

**STATEWIDE EVALUATION OF FLORIDA'S  
COLLEGE REACH-OUT PROGRAM  
ANNUAL REPORT: 1995-96 COHORT**

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

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**January 1998**

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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.

A 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 (850) 488-7894; FAX (850) 922-5388.

**POSTSECONDARY EDUCATION PLANNING COMMISSION**

**STATEWIDE EVALUATION OF FLORIDA'S**

**COLLEGE REACH-OUT PROGRAM**

**ANNUAL REPORT: 1995-96 COHORT**

Prepared in Response to Specific Appropriation 116  
of the  
1997 General Appropriations Act  
Chapter 97-152, Laws of Florida

January 23, 1998

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## **EXECUTIVE SUMMARY**

The College Reach-Out Program (CROP) is a statewide program designed to increase the number of students successfully completing a post-secondary education. The primary objective of the Reach-Out Program is to strengthen the educational motivation and preparation of low-income and educationally disadvantaged students in grades 6 through 12 who “otherwise would be unlikely to seek admission to a community college, state university or independent postsecondary institution without special support and recruitment efforts.” (Section 240.61 (1) 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 award program with selection criteria that give preference to consortia involving two or more colleges and universities, projects that secure matching grant funds and private resources, and projects that meet established goals and objectives.

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 formalized the Commission’s responsibility for annually evaluating the effectiveness of the program. In addition, changes in that law mandated stricter selection criteria and required significantly more data collection and analysis (Appendix A).

This report is based on the 1995-96 CROP cohort consisting of 6,254 participants enrolled in 35 projects statewide. Evaluation activities included a review of interim and final project and consortium reports, analyses of participant performance and other information retrieved from several state data bases, a comparison of consortium practices and outcomes, and site visits to selected summer residency programs. In addition, the report contains annual information on the 1991-92 longitudinal cohort, and cumulative information on the six previous cohorts evaluated by the Commission.

### **Major Findings Include:**

- \* Parental involvement is crucial to the success of CROP.
- \* The quality of CROP Tutors, Teachers and Counselors is central to successful student outcomes.
- \* Continuous student contact and numerous activities are linked to program retention and continuity.
- \* Program attrition occurs most often when CROP students enter high school.

- \* Within consortia there is a need for more collaborative activities, particularly in those projects struggling to meet program objectives.
- \* There is a direct correlation between program quality and program outcomes.
- \* CROP projects need to recruit among all represented populations in their area.

### **Positive Trends in CROP Statewide:**

- \* More eligible students are returning to CROP projects.
- \* More postsecondary institutions are providing scholarships or financial assistance to former CROP students who matriculate at their institutions.
- \* Black CROP participants outperformed random black students in every outcome measure.
- \* Improvements in secondary and postsecondary outcomes continue in most projects despite stricter student selection.

### **Summary**

College Reach-Out projects continue to support academically disadvantaged and low-income students through a variety of intervention and enhancement activities. In general, the Reach-Out projects represent successfully coordinated efforts among community colleges, universities, and local schools. Well-integrated planning and implementation of programs between these secondary and postsecondary partners have resulted in educational 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. Recommendations note areas where improvement and focus are needed.

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

#### ***Recommendation 1:***

***The Advisory Council should develop a simplified application process to be used for annual renewals of existing CROP projects. Such abbreviated renewals should be used for two years, after which time the Council should determine if a full grant application is needed.***

**Recommendation 2:**

*The annual statewide CROP evaluation report should be continued on a modified basis. Specifically, an extensive evaluative report, such as this 1995-96 report, should be conducted every three years, while a statistical update and modified evaluation should be conducted each year. Summer site review visits should be limited to those years that an extensive report is conducted, with random visits made throughout the year.*

**Recommendation 3:**

*To reduce the amount of unexpended state funds, consortium projects should meet by May 15 of each year to determine if there are excess funds in institutional budgets available for redistribution within the consortium.*

**Recommendation 4:**

*All CROP projects should develop new partnerships among participating institutions and community agencies and groups to strengthen collaborative efforts and improve program outcomes.*

**Recommendation 5:**

*The Legislature should increase the total funding for CROP to support growth of the program to include more participants.*

**Conclusion**

The Postsecondary Education Planning Commission's evaluation found commendable activities and successful practices throughout the College Reach-Out Program. CROP continues to serve those citizens who most need to increase their participation in and completion of higher education.

## **Part I: INTRODUCTION**

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 and educationally disadvantaged students in grades 6-12 who "otherwise would be unlikely to seek admission to a community college, state university or independent postsecondary institution without special support and recruitment efforts." (Section 240.61 (1) Florida Statutes). The program recruits students and provides them with academic enrichment activities as well as career and personal counseling.

In 1991, the Postsecondary Education Planning Commission was asked by the College Reach-Out Program Advisory Council to conduct a comprehensive evaluation of the program. Through legislation approved during the 1994 Legislative session, the Commission is now statutorily responsible for annually evaluating the effectiveness of the program.

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, 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 Office of Student Financial Assistance.

### **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 require and 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 (95 percent in 1995-96) and the match rate has improved accordingly. Data matches to extract information were performed against databases in the Division of Public Schools, the State University System, the Community College System, the Florida Education and Training Placement Information Program (FETPIP), and the Office of Student Financial Assistance (OSFA). Narrative reports submitted by the projects provided a descriptive analysis of individual programs' strengths and weaknesses. 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 1995-96 Cohort** - Focuses on participants from academic year 1995-96; 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, and compares successful practices and outcomes among Reach-Out projects.

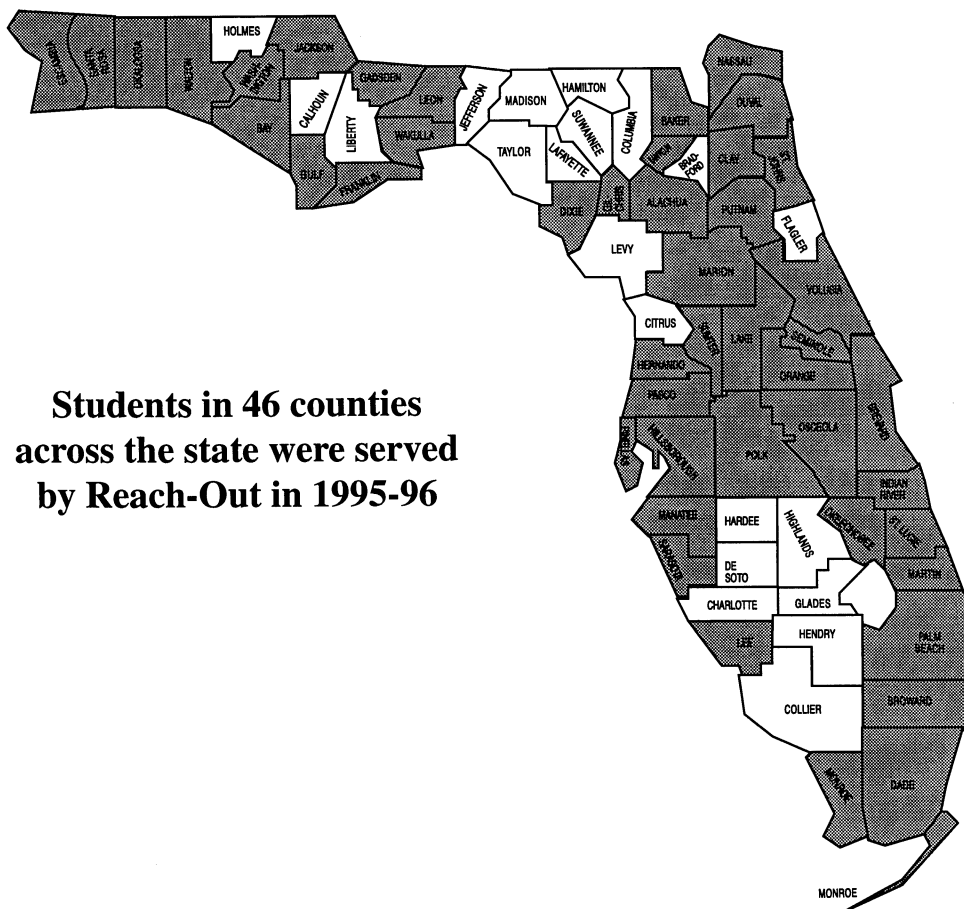
**Part III: Special Cohort Analyses** - Reports data on selected variables collected annually for a longitudinal review of the 1991-92 cohort; also provides cumulative data for College Reach-Out projects since 1990-91; describes selected participation and demographic trends; reports on post-secondary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

**Part IV: Conclusion** - Summarizes the findings of the summer site visits and 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 1995-96 are located in appendices. Ten state universities, 24 public community colleges, and one special program shared an appropriation of \$2,281,210 (Appendix B). The Commission and the Office of Postsecondary Education Coordination received \$118,790 for administration, CROP Advisory Council expenses, and program evaluation and dissemination. A total of 6,254 participants were served across 46 counties in 1995-96 (Figure 1).

**FIGURE 1**  
**COUNTIES SERVED**

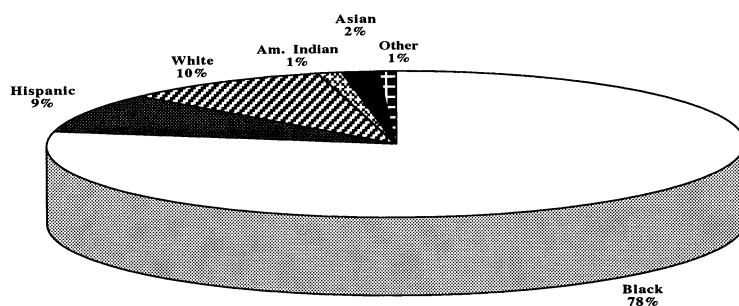
**Part II:**  
**SUMMARY OF**  
**1995-96 COHORT**



**Demographics**

- Blacks accounted for 78 percent of participants; whites were ten percent; Hispanics were nine percent; Asians were two percent, and Native Americans were one percent (Figure 2).

**FIGURE 2**  
**RACIAL/ETHNIC REPRESENTATION**  
**1995-96 COHORT**



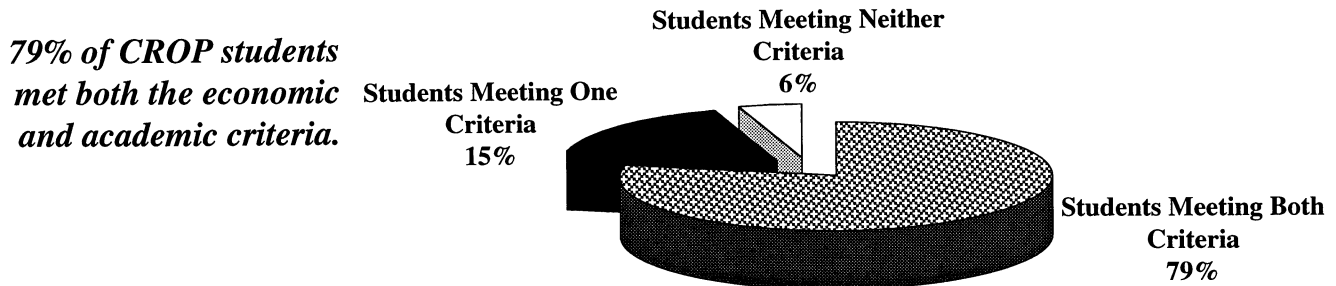
*CROP served blacks, Hispanics, whites, Asians, and Native Americans.*

Source: College Reach-Out annual report, 1995-96

- Females outnumbered males in CROP by almost two to one. Black males constituted 28 percent of participants. Seven percent of CROP students had disabilities.
- Seventy-nine percent of newly recruited Reach-Out participants met both academic and economic criteria established by the Advisory Council as prerequisites for admission to the program (See Appendix D for criteria established by Advisory Council.) Six percent met neither (Figure 3). Last year (1994-94) only 57 percent of the students in CROP met both the academic and economic criteria. Seventy-five percent of new Reach-Out participants were first generation college students and 66 percent had low family income as established by federal guidelines. Fifty-seven percent of CROP students participated in the free or reduced lunch program.

FIGURE 3

## ECONOMIC AND ACADEMIC CRITERIA, 1995-96 COHORT

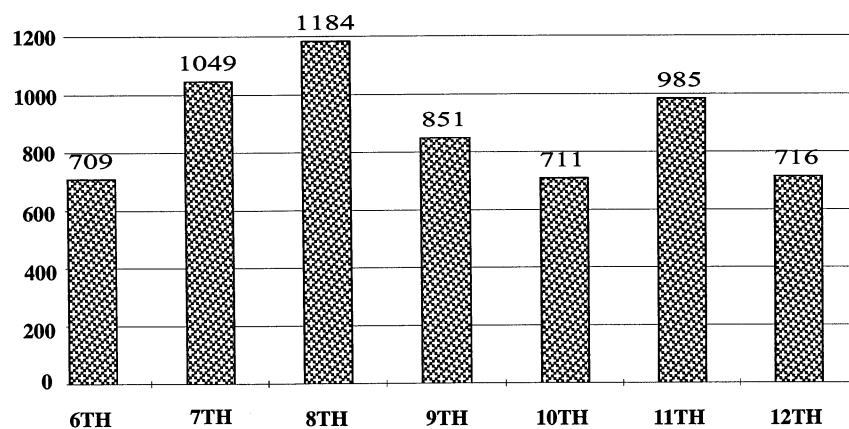


Source: College Reach-Out annual report, 1995-96.

- Eighth graders accounted for the largest percentage (19 percent) of CROP participants, followed closely by 7th graders (17 percent). (Figure 4). Sixth and tenth graders each accounted for twelve percent (the smallest proportion) of participants. The proportion of sixth graders has steadily risen since 1990-91 as the number of seniors has declined.

FIGURE 4

## GRADE LEVEL REPRESENTATION, 1995-96 COHORT



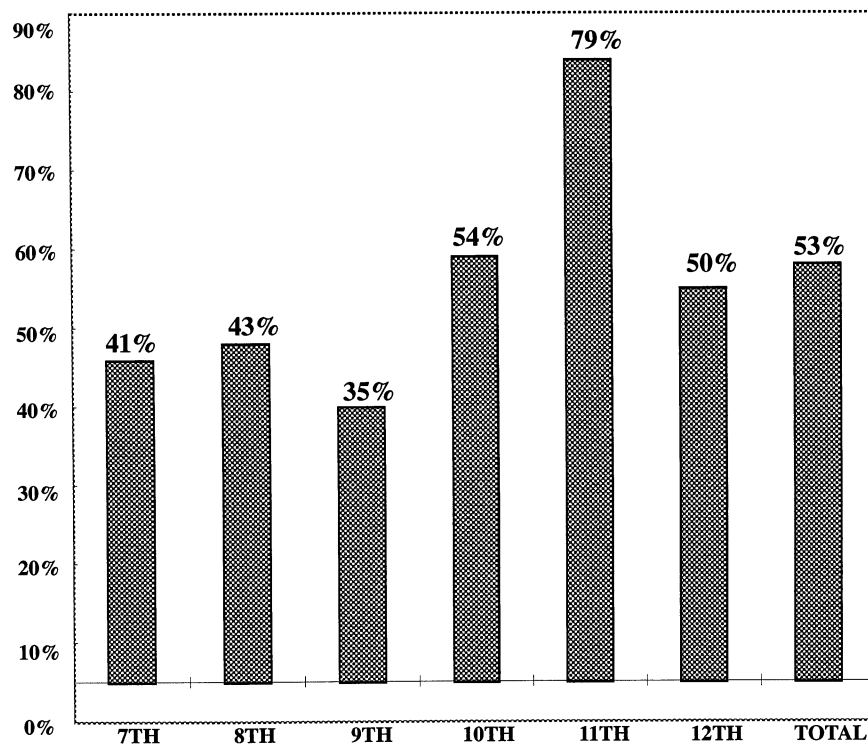
Source: College Reach-Out annual reports, 1995-96.

*Eight graders accounted for the largest percentage of CROP participants.*

- Within grade levels, the mix of new and returning participants varied. A greater percentage of CROP students returned in 1995-96 than in any year since 1990-91. Fifty-three percent of all eligible CROP students returned to a project in the 1995-96 school year. The smallest percentage of returning students (35 percent) were rising ninth graders (Figure 5).

FIGURE 5

## PERCENTAGE OF ELIGIBLE STUDENTS RETURNING TO COLLEGE REACH-OUT BY GRADE LEVEL, 1995-96 COHORT



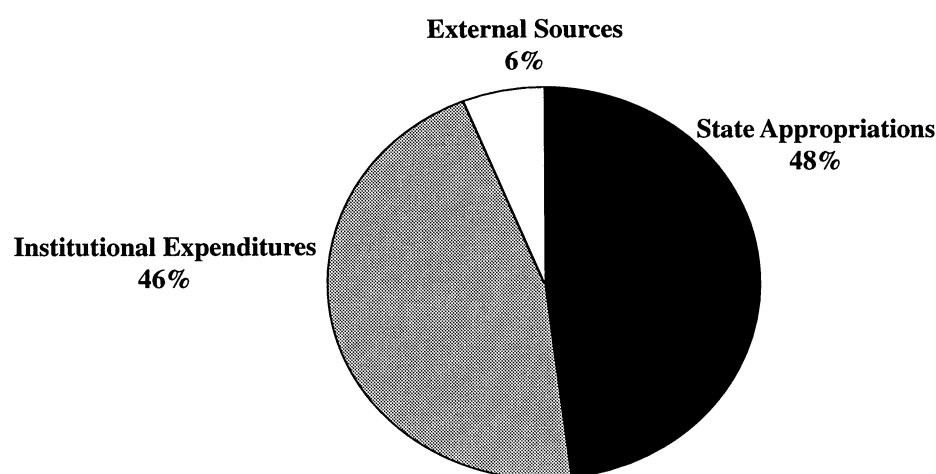
Source: College Reach-Out annual report, 1995-96.

*Fifty-three percent of all eligible CROP students returned to a project in 1995-96.*

- Community colleges recruited 69 percent of all CROP participants in 1995-96, universities recruited 31 percent (their largest percentage since the Commission began reviewing CROP) and the Florida Indian Youth program one percent.
- Community colleges continue to serve a predominance of middle school students (54 percent), while universities serve a larger proportion (66 percent) of high school students. Each consortium must recruit 60 percent of new students from grades 6-9.

### **Funding and Expenditures**

- Expenditures totaled \$4,643,635 for 11 consortia and two individual projects (See Table 2 -Appendix C).
- Among the 35 projects, 11 projects returned a total of \$72,837 in unexpended funds. This amount represents three percent of the total \$2,281,210 allocated to the projects, the lowest proportional return rate of any review period (See Table 2 - Appendix C).
- All but one of the consortia reported combined institutional and external expenditures that met or exceeded the state appropriation.
- Of the \$2,400,000 appropriated to Reach-Out in 1995-96, the state universities and community colleges combined received 94 percent, the Florida Indian Youth Project received one percent, and program administration, evaluation, and dissemination five percent.
- Based on the approximately \$2.3 million spent from the state appropriation on the 6,254 participants, the average cost per student for the State was \$365.
- Forty-eight percent of the projects' expenditures came from the State appropriation, institutional expenditures accounted for 46 percent of the dollars expended, while other external sources provided six percent of funding for the CROP program (Figure 6)

**FIGURE 6****EXPENDITURES FOR THE COLLEGE REACH-OUT PROGRAM, 1995-96**

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

**Source:** Certificate of Expenditures, project annual report, October, 1996.

- Selection criteria for grant awards give preference to projects that secure external funding; 23 of the 35 projects reported external funding. In-kind contributions include donations for programming and instructional needs, transportation, and meals.

### **Summary**

- Thirty-four postsecondary institutions and one special institution shared an appropriation of \$2,281,210 to sponsor College Reach-Out projects in 1995-96 (see Table 2 - Appendix C). These projects served 46 counties across Florida. Among the 6,254 participants, the majority (78 percent) were black, and black males accounted for 28 percent of all participants. Whites represented ten percent of participants, while Hispanic students grew from five percent of participants in 1992-93 to nine percent in 1995-96. Females continued to outnumber males by a considerable margin (62 percent v. 38 percent) (see Table 1 - Appendix C).
- Fifty-three percent of eligible participants returned to a CROP project in 1995-96.
- Twenty-one percent of new CROP participants did not meet both of the academic and economic criteria set by the advisory council as

prerequisites for admission to the program. (See appendix D for selection criteria.) Six percent met neither criteria. Only one project reported that 100 percent of new recruits met both the academic and economic admissions requirements.

- Among CROP projects, a total of \$72,837, three percent of the total state appropriation, was returned as unspent funds.

### **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 1995-96 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 25 percent of the group compared with 78 percent in the Reach-Out group. Because stricter academic and economic selection guidelines were used beginning with the 1994-95 cohort, it was assumed that the comparison would reveal great discrepancies between the academic performance of the random and CROP cohorts. The results, however, did not always support this generalization. Data on selected variables were compiled (See Table 4 - Appendix C) and results indicate:

***The average GPA of Reach-Out participants in grades 9-12 was slightly higher than that of the random sample.***

- The average annual grade point average (GPA) of Reach-Out participants in grades 9-12 (2.38) was slightly higher than that of the random sample (2.10).
- A higher percentage (90 percent) of Reach-Out students received academic promotions than students in the random sample (80 percent), while 92 percent of CROP students and 78 percent of random students received a standard diploma.
- A slightly higher percentage (27 percent) of CROP students were suspended during the 1995-96 school year than random students (24 percent), however, fewer black and Hispanic CROP students were suspended than their random counterparts. Hispanic and black CROP students missed less school days and maintained a much higher GPA than Hispanic and black students in the random sample (see Table 5 - Appendix C).
- Down from last year, 23 percent of Reach-Out students scored in the upper two quartiles of the reading subtest on the Grade Ten Achievement Test (GTAT), compared with 44 percent of 10th graders in the comparison group.

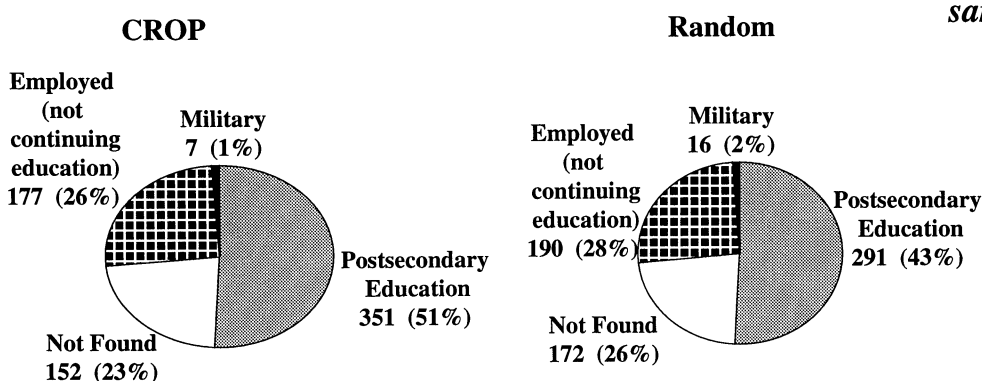
- On the mathematics subtest, 31 percent of Reach-Out students scored in the upper two quartiles of GTAT compared with 45 percent of random 10th graders. However, CROP black students outscored random black students on both the reading and mathematics subtests.

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

- Follow-up data on employment and continuing education reveal that 51 percent of Reach-Out high school graduates were enrolled in higher education, down 16 percent from last year, and the lowest percentage in six years. Forty-three percent of random 1995-96 high school graduates statewide (up slightly from last year) continued their education. (Figure 7).
- Twenty-six percent of Reach-Out graduates and 28 percent of random high school graduates were found employed and not continuing their education.

FIGURE 7

### 1995-96 HIGH SCHOOL GRADUATES OUTCOMES



*A greater percentage of CROP graduates enrolled in higher education than students in the random sample.*

Source: Florida Education and Training Placement Information Program.

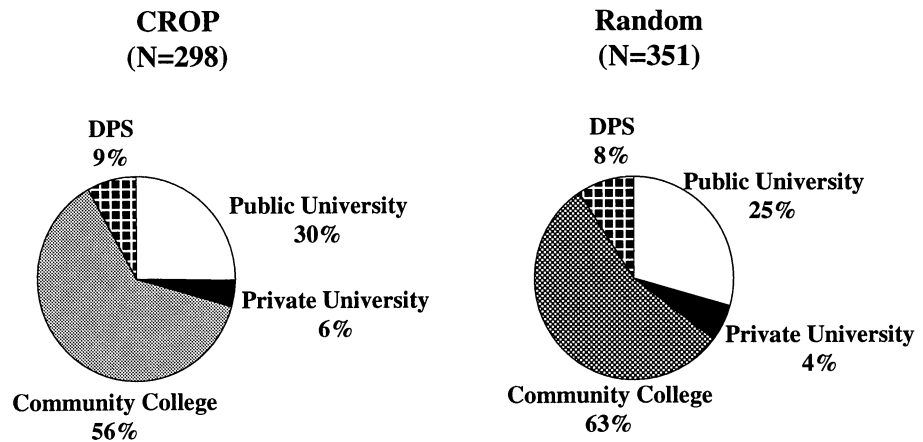


- A larger proportion of Reach-Out graduates than high school graduates statewide who continued their education enrolled in state universities, although the percentage of CROP students in the SUS dropped from 38 percent in 1994-95 to 30 percent in 1995-96. Fifty-six percent of the CROP graduates who continued their education attended a community college, six percent a private university, and nine percent enrolled in a postsecondary program within the Department of Public Schools (DPS) (Figure 8).

FIGURE 8

## CONTINUING EDUCATION OF 1995-96 GRADUATES

*White, black, Hispanic  
and Asian students all  
continued their education  
at a higher rate than did  
the random sample.*

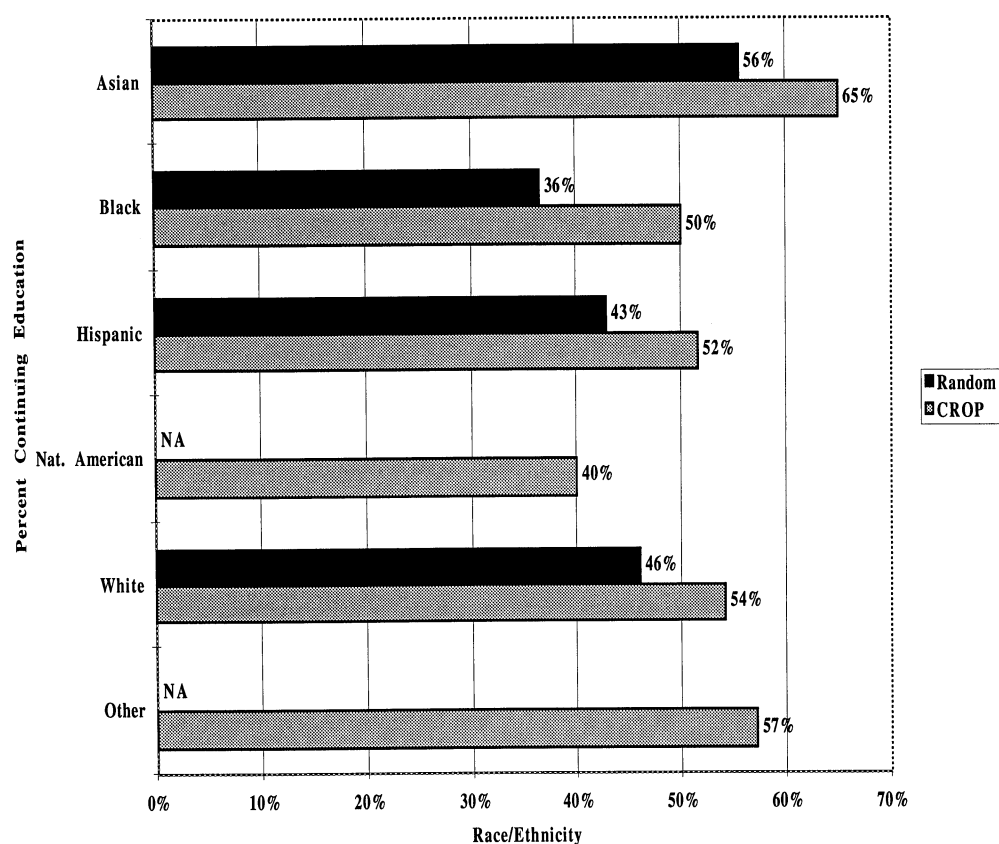


**Source:** Florida Education and Training Placement Information Program.

- Among white, black, Hispanic, and Asian students, Reach-Out participants continued their education at a higher rate than did random high school graduates overall (Figure 9). Fifty percent of black Reach-Out graduates compared to 36 percent of black graduates in the random sample attended a postsecondary institution.

FIGURE 9

### CONTINUING EDUCATION BY RACE/ETHNICITY 1995-96 COHORT

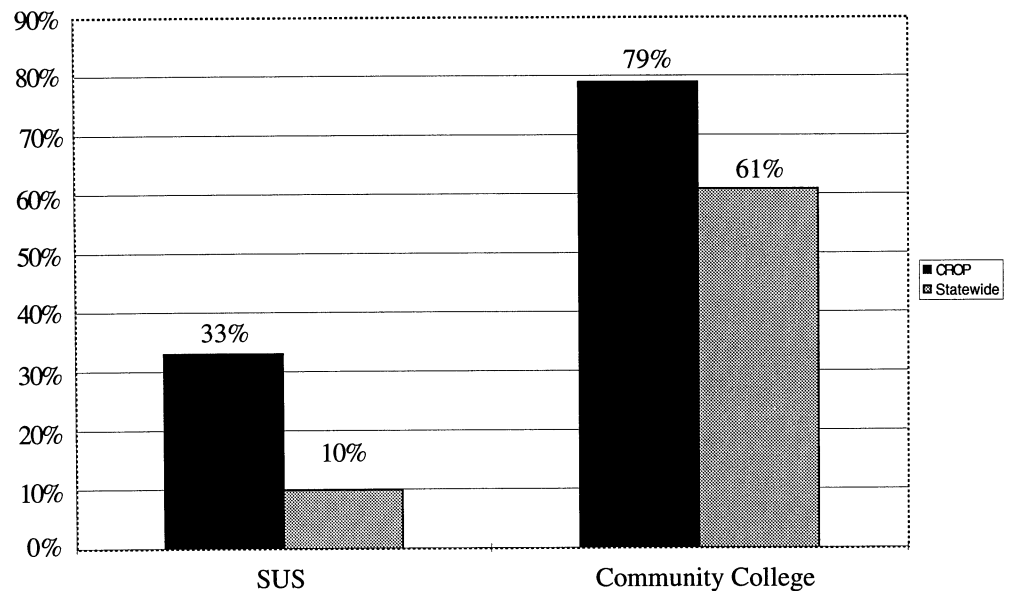


Source: Florida Education and Training Placement Information Program.

- Based on entry-level placement tests, 79 percent of community college Reach-Out students required remedial coursework compared to 61 percent of community college students statewide (Figure 10).
- Thirty-three percent of CROP students who attended an SUS institution needed remediation in at least one of the areas of Math, Reading or Writing, while ten percent of SUS students statewide required remediation in at least one area (Figure 10).
- Sixty-two percent of all CROP students required remediation, while 39 percent of all students statewide required remedial coursework. However, 60 percent of black CROP students required remediation, compared to 61 percent of black students statewide.

FIGURE 10

### STUDENTS REQUIRING REMEDIATION IN POSTSECONDARY EDUCATION, 1995-96 COHORTS



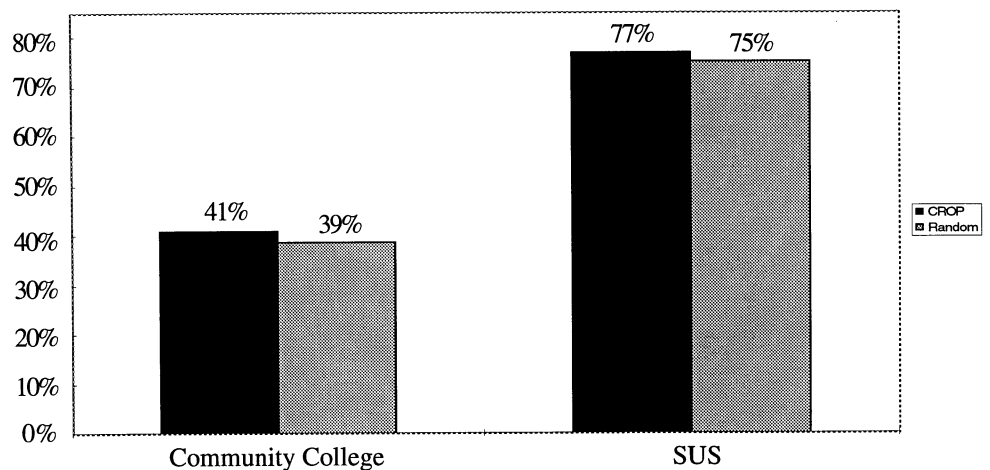
Source: Florida Department of Education Readiness Data.

- Seventy-seven percent of Reach-Out graduates enrolled in the SUS had a 2.0 GPA or higher at the end of their most recent semester, compared to 75 percent of the random sample students. Forty-one percent of CROP students, compared to 39 percent of the random sample students, enrolled in a community college had a 2.0 or higher GPA at the end of their most recent semester of attendance (Figure 11).

*Seventy-seven percent of Reach-Out graduates enrolled in the SUS had a 2.0 GPA or higher.*

FIGURE 11

### STUDENTS WITH GPA OF 2.0 OR HIGHER IN POSTSECONDARY EDUCATION, 1995-96 COHORTS



Source: Board of Regents and State Board of Community Colleges.

- Of the 351 Reach-Out high school graduates continuing their education, 275 (78 percent) applied for the State's largest need-based financial aid program, the Florida Student Assistance Grant (FSAG). One hundred twenty-three applicants (45 percent) received that award. Forty-nine percent of random students who continued their education applied for FSAG, and 29 percent received an award (Figure 12).

**FIGURE 12**

**FINANCIAL AID INFORMATION  
1995-96 COHORTS**

**Summary Information**

	CROP	Random
Total Number of Graduates	716	742
Total Number Continuing Education	351	291
Number of Unique Individuals who applied to programs	316	218
Percent who applied for one of the following programs	90%	75%
Number of Students Receiving Awards	174	116
Percent who received aid	55%	53%
Total money received	\$207,397	\$183,192

**Need Based Awards (1)**

	CROP	Random
Total money received	\$132,932	\$43,465
Number of Applicants (3)	275	144
Number of Awards	123	42

**Merit Based Awards (2)**

	CROP	Random
Total money received	\$74,465	\$139,727
Number of Applicants (3)	114	132
Number of Awards	51	74

*Ninety percent of CROP students who attended college applied for financial aid.*

**Notes:**

(1) Includes Florida Student Assistance Grant.

(2) Includes Florida Undergraduate Scholars Fund and Vocational Gold Seal.

(3) "Number of Applicants" does not add up to the total number of students applying for awards because it is possible for a student to apply for more than one type of financial aid.

**Source:** Office of Student Financial Assistance.

- Thirty-two percent of CROP graduates applied for one of Florida's two largest Merit Based Awards, the Florida Undergraduate Scholars Fund and the Vocational Gold Seal. Fifty-one students (45 percent of applicants) received a Merit Based Award. Forty-five percent of the random graduates applied for the merit awards and 74 (56 percent) received one.
- Three CROP students (approximately one percent of the 290 participants) received a state work study financial aid award in 1995-96.

### **Comparison Analysis**

#### ***Black CROP students out-performed black random students at every indicator level.***

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 1995-96 showed that CROP students in grades 9-12 had a higher GPA (2.38) than the random cohort students (2.10). Reach-Out 12th graders were promoted and graduated with standard diplomas at a substantially higher rate than students in the random sample (See Table 4 in Appendix C). Reach-Out 10th graders did less well on both the reading comprehension and mathematics components of the GTAT. But black CROP students out-performed black random students at every indicator level including GTAT results. For example, 91 percent of black CROP students were academically promoted compared to 78 percent of the black random sample, and they had a higher (2.34 v. 1.76) GPA than black random students (See Table 5 in Appendix C).

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 a random sample of 1995-96 high school graduates statewide. Although 39 percent of students statewide required remediation based on entry-level placement tests compared to 62 percent of CROP graduates, a slightly (one percent) greater percentage of black Reach-Out students were college-ready in all three subtests than those in the random cohort. White and Hispanic CROP students required remediation more often than their statewide counterparts.

A 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 all racial/ethnic groups. Seventy-seven percent of College Reach-Out students and 75 percent of the random cohort who enrolled in public universities had a 2.0 GPA after their freshmen year.

### **Comparison Summary**

For the first time, in 1995-96, several quantitative measures of performance were used to compare consortia. The consortia were ranked on each of several performance measures (See Table 10 - Appendix C). The sum of all of the rankings were divided by 13 (the total number of performance measures) to assess the cumulative ranking of each of the consortia (see Table 11 - Appendix C).

Northwest Florida (1), Polk/Pasco (2) and South Florida (3) consortia performed the best overall in the cumulative rankings and Florida Keys, R.I.S.E. and Mid-Florida consortia scored the lowest on the combined measured outcomes.

The top three programs were examined to discern which practices are the most successful in producing measurable outcomes. The programs which performed the best varied significantly in size, with Northwest Florida servicing 596 students and Polk/Pasco servicing 166 students. These results indicate that the size of the consortium is less important than the activities within the consortium. The size of the consortia with the lowest scores also varied considerably.

All three of the highest ranked consortia centered their programs around strong individual relationships between tutors/counselors/teachers and CROP students. Particular emphasis was placed on making students feel valued and developing individualized programs that helped students develop and accomplish educational goals.

Another important cornerstone of successful programs was continuous contact with students. Students who were provided with weekly encouragement, assistance and motivation consistently received higher grades, improved test scores, enrolled in college at higher rates, and obtained other indicators of success.

Parental involvement is linked to successful relationships with students and with improved attendance at activities. While Northwest Florida, Polk/Pasco, South Florida and several other programs have had difficulty in the past motivating parents to be involved with their children in the CROP program, the top three consortia have all shown significant improvements in getting parents involved with CROP.

Northwest Florida, Polk/Pasco and South Florida have also shown that involving other community agencies and organizations with CROP can be a vital tool in both recruitment and retention and in helping to improve public visibility. These contacts may also prove to be beneficial in generating outside funds to help support the CROP program.

***Individual relationships between students and tutors, continuous contact, and parental involvement are all vital components of successful CROP projects.***

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, 1993-94, 1994-95 and 1995-96 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 1991-92 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.

### **Part III: SPECIAL COHORT ANALYSES**

#### **Postsecondary and Employment Follow-up**

- Of all of the 3,681 eligible participants in the 1991-92 longitudinal cohort (5 graduating classes) 1,902 (52 percent) have enrolled in postsecondary education at some point during the last five years. Of that number 1,487 enrolled in the Community College System and 415 in the SUS. In 1996, 1,012 of these students were still enrolled at the postsecondary level. Another 108 (six percent) members of the 1991-92 cohort have received associate degrees, 62 (three percent) have received baccalaureate degrees and two have received a master's degree. Approximately 778 (41 percent) CROP students dropped out of higher education before completing a degree (Figure 13).
- Of the 2,890 eligible participants from the 1991-92 random cohort, 1,424 (49 percent) have enrolled in postsecondary education at some point during the last five years. Of that number, 1,109 enrolled in the community college system and 315 in the SUS. In 1996, 694 random students were still enrolled at the postsecondary level. Another

***Over half of the 1991-92 cohort has enrolled in postsecondary education.***

90 (6 percent) have received associate degrees, 44 (3 percent) have received bachelor's degrees, and none have received a graduate degree.

FIGURE 13

## CONTINUING EDUCATION, 1991-92 LONGITUDINAL COHORT

	CROP	RANDOM
Total Number Eligible	3681	2890
Total Number Ever Enrolled		
Community College	1487	1109
SUS	415	315
TOTAL	1902	1424
Degrees Received	No. Pct.	No. Pct.
Associates	108 6%	90 6%
Bachelors	62 3%	44 3%
Masters	2 <1%	0 0%
Currently Enrolled in Postsec. Education	1012	694

**Source:** Board of Regents, State Board of Community Colleges, and FETPIP.

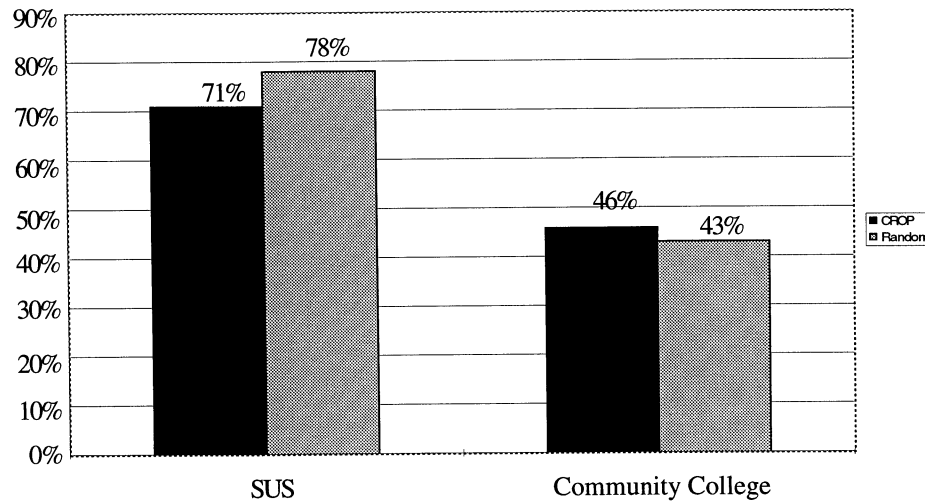
***172 CROP students from the 1991-92 cohort have received college degrees.***

- In 1996, 71 percent of 1991-92 CROP participants enrolled in the SUS had a GPA of 2.0 or above and 78 percent of the random SUS students had a GPA of 2.0 or above. Forty-six percent of CROP students enrolled in the community colleges maintained a 2.0 GPA in 1996 as did 43 percent of the random cohort (Figure 14).
- More random students (75 percent) than CROP students (67 percent) were enrolled in degree seeking programs in community colleges during 1996.
- Fifty-three percent of these Reach-Out students who enrolled in post-secondary education in 1996-97 were required to take remediation in at least one of the areas of Math, Reading or Writing, while 39 percent of students statewide required remediation in at least one area.



FIGURE 14

### STUDENTS WITH GPA OF 2.0 OR HIGHER IN POSTSECONDARY EDUCATION, 1991-92 COHORTS



**Source:** Board of Regents and State Board of Community Colleges.

- Ninety percent of the 1991-92 CROP cohort who were enrolled in postsecondary education in 1996-1997 applied for one or more of the State's three largest need or merit based financial aid programs. Almost half (48 percent) of those students received an award (s) (Figure 15).
- A sizeable number (913) of the 1991-92 cohort was working in Florida in 1996 (not enrolled in postsecondary education), while a large group of former CROP participants (724) was not found by FETPIP. While 811 members of the 1991-92 random cohort were working in Florida in 1996, an even larger number (1136) was not found by FETPIP.
- Of the 96 community college graduates from the 1991-92 cohort, 48 percent (46) have transferred to an SUS institution. A total of 61 (including students who transferred without a degree) from that cohort have enrolled in a public university. A total of 56 random students have transferred to the SUS.

*Almost half of the CROP students who applied received financial aid.*

FIGURE 15

### FINANCIAL AID INFORMATION 1991-92 COHORTS

#### Summary Information

	CROP	Random
Total Number of Graduates	3497	2898
Total Number Continuing Education	1012	669
Number of Unique Individuals who applied to programs	906	488
Percent who applied for one of the following programs	90%	73%
Number of Students Receiving Awards	437	225
Percent who received aid	48%	46%
Total money received	\$705,841	\$537,109

*Ninety percent of the CROP student who continued their education applied for financial aid.*

#### Need Based Awards (1)

	CROP	Random
Total money received	\$412,355	\$105,673
Number of Applicants (3)	823	330
Number of Awards	337	92

#### Merit Based Awards (2)

	CROP	Random
Total money received	\$293,486	\$431,436
Number of Applicants (3)	269	254
Number of Awards	100	133

#### Notes:

(1) Includes Florida Student Assistance Grant.

(2) Includes Florida Undergraduate Scholars Fund and Vocational Gold Seal.

(3) "Number of Applicants" may not add up to the total number of students applying for awards because it is possible for a student to apply for more than one type of financial aid.

**Source:** Office of Student Financial Assistance.

This section of the College Reach-Out Program evaluation examines analyses of cohort cumulative data from 1990-91 through 1995-96. Data for the six annual cohorts were merged to produce an unduplicated headcount. Table 7 - Appendix C presents selected cohort demographic information for comparison purposes, while Table 8 - Appendix C provides a program summary based on unduplicated headcount. Figure 17

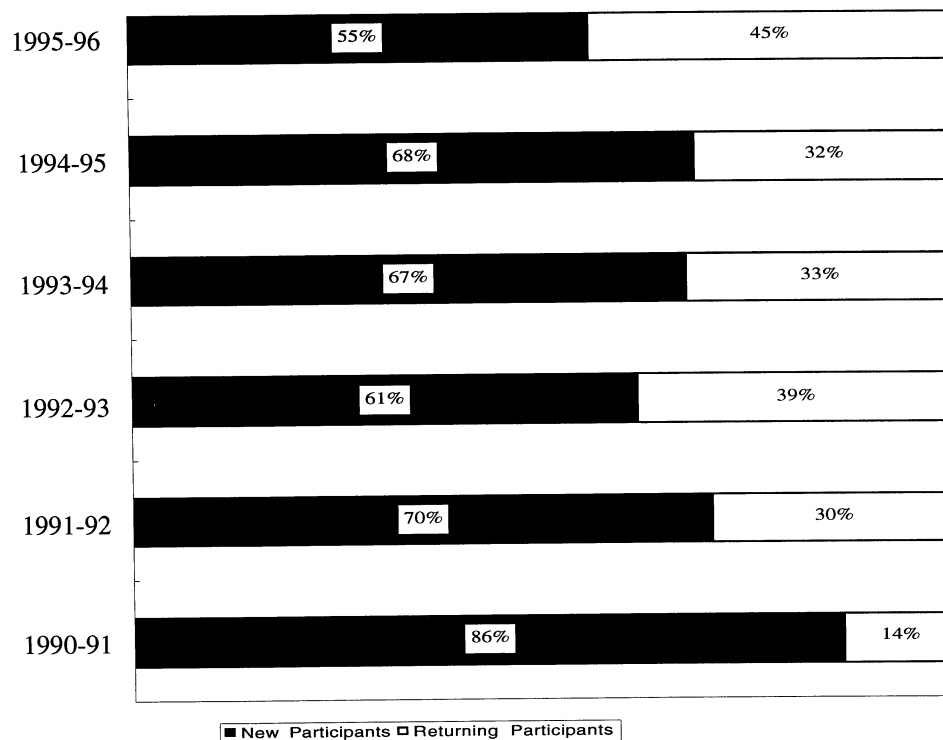
reveals the percentage of Reach-Out graduates from each cohort who have enrolled in postsecondary education from 1990-1991. Highlights from these tables and figures include:

- Since 1990, Reach-Out has served 21,436 individual students in grades 6-12.
- The proportional distribution of students among racial/ethnic groups remained relatively stable across the six cohorts, however, the proportion of black participants has decreased from 83 percent in 1990-91 to 78 percent in 1995-96. The proportion of male participants has remained constant. For the first time since 1990, black males comprised less than 30 percent of participants (See Table 7 - Appendix C).
- There is a continuing trend of Reach-Out projects serving students in the lower grade levels. Twelfth graders accounted for 12 percent of all participants in 1995-96, down from 23 percent in 1990-91. The proportion of participants in sixth grade rose from 8 percent in 1990-91 to 11 percent in 1995-96 (See Table 7 - Appendix C).

*There is a trend of Reach-Out projects serving students in the lower grade levels.*

**FIGURE 16**

**NEW AND RETURNING PARTICIPANTS IN  
COLLEGE REACH-OUT, 1990-91 TO 1995-96**



**Note:** Students whose data were misreported are not included in percentages.

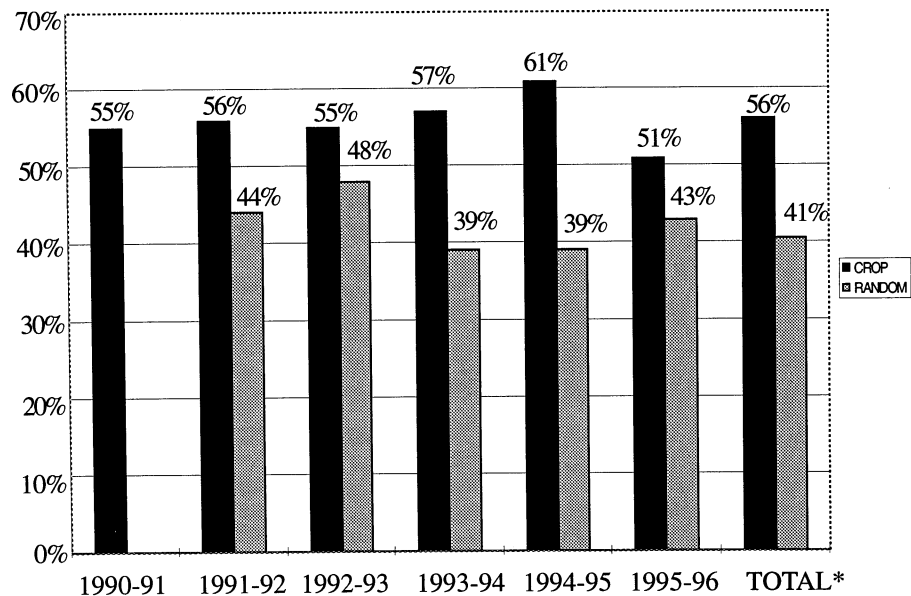
**Source:** College Reach-Out annual reports, 1990-91 to 1995-96.

- Trend data show an increase in the proportion of participants in each annual cohort that are returning students. Total returning participants grew from 14 percent of enrollment in the 1990-91 cohort, to 45 percent of enrollment in 1995-96 (Figure 16). Fifty-three percent of those students who were eligible to return to a CROP project (enrolled in the 1994-95 year in grades 6-11) re-enrolled in a program in 1995-96.

FIGURE 17

### CONTINUING EDUCATION BY GRADUATION YEAR 1990-91 TO 1995-96

*Fifty-six percent of CROP participants enrolled in postsecondary education in the year following their high school graduation.*



\* **Total** only includes years 1993-94 to 1995-96 for the random cohort because prior to these years the CROP cohort was compared to a statewide total rather than a random cohort.

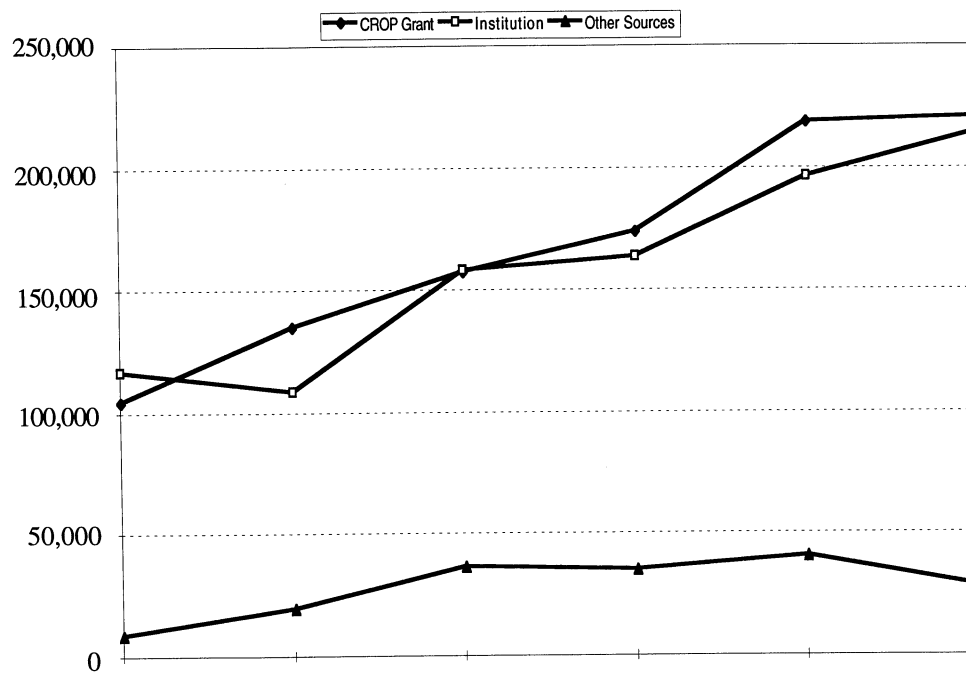
**Source:** Florida Education and Training Placement Information Program.

- The percentage of CROP high school graduates attending postsecondary education in Florida has slightly decreased since 1990-91, but this is due in large part to the stricter program selection guidelines which mandate that CROP participants must be low income students with academic deficiencies. Cumulatively, 56 percent of each of the 6 CROP cohorts enrolled in postsecondary education in the year immediately following their graduation from high school (Figure 17).
- The proportion of total expenditures produced by external sources decreased from 9 to 6 percent between 1990 and 1995, while state dollars have remained at 48 percent since 1990.

- Institutional support accounted for a greater proportion of total expenditures in 1995-96 than in 1990 (Figure 18).

FIGURE 18

### TRENDS IN SOURCES OF CROP EXPENDITURES 1990-91 TO 1995-96



Source: College Reach-Out annual reports, 1990-91 to 1995-96.

### 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 and white students has increased. The data document dramatic increase (since 1990-91) 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 earlier and with more academic degrees than their random peers. In general, once in postsecondary institutions, CROP students performed at or above the level of the random cohort students.

Over the six evaluation periods under review, the College Reach-Out Program has grown 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 garner more institutional support. Outside support however, dropped in the 1995-96 year for the first time.

For the first time, the Commission analyzed the outcome measures of each consortium to determine which projects had the most successful outcomes and how those outcomes were related to the programs' activities, staff, relationship with the community and its institutions, and other variables. Northwest Florida (1), Polk/Pasco (2) and South Florida (3) consortia performed the best overall in the cumulative rankings and Florida Keys, R.I.S.E. and Mid-Florida consortia scored the lowest on the combined measured outcomes. All of the consortia that scored in the top three center their activities around individual relationships between CROP students and their teacher/tutors/mentors. These programs have also worked hard to maintain continuous contact with their students and the parents of CROP students. These programs demonstrate that involving other community members and institutions in the CROP program can improve recruitment and retention and foster networks that are critical in providing external funding to the CROP programs.

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. This is the Postsecondary Education Planning Commission's sixth annual statewide evaluation of the program. This study was based on the 1995-96 Reach-Out cohort. Evaluation activities included a review of interim and final project and consortium reports, analyses of information retrieved from several databases, and site visits to selected summer residency programs. A summary of key findings is given below.

## **Part IV: FINDINGS AND RECOMMENDATIONS**

### **Summary of Key Findings**

#### **Parental involvement is crucial to the success of CROP Programs.**

According to evaluative comments provided by program directors, parental involvement in and support of College Reach-Out is essential to the success of the program. Conversely, lack of parental support was cited as one of the main reasons students dropped out of CROP and why certain CROP activities were unsuccessful. Every project has sought to increase parental awareness and participation, some have been more successful than others. CROP projects that formed parents' clubs, arranged parents' weekends and other activities, included parents as paid or unpaid liaisons and staff, and encouraged parents to return to college themselves appeared to have the highest rates of parental participation. In its last evaluation, the Commission recommended that each project require parents to sign their child's application, pledging to support CROP and participate in its activities.

**Tutor/Teacher/Counselor Relationship.** Central to the success of CROP programs and the retention of participants, was the quality of the relationship between project participants and the tutors, mentors, and counselors who work with students on a regular basis. As with parental support, the involvement of caring, supportive adults and older students is a cornerstone of the College Reach-Out program. When CROP participants are provided with positive role models who care about them and their future, they are much more likely to participate in and benefit from academic and personal enrichment activities. Both the Legislature and the institutions must provide ample resources to sustain qualified Reach-Out staff, including project directors, for every project.

**Continuous contact/numerous activities.** One of the most challenging tasks facing Reach-Out programs is to provide numerous, diverse activities for students while maintaining continuous contact. Projects that serve predominately middle school students report that a high percentage of high school students attend CROP activities on a sporadic basis. Many high school students work, have family responsibilities, and participate in other service and sports clubs that demand a large

amount of their time. Project activities that are suitable for middle school students are not always appropriate for older participants and vice versa. Some consortia have worked out a plan that allows one project to serve a certain age group of students while another project concentrates on a different age group. This provides a successful balance of service, particularly when the different age groups are brought together for certain activities. Regardless of the age groups served, CROP directors report that it is crucial to the success of the program to provide an array of activities that attract and retain students. Students who participate in the summer program should be carefully followed up with the next year's activities. CROP should never be considered a summer residential program only. It is incumbent upon project directors to develop activities that provide continuous contact for all participants. While transportation continues to be a problem for many consortia, projects are making progress in discovering cost-effective ways (including volunteers in the community and among parents) to get students to activities, particularly those that enhance their academic performance.

- Tuition Scholarships - Several projects have initiated college scholarship programs with their institution or in conjunction with the Take Stock in Children Program. Tallahassee Community College provided 37 full, two-year tuition scholarships for the 1997-98 academic year. Just as the number of available scholarships are increasing, the number of CROP students applying for and receiving state financial aid is on the rise.
- Summer Programs and field trips - Many projects report that successful summer programs and well coordinated field trips add to student retention and provide participants with opportunities for personal growth, maturity and academic enrichment.
- Community involvement - Some projects have benefited from cooperative activities with local church, civic and business groups. Involvement with outside sources helps to broaden the focus of CROP projects and provides participants with role models, mentors, information on job opportunities and exposure to different people, opportunities, and cultures. Outside sources often provide money to CROP projects that are an important addition to available state and institutional funds. All CROP projects should be diligent in seeking outside funding sources.

### **Recommendations**

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



***Recommendation 1:***

*The Advisory Council should develop a simplified application process to be used for annual renewals of existing CROP projects. Such abbreviated renewals should be used for two years, after which time the Council should determine if a full grant application is needed.*

***Recommendation 2:***

*The annual statewide CROP evaluation report should be continued on a modified basis. Specifically, an extensive evaluative report, such as this 1995-96 report, should be conducted every three years, while a statistical update and modified evaluation should be conducted each year. Summer site review visits should be limited to those years that an extensive report is conducted, with random visits made throughout the year.*

***Recommendation 3:***

*To reduce the amount of unexpended state funds, consortium projects should meet by May 15 of each year to determine if there are excess funds in institutional budgets available for redistribution within the consortium.*

***Recommendation 4:***

*All CROP projects should develop new partnerships among participating institutions and community agencies and groups to strengthen collaborative efforts and improve program outcomes.*

***Recommendation 5:***

*The Legislature should increase the total funding for CROP to support growth of the program to include more participants.*

**Conclusion**

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

**APPENDIX A**

**COLLEGE REACH-OUT STATUTE**

**240.61 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 temporary assistance under the WAGES Program 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;

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 coun-

selling, 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 Chair of the Board of Regents;

(d) One representative of the Community College System, appointed by the Chair 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 chair 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 2 Division 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).

History.—

s. 30, ch. 89-207; s. 10, ch. 90-302; ss. 1, 2, 3, ch. 94-246; s. 833, ch. 95-148; s. 65, ch. 96-175.

1 Note.—

Section 3, ch. 94-246, provides that “[n]o later than April 30, 1999, 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, 1999.”

Note.—

The Division of Vocational, Adult, and Community Education was renamed as the Division of Applied Technology and Adult Education by s. 16, ch. 94-232.

## **APPENDIX B**

### **LIST OF FUNDED INSTITUTIONS AND CONSORTIA**

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**LIST OF FUNDED INSTITUTIONS AND CONSORTIA  
1995-96 ARRANGEMENTS**

**CENTRAL FLORIDA CROP CONSORTIUM**

UCF	University of Central Florida
BREV	Brevard Community College
LSCC	Lake-Sumter Community College
VCC	Valencia Community College

**“COLLEGE EXPLORERS” PROJECT**

FKCC	Florida Keys Community College
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**FLORIDA INITIATIVE TO FOSTER EDUCATION (F.I.F.E.) CONSORTIUM**

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

**MID-FLORIDA CROP 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 CROP CONSORTIUM**

UWF	University of West Florida
OWCC	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



**POLK/PASCO CONSORTIUM**

PHCC	Pasco-Hernando Community College
PCC	Polk Community College

**REACHING AND INSPIRING STUDENTS THROUGH EDUCATION (R.I.S.E.)  
CONSORTIUM**

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

**MANATEE COLLEGE REACH OUT PROJECT**

MCC	Manatee Community College
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**SOUTH FLORIDA CROP CONSORTIUM**

FIU	Florida International University
MDCC	Miami-Dade Community College

**SOUTHWEST FLORIDA CROP CONSORTIUM**

FGCU	Florida Gulf Coast University
ECC	Edison Community College

**TAMPA BAY CROP CONSORTIUM**

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

**APPENDIX C**

**TABLES**

**TABLE 1**  
**COLLEGE REACH-OUT PROGRAM**  
**DEMOGRAPHIC CHARACTERISTICS BY PROJECT TYPE**  
**1995-96**

	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
	<b>6254</b>	<b>100%</b>	<b>1925</b>	<b>31%</b>	<b>4297</b>	<b>69%</b>	<b>32</b>	<b>1%</b>
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
Black	4869	78%	1564	82%	3305	77%	0	0%
Hispanic	540	9%	213	11%	327	8%	0	0%
White	595	10%	64	3%	531	12%	0	0%
Am. Indian	61	1%	3	0%	26	1%	32	80%
Asian	112	2%	55	3%	57	1%	0	0%
Other	45	1%	19	1%	26	1%	0	0%
<b>Total</b>	<b>6222</b>		<b>1918</b>		<b>4272</b>		<b>32</b>	
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
Female	3893	62%	1289	67%	2686	60%	18	56%
Male	2351	38%	631	33%	1758	40%	14	44%
<b>Total</b>	<b>6244</b>		<b>1920</b>		<b>4444</b>		<b>32</b>	
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
6th	709	11%	165	9%	544	13%	0	0%
7th	1049	17%	193	10%	854	20%	2	6%
8th	1184	19%	283	15%	888	21%	13	41%
9th	851	14%	318	17%	522	12%	11	34%
10th	711	11%	249	13%	459	11%	3	9%
11th	985	16%	425	22%	557	13%	3	9%
12th	716	12%	258	14%	458	11%	0	0%
<b>Total</b>	<b>6205</b>		<b>1891</b>		<b>4282</b>		<b>32</b>	

**Note:** Percents may not total 100 due to rounding.

**Source:** College Reach-Out Program annual reports, 1995-96.

**TABLE 2**  
**COLLEGE REACH-OUT EXPENDITURE ANALYSIS, 1995-96**

State CROP Grant					Percent of Total Expenditures Funded by:				
Total Expenditures		Allocated	Expended	Balance	Institutional Expenditures	External Expenditures	State Grant	Institution	External Sources
All Projects	\$ 4,643,635	\$ 2,281,210	\$ 2,208,372	\$ 72,837	\$ 2,146,812	\$ 283,530	48%	46%	6%
Cons./Inst.									
1. Central FL	\$ 691,930	\$ 342,734	\$ 342,734	\$ -	\$ 311,283	\$ 37,913	50%	45%	5%
UCF	\$ 247,560	\$ 126,916	\$ 126,916	\$ -	\$ 112,651	\$ 7,993	51%	46%	3%
BREV	\$ 106,351	\$ 52,146	\$ 52,146	\$ -	\$ 50,209	\$ 3,996	49%	47%	4%
LSCC	\$ 76,187	\$ 40,872	\$ 40,872	\$ -	\$ 33,790	\$ 1,525	54%	44%	2%
VCC	\$ 261,832	\$ 122,800	\$ 122,800	\$ -	\$ 114,633	\$ 24,399	47%	44%	9%
2. Mid-FL	\$ 388,476	\$ 190,231	\$ 189,817	\$ 414	\$ 181,923	\$ 16,736	49%	47%	4%
UF	\$ 48,565	\$ 26,867	\$ 26,458	\$ 409	\$ 22,107	\$ -	54%	46%	0%
SFCC	\$ 169,356	\$ 77,362	\$ 77,357	\$ 5	\$ 78,263	\$ 13,736	46%	46%	8%
CFCC	\$ 170,555	\$ 86,002	\$ 86,002	\$ -	\$ 81,553	\$ 3,000	50%	48%	2%
3. Panhandle	\$ 597,034	\$ 286,117	\$ 272,015	\$ 14,102	\$ 266,262	\$ 58,757	46%	45%	10%
FAMU	\$ 160,525	\$ 89,502	\$ 75,400	\$ 14,102	\$ 72,113	\$ 13,012	47%	45%	8%
CJC	\$ 61,245	\$ 30,152	\$ 30,152	\$ -	\$ 31,093	\$ -	49%	51%	0%
TCC	\$ 181,350	\$ 81,823	\$ 81,823	\$ -	\$ 77,469	\$ 22,058	45%	43%	12%
GCCC	\$ 193,914	\$ 84,640	\$ 84,640	\$ -	\$ 85,587	\$ 23,687	44%	44%	12%
4. N.W. FL	\$ 420,224	\$ 210,000	\$ 208,796	\$ 1,204	\$ 178,228	\$ 33,200	50%	42%	8%
UWF	\$ 335,153	\$ 155,664	\$ 155,128	\$ 536	\$ 146,865	\$ 33,160	46%	44%	10%
OWCC	\$ 18,183	\$ 12,150	\$ 12,150	\$ -	\$ 5,993	\$ 40	67%	33%	0%
PJC	\$ 66,888	\$ 42,186	\$ 41,518	\$ 668	\$ 25,370	\$ -	62%	38%	0%
5. S.W. FL	\$ 169,476	\$ 88,225	\$ 82,818	\$ 5,407	\$ 81,058	\$ 5,600	49%	48%	3%
FGCU	\$ 169,476	\$ 88,225	\$ 82,818	\$ 5,407	\$ 81,058	\$ 5,600	49%	48%	3%
ECC	*	*	*	*	*	*	*	*	*
6. Tampa Bay	\$ 368,023	\$ 206,697	\$ 205,901	\$ 796	\$ 152,679	\$ 9,443	56%	41%	3%
USF	\$ 135,029	\$ 88,094	\$ 88,094	\$ -	\$ 44,635	\$ 2,300	65%	33%	2%
SPJC	\$ 130,787	\$ 67,500	\$ 66,704	\$ 796	\$ 57,040	\$ 7,043	51%	44%	5%
HCC	\$ 102,207	\$ 51,103	\$ 51,103	\$ -	\$ 51,004	\$ 100	50%	50%	0%

\*ECC is reported with FGCU.

TABLE 2

## COLLEGE REACH-OUT EXPENDITURE ANALYSIS, 1995-96, continued

State CROP Grant										Percent of Total Expenditures Funded by:								
Total Expenditures		Allocated			Expended		Balance		Institutional Expenditures		External Expenditures		State Grant		Institution		External Sources	
7. South FL	FIU	\$ 421,605	\$ 208,690	\$ 208,690	\$ -	-	\$ 211,615	\$ 1,300	49%	50%	0%							
	MDCC	\$ 209,775	\$ 104,345	\$ 104,345	\$ -	-	\$ 105,430	-	50%	50%	0%							
		\$ 211,830	\$ 104,345	\$ 104,345	\$ -	-	\$ 106,185	\$ 1,300	49%	50%	1%							
		\$ 612,223	\$ 271,273	\$ 266,356	\$ 4,917		\$ 258,199	\$ 82,747	44%	42%	14%							
8. RISE	FAU	\$ 134,138	\$ 70,667	\$ 65,746	\$ 4,921		\$ 63,471	\$ -	49%	47%	0%							
	IRCC	\$ 271,603	\$ 102,844	\$ 102,844	\$ -		\$ 102,559	\$ 66,200	38%	38%	24%							
	PBCC	\$ 94,788	\$ 51,160	\$ 51,164	\$ (-4)		\$ 27,077	\$ 16,547	54%	29%	17%							
	BCC	\$ 111,694	\$ 46,602	\$ 46,602	\$ -		\$ 65,092	\$ -	42%	58%	0%							
9. Polk/Pasco	PHCC	\$ 63,698	\$ 30,284	\$ 30,284	\$ -		\$ 26,814	\$ 6,600	48%	42%	10%							
	POLK	\$ 61,416	\$ 31,716	\$ 31,716	\$ -		\$ 29,700	\$ -	52%	48%	0%							
		\$ 53,671	\$ 24,905	\$ 24,436	\$ 469		\$ 28,435	\$ 800	46%	53%	1%							
10. FKCC		\$ 571,818	\$ 275,300	\$ 232,166	\$ 43,133		\$ 317,652	\$ 22,000	41%	56%	4%							
	FSU	\$ 143,707	\$ 96,355	\$ 96,028	\$ 326		\$ 47,679	\$ -	67%	33%	0%							
	FCCJ	\$ 291,962	\$ 151,415	\$ 108,608	\$ 42,807		\$ 161,354	\$ 22,000	37%	55%	8%							
11. FIFE	FIYP	\$ 136,149	\$ 27,530	\$ 27,530	\$ -		\$ 108,619	\$ -	20%	80%	0%							
		\$ 174,837	\$ 81,200	\$ 78,988	\$ 2,212		\$ 89,849	\$ 6,000	45%	51%	3%							
	UNF	\$ 68,717	\$ 35,775	\$ 33,563	\$ 2,212		\$ 35,154	\$ -	49%	51%	0%							
12. N.E. FL	SJRC	\$ 44,430	\$ 22,215	\$ 22,215	\$ -		\$ 22,215	\$ -	50%	50%	0%							
	LCCC	\$ 61,690	\$ 23,210	\$ 23,210	\$ -		\$ 32,480	\$ 6,000	38%	53%	10%							
		\$ 49,204	\$ 33,838	\$ 33,655	\$ 183		\$ 13,115	\$ 2,434	68%	27%	5%							

**Notes:** (1) Statewide funding total excludes \$118,790 to OPEC and PEPC for administration/dissemination, Advisory Committee expenses, and evaluation. Project allocations include incentive funding. Total 1995-96 CROP funding,, including incentive dollars and funding for administration, dissemination, and evaluation was \$2,400,000.00  
 (2) Expenditure data include encumbrances.

**Source:** Certificates of expenditures, project annual reports, October 1996.

**TABLE 3**  
**RACE OF COLLEGE REACH-OUT PARTICIPANTS BY INSTITUTION, 1995-96**

Institution	Asian		Black		Hispanic		Native American		White		Other		Total
	#	%	#	%	#	%	#	%	#	%	#	%	
BOC	0	0.0%	233	92.5%	6	2.4%	0	0.0%	13	5.2%	0	0.0%	252
BREV	3	3.3%	73	81.1%	9	10.0%	0	0.0%	3	3.3%	2	2.2%	90
CFOC	1	0.6%	122	79.2%	0	0.0%	1	0.6%	28	18.2%	2	1.3%	154
CJC	0	0.0%	90	82.6%	0	0.0%	0	0.0%	19	17.4%	0	0.0%	109
ECC*													
FCCJ	2	0.3%	482	79.8%	11	1.8%	0	0.0%	109	18.0%	0	0.0%	604
FKOC	0	0.0%	20	27.0%	23	31.1%	1	1.4%	30	40.5%	0	0.0%	74
GOOC	3	1.8%	60	35.5%	3	1.8%	3	1.8%	100	59.2%	0	0.0%	169
HOC	9	3.1%	200	69.7%	37	12.9%	0	0.0%	41	14.3%	0	0.0%	287
IRCC	1	0.5%	169	84.1%	14	7.0%	17	8.5%	0	0.0%	0	0.0%	201
LOOC	0	0.0%	41	51.3%	0	0.0%	0	0.0%	39	48.8%	0	0.0%	80
LSOC	1	0.4%	203	89.8%	5	2.2%	1	0.4%	16	7.1%	0	0.0%	226
MOC	0	0.0%	64	57.1%	35	31.3%	0	0.0%	12	10.7%	1	0.9%	112
MDOC	1	0.4%	185	70.3%	74	28.1%	0	0.0%	3	1.1%	0	0.0%	263
OWOC	0	0.0%	42	56.0%	1	1.3%	0	0.0%	32	42.7%	0	0.0%	75
PBOC	0	0.0%	149	97.4%	3	2.0%	0	0.0%	0	0.0%	1	0.7%	153
PHOC	0	0.0%	105	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	105
PJC	1	0.9%	107	93.0%	0	0.0%	0	0.0%	7	6.1%	0	0.0%	115
POLK	0	0.0%	60	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	60
SFOC	0	0.0%	201	96.2%	3	1.4%	0	0.0%	5	2.4%	0	0.0%	209
SJRC	0	0.0%	98	95.1%	1	1.0%	0	0.0%	4	3.9%	0	0.0%	103
SPJC	18	6.9%	198	76.4%	15	5.8%	0	0.0%	27	10.4%	1	0.4%	259
TOC	2	0.9%	174	75.0%	2	0.9%	2	0.9%	38	16.4%	14	6.0%	232
VOC	15	4.4%	229	67.4%	85	25.0%	1	0.3%	5	1.5%	5	1.5%	340
<b>CC Total</b>	<b>57</b>	<b>1.3%</b>	<b>3305</b>	<b>77.4%</b>	<b>327</b>	<b>7.7%</b>	<b>26</b>	<b>0.6%</b>	<b>531</b>	<b>12.4%</b>	<b>26</b>	<b>0.6%</b>	<b>4272</b>

**TABLE 3**  
**RACE OF COLLEGE REACH-OUT PARTICIPANTS BY INSTITUTION, 1995-96, continued**

Institution	Asian		Black		Hispanic		Native American		White		Other		Total
	#	%	#	%	#	%	#	%	#	%	#	%	
UF*													
FSU	0	0.0%	174	96.1%	7	3.9%	0	0.0%	0	0.0%	0	0.0%	181
FAMU	1	1.0%	95	99.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	96
USF	1	0.6%	158	87.8%	10	5.6%	1	0.6%	10	5.6%	0	0.0%	180
FAU	2	1.6%	117	94.4%	4	3.2%	1	0.8%	0	0.0%	0	0.0%	124
UWF	30	7.4%	365	89.9%	4	1.0%	0	0.0%	6	1.5%	1	0.2%	406
UCF	6	1.5%	322	79.9%	43	10.7%	1	0.2%	19	4.7%	12	3.0%	403
FIU	13	4.3%	177	58.0%	107	35.1%	0	0.0%	8	2.6%	0	0.0%	305
FGCU	2	0.9%	156	70.0%	38	17.0%	0	0.0%	21	9.4%	6	2.7%	223
UNF*													
<b>SUS Total</b>	<b>55</b>	<b>2.9%</b>	<b>1564</b>	<b>81.5%</b>	<b>213</b>	<b>11.1%</b>	<b>3</b>	<b>0.2%</b>	<b>64</b>	<b>3.3%</b>	<b>19</b>	<b>1.0%</b>	<b>1918</b>

Program	Asian		Black		Hispanic		Native American		White		Other		Total
	#	%	#	%	#	%	#	%	#	%	#	%	
FYP	0	0.0%	0	0.0%	0	0.0%	32	100.0%	0	0.0%	0	0.0%	32

Grand Totals	Asian		Black		Hispanic		Native American		White		Other		Total
	#	%	#	%	#	%	#	%	#	%	#	%	
	112	1.8%	4869	78.3%	540	8.7%	61	1.0%	595	9.6%	45	0.7%	6222

**Notes:** Percentages may not total to 100 due to rounding. Duplicated, incorrect and/or unknown data were omitted from these analyses. \*UF, UNF, and ECC do not recruit students.

**Source:** College Reach-Out Program annual reports, 1995-96.

**TABLE 4****SCHOOL PERFORMANCE OF CROP AND RANDOM STUDENTS, 1995-96**

Data based on 9th-12th graders:

- Average annual GPA

<b>CROP</b> (n = 2607)	<b>Random Sample</b> (n = 4278)
2.38	2.10

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 1995-1996 academic year.
- Percent academically promoted

<b>CROP</b> (n = 4656)	<b>Random Sample</b> (n = 8020)
10.7	12.8
27%	24%
90%	80%

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

Reading comprehension  
Mathematics

<b>CROP</b> (n = 306)	<b>Random Sample</b> (n = 582)
23%	44%
31%	45%

- Percentage of 12th graders receiving standard diploma

<b>CROP</b> (n = 558)	<b>Random Sample</b> (n = 718)
92%	78%

<sup>1</sup>The GTAT is the "Grade Ten Achievement Test." These data are statewide results of testtakers in Spring 1995.

\*SUS course requirement data was not available for 1995-96.

**Source:** Division of Public Schools.



TABLE 5

**SCHOOL PERFORMANCE OF AFRICAN AMERICAN  
CROP AND RANDOM STUDENTS, 1995-96**

Data based on 9th-12th graders:

- Average annual GPA

<b>CROP</b> (n = 2133)	<b>Random Sample</b> (n = 1069)
2.34	1.76

Data based on 6th-12th graders:

- Percentage with at least one instance of in- or out-of school suspension during the 1995-1996 academic year.
- Percent academically promoted

<b>CROP</b> (n = 3735)	<b>Random Sample</b> (n = 1996)
28%	33%
91%	78%

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

Reading comprehension  
Mathematics

<b>CROP</b> (n = 252)	<b>Random Sample</b> (n = 136)
23%	15%
30%	17%

- Percentage of 12th graders receiving a standard diploma.

<b>CROP</b> (n = 482)	<b>Random Sample</b> (n = 181)
89%	72%

<sup>1</sup>The GTAT is the "Grade Ten Achievement Test." These data are statewide results of testtakers in Spring 1995.

\*SUS course requirement data was not available for 1995-96.

**Source:** Division of Public Schools.

TABLE 6

### CONTINUING EDUCATION OF 1991-92 COHORTS BY RACE AND GENDER

**CROP**

Total Graduates = 2661  
Total Cont. Ed. = 1012

**Random**

Total Graduates = 2630  
Total Cont. Ed. = 669

	Male		Female		Total			Male		Female		Total	
Black	252	25%	628	62%	880	87%		39	6%	61	9%	100	15%
Hispanic	31	3%	41	4%	72	7%		41	6%	40	6%	81	12%
White	13	1%	26	3%	39	4%		229	34%	240	36%	469	70%
Asian	11	1%	4	0.4%	15	1%		6	1%	13	2%	19	3%
Other	1	0%	2	0.2%	3	0%		0	0%	0	0%	0	0%
Total	307	31%	701	69%	1009	100%		315	47%	354	53%	669	100%
% of all Graduates						38%							25%

**Public Universities**

	Male		Female		Total			Male		Female		Total	
Black	114	24%	306	64%	420	88%		15	6%	16	7%	31	13%
Hispanic	20	4%	18	4%	38	8%		11	4%	9	4%	20	8%
White	3	1%	7	1%	10	2%		81	33%	104	42%	185	75%
Asian	7	1%	2	0%	9	2%		5	2%	5	2%	10	4%
Other	1	0%	1	0%	2	0%		0	0%	0	0%	0	0%
Total	145	30%	334	70%	479	100%		112	46%	134	54%	246	100%
% of all Graduates						18%							9%

**Private Universities**

	Male		Female		Total			Male		Female		Total	
Black	10	21%	30	63%	40	83%		3	9%	4	12%	7	21%
Hispanic	0	0%	1	2%	1	2%		3	9%	3	9%	6	18%
White	0	0%	4	8%	4	8%		10	30%	10	30%	20	61%
Asian	2	4%	1	2%	3	6%		0	0%	0	0%	0	0%
Other	0	0%	0	0%	0	0%		0	0%	0	0%	0	0%
Total	12	25%	36	75%	48	100%		16	48%	17	52%	33	100%
% of all Graduates						2%							1%

**Community Colleges**

	Male		Female		Total			Male		Female		Total	
Black	84	24%	216	62%	300	85%		18	5%	38	11%	56	17%
Hispanic	10	3%	18	5%	28	8%		22	6%	24	7%	46	14%
White	6	2%	13	4%	19	5%		112	33%	116	34%	228	67%
Asian	2	1%	1	0%	3	1%		1	0%	8	2%	9	3%
Other	0	0.0%	1	0.3%	1	0%		0	0%	0	0%	0	0%
Total	102	29%	249	71%	351	100%		153	45%	186	55%	339	100%
% of all Graduates						13%							13%

**Source:** Florida Education and Training Placement Information Program.

TABLE 6

**CONTINUING EDUCATION OF 1995-96 COHORTS  
BY RACE AND GENDER, continued**

**CROP**

Total Graduates = 692

Total Cont. Ed. = 351

**Random**

Total Graduates = 669

Total Cont. Ed. = 291

	Male		Female		Total	
Black	81	23%	204	58%	285	81%
Hispanic	14	4%	20	6%	34	10%
White	3	1%	10	3%	13	4%
Asian	6	2%	7	2%	13	4%
Other	3	1%	3	1%	6	2%
<b>Total</b>	<b>107</b>	<b>30%</b>	<b>244</b>	<b>70%</b>	<b>351</b>	<b>100%</b>
% of all Graduates					51%	

	Male		Female		Total	
Black	29	10%	29	10%	58	20%
Hispanic	24	8%	21	7%	45	15%
White	77	26%	101	35%	178	61%
Asian	4	1%	6	2%	10	3%
Other	0	0%	0	0%	0	0%
<b>Total</b>	<b>134</b>	<b>46%</b>	<b>157</b>	<b>54%</b>	<b>291</b>	<b>100%</b>
					43%	

**Public Universities**

	Male		Female		Total	
Black	24	22%	75	68%	99	90%
Hispanic	1	1%	1	1%	2	2%
White	1	1%	2	2%	3	3%
Asian	1	1%	3	3%	4	4%
Other	0	0%	2	2%	2	2%
<b>Total</b>	<b>27</b>	<b>25%</b>	<b>83</b>	<b>75%</b>	<b>110</b>	<b>100%</b>
% of all Graduates					16%	

	Male		Female		Total	
Black	4	5%	5	7%	9	12%
Hispanic	7	9%	6	8%	13	17%
White	19	25%	28	37%	47	63%
Asian	1	1%	5	7%	6	8%
Other	0	0%	0	0%	0	0%
<b>Total</b>	<b>31</b>	<b>41%</b>	<b>44</b>	<b>59%</b>	<b>75</b>	<b>100%</b>
					11%	

**Private Universities**

	Male		Female		Total	
Black	8	38%	7	33%	15	71%
Hispanic	1	5%	2	10%	3	14%
White	0	0%	1	5%	1	5%
Asian	0	0%	1	5%	1	5%
Other	1	5%	0	0%	1	5%
<b>Total</b>	<b>10</b>	<b>48%</b>	<b>11</b>	<b>52%</b>	<b>21</b>	<b>100%</b>
% of all Graduates					3%	

	Male		Female		Total	
Black	1	8%	2	15%	3	23%
Hispanic	0	0%	1	8%	1	8%
White	4	31%	5	38%	9	69%
Asian	0	0%	0	0%	0	0%
Other	0	0%	0	0%	0	0%
<b>Total</b>	<b>5</b>	<b>38%</b>	<b>8</b>	<b>62%</b>	<b>13</b>	<b>100%</b>
					2%	

**Community Colleges**

	Male		Female		Total	
Black	47	23%	117	57%	164	79%
Hispanic	11	5%	14	7%	25	12%
White	2	1%	6	3%	8	4%
Asian	4	2%	3	1%	7	3%
Other	2	1.0%	1	0.5%	3	1%
<b>Total</b>	<b>66</b>	<b>32%</b>	<b>141</b>	<b>68%</b>	<b>207</b>	<b>100%</b>
% of all Graduates					30%	

	Male		Female		Total	
Black	21	11%	21	11%	42	23%
Hispanic	14	8%	13	7%	27	15%
White	48	26%	64	34%	112	60%
Asian	3	2%	2	1%	5	3%
Other	0	0%	0	0%	0	0%
<b>Total</b>	<b>86</b>	<b>46%</b>	<b>100</b>	<b>54%</b>	<b>186</b>	<b>100%</b>
					28%	

**Source:** Florida Education and Training Placement Information Program.

TABLE 7

**DEMOGRAPHICS CHARACTERISTICS OF REACH-OUT PARTICIPANTS BY COHORT  
1990-91 TO 1995-96**

1995-96			1994-95			1993-94			1992-93			1991-92			1990-91		
Total in Cohort		6254		6336		5723		5146		4779		3994					
Ethnicity	Students reporting ethnicity	Percent	Students reporting ethnicity	Percent	Students reporting ethnicity	Percent	Students reporting ethnicity	Percent	Students reporting ethnicity	Percent	Students reporting ethnicity	Percent	Students reporting ethnicity	Percent			
	Black	4869	78.3%	5020	79.5%	4537	81.3%	4308	83.8%	3972	84.1%	2977	82.6%				
	Hispanic	540	8.7%	486	7.7%	378	6.8%	259	5.0%	287	6.1%	275	7.6%				
	White	595	9.6%	598	9.5%	443	7.9%	412	8.0%	402	8.5%	277	7.7%				
	Am. Indian	61	1.0%	76	1.2%	75	1.3%	69	1.3%	5	0.1%	1	0.0%				
	Asian	112	1.8%	92	1.5%	126	2.3%	84	1.6%	50	1.1%	54	1.5%				
	Other	45	0.7%	43	0.7%	19	0.3%	11	0.2%	9	0.2%	22	0.6%				
	Total	6222		6315		5578		5143		4725		3606					
	Gender	Students reporting gender	Percent	Students reporting gender	Percent	Students reporting gender	Percent	Students reporting gender	Percent	Students reporting gender	Percent	Students reporting gender	Percent				
Female		3893	62.3%	3923	62.0%	3537	61.9%	3222	62.7%	2999	62.8%	2388	66.0%				
Male		2351	37.7%	2405	38.0%	2174	38.1%	1918	37.3%	1774	37.2%	1230	34.0%				
Total		6244		6328		5711		5140		4773		3618					
Grade Level	Students reporting grade level	Percent	Students reporting grade level	Percent	Students reporting grade level	Percent	Students reporting grade level	Percent	Students reporting grade level	Percent	Students reporting grade level	Percent					
	6th	709	11.4%	788	12.5%	625	11.1%	391	7.8%	256	5.6%	295	7.9%				
	7th	1049	16.9%	1120	17.8%	788	14.1%	628	12.5%	646	14.1%	398	10.6%				
	8th	1184	19.1%	1008	16.0%	779	13.9%	855	17.0%	638	13.9%	726	19.4%				
	9th	851	13.7%	756	12.0%	769	13.7%	647	12.9%	652	14.2%	464	12.4%				
	10th	711	11.5%	825	13.1%	710	12.7%	667	13.3%	693	15.1%	402	10.7%				
	11th	985	15.9%	952	15.1%	930	16.6%	937	18.7%	924	20.2%	601	16.0%				
	12th	716	11.5%	857	13.6%	1005	17.9%	892	17.8%	772	16.9%	859	22.9%				
	Total	6205		6306		5606		5017		4581		3745					

**Source:** College Reach-Out annual reports, 1990-91 to 1995-96.

**TABLE 8**  
**INITIAL YEAR OF REACH-OUT PARTICIPANTS BY COHORT**

Total in Cohort	90-91 Cohort		91-92 Cohort		92-93 Cohort		93-94 Cohort		94-95 Cohort		95-96 Cohort	
	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	Students reporting initial year	Percent of students reporting data	Students reporting initial year	Percent of students reporting data
• Initial year prior to 1990	552	14.0%	408	9.0%	301	5.9%	23	0.4%	9	0.1%	1	0.02%
• Initial year 1990-91	3,309	86.0%	915	21.0%	612	11.9%	133	2.5%	50	0.8%	24	0.4%
• Initial year 1991-92	-	-	3,147	70.0%	1,073	20.9%	302	5.6%	147	2.3%	68	1.1%
• Initial year 1992-93	-	-	-	-	3,151	61.0%	1,341	24.9%	479	7.6%	185	3.0%
• Initial year 1993-94	-	-	-	-	-	-	3,584	66.6%	1395	22.1%	682	10.9%
• Initial year 1994-95	-	-	-	-	-	-	-	-	4228	67.0%	1814	29.1%
• Initial year 1995-96	-	-	-	-	-	-	-	-	-	-	3465	55.5%

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

**Source:** College Reach-Out Program annual reports, 1990-91 to 1995-96.

TABLE 9

## COLLEGE REACH-OUT COMPETITIVE APPROPRIATIONS HISTORY, 1990-91 TO 1995-96

	1990-91	1991-92	1992-93	1993-94	1994-95	1995-96
	\$ 1,765,969	\$ 1,783,327	\$ 1,697,455	\$ 2,000,000	\$ 2,400,000	\$ 2,400,000
<b>TOTAL FUNDING</b>						
<b>UNIVERSITY FUNDING</b>						
<b>TOTALS</b>	\$ 367,754	\$ 341,067	\$ 626,428	\$ 647,146	\$ 884,751	\$ 882,410
FAMU	\$ 70,685	\$ 58,469	\$ -	\$ 66,813	\$ 94,181	\$ 89,502
Trio	\$ -	\$ -	\$ 66,816	\$ -	\$ -	\$ -
Engineering	\$ -	\$ -	\$ 36,960	\$ -	\$ -	\$ -
FAU	\$ 45,012	\$ 32,410	\$ 57,541	\$ 57,375	\$ 59,361	\$ 70,667
FGCU	\$ -	\$ -	\$ -	\$ -	\$ 42,500	\$ 88,225
FIU	\$ 96,607	\$ 67,800	\$ 85,000	\$ 97,123	\$ 105,999	\$ 104,345
FSU	\$ -	\$ -	\$ 85,871	\$ 96,943	\$ 126,311	\$ 96,355
UCF	\$ 75,110	\$ 77,196	\$ 91,795	\$ 100,286	\$ 146,095	\$ 126,916
UF	\$ -	\$ -	\$ 14,055	\$ 15,655	\$ 27,867	\$ 26,867
UNF	\$ 30,340	\$ 27,323	\$ 28,510	\$ 29,087	\$ 24,061	\$ 35,775
USF	\$ 50,000	\$ 77,869	\$ 58,574	\$ 59,575	\$ 95,906	\$ 88,094
UWF	\$ -	\$ -	\$ 101,306	\$ 124,289	\$ 162,470	\$ 155,664
<b>COMMUNITY COLLEGE FUNDING</b>						
<b>TOTALS</b>	\$ 795,215	\$ 764,367	\$ 992,577	\$ 1,160,927	\$ 1,387,134	\$ 1,371,270
Brevard	\$ -	\$ -	\$ -	\$ -	\$ 16,150	\$ 52,146
Broward	\$ 43,100	\$ 31,137	\$ 46,718	\$ 48,400	\$ 52,800	\$ 46,602
Central Florida	\$ 64,590	\$ 68,348	\$ 52,597	\$ 58,939	\$ 88,092	\$ 86,002
Chipola	\$ 31,868	\$ 18,287	\$ 30,308	\$ 31,534	\$ 29,872	\$ 30,152
Daytona Beach	\$ -	\$ -	\$ -	\$ 17,673	\$ -	\$ -
Edison	\$ 42,980	\$ 46,791	\$ -	\$ 43,827	\$ 51,710	\$ -
Florida at Jacksonville	\$ 41,318	\$ 63,783	\$ 91,156	\$ 99,771	\$ 114,033	\$ 151,415
Florida Keys	\$ -	\$ -	\$ -	\$ 14,700	\$ 17,085	\$ 24,905
Gulf Coast	\$ 37,370	\$ 34,797	\$ 47,919	\$ 52,748	\$ 83,023	\$ 84,640
Hillsborough	\$ 28,166	\$ 35,599	\$ 41,014	\$ 42,014	\$ 52,265	\$ 51,103
Indian River	\$ 72,070	\$ 52,259	\$ 87,108	\$ 87,532	\$ 110,757	\$ 102,844
Lake City	\$ 32,000	\$ 22,577	\$ 23,022	\$ 31,517	\$ 36,146	\$ 23,210
Lake-Sumter	\$ 33,335	\$ 26,998	\$ 43,023	\$ 55,000	\$ 53,148	\$ 40,872
Manatee	\$ -	\$ -	\$ 33,734	\$ 35,425	\$ 39,550	\$ 33,838
Miami-Dade	\$ 113,075	\$ 79,207	\$ 85,000	\$ 97,122	\$ 105,998	\$ 104,345
Okaloosa-Walton	\$ -	\$ -	\$ 5,200	\$ 10,573	\$ 12,573	\$ 12,150

TABLE 9

## COLLEGE REACH-OUT COMPETITIVE APPROPRIATIONS HISTORY, 1990-91 TO 1995-96, continued

COMMUNITY COLLEGE FUNDING	1990-91	1991-92	1992-93	1993-94	1994-95	1995-96
Palm Beach	\$ -	\$ 54,277	\$ 52,299	\$ 50,933	\$ 58,332	\$ 51,160
Pasco-Hernando	\$ -	\$ 19,974	\$ 23,613	\$ 32,914	\$ 35,364	\$ 30,284
Pensacola	\$ -	\$ -	\$ 31,443	\$ 31,443	\$ 44,443	\$ 42,186
Polk	\$ -	\$ 9,466 (a)	\$ 13,565 (a)	\$ 15,757	\$ 29,850	\$ 31,716
St. Johns River	\$ 22,563	\$ 16,713	\$ 16,083	\$ 17,164	\$ 24,600	\$ 22,215
St. Petersburg	\$ 95,008	\$ 63,073	\$ 61,013	\$ 59,411	\$ 62,013	\$ 67,500
Santa Fe	\$ -	\$ -	\$ 46,171	\$ 58,300	\$ 78,862	\$ 77,362
Tallahassee	\$ 94,160	\$ 67,654	\$ 82,293	\$ 87,533	\$ 83,306	\$ 81,823
Valencia	\$ 43,612	\$ 53,427	\$ 79,298	\$ 80,697	\$ 107,162	\$ 122,800
<b>OTHER PROJECTS</b>	<b>1990-91</b>	<b>1991-92</b>	<b>1992-93</b>	<b>1993-94</b>	<b>1994-95</b>	<b>1995-96</b>
Florida Indian Youth	\$ -	\$ -	\$ 28,450	\$ 27,927	\$ 33,097	\$ 27,530
<b>LINE-ITEM FUNDED PROJECTS</b>	<b>1990-91</b>	<b>1991-92</b>	<b>1992-93</b>	<b>1993-94</b>	<b>1994-95</b>	<b>1995-96</b>
<b>TOTALS</b>	\$ 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	\$ -	\$ -	\$ -	\$ -
<b>EVALUATION/DISEMINATION</b>	<b>1990-91</b>	<b>1991-92</b>	<b>1992-93</b>	<b>1993-94</b>	<b>1994-95</b>	<b>1995-96</b>
OPEC and PEPC	\$ -	\$ 34,258 (b)	\$ 50,000	\$ 64,000	\$ 95,000	\$ 118,790

**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.

**Source:** College Reach-Out annual reports, 1990-91 to 1995-96.

**TABLE 10**  
**CROP STUDENT PERFORMANCE BY CONSORTIUM, 1995-96**

CONSORTIUM	SIZE	% with both Acad. and Eco. Selection Criteria	% of Eligible Students Returning to CROP	Avg. GPA (grades 9 - 12)	% Acad. Promoted	% in Upper Two Quartiles of the GTAT		Avg. Days Absent (6 - 12)
						Reading	Math	
NORTHWEST FLORIDA	596	97%	76%	2.53	94%	27%	26%	11.3
TAMPA BAY	729	99%	55%	2.4	89%	24%	35%	11.6
SOUTH FLORIDA	569	96%	82%	2.65	92%	15%	50%	10.6
CENTRAL FLORIDA	1061	73%	40%	2.42	92%	27%	27%	10.2
F.I.F.E.	818	72%	24%	2.46	92%	17%	20%	8.2
NORTHEAST FLORIDA	187	89%	80%	2.01	82%	NA	NA	10.6
R.I.S.E.	732	62%	84%	2.09	87%	11%	11%	13.4
PANHANDLE	621	91%	56%	1.93	89%	43%	76%	9.9
MID-FLORIDA	363	48%	20%	2.12	88%	22%	26%	10.4
MANATEE	112	93%	28%	2	91%	100%	100%	17.5
FLORIDA KEYS	74	100%	74%	2.08	84%	25%	50%	14.1
SOUTHWEST FLORIDA	226	89%	NA	2.74	86%	0%	0%	10.2
POLK/PASCO	166	60%	52%	2.54	92%	14%	50%	7.5
<b>TOTAL</b>	<b>6254</b>	<b>79%</b>	<b>53%</b>	<b>2.38</b>	<b>90%</b>	<b>23%</b>	<b>31%</b>	<b>10.7</b>



TABLE 10

## CROP STUDENT PERFORMANCE BY CONSORTIUM, 1995-96, continued

CONSORTIUM	SIZE	% with $\geq 1$ Suspensions (6 - 12)	% Rec. Standard Diploma (12th gr.)	% Students Cont. Education	% Students in CC with GPA's $\geq 2$	% Students in SUS with GPA's $\geq 2$	Not Reporting SSN
NORTHWEST FLORIDA	596	23%	95%	49%	45%	71%	0.7%
TAMPA BAY	729	31%	91%	49%	36%	58%	1.6%
SOUTH FLORIDA	569	12%	82%	52%	78%	88%	22.3%
CENTRAL FLORIDA	1061	24%	96%	53%	29%	78%	2.6%
F.I.F.E.	818	22%	94%	53%	50%	59%	1%
NORTHEAST FLORIDA	187	31%	94%	NA	NA	NA	3.2%
R.I.S.E.	732	30%	89%	47%	24%	92%	2.5%
PANHANDLE	621	22%	83%	53%	45%	100%	4%
MID-FLORIDA	363	38%	67%	25%	83%	0%	1.1%
MANATEE	112	29%	NA	NA	NA	NA	20.5%
FLORIDA KEYS	74	44%	NA	NA	0%	NA	5.4%
SOUTHWEST FLORIDA	226	45%	100%	50%	75%	NA	24%
POLK/PASCO	166	40%	100%	60%	100%	100%	4.8%
<b>TOTAL</b>	<b>6254</b>	<b>26%</b>	<b>92%</b>	<b>51%</b>	<b>41%</b>	<b>77%</b>	<b>5.1%</b>

**TABLE 11**  
**CONSORTIA COMPARISON - RANKED SCORES OF OBJECTIVE MEASURES, 1995-96 COHORT**

OBJECTIVE DATA	NW FL	PAN HAN	FIFE	NE FL	MID FL	CNTR FL	RISE	STH FL	FL KEYS	POLK PASC	TMP BAY	MAN ATEE	SW FL
Meeting Academic and Eco Criteria	3	6	10	7	13	9	11	4	1	12	2	5	7
Eligible Students Returning	4	6	11	3	12	9	1	2	5	8	7	10	NA
Average GPA	4	13	5	11	8	6	9	2	10	3	7	12	1
Academically Promoted	1	7	2	13	9	2	10	2	12	2	7	6	11
GTAT Reading	3	2	8	NA	7	3	11	9	5	10	6	1	12
GTAT Math	8	2	10	NA	8	7	11	3	3	3	6	1	12
Days Absent	9	3	2	7	6	4	11	7	12	1	10	13	4
Suspensions	4	2	2	8	10	5	7	1	12	11	8	6	13
Standard Diplomas	4	9	5	5	11	3	8	10	NA	1	7	NA	1
Continuing Education	7	2	2	NA	9	2	8	5	NA	1	7	NA	6
Community College GPA $\geq 2$	6	6	5	NA	2	9	10	3	11	1	8	NA	4
State University GPA $\geq 2$	6	1	7	NA	9	5	3	4	NA	1	8	NA	NA
Social Security Numbers Reported	1	8	2	7	3	6	5	12	10	9	4	11	13
<b>TOTAL RANK POINTS</b>	<b>60</b>	<b>67</b>	<b>71</b>	<b>61</b>	<b>107</b>	<b>70</b>	<b>105</b>	<b>64</b>	<b>81</b>	<b>63</b>	<b>87</b>	<b>65</b>	<b>84</b>
<b>AVERAGE POINTS PER CATEGORY</b>	<b>4.6</b>	<b>5.2</b>	<b>5.5</b>	<b>7.6</b>	<b>8.2</b>	<b>5.4</b>	<b>8.1</b>	<b>4.9</b>	<b>8.1</b>	<b>4.8</b>	<b>6.7</b>	<b>7.2</b>	<b>7.6</b>
<b>OVERALL RANK</b>	<b>1</b>	<b>4</b>	<b>6</b>	<b>9</b>	<b>13</b>	<b>5</b>	<b>11</b>	<b>3</b>	<b>11</b>	<b>2</b>	<b>7</b>	<b>8</b>	<b>9</b>

Average points per category is computed by dividing the Total Rank Points by 13 (or 13 - the number of NA's per column).  
See Table 10 for actual scores in each of the categories.

The Overall Rank reflects the rank order of consortia based on their average points per category.  
The lower the average points per category the higher the performance of the consortia.

## **APPENDIX D**

### **GUIDELINES FOR IDENTIFYING ECONOMICALLY AND ACADEMICALLY DISADVANTAGED YOUTH**

## GUIDELINES FOR SELECTION

Students must qualify for College Reach-Out on both economic and academic bases. Students should qualify with at least one, but preferably two, of the academic guidelines.

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

### **Economic Guidelines**

Lowinc

### **Definition**

Family's taxable income did not exceed 150% of the poverty level.

AFDC

Family received Aid to Families with Dependent Children (AFDC).

Public Asst

Family received public assistance.

Free or Reduced Lunch

Student enrolled in Free/ Reduced Lunch Program.

### **Academic Guidelines**

Firstgen

### **Definition**

First-generation-in-college student. Neither parent/ guardian has a baccalaureate degree.

GPA low

Student's cumulative GPA is below 2.50.

No level II Math

No math courses at Level II or III in grades 9-11 on student's academic transcript.

No level II Science

No science courses at Level II or III in grades 9-11 on student's academic transcript.

Low read

Grade Ten Assessment Test (GTAT) reading comprehension score in lower two quartiles.

Lowmath

Grade Ten Assessment Test (GTAT) math score in lower two quartiles.

Lreadscore

Most recent norm-referenced achievement test reading score in lower two quartiles.

Lmathscore

Most recent norm-referenced achievement test math score in lower two quartiles.

Retained

Student was not promoted to the next grade.

Expulsion

Student was suspended or expelled from school.

Absent25

Student was absent more than 25 school days.

Drop Out Prev

Student participated in Dropout Prevention.

Writing Test

Florida Writing Assessment Program score below state average of 2.0.

**APPENDIX E**

**SUMMARY OF SUMMER SITE VISITS**

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## 1996-97 SUMMARY OF SUMMER SITE VISITS TO SELECTED REACH-OUT CONSORTIA

1. **Central Florida Consortium** (University of Central Florida, Lake-Sumter Community College, Valencia Community College, Brevard Community College, Daytona Beach Community College, Seminole Community College) June, 10 1997 at the University of Central Florida.

**Site Team:** Dr. Glenda Rabby (Commission staff), Ms. Susan Busch, Ms. Bertha Easton and Mr. Dennis LeFils (OPEC staff), Ms. Deloris Massey, CROP Advisory Council Member.

**Summary of Findings:** This consortium, consisting of six institutions and serving over 1,000 students, is the largest CROP project in the State. Despite its considerable size, the Central Florida consortium is well coordinated and demonstrates a good level of communication and collaboration. While it appears that each of the projects is supported by its institution, not one member of UCF's administration (or any of the other five institutions) met with the site team during its summer assessment visit. In addition, UCF has been without a permanent CROP director for several months. Ms. Gwen Ellison, school coordinator/liaison, also serves as an informal interim director. She should either assume the position of CROP director, or the university should appoint and retain a full-time director.

The consortium's "Summer Career Exploration Modules Program" focused on high school students and was designed to provide them with college and career guidance and counseling. While the program was well planned and well run, site members suggested that students take a more proactive role in deciding what they wanted to pursue, rather than using the program to eliminate what did not interest them. It is very difficult to keep students interested and participating during all activities, and there is a tendency with all CROP summer programs to "overload" participants with information and instruction. Despite these concerns, the Central Florida consortium's summer program was the most in-depth, structured, and smoothest running program the site team visited in 1997.

During the site visit it became clear how hard each project works individually and collectively within the consortium to provide quality, continuous services to CROP participants. The commitment and caring demonstrated by staff was obvious and inspiring. The consortium has achieved some success in raising the GPA and test scores of its participants, and graduates of the projects did enroll in postsecondary education at a level above the state average. However, less than three-fourths of program participants met both the academic and economic qualifications for CROP participation in 1995-96, and the consortium had a low return rate that year among eligible students. CROP staff is aware of these problems and will work to address them in the coming year.

In summary, despite problems with retention and admissions qualifications, the consortium is addressing the concerns of the Advisory Council and offers a well-rounded program of academic, career preparation and enrichment activities for its students. While each individual project has examples of successful practices, the site team was impressed with UCF's emphasis on technology. The project has a web page and students can access a variety of helpful and instructive information from computers at the public schools and libraries. With the difficulties of transportation and of providing continuous activities, particularly for high school students, the creative use of computers and other means of "distance learning" can supplement the hands-on activities that are the mainstay of all CROP programs.

2. **Heartland Consortium** (Pasco-Hernando Community College, Polk Community College, South Florida Community College), Dr. Glenda Rabby (Commission staff), Ms. Susan Busch, Ms. Bertha Easton, and Mr. Dennis LeFils (OPEC staff). June 11, 1997 at Florida Southern College in Lakeland.

**Summary of Findings:** This consortium is comprised of three community colleges. Consequently, the summer residential program was held at an independent institution, Florida Southern College in Lakeland, which served as the host institution for the one-week program. While the consortium is to be commended for contracting with a residential four-year institution to offer the summer program, site team members expressed concern that the college was not particularly well suited to serve the students. Specifically, many of the activities that were offered were geared toward promoting Florida Southern College to the students, the great majority of whom will not attend a private postsecondary institution. Because the summer program included students in middle and high school, many of the activities, including long lectures, were not suited to younger students who are years away from deciding on careers or applying for financial aid. Students were not allowed to return to their dormitories until evening, making for a very long day, particularly with so few student-directed, hands-on activities available. In short, students need some time to unwind and relax among their peers. The site team has observed that summer programs work best when activities are geared toward an age specific group and contain many, varied activities.

In discussions with the project directors and advisory council members, it is clear that the consortium works hard to provide quality services and activities for its students. The Polk and Pasco directors have years of experience working with CROP and the new South Florida director is enthusiastic and dedicated to her project. This consortium's outcomes are among the best in the state. In almost every measurable area, GPA, academic promotion and graduation, scores on certain standardized tests, continuance in postsecondary education, and GPA in higher education, Heartland CROP students are considerably above the state average. They were however, suspended from public school at a higher rate than the statewide average and only 61 percent of new recruits met both academic and economic selection criteria. Two of the three projects were comprised of 100 percent black students in 1995-96. Project directors were reminded during the site visit that the CROP program should represent the demographic composition of its community.

One of the most important challenges facing the Heartland Consortium in the future is working cooperatively with the new project member. It is essential that the three projects work together to ensure that eligible students in the area have an opportunity to benefit from CROP programs and activities.

3. **Florida Indian Youth Program** (July 22, 1997) Center for Professional Development, Tallahassee, FL.

**Site Team Members:** Dr. Pat Dallet (Commission staff and Advisory Council Chairperson), Ms. Linda Rackleff and Ms. Deloris Massey (Advisory Council members), Mr. Dennis LeFils (OPEC staff).

**Summary of Findings:** At the time of this site visit, the FIYP was part of the F.I.F.E. consortium that also included Florida State University and Florida Community College at Jacksonville. FIYP originally received a separate legislative appropriation but was subsequently included with the CROP ap-



propriation. It continued to be administered separately until 1989 when the consortium concept was adopted by the advisory council. In 1995-96, the FIYP served 32 Native American students, seventy percent of whom were in the 8th and 9th grade. CROP dollars covered less than 20 percent of the total program costs with the balance provided primarily through the Job Training Partnership Act.

The FIYP has always been a unique CROP program. The program does not provide for year-round contact, the two-week summer program is essentially the main CROP activity. Participants in the FIYP had one of the lowest GPA's among CROP students in 1995-96, the student retention rate was considerably below the state average (33%) and only 56 percent of new recruits met both economic and academic selection criteria.

During the site visit, the program director noted that the low number of students meeting selection criteria was due to the fact that supplemental tribal income exceeds the economic eligibility limits. Federal policy however, specifies that all members of reservations are classified as economically disadvantaged. According to the F.I.F.E program directors, there is a significant Native American population in the Jacksonville area. It was noted during the site visit that FCCJ could make a concerted effort to recruit Native American youth in the area who would be eligible for that project's activities and follow-up services.

Subsequent to the site visit, the FIYP decided to withdraw from the consortium but to continue to provide services to Indian youth in Florida through a combination of state and federal funds. The site team recommended that the residential program be continued but that the project consider providing more interactive material and activities for participants. Members also suggested that students be grouped by grade clusters as one means to ensure that age-appropriate activities are provided and a greater level of interest is generated among participants. The advisory council strongly recommends that all CROP projects continue to recruit Native American students in their areas.

4. **Mid-Florida Consortium** (Central Florida Community College, Santa Fe Community College, University of Florida) July 22, 1997 at the University of Florida.

**Site Team Members:** Dr. Glenda Rabby (Commission staff), Mr. Basil Lister, and Mr. Dennis LeFils (OPEC), Ms. Linda Rackleff, Advisory Council Member.

**Summary of Findings:** This consortium's academic outcomes have been among the lowest in the state for the last several years. For instance, in the following performance measures: GPA in public school, percentage of students academically promoted, scores on standardized tests, suspensions from school, and percentage of students receiving standard diplomas, the consortium ranks below the state average. The percentage of high school graduates attending postsecondary education is well below the state average, however, once enrolled in higher education, a significantly larger percentage of Mid-Florida students than the state average had a GPA of at least 2.0. Less than 50 percent of new recruits met both academic and economic criteria mandated for admissions, while only 19 percent of eligible students returned to the consortium. It is only fair to note that one project in the consortium, Central Florida Community College, is responsible for bringing the consortium totals down to a low level on almost every indicator. The University of Florida does not recruit students, so it is not included in the calculations.

The Site Team's visit to the Central Florida Consortium underscored the problems besetting this project. The visit was poorly prepared, one project director was over an hour late arriving, and there was very little evidence of institutional support for the consortium or the summer program. Some of the students appeared listless and uninterested in the activities the site team visited. Even though the team specifically asked to meet with students during lunch, the only student available for a discussion was a student who had never before attended a CROP activity and whose parents were both professionals. Unfortunately, site team members have noted during visits to other programs that many students who say that they are new to CROP do not appear to meet the academic or economic criteria required for program participation. It is possible however, that students' academic standings do change quickly after they became a part of CROP.

The University of Florida is the host institution for the Mid-Florida summer residency each year. The institution does not recruit students and its year-round commitment to the program is not obvious. It would clearly help this consortium get on its feet if the university would recruit students for year-round, continuous activities. In addition, the administration of Central Florida Community College must renew its commitment to the CROP program. Project directors must work together to solve the problems besetting this consortium if it is to continue to receive state funding as a collaborative effort.

**APPENDIX F**

**STATUS OF PAST RECOMMENDATIONS**

## STATUS OF PAST RECOMMENDATIONS

1991-92

Recommendations	Status
<b>1</b> 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.
<b>2</b> 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.
<b>3</b> 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.
<b>4</b> 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.
<b>6</b> 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.
<b>7</b> Local projects should discuss the option of asking participants to pay a small annual participation fee.	
<b>8</b> 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.
<b>9</b> The program identifier — College Reach-Out program or CROP — should be used consistently on all verbal and printed information related to this program.	Annual project reports suggest that the College Reach-Out program is increasingly identifiable by community members and students.
<b>10</b> Projects should verify that students periodically receive updated information that will enhance their opportunities to qualify for merit-based financial aid.	Most projects incorporate financial aid workshops in their services offered to students and parents.
<b>11</b> Projects should coordinate with the State Board of Community Colleges to support Project S.T.A.R.S.	Several CROP projects are participants in Project S.T.A.R.S. to provide scholarship for their students.

## STATUS OF PAST RECOMMENDATIONS

Recommendations	1992-93 Status
<b>1</b> 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.	Ongoing. All but one public institution are currently participating; there are four new participants since 1995.
<b>2</b> 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.	Leadership has strengthened at some institutions.
<b>3</b> 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.	Ongoing.
<b>4</b> 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.
<b>5</b> Projects need to constantly assess their ability to offer high quality, continuous contact to their participants.	Ongoing.
<b>6</b> 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 projects and consortia.	Ongoing.
<b>7</b> 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 determine the causes of low participation rates in mathematics Level II and III courses.	A consultant was hired to conduct an analysis of course-taking patterns and the results are in the 1994-95 cohort report.

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**STATUS OF PAST RECOMMENDATIONS**

<b>Recommendations</b>	<b>1993-94</b>	<b>Status</b>
<b>1</b> To extend opportunities for students to benefit from the College Reach-Out Program, all eligible independent institutions should increase efforts to join consortium arrangements.		Currently, one individual institution, Florida Memorial College, is participating in CROP.
<b>2</b> 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.		Successful approaches have been shared with all projects and parental involvement has generally increased.
<b>3</b> The Advisory Council should develop strategies to convince presidents and other campus leaders to strengthen their commitment to the College Reach-Out Program.		Ongoing.
<b>4</b> Academic Support and Counseling Programs for Reach-Out participants should continue at the Postsecondary Level.		Such services have increased as more former CROP students attend postsecondary institutions.
<b>5</b> 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.		Projects are now required to report on outcomes pertaining to their stated goals.
<b>6</b> The Advisory Council should clearly communicate to project directors its philosophy with regard to incentive funding.		The Council changed its policy regarding incentive funding. Consortia no longer apply for extra funding, but are chosen for those monies based on performance standards developed by the Council. The Commission recommends again this year that the Council policy regarding incentive funding be clarified.

## STATUS OF PAST RECOMMENDATIONS

Recommendations	1994-95 Status
<p><b>1</b> College Reach-Out Projects should require a parental or guardian signature on the student application required for admission to the CROP program. Applications should contain a statement explaining that 1) the parent or guardian's signature on the application attests that all data provided for selection criteria are correct and current, and 2) the parent or guardian's signature serves as a pledge to support the CROP program and its activities. [College Reach-Out projects that have difficulty obtaining transportation for participants should consider using parent volunteers as drivers who may be reimbursed with state funds for gas or mileage.] In addition, require every student to submit a photocopy of his or her social security card. A copy of the application and social security card should be kept in the student's file.</p>	<p>All projects have been encouraged to use some form of application that includes parent signatures. Examples have been shared at workshops, and all new CROP students should now have an application on file. Projects continue to provide more opportunities for parents to get involved as active partners in CROP. Statewide reporting of social security numbers (SSNs) has increased to 95 percent for 1995-96.</p>
<p><b>2</b> The Statewide College Reach-Out Advisory Council should reduce funds proportionally to those projects which recruit <u>new</u> students who do not meet established academic and/or economic eligibility criteria. In addition, funds should be proportionally reduced to those projects that do not recruit at least 60 percent of new students from grades 6-9 and/or do not provide continuous services for participants through secondary school. Such project will be identified by the Commission during its annual review and submitted to the council. The reduced funds would affect the project's following year's budget. An explanation for the reduction should be sent to the project as well as the institutional president. Funds withheld from a project may be reallocated to a project that is in compliance with all requirements for eligibility.</p>	<p>Compliance with eligibility guidelines increased to 79 percent in 1995-96. A few schools are still recruiting a number of students that are ineligible (or have not correctly reported their eligibility for the program). These projects had their funding reduced for 1997-98 and have been warned that further noncompliance will be penalized. The results of the 1996-97 final reports will be reviewed by OPEC and projects not in compliance will be put on notice.</p>

## STATUS OF PAST RECOMMENDATIONS

Recommendations	1994-95 Status
<p><b>3</b> The Office of Postsecondary Education Coordination (OPEC) should develop a standard, internal process evaluation form that can be used by projects to gauge the success of their program activities. Such forms should allow for comparability and accountability. These evaluations should be required as part of the annual application process and must contain data that reflect program goals and measurable objectives approved by the Advisory Council.</p>	<p>The “Measurable Outcomes Chart” has been included in the final report as a way to gauge the success of project activities, but most projects do not provide specific quantifiable data. The Evaluations Development Committee approved a Student Contact Report that will be presented to the Advisory Council for inclusion in the 1998 RFP and final report. Specific data on actual student and parent contact hours will give the evaluators concrete comparable information.</p>
<p><b>4</b> All College Reach-Out Projects that are part of a consortium should meet <u>at a minimum</u> on a monthly basis to coordinate activities and projects. In addition, projects should communicate on a regular basis through electronic mail. Every effort should be made to expose participants and parents to activities, institutions, and people in other programs. Individual projects should coordinate early in the year a summer program with another project or consortium. OPEC should develop an interactive website to be used for communication by CROP projects statewide.</p>	<p>Consortium communication has been stressed at CROP workshops and in correspondence. Every consortium has reported that it has developed or improved regular communication and collaboration. Approximately two-thirds of the project personnel are connected to the internet. OPEC has used the internet for communication with many of the CROP projects and a website is available. OPEC will install links on the CROP webpage for project websites as they become available and will seek out consultants for developing a more interactive website for CROP.</p>
<p><b>5</b> The Advisory Council should immediately establish specific criteria used for selecting projects that are eligible for incentive funding. Such criteria should be based on goals and objectives identified in statute and developed by the council. Such criteria should be communicated in writing to the projects along with instructions for applying for and justifying the need for additional monies.</p>	<p>Incentive criteria were identified in the RFP Application Information and were used for awarding incentive funds for 1997-98. The criteria still need to be highlighted and explained in more detail to project personnel. Since the total amount awarded was far less than the amount requested for 1997-98, the Advisory Council decided that an application for incentive funds was not necessary at this time.</p>
<p><b>6</b> All College Reach-Out Projects should increase their recruitment among all underrepresented populations who meet program criteria, in accordance with the demographic composition of their local community. Community contacts through the schools, churches, and civic organizations will help reduce cultural barriers and increase student participation.</p>	<p>The figures show minimal improvement in achieving a racial mix in most CROP projects. It still appears to be seen as a “African-American” program in many communities. Some underrepresented populations also pose problems with obtaining SSNs.</p>