

College Reach-Out Program

1996-1997 Highlights

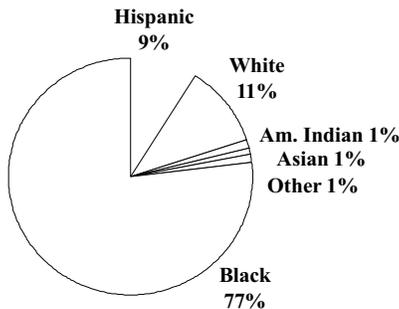
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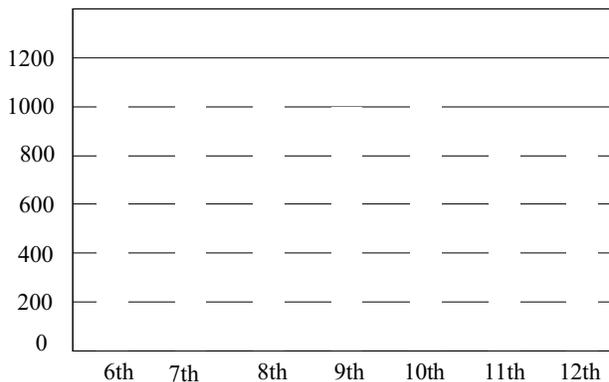
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The College Reach-Out Program (CROP) is a statewide program designed to increase the number of students successfully completing a postsecondary education. The primary objective of the Reach-Out Program is to strengthen the educational motivation and preparation of low-income and educationally disadvantaged students in grades 6-12 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) This evaluation was based on the 1996-97 Reach-Out cohort, comprised of 6,972 program participants and 8,297 random students. It includes analyses of project reports, databases, and select site visits.

1996-97 CROP Racial and Ethnic Characteristics

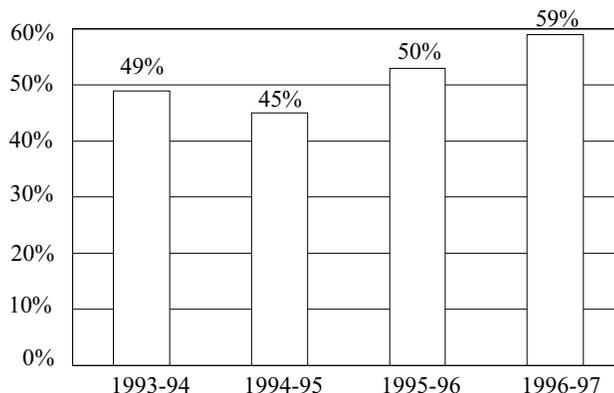


1996-97 CROP Grade Level Distribution



CROP serves a large and diverse population of students in grades 6-12.

Percentage of Eligible Students Returning to College Reach-Out 1993-94 to 1996-97

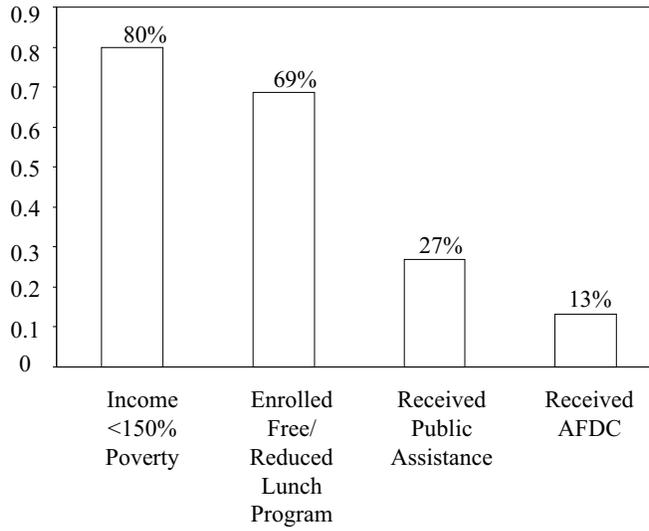


Over half of all eligible students returned to a CROP project in 1996-97.

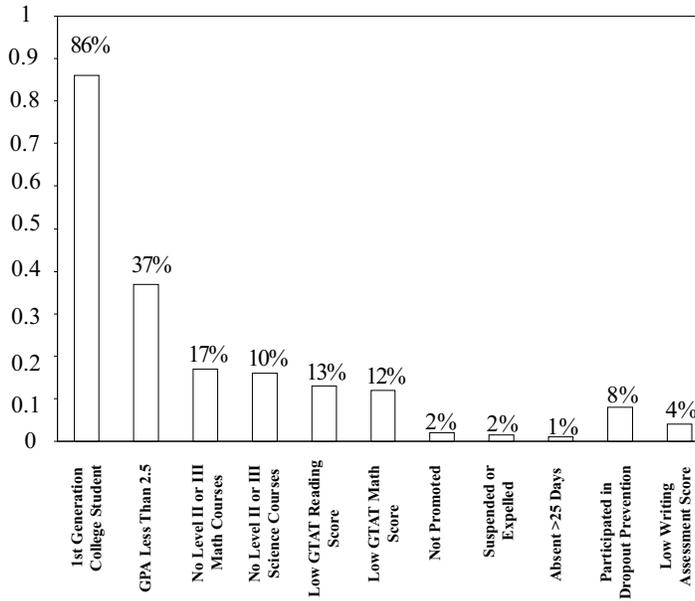
Source: College Reach-Out Annual Reports, 1992-93 to 1996-97.

CROP Eligibility Requirements

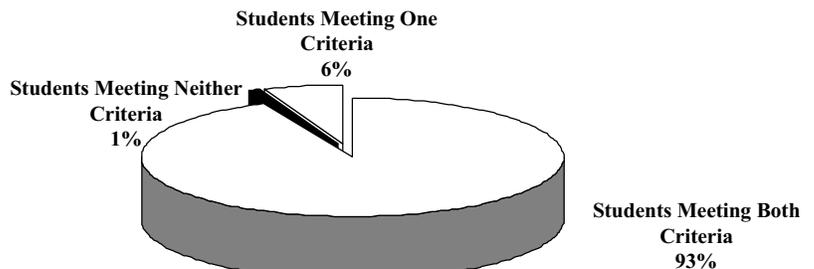
Students Meeting Economic Criteria, 1996-97 Cohort



Students Meeting Academic Criteria, 1996-97 Cohort



Economic and Academic Criteria, 1996-97 Cohort*



* Prior to 1994-95, CROP participants did not have to meet both academic and economic criteria.

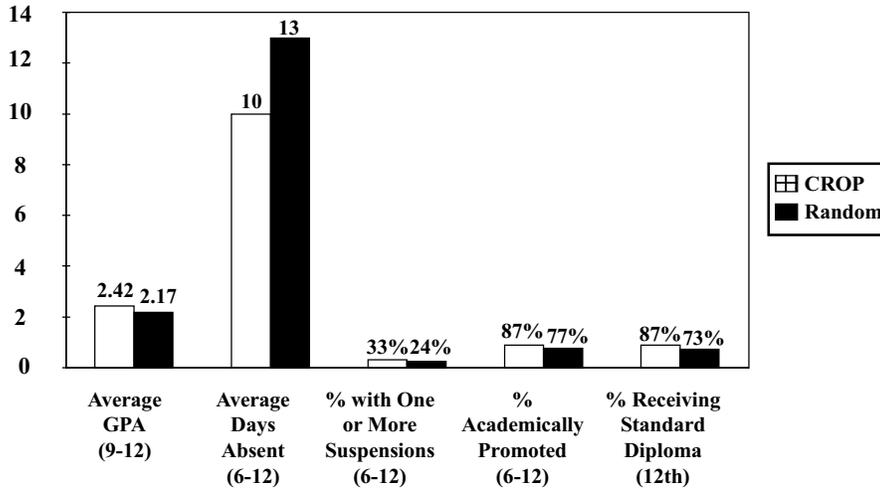
Students wishing to participate in CROP must first meet both economic and academic criteria.

93% of CROP students met both the economic and academic criteria.

Source: College Reach-Out Annual Report, 1996-97.

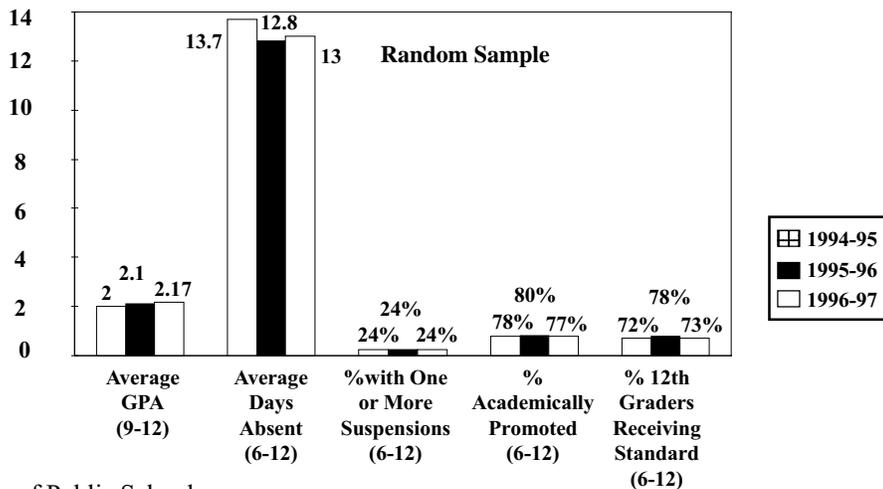
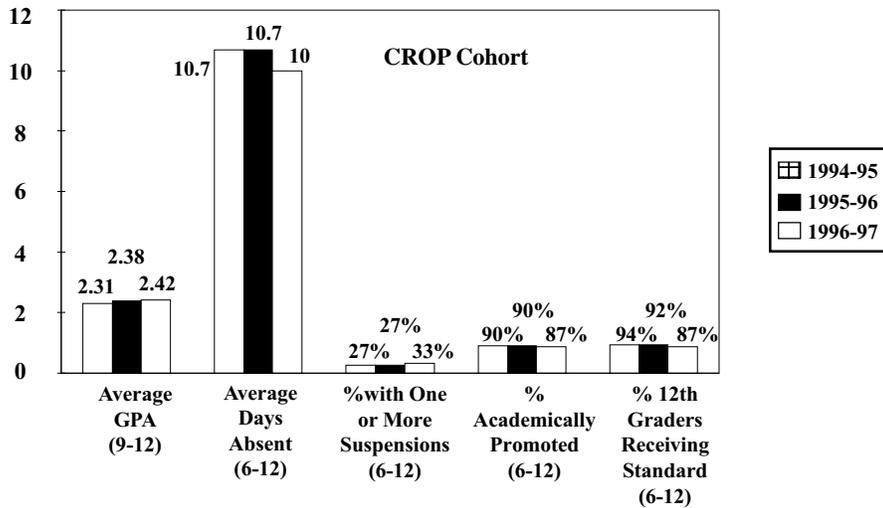
1996-97 Performance Outcomes

Secondary Performance Measures



CROP participants perform at levels comparable to or better than non-program participants.

Historical Analysis of Performance Outcomes (1994-95 through 1996-97)



The successful academic performance of CROP participants is a continuing trend in grades 6-12.

Comparative Analysis of Postsecondary Outcomes (1994-95 through 1996-97)

Historically, upon completion of high school, CROP students are more likely to enroll in postsecondary education than are non-program participants.

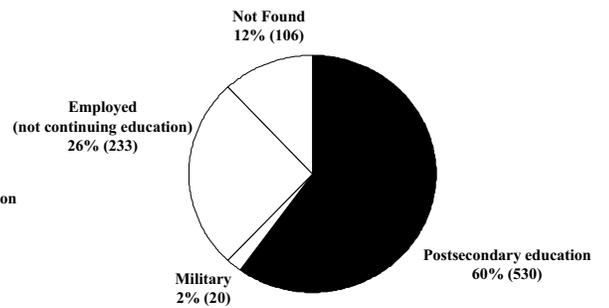
CROP

1996-97 CROP (N=841)

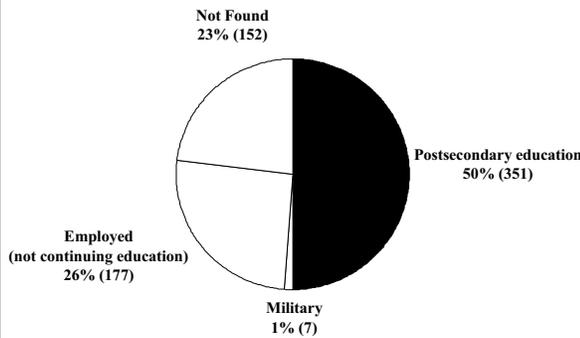


Random Sample

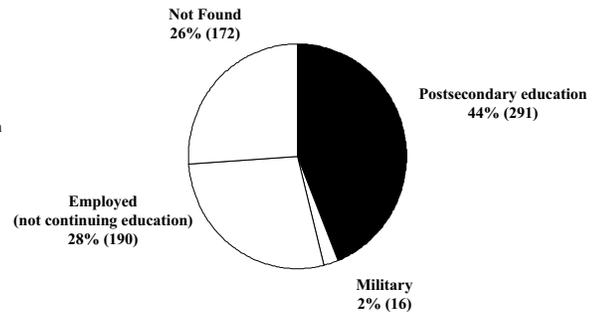
1996-97 Random (N=889)



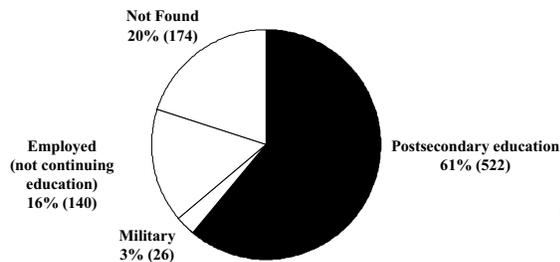
1995-96 CROP (N=687)



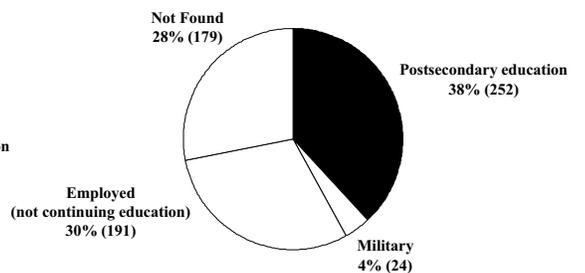
1995-96 Random (N=669)



1994-95 CROP (N=841)

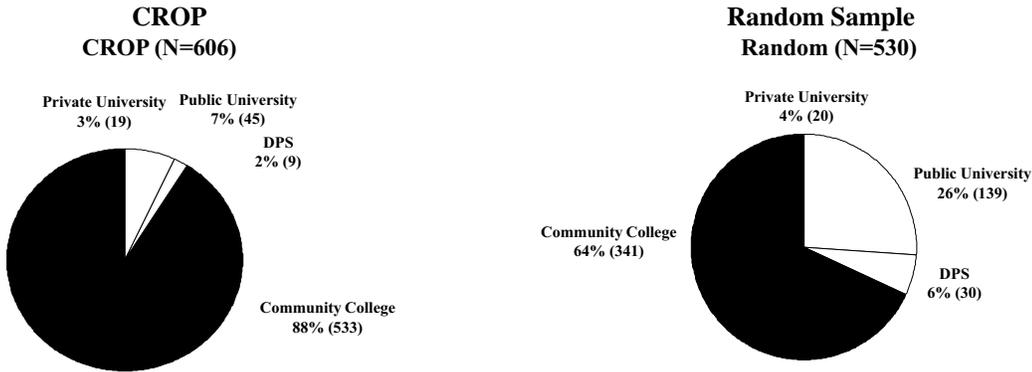


1994-95 Random (N=646)



Source: Florida Education and Training Placement Information Program.

Continuing Education of 1996-97 Cohort

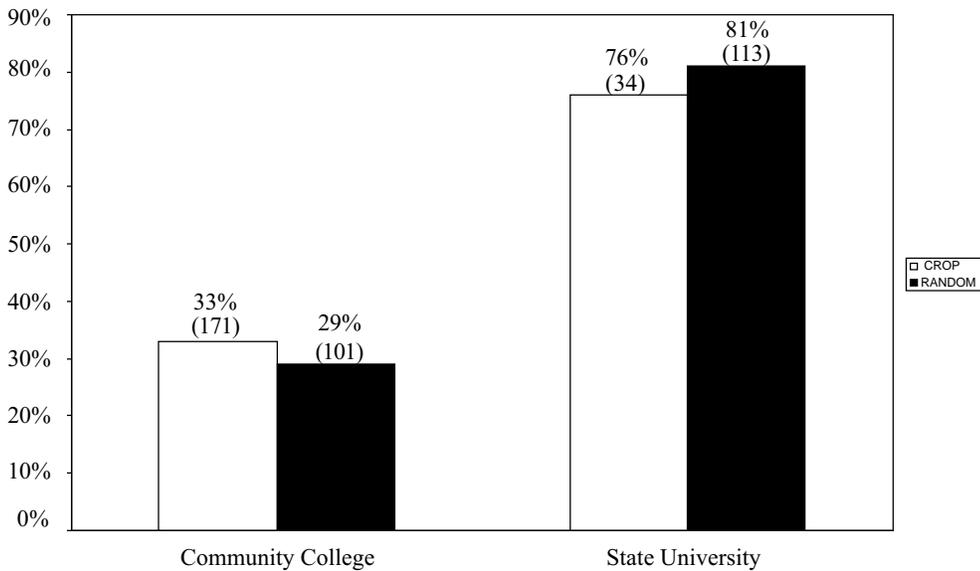


88% of CROP students who went on to postsecondary education enrolled at a community college. 7% enrolled in the SUS.

Source: Florida Education and Training Placement Information Program.

Postsecondary Performance

Students with GPA of 2.0 or higher in postsecondary education, 1996-97



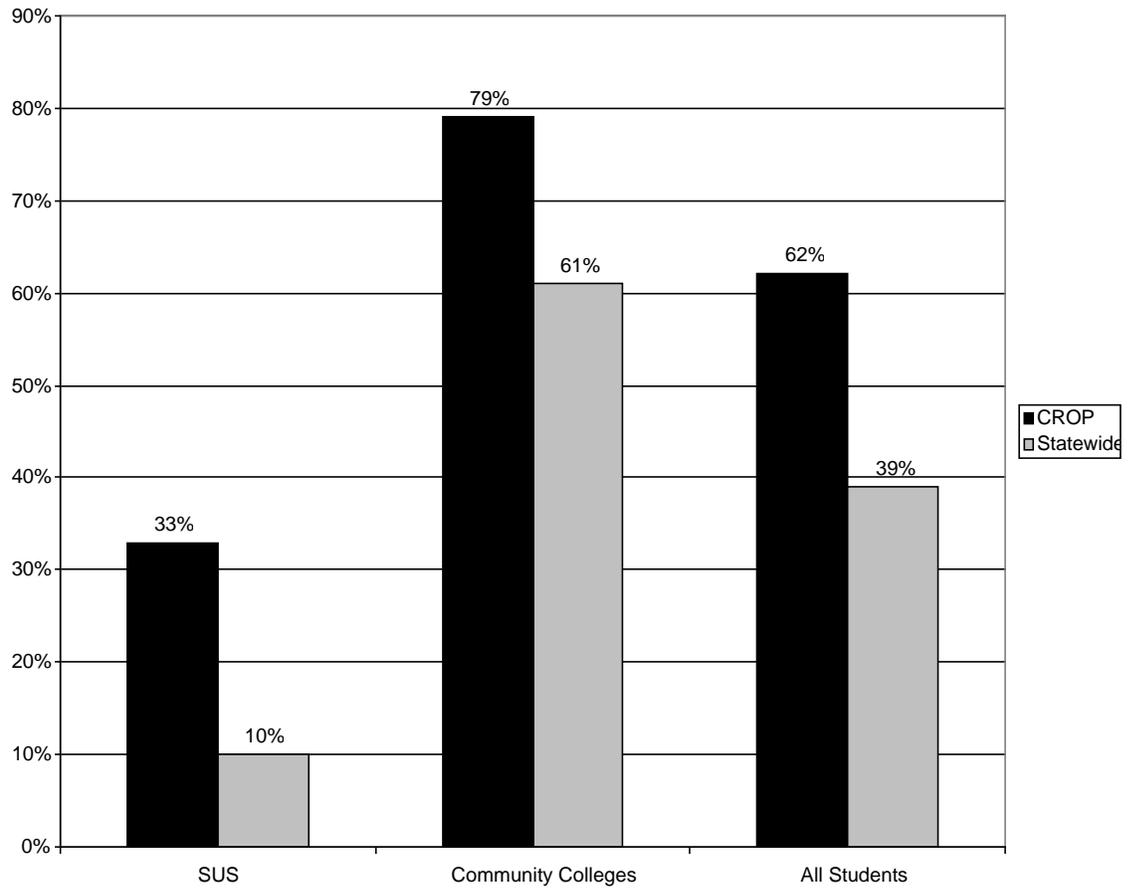
76% of Reach-Out graduates enrolled in the SUS had a GPA of 2.0 or higher.

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

College Readiness

Students Requiring Remediation in Postsecondary Education, 1996-1997

62% of all CROP students tested required remediation, while 39% of all students tested statewide required remedial coursework.

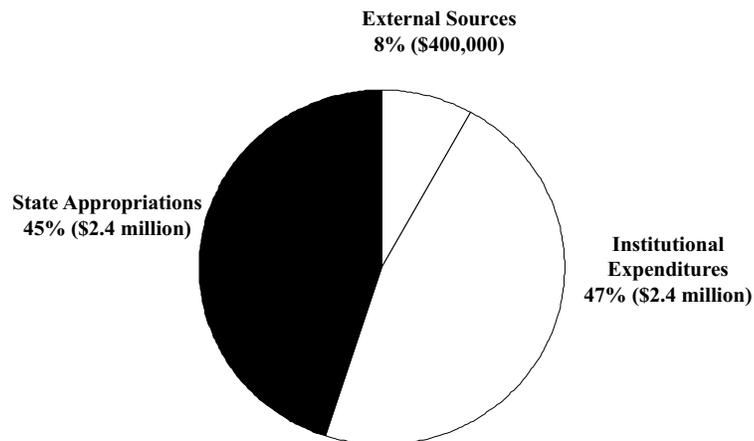


Source: Florida Department of Education, Readiness Report.

Expenditures

Expenditures for the College Reach-Out Program, 1996-1997

Expenditures totaled over \$5 million for 13 consortia and 34 projects.



Source: College Reach-Out Final Reports 1996-97.

1996-97 College Reach-Out Program Evaluation

The College Reach-Out Program is a statewide initiative designed to strengthen the educational motivation and preparation of low-income and educationally disadvantaged students in middle and high school. This is the Postsecondary Education Planning Commission's seventh annual statewide evaluation of the program. This evaluation was based on the 1996-97 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 programs in 1997-98. A summary of key findings is given below.

Parental involvement is crucial to the success of CROP programs.

Again this year, program directors indicated that parental involvement in CROP programs is a key factor influencing not only the success of the program but also the success of individual CROP students. As in past years, a lack of parental involvement/support was cited as a main reason that students dropped out of CROP programs. Most programs are making significant efforts to increase and maintain parental involvement. At a minimum, projects routinely contact parents by mail and telephone to inform them of upcoming CROP activities. Many sites have begun to hold "parents' retreats" in an effort to stimulate interest in CROP programs. Other sites have been successful increasing parental involvement in recruiting parents as chaperones for CROP activities and by directly involving parents in the actual planning of CROP activities. Since parental involvement is critical for maintaining student involvement in CROP, efforts such as those discussed should be a priority.

Tutor/Counselor/Teacher Relationships

Evaluative reports indicate that a positive, respectful, dependable and productive student/tutor or mentor relationship contributes to students' success in the CROP program. Teachers as well as former CROP participants provide CROP students with positive and caring role models. It is critical that CROP students feel as though their tutors and/or mentors really care about their success and are available to them. For this reason, CROP directors should recognize the importance of continuity in the tutor or mentor/student relationship. Several sites report that staff turnover, in the area of tutors and mentors, adversely affects the participation rate of CROP students. Several sites reported being unable to provide mentors for all students, while others had very high tutor to student ratios. In light of the important role that tutors and mentors play in the success of CROP students, the legislature should insure adequate funding to meet the needs of all programs and their students.

1996-97 CROP final reports identify several factors which directly contribute to the success of CROP programs and students.

Parental involvement is a critical element in the efforts of CROP projects to increase student participation and reduce program attrition.

It is important that the relationship between CROP students and their tutors and/or mentors be positive and caring. Staff and schedule consistency enhance the relationships between CROP students and tutors.

1996-97 College Reach-Out Program Evaluation, continued

Continous contact/numerous activities.

The availability of fun and challenging activities has generated increased student interest and participation in CROP.

An ongoing priority of CROP directors is to provide a wide variety of activities for CROP students and to maintain continuous contact with students in an effort to promote participation in CROP programs. The challenge is to offer interesting, challenging and age-appropriate activities for all program participants. However, most sites report that many CROP students, (especially older students) have numerous schedule conflicts, including extracurricular sports and activities, employment, and family responsibilities which make it difficult for them to participate in many of the activities. In such cases, it is imperative that CROP directors maintain contact with these students so that they stay motivated to participate in the program. Several sites report that "in-school" contact has been an excellent way to maintain continual contact with CROP students who may or may not be participating in CROP activities. In-school visits by CROP staff members allows students to interact with staff, catch-up on CROP activities, as well as ask questions, without having to give up any additional time. After-school activities such as "Homework Clubs" and tutor sessions also seem to have higher participation rates that those held on Saturday, because the students are already at school which helps alleviate schedule and transportation problems. Evaluative reports indicate many sites have found successful ways of generating interest in and motivation to participate in CROP.

Summer Programs and Field Trips. The summer residential component of CROP is a popular activity which offers both educational and personal enrichment and generates considerable student interest. However, activities held year-round must offer similar incentives to students. Many sites have found that field trips are a great way to both reward and motivate CROP students. Those field trips most successful are those which offer cultural as well as educational enrichment such as: ethnic festivals, plays, and art and museum exhibits.

Several CROP projects have successfully begun incentive programs designed to increase attendance at CROP activities and reduce program attrition.

Tuition Scholarships. Tuition scholarships continue to be a great incentive for student participation in CROP. For example, Tallahassee Community College (TCC) reports 70 middle and high school students are receiving pre-paid scholarships, while seven more are attending TCC on full scholarships offered through the school. Making scholarships available to CROP students should be a statewide program priority.

Community Involvement. Involving community groups such as churches, civic organizations, city groups, and business in CROP has been very important to the success of many programs. These organizations can help CROP programs in several significant ways including: offering cash awards, providing transportation, organizing and/or housing CROP activities, and providing mentors, role-models, and tutors to CROP students. For these reasons, CROP programs should intensify efforts to secure the support of a variety of community groups.