A Statewide Examination of College Access Services and Resources in Virginia

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Executive Summary

This report is the product of a multi-faceted research project that identifies and compares the college access provider resources in Virginia to the access and academic achievement needs of the Commonwealth. In doing so, this report serves as a resource for a broad range of constituent groups.

The justification for public and private support of college access programs is grounded in previous research that demonstrates the positive benefits college provides for both public and private stakeholders. The life-advantages gained by graduating from college are numerous and significant: college graduates who are employed year-round earn an average of 62% more in annual wages, pay nearly 80% more in annual taxes (including local, state, and federal), and over a lifetime, earn nearly one million dollars more than those with a high school education only (Baum & Ma, 2007). Individuals with a college degree, on average, report better health, volunteer more frequently, give blood more often, vote in greater numbers, are more engaged in their children's education, and tend to perpetuate educational and civic values among their offspring (Baum & Ma, 2007). Furthermore, attending college humanizes individual's values, making graduates more accepting of diverse persons, ideas, and situations, more interested and engaged in the arts, and more aware of and involved in political and philanthropic issues (Baum & Ma, 2007). Given the quality of life improvements attributable to college attendance and completion, providing for the aspirations to attend college, the skills to apply to college, and the qualifications to graduate from high school and enter college, is not only a benefit to the Commonwealth, but represents a moral obligation of Virginia to its citizenry.

Historically, college attendance (and associated benefits) has been least accessible to traditionally underrepresented populations, including persons from low-income families, first generation students, persons with limited English proficiency, and persons from a variety of racial and ethic groups. This study, in data collection and analysis, is particularly sensitive to the services targeting these traditionally underrepresented groups.

In the summer of 2008, the Commonwealth of Virginia was awarded a $1.1 million grant through the Department of Education's College Access Challenge Grant Program (CACGP). Virginia's CACGP grant, coordinated through the State Council of Higher Education for Virginia (SCHEV), aims to increase access to post-secondary education for low-income and other underrepresented groups through the support of current college access providers and the development of new and innovative programs. This study began in October 2008 with final write-up concluding in October of 2009.

Definitions and Study Parameters

The following research questions guided the data gathering and analysis process:

Descriptive provider questions:
1. What is an appropriate definition of a college access provider in Virginia?
2. What types of college access providers work in Virginia?
3. Who are the college access providers working in Virginia?
4. Where, in terms of geographic distribution, are college access provider organizations in Virginia?
5. What services and activities do Virginia access providers deliver?

Evaluative and comparative questions:
1. What are the most significant college access needs in Virginia?
2. What is the geographical distribution of the most significant access needs in Virginia?
3. How do college access resources and college access needs in Virginia align: where are the areas of unmet need, of challenge, and of success?
4. What can we learn about the challenges, obstacles, and victories of current access providers that may help inform and direct support for current and future access provider activities in the Commonwealth?

To provide direction and focus for this study, it was necessary to clearly define the term *college access provider*, and to delineate what groups that definition includes. Based on research experiences from this study and on Cabrera and La Nasa's (2001) description of the college access process, we arrived at the following definition:

An access provider is any organization through which an individual gains the knowledge, skills, or support necessary for college aspiration, qualification, application, and enrollment.

This definition purposefully focuses on the acquisition of a range of resources that result in college enrollment. As part of this definition, we also recognize that college access providers include at least five sub-categories of involved groups. The first two, community-based providers and state or higher education-directed providers, are disproportionately represented in this study, since their activities focus exclusively on access providing. For-profit organizations also serve the citizens of Virginia, though by nature, they tend to be less accessible to underserved populations. Five identified provider types are:

1. <u>Community-based providers</u> (typically independent organizations dedicated to meeting local or regional access needs).
2. <u>State or higher education-directed providers</u> (similar to community-based providers, but centrally directed and funded).
3. <u>School-based providers</u> (in particular school counselors, teachers, and other resource persons).
4. <u>Micro-providers</u> (including a wide range of clubs, religious organizations, civic organizations and other small-scale groups for whom access work is not their primary organizational purpose).
5. <u>Relationship-based providers</u> (peers, parents, family, and friends who encourage or in some way contribute to college-going behaviors).

Through a three-phase data collection process, qualitative interview data, organizational logistical data, and quantitative services and activities data were collected from approximately 120 Virginia college access providers. Collected data was analyzed and compared to state-wide and school district-level data from the Virginia Department of Education and U.S. Census Bureau. School district level maps were constructed based on access provider survey responder data to reveal the distribution of access providers across 10 regions of the Commonwealth. Comparisons between the geographic distribution of access providers (and associated activities, programs, and target populations) and the State educational and demographic data yield a compelling picture of the extent to which low achieving, high-need school districts may or may not be paired with appropriate or sufficient access provider resources.

Distribution of Access Providers

Our extensive investigation of access provider organizations yielded a total of nearly 450 access providers (organizations, or sub-units of organizations) of various types. Distribution results showed an average of 3.7 access providers per school district[1], with a per-district high of 13 in one district (Washington County) and a low of zero providers in 16 districts (Highland County, Page County, Clarke County, Shenandoah County, Falls Church City, Fauquier County, Spotsylvania County, Stafford County, Campbell County, Dinwiddie County, Colonial Heights City, Petersburg City, King and Queen County, Richmond County, the Town of Colonial Beach, and the Town of West Point). These calculations do not include school counselors, teachers, or micro-providers that are an important part of the access provider impact in Virginia.

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[1] Note: Several city school districts were combined with surrounding county districts because they lacked an associated high school, or because these school district populations share high school resources.

Comparing State Needs and Access Provider Distribution

Through a compilation of high school student achievement data (graduation and dropout rates), student demographic data (high percentages of students from low-income families), and provider distribution data, this study highlights two categories of school districts struggling to prepare challenging populations for college (Appendix LL, p. 235): those deemed to be *high need*[2] districts (the most urgent situations), and those deemed to be *recognized need*[3] (areas also in need of additional scrutiny) districts. Of 130 consolidated school districts, 17 met the criteria as *high need* districts and 18 met the criteria for *recognized need* districts (Table A). Table A also indicates the provider count per district. See page 55 and Appendix PP (p. 248) for an extended description and of the significance of the types and distribution of access providers.

Table A: School districts that met high need or recognized need criteria, and provider count.

High Need School Districts	Provider Count	Recognized Need School Districts	Provider Count
Accomack County	7	Alexandria City	7
Brunswick County	4	Bristol City	5
Buckingham County	7	Charlottesville City	6
Covington City	3	Colonial Heights City	0
Franklin City	4	Cumberland County	6
Harrisonburg City	3	Danville City	10
Hopewell City	2	Dinwiddie County	0
King and Queen County	3	Fredericksburg City	1
Lee County	3	Giles County	2
Lunenburg County	3	Henry County	7
Northampton County	6	Lynchburg City	10
Petersburg City	6	Newport News City	7
Portsmouth City	6	Norfolk City	10
Richmond City	10	Nottoway County	3
Roanoke City	4	Pittsylvania County	11
Suffolk City	6	Southampton County	1
Sussex County	3	Tazewell County	8
		Winchester City	1

[2] A *high need* district is defined as a district that is *significantly underperforming* in graduation rate and dropout rate *and* is above the state average in at least one of the following two categories: percentage of students qualifying for the Free and Reduced School Lunch (FRSL) program *or* percentage of student from low-income families. All high need areas are also *recognized need* areas (see below). *Significantly underperforming* is defined as eight percentage points below the 2008 Virginia average graduation rate of 82%, and five percentage points above the state average dropout rate of 9.3%.

[3] A *recognized need* district is one in which multiple indicators of low performance and high risk population are present in the same area (typically including graduation rate, dropout rate, and percent enrolled in FRSL). However, of these indicators, not all may be severe enough to qualify for "high need" status. The criteria for this category are intentionally vague, since many combinations of performance and demographic indicators contribute to an environment of significant need. It is the intention that this definition will encourage a larger ongoing conversation.

The access provider survey establishes a baseline of programs and activities within the Commonwealth, upon which future research may build. The survey also creates an outline of the needs requiring additional attention. The good news is that in general, provider organizations have done an excellent job at shaping their services to meet the needs of local constituents. As providers continue to assess their programs and evaluate student needs, our analysis suggests six particular areas for increased provider activity:

1) Although nearly all access providers target high school juniors and/or seniors, few survey responders (16%) indicated that they attend to younger students. However, compelling research suggests that the foundation of college aspirations and qualification are laid much earlier (Tough, 2009). We strongly recommend that both state policymakers and access providers recognize the importance of supporting and nurturing positive dispositions toward college attendance prior to high school and begin programs and services as early as kindergarten.

2) Computer skills training was offered at about half the rate that study skills, critical thinking skills, and time management skills were made available. This difference in skill training options are due to a variety of reasons, including limited access to equipment, assumed generational technology literacy, or specified priorities of the organization. Regardless, planning for or entering college without requisite computer skills would place a student at a critical disadvantage at a time when computer competency is often assumed.

3) Preparation for standardized college aptitude tests such as the SAT and ACT is cause for trepidation on the part of nearly all students, regardless of ethnicity, race, or socio-economic status. However, fewer than half of surveyed access providers (48% for the SAT, 46% for the ACT) noted test preparation assistance as a service that they provide. In short, test preparation is one element of the application stage that deserves increased access provider involvement.

4) Surveyed access providers were asked about financial literacy training (that is, helping students and parents comprehend the details of the financial aid process). Financial literacy information would seem to be prerequisite to guidance on loans or scholarships. However, for 25% of surveyed access providers, financial literacy is not part of their services at all. The high percentage of participant access providers who offer either scholarship information or actual awards is admirable. We suggest that providers consider methods to integrate financial literacy programs into their present services and activities.

5) We are encouraged that the survey responder data shows that quite a few access providers recognize the vital role parents play in the development of college dispositions, and have endeavored to create programs that connect directly with them. Although only 27% of responders indicated that parental programs were a primary focus, 53% named it as a secondary focus, which is appropriate given the context and mission of many providers. Nevertheless, one-fifth of providers reported that they do not offer programs for parents. Parental programs are an area that represents a gap in needed services and resources. We encourage both college access provider organizations and state agencies (both those involved in education and those concerned with child welfare issues) to set as a priority efforts that will inform parents of the value of post-high school education.

6) Some of the providers interviewed noted that as their organization has matured, they have identified new points of struggle for aspiring college students, including the transition from high school to college. For underrepresented populations and first-generation students, the emotional and logistical transition to college can be particularly difficult (Steinmetz, 2008). Although many colleges offer orientation programs during the summer, we believe those initiatives can be meaningfully supplemented through involvement by the access providers who have worked with and helped the students transition to college.

Concluding our analysis of programs and services, we are keenly aware that most access providers do their work despite a dearth of resources. Adding more services to existing programs may not be possible. Providers make difficult decisions about what needs to target, and how to appropriate resources. Our purpose is not to overwhelm organizations that may already be strained. Through evaluation of the data obtained through this study, we offer guidance as organizations self-evaluate, shape their sense of purpose, and grow.

Study Recommendations

Recommendations from this study are built on two broad themes:

1) That accurate information, contextual knowledge, and timely responsiveness are paramount in providing college access information, services, and programs and;

2) That improved data, coordination, and support at the state level will improve the efficacy of access providers in the Commonwealth.

To improve access programs and services, we offer six recommendations:

Recommendation #1: That access providers who do not currently target first generation students and their families develop services and activities to identify and address their unique challenges and issues.

Recommendation #2: That more access providers offer information sessions, workshops, and programs on financial literacy and debt management to address college affordability issues.

Recommendation #3: That stakeholders involved in access issues on all levels improve cooperative efforts, from communication to collaboration.

Recommendation #4: That state agencies and access providers prioritize evaluation, with specific attention to improved state-wide and student-specific longitudinal data collection initiatives that rely on and support, rather than impose, access provider self-assessment processes.

Recommendation #5: That this research initiative be replicated on a biennial basis for a set number of years to establish longitudinal points of comparison, from which improved targeting of access services to State needs can occur.

Recommendation #6: That in conjunction with broader access provider coordination initiatives, specific efforts are made to link providers throughout the Commonwealth who are working with similar underserved populations.

In Virginia, access providing efforts have reached a point of maturity and saturation when improved state-wide coordination, support, information-sharing, and data gathering are necessary to address the varied access gaps that have been identified in this study. As illustrated by the case narratives and program overviews in this study, many of Virginia's access providers have an established track record of excellent, innovative work that can serve as model programs and organizational leaders can serve as mentors for individuals seeking to create and expand access initiatives. However, to address the gaps in the college access programs and efforts, it is incumbent upon all of Virginia's stakeholders associated with these endeavors to use the data in this study to move toward a more comprehensive, state-wide solution to insure students in the Commonwealth pursue and complete post-high school education.

Acknowledgements

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Introduction

The purpose of this research initiative is to enable a variety of stakeholders, including legislators, policy-makers, educators, and organizational leaders, to make informed decisions that will ultimately result in more students aspiring to, applying to, attending, and graduating from a postsecondary education institution of their choice[4]. This state-wide study investigates the type and distribution of public and private groups that, in various ways, directly participate in promoting the "college-going" process. The partners in the process are many: parents, teachers, peers, school counselors, and other individuals and organizations committed to the advancement of students. Just as the process of attaining a college education is dependent upon correct and timely information and informed insight from all quarters, so also are good political and organizational decision making depends upon accurate data and informed recommendations.

The aim of this study is to be both descriptive and prescriptive. This study will illustrate the resources (including targeted services and programs) available throughout the Commonwealth of Virginia through statistics, maps, figures, and case-narratives. In comparison with pertinent state and regional data and current research in the college access field, this study will also highlight areas (both geographic and strategic) where progress is occurring, and areas that represent ongoing college access challenges.

The Benefits of College Attendance for Individuals and for Society

To expect stakeholders to commit significant resources on the local and state-wide level to improving the mechanisms that support college-going, it is first vital to understand why college attendance benefits individuals, their communities, and society in general. College graduates enjoy more professional mobility, more leisure activities, improved life for their children, better consumer decision-making, and more personal savings (Institute for Higher Education Policy, 1998). Cognitively and developmentally, compared to those who do not attend college, college graduates tend to be more open-minded to new ideas, more appreciative of cultural activities, more rational in their judgment, more empathetic toward those in need, less prejudiced against those who are different, more aware of world affairs, and they tend to pass these traits and behaviors along to their offspring (Rowley and Hurtado, 2002).

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[4] Postsecondary education institution: an education enterprise that offers a curriculum leading to a licensure, certification, or degree beyond high school/secondary education to include two- and four-year colleges and universities for-profit, technical, vocational, or trade schools. For simplicity, the term *college* will be used throughout this document to refer to any regionally accredited, degree or certificate-granting, institution of postsecondary education.

Clearly, many of these individual cognitive and behavioral benefits are also a benefit to society in general, as are the social and economic advantages enjoyed by the college-educated population. In 2005, those who had completed college and who were working full-time earned an average of $50,900, 62% more than the $31,500 earned by the typical full-time worker with only a high school diploma (Baum & Ma, 2007). Even those full-time workers with some college experience earned 18% more than those who had completed high school only[5].

As Figure 1 illustrates, college-going benefits the individual through increased purchasing power and financial security, and benefits society through a significant increase in taxes paid that support state and local services.

Figure 1: Annual income and taxes paid by educational level.

Educational Level	Income After Taxes	Taxes Paid
No High School Degree	$18,800	$4,600
High School Degree	$24,900	$6,600
Some College, No Degree	$29,000	$8,100
Associate's Degree	$31,500	$9,100
Bachelor's Degree	$39,000	$11,900
Master's Degree	$46,600	$14,700
Doctoral Degree	$59,500	$19,900
Professional Degree	$74,500	$25,500
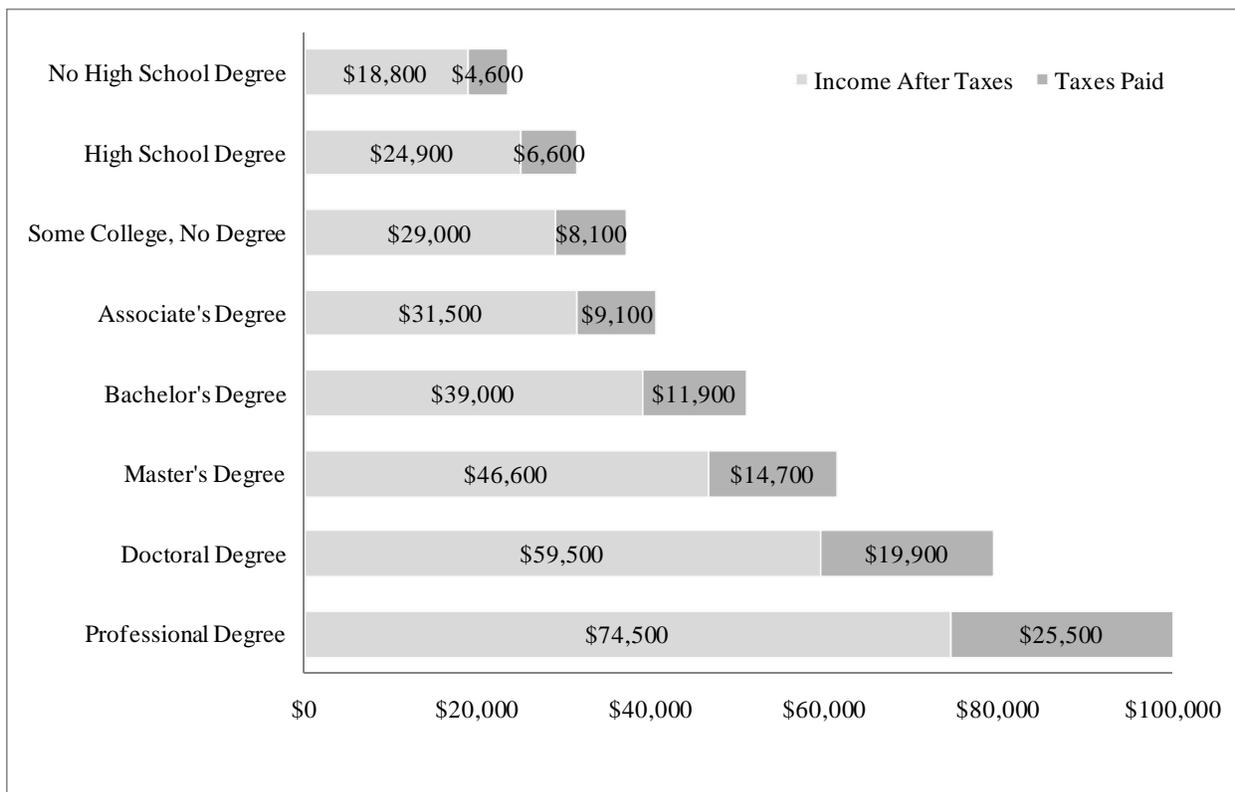
According to Baum and Ma (2007), the typical college graduate with full time, year-round employment paid 134% more in taxes than a similarly employed high school graduate.

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[5] As noted by Baum and Ma (2007), not all earnings difference between those with college degrees and those without them can be attributed to college-going alone: the socio-economic status of parents, personal characteristics, and other factors must be considered as well.

Note: Taxes paid include federal income, Social Security, and Medicare taxes, and state and local income, sales, and property taxes.

Sources: U.S. Census Bureau, 2006, as cited in Baum & Ma, 2007.

Those with professional degrees paid out nearly $19,000 more in taxes per year than those with high school degrees. Similarly, over the course of a lifetime, those with a college degree will typically earn nearly one million dollars more in taxable income than those persons with only a high school diploma (Baum & Ma, 2007). In light of these numbers, the significant cost of a college education is a worthy investment, with the original financial commitment covered in an average of nine years.

The personal and societal benefits extend beyond remuneration alone. Individuals with college degrees report better health, volunteer more frequently, give blood more often, turn out in greater numbers to vote, and are more engaged in their children's education, which in turn perpetuates the inclination toward civic engagement (Baum & Ma, 2007). Since educated citizens require fewer physical and emotional health supports and are more likely to support public and private assistance initiatives through their tax dollars and their voluntary giving, a college education reduces the burden placed on state and local governments.

The Benefits of Education for Traditionally Underrepresented Populations

One component of the mandate for this study is a better understanding of how college access providers are addressing the needs of: 1) students from low-income families; 2) underrepresented students; 3), first-generation students; and 3) students who live in rural or urban areas where encouragement and preparation for college attendance may be inadequate. In the following section we will discuss why these populations require additional support to attain college entrance and success. In this section, we will make the case that the rewards of a college degree extend to those who are in the greatest need and who are, significantly, the least likely to access the benefits of a college education.

In economic terms, Asians, African Americans, and Hispanics all greatly benefit from a college degree, though gender is also a significant variable. In 2005, the median earnings for Hispanic males between 24 and 36 years of age with a bachelor's degree were 86% higher than those of similarly aged Hispanic males with a high school degree only. Although a similar benefit is enjoyed by other racial/ethnic groups, the differences are highly variable: Asian males gain a 94% premium, African American males gain a 56% advantage, and White males earn a 34% surplus over those with only a high-school diploma (Baum & Ma, 2007). For females, the percentage of advantage was similar: 57% for Hispanics, 70% for African Americans, and 49% for Whites (there was insufficient data to include Asian females in the sample). Again, higher income rates increase taxes paid at all levels, increases education and health care available to their children, and increases quality of life of the earners themselves (Baum and Ma). Just as poverty tends to perpetuate itself, so the benefits of education perpetuate themselves, regardless of race/ethnicity, class, or gender.

The personal and societal benefits of college attendance are also clear through unemployment rates, where, in 2006, the rate for African American males was roughly one-third of the rate for high school educated workers (2.9% and 8%, respectively) (Bureau of Labor Statistics, 2007). Similarly, unemployment rates for Hispanic, Asian, and White college graduates are approximately half the rate experienced by members of those groups with a secondary degree only.

Finally, college graduates from traditionally underrepresented populations tend to pass on the benefits of and inclination toward college education to their children. Since the late 1970s, researchers have realized that the strongest predictors of college attendance are parental wealth and parental education (Gladieux & Swail, 1999). Furthermore, children from the highest income brackets attend college at five times the rate of children whose parents' income was in the lowest income bracket (Gladieux & Swail). As the data in Figure 1 demonstrates, wealth directly correlates with the attainment of college and advanced degrees. College attendance pays dividends as a social mechanism for minorities and under-represented populations to enter the higher education pipeline. It impacts their entire family network and increases the chance that their own children will be upwardly mobile.

The Causes and Effects of Disproportional College Access

Under-represented students struggle to achieve what is attained with greater ease by others due to their accumulated lack of aspiration, preparation, and qualification. McDonough and Gildersleeve (2005) cite six major barriers to college-going faced by under-represented students. First, *financial barriers* include lack of familial resources to help pay for college and inadequate planned savings for college (Heller, 2002). In part, this barrier is a function of *base funding*, that is, a minimum level of economic resources. However, it is also a function of parental socialization to the value of college, and the return on investment economically, intellectually, and developmentally.

The second barrier, *K-12 academic preparation*, occurs because traditionally under-represented students often attend schools with fewer resources, less individual attention, and lower expectations by teachers due to their marginal status (Gladieux & Swail, 1999).

The third barrier, *K-12 focus, and staff assigned to ensure college preparation* is an issue when schools do not provide encouragement for all students to take the challenging math and science courses needed for college entrance, and when school counselors, facing overwhelming

student need, are unable to provide the academic and career guidance that would point a student toward continuing education beyond high school (McDonough, 2004).

The fourth barrier is a *lack of clear and available information on the college entrance process, college preparation, and financial aid* (Kirst & Venezia, 2004). Even for those students who qualify academically, the path to college is a bewildering maze that is often filled with mis-information from peers, parents/guardians, media sources, school officials, and other well-intentioned individuals. Each year, approximately 100,000 academically qualified students from low-income families do not attend college primarily due to a lack of accurate information about processes and resources (Advisory Committee on Student Financial Assistance, 2007). Barrier five, *family involvement,* is closely linked to the fourth barrier (Choy, 2002). Studies show that parental encouragement and sibling modeling (Attanasi, 1989) can overcome much of the disadvantage of ethnicity, race, and low-SES, making parental involvement in the college-going process **absolutely** vital. Even in families where college is encouraged, parents must educate themselves on the college-going process so they can assist their children as they make crucial decisions about their educational and vocational plans.

The sixth and final barrier is *college admissions policies* (Avery, Fairbanks, & Zeckhauser, 2003). For under-represented students, financial aid forms, admissions essays, and other application processes are points of frustration and discouragement that may hinder or even block qualified students from entering college. Once again, the need and necessity for accurate information from knowledgeable and trusted individuals who understand the admissions process is vital to a student's successful navigation and transition from high school to college.

The Effects of Disadvantage

Persistence through and graduation from high school is one of the most basic hurdles to college entrance, and a reflection of the disproportional disadvantage faced by traditionally under-served students. Virginia's state graduation rate of 82.1% (depending on calculation method) for the class of 2008, disaggregated by race, ethnicity, and socio-economic status (SES), demonstrates the comparative disadvantage experience by a significant portion of the population (Figure 2). Asian students' on-time graduation rate is 93.4%, followed by Whites at 85.9%, African Americans at 73.9%, Hispanics at 71.5%, economically disadvantaged students of all races at 70.6%, students with limited English proficiency at 69.2%, and homeless students at 60.2%. As state averages, these statistics vary greatly from locality to locality, but are illustrative of the struggle faced by many students. Although these numbers are almost double the rates of 30 years ago, still roughly one-quarter to one-third of students of under-represented groups do not graduate from high school on time, reducing the likelihood of college attendance.

Virginia Class of 2008 Graduation Rate by Percent

Category	Rate
Asian	93.4
White	85.9
Female	85
All Students	82.1
Students with Disabilities	81.8
Male	79.2
American Indian	75.7
Migrant	75.4
Black	73.9
Hispanic	71.5
Low Income	70.6
Limited English Proficiency	69.2
Homeless	60.2
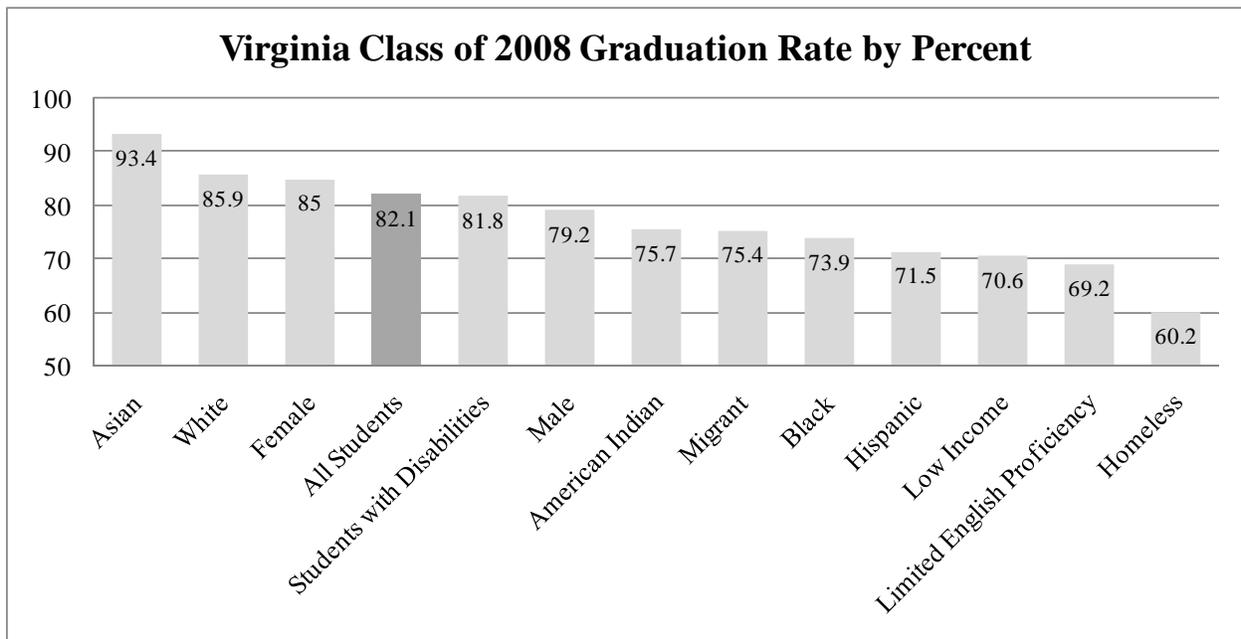
Figure 2: Graduation rates for the class of 2008 (Source: Virginia Department of Education, 2009).

High school dropout rates. Virginia's four-year high school dropout rate for first time enrolled students in the 2004-2005 cohort (students who graduated in 2008), reflects similar patterns (see Figure 3). Disaggregated data demonstrate that underserved students exhibit a significantly higher dropout rate than White and Asian students. In particular, dropout rates for Hispanic students more than double the State's average, and dropout rates for students with Limited English Proficiency are triple the mean. Although there are many reasons why students decide to drop out of high school, the dropping out dramatically limits both their future earning power and their vocational opportunities and mobility. A State average of 3.8% of student dropouts will complete a Graduate Equivalency Degree (GED), providing for them a margin of opportunity not included in the on-time graduation rate. Notably, students who dropped out and were in the category of "economically disadvantaged" were also most likely to take advantage of the GED (6.1%) and students in the category of Limited English Proficiency were the least likely (1.4%).

Class of 2008 Four-Year Dropout Rate by Percent

Asian 3.6, White 6.3, Female 7.4, All Students 8.7, Male 9.9, Black 12.6, Students with Disabilities 13.5, Low Income 13.5, American Indian 13.9, Migrant 15.8, Homeless 18.7, Hispanic 19.9, Limited English Proficiency 27
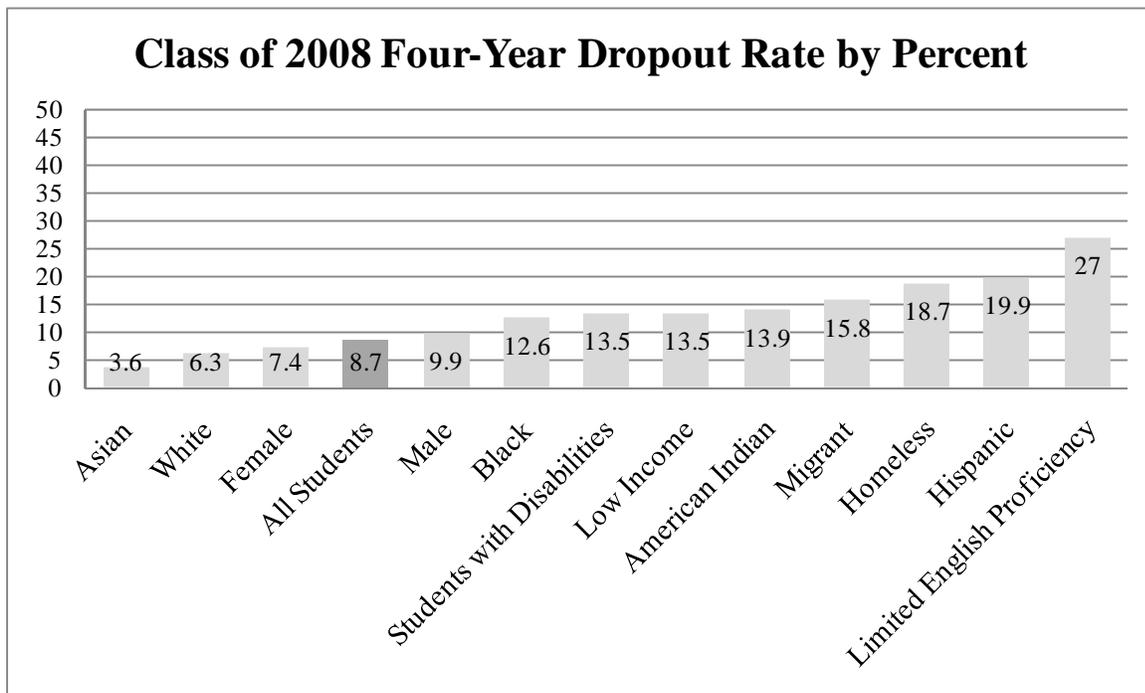
Figure 3: Dropout rates of the first-time, four-year cohort entering 2004-2005 (Source: Virginia Department of Education).

Efforts to Address Disproportional College Access

Over the past half century, the clear and pressing need to address disproportionate college access issues has resulted in an action agenda taken up by educational researchers and practitioners at the college and K-12 levels, as well as law-makers, policy advisors, and non-profit organizations at the local, state, and federal levels. Nearly all access programs are, at their most substantive, micro-level interactions between an individual student and an individual provider. However, a majority of on-going access initiatives result from partnering between various governmental entities, not-for-profit agencies, and philanthropic foundations to meet funding and organizational needs. As a result, student access needs are addressed by a loosely-tied and diverse network of cooperative groups, along with teachers, school counselors, and concerned individuals.

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Defining the Study

In the summer of 2008, the Commonwealth of Virginia was awarded a $1.1 million grant from the U. S. Department of Education. The College Access Challenge Grant Program (CACGP) is coordinated through the State Council of Higher Education for Virginia (SCHEV). The focus of the grant is to increase student access to postsecondary education, specifically underrepresented students.

This study (the Access Study) has been conducted to determine what need (if any and in which locations, statewide) exists for access services, programs, and providers in the Commonwealth. Presently, Virginia has no formal state-level coordination of independent access-provider organizations. Researchers (doctoral students and faculty members) from the College of William and Mary and Virginia Tech were contracted to complete the study, with the goal of improving knowledge and awareness of existing college access providers. The following research questions guided our data gathering and analysis process.

Descriptive provider questions:
1. What is an appropriate definition of a college access provider in Virginia?
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4. What can we learn about the challenges, obstacles, and victories of current access providers that may help inform and direct support for current and future access provider activities in the Commonwealth?

Limitations

The mandate for this study defined and set an ambitious standard for information gathering. In several ways, the standard was exceeded; in some ways, the standard was sufficiently met; and in a few ways, efforts came up short. First, provider's level of willingness

to participate varied greatly. A cross-section of access providers is voluntarily networked through the Virginia College Access Network (VirginiaCAN), which provides an informational listserv, an annual professional development conference, and other informational services. However, the fundamentally independent nature of community-based access provider organizations – a feature that is largely an asset – meant that the research group had minimal leverage to induce participation. A second factor that affected the comprehensiveness of our efforts was the difficulty in identifying small community-based providers and micro-providers who were not active participants with VirginiaCAN. Consequently, although our data collection was extensive (we describe specific processes in the methods section), it was not exhaustive.

Second, several demographic data limitations reduced our descriptive and analytic power. One major limitation to our mapping project and attempts to link access provider data with individual schools is the lack of school service area maps. To emphasize this point: no State agency has a map of the geographic area served by each individual school in Virginia. As a result, school districts are the smallest unit of analysis about which we can gather data. District-level description is not problematic for areas such as Alexandria City, which have only one school. However, in areas such as Fairfax County that contain nearly 50 schools, it is impossible for us to claim or visually represent which schools receive the services of a particular access provider in the district, and which do not. Nevertheless, the access provider data provided by district significantly narrows the search for those attempting to understand what organizations are at work in their area.

Finally, variations in Virginia's Department of Education reporting requirements mean that some longitudinal descriptive data on graduation rates[6], dropout rates, and completer plans by race/ethnicity, gender, socio-economic status, and other variables is not comparable over multiple years, or may be different in our calculations than are reported elsewhere. This limits our ability to fully elucidate the specific needs of some school districts and show how those needs may have intensified or improved over time.

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[6] As of September 2009 the Commonwealth of Virginia officially offers six types of high school diplomas. Most students earn *Standard* or *Advanced Studies* diplomas, with the advanced diploma requiring the completion of additional academic units. The *Modified Standard* diploma is awarded to students with disabilities, who can function at an 8th grade level. The *General Achievement* diploma is awarded to students who are 18 and not currently enrolled in high school, this diploma is awarded to students who have completed a sufficient number of academic units and have passed the GED. The last two degrees are not equivalent to a high school diploma. The *Special* diploma is for students with disabilities who have completed educational goals set out for them by educators and their families, but have not completed the necessary academic units. Finally, the *Certificate of Completion* is issued to students who complete a set curriculum created by their district. In 2010 the Commonwealth will begin offering *Standard Technical* and *Advanced Standard Technical* diplomas. These diplomas allow students to focus on "hands on" learning and have less elective, fine art, and foreign language requirements.

Study Methods

Since the unit of analysis for this study was organizations that provide services to students from low-income families, first generation students, and underrepresented students, we undertook two steps to identify such organizations. First, we identified programs that are members of the Virginia College Access Network (VirginiaCAN), contacts from the State Council of Higher Education for Virginia (SCHEV), and federal TRIO programs. Second, in the Phase I survey, respondents were asked to provide names of organizations that provided similar services. The process of organization identification yielded 160 agencies.

As we collected data and identified categories of providers, we chose to break out several of the larger organizations by their sub-elements. This group included the Virginia Community College System (VCCS) Career Coaches program with 122 providers linked to local community colleges, and Project Discovery of Virginia, Inc., with 22 semi-autonomous providers who partner with local organizations. A total of 471 locally-situated access providers were identified, not including high school counselors and the many micro-providers.

Data Collection

To understand what activities Virginia access programs and providers are using to assist and encourage high school students to enroll in college, we employed a mixed method approach. Traditionally, a mixed method approach draws upon qualitative paradigms and quantitative techniques, utilizing the strength of each to collect and analyze data and provide a more comprehensive view of the research topic (Creswell & Plano Clark, 2007). We used a multilevel model of a triangulation design for this study. Triangulation designs are utilized to provide complementary data on a topic by employing converging methods. The multilevel model requires examining and merging all of the data after all phases of collection are completed (Creswell & Plano Clark). Data collection occurred in three phases and was comprised of surveys and interviews. The three phases were conducted concurrently.

During Phase I, one staff member from each identified organization was invited to complete an online survey. Participants were initially contacted through a listserv, with follow-up emails and telephone prompts to previously identified providers. A total of 125 staff members completed the online survey (this number was culled to eliminate repeats and school-based providers). The survey asked questions regarding organizational structure, services offered, as well as the number and the demographics of students served. The questions from the online survey are found in Appendix A (page 65).

During Phase II, individuals who had completed the Phase I survey on behalf of access organizations were asked to complete a second email survey. This second survey focused on issues relating to budget, expenses, and staffing. Surveys were emailed to 39 participants and only 10 completed the survey, equating to a 25.6% response rate (see Appendix B, page 68, for the survey).

Using a semi-structured interview protocol, 20 qualitative interviews were conducted during Phase III. Participants were selected based on their indicated willingness to complete an interview during Phase I of data collection. Interviews were completed both in person and via telephone. The interview protocol focused on the organization's activities relating to providing services to students from low-income families, first-generation students, and under-represented students in an attempt to encourage their participation in college. Topics included training, collaboration, evaluation, and needs (see Appendix C (page 69) for the interview protocol).

Finally, to better represent the distribution of access providers and relevant population demographics around the state, a faculty member and research assistant from the geography department at the College of William and Mary in Virginia were contracted to create a series of state and regional maps[7]. Maps were constructed using the Geographic Information System (GIS) software, drawing from existing state and national databases for school district boundary data and regional demographic data. This data was then combined with access provider data generated by our research team to create the final products in the Appendices. Note that our process of linking providers to school districts and regions was based, to the extent possible, on the responses of the access providers. In some instances, we relied upon websites and some secondary sources. Thus, although we took great care to assure the accuracy of our data, it is also possible that our data over or under-identifies the geographic distribution of a given access provider.

Data Analysis

Descriptive statistics were calculated for all survey questions from Phase I and II. In addition, one question from the Phase I survey focused on activity priority. The initial metric for this question was: Five: primary focus; four: focused on a lot; three: focused on moderately; two:

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[7] For this study we divided Virginia into 10 regions, informed by Department of Education regional maps, data on population demographics and income distribution, and our own informed views. We acknowledge that both the number of regions and the school districts with each region are subjectively allotted. However, our regions are purposefully constructed to balance the increased provider and demographic detail of a district-by-district view, with the advantages of a regional perspective showing both trends and variations across a wider area. Map 2 through 11 in the Appendices contain the following ten regions: Region 1 (Mountain); Region 2 (South Valley); Region 3 (North Valley); Region 4 (Northern); Region 5 (Central); Region 6 (Capital); Region 7 (South Central); Region 8 (South East); Region 9 (Central Coast); and Region 10 (Hampton Roads).

focused on slightly; one: not focused on at all. This item was collapsed into three categories:
Primary, comprised of metrics five (primary) and four (focused on a lot);
S*econdary*, comprised of metrics three (focused on moderately) and two (focused on slightly);
No Focus, comprised of one (not focused on at all) and zero (not applicable).

One member of the research team coded the 20 Phase III interviews. However, to promote rigor and trustworthiness of findings, an additional member of the research team coded three of the 20 interviews. Codes were reviewed by all members of the research team. Codes were grouped into themes, and themes ultimately resulted in findings.

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Findings

Study findings are divided into four sections:

> Section 1: defines and categorizes access providers. Then, using a series of maps, explores the distribution of providers around the Commonwealth.
> Section 2: presents results from our quantitative analysis, including a comparison of state context and provider resources using the data from the Phase I Access Provider Survey.
> Section 3: summarizes organizational data from Phase II.
> Section 4: uses Phase III qualitative data to delve deeper into the challenges and opportunities that are part of promoting and facilitating college-going behavior.

In concert, the qualitative and quantitative data gathered in this study provide a holistic view of Virginia's access providers and their programs, and services.

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Section 1: Access Provider Definitions and Locations

One of the most pressing challenges of this study is the difficulty in defining what an "access provider" is in the context of the Commonwealth of Virginia. Based on experiences from this study and on Cabrera and La Nasa's (2001) description of the college access process, we arrived at the following definition:

> *An access provider is any organization through which an individual gains the knowledge, skills, or support necessary for college aspiration, qualification, application, and enrollment.*

This definition purposefully focuses on the acquisition of a range of resources that result in college enrollment. However, access provider organizations may provide only one piece of this complex puzzle.

In this study and context, our primary interest is in not-for-profit public and private initiatives providing in-person support to individuals living in Virginia. However, some citizens also choose to receive access support through for-profit ventures. Informed individuals, such as peers, friends, co-workers, family, and most significantly parents play an enormously important role in college-going, which this study and others have already detailed. However, our focus here is on provider *organizations* that, as a primary or secondary function, commit resources and personnel to constructing programs and delivering services that aid students in the college-going process, thus excluding individual initiatives.

Caveats aside, our general definition nevertheless includes a great diversity of access providers which we group into five categories:

1. *Community-based providers*. Providers in this category typically are funded through a mixture of one-time individual and corporate donations, state and federal grants, and in some cases, ongoing foundation support. In many situations, community-based providers were founded by an individual or group of local educators, business persons, or community organizers who recognized a specific need (such as informational programs on filling out FAFSA forms). As these organizations mature, many have expanded services to meet newly identified needs. Scope of services and service areas vary as well, with some organizations confining their operation to a single school or single region (either by choice, mandate, or resource limitations), and others establishing new bases of operations across Virginia. Community-based providers engage their chosen service areas through a variety of means: some have partnerships with individual schools, resulting in individual providers with offices embedded therein, some providers are itinerant, covering multiple schools for a few hours a week, and still other providers are not school-based at all, holding activities and meetings either in public spaces or in their own

buildings. Our dataset included as many community-based providers as we could identify and were willing to participate in this study.

2. *State or higher education-directed providers*. In some cases, access initiatives parallel the types of programs and activities offered by community-based providers, but are directed by state agencies or two and four-year colleges. Typically, these providers are funded through renewable state or federal grants and operate either in multiple locations under one organizing body (such as the Career Coaches program run through the Virginia Community College System (VCCS), or autonomously or semi-autonomously in multiple iterations of the same program (such as the federally-funded TRIO programs, including Talent Search and GEAR UP). This category of providers is also included in our dataset.

3. *School-based providers*. Although some community-based providers are nested within specific schools and may serve in dual-appointments with the school and the access provider organization, this category of providers specifically recognizes the work of school counselors and teachers. School-based providers are the front line of access providers, addressing at least two of the most basic college-going needs: academic qualification and high school graduation. In two other areas of college preparation, aspiration and information gathering, researchers argue that the role of counselors is both crucial and in many cases, due to the counselor to student ratios, insufficient[8] (Cabrera & La Nasa, 2001; McDonough, 2004). Since school-based providers are a known quantity, they are not included in our primary dataset. However, a separate survey was circulated among school counselor division heads to learn more about their access-providing activities, and to better understand the coordination between school-based and community-based providers.

4. *Micro-providers*. In nearly every community there are after school programs, community centers, churches, and other local groups who, as one minor element of their overall operation, also encourage college-going through academic assistance, information sessions, and other methods. Micro-providers are so named for the limited scope of services and targeted scope of impact; yet cumulatively, they contribute an important and needed piece to the overall access provider puzzle. Micro-providers are also the most difficult to identify and consequently, rarely appear in our access provider data in this study.

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[8] For reference, the state-mandated counselor-to-student ratio is one to 500 in elementary schools (or below 500, one hour per day for every 100 students); for middle schools, one to 400 students (below 400, one period per 80 students); and one to 350 for high schools (or below 500, one period per 70 students). For more information, see http://www.doe.virginia.gov/VDOE/suptsmemos/2007/inf136b.pdf.

5. *Relationship-based providers.* Finally, if school-based providers are on the front lines, then relationship-based providers are behind the lines, impacting college-going expectations and preparation in ways that are often externally imperceptible. Although technically not "organizations", these networks of individuals includes neighbors, friends, co-workers, siblings, pastors, mentors, and parents, among others. Attanasi (1989) found that family and peers impact student aspirations in several direct and indirect ways: directly, by discussing the importance of college, financial planning options, academic preparation, and by providing pointed encouragement and support. Indirectly, relationship-based providers impact college-going through modeling college-going behavior (often siblings or peers), by talking about their own college experiences in a positive way (parents, friends, and mentors), and by introducing students to the physical college campus through cultural, academic, and sporting events. Because every person who attended college or believes in the value of college is a relationship-based provider on some level, this category is not included in our data.

Locations of Access Providers

An important purpose of this study was to answer the question "Where are access providers located in Virginia?" [9] This question is answered in two ways: 1) a set of regional density maps (Map Two through Map Eleven in the Appendices), and 2) a directory categorized by school district and divided by provider type (group providers, Career Coaches, Talent Search, Upward Bound, and GEAR UP) in Appendix D through H (pages 70 through 82). Table 1 (below) provides the data for the "by school district directory." Regional maps illustrate the variable density of access provider activity, with the darkest shaded regions containing the highest numbers of access providers. Additional provider information is available through the directory in Appendix DD (Page 187).

State-wide, there is an average of **3.7** providers per school district, with a high of 13 in one school district (Washington County), and a low of zero in 16 school districts (Highland

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[9] Although community-based access providers are fairly easy to recognize since access services are their primary function, the role of higher education institutions (HEI's) is less clear. HEI's attract students from many districts to themselves, but do not necessarily address the needs of a given geographic area. In this study we used the following criteria to count HEI's, however in most cases extension campuses were not counted: 1.) All accredited, not for profit, degree-granting institutions of higher education were included in our provider count for the school district in which they are located. 2.) If an HEI has a program that places professionals in the field to address access needs, this program received an additional count in each district the program operates. 3.) If an HEI has a program that meets student access needs that is internal only (such as a scholarship program) no additional count was added, in part because it would force a choice between giving "credit" for access provider services in a district that is unlikely to match the student's district of origin, or to attempt the impossible task of assigning credit to the district of origin for each student. Because of these difficulties, we recommend that future iterations of this study include a survey of HEI's and their access initiatives in Virginia.

County, Page County, Clarke County, Shenandoah County, Falls Church City, Fauquier County, Spotsylvania County, Stafford County, Campbell County, Dinwiddie County, Prince George County, King George County, Colonial Heights City, the Town of Colonial Beach, and the Town of West Point). These calculations do not include school counselors, teachers, or micro-providers that are an important part of the access provider impact in Virginia. *Provider count* calculations (Table 1) include all identified community-based providers, state and federal agency-based providers, and two and four-year public and private not-for-profit colleges and universities. Appendix PP identifies the types and number of providers associated with each district below.

Table 1: Virginia school districts by region and access provider count.

Region	School District Name	Provider Count	Region	School District Name	Provider Count
9	Accomack Co.	7	7	Danville City	10
5	Albemarle Co.	4	1	Dickenson Co.	5
4	Alexandria City	7	7	Dinwiddie Co.	0
2	Allegheny Highlands	4	9	Essex Co.	1
7	Amelia Co.	2	4	Fairfax Co.	8
5	Amherst Co.	1	4	Falls Church City	0
7	Appomattox Co.	1	4	Fauquier Co.	0
4	Arlington Co.	7	1	Floyd Co.	3
2	Augusta Co.	2	5	Fluvanna Co.	4
2	Bath Co.	2	8	Franklin City	2
7	Bedford Co.	3	1	Franklin Co.	7
1	Bland Co.	4	3	Frederick Co.	1
2	Botetourt Co.	3	4	Fredericksburg City	1
1	Bristol Co.	5	1	Galax City	2
7	Brunswick Co.	4	1	Giles Co.	2
1	Buchanan Co.	3	9	Gloucester Co.	4
5	Buckingham Co.	7	5	Goochland Co.	2
2	Buena Vista City	2	1	Grayson Co.	5
7	Campbell Co.	0	5	Greene Co.	3
4	Caroline Co.	1	8	Greensville Co.	4
1	Carroll Co.	2	7	Halifax Co.	3
9	Charles City Co	1	10	Hampton City	7
7	Charlotte Co.	2	5	Hanover Co.	3
5	Charlottesville City	6	3	Harrisonburg City	3
10	Chesapeake City	5	6	Henrico Co.	5
6	Chesterfield Co.	6	7	Henry Co.	7
3	Clarke Co.	0	2	Highland Co.	0
8	Colonial Heights City	0	6	Hopewell City	2
2	Covington City	3	8	Isle Of Wight Co.	4
2	Craig Co.	2	9	King & Queen Co.	2
4	Culpeper Co.	2	9	King George Co.	0
5	Cumberland Co.	6	9	King William Co.	1

Table 1: Virginia school districts by region and access provider count (continued)

Region	School District Name	Provider Count	Region	School District Name	Provider Count
9	Lancaster Co.	2	1	Radford City Co.	2
1	Lee Co.	3	4	Rappahannock Co.	1
4	Loudoun Co.	5	9	Richmond City	10
5	Louisa Co.	3	6	Richmond Co.	2
7	Lunenburg Co.	3	2	Roanoke City	4
7	Lynchburg City	10	2	Roanoke Co.	10
5	Madison Co.	1	2	Rockbridge Co.	6
4	Manassas City	1	3	Rockingham Co.	2
4	Manassas Park City	2	1	Russell Co.	5
7	Martinsville City	10	2	Salem City	4
9	Mathews Co.	1	1	Scott Co.	5
7	Mecklenburg Co.	3	3	Shenandoah Co.	0
9	Middlesex Co.	1	1	Smyth Co.	8
1	Montgomery Co.	10	8	Southampton Co.	1
5	Nelson Co.	4	4	Spotsylvania Co.	0
9	New Kent Co.	1	4	Stafford Co.	0
10	Newport News City	7	2	Staunton City	1
10	Norfolk City	10	8	Suffolk City	6
9	Northampton Co.	6	8	Surry Co.	1
9	Northumberland Co.	1	8	Sussex Co.	3
1	Norton City	3	1	Tazewell Co.	8
7	Nottoway Co.	3	9	Town Of Colonial Beach	0
5	Orange Co.	2	9	Town Of West Point	0
3	Page Co.	0	10	Virginia Beach City	3
1	Patrick Co.	10	3	Warren Co.	4
8	Petersburg City	6	1	Washington Co.	13
7	Pittsylvania Co.	11	2	Waynesboro City	1
10	Poquoson City	2	9	Westmoreland Co.	3
10	Portsmouth City	6	10	Williamsburg/James City	7
5	Powhatan Co.	2	3	Winchester City	1
7	Prince Edward Co.	5	1	Wise Co.	10
8	Prince George Co.	0	1	Wythe Co.	7
4	Prince William Co.	5	10	York Co.	2
1	Pulaski Co.	5			

Section 2: Quantitative Results

The data in this report is intended for a diverse group of constituents with similarly divergent interests and designs for the conclusions we present. For that reason, we will present our findings from three different angles:

1. For stakeholders primarily interested in what is happening within a specific **school district or region**, we will frame state context and provider services in these terms.

2. For stakeholders focused on **access provider organizations** as the unit of analysis, we will present several tables that sum up provider services and locations.

3. For stakeholders who are most interested in **identifying specific areas of need** within the Commonwealth, and discovering the related distribution of access provider resources, we offer an assessment of the areas of success and need, with particular attention to students from low-income families.

We include one caveat: our purpose is not to evaluate the efficacy of any one provider, or the providers as a whole. Although this type of analysis would be worthwhile, our charge and purpose is descriptive only, though we believe the data presented does facilitate comparative conclusions beneficial to a range of interested parties.

1. School Districts

For individuals interested in selected school districts, the tables in Appendices D through H list Virginia school districts, divided by region, provider name and provider type: traditional community-based providers (D); VCCS Career Coaches (E); GEAR UP sites (F); Talent Search sites (G); and Upward Bound sites (H). If a particular school district is not listed in these appendices, assume that no providers were located in that provider type category. Access providers for whom we have survey data are noted throughout with an asterisk. We encourage readers to view this as a baseline list, and consider also the teachers, school counselors, and community-level micro-providers and other unidentified providers as well.

With over 130 consolidated school districts in Virginia, over 450 total access providers of all types, and roughly one-quarter of those participating in our access provider survey (for which there were 36 measures), there is no way to show all districts, providers, and services offered in one sheet. However, for individuals interested in investigating the specific services and activities offered in their district or region, we offer several resources.

First, specific school district and region-by-region survey data findings are broken out in the previous section by targeted academic year and student sub-populations, then by services and activities in four categories that follow the Cabrera and La Nasa (2001) framework used throughout: qualification (page 32), graduation (p. 35), application (page, 37), and disposition (page 42).

Second, a directory of access provider organizations, their street addresses, and in many cases, their website addresses is provided in Appendix DD. We encourage questions regarding specific services to be directed to the organizations themselves.

Third, for those individuals interested in comparative data on graduation rates, dropout rates, and other by-district data; Appendix I and J (SOL math and reading scores by district, and compared with free or reduced school lunch statistics); Appendix N and O (district graduation rates disaggregated by socio-economic status (SES), race/ethnicity, and limited English proficiency); Appendix R and S (high school completer plans by anticipated four-year, or two and four-year college attendance); and Appendix V (districts by percentage of the population over age 25 with a bachelor's degree, with dropout and graduation rates); provide a wealth of district and region-specific information.

2. Access Providers: Services and Target Populations

For readers primarily interested in the access providers themselves, three types of data are available. First, tables linking all identified providers with their regions and districts of service, and other selected variables. Tables in Appendix Z through Appendix CC (pages 178 to 187) show each surveyed access provider and the regions and districts in which they operate. The tables in Appendix EE (general providers, page 198) and FF (career coaches, page 205) are sorted by access provider, showing the primary focus, targeted sub-populations claimed in the survey (for survey completers), as well as the regions and districts where the providers operate.

Second, tables containing the compiled access provider survey data that describes the specific populations they serve and programs and activities they offer, listed by primary focus, secondary focus, and no focus. Specific provider data is located in the following appendices:
- K (targeted populations by academic grade, page 99)
- L (specific under-served targeted populations, page 105)
- M (qualification issues, including academic guidance and skill development, page 110)
- P (comparison of students from low-income families and first-generation students with academic advising, page 129)
- Q (comparison of high school juniors and seniors from targeted sub-populations with academic advising, page 134)

- T (application assistance, including test preparation and application materials, page 149)
- U (financial literacy, including scholarship information and disbursement, page 155)
- W (positive college dispositions, including tours and cultural activities, page 164)
- X (career, personal, and college choice counseling, page 169)
- Y (family and transition support, including parental programs, page 173)

Third, Appendix GG (page 209) is a compendium of provider services and niches by category, to show a macro view of access providers across the Commonwealth. Again, results relate only to surveyed providers, but represent an important baseline of resources.

3. Comparison of State-wide Needs and Resources

For constituents looking for an evaluation of district needs relative to access provider placement, Appendix II through LL (page 218 through page 240) offer a variety of comparisons between school district demographic and achievement data and access provider distribution, highlighting areas of distinct need.

Exploring Access Providers: A Framework

In the discussion of findings, access provider resources and distribution will be addressed in two categories from the survey data: 1) *populations served* (the target of services); and 2) *services and activities provided* (the type of services offered). Survey data was condensed from a five-point Likert scale score into the following categories:

> *Primary focus* (based on a four or five score);
> *Secondary focus* (based on a two or three score); and
> *Not a focus* (based on a zero or one score).

Keep in mind that both the scoring and the provider self-analysis of services offered are approximations. Specific questions regarding services and programs should be addressed to the access provider.

Access Provider Resources: Populations Served

The type and distribution of targeted student populations offers an important description of how access providers shape their services throughout Virginia. Results from survey questions in Appendix K (page 99) address specific academic grade levels, while questions in Appendix L (page 105) reference targeted sub-populations of traditionally under-served groups. Appendix K

shows that the preponderance of provider focus is on high school juniors and seniors. The *early intervention* phase (K-8th grade) receives far less focus, with only **18%** of surveyed providers claiming the population as a primary focus. Researchers and educators are finding that the groundwork for college aspiration and academic preparation is laid in this formative education stage (Campbell & Ramey 1994; Tough 2009). The 18% statistic does not include the work of teachers and school counselors. Nevertheless, the early intervention stage represents a critical area where access providers in Virginia should target and/or expand services to address needs at the elementary and middle school level.

Typically, access provider organizations often shape their services around specific populations. Appendix L describes five of most common targeted populations: Rural, Low-Income, Urban, Non-Traditional, and First Generation students.

Analysis of State Contexts and Provider Resources

To simplify our discussion of the complex factors that are part of the college-going process, we employ a four-part framework based on Cabrera and La Nasa (2001). The prerequisites they articulate provide a structure through which to describe and analyze Virginia's educational and demographic context, and how this context correlates with current access provider resources. The four conceptual pillars are:

1. *Qualification* (the academic prerequisites needed to complete high school and gain access to college);
2. *Graduation* (attaining a high school diploma);
3. *Application* (the process of gathering information and submitted forms and documents that will lead to college enrollment); and
4. *Disposition* (the attitude toward college-going accumulated over a lifetime that motivates an individual to complete each of the prior steps).

Pillar 1: Preparing Qualified Students

Understanding who is likely to be qualified for college and who is not is in part a simple matter of examining average pass rates of key academic subjects, and average Standards of Learning (SOL) test scores (Appendix I & J). The tables in Appendix I (page 83) and J (page 91) are identical in format (I illustrates math scores; J illustrates reading scores), showing the achievement of eighth-grade students per district, relative to averaged state passing percentages. The first data column on the left in both tables shows the pass percentages of each district for all students, relative to the state average (given in the column header). Subsequent columns

disaggregate column one by several racial/ethnic categories, and by low-income status[10]. In Appendices I and J, shaded cells in the first five data columns highlight score percentages below the state averages, collectively illustrating districts with consistent poor performance across demographics (such as Henry County in math) and areas where the scores of one population are particularly low (such as the Town of Colonial Beach for math and reading).

Although achievement scores are useful, researchers have identified other factors that help account for and predict low scores that, at least over time, can be addressed through educational interventions. One such indicator is the Free and Reduced School Lunch program[11] (FRSL), which, since it is based on household income, is an accepted measure for establishing low-income or low to medium income status.

Recent research demonstrates the connection between qualification struggles and low-income status, utilizing FRSL. For many students, insufficient academic preparation in science, math, and reading creates a barrier to college acceptance (Gladieux & Swail, 1999). Significantly, Pennington (2008) found that FRSL program participation has a strong negative correlation to success in math, science, and reading courses among 11th grade students. Understanding the distribution of FRSL program participation provides an important source of information in identifying potential high-need areas for access programs, services, intervention, and support resources.

In the 2007-2008 school year, 40% of students in Virginia qualified for the free and reduced school lunch program, an increase of 4.6% over the 1996-1997 school year (Virginia Department of Education, 2009). Although this increase may represent improved awareness of and utilization of the FRSL program, it may also indicate a student body that is less academically qualified. Disaggregated by school district, FRSL program participation provides a clearer predictor of potential college qualification (see Appendices I & J). The two rightmost columns in these tables show the percentage of students qualifying for FRSL in 2007-2008 school year (labeled "2007-2008 Percent of District FRSL Participation"), and beside it, the percent change in FRSL qualifying students between 1996 and 2007, to demonstrate longitudinal change. Over this 11-year period, only 25 school districts saw a reduction in the number of students receiving FRSL (see far right column, districts highlighted in bold); for most districts, the change was minimal, with several exceptions: King and Queen County school district saw its FRSL

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[10] Virginia Department of Education uses the term "economically disadvantaged", rather than the more familiar "low income". For simplicity and uniformity, we will use the term "low-income" throughout. A student is considered economically disadvantaged if they meet one of the follow conditions: 1.) qualify for the free or reduced lunch program; 2.) receive Temporary Assistance for Needy Families (TANF) funds, or; 3.) are eligible for Medicaid.

[11] In Virginia, a student qualifies for free lunch if household income is below 130% of the poverty line (in 2008, $26,845 for a family of four), and qualifies for reduced cost lunch if household income is between 130% and 185% of the poverty line ($38,203 for a family of four).

population drop by 46% (this exceptional change was not independently verified); Arlington School District dropped 12.4%; and Suffolk City Schools dropped 9.6%.

The charts in Appendix I and J are arranged by alphabetical order but include notation of region (see Map Two through Map Eleven in the Appendices, and see Map One for a key of school districts state wide) to demonstrate potential college qualification distribution. Several of the regions show both individual districts that experienced reduced participation in the FRSL program (Suffolk in Region Eight: South East; Arlington in Region Four: Northern), and a high total number of member districts with a reduced number of FRSL program participants. However, among this group, South East also had several of the highest FRSL participation rates (in particular, Sussex County, at 73.5%). We caution against making generalizations about these participation changes without an adequate picture of local context and history.

Appendices I and J also highlight those school districts where FRSL program participation exceeds the state average, indicating both a significant low-income population and an area where access provider activity focused on academic qualification is likely warranted. In terms of distribution, Region One (Mountain), Region Seven (South Central), and Region Nine (Central Coast) show a particularly high number of districts serving students from low-income families, though it is worth noting that in each region there are districts with high populations of students from low-income families, and districts serving a relatively small number of FRSL program participants. Of course, school districts vary in size and number of schools, which should be considered when evaluating this data.

Access Provider Resources: Qualification

In the Phase I Access Provider Survey, participants were asked about their involvement in five types of qualification-related activities and services (Appendix M, page 110). "Academic Advising" and "Academic Advising for High School Students" were the areas of highest provider services concentration, with 62% and 47% (respectively) of surveyed providers indicating it as a primary service area. However, nearly all providers offered some sort of academic assistance, as the totals at the bottom of Appendix M demonstrate. The four specific skill questions ("Study Skills", "Computer Skills Training", "Critical Thinking Skills", and "Time Management Skills") all contribute to academic qualification by improving foundational abilities, or improving knowledge that supports improved academic performance. The four skill questions were most often a secondary focus, although totaling primary and secondary focus, the majority of providers included preparation in these areas as well (84% for "Study Skills"; 43% for "Computer Training Skills; 65% for "Critical Thinking"; and 80% for "Time Management Skills").

Pillar 2: Reaching Graduation

Although the qualification stage is the result of an on-going accumulation of skill development, task dedication, and academic preparation, graduation is a definitive and foreseeable event representing a standardized level of accomplishment that, in turn, forms the foundation for future educational attainment. The impact on college-going is dramatic: fewer than 10% of students who do not graduate on time ever attend college, compared to 69% of high school graduates (Cabrera & La Nasa, 2001). Thus, the symbolic and functional value of high school graduation is an important metric by which to examine both state context and provider services.

Appendices N (page 116) and O (page 123) show the school district and region-level high school graduation and drop-out rates in 2008. Both tables compare district rates by population to the 2008 Virginia on-time graduation rate of 80.7% (based on calculations by the Virginia Department of Education, 2009). Appendix N (page 116) highlights African American and Hispanic statistics in comparison to all students, and Appendix O (page 123) illustrates low-income and limited English proficiency students with the same comparison. The column entitled "% of Cohort" in both tables illustrates what percentage of the total student body population is made up of that particular sub-group. Thus, although some districts may, for example, have a high Hispanic student graduation rate, they may also have a very small number of that sub-group, making the statistics less significant (such as Montgomery County, where Hispanic students graduate at 81.8%, but make up only 1.3% of the population).

The "Percent of Cohort" number also serves to highlight significant sub-populations within each district that may deserve particular attention from access providers. Shaded boxes in both spreadsheets point to undesirable district percentages: those that are below the state average (for graduation rates) or above the state average (for dropout rates). Both Appendix N and O are sorted alphabetically by region. In many cases, districts with lower than average total graduation rates also had above average dropout rates, correlating 78% percent of the time. The dropout to graduation correlation illustrates that in many areas, one of the most significant obstacles to college-going is continuous high school enrollment to graduation.

One metric that would be helpful to demonstrate the impact of provider services and the overall district-wide trend is a five or ten-year comparison of graduation rates. Unfortunately, for several reasons, there is no reliable comparable longitudinal graduation rate data. First, several different diplomas and certificates qualify students for graduation; however, the academic level of achievement and rigor of the curriculum varies by the type of diploma. Second, the self-report of graduation data by school districts to the Virginia Department of Education reveals some

irregularities, such as the number of completers exceeding the headcount of the senior class the previous fall.

Access Provider Resources: Graduation

Although the access provider survey did not address graduation directly, the services and activities offered and populations targeted by access providers that support academic qualification naturally also support high school graduation. Additionally, nearly all surveyed access providers named those closest to the point of graduation - high school seniors - as a primary target population (92%). Of those, 46% named high school academic advising as a primary activity, and 45% identified it as a secondary activity (see Appendix Q, page 134), illustrating that nearly all access providers engage in some form of academic assistance as students near the point of graduation. **Early intervention is an area that merits review and discussion since, and as noted previously, it is critical to help students plan and prepare for education after high school graduation**. And, although the tasks associated with college application intensify at the end of high school, academic preparation and college ambition must be in place well before this point.

Appendices P and Q illustrate the correlation between the districts that access providers serve, the populations/academic grade levels that providers target, and the academic assistance providers offer. We do not intend to suggest any conclusions regarding provider impact based on these statistics: graduation rates vary for many reasons, and low graduation rates from one year of analysis may or may not reflect provider impact.

Pillar 3: Navigating the College Application Process

As outlined in the first part of this study, the application stage is the confluence of many vital elements, only two of which are the academic qualifications and graduation achievement considered thus far. Each year, nearly 100,000 academically qualified students from low-income families do not apply for or enroll in college because they do not understand the process of applying, they do not think they can afford college, or because they do not realize that they qualify academically (Advisory Committee on Student Financial Assistance, 2007). **In short, the most significant obstacle for students from low-income families, first-generation, underrepresented, and other under-served populations, aside from qualification, is accurate and timely information on the college application process**.

By the time a student graduates from high school in June, the college application process is complete, at least for those planning to enter college as first-time, first-year students that fall.

Although accurate by-district statistics on how many Virginia high school students actually apply and enroll in college nation-wide are not currently available, an analogous metric is the plans claimed by students completing high school. The table in Appendix R (page 138) compares the number of completers planning to attend a four-year college in 1997 and 2008 by headcount and by average. Similarly, the table in Appendix S (page 143) compares the number of completers planning to attend a two or four-year college in 1997 and 2008 by headcount and average. Both tables are arranged by region and by district.

The tables in Appendix R and S show a high degree of variability by district over this 11-year time period. The table in Appendix R highlights, in the shaded cells in column five, districts with completer plans below the 2008 state average of 39%. Virginia's four-year college completer plan rate was extremely stable between 1997 and 2008, changing less than 1% (losing .7 percentage points, from 39.7% to 39%). Shaded cells in column six (Percentage Points Difference, 1997 to 2008) direct attention to districts where there were fewer completers planning to attend a four-year college in 2008 than there were in 1997. Throughout the state and the geographic regions, the primary trend is substantial variability by district: some districts have had high four-year completer plan rates historically, and continue to make gains, such as Arlington County (68.1% in 2008, and a gain of 4.5 percentage points over 11 years). Some areas that had a historically strong "Completer Plan" percentage have lost significant ground, such as Newport News City (25.7% in 2008, and a loss of 35 percentage points over 11 years). Some districts that have had low four-year completer plan rates in the past have improved (such as Cumberland County, which improved 36.4% to 62.4% in 2008), while other districts with historically low rates continue to struggle (such as Buchanan County, where the rate decreased 6.4 percentage points, from 21% in 1997 to 14.6% in 2008).

Although the four-year bachelor's degree may be the gateway to many viable career prospects, graduate-level education opportunities, and increased lifetime earnings, for many high school completers in Virginia, a two-year degree, most frequently at a community college, is their best option either for technical training or for an associate degree that can be a stepping stone to a bachelor's degree at a later time. The table in Appendix S shows the two-year and four-year completer plans by headcount and percentages of all completers for 1997 and 2008, as well as the percentage point change, similar to Appendix R. The state average of students planning to attend a two- or four-year college increased 3.6 percentage points from 1997 to 2008, from 66.7% to 70.3%, perhaps indicating an increased interest in the community college option. Finances, degree requirements, when class are offered, and transfer programs are possible causes for this increase.

As a general trend, the combined two and four-year completer plans in Appendix S are not as dramatically different, either positive or negative, from the state average as compared to

the four-year only plans in Appendix R. For example Region One (Mountain) showed a 25 percentage-point variation below the state average of 39%, and a 15 percentage-point variance above. However, when combined with 2-year college attendance numbers, variation from the state average of 70.3% in 2008 was less than 10 percentage-points lower (61.3% in Russell County). Furthermore, low two- and four-year completer plans were not a predictor of longitudinal gains or losses: 32 of 66 districts with a below state average two- or four-year college plans rate had a positive 11-year percentage-point change.

The theme of the findings on high school completer plans for college is the minimal uniformity of results state-wide, region-wide, and most likely district-wide in many cases as well. In each school and district, local contextual factors, including the work of access providers in many forms, affect the decisions of students to pursue higher education. **With that said, Region One (Mountain), Region Three (North Valley), and Region Nine (Central Coast) all contain a majority of districts with both below state average completer plan rates, and an 11-year longitudinal loss in the percentage of completers making plans to attend college of some kind**.

A variety of factors may contribute to low and declining college plans of high school completers, though these findings are still cause for concern. In part, these low averages might be overly sensitive to the low total headcount. However, other common factors are worth considering as well: all three regions are predominantly rural with regional urban centers, and all three are geographically isolated from most public four-year institutions (with some exceptions, such as James Madison University in North Valley). Region Eight (South East) also had a high percentage of districts reporting lower than average completer plans for two- or four-year higher education, though the majority of these districts show longitudinal gains, suggesting they are heading in the right direction. The Mountain, North Valley, and Central Coast regions also contain districts that have high numbers of completers planning to attend college, but due to the trends observed, all three regions deserve additional scrutiny by stakeholders and constituents concerned with the college-going aspirations of students.

Access Provider Resources: Application

The services and activities offered by Virginia's college access providers mirror the diverse elements of the application process, which include understanding and requesting financial aid, completing written applications, participating in face-to-face interviews, and taking college entrance examinations. In the survey, we focused on two broad themes: *financial literacy* (Appendix T, page 149) and *tests and forms preparation* (Appendix U, page 155) that cover many of these access provider functions.

The table in Appendix T shows several categories of assistance offered to students and parents who, as part of the application process, struggle to understand what resources are available, and what the actual cost of college will be for them. They are (assistance with): *admissions essay writing*, *admissions applications*, *SAT test preparation*, and *ACT test preparation*. Perhaps the most basic part of the application process is the application form itself, reflected in the high percentage of providers who cited this as a primary (74%) or secondary (24%) activity. A high total number of providers (89%) also noted that assistance with admissions essay writing was included in their access-providing activities. However, only 33% claimed assistance with admissions essays as a primary activity.

Preparation for standardized college aptitude tests such as the SAT and ACT is cause for trepidation on the part of nearly all students, regardless of ethnicity, race, or socio-economic status. It is somewhat surprising, given the ubiquity of this experience, that only about a quarter of access providers (27% for SAT, 20% for ACT) identified test preparation assistance as a primary function, and fewer than half (48% for the SAT, 46% for the ACT) noted it as a service that they provide. In short, **test preparation is one element of the application stage that deserves increased access provider involvement**.

The table in Appendix U compiled questions regarding financial aid knowledge and assistance. Nearly all surveyed providers answered that they provide information and guidance for individuals seeking scholarships (80% primary focus, 19% secondary focus). Most providers also inform students of college loan options (60% primary focus, 33% secondary focus), though this is less of a focus than scholarship information. The focus on scholarships over loans was surprising given that most students take out loans of some sort to pay for college. More than half (28% primary focus, 28.5% secondary focus) of access providers noted that they also are involved in selecting and awarding scholarships; from interviews with access providers, we learned that the amount and number of awards available (annually) varies greatly.

Last and perhaps most fundamentally, surveyed access providers were asked about financial literacy training that is, helping students and parents comprehend the details of the financial aid process. Financial literacy information would seem to be prerequisite to guidance on loans or scholarships. However, only 29% of providers noted this as a primary focus and 46% listed it as a secondary focus. For 25% of access providers, financial literacy is not part of their services. **Although we applaud the high percentage of participant access providers who provide either scholarship information or actual awards, we encourage providers to consider how they might integrate financial literacy programs into their present services and activities**.

Pillar 4: Fostering a Positive College Disposition[12]

A common strand that links all stages of the college-going process together is an accumulating sense that college attendance and completion is both desirable and attainable. Students from traditionally underserved populations have access to fewer of the automatic socialization and support mechanisms than do other students, such as: a.) parents who value and attended college, b.) the financial resources to envision college attendance, and c.) adequate academic preparation including familial expectations and access to rigorous instruction throughout K-12 schooling (Gladieux & Swail, 1999). Consequently, although success at the qualification and graduation stages may provide momentum toward college enrollment, a range of other skills and information complete the college aspiration picture.

More than any other element that contributes to college-going, disposition is the most difficult to statistically assess, since academic achievement and graduation (presented in previous sections) are necessary but not sufficient conditions for college aspirations. College plans presented in the previous section may represent the outcome of a positive college disposition, but they do not reveal the process by which a student gained the desire to make the plans described. Thus, indirect indicators of or contributors to college aspirations are the only data available.

One such predictor is the percentage of the adult population with a bachelor's degree. The strongest predictor of college attendance, along with family wealth, is parental education level (Rouse & Barrow, 2006). Parents who attended college typically provide socialization to the value of college, academic encouragement, and view the cost of higher education as a worthwhile investment. The table in Appendix V (page 160) displays the percentage of the population over 25 years of age that has earned a bachelor's degree, for each Virginia school district. The center column highlighted cells show districts below the state average of 32.9% on this measure. Unfortunately, this data (based on 2005-2007 U.S. Census estimates) does not include entries for all school districts, limiting our view of the total regional and state picture. Nevertheless, the data suggests that localities with an institution of higher education (such as Harrisonburg City and Roanoke County), and/or areas with a high number of professional employment opportunities that would require a bachelor's degree or higher (such as Arlington County and Henrico County) are likely to have a higher population percentage with a college degree. As a result, a higher percentage of students in these areas may have access to familial socialization to the value of higher education.

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[12] In this section, the terms *aspiration (*used to describe the desire to attend college), and *disposition* (as the perspective toward college-going held by a student) will be used interchangeably to describe a student's attitude toward college.

Comparison of bachelor's degree rates with graduation and dropout data show a mixed picture. Most densely populated regions tend to include both a high population of educated citizens and a high population of low-income, underrepresented, and other underserved students with fewer intellectual and financial resources from which to draw college aspirations. The bi-polarity of the urban setting is evident in Alexandria City, where 59.7% of the population over age 25 has a bachelor's degree, yet only 76.4% of students graduate on time, and 11.1% of students drop out. For the school districts reporting data in this sample, those with bachelor's degree percentages over the state average (32.9%) had an 83.2% graduation rate, 4.1% higher than the average of 78.7% for school districts with populations lower than the state average for bachelor's holding citizens of the same age range. Thus, although an increased population of citizens with bachelor's degrees likely improves educational attainment and college planning, regional demographic features may mitigate some of this impact, when considered as an average by district.

Access Provider Resources: Disposition

The access survey included three sections that addressed services and activities offered by access providers that contribute to a college-going disposition:

Section 1 addressed tours and activities designed to engage students in the experience and value of higher education (Appendix W, page 164).
Section 2 explored guidance and counseling functions that encourage college aspirations (Appendix X, page 169).
Section 3 inquired about programs that educate and support families and students during the high school to college transition process, as students develop college aspirations (Appendix Y, page 173).

Section 1. Results from the survey questions aimed at tours and other college exploratory activities (Appendix W) reveal their common availability, though infrequent primary focus status. Although college tours require a high level of coordination, planning, and travel resources, they are an **important** means for capturing the imagination of young people for college, allowing them to begin to own the college space as their own, and to make social connections with faculty and administrators that ease concerns about college transition.

Three of the questions in this section dealt with college tours and introductions to educational opportunities (public college tours, private college tours, and career and technical school information). Nearly 40% of surveyed providers indicated that they facilitate public college tours, compared to less than 25% for private college tours, with a 20 percentage-point difference when totaled with secondary focus claims (85% and 66%, respectively). This disparity

is not surprising, given the difference in cost (or perceived cost) of private versus public higher education, and the distribution of community colleges in several areas where few other higher education opportunities are available. Private colleges may want to consider partnering with access organizations to address preconceptions of private college costs.

The survey questions did not inquire about the number of tours to two-year versus four-year colleges. Overall, however, tour totals (along with a combined 93% primary/secondary focus on technical and vocational school information) represent a significant number of opportunities for students to personally experience the physical college campus, which for some, may be the first time.

Section 2. The second grouping of disposition-related questions (Appendix X) focused on interpersonal guidance at various crucial decision-making junctures. To paraphrase the comment of one access provider; a student's personal life problems often bleed over into access problems and before long, you are a life counselor as well as a career and college counselor. The interconnectedness between academic, economic, social, and family aspects of life may be reflected in the survey results: 65% of respondent providers identified personal life counseling as a primary or secondary function, even though it initially may seem extraneous to the college access process.

One of the questions in this section clearly reflects the purpose of all access provider organizations: 74% of survey responders indicated that offering counseling on college selection is a primary focus, and combined with secondary responses, this question is the only one in the services and activities in which 100% of providers regularly participate. Similarly, career counseling rated very high (85% primary focus), with only a few providers indicating that this was not a significant part of their offerings.

Section 3. The third student disposition survey section inquired about activities designed to create and promote the support system needs of the college-going student and his or her family (see Appendix Y). Survey questions were directed toward programs designed exclusively for a range of constituents, including parents, families of first-generation students, foster children, and all students facing the transition from high school to college. The importance of parental and familial participation and support throughout the stages of college preparation has been a point of emphasis in the college access literature (Auerbach, 2006; Auerbach, 2007; Tierney, 2002) and in this paper as well. Many college access programs bring services to the students through in-school programs to connect directly with the student body. Parents, however, can be a difficult population to reach directly, since those who may most need informational programs on college-going may be least interested in participating.

Despite these challenges, we are encouraged that the survey responder data shows that quite a few access providers recognize the vital role parents play in the development of college dispositions, and have endeavored to create programs that connect directly with them. Although only 27% of responders indicated that parental programs were a primary focus, 53% named it as a secondary focus, appropriate given the context and mission of many providers. Nevertheless, one-fifth of providers reported that they do not offer programs for parents. Parental programs are an area that represents a gap in needed services and resources. **We encourage both college access provider organizations and state agencies (both those involved in education and those concerned with child welfare issues) to make parental education to the value of higher education a priority.**

Foster children are segment of the population that faces unique college access challenges (Appendix Y). Many foster children lack the steady influence of parents that might otherwise bolster their self-confidence and college aspirations. Although only a small number (11%) of surveyed providers named foster child issues as a primary focus, about half (52%) of all providers included it as an area of provider services and programming.

Some of the providers interviewed noted that as their organization has matured, they have identified new points of struggle for aspiring college students, including the transition from high school to college. When many of the staple structures of daily life, including school and home, are no longer in place (see Section 4: Qualitative Results for a more extensive discussion) students are likely to struggle in facing new responsibilities and challenges. In response, an increasing number of providers have initiated programs designed to maintain continuity and accountability as students transition to and seek to persist through college. In our survey population, 46% of access providers cited support programs after high school is as a primary focus, and 44% claimed it as a secondary focus, for a 90% total. **Although most colleges offer orientation programs during the summer, we believe those initiatives can be meaningfully supplemented through involvement by the access providers who have worked with and helped the students transition to college**.

Section 3: Logistical and Financial Data

The purpose of the Phase II survey was to gather financial and logistical data from selected providers who had completed Phase I (see the Methodology section for more information on survey procedures). A total of 39 Phase II surveys were emailed to individuals who had completed the Phase I online survey. Only 10 providers completed the Phase II survey (25.6% response rate). We were surprised that such a low number of providers participated in this part of the survey given that financial support and resources are noted as major obstacles for access provider organizations. We had hoped that access providers would view this survey as an opportunity to show the limitations of financial constraints that would help to establish a case for increased public and private funding. The Phase II survey focused on budgeting, staffing, and administrative issues that access providers face (See Tables 2 & 3).

Table 2: College access provider phase II demographics

Access Provider	Students annually	Age of students	FT staff	PT Staff	Budget (in $)
1	17,000	17-19	21	0	900,000
2	3,800	17-18	7	12	1,400,000
3	500	16-18	1	1	250,000
4	16,000	17-18	2	25	268,000
5	500	11-17	2	0	-
6	3,200	19+	8	0	500,000
7	5,000	13-18	4	3	102,000
8	120	15-18	4	2	636,000
9	2,100	12-18	17	14	1,323,477
10	1,000	19+	4	1	226,600

The number of students served annually (120-17,000) varied widely, as well as the age of the students served (12-19 years of age). Two programs served students who were 19 years of age or older. Eight of the programs served high school students and three programs worked with middle school students. The number and age of the students served depended on the type of program and/or services being provided.

Staffing also varied across access programs, from a low of two, to a high of 31. Full time staff varied greatly as well. The smallest staff is one and the largest is 21, with an average of seven staff members. Not every access provider employed part time staff members and one organization employed as many as 25 part time employees. The average number of part time employees at the access organizations was five. Only one organization (Access Provider #9) indicated that they may share employees with other access offices part of their national organization, although it was not a common occurrence.

Budgets ranged from $102,000 to $1.4 million with four organizations receiving federal funding, two of which are completely funded by federal dollars (See Table 5). Of the participant organizations, one organization received state funding; one organization received local funding and one organization received both state and local funding. The remaining organizations relied solely on foundation dollars, fundraising, or other means. Organizations spent the least amount of their budgets on supplies, travel, and advertising and spent the majority of their budget on salaries and programs.

Table 3: College access provider phase II budget demographics

Access Provider	Budget ($)	%Federal $	%State $	%Local $	% Foundation $	%Fundraising $	%Other
1	900,000	30	0	0	70	0	0
2	1,400,000	0	0	40	30	2	28
3	250,000	0	0	0	100	0	0
4	268,000	0	0	0	30	15	55
5	-	-	-	-	-	-	-
6	500,000	100	0	0	0	0	0
7	102,000	0	29	29	42	0	0
8	636,000	0	0	0	93	7	0
9	1,323,477	9	68	0	5	18	0
10	226,600	100	0	0	0	0	0

The types of programs offered by the access organizations varied as well with the majority (n=9) offering workshops or personal one on one counseling (n=9). Other programs included preparing for college (n=7), financial aid assistance (n=5), test preparation (n=3), essays/writing (n=2), classes (n=2), and campus visits (n=1). The main mode for delivering these programs was in person although several providers discussed offering online resources or investigating offering online resources. A couple of providers mentioned looking into using online tools such as Facebook or Twitter to increase awareness and participant recruitment.

The last component of the Phase II survey examined organizational mission. Each participant organization provided the mission statement of their program (see Appendix GG, page 209). The mission statements express the appropriate range and variety of access provider purposes, shaped by historical factors, local context, and organizational resources. Mission statement themes included facilitating students' focus on their future goals and aspirations, addressing the needs of specific sub-populations (low income, first generation, adults, middle school students, etc.), and increasing attainment of academic and career goals. On the whole, provider mission statements clearly articulate the particular programmatic foci that imbue that organization with purpose and direction, and reflect the four pillars of access (qualification, graduation, application, and aspiration) outlined in our review of provider services and activities.

Section 4: Qualitative Data Results

A total of 23 access providers were interviewed for this project. Through the interview process the research team gained an understanding of the intricacies of the work conducted by access providers. Eight major themes emerged from the data analysis:
1) *successes; 2) training; 3) needs; 4) challenges; 5) relationships; 6) evaluation;*
7) recruitment; and 8) *time frame* (See Appendix OO, page 247). The findings from this phase of the study will be discussed by each of the themes.

1. Successes

The participants were eager to share their successes with the interviewers. Participants were proud of their organization's accomplishments, specifically their programs, success rates, and their students. Several providers also touted their organization's growth and ability to assist students in receiving financial aid as their successes. When discussing their students one participant identified the challenges facing students:

> Kids who really had huge obstacles to overcome, real barriers in their
> home situations, that we have been able to come up with extra funding for
> or bring outside resources that you might not normally find to kind of
> alleviate the problem. We've had kids whose parents were incarcerated.
> We've had kids whose parents sold the computers that we gave them when
> they were juniors, for crack… that kinda stuff.

Many providers expressed that they measure success by the student lives that they see changed through access programs. One access provider stated: "Oh, again, the number of students that do go to college; the successes of some who didn't think they could go to college and found out they could, and being able to go to college and complete college." Another provider discussed the growth of their program: "So, I have to say that our geographic expansion to get to every high school is definitely one of the successes that I love the most." Students completing the access programs and attending college was a huge achievement for the majority of respondents and as one provider proudly stated "95% of our students go on to college and graduate."

The providers were equally proud of the programs they offered to students and parents. One provider mentioned parents who were grateful for the services provided and told them, "If you hadn't provided this service it wouldn't – we wouldn't have been able to do it [college]." The same provider discussed the success of the financial aid their students received as a result of

their programs and advisors: "I love the fact that we have leveraged over $200 million in financial aid for our students."

Finally, all participants were asked to provide examples of individual student success stories. Many participants had more than one student success example. A collection of these stories can be found in Appendix HH (page 210).

2. Training

The interview results revealed a wide variety of training practices among access providers. Only five of the providers indicated they provided a full training program for new hires and several of the five explained that their training was part of a larger national training. The majority of participants (n=15) stated they and/or their staff attended conferences, with many participants specifically mentioning the Virginia College Access Network (VirginiaCAN) conference. The majority of participants (n=16) also discussed attending workshops or other professional development opportunities. Several participants indicated that funding was an issue, causing them to search for alternative formats that were cheaper or free. One participant stated: "…you're allowed to budget for one state or regional meeting. So, you know, it would be nice – and we do try to take advantage of other opportunities that may be cheap or lower cost or free." Many of the free or cheaper programs mentioned were local or regional versus state or national.

3. Needs

The theme of organizational needs included descriptions of the resource gaps identified by individual providers and explanations of needs assessment methods used among their student population. In terms of organizational needs, the participants were asked what, aside from money, their organization needed. Participant's frequently mentioned they would like more staff, tutoring, ability to track students, and increased access to schools and/or students.

In relation to assessing the needs of the students and/or community the participants indicated that they used assessment tools and/or surveys, focus groups, national datasets, and more frequently, spoke with members of the community to determine what was needed. As one participant put it, "So we talk to them and just ask questions and engage them, and then my two staff members that work with me, they are out in the community everyday and they are my frontline folks who can really give me good feedback."

4. Challenges

Access Providers face a variety of hurdles and obstacles. The most frequently mentioned challenges are: financial support, attendance to activities and programs, family support, student personal situations, and transportation. The majority of participants indicated that finances are always an issue. However, several providers stressed that finances become an utmost concern during an economic downturn as donors may not be as generous with financial support.

Several providers discussed how attendance at events could be challenging and success ultimately depended on the timing and location of the event. One provider stressed that the size of the geographic area they serve is substantial and parents from one part of that area are not likely to attend a program in another section of their broad service region. Another provider explained how difficult it was to get students and families to attend programs:

> …we are working with 11 different metro high schools; our students are dispersed across the metro area. We always try to be cognizant of where our programming is being held so it's metro accessible, so that it's conscious of parents' time after work.

The challenge of families went beyond attendance at activities and programs. Many of the access providers spoke of the difficulty of explaining the college admission process to families, particularly the financial aid component. Many providers viewed gaining the support of parents and families as important in the college admission and attendance process but vocalized how difficult that can be for a variety of reasons. One provider shared one story about a student: "…her father wasn't going to do her FAFSA[13] - I mean for a minute we didn't think we were going to get her into [college] because of the FAFSA stuff."

Several of these providers spoke in general about students' personal situations. Some students work part-time, or in some cases fulltime jobs and/or care for relatives. In other cases, students may not have a strong family support system. Regardless of the specifics of the student's situation, the majority of access providers indicated how the student's home life or personal situation often adversely affects the student's school/education life. One provider shared the following story that illustrates how personal life and academic life are intimately related:

> I had a kid in [city] in the program, going to school. All of the sudden she stopped coming to school. She wasn't coming to the meetings, wasn't coming to the group sessions. The coordinator said, "Where is she"? The coordinator went to the school and said [to the school officials], "Is she in school? We don't know. …no, she's not coming to school." The coordinator went to her home and found a

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[13] The Free Application for Federal Student Aid (FAFSA) is the basic form that individuals must complete in order to participate in Federal student aid programs such as Stafford and Perkins loans, and Pell grants.

disabled mom, the power turned off, no food, and the poor girl was staying home trying to feed a woodstove to keep mom from getting sick.

Another provider shared how students' life situations vary:

A girl who had bulimia whose parents decided they just didn't wanna deal with her and kicked her out so she's living on the streets. Kid who turned her parents in because they were growing marijuana and became a ward of the court… kids who are here because they're political refugees and so their FASFA's, you know, is a nightmare.

The last challenge many of the access providers discussed was the issue of transportation. Several organizations provide a few college visits and many more would like the opportunity to provide visits. However, the overwhelming issue to provide these college visits is transportation. The cost of transporting students to and from a college is more than most programs can afford. **Most of the participants explained that the opportunity to set foot on a college campus can be a determining factor for many students as to whether they attend college.** Most providers noted that they would like to be able to do more visits. "Instead of one college visit, let's do three, four ... Let's do more college visits," stated one access provider.

5. Relationships

The theme of relationships became apparent through every aspect of the interview process although there were no specific questions directed at this topic. There were two types of relationships discussed by the participants: relationships with the community members and relationships with the students.

The access providers indicated that much of their organization's success, as well as the student's success, hinged on the relationship with community members. Each participant defined community differently with some referencing teachers, school counselors, and family members, while others included local community agencies and businesses. When asked about their relationship with other access providers, the majority of participants stated that they did not collaborate with other access organizations. At the most they met up with other providers at conferences but did not communicate or work with them in any meaningful way. Regardless of who or what group was included in the definition of community, all of the participants agreed on the importance of good relationships. All of the participants spoke of the good relationship that they had with their community members and how much they valued those relationships. One participant stated: "I have relationships with, you know, those people and businesses and donors as well, which of course, always helps when you want to go in and ask for money or support or anything." Another participant stated:

You know, the school has been so flexible, I have a website, I have a phone, I have resources and that's successful. And, I'm just really trying to partner with the teachers and letting them know that I'm really there to help them. I think that's a success.

The other relationship that became apparent throughout the interviews was the one between the access provider and the student. Every access provider spoke passionately about his or her work and students. All of them had tales to tell of student successes as well as the importance of the work that they were doing. One participant got teary eyed when discussing a student success story while another shared that one student's success would be with her for the rest of her life. All of the providers believed they were making a difference in the work they were doing and as one participant shared, "…the programs make a difference…". Another provider stated:

This may be personal but I think the other success for us, and major for us, is when I hear the students stories and knowing that we impacted a student that may have been…in a gang or a student that says "I was in the foster care system and because [Access Program] was here for me now I'm at [College] and I'm going to be a neurosurgeon". So, those stories that we have, that to me, that's the biggest success we have, for me. That's why we do what we do and keep doing what we are doing.

It is important to note that two providers mentioned the issue of competition and coordination among access providers within the state of Virginia. Although this was not a ubiquitous theme, two participants mentioned competition for resources and students due to overlap in service regions. Additionally, one provider discussed how he belonged to a national organization for TRIO programs which was completely separate from groups such as VirginiaCAN. Issues of coordination and competition may be a natural consequence of expanding service regions and increased provider activity.

6. Evaluation

All participant providers indicated they were completing some type of organizational evaluation. However, the extent and quality of evaluation varied greatly between the programs. These evaluations were given to students and parents. The majority of participants also completed a monthly, semi-annual, and/or annual report. Typically these reports were then presented to advisory boards, executive boards, and/or state and national organizations.

Other forms of evaluation discussed included informal methods such as collecting student's stories or journal entries and the amount of student financial aid received. Only a select few organizations track their students through the completion of college; those tracking students through college graduation utilize a national data tracking system. A majority of access providers track their students through college admission but do not know if their students are graduating from college.

7. Recruitment

The majority of participants indicated that they find their students through the schools, teachers, or school counselors either by referral or by conducting workshops. Several of the providers also shared that they try to use current students in their program to market to potential students. One provider stated they recruit students from the military, Virginia Employment Commission, and prisons. This provider targeted older students (19+).

8. Time Frame

Almost all of the participant access providers operate on some version of the academic year. Either they operate fully based on the academic year or they operate during the academic year and offer summer programs. A handful of providers operate solely on their fiscal year (which mostly coincides with the academic year) and their target age population included, but was not limited to, adults.

Discussion of Results

Review and discussion of the study results will be presented in three sections:

1) A comparison of the access services that survey participant providers offer by district and region-level,
2) A discussion of the distribution of access providers throughout the Commonwealth (including all known providers, regardless of survey participation),
3) A discussion of the services and activities offered by survey participant providers.

1. Comparison of Services and Contexts

The table in Appendix JJ (page 219) combines several important variables related to the status and achievement of students from low-income families and links them by district to providers who completed the access survey and who cited students from low-income families as a targeted sub-population (see the far left column of the table). This table includes a fall 2008 K-12 student headcount to show the relative scale of each district's low-income student needs. The center columns show: 1) the percentage of the headcount total that are students from low-income families; 2) the 2008 Virginia on-time graduation rate for students from low-income families; and 3) the percentage of students in the district who participate in the free and reduced school lunch program. The data illustrates the incredible diversity of student populations across the state, and highlights districts where a large percentage of the population is at or below the poverty line (low income) and is struggling to complete high school successfully.

A comparison of the districts by the three categories described above (percent low income, graduation rate for low income, and percent FRSL) reveals districts with significant and struggling populations of students from low-income families. Shaded district fields highlight results above the state average (in the case of the percentage of students from low-income families and the percent of the district receiving free and reduced school lunches) or below the state average (in the case of the Virginia on-time graduation rate). Of the 130 aggregated school districts in Appendix JJ, 35 districts (27%) are highlighted in all three categories. Of those 36 districts that may have high numbers of students from low-income families and for whom that population may be achieving below the state average, about half (17 districts, or 48%) (Appendix KK, page 231) had no surveyed access providers for whom students from low-income families were a primary focus. In terms of low-income population density, low academic performance, and few access provider resources, Region 1 (Mountain) with nine qualifying districts and Region 7 (South Central) with eight qualifying districts are the regions in greatest need of more low-income targeted access provider services. Although the comparison in Appendix KK is useful, provider data is based on survey participant access providers only, and may not fully represent the low-income services in a given district or region.

The table in Appendix KK highlights districts and regions where low-income needs may not be matched by targeted services. By comparison, the table in Appendix LL (page 235) takes a broader approach as a compilation of performance, demographic, and provider data that together, build a case for a selected cohort of districts we have identified as *high need*[14] (the most pressing situations) and *recognized need*[15] (areas also in significant need of additional resources). Categories highlighted in Appendix LL are academic performance categories (graduation rate and dropout rate) compared to low-income indicators (FRSL percentage and percent of population that is low-income), noting largest traditionally under-served population and the total number of providers in that given district. Although it is not logistically possible to name each provider for each school district in this spreadsheet, the base number of providers enumerated in this table does suggest the possible resources available to area students. The shaded center column cells (Appendix LL) indicate categories of deficiency in proportion to State averages, with a horizontal continuum of shaded cells indicating a district with a high percentage of students from low-income families who are also struggling academically as a group. We have highlighted (Appendix LL), in bold and dark shading, **17** school districts across the State that qualify as *high need*. Appendix LL also notes (in italics and light shading) **18** districts that meet our criteria for *recognized need*.

Appendix MM (page 241) suggests how successful those districts with above Virginia average (31%) numbers of students from low-income families have been at graduating and sending their students on to college. These 59 qualifying districts face the particular challenge of educating and preparing high numbers of students who are less likely to be academically prepared and socialized to the value of college attendance. The top six districts[16] (Appendix MM, in bold)

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[14] A *high need* district is defined as a district that is significantly underperforming in graduation rate and dropout rate AND is above the state average in at least one of the following two categories: percentage of students qualifying for FRSL OR percentage of student from low-income families. All "high need" areas are also "recognized need" areas (see below). *Significantly underperforming* is defined as 8 percentage points below the state average graduation rate of 82%, and 5 percentage points above the state average dropout rate of 9.3%.

[15] A *recognized need* district is one in which multiple indicators of low performance and high risk population are present in the same area (typically including graduation rate, dropout rate, and percent enrolled in FRSL) although not all indicators may be severe enough to qualify for "high need" status. The criteria for this category are intentionally vague, since many combinations of performance and demographic indicators contribute to an environment of significant need. In addition, we believe this definition begins, rather than ends the conversation about what constitutes recognized should be on-going.

[16] Top qualification criteria: 1) higher than average percent of students from low-income families, 2) a positive 2/4 year completer plans 11-year percentage change, and 3) an average or better Virginia on-time graduation rate for both students from low-income families and all students.

and bottom seven districts[17] (in italics) are highlighted at the top of the table, with the rest of the districts that have above State average numbers of students from low-income families below the solid gray row.

The comparison in Appendix MM hints at the diverse challenges faced by districts around the Commonwealth, and the widely varying success they've had at preparing students for college entrance. Although many of the top six districts are still below the Virginia state average in one or both completer plans categories, all have seen positive change between 1997 and 2008 in both two and four-year completer plans. **Significantly, all of the top six districts graduated students at rates above the state average, whether separated by low-income family status or not.** Most dramatically, Cumberland County, Grayson County, and Pittsylvania County school districts all saw both two-year and, two- and four-year completer plans increase by nearly double-digits each. Charles City County saw two- and four-year completer plan aggregate increase by an impressive 44 percentage points. These results are exemplary, and warrant further research to understand the intended and unintended sources of change.

The bottom six districts represent areas of continuing and intensifying need from the perspective of high school completion and ambition to pursue a college degree. In at least some cases (Harrisonburg City, Roanoke City, Newport News City, etc.) these needs are due to demographic intensification and change, though further research is required to understand each situation. The statistics in Appendix MM are dramatic, nonetheless: none of bottom six school districts graduated students from low-income families at the State average rate in 2008, and all have lost ground in efforts to prepare and send students to college since 1997. Roanoke and Newport News school districts have seen the most dramatic changes, with Roanoke losing roughly 20 percentage points on completer plans for four-year college (20.1%) and two and four-year colleges combined (19.7%). Even more dramatically, completer plans for Newport News graduates dropped 35 percentage points to 25.7% (four-year plans) and 40.2 percentage points to 33.4% (two and four-year plans) between 1997 and 2008. Clearly, regardless of current access provider resources locally available, more attention should be paid to these districts.

We encourage constituents to examine the data in Appendix MM, keeping in mind that the correlation between high graduation rates and high completer plan percentages may indicate districts where college qualifications, aspirations, and applications are working in harmony, or are experiencing discord. Several districts that did not meet the criteria for the top or bottom six justify highlighting based on this emphasis. Amherst County school district had solid graduation rates for all students (80.9%) and students from low-income families (82.1%). However, these

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[17] <u>Bottom qualification criteria</u>: 1) higher than average percent of students from low-income families, 2) a negative 11-year change in four-year and two and four-year completer plans and 3) below State average graduation rates (low-income and all students).

strong graduation rates contrast with low and declining completer college plans: in 2008, only 29.4% planned to attend a four-year college (down 8.8 percentage points), and only 42% of graduates planned to attend a two or four-year college (down 26.3 percentage points). Dickenson school district also had strong graduation rates despite 53% of students coming from low-income families. However, only 14.7% of students planned to attend a four-year college in 2008, down from an already low 25.5% in 1997. Last, Sussex County and Tazewell County public schools only missed qualifying for the bottom six on one completer plans measure, demonstrating otherwise below average graduation rates, dropout rates, and declining completer plan percentages between 1997 and 2008.

Although completer plans, in conjunction with graduation rates and dropout rates, provide an important descriptor of district-wide college-going success, the view provided is, nevertheless, limited. Unfortunately, completer plans data is not disaggregated by sub-population (race/ethnicity, gender, socio-economic status, etc.), so it is difficult to know what percentage of those students who plan to go to college from each district are students from low-income families.

2. Access Provider Distribution

The extraordinary diversity of access provider organizational structures, missions, and histories has resulted in a patchwork of resources that are highly responsive to local needs, so far as the whims of history occasioned to place an organization within a given community. This is not to say that agencies, organizations, and individuals have not been intentional, but factors such as local funding and interest, proximity to an institution of higher education, and perceptions of need contribute to an inconsistent distribution of access providers throughout the Commonwealth.

The regional maps, state context data, and top/bottom access provider districts table (Appendix NN, page 245) illustrate this point: among areas identified as either "high need" or "recognized need" in Appendix LL, one has no access providers in their school district (Dinwiddie County) and three other districts have only one provider (Accomack County, Winchester City, and Fredericksburg City). However, six of the school districts with the most access providers also appear on our high-needs list (Tazewell County, Lynchburg City, Norfolk City, Richmond City, Pittsylvania County, and Danville City). Again, we caution that a count of few or no providers in a district or region does **not** indicate that no access provider work is underway. A lack of providers in our data simply means that the types of providers and provider activity that were identifiable for this study were not located, despite earnest efforts to establish a comprehensive view of Virginia's provider resources.

The table in Appendix NN shows that school districts with higher student populations tend to have more access provider resources, perhaps reflective of a parallel up-scaling of providers to needs. Comparing average headcount of the two groups, districts with more providers also have, on average, about three times as many students. However, this weighting is skewed by Fairfax County's (including Fairfax City) comparably large population of over 169,000 students, and Highland County's comparably small population of 253 students. Without these outliers, provider-rich districts averaged four thousand more students per district than the group with no providers. Similarly, Fauquier County, Stafford County, and Winchester City have higher student populations than 10 of the 16 provider-intensive school districts, making the population justification weak.

One important word of caution regarding the use of access provider distribution totals: depending on the identified needs of a district, the type of provider in that area may or may not be suited to address the unique needs of that population due to the particular provider(s) (community-based, college-based, state-supported, etc.) and their functions. For example, although we include all Virginia not-for-profit higher education institutions in our list of access providers, unless that institution also administers an extension program that works directly in local schools the impact on college qualification and graduation metrics may be negligible. Thus, we highly encourage any access provider, school official, or policy-maker concerned with the access resources of a particular district to study Appendix PP (page 248) and consider the kind of impact that various types of providers are likely to deliver. That caveat aside, e**very school district could benefit from additional access provider involvement, but the systematic data in Appendix NN shows that some areas may be more in need of intentional investment of college access resources than others.**

3. Access Provider Services and Activities

Although provider services were discussed in the preceding results section in conjunction with state context data, we will highlight several important areas deserving attention from providers and constituents.

First, although an expectedly high percentage of surveyed providers focus on high school students, the importance of establishing the roots of college aspiration at a young age cannot be underestimated. Several providers assist students as young as middle school age. However, the majority of providers concentrate their efforts on high school students. Although the providers are assisting tens of thousands of students, waiting until they are at the high school level may be too late for many students (Tough, 2009), and may represent a kind of access triage, rather than the preventative medicine of early intervention. We strongly recommend that both state policymakers and access providers recognize the importance of supporting and nurturing positive

dispositions toward college attendance prior to high school and begin programs and services as early as kindergarten.

Second, computer skills training was offered at about half the rate that study skills, critical thinking skills, and time management skills were made available. This difference in skill training options may be due to a variety of reasons, including limited access to equipment, assumed generational technology literacy, or specified priorities of the organization. Regardless, planning for or entering college without requisite computer skills would place a student at a critical disadvantage. When discussing technology during interviews, many access providers acknowledged they could be doing more for their students in addition to offering computer skills training. Many of the providers were investigating methods of recruiting and communicating with students using online applications such as Twitter and Facebook. However, very few providers were currently using online methods to reach their students. Reaching students through technology is important as more students are relying on technology to communicate, though use of technology for recruiting students in collegiate settings has produced mixed results (Zalanowski, 2007).

Conclusions and Recommendations

Through this report we have illustrated not only the complexity and gravity of the needs in Virginia, but also the diversity and ingenuity of access providers of all types already at work in the Commonwealth. We have noted the excellent, life-transforming work in progress, and indicated geographic and service areas in significant need of redress. In conclusion, our recommendations have two broad themes:

1) That accurate information, contextual knowledge, and timely responsiveness are paramount in providing college access information, services, and programs and;

2) That improved data, coordination, and support at the state level will improve the efficacy of access providers in the Commonwealth. To improve access programs and services, we offer six recommendations to contribute to the excellent work already underway.

Recommendation #1: That access providers who do not currently target first-generation students and their families develop services and activities to address their unique challenges and issues. Among the parental populations most in need of information and guidance, parents of first-generation students often experience conflicting emotions about a child leaving for college, fearing that the unknown impact of higher education might damage relationships and alter family values (Stienmetz, 2008; Walpole, 2003). In the table in Appendix L, 79% of surveyed providers said that first-generation students were a primary focus (19% said that they were a secondary focus). However, when asked about family preparation for first-generation students, only 38% noted this as a primary focus (with an additional 44% claiming it as a secondary focus). Although first-generation students have many needs on the path to college, research shows that preparing family for that transition with them should also be a significant point of emphasis (Attanasi, 1989). Encouraging parents and guardians to be partners in the college attendance process will only aid students' success.

Recommendation #2: That access providers provide information sessions, workshops, and programs on financial literacy and debt management. Partnerships with banking institutions and other non-profit and for-profit entities could assists providers with such endeavors. Although the financial aid process is an intimidating hurdle for many students and their parents, surprisingly, only a small number of surveyed access providers (29%) noted that they focus on financial literacy. As significantly, for one-quarter of surveyed providers (25%), financial literacy is not a part of their services. Financial aid literacy services require up to date information delivered by knowledgeable staff. The shared need for this type of preparation is an excellent opportunity for a coordinating body to create or expand pertinent training for access providers across the Commonwealth.

Recommendation #3: That stakeholders on all levels consider how to improve cooperative efforts, from communication to collaboration. On a state level, the autonomy of access providers is a strength and allows individual organizations to shape their services to the needs of their communities, students and families, and schools. Preserving this functional autonomy while improving coordination and assessment expectations is a worthy goal. However, the current lack of coordination has resulted in school districts with significant access needs and little to no provider intervention, and other districts with fewer needs but considerable access provider resources (see Appendices LL, MM, and NN). We recommend that additional research occur to determine what sorts of formal and informal mechanisms for communication and organization might best serve students, providers, and the Commonwealth..

Recommendation #4: That state agencies and access providers prioritize program evaluation, with specific attention to improved state-wide and student-specific longitudinal data collection initiatives that rely on and support, rather than impose, access provider self-assessment processes. Most access organizations employ some form of student evaluation process, and most providers also track the attendance and graduation progress of students within their own programs. However, very few access providers track their students through until college graduation. Several providers mentioned using national student tracking systems, but many do not use a tracking system that would provide data on completion as well as college entry. Evaluations and student tracking methods that follow program participants through to graduation could to provide longitudinal data that would yield more complete data on student access to and persistence through college. Moreover, understanding whether their students are completing college can help access providers better target issues students are likely to face in college and enable providers to better prepare students for the transition from high school to college. Data may also help policymakers and those concerned with access and persistence issues see what is needed to support access providers and programs.

Recommendation #5: That this research initiative be replicated on a biennial basis for a set number of years to establish longitudinal points of comparison from which improved targeting of access services to Commonwealth needs can occur. The results from this study, although limited in a few important ways, are critical in providing contextual information about access providers in Virginia. To better understand access issues, as well as keep current with trends and shifts in the theory and practice of access provider work, it is important that Virginia continue to survey and assess its access providers. Evaluation and assessment of access programs and initiatives will provide information on access initiatives, needs of students and their families, needs of access providers, needs of the college attending population, and assist the Commonwealth in determining what is needed to increase the number of students that access college, with emphasis on students from low-income families, first-generation students and underrepresented students. Virginia's P-16 Council[18] may be the body

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[18] Visit http://www.education.virginia.gov/Initiatives/P-16Council/ for additional information about the Council.

to lead such an initiative since one of the Council's responsibilities is to develop approaches to improve transitions among levels of education, promote student success, and encourage students to continue their education.

Recommendation #6: That in conjunction with broader access provider coordination initiatives, specific efforts be made to link providers throughout the Commonwealth who are working with similar underserved populations. What constitutes an "underserved" population varies across Virginia, and includes diverse populations who are African American, Hispanic, Limited English Proficiency, low-income, or students with disabilities. In some cases, unique programs and services for constituents and unique skills for the providers are required. Many providers have developed highly successful programs and organizational knowledge about specific underserved populations that could greatly benefit new initiates in other parts of the Commonwealth. Facilitating cross-organizational knowledge sharing would benefit students and providers.

In conclusion, the term "access provider" includes a much broader range of persons and organizations than the traditional community-based access provider definition entails. However, traditional access providers represent the most mobile, issue-focused, and locally-responsive category of providers, and apart from school counselors, offer the best hope for a coordinated, comprehensive, K through 12 college access preparatory program.

The timing of this study is fortunate and crucial. The field of "access providing" benefits from accumulated decades of empirical research and disseminated best-practice studies (see the National College Access Network at www.NCAN.com for resources). In Virginia, access providing efforts have reached a point of maturity and saturation when improved state-wide coordination, support, information-sharing, and data gathering are necessary to address the varied access needs in the Commonwealth. Many of Virginia's access providers have an established track record of excellent, innovative work that can serve as model programs and mentor organizations for new and expanded initiatives. However, to address the gaps in the college access programs and efforts, it is incumbent upon all Virginia stakeholders associated with these endeavors to use the data in this study to move toward a more comprehensive, state-wide solution to insure students in the Commonwealth pursue and complete post-high school education.

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APPENDICES

Table of Contents: Appendix and Maps

Appendices

Maps

Appendix A
Phase I Online Survey Protocol

The services provided by access providers in the Commonwealth are essential for all students pursuing post high school educational opportunities. The purpose of this initiative is to determine what is available for students and their families as they transition from secondary to post secondary education.
Please take a few minutes to complete this survey. Your participation is critical to the assessment of what is occurring and what is needed to ensure services are available for all students in Virginia.

We sincerely appreciate your participation and willingness to be part of this initiative. Please contact the researchers, Racheal Stimpson (rstimpso@vt.edu) or Nathan Alleman (nfalle@wm.edu) if you have questions or concerns.

1. Program Name:

2. Address, city state zip:

3. Web site:

4. Are you part of a larger organization? Yes No

5. What is the name of the organization?

6. Do you report to a central office?   Yes   No

7. Dates of fiscal year:

8. What geographical area do you serve (please list cities and/or counties and zip code(s) if known):

9. Is your program open to anyone in your geographical area? Yes No

10. If you answered "No" to #9, describe your target population:

11. Please list the school district(s) in your service area:

12. How many students does your organization serve?   Monthly?   Annually?

13. Using the following scale, please rate the focus of your organization on each service listed below.

   1 = not focused on at all   2 = focused on slightly   3 = focused on moderately
   4 = focused on a lot   5 = primary focus

Awareness pk-5 grades
Awareness 6th – 8th grades
Awareness 9th – 10th grades
Awareness 11th grade
Awareness 12 grade
Students from low-income families
Specific population - urban students
Specific population - rural students
Career counseling
Academic/curriculum advising for high school
Academic/curriculum advising for postsecondary
Academic/curriculum advising for high school and postsecondary
College admission - essay writing
College admission – applications
College admission – essay writing and applications
College campus tours of private schools
College campus tours of public schools
College campus tour of all types of schools
College selection
Career and Technical schools
Study skills
Test prep - SAT
Test prep - ACT
Test prep – both SAT & ACT
Financial aid guidance – loans
Financial aid guidance – scholarships
Financial aid guidance – loans and scholarships
Actual scholarships
Financial literacy training
Family prep for first generation students
Parental programs
Personal (life) counseling
Foster child issues
Cultural activities
Computer skills training
Critical thinking skills
Leadership skills
Communication skills
Time management
Transitioning from high school/first-year college support programs
Other (please list):

14.   Please list any access programs of which you are familiar:

15.   Would you be willing to be interviewed so that we can gain a better understanding of
       your services, needs, and challenges? Yes   No

16.   If yes, please provide your name and daytime telephone number:

In the next month, you will receive Phase II of this survey. The focus of Phase II is to collect demographic, planning, funding, and other data that may require fact-finding to complete. This data is vital for us to gain a comprehensive and complete picture of the scope and type of access services offered in the Commonwealth. We look forward to working with you.

THANK YOU FOR YOUR PARTICIPATION

Appendix B
Phase II Email Survey

Providers, note: please fill out the survey below as completely as possible. The information you provide will be used in aggregate, and will **not** be used to identify you or your organization individually.

1. How many students does your organization serve?   Monthly?   Annually?

2. Please describe how the services you provide are delivered (print, lecture, web, other)
    a. Include a brief description of content and contact hours

3. Age range of principal clients

4. Average annual FTE staff. Please identify number of full time slots and part time slots.

5. Is staff shared with another organization? If yes, explain

6. Total budget most recent fiscal year:
    a. % federal dollars
    b. %state dollars
    c. %local government dollars
    d. %foundation dollars
    e. %fund raising activities
    f. %other

7. Describe any unique or subtle issues with your organization's revenue
    a. What are your total expenditures?
    b. What are your budget categories?
    c. Where is the least amount of money spent?
    d. Where is the most amount of money spent?

8. What is your organization's mission statement?

Appendix C
Phase III Interview Protocol

TRAINING
Do you offer staff training?
If so, describe your staff training program.
Is there staff training you would like to offer that you currently are not? If so, what?
Do you offer professional development?
If so, describe your professional development program.
Are there professional development opportunities you would like to offer? If so, what?

OPERATION
How do you attract clients?
What time frame do you use for your program cycle?

COLLABORATION
What are the primary ways you relate to other access providers in Virginia?
What suggestions do you have for improving communication between access providers in-state?

EVALUATION
Do you have a program evaluation plan?
(If YES) How often do you evaluate your program?
        What methods do you use to evaluate your program?
        What criteria do you use to evaluate your program?
        Would you be willing to share your evaluation results from the past several years?
How do you identify community needs related to access?
What efforts, if any, do you make to stay current with best practices or innovations in access
providing?
Do you track you clients after they complete your program?
(IF YES) What methods do you use?
        What data do you collect (access only, or graduation as well)?
        Would you be willing to share your follow-up data?
        How do you distribute or share your data?
What do you consider the top three outstanding successes of your organization…explain why.
Share several client success stories that are representative of your overall program objectives and
successes.

NEEDS
Other than fiscal challenges, what are the top three challenges your organization faces?
If money were no object, what three current services would you strengthen?
If money were no object, what three new services would you add?
Regardless of funding implications, if you had the option, what services would you discontinue?
Explain.
Other than fiscal needs, what do you need that you don't have?
 What else would you like us to know?

Appendix D

Virginia Access Providers By District and Region: Group Providers

District	Region	Group Provider
Accomack County	9	Delmarva Educational Foundation
		Eastern Shore Area Agency on Aging and Community Action (Project Discovery)
		Virginia Tidewater Consortium for Higher Education
Albemarle County	5	MACAA (Project Discovery)
Alexandria City	4	Alexandria Office of Youth Services (Project Discovery)
		Alexandria, The Scholarship Fund of
		College Guide Program
		College Summit - National Capital Region
		Pathways to the Baccalaureate
Alleghany County	2	Total Action Against Poverty (Project Discovery)
Amelia County	7	HOPE Community Services, Inc (Project Discovery)
Arlington County	4	AHC, Inc (Project Discovery)
		Arlington Community Action Group
		Arlington Employment Center
		College Summit - National Capital Region
		Pathways to the Baccalaureate
		Whitefield Commons Community Resource Center
Bristol City	1	People Incorporated of Southwest Virginia (Project Discovery)
Buchanan County	1	People Incorporated of Southwest Virginia (Project Discovery)
Buckingham County	5	HOPE Community Services, Inc (Project Discovery)
Charles City County	9	Greater Richmond Area Scholarship Program (GRASP)
Charlottesville City	5	College Guide Program
		MACAA (Project Discovery)
Chesapeake City	10	Access College Foundation
		Virginia Tidewater Consortium for Higher Education
Chesterfield County	6	Greater Richmond Area Scholarship Program (GRASP)
		Richmond Community Action Program, Inc. (Project Discovery)
		The College Place - Richmond

Virginia Access Providers By District and Region: Group Providers Continued

Covington City	2	Total Action Against Poverty (Project Discovery)
Craig County	2	Total Action Against Poverty (Project Discovery)
Culpeper County	4	
Cumberland County	5	HOPE Community Services, Inc (Project Discovery)
Danville City	7	College Guide Program
		Dan River Information Technology Academy
		Institute for Advanced Learning and Research
		Pittsylvania County Community Action Agency (Project Discovery)
		Southern Piedmont Educational Opportunity Center
Fairfax County	4	College Access Fairfax
		College Partnership Foundation (Fairfax)
		Pathways to the Baccalaureate
		Early Identification Program
		Fairfax County Office of Partnerships (Project Discovery)
Fluvanna County	5	College Guide Program
		MACAA (Project Discovery)
Franklin City	8	Virginia Tidewater Consortium for Higher Education
Franklin County	1	Southern Piedmont Educational Opportunity Center
Goochland County	5	Greater Richmond Area Scholarship Program (GRASP)
		Powhatan-Goochland Community Action Agency, Inc. (Project Discovery)
Greene County	5	College Guide Program
Greensville County	8	The Improvement Association (Head Start)
		Sussex-Surry-Greensville Improvement Association
Halifax County	7	Dan River Information Technology Academy
		Southern Piedmont Educational Opportunity Center
Hampton City	10	Virginia Tidewater Consortium for Higher Education
Hanover County	5	Greater Richmond Area Scholarship Program (GRASP)
		The College Place - Richmond

Virginia Access Providers By District and Region: Group Providers Continued

Henrico County	6	Greater Richmond Area Scholarship Program (GRASP)
		The College Place-Richmond
		Partnership for the Future
		Richmond Community Action Program, Inc. (Project Discovery)
Henry County	7	Dan River Information Technology Academy
		New College Institute
		Southern Piedmont Educational Opportunity Center
Isle of Wight County	8	Virginia Tidewater Consortium for Higher Education
Loudoun County	4	Jack Kent Cooke Foundation
		Pathways to the Baccalaureate
		Loudoun Youth Inc. (Project Discovery)
Louisa County	5	College Guide Program
Lunenburg County	7	Lynchburg Community Action Group (Project Discovery)
Lynchburg City	7	Lynchburg Community Action Group (Project Discovery)
Madison County	5	Skyline Community Action Program
Manassas City	4	The College Place - Manassas
Martinsville City	7	College Guide Program
		Dan River Information Technology Academy
		New College Institute
		Southern Piedmont Educational Opportunity Center
Montgomery County	1	Center for Academic Enrichment and Excellence
		Multicultural Academic Opportunities Program
Nelson County	5	College Guide Program
		MACAA (Project Discovery)
New Kent County	9	Greater Richmond Area Scholarship Program (GRASP)
Newport News City	10	Virginia Tidewater Consortium for Higher Education
Norfolk City	10	Access College Foundation
		The STOP Organization (Project Discovery)
		Virginia Tidewater Consortium for Higher Education

Virginia Access Providers By District and Region: Group Providers Continued

Northampton County	9	Eastern Shore Area Agency on Aging and Community Action (Project Discovery)
		Delmarva Educational Foundation
		Virginia Tidewater Consortium for Higher Education
Patrick County	1	College Guide Program
		New College Institute
		Patrick County Educational Foundation
		Southern Piedmont Educational Opportunity Center
		STEP, Inc. (Project Discovery)
Petersburg City	8	The College Place - Richmond
Pittsylvania County	10	College Guide Program
		Dan River Information Technology Academy
		Pittsylvania County Community Action Agency (Project Discovery)
		Southern Piedmont Educational Opportunity Center
		Institute for Advanced Learning and Research
Portsmouth City	10	Access College Foundation
		Virginia Tidewater Consortium for Higher Education
Powhatan County	5	Greater Richmond Area Scholarship Program (GRASP)
		Powhatan-Goochland Community Action Agency, Inc. (Project Discovery)
Prince Edward County	7	HOPE Community Services, Inc (Project Discovery)
Rappahannock County	4	Next Step
Richmond City	6	Another Way Tutorial Program
		College Guide Program
		Greater Richmond Area Scholarship Program (GRASP)
		Partnership for the Future
Roanoke City	2	Roanoke Higher Education Center (Project Discovery)
		Total Action Against Poverty (Project Discovery)
Roanoke County	2	Roanoke Higher Education Center (Project Discovery)
		Total Action Against Poverty (Project Discovery)
Rockbridge County	2	College Orientation Workshop, Inc.

Virginia Access Providers By District and Region: Group Providers Continued

Russell County	1	People Incorporated of Southwest Virginia (Project Discovery)
Salem City	2	Total Action Against Poverty (Project Discovery)
Suffolk City	8	Access College Foundation
		Virginia Tidewater Consortium for Higher Education
Surry County	8	Sussex-Surry-Greensville Improvement Association
Sussex County	8	Sussex-Surry-Greensville Improvement Association
Tazewell County	1	Clinch Valley Community Action (Project Discovery)
Virginia Beach City	10	Access College Foundation
		Virginia Tidewater Consortium for Higher Education
Warren County	3	College Guide Program
		Warren County College Access Network
Washington County	1	College Guide Program
		Fairfax County Office of Partnerships (Project Discovery)
		People Incorporated of Southwest Virginia (Project Discovery)
Williamsburg-James City County	10	Virginia Tidewater Consortium for Higher Education
		Williamsburg - James City County (Project Discovery)
Wythe County	1	Mountain Community Action Program (Project Discovery)

Appendix E

VCCS Career Coaches By District and Region

District	Region	Career Coach
Accomack County	9	Career Coach: Eastern Shore Community College
Albemarle County	5	Career Coach: Piedmont Virginia Community College
Alexandria City	4	Career Coach: Northern Virginia Community College
Alleghany County	2	Career Coach: Dabney S. Lancaster
Amelia County	7	Career Coach: Southside Virginia Community College
Appomattox County	7	Career Coach: Central Virginia Community College
Arlington County	4	Career Coach: Northern Virginia Community College
Augusta County	2	Career Coach: Blue Ridge Community College
Bath County	2	Career Coach: Dabney S. Lancaster
Bedford County	7	Career Coach: Central Virginia Community College
Bland County	1	Career Coach: Virginia Western Community College
Botetourt County	2	Career Coach: Dabney S. Lancaster Career Coach: Virginia Western Community College
Bristol City	1	Career Coach: Virginia Highlands Community College
Brunswick County	7	Career Coach: Southside Virginia Community College
Buckingham County	5	Career Coach: Southside Virginia Community College Career Coach: South West Virginia Community College
Buena Vista City	2	Career Coach: Dabney S. Lancaster
Caroline County	4	Career Coach: Germanna Community College
Carroll County	1	Career Coach: Wytheville Community College
Charlotte County	7	Career Coach: Southside Virginia Community College
Charlottesville City	5	Career Coach: Piedmont Virginia Community College
Chesapeake City	10	Career Coach: Tidewater Community College
Chesterfield County	6	Career Coach: John Tyler Community College
Covington City	2	Career Coach: Dabney S. Lancaster
Craig County	2	Career Coach: Virginia Western Community College
Culpeper County	4	Career Coach: Germanna Community College
Cumberland County	5	Career Coach: Southside Virginia Community College
Danville City	7	Career Coach: Danville Community College
Dickenson County	1	Career Coach: Mountain Empire Community College Career Coach: South West Virginia Community College
Fairfax County	4	Career Coach: Blue Ridge Community College Career Coach: Northern Virginia Community College

VCCS Career Coaches By District and Region Continued

District	Region	Career Coach
Floyd County	1	Career Coach: New River Community College
Fluvanna County	5	Career Coach: Piedmont Virginia Community College
Franklin City	8	Career Coach: Paul D. Camp Community College
Franklin County	1	Career Coach: Patrick Henry Community College
Frederick County	3	Career Coach: Lord Fairfax Community College
Galax City	1	Career Coach: Wytheville Community College
Gloucester County	9	Career Coach: Rappahannock Community College
Grayson County	1	Career Coach: Virginia Western Community College
Greene County	5	Career Coach: Piedmont Virginia Community College
Greensville County	8	Career Coach: Southside Virginia Community College
Halifax County	7	Career Coach: Southside Virginia Community College
Hampton City	10	Career Coach: Thomas Nelson Community College
Harrisonburg City	3	Career Coach: Blue Ridge Community College
Henrico County	6	Career Coach: J. Sargeant Reynolds Community College
Henry County	7	Career Coach: Patrick Henry Community College
Hopewell City	6	Career Coach: John Tyler Community College
Isle of Wight County	8	Career Coach: Paul D. Camp Community College
King and Queen County	9	Career Coach: Rappahannock Community College
King William County	9	Career Coach: Rappahannock Community College
Lancaster County	9	Career Coach: Rappahannock Community College
Lee County	1	Career Coach: Mountain Empire Community College
Loudoun County	4	Career Coach: Northern Virginia Community College
Louisa County	5	Career Coach: Piedmont Virginia Community College
Lunenburg County	7	Career Coach: Southside Virginia Community College
Lynchburg City	7	Career Coach: Central Virginia Community College
Manassas Park City	4	Career Coach: Northern Virginia Community College
Martinsville City	7	Career Coach: Patrick Henry Community College
Mathews County	9	Career Coach: Rappahannock Community College
Mecklenburg County	7	Career Coach: Southside Virginia Community College
Middlesex County	9	Career Coach: Rappahannock Community College
Montgomery County	1	Career Coach: New River Community College
Nelson County	5	Career Coach: Piedmont Virginia Community College
Newport News City	10	Career Coach: Thomas Nelson Community College
Norfolk City	10	Career Coach: Tidewater Community College
Northampton County	9	Career Coach: Eastern Shore Community College
Northumberland County	9	Career Coach: Rappahannock Community College

VCCS Career Coaches By District and Region Continued

District	Region	Career Coach
Norton City	1	Career Coach: Mountain Empire Community College
Patrick County	1	Career Coach: Patrick Henry Community College
		Career Coach: Virginia Western Community College
Petersburg City	8	Career Coach: John Tyler Community College
Pittsylvania County	10	Career Coach: Danville Community College
Portsmouth City	10	Career Coach: Tidewater Community College
Prince Edward County	7	Career Coach: Southside Virginia Community College
Prince William County	4	Career Coach: Northern Virginia Community College
Pulaski County	1	Career Coach: New River Community College
Radford City	1	Career Coach: New River Community College
Richmond City	6	Career Coach: J. Sargeant Reynolds Community College
Richmond County	9	Career Coach: Rappahannock Community College
Roanoke City	2	Career Coach: Virginia Western Community College
Roanoke County	2	Career Coach: Virginia Western Community College
Rockbridge County	2	Career Coach: Dabney S. Lancaster
Rockingham County	3	Career Coach: Blue Ridge Community College
Russell County	1	Career Coach: South West Virginia Community College
Salem City	2	Career Coach: Virginia Western Community College
Scott County	1	Career Coach: Mountain Empire Community College
Smyth County	1	Career Coach: Virginia Highlands Community College
		Career Coach: Wytheville Community College
Southampton County	8	Career Coach: Paul D. Camp Community College
Suffolk City	8	Career Coach: Paul D. Camp Community College
Sussex County	8	Career Coach: John Tyler Community College
Tazewell County	1	Career Coach: South West Virginia Community College
Virginia Beach City	10	Career Coach: Tidewater Community College
Warren County	3	Career Coach: Lord Fairfax Community College
Washington County	1	Career Coach: Virginia Highlands Community College
Westmoreland County	9	Career Coach: Rappahannock Community College
Williamsburg-James City County	10	Career Coach: Thomas Nelson Community College
Wise County	1	Career Coach: Mountain Empire Community College
Wythe County	1	Career Coach: Wytheville Community College

Appendix F

Gear Up by District Locations

District	Region	Provider
Buchanan County	1	Gear Up - SCHEV
Charlotte County	7	Gear Up - SCHEV
Charlottesville City	5	Gear Up - SCHEV
Chesterfield County	6	Gear Up - SCHEV
Cumberland County	5	Gear Up - SCHEV
Danville City	7	Gear Up - SCHEV
Grayson County	1	Gear Up - SCHEV
Greensville County	8	Gear Up - SCHEV
Hopewell City	6	Gear Up - SCHEV
King and Queen County	9	Gear Up - SCHEV
Lynchburg City	7	Gear Up - SCHEV
Martinsville City	7	Gear Up - SCHEV
Norton City	1	Gear Up - SCHEV
Nottoway County	7	Gear Up - SCHEV
Patrick County	1	Gear Up - SCHEV
Petersburg City	8	Gear Up - SCHEV
Pittsylvania County	10	Gear Up - SCHEV
Prince Edward County	7	Gear Up - SCHEV
Prince William County	4	Gear Up - SCHEV
Pulaski County	1	Gear Up - SCHEV
Rockbridge County	2	Gear Up - SCHEV
Scott County	1	Gear Up - SCHEV
Smyth County	1	Gear Up - SCHEV
Sussex County	8	Gear Up - SCHEV
Washington County	1	Gear Up - SCHEV
Westmoreland County	9	Gear Up - SCHEV

Appendix G

Talent Search by District and Region

District	Region	Talent Search Office
Alleghany County	2	Dabney S. Lancaster Community College
Bath County	2	Dabney S. Lancaster Community College
Bland County	1	Wytheville Community College
Botetourt County	2	Dabney S. Lancaster Community College
Bristol City	1	Virginia Highlands Community College
Buena Vista City	2	Dabney S. Lancaster Community College
Carroll County	1	Wytheville Community College
Covington City	2	Dabney S. Lancaster Community College
Floyd County	1	Virginia Tech
Franklin County	1	Virginia Tech
Galax City	1	Virginia Tech
Giles County	1	Virginia Tech
Gloucester County	9	Hampton University
Grayson County	1	Virginia Tech
		Wytheville Community College
Hampton City	10	Hampton University
Henry County	7	Virginia Tech
Isle of Wight County	8	Hampton University
Lee County	1	Mountain Empire Community College
Lynchburg City	7	Virginia Tech
Martinsville City	7	Virginia Tech
Montgomery County	1	Virginia Tech
Newport News City	10	Hampton University
Norton City	1	Mountain Empire Community College
Patrick County	1	Virginia Tech
Poquoson City	10	Hampton University
Pulaski County	1	Virginia Tech
Rockbridge County	2	Dabney S. Lancaster Community College
Scott County	1	Mountain Empire Community College
Smyth County	1	Virginia Highlands Community College
		Wytheville Community College
Suffolk City	8	Hampton University
Tazewell County	1	Virginia Tech
Washington County	1	Virginia Highlands Community College
Williamsburg-James City County	10	Hampton University

Continued on next page

Talent Search by District and Region Continued

District	Region	Talent Search Office
Wise County	1	Mountain Empire Community College
Wythe County	1	Virginia Tech
York County	10	Hampton University

Upward Bound By District, Region, and Host Institution

District	Region	Upward Bound Office
Albemarle County	5	University of Virginia
Bland County	1	Wytheville Community College
Bristol City	1	Virginia Highlands Community College
Brunswick County	7	St. Paul's College
Buchanan County	1	Southwest Virginia Community College
Buckingham County	5	University of Virginia
Charlottesville City	5	University of Virginia
Chesapeake City	10	Tidewater Community College
Cumberland County	5	University of Virginia
		Virginia State University
Danville City	7	Danville Community College
Dickenson County	1	Southwest Virginia Community College
		University of Virginia's College at Wise
Essex County	9	Rappahannock Community College
Floyd County	1	Virginia Tech
Fluvanna County	5	University of Virginia
Franklin County	1	St. Paul's College
		Virginia Tech
Giles County	1	Virginia Tech
Gloucester County	9	Hampton University
Greene County	5	University of Virginia
Hampton City	10	Hampton University
Henry County	7	Patrick Henry Community College
		Virginia Tech
Isle of Wight County	8	Hampton University
Lancaster County	9	Rappahannock Community College
Louisa County	5	University of Virginia
Lunenburg County	7	St. Paul's College
Lynchburg City	7	Virginia Tech
Martinsville City	7	Patrick Henry Community College
		Virginia Tech
Mecklenburg County	7	St. Paul's College
Montgomery County	1	Virginia Tech
Nelson County	5	University of Virginia

Upward Bound By District, Region, and Host Institution Continued

District	Region	Upward Bound Office
Newport News City	10	Hampton University
Norfolk City	10	Norfolk State University
		Old Dominion
Northampton County	9	Rappahannock Community College
Nottoway County	7	St. Paul's College
		Virginia State University
Orange County	5	University of Virginia
Patrick County	1	Patrick Henry Community College
		Virginia Tech
Petersburg City	8	Virginia State University
Pittsylvania County	10	Danville Community College
Poquoson City	10	Hampton University
Portsmouth City	10	Norfolk State University
		Old Dominion
		Tidewater Community College
Pulaski County	1	Virginia Tech
Richmond City	6	Virginia Union University
Richmond County	9	Rappahannock Community College
Roanoke City	2	Roanoke College
Roanoke County	2	Roanoke College
Russell County	1	Southwest Virginia Community College
Salem City	2	Roanoke College
Smyth County	1	Virginia Highlands Community College
Suffolk City	8	Hampton University
		Paul D. Camp Community College
Tazewell County	1	Virginia Tech
Washington County	1	Virginia Highlands Community College
Waynesboro City	2	University of Virginia
Westmoreland County	9	Rappahannock Community College
Williamsburg-James City County	10	Hampton University
Wise County	1	University of Virginia's College at Wise
Wythe County	1	Virginia Tech
		Wytheville Community College
York County	10	Hampton University

Appendix I

		2008 Eighth Grade SOL <u>Math</u> Passing Grade: Percentage Points Difference from State Average*					FRSL*	
Region	District	Difference by Percentage Points from State Average: All Students (80%)	Difference by Percentage Points from State Average: Low-Income Students (74%)	Difference by Percentage Points from State Average: Black Students (73%)	Difference by Percentage Points from State Average: Hispanic Students (79%)	Difference by Percentage Points from State Average: White Students (85%)	2007-08 Percent of District FRSL Students	1996 to 2007 Percentage Points Change in FRSL Students
9	Accomack County	10%	12%	16%	-7%	9%	62.3%	4.0%
5	Albemarle County	3%	-1%	5%	9%	-1%	20.4%	0.8%
4	Alexandria City	-19%	-15%	-19%	-24%	1%	51.4%	**-0.2%**
2	Alleghany County	9%	11%	2%	<	5%	40.2%	7.5%
7	Amelia County	-3%	-5%	-2%	<	-6%	40.1%	6.4%
5	Amherst County	1%	1%	-3%	<	1%	44.0%	15.4%
7	Appomattox County	10%	8%	11%	<	8%	40.4%	7.1%
4	Arlington County	2%	-3%	-2%	-8%	7%	31.1%	**-12.4%**
2	Augusta County	8%	8%	17%	4%	3%	31.0%	11.5%
2	Bath County	5%	-4%	<	<	-2%	30.5%	1.2%
7	Bedford County	-2%	-6%	-1%	<	-6%	30.9%	6.8%
1	Bland County	1%	5%	<	<	-4%	35.5%	7.2%
2	Botetourt County	12%	9%	17%	<	8%	15.7%	2.3%
1	Bristol City	9%	10%	-2%	<	6%	54.9%	15.4%
7	Brunswick County	-1%	6%	5%	<	-2%	75.6%	7.2%
1	Buchanan County	11%	14%	<	<	6%	66.9%	3.3%

Region	District	Difference by Percentage Points from State Average: All Students (80%)	Difference by Percentage Points from State Average: Low-Income Students (74%)	Difference by Percentage Points from State Average: Black Students (73%)	Difference by Percentage Points from State Average: Hispanic Students (79%)	Difference by Percentage Points from State Average: White Students (85%)	2007-08 Percent of District FRSL Students	1996 to 2007 Percentage Points Change in FRSL Students
							FRSL*	
5	Buckingham County	8%	12%	13%	<	4%	55.2%	1.3%
2	Buena Vista City	9%	7%	<	<	4%	34.3%	1.2%
7	Campbell County	6%	6%	6%	21%	2%	33.3%	5.6%
4	Caroline County	-5%	-3%	-1%	3%	-7%	38.6%	**-0.7%**
1	Carroll County	4%	6%	<	<	0%	50.6%	11.7%
9	Charles City County	4%	11%	7%	<	-3%	43.5%	1.7%
7	Charlotte County	3%	4%	9%	<	0%	50.6%	1.9%
5	Charlottesville City	-6%	-7%	-9%	3%	1%	53.8%	1.0%
10	Chesapeake City	9%	3%	8%	12%	8%	25.3%	0.6%
6	Chesterfield County	3%	-3%	1%	-1%	3%	23.5%	6.9%
3	Clarke County	-2%	-10%	<	<	-6%	13.6%	**-5.0%**
8	Colonial Heights City	8%	5%	0%	1%	6%	28.6%	9.7%
2	Covington City	-20%	-24%	<	<	-21%	44.0%	9.7%
2	Craig County	5%	21%	<	<	0%	33.7%	2.1%
4	Culpeper County	-5%	-16%	-10%	-16%	-4%	30.8%	**-6.5%**
5	Cumberland County	-11%	-12%	-7%	<	-12%	56.5%	**-3.5%**
7	Danville City	-6%	-4%	-3%	21%	-2%	68.0%	17.6%
1	Dickenson County	0%	1%	<	<	-5%	52.8%	**-5.6%**
7	Dinwiddie County	3%	0%	7%	-4%	0%	48.4%	12.8%

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Region	District	Difference by Percentage Points from State Average: All Students (80%)	Difference by Percentage Points from State Average: Low-Income Students (74%)	Difference by Percentage Points from State Average: Black Students (73%)	Difference by Percentage Points from State Average: Hispanic Students (79%)	Difference by Percentage Points from State Average: White Students (85%)	FRSL* 2007-08 Percent of District FRSL Students	FRSL* 1996 to 2007 Percentage Points Change in FRSL Students
9	Essex County	12%	17%	16%	<	11%	56.5%	12.8%
4	Fairfax County	8%	-3%	-1%	-7%	8%	20.5%	3.7%
4	Falls Church City	12%	3%	<	-15%	9%	6.4%	**-5.3%**
4	Fauquier County	8%	2%	0%	-3%	6%	16.6%	**-3.8%**
1	Floyd County	7%	6%	<	<	2%	36.7%	5.8%
5	Fluvanna County	11%	8%	9%	<	9%	21.7%	0.5%
1	Franklin City	-12%	-13%	-9%	<	4%	41.0%	9.3%
8	Franklin County	8%	9%	7%	-3%	5%	62.4%	8.8%
3	Frederick County	6%	-4%	-4%	-2%	4%	22.7%	5.9%
4	Fredericksburg City	-1%	-1%	1%	7%	1%	45.8%	**-2.6%**
1	Galax City	<	<	<	<	<	55.5%	18.6%
1	Giles County	1%	-2%	<	<	-5%	36.9%	6.7%
9	Gloucester County	6%	4%	7%	<	2%	26.6%	**-2.5%**
5	Goochland County	17%	17%	22%	<	14%	20.2%	**-2.7%**
1	Grayson County	0%	-1%	<	<	-4%	54.0%	9.2%
5	Greene County	0%	-7%	-8%	<	-3%	29.1%	5.1%
8	Greensville County	-2%	2%	3%	<	7%	63.8%	6.4%
7	Halifax County	3%	4%	8%	<	2%	56.9%	12.0%
10	Hampton City	1%	0%	4%	9%	2%	44.1%	3.5%

2008 Eighth Grade SOL Math Passing Grade: Percentage Points Difference from State Average* (Continued) | **FRSL***

Continued on next page

Region	District	Difference by Percentage Points from State Average: All Students (80%)	Difference by Percentage Points from State Average: Low-Income Students (74%)	Difference by Percentage Points from State Average: Black Students (73%)	Difference by Percentage Points from State Average: Hispanic Students (79%)	Difference by Percentage Points from State Average: White Students (85%)	2007-08 Percent of District FRSL Students	1996 to 2007 Percentage Points Change in FRSL Students
							2008 Eighth Grade SOL Math Passing Grade: Percentage Points Difference from State Average (Continued) / **FRSL***	
5	Hanover County	14%	9%	15%	9%	10%	12.4%	0.0%
3	Harrisonburg City	8%	6%	1%	1%	12%	54.4%	14.8%
6	Henrico County	4%	-2%	-1%	-2%	7%	25.5%	0.2%
7	Henry County	-3%	-4%	-3%	-12%	-4%	50.3%	17.5%
2	Highland County	7%	<	<	<	1%	48.6%	12.9%
6	Hopewell City	2%	6%	3%	15%	7%	65.4%	13.1%
8	Isle of Wight County	2%	3%	1%	<	2%	30.4%	**-4.7%**
9	King and Queen County	11%	14%	13%	<	11%	21.2%	**-46.7%**
9	King George County	12%	9%	13%	<	9%	25.2%	**-0.8%**
9	King William County	4%	7%	-2%	<	5%	53.1%	26.2%
9	Lancaster County	-30%	-30%	-27%	<	-25%	54.9%	7.4%
1	Lee County	7%	10%	<	<	1%	59.6%	0.1%
4	Loudoun County	8%	-8%	0%	-6%	7%	13.6%	4.2%
5	Louisa County	-4%	-9%	-12%	<	-4%	41.2%	4.4%
7	Lunenburg County	8%	15%	9%	<	8%	60.5%	3.3%
7	Lynchburg City	-2%	-5%	-5%	3%	7%	51.1%	10.7%
5	Madison County	14%	20%	27%	<	8%	26.1%	2.2%
4	Manassas City	-22%	-28%	-29%	-25%	-16%	28.2%	9.5%
4	Manassas Park City	14%	20%	22%	15%	6%	40.6%	10.6%

Continued on next page

Region	District	Difference by Percentage Points from State Average: All Students (80%)	Difference by Percentage Points from State Average: Low-Income Students (74%)	Difference by Percentage Points from State Average: Black Students (73%)	Difference by Percentage Points from State Average: Hispanic Students (79%)	Difference by Percentage Points from State Average: White Students (85%)	2007-08 Percent of District FRSL Students	1996 to 2007 Percentage Points Change in FRSL Students
							FRSL*	
7	Martinsville City	-24%	-18%	-19%	<	-18%	60.6%	16.3%
9	Mathews County	0%	0%	-15%	<	-2%	24.7%	1.4%
7	Mecklenburg County	6%	8%	8%	-6%	6%	54.5%	9.8%
9	Middlesex County	1%	-11%	-5%	<	2%	34.4%	3.7%
1	Montgomery County	-1%	-10%	-15%	-22%	-5%	36.8%	6.3%
5	Nelson County	10%	14%	15%	<	5%	55.2%	19.9%
9	New Kent County	5%	-11%	1%	<	2%	13.2%	**-5.1%**
10	Newport News City	-1%	1%	5%	-6%	-2%	49.8%	0.7%
10	Norfolk City	-14%	-14%	-14%	-4%	-4%	58.3%	**-6.2%**
9	Northampton County	-12%	-15%	-18%	4%	-4%	66.8%	3.9%
9	Northumberland County	-5%	-11%	-16%	<	3%	47.2%	1.9%
1	Norton City	4%	-3%	-6%	<	1%	50.2%	10.8%
7	Nottoway County	7%	11%	9%	<	4%	53.4%	**-0.4%**
5	Orange County	-6%	-14%	-9%	1%	-9%	32.6%	2.9%
3	Page County	-3%	-1%	<	<	-8%	40.6%	8.7%
1	Patrick County	13%	14%	<	1%	9%	48.8%	17.3%
8	Petersburg City	-22%	-16%	-16%	3%	<	60.2%	**-7.7%**
7	Pittsylvania County	4%	5%	3%	-2%	3%	42.3%	8.4%
10	Poquoson City	9%	9%	<	<	3%	9.0%	2.2%

Region	District	Difference by Percentage Points from State Average: All Students (80%)	Difference by Percentage Points from State Average: Low-Income Students (74%)	Difference by Percentage Points from State Average: Black Students (73%)	Difference by Percentage Points from State Average: Hispanic Students (79%)	Difference by Percentage Points from State Average: White Students (85%)	FRSL* 2007-08 Percent of District FRSL Students	FRSL* 1996 to 2007 Percentage Points Change in FRSL Students
	2008 Eighth Grade SOL <u>Math</u> Passing Grade: Percentage Points Difference from State Average (Continued)						**FRSL***	
10	Portsmouth City	0%	4%	6%	<	-3%	52.1%	**-6.8%**
5	Powhatan County	15%	17%	20%	<	10%	11.8%	**-4.0%**
7	Prince Edward County	-9%	-11%	-8%	<	-2%	60.2%	5.4%
8	Prince George County	-1%	-7%	-1%	5%	-1%	33.7%	5.2%
4	Prince William County	6%	0%	5%	-2%	8%	29.9%	9.2%
1	Pulaski County	-1%	-7%	-6%	<	-5%	42.6%	10.2%
1	Radford City	12%	8%	5%	<	9%	34.8%	15.8%
4	Rappahannock County	-2%	<	<	<	-4%	20.2%	1.3%
9	Richmond City	-10%	-2%	-3%	1%	0%	41.6%	8.3%
6	Richmond County	15%	14%	16%	<	13%	70.9%	0.4%
2	Roanoke City	-10%	-11%	-11%	-12%	-7%	17.9%	8.4%
2	Roanoke County	11%	6%	14%	7%	7%	62.3%	10.6%
2	Rockbridge County	-3%	1%	<	<	-6%	34.1%	7.4%
3	Rockingham County	10%	9%	10%	5%	5%	32.6%	9.9%
1	Russell County	-55%	-54%	<	<	-60%	52.1%	10.7%
2	Salem City	10%	0%	9%	<	6%	21.9%	5.1%
1	Scott County	8%	7%	<	<	3%	51.1%	6.7%
3	Shenandoah County	14%	16%	10%	17%	9%	31.2%	8.9%
1	Smyth County	12%	14%	<	<	7%	51.0%	13.7%

Region	District	Difference by Percentage Points from State Average: All Students (80%)	Difference by Percentage Points from State Average: Low-Income Students (74%)	Difference by Percentage Points from State Average: Black Students (73%)	Difference by Percentage Points from State Average: Hispanic Students (79%)	Difference by Percentage Points from State Average: White Students (85%)	FRSL* 2007-08 Percent of District FRSL Students	FRSL* 1996 to 2007 Percentage Points Change in FRSL Students
		2008 Eighth Grade SOL Math Passing Grade: Percentage Points Difference from State Average (Continued)						
8	Southampton County	-7%	-13%	-14%	<	0%	42.1%	**-3.4%**
4	Spotsylvania County	5%	2%	5%	2%	2%	20.2%	4.0%
4	Stafford County	5%	-4%	6%	-1%	2%	16.5%	1.6%
2	Staunton City	5%	3%	6%	<	2%	45.1%	2.8%
8	Suffolk City	2%	-2%	3%	11%	6%	38.8%	**-9.6%**
8	Surry County	-3%	3%	2%	<	-6%	50.2%	1.1%
8	Sussex County	-7%	1%	-1%	<	-6%	73.5%	2.8%
1	Tazewell County	8%	9%	-11%	<	3%	47.9%	8.1%
9	Town of Colonial Beach	-38%	-36%	-46%	<	-33%	41.7%	4.3%
9	Town of West Point	6%	-10%	<	<	3%	16.6%	1.6%
10	Virginia Beach City	6%	2%	3%	4%	6%	27.2%	1.3%
3	Warren County	2%	-1%	-10%	0%	-2%	27.8%	8.7%
1	Washington County	2%	-3%	<	<	-3%	40.5%	5.5%
2	Waynesboro City	-5%	-8%	-3%	-22%	-7%	45.9%	7.8%
9	Westmoreland County	1%	3%	6%	10%	-5%	55.6%	**-1.4%**
10	Williamsburg-James City County	5%	-8%	-7%	1%	6%	22.8%	**-5.1%**
3	Winchester City	-51%	<	<	<	-58%	45.2%	9.7%
1	Wise County	13%	18%	<	<	9%	52.7%	13.6%

		2008 Eighth Grade SOL Math Passing Grade: Percentage Points Difference from State Average (Continued)					FRSL*	
Region	District	Difference by Percentage Points from State Average: All Students (80%)	Difference by Percentage Points from State Average: Low-Income Students (74%)	Difference by Percentage Points from State Average: Black Students (73%)	Difference by Percentage Points from State Average: Hispanic Students (79%)	Difference by Percentage Points from State Average: White Students (85%)	2007-08 Percent of District FRSL Students	1996 to 2007 Percentage Points Change in FRSL Students
1	Wythe County	-4%	-5%	-6%	<	-9%	41.9%	9.9%
10	York County	9%	-1%	2%	14%	7%	15.0%	**-1.8%**

* In Virginia, a student qualifies for Free and Reduced School Lunch if household income is below 130% of the poverty line (in 2008, $26,845 for a family of four), and qualifies for reduced cost lunch if household income is between 130% and 185% of the poverty line ($38,203 for a family of four).

< Indicates insufficient Data

Source: Virginia Department of Education, 2009.

Note: State average is based on actual averages of scores and not the annual measurable objective, as defined the Virginia Department of Education.

Note: Shaded cells highlight below state-average percentages of SOL math grades in the "Difference by Percentage Points…" columns, and above state-average participation rate of 40% in the Free and Reduced School Lunch program in the "2007-08 Percent of District FRSL Students" column.

[3] Bedford County data include Bedford City.

[4] Fairfax County data include Fairfax City.

[5] Greensville County data include Emporia City.

[6] Rockbridge County data include Lexington City data for grades 9-12.

[7] Williamsburg City data include James City County.

		2008 Eighth Grade SOL Reading Passing Grade: Percentage Points Difference from State Average					FRSL*	
Region	District	Difference by Percentage Points from State Average: All Students (81%)	Difference by Percentage Points from State Average: Low-Income Students (72%)	Difference by Percentage Points from State Average: Black Students (71%)	Difference by Percentage Points from State Average: Hispanic Students (75%)	Difference by Percentage Points from State Average: White Students (87%)	2007-08 Percent of District FRSL Students	1996 to 2007 Percentage Points Change in FRSL Students
9	Accomack County	2%	6%	7%	-4%	3%	62.3%	4.0%
5	Albemarle County	6%	-10%	-2%	1%	4%	20.4%	0.8%
4	Alexandria City	-15%	-13%	-16%	-10%	-1%	51.4%	**-0.2%**
2	Alleghany County	6%	8%	19%	<	-1%	40.2%	7.5%
7	Amelia County	-6%	-3%	-2%	<	-11%	40.1%	6.4%
5	Amherst County	-4%	-1%	-10%	<	-4%	44.0%	15.4%
7	Appomattox County	4%	5%	-1%	<	4%	40.4%	7.1%
4	Arlington County	2%	-7%	-3%	-7%	8%	31.1%	**-12.4%**
2	Augusta County	3%	5%	9%	12%	-2%	31.0%	11.5%
2	Bath County	-2%	2%	0%	<	-11%	30.5%	1.2%
7	Bedford County	5%	-2%	-5%	<	1%	30.9%	6.8%
1	Bland County	-5%	-8%	0%	<	-11%	35.5%	7.2%
2	Botetourt County	5%	-5%	1%	<	1%	15.7%	2.3%
1	Bristol City	9%	14%	4%	<	4%	54.9%	15.4%
7	Brunswick County	-9%	-5%	-1%	<	-14%	75.6%	7.2%
1	Buchanan County	7%	14%	0%	<	1%	66.9%	3.3%

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Region	District	Difference by Percentage Points from State Average: All Students (81%)	Difference by Percentage Points from State Average: Low-Income Students (72%)	Difference by Percentage Points from State Average: Black Students (71%)	Difference by Percentage Points from State Average: Hispanic Students (75%)	Difference by Percentage Points from State Average: White Students (87%)	FRSL* 2007-08 Percent of District FRSL Students	FRSL* 1996 to 2007 Percentage Points Change in FRSL Students
5	Buckingham County	1%	9%	3%	<	0%	55.2%	1.3%
2	Buena Vista City	3%	4%	0%	<	-2%	34.3%	1.2%
7	Campbell County	2%	-2%	-3%	5%	-1%	33.3%	5.6%
4	Caroline County	-5%	-7%	-2%	6%	-5%	38.6%	**-0.7%**
1	Carroll County	2%	4%	0%	-33%	-2%	50.6%	11.7%
9	Charles City County	0%	5%	1%	<	3%	43.5%	1.7%
7	Charlotte County	8%	14%	10%	<	8%	50.6%	1.9%
5	Charlottesville City	-14%	-19%	-24%	-5%	1%	53.8%	1.0%
10	Chesapeake City	6%	3%	7%	7%	6%	25.3%	0.6%
6	Chesterfield County	6%	0%	5%	3%	6%	23.5%	6.9%
3	Clarke County	5%	6%	<	<	-1%	13.6%	**-5.0%**
8	Colonial Heights City	4%	3%	6%	<	-1%	28.6%	9.7%
2	Covington City	-12%	2%	-12%	<	-16%	44.0%	9.7%
2	Craig County	11%	21%	-	<	5%	33.7%	2.1%
4	Culpeper County	-1%	-7%	-2%	-1%	-3%	30.8%	**-6.5%**
5	Cumberland County	-11%	-8%	-16%	<	-6%	56.5%	**-3.5%**
7	Danville City	-11%	-7%	-7%	25%	-3%	68.0%	17.6%
1	Dickenson County	-2%	3%	<	<	-9%	52.8%	**-5.6%**
7	Dinwiddie County	0%	2%	8%	7%	-5%	48.4%	12.8%

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Region	District	Difference by Percentage Points from State Average: All Students (81%)	Difference by Percentage Points from State Average: Low-Income Students (72%)	Difference by Percentage Points from State Average: Black Students (71%)	Difference by Percentage Points from State Average: Hispanic Students (75%)	Difference by Percentage Points from State Average: White Students (87%)	FRSL* 2007-08 Percent of District FRSL Students	FRSL* 1996 to 2007 Percentage Points Change in FRSL Students
2008 Eighth Grade SOL Reading Passing Grade: Percentage Points Difference from State Average (Continued)								
9	Essex County	1%	9%	7%	<	-1%	56.5%	12.8%
4	Fairfax County	10%	6%	7%	5%	8%	20.5%	3.7%
4	Falls Church City	11%	1%	<	-4%	8%	6.4%	**-5.3%**
4	Fauquier County	2%	-4%	-2%	-7%	0%	16.6%	**-3.8%**
1	Floyd County	2%	0%	<	<	-3%	36.7%	5.8%
5	Fluvanna County	7%	3%	3%	<	5%	21.7%	0.5%
1	Franklin City	-2%	2%	3%	<	8%	41.0%	9.3%
8	Franklin County	4%	6%	4%	-13%	0%	62.4%	8.8%
3	Frederick County	-2%	-13%	-10%	-9%	-6%	22.7%	5.9%
4	Fredericksburg City	-10%	-14%	-11%	-11%	3%	45.8%	**-2.6%**
1	Galax City	6%	12%	8%	5%	6%	55.5%	18.6%
1	Giles County	-1%	-2%	<	<	-6%	36.9%	6.7%
9	Gloucester County	5%	2%	1%	<	1%	26.6%	**-2.5%**
5	Goochland County	14%	20%	19%	<	10%	20.2%	**-2.7%**
1	Grayson County	-13%	-9%	<	<	-19%	54.0%	9.2%
5	Greene County	3%	-5%	-11%	<	2%	29.1%	5.1%
8	Greensville County	2%	12%	10%	<	6%	63.8%	6.4%
7	Halifax County	2%	5%	4%	<	3%	56.9%	12.0%
10	Hampton City	-2%	0%	3%	7%	2%	44.1%	3.5%
5	Hanover County	11%	3%	9%	9%	6%	12.4%	0.0%

Region	District	Difference by Percentage Points from State Average: All Students (81%)	Difference by Percentage Points from State Average: Low-Income Students (72%)	Difference by Percentage Points from State Average: Black Students (71%)	Difference by Percentage Points from State Average: Hispanic Students (75%)	Difference by Percentage Points from State Average: White Students (87%)	FRSL* 2007-08 Percent of District FRSL Students	FRSL* 1996 to 2007 Percentage Points Change in FRSL Students
		2008 Eighth Grade SOL Reading Passing Grade: Percentage Points Difference from State Average (Continued)						
3	Harrisonburg City	0%	-3%	-3%	-5%	5%	54.4%	14.8%
6	Henrico County	3%	0%	1%	4%	6%	25.5%	0.2%
7	Henry County	1%	3%	0%	-12%	0%	50.3%	17.5%
2	Highland County	2%	<	-	<	-5%	48.6%	12.9%
6	Hopewell City	-1%	3%	2%	12%	4%	65.4%	13.1%
8	Isle of Wight County	2%	-6%	2%	<	1%	30.4%	**-4.7%**
9	King and Queen County	0%	1%	1%	<	-1%	21.2%	**-46.7%**
9	King George County	9%	-2%	7%	<	6%	25.2%	**-0.8%**
9	King William County	-1%	0%	-8%	<	-1%	53.1%	26.2%
9	Lancaster County	-13%	-15%	-15%	<	-4%	54.9%	7.4%
1	Lee County	11%	21%	<	<	5%	59.6%	0.1%
4	Loudoun County	10%	-1%	12%	-1%	8%	13.6%	4.2%
5	Louisa County	-3%	-3%	-12%	<	-4%	41.2%	4.4%
7	Lunenburg County	1%	7%	5%	<	3%	60.5%	3.3%
7	Lynchburg City	-3%	-4%	-6%	<	5%	51.1%	10.7%
5	Madison County	7%	10%	4%	<	3%	26.1%	2.2%
4	Manassas City	-11%	-21%	-14%	-19%	-2%	28.2%	9.5%
4	Manassas Park City	11%	15%	18%	11%	11%	40.6%	10.6%
7	Martinsville City	-8%	-4%	-5%	<	2%	60.6%	16.3%

Region	District	Difference by Percentage Points from State Average: All Students (81%)	Difference by Percentage Points from State Average: Low-Income Students (72%)	Difference by Percentage Points from State Average: Black Students (71%)	Difference by Percentage Points from State Average: Hispanic Students (75%)	Difference by Percentage Points from State Average: White Students (87%)	FRSL* 2007-08 Percent of District FRSL Students	FRSL* 1996 to 2007 Percentage Points Change in FRSL Students
		2008 Eighth Grade SOL Reading Passing Grade: Percentage Points Difference from State Average (Continued)						
9	Mathews County	13%	16%	21%	<	8%	24.7%	1.4%
7	Mecklenburg County	5%	11%	12%	<	3%	54.5%	9.8%
9	Middlesex County	1%	-10%	-3%	<	1%	34.4%	3.7%
1	Montgomery County	1%	-5%	-5%	-4%	-5%	36.8%	6.3%
5	Nelson County	8%	14%	8%	<	3%	55.2%	19.9%
9	New Kent County	5%	-10%	-5%	<	3%	13.2%	**-5.1%**
10	Newport News City	-4%	-4%	-1%	7%	1%	49.8%	0.7%
10	Norfolk City	-13%	-12%	-11%	-8%	-3%	58.3%	**-6.2%**
9	Northampton County	-10%	-14%	-10%	-8%	-3%	66.8%	3.9%
9	Northumberland County	0%	-1%	-9%	<	8%	47.2%	1.9%
1	Norton City	5%	1%	-5%	<	2%	50.2%	10.8%
7	Nottoway County	3%	10%	10%	<	-2%	53.4%	**-0.4%**
5	Orange County	-4%	-7%	-9%	-8%	-6%	32.6%	2.9%
3	Page County	-1%	3%	<	<	-7%	40.6%	8.7%
1	Patrick County	6%	7%	<	5%	1%	48.8%	17.3%
8	Petersburg City	-25%	-16%	-16%	-17%	<	60.2%	**-7.7%**
7	Pittsylvania County	3%	6%	3%	-25%	2%	42.3%	8.4%
10	Poquoson City	11%	14%	<	<	5%	9.0%	2.2%
10	Portsmouth City	0%	4%	5%	17%	2%	52.1%	**-6.8%**

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		2008 Eighth Grade SOL <u>Reading</u> Passing Grade: Percentage Points Difference from State Average (Continued)					**FRSL***	
Region	**District**	**Difference by Percentage Points from State Average: All Students (81%)**	**Difference by Percentage Points from State Average: Low-Income Students (72%)**	**Difference by Percentage Points from State Average: Black Students (71%)**	**Difference by Percentage Points from State Average: Hispanic Students (75%)**	**Difference by Percentage Points from State Average: White Students (87%)**	**2007-08 Percent of District FRSL Students**	**1996 to 2007 Percentage Points Change in FRSL Students**
5	Powhatan County	10%	11%	16%	<	5%	11.8%	**-4.0%**
7	Prince Edward County	-8%	-6%	-5%	<	1%	60.2%	5.4%
8	Prince George County	2%	0%	7%	12%	-1%	33.7%	5.2%
4	Prince William County	3%	-2%	7%	-4%	6%	29.9%	9.2%
1	Pulaski County	-10%	-10%	-22%	<	-14%	42.6%	10.2%
1	Radford City	13%	11%	3%	<	10%	34.8%	15.8%
4	Rappahannock County	6%	<	<	<	3%	20.2%	1.3%
9	Richmond City	-14%	-7%	-6%	5%	5%	41.6%	8.3%
6	Richmond County	9%	11%	8%	<	11%	70.9%	0.4%
2	Roanoke City	-12%	-11%	-13%	-12%	-7%	17.9%	8.4%
2	Roanoke County	10%	12%	17%	5%	4%	62.3%	10.6%
2	Rockbridge County	-4%	0%	<	<	-9%	34.1%	7.4%
3	Rockingham County	3%	2%	20%	1%	-2%	32.6%	9.9%
1	Russell County	0%	1%	<	<	-6%	52.1%	10.7%
2	Salem City	13%	15%	24%	<	7%	21.9%	5.1%
1	Scott County	2%	1%	<	<	-3%	51.1%	6.7%
3	Shenandoah County	4%	4%	1%	5%	-2%	31.2%	8.9%
1	Smyth County	3%	4%	<	<	-2%	51.0%	13.7%

Continued on next page

Region	District	Difference by Percentage Points from State Average: All Students (81%)	Difference by Percentage Points from State Average: Low-Income Students (72%)	Difference by Percentage Points from State Average: Black Students (71%)	Difference by Percentage Points from State Average: Hispanic Students (75%)	Difference by Percentage Points from State Average: White Students (87%)	FRSL* 2007-08 Percent of District FRSL Students	FRSL* 1996 to 2007 Percentage Points Change in FRSL Students
8	Southampton County	-12%	-20%	-21%	<	-4%	42.1%	**-3.4%**
4	Spotsylvania County	3%	-1%	5%	-2%	1%	20.2%	4.0%
4	Stafford County	6%	-4%	9%	4%	3%	16.5%	1.6%
2	Staunton City	-4%	-10%	-3%	<	-8%	45.1%	2.8%
8	Suffolk City	-2%	-6%	0%	14%	2%	38.8%	**-9.6%**
8	Surry County	2%	2%	3%	<	9%	50.2%	1.1%
8	Sussex County	-2%	12%	2%	<	5%	73.5%	2.8%
1	Tazewell County	4%	5%	-12%	<	-2%	47.9%	8.1%
9	Town of Colonial Beach	-10%	-19%	-22%	<	0%	41.7%	4.3%
9	Town of West Point	7%	1%	<	<	3%	16.6%	1.6%
10	Virginia Beach City	7%	6%	6%	10%	6%	27.2%	1.3%
3	Warren County	-4%	-14%	-10%	-7%	-8%	27.8%	8.7%
1	Washington County	5%	5%	<	<	-1%	40.5%	5.5%
2	Waynesboro City	-10%	-6%	-9%	-13%	-14%	45.9%	7.8%
9	Westmoreland County	-1%	-1%	3%	<	0%	55.6%	**-1.4%**
10	Williamsburg-James City Co.	8%	-1%	2%	12%	6%	22.8%	**-5.1%**
3	Winchester City	-4%	0%	-5%	-6%	-5%	45.2%	9.7%
1	Wise County	7%	12%	<	<	2%	52.7%	13.6%

Region	District	Difference by Percentage Points from State Average: All Students (81%)	Difference by Percentage Points from State Average: Low-Income Students (72%)	Difference by Percentage Points from State Average: Black Students (71%)	Difference by Percentage Points from State Average: Hispanic Students (75%)	Difference by Percentage Points from State Average: White Students (87%)	FRSL* 2007-08 Percent of District FRSL Students	1996 to 2007 Percentage Points Change in FRSL Students
							2008 Eighth Grade SOL <u>Reading</u> Passing Grade: Percentage Points Difference from State Average (Continued)	
1	Wythe County	-2%	-1%	-3%	<	-8%	41.9%	9.9%
10	York County	6%	-1%	-3%	20%	3%	15.0%	**-1.8%**

* In Virginia, a student qualifies for Free and Reduced School Lunch (FRSL) if household income is below 130% of the poverty line (in 2008, $26,845 for a family of four), and qualifies for reduced cost lunch if household income is between 130% and 185% of the poverty line ($38,203 for a family of four).

Note: Shaded cells highlight below state-average percentages of SOL reading grades in the "Difference by Percentage Points…" columns, and above state-average participation rate of 40% in the Free and Reduced School Lunch program in the "2007-08 Percent of District FRSL Students" column.

[3] Bedford County data include Bedford City.

[4] Fairfax County data include Fairfax City.

[5] Greensville County data include Emporia City.

[6] Rockbridge County data include Lexington City data for grades 9-12.

[7] Williamsburg City data include James City County.

Appendix K

Access Provider Survey: Targeted Populations, K-12

Access Provider Name	Early Intervention		High School		
	K-5th	**6-8th**	**9-10th**	**Juniors**	**Seniors**
ACCESS College Foundation	No Focus	Secondary	Primary	Primary	Primary
AccessUVa	No Focus	Secondary	Secondary	Primary	Primary
AHC Inc. (Project Discovery)	No Focus	Secondary	Primary	Primary	Primary
Career Coach - BRCC (Harrisonburg HS)	No Focus	No Focus	Primary	Primary	Primary
Career Coach - PHCC (Martinsville HS)	No Focus	Secondary	Primary	Primary	Primary
Career Coach - BRCC (Robert E Lee HS)	No Focus	No Focus	Secondary	Secondary	Secondary
Career Coach - BRCC (Stewarts Draft HS)	Secondary	Secondary	Primary	Primary	Primary
Career Coach - BRCC (supervisor)	No Focus	Primary	Primary	Primary	Primary
Career Coach - CVCC (EC Glass HS)	No Focus	Secondary	Primary	Primary	Primary
Career Coach - CVCC (Heritage HS)	No Focus	No Focus	Primary	Primary	Primary
Career Coach - CVCC (Jefferson Forest HS)	No Focus	No Focus	Primary	Primary	Primary
Career Coach CVCC (Staunton River; Liberty HS)	Secondary	Secondary	Primary	Primary	Primary
Career Coach - CVCC/PVCC	No Focus	No Focus	Primary	Primary	Primary
Career Coach - DCC/GEAR UP (Dan River/Gretna Sr. HS)	No Focus	Secondary	Primary	Primary	Primary
Career Coach - DSLCC (Bath Co.; Alleghany HS)	Secondary	Secondary	Primary	Primary	Primary
Career Coach - DSLCC (Rockbridge; Parry McCluer HS's)	No Focus	No Focus	Secondary	Primary	Primary
Career Coach - GCC (Caroline HS)	No Focus	No Focus	Secondary	Primary	Primary
Career Coach - GCC (Eastern View; Culpepper Co. HS)	No Focus	No Focus	Secondary	Primary	Primary
Career Coach - JTCC	No Focus	Primary	Primary	No Focus	No Focus
Career Coach - JTCC (Hopewell HS)	No Focus	No Focus	Primary	Primary	Primary
Career Coach - JTCC (Meadowbrook HS)	No Focus	No Focus	Primary	Primary	Primary
Career Coach - LFCC (James Wood HS)	No Focus	No Focus	Primary	Primary	Primary

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Access Provider Survey: Targeted Populations, K-12 (Continued)

Access Provider Name	Early Intervention		High School		
	K-5th	6-8th	9-10th	Juniors	Seniors
Career Coach - LFCC (Warren Co; Skyline HS)	No Focus	No Focus	Primary	Primary	Primary
Career Coach - MECC (Appalachia; Pound; Powell; St. Paul HS)	No Focus	Secondary	Primary	Primary	Primary
Career Coach - MECC (Clintwood; JJ Kelly; JI Burton HS)	No Focus	Secondary	Primary	Primary	Primary
Career Coach - MECC (Coeburn; Thomas Walker; Lee Co. Tech Center)	No Focus	Secondary	Primary	Primary	Primary
Career Coach - MECC (Rye Cove; Gate City; Twin Springs HS)	No Focus	Secondary	Primary	Primary	Primary
Career Coach - NRCC (Floyd Co.; Auburn HS)	No Focus	No Focus	Primary	Primary	Primary
Career Coach - NRCC (Independence; Blacksburg; Eastern Montgomery HS)	Primary	Primary	Primary	Primary	Primary
Career Coach - NRCC (Supervisor)	No Focus	Secondary	Primary	Primary	Primary
Career Coach - NVCC	No Focus	No Focus	Secondary	Secondary	Primary
Career Coach - NVCC (Arlington Co. Tech & Career Center)	No Focus	No Focus	Primary	Primary	Primary
Career Coach - NVCC (Battlefield HS)	No Focus	Secondary	Primary	Primary	Primary
Career Coach - NVCC (Osbourn; Manassas Park HS)	No Focus	Secondary	Primary	Primary	Primary
Career Coach - NVCC (Supervisor)	No Focus	No Focus	No Focus	Primary	Primary
Career Coach - PDCCC (Franklin; Lakeland HS)	No Focus	No Focus	No Focus	Secondary	Primary
Career Coach - PVCC	No Focus	No Focus	Primary	Primary	Primary
Career Coach - PVCC (Charlottesville HS)	No Focus	Secondary	Secondary	Secondary	Primary
Career Coach - PVCC (Fluvanna HS)	Secondary	Secondary	Secondary	Primary	Primary
Career Coach - PVCC (Murray HS)	No Focus	Primary	Primary	Primary	Primary
Career Coach - PVCC (William Monroe HS)	No Focus	No Focus	Primary	Primary	Primary
Career Coach - RCC (Central HS)	No Focus	Secondary	Primary	No Focus	No Focus
Career Coach - RCC (King William; Middlesex HS)	No Focus	No Focus	Primary	Primary	Primary
Career Coach - RCC (Lancaster HS)	No Focus	No Focus	Primary	Primary	Primary
Career Coach - RCC (Matthews; Gloucester HS)	No Focus	Secondary	Primary	Primary	Primary

Continued on next page

Access Provider Survey: Targeted Populations, K-12 (Continued)

Access Provider Name	Early Intervention		High School		
	K-5th	6-8th	9-10th	Juniors	Seniors
Career Coach - RCC (Rappahannock; Northumberland HS)	Secondary	Secondary	Primary	Primary	Primary
Career Coach - RCC (Washington Lee HS)	No Focus	No Focus	Primary	Primary	Primary
Career Coach - SSVCC	No Focus	No Focus	Secondary	Primary	Primary
Career Coach - SSVCC	No Focus	Secondary	Primary	Primary	Primary
Career Coach - SSVCC (Amelia Co. HS)	No Focus	No Focus	Secondary	Primary	Primary
Career Coach - SSVCC (Bluestone HS)	No Focus	No Focus	Secondary	Secondary	Primary
Career Coach - SSVCC (Cumberland HS)	No Focus	Secondary	Primary	Primary	Primary
Career Coach - SSVCC (Halifax Co. HS)	No Focus	No Focus	Secondary	Primary	Primary
Career Coach - SSVCC (Nottoway HS)	No Focus	No Focus	Primary	Primary	Primary
Career Coach - SSVCC (Prince Edward Co. HS)	No Focus	No Focus	Primary	Primary	Primary
Career Coach - SWVCC (Castlewood; Lebanon)	No Focus	Secondary	Primary	Primary	Primary
Career Coach - SWVCC (Council; Honaker HS)	No Focus	Secondary	Primary	Primary	Primary
Career Coach - SWVCC (Ervington; Haysi HS)	No Focus	No Focus	Primary	Primary	Primary
Career Coach - SWVCC (Richlands HS)	No Focus	No Focus	Primary	Primary	Primary
Career Coach - SWVCC (Supervisor)	Secondary	Secondary	Primary	Primary	Primary
Career Coach - SWVCC (Twin Valley; Grundy HS)	No Focus	No Focus	Primary	Primary	Primary
Career Coach - TCC	No Focus	No Focus	No Focus	Primary	Primary
Career Coach - TNCC (Lafayette HS)	No Focus	Secondary	Primary	Primary	Primary
Career Coach - TNCC (New Horizons Woodside; New Horizons Butler Farms Campus)	No Focus	No Focus	Primary	Primary	Primary
Career Coach - TNCC (Phoebus HS)	No Focus	No Focus	Primary	Primary	Primary
Career Coach - TNCC (Warhill)	No Focus	Secondary	Primary	Primary	Primary
Career Coach - VHCC (Abingdon HS)	No Focus	Secondary	Secondary	Primary	Primary

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Access Provider Survey: Targeted Populations, K-12 (Continued)

Access Provider Name	Early Intervention		High School		
	K-5th	6-8th	9-10th	Juniors	Seniors
Career Coach - VHCC (Chilihowie; Northwood HS)	No Focus	No Focus	Primary	Primary	Primary
Career Coach - VHCC (Holston HS)	No Focus	Secondary	Primary	Primary	Primary
Career Coach - VHCC (John S. Battle HS)	No Focus	Secondary	Primary	Primary	Primary
Career Coach - VHCC (Patrick Henry - Washington Co.)	No Focus	No Focus	Secondary	Primary	Primary
Career Coach - VHCC (Virginia HS; Neff Center for Science & Tech)	No Focus	Secondary	Secondary	Primary	Primary
Career Coach - VWCC	Primary	No Focus	Primary	Primary	Primary
Career Coach - VWCC (Patrick Henry - Roanoke Co.; William Flemming HS)	Secondary	Secondary	Secondary	Primary	Primary
Career Coach - VWCC (Salem City; Craig Co. HS)	Secondary	Secondary	Primary	Primary	Primary
Career Coach - WCC (Bland; Rocky Gap HS)	No Focus	Secondary	Primary	Primary	Primary
Career Coach - WCC (Carroll HS)	No Focus	Secondary	Primary	Primary	Primary
Career Coach - WCC (Fort Criswell HS; Wythe Co. Tech Center)	No Focus	No Focus	Primary	Primary	Primary
Career Coach - WCC (Galax HS)	Primary	Primary	Primary	Primary	Primary
Career Coach - WCC (Smyth Co. Career & Tech; Marion HS)	No Focus	No Focus	Primary	Primary	Primary
Clinch Valley Community Action	No Focus	Primary	Primary	Primary	Primary
Clinch Valley Community Action (Project Discovery)	No Focus	Primary	Primary	Primary	Primary
College Access Fairfax	No Focus	No Focus	No Focus	No Focus	No Focus
College Guide Program	No Focus	No Focus	Secondary	Secondary	Primary
College Partnership Program	No Focus	Primary	Primary	Primary	Primary
College Summit-National Capital Region	Primary	No Focus	Primary	Primary	Primary
Dan River Information Technology Academy (DRITA)	Primary	Primary	Primary	Primary	Primary
Delmarva Education Foundation College/Career Access Program	No Focus	No Focus	Secondary	Primary	Primary
Eastern Shore Area Agency on Aging/Community Action Agency (Project Discovery)	No Focus	Primary	Primary	Primary	Primary

Continued on next page

Access Provider Survey: Targeted Populations, K-12 (Continued)

Access Provider Name	Early Intervention		High School		
	K-5th	6-8th	9-10th	Juniors	Seniors
Fairfax Co. Office of Public Private Partnerships	No Focus	No Focus	Primary	Primary	Primary
GEAR UP Danville	Secondary	Primary	Primary	Primary	Primary
GEAR UP/ACCESS Virginia	No Focus	Primary	Primary	Primary	Primary
Greater Richmond Area Scholarship Program	No Focus	Secondary	Secondary	Primary	Primary
Greensville County High School GEAR UP Program	No Focus	Secondary	Secondary	Primary	Primary
HOPE Community Services, Inc. (Project Discovery)	No Focus	Secondary	Primary	Primary	Primary
Mountain Community Action Program (Project Discovery)	No Focus	No Focus	Primary	Primary	Primary
New College Institute Educational Outreach	Primary	Primary	Primary	Secondary	Secondary
Next Step, The Rappahannock College and Career Access Program	Secondary	Secondary	Primary	Primary	Primary
Partnership for the Future	No Focus	No Focus	Primary	Primary	Primary
People Inc. of Southwest VA (Project Discovery)	No Focus	No Focus	Secondary	Secondary	Secondary
Pittsylvania County Community Action, Inc Project Discovery Program	No Focus	No Focus	Primary	Primary	Primary
Project Discovery - Alexandria	No Focus	No Focus	Primary	Primary	Primary
Project Discovery of Virginia, Inc.	Secondary	Secondary	Primary	Primary	Primary
Project Discovery/MACAA	No Focus	No Focus	Primary	Primary	Primary
Project Discovery: Powhatan and Goochland	No Focus	Primary	Primary	Primary	Primary
Richmond Community Action Program (Project Discovery)	No Focus	Secondary	Primary	Primary	Primary
Southern Piedmont Educational Opportunity Center	No Focus	No Focus	No Focus	No Focus	Secondary
The Scholarship Fund of Alexandria	Secondary	Secondary	Primary	Primary	Primary
TheCollegePlace-Richmond	No Focus	No Focus	Primary	Primary	Primary
Total Action Against Poverty - (Project Discovery)	No Focus	Secondary	Secondary	Primary	Primary
Upward Bound/Talent Search	No Focus	Primary	Primary	Primary	Primary
Virginia Tech Opportunities Program	No Focus	Secondary	Primary	Primary	No Focus

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Access Provider Survey: Targeted Populations, K-12 (Continued)

	Early Intervention		High School		
Access Provider Name	**K-5th**	**6-8th**	**9-10th**	**Juniors**	**Seniors**
Virginia Tidewater Consortium for Higher Education	No Focus	No Focus	Secondary	Secondary	Secondary
Warren County College Access Network	No Focus	No Focus	Secondary	Primary	Primary
	K-5th	**6-8th**	**9-10th**	**Juniors**	**Seniors**
Primary Focus Totals (% of total):	6 (5%)	15 (13%)	84 (74%)	100(88%)	104(92%)
Secondary Focus Totals (% of total):	12 (11%)	44 (39%)	24 (21%)	9 (8%)	5 (4%)
No Focus Totals (% of total):	95 (85%)	52 (48%)	5 (4%)	4 (3.5%)	3 (3%)

Appendix L

Access Provider Survey: Specific Under-Served Student Populations

Access Provider Name	Rural	Low-Income	Urban	Non-Traditional	First Generation
ACCESS College Foundation	Primary	Primary	Primary	No Focus	Primary
AccessUVa	Primary	Primary	Primary	Secondary	Primary
AHC Inc. (Project Discovery)	No Focus	Primary	Primary	No Focus	Primary
Career Coach - BRCC (Harrisonburg HS)	No Focus	Primary	Primary	Primary	Primary
Career Coach - PHCC (Martinsville HS)	Primary	Primary	Primary	Primary	Primary
Career Coach - BRCC (Robert E Lee HS)	Secondary	Secondary	Secondary	Secondary	Secondary
Career Coach - BRCC (Stewarts Draft HS)	Primary	Primary	Primary	Primary	Primary
Career Coach - BRCC (supervisor)	Primary	Secondary	Secondary	Secondary	Primary
Career Coach - CVCC (EC Glass HS)	No Focus	Secondary	Primary	Secondary	Secondary
Career Coach - CVCC (Heritage HS)	No Focus	Primary	Primary	Secondary	Primary
Career Coach - CVCC (Jefferson Forest HS)	Secondary	Primary	Primary	No Focus	Secondary
Career Coach CVCC (Staunton River; Liberty HS)	Primary	Primary	Secondary	Primary	Primary
Career Coach - CVCC/PVCC	Primary	Primary	No Focus	No Focus	Primary
Career Coach - DCC/GEAR UP (Dan River/Gretna Sr. HS)	Secondary	Primary	Secondary	Secondary	Primary
Career Coach - DSLCC (Bath Co.; Alleghany HS)	Primary	Primary	Primary	Primary	Secondary
Career Coach - DSLCC (Rockbridge; Parry McCluer HS's)	Primary	Primary	No Focus	Primary	No Focus
Career Coach - GCC (Caroline HS)	Primary	Primary	Secondary	Primary	Primary
Career Coach - GCC (Eastern View; Culpepper Co. HS)	Primary	Primary	Primary	Primary	Primary
Career Coach - JTCC	Secondary	Primary	Primary	Secondary	Primary
Career Coach - JTCC (Hopewell HS)	No Focus	Primary	No Focus	Primary	Primary
Career Coach - JTCC (Meadowbrook HS)	No Focus	Primary	Primary	No Focus	Primary
Career Coach - LFCC (James Wood HS)	Primary	Primary	Primary	Primary	Primary
Career Coach - LFCC (Warren Co; Skyline HS)	Primary	No Focus	No Focus	No Focus	No Focus

Continued on next page

Access Provider Name	Rural	Low-Income	Urban	Non-Traditional	First Generation
Career Coach - MECC (Appalachia; Pound; Powell; St. Paul HS)	Primary	Secondary	Secondary	Primary	Primary
Career Coach - MECC (Clintwood; JJ Kelly; JI Burton HS)	Primary	No Focus	No Focus	No Focus	Secondary
Career Coach - MECC (Coeburn; Thomas Walker; Lee Co. Tech Center)	Primary	Primary	Primary	Primary	Primary
Career Coach - MECC (Rye Cove; Gate City; Twin Springs HS)	No Focus	Primary	No Focus	No Focus	No Focus
Career Coach - NRCC (Floyd Co.; Auburn HS)	Primary	Secondary	No Focus	No Focus	Secondary
Career Coach - NRCC (Independence; Blacksburg; Eastern Montgomery HS)	Secondary	Secondary	No Focus	Secondary	Secondary
Career Coach - NRCC (Supervisor)	Primary	Primary	Primary	Primary	Primary
Career Coach - NVCC	No Focus	Primary	No Focus	No Focus	Primary
Career Coach - NVCC (Arlington Co. Tech & Career Center)	No Focus	Primary	Primary	Secondary	Primary
Career Coach - NVCC (Battlefield HS)	No Focus	Secondary	Secondary	Secondary	Secondary
Career Coach - NVCC (Osbourn; Manassas Park HS)	Secondary	Primary	Primary	Secondary	Primary
Career Coach - NVCC (Supervisor)	No Focus	Primary	Primary	Primary	Primary
Career Coach - PDCCC (Franklin; Lakeland HS)	No Focus	Primary	No Focus	Primary	Primary
Career Coach - PVCC	Primary	Secondary	No Focus	Secondary	Primary
Career Coach - PVCC (Charlottesville HS)	No Focus	No Focus	Secondary	Primary	Secondary
Career Coach - PVCC (Fluvanna HS)	Primary	Primary	No Focus	Secondary	Primary
Career Coach - PVCC (Murray HS)	No Focus	No Focus	No Focus	Primary	Secondary
Career Coach - PVCC (William Monroe HS)	Primary	Secondary	No Focus	Secondary	Primary
Career Coach - RCC (Central HS)	Primary	Primary	Secondary	Secondary	Primary
Career Coach - RCC (King William; Middlesex HS)	Primary	Secondary	No Focus	Secondary	Secondary
Career Coach - RCC (Lancaster HS)	Primary	Primary	No Focus	Secondary	Primary
Career Coach - RCC (Matthews; Gloucester HS)	Secondary	Secondary	No Focus	Secondary	Secondary
Career Coach - RCC (Rappahannock; Northumberland HS)	Primary	Primary	No Focus	Secondary	Secondary
Career Coach - RCC (Washington Lee HS)	Primary	Primary	No Focus	Secondary	Primary

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Access Provider Name	Rural	Low-Income	Urban	Non-Traditional	First Generation
Career Coach - SSVCC	Primary	Primary	No Focus	Secondary	Primary
Career Coach - SSVCC	Primary	Primary	No Focus	Secondary	Secondary
Career Coach - SSVCC (Amelia Co. HS)	Primary	Secondary	No Focus	Primary	Secondary
Career Coach - SSVCC (Bluestone HS)	Primary	Primary	No Focus	Secondary	Secondary
Career Coach - SSVCC (Cumberland HS)	Primary	Primary	No Focus	Secondary	Primary
Career Coach - SSVCC (Halifax Co. HS)	Primary	Primary	Secondary	Secondary	Primary
Career Coach - SSVCC (Nottoway HS)	Primary	Primary	No Focus	Primary	Primary
Career Coach - SSVCC (Prince Edward Co. HS)	Primary	Primary	No Focus	Secondary	Primary
Career Coach - SWVCC (Castlewood; Lebanon)	Primary	Primary	No Focus	No Focus	Secondary
Career Coach - SWVCC (Council; Honaker HS)	Primary	Primary	No Focus	Primary	Primary
Career Coach - SWVCC (Ervington; Haysi HS)	Primary	Primary	No Focus	No Focus	Primary
Career Coach - SWVCC (Richlands HS)	Primary	Primary	No Focus	No Focus	Primary
Career Coach - SWVCC (Supervisor)	Primary	Primary	No Focus	Primary	Primary
Career Coach - SWVCC (Twin Valley; Grundy HS)	Primary	Primary	No Focus	Primary	Primary
Career Coach - TCC	No Focus	Primary	Primary	Primary	Primary
Career Coach - TNCC (Lafayette HS)	Secondary	Secondary	Secondary	Secondary	Secondary
Career Coach - TNCC (New Horizons Woodside; New Horizons Butler Farms Campus)	No Focus	Primary	No Focus	Primary	Primary
Career Coach - TNCC (Phoebus HS)	No Focus	Primary	Primary	No Focus	Primary
Career Coach - TNCC (Warhill)	Secondary	Primary	Primary	Primary	Primary
Career Coach - VHCC (Abingdon HS)	Primary	Primary	Secondary	Secondary	Primary
Career Coach - VHCC (Chilihowie; Northwood HS)	Primary	Primary	No Focus	Primary	Primary
Career Coach - VHCC (Holston HS)	Primary	Primary	No Focus	Secondary	Primary
Career Coach - VHCC (John S. Battle HS)	Primary	Primary	Secondary	Secondary	Primary
Career Coach - VHCC (John S. Battle HS)	Primary	Primary	Secondary	Secondary	Primary

Continued on next page

Access Provider Survey: Specific Under-Served Student Populations (Continued)

Access Provider Name	Rural	Low-Income	Urban	Non-Traditional	First Generation
Career Coach - VHCC (Patrick Henry - Washington Co.)	Primary	Primary	No Focus	Secondary	Secondary
Career Coach - VHCC (Virginia HS; Neff Center for Science & Tech)	Primary	Primary	No Focus	Primary	Primary
Career Coach - VWCC	Primary	Primary	Primary	Primary	Primary
Career Coach - VWCC (Patrick Henry - Roanoke Co.; William Flemming HS)	No Focus	Primary	Secondary	Secondary	Primary
Career Coach - VWCC (Salem City; Craig Co. HS)	Secondary	Secondary	Secondary	Primary	Primary
Career Coach - WCC (Bland; Rocky Gap HS)	Primary	Primary	Primary	Secondary	Primary
Career Coach - WCC (Carroll HS)	Primary	Primary	No Focus	Secondary	Secondary
Career Coach - WCC (Fort Criswell HS; Wythe Co. Tech Center)	Primary	Primary	No Focus	No Focus	Primary
Career Coach - WCC (Galax HS)	Primary	Primary	Secondary	Primary	Primary
Career Coach - WCC (Smyth Co. Career & Tech; Marion HS)	Primary	Primary	No Focus	Secondary	Primary
Clinch Valley Community Action	Primary	Primary	No Focus	Secondary	Primary
Clinch Valley Community Action (Project Discovery)	Primary	Primary	No Focus	No Focus	Primary
College Access Fairfax	No Focus	Primary	No Focus	Primary	Primary
College Guide Program	Primary	Primary	Primary	No Focus	Primary
College Partnership Program	No Focus	Primary	Primary	Secondary	Primary
College Summit-National Capital Region	Primary	Primary	Primary	Primary	Primary
Dan River Information Technology Academy (DRITA)	Primary	Primary	Primary	Primary	Primary
Delmarva Education Foundation College/Career Access Program	Primary	Primary	No Focus	Secondary	Primary
Eastern Shore Area Agency on Aging/Community Action Agency (Project Discovery)	Primary	Primary	No Focus	No Focus	Primary
Fairfax Co. Office of Public Private Partnerships	No Focus	Primary	Primary	Primary	Primary
GEAR UP Danville	Primary	Primary	No Focus	Primary	Primary
GEAR UP/ACCESS Virginia	Primary	Primary	Secondary	Secondary	Primary
Greater Richmond Area Scholarship Program	Secondary	Primary	Primary	Secondary	Primary
Greensville County High School GEAR UP Program	Primary	Primary	Primary	No Focus	No Focus

Access Provider Survey: Specific Under-Served Student Populations (Continued)

Access Provider Name	Rural	Low-Income	Urban	Non-Traditional	First Generation
HOPE Community Services, Inc. (Project Discovery)	Primary	Primary	No Focus	Primary	Primary
Mountain Community Action Program (Project Discovery)	Primary	Primary	No Focus	No Focus	Primary
New College Institute Educational Outreach	Primary	Primary	No Focus	Primary	Primary
Next Step, The Rappahannock College and Career Access Program	Primary	Primary	No Focus	No Focus	Primary
Partnership for the Future	No Focus	Primary	Primary	No Focus	Primary
People Inc. of Southwest VA (Project Discovery)	Primary	Primary	No Focus	No Focus	Primary
Pittsylvania County Community Action, Inc Project Discovery Program	Primary	Primary	Primary	Secondary	Primary
Project Discovery - Alexandria	No Focus	Primary	Primary	No Focus	Primary
Project Discovery of Virginia, Inc.	Primary	Primary	Primary	Primary	Primary
Project Discovery/MACAA	Primary	Primary	Primary	Secondary	Primary
Project Discovery: Powhatan and Goochland	Primary	Primary	No Focus	No Focus	Primary
Richmond Community Action Program (Project Discovery)	No Focus	Primary	Primary	Secondary	Primary
Southern Piedmont Educational Opportunity Center	Primary	Primary	Secondary	Primary	Primary
The Scholarship Fund of Alexandria	No Focus	Primary	Primary	Secondary	Primary
TheCollegePlace-Richmond	Secondary	Primary	Primary	Secondary	Secondary
Total Action Against Poverty - (Project Discovery)	Primary	Primary	Primary	Secondary	Primary
Upward Bound/Talent Search	Primary	Primary	Secondary	Secondary	Primary
Virginia Tech Opportunities Program	Primary	Primary	Primary	No Focus	Primary
Virginia Tidewater Consortium for Higher Education	Primary	Primary	Primary	Primary	Primary
Warren County College Access Network	Primary	Primary	No Focus	Secondary	Primary
Provider Name	**Rural**	**Low-Income**	**Urban**	**Non-Traditional**	**First Generation**
Primary Focus Totals (% of total):	**77 (68%)**	**95 (84%)**	**42 (37%)**	**40 (35%)**	**89 (79%)**
Secondary Focus Totals (% of total):	**24 (21%)**	**14 (12%)**	**19 (17%)**	**47 (42%)**	**21 (19%)**
No Focus Totals (% of total):	**12 (11%)**	**4 (3.5%)**	**52 (46%)**	**26 (23%)**	**4 (3.5%)**

Appendix M

Access Provider Services and Activities: Qualification Issues

Access Provider Name	Academic Advising	Academic Advising for High School	Study Skills	Computer Skills Training	Critical Thinking Skills	Time Management Skills
ACCESS College Foundation	Primary	Primary	Secondary	No Focus	No Focus	Secondary
AccessUVa	Primary	Primary	No Focus	No Focus	No Focus	Secondary
AHC Inc. (Project Discovery)	Primary	Primary	Primary	Primary	Primary	Primary
Career Coach - BRCC (Harrisonburg HS)	Secondary	Secondary	Secondary	Secondary	Primary	Primary
Career Coach - PHCC (Martinsville HS)	Primary	Secondary	Secondary	No Focus	No Focus	Secondary
Career Coach - BRCC (Robert E Lee HS)	Secondary	Secondary	Secondary	Secondary	Secondary	Secondary
Career Coach - BRCC (Stewarts Draft HS)	Primary	Primary	Secondary	No Focus	Secondary	Secondary
Career Coach - BRCC (supervisor)	Primary	Primary	Secondary	Secondary	Primary	Primary
Career Coach - CVCC (EC Glass HS)	Primary	Primary	Secondary	Primary	Primary	Secondary
Career Coach - CVCC (Heritage HS)	Primary	Secondary	Secondary	Secondary	Secondary	Primary
Career Coach - CVCC (Jefferson Forest HS)	Primary	Primary	No Focus	No Focus	Secondary	Secondary
Career Coach CVCC (Staunton River; Liberty HS)	Primary	Primary	Secondary	No Focus	Secondary	Secondary
Career Coach - CVCC/PVCC	Secondary	Secondary	Secondary	No Focus	No Focus	Secondary
Career Coach - DCC/GEAR UP (Dan River/Gretna Sr. HS)	Secondary	Secondary	Secondary	No Focus	No Focus	Secondary
Career Coach - DSLCC (Bath Co.; Alleghany HS)	Primary	Secondary	Secondary	No Focus	No Focus	Secondary
Career Coach - DSLCC (Rockbridge; Parry McCluer HS's)	Secondary	No Focus	No Focus	No Focus	No Focus	No Focus
Career Coach - GCC (Caroline HS)	Secondary	Secondary	Secondary	No Focus	No Focus	Secondary
Career Coach - GCC (Eastern View; Culpepper Co. HS)	Primary	Primary	Primary	No Focus	No Focus	No Focus
Career Coach - JTCC	Secondary	Primary	Secondary	No Focus	Secondary	Secondary
Career Coach - JTCC (Hopewell HS)	Secondary	Secondary	No Focus	No Focus	No Focus	No Focus
Career Coach - JTCC (Meadowbrook HS)	No Focus	Secondary	No Focus	No Focus	No Focus	No Focus

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Access Provider Services and Activities: Qualification Issues (Continued)

Access Provider Name	Academic Advising	Academic Advising for High School	Study Skills	Computer Skills Training	Critical Thinking Skills	Time Management Skills
Career Coach - LFCC (James Wood HS)	Primary	Primary	Primary	Primary	Primary	Primary
Career Coach - LFCC (Warren Co; Skyline HS)	Primary	No Focus	No Focus	No Focus	No Focus	No Focus
Career Coach - MECC (Appalachia; Pound; Powell; St. Paul HS)	Primary	Secondary	Primary	Secondary	Secondary	Secondary
Career Coach - MECC (Clintwood; JJ Kelly; JI Burton HS)	Primary	Secondary	No Focus	No Focus	No Focus	No Focus
Career Coach - MECC (Coeburn; Thomas Walker; Lee Co. Tech Center)	Primary	Secondary	Primary	Secondary	Primary	Primary
Career Coach - MECC (Rye Cove; Gate City; Twin Springs HS)	Primary	Primary	No Focus	No Focus	No Focus	No Focus
Career Coach - NRCC (Floyd Co.; Auburn HS)	Secondary	No Focus	Secondary	Secondary	Secondary	Secondary
Career Coach - NRCC (Independence; Blacksburg; Eastern Montgomery HS)	Primary	Primary	Primary	Primary	Primary	No Focus
Career Coach - NRCC (Supervisor)	Secondary	Primary	Secondary	Primary	Primary	Primary
Career Coach - NVCC	Primary	Secondary	Primary	Secondary	Secondary	Primary
Career Coach - NVCC (Arlington Co. Tech & Career Center)	Primary	Primary	Primary	Secondary	Primary	Primary
Career Coach - NVCC (Battlefield HS)	Primary	Primary	Secondary	Primary	Secondary	Secondary
Career Coach - NVCC (Osbourn; Manassas Park HS)	Primary	Secondary	Secondary	No Focus	No Focus	Secondary
Career Coach - NVCC (Supervisor)	No Focus	Secondary	Secondary	No Focus	Secondary	Secondary
Career Coach - PDCCC (Franklin; Lakeland HS)	Primary	Secondary	Primary	No Focus	Primary	Primary
Career Coach - PVCC	Primary	Secondary	No Focus	No Focus	No Focus	Secondary
Career Coach - PVCC (Charlottesville HS)	Secondary	Secondary	Secondary	Secondary	Secondary	Secondary
Career Coach - PVCC (Fluvanna HS)	Primary	Primary	Secondary	Primary	Primary	Primary
Career Coach - PVCC (Murray HS)	Primary	Primary	Primary	Secondary	Primary	Primary
Career Coach - PVCC (William Monroe HS)	Primary	Primary	Secondary	Primary	Secondary	No Focus

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Access Provider Services and Activities: Qualification Issues (Continued)

Access Provider Name	Academic Advising	Academic Advising for High School	Study Skills	Computer Skills Training	Critical Thinking Skills	Time Management Skills
Career Coach - RCC (Central HS)	Secondary	Secondary	Secondary	No Focus	Secondary	Secondary
Career Coach - RCC (King William; Middlesex HS)	Primary	Secondary	No Focus	No Focus	No Focus	No Focus
Career Coach - RCC (Lancaster HS)	Secondary	Secondary	Secondary	Secondary	Secondary	Secondary
Career Coach - RCC (Matthews; Gloucester HS)	Primary	Secondary	Secondary	No Focus	No Focus	No Focus
Career Coach - RCC (Rappahannock; Northumberland HS)	Primary	Primary	Secondary	Primary	Secondary	Secondary
Career Coach - RCC (Washington Lee HS)	Primary	Primary	Primary	Primary	Primary	Primary
Career Coach - SSVCC	Primary	Secondary	Primary	No Focus	No Focus	No Focus
Career Coach - SSVCC	Primary	Secondary	Secondary	No Focus	Secondary	Secondary
Career Coach - SSVCC (Amelia Co. HS)	Secondary	Secondary	Secondary	Secondary	Secondary	Secondary
Career Coach - SSVCC (Bluestone HS)	Secondary	No Focus	Secondary	No Focus	No Focus	No Focus
Career Coach - SSVCC (Cumberland HS)	No Focus	No Focus	No Focus	No Focus	No Focus	Secondary
Career Coach - SSVCC (Halifax Co. HS)	Primary	Secondary	Secondary	Secondary	Secondary	Secondary
Career Coach - SSVCC (Nottoway HS)	Primary	Primary	Secondary	No Focus	No Focus	Secondary
Career Coach - SSVCC (Prince Edward Co. HS)	Primary	Secondary	No Focus	No Focus	No Focus	No Focus
Career Coach - SWVCC (Castlewood; Lebanon)	Primary	Primary	Primary	Secondary	Primary	Primary
Career Coach - SWVCC (Council; Honaker HS)	Primary	Secondary	Secondary	Secondary	No Focus	Secondary
Career Coach - SWVCC (Ervington; Haysi HS)	Primary	Secondary	Secondary	Secondary	Secondary	Secondary
Career Coach - SWVCC (Richlands HS)	Primary	Primary	No Focus	No Focus	No Focus	No Focus
Career Coach - SWVCC (Supervisor)	Primary	Secondary	Secondary	Secondary	Secondary	Secondary
Career Coach - SWVCC (Twin Valley; Grundy HS)	Primary	Primary	Secondary	No Focus	Secondary	Secondary
Career Coach - TCC	No Focus	No Focus	No Focus	No Focus	No Focus	No Focus
Career Coach - TNCC (Lafayette HS)	Secondary	Secondary	Secondary	No Focus	No Focus	Secondary

Access Provider Services and Activities: Qualification Issues (Continued)

Access Provider Name	Academic Advising	Academic Advising for High School	Study Skills	Computer Skills Training	Critical Thinking Skills	Time Management Skills
Career Coach - TNCC (New Horizons Woodside; New Horizons Butler Farms Campus)	Secondary	Primary	Primary	No Focus	Secondary	Primary
Career Coach - TNCC (Phoebus HS)	Secondary	Secondary	Secondary	No Focus	Secondary	Secondary
Career Coach - TNCC (Warhill)	Primary	Primary	Secondary	No Focus	Secondary	Secondary
Career Coach - VHCC (Abingdon HS)	Primary	Primary	Secondary	Primary	Secondary	Secondary
Career Coach - VHCC (Chilihowie; Northwood HS)	Primary	Primary	Secondary	No Focus	No Focus	Primary
Career Coach - VHCC (Holston HS)	Secondary	Secondary	Secondary	No Focus	Secondary	Secondary
Career Coach - VHCC (John S. Battle HS)	Primary	Primary	Secondary	Secondary	Secondary	Secondary
Career Coach - VHCC (Patrick Henry - Washington Co.)	Primary	Secondary	Secondary	No Focus	Secondary	Secondary
Career Coach - VHCC (Virginia HS; Neff Center for Science & Tech)	Secondary	Secondary	No Focus	No Focus	No Focus	No Focus
Career Coach - VWCC	Primary	Primary	Secondary	Secondary	Secondary	Secondary
Career Coach - VWCC (Patrick Henry - Roanoke Co.; William Flemming HS)	Secondary	Primary	Secondary	Secondary	Secondary	Secondary
Career Coach - VWCC (Salem City; Craig Co. HS)	Primary	Secondary	Secondary	No Focus	No Focus	Secondary
Career Coach - WCC (Bland; Rocky Gap HS)	Primary	Primary	Secondary	Secondary	Secondary	Secondary
Career Coach - WCC (Carroll HS)	Secondary	Secondary	Secondary	Primary	Secondary	Secondary
Career Coach - WCC (Fort Criswell HS; Wythe Co. Tech Center)	Primary	Secondary	Secondary	Secondary	Secondary	Secondary
Career Coach - WCC (Galax HS)	Primary	Primary	Primary	Primary	Primary	Primary
Career Coach - WCC (Smyth Co. Career & Tech; Marion HS)	No Focus	Secondary	Secondary	No Focus	Secondary	Secondary
Clinch Valley Community Action	Primary	Primary	Primary	Secondary	Secondary	Secondary
Clinch Valley Community Action (Project Discovery)	Primary	Primary	Primary	Secondary	Secondary	Primary
College Access Fairfax	No Focus	No Focus	No Focus	No Focus	No Focus	No Focus
College Guide Program	Secondary	Secondary	No Focus	No Focus	No Focus	No Focus
College Partnership Program	Primary	Secondary	Primary	Primary	Primary	Primary

Access Provider Services and Activities: Qualification Issues (Continued)

Access Provider Name	Academic Advising	Academic Advising for High School	Study Skills	Computer Skills Training	Critical Thinking Skills	Time Management Skills
College Summit-National Capital Region	Primary	Primary	Secondary	Secondary	Secondary	Secondary
Dan River Information Technology Academy (DRITA)	Secondary	Primary	Secondary	Primary	Primary	Secondary
Delmarva Education Foundation College/Career Access Program	No Focus	Primary	Secondary	No Focus	No Focus	No Focus
Eastern Shore Area Agency on Aging/Community Action Agency (Project Discovery)	Secondary	Primary	Primary	Primary	Primary	Primary
Fairfax Co. Office of Public Private Partnerships	Primary	Secondary	Primary	No Focus	Secondary	Primary
GEAR UP Danville	Primary	Primary	Primary	Primary	Primary	Primary
GEAR UP/ACCESS Virginia	Primary	Primary	Primary	Primary	Primary	Primary
Greater Richmond Area Scholarship Program	Primary	Secondary	Secondary	Secondary	Secondary	Secondary
Greensville County High School GEAR UP Program	Secondary	Secondary	Primary	Secondary	Secondary	Primary
HOPE Community Services, Inc. (Project Discovery)	Primary	Primary	Primary	No Focus	Secondary	Primary
Mountain Community Action Program (Project Discovery)	Secondary	Primary	Primary	No Focus	Secondary	Primary
New College Institute Educational Outreach	Primary	Primary	Secondary	No Focus	Secondary	Secondary
Next Step, The Rappahannock College and Career Access Program	Secondary	Primary	Secondary	No Focus	Secondary	Secondary
Partnership for the Future	Secondary	Primary	Primary	Primary	Primary	Primary
People Inc. of Southwest VA (Project Discovery)	Secondary	Secondary	Primary	No Focus	No Focus	Primary
Pittsylvania County Community Action, Inc Project Discovery Program	Primary	Primary	Primary	Primary	Primary	Primary
Project Discovery - Alexandria	Primary	Primary	Primary	No Focus	Primary	Primary
Project Discovery of Virginia, Inc.	Primary	Primary	Primary	Secondary	Primary	Primary
Project Discovery/MACAA	No Focus	Primary	Secondary	No Focus	Secondary	Primary
Project Discovery: Powhatan and Goochland	No Focus	Secondary	Primary	No Focus	No Focus	Primary
Richmond Community Action Program (Project Discovery)	Secondary	No Focus	Primary	No Focus	Secondary	Secondary

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Access Provider Services and Activities: Qualification Issues (Continued)

Access Provider Name	Academic Advising	Academic Advising for High School	Study Skills	Computer Skills Training	Critical Thinking Skills	Time Management Skills
Southern Piedmont Educational Opportunity Center	Primary	Secondary	Primary	No Focus	No Focus	No Focus
The Scholarship Fund of Alexandria	Secondary	Secondary	Secondary	No Focus	No Focus	No Focus
The College Place-Richmond	Secondary	Secondary	No Focus	No Focus	No Focus	No Focus
Total Action Against Poverty - (Project Discovery)	Primary	Primary	Primary	Primary	Primary	Primary
Upward Bound/Talent Search	Primary	Primary	Primary	Secondary	Primary	Primary
Virginia Tech Opportunities Program	Secondary	Secondary	Primary	No Focus	No Focus	Primary
Virginia Tidewater Consortium for Higher Education	Primary	Secondary	Secondary	No Focus	No Focus	Secondary
Warren County College Access Network	Primary	Secondary	Secondary	No Focus	No Focus	Secondary
Primary Focus Totals (% of total):	**70 (62%)**	**53 (46%)**	**36 (32%)**	**21 (18%)**	**26 (23%)**	**36 (32%)**
Secondary Focus Totals (% of total):	**33 (29%)**	**52 (45%)**	**59 (52%)**	**29 (25%)**	**47 (42%)**	**54 (48%)**
No Focus Totals (% of total):	**10 (14%)**	**8 (7%)**	**18 (16%)**	**63 (57%)**	**40 (35%)**	**32 (20%)**

Appendix N

2008 Virginia Graduation and Dropout Rates by Selected Race/Ethnicity

Division	Region	All		Black			Hispanic		
		Grad Rate %	Dropout %	% of Cohort	Grad Rate %	Dropout %	% of Cohort	Grad Rate %	Dropout %
Bland County	1	83.6%	9.1%	<	<	<	<	<	<
Bristol City	1	77.4%	11.8%	6.2%	75.0%	8.3%	<	<	<
Buchanan County	1	83.5%	10.9%	<	<	<	<	<	<
Carroll County	1	81.4%	8.0%	<	<	<	4.1%	78.6%	14.3%
Dickenson County	1	87.6%	7.1%	<	<	<	<	<	<
Floyd County	1	82.7%	11.2%	<	<	<	<	<	<
Franklin County	1	77.3%	9.4%	12.1%	73.7%	11.8%	1.7%	81.8%	18.2%
Galax City	1	92.4%	5.1%	<	<	<	<	<	<
Giles County	1	77.4%	14.8%	<	<	<	<	<	<
Grayson County	1	83.7%	9.4%	<	<	<	<	<	<
Lee County	1	63.0%	20.7%	<	<	<	<	<	<
Montgomery County	1	80.4%	12.4%	7.9%	71.9%	20.3%	1.3%	81.8%	9.1%
Norton City	1	81.0%	13.8%	<	<	<	<	<	<
Patrick County	1	85.5%	7.7%	5.0%	90.9%	0.0%	<	<	<
Pulaski County	1	77.4%	6.9%	8.3%	69.4%	8.3%	<	<	<
Radford City	1	85.9%	3.1%	9.4%	75.0%	8.3%	<	<	<
Russell County	1	85.7%	6.6%	<	<	<	<	<	<
Scott County	1	90.5%	3.7%	<	<	<	<	<	<
Smyth County	1	83.4%	3.9%	<	<	<	<	<	<

2008 Virginia Graduation and Dropout Rates by Selected Race/Ethnicity (Continued)

Division	Region	All		Black			Hispanic		
		Grad Rate %	Dropout %	% of Cohort	Grad Rate %	Dropout %	% of Cohort	Grad Rate %	Dropout %
Tazewell County	1	75.5%	10.3%	2.7%	85.7%	7.1%	<	<	<
Washington County	1	84.0%	6.4%	1.7%	72.7%	9.1%	<	<	<
Wise County	1	83.0%	11.6%	<	<	<	0.0%	<	<
Wythe County	1	83.8%	5.5%	5.8%	78.9%	10.5%	<	<	<
Alleghany County	2	83.0%	10.2%	11.1%	80.8%	7.7%	<	<	<
Augusta County	2	84.3%	10.7%	3.6%	73.5%	17.6%	1.6%	80.0%	13.3%
Bath County	2	96.2%	1.9%	<	<	<	<	<	<
Botetourt County	2	88.0%	3.7%	4.2%	82.4%	5.9%	<	<	<
Buena Vista City	2	78.6%	4.1%	<	<	<	<	<	<
Covington City	2	73.6%	16.5%	19.8%	66.7%	22.2%	<	<	<
Craig County	2	78.3%	13.3%	<	<	<	<	<	<
Highland County	2	96.2%	0.0%	0.0%	<	<	<	<	<
Roanoke City	2	59.1%	22.1%	50.6%	57.8%	25.5%	3.7%	47.1%	38.2%
Roanoke County	2	89.8%	3.6%	4.1%	82.0%	6.0%	2.0%	83.3%	8.3%
Rockbridge County	2	74.9%	9.5%	5.1%	71.4%	14.3%	4.4%	83.3%	8.3%
Salem City	2	85.8%	3.0%	10.3%	79.4%	2.9%	<	<	<
Staunton City	2	80.6%	6.3%	24.8%	76.4%	7.3%	<	<	<
Waynesboro City	2	80.5%	5.4%	19.5%	87.2%	2.1%	4.1%	70.0%	10.0%
Clarke County	3	90.5%	0.6%	7.1%	83.3%	0.0%	<	<	<
Frederick County	3	83.3%	7.0%	4.5%	83.3%	10.4%	6.0%	71.9%	18.8%
Harrisonburg City	3	72.8%	15.8%	12.4%	68.8%	8.3%	27.7%	53.3%	37.4%
Page County	3	80.4%	7.5%	<	<	<	<	<	<

2008 Virginia Graduation and Dropout Rates by Selected Race/Ethnicity (Continued)

Division	Region	All		Black			Hispanic		
		Grad Rate %	Dropout %	% of Cohort	Grad Rate %	Dropout %	% of Cohort	Grad Rate %	Dropout %
Rockingham County	3	89.0%	5.4%	1.6%	92.9%	0.0%	4.1%	83.8%	5.4%
Shenandoah County	3	85.7%	5.8%	<	<	<	4.7%	75.0%	12.5%
Warren County	3	84.9%	7.7%	6.6%	86.7%	6.7%	4.8%	68.2%	27.3%
Winchester City	3	76.2%	12.4%	18.1%	70.4%	18.5%	7.4%	59.1%	22.7%
Alexandria City	4	76.4%	11.1%	43.5%	76.1%	9.0%	21.5%	57.5%	24.8%
Arlington County	4	82.5%	9.4%	15.6%	76.2%	6.5%	26.0%	63.8%	24.3%
Caroline County	4	74.1%	10.9%	45.0%	78.7%	9.2%	<	<	<
Culpeper County	4	81.0%	9.7%	18.8%	66.1%	20.0%	5.9%	88.9%	11.1%
Fairfax County	4	91.2%	5.6%	11.0%	84.3%	9.2%	12.8%	73.7%	22.1%
Falls Church City	4	97.6%	0.0%	<	<	<	8.4%	100.0%	0.0%
Fauquier County	4	86.9%	4.9%	10.4%	86.5%	7.3%	5.0%	71.7%	17.4%
Fredericksburg City	4	75.4%	11.6%	39.7%	71.9%	19.1%	4.5%	40.0%	30.0%
Loudoun County	4	93.6%	3.3%	8.8%	90.0%	4.7%	11.7%	83.0%	12.5%
Manassas City	4	75.0%	11.8%	15.6%	69.1%	14.8%	22.0%	47.4%	33.3%
Manassas Park City	4	85.1%	6.4%	17.7%	96.0%	0.0%	31.2%	72.7%	13.6%
Prince William County	4	83.3%	10.1%	25.3%	82.5%	10.0%	17.8%	68.1%	24.2%
Rappahannock County	4	87.8%	1.1%	<	<	<	<	<	<
Spotsylvania County	4	80.1%	5.5%	18.4%	77.9%	4.4%	5.8%	76.1%	8.3%
Stafford County	4	86.3%	6.6%	20.2%	86.4%	5.1%	6.5%	77.9%	15.2%
Albemarle County	5	87.7%	6.5%	12.9%	86.3%	6.1%	3.4%	76.5%	20.6%
Amherst County	5	80.9%	7.6%	29.2%	83.5%	7.9%	<	<	<
Buckingham County	5	68.8%	18.1%	53.5%	71.3%	18.3%	<	<	<

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2008 Virginia Graduation and Dropout Rates by Selected Race/Ethnicity (Continued)

Division	Region	All		Black			Hispanic		
		Grad Rate %	Dropout %	% of Cohort	Grad Rate %	Dropout %	% of Cohort	Grad Rate %	Dropout %
Charlottesville City	5	74.6%	13.2%	46.7%	66.4%	15.4%	<	<	<
Cumberland County	5	82.6%	12.8%	55.0%	85.0%	11.7%	<	<	<
Fluvanna County	5	90.3%	5.5%	24.5%	90.1%	5.6%	<	<	<
Goochland County	5	80.9%	7.3%	30.0%	80.3%	10.6%	<	<	<
Greene County	5	81.9%	10.6%	11.9%	70.4%	18.5%	<	<	<
Hanover County	5	91.8%	4.3%	9.9%	91.5%	5.2%	1.8%	89.3%	7.1%
Louisa County	5	82.1%	7.7%	23.4%	80.0%	9.4%	<	<	<
Madison County	5	84.0%	8.0%	17.6%	75.8%	12.1%	<	<	<
Nelson County	5	81.0%	4.3%	14.1%	84.6%	7.7%	0.0%	<	<
Orange County	5	85.6%	9.7%	17.5%	83.3%	12.5%	3.4%	85.7%	7.1%
Powhatan County	5	91.1%	2.0%	11.2%	91.2%	2.9%		<	<
Chesterfield County	6	84.7%	11.7%	28.5%	81.7%	14.5%	4.3%	68.8%	26.8%
Henrico County	6	81.9%	7.8%	37.3%	77.0%	10.0%	3.3%	65.1%	22.5%
Hopewell City	6	58.3%	20.8%	54.4%	55.1%	18.0%	3.3%	70.0%	30.0%
Richmond City	6	65.9%	16.2%	90.6%	64.9%	16.5%	2.1%	41.7%	44.4%
Amelia County	7	80.7%	9.6%	36.7%	86.9%	4.9%	<	<	<
Appomattox County	7	83.3%	7.8%	29.4%	73.6%	9.4%	<	<	<
Bedford County	7	87.3%	5.4%	9.2%	88.8%	6.3%	1.3%	72.7%	18.2%
Brunswick County	7	63.4%	16.1%	75.8%	68.1%	13.5%	<	<	<
Campbell County	7	77.1%	8.7%	20.4%	70.3%	13.5%	<	<	<
Charlotte County	7	84.4%	5.9%	34.6%	78.9%	8.5%	<	<	<
Danville City	7	74.2%	9.6%	65.5%	70.7%	11.4%	<	<	<

2008 Virginia Graduation and Dropout Rates by Selected Race/Ethnicity (Continued)

Division	Region	All		Black			Hispanic		
		Grad Rate %	Dropout %	% of Cohort	Grad Rate %	Dropout %	% of Cohort	Grad Rate %	Dropout %
Dinwiddie County	7	68.0%	11.4%	43.3%	69.3%	12.3%	<	<	<
Halifax County	7	82.2%	4.9%	45.4%	82.7%	4.6%	<	<	<
Henry County	7	75.3%	14.0%	30.8%	80.3%	12.7%	3.9%	85.2%	11.1%
Lunenburg County	7	73.7%	22.4%	40.1%	65.6%	31.1%	<	<	<
Lynchburg City	7	73.9%	10.9%	50.8%	64.2%	16.2%	1.4%	90.0%	10.0%
Martinsville City	7	81.9%	6.2%	58.0%	79.4%	7.8%	<	<	<
Mecklenburg County	7	82.5%	12.3%	47.6%	76.3%	15.3%	<	<	<
Nottoway County	7	76.8%	11.6%	44.2%	77.4%	13.1%	<	<	<
Pittsylvania County	7	82.0%	13.3%	32.0%	80.7%	15.2%	<	<	<
Prince Edward County	7	79.5%	9.5%	58.6%	79.1%	12.4%	<	<	<
Colonial Heights City	8	73.0%	22.6%	10.4%	50.0%	41.7%	<	<	<
Franklin City	8	64.9%	17.5%	73.7%	60.7%	22.6%	<	<	<
Greensville County	8	81.8%	4.9%	70.2%	79.1%	4.4%	0.0%	<	<
Isle of Wight County	8	80.4%	12.2%	30.4%	70.0%	20.0%	<	<	<
Petersburg City	8	58.1%	31.1%	95.5%	58.5%	30.9%	<	<	<
Prince George County	8	77.8%	8.8%	35.2%	75.6%	5.7%	4.0%	95.0%	0.0%
Southampton County	8	74.9%	11.5%	46.0%	70.4%	15.7%	<	<	<
Suffolk City	8	72.2%	18.6%	56.5%	69.4%	20.8%	1.4%	87.5%	12.5%
Surry County	8	86.8%	7.9%	69.7%	90.6%	3.8%	0.0%	<	<
Sussex County	8	73.2%	14.1%	78.9%	72.3%	16.1%	<	<	<
Accomack County	9	65.6%	19.3%	52.4%	58.8%	24.5%	4.8%	48.0%	32.0%
Charles City County	9	85.5%	11.8%	71.1%	94.4%	5.6%	<	<	<

2008 Virginia Graduation and Dropout Rates by Selected Race/Ethnicity (Continued)

Division	Region	All		Black			Hispanic		
		Grad Rate %	Dropout %	% of Cohort	Grad Rate %	Dropout %	% of Cohort	Grad Rate %	Dropout %
Essex County	9	80.0%	6.4%	57.9%	77.8%	9.9%	<	<	<
Gloucester County	9	78.6%	8.3%	10.2%	80.8%	13.5%	2.4%	83.3%	8.3%
King and Queen County	9	60.3%	15.5%	48.3%	71.4%	7.1%	<	<	<
King George County	9	88.3%	8.1%	27.2%	82.7%	11.1%	<	<	<
King William County	9	92.5%	6.8%	23.0%	86.5%	10.8%	<	<	<
Lancaster County	9	88.0%	5.6%	47.2%	81.4%	10.2%	<	<	<
Mathews County	9	88.1%	3.0%	9.9%	90.0%	0.0%	<	<	<
Middlesex County	9	81.4%	10.2%	23.7%	89.3%	3.6%	<	<	<
New Kent County	9	80.0%	11.1%	18.2%	75.6%	14.6%	<	<	<
Northampton County	9	73.8%	14.8%	63.3%	71.4%	15.8%	4.8%	60.0%	30.0%
Northumberland County	9	80.9%	9.9%	48.9%	82.6%	11.6%	<	<	<
Richmond County	9	82.0%	12.4%	27.0%	66.7%	25.0%	<	<	<
Town of Colonial Beach	9	86.2%	1.7%	22.4%	92.3%	<	<	<	<
Town of West Point	9	94.0%	3.0%	14.9%	90.0%	10.0%	<	<	<
Westmoreland County	9	75.9%	6.2%	53.1%	79.1%	3.5%	<	<	<
Chesapeake City	10	87.7%	6.9%	35.2%	83.5%	9.3%	2.4%	82.1%	10.3%
Hampton City	10	71.5%	10.1%	64.0%	69.0%	11.4%	2.6%	66.7%	7.8%
Newport News City	10	73.1%	11.8%	57.3%	69.7%	14.6%	4.6%	64.3%	16.1%
Norfolk City	10	71.9%	13.1%	61.9%	68.1%	15.1%	3.1%	67.2%	21.9%
Poquoson City	10	<	<	<	<	<	<	<	<
Portsmouth City	10	61.4%	19.0%	71.4%	58.7%	20.4%	1.3%	66.7%	13.3%
Virginia Beach City	10	84.3%	5.5%	28.2%	78.6%	8.5%	5.0%	85.8%	2.8%

2008 Virginia Graduation and Dropout Rates by Selected Race/Ethnicity (Continued)

Division	Region	All		Black			Hispanic		
		Grad Rate %	Dropout %	% of Cohort	Grad Rate %	Dropout %	% of Cohort	Grad Rate %	Dropout %
Williamsburg-James City County	10	79.7%	8.6%	22.4%	64.1%	18.4%	4.3%	55.0%	22.5%
York County	10	86.5%	3.1%	14.1%	74.2%	5.7%	3.0%	91.2%	5.9%
State Average		80.6%	9.4%						

NOTE: Grad rate is based the Virginia Department of Education on-time graduation rate, which tends to be lower than the completer rate which includes GED's and other certificates. Dropout rates are based on the four-year 2004 freshman class.

NOTE: Shaded cells highlight below average (for graduation rates) and above average (for dropout rates) percentages, based on state averages from this table.

[3] Bedford County data include Bedford City.
[4] Fairfax County data include Fairfax City.
[5] Greensville County data include Emporia City.
[6] Rockbridge County data include Lexington City data for grades 9-12.
[7] Williamsburg City data include James City County.

Appendix O

2008 Virginia Graduation and Dropout Rates by District: Selected Sub-Populations

Division	Region	All		Low Income			Limited English Proficiency		
		Grad Rate %	Dropout %	% of Total Cohort	Grad Rate %	Dropout %	% of Total Cohort	Grad Rate %	Dropout %
Bland County	1	83.6%	9.1%	21.8%	83.3%	<	<	<	<
Bristol City	1	77.4%	11.8%	34.4%	70.1%	8.3%	<	<	<
Buchanan County	1	83.5%	10.9%	58.1%	80.6%	<	<	<	<
Carroll County	1	81.4%	8.0%	47.3%	73.1%	<	<	<	<
Dickenson County	1	87.6%	7.1%	53.1%	87.5%	<	<	<	<
Floyd County	1	82.7%	11.2%	21.2%	76.3%	<	<	<	<
Franklin County	1	77.3%	9.4%	35.6%	64.7%	11.8%	<	<	<
Galax City	1	92.4%	5.1%	32.9%	92.3%	<	<	<	<
Giles County	1	77.4%	14.8%	23.5%	66.7%	<	<	<	<
Grayson County	1	83.7%	9.4%	48.8%	82.8%	<	<	<	<
Lee County	1	63.0%	20.7%	51.1%	49.4%	<	<	<	<
Montgomery County	1	80.4%	12.4%	25.0%	71.6%	20.3%	<	<	<
Norton City	1	81.0%	13.8%	41.4%	70.8%	<	<	<	<
Patrick County	1	85.5%	7.7%	36.7%	75.3%	0.0%	<	<	<
Pulaski County	1	77.4%	6.9%	32.8%	62.7%	8.3%	<	<	<
Radford City	1	85.9%	3.1%	14.1%	61.1%	8.3%	<	<	<
Russell County	1	85.7%	6.6%	33.8%	80.5%	<	5.8%	100	0
Scott County	1	90.5%	3.7%	42.2%	88.0%	<	<	<	<
Smyth County	1	83.4%	3.9%	36.9%	82.1%	<	<	<	<

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2008 Virginia Graduation and Dropout Rates by District: Selected Sub-Populations (Continued)

Division	Region	All		Low Income			Limited English Proficiency		
		Grad Rate %	Dropout %	% of Total Cohort	Grad Rate %	Dropout %	% of Total Cohort	Grad Rate %	Dropout %
Tazewell County	1	75.5%	10.3%	36.9%	62.2%	7.1%	<	<	<
Washington County	1	84.0%	6.4%	34.4%	73.1%	9.1%	<	<	<
Wise County	1	83.0%	11.6%	40.2%	76.0%	<	3.3%	64.7	29.4
Wythe County	1	83.8%	5.5%	32.3%	79.2%	10.5%	<	<	<
Alleghany County	2	83.0%	10.2%	37.0%	70.1%	7.7%	<	<	<
Augusta County	2	84.3%	10.7%	22.1%	74.3%	17.6%	<	<	<
Bath County	2	96.2%	1.9%	26.9%	85.7%	<	<	<	<
Botetourt County	2	88.0%	3.7%	10.0%	63.4%	5.9%	<	<	<
Buena Vista City	2	78.6%	4.1%	25.5%	68.0%	<	<	<	<
Covington City	2	73.6%	16.5%	20.9%	84.2%	22.2%	<	<	<
Craig County	2	78.3%	13.3%	23.3%	100.0%	<	<	<	<
Highland County	2	96.2%	0.0%	<	<	<	<	<	<
Roanoke City	2	59.1%	22.1%	50.7%	51.4%	25.5%	<	<	<
Roanoke County	2	89.8%	3.6%	12.1%	75.7%	6.0%	2.3%	25	64.3
Rockbridge County	2	74.9%	9.5%	18.2%	66.0%	14.3%	5.5%	80	13.3
Salem City	2	85.8%	3.0%	12.1%	70.0%	2.9%	<	<	<
Staunton City	2	80.6%	6.3%	31.1%	72.5%	7.3%	14.9%	69.7	30.3
Waynesboro City	2	80.5%	5.4%	32.8%	72.2%	2.1%	<	<	<
Clarke County	3	90.5%	0.6%	14.2%	83.3%	0.0%	<	<	<
Frederick County	3	83.3%	7.0%	13.6%	72.4%	10.4%	1.5%	56.3	31.3
Harrisonburg City	3	72.8%	15.8%	33.9%	71.8%	8.3%	28.5%	62.7	28.2
Page County	3	80.4%	7.5%	28.8%	69.1%	<	<	<	<
Rockingham County	3	89.0%	5.4%	19.6%	77.3%	0.0%	<	<	<
Shenandoah County	3	85.7%	5.8%	17.6%	75.8%	<	<	<	

2008 Virginia Graduation and Dropout Rates by District: Selected Sub-Populations (Continued)

Division	Region	All		Low Income			Limited English Proficiency		
		Grad Rate %	Dropout %	% of Total Cohort	Grad Rate %	Dropout %	% of Total Cohort	Grad Rate %	Dropout %
Warren County	3	84.9%	7.7%	14.0%	78.1%	6.7%	9.4%	93	7
Winchester City	3	76.2%	12.4%	26.8%	66.3%	18.5%	<	<	<
Alexandria City	4	76.4%	11.1%	40.3%	70.0%	9.0%	17.7%	71.4	23.8
Arlington County	4	82.5%	9.4%	21.7%	72.5%	6.5%	16.3%	50.5	37.1
Caroline County	4	74.1%	10.9%	16.6%	71.2%	9.2%	<	<	<
Culpeper County	4	81.0%	9.7%	14.4%	69.3%	20.0%	<	<	<
Fairfax County	4	91.2%	5.6%	15.8%	82.1%	9.2%	11.2%	70.7	27.2
Falls Church City	4	97.6%	0.0%	<	<	<	7.8%	100	0
Fauquier County	4	86.9%	4.9%	9.2%	78.8%	7.3%	1.2%	72.7	27.3
Fredericksburg City	4	75.4%	11.6%	32.1%	63.9%	19.1%	<	<	<
Loudoun County	4	93.6%	3.3%	9.1%	83.6%	4.7%	4.8%	73.8	23.2
Manassas City	4	75.0%	11.8%	29.9%	29.7%	14.8%	7.7%	40	50
Manassas Park City	4	85.1%	6.4%	22.7%	81.3%	0.0%	9.2%	61.5	38.5
Prince William County	4	83.3%	10.1%	19.6%	74.3%	10.0%	6.5%	67.7	31.4
Rappahannock County	4	87.8%	1.1%	15.6%	85.7%	<	<	<	<
Spotsylvania County	4	80.1%	5.5%	11.3%	70.6%	4.4%	<	<	<
Stafford County	4	86.3%	6.6%	9.5%	73.9%	5.1%	0.9%	85	5
Albemarle County	5	87.7%	6.5%	12.5%	70.9%	6.1%	2.9%	72.4	17.2
Amherst County	5	80.9%	7.6%	33.3%	82.1%	7.9%	<	<	<
Buckingham County	5	68.8%	18.1%	43.7%	58.5%	18.3%	<	<	<
Charlottesville City	5	74.6%	13.2%	41.4%	61.4%	15.4%	3.4%	54.5	27.3
Cumberland County	5	82.6%	12.8%	54.1%	78.0%	11.7%	<	<	<
Fluvanna County	5	90.3%	5.5%	13.8%	82.5%	5.6%	<	<	<
Goochland County	5	80.9%	7.3%	15.5%	67.6%	10.6%	<	<	<

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2008 Virginia Graduation and Dropout Rates by District: Selected Sub-Populations (Continued)

Division	Region	All		Low Income			Limited English Proficiency		
		Grad Rate %	Dropout %	% of Total Cohort	Grad Rate %	Dropout %	% of Total Cohort	Grad Rate %	Dropout %
Greene County	5	81.9%	10.6%	24.3%	78.2%	18.5%	<	<	<
Hanover County	5	91.8%	4.3%	3.6%	69.1%	5.2%	<	<	<
Louisa County	5	82.1%	7.7%	27.7%	78.2%	9.4%	<	<	<
Madison County	5	84.0%	8.0%	15.4%	69.0%	12.1%	<	<	<
Nelson County	5	81.0%	4.3%	27.2%	74.0%	7.7%	<	<	<
Orange County	5	85.6%	9.7%	16.8%	78.3%	12.5%	<	<	<
Powhatan County	5	91.1%	2.0%	7.6%	91.3%	2.9%	<	<	<
Chesterfield County	6	84.7%	11.7%	10.5%	69.6%	14.5%	1.7%	53	44.6
Henrico County	6	81.9%	7.8%	15.2%	69.3%	10.0%	2.9%	69.9	19.5
Hopewell City	6	58.3%	20.8%	40.7%	54.4%	18.0%	<	<	<
Richmond City	6	65.9%	16.2%	22.0%	52.0%	16.5%	<	<	<
Amelia County	7	80.7%	9.6%	28.9%	75.0%	4.9%	<	<	<
Appomattox County	7	83.3%	7.8%	26.1%	80.9%	9.4%	<	<	<
Bedford County	7	87.3%	5.4%	19.6%	74.9%	6.3%	<	<	<
Brunswick County	7	63.4%	16.1%	90.9%	68.6%	13.5%	<	<	<
Campbell County	7	77.1%	8.7%	23.1%	75.4%	13.5%	<	<	<
Charlotte County	7	84.4%	5.9%	40.0%	76.8%	8.5%	<	<	<
Danville City	7	74.2%	9.6%	46.4%	77.8%	11.4%	<	<	<
Dinwiddie County	7	68.0%	11.4%	31.0%	55.5%	12.3%	<	<	<
Halifax County	7	82.2%	4.9%	46.3%	81.0%	4.6%	<	<	<
Henry County	7	75.3%	14.0%	47.5%	66.2%	12.7%	1.7%	91.7	8.3
Lunenburg County	7	73.7%	22.4%	46.1%	65.7%	31.1%	<	<	<
Lynchburg City	7	73.9%	10.9%	36.6%	68.2%	16.2%	<	<	<
Martinsville City	7	81.9%	6.2%	32.5%	75.9%	7.8%	<	<	<

2008 Virginia Graduation and Dropout Rates by District: Selected Sub-Populations (Continued)

Division	Region	All		Low Income			Limited English Proficiency		
		Grad Rate %	Dropout %	% of Total Cohort	Grad Rate %	Dropout %	% of Total Cohort	Grad Rate %	Dropout %
Mecklenburg County	7	82.5%	12.3%	37.1%	75.7%	15.3%	<	<	<
Nottoway County	7	76.8%	11.6%	44.7%	76.5%	13.1%	<	<	<
Pittsylvania County	7	82.0%	13.3%	38.4%	79.9%	15.2%	<	<	<
Prince Edward County	7	79.5%	9.5%	48.6%	79.4%	12.4%	<	<	<
Colonial Heights City	8	73.0%	22.6%	8.3%	36.8%	41.7%	<	<	<
Franklin City	8	64.9%	17.5%	44.7%	60.8%	22.6%	<	<	<
Greensville County	8	81.8%	4.9%	36.4%	75.6%	4.4%	<	<	<
Isle of Wight County	8	80.4%	12.2%	19.3%	73.0%	20.0%	<	<	<
Petersburg City	8	58.1%	31.1%	80.2%	70.5%	30.9%	<	<	<
Prince George County	8	77.8%	8.8%	9.4%	48.9%	5.7%	<	<	<
Southampton County	8	74.9%	11.5%	31.5%	71.6%	15.7%	<	<	<
Suffolk City	8	72.2%	18.6%	27.4%	59.7%	20.8%	<	<	<
Surry County	8	86.8%	7.9%	35.5%	92.6%	3.8%	<	<	<
Sussex County	8	73.2%	14.1%	59.9%	71.8%	16.1%	<	<	<
Accomack County	9	65.6%	19.3%	48.6%	60.2%	24.5%	2.1%	63.6	27.3
Charles City County	9	85.5%	11.8%	32.9%	92.0%	5.6%	<	<	<
Essex County	9	80.0%	6.4%	40.0%	82.1%	9.9%	<	<	<
Gloucester County	9	78.6%	8.3%	14.5%	78.4%	13.5%	<	<	<
King and Queen County	9	60.3%	15.5%	39.7%	52.2%	7.1%	<	<	<
King George County	9	88.3%	8.1%	11.4%	70.6%	11.1%	<	<	<
King William County	9	92.5%	6.8%	14.3%	95.7%	10.8%	<	<	<
Lancaster County	9	88.0%	5.6%	47.2%	84.7%	10.2%	<	<	<
Mathews County	9	88.1%	3.0%	13.9%	64.3%	0.0%	<	<	<
Middlesex County	9	81.4%	10.2%	36.4%	81.4%	3.6%	<	<	

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2008 Virginia Graduation and Dropout Rates by District: Selected Sub-Populations (Continued)

Division	Region	All		Low Income			Limited English Proficiency		
		Grad Rate %	Dropout %	% of Total Cohort	Grad Rate %	Dropout %	% of Total Cohort	Grad Rate %	Dropout %
New Kent County	9	80.0%	11.1%	11.1%	40.0%	14.6%	<	<	<
Northampton County	9	73.8%	14.8%	58.6%	66.7%	15.8%	<	<	<
Northumberland County	9	80.9%	9.9%	32.6%	91.3%	11.6%	<	<	<
Richmond County	9	82.0%	12.4%	37.1%	66.7%	25.0%	12.4%	54.5	36.4
Town of Colonial Beach	9	86.2%	1.7%	25.9%	80.0%	<	<	<	<
Town of West Point	9	94.0%	3.0%	<	<	10.0%	<	<	<
Westmoreland County	9	75.9%	6.2%	38.3%	82.3%	3.5%	<	<	<
Chesapeake City	10	87.7%	6.9%	14.8%	80.3%	9.3%	0.6%	84.2	10.5
Hampton City	10	71.5%	10.1%	24.1%	67.2%	11.4%	0.8%	81.3	18.8
Newport News City	10	73.1%	11.8%	33.1%	68.8%	14.6%	0.7%	75	18.8
Norfolk City	10	71.9%	13.1%	42.5%	64.1%	15.1%	0.7%	92.9	7.1
Poquoson City	10	<	<	<	<	<	<	<	<
Portsmouth City	10	61.4%	19.0%	28.4%	63.6%	20.4%	<	<	<
Virginia Beach City	10	84.3%	5.5%	14.1%	80.0%	8.5%	<	<	<
Williamsburg-James City County	10	79.7%	8.6%	11.7%	58.3%	18.4%	<	<	<
York County	10	86.5%	3.1%	7.2%	75.3%	5.7%	<	<	<

Source: Virginia Department of Education, 2009.

NOTE: Grad rate is based the Virginia Department of Education on-time graduation rate, which tends to be lower than the completer rate which includes GED's and other certificates.

Dropout rates are based on the four-year 2004 freshman class.

NOTE: Shaded cells are below average (for graduation rates) and above average (for dropout rates), based on state averages from this table.

[3] Bedford County data include Bedford City.
[4] Fairfax County data include Fairfax City.
[5] Greensville County data include Emporia City.
[6] Rockbridge County data include Lexington City data for grades 9-12.
[7] Williamsburg City data include James City County.

Appendix P

Toward Graduation: Access Provider Districts, Targeted Sub-Populations, and Services

Access Provider Name	Populations		Academic Advising for High School
	Low-Income	First Generation	
ACCESS College Foundation	Primary	Primary	Primary
AccessUVa	Primary	Primary	Primary
AHC Inc. (Project Discovery)	Primary	Primary	Primary
Career Coach - BRCC (Harrisonburg HS)	Primary	Primary	Secondary
Career Coach - PHCC (Martinsville HS)	Primary	Primary	Secondary
Career Coach - BRCC (Robert E Lee HS)	Secondary	Secondary	Secondary
Career Coach - BRCC (Stewarts Draft HS)	Primary	Primary	Primary
Career Coach - BRCC (supervisor)	Secondary	Primary	Primary
Career Coach - CVCC (EC Glass HS)	Secondary	Secondary	Primary
Career Coach - CVCC (Heritage HS)	Primary	Primary	Secondary
Career Coach - CVCC (Jefferson Forest HS)	Primary	Secondary	Primary
Career Coach CVCC (Staunton River; Liberty HS)	Primary	Primary	Primary
Career Coach - CVCC/PVCC	Primary	Primary	Secondary
Career Coach - DCC/GEAR UP (Dan River/Gretna Sr. HS)	Primary	Primary	Secondary
Career Coach - DSLCC (Bath Co.; Alleghany HS)	Primary	Secondary	Secondary
Career Coach - DSLCC (Rockbridge; Parry McCluer HS's)	Primary	No Focus	No Focus
Career Coach - GCC (Caroline HS)	Primary	Primary	Secondary
Career Coach - GCC (Eastern View; Culpepper Co. HS)	Primary	Primary	Primary
Career Coach - JTCC	Primary	Primary	Primary
Career Coach - JTCC (Hopewell HS)	Primary	Primary	Secondary
Career Coach - JTCC (Meadowbrook HS)	Primary	Primary	Secondary
Career Coach - LFCC (James Wood HS)	Primary	Primary	Primary
Career Coach - LFCC (Warren Co; Skyline HS)	No Focus	No Focus	No Focus
Career Coach - MECC (Appalachia; Pound; Powell; St. Paul HS)	Secondary	Primary	Secondary
Career Coach - MECC (Clintwood; JJ Kelly; JI Burton HS)	No Focus	Secondary	Secondary

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Toward Graduation: Access Provider Districts, Targeted Sub-Populations, and Services (Continued)

Access Provider Name	Populations		Academic Advising for High School
	Low-Income	First Generation	
Career Coach - MECC (Coeburn; Thomas Walker; Lee Co. Tech Center)	Primary	Primary	Secondary
Career Coach - MECC (Rye Cove; Gate City; Twin Springs HS)	Primary	No Focus	Primary
Career Coach - NRCC (Floyd Co.; Auburn HS)	Secondary	Secondary	No Focus
Career Coach - NRCC (Independence; Blacksburg; Eastern Montgomery HS)	Secondary	Secondary	Primary
Career Coach - NRCC (Supervisor)	Primary	Primary	Primary
Career Coach - NVCC	Primary	Primary	Secondary
Career Coach - NVCC (Arlington Co. Tech & Career Center)	Primary	Primary	Primary
Career Coach - NVCC (Battlefield HS)	Secondary	Secondary	Primary
Career Coach - NVCC (Osbourn; Manassas Park HS)	Primary	Primary	Secondary
Career Coach - NVCC (Supervisor)	Primary	Primary	Secondary
Career Coach - PDCCC (Franklin; Lakeland HS)	Primary	Primary	Secondary
Career Coach - PVCC	Secondary	Primary	Secondary
Career Coach - PVCC (Charlottesville HS)	No Focus	Secondary	Secondary
Career Coach - PVCC (Fluvanna HS)	Primary	Primary	Primary
Career Coach - PVCC (Murray HS)	No Focus	Secondary	Primary
Career Coach - PVCC (William Monroe HS)	Secondary	Primary	Primary
Career Coach - RCC (Central HS)	Primary	Primary	Secondary
Career Coach - RCC (King William; Middlesex HS)	Secondary	Secondary	Secondary
Career Coach - RCC (Lancaster HS)	Primary	Primary	Secondary
Career Coach - RCC (Matthews; Gloucester HS)	Secondary	Secondary	Secondary
Career Coach - RCC (Rappahannock; Northumberland HS)	Primary	Secondary	Primary
Career Coach - RCC (Washington Lee HS)	Primary	Primary	Primary
Career Coach - SSVCC	Primary	Primary	Secondary
Career Coach - SSVCC	Primary	Secondary	Secondary
Career Coach - SSVCC (Amelia Co. HS)	Secondary	Secondary	Secondary
Career Coach - SSVCC (Bluestone HS)	Primary	Secondary	No Focus
Career Coach - SSVCC (Cumberland HS)	Primary	Primary	No Focus
Career Coach - SSVCC (Halifax Co. HS)	Primary	Primary	Secondary
Career Coach - SSVCC (Nottoway HS)	Primary	Primary	Primary
Career Coach - SSVCC (Prince Edward Co. HS)	Primary	Primary	Secondary

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Toward Graduation: Access Provider Districts, Targeted Sub-Populations, and Services (Continued)

Access Provider Name	Populations		Academic Advising for High School
	Low-Income	First Generation	
Career Coach - SWVCC (Castlewood; Lebanon)	Primary	Secondary	Primary
Career Coach - SWVCC (Council; Honaker HS)	Primary	Primary	Secondary
Career Coach - SWVCC (Ervington; Haysi HS)	Primary	Primary	Secondary
Career Coach - SWVCC (Richlands HS)	Primary	Primary	Primary
Career Coach - SWVCC (Supervisor)	Primary	Primary	Secondary
Career Coach - SWVCC (Twin Valley; Grundy HS)	Primary	Primary	Primary
Career Coach - TCC	Primary	Primary	No Focus
Career Coach - TNCC (Lafayette HS)	Secondary	Secondary	Secondary
Career Coach - TNCC (New Horizons Woodside; New Horizons Butler Farms Campus)	Primary	Primary	Primary
Career Coach - TNCC (Phoebus HS)	Primary	Primary	Secondary
Career Coach - TNCC (Warhill)	Primary	Primary	Primary
Career Coach - VHCC (Abingdon HS)	Primary	Primary	Primary
Career Coach - VHCC (Chilihowie; Northwood HS)	Primary	Primary	Primary
Career Coach - VHCC (Holston HS)	Primary	Primary	Secondary
Career Coach - VHCC (John S. Battle HS)	Primary	Primary	Primary
Career Coach - VHCC (Patrick Henry - Washington Co.)	Primary	Secondary	Secondary
Career Coach - VHCC (Virginia HS; Neff Center for Science & Tech)	Primary	Primary	Secondary
Career Coach - VWCC	Primary	Primary	Primary
Career Coach - VWCC (Patrick Henry - Roanoke Co.; William Flemming HS)	Primary	Primary	Primary
Career Coach - VWCC (Salem City; Craig Co. HS)	Secondary	Primary	Secondary
Career Coach - WCC (Bland; Rocky Gap HS)	Primary	Primary	Primary
Career Coach - WCC (Carroll HS)	Primary	Secondary	Secondary
Career Coach - WCC (Fort Criswell HS; Wythe Co. Tech Center)	Primary	Primary	Secondary
Career Coach - WCC (Galax HS)	Primary	Primary	Primary
Career Coach - WCC (Smyth Co. Career & Tech; Marion HS)	Primary	Primary	Secondary
Clinch Valley Community Action	Primary	Primary	Primary
Clinch Valley Community Action (Project Discovery)	Primary	Primary	Primary
College Access Fairfax	Primary	Primary	No Focus

Toward Graduation: Access Provider Districts, Targeted Sub-Populations, and Services (Continued)

Access Provider Name	Populations		Academic Advising for High School
	Low-Income	First Generation	
College Guide Program	Primary	Primary	Secondary
College Partnership Program	Primary	Primary	Secondary
College Summit-National Capital Region	Primary	Primary	Primary
Dan River Information Technology Academy	Primary	Primary	Primary
Delmarva Education Foundation College/Career Access Program	Primary	Primary	Primary
Eastern Shore Area Agency on Aging/Community Action Agency (Project Discovery)	Primary	Primary	Primary
Fairfax Co. Office of Public Private Partnerships	Primary	Primary	Secondary
GEAR UP Danville	Primary	Primary	Primary
GEAR UP/ACCESS Virginia	Primary	Primary	Primary
Greater Richmond Area Scholarship Program	Primary	Primary	Secondary
Greensville County High School GEAR UP Program	Primary	No Focus	Secondary
HOPE Community Services, Inc. (Project Discovery)	Primary	Primary	Primary
Mountain Community Action Program (Project Discovery)	Primary	Primary	Primary
New College Institute Educational Outreach	Primary	Primary	Primary
Next Step, The Rappahannock College and Career Access Program	Primary	Primary	Primary
Partnership for the Future	Primary	Primary	Primary
People Inc. of Southwest VA (Project Discovery)	Primary	Primary	Secondary
Pittsylvania County Community Action, Inc Project Discovery Program	Primary	Primary	Primary
Project Discovery - Alexandria	Primary	Primary	Primary
Project Discovery of Virginia, Inc.	Primary	Primary	Primary
Project Discovery/MACAA	Primary	Primary	Primary
Project Discovery: Powhatan and Goochland	Primary	Primary	Secondary
Richmond Community Action Program (Project Discovery)	Primary	Primary	No Focus
Southern Piedmont Educational Opportunity Center	Primary	Primary	Secondary
The Scholarship Fund of Alexandria	Primary	Primary	Secondary
TheCollegePlace-Richmond	Primary	Secondary	Secondary
Total Action Against Poverty - (Project Discovery)	Primary	Primary	Primary
Upward Bound/Talent Search	Primary	Primary	Primary
Virginia Tech Opportunities Program	Primary	Primary	Secondary
Virginia Tidewater Consortium for Higher Education	Primary	Primary	Secondary

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Toward Graduation: Access Provider Districts, Targeted Sub-Populations, and Services (Continued)

Access Provider Name	Populations		Academic Advising for High School
	Low-Income	First Generation	
Warren County College Access Network	Primary	Primary	Secondary
Primary Focus Totals (% of total):	**95 (84%)**	**89 (79%)**	**53 (46%)**
Secondary Focus (% of total):	**14 (12%)**	**21 (19%)**	**52 (45%)**
No Focus Totals (% of total):	**4 (3.5%)**	**4 (3.5%)**	**8 (7%)**

Appendix Q

Toward Graduation: Access Provider Targeted Grades, and Services

Access Provider Name	High School		Academic Advising for High School
	Juniors	**Seniors**	
ACCESS College Foundation	Primary	Primary	Primary
AccessUVa	Primary	Primary	Primary
AHC Inc. (Project Discovery)	Primary	Primary	Primary
Career Coach - BRCC (Harrisonburg HS)	Primary	Primary	Secondary
Career Coach - PHCC (Martinsville HS)	Primary	Primary	Secondary
Career Coach - BRCC (Robert E Lee HS)	Secondary	Secondary	Secondary
Career Coach - BRCC (Stewarts Draft HS)	Primary	Primary	Primary
Career Coach - BRCC (supervisor)	Primary	Primary	Primary
Career Coach - CVCC (EC Glass HS)	Primary	Primary	Primary
Career Coach - CVCC (Heritage HS)	Primary	Primary	Secondary
Career Coach - CVCC (Jefferson Forest HS)	Primary	Primary	Primary
Career Coach CVCC (Staunton River; Liberty HS)	Primary	Primary	Primary
Career Coach - CVCC/PVCC	Primary	Primary	Secondary
Career Coach - DCC/GEAR UP (Dan River/Gretna Sr. HS)	Primary	Primary	Secondary
Career Coach - DSLCC (Bath Co.; Alleghany HS)	Primary	Primary	Secondary
Career Coach - DSLCC (Rockbridge; Parry McCluer HS's)	Primary	Primary	No Focus
Career Coach - GCC (Caroline HS)	Primary	Primary	Secondary
Career Coach - GCC (Eastern View; Culpepper Co. HS)	Primary	Primary	Primary
Career Coach - JTCC	No Focus	No Focus	Primary
Career Coach - JTCC (Hopewell HS)	Primary	Primary	Secondary
Career Coach - JTCC (Meadowbrook HS)	Primary	Primary	Secondary
Career Coach - LFCC (James Wood HS)	Primary	Primary	Primary
Career Coach - LFCC (Warren Co; Skyline HS)	Primary	Primary	No Focus
Career Coach - MECC (Appalachia; Pound; Powell; St. Paul HS)	Primary	Primary	Secondary
Career Coach - MECC (Clintwood; JJ Kelly; JI Burton HS)	Primary	Primary	Secondary
Career Coach - MECC (Coeburn; Thomas Walker; Lee Co. Tech Center)	Primary	Primary	Secondary
Career Coach - MECC (Rye Cove; Gate City; Twin Springs HS)	Primary	Primary	Primary

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Toward Graduation: Access Provider Targeted Grades, and Services (Continued)

Access Provider Name	High School		Academic Advising for High School
	Juniors	**Seniors**	
Career Coach - NRCC (Floyd Co.; Auburn HS)	Primary	Primary	No Focus
Career Coach - NRCC (Independence; Blacksburg; Eastern Montgomery HS)	Primary	Primary	Primary
Career Coach - NRCC (Supervisor)	Primary	Primary	Primary
Career Coach - NVCC	Secondary	Primary	Secondary
Career Coach - NVCC (Arlington Co. Tech & Career Center)	Primary	Primary	Primary
Career Coach - NVCC (Battlefield HS)	Primary	Primary	Primary
Career Coach - NVCC (Osbourn; Manassas Park HS)	Primary	Primary	Secondary
Career Coach - NVCC (Supervisor)	Primary	Primary	Secondary
Career Coach - PDCCC (Franklin; Lakeland HS)	Secondary	Primary	Secondary
Career Coach - PVCC	Primary	Primary	Secondary
Career Coach - PVCC (Charlottesville HS)	Secondary	Primary	Secondary
Career Coach - PVCC (Fluvanna HS)	Primary	Primary	Primary
Career Coach - PVCC (Murray HS)	Primary	Primary	Primary
Career Coach - PVCC (William Monroe HS)	Primary	Primary	Primary
Career Coach - RCC (Central HS)	No Focus	No Focus	Secondary
Career Coach - RCC (King William; Middlesex HS)	Primary	Primary	Secondary
Career Coach - RCC (Lancaster HS)	Primary	Primary	Secondary
Career Coach - RCC (Matthews; Gloucester HS)	Primary	Primary	Secondary
Career Coach - RCC (Rappahannock; Northumberland HS)	Primary	Primary	Primary
Career Coach - RCC (Washington Lee HS)	Primary	Primary	Primary
Career Coach - SSVCC	Primary	Primary	Secondary
Career Coach - SSVCC	Primary	Primary	Secondary
Career Coach - SSVCC (Amelia Co. HS)	Primary	Primary	Secondary
Career Coach - SSVCC (Bluestone HS)	Secondary	Primary	No Focus
Career Coach - SSVCC (Cumberland HS)	Primary	Primary	No Focus
Career Coach - SSVCC (Halifax Co. HS)	Primary	Primary	Secondary
Career Coach - SSVCC (Nottoway HS)	Primary	Primary	Primary
Career Coach - SSVCC (Prince Edward Co. HS)	Primary	Primary	Secondary
Career Coach - SWVCC (Castlewood; Lebanon)	Primary	Primary	Primary
Career Coach - SWVCC (Council; Honaker HS)	Primary	Primary	Secondary
Career Coach - SWVCC (Ervington; Haysi HS)	Primary	Primary	Secondary
Career Coach - SWVCC (Richlands HS)	Primary	Primary	Primary
Career Coach - SWVCC (Supervisor)	Primary	Primary	Secondary

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Toward Graduation: Access Provider Targeted Grades, and Services (Continued)

Access Provider Name	High School		Academic Advising for High School
	Juniors	**Seniors**	
Career Coach - SWVCC (Twin Valley; Grundy HS)	Primary	Primary	Primary
Career Coach - TCC	Primary	Primary	No Focus
Career Coach - TNCC (Lafayette HS)	Primary	Primary	Secondary
Career Coach - TNCC (New Horizons Woodside; New Horizons Butler Farms Campus)	Primary	Primary	Primary
Career Coach - TNCC (Phoebus HS)	Primary	Primary	Secondary
Career Coach - TNCC (Warhill)	Primary	Primary	Primary
Career Coach - VHCC (Abingdon HS)	Primary	Primary	Primary
Career Coach - VHCC (Chilihowie; Northwood HS)	Primary	Primary	Primary
Career Coach - VHCC (Holston HS)	Primary	Primary	Secondary
Career Coach - VHCC (John S. Battle HS)	Primary	Primary	Primary
Career Coach - VHCC (Patrick Henry - Washington Co.)	Primary	Primary	Secondary
Career Coach - VHCC (Virginia HS; Neff Center for Science & Tech)	Primary	Primary	Secondary
Career Coach - VWCC	Primary	Primary	Primary
Career Coach - VWCC (Patrick Henry - Roanoke Co.; William Flemming HS)	Primary	Primary	Primary
Career Coach - VWCC (Salem City; Craig Co. HS)	Primary	Primary	Secondary
Career Coach - WCC (Bland; Rocky Gap HS)	Primary	Primary	Primary
Career Coach - WCC (Carroll HS)	Primary	Primary	Secondary
Career Coach - WCC (Fort Criswell HS; Wythe Co. Tech Center)	Primary	Primary	Secondary
Career Coach - WCC (Galax HS)	Primary	Primary	Primary
Career Coach - WCC (Smyth Co. Career & Tech; Marion HS)	Primary	Primary	Secondary
Clinch Valley Community Action	Primary	Primary	Primary
Clinch Valley Community Action (Project Discovery)	Primary	Primary	Primary
College Access Fairfax	No Focus	No Focus	No Focus
College Guide Program	Secondary	Primary	Secondary
College Partnership Program	Primary	Primary	Secondary
College Summit-National Capital Region	Primary	Primary	Primary
Dan River Information Technology Academy (DRITA)	Primary	Primary	Primary
Delmarva Education Foundation College/Career Access Program	Primary	Primary	Primary
Eastern Shore Area Agency on Aging/Community Action Agency (Project Discovery)	Primary	Primary	Primary

Continued on next page

Toward Graduation: Access Provider Targeted Grades, and Services (Continued)

Access Provider Name	High School		Academic Advising for High School
	Juniors	**Seniors**	
Fairfax Co. Office of Public Private Partnerships	Primary	Primary	Secondary
GEAR UP Danville	Primary	Primary	Primary
GEAR UP/ACCESS Virginia	Primary	Primary	Primary
Greater Richmond Area Scholarship Program	Primary	Primary	Secondary
Greensville County High School GEAR UP Program	Primary	Primary	Secondary
HOPE Community Services, Inc. (Project Discovery)	Primary	Primary	Primary
Mountain Community Action Program (Project Discovery)	Primary	Primary	Primary
New College Institute Educational Outreach	Secondary	Secondary	Primary
Next Step, The Rappahannock College and Career Access Program	Primary	Primary	Primary
Partnership for the Future	Primary	Primary	Primary
People Inc. of Southwest VA (Project Discovery)	Secondary	Secondary	Secondary
Pittsylvania County Community Action, Inc Project Discovery Program	Primary	Primary	Primary
Project Discovery - Alexandria	Primary	Primary	Primary
Project Discovery of Virginia, Inc.	Primary	Primary	Primary
Project Discovery/MACAA	Primary	Primary	Primary
Project Discovery: Powhatan and Goochland	Primary	Primary	Secondary
Richmond Community Action Program (Project Discovery)	Primary	Primary	No Focus
Southern Piedmont Educational Opportunity Center	No Focus	Secondary	Secondary
The Scholarship Fund of Alexandria	Primary	Primary	Secondary
TheCollegePlace-Richmond	Primary	Primary	Secondary
Total Action Against Poverty - (Project Discovery)	Primary	Primary	Primary
Upward Bound/Talent Search	Primary	Primary	Primary
Virginia Tech Opportunities Program	Primary	No Focus	Secondary
Virginia Tidewater Consortium for Higher Education	Secondary	Secondary	Secondary
Warren County College Access Network	Primary	Primary	Secondary
Primary Focus Totals (% of total):	**100(88%)**	**104(92%)**	**53 (46%)**
Secondary Focus Totals (% of total):	**9 (8%)**	**5 (4%)**	**52 (45%)**
No Focus Totals (% of total):	**4 (3.5%)**	**3 (3%)**	**8 (7%)**

Appendix R

High School Completer Plans to Attend a Four-Year College: 1997 to 2008 Comparison

School District	1997 Completer Plans		2008 Completer Plans		Comparison
	Attending Four-year Colleges	Percent Attending 4 Year Colleges	Attending Four-year Colleges	Percent Attending 4 Year Colleges*	Percentage Points Difference, 1997 to 2008
Region One: Mountain					
Bland County	28	43.1%	12	25.0%	**-18.1%**
Bristol City	74	45.7%	51	29.3%	**-16.4%**
Buchanan County	83	21.0%	38	14.6%	**-6.4%**
Carroll County	71	27.1%	125	45.3%	**18.2%**
Dickenson County	69	26.5%	31	14.7%	**-11.8%**
Floyd County	52	33.8%	52	34.7%	**0.9%**
Franklin County	112	27.9%	48	53.9%	**26.1%**
Galax City	26	32.5%	31	37.3%	**4.8%**
Giles County	75	39.5%	55	28.4%	**-11.1%**
Grayson County	24	17.3%	47	26.9%	**9.6%**
Lee County	68	21.7%	50	24.5%	**2.8%**
Montgomery County	240	45.3%	303	42.8%	**-2.5%**
Norton City	23	47.9%	29	50.0%	**2.1%**
Patrick County	51	30.9%	49	24.5%	**-6.4%**
Pulaski County	106	31.4%	110	30.9%	**-0.5%**
Radford City	48	53.9%	65	54.6%	**0.7%**
Russell County	83	22.7%	46	13.4%	**-9.3%**
Scott County	85	28.7%	74	27.8%	**-0.9%**
Smyth County	105	28.9%	92	24.3%	**-4.7%**
Tazewell County	298	50.3%	159	34.6%	**-15.7%**
Washington County	164	32.9%	238	40.6%	**7.7%**
Wise County	189	35.0%	156	33.3%	**-1.7%**
Wythe County	90	34.6%	55	17.4%	**-17.3%**

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HS Completer Plans to Attend a Four-Year College: 1997 to 2008 Comparison (Continued)

School District	1997 Completer Plans		2008 Completer Plans		Comparison
	Attending Four-year Colleges	Percent Attending 4 Year Colleges	Attending Four-year Colleges	Percent Attending 4 Year Colleges	Percentage Points Difference, 1997 to 2008
Region Two: South Valley					
Alleghany County	29	15.8%	49	24.3%	**8.4%**
Augusta County	221	30.8%	231	28.3%	**-2.5%**
Bath County	22	37.9%	19	33.9%	**-4.0%**
Botetourt County	85	28.0%	122	31.6%	**3.6%**
Buena Vista City	26	31.0%	30	33.7%	**2.8%**
Covington City	15	24.6%	24	33.3%	**8.7%**
Craig County	21	43.8%	21	38.2%	**-5.6%**
Highland County	13	39.4%	10	40.0%	**0.6%**
Roanoke City	411	48.2%	190	28.1%	**-20.1%**
Roanoke County	248	42.9%	574	50.0%	**7.1%**
Rockbridge County	89	39.2%	90	35.2%	**-4.1%**
Salem City	117	48.0%	145	46.6%	**-1.3%**
Staunton City	68	41.0%	71	35.0%	**-6.0%**
Waynesboro City	55	34.2%	59	27.2%	**-7.0%**
Region Three: North Valley					
Clarke County	52	40.9%	78	49.1%	**8.1%**
Frederick County	219	39.6%	647	63.7%	**24.1%**
Harrisonburg City	93	47.2%	118	37.6%	**-9.6%**
Page County	45	22.2%	59	21.4%	**-0.8%**
Rockingham County	176	26.7%	440	50.8%	**24.1%**
Shenandoah County	117	34.3%	131	28.1%	**-6.3%**
Warren County	84	35.1%	147	35.3%	**0.2%**
Winchester City	90	56.3%	109	46.0%	**-10.3%**
Region Four: Northern Virginia					
Alexandria City	229	52.2%	346	57.0%	**4.8%**
Arlington County	560	63.6%	735	68.1%	**4.5%**
Caroline County	54	26.3%	84	34.6%	**8.2%**
Culpeper County	81	29.9%	159	31.4%	**1.5%**
Fairfax County	6351	68.6%	7,800	64.2%	**-4.4%**
Falls Church City	102	78.5%	125	74.0%	**-4.5%**
Fauquier County	210	42.3%	385	44.9%	**2.6%**
Fredericksburg City	65	57.5%	96	55.5%	**-2.0%**
Loudoun County	569	52.5%	1,971	59.0%	**6.5%**
Manassas City	157	54.1%	178	39.5%	**-14.7%**
Manassas Park City	12	17.4%	28	20.1%	**2.8%**
Prince William County	1272	45.7%	2,110	46.3%	**0.5%**
Rappahannock County	30	35.7%	29	36.3%	**0.5%**
Spotsylvania County	376	39.7%	724	40.0%	**0.2%**
Stafford County	446	45.7%	1,136	57.2%	**11.5%**

HS Completer Plans to Attend a Four-Year College: 1997 to 2008 Comparison (Continued)

School District	1997 Completer Plans		2008 Completer Plans		Comparison
	Attending Four-year Colleges	Percent Attending 4 Year Colleges	Attending Four-year Colleges	Percent Attending 4 Year Colleges	Percentage Points Difference, 1997 to 2008
Region Five: Central					
Albemarle County	324	51.5%	501	53.8%	**2.2%**
Amherst County	119	38.1%	209	29.4%	**-8.8%**
Buckingham County	43	40.6%	65	35.7%	**-4.9%**
Charlottesville City	111	53.9%	136	47.7%	**-6.2%**
Cumberland County	20	26.0%	58	62.4%	**36.4%**
Fluvanna County	55	40.1%	95	34.8%	**-5.3%**
Goochland County	44	45.8%	101	52.9%	**7.0%**
Greene County	30	24.8%	59	30.6%	**5.8%**
Hanover County	474	55.8%	858	58.2%	**2.4%**
Louisa County	54	25.0%	114	36.2%	**11.2%**
Madison County	34	26.2%	48	30.6%	**4.4%**
Nelson County	43	29.5%	59	34.3%	**4.9%**
Orange County	63	28.1%	119	32.5%	**4.4%**
Powhatan County	60	45.8%	124	41.6%	**-4.2%**
Region Six: Capital					
Chesterfield County	1627	56.3%	2,151	50.1%	**-6.2%**
Henrico County	1235	57.7%	1,862	53.0%	**-4.7%**
Hopewell City	72	31.6%	74	36.3%	**4.7%**
Richmond City	602	50.4%	522	42.3%	**-8.1%**
Region Seven: South Central					
Amelia County	29	29.3%	57	41.6%	**12.3%**
Appomattox County	54	37.5%	81	46.3%	**8.8%**
Bedford County	265	45.5%	415	50.6%	**5.1%**
Brunswick County	48	24.7%	27	21.1%	**-3.6%**
Campbell County	172	38.1%	219	31.5%	**-6.5%**
Charlotte County	36	28.8%	51	30.5%	**1.7%**
Danville City	164	38.7%	166	33.1%	**-5.6%**
Dinwiddie County	62	28.2%	85	26.5%	**-1.7%**
Halifax County	136	37.2%	194	46.0%	**8.8%**
Henry County	153	28.2%	142	23.7%	**-4.4%**
Lunenburg County	50	33.3%	25	22.9%	**-10.4%**
Lynchburg City	240	44.5%	295	49.8%	**5.3%**
Martinsville City	57	32.8%	98	50.3%	**17.5%**
Mecklenburg County	83	28.2%	121	37.6%	**9.3%**
Nottoway County	52	31.3%	59	36.6%	**5.3%**
Pittsylvania County	133	24.8%	243	35.0%	**10.2%**
Prince Edward County	63	44.1%	83	47.2%	**3.1%**

HS Completer Plans to Attend a Four-Year College: 1997 to 2008 Comparison (Continued)

School District	1997 Completer Plans		2008 Completer Plans		Comparison
	Attending Four-year Colleges	Percent Attending 4 Year Colleges	Attending Four-year Colleges	Percent Attending 4 Year Colleges	Percentage Points Difference, 1997 to 2008
Region Eight: South East					
Colonial Heights City	70	42.4%	74	43.5%	**1.1%**
Franklin City	49	41.9%	155	28.8%	**-13.1%**
Greensville County	37	27.2%	82	44.3%	**17.1%**
Isle of Wight County	96	37.4%	149	38.4%	**1.0%**
Petersburg City	125	44.8%	107	37.7%	**-7.1%**
Prince George County	119	37.9%	122	28.8%	**-9.1%**
Southampton County	58	42.6%	86	45.7%	**3.1%**
Suffolk City	172	30.6%	310	36.1%	**5.5%**
Surry County	44	64.7%	44	66.7%	**2.0%**
Sussex County	40	48.2%	27	23.3%	**-24.9%**
Region Nine: Central Coast					
Accomack County	82	28.2%	126	34.9%	**6.7%**
Charles City County	23	27.7%	23	35.9%	**8.2%**
Essex County	30	29.1%	50	41.7%	**12.5%**
Gloucester County	192	49.2%	123	26.7%	**-22.5%**
King and Queen County	16	32.7%	42	28.2%	**-4.5%**
King George County	69	39.9%	7	15.6%	**-24.3%**
King William County	45	43.3%	135	48.9%	**5.6%**
Lancaster County	53	52.0%	45	39.8%	**-12.1%**
Mathews County	32	50.0%	31	29.0%	**-21.0%**
Middlesex County	28	49.1%	36	34.6%	**-14.5%**
New Kent County	47	38.8%	57	29.5%	**-9.3%**
Northampton County	67	41.9%	62	36.7%	**-5.2%**
Northumberland County	32	28.8%	38	29.9%	**1.1%**
Richmond County	25	32.9%	50	61.7%	**28.8%**
Town of Colonial Beach	16	40.0%	22	39.3%	**-0.7%**
Town of West Point	40	76.9%	42	64.6%	**-12.3%**
Westmoreland County	26	24.3%	35	26.9%	**2.6%**

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HS Completer Plans to Attend a Four-Year College: 1997 to 2008 Comparison (Continued)

School District	1997 Completer Plans		2008 Completer Plans		Comparison
	Attending Four-year Colleges	Percent Attending 4 Year Colleges	Attending Four-year Colleges	Percent Attending 4 Year Colleges	Percentage Points Difference, 1997 to 2008
Region Ten: Hampton Roads					
Chesapeake City	1,016	51.2%	1,547	48.0%	**-3.2%**
Hampton City	713	51.9%	741	45.2%	**-6.7%**
Newport News City	865	60.7%	506	25.7%	**-35.0%**
Norfolk City	643	46.7%	774	44.3%	**-2.4%**
Poquoson City	114	63.0%	115	54.5%	**-8.5%**
Portsmouth City	410	47.3%	408	51.0%	**3.7%**
Virginia Beach City	2,066	50.5%	2,540	47.6%	**-2.9%**
Williamsburg-James City County	231	60.0%	423	52.1%	**-7.9%**
York County	432	64.9%	574	57.2%	**-7.7%**

Source: Virginia Department of Education (2009).
*Note: Shaded cells in "Completer Plans" columns highlight below state average percentage of 39%; in the "Comparison" column shaded cells highlight a negative change in completer plans, 1997-2008.

Diploma Graduates and Completers as Percent of Ninth Grade Membership Four Years Earlier (1996-1997 and 2007-2008).

3 Bedford County data include Bedford City.
4 Fairfax County data include Fairfax City.
5 Greensville County data include Emporia City.
6 Rockbridge County data include Lexington City data for grades 9-12.
7 Williamsburg City data include James City County.

High School Completer Plans to Attend a Two or Four-Year College: 1997 to 2008 Comparison

School District	1997 Completer Plans			2008 Completer Plans			Comparison
	Attending 2- Yr Colleges	Attending 4- Yr Colleges	% Attending 2 or 4 Yr Colleges	Attending 2- Yr Colleges	Attending 4-Yr Colleges	% Attending 2 or 4 Yr Colleges	2/4 Yr, % Points Difference, 1997 to 2008
Region One: Mountain							
Bland County	21	28	75.4%	25	12	79.2%	**3.8%**
Bristol City	49	74	75.9%	47	51	67.2%	**-8.7%**
Buchanan County	196	83	70.5%	137	38	69.3%	**-1.1%**
Carroll County	78	71	56.9%	72	125	70.7%	**13.8%**
Dickenson County	95	69	63.1%	88	31	65.4%	**2.3%**
Floyd County	45	52	63.0%	47	52	71.3%	**8.3%**
Franklin County	98	112	52.2%	139	48	69.7%	**17.4%**
Galax City	39	26	81.3%	30	31	81.9%	**0.7%**
Giles County	52	75	66.8%	50	55	62.9%	**-4.0%**
Grayson County	52	24	54.7%	46	47	76.6%	**21.9%**
Lee County	109	68	56.5%	102	50	72.1%	**15.5%**
Montgomery County	133	240	70.4%	135	303	66.5%	**-3.9%**
Norton City	20	23	89.6%	23	29	77.6%	**-12.0%**
Patrick County	56	51	64.8%	59	49	70.5%	**5.7%**
Pulaski County	128	106	69.2%	56	110	67.4%	**-1.8%**
Radford City	30	48	87.6%	25	65	84.9%	**-2.8%**
Russell County	175	83	70.5%	172	46	61.3%	**-9.2%**
Scott County	104	85	63.9%	84	74	69.9%	**6.1%**
Smyth County	145	105	68.9%	115	92	67.0%	**-1.9%**
Tazewell County	141	298	74.2%	174	159	73.2%	**-1.0%**
Washington County	194	164	71.7%	178	238	69.8%	**-1.9%**
Wise County	216	189	75.0%	184	156	74.0%	**-1.0%**
Wythe County	96	90	71.5%	99	55	75.7%	**4.2%**

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High School Completer Plans to Attend a Two or Four-Year College: 1997 to 2008 Comparison (Continued)

School District	1997 Completer Plans			2008 Completer Plans			Comparison
	Attending 2- Yr Colleges	Attending 4- Yr Colleges	% Attending 2 or 4 Yr Colleges	Attending 2- Yr Colleges	Attending 4-Yr Colleges	% Attending 2 or 4 Yr Colleges	2/4 Yr, % Points Difference, 1997 to 2008
Region Two: South Valley							
Alleghany County	69	29	53.6%	89	49	71.8%	**18.2%**
Augusta County	193	221	57.7%	193	231	60.8%	**3.1%**
Bath County	13	22	60.3%	13	19	66.1%	**5.7%**
Botetourt County	130	85	70.7%	102	122	74.1%	**3.4%**
Buena Vista City	20	26	54.8%	16	30	59.6%	**4.8%**
Covington City	29	15	72.1%	25	24	79.2%	**7.0%**
Craig County	13	21	70.8%	9	21	80.0%	**9.2%**
Highland County	4	13	51.5%	2	10	60.0%	**8.5%**
Roanoke City	288	411	82.0%	319	190	62.4%	**-19.7%**
Roanoke County	140	248	67.1%	179	574	81.5%	**14.4%**
Rockbridge County	57	89	64.3%	73	90	59.4%	**-4.9%**
Salem City	91	117	85.2%	103	145	82.0%	**-3.3%**
Staunton City	38	68	63.9%	38	71	61.6%	**-2.3%**
Waynesboro City	31	55	53.4%	18	59	57.6%	**4.2%**
Region Three: North Valley							
Clarke County	43	52	74.8%	38	78	69.8%	**-5.0%**
Frederick County	159	219	68.4%	76	647	76.9%	**8.5%**
Harrisonburg City	28	93	61.4%	21	118	58.0%	**-3.5%**
Page County	45	45	44.3%	60	59	55.4%	**11.1%**
Rockingham County	201	176	57.3%	193	440	60.7%	**3.4%**
Shenandoah County	103	117	64.5%	111	131	69.2%	**4.6%**
Warren County	89	84	72.4%	71	147	57.2%	**-15.2%**
Winchester City	46	90	85.0%	58	109	72.6%	**-12.4%**

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High School Completer Plans to Attend a Two or Four-Year College: 1997 to 2008 Comparison (Continued)

School District	1997 Completer Plans			2008 Completer Plans			Comparison
	Attending 2- Yr Colleges	Attending 4- Yr Colleges	% Attending 2 or 4 Yr Colleges	Attending 2- Yr Colleges	Attending 4-Yr Colleges	% Attending 2 or 4 Yr Colleges	2/4 Yr, % Points Difference, 1997 to 2008
Region Four: Northern Virginia							
Alexandria City	100	229	74.9%	150	346	70.7%	**-4.3%**
Arlington County	192	560	85.4%	242	735	87.7%	**2.3%**
Caroline County	38	54	44.9%	64	84	68.7%	**23.8%**
Culpeper County	68	81	55.0%	85	159	63.7%	**8.7%**
Fairfax County	1,188	6351	81.5%	2,064	7,800	90.2%	**8.7%**
Falls Church City	24	102	96.9%	28	125	85.8%	**-11.1%**
Fauquier County	140	210	70.6%	188	385	72.1%	**1.5%**
Fredericksburg City	7	65	63.7%	30	96	83.2%	**19.5%**
Loudoun County	292	569	79.5%	449	1,971	89.9%	**10.4%**
Manassas City	93	157	86.2%	92	178	79.2%	**-7.0%**
Manassas Park City	29	12	59.4%	30	28	72.7%	**13.2%**
Prince William County	844	1272	76.1%	911	2,110	80.4%	**4.4%**
Rappahannock County	14	30	52.4%	19	29	82.5%	**30.1%**
Spotsylvania County	190	376	59.8%	328	724	80.1%	**20.3%**
Stafford County	266	446	73.0%	358	1,136	82.5%	**9.5%**
Region Five: Central							
Albemarle County	183	324	80.6%	210	501	81.3%	**0.7%**
Amherst County	94	119	68.3%	94	209	42.0%	**-26.3%**
Buckingham County	8	43	48.1%	20	65	46.2%	**-2.0%**
Charlottesville City	40	111	73.3%	47	136	74.0%	**0.7%**
Cumberland County	12	20	41.6%	11	58	67.7%	**26.2%**
Fluvanna County	41	55	70.1%	49	95	70.0%	**-0.1%**
Goochland County	36	44	83.3%	55	101	74.9%	**-8.5%**
Greene County	34	30	52.9%	31	59	53.4%	**0.5%**
Hanover County	173	474	76.1%	242	858	79.9%	**3.8%**
Louisa County	72	54	58.3%	62	114	71.1%	**12.8%**
Madison County	46	34	61.5%	33	48	63.1%	**1.5%**
Nelson County	21	43	43.8%	18	59	52.3%	**8.5%**

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High School Completer Plans to Attend a Two or Four-Year College: 1997 to 2008 Comparison (Continued)

School District	1997 Completer Plans			2008 Completer Plans			Comparison
	Attending 2- Yr Colleges	Attending 4- Yr Colleges	% Attending 2 or 4 Yr Colleges	Attending 2- Yr Colleges	Attending 4-Yr Colleges	% Attending 2 or 4 Yr Colleges	2/4 Yr, % Points Difference, 1997 to 2008
Region Five: Central Continued							
Orange County	49	63	50.0%	50	119	64.5%	**14.5%**
Powhatan County	27	60	66.4%	35	124	83.2%	**16.8%**
Region Six: Capital							
Chesterfield County	515	1627	74.1%	667	2,151	78.2%	**4.1%**
Henrico County	442	1235	78.3%	401	1,862	76.9%	**-1.5%**
Hopewell City	55	72	55.7%	43	74	71.6%	**15.9%**
Richmond City	284	602	74.1%	305	522	66.5%	**-7.7%**
Region Seven: South Central							
Amelia County	25	29	54.5%	26	57	65.7%	**11.1%**
Appomattox County	37	54	63.2%	49	81	65.1%	**1.9%**
Bedford County	126	265	67.2%	169	415	75.0%	**7.8%**
Brunswick County	39	48	44.8%	35	27	54.7%	**9.8%**
Campbell County	160	172	73.5%	249	219	66.0%	**-7.4%**
Charlotte County	48	36	67.2%	46	51	82.0%	**14.8%**
Danville City	149	164	73.8%	176	166	78.9%	**5.1%**
Dinwiddie County	53	62	52.3%	83	85	58.6%	**6.3%**
Halifax County	125	136	71.3%	111	194	70.4%	**-0.9%**
Henry County	210	153	66.9%	223	142	66.1%	**-0.8%**
Lunenburg County	42	50	61.3%	27	25	61.5%	**0.1%**
Lynchburg City	123	240	67.3%	126	295	74.3%	**7.0%**
Martinsville City	48	57	60.3%	28	98	96.4%	**36.1%**
Mecklenburg County	87	83	57.8%	49	121	78.3%	**20.4%**
Nottoway County	74	52	75.9%	45	59	80.1%	**4.2%**
Pittsylvania County	179	133	58.1%	290	243	71.5%	**13.4%**
Prince Edward County	34	63	67.8%	35	83	76.7%	**8.9%**

Continued on next page

High School Completer Plans to Attend a Two or Four-Year College: 1997 to 2008 Comparison (Continued)

School District	1997 Completer Plans			2008 Completer Plans			Comparison
	Attending 2- Yr Colleges	Attending 4- Yr Colleges	% Attending 2 or 4 Yr Colleges	Attending 2- Yr Colleges	Attending 4-Yr Colleges	% Attending 2 or 4 Yr Colleges	2/4 Yr, % Points Difference, 1997 to 2008
Region Eight: South East							
Colonial Heights City	62	70	80.0%	69	74	71.8%	-8.2%
Franklin City	36	49	72.6%	35	155	68.1%	-4.6%
Greensville County	33	37	51.5%	21	82	77.8%	26.4%
Isle of Wight County	57	96	59.5%	79	149	65.7%	6.2%
Petersburg City	48	125	62.0%	46	107	63.4%	1.4%
Prince George County	98	119	69.1%	88	122	65.2%	-3.9%
Southampton County	46	58	76.5%	79	86	88.3%	11.8%
Suffolk City	112	172	50.5%	140	310	67.4%	16.8%
Surry County	2	44	67.6%	11	44	78.8%	11.1%
Sussex County	19	40	71.1%	11	27	48.3%	-22.8%
Region Nine: Central Coast							
Accomack County	86	82	57.7%	96	126	68.4%	10.7%
Charles City County	4	23	32.5%	12	23	76.6%	44.0%
Essex County	31	30	59.2%	32	50	61.7%	2.4%
Gloucester County	90	192	72.3%	98	123	61.5%	-10.8%
King and Queen County	21	16	75.5%	19	42	61.7%	-13.8%
King George County	44	69	65.3%	41	7	51.1%	-14.2%
King William County	23	45	65.4%	37	135	75.7%	10.3%
Lancaster County	21	53	72.5%	17	45	75.2%	2.7%
Mathews County	12	32	68.8%	18	31	63.6%	-5.2%
Middlesex County	8	28	63.2%	29	36	70.2%	7.0%
New Kent County	34	47	66.9%	37	57	66.8%	-0.1%
Northampton County	42	67	68.1%	30	62	68.6%	0.5%
Northumberland County	37	32	62.2%	29	38	66.1%	4.0%
Richmond County	29	25	71.1%	21	50	66.7%	-4.4%
Town of Colonial Beach	7	16	57.5%	12	22	55.4%	-2.1%
Town of West Point	6	40	88.5%	8	42	76.9%	-11.5%
Westmoreland County	21	26	43.9%	26	35	52.3%	8.4%

High School Completer Plans to Attend a Two or Four-Year College: 1997 to 2008 Comparison (Continued)

School District	1997 Completer Plans			2008 Completer Plans			Comparison
	Attending 2- Yr Colleges	Attending 4- Yr Colleges	% Attending 2 or 4 Yr Colleges	Attending 2- Yr Colleges	Attending 4-Yr Colleges	% Attending 2 or 4 Yr Colleges	2/4 Yr, % Points Difference, 1997 to 2008
Region Ten: Hampton Roads							
Chesapeake City	471	1,016	74.9%	636	1,547	79.9%	**5.0%**
Hampton City	282	713	72.4%	363	741	65.0%	**-7.4%**
Newport News City	184	865	73.6%	209	506	33.4%	**-40.2%**
Norfolk City	250	643	64.9%	225	774	69.2%	**4.4%**
Poquoson City	31	114	80.1%	45	115	82.0%	**1.9%**
Portsmouth City	127	410	61.9%	167	408	73.5%	**11.6%**
Virginia Beach City	922	2,066	73.0%	1,083	2,540	75.4%	**2.4%**
Williamsburg-James City County	77	231	80.0%	120	423	81.3%	**1.3%**
York County	104	432	80.5%	145	574	87.1%	**6.6%**

Source: Virginia Department of Education (2009).

Diploma Graduates and Completers as Percent of Ninth Grade Membership Four Years Earlier (1996-1997 and 2007-2008).

Note: Shaded cells in "2008 Completer Plans" columns highlight below state average percentage of 70.3%; in the "Comparison" column shaded cells highlight a negative change in completer plans, 1997-2008.

[3] Bedford County data include Bedford City.
[4] Fairfax County data include Fairfax City.
[5] Greensville County data include Emporia City.
[6] Rockbridge County data include Lexington City data for grades 9-12.
[7] Williamsburg City data include James City County.

Appendix T

The Application Stage: Tests and Forms

Access Provider Name	Admissions Essay Writing	Admissions Apps	SAT Test Prep	ACT Test Prep
ACCESS College Foundation	Secondary Focus	Primary Focus	Primary Focus	No Focus
AccessUVa	Primary Focus	Primary Focus	No Focus	No Focus
AHC Inc. (Project Discovery)	Secondary Focus	Secondary Focus	Secondary Focus	No Focus
Career Coach - BRCC (Harrisonburg HS)	Secondary Focus	Secondary Focus	Secondary Focus	Secondary Focus
Career Coach - PHCC (Martinsville HS)	Secondary Focus	Primary Focus	Secondary Focus	Secondary Focus
Career Coach - BRCC (Robert E Lee HS)	Secondary Focus	Secondary Focus	Secondary Focus	Secondary Focus
Career Coach - BRCC (Stewarts Draft HS)	Secondary Focus	Primary Focus	Secondary Focus	Secondary Focus
Career Coach - BRCC (supervisor)	Secondary Focus	Secondary Focus	No Focus	No Focus
Career Coach - CVCC (EC Glass HS)	Primary Focus	Primary Focus	Secondary Focus	Secondary Focus
Career Coach - CVCC (Heritage HS)	Secondary Focus	Primary Focus	Secondary Focus	No Focus
Career Coach - CVCC (Jefferson Forest HS)	Secondary Focus	Secondary Focus	No Focus	No Focus
Career Coach CVCC (Staunton River; Liberty HS)	No Focus	Secondary Focus	No Focus	No Focus
Career Coach - CVCC/PVCC	Secondary Focus	Primary Focus	Secondary Focus	Secondary Focus
Career Coach - DCC/GEAR UP (Dan River/Gretna Sr. HS)	Secondary Focus	Primary Focus	Secondary Focus	Secondary Focus
Career Coach - DSLCC (Bath Co.; Alleghany HS)	Secondary Focus	Secondary Focus	Secondary Focus	Secondary Focus
Career Coach - DSLCC (Rockbridge; Parry McCluer HS's)	No Focus	Secondary Focus	No Focus	No Focus
Career Coach - GCC (Caroline HS)	Secondary Focus	Secondary Focus	Secondary Focus	Secondary Focus
Career Coach - GCC (Eastern View; Culpepper Co. HS)	Primary Focus	Primary Focus	Primary Focus	Secondary Focus
Career Coach - JTCC	No Focus	No Focus	Secondary Focus	Secondary Focus
Career Coach - JTCC (Hopewell HS)	Secondary Focus	Secondary Focus	No Focus	No Focus
Career Coach - JTCC (Meadowbrook HS)	Secondary Focus	Primary Focus	No Focus	No Focus

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The Application Stage: Tests and Forms (Continued)

Access Provider Name	Admissions Essay Writing	Admissions Apps	SAT Test Prep	ACT Test Prep
Career Coach - LFCC (James Wood HS)	Primary Focus	Primary Focus	Primary Focus	Primary Focus
Career Coach - LFCC (Warren Co; Skyline HS)	Secondary Focus	Primary Focus	No Focus	No Focus
Career Coach - MECC (Appalachia; Pound; Powell; St. Paul HS)	Secondary Focus	Primary Focus	Primary Focus	Primary Focus
Career Coach - MECC (Clintwood; JJ Kelly; JI Burton HS)	Secondary Focus	Secondary Focus	No Focus	No Focus
Career Coach - MECC (Coeburn; Thomas Walker; Lee Co. Tech Center)	Primary Focus	Primary Focus	Primary Focus	Primary Focus
Career Coach - MECC (Rye Cove; Gate City; Twin Springs HS)	No Focus	Primary Focus	No Focus	No Focus
Career Coach - NRCC (Floyd Co.; Auburn HS)	Secondary Focus	Secondary Focus	Secondary Focus	No Focus
Career Coach - NRCC (Independence; Blacksburg; Eastern Montgomery HS)	Secondary Focus	Primary Focus	Primary Focus	Primary Focus
Career Coach - NRCC (Supervisor)	Secondary Focus	Primary Focus	Secondary Focus	Secondary Focus
Career Coach - NVCC	No Focus	Primary Focus	No Focus	No Focus
Career Coach - NVCC (Arlington Co. Tech & Career Center)	Primary Focus	Primary Focus	Secondary Focus	Secondary Focus
Career Coach - NVCC (Battlefield HS)	Primary Focus	Primary Focus	Secondary Focus	Secondary Focus
Career Coach - NVCC (Osbourn; Manassas Park HS)	Secondary Focus	Primary Focus	Primary Focus	Primary Focus
Career Coach - NVCC (Supervisor)	Secondary Focus	Primary Focus	No Focus	No Focus
Career Coach - PDCCC (Franklin; Lakeland HS)	Secondary Focus	Primary Focus	Secondary Focus	Secondary Focus
Career Coach - PVCC	Secondary Focus	Primary Focus	Secondary Focus	Secondary Focus
Career Coach - PVCC (Charlottesville HS)	Secondary Focus	Secondary Focus	Secondary Focus	No Focus
Career Coach - PVCC (Fluvanna HS)	Primary Focus	Primary Focus	Primary Focus	Primary Focus
Career Coach - PVCC (Murray HS)	Primary Focus	Primary Focus	Primary Focus	Primary Focus
Career Coach - PVCC (William Monroe HS)	Primary Focus	Primary Focus	Secondary Focus	Secondary Focus
Career Coach - RCC (Central HS)	Secondary Focus	Secondary Focus	Secondary Focus	Secondary Focus

The Application Stage: Tests and Forms (Continued)

Access Provider Name	Admissions Essay Writing	Admissions Apps	SAT Test Prep	ACT Test Prep
Career Coach - RCC (King William; Middlesex HS)	No Focus	Secondary Focus	No Focus	No Focus
Career Coach - RCC (Lancaster HS)	Secondary Focus	Secondary Focus	Secondary Focus	No Focus
Career Coach - RCC (Matthews; Gloucester HS)	Secondary Focus	Secondary Focus	Secondary Focus	Secondary Focus
Career Coach - RCC (Rappahannock; Northumberland HS)	Secondary Focus	Primary Focus	Primary Focus	Primary Focus
Career Coach - RCC (Washington Lee HS)	Secondary Focus	Primary Focus	Primary Focus	Primary Focus
Career Coach - SSVCC	Secondary Focus	Primary Focus	No Focus	No Focus
Career Coach - SSVCC	Secondary Focus	Secondary Focus	Secondary Focus	Secondary Focus
Career Coach - SSVCC (Amelia Co. HS)	Secondary Focus	Primary Focus	Secondary Focus	Secondary Focus
Career Coach - SSVCC (Bluestone HS)	Secondary Focus	Primary Focus	Secondary Focus	Secondary Focus
Career Coach - SSVCC (Cumberland HS)	Secondary Focus	Primary Focus	No Focus	No Focus
Career Coach - SSVCC (Halifax Co. HS)	Primary Focus	Primary Focus	Secondary Focus	Secondary Focus
Career Coach - SSVCC (Nottoway HS)	No Focus	Primary Focus	No Focus	No Focus
Career Coach - SSVCC (Prince Edward Co. HS)	Primary Focus	Primary Focus	Secondary Focus	No Focus
Career Coach - SWVCC (Castlewood; Lebanon)	Secondary Focus	Primary Focus	Secondary Focus	Secondary Focus
Career Coach - SWVCC (Council; Honaker HS)	Secondary Focus	Primary Focus	Secondary Focus	Secondary Focus
Career Coach - SWVCC (Ervington; Haysi HS)	Secondary Focus	Secondary Focus	Secondary Focus	Secondary Focus
Career Coach - SWVCC (Richlands HS)	No Focus	Primary Focus	Secondary Focus	Secondary Focus
Career Coach - SWVCC (Supervisor)	No Focus	Primary Focus	No Focus	No Focus
Career Coach - SWVCC (Twin Valley; Grundy HS)	Secondary Focus	Primary Focus	Secondary Focus	Secondary Focus
Career Coach - TCC	No Focus	Primary Focus	Secondary Focus	Secondary Focus
Career Coach - TNCC (Lafayette HS)	Secondary Focus	Secondary Focus	Secondary Focus	Secondary Focus
Career Coach - TNCC (New Horizons Woodside; New Horizons Butler Farms Campus)	Secondary Focus	Primary Focus	No Focus	No Focus
Career Coach - TNCC (Phoebus HS)	Secondary Focus	Secondary Focus	Secondary Focus	Secondary Focus

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The Application Stage: Tests and Forms (Continued)

Access Provider Name	Admissions Essay Writing	Admissions Apps	SAT Test Prep	ACT Test Prep
Career Coach - TNCC (Warhill)	Primary Focus	Primary Focus	Secondary Focus	Secondary Focus
Career Coach - VHCC (Abingdon HS)	Secondary Focus	Primary Focus	Secondary Focus	Secondary Focus
Career Coach - VHCC (Chilihowie; Northwood HS)	Primary Focus	Primary Focus	Secondary Focus	Secondary Focus
Career Coach - VHCC (Holston HS)	Secondary Focus	Primary Focus	Secondary Focus	Secondary Focus
Career Coach - VHCC (John S. Battle HS)	Secondary Focus	Primary Focus	Primary Focus	Primary Focus
Career Coach - VHCC (Patrick Henry - Washington Co.)	Primary Focus	Primary Focus	No Focus	No Focus
Career Coach - VHCC (Virginia HS; Neff Center for Science & Tech)	No Focus	Primary Focus	No Focus	No Focus
Career Coach - VWCC	Primary Focus	Primary Focus	Primary Focus	Primary Focus
Career Coach - VWCC (Patrick Henry - Roanoke Co.; William Flemming HS)	Secondary Focus	Secondary Focus	Primary Focus	Secondary Focus
Career Coach - VWCC (Salem City; Craig Co. HS)	Secondary Focus	Primary Focus	No Focus	No Focus
Career Coach - WCC (Bland; Rocky Gap HS)	Secondary Focus	Secondary Focus	Secondary Focus	Secondary Focus
Career Coach - WCC (Carroll HS)	Secondary Focus	Primary Focus	Secondary Focus	Secondary Focus
Career Coach - WCC (Fort Criswell HS; Wythe Co. Tech Center)	Secondary Focus	Primary Focus	Secondary Focus	Secondary Focus
Career Coach - WCC (Galax HS)	Primary Focus	Primary Focus	Primary Focus	Primary Focus
Career Coach - WCC (Smyth Co. Career & Tech; Marion HS)	Secondary Focus	Primary Focus	No Focus	No Focus
Clinch Valley Community Action	Primary Focus	Primary Focus	Secondary Focus	Secondary Focus
Clinch Valley Community Action (Project Discovery)	Primary Focus	Primary Focus	Primary Focus	Primary Focus
College Access Fairfax	No Focus	No Focus	No Focus	No Focus
College Guide Program	Primary Focus	Primary Focus	Secondary Focus	Secondary Focus
College Partnership Program	No Focus	Primary Focus	Primary Focus	Primary Focus
College Summit-National Capital Region	Primary Focus	Primary Focus	Secondary Focus	Secondary Focus
Dan River Information Technology Academy (DRITA)	Primary Focus	Primary Focus	Primary Focus	Primary Focus

Continued on next page

The Application Stage: Tests and Forms (Continued)

Access Provider Name	Admissions Essay Writing	Admissions Apps	SAT Test Prep	ACT Test Prep
Delmarva Education Foundation College/Career Access Program	Primary Focus	Primary Focus	Secondary Focus	No Focus
Eastern Shore Area Agency on Aging/Community Action Agency (Project Discovery)	Secondary Focus	Primary Focus	Primary Focus	Secondary Focus
Fairfax Co. Office of Public Private Partnerships	Primary Focus	Primary Focus	Secondary Focus	Secondary Focus
GEAR UP Danville	Secondary Focus	Primary Focus	Secondary Focus	Secondary Focus
GEAR UP/ACCESS Virginia	Secondary Focus	Primary Focus	Primary Focus	Primary Focus
Greater Richmond Area Scholarship Program	Secondary Focus	Secondary Focus	No Focus	No Focus
Greensville County High School GEAR UP Program	Secondary Focus	Secondary Focus	Primary Focus	Primary Focus
HOPE Community Services, Inc. (Project Discovery)	Primary Focus	Primary Focus	Primary Focus	Secondary Focus
Mountain Community Action Program (Project Discovery)	Primary Focus	Primary Focus	Secondary Focus	No Focus
New College Institute Educational Outreach	Secondary Focus	Secondary Focus	Secondary Focus	Secondary Focus
Next Step, The Rappahannock College and Career Access Program	Primary Focus	Primary Focus	Primary Focus	Secondary Focus
Partnership for the Future	Primary Focus	Primary Focus	Primary Focus	No Focus
People Inc. of Southwest VA (Project Discovery)	Primary Focus	Primary Focus	Primary Focus	Primary Focus
Pittsylvania County Community Action, Inc Project Discovery Program	Primary Focus	Primary Focus	Primary Focus	Primary Focus
Project Discovery - Alexandria	Primary Focus	Primary Focus	Primary Focus	Primary Focus
Project Discovery of Virginia, Inc.	Primary Focus	Primary Focus	Primary Focus	Primary Focus
Project Discovery/MACAA	Secondary Focus	Primary Focus	Secondary Focus	Secondary Focus
Project Discovery: Powhatan and Goochland	Primary Focus	Primary Focus	Secondary Focus	Secondary Focus
Richmond Community Action Program (Project Discovery)	Secondary Focus	Primary Focus	Secondary Focus	Secondary Focus
Southern Piedmont Educational Opportunity Center	Secondary Focus	Primary Focus	No Focus	No Focus
The Scholarship Fund of Alexandria	Primary Focus	Primary Focus	Secondary Focus	Secondary Focus
TheCollegePlace-Richmond	Secondary Focus	Primary Focus	No Focus	No Focus
Total Action Against Poverty - (Project Discovery)	Primary Focus	Primary Focus	Primary Focus	Primary Focus

The Application Stage: Tests and Forms (Continued)

Access Provider Name	Admissions Essay Writing	Admissions Apps	SAT Test Prep	ACT Test Prep
Upward Bound/Talent Search	Primary Focus	Primary Focus	Primary Focus	Primary Focus
Virginia Tech Opportunities Program	Secondary Focus	Secondary Focus	No Focus	No Focus
Virginia Tidewater Consortium for Higher Education	No Focus	Primary Focus	No Focus	No Focus
Warren County College Access Network	Primary Focus	Primary Focus	Primary Focus	Secondary Focus
Access Provider Name	**Admissions Essay Writing**	**Admissions Apps**	**SAT Test Prep**	**ACT Test Prep**
Primary Focus Totals (% of total):	**37 (33%)**	**85 (74%)**	**31 (27%)**	**23 (20%)**
Secondary Focus Totals (% of total):	**63 (56%)**	**27 (24%)**	**55 (48%)**	**53 (46%)**
No Focus Totals (% of total):	**13 (11%)**	**2 (1.5%)**	**28 (24.5%)**	**38 (34%)**

Access Provider Survey, the Application Stage: Financial Literacy and Aid

Access Provider Name	Financial Literacy Training	Financial Aid Help: Scholarships	Financial Aid Help: Loans	Selecting & Awarding Scholarships
ACCESS College Foundation	Primary	Primary	Primary	Primary
AccessUVa	Primary	Primary	Primary	Primary
AHC Inc. (Project Discovery)	No Focus	Primary	Primary	Secondary
Career Coach - BRCC (Harrisonburg HS)	No Focus	Primary	Primary	No Focus
Career Coach - PHCC (Martinsville HS)	Primary	Primary	Primary	No Focus
Career Coach - BRCC (Robert E Lee HS)	Secondary	Primary	Primary	Primary
Career Coach - BRCC (Stewarts Draft HS)	Primary	Primary	Primary	Primary
Career Coach - BRCC (supervisor)	Primary	Primary	Primary	Primary
Career Coach - CVCC (EC Glass HS)	Secondary	Primary	Primary	No Focus
Career Coach - CVCC (Heritage HS)	Primary	Secondary	Secondary	Secondary
Career Coach - CVCC (Jefferson Forest HS)	Primary	Primary	Primary	No Focus
Career Coach CVCC (Staunton River; Liberty HS)	Secondary	Primary	Primary	Primary
Career Coach - CVCC/PVCC	Secondary	Primary	Primary	Secondary
Career Coach - DCC/GEAR UP (Dan River/Gretna Sr. HS)	Secondary	Primary	Primary	Secondary
Career Coach - DSLCC (Bath Co.; Alleghany HS)	Primary	Primary	Primary	Secondary
Career Coach - DSLCC (Rockbridge; Parry McCluer HS's)	No Focus	Secondary	Secondary	No Focus
Career Coach - GCC (Caroline HS)	Secondary	Primary	No Focus	No Focus
Career Coach - GCC (Eastern View; Culpepper Co. HS)	Primary	Primary	Primary	Primary
Career Coach - JTCC	Primary	Primary	Primary	Primary
Career Coach - JTCC (Hopewell HS)	Secondary	Primary	Primary	Secondary
Career Coach - JTCC (Meadowbrook HS)	Primary	Primary	Primary	Primary
Career Coach - LFCC (James Wood HS)	Primary	Primary	Primary	Primary

Access Provider Survey, the Application Stage: Financial Literacy and Aid (Continued)

Access Provider Name	Financial Literacy Training	Financial Aid Help: Scholarships	Financial Aid Help: Loans	Selecting & Awarding Scholarships
Career Coach - LFCC (Warren Co; Skyline HS)	Secondary	Primary	Primary	Primary
Career Coach - MECC (Appalachia; Pound; Powell; St. Paul HS)	Secondary	Primary	Secondary	Secondary
Career Coach - MECC (Clintwood; JJ Kelly; JI Burton HS)	Primary	Primary	Primary	Primary
Career Coach - MECC (Coeburn; Thomas Walker; Lee Co. Tech Center)	Primary	Primary	Primary	Secondary
Career Coach - MECC (Rye Cove; Gate City; Twin Springs HS)	No Focus	Primary	Secondary	Secondary
Career Coach - NRCC (Floyd Co.; Auburn HS)	Secondary	Primary	No Focus	No Focus
Career Coach - NRCC (Independence; Blacksburg; Eastern Montgomery HS)	No Focus	Primary	Primary	Primary
Career Coach - NRCC (Supervisor)	Secondary	Primary	Primary	Secondary
Career Coach - NVCC	Secondary	Primary	Secondary	Secondary
Career Coach - NVCC (Arlington Co. Tech & Career Center)	Secondary	Primary	Primary	Secondary
Career Coach - NVCC (Battlefield HS)	Primary	Primary	Primary	Primary
Career Coach - NVCC (Osbourn; Manassas Park HS)	Secondary	Secondary	Secondary	No Focus
Career Coach - NVCC (Supervisor)	Secondary	Primary	Secondary	Secondary
Career Coach - PDCCC (Franklin; Lakeland HS)	Secondary	Primary	Secondary	No Focus
Career Coach - PVCC	Primary	Primary	Primary	Secondary
Career Coach - PVCC (Charlottesville HS)	No Focus	Primary	Primary	Primary
Career Coach - PVCC (Fluvanna HS)	Secondary	Primary	Primary	Primary
Career Coach - PVCC (Murray HS)	Secondary	Primary	Primary	No Focus
Career Coach - PVCC (William Monroe HS)	No Focus	Primary	Primary	No Focus
Career Coach - RCC (Central HS)	Primary	Primary	Primary	Secondary
Career Coach - RCC (King William; Middlesex HS)	Secondary	Secondary	Secondary	Secondary
Career Coach - RCC (Lancaster HS)	Primary	Primary	Primary	Secondary
Career Coach - RCC (Matthews; Gloucester HS)	No Focus	Secondary	Secondary	No Focus
Career Coach - RCC (Rappahannock; Northumberland HS)	No Focus	Primary	Primary	No Focus

Continued on next page

Access Provider Survey, the Application Stage: Financial Literacy and Aid (Continued)

Access Provider Name	Financial Literacy Training	Financial Aid Help: Scholarships	Financial Aid Help: Loans	Selecting & Awarding Scholarships
Career Coach - RCC (Washington Lee HS)	Secondary	Primary	Primary	Secondary
Career Coach - SSVCC	No Focus	Secondary	Secondary	Secondary
Career Coach - SSVCC	Primary	Primary	No Data	No Focus
Career Coach - SSVCC (Amelia Co. HS)	Secondary	Secondary	No Focus	No Focus
Career Coach - SSVCC (Bluestone HS)	No Focus	Secondary	Secondary	Secondary
Career Coach - SSVCC (Cumberland HS)	No Focus	Primary	Primary	No Focus
Career Coach - SSVCC (Halifax Co. HS)	Primary	Primary	Primary	Primary
Career Coach - SSVCC (Nottoway HS)	Primary	Primary	Primary	Primary
Career Coach - SSVCC (Prince Edward Co. HS)	Secondary	Primary	Primary	Secondary
Career Coach - SWVCC (Castlewood; Lebanon)	No Focus	No focus	No Focus	No Focus
Career Coach - SWVCC (Council; Honaker HS)	No Focus	Primary	Secondary	No Focus
Career Coach - SWVCC (Ervington; Haysi HS)	Secondary	Primary	Secondary	No Focus
Career Coach - SWVCC (Richlands HS)	Secondary	Secondary	Secondary	No Focus
Career Coach - SWVCC (Supervisor)	Secondary	Primary	Secondary	Secondary
Career Coach - SWVCC (Twin Valley; Grundy HS)	Primary	Primary	Primary	Primary
Career Coach - TCC	Secondary	Primary	Primary	Secondary
Career Coach - TNCC (Lafayette HS)	No Focus	Primary	No Focus	No Focus
Career Coach - TNCC (New Horizons Woodside; New Horizons Butler Farms Campus)	Primary	Primary	Primary	Primary
Career Coach - TNCC (Phoebus HS)	Secondary	Primary	Secondary	No Focus
Career Coach - TNCC (Warhill)	No Focus	Primary	Primary	No Focus
Career Coach - VHCC (Abingdon HS)	Primary	Primary	Secondary	Secondary
Career Coach - VHCC (Chilihowie; Northwood HS)	No Focus	Primary	Secondary	Primary
Career Coach - VHCC (Holston HS)	Secondary	Primary	Primary	No Focus
Career Coach - VHCC (John S. Battle HS)	Secondary	Secondary	Secondary	No Focus

Continued on next page

Access Provider Survey, the Application Stage: Financial Literacy and Aid (Continued)

Access Provider Name	Financial Literacy Training	Financial Aid Help: Scholarships	Financial Aid Help: Loans	Selecting & Awarding Scholarships
Career Coach - VHCC (Patrick Henry - Washington Co.)	Primary	Primary	Primary	Primary
Career Coach - VHCC (Virginia HS; Neff Center for Science & Tech)	Primary	Primary	Primary	No Focus
Career Coach - VWCC	No Focus	Primary	Primary	No Focus
Career Coach - VWCC (Patrick Henry - Roanoke Co.; William Flemming HS)	Secondary	Secondary	Secondary	Primary
Career Coach - VWCC (Salem City; Craig Co. HS)	Secondary	Secondary	Secondary	No Focus
Career Coach - WCC (Bland; Rocky Gap HS)	Secondary	Primary	Primary	No Focus
Career Coach - WCC (Carroll HS)	No Focus	Secondary	No Focus	No Focus
Career Coach - WCC (Fort Criswell HS; Wythe Co. Tech Center)	Secondary	Secondary	Secondary	No Focus
Career Coach - WCC (Galax HS)	Secondary	Primary	Secondary	No Focus
Career Coach - WCC (Smyth Co. Career & Tech; Marion HS)	No Focus	Primary	Primary	No Data
Clinch Valley Community Action	Secondary	Primary	Primary	Primary
Clinch Valley Community Action (Project Discovery)	Secondary	Secondary	Secondary	Secondary
College Access Fairfax	Secondary	Primary	Primary	No Focus
College Guide Program	No Focus	Secondary	Secondary	Secondary
College Partnership Program	Secondary	Primary	Primary	Primary
College Summit-National Capital Region	No Focus	Primary	No Focus	No Focus
Dan River Information Technology Academy (DRITA)	Secondary	Primary	Primary	Secondary
Delmarva Education Foundation College/Career Access Program	Primary	Primary	Primary	Primary
Eastern Shore Area Agency on Aging/Community Action Agency (Project Discovery)	Primary	Primary	Primary	No Focus
Fairfax Co. Office of Public Private Partnerships	Primary	Primary	Primary	Primary
GEAR UP Danville	Secondary	Primary	Primary	Secondary
GEAR UP/ACCESS Virginia	Secondary	Primary	Primary	No Focus
Greater Richmond Area Scholarship Program	Secondary	Primary	Secondary	Secondary
Greensville County High School GEAR UP Program	Secondary	Primary	Primary	Secondary

Continued on next page

Access Provider Survey, the Application Stage: Financial Literacy and Aid (Continued)

Access Provider Name	Financial Literacy Training	Financial Aid Help: Scholarships	Financial Aid Help: Loans	Selecting & Awarding Scholarships
HOPE Community Services, Inc. (Project Discovery)	Primary	Primary	Primary	Primary
Mountain Community Action Program (Project Discovery)	No Focus	Primary	Secondary	No Focus
New College Institute Educational Outreach	No Focus	Secondary	Secondary	No Focus
Next Step, The Rappahannock College and Career Access Program	Secondary	Secondary	Secondary	No Focus
Partnership for the Future	No Focus	Primary	Secondary	Secondary
People Inc. of Southwest VA (Project Discovery)	No Focus	Secondary	Secondary	No Focus
Pittsylvania County Community Action, Inc Project Discovery Program	Secondary	Primary	Primary	No Focus
Project Discovery - Alexandria	Primary	Primary	No Focus	Primary
Project Discovery of Virginia, Inc.	No Focus	Primary	Secondary	No Focus
Project Discovery/MACAA	Primary	Primary	Primary	Primary
Project Discovery: Powhatan and Goochland	Secondary	Secondary	Secondary	No Focus
Richmond Community Action Program (Project Discovery)	Secondary	Primary	Primary	No Focus
Southern Piedmont Educational Opportunity Center	Secondary	Primary	Secondary	No Focus
The Scholarship Fund of Alexandria	No Data	No Data	No Data	No Data
TheCollegePlace-Richmond	Primary	Primary	Primary	Primary
Total Action Against Poverty - (Project Discovery)	Secondary	Secondary	Secondary	Secondary
Upward Bound/Talent Search	No Focus	Primary	Primary	No Focus
Virginia Tech Opportunities Program	Secondary	Secondary	Secondary	No Focus
Virginia Tidewater Consortium for Higher Education	Secondary	Primary	Primary	No Focus
Warren County College Access Network	Secondary	Primary	Primary	No Focus
Access Provider Name	**Financial Literacy Training**	**Financial Aid Help: Scholarships**	**Financial Aid Help: Loans**	**Selecting & Awarding Scholarships**
Primary Focus Totals (% of total):	**33 (29%)**	**90 (80%)**	**67 (60%)**	**31 (28%)**
Secondary Focus Totals (% of total):	**52 (46%)**	**22 (19%)**	**37 (33%)**	**32 (28.5%)**
No Focus Totals (% of total):	**28 (25%)**	**1 (1%)**	**8 (7%)**	**49 (44%)**

Percent of Population Over 25 Years Old with a Bachelors Degree				2008 Grad & Dropout Rates	
School Districts	Region Code	Percent	Margin of Error	All	
				Grad rate %	Dropout %
Virginia Averages:		*32.9%*	*+/-0.2*	*80.6%**	*9.3%*
Bland County	1			83.6%	9.1%
Bristol City	1			77.4%	11.8%
Buchanan County	1	8.1%	+/-2.3	83.5%	10.9%
Carroll County	1	13.3%	+/-2.3	81.4%	8.0%
Dickenson County	1			87.6%	7.1%
Floyd County	1			82.7%	11.2%
Franklin County	1			77.3%	9.4%
Galax City	1			92.4%	5.1%
Giles County	1			77.4%	14.8%
Grayson County	1			83.7%	9.4%
Lee County	1	12.7%	+/-2.8	63.0%	20.7%
Montgomery County	1	41.8%	+/-2.0	80.4%	12.4%
Norton City	1			81.0%	13.8%
Patrick County	1			85.5%	7.7%
Pulaski County	1	12.8%	+/-2.2	77.4%	6.9%
Radford City	1			85.9%	3.1%
Russell County	1	11.3%	+/-2.9	85.7%	6.6%
Scott County	1	8.0%	+/-1.8	90.5%	3.7%
Smyth County	1	10.4%	+/-2.0	83.4%	3.9%
Tazewell County	1	14.0%	+/-1.9	75.5%	10.3%
Washington County	1	18.1%	+/-2.1	84.0%	6.4%
Wise County	1	11.0%	+/-1.8	83.0%	11.6%
Wythe County	1	12.2%	+/-2.2	83.8%	5.5%
Alleghany County	2			83.0%	10.2%
Augusta County	2	17.3%	+/-1.7	84.3%	10.7%
Bath County	2			96.2%	1.9%
Botetourt County	2	24.0%	+/-2.6	88.0%	3.7%
Buena Vista City	2			78.6%	4.1%
Covington City	2			73.6%	16.5%
Craig County	2			78.3%	13.3%
Highland County	2			96.2%	0.0%
Roanoke City	2	20.6%	+/-1.4	59.1%	22.1%
Roanoke County	2	31.5%	+/-1.6	89.8%	3.6%
Rockbridge County	2	24.6%	+/-4.4	74.9%	9.5%
Salem City	2	23.1%	+/-3.1	85.8%	3.0%
Staunton City	2	23.4%	+/-2.8	80.6%	6.3%
Waynesboro City	2	21.4%	+/-3.8	80.5%	5.4%

Percent of Population Over 25 Years Old with a Bachelors Degree (Continued)				2008 Grad & Dropout Rates	
School Districts	Region Code	Percent	Margin of Error	All	
				Grad rate %	Dropout %
Virginia Averages:		*32.9%*	*+/-0.2*	*80.6%**	*9.3%*
Clarke County	3			90.5%	0.6%
Frederick County	3	22.8%	+/-1.8	83.3%	7.0%
Harrisonburg City	3	33.1%	+/-3.5	72.8%	15.8%
Page County	3	9.3%	+/-2.2	80.4%	7.5%
Rockingham County	3	20.1%	+/-1.5	89.0%	5.4%
Shenandoah County	3	17.4%	+/-2.0	85.7%	5.8%
Warren County	3	20.0%	+/-2.3	84.9%	7.7%
Winchester City	3	26.9%	+/-3.3	76.2%	12.4%
Alexandria City	4	59.7%	+/-1.6	76.4%	11.1%
Arlington County	4	67.0%	+/-1.1	82.5%	9.4%
Caroline County	4	13.5%	+/-2.4	74.1%	10.9%
Culpeper County	4	19.4%	+/-2.7	81.0%	9.7%
Fairfax County	4	58.4%	+/-0.7	91.2%	5.6%
Falls Church City	4			97.6%	0.0%
Fauquier County	4	28.7%	+/-2.9	86.9%	4.9%
Fredericksburg City	4	29.8%	+/-3.9	75.4%	11.6%
Loudoun County	4	55.2%	+/-1.4	93.6%	3.3%
Manassas City	4	26.4%	+/-2.9	75.0%	11.8%
Manassas Park City	4			85.1%	6.4%
Prince William County	4	36.5%	+/-1.1	83.3%	10.1%
Rappahannock County	4			87.8%	1.1%
Spotsylvania County	4	29.2%	+/-1.8	80.1%	5.5%
Stafford County	4	33.5%	+/-1.7	86.3%	6.6%
Albemarle County	5	53.3%	+/-1.7	87.7%	6.5%
Amherst County	5	16.3%	+/-2.2	80.9%	7.6%
Buckingham County	5			68.8%	18.1%
Charlottesville City	5	43.8%	+/-2.9	74.6%	13.2%
Cumberland County	5			82.6%	12.8%
Fluvanna County	5	28.0%	+/-4.1	90.3%	5.5%
Goochland County	5			80.9%	7.3%
Greene County	5			81.9%	10.6%
Hanover County	5	32.7%	+/-1.8	91.8%	4.3%
Louisa County	5	14.9%	+/-2.5	82.1%	7.7%
Madison County	5			84.0%	8.0%
Nelson County	5			81.0%	4.3%
Orange County	5	18.6%	+/-2.7	85.6%	9.7%
Powhatan County	5	19.5%	+/-2.8	91.1%	2.0%
Chesterfield County	6	35.8%	+/-1.1	84.7%	11.7%
Henrico County	6	38.1%	+/-1.1	81.9%	7.8%
Hopewell City	6	11.1%	+/-2.8	58.3%	20.8%
Richmond City	6	32.0%	+/-1.2	65.9%	16.2%

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Percent of Population Over 25 Years Old with a Bachelors Degree (Continued)				2008 Grad & Dropout Rates	
School Districts	**Region Code**	**Percent**	**Margin of Error**	**All**	
				Grad rate %	**Dropout %**
Virginia Averages:		*32.9%*	*+/-0.2*	*80.6%**	*9.3%*
Amelia County	7			80.7%	9.6%
Appomattox County	7			83.3%	7.8%
Bedford County	7	23.0%	+/-1.7	87.3%	5.4%
Brunswick County	7			63.4%	16.1%
Campbell County	7	16.2%	+/-2.1	77.1%	8.7%
Charlotte County	7			84.4%	5.9%
Danville City	7	14.3%	+/-1.7	74.2%	9.6%
Dinwiddie County	7	14.7%	+/-2.6	68.0%	11.4%
Halifax County	7	12.0%	+/-2.3	82.2%	4.9%
Henry County	7	9.8%	+/-1.4	75.3%	14.0%
Lunenburg County	7			73.7%	22.4%
Lynchburg City	7	27.8%	+/-1.7	73.9%	10.9%
Martinsville City	7			81.9%	6.2%
Mecklenburg County	7	11.6%	+/-1.8	82.5%	12.3%
Nottoway County	7			76.8%	11.6%
Pittsylvania County	7	12.7%	+/-1.5	82.0%	13.3%
Prince Edward County	7	21.8%	+/-3.4	79.5%	9.5%
Colonial Heights City	8			73.0%	22.6%
Franklin City	8	14.5%	+/-1.8	64.9%	17.5%
Greensville County	8			81.8%	4.9%
Isle of Wight County	8	24.0%	+/-2.5	80.4%	12.2%
Petersburg City	8	15.3%	+/-2.2	58.1%	31.1%
Prince George County	8	16.4%	+/-3.0	77.8%	8.8%
Southampton County	8			74.9%	11.5%
Suffolk City	8	23.4%	+/-1.8	72.2%	18.6%
Surry County	8			86.8%	7.9%
Sussex County	8			73.2%	14.1%
Accomack County	9	16.6%	+/-2.2	65.6%	19.3%
Charles City County	9			85.5%	11.8%
Essex County	9			80.0%	6.4%
Gloucester County	9	15.6%	+/-2.0	78.6%	8.3%
King and Queen County	9			60.3%	15.5%
King George County	9	28.4%	+/-3.5	88.3%	8.1%
King William County	9			92.5%	6.8%
Lancaster County	9			88.0%	5.6%
Mathews County	9			88.1%	3.0%
Middlesex County	9			81.4%	10.2%
New Kent County	9			80.0%	11.1%
Northampton County	9			73.8%	14.8%
Northumberland County	9			80.9%	9.9%

Percent of Population Over 25 Years Old with a Bachelors Degree (Continued)				2008 Grad & Dropout Rates	
School Districts	**Region Code**	**Percent**	**Margin of Error**	**All**	
				Grad rate %	**Dropout %**
Virginia Averages:		*32.9%*	*+/-0.2*	*80.6%**	*9.3%*
Richmond County	9			82.0%	12.4%
Town of Colonial Beach	9			86.2%	1.7%
Town of West Point	9			94.0%	3.0%
Westmoreland County	9			75.9%	6.2%
Chesapeake City	10	26.6%	+/-1.3	87.7%	6.9%
Hampton City	10	20.7%	+/-1.6	71.5%	10.1%
Newport News City	10	21.7%	+/-1.3	73.1%	11.8%
Norfolk City	10	22.9%	+/-1.0	71.9%	13.1%
Poquoson City	10			<	<
Portsmouth City	10	18.5%	+/-1.6	61.4%	19.0%
Virginia Beach City	10	31.1%	+/-0.7	84.3%	5.5%
Williamsburg-James City County	10	45.6%	+/-2.5	79.7%	8.6%
York County	10	41.2%	+/-2.2	86.5%	3.1%

Source: U.S. Census Bureau, 2009.

Note: This Virginia state graduation rate given here (80.3%) varies from the one given elsewhere (82%), due to differences in the calculation process between the U.S. Census Bureau calculation in this table, and the State Department of Education calculation used elsewhere.

Note: Shaded cells highlight districts with under-performing results relative to state-averages for that given category (averages appear in the row labeled "Virginia Averages".

[3] Bedford County data include Bedford City.
[4] Fairfax County data include Fairfax City.
[5] Greensville County data include Emporia City.
[6] Rockbridge County data include Lexington City data for grades 9-12.
[7] Williamsburg City data include James City County.

Appendix W

Access Provider Survey, College-Going Dispositions: Tours and Activities

Access Provider Name	Private College Tours	Public College Tours	Career & Tech Schools	Cultural Activities
ACCESS College Foundation	Secondary	Primary	Secondary	No Focus
AccessUVa	No Focus	Primary	No Focus	Secondary
AHC Inc. (Project Discovery)	Secondary	Primary	Secondary	No Focus
Career Coach - BRCC (Harrisonburg HS)	No Focus	Secondary	Primary	No Focus
Career Coach - PHCC (Martinsville HS)	Secondary	Secondary	Primary	Secondary
Career Coach - BRCC (Robert E Lee HS)	No Focus	No Focus	Secondary	Primary
Career Coach - BRCC (Stewarts Draft HS)	Secondary	Secondary	Secondary	Primary
Career Coach - BRCC (supervisor)	No Focus	Secondary	Primary	Secondary
Career Coach - CVCC (EC Glass HS)	Secondary	Secondary	Secondary	Secondary
Career Coach - CVCC (Heritage HS)	Secondary	Secondary	Primary	Primary
Career Coach - CVCC (Jefferson Forest HS)	No Focus	Secondary	Secondary	No Focus
Career Coach CVCC (Staunton River; Liberty HS)	No Focus	Secondary	Primary	No Focus
Career Coach - CVCC/PVCC	No Focus	No Focus	Secondary	No Focus
Career Coach - DCC/GEAR UP (Dan River/Gretna Sr. HS)	Secondary	Secondary	Primary	Primary
Career Coach - DSLCC (Bath Co.; Alleghany HS)	No Focus	Secondary	Primary	No Focus
Career Coach - DSLCC (Rockbridge; Parry McCluer HS's)	No Focus	No Focus	Secondary	Primary
Career Coach - GCC (Caroline HS)	No Focus	No Focus	Primary	No Focus
Career Coach - GCC (Eastern View; Culpepper Co. HS)	Secondary	Secondary	Primary	Primary
Career Coach - JTCC	Secondary	Primary	Secondary	Primary
Career Coach - JTCC (Hopewell HS)	Primary	Primary	Primary	No Focus
Career Coach - JTCC (Meadowbrook HS)	No Focus	Secondary	Primary	Secondary
Career Coach - LFCC (James Wood HS)	Primary	Primary	Primary	No Focus
Career Coach - LFCC (Warren Co; Skyline HS)	No Focus	No Focus	Primary	No Focus

Continued on next page

Access Provider Survey, College-Going Dispositions: Tours and Activities (Continued)

Access Provider Name	Private College Tours	Public College Tours	Career & Tech Schools	Cultural Activities
Career Coach - MECC (Appalachia; Pound; Powell; St. Paul HS)	Secondary	Secondary	Primary	Primary
Career Coach - MECC (Clintwood; JJ Kelly; JI Burton HS)	No Focus	No Focus	Primary	Primary
Career Coach - MECC (Coeburn; Thomas Walker; Lee Co. Tech Center)	Secondary	Secondary	Primary	Secondary
Career Coach - MECC (Rye Cove; Gate City; Twin Springs HS)	No Focus	No Focus	No Focus	Primary
Career Coach - NRCC (Floyd Co.; Auburn HS)	Secondary	Secondary	Secondary	Secondary
Career Coach - NRCC (Independence; Blacksburg; Eastern Montgomery HS)	Primary	Primary	Primary	Secondary
Career Coach - NRCC (Supervisor)	Primary	Secondary	Secondary	Secondary
Career Coach - NVCC	No Focus	Secondary	No Focus	Secondary
Career Coach - NVCC (Arlington Co. Tech & Career Center)	No Focus	Primary	Secondary	Secondary
Career Coach - NVCC (Battlefield HS)	Secondary	Secondary	Secondary	Primary
Career Coach - NVCC (Osbourn; Manassas Park HS)	Secondary	Primary	Primary	Primary
Career Coach - NVCC (Supervisor)	No Focus	Secondary	Primary	Secondary
Career Coach - PDCCC (Franklin; Lakeland HS)	No Focus	Secondary	Secondary	Primary
Career Coach - PVCC	No Focus	Secondary	Secondary	Secondary
Career Coach - PVCC (Charlottesville HS)	Secondary	Secondary	No Focus	Secondary
Career Coach - PVCC (Fluvanna HS)	Secondary	Secondary	Secondary	Secondary
Career Coach - PVCC (Murray HS)	No Focus	No Focus	Primary	Secondary
Career Coach - PVCC (William Monroe HS)	Secondary	Secondary	Secondary	No Focus
Career Coach - RCC (Central HS)	Secondary	Secondary	Secondary	Secondary
Career Coach - RCC (King William; Middlesex HS)	No Focus	No Focus	Primary	No Focus
Career Coach - RCC (Lancaster HS)	Secondary	Secondary	Secondary	Secondary
Career Coach - RCC (Matthews; Gloucester HS)	Secondary	Secondary	Secondary	No Focus

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Access Provider Survey, College-Going Dispositions: Tours and Activities (Continued)

Access Provider Name	Private College Tours	Public College Tours	Career & Tech Schools	Cultural Activities
Career Coach - RCC (Rappahannock; Northumberland HS)	Secondary	Secondary	Primary	Secondary
Career Coach - RCC (Washington Lee HS)	Secondary	Primary	Primary	No Focus
Career Coach - SSVCC	No Focus	No Focus	Primary	No Focus
Career Coach - SSVCC	Secondary	Secondary	Secondary	Secondary
Career Coach - SSVCC (Amelia Co. HS)	Secondary	Primary	Primary	No Focus
Career Coach - SSVCC (Bluestone HS)	No Focus	No Focus	Primary	Secondary
Career Coach - SSVCC (Cumberland HS)	Secondary	Secondary	Secondary	No Focus
Career Coach - SSVCC (Halifax Co. HS)	No Focus	Primary	Primary	No Focus
Career Coach - SSVCC (Nottoway HS)	Secondary	Secondary	Secondary	No Focus
Career Coach - SSVCC (Prince Edward Co. HS)	Secondary	Secondary	Primary	Secondary
Career Coach - SWVCC (Castlewood; Lebanon)	Secondary	Secondary	Primary	Secondary
Career Coach - SWVCC (Council; Honaker HS)	Secondary	Secondary	Secondary	Secondary
Career Coach - SWVCC (Ervington; Haysi HS)	Secondary	Secondary	No Focus	Secondary
Career Coach - SWVCC (Richlands HS)	No Focus	No Focus	Primary	No Focus
Career Coach - SWVCC (Supervisor)	No Focus	Primary	Primary	Secondary
Career Coach - SWVCC (Twin Valley; Grundy HS)	No Focus	Secondary	Secondary	No Data
Career Coach - TCC	No Focus	Secondary	No Data	No Focus
Career Coach - TNCC (Lafayette HS)	No Focus	Secondary	Secondary	No Focus
Career Coach - TNCC (New Horizons Woodside; New Horizons Butler Farms Campus)	No Focus	Primary	Primary	Secondary
Career Coach - TNCC (Phoebus HS)	No Focus	Secondary	Primary	Secondary
Career Coach - TNCC (Warhill)	No Focus	Secondary	Secondary	No Focus
Career Coach - VHCC (Abingdon HS)	Secondary	Secondary	Secondary	No Focus
Career Coach - VHCC (Chilihowie; Northwood HS)	No Focus	Primary	Primary	No Focus
Career Coach - VHCC (Holston HS)	Secondary	Secondary	Primary	No Focus

Continued on next page

Access Provider Survey, College-Going Dispositions: Tours and Activities (Continued)

Access Provider Name	Private College Tours	Public College Tours	Career & Tech Schools	Cultural Activities
Career Coach - VHCC (John S. Battle HS)	Secondary	Secondary	Secondary	No Focus
Career Coach - VHCC (Patrick Henry - Washington Co.)	No Focus	No Focus	Primary	Primary
Career Coach - VHCC (Virginia HS; Neff Center for Science & Tech)	Secondary	Primary	Primary	Secondary
Career Coach - VWCC	Secondary	Secondary	Secondary	No Focus
Career Coach - VWCC (Patrick Henry - Roanoke Co.; William Flemming HS)	Secondary	Secondary	Primary	Primary
Career Coach - VWCC (Salem City; Craig Co. HS)	Secondary	Secondary	Primary	No Focus
Career Coach - WCC (Bland; Rocky Gap HS)	Secondary	Secondary	Primary	Secondary
Career Coach - WCC (Carroll HS)	Secondary	Primary	Secondary	No Focus
Career Coach - WCC (Fort Criswell HS; Wythe Co. Tech Center)	Primary	Primary	Primary	No Focus
Career Coach - WCC (Galax HS)	Primary	Primary	Primary	No Focus
Career Coach - WCC (Smyth Co. Career & Tech; Marion HS)	Secondary	Secondary	Secondary	No Focus
Clinch Valley Community Action	Primary	Primary	Primary	Secondary
Clinch Valley Community Action (Project Discovery)	Primary	Primary	Primary	Secondary
College Access Fairfax	No Focus	No Focus	Secondary	Secondary
College Guide Program	Primary	Primary	Secondary	Secondary
College Partnership Program	Primary	Primary	Secondary	Secondary
College Summit-National Capital Region	No Focus	Primary	Secondary	Primary
Dan River Information Technology Academy (DRITA)	Primary	Primary	Primary	No Focus
Delmarva Education Foundation College/Career Access Program	Secondary	Secondary	Primary	Secondary
Eastern Shore Area Agency on Aging/Community Action Agency (Project Discovery)	Secondary	Secondary	No Focus	No Focus
Fairfax Co. Office of Public Private Partnerships	Primary	Primary	Secondary	Primary
GEAR UP Danville	Primary	Primary	Secondary	Secondary
GEAR UP/ACCESS Virginia	Primary	Primary	Primary	Secondary
Greater Richmond Area Scholarship Program	No Focus	No Focus	Secondary	No Focus
Greensville County High School Gear Up Program	Primary	Primary	Primary	No Focus

Continued on next page

Access Provider Survey, College-Going Dispositions: Tours and Activities (Continued)

Access Provider Name	Private College Tours	Public College Tours	Career & Tech Schools	Cultural Activities
HOPE Community Services, Inc. (Project Discovery)	Primary	Primary	Primary	Primary
Mountain Community Action Program (Project Discovery)	Primary	Primary	Secondary	No Focus
New College Institute Educational Outreach	Secondary	Secondary	Secondary	No Focus
Next Step, The Rappahannock College and Career Access Program	Secondary	Primary	Primary	No Focus
Partnership for the Future	Primary	Primary	Secondary	No Focus
People Inc. of Southwest VA (Project Discovery)	Primary	Primary	Primary	Secondary
Pittsylvania County Community Action, Inc Project Discovery Program	Primary	No Focus	Secondary	No Focus
Project Discovery - Alexandria	Primary	Primary	Secondary	Secondary
Project Discovery of Virginia, Inc.	Primary	Primary	Primary	No Focus
Project Discovery/MACAA	Primary	Primary	Secondary	Primary
Project Discovery: Powhatan and Goochland	Primary	Primary	Secondary	No Focus
Richmond Community Action Program (Project Discovery)	Primary	Primary	Primary	No Focus
Southern Piedmont Educational Opportunity Center	Primary	Primary	Primary	No Focus
The Scholarship Fund of Alexandria	Secondary	Secondary	Secondary	No Focus
TheCollegePlace-Richmond	Secondary	No Focus	Secondary	Secondary
Total Action Against Poverty - (Project Discovery)	Primary	Primary	Primary	Secondary
Upward Bound/Talent Search	Secondary	Primary	Secondary	No Focus
Virginia Tech Opportunities Program	No Focus	Primary	No Focus	No Focus
Virginia Tidewater Consortium for Higher Education	Secondary	Secondary	Secondary	Secondary
Warren County College Access Network	Primary	Primary	Secondary	Secondary
Access Provider Name	**Private College Tours**	**Public College Tours**	**Career & Tech Schools**	**Cultural Activities**
	Totals:	**Totals:**	**Totals:**	**Totals:**
Primary Focus Totals (% of total):	28 (24.5%)	44 (39%)	55 (48%)	19 (17%)
Secondary Focus Totals (% of total):	48 (42%)	53 (46%)	51 (45%)	44 (39%)
No Focus Totals (% of total):	38 (33%)	17 (15%)	7 (6%)	50 (44%)
No Data Given Totals:	0	0	1	1

Appendix X

Access Provider Survey, College-Going Dispositions: Counseling and Guidance

Access Provider Name	Career Counseling	College Selection	Personal Life Counseling
ACCESS College Foundation	Secondary	Primary	Secondary
AccessUVa	Primary	Primary	Secondary
AHC Inc. (Project Discovery)	Secondary	Primary	No Focus
Career Coach - BRCC (Harrisonburg HS)	Primary	Primary	No Focus
Career Coach - PHCC (Martinsville HS)	Primary	Primary	Secondary
Career Coach - BRCC (Robert E Lee HS)	Secondary	Secondary	Primary
Career Coach - BRCC (Stewarts Draft HS)	Primary	Primary	Primary
Career Coach - BRCC (supervisor)	Primary	Secondary	No Focus
Career Coach - CVCC (EC Glass HS)	Primary	Primary	Secondary
Career Coach - CVCC (Heritage HS)	Primary	Secondary	Primary
Career Coach - CVCC (Jefferson Forest HS)	Primary	Secondary	Secondary
Career Coach CVCC (Staunton River; Liberty HS)	No Data	Primary	Secondary
Career Coach - CVCC/PVCC	Primary	Primary	No Focus
Career Coach - DCC/GEAR UP (Dan River/Gretna Sr. HS)	Primary	Primary	Secondary
Career Coach - DSLCC (Bath Co.; Alleghany HS)	Primary	Secondary	Secondary
Career Coach - DSLCC (Rockbridge; Parry McCluer HS's)	No Focus	Secondary	No Focus
Career Coach - GCC (Caroline HS)	Primary	Primary	No Focus
Career Coach - GCC (Eastern View; Culpepper Co. HS)	Primary	Primary	Primary
Career Coach - JTCC	Primary	Secondary	Secondary
Career Coach - JTCC (Hopewell HS)	Primary	Secondary	No Focus
Career Coach - JTCC (Meadowbrook HS)	Primary	Primary	Secondary
Career Coach - LFCC (James Wood HS)	Primary	Primary	Secondary
Career Coach - LFCC (Warren Co; Skyline HS)	Primary	Primary	Secondary
Career Coach - MECC (Appalachia; Pound; Powell; St. Paul HS)	Primary	Primary	Secondary
Career Coach - MECC (Clintwood; JJ Kelly; JI Burton HS)	Primary	Primary	Primary
Career Coach - MECC (Coeburn; Thomas Walker; Lee Co. Tech Center)	Primary	Primary	Secondary
Career Coach - MECC (Rye Cove; Gate City; Twin Springs HS)	No Data	Secondary	Secondary
Career Coach - NRCC (Floyd Co.; Auburn HS)	Primary	Secondary	Secondary
Career Coach - NRCC (Independence; Blacksburg; Eastern Montgomery HS)	Primary	Primary	Secondary
Career Coach - NRCC (Supervisor)	Primary	Primary	Secondary
Career Coach - NVCC	Primary	Secondary	Secondary

Continued on next page

Access Provider Survey, College-Going Dispositions: Counseling and Guidance (Continued)

Access Provider Name	Career Counseling	College Selection	Personal Life Counseling
Career Coach - NVCC (Arlington Co. Tech & Career Center)	Primary	Primary	Secondary
Career Coach - NVCC (Battlefield HS)	Primary	Secondary	Primary
Career Coach - NVCC (Osbourn; Manassas Park HS)	Primary	Primary	Primary
Career Coach - NVCC (Supervisor)	Primary	Secondary	Secondary
Career Coach - PDCCC (Franklin; Lakeland HS)	Primary	Secondary	Secondary
Career Coach - PVCC	Primary	Secondary	Secondary
Career Coach - PVCC (Charlottesville HS)	Primary	Secondary	Secondary
Career Coach - PVCC (Fluvanna HS)	Primary	Primary	Secondary
Career Coach - PVCC (Murray HS)	Primary	Primary	Secondary
Career Coach - PVCC (William Monroe HS)	Primary	Secondary	Secondary
Career Coach - RCC (Central HS)	Primary	Secondary	Secondary
Career Coach - RCC (King William; Middlesex HS)	Primary	Secondary	No Focus
Career Coach - RCC (Lancaster HS)	Primary	Primary	Secondary
Career Coach - RCC (Matthews; Gloucester HS)	Primary	Primary	No Focus
Career Coach - RCC (Rappahannock; Northumberland HS)	Primary	Primary	No Focus
Career Coach - RCC (Washington Lee HS)	Primary	Primary	No Focus
Career Coach - SSVCC	Primary	Primary	No Focus
Career Coach - SSVCC	Primary	Primary	Primary
Career Coach - SSVCC (Amelia Co. HS)	Primary	Primary	No Focus
Career Coach - SSVCC (Bluestone HS)	Primary	Primary	Primary
Career Coach - SSVCC (Cumberland HS)	Primary	Secondary	No Focus
Career Coach - SSVCC (Halifax Co. HS)	Primary	Primary	Secondary
Career Coach - SSVCC (Nottoway HS)	Primary	Secondary	No Focus
Career Coach - SSVCC (Prince Edward Co. HS)	Primary	Primary	Secondary
Career Coach - SWVCC (Castlewood; Lebanon)	Primary	Primary	Secondary
Career Coach - SWVCC (Council; Honaker HS)	Primary	Secondary	Secondary
Career Coach - SWVCC (Ervington; Haysi HS)	Primary	Primary	Secondary
Career Coach - SWVCC (Richlands HS)	Primary	Primary	No Focus
Career Coach - SWVCC (Supervisor)	Primary	Primary	Secondary
Career Coach - SWVCC (Twin Valley; Grundy HS)	Primary	Secondary	Secondary
Career Coach - TCC	Primary	Primary	No Focus
Career Coach - TNCC (Lafayette HS)	Secondary	Secondary	Secondary
Career Coach - TNCC (New Horizons Woodside; New Horizons Butler Farms Campus)	Primary	Primary	Secondary
Career Coach - TNCC (Phoebus HS)	Primary	Primary	No Focus
Career Coach - TNCC (Warhill)	Primary	Primary	No Focus
Career Coach - VHCC (Abingdon HS)	Primary	Primary	Secondary
Career Coach - VHCC (Chilihowie; Northwood HS)	Primary	Primary	No Focus
Career Coach - VHCC (Holston HS)	Primary	Primary	No Focus
Career Coach - VHCC (John S. Battle HS)	Primary	Primary	No Focus

Access Provider Survey, College-Going Dispositions: Counseling and Guidance (Continued)

Access Provider Name	Career Counseling	College Selection	Personal Life Counseling
Career Coach - VHCC (Patrick Henry - Washington Co.)	Primary	Primary	Primary
Career Coach - VHCC (Virginia HS; Neff Center for Science & Tech)	Primary	Primary	Secondary
Career Coach - VWCC	Primary	Primary	Secondary
Career Coach - VWCC (Patrick Henry - Roanoke Co.; William Flemming HS)	Primary	Secondary	Secondary
Career Coach - VWCC (Salem City; Craig Co. HS)	Primary	Primary	No Focus
Career Coach - WCC (Bland; Rocky Gap HS)	Primary	Primary	Primary
Career Coach - WCC (Carroll HS)	Primary	Primary	No Focus
Career Coach - WCC (Fort Criswell HS; Wythe Co. Tech Center)	Primary	Primary	No Focus
Career Coach - WCC (Galax HS)	Primary	Primary	Secondary
Career Coach - WCC (Smyth Co. Career & Tech; Marion HS)	Primary	Primary	No Focus
Clinch Valley Community Action	Primary	Primary	Secondary
Clinch Valley Community Action (Project Discovery)	Primary	Secondary	Primary
College Access Fairfax	No Focus	Secondary	Secondary
College Guide Program	No Focus	Primary	No Focus
College Partnership Program	Primary	Primary	Secondary
College Summit-National Capital Region	Primary	Primary	Primary
Dan River Information Technology Academy (DRITA)	Primary	Primary	No Focus
Delmarva Education Foundation College/Career Access Program	Primary	Primary	Primary
Eastern Shore Area Agency on Aging/Community Action Agency (Project Discovery)	Primary	Secondary	Secondary
Fairfax Co. Office of Public Private Partnerships	Primary	Primary	Primary
GEAR UP Danville	Primary	Primary	Secondary
GEAR UP/ACCESS Virginia	Primary	Primary	No Focus
Greater Richmond Area Scholarship Program	Primary	Primary	No Focus
Greensville County High School Gear Up Program	Primary	Primary	No Focus
HOPE Community Services, Inc. (Project Discovery)	Primary	Primary	Primary
Mountain Community Action Program (Project Discovery)	Secondary	Primary	No Focus
New College Institute Educational Outreach	Primary	Secondary	No Focus
Next Step, The Rappahannock College and Career Access Program	Primary	Primary	No Focus
Partnership for the Future	Secondary	Primary	No Focus
People Inc. of Southwest VA (Project Discovery)	Secondary	Primary	Secondary
Pittsylvania County Community Action, Inc Project Discovery Program	Primary	Primary	Primary

Access Provider Survey, College-Going Dispositions: Counseling and Guidance (Continued)

Access Provider Name	Career Counseling	College Selection	Personal Life Counseling
Project Discovery - Alexandria	Primary	Primary	Secondary
Project Discovery of Virginia, Inc.	Secondary	Primary	No Focus
Project Discovery/MACAA	Secondary	Primary	Primary
Project Discovery: Powhatan and Goochland	Secondary	Primary	Secondary
Richmond Community Action Program (Project Discovery)	Secondary	Primary	Secondary
Southern Piedmont Educational Opportunity Center	Primary	Primary	Secondary
The Scholarship Fund of Alexandria	Secondary	Primary	No Focus
TheCollegePlace-Richmond	Secondary	Primary	No Focus
Total Action Against Poverty - (Project Discovery)	Primary	Primary	Secondary
Upward Bound/Talent Search	Primary	Primary	No Focus
Virginia Tech Opportunities Program	Secondary	Primary	No Focus
Virginia Tidewater Consortium for Higher Education	Primary	Secondary	Secondary
Warren County College Access Network	Primary	Primary	Secondary
Totals:	**Career Counseling**	**College Selection**	**Personal Life Counseling**
Primary Focus Totals (% of total):	95 (85%)	84 (74%)	18 (16%)
Secondary Focus Totals (% of total):	14 (12%)	30 (26%)	56 (49%)
No Focus Totals (% of total):	3 (3%)	0	40 (35%)
No Data Given Totals:	2	0	0

Appendix Y

Access Provider Survey, College-Going Dispositions: Familial and Support Programs

Access Provider Name	Family Prep for 1st Gen Students	Parental Programs	Foster Child Issues	HS/College Transition Support
ACCESS College Foundation	Secondary	Secondary	Secondary	Primary
AccessUVa	Primary	Primary	No Focus	Primary
AHC Inc. (Project Discovery)	No Focus	Secondary	No Focus	No Focus
Career Coach - BRCC (Harrisonburg HS)	Primary	Secondary	No Focus	Primary
Career Coach - PHCC (Martinsville HS)	Secondary	Secondary	No Focus	Primary
Career Coach - BRCC (Robert E Lee HS)	Primary	Primary	No Focus	Primary
Career Coach - BRCC (Stewarts Draft HS)	Primary	Primary	Secondary	Secondary
Career Coach - BRCC (supervisor)	No Focus	Primary	No Focus	Primary
Career Coach - CVCC (EC Glass HS)	Primary	Secondary	No Focus	Secondary
Career Coach - CVCC (Heritage HS)	Primary	Secondary	No Focus	Secondary
Career Coach - CVCC (Jefferson Forest HS)	Primary	No Focus	Primary	Primary
Career Coach CVCC (Staunton River; Liberty HS)	Primary	Secondary	Secondary	Secondary
Career Coach - CVCC/PVCC	No Focus	No Focus	No Focus	Primary
Career Coach - DCC/GEAR UP (Dan River/Gretna Sr. HS)	Primary	Primary	Secondary	Primary
Career Coach - DSLCC (Bath Co.; Alleghany HS)	Primary	Primary	Secondary	Secondary
Career Coach - DSLCC (Rockbridge; Parry McCluer HS's)	Primary	Primary	No Focus	Primary
Career Coach - GCC (Caroline HS)	Secondary	Secondary	Secondary	Secondary
Career Coach - GCC (Eastern View; Culpepper Co. HS)	Primary	Primary	Secondary	Primary
Career Coach - JTCC	Secondary	Primary	Secondary	Secondary
Career Coach - JTCC (Hopewell HS)	Primary	Secondary	No Focus	Secondary
Career Coach - JTCC (Meadowbrook HS)	Primary	Primary	Primary	Secondary
Career Coach - LFCC (James Wood HS)	Primary	Primary	Secondary	Secondary

Access Provider Survey, College-Going Dispositions: Familial and Support Programs (Continued)

Access Provider Name	Family Prep for 1st Gen Students	Parental Programs	Foster Child Issues	HS/College Transition Support
Career Coach - LFCC (Warren Co; Skyline HS)	Secondary	Secondary	Secondary	Secondary
Career Coach - MECC (Appalachia; Pound; Powell; St. Paul HS)	Primary	Secondary	Secondary	Primary
Career Coach - MECC (Clintwood; JJ Kelly; JI Burton HS)	Primary	Primary	No Focus	Primary
Career Coach - MECC (Coeburn; Thomas Walker; Lee Co. Tech Center)	Primary	Secondary	Secondary	Secondary
Career Coach - MECC (Rye Cove; Gate City; Twin Springs HS)	Secondary	No Focus	No Focus	Secondary
Career Coach - NRCC (Floyd Co.; Auburn HS)	Primary	Secondary	Secondary	Secondary
Career Coach - NRCC (Independence; Blacksburg; Eastern Montgomery HS)	Secondary	Secondary	No Focus	Secondary
Career Coach - NRCC (Supervisor)	Secondary	Secondary	Secondary	Primary
Career Coach - NVCC	Primary	Secondary	No Focus	Secondary
Career Coach - NVCC (Arlington Co. Tech & Career Center)	No Focus	No Focus	No Focus	Primary
Career Coach - NVCC (Battlefield HS)	Primary	Primary	Primary	Primary
Career Coach - NVCC (Osbourn; Manassas Park HS)	Secondary	Secondary	No Focus	Secondary
Career Coach - NVCC (Supervisor)	Secondary	Primary	Secondary	Primary
Career Coach - PDCCC (Franklin; Lakeland HS)	Secondary	Secondary	Primary	Secondary
Career Coach - PVCC	Primary	Primary	Secondary	Primary
Career Coach - PVCC (Charlottesville HS)	No Focus	No Focus	Secondary	Secondary
Career Coach - PVCC (Fluvanna HS)	Secondary	Secondary	Secondary	Primary
Career Coach - PVCC (Murray HS)	Primary	Secondary	Secondary	Secondary
Career Coach - PVCC (William Monroe HS)	Secondary	No Focus	Secondary	Secondary
Career Coach - RCC (Central HS)	Secondary	Secondary	Secondary	Secondary
Career Coach - RCC (King William; Middlesex HS)	Secondary	Secondary	No Focus	Secondary
Career Coach - RCC (Lancaster HS)	Primary	Primary	Primary	Primary

Access Provider Survey, College-Going Dispositions: Familial and Support Programs (Continued)

Access Provider Name	Family Prep for 1st Gen Students	Parental Programs	Foster Child Issues	HS/College Transition Support
Career Coach - RCC (Matthews; Gloucester HS)	No Focus	No Focus	No Focus	No Focus
Career Coach - RCC (Rappahannock; Northumberland HS)	Secondary	Secondary	No Focus	Primary
Career Coach - RCC (Washington Lee HS)	Secondary	Secondary	Secondary	Primary
Career Coach - SSVCC	No Focus	No Focus	No Focus	Secondary
Career Coach - SSVCC	Secondary	No Focus	Secondary	Primary
Career Coach - SSVCC (Amelia Co. HS)	Secondary	No Focus	No Focus	Secondary
Career Coach - SSVCC (Bluestone HS)	Secondary	Secondary	Secondary	Secondary
Career Coach - SSVCC (Cumberland HS)	Primary	Primary	No Focus	No Focus
Career Coach - SSVCC (Halifax Co. HS)	Primary	Primary	Secondary	Primary
Career Coach - SSVCC (Nottoway HS)	Secondary	Secondary	No Focus	Primary
Career Coach - SSVCC (Prince Edward Co. HS)	Primary	Primary	Secondary	Primary
Career Coach - SWVCC (Castlewood; Lebanon)	No Focus	No Focus	No Focus	Secondary
Career Coach - SWVCC (Council; Honaker HS)	No Data	Secondary	No Focus	Secondary
Career Coach - SWVCC (Ervington; Haysi HS)	Secondary	Secondary	Primary	Primary
Career Coach - SWVCC (Richlands HS)	Secondary	No Focus	No Focus	Primary
Career Coach - SWVCC (Supervisor)	Secondary	Secondary	No Focus	Secondary
Career Coach - SWVCC (Twin Valley; Grundy HS)	Primary	Primary	Secondary	Primary
Career Coach - TCC	Secondary	Secondary	No Focus	Primary
Career Coach - TNCC (Lafayette HS)	Secondary	No Focus	Secondary	Primary
Career Coach - TNCC (New Horizons Woodside; New Horizons Butler Farms Campus)	Secondary	Secondary	Secondary	Secondary
Career Coach - TNCC (Phoebus HS)	Secondary	Secondary	No Focus	Secondary
Career Coach - TNCC (Warhill)	No Focus	No Focus	No Focus	Secondary
Career Coach - VHCC (Abingdon HS)	Primary	Primary	Secondary	Primary
Career Coach - VHCC (Chilihowie; Northwood HS)	No Focus	No Focus	No Focus	Primary

Continued on next page

Access Provider Survey, College-Going Dispositions: Familial and Support Programs (Continued)

Access Provider Name	Family Prep for 1st Gen Students	Parental Programs	Foster Child Issues	HS/College Transition Support
Career Coach - VHCC (Holston HS)	Primary	Primary	No Focus	Secondary
Career Coach - VHCC (John S. Battle HS)	No Focus	No Focus	No Focus	Secondary
Career Coach - VHCC (Patrick Henry - Washington Co.)	Primary	Secondary	Primary	Primary
Career Coach - VHCC (Virginia HS; Neff Center for Science & Tech)	Primary	Primary	Secondary	Primary
Career Coach - VWCC	No Focus	Primary	Secondary	Secondary
Career Coach - VWCC (Patrick Henry - Roanoke Co.; William Flemming HS)	Secondary	Secondary	Secondary	Secondary
Career Coach - VWCC (Salem City; Craig Co. HS)	No Focus	Secondary	No Focus	Secondary
Career Coach - WCC (Bland; Rocky Gap HS)	Primary	Primary	Secondary	Primary
Career Coach - WCC (Carroll HS)	No Focus	Secondary	No Focus	No Focus
Career Coach - WCC (Fort Criswell HS; Wythe Co. Tech Center)	No Focus	Secondary	Secondary	No Focus
Career Coach - WCC (Galax HS)	Secondary	No Focus	No Focus	Secondary
Career Coach - WCC (Smyth Co. Career & Tech; Marion HS)	Secondary	Secondary	No Focus	No Focus
Clinch Valley Community Action	Secondary	Secondary	Primary	Primary
Clinch Valley Community Action (Project Discovery)	Primary	Primary	Secondary	No Focus
College Access Fairfax	Secondary	Secondary	Primary	Secondary
College Guide Program	Secondary	Secondary	No Focus	Primary
College Partnership Program	Secondary	Secondary	Secondary	Primary
College Summit-National Capital Region	Primary	Secondary	Primary	Primary
Dan River Information Technology Academy (DRITA)	Secondary	No Focus	No Focus	Primary
Delmarva Education Foundation College/Career Access Program	Secondary	No Focus	Secondary	Primary
Eastern Shore Area Agency on Aging/Community Action Agency (Project Discovery)	Primary	Primary	Secondary	Secondary
Fairfax Co. Office of Public Private Partnerships	Primary	Primary	Primary	Primary
GEAR UP Danville	Secondary	Secondary	No Focus	Secondary
GEAR UP/ACCESS Virginia	Secondary	Secondary	No Focus	Primary
Greater Richmond Area Scholarship Program	No Focus	Secondary	No Focus	Secondary

Continued on next page

Access Provider Survey, College-Going Dispositions: Familial and Support Programs (Continued)

Access Provider Name	Family Prep for 1st Gen Students	Parental Programs	Foster Child Issues	HS/College Transition Support
Greensville County High School GEAR UP Program	Secondary	Secondary	No Focus	Secondary
HOPE Community Services, Inc. (Project Discovery)	Primary	Primary	Primary	Primary
Mountain Community Action Program (Project Discovery)	Secondary	Secondary	No Focus	Primary
New College Institute Educational Outreach	No Focus	Secondary	No Focus	Primary
Next Step, The Rappahannock College and Career Access Program	Secondary	Secondary	No Focus	Secondary
Partnership for the Future	No Focus	No Focus	Secondary	No Focus
People Inc. of Southwest VA (Project Discovery)	Secondary	Secondary	Secondary	No Focus
Pittsylvania County Community Action, Inc Project Discovery Program	Primary	Primary	Secondary	Primary
Project Discovery - Alexandria	Secondary	Secondary	Secondary	Secondary
Project Discovery of Virginia, Inc.	No Focus	No Focus	No Focus	Secondary
Project Discovery/MACAA	Primary	Secondary	No Focus	Primary
Project Discovery: Powhatan and Goochland	Primary	Primary	No Focus	Primary
Richmond Community Action Program (Project Discovery)	Primary	Secondary	Primary	Secondary
Southern Piedmont Educational Opportunity Center	Secondary	Secondary	No Focus	Secondary
The Scholarship Fund of Alexandria	No Data	No Data	No Focus	Secondary
TheCollegePlace-Richmond	Primary	Secondary	No Focus	Primary
Total Action Against Poverty - (Project Discovery)	Secondary	Secondary	Secondary	No Focus
Upward Bound/Talent Search	Secondary	Secondary	No Focus	Primary
Virginia Tech Opportunities Program	No Focus	No Focus	Secondary	Secondary
Virginia Tidewater Consortium for Higher Education	Secondary	Secondary	Secondary	No Focus
Warren County College Access Network	Secondary	Secondary	Secondary	Primary
Totals:	**Family Prep for 1st Gen Students:**	**Parental Programs:**	**Foster Child Issues:**	**HS/College Transition Support:**
Primary Focus Totals (% of total):	43 (38%)	31 (27%)	13 (11%)	53 (46%)
Secondary Focus Totals (% of total):	49 (44%)	60 (53%)	47 (41%)	50 (44%)
No Focus Totals (% of total):	20 (18%)	22 (20%)	54 (47%)	11 (10%)
No Data Given Totals:	2	1	0	0

Appendix Z

Group Providers by Region and District(s) Served

*Asterisk denotes providers who completed access survey

Provider	Region(s)	District
ACCESS College Foundation*	8, 10	Chesapeake City Norfolk City Portsmouth City Suffolk City Virginia Beach City
AccessUVa*	VA	
AHC Inc. (Project Discovery)*		Arlington County Fairfax County
Alexandria Office of Youth Services (Project Discovery)*	4	Alexandria City
Alexandria, The Scholarship Fund of*	4	Alexandria City
Another Way Tutorial Program	6	Richmond City
Arlington Community Action Program	4	Arlington County
Arlington Employment Center	4	Arlington County
Center for Academic Enrichment and Excellence	1	Montgomery County
Clinch Valley Community Action (Project Discovery)*	1	Tazewell County
College Access Fairfax*	4	Fairfax County
College Guide Program*	1, 3, 4, 5, 6, 7, 10	Alexandria City Charlottesville City Danville City Fluvanna County Greene County Louisa County Martinsville City Nelson County Patrick County Pittsylvania County Richmond City Warren County Washington County
College Orientation Workshop, Inc.	2	Rockbridge County
College Partnership Foundation (Fairfax)*	4	Fairfax County

Continued on next page

Group Providers by Region and District(s) Served (Continued)

*Asterisk denotes providers who completed access survey

Provider	Region(s)	District
College Summit-National Capital Region*	4	Alexandria City Arlington County
Dan River Information Technology Academy*	7, 10	Danville City Halifax County Henry County Martinsville City Pittsylvania County
Delmarva Education Foundation*	9	Accomack County Northampton County
Early Identification Program	1, 4	Fairfax County Washington County
Eastern Shore Area Agency on Aging and Community Action (Project Discovery)*	9	Accomack County Northampton County
ECMC Foundation	VA	
Fairfax County Office of Public Private Partnerships (Project Discovery)*	4	Fairfax County
Greater Richmond Area Scholarship Program (Project Discovery)*	5, 6, 9	Charles City County Chesterfield County Goochland County Hanover County Henrico County New Kent County Powhatan County Richmond City
HOPE Community Services, Inc (Project Discovery)*	5, 7	Amelia County Buckingham County Cumberland County Prince Edward County
Improvement Association, The (Head Start)	8	Greensville County
Institute for Advanced Learning and Research	7, 10	Danville City Pittsylvania County
Jack Kent Cooke Foundation	4	Loudoun County
Loudoun Youth Inc. (Project Discovery)	4	Loudoun County
Lynchburg Community Action Group, Inc (Project Discovery)	7	Lunenburg County Lynchburg City

Continued on next page

Group Providers by Region and District(s) Served (Continued)

*Asterisk denotes providers who completed access survey

Provider	Region(s)	District
MACAA/Project Discovery*	5	Albemarle County Charlottesville City Fluvanna County Nelson County
McNair Scholars Program (TRIO Program)	VA	
Mountain Community Action Program (Project Discovery)*	1	Wythe County
Multicultural Academic Opportunities Program	1	Montgomery County
National College Access Network	VA	
Nelnet Foundation	VA	
New College Institute Educational Outreach*	1, 7	Henry County Martinsville City Patrick County
Next Step, The Rappahannock College and career Access Program*	4	Rappahannock County
Partnership for the Future*	6	Henrico County Richmond City
Pathways to the Baccalaureate	4	Alexandria County Arlington County Fairfax County Loudoun County
Patrick County Education Foundation	1	Patrick County
People Incorporated of Southwest Virginia (Project Discovery)*	1	Bristol City Buchanan County Russell County Washington County
Pittsylvania County Community Action Agency (Project Discovery) (GEAR Up)*	7, 10	Danville City Pittsylvania County
Powhatan-Goochland Community Action Agency, Inc. (Project Discovery)*	5	Goochland County Powhatan County
Richmond Community Action Program, Inc. (Project Discovery)*	6	Chesterfield County Henrico County
Roanoke Higher Education Center (Project Discovery)	2	Roanoke City Roanoke County
Skyline Community Action Program, Inc. (Project Discovery)	5	Madison County

Continued on next page

Group Providers by Region and District(s) Served (Continued)

*Asterisk denotes providers who completed access survey

Provider	Region(s)	District
Southern Piedmont Educational Opportunity Center*	1, 7, 10	Danville City Franklin County Halifax County Henry County Martinsville City Patrick County Pittsylvania County
STEP, Inc. (Project Discovery)	1	Patrick County
Sussex-Surry-Greensville Improvement Association	8	Greensville County Surry County Sussex County
TheCollegePlace - Manassas	4	Manassas City
TheCollegePlace - Richmond*	5, 6, 8	Chesterfield County Hanover County Petersburg City
The STOP Organization: The Project Discovery Program	10	Norfolk City
Total Action Against Poverty (Project Discovery)*	2	Alleghany County Covington City Craig County Roanoke City Roanoke County Salem City
Virginia Association for Student Financial Administration (VASFAA)	VA	
Virginia Tech Opportunities Program*	VA	
Virginia Tidewater Consortium for Higher Education *	8, 9, 10	Accomack County Chesapeake City Franklin City Hampton City Isle of Wight County Newport News City Norfolk City Northampton County Portsmouth City Suffolk City Virginia Beach City Williamsburg-James City County

Group Providers by Region and District(s) Served (Continued)

*Asterisk denotes providers who completed access survey

Provider	Region(s)	District
Warren County College Access Network*	3	Warren County
Whitefield Commons Community Resource Center	4	Arlington County
Williamsburg-James City County Project Discovery	10	Williamsburg-James City County

VA - Denotes the program operates within the Commonwealth, but does not service any particular district

*Denotes Access Providers who participated in the College Access Provider Survey

Appendix AA

Career Coaches by Region and District

Coach Hub Institution (Number of Coaches)	Region	District
Career Coach: Blue Ridge CC (4)*	2, 3, 4	Augusta County Fairfax County Harrisonburg City Rockingham County
Career Coach: Central Virginia CC (5)*	7	Appomattox County Bedford County Lynchburg City
Career Coach: Dabney S. Lancaster CC (3)*	2	Alleghany County Bath County Botetourt County Buena Vista City Covington City Rockbridge County
Career Coach: Danville CC (3)	7, 10	Danville City
		Pittsylvania County
Career Coach: Eastern Shore CC (2)	9	Accomack County Northampton County
Career Coach: Germanna CC (2)*	4	Caroline County Culpeper County
Career Coach: J. Sargeant Reynolds CC (2)	6	Henrico County Richmond City
Career Coach: John Tyler CC (5)*	6, 8	Chesterfield County Hopewell City Petersburg City Sussex County
Career Coach: Lord Fairfax CC (2)*	3	Frederick County Warren County
Career Coach: Mountain Empire CC (4)*	1	Dickenson County Lee County Norton City Scott County Wise County

Career Coaches by Region and District (Continued)

Coach Hub Institution (Number of Coaches)	Region	District
Career Coach: New River CC (5)*	1	Floyd County Montgomery County Pulaski County Radford City
Career Coach: Northern Virginia CC (9)*	4	Alexandria City Arlington County Fairfax County Loudoun County Manassas Park City Prince William County
Career Coach: Patrick Henry CC (4)*	1, 7	Franklin County Henry County Martinsville City Patrick County
Career Coach: Paul D. Camp CC (2)*	8	Franklin City Isle of Wight County Southampton County Suffolk City
Career Coach: Piedmont Virginia CC (6)*	5	Albemarle County Charlottesville City Fluvanna County Greene County Louisa County Nelson County
Career Coach: Rappahannock CC (6)*	9	Gloucester County King and Queen County King William County Lancaster County Mathews County Middlesex County Northumberland County Richmond County Westmoreland County

Continued on next page

Career Coaches by Region and District (Continued)

Coach Hub Institution (Number of Coaches)	Region	District
Career Coach: Southside Virginia CC (12)*	5, 7, 8	Amelia County Brunswick County Buckingham County Charlotte County Cumberland County Greensville County Halifax County Lunenburg County Mecklenburg County Prince Edward County
Career Coach: South West Virginia CC (7)*	1, 5	Buckingham County Dickenson County Russell County Tazewell County
Career Coach: Tidewater CC (3)*	10	Chesapeake City Norfolk City Portsmouth City Virginia Beach City
Career Coach: Thomas Nelson CC (5)*	10	Hampton City Newport News City Williamsburg-James City County
Career Coach: Virginia Highlands CC (6)*	1	Bristol City Smyth County Washington County
Career Coach: Virginia Western CC (5)*	1, 2	Bland County Botetourt County Craig County Grayson County Patrick County Roanoke City Roanoke County Salem City
Career Coach: Wytheville CC (6)*	1	Carroll County Galax City Smyth County Wythe County

*Denotes Career Coaches who participated in the College Access Provider Survey

Appendix BB

GEAR UP by Region and District

Provider	Region(s)	District
GEAR UP - SCHEV	1, 2, 4, 5, 6, 7, 8, 9, 10	Buchanan County Charlotte County Charlottesville City Chesterfield County Cumberland County Danville City* Grayson County Greensville County Hopewell City King and Queen County Lynchburg City Martinsville City Norton City Nottoway County Patrick County Petersburg City Pittsylvania County Prince Edward County Prince William County Pulaski County Rockbridge County Scott County Smyth County Sussex County Washington County Westmoreland County

*Denotes Access Providers who participated in the College Access Provider Survey

Appendix CC

Talent Search by Region and District

Talent Search Office	Region(s)	Districts
Dabney S. Lancaster Community College	2	Alleghany County Bath County Botetourt County Buena Vista City Covington City Rockbridge County
Hampton University	8, 9, 10	Gloucester County Isle of Wight County Newport News City Poquoson City Suffolk City Williamsburg-James City County York County
Mountain Empire Community College	1	Lee County Norton City Scott County Wise County
Virginia Highlands Community College	1	Bristol City Smyth County Washington County
Virginia Tech	1, 7	Floyd County Franklin County Galax City Giles County Grayson County Henry County Lynchburg City Martinsville City Montgomery County Patrick County Pulaski County Tazewell County Wythe County
Wytheville Community College	1	Bland County Carroll County Grayson County Smyth County
York County	10	Hampton University

Appendix DD: Access Group Provider Directory

ACCESS College Foundation
7300 Newport Avenue, Suite 505
Norfolk, VA   23505
(757) 962-6113
www.accesscollege.org

Access UVA
P.O. Box 400160
Charlottesville, VA 22904
(434) 982-6705
http://www.virginia.edu/accessuva/

AHC Inc. - Project Discovery
2230 N. Fairfax Drive Suite 100
Arlington, VA 22201
(703) 486.0626 ext. 154
www.ahcinc.org

Another Way Tutorial Program
1021 Oliver Hill Way
Richmond, VA 23219
(804) 788-0050

Arlington Community Action Program
3829 N Stafford St
Arlington, VA 20227
(703) 351-6238

Arlington Employment Center
3033 Wilson Blvd # 400A
Arlington, VA 22201-3843
(703) 228-1400
www.arlingtonva.us

CAPUP - Project Discovery
1021 Oliver Hill Way
Richmond, VA 23219
(804) 788-0050
www.projectdiscovery.org

**CAPUP -
Project Discovery: Powhatan and
Goochland**
1021 Oliver Hill Way
Richmond, VA 23219
(804) 788-0050
www.projectdiscovery.org

**Center for Academic Enrichment and
Excellence – Virginia Tech**
110 Femoyer Hall (0276)
Blacksburg, VA 24061
(540) 231-5499
http://www.caee.vt.edu/

Clinch Valley - Project Discovery
200 E. Riverside Dr.
North Tazewell, VA 24630
(276) 988-5583
clinchvalleycaa.org

College Access Fairfax
8115 Gatehouse Road
Suite 1512
Falls Church, VA 22042
(703) 250-8764
http://www.collegeaccessfairfax.org

College Guide Program - UVA
230 Rugby Road,
P.O. Box 400889
Charlottesville, VA 22904-4889
(434) 924-7612
www.virginia.edu/collegeguides

College Orientation Workshop – VMI
Virginia Military Institute
Department of Physical Education
Room 320
Lexington, VA 24450
(540) 464-7575
http://cow4life.org/

College Partnership Program
8115 Gatehouse Road
Suite 4700
Falls Church, VA 22042
(571) 423-4410
http://www.fcps.edu/ss/StudentServices/CollegePartnership/index.htm

College Summit-National Capital Region
415 Michigan Ave, NW
Suite 350
Washington, DC 20017
(202) 269-0638
www.collegesummit.org

Dan River Information Technology Academy (DRITA)
150 Slayton Ave
Danville,VA 24540
(434) 766-6786
www.danriverita.org

Delmarva Education Foundation College/Career Access Program (DEF-CCAP)
122 S. Division Street,
Salisbury, MD 21801
(410) 219-3336
http://www.delmarvaed.org

Early Identification Program – George Mason University
4400 University Drive, MSN 2A7
Fairfax, VA 22030
(703) 993-3128
http://www.gmu.edu/depts/unlife/eip

Eastern Shore Area Agency on Aging/Community Action Agency - Project Discovery
5432 Bayside Road
Exmore, Va. 23350
(757) 442-96522

ECMC Foundation (The College Place)
1 Imation Place
Building 2
Oakdale, MN 55128
(866) 336-3262
http://www.ecmcfoundation.org/

Educational Talent Search Program (TRIO Program)
U.S. Department of Education,
OPE Higher Education Programs
1990 K Street, N.W., Suite 7000
Washington, DC 20006-8510
(202) 502-7600
http://www.ed.gov/programs/triotalent/index .html

Fairfax County Office of Public Private Partnerships
12000 Government Center Parkway   Suite 432
Fairfax, VA 22035
(703) 324-5171
http://www.fairfaxcounty.gov/partnerships/

Gear Up – SCHEV
James Monroe Building
101. N. 14th. St.
Richmond, VA 23219
(804) 225-2600
http://www.schev.edu/k12/GearUp/default.a sp

Greater Richmond Area Scholarship Program
4551 Cox Road
Suite 110
Glen Allen, VA 23060
(804) 527-7785
www.GRASP4Virginia.com

HOPE Community Services - Project Discovery
103 South Main Street
Farmville, Va. 23901
(434) 315-8990 ext. 244

The Improvement Association
1750 E Atlantic St
Emporia, VA 23847-6584
(434) 336-9805

Institute for Advanced Learning and Research
150 Slayton Avenue
Danville, Virginia 24540

(434) 766-6700
http://www.ialr.org/
Jack Kent Cooke Foundation
44325 Woodridge Parkway Lansdowne,
Virginia 20176
http://www.jkcf.org/

Loudoun Youth Inc. - Project Discovery

43240 Preston Ct
Ashburn, VA 20147
(703) 777-0697
http://www.loudounyouth.org/

**Lynchburg Community Action Group,
Inc. - Project Discovery**
926 Commerce Street
Lynchburg, VA 24504
(434) 846-2778
http://www.lyncag.org/

MACAA - Project Discovery
1025 Park Street
Charlottesville, VA. 22901
(434) 295-3171
www.projectdiscovery.org

**McNair Scholars Program (TRIO
Program)**
U.S. Department of Education,

OPE Higher Education Programs

1990 K Street, N.W., Suite

7000 Washington, DC 20006-8510

(202) 502-7600
http://www.ed.gov/programs/triomcnair/inde
x.html

**Multicultural Academic Opportunities
Program – Virginia Tech**
110 Femoyer Hall (0276)
Blacksburg, VA 24061
(540)231-5023
http://www.maop.vt.edu/

**Mountain Community Action Program -
Project Discovery**
602 S. Iron Street
Marion, VA 24354
(276) 783-7337

National College Access Network
1001 Connecticut Avenue, NW, Suite 632
Washington, DC 20036
(202) 347-4848
http://www.collegeaccess.org/

Nelnet Foundation
http://www.nelnet.com/
New College Institute
30 Franklin Street
Martinsville, VA 24112
(276) 403-5611
http://www.newcollegeinstitute.org

Next Step
PO Box 68
Washington, VA 22747
(540) 987-8335

**The Office of Human Affairs, Children's
Services – Project Discovery**
616 – 16th Street
Newport News, VA 23607
(757) 247-1566
http://www.ohainc.org

Partnership for the Future
4600 Cox Road
Glen Allen, VA 23060
(804) 967-2559
www.partnershipforthefuture.org
Pathway to the Baccalaureate Program
8333 Little River Turnpike, CG 222
Annandale, VA 22003
(703) 323-3359
http://www.nvcc.edu/academics/Pathway

Patrick County Education Foundation
PO Box 497, 105 Stonewall Court
Stuart, VA 24171
(276) 694-7233
http://www.patrickfoundation.net/

People Incorporated - Project Discovery
1173 West Main Street
Abingdon, VA   24210
(276) 619-2249
www.peopleinc.net

**Pittsylvania County Community Action,
Inc Project Discovery Program**
13995 US Hwy 29
Suite 400
Chatham, VA 24531
(434) 432-4257
www.pccainc.org

**Powhatan-Goochland Community Action
Agency, Inc. - Project Discovery**
3930 Anderson Hwy
Powhatan, VA 23139
(804) 598-3351
www.projectdiscovery.org

Project Discovery of Virginia, Inc.
1200 Electric Rd.
Salem, VA 24153
(540) 389-9900
www.projectdiscovery.org

**Roanoke Higher Education Center –
Project Discovery**
108 N Jefferson St
Roanoke, VA 24016
(540) 767-6000
www.education.edu

The Scholarship Fund of Alexandria
3330 King Street
Alexandria, VA 22302
(703) 824-6730

Skyline Community Action Program
P.O. Box 588
Madison, Virginia 22727
(540) 948-2237
www.skylinecap.org

**Southern Piedmont Educational
Opportunity Center**
1008 South Main Street
Danville, VA 24541
(434) 797-8577
www.dcc.vccs.edu

STEP, Inc. – Project Discovery
200 Dent St
Rocky Mount, VA 24151

(540) 483-5142
www.stepinc.com

The STOP Organization
2551 Almeda Avenue
Norflok, VA 23513
(757) 858-1360
http://www.stopinc.org/

**Sussex-Surry-Greensville Improvement
Association – Project Discovery**
408 School St
Waverly, VA 23890-5014
(804) 834-8651
http://www.impassoc.org/Contact.html

**Total Action Against Poverty - Project
Discovery**
108 N Jefferson St
Suite 303
Roanoke, Va. 24001
(540) 767-6224

The College Place - Manassas
9401 Centreville Road, Suite 200
Manassas, VA 20110
(703) 368-3729
http://www.thecollegeplace.com/

The College Place - Richmond
120 S. Linden St.
Box 843062
Richmond, VA, 23284
(804) 827-1755
http://www.thecollegeplace.com/

Upward Bound/Talent Search
Hillcrest Hall
Virginia Tech
Blacksburg, VA 24061
(540) 231-6911
www.ubts.vt.edu

**Virginia Association for Student
Financial Administration**
http://www.vasfaa.org/

**Virginia Tidewater Consortium
for Higher Education**
4900 Powhatan Avenue
Norfolk, Virginia
(757) 683-3183
www.vtc.odu.edu

Virginia Tech Opportunities Program
110 Femoyer Hall
Virginia Tech
Blacksburg, VA 24061
(540) 231-5499
www.caee.vt.edu

Warren County College Access Network
23 S. Royal Ave (Rear)
Front Royal, VA 22630
(540) 635-4144 x. 44232

**Whitefield Commons Community
Resource Center**
106 N. Thomas St.
Arlington, VA 22203
(703) 465-5001
http://www.wesleyhousing.org/

**Williamsburg-James City County
Community Action Agency - Project
Discovery**
312 Waller Mill Rd.
Williamsburg, VA 23185
(757) 229-9332
http://www.actionagency.org/

Career Coach Supervisors

Blue Ridge Community College
Supervisor: Lester Smith
Box 80, One College Lane
Weyers Cave, VA 24486
(540) 453-2346
smithl@brcc.edu

Central Virginia Community College
Supervisor: Judy Graves
3506 Wards Road
Lynchburg, Virginia 24502
(434) 832-7891
GravesJ@cvcc.vccs.edu

Dabney S. Lancaster Community College
Supervisor: Joyce Broughman
Post Office Box 1000
1000 Dabney Drive
Clifton Forge, Virginia 24422-1000
(540) 863-2923
jbroughman@dslcc.edu

Dabney S. Lancaster Community College
Supervisor: Gary Keener
Post Office Box 1000
1000 Dabney Drive
Clifton Forge, Virginia 24422-1000(540)
(540) 863-2900

gkeener@dslcc.edu

Danville Community College
Supervisor: Christy Yaple
1008 S. Main Street
Danville, Virginia 24541
(434) 797-8520
cyaple@dcc.vccs.edu

Eastern Shore Community College
Supervisor: Teresa Guy
29300 Lankford Highway
Melfa, Virginia 23410
(757) 789-1790
tguy@es.vccs.edu

Germanna Community College
Supervisor: Pamela Frederick

1000 Germanna Point Drive

Fredericksburg, Virginia 22408
(540) 423-9125
pfrederick@germanna.edu

J. Sargeant Reynolds Community College
Supervisor: Tracy Green
Post Office Box 85622
Richmond, Virginia 23285-5622
(804) 523-5789
tgreen@reynolds.edu

John Tyler Community College
Supervisor: Michelle Tindall
13101 Jefferson Davis Highway Chester,
Virginia 23831
(804) 706-5228
mtindall@jtcc.edu

Lord Fairfax Community College
Supervisor: Brenda Byard

173 Skirmisher Lane

Middletown, Virginia 22645
(540) 868-7208
bbyard@lfcc.edu

Mountain Empire Community College
Supervisor: Connie Rhoton

3441 Mountain Empire Road

Big Stone Gap, Virginia 24219
(276) 523-2400 x379
crhoton@me.vccs.edu

New River Community College
Supervisor: Angela Lawson

PO Box 1127

Dublin, Virginia 24084
(540) 674-3600 x4304
aylawson@nr.edu

Northern Virginia Community College
Supervisor: Ruthe Brown
4001 Wakefield Chapel Road
Annandale, Virginia 22003
(571) 226-7824
rdbrown@nvcc.edu

Northern Virginia Community College
Supervisor: Linda Pinkard
4001 Wakefield Chapel Road
Annandale, Virginia 22003

(703) 257-6660
lpinkard@nvcc.edu

Patrick Henry Community College
Supervisor: Colin Ferguson
Post Office Box 5311
Martinsville, Virginia 24115
(276)656-0349
cferguson@ph.vccs.edu

Paul D. Camp Community College
Supervisor: Maxine Singleton

271 Kenyon Road

Suffolk, Virginia 23434
(757) 569-6714
msingleton@pc.vccs.edu

Piedmont Virginia Community College
Supervisor: Don Landis

501 College Drive

Charlottesville, Virginia 22902-7589
(434) 245-2637
dlandis@pvcc.edu

Piedmont Virginia Community College
Supervisor: Valerie Palamountain

501 College Drive

Charlottesville, Virginia 22902-7589
(434) 961- 5333
vpalamountain@pvcc.edu

Rappahannock Community College
Supervisor: Jim Antonick
12745 College Drive
Glenns, Virginia 23149
(804) 758-6812
jantonick@rappahannock.edu

Southside Virginia Community College
Supervisor**:** Debra Andrews

109 Campus Drive

Alberta, Virginia 23821
(434) 736-2025
debra.andrews@southside.edu

Southside Virginia Community College
Supervisor**:** Freddie Reekes

109 Campus Drive
Alberta, Virginia 23821
(434) 949-1027
freddie.reekes@southside.edu

Southwest Virginia Community College
Supervisor: Rod Moore

Post Office Box SVCC

Richlands, Virginia 24641
(276) 964-7286
Rod.Moore@sw.edu

Thomas Nelson Community College
Supervisor: Crystal Taylor

Post Office Box 9407

Hampton, Virginia 23670
(757) 825-2706
taylorcb@tncc.edu

Tidewater Community College
Supervisor: Diann Holt
P.O. Box 9000
Norfolk, Virginia 23509-9000
(757) 822-1069
DHolt@tcc.edu

Tidewater Community College
Supervisor: Jessica Yandell
P.O. Box 9000
Norfolk, Virginia 23509-9000
(757) 822-7434
JYandell@tcc.edu

Virginia Highlands Community College
Supervisor: Karen Cheers
Post Office Box 828
Abingdon, Virginia 24212
(276) 739-2490
kcheers@vhcc.edu

Virginia Western Community College
Supervisor: Mia Fittz
Post Office Box 14007
Roanoke, Virginia 24038-4007
(540) 857-7247
mfittz@virginiawestern.edu

Wytheville Community College

Supervisor: Roger Halsey
1000 East Main Street
Wytheville, Virginia 24382
(276) 223-4717
wchalsr@wcc.vccs.edu

Wytheville Community College
Supervisor: Stacy Thomas
1000 East Main Street
Wytheville, Virginia 24382
(276) 223-4757
wcthoms@wcc.vccs.edu

Talent Search

Dabney S. Lancaster Community College

Post Office Box 1000

1000 Dabney Drive

Clifton Forge, Virginia 24422-1000
(540) 863-2874
http://www.dslcc.edu/PRESIDENT/continuing_ed/talentsearch/index.html

Hampton University
2nd Floor Academy Building
P.O. Box 6183
Hampton, VA 23668
(757) 727-5611
http://www.hamptonu.edu/studentservices/trio/ets/index.htm

Mountain Empire Community College

3441 Mountain Empire Road

Big Stone Gap, Virginia 24219
(276) 523-2400, ext. 333
http://www.me.vccs.edu/dept/talent/index.html

Virginia Highlands Community College

Post Office Box 828

Abingdon, Virginia 24212
(276) 739-2506
http://www.vhcc.edu/index.aspx?page=731

Virginia Tech

Hillcrest Hall

Blacksburg, VA 24061

(540) 231-6911
http://www.ubts.vt.edu/

Wytheville Community College
1000 E Main St.
Wytheville VA 24382
(276) 223-4700
http://www.wcc.vccs.edu/currstudents/trio.php

Upward Bound

Danville Community College
EIT Building, Room 4
1008 South Main Street
Danville, VA 24541
 (434) 797-8562
http://www.dcc.vccs.edu/UB/UpwardBound.htm

Hampton University
2nd Floor Academy Building
P.O. Box 6183
Hampton, VA 23668
(757) 727-5307
http://www.hamptonu.edu/studentservices/trio/upwardbound/index.htm

Norfolk State University
Upward Bound Program
700 Park Avenue Unit 2923
Norfolk, VA 23504

(757) 823-2346
http://www.nsu.edu/UpwardBound

Old Dominion University
Academic Skills Center, Room 111
1500 West 48th Street
Norfolk, VA 23529-0069
(757) 683-4315
http://www.studentaffairs.odu.edu/ub/

Paul D. Camp Community College
271 Kenyon Road
Suffolk, Virginia 23434
(757) 569-6759

Patrick Henry Community College
P. O. Box 5311
Martinsville, VA 24115-5311
(276) 656-0334
http://www.ph.cc.va.us/content.cfm?sec=74&c=0&path=22,747

Rappahannock Community College
12745 College Drive
Glenns, Virginia 23149
(804) 333-6750
http://www.rappahannock.edu/studentservices/upwardbound/upwardbound.shtml

Roanoke College
Upward Bound
221 College Lane
Salem, Virginia 24153
(540) 375-2245
http://roanoke.edu/Offices_and_Services/Upward_Bound/Upward_Bound_at_a_Glance.htm

Saint Paul's College
115 College Drive
Lawrenceville, Virginia 23868
(434) 848-6477

Southwest Virginia Community College
PO Box SVCC
Richlands, VA 24641
(276) 964-7247
http://www.upwardbound.sw.edu/

Tidewater Community College
1428 Cedar Road
Whitehurst Building, Suite 2033
Chesapeake, VA 23322
(757) 822-5240
http://www.tcc.edu/welcome/locations/chesapeake/programs/upwardbound/

University of Virginia
PO Box 400171
Charlottesville, VA 22904
http://indorgs.virginia.edu/upwardbound/home.htm

University of Virginia's College at Wise
One College Avenue
Wise, Virginia 24293
(276) 328-0175
http://www.wise.virginia.edu/college_relations/2009/05/06/07/UpwardBoundcompletes43rdsummeratUVa-Wise.html

Virginia Highlands Community College
Post Office Box 828
Abingdon, Virginia 24212
(276) 739-2506
http://www.vhcc.edu/index.aspx?page=731

Virginia Tech
Hillcrest Hall
Blacksburg, VA 24061
(540) 231-6911
http://www.ubts.vt.edu/

Virginia State University
Petersburg,VA 23806
http://www.vsu.edu/pages/1394.asp

Virginia Union University
Henderson Student Center, Room 100
(804) 257.5899
www.vuu.edu

Wytheville Community College
1000 E Main St.
Wytheville VA 24382
(276) 223-4700
http://www.wcc.vccs.edu/currstudents/trio.php

General Access Providers by Primary Targeted Populations, Region, and District

Provider	Targeted Populations by Primary Focus (Survey Completers Only)	Region(s) of Provider Services	District(s) of Provider Services
ACCESS College Foundation	HS All Grades Rural Low-Income Urban 1st Generation	8, 10	Chesapeake City Norfolk City Portsmouth City Suffolk City Virginia Beach City
Access UVA	11-12th Grade Only Rural Low-Income Urban 1st Generation	VA	
AHC Inc. (Project Discovery)	HS All Grades Low-Income Urban 1st Generation	VA	
Alexandria Office of Youth Services (Project Discovery)	HS All Grades Low-Income Urban 1st Generation	4	Alexandria City
Alexandria, The Scholarship Fund of	HS All Grades Low-Income Urban 1st Generation	4	Alexandria City
Another Way Tutorial Program			Richmond City
Arlington Community Action Program			Arlington County
Arlington Employment Center		4	Arlington County
Center for Academic Enrichment and Excellence		1	Montgomery County
Clinch Valley Community Action - Project Discovery	Early Intervention HS All Grades Rural Low-Income 1st Generation	1	Tazewell County

Continued on next page

General Access Providers by Primary Targeted Populations, Region, and District (Continued)

Provider	Targeted Populations by Primary Focus (Survey Completers Only)	Region(s) of Provider Services	District(s) of Provider Services
College Access Fairfax	Low-Income Non-Traditional 1st Generation	4	Fairfax County
College Guide Program	HS 12th Only Rural Low-Income Urban 1st Generation	1, 3, 4, 5, 6, 7, 10	Alexandria City Charlottesville City Danville City Fluvanna County Greene County Louisa County Martinsville City Nelson County Patrick County Pittsylvania County Richmond City Warren County Washington County
College Orientation Workshop, Inc.		2	Rockbridge County
College Partnership Program (Fairfax)	Early Intervention HS All Grades Low-Income Urban 1st Generation	4	Fairfax County
College Summit-National Capital Region	Early Intervention HS All Grades Rural Low-Income Urban Non-Traditional 1st Generation	4	Alexandria City Arlington County

Provider	Targeted Populations by Primary Focus (Survey Completers Only)	Region(s) of Provider Services	District(s) of Provider Services
Dan River Information Technology Academy	Early Intervention HS All Grades Rural Low-Income Urban Non-Traditional 1st Generation	7, 10	Danville City Halifax County Henry County Martinsville City Pittsylvania County

General Access Providers by Primary Targeted Populations, Region, and District (Continued)

Provider	Targeted Populations by Primary Focus (Survey Completers Only)	Region(s) of Provider Services	District(s) of Provider Services
Delmarva Education Foundation College/Career Access Program	HS 11-12th Only Rural Low-Income 1st Generation	9	Accomack County Northampton County
Early Identification Program	Early Intervention HS All Grades Rural Low-Income 1st Generation	1, 4	Fairfax County Washington County
Eastern Shore Area Agency on Aging and Community Action (Project Discovery)	Early Intervention HS All Grades Rural Low-Income 1st Generation	9	Accomack County Northampton County
ECMC Foundation		VA	
Fairfax Co. Office of Public Private Partnerships (Project Discovery)	HS All Grades Low-Income Urban Non-Traditional 1st Generation	4	Fairfax County

Provider	Targeted Populations by Primary Focus (Survey Completers Only)	Region(s) of Provider Services	District(s) of Provider Services
Greater Richmond Area Scholarship Program (Project Discovery)	HS 11-12th Only Low-Income Urban 1st Generation	5, 6, 9	Charles City County Chesterfield County Goochland County Hanover County Henrico County New Kent County Powhatan County Richmond City

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General Access Providers by Primary Targeted Populations, Region, and District (Continued)

Provider	Targeted Populations by Primary Focus (Survey Completers Only)	Region(s) of Provider Services	District(s) of Provider Services
HOPE Community Services, Inc (Project Discovery)	HS All Grades Rural Low-Income Non-Traditional 1st Generation	5, 7	Amelia County Buckingham County Cumberland County Prince Edward County
Improvement Association, The (Head Start)		8	Greensville County
Institute for Advanced Learning and Research		7, 10	Danville City Pittsylvania County
Jack Kent Cooke Foundation		4	Loudoun County
Loudoun Youth Inc. (Project Discovery)		4	Loudoun County
Lynchburg Community Action Group, Inc (Project Discovery)		7	Lunenburg County Lynchburg City
MACAA/Project Discovery	HS All Grades Rural Low-Income Urban 1st Generation	5	Albemarle County Charlottesville City Fluvanna County Nelson County
McNair Scholars Program (TRIO Program)		VA	

Provider		Region(s) of Provider Services	District(s) of Provider Services
Mountain Community Action Program (Project Discovery)	HS All Grades Rural Low-Income 1st Generation	1	Wythe County
Multicultural Academic Opportunities Program		1	Montgomery County
National College Access Network		VA	
Nelnet Foundation		VA	

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General Access Providers by Primary Targeted Populations, Region, and District (Continued)

Provider	Targeted Populations by Primary Focus (Survey Completers Only)	Region(s) of Provider Services	District(s) of Provider Services
New College Institute Educational Outreach	Early Intervention HS 9-10th Only Rural Low-Income Non-Traditional 1st Generation	1, 7	Henry County Martinsville City Patrick County
Next Step, The Rappahannock College and Career Access Program	HS All Grades Rural Low-Income 1st Generation	4	Rappahannock County
Partnership for the Future	HS All Grades Low-Income Urban 1st Generation	6	Henrico County Richmond City
Pathways to the Baccalaureate		4	Alexandria City Arlington Co. Fairfax County Loudoun Co.

Patrick County Education Foundation		1	Patrick County
People Incorporated of Southwest Virginia (Project Discovery)	Rural Low-Income 1st Generation	1	Bristol City Buchanan County Russell County Washington County
Pittsylvania County Community Action Agency (Project Discovery) (Gear Up)	HS All Grades Rural Low-Income Urban 1st Generation	7, 10	Danville City Pittsylvania County
Powhatan-Goochland Community Action Agency, Inc. (Project Discovery)	Early Intervention HS All Grades Rural Low-Income 1st Generation	5	Goochland County Powhatan County

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General Access Providers by Primary Targeted Populations, Region, and District (Continued)

Provider	Targeted Populations by Primary Focus (Survey Completers Only)	Region(s) of Provider Services	District(s) of Provider Services
Richmond Community Action Program, Inc. (Project Discovery)	HS All Grades Low-Income Urban 1st Generation	6	Chesterfield County Henrico County
Roanoke Higher Education Center (Project Discovery)		2	Roanoke City Roanoke County
Skyline Community Action Program, Inc. (Project Discovery)		5	Madison County
Southern Piedmont Educational Opportunity Center	Rural Low-Income Non-Traditional 1st Generation	1, 7, 10	Danville City Franklin County Halifax County Henry County Martinsville City Patrick County Pittsylvania County
STEP, Inc. (Project Discovery)		1	Patrick County

Provider	Targeted Populations by Primary Focus (Survey Completers Only)	Region(s) of Provider Services	District(s) of Provider Services
Sussex-Surry-Greensville Improvement Association		8	Greensville County Surry County Sussex County
TheCollegePlace - Manassas		4	Manassas City
TheCollegePlace - Richmond	HS All Grades Low-Income Urban	5, 6, 8	Chesterfield County Hanover County Petersburg City
The STOP Organization: The Project Discovery Program		10	Norfolk City
Total Action Against Poverty (Project Discovery)	HS 11-12th Only Rural Low-Income Urban 1st Generation	2	Alleghany County Covington City Craig County Roanoke City Roanoke County Salem City
Virginia Association for Student Financial Administration (VASFAA)		VA	

General Access Providers by Primary Targeted Populations, Region, and District (Continued)

Provider	Targeted Populations by Primary Focus (Survey Completers Only)	Region(s) of Provider Services	District(s) of Provider Services
Virginia Tech Opportunities Program	HS 9-11th Only Rural Low-Income Urban 1st Generation	VA	

Virginia Tidewater Consortium for Higher Education	Rural Low-Income Urban Non-Traditional 1st Generation	8, 9, 10	Accomack County Chesapeake City Franklin City Hampton City Isle of Wight County Newport News City Norfolk City Northampton County Portsmouth City Suffolk City Virginia Beach City Williamsburg-James City County
Warren County College Access Network	HS 11-12th Only Rural Low-Income 1st Generation	3	Warren County
Whitefield Commons Community Resource Center		4	Arlington County
Williamsburg-James City County Project Discovery		10	Williamsburg-James City County

VA - Denotes that the program operates within the Commonwealth, but does not service any particular district

Appendix FF

Career Coaches by Targeted Populations, Region, and District

Career Coach Hubs (Number of Coaches)	Targeted Populations by Primary Focus (Survey Completers Only)	Region	District

Career Coach: Blue Ridge CC (4)	Early Intervention HS All Grades Rural Low-Income Urban Non-Traditional 1st Generation	2, 3, 4	Augusta County Fairfax County Harrisonburg City Rockingham County
Career Coach: Central Virginia CC (5)	HS All Grades Rural Low-Income Urban Non-Traditional 1st Generation	7	Appomattox County Bedford County Lynchburg City
Career Coach: Dabney S. Lancaster CC (3)	HS All Grades Rural Low-Income Urban Non-Traditional	2	Alleghany County Bath County Botetourt County Buena Vista City Covington City Rockbridge County
Career Coach: Danville CC (3)	HS All Grades Low-Income 1st Generation	7, 10	Danville City Pittsylvania County
Career Coach: Eastern Shore CC (2)		9	Accomack County Northampton County
Career Coach: Germanna CC (2)	HS 11-12th Only Rural Low-Income Urban Non-Traditional 1st Generation	4	Caroline County Culpeper County
Career Coach: J. Sargeant Reynolds CC (2)		6	Henrico County Richmond City

Career Coaches by Targeted Populations, Region, and District (Continued)

Career Coach Hubs (Number of Coaches)	Targeted Populations by Primary Focus (Survey Completers Only)	Region	District

Career Coach: John Tyler CC (5)	Early Intervention HS All Grades Low-Income Urban Non-Traditional 1st Generation	6, 8	Chesterfield County Hopewell City Petersburg City Sussex County
Career Coach: Lord Fairfax CC (2)	HS All Grades Rural Low-Income Urban Non-Traditional 1st Generation	3	Frederick County Warren County
Career Coach: Mountain Empire CC (4)	HS All Grades Rural Low-Income Urban Non-Traditional 1st Generation	1	Dickenson County Lee County Norton City Scott County Wise County
Career Coach: New River CC (5)	Early Intervention HS All Grades Rural Low-Income Urban Non-Traditional 1st Generation	1	Floyd County Montgomery County Pulaski County Radford City
Career Coach: Northern Virginia CC (9)	HS All Grades Low-Income Urban Non-Traditional 1st Generation	4	Alexandria City Arlington County Fairfax County Loudoun County Manassas Park City Prince William County
Career Coach: Patrick Henry CC (4)	HS All Grades Rural Low-Income Urban Non-Traditional 1st Generation	1, 7	Franklin County Henry County Martinsville City Patrick County

Career Coaches by Targeted Populations, Region, and District (Continued)

Career Coach Hubs (Number of Coaches)	Targeted Populations by Primary Focus (Survey Completers Only)	Region	District
Career Coach: Paul D. Camp CC (2)	HS 12th Only Low-Income Non-Traditional 1st Generation	8	Franklin City Isle of Wight County Southampton County Suffolk City
Career Coach: Piedmont Virginia CC (6)	HS All Grades Rural Low-Income Non-Traditional 1st Generation	5	Albemarle County Charlottesville City Fluvanna County Greene County Louisa County Nelson County
Career Coach: Rappahannock CC (6)	HS All Grades Rural Low-Income 1st Generation	9	Gloucester County King and Queen County King William County Lancaster County Mathews County Middlesex County Northumberland County Richmond County Westmoreland County
Career Coach: Southside Virginia CC (12)	HS All Grades Rural Low-Income Non-Traditional 1st Generation	5, 7, 8	Amelia County Brunswick County Buckingham County Charlotte County Cumberland County Greensville County Halifax County Lunenburg County Mecklenburg County Prince Edward County
Career Coach: South West Virginia CC (7)	HS All Grades Rural Low-Income Urban Non-Traditional 1st Generation	1, 5	Buckingham County Dickenson County Russell County Tazewell County
Career Coach: Tidewater CC (3)	HS 11-12th Only Low-Income Urban Non-Traditional 1st Generation	10	Chesapeake City Norfolk City Portsmouth City Virginia Beach City

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Career Coaches by Targeted Populations, Region, and District (Continued)

Career Coach Hubs (Number of Coaches)	Targeted Populations by Primary Focus (Survey Completers Only)	Region	District
Career Coach: Thomas Nelson CC (5)	HS All Grades Low-Income Urban Non-Traditional 1st Generation	10	Hampton City Newport News City Williamsburg-James City County
Career Coach: Virginia Highlands CC (6)	HS All Grades Rural Low-Income Non-Traditional 1st Generation	1	Bristol City Smyth County Washington County
Career Coach: Virginia Western CC (5)	Early Intervention HS All Grades Rural Low-Income Urban Non-Traditional 1st Generation	1, 2	Bland County Botetourt County Craig County Grayson County Patrick County Roanoke City Roanoke County Salem City
Career Coach: Wytheville CC (6)	Early Intervention HS All Grades Rural Low-Income Urban Non-Traditional 1st Generation	1	Carroll County Galax City Smyth County Wythe County

Appendix GG
Access Provider Organizational Mission Statements

Access Mission Statement #1
The X Program embodies a vision of public service, leadership, and academic excellence. Launched by ABC to increase educational opportunities for high school students throughout the Commonwealth, the ultimate goal of the program is to raise the percentage of Virginia students who attend and complete college. The program encourages increased college preparatory participation among students at our partner high schools and community colleges, and serves as a national model in the dialogue on higher education recruitment issues.

Access Mission Statement #2
To strengthen the college-going culture in high schools and increase college enrollment rate, so that all students graduate career and college ready.

Access Mission Statement #3
Helping students select and fund education beyond high school is our top priority. We hope they will use the resources and links on our Web site.

Access Mission Statement #4
To assist primarily lower income students with the development of an educational success plan after high school and help them with the associated funding.

Access Mission Statement #5
To engage students in personalized, challenging, and exciting learning opportunities that are interesting and meaningful so that more students will perform at higher levels of achievement. The middle school curriculum has different types of learning for students built on standards-based accelerated, and special projects, student performance levels and individual needs and interest.

Access Mission Statement #6
To provide academic, career, and financial aid information to adults 19 years old and older who are low-income, potential first-generation college students.

Access Mission Statement #7
The XYZ is an economic development initiative created to raise County education attainment levels to rank among the top five rural counties in Virginia and attract new businesses and job opportunities to the area.

Access Mission Statement #8
To ensure that every academically motivated student has a workplace internship in high school and can attend the college of their choice.

Access Mission Statement #9
To increase access to and prepare elementary through high school students for success in post secondary education.
Access Mission Statement #10
The ABC provides comprehensive, individualized support to low income, first-generation adults who express a desire to continue their education, empowering them to achieve their educational and career aspirations.

Appendix HH
Student Success Stories

The Athlete
There was a guide who worked with a student, one of the local high schools. He – the student was a pretty talented football player, got hurt his junior year, couldn't play, didn't play his senior year of high school. Didn't – was kinda lost, really just did not have a sense of where he was going, what he was going to do.

The guide was there, encouraged, helped him explore options. He ended up with a full ride to a public school in the state. And that is one of the stories. And we'll always talk about this story because his mother – and nobody was aware of these dots at the time, including myself – his mother works in the sponsored programs office here. And once I made that connection – 'cause I've known his mother. I've worked with his mother for 10½ years that I've been at the university. And once we made that connection, it was just – every time I see her, she gives me updates to how he's doing in school. And she's just so thankful and so appreciative of what that guide did for him. So he's wrapping his sophomore year now, so – and doing well, and doing very well.

Tax Trouble
There's another case of a student where the father ran a small business, and the father had never paid taxes and wasn't a huge organization or anything. It was just a small little mom-and-pop thing. And when it came time for the FASFA, the student was terrified. So once that realization hit him, it's like, "Oh," – you know? But the father, understanding what it meant, worked out something with the IRS, didn't have to – had penalties, interest, and all of that, didn't have to serve any jail time, thank goodness. And as it turned out, the daughter qualified for a full ride at one of the premier institutions in this state so – and she is in her freshman year and doing – and again, doing well.

Family Issues
Well, one of the programs that we do – I think I mentioned earlier – was [Program Name], and we had – so we knew the parents of this child. This is an easy one. The mother and father were both involved. Once in [Program Name], did great. We followed her, kept in contact. She enrolled in [Program Name] when she was in 7th grade, and parents were supportive. They had some family issues I think when she was in 11th grade. So they decided that the plan was for her to go to [university], but there were some family issues, and they decided that maybe she should stay home and go to the community college, which she did. And so now she's graduated on the dean's list from the community college, and she's going to [university] this fall, and no doubt that she's gonna do fine and be outstanding at [university] too. She was an easy one.

Dean's List
We've had another kid that we knew, again, because we knew them from [Program Name], and the father died; mom got addicted to drugs. The boyfriend moved in when she was in about ninth grade. She dropped outta school. Couldn't find her for a while. Finally got her, found out what the story was. Got the system involved. She now lives with the aunt, and she will – she graduated from school, although she had to go to summer school in 10th grade and 11th grade

because of the time in there that everything was a nightmare and she wasn't going to school. And she's finished her first year at the community college, and again, she's on the dean's list, and she's living in a stable environment and doing well.

Getting Involved

One person, she is currently attending [College], and she was a student that really didn't have a whole lot of self confidence and was having some difficulties with dealing with other people socially. But as we were working with her and doing some of the community service things, it kind of helped her out and that – she was one of my club kids too.

So we did a couple of community service things like go out to assisted living homes, and one of the things that we found that was hard for her was to get through the SATs. And we actually also offer SAT prep, and she really had a hard time with the vocabulary, the reading part, comprehension.

Well, our college guide spent a lot of time with her – a lot of one on one time just going back and forth with her vocabulary words and helping out with reading comprehension and showed her about how to read newspapers or read journals – not journals – magazines and that kind of stuff.

So when she went off to college, she ended up – well, she get a high enough SAT score first of all. But when she went off to college, she ended up taking the advice of joining a sorority which was kind of fun. It was a Christian school. So she joined a female Christian sorority and ended up really having a great time with doing some more community service and made some friends, and she's really blossomed in this environment and has gained a lot of self confidence and independence.

And she should be graduating next year with her bachelor's degree in criminal justice. So she hopes to work for the FBI is her goal.

Helping Another

Another story is this is a kid that really comes from a low, low income family, and her background is her parents – nobody in her family has ever graduated from high school, and she was the first to graduate. And she also was in what we call the alternative population, and she was a kid that sat throughout my sessions. And she came to a facts for financial aid day that we did, and she kind of just – she was kind of a close off person, didn't really want to talk to me that much.

I didn't know if I was really reaching her or not, but it was awesome when I saw her a year and a half later, and she came in and told me that she indeed continued on with her education. Went to the community college and ended up getting a certificate at [X] State, and she was planning on going into the real estate market. So she actually also brought back somebody for me to help out.

Making a Difference

And two of the students that stood out for me and that I can tell, you know, examples from other advisors was two boys who are lost boys. One is from Somalia, and one is from Sudan, and you

know, it's amazing to me the students that are there that are from America, yes, they have overcome extraordinary circumstances. Ones that I can't even imagine, but they haven't gone through anything compared to what these two have gone through, and they are the most positive, happy people and the most amazing two young men that I have ever worked with, but I was trying to find – one of them wrote me a little statement, and I'm trying to search through my email for it, but let me see if I can find it. I'll just read you this one note.

His name is Abdul, and Abdul actually graduated from – he was living at the [home]. He went to [ABC] High School, and he's at the [University] right now with a 3.84 GPA, and as the advisor for the [home] I also work with their alumni. So Abdul's little quote – sentence is, "My name is Abdul. I'm from Somalia. Living in the United States is very different from life I came from in Somalia. I currently live in Richmond, Virginia and enjoy the everyday freedom and good quality education, abundance of food, religious tolerance and security equal to every other citizen of the United States.

Sometimes we come across a person who changes our whole future completely. I came across this person a few years ago, and her name is Sarah [last name]. Miss [last name] and I met through the [home]. She taught me personal truth which I have no limitations other than those that I choose to impose on myself. Through her I have learned that everyone brings to the world unique talents, gifts and abilities that can be used to help others." And I just think that that's a great synopsis of impact that we make on a student.

Scholarship Winner

And then there was a girl from [X] High School over in [X] County which is a fairly affluent community and high school. One of our advisors called one of our last dollar scholarships. It was a $500.00 one and it was gonna be granted to one of the students she worked with, and that ceremony was last Thursday, but Wednesday that young lady came in to our advisor, and was crying, and she said, "You know, we've filled out so many scholarship applications, and I haven't gotten anything. My parents can't afford to go to school. They lost their job, and we're just – I'm not gonna be able to go. I talked with my parents yesterday."

And she said, "Well, just wait till tomorrow." You know, 'cause it's supposed to be a surprise so – and the girl's sitting here crying in her office. She ended up getting – and she's going – she wants to go to community college, and she ended up getting $4,500.00 worth of scholarships the next day, and $500.00 was our [program name] one, and the other $4,000.00 in scholarships were scholarships that she our [program name] advisor had applied for, and that is plenty of money to cover to go to community college. So, you know, it was just crazy how things, kind of, work out like that, literally the next day, but you know, and I could go on and on all day.

A Doctor

Yes, actually a guy – we could have communicated with who went through the [program], he's a doctor now over at the local nursing home – or resident doctor over at the local nursing home in Roanoke Virginia.

Ward of the State

I think that the one I told you about, probably the girl who turned her parents in cause they were growing marijuana and became a ward of the court. I mean they worked really hard to get her dependency override cause she was, you know, could get some financial aid. She ended up

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going to college and I understand is doing quite well but that's another one of those that left to her own devices, my bet is she never woulda been able to deal with the bureaucracy.

Single Mother

…we've had people who have been down and out in their luck and now they've got masters degree and they're working for social services or they're working for the city, where they woulda never had that opportunity. We've had cases where one in particular, we found a young lady who was living in a car on the peninsula and she had a child and she encountered one of our counselors and we worked with her, got her to go to [community college]. Then she graduated from [community college], went on, got a bachelors degree, then a masters degree, now teaching college. So this – it's those kinds of things and it turned out that that young lady was a merit scholar when she was in high school but she had a child, wasn't married, her parents didn't like that and they told her to take a – hit the road. So she came down from New York and was here – we find those kinds of you know stories all the time but it's just there to help somebody get them going in the right direction. And you know and over the years we keep track of some of that but sometimes people don't want you to use their names or pictures, and sometimes we may if they let us you know.

From a Large Family

Just the most recent that I got a note from a former student, and she's from Tazewell, Virginia, a large family. I'm thinking it's eight or nine children, and I mean, she was looking for, "How can I get" – you know, "no one else in the family's really going." She was in the middle of the family, but I've known, of course, younger ones since then, but she – I mean, she didn't miss – you know, well, maybe a couple, but in the four years that she was in the program, if we went to visit other colleges – and we're not recruiters for [specific college] – she probably went on 85 percent of the trips that we went on. She went to [X] College. She came back this past summer and worked for us in a residential hall and taught a class for us, and she was just accepted in the PhD program in sociology at Indiana.

All in the Family

And this just came out yesterday, and this is another student who's working on her PhD here at [X], coincidentally, from the same high school, coincidentally went to [same college as young woman from large family]. I mean, that's in Outreach now which just – I just got yesterday, so – but a family of four from [City], from [A] High School – I mean, four children, all four of them went through our program. The parents immigrated from Lebanon – – when the children were, you know, like, two, three, four five. I mean, they were one year apart. So at one point all four of them were in college.

The oldest one is an attorney – well, you know, graduated from [Law School] and is director of development for the law school. His next brother just got his doctor of physical therapy at [college] and is a partner in [city] Physical Therapy. His sister graduated from [college], worked for a while in Ted Kennedy's office but is now just raising kids. She has, like, a three and a four-year-old so she's not working right now. Well, actually she is, but – and then the youngest, you know, graduated from [college] in finance and worked for Capital One and is now a stay-at-home dad raising his, you know, like, six-month-old and will be going back, but he's – you know, so I mean, that's even one family. – and you know, one of them is working – I'm trying

to remember what her title is here at [university] – works in human resources. The next one, *(Laughter)* or one of the next ones, and I can't remember what her title is, director of – she's working in multicultural affairs. She graduated from here. One of the twins that we didn't work with just finished – I think she just finished at [college] Medical School. So, I mean, once you get – especially if you get that oldest one in the family, it's just you do this when you get to the – you know, when you get old enough to apply, it's what you do.

The Eighth Grader

I could probably tell you a lot, but let me tell you about one in particular. She's an eighth-grader this year, and I've had her – of course, I was her counselor in sixth grade and seventh and eighth. Before this year we were assigned teams that we were responsible for, so that's why I say I had her all three years. Not that it would have been planned for me to have her all three years, she just happened to be on the teams that I worked with all three years. And so I knew her to be a student who needed a lot of attention, could get into discipline issues, misbehavior kind of things. And so – but I knew that she did what she needed to do to be successful in sixth grade. By the time she reached seventh grade she had lost all interest, and was really in very much danger of repeating seventh grade. So I convinced her to join the walking club, so she started to walk with me every morning. And so all of that anger, animosity, that stuff that was getting in the way of her being her best person, she could get out with me in the morning and we could talk as we walked, and we did that. So the first nine weeks of school she had all Fs _____, and so everyday I would talk to her about, you know, she was a much better student than that, she could do better, and you know, no matter what else was going on, she did not want to repeat seventh grade. So we talked about that every day.

So she was able to turn it around. In fact, teachers said, you know, _____, "What in the world is going on? This is a different child." She was able – and I don't say that I did anything. She was able to turn it around, and got her grades to the point that she passed – you know, she was promoted to eighth grade. Well, this year she has been still in that positive mode of pretty self-sufficient, and we had a – actually a black history program. We invited parents _____ had guest speakers, and she had won the writing contest for her essay, and it was because her essay was about her seventh grade experience and how she turned her life around. So to me, that is – she is truly a success story in terms of where I saw her going. I remember the first – as a seventh grader, almost as quickly as school started she was suspended from school, you know, ten days. And the next time ten days and, you know, it was only until, you know, we started – she started walking and we talked everyday about things that she could do and how she could not be so verbally in appropriate with her teachers that was causing her to get the write-up. And, you know, she turned it around. I mean, I can think of many other success stories, but to me she is just right in your face as a success story.

Community Outreach

Outreach staff members partner with the [college] Cooperative Extension 4-H program to deliver a 45-minute college awareness program to all fifth graders in [x] County Schools. The parent of one of the students participating in the program stopped by [Program] to inquire about a summer camp for her seventh grade child and reported to me that, "My daughter came home after your presentation and couldn't stop talking about college. She said that she wanted to go to [program] because you seemed so nice."

While registering for camp, the mother indicated that she might be interested in returning to college and scheduled a follow-up individual counseling session. I helped her with career exploration, identified an appropriate program of study at the local community college, assisted her with applying for financial aid, and facilitated course registration.

For one family, the [program] community outreach program provided enrichment and motivation for elementary and middle school children and support for the educational aspirations of their parent. Now that is reaching the community!

Choice of a Lifetime

When I think of community outreach at [program], I think of the impact and success our efforts have had on local students and the community. There are so many individual stories that stand out as successes in the world of college access. I like to refer to these students as diamonds in the rough. They are everyday people such as Karen who worked for 22 years as a dedicated and compassionate bank employee and one day decided to make a single phone call about getting her bachelor's degree. Karen is talented and successful at her job as a bank officer, but she needed the extra push and motivation that many first generation students need to take that step of starting back to college or entering a degree program. She also needed the extra reassurance that our outreach educators and faculty in her degree program provides. Now she is a believer that completing her education can be done, money is available and there is a pathway for her to reach her goal. Karen will be completing her Bachelor's degree in Business Administration from [x] through the [program] in December of 2009 and she recently described her choice to go back to school at New College Institute as a "choice of a lifetime".

A Second Chance

Rebecca was in her second year at [University] when she decided she could not continue her education. She returned to her hometown [city], Virginia, and got a part-time job making $10,000 a year. Last year, several years after her decision to return home, she came into my office to see me one afternoon about going back to college. I had been Rebecca's eighth grade teacher at a local public school and she confided in me that she felt she had let herself and her family down by not finishing college. Her dream was to become an educator and to one day teach in the local public schools. I provided Rebecca with information about a local scholarship and grants and she was awarded monies to attend the [x] University teacher education program through [program]. Rebecca is now working in a public school as a Para- Professional, and will graduate soon from the University she chose to leave when she was younger. She was given a second chance to earn a degree in a field of great need in our community, and more importantly, she is fulfilling her personal goals.

No FAFSA

We have several success stories in our packet that we take and when I go out to business sponsors that's what I'm presenting to them because they're telling the story for us. Umm, you know, we have a student at [x college], we love to tell the story. My first summer she was wrapping up in the program and in all honestly, she gave us hell, that whole summer. Umm, but the beautiful part of about that, she was going through her father wasn't going to do her FAFSA, I mean for a minute we didn't think we were going to get her into [x college] because of the FAFSA stuff. And it boiled down to it worked out and we got her some extra money for her to

go to school and then she came to [x college] not knowing anything about field hockey, nothing and this young lady walked onto the field hockey team and ended up being on the travelling team playing. Just that confidence to see…we had a student just meet the President, President Bush and ask to get a business card. Now, who would think to do that? But we teach them to network. We teach them that. I've had students pull out business cards and give to business owners and say here's my card, I like to do graphic art. You know, so, I could go on and on, you don't want to get me started.

A Future Teacher

I was just telling someone this story the other day. Jerry, when I first came to VA from NC, I had worked the administrative end in NC high school 16 years before I came to [X]. Jerry was the first young man I met and he was not doing very much. Straight Fs. I mean, just not productive at all in school. Um, and his mom and dad were general laborers, neither one had gone to school, so a high school diploma was good enough for him. I mean, they just wanted him out of high school. At this time he was in junior high. But, Jerry wasn't doing well but I could tell he had a lot of potential. So, I called him in and said do you have a mother at home, yes yes. Do you have a father at home, yeah. And, I said wow, we're going to call your dad. And, so dad came in and Jerry got on track. Jerry starting making straight As, national honor society and graduated from [college], now teaching, and an extremely good teacher. So, Jerry's a real success story for us. He came back to [X] to teach for us and we hired him right away because he's that good. He's a great young guy. He has a wife and children now and a real success story. We're real proud of him, very proud of him.

The Laundromat

Sarah is very bright but just horrible home situation so she's not stable. She comes to school when she can but her clothes are so dirty. We kept buying her clothes and I said what's wrong with the picture here. You know, we kept getting her clothes and keep buying her clothes but she's not coming. Finally, she said, to me because I have to do a lot of one on ones, she said my clothes are dirty. It's not that I don't have clothes, they're dirty. So, now we had to have individuals, teachers included, take turns taking her to the Laundromat on Saturdays so she can wash her clothes so she can come to school. I mean, it's stuff that has nothing to do with education but if you see those individuals want, they have the desire but their circumstances are so bad, I mean, they are bad circumstances and it's the child's fault, I mean they are caught up in it. Sarah is doing really well, she's in school. And, we monitor her really closely to make sure she stays in school.

Lawyers and Doctors

We have a Gates Millennium Scholar who is the first African American female to obtain a PhD in medical econometrics, God knows what it's in, some obscure thing. Um, but she's, but we have three doctors, physicians who came up through [Program]. We have several in criminal justice, there's a woman, who's a parole officer now who's in law school.

Feeding the Fire

I'll tell you the best story. I had a kid in Lynchburg in the program, going to school. All of the sudden she stopped coming to school. She wasn't coming to the meetings, wasn't coming to the group sessions. The coordinator said, where is she? The coordinator went to the school and said

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is she in school? We don't know, no, she's not coming to school. The coordinator went to her home and found a disable mom, the power was turned off, there was no food, and the poor girl was staying home trying to feed a woodstove to keep mom from getting home. And, because [our program] works because community action agencies that coordinator was able to go, look we can fix this, you know? We got them the energy assistance stuff, got healthcare for the mom, and the girl back in school. So, you know, that holistic approach that [our program] brings because they work with the community action agencies, they can bring a kid to us, we can bring a family to them, that holistic approach is very powerful.

Appendix II
Totals for Provider Populations and Activities

	Activity Category	Primary Focus	Secondary Focus	No Focus
Populations Served	K-5th	6 (5%)	12 (11%)	95 (85%)
	6-8th	15 (13%)	44 (39%)	52 (48%)
	9-10th	84 (74%)	24 (21%)	5 (4%)
	Juniors	100(88%)	9 (8%)	4 (3.5%)
	Seniors	104(92%)	5 (4%)	3 (3%)
	Rural	77 (68%)	24 (21%)	12 (11%)
	Low-Income	95 (84%)	14 (12%)	4 (3.5%)
	Urban	42 (37%)	19 (17%)	52 (46%)
	Non-Traditional	40 (35%)	47 (42%)	26 (23%)
	1st Generation	89 (79%)	21 (19%)	4 (3.5%)
Services and Activities Offered	Academic Advising	70 (62%)	33 (29%)	10 (14%)
	Career Counseling	95 (85%)	14 (12%)	3 (3%)
	Academic Advising for HS	53 (46%)	52 (45%)	8 (7%)
	Admissions Essay Writing	37 (33%)	63 (56%)	13 (11%)
	Admissions Apps	85 (74%)	27 (24%)	2 (1.5%)
	Private College Tours	28(24.5%)	48 (42%)	38 (33%)
	College Selection	84 (74%)	30 (26%)	0
	Public College Tours	44 (39%)	53 (46%)	17 (15%)
	Career & Tech Schools	55 (48%)	51 (45%)	7 (6%)
	Study Skills	36 (32%)	59 (52%)	18 (16%)
	SAT Test Prep	31 (27%)	55 (48%)	28(24.5%)
	ACT Test Prep	23 (20%)	53 (46%)	38 (34%)
	Financial Aid Help: Scholarships	90 (80%)	22 (19%)	1 (1%)
	Financial Aid help: Loans	67 (60%)	37 (33%)	8 (7%)
	Selecting & Awarding Scholarships	31 (28%)	32 (28.5%)	49 (44%)
	Financial Literacy Training	33 (29%)	52 (46%)	28 (25%)
	Family Prep for 1st Gen Students	43 (38%)	49 (44%)	20 (18%)
	Parental Programs	31 (27%)	60 (53%)	22 (20%)
	Foster Child Issues	13 (11%)	47 (41%)	54 (47%)
	Personal Life Counseling	18 (16%)	56 (49%)	40 (35%)
	Cultural Activities	19 (17%)	44 (39%)	50 (44%)
	Computer Skills Training	21 (18%)	29 (25%)	63 (57%)
	Critical Thinking Skills	26 (23%)	47 (42%)	40 (35%)
	Time Management Skills	36 (32%)	54 (48%)	32 (20%)
	HS/College Transition Support	53 (46%)	50 (44%)	11 (10%)

Appendix JJ

2008 Virginia Data and Provider Services, Low-Income Focus

District	Region	Total Full-time & Part-time Student Headcount	% of Students who are Low-Income	Virginia On-Time Grad Rate for Low-Income	% of District FRSL Students	Surveyed Providers in District with Low-Income Students as a Primary Focus
(State Averages *)			31%	77.1%	40.4%	
School District						
Bland County	1	930	21.8%	83.3	35.5%	
Bristol City	1	2,415	34.4%	70.1	54.9%	People Incorporated of Southwest Virginia (Project Discovery)
Buchanan County	1	3,399	58.1%	80.6	66.9%	HOPE Community Services, Inc (Project Discovery)
						People Incorporated of Southwest Virginia (Project Discovery)
Carroll County	1	4,076	47.3%	73.1	50.6%	
Dickenson County	1	2,533	53.1%	87.5	52.8%	
Floyd County	1	2,064	21.2%	76.3	36.7%	
Franklin County	1	7,429	35.6%	64.7	62.4%	Southern Piedmont Educational Opportunity Center
Galax City	1	1,361	32.9%	92.3	55.5%	
Giles County	1	2,581	23.5%	66.7	36.9%	
Grayson County	1	2,058	48.8%	82.8	54.0%	
Lee County	1	3,694	51.1%	49.4	59.6%	
Montgomery County	1	9,744	25.0%	71.6	36.8%	Center for Academic Enrichment and Excellence
						Multicultural Academic Opportunities Program

2008 Virginia Data and Provider Services, Low-Income Focus (Continued)

District	Region	Total Full-time & Part-time Student Headcount	% of Students who are Low-Income	Virginia On-Time Grad Rate for Low-Income	% of District FRSL Students	Surveyed Providers in District with Low-Income Students as a Primary Focus
Norton City	1	805	41.4%	70.8	50.2%	
Patrick County	1	2,644	36.7%	75.3	48.8%	College Guide Program
						New College Institute Educational Outreach
						Patrick County Education Foundation
						Southern Piedmont Educational Opportunity Center
						STEP, Inc. (Project Discovery)
Pulaski County	1	4,849	32.8%	62.7	42.6%	
Radford City	1	1,497	14.1%	61.1	34.8%	
Russell County	1	4,326	33.8%	80.5	52.1%	People Incorporated of Southwest Virginia (Project Discovery)
Scott County	1	3,963	42.2%	88	51.1%	
Smyth County	1	5,042	36.9%	82.1	51.0%	
Tazewell County	1	6,864	36.9%	62.2	47.9%	Clinch Valley Community Action - Project Discovery
Washington County	1	7,515	34.4%	73.1	40.5%	College Guide Program
						Early Identification Program
						People Incorporated of Southwest Virginia (Project Discovery)
Wise County	1	6,782	40.2%	76	52.7%	
Wythe County	1	4,421	32.3%	79.2	41.9%	Mountain Community Action Program (Project Discovery)

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2008 Virginia Data and Provider Services, Low-Income Focus (Continued)

District	Region	Total Full-time & Part-time Student Headcount	% of Students who are Low-Income	Virginia On-Time Grad Rate for Low-Income	% of District FRSL Students	Surveyed Providers in District with Low-Income Students as a Primary Focus
Bath County	2	733	26.9%	85.7	30.5%	
Botetourt County	2	4,949	10.0%	63.4	15.7%	
Buena Vista City	2	1,151	25.5%	68	34.3%	
Covington City	2	918	20.9%	84.2	44.0%	Total Action Against Poverty (Project Discovery)
Craig County	2	702	23.3%	100	33.7%	Total Action Against Poverty (Project Discovery)
Highland County	2	273	<	<	48.6%	
Roanoke City	2	13,215	50.7%	51.4	17.9%	Roanoke Higher Education Center (Project Discovery)
						Total Action Against Poverty (Project Discovery)
Roanoke County	2	14,937	12.1%	75.7	62.3%	Roanoke Higher Education Center (Project Discovery)
						Total Action Against Poverty (Project Discovery)
Rockbridge County	2	2,888	18.2%	66	34.1%	College Orientation Workshop, Inc.
Salem City	2	3,966	12.1%	70	21.9%	Total Action Against Poverty (Project Discovery)
Staunton City	2	2,734	31.1%	72.5	45.1%	
Waynesboro City	2	3,188	32.8%	72.2	45.9%	

2008 Virginia Data and Provider Services, Low-Income Focus (Continued)

District	Region	Total Full-time & Part-time Student Headcount	% of Students who are Low-Income	Virginia On-Time Grad Rate for Low-Income	% of District FRSL Students	Surveyed Providers in District with Low-Income Students as a Primary Focus
Clarke County	3	2,182	14.2%	83.3	13.6%	
Frederick County	3	13,043	13.6%	72.4	22.7%	
Harrisonburg City	3	4,523	33.9%	71.8	54.4%	
Page County	3	3,689	28.8%	69.1	40.6%	
Rockingham County	3	11,961	19.6%	77.3	32.6%	
Shenandoah County	3	6,331	17.6%	75.8	31.2%	
Warren County	3	5,437	14.0%	78.1	27.8%	College Guide Program
						Warren County College Access Network
Winchester City	3	3,802	26.8%	66.3	45.2%	
Alexandria City	4	11,223	40.3%	70	51.4%	Alexandria Office of Youth Services (Project Discovery)
						Alexandria, The Scholarship Fund of
						College Guide Program
						College Summit-National Capital Region
Arlington County	4	19,599	21.7%	72.5	31.1%	Arlington Community Action Program
						Arlington Employment Center
						College Summit-National Capital Region
						Whitefield Commons Community Resource Center
Caroline County	4	4,244	16.6%	71.2	38.6%	

2008 Virginia Data and Provider Services, Low-Income Focus (Continued)

District	Region	Total Full-time & Part-time Student Headcount	% of Students who are Low-Income	Virginia On-Time Grad Rate for Low-Income	% of District FRSL Students	Surveyed Providers in District with Low-Income Students as a Primary Focus
Culpeper County	4	7,394	14.4%	69.3	30.8%	
Fairfax County	4	169,050	15.8%	82.1	20.5%	College Access Fairfax
						College Partnership Program (Fairfax)
						Early Identification Program
						Fairfax Co. Office of Public Private Partnerships (Project Discovery)
Falls Church City	4	1,983	<	<	6.4%	
Fauquier County	4	11,275	9.2%	78.8	16.6%	
Fredericksburg City	4	2,842	32.1%	63.9	45.8%	
Loudoun County	4	56,949	9.1%	83.6	13.6%	Jack Kent Cooke Foundation
						Loudoun Youth Inc. (Project Discovery)
Manassas City	4	6,566	29.9%	29.7	28.2%	The College Place - Manassas
Manassas Park City	4	2,464	22.7%	81.3	40.6%	
Prince William County	4	73,929	19.6%	74.3	29.9%	
Rappahannock County	4	921	15.6%	85.7	20.2%	Next Step, The Rappahannock College and Career Access Program
Spotsylvania County	4	24,277	11.3%	70.6	20.2%	
Stafford County	4	26,858	9.5%	73.9	16.5%	
Albemarle County	5	12,830	12.5%	70.9	20.4%	MACAA/Project Discovery
Amherst County	5	4,775	33.3%	82.1	44.0%	
Buckingham County	5	2,069	43.7%	58.5	55.2%	

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2008 Virginia Data and Provider Services, Low-Income Focus (Continued)

District	Region	Total Full-time & Part-time Student Headcount	% of Students who are Low-Income	Virginia On-Time Grad Rate for Low-Income	% of District FRSL Students	Surveyed Providers in District with Low-Income Students as a Primary Focus
Charlottesville City	5	4,060	41.4%	61.4	53.8%	College Guide Program MACAA/Project Discovery
Cumberland County	5	1,550	54.1%	78	56.5%	HOPE Community Services, Inc (Project Discovery)
Fluvanna County	5	3,705	13.8%	82.5	21.7%	College Guide Program MACAA/Project Discovery
Goochland County	5	2,424	15.5%	67.6	20.2%	Greater Richmond Area Scholarship Program (Project Discovery) Powhatan-Goochland Community Action Agency, Inc. (Project Discovery)
Greene County	5	2,858	24.3%	78.2	29.1%	College Guide Program
Hanover County	5	18,970	3.6%	69.1	12.4%	Greater Richmond Area Scholarship Program (Project Discovery The College Place - Richmond
Louisa County	5	4,738	27.7%	78.2	41.2%	College Guide Program
Madison County	5	1,870	15.4%	69	26.1%	Skyline Community Action Program, Inc. (Project Discovery)
Nelson County	5	1,935	27.2%	74	55.2%	College Guide Program MACAA/Project Discovery
Orange County	5	5,320	16.8%	78.3	32.6%	
Powhatan County	5	4,480	7.6%	91.3	11.8%	Greater Richmond Area Scholarship Program (Project Discovery) Powhatan-Goochland Community Action Agency, Inc. (Project Discovery)

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2008 Virginia Data and Provider Services, Low-Income Focus (Continued)

District	Region	Total Full-time & Part-time Student Headcount	% of Students who are Low-Income	Virginia On-Time Grad Rate for Low-Income	% of District FRSL Students	Surveyed Providers in District with Low-Income Students as a Primary Focus
Chesterfield County	6	59,127	10.5%	69.6	23.5%	Greater Richmond Area Scholarship Program (Project Discovery)
						Richmond Community Action Program, Inc. (Project Discovery)
						The College Place - Richmond
Henrico County	6	48,991	15.2%	69.3	25.5%	Greater Richmond Area Scholarship Program (Project Discovery)
						Partnership for the Future
						Richmond Community Action Program, Inc. (Project Discovery)
Hopewell City	6	4,190	40.7%	54.4	65.4%	
Richmond City	6	23,202	22.0%	52	41.6%	Another Way Tutorial Program
						College Guide Program
						Greater Richmond Area Scholarship Program (Project Discovery)
						Partnership for the Future
Amelia County	7	1,849	28.9%	75	40.1%	HOPE Community Services, Inc (Project Discovery)
Appomattox County	7	2,247	26.1%	80.9	40.4%	
Bedford County	7	10,929	19.6%	74.9	30.9%	
Brunswick County	7	2,167	90.9%	68.6	75.6%	
Campbell County	7	8,734	23.1%	75.4	33.3%	
Charlotte County	7	2,182	40.0%	76.8	50.6%	

2008 Virginia Data and Provider Services, Low-Income Focus (Continued)

District	Region	Total Full-time & Part-time Student Headcount	% of Students who are Low-Income	Virginia On-Time Grad Rate for Low-Income	% of District FRSL Students	Surveyed Providers in District with Low-Income Students as a Primary Focus
Danville City	7	6,556	46.4%	77.8	68.0%	College Guide Program
						Dan River Information Technology Academy
						Institute for Advanced Learning and Research
						Pittsylvania County Community Action Agency (Project Discovery) (Gear Up)
						Southern Piedmont Educational Opportunity Center
Dinwiddie County	7	4,675	31.0%	55.5	48.4%	
Halifax County	7	6,026	46.3%	81	56.9%	Dan River Information Technology Academy
						Southern Piedmont Educational Opportunity Center
Henry County	7	7,563	47.5%	66.2	50.3%	Dan River Information Technology Academy
						New College Institute Educational Outreach
						Southern Piedmont Educational Opportunity Center
Lunenburg County	7	1,686	46.1%	65.7	60.5%	Lynchburg Community Action Group, Inc (Project Discovery)
Lynchburg City	7	8,655	36.6%	68.2	51.1%	Lynchburg Community Action Group, Inc (Project Discovery)

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2008 Virginia Data and Provider Services, Low-Income Focus (Continued)

District	Region	Total Full-time & Part-time Student Headcount	% of Students who are Low-Income	Virginia On-Time Grad Rate for Low-Income	% of District FRSL Students	Surveyed Providers in District with Low-Income Students as a Primary Focus
Martinsville City	7	2,551	32.5%	75.9	60.6%	College Guide Program
						Dan River Information Technology Academy
						New College Institute Educational Outreach
						Southern Piedmont Educational Opportunity Center
Mecklenburg County	7	4,837	37.1%	75.7	54.5%	
Nottoway County	7	2,428	44.7%	76.5	53.4%	
Pittsylvania County	7	9,253	38.4%	79.9	42.3%	College Guide Program
						Dan River Information Technology Academy
						Institute for Advanced Learning and Research
						Pittsylvania County Community Action Agency (Project Discovery) (Gear Up)
						Southern Piedmont Educational Opportunity Center
Prince Edward County	7	2,615	48.6%	79.4	60.2%	HOPE Community Services, Inc (Project Discovery)
Colonial Heights City	8	2,902	8.3%	36.8	28.6%	
Franklin City	8	1,299	44.7%	60.8	41.0%	Virginia Tidewater Consortium for Higher Education
Greensville County	8	2,726	36.4%	75.6	63.8%	Improvement Association, The (Head Start)
						Sussex-Surry-Greensville Improvement Association

2008 Virginia Data and Provider Services, Low-Income Focus (Continued)

District	Region	Total Full-time & Part-time Student Headcount	% of Students who are Low-Income	Virginia On-Time Grad Rate for Low-Income	% of District FRSL Students	Surveyed Providers in District with Low-Income Students as a Primary Focus
Isle of Wight County	8	5,495	19.3%	73	30.4%	Virginia Tidewater Consortium for Higher Education
Petersburg City	8	4,675	80.2%	70.5	60.2%	The College Place - Richmond
Prince George County	8	6,273	9.4%	48.9	33.7%	
Southampton County	8	2,850	31.5%	71.6	42.1%	
Suffolk City	8	14,094	27.4%	59.7	38.8%	ACCESS College Foundation
						Virginia Tidewater Consortium for Higher Education
Surry County	8	1,041	35.5%	92.6	50.2%	Sussex-Surry-Greensville Improvement Association
Sussex County	8	1,215	59.9%	71.8	73.5%	Sussex-Surry-Greensville Improvement Association
Accomack County	9	5,193	48.6%	60.2	62.3%	Delmarva Education Foundation College/Career Access Program
						Eastern Shore Area Agency on Aging and Community Action (Project Discovery)
						Virginia Tidewater Consortium for Higher Education
Charles City County	9	859	32.9%	92	43.5%	Greater Richmond Area Scholarship Program (Project Discovery)
Essex County	9	1,634	40.0%	82.1	56.5%	
Gloucester County	9	6,033	14.5%	78.4	26.6%	
King and Queen County	9	802	39.7%	52.2	21.2%	

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2008 Virginia Data and Provider Services, Low-Income Focus (Continued)

District	Region	Total Full-time & Part-time Student Headcount	% of Students who are Low-Income	Virginia On-Time Grad Rate for Low-Income	% of District FRSL Students	Surveyed Providers in District with Low-Income Students as a Primary Focus
King George County	9	4,066	11.4%	70.6	25.2%	
King William County	9	2,212	14.3%	95.7	53.1%	
Lancaster County	9	1,380	47.2%	84.7	54.9%	
Mathews County	9	1,260	13.9%	64.3	24.7%	
Middlesex County	9	1,286	36.4%	81.4	34.4%	
New Kent County	9	2,784	11.1%	40	13.2%	Greater Richmond Area Scholarship Program (Project Discovery)
Northampton County	9	1,842	58.6%	66.7	66.8%	Delmarva Education Foundation College/Career Access Program Eastern Shore Area Agency on Aging and Community Action (Project Discovery) Virginia Tidewater Consortium for Higher Education
Northumberland County	9	1,479	32.6%	91.3	47.2%	
Richmond County	9	1,213	37.1%	66.7	70.9%	
Town of Colonial Beach	9	576	25.9%	80	41.7%	
Town of West Point	9	773	<	<	16.6%	
Westmoreland County	9	1,818	38.3%	82.3	55.6%	

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2008 Virginia Data and Provider Services, Low-Income Focus (Continued)

District	Region	Total Full-time & Part-time Student Headcount	% of Students who are Low-Income	Virginia On-Time Grad Rate for Low-Income	% of District FRSL Students	Surveyed Providers in District with Low-Income Students as a Primary Focus
Chesapeake City	10	39,921	14.8%	80.3	25.3%	ACCESS College Foundation
						Virginia Tidewater Consortium for Higher Education
Hampton City	10	21,810	24.1%	67.2	44.1%	Virginia Tidewater Consortium for Higher Education
Newport News City	10	31,298	33.1%	68.8	49.8%	Virginia Tidewater Consortium for Higher Education
Norfolk City	10	34,488	42.5%	64.1	58.3%	ACCESS College Foundation
						The STOP Organization: The Project Discovery Program
						Virginia Tidewater Consortium for Higher Education
Poquoson City	10	2,492	<	<	9.0%	
Portsmouth City	10	15,323	28.4%	63.6	52.1%	ACCESS College Foundation
						Virginia Tidewater Consortium for Higher Education
Virginia Beach City	10	71,564	14.1%	80	27.2%	ACCESS College Foundation
						Virginia Tidewater Consortium for Higher Education
Williamsburg-James City County	10	10,539	11.7%	58.3	22.8%	Virginia Tidewater Consortium for Higher Education
						Williamsburg-James City County Project Discovery
York County	10	12,909	7.2%	75.3	15.0%	

*Note: State averages are based on district data used in this appendix. Shaded cells highlight categories of in excess of (% of students from families; % FRSL program participation) or below (graduation rate), state averages.

Appendix KK

2008 Virginia Data and Provider Services, Low-Income Focus: Districts with Significant Need

District	Region	Total Full-time & Part-time Student Headcount	% of Students Who are Low-Income	Virginia On-Time Grad Rate for Low-Income	% of District FRSL Students	Surveyed Providers in District with Low-Income Students as a Primary Focus
(State Averages)			*31%*	*77.1%*	*40.4%*	
Bristol City	1	2,415	34.4%	70.1	54.9%	People Incorporated of Southwest Virginia (Project Discovery)
Carroll County	1	4,076	47.3%	73.1	50.6%	
Franklin County	1	7,429	35.6%	64.7	62.4%	Southern Piedmont Educational Opportunity Center
Lee County	1	3,694	51.1%	49.4	59.6%	
Norton City	1	805	41.4%	70.8	50.2%	
Patrick County	1	2,644	36.7%	75.3	48.8%	College Guide Program
						New College Institute Educational Outreach
						Patrick County Education Foundation
						Southern Piedmont Educational Opportunity Center
						STEP, Inc. (Project Discovery)
Pulaski County	1	4,849	32.8%	62.7	42.6%	
Tazewell County	1	6,864	36.9%	62.2	47.9%	Clinch Valley Community Action - Project Discovery

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2008 Virginia Data and Provider Services, Low-Income Focus: Districts with Significant Need (Continued)						
District	Region	Total Full-time & Part-time Student Headcount	% of Students Who are Low-Income	Virginia On-Time Grad Rate for Low-Income	% of District FRSL Students	Surveyed Providers in District with Low-Income Students as a Primary Focus
Washington County	1	7,515	34.4%	73.1	40.5%	College Guide Program Early Identification Program People Incorporated of Southwest Virginia (Project Discovery)
Wise County	1	6,782	40.2%	76	52.7%	
Staunton City	2	2,734	31.1%	72.5	45.1%	
Waynesboro City	2	3,188	32.8%	72.2	45.9%	
Harrisonburg City	3	4,523	33.9%	71.8	54.4%	
Fredericksburg City	4	2,842	32.1%	63.9	45.8%	
Buckingham County	5	2,069	43.7%	58.5	55.2%	
Charlottesville City	5	4,060	41.4%	61.4	53.8%	College Guide Program MACAA/Project Discovery
Hopewell City	6	4,190	40.7%	54.4	65.4%	
Brunswick County	7	2,167	90.9%	68.6	75.6%	
Charlotte County	7	2,182	40.0%	76.8	50.6%	
Henry County	7	7,563	47.5%	66.2	50.3%	Dan River Information Technology Academy New College Institute Educational Outreach Southern Piedmont Educational Opportunity Center
Lunenburg County	7	1,686	46.1%	65.7	60.5%	Lynchburg Community Action Group, Inc (Project Discovery)
Lynchburg City	7	8,655	36.6%	68.2	51.1%	Lynchburg Community Action Group, Inc (Project Discovery)

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2008 Virginia Data and Provider Services, Low-Income Focus: Districts with Significant Need (Continued)

District	Region	Total Full-time & Part-time Student Headcount	% of Students Who are Low-Income	Virginia On-Time Grad Rate for Low-Income	% of District FRSL Students	Surveyed Providers in District with Low-Income Students as a Primary Focus
Martinsville City	7	2,551	32.5%	75.9	60.6%	College Guide Program
						Dan River Information Technology Academy
						New College Institute Educational Outreach
						Southern Piedmont Educational Opportunity Center
Mecklenburg County	7	4,837	37.1%	75.7	54.5%	
Nottoway County	7	2,428	44.7%	76.5	53.4%	
Franklin City	8	1,299	44.7%	60.8	41.0%	Virginia Tidewater Consortium for Higher Education
Greensville County	8	2,726	36.4%	75.6	63.8%	Improvement Association, The (Head Start)
						Sussex-Surry-Greensville Improvement Association
Petersburg City	8	4,675	80.2%	70.5	60.2%	The College Place - Richmond
Southampton County	8	2,850	31.5%	71.6	42.1%	
Sussex County	8	1,215	59.9%	71.8	73.5%	Sussex-Surry-Greensville Improvement Association
Accomack County	9	5,193	48.6%	60.2	62.3%	Delmarva Education Foundation College/Career Access Program
						Eastern Shore Area Agency on Aging and Community Action (Project Discovery)
						Virginia Tidewater Consortium for Higher Education

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2008 Virginia Data and Provider Services, Low-Income Focus: Districts with Significant Need (Continued)

District	Region	Total Full-time & Part-time Student Headcount	% of Students Who are Low-Income	Virginia On-Time Grad Rate for Low-Income	% of District FRSL Students	Surveyed Providers in District with Low-Income Students as a Primary Focus
Northampton County	9	1,842	58.6%	66.7	66.8%	Delmarva Education Foundation College/Career Access Program
						Eastern Shore Area Agency on Aging and Community Action (Project Discovery)
						Virginia Tidewater Consortium for Higher Education
Richmond County	9	1,213	37.1%	66.7	70.9%	
Newport News City	10	31,298	33.1%	68.8	49.8%	Virginia Tidewater Consortium for Higher Education
Norfolk City	10	34,488	42.5%	64.1	58.3%	ACCESS College Foundation
						The STOP Organization: The Project Discovery Program
						Virginia Tidewater Consortium for Higher Education

Appendix LL

School Districts by Fall Headcount, Provider Population, Graduation Rate, Dropout Rate, Percent Low-Income, and Largest Minority Group, 2008

School District*	Region	Number of Access Providers In School District	Fall 08 K-12 Headcount	% FRSL (Shaded cell = Above 40% State Average)	08 Grad Rate % (Shaded cell = Below 82% State Average)	% Low income (Shaded cell = Above 29% State Average)	08 Dropout Rate % (Shaded Cell = Above 9.3% State Average)	Largest Minority Group (by % of total)	Other Notable
Bland County	1	4	930	35.5%	83.6	21.8%	9.1	no significant	
Bristol City	1	5	2,415	54.9%	77.4	34.4%	11.8	Black (6.2%)	
Buchanan County	1	3	3,399	66.9%	83.5	58.1%	10.9	no significant	
Carroll County	1	2	4,076	50.6%	81.4	47.3%	8	Hispanic (4.1%)	
Dickenson County	1	5	2,533	52.8%	87.6	53.1%	7.1	no significant	
Floyd County	1	3	2,063	36.7%	82.7	21.2%	11.2	no significant	
Franklin County	1	7	7,429	41.0%	77.3	35.6%	9.4	Black (12.7%)	
Galax City	1	2	1,361	55.5%	92.4	32.9%	5.1	no significant	
Giles County	1	2	2,581	36.9%	77.4	23.5%	14.8	no significant	
Grayson County	1	5	2,058	54.0%	83.7	48.8%	9.4	no significant	
Lee County	1	3	3,694	59.6%	63	51.1%	20.7	no significant	
Montgomery Co.	1	10	9,744	36.8%	80.4	25.0%	12.4	Black (7.9%)	
Norton City	1	3	805	50.2%	81	41.4%	13.8	no significant	
Patrick County	1	10	2,644	48.8%	85.5	36.7%	7.7	Black (5%)	
Pulaski County	1	5	4,849	42.6%	77.4	32.8%	6.9	Black (8.3%)	
Radford City	1	2	1,497	34.8%	85.9	14.1%	3.1	Black (9.4%)	
Russell County	1	5	4,326	52.1%	85.7	33.8%	6.6	no significant	
Scott County	1	5	3,963	51.1%	90.5	42.2%	3.7	no significant	
Smyth County	1	8	5,042	51.0%	83.4	36.9%	3.9	no significant	
Tazewell County	1	8	6,864	47.9%	75.5	36.9%	10.3	Black (2.7%)	
Washington County	1	13	7,514	40.5%	84	34.4%	6.4	Black (1.7%)	
Wise County	1	10	6,782	52.7%	83	40.2%	11.6	Limited English (3.3%)	
Wythe County	1	7	4,419	41.9%	83.8	32.3%	5.5	Black (5.8%)	
Alleghany County	2	4	2,896	40.2%	83	37.0%	10.2	Black (11.1%)	

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School Districts by Fall Headcount, Provider Population, Graduation Rate, Dropout Rate, Percent Low-Income, and Largest Minority Group, 2008 (Continued)

School District*	Region	Number of Access Providers In School District	Fall 08 K-12 Headcount	% FRSL (Shaded cell = Above 40% State Average)	08 Grad Rate % (Shaded cell = Below 82% State Average)	% Low income (Shaded cell = Above 29% State Average)	08 Dropout Rate % (Shaded Cell = Above 9.3% State Average)	Largest Minority Group (by % of total)	Other Notable
Augusta County	2	2	10,999	31.0%	84.3	22.1%	10.7	Black (3.6%)	
Bath County	2	2	733	30.5%	96.2	26.9%	1.9	no significant	
Botetourt County	2	3	4,949	15.7%	88	10.0%	3.7	Black (4.2%)	
Buena Vista City	2	2	1,151	34.3%	78.6	25.5%	4.1	no significant	
Covington City	2	3	918	44.0%	73.6	20.9%	16.5	Black (19.8%)	
Craig County	2	2	702	33.7%	78.3	23.3%	13.3	Black (18.8%)	Hispanic (5.9%)
Highland County	2	0	273	48.6%	96.2	low data	0	no significant	
Roanoke City	2	4	13,214	62.3%	59.1	50.7%	22.1	Black (50.6%)	
Roanoke County	2	10	14,937	17.9%	89.8	12.1%	3.6	Black (4.1%)	Hispanic (2%)
Rockbridge County	2	6	2,888	34.1%	74.9	18.2%	9.5	Black (5.5%)	Hispanic (4.4%)
Salem City	2	4	3,930	21.9%	85.8	12.1%	3	Black (10.3%)	
Staunton City	2	1	2,734	45.1%	80.6	31.1%	6.3	Black (24.8%)	Limited English (14.9%)
Waynesboro City	2	1	3,188	45.9%	80.5	32.8%	5.4	Black (19.5%)	Hispanic (4.1%)
Clarke County	3	0	2,169	13.6%	90.5	14.2%	0.6	Black (7.1%)	
Frederick County	3	1	13,041	22.7%	83.3	13.6%	7	Hispanic (6%)	
Harrisonburg City	3	2	4,523	54.4%	72.8	33.9%	15.8	Hispanic (27.7%)	Limited English (28.5%)
Page County	3	0	3,689	40.6%	80.4	28.8%	7.5	no significant	
Rockingham Co.	3	2	11,944	32.6%	89	19.6%	5.4	Hispanic (4.1%)	Black (1.6%)
Shenandoah County	3	0	6,326	31.2%	85.7	17.6%	5.8	Hispanic (4.7%)	
Warren County	3	4	5,434	27.8%	84.9	14.0%	7.7	Limited English (9.4%)	Black (6.6%)
Winchester City	3	1	3,801	45.2%	76.2	26.8%	12.4	Black (18.1%)	Hispanic (7.4%)
Alexandria City	4	7	11,223	51.4%	76.4	40.3%	11.1	Black (43.5%)	Hispanic (21.5%)
Arlington County	4	7	19,599	31.1%	82.5	21.7%	9.4	Hispanic (26%)	Limited English (16.3)%
Caroline County	4	1	4,244	38.6%	74.1	16.6%	10.9	Black (45%)	
Culpeper County	4	2	7,394	30.8%	81	14.4%	9.7	no significant	

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School Districts by Fall Headcount, Provider Population, Graduation Rate, Dropout Rate, Percent Low-Income, and Largest Minority Group, 2008 (Continued)

School District*	Region	Number of Access Providers In School District	Fall 08 K-12 Headcount	% FRSL (Shaded cell = Above 40% State Average)	08 Grad Rate % (Shaded cell = Below 82% State Average)	% Low income (Shaded cell = Above 29% State Average)	08 Dropout Rate % (Shaded Cell = Above 9.3% State Average)	Largest Minority Group (by % of total)	Other Notable
Fairfax County	4	8	169,040	20.5%	91.2	15.8%	5.6	Asian (17.8%)	Hispanic (12.8%)
Falls Church City	4	0	1,967	6.4%	97.6	low data	0	Hispanic (8.4%)	Limited English (7.8%)
Fauquier County	4	0	11,265	16.6%	86.9	9.2%	4.9	Black (10.4%)	Hispanic (5%)
Fredericksburg City	4	1	2,842	45.8%	75.4	32.1%	11.6	Black (39.7%)	Hispanic (4.5%)
Loudoun County	4	5	56,922	13.6%	93.6	9.1%	3.3	Hispanic (11.7%)	Asian (9.8%)
Manassas City	4	1	6,566	28.2%	75	29.9%	11.8	Hispanic (22%)	Black (15.6%)
Manassas Park City	4	2	2,464	40.6%	85.1	22.7%	6.4	Hispanic (31.2%)	Black (17.7%)
Prince William Co.	4	5	73,918	29.9%	83.3	19.6%	10.1	Black (25.2%)	Hispanic (17.8%)
Rappahannock Co.	4	1	921	20.2%	87.8	15.6%	1.1	no significant	
Spotsylvania Co.	4	0	24,116	20.2%	80.1	11.3%	5.5	Black (18.4%)	Hispanic (5.8%)
Stafford County	4	0	26,850	16.5%	86.3	9.5%	6.6	Black (20.2%)	Hispanic (6.5%)
Albemarle County	5	4	12,818	20.4%	87.7	12.5%	6.5	Black (12.9%)	Hispanic (3.4%)
Amherst County	5	1	4,772	44.0%	80.9	33.3%	7.6	Black (29.2%)	
Buckingham County	5	7	2,069	55.2%	68.8	43.7%	18.1	Black (53.5%)	
Charlottesville City	5	6	4,056	53.8%	74.6	41.4%	13.2	Black (46.6%)	
Cumberland County	5	6	1,550	56.5%	82.6	54.1%	12.8	Black (55%)	
Fluvanna County	5	4	3,705	21.7%	90.3	13.8%	5.5	Black (24.5%)	
Goochland County	5	2	2,422	20.2%	80.9	15.5%	7.3	Black (30%)	
Greene County	5	3	2,855	29.1%	81.9	24.3%	10.6	Black (11.9%)	
Hanover County	5	3	18,970	12.4%	91.8	3.6%	4.3	Black (9.9%)	
Louisa County	5	3	4,736	41.2%	82.1	27.7%	7.7	Black (23.4%)	
Madison County	5	1	1,870	26.1%	84	15.4%	8	Black (17.6%)	
Nelson County	5	4	1,935	55.2%	81	27.2%	4.3	Black (14.1%)	

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School Districts by Fall Headcount, Provider Population, Graduation Rate, Dropout Rate, Percent Low-Income, and Largest Minority Group, 2008 (Continued)

School District*	Region	Number of Access Providers In School District	Fall 08 K-12 Headcount	% FRSL (Shaded cell = Above 40% State Average)	08 Grad Rate % (Shaded cell = Below 82% State Average)	% Low income (Shaded cell = Above 29% State Average)	08 Dropout Rate % (Shaded Cell = Above 9.3% State Average)	Largest Minority Group (by % of total)	Other Notable
Orange County	5	2	5,319	32.6%	85.6	16.8%	9.7	Black (17.2%	Hispanic (3.4%)
Powhatan County	5	2	4,476	11.8%	91.1	7.6%	2	Black (11.2%)	
Chesterfield County	6	6	59,080	23.5%	84.7	10.5%	11.7	Black (28.5%)	Hispanic (4.3%)
Henrico County	6	4	48,991	25.5%	81.9	15.2%	7.8	Black (37.3%)	Hispanic (3.3%)
Hopewell City	6	2	4,190	65.4%	58.3	40.7%	20.8	Black (54.4%)	
Richmond City	6	10	23,200	70.9%	65.9	22.0%	16.2	Black (90.6%)	
Amelia County	7	2	1,849	40.1%	80.7	28.9%	9.6	Black (36.7%)	
Appomattox County	7	1	2,247	40.4%	83.3	26.1%	7.8	Black (29.4%)	
Bedford County	7	3	10,926	30.9%	87.3	19.6%	5.4	Black (9.2%)	Hispanic (1.3%)
Brunswick County	7	4	2,167	75.6%	63.4	90.9%	16.1	Black (75.8%)	
Campbell County	7	0	8,734	33.3%	77.1	23.1%	8.7	Black (20.4%)	
Charlotte County	7	2	2,182	50.6%	84.4	40.0%	5.9	Black (34.6%)	
Danville City	7	10	6,556	68.0%	74.2	46.4%	9.6	Black (65.5%)	
Dinwiddie County	7	0	4,675	48.4%	68	31.0%	11.4	Black (43.3%)	
Halifax County	7	3	6,023	56.9%	82.2	46.3%	4.9	Black (45.4%)	
Henry County	7	7	7,563	50.3%	75.3	47.5%	14	Black (30.8%)	Hispanic (3.9%)
Lunenburg County	7	3	1,686	60.5%	73.7	46.1%	22.4	Black (40.1%)	
Lynchburg City	7	10	8,655	51.1%	73.9	36.6%	10.9	Black (50.8%)	
Martinsville City	7	10	2,551	60.6%	81.9	32.5%	6.2	Black (58%)	
Mecklenburg Co.	7	3	4,837	54.5%	82.5	37.1%	12.3	Black (47.6%)	
Nottoway County	7	3	2,428	53.4%	76.8	44.7%	11.6	Black (44.2%)	
Pittsylvania County	7	11	9,252	42.3%	82	38.4%	13.3	Black (32%)	
Prince Edward Co.	7	5	2,615	60.2%	79.5	48.6%	9.5	Black (58.6%)	
Colonial Heights City	8	2	2,902	28.6%	73	8.3%	22.6	no significant	
Franklin City	8	4	1,299	62.4%	64.9	44.7%	17.5	Black (73.7%)	

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School Districts by Fall Headcount, Provider Population, Graduation Rate, Dropout Rate, Percent Low-Income, and Largest Minority Group, 2008 (Continued)

School District*	Region	Number of Access Providers In School District	Fall 08 K-12 Headcount	% FRSL (Shaded cell = Above 40% State Average)	08 Grad Rate % (Shaded cell = Below 82% State Average)	% Low income (Shaded cell = Above 29% State Average)	08 Dropout Rate % (Shaded Cell = Above 9.3% State Average)	Largest Minority Group (by % of total)	Other Notable
Greensville County	8	4	2,726	63.8%	81.8	36.4%	4.9	Black (70.7%)	
Isle of Wight County	8	6	5,495	30.4%	80.4	19.3%	12.2	Black (30.4%)	
Petersburg City	8	6	4,675	60.2%	58.1	80.2%	31.1	Black (95.5%)	
Prince George County	8	0	6,273	33.7%	77.8	9.4%	8.8	Black (35.2%)	Hispanic (4%)
Southampton County	8	1	2,850	42.1%	74.9	31.5%	11.5	Black (46%)	
Suffolk City	8	6	14,093	38.8%	72.2	27.4%	18.6	Black (56.5%)	
Surry County	8	3	1,041	50.2%	86.8	35.5%	7.9	Black (69.7%)	
Sussex County	8	3	1,215	73.5%	73.2	59.9%	14.1	Black (78.9%)	
Accomack County	9	7	5,193	62.3%	65.6	48.6%	19.3	Black (52.4%)	Hispanic (4.8%)
Charles City County	9	1	859	43.5%	85.5	32.9%	11.8	Black (71.1%)	
Essex County	9	4	1,634	56.5%	80	40.0%	6.4	Black (57.9%)	
Gloucester County	9	3	6,033	26.6%	78.6	14.5%	8.3	Black (10.2%)	
King and Queen County	9	2	802	21.2%	60.3	39.7%	15.5	Black (48.3%)	
King George County	9	0	4,064	25.2%	88.3	11.4%	8.1	Black (27.2%)	
King William County	9	2	2,212	53.1%	92.5	14.3%	6.8	Black (23%)	
Lancaster County	9	1	1,380	54.9%	88	47.2%	5.6	Black (47.2%)	
Mathews County	9	1	1,260	24.7%	88.1	13.9%	3	Black (9.9%)	
Middlesex County	9	1	1,286	34.4%	81.4	36.4%	10.2	Black (23.7%)	
New Kent County	9	6	2,784	13.2%	80	11.1%	11.1	Black (18.2%)	
Northampton County	9	6	1,842	66.8%	73.8	58.6%	14.8	Black (63.3%)	Hispanic (4.8%)
Northumberland County	9	2	1,479	47.2%	80.9	32.6%	9.9	Black (48.9%)	

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School Districts by Fall Headcount, Provider Population, Graduation Rate, Dropout Rate, Percent Low-Income, and Largest Minority Group, 2008 (Continued)

School District*	Region	Number of Access Providers In School District	Fall 08 K-12 Headcount	% FRSL (Shaded cell = Above 40% State Average)	08 Grad Rate % (Shaded cell = Below 82% State Average)	% Low income (Shaded cell = Above 29% State Average)	08 Dropout Rate % (Shaded Cell = Above 9.3% State Average)	Largest Minority Group (by % of total)	Other Notable
Richmond County	9	2	1,213	41.6%	82	37.1%	12.4	Black (27%)	Limited English (12.4%)
Town of Colonial Beach	9	0	576	41.7%	86.2	25.9%	1.7	Black (22.4%)	
Town of West Point	9	0	773	16.6%	94	low data	3	Black (14.9%)	
Westmoreland County	9	5	1,818	55.6%	75.9	38.3%	6.2	Black (53.1%)	
Chesapeake City	10	6	39,901	25.3%	87.7	14.8%	6.9	Black (35.2%)	
Hampton City	10	7	21,810	44.1%	71.5	24.1%	10.1	Black (64%)	
Newport News City	10	7	31,298	49.8%	73.1	33.1%	11.8	Black (57.3%)	Hispanic (4.6%)
Norfolk City	10	10	34,488	58.3%	71.9	42.5%	13.1	Black (61.9%)	Hispanic (3.1%)
Poquoson City	10	2	2,491	9.0%	94.7	low data	1	no significant	
Portsmouth City	10	6	15,323	52.1%	61.4	28.4%	19	Black (71.4%)	
Virginia Beach City	10	3	71,564	27.2%	84.3	14.1%	5.5	Black (28.2%)	Asian (6.3%)
Williamsburg-James City Co.	10	7	10,539	22.8%	79.7	11.7%	8.6	Black (22.4%)	Hispanic (4.3%)
York County	10	2	12,909	15.0%	86.5	7.2%	3.1	Black (14.1%)	

Source: Virginia Department of Education, 2009.

*Note: districts highlighted in bold and dark shading have been identified in this study as "high need". Districts in italics and light shading have been identified as areas of "recognized need".

[3] Bedford County data include Bedford City.

[4] Fairfax County data include Fairfax City.

[5] Greensville County data include Emporia City.

[6] Rockbridge County data include Lexington City data for grades 9-12.

[7] Williamsburg City data include James City County.

Top and Bottom Six by Districts with Above Average Percentages of Students from Low-Income Families: Academic Achievement and Completer Plans, 2008

School District	Completer Plans*				Low Income		All Students	
	2008 4-Year Completer Plans, Percent	2008 2 or 4-Year Completer Plans, Percent	4-Year Completer Plans: % Points Change 1997 to 2008	2 or 4-Year Completer Plans: % Points Change 1997 to 2008	Percent Class-ified as "Low Income"	VA On-Time Grad Rate	VA On-Time Grad Rate	Percent Dropout
Note:	Shaded = Below Average	Shaded = Below Average	Shaded = Negative Change	Shaded = Negative Change	Shaded = Above State Average	Shaded = Below State Average	Shaded = Below State Average	Shaded = Above State Average
(State Averages):	*39%*	*70.3%*			*31%*	*77%*	*82%*	*9.3%*
Charles City	35.9%	76.6%	8.2%	44.0%	32.9%	92.0%	85.5%	11.8%
Cumberland County	62.4%	67.7%	36.4%	26.2%	54.1%	78.0%	82.6%	12.8%
Galax City	37.3%	81.9%	4.8%	0.7%	32.9%	92.3%	92.4%	5.1%
Grayson County	26.9%	76.6%	9.6%	21.9%	48.8%	82.8%	83.7%	9.4%
Pittsylvania County	30.9%	67.4%	10.2%	13.4%	38.4%	79.9%	82.0%	13.3%
Surry County	64.6%	76.9%	2.0%	11.1%	35.5%	92.6%	86.8%	7.9%
Bristol City	29.3%	67.2%	-16.4%	-8.7%	34.4%	70.1%	77.4%	11.8%
Buckingham County	35.7%	46.2%	-4.9%	-2.0%	43.7%	58.5%	68.8%	18.1%
Franklin City	28.8%	68.1%	-13.1%	-4.6%	35.6%	64.7%	77.3%	9.4%
Harrisonburg City	37.6%	58.0%	-9.6%	-3.5%	33.9%	71.8%	72.8%	15.8%
Newport News City	25.7%	33.4%	-35.0%	-40.2%	33.1%	68.8%	73.1%	11.8%
Roanoke City	28.1%	62.4%	-20.1%	-19.7%	50.7%	51.4%	59.1%	22.1%

Continued on next page

Top and Bottom Six by Districts with Above Average Percentages of Students from Low-Income Families:
Academic Achievement and Completer Plans, 2008 (Continued)

School District	Completer Plans				Low Income		All Students	
	2008 4-Year Completer Plans, Percent	2008 2 or 4-Year Completer Plans, Percent	4-Year Completer Plans: % Points Change 1997 to 2008	2 or 4-Year Completer Plans: % Points Change 1997 to 2008	Percent Class-ified as "Low Income"	VA On-Time Grad Rate	VA On-Time Grad Rate	Percent Dropout
Note:	Shaded = Below Average	Shaded = Below Average	Shaded = Negative Change	Shaded = Negative Change	Shaded = Above State Average	Shaded = Below State Average	Shaded = Below State Average	Shaded = Above State Average
(State Averages):	*39%*	*70.3%*			*31%*	*77%*	*82%*	*9.3%*
Accomack County	34.9%	68.4%	6.7%	10.7%	48.6%	60.2%	65.6%	19.3%
Alexandria City	57.0%	70.7%	4.8%	-4.3%	40.3%	70.0%	76.4%	11.1%
Alleghany Highlands County	24.3%	71.8%	8.4%	18.2%	37.0%	70.1%	83.0%	10.2%
Amherst County	29.4%	42.0%	-8.8%	-26.3%	33.3%	82.1%	80.9%	7.6%
Brunswick County	21.1%	54.7%	-3.6%	9.8%	90.9%	68.6%	63.4%	16.1%
Buchanan County	14.6%	69.3%	-6.4%	-1.1%	58.1%	80.6%	83.5%	10.9%
Carroll County	45.3%	70.7%	18.2%	13.8%	47.3%	73.1%	81.4%	8.0%
Charlotte County	30.5%	82.0%	1.7%	14.8%	40.0%	76.8%	84.4%	5.9%
Charlottesville City	47.7%	74.0%	-6.2%	0.7%	41.4%	61.4%	74.6%	13.2%
Danville City	33.1%	78.9%	-5.6%	5.1%	46.4%	77.8%	74.2%	9.6%
Dickenson County	14.7%	65.4%	-11.8%	2.3%	53.1%	87.5%	87.6%	7.1%
Essex County	41.7%	61.7%	12.5%	2.4%	40.0%	82.1%	80.0%	6.4%
Franklin County	53.9%	69.7%	26.1%	17.4%	44.7%	60.8%	64.9%	17.5%
Fredericksburg City	55.5%	83.2%	-2.0%	19.5%	32.1%	63.9%	75.4%	11.6%
Greensville (incl. Emporia City)	46.0%	70.4%	17.1%	26.4%	36.4%	75.6%	81.8%	4.9%
Halifax City	37.6%	58.0%	8.8%	-0.9%	46.3%	81.0%	82.2%	4.9%

Continued on next page

Top and Bottom Six by Districts with Above Average Percentages of Students from Low-Income Families:
Academic Achievement and Completer Plans, 2008 (Continued)

School District	Completer Plans				Low Income		All Students	
	2008 4-Year Completer Plans, Percent	2008 2 or 4-Year Completer Plans, Percent	4-Year Completer Plans: % Points Change 1997 to 2008	2 or 4-Year Completer Plans: % Points Change 1997 to 2008	Percent Classified as "Low Income"	VA On-Time Grad Rate	VA On-Time Grad Rate	Percent Dropout
Note:	Shaded = Below Average	Shaded = Below Average	Shaded = Negative Change	Shaded = Negative Change	Shaded = Above State Average	Shaded = Below State Average	Shaded = Below State Average	Shaded = Above State Average
(State Averages):	*39%*	*70.3%*			*31%*	*77%*	*82%*	*9.3%*
Henry County	40.0%	60.0%	-4.4%	-0.8%	47.5%	66.2%	75.3%	14.0%
Hopewell City	39.8%	75.2%	4.7%	15.9%	40.7%	54.4%	58.3%	20.8%
King & Queen County	24.5%	72.1%	-4.5%	-13.8%	39.7%	52.2%	60.3%	15.5%
Lancaster County	22.9%	61.5%	-12.1%	2.7%	47.2%	84.7%	88.0%	5.6%
Lee County	49.8%	74.3%	2.8%	15.5%	51.1%	49.4%	63.0%	20.7%
Lunenburg County	50.3%	96.4%	-10.4%	0.1%	46.1%	65.7%	73.7%	22.4%
Lynchburg City	37.6%	78.3%	5.3%	7.0%	36.6%	68.2%	73.9%	10.9%
Martinsville City	34.6%	70.2%	17.5%	36.1%	32.5%	75.9%	81.9%	6.2%
Mecklenburg County	25.7%	33.4%	9.3%	20.4%	37.1%	75.7%	82.5%	12.3%
Middlesex County	44.3%	69.2%	-14.5%	7.0%	36.4%	81.4%	81.4%	10.2%
Norfolk City	29.9%	66.1%	-2.4%	4.4%	42.5%	64.1%	71.9%	13.1%
Northampton County	50.0%	77.6%	-5.2%	0.5%	58.6%	66.7%	73.8%	14.8%
Northumberland County	36.6%	80.1%	1.1%	4.0%	32.6%	91.3%	80.9%	9.9%
Norton City	24.5%	70.5%	2.1%	-12.0%	41.4%	70.8%	81.0%	13.8%
Nottoway County	35.0%	71.5%	5.3%	4.2%	44.7%	76.5%	76.8%	11.6%
Patrick County	54.5%	82.0%	-6.4%	5.7%	36.7%	75.3%	85.5%	7.7%
Petersburg City	47.2%	76.7%	-7.1%	1.4%	80.2%	70.5%	58.1%	31.1%

Continued on next page

Top and Bottom Six by Districts with Above Average Percentages of Students from Low-Income Families:
Academic Achievement and Completer Plans, 2008 (Continued)

School District	Completer Plans				Low Income		All Students	
	2008 4-Year Completer Plans, Percent	2008 2 or 4-Year Completer Plans, Percent	4-Year Completer Plans: % Points Change 1997 to 2008	2 or 4-Year Completer Plans: % Points Change 1997 to 2008	Percent Class-ified as "Low Income"	VA On-Time Grad Rate	VA On-Time Grad Rate	Percent Dropout
Note:	Shaded = Below Average	Shaded = Below Average	Shaded = Negative Change	Shaded = Negative Change	Shaded = Above State Average	Shaded = Below State Average	Shaded = Below State Average	Shaded = Above State Average
(State Averages):	*39%*	*70.3%*			*31%*	*77%*	*82%*	*9.3%*
Prince Edward County	28.1%	62.4%	3.1%	8.9%	48.6%	79.4%	79.5%	9.5%
Pulaski County	13.4%	61.3%	-0.5%	-1.8%	32.8%	62.7%	77.4%	6.9%
Richmond City	27.8%	69.9%	-8.1%	-7.7%	37.1%	66.7%	82.0%	12.4%
Russell County	45.7%	88.3%	-9.3%	-9.2%	33.8%	80.5%	85.7%	6.6%
Scott County	35.0%	61.6%	-0.9%	6.1%	42.2%	88.0%	90.5%	3.7%
Smyth County	66.7%	78.8%	-4.7%	-1.9%	36.9%	82.1%	83.4%	3.9%
Southampton County	23.3%	48.3%	3.1%	11.8%	31.5%	71.6%	74.9%	11.5%
Staunton City	34.6%	73.2%	-6.0%	-2.3%	31.1%	72.5%	80.6%	6.3%
Sussex County	40.6%	69.8%	-24.9%	-22.8%	59.9%	71.8%	73.2%	14.1%
Tazewell County	34.6%	73.2%	-15.7%	-1.0%	36.9%	62.2%	75.5%	10.3%
Washington County	33.3%	74.0%	7.7%	-1.9%	34.4%	73.1%	84.0%	6.4%
Waynesboro City	17.4%	75.7%	-7.0%	4.2%	32.8%	72.2%	80.5%	5.4%
Westmoreland County			2.6%	8.4%	38.3%	82.3%	75.9%	6.2%
Wise County			-1.7%	-1.0%	40.2%	76.0%	83.0%	11.6%
Wythe County	17.4%	75.7%	-17.3%	4.2%	32.3%	79.2%	83.8%	5.5%

Completer plans indicate what percentage of graduating senior students plan to go on to a two-year or four-year college directly after completing high school.

Appendix NN

Top 16 and Bottom 15 School Districts by Provider Count

School District	Region Code	Number of Access Providers in School District	Fall 08 K-12 Headcount
Lowest 15 School Districts by Number of Providers			
Highland County	2	**0**	273
Clarke County	3	**0**	2,169
Page County	3	**0**	3,689
Shenandoah County	3	**0**	6,326
Falls Church City	4	**0**	1,967
Fauquier County	4	**0**	11,265
Spotsylvania County	4	**0**	24,116
Stafford County	4	**0**	26,850
Campbell County	7	**0**	8,734
Dinwiddie County	7	**0**	4,675
Colonial Heights	8	**0**	2,902
Prince George County	8	**0**	6,273
King George County	9	**0**	4,064
Town of West Point	9	**0**	773
Town of Colonial Beach	9	**0**	576
Head Count Average			**6,977**

Continued on next page

**Top 16 and Bottom 15 School Districts by Provider Count
(Continued)**

School District	Region Code	Number of Access Providers in School District	Fall 08 K-12 Headcount
Highest 16 School Districts by Number of Providers			
Smyth County	1	**8**	5,042
Fairfax County	4	**8**	169,040
Arlington Co.	4	**8**	19,599
Alexandria City	4	**8**	11,223
Tazewell County	1	**8**	6,864
Roanoke County	2	**10**	14,937
Montgomery County	1	**10**	9,744
Wise County	1	**10**	6,782
Lynchburg City	7	**10**	8,655
Martinsville City	7	**10**	2,551
Norfolk City	10	**10**	34,488
Patrick County	1	**10**	2,644
Danville City	7	**10**	6,556
Richmond City	6	**10**	23,200
Pittsylvania Co.	7	**11**	9,252
Washington County	1	**13**	7,514
Head Count Average			**22,038**

*Note: districts in bold are high need or recognized need areas.

Appendix OO

Code Mapping for College Access Provider Qualitative Interviews

(SECOND ITERATION: PATTERN VARIABLES (THEMES) AND APPLICATION TO DATA SET)

Successes	Relationships
Training	Evaluation
Needs	Recruitment
Challenges	Time Frame

(FIRST ITERATION: INITIAL CODES)

Success	Program Timeline	Observation
Staff Training	Program growth and change	Focus groups
Conferences	Parents/Families	Existing data
Workshops	Organizational successes	Evaluation
Staff development	Support	student tracking
Provider needs (not financial)	Growth	programs
More schools	Financial Aid	attendance
Money	Clients/Recruitment	financial aid
Tracking	In schools	qualitative (stories)
Staff	Referrals	parents
College visits	Word of Mouth	Relationships with
Tutoring	Workshops	community
Student Attendance	Teachers/counselors	Relationships with students
Money	Current students/alums	Relationships with schools
Geography	Identifying Client Needs	Competition
Transportation	Assessment	
Families	Community	
Student situations	Advisory board	

Appendix PP

Explanation of Provider Count Totals by District

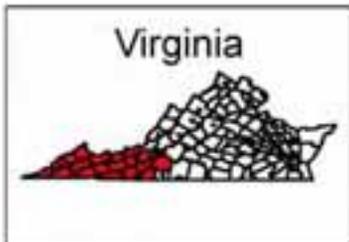| District	Region	Provider Count	Community-Based Access Providers	Career Coaches*	Total Career Coaches**	Gear Up	Talent Search	Upward Bound	Community Colleges	Private Higher Education	Public Higher Education
Accomack County	9	7	3	1	2				1		
Albemarle County	5	4	1	1				1	1		
Alexandria City	4	8	5	1					1		
Alleghany County	2	4	1	1			1		1		
Amelia County	7	2	1	1							
Amherst County	5	1								1	
Appomattox County	7	1		1							
Arlington County	4	8	6	1						1	
Augusta County	2	2		1					1		
Bath County	2	2		1			1				
Bedford County	7	3		1	2						
Bland County	1	4		1	1		1	1			
Botetourt County	2	3		1			1				
Bristol City	1	5	1	1			1	1		1	
Brunswick County	7	4		1				1	1	1	
Buchanan County	1	3	1			1		1			
Buckingham County	5	7	1	2	3				1		
Buena Vista City	2	2		1			1				
Campbell County	7	0									
Caroline County	4	1		1							
Carroll County	1	2		1			1				
Charles City County	9	1	1								
Charlotte County	7	2		1	1						

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Explanation of Provider Count Totals by District (Continued)

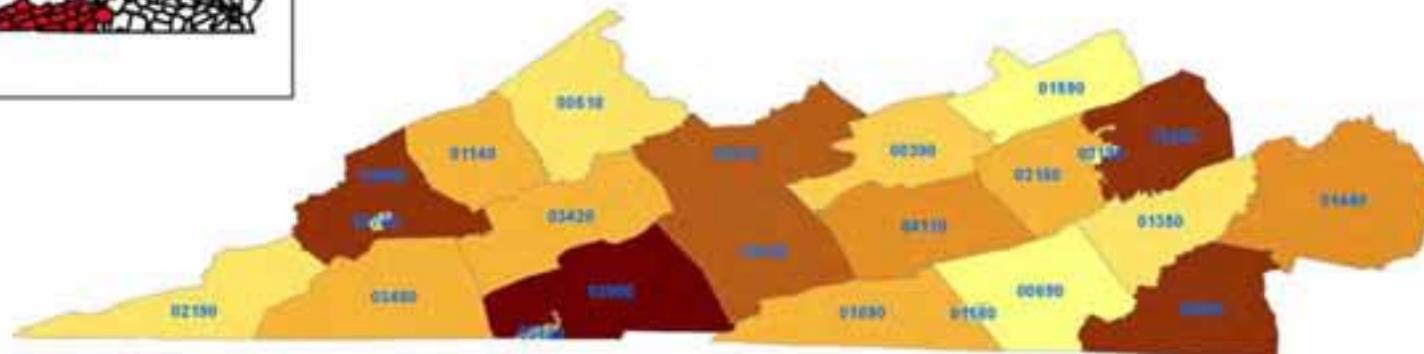| District	Region	Provider Count	Community-Based Access Providers	Career Coaches*	Total Career Coaches**	Gear Up	Talent Search	Upward Bound	Community Colleges	Private Higher Education	Public Higher Education
Charlottesville City	5	6	2	1		1		1			1
Chesapeake City	10	5	2	1				1	1		
Chesterfield County	6	6	3	1		1			1		
Clarke County	3	0									
Colonial Heights City	8	0									
Covington City	2	3	1	1			1				
Craig County	2	2	1	1							
Culpeper County	4	2		1	1						
Cumberland County	5	6	1	1		1		2			1
Danville City	7	10	5	1		1		1	1	1	
Dickenson County	1	5		2	1			2			
Dinwiddie County	7	0									
Essex County	9	1						1			
Fairfax County	4	8	5	2							1
Falls Church City	4	0									
Fauquier County	4	0									
Floyd County	1	3		1			1	1			
Fluvanna County	5	4	2	1				1			
Franklin City	8	2	1	1							
Franklin County	1	7	1	1			1	2	1	1	
Frederick County	3	1		1							
Fredericksburg City	4	1									1
Galax City	1	2		1			1				
Giles County	1	2						1	1		

Continued on next page

District	Region	Provider Count	Community-Based Access Providers	Career Coaches*	Total Career Coaches**	Gear Up	Talent Search	Upward Bound	Community Colleges	Private Higher Education	Public Higher Education
Gloucester County	9	4		1			1	1	1		
Goochland County	5	2	2								
Grayson County	1	5		1	1	1	2				
Greene County	5	3	1	1					1		
Greensville County	8	4	2	1		1					
Halifax County	7	3	2	1							
Hampton City	10	7	1	1	1		1	1	1	1	
Hanover County	5	3	2							1	
Harrisonburg City	3	3		1						1	1
Henrico County	6	5	4	1							
Henry County	7	7	3	1				1	2		
Highland County	2	0									
Hopewell City	6	2		1		1					
Isle of Wight County	8	4	1	1				1	1		
King and Queen County	9	2		1		1					
King George County	9	0									
King William County	9	1		1							
Lancaster County	9	2		1					1		
Lee County	1	3		1	1		1				
Loudoun County	4	5	3	1	1						
Louisa County	5	3	1	1					1		
Lunenburg County	7	3	1	1					1		
Lynchburg City	7	10	1	1	1	1	1	1	1	3	
Madison County	5	1	1								

Continued on next page

Explanation of Provider Count Totals by District (Continued)

District	Region	Provider Count	Community-Based Access Providers	Career Coaches*	Total Career Coaches**	Gear Up	Talent Search	Upward Bound	Community Colleges	Private Higher Education	Public Higher Education
Manassas City	4	1	1								
Manassas Park City	4	2		1							
Martinsville City	7	10	4	1		1	1	2	1		
Mathews County	9	1		1							
Mecklenburg County	7	3		1	1			1			
Middlesex County	9	1		1							
Montgomery County	1	10	2	1	4		1	1			1
Nelson County	5	4	2	1				1			
New Kent County	9	1	1								
Newport News City	10	7	1	1	2		1	1			1
Norfolk City	10	10	3	1	1			2		1	2
Northampton County	9	6	3	1				1	1		
Northumberland County	9	1		1							
Norton City	1	3		1		1	1				
Nottoway County	7	3				1		2			
Orange County	5	2						1	1		
Page County	3	0									
Patrick County	1	10	5	1		1	1	2			
Petersburg City	8	6	1	1	1	1		1			1
Pittsylvania County	7	11	5	1	3	1		1			
Poquoson City	10	2					1	1			
Portsmouth City	10	6	2	1				3			
Powhatan County	5	2	2								
Prince Edward County	7	5	1	1		1				1	1

Explanation of Provider Count Totals by District (Continued)

District	Region	Provider Count	Community-Based Access Providers	Career Coaches*	Total Career Coaches**	Gear Up	Talent Search	Upward Bound	Community Colleges	Private Higher Education	Public Higher Education
Prince George County	8	0									
Prince William County	4	5		1	3	1					
Pulaski County	1	5		1		1	1	1	1		
Radford City	1	2		1							1
Rappahannock County	4	1	1								
Richmond City	6	10	4	1				1	1	2	1
Richmond County	9	2		1				1			
Roanoke City	2	4	2	1				1			
Roanoke County	2	10	2	1	3			1	1	2	
Rockbridge County	2	6	1	1		1	1			1	1
Rockingham County	3	2		1						1	
Russell County	1	5	1	1	2			1			
Salem City	2	4	1	1				1		1	
Scott County	1	5		1	2	1	1				
Shenandoah County	3	0									
Smyth County	1	8		2	2	1	2	1			
Southampton County	8	1		1							
Spotsylvania County	4	0									
Stafford County	4	0									
Staunton City	2	1								1	
Suffolk City	8	6	2	1			1	2			
Surry County	8	1	1								
Sussex County	8	3	1	1		1					
Tazewell County	1	8	1	1	2		1	1	1	1	

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Explanation of Provider Count Totals by District (Continued)

District	Region	Provider Count	Community-Based Access Providers	Career Coaches*	Total Career Coaches**	Gear Up	Talent Search	Upward Bound	Community Colleges	Private Higher Education	Public Higher Education
Town of Colonial Beach	9	0									
Town of West Point	9	0									
Virginia Beach City	10	3	2	1							
Warren County	3	4	2	1	1						
Washington County	1	13	3	1	4	1	1	1	1	1	
Waynesboro City	2	1						1			
Westmoreland County	9	3		1		1		1			
Williamsburg-James City County	10	7	2	1	1		1	1			1
Winchester City	3	1								1	
Wise County	1	10		1	5		1	1	1		1
Wythe County	1	7	1	1	1		1	2	1		
York County	10	2					1	1			

*The column called "Career Coaches" counts each instance of a career coach program once per community college host. For example: if a district has more than one community college listed in its geographic vicinity, it received two Career Coach instances. We chose this approach to place the focus on the community colleges as hosts of the Career Coach programs, rather than on the individual Career Coach providers working in the high schools who may experience turnover on a regular basis. See the following note for further explanation.

**The column entitled "Total Career Coaches" accounts for the actual distribution and frequency of individual Career Coach providers through multiple districts, regardless of the location of the hosting community college.

Map One
The Commonwealth of Virginia,
Identifying Regions and School Districts

Regions
- Capital
- Central
- Central Coast
- Hampton Roads
- Mountain
- North Valley
- Northern
- South Central
- South East
- South Valley

250 Miles

Map Created by Stuart Hamilton, www.wm.edu/cga
Website: http://www.schev.edu/A12/CACOPI
Source: TIGER School District Boundaries
Maps are based on 2008 data and were compiled on behalf of
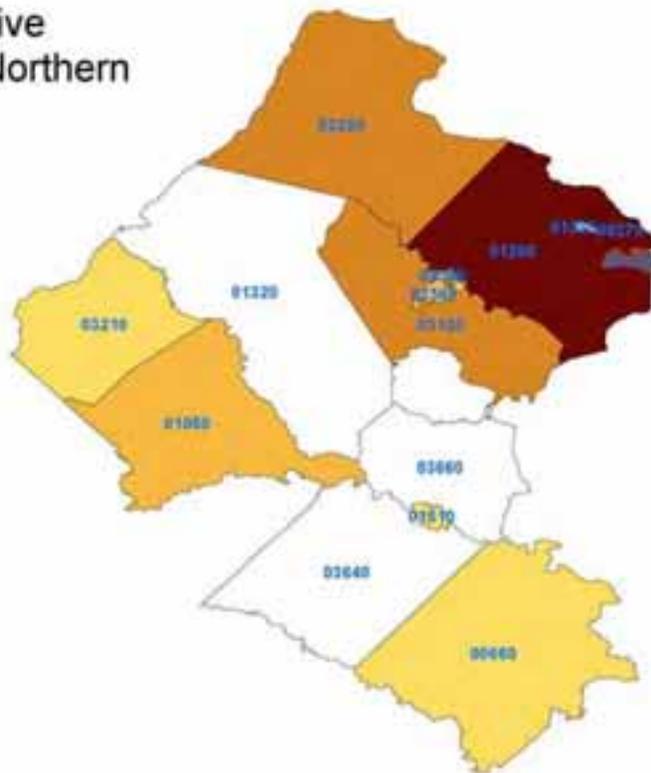The State Council of Higher Education for Virginia (SCHEV)

N

Map Two
Region 1: Mountain

Virginia

Number of Providers

	2
	3
	4
	5
	7
	8
	10
	13

100 Miles

N

Map Three
Region 2: South Valley

Virginia

Number of Providers

	0
	1
	2
	3
	4
	6
	10

NAME	UNIFIED	Count
ALLEGHANY HIGHLANDS COUNTY PUBLIC SCHOOLS	00152	4
AUGUSTA COUNTY PUBLIC SCHOOLS	00300	2
BATH COUNTY PUBLIC SCHOOLS	00330	2
BOTETOURT COUNTY PUBLIC SCHOOLS	00420	3
BUENA VISTA CITY PUBLIC SCHOOLS	00560	2
COVINGTON CITY PUBLIC SCHOOLS	00990	3
CRAIG COUNTY PUBLIC SCHOOLS	01020	2
HIGHLAND COUNTY PUBLIC SCHOOLS	01950	0
ROANOKE CITY PUBLIC SCHOOLS	03300	4
ROANOKE COUNTY PUBLIC SCHOOLS	03330	10
ROCKBRIDGE COUNTY PUBLIC SCHOOLS	03370	6
SALEM CITY PUBLIC SCHOOLS	03460	4
STAUNTON CITY PUBLIC SCHOOLS	03690	1
WAYNESBORO CITY PUBLIC SCHOOLS	03930	1
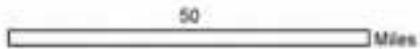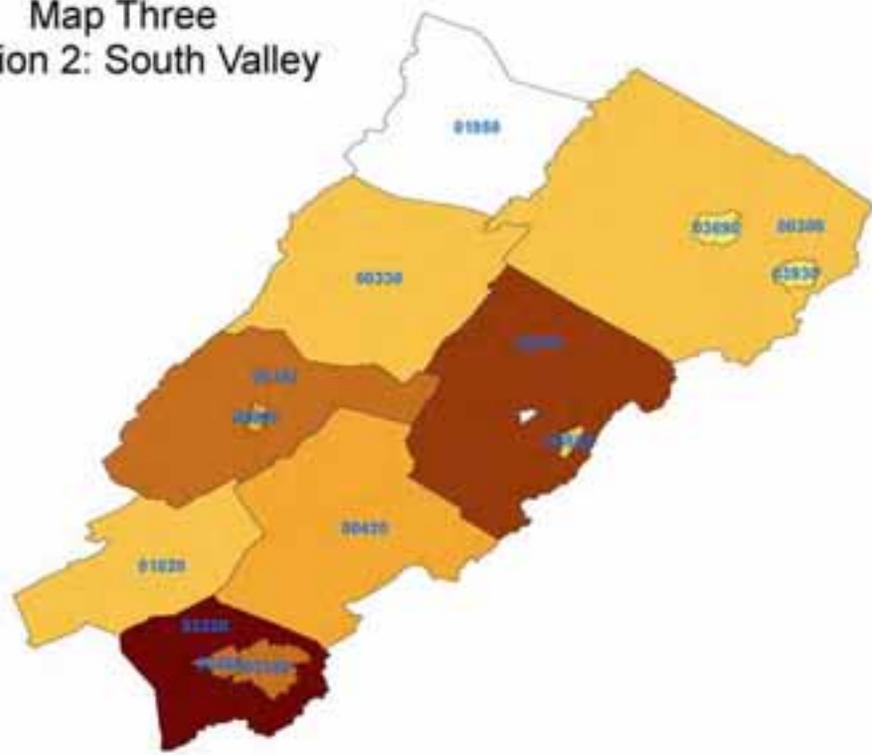
50

Miles

Map Created by Stuart Hamilton, www.wm.edu/sga
Website: http://www.schev.edu/k12ICACOPY
Source: TIGER School District Boundaries
Maps are based on 2008 data and were compiled on behalf of
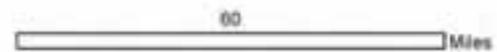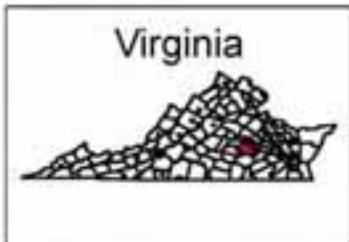The State Council of Higher Education for Virginia (SCHEV)

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Virginia
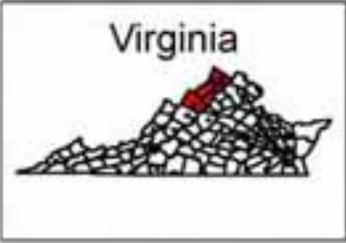
Map Four
Region 3: North Valley

Number of Providers

☐	0
☐	2
☐	3
☐	4
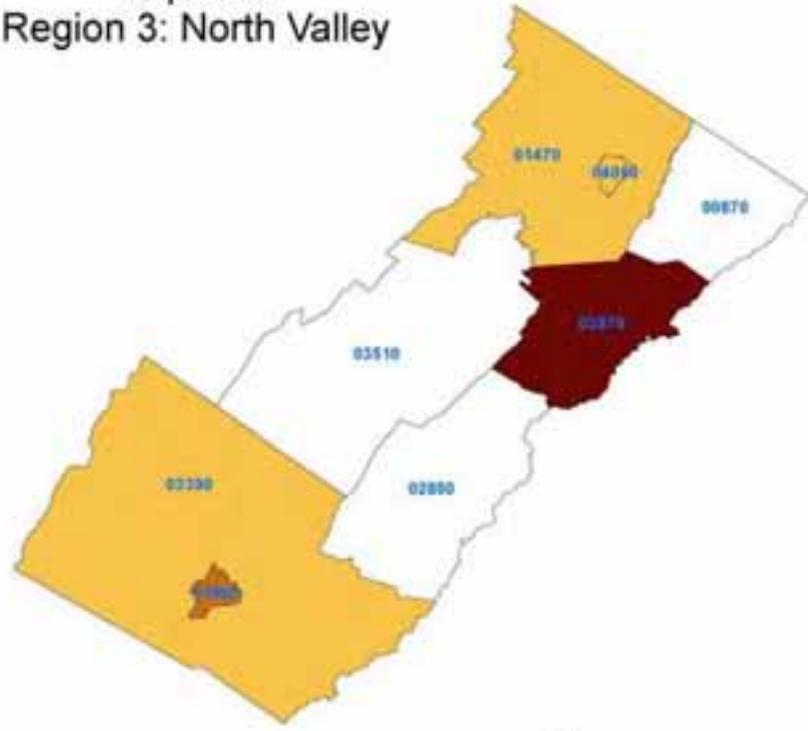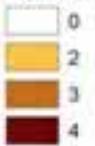
NAME	UNIFIED	COUNT
CLARKE COUNTY PUBLIC SCHOOLS	00870	0
FREDERICK COUNTY PUBLIC SCHOOLS	01470	1
HARRISONBURG CITY PUBLIC SCHOOLS	01860	3
PAGE COUNTY PUBLIC SCHOOLS	02850	0
ROCKINGHAM COUNTY PUBLIC SCHOOLS	03390	2
SHENANDOAH COUNTY PUBLIC SCHOOLS	03530	0
WARREN COUNTY PUBLIC SCHOOLS	03870	4
WINCHESTER CITY PUBLIC SCHOOLS	04050	1

50

Miles

N
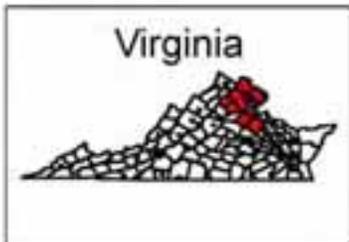
Map Five
Region 4: Northern

Virginia

Number of Providers

⬜	0
🟨	1
🟧	2
🟧	5
🟫	7
🟥	8
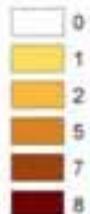
NAME	UNIFIED	Count
ALEXANDRIA CITY PUBLIC SCHOOLS	00520	7
ARLINGTON COUNTY PUBLIC SCHOOLS	00270	8
CAROLINE COUNTY PUBLIC SCHOOLS	00660	1
CULPEPER COUNTY PUBLIC SCHOOLS	01050	2
FAIRFAX COUNTY PUBLIC SCHOOLS	01260	8
FALLS CHURCH CITY PUBLIC SCHOOLS	01290	0
FAUQUIER COUNTY PUBLIC SCHOOLS	01320	0
FREDERICKSBURG CITY PUBLIC SCHOOLS	01510	1
LOUDOUN COUNTY PUBLIC SCHOOLS	02250	5
MANASSAS CITY PUBLIC SCHOOLS	02360	2
MANASSAS PARK CITY PUBLIC SCHOOLS	02390	1
PRINCE WILLIAM COUNTY PUBLIC SCHOOLS	03130	5
RAPPAHANNOCK COUNTY PUBLIC SCHOOLS	03210	1
SPOTSYLVANIA COUNTY PUBLIC SCHOOLS	03640	0
STAFFORD COUNTY PUBLIC SCHOOLS	03660	0

60
Miles

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Map Created by Stuart Hamilton, www.wm.edu/cga
Website: http://www.schev.edu/k12/CACGPI
Source: TIGER School District Boundaries
Maps are based on 2006 data and were compiled on behalf of
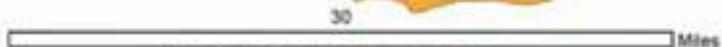The State Council of Higher Education for Virginia (SCHEV)

Virginia

Map Six
Region 5: Central

Number of Providers
- 1
- 2
- 3
- 4
- 6
- 7
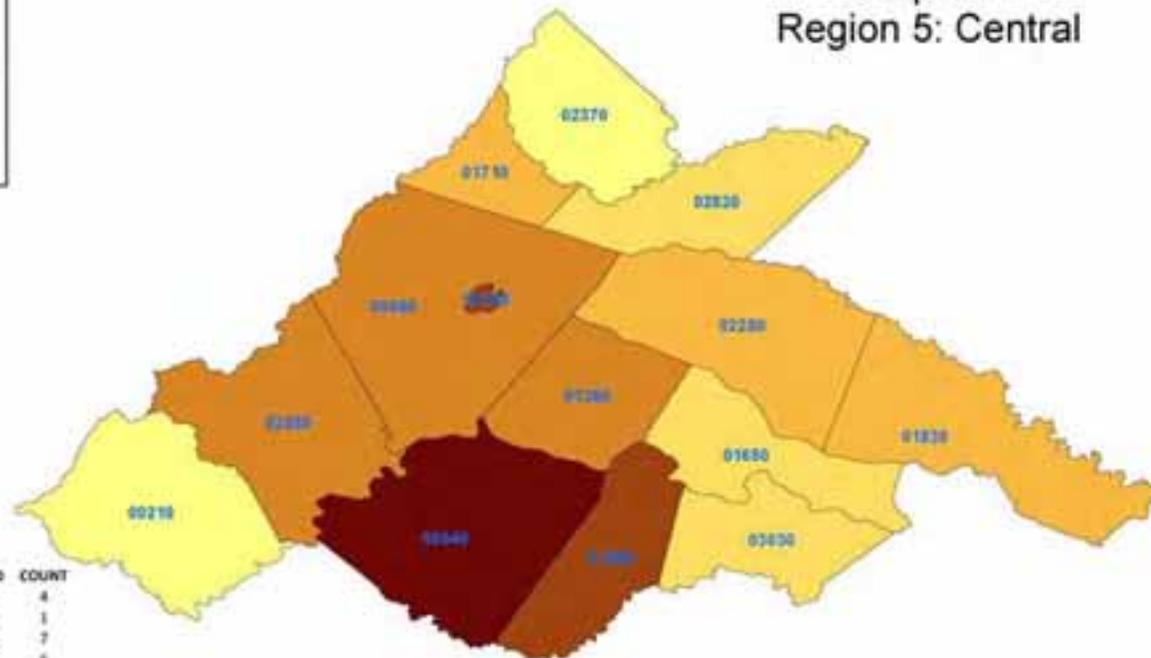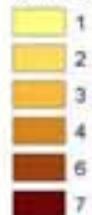
NAME	UNIFIED	COUNT
ALBEMARLE COUNTY PUBLIC SCHOOLS	00090	4
AMHERST COUNTY PUBLIC SCHOOLS	00210	1
BUCKINGHAM COUNTY PUBLIC SCHOOLS	00540	7
CHARLOTTESVILLE CITY PUBLIC SCHOOLS	00780	6
CUMBERLAND COUNTY PUBLIC SCHOOLS	01080	6
FLUVANNA COUNTY PUBLIC SCHOOLS	01380	4
GOOCHLAND COUNTY PUBLIC SCHOOLS	01650	2
GREENE COUNTY PUBLIC SCHOOLS	01710	3
HANOVER COUNTY PUBLIC SCHOOLS	01830	3
LOUISA COUNTY PUBLIC SCHOOLS	02190	3
MADISON COUNTY PUBLIC SCHOOLS	02370	1
NELSON COUNTY PUBLIC SCHOOLS	02580	4
ORANGE COUNTY PUBLIC SCHOOLS	02830	2
POWHATAN COUNTY PUBLIC SCHOOLS	03030	2

Map Created by Stuart Hamilton; www.wm.edu/cga
Website: http://www.schev.edu/t12/CACGP/
Source: TIGER School District Boundaries.
Maps are based on 2008 data and were compiled on behalf of
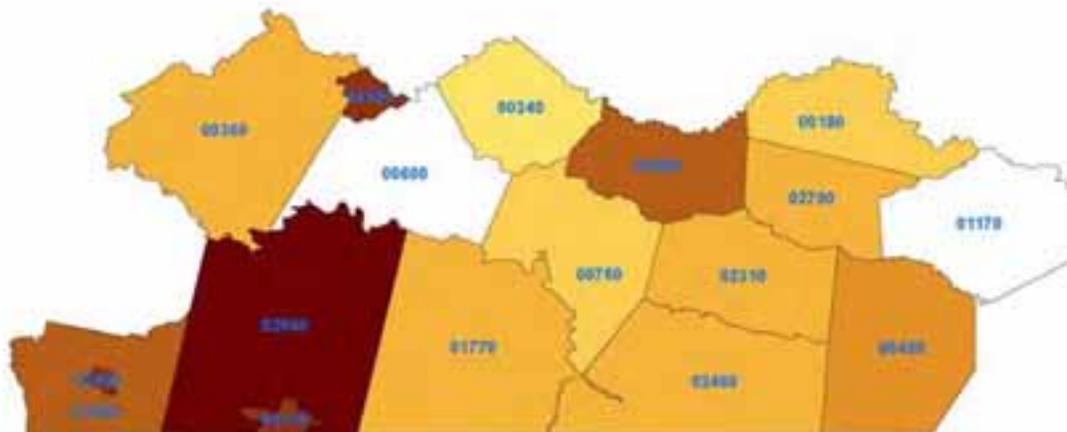The State Council of Higher Education for Virginia (SCHEV)

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Virginia

Map Seven
Region 6: Capital

Number of Providers

- 2
- 5
- 6
- 10
- 11
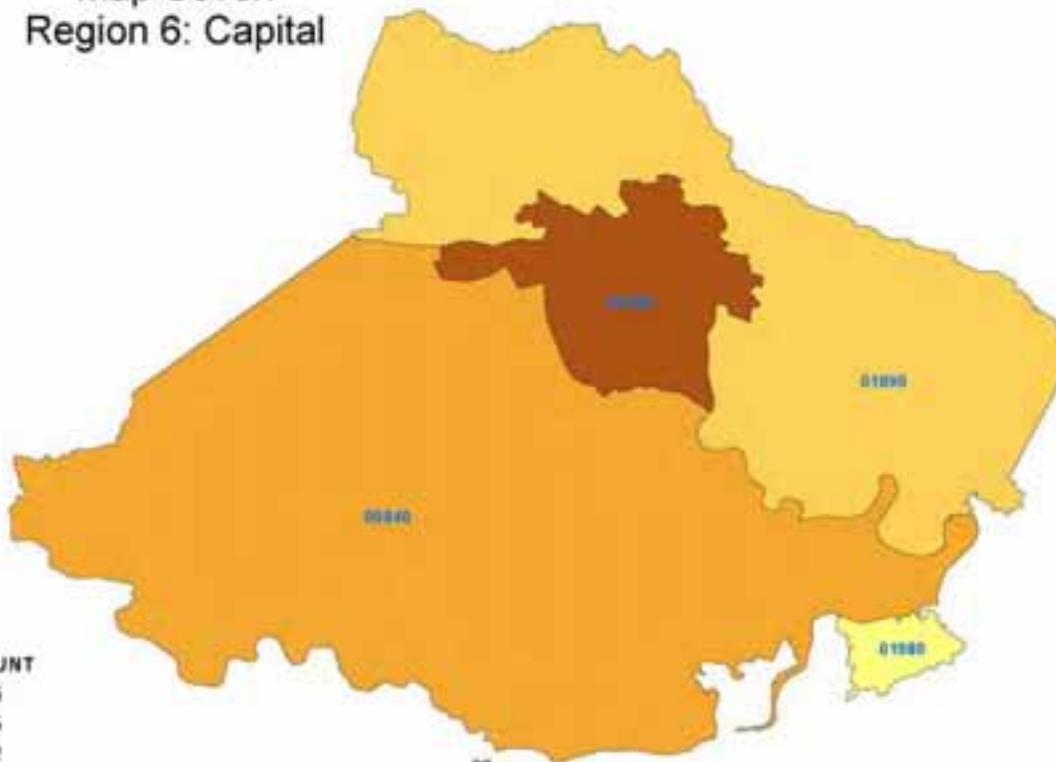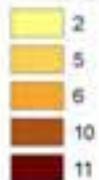
NAME	UNIFIED	COUNT
CHESTERFIELD COUNTY PUBLIC SCHOOLS	00840	6
HENRICO COUNTY PUBLIC SCHOOLS	01890	5
HOPEWELL CITY PUBLIC SCHOOLS	01980	2
RICHMOND CITY PUBLIC SCHOOLS	03240	10

30

Miles

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Map Created by Stuart Hamilton, www.wm.edu/lga
Website: http://www.schev.edu/A12/CACGPY
Source: TIGER School District Boundaries
Maps are based on 2008 data and were compiled on behalf of
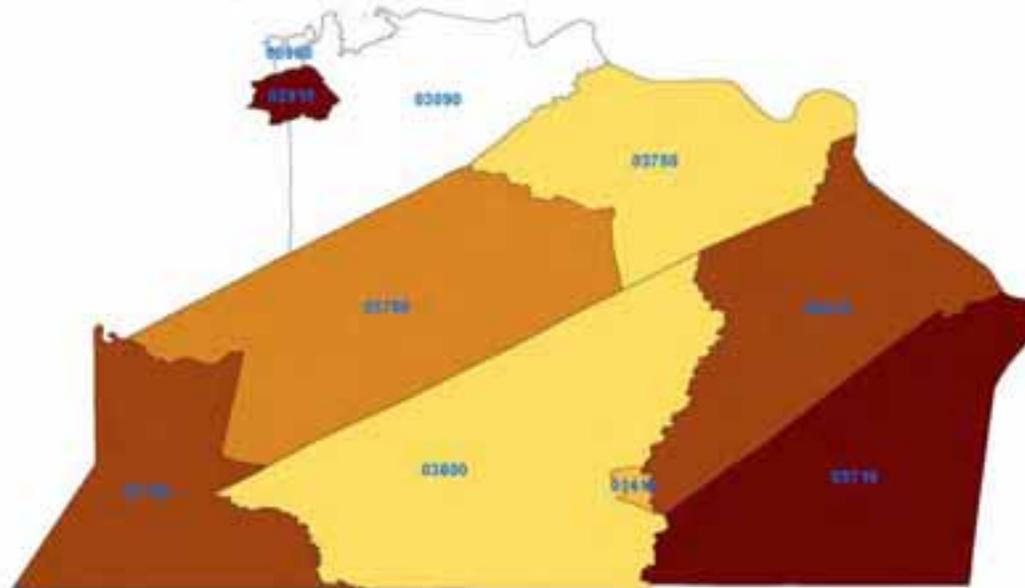The State Council of Higher Education for Virginia (SCHEV)

Virginia
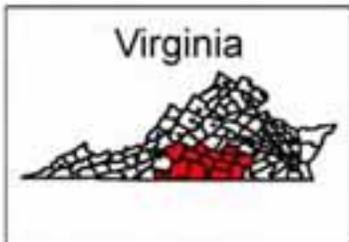
Map Eight
Region 7: South Central

Number of Providers

☐	0
☐	1
☐	2
☐	3
☐	4
☐	7
☐	10
☐	11
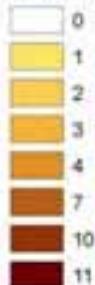
NAME	UNIFIED	Count
AMELIA COUNTY PUBLIC SCHOOLS	00090	2
APPOMATTOX COUNTY PUBLIC SCHOOLS	00240	1
BEDFORD COUNTY PUBLIC SCHOOLS	00390	3
BRUNSWICK COUNTY PUBLIC SCHOOLS	00480	4
CAMPBELL COUNTY PUBLIC SCHOOLS	00600	0
CHARLOTTE COUNTY PUBLIC SCHOOLS	00750	2
DANVILLE CITY PUBLIC SCHOOLS	01110	10
DINWIDDIE COUNTY PUBLIC SCHOOLS	01170	0
HALIFAX COUNTY PUBLIC SCHOOLS	01770	3
HENRY COUNTY PUBLIC SCHOOLS	01995	7
LUNENBURG COUNTY PUBLIC SCHOOLS	02310	3
LYNCHBURG CITY PUBLIC SCHOOLS	02340	10
MARTINSVILLE CITY PUBLIC SCHOOLS	02400	10
MECKLENBURG COUNTY PUBLIC SCHOOLS	02490	3
NOTTOWAY COUNTY PUBLIC SCHOOLS	02790	3
PITTSYLVANIA COUNTY PUBLIC SCHOOLS	02940	11
PRINCE EDWARD COUNTY PUBLIC SCHOOLS	03030	5

90 Miles

Map Created by Stuart Hamilton; www.wm.edu/cgs
Website: http://www.schev.edu/AT2/CACGP/
Source: TIGER School District Boundaries
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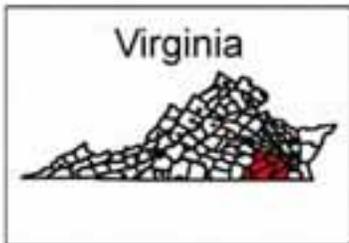
Map Nine
Region 8: South East

Virginia

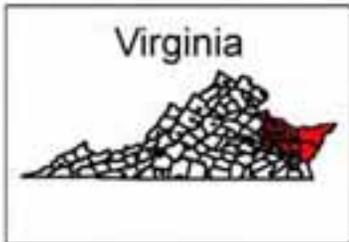**Number of Providers**

0	
1	
2	
3	
4	
6	
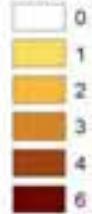
NAME	UNIFIED	COUNT
COLONIAL HEIGHTS-CITY PUBLIC SCHOOLS	00960	0
FRANKLIN CITY PUBLIC SCHOOLS	01430	2
GREENSVILLE COUNTY PUBLIC SCHOOLS	01740	4
ISLE OF WIGHT COUNTY PUBLIC SCHOOLS	02010	4
PETERSBURG CITY PUBLIC SCHOOLS	02930	6
PRINCE GEORGE COUNTY PUBLIC SCHOOLS	03090	0
SOUTHAMPTON COUNTY PUBLIC SCHOOLS	03600	1
SUFFOLK CITY PUBLIC SCHOOLS	03730	6
SURRY COUNTY PUBLIC SCHOOLS	03750	1
SUSSEX COUNTY PUBLIC SCHOOLS	03780	3

40
Miles

Map Created by Stuart Hamilton, www.wm.edu/cga
Website: http://www.schev.edu/k12CACGFI
Source: TIGER School District Boundaries
Maps are based on 2006 data and were compiled on behalf of
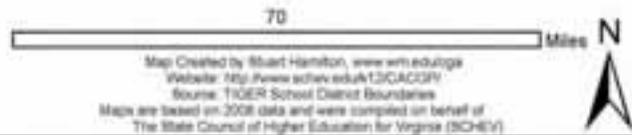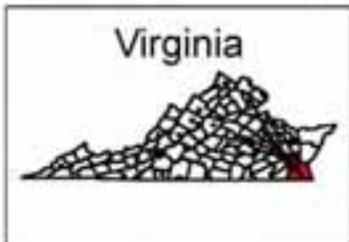The State Council of Higher Education for Virginia (SCHEV)

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Map Ten
Region 9: Central Coast

Virginia

Number of Providers

	0
	1
	2
	3
	4
	6
	7
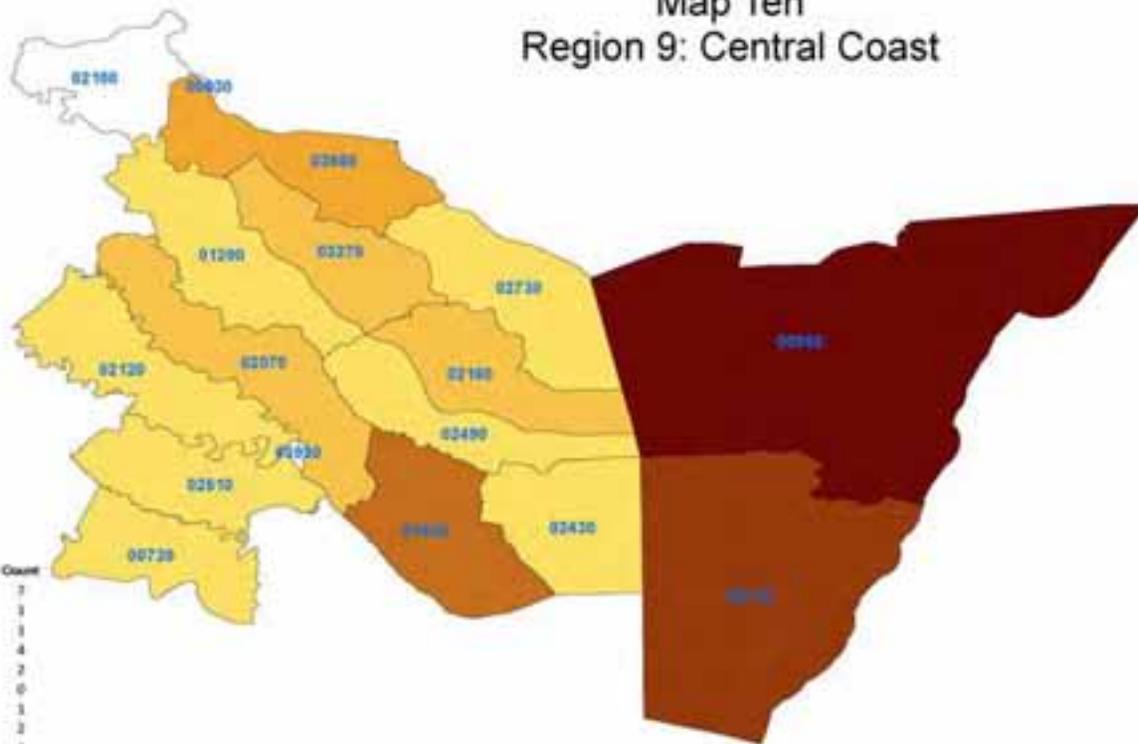
NAME	UNIFIED	Count
ACCOMACK COUNTY PUBLIC SCHOOLS	00060	7
CHARLES CITY COUNTY PUBLIC SCHOOLS	00720	1
ESSEX COUNTY PUBLIC SCHOOLS	01200	1
GLOUCESTER COUNTY PUBLIC SCHOOLS	01620	4
KING AND QUEEN COUNTY PUBLIC SCHOOLS	02070	2
KING GEORGE COUNTY PUBLIC SCHOOLS	02100	0
KING WILLIAM COUNTY PUBLIC SCHOOLS	02120	1
LANCASTER COUNTY PUBLIC SCHOOLS	02160	2
MATHEWS COUNTY PUBLIC SCHOOLS	02430	1
MIDDLESEX COUNTY PUBLIC SCHOOLS	02490	1
NEW KENT COUNTY PUBLIC SCHOOLS	02610	1
NORTHAMPTON COUNTY PUBLIC SCHOOLS	02710	0
NORTHUMBERLAND COUNTY PUBLIC SCHOOLS	02780	1
RICHMOND COUNTY PUBLIC SCHOOLS	03270	2
TOWN OF COLONIAL BEACH PUBLIC SCHOOLS	00930	0
TOWN OF WEST POINT PUBLIC SCHOOLS	03950	0
WESTMORELAND COUNTY PUBLIC SCHOOLS	03980	1

70
Miles

N

Map Created by Stuart Hamilton, www.wm.edu/cga
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Source: TIGER School District Boundaries
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Virginia

Map Eleven
Region 10: Hampton Roads

Number of Providers

- 2
- 3
- 5
- 6
- 7
- 10

| NAME	UNIFIED	Count
CHESAPEAKE CITY PUBLIC SCHOOLS	00810	5
HAMPTON CITY PUBLIC SCHOOLS	01800	7
NEWPORT NEWS CITY PUBLIC SCHOOLS	02640	7
NORFOLK CITY PUBLIC SCHOOLS	02670	10
POQUOSON CITY PUBLIC SCHOOLS	02980	2
PORTSMOUTH CITY PUBLIC SCHOOLS	03000	6
VIRGINIA BEACH CITY PUBLIC SCHOOLS	03840	3
WILLIAMSBURG JAMES CITY COUNTY PUBLIC SCHOOLS	04020	7
YORK COUNTY PUBLIC SCHOOLS	04150	2

40 Miles

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District Data

Number of Providers

	0
	1
	2
	3
	4
	5
	6
	7
	8
	10
	11
	13

N
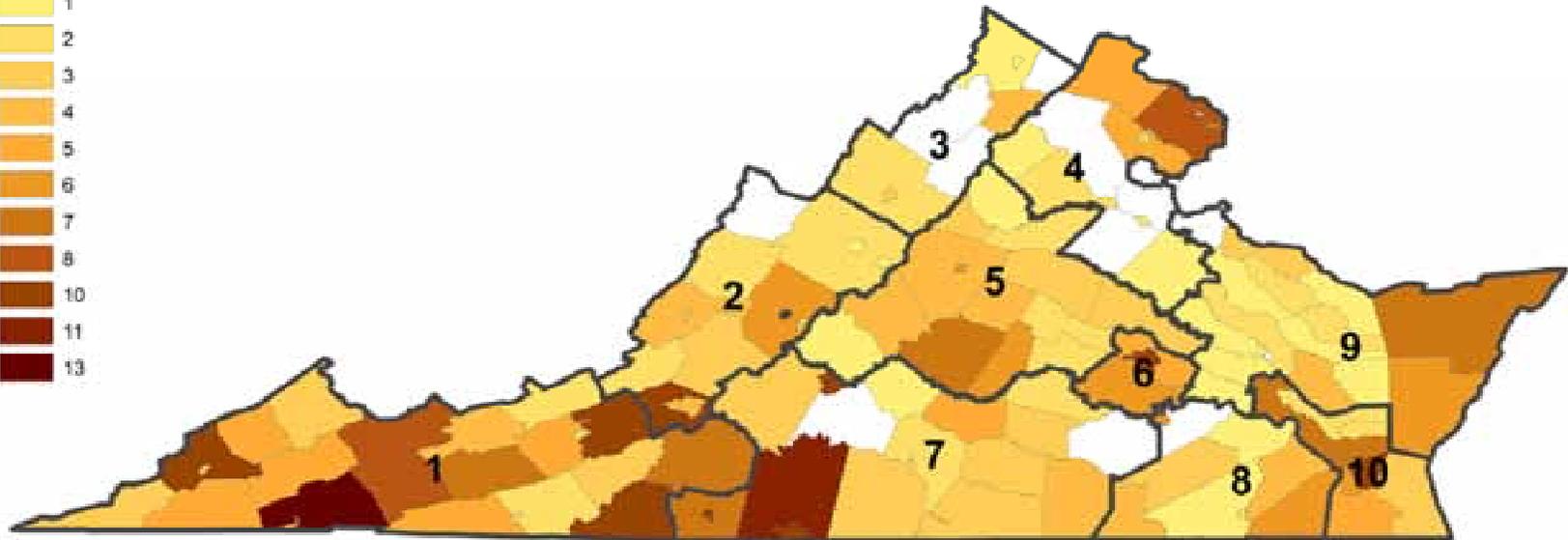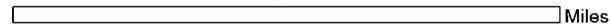
**Virginia School Districts
Number of Access Providers**

200

Miles

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Higher Education for Virginia