



BRIDGE TO COMPLETION

A FRAMEWORK FOR DEVELOPING NASHVILLE'S CAMPAIGN FOR
COLLEGE SUCCESS



Nashville
Public Education
FOUNDATION



Fellow Nashvillians,

Two years ago, through Project RESET, you joined with us to identify the most pressing educational issues facing Nashville. Together we reached community consensus around four citywide priorities – (1) doubling the number of third graders who read on grade level, (2) increasing the number of our graduates who go onto and complete college, (3) better recruiting and retaining high performing teachers, and (4) cutting in half the number of chronically underperforming schools. These four priorities have become the cornerstone of our work. With the creation of our Innovation Fund, we are making significant progress in these areas by making strategic investments and bringing the community together around opportunities that will accelerate progress.

This report is the first step toward helping the community come together around the college access and success priority. ***The unprecedented growth our city is experiencing demands a better educated and more skilled workforce.*** We know that 60% of jobs will require a bachelor's degree or better, yet only 24% of Nashville's public high school graduates are earning a degree within six years. We can and must do more to ensure Nashville's continued prosperity.

In the subsequent pages, you will find a comprehensive report that not only benchmarks the postsecondary achievements attained MNPS graduate by high school, but also provides context for those achievements and lays out a cohesive set of recommendations to support students across the college access and success continuum and ultimately accelerate the progress of their post-secondary achievement.

This research is intended as a starting point for stronger collective action around college access and success, but it is clear from these findings that changing Nashville's college trajectory requires bold and immediate action in these key areas:

- Provide equitable access to high-quality, student-centered college counseling by lowering student-counselor ratios and increasing the reach of community-based college access and support services;
- Ensure more students are attending higher education institutions where they have a high likelihood of completion;
- Increase the level of student support services available from local community colleges, specifically looking to address food insecurity and transportation;
- Focus affordability efforts to assist students in meeting the increasing costs of attending college;

We invite you to join us in building a strong foundation from which all students can pursue the post-secondary education of their choice. Let us know what you think. And more importantly, let us know how you can help. Together, we can make sure Nashville continues to grow and thrive, and that our own students are able to fully reap the benefits of our vibrant economy.

Sincerely,

A handwritten signature in black ink, appearing to read "Shannon Hunt".

Shannon Hunt
President & CEO

Acknowledgements

This report would not have been possible without the contributions of Ashton Morin, a graduate student in the Higher Education Administration program at Vanderbilt University's Peabody College. We appreciate the ideas you brought to this report and your many hours of research!

We value and appreciate insights that MNPS high school counselors shared with us through an anonymous survey. We know counselors have extremely busy schedules and we are grateful to so many who took the time to share their expertise with us.

Our deepest gratitude goes to the individuals at the following schools and organizations who generously gave their time to be interviewed for this report. We appreciate your candor and passion for helping more students complete college.

100 Black Men of Middle Tennessee
55,000 Degrees
Achieve Atlanta
The Ayers Foundation
Belmont University
CMT
College Forward
Community Foundation of Middle Tennessee
Conexión Américas
Denver Scholarship Foundation
GEAR UP MNPS
Glencliff High School
Hillsboro High School
Hillwood High School

KIPP Through College
LEAD Academy High School
Lipscomb University
Martha O'Bryan Center
McGavock High School
Metropolitan Nashville Public Schools
Nashville Area Chamber of Commerce
Nashville Career Advancement Center
Nashville State Community College
National College Access Network
Oasis Center
Office of Mayor Barry
Overton High School

Pearl-Cohn Entertainment Magnet High School
The Scarlett Family Foundation
Tennessee Department of Education
Tennessee Independent Colleges and Universities Association
Tennessee State University
Tennessee Student Assistance Corporation
tnAchieves
Trevecca Nazarene University
Vanderbilt University
YMCA Black Achievers
YMCA Latino Achievers

About the Author



The Tennessee College Access and Success Network (TCASN) is a nationally-recognized, statewide nonprofit organization with a mission to increase the number of Tennesseans with a postsecondary credential and foster a college-going culture across the state. TCASN is focused on capacity-building for organizations and professionals, policy and advocacy, and increased access to tools and information for college-goers and the professionals who serve them.

TCASN was founded through a Lumina Foundation Know How 2 Go grant and greatly expanded under Tennessee's Race to the Top initiative. TCASN's team of Bob Obrohta, Wendy Blackmore, Jenny McFerron, and Kate Watts have decades of collective expertise in the college access and success space that span state government, federal TRIO and GEAR UP programs, urban and rural college access initiatives, curriculum design, and the nonprofit sector.

The Nashville Public Education Foundation funded this research and partnered with TCASN to create this report.

Learn more at www.tncollegeaccess.org

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Note to Reader

For the purposes of this report, when we use the term “college” we are referring to any formal training after high school, including technical certification, associate degree, and bachelor’s degree programs. When we use the phrase “college-going” we are referring to college enrollment, usually college enrollment immediately following high school graduation.

When ascertaining how Nashville compares to other communities, the reader should remember the information presented within this report is the most complete picture available of what happens to MNPS students beyond high school graduation through college completion and contains data to which other communities may not have the ability to access.

While this report includes data for all MNPS high schools, it focuses primarily on what is happening at Nashville’s 12 zoned high schools¹ and charter schools that have had at least one graduating class and therefore have college enrollment and persistence data. Due to the school-specific nature of many interventions, high school profiles for most of the high schools in the district are included at the end of this report. Whenever district data is presented, it is inclusive of all high schools in Metro Nashville including four high schools we did not profile due to their unique structure and/or population served: Metro Nashville Virtual School and the three Simon Academies located at Hickory Hollow, Old Cockrill, and Opry Mills.

In preparing the report, we had access to multiple data sources including data from the Tennessee Department of Education (TDOE), Tennessee Higher Education Commission (THEC), Tennessee Student Assistance Corporation (TSAC), Metro Nashville Public Schools (MNPS), National Student Clearinghouse (NSC), and the U.S Department of Education (USDOE). Additionally, a number of community-based organizations graciously shared their data.

As is often the case in education, data is not perfect; however, what we observed across the multiple data sources was consistent with, not only one another, but also national trends.

Data on college enrollment is from the Tennessee Department of Education (TDOE), which will be included publicly in the department’s Report Cards starting in 2018, and from the National Student Clearinghouse. Using these two sources together paints a richer picture of college-going than using either in isolation. The two data sources track information slightly differently but overall have close results and show similar trends.¹

This report highlights issues of poverty and college affordability facing MNPS graduates. For this report, we use the term low-income to refer to economic disadvantage, which mirrors language used in college access and success research. For K-12 schools, the term more commonly used is economically disadvantaged.

It is important to note that recent policy changes have affected how many students are considered economically disadvantaged. Currently, 54% of MNPS students are considered economically disadvantaged. In 2015-16, the definition of economically disadvantaged changed in accordance with state law. Previously, Tennessee used eligibility for the National School Lunch Program as an indicator where the state now uses direct certification of benefits. Prior to the change, 75% of MNPS students were considered economically disadvantaged. For the purposes of this report, when we report on high school students being low-income, we use data from the Tennessee Department of Education from 2014-2015, which reflects National School Lunch Program eligibility. We found this



*“When it comes to education,
don’t let perfect data be the
enemy of good data.”*

*Pranav Kothari
Former Board President, National
College Access Network*

¹ The twelve zoned high schools are: Antioch, Cane Ridge, Glencliff, Hillsboro, Hillwood, Hunters Lane, John Overton, Maplewood, McGavock, Pearl-Cohn, Stratford, and Whites Creek.

most closely aligns with other measures of income status, including Estimated Family Contribution on the FAFSA and Pell grant eligibility, both considered standard markers of income status in higher education.

The role and use of data in both K-12 and higher education has been an increasing focus; however, these two systems still lack a common language, as in the example with low-income and economically disadvantaged above. Our hope is that this report weaves disparate data sources together to tell the most complete story about how Nashville's youth are moving from high school to college and beyond.

Executive Summary

Nashville is experiencing tremendous economic growth and expansion that has spurred an important conversation about who benefits from the “It City.” In addition to issues of housing, transit, and jobs, education is at the core of the conversation.

Our community has long understood the value of education. An educated community is healthier, more creative, more charitable, more socially mobile, more tolerant, less government dependent, less incarcerated, and less violent.ⁱⁱ In this competitive economy, a college degree or certification is the demarcation point between those who are participating and benefiting from Nashville’s growing economy and those who are left out. The value of a postsecondary credential cannot be overstated. Those that have a degree will thrive, while most without, unfortunately, will struggle. A high school diploma is simply not enough. Without a degree/credential, a person is extremely limited in everything from career pursuits, to family security, to health, and wealth.

All of this is important, but there is more to the conversation. It’s not simply about health and wealth and careers. It’s a conversation about whether or not all students are provided the opportunity to develop their own identity and control their own destiny. It’s a conversation about untapped talent and deferred dreams. Ultimately, it’s a conversation about how much Nashville values the human spirit.

This report not only answers what percent of students are completing some kind of postsecondary education, but also, bridges the gap between K-12 and higher education in an attempt to answer the questions “what is happening,” and, “why?” In the production of this report, the Tennessee College Access and Success Network, had access to multiple datasets and over fifty professionals representing the school district, community-based organizations, higher education, and nationally recognized college access organizations who graciously allowed us to interview them and contributed their expertise to help answer these questions.

The report begins where the school district’s roles and responsibilities have traditionally been thought to end – high school graduation. We follow students that have successfully completed high school and determine the following:

- While seniors in high school, did students intend to enroll in college?
- If they intended to enroll, did they enroll? If not, why?
- Where did they enroll? Why?
- What interventions were in place that helped students along their college paths?
- Once enrolled in college, did they persist from year to year and if not, why?
- Did they complete a degree?

We then compare what we’ve learned to similar high-poverty urban school districts, peer cities, and national trends. The following statements summarize what we discovered.

Our Findings

College Intentions and College Access

- 80% of MNPS students take concrete steps such as filling out college applications and financial aid forms, signifying an intent to enroll in college.ⁱⁱⁱ
- Although still below state and national averages, MNPS’s college-going rate has been steadily increasing over the last three years. The current college-going rate for the Class of 2016 is 61%.^{iv}
- When compared to peer cities, Nashville’s college-going rate places it in the middle of the pack.^v

- The increased college-going rate is the result of spikes in college-going at zoned high schools with high poverty rates and students of color that are being provided additional supports from both the school district and the community.^{vi}

The Transition to College

- Similar to national averages for large urban school districts, the estimated summer melt rate for MNPS graduates is 24%.^{vii}
- Of students who are enrolling in college, Nashville has a higher percentage of students selecting community college than both similar schools and the nation – and the percentage is trending upwards.^{viii}

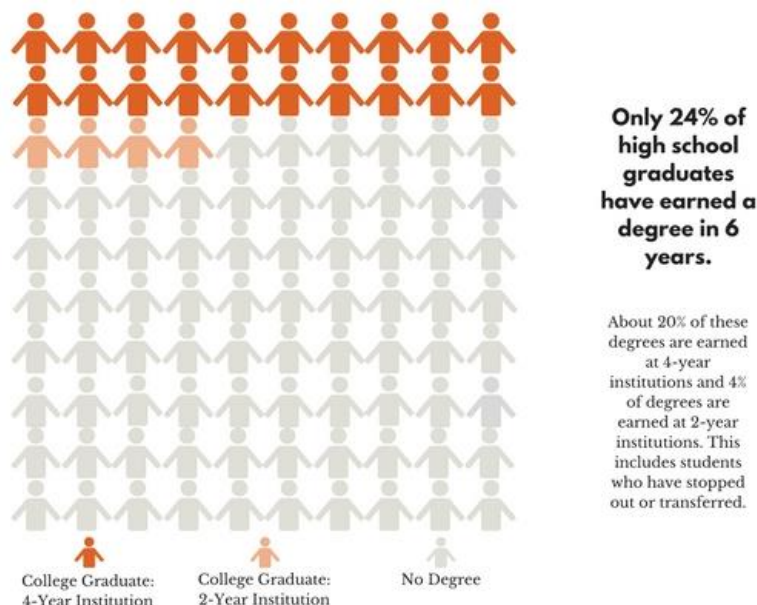
College Persistence and Degree Attainment^x

- MNPS student persistence at community colleges lags persistence rates for similar schools – and the gap is expanding.^x
- Of the students pursuing bachelor's degrees, MNPS students have similar retention and completion rates to similar schools.^{xi}
- Only one in four MNPS high school graduates (24%) from the class of 2011 earned a degree within six years (Figure 1).^{xii} More recent persistence data indicates that the six year degree completion rate for MNPS graduates could further decline.

Figure 1: 6-Year Degree Completion Rate by High School

School	6-Year Degree Completion Rate, Class of 2011
Pearl-Cohn	7%
Maplewood	10%
Stratford	11%
Glencliff	15%
Whites Creek	15%
Hunters Lane	16%
Big Picture	17%
Cane Ridge	17%
McGavock	20%
MNPS (District)	24%
Antioch	26%
East	27%
Hillwood	30%
Overton	32%
Hillsboro	33%
Nashville School of the Arts	33%
Middle College	37%
MLK	71%
Hume-Fogg	76%

Figure 2: 6-Year Degree Attainment for MNPS Graduates by Sector



We Need to Act Now

The current retention data for recent classes of MNPS graduates indicate that the low degree completion rate will not change without additional interventions and supports. This report begins to identify immediate and long-term opportunities that can make dramatic differences to this trajectory. The good news is that by working together, we can change degree completion in Nashville.

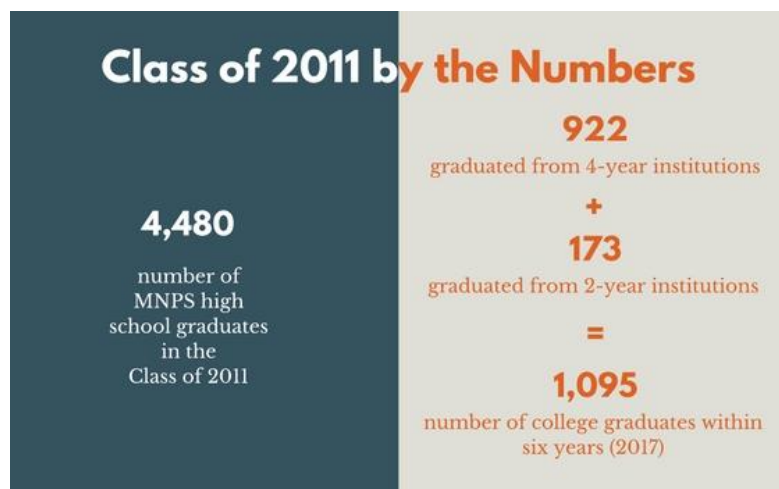
COLLEGE ACCESS & COMPLETION

DATA FOR GRADUATES OF METRO SCHOOLS

The Path to a Degree

Postsecondary degree attainment is one critical marker of our educational system's success, and Nashville has room for growth on this measure. While six in ten MNPS high school graduates enroll in postsecondary education,^{xiii} only one in four are earning an associate or bachelor's degree within six years of high school graduation.^{xiv} This data, from the class of 2011 (the most recent class available for the examination of completion rates), illustrates the result of the degree path.

Figure 3: High School and College Graduates, Class of 2011

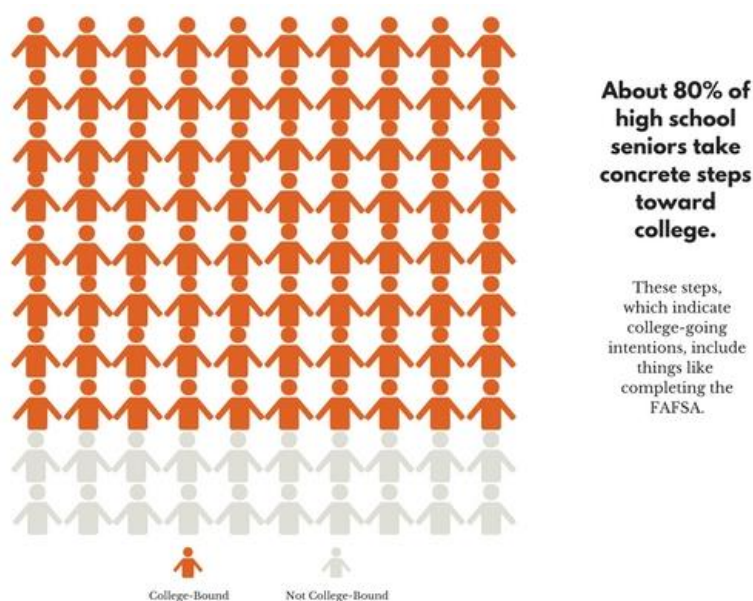


To better understand Nashville's college access and completion data, we examined student pipelines for recent high school classes (2011-2015) to see where students' college plans are being derailed and to project potential pathways for the class of 2016.

Intending to Go: College-Bound High School Students are Making Great Strides

From 2014 to 2016, the district's college-going rate has steadily increased, meaning more MNPS graduates are enrolling in college.^{xv} For the class of 2016, about 80% of high school seniors completed at least one step in the college-going journey, such as completing the Free Application for Federal Student Aid (FAFSA).^{xvi}

Figure 4: College-Intending High School Seniors

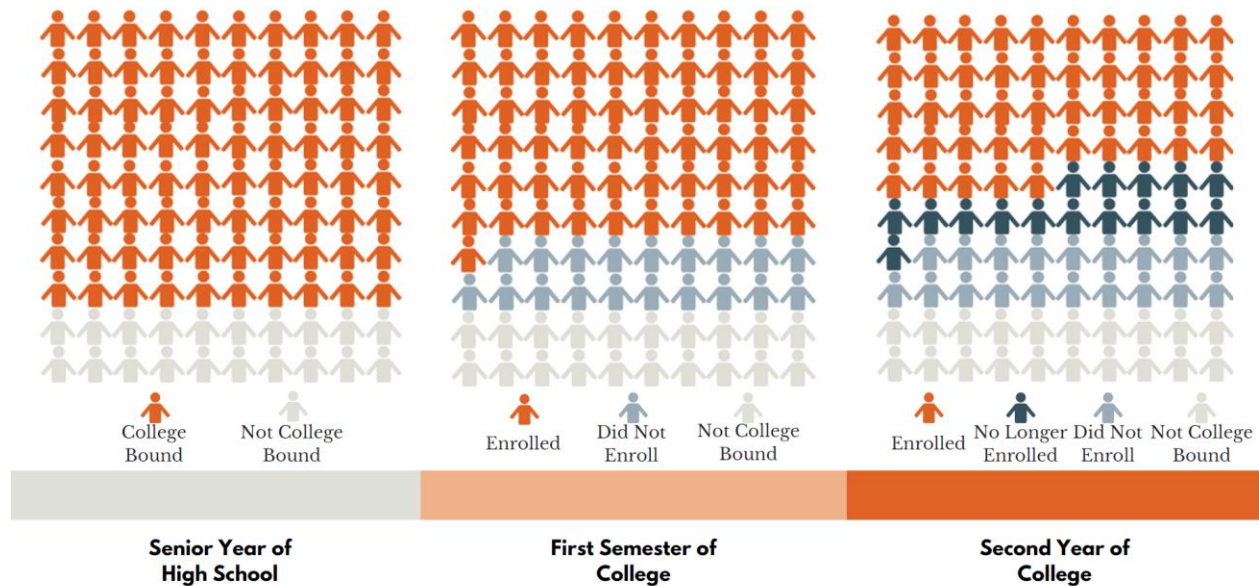


The Transition and Degree Pipeline

But aspirations and first steps do not always lead to actualization and degree attainment. Prior to the first semester in college, just a few short months after high school graduation, TCASN estimates 20% of these same seniors either never enrolled or decided not to continue.^{xvii} By the time the students reached the start of their

second year of college, even fewer remain enrolled. “Stop outs” within the transition period and through the start of the second year in college are creating a degree pipeline where too few students are on track to earning a degree. The results of the pipeline’s weakness are ominous when considering workforce issues and quality of life. By the second year of college, less than half of graduates are on-track to earn a degree.^{xviii}

Figure 5: High School Senior Progression through Second Year of College



Summer Melt: What is it? Why does it occur?

The phenomenon in which students leave high school in the spring with firm college plans but ultimately fail to enroll in the fall is called summer melt. National research indicates that low-income students are more likely to melt.^{xix}

Figure 6: Factors that Contribute to Summer Melt

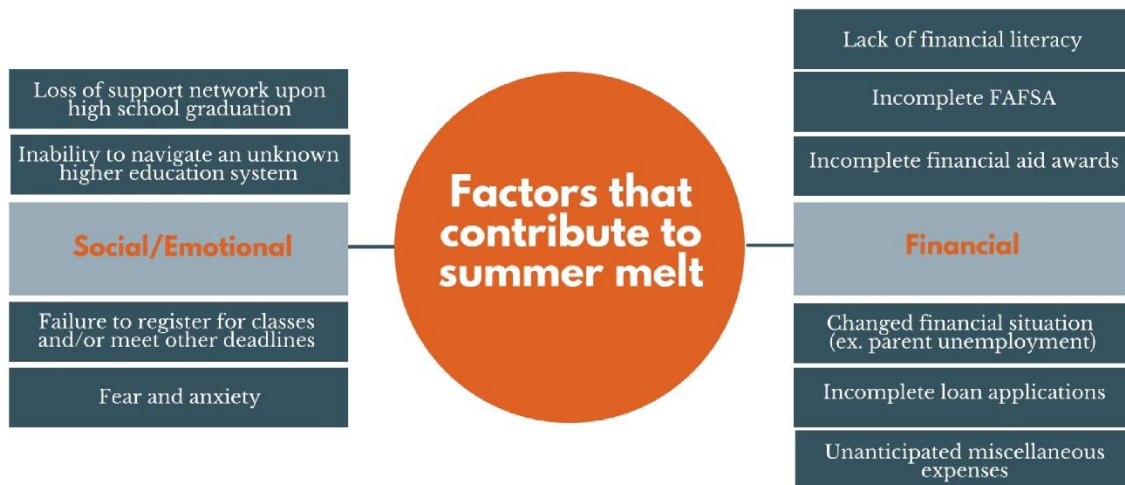
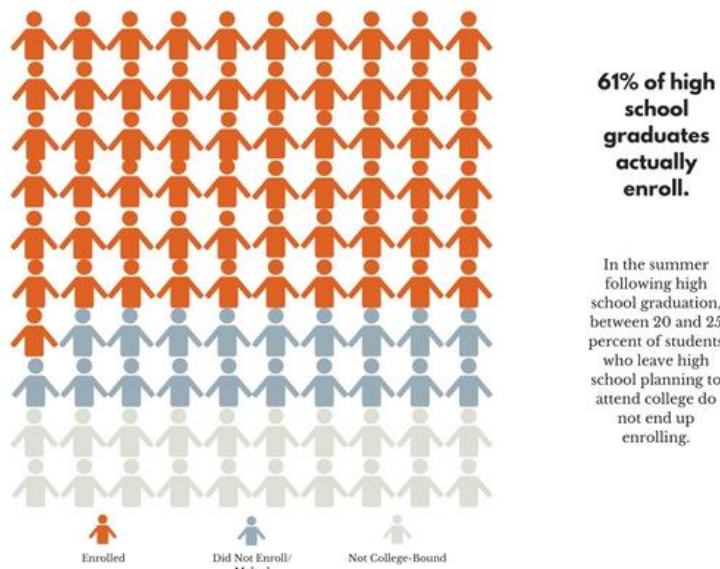


Figure 7: College-Going Rate and Estimated Summer Melt



Nashville does not systematically track summer melt, but TCASN estimates, based on state data, that approximately 24% of MNPS graduates who plan to attend college at the end of high school do not enroll in the fall.^{xx}

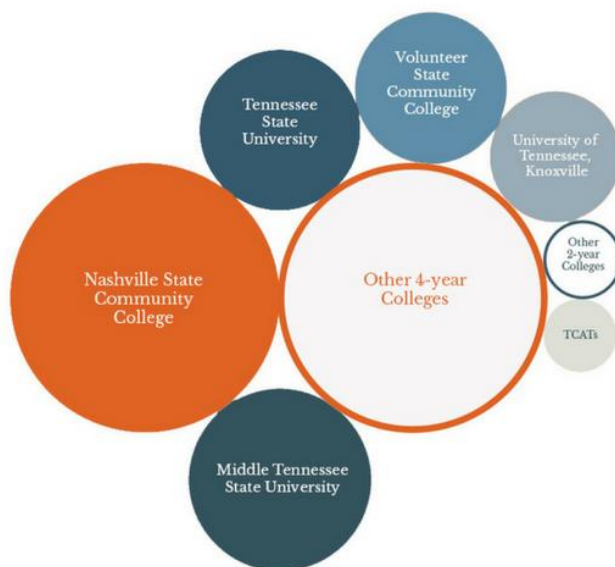
An estimate of each MNPS high schools' melt rate based on FAFSA completion data is included in the high school profiles at the end of the report.

College Enrollment and Persistence

Where and When MNPS Graduates Enroll

Enrollment data from multiple sources sheds light on where MNPS students enroll in college, both by institution and by sector (such as 2-year or 4-year).^{xxi} The top five colleges MNPS graduates attend and the proportion of all college-goers who attend them are represented in Figure 8.^{xxii} Of particular significance is that one in four MNPS graduates who goes to college attends Nashville State Community College.^{xxiii}

Figure 8: Institutions Most Frequently Attended by the Class of 2016



One out of every four MNPS college-goers attends Nashville State.

More students go to Nashville State than MTSU and TSU combined.

National Student Clearinghouse data also shows that the overwhelming majority of students enroll in the first year after high school graduation.^{xxiv}

MNPS Students are Commuting

Interviews revealed that even when students attend local institutions that offer on-campus housing for a residential college experience, they are living at home and commuting to school to save money. Although this is not systematically tracked, TCASN estimates that the majority of MNPS graduates attending college are commuters.

Why are so many students making the choice to live at home and commute to school? Three factors seem to be significant: affordability, loan aversion, and family responsibilities.

Affordability: Given the cost of living in Nashville, we can surmise that most college students have little to no discretionary income.^{xxv} Nearly all MNPS FAFSA filers (95%) come from families with incomes of \$65,000 or less.^{xxvi} Eighty-one percent of MNPS FAFSA filers are eligible for the Pell grant, a federal grant awarded based on income.^{xxvii} In order to be Pell eligible, a family of three's income must be \$55,000 or less.^{xxviii} Pell eligibility is a commonly-used indicator of whether or not a student is low-income in higher education.

Pell eligibility in and of itself does not tell the whole story for MNPS students and families. Sixty-eight percent of college-enrolled MNPS graduates are low-income, meaning they are most likely receiving the maximum Pell grant available.^{xxix} Three in four Nashville State students are low-income.^{xxx}

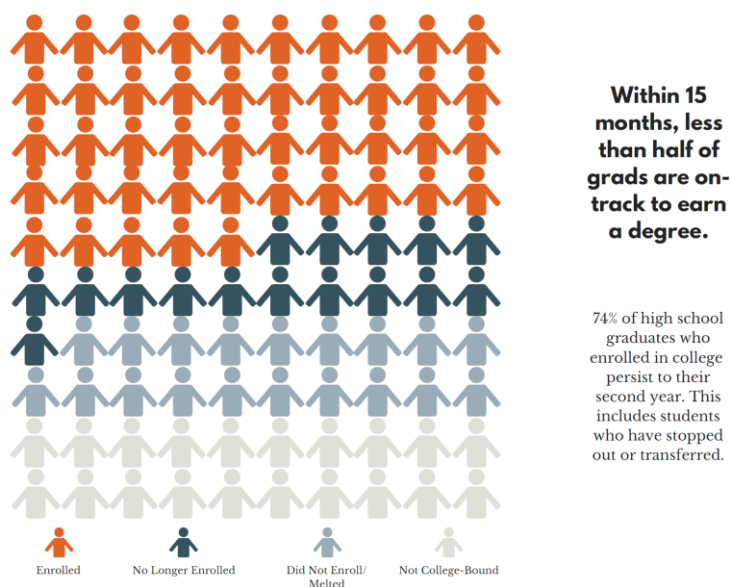
Loan Aversion: MNPS college-goers are opposed to borrowing even small loans to attend college. Stakeholders shared stories of graduates who left high school planning to take out loans to attend residential colleges, but over the summer these students would panic and default to other college options (most likely Nashville State) and living arrangements that would not require them to borrow money. Professionals noted that students took these steps even if they had received financial literacy coaching that explicitly discussed viewing college as an investment.

Family Responsibilities: While parents and other family members make large financial sacrifices so their children can attend higher education, a large number of students are also working, often at a full-time job, to contribute financially to their family. For immigrant and refugee families who have recently fought to keep their family unit intact, they may be hesitant to see their children leave home to attend college. In some cases, cultural norms around living at home may also prevent students from moving out.

Persistence from First to Second Year in College

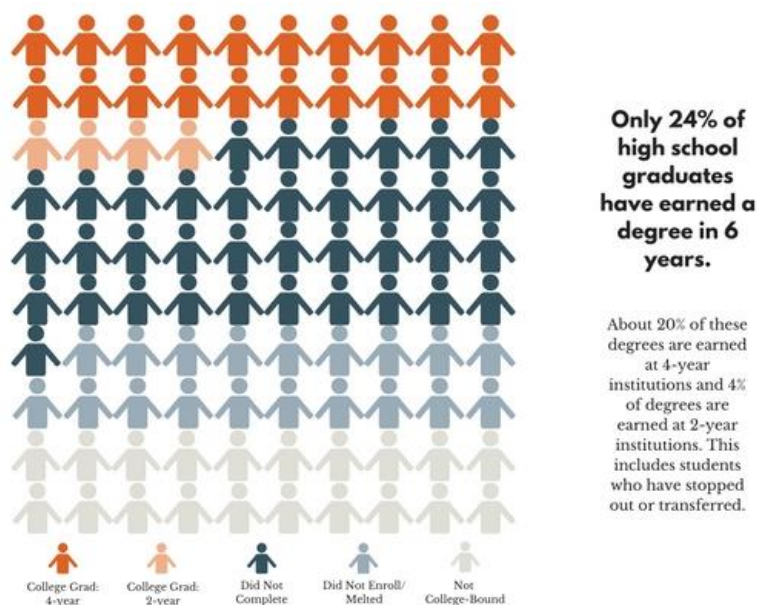
The best measure of student persistence, or whether an enrolled college student returns each year until they earn a degree, is if the student returns for their second year.^{xxxix} In Nashville, 74% of students who are enrolled in college for their first year are also enrolled during their second year.^{xxxix} While this might sound promising, when coupled with summer melt rates it means that within just 15 months of high school graduation, less than half of high school graduates are on-track to earn a degree (Figure 9).^{xxxix}

Figure 9: College Persistence from Freshman to Sophomore Year



College Completion

Figure 10: College Degree within 6 Years



Nashville should celebrate that more students are making plans during high school to attend college; however, enrollment, persistence, and completion data show that too few are succeeding and earning degrees. The data specifically points to low success numbers at two-year institutions, a concerning statistic when one in four MNPS college-goers attends Nashville State Community College.

If the class of 2016 progresses through college at rates similar to other recent graduating classes, only 24% will earn a college degree by 2022 – 20% will graduate from four-year

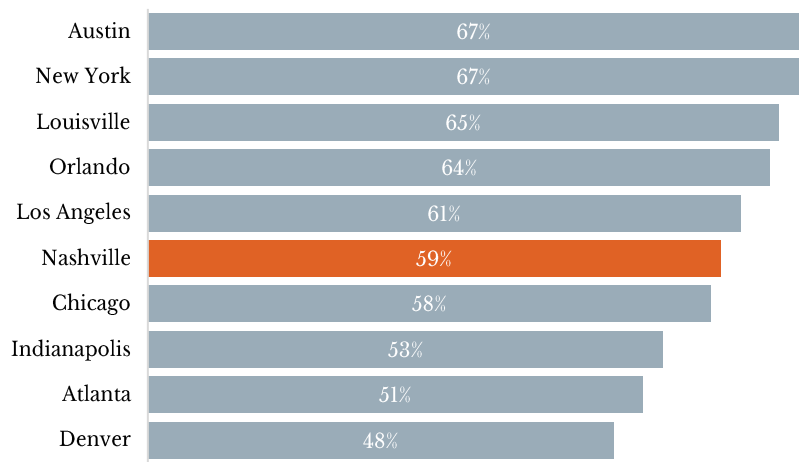
institutions and 4% will graduate from two-year institutions within six years. As we will share later in this report, data on college persistence for recent graduating classes indicates that the class of 2016's completion rate is likely to be even lower than 24%.

NASHVILLE IN A NATIONAL CONTEXT

College Access in Peer Cities

How does Nashville’s progress in college access stack up against other large urban school districts? To answer this question we examined Nashville’s college-going rates in comparison to those of peer cities included in NPEF’s Picking Up the Pace report as well as the nation’s three largest urban school districts (New York, Los Angeles, and Chicago) to gain a national perspective. The school districts we examined serve similar proportions of economically disadvantaged students, students of color, and English learners to those of Metro Nashville; data on key demographics of the comparison cities is available in Appendix 1. When Nashville is placed in a national context for college-going as in Figure 11, it is in the middle of the pack.^{xxxiv} Some cities with very similar school district sizes and demographics, like Austin and Louisville, are outpacing Nashville when it comes to college-going. The nation’s three largest school districts are performing about the same or better than Nashville on this critical metric.

Figure 11: College-Going Rate, Class of 2015



Nashville has made great strides but there is still room for growth. Interviews with college access and success leaders in the peer cities illuminate some of the reasons they are seeing higher college-going rates than Nashville, detailed in Figure 12.

Figure 12: Common College Access Themes for Peer Cities

Shared Vision and Goals	Peer cities are further along aligning diverse stakeholders around a common vision and goals, including strategic collaboration and resource sharing for direct service organizations. Initiatives are spearheaded by a collective impact organization whose primary mission is college access and success oriented.	55,000 Degrees convenes across sectors to align K-12, higher education, and workforce stakeholders around their vision for Louisville to attain 55,000 additional postsecondary credentials by 2020.
Significant Investment	A number of peer cities are supporting college access and success efforts through philanthropic and corporate donors or public-private partnerships. Dollars are directed at coordinated efforts rather than funding smaller signature initiatives and funding is funneled through the leading local convener. Aligning diverse funding sources on a coordinated college access and success initiative maximizes resources and aligns diverse funders around a common goal.	In Austin , the e3 Alliance attracts significant funding from diverse sources including large philanthropic organizations (Dell Foundation, Bill and Melinda Gates Foundation, etc.), five smaller family foundations, multiple state agencies and the local community foundation. ^{xxxv}

Access for Undocumented Students

All five cities with college-going rates higher than Nashville's have some type of policy that grants tuition relief to undocumented students^{xxxvi}. These policies eliminate significant financial barriers that many undocumented students find insurmountable. Anecdotal evidence suggests undocumented students are most likely to enroll in urban public school districts, so peer cities likely experience a significant increase in college-going due to these policies.

In Kentucky (**Louisville**), there is no tuition equality law in effect; rather, Kentucky Council on Postsecondary Education, which determines in-state residency for tuition purposes, has enabled certain colleges or universities to grant in-state tuition status to undocumented students if they attended high school in Kentucky.^{xxxvii}

District Prioritization of College Access as a Strategic Goal

Our analysis and data collection revealed that districts with higher college-going rates prioritize college access as a strategic goal. As a result, these districts publicly released or posted college-going rates. If we take a district website as an artifact that can represent the culture and values for that district, then peer cities are demonstrating that college access is central to their work.

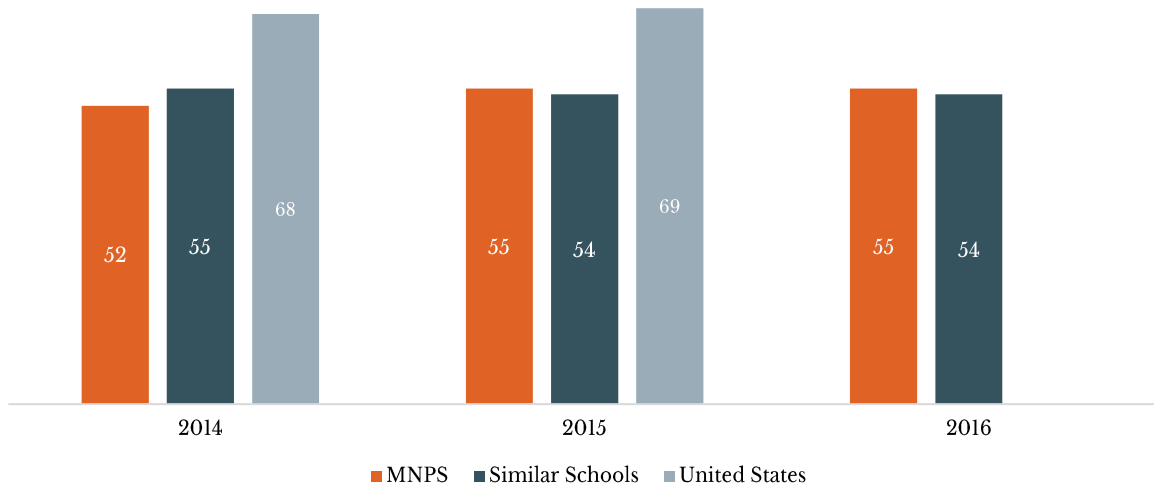
Orlando's school district includes college-going information on school profiles. Their website lists multiple references to college advising services, and the number of graduates attending the 20 most highly selective institutions nationally is featured prominently on the general information page.

Comparing College Outcomes

While the examined peer cities do not publically release college persistence data, Nashville's data can be analyzed in a national context by comparing Nashville's college enrollment and persistence data to that of other high schools participating in the Clearinghouse that also serve a student population where at least 50% of students receive free and reduced lunch.^{xxxviii} Where possible, Nashville is also compared to the National Center for Education Statistics' national data.

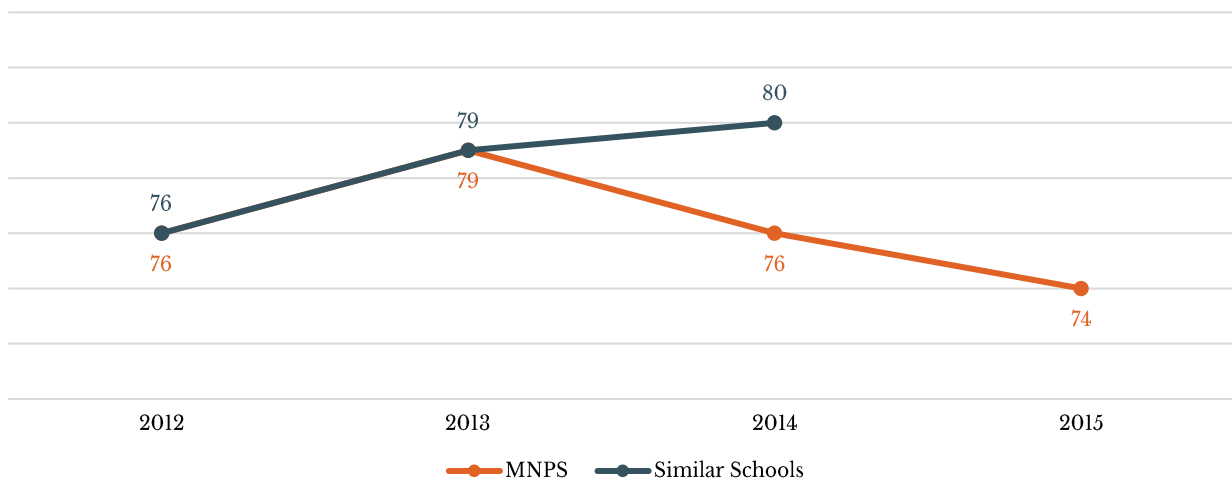
Enrollment: Nashville slightly outperforms similar high school districts on immediate college enrollment, or the proportion of graduates who enroll in college the fall after high school graduation. Nashville's increases in college-going at individual high schools are driving the district's overall increase; however, both MNPS and similar schools lag behind the nation as a whole as reflected in Figure 13.^{xxxix} National data is not available for 2016. Note that in other instances in this report, when we present college-going rate data, the rate is slightly different due to the use of Tennessee Department of Education data. The data in the following graph is from National Student Clearinghouse data, and shows a slightly lower college-going rate. For more information on these data sets, see our Note to Reader at the beginning of this report.

Figure 13: Immediate College Enrollment 2014-2016



Persistence: Nashville is experiencing a troubling decline in persistence and data shows a growing gap between first to second year persistence for MNPS graduates when compared with similar schools.^{xi} While we have persistence data for the Class of 2015 for MNPS, this data is not yet available for the comparison schools. This data, reflected in Figure 14,^{xli} is cause for concern regarding the possible implications for degree attainment and workforce readiness.

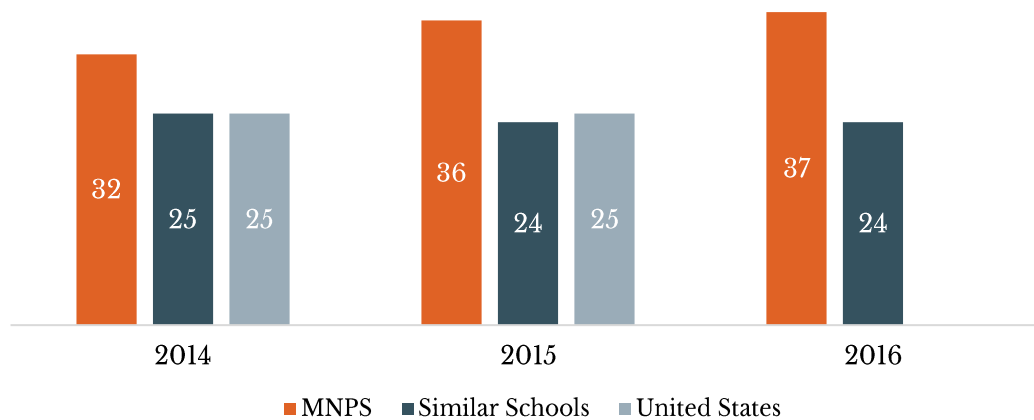
Figure 14: First to Second Year Persistence Rate Classes of 2012-2015



A Closer Look at Two-Year Colleges

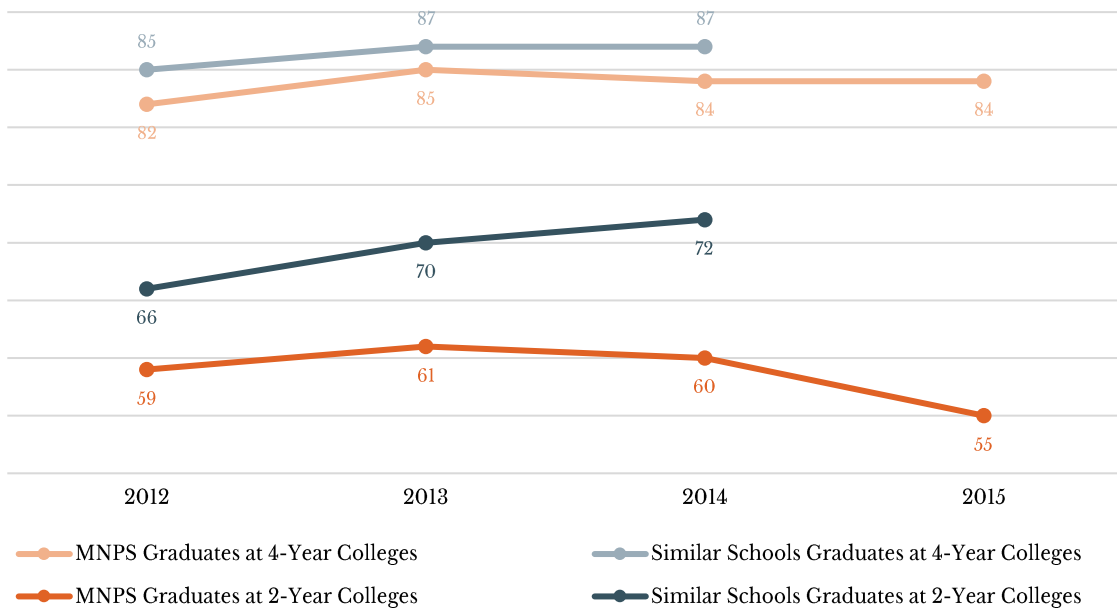
The high percentage of MNPS students attending Nashville State and the 2015 implementation of Tennessee Promise inspired a closer examination of enrollment and persistence data at two-year institutions. Nashville currently enrolls more students in two-year institutions as a proportion of overall college enrollment than both similar schools and national enrollment trends, and Nashville's two-year college enrollment share has increased each year since 2014, as depicted in Figure 15.^{xlii} Note that national data on two-year college enrollment share is not yet available for the class of 2016.

Figure 15: Enrollment Share at 2-Year Institutions 2014-2016



MNPS students who enroll at two-year institutions are experiencing precipitous drops in first to second year persistence rates. Students are not persisting at two-year institutions at the same rate as peers from low-income high schools nationally, and the gap is growing much wider over time, as depicted in Figure 16.^{xliii} Persistence rate data for low-income high schools nationally is not yet available for the class of 2015. This data implies that Nashville may face a college completion crisis if persistence at two-year institutions is not addressed. Of note is that the decline in first to second year persistence is occurring solely at 2-year institutions; student persistence at 4-year institutions is similar to low-income high schools nationally. **The overall decline in student persistence for MNPS graduates is driven by steep declines at 2-year institutions as more and more district graduates enroll at 2-year colleges.**

Figure 16: First to Second Year College Persistence Rate by 2-year and 4-year Institutions



In this chart, the two lines at the top represent persistence at 4-year institutions. On this measure, MNPS graduates and graduates of similar high schools nationwide show similar persistence rates. The two lines at the bottom of the chart represent persistence at 2-year institutions. On this measure, MNPS graduates lag graduates of similar high schools nationwide and the gap between these groups of students is growing.

What can account for some of the disparities between Nashville's results to those of other low-income schools? Interviews with college access leaders across the country detailing initiatives occurring in their communities shed light on some of the factors at play.

Figure 17: Common College Success Themes for Peer Cities

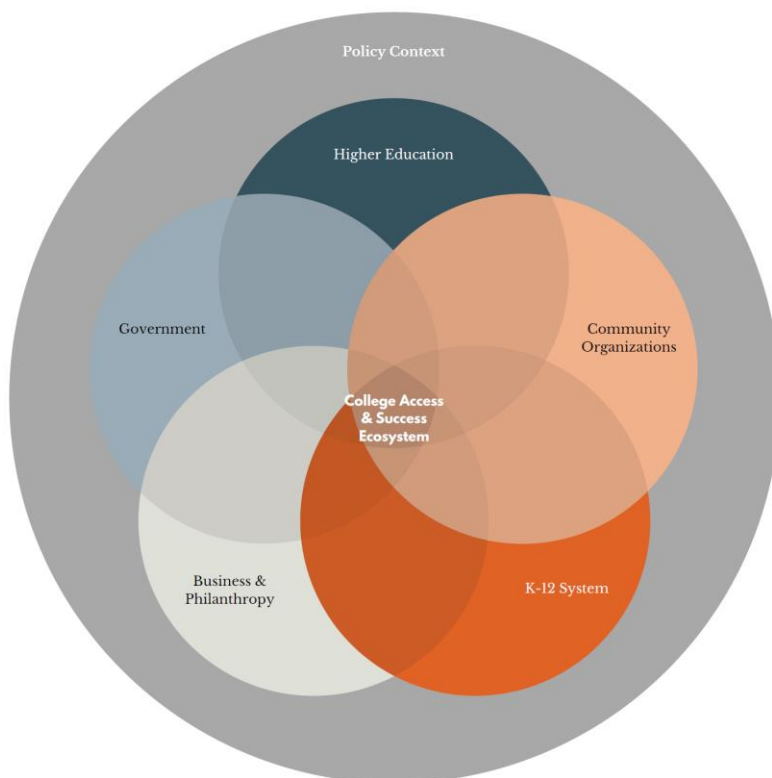
College Fit is Part of Access Efforts	National research indicates that where students attend college greatly affects whether or not they ultimately earn a degree. African American and Hispanic students and low-income students are disproportionately likely to attend open access institutions like community colleges, yet when they attend more selective institutions they are more likely to earn a degree. ^{xliv} Other communities and organizations are further along at examining and promoting college fit.	Los Angeles examines not only if students enroll but where and focuses on more students enrolling in 4-year institutions. Houston has a district-led initiative that seeks to have more students attend highly selective institutions. Organizations like KIPP Through College use data on graduation rates for African American and Hispanic students to inform which institutions they partner with and encourage students to attend.
Creative Strategies to Address Affordability Barriers	Other cities have adopted innovative strategies designed to increase access and persistence specifically for underserved student populations. Strategies include assistance with transit needs, emergency funds to help students cover unexpected expenses, and interest-free loans. Often, these affordability solutions are used to reinforce academic and other behaviors likely to lead to increased persistence and attainment.	New York's ASAP program at CUNY institutions uses monthly transit passes as a carrot to enforce behaviors like regular meetings with advisors and credit accumulation for on-time completion. ^{xlv} Organizations in Denver and Austin administer emergency funds to help students meet unexpected expenses like transit passes. Baltimore has a large interest-free loan program to provide

		assistance for loan-averse public school graduates.
<i>Persistence is a Key Component of City-Wide Efforts</i>	In peer cities, persistence is an explicit goal of city-wide college access and success efforts. Local higher education institutions participate in strategic alignment, and in some cases, the city initiative includes college retention services provided by community organizations.	Achieve Atlanta offers a scholarship for public school graduates that requires students to engage with persistence support from nonprofit partners. Participating institutions in the Achieve Atlanta coalition, which are both public and private, provide targeted interventions to increase student success that are funded through philanthropic investments in the initiative.

NASHVILLE'S COLLEGE ACCESS & SUCCESS ECOSYSTEM

A Closer Look at Growth, Policy, and Key Stakeholders in Nashville

Figure 18: College Access and Success Ecosystem



College access and success outcomes for students are greatly influenced by policy context as well as the various organizations that influence college access and success, or the components of the ecosystem depicted in Figure 18. This section examines which high schools are seeing growth in college-going and explores why this growth is occurring, documents policy considerations of particular importance to Nashville's student population, and explores best practices and opportunities for growth across the various components of the college access and success ecosystem.

Ecosystem at Work: Pockets of Excellence

Fantastic college access and success work is being done in corners of the city and at specific high schools. Numerous

interviewees acknowledged the existence of pockets of excellence in Nashville where nationally recognized college access and success best practices are being implemented and student outcomes are improving.

The college-going rate for MNPS has increased four percentage points between 2014 and 2016.^{xlvi} The mechanism driving this district increase is explosive growth in college-going at some zoned high schools that serve large numbers of economically disadvantaged students and students of color. In particular, Stratford High School and Whites Creek High School boast impressive growth.^{xlvi} The change in the college-going rate for each high school between 2014 and 2016 is presented in Figure 19; high schools are listed in order of greatest percent change.^{xlvi}

Figure 19: College-Going Rate Change 2014-2016 by High School

School	College-Going Rate 2016	College-Going Rate Change 2014-2016
Whites Creek	60%	21%
Stratford	60%	19%
East	85%	16%
Hunters Lane	45%	10%
Pearl-Cohn	51%	7%

Maplewood	58%	7%
McGavock	59%	5%
MNPS (District)	61%	4%
MLK	96%	3%
Cane Ridge	62%	3%
Overton	58%	2%
Hillwood	67%	1%
Hillsboro	76%	1%
Glencliff	48%	0%
Nashville School of the Arts	72%	-2%
Antioch	58%	-3%
Hume-Fogg	89%	-4%
LEAD Academy	86%	-4%
Middle College	69%	-4%
Big Picture	64%	-13%

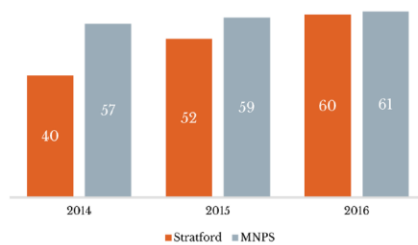
What is happening in the schools with significant growth? In one particular high school, a principal works to allocate school resources to address college access through targeted interventions in the 10th and 11th grades. But for the most part, interviews and college-going data point to a pattern: where there is coordination between multiple parts of the ecosystem, there is growth in a school's college-going rate over time. Not coincidentally, when different parts of the ecosystem converge in a particular high school, they bring resources to college access and success. For example, the next page contains a case study of one high school that has seen significant growth in college-going over the last three years: Stratford STEM Magnet School.^{xlix} The case study highlights the significant financial resources and nationally recognized best practices different parts of the ecosystem bring to the school.

POCKET OF EXCELLENCE

case study

Stratford STEM Magnet School

College-Going Rate 2014-2016



Huge Increase in College-Going Rate

Stratford's growth in college enrollment is among the district's highest - 19 percentage points over three years.

The school's immense growth is fueled by ecosystem investments in college access and success from the district, the nonprofit community, and local higher education institutions.

For more data on Stratford's college access and success outcomes, view their school profile at the end of the report.

Ecosystem Investments Totalling Over \$700,000 Annually

Investments at Stratford cut across sectors of the college access and success ecosystem. Practitioners working on these initiatives frequently collaborate to best serve students.

School leadership facilitates ongoing access to students that spans multiple years and has proven consistent as staff turns over. School counselors and other service providers work together to identify student needs and provide services.

Initiatives implement nationally-recognized best practices in the course of their work with students.

Initiative	Annual Investment	Ecosystem Sector	Description
GEAR UP	\$92,000	K-12 District/Federal Program	Early college awareness program for low-income, minority, and disadvantaged first generation students and their families. Supports include tutoring, mentoring, academic preparation, financial education and college scholarships. Ends in 2019.
Martha O'Bryan Academic Student Union	\$200,000	Community Organization	One-stop shop for academic, social and emotional, work and career, and college prep assistance based on a whole-school model. Students receive year-round support to help them pursue passions, graduate high school, and transition to postsecondary.
Oasis College Connection	\$25,000	Community Organization	Near-peer college counseling including college fit, application, and financial aid support. Seamless transition to postsecondary supports for students who attend Nashville State.
Bridges to Belmont	\$386,400	Higher Education	Full cost scholarship to attend Belmont University including summer bridge programming and ongoing academic and social support once enrolled in college.

Nationally-Recognized Best Practices

The following nationally-recognized best practices are implemented at Stratford STEM Magnet School:

Early interventions to form college-going identities; Individualized counseling on college fit; College transition support and 12-month programming; Targeted scholarships for vulnerable populations; Specialized orientation programming with a cohort model; School-based leadership and partnership

Policy Context

The local college access and success ecosystem does not operate in a vacuum. State and national policies affect how people and organizations within the ecosystem behave and influence student choices and outcomes. While it would be impossible to cover the full depth and breadth of the higher education and workforce readiness policy landscape in this report, a number of common policy themes emerged in our interviews that directly affect MNPS graduates. This section seeks to present information on three policy areas that greatly affect Nashville students.

College Affordability

In Tennessee, education and college access are central to Governor Bill Haslam’s policy agenda. The **Drive to 55**, his signature policy initiative, seeks to increase the number of Tennesseans with a postsecondary credential to 55% by 2025 to meet future workforce needs.ⁱ Currently, 39% of Tennesseans have a postsecondary credential.ⁱⁱ One of Governor Haslam’s key legislative accomplishments is **Tennessee Promise**, a last-dollar scholarship that offers two years of tuition-free community or technical college to Tennessee high school graduates who are U.S. citizens or eligible noncitizens.ⁱⁱⁱ Stakeholders referenced both indirect and direct effects of Tennessee Promise:

Indirect Effects: Multiple nonprofit organizations expressed that the positive messaging of “free college” helps students and families view college as financially possible, opening up conversations that might not otherwise have occurred. K-12 school staff members had mixed reactions, with some viewing Tennessee Promise as a fantastic opportunity for their students and others viewing the Promise application process as a pressure point and another accountability measure being placed on schools. Stakeholders also voiced that it is highly likely students are choosing to attend two-year institutions in large and growing numbers due to the perception of community college as their only affordable option. Some administrators at Nashville State noted that misconceptions about Promise’s process may contribute to summer melt; students assume they do not need to take steps to ensure their financial aid is in place because they think Promise will take care of all tuition and fee expenses.

Direct Effects: The most significant effect Tennessee Promise has had on MNPS is the strong emphasis on **FAFSA completion**, which undoubtedly helped increase FAFSA completion rates. To understand the impact of the actual scholarship on affordability requires an understanding of what a last-dollar scholarship is and how it works:

Scholarships: First Dollar vs. Last Dollar

First-dollar scholarships are awarded to students first, before other grants, aid, and private funding. In other words, if a student receives a \$1,000 scholarship, they get the \$1,000 scholarship. An example of a first-dollar scholarship is the HOPE Scholarship. Last-dollar scholarships take other grants, aid, and private funding into consideration before determining how much to award so the scholarship amount can vary based on other financial aid a student receives. Tennessee Promise is a last-dollar scholarship that covers the cost of tuition and fees left over after the Pell grant, the HOPE scholarship, and the Tennessee Student Assistance Award have been considered.

Figure 20: First-Dollar and Last-Dollar Scholarships Compared

<i>First-Dollar Scholarships</i>	<i>Last-Dollar Scholarships</i>
Scholarships awarded to students first, before other grants, aid and private funding.	Scholarships awarded to students after other grants and scholarships are applied.
Other grants and scholarships the student receives does not affect the amount of the scholarship.	Other grants and scholarships the student receives are subtracted from the amount of the scholarship for an individual student.
Tennessee HOPE Lottery Scholarship	Tennessee Promise

Both first and last dollar scholarships address the direct costs associated with higher education (ex. tuition, fees). For middle-income MNPS families needing assistance with tuition and fees, Tennessee

Promise makes college more affordable. However, the issues of affordability affecting low-income community college students, which make up 75% of MNPS graduates at Nashville State, are not tuition and fees. Their affordability challenges are different.

Professionals we interviewed shared numerous stories of students facing affordability challenges outside direct costs. These challenges included lacking funding to purchase books, lacking transportation to campus due to a car breakdown, and other food, housing, and childcare issues. As one professional stated, “most students don’t even have a chance to fail academically, they are leaving because they can’t afford it.” When we asked them how short of funds the typical student in financial distress was the answers ranged between \$500 and \$700.

As stated by The Association of Community College Trustees (ACCT), “last-dollar programs do not have the potential of reducing the associated costs that come with being a student, such as transportation, childcare, school materials, and other costs.”^{liii} As we shared earlier in this report, most MNPS students are low-income and the Pell grant is covering their direct costs. What students are struggling with are the ever-increasing indirect costs associated with college: books, supplies, transportation, food, etc. In the last two years, Nashville State’s total cost of attendance (COA) has increased by 3.4% - \$663.^{liv} Of this increase, direct costs only account for \$99; the remaining \$564 is made up of indirect costs.^{lv} Since need-based scholarships and grant aid have not changed and costs have risen, this means that low-income students are having to pay the additional costs out-of-pocket.

Reduction in Need-Based Financial Aid

We estimate, based on FAFSA completion information, that 95% of MNPS students who complete the FAFSA have a household income of \$65,000 or less for a family of three.^{lvi} With college costs rising, these families have extremely limited amounts of disposable income that can go toward college and rely on financial aid in order to afford a college education.^{lvii}

Nationally, college costs are growing, but the financial aid dollars devoted to addressing financial need at all levels (federal, state, and institutional) are shrinking.^{lviii} The result is that low-income students bear a greater share of rising college costs than more affluent peers, who can leverage generous merit-based scholarships from institutions, as well as, things like tax-advantaged 529 college savings plans and federal tuition tax credits.^{lix} Closer to home, in Tennessee, the Tennessee Student Assistance Award (TSAA) is awarded purely on financial need to low-income students. The Nashville community should align legislative agendas to ensure that TSAA is fully-funded annually and keeps pace with rising college costs.

Given the scope and complexity of college affordability, how can our community hope to affect this issue? Peer cities like **Atlanta** and **Denver** have created first-dollar scholarships for public school graduates that seek to make best-fit colleges more affordable for low-income students. These scholarships, awarded on top of other federal and state aid, create a more robust aid package for low-income students. Other organizations and communities like **Austin** have created emergency funds that help students meet unexpected one-time expenses that might otherwise derail their college plans.

Undocumented Students and Tuition Equality

The most common barrier cited by people and organizations who work with high school students was the **lack of access for undocumented students** to attend public institutions in Tennessee. While these students cannot be denied admission to postsecondary institutions based on their documentation status, undocumented students are ineligible for federal and state financial aid, including federal student loans, and are charged as international or out-of-state students by public institutions in Tennessee. These policies make attending public colleges exorbitantly expensive; the cost for tuition and fees for a full-time undocumented student at Nashville State is \$15,633 per year, which is more than three times the rate paid by in-state students, which is just under \$4,000.^{lx} Undocumented students must pay these expenses entirely out of pocket, which is an anomaly at an institution at which 96% of students receive some form of financial aid.^{lxi}

Access for undocumented students is a critical issue for Nashville. Although it is not possible to know the exact number of undocumented students in MNPS, stakeholders with whom we spoke expressed concern that large numbers of academically-capable students are undocumented and financially unable to attend college. Individual private institutions such as **Trevecca Nazarene University** and nonprofits like **Equal Chance for Education** award scholarships to undocumented students to increase access, but the cost of doing so means that only a handful of students benefit each year.

Best Practices and Opportunities for Growth Across Nashville’s College Access and Success Ecosystem

Stakeholders in college access and success across Nashville greatly influence how students access and succeed in college. Over the next several pages, we will explore nationally-recognized best practices being implemented in Nashville, as well as needs and opportunities for further growth. Each major section of the ecosystem will be examined: community organizations, philanthropy and business, higher education, state and local government, and K-12 education.

Ecosystem: Community Organizations

Nashville is lucky to have a vibrant nonprofit community, including many strong organizations working in the college access and success space. These organizations provide supports that supplement those provided by the school district and higher education institutions and are a lifeline for the thousands of students they collectively serve. In this section, we’ll discuss some of the best practices these community organizations are enacting across the pipeline as well as opportunities to expand their reach to serve more students. In addition, it is worth noting that there are community organizations, like the **Community Foundation of Middle Tennessee**, that provide college access and success support but do not do so through a formal program providing direct services.

Best Practices in Action

Nashville’s rich array of community organizations are documented individually in the Appendixes and the organizations serving each high school are noted on the high school profiles at the end of this report. What makes these organizations particularly effective is the dedicated and focused resources they bring to public schools informed by expertise around college access and success, which allows them to implement nationally-recognized best practices in innovative ways in our community. Figure 21 highlights some of the best practices in place in Nashville and provides examples of how they are implemented by community organizations.

Figure 21: Best Practices and Examples of Community Organizations’ Local Implementation

Early Interventions to Form College-Going Identities

Leading college access and success practices out of Harvard University indicate that students, especially those who are the first in their family to go to college, must go through a developmental process in which they form a college-going identity and see college as desirable and inevitable for themselves.^{lxiii} This process is critical to empowering students to take proactive steps toward enrollment and persistence. This process takes time, often years, and is why early college access interventions are so important.

The **Martha O'Bryan Center's** model at Stratford and Maplewood seeks to build relationships and start college conversations early – in the seventh grade at Stratford. Programs like the **YMCA Achievers** and **Escalera** provide after school college access and success programming starting in ninth grade. **100 Black Men** engages young men starting in middle school. Participating students meet a wide array of highly successful role models who look like them, helping these students envision themselves as outstanding college graduates.

<i>Individualized Counseling on College Fit</i>	<p>Where students attend college greatly affects whether or not they ultimately earn a degree. Low-income, African American, and Hispanic students are more likely to attend less selective institutions, which graduate these populations at lower rates.^{lxiii} This occurs because students do not apply for admission at more selective institutions in the first place, though when they do, they are just as likely to be admitted and graduate from these institutions as peers.^{lxiv} Individualized counseling from trained and specialized college counselors can help students apply to and enroll in institutions where they are most likely to graduate.^{lxv}</p>	<p>Many organizations in Nashville provide this type of college counseling. KIPP Through College, an organization that works with graduates of KIPP's middle school across many high schools in Nashville, uses national data on where KIPPsters are persisting and graduating from college to inform which institutions they encourage their students to consider. Oasis College Connection's near-peer advisors work one-on-one with students to help them decide where to apply, and the staff cultivate relationships with admissions recruiters in order to more effectively advocate for their students.</p>
<i>College Transition Support and 12-Month Programming</i>	<p>Many students have their college plans derailed over the summer between high school and college. Some organizations provide support during this transition period that keep students on track and best prepare them for their first semester. Year-round programming and staffing are crucial to this type of support. These programs tend to stem from organizations that provide support to college students as well as those in high school.</p>	<p>tnAchieves operates a summer bridge program at Nashville State, which assists Tennessee Promise students. Staff for the postsecondary success program at the Martha O'Bryan Center meet with students while they are still in high school to form an initial connection, host summer orientation sessions for participating students, and continue to support them as they progress through college.</p>
<i>One-Stop College Success Support</i>	<p>Students who have to navigate a complex web of departments and services on campus may not get the support they need in time to stay on-track to a college degree. On-campus resource centers that can support a wide range of student needs in one place are a best practice to address challenges students encounter in school, work, and life.^{lxvi} These types of supports have been recommended particularly for community college students who may be a more vulnerable population.^{lxvii}</p>	<p>The Oasis Resource Centers (ORCs) are one-stop on-campus resource centers for students served by Oasis College Connection while in high school who now attend Nashville State. The ORCs provide supports like tutoring, access to food, assistance building employment skills, transfer assistance, and community-building activities like community service projects. Administrators at Nashville State, in particular, stated their desire to see more students served by this program.</p>

Needs and Opportunities for Growth

Our community organizations face needs and challenges that affect their college access and success results. Below are some common needs that emerged across organizations:

- Ease of access to school partners:** Many of the nonprofit organizations with which we spoke, particularly those that are smaller, struggle to gain and sustain school partnerships over time. Community organizations invest significant time to build relationships with principals, counselors, and other staff in the high schools they hope to serve. School counselors may limit access due to concerns that their role as a college counselor may be supplanted. For many organizations, internal staff turnover and changes in school staff also create gaps in partnership establishment and growth. Given that these organizations provide essential college access and success services, greater ease of access is needed so these organizations can spend more time serving students.
- Strategic use of community organizations for equity:** In part due to challenges with access to schools, some high schools have far more community organization supports for college access and success than others. There does not seem to be a cohesive strategy to direct these valuable resources equitably to students regardless of which high school they attend but

rather, organizations are serving students where they can gain access. There is a need for additional partners to equitably and fairly distribute resources.

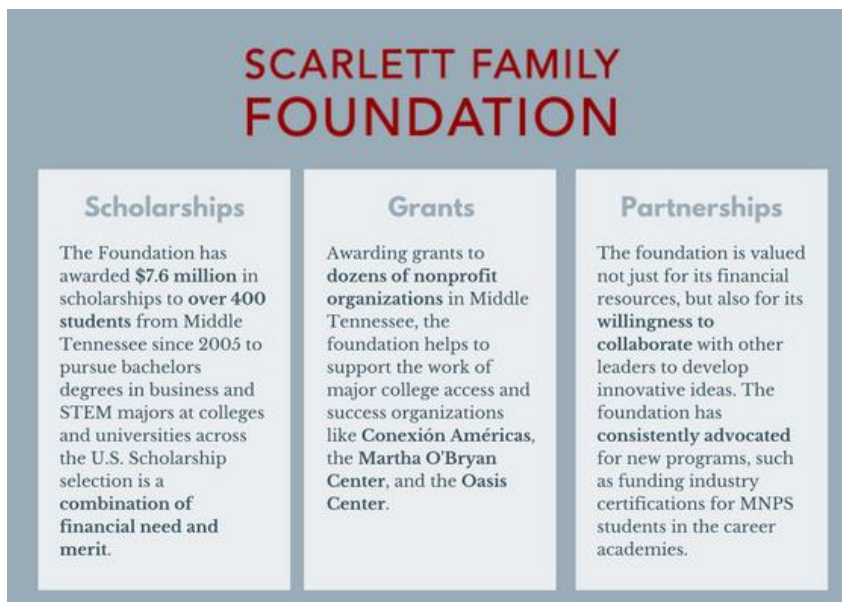
- Sustainable funding:** Community organizations are vulnerable to shallow funding pools. Grant-based initiatives may be successful, but then abruptly end when there is no plan to sustain them beyond the initial funding. Unlike peer cities that have heavily invested in a college access initiative, individual organizations are reliant on a relatively small donor base to fund their work. For example, the Martha O'Bryan Center would like to expand its Academic Student Union (ASU) model to additional high schools, but cannot do so until it can be assured its donor base will be able to sustain such an expansion. The Oasis Resource Centers (ORCs) are a critical community college support but are entirely funded by the Oasis Center. Oasis was approached by Nashville State about opening an ORC on the new East Campus but could not do so due to funding constraints. In comparison, cities such as **Denver** and **Austin** have more expansive initiatives. The Denver Scholarship Foundation's ASU model is in 17 high schools. Austin's College Forward program provides one-on-one mentoring to every student attending a college within a 50 mile radius of the city, and e-mentoring for students beyond the radius.

Simply put, more Nashville students would succeed if greater investments were made in local college access and success organizations with proven track records of success and new partners joined to expand services to every student.

Ecosystem: Philanthropy and Business

Nashville's innovative community organizations are supported in their critical work by funders from the business and philanthropic sector. Nearly all successful community-based initiatives have a

Figure 22: College Access and Success Initiatives of the Scarlett Family Foundation



common funding thread in the **Scarlett Family Foundation**, the leading funder of college access and success programming in Nashville. The Scarlett Family Foundation's strategic investments, informed by college access expertise across multiple Nashville nonprofits, are boosting the city's college-going rate. In particular, the foundation's strong partnerships with schools and organizations and its willingness to provide resources to pilot innovative ideas are helping move Nashville forward. Equally valuable is the foundation's advocacy in helping identify what is working and its behind-the-scenes efforts to scale these interventions to

more students. For more on the foundation's work, see Figure 22.

The business community is extremely engaged in Nashville's high schools through the Academies of Nashville. These academies break large zoned high schools into smaller learning communities focused on a career sector, such as Health Sciences. Engaged business partners like CMT support academies in their sector, support students to career opportunities, and provide feedback to schools

to help align high school experiences with future workforce needs. Spearheaded by the **Nashville Chamber of Commerce**, the business community in Nashville is highly engaged.

Needs and Opportunities for Growth

Nashville's business and philanthropic community is a remarkable asset and has helped fuel growth in our city's public education system. Our interviews with peer cities revealed some additional ways this sector can grow its involvement in college access and success moving forward:

- **College Access and Success Data Transparency:** The business and philanthropic community can use its influence to ensure that college access and success data is more consistently available, which will help identify areas where additional supports are needed and help attract resources to this issue in Nashville. In addition to creating the demand for data reports like this to be produced annually, these stakeholders could align workforce data to college access and success data. For example, **Louisville's Career Calculator**^{lxviii} puts local jobs and education data in one place so that college-intending students – both in high school and adults – can explore employment and wage information aligned with their college major or program of study.
- **Strategic Resource Allocation:** A factor that contributes to pockets of excellence rather than city-wide excellence is the lack of strategic collaboration by stakeholders, including funders of college access and success. Where the business and philanthropy community invests is limited by school/community receptiveness and does not always take need into account. Nashville could go further if all stakeholders joined forces to address the city's entire college access pipeline from high school to and through college. Using the high school profiles in Appendix I, philanthropic and business leaders could identify high-need high schools and use a grant competition to allow organizations to pilot interventions in the school and measure their effectiveness. Promising interventions could be scaled to further schools.
- **Shared Policy Agenda:** Nashville's business and philanthropic community has the opportunity to significantly influence the city's policy agenda to increase degree attainment. Champions from this sector could join together to advocate for policies like tuition equality for undocumented students that greatly affect Nashville's workforce pipeline. Nashville could collectively pursue policy solutions for city's diverse and predominantly low-income student population. Such policies could include expanded need-based aid and more opportunities for students to earn college credit in high school, such as dual enrollment opportunities.

Ecosystem: Higher Education

Nashville has long been recognized as the “Athens of the South” due to the plethora of higher education institutions in our city. Nashville-based colleges are an incredible resource for our students, who primarily remain in the Nashville metro area and commute to college. Many institutions reach beyond providing higher education to local students by investing resources, in-kind and financial, into MNPS and community organizations. **Tennessee State University** runs a federal TRIO program called Talent Search that provides tutoring and other academic interventions in MNPS schools. **Lipscomb University** has a multi-year partnership with Croft Middle School that includes university supports brought into the school and college visit opportunities for students. Multiple local institutions including **Vanderbilt**, **Nashville State**, and **Trevecca** have a culture in their admissions offices where recruiters aim to provide college-going knowledge to all students in a school through presentations and visits, regardless of whether or not individual students are all planning to apply to their particular institution. **Belmont University** provides meeting space free of charge to 100 Black Men, and the organization sees great value in having the young men they serve have repeated exposure to a college campus.

Local higher education institutions also provide innovative supports and best practices to the MNPS graduates who become their students. These best practices, targeted at the transition to college and

persistence to college graduation, are extremely effective for the students they serve. Some additional best practices our local institutions implement are detailed in Figure 23.

Figure 23: Best Practices and Examples of Postsecondary Institutions' Local Implementation

<p><i>Targeted Scholarships for Vulnerable Populations</i></p>	<p>Aid that is awarded based on financial need results in greater college opportunities and persistence for low-income students.^{lxx} Multiple institutions serving Nashville students have created dedicated scholarship programs for MNPS graduates with financial need, often for students from high-poverty high schools. These scholarships are structured to fill in affordability gaps and many include intensive supports to help students through college. These scholarships open opportunities to students awarded them, and they create an awareness among all students that attending one of these institutions is financially possible.</p>	<p>Bridges to Belmont is a full-cost scholarship for graduates of four zoned high schools to attend Belmont University. The Pionero Scholars Program at Lipscomb University includes a scholarship for MNPS graduates who are interested in becoming educators.^{lxx} The UT Promise Scholarship provides financial assistance for graduates of certain high schools to attend the University of Tennessee in Knoxville.^{lxxi}</p>
<p><i>Intensive College Enrollment Assistance</i></p>	<p>Nashville's youth struggle with the transition to college and an estimated 20% of high school graduates who plan to go to college do not successfully enroll. Some institutions have adopted a proactive approach that identifies barriers in the enrollment process and actively addresses them to ensure more students stay on-track to enter college after high school.</p>	<p>Lipscomb University dedicates an admissions position solely to MNPS students. This recruiter is able to connect intensively with families and provide one-on-one support to students. The admissions office double-checks every financial aid award for possible omissions in response to finding that small errors were causing students to fail to successfully enroll. Staff at Lipscomb report that summer melt is not an issue for their MNPS graduates.</p>
<p><i>Specialized Orientation Programming with a Cohort Model</i></p>	<p>College orientation programs are a valuable tool to ensure students have completed key steps to college enrollment and to help ensure a greater belonging and sense of connection with the campus. Some institutions partner with local community organizations to provide specialized orientation programs for their students. These programs create an informal cohort of students who can form relationships and support one another through college.</p>	<p>In addition to a mandatory orientation for all students implemented after the passing of Tennessee Promise, Nashville State partners with the Martha O'Bryan Center postsecondary program and the Oasis Resource Centers (ORCs) to provide special orientations just for the students served by these programs. These special sessions include cohort-building activities to help students build peer support networks.</p>

Needs and Opportunities for Growth

Nashville could see more students successfully transition to higher education and complete college degrees or certifications if some of the following opportunities for growth were addressed:

- Greater Community Supports for Nashville State Students:** Nashville State enrolls more MNPS graduates than any other institution but students struggle to meet work, food, housing, and transportation needs as documented in the Opportunity for Excellence Case Study on page 33. These life challenges outside the classroom greatly affect whether students are able to persist to a degree. As Nashville State undergoes a leadership transition to a new president this school year, the incoming president has the opportunity to prioritize community supports that address needs such as transportation and food insecurity, and the Nashville community has the opportunity to work collaboratively with the new president to help meet these needs.

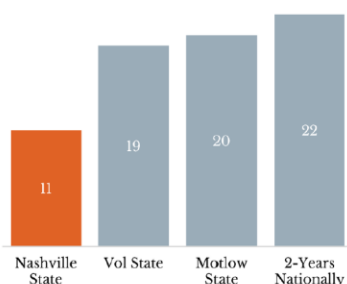
- **Shared Policy Agenda:** The local higher education sector has the opportunity to advocate for a policy agenda that aligns to Nashville's needs. Policies like increased state need-based aid could help Nashville's 4-year institutions better meet MNPS graduates' financial needs. Additionally, expanded dual enrollment funding at the state level could help more MNPS students earn college credit while still in high school, decreasing the time it takes them to earn a degree once in college - saving both the students and the institutions money.
- **Increased Technical College Access:** Tennessee's technical colleges, the Tennessee Colleges of Applied Technology (TCATs), boast exceptionally high completion and job placement rates and are a national model for technical education. However, only 1% of MNPS graduates annually enroll in TCATs – 52 students from the class of 2016.^{lxxii} Like students at Nashville State, TCAT students face similar transportation and other logistical issues. In particular, the more popular TCAT programs often have long wait-lists, likely due to class size or the inability to identify enough trained instructors. While this issue needs further study, experts with whom we talked suggested more students could earn certifications through technical dual enrollment opportunities provided within the walls of MNPS high schools. Expanded access to TCATs for MNPS students could greatly impact student outcomes.
- **Consistent Access for Admissions Representatives:** College admissions recruiters are passionate about the opportunities higher education creates and want to help all students find their best college fit; yet many admissions professionals shared that they have a difficult time gaining access to students. District rules governing when recruiters can come to schools limit their valuable interactions with students and have the unintended consequence of forcing admissions professionals to choose between schools. Increasing access for admissions recruiters will benefit students, and expose them to more postsecondary options. We recommend that district leaders meet with local admissions representatives to understand how new policies could be crafted that both preserve classroom teaching time and create opportunities for recruiters to share their knowledge and expertise with students.

OPPORTUNITY FOR EXCELLENCE

case study

Nashville State Community College

Graduation Rate within 3 Years, 2012 Cohort



Low Completion Rates

When we examine federal data on college completions, **Nashville State lags behind** other two-year institutions attended by MNPS graduates and two-years nationally, graduating about half as many students within three years.

Given that Nashville State is the number one school attended by MNPS graduates by a wide margin (1 in 4), these low rates drastically affect Nashville's workforce pipeline.

Interviews revealed that students are not succeeding due to a **lack of sense of belonging** and **affordability challenges**.

Students Struggle with the Transition to College

Many students decide to attend Nashville State very late in their senior year or over the summer. These students are more likely to miss critical enrollment steps due to a lack of awareness and support.

Students are Dropping Out Due to Indirect Expenses

Low-income students, like the vast majority of MNPS graduates who attend Nashville State, typically have direct expenses like tuition and fees covered by need-based financial aid, like the Pell Grant. They struggle with **indirect expenses**, like transportation, textbooks, and room and board.

Students are **dropping out over expenses of \$700 or less** - things like books and transportation are pricing them out of college.

Some nonprofit organizations have **emergency funds** that help students cover small expenses that can derail their college enrollment.

Challenge	Estimated Students Affected	Description
Work	90%	Stakeholders estimate that 90% or more Nashville State students are working while enrolled in college, many in full-time jobs. Students need to earn money not just to cover college expenses but also to help support their families.
Food Insecurity	50%	National research shows that about 50% of community college students struggle with food insecurity. Administrators at Nashville State described instances of food going missing from canned food drive collection bins on campus; they assume hungry students are using the food items.
Homelessness	5-10%	National research shows that about 10% of community college students are homeless, and research conducted in Nashville shows that 1 in 10 youth experience homelessness, which includes things like couch surfing. Higher percentages of students likely experience housing insecurity.
Transportation	??	Diverse stakeholders identified transportation as the primary barrier to student persistence. We heard anecdotally that many students who use public transportation cannot consistently afford bus passes. A different transportation challenge affects students who live and attend school outside the downtown area. For example, in Antioch, it takes 8 minutes by car to get from Cane Ridge High School to the Southeast Campus of Nashville State. The same trip takes over an hour each way on public transit. Students who are working and attending school cannot afford a 2-3 hour commute so if rides or access to a reliable vehicle falls through, students may stop out of college.

Opportunity for Excellence

Immediate action to implement greater supports for students and address affordability is necessary. For more, see the Recommendations section of this report.

Ecosystem: State and Local Government

State Government: Although beyond the scope of this report, it is worth noting there are state government initiatives that provide direct services to Nashville students. The **Tennessee Student Assistance Corporation (TSAC)** provides financial aid workshops for students and parents in each high school in the district. TSAC and the **Tennessee Higher Education Commission (THEC)** provide various professional development opportunities to school counselors and offer technical assistance to schools and organizations as they work with students and families to complete the FAFSA. THEC's Path to College events help to create momentum and excitement around the college-going process throughout students' junior and senior years of high school. The state's AdviseTN program places a dedicated counselor in select high schools to help guide students through the college-going and completion journeys; Hunters Lane High School participates in AdviseTN.

Metropolitan Government of Nashville and Davidson County: Nashville's local government provides significant funding for innovative college access and success programming. The **Nashville After Zone Alliance (NAZA)** includes many providers of after school college access and success, including middle school, programming. Over 400 high school students complete a college access and success curriculum, developed and implemented by Oasis College Connection's near-peer college advisors, as part of the NAZA summer programs. These initiatives and Opportunity Now, described below, constitute the largest investment in Nashville's youth in the city's history.

Opportunity Now: Mayor Barry's Opportunity Now, a youth employment initiative, was deliberately designed to help remove barriers to college access and success in addition to providing internship and employment opportunities for Nashville's youth. Participating students learn financial literacy skills such as how to open a savings account that will allow them to save for indirect college costs such as application fees. Additionally, MNPS graduates participating in the program complete a summer melt curriculum, developed by the Tennessee College Access and Success Network, helping them successfully enroll in college in the fall. Knowing that many of Nashville's current college students live at home, commute to campus, and need employment, Opportunity Now also links current college students to employers who understand the needs of a student's schedule.

Needs and Opportunities for Growth

Nashville's government has the opportunity to implement initiatives to address opportunities for growth:

- **Access to Transportation:** Students who work and attend college have limited time they can spend commuting and are reliant upon cars to get to work and school, particularly in areas of the county without a lot of public transit infrastructure. When a student's car unexpectedly breaks down or a ride falls through, it can derail an entire semester in missed classes. At the same time Nashville works to increase public transit infrastructure for future students, adopting creative solutions now that help subsidize bus fare or leverage rideshare services to help more students get to campus could have a big effect on college persistence and completion.
- **Aligning College Completion to Local Government Strategic Planning:** This report comes at a critical time as the city of Nashville revisits its Youth Master Plan, a document that guides work across city agencies to best serve Nashville's youth. The recommendations included within this report stand their best chance of implementation if they are included within the city's strategic plan framework.

Ecosystem: K-12 Education

Metropolitan Nashville Public Schools, one of our nation's largest school districts, serves almost 90,000 students.^{lxxiii} Despite serving a diverse student population with many needs, MNPS has seen growth in indicators like high school graduation rate and average ACT score that indicate the district's commitment to increasing student achievement. MNPS is implementing nationally-recognized programs and practices in many high schools, as detailed in Figure 24. More information about specific programs in each high school can be found on the high school profiles at the end of this report.

One common thread through many of the best practices occurring in K-12 schools documented below is the **GEAR UP** program. GEAR UP, an acronym for Gaining Early Awareness and Readiness for Undergraduate Programs, is a federal program to provide college access and success support to low-income, first generation, and minority middle and high school students. MNPS was awarded a GEAR UP TN grant in Spring 2012 to provide college access and success support to a cohort of students, the class of 2018, in addition to other school-based supports for seniors. With the cohort class graduating this year, services will follow those students through their first year of college, and the grant will end in the spring of 2019.

Throughout Nashville's K-12 system, district and school leaders as well as school counselors and teachers are implementing nationally-recognized best practices detailed in Figure 24 below.

Figure 24: Best Practices and Examples of K-12 Schools' Local Implementation

<i>School-Based Leadership and Partnership</i>	Over and over we heard about the importance of people and relationships to college access in Nashville. Nowhere was this more apparent than in the cases of principals, teachers, and school counselors who work above and beyond their job descriptions to ensure more students are able to go to college.	In particular, we heard how principal leadership at McGavock and teacher leadership at Whites Creek bolster school-based college access initiatives. School counselors strive to ensure their students are aware of their college options and aim to make college dreams a reality. In many cases teachers invite admissions recruiters and community partners into classrooms to give students more information and exposure.
<i>Early Interventions to Form College-Going Identities</i>	Leading college access and success strategies out of Harvard University indicates that students, especially those who are the first in their family to go to college, must go through a developmental process in which they form a college-going identity and see college as desirable and inevitable for themselves. ^{lxxiv} This process is critical to empowering students to take proactive steps toward enrollment and persistence. This process takes time, often years, and is why early college access interventions are so important.	The GEAR UP program, with its cohort model that begins in 7 th grade, provides intensive early interventions designed to help students build college-going identities. Cohort members participate in multiple college visits, including overnight college summits, to help them envision themselves as college students. GEAR UP staff engage students in programming that introduces them to successful college students who came from similar background to provide role models. MNPS has a comprehensive counseling model that aligns college access and success counseling beginning in Pre-K and continuing through elementary and middle school. Charter schools including LEAD Academy and KIPP provide early college access and success programming beginning in elementary school and continuing through high school.
<i>Individualized Counseling on College Fit</i>	Where students attend college greatly affects whether or not they ultimately earn a degree. Low-income, African American, and Hispanic students are more likely to attend less selective institutions, which graduate these	Pearl-Cohn has a dedicated college counselor who is able to work individually with students to help them find colleges that are a good fit for them, apply for admission, and make plans to attend. School counselors provide this type of support to students as

populations at lower rates.^{lxxv} This occurs because students do not apply for admission at more selective institutions in the first place, though when they do, they are just as likely to be admitted and graduate from these institutions as peers.^{lxxvi} Individualized counseling from trained and specialized college counselors can help students apply to and enroll in institutions where they are most likely to graduate.^{lxxvii}

they are able to do so; large variances in case load size and expertise may influence the extent to which counselors can provide specialized assistance. The **GEAR UP** program works collaboratively with school counselors to provide this type of support in their service schools and provides this counseling to cohort members.

Needs and Opportunities for Growth

Nashville's recent growth in college enrollment could be sustained and expanded further if the following opportunities were addressed:

- **Sustained Funding for GEAR UP:** The GEAR UP grant, which has contributed to the growth in college-going rates, is coming to an end. In order to continue to offer these critical practices for MNPS students, we recommend the district write for a new GEAR UP grant this year.
- **Equitable Deployment of Ecosystem Supports:** We heard repeatedly from our stakeholder interviews that college access and success is highly relational, and these relationships come into play when members of the college access and success ecosystem seek to partner with schools to provide resources and supports. Often partnerships are highly dependent on individual principals, teachers, or school counselors who are willing to facilitate access for these outside groups. As a result, resources from across the ecosystem cluster around schools that provide the greatest access – our pockets of excellence. This means that schools that are inaccessible may not receive services, despite a need for more college access and success support. Central office leadership could use the high school profiles in Appendix I to identify schools with a need for increased supports and could help facilitate consistent and continued access for community organizations.
- **College Access and Success Data Transparency:** This report was made possible by the willingness of the district to establish agreements to collect and share this data for analysis. To fully utilize this data, we recommend that the high school profiles in Appendix I be shared with educators, counselors, and school leaders at individual schools, who all expressed a desire to see data about their students' postsecondary outcomes. Continued data transparency moving forward can help galvanize additional resources and attract more funding to college access and success in Nashville.
- **Help to Facilitate the Transition to College in High School:** One of the weaknesses in Nashville's degree attainment pipeline is the large numbers of students who leave high school planning to attend college but are not enrolled by the time the fall semester begins – an estimated 20% of graduates. Schools can help reduce this number by identifying and connecting students to programs that provide summer melt assistance. Another best practice for reducing summer melt is to connect college-bound students with a person or multiple people on the campus they plan to attend who can help them when they encounter roadblocks over the summer.

RECOMMENDATIONS

In NPEF's Project RESET report, Picking Up the Pace: Building the Schools that Can Propel Nashville's Prosperity, the authors stated, "If Nashville were to pick one single indicator to use as a measure of its educational success, it would be the percentage of students completing some kind of postsecondary education: from a one year certificate to a four-year degree." The percentage of MNPS graduates completing a certificate or degree program is 24%.

To improve its college completion rate, Nashville must prioritize college access and success. Although there are pockets of excellence throughout the city, college degree attainment eludes too many of our public school graduates. This section includes a series of recommendations for how Nashville can take action to better help our youth access economic opportunity and contribute more fully to our community's civic life.

We are Nashville: The Need for a Community-Wide Initiative



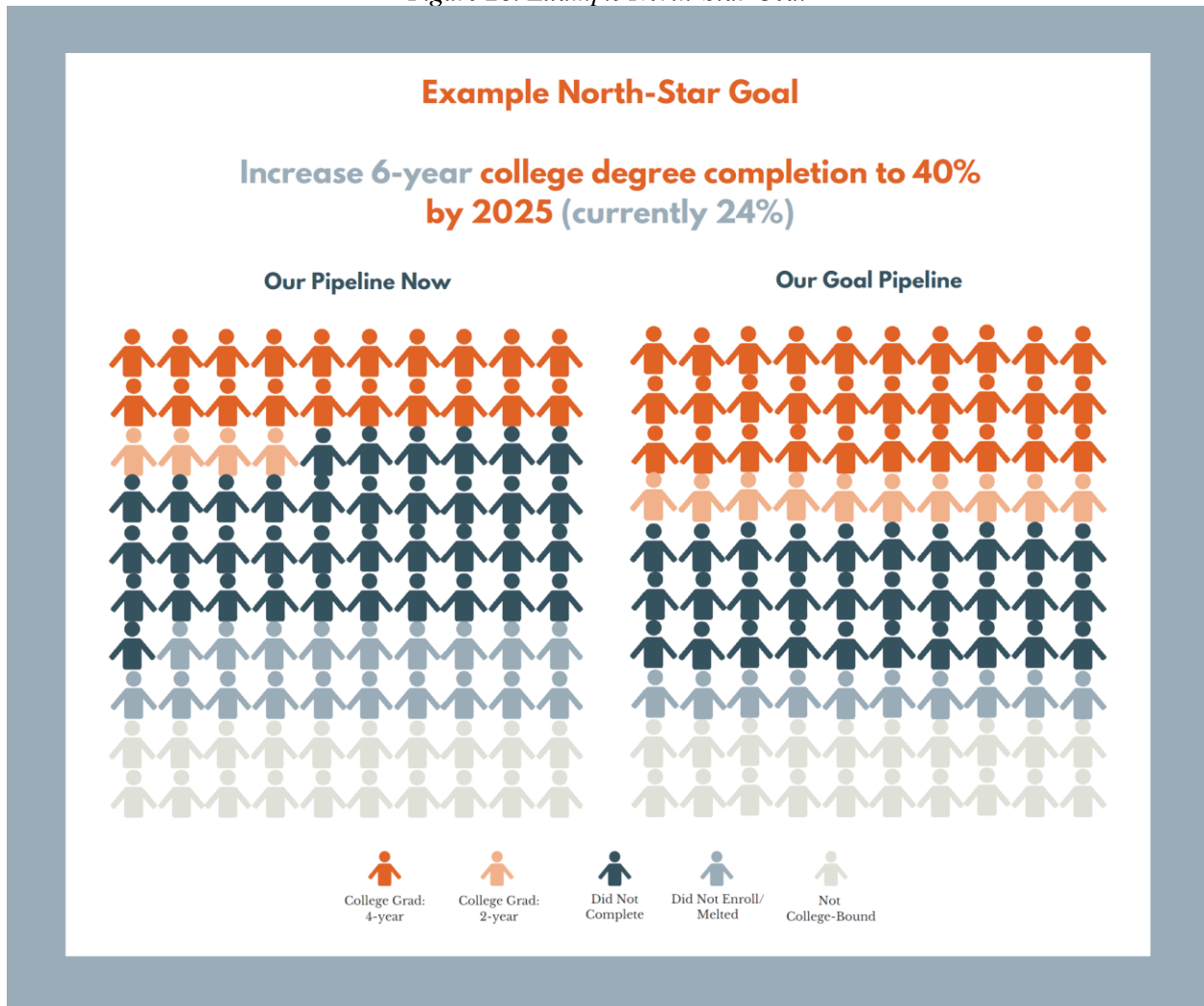
Nashville's best chance to create significant and lasting change in college access and success lies in a community-wide initiative centered on ambitious goals. Such an initiative would unite organizations and groups to increase strategic collaboration, coordinate resources to ensure maximum effectiveness, and pursue policies to benefit Nashville's youth.

Set Ambitious Goals

A critical component of a successful community-wide initiative is a clearly articulated, ambitious, and measureable goal. We recommend that Nashville view this report as a baseline and use the information provided to set a north-star goal for a college access and success initiative. The goal should be quantitative. An example of a possible north-star goal for Nashville to consider is detailed in Figure 25. This example goal shows

Nashville's public school graduates meeting national rates of college enrollment and college completion.^{lxxviii}

Figure 25: Example North-Star Goal



The goal should also be used to guide strategic decision-making around areas of focus and funding allocations. Incremental objectives should be identified to track progress toward the north-star goal. As captured in the pipeline graphic in Figure 25, a college completion goal also includes objectives around reduced summer melt, increased college persistence, and other intermediate goals that allow the attainment of the north-star goal. An example of how such a framework of objectives and action steps could be constructed for the example north-star goal provided is detailed in Figure 26.

Figure 26: Example Objective and Action Step Framework

Degree Pipeline Milestone	Current Rate	Target Rate	Rationale	Action Steps
College-Going Intentions	80%	80%	Maintain the currently high rate of students who plan to go to college after high school	<ul style="list-style-type: none"> • Sustain the GEAR UP program that has driven much growth to date. • Increase funding for community organizations doing college access work.
Summer Melt	24% (estimate)	12%	The short summer window is an easy target for interventions to keep students on a college-going track.	<ul style="list-style-type: none"> • Expand support for existing summer melt interventions and programs to reach more students. • Identify institutions with low melt rates for MNPS students and expose students to those institutions.
College Enrollment	61%	70%	Maintaining college-going intentions and reducing summer melt by half will result in a 70% college-going rate, meeting the national average rate.	<ul style="list-style-type: none"> • Sustained college access programming and aggressive tackling of summer melt (see above).
First to Second Year College Persistence	74%	81%	Raise persistence at 2-year and 4-year institutions to be the same as that of similar schools (72% for 2-year and 87% for 4-year; currently 55% and 84% respectively).	<ul style="list-style-type: none"> • Establish a community emergency fund to help students overcome unexpected expenses and remain enrolled in college. • Expanded supports at Nashville State to help students experience success in their first year of college.
Persistence After Second Year	53%	70%	Increased supports would raise persistence overall including persistence beyond the second year of college.	<ul style="list-style-type: none"> • Expand the ORC one-stop model of support to help more students persist to a degree. • Explore a first-dollar scholarship to help low-income students meet rising college costs.

Break Down Silos

An ambitious goal like raising Nashville's college completion rate for high school graduates to meet national levels of college enrollment and completion requires active and engaged participation from a diverse set of stakeholders across the college access and success ecosystem. This type of meaningful collaboration is not easy, but unless Nashville can create a community initiative working across siloes instead of defined by them, we will continue to see pockets of excellence and opportunities lost as students try to navigate the divide between K-12 and higher education.

Two entities in particular are essential and must be committed leaders for a community initiative to succeed: **Metro Schools** and **Nashville State**. These two organizations operate in the trenches of college access and success in Nashville. Without their active participation, the initiative risks being perceived as led by an outside group criticizing these entities and imposing an external agenda and accountability measures on them. Educators and schools have enough accountability and pressure points, and, as one of our interview subjects pointed out, not enough information about what they can actually do to change an individual student's trajectory. Including voices from the district and school level as well as the community college is critical to college access and success being more than this year's accountability focus and creates an environment where we as a community can foster long-term change. We believe Metro Schools and Nashville State will be eager leaders in a community-wide initiative and will embrace a community-wide approach.

Coordinate Resources

Reaching ambitious goals requires resources – financial, organizational, and human. A community-wide initiative should direct funding toward areas of greatest impact. Such an initiative can also work more efficiently to attract new funding, perhaps from national foundations who have funded similar work in other cities. Organizations and individuals who provide direct college access and success services can create more efficient ways to coordinate their work with the district, pool resources for things such as professional development, and create shared data collection frameworks that allow every organization to track data using the same language and processes.

Policy Advocacy

Another key area for resource coordination is policy advocacy. A **common policy agenda** to advocate for changes to benefit Nashville's young people is essential for expanded access and success. Advocates should pursue policies including, but not limited to, in-state tuition for undocumented students, increased need-based scholarships, and expanded funding for dual enrollment.

Figure 27: Community-Wide Initiative Foci



Areas of Focus and Recommendations

In order for a community-wide initiative to be successful, the community will need to collaboratively determine their priorities and action plan. We have identified five areas of focus that, based on the baseline information contained in this report, hold the greatest promise for changing Nashville's trajectory, detailed in Figure 27. In each area, we have provided some recommendations for the community to consider implementing that we believe will move the needle on college access and success. While these are numbered 1-5, each are equally important and all five intersect and overlap in many ways.

Focus 1: Affordability

Too many of Nashville's students encounter affordability challenges that derail their college plans. Often students only need access to a relatively small amount of funding in order to earn a credential/degree and move into a living wage job. Yet expenses of \$700 or less keep them from completing and perpetuate the cycles of poverty they and their families are trying to escape. Some recommendations for how Nashville can help address college affordability are below.

1.1 Expand high school-based dual enrollment opportunities

Expanded dual enrollment opportunities would allow more students to earn college credit while they still have a high school support structure in place. Additionally, dual enrollment saves students time and money by allowing them to complete coursework toward a certificate/degree while still in high school. We recommend dual enrollment also be focused on technical certification pathways that provide a means for students to earn a technical certification from the Tennessee College of Applied Technology - Nashville, a national model of technical education. Programs should be designed to help students complete most of a certificate program during high school. Programs should be aligned to living-wage jobs in the local job market.

1.2 Create an emergency fund for community college students (\$200,000 annually)

A community-wide emergency fund could increase college persistence by providing small-sum financial supports to students who are currently unable to meet unexpected life expenses that derail their college plans. Based upon interviews with financial aid staff, we estimate that approximately 300 students per year need assistance with expenses from \$500-\$700 in. We believe \$200,000 would be a starting point. Control of the fund distribution would require a process but could be modeled on existing student support programs in peer cities like Austin, where professionals and financial aid administrators use professional judgement, to make decisions on eligibility. The fund would need to be replenished annually.

1.3 Explore a local first-dollar college success scholarship

For low-income students in Nashville, affordability challenges are great. One key change that could transform the affordability landscape would be to offer first-dollar scholarships for public school graduates. In places such as Atlanta and Denver, nearly every high school student is eligible for annual scholarships funded through public/private partnerships.^{lxxix} We recommend bringing leaders from Achieve Atlanta and the Denver Scholarship Foundation to Nashville to learn more about how their programs are designed, funded, and implemented so that Nashville can develop a model that meets local needs and funding constraints. We cannot emphasize strongly enough that without a student support and advising system, an isolated scholarship would have limited impact. In order for students to be eligible, we strongly recommend the scholarship incorporate college success programming, through technology-driven interventions that could be easily deployed by partnering with an existing college success model.

Focus 2: Data

This report is the first time Nashville's full college access and success data has been pulled together and presented in a public forum. Transparent data around college access and success can galvanize stakeholders and be used to attract new funding to this area. To maximize data around college access and success, a community initiative could consider the recommendations below.

2.1 Improve Access to Annual Data on College Access and Success

Schools currently measure if their students are college-bound at the end of high school. If school metrics stop at high school graduation, they are not capturing the effects of challenges students encounter in the transition to college. For example, school counselor survey results revealed that in the absence of concrete data, counselors overestimated how many of their students enroll in college immediately following high school.^{lxxx} We recommend annually reporting of college access and success data for the district and each high school so that district and school leaders, educators, and counselors have information that aligns with community goals at regular intervals at both district and high school levels. This data should be shared with everyone: teachers, counselors, leaders, students, and parents.

2.2 Create a Shared Data Framework and Database Across Nashville

State-wide research by TCASN, in 2014, indicated that college access and success programs do not define measures like college enrollment in the same way from organization to organization. For example, some organizations count a student as enrolled in college when the student indicates they plan to attend at the end of high school, while others consider a student enrolled if they are still a student at their college after the first 30 days of the first semester have passed. Discrepancies like this coupled with the fact that smaller organizations may not have the resources to track data consistently mean that there is a lack of consistent data showing things like how many students are receiving services from different providers at each school, intensity of services provided to each student, and how these measures correlate with improved college enrollment outcomes. We recommend Nashville pursue what other cities like Austin have done – a local college access network that works with all providers in the community to create a shared set of measures that all agree to track. Multiple database options specifically designed to track college access and success information exist; Nashville's ideal program would be able to be used across the K-12 system as well as by community organizations. For examples of college access and success data to track, see TCASN's recommended measures from its 2014 white paper on the subject.

2.3 Use data to inform practice

Once data is available and a uniform framework and database are in place, data can more effectively inform college access and success efforts. Data can be used to identify interventions most commonly associated with college enrollment, persistence, and completion so that effective practices can be scaled. College advisors who work with high school students could use data to identify higher education institutions where Nashville students are most likely to graduate. Part of this work includes giving practitioners the tools they need to understand the data, make meaning of it, and determine strengths and areas of focus for the future.

Focus 3: Equitable Access

An unintended consequence of having pockets of excellence is a lack of equitable opportunities for students who are not part of those pockets. We see wide disparities in college outcomes by high school, and data on college-going for subgroups (i.e. economically disadvantaged students and students of color) reveals opportunity gaps for college access and success.^{lxxxi} We recommend that a community initiative focus on ensuring every high school student in Nashville receives individualized, high-quality college counseling and support through the college-going process. Specific recommendations are below.

3.1 Access to Dedicated College Counselors

The elephant in the room in this report is that one of the best ways to increase equitable access to high-quality college counseling is by employing dedicated college counselors. These are professionals, employed either as school district employees or through a partnership with a community-based organization, who receive specialized training and work with manageable caseloads of students in each high school – a very expensive intervention. Although the cost is great, this was one of the most consistent interview topics from people across the ecosystem, from school counselors themselves to admissions professionals and even an MNPS parent. This intervention is the key to many others in this report, from early conversations about college-going with students and their families, to culturally-responsive college counseling support for Nashville’s immigrant and refugee community, to helping students find their best college fit in order to have their best shot at ultimately earning a degree. We recommend that a community-wide initiative use the information in the high school profiles at the end of this report to identify schools in most need of dedicated college counselors. Using the schools identified as a pilot, the K-12 system, community organizations, and higher education partners should collaborate to ensure each student had consistent access to college counseling from a dedicated counselor who would serve a caseload of no more than 100 seniors.

3.2 Increase access for community supports

Community organization representatives and admissions recruiters shared that they spend a considerable amount of time building relationships in order to gain access to students in Nashville’s public high schools. This challenge is heightened by the high staff turnover that exists in the nonprofit and admissions sectors as well as for high school leadership. A community-wide initiative would help establish practices that allow community organizations and higher education institutions to more easily access high school and college students in order to provide additional supports.

3.3 Cultivate college access and success expertise

Nashville should hone in on three key areas at the district and school level to prepare more educators and administrators to implement college access and success practices well.

- Create a leadership position in college access and success at the district level to coordinate and direct college access and success efforts. This person would help ensure community organizations and admissions recruiters have more consistent access to students, manage data collection and dissemination at the district level, and guide district policies to align with college access and success goals.
- Provide professional development opportunities for school counselors and advisors working at community organizations in the area of college access and success with a focus on meeting the needs of low-income students, first generation college-goers, and students of color. For example, every counselor should be provided the option to earn a College Access Coach certificate from the Ayers Institute for Teacher Learning and Innovation at Lipscomb University, an online professional learning offering focused on the needs of low-income and first generation students that is eligible for graduate credit.
- Empower teachers and school leaders to “own” college access and success and work alongside counselors and community organizations to provide additional counseling support and a culture of college-going in every school.

Focus 4: Nashville State

Though Nashville State serves far more MNPS graduates than any other institution, students are struggling to stay in school and persist to a degree. Without urgent action to provide more student supports, we should expect to see the same low persistence rates for the graduating class of 2018. The community and institution need to immediately come together to address student success. Recommendations a community-wide initiative could pursue are detailed below.

4.1 Expand access to campus-based resource centers

The **Oasis Resource Centers (ORCs)**, with its one-stop model of diverse supports that span school, work, and life, are a national best practice identified by researchers to support community colleges students who are struggling with food and housing insecurity.^{lxxxii} These centers serve relatively small numbers of students due to funding constraints, but are widely acknowledged to be working, and multiple community stakeholders expressed a desire to expand this model to serve more students. Expanded resource centers on the three campus locations in Nashville could pursue partnerships to bring services to address food insecurity to campus.

4.2 Decrease access barriers to support services

Nashville State has an opportunity to think creatively about how the institution can expand support services to more students and reduce bureaucratic process barriers students encounter in the transition to college. Interviews revealed a need for a more proactive approach to helping students feel they belong on campus. Given the food security issues many students face, the institution could consider offering food services in a campus cafeteria as many other Tennessee community colleges do. We believe a more in depth look into how students access Nashville State services will reveal additional opportunities to redefine those supports to better serve student needs. As the community and the campus invest in additional student supports, campus leadership should study national best practices to help create a seamless student experience.

4.3 Link needed supports to success behaviors

Nashville State could consider linking some needed supports to college success behaviors. For example, using the **ASAP program** at the City University of New York as a model, Nashville State could consider implementing a student success initiative in which students receive monthly transit passes as a carrot when they meet regularly with advisors or access tutoring supports. Nashville State could pursue creative incentives to encourage students to enroll in classes over the summer for faster credit accumulation, participate in career services activities, or complete their financial aid renewals early as a way to mitigate potential financial obstacles.

Focus 5: Transition

Too many students who plan to go to college end up melting over the summer between high school and postsecondary. This brief summer window is a key point in the pipeline when supports can help more students begin college on the right foot. Recommendations for how to facilitate a focus on the transition to college are below.

5.1 Increase awareness

One of the biggest barriers to tackling summer melt is that few people realize the problem exists. An easy way to lend visibility to this issue is to measure it. School leaders, teachers, and school counselors want an accurate measure of exactly how many of their graduates enrolled in college as opposed to using their own informal tracking systems. Nashville could employ best practices from the **Strategic Data Project at Harvard University** and use the database described in Recommendation 2.2 to definitively measure summer melt and assess where the needs for summer supports may be greatest – which high schools, student populations, and institutions the students plan to attend may be most predictive of summer melt.

5.2 Make the Hand Off to College Part of High School

A best practice in the college access field is connecting a student to on-campus supports and a peer network before the end of high school. Doing so provides the student a network of support she can engage when she encounters challenges during the enrollment process. Interviews revealed this type of hand-off to the postsecondary institution occurs for students served by programs like **GEAR UP** and **Oasis College Connection** who plan to attend Nashville State Community College and for students engaged in the **Martha O'Bryan Center's** Academic Student Unions (ASUs) but most students do not receive this type of support. School counselors shared that they would like to do more of this type of transition support but responsibilities around end-of-year testing and graduation prevent them from doing so. We recommend school leaders, particularly at schools with high rates of summer melt, explore which people or organizations within the school can work to create this type of handoff.

Next Steps

As the class of 2018 moves toward high school graduation, we believe there are three urgent steps that need to be taken to ensure this year's senior class experiences greater success than past classes:

1. Provide more support to more students in order to reduce summer melt.
2. Expand community supports at Nashville State to improve retention.
3. Begin building an emergency fund to prepare for the eventuality that students will need it.

This report presents an opportunity to build consensus for a bold, city-wide vision around college completion. Our hope is that the information and observations in this report help Nashville come together around a shared goal and action plan to move forward.

End Notes

ⁱ Analysis by TCASN of TDOE data compared with National Student Clearinghouse data revealed that the two data sets use slightly different definitions of high school graduates and count a student as enrolled in college at slightly different points in the semester. Additionally, TDOE data includes Tennessee College of Applied Technology (TCAT) enrollment while NSC data does not. These slight differences account for the variation in college-going rates we see between the two data sets.

ⁱⁱ Baum, S., & Payea, K. (2004). Education pays. New York: College Board. Cited in https://scholar.harvard.edu/files/btl/files/long_riley_2007_financial_aid_-_a_broken_bridge_to_access_-_her.pdf p. 39

ⁱⁱⁱ Estimate based on data from the Tennessee Higher Education Commission's Davidson County 2017 profile, which shows that 70% of high school seniors filed the 2016-2017 FAFSA and 84% of seniors applied for Tennessee Promise in the 2016-2017 school year. District profile available at: https://www.tn.gov/content/dam/tn/thec/countyprofiles/CountyProfile_Davidson.pdf

^{iv} The college-going rate for the graduating high school class of 2016 is from the Tennessee Department of Education. It is the most recent year of data available.

^v See section on Nashville in a National Context to view Nashville's college-going rate compared against rates from other large urban school districts. Districts in cities like Austin, Louisville, and New York outpace Nashville when it comes to college-going rate for high school graduates.

^{vi} Large increases in college-going rate over a three-year period at schools like Whites Creek (21 percentage point increase) and Stratford (19 percentage point increase) drove the district's increase. College-going rate data from the Tennessee Department of Education; analysis of college-going rate change over time conducted by the Tennessee College Access and Success Network.

^{vii} Nashville does not systematically track summer melt, so our estimate should not be considered an exact measurement. However, when we look at data showing the numbers of MNPS seniors who completed a FAFSA, indicating they had college-going plans, and then did not enroll in college, we see an estimated melt rate of approximately 19%. One of this report's recommendations is that Nashville begin to systematically measure summer melt.

^{viii} The percentage of Nashville's college-goers who attended two-year institutions, or two-year college enrollment share, was 37% for the class of 2016 according to TCASN analysis of National Student Clearinghouse data. Low-income high schools nationally who participate in the Clearinghouse only had a two-year college enrollment share of 24% for the class of 2016 according to TCASN analysis of National Student Clearinghouse High School Benchmarks report data. Data from a TCASN analysis of National Center for Education Statistics data shows a national two-year enrollment share of 25% for the class of 2015, the most recent year of national data available.

^{ix} Data in the chart presented at right shows the percentage of high school graduates in the class of 2011 who completed a degree within six years of high school graduation. This data includes students who stopped out and returned to college as well as students who transferred one or more times before completing a degree. This data is from the National Student Clearinghouse.

^x The freshmen to sophomore college persistence rate for MNPS graduates in the high school class of 2014 was 60% at two-year institutions, twelve percentage points lower than the same metric at low-income high schools nationally who participate in the Clearinghouse.

^{xi} The freshmen to sophomore college persistence rate for MNPS graduates in the high school class of 2014 was 84% at four-year institutions, only three percentage points lower than the same metric at low-income high schools nationally who participate in the Clearinghouse.

^{xii} The percentage of MNPS graduates of the high school class of 2011 who earned a degree within six years of high school graduation is 24%, according to data from the National Student Clearinghouse.

^{xiii} Data from the Tennessee Department of Education shows that 61% of 2016 MNPS graduates enrolled in postsecondary immediately following high school graduation. This is the most recent year for which data is available.

^{xiv} Data from the National Student Clearinghouse shows that 24% of 2011 MNPS graduates had earned an associate or bachelor's degree within six years of high school graduation. This is the most recent year for which data is available.

^{xv} Data from the Tennessee Department of Education shows the college-going rate, or proportion of graduates who enroll in postsecondary immediately following high school graduating, increasing by two percentage points per year between 2014 and 2016 rising from 57% in 2014 to 61% in 2016.

^{xvi} Data from the Tennessee Higher Education Commission on the Davidson County Profile show that 84% of the Class of 2015 applied for Tennessee Promise and that 70% of students completed the 2016-2017 FAFSA.

^{xvii} Nashville does not systematically track summer melt. However, using a variety of state data sources we can estimate how many students took concrete steps toward college and how many ultimately enrolled to arrive at a summer melt estimate. During their senior year, approximately 80% of high school graduates take concrete steps toward college-going, signaling college-going intentions. These steps include applying for Tennessee Promise, which 84% of seniors did in 2016-2017 and completing the FAFSA, which 70% of students did for the 2016-2017 FAFSA, both according to the Tennessee Higher Education Commission County Profile for Davidson County 2017. Immediate college enrollment for the class of 2016 was somewhere between 55 and 61 percent of graduates; National Student Clearinghouse data shows a 55% college-going rate for MNPS graduates and TDOE data shows a 61% college-going rate. Thus, in Nashville, an estimated 20% of graduates melt.

^{xviii} TCASN analysis of National Student Clearinghouse Data shows that for the Class of 2015, 43% of graduates were enrolled in college anywhere by their second year. This is inclusive of students who transferred or stopped out but then enrolled in another institution. This is the most recent year for which data is available.

^{xix} General information about summer melt, including summaries of relevant academic research, is available through the Strategic Data Project at Harvard University, which can be accessed here: <https://sdp.cepr.harvard.edu/summer-melt-handbook>

^{xx} See note xvii for more information on how we reached this estimate.

^{xxi} The Tennessee Department of Education (TDOE) and National Student Clearinghouse (NSC) both report information on where students enroll in college both by individual institutions and by sector. In this report, information on the top institutions attended by MNPS graduates comes from the TDOE data set. We made this choice due to the inclusion of technical college enrollment in the TDOE data, which is not part of the NSC data, and because TDOE will report this data on an annual basis beginning in 2018, which will also Nashville to track this same data set longitudinally.

^{xxii} TCASN analysis of Tennessee Department of Education data is used to identify the top five institutions attended by MNPS graduates as well as the share of graduates attending other 4-year, 2-year, and technical institutions not among the top five institutions.

^{xxiii} TCASN analysis of Tennessee Department of Education data on top institutions attended by MNPS graduates.

^{xxiv} For the classes of 2009, 2010, and 2011, National Student Clearinghouse data shows that 82%, 83%, and 85% of students who ever enrolled in college did so in their first year after high school respectively.

^{xxv} A Lumina Foundation paper titled, "College Affordability: What Is It and How Can We Measure It?" by Sandy Baum of the Urban Institute and Jennifer Ma of the College Board examined factors like proportion of income going toward college expenses. Their analysis found that low-income families like those of MNPS graduates spend very high proportions of their income on college expenses, leaving little to no discretionary income and creating challenges in meeting basic life expenses. The paper is available here: https://www.luminafoundation.org/files/publications/ideas_summit/College_Affordability-What_Is_It_and_How_Can_We_Measure_It.pdf

^{xxvi} TCASN analysis of Tennessee Student Assistance Corporation data on Estimated Family Contribution (EFC) for FAFSAs from MNPS graduates showed that 95% of MNPS graduates who filed the FAFSA in 2016 had an EFC of \$8,000 or less. An EFC of \$8,000 corresponds with an annual income of \$65,000 for a family of three, according to the EFC quick reference chart available here: <https://blogs-images.forbes.com/troyonink/files/2014/11/2015-2016-EFC-Quick-Reference-Table1.png>

^{xxvii} Pell eligibility information for MNPS graduates in the class of 2016 provided by the Tennessee Student Assistance Corporation. Estimate based on FAFSA EFCs of \$5,234

^{xxviii} Pell eligibility income confirmed by Tennessee Student Assistance Corporation. EFCs of \$5,234 for 2016-17

^{xxix} Household income information from Tennessee Department of Education Household Information Survey Guide 2015-16 available here: https://www.tn.gov/assets/entities/education/attachments/cep_household_survey_guide.pdf. Estimate determined by calculating the number of 2016 economically disadvantaged students enrolled in college by the number of total college enrollments. Enrollment data and economically disadvantaged numbers come from Tennessee Department of Education.

^{xxx} See above

^{xxxi} First to second year persistence is a standard college success measure that is used nationally by entities like the National Student Clearinghouse and U.S. Department of Education.

^{xxxii} National Student Clearinghouse data shows a 74% Freshmen to Sophomore persistence rate for the Class of 2015. This data reflects the proportion of students who enrolled in college their first year after high school who returned for a second year. This is the most recent year of data available.

^{xxxiii} See note vii for more information about this data.

^{xxxiv} College-going rate is defined as the number of high school graduates who enroll in postsecondary in the fall immediately following their graduation and remain enrolled after the first 30 days of the semester. 2015 data is used as a comparison point because it is the most recent data available for the vast majority of cities examined. Additional Project Reset report peer cities were omitted from this chart because college-going rate information was not publicly available. Cities omitted for this reason are Charlotte, Portland, and Tampa. Austin data source is Austin ISD Strategic Plan Report Card for 2016-2017; New York data source is New York State Education Department New York City Schools Report Card Data 2015-2016; Louisville data source is Jefferson County Public Schools High School Data Book 2017; Orlando data source is Orange County Public Schools School Report Cards; Los Angeles data source is L.A. Unified School District media release 5-31-2016; Nashville data source is Tennessee Department of Education Drive to 55 District Report; Chicago data source is the Chicago Public Schools 2016 Schools Progress Report; Indianapolis data source is the Indiana Commission on Higher Education Indiana College Readiness Report; Atlanta data source is the Atlanta Public Schools Postsecondary Enrollment Trends Report 2012-2015; Denver data source is the Colorado Department of Education 2017 Legislative Report on the Postsecondary Progress and Success of High School Graduates.

^{xxxv} Information on funders for the e3 Alliance found here: <http://e3alliance.org/funders/>

^{xxxvi} Texas (Austin), New York (New York), Florida (Orlando) and California (Los Angeles) have all passed state legislation that grants in-state tuition to some undocumented students, typically those who have graduated from high schools within the state. Kentucky (Louisville) has established a system by which the Kentucky Council on Postsecondary Education, which determines in-state residency for tuition purposes, has enabled certain colleges or universities to grant in-state tuition status to undocumented students if they attended high school in Kentucky. Sources: National Conference of State Legislatures at <http://www.ncsl.org/research/immigration/tuition-benefits-for-immigrants.aspx>; uLEAD (University Leaders for Educational Access and Diversity) Network at <https://uleadnet.org/map/kentucky-policy>

^{xxxvii} Information on Kentucky's state policy regarding in-state tuition for undocumented students from the University Leaders for Educational Access and Diversity (uLEAD) Network found here: <https://uleadnet.org/map/kentucky-policy>

^{xxxviii} The National Student Clearinghouse releases an annual High School Benchmarks report that is designed to help schools benchmark their Clearinghouse data against similar schools nationally. For the purposes of our district analysis of immediate college enrollment rates, we compared the MNPS enrollment data from the National Student Clearinghouse against the High School Benchmarks school data that most closely matches the district as a whole given the way the benchmark data is presented, which has changed over time. For the classes of 2015 and 2016, the data for low-income high schools is presented. For the class of 2014, the data for low-income, urban, and high-minority is presented. In the High School Benchmarks data, low-income high schools are those with an economically disadvantaged population of 50% or more. For the high school profiles at the end of this report, we matched each individual high school against the High School Benchmarks school data that most closely matched that individual high school. The High School Benchmarks reports are available here: <https://nscresearchcenter.org/category/reports/hs-benchmarks/>

^{xxxix} In this graph, the MNPS data is from the National Student Clearinghouse. The similar schools data is from the National Student Clearinghouse High School Benchmarks, described in detail in note xxxvii. The national data is from the National Center for Education Statistics, which has not yet released data for the class of 2016.

^{xl} The persistence data for similar schools is from the National Student Clearinghouse High School Benchmarks, described in detail in note xxxvii.

^{xli} MNPS persistence rate data from the National Student Clearinghouse. Persistence rate data for similar schools from the National Student Clearinghouse High School Benchmarks, described in detail in note xxxvii.

^{xlii} In this graph on enrollment share, MNPS two-year enrollment share is from a TCASN analysis of National Student Clearinghouse data. Similar schools two-year enrollment share is from a TCASN analysis of National Student Clearinghouse High School Benchmarks data, described in detail in note xxxvii. National two-year enrollment share is from a TCASN analysis of National Center for Education Statistics data, for which class of 2016 data is not yet available.

^{xliii} In this graph on first to second year persistence, MNPS data is from the National Student Clearinghouse. Similar schools data is from the National Student Clearinghouse High School Benchmarks data, described in detail in note xxxvii. High School Benchmarks data on persistence for the class of 2015 is not yet available.

^{xliv} This phenomenon, called undermatching, has been extensively documented in academic research. Early work on this phenomenon can be found in the book *Crossing the Finish Line: Completing College at America's Public Universities* by Chingos, Bowen, and McPherson (2009). Work documenting undermatching by African American and Hispanic students can be found in the report "Separate and Unequal: How Higher Education Reinforces the Intergenerational Reproduction of White Racial Privilege" by Carnevale and Strohl (2013) of Georgetown University's Center on Education and the Workforce and available here: [How Higher Education Reinforces the Intergenerational Reproduction of White Racial Privilege](#). Indications of undermatching for low-income students can be found in work by Hoxby and Avery (2013) titled "Expanding college opportunities for high-achieving, low income students," a Stanford University Center for Economic Policy Research Discussion Paper; Pallais (2013) in a paper titled, "Small differences that matter: mistakes in applying for college" from the National Bureau of Economic Research; Smith, Pender, and Howell (2013) in a paper titled "The full extent of student-college academic undermatch" published in the *Economics of Education Review* journal, and in the *Crossing the Finish Line* book referenced at the top of this note.

^{xlv} Information on the structure of the CUNY ASAP Program taken from an independent program evaluation that showed the intervention to be effective. Program evaluation available here: <https://www.mdrc.org/project/evaluation-accelerated-study-associate-programs-asap-developmental-education-students#overview>

^{xlvi} According to data from the Tennessee Department of Education, Nashville's college-going rate rose from 57% in 2014 to 61% in 2016, an increase of 4 percentage points.

^{xlvii} Whites Creek's college-going rate rose 21 percentage points between 2014 and 2016 according to data from the Tennessee Department of Education. Stratford's college-going rate rose 19 percentage points during the same period. Both schools serve large proportions of economically disadvantaged students and African American, Hispanic, and Native American students.

^{xlvi} Each high school's college-going rate for 2016 is from data provided by the Tennessee Department of Education. TCASN calculated growth in college-going rate by examining change in college-going rate for each high school using 2014 and 2015 data from the Tennessee Department of Education.

^{xlx} Data sources and citations for the Pockets of Excellence Case Study on Stratford STEM Magnet School are included as part of this endnote.

College-going rate for Stratford and MNPS provided by the Tennessee Department of Education.

Ecosystem supports and program descriptions identified through stakeholder interviews. Estimated annual investments provided by GEAR UP, Martha O'Bryan Center, and Oasis Center; Bridges to Belmont investment calculated by TCASN. TCASN calculation is the cost of attendance for Belmont University for 12 students minus the costs of the Pell grant, HOPE scholarship, and TSAA.

For more information about the nationally-recognized best practices cited, continue reading the section of the report.

^l More information about the Drive to 55 is available at: <http://driveto55.org/>

^{li} Postsecondary attainment information from the Lumina Foundation's 2016 A Stronger Nation through Higher Education report available here: <http://strongernation.luminafoundation.org/report/2016/main-narrative.html>

lii More information about Tennessee Promise is available at: <http://driveto55.org/initiatives/tennessee-promise/>

liii This reference from the Association of Community College Trustees can be accessed here: <https://www.acct.org/first-dollar-vs-last-dollar-promise-models>

liv Nashville State cost of attendance information from the National Center for Educational Statistics' College Navigator tool, available here: <https://nces.ed.gov/collegenavigator/?q=nashville+state+community+college&s=all&id=221184>

lv See above endnote for citation information.

lvi TCASN analysis of Tennessee Student Assistance Corporation data on Estimated Family Contribution (EFC) for FAFSAs from MNPS graduates showed that 95% of MNPS graduates who filed the FAFSA in 2016 had an EFC of \$8,000 or less. An EFC of \$8,000 corresponds with an annual income of \$65,000 for a family of three, according to the EFC quick reference chart available here: <https://blogs-images.forbes.com/troyonink/files/2014/11/2015-2016-EFC-Quick-Reference-Table1.png>

lvii A Lumina Foundation paper titled, "College Affordability: What Is It and How Can We Measure It?" by Sandy Baum of the Urban Institute and Jennifer Ma of the College Board examined factors like proportion of income going toward college expenses. Their analysis found that low-income families like those of MNPS graduates spend very high proportions of their income on college expenses, leaving little to no discretionary income and creating challenges in meeting basic life expenses. The paper is available here: https://www.luminafoundation.org/files/publications/ideas_summit/College_Affordability-What_Is_It_and_How_Can_We_Measure_It.pdf

lviii Research by the College Board in their Trends in Higher Education reports show that college costs are going up but financial aid is not keep pace. This was covered by Inside Higher Ed here: <https://www.insidehighered.com/news/2017/10/25/tuition-and-fees-still-rising-faster-aid-college-board-report-shows>. The original College Board reports are available here: <https://trends.collegeboard.org/>

lix This information was covered in analysis done by the Hechinger Report. View their work here: <http://hechingerreport.org/era-inequity-college-financial-aid-going-rich/>

lx Tuition and fee information for Nashville State from the National Center for Education Statistic' College Navigator tool, available here: <https://nces.ed.gov/collegenavigator/>

lxi Financial aid information for Nashville State from the National Center for Education Statistics' College Navigator tool, available here: <https://nces.ed.gov/collegenavigator/>

lxii This work is captured in the book *Ready, Willing & Able: A Developmental Approach to College Access and Success* by Mandy Savitz-Romer and Suzanne Bouffard. The book was published in 2012 by Harvard University Press.

lxiii This phenomenon, called undermatching, has been extensively documented in academic research. Early work on this phenomenon can be found in the book *Crossing the Finish Line: Completing College at America's Public Universities* by Chingos, Bowen, and McPherson (2009). Work documenting undermatching by African American and Hispanic students can be found in the report "Separate and Unequal: How Higher Education Reinforces the Intergenerational Reproduction of White Racial Privilege" by Carnevale and Strohl (2013) of Georgetown University's Center on Education and the Workforce and available here: <https://www.georgetown.edu/news/2013/09/10/separate-and-unequal-how-higher-education-reinforces-the-intergenerational-reproduction-of-white-racial-privilege/>. Indications of undermatching for low-income students can be found in work by Hoxby and Avery (2013) titled "Expanding college opportunities for high-achieving, low income students," a Stanford University Center for Economic Policy Research Discussion Paper; Pallais (2013) in a paper titled, "Small differences that matter: mistakes in applying for college" from the National Bureau of Economic Research; Smith, Pender, and Howell (2013) in a paper titled "The full extent of student-college academic undermatch" published in the *Economics of Education Review* journal, and in the *Crossing the Finish Line* book referenced at the top of this note.

lxiv Research on undermatching detailed in the above note indicate that students who undermatch do not apply for admission at selective institutions; rather, they only apply for admission at open-access institutions or not at all. Research on the effects of admissions outreach specifically designed to encourage low-income students to apply for admission at Harvard indicates that students who do apply are admitted, matriculate, and graduate at rates similar to peers. That research is included in the article cited below:

Avery, C., Hoxby, C., Jackson, C., Burek, K., Pope, G., & Raman, M. (2006). Cost should be no barrier: An evaluation of the first year of Harvard's financial aid initiative (No. w12029). National Bureau of Economic Research.

^{lxv} Multiple studies have indicated that working with trained college counselors reduces the incidence of undermatching. Some such studies include those cited below:

Avery, C. (2010). The effects of college counseling on high-achieving, low-income students (No. w16359). National Bureau of Economic Research.

Castleman, B. L., Page, L. C., & Schooley, K. (2012). The Forgotten Summer: The impact of college counseling the summer after high school on whether students enroll in college. In Annual Meeting of the Association for Public Policy Analysis and Management.

Stephan, J. L. (2013). Social capital and the college enrollment process: How can a school program make a difference. *Teachers College Record*, 115(4).

^{lxvi} An independent analysis of an initiative called Single Stop, a community support that seeks to connect at-risk students with a wide array of supports, found that students who participated had higher levels of college persistence. Supports provided include helping students access government benefits as well as referring students to a range of community and institutional supports. Two key recommendations pertinent to this report include the following: "Institutions should consider offering programs similar to Single Stop that create a central location for access to wraparound supports and provide greater access to government benefit programs and other critical services. Single Stop's model of a one-stop shop should be considered as a way to integrate existing resources in an institution and reduce the complexity of processes that students must undertake to obtain financial and nonfinancial support." The evaluation can be accessed here: https://www.rand.org/pubs/research_reports/RR1740.html

^{lxvii} The evaluation mentioned in the above note focused on community college campuses; research by the Wisconsin HOPE Lab on community college students indicate they are a more vulnerable student population. That work is available here: <http://wihopelab.com/projects/survey/index.html>

^{lxviii} Louisville's career calculator located at www.careercalculator.org

^{lxix} The effectiveness of need-based aid on positive college outcomes for low-income students has been extensively documented in academic research. One such example is from a paper by which states, "In summary, the research suggests aid programs are most successful when they are relatively easy to understand and apply for and efforts are made to ensure potential beneficiaries are aware of them. This has also been found in the examinations of other social programs. Currie (2004) finds that the take-up rates on social programs are increased when eligible participants are automatically enrolled and administrative barriers are reduced. When considering the most effective aid for low-income students specifically, the research also suggests that need-based aid is best. The relatively new merit-based aid programs, such as the Georgia HOPE Scholarship, have been shown to disproportionately help upper income students. The degree to which more affluent students are favored in aid programs appears to be related to how stringent the merit aid criteria are (Dynarski, 2004a)." This paper was authored by Long (2008) for the National Center for Postsecondary Research, a partnership of the Community College Research Center, Teachers College, Columbia University; MDRC; the Curry School of Education at the University of Virginia; and professors at Harvard University and Princeton University. The paper is available here: http://www.postsecondaryresearch.org/i/a/document/6963_LongFinAid.pdf

^{lxx} Information about the Pionero Scholars program taken from: <https://www.lipscomb.edu/education/undergraduate-programs/pionero-scholars-program/scholarship-requirements>

^{lxxi} Information about the UT Promise Scholarship taken from: <https://onestop.utk.edu/scholarships/pledge-promise/>

^{lxxii} Data from the Tennessee Department of Education

^{lxxiii} According to Tennessee Department of Education report card data, MNPS served 85,123 students in the 2015-2016 school year.

^{lxxiv} This work is captured in the book *Ready, Willing & Able: A Developmental Approach to College Access and Success* by Mandy Savitz-Romer and Suzanne Bouffard. The book was published in 2012 by Harvard University Press.

^{lxxv} This phenomenon, called undermatching, has been extensively documented in academic research. Early work on this phenomenon can be found in the book *Crossing the Finish Line: Completing College at America's Public Universities* by Chingos, Bowen, and McPherson (2009). Work documenting undermatching by African American and Hispanic students can be found in the report "Separate and Unequal: How Higher Education Reinforces the

Intergenerational Reproduction of White Racial Privilege” by Carnevale and Strohl (2013) of Georgetown University’s Center on Education and the Workforce and available here: [How Higher Education Reinforces the Intergenerational Reproduction of White Racial Privilege](#). Indications of undermatching for low-income students can be found in work by Hoxby and Avery (2013) titled “Expanding college opportunities for high-achieving, low income students,” a Stanford University Center for Economic Policy Research Discussion Paper; Pallais (2013) in a paper titled, “Small differences that matter: mistakes in applying for college” from the National Bureau of Economic Research; Smith, Pender, and Howell (2013) in a paper titled “The full extent of student-college academic undermatch” published in the *Economics of Education Review* journal, and in the *Crossing the Finish Line* book referenced at the top of this note.

^{lxxvi} Research on undermatching detailed in the above note indicate that students who undermatch do not apply for admission at selective institutions; rather, they only apply for admission at open-access institutions or not at all. Research on the effects of admissions outreach specifically designed to encourage low-income students to apply for admission at Harvard indicates that students who do apply are admitted, matriculate, and graduate at rates similar to peers. That research is included in the article cited below:

Avery, C., Hoxby, C., Jackson, C., Burek, K., Pope, G., & Raman, M. (2006). Cost should be no barrier: An evaluation of the first year of Harvard’s financial aid initiative (No. w12029). National Bureau of Economic Research.

^{lxxvii} Multiple studies have indicated that working with trained college counselors reduces the incidence of undermatching. Some such studies include those cited below:

Avery, C. (2010). The effects of college counseling on high-achieving, low-income students (No. w16359). National Bureau of Economic Research.

Castleman, B. L., Page, L. C., & Schooley, K. (2012). The Forgotten Summer: The impact of college counseling the summer after high school on whether students enroll in college. In Annual Meeting of the Association for Public Policy Analysis and Management.

Stephan, J. L. (2013). Social capital and the college enrollment process: How can a school program make a difference. *Teachers College Record*, 115(4).

^{lxxviii} In Figure 25, the goal pipeline shows a college enrollment rate of 70%, nearly matching the national college enrollment rate of 69% as calculated by the National Center for Education Statistics. Nationally, 57% of students who enroll in college earn a degree (either 2-year degree or 4-year degree) within six years according to National Student Clearinghouse data on the college class of 2011 cohort released as Signature Report 14 in December 2017. Figure 25 shows a goal pipeline in which 40 students, or 57% of those who enrolled in college, completed a degree within six years.

^{lxxix} Achieve Atlanta offers scholarships ranging from \$1,500 a year for community college students (\$3,000 total) and \$5,000 a year for undergraduate students (\$20,000 total). The Denver Scholarship Foundation offers scholarships ranging from \$2,000-\$6,000 a year for students attending colleges and universities the foundation partners with. Scholarships are funded through public/private partnerships using private philanthropy, city funds, and college scholarship matching funds.

^{lxxx} The district’s 2016 college-going rate was 61% but the average estimate was 70%. Moreover, about 1 in 4 counselors thought their school’s college enrollment rate was 90% or higher.

^{lxxxi} Due to the large amounts of data and information in this report, we opted not to examine closely whether gaps exist in college-going and persistence for student subgroups, including economically disadvantaged students and students of color. Additional study and examination of possible gaps could be explored in subsequent analyses.

^{lxxxii} An independent evaluation of one-stop resource centers at community colleges was conducted of Single Stop, a resource similar to the ORC. More information available here: https://www.rand.org/pubs/research_reports/RR1740.html

Appendix I: High School Profiles

Antioch High School

By the Numbers:

2137

Students '15 - '16
School Year

73.6%

low-income
(2014 - 2015)

17.6%

English language learners
(2016)

71.2%

African American, Hispanic
or Native American (2016)

17.7

Average ACT Composite
(2015)

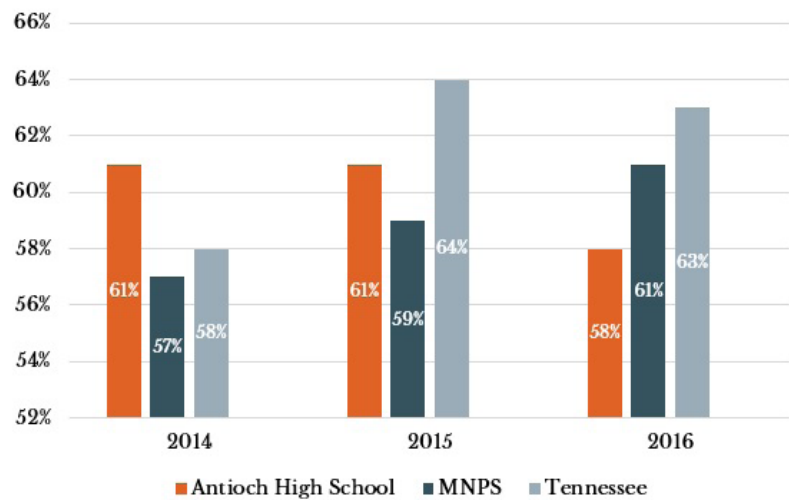
69%

estimated FAFSA
Completion Rate (2016)

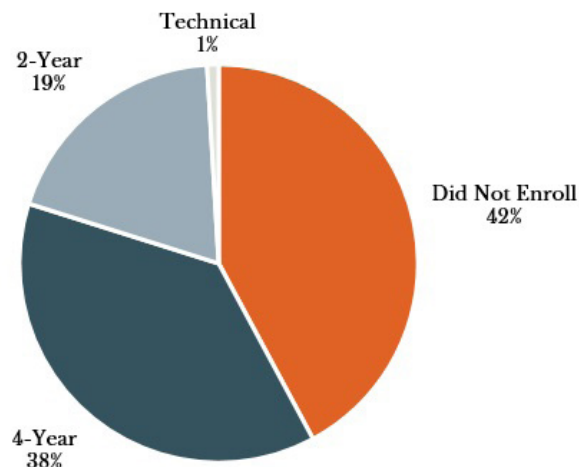
26%

Six year degree completion
rate (Class of 2011)

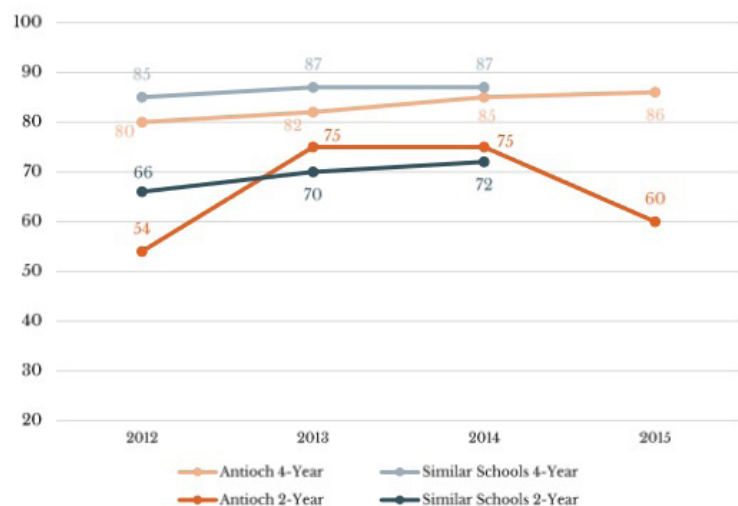
College-Going Rate Over Time



Class of 2016 College Enrollment

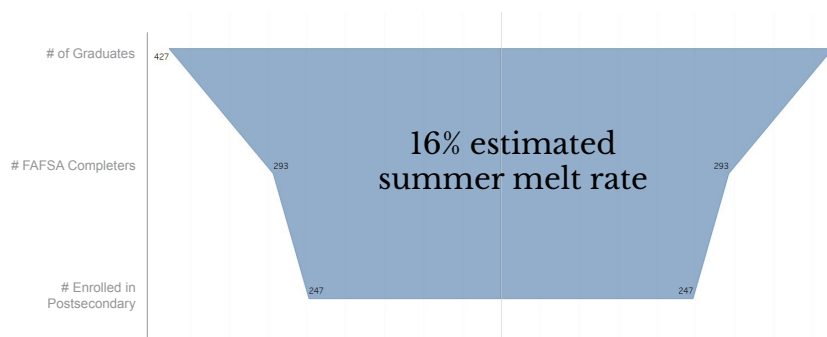


First to Second Year College Persistence

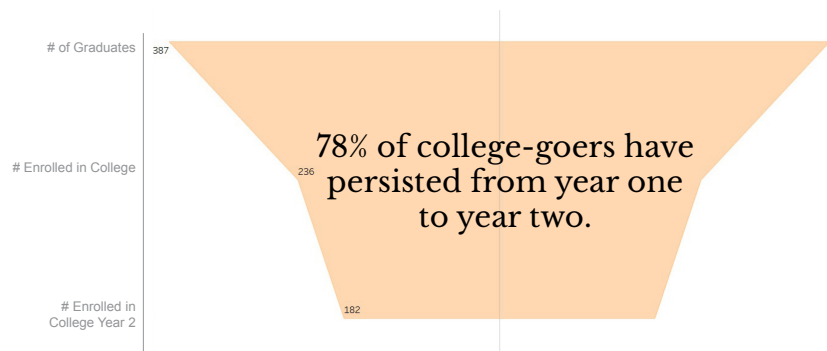


Antioch High School

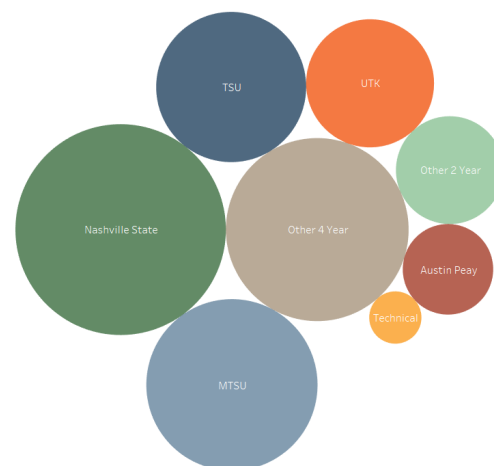
Class of 2016 High School to College Path



College of 2015 College Enrollment and Persistence



Top 5 Colleges by Class of 2016 Enrollment



1. Nashville State (65)
2. MTSU (43)
3. TSU (33)
4. UTK (24)
5. Austin Peay (12)

Other 4 Year (49)
Other 2 Year (17)
Technical (4)

Services Offered

of AP Classes Offered: 11

AVID ✓

Cambridge

Dual Credit/ Dual Enrollment ✓

International Baccalaureate (IB) ✓

Oasis College Connection ✓

YMCA Black Achievers

YMCA Latino Achievers ✓

Escalera

GEAR UP TN ✓

Martha O'Bryan

100 Black Men

Trio Programs

TNAchieves ✓

TSAC ✓

Observations

- The college-going rate has been consistently high but dropped slightly for the Class of 2016.
- Students are succeeding at 4-year institutions.
- Persistence at 2-year institutions has dropped in recent years.

Recommendations and Next Steps

- Focus on college fit based on completion rates; encourage more students to consider 4-year institutions.
- Antioch is a GEAR UP school - develop a plan to continue supports once the grant ends in Spring 2019.
- Try to understand why recent drops in college-going and persistence at 2-year institutions may be occurring.

Big Picture High School

By the Numbers:

181

Students '15 - '16
School Year

58.2%

low-income
(2014 - 2015)

N/A

English language learners
(2016)

65.2%

African American, Hispanic
or Native American (2016)

18.4

Average ACT Composite
(2015)

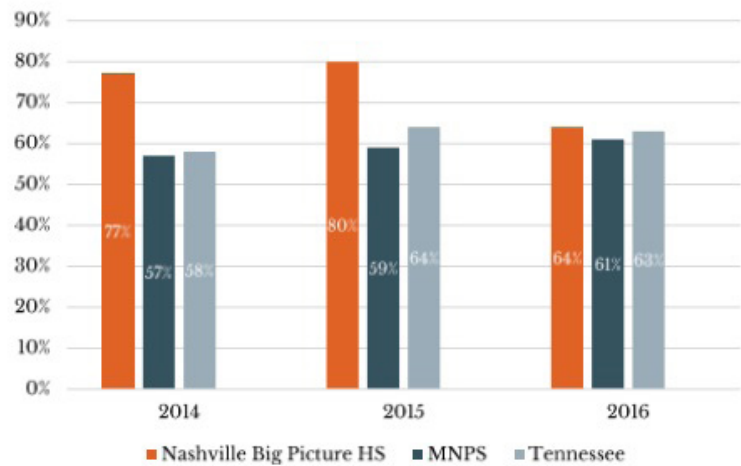
72%

estimated FAFSA
Completion Rate

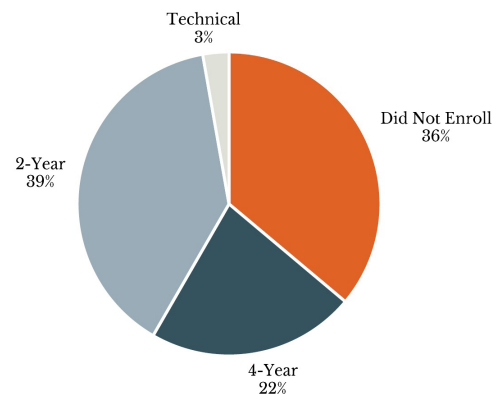
17%

Six year degree completion
rate (Class of 2011)

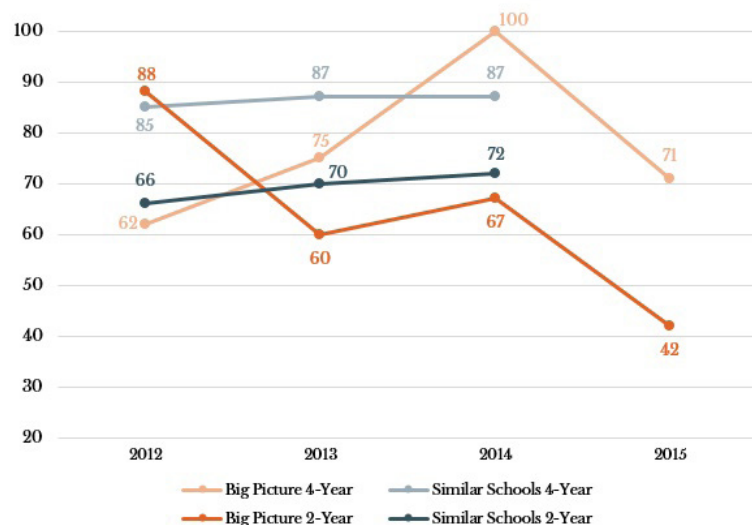
College-Going Rate Over Time



Class of 2016 College Enrollment

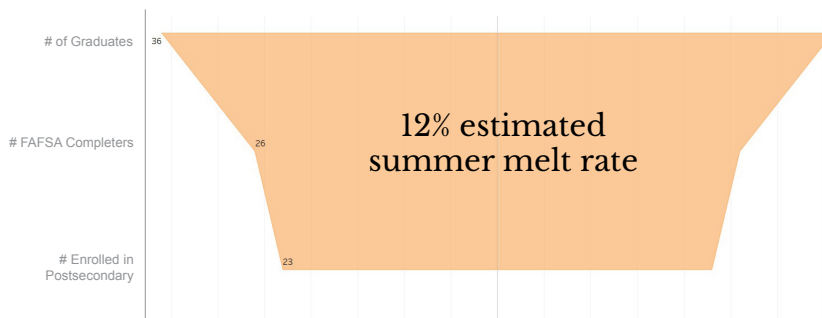


First to Second Year College Persistence

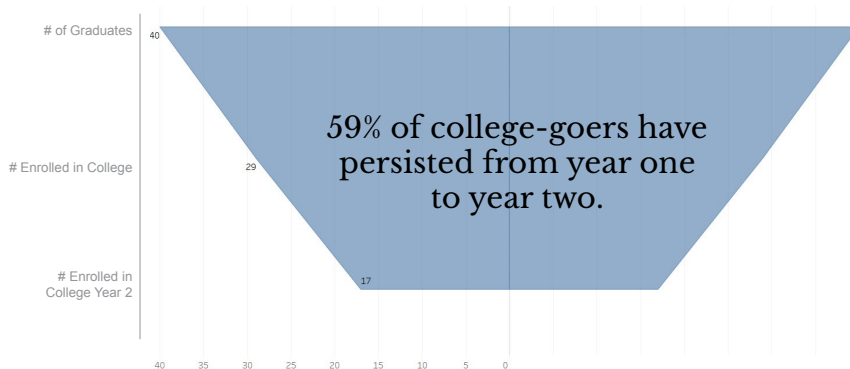


Big Picture High School

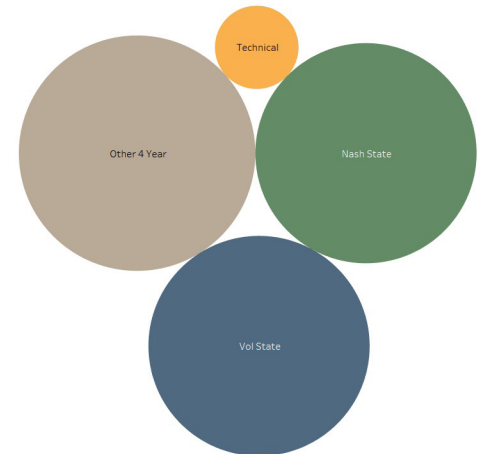
Class of 2016 High School to College Path



College of 2015 College Enrollment and Persistence



Top 5 Colleges by Class of 2016 Enrollment



1. Volunteer State (7)
2. Nashville State (7)
3. Other 4 Year (8)

Technical (1)

Services Offered

of AP Classes Offered: 0

AVID

Cambridge

Dual Credit/ Dual Enrollment ✓

International Baccalaureate (IB)

Oasis College Connection

YMCA Black Achievers

YMCA Latino Achievers

Escalera

GEAR UP TN

Martha O'Bryan

100 Black Men

Trio Programs

TNAchieves ✓

TSAC ✓

Observations

- There are wide swings from class to class in terms of college-going and persistence for Big Picture graduates; some of this is due to the small size of the school and each graduating class.
- Sixty percent of the class of 2016 went to just two schools: Nashville State and Vol State.
- The six-year completion rate is low given the demographics of the school, although the school does not have historical data on past graduating classes to provide additional context.

Recommendations and Next Steps

- Seek to understand the factors that may be influencing wide swings in college enrollment and persistence to identify best practices that may result in more students attending and persisting in college on a more consistent basis.
- Identify colleges and universities where graduates are succeeding and intentionally expose students to those institutions. Consider bringing in community supporters to bolster college access efforts.
- Consider encouraging more students to attend 4-year institutions with higher persistence rates.

Cane Ridge High School

By the Numbers:

1762

Students '15 - '16
School Year

71%

low-income
(2014 - 2015)

17.7%

English language learners
(2016)

63.7%

African American, Hispanic
or Native American (2016)

17.6

Average ACT Composite
(2015)

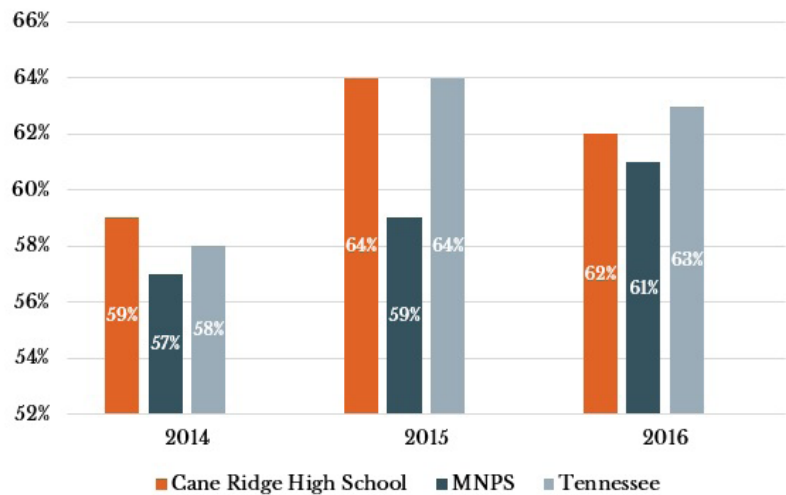
71%

estimated FAFSA
Completion Rate (2016)

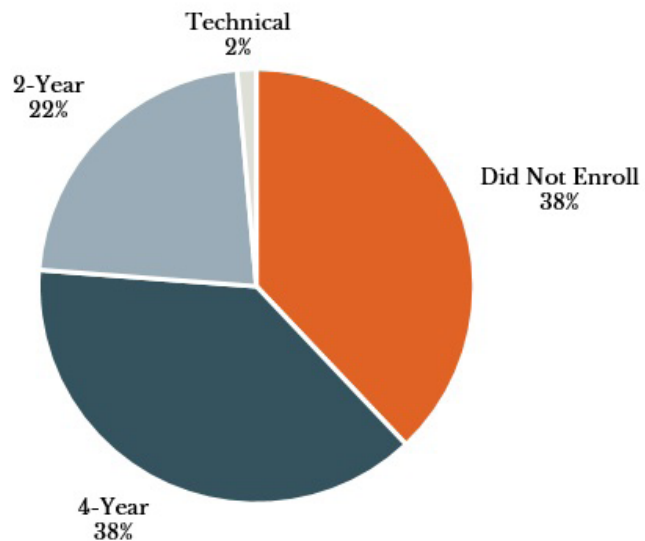
17%

Six year degree completion
rate (Class of 2011)

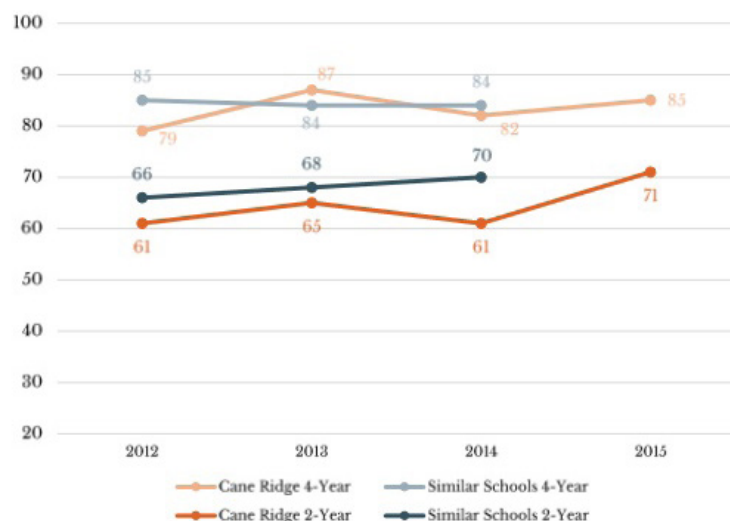
College-Going Rate Over Time



Class of 2016 College Enrollment

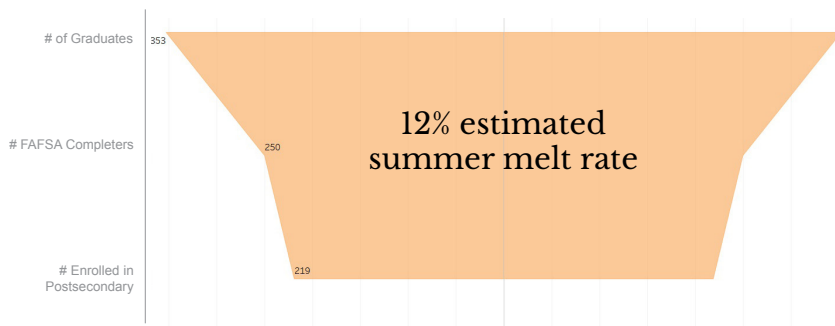


First to Second Year College Persistence

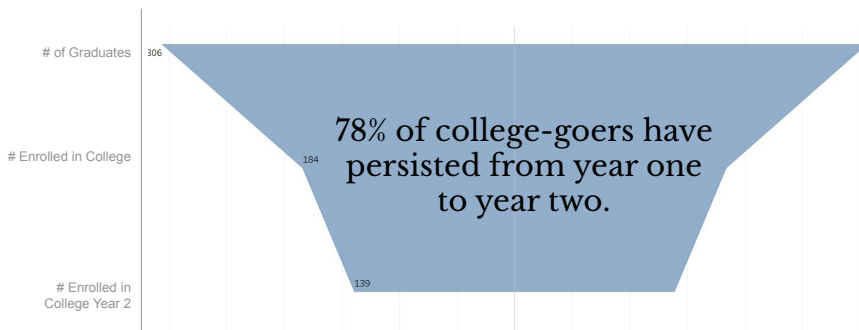


Cane Ridge High School

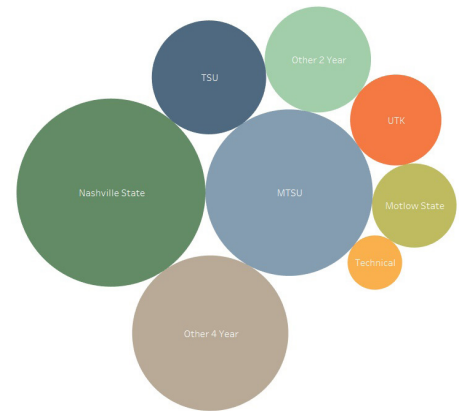
Class of 2016 High School to College Path



College of 2015 College Enrollment and Persistence



Top 5 Colleges by Class of 2016 Enrollment



1. Nashville State (60)
2. MTSU (47)
3. TSU (22)
4. UT Knoxville (22)
5. Motlow (12)

Other 4 Year (41)
Other 2 Year (19)
Technical (5)

Services Offered

of AP Classes Offered: 6

AVID

Cambridge ✓

Dual Credit/ Dual Enrollment ✓

International Baccalaureate (IB)

Oasis College Connection

YMCA Black Achievers

YMCA Latino Achievers ✓

Escalera ✓

GEAR UP TN

Martha O'Bryan

100 Black Men

Trio Programs

TNAchieves ✓

TSAC ✓

Observations

- Strong college-going rate growth over the past three years.
- College persistence overall is strong; persistence at 2-year institutions is among the highest in the district for zoned high schools.
- Completion rate is low but recent data on college-going and persistence indicates it will go up in future years.

Recommendations and Next Steps

- Identify practices that are driving increases in college-going and persistence and share with other high schools, particularly zoned high schools. Make a plan to continue these practices at Cane Ridge.
- Examine which institutions are best serving graduates and intentionally expose high school students to those institutions.

East High School

By the Numbers:

1131

Students '15 - '16
School Year

71.8%

low-income
(2014 - 2015)

N/A

English language learners
(2016)

89%

African American, Hispanic
or Native American (2016)

18.8

Average ACT Composite
(2015)

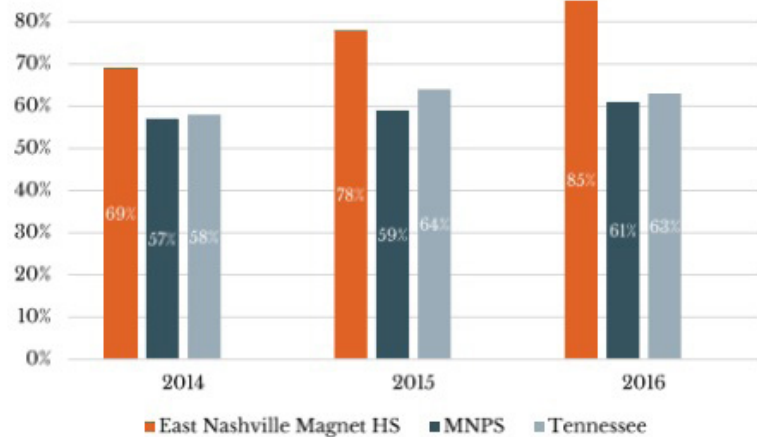
85%

estimated FAFSA
Completion Rate (2016)

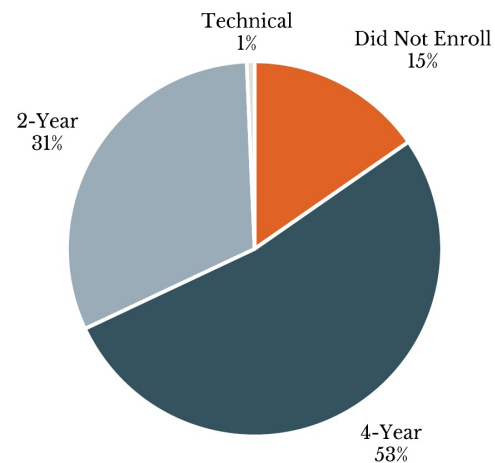
27%

Six year degree completion
rate (Class of 2011)

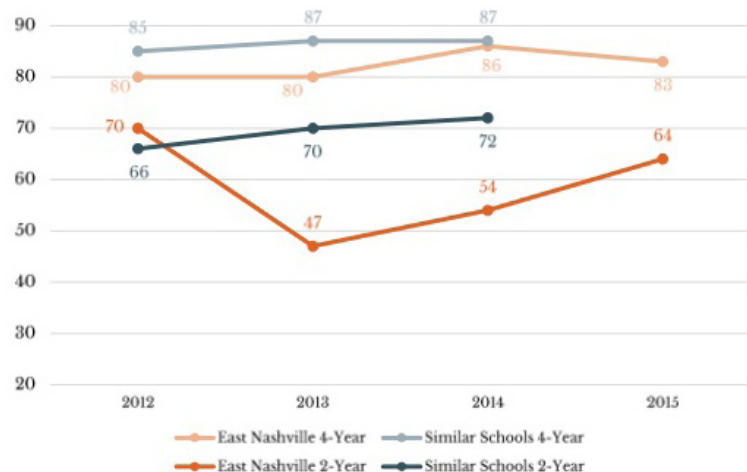
College-Going Rate Over Time



Class of 2016 College Enrollment

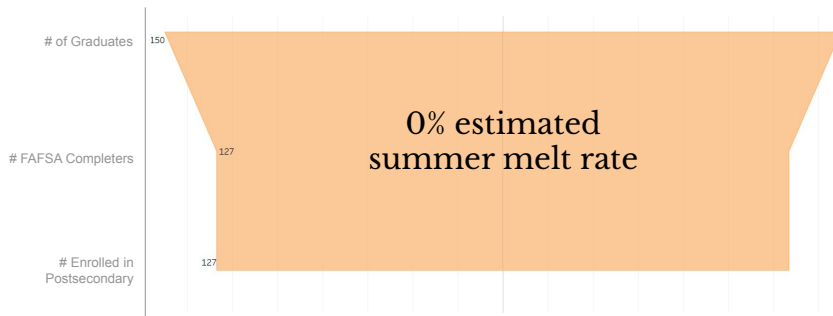


First to Second Year College Persistence

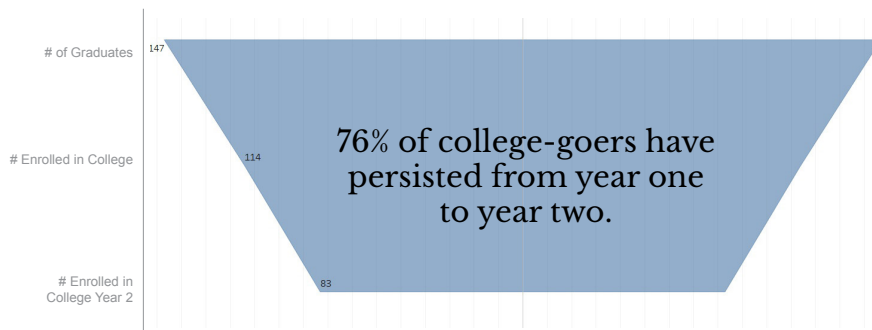


East High School

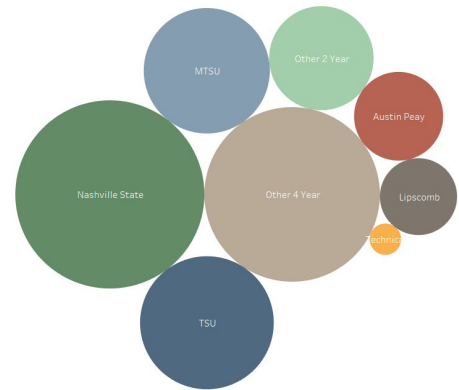
Class of 2016 High School to College Path



College of 2015 College Enrollment and Persistence



Top 5 Colleges by Class of 2016 Enrollment



1. Volunteer State (36)
2. TSU (18)
3. MTSU (16)
4. Austin Peay (8)
5. Lipscomb (6)

Other 4 Year (31)
Other 2 Year (11)
Technical (1)

Services Offered

of AP Classes Offered: 8

AVID

Cambridge

Dual Credit/ Dual Enrollment

International Baccalaureate (IB)

Oasis College Connection

YMCA Black Achievers

YMCA Latino Achievers

Escalera

GEAR UP TN

Martha O'Bryan ✓

100 Black Men

Trio Programs ✓

TNAchieves ✓

TSAC ✓

Observations

- East is doing an excellent job of helping students access college and avoid summer melt:
 - East has seen, other than one year, steady growth in college-going rate over time. College-going rate is currently at the highest level since 2009.
 - FAFSA completion rates are quite high.
- Students are not seeing these same high levels when it comes to persistence and college graduation, both of which have declined over time.
 - Increasing numbers of students are attending 2-year institutions and persistence is low at those 2-year institutions.
 - Despite high measures of academic achievement, students do not seem to be attending institutions that are as selective as those which they could attend.

Recommendations and Next Steps

- Examine which institutions are best serving graduates and intentionally expose students to those institutions.
- Consider bringing additional community partners into the school who can expose students to a greater range of institutions that might be a good fit for them.
- Connect students to college success programs (those that will support students while they are enrolled in college) while they are still in high school to help increase persistence and completion.

Glenclyff High School

By the Numbers:

1450

Students '15 - '16
School Year

86.8%

low-income
(2014 - 2015)

26.8%

English language learners
(2016)

71.8%

African American, Hispanic
or Native American (2016)

16.7

Average ACT Composite
(2015)

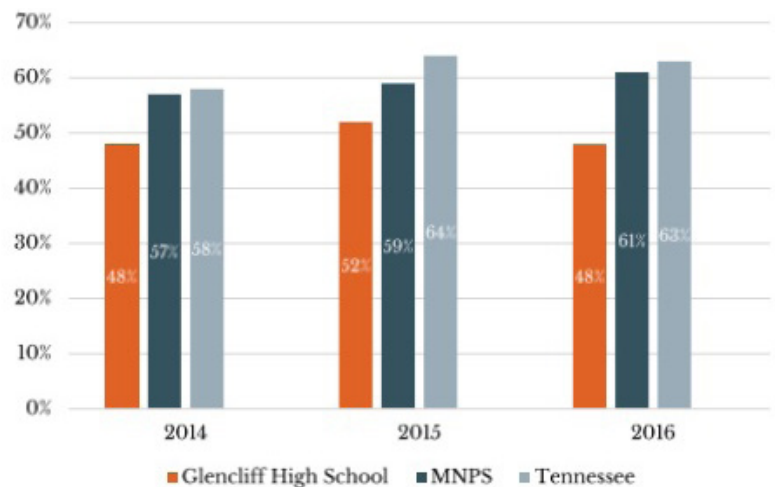
64%

estimated FAFSA
Completion Rate (2016)

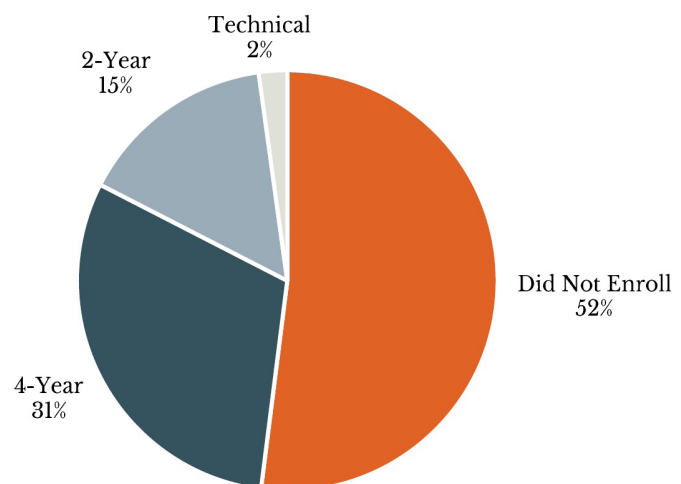
15%

Six year degree completion
rate (Class of 2011)

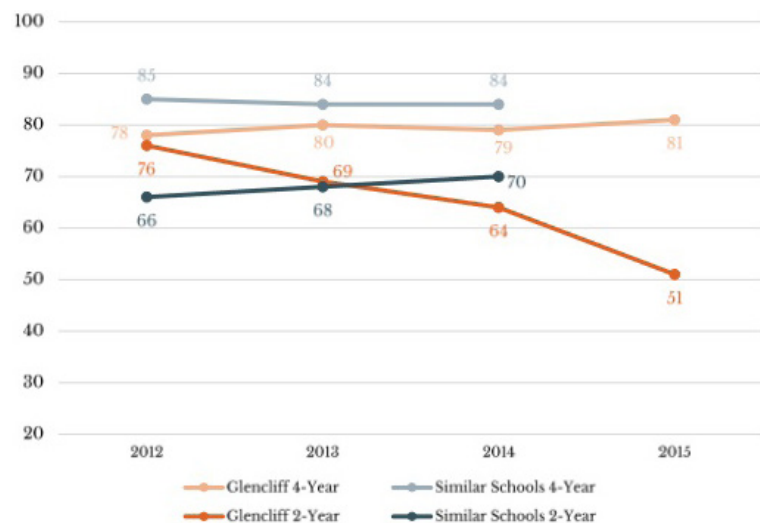
College-Going Rate Over Time



Class of 2016 College Enrollment

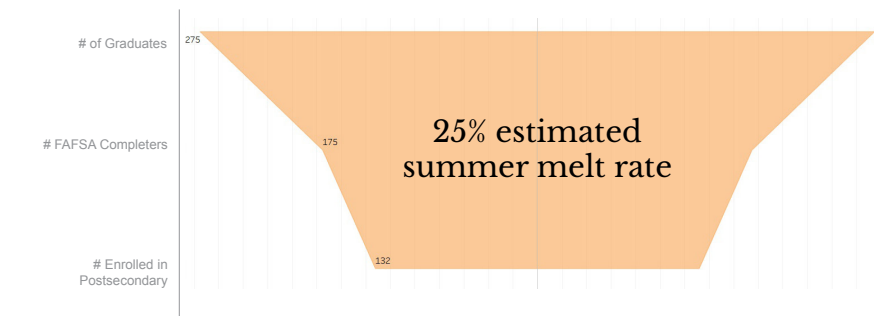


First to Second Year College Persistence

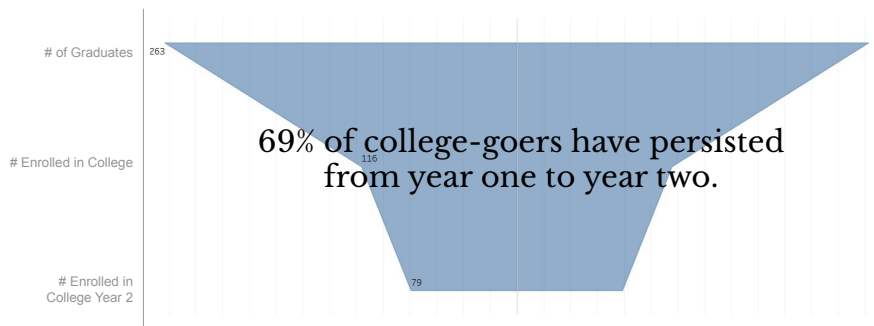


Glenclyff High School

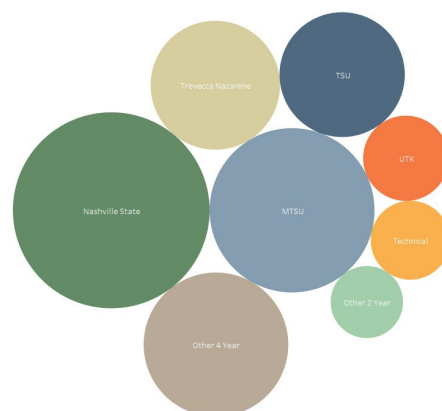
Class of 2016 High School to College Path



College of 2015 College Enrollment and Persistence



Top 5 Colleges by Class of 2016 Enrollment



1. Nashville State (37)
2. MTSU (26)
3. Trevecca (16)
4. TSU (15)
5. UT Knoxville (7)

Other 4 Year (20)
Other 2 Year (5)
Technical (6)

Services Offered

of AP Classes Offered: 11

AVID ✓

Cambridge

Dual Credit/ Dual Enrollment ✓

International Baccalaureate (IB)

Oasis College Connection ✓

YMCA Black Achievers

YMCA Latino Achievers ✓

Escalera ✓

GEAR UP TN ✓

Martha O'Bryan

100 Black Men

Trio Programs ✓

TNAchieves ✓

TSAC ✓

Observations

- Almost half of college-goers attend just two institutions: Nashville State and MTSU.
- Estimated summer melt for Glenclyff graduates is high.
- Glenclyff has seen declines in persistence at 2-year institutions over the last four years.

Recommendations and Next Steps

- Examine which institutions are best serving graduates and intentionally expose students to those institutions. Ensure students are exposed to a wide range of institutions while in high school.
- Glenclyff is a GEAR UP school - develop a plan to continue supports once grant ends in Spring 2019.
- Connect students to college success programs (those that will support students while they are enrolled in college) while they are still in high school to help increase persistence and completion.

Hillsboro High School

By the Numbers:

1279

Students '15 - '16
School Year

54.8%

low-income
(2014 - 2015)

1.8%

English language learners
(2016)

60.6%

African American, Hispanic
or Native American (2016)

19.9

Average ACT Composite
(2015)

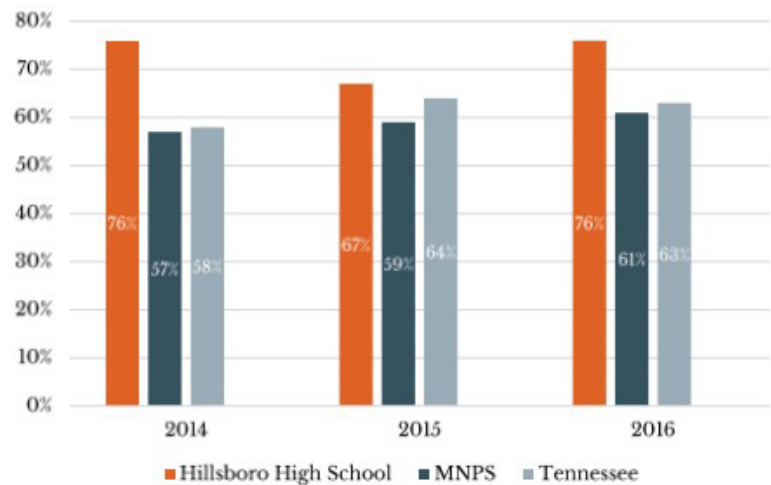
87%

estimated FAFSA
Completion Rate (2016)

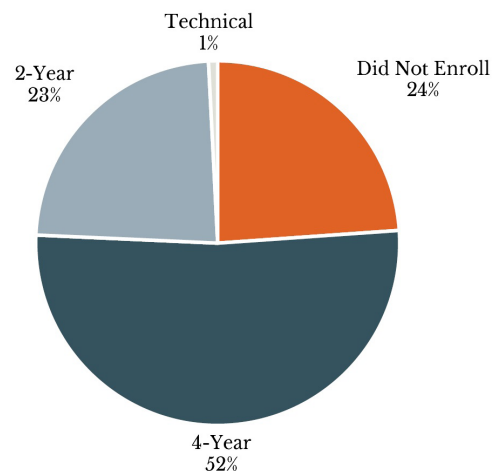
33%

Six year degree completion
rate (Class of 2011)

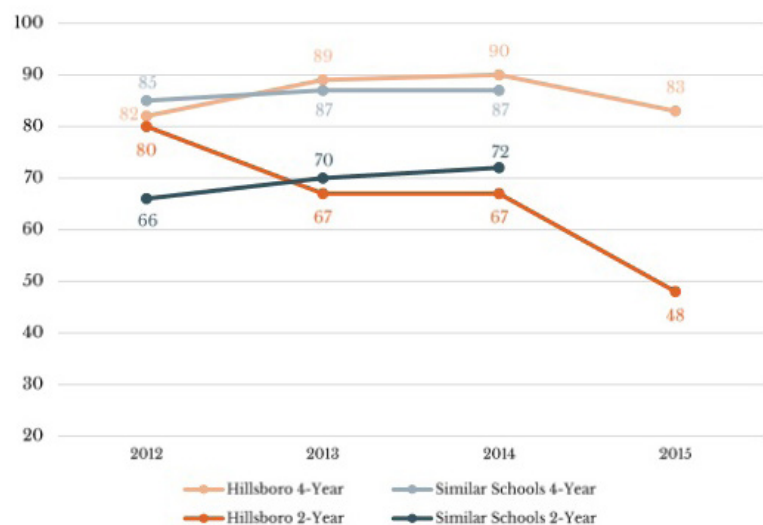
College-Going Rate Over Time



Class of 2016 College Enrollment

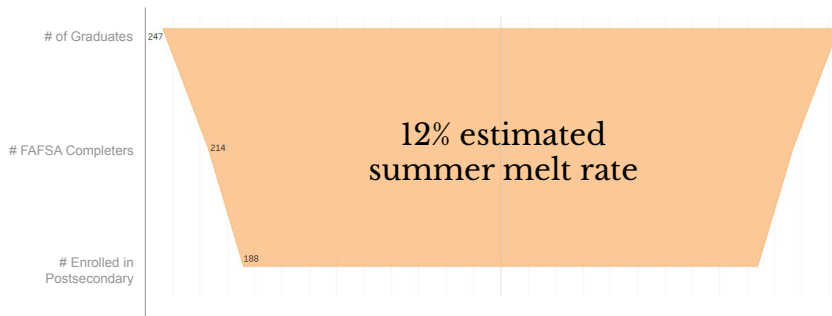


First to Second Year College Persistence

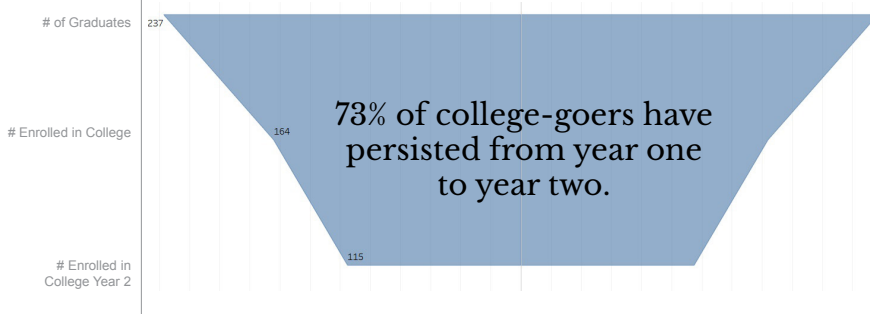


Hillsboro High School

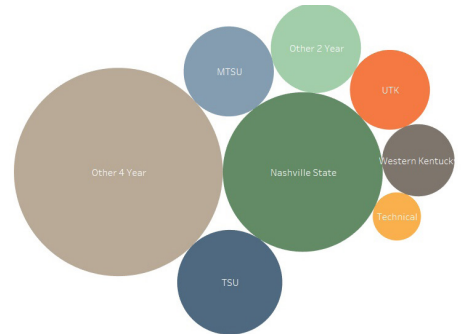
Class of 2016 High School to College Path



College of 2015 College Enrollment and Persistence



Top 5 Colleges by Class of 2016 Enrollment



1. Nashville State (44)
2. TSU (19)
3. MTSU (14)
4. UT Knoxville (11)
5. Western Kentucky (9)

Other 4 Year (75)
Other 2 Year (14)
Technical (4)

Services Offered

of AP Classes Offered: 4

AVID ✓

Cambridge

Dual Credit/ Dual Enrollment

International Baccalaureate (IB) ✓

Oasis College Connection ✓

YMCA Black Achievers

YMCA Latino Achievers

Escalera

GEAR UP TN

Martha O'Bryan

100 Black Men

Trio Programs

TNAchieves ✓

TSAC ✓

Observations

- Hillsboro's FAFSA completion rate is high.
- The share of students attending community colleges has doubled in recent years.
- College persistence rates went down for the most recent years of data, particularly at 2-year institutions.

Recommendations and Next Steps

- Try to understand why recent drops in persistence, particularly at 2-year institutions may be occurring.
- Connect students to college success programs (those that will support students when they are enrolled in college) while they are still in high school to increase persistence and completion.

Hillwood High School

By the Numbers:

1209

Students '15 - '16
School Year

68%

low-income
(2014 - 2015)

7.4%

English language learners
(2016)

48.4%

African American, Hispanic
or Native American (2016)

18.7

Average ACT Composite
(2015)

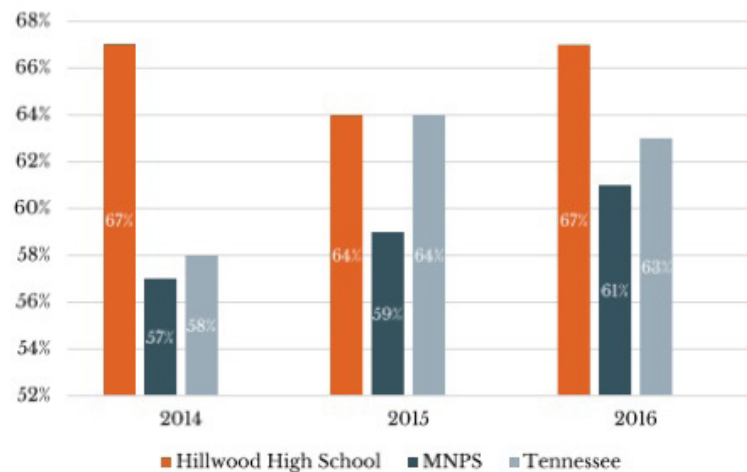
77%

estimated FAFSA
Completion Rate (2016)

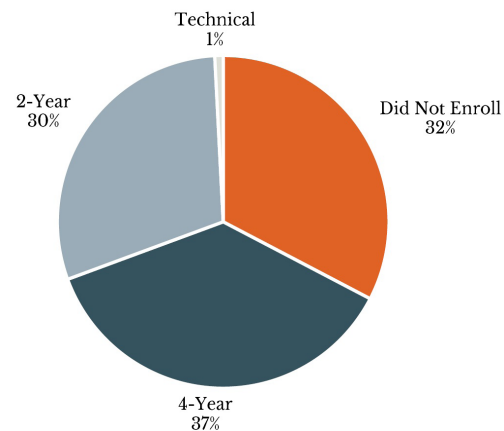
30%

Six year degree completion
rate (Class of 2011)

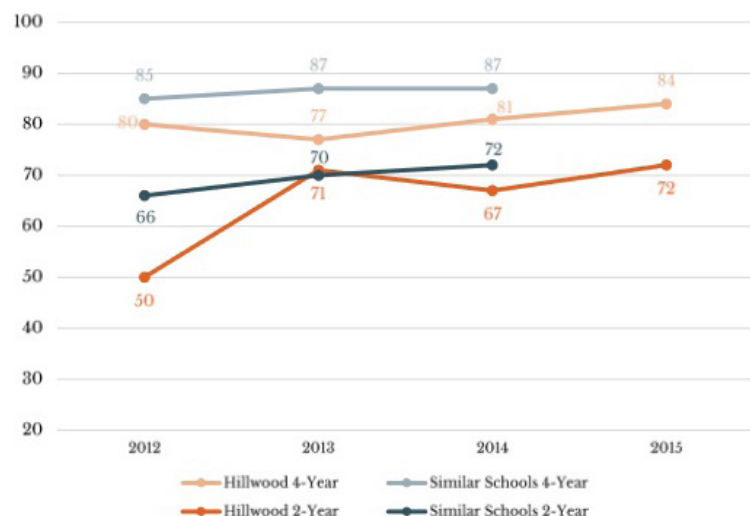
College-Going Rate Over Time



Class of 2016 College Enrollment

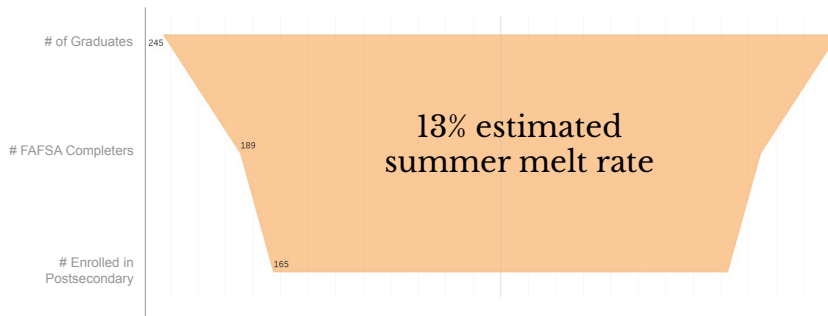


First to Second Year College Persistence

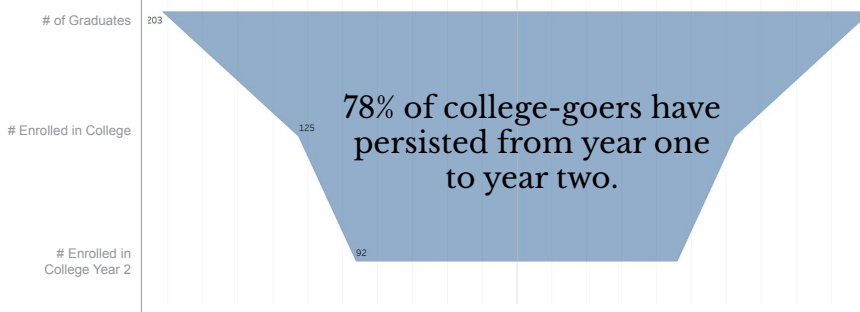


Hillwood High School

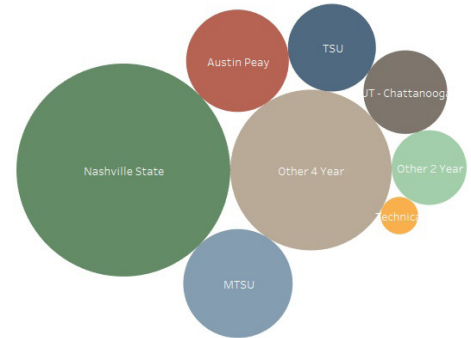
Class of 2016 High School to College Path



College of 2015 College Enrollment and Persistence



Top 5 Colleges by Class of 2016 Enrollment



1. Nashville State (65)
 2. MTSU (17)
 3. Austin Peay (15)
 4. TSU (11)
 5. UT Chattanooga (10)
- Other 4 Year (37)
Other 2 Year (8)
Technical (2)

Services Offered

of AP Classes Offered: 19

AVID

Cambridge

Dual Credit/ Dual Enrollment ✓

International Baccalaureate (IB)

Oasis College Connection

YMCA Black Achievers

YMCA Latino Achievers

Escalera

GEAR UP TN

Martha O'Bryan

100 Black Men

Trio Programs

TNAchieves ✓

TSAC ✓

Observations

- The number of Advanced Placement (AP) course offerings is robust.
- Community college enrollment share is one of the highest in the district - 44% of college-goers attend community college, compared with 36% district-wide.
- Persistence in college is comparable to similar high schools nationwide and trending up; students persist at a greater rate at 4-year institutions.

Recommendations and Next Steps

- From what we could tell, the school does not currently have community partners assisting with their college access and success efforts. Doing so could lead to increases in the college-going rate.
- Consider encouraging more students to attend 4-year institutions that have high persistence rates.

Hume-Fogg High School

By the Numbers:

903

Students '15 - '16
School Year

29.6%

low-income
(2014 - 2015)

N/A

English language learners
(2016)

29.7%

African American, Hispanic
or Native American (2016)

27.4

Average ACT Composite
(2015)

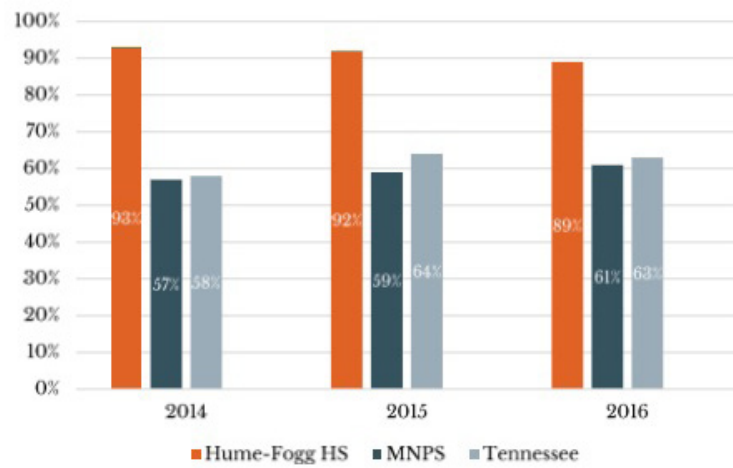
90%

estimated FAFSA
Completion Rate (2016)

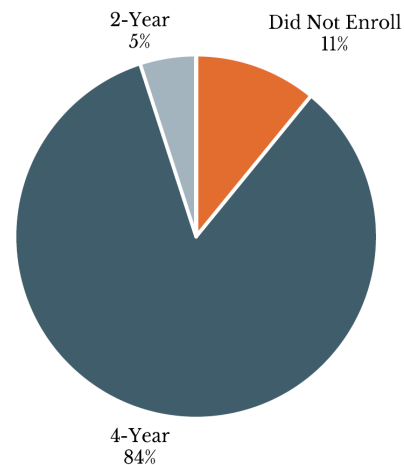
76%

Six year degree completion
rate (Class of 2011)

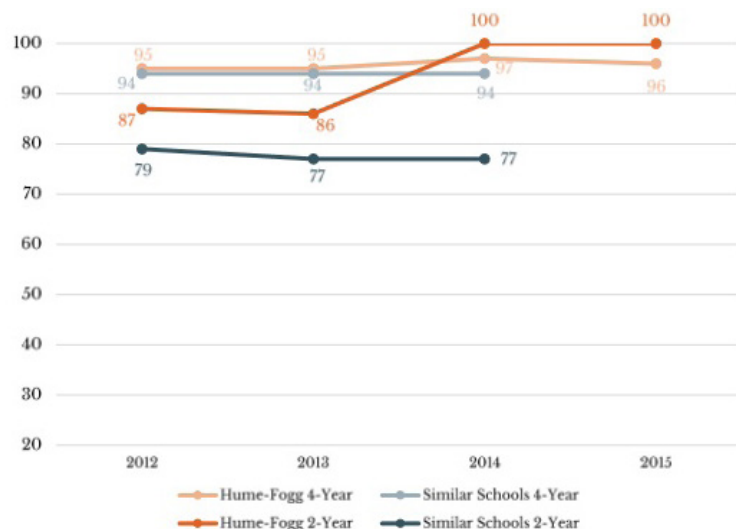
College-Going Rate Over Time



Class of 2016 College Enrollment

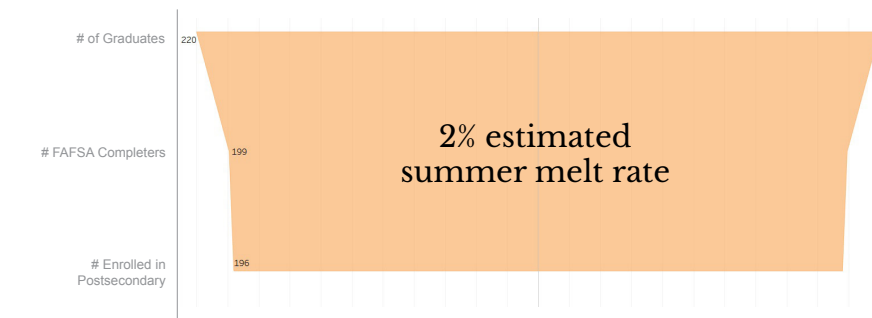


First to Second Year College Persistence

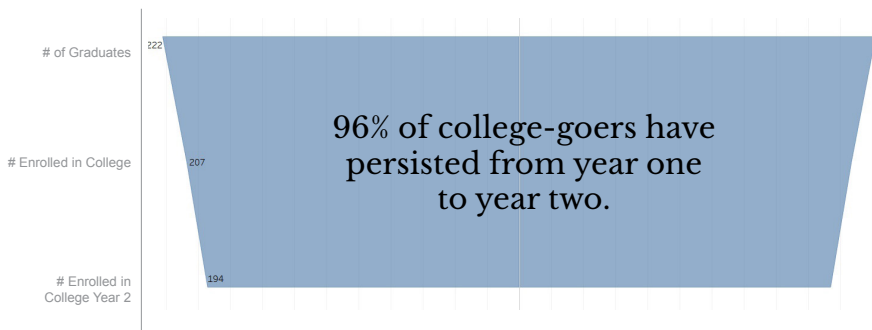


Hume-Fogg High School

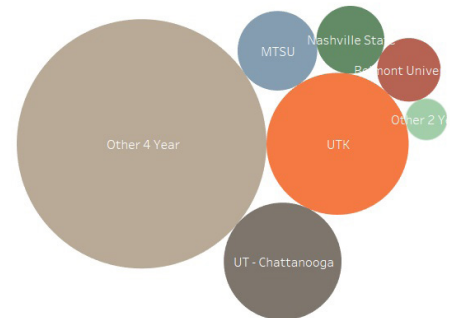
Class of 2016 High School to College Path



College of 2015 College Enrollment and Persistence



Top 5 Colleges by Class of 2016 Enrollment



1. UT Knoxville (35)
2. UT Chattanooga (24)
3. MTSU (11)
4. Nashville State (8)
5. Belmont (7)

Other 4 Year (108)
Other 2 Year (3)

Services Offered

of AP Classes Offered: 27

AVID

Cambridge

Dual Credit/ Dual Enrollment

International Baccalaureate (IB)

Oasis College Connection ✓

YMCA Black Achievers

YMCA Latino Achievers

Escalera

GEAR UP TN

Martha O'Bryan

100 Black Men

Trio Programs

TNAchieves ✓

TSAC ✓

Observations

- College-going, persistence, and completion rates are strong.
- Estimated summer melt is low.
- College-going rates, though high, have declined slightly. Anecdotal evidence suggests more students are pursuing a gap year prior to college enrollment.

Recommendations and Next Steps

- Examine future college enrollment data to determine if students planning to take a gap year ultimately enroll in college the following year.
- Identify best practices that could be shared with similar high schools such as Nashville School of the Arts and East Nashville Magnet.

Hunters Lane High School

By the Numbers:

1618

Students '15 - '16
School Year

87.7%

low-income
(2014 - 2015)

11.4%

English language learners
(2016)

79.4%

African American, Hispanic
or Native American (2016)

16.4

Average ACT Composite
(2015)

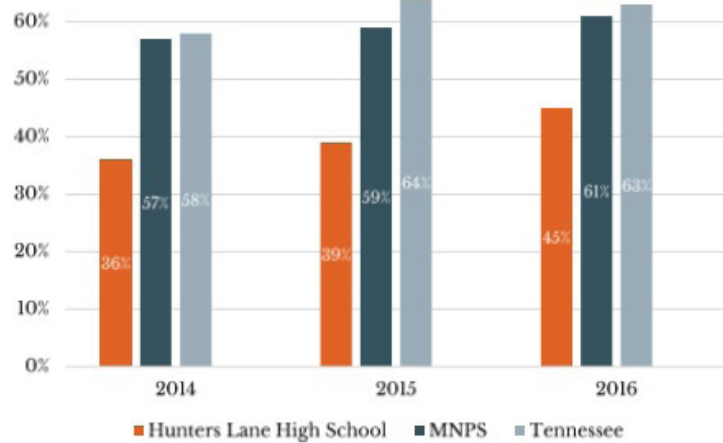
61%

estimated FAFSA
Completion Rate (2016)

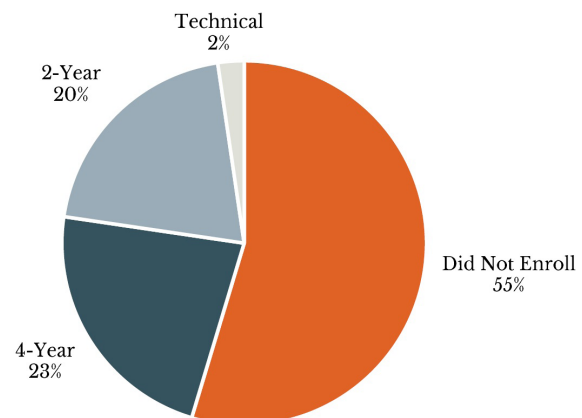
16%

Six year degree completion
rate (Class of 2011)

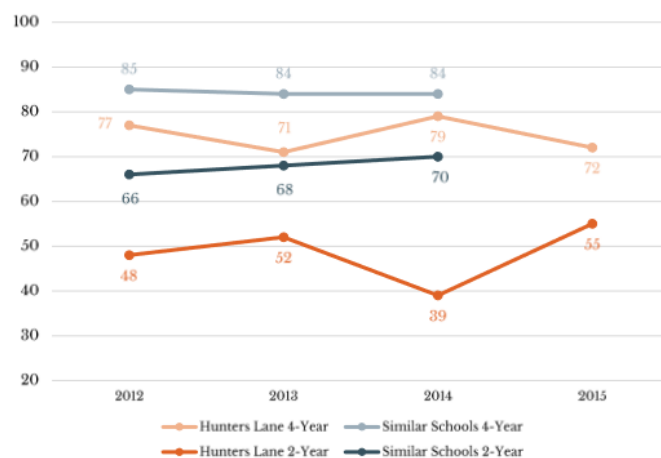
College-Going Rate Over Time



Class of 2016 College Enrollment

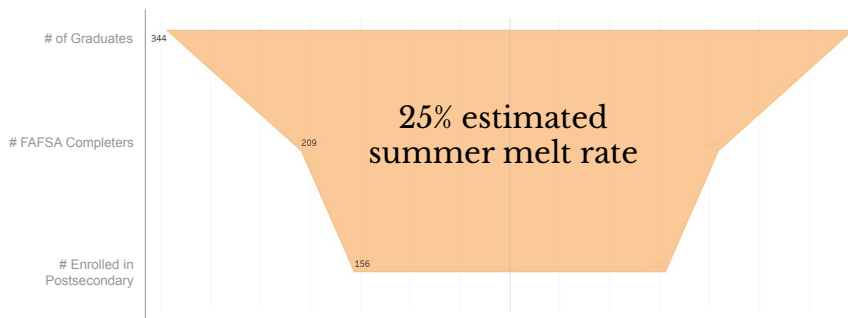


First to Second Year College Persistence

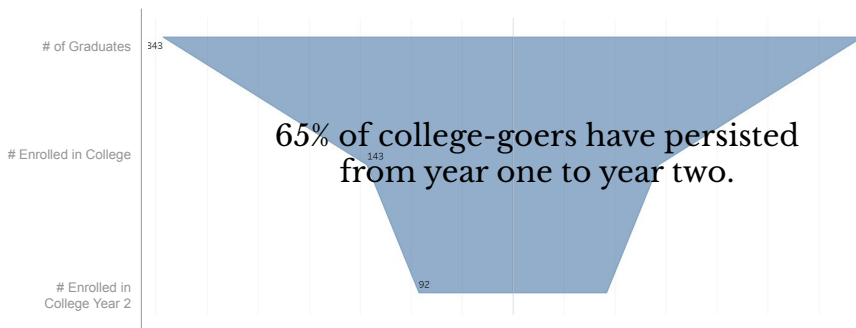


Hunters Lane High School

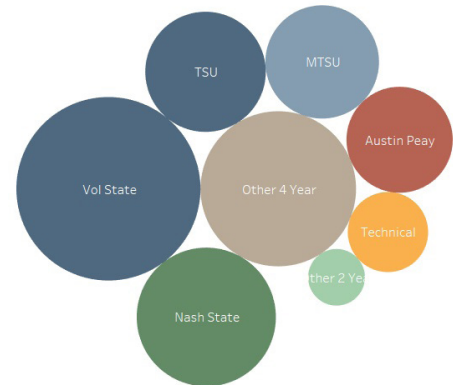
Class of 2016 High School to College Path



College of 2015 College Enrollment and Persistence



Top 5 Colleges by Class of 2016 Enrollment



1. Volunteer State (42)
2. Nashville State (24)
3. TSU (18)
4. MTSU (16)
5. Austin Peay (14)

Other 4 Year (30)
Other 2 Year (4)
Technical (8)

Services Offered

of AP Classes Offered: 3

AVID

Cambridge

Dual Credit/ Dual Enrollment

International Baccalaureate (IB) ✓

Oasis College Connection

YMCA Black Achievers

YMCA Latino Achievers ✓

Escalera

GEAR UP TN

Martha O'Bryan

100 Black Men

Trio Programs

TNAchieves ✓

TSAC ✓

Observations

- Hunters Lane has the lowest college-going rate in the district among high schools profiled.
- A contributor to this low college-going rate is a high estimated summer melt rate; 1 in 4 graduates leave high school planning to go to college but do not enroll.
- Hunters Lane sends the most graduates to technical college of any high school profiled.

Recommendations and Next Steps

- There is an urgent need for Hunters Lane to increase community supports to address college access and success.
- To address summer melt, school personnel should work to connect students with community supports and supports at the colleges each student plans to attend before the end of high school.

John Overton High School

By the Numbers:

1918

Students '15 - '16
School Year

70.8%

low-income
(2014 - 2015)

27.8%

English language learners
(2016)

52.5%

African American, Hispanic
or Native American (2016)

17.5

Average ACT Composite
(2015)

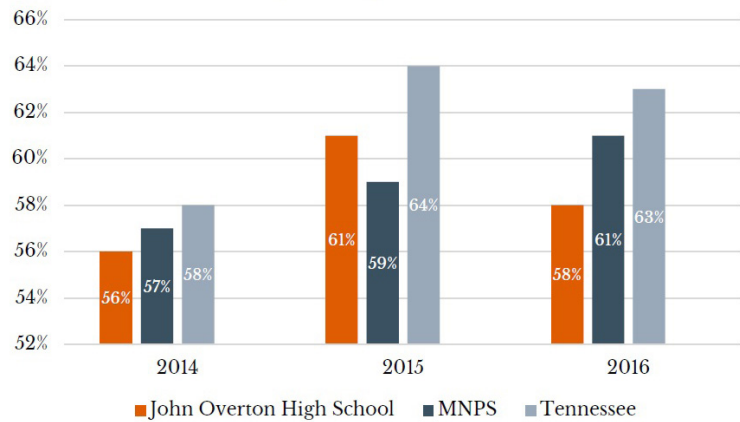
76%

estimated FAFSA
Completion Rate (2016)

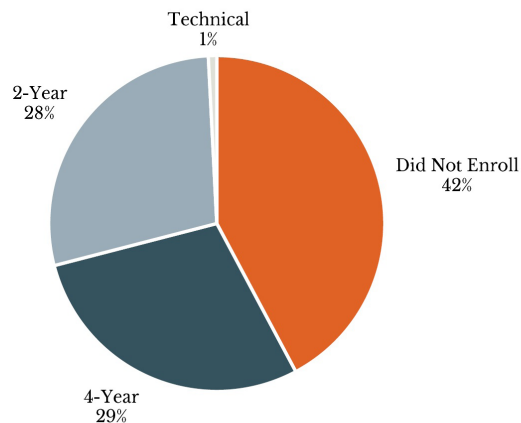
32%

Six year degree completion
rate (Class of 2011)

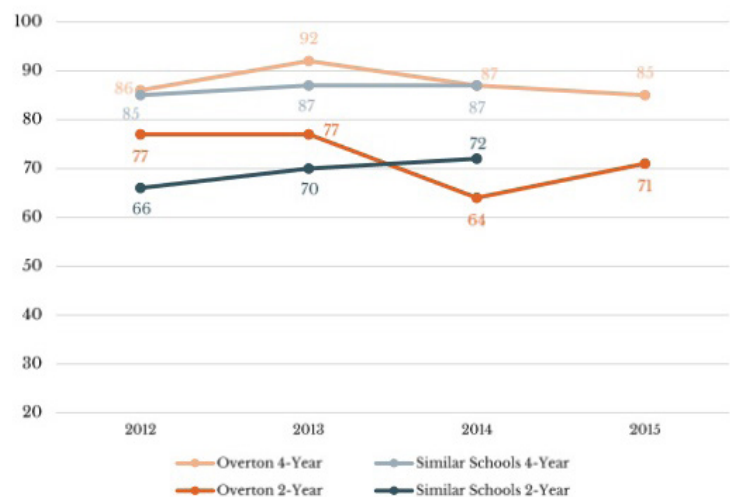
College-Going Rate Over Time



Class of 2016 College Enrollment

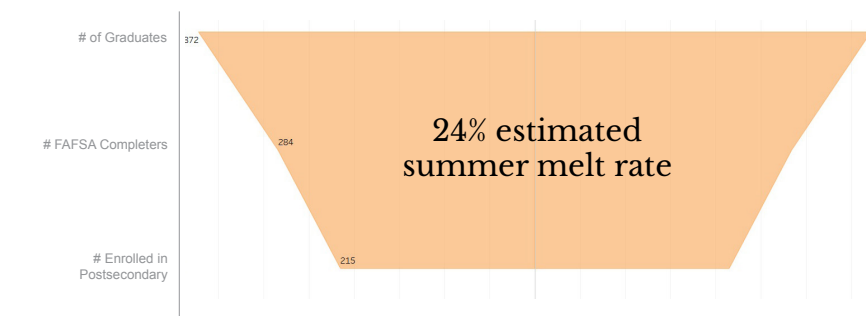


First to Second Year College Persistence

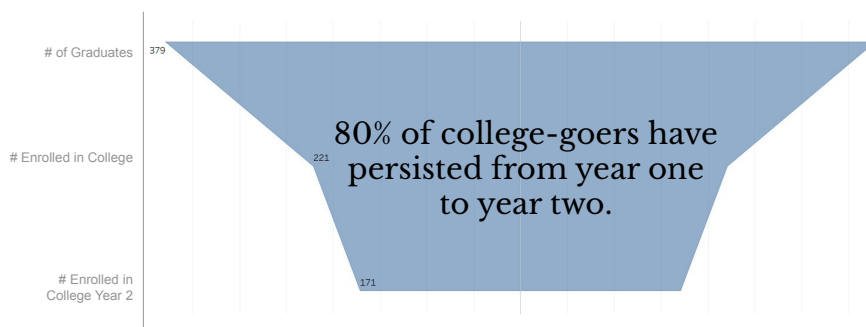


John Overton High School

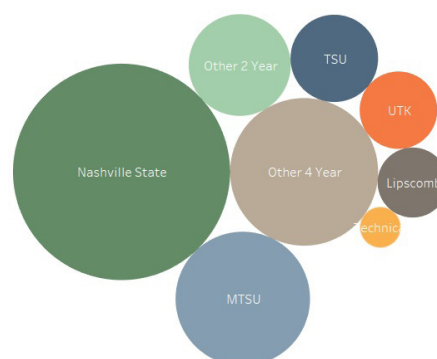
Class of 2016 High School to College Path



College of 2015 College Enrollment and Persistence



Top 5 Colleges by Class of 2016 Enrollment



1. Nashville State (86)
2. MTSU (33)
3. TSU (14)
4. UT Knoxville (11)
5. Lipscomb (9)

Other 4 Year (40)
Other 2 Year (19)
Technical (3)

Services Offered

of AP Classes Offered: 10

AVID ✓

Cambridge ✓

Dual Credit/ Dual Enrollment ✓

International Baccalaureate (IB)

Oasis College Connection

YMCA Black Achievers

YMCA Latino Achievers ✓

Escalera ✓

GEAR UP TN

Martha O'Bryan

100 Black Men

Trio Programs

TNAchieves ✓

TSAC ✓

Observations

- Estimated summer melt is high.
- Over half of the class of 2016 college-goers went to just two institutions: Nashville State and MTSU. This perhaps contributes to the growing share of Overton students attending 2-year institutions over time.
- The overall persistence trend at 2-year institutions is on a downward trajectory.

Recommendations and Next Steps

- Consider bringing in additional community supports to increase college-going.
- Expand access for YMCA Latino Achievers and Escalera to serve greater numbers of students.
- Consider encouraging more students to attend 4-year institutions with high persistence rates.

LEAD Academy

By the Numbers:

478

Students '15 - '16
School Year

85.5%

low-income
(2014 - 2015)

12.6%

English language learners
(2016)

88.9%

African American, Hispanic
or Native American (2016)

19.1

Average ACT Composite
(2015)

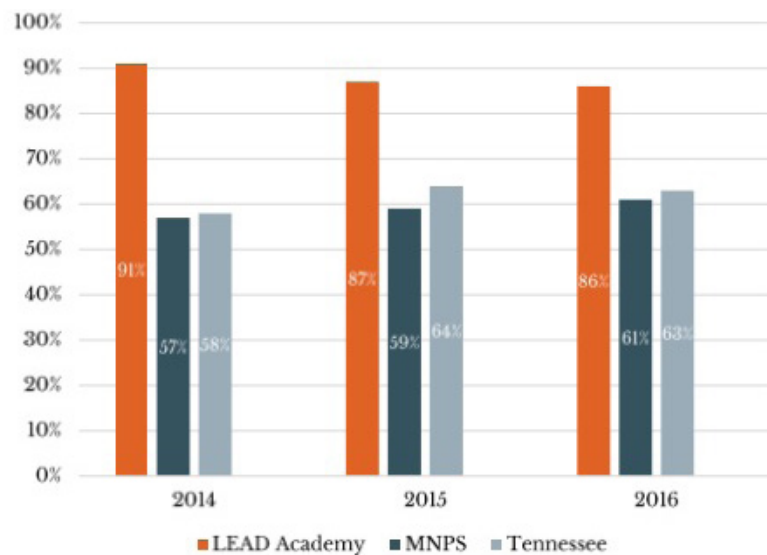
103%

estimated FAFSA
Completion Rate (2016)

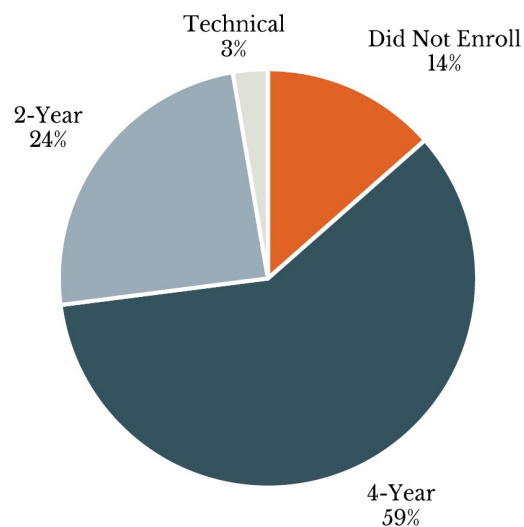
N/A

Six year degree completion
rate (Class of 2011)

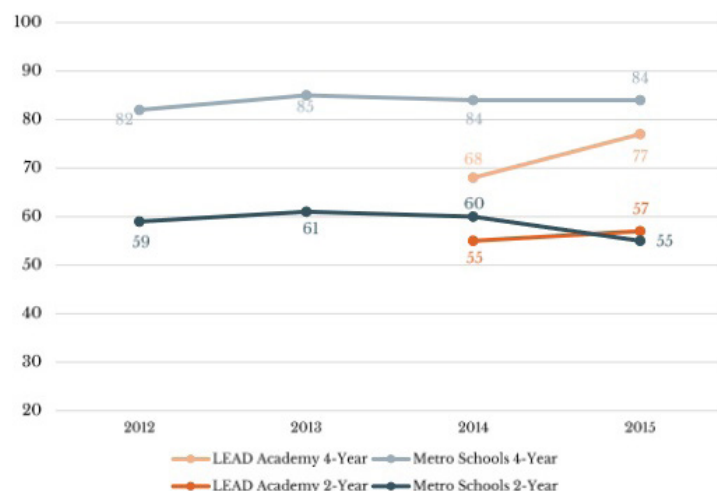
College-Going Rate Over Time



Class of 2016 College Enrollment

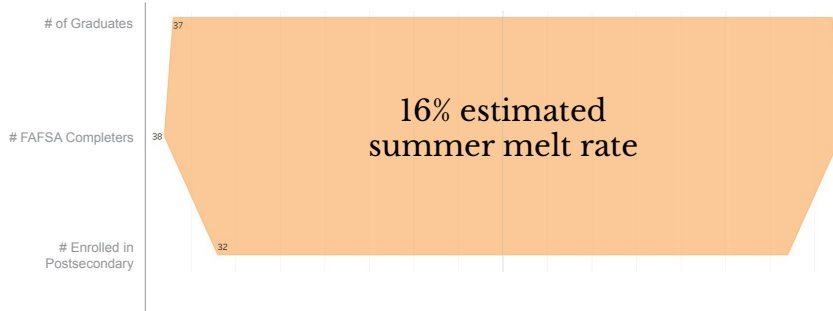


First to Second Year College Persistence

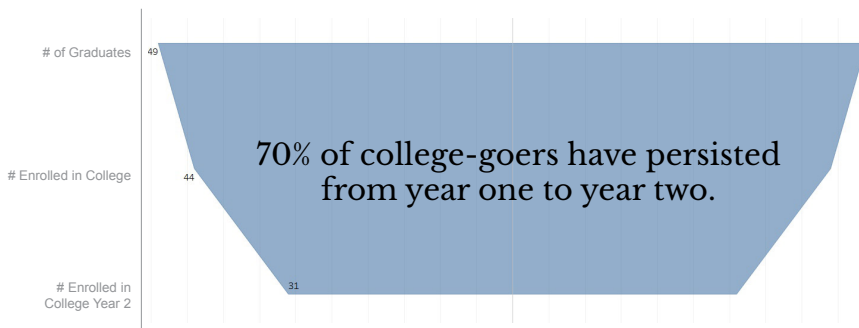


LEAD Academy

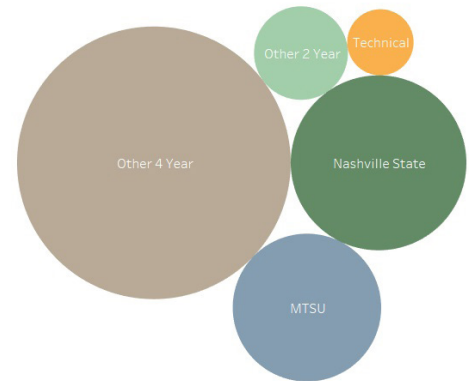
Class of 2016 High School to College Path



College of 2015 College Enrollment and Persistence



Top 5 Colleges by Class of 2016 Enrollment



1. Nashville State (7)
 2. MTSU (5)
- Other 4 Year (17)
Other 2 Year (2)
Technical (1)

Services Offered

of AP Classes Offered: 6

AVID

Cambridge

Dual Credit/ Dual Enrollment

International Baccalaureate (IB)

Oasis College Connection

YMCA Black Achievers

YMCA Latino Achievers

Escalera

GEAR UP TN

Martha O'Bryan

100 Black Men

Trio Programs

TNAchieves ✓

TSAC ✓

Observations

- LEAD has a very high college-going rate - the highest of any non-magnet high school profiled.
- LEAD provides extensive and highly individualized counseling on college fit to students, which is reflected in the diversity of institutions attended by graduates.
- The most recently available data indicates college persistence for LEAD graduates is on the rise; however, LEAD graduates still lag behind MNPS graduates in 4-year college persistence.

Recommendations and Next Steps

- As interviews reflect they are currently doing, LEAD should continue to identify institutions where their students are most successful and intentionally expose students to those institutions.
- Although the school provides alumni support to students while they are in college, additional community supports to help address summer melt and persistence may be valuable.

Maplewood High School

By the Numbers:

1015

Students '15 - '16
School Year

90.4%

low-income
(2014 - 2015)

7.9%

English language learners
(2016)

89.2%

African American, Hispanic
or Native American (2016)

15.9

Average ACT Composite
(2015)

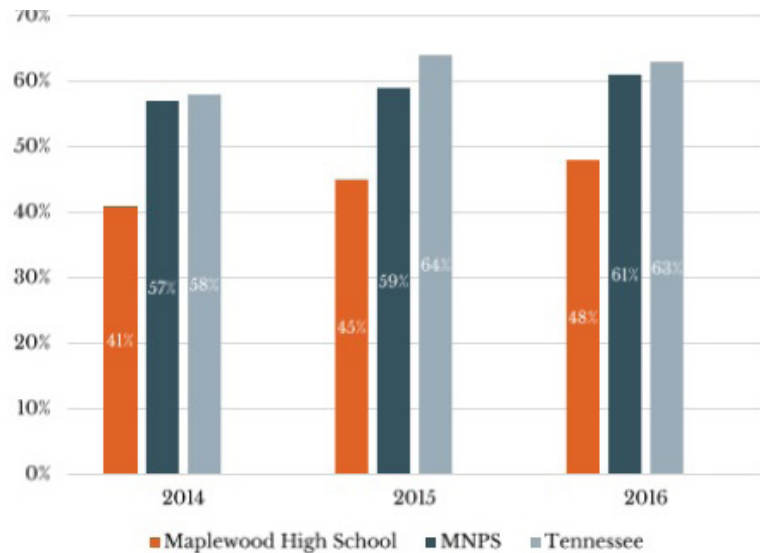
80%

estimated FAFSA
Completion Rate (2016)

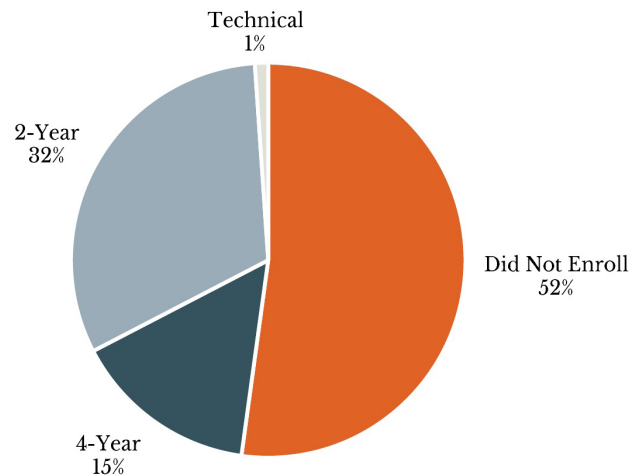
10%

Six year degree completion
rate (Class of 2011)

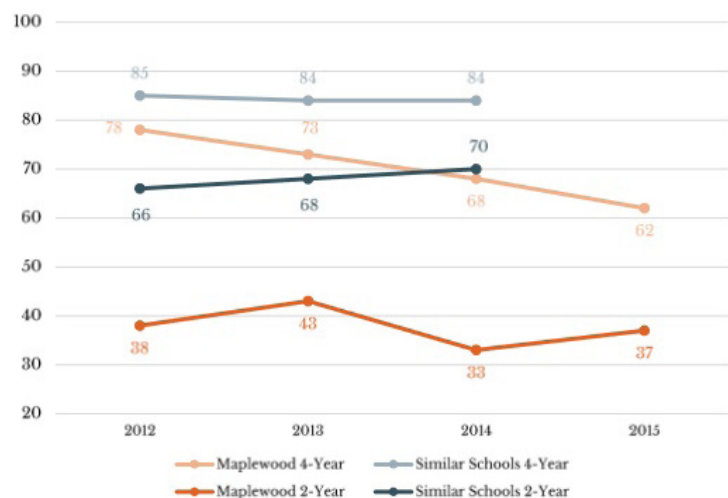
College-Going Rate Over Time



Class of 2016 College Enrollment

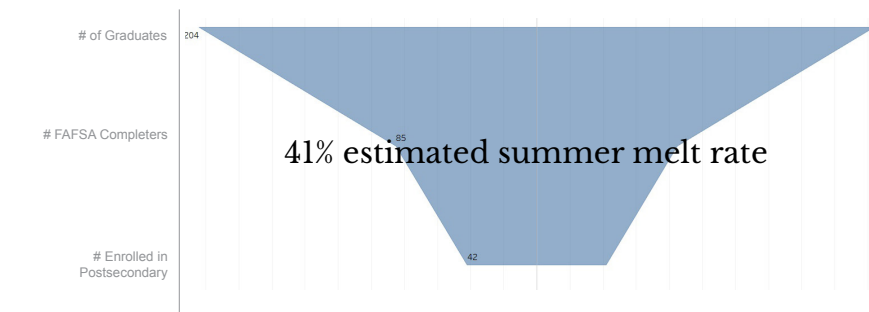


First to Second Year College Persistence

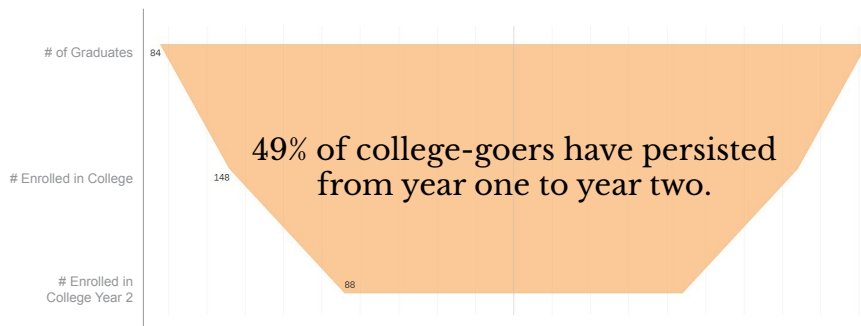


Maplewood High School

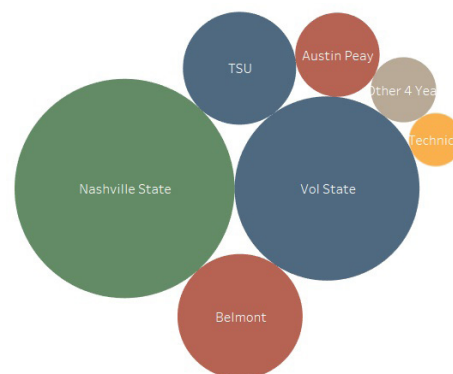
Class of 2016 High School to College Path



College of 2015 College Enrollment and Persistence



Top 5 Colleges by Class of 2016 Enrollment



1. Nashville State (34)
 2. Volunteer State (24)
 3. Belmont (11)
 4. TSU (9)
 5. Austin Peay (5)
- Other 4 Year (3)
Technical (2)

Services Offered

of AP Classes Offered: 5

AVID ✓

Cambridge

Dual Credit/ Dual Enrollment

International Baccalaureate (IB)

Oasis College Connection

YMCA Black Achievers

YMCA Latino Achievers

Escalera

GEAR UP TN

Martha O'Bryan ✓

100 Black Men

Trio Programs

TNAchieves ✓

TSAC ✓

Observations

- High percentages of Maplewood students are completing the FAFSA.
- Maplewood has the highest estimated summer melt rate in the district at 41%.
- Two-thirds of Maplewood college-goers attended just two schools: Nashville State and Volunteer State. This contributes to the fact that Maplewood has the largest two-year enrollment share in the district.

Recommendations and Next Steps

- Although persistence is dropping overall, students at 4-year institutions are persisting at a rate 25 percent higher than students at 2-year institutions. Consider encouraging more students to attend 4-year institutions with proven track records to increase degree attainment.
- To address summer melt, school personnel and community supports should develop peer networks and supports at the college each student plans to attend before the end of high school.

McGavock High School

By the Numbers:

2357

Students '15 - '16
School Year

67%

low-income
(2014 - 2015)

5.2%

English language learners
(2016)

53.6%

African American, Hispanic
or Native American (2016)

18.4

Average ACT Composite
(2015)

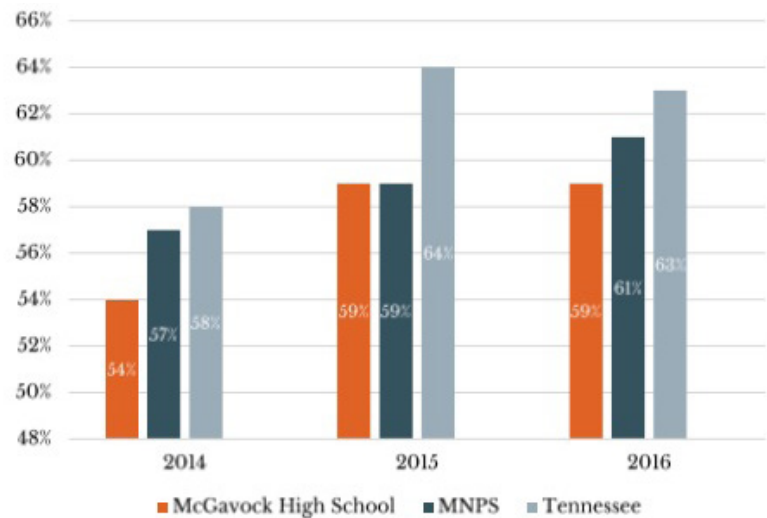
80%

estimated FAFSA
Completion Rate (2016)

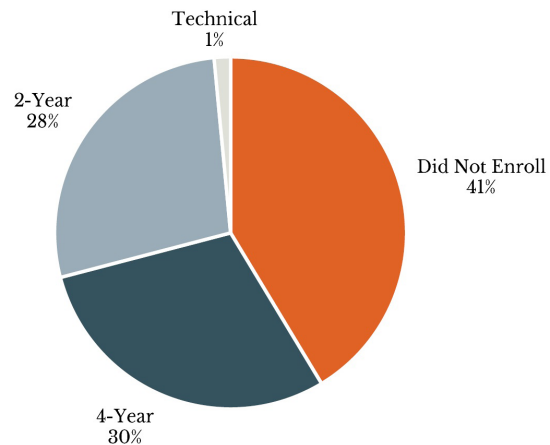
20%

Six year degree completion
rate (Class of 2011)

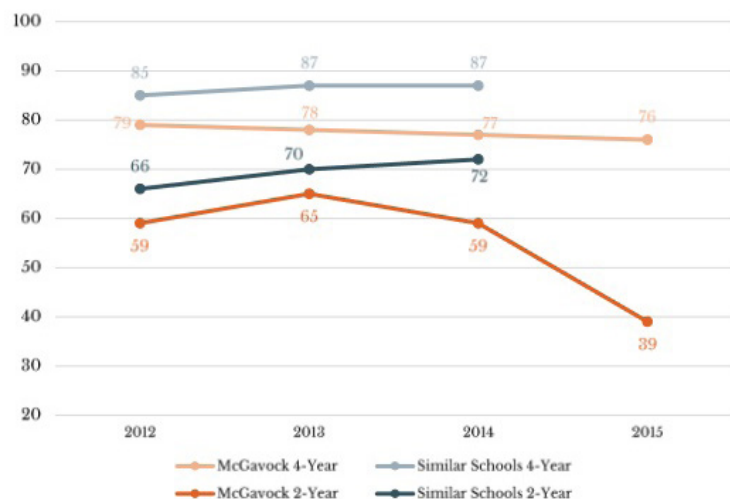
College-Going Rate Over Time



Class of 2016 College Enrollment

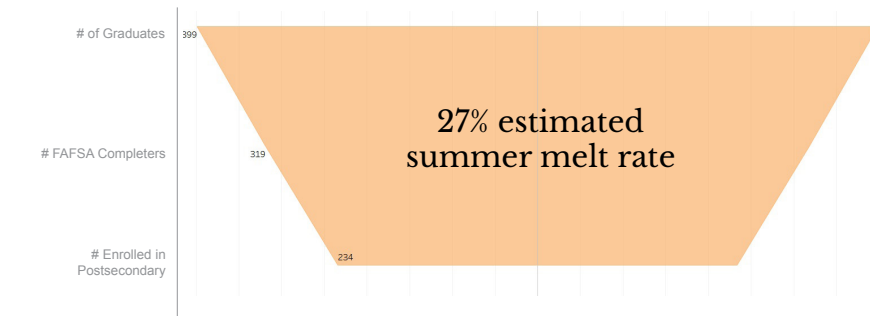


First to Second Year College Persistence

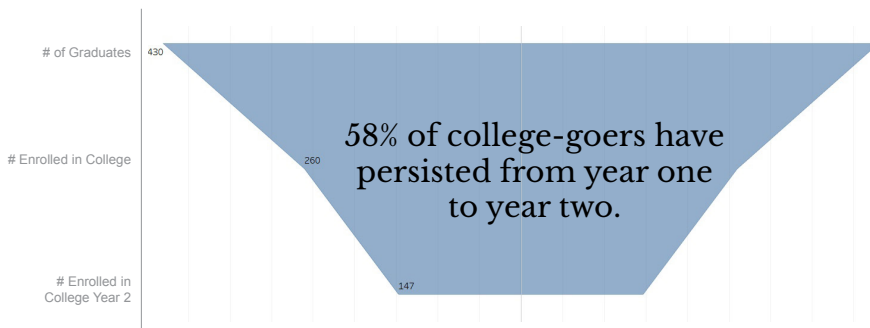


McGavock High School

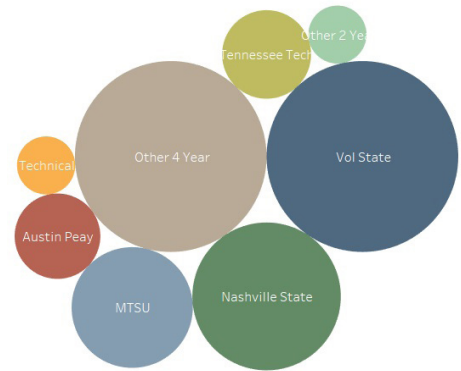
Class of 2016 High School to College Path



College of 2015 College Enrollment and Persistence



Top 5 Colleges by Class of 2016 Enrollment



1. Nashville State (65)
2. Nashville State (39)
3. MTSU (26)
4. Tennessee Tech (14)
5. Austin Peay (13)

Other 4 Year (65)
Other 2 Year (6)
Technical (6)

Services Offered

of AP Classes Offered: 11

AVID ✓

Cambridge ✓

Dual Credit/ Dual Enrollment

International Baccalaureate (IB)

Oasis College Connection

YMCA Black Achievers

YMCA Latino Achievers ✓

Escalera

GEAR UP TN

Martha O'Bryan

100 Black Men

Trio Programs

TNAchieves ✓

TSAC ✓

Observations

- McGavock's college-going rate has been steadily increasing over the last three years.
- The estimated summer melt rate is quite high. The school could potentially see a greater increase in college-going if melt was addressed.
- McGavock graduates saw a steep decline in persistence at 2-year institutions for the class of 2015.

Recommendations and Next Steps

- Try to understand why recent drops in persistence at 2-year institutions may be occurring.
- Connect students with summer and college supports while they are still in high school to help address summer melt and persistence.

Middle College High School

By the Numbers:

132

Students '15 - '16
School Year

18.9%

low-income
(2014 - 2015)

N/A

English language learners
(2016)

58.3%

African American, Hispanic
or Native American (2016)

20.6

Average ACT Composite
(2015)

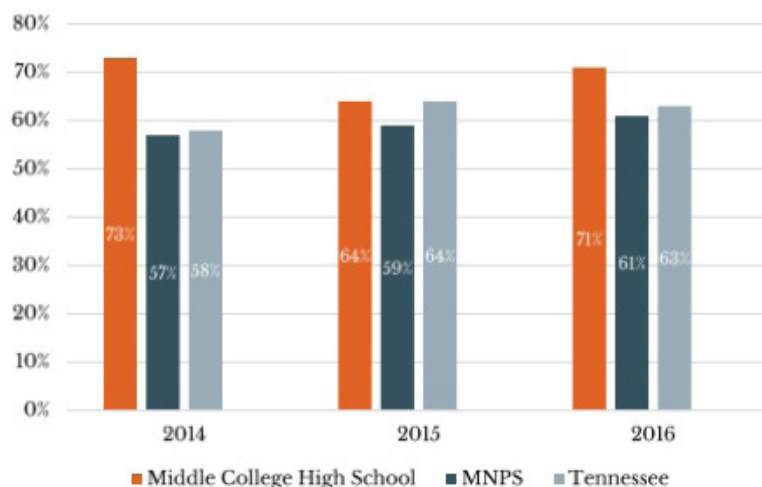
67%

estimated FAFSA
Completion Rate (2016)

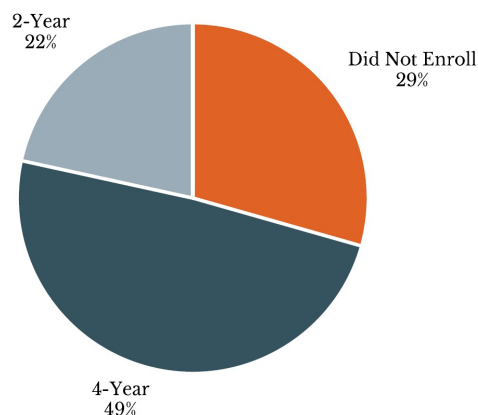
37%

Six year degree completion
rate (Class of 2011)

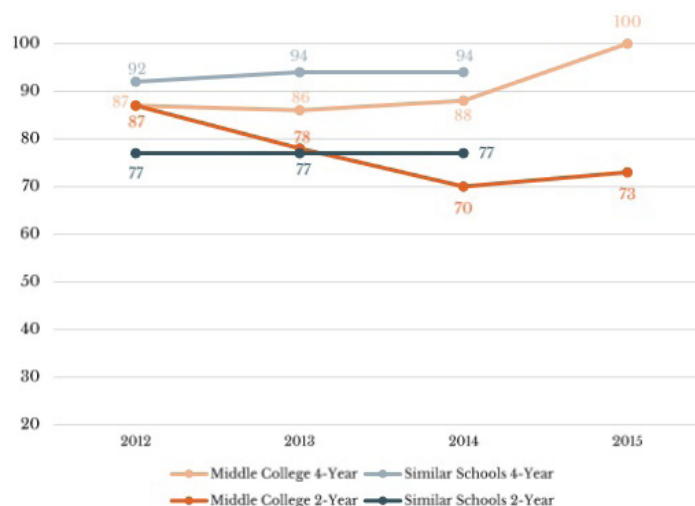
College-Going Rate Over Time



Class of 2016 College Enrollment

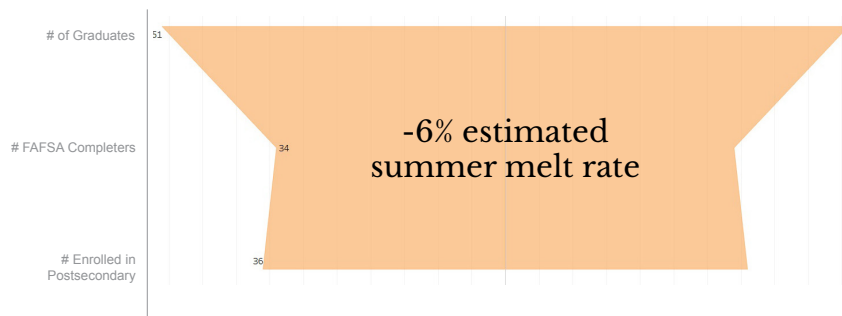


First to Second Year College Persistence

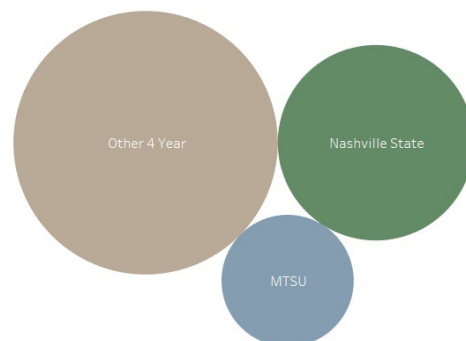


Middle College High School

Class of 2016 High School to College Path



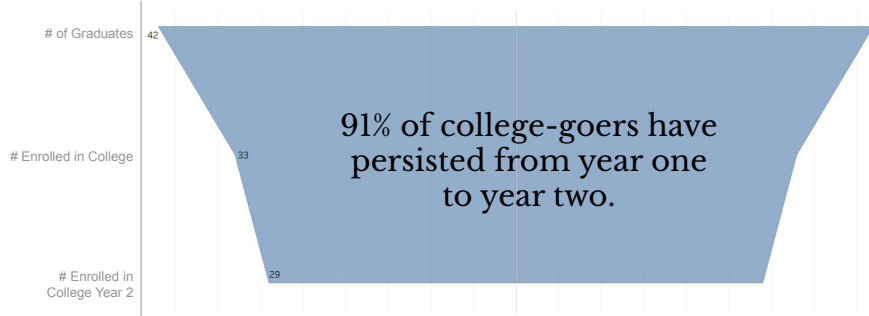
Top 5 Colleges by Class of 2016 Enrollment



1. Nashville State (65)
2. MTSU (43)
3. TSU (33)
4. UT Knoxville (24)
5. Austin Peay (24)

Other 4 Year (49)
Other 2 Year (17)
Technical (4)

College of 2015 College Enrollment and Persistence



Services Offered

of AP Classes Offered: 0

AVID

Cambridge

Dual Credit/ Dual Enrollment ✓

International Baccalaureate (IB)

Oasis College Connection

YMCA Black Achievers

YMCA Latino Achievers

Escalera

GEAR UP TN

Martha O'Bryan

100 Black Men

Trio Programs

TNAchieves ✓

TSAC ✓

Observations

- College-going rate saw a dip in 2014 but has come back up; small school size makes such fluctuations more likely. Yet, overall, given the school's nature and the academic profile of students, we would expect the college-going rate to be higher.
- Variety of institutions attended by graduates indicative of individualized counseling.
- Estimated summer melt is very low.
- Persistence at both 4-year and 2-year institutions went up for the class of 2015.

Recommendations and Next Steps

- Consider partnering with community organizations to bolster college-going.
- Identify best practices that can be shared with college access professionals and counselors at similar high schools such as Nashville School of the Arts and East Nashville Magnet.

MLK High School

By the Numbers:

1210

Students '15 - '16
School Year

37.7%

low-income
(2014 - 2015)

N/A

English language learners
(2016)

43.7%

African American, Hispanic
or Native American (2016)

26.8

Average ACT Composite
(2015)

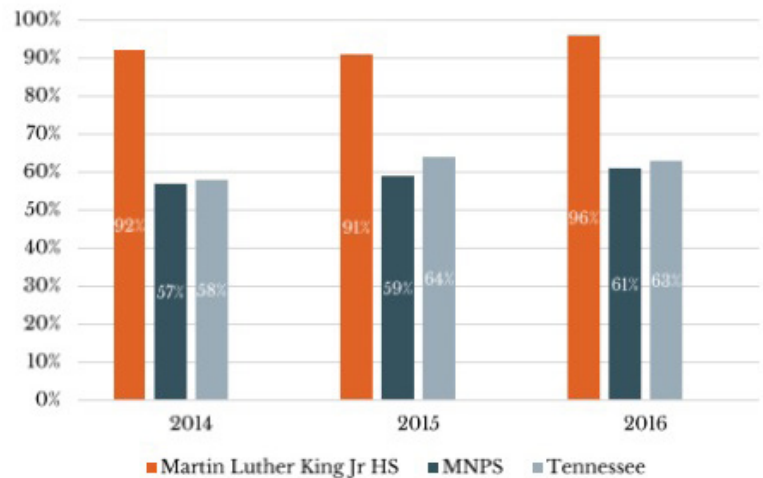
90%

estimated FAFSA
Completion Rate (2016)

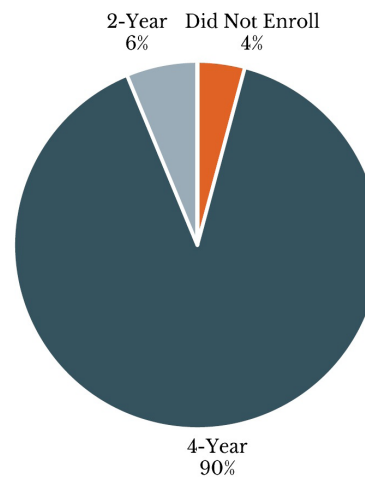
71%

Six year degree completion
rate (Class of 2011)

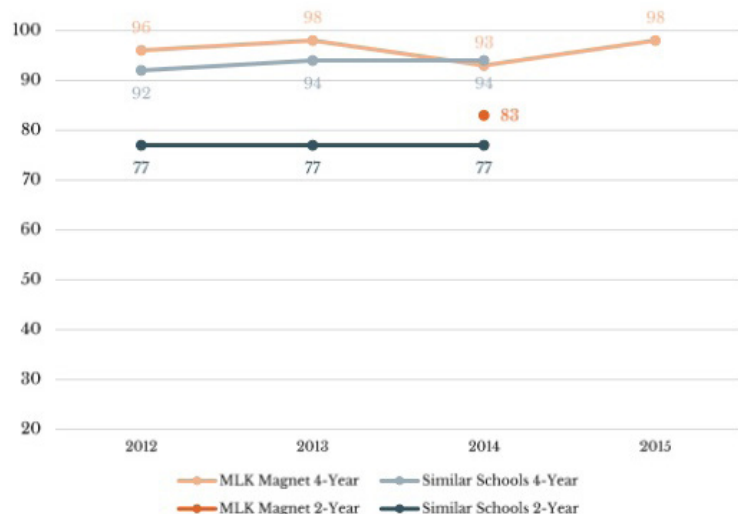
College-Going Rate Over Time



Class of 2016 College Enrollment

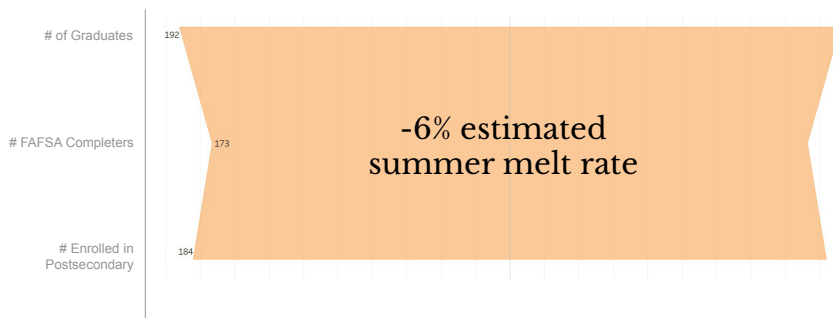


First to Second Year College Persistence

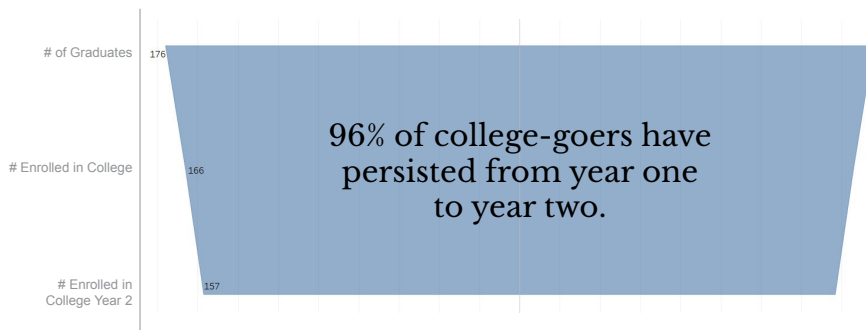


MLK High School

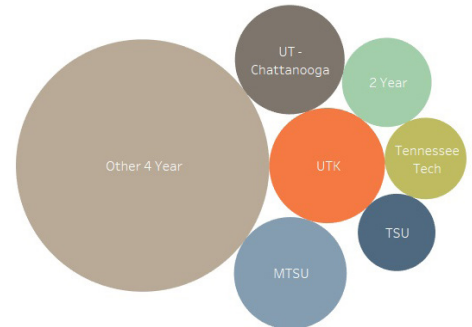
Class of 2016 High School to College Path



College of 2015 College Enrollment and Persistence



Top 5 Colleges by Class of 2016 Enrollment



1. UT Knoxville (20)
2. MTSU (19)
3. UT Chattanooga (18)
4. Tennessee Tech (10)
5. TSU (9)

Other 4 Year (96)
Other 2 Year (12)

Services Offered

of AP Classes Offered: 24

AVID

Cambridge

Dual Credit/ Dual Enrollment

International Baccalaureate (IB)

Oasis College Connection ✓

YMCA Black Achievers ✓

YMCA Latino Achievers ✓

Escalera

GEAR UP TN

Martha O'Bryan

100 Black Men ✓

Trio Programs

TNAchieves ✓

TSAC ✓

Observations

- MLK has consistently high college-going and persistence rates.
- Estimated FAFSA completion is extremely high.

Recommendations and Next Steps

- Continue to implement successful college access and success strategies.
- Identify best practices that can be shared with college access professionals and counselors at similar high schools such as Nashville School of the Arts and East Nashville Magnet.

Nashville School of the Arts

By the Numbers:

609

Students '15 - '16
School Year

37.2%

low-income
(2014 - 2015)

N/A

English language learners
(2016)

44.2%

African American, Hispanic
or Native American (2016)

20.9

Average ACT Composite
(2015)

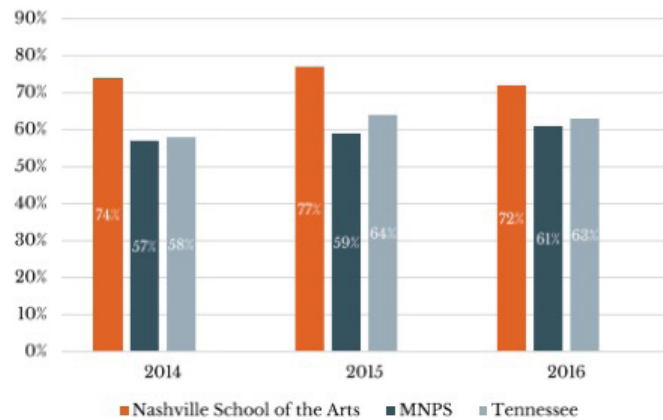
85%

estimated FAFSA
Completion Rate (2016)

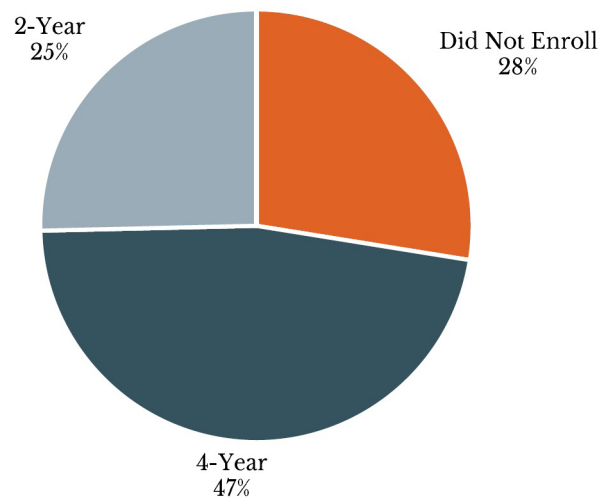
33%

Six year degree completion
rate (Class of 2011)

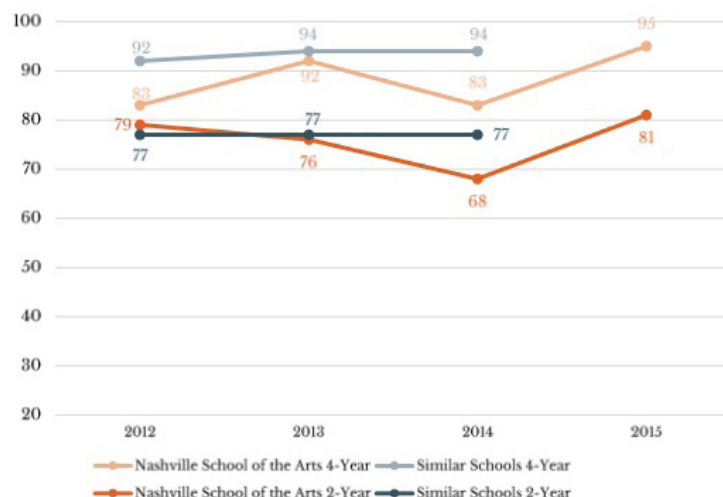
College-Going Rate Over Time



Class of 2016 College Enrollment

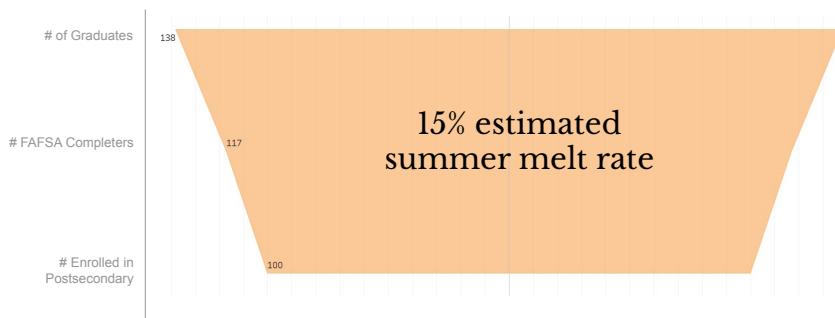


First to Second Year College Persistence

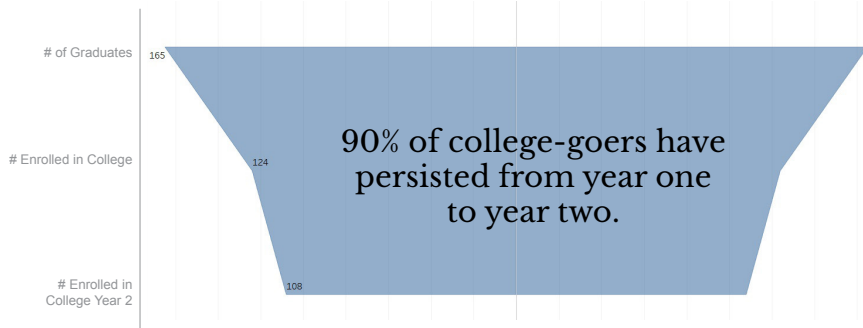


Nashville School of the Arts

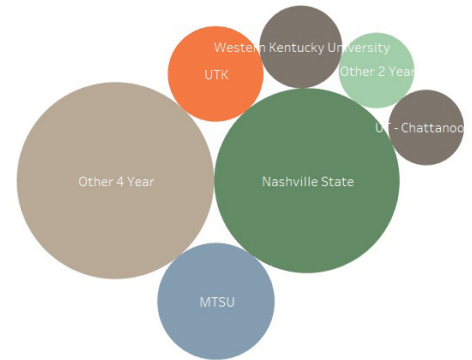
Class of 2016 High School to College Path



College of 2015 College Enrollment and Persistence



Top 5 Colleges by Class of 2016 Enrollment



1. Nashville State (30)
2. MTSU (12)
3. UT Knoxville (8)
4. Western Kentucky (6)
5. UT Chattanooga (5)

Other 4 Year (34)
Other 2 Year (5)

Services Offered

of AP Classes Offered: 11

AVID

Cambridge

Dual Credit/ Dual Enrollment

International Baccalaureate (IB)

Oasis College Connection

YMCA Black Achievers

YMCA Latino Achievers

Escalera

GEAR UP TN

Martha O'Bryan

100 Black Men

Trio Programs

TNAchieves ✓

TSAC ✓

Observations

- Estimated FAFSA completion rate is high.
- Given the demographics of the students served at this school, we would expect the college-going rate to be higher.
- Persistence at 4-year and 2-year institutions saw a jump with the class of 2015 after declining for the class of 2014.

Recommendations and Next Steps

- Consider bringing in additional support, perhaps from college admissions offices, to bolster college-going.
- Seek to understand why persistence increased for the class of 2015 in order to continue high college persistence for future classes.

Pearl-Cohn High School

By the Numbers:

792

Students '15 - '16
School Year

90.9%

low-income
(2014 - 2015)

3.2%

English language learners
(2016)

90%

African American, Hispanic
or Native American (2016)

15.1

Average ACT Composite
(2015)

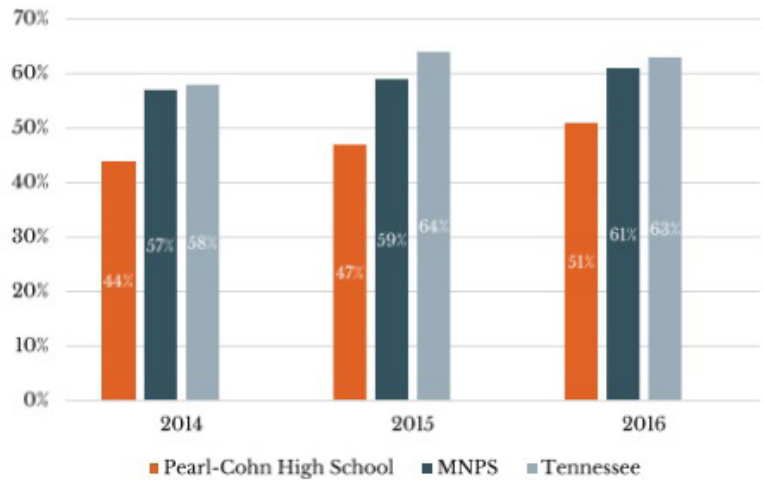
69%

estimated FAFSA
Completion Rate (2016)

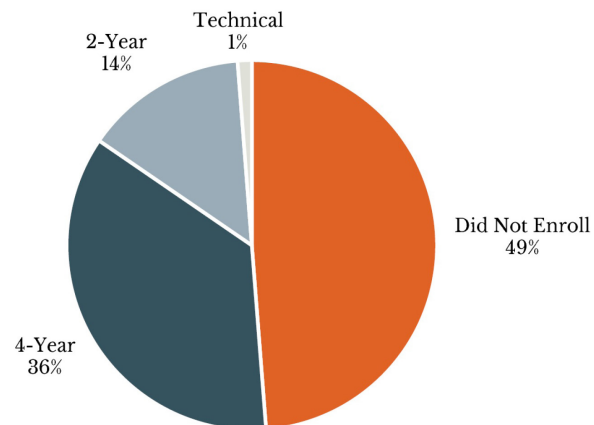
7%

Six year degree completion
rate (Class of 2011)

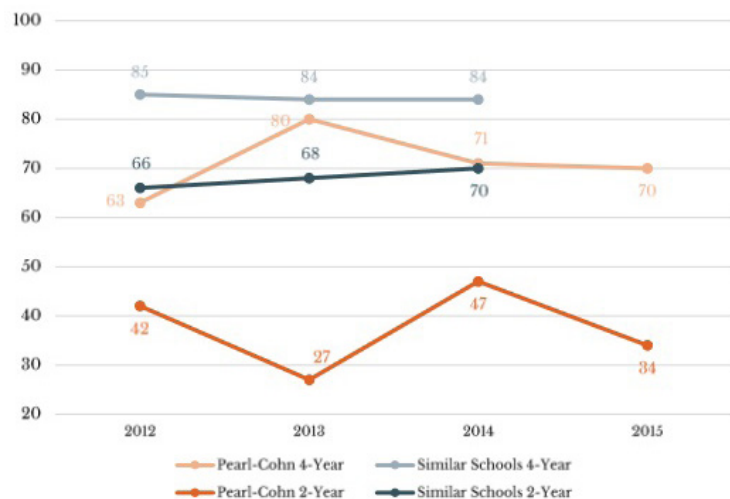
College-Going Rate Over Time



Class of 2016 College Enrollment

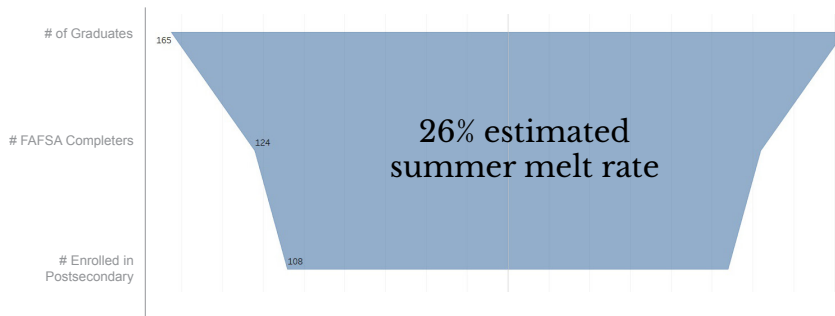


First to Second Year College Persistence

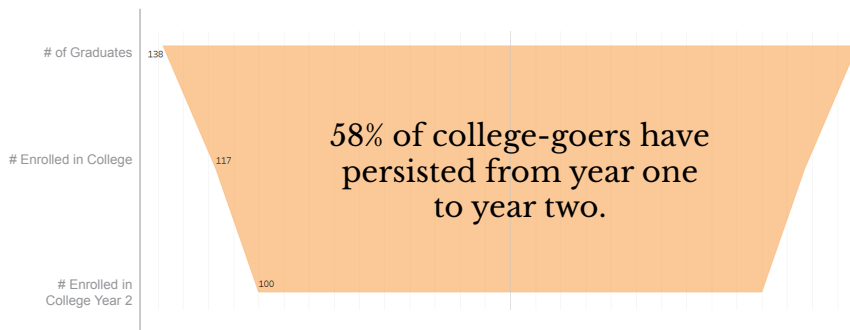


Pearl-Cohn High School

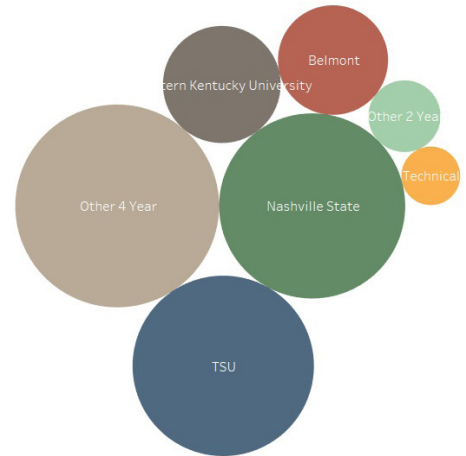
Class of 2016 High School to College Path



College of 2015 College Enrollment and Persistence



Top 5 Colleges by Class of 2016 Enrollment



1. Nashville State (20)
2. TSU (19)
3. Western Kentucky (8)
4. Belmont (7)

Other 4 Year (24)
Other 2 Year (3)
Technical (2)

Services Offered

of AP Classes Offered: 5

AVID

Cambridge ✓

Dual Credit/ Dual Enrollment

International Baccalaureate (IB)

Oasis College Connection

YMCA Black Achievers

YMCA Latino Achievers

Escalera

GEAR UP TN ✓

Martha O'Bryan

100 Black Men

Trio Programs ✓

TNAchieves ✓

TSAC ✓

Observations

- Pearl-Cohn's college-going rate on the rise. Students face numerous barriers preventing access and this is cause for celebration.
- Persistence at 2-year institutions is the low; students are persisting at 4-year institutions at rates double those of 2-year institutions.

Recommendations and Next Steps

- Seek to understand what is driving recent increases in college-going rates and consider how this growth can continue over time.
- Pearl-Cohn is a GEAR UP school - develop a plan to continue supports after the grant ends in Spring 2019.
- Try to understand the factors contributing to low student persistence at 2-year institutions in order to address possible barriers; consider encouraging more students to attend 4-year institutions with higher persistence rates.

Stratford High School

By the Numbers:

717

Students '15 - '16
School Year

84.4%

low-income
(2014 - 2015)

6.3%

English language learners
(2016)

74.8%

African American, Hispanic
or Native American (2016)

17.6

Average ACT Composite
(2015)

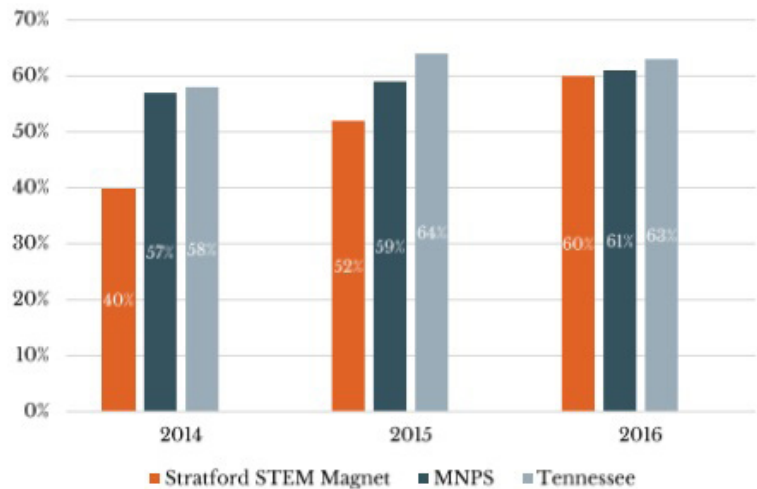
74%

estimated FAFSA
Completion Rate

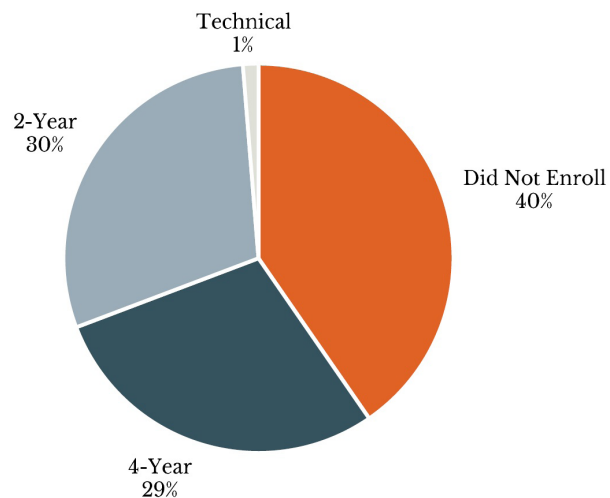
11%

Six year degree completion
rate (Class of 2011)

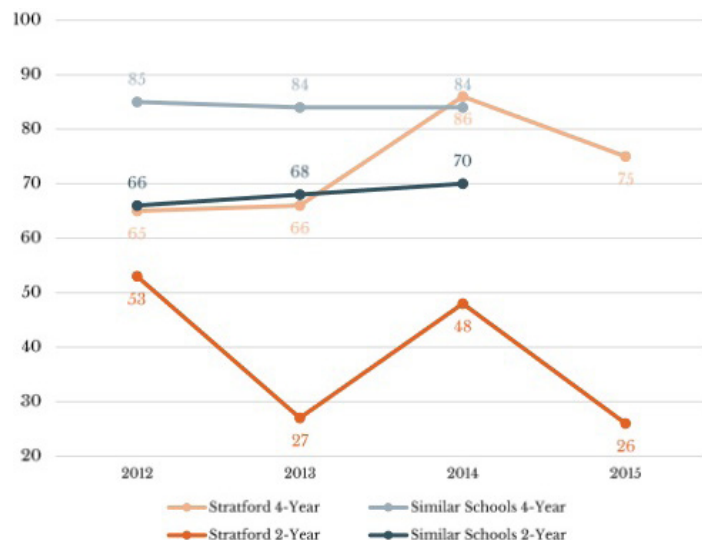
College-Going Rate Over Time



Class of 2016 College Enrollment

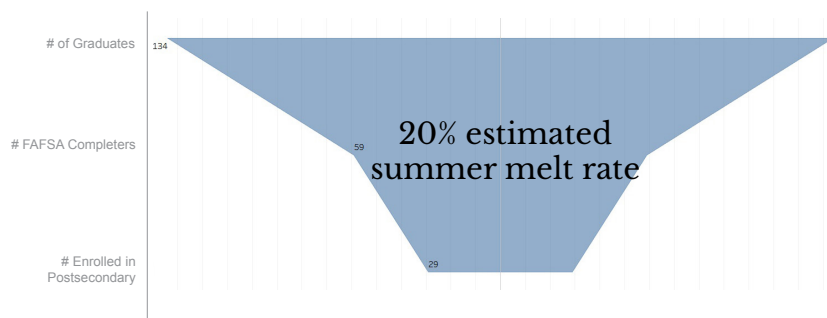


First to Second Year College Persistence

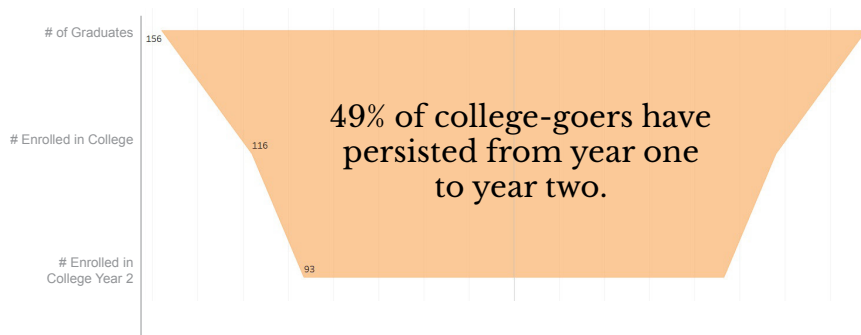


Stratford High School

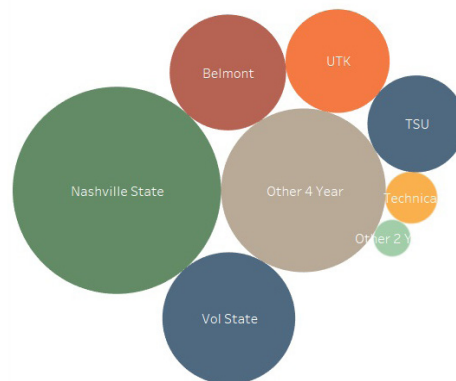
Class of 2016 High School to College Path



College of 2015 College Enrollment and Persistence



Top 5 Colleges by Class of 2016 Enrollment



1. Nashville State (32)
2. Volunteer State (13)
3. Belmont (10)
4. UT Knoxville (8)
5. TSU (7)

Other 4 Year (20)
Other 2 Year (1)
Technical (2)

Services Offered

of AP Classes Offered: 8

AVID

Cambridge ✓

Dual Credit/ Dual Enrollment ✓

International Baccalaureate (IB)

Oasis College Connection

YMCA Black Achievers

YMCA Latino Achievers

Escalera

GEAR UP TN ✓

Martha O'Bryan ✓

100 Black Men

Trio Programs ✓

TNAchievers ✓

TSAC ✓

Observations

- Stratford has a rich array of community supports in the school including multiple community organizations, and the GEAR UP program.
- Stratford's college-going rate has seen remarkable growth over the last three years – the 19 percentage point growth is the second highest in the district.
- Persistence at 2-year institutions is the lowest in the district at the same time increasing numbers of students are attending 2-year institutions. This has caused the school's overall persistence rate to sharply decline from a high with the class of 2014 to the school's lowest rate measured in 2015.

Recommendations and Next Steps

- Stratford is a GEAR UP school - develop a plan to continue supports once the grant ends in Spring 2019.
- Seek to understand the factors driving growth in college-going rate in order to continue growth trajectory in future years.
- Try to understand the factors contributing to low student persistence at 2-year institutions in order to address possible barriers; consider encouraging more students to attend 4-year institutions with higher persistence rates.

Whites Creek High School

By the Numbers:

712

Students '15 - '16
School Year

77.6%

low-income
(2014 - 2015)

N/A

English language learners
(2016)

84.3%

African American, Hispanic
or Native American (2016)

16.2

Average ACT Composite
(2015)

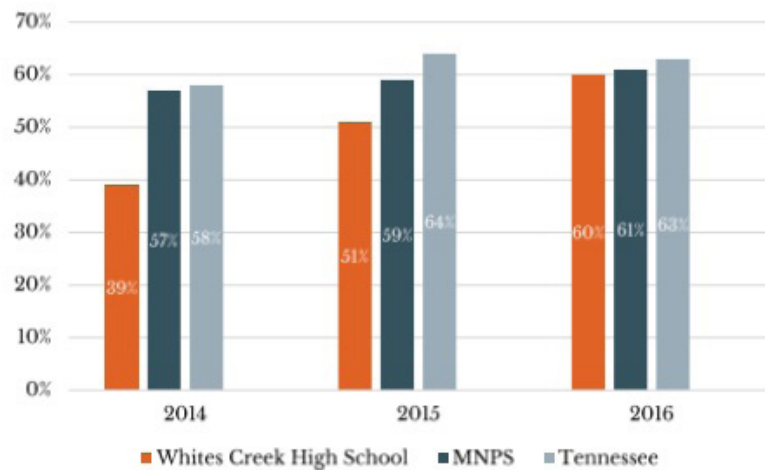
79%

estimated FAFSA
Completion Rate

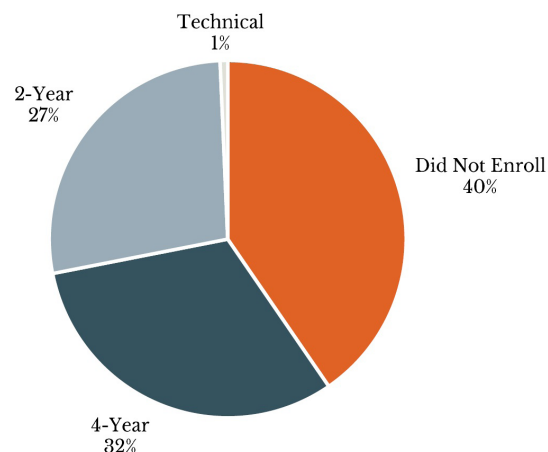
15%

Six year degree completion
rate (Class of 2011)

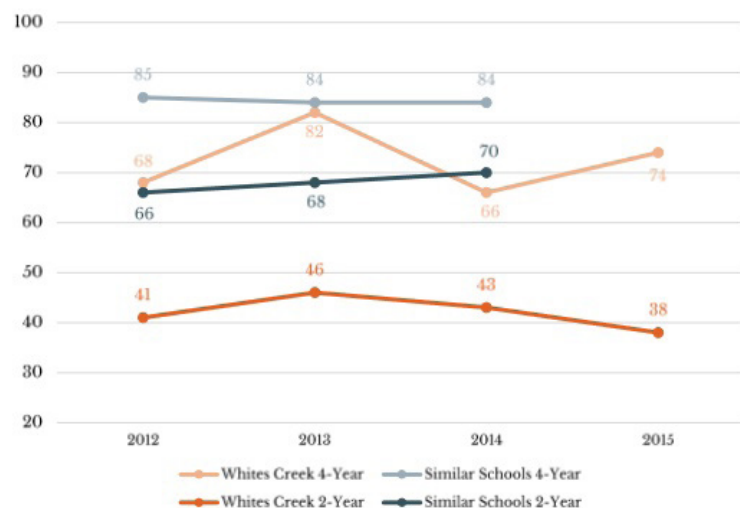
College-Going Rate Over Time



Class of 2016 College Enrollment

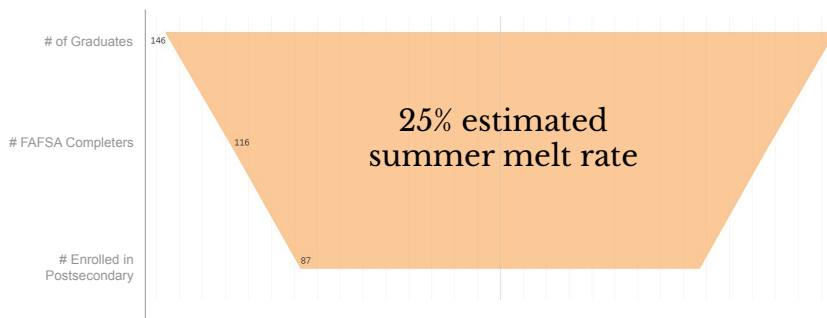


First to Second Year College Persistence

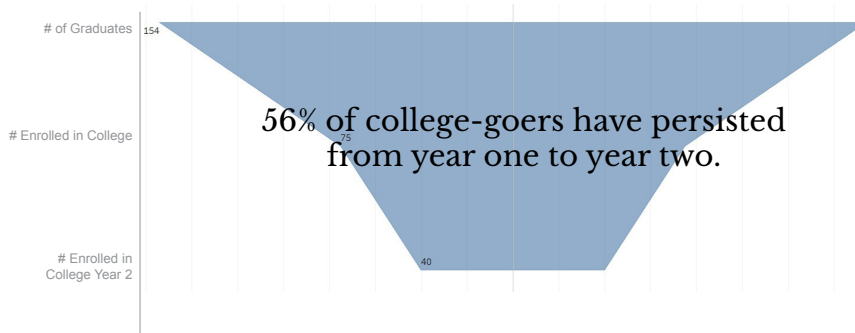


Whites Creek High School

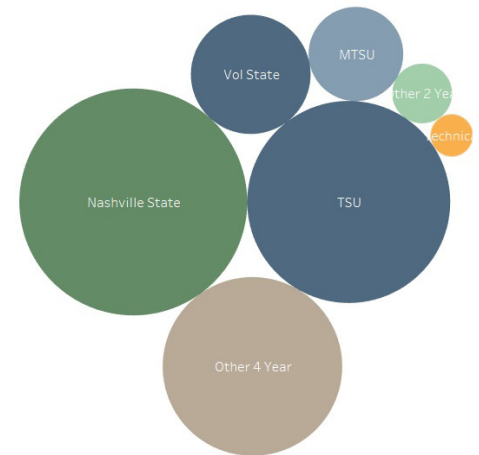
Class of 2016 High School to College Path



College of 2015 College Enrollment and Persistence



Top 5 Colleges by Class of 2016 Enrollment



1. Nashville State (29)
2. TSU (23)
3. Volunteer State (8)
4. MTSU (5)

Other 4 Year (18)
Other 2 Year (2)
Technical (1)

Services Offered

of AP Classes Offered: 1

AVID

Cambridge

Dual Credit/ Dual Enrollment

International Baccalaureate (IB)

Oasis College Connection ✓

YMCA Black Achievers

YMCA Latino Achievers

Escalera

GEAR UP TN ✓

Martha O'Bryan

100 Black Men ✓

Trio Programs ✓

TNAchieves ✓

TSAC ✓

Observations

- Whites Creek has the largest growth in college-going rate in the district – a 21 percentage point increase over three years.
- Estimated FAFSA completion is high.
- Persistence at 2-year institutions has been steadily declining; persistence at 4-year institutions increased for the class of 2015.

Recommendations and Next Steps

- Whites Creek is a GEAR UP school - develop a plan to continue supports once the grant ends in Spring 2019.
- Seek to understand the factors driving growth in college-going rate in order to continue growth trajectory in future years.
- Try to understand the factors contributing to low students persistence at 2-year institutions in order to address possible barriers; consider encouraging more students to attend 4-year institutions with higher persistence rates.

High School Profile Data References

For brevity, this section uses the following acronyms: TDOE refers to the Tennessee Department of Education. TCASN refers to the Tennessee College Access and Success Network. FAFSA refers to the Free Application for Federal Student Aid. NSC refers to the National Student Clearinghouse. CGR refers to college-going rate.

The **statistics presented on the left of the first page** are designed to help people who are unfamiliar with a particular school get a better sense for the demographics of the student body served.

- The number of students in the school is taken from the TDOE Report Card for 2015-2016.
- The percent of low-income students is taken from the percent of students who are economically disadvantaged from the TDOE Report Card for 2014-2015; the next year of data, though more recent, is less accurate due to changes to the district's free and reduced price lunch program that resulted in sudden drops in the percentages of economically disadvantaged students across the district.
- The percent of English language learners is from the TDOE Report Card for 2015-2016.
- The percent of African American, Hispanic, or Native American students was calculated by TCASN based on data from the TDOE Report Card for 2015-2016.
- The average ACT composite score is from the TDOE Report Card for 2015-2016.
- The estimated FAFSA completion rate was calculated by TCASN. We used numbers of FAFSAs completed by high school from Federal Student Aid and calculated the estimated rate based on the number of graduates from that high school as stated in TDOE data. High schools that had greater numbers of students complete the FAFSA but not graduate from high school will have slightly inflated estimated FAFSA completion rates.
- The college completion rate data at the bottom of the report comes from NSC.

The **graphical data representations on front and back** are designed to help present the school's college access and success data in one place and, in cases where the data is available, compare the school's data against the district as a whole and/or similar high schools nationally. The similar high schools used in each school's profile are those high school categories in the NSC High School Benchmarks reports for 2015, 2016, and 2017 that most closely match the individual high school profiled. This means that Pearl-Cohn is compared to a different set of data than is Hume-Fogg, for example.

- The college-going rate over time bar graph compares the CGR for the high school and district from TDOE against the national CGR from the National Center for Education Statistics, part of the U.S. Department of Education.
- The class of 2016 high school to college path funnel graph shows the number of graduates from TDOE data, the number of completed FAFSAs from Federal Student Aid FAFSA Completion by High School Data, and the number of students enrolled in college from TDOE data. The estimated summer melt rate reflects the percentage of students who completed a FAFSA but did not enroll in college.
- The class of 2016 college enrollment pie chart data is from TDOE.
- The top five colleges by class of 2016 enrollment bubble graph data is from a TCASN analysis of TDOE data.
- The first to second year college persistence line graph compares high school college persistence data by 4-year or 2-year sector from NSC against similar high schools in the NSC High School Benchmarks reports described above. This data does not include the 1% of high school graduates district-wide who attended technical colleges.
- The class of 2015 college enrollment and persistence funnel graph shows the number of graduates, number of students who immediately enrolled in college following high school graduation, and number of students enrolled in college during their first year after high school graduation who were enrolled in college during their second year after high school graduation (freshmen to sophomore persistence) from the NSC data. This data does not include the 1% of high school graduates district-wide who attended technical colleges.

On the back of the report, the **services offered** section is intended to identify which types of course offerings and community organizations are available to students at that particular high school. This information was taken from high school websites and stakeholder interviews conducted for this report; it is possible that this information is incomplete or out of date.

The **observations** section and **recommendations and next steps** sections are the TCASN team's analysis of the data presented in the profile and other information gathered from stakeholder interviews. This information is designed to spur conversation and identify options school leaders could take if they desired; it is not meant to be prescriptive or interpreted as mandatory.

Appendix II

Nashville and Comparison Cities' Key Demographics¹

<i>City</i>	<i>High School Graduation Rate</i>	<i>Student Count</i>	<i>Economically Disadvantaged</i>	<i>English Learners</i>	<i>African American or Hispanic</i>
Nashville	81%	85,123	54% ²	18%	65%
Austin	90%	82,766	53%	21%	67%
Louisville	82%	96,581	66%	8%	46%
Orlando	81%	200,667	66%	14%	66%
Indianapolis	77%	28,767	68%	14%	74%
Atlanta	71%	51,927	76%	7%	82%
Denver	65%	92,331	67%	37%	69%
New York	73%	1,113,963	77%	13%	68%
Los Angeles	81%	713,871	84%	28%	82%
Chicago	77%	371,382	78%	18%	84%

■ Project Reset Peer City

■ Other Large Urban District

¹ Basic district data collected and calculated according to federal data guidelines. Nashville data source is Tennessee Department of Education Report Card 2015-2016; Austin data source is Austin ISD Fact Sheet 2016-2016; Louisville data source is Jefferson County Schools Data Book 2016-2017; Orlando data source is Florida Department of Education Florida Student Enrollment Report 2016-2017; Indianapolis data source is Indiana Department of Education Compass Report 2014-2015 for Indiana Public Schools; Atlanta data source is Georgia Department of Education Data 2015-2016; Denver data source is Denver Public Schools by the Numbers 2016; New York data source is New York City Department of Education Graduation Outcomes Highlights 2016 and New York City Department of Education Demographic Snapshot 2015-2016; Los Angeles data source is California Department of Education California Schools Dashboard Spring 2017; Chicago data source is Chicago Public Schools Stats and Facts 2017-2018 and Sept. 4, 2017 article in the *Chicago Tribune* titled, "CPS says high school graduation rate continues to climb."

² This data from 2015-2016 is most recent but the data from 2014-2015 showing that 75% of students are economically disadvantaged is probably more accurate since it came before policy changes at the district that resulted in fewer students enrolling in the Free and Reduced Price Lunch program.

Appendix III: Services by High School³

		<i>Antioch</i>	<i>Cane Ridge</i>	<i>East Nashville</i>	<i>Glencliff</i>	<i>Hillsboro</i>	<i>Hillwood</i>	<i>Hume-Fogg</i>	<i>Hunters Lane</i>	<i>J. Overton</i>
Data	2014-16 % Change in CGR ⁴	-3%	3%	16%	0%	1%	1%	-4%	10%	2%
	2016 CGR ⁵	58%	62%	85%	48%	76%	67%	89%	45%	58%
Academic Programs	# AP Classes	11	6	8	11	4	19	27	3	10
	AVID	X			X	X				X
	Cambridge		X							X
	Dual Credit/ Enrollment	DC	DE		DC		DC/DE			DE
	IB	X				X			X	
	Total # AP Students	166	84	80	102	123	261	641	30	89
	Total # Exams	209	97	119	163	210	460	1,645	30	133
	% Exams Earning 4-5	10%	7%	2%	2%	13%	8%	38%	10%	13%
	% Exams Earning 3	14%	12%	8%	10%	25%	20%	28%	7%	20%
	% Exams Earning 1-2	76%	80%	90%	88%	63%	73%	34%	84%	68%
Community Programs	Oasis	X			X	X		X		
	YMCA Black Achievers									
	YMCA Latino Achievers	X	X		X				X	X
	Conexión Américas / Escalera		X		X					X
	MOB	X	X	X						
	100 Black Men									
State & Federal Programs	GEAR UP	X			X					
	TRIO: Talent and Upward Bound			UB	UB					
	TN Achieves	X	X	X	X	X	X	X	X	X
	TSAC	X	X	X	X	X	X	X	X	X

³ Services by high school determined by referencing high school websites as well as interviews with community stakeholders. Some services information may be out of date or incomplete.

⁴ Change in college-going rate (CGR) data from TCASN analysis of Tennessee Department of Education data.

⁵ College-going rate (CGR) data for 2016 from the Tennessee Department of Education.

		<i>LEAD Acad.</i>	<i>Maple-wood</i>	<i>MLK</i>	<i>McGavock</i>	<i>Middle College</i>	<i>Nash. Big Picture</i>	<i>NSA</i>	<i>Pearl-Cohn</i>	<i>Stratford</i>	<i>Whites Creek</i>
Data	2014-16 % Change in CGR ⁶	-4%	7%	3%	5%	-4%	-13%	-2%	7%	19%	21%
	2016 CGR ⁷	86%	58%	96%	59%	69%	64%	72%	51%	60%	60%
Academic Programs	# AP Classes	6	5	24	11	0	0	11	5	8	1
	AVID		X		X						
	Cambridge				X				X	X	
	Dual Credit/ Enrollment					DE	DE			DC/DE	
	IB										
	Total # AP Students	55	20	542	125	0	0	145	41	38	20
	Total # Exams	68	24	1,137	167	0	0	234	69	49	20
	% Exams Earning 4-5	3%	0%	28%	8%	NA	NA	24%	0%	2%	0%
	% Exams Earning 3	6%	4%	29%	22%	NA	NA	26%	3%	16%	0%
	% Exams Earning 1-2	91%	96%	43%	70%	NA	NA	51%	97%	82%	100%
Community Programs	Oasis			X							X
	YMCA Black Achievers			X							
	YMCA Latino Achievers			X	X						
	Conexión Américas /Escalera										
	MOB		X							X	
	100 Black Men	X		X							X
State & Federal Programs	GEAR UP	X							X	X	X
	TRIO: Talent and Upward Bound	T/UB							T/UB	T	T/UB
	TN Achieves	X	X	X	X	X	X	X	X	X	X
	TSAC	X	X	X	X	X	X	X	X	X	X

⁶ Change in college-going rate (CGR) data from TCASN analysis of Tennessee Department of Education data.

⁷ College-going rate (CGR) data for 2016 from the Tennessee Department of Education.

Appendix IV Services Offered Detail⁸

Academic Program Details

Program Name	# of Students Served	Advanced Academics	Diploma Program	Postsecondary Education /Exploration	Potential Postsecondary Credit	Tutoring/ Academic Support
AP	2,563 ⁹	X			X	
AVID	**10			X		X
Cambridge		X			X	
Dual Credit					X	
Dual Enrollment					X	
IB		X	X		X	

⁸ Services offered detail information taken from school and organization websites and stakeholder interviews. Some information may be missing or out of date.

⁹ * the # of MNPS students who took AP tests in Spring 2017

¹⁰ ** AVID serves over 800,000 plus students worldwide

Community Programs Details

	100 Black Men	Conexión Américas /Escalera	Martha O'Bryan	Oasis	YMCA Black Achievers	YMCA Latino Achievers
# of Students Served	~30-40 seniors ¹¹	300 ¹²	~800 per year	1,293 ¹³		100 students ¹⁴
ACT Fee Assistance	X					
ACT Prep	X	X	X	X	X	X
Application Fee Assistance		X				
Application Assistance/ Support			X	X	X	
Career Education/ Exploration	X	X	X		X	
College Counseling	X		X	X	X	
College Tours	X	X	X		X	X
Financial Aid Education	X		X	X	X	
Financial Aid Application Support	X			X	X	
Orientation Programming		X	X			
Other Enrichment	X		X		X	X
Parent/ Family Engagement		X	X			
Postsec. Education/ Exploration	X		X	X	X	
Scholarships Awarded	X	X				X
Services for Middle School	X		X	X		
Services @ Postsecondary Institutions	X			X		
Social + Emotional Support Services	X		X			
Summer Programming		X	X			
Tutoring/ Academic Support	X		X	X		

¹¹ 100 Black Men typically begins services in 5th-6th grade with 100 students. By senior year there are typically 30-40 students in the program.

¹² Escalera serves 100 students per school at three schools (Glencliff, Overton, and Cane Ridge).

¹³ Oasis College Connection serves 1,293 students across middle school, high school, and Nashville State Community College.

¹⁴ YMCA Latino Achievers serves approximately 100 students each year.

State and Federal Program Details

	GEAR UP	TN Achieves	TRIO Talent Search	TRIO Upward Bound	TSAC
# Students Served	**15		720 students	60 students ¹⁶	
Academic Support/ Tutoring	X		X	X	
ACT Prep	X		X		
Application Assistance/ Support			X		
Career Education/ Exploration	X		X	X	
College Counseling	X		X	X	
College Visits	X				
Family Engagement	X		X		
Financial Aid Counseling/ Education	X	X	X	X	X
Financial Aid Application/ Support				X	
Mentoring	X	X	X	X	
Orientation Programming	X				
Other Enrichment Activities			X	X	
Postsecondary Education/ Exploration	X		X	X	
Scholarships Provided		X			
Services for Middle School Students			X		
Services @ Postsecondary Institutions			X	X	
Social and Emotional Support Services			X	X	

¹⁵ GEAR UP TN serves approximately 7,500 students in TN's Class of 2018 and 5,000 seniors each year. Over the lifetime of the grant, the program will serve a total of 37,500 students across TN.

¹⁶ TRIO's Upward Bound program at TSU serves approximately 60 students each year in grades 9-12.