North Carolina Appalachian Collaborative for Higher Education

A Member Organization of the Appalachian Higher Education Network

Annual Report 2010
Vision

All students of the North Carolina Appalachian region will be college ready.

Mission

North Carolina Appalachian Collaborative for Higher Education (NCACHE) is committed to building strategic partnerships to strengthen our local communities through college access and success.

Contact Information:
Appalachian State University
NCACHE
ASU Box 32152
Boone, NC 28608

828-262-8016
ncache.appstate.edu
It is with great pleasure to present the first ever NCACHE Annual Report. The vision for providing college access programming to our local communities in the NC Appalachian region began long before 2010. The NC Appalachian Collaborative for Higher Education, formerly The Western Network for Access and Success has been serving the region through a collaborative effort with UNC-Asheville, Western Carolina, and Appalachian State. Our new name only reflects a desire to be recognizable throughout the national Appalachian region. The same level of high quality programming is still in place, in fact, we are increasing our programming!

Appalachia is catching up with the nation as a whole on many socioeconomic indicators—even surpassing the national averages in some areas—but the Region still lags in postsecondary education. The U.S. Department of Education estimates the college-going rate of high school graduates nationwide at 63.3 percent; for Appalachia the rate is between 35 and 55 percent, according to Commission data. And only 17.7 percent of the population age 25 and older in Appalachia has a college degree, compared with 24.4 percent of the population in the nation as a whole. While this gap may not appear large, it is growing. Because at least some college or postsecondary training is now necessary to obtain jobs that pay a livable wage, it is critical that we close the college-going gap between Appalachia and the nation.

Since 1998, eight states in the Appalachian region have modeled educational resource centers after the Ohio Appalachian Center for Higher Education (OACHE). The mission of each state’s regional program is to increase high school completion, enhance college readiness, and improve post-secondary enrollment in the Appalachian region. In each state, public and private entities, in partnership with the Appalachian Regional Commission, have joined together to maximize local resources and reduce the barriers to educational attainment - a key component to economic development.

Jennifer Wilson-Kearse
Executive Director
Educational Needs Index Educational Factor Analysis Data

Educational Factor - Indicators assess the educational capacity of a region’s adult population. Indicators measure the percent of the population with a high school degree, associate’s degree, and bachelor’s degree, and a measure of the educational attainment gap between younger and older members of the workforce.

The Educational Needs Index (ENI) places an emphasis on the transition between K-12 policy concerns and postsecondary opportunities. The data assists policy makers at state, regional, and local levels as they work to reach informed decisions on issues of adult education and postsecondary education access and attainment. Particular emphasis is placed on the role that training, certificate programs, two-year degrees, and adult literacy initiatives play in forming foundations for more promising futures and stronger economies built upon a more versatile workforce. By identifying and offering intervention strategies for the most pressing issues facing critical regions, this research promotes a more informed and long-term conversation about postsecondary access. The project focuses on the most disadvantaged rural and urban areas of the U.S. and promotes regional partnerships between education, business, and government.

ENI Link: http://www.educationalneedsindex.com/about-eni-v2.php

<table>
<thead>
<tr>
<th>Education Factor Indicators</th>
<th>Cherokee, Clay, Graham, Haywood, Jackson, Macon &amp; Swain</th>
<th>Buncombe &amp; Madison</th>
<th>Henderson &amp; Transylvania</th>
<th>McDowell, Polk &amp; Rutherford</th>
<th>Ashe, Avery, Mitchell, Watauga, &amp; Yancey</th>
<th>Alleghany, Surry &amp; Wilkes</th>
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<tbody>
<tr>
<td>Percent of 18 to 64 year olds with a High School Diploma (2005)</td>
<td>85.9</td>
<td>85.3</td>
<td>85.4</td>
<td>85.5</td>
<td>83.9</td>
<td>71.5</td>
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<tr>
<td>Percent of 25 to 64 year olds with an Associate’s Degree (2005)</td>
<td>11.9</td>
<td>7.8</td>
<td>13.4</td>
<td>9.0</td>
<td>8.5</td>
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<td>Percent of 25 to 64 year olds with a Bachelors’s Degree or higher (2005)</td>
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<td>28.8</td>
<td>23.5</td>
<td>16.7</td>
<td>20.5</td>
<td>12.8</td>
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<td>Difference in College Attainment Between Young (25 to 35) and Older (45 to 54)</td>
<td>-1.3</td>
<td>-11.8</td>
<td>-11.0</td>
<td>-4.3</td>
<td>14.9</td>
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</table>
### Education Factor Indicators

**Cherokee, Clay, Graham, Haywood, Jackson, Macon & Swain**

**Buncombe & Madison**

**Henderson & Transylvania**

**McDowell, Polk & Rutherford**

**Ashe, Avery, Mitchell, Watauga, & Yancey**

**Alleghany, Surry, & Wilkes**

**Davie, Stokes, & Yadkin**

**Alexander, Burke, & Caldwell**

**Forsyth (outer region)**

**Forsyth (inner region)**

**North Carolina USA**

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Cherokee</th>
<th>Clay</th>
<th>Graham</th>
<th>Haywood</th>
<th>Jackson</th>
<th>Macon</th>
<th>Swain</th>
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<th>Madison</th>
<th>Mitchell</th>
<th>Yancey</th>
<th>Ashe</th>
<th>Alleghany</th>
<th>Surry</th>
<th>Stokes</th>
<th>Wilkes</th>
<th>Watauga</th>
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<th>Yadkin</th>
<th>Alleghany</th>
<th>Stokes</th>
<th>Wilkes</th>
<th>North Carolina</th>
<th>USA</th>
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<tr>
<td>2005 High School Diploma Percent</td>
<td>85.9</td>
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<td>85.4</td>
<td>85.5</td>
<td>83.9</td>
<td>71.5</td>
<td>78.3</td>
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<td>2005 Associate's Degree Percent</td>
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<td>12.8</td>
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</table>

#### Difference in College Attainment

- Between Young (25 to 35) and Older (45 to 54)

<table>
<thead>
<tr>
<th>Location</th>
<th>Young - Older</th>
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<tr>
<td>Cherokee</td>
<td>-1.3</td>
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<tr>
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<tr>
<td>Graham</td>
<td>-11.0</td>
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<tr>
<td>Haywood</td>
<td>-4.3</td>
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<td>Jackson</td>
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<tr>
<td>Macon</td>
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<tr>
<td>Swain</td>
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<tr>
<td>Buncombe</td>
<td>0.6</td>
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<tr>
<td>Madison</td>
<td>7.8</td>
</tr>
<tr>
<td>Mitchell</td>
<td>-1.6</td>
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<tr>
<td>Yancey</td>
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<tr>
<td>Ashe</td>
<td>-0.1</td>
</tr>
<tr>
<td>Alleghany</td>
<td>1.5</td>
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</tbody>
</table>

#### Educational Needs Index Map of the NC Appalachian Region

- **Most Critical**
- **Critical**
- **Less Critical**
Southern Bus Tour
NCACHE Coordinators attended the Appalachian Higher Education Network’s southern bus tour showcasing best practice programs sponsored by TnACHE (Tennessee Appalachian Center for Higher Education) and KY AHED (Kentucky Appalachian Higher Education Center). While on the tour, the Coordinators visited 4 schools. The tour provided many opportunities to discuss best practices and implementation for college access and awareness programming.

Impact: 12 Teachers and Coordinators participated from the NC Appalachian region

Tours of the Appalachian State University (ASU) Campus
North Carolina professional teaching standard #1 states that teachers demonstrate leadership by taking responsibility for the progress of all students to ensure that they graduate from high school, are globally competitive for work and postsecondary education, and are prepared for life in the 21st century. Teachers communicate this vision to their students and create a culture that empowers students to collaborate and become lifelong learners. In an attempt to support this requirement, NCACHE hosted student visits to the ASU campus. Visitors met with ASU students, athletes, Teaching Fellows, and perspective teachers to tour the campus and participate in facilitated workshops and panel discussions about college life.

Impact: 925 5th-10th grade students visited ASU

AsULead
As digital media and technology become increasingly important in the workplace, a focus throughout AsULead is to incorporate these skills in a relevant and interactive way. Students created videos, blogs, social networking sites, and poster publications to take the message of college access back to their schools and communities. This approach allowed students to seek out information while simultaneously teaching the valuable skills of media literacy and technology. The products the students created became the basis for 3 parent programs they lead during the academic year.

Impact:
• 32 Students became Peer Leaders
• 3 Parent programs per high school were led by the Peer Leaders (9 total)
• 100% of Peer Leaders have been accepted to a postsecondary institution
**Teachers of Tomorrow**
The Teachers of Tomorrow conference provided an opportunity for middle grade students to explore teaching as a career. The College of Education and Allied Professions at Western Carolina University sponsored Teaching for Tomorrow.

**Impact:**
- 186 Students and
- 14 Teachers Participated

**Curriculum Alignment Dialogs**
Provided collaborative opportunities for college faculty and high school teachers to discuss and problem solve issues related to high school and college curricula alignment specifically in the fields of math and science. Hosted by Appalachian State, UNC-Asheville, and Western Carolina.

**Impact:**
- 70 Middle and High School Teachers and
- 65 College Faculty Participated

**Principals Network**
A Coordinated dissemination project targeted to high school principals, assistant principals, and guidance counselors related to issues of college access, state and federal policy, and funding. Information is communicated through a monthly newsletter and ncache.appstate.edu.

**Impact:**
- 639 Principals, Assistant Principals, and Guidance Counselors

**Mini-Grants to NC Appalachian Region High Schools**
Mini-grants were awarded to high schools in the region for college access programming.

**Impact:** Postsecondary Enrollment Rates
GEAR UP

The program is a response to America’s need for a more highly skilled, highly educated workforce and increases college enrollment—particularly in the most under served segment of the Appalachian community: first-generation, low income families.

GEAR UP is a six year, federally-funded grant awarded on a competitive basis. It follows specific cohorts of students as they journey from middle school to high school, tracking their progress along the way. Because each student’s academic performance is charted and correlated to the types of services the student receives (tutoring, campus tours, and mentoring hours, for example), GEAR UP is able to effectively judge ‘what is working’ based on attendance and academic performance data to make real-time adjustments to programming.

Impact

- Total Students Served: 2,597
- Total Hours of Service Provided: 176,553
- Average Hours per student: 68.94

Rates of Proficiency in Math
Upward Bound
The Upward Bound Program has been a staple at Appalachian State University (ASU) since 1972. Currently, 132 students are served through a classic Upward Bound grant and a math/science Upward Bound grant. Upward Bound Scholars are potential first generation college students from predominately low-income families. Programming is aimed at increasing academic performance, college readiness and ultimately, college attendance.

Academic year programming included weekend academies, one-on-one academic counseling, and online and in-person tutoring. Students also participated in a 6 week intensive summer program introducing students to research, project-based learning, and opportunities for team building.

Impact
• 100% of students performed at grade level in reading and math
• 92% of UB Seniors enrolled in postsecondary institutions
• 85% of students retained in UB
• 78% of UB students persisted in postsecondary education
About the Appalachian Higher Education Network

In 1998, the Appalachian Regional Commission (ARC) began developing what is now the Appalachian Higher Education (AHE) Network. The AHE Network, currently composed of eight centers, has the mission of increasing the college-going rate in Appalachia, the numbers of students who continue their education directly after graduating high school. This paper discusses why a postsecondary education is so critical and the need for the AHE Network in the Region. It then describes the history and effectiveness of the AHE Network model and presents preliminary data on the impact and success of individual AHE Network centers.