

BRIDGE TO COMPLETION 2021

Understanding the College Access and
Success Ecosystem for Metro Nashville
Public Schools Students



Reflections



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For the fourth year in a row, the Nashville Public Education Foundation has partnered with the Tennessee College Access and Success Network to present findings and recommendations about college access and success for Metro Nashville Public Schools (MNPS) students. This year, we are excited to also have the Nashville Area Chamber of Commerce and the other organizations that make up the New Skills Ready lead team as collaborators for this report. The New Skills Ready initiative is a 5-year, \$7 million dollar investment from JPMorgan Chase to close equity gaps by building quality career pathways that lead to postsecondary education, high-value credentials, and real-world work experiences connected to high-wage, in-demand careers. Along with dozens of other partners and initiatives in the college access and success space, we are working together to align efforts and supports for our students so that more MNPS graduates can have access to and be successful in college and in their career.

In addition to updating data on the college matriculation and persistence of MNPS students, this year's report also explores the impact of COVID-19 on the graduating class of 2020. It comes as no surprise that the pandemic has had a substantial effect on the college-going rate. Persistence rates also saw a drastic reduction this past year, with fewer students remaining on a postsecondary trajectory. Indeed, this year's data reveals and affirms the deeply engrained inequities brought to light in earlier reports.

As we slowly begin transitioning out of the COVID era, it is critical that we remain steadfast in our supports for students who have been so deeply affected by the pandemic. In fact, the estimated loss of lifetime earnings in part attributed to COVID-19 for the class of 2019 is roughly \$185 million. Even when the pandemic is behind us, the students captured in this report will need significant support that promises genuine access to postsecondary education and careers that offer family sustaining wages.

Nashville's higher education partners, direct service providers, and area nonprofits are poised to come together to ensure more of our students have access to and are successful in college. As we reflect on the events and impact of the last year, we must create a collective vision that ensures college and career opportunities so all of our students can thrive.

Acknowledgments

We are deeply grateful to Metropolitan Nashville Public Schools (MNPS) for the many hours of interviews and data gathering they provided for this report, without which it would not exist. So many different professionals in both central office and particular schools were extremely generous with their time and information for this project. It takes great courage to give an outside entity your data and let them reflect it back to you.

The report illuminates how hard MNPS employees work every day to create greater success for Nashville public school students. This report builds on the work in three previous Bridge to Completion reports made possible by the dozens of professionals across K-12, higher education, community organizations, local government, employers, and philanthropy who lent their expertise. In particular, we offer a special thank you to our data expert, Jennifer McFerron, who provided numerous insights into what the numbers mean.

We extend our thanks to the previous reports' interview subjects, without whom this report would not be possible. If readers are interested in viewing this and previous Bridge to Completion reports online, they can do so at <https://nashvillepef.org/resources/>. Lastly, we are deeply grateful to multiple people in leadership and direct service positions at the following schools and organizations who generously gave their time to be interviewed for this report.

Conexión Américas

Equal Chance for Education

GEAR UP Nashville

Martha O'Bryan Center

Metropolitan Nashville Public Schools District Office

Metro Nashville Public High Schools

John Overton

Maplewood

Pearl-Cohn

Whites Creek

Nashville State Community College

Oasis College Connection

Opportunity Network (New York)

Persist Nashville

SEO Scholars (New York)

Tennessee Dept. of Labor and Workforce Development

Tennessee Student Assistance Commission

YMCA Black Achievers

YMCA Latino Achievers



About The Author

The Tennessee College Access and Success Network (TCASN) is a nationally recognized, statewide nonprofit organization whose mission is to advance efforts to improve college success for Tennessee students through research, facilitation, best practices, and expertise. TCASN's team has decades of collective expertise that span state government, federal college access programs, urban and rural initiatives, curriculum design, and the nonprofit sector. The Nashville Public Education Foundation (NPEF) and the Nashville Area Chamber of Commerce worked with TCASN to fund this research. 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.

Typically, for this report we would provide college-going data for the class of 2019 and persistence data for the class of 2018. However, ***this year’s report provides a special look at how the COVID-19 pandemic has negatively affected college-going (class of 2020) and persistence (class of 2019).*** To provide this early insight, we looked at persistence data that is 88% complete, representing students at the top 25 colleges and universities where MNPS students enroll. It is possible that when the additional data is made available, persistence may change slightly (most likely, undergraduate persistence). Data on college enrollment does not include Tennessee Colleges of Applied Technology (TCATs). TCATs are not included in the Clearinghouse data, with the exception of TCAT Chattanooga. Historically, TCATs represent an additional 1% of enrollment in MNPS.

While this report includes data for all MNPS high schools, it focuses

primarily on what is happening at 24 Nashville high schools and charter schools that have had at least one graduating class and therefore have college enrollment and persistence data. Data profiles for most 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 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 a 1.6 multiplier to the Tennessee Department of Education’s reported data, which reflects National School Lunch Program eligibility. We found this 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.

Executive Summary

Like our previous Bridge to Completion reports, this report looks at college access and success for MNPS graduates and shares data on college access and success outcomes.


We answer the following questions:

Are students enrolling in college?

Where did they enroll?

Once enrolled in college, did students persist from year to year?

Did students complete a degree?

 How does the pipeline to degree attainment look different for MNPS graduates of different races and ethnicities?

How does MNPS compare to similar school districts, the state, and the nation?

In addition, this year's report features a special look at how the COVID-19 pandemic has negatively affected immediate college enrollment rates for the MNPS class of 2020 and college student persistence for the MNPS class of 2019.

81%

Steps Towards College

Since COVID-19 arrived late in the college admissions cycle, the number of students who took steps towards enrolling in college, such as completing the TN Promise application and the Free Application for Federal Student Aid (FAFSA), is similar to previous years.

41.9%

Melt

COVID-19 more than doubled the number of students (1,750 students) who took steps towards college but did not enroll in the fall of 2020. This increase reveals the magnitude of the pandemic upending students' and families' postsecondary educational plans, as an estimated 996 additional students "melted" than in previous years.

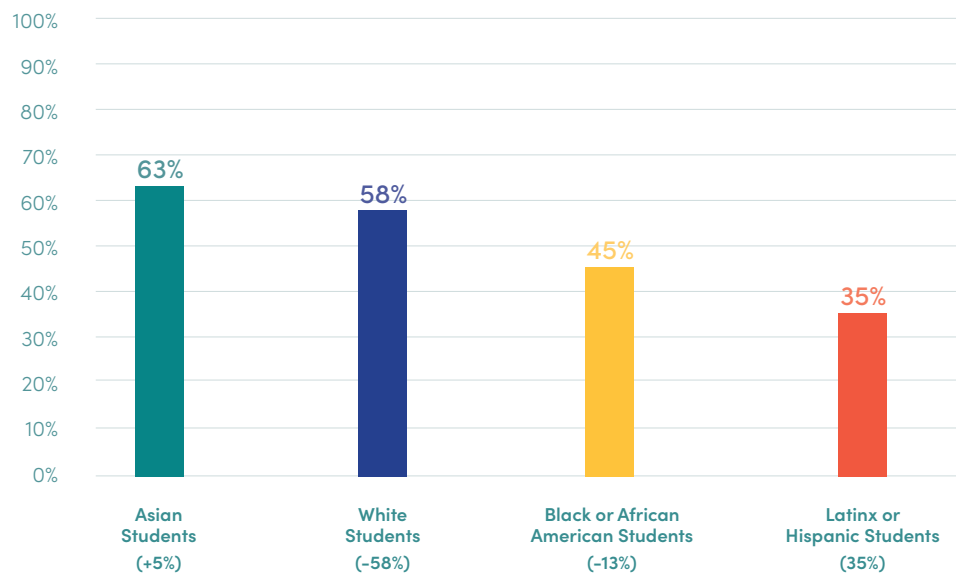
46.9%

2020 College-going Rate

The district's 2020 college-going rate declined -8.3% and is now at its lowest point in over a decade. Nearly every high school across the community and nearly all demographic student groups were affected.¹

College-Going Equity Gaps

While college enrollment for all student demographic groups declined, the equity gaps in enrollment by race/ethnicity remained nearly the same as previous years, with fewer Black and Latinx students enrolling than their White and Asian peers.²

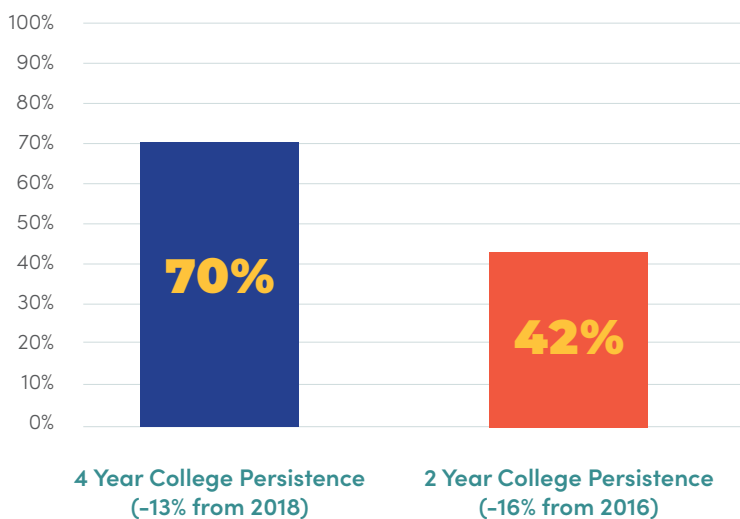


59%

1st to 2nd Year College Persistence

After moving in a positive direction in 2018, persistence data for the class of 2019 plummeted.

Persistence rates for both community college and undergraduate students are now at their lowest point since 2012.³



27%**6-Year
College Completion
Class of 2014**

Unaffected by the pandemic, college completion **continued to move in a positive direction for the third straight year as more students completed a bachelor's degree (20%)**. Community College completion remained the same as the previous year (7%).⁴

20%

completed
a bachelor's
degree

7%

completed
an associate's
degree

The COVID-19 Classes of 2019 and 2020

We estimate that, due to COVID-19, between the 2020 college-going and 2019 college persistence classes, nearly 800 students (776) who in any typical year would be enrolled in college are not now enrolled.

Immediate college enrollment and first-year persistence are two of the most important indicators to determine if a student will complete a degree.⁵ If students are not retained after the first year in college (stopping out), the likelihood of degree completion drops dramatically.

Data about the college completion pipeline from previous MNPS classes allows us to estimate the economic impact of COVID-19 on students' lifetime earnings for the 2019 and 2020 classes (Figure 1). The Georgetown Center for Education and the Workforce estimates the following lifetime earnings for individuals based on their educational attainment levels: \$1.3 Million – High School, \$1.7 Million – Associate, \$2.3 Million – Bachelor's.⁶ Since we know that 27% of students from the 2014 graduating class received a combination of 2- and 4-year degrees, the estimated loss of income for the 422 students from the 2020 class is \$96.2 Million. For the class of 2019, we calculated earning loss based on how many students who were retained to the second year of college eventually received a degree (36%). For these students, we estimate lifetime earning losses of \$88.2 Million.

\$184.4mm

The estimated loss in lifetime earnings that can be at least partially attributed to the COVID-19 pandemic is \$184.4 Million.⁷

Figure 1:
Estimated Lifetime Earnings
Loss Due to COVID-19*

MNPS GRADUATING CLASS	COLLEGE COMPLETION TIME-LINE	TOTAL ENROLLED	DID NOT ENROLL, OR RE-ENROLLED DUE TO COVID (ESTIMATE)	SHOULD BE ON TRACK FOR A BACHELOR'S DEGREE	SHOULD BE ON TRACK FOR AN ASSOCIATE'S DEGREE	LOSS IN LIFETIME EARNINGS
Class of 2019	These students were in their 2nd semester of college when COVID hit and would begin their second year in college during the pandemic (most virtually)	2414	354	67	53	\$88.2 Million
Class of 2020	These students were in their last semester of high school when COVID hit and would begin their first year in college during the pandemic (most virtually)	2417	422	84	30	\$96.2 Million
Total		4831	776	151	83	\$184.4 Million

*Based on lifetime earning estimates from the Georgetown Center of Workforce: High School – \$1.3 Million, Associates Degree – \$1.7 Million, Bachelor's Degree – \$2.3 Million

Of great concern is the current class of 2021 students, as most indicators of college-going (ex. FAFSA completion, community college applications) are trending downward – foreshadowing that college enrollment for 2021 could be lower than 2020.⁸

There is the possibility for an enrollment surge with vaccines becoming more accessible and K-12 students returning to in-person learning where support is more readily available; However, there is too much unknown for any certainty.

Our Recommendations

Our report focuses on three key recommendations for which we provide both findings and strategies advised by community educators and stakeholders (Figure 2).

Figure 2:
2021 Bridge to Completion
Recommendations

Recommendation 1:

Accelerate robust college and career exploration and counseling as a core part of the Academies of Nashville experience and invite local employers and nonprofits to deepen their participation.

Recommendation 2:

Diversify and strengthen academic and career preparation so that more students have the ability to earn early college credit and high-demand industry certifications while still in high school.

Recommendation 3:

Advocate for policies and programs across the postsecondary ecosystem that reduce economic barriers for students to enroll, persist, and complete college.

College Access and Completion:

Data for Graduates of Metro Schools

College Access and Success for MNPS Graduates: A Year Later

This section provides key highlights and updates of data that have changed since last year's Bridge to Completion report and presents data that explores college access and success for MNPS graduates by race and ethnicity. The data at key points in the college completion pipeline are captured in Figure 3 below.

Figure 3:

MNPS Bridge to Completion Data Compared

High school seniors taking steps toward college enrollment (estimate)	75%	81%
Estimated summer melt for high school students who had taken steps toward college enrollment but did not ultimately enroll (2019 vs 2020)	18.1%	41.9%
High school graduates enrolling in college in the fall after graduation (2019 vs 2020)	55.2	46.9%
College students persisting to second year (2018 vs 2019)	75%	59%
College students earning a degree within six years (2013 vs 2014)	26%	27%

College Enrollment (46.9%)

The district's 2020 college-going rate declined -8.3% and is now at its lowest point in over a decade. (Figure 4). When compared to the previous 2019 college enrollment rate, the 2020 graduating class had 422 fewer students enroll in college. Thirty-nine percent of students enrolled at an undergraduate college (four-year), while 8% chose a community college (two-year). Enrollment declined at both community and undergraduate colleges; However, the decline at undergraduate colleges was more significant with 5% fewer students enrolling compared to the previous year. Community college enrollments dropped one percent. Tennessee Colleges of Applied Technology (TCATs), do not participate in the National Student Clearinghouse (with the exception of TCAT Chattanooga) and are not included in the count. **Traditionally, TCATs represent an additional 1% of enrolled students and will be identified by TDOE in future counts.⁹ Additionally, undocumented student college enrollment is not included in the count.**

The National Student Clearinghouse reported a national college-going rate decline of -6.8% for the class of 2020 with urban districts having higher declines than the national average.¹⁰ **In other words, what happened in Nashville is what happened in urban districts across the country.**

Additionally, National Student Clearinghouse disaggregates district college enrollment by low-income levels, poverty levels, urban schools, and high minority levels (categories many MNPS schools fall into). College-going numbers for MNPS are consistent with these national trends.

CGR MNPS – 46.9%

CGR by Low-Income Level – 47.2%

CGR by Poverty Level – 46.2%

CGR by High Minority Level – 48.9%

CGR by Urbanicity Schools – 53.4%

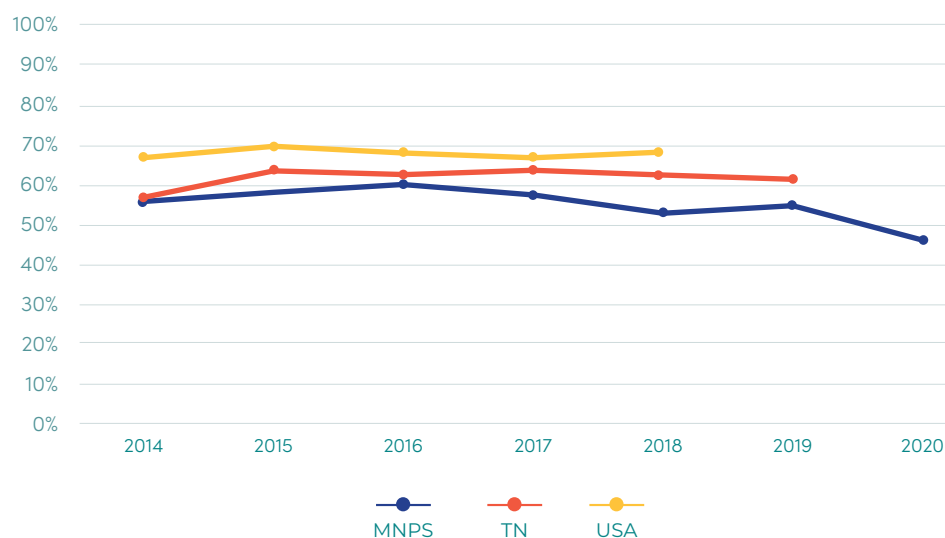


Figure 4:
MNPS,
Tennessee,
and National
College
Enrollment:
(2014–2020)

College Enrollment by High School

Stark differences exist in postsecondary enrollment by high school, with college-going rates ranging from 27% to 90% (Figure 5). Nearly every high school was affected by the COVID-19 pandemic with only three high schools showing an increase from the previous year. It should be of great concern that many of the high schools with low college enrollments are serving both high populations of students of color and low-income families. Three high schools have less than 30% of their students enrolling in college.

While college enrollment declined by eight percentage points in 2020, it had been on a steady decline pre-COVID. Similar to issues like healthcare, college affordability, food insecurity, technology, and unemployment, COVID-19 has magnified societal inequities related to college access.

Figure 5:
2020 College Enrollment by High School

High school	2020 CGR	COVID-19 YEAR GAIN/LOSS	3YR GAIN/LOSS
Hume-Fogg	90.0%	-3.3%	2.0%
Martin Luther King, Jr.	89.5%	-4.5%	-3.4%
Middle College*	77.5%	-4.3%	-0.5%
Stem Prep**	73.7%	1.1%	NA
Nashville School of the Arts	69.7%	4.0%	-7.9%
Hillsboro	67.0%	-2.9%	-3.0%
Lead Academy*	65.2%	2.4%	-17.8%
Nashville Big Picture*	62.5%	-14.4%	-21.5%
East Nashville	60.5%	-16.5%	-15.5%
Republic	60.5%	-12.3%	NA
KIPP Nashville Collegiate*	54.8%	-21.2%	-23.3%
Hillwood	48.0%	-6.5%	-14.1%
John Overton	47.6%	-6.1%	-3.9%
Can Ridge	47.1%	-5.0%	-4.9%
MNPS	46.9%	-8.3%	-7.0%
McGavock	46.1%	-9.0%	-12.4%
Stratford	42.4%	-1.6%	1.5%
Knowledge Academy*	41.1%	-24.1%	NAA
Antioch	37.2%	-9.8%	-5.7%
Maplewood	31.5%	-2.2%	0.2%
Hunters Lane	30.0%	-7.2%	-2.3%
Pearl-Cohn	29.5%	-11.9%	-14.1%
Whites Creek	29.2%	-8.3%	-10.5%
Glenciff	27.1%	-11.6%	-9.6%

* Graduating classes <50 students

** Graduating classes <100 students

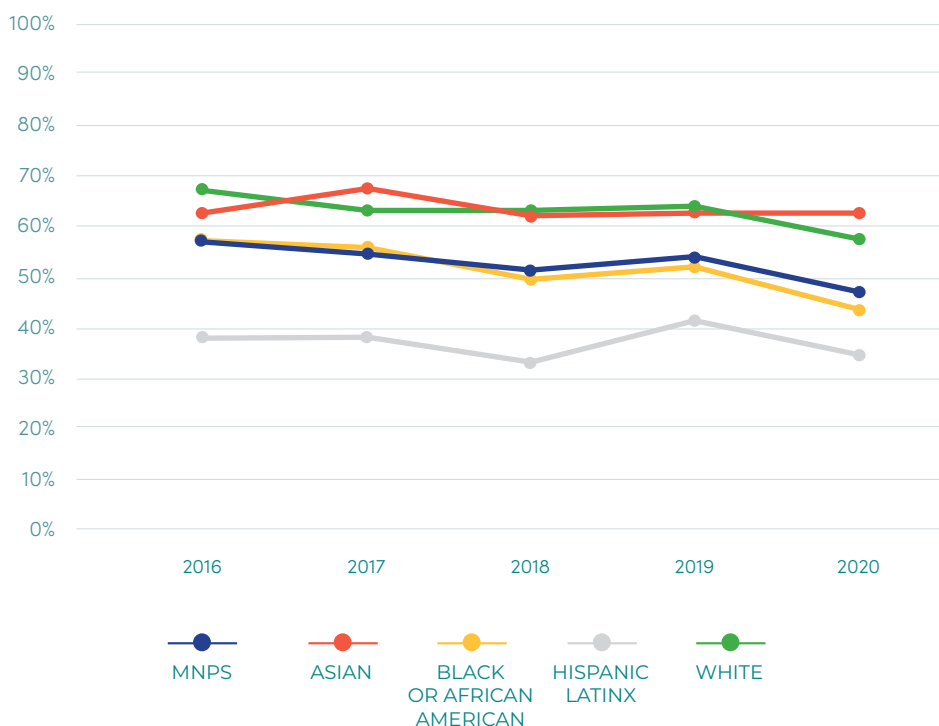
College Enrollment by Race and Ethnicity

Declines in college enrollment were similar for Black, Hispanic, and White students: Black (-7%), Latinx (-6%), and White (-6%). Because the declines were similar, the college-going gap remained similar, expanding for Black students (1%).

MNPS is a majority minority district; students of color make up roughly 70% of the district. While data by race and ethnicity are critical in illuminating equity gaps, the data has limitations for a district as diverse as MNPS. Nashville has a large international community with more than 120 languages spoken that are mapped against seven federal race and ethnicity categories (four being represented in the chart below). In particular, the city is home to a large Middle Eastern community, including the largest Kurdish community in the United States.¹¹ This group may be identifying as White when selecting a race or ethnicity from the federal categories depicted in Figure 6.¹² In addition, Black students from Middle Eastern and North African countries are categorized with African Americans, yet we know the experience of these students in our schools is uniquely different from that of African American students.

Figure 6:

College Enrollment by Race or Ethnicity 2016–2020



Black and Latinx students lag behind their Asian and White peers when it comes to college enrollment, with the gap being far greater for Latinx students (-23 percent). This gap is especially concerning given the continued growth in Latinx enrollment in the district over the last several years. Black and African American students make up the largest racial or ethnic group for the class of 2020. The college enrollment rates for Black students are lower than those of White students (-13 percent). Closing these gaps in enrollment by race and ethnicity is critical for MNPS and for Nashville more broadly.

College Enrollment by Institution Type

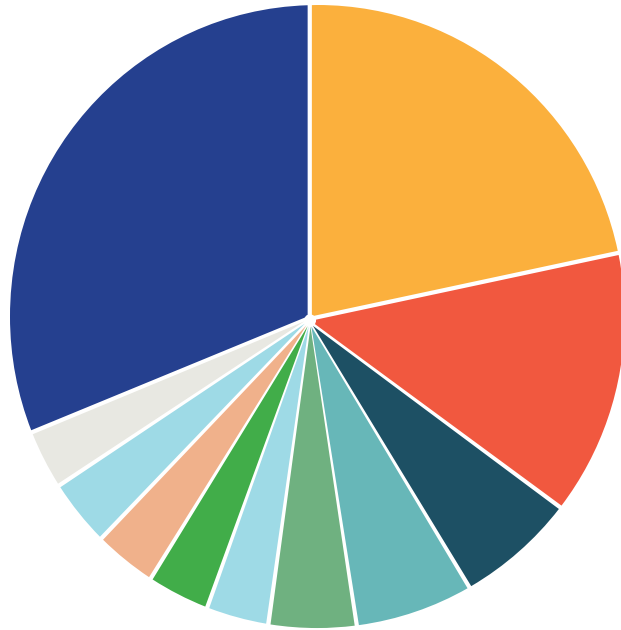
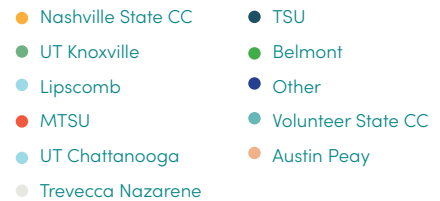


Figure 7:
Top 10 Institutions Attended
by MNPS College-goers



The list of top colleges is similar to previous years (Figure 7).¹³

Key Observations:

Nashville State Community College (NSCC)

continues to be the top destination for MNPS graduates with 1 in 5 MNPS college-goers attending NSCC.

Middle Tennessee State University (MTSU)

continues to be the top destination for a bachelor's degree, enrolling 14% of all college goers.

More students are choosing to attend a four-year college (71%)

over a community college (29%) as the share of community college/ undergraduate enrollment shifted five percentage points from the previous year.

College Persistence (59%)

Persistence rates, the percent of college students returning for their second year of college, is based on 88% of enrolled students at the top 25 institutions attended by the MNPS 2019 class.¹⁴

Persistence declined dramatically for both community college and undergraduate students. At community colleges, persistence dropped -16% with only 42% of students returning in the fall of 2020 (Figure 8). Undergraduate students experienced a similar decline with -13% fewer students returning in the fall of 2020.

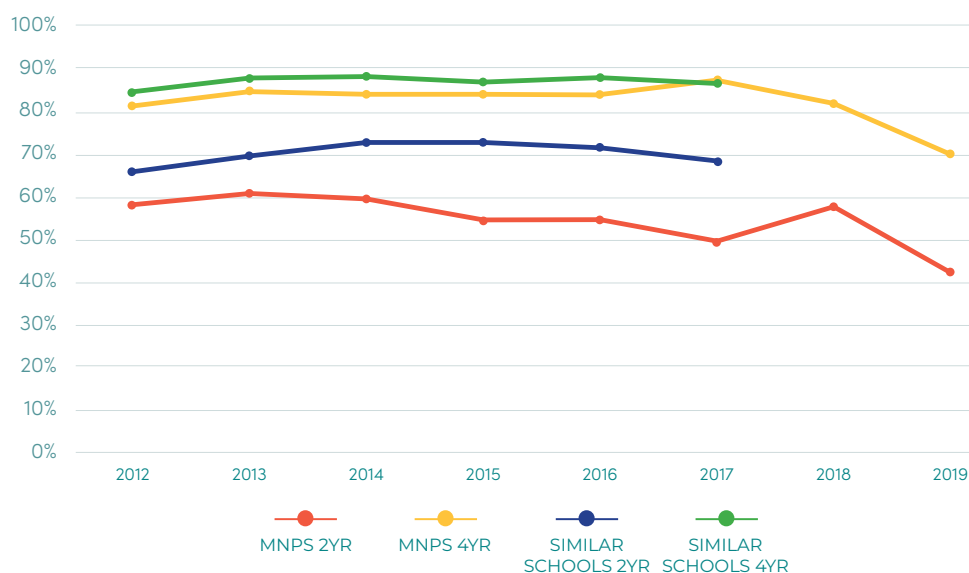


Figure 8:
College Persistence
Rates for MNPS
and Similar Schools
by Institution Type
(2012-2019)¹⁵

College Persistence by Race and Ethnicity

Unfortunately, 2019 persistence data by race and ethnicity is not yet available, so we cannot determine if COVID had a disproportionate impact on college students by race and ethnicity. For 2018, White and Asian students continue to have high rates of persistence. Both Latinx and Black students do not persist at comparable rates and the persistence gaps continued into 2018 (Figure 9).

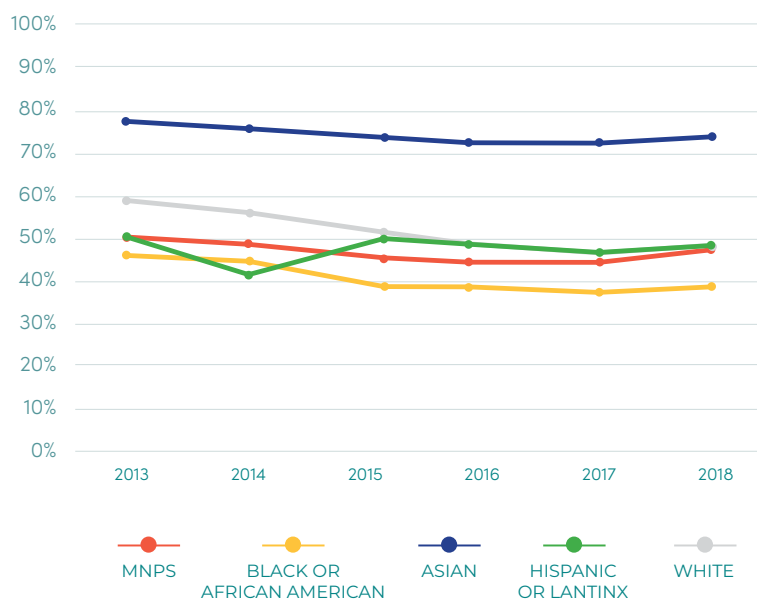


Figure 9:
First to Second Year Persistence by Race and Ethnicity (pre-COVID)¹⁶

College Completion

National Student Clearinghouse data calculates college completion using a six-year time period. For this reason, the most recent completion rate accessible is for the class of 2014. **College degree completion rose from 26% to 27% for the class of 2014 over the previous year.**¹⁷ This is the third consecutive year of increasing college completion. Of the class of 2014, 20% of high school graduates earned degrees at four-year colleges and 7% earned degrees from two-year colleges in this six-year period.¹⁸

Degree Completion by Race and Ethnicity

Completion rates by race and ethnicity still have stubborn gaps, and White MNPS graduates are twice as likely to complete a degree as Hispanic MNPS graduates (Figure 10).

Figure 10:
MNPS Degree Completion
(Class of 2014)

Class of 2014	6YR Completion Rate	Difference from MNPS Avg.	Degree Gap
Asian	39.3%	12.3%	2.7%
Black	22.6%	-4.4%	-14.0%
Hispanic	17.8%	-9.2%	-18.8%
White	36.6%	9.6%	NA
MNPS	27.0%	NA	NA

COVID, College, and the Career Pathway



Expanding High-Quality College and Career Pathway Opportunities For Students

COVID-19 has disrupted both the economy and traditional postsecondary education delivery systems for the foreseeable future. In “The Future of Work After COVID-19,” McKinsey speculates these disruptions may be forever.¹⁹ In particular, economic disruption in what the McKinsey group describes as “work arenas with high physical proximity,” will likely shift employment in a manner that will result in little to no job growth in low-wage occupations as automation and other innovations replace “customer-facing workers in hotels, restaurants, airports, and entertainment venues.”²⁰ In particular, McKinsey identifies the travel and leisure (tourism) industries, two of Nashville’s important industry sectors, as most likely to be “unsettled.” Individuals with a high school degree will be affected as customer service and food service jobs are expected to fall by 4.3 million nationwide.²¹

Both K12 and higher education will need to adapt to provide opportunities for MNPS students to succeed in this

evolving economy. A high school diploma will provide limited financial stability – at best. Business leaders and higher education experts are sounding the alarm to address workforce shortages that existed prior to the pandemic and have since become more critical.²² Combined with the predicted declines in both undergraduate and community college enrollment, the critical shortages in healthcare, information technology (IT), advanced manufacturing, cybersecurity, construction, transportation, law enforcement, and utilities have leaders describing the situation as having “taken the fuel out of the economic engine.”²³

Reimagining and expanding opportunities for students to engage in a variety of postsecondary opportunities is one strategy to providing a pathway to a more secure future and livable wage employment. As example, high quality pathway design/redesign has begun at four MNPS area high schools (John Overton, Maplewood, Pearl-Cohn, and Whites Creek) through a JP Morgan Chase

New Skills Ready grant.²⁴ In partnership with MNPS, area higher education institutions, state and local government, and the Nashville Area Chamber of Commerce, grant funding is providing resources to pilot new college and career opportunities. These and other strategies will be required to address the new reality.

We interviewed nearly 50 education leaders, experts, and stakeholders serving the students at the four New Skills Ready high schools to identify how to best create or expand high quality college and career opportunities for students.

Combined with the predicted declines in both undergraduate and community college enrollment, the critical shortages in healthcare, information technology (IT), advanced manufacturing, cybersecurity, construction, transportation, law enforcement, and utilities have leaders describing the situation as having “taken the fuel out of the economic engine.”

Finding 1:

Despite some high schools' success in exposing students to a variety of career options, the majority of high school students still need more and deeper exposure to potential careers.

In 2006, Nashville undertook a re-design of their zoned high schools and created the Academies of Nashville.²⁵ Designed to prepare students for college and career through hands-on learning and robust postsecondary counseling, the Academies allow for opportunities to earn early college credit and industry certifications and experience multiple career options

complicated issue the academy model faces is providing options and opportunities for an academically and culturally diverse group of students spread over a vast geographic area. **In theory**, students can select, enroll, and attend any MNPS academy based on their interest. If their zoned high school does not have the academy that reflects their interests,

can allow students to enter and exit based on their ever-changing interests and abilities. When implemented poorly, pathways can track students into predetermined employment paths – which may be inequitable. Our interviews demonstrated a universal need to expose students to more career and college pathways and to expand students' opportunities to pursue them. Some academies have found success by adding “interdisciplinary,” and/or “entrepreneurship” elements to their approach. The basic premise is to educate students on how skill sets are highly transferable across industry sectors, and industry sectors have multiple needs. As one interviewer described it, “It’s making a student understand that a company like Bridgestone not only makes tires, but they have a marketing department, a legal department, a manufacturing department, an IT department, and a research department. To do it effectively, we have to strategically partner with a company around all of the skill sets they have a need for.”²⁷

Our interviews demonstrated a universal need to expose students to more career and college pathways and to expand students' opportunities to pursue them.

while still in high school. Academies of Nashville are supported by professionals through more than 350 partnerships with Nashville businesses. This community investment in the Academies of Nashville, as well as the intentional focus on college and career readiness, provide a strong foundation from which we can create and support the opportunities students need to be successful in our evolving economy. Perhaps the most critical and

students can simply choose to attend a high school in a different zone that does. **In practice**, very few students have the resources to take advantage of academies offered outside of their zoned school. Additionally, and perhaps more importantly, separating students from their support networks they've established during the ninth-grade year (both peer and adult) could have both a negative academic and socio-emotional development impact.²⁶ Pathways, when implemented well,



Finding 2:

College and career counseling, at all stages of a student's high school and postsecondary experience, are essential to student success. MNPS and the Nashville community must address this need together.

Best practices indicate college and career awareness activities should start as early as elementary school and continue into middle and high school. Awareness of college options throughout high school, especially during the first three years, is essential to empowering students. Specifically, 9th through 11th grade students need increased exposure to all their postsecondary options and the knowledge to navigate the complex higher education system. However, our interviews discovered that often these activities are reserved for junior and senior students. Interviewees noted that following a very focused 9th grade year designed to help select an academy, a void of intentional experiences exists for 10th graders. Too often, students' postsecondary opportunities are unexplored until late in the high school

experience – leading to the possibility of a student either undermatching or mismatching to a college that is not a good “fit.”²⁸

As one college access professional stated, “It takes the full course of the 9th grade year to establish a college-going identity. You must educate students from the beginning to understand things like what a cumulative GPA is and its impact on college choice. Some students come in with a college mindset. but they think of it in terms of a sports scholarship. And it's not until the second semester of the junior year or fall of senior year where they are finally connecting and want to apply.”

All students, and particularly low-income/first-generation college students, need support throughout the college completion pipeline to reach degree attainment. Students

will face challenges in their pursuit of attainment. As stated in the 2020 Bridge to Completion Report, “Removed from their mentors, advisors, and role models, and facing difficult decisions, many opt to take the path of least resistance and no longer continue their education.”²⁹ Students are most likely to overcome completion barriers when they have support from trusted adults along the pathway.

It's not only students that benefit from college and career awareness. Educators need to be knowledgeable about the breadth and depth of options available to students. As one educator pointed out and echoed by many others, “Educators need more training themselves. They have to constantly be given opportunities to continue their education and ‘sharpen their own tools.’ We can't stay static.”



Finding 3:

MNPS has limited mechanisms in place to accurately track students along the postsecondary pipeline.

The district collects little to no information available about college admissions applications or college matching criteria – two important metrics of college completion. Of the data that is available, its use in developing strategies or measuring goals and objectives is limited. This has led to a narrow view of what accounts for college access services. The district only counts TN Promise applications and the Free

Application for Federal Student Aid form (FAFSA) as success measures. While both are important, it is also crucial that students search for and apply to colleges that best meet their academic interest and abilities, financial situations, and social/emotional needs. Filling out a FAFSA is imperative, but it means nothing if the student fails to complete a single college application and never matriculates.



Finding 4:

While MNPS has some programs that allow students to explore postsecondary certifications while in high school, the district could benefit from expanding these programs and/or embedding new early postsecondary opportunities (EPSO) in high schools.

Experts we interviewed acknowledged the need to expand opportunities students have to move beyond the first rungs of high-quality career paths and meet workforce demands. Developing strategies to expand existing opportunities across the district, such as early and middle college, would give more students the opportunities to complete their associate degrees alongside a high school diploma.

Numerous high schools across the state are leveraging partnerships with Tennessee Colleges of Applied Technology (TCATs), where the TCAT is physically embedded within the high school, and students have the opportunity to complete a technical

certificate. Even after graduating from high school, students have the opportunity to continue their postsecondary experience in the embedded facilities. Only 1% of MNPS students immediately enroll in a TCAT upon graduation. Not only could embedding the colleges inside the school increase the college-going technical enrollments, but it could also provide better college match opportunities as, too often, TCAT wait-lists force MNPS students to seek alternative postsecondary opportunities into for-profit colleges that charge exorbitant tuition for the same certification.

Weekend and summer enrichment

programming provides opportunities for both continuous learning and growth. The goals of these programs are to provide participants with a comprehensive program of rigorous academic instruction and enrichment, targeted tutoring, academic and personal counseling, college/career guidance and planning, and exposure to educational, cultural and extra-curricular activities. Too few students have these opportunities available to them. There should be rich programming across the district that provide students with opportunities they otherwise would not have.



Finding 5:

COVID-19 has intensified the already fragile economic situations and college affordability challenges of MNPS students and families.

Academic preparation and college affordability remain barriers to college completion and the two are intrinsically linked.

Add COVID-19 to the existing affordability issues (transportation, food insecurity, ever increasing non-tuition related college expenses, scholarship designs that do not benefit low-income students) we've documented in earlier Bridge to Completion reports, and affordability becomes a colossal barrier to completion.³⁰ Both educators and community stakeholders shared the majority of high school and college students are working 30-40 hours per week, noting that because many parents/guardians had lost their jobs during the pandemic, the student might be the only person bringing in a paycheck to support the family's needs.

As we discussed in our 2020 report, academic preparation and college

affordability remain barriers to college completion and the two are intrinsically linked.³¹ Work and family responsibilities continue into college. As the recent study, *Balancing Work and Learning: Implications for Low-income Students*, from Georgetown University highlighted, **college students working over 15 hours a week are more likely to have a C average or lower, while students working 15 hours or less are more likely to have a B average.**³² Between work and school commitments, students often grow weary of the struggle, stopping out of college because, as one non-profit completion partner stated, "making money and having income becomes a better option than trying to do both [college and work]."

Finding 6:

Student financial aid assistance aimed at increasing college affordability is not benefitting low-income students.

College	Net Price 2017-18	Net Price 2018-19	1yr Cost Increase	% of Income for Family Making \$30k/yr
Nashville State Community College	\$6,658	\$7,139	\$481	24%
Middle Tennessee State University	\$9,135	\$8,919	\$(217)	30%
Tennessee State University	\$9,087	\$11,015	\$1,928	37%
Volunteer State Community College	\$5,583	\$6,368	\$785	21%
University of TN - Knoxville	\$10,501	\$10,224	\$(277)	34%

Figure 7:
Net Price College Costs for Low-income Students for One Year of College

In 2015, the first year of TN Promise, the net price cost at Nashville State Community College for a low-income student with a family income under \$30,000 was \$5,404.³³ By 2018, the most recent available data, net price cost for the same student had risen to \$7,139 – a 25% increase in net price (\$1,735) in just 4 years. Net price is the difference between the college's total cost of attendance (COA) minus grants and scholarships.³⁴ Because TN Promise is a last dollar scholarship covering only tuition, low-income students do not receive any Promise scholarship funds. NSCC tuition in 2015 was \$3,648. In 2020, tuition was \$4,294 – a 16% increase (\$646). For Promise-eligible students, tuition increases are absorbed by the last-dollar TN Promise Scholarship; however, for low-income students, who receive little to no Promise scholarship dollars, the increase must be addressed through other means – such as their Pell Grants, which are often used to cover non-tuition expenses, to absorb the costs.

Additionally, the Tennessee Student Assistance Award (TSAA), which provides assistance to financially needy students, has not been adjusted

for inflation in over a decade. In fact, the last time TSAA was adjusted, the maximum award was lowered in order for the state to provide more scholarships to more students.³⁵ Unlike the TN Promise, which is funded by a lottery proceeds endowment, TSAA is subject to state budget appropriation. In the past two years, the state has fully funded the budget request and should be applauded. But, as college costs have risen, the value of the TSAA to the individual student has diminished.³⁶

As we look for reasons to understand lower and declining persistence rates at local community colleges, affordability remains the central issue. The most recent available net price costs for low-income students at the top five colleges attended reveal how strained students already were, and in particular how costs for low-income students were increasing at the local community colleges pre-COVID. State scholarships did not offset any of the additional expenses for low-income students – although the proportion of these expenses made up of tuition and fees were offset for middle and upper income students by the TN Promise (Figure 11):³⁷



Recommendations

Recommendation 1:

Accelerate robust college and career exploration and counseling as a core part of the Academies of Nashville experience and invite local employers and nonprofits to deepen their participation.

1.

Enhance the Freshman Academy Experience

- **Invest** in and resource the freshman academies to expand upon existing interdisciplinary and entrepreneurship approaches, educating students in skill set linkages across industry sectors.
- **Increase job shadowing**, field trips, and business visit opportunities for students and educators in the 3 target industry fields. Identify leaders and individuals working in those fields who are from similar backgrounds and reflect the student populations. Businesses need to deepen and expand their investments in resources.
- **Provide resources to expand college visits** (including Tennessee Colleges of Applied Technology) for 8th–11th grades.
- **Career explorations** and interest inventories should begin in middle school, educating both the student and parent on developing aptitudes and navigating pathways.

2.

Require high schools to set and track aspirational college access and success goals

Ensure goals are based on Momentum Metrics, which are the most predictive indicators of postsecondary preparation, retention, and success:³⁸

- 9th Grade GPAs above a 3.0
- Percent of students taking advanced coursework
- High Quality Pathway Participation
- College Application Completion
- FAFSA Completion
- Seamless Enrollment into a postsecondary program
- College Match
- Gateway Course Completion
- College Completion

3. Develop and implement a strategy to work alongside community-based college access programs who oftentimes focus on underserved, under-resourced, students of color

Community-based college access programs need to become part of a school's fabric. A number of locally based college access programs provide a menu of awareness services for middle and high school student populations – including both career and college development curriculums. These organizations have data and research proving their program success. Nothing new needs to be created, only expanded, as their success with students depends on the access they are given.

4. Expand the opportunities available to embed employer participation earlier and deeper into the school environment

5. Provide academy coaches and teachers with professional development opportunities and share best practices emphasizing interdisciplinary strategies

The college and career landscape is constantly evolving. Academy coaches and teachers have limited opportunities to engage with their peers, or industry experts.

6. Hire MNPS College/Career Counselors

Unlike school counselors who have multiple responsibilities including everything from social-emotional needs to test coordination, these positions would solely focus on postsecondary enrollment and completion.

7. Partner with and financially support community-based college access organizations

Nashville's local network of community-based college access and success organizations provide excellent services – limited only by available resources. Not only do these programs provide access services, but they also follow their students from high school to college and serve students and families at a neighborhood level. They provide transition services in the form of summer bridge programming and college student support services (both in person and virtual).³⁹

8. Encourage postsecondary institutions to pursue federal funding

All colleges and universities should be pursuing federal funding to provide college access services for first-generation/low-income students. The Bridges to Belmont program has been a model of success enrolling and graduating first-generation/low-income students from MNPS schools. GEAR UP Nashville is an example of grant supported initiatives designed to support students over multiple years.⁴⁰ There are multiple federal funding streams that every local college should be pursuing in partnership with MNPS to provide additional services to K12 and college students: Talent Search, Upward Bound, Upward Bound Math Science, Student Support Services, Ronald E. McNair are just to name a few.⁴¹

9. Partner with local college access and success organizations to implement nationally recognized academic and student support services

These organizations have been integral in getting students to college; they can help them through. Their expertise, experience, and relationships are irreplaceable and worth investing in. College student programs should prioritize services that are rooted in research and grounded in college and career student development theories.

Recommendation 2:

Diversify and strengthen academic and career preparation so that more students have the ability to earn early college credit and high demand industry certifications while still in high school.

1.

Expand MNPS Early and Middle College options

Early and middle college provide opportunities for students to earn an associate degree while still in high school. These options also do not require undocumented students to pay the exorbitant amount of out-of-state tuition they are currently required to pay at public community colleges and universities. Because Tennessee does not have a tuition equity policy, large percentages of MNPS students are arguably excluded from pursuing degree programs.

2.

Physically embed programs of the Tennessee Colleges of Applied Technology within the high schools

Similar to early and middle college, TCATs do not require out-of-state tuition, relying on a set cost for everyone. Students, including undocumented students, could earn certifications in high-demand workforce positions while still in high school.

3.

Explore a partnership with private undergraduate institutions and offer dual enrollment courses at a set rate

There is no difference between in-state/out-of-state tuition at private institutions, and they have shown their willingness to champion and support undocumented students.



4.

Partner with local community-based organizations and postsecondary institutions to replicate nationally recognized weekend and summer academy models

These types of programs help to increase students' academic preparation by providing hundreds of additional hours of support. Programs include:

- Saturday Enrichment Models – Saturday academy models can add hundreds of additional hours of academic, college, and career enrichment during the academic year with the specific purpose of closing academic gaps.⁴²
- Summer Enrichment Models – Summer programming should be both academic and experiential. It should be designed to supplement the high school experience and provide for continuous year around instruction.⁴³
- Upward Bound Summer Program Model – This model is a 6-week, on-campus living experience in partnership with a residential college designed to replicate the college experience as well as academic instruction.⁴⁴ Students are paid stipends to attend.

5.

Adapt Better Together⁴⁵ to create a seamless pipeline for early postsecondary opportunity courses to be transcribed for college credit

The pipeline between taking an EPSO course and having that same course transcribed for college credit is fraught with bureaucratic hurdles. We heard many stories of students who arrived on campus, particularly at NSCC, only to find their dual enrollment/dual credit courses were missing from their transcripts. Given the new partnership between MNPS and NSCC, this is low-hanging fruit to improve the postsecondary experience for students.

Recommendation 3:

Advocate for policies and programs across the postsecondary ecosystem that reduce economic barriers for students to enroll, persist and complete college

1.

Prioritize the creation of paid internships for under-served student populations

Unpaid internships are a luxury the majority of MNPS high school and college students cannot afford. Internships must have pay comparable to what students can earn working in the community. Payment should be designed as stipends to best allow undocumented students to participate.

2.

Support Nashville GRAD

Given that 22% of MNPS students enroll at NSCC, Nashville GRAD needs continued investments and support. The program not only helps students cover costs beyond tuition and fees such as books, supplies, and transportation fees, but it also provides students with an on-campus student success advisor.

3.

Address the Digital Divide

Of all the education inequalities COVID-19 highlighted, the digital and digital literacy divide has been the most prominent. Students could not participate in online coursework without the necessary technology equipment and connection points. Additionally, many students, and educators, lacked knowledge and experience using technology equipment and software programs. We must continue to provide our students with this technology and training on how to successfully use it.

**4.****Advocate for Tuition Equity**

As recommended in the 2020 Bridge to Completion Report, “The state of Tennessee should establish tuition equity for undocumented students.”⁴⁶

5.**Reform Tennessee Promise**

As recommended in our previous 2018–2020 Bridge to Completion Reports and now further supported by two Tennessee Comptroller’s Office of Research and Education Accountability TN Promise reports, the state of Tennessee’s General Assembly should reform TN Promise to better financially serve low-income students and students of color.⁴⁷ We agree with OERA’s 2020 recommendations that the Tennessee General Assembly could change Promise program requirements to “more closely resemble those of other public scholarships... and could allow the Tennessee Promise scholarship to cover some or all nonmandatory fees, books, tools, or supplies. This could apply to all Promise students, or certain students based on financial need, residence in certain geographic areas of the state, enrollment in high-demand programs, or some combination of the three.”

6.**Strengthen the Tennessee Student Assistance Award (TSAA)**

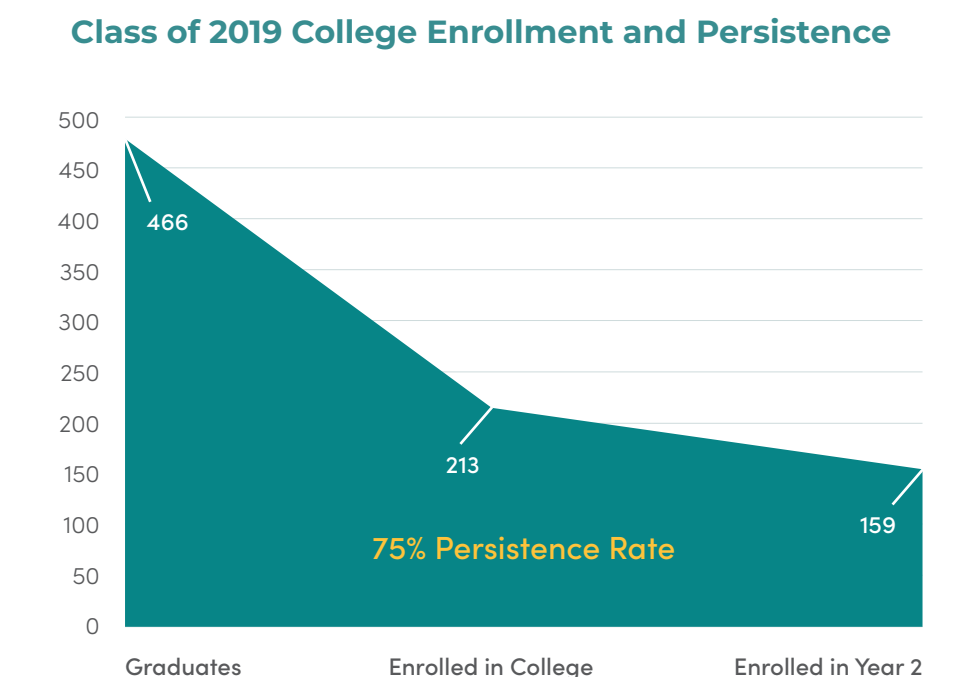
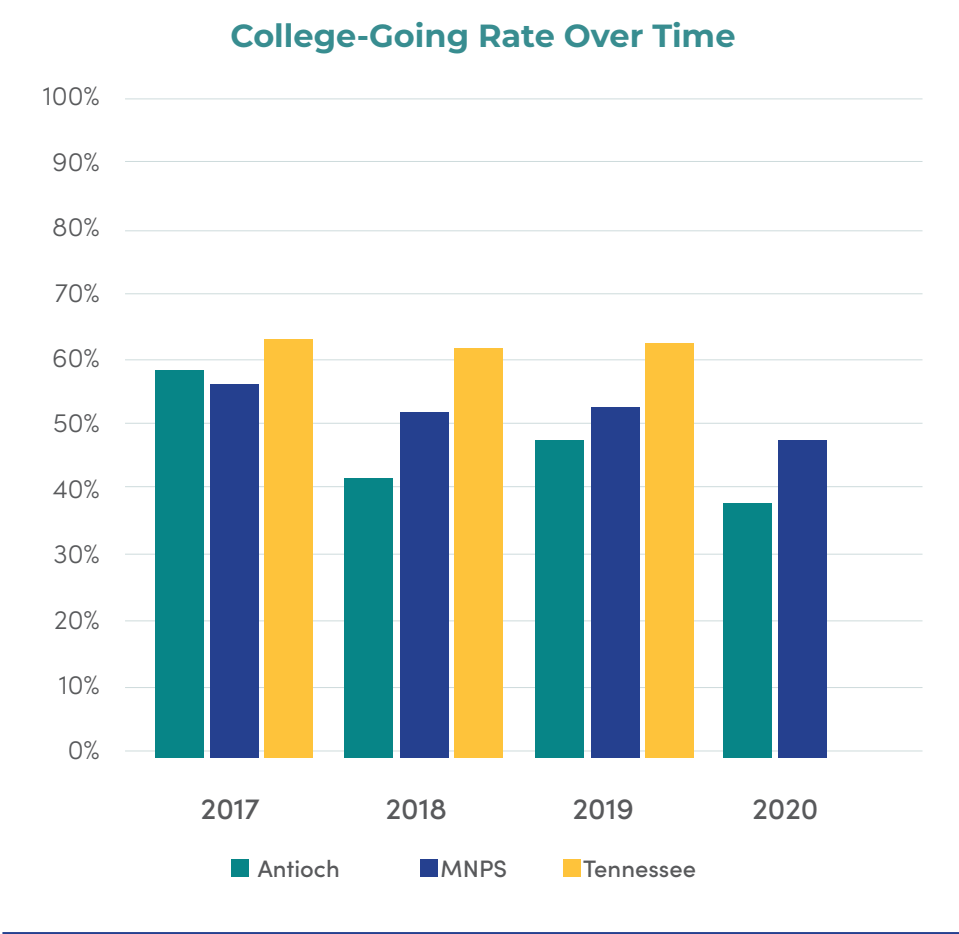
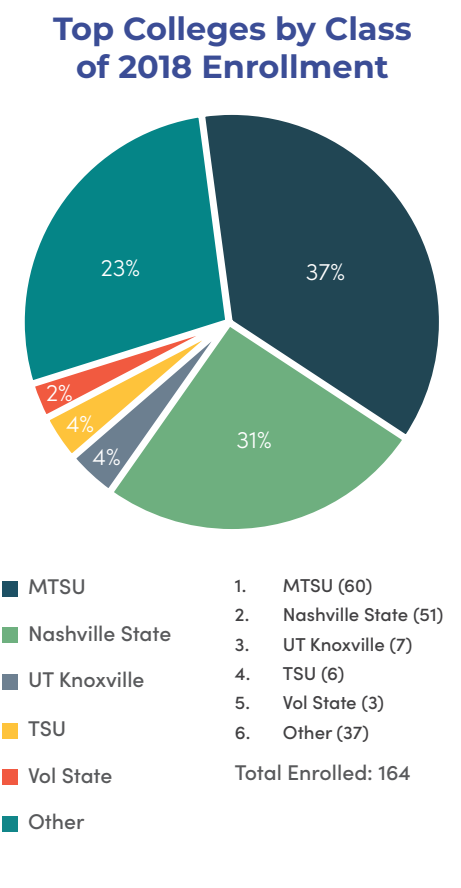
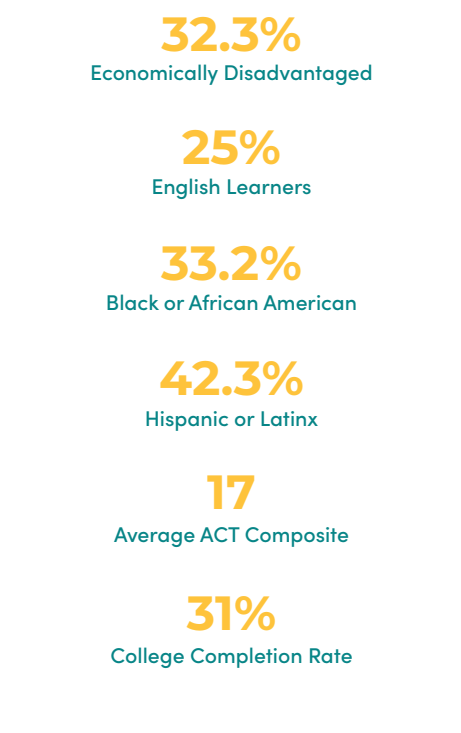
Having not been adjusted for inflation in over a decade, increase the maximum award available to students.



MNPS High School Profiles

Antioch High School

1,941 STUDENTS
(2018-19 School Year)



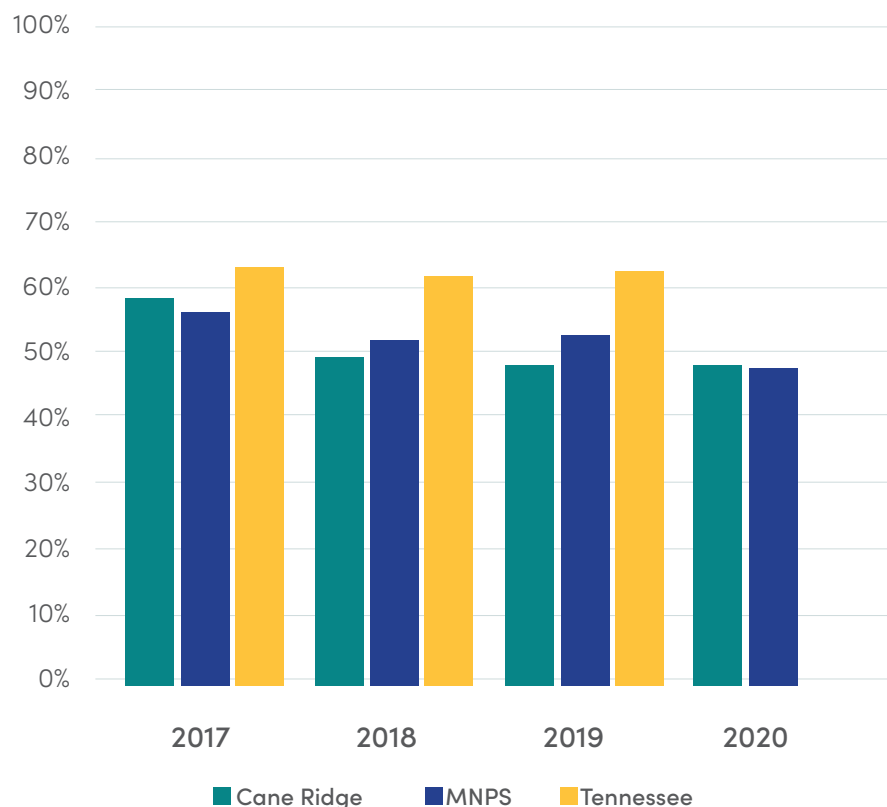
Data limitations: NCS Data does not include enrollment numbers for most Tennessee Colleges of Applied Technology or enrollment information for undocumented students.

1,861 STUDENTS

(2018–19 School Year)

Cane Ridge High School

College-Going Rate Over Time



34%
Economically Disadvantaged

21.1%
English Learners

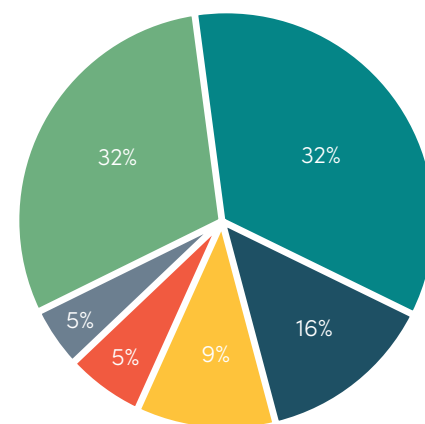
40.2%
Black or African American

35.1%
Hispanic or Latinx

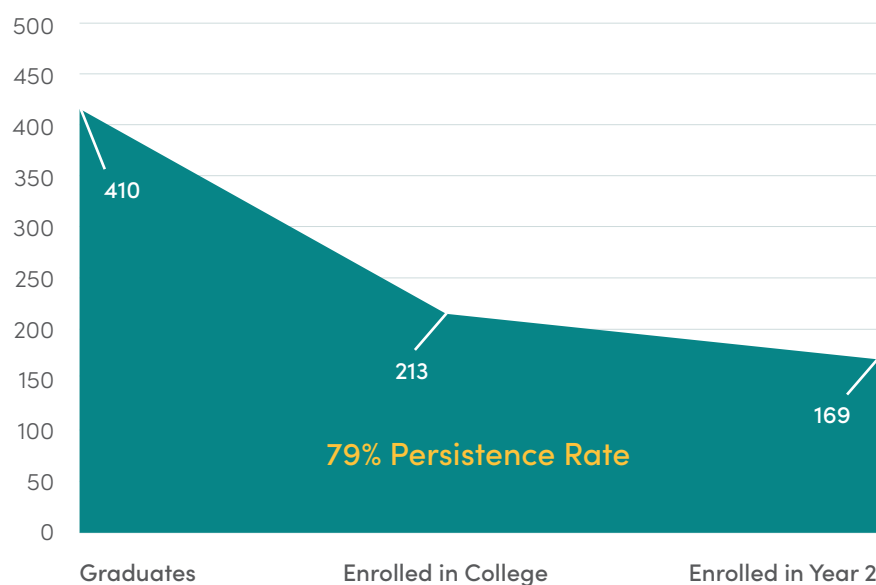
16.8
Average ACT Composite

27%
College Completion Rate

Top Colleges by Class of 2018 Enrollment

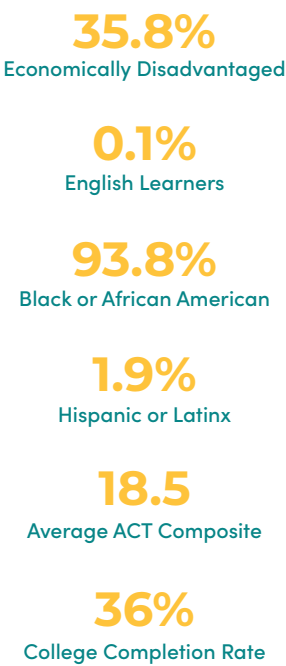


Class of 2019 College Enrollment and Persistence

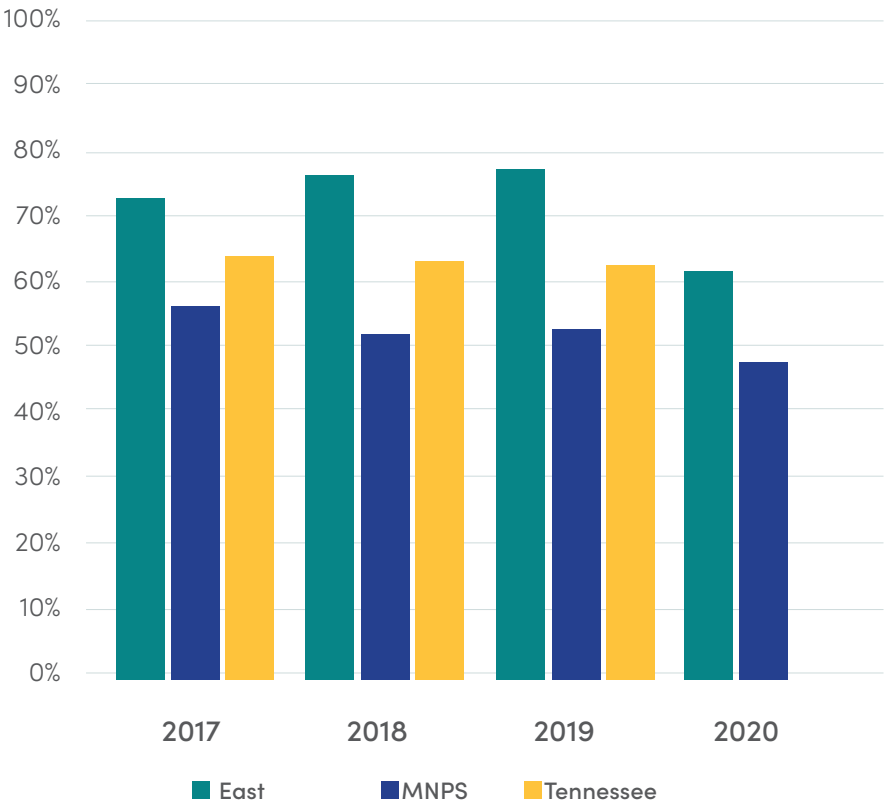


East Nashville Magnet High School

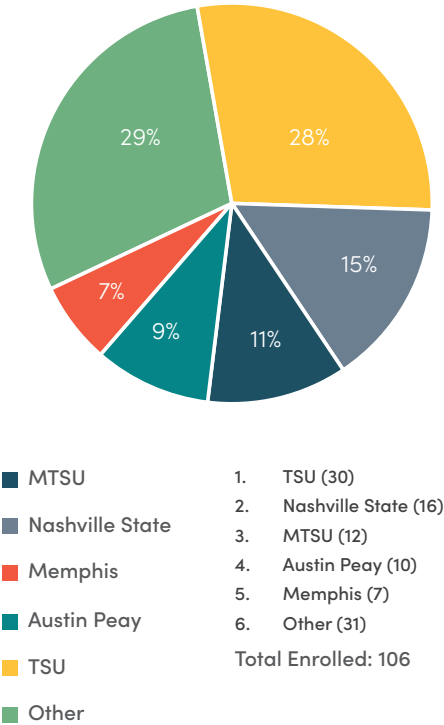
676 STUDENTS
(2018-19 School Year)



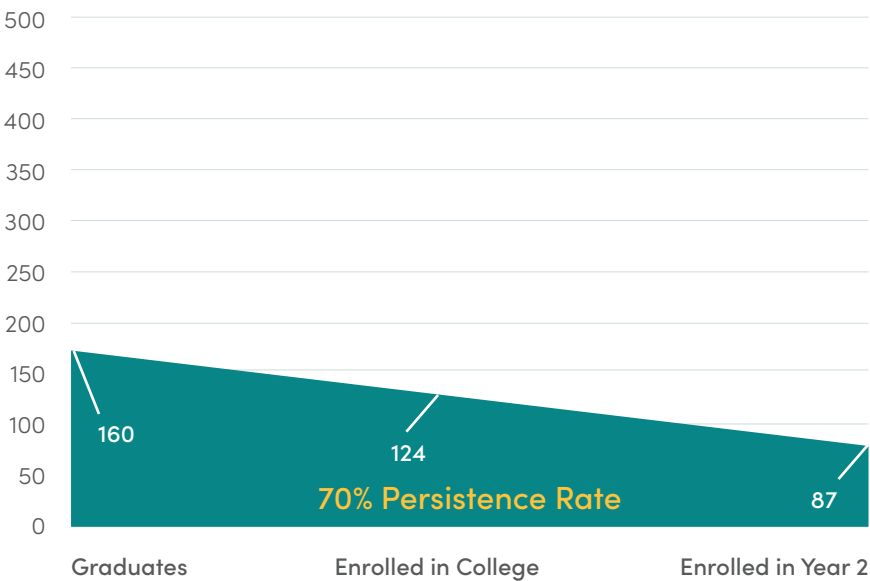
College-Going Rate Over Time



Top Colleges by Class of 2018 Enrollment



Class of 2019 College Enrollment and Persistence



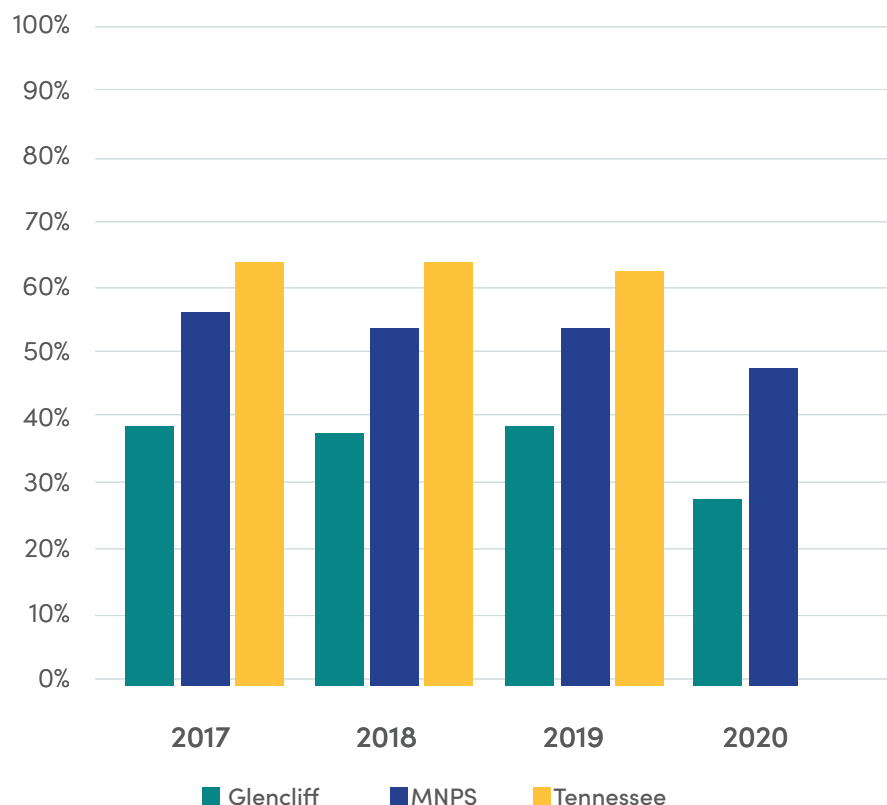
Data limitations: NCS Data does not include enrollment numbers for most Tennessee Colleges of Applied Technology or enrollment information for undocumented students.

1,200 STUDENTS

(2018–19 School Year)

Glenclyff High School

College-Going Rate Over Time



39.3%

Economically Disadvantaged

46.2%

English Learners

17.5%

Black or African American

62.5%

Hispanic or Latinx

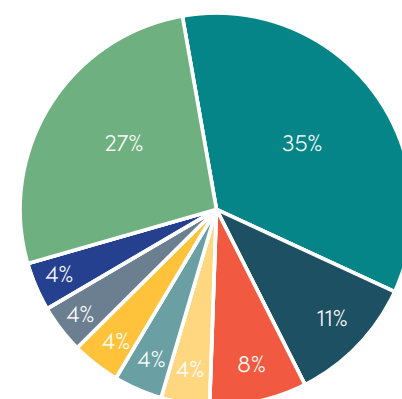
15.9

Average ACT Composite

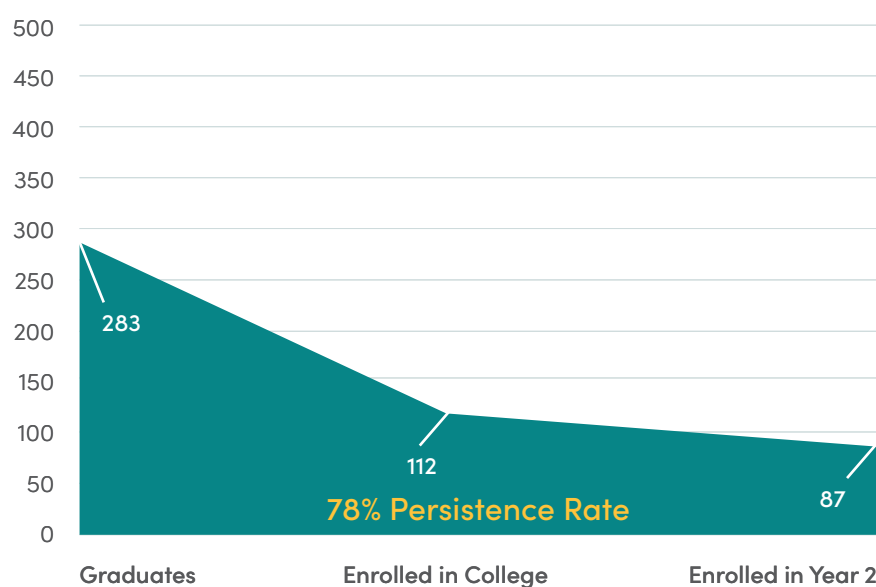
18%

College Completion Rate

Top Colleges by Class of 2018 Enrollment

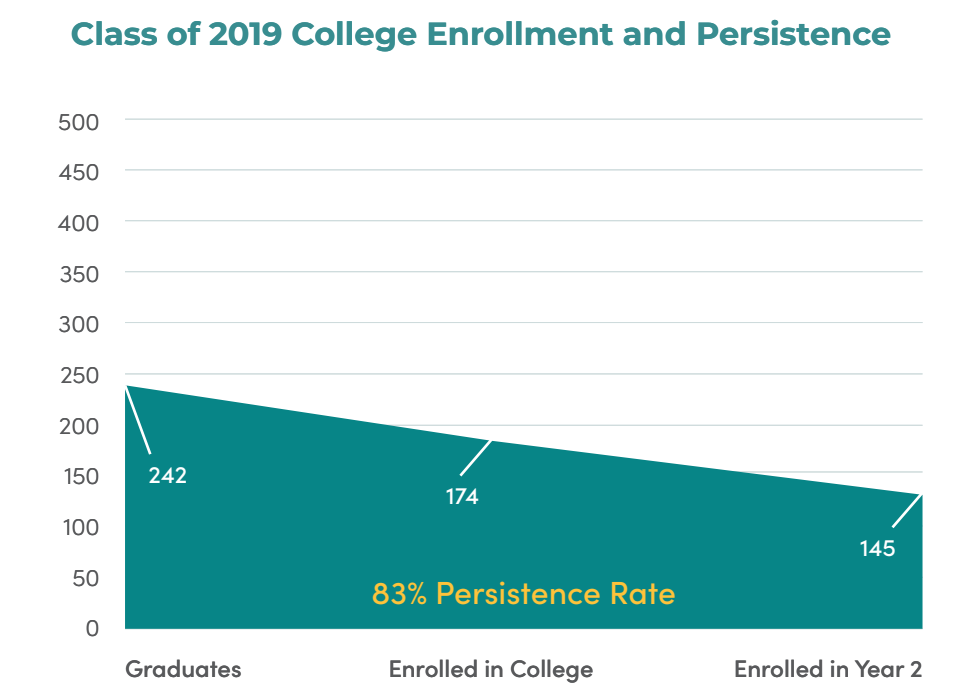
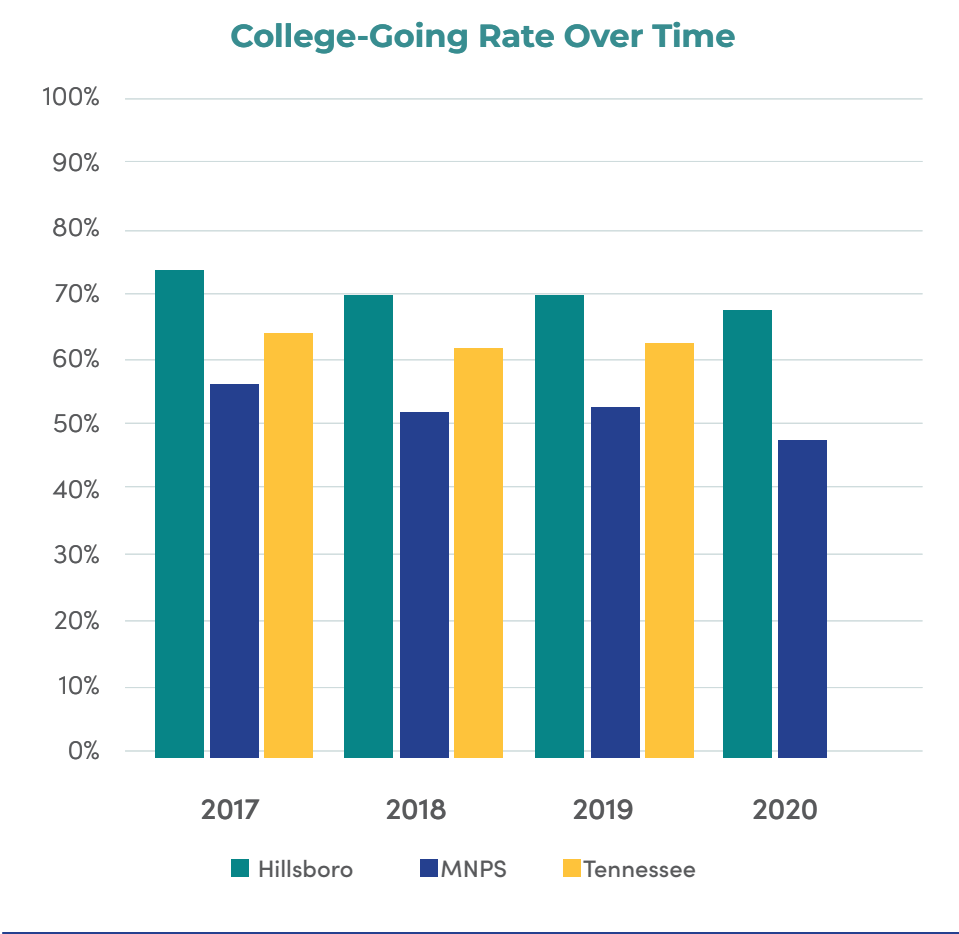
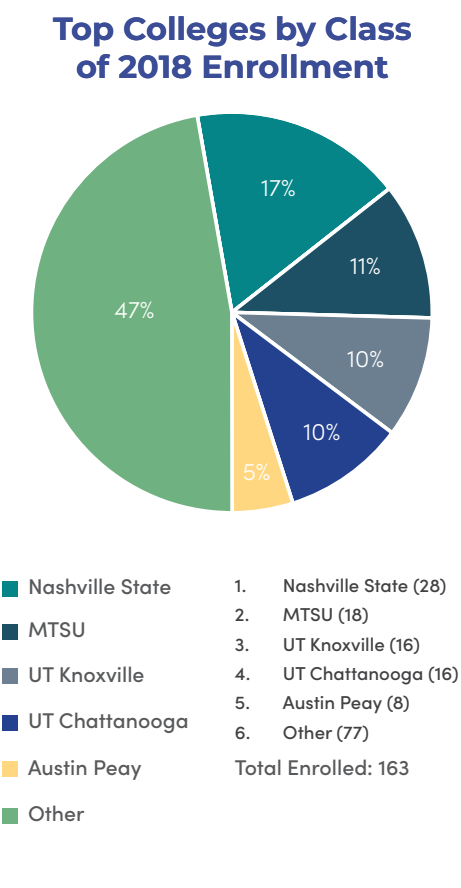
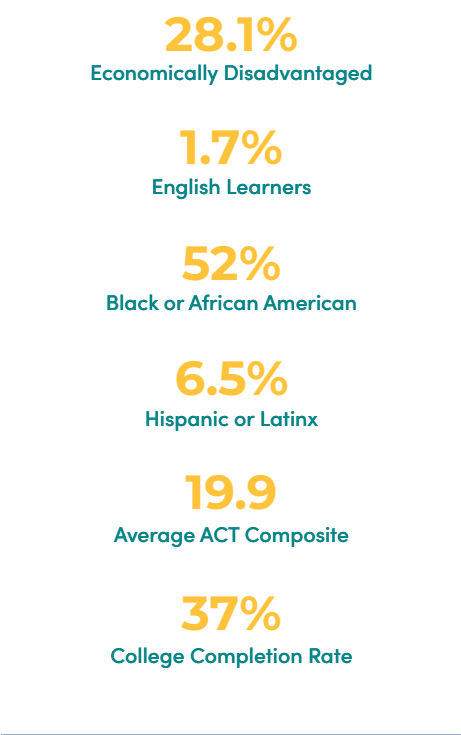


Class of 2019 College Enrollment and Persistence



Hillsboro High School

1,201 STUDENTS
(2018-19 School Year)

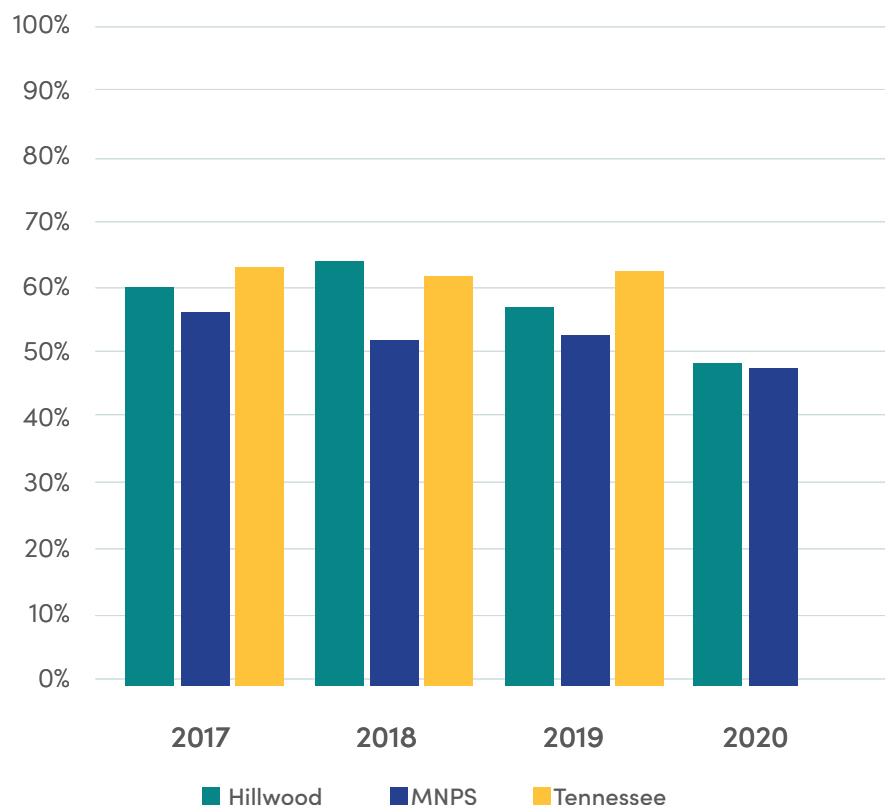


Data limitations: NCS Data does not include enrollment numbers for most Tennessee Colleges of Applied Technology or enrollment information for undocumented students.

1,099 STUDENTS
(2018–19 School Year)

Hillwood High School

College-Going Rate Over Time



33.4%

Economically Disadvantaged

9.8%

English Learners

36.6%

Black or African American

17.6%

Hispanic or Latinx

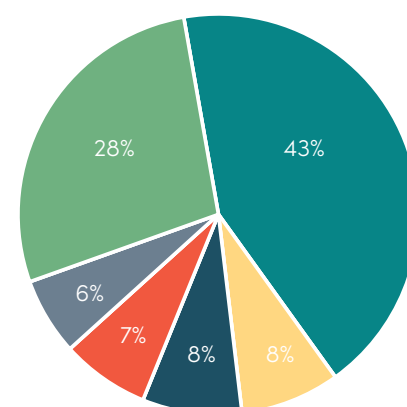
18.9

Average ACT Composite

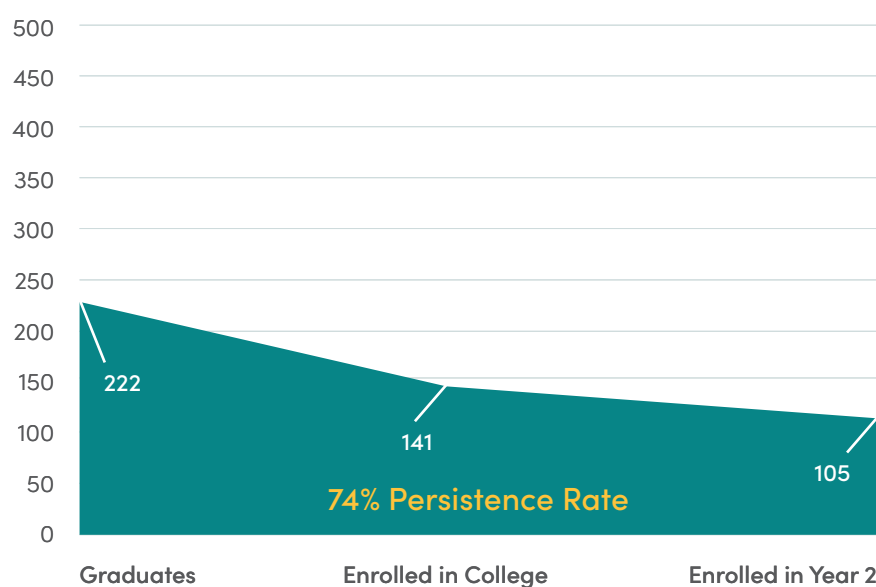
29%

College Completion Rate

Top Colleges by Class of 2018 Enrollment



Class of 2019 College Enrollment and Persistence



Hume-Fogg Magnet High School

907 STUDENTS
(2018-19 School Year)

6.7%

Economically Disadvantaged

0%

English Learners

21.7%

Black or African American

7.7%

Hispanic or Latinx

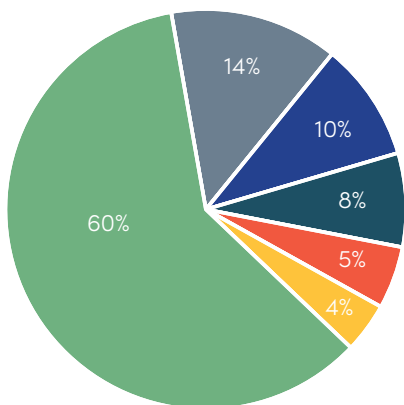
n/a

Average ACT Composite

78%

College Completion Rate

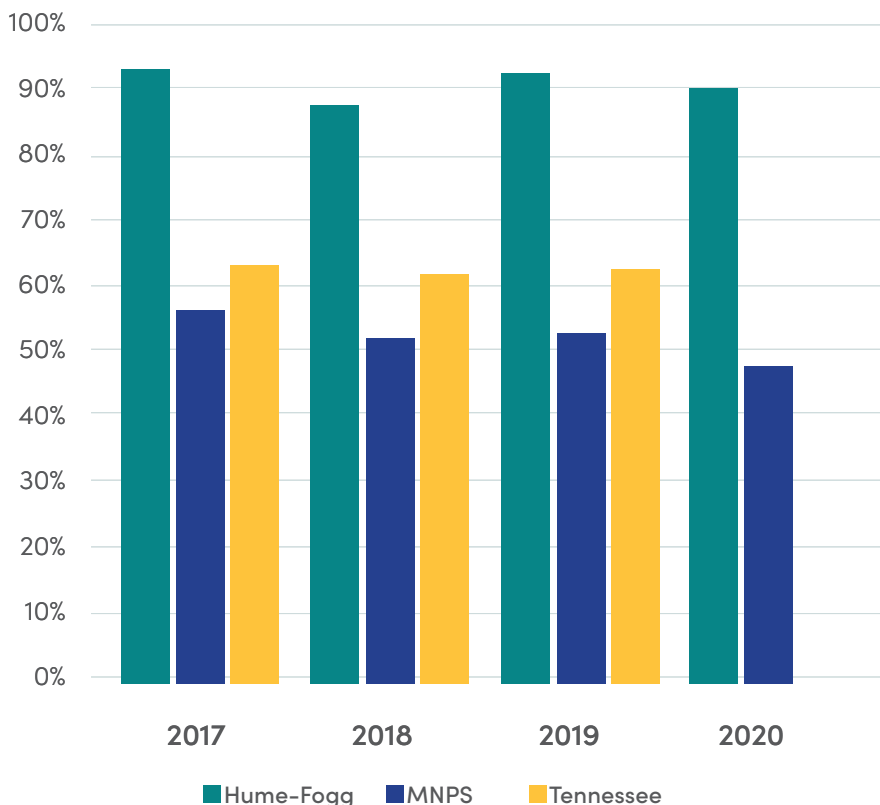
Top Colleges by Class of 2018 Enrollment



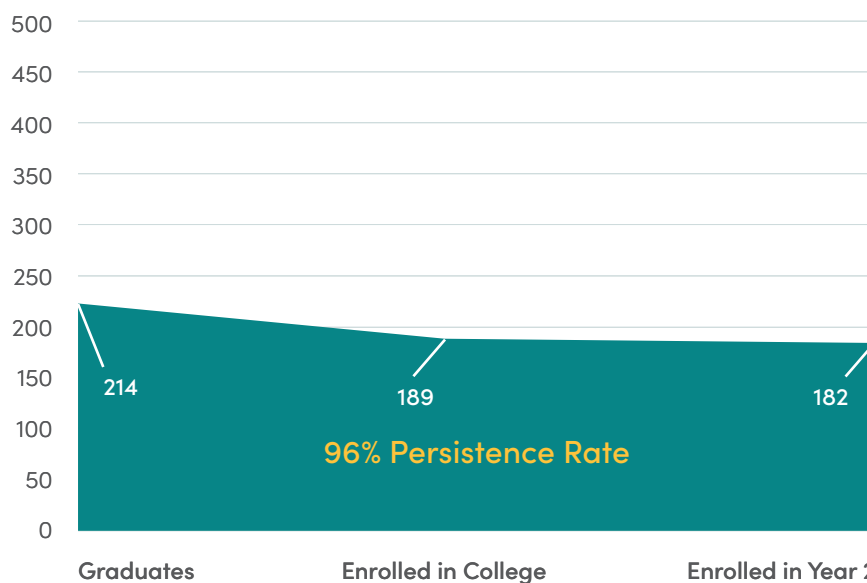
- UT Knoxville
- UT Chattanooga
- MTSU
- TN Tech
- Vanderbilt
- Other

1. UT Knoxville (27)
 2. UT Chattanooga (19)
 3. MTSU (15)
 4. TN Tech (10)
 5. Vanderbilt (8)
 6. Other (119)
- Total Enrolled: 198

College-Going Rate Over Time



Class of 2019 College Enrollment and Persistence

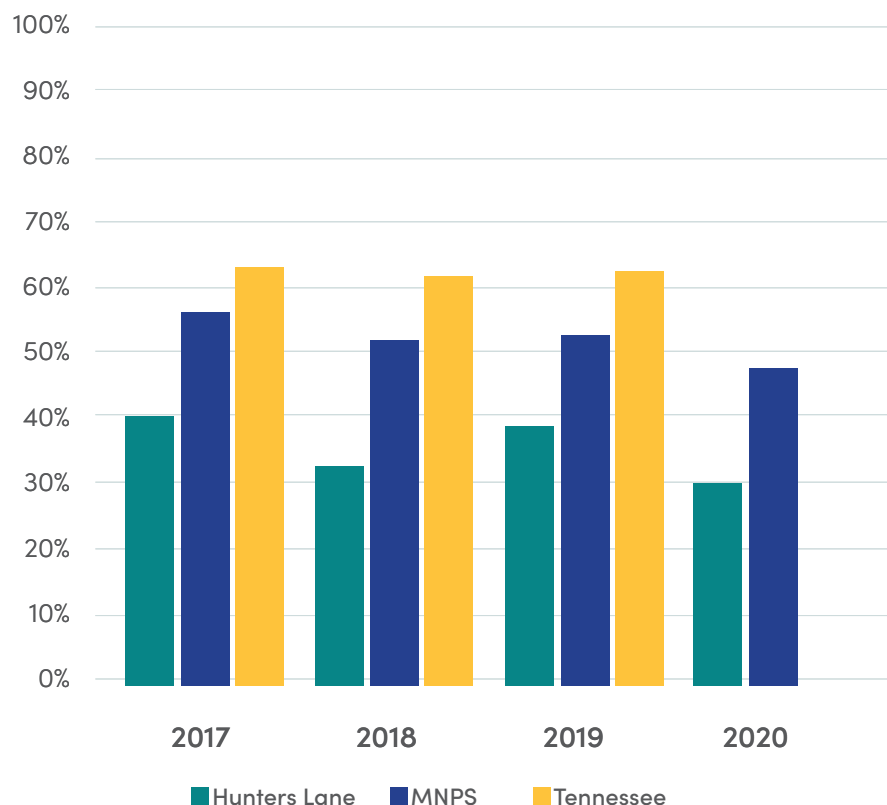


1,298 STUDENTS

(2018-19 School Year)

Hunters Lane High School

College-Going Rate Over Time


43.8%

Economically Disadvantaged

23.7%

English Learners

39.9%

Black or African American

43.7%

Hispanic or Latinx

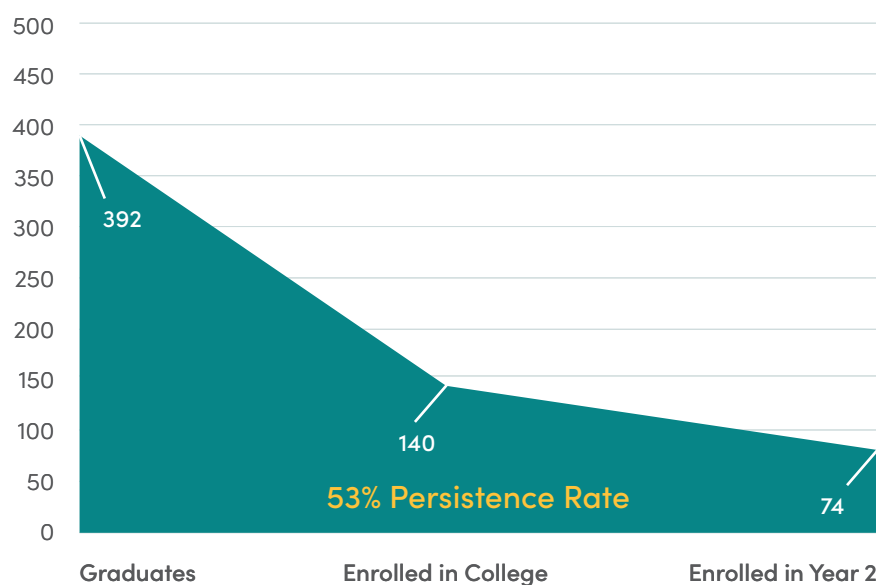
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Average ACT Composite

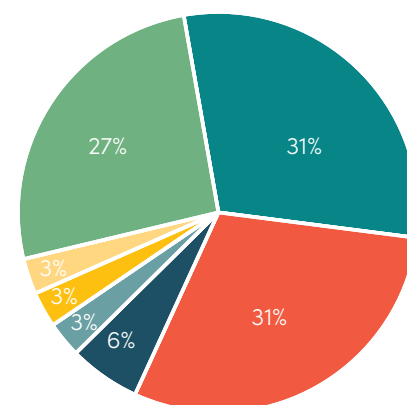
13%

College Completion Rate

Class of 2019 College Enrollment and Persistence



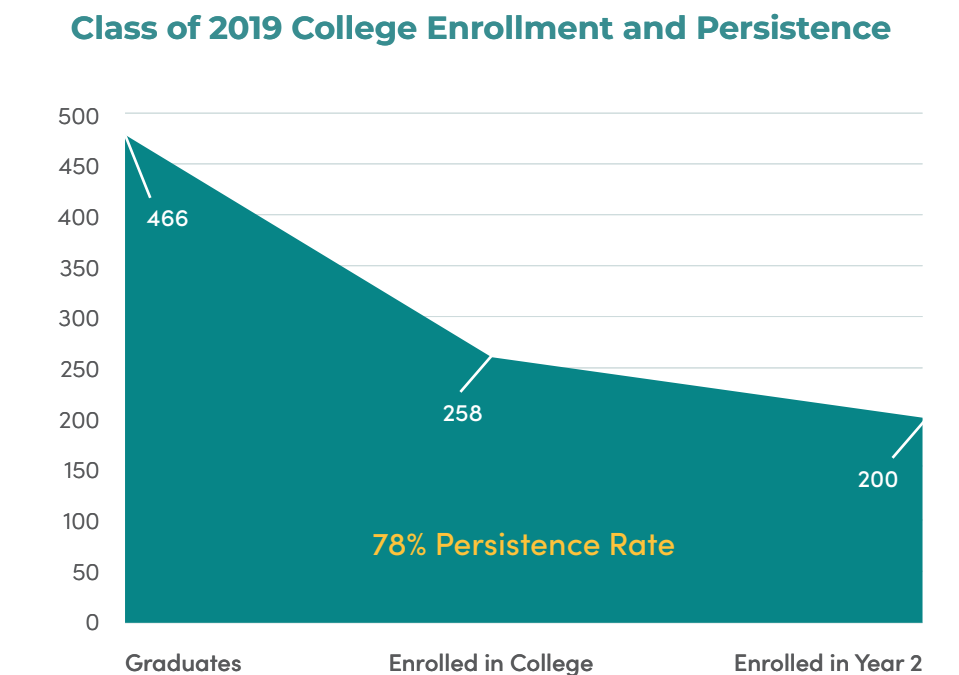
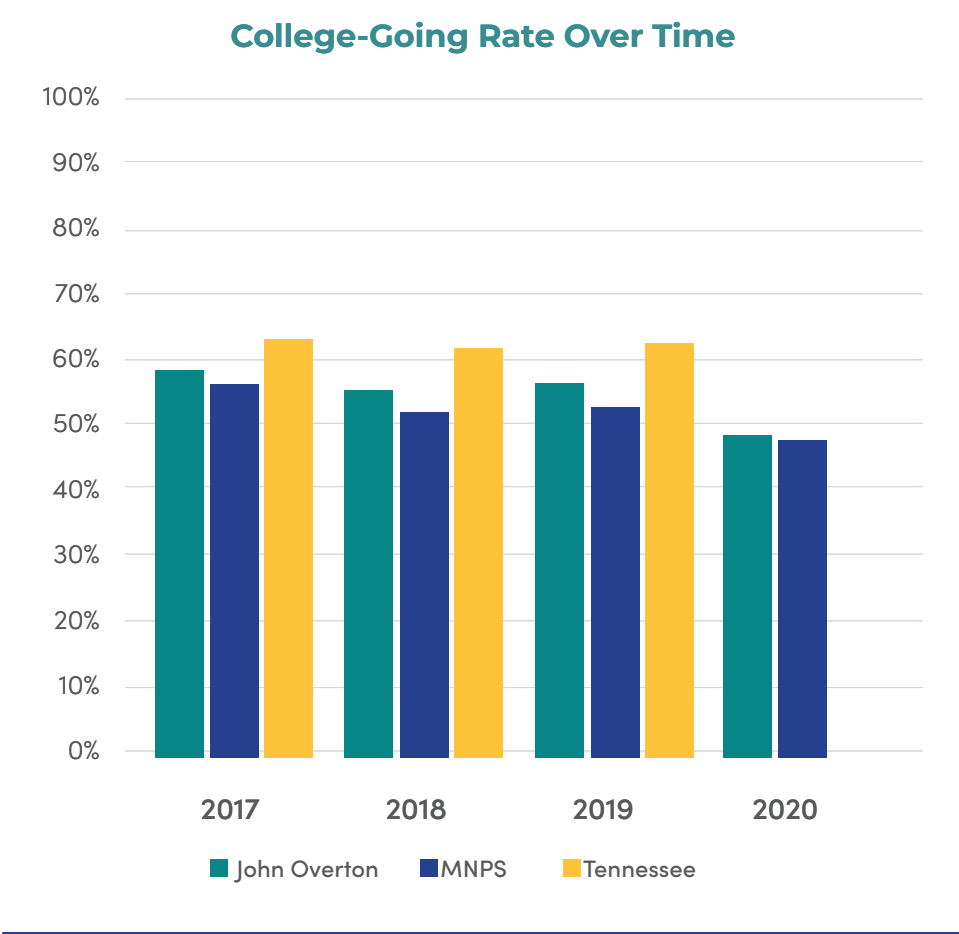
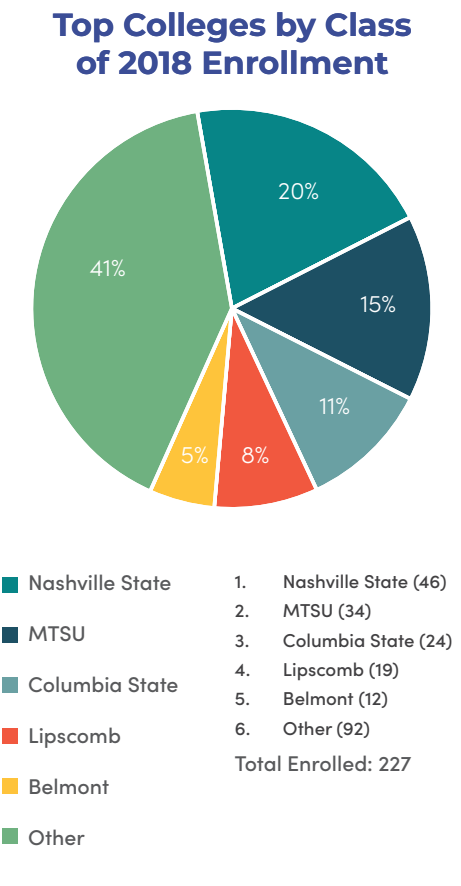
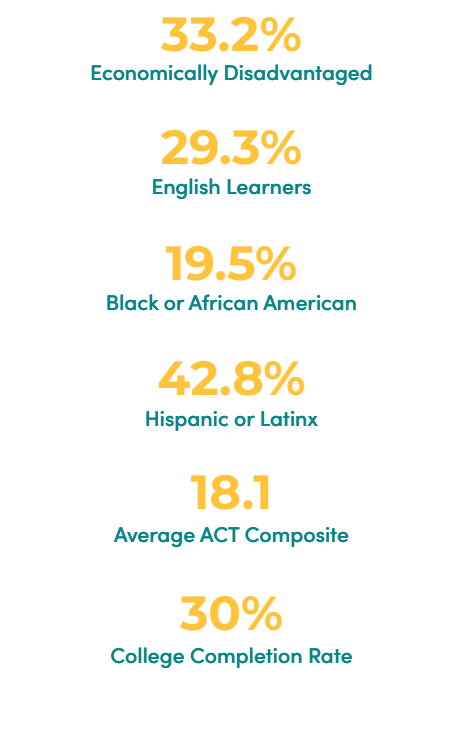
Top Colleges by Class of 2018 Enrollment



- | | |
|-------------------|-------------------------|
| ■ Nashville State | 1. Nashville State (31) |
| ■ Vol State | 2. Vol State (31) |
| ■ MTSU | 3. MTSU (6) |
| ■ Miles College | 4. Miles College (3) |
| ■ TSU | 5. TSU (3) |
| ■ WKU | 6. WKU (3) |
| ■ Other | 7. Other (27) |
| | Total Enrolled: 101 |

John Overton High School

2,039 STUDENTS
(2018-19 School Year)

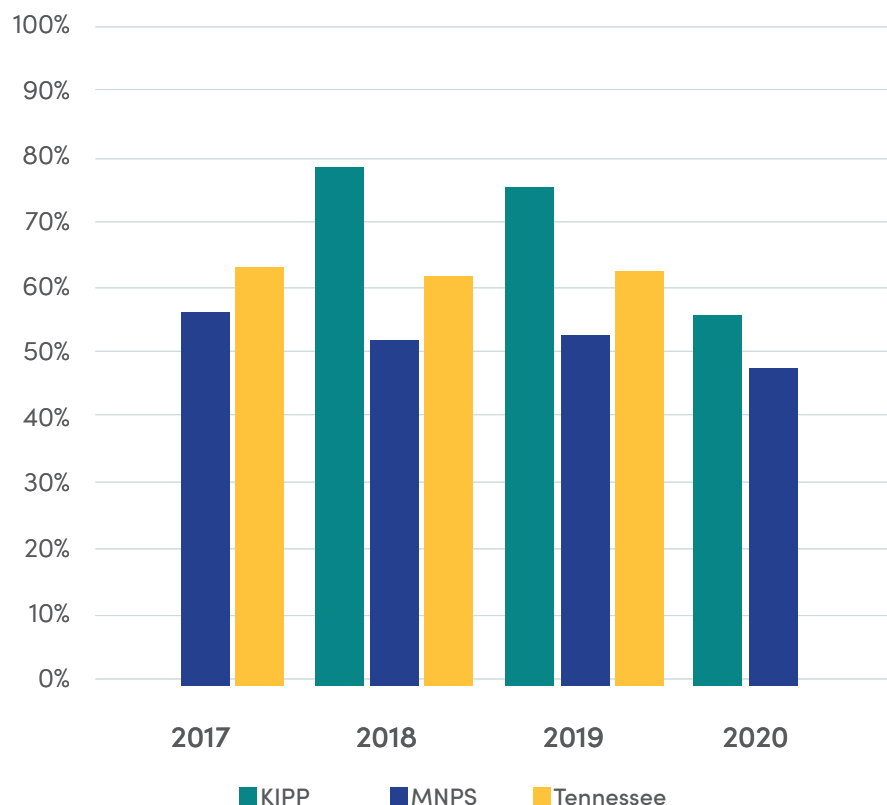


Data limitations: NCS Data does not include enrollment numbers for most Tennessee Colleges of Applied Technology or enrollment information for undocumented students.

429 STUDENTS
(2018–19 School Year)

KIPP Nashville Collegiate High School

College-Going Rate Over Time



42.4%

Economically Disadvantaged

7.5%

English Learners

63.9%

Black or African American

32.6%

Hispanic or Latinx

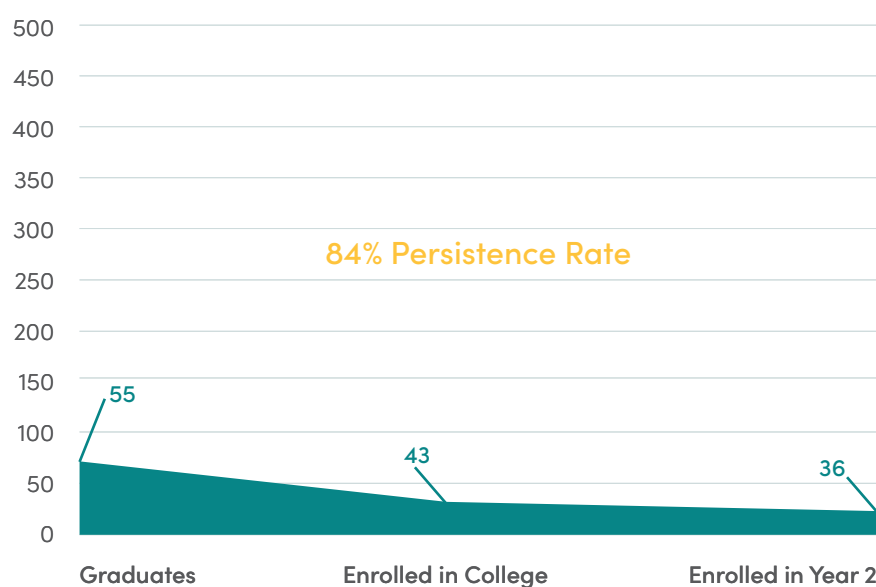
21.1

Average ACT Composite

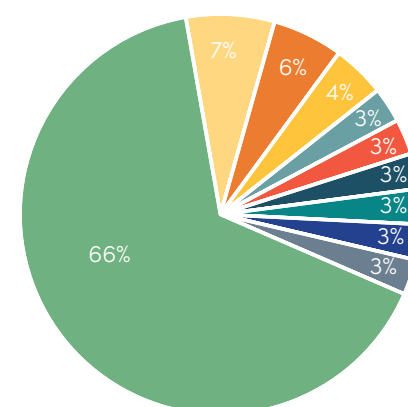
n/a

College Completion Rate

Class of 2019 College Enrollment and Persistence



Top Colleges by Class of 2018 Enrollment



Trevecca	1. Trevecca (5)
Vol State	2. Vol State (4)
TSU	3. TSU (3)
Cumberland	4. Cumberland (2)
Lipscomb	5. Lipscomb (2)
MTSU	6. MTSU (2)
Nashville State	7. NSCC (2)
Memphis	8. Memphis (2)
UT Knoxville	9. UT Knoxville (2)
Other	10. Other (46)

Total Enrolled: 70

Knowledge Academy

161 STUDENTS
(2018-19 School Year)

30.4%

Economically Disadvantaged

24.8%

English Learners

30.4%

Black or African American

52.8%

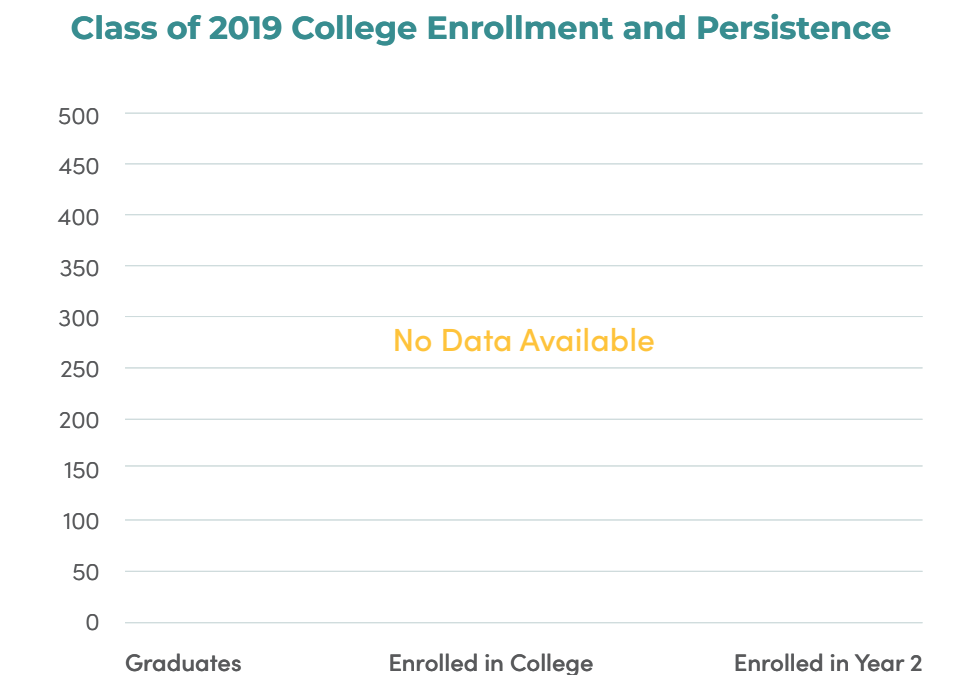
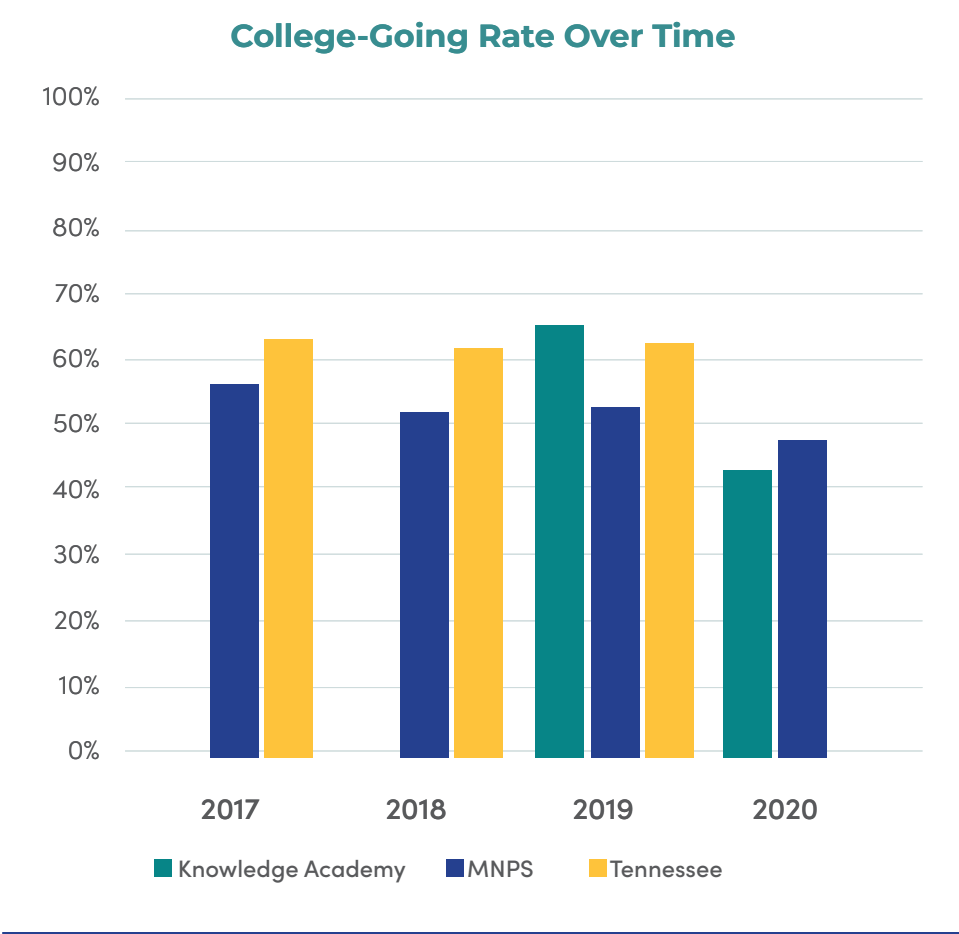
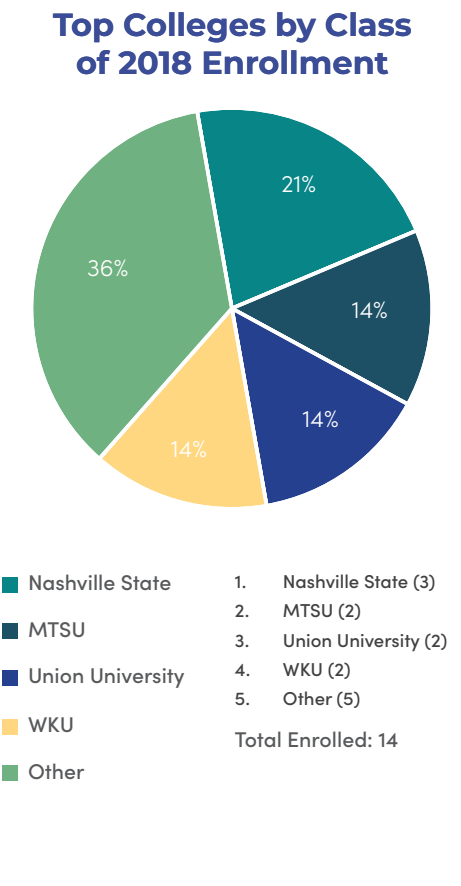
Hispanic or Latinx

n/a

Average ACT Composite

n/a

College Completion Rate



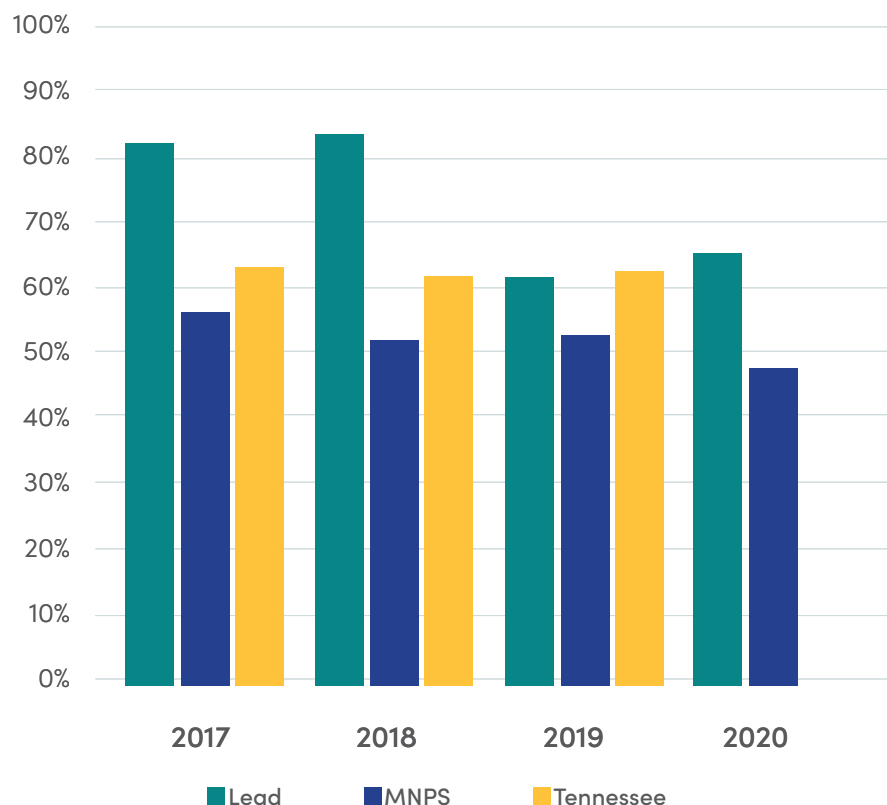
Data limitations: NCS Data does not include enrollment numbers for most Tennessee Colleges of Applied Technology or enrollment information for undocumented students.

456 STUDENTS

(2018-19 School Year)

Lead Academy High School

College-Going Rate Over Time



47.1%

Economically Disadvantaged

24.6%

English Learners

41.7%

Black or African American

45.6%

Hispanic or Latinx

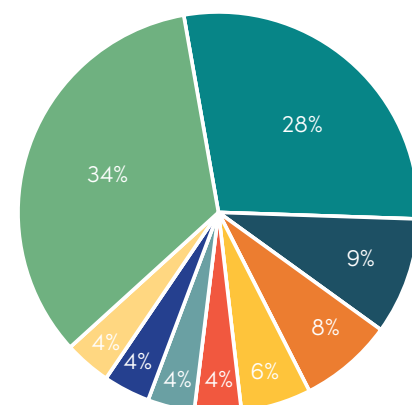
18.9

Average ACT Composite

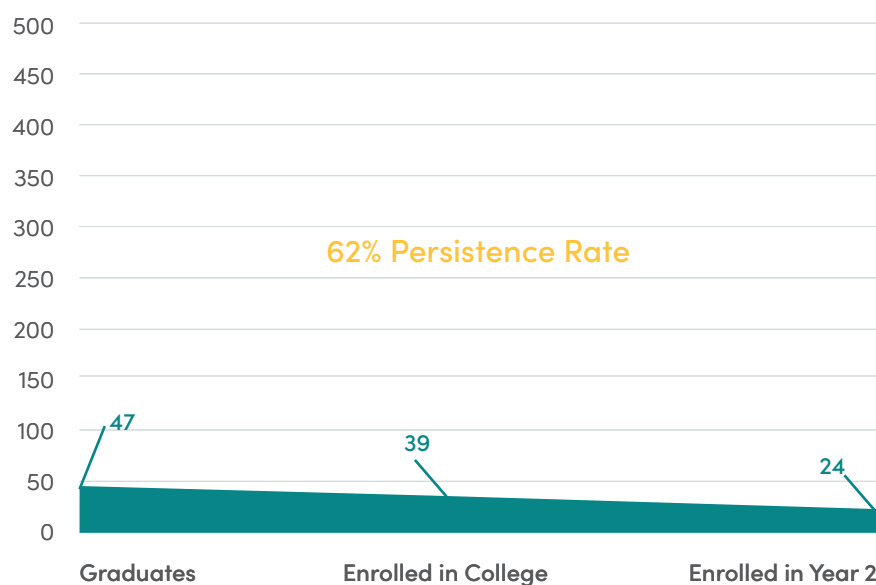
32%

College Completion Rate

Top Colleges by Class of 2018 Enrollment



Class of 2019 College Enrollment and Persistence

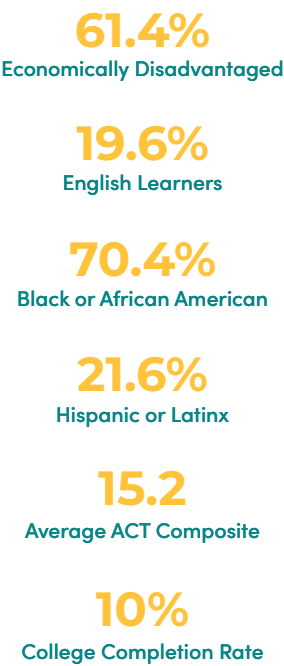


62% Persistence Rate

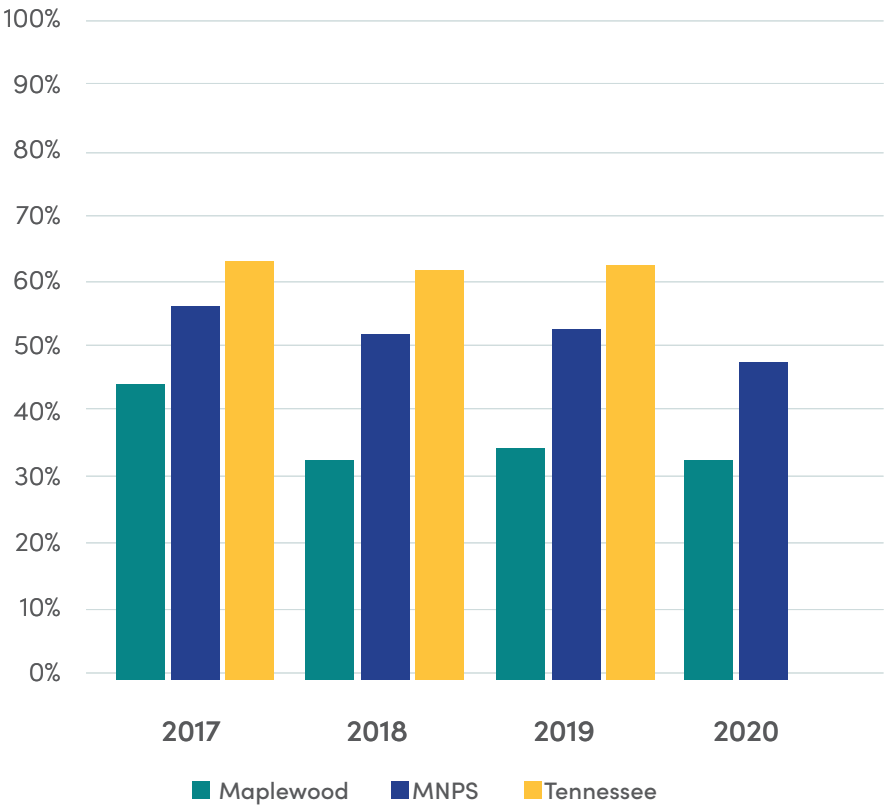
- | | |
|-------------------|-------------------------|
| ■ Nashville State | 1. Nashville State (15) |
| ■ MTSU | 2. MTSU (5) |
| ■ Vol State | 3. Vol State (4) |
| ■ Trevecca | 4. Trevecca (3) |
| ■ Rhodes | 5. Rhodes (2) |
| ■ TN Tech | 6. TN Tech (2) |
| ■ UT Chattanooga | 7. UT Chattanooga (2) |
| ■ WKU | 8. WKU (2) |
| ■ Other | 9. Other (18) |
| | Total Enrolled: 53 |

Maplewood High School

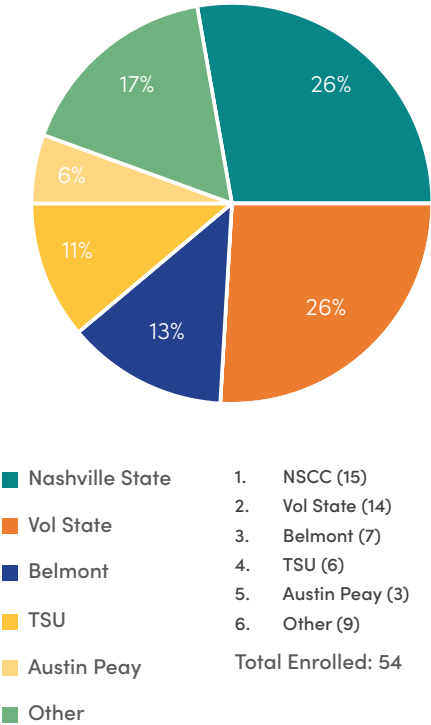
777 STUDENTS
(2018-19 School Year)



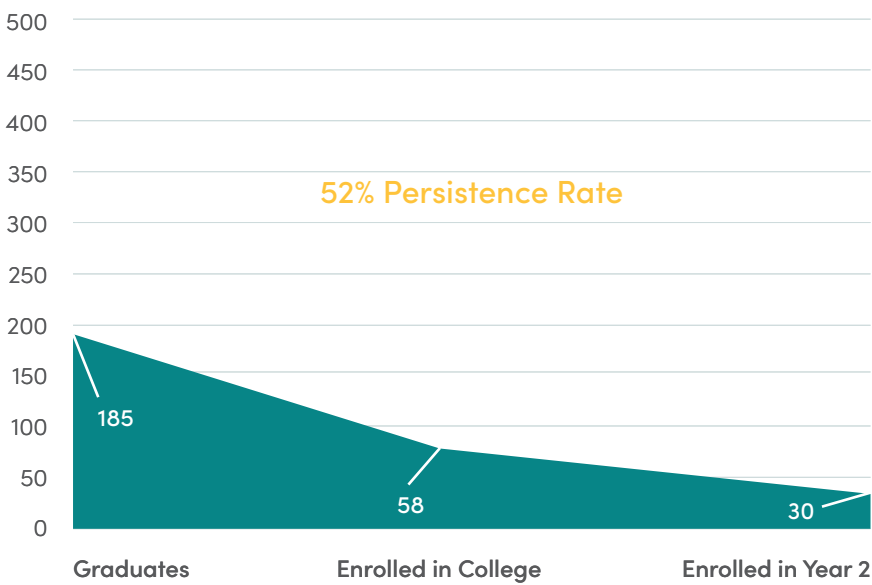
College-Going Rate Over Time



Top Colleges by Class of 2018 Enrollment



Class of 2019 College Enrollment and Persistence



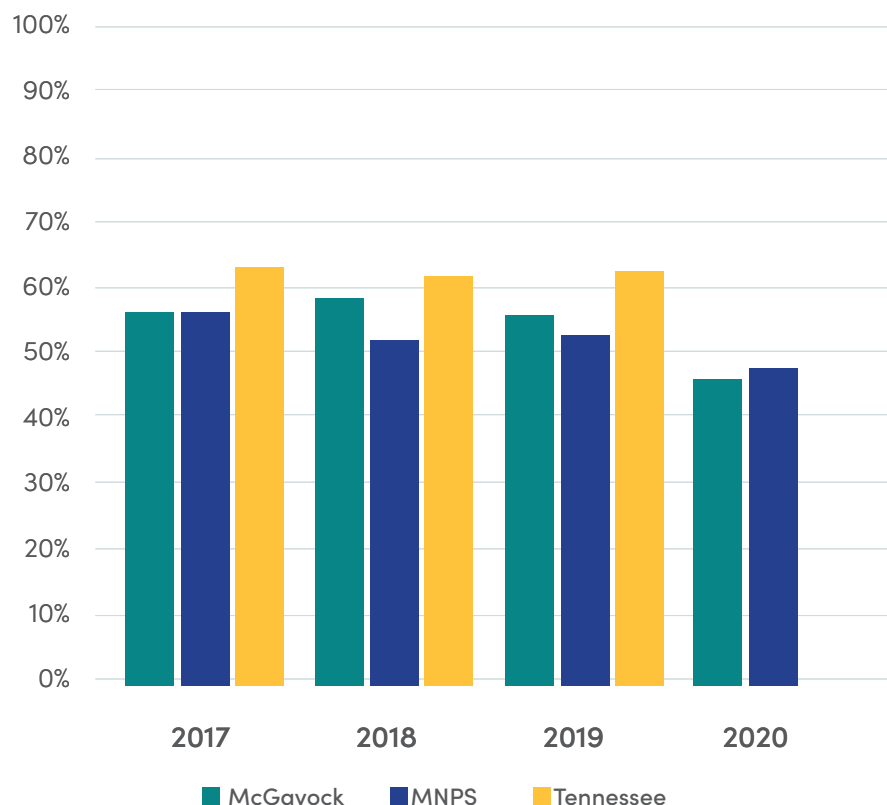
Data limitations: NCS Data does not include enrollment numbers for most Tennessee Colleges of Applied Technology or enrollment information for undocumented students.

2,285 STUDENTS

(2018-19 School Year)

McGavock High School

College-Going Rate Over Time



37.4%
Economically Disadvantaged

6.7%
English Learners

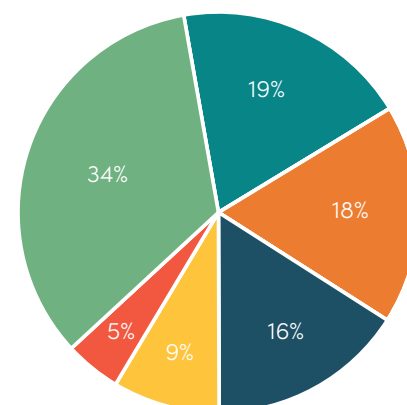
41.6%
Black or African American

18.5%
Hispanic or Latinx

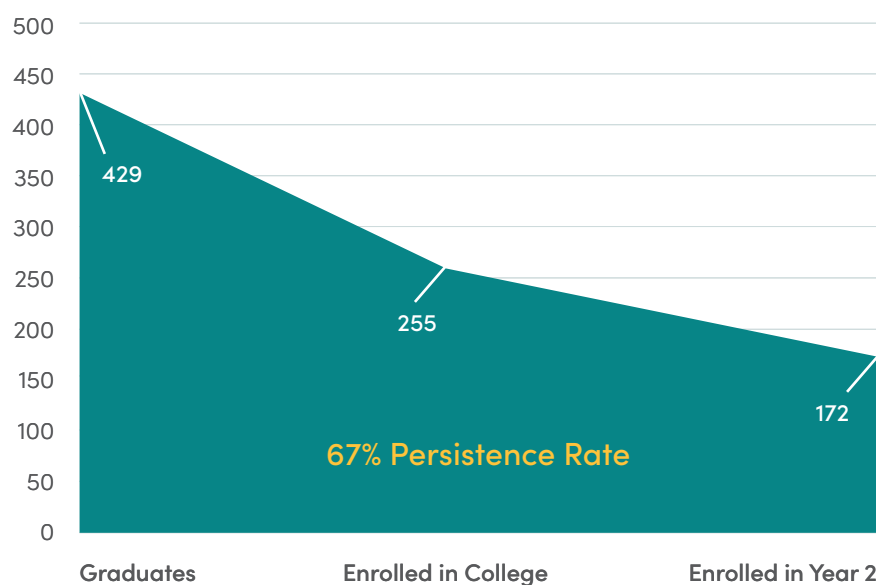
17.9
Average ACT Composite

22%
College Completion Rate

Top Colleges by Class of 2018 Enrollment



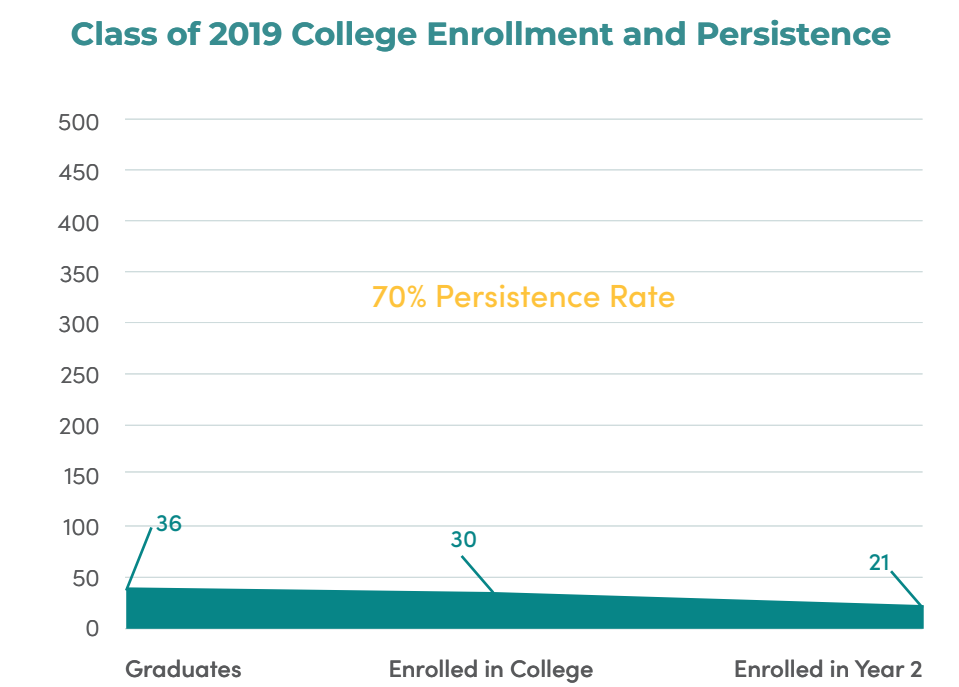
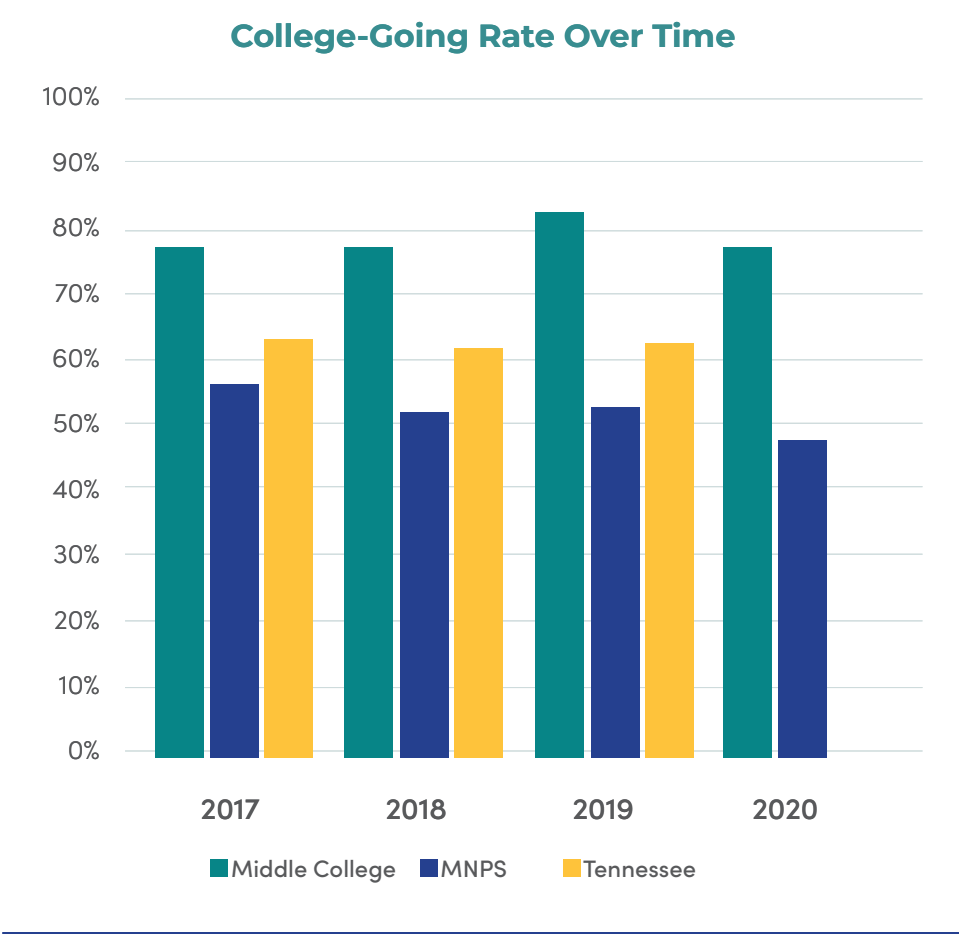
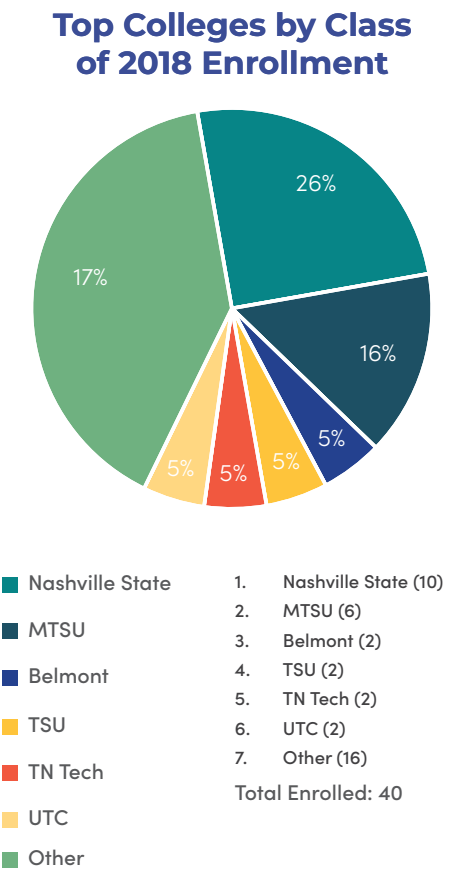
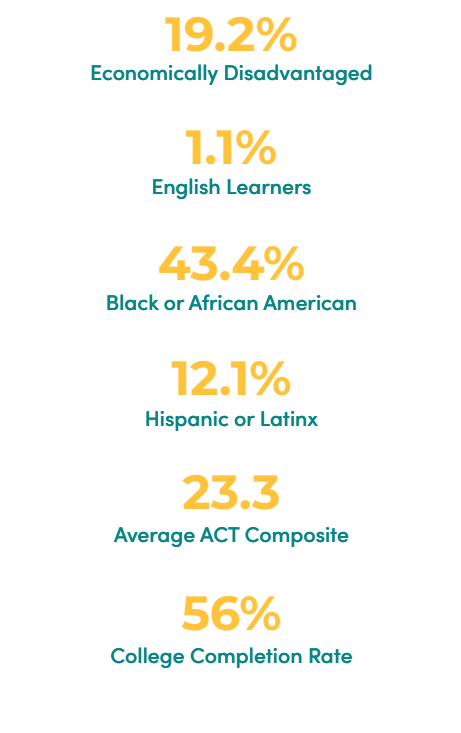
Class of 2019 College Enrollment and Persistence



- Nashville State
 - Vol State
 - MTSU
 - TSU
 - TN Tech
 - Other
1. NSCC (42)
 2. Vol State (39)
 3. MTSU (35)
 4. TSU (19)
 5. TN Tech (10)
 6. Other (75)
- Total Enrolled: 220

Middle College High School

182 STUDENTS
(2018-19 School Year)

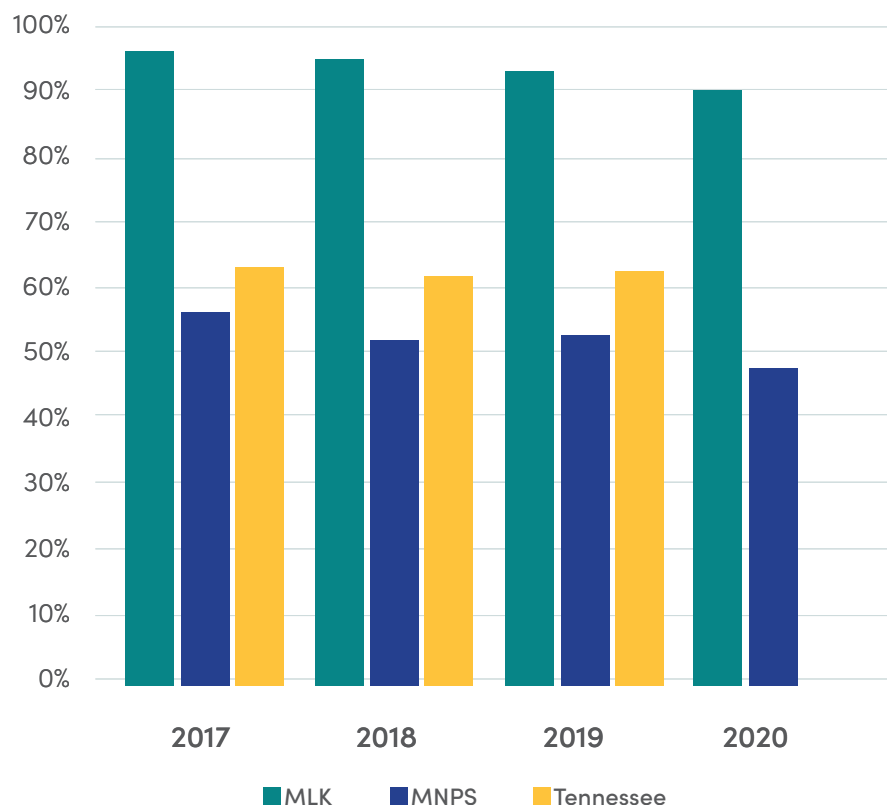


Data limitations: NCS Data does not include enrollment numbers for most Tennessee Colleges of Applied Technology or enrollment information for undocumented students.

1,277 STUDENTS
(2018-19 School Year)

Martin Luther King Jr. Magnet School

College-Going Rate Over Time



10.3%
Economically Disadvantaged

0.2%
English Learners

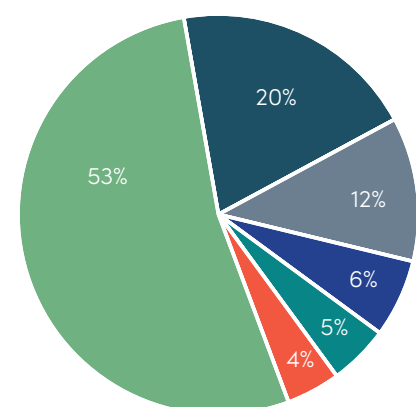
39%
Black or African American

8.7%
Hispanic or Latinx

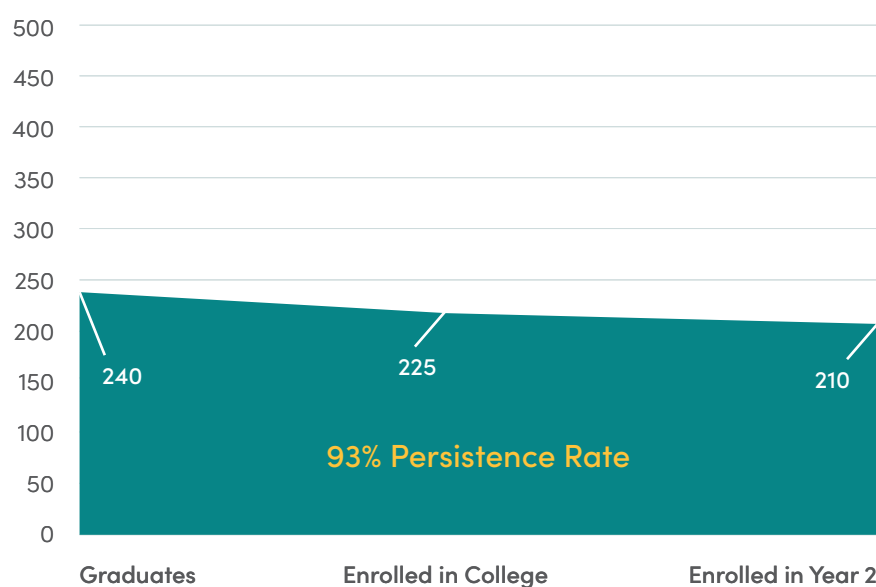
n/a
Average ACT Composite

70%
College Completion Rate

Top Colleges by Class of 2018 Enrollment



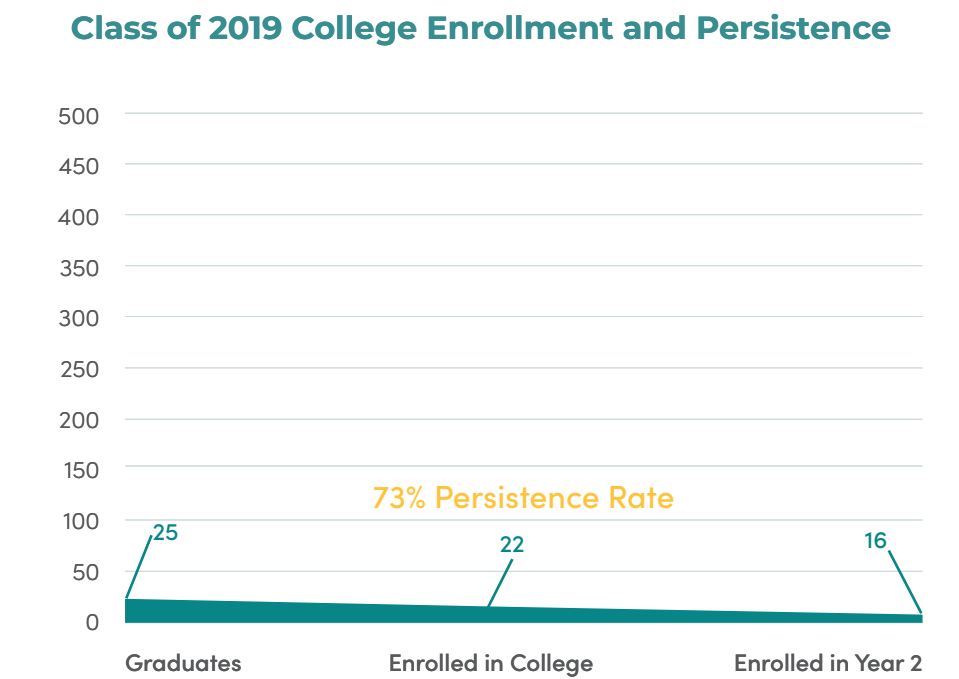
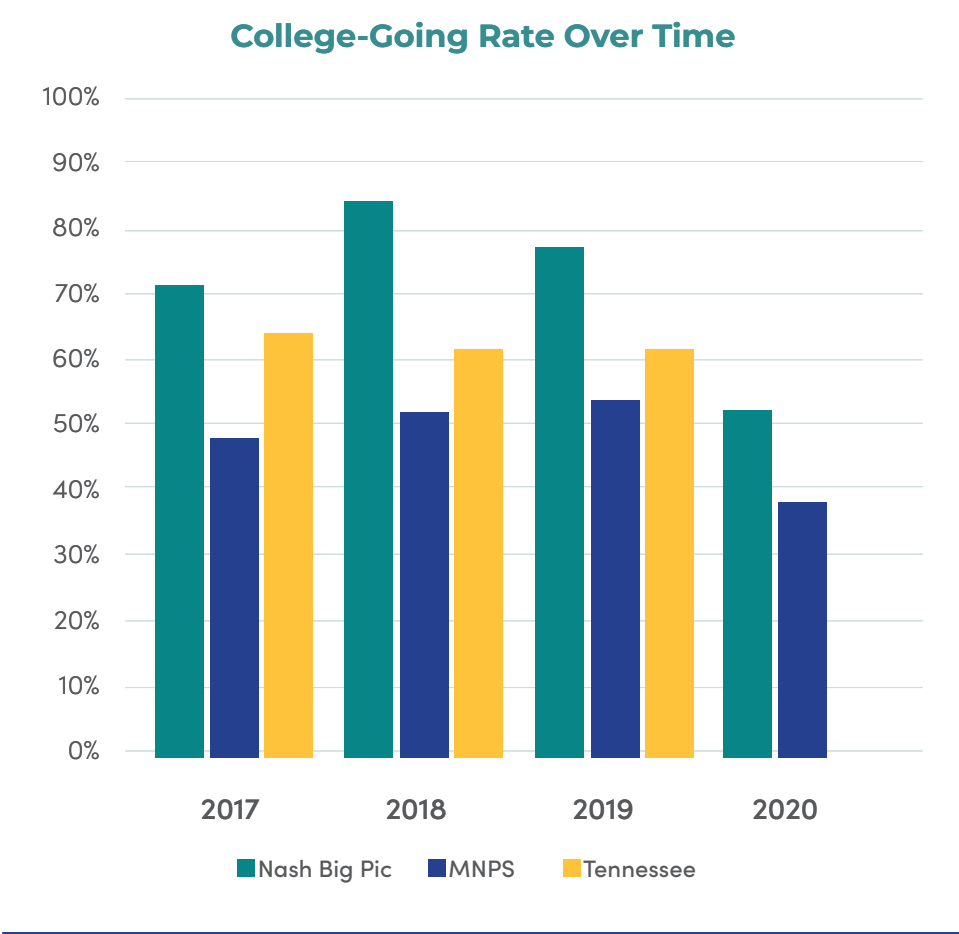
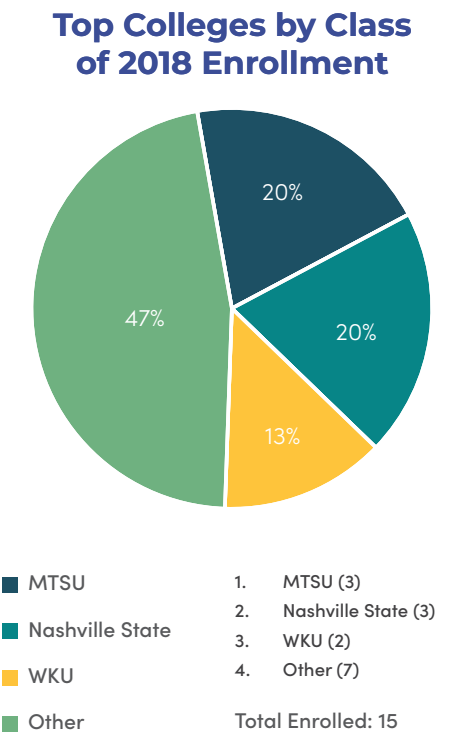
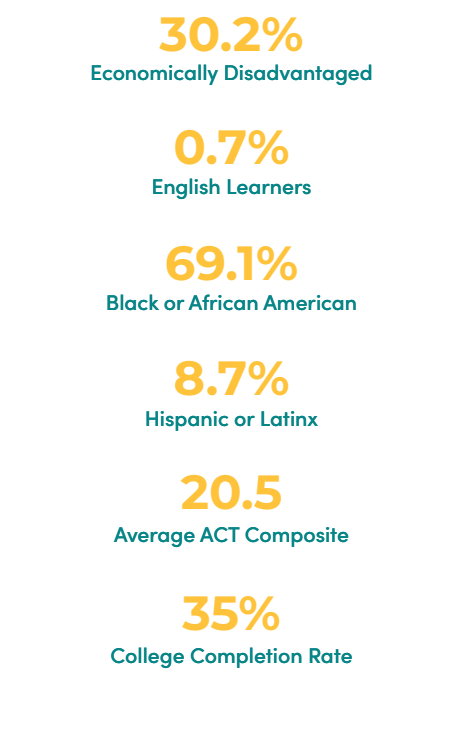
Class of 2019 College Enrollment and Persistence



- | | |
|-------------------|-------------------------|
| ■ MTSU | 1. MTSU (41) |
| ■ UT Knoxville | 2. UT Knoxville (24) |
| ■ Memphis | 3. Memphis (13) |
| ■ Nashville State | 4. Nashville State (10) |
| ■ Lipscomb | 5. Lipscomb (9) |
| ■ Other | 6. Other (109) |
- Total Enrolled: 206

Nashville Big Picture

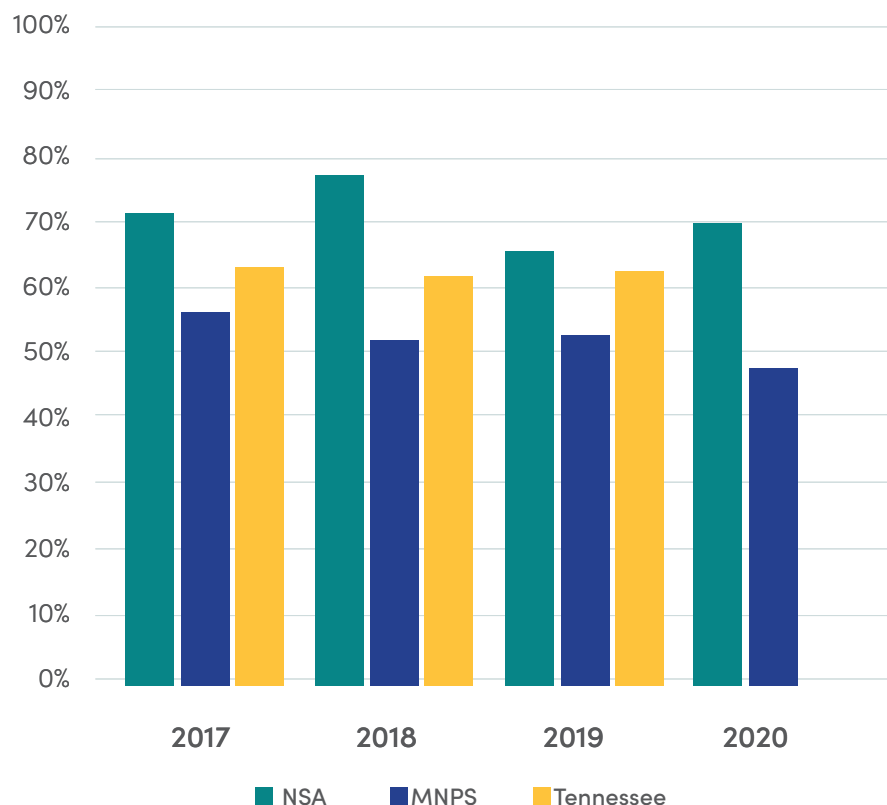
149 STUDENTS
(2018-19 School Year)



Data limitations: NCS Data does not include enrollment numbers for most Tennessee Colleges of Applied Technology or enrollment information for undocumented students.

577 STUDENTS

(2018-19 School Year)

Nashville School of the Arts**College-Going Rate Over Time****14.9%**

Economically Disadvantaged

0.5%

English Learners

41.2%

Black or African American

6.9%

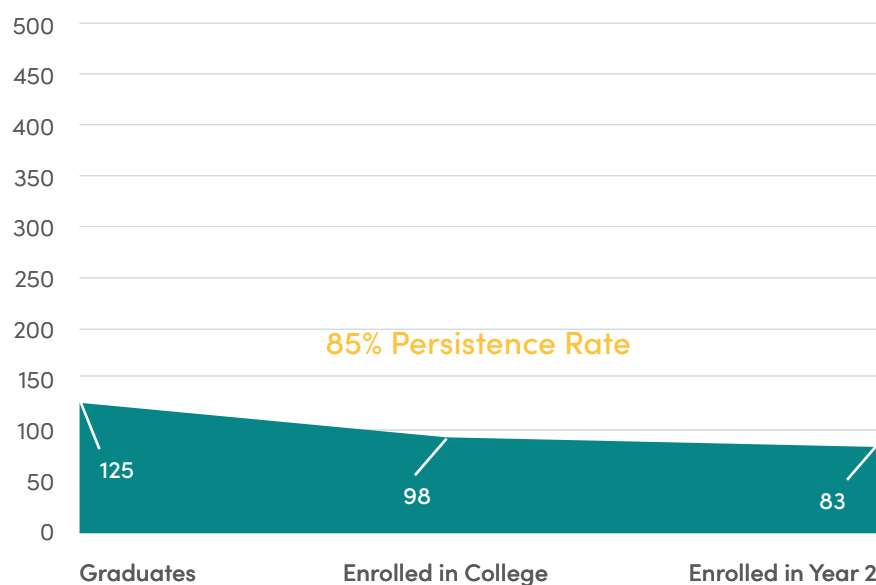
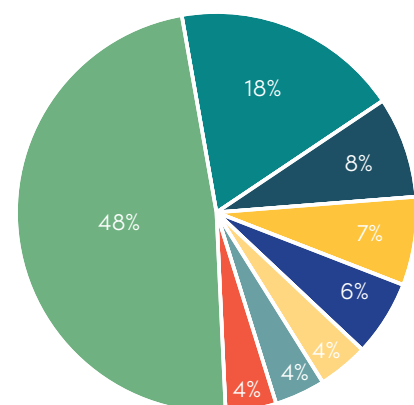
Hispanic or Latinx

21.8

Average ACT Composite

37%

College Completion Rate

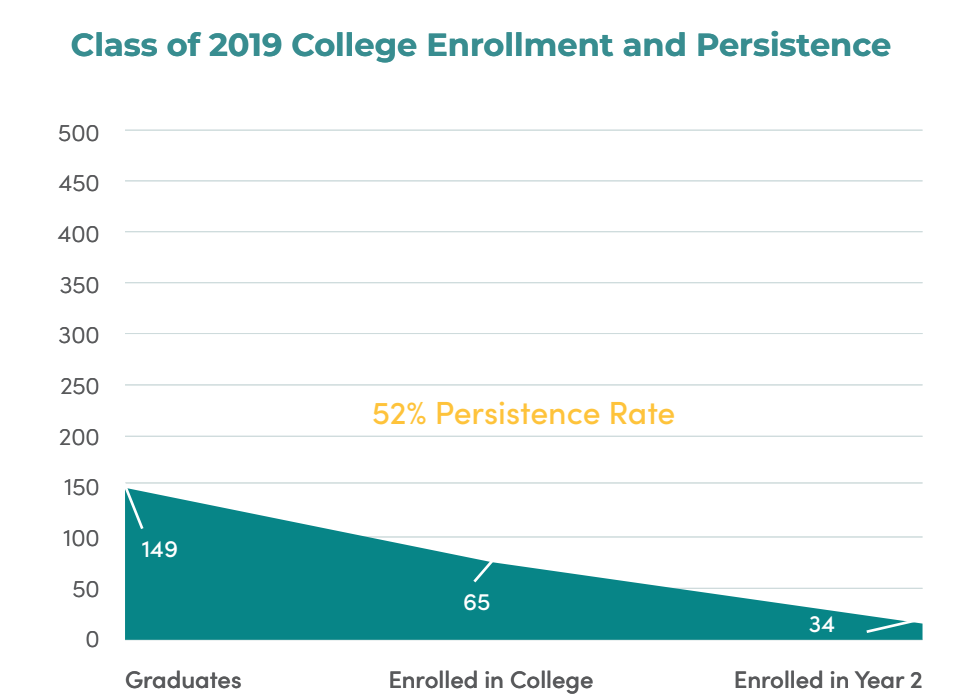
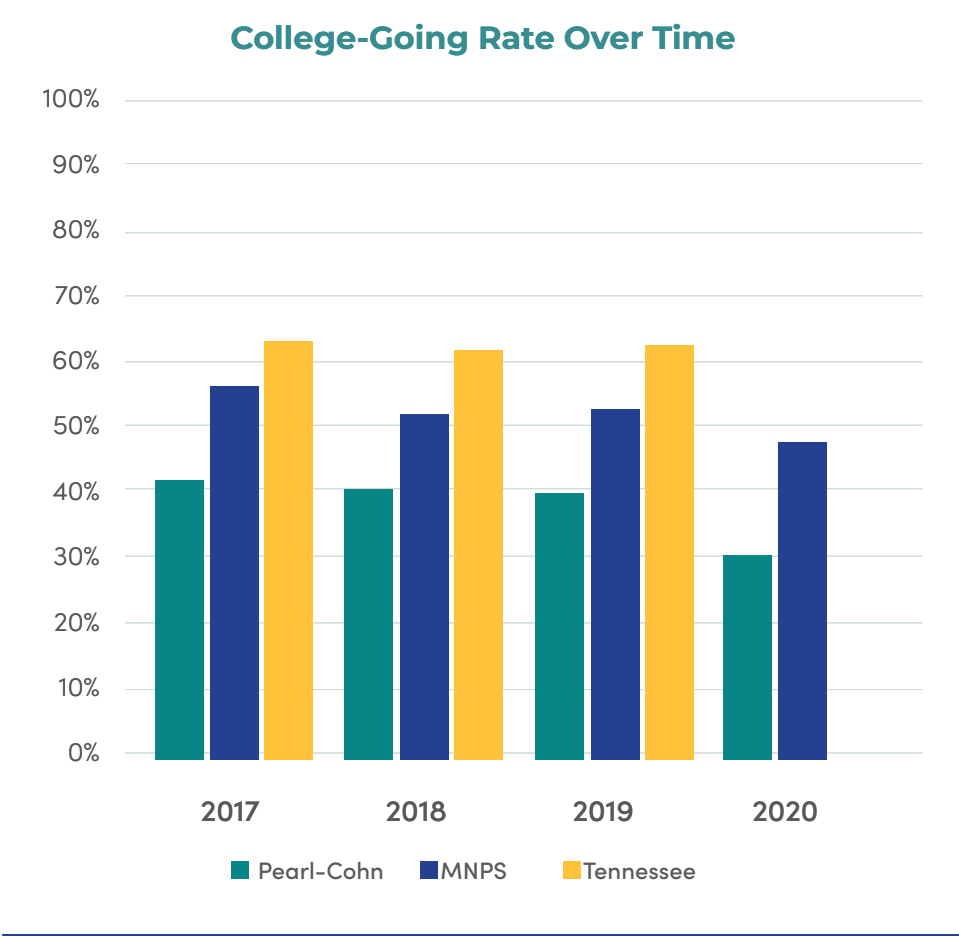
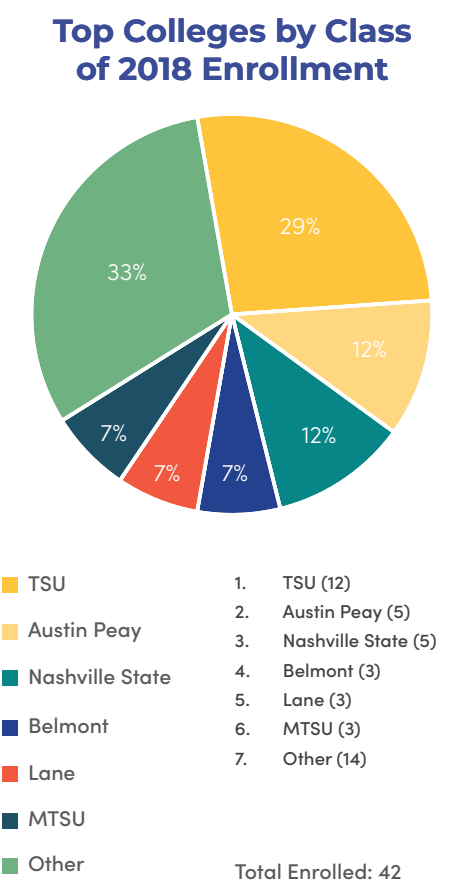
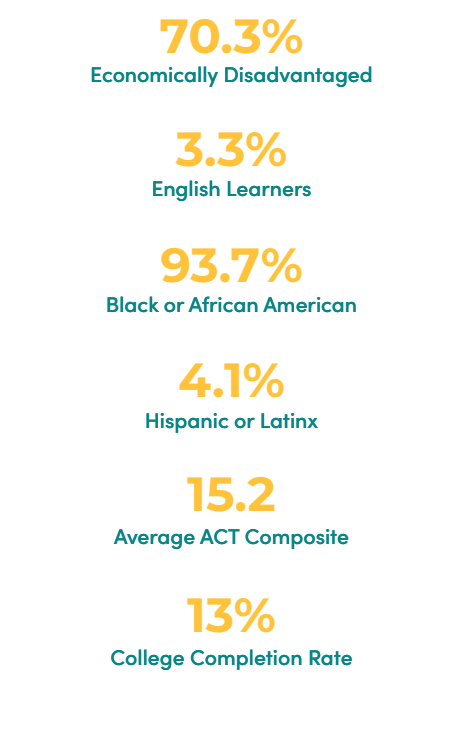
Class of 2019 College Enrollment and Persistence**85% Persistence Rate****Top Colleges by Class of 2018 Enrollment**

- MTSU
- Nashville State
- Austin Peay
- Columbia State
- Memphis
- UTC
- TSU
- Other

1. MTSU (8)
 2. Nashville State (18)
 3. Austin Peay (4)
 4. Columbia State (4)
 5. Memphis (4)
 6. UTC (6)
 7. TSU (7)
 8. Other (47)
- Total Enrolled: 98

Pearl-Cohn Entertainment Magnet High School

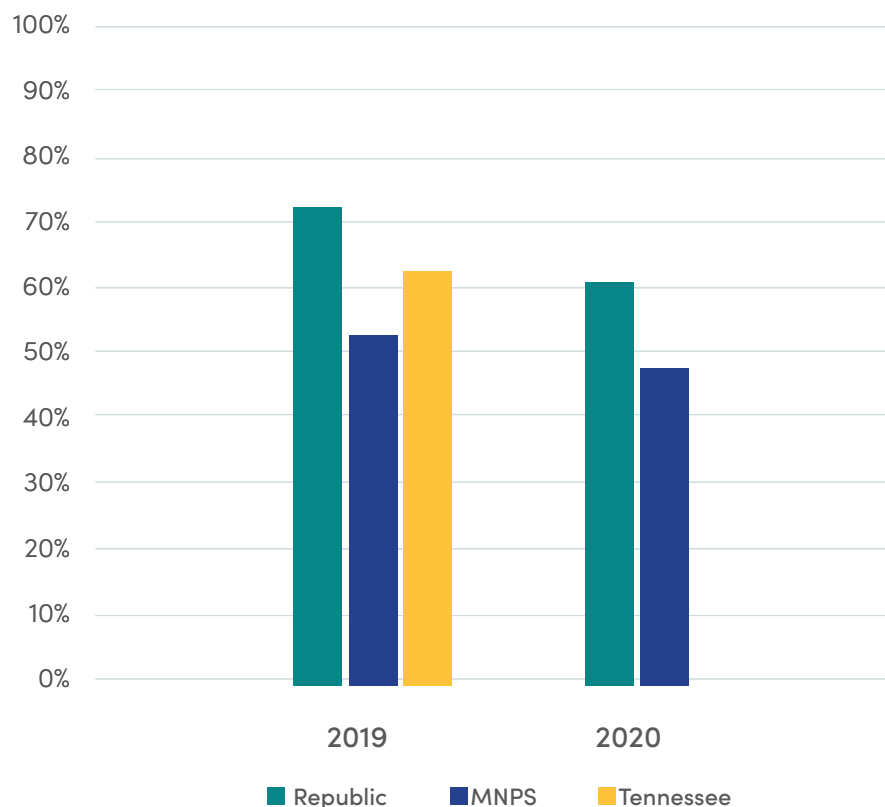
607 STUDENTS
(2018-19 School Year)



Data limitations: NCS Data does not include enrollment numbers for most Tennessee Colleges of Applied Technology or enrollment information for undocumented students.

637 STUDENTS

(2018–19 School Year)

RePublic High School**College-Going Rate Over Time****38.5%**

Economically Disadvantaged

8.6%

English Learners

55.9%

Black or African American

34.5%

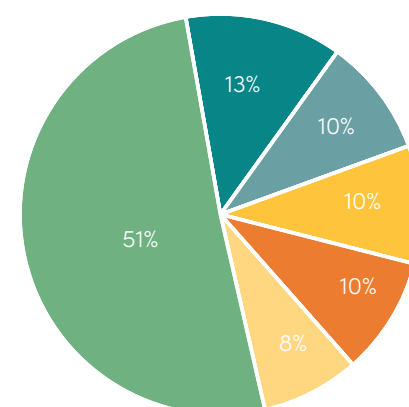
Hispanic or Latinx

20.3

Average ACT Composite

N/A

College Completion Rate

Top Colleges by Class of 2018 Enrollment

■ Nashville State

■ Cumberland

■ Trevecca

■ Vol State

■ Austin Peay

■ Other

1. Nashville State (8)

2. Cumberland (6)

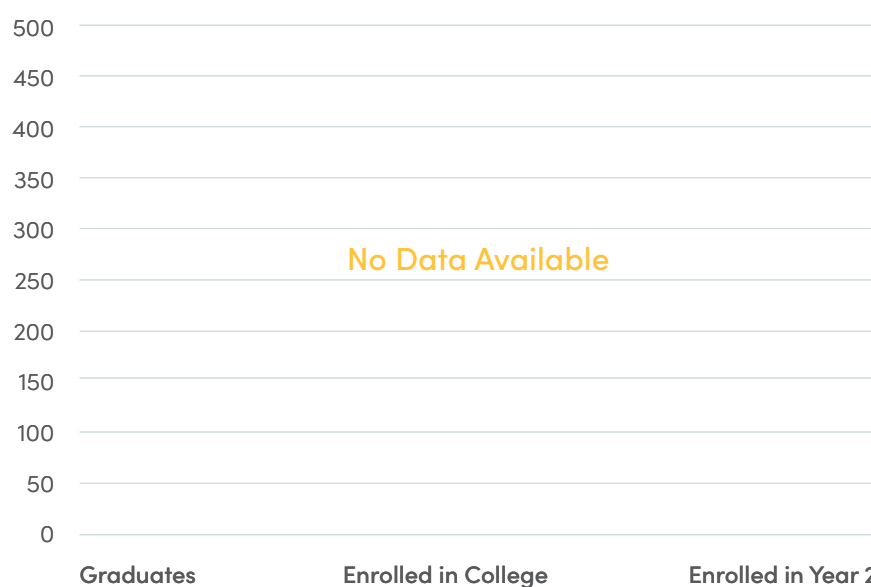
3. Trevecca (6)

4. Vol State (6)

5. Austin Peay (5)

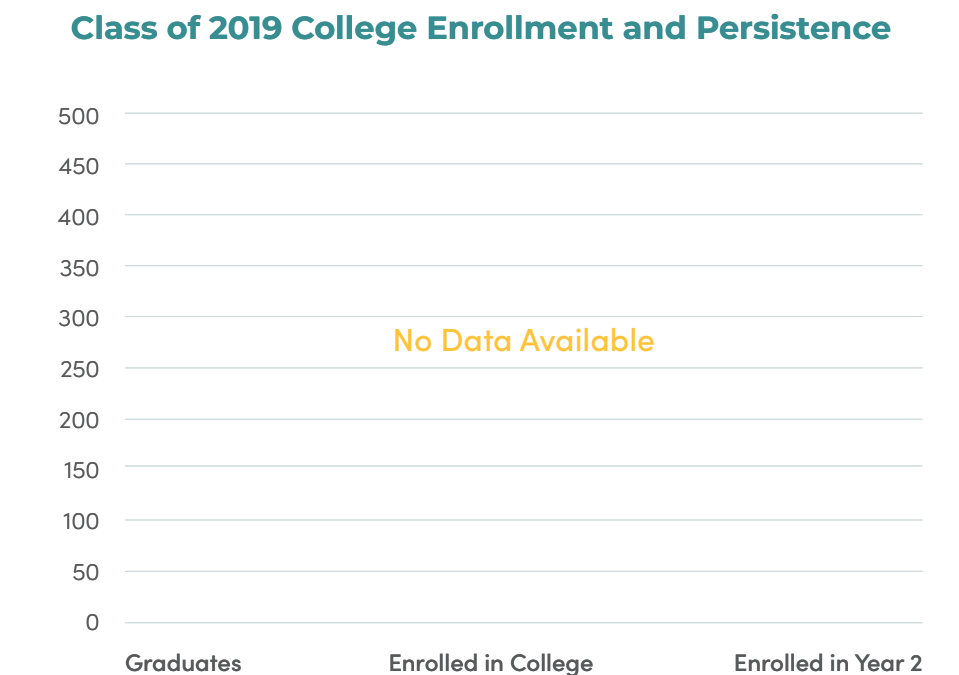
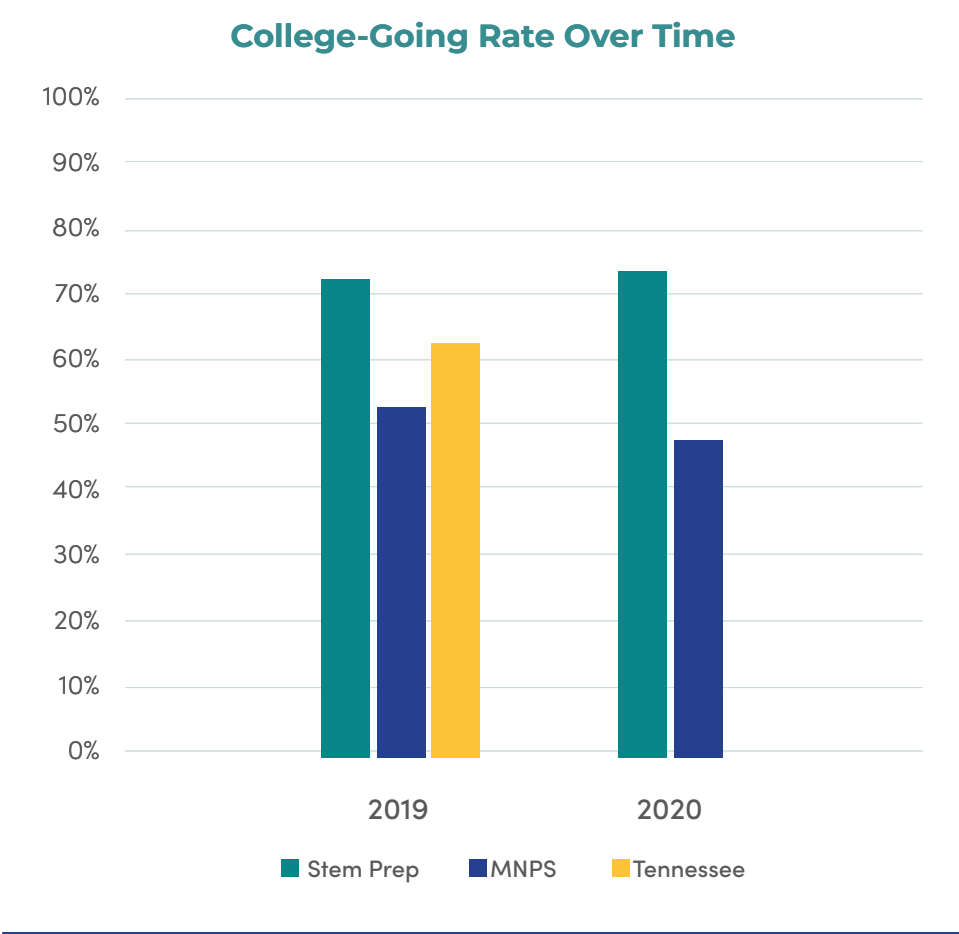
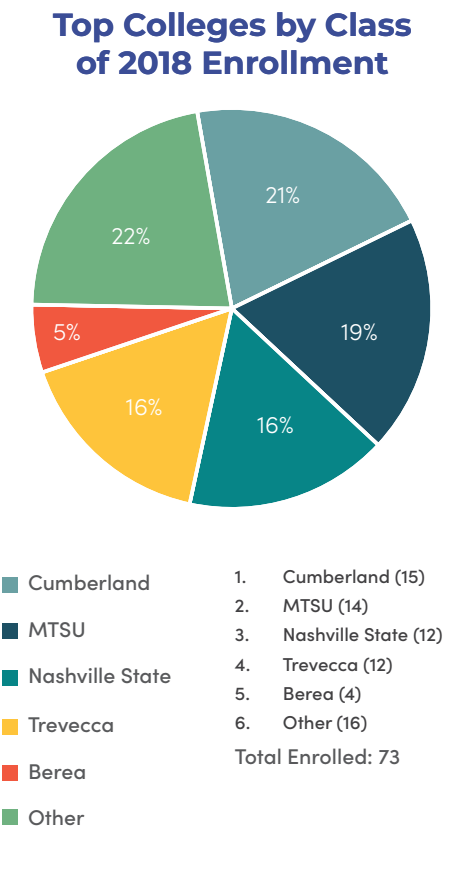
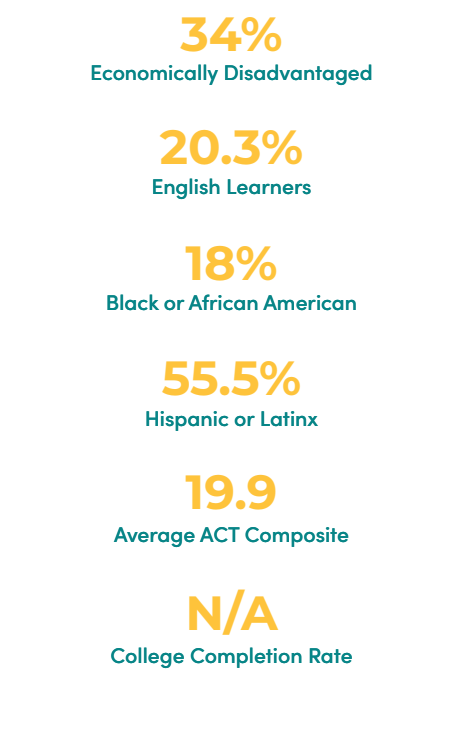
6. Other (32)

Total Enrolled: 63

Class of 2019 College Enrollment and Persistence

STEM Prep High School

488 STUDENTS
(2018-19 School Year)

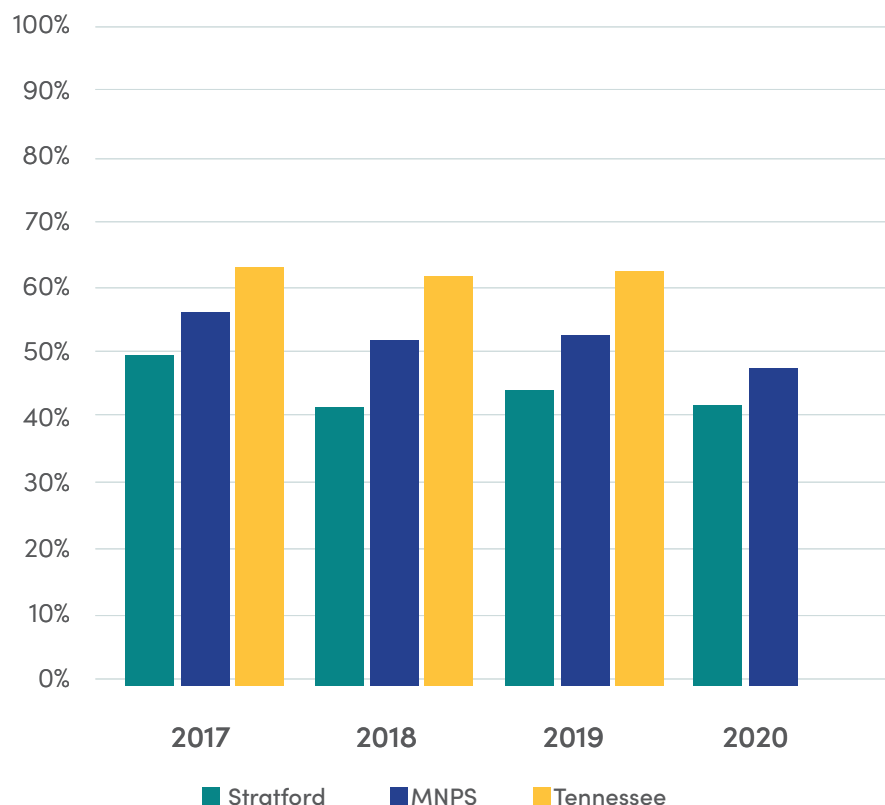


Data limitations: NCS Data does not include enrollment numbers for most Tennessee Colleges of Applied Technology or enrollment information for undocumented students.

956 STUDENTS
(2018–19 School Year)

Stratford STEM Magnet High School

College-Going Rate Over Time



61.9%
Economically Disadvantaged

11.1%
English Learners

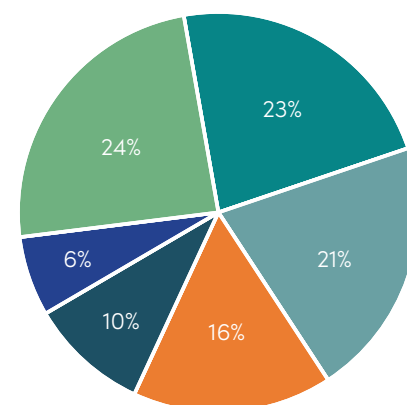
68.4%
Black or African American

11.2%
Hispanic or Latinx

16.9
Average ACT Composite

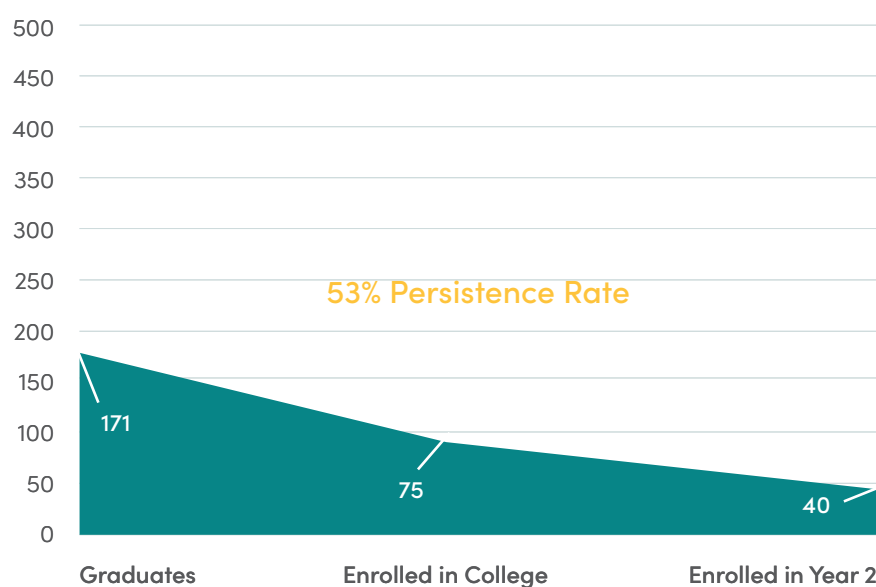
12%
College Completion Rate

Top Colleges by Class of 2018 Enrollment



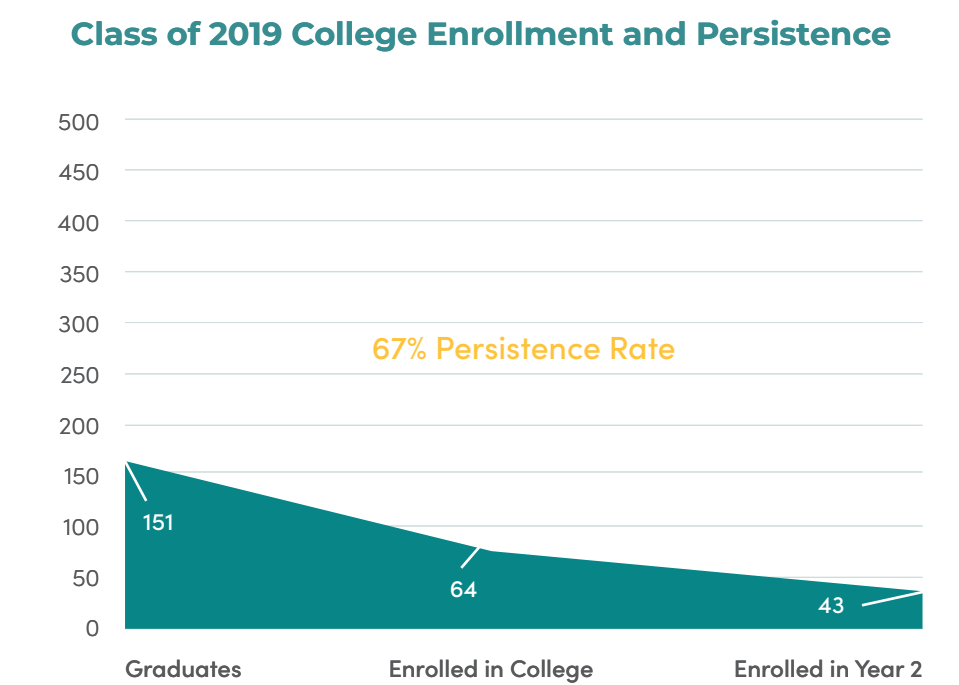
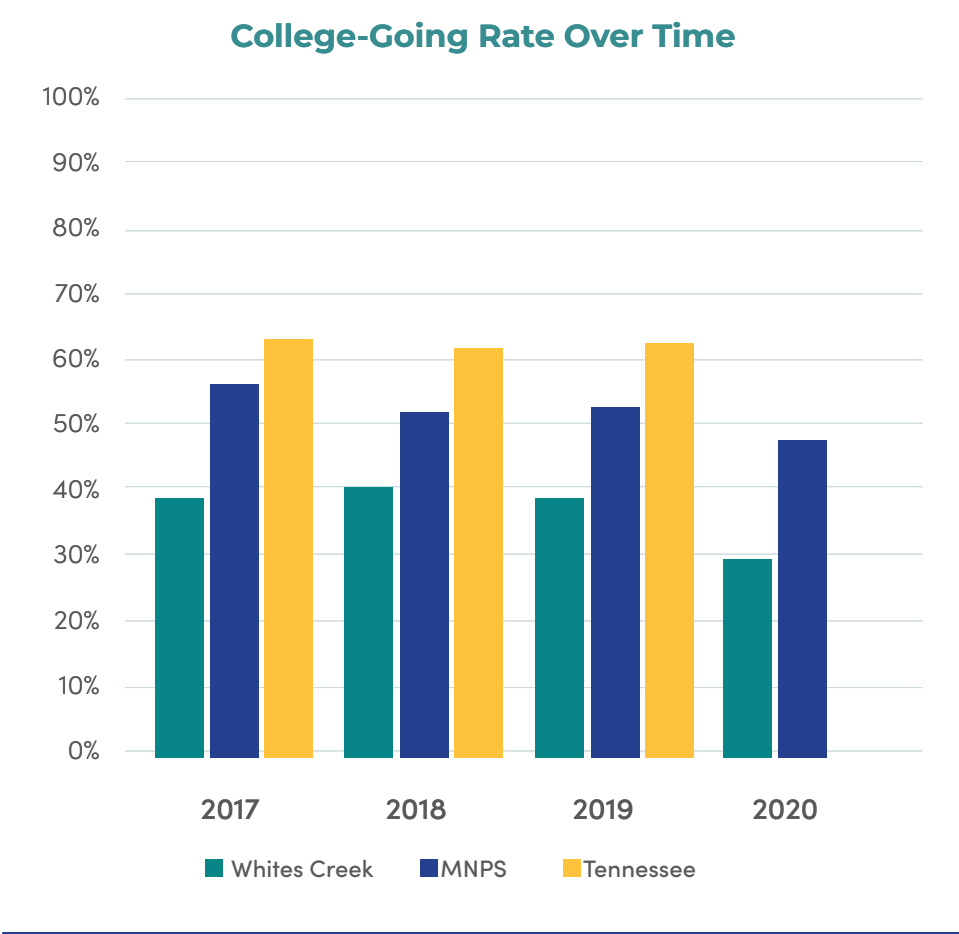
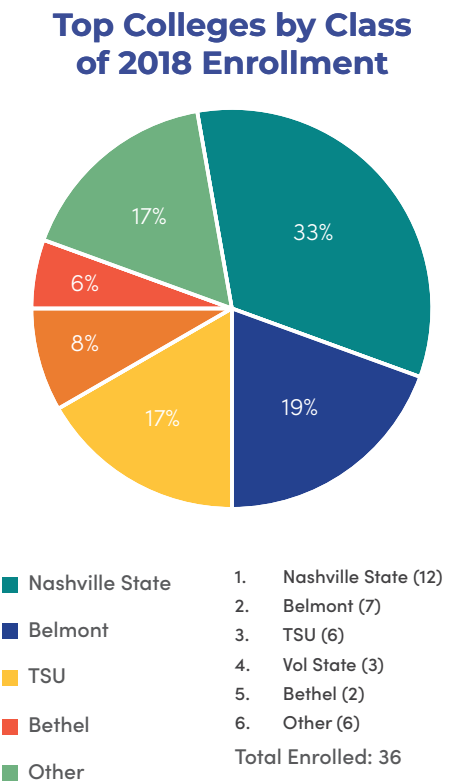
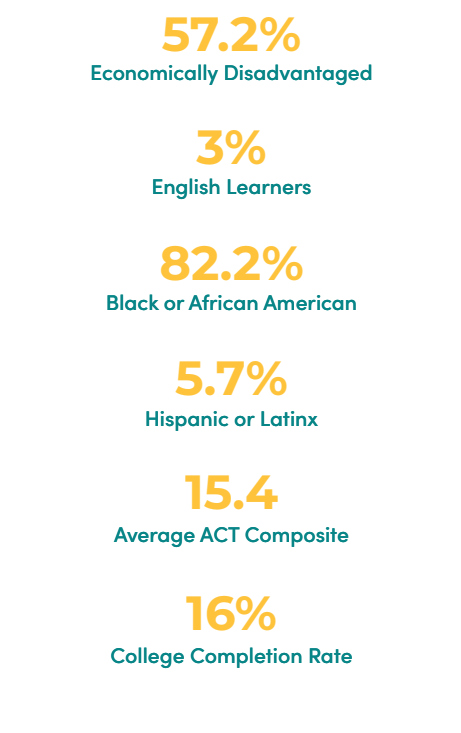
Nashville State	1. Nashville State (14)
Belmont	2. Belmont (13)
Vol State	3. Vol State (10)
MTSU	4. MTSU (6)
UTC	5. UTC (4)
Other	6. Other (15)
Total Enrolled: 62	

Class of 2019 College Enrollment and Persistence



Whites Creek High School

507 STUDENTS
(2018-19 School Year)



Data limitations: NCS Data does not include enrollment numbers for most Tennessee Colleges of Applied Technology or enrollment information for undocumented students.



Endnotes

- 1 College-going Rate data, National Student Clearinghouse Student Tracker for High Schools provided by MNPS, data pulled 12/30/20
- 2 CGR by Ethnicity or Race, NSC Student Tracker for High Schools Demographic Report provided by MNPS, data pulled 12/30/20
- 3 NSC Student Tracker data provided by MNPS 12/30/20
- 4 NSC Student Tracker data provided by MNPS 12/30/20
- 5 Better Late than Never, Delayed Enrollment in the High School to College Transition, Bozick and DeLuca, <https://soc.jhu.edu/wp-content/uploads/sites/28/2012/02/SF-Proofs-2.pdf>, 2005
- 6 Georgetown University's Center on Education and Workforce, Carnevale, Rose, and Cheah, The College Payoff: Education, Occupations, and Lifetime Earnings, <https://1gyhoq479ufd3yna29x7ubjn-wpengine.netdna-ssl.com/wp-content/uploads/collegepayoff-completed.pdf>, 2011.
- 7 Estimate calculated using lifetime earnings research from Georgetown University's Center on Education and Workforce, Carnevale, Rose, and Cheah, The College Payoff: Education, Occupations, and Lifetime Earnings, <https://1gyhoq479ufd3yna29x7ubjn-wpengine.netdna-ssl.com/wp-content/uploads/collegepayoff-completed.pdf>, 2011. Using rounded numbers for lifetime earnings for individuals with high school (\$1.3M), associate (\$1.7M), and bachelor's degrees (\$2.3M), we then calculated estimates for both the class of 2020 and 2019 based off of previous years' data. For the 422 students lost in the class of 2020, we estimated that 27% of the students would have completed a degree. 20% of the students would have completed a bachelor's degree and 7% would have completed an associate degree. The logic of using 27% is that it is the most recent completion data available and comes from the class of 2014. An estimated 372 fewer students did not persist from the class of 2019 compared to the persistence rate from the class of 2018. For purpose of the estimate, we only counted students that we could confirm to have stopped out – 354 (148 community college students and 186 undergraduate students. From the class of 2014, we know that exactly 36% of the students who persisted to the 2nd year completed either an associate or bachelor's degree. We then applied this 36% to the 372 students based on what type of degree they were pursuing.
- 8 Federal Student Aid by High School, <https://studentaid.gov/data-center/student/application-volume/fafsa-completion-high-school>, data pulled February 23, 2021 reveals that FAFSA completion in Davidson County is down 15% from the prior year at the same time
- 9 TCAT data is identified by both the Tennessee Dept of Education (TDOE) and the Tennessee Higher Education Commission (THEC). At the time of this report, neither department had provided college-going data. In previous years, approximately 50 additional students immediately enrolled in a TCAT after graduation. The chart does not include any TCAT data from previous years in order to accurately compare the years.
- 10 High School Benchmarks, National Student Clearinghouse, March 26, 2021, <https://nscresearchcenter.org/high-school-benchmarks/>
- 11 Harper, J. (2013) "Nashville's New Nickname: Little Kurdistan." The Washington Times. February 23, 2013.
- 12 Data on college enrollment by race and ethnicity from NSC provided by MNPS.
- 13 THEC institutional data
- 14 National Student Clearinghouse Student Tracker, Top 25 Institutions attended by High School Class (2013–2020), data pulled by MNPS 12/30/20. Of the 88% of students identified as enrolled, they include all of the major institutions attended by MNPS students, including the top 4 community colleges (Nashville State, Volunteer State, Motlow State, and Columbia State). Of the 12% students not reported in the class of 2019, we believe they are most likely attending out-of-state undergraduate colleges and universities where 1–2 students may be attending.
- 15 Data on persistence by institution type for MNPS from NSC data provided by MNPS. Data on persistence by institution type for similar schools uses data from NSC High School Benchmarks reports 2013–2019, publicly available on NSC's website. Similar schools used are low-income high schools nationally, which have 50% or more students eligible for free and reduced price lunch.
- 16 NSC Student Tracker Demographic Data provided by MNPS, data pulled 12/30/20
- 17 NSC Student Tracker Six-year completion rate data provided by MNPS, data pulled 12/30/20
- 18 In comparing degree completion to the 2019 Bridge to Completion report we discovered that while the completion rate of 26% was correct for the class of 2013, NSC had reported different numbers for the type of degrees attained. In last year's Bridge report, bachelor's degrees were reported as 22% and community college degrees were reported as 4%. The corrected NSC data shows that it was 19% and 7% respectively. This year's data, therefore, shows that bachelor's degree attainment rose while community college attainment remained the same.
- 19 Higher Education was Already Ripe for Disruption. Then, COVID-19 Happened, Barsotti, September 2020, <https://www.cmu.edu/news/stories/archives/2020/september/higher-education-covid-disruption.html> and The Future

- of Work After COVID-19, McKinsey, February 2021, <https://www.mckinsey.com/featured-insights/future-of-work/the-future-of-work-after-covid-19#>
- 20 The Future of Work," McKinsey, <https://www.mckinsey.com/featured-insights/future-of-work/the-future-of-work-after-covid-19#>
- 21 The Future of Work, McKinsey
- 22 Hechinger Report, Marcus, March 2021 - <https://hechingerreport.org/how-a-decline-in-community-college-students-is-a-big-problem-for-the-economy/>
- 23 Hechinger Report, Marcus, March 2021
- 24 JP Morgan Chase, New Skills Ready initiative, Nashville Area Chamber of Commerce, https://www.nashvillechamber.com/blog/2021/an-update-on-the-new-skills-ready-grant?utm_source=Monday+Morning+Report&utm_campaign=fb21ced7e5-EMAIL_CAMPAIGN_8_5_2019_11_23_COPY_01&utm_medium=email&utm_term=0_134d2f9b9b-fb21ced7e5-354204941
- 25 Academies of Nashville, MNPS, <https://www.mnps.org/academies-of-nashville>
- 26 Integration in Emerging Social Networks Explains Academic Failure and Success, Stadtfeld et.al, University of Zurich, 2018, <https://www.pnas.org/content/pnas/116/3/792.full.pdf>
- 27 Career Academy Coach
- 28 Realizing Potential: A White Paper on College Undermatching, TN College Access and Success Network, 2015 <https://static1.squarespace.com/static/58ff7a5dd1758e290dc21b84/t/5ab536c1758d46d6fb5a0234/1521825473612/RealizingPotentialWP.PDF>
- 29 2020 Bridge to Completion, p 25
- 30 Bridge to Completion 2018-2020, NPEF, <https://nashvillepef.org/resources/>
- 31 2020 Bridge to Completion, p 25. - <https://nashvillepef.org/bridge-to-completion/#report>
- 32 Georgetown University, Center for Education and the Workforce, Balancing Work and Learning: Implications for Low-income Students," 2018, <https://cew.georgetown.edu/cew-reports/learnandearn/#full-report>
- 33 2019 Bridge to Completion report,p.42, data pulled from the National Center for Educational Statistics, College Navigator https://nashvillepef.org/wp-content/uploads/2019/09/bridge-to-completion_FINAL.pdf
- 34 USDOE Federal Student Aid, Cost of Attendance defined, <https://studentaid.gov/help-center/answers/article/what-does-cost-of-attendance-mean>. Net Price Cost defined, <https://www.savingforcollege.com/article/what-is-the-net-price#:~:text=Net%20price%20is%20the%20college's,repay%20or%20earn%20through%20work.>
- 35 TSAA Award amounts prior to 2010 were \$2,322 (4 year public), \$1,554 (2 year public), \$1,314 (TCAT), \$4,644 (4 year private). In 2010 the amounts were reduced to \$2,000 (4 year public), \$1,300 (2 year public), \$1,000 (TCAT), \$4,000 (4 year private)
- 36 Tennessee Student Assistance Commission, TSAA Award, data pulled 3/18/21, <https://www.tn.gov/collegepays/money-for-college/grant-programs/tennessee-student-assistance-award.html#:~:text=Maximum%20award%20amounts%20are%20determined,year%2Ftwo%2Dyear%20private%20%244%2C000>
- 37 College Navigator, Net Price Costs for Families making \$30,000 or less, data pulled 2/25/21, <https://nces.ed.gov/collegenavigator/>
- 38 From Tails to Heads: Building Momentum for Postsecondary Success, Education Strategy Group, 2020, <https://edstrategy.org/resource/from-tails-to-heads/>
- 39 Oasis College Connection, Martha O'Bryan Center, Persist Nashville, YMCA Black and Latino Achiever Programs, Conexion America's Escalera program, Equal Chance for Education
- 40 GEAR UP Nashville, <https://news.mnps.org/metro-schools-receives-134-million-gear-up-grant-to-prepare-students-for-postsecondary-success/>
- 41 TRIO Programs, <https://www2.ed.gov/about/offices/list/ope/trio/index.html>
- 42 SEO-USA, Catherine Finneran Interview, VP for College Scholars, - interview revealed that between Saturday and Summer academies SEO provides 750 hours of additional academic instruction to the students they serve
- 43 SEO Summer Academy - <https://www.seo-usa.org/scholars/partners/summer-programs/>
- 44 University of Memphis Upward Bound Program - <https://www.memphis.edu/upwardbound/programs/index.php>
- 45 Better Together is a joint venture launched in early 2020 by Dr. Adrienne Battle, Director of Metro Nashville Public Schools (MNPS), and Dr. Shanna L. Jackson, President of Nashville State Community College (NSCC), to help more MNPS graduates prepare for, attend and complete college.
- 46 2020 Bridge to Completion, p 33
- 47 Tennessee Comptroller of the Treasury, Office of Education Research and Accountability, 2020 and 2021, <https://comptroller.tn.gov/office-functions/research-and-education-accountability/publications/higher-education/content/tennessee-promise-evaluation.html>



Nashville
Public Education
FOUNDATION

nashvillepef.org