



Program Offering: New Media College Access Strategies
Sage Leadership Partners, Inc.

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Public service for a knowledge economy



It is our belief that public service for a knowledge economy must look differently. Sage Leadership Partners is going to set the benchmark for this new and different kind of public service. It will be transformational, using the internet, new media, and college students to empower learners to discover their education passion and explore it deeply in a context that has direct relevance to their own lives.

Beliefs

- **Self-empowerment.** Provided with the opportunity, all learners have the capacity to empower themselves.
- **Access (Open Source).** All learners should have open access to expert and shared knowledge.
- **New Media.** New media will play an integral role in the delivery of open source teaching and learning platforms.
- **The Knowledge Economy.** The tools of a knowledge economy will enable our beliefs to empower the decisions of all learners.

"This belief in the importance of innate talent, strongest perhaps among the experts themselves and their trainers, is strangely lacking in hard evidence...motivation appears to be a more important factor than innate ability in the development of expertise." Ross, P. (August 2006). "The Expert Mind". Scientific American. 295 (2) pg. 64 - 71.

Sage Leadership Partners, Inc.

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What the Research Says...



"Even the best-prepared lower-income students - for example those who score in the top quartile on tests such as the SAT - entered college immediately after graduation from high school at rates nearly 20 percentage points lower than those of their highest income peers. Indeed, the college-going rate of the highest-socioeconomic-status students with the lowest achievement levels is the same level as the poorest students with the highest achievement levels. (Heller, 2002, p. 17)."

Heller, D., (2002). *Condition of Access*. Westport, CT: Praeger Publishers.

In this decade, it is projected that 4.4 million college qualified high school graduates will not attend a four year college and that 2 million will fail to enroll in any type of post secondary education. This disparity is due to a number of factors, including a lack of "college knowledge" related to issues of financial aid, academic preparation, and a reinforcement of positive peer emphasis on the sustained benefits of earning a college degree.

"While middle-income families and students do, in fact, struggle with educational costs, price changes are more likely to affect their choice of institutions than to determine whether or not they actually enroll and complete degrees. Low-income students, in contrast, make decisions about whether to go to college, not just about where to enroll. (Baum, 2003, p.1)."

Baum, S. (2003 January). "The Financial Aid Partnership: Strengthening the Federal Government's Leadership Role". The College Board National Dialogue on Student Financial Aid. Washington, DC: Pathway to College Network.

Our Deliverable for the College Decision Making Process.



On or before Fall of 2009, all learners will be provided free, on-demand access to the voices, perspectives, and experiences of successful first generation college students and undergraduates of all academic majors. Interviews will allow current students to discuss the college application and decision making process, including a reflection on the transition in academic expectations from high school to college.

All learners will be provided free, on-demand access to the voices of undergraduate deans of admissions, deans of financial aid, and deans of student life describing institution specific support structures to assist students in issues related to college access, enrollment, and persistence toward the attainment of a post-secondary degree.

New media college access strategies will allow all learners considering the pursuit of a post-secondary degree to benefit from the "college knowledge" of enrolled undergraduates and higher education executive officers. On-demand and userfriendly new media platforms will be customized, catalogued, and searchable according to institution type, region, academic major, and future career aspirations.

We welcome your participation. Please send all inquiries to the attention of Dr. David Sevier at david.sevier@opensourcelearning.org.

College Access



We will apply *open source teaching* to the implementation of new media college access strategies, empowering the decisions of first generation college students and families. This learning platform will be marketed directly to the user and address specific issues of financial need, peer support, and academic expectations.

Open Source Teaching will transform the college decision making process for all learners by providing access to an on-demand mp3 library of media files through which individuals can access regionally specific and personalized interviews of the following types of stakeholders:

- 1) successful college students (first generation students to college alumni);
- 2) the deans of admission at institutions of higher education;
- 3) the deans of student life at institutions of higher education;
- 4) the financial aid officers who specialize in need based grant aid; and
- 5) the professors who teach entering college freshman.

All interviews will be catalogued, searchable, and based on a learner centered interview protocol through which all participants are guided through the various stages of explanation, interpretation, application, perspective, empathy, and self-knowledge related to their personalized perspective on college. Learners will be able to access an entire audio interview track or catalogued tracks within all interviews.

What You Can Do



Are you an undergraduate or graduate student? Your voice and perspective is needed to empower the decisions of future college students. Join the new paradigm in learning, www.opensourcelearner.org.

Deans. Bridge the Gap Between High School and College. We will interview the deans of admission, financial aid, and student life, providing them with the opportunity to articulate the infrastructure and support provided at their institution related to college access, financial aid, and social networks to encourage persistence toward the attainment of a college degree.

This comprehensive collection of interviews within a single media database will provide all emerging student leaders and learners access to the "college knowledge" which is traditionally sheltered from first generation college students. All interviews will remain the sole property of the individual and will not be published without the express written consent of the participant.

If you are willing to provide 30 to 45 minutes of your time for an onsite interview, please contact college@opensourcelearning.org. All interviews will be captured using digital audio media. No video will be recorded.

Professors. Bridge the Gap Between High School and College. We will interview the professors who teach college freshmen and provide them with the opportunity to specifically articulate their academic expectations through an onsite interview. This interview will allow professors to describe in specific detail their academic expectations so that rising high school juniors and seniors are able to benefit from such information.

These interviews will be archived in an online and searchable media database. This database will be provided to students, parents, teachers, schools, and communities. Interviews will be categorized according to each academic discipline.

More Research.

According to a recent survey of the Ad Council, only 20% of low income parents have pushed their child to apply or seriously consider college. Only 1/3 of low income parents believe that students should start thinking about college before they enter high school. Further, recent research from ACT finds that the academic skills necessary for college readiness are the *same* as the skills required to succeed and advance in the career technical workforce. Many students and parents have substantial misunderstandings about the transition from high school to college.

It must be communicated to students and parents early and often that the decision to forgo the attainment of a post-secondary degree is a multi-million dollar decision that all students make beginning as early as the middle grades. Simply the attainment of a 2-year degree increases the lifetime career earnings of an individual by \$350,000. Attaining a bachelor's degree increases lifetime career earnings by an average of \$1.1 million. (Appendix A, Figure 2, College Board, Education Pays 2004).

Levels of educational attainment also have significant correlations with voter participation. Nationally, only 28% of 18 - 24 years olds, whose highest level of education is a high school diploma, participate in national elections. This fact is in comparison to 61% of similar aged peers with a bachelor's degree. The voter participation gap increases with age, lingering between 25 and 42 percent among individuals with just a high school diploma, while the rate among individuals with a bachelor's degrees increases to levels as high as 96% among senior citizens.

Even in the later years the voter participation rate does not rise above 50% until the age of 65, among adults with only a high school diploma. This represents a 40% voter participation gap based simply on educational attainment levels (Figure 14a, College Board, Education Pays 2004).

Our Board of Directors

Sage Leadership Partners, Inc. is focused on the implementation and institutionalization of open source teaching.

The [founder and chairman](#) of Sage Leadership Partners, Inc. is **Art Fuller**, Executive Assistant and Fiscal Budget Officer for the Tennessee State Board of Education. Art has served in the field of education for twelve years holding public policy, project management, professional training, information technology, media consultant, and teaching positions. Art's work as a classroom teacher has been profiled in [FamilyPC Magazine \(November 1999, p. 156\)](#) and *The New Yorker Magazine* (January 24, 2000, pg. 59). Several of his [editorials](#) on education have been published in the *The Tennessean*. He is currently a 2007 candidate for the [Ashoka Fellowship](#), a global fellowship for social entrepreneurs with ideas that will serve as the reference for systemic change. **David Sevier, Ed.D.**, is a [co-founder](#) of Sage Leadership Partners and a policy adviser for the Tennessee State Board of Education. Dr. Sevier has over fifteen years of experience in K-12 education including serving for five years as a physics teacher, five years as a music teacher, and five years as an assistant school administrator for one of the state's highest performing [comprehensive high schools](#) and one of the nation's highest performing [High Schools That Work](#) schools.

The Board of Sage Leadership Partners consists of two vice chairs. Judith Pennywell is the Director of International Student and Scholar Services for Vanderbilt University. Judith was selected as a Fulbright Scholar in 2003, receiving an international education administrators award. **Mike Dishman, J.D.** also serves as vice-chair. Mr. Dishman is a partner of McLocklin, Murphy & Dishman, L.L.P. and an Associate Professor of Education Law at Kennesaw State University. **Mary Neil Price, J.D.** is the secretary of the board. Mary Neil practices business law with special emphasis on financial institutions, securities, mergers and acquisitions and both for profit and tax exempt organizations. Formerly General Counsel of a \$20 billion NYSE bank holding company, she was responsible for all of the company's corporate support functions, SEC reporting, stock and debt offerings, corporate governance and compliance, mergers and acquisitions, regulatory relations, shareholder services and stock transfer functions. As head of the legal department, she supervised attorneys in the areas of commercial litigation, employment law, bankruptcy, loan document preparation, legal processes and risk management. Ms. Price was also former counsel to the Nashville Symphony Association and the Country Music

Association. Ms. Price currently serves as counsel to The Tennessee Performing Arts Center, the United Methodist Foundation, the United Methodist Development Fund, and is also the President of the Nashville Chapter of the National Association of Women Business Owners.

The Board of Sage Leadership Partners is also comprised of four additional voting members. **Yi Cui, Ph.D.**, is an Assistant Professor of Electrical Engineering and Computer Science at Vanderbilt University. Professor Cui's research focuses on networking systems and streaming media technology. He currently holds two patents in distributed streaming media systems and networks. Yi has also received a five year [National Science Foundation grant](#) focused on specifically tracking and monitoring user behavior to streaming media. This research project will undergird our forthcoming partnerships with [schools](#), [cities](#), and [states / ministries of government](#) throughout the world. **Lance Lott** is an Assistant Superintendent, Information Technology & Strategic Planning for Metro Nashville Public Schools. Lance's past positions include serving as the controller and vice president of administration for HCA Health Alliance, the Chief Information Officer of Health Trust, and the Founder and Chairman of InfoAdvantage, Inc. (1993-2005). Lance has served as a project leader, overseeing major process automation and re-engineering for an \$8 billion retail chain. **Thomas Ford, M.I.T., M.Ed.**, is a Strategic Account Executive for Pearson Achievement Solutions, focused on large scale partnerships that integrate effective instructional technology and professional development strategies in districts throughout the Southeast. Mr. Ford is an experienced project manager, organizational leader, and professional trainer. He has serviced the needs of major metropolitan urban districts for over a decade. Before joining Pearson Achievement Solutions, Mr. Ford was selected as teacher of the year for Broward County Florida (1997), one of the country's largest school districts. **Jessica L. Lewis** is the Project Manager for the National Center on Performance Incentives, Peabody College, Vanderbilt University. Jessica Lewis is a third-year doctoral student at Peabody College (Vanderbilt University). Mrs. Lewis is pursuing her doctorate of education in the area of K-12 Education Leadership and Policy. Her professional interests and efforts are focused on the importance of stimulating greater teaching quality within the education system, with particular attention to enhancing teacher learning opportunities, recruitment and retention mechanisms, and pathways for professional growth. For the past two years, Mrs. Lewis has worked as a legislative policy analyst for the State of Tennessee's Office of Education Accountability. During her time, she has completed several statewide evaluation projects on a variety of education topics,

including alternative schools for high school students, public charter schools, as well as schools on the state's high priority list for NCLB.

Mary Catherine Sevier, J.D. is the President of Sage Leadership Partners, Inc. Mrs. Sevier served for three years as Vice President and Legal Counsel for a corporate retailer before deciding to devote her professional focus to the mission of education and quality teaching in middle and secondary schools. She has thirteen years of experience in teaching the Language Arts, inclusive of six years serving as a system-wide teacher of gifted and talented students (grades 6 - 12). Mrs. Sevier also has served as an independent contractor for the Tennessee Department of Education, providing training to teachers on best teaching practices related to improving student performance on Tennessee's High School Exit Exam. Mrs. Sevier has an earned Bachelors of Arts in English with honors, magna cum laude from Converse College (1986), a Juris Doctorate from Vanderbilt University (1989), and a Masters of Education focused on Gifted and Talented Education (1998) from Belmont University.



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