

**STATEWIDE EVALUATION OF FLORIDA'S  
COLLEGE REACH-OUT PROGRAM**

**Annual Report: 1994-95 Cohort**

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

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**JANUARY 1997**

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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 (904) 488-7894; FAX (904) 922-5388.

**POSTSECONDARY EDUCATION PLANNING COMMISSION**

***STATEWIDE EVALUATION OF FLORIDA'S***

***COLLEGE REACH-OUT PROGRAM***

***ANNUAL REPORT: 1994-95 COHORT***

Prepared in Response to Specific Appropriation 42  
of the  
1996 General Appropriations Act  
Chapter 96-424, Laws of Florida

January 16, 1997

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The College Reach-Out Program (CROP) is a statewide program designed to increase 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 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 grant 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 review of the 1994-95 Cohort is the first report to respond to the revised College Reach-Out Program law.

This report is based on the 1994-95 CROP cohort consisting of 6,336 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, 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 four previous cohorts evaluated by the Commission.

**Major Findings Include:**

- \* Parental involvement is crucial to the success of CROP and is improving in some projects.
- \* Continuous, varied activities are necessary components of a successful program.
- \* Quality field trips and summer enrichment programs are major motivational factors.

**EXECUTIVE  
SUMMARY**



***Continuous, varied activities are necessary components of a successful program.***

- \* Other commitments, particularly part-time jobs and extracurricular activities, cause a decline in CROP participation, particularly among high school students.
- \* In some consortia, collaborative activities are a rarity rather than the norm.
- \* The increase among Reach-Out Hispanic students has not kept pace with the overall increase in the Hispanic school population.
- \* There is a strong need for a standard process evaluation tool to be developed and used by all CROP projects to determine the most effective means of meeting program goals and objectives.
- \* The high cost of, and in some areas unavailability of, transportation services is a major impediment to CROP participation.

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

- \* Program growth continues.
- \* More consortia are involving former CROP participants as mentors, tutors, and counselors to current students.
- \* More postsecondary institutions are providing scholarships or financial assistance to former CROP students who matriculate at their institutions.
- \* Networking with local community agencies and organizations has increased the visibility of CROP projects and helped to broaden the base of CROP volunteers and to increase external funds donated to the projects.
- \* Improvements in secondary and postsecondary outcomes continue in most projects despite stricter student selection.

***Improvements in secondary and postsecondary outcomes continue 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.

## **Recommendations**

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

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

***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, each project should 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.***

### ***Recommendation 2:***

***The Statewide College Reach-Out Advisory Council should reduce funds proportionally to those projects which recruit new 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 projects 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.***

### ***Recommendation 3:***

***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 project variations (and demographics) but should be specific enough to 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.***

### ***Recommendation 4:***

***All College Reach-Out Projects that are part of a consortium should meet at a minimum on a monthly basis to coordinate activities and programs. In addition, projects should communicate on a regular basis through elec-***

*tronic mail. Every effort should be made to expose participants and parents to activities, institutions and people in other projects. 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.*

***Recommendation 5:***

*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.*

***Recommendation 6:***

*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.*

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

**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.



**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 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 grant program with selection criteria that gives preference to community college and university consortia, projects that secure matching grant funds and private resources, and projects that demonstrate interest in cultural diversity.

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

Through legislation approved during the 1994 Legislative session, the Commission is now statutorily responsible for annually evaluating the effectiveness of the program. Although the College Reach-Out Program was to sunset in October 1994, the Legislature reauthorized the enabling statute and significantly revised the law in 1994. Thus, this evaluation of the 1994-95 cohort is the first to be conducted under the stricter selection criteria established in the revised statute. These criteria reflect the Legislature's mandate that CROP serve low-income students with academic deficiencies.

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 (93 percent in 1994-95) and the match rate has improved accordingly. However, the percentage of students with valid social security numbers varied widely among projects, from a low of 12 percent to a high of 100 percent. Data matches to extract information were performed against databases in the Division of Public Schools, the State University System, the Community College System, the Florida Education and Training Placement Information Program (FETPIP), and the Office of Student Financial Assistance (OSFA). 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 1994-95 Cohort** - Focuses on participants from academic year 1994-95; presents demographic and funding information; compares this year's Reach-Out participants with a random sample of the general population of middle and high school students on selected indicators.

**Part III: 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 postsecondary enrollment and performance as well as employment findings for three cohorts of participants.

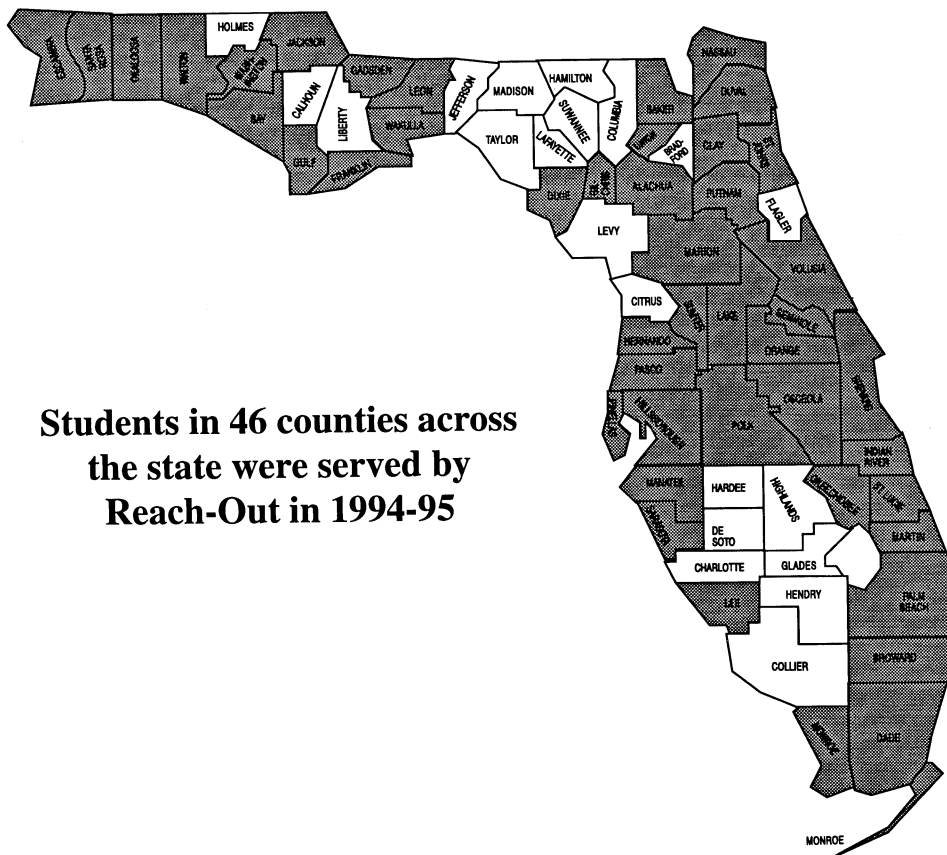
**Part IV: Conclusion** - Summarizes the findings of this annual report; gives a progress report on selected recommendations from prior Reach-Out evaluations; provides recommendations.

Supporting data tables, statutory references, and a list of institutions and consortia arrangements for 1994-95 are located in appendices.

Ten state universities, 24 public community colleges, and one special program shared an appropriation of \$2,305,000 (Appendix B). The Commission and the Office of Postsecondary Education Coordination received \$95,000 for administration, CROP Advisory Council expenses, and program evaluation and dissemination. A total of 6,336 participants were served across 46 counties in 1994-95 (Figure 1). Of these individuals, 71 percent were recruited by the community colleges, 28 percent were recruited by the state universities, and one percent were recruited by the special program.

## Part II: SUMMARY OF 1994-95 COHORT

**FIGURE 1  
COUNTIES SERVED**

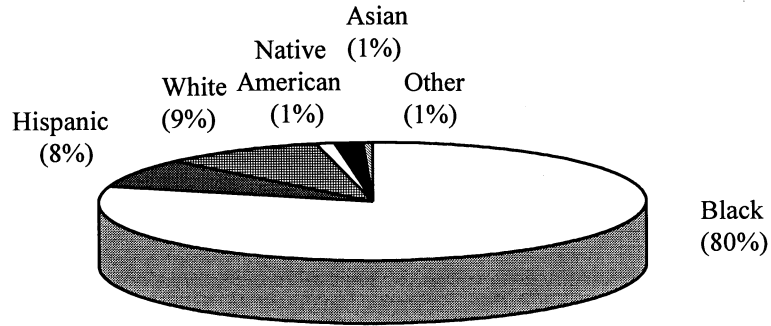


### Demographics

- Blacks accounted for 80 percent of participants; whites were nine percent; Hispanics were eight percent; Asians were one percent, and Native Americans were one percent (Figure 2).
- Females continue to outnumber males in CROP by almost two to one.
- Black males in CROP constituted 29 percent of participants.

- Sixty-six students with disabilities (<1 percent) were part of the CROP cohort, 47 of these students were new recruits. Five consortia reported serving students with disabilities.

**FIGURE 2  
RACIAL/ETHNIC REPRESENTATION  
1994-95 COHORT**

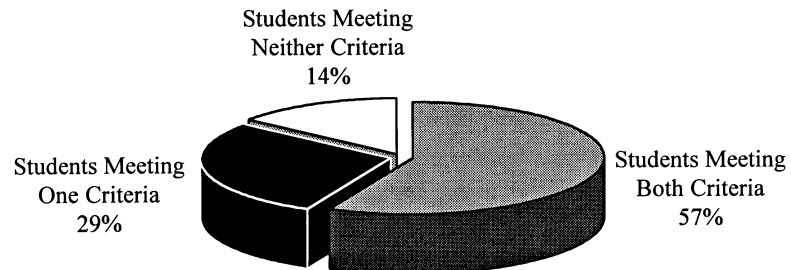


*CROP served blacks, Hispanics, whites and Native Americans.*

Source: College Reach-Out Annual Report, 1994-95.

- Fifty-seven percent of newly recruited Reach-Out participants met both academic and economic criteria established by the Advisory Council for admission to the program. (See appendix D for criteria established by Advisory Council.) Fourteen percent met neither. (Figure 3). Of the new Reach-Out participants, 20 percent met no academic criteria, 35 percent qualified only as 1st generation college students, 39 percent met 1st generation and other academic criteria, and six percent met academic criteria other than 1st generation. Less than 40 percent of CROP participants had a GPA of less than 2.5.
- Fifty-nine percent of CROP participants who met the economic selection criteria had low family incomes (as established by the federal government). Eighteen percent of families received public assistance and 10 percent received Aid to Families with Dependent Children (AFDC).

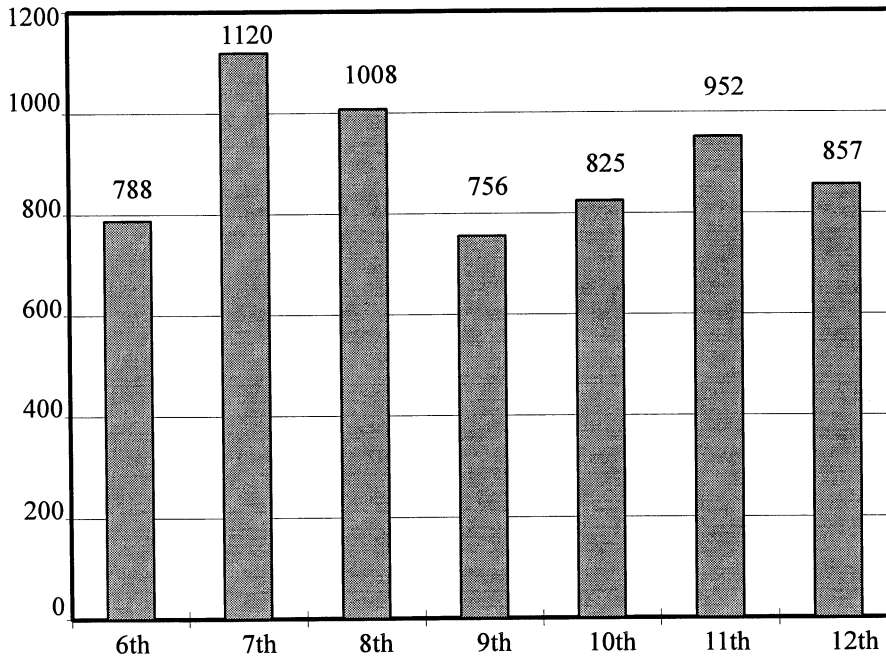
**FIGURE 3  
ECONOMIC AND ACADEMIC CRITERIA**



Source: College Reach-Out Annual Report, 1994-95.

- Seventh graders accounted for the largest percentage (18 percent) of CROP participants, followed closely by 8th graders (16 percent) and 11th graders (15 percent). (Figure 4). Sixth and ninth graders accounted for twelve percent (the smallest proportion) of participants. The proportion of sixth graders has steadily risen since 1990-91.

**FIGURE 4**  
**GRADE LEVEL REPRESENTATION**  
**1994-95 COHORT**



*The proportion of sixth graders has steadily risen since 1990-91.*

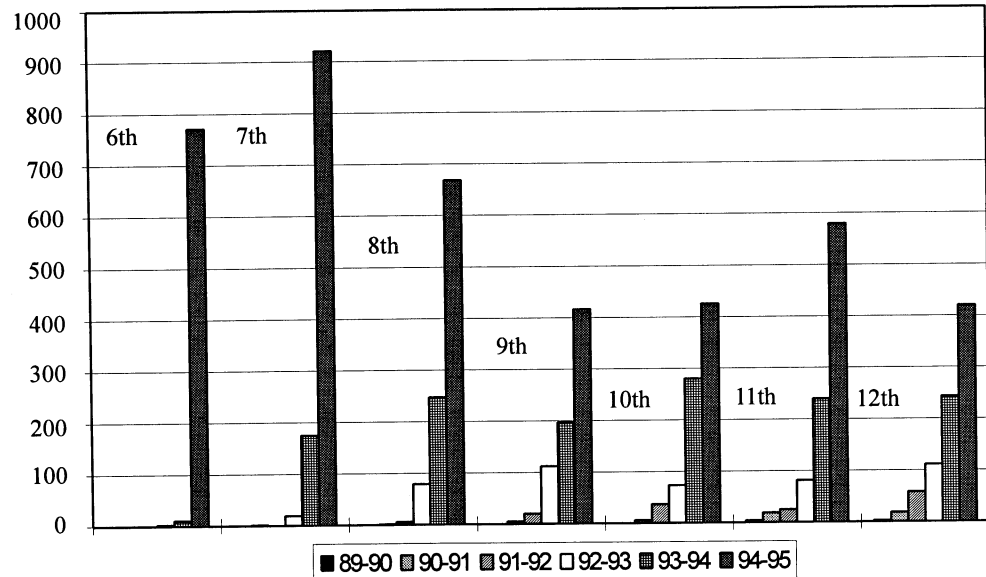
Source: College Reach-Out Annual Report, 1994-95.

- Within grade levels, the mix of new and returning participants varied, but newly recruited individuals (initial year in Reach-Out was 1994-95) outnumbered returning participants in each grade (Figure 5). Over two-thirds of participants were in CROP for the first time.

*Over two-thirds of participants were in CROP for the first time.*

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

*New participants outnumbered returning students in all but one grade level.*



Source: College Reach-Out Annual Report, 1994-95.

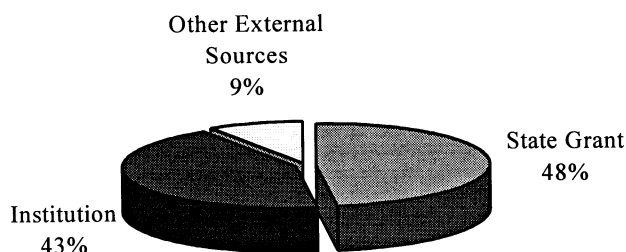
- Forty-nine percent of seniors, 61 percent of juniors, and 52 percent of 10th graders were new to CROP in 1994-95.
- Community college projects recruited nearly three-fourths of all participants in 1994-95 (Table 1 in the Appendix C).
- University projects primarily served high school students; only 26 percent of participants in university projects were in middle school. Slightly more than half (54 percent) of participants in community college projects were in middle school. As of 1994-95, at least 60 percent of students recruited in any one year must be in grades 6-9.

### Funding and Expenditures

- Expenditures totaled \$4,558,416 for 10 consortia and four individual projects.
- Among the 35 projects, 46 percent returned a total of \$101,722 in unexpended funds. This amount represents four percent of the total (\$2,305,000) allocated to the projects.
- More than one-third of the projects reported institutional expenditures that matched or exceeded their state allocation.

- Of the \$2,400,000 appropriated to Reach-Out in 1994-95, the state universities and community colleges combined received 95 percent, the Florida Indian Youth Project received one percent, and program evaluation and dissemination four percent.
- Based on the approximately \$2.2 million spent from the State appropriation on the 6,336 participants, the average cost per student was \$348.
- Forty-eight percent of the projects' expenditures came from the State appropriation (see Figure 6).

**FIGURE 6**  
**EXPENDITURE SOURCES**  
**1994-95 CROP COHORT**



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

Source: College Reach-Out Annual Report, 1994-95.

- Expenditures from institutional sources (funds or in-kind services) accounted for 43 percent of the dollars expended. The major portion of expenditures from institutional sources related to personnel followed by supplies, telephone, travel/transportation, printing, and instructional materials.
- Selection criteria for grant awards give preference to projects that secure external funding; 22 of the 35 projects reported external funding.
- Nine percent of total expenditures for the program statewide came from external funds as cash gifts or in-kind contributions.
- In-kind contributions include donations for programming and instructional needs, transportation, and meals.

### Summary

- Thirty-five postsecondary institutions shared an appropriation of \$2,305,000 to sponsor College Reach-Out projects in 1994-95. These projects served 46 counties across Florida. Among the 6,336 participants,

the majority (80 percent) were black, and black males accounted for 29 percent of all participants. Whites represented nine percent of participants while Hispanic students grew from five percent of participants in 1992-93 to eight percent in 1993-94. Females continued to outnumber males by a wide margin (62 percent v. 38 percent).

- A major concern remains that less than half (46 percent) of eligible students returned to a College Reach-Out Program in 1994-95. This varies by consortia from a low of 17 percent of returning students to a high of 90 percent. Continuous participation in CROP activities is beneficial for students, particularly for those with multiple academic deficiencies. All consortia are required in statute to provide continuous services for participants through secondary school.
- Hispanic students are underrepresented in some consortia with large Hispanic populations. The percentage of Hispanic students in one consortia in South Florida has actually decreased by three percent since 1990-91. This may be due in part to the new requirement that all students must have a valid social security number to participate in CROP.
- Three consortia are out of compliance with the requirement that 60 percent of all new recruits must be in grades 6-9.
- Nine consortia or individual projects had students who met neither academic nor economic selection criteria required for admission to CROP.

*Nine consortia or individual projects had students who met neither academic nor economic selection criteria.*

#### *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 1994-95 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 23 percent of the group compared with 80 percent in the Reach-Out group. Because stricter selection guidelines were used beginning at this 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 bear out this assumption. Data on selected variables were compiled (Table 4) and results indicate:

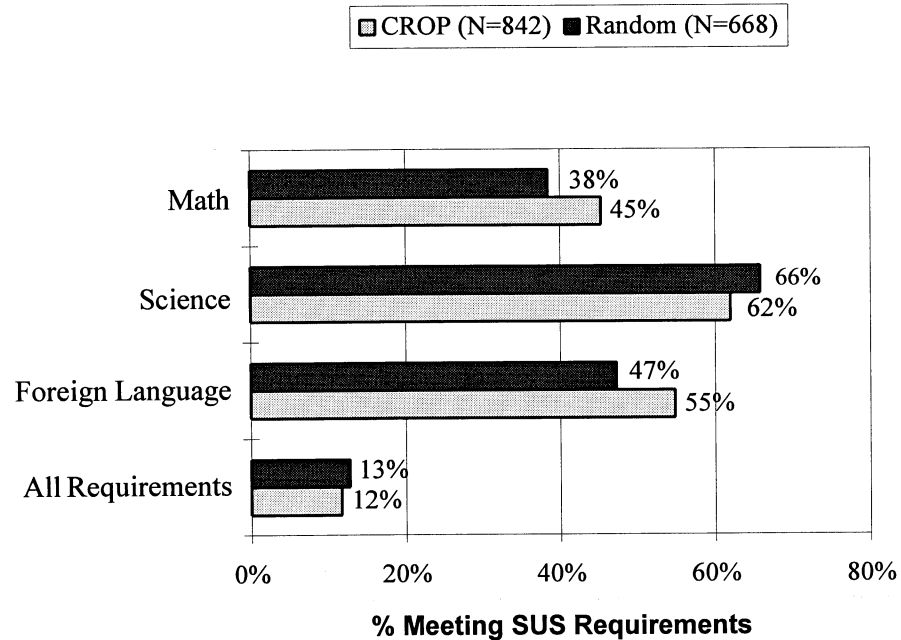
- The average annual grade point average (GPA) of Reach-Out participants in grades 9-12 (2.3) was slightly higher than that of the random sample (2.0).



- A higher percentage (94 percent) of Reach-Out students received academic promotions than students in the random sample (72 percent). Among blacks, 81 percent of CROP students and 74 percent of random students were promoted. Black CROP students had a higher GPA (2.3) compared to random black students (1.7). Fewer black CROP students (29 percent) were suspended than black students in the random sample (33 percent).
- Up from last year, a slightly higher percentage (27 percent) of CROP students were suspended than those in the random cohort (24 percent). However, among blacks, fewer students in the CROP cohort (29 percent) were suspended than those in the random group (33 percent). Overall, CROP students missed fewer days than the random students. Hispanic CROP students missed an average of 9 days during the school year while random Hispanic students missed an average of 16 days.
- A much higher percentage of Reach-Out 12th graders received a standard diploma (93 percent) than did 12th graders in the random sample (79 percent).
- Twenty-eight percent of Reach-Out students scored in the upper two quartiles of the reading subtest on the Grade Ten Achievement Test (GTAT) compared with 46 percent of 10th graders in the comparison group.
- On the mathematics subtest, 32 percent of Reach-Out students scored in the upper two quartiles of GTAT compared with 49 percent of random 10th graders.
- Course-taking patterns among 12th graders reveal that 12 percent of Reach-Out students and 13 percent of those in the random sample met the minimum SUS course-taking requirements.
- Forty-five percent of CROP students took at least three mathematics courses at Levels II or III, those required for entry to the State University System, compared to 38 percent of students in the random sample. (Figure 7).
- Sixty-two percent of Reach-Out students took at least three science courses at Levels II or III while 66 percent of students in the random sample completed similar courses. (Figure 7).
- Fifty-five percent of CROP students and 47 percent of random students completed at least two courses in the same foreign language.

***A much higher percentage of CROP 12th graders received a standard diploma than those in the random sample.***

**FIGURE 7**  
**COMPARISON OF 1994-95 CROP AND RANDOM SAMPLE**  
**12TH GRADERS WHO COMPLETED COURSES IN SELECTED**  
**SUBJECTS REQUIRED FOR SUS ADMISSION**

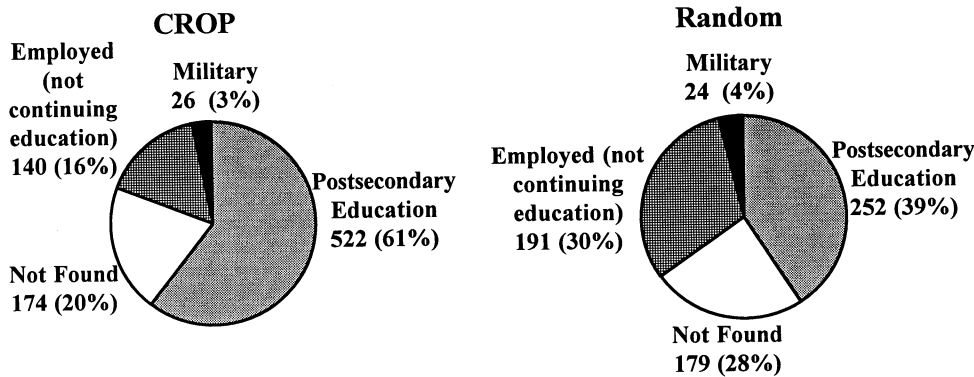


Source: Division of Public Schools.

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, 8, and 9) for 12th graders and recent graduates. Analyses of these variables revealed:

- Of the 857 Reach-Out twelfth graders, 45 percent took an entry-level Placement Test.
- Slightly less than half (47 percent) of all CROP test takers were college-ready in all three subtests. Fifty-four percent of all students in the random sample passed all three subtests.
- Forty-eight percent of black CROP graduates compared to 35 percent of black students in the random sample were college-ready in all three subtests.

**FIGURE 8  
HIGH SCHOOL PROGRAM OUTCOMES  
1994-95 COHORTS**

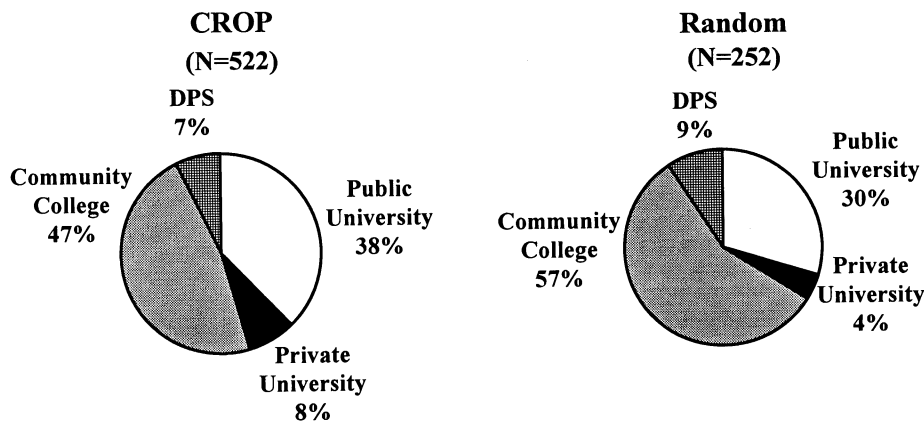


Source: Florida Education and Training Placement Information Program.

- Follow-up data on employment and continuing education reveal that 61 percent of Reach-Out high school graduates were enrolled in higher education compared to 39 percent of random 1994-95 high school graduates statewide (Figure 8).
- Sixteen percent of Reach-Out graduates and 30 percent of random high school graduates were found employed and not continuing their education.
- A larger proportion of Reach-Out graduates than high school graduates statewide who continued their education enrolled in state universities. Thirty-eight percent of Reach-Out graduates were found in the SUS compared with 30 percent of high school graduates. Forty-seven percent of CROP graduates attended a community college, eight percent a private university, and seven percent enrolled in a postsecondary program within the Department of Public Schools (DPS) (Figure 9).

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

**FIGURE 9  
CONTINUING EDUCATION OF 1994-95 GRADUATES**

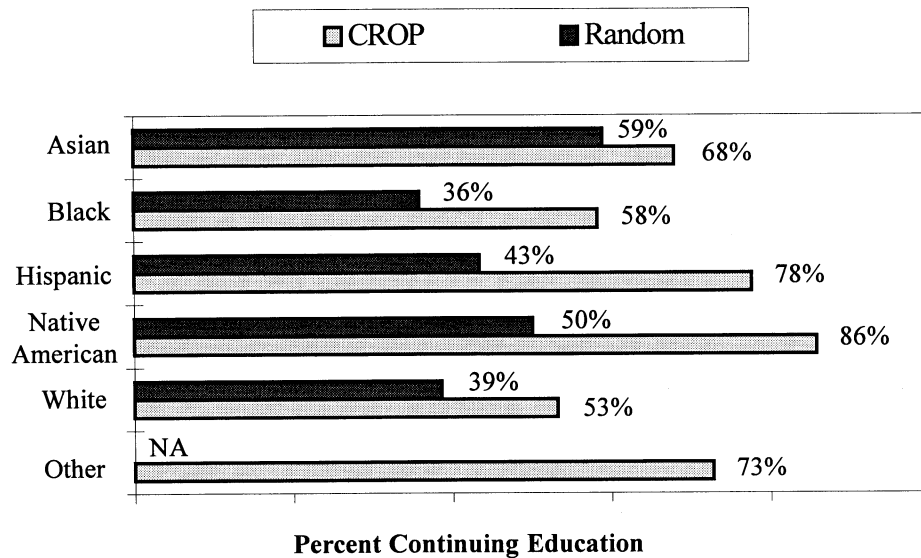


Source: Florida Education and Training Placement Information Program.

- Among white, black, Hispanic, Asian, and Native American students, Reach-Out participants continued their education at a higher rate than did random high school graduates overall (Figure 10). Fifty percent of black male Reach-Out graduates compared to 34 percent of black male graduates in the random sample attended postsecondary education.

**FIGURE 10**  
**CONTINUING EDUCATION BY RACE/ETHNICITY**  
**1994-95 COHORT AND HIGH SCHOOL GRADUATES**

*Among all racial/ethnic groups, CROP graduates enrolled in postsecondary education at a higher rate than graduates from the random sample.*

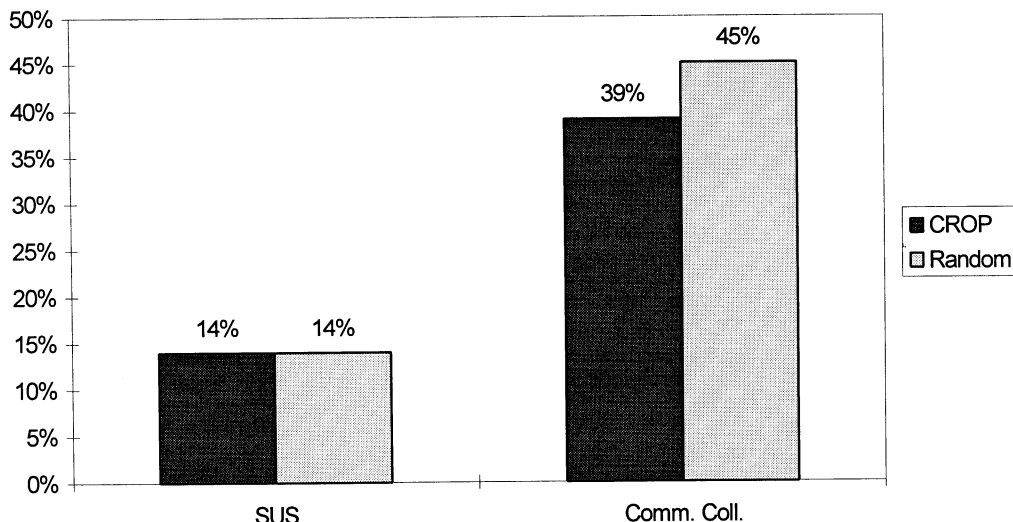


Source: Florida Education and Training Placement Information Program.

- Of community college Reach-Out students, 39 percent were required to take remedial coursework compared to 45 percent of students in the random sample. However, 33 percent of Reach-Out students completed the highest college preparatory class required for entry into academic coursework compared to 19 percent of random students.
- Fourteen percent of CROP and random sample students who attended an SUS institution needed remediation in at least one of the areas of Math, Reading or Writing.

**FIGURE 11**  
**STUDENTS REQUIRING REMEDIATION IN POSTSECONDARY**  
**EDUCATION, 1994-95 COHORTS**

*Fewer CROP community college students needed remediation than students in the random sample.*

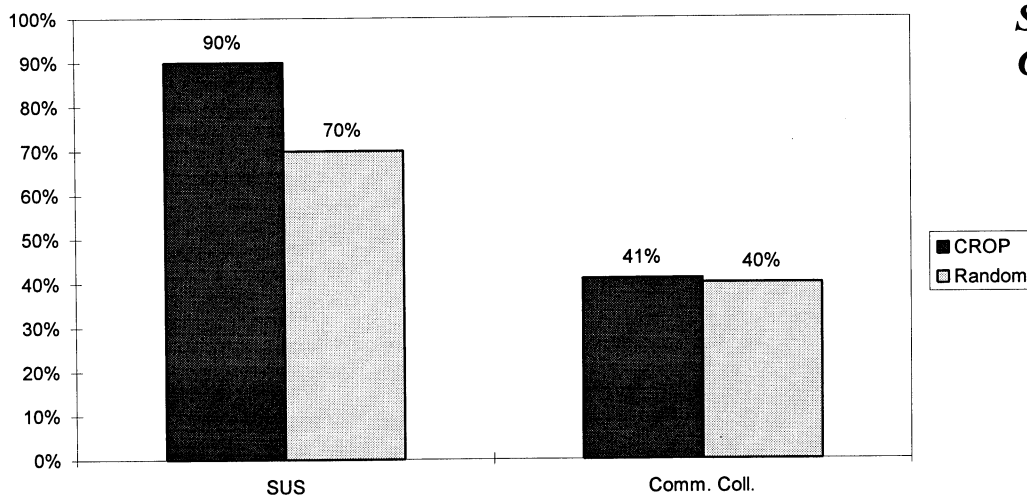


Sources: Board of Regents and State Board of Community Colleges.

- Ninety percent of Reach-Out graduates enrolled in the SUS had a 2.0 GPA or higher at the end of the Spring semester 1996 compared to seventy percent of the random sample students. Forty-one percent of CROP students and forty 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 12**  
**STUDENTS WITH GPA OF 2.0 OR HIGHER IN**  
**POSTSECONDARY EDUCATION, 1994-95 COHORTS**

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



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

- Of the 858 Reach-Out high school graduates, 384 (44 percent) applied for the State's largest need-based financial aid program, the Florida Student Assistance Grant (FSAG). One hundred eighty-one (47 percent) of those who applied received that award. Twenty-eight percent of the random students applied for FSAG, and 112 (33 percent) received an award.
- Fifteen percent of the CROP cohort applied for one of Florida's two largest Merit Based Awards, the Florida Undergraduate Scholars Fund and the Vocational Gold Seal. Seventy (53 percent of those applicants) received a Merit based award. Fifteen percent of the random students applied for the merit awards and 59 percent received one.
- Only four CROP students received a work study financial aid award in 1995-96.

**FIGURE 13  
FINANCIAL AID INFORMATION  
FOR 1994-95 GRADUATES**

**Summary Information**

	CROP	Random
Total Number of Graduates	858	603
Percent who applied for one of the following programs	48%	28%
Percent who received aid	26%	13%
Number of Students Receiving Awards	226	77
Total money received	\$ 318,061	\$ 160,192

*Less than half of CROP graduates applied for the state's largest financial aid programs.*

**Need Based Awards (1)**

	CROP	Random
Total money received	\$ 163,100	\$ 33,517
Number of Applicants	384	112
Number of Awards (3)	181	37

**Merit Based Awards (2)**

	CROP	Random
Total money received	\$ 154,961	\$ 126,675
Number of Applicants	132	90
Number of Awards (3)	70	53

Notes:

(1) Includes Florida Student Assistance Grant.

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

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

Source: Office of Student Financial Assistance.

### Comparison Summary

As with past cohorts, the performance of Reach-Out participants was compared on several measures with the performance of other groups of students. A comparison of Reach-Out participants with a random sample of students in 6th through 12th grades during 1994-95 showed that CROP students in grades 9-12 had a higher GPA (2.3) than the random cohort students (2.0). Reach-Out 12th graders were promoted and graduated with standard diplomas at a much 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 a greater number of Reach-Out seniors (45 percent v. 38 percent) completed at least three college preparatory math classes.

To examine post-high school performance, additional measures involving entry-level tests and enrollment in postsecondary education were compared for Reach-Out participants who graduated and a random sample of 1994-95 high school graduates statewide. Although 54 percent of students in the random sample passed all three of the entry-level placement tests compared to 47 percent of CROP graduates, a greater percentage of black Reach-Out students were college-ready in all three subtests than those in the random cohort. A significantly larger percentage of Reach-Out graduates than recent high school graduates statewide enrolled in postsecondary education. Additionally, a larger proportion of Reach-Out graduates enrolled in the State University System. The higher enrollment rate in postsecondary education among Reach-Out participants was characteristic of all racial/ethnic groups. Ninety percent of College Reach-Out students and seventy percent of the random cohort who enrolled in public universities had a 2.0 GPA after two semesters. Approximately the same (14 percent) of CROP. And random students who attended one of the SUS institutions required remediation.

For the first time a smaller percentage of CROP students who attended a community college (39 percent) needed remediation than students in the random sample (41 percent). More CROP students (33 percent) completed the remediation courses needed to enroll in regular coursework than those in the random cohort (19 percent).

***More CROP graduates attended a postsecondary institution than graduates in the random sample.***

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

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 and 1994-95 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.

#### **Continuation in College Reach-Out**

- There were 4,779 participants in 1991-92; since 772 were 12th graders, 924 were 11th graders, and 693 were 10th graders, approximately 2,390 might continue into the 1994-95 cohort.
- 2,080 participants whose initial year of entry into CROP was prior to 1994-95 had re-enrolled in 1994-95. Thus, approximately 45 percent of eligible students re-enrolled in CROP.

***Less than half of the 1991-92 cohort that were eligible were still enrolled in Reach-Out three years later.***

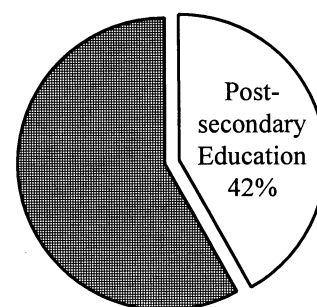
#### **Postsecondary and Employment Follow-up**

Four graduating classes from the 91-92 **Longitudinal Cohort** were also tracked for continuing education and employment. Social security numbers were matched against the community college and state university system databases, the Florida Education and Training Placement Information Program (FETPIP), and the Office of Student Financial Assistance (OSFA).



- College Reach-Out graduates were matched with several databases by FETPIP; of the 2,293 graduates submitted, 42 percent were found continuing their education at the postsecondary level.
- Of these postsecondary students, 44 percent were enrolled in the SUS and 35 percent in community colleges. Another sizeable group, 15 percent, were in the Division of Public Schools' database (i.e., postsecondary vocational programs).
- Sixty-one percent of these Reach-Out students who enrolled in the community college system were required to take college preparatory classes compared to 54 percent of the random sample.
- Blacks comprised 87 percent of the graduates reported in this longitudinal effort; 822 (41 percent) of these Reach-Out graduates were found continuing their education.
- Hispanics comprised 7 percent (157) of the graduates reported; 84 (54 percent) were found continuing their education.
- Of the 822 students from the 1991-92 CROP cohort who have enrolled in postsecondary education, 44 have received associate degrees, 32 have received baccalaureate degrees and one has received a master's degree. Of the 584 students in the random cohort, 42 have received associate degrees while 12 have received bachelor's degrees.
- Of the Reach-Out students enrolled in the SUS, 30 percent were freshmen, 37 percent were sophomores, 22 percent were juniors, and 7 percent were seniors.
- Sixty-eight percent of Reach-Out students and seventy-eight percent of the random cohort enrolled in the SUS had a GPA of 2.0 or above.
- Of the Reach-Out students enrolled in the community college system, 47 percent were in a degree program.
- A larger percentage of CROP students than random students applied for need-based financial aid. Forty-seven percent of those Reach-Out students who applied, compared to thirty-two percent of random students, received need-based aid (Figure 14).
- A smaller number of Reach-Out students who applied for merit-based aid received such an award (46 percent) than did random students (53 percent).

***Forty-two percent of high school graduates from the longitudinal cohort were found continuing their education.***



**FIGURE 14  
FINANCIAL AID INFORMATION  
FOR 1991-92 GRADUATES**

**Summary Information**

	CROP	Random
Total Number of Graduates	3000	2269
Percent who applied for one of the following programs	29%	18%
Percent who received aid	15%	8%
Number of Students Receiving Awards	439	178
Total money received	\$ 778,811	\$ 465,479

**Need Based Awards(1)**

	CROP	Random
Total money received	\$ 471,051	\$ 102,298
Number of Applicants	798	275
Number of Awards (3)	379	88

**Merit Based Awards (2)**

	CROP	Random
Total money received	\$ 307,760	\$ 363,181
Number of Applicants	218	198
Number of Awards (3)	101	105

Notes:

- (1) Includes Florida Student Assistance Grant.
- (2) Includes Florida Undergraduate Scholars Fund and Vocational Gold Seal.
- (3) "Number of Awards" does not add up to the total number of students receiving awards because it is possible for a student to receive 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 1994-95. Data for the four annual cohorts were merged to produce an unduplicated headcount. Table 7 presents selected cohort demographic information for comparison purposes, while Table 8 provides a program summary based on unduplicated headcount. Highlights from these tables include:

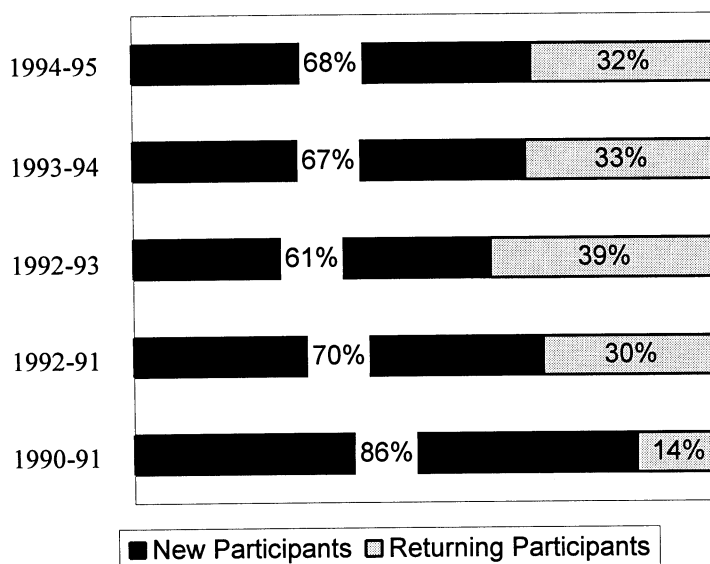
- Since 1990, Reach-Out has served 17,419 individual students in grades 6 through 12.
- In 1994-95, the projects reported that new participants (4,228), comprised 68 percent of all participants that year.
- The proportional distribution of students among racial/ethnic groups remained relatively stable across the four cohorts in 1994-95; however, the proportion of black participants has decreased slightly from 83 percent

in 1990-91 to 80 percent in 1994-95. The proportion of male participants has also remained constant.

- The proportion of participants who were black males remained at near 30 percent for the fourth consecutive year.
- There is an emerging trend of Reach-Out projects serving students in the lower grade levels. Twelfth graders accounted for 14 percent of all participants in 1994-95, down from 23 percent in 1990-91. The proportion of participants in 6th grade rose from 8 percent in 1990-91 to 13 percent in 1994-95.
- Trend data show an increase in the proportion of participants in each annual cohort that are returning students. Returning participants grew from 14 percent of enrollment in the 1990-91 cohort, to 32 percent of enrollment in 1994-95 (Figure 15).
- By grade level, the proportion of participants who were new to the program was higher among 7th and 8th graders than in other grades.

*There is an emerging trend of Reach-Out projects serving students in the lower grades.*

**FIGURE 15**  
**NEW VERSUS CONTINUING PARTICIPATION**  
**1990-91 THROUGH 1993-94**



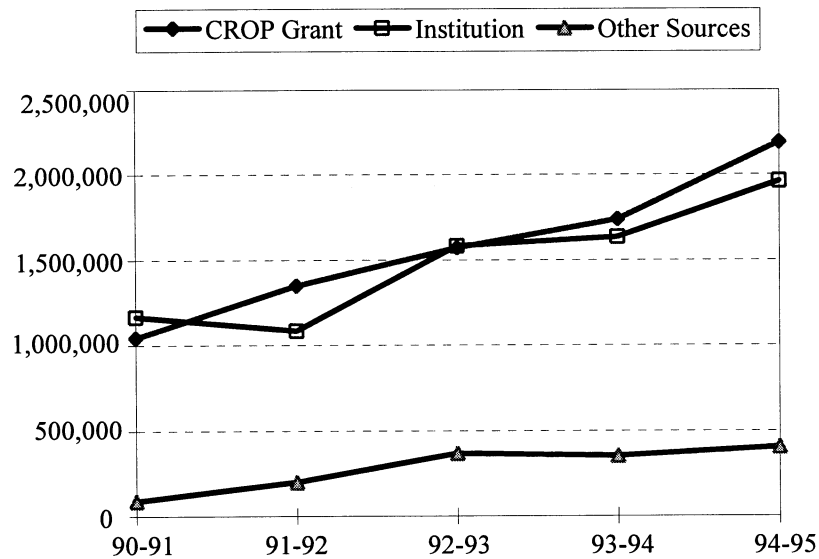
Source: College Reach-Out Annual Reports, 1990-91 through 1994-95.

- Sixth through ninth graders accounted for 56 percent of new participants in 1993-94. The current CROP statute requires that 60 percent of new recruits be comprised of 6th-9th graders.

- The proportion of total expenditures produced by external sources increased from 4 percent to 9 percent between 1990 and 1994 while state dollars accounted for 48 percent in both 1990 and 1994 (Figure 16).
- Institutional support accounted for a greater proportion of total expenditures in 1994-95 than in 1990 (Figure 16).

### Summary

**FIGURE 16**  
**TRENDS IN SOURCES OF EXPENDITURES,**  
**1990-91 TO 1994-95**



Source: College Reach-Out Annual Reports.

Historical data illustrate that the College Reach-Out Program has attracted and maintained participation across the middle and high school grades. The program has been particularly successful in sustaining a very high representation of black students among participants, while the number of Hispanic students has increased in some areas of the State. The data document an 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 four evaluation periods under review, the College Reach-Out Program has grown substantially each year while maintaining a high percentage of participants who are members of racial/ethnic minority groups. Funding data show that, although annual appropriations have increased moderately, the projects' expenditures have increased to a greater degree in recent years as a result of successful efforts to capture support from institutional and external sources.

**Part IV:  
FINDINGS AND  
RECOMMENDATIONS**

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

This study was based on the 1994-95 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 findings is given below.

**Summary of Key Findings**

**Program growth continues.** College Reach-Out continues to attract and retain increasing numbers of participants annually. With all ten public universities and 24 community colleges currently sponsoring projects, significant future growth would probably only come as a result of consistently involving the independent institutions.

**Parental involvement is crucial to the success of CROP Programs.** Projects reported that parental involvement and support for CROP was one of the key factors related to student retention and program success. Lack of parental input and encouragement adversely affects the project, student progress and commitment. Many projects continue to have difficulty in securing and maintaining parental participation.

“CROP student retention appears positively correlated to parental encouragement and positive reinforcement from teachers and school personnel” (University of South Florida).

“A number of parents display an impressive grasp of the shift in the political tone of the nation. Although few of these parents have attended a postsecondary institution, their involvement in CROP program orientations seems to have created a “savvy consumer” mentality. Most students report strong family pressure to investigate admissions and financial aid requirements. Also, our open-door policy toward parents has created an environment where many parents phone and even drop in to confirm details of our programs which they believe their children have not fully grasped” (Florida International University).

“Parental support remains a central focus for motivating students to participate in the program.” (University of North Florida).

“The failure of parents' hands-on involvement contributed to student drop out” (Central Florida Community College).

“Although parental involvement has improved, students who dropped out of the program invariably had parents who did not respond to periodic phone calls or invitations to participate in workshops and information sessions” (Santa Fe Community College).

“Parental involvement helped to encourage student participation” (University of West Florida).

“Parental involvement improved from last year, but it is still not at the level we would like for it to be” (Florida State University).

“Although parent involvement in the middle schools is great, involvement at the high school level remains very low” (Miami-Dade Community College).

**Continuous, varied activities are necessary components of a successful program.** Programs with the highest progress indicators offer and maintain activities that provide consistent academic and personal services as well as a variety of activities that enhance participant interest and growth.

“We provide tutorial services twice weekly during the academic year. This service is also extended to previous CROP students who are now enrolled in high school” (Chipola Junior College).

“Program activities are designed to appeal to students. For example, piano lessons and tennis lessons add special incentives for retention in the Summer Institute. Computer basic skills instruction continues to motivate students to compete with their own most recent best effort” (Edison Community College).

“The services we provided through the Homework Club made visible positive differences in their final grades and impacted positively their desire to come to school. Program tutors and counselors maintained continuous contact as well as providing students with positive role models. The knowledge and familiarity of activities led to continual involvement throughout the year” (Miami-Dade Community College).

“Daily contact and involvement in the students' academic life was an instrumental part of overall retention” (Central Florida Community College).

“The diversity of services have evolved to meet the needs of participants” (Manatee Community College).

“We have revised our schedules to maintain consistent and continual contact in both tutorial and Saturday Masters activities” (Palm Beach Community College).

“The variety of activities offered not only met their academic needs but were enjoyable to the students” (Florida Atlantic University).

“Those students who continued in the program noticed a steady increase in their grades, which was directly related to consistent involvement in the College Reach-Out Program” (Santa Fe Community College).

**Participation in quality field trips and summer enrichment programs are a major motivational factor for Reach-Out students.** While it is important to maintain consistent, year-round academic enrichment programs and services, students are often motivated and enriched by activities that expose them to a broader world and experiences.

“Attending the summer component had been discussed through the year as a reward for good attendance, a high level of program participation, and improved conduct” (University of Central Florida).

“Opportunities for field trips, especially to universities and colleges, are highly motivating to participants. In addition to contributing to retention of participants, field trips aid in recruitment efforts and participation” (St. Petersburg Junior College).

“Our students were impressed and looked forward to our educational and career oriented field trips to colleges, universities and the business community. These trips allowed our students to see some of the jobs that are available in the community and what type of education and training is required in order to compete for them” (St. Johns River Community College).

“The summer residential program for students was a great success. It gave students the opportunity for enrichment and exploration in the areas of English, mathematics, computer technology, science, public speaking and art. Students also received instruction in time management, study skills and human relations” (Florida A&M University).

“Participants in the high school program were exposed to an exceptional residential experience which was conducted in various settings. Twenty-five students were exposed to the classroom environment, workshops and campus tours at six different colleges and universities in five cities. Twenty middle school students experienced a two-day/one-night residential component at FIU” (Miami-Dade Community College).



“The field trips to colleges and cultural events provided the students with opportunities for expanding their thinking and experiences” (Okaloosa-Walton Community College).

**Other commitments, particularly part-time jobs and extracurricular activities, cause a decline in CROP participation, particularly among high school students.** Many program directors, particularly those who serve a large number of high school students, note that activities, particularly sports, summer school and part-time jobs, significantly reduce the amount of time that students have to participate in CROP. Some Reach-Out programs have been redesigned to fit the schedules of older students, including providing activities during school hours.

“While attendance was up in the summer program, students’ work schedules limited participation” (Gulf Coast Community College).

“The majority of students who did not continue in CROP activities have part-time jobs to help support their families” (Florida International University).

“Student involvement was limited due to participation in various extracurricular activities, including part-time employment and church functions” (Florida Atlantic University).

“In spring, after-school sports activities compete strongly for students’ time and attention” (Edison Community College).

“One reason that the program failed to meet all of its objectives was that many students took part-time jobs after school and in the summer” (Florida Keys Community College).

“As the students get older, many are employed in summer jobs” (University of North Florida).

“Some of the students served by CROP are required to attend summer school in order to be promoted to the next grade” (Lake City Community College).

**The high cost of, and in some areas unavailability of, transportation services is a major impediment to CROP participation.** Many projects are located in large rural service areas where transportation is not readily available to students. Others are in areas where the cost of transportation is prohibitive to some families. Some Reach-Out projects have worked out agreements with the school districts to use their buses during off hours and on weekends.

“Students lacked the transportation to our pick up locations” (Florida A&M University).

“Lack of transportation is one of the major reasons students dropped out of the program” (Chipola Junior College).

“Students have trouble getting to the bus stop” (Brevard Community College).

“The lack of participation by students was largely due to lack of transportation... many of our students live 30 to 50 miles from the main campus in a secluded rural area” (Okaloosa-Walton Community College).

“One of the most difficult parts of the program to manage is the organization of transportation” (Lake City Community College).

“Due to lack of transportation, we were unable to expand the program and complete field trips for students in the rural part of the county” (Florida Community College at Jacksonville).

“It is extremely difficult to plan and project the cost of transportation” (St. Johns River Community College).

**In some consortia, collaborative activities are a rarity rather than the norm.** For the last several years, both the CROP statewide Advisory Council and the Florida Legislature have stated their preference for Reach-Out consortia rather than individual projects. While most CROP projects are members of a consortium, it is clear to Commission staff and staff of the OPEC that many consortia exist in name only. This is particularly true in areas with a wide geographical distribution of students and facilities. However, in some areas the lack of cooperation and collaborative activities is due more to “turf guarding” and disinterest in working together. The Commission feels strongly that the intent of the Legislature is for CROP participants to be exposed to students, ideas, and places outside of their immediate living area. In addition, a close working relationship among CROP projects reduces duplication of effort and provides opportunities to share resources and program ideas.

**The increase among Reach-Out Hispanic students has not kept pace with the overall increase in the Hispanic school population.** Currently, approximately 16 percent of K-12 students are Hispanic. In some areas of the State, particularly in South Florida, the percentage is much higher. Dade County’s general population is over 50 percent Hispanic, eighteen percent of the area’s one million Hispanics are 15 years old or younger. Statewide, only 8 percent of Reach-Out participants are Hispanic, a six percent increase since 1990-91. The South Florida Consortium is 30 percent Hispanic, the Rise Consortium in southeast Florida is three percent Hispanic while the Florida Keys Project is 42 percent Hispanic. Those project directors report the difficulty of recruiting and retaining Hispanic students, as well as Haitian, Creole and other more recent arrivals to the State. In order for College Reach-Out not to remain a program chiefly for African-American students, it is important to broaden the recruitment base among all eligible students.

**Positive Trends in CROP Statewide:**

- a) More consortia are using former CROP participants to serve as mentors, tutors, and counselors to current students. Project Directors report that these and other college students are positive role models for Reach-Out students.
- b) More institutions are providing scholarships or financial assistance to CROP students who matriculate at their institutions. Tallahassee Community College remains the leader in this area. The institution now provides two-year prepaid scholarships to select middle school students as well as graduating seniors.
- c) Networking with local community agencies and organizations has increased the visibility of CROP projects and helped to broaden the base of CROP volunteers and to increase external funds donated to the projects.
- d) Success by former CROP students in postsecondary education continues.

**Recommendations**

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

***Recommendation 1:***

***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, each project should 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.***

***Recommendation 2:***

***The Statewide College Reach-Out Advisory Council should reduce funds proportionally to those projects which recruit new 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 projects 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.*

**Recommendation 3:**

*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 project variations (and demographics) but should be specific enough to 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.*

**Recommendation 4:**

*All College Reach-Out Projects that are part of a consortium should meet at a minimum 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.*

**Recommendation 5:**

*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.*

**Recommendation 6:**

*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.*

**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 PROGRAM STATUTE***

## STATUTE IN FORCE FOR 1994-95 REVIEW

### 1240.61 College reach-out program.—

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

(7) A proposal must contain the following information:

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

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

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

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

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

1. Motivate students to pursue a postsecondary education;

2. Develop students' basic learning skills;

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

4. Provision of innovative services;

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

6. Provision of transportation for students and parents.

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

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

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

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

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

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

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

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

(h) One layperson, appointed by the Governor.

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

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

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

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

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

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

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

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

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

(13) By January 15 of each year, the Postsecondary Education Planning Commission shall submit to the President of the Senate, the Speaker of the House of Representatives, the Commissioner of Education, and the Governor a report that evaluates the effectiveness of the college reach-out program. The report must be based upon information provided by participating institutions, the Division of Universities, the Division of Community Colleges, and the <sup>2</sup>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).

<sup>1</sup>History.—s. 30, ch. 89-207, s. 10, ch. 90-302; ss. 1, 2, 3, ch. 94-246.

<sup>2</sup>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. 240.81, Florida Statutes. Absent action by the Legislature to the contrary, the college reach-out program shall be repealed effective July 1, 1999."

<sup>3</sup>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***

**LIST OF FUNDED INSTITUTIONS AND CONSORTIA  
1994-95 ARRANGEMENTS**

**“ACCENT ON BASIC SKILLS” PROJECT**

ECC Edison Community College

**CENTRAL FLORIDA CONSORTIUM**

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

**“COLLEGE EXPLORERS” PROJECT**

FKCC Florida Keys Community College

**DADE COUNTY CONSORTIUM**

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

**FLORIDA GULF COAST PROJECT**

FGCU Florida Gulf Coast University

**FLORIDA INITIATIVE TO FOSTER EDUCATION (FIFE) CONSORTIUM**

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

**MID-FLORIDA CONSORTIUM**

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

**NORTHEAST FLORIDA CONSORTIUM**

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

**NORTHWEST FLORIDA CONSORTIUM**

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

**PANHANDLE CONSORTIUM**

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

**PASCO-POLK CONSORTIUM**

P-HCC	Pasco-Hernando Community College
Polk CC	Polk Community College

**REACHING AND INSPIRING STUDENTS THROUGH EDUCATION (RISE)  
CONSORTIUM**

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

**SARASOTA-MANATEE COLLEGE REACH-OUT PROJECT**

MCC	Manatee Community College
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**TAMPA BAY CONSORTIUM**

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

**APPENDIX C**

***TABLES***

**TABLE 1**  
**COLLEGE REACH-OUT PROGRAM**  
**DEMOGRAPHIC CHARACTERISTICS BY PROJECT TYPE**  
**1994-95**

	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
	6336	100%	1754	28%	4542	72%	40	1%
Ethnicity	Students reporting ethnicity	% of students reporting ethnicity	Students reporting ethnicity	% of students reporting ethnicity	Students reporting ethnicity	% of students reporting ethnicity	Students reporting ethnicity	% of students reporting ethnicity
Black	5020	80%	1468	84%	3552	78%	0	0%
Hispanic	486	8%	170	10%	316	7%	0	0%
White	598	9%	34	2%	564	12%	0	0%
Am. Indian	76	1%	5	0.3%	31	1%	40	100%
Asian	92	1%	50	3%	42	1%	0	0%
Other	43	1%	21	1%	22	0.5%	0	0%
<b>Total</b>	<b>6315</b>		<b>1748</b>		<b>4527</b>		<b>40</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	3923	62%	1128	64%	2773	61%	22	55%
Male	2405	38%	621	36%	1766	39%	18	45%
<b>Total</b>	<b>6328</b>		<b>1749</b>		<b>4539</b>		<b>40</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	788	12%	120	7%	668	15%	0	0%
7th	1120	18%	174	10%	939	21%	7	18%
8th	1008	16%	166	9%	832	18%	10	25%
9th	756	12%	206	12%	541	12%	9	23%
10th	825	13%	271	16%	548	12%	6	15%
11th	952	15%	470	27%	475	11%	7	18%
12th	857	14%	341	20%	515	11%	1	3%
<b>Total</b>	<b>6306</b>		<b>1748</b>		<b>4518</b>		<b>40</b>	

Note: Percents may not total 100% due to rounding.  
Source: College Reach-Out Program annual reports, 1994-95.

TABLE 2

EXPENDITURES ANALYSIS, 1994-95 COLLEGE REACH-OUT PROJECTS

	Total Expenditures	State CROP Grant				Unexpended Balance	Institutional Expenditures	External Expenditures	% of Total Expenditures Funded by:		
		Allocated <sup>(1)</sup>	Expended <sup>(2)</sup>	Expended	CROP				Institution	External Sources	
<b>ALL PROJECTS</b>	<b>\$ 4,572,166</b>	<b>\$ 2,305,000</b>	<b>\$ 2,203,278</b>	<b>\$ 101,722</b>	<b>\$ 1,963,268</b>	<b>\$ 405,620</b>	<b>48%</b>	<b>43%</b>	<b>9%</b>		
<b>Panhandle Consortium</b>	<b>\$ 668,552</b>	<b>\$ 290,382</b>	<b>\$ 287,039</b>	<b>\$ 3,343</b>	<b>\$ 277,232</b>	<b>\$ 104,281</b>	<b>43%</b>	<b>41%</b>	<b>16%</b>		
FAMU	\$ 181,182	\$ 94,181	\$ 92,280	\$ 1,901	\$ 74,423	\$ 14,479	51%	41%	8%		
Chipola JC	\$ 62,125	\$ 29,872	\$ 29,872	-	\$ 32,253	-	48%	52%	0%		
Gulf Coast CC	\$ 244,870	\$ 83,023	\$ 81,986	\$ 1,037	\$ 114,064	\$ 48,820	33%	47%	20%		
Tallahassee CC	\$ 180,375	\$ 83,306	\$ 82,901	\$ 405	\$ 56,492	\$ 40,982	46%	31%	23%		
<b>South Florida Consortium</b>	<b>\$ 428,380</b>	<b>\$ 211,997</b>	<b>\$ 211,997</b>	<b>\$ -</b>	<b>\$ 216,383</b>	<b>\$ -</b>	<b>49%</b>	<b>51%</b>	<b>0%</b>		
FIU	\$ 215,982	\$ 105,999	\$ 105,999	\$ -	\$ 109,983	\$ -	49%	51%	0%		
Miami-Dade CC	\$ 212,398	\$ 105,998	\$ 105,998	\$ -	\$ 106,400	\$ -	50%	50%	0%		
<b>R.I.S.E. Consortium</b>	<b>\$ 583,221</b>	<b>\$ 281,250</b>	<b>\$ 276,035</b>	<b>\$ 5,215</b>	<b>\$ 266,760</b>	<b>\$ 40,426</b>	<b>47%</b>	<b>46%</b>	<b>7%</b>		
FAU	\$ 124,168	\$ 59,361	\$ 54,148	\$ 5,213	\$ 70,020	\$ -	44%	56%	0%		
Broward CC	\$ 119,248	\$ 52,800	\$ 52,800	-	\$ 66,448	\$ -	44%	56%	0%		
Indian River CC	\$ 242,769	\$ 110,757	\$ 110,757	-	\$ 97,012	\$ 35,000	46%	40%	14%		
Palm Beach CC	\$ 97,036	\$ 58,332	\$ 58,330	\$ 2	\$ 33,280	\$ 5,426	60%	34%	6%		
<b>Tampa Bay Consortium</b>	<b>\$ 390,750</b>	<b>\$ 210,184</b>	<b>\$ 207,514</b>	<b>\$ 2,670</b>	<b>\$ 158,078</b>	<b>\$ 25,158</b>	<b>53%</b>	<b>40%</b>	<b>6%</b>		
USF	\$ 145,944	\$ 95,906	\$ 95,906	\$ -	\$ 44,188	\$ 5,850	66%	30%	4%		
Hillsborough CC	\$ 129,713	\$ 52,265	\$ 52,265	\$ -	\$ 63,990	\$ 13,458	40%	49%	10%		
St. Pete JC	\$ 115,093	\$ 62,013	\$ 59,343	\$ 2,670	\$ 49,900	\$ 5,850	52%	43%	5%		
<b>Central FL Consortium</b>	<b>\$ 640,492</b>	<b>\$ 322,555</b>	<b>\$ 307,178</b>	<b>\$ 15,377</b>	<b>\$ 307,503</b>	<b>\$ 25,811</b>	<b>48%</b>	<b>48%</b>	<b>4%</b>		
UCF	\$ 287,103	\$ 146,095	\$ 138,481	\$ 7,614	\$ 136,608	\$ 12,014	48%	48%	4%		
Brevard CC	\$ 37,684	\$ 16,150	\$ 11,973	\$ 4,177	\$ 25,711	\$ -	32%	68%	0%		
Lake-Sumter CC	\$ 75,805	\$ 53,148	\$ 49,562	\$ 3,586	\$ 26,043	\$ 200	65%	34%	0%		
Valencia CC	\$ 239,900	\$ 107,162	\$ 107,162	\$ -	\$ 119,141	\$ 13,597	45%	50%	6%		
<b>Northeast FL Consortium</b>	<b>\$ 159,460</b>	<b>\$ 84,825</b>	<b>\$ 75,044</b>	<b>\$ 9,781</b>	<b>\$ 84,416</b>	<b>\$ -</b>	<b>47%</b>	<b>53%</b>	<b>0%</b>		
UNF	\$ 42,735	\$ 24,061	\$ 19,083	\$ 4,978	\$ 23,652	\$ -	45%	55%	0%		
Lake City CC	\$ 72,328	\$ 36,164	\$ 36,164	\$ -	\$ 36,164	\$ -	50%	50%	0%		
St. Johns River CC	\$ 44,397	\$ 24,600	\$ 19,797	\$ 4,803	\$ 24,600	\$ -	45%	55%	0%		

**TABLE 2, 1994-95 EXPENDITURES ANALYSIS, continued**

	Total Expenditures	State CROP Grant					Expenditures Funded by:		
		Allocated <sup>(1)</sup>	Expended <sup>(2)</sup>	Unexpended Balance	Institutional Expenditures	External Expenditures	CROP	Institution	External Sources
		\$	\$	\$	\$	\$	\$	%	%
<b>Mid-FL Consortium</b>	<b>\$ 362,839</b>	<b>\$ 194,821</b>	<b>\$ 193,973</b>	<b>\$ 848</b>	<b>\$ 149,985</b>	<b>\$ 18,881</b>	<b>53%</b>	<b>41%</b>	<b>5%</b>
UF	\$ 48,467	\$ 27,867	\$ 27,860	\$ 7	\$ 20,607	\$ -	57%	43%	0%
Central FL CC	\$ 145,956	\$ 88,092	\$ 88,092	\$ -	\$ 56,864	\$ 1,000	60%	39%	1%
Santa Fe CC	\$ 168,416	\$ 78,862	\$ 78,021	\$ 841	\$ 72,514	\$ 17,881	46%	43%	11%
<b>F.I.F.E. Consortium</b>	<b>\$ 536,627</b>	<b>\$ 273,441</b>	<b>\$ 226,213</b>	<b>\$ 47,228</b>	<b>\$ 174,221</b>	<b>\$ 136,193</b>	<b>42%</b>	<b>32%</b>	<b>25%</b>
FSU	\$ 143,492	\$ 126,311	\$ 71,746	\$ 54,565	\$ 71,746	\$ -	50%	50%	0%
FCCJ	\$ 243,845	\$ 114,033	\$ 121,370	\$ (7,337)	\$ 100,475	\$ 22,000	50%	41%	9%
FL Indian Youth	\$ 149,290	\$ 33,097	\$ 33,097	\$ -	\$ 2,000	\$ 114,193	22%	1%	76%
<b>Northwest FL Consortium</b>	<b>\$ 382,422</b>	<b>\$ 219,486</b>	<b>\$ 209,083</b>	<b>\$ 10,403</b>	<b>\$ 140,130</b>	<b>\$ 33,209</b>	<b>55%</b>	<b>37%</b>	<b>9%</b>
UWF	\$ 295,797	\$ 162,470	\$ 162,742	\$ (272)	\$ 105,305	\$ 27,750	55%	36%	9%
O-WCC	\$ 21,385	\$ 12,573	\$ 12,538	\$ 35	\$ 3,388	\$ 5,459	59%	16%	26%
Pensacola JC	\$ 65,240	\$ 44,443	\$ 33,803	\$ 10,640	\$ 31,437	\$ -	52%	48%	0%
<b>Pasco-Polk Consortium</b>	<b>\$ 124,221</b>	<b>\$ 65,214</b>	<b>\$ 59,192</b>	<b>\$ 6,022</b>	<b>\$ 53,529</b>	<b>\$ 11,500</b>	<b>48%</b>	<b>43%</b>	<b>9%</b>
P-HCC	\$ 59,855	\$ 35,364	\$ 29,526	\$ 5,838	\$ 25,329	\$ 5,000	49%	42%	8%
Polk CC	\$ 64,366	\$ 29,850	\$ 29,666	\$ 184	\$ 28,200	\$ 6,500	46%	44%	10%
<b>Single Projects</b>									
Edison CC	\$ 107,726	\$ 51,710	\$ 51,710	\$ -	\$ 52,919	\$ 3,097	48%	49%	3%
FL Gulf Coast U	\$ 78,850	\$ 42,500	\$ 42,500	\$ -	\$ 36,350	\$ -	54%	46%	0%
FL Keys CC	\$ 37,714	\$ 17,085	\$ 16,280	\$ 805	\$ 20,634	\$ 800	43%	55%	2%
Manatee CC	\$ 70,912	\$ 39,550	\$ 39,520	\$ 30	\$ 25,128	\$ 6,264	56%	35%	9%

Notes: (1) Statewide funding total excludes \$95,000 to OPEC and PEPC for administration/dissemination, Advisory Committee expenses, and evaluation. Project allocations include incentive funding. Total 1994-95 CROP funding, including incentive dollars and funding for administration, dissemination, and evaluation was \$2,400,000.

(2) Expenditure data exclude encumbrances.

Source: Certificates of expenditures, project annual reports, October 1995.



TABLE 3

RACE OF COLLEGE REACH-OUT PARTICIPANTS BY INSTITUTION, 1994-95

Institution	Asian		Black		Hispanic		Nat. Amer.		White		Other		Total
	#	%	#	%	#	%	#	%	#	%	#	%	
BCC	0	0%	232	95%	4	2%	0	0%	9	4%	0	0%	245
BREV	0	0%	46	78%	9	15%	0	0%	4	7%	0	0%	59
CFCC	2	2%	72	72%	2	2%	0	0%	24	24%	0	0%	100
CJC	0	0%	79	88%	0	0%	0	0%	11	12%	0	0%	90
ECC	1	1%	124	78%	12	8%	1	1%	10	6%	11	7%	159
FCCJ	4	0%	642	73%	17	2%	0	0%	213	24%	0	0%	876
FGCU	2	3%	54	90%	3	5%	0	0%	1	2%	0	0%	60
FKCC	0	0%	18	27%	28	42%	0	0%	20	30%	0	0%	66
GCCC	3	3%	37	33%	2	2%	3	3%	67	59%	1	1%	113
HCC	4	1%	276	85%	27	8%	0	0%	16	5%	0	0%	323
IRCC	0	0%	173	84%	13	6%	19	9%	0	0%	0	0%	205
LCCC	0	0%	48	44%	0	0%	0	0%	61	56%	0	0%	109
LSCC	1	1%	113	91%	0	0%	0	0%	10	8%	0	0%	124
MCC	1	1%	134	91%	11	7%	0	0%	0	0%	2	1%	148
MDCC	1	0%	190	71%	72	27%	0	0%	3	1%	0	0%	266
OWCC	1	1%	45	52%	3	3%	0	0%	37	43%	0	0%	86
PBCC	0	0%	157	98%	1	1%	0	0%	2	1%	0	0%	160
PHCC	0	0%	91	100%	0	0%	0	0%	0	0%	0	0%	91
PJC	1	1%	113	94%	1	1%	1	1%	3	3%	1	1%	120
POLK	0	0%	89	100%	0	0%	0	0%	0	0%	0	0%	89
SFCC	0	0%	231	94%	1	0%	0	0%	14	6%	1	0%	247
SJRC	0	0%	62	98%	1	2%	0	0%	0	0%	0	0%	63
SPJC	9	4%	177	83%	9	4%	0	0%	16	7%	3	1%	214
TCC	2	1%	162	77%	3	1%	1	0%	41	20%	1	0%	210
VCC	12	3%	241	66%	100	27%	6	2%	3	1%	2	1%	364
<b>CC Total</b>	<b>44</b>	<b>1%</b>	<b>3606</b>	<b>79%</b>	<b>319</b>	<b>7%</b>	<b>31</b>	<b>1%</b>	<b>565</b>	<b>12%</b>	<b>22</b>	<b>0%</b>	<b>4587</b>

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

Institution	Asian		Black		Hispanic		Nat. Amer.		White		Other		Total
	#	%	#	%	#	%	#	%	#	%	#	%	
UF*													
FSU	0	0%	169	92%	12	7%	0	0%	1	1%	2	1%	184
FAMU	0	0%	103	97%	0	0%	0	0%	3	3%	0	0%	106
USF	1	1%	170	93%	6	3%	1	1%	4	2%	1	1%	183
FAU	1	1%	113	91%	6	5%	3	2%	0	0%	1	1%	124
UWF	31	8%	363	90%	4	1%	0	0%	5	1%	0	0%	403
UCF	2	1%	327	83%	46	12%	0	0%	18	5%	3	1%	396
FIU	13	4%	169	58%	93	32%	1	0%	2	1%	14	5%	292
UNF*													
<b>SUS Total</b>	<b>48</b>	<b>3%</b>	<b>1414</b>	<b>84%</b>	<b>167</b>	<b>10%</b>	<b>5</b>	<b>0%</b>	<b>33</b>	<b>2%</b>	<b>21</b>	<b>1%</b>	<b>1688</b>

Program	Asian		Black		Hispanic		Nat. Amer.		White		Other		Total
	#	%	#	%	#	%	#	%	#	%	#	%	
FYF	0	0%	0	0%	0	0%	40	100%	0	0%	0	0%	40

Grand Total	Asian		Black		Hispanic		Nat. Amer.		White		Other		Total
	#	%	#	%	#	%	#	%	#	%	#	%	
<b>Grand Total</b>	<b>92</b>	<b>1%</b>	<b>5020</b>	<b>80%</b>	<b>486</b>	<b>8%</b>	<b>76</b>	<b>1%</b>	<b>598</b>	<b>9%</b>	<b>43</b>	<b>1%</b>	<b>6315</b>

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

Percentages may not total to 100 due to rounding.

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

Source: College Reach-Out Program annual reports, 1994-95.

**TABLE 4**

**SCHOOL PERFORMANCE OF CROP AND RANDOM STUDENTS, 1994-95**

Data based on 9th-12th graders:		<b>CROP</b> (n = 2623)	<b>Random Sample</b> (n = 3473)
• Average annual GPA		2.31	2.00

Data based on 6th-12th graders:		<b>CROP</b> (n = 4707)	<b>Random Sample</b> (n = 6571)
• Average number of days absent		10.7	13.7
• Percentage with at least one instance of in- or out-of-school suspension during the 1994-95 academic year.		27%	24%
• Percent academically promoted		90%	78%

Percentage of 10th graders in upper two quartiles on GTAT: <sup>(1)</sup>		<b>CROP</b> (n = 341)	<b>Random Sample</b> (n = 417)
Reading comprehension		31%	51%
Mathematics		40%	53%

Percentage of 12th graders receiving standard diploma		<b>CROP</b> (n = 858)	<b>Random Sample</b> (n = 668)
		94%	72%

Percentage of 12th graders who met minimum SUS course-taking requirements in: <sup>(2)</sup>		<b>CROP</b> (n = 842)	<b>Random Sample</b> (n = 668)
Math (at least 3 courses at level II or III)		45%	38%
Science (3 courses, 2 of which must have lab. requirements)		62%	66%
Foreign Lang. (at least 2 courses in same foreign language)		55%	47%
All SUS Requirements		12%	13%

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

<sup>2</sup> For admission to the State University System, applicants must have completed all three areas.  
Source: Division of Public Schools.

**TABLE 5**

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

**CROP**

Total Graduates = 2287  
Total Cont. Ed. = 965

**Random**

Total Graduates = 2089  
Total Cont. Ed. = 576

	Male		Female		Total	
Black	228	24%	594	62%	822	85%
Hispan	36	4%	48	5%	84	9%
White	9	0.9%	34	4%	43	4%
Other	11	1.1%	5	0.5%	16	2%
<b>Total</b>	<b>284</b>	<b>29%</b>	<b>681</b>	<b>71%</b>	<b>965</b>	<b>100%</b>
<i>% of all Graduates</i>						<b>42%</b>

	Male		Female		Total	
Black	32	6%	59	10%	91	16%
Hispan	34	6%	37	6%	71	12%
White	184	32%	214	37%	398	69%
Other	6	1%	10	2%	16	3%
<b>Total</b>	<b>256</b>	<b>44%</b>	<b>320</b>	<b>56%</b>	<b>576</b>	<b>100%</b>
<i>% of all Graduates</i>						<b>28%</b>

**Public Universities**

	Male		Female		Total	
Black	102	23%	283	63%	385	86%
Hispan	21	5%	18	4%	39	9%
White	3	0.7%	12	3%	15	3%
Other	6	1.3%	2	0.4%	8	2%
<b>Total</b>	<b>132</b>	<b>30%</b>	<b>315</b>	<b>70%</b>	<b>447</b>	<b>100%</b>
<i>% of all Graduates</i>						<b>20%</b>

	Male		Female		Total	
Black	8	4%	14	7%	22	11%
Hispan	8	4%	8	4%	16	8%
White	65	33%	87	44%	152	77%
Other	4	2%	3	2%	7	4%
<b>Total</b>	<b>85</b>	<b>43%</b>	<b>112</b>	<b>57%</b>	<b>197</b>	<b>100%</b>
<i>% of all Graduates</i>						<b>9%</b>

**Private Universities**

	Male		Female		Total	
Black	13	21%	40	63%	53	84%
Hispan	0	0%	3	5%	3	5%
White	0	0%	3	5%	3	5%
Other	3	5%	1	2%	4	6%
<b>Total</b>	<b>16</b>	<b>25%</b>	<b>47</b>	<b>75%</b>	<b>63</b>	<b>100%</b>
<i>% of all Graduates</i>						<b>3%</b>

	Male		Female		Total	
Black	2	9%	1	5%	3	14%
Hispan	2	9%	0	0%	2	9%
White	6	27%	10	45%	16	73%
Other	0	0%	1	5%	1	5%
<b>Total</b>	<b>10</b>	<b>45%</b>	<b>12</b>	<b>55%</b>	<b>22</b>	<b>100%</b>
<i>% of all Graduates</i>						<b>1%</b>

**Community Colleges**

	Male		Female		Total	
Black	83	24%	200	57%	283	81%
Hispan	16	5%	28	8%	44	13%
White	4	1%	16	5%	20	6%
Other	1	0.3%	2	0.6%	3	1%
<b>Total</b>	<b>104</b>	<b>30%</b>	<b>246</b>	<b>70%</b>	<b>350</b>	<b>100%</b>
<i>% of all Graduates</i>						<b>15%</b>

	Male		Female		Total	
Black	15	5%	39	13%	54	18%
Hispan	19	6%	26	9%	45	15%
White	89	29%	108	36%	197	65%
Other	1	0%	7	2%	8	3%
<b>Total</b>	<b>124</b>	<b>41%</b>	<b>180</b>	<b>59%</b>	<b>304</b>	<b>100%</b>
<i>% of all Graduates</i>						<b>15%</b>

Note: These data do not include students enrolled in DPS postsecondary programs.  
Source: Florida Education and Training Placement Information Program.

**TABLE 5, continued**

**CONTINUING EDUCATION OF 1994-95 COHORTS BY RACE AND GENDER**

**CROP**

Total Graduates = 853  
Total Cont. Ed. = 522

**Random**

Total Graduates = 642  
Total Cont. Ed. = 252

	Male		Female		Total	
Black	113	22%	275	53%	388	74%
Hispan	24	5%	59	11%	83	16%
White	8	2%	9	2%	17	3%
Other	8	1.5%	26	5%	34	7%
<b>Total</b>	<b>153</b>	<b>29%</b>	<b>369</b>	<b>71%</b>	<b>522</b>	<b>100%</b>
<i>% of all Graduates</i>						<b>61%</b>

	Male		Female		Total	
Black	21	8%	27	11%	48	19%
Hispan	14	6%	25	10%	39	15%
White	60	24%	94	37%	154	61%
Other	4	2%	7	3%	11	4%
<b>Total</b>	<b>99</b>	<b>39%</b>	<b>153</b>	<b>61%</b>	<b>252</b>	<b>100%</b>
<i>% of all Graduates</i>						<b>39%</b>

**Public Universities**

	Male		Female		Total	
Black	46	22%	115	56%	161	79%
Hispan	5	2%	21	10%	26	13%
White	0	0%	1	0.5%	1	0.5%
Other	3	1.5%	14	7%	17	8%
<b>Total</b>	<b>54</b>	<b>26%</b>	<b>151</b>	<b>74%</b>	<b>205</b>	<b>100%</b>
<i>% of all Graduates</i>						<b>24%</b>

	Male		Female		Total	
Black	7	9%	13	17%	20	26%
Hispan	4	5%	7	9%	11	14%
White	17	22%	25	32%	42	55%
Other	1	1%	3	4%	4	5%
<b>Total</b>	<b>29</b>	<b>38%</b>	<b>48</b>	<b>62%</b>	<b>77</b>	<b>100%</b>
<i>% of all Graduates</i>						<b>12%</b>

**Private Universities**

	Male		Female		Total	
Black	11	26%	25	60%	36	86%
Hispan	1	2%	4	10%	5	12%
White	0	0%	1	2%	1	2%
Other	0	0%	0	0%	0	0%
<b>Total</b>	<b>12</b>	<b>29%</b>	<b>30</b>	<b>71%</b>	<b>42</b>	<b>100%</b>
<i>% of all Graduates</i>						<b>5%</b>

	Male		Female		Total	
Black	2	18%	1	9%	3	27%
Hispan	1	9%	0	0%	1	9%
White	2	18%	5	45%	7	64%
Other	0	0%	0	0%	0	0%
<b>Total</b>	<b>5</b>	<b>45%</b>	<b>6</b>	<b>55%</b>	<b>11</b>	<b>100%</b>
<i>% of all Graduates</i>						<b>2%</b>

**Community Colleges**

	Male		Female		Total	
Black	46	18%	131	51%	177	69%
Hispan	17	7%	35	14%	52	20%
White	6	2%	6	2%	12	5%
Other	4	2%	11	4%	15	6%
<b>Total</b>	<b>73</b>	<b>29%</b>	<b>183</b>	<b>71%</b>	<b>256</b>	<b>100%</b>
<i>% of all Graduates</i>						<b>30%</b>

	Male		Female		Total	
Black	10	7%	12	8%	22	15%
Hispan	7	5%	14	9%	21	14%
White	35	24%	62	42%	97	66%
Other	3	2%	5	3%	8	5%
<b>Total</b>	<b>55</b>	<b>37%</b>	<b>93</b>	<b>63%</b>	<b>148</b>	<b>100%</b>
<i>% of all Graduates</i>						<b>23%</b>

Note: These data do not include students enrolled in DPS postsecondary programs.  
Source: Florida Education and Training Placement Information Programs.

TABLE 6

DEMOGRAPHICS CHARACTERISTICS OF REACH-OUT PARTICIPANTS BY COHORT,  
1990-91 TO 1994-95

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

Note: Duplicated, incorrect and/or unknown data were omitted from these analyses.  
Source: College Reach-Out Program annual reports, 1990-91 through 1994-95.

TABLE 7

INITIAL YEAR OF REACH-OUT PARTICIPANTS BY COHORT

Total in Cohort	90-91 Cohort N = 3,862		91-92 Cohort N = 4,470		92-93 Cohort N = 5,137		93-94 Cohort N = 5,383		94-95 Cohort N = 6,336	
	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%
• Initial year 1990-91	3,309	86.0%	915	21.0%	612	11.9%	133	2.5%	50	0.8%
• Initial year 1991-92	-	-	3,147	70.0%	1,073	20.9%	302	5.6%	147	2.3%
• Initial year 1992-93	-	-	-	-	3,151	61.0%	1,341	24.9%	479	7.6%
• Initial year 1993-94	-	-	-	-	-	-	3,584	66.6%	1395	22.1%
• Initial year 1994-95	-	-	-	-	-	-	-	-	4228	68.0%

- Initial year prior to 1990
- Initial year 1990-91
- Initial year 1991-92
- Initial year 1992-93
- Initial year 1993-94
- Initial year 1994-95

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.

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

TABLE 8

COLLEGE REACH-OUT COMPETITIVE APPROPRIATIONS HISTORY,  
1990-91 TO 1994-95

	1990-91	1991-92	1992-93	1993-94	1994-95
<b>TOTAL FUNDING</b>	\$ 1,765,969	\$ 1,783,327	\$ 1,697,455	\$ 2,000,000	\$ 2,400,000
<b>UNIVERSITY FUNDING</b>	1990-91	1991-92	1992-93	1993-94	1994-95
<b>TOTALS</b>	\$ 367,754	\$ 341,067	\$ 626,428	\$ 647,146	\$ 884,751
FAMU	\$ 70,685	\$ 58,469	\$ -	\$ 66,813	\$ 94,181
Trio	\$ -	\$ -	\$ 66,816	\$ -	\$ -
Engineering	\$ -	\$ -	\$ 36,960	\$ -	\$ -
FAU	\$ 45,012	\$ 32,410	\$ 57,541	\$ 57,375	\$ 59,361
FGCU	\$ -	\$ -	\$ -	\$ -	\$ 42,500
FIU	\$ 96,607	\$ 67,800	\$ 85,000	\$ 97,123	\$ 105,999
FSU	\$ -	\$ -	\$ 85,871	\$ 96,943	\$ 126,311
UCF	\$ 75,110	\$ 77,196	\$ 91,795	\$ 100,286	\$ 146,095
UF	\$ -	\$ -	\$ 14,055	\$ 15,655	\$ 27,867
UNF	\$ 30,340	\$ 27,323	\$ 28,510	\$ 29,087	\$ 24,061
USF	\$ 50,000	\$ 77,869	\$ 58,574	\$ 59,575	\$ 95,906
UWF	\$ -	\$ -	\$ 101,306	\$ 124,289	\$ 162,470
<b>COMMUNITY COLLEGE FUNDING</b>	1990-91	1991-92	1992-93	1993-94	1994-95
<b>TOTALS</b>	\$ 795,215	\$ 764,367	\$ 992,577	\$ 1,160,927	\$ 1,387,134
Brevard	\$ -	\$ -	\$ -	\$ -	\$ 16,150
Broward	\$ 43,100	\$ 31,137	\$ 46,718	\$ 48,400	\$ 52,800
Central Florida	\$ 64,590	\$ 68,348	\$ 52,597	\$ 58,939	\$ 88,092
Chipola	\$ 31,868	\$ 18,287	\$ 30,308	\$ 31,534	\$ 29,872
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
Florida Keys	\$ -	\$ -	\$ -	\$ 14,700	\$ 17,085
Gulf Coast	\$ 37,370	\$ 34,797	\$ 47,919	\$ 52,748	\$ 83,023
Hillsborough	\$ 28,166	\$ 35,599	\$ 41,014	\$ 42,014	\$ 52,265
Indian River	\$ 72,070	\$ 52,259	\$ 87,108	\$ 87,532	\$ 110,757
Lake City	\$ 32,000	\$ 22,577	\$ 23,022	\$ 31,517	\$ 36,146
Lake-Sumter	\$ 33,335	\$ 26,998	\$ 43,023	\$ 55,000	\$ 53,148
Manatee	\$ -	\$ -	\$ 33,734	\$ 35,425	\$ 39,550
Miami-Dade	\$ 113,075	\$ 79,207	\$ 85,000	\$ 97,122	\$ 105,998
Okaloosa-Walton	\$ -	\$ -	\$ 5,200	\$ 10,573	\$ 12,573
Palm Beach	\$ -	\$ 54,277	\$ 52,299	\$ 50,933	\$ 58,332
Pasco-Hernando	\$ -	\$ 19,974	\$ 23,613	\$ 32,914	\$ 35,364
Pensacola	\$ -	\$ -	\$ 31,443	\$ 31,443	\$ 44,443
Polk	\$ -	\$ 9,466 (a)	\$ 13,565 (a)	\$ 15,757	\$ 29,850
St. Johns River	\$ 22,563	\$ 16,713	\$ 16,083	\$ 17,164	\$ 24,600
St. Petersburg	\$ 95,008	\$ 63,073	\$ 61,013	\$ 59,411	\$ 62,013
Santa Fe	\$ -	\$ -	\$ 46,171	\$ 58,300	\$ 78,862
Tallahassee	\$ 94,160	\$ 67,654	\$ 82,293	\$ 87,533	\$ 83,306
Valencia	\$ 43,612	\$ 53,427	\$ 79,298	\$ 80,697	\$ 107,162
<b>OTHER PROJECTS</b>	1990-91	1991-92	1992-93	1993-94	1994-95
Florida Indian Youth	\$ -	\$ -	\$ 28,450	\$ 27,927	\$ 33,097
<b>LINE-ITEM FUNDED PROJECTS</b>	1990-91	1991-92	1992-93	1993-94	1994-95
<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/DISSEMINATION</b>	1990-91	1991-92	1992-93	1993-94	1994-95
OPEC and PEPC	\$ -	\$ 34,258 (b)	\$ 50,000	\$ 64,000	\$ 95,000

Notes: (a) 1991 to 1993 funding for Rollins College is included in the Polk Community College allocation.  
(b) 1991-92 funds for evaluation and dissemination were \$34,500 minus a 0.7% appropriation cut.  
Sources: Office of Postsecondary Education Coordination and project annual reports, 1990-91 to 1994-95.



**APPENDIX D**

***GUIDELINES FOR IDENTIFYING  
ACADEMIC/ECONOMIC DISADVANTAGED YOUTHS***

## **GUIDELINES FOR SELECTION**

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

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

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

**APPENDIX E**

***SUMMARY OF SUMMER SITE VISITS***

## 1995-96 Summary of Summer Site Visits to Selected Reach-Out Consortia

### 1995-96 Summary of Summer Site Visits to Selected Reach-Out Consortia

1. **Northwest Florida Consortium** (University of West Florida, Pensacola Junior College, Okaloosa-Walton Community College) May 29, 1996.

Site Team: Dr. Glenda Rabby (Commission staff), Ms. Susan Busch and Mr. Dennis LeFils (OPEC staff), and Ms. Christyne Hamilton (CROP Advisory Council Member).

Summary of Findings: The strengths of this program are evident and numerous, starting with the commitment of the College Reach-Out Program's personnel and that of the institutions, particularly the University of West Florida. Dr. Morris Marx, President of UWF, is a strong advocate of CROP and has provided extended office space, personnel, financial support, and supportive leadership to the program and to former Reach-Out students. UWF Project Director and Consortium Director, Barbara Rasheed, has developed a multifaceted program and consortium that provides continual, academic and personal services to participants. The summer residency program is a model of creative, rigorous academic activities that promote self-discipline and motivation. Students were very excited about the opportunity to attend the summer program, and were actively involved in all of the classrooms observed by the site team.

One of the most impressive aspects of this consortium is the efforts on the part of all three project directors to work effectively together. Because of its widespread rural constituency however, the OWCC project is left somewhat to its own devices and with limited resources. The site team noted that CROP Coordinator Judy Kendall worked diligently to serve all of the students in her area, but suggested that she focus on fewer schools in order to bring a greater

quantity and consistency of activities. In addition, it would be helpful if the other consortium members provided administrative and program support to enhance OWCC's ability to improve and expand services.

Parental involvement has increased in the consortium, particularly at UWF due to a parent liaison, Ms. Alimah Muhammed, whose three children have all participated in CROP. She has enrolled in college to further her own education and serves as a contact/mentor/counselor for other parents of CROP students. Former CROP students at UWF contribute to the program as mentors, tutors, and informal counselors. Their involvement has helped increase recruitment and retention.

Overall, the Northwest CROP Consortium appears to be successful in fulfilling the goals and objectives of the program. The project directors should continue to expand cooperative activities and resources. In addition, they should investigate the possibility of acquiring surplus equipment from other state agencies. Lack of computers in this rural area of the State is a particular problem for students in the Okaloosa-Walton service area.

2. **Florida Initiative to Foster Education (FIFE)** (Florida State University, Florida Community College at Jacksonville, Florida Governor's Indian Youth Program) June 18, 1996.

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

Summary of Findings: The FIFE consortium is comprised of three projects, however, the Florida Indian Youth Program was not included in this site visit as the project conducts a separate summer residency program.

The FIFE consortium serves Leon, Gadsden, Duval, Nassau, and Wakulla Counties, as well as all Native American youth in Florida. Overall, this program ranks fairly high in several measurable outcomes, 96 percent of FIFE 12th graders received standard diplomas, and 78 percent of seniors went on to postsecondary education. However, only 25 percent of eligible students returned to the consortium in 1994-95 and 62 percent of first-time students met none of the economic criteria required for participation in the program. This essentially means that the consortium is not in compliance with the selection rules established by the Advisory Council.

Of concern to the site team was the apparent lack of any real cooperation or collaborative efforts within the consortium. FCCJ did not send a representative to FSU during the team visit event though students from that project attended the summer residency program. However, all project staff do meet twice a year in Jacksonville for planning sessions. Plans to sponsor joint activities with the Panhandle Consortium, also in Tallahassee, have never materialized.

A lack of parental participation is a problem in this consortium. The site team recommended that a parent liaison be selected or hired on a part-time basis. Although the consortium serves large counties, including several rural school districts, project staff conduct workshops at the participating schools on a bi-weekly basis and hold bi-monthly Saturday sessions at FSU. FSU sponsored a Spring college tour for 30 students which included UWF, USF, UCF, UF and Bethune-Cookman College. The new CROP coordinator of the FSU project, Denise Richards, has a strong commitment to the CROP students and to strengthening the consortium.

FIFE's summer program, the University Experience Program, consisted of a two-week residential experience for 52 students in grades 10-12. Activities focused on SAT preparation. Students actually took the SAT test on the final day of the session. Beyond the math and verbal workshops, students experienced a wide range of university activities including career exploration, academic planning, admissions, financial aid workshops, and cultural enrichment. Former UEP participants worked as counselors, mentors and tutors. The students interviewed by the site team were obviously motivated and excited about the opportunities provided by the UEP. It would be advantageous to increase the number of students attending this intensive, well focused residency program next year.

3. **South Florida Consortium** (Florida International University and Miami-Dade Community College)  
June 25, 26, 1996

Site Team Members: Dr. Glenda Rabby (Commission Staff), Ms. Bertha Easton and Mr. Dennis LeFils (OPEC staff), Ms. Deloris Massey and Ms. Regina Sofer (Advisory Council Members).

Summary of Findings: There are a number of real concerns regarding this consortium, the first being that the institutions are not acting in concert with one another. The level of cooperation continues to be almost nonexistent. With separate summer programs, it was necessary for our team to conduct visits to both campuses to see what each project was doing. A major concern to the team was the program's selection process. Over 50 percent of the students enrolled in CROP during 1994-95 did not meet the economic or academic selection criteria. In addition, the consortium is below the statewide average in the number of 12th graders receiving a standard diploma and in the percentage of students enrolled in postsecondary education. They do however serve a large (558) population and have an above average student return rate.

Florida International University: FIU does not appear to be using the academic criteria to select students for the CROP program. The students the site team interviewed were either honor students, were receiving good grades, or already had every intention of attending college. The students attending the summer residency program, "Switch-On," an excellent college preparatory session, were studying college-level physics and other challenging academic subjects. While this is a great opportunity for certain students, CROP is mandated to serve students who are not already on track for college and have some academic deficiencies. While CROP should serve some low-income students who are academically well prepared (but who are the first in their families to graduate from college) this project seems to be serving the "cream of the crop." In addition, the students and parents the site team interviewed were not familiar with CROP, they were only familiar with the summer programs offered at FIU. It appears that the CROP academic-year and middle school programs are not consolidated with the summer programs to provide continuous service to students. High turn-over among CROP Staff at FIU has undoubtedly contributed to the lack of continuity in the program. The administration recognizes CROP as a valuable recruitment tool but it is important that it be understood that State funds are to be used to "reach out" to students who have a real need for motivation and preparation to attend college.

Miami-Dade: The administration at the college expressed their frustration at being forced into a consortium not of their own choosing; however, the project director has been pursuing closer cooperation with her counterpart at FIU. Site team members reiterated the Advisory Council's insistence that projects within a consortium work closely together.

There is obvious support from Miami-Dade's leadership of the CROP Program, which pro-

vides continuous, varied activities year round beginning in September. CROP activities are conducted after school twice a week during the school year. The Program Coordinator, Michael Mason, has a good relationship with her students, student-counselors and parents. Letters which inform parents about CROP are sent out in English, Spanish and Creole, indicative of the diverse ethnic population of this project. The CROP staff are initiating activities to increase participation for the diverse Hispanic and Caribbean communities of South Florida.

While the on-campus summer program is not a residency, the middle school participants benefited from the experience of coming to campus every day for classes. The program counselors and teachers were highly effective and committed young people. Some were former CROP students, and the participants related to them very well. Again, the site team was made aware that many academically talented students were selected for the summer program. It is necessary for the projects to provide some type of summer program for students who need help with basic skills and personal motivation. The "residency" program provided by Miami-Dade was actually a very successful college tour of several campuses in Florida. Both projects in this consortium should work together to provide a week or two on-campus residency program in the summer.

The consortium has identified lack of parental involvement as a concern. The site team met several very committed parents who could serve as formal or informal liaisons to other parents. In addition, many of the parents, particularly those recently arrived from other countries, could benefit from the skill-building programs and educational services offered by the two institutions.

**Florida Keys Community College Explorers Program** (Florida Keys Community College) July 11, 1996.

Site Team: Dr. Glenda Rabby (Commission staff), Ms. Susan Busch, Ms. Bertha Easton, and Mr. Dennis LeFils (OPEC staff).

Summary of Findings: This relatively new (1993) individual project appears to have a good deal of promise. CROP Director Judith McKnight has implemented a number of programs to strengthen academic skills enhancement. However, in order to continue to build upon this foundation, she will have to hire a full-time coordinator to oversee the program. The site team made several suggestions to Ms. McKnight. Among them, the most important was the need to expand CROP activities to high school students. Currently, the project offers many services to middle school students, but after ninth grade (when many Key West students drop out) students are offered some tutoring and mentoring and very little else. The project needs to offer *continuous* contact with students through high school, including ACT/SAT preparation, financial aid/college admissions workshops, and academic counseling. Because of the high drop out rate in Key West, it is imperative that the project develop strategies to keep students in school. The site team suggested that Ms. McKnight use institutional scholarship funds to enroll CROP students in the S.T.A.R.S. prepaid scholarship program, seek increased support from the college administration, request state funds to hire a full-time coordinator, and work closely with high school personnel to maintain student involvement in CROP. In addition, the team strongly recommended that the project use the parents who are involved in and committed to CROP (several of whom we met) to solicit other parents' involvement. Finally, because of the rela-

tive isolation of the project, the team recommended that Ms. McKnight pursue increased cooperation with other projects to reduce costs for college tours, the summer residency program, and other activities. Despite the distance, it may be feasible and desirable for the Key West project to join the South Florida Consortium.

The site team was impressed by the variety of activities offered by the FKCC faculty for the Super Summer Program and noted the enthusiasm and diversity of the students who attended the two week session. With a full-time CROP director the program could be expanded to include more students.

**APPENDIX F**

***STATUS OF PAST RECOMMEDATIONS***



# Postsecondary Education Planning Commission

## Status of Past Recommendations

1991-92

Recommendation	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>5</b> Projects should strive to include a residential experience in their activities.	All consortia and most single institution projects now have summer residencies.
<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 or CROP -- should be used consistently on all verbal and printed information related to this program.	Annual project reports suggest that College Reach-Out is increasingly identifiable by community 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.	

# Postsecondary Education Planning Commission

## Status of Past Recommendations

continued

1992-93

Recommendation	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.
<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 and consortia.	Ongoing.
<b>7</b> The Postsecondary Education Planning Commission should conduct a special examination of mathematics course-taking patterns of College Reach-Out participants and students from the general population to 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.

# Postsecondary Education Planning Commission

## Status of Past Recommendations

1993-94

Recommendation	Status
<p><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.</p>	<p>No independent institutions currently participate in College Reach-Out.</p>
<p><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.</p>	<p>Successful approaches have been shared with all projects.</p>
<p><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.</p>	
<p><b>4</b> Academic Support and Counseling Programs for Reach-Out participants should continue at the Postsecondary Level.</p>	<p>Such services have increased as more former CROP students attend postsecondary institutions.</p>
<p><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.</p>	<p>All consortia and most single institution projects now have summer residencies.</p>
<p><b>6</b> The Advisory Council should clearly communicate to project directors its philosophy with regard to incentive funding.</p>	<p>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.</p>

**APPENDIX G**

***LETTERS OF SUPPORT  
FOR THE  
COLLEGE REACH-OUT PROGRAM***

Ms. Quiana T. King  
2210 N.W. 4th Street  
Ocala, FL 34475

Dr. Glenda Rabby  
FL Department of Education  
224 Collins Bldg.  
Tallahassee, FL 32399

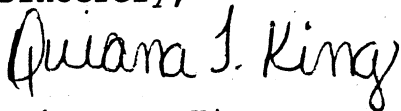
Dear Dr. Rabby:

I send this letter on behalf of the College Reach-Out Program at Central Florida Community College.

Presently I am a freshman at CFCC with intentions of attending the Criminal Justice Institute here. It is important that you know that THE CROP program was vital to my success at the high school level and the coordinator Mr. Cedric Thomas continues to be an inspiration and encouragement.

More than a few of my classmates are continuing their academic pursuits due to the assistance received via the College Reach-Out Program. So that our sisters and brothers can reap the benefits of this great program I urge you to ensure that it continues.

Sincerely,



Quiana T. King



October 9, 1996

Barbara Rasheed, Director  
College Reach-Out Program  
University of West Florida  
11000 University Parkway  
Pensacola, Florida 32514

Dear Barbara,

It is a pleasure to write this letter of support for the College Reach-Out Program. The College Reach-Out is an integral part of the University's mission to provide educational opportunities to disadvantaged students. College Reach-Out has enhanced the University's efforts to increase the enrollment of minority students.

We will provide assistance and resources, as we have in the past, to ensure the continued success of this program. We hope the College Reach-Out Program will continue to serve an important role in the local school district and at our University.

Sincerely,

Morris L. Marx  
President

M|LM:djb

G-2

## CHARLES & VERONICA POSEY

3705 WEST AVERY STREET  
PENSACOLA, FL 32505

---

---

September 4, 1996

Mrs. Barbara Rasheed, Director  
College Reach-Out Program  
University of West Florida  
11000 University Parkway  
BLDG 18, Room 133  
Pensacola, FL 32514-5751

Dear Mrs. Rasheed,

I will try to express in just a few choice words our appreciation for the College Reach-Out Program (CROP) and what it has meant to our family.

The CROP has been the most meaningful resource of help for the success of our son, Rufus A. Posey, who was labeled as a slow learner. He was told that he would not be able to achieve an High School Diploma because of this disability, but that he would only be able to achieve a twelve year Completion of High School Certificate. The encouragement and guidance under the CROP has given our son the opportunity to achieve his dream of getting a High School Diploma with the good help of tutors that taught Rufus good study habits, to have confidence in himself and self-esteem. We could not have made it without your organization because just the tutoring along would have cost a fortune and we simply could not afford it. The educational trips, personal attention, Saturday Success Programs, and the Annual Banquet has given our son a desire to be all that he can be with great goals for the further. Thank You!!!!

G-3

Sincerely,

  
Mr. & Mrs. Charles A. Posey

# BOOKER T. WASHINGTON HIGH SCHOOL



6000 College Parkway, Pensacola, Florida 32504-7997 / Telephone 904-478-8134 Fax 904-7297

Principal: H. Eugene Pettis

Assistant Principals:  
Nettie A. Eaton  
Paul Kattau

## MEMORANDUM

TO: Mr. Kismet Rideau, Coordinator  
College Reach-Out Program

FROM: H. Eugene Pettis, Principal  
Booker T. Washington High School

Date September 24, 1996

RE: College Reach-Out Program

The College Reach-Out Program continues to play a most vital and supportive role in the educational process that occurs at Booker T. Washington High School. The program particularly facilitates the development of much higher levels of self-confidence and determination needed by students to ensure a successful future. The university students who function in tutorial roles provide not only excellent academic assistance but serve as great models for our students to emulate.

My students and staff members have shared with me their views that the program is both needed and appreciated. I share those views.

We at Booker T. Washington look forward to a long and mutually beneficial relationship with this outstanding program. Thank you for making it possible for our students to be involved.



G-4

"You Make The Difference."

Affirmative action/equal opportunity employer





# FLORIDA ATLANTIC UNIVERSITY

P.O. BOX 3091  
BOCA RATON, FLORIDA 33431-0991

Office of Undergraduate Studies  
Administration Bldg., Room 295  
Phone: [407] 367-3064

October 17, 1996

Dr. Glenda Rabby  
Florida Department of Education  
224 Collins Building  
Tallahassee Fl 32399-0400

Dear Dr. Rabby,

I am pleased to submit this letter of support on behalf of the College Reach-Out Program here at Florida Atlantic University.

I was Director of Minority Student Services when the program was initiated, so my memories are long and my feelings run deep. I remember the first Junior/Senior Day, the first Saturday Scholars and the first Summer In-Residence program, which included an unforgettable overnight camping trip. Some of the faces have faded and there are names I can no longer recall, but the shared experiences are still very vivid. Not only did the students grow and develop, so did we. We taught them how to accept challenges and they taught us the latest dance craze. We taught them to believe in themselves and they made believers out of us. When they said we can't, we said you will. And they did.

Why has the College Reach-Out Program been so successful? Because the people involved with coordinating the program care. They come early and stay late, take a little and do much and when things get hard, they hardly notice. The staff in the Office of Minority Student Services continue to maintain the high level of commitment that launched the CROP program. It is through their commitment and dedication to excellence that this program continues to grow and realize its' many successes.

I wholeheartedly believe in the merits of this program and without reservation support its continuation.

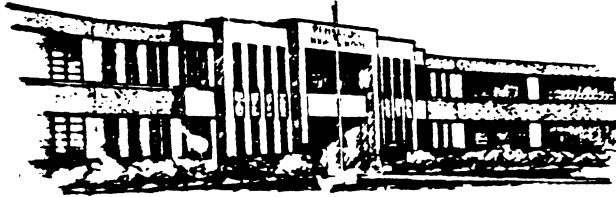
Sincerely,

A handwritten signature in cursive script that reads "Mikki Minney".

Mikki Minney, Asst. Vice Provost/Boca Campus  
Office of Undergraduate Programs

G-5

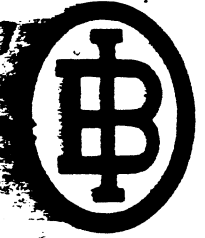
# PENSACOLA HIGH SCHOOL



Florida Department  
of Education

OCT 17

PER



500 W. Maxwell Street / Pensacola, FL 32501  
Phone (904) 470-4600 / Fax (904) 444-5779  
TB Fax (904) 444-2421

Assistant Principals:  
Larry Justice  
Norm G. Ross

Principal:  
Larry T. Huntley

Community School  
Coordinator:  
Willie F. Marshall

October 14, 1996

Ms. Barbara Rasheed  
The University of West Florida  
11000 University Parkway  
Pensacola, Florida 32514-5751

Dear Ms. Rasheed:

Pensacola High School is very fortunate indeed to have the College Reach Out Program at our school. Our many students who will be first generation college students have benefitted tremendously from the motivation and inspiration of the College Reach Out staff. The university has always sent people of very high caliber to work with our kids and for this we are very grateful. Mr. Kismet Rideau and his staff work exceptionally well with our students and also get along very well with the staff at our school. Everything about the College Reach Out Program is very professionally managed and a great service to our community, and I look forward to another year of association with it.

Sincerely,

Sandra G. Early  
Guidance Director

SCHOOL SYSTEM



October, 28, 1996

Dr. Glenda Rabby  
Florida Department of Education  
224 Collins Building  
Tallahassee, Florida 32399-0400

Dear Dr. Rabby:

I was a participant in the College Reach-Out Program at Florida Atlantic University in July of 1993. I can honestly say that C.R.O.P. was an asset to me, and will be a great asset to students in the future.

I was apprehensive about the in-residence program, because I had never gone away from home before. However, when I arrived I was astonished, and all my fears were diminished. I felt right at home with the entire staff. They became towers of knowledge and experience that I could learn from.

I also acquired a great deal of knowledge from the activities that were planned. The many academic sessions that were offered helped me to become a better student. Classes such as art, debate, and computers brought out special talents I did not know I had. The social events brought students together, and created life long friends.

Overall, the program enlightened me on what to expect in college, and was a great incentive to reach higher levels of achievement. The College Reach-Out Program truly reached and inspired students through education. I am thankful to have had such a wonderful opportunity.

Sincerely,



Shauna M. Morgan  
1471 Sussex Drive  
North Lauderdale, Florida 33068



October 18, 1996

Office of the President

Dr. Glenda Rabby  
Educational Analyst  
Florida Department of Education  
244 Collins Building  
Tallahassee, Florida 32399

Dear Glenda:

Florida Gulf Coast University is proud of its cooperative program with Edison Community College. A high percentage of the high schools students who participated in the CROP program continue onto college.

The CROP program provides the information that both the students and parents need concerning the admission process by making them aware of the various departments whose guidance they will need in gaining access to higher education.

I feel that the CROP program has a very strong impact on the disadvantaged student community in Southwest Florida.

It is my feeling that this program needs to continue within the State of Florida.

Sincerely,

A handwritten signature in black ink, appearing to read 'Roy E. McTarnaghan', written over a white background.

Roy E. McTarnaghan  
President

G-8

17595 South Tamiami Trail, Suite 200, Fort Myers, FL 33908-4500

TEL: (941)590-1000 SUNCOM: 731-1000 TTY: (941)590-1450 FAX: (941)590-1059 <http://www.fgc.edu>.

AN AFFIRMATIVE ACTION-EQUAL OPPORTUNITY EMPLOYER

October 18, 1996

Dr. Glenda Rabby  
Education Analyst  
Florida Department of Education  
244 Collins Building  
Tallahassee, Florida 32399

Dear Dr. Rabby

I am writing to express my appreciation for the College Reach Out Program in Southwest Florida. I am a graduate of the program and I have had the opportunity to work with the program as a summer counselor.

From the perspective of a student in the College Reach Out Program, I learned many valuable tools to not only prepare myself for college, but to succeed. I am proud to say I am a 1995 graduate of Edison Community College and will be graduating in May from the University of South Florida, Fort Myers with a degree in Elementary Education.

As summer counselor in the program, I was able to give back to the program that helped me and I was able to be role model to students coming up in the program.

I am a true testimonial to the fact that the College Reach Out Program is beneficial to the area and the students it serves. I am in strong support of this program and I hope to see it continue in this area.

Sincerely,

  
Morganetta A. Teague

September 20, 1996

Dear Postsecondary Planning Commission,

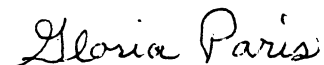
I have three children who were and are involved in the College Reach-Out Program at Okaloosa-Walton Community College. My son Naim R. Lee, and my daughter Qibla R. Lee, got involved with College Reach-Out in 1991-92 during their 9th grade year. My youngest son, Meeshack R. Lee got involved when he started high school. During the time my children participated in CROP, the staff visited them at the high school many times and provided information about financial aid, colleges and careers.

CROP's staff always stressed the importance of obtaining an education and advised my children as to which classes to take to prepare for college. CROP has also provided opportunities for my children to attend trips to area colleges and universities and cultural events.

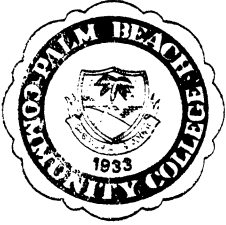
CROP has been a motivating tool for all three of my children. They know how to study to prepare for tests, they have high self-esteem and a sense of accomplishment. My son Naim R. Lee is now currently attending West Point Academy. My daughter Qibla R. Lee will be graduating June, 1996. Qibla and Meeshack Lee also plan on attending a college of their choice.

I wholeheartedly support the College Reach-Out Program and believe its services are a tremendous help to high school students.

Sincerely,



Gloria Paris  
parent of Qibla and Meeshack Lee



# PALM BEACH COMMUNITY COLLEGE

4200 Congress Avenue, Lake Worth, Florida 33461-4796

407/439-8080 Fax: 407/439-8208

OFFICE OF  
THE PRESIDENT

October 22, 1996

Mrs. Robin Johnson and College Reach-Out Staff  
Palm Beach Community College  
4200 Congress Avenue  
Lake Worth, FL 33461

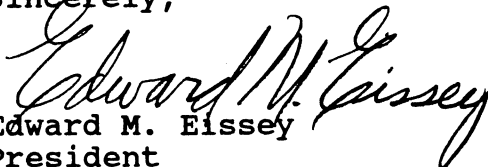
Dear Robin:

The College Reach-Out Program that was concluded under your supervision in August 1996 was a successful community-based program. The College is grateful that Dr. Helen Franke, Provost of the Glades Campus, was involved as the host campus. From that base of operation, you and your staff were able to once again build a partnership program that included local industry, guidance counselors in the middle and high schools, school principals, occupational specialists and mentors. Together you were able to meet the needs of our students in terms of helping them develop college readiness skills and to give them a college immersion experience on the PBCC campus.

In time, this Reach-Out experience will continue to reap benefits for students and PBCC. They will think of PBCC as a first choice because of the intensive, personal, high quality experience they had through Reach-Out. I am proud of the fact that three current PBCC Glades students with 3.0 cumulative averages were completers of College Reach-Out which has been at the Glades since 1991.

Thank you for a job well done.

Sincerely,

  
Edward M. Eissey  
President

mb

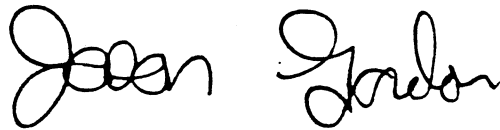
G-11

September 19, 1996

Dear Postsecondary Planning Commission,

My name is Jason Gordon and I am a former CROP student from Baker School. During my 1995 senior year at Baker I was uncertain about college and I had no idea on what to do. During the first semester my ideas came into action because of the CROP program. Judy Kendall, from Okaloosa-Walton Community College gave me several financial aid forms and told me all about having a college career. We took many trips to local colleges and universities and had several cultural events. All of these events gave me a better understanding about college and I am thankful that OWCC has such a caring staff. I am now a full-time college student attending OWCC. I still go by the offices of the CROP program and I know if I ever have a problem, the CROP staff will always be there to help me solve it.

Sincerely,

A handwritten signature in cursive script that reads "Jason Gordon". The signature is written in black ink and is positioned below the typed name "Jason Gordon".



# RAYMOND B. STEWART MIDDLE SCHOOL

38505 Tenth Avenue  
ZEPHYRHILLS, FLORIDA 33540  
Telephone: (813) 929-6500 or  
(904) 524-6500

BRUCE W. BALDWIN, PRINCIPAL

LORENZO E. COFFIE, Asst. Principal

October 4, 1996

Dr. Glenda Rabby  
Policy Analyst, Post secondary Planning Commission  
Florida Education Center  
Tallahassee, Florida 32399-0400

Dear Dr. Rabby:

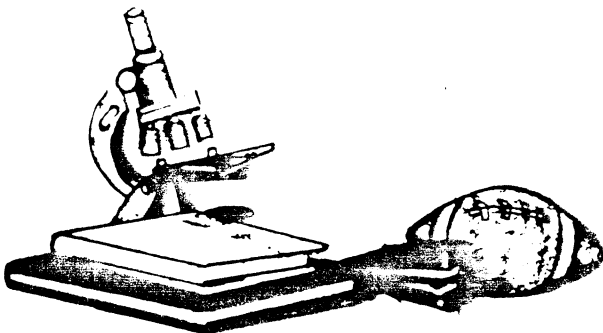
Let me take this opportunity to express my support of the Pasco/Polk College Reach-Out Program Consortium (CROP).

In talking with students in the Pasco/Hernando area I have found CROP to be a very popular program. CROP serves about 200 low income and educationally disadvantaged students in our area. CROP provides the only opportunity for many of these students to get away and see what college life is really like. It also offers numerous workshops on test-taking skills, leadership development, and academic enrichment.

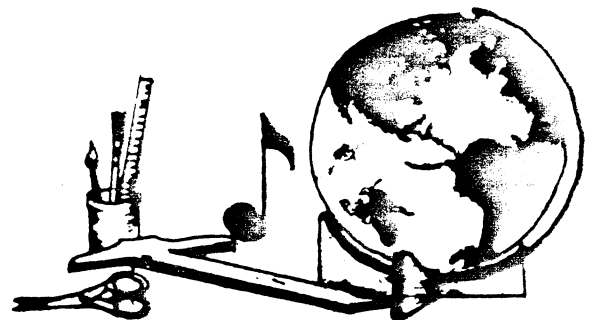
I would strongly urge the Post secondary Planning Commission to continue to fund and support this excellent program because it offers so many benefits to the students of our community.

Sincerely,

*Lorenzo Coffie*  
Lorenzo Coffie  
Assistant Principal



G-13



JACKSON C. JOHNSON, JR.  
*Principal*

# Pasco High School

HENRY O. WALLS  
*Assistant Principal*

36850 SR 52, Dade City, Florida 33525  
Phone: (352) 567-6721, Tampa (813) 929-6721  
FAX 352 -524 -5400

ROBIN S. FUTCH  
*Assistant Principal*

MYRA F. CROFT  
*Assistant Principal*

JEFF L. WALZ  
*Adult Education  
Assistant Principal*

Dr. Glenda Rabby, Policy Analyst  
Post secondary Planning Commission  
Florida Education Center  
Tallahassee, Florida 32399-0400

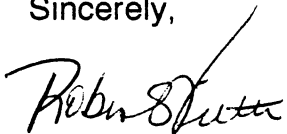
Dear Dr. Rabby,

I would like to express my support for the Heartland Consortium. I have worked closely with Pasco Hernando Community College's Project Director Imani D. Asukile and find that this program is very valuable. Many students from Pasco High School are participants in the program and enthusiastically participate in Consortium activities.

Pasco High School's staff and administration are in full support of this program and will continue to assist in any way to make it successful.

Should you need any further information regarding this correspondence, please feel free to contact me.

Sincerely,



Robin S. Futch  
Assistant Principal

May 29, 1996

Linda Lanza Kaduce  
3000 NW 83rd St  
Gainesville, FL  
32606

Mrs. Kaduce:

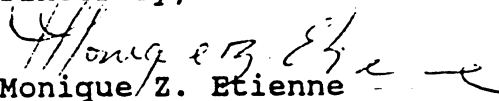
This letter is in regards to the College Reach-Out Program, of which you are the director. I just wanted to give you a short note thanking you for the program. The College Reach-Out Program has been an incredible help for my young son, Adrien. I can not find the words to express to you how valuable this nearly depthless resource has been for my son. While the many talented and selfless individuals you have working in your program have been crucial to its success, the person to whom I would say is primarily responsible for this is Warren T. Smith.

Tim has been nothing short of miraculous when it comes to having talented tutors on hand at all times. The program is extremely professional and well organized, and without Tim I doubt the program would have been nearly as successfull as it was.

He has gone above and beyond the call of duty, he has spoken to my son about the need for education. Tim is patient, intelligent, and just an all around superb individual. Without the work of Mr. Smith I don't know how I would have found someone to help my son with his studies. Undoubtedly if I had been lucky enough to find someone, whomever I found would have paled in comparison with the program Tim has provided.

I hope that you continue your magnificent program so that other children can be helped as Tim helped my son, thank you.

Sincerely,

  
Monique Z. Etienne

March 15, 1996

Dr. Mary Coburn  
Assistant Vice President  
Student Services  
Tallahassee Community College  
444 Appleyard Drive  
Tallahassee, FL 32304

Dear Dr Coburn,

My son, Michael Bailey, is one of the Challenge Scholarship recipients from last year. He has been involved in the CROP class and the extra curricular activities associated with this program. This experience has had a profound effect on not only my son's life but mine as well and I wanted to take time to tell you of our experience with the College Reach Out Program, the Challenge Scholarship, and Mr. Craig Fletcher.

As a single mother of two I have been extremely concerned about financing college educations for my children. I attended college after high school but I quit to get married. I have always regretted not finishing my education. I have tried to instill in both of my children the need for a good education.

The CROP class at Fort Braden has helped to reinforce the ideals that I have tried to teach Michael. I have seen a renewed excitement about school in him since entering the CROP class. He has become more goal oriented and more "future conscious". He seems to look ahead now instead of day to day. Perhaps part of that is maturity but I attribute most of it to the direction and counseling he has received in CROP.

Mr. Fletcher has been a God send to our lives. Michael has been without a male role model since the death of my father three years ago. Mr. Fletcher has shown Michael and me the care and concern he has for all of the kids involved with the Challenge Scholarship. He has demonstrated time and time again that he is concerned not only with the academic lives but also the personal lives of these students.

Mr. Fletcher has devoted many hours to my son alone. I can only imagine the amount of time he puts in with all of the students. His efforts have really made a change in our lives. Not only is Michael more confident and working harder to obtain good grades, he is more sure of himself as a person. He seems to have found a direction for his life. I daily thank God for Craig Fletcher and the College Reach Out Program.

In addition to the wonderful effects this program has had on my son, it has also renewed in me a need to finish my education. Craig Fletcher has helped with this goal as well.

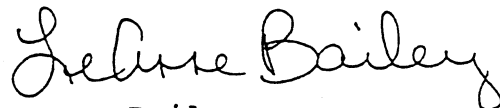
In talking with Mr. Fletcher about Michael I expressed my desire to reenter college this summer. He told me about the BEND program and gave me the name of Cheryl Rowland.

I met with Ms. Rowland yesterday and I am now in the process of applying to TCC to start in the summer to finish my education. I didn't realize that my returning to college would really matter to my children, but it seems to have excited both of them. Michael has been telling all of his friends that his mom is going back to college. He says that it is really "cool". (That's about the highest praise Michael gives to anything.)

Words could never express the incredible effect that the College Reach Out Program, the Challenge Scholarship, and especially Craig Fletcher have had on my family's life. I'm sure that there are many programs that you oversee and I just wanted you to know that the College Reach Out Program really works.

Thank you and all of the benefactors that have made this opportunity available to my family. It is very encouraging to know that there are people in the world who truly care about their fellow man.

Sincerely,



LeAnne Bailey  
8492 Lake Atkinson Drive  
Tallahassee, FL 32310  
(904) 575-5855