

Application for the 2014-2015 College Reach-Out Program Taps # 15B037
Section 5: Project Narrative, Items (A) – (C)

Consortium: Mid-Florida Consortium

GENERAL CONSORTIUM DESCRIPTION

(A) Statement of Purpose: (Include the need for and expected results of the project.)

The Mid-Florida Consortium of the College Reach-Out Program (CROP), which consist of the University of Florida and Santa Fe College is responsible for identifying and recruiting economically and educationally disadvantaged students in grades 6 through 12 from targeted schools and assisting them in the admission to and successful completion of postsecondary education. Without these recruitment efforts and special support services, these students would not consider postsecondary education as an option.

Need for Project: Focusing on academic excellence and rigor, career exploration, retention, college access and economic mobility, the College Reach-Out Program is critical for the rural, urban and suburban populations of Alachua County, since it will improve the success of students as they move toward postsecondary opportunities. Improved success is important especially since the 2013 per capita income of Gainesville, the main city of Alachua County, decreased 10.76% to \$24,561 since 2005. Based on 2012-2013 FCAT 2.0 Reading data, at the Alachua County District level, 73% of Blacks, 46% of Hispanics, and 26% of Whites in the 8th Grade were in an Achievement level of 1 or 2 and 72% of Blacks, 40% of Hispanics, and 26% of Whites in the 10th Grade were in an Achievement level of 1 or 2. Based on 2012-2013 FCAT 2.0 Mathematics data, at the Alachua County District level, 79% of Blacks, 51% of Hispanics, and 44% of Whites in the 8th Grade were in an Achievement level of 1 or 2 for total FCAT 2.0 Equivalent Scores. Additional District data include:

- Free/reduced lunch averages were 49.0% for Alachua County. The state rate is 58.6 %. (FL DOE 2012-2013).
- The 2012-2013 Florida Department of Education database recorded that the school dropout rate for the state of Florida is 2.0% compared to Alachua County's dropout rate of 3.5% (an increase from 2.4% in 2010-2011).
- The percentages of out-of-school suspensions for the state of Florida were 7.4% compared to 10.0% for Alachua County.

Program Design: The Mid-Florida Consortium will serve 319 students. The program will increase student interest in academic excellence and enhance academic skills while preparing them for entrance into a postsecondary institution. The program will educate students and parents on effective reading, writing and math skills, new and innovative studying methods and goal setting techniques, which will keep the student's focused and motivated to achieve their educational goals. Parents will also be afforded opportunities to attend workshops and visit college campuses to acclimate them to postsecondary education and assist their child(ren) in their educational goals. This project includes a strong academic component designed to:

- 1) develop and enhance basic skills by providing supplemental instruction and academic and career counseling;
- 2) provide students with rigorous coursework preparation through enrollment in Level II and III classes and foreign language classes;

- 3) provide exposure through cultural activities and educational field trips;
- 4) prepare students for college entrance exams;
- 5) provide behavior modification strategies through mentoring and educational experiences that will increase students' motivation, self-esteem, and confidence to succeed in their postsecondary educational pursuits;
- 6) provide guidance and assistance with postsecondary enrollment, retention and the financial aid process;
- 7) provide students with information on civic responsibility and citizenship;
- 8) expose student to Science, Technology, Engineering, the Arts, and Mathematics (STEAM) fields;
- 9) assist students in testing out of college remediation classes; and
- 10) provide support and/or resources for students in their first-year at a postsecondary institution.

The Mid-Florida Consortium CROP is proactive in ensuring that our outcomes are aligned with the learning outcomes of our respective institutions. The Mid-Florida Consortium CROP expects to:

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| 1) Increase FCAT 2.0 scores to the state averages for 2013 as reported by the <i>Office of Assessment and School Performance</i> ; | 5) Increase the number of students enrolled in Honors/AP courses & the number of students applying for Dual Enrollment by 2.8%; |
| 2) Increase overall GPA of 9 th - 12 th graders to 3.0; | 6) Decrease student truancy rate by 2%; |
| 3) Maintain promotion rates at 97% for 6 th - 11 th graders; | 7) Increase the number of males participating in the program from 50% to 60%; and |
| 4) Maintain a graduation rate at or above 95%; | 8) Increase enrollment of eligible Caucasian students by 7%. |

These activities will collectively result in the long-term measurable outcome of increasing the number of CROP students who upon high school graduation are admitted to, and successfully complete postsecondary education. CROP is taking a proactive approach to ensure students are taking advantage of all services provided.

(B) Service Area: (List counties to be served by the project.)

Santa Fe CROP will serve 11 schools and centers in Alachua County and the University of Florida CROP will serve 11 schools and centers in Alachua County. These schools and centers are targeted because of the percentage of students receiving free/reduced lunch, minority enrollment, rural setting, school grades and/or limited services for disadvantaged students.

(C) Existing Non-CROP Programs:

The following institutional and community-based programs enhance academic performance of low-income, educationally disadvantaged students in Alachua County: (1) North Florida Educational Talent Search, (2) Take Stock in Children, (3) Black Achievers, (4) Santa Fe Upward Bound, (5) College Achievement Program, (6) Reichert House, (7) Dignity Project, (8) Police Explorers, (9) Santa Fe East Gainesville Initiative, (10) My Brother's Keeper, (11) University of Florida First Generation, (12) Educational Pipeline to Academic Success (EPAS), (13) Florida A&M University Black Male explorers Program, and (14) Community-Based College Access Program sponsored by the Boys and Girls Club and Mike Powell & Associates.

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Consortium: Mid-Florida Consortium

GENERAL CONSORTIUM DESCRIPTION

(D) Past CROP Project Successes for 2012-2013

Total Number of Participants:	<u>202</u>
Number in grades 6-11: <u>175</u>	Number promoted: <u>175</u>
Number in grade 12: <u>27</u>	Number graduated: <u>27</u>
Number of graduates enrolled in postsecondary education:	<u>27</u>

Explain other past successes:

- 100% of CROP students (grades 6-11) were promoted in 2013.
- 100% of CROP seniors graduated in 2012-2013.
- 100% of CROP graduates enrolled in postsecondary education in the Fall of 2013.

(E) Explain how the proposed project:

1. Employs innovative approaches:

- A Day in the Real World Conference will introduce CROP students the challenges of maintaining one's self in today's society and strategies that may assist in "jumping those hurdles."
- Students will engage in a mentoring program between college students (mentors) and CROP students (mentees). Being involved in a mentoring relationship will open the opportunity for CROP students to deepen their relationship with the institutions and to jump start their careers by gaining insight and receiving support from mentors.
- Students will participate in hands-on instruction in critical STEM areas through specialty camps and seminars and take field trips with their instructors to connect college majors and career fields with subject areas.
- Students will become more conscious of sustainable jobs and the career opportunities afforded them.
- In response to Florida's Next Generation PreK-20 Education Strategic Plan, all students will be assessed on their basic mathematics and reading skills; these skills will be strengthened so that each student will perform at her/his grade level.
- Eight grade students and their parents will participate in well-planned and well-facilitated workshops that will prepare students to transition from middle school to high school.
- Ninth grade students will participate in a bridge program to strengthen their high school transition. Upper classmen will mentor 9th graders as well as 9th grade students and their parents will participate in various workshops and opportunities that will assist them in overcoming social, academic, and emotional challenges of 9th grade.
- Parallel Parent/Student Workshops will be held to maximize parent and student participation and increase their awareness of academic preparedness.
- Students will integrate community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities (Service Learning) through the AmeriCorps College Access Program.
- Pre-employment workshops (for securing student employment and work/study in college) will include writing resumes, reviewing job descriptions/expectations, completing job applications, complying with employer rules and workplace attire.
- Project FUTURE (for males) and Sisters Achieving College Together (Sisters ACT) for females will include shadowing college students, attending a college program organized by student groups.

2. Provides a great variety of activities: Students will gain first-hand knowledge and appreciation for learning by:
 - Visiting institutions/historical sites to stimulate students' desire to become academically, socially and culturally aware;
 - Participating in hands-on experience with STEM related activities through facilitated exposure (e.g. Santa Fe Kika Silva Pla Planetarium, and zoological parks such as the Santa Fe College Teaching Zoo);
 - Developing an appreciation for the arts through direct exposure (e.g. visiting art galleries/festivals, museums, UF Phillips Center for the Performing Arts);
 - Attending diverse workshop topics of engagement targeted to enhance students' knowledge and skills regarding high school graduation requirements and college admissions;
 - Broadening their social and historical awareness by planned visits to experience institutions/historical sites to stimulate students' desire to become academically, socially and culturally aware;
 - Increasing collaboration and cooperation with other state-sponsored educational preparation events such as Brain bowls, spelling bees, essay-writing contests, leadership conferences and service projects;
 - Participating in summer enrichment programs, weekly after-school and Saturday tutorial sessions (college/university premises) throughout the year, and residential programs at the University of Florida and Florida A&M University Black Males Explorer Summer Residential Program;
 - Attending test-taking and study skills strategy workshops for the PSAT, SAT, ACT, EOC and PERT exams; and
 - Participating in group/individual counseling on self-esteem, problem-solving strategies, peer-relationships, time-management, organization, etiquette, education/career planning, drugs, gangs, HIV/AIDS and sexually transmitted diseases, decision-making and health and nutrition issues.
3. Demonstrates an interest in cultural diversity:
 - Students will attend and/or participate in Black History Month, Hispanic Heritage Month, and Asian Awareness Month activities such as educational forums and speakers, plays, and fashion shows, as well as partnership with campus student entities such as NAACP, Asian Student Union, Black Student Union, and My Brother's Keeper.
 - Students will be provided with a global understanding of diversity by interacting with college student and community groups from over 14 different countries in a program "Through My Eyes." Forums will be held each semester giving CROP students an opportunity to meet and network with students and faculty from other cultures.
4. Addresses the unmet regional needs of varying communities:
 - CROP will provide seniors with assistance to complete college applications and financial aid forms.
 - CROP will provide transportation for students who are engaged and are participating in the various planned programs, activities, and events.

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Section 5: Project Narrative, Items (F) – (I)

Consortium: Mid-Florida Consortium

GENERAL CONSORTIUM DESCRIPTION

(F) Executive Summary of Proposed Project (Include support strategies for *Just Read, Florida!* and program marketing /dissemination):

Studies are conducted annually that support the significant impact and the critical role that outreach programs play in the lives of low-income and at-risk youth. Both Santa Fe College and the University of Florida have a proven track record of providing quality academic and cultural enrichment programs to our students to ensure high school graduation and matriculation at a postsecondary institution. Remaining committed to our purpose to strengthen educational motivation, our institutions will continue to provide enrichment programs that expose our students to academic excellence, team-building, negotiation skills, social skills, conflict resolution, confidence-building, and the performing and visual arts and sports. Based on identified challenges of 11th and 12th grade students in Hawthorne and Eastside High Schools, this project will develop relevant programming for those underachieving students in those schools through our Preparing Students for Academic and Student Success (PASS) program. Our CROP project will include after-school, weekend, spring break and summer academic enrichment programs; character building, test-taking, financial aid, and college readiness workshops; educational tours; career and personal counseling; and mentoring for 319 academically and educationally disadvantaged participants. In addition, middle and high school students will participate in residency programs at the University of Florida.

In response to Florida's Next Generation PreK-20 Education Strategic Plan and in preparation for the Common Core State Standards, the programs will individually assess each student and determine her or his basic mathematics, writing and reading skills. To promote successful reading on a wider scale, all institutions will ensure that students participate in a 750,000-Minute Read-A-Thon and literary circles, hands-on science and mathematics experiences (including Algebra Nation) and health education programs. CROP students will be provided academic opportunities offered by Florida Virtual School, the Florida Education Fund, SECME, and various bridge programs. Two programs, Project PRISM (Providing Research in STEM for Minorities) for high school students and Project SPARC (STEM Participation through Active Research Challenges) for middle school students will not only stimulate the interests of CROP students in the STEM areas, but will require involvement in their respective schools' science fairs.

Brochures, flyers and newsletters will be created to recruit eligible students. These CROP marketing tools will be distributed to parents, schools, community centers, public housing, faith-based organizations, and recreational centers through regular presentations. In addition, communications with the Physical Plant and Housing Staff at both institutions will take place. CROP will also continue to build partnerships with local entities such as the Alachua County Library system, DCF, Partnership for Strong Families, Inc., Children Alliance and the HIPPY Program to create opportunities for their students to participate in CROP and to offer services at their institutions and to their clientele. Guidance counselors, teachers, and School District officials will continue to recommend prospective students based on state eligibility requirements. The National Student Clearinghouse will be used to track students enrolled in postsecondary institutions.

(G) Description of 2014-2015 Local Advisory Committee (Include schedule of meetings):
Santa Fe College: Hershel Lyons (Interim School Superintendent of Alachua County Public Schools), Mia Holland (CROP Parent), Dr. Tyran Butler (Director of Santa Fe Educator Preparation Institute), Jim Keites (Santa Fe Athletic Director), Donna Kidwell (Ft. Clarke Middle School Principal), Jeffry Charbonnet (Eastside High School Principal), Aminah Nichols (Program Assistant, My Brother's Keeper at Santa Fe College), Michael Gamble (Howard Bishop Middle School Principal), Dr. Beatrice Awonyi (Assistant Vice-President of Student Affairs at Santa Fe College). Meeting schedule: September 2014, January 2015, April 2015, June 2015.

University of Florida: Dr. Michael V. Bowie (UF College of Education Administrator), Veita Jackson (Principal, Horizon Center), Bill Goodman (District Guidance Director), Mary Ann Clark (UF College of Education Counselor), Terry Jackson (UF University Athletic Association), Debbie Peterson (CROP Parent), Chinita Mile (CROP Parent) Shane Andrews (Alachua County School Board), and Sherry Jenkins (Parent). Tentative Meeting schedule: September 2014, January 2015, April 2015, June 2015.

(H) Criteria to Identify Students for Participation:

Local middle and high school guidance counselors are assisting the institutions by identifying students who meet both academic and economic criteria of the program. CROP will have displays at middle and high school open houses and at events attracting parents/students from targeted areas. In addition, collaborations with community organizations of the same target population have been made to create a system that maximizes the services each student receives. All new students recruited in 2013-2014 will meet economic and academic guidelines. Economic Guidelines (Definitions): (1) <185% Poverty (Family's taxable income did not exceed 185% of the poverty level); (2) Participated in WAGES [Family received temporary cash assistance under WAGES (Work and Gain Economic Self-Sufficiency)]; (3) Received Public Assistance (Family received public assistance) and (4) Free/Reduced Lunch (Student eligible for free or reduced fee lunch program).

(I) Schools to be Served; Criteria to Identify Schools for Participation; Schools to be Served That Were Graded "D" or "F" for 2013 and the Number of Students to be Served in "D" and "F" Schools. **If there are no "D" or "F" schools in your district, please state that in your response:**

Middle Schools: Ft. Clarke, Howard Bishop, Kanapaha, Abraham Lincoln, A.L. Mebane, and Westwood Middle Schools.

High Schools: Buchholz, Eastside, Gainesville, Loften, Newberry and Santa Fe High schools

Schools serving Middle and High School students: Hawthorne Middle/High School, P.K. Yonge Developmental School.

Charter Schools and Centers: Hoggetowne Middle School and Einstein Montessori School

These schools have been identified for participation due to their high percentage of low-income and/or educationally disadvantaged students, their low school graduation rate and/or the low number of students attending a postsecondary institution after graduation. In 2012-2013, Einstein Montessori School, A.L. Hoggetowne Middle School, and Hawthorne Middle/High School received F grades and Mebane Middle School received a D grade. No other schools were classified as "D" or "F" schools; however magnet programs increased school grades, thus misrepresenting the performance of many low-income, academically disadvantaged students. In addition, many of the elementary schools (Duval, Lake Forest, Metcalfe, Williams, Alachua, Shell, and Rawlings) that serve as feeder schools for our middles schools received D and F grades.

**Application for the 2014-2015 College Reach-Out Program Taps # 15B037
Section 5: Project Narrative, Items (J) – (L)**

Consortium: Mid-Florida Consortium

(J) PROPOSED PROJECT - TARGET POPULATION SUMMARY

- (1) State Funding Requested: \$166,343.52
 (2) Total Number of Students: 319
 Number of new students to be recruited for 2014-2015: 50
 Number and percent of new recruits who will be enrolled in grades 6-9 in 2014-2015 45 ; in grades 6 & 7 28
 (3) Projected CROP Cost Per Student: \$521.45
 (4) Grade Levels Served: 6-12
 (5) Gender of Student Participants: (percentage)
56 % Male 44 % Female
 (6) Staff/Student Ratio (relationship between number of professional staff and number of students served in the project): 1/17

- (7) Approximate Proportion of Racial/Ethnic Groups Served:
 Caucasian 44 African-American 232
 Hispanic 15 Native American 2
 Asian-American/ Pacific Islander 1
 Resident Alien 0 Other 25
(Not a citizen or national of the USA)
 (8) (a) Length of summer residential component:
6 days and 5 nights for high schools
2 days and 1 nights for middle schools
40 days and 39 nights for males in 7th – 11th grade
 (b) Number of students who will participate in the overnight summer residential component:
30

(K) Graduation Rates and Postsecondary Enrollment Rates for Graduates of High Schools to be Served by the Project:

<u>High School</u>	<u>2012-2013</u> <u>Graduation</u>	<u>2011-2012</u> <u>PSE Enrollment*</u>	<u>High School</u>	<u>2012-2013</u> <u>Graduation</u>	<u>2011-2012</u> <u>PSE Enrollment*</u>
Buchholz	83.9%	69.5%	Hawthorne	50.0%	35.8%
Eastside	86.5%	59.0%	Newberry	80.0%	69.6%
Gainesville	82.7%	62.7%	Santa Fe	83.7%	66.6%
Loften	67.9%	53.1%	P.K. Yonge	95.0%	72.3%

**Based on individuals with outcome data*

(L) Resources: Take Stock in Children; Santa Fe College Achievement Program; Santa Fe Upward Bound; Dual Enrollment; Santa Fe Student Support Services; Reichert House; Alpha Kappa Alpha and Delta Sigma Theta Sororities; Omega Psi Phi and Iota Phi Theta Fraternities, Gator Chapter of the NAACP; Santa Fe College's My Brother's Keeper; student/community volunteers; School Board of Alachua County; Students in Free Enterprise (SIFE); Americorps; Florida Educational Fund; North Florida Educational Talent Search; Santa Fe East Gainesville Initiative, SAVANT Leadership Honorary, Educational Pipeline to Academic Success and United Way.