

STATEWIDE EVALUATION OF FLORIDA'S COLLEGE REACH-OUT PROGRAM

Annual Report: 1993 - 94 Cohort

**Report and Recommendations by the
Florida Postsecondary Education Planning Commission**

JANUARY 1996

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The Postsecondary Education Planning Commission, initially created by executive order in 1980, given statutory authority in 1981 (SS 240.145 and 240.147, Florida Statutes), and reauthorized by the 1991 Legislature, serves as a citizen board to coordinate the efforts of postsecondary institutions and provide independent policy analyses and recommendations to the State Board of Education and the Legislature. The Commission is composed of 11 members of the general public and one full-time student registered at a postsecondary education institution in Florida. Members are appointed by the Governor with the approval of three members of the State Board of Education and subject to confirmation by the Senate.

The major responsibility of the Commission is preparing and updating every five years a master plan for postsecondary education. The enabling legislation provides that the Plan "shall include consideration of the promotion of quality, fundamental educational goals, programmatic access, needs for remedial education, regional and state economic development, international education programs, demographic patterns, student demand for programs, needs of particular subgroups of the population, implementation of innovative educational techniques and technology, and the requirements of the labor market. The capacity of existing programs, in both public and independent institutions, to respond to identified needs shall be evaluated and a plan shall be developed to respond efficiently to unmet needs."

Other responsibilities include recommending to the State Board of Education program contracts with independent institutions; advising the State Board regarding the need for and location of new programs, branch campuses and centers of public postsecondary education institutions; periodically reviewing the accountability processes and reports of the public and independent postsecondary sectors; reviewing public postsecondary education budget requests for compliance with the State Master Plan; and periodically conducting special studies, analyses, and evaluations related to specific postsecondary education issues and programs.

Further information about the Commission, its publications, meetings and other activities may be obtained from the Commission office, 224 Collins Building, Department of Education, Tallahassee, Florida, 32399-0400; telephone (904) 488-7894; FAX (904) 922-5388.

POSTSECONDARY EDUCATION PLANNING COMMISSION

STATEWIDE EVALUATION OF FLORIDA'S

COLLEGE REACH-OUT PROGRAM

ANNUAL REPORT: 1993-94 COHORT

Prepared in Response to Specific Appropriation 19
of the
1995 General Appropriations Act
Chapter 95-429, Laws of Florida

January 1996

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EXECUTIVE SUMMARY

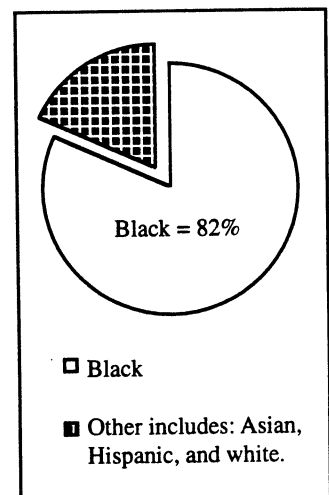
The College Reach-Out Program (CROP) is a statewide program designed to further the Legislature's intent of increasing the number of students successfully completing a postsecondary education. The primary objective of the Reach-Out Program is to strengthen the educational motivation and preparation of low-income or educationally disadvantaged students in grades 6 through 12 who desire, and who may benefit from, a postsecondary education (Section 240.61, Florida Statutes). The program recruits students and provides them with academic enrichment activities as well as career and personal counseling. Reach-Out is a competitive grant program with selection criteria that give preference to community college and university consortia, projects that secure matching grant funds and private resources, and projects that demonstrate interest in cultural diversity.

The Commission's first statewide evaluation of the College Reach-Out Program was prepared in response to a request from the program's Advisory Council and submitted in December 1992. In the 1993 General Appropriations Act, the Commission was directed to continue evaluating the program; revisions to the program's statute in 1994 charge the Commission with responsibility for annually evaluating the effectiveness of the program (Appendix A).

Summary of 1993-94 Cohort

- Thirty-six College Reach-Out projects representing nine state universities, 24 community colleges, two independent institutions, one special program, and one line item funded project, served students in 46 of Florida's 67 counties.
- Among the 5,723 participants (unduplicated headcount), 82 percent were black, seven percent were Hispanic, two percent were Asian, and one percent was Native American.
- Twenty-nine percent of participants (1,684) in Reach-Out were black males.
- Sixth graders accounted for eleven percent of participants—the smallest proportion among all grade levels.
- In every grade, newly recruited individuals (initial year in Reach-Out was 1993-94) outnumbered returning participants.
- The Legislature appropriated \$2,000,000 for this program in 1993-94 of which \$1,836,000 was allocated to competitive funded projects. Approximately 44 percent of expenditures were funded

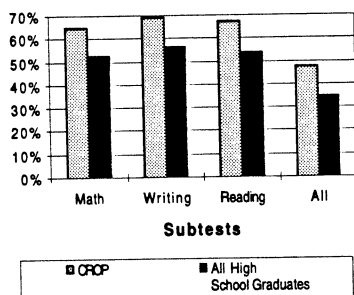
***Black students
accounted for 82%
of College Reach-
Out participants.***



by institutional sources; another nine percent were funded by external sources.

- Reach-Out participants were compared with a random sample of students in 6th through 12th grades during 1993-94. The two groups were similar on measures of grade point average, suspension, and days absent.
- Reach-Out participants graduated with standard diplomas at a much higher rate than students in the random sample, 93 percent compared to 79 percent.
- The random sample performed at higher levels on the reading comprehension and mathematics components of the "Grade Ten Achievement Test" (GTAT) than CROP students.
- A larger percentage of Reach-Out participants met the minimum state university admission requirements for completing courses in math and foreign language. A larger percentage of the random sample met the State University System science course completion requirements.
- A larger number of Reach-Out graduates applied for and received need-based financial aid than the random sample. Fewer CROP graduates applied for and received merit-based financial aid than the random sample.
- Results of post-high school performance indicators on entry-level testing and enrollment in postsecondary education show that black Reach-Out graduates out-performed black students in the sample who had graduated. Higher percentages of black Reach-Out graduates than the random sample black graduates passed reading, writing, and mathematics entry-level subtests and enrolled in colleges and universities. Hispanic Reach-Out graduates out-performed sample Hispanic students in the math and writing subtests. Slightly more (63% vs 62%) sample Hispanic students passed the reading subtest than Hispanic Reach-Out graduates.
- Among all Reach-Out graduates 20 percent of Hispanics and 23 percent of blacks were found enrolled in the State University System during academic year 1994-95; another 32 percent of Hispanics and 26 percent of blacks were enrolled in the Community College System.

Among black students, Reach-Out graduates out-performed black graduates from the general population on entry-level tests.



Other Cohort Analyses

The Commission established the 1991-92 CROP participants as the cohort for tracking longitudinal information. In addition, cumulative information on the four cohorts evaluated by the Commission (1990-91, 1991-92, 1992-93 and 1993-94) are combined to report selected historical data. The quality of this effort is dependent in large part on the number and accuracy of social security numbers reported by the individual projects. Since social security numbers were not available for 100 percent of participants, the follow-up data reflect only a portion of total participants each year. Beginning with the 1995-96 CROP cohort, social security numbers will be mandated by the Advisory Council. Information collected this year concerning the **longitudinal cohort** indicates:

- Among participants in the three graduating classes of the longitudinal cohort, 45 percent were found continuing their education.
- 40 percent of those continuing education students were enrolled in the SUS and another 38 percent were in the Community College System.
- Blacks made up 87 percent of the graduates tracked; 44 percent of black graduates were found continuing their education.
- Hispanics comprised 9 percent of the graduates tracked; 48 percent were found continuing their education.
- Twenty graduates from the 1991-92 cohort who entered postsecondary education (869) have received Associate in Arts degrees from state community colleges as of January 1995. One has received an Associate in Science degree and two have earned a vocational certificate.
- Two students have received baccalaureate degrees from the state university system. None of the random cohort have earned a degree or postsecondary certificate.

Information on all Reach-Out students served since 1990-91 reveals that:

- Since 1990-91, Reach-Out has served 13,191 individual students in grades 6 through 12.
- The distribution of students among racial/ethnic groups was similar across the four years: approximately 82 percent black, 8 per-

cent white, 5 to 8 percent Hispanic, 1 percent Asian and 1 percent Native American.

- The proportion of participants who were black males was approximately 30 percent for four consecutive years -- a group of particular concern to program directors.
- The proportional distribution of participants across grade levels has fluctuated, but 10th, 11th, and 12th graders have comprised approximately half of all participants each year.
- Returning participants accounted for 14 percent of enrollment in the 1990-91 cohort, 39 percent in 1992-93, and 33 percent in 1993-94.
- State dollars have steadily risen and now account for slightly less than half of all program expenditures. Funds generated by external (other) sources have more than doubled, nine percent in 1993-94 versus 4 percent in 1991-92.

Findings and Recommendations

The College Reach-Out Program continues to support academically disadvantaged and low-income students throughout the State with quality projects providing academic enrichment activities and career and personal counseling. Overall, the Reach-Out projects represent highly-coordinated efforts between community colleges and universities on one hand and local schools on the other. Well-integrated planning and implementation of programs between these secondary and postsecondary partners have resulted in significant benefits for thousands of students in grades 6 through 12 across Florida. Projects have invested the State's appropriation alongside their institutions' and their communities' resources, resulting in an enhanced state investment.

Findings include:

- * Program growth continues.
- * Continuous contact and summer residencies make a difference.
- * Parental involvement is improving in some programs.
- * Public schools are highly supportive.
- * Commitment to serving middle school youth has improved.

Public middle and high schools were highly supportive of the College Reach-Out Program.

- * Variation exists in institutional commitment.
- * Program visibility in the community has increased.
- * Progress with math/science components is mixed.
- * Success in postsecondary education is mixed.
- * Estimates of program participants continue to vary from the number actually served. Projects generally serve more students than estimated.
- * Cooperation within consortia varies.

The Commission makes the following recommendations:

Recommendation 1:

To extend opportunities for students to benefit from the College Reach-Out Program, all eligible independent institutions should increase their efforts to join consortium arrangements. Currently, all state universities and 24 public community colleges are sponsoring Reach-Out projects. In the 1993-94 year, two independent institutions belonged to a Reach-Out consortia; no independent institutions currently participate in the program. Given the State's recognition of private universities and colleges as important components of Florida's higher education system, it is appropriate that private institutions be encouraged to participate. Concurrently, the State Board of Community Colleges should encourage non-participatory colleges to join a Reach-Out consortium in their area.

Recommendation 2:

The Advisory Council, with support from the Office of Postsecondary Education Coordination (OPEC), should assist project directors in identifying strategies for increasing parental participation in their projects and consortia. It is clear from feedback from CROP directors that parental support and enthusiasm are essential components of a successful Reach-Out project. Engaging a "parent specialist" either from Reach-Out staff or the local advisory council to serve as a liaison between the project and parents should be considered, as should requiring parents to sign a contract promising to participate in some aspect of the program. Successful efforts to increase parental participation have been documented by several consortia since this 1993-94 cohort year, and are noted in section IV of this report. OPEC should collect and disseminate those and other strategies among the projects for statewide implementation.

Recommendation 3:

The Advisory Council should develop strategies to convince presidents and other campus leaders to strengthen their commitment to the College Reach-Out Program. Based on campus site visits and feedback from participants, staff, administrators, local advisory committee members and others, it is clear that support for Reach-Out projects varies from one campus to another. A high turnover among Reach-Out staff may be an indicator that the program is not a high priority at that institution. At the same time, those projects that continue to struggle for outside community support and contributions generally do not have the visibility and backing as do the more successful projects. To be successful, Reach-Out directors must convince campus leaders that their projects provide an integral link to increased minority enrollment and retention at their institutions.

Recommendation 4:

Academic support and counseling programs for Reach-Out participants should continue at the Postsecondary Level. While outcome measures indicate that intervention strategies (tutoring, counseling, mentoring, etc.) have led to improved academic performance among CROP participants at the secondary level, it appears that such services are needed at the postsecondary level to ensure the continued success of CROP Students. Project directors should maintain contact and follow-up reports on the progress of their participants once they enroll in postsecondary education. They should act as a liaison to existing programs on postsecondary campuses designed to enhance minority participation and success. CROP graduates should be encouraged to maintain contact with the project at their postsecondary institution and serve as mentors and advisors to younger participants.

Recommendation 5:

The Advisory Council, with the assistance of the Office of Postsecondary Education Coordination, should work with project directors to develop additional mechanisms for collecting and disseminating successful activities, strategies and programs among consortium and projects. In addition, the Council should develop a reporting mechanism or evaluation tool to measure the success of each consortia in meeting the goals set forth in their yearly proposals. While project directors have become more adept at measuring or evaluating the successes of their activities and include some evaluation information in their annual reports, there is no established mechanism for sharing these activities and procedures with their counterparts across the state. Just as important, the Advisory Council does not conduct an indepth review of individual project activities at the

end of the funding period. Aside from documenting the number of students served by each project, the Council has not developed a mechanism for measuring the successes or failures of each project before reviewing and approving the proposals for the next year.

Recommendation 6:

The Advisory Council should clearly communicate to project directors its philosophy with regard to incentive funding. Beginning with the 1994-95 Reach-Out cohort, twenty percent of state funds are to be distributed to projects for their "initiatives and performances." Confusion currently exists over whether funds are intended to reward past successes or to enable projects to expand on exemplary initiatives. The Council should establish thorough guidelines for assessing each project's success in meeting stated initiatives and performances.

Conclusion

The Postsecondary Education Planning Commission's evaluation found commendable activities and successful practices in all projects. Recommendations note areas where improvement is needed. In sum, the College Reach-Out Program directly serves its participants while also assisting the State to achieve a higher level of access to postsecondary education by the very citizens who most need to increase their participation rates in higher education.

As a result of the 1994 Legislative session, the College Reach-Out Program statute underwent significant revision. Some of the changes have the potential of impacting the trends observed during the four years the Commission has been evaluating the program. While it will take several years before trends develop concerning students recruited under the revised statute, the Commission believes the modifications important enough to alert policymakers to possible changes in program outcomes. While short-term results may not reflect significant gains, the Commission anticipates that these changes will produce a stronger College Reach-Out Program in the future. Changes to Section 240.61, F.S. require additional data collection and analyses. Although those requirements do not go into effect until the evaluation of the 1994-95 cohort, every attempt was made to incorporate them into this report when possible.

***College Reach-Out
fosters access to
postsecondary
education.***

The College Reach-Out Program (CROP) is a statewide program designed to further the Legislature's intent of increasing the number of students successfully completing a postsecondary education. The primary objective of the Reach-Out Program is to strengthen the educational motivation and preparation of low-income or educationally disadvantaged students in grades 6 through 12 who desire, and who may benefit from, a postsecondary education (Section 240.61, Florida Statutes). The program recruits students and provides them with academic enrichment activities as well as career and personal counseling. Reach-Out is a competitive grant program with selection criteria that give preference to community college and university consortia, projects that secure matching grant funds and private resources, and projects that demonstrate interest in cultural diversity.

Although the program was established and funded by the Legislature in 1983, little information had been required or maintained on participants or funded projects until 1990. In 1991, the Postsecondary Education Planning Commission was asked by the College Reach-Out state-level Advisory Committee to conduct a comprehensive evaluation of the program. The resulting report, *Statewide Evaluation of Florida's College Reach-Out Program*, was submitted to the Advisory Committee and sent to the State Board of Education, the Legislature, colleges, universities, school districts, and other members of the education community in December 1992.

Through legislation approved during the 1994 Legislative session, the Commission is now statutorily responsible for annually evaluating the effectiveness of the program. Although the College Reach-Out Program was to sunset in October 1994, the Legislature reauthorized the enabling statute and significantly revised the law in 1994. This evaluation of the 1993-94 cohort was conducted under the statute in effect during the cohort year, but every attempt was made to incorporate the revisions mandated for 1994-95.

The Commission acknowledges the assistance and support of several entities in the preparation of this report: the individual projects and their institutions, the Office of Postsecondary Education Coordination as program administrators, the Florida Education and Training Placement Information Program, the Division of Public Schools, the State Board of Community Colleges, the Board of Regents, and the State Board of Independent Colleges and Universities.

Part I: INTRODUCTION

Report Methodology and Format

Several types of data were collected. Reporting procedures designed and implemented for the 1990-91 cohort and refined in subsequent years now produce more reliable and comprehensive data than available previously. Additionally, greater efforts from individual College Reach-Out project directors and their staff have resulted in increasingly more accurate and complete information on their participants. Follow-up and tracking activities for program evaluation rest on the accuracy of participants' social security numbers. The proportion of students with valid social security numbers has increased annually, (93 percent in 1993-94) and the match rate has improved accordingly. However, the percentage of students with valid social security numbers varied widely among projects, from a low of 24 percent to a high of 100 percent. Data matches to extract information were performed against databases in the Division of Public Schools, the State University System, the Community College System, and the Florida Education and Training Placement Information Program (FETPIP). Finally, campus site visits conducted during the projects' summer components provided supplemental information through interviews and observation.

This document is designed to serve two major audiences: state-level policy makers who generally prefer cumulative information on selected aspects of the program as well as program trends, and individual institutional project coordinators and their staffs who need more specific information. The report is arranged in four sections, each designed to present a different aspect of the College Reach-Out Program. Following this Introduction, which provides background information, the remaining three sections are:

Part II: Summary of 1993-94 Cohort - Focuses on participants from academic year 1993-94; presents demographic and funding information; compares this year's Reach-Out participants with a random sample of the general population of middle and high school students on selected indicators.

Part III: Other Cohort Analyses - Reports data on selected variables collected annually for a longitudinal review of the 1991-92 cohort; also provides cumulative data for College Reach-Out projects since 1990-91; describes selected participation and demographic trends; reports on postsecondary enrollment and employment findings for three cohorts of participants.

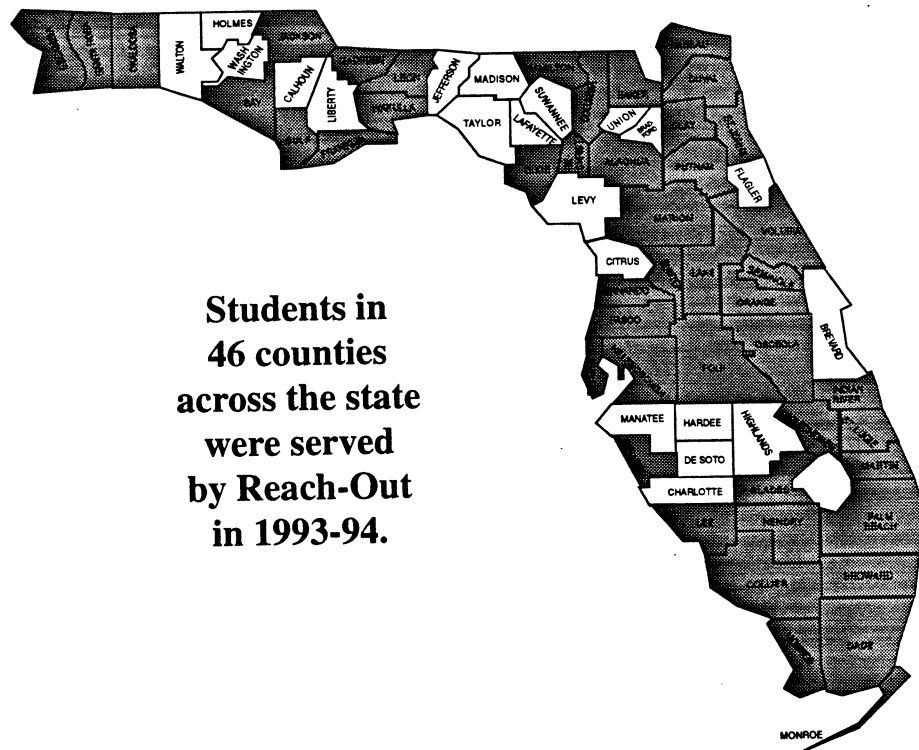
Part IV: Conclusion - Summarizes the findings of this annual report; gives a progress report on selected recommendations from prior Reach-Out evaluations; provides recommendations.

Supporting data tables, statutory references, and a list of institutions and consortia arrangements for 1993-94 are located in appendices.

Part II: SUMMARY OF 1993-94 COHORT

Nine state universities, 24 public community colleges, two independent institutions, and one special program shared an appropriation of \$1,836,000 in 1993-94 (Appendix B). In addition, one project received a \$100,000 line-item legislative appropriation. The Commission and the Office of Postsecondary Education Coordination received \$64,000 for evaluation and for the dissemination of exemplary programs. A total of 5,723 participants were served across 46 counties in 1993-94 (Figure 1). Of these individuals, 71 percent were recruited by the community colleges, 25 percent were recruited by the state universities, three percent were recruited by the independent institutions, and one percent was recruited by the special program. The line item funded project was not subject to this evaluation.

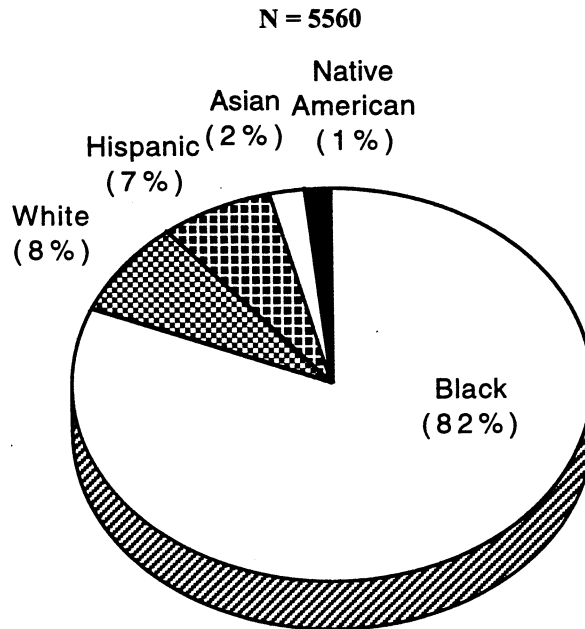
**FIGURE 1
COUNTIES SERVED**



Demographics

- Blacks accounted for 82 percent of participants; whites were eight percent; Hispanics were seven percent; Asians were two percent; and Native Americans were one percent (Figure 2).
- Approximately two-thirds of Reach-Out participants were female.
- The 1,684 black males who participated constituted 29 percent of participants.

FIGURE 2
RACIAL/ETHNIC REPRESENTATION
1993-94 COHORT



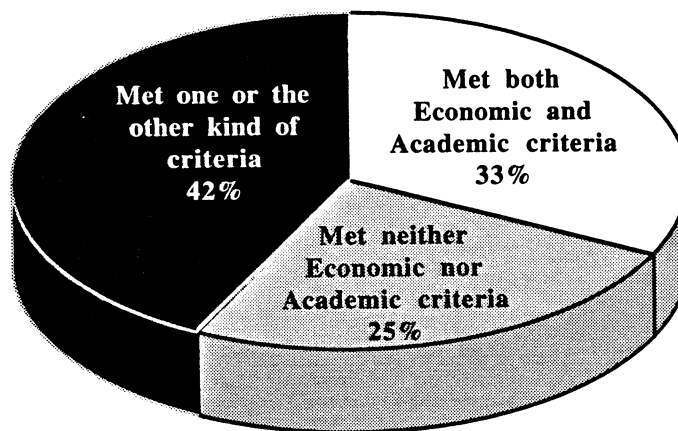
*This program
served blacks,
Hispanics, whites
and native
Americans.*

Note: Not all students reported race/ethnicity.

Source: College Reach-Out annual reports, 1993-94.

- Thirty-three percent of Reach-Out participants met both academic and economic criteria established by the Advisory Council for admission to the program. (See appendix D for criteria established by Advisory Council.) Twenty-five percent met neither. (Figure 3)

FIGURE 3
ECONOMIC AND ACADEMIC CRITERIA



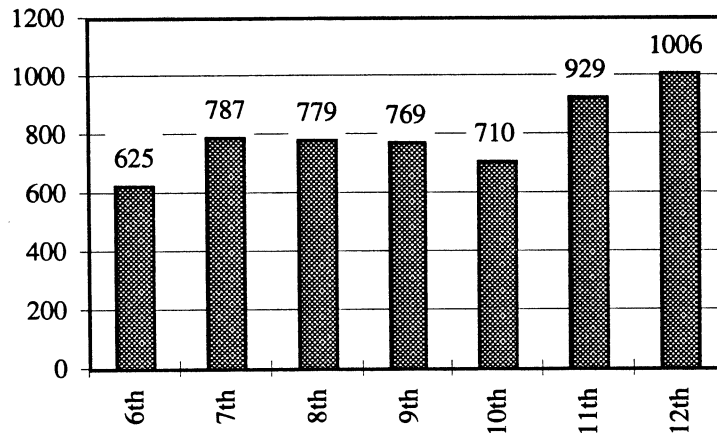
Note: Students must meet both criteria in 1994-95.

Data were not reported on entire cohort.

Source: College Reach-Out Program, 1993-94.

- There were almost equal proportions of 7th, 8th, and 9th graders, 13 to 14 percent each (Figure 4). Sixth graders accounted for eleven percent—the smallest proportion of participants. However, the proportion of sixth graders has steadily risen since 1990-91.

FIGURE 4
GRADE LEVEL REPRESENTATION
1993-94 COHORT

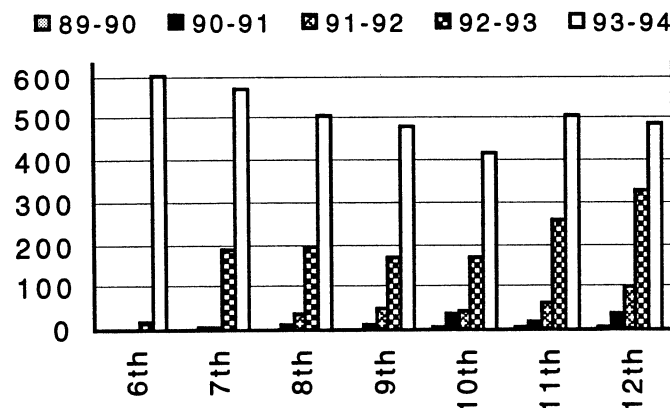


Source: College Reach-Out annual reports, 1993-94.

- Within grade levels, the mix of new and returning participants varied, but newly recruited individuals (initial year in Reach-Out was 1993-94) outnumbered returning participants in each grade (Figure 5).

FIGURE 5
NEW AND RETURNING PARTICIPANTS
BY GRADE LEVEL AND
INITIAL YEAR OF PARTICIPATION

*New participants
outnumbered
returning students
in each grade level.*



Source: College Reach-Out annual reports, 1993-94.

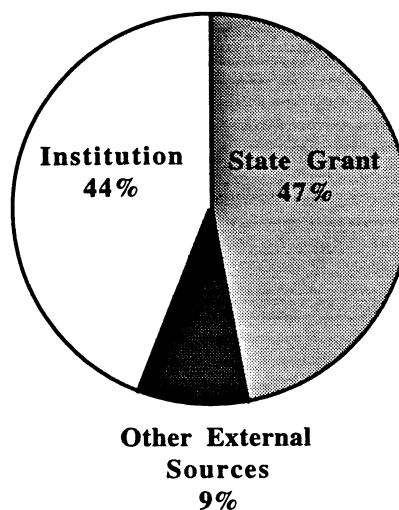
- Fifty percent of seniors in CROP were new to the program.
- Community college projects recruited approximately three-fourths of all participants in 1993-94 (Table 1 in the Appendix).
- University projects recruited primarily high school students; only 15 percent of participants in university projects were in middle school. Beginning with the 1994-95 CROP cohort, at least 60 percent of newly recruited participants must be in grades 6-9.
- Approximately half of participants in community college projects were in middle school.

Community college projects recruited three-fourths of the participants in 1993-94.

Funding and Expenditures

- Expenditures totaled \$3,730,692 for eleven consortia and three individual projects.
- Among the 36 projects, 47 percent returned a total of \$95,493 in unexpended funds. This amount represents 5 percent of the total (\$1,836,000) allocated to the projects.
- Approximately half the projects reported institutional expenditures that matched or exceeded their state allocation.
- Of the \$2,000,000 appropriated to Reach-Out in 1993-94, state universities, community colleges, and the private institutions combined received 91 percent. The line-item funded Black Male Explorers Program at Florida A & M University (FAMU) received five percent of the appropriation; the Florida Indian Youth Project received one percent; program evaluation and dissemination accounted for the remaining 3 percent.
- Of total dollars expended, the proportion that came from external support ranged from zero to 75 percent across the projects.
- Based on the approximately \$1.8 million spent from the State appropriation on the 5,723 participants, the average cost per student was \$320.
- Forty-seven percent of the projects' expenditures came from the State appropriation (see Figure 6).

FIGURE 6
EXPENDITURE SOURCES
1993-94 CROP COHORT



Over half the total dollars expended by College Reach-Out projects came from institutional and external sources.

Source: College Reach-Out annual reports, 1993-94.

- Expenditures from institutional sources (funds or in-kind services) accounted for 44 percent of the dollars expended. The major portion of expenditures from institutional sources related to personnel; other expenditures in this category were supplies, telephone, travel/transportation, printing, and instructional materials.
- Selection criteria for grant awards give preference to projects that secure external funding; 19 of the 36 projects reported external funding.
- Nine percent of total expenditures for the program statewide came from external funds as cash gifts or in-kind contributions.
- In-kind contributions include donations for programming and instructional needs, transportation, and meals.

Summary

Thirty-six postsecondary institutions shared an appropriation of \$1,836,000 to sponsor College Reach-Out projects in 1993-94. These projects served 46 counties across Florida. Among the 5,723 participants, the majority (82 percent) were black, and black males accounted for 29 percent of all participants. Whites represented eight percent of participants while Hispanic students grew from five percent of participants in 1992-93 to seven percent in 1993-94. A major concern remains that half the 12th graders were new to the College Reach-Out Program.

Females continued to outnumber males by a wide margin. Community colleges recruited approximately three-fourths of the participants; university projects recruited primarily high school students.

The state appropriated \$1.8 million to the projects which expended a total of over \$3.7 million; institutional sources accounted for 44 percent of dollars expended. Approximately half of the projects matched or exceeded their state allocation.

Comparative Analysis: College Reach-Out Program and Random Sample

To compare the performance of Reach-Out participants with students in the public school population, a random sample of 6th through 12th graders during academic year 1993-94 was selected from the Division of Public Schools' data base. The random sample is designed to reflect selected demographic characteristics of the general school population of Florida rather than characteristics of the pool of College Reach-Out participants. Thus, in the random sample, blacks represent 24 percent of the group compared with 82 percent in the Reach-Out group. Data on selected variables were compiled (Table 4) and results indicate:

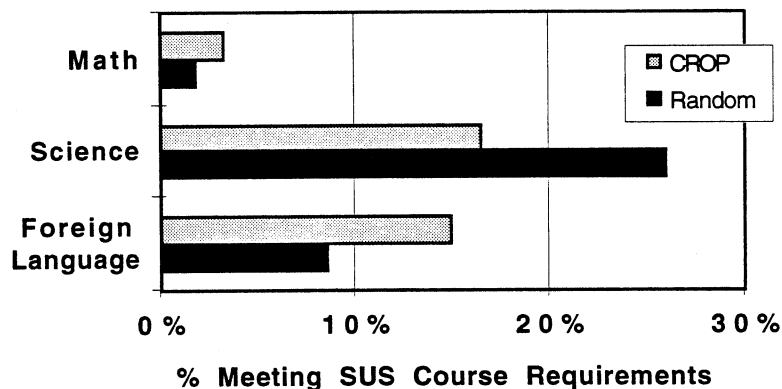
- The average annual grade point average (GPA) of Reach-Out participants in grades 9-12 (2.4) was similar to that of the random sample (2.3).
- A higher percentage (91%) of Reach-Out students received academic promotions than students in the random sample (80%).
- Approximately 23 percent of students in each group were suspended at least once.
- A much higher percentage of Reach-Out 12th graders received a standard diploma (93 percent) than did 12th graders in the random sample (79 percent).
- Twenty eight percent of Reach-Out students scored in the upper two quartiles of the reading subtest on the Grade Ten Achievement Test (GTAT) compared with 46 percent of 10th graders in the comparison group.
- On the mathematics subtest, 32 percent of Reach-Out students scored in the upper two quartiles of GTAT compared with 49 percent of random 10th graders.

A much higher percentage of Reach-Out 12th graders received a standard diploma than those in the random sample.

- Course-taking patterns among 12th graders show that a small percentage of Reach-Out students and those in the random sample took at least three mathematics courses at Levels II or III—those required for entry to the State University System (Figure 7).
- A smaller proportion of Reach-Out students took at least three science courses at Levels II or III than students in the random sample (16 percent vs. 26 percent) (Figure 7).
- Fifteen percent of Reach-Out participants and 9 percent of students in the random sample had taken at least one course in the second year of a foreign language (Figure 7).

FIGURE 7
COMPARISON OF 1993 - 94 CROP AND RANDOM
12TH GRADERS WHO COMPLETED
COURSES IN SELECTED SUBJECTS
REQUIRED FOR SUS ADMISSION

Low percentages of Reach-Out students and students from the sample completed recommended courses for university admission.



Note: Division of Public Schools identifies each math and science course as Level I (basic), II (average), or III (higher level) based on course content. The high school course requirements for SUS admission include completion of at least 3 math level II-III courses, 3 science level II-III courses, and 2 courses in the same foreign language.

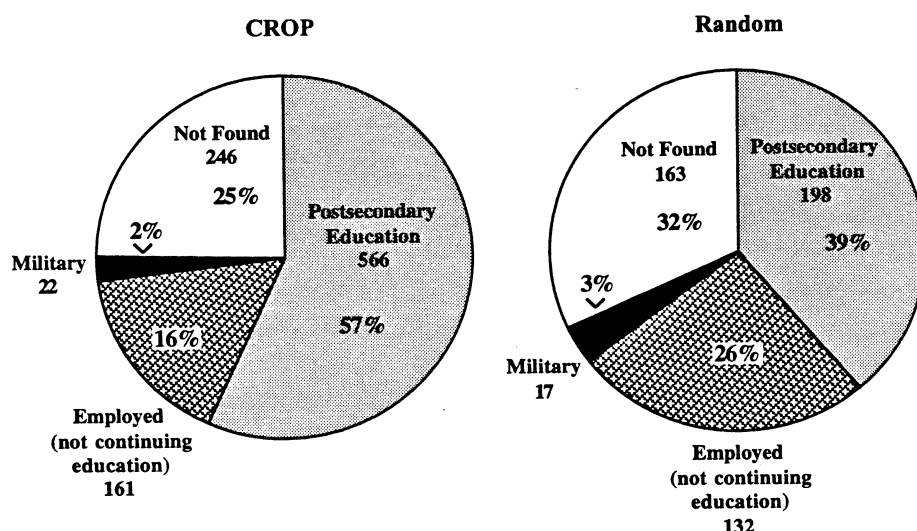
Source: Division of Public Schools.

The intent of the Reach-Out Program is to motivate and prepare academically disadvantaged students to enter and complete an education; thus, data were collected on indicators related to postsecondary education (Figures 7, 8, and 9) for 12th graders and recent graduates. Analyses of these variables revealed:

- Of the 1,006 Reach-Out twelfth graders, 40 percent took an entry-level test. Blacks represented 80 percent of these test-takers.
- Blacks who participated in Reach-Out performed better on all readiness subtests than black graduates in the population at large.
- Overall, however, smaller percentages of Reach-Out participants than all high school graduates were college-ready in each subtest.

Among black students, Reach-Out graduates outperformed black graduates from the general population on entry-level tests.

FIGURE 8
HIGH SCHOOL PROGRAM OUTCOMES
1993-94 COHORTS



Notes:

- The "Postsecondary Education" category represents unduplicated headcounts. These data include students enrolled in the programs offered through the SUS, private universities, Division of Community Colleges, and the Division of Public Schools.
- Individuals in the military may also be in PSE, be employed, or both.

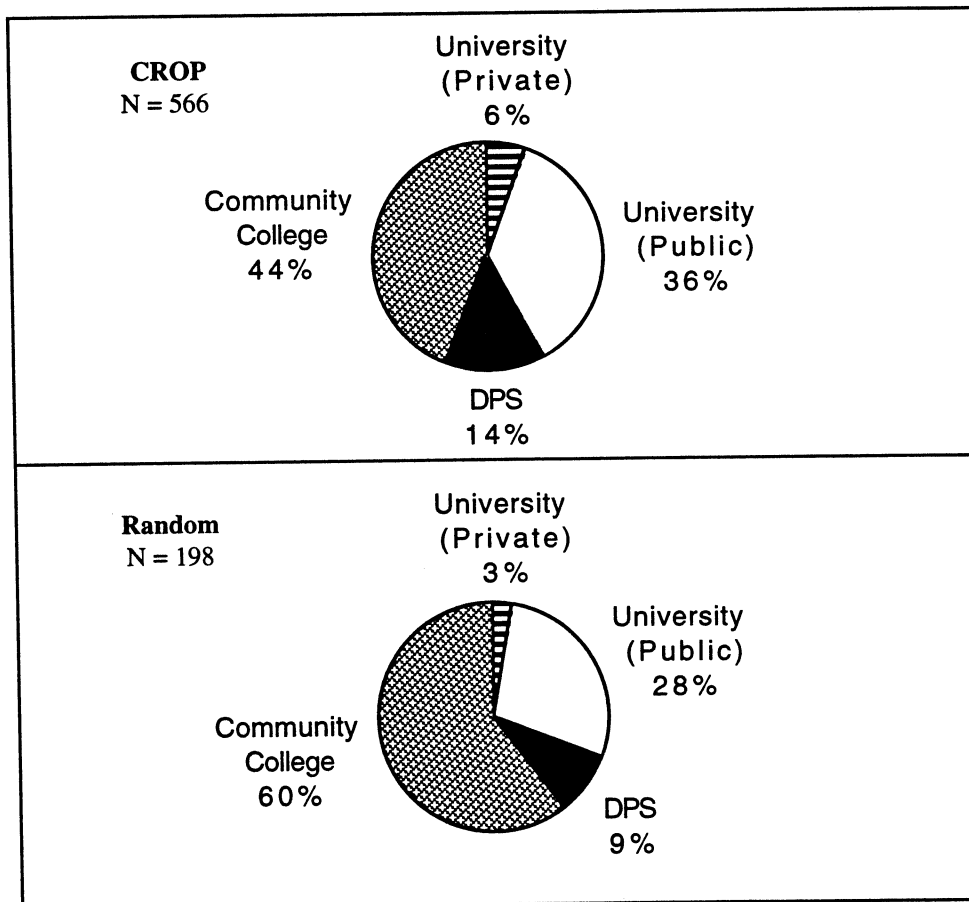
Source: Florida Education and Training Placement Information Program, 1994-95.

Reach-Out graduates tended to enroll in public postsecondary institutions at a higher rate than graduates in the random sample.

- Follow-up data on employment and continuing education reveal that 57 percent of Reach-Out high school graduates were enrolled in higher education compared to 39 percent of random 1993-94 high school graduates statewide (Figure 8).
- Sixteen percent of Reach-Out graduates and 26 percent of recent high school graduates were found employed and not continuing their education.

- A larger proportion of Reach-Out graduates than high school graduates statewide who continued their education enrolled in state universities—39 percent of Reach-Out graduates were found in the SUS compared with 28 percent of high school graduates (Figure 9).
- The average grade point average (GPA) of Reach-Out graduates enrolled in the SUS was 2.4 at the end of the Spring semester 1995. Random sample students had a GPA of 2.7.
- At the end of their second semester in the SUS, 28 percent of Reach-Out students had a GPA below 2.0 compared to 17 percent of the random sample.

FIGURE 9
CONTINUING EDUCATION OF 1993 - 94 GRADUATES

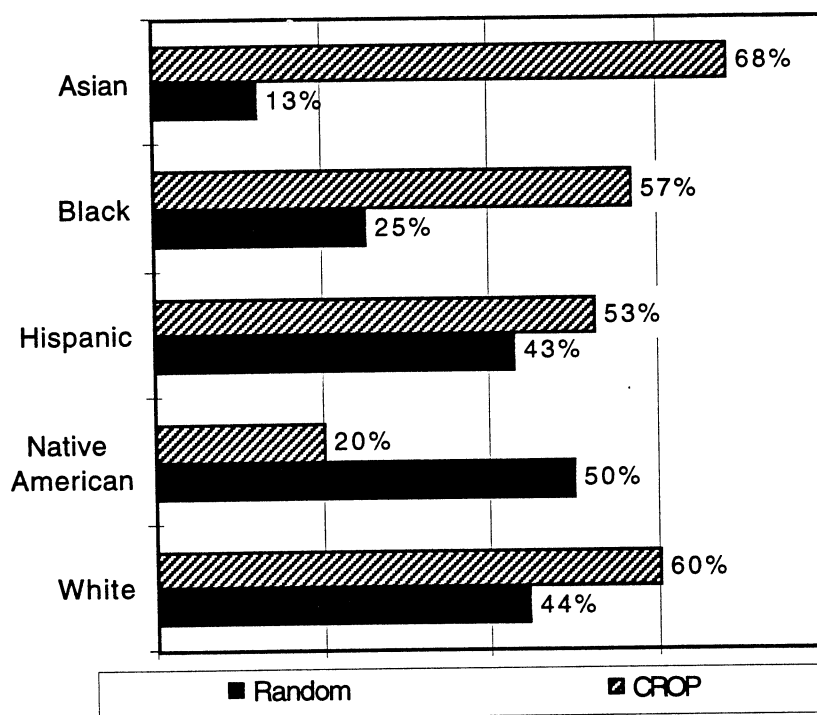


Note: DPS offers postsecondary vocational certificate programs.

Source: Florida Education and Training Placement Information Program, Fall 1994 - Winter 1995.

- Among graduates who continued their education at the postsecondary level, a smaller proportion of Reach-Out graduates than random high school graduates enrolled in the Community College System—44 percent of Reach-Out graduates who continued their education were found at a community college compared with 60 percent of the sample graduates (Figure 9).
- Among white, black, Hispanic, and Asian students, Reach-Out participants continued their postsecondary education at a higher rate than did random high school graduates overall (Figure 10).

FIGURE 10
CONTINUING EDUCATION BY RACE/ETHNICITY
1993-94 COHORT AND HIGH SCHOOL GRADUATES



Among most racial/ethnic groups, Reach-Out graduates enrolled in postsecondary education at a higher rate than graduates from the random sample.

Source: Florida Education and Training Placement Information Program, Fall 1994 - Winter 1995.

- Sixty-three percent of community college Reach-Out students were required to take remedial coursework compared to 55 percent of students in the random sample. However, 33 percent of Reach-Out students completed the highest college preparatory class required for entry into academic coursework compared to 25 percent of random students.
- Fifty-seven percent of community college Reach-Out students were enrolled in a degree program, compared to 61 percent of the random cohort.

Sixty-three percent of the Reach-Out graduates in community colleges were required to take remedial coursework.

- Black Reach-Out graduates continued their education at a much higher rate than did black high school graduates overall (57 percent versus 25 percent). Of black Reach-Out graduates who attended a postsecondary institution, 49 percent enrolled in the community college system compared to 72 percent of random black graduates.
- Thirty-five percent of Reach-Out graduates who applied for need-based financial aid received an award compared to sixteen percent of the random group. Only 14 percent of Reach-Out graduates who applied for merit based financial aid received an award while 67 percent of random graduates who applied for merit financial aid received an award (Figure 11).

**FIGURE 11
FINANCIAL AID INFORMATION
FOR 1993-94 GRADUATES**

Summary Information ¹		
	CROP 93-94	Random 93-94
² Number of students in cohort	1115	503
Percent of Cohort who applied for one of the following programs	47%	23%
Percent of applicants who received aid	36%	39%
Total number of awards made	189	44
Total money received	\$ 185,860	\$ 73,458

Florida Student Assistance Grant (Need Based Award)		
	CROP 93-94	Random 93-94
Total amt. of \$ received	\$ 176,740	\$ 12,548
(Number of applicants)	519	97
Number of awards	181	16

Florida Undergraduate Scholars Fund (Merit Based Award)		
	CROP 93-94	Random 93-94
Total amt. of \$ received	\$ 9,120	\$ 60,910
(Number of applicants)	57	42
Number of awards	8	28

Source: Florida Office of Student Financial Assistance for 1994-95.

Notes: ¹ Data reflect cumulative financial aid since students' first term in PSE.
² Students who were reported in the OSFA database and may have applied for a variety of loans or grant programs. These data reflect unduplicated headcounts.

Comparison Summary

As with past cohorts, the performance of Reach-Out participants was compared on several measures with the performance of other groups of students. A comparison of Reach-Out participants with a random sample of students in 6th through 12th grades during 1993-94 showed

that the two groups received similar GPAs. However, Reach-Out 12th graders were promoted and graduated with standard diplomas at a much higher rate than students in the random sample. Reach-Out participants compared less favorably in reading and science indicators, but fared better on the foreign language indicator. Reach-Out 10th graders did less well on the mathematics component of the GTAT but a greater number of Reach-Out seniors completed at least three college preparatory math classes.

To examine post-high school performance, additional measures involving entry-level tests and enrollment in postsecondary education were compared for Reach-Out participants who graduated and 1993-94 high school graduates statewide. As a subgroup, black Reach-Out graduates out-performed black students among all high school graduates on all entry-level tests. Also, a significantly larger percentage of Reach-Out graduates than recent high school graduates statewide enrolled in postsecondary education. Additionally, a larger proportion of Reach-Out graduates enrolled in the State University System. The higher enrollment rate in postsecondary education among Reach-Out participants was characteristic of most racial/ethnic groups. College Reach-Out students who enrolled in public universities had similar grade point averages to their peers (approximately 2.5) after two semesters. As expected, Reach-Out graduates received a much larger percentage of need-based financial aid than their random peers. A larger percentage of Reach-Out students who attended community colleges (63 percent) needed remediation than did students in the random sample (55 percent).

A larger percentage of Reach-Out graduates than random high school graduates statewide went on to postsecondary education.

Part III: SPECIAL COHORT ANALYSES

Longitudinal Cohort: 1991-92

Part III presents trend data on College Reach-Out cohorts. The opening section introduces initial results of a longitudinal study involving the 1991-92 cohort. The second section reports historical data on the 1990-91, 1991-92, 1992-93, and 1993-94 cohorts. The purpose of this part of the evaluation is twofold: (1) to provide an on-going update on the progress of the 1991-92 cohort which was selected for a longitudinal analysis, and (2) to present cumulative information reflecting data on cohorts since 1990-91.

Policymakers as well as program administrators and evaluators have expressed interest in tracking the progress of one cohort of College Reach-Out participants over several years. This was impossible prior to 1990-91 because the appropriate kinds of information were not required of the projects for reporting purposes. With major revisions in program administration and evaluation that had evolved by 1991, however, it became feasible to design a longitudinal component within the annual evaluation of College Reach-Out. Since the 1990-91 cohort was the first time that extensive data, including social security numbers, were required, this was used as a pilot test year for the longitudinal study. Participants' social security numbers are critical to the success of tracking efforts for historical analyses. While the quality and quantity of social security numbers during the test year were not as high as desired, the 1990-91 cohort provided an opportunity to test the design and application of the longitudinal study. Thus, the 1991-92 cohort was selected as the longitudinal group. Again, a large number of students that year had incorrect or missing social security numbers, so the number of participants followed is much smaller than the actual number of enrollees that year.

*Over half of the
1991-92 cohort
that could have
been enrolled was
still enrolled in
Reach-Out two
years later.*

Continuation in College Reach-Out

- There were 4,779 participants in 1991-92; since 772 were 12th graders, and 924 were 11th graders, approximately 3,083 might continue into the 1993-94 cohort.
- 1,776 participants whose initial year of entry into CROP was prior to 1993-94 had re-enrolled in 1993-94. Thus approximately 58 percent of eligible students re-enrolled in CROP.

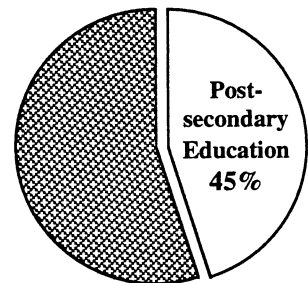
Postsecondary and Employment Follow-up

Three graduating classes from the 91-92 Longitudinal Cohort were also tracked for continuing education and employment. Social se-

curity numbers were matched against the community college and state university system databases, the Florida Education and Training Placement Information Program (FETPIP), and the Office of Student Financial Assistance (OSFA).

- College Reach-Out graduates were matched with several databases by FETPIP; of the 1,933 graduates submitted, 45 percent were found continuing their education at the postsecondary level.
- Of these postsecondary students, 40 percent were enrolled in the SUS and 38 percent in community colleges. Another sizeable group, 19 percent, were in the Division of Public Schools database (ie. postsecondary vocational programs).
- Sixty-five percent of these Reach-Out students who enrolled in the community college system were required to take a college preparatory class compared to 54 percent of the random sample.
- Blacks comprised 87 percent of the graduates reported in this longitudinal effort; 744 (44 percent) of these Reach-Out graduates were found continuing their education.
- Hispanics comprised 9 percent (166) of the graduates reported; 80 (48 percent) were found continuing their education.
- Twenty-one students from the 1991-92 CROP cohort who enrolled in postsecondary education (869 students) have received associate degrees as of January 1995; two have received baccalaureate degrees. None of the random cohort have received degrees or postsecondary certificates.
- Of the Reach-Out students enrolled in the SUS, 30 percent were freshmen, 37 percent were sophomores, 22 percent were juniors, and 7 percent were seniors.
- Reach-Out students enrolled in the SUS had an average 2.5 GPA after the second semester. The random average was a 2.7 GPA.
- At the end of their second semester in the SUS, 18 percent of Reach-Out students had a GPA below 2.0, compared to 11 percent of the random sample students.
- Of the Reach-Out students enrolled in the community college system, 45 percent were in a degree program.
- A larger percentage of CROP students than random students applied for need-based financial aid. Forty-one percent of those

45% of Reach-Out high school graduates from the longitudinal cohort were found continuing their education.



Note: Non-PSE includes those graduates who are employed (not continuing education), in the military, and those not found.

Reach-Out students compared to twenty-seven percent of random students received need-based aid (Figure 12).

- A smaller number of Reach-Out students who applied for merit-based aid received such an award (33 percent) compared to random students (56 percent).

FIGURE 12
FINANCIAL AID INFORMATION
FOR 1991-92 GRADUATES

Summary Information ¹		
	CROP 91-92	Random 91-92
² Present number in financial aid cohort	2612	1542
Percent of Cohort who applied for one of the following programs	31%	19%
Percent of applicants who received aid	43%	41%
Total number of awards made	356	121
Total money received	\$ 438,742	\$ 237,804

Florida Student Assistance Grant (Need Based Award)		
	CROP 91-92	Random 91-92
Total amt. of \$ received	\$ 360,172	\$ 59,464
(Number of applicants)	777	234
Number of awards	321	63

Florida Undergraduate Scholars Fund (Merit Based Award)		
	CROP 91-92	Random 91-92
Total amt. of \$ received	\$ 78,570	\$ 178,340
(Number of applicants)	107	104
Number of awards	35	58

Source: Florida Office of Student Financial Assistance for 1992-95.

Notes: ¹ Data reflect cumulative financial aid since students' first term in PSE.
² Students who were reported in the OSFA database and may have applied for a variety of loans or grant programs. These data reflect unduplicated headcounts.

Overview of Annual Cohorts: 1990-91 through 1993-94

This section of the College Reach-Out Program evaluation examines analyses of cohort cumulative data from 1990-91 through 1993-94. Data for the three annual cohorts were merged to produce an unduplicated headcount. Table 7 presents selected cohort demographic information for comparison purposes, while Table 8 provides a program summary based on unduplicated headcount. Highlights from these tables include:

- Since 1990, Reach-Out has served 13,191 individual students in grades 6 through 12.
- In 1993-94, the projects reported 3,584 new participants -- 67 percent of all participants that year.
- The proportional distribution of students among racial/ethnic

groups was stable across the four cohorts in 1993-94. Moreover, the proportion of male participants also remained constant.

- The proportion of participants who were black males remained at approximately 30 percent for the third consecutive year.
- Black participants have comprised about 83 percent of all participants since 1990.
- There is an emerging trend of Reach-Out projects serving students in the lower grade levels. Twelfth graders accounted for 18 percent of all participants in 1993-94, down from 23 percent in 1990-91. The proportion of participants in 6th grade rose from 8 percent in 1990-91 to 11 percent in 1993-94.
- Trend data show an increase in the proportion of participants in each annual cohort that are returning students. Returning participants grew from 14 percent of enrollment in the 1990-91 cohort, to 33 percent of enrollment in 1993-94 (Figure 13).
- By grade level, the proportion of participants who were new to the program was higher among 7th, and 11th graders than in other grades.

FIGURE 13
NEW VERSUS CONTINUING PARTICIPATION
1990-91 THROUGH 1993-94



■ New Participants □ Returning Participants

Source: College Reach-Out annual reports, 1993-94.

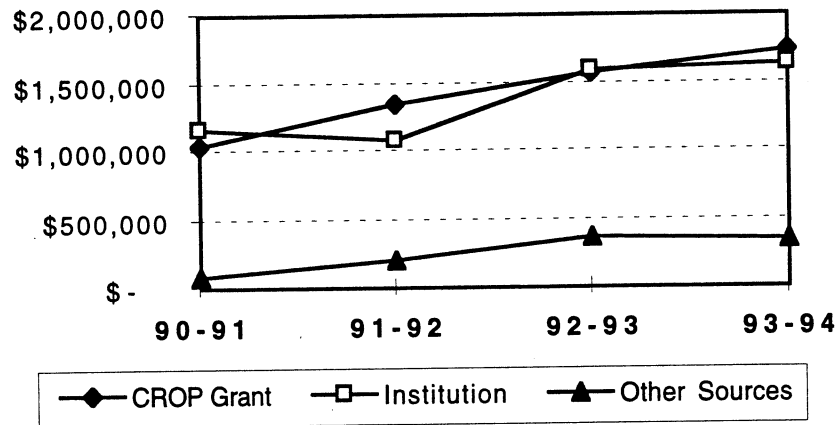
- Sixth through ninth graders accounted for 61 percent of new participants in 1993-94.
- The proportion of total expenditures produced by external sources increased from 4.2 percent to 9 percent between 1990 and 1993

while state dollars accounted for 48 percent in 1990 and 47 percent in 1993 (Figure 14).

- Institutional support accounted for a larger proportion of total expenditures in 1993 than in 1990 (Figure 14).

FIGURE 14
TRENDS IN SOURCES OF EXPENDITURES,
1990-91 TO 1993-94

*State dollars
accounted for a
smaller portion of
total expenditures in
1993-94 than in
1990-91.*



Source: College Reach-Out annual reports, 1993-94.

Summary

Historical data illustrate that the College Reach-Out Program has attracted and maintained participation across the middle and high school grades. The program has been particularly successful in sustaining a very high representation of black students among participants, while the number of Hispanic students has begun to increase. The data also document an increase in the proportion of participants who spend more than one year in the program. Results of the longitudinal study of participants from the 1991-92 cohort indicate that a larger number of Reach-Out students enroll in postsecondary education than their peers in the random group and have graduated with academic degrees before any of the random cohort. However, once in postsecondary institutions the results are mixed. More Reach-Out students who enrolled at a community college were required to take remedial coursework than random students, and in the SUS, they maintained a slightly lower GPA after two semesters. However, Reach-Out students graduated with academic degrees before any of the random cohort.

Over the four evaluation periods under review, the College Reach-Out Program has grown substantially each year while maintaining a high

percentage of participants who are members of racial/ethnic minority groups. Funding data show that, although annual appropriations have increased moderately, the projects' expenditures have increased to a greater degree in recent years as a result of successful efforts to capture support from institutional and external sources.

Part IV: FINDINGS AND RECOMMENDATIONS

The College Reach-Out Program is a statewide initiative designed to strengthen the educational motivation and preparation of low-income and educationally disadvantaged students in middle and high school who desire, and who may benefit from, a postsecondary education. This is the Postsecondary Education Planning Commission's fourth annual statewide evaluation of the program, but the first report to respond to the revised College Reach-Out Program law (Section 240.61(13) Florida Statutes) that requires substantial additional data collection and analyses.

This study was based on the 1993-94 Reach-Out cohort. Evaluation activities included a review of interim and final project and consortia reports, analyses of information retrieved from several data bases, and site visits to selected summer residency programs. A summary of findings is given below.

Summary of Key Findings

Program growth continues. College Reach-Out continues to attract and retain increasing numbers of participants annually, and some project directors indicate that they are unable to serve all of the students who seek participation. With all nine public universities and 24 community colleges currently sponsoring projects, significant future growth would probably only come as a result of involving more independent institutions or encouraging existing projects to enlarge their cohorts by accepting more participants.

Continuous contact and summer residencies make a difference. The need for continuous contact with Reach-Out participants has been repeatedly stressed by the Commission, Advisory Council, and the Office of Postsecondary Education Coordination. Projects cited the benefits of year-round contact and the summer residency as significant retention factors:

"Continuous contact remains the major factor in CROP student retention. CROP staff and student mentors talked to parents and students on a weekly basis." (University of West Florida)

"Individualized attention and weekly contact with students are two major factors that contributed to program retention." (Florida Atlantic University)

"The summer residential component provided an incentive for students to continue with CROP during the school year. Hence, eligibility for the summer residential component was based on active participation throughout the year. In 1994 the summer residential component was increased to

two weeks. The additional week provided students with an extra week of math and verbal SAT preparation." (Florida State University)

"One key to success was the regularity of participant contact with project staff, mentors, role models, and tutors." (Broward Community College)

"Daily classroom contact with middle school students was essential to program retention." (Tallahassee Community College)

"Daily tutorial services were provided on our campus during the academic year. We provide home visits, parental conferences and telephone calls on a regular basis to keep parents informed." (Chipola Junior College)

"The chance to meet and have continual contact with CROP students from programs in other counties, and the opportunity to visit different colleges and universities [as part of the summer residency program] was highly motivating." (St. Petersburg Community College)

Parental involvement is improving in some projects. Projects reported that parental involvement and support for CROP was one of the key factors related to student retention and program success.

"Parents who encouraged and supported their children's attendance and participation in the program were a major factor which contributed to student retention." (Florida A&M University)

"The effect of parental involvement cannot be overemphasized in achieving successful participant retention." (Florida International University)

"Parents who were involved in program activities--attending meetings, volunteering time to chaperon and providing refreshments--produced children who were active program participants." (Santa Fe Community College)

"Strong parental participation was the key." (Hillsborough Community College)

"One significant program achievement was the increase in the number of parents participating in the parent and family sessions. Increased parent support led to increased student participation." (Lake City Community College)

"Unfortunately, parental involvement continues to be a critical problem. Many of our parents work more than one job or have younger children at home that they must care for; therefore, parents are unavailable to attend the workshops and sessions." (Miami-Dade Community College)

“The least successful aspect of our program was that parental support was less than 50 percent.” (Pasco-Hernando Community College)

“The requirement of a written contractual agreement between the parent, student and CROP staff and the on-going attention provided by the CROP staff via home visits and weekly letters were major factors contributing to the retention of students in the program.” (Indian River Community College)

“The program experienced a very high percentage of parental support compared to that of previous years. The parents’ enthusiasm for the program was important in keeping the students motivated to continue in the program.” (University of North Florida)

Since the Annual Reports for the 1993-94 year were submitted by the projects, innovative strategies have been adopted by several consortia for increasing parental involvement. The Northwest Florida, Tampa Bay and Mid-Florida consortia have developed procedures and activities, including a parents’ retreat and other community and church related Out-Reach efforts that have proven effective in gaining parental support of CROP. These activities and those of other successful consortia, could be implemented statewide.

Public schools are highly supportive. Several projects commended their public school partners and cited their support as a major factor in retaining students in the program:

“The counselors/teachers assigned to the program at each school were deeply committed. They reminded students of upcoming visits to campus and prearranged absences so that students could take tests on alternating days. Their encouragement validated the importance and benefits of CROP for students.” (University of Central Florida)

“A major factor which contributed to the retention of students was the great counselor support that we received from the five county school systems.” (Lake City Community College)

“The cooperation between project staff and school representatives in which the participants were enrolled was key to the success of the program.” (Broward Community College)

Commitment to serving middle school youth is improving. Beginning with the 1994-95 cohort, at least 60 percent of the students recruited in any one year must be in grades 6-9. For the last two years, the percentage of students in middle school has steadily increased. More seniors participated in CROP during 1993-94 than students at any other

grade level. Fifty percent of those students were in CROP programs for the first time. Universities were more likely to recruit seniors than community colleges. Thirty-two percent of their Reach-Out participants were in the twelfth grade. Several projects noted the support of middle school administrators, counselors and faculty as a key component of their program's success. Many after school programs, Saturday tutorial sessions and other activities have been geared to middle school participants. Projects noted that:

"Especially at the middle school level, a close working relationship with counselors, student services personnel and teachers has been established. The schools were involved in each step of the process." (Sante Fe Community College)

"The support of the middle school administrators, counselors and faculty was significant." (Florida Keys Community College)

"Six new middle school sites were added." (Hillsborough Community College)

Institutional support varies. As in the past, wide variation exists in institutional commitment to Reach-Out Projects. Some projects report high levels of institutional commitment while other projects were less successful in this area. One of the key components of institutional commitment is continuity among CROP staff. An excessive turn-over of CROP directors and their staff has in some instances disrupted the continuity of project activities and hindered communication and collaboration among projects statewide. At the same time however, more institutional staff and faculty have become involved in CROP activities, particularly academic projects. The increasing use of mentors, and college age students to tutor and counsel Reach-Out participants has proven to be a very effective way of encouraging students to succeed in school and prepare for a college education.

"Manatee Community College students served as mentors and positive role models for CROP participants. CROP participants reported this was a major reason they stayed involved with the program." (Manatee Community College)

"After our first field trip to the University of Florida's College of Engineering, the number of participants more than doubled." (St. Johns River Community College)

The student interaction with faculty and students at the university was very positive. Students were able to ask and receive direct answers about the college experience and career information." (University of North Florida)

“A key component of the project was the mentoring of students by college staff to build their pride and self-esteem and the opportunity for these students to access college facilities.” (St. Petersburg Community College)

“We were able to offer a tutorial program in South County the entire academic year using college student assistants and tutors.” (Miami Dade Community College)

“The strength of the high school component is the experienced faculty who provide in-depth information about success in college.” (Florida Community College at Jacksonville)

“Mentors and peer tutors made the most significant contribution to retention efforts.” (Florida Keys Community College)

Program visibility in the community continues to increase. Several projects reported increased community support from business, industries and government agencies in their areas. Others noted that networking through local community based non-profit agencies including churches had increased enrollment and parental support for the projects.

Progress with math/science components is mixed. In its first state-wide College-Reach-Out evaluation, the Commission recommended that projects create opportunities to involve participants in mathematics, science, and other technical fields. While the projects have added a considerable number of activities and year-long programs designed to increase achievement in mathematics and science, success in these areas is varied.

Reach-Out students continue to perform less well on the mathematics component of the GTAT than random students. While a greater percentage of Reach-Out students met the SUS admission requirements for Mathematics, a smaller percentage than the in random sample met the science requirements. On the other hand, black Reach-Out students scored higher on the mathematics and science entry-level subtests than random high school graduates.

Success in postsecondary education is mixed. Activities designed to increase the number of Reach-Out students who enroll in postsecondary education are working. More Reach-Out graduates enroll in postsecondary education than their random counterparts. While more Reach-out graduates enroll in the SUS than random students, they maintain a lower grade point average. Reach-Out graduates were required to enroll in community college preparatory courses at a higher level than random students, yet more CROP students completed the highest level of remedial courses required to enter a degree program. While

twenty-two Reach-Out graduates have received associate degrees from community colleges and two have received Baccalaureate degrees, none of their random counterparts have received a terminal academic degree.

Estimates of program participants continue to vary from the number actually served. Reach-Out projects are required to submit a proposal under a request for proposals (RFP) process. At that time, applicants are required to estimate the number and selected characteristics of the students to be served. The Advisory Council uses these projections in determining the funding level of each consortium or single project. For the most part, applicants have done a good job of estimating the number of students they plan to serve. Overall in 1993-94, projects served 14 percent more students than indicated in their proposals. Only two consortiums served fewer students than they proposed. While the majority of project directors report that they must turn students away, over \$95,000 of unused State funds (5 percent of total) were returned. However, a number of factors affect an institution's ability to expend funds, including when checks are disbursed.

Cooperation within consortia varies. Reach-Out is a competitive grant program that gives preference to community colleges and university consortia. There were only three individual CROP projects in 1993-94. While there is evidence of cooperation and collaboration among projects within the same consortium, it has become clear, particularly through summer site visits (Appendix E) and statewide meetings, that consortia continue to struggle with providing year-long contact and joint activities for all of the participants. This is particularly problematic among those consortia with long driving distances between projects. The cost of transportation continues to be a problem even within individual institutional projects.

Large numbers of minority students continue to be served. Reach-Out continues to serve a large number of black students and the number of Hispanic students served rose between 1992-93 and 1993-94. However, directors note that large numbers of Haitian, and other Hispanic students, including Mexicans and migrant farm children, have not been recruited in the same numbers as other Hispanic populations. The number of native American students remains discouragingly low due in part to "skepticism of Native-Americans to participate fully in the social and cultural activities provided by the program, particularly the field trips."

Recommendations

Based on these findings, the Commission makes the following recommendations.

Recommendation 1:

To extend opportunities for students to benefit from the College Reach-Out Program, all eligible independent institutions should increase their efforts to join consortium arrangements. Currently, all state universities and 24 public community colleges are sponsoring Reach-Out projects. In the 1993-94 year, two independent institutions belonged to a Reach-Out consortium, no independent institutions currently participate in the program. Given the State's recognition of private universities and colleges as important components of Florida's higher education system, it is appropriate that private institutions be encouraged to participate. Concurrently, the State Board of Community Colleges should encourage non-participatory colleges to join a Reach-Out consortium in their area.

Recommendation 2:

The Advisory Council, with support from the Office of Postsecondary Education Coordination (OPEC), should assist project directors in identifying strategies for increasing parental participation in their projects and consortia. It is clear from feedback from CROP directors that parental support and enthusiasm are essential components of a successful Reach-Out project. Engaging a "parent specialist" either from Reach-Out staff or the local advisory council to serve as a liaison between the project and parents should be considered, as should requiring parents to sign a contract promising to participate in some aspect of the program. Successful efforts to increase parental participation have been documented by several consortia since this 1993-94 cohort year, and are noted in section IV of this report. OPEC should collect and disseminate those and other strategies among the projects for statewide implementation.

Recommendation 3:

The Advisory Council should develop strategies to convince presidents and other campus leaders to strengthen their commitment to the College Reach-Out Program. Based on campus site visits and feedback from participants, staff, administrators, local advisory committee members and others, it is clear that support for Reach-Out projects varies from one campus to another. A high turnover among Reach-Out staff may be an indicator that the program is not a high priority at that institution. At the same time, those projects that continue to struggle for outside community support and contributions generally do not have the visibility and backing as do the more successful projects. To be successful, Reach-Out directors must convince campus leaders that their projects

provide an integral link to increased minority enrollment and retention at their institutions.

Recommendation 4:

Academic Support and Counseling Programs for Reach-Out participants should continue at the Postsecondary Level. While outcome measures indicate that intervention strategies (tutoring, counseling, mentoring, etc) have led to improved academic performance among CROP participants at the secondary level, it appears that such services are needed at the postsecondary level to ensure the continued success of CROP Students. Project directors should maintain contact and follow-up reports on the progress of their participants once they enroll in postsecondary education. They should act as a liaison to existing programs on postsecondary campuses designed to enhance minority participation and success. CROP graduates should be encouraged to maintain contact with the project at their postsecondary institution and serve as mentors and advisors to younger participants.

Recommendation 5:

The Advisory Council, with the assistance of the Office of Postsecondary Education Coordination, should work with project directors to develop additional mechanisms for collecting and disseminating successful activities, strategies and programs among consortia and projects. In addition, the Council should develop a reporting mechanism or evaluation tool to measure the success of each consortium in meeting the goals set forth in their yearly proposals. While project directors have become more adept at measuring or evaluating the successes of their activities and include some evaluation information in their annual reports, there is no established mechanism for sharing these activities and procedures with their counterparts across the state. Just as important, there is no formal Council review of individual project activities at the end of the funding period. The Council has not developed a mechanism for measuring the successes or failures of each project before reviewing and approving the proposals for the next year.

Recommendation 6:

The Advisory Council should clearly communicate to project directors its philosophy with regard to incentive funding. Beginning with the 1994-95 Reach-Out cohort, twenty percent of state funds are to be distributed to projects for their "initiatives and performances." Confusion currently exists over whether funds are intended to reward past successes or to enable projects to expand on exemplary initiatives. The Council should set thorough guidelines for assessing each project's success in meeting stated initiatives and performances.

Note: The status of past Commission recommendations is outlined in Appendix F.

Appendix A

College Reach-Out Program Statutes

STATUTE IN FORCE FOR THIS REVIEW

1240.61 College reach-out program.—

(1) There is established a college reach-out program to increase the number of low-income educationally disadvantaged students in grades 6-12 who, upon high school graduation, are admitted to and successfully complete postsecondary education. Participants should be students who otherwise would be unlikely to seek admission to a community college, state university, or independent postsecondary institution without special support and recruitment efforts. The State Board of Education shall adopt rules which provide for the following:

(a) Definition of "low-income educationally disadvantaged student."

(b) Specific criteria and guidelines for selection of college reach-out participants.

(2) In developing the definition for "low-income educationally disadvantaged student," the State Board of Education shall include such factors as: the family's taxable income; family receipt of aid to families with dependent children in the preceding year; family receipt of public assistance in the preceding year; the student's cumulative grade point average; the student's promotion and attendance patterns; the student's performance on state standardized tests; the student's enrollment in mathematics and science courses; and the student's participation in a dropout prevention program.

(3) To participate in the college reach-out program, a community college, a public university, or an independent postsecondary institution that is participating in a special program for students from disadvantaged backgrounds pursuant to 20 U.S.C., ss. 1070d et seq. may submit a proposal to the Department of Education. The State Board of Education shall consider the proposals and determine which proposals to implement as programs that will strengthen the educational motivation and preparation of low-income educationally disadvantaged students.

(4) Community colleges, universities, and independent postsecondary institutions that participate in the program must provide procedures for continuous contact with students from the point at which they are selected for participation until they enroll in a postsecondary education institution. These procedures must assist students in selecting courses required for graduation from high school and admission to a postsecondary institution and ensure that students continue to participate in program activities. Institutions that participate must provide on-campus academic and advisory activities during summer vacation and provide opportunities for interacting with college and university students as mentors, tutors, or role models. Proposals submitted by universities and consortia involving universities must provide students with an opportunity to live on campus.

(5) In selecting proposals for approval, the State Board of Education shall give preference to:

(a) Proposals submitted jointly by two or more eligible postsecondary institutions;

(b) A program that will use institutional, federal, or private resources to supplement state appropriations;

(c) An applicant that has demonstrated success in conducting similar programs;

(d) A program that includes innovative approaches, provides a great variety of activities, and includes a large percentage of low-income educationally disadvantaged minority students in the college reach-out program;

(e) An applicant that demonstrates commitment to the program by proposing to match the grant funds at least one-to-one in cash or services, with cash being the preferred match;

(f) An applicant that demonstrates an interest in cultural diversity and that addresses the unmet regional needs of varying communities; and

(g) A program that identifies participants for the college reach-out program from among students who are not already enrolled in similar programs that assist low-income educationally disadvantaged students.

(6) A participating college or university is encouraged to use its resources to meet program objectives. A participating college, university, or independent postsecondary institution must establish an advisory committee composed of high school and junior high school personnel, as well as community leaders, to provide advice and assistance in implementing its program.

(7) A proposal must contain the following information:

(a) A statement of purpose which includes a description of the need for, and the results expected from, the proposed program;

(b) An identification of the service area which names the schools to be served, provides community and school demographics, and sets forth the postsecondary enrollment rates of high school graduates within the area;

(c) An identification of existing programs for enhancing the academic performance of minority and low-income educationally disadvantaged students for enrollment in postsecondary education;

(d) A description of the proposed program which describes criteria to be used to identify schools for participation in the program. At least 60 percent of the students recruited in any one year must be in grades 6-9;

(e) A description of the program activities which must support the following goals:

1. Motivate students to pursue a postsecondary education;

2. Develop students' basic learning skills;

3. Strengthen students' and parents' understanding of the benefits of postsecondary education;

4. Foster academic, personal, and career development through supplemental instruction; and

(f) An evaluation component that provides for the collection, maintenance, retrieval, and analysis of the data required by this paragraph. The data must be used to assess the extent to which programs have accomplished specific objectives and achieved the goals of the college reach-out program. The Postsecondary Education Planning Commission, in consultation with the Department of Education, shall develop specifications and procedures for the collection and transmission of the data. The annual project evaluation component must contain:

1. The student identification number and social security number, if available; the name of the public school attended; gender; ethnicity; grade level; and grade point average of each participant at the time of entry into the program;

2. The grade point average, grade, and promotion status of each of the participants in the program at the end of the academic year and any suspension or expulsion of a participant, if applicable;

(d) One representative of the Community College System, appointed by the Chairman of the State Board of Community Colleges;

(e) One representative of the Independent Colleges and Universities of Florida, appointed by the President of the Independent Colleges and Universities of Florida;

(f) One representative of a public school district, appointed by the Commissioner of Education; and

(g) One representative of the Postsecondary Education Planning Commission, appointed by the chairman of the commission.

(10) On or before October 15 of each year, universities and community colleges participating in the program shall submit to their respective boards an interim report on the effectiveness of their program and ²shall submit a final report by January 15 of each year. Independent postsecondary institutions shall submit such report to the Commissioner of Education. The final report must include, without limitation:

(a) A certificate-of-expenditures form showing expenditures by category; encumbered expenses; state grant funds; and institutional matching, in cash or in services, or both;

(b) The number of students participating in the program by grade, age, sex, and race;

(c) A description of the needs for the program;

(d) A statement of how the program addresses:

1. Identification of students who do not realize the value of postsecondary education;

2. Identification of students who are not developing basic learning skills;

3. Counseling and advising of students and parents;

4. Supplemental instruction; and

5. Instruction on the relationship between good learning skills and economic and social mobility.

(e) A recommendation as to how the results of the program could be achieved by other institutions or agencies;

(f) A description of the cooperation received from other units or organizations; and

(g) An explanation of how the program accomplished its objectives, including student performance on the measures provided for in paragraph (8)(f).

(11) Funding for the college reach-out program shall be provided in the General Appropriations Act.

History.—s. 30, ch. 89-207, s. 10, ch. 90-302

*Note.—Expires October 1, 1994, pursuant to s. 30, ch. 89-207, and is scheduled for review by the Legislature

**Note.—The words "shall submit" were inserted by the editors to improve clarity.

STATUTE IN FORCE FOR 1994-95 COHORT

1240.61 College reach-out program.—

(1) It is the intent of the Legislature to increase the number of students successfully completing a postsecondary education, who would be unlikely to seek admission to a community college, state university, or independent postsecondary institution without special support and recruitment efforts.

(2) There is established a college reach-out program. The primary objective of the program is to strengthen the educational motivation and preparation of low-income or educationally disadvantaged students in grades 6 through 12 who desire, and who may benefit from, a postsecondary education.

(3) To participate in the college reach-out program, a community college, university, or independent postsecondary institution that is participating in a special program for students from disadvantaged backgrounds pursuant to 20 U.S.C., ss. 1070d et seq. may submit a proposal to the Department of Education. The State Board of Education shall consider the proposals and determine which proposals to implement as programs which will strengthen the educational motivation and preparation of low-income or educationally disadvantaged students.

(4) Community colleges, universities, and independent postsecondary institutions that participate must provide on-campus academic and advisory activities which are offered during summer vacation and provide opportunities for interacting with college and university students as mentors, tutors, or role models. University proposals must provide students with an opportunity to live on campus.

(5) Community colleges, universities, and independent postsecondary institutions that participate must also provide procedures for continuous contact with students from the point at which they are selected for participation until they enroll in a postsecondary education institution in order to assist students in selecting courses required for graduation from high school and admission to a postsecondary institution and to ensure students continue to participate in program activities.

(6) In selecting proposals for approval, the State Board of Education shall give preference to:

(a) Proposals submitted jointly by two or more eligible postsecondary institutions;

(b) A program that will utilize institutional, federal, or private resources to supplement state appropriations;

(c) An applicant that demonstrates success in conducting similar programs previously funded under this section;

(d) A program that includes innovative approaches, provides a great variety of activities, and includes a large number of disadvantaged and minority students in the college reach-out program;

(e) An applicant that demonstrates commitment to the program by proposing to match the grant funds at least one-to-one in services or cash, or both; and

(f) An applicant that demonstrates an interest in cultural diversity and that addresses the unmet regional needs of varying communities.

(7) A participating college or university is encouraged to use its resources to meet program objectives. A participating college, university, or institution shall establish an advisory committee composed of high

school and junior high school personnel to provide advice and assistance in implementing its program.

(8) A proposal must contain the following information:

(a) A statement of purpose which includes a description of the need for, and the results expected from, the proposed program;

(b) An identification of the service area which names the schools to be served, provides community and school demographics, and sets forth the postsecondary enrollment rates of high school graduates within the area;

(c) An identification and description of existing programs for improving the preparation of minority and disadvantaged students for postsecondary education;

(d) A description of the proposed program which describes criteria to be used to identify students and schools for participation in the program;

(e) A description of the program activities which must encompass the following goals:

1. Identifying students who are not motivated to pursue a postsecondary education;

2. Identifying students who are not developing basic learning skills;

3. Counseling students and parents on the benefits of postsecondary education;

4. Providing supplemental instruction; and

(f) A design for program evaluation which incorporates results, procedures, and the accomplishment of objectives. The evaluation design shall include quantitative measures, including, but not limited to, the following:

1. An identification of each student, by middle school or high school, and grade level at the time of participation in the program;

2. The student's academic performance, by course, each year during and following participation in the program;

3. The student's attendance rate and disciplinary record for each year during and following participation in the program;

4. If applicable, an identification of the postsecondary institution in which the student enrolled; and

5. The student's academic performance following enrollment in a postsecondary institution.

(9) An advisory committee shall review the proposals and recommend to the State Board of Education an order of priority for funding the proposals. Proposals shall be funded competitively. The advisory committee shall consist of nine members and shall be established as follows:

(a) The two equal opportunity coordinators for the Community College System and the State University System;

(b) Two representatives of private or community-based associations which have similar programs, appointed by the President of the Senate and the Speaker of the House of Representatives, respectively;

(c) One representative of the State University System, appointed by the Chairman of the Board of Regents;

*Implemented when possible in this review.

3. The number and percentage of high school participants who satisfactorily complete 2 sequential years of a foreign language and Level 2 and 3 mathematics and science courses;

4. The number and percentage of participants eligible for high school graduation who receive a standard high school diploma or a high school equivalency diploma, pursuant to s. 229.814;

5. The number and percentage of 12th grade participants who are accepted for enrollment and who enroll in a postsecondary institution;

6. The number of participants who receive scholarships, grant aid, and work-study awards;

7. The number and percentage of participants who enroll in a public postsecondary institution and who fail to achieve a passing score, as defined in State Board of Education rule, on college placement tests pursuant to s. 240.117;

8. The number and percentage of participants who enroll in a postsecondary institution and have a minimum cumulative 2.0 grade point average on a 4.0 scale by the end of the second semester; and

9. The number of disabled students participating in the project and the nature of their disabilities.

(8) Proposals must be funded competitively in accordance with the following methodology:

(a) Eighty percent of the appropriations must be distributed to projects on the basis of minimum standards that include:

1. A summer residency program of at least 1 week in duration; and

2. A minimum number of hours of academic instructional and developmental activities, career counseling, and personal counseling.

(b) Subject to legislative appropriations, continuation projects that satisfy the minimum requirements should have their funds increased each year by the same percentage as the rate of inflation. Projects funded for 3 consecutive years should have a cumulative institutional cash match of not less than 50 percent of the total cost of the project over the 3-year period. Any college reach-out program project operating for 3 years which does not provide the minimum 50-percent institutional cash match must not be considered for continued funding.

(c) The remaining 20 percent of the appropriations should be distributed to projects for their initiatives and performances. Projects that exceed the minimum standards should be awarded financial incentives when they demonstrate one or a combination of the following:

1. Improvement in the success rate in preventing dropouts from the college reach-out program project;

2. An increase in the number of participants who are admitted to colleges and universities;

3. At least 50 percent of the parents participate in project activities;

4. Provision of innovative services;

5. Provision of summer residency for more than 1 week; and

6. Provision of transportation for students and parents.

(9) An advisory council shall review the proposals and recommend to the State Board of Education an order of priority for funding the proposals. The advisory council shall consist of 10 members:

(a) The two equal-opportunity coordinators for the Community College System and the State University System;

(b) Two representatives of private or community-based associations that have similar programs, appointed by the President of the Senate and the Speaker of the House of Representatives, respectively;

(c) One representative of the State University System, appointed by the Chairman of the Board of Regents;

(d) One representative of the Community College System, appointed by the Chairman of the State Board of Community Colleges;

(e) One representative of the Independent Colleges and Universities of Florida, appointed by the President of the Independent Colleges and Universities of Florida;

(f) One representative of a public school district, appointed by the Commissioner of Education;

(g) One representative of the Postsecondary Education Planning Commission, appointed by the chairman of the commission; and

(h) One layperson, appointed by the Governor.

(10) Except for the equal-opportunity coordinators for the community college and state university systems, who shall continue to serve on the council, the terms of all initial committee members holding office on September 1, 1994, expire on that date. Of those persons who are appointed to the council after that date: three members shall be appointed for 2-year terms; three members shall be appointed for 3-year terms; and two members shall be appointed for 4-year terms. Thereafter, each member shall be appointed for a 4-year term of office. Members may be reappointed to the council. A vacancy must be filled with a person of the same status as the original appointee and must be filled for the remainder of the term. Members are entitled to per diem and travel expenses as provided in s. 112.061 while performing council duties.

(11) On or before February 15 of each year, each participating institution shall submit to the Postsecondary Education Planning Commission an interim report containing program expenditures and participant information as required in State Board of Education rules.

(12) On or before October 15 of each year, universities, independent postsecondary institutions, and community colleges participating in the program shall submit to the Postsecondary Education Planning Commission an end-of-the-year report on the effectiveness of their participation in the program. The end-of-the-year report must include, without limitation:

(a) A copy of the certificate-of-expenditures form showing expenditures by category; state grant funds; and institutional matching, in cash and in-kind services;

(b) A listing of students participating in the program by grade level, sex, and race;

(c) A statement of how the program addresses the four program goals identified in paragraph (7)(e);

(d) A brief description and analysis of program characteristics and activities critical to program success;

(e) A description of the cooperation received from other units or organizations; and

(f) An explanation of the program's outcomes, including data related to student performance on the measures provided for in paragraph (7)(f).

(13) By January 15 of each year, the Postsecondary Education Planning Commission shall submit to the President of the Senate, the Speaker of the House of Representatives, the Commissioner of Education, and the Governor a report that evaluates the effectiveness of the college reach-out program. The report must be

based upon information provided by participating institutions, the Division of Universities, the Division of Community Colleges, and the ²Division of Applied Technology and Adult Education pursuant to subsections (7) and (12). The evaluation must include longitudinal cohort assessments of college reach-out program participants from their entry into the program to their graduation from postsecondary institutions. To the extent feasible, the performance of college reach-out program participants must be compared to the performance of comparable cohorts of students in public school and postsecondary education.

(14) Funding for the college reach-out program shall be provided in the General Appropriations Act. From these funds, an annual allocation shall be provided to the Postsecondary Education Planning Commission to conduct the annual program evaluation required by subsection (13).

¹History.—s. 30, ch. 80-207, s. 10, ch. 80-302; ss. 1, 2, 3, ch. 84-246.

²Note.—Section 3, ch. 84-246, provides that "[n]o later than April 30, 1989, the college reach-out program shall be reviewed by the Legislature to determine the extent to which the program has effectively achieved the goals set forth in s. 240.61, Florida Statutes. Absent action by the Legislature to the contrary, the college reach-out program shall be repealed effective July 1, 1989."

³Note.—The Division of Vocational, Adult, and Community Education was renamed as the Division of Applied Technology and Adult Education by s. 16, ch. 84-232.

Appendix B

List of Funded Institutions and Consortia

**LIST OF FUNDED INSTITUTIONS AND CONSORTIA
1993-94 ARRANGEMENTS**

“ACCENT ON BASIC SKILLS” PROJECT

ECC	Edison Community College
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CENTRAL FLORIDA CONSORTIUM

UCF	University of Central Florida
L-SCC	Lake-Sumter Community College
VCC	Valencia Community College

“COLLEGE EXPLORERS” PROJECT

FKCC	Florida Keys Community College
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DADE COUNTY CONSORTIUM

FIU	Florida International University
M-DCC	Miami-Dade Community College

DAYTONA BEACH-EMBRY-RIDDLE CONSORTIUM

DBCC	Daytona Beach Community College Embry-Riddle Aeronautical University
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FLORIDA INITIATIVE TO FOSTER EDUCATION (FIFE) CONSORTIUM

FSU	Florida State University
FCCJ	Florida Community College at Jacksonville
FIYP	Florida Governor’s Indian Youth Program

MID-FLORIDA CONSORTIUM

UF	University of Florida
CFCC	Central Florida Community College
SFCC	Santa Fe Community College

NORTHEAST FLORIDA CONSORTIUM

UNF	University of North Florida
LCCC	Lake City Community College
SJRCC	St. Johns River Community College

NORTHWEST FLORIDA CONSORTIUM

UWF	University of West Florida
O-WCC	Okaloosa-Walton Community College
PJC	Pensacola Junior College

PANHANDLE CONSORTIUM

FAMU	Florida A & M University
TCC	Tallahassee Community College
GCCC	Gulf Coast Community College
CJC	Chipola Junior College

PASCO-POLK-BETHUNE CONSORTIUM

P-HCC	Pasco-Hernando Community College
Polk CC	Polk Community College
BCC	Bethune Cookman College

REACHING AND INSPIRING STUDENTS THROUGH EDUCATION (RISE) CONSORTIUM

FAU	Florida Atlantic University
IRCC	Indian River Community College
Broward CC	Broward Community College
PBCC	Palm Beach Community College

SARASOTA COUNTY COLLEGE REACH-OUT

MCC	Manatee Community College
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TAMPA BAY CONSORTIUM

USF	University of South Florida
SPJC	St. Petersburg Junior College
HCC	Hillsborough Community College

Appendix C

Tables

TABLE 1

**COLLEGE REACH-OUT PROGRAM
SELECTED FACTORS FROM STUDENT ROSTER SUMMARY
1993-94**

	All Institutions		State University System		Community College		Other Projects	
	CROP participants	% of all CROP participants	CROP participants	% of all CROP participants	CROP participants	% of all CROP participants	CROP participants	% of all CROP participants
	5723	100%	1461	26%	4215	74%	47	1%
Ethnicity	Students reporting ethnicity	% of students reporting ethnicity	Students reporting ethnicity	% of students reporting ethnicity	Students reporting ethnicity	% of students reporting ethnicity	Students reporting ethnicity	% of students reporting ethnicity
Total	5578		1458		4073		47	
• Black	4537	82%	1189	82%	3348	82%	0	0%
• Hispanic	378	7%	124	9%	254	6%	0	0%
• White	443	8%	48	3%	395	10%	0	0%
• Native Am.	75	1%	8	1%	20	0%	47	100%
• Asian	126	2%	80	5%	46	1%	0	0%
• Other	19	0%	9	1%	10	0%	0	0%
Gender	Students reporting gender	% of students reporting gender	Students reporting gender	% of students reporting gender	Students reporting gender	% of students reporting gender	Students reporting gender	% of students reporting gender
Total	5711		1460		4204		47	
• Female	3537	62%	942	65%	2568	61%	27	57%
• Male	2174	38%	518	35%	1636	39%	20	43%
Grade Level	Students reporting grade level	% of students reporting grade level	Students reporting grade level	% of students reporting grade level	Students reporting grade level	% of students reporting grade level	Students reporting grade level	% of students reporting grade level
Total	5606		1365		4203		38	
• 6th	625	11%	45	3%	580	14%	0	0%
• 7th	788	14%	67	5%	718	17%	3	8%
• 8th	779	14%	98	7%	678	16%	3	8%
• 9th	769	14%	206	15%	544	13%	19	50%
• 10th	710	13%	211	15%	494	12%	5	13%
• 11th	930	17%	305	22%	620	15%	5	13%
• 12th	1005	18%	433	32%	569	14%	3	8%

Source: College Reach-Out Program annual reports, 1993-94.

TABLE 2

EXPENDITURES ANALYSIS, 1993-94 COLLEGE REACH-OUT PROJECTS

	Total Expenditures	State CROP Grant			Unexpended Balance	Institutional Expenditures (2)	External Expenditures	% of Total Expenditures Funded by:		
		Allocated (1)	Expended					CROP	Institution	External Sources
ALL INSTITUTIONS	\$ 3,730,692	\$ 1,836,000	\$ 1,740,507	\$ 95,493	\$ 1,636,666	\$ 353,518		47%	44%	9%
Panhandle Consortium	\$ 431,308	\$ 238,628	\$ 211,359	\$ 27,269	\$ 173,685	\$ 46,264		49%	40%	11%
FAMU	\$ 130,126	\$ 66,813	\$ 64,829	\$ 1,984	\$ 58,515	\$ 6,782		50%	45%	5%
Chipola JC	\$ 58,817	\$ 31,534	\$ 27,283	\$ 4,251	\$ 31,534	-		46%	54%	0%
Gulf Coast CC	\$ 97,868	\$ 52,748	\$ 51,792	\$ 956	\$ 33,496	\$ 12,580		53%	34%	13%
Tallahassee CC	\$ 144,497	\$ 87,533	\$ 67,455	\$ 20,078	\$ 50,140	\$ 26,902		47%	35%	19%
Dade County Consortium	\$ 403,908	\$ 194,245	\$ 194,240	\$ 5	\$ 209,668	\$ -		48%	52%	0%
FIU	\$ 209,630	\$ 97,123	\$ 97,123	\$ -	\$ 112,507	\$ -		46%	54%	0%
Miami-Dade CC	\$ 194,278	\$ 97,122	\$ 97,117	\$ 5	\$ 97,161	\$ -		50%	50%	0%
R.I.S.E. Consortium	\$ 548,355	\$ 244,240	\$ 238,654	\$ 5,586	\$ 240,811	\$ 68,890		44%	44%	13%
FAU	\$ 121,133	\$ 57,375	\$ 51,789	\$ 5,586	\$ 63,344	\$ 6,000		43%	52%	5%
Broward CC	\$ 97,227	\$ 48,400	\$ 48,400	\$ -	\$ 48,827	\$ -		50%	50%	0%
Indian River CC	\$ 232,889	\$ 87,532	\$ 87,532	\$ -	\$ 83,607	\$ 61,750		38%	36%	27%
Palm Beach CC	\$ 97,106	\$ 50,933	\$ 50,933	\$ -	\$ 45,033	\$ 1,140		52%	46%	1%
Tampa Bay Consortium	\$ 314,034	\$ 161,000	\$ 152,750	\$ 8,250	\$ 146,870	\$ 14,414		49%	47%	5%
USF	\$ 106,982	\$ 59,575	\$ 53,491	\$ 6,084	\$ 40,467	\$ 13,024		50%	38%	12%
Hillsborough CC	\$ 90,861	\$ 42,014	\$ 42,014	\$ -	\$ 48,847	\$ -		46%	54%	0%
St. Petersburg JC	\$ 116,191	\$ 59,411	\$ 57,245	\$ 2,166	\$ 57,556	\$ 1,390		49%	50%	1%
Central FL Consortium	\$ 475,577	\$ 235,983	\$ 231,734	\$ 4,249	\$ 211,312	\$ 32,531		49%	44%	7%
UCF	\$ 209,799	\$ 100,286	\$ 100,286	\$ -	\$ 92,744	\$ 16,769		48%	44%	8%
Lake-Sumter CC	\$ 101,800	\$ 55,000	\$ 50,751	\$ 4,249	\$ 48,884	\$ 2,165		50%	48%	2%
Valencia CC	\$ 163,978	\$ 80,697	\$ 80,697	\$ -	\$ 69,684	\$ 13,597		49%	42%	8%
Northeast FL Consortium	\$ 142,681	\$ 77,768	\$ 65,242	\$ 12,526	\$ 77,439	\$ -		46%	54%	0%
UNF	\$ 47,349	\$ 29,087	\$ 21,823	\$ 7,264	\$ 25,526	\$ -		46%	54%	0%
Lake City CC	\$ 61,836	\$ 31,517	\$ 29,011	\$ 2,506	\$ 32,825	\$ -		47%	53%	0%
St. Johns River CC	\$ 33,496	\$ 17,164	\$ 14,408	\$ 2,756	\$ 19,088	\$ -		43%	57%	0%

TABLE 2

1993-94 EXPENDITURE ANALYSIS, continued

	Total Expenditures	State CROP Grant			Institutional Expenditures (2)	External Expenditures	% of Total Expenditures Funded by:		
		Allocated (1)	Expended	Unexpended Balance			CROP	Institution	External Sources
Mid-FL Consortium	\$ 289,076	\$ 132,894	\$ 132,879	\$ 15	\$ 130,630	\$ 25,567	46%	45%	9%
UF	\$ 32,400	\$ 15,655	\$ 15,640	\$ 15	\$ 16,760	\$ -	48%	52%	0%
Central FL CC	\$ 127,124	\$ 58,939	\$ 58,939	\$ -	\$ 57,455	\$ 10,730	46%	45%	8%
Santa Fe CC	\$ 129,552	\$ 58,300	\$ 58,300	\$ -	\$ 56,415	\$ 14,837	45%	44%	11%
F.I.F.E. Consortium	\$ 460,146	\$ 224,641	\$ 198,230	\$ 26,411	\$ 162,887	\$ 99,029	43%	35%	22%
FSU	\$ 148,154	\$ 96,943	\$ 74,077	\$ 22,866	\$ 74,077	\$ -	50%	50%	0%
FL CC at Jacksonville	\$ 186,440	\$ 99,771	\$ 83,130	\$ 16,641	\$ 88,810	\$ 14,500	45%	48%	8%
Indian Youth Program	\$ 125,552	\$ 27,927	\$ 41,023	\$ (13,096)	\$ -	\$ 84,529	33%	0%	67%
Northwest FL Consortium	\$ 366,963	\$ 166,305	\$ 162,701	\$ 3,604	\$ 138,394	\$ 65,868	44%	38%	18%
UWF	\$ 268,134	\$ 124,289	\$ 122,098	\$ 2,191	\$ 121,817	\$ 24,219	46%	45%	9%
Okaloosa-Walton CC	\$ 55,496	\$ 10,573	\$ 9,160	\$ 1,413	\$ 4,687	\$ 41,649	17%	8%	75%
Pensacola JC	\$ 43,333	\$ 31,443	\$ 31,443	\$ -	\$ 11,890	\$ -	73%	27%	0%
Pasco/Polk/Bethune Consortium	\$ 72,897	\$ 48,671	\$ 41,337	\$ 7,334	\$ 31,560	\$ -	57%	43%	0%
Pasco-Hernando CC	\$ 57,027	\$ 32,914	\$ 25,467	\$ 7,447	\$ 31,560	\$ -	45%	55%	0%
Polk CC	\$ 15,870	\$ 15,757	\$ 15,870	\$ (113)	\$ -	\$ -	100%	0%	0%
Bethune-Cookman	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	NA	NA	NA
DBCC/ERAU Consortium	\$ 38,382	\$ 17,673	\$ 17,673	\$ -	\$ 20,209	\$ 500	46%	53%	1%
Daytona Beach CC	\$ 38,382	\$ 17,673	\$ 17,673	\$ -	\$ 20,209	\$ 500	46%	53%	1%
Embry-Riddle Aeronautical Univ.	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	NA	NA	NA
Single Projects									
Edison CC	\$ 88,749	\$ 43,827	\$ 43,605	\$ 222	\$ 44,689	\$ 455	49%	50%	1%
Florida Keys CC	\$ 29,412	\$ 14,700	\$ 14,700	\$ -	\$ 14,712	\$ -	50%	50%	0%
Manatee CC	\$ 69,205	\$ 35,425	\$ 35,404	\$ 21	\$ 33,801	\$ -	51%	49%	0%

Notes: (1) Excludes \$20,000 for PEPC evaluation, \$44,000 for Advisory Committee expenses, and \$100,000 line-item funding to FAMU Black Male Explorers project.
(2) Excludes encumbrances.

Source: Certificates of expenditures, project annual reports, 1994.

TABLE 3

**Summary Information by Institution
1993-94 Cohort**

Participants Served

Institutions	Total	Black		Hispanic		White		Native Amer.		Asian		Other	
		#	%	#	%	#	%	#	%	#	%	#	%
SUS Totals	1458	1189	100	124	100	48	100	8	100	80	100	9	100
UF	*												
FSU	164	149	91	0	0	15	9	0	0	0	0	0	0
FAMU	103	100	97	0	0	3	3	0	0	0	0	0	0
USF	138	133	96	3	2	1	1	0	0	0	0	1	1
FAU	125	117	94	3	2	0	0	3	2	1	1	1	1
UWF	306	280	92	3	1	5	2	0	0	18	6	0	0
UCF	374	288	77	55	15	19	5	2	1	10	3	0	0
FU	248	122	49	60	24	5	2	3	1	51	21	7	3
UNF	*												

Program	Total	Black		Hispanic		White		Native Amer.		Asian		Other	
		#	%	#	%	#	%	#	%	#	%	#	%
FYP	47	0	0	0	0	0	0	47	100	0	0	0	0

Notes: Duplicated, incorrect and/or unknown data for all factors were omitted from these analyses.

Percentages may not total to 100% due to rounding.

* = UF and UNF offer summer programs and do not recruit students.

Source: College Reach-Out Program annual reports, 1993-94.

TABLE 3 continued

Summary Information by Institution
1993-94 Cohort

Institutions	Total	Black		Hispanic		White		Native Amer.		Asian		Other	
		#	%	#	%	#	%	#	%	#	%	#	%
CC Totals	4073	3348	100	254	100	395	100	20	100	46	100	10	100
BOC	259	229	88	16	6	14	5	0	0	0	0	0	0
CFOC	208	208	100	0	0	0	0	0	0	0	0	0	0
CJC	75	66	88	0	0	9	12	0	0	0	0	0	0
DBOC	51	50	98	1	2	0	0	0	0	0	0	0	0
EOC	110	83	75	19	17	8	7	0	0	0	0	0	0
FOCJ	864	629	73	19	2	201	23	0	0	13	2	2	0
FKOC	54	18	33	23	43	12	22	0	0	1	2	0	0
GOOC	97	45	46	2	2	46	47	2	2	2	2	0	0
HOC	158	117	74	23	15	18	11	0	0	0	0	0	0
IFOC	149	132	89	0	0	0	0	17	11	0	0	0	0
LOOC	0	0	0	0	0	0	0	0	0	0	0	0	0
LSOC	175	167	95	2	1	4	2	0	0	2	1	0	0
MOC	108	102	94	3	3	1	1	0	0	0	0	2	2
MDOC	295	190	64	102	35	0	0	0	0	0	0	3	1
OWOC	32	18	56	1	3	12	38	0	0	1	3	0	0
PBOC	155	148	95	4	3	3	2	0	0	0	0	0	0
PHOC	79	78	99	1	1	0	0	0	0	0	0	0	0
PJC	76	71	93	1	1	3	4	0	0	1	1	0	0
POLK	49	49	100	0	0	0	0	0	0	0	0	0	0
SFOC	243	219	90	5	2	18	7	0	0	0	0	1	0
SJROC	76	64	84	0	0	11	14	0	0	1	1	0	0
SPJC	199	162	81	9	5	11	6	0	0	15	8	2	1
TOC	355	320	90	8	2	22	6	0	0	5	1	0	0
VCC	206	183	89	15	7	2	1	1	0	5	2	0	0
Grand Totals	5578	4537	81.63	378	6.78	443	7.94	75	1.34	126	2.26	19	0.34

Notes: Duplicated, incorrect and/or unknown data for all factors were omitted from these analyses.

Percentages may not total to 100% due to rounding.

Source: College Reach-Out Program annual reports, 1993-94.

TABLE 4

**Comparative Analysis with Random Sample
1993-94 Cohort**

Data based on 9th-12th graders:

- Average annual GPA

CROP (n = 2721)	Random Sample (n = 2312)
2.4	2.3

Data based on 6th-12th graders:

- Average number of days absent
- Percentage with at least one instance of in- or out-of school suspension during the 1993-94 academic year.
- Percentage of academically promoted

CROP (n = 4348)	Random Sample (n = 5053)
17	14
24%	22%
91%	80%

- Percentage of 10th graders in upper two quartiles on GTAT: ⁽¹⁾

Reading comprehension
Mathematics

CROP (n = 383)	Random Sample (n = 364)
28%	46%
32%	49%

- Percentage of 12th graders receiving standard diploma

CROP (n = 821)	Random Sample (n = 503)
93%	79%

- Percentage of 12th graders who met minimum SUS course-taking requirements in: ⁽²⁾

Math (at least 3 courses at level II or III)
Science (3 courses, 2 of which must have lab. requirements)
Foreign Lang. (at least 2 courses in same foreign language)

CROP (n = 821)	Random Sample (n = 503)
3.3%	1.8%
16.4%	25.8%
14.9%	8.6%

¹ The GTAT is the "Grade Ten Achievement Test." These data are statewide results of testakers in Spring 1994.

² For admission to the State University System, applicants must have completed all three areas.

Source: Division of Public Schools, 1993-94.

TABLE 5

High School Outcomes of 1991-92 Longitudinal Cohort, by Race and Gender

CROP			
------	--	--	--

Postsecondary Education

of Graduates = 1933
in postsecondary ed. = 730

	Female		Male	
Black	454	87%	156	76%
Hispanic	41	8%	36	17%
White	22	4%	5	2%
Other	7	1%	9	4%
Total #	524		206	
% of Grads.	27%		11%	

Random			
--------	--	--	--

Postsecondary Education

of Graduates = 1539
in postsecondary ed. = 428

	Female		Male	
Black	43	17%	25	13%
Hispanic	25	10%	26	13%
White	174	70%	122	61%
Other	8	3%	5	3%
Total #	250		178	
% of Grads.	16%		12%	

Univ. - Pub.	Female		Male	
Black	211	89%	89	78%
Hispanic	14	6%	19	17%
White	10	4%	1	1%
Other	2	1%	5	4%
Total #	237		114	
% of Grads.	12%		6%	

Univ. - Pub.	Female		Male	
Black	13	15%	5	8%
Hispanic	4	5%	8	13%
White	67	77%	46	74%
Other	3	3%	3	5%
Total #	87		62	
% of Grads.	6%		4%	

Univ.-Pvt.	Female		Male	
Black	37	88%	8	73%
Hispanic	3	7%	0	0%
White	0	0%	0	0%
Other	2	5%	3	27%
Total #	42		11	
% of Grads.	2%		1%	

Univ.-Pvt.	Female		Male	
Black	0	0%	2	25%
Hispanic	0	0%	2	25%
White	3	100%	4	50%
Other	0	0%	0	0%
Total #	3		8	
% of Grads.	0%		1%	

Com. Col.	Female		Male	
Black	206	84%	59	73%
Hispanic	24	10%	17	21%
White	12	5%	4	5%
Other	3	1%	1	1%
Total #	245		81	
% of Grads.	13%		4%	

Com. Col.	Female		Male	
Black	30	19%	18	17%
Hispanic	21	13%	16	15%
White	104	65%	72	67%
Other	5	3%	2	2%
Total #	160		108	
% of Grads.	10%		7%	

Note: These data do not reflect the number of students enrolled in DPS area centers across the state.
Source: Florida Education and Training Placement Information Program.

TABLE 5 (continued)

High School Outcomes
of 1993-94 Current Cohort, by Race and Gender

CROP				
Postsecondary Education				
# of Graduates = 987				
# in postsecondary ed. = 518				
	Female		Male	
Black	286	55%	120	58%
Hispanic	49	9%	13	6%
White	9	2%	5	2%
Other	27	5%	9	4%
Total #	371		147	
% of Grads.	38%		15%	

Random				
Postsecondary Education				
# of Graduates = 503				
# in postsecondary ed. = 183				
	Female		Male	
Black	16	6%	9	5%
Hispanic	16	6%	16	8%
White	69	25%	55	28%
Other	1	0%	1	1%
Total #	102		81	
% of Grads.	20%		16%	

Univ. - Pub.	Female		Male	
Black	113	77%	61	86%
Hispanic	19	13%	5	7%
White	4	3%	1	1%
Other	11	7%	4	6%
Total #	147		71	
% of Grads.	15%		7%	

Univ. - Pub.	Female		Male	
Black	3	10%	2	8%
Hispanic	3	10%	3	12%
White	24	77%	20	80%
Other	1	3%	0	0%
Total #	31		25	
% of Grads.	6%		5%	

Univ.-Pvt.	Female		Male	
Black	21	95%	12	92%
Hispanic	0	0%	0	0%
White	0	0%	1	8%
Other	1	5%	0	0%
Total #	22		13	
% of Grads.	2%		1%	

Univ.-Pvt.	Female		Male	
Black	0	0%	2	50%
Hispanic	0	0%	0	0%
White	2	100%	2	50%
Other	0	0%	0	0%
Total #	2		4	
% of Grads.	0%		1%	

Com. Col.	Female		Male	
Black	152	75%	47	75%
Hispanic	30	15%	8	13%
White	5	2%	3	5%
Other	15	7%	5	8%
Total #	202		63	
% of Grads.	20%		6%	

Com. Col.	Female		Male	
Black	13	19%	5	10%
Hispanic	13	19%	13	25%
White	43	62%	33	63%
Other	0	0%	1	2%
Total #	69		52	
% of Grads.	14%		10%	

Note: These data do not reflect the number of students enrolled in DPS area centers across the state.
Source: Florida Education and Training Placement Information Program.

TABLE 6
Demographic Overview of CROP Cohorts, 1990-91 to 1993-94

Total in Cohort	1993-94 CROP Cohort 5723		1992-93 CROP Cohort 5146		1991-92 CROP Cohort 4779		1990-91 CROP Cohort 3994	
	Students reporting ethnicity	by %	Students reporting ethnicity	by %	Students reporting ethnicity	by %	Students reporting ethnicity	by %
Ethnicity								
Total	5578	100.0	5143	100.0	4725	100.0	3606	100.0
• Black	4537	81.6	4308	83.8	3972	84.1	2977	82.6
• Hispanic	378	6.8	259	5.0	287	6.1	275	7.6
• White	443	7.9	412	8.0	402	8.5	277	7.7
• Native Am.	75	1.3	69	1.3	5	0.1	1	0.0
• Asian	126	2.3	84	1.6	50	1.1	54	1.5
Other	19	0.3	11	0.2	9	0.2	22	0.6
Gender								
Total	5711	100.0	5140	100.0	4773	100.0	3618	100.0
• Female	3537	62.0	3222	62.7	2999	62.8	2388	66.0
• Male	2174	38.1	1918	37.3	1774	37.2	1230	34.0
Grade Level								
Total	5606	100.0	5020	100.0	4718	100.0	3797	100.0
• 6th	625	11.2	391	7.8	256	5.4	295	7.8
• 7th	788	14.1	628	12.5	646	13.7	398	10.5
• 8th	779	13.9	855	17.0	638	13.5	726	19.1
• 9th	769	13.7	647	12.9	652	13.8	464	12.2
• 10th	710	12.7	667	13.3	693	14.7	402	10.6
• 11th	930	16.6	937	18.7	924	19.6	601	15.8
• 12th	1005	17.9	892	17.8	772	16.4	859	22.6
Other	0	0.0	3	0.1	137	2.9	52	1.4

Notes: 1. Duplicated, incorrect and/or unknown data for all factors were omitted from these analyses.
2. Tables do not include data from line item funded projects.

Source: College Reach-Out Program annual reports, 1990-91 through 1993-94.

TABLE 7

Initial Year of CROP Participants

90-91 Cohort		91-92 Cohort		92-93 Cohort		93-94 Cohort	
N = 3,862		N = 4,470		N = 5,137		N = 5,383	
Students reporting initial year	Percent of students reporting data	Students reporting initial year	Percent of students reporting data	Students reporting initial year	Percent of students reporting data	Students reporting initial year	Percent of students reporting data
552	14%	408	9%	301	6%	23	0%
3,309	86%	915	21%	612	12%	133	2%
-	-	3,147	70%	1,073	21%	302	6%
-	-	-	-	3,151	61%	1,341	25%
-	-	-	-	-	-	3,584	67%

Total in Cohort

- Initial year prior to 1990
- Initial year 1990-91
- Initial year 1991-92
- Initial year 1992-93
- Initial year 1993-94

Notes:

Data were compiled from project summary rosters. Duplicated and unknown data for all factors were omitted from these analyses. Percentages may not add to 100% because of rounding.

Sources:

College Reach-Out Program annual reports, 1990-91 through 1993-94.

TABLE 8

COLLEGE REACH-OUT APPROPRIATIONS HISTORY, 1990-91 TO 1993-94

	1990-91	1991-92	1992-93	1993-94
TOTAL FUNDING	\$ 1,765,969	\$ 1,783,327	\$ 1,697,455	\$ 2,000,000
UNIVERSITY FUNDING (Competitive)	1990-91	1991-92	1992-93	1993-94
TOTALS	\$ 367,754	\$ 341,067	\$ 626,428	\$ 647,146
FAMU	\$ 70,685	\$ 58,469	\$ -	\$ 66,813
Trio	\$ -	\$ -	\$ 66,816	\$ -
Engineering	\$ -	\$ -	\$ 36,960	\$ -
FAU	\$ 45,012	\$ 32,410	\$ 57,541	\$ 57,375
FIU	\$ 96,607	\$ 67,800	\$ 85,000	\$ 97,123
FSU	\$ -	\$ -	\$ 85,871	\$ 96,943
UCF	\$ 75,110	\$ 77,196	\$ 91,795	\$ 100,286
UF	\$ -	\$ -	\$ 14,055	\$ 15,655
UNF	\$ 30,340	\$ 27,323	\$ 28,510	\$ 29,087
USF	\$ 50,000	\$ 77,869	\$ 58,574	\$ 59,575
UWF	\$ -	\$ -	\$ 101,306	\$ 124,289
COMMUNITY COLLEGE FUNDING (Competitive)	1990-91	1991-92	1992-93	1993-94
TOTALS	\$ 795,215	\$ 764,367	\$ 992,577	\$ 1,160,927
Brevard	\$ -	\$ -	\$ -	\$ -
Broward	\$ 43,100	\$ 31,137	\$ 46,718	\$ 48,400
Central Florida	\$ 64,590	\$ 68,348	\$ 52,597	\$ 58,939
Chipola	\$ 31,868	\$ 18,287	\$ 30,308	\$ 31,534
Daytona Beach	\$ -	\$ -	\$ -	\$ 17,673
Edison	\$ 42,980	\$ 46,791	\$ -	\$ 43,827
Florida at Jacksonville	\$ 41,318	\$ 63,783	\$ 91,156	\$ 99,771
Florida Keys	\$ -	\$ -	\$ -	\$ 14,700
Gulf Coast	\$ 37,370	\$ 34,797	\$ 47,919	\$ 52,748
Hillsborough	\$ 28,166	\$ 35,599	\$ 41,014	\$ 42,014
Indian River	\$ 72,070	\$ 52,259	\$ 87,108	\$ 87,532
Lake City	\$ 32,000	\$ 22,577	\$ 23,022	\$ 31,517
Lake-Sumter	\$ 33,335	\$ 26,998	\$ 43,023	\$ 55,000
Manatee	\$ -	\$ -	\$ 33,734	\$ 35,425
Miami-Dade	\$ 113,075	\$ 79,207	\$ 85,000	\$ 97,122
North Florida	\$ -	\$ -	\$ -	\$ -
Okaloosa-Walton	\$ -	\$ -	\$ 5,200	\$ 10,573
Palm Beach	\$ -	\$ 54,277	\$ 52,299	\$ 50,933
Pasco-Hernando	\$ -	\$ 19,974	\$ 23,613	\$ 32,914
Pensacola	\$ -	\$ -	\$ 31,443	\$ 31,443
Polk	\$ -	\$ 9,466 (a)	\$ 13,565 (a)	\$ 15,757
St. Johns River	\$ 22,563	\$ 16,713	\$ 16,083	\$ 17,164
St. Petersburg	\$ 95,008	\$ 63,073	\$ 61,013	\$ 59,411
Santa Fe	\$ -	\$ -	\$ 46,171	\$ 58,300
Seminole	\$ -	\$ -	\$ -	\$ -
South Florida	\$ -	\$ -	\$ -	\$ -
Tallahassee	\$ 94,160	\$ 67,654	\$ 82,293	\$ 87,533
Valencia	\$ 43,612	\$ 53,427	\$ 79,298	\$ 80,697
OTHER PROJECTS (Competitive)	1990-91	1991-92	1992-93	1993-94
Florida Indian Youth	\$ -	\$ -	\$ 28,450	\$ 27,927
LINE-ITEM FUNDED PROJECTS	1990-91	1991-92	1992-93	1993-94
TOTALS	\$ 603,000	\$ 643,635	\$ -	\$ 100,000
Florida Indian Youth	\$ 25,000	\$ 27,903	\$ -	\$ -
FSU	\$ 288,000	\$ 301,640	\$ -	\$ -
FAMU	\$ 290,000	\$ -	\$ -	\$ -
Minorities in Engineering	\$ -	\$ 94,707	\$ -	\$ -
Black Male Explorers	\$ -	\$ 124,678	\$ -	\$ 100,000
Career Exploration	\$ -	\$ 94,707	\$ -	\$ -
EVALUATION/DISSEMINATION	1990-91	1991-92	1992-93	1993-94
OPEC and PEPC	\$ -	\$ 34,258 (b)	\$ 50,000	\$ 64,000

Notes:

(a) 1991 to 1993 funding for Rollins College is included in the Polk Community College allocation.

(b) 1991-92 funds for evaluation and dissemination were \$34,500 minus a 0.7% appropriation cut.

Sources: Office of Postsecondary Education Coordination and project annual reports, 1994.

Appendix D

**Guidelines for Identifying
Academic/Economic Disadvantaged Youth**

GUIDELINES FOR SELECTION

Students must qualify for College Reach-Out on economic and academic bases. Each guideline upon which a student may qualify for Reach-Out is pre-set to an F (for "False"). Change the F to T (for "True") for each guideline that the student meets and that you have documentation to support. For example, if the student was selected because of a 2.35 grade point average, put a T in the box after "GPA < 2.5."

All guidelines refer to the year immediately prior to the student's initial year of participation in Reach-Out.

<u>Variable</u>	<u>Economic Guidelines</u>	<u>Definition</u>
S1	<150% Poverty	Family's taxable income did not exceed 150% of the poverty level.
S2	Rec'd AFDC	Family received Aid to Families with Dependent Children (AFDC).
S3	Rec'd Public Assistance	Family received public assistance.
S4	Free Lunch	Student enrolled in Free Lunch Program.
<u>Variable</u>	<u>Academic Guidelines</u>	<u>Definition</u>
S5	1st Generation	First-generation-in-college student. Neither parent/guardian has a baccalaureate degree.
S6	GPA < 2.5	Student's cumulative GPA is below 2.50.
S7	No Level II-III Math	No math courses at Level II or III in grades 9-11 on student's academic transcript.
S8	No Level II-III Science	No science courses at Level II or III in grades 9-11 on student's academic transcript.
S9	Low GTAT Read	Grade Ten Assessment Test (GTAT) reading comprehension score in lower two quartiles.
S10	Low GTAT Math	Grade Ten Assessment Test (GTAT) math score in lower two quartiles.
S11	Retained	Student was not promoted to the next grade.
S12	Suspended/Expelled	Student was suspended or expelled from school.
S13	Absent > 25	Student was absent more than 25 school days.
S14	Dropout Prev	Student participated in Dropout Prevention.
S15	Writing Test	Florida Writing Assessment Program score below state average of 2.0.

Appendix E

Summary of Summer Site Visits

1994-95 Summary of Summer Site Visits to Selected Reach-Out Consortia

1. **Panhandle Consortium** (Florida A&M University,* Tallahassee Community College, Gulf Coast Community College, Chipola Community College) June 9, 1995

Site Team: Dr. Glenda Rabby (Commission staff), Ms. Christyne Hamilton (CROP Advisory Council member), Ms. Linda Harris (CROP Advisory Council member, and Mr. Dennis LeFils (OPEC staff).

Summary of Findings: This consortium sponsored activities that are supported by all of the institutions but the wide-spread service area means high transportation costs. Still, the delivery systems have coordinated their activities and resources to maximize the number of students who can be served and the services that can be provided. The FAMU-based residential program focused on middle school students, who enjoyed two weeks of challenging activities geared toward improving math, science, computer, and study skills. Group counseling, art, and recreational activities were also provided. The consortium made good use of college-aged mentors and counselors during the residential program. Costs were reduced by receiving a U.S. Department of Agriculture grant for low-income students that helped to defray costs for participants' meals. The consortium produces a good, continuous well-integrated program but needs to increase parental involvement and the recruitment of boys into the program. The rural project areas need assistance with securing more community support.

2. **Northeast Consortium** (University of North Florida,* Lake City Community College, St. Johns River Community College) June 20, 1995

Site Team: Dr. Pat Dallet (Commission staff and CROP Advisory Council member), Mr. Dennis LeFils (OPEC staff), Ms. Deloris Massey (CROP Advisory Council member).

Summary of Findings: This consortium tar-

geted rural seventh and eighth graders in a wide service area. Because door-to-door transportation is provided to many students, it was a costly component of the program. The project provided monthly workshops and tutoring sessions throughout the school year. The summer residential component consisted of multidisciplinary learning activities led by highly competent faculty and other resource persons. The enthusiasm of the students was clearly evident. Former students and parents were used as mentor volunteers. The focus of the summer program was to develop academic skills and motivate students to enter postsecondary education. Presentations by various campus organizations gave students a realistic look at college life for a freshman at UNF. Overall this consortium has suffered from a large staff turnover that has affected on-going activities. This project is one that has not garnered any external support. Efforts should be made to recruit business sponsors to underwrite program activities. Parental involvement needs to be increased as well as input from the local advisory council. Project representatives are currently working on ways to track the progress of their participants in postsecondary education.

3. **RISE Consortium** (Indian River Community College,* Broward Community College, Florida Atlantic University, Palm Beach Community College) June 23, 1995

Site Team: Dr. Glenda Rabby (Commission staff), Ms. Bertha Easton (OPEC staff), Ms. Rosalyn Green (BOR staff), and Ms. Deloris Massey (CROP Advisory Council member).

Summary of Findings: This large consortium serves a diverse student population with a variety of on-going activities and programs designed to reinforce the academic aspirations of its participants. As with other large service areas, the consortium had difficulty providing collaborative activities for its participants. However, individual projects have succeeded in increasing parental involvement and community support for

* host site

CROP activities. A highly successful project M.E.N.T.O.R matches students from each institution with mentors and tutors. Black males are specifically matched with professional adult males. A variety of tutoring and counseling activities are conducted on a weekly basis. The two-week summer residential program was an intensive academic enrichment program for students at the end of their junior year. Participants were provided with instruction in various academic subjects as well as information on financial aid, career planning and college support systems. In addition, a three week non-residential summer enrichment program was offered for students in grades 6-8. Energetic teachers and staff (including some former CROP students) provided a diverse learning experience. The consortium is now committed to expanding its recruitment efforts to include sizeable Native American and migrant populations in its rural areas.

4. **Tampa Bay Consortium** (University of South Florida,* Hillsborough Community College, St. Petersburg Community College)
June 29, 1995

Site Team: Mr. David Wright (Commission staff), Ms. Susan Busch (OPEC Staff), Ms. Christyne Hamilton (CROP Advisory Council Member), Ms. Linda Harris (CROP Advisory Council member), and Dr. Ike Tribble (Chairperson, CROP Advisory Council).

Summary of Findings: This urban consortium focused last year on securing links between CROP participants and the business community, primarily through visitors from local business and industry and through the CROP Career Fair. A very successful parents' retreat helped secure parental support for program activities as well as a greater appreciation of postsecondary education. Students met with project mentors on Saturday morning throughout the academic year for tutoring and homework assistance in core

subjects. Students from across the consortium meet together once a month for presentations designed to foster appreciation for cultural diversity. Local businesses have participated by providing financial assistance and programmatic assistance in the form of career-development field trips. Representation from local business and industry on the Advisory Committee could broaden the committee's perspective, diversify the community support base, and increase the supply of CROP mentors. The week-long summer residential program for grades 9-12 centered around a selected research topic. Students worked in teams to produce a newsletter comprised of articles they wrote using desktop publishing equipment. A shorter summer program for middle school students was provided. The length of this component (including the teamwork approach) should be increased. Project directors expressed frustration at paying premium prices to USF for summer residency room/board and equipment rental. The host institution should provide discounts to defray some costs to participating projects, or provide in-kind contributions during the summer program.

Appendix F

Status of Past Recommendations

Postsecondary Education Planning Commission

Status of Past Recommendations

1991-92

Recommendation	Status
1 Incentive Funding should be provided, but incentive dollars should not supplant existing program funds; awards should be made on a competitive basis.	Revisions to the College Reach-Out statute (Section 240.61, F.S.) now require that 20 percent of the annual appropriations be distributed to projects for their initiatives and performance.
2 Report requirements should include indicators for identifying participants who qualify because of economic or academic disadvantage.	Revised Sec. 240.61, F.S. specifies that the State Board of education adopt rules providing for specific selection criteria and guidelines. Economic and academic guidelines recommended by the Commission in 1993 are cited as examples of such criteria.
3 The Advisory Committee should give preference to projects that serve middle school and early high school students.	Revised Sec. 240.61, F.S. states that at least 60 percent of the students recruited in any one year must be in grades 6 through 9.
4 Consortia should establish criteria to select students to participate in the summer component.	Some projects report using the summer as a reward, indicating criteria were applied in a selection process.
5 Projects should strive to include a residential experience in their activities.	All consortia and most single institution projects now have summer residencies.
6 The composition of the local advisory committee should be expanded to include representatives of business, government, industry, and community groups.	Most consortia and most single institutional projects now include those representatives.
7 Local projects should discuss the option of asking participants to pay a small annual participation fee.	
8 Local projects should increase their efforts to improve summative and formative program evaluation.	Annual project reports indicate that institutions have improved local evaluation and now assess program impact more frequently.
9 The program identifier -- College Reach-Out or CROP -- should be used consistently on all verbal and printed information related to this program.	Annual project reports suggest that College Reach-Out is increasingly identifiable by community member and students.
10 Projects should verify that students periodically receive updated information that will enhance their opportunities to qualify for merit-based financial aid.	
11 Projects should coordinate with the State Board of Community Colleges to support Project S.T.A.R.S.	

Postsecondary Education Planning Commission

Status of Past Recommendations

continued

1992-93

Recommendation	Status
1 To extend opportunities for students to benefit from the College Reach-Out Program, the Department of Education should increase efforts to engage independent institutions and all public institutions in consortium arrangements.	Office of Postsecondary Education Coordination has contacted all eligible independent institutions with information pertaining to participation in CROP for 1996-97 academic year.
2 The State University System, Community College System, and Division of Public Schools should coordinate with the College Reach-out Advisory Council to develop strategies designed to encourage presidents and other campus leaders to strengthen their commitment to the College Reach-Out Program.	SUS Chancellor Charles Reed has encouraged all university presidents to support CROP.
3 The Advisory Council, with the assistance of the Office of Postsecondary Education Coordination, should explore ways of assisting local projects as they seek community support.	The Office of Postsecondary Education Coordination has prepared and disseminated sample letters and contact lists that projects can use to encourage local business support.
4 Project coordinators should take advantage of the interest in community service on college campuses as a mechanism for increasing participation of college students in College Reach-Out activities.	Ongoing.
5 Projects need to constantly assess their ability to offer high quality, continuous contact to their participants.	The Request for Proposals form now requires more specific information about contact activities.
6 The Office of Postsecondary Education Coordination and the Postsecondary Education Planning Commission should develop a mechanism for collecting and disseminating evaluation techniques from the various consortia.	Ongoing.
7 The Postsecondary Education Planning Commission should conduct a special examination of mathematics course-taking patterns of College Reach-Out participants and students from the general population to the causes of low participation rates in mathematics Level II and III courses.	Scheduled for 1994-95 cohort.