAN gap analysis toolkit surveys of organizations providing college access services, and a summary of the NCAN gap analysis structured group interviews related to college access services; and
- Preliminary recommendations for establishing a college access initiative or expanding existing services to more systemically serve students and families in Davidson County.

## **Environmental Scan**

### **The State**

The state flag of Tennessee has three stars in an unbroken blue circle.

Each star represents the three different land forms in Tennessee -- mountains in the east, highlands in the middle and lowlands in the west.<sup>2</sup>

The state's population is 6,038,803<sup>3</sup> and ranks as the 16<sup>th</sup> most populace state in the nation<sup>4</sup> and is expected to grow by 14% from between 2000 and 2015. According to the NCHEMS Information Center, the 2004 public high school graduation rate in Tennessee was 63%; the national graduation rate is 69.7%.<sup>5</sup> Ninth grade students' chance for college by age 19 was 36.2% and the college going rate for high school graduates in the state was 61.8%; the national figures are 38% and 56.6%, respectively.<sup>6</sup> The 2005 US Census Bureau QuickFacts reports the ethnic breakdown in Tennessee as follows: Caucasian 77.9%, African American 16.8%, Hispanic or Latino 3.0%, Asian 1.2% and Native American/Alaskan Native 0.4%.<sup>7</sup> The average Tennessee household size is 2.48 persons.<sup>8</sup>



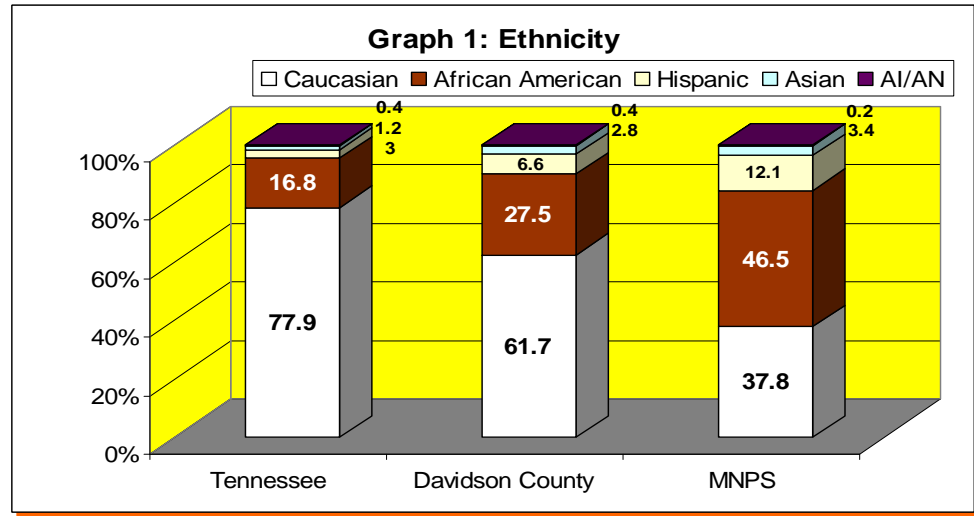
### **The County**

Davidson County is the 2nd largest county in Tennessee with a population of 578,698<sup>9</sup> and covers 502 sq. miles in land area in the "highlands" part of the state.<sup>10</sup> Between 1980 and 2000, the population of Davidson County grew by 19% but is only projected to grow by 6% through 2020.<sup>11</sup> The state of Tennessee, in contrast, is expected to have a 19% population growth by 2020. The future trend for student enrollment in Davidson County will likely show a decline over the next ten years as a result of the slower population growth. The percent of persons in the county with a bachelor's degree or higher (30.5%) is significantly higher than the state average (19.6%)<sup>12</sup>. The median household income is \$40,878, which is higher than the state average of \$37,925.<sup>13</sup> The employment opportunities in the county appear to retain a highly educated workforce.

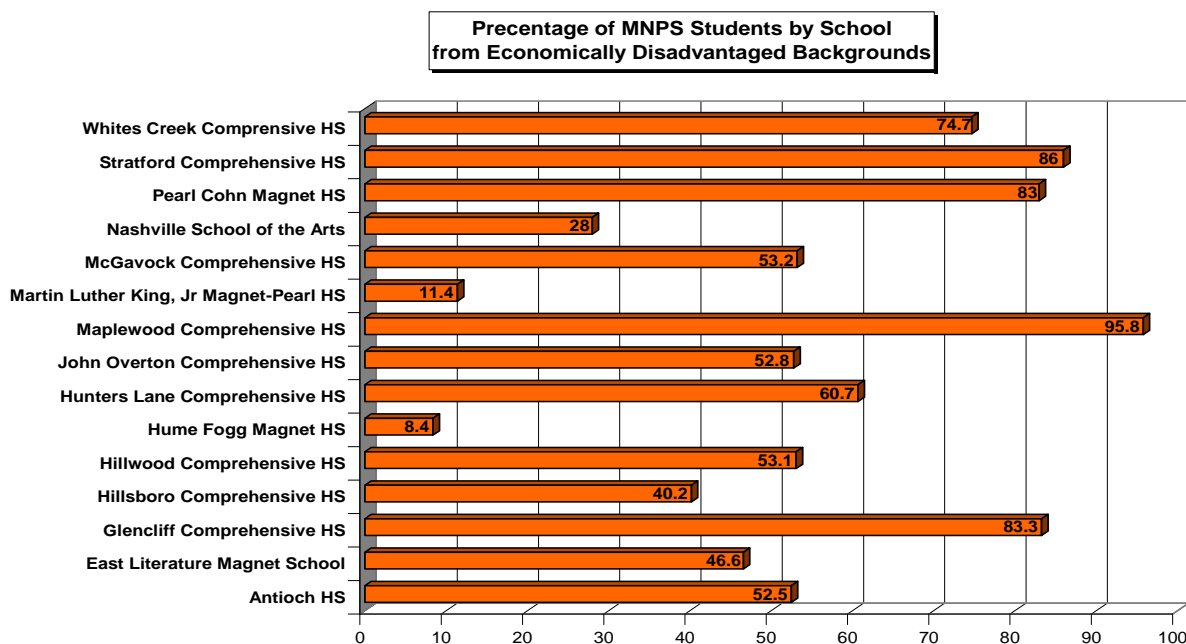
## The School District

Davidson County is served by Metropolitan Nashville Public Schools (MNPS), which is the second largest school district in the state, only behind Memphis. MNPS is the 50<sup>th</sup> largest school district in the nation<sup>14</sup> with more than 72,807 students.<sup>15</sup> MNPS does have a low student-to-teacher ratio (15:1) despite its large size.<sup>16</sup> The percentage of MNPS students who graduate high school in four years is 68.3% and continues to improve; the state average is 78.5%. The school district does have some significant challenges in both the diverse population it serves and the large number of students who come from economically disadvantaged homes.

Graph 1 compares the differences in diversity from the state, county and school district levels.<sup>17</sup> The ethnic breakdown in MNPS is significantly different from Davidson County and markedly different from the state figures. One suggestion for this difference is the number of students who attend private school in the county.

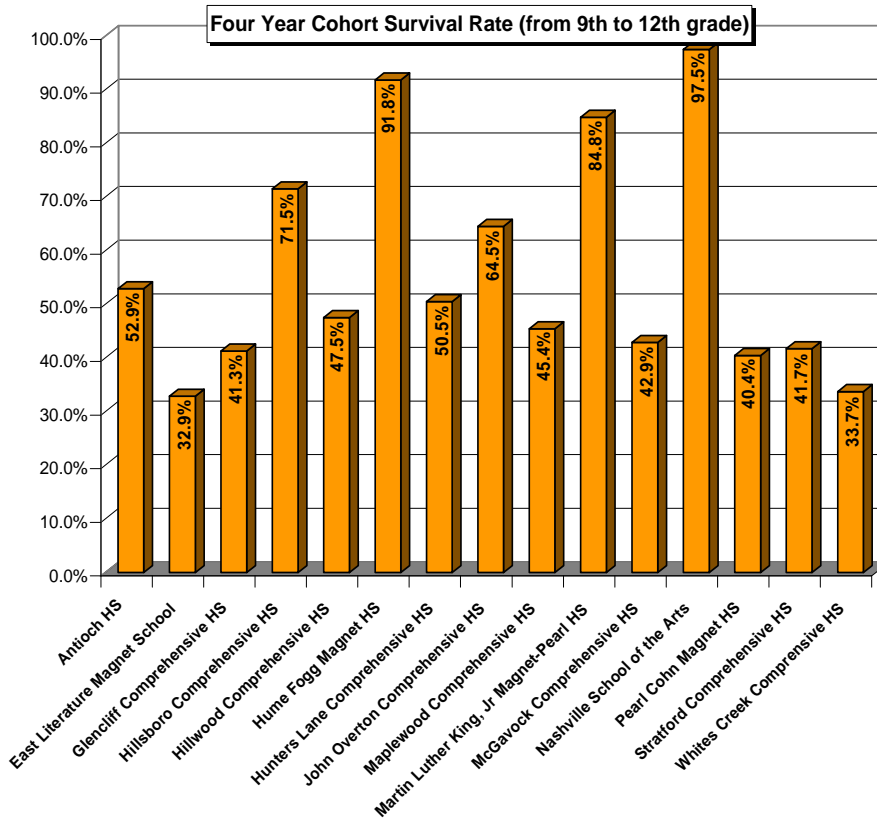


The second graph compares the differences in MNPS schools with the percentage of public school students from economically disadvantaged backgrounds.<sup>18</sup> Socio-economic status and first-generation status are key factors that impact high school completion, college attendance and



degree attainment. These figures can also be used to target schools that could benefit most from new college access initiatives.

Another graph that would help determine what schools might benefit most from college access is the cohort survival rates, that is students in ninth grade who stay in school and graduate from high school. The MNPS average cohort survival rate is 56%. This is significant since the number of students who successfully graduate from high school will determine the pool for students who

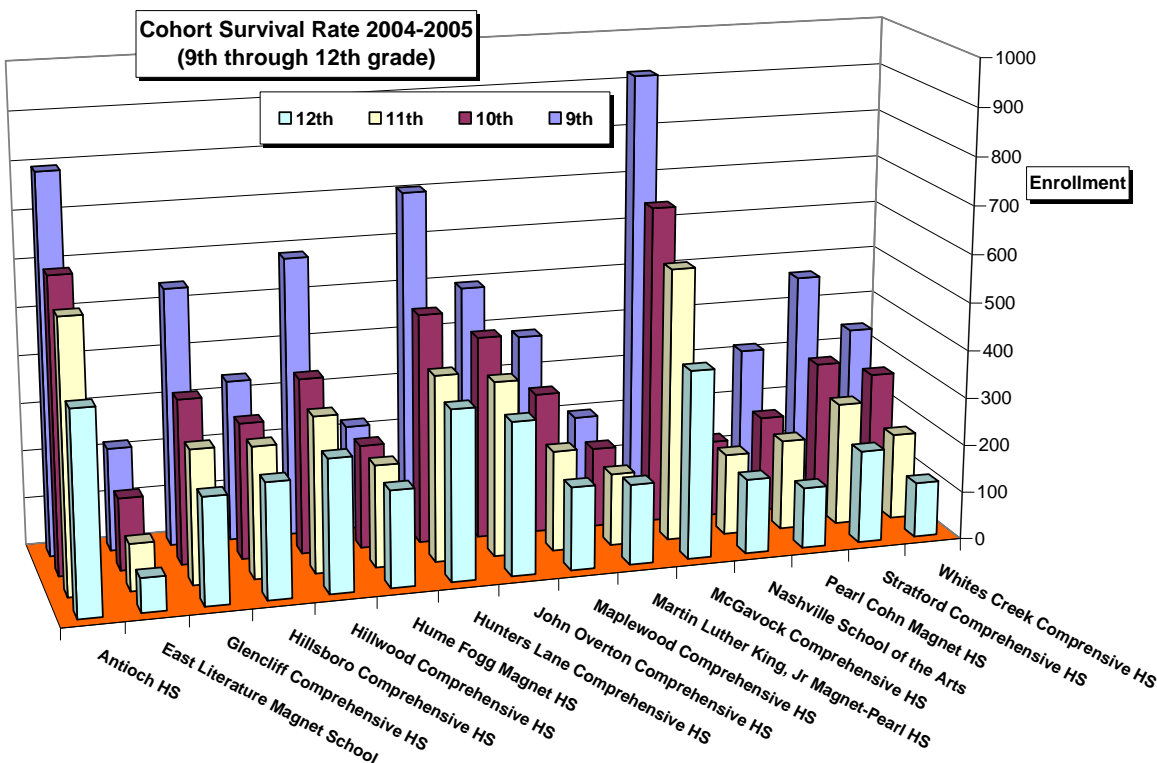


could attend postsecondary education. While the percent of adults with a bachelor's degree is high in Nashville compared to the state, the cohort survival rate within the high schools in the district provide clear evidence of college encouragement that needs to be done to increase the chance for college for many of the ninth graders in Davidson County.

When the cohort survival rate (56%) is combined with the number of high school graduates enrolling in higher education in Tennessee (58%),<sup>19</sup> ninth grade students in the MNPS have a 32.5% chance of attending college right after high school.

The final graph shows the cohort survival rate by year in high school (9<sup>th</sup> through 12<sup>th</sup>) and helps to focus on the schools that need the most attention. It is not clear from this data what other issues may impact the attendance rates at the high schools in MNPS, which may explain the variability in the graphs. Cohort tracking is a fairly recent method of measuring the impact on students attending postsecondary education directly out of high school. It should also be noted that the graphs in this section aggregate all students when students with special needs and other factors may account for a significant number of students who drop out, stop out or take alternative forms of schooling to complete their education. What the data attempts to

demonstrate is the areas of need for any new college access initiative for Nashville and Davidson County.



What should be noted at this juncture is that MNPS is not alone in this challenge. The Measuring Up 2006 State Report Card says this about how Tennessee is preparing high school students for postsecondary education. “Since the early 1990’s, the state has seen a double-digit drop in the proportion of 9<sup>th</sup> graders graduating from high school in four years—Tennessee now ranks among the lowest states in the country on this measure.”<sup>20</sup> How Nashville, Davidson County and the state responds to the data will determine the future of a competitive workforce and the strength of the future Tennessee economy. The market demand factor for Davidson County according to the Educational Needs Index also confirms that the county received the Most Critical level of educational need and is in the center of a larger Metropolitan Statistical Area where all of the counties surrounding Davidson also have the Most Critical level designation.<sup>21</sup> Nashville is certainly positioned to be in the center of leadership on this college access issue. We will now move to the gap analysis surveys and structured group meetings for more information about the college access environment.

### NCAN Gap Analysis Summary

The primary goal of the gap analysis process is to determine the college access and success climate in the area being surveyed. Information for this section was gathered through the NCAN toolkit surveys and structured group meetings. NCAN designed surveys that help identify college

access activities or programs in four types of institutions – businesses, high schools, colleges, and community-based organizations. The surveys are not intended to measure the breadth and depth of all programs in a community but simply provide an overview of what programs are provided to whom. Each survey was designed for ease of completion and covers key college access programs and services identified by NCAN research and experience.

A secondary goal of the surveys is to create an inventory of local programs offering college access services. This inventory provides a starting point for looking closer at programs that are most effective and could be expanded to serve larger audiences. The analysis is not exhaustive due to the limitations of time and resources; however, the scope of the analysis attempts to include input from every major program in the community. The structured group meetings were designed to provide a framework for those interested in college access work and provide a qualitative dimension to the analysis.

Hal Cato, of the College Access Subcommittee, organized the online survey tool for respondents and Bob Obrohta, who is co-chair of the College Access Subcommittee, followed up with organizations and provided the summary data to NCAN for analysis. From the information provided to NCAN, it was difficult to determine the response rate for each group since in some cases more surveys were returned than organizations. A total of 67 businesses received an invitation to complete the survey; 8 surveys were completed. Four colleges and universities were invited; four surveys were completed. Nineteen community-based organizations were invited to complete the survey; 18 surveys were completed. Finally, principals and guidance counselors at 11 high schools were invited to complete the survey and 18 surveys were complete for this group.<sup>22</sup> See Appendix B for overall results of each survey.

### **Business Survey Respondents:**

Of the eight respondents to the business survey, half reported active partnerships with school districts in the area, three with MNPS and one in Wilson County. The primary focus for the partnership appears to be with middle and elementary schools. None of the respondents checked activities working with high school students in 9<sup>th</sup> through 11<sup>th</sup> grades. Since the sample size was small this may not be generalizable to the larger business community but it is apparent that fewer activities occur in these partnerships as students move into high school. The activities for these partnerships varied with tutoring and mentoring getting more attention than other activities, but there were no activities that stood out as popular among all respondents. Internships, apprenticeships, and job shadowing did receive some attention but was unclear whether that is evenly distributed among all businesses.

The respondents from the business community also showed few partnerships that provided work-related experiences for students. None of the respondents reported participation in career day. According to the survey, businesses do appear to use the local Chamber of Commerce or another “Business and Education Organization” as their primary channel for “indirect advocacy” for education issues. The organizations who responded to the survey indicated that most of their partnership work occurs with the general student population rather than the students with the

greatest need. It is unclear whether the business-education partnership activities are initiated by the educational institutions or by businesses.

### **High School Survey Respondents:**

Approximately 83% of the high school respondents reported that college access services were available to their students. The services for those providing college access programming were spread among local college campus-based programs (especially with Tennessee State University), community-based programs (especially AVID) to some school district programs (College Fairs) and several national programs (especially TRIO related programs and a few GEARUP). It was unclear by the survey data as to the breadth and depth of program offerings, or the impact of offerings on student college participation rates.

The types of activities covered by all of these programs were consistent with college access areas deemed important by NCAN. Information campaigns and college financial aid were activities provided by most high schools along with college visits and tutoring services. Some schools mentioned college selection and application services and college entrance exam test support. Most of the programs offered at the high schools focused on 9<sup>th</sup> through 12<sup>th</sup> grade audiences and most of the programs were offered on the high school campus. More individual work occurs with high school seniors than earlier high school grades and most services are offered to general audiences with some work targeted to special populations. Only a third of the respondents indicated that another person besides the guidance counselor was a key resource person for college access services.

### **College and University Respondents:**

All four of the college and university respondents were located in the region that serves Davidson County. Three of these institutions indicated that outreach activities are provided to students and families in the area. Most of these are pre-college and university-based programs and may serve more as recruiting tools as opposed to college access and success tools. Most respondents from colleges and universities will spend twice as much time with high school seniors than with students in 9<sup>th</sup> through 12<sup>th</sup> grade combined. It is unclear whether this time with seniors is spent encouraging higher education or advocating for enrollment to a specific institution. Information campaigns, college visits and other academic enrichments programs comprised most of the activities for students and families. Hosting summer programs on college campuses was also a frequent activity for half of the respondents. College and University respondents did indicate serving underrepresented student populations across the spectrum; however most of the programs were geared towards a general population. Since the MNPS schools have a large majority of students underrepresented in higher education, serving the general population addresses many special populations. Of the high schools listed on the survey, all were checked equally as being served with the exception two magnet schools -- East Literature and Hume Fogg who both had twice as many services from colleges and universities.

### Community-Based Organization Survey Respondents:

Most of the community-based organization respondents (83%) indicated that they participated in “outreach activities for students and families in the community.” When asked to specify programs that focus on college access, the lists were very similar across all groups who were surveyed. The programs varied across all respondents and represented many well-known programs, including federal (i.e. TRIO) and national programs (i.e. Jobs for America’s Graduate, AVID, High School Kids Mentoring, etc.). Some of the programs were categorized as community-based programs (17%), some identified as programs provided in conjunction with the school district (17%) and over 33% of the programs were provided by area businesses. The location of services is evenly divided among schools and agencies, which points to the collaborative nature of the programs in the Nashville area. All schools in Nashville received services from at least one community-based organization according to the survey respondents. What was most striking about the Community-based organization surveys is the percent of respondents who worked with the same schools. If you mapped these responses to the schools in Graph 2, you would find more community-based organizations working in schools with the highest percentage of economically disadvantaged populations. Clearly, the focus of community-based organizations appears to be targeted in areas of greatest need. The surveys do not provide information on the breadth and depth of the programs offered or the impact of programs on student aspirations for postsecondary education.

### Structured Group Meetings

A day-long workshop, held on June 28, 2006, was designed to explore college access programs in Nashville. The meeting was held at the Junior League Conference Center and was attended by Hal Cato, Oasis Center; Sarah Elders, AVID teacher, Stratford High School; Brenda Elliot-Johnson, Principal, Stratford High School; Susannah Fotopulos, Youth & Civic Programs Manager, Hands On Nashville; Dr. Ron Groseclose, TSU P-16 Council; Connie Hensley, Guidance Counselor, Croft Middle School; Bob Obrohta, Nashville Chamber, Vice President for Education; Jim Overstreet, MNPS; Sydney Rogers, Alignment Nashville; Shanika Rush, M.L. King Magnet School; and Anderson Williams, Oasis Center.

The meeting began with a review of the NCAN PowerPoint presentation that was given at the May 26, 2006 meeting coordinated by the Mayor’s office. The first discussion focused on the data for public schools which is impacted by the large number of students who go to private schools in the Metro area. This leaves those with the least choice in the public schools, which accounts for the large percentage of families from economically disadvantaged backgrounds. Bob Obrohta talked about the most recent data on Nashville schools that appeared in the “2005 Citizens Panel for the Community Report Card.” The Panel updates their report yearly and has done so since 1992.

The discussion then turned to the five different college access models that were reviewed in the PowerPoint presentation. There was some interest expressed in a college access resource center in the malls (Hickory Hollow Mall and the 100 Oaks Mall were mentioned) due to the target audience of high need kids; others wondered about a classic college access center and what

schools should be included in a pilot program. Some suggested the TSU Counseling Program as a location for a College Access Center Hotline for Davidson County.

The next agenda item for the structured group meeting included an introduction to the NCAN A-6 College Access Framework. The framework includes six areas of college outreach activities: Aspiration, Awareness, Achievement, Affordability, Actualization and Attainment. Each attendee was provided markers and post-it notes and instructed to write down activities or programs that they knew which addressed each area. Once the writing subsided, the participants were instructed to post their notes on the newsprint under the appropriate framework area. The next step included categorizing the post-it notes to reduce duplication. From this exercise, it became very apparent that there were a variety of activities in support of college access in the early years (middle school/high school) but less in the later years of high school. The two programs that appeared to cross all six areas was AVID and the Boys Scout programs. The programs listed under each framework are as follows (note: we did not analyze the effectiveness of each program or determine the breadth and scope of each program nor did we explore the exact titles of the activities offered by each listed organization):

#### **ASPIRATION:**

AVID; Boy & Girls Club; YMCA Bridge Program; Bethlehem Center of Nashville; Boy Scouts Career Explorer Program; Boy Scouts Career Fairs; A Time to Rise; Rotary Club; Exchange Club; "Career Day" at schools; Vanderbilt Mentors (at Stratford HS); Martha O'Bryan Center; STARS; Princeton Review; ECOS – Education Career Opportunity Systems; HighSchoolInterns.com; Ninth-Grade Academy (currently in 8 MNPS high schools); School-based four-year academic plans (8<sup>th</sup> grade); school-based Kuder Career Planning System; Career Fair @ Gaylord Entertainment Center; Advisor/advisee; 100 Black Men – 100 Kings Program; Career Academies in high schools; ASVAB offered in schools.

#### **AWARENESS:**

AVID – ACT prep courses & college visits; Boy Scouts Career Explorer Program and mentoring; Martha O'Bryan Center college visits; TSU – Talent Search and College Information dissemination; YMCA Bridge Program; "Automated Advisor" DVD (and online) through Nashville State Community College; Temple Academic Excellence Center – College Visits; TN Tomorrow; TSU –Spring Break College Road Trip; MNPS College Night; MNPS PLAN for 10<sup>th</sup> graders; Ninth Grade Academies (at 8 MNPS high schools); TSU, Vanderbilt, and Lipscomb college tours; Community IMPACT college awareness; INROADS; Upward Bound; University School – Colleges That Change Lives College Fair; 100 Black Men; Formation Advisor/advisee; School Counselors – Testing: PLAN & ACT and PSAT & SAT; JUMP College Tours; NACAC Regional College Fairs

#### **ACHIEVEMENT:**

AVID – funding ACT exams and prep courses; Vanderbilt tutoring; Princeton Review – ACT/SAT Prep Courses; YMCA Bridge Program; Church groups tutoring; HS Leaderships courses at Antioch and Maplewood; Temple Academic Excellence Center – ACT Prep; Talent Search – ACT prep; Big Brothers/Big Sisters; Nashville State Community College – Dual

enrollment; School/College GearUp lab – ACT prep; 100 Black Men; Oasis/Community IMPACT; Kipp Academy

**AFFORDABILITY:**

AVID – scholarships for rising Juniors; YMCA Bridge Program; Nashville State Community College – financial aid; TN lottery scholarships; NCSS Foundation Scholarships; Hope scholarships; HS Guidance Counselors Financial Aid Workshops for Seniors; Oasis/ Community IMPACT Financial Aid workshops and savings program; Church Groups – financial aid nights; 100 Black Men; Universities financial aid nights; TSAC financial aid seminars for high school parents.

**ACTUALIZATION:**

AVID; 100 Black Men; Nashville State Community College Orientation; YMCA Bridge Program; HS Guidance Counselor letters of recommendation and application deadlines for college bound seniors; Oasis/ Community IMPACT.

**ATTAINMENT:**

AVID; INROADS internships and mentoring; local business and non-profit internships; TSU student support services (TRIO); AGI job shadowing; Oasis/ Community IMPACT; SITA job shadowing; YMCA Bridge Program

After this exercise, there was a significant discussion of the data provided to each school for the results of the PLAN, a pre-ACT test, which predicts performance on the ACT. PLAN also focuses attention on both career preparation and improving academic achievement. It became very apparent that some very usable data from this test was not fully utilized by the school corporation nor released to outside organizations for their use with students.

Following a break, we returned to explore “Benchmarks, Baseline, Metrics or Milestones” for Nashville. This was a brief session for participants to focus on routinely reported data that can become the baseline for measuring the success of any model they eventually select for a pilot implementation. They mentioned the following benchmarks: the amount of scholarships seniors were offered (as reported by the guidance counselors); HS Graduation rates; college matriculation rates; first-to-second year college retention rates; degree attainment rates; ACT scores; PLAN scores; the number of students taking the test; the number of students taking AP courses and exams; performance on the AP exams; Gateway Exams; Census data (number of adults with a college degree). These benchmarks could be used for the summative evaluation for the college access model implemented in Nashville. We also discussed student tracking as a means of measuring the impact of various experiences on college going rates and degree completion. The WEST Database was mentioned as an option for consideration.

The day concluded with discussion of the NCAN Toolkit surveys and how these could be used in Nashville to determine the level of services offered and gaps that exist in the high need areas. The general consensus was that the NCAN document – “Self-Assessment: Readiness for College Access” -- was the best place to start. We closed the meeting with a consensus that Nashville was

ready to begin looking seriously at college access and that the A-6 Framework would be helpful in coordinating programs and services.

The next structured group meeting occurred with the Alignment Nashville College Access Committee on September 18, 2006. The meeting occurred at Stratford High School and was hosted by Brenda Elliot-Johnson, principal, and attended by Hal Cato, Oasis Center; Kathie Harned, AVID Project Director, Metropolitan Nashville Public Schools (MNPS); Carolyn Hughes, Vanderbilt University; Bob Obrohta, Nashville Area Chamber of Commerce; Mark Thomas, YMCA; Anderson Williams, Oasis Center and Ruth Woodall, Director, Tennessee Scholars Program.

After a brief introduction to NCAN, the A-6 framework was again reviewed. The meeting participants mentioned Junior Achievement, the PENCIL foundation, and the ACT prep classes that are part of the college access activities in Nashville not listed on the previous charts. We spent the next hour exploring the gap analysis process and the NCAN toolkit surveys. The committee decided to undertake the survey process and a contract with Alignment Nashville would be forthcoming.

### **Technical Assistance and Training Needs**

The overwhelming need in the arena of college access assistance for Davidson County was for *coordination* of planning and service delivery. Most group members expressed the need for collaboration of college access efforts toward a more systemic delivery of services to all the students and families of the county. Convening a planning collaborative to review this analysis and design a comprehensive delivery system would be welcomed by every organization interviewed. This collaborative might be arranged by the Alignment Nashville College Access Committee and should include a large cross-section of the groups that were surveyed. Every stakeholder expressed interest in getting involved in a community-based effort to improve the college-going culture and increase the enrollment of underserved students in higher education.

Unanimous agreement was also expressed as to the need to address the prominent underrepresented groups in Davidson County (low-income, first-generation college, African-American, Hispanic, etc.). Within the categories above, the specific services identified as most needed in Davidson County were:

- Financial aid services (all – information, FAFSA completion, scholarship searches, interpretation of financial aid awards)
- College application assistance and fee waivers
- College visits
- College entrance exam information
- Career assessment
- Parental involvement

Clearly, the need is for the most basic of college access services -- one-on-one advising in financial aid and the college application process, college visits, entrance exam information and career exploration ranked high among those interviewed. The strong desire among the

stakeholders to participate in a comprehensive and coordinated college access initiative in the county was evident throughout the interviews.

### **Recommendations for a College Access Initiative in Davidson County**

Based upon our research and experience with college access expansion nationwide and the information gathered from various state and national data sources, the NCAN toolkit surveys, the structured group meetings, and conference calls with the College Access Subcommittee of Alignment Nashville's 9-12 Executive Oversight Committee, NCAN offers the following recommendations for investment by interested parties in Davidson County:

The focus of an initiative should be the creation of a comprehensive, systemic college access center. Staff of this center should provide direct services to students and parents in the form of one-on-one advising in financial aid, career counseling and general guidance through the college application and admissions process. The college access program should be community-based and initially provide one advisor to work in one high school where a majority of the population is low-income and a large number would be the first in their families to pursue a college degree.

Based upon the NCAN research, candidate schools for the initial program would include Glenclyff High School, Maplewood High School, Pearl Cohn High School, Stratford High School, or Whites Creek High School. The community-based organization could be either a subsidiary of an existing nonprofit or a newly established independent organization with exemption from taxes under section 501(c)(3) of the Internal Revenue Code. Our recommendation is for the prior due to the excellent community-based organizations that exist in Nashville. While a stand-alone initiative has a greater likelihood of success because its trustees will be able to raise its own money and create a diverse funding source, this may compete with the limited resources that currently exist in Davidson County. (The risk of using another organization as a fiscal agent is that fundraising for the college access initiative may not be a priority in the overall fundraising strategy.)

1. To supplement college access services provided by this initiative, it is recommended that a last dollar scholarship program be established to encourage students in their senior year. For the program's first year, it is recommended that a \$50,000 fund be established for Davidson County students attending higher education institutions. These funds would be applied to the expected family contribution (EFC) after a student has applied for all federal, state and local financial aid.
2. The first year's budget will be approximately \$188,470, which includes the recommended last dollar scholarship fund as well as the administrative costs for the college access program at two sites. This budget is predicated on the location of the college access program within an existing community-based organization who will provide in-kind staff oversight. A sample budget follows:

<b>Preliminary Budget for College Access Pilot Program in Nashville, TN</b>		
<b>Description</b>	<b>Amount</b>	<b>Notes</b>
College Access Advisor Salary & Fringes	96,520	2 advisors at \$38,000 (plus benefits at 27%)
Occupancy/Utilities*	20,000	*In-kind space for College Access Advisor may be provided by community-based organization or higher education institution.
Travel, Meetings, Dues	6,500	Conferences, professional development, association dues
Printing, Copy, Materials	6,500	Office and computer supplies, access materials
Accounting, Legal, Insurance	1,200	Incorporation, Audit, Bookkeeping, D&O, Liability
Technology	2,700	1 laptop and printers for advisor
Telephone (cell phone)	1,800	Cell phone and accessories for advisor
Postage	750	Mailings to students, schools, and community organizations.
NCAN Technical Assistance & Training	2,500	Start-up, development, training for advisors, administrators and board
Last-Dollar Scholarships	50,000	Last dollar scholarships
<b>TOTAL Budget</b>	<b><u>188,470</u></b>	

3. External consultation, including services of NCAN, should be provided as follows:
  - a. Technical assistance and professional development for the operating committee, executive director, and program staff including the advisor(s).
  - b. Establishment of baseline and ongoing data collection and approaches for the analysis of the effectiveness of programs.
  - c. Communications, marketing and suggested outlets for dissemination of information regarding initiative.
  - d. Strategic planning for sustainability of the initiative.

NCAN can facilitate the start-up of the college program and center with training in staffing, organization, program design, budgeting, facilities utilization, board development and advisory services.

Based largely upon the information gathered from the interview process in Nashville (plus follow-up conversations with some stakeholders) and our research and experience with college access expansion nationwide, NCAN remains interested in the evolution of this project. Our staff has considerable expertise in the field of college access. The areas of service delivery that NCAN (and best practice research) identifies as central to effective college access programming include:

- college selection advising,
- financial aid advising and assistance,

- career exploration,
- academic preparation,
- parent/community involvement, and
- college access to specific groups (especially adults, disabled individuals and retention efforts for college students).

We would like to continue our involvement with Alignment Nashville if a decision is made to proceed with this initiative.

## APPENDIX A

INITIAL NCAN PRESENTATION Meeting  
Nashville, TN  
Friday, May 26, 2006

**Attendee:**

- **Marc Hill, Director, Mayor's Office of Children and Youth  
Metropolitan Government of Nashville and Davidson County**
- **Pedro Garcia, Ed.D, Director of Schools  
Metropolitan Nashville Public Schools**
- **Sydney Rogers, Executive Director  
Alignment Nashville**
- **Sandra Johnson, Ed.D, Chief Instructional Officer  
Metropolitan Nashville Public Schools**
- **Jim Overstreet, Director, 9-12  
Metropolitan Nashville Public Schools**
- **Lance Lott, Chief Administrative Officer  
Metropolitan Nashville Public Schools**
- **Hal Cato, Executive Director  
Oasis Center**
- **Anderson Williams, Community IMPACT Director  
Oasis Center**
- **Dr. Jack L. Schmit, NCAN Senior Consultant**

**APPENDIX B**

**NCAN Surveys**

**Business Survey**

**High School Survey**

**College and University Survey**

**Community-based Organization Survey**

**Business-Education Partnership Survey Results**  
**Nashville, TN**  
**(8 Responses)**

1. Does your organization partner with any local school district(s) and or charter school(s)?

Yes 50% (Metro Nashville(75%), Wilson County (25%))

No 50%

Please specify at which level:

High School Seniors	<u>25%</u>
High School (grades 9-11)	<u>0%</u>
Middle School (grades 6-8)	<u>25%</u>
Elementary School (grades 1-5)	<u>50%</u>
Early Childhood (Pre-K-Kdg)	<u>0%</u>

2. If so, what types of activities define the partnership? Please check all responses that apply.

- a. Funding
  - i. General 0%
  - ii. Capital Improvements 0%
  - iii. Supplies (e.g. books, educational materials) 25%
  - iv. Scholarships 13%
  - v. Donations for School Events 0%
  - vi. Technology 13%
- b. Tutoring 38%
- c. Mentoring 38%
- d. Work Experiences
  - i. Internships (for students) 13%
  - ii. Internships (for teachers/counselors) 0%

iii. Unpaid work experience (for students)	<u>0%</u>
iv. Unpaid work experience (for teachers)	<u>0%</u>
v. Paid work experience (for students)	<u>0%</u>
vi. Paid work experience(for teachers)	<u>0%</u>
vii. Apprenticeships	<u>13%</u>
e. Employees serve on school committees	<u>0%</u>
f. Adopt-a-School	<u>13%</u>
g. Participate in Career Day	<u>0%</u>
h. Job shadowing /senior projects	<u>25%</u>
i. Principal for a Day	<u>25%</u>
j. Site tours of workplace for students	<u>25%</u>
k. Incentive programs (e.g. provide gift cards to students for specific accomplishments)	<u>13%</u>
l. Employees serve as guest presenters	<u>0%</u>
m. Mock interviews	<u>0%</u>
n. Teacher appreciation events	<u>0%</u>
o. Support for principal(e.g. training for Leadership, managing staff legal issues, teambuilding)	<u>0%</u>
p. Training sessions for students	
i. Career Skills(e.g. time management, communications, appropriate behavior on the job)	<u>0%</u>
ii. Leadership	<u>13%</u>
iii. Basic life skills(e.g. budgeting, saving)	<u>0%</u>
iv. Technology training	<u>0%</u>
v. Other (please describe)	<u>13%(Not Specified)</u>

- q. Training Sessions for Teachers
- i. Information about company specific needs(skill sets) for future job openings 0%
  - ii. Informational site tours of workplace 13%
  - iii. Professional Development 0%
  - iv. Other (please describe) 0%
- r. Active role as volunteer in school leadership/facilitation 13%(Junior Achievement)
- s. Direct Advocacy(initiated and led by your organization):
- i. Local 13%
  - ii. State 0%
  - iii. Federal 13%
- t. Indirect Advocacy 63%

Our company advocates for education issues through:

- o Business & Education Organization 80%
- o Main Chamber of Commerce 100%
- o Governor's Business Council 0%
- o State Higher Education Board 0%
- o Professional Associations 20%(Not Specified)
- o Management Companies 0%
- o Other Area Chamber of Commerce 40%
- o Community-Based/Non-Profit Organization 20%
- o Other 60%

Please specify name: TH & LA(33%), GH & LA (33%), JA(33%), Brentwood Chamber of Commerce(33%), Wilson County COC(33%)

u. Please specify the education issues for which your company advocates :

Music & Arts(13%), Full funding of Davidson County Schools (13%), Technology in the schools (13%), 2 year local technical degrees913%

3. Does your organization partner with or contribute to any community-based/non-profit programs focusing on education or college access?

Yes 50% Please specify which program(s) and briefly describe the partnership(s) and/or contribution(s):

Junior Achievement(25%), Nashville State Community College(25%), Nashville Alliance for Public Education(50%), Nashville Area Chamber of Commerce(25%), Middle Tennessee Workforce Investment Board(25%), Project Pencil(25%)

No 50%

4. What population(s) does your partnership *specifically* target? Check all that apply.

- |   |            |
|---|------------|
| a. Non-targeted (general population)      | <u>63%</u> |
| b. Low income                             | <u>38%</u> |
| c. Underperforming schools                | <u>13%</u> |
| d. First generation going to college      | <u>13%</u> |
| e. Underrepresented student populations:  |            |
| i. African American                       | <u>13%</u> |
| ii. Hispanic                              | <u>13%</u> |
| iii. Asian American                       | <u>13%</u> |
| iv. Native American/Alaskan Native        | <u>13%</u> |
| v. Students in foster care                | <u>0%</u>  |
| vi. Students with disabilities            | <u>0%</u>  |
| vii. Language minority (ESL) students     | <u>13%</u> |
| viii. Children of undocumented immigrants | <u>0%</u>  |
| ix. Children of migrant workers           | <u>0%</u>  |
| x. Home schooled students                 | <u>0%</u>  |
| xi. Other (please specify)                | <u>0%</u>  |

5.Optional Questions:

- i. What is the dollar amount your organization contributes on an annual basis to college access programs or services? Received one response=\$5,000
  
- ii. Approximately how many total hours do your employees contribute to volunteering for education related projects?  
Received 3 responses:
  - o 10 hours a year
  - o 100 hours per(not specified)
  - o Less than 5 per month

**High School Survey Results**  
**Nashville, TN**  
**(18 Responses)**

1. Are college access outreach activities/services available for students and families in your school?

Yes 83%                      No 17%

If yes, does your school refer students to college access services by means of one or more of the following outreach programs? If so, please check which programs and describe the services provided.

- |    |   |            |
|----|---|------------|
| a. | TRIO (Upward Bound, Educational Talent Search, Student Support Services, Educational Opportunity Center, etc.)  | <u>33%</u> |
| b. | GEAR UP   | <u>11%</u> |
| c. | College or University based pre-college outreach programs<br>Please specify which college or university:<br><u>Tennessee State University (63%), Vanderbilt (38%), Meharry Medical College (13%), Fisk Summer Program (13%), Aquinas (13%), Murray State (13%), UTK (13%)</u> | <u>44%</u> |
| d. | Community-based programs associated with national organizations. Please specify:<br><u>AVID (89%), NACAC College Fairs (11%), Future Boys &amp; Girls Club (11%)</u>  | <u>50%</u> |
| e. | Community programs associated with state organizations<br>Please specify:<br><u>OIC</u>   | <u>5%</u>  |
| f. | Programs or services provided by your school district<br>Please specify:<br><u>Jobs for Tennessee Grads(20%), College Fairs(60%), After School(20%)</u>   | <u>28%</u> |
| g. | Programs or services provided by area businesses<br>Please specify:<br><u>Shadowing (33%), Sponsor HBCU State Farm College Fair in Atlanta (33%), Tutoring (33%)</u>  | <u>17%</u> |
| h. | Other<br>Please specify:<br><u>Services provided by school and school consortiums</u>   | <u>5%</u>  |

2. Is there anyone in addition to the guidance counselor, identified in your high school as a key resource person to seek information about college admissions, financial aid and scholarship availability?

Yes 33% No 67%

If yes, please specify this person's title Teacher, Senior Teacher, Guidance Assistant, All staff members in the guidance office, Family Resource, Jobs for Tennessee Graduates

3. What types of activities are provided? Please check all that apply.

- |       |   |            |
|-------|---|------------|
| i.    | Information campaign (college awareness materials, career related materials, financial aid information)                                     | <u>89%</u> |
| ii.   | College visits for students to experience life on a college campus and receive information about college in general                         | <u>72%</u> |
| iii.  | College Financial Aid Night for students and parents to receive information about financial aid and help with completing the FAFSA          | <u>89%</u> |
| iv.   | Summer programs on a college campus (sports, journalism, biology, chemistry, robotics, computer programming, arts, etc.)                    | <u>50%</u> |
| v.    | Tutoring services for high school students  | <u>72%</u> |
| vi.   | Mentoring services for high school students   | <u>50%</u> |
| vii.  | Other academic enrichment/preparation activities for HS students  | <u>50%</u> |
| viii. | College selection and application services  | <u>61%</u> |
| ix.   | Scholarship support, including awarding of "last dollar" grants, scholarship search services and the administration of scholarship services | <u>44%</u> |
| x.    | College entrance exam/test prep support   | <u>67%</u> |
| xi.   | Career exploration  | <u>56%</u> |
| xii.  | Other (please list and describe):   | <u>22%</u> |

Kuder Career Planning (33%), Visits to high school by individual colleges (33%), college fairs (33%)

4. College access services in our school/district serve students in specific: (Please *identify* all that apply)

- a. Grades 61% (9-12=73%; 7-12=9%; 11&12 only=9%)
- b. Schools 17% (Pearl-Cohn=33%; All High Schools=67%)
- c. Communities 17% (All communities=67%; North Nashville & Cluster=33%)
- d. Counties 17% (Davidson=100%)

5. What is the primary location where students go for services?

- a. College campus 0%
- b. Elementary or middle schools 0%
- c. High schools 72%
- d. Homes of students/families 0%
- e. Community center/agency 5%
- f. Other (please specify) 5% (Internet)

6. Approximately how many students received college access services last year? Please indicate if services were offered to individuals and/or groups *and* the number served.

<u>Grade Level</u>	<u>Group(G)/Individual(I)</u>	<u>Number served</u>	
High School (grades 9-11)	<u>28%=Individuals; 33%=Groups</u>	N/A	<u>0%</u>
		1-99	<u>17%</u>
		100-249	<u>11%</u>
		250-499	<u>17%</u>
		500-749	<u>22%</u>
		750-999	<u>0%</u>
		1000+	<u>0%</u>
High School Seniors	<u>44%=Individual; 17%=Group; N/A=17%</u>	N/A	<u>0%</u>
		1-99	<u>5%</u>
		100-249	<u>50%</u>
		250-499	<u>17%</u>
		500-749	<u>0%</u>
		750-999	<u>0%</u>
		1000+	<u>0%</u>

7. What special population(s) are served by the college access services offered in your school/district? Please check all that apply.

i.	Non-targeted (general population)	<u>83%</u>
ii.	Low income	<u>55%</u>
iii.	First generation going to college	<u>50%</u>
iv.	Underrepresented student populations:	
v.	African American	<u>50%</u>
vi.	Hispanic	<u>33%</u>
vii.	Asian American	<u>28%</u>
viii.	Native American/Alaskan Native	<u>17%</u>
ix.	Students in foster care	<u>11%</u>
x.	Students with disabilities	<u>22%</u>
xi.	Language minority (ESL) students	<u>11%</u>
xii.	Children of undocumented immigrants	<u>5%</u>
xiii.	Children of migrant workers	<u>5%</u>
xiv.	Home schooled students	<u>11%</u>
xv.	Other (please specify)	<u>0%</u>

**College & University Survey Results**  
**Nashville, TN**  
**(4 Responses)**

2. Do you have programs to provide outreach activities for students and families in the community?

Yes 75%

No 25%

If yes, does your organization offer college access services by means of one or more of the following outreach programs? If so, please check which programs and describe the services provided.

- |   |            |
|---|------------|
| a. TRIO (Upward Bound, Educational Talent Search, Student Support Services, Educational Opportunity Center, etc.)   | <u>25%</u> |
| b. GEAR UP  | <u>0%</u>  |
| c. College or University based Pre-College Outreach Programs<br><u>Middle College(33%), Dual Enrollment(33%), Speakers(33%),<br/>Summer Academy for Gifted Youth(33%), THRUST Math &amp;<br/>Science Program(33%)</u> | <u>75%</u> |
| d. Community-based programs associated with national organizations  | <u>0%</u>  |
| e. Community programs associated with state organizations   | <u>0%</u>  |
| f. Other  | <u>0%</u>  |

3. How would you categorize your program?

- |                             |            |
|-----------------------------|------------|
| a. College/university-based | <u>75%</u> |
| b. School-based             | <u>25%</u> |
| c. Community-based          | <u>0%</u>  |
| d. Other (please specify)   | <u>0%</u>  |

3. What types of activities are provided? Please check all that apply.

- |       |  |            |
|-------|--|------------|
| i.    | Information campaign (college awareness materials, career related materials, Financial aid information)                              | <u>75%</u> |
| ii.   | College visits for students to experience life on a college campus and receive information about college in general                  | <u>75%</u> |
| iii.  | College Financial Aid Night for students and parents to receive Information about financial aid and help with completing the FAFSA   | <u>25%</u> |
| iv.   | Summer programs on a college campus(sports, journalism, biology, chemistry, robotics, computer programming, arts, etc.)              | <u>50%</u> |
| v.    | Tutoring services for middle and/or high school students   | <u>25%</u> |
| vi.   | Mentoring services for middle and/or high school students  | <u>25%</u> |
| vii.  | Other academic enrichment/preparation activities for middle and/or high school students  | <u>75%</u> |
| viii. | Provide college selection and application services   | <u>50%</u> |
| ix.   | College entrance exam/test prep support  | <u>0%</u>  |
| x.    | Scholarship support including awarding of "Last Dollar" grants, scholarship search services, and the administration of scholarships. | <u>0%</u>  |
| xi.   | Career exploration   | <u>25%</u> |
| xii.  | Other: Please specify:   | <u>0%</u>  |

4. This program serves students from a particular: (Please *specify* all that apply)

- |    |                  |  |
|----|------------------|--|
| a. | Grade            | <u>50% (9-12. sometimes exceptional 7-8=25%; 5-10=25%)</u> |
| b. | School           | <u>25% (various=100%)</u>                                  |
| c. | School district  | <u>25% (Metro Nashville Public Schools=25%)</u>            |
| d. | Community        | <u>25% (various=100%)</u>                                  |
| e. | Rural area       | <u>0%</u>  |
| f. | Urban area (MSA) | <u>0%</u>  |
| g. | County           | <u>25% (Davidson=100%)</u>                                 |
| h. | Other            | <u>0%</u>  |

5. What is the primary location where students go for services?

- a. College campus 50%
- b. High Schools 25%
- c. Homes of students/families 0%
- d. Community center/agency 0%
- e. Other (please specify) 0%

6. Approximately how many students received college access services last year? Please indicate if services were offered to individuals and/or groups and the number served.

<u>Grade Level</u>	<u>Group(G)/Individual (I)</u>	<u>Number served</u>
Elementary School (grades 1-5)	<u>0%</u>	<u>0%</u>
Middle School (grades 6-8)	<u>Individuals=25%</u>	<u>1-99=100%</u>
	<u>Groups=25%</u>	<u>1-99=100%</u>
High School (grades 9-11)	<u>Individuals=25%</u>	<u>500-749=100%</u>
	<u>Groups=25%</u>	<u>1-99=100%</u>
High School Seniors	<u>0%</u>	<u>0</u>
College	<u>Individuals=25%</u>	<u>Not Specified=100%</u>
Adults (Non-traditional, GED, Drop outs, Stop Outs...)	<u>0%</u>	<u>0</u>

7. What special population(s) does your program serve? Please check all that apply.

- a. Non-targeted (general population) 75%
- b. Low income 25%
- c. First generation going to college 25%
- d. Underrepresented student populations:
  - i. African American 50%
  - ii. Hispanic 25%

- |       |  |            |
|-------|--|------------|
| iii.  | Asian American   | <u>25%</u> |
| iv.   | Native American/Alaskan Native   | <u>0%</u>  |
| v.    | Students in foster care  | <u>0%</u>  |
| vi.   | Student with disabilities  | <u>0%</u>  |
| vii.  | Language minority (ESL) students   | <u>0%</u>  |
| viii. | Children of undocumented immigrants  | <u>0%</u>  |
| ix.   | Children of migrant workers  | <u>0%</u>  |
| x.    | Home schooled students   | <u>25%</u> |
| xi.   | Other (please specify)<br><u>(open, but enrollment reflects the traditionally<br/>underrepresented/underserved=100%)</u> | <u>25%</u> |

8. Please list the names of the specific high schools you serve:

<b>School Name</b>	<b>% of Responses</b>
All Schools	25%
Antioch High	25%
East Literature -High	50%
East Literature-Middle	25%
Head Middle	25%
Hillsboro	25%
Home Schooled High School Students	25%
Hume Fogg	50%
John Early Middle	25%
Maplewood	25%
Meigs Middle	25%
Metro High Schools	25%
Middle College High	25%
MLK-High	25%
MLK-Middle	25%
Nashville Christian	25%
NSA	25%
Pearl Cohn	25%
Stratford	25%
West End Middle	25%

**Community-Based Organization Survey Results**  
**Nashville, TN**  
**(18 Responses)**

1. Do you have a program that provides outreach activities for students and families in the community?

Yes 83%                      No 17%

Please Name:

Nashville Youth Leadership, Teenedge Internship Program, Community IMPACT, Youth Innovation Board, Oasis Youth Council, Americorps, Tennessee Scholars, Keystone College Tour, Center for Youth Issues: (STARS(Students Taking a Right Stand), The Bridge Program, Jobs for Tennessee Graduates, Too Smart to Start Underage Drinking Initiative, Say Yes to Success Program, Just Between Girls Programs, STARS of Bethlehem club, Comprehensive child Development, Workforce Development Seniors Club, BCN Community Outreach, Vocational Success Institute, Slammin Jammin Summer Camp, Bethlehem Family Resource Center, TWISTER (TN Women in Science, Technology, Engineering and Research, SAM (Science Ambition Mission, HighSchoolInterns.com, High School Bigs, WA Bass Leadership club, Kids Club, Junior Achievement, An Income of Her Own and Centsability, Cookies on Campus.

If yes, does your organization offer college access services by means of one or more of the following outreach programs? Please check which programs and describe the services provided.

- |  |            |
|--|------------|
| a. TRIO (Upward Bound, Educational Talent Search, Student Support Services, Educational Opportunity Center, etc.)  | <u>5%</u>  |
| b. GEAR UP   | <u>0%</u>  |
| c. College or University based pre-college outreach programs<br>Please specify which college or university:<br><u>One response for each of the following colleges: TSU, Fisk, MTSU, Tennessee Technology Center, Nashville State Community College</u> | <u>5%</u>  |
| d. Community-based programs associated with national Organizations<br><u>Jobs for America's Graduates (33%), AVID, High School Kids Mentoring (33%) Elementary School Kids(33%)</u>  | <u>17%</u> |
| e. Community programs associated with state organizations<br>Please specify:<br><u>Jobs for Tennessee Graduates/State of Tennessee Department of Education</u>   | <u>5%</u>  |

- f. Programs or services provided by your school district 17%  
Please specify:  
Coordination with guidance counselors (33%), HSi works with Metro School to identify internship opportunities for students(33%), programs relevant to college attendance by Junior Achievement(33%)
- g. Programs or services provided by area businesses 33%  
Please specify:  
Local women in TWISTER careers mentor young women, HSi works with area businesses to identify internship opportunities, Junior Achievement
- h. Other 22%  
Please specify:  
The Sponsors Scholarship Programs, SAM provides a trip to MIT to 12 eligible 8<sup>th</sup> and 9<sup>th</sup> grade students to see real scientists doing real science.

2. What types of activities are provided? Please check all that apply.

- i. Information campaign (college awareness materials, career related materials, financial aid information) 44%
- ii. College visits for students to experience life on a college campus and receive information about college in general 33%
- iii. College Financial Aid Night for students and parents to receive information about financial aid and help with completing the FAFSA 17%
- iv. Summer programs on a college campus (sports, journalism, biology, chemistry, robotics, computer programming, arts, etc.) 5%
- v. Tutoring services for middle and/or high school students 28%
- vi. Mentoring services for middle and/or high school students 61%
- vii. Other academic enrichment/preparation activities for middle and/or high school students 33%
- viii. College selection and application services 11%
- ix. Scholarship support including awarding of "last dollar" grants, scholarship search services, and the administration of scholarships 28%
- x. College entrance exam/test prep support 17%
- xi. Career exploration 61%
- xii. Other (please list and describe): 11%

Informal support to individual youth, business incentives, summer jobs, business support.

3. How would you categorize your program?

- a. School-based 28%
- b. Community-based 39%
- c. Other (please specify) 22%  
Both school & community based, offered through Mayors Office of Youth, services offered to our registered members.

4. This program serves students from a particular: (Please *specify* all that apply)

- a. Grade 72% (k-12=17%; 4-12=8%; 5-12=8%; 6-12=8%; 7-12=25%; 8-12=8%; 9-12=25%)
- b. School 44% (Cameron(13%), Bailey(13%), John Early(13%), JT Moore(13%), Maplewood(13%), Hillsboro(13%), Glenciff(13%), all schools(13%), Metro City Schools (25%), Alternative Learning Centers(13%), Napier(13%), Park Avenue(13%), Bass(13%), Pearl-Cohn(13%).
- c. School district 61%(MNPS(64%), All school districts(9%), Davidson County(9%), Maplewood Cluster(9%), Stratford Cluster(9%), Dickson(9%), Giles(9%)
- d. Community 44% (Nashville (38%), Davidson (13%), East Nashville(13%), High Risk Communities(13%), North/Northwest Nashville(13%)
- e. Rural area 11% (Joelton(50%), Not Specified(50%)
- f. Urban area 22% (Nashville(50%), Nashville-Murfreesboro25%), Not Specified (25%)
- g. County 50% (Davidson(88%), Not Specified(13%)
- h. Other 17% (School System(33%), Middle Tennessee(67%)

5. What is the primary location where students go for services?

- a. College campus 0%
- b. Elementary or secondary school 17%
- c. High schools 22%
- d. Homes of students/families 0%
- e. Community center/agency 17%

f. Other (please specify)

28% (Locations Vary(20%), schools in the summer & YMCA during the school year(20%), Adventures in Science Center & MIT(20%), business organizations(20%), MTA offices(20%).

6. Approximately how many students received college access services last year? Please indicate if services were offered to individuals and/or groups *and* the number served.

<u>Grade Level</u>	<u>Group(G)/Individual(I)</u>	<u>Number served</u>
Elementary School (grades 1-5)	<u>5%=Not Specified</u>	<u>1000+=5%</u>
Middle School (grades 6-8)	<u>22%=Group</u>	<u>1-100=50%</u> <u>1000+=50%</u>
High School (grades 9-11)	<u>17%=Individual</u>	<u>1-100=67%</u> <u>100-249=33%</u>
	<u>28%=Group</u>	<u>1-100=40%</u> <u>100-249=20%</u> <u>1000+=40%</u>
High School Seniors	<u>17%=Individual</u>	<u>1-100=67%</u> <u>250-499=33%</u>
	<u>22%=Group</u>	<u>1-100=50%</u> <u>100-249=25%</u> <u>1000+=25%</u>
College	<u>5%=Individual</u>	<u>100-249=100%</u>
	<u>5%=Group</u>	<u>1000+=100%</u>
Adults (Non-traditional, GED, Drop outs, Stop Outs)	<u>5%=Individual</u>	<u>1-100=100%</u>

7. What special population(s) does your program serve? Please check all that apply.

- a. Non-targeted (general population) 56%
- b. Low income 67%
- c. First generation going to college 33%
- d. Underrepresented student populations:
  - i. African American 50%

- ii. Hispanic 39%
- iii. Asian American 17%
- iv. Native American/Alaskan Native 11%
- v. Students in foster care 28%
- vi. Students with disabilities 22%
- vii. Language minority (ESL) students 22%
- viii. Children of undocumented immigrants 11%
- ix. Children of migrant workers 11%
- x. Home schooled students 11%
- xi. Other (please specify) 5%=First-Time Offenders

8. Please list the names of the specific high schools you serve:

<b>School Name</b>	<b>% of Responses</b>		<b>School Name</b>	<b>% of Responses</b>
AIC	5%		McGavock	22%
Antioch High	17%		Metro High Schools	11%
Davidson County Schools	5%		Middle College High	11%
Dekalb	5%		Middle Tennessee	11%
Dickson County	5%		MLK	11%
Donelson Christian Academy	5%		Murrell Special Education	5%
East Literature	5%		Not Specified	11%
East Magnet Schools	5%		Overton	22%
Giles County	5%		Pearl Cohn	33%
Glenclyff	33%		Richland	5%
Goodpasture	5%		Robertson	5%
Hillsboro	22%		Stratford	28%
Hillwood	22%		Sumner	5%
Hume Fogg	11%		University School	5%
Hunters Lane	22%		Upper Nashville School of the Arts	5%
Jere Baxter	5%		Whites Creek	22%
Maplewood	28%		Wilson	5%

## APPENDIX C

## Organizations (by type) who completed an NCAN Toolkit Survey

### Businesses

John	Styll	President/CEO	Gospel Music Association
Tom	Negri	Managing Director	Loews Vanderbilt Hotel
Michael Carter		President/CEO	Athena Health Club and Day Spa
Bob Grimes		Manager of Human Resources	Turner Universal Construction Company
Ken	Bissell	Senior Communications Manager	Dell
Cheryl	Winters	Human Resources Director	Purity Dairies, Inc.

### High Schools

Darwin L.	Mason	Executive Principal	Maplewood Comprehensive High
Scherrie	Anderson	Senior Counselor	McGavock High Achool
Dr. Jamie S.	Jenkins	Asst. Principal	Whites Creek High
Dr. Margaret	Bess	Principal	Antioch High
Schunn	Turner	Principal	MLK
Kym	Dukes	Sophomore Counselor	Hillwood High School
Valerie R.	Barr	Senior Guidance Counselor	John Overton High School
Charity	Woods	10th Grade Guidance Counselor	Stratford High School
Jennifer	Marciano	Guidance Counselor	Stratford High School
Tammy	Nash	Junior/Senior Counselor	MLK
Dale	Sloan	Counselor	Cohn ALC
Kelly D.	Brown	Junior/Senior Counselor	East Literature Magnet
Rose E.	Matthews	School Counselor-ELL & 9th Grade Special Ed	Hunters Lane High School
George	McCarter		Pearl Cohn High School
Amy	Flajnik	Counselor	Nashville School of the Arts

### Colleges and Universities

C. Matthew	Little	Coordinator of K-12 Programs	Nashville Community College
Ingrid	Collier	Director, TRiO	Fisk University
Isaac	Thompson	Executive Director, Community Alliance, THRUST Math & Science Enrichment Program	Fisk University
*There were a total of 4 responses to this survey. One person did not provide contact information			

### Community-based Organizations

Jane	Fleishman	Director, Youth Leadership and Action	Oasis Center
Judy	Freudenthal	Prevention Director	Oasis Center
Ruth	Woodhall	Director	Tennessee Scholars
Jim	Williamson	Club Service Director	BGC of Middle TN
Stephanie	Davis	Associate Executive Director	STARS
Zakiya	Jackson	Program Director	The Bridge Program
Connie	Williams	Executive Director	PENCIL
Besty	Walkup	Community Volunteer	Is not associated with a nonprofit
Steve E.	Fleming	DRC/Director	Bethlehem Centers of Nashville
Jeri	Hasselbring	Director of Education	Adventure Science Center
Jay	Leftkovitz	President	HighSchoolInterns.com
Ann	Gallo	Site-based Coordinator	Big Brothers Big Sisters of Middle Tennessee
Andy	Schenck	Program Manager	Junior Achievement of Middle Tennessee
		Office of Communications	Metro Transit Authority
Pam	Cash	Membership Director	Girl Scouts Council of Cumberland Valley
			The Bridge Program
			High School Bigs
*There were a total of 18 responses. Some individuals did not submit contact information.			

## END NOTES

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<sup>1</sup> For a list of attendees, see Appendix A

<sup>2</sup> <http://www.50states.com/flag/tnflag.htm>

<sup>3</sup> Population Division, U.S. Census Bureau, Table 1: Annual Estimates of the Population for Counties of Tennessee: April 1, 2000 to July 1, 2006 (CO-EST2006-01-47)

<sup>4</sup> <http://measuringup.highereducation.org/compare/>

<sup>5</sup> This figure represents the 2004 Cohort Survival Rate calculated with 73,141 9<sup>th</sup> graders in the Fall of 2000 and the 2003-2004 high school graduates of 46,096. See the Preparation link at [www.higheredinfo.org](http://www.higheredinfo.org).

<sup>6</sup> Ibid, but based on 2002 data.

<sup>7</sup> US Census Bureau at <http://quickfacts.census.gov/qfd/states/47/47037.html>

<sup>8</sup> Ibid

<sup>9</sup> Population Division, U.S. Census Bureau, Release Date: March 22, 2007 at <http://www.census.gov/popest/counties/>

<sup>10</sup> US Census Bureau, Quickfact State and Country Profiles, 2005 estimates at <http://quickfacts.census.gov/qfd/states/47/47037.html>

<sup>11</sup> Source: UT Center for Business and Economic Research, March 1999

<sup>12</sup> <http://quickfacts.census.gov/qfd/states/47/47037.html>

<sup>13</sup> Ibid

<sup>14</sup> Hoffman L., and Sable, J. (2006). *Public Elementary and Secondary Students, Staff, Schools, and School Districts: School Year 2003–04* (NCES 2006-307). U.S. Department of Education. Washington, DC: National Center for Education Statistics. Retrieved February 11, 2006, from <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2006307>.

<sup>15</sup> State of Tennessee Davidson County Report Card 2006, Part1: System Profile at <http://www.k-12.state.tn.us/rptcrd06>

<sup>16</sup> National Center for Education Statistics at <http://nces.ed.gov/ccd/districtsearch>

<sup>17</sup> Source: US Census Bureau at <http://quickfacts.census.gov/qfd/states/47/47037.html>; TN Department of Education at <http://www.k-12.state.tn.us/rptcrd06>; AI/AN=American Indian/Alaskan Native

<sup>18</sup> National Center for Education Statistics Common Core of Data Public School Data 2004-2005 school year at <http://nces.ed.gov/ccd/schoolsearch>

<sup>19</sup> The Statistical Abstract of Tennessee Higher Education (2003-2004 Fact Book), The Tennessee Higher Education Commission, Nashville, TN, page 6 at [http://state.tn.us/thec/2004web/division\\_pages/ppr\\_pages/pdfs/Research/2003-2004%20Factbook.pdf](http://state.tn.us/thec/2004web/division_pages/ppr_pages/pdfs/Research/2003-2004%20Factbook.pdf).

<sup>20</sup> The Nation Center for Public Policy and Higher Education Measuring Up 2006 State Report Card on Higher Education at <http://measuringup.highereducation.org/reports/stateprofilenet.cfm?myyear=2006&stateName=Tennessee>, p3.

<sup>21</sup> See the Education Needs Index for Davidson County, TN at <http://www.educationalneedsindex.com/county.php>

<sup>22</sup> A list of organizations who completed a survey are listed in Appendix C