



Educational Programs and Projects that Address the Needs of Low-Income Students

A Program Review

John Winn, Commissioner

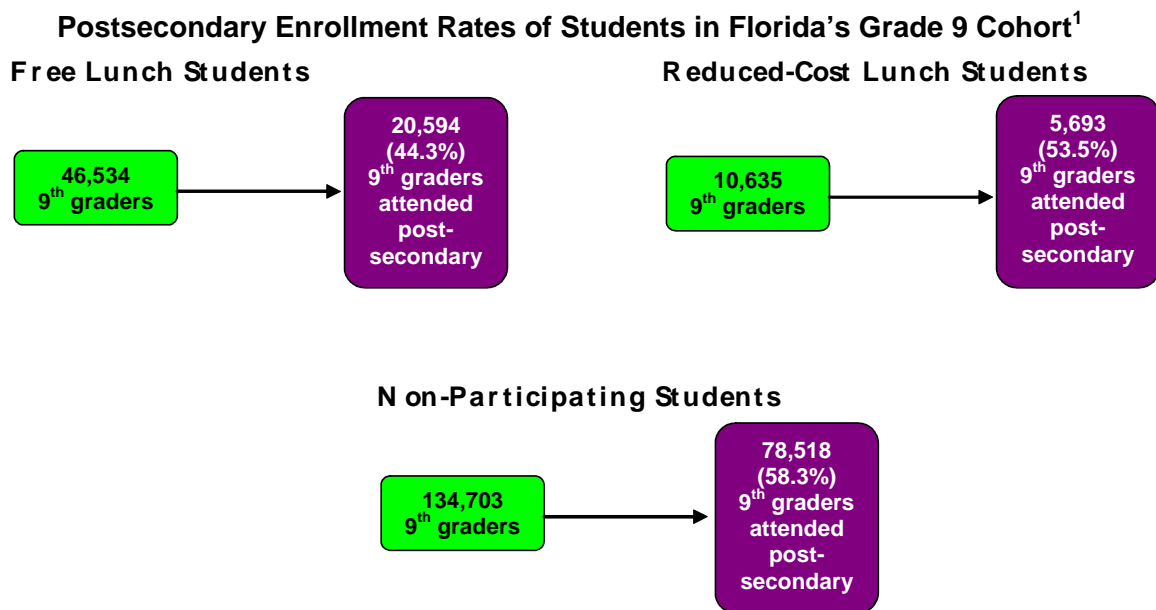
December 2005

J. David Armstrong, Jr., Chancellor

Abstract. School reform initiatives in Florida are making excellent progress on the rigor of course work, graduation rates, and postsecondary continuation rates overall. However, significant achievement gaps exist for students from low-income families.

A study of the 1997-98 public school ninth grade graduating cohort (191,872 students) shows the disparity in student success between free-lunch participants and non-participants (students who are either eligible, but not participating; or not eligible for free or reduced-cost lunch) continuing into postsecondary education. Of the 134,703 ninth graders who did not participate in free or reduced-cost lunch programs, 58.3 percent (78,518) enrolled in a public postsecondary institution by 2004-05. Only 44.3 percent of the 46,534 free-lunch participants had enrolled in postsecondary institutions within the time frame of this study, seven years after their ninth grade enrollment in 1997-98.

Florida has created and participates in numerous programs and scholarships to address the disparity of these groups and to encourage the continuation of all students into postsecondary including Dual Enrollment, Advanced Placement, College Reach-Out Program (CROP), Bright Futures scholarships, Project STARS scholarships, and the Florida Student Assistance Grant (FSAG) program. As the rigor of high school preparation increases for all students, so will their success in postsecondary and the workplace.



¹ Postsecondary rates calculated seven years after initial enrollment in Grade 9. Participation rates in the subsidized lunch program are not reliable for high school students because eligible students frequently choose not to participate. Therefore, the study established participation in free and reduced-cost lunch programs for the cohort in grade 8.

The Need for Postsecondary Education

The advancement of technology is increasing the need for higher education in the workplace. Economists estimate that close to two-thirds of all jobs will require education and skills higher than a high school diploma by 2006.² Therefore, in order to obtain long-term economic self-sufficiency, members of current low-income families need to pursue a higher education degree or certificate.

In 2003, the poverty guideline for a family of four was \$18,400³. Recent Florida high school graduates had estimated 2003 annual earnings⁴ of \$16,300. If only one person in the family is working and that person is a high school graduate, that family is below the poverty line. However, a degree or certificate can raise the 2003 annual earnings substantially: \$30,268 for Post Secondary Vocational Certificate, \$26,508 for Associate of Arts, \$32,056 for Bachelor. All of these awards programs raise the earnings above the poverty line, which leads to economic self-sufficiency.

According to the Lumina Foundation for Education ("Lumina Foundation"), the "primary obstacles to access and success are unmet financial need [and] inadequate academic preparation."⁵ Lumina suggests that these obstacles disproportionately penalize low-income students. This program review will address preparation, access, and success among low-income students by reviewing information from a cohort of 191,872 1997-98 public ninth grade students according to whether they did or did not participate in free and reduced-cost lunch programs. Within each area, the program review will discuss how Florida is addressing financial need and academic preparation.

Academic Preparation

The Lumina Foundation has identified four dimensions of postsecondary access and success: preparation, awareness, financial issues, and institutional responsibility. The Lumina Foundation defines preparation as, "individual motivation and skills, as well as curriculum..."⁶ High school preparation is key to success at the postsecondary level. Students who are prepared in high school do not require developmental education in postsecondary, and thereby increase their chances at success.⁷

For this program review, a study was conducted that tracked 191,872 1997-98 public ninth grade students through 2004-05. Using the K-20 Florida Education Data Warehouse, each student was designated as receiving free lunch or reduced-cost lunch (participants) or not receiving free/reduced-cost lunch (non-participants) in eighth grade. Students in this study had to not only qualify, but also participate in the program to be counted as a participant (see Appendix A for the complete methodology and distribution of the students).

To determine high school preparation among different income levels, the three groups in this study were analyzed by the highest level of English and mathematics courses taken in high school.

² *Getting Down to Business: Matching Welfare Recipients' Skills to Job That Train*, Anthony Carnavale and Donna Desrochers, as cited in "Opening Doors: Expanding Educational Opportunities for Low-Income Workers," Susan Golonka and Lisa Matus-Grossman, 2001.

³ Prior HHS Poverty Guidelines and *Federal Register* References, United States Department of Health and Human Services, <http://aspe.hhs.gov/poverty/figures-fed-reg.shtml>, 2005.

⁴ Initial employment earnings were estimated by multiplying estimated full-time quarterly earnings by 4. FETPIP Annual Report, 2005.

⁵ What We Know about Access and Success in Postsecondary Education: Informing Lumina Foundation's Strategic Direction. Lumina Foundation for Education. 2005.

⁶ Courses Count: Preparing Students for Postsecondary Success, ACT Policy Report, ACT, 2005.

⁷ *Ibid.*

Highest English Course Level Taken in High School. Overwhelmingly, free-lunch students (83%) took regular English classes (English I-IV, without honors designation) as their highest English courses. Only 13% took Honors English courses and 1% took accelerated English courses [Advanced Placement (AP), International Baccalaureate (IB), or Advanced International Certificate of Education (AICE)]. In contrast, 28% of non-participating students took Honors courses and 5% took accelerated courses (see Exhibit 1, page 4).

Highest Mathematics Course Level Taken in High School. One-third of free-lunch students took higher level math courses (Algebra II or above), 4% took Honors higher level math, and 1% took accelerated math (AP, IB, or AICE⁸). Among non-participants, Honors higher level math is up to 12% and accelerated math is up to 3% (see Exhibit 1).

Data Trend 33: Postsecondary Success Begins with High School Preparation⁹ demonstrated the importance of taking rigorous courses in high school to be prepared for and successful in postsecondary education. Data Trend 33 found that:

- ↪ Students who take higher level reading and math courses tend to score a 3 or higher on the Florida Comprehensive Assessment Test (FCAT).
- ↪ Students who score 3 or higher on the FCAT tend to pass the math and reading sections of the College Placement Test (CPT).
- ↪ Students who pass the math and reading section of the CPT are more successful academically than their college developmental education counterparts.

High School Completion. Although the ninth grade cohort was tracked through 2004-05, students had four years to move from ninth grade to an on-time high school graduation in 2000-01. During this time, more than half (61%) of all students in the ninth grade cohort completed high school.¹⁰ The non-participants and reduced-cost lunch students fared a little better with 62% and 71%, respectively, completing high school by 2000-01. The free-lunch students were less likely to graduate in the same time frame (57%).

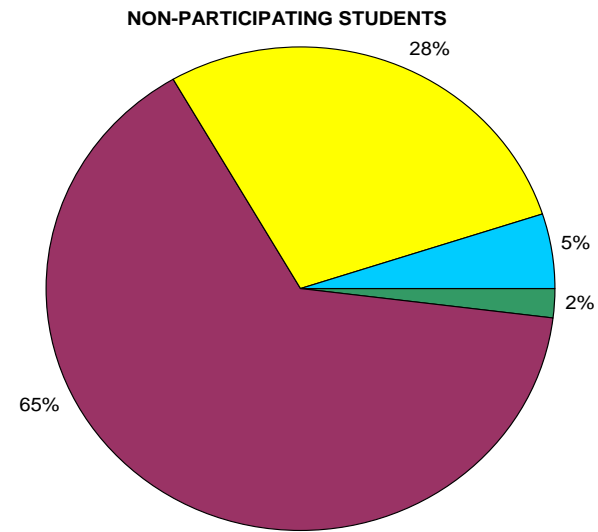
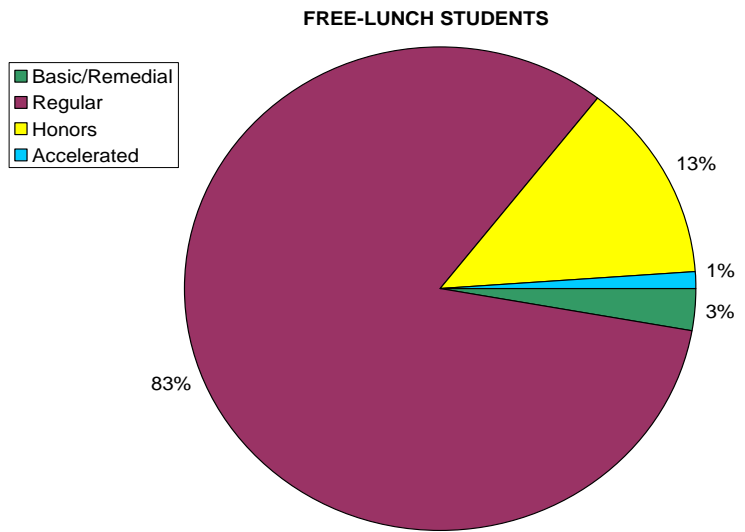
Sixty-nine percent of White, non-participating students completed high school compared to 57% of White, free-lunch students (see Exhibit 2, page 5). However, with the larger minority groups of African Americans and Hispanics, free-lunch participants completed high school at a higher rate than non-participants. These cohort results are based upon students who either remained in their original high school or officially transferred to another public high school within the state. These students may be more likely to finish than if the full entering 9th grade class were analyzed. This seeming contradiction of the expected relationship between participation and outcomes needs additional study before a definitive explanation can be provided.

⁸ Accelerated math courses included AP, IB, and AICE courses.

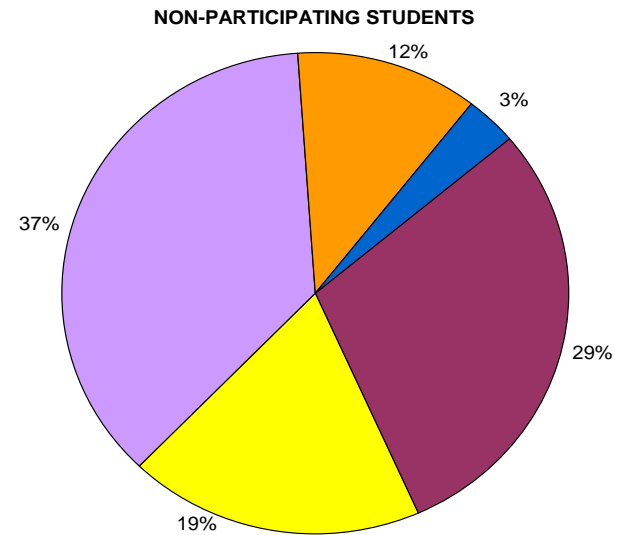
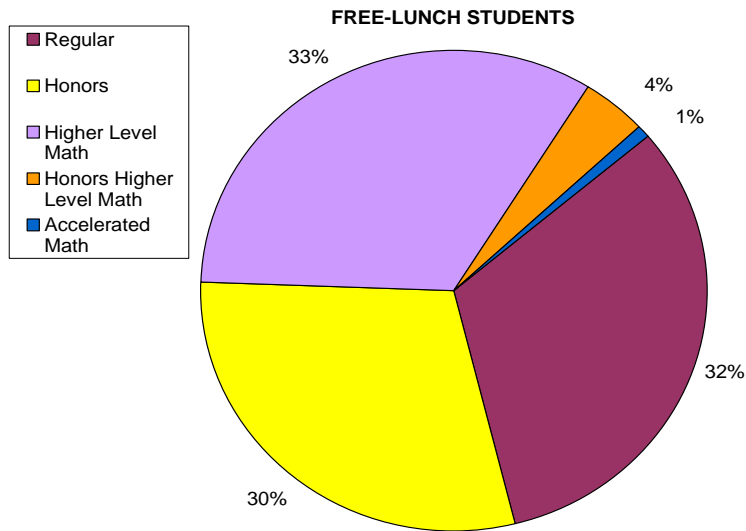
⁹ Data Trend 33: Postsecondary Success Begins with High School Preparation, DCCWE, 2005, <http://www.fldoe.org/CC/OSAS/DataTrendsResearch/DT33.pdf>.

¹⁰ This graduation rate does differ slightly from the official Department of Education graduation rate. For an explanation of how the calculation differs, please see Appendix A: Methodology.

Exhibit 1 Highest English Course Taken



Highest Math Course Taken



**Exhibit 2
On-Time High School Completion Rates for Non-Participants
and Participants, by Race/Ethnicity**

Race/Ethnicity	Non-Participants	Participants	
		Free-Lunch	Reduced-Cost Lunch
African American	43.6%	55.4%	70.9%
Asian	70.6%	76.2%	81.5%
Hispanic	53.5%	57.5%	72.5%
Indian	65.1%	61.2%	74.4%
White	68.8%	57.1%	69.2%
Mixed	44.7%	43.9%	51.9%
Not Reported/Other	69.3%	72.3%	82.4%
Total	61.9%	56.9%	70.7%

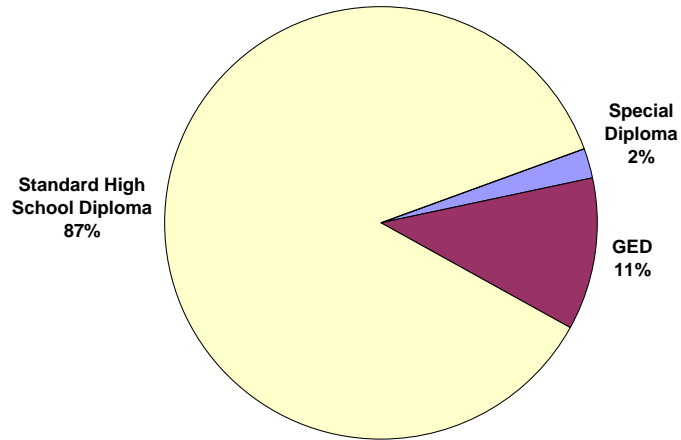
Source: Florida Education Data Warehouse, 2005.

Types of High School Completions. For purposes of this study, a public high school student completed high school if a standard high school diploma, GED, or special diploma was earned. A greater proportion of participants finished with Special Diplomas than non-participants (see Exhibit 3). Ninety-eight percent of non-participating students who completed high school earned a high school diploma or General Educational Development (GED) certificate, compared to 93% of participating students (93% of free-lunch students and 96% of reduced-cost lunch students). Non-participants followed the traditional path of high school completion (high school diploma or GED) that is necessary for entrance into postsecondary institutions more often than participants. Students seeking the Associates degree need to earn the high school diploma or GED. While all three groups earned approximately the same level of standard high school diplomas and GEDs, the participants group had a higher percentage of special diplomas earned than the non-participants.

Exhibits 1-3 demonstrate the disparity between participants and non-participants. Non-participants are more often the ones taking rigorous English and math courses and graduating from high school with a high school diploma or GED. This suggests they are going to be the better prepared students in postsecondary education. However, Florida is addressing the issue of equal preparation among all students. Florida has several programs designed specifically to reach the low-income student, as well as programs designed to enhance the rigor and preparation of all students. These programs are described below.

Exhibit 3 Types of High School Completion of 1997-98 9th Graders

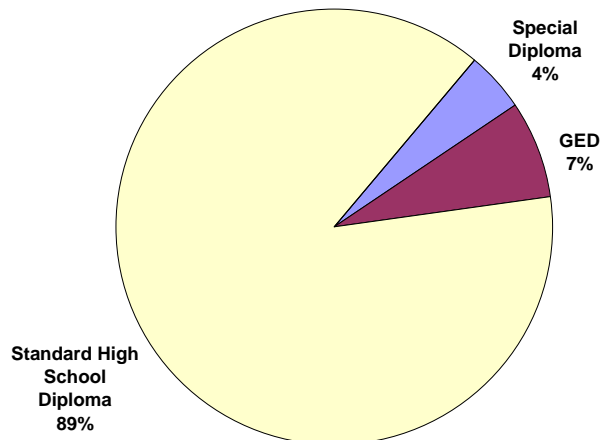
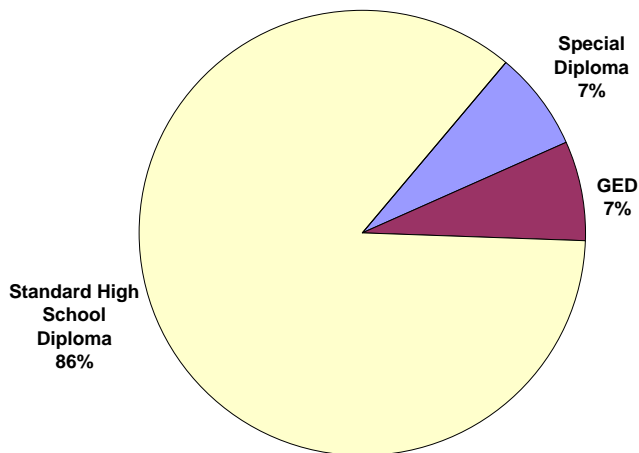
Non-participants
n=83,389 graduates



Participants
n=33,992 graduates

Free-Lunch Students
n=26,471 graduates

Reduced-Cost Lunch Students
n=7,521 graduates



Source: Florida Education Data Warehouse, 2005.

Preparation. The **A+ Plan** was proposed by Governor Bush and passed by the Florida Legislature in 1999. The plan had several components:

- Increase standards for student learning as measured on the FCAT;

- Increase school performance – FCAT and other factors are used to produce a school grade;
- Increase recognition for performance – schools receiving an A or a letter grade improvement receive school recognition funds;
- Increase opportunities for choice – parents of children who attend a school receiving a F for two years in a four-year period are eligible to access school choice;

A review of **developmental education** in the community colleges was recently completed. Preliminary results found that 66% of first-time-in-college (FTIC) students had to take at least one developmental education course. Developmental education courses are not associated with college credit. Frequently, students need to take a developmental education course multiple times before they achieve a satisfactory grade and can move on to the college credit courses. This leads to frustration for students because they think they have wasted time and money.

Support. The **College Reach-Out Program (CROP)** was established in 1983 by the Florida Legislature to motivate and prepare educationally disadvantaged, low-income students in grades 6 through 12 to pursue and successfully complete a postsecondary education. Participants are students who otherwise would be unlikely to seek admission to a postsecondary institution without special support and recruitment efforts. For the 2000-01 project year, 83% of high school seniors served by CROP received a standard diploma, compared to 67% of the random sample. Of those CROP graduates, 78% went on to pursue a postsecondary education, compared to 42% of the random sample.¹¹

FACTS.org is Florida's official online student advising system. High school students, college students, parents, and counselors can use the services provided on this web site to help plan and track educational progress in Florida. Through this web site, students can view their high school course summary and grades earned, plan courses to take for the "college prep" track in high school, apply to college online, and track progress towards college completion.¹²

Acceleration Mechanisms

Florida has incorporated several acceleration mechanisms into its K-12 curriculum to allow high school students to earn college credit while in high school. In some instances, this has led to students earning an AA while earning a high school diploma. Florida's acceleration mechanisms are described below.

Dual Enrollment (DE) is a program that allows high school students to simultaneously earn college or vocational credit toward a postsecondary diploma, certificate, or degree at a Florida public institution that will also count as credit toward a high school diploma.¹³ The purpose of the DE program is to (1) broaden the scope of high school curricular options, (2) increase the depth of high school study, and (3) shorten the time-to-college degree. To be eligible to participate, students must have at least a 3.0 GPA for college credit courses and a 2.0 GPA for vocational credit courses. High school students who enroll in community college Dual Enrollment programs are enrolling in colleges and universities at rates significantly higher than students who do not enroll in these accelerated articulation programs.¹⁴

The College Board's **Advanced Placement (AP)** program is a nationwide program consisting of over 30 college-level courses and exams in subjects ranging from art to statistics offered at participating high

¹¹ <http://www.firn.edu/doe/eeop/crop.htm>

¹² *Ibid.*

¹³ http://www.firn.edu/doe/postsecondary/pdf/dual_enroll_faq.pdf

¹⁴ Fast Fact #79: Dual Enrollment Students are More Likely to Enroll in Postsecondary Education, March 2004, <http://www.fldoe.org/CC/OSAS/FastFacts/FF79.pdf>.

schools, including the Florida Virtual School. Students earning a qualifying grade on an AP exam can earn credit or advanced placement for their efforts. Unlike DE, AP courses have no minimum GPA requirement. AP courses are now seen as "gate-openers" for traditionally disadvantaged students who have often had a low success rate in their postsecondary education experiences.¹⁵

The **International Baccalaureate (IB) Diploma** program is a rigorous pre-university course of study leading to internationally standardized examinations. The program is designed as a comprehensive two-year curriculum that allows its graduates to fulfill requirements of many different nations' education systems. As with the AP and DE programs, students completing IB courses and exams are eligible for postsecondary education credit. The award of credit is based on scores achieved on IB exams. Students can earn up to 30 postsecondary semester credits by participating in this program at the high school level.¹⁶

The **Advanced International Certificate of Education (AICE) Diploma** program is an international pre-university curriculum and examination system that emphasizes the value of broad and balanced study for academically able students. The courses are the equivalent of those offered at United States universities, freshman level or beyond. Routes to the AICE Diploma are extremely flexible and offer students the opportunity to tailor their studies to their individual interests, abilities, and future plans within an international curriculum framework.¹⁷

Postsecondary Access

In this technologically-advanced world, students need more than a high school diploma to compete for well-paying jobs. However, low-income students (as represented by free-lunch students) are not continuing into postsecondary at the same rate as non-participants. This section analyzes students based on postsecondary enrollment by 2004-05.

Of the 117,381 students in the income study who completed high school, 68% went on to attend a postsecondary institution by the end of the study period (2004-05). Almost 41% of students went to a Florida community college, 19% went to both a community college and a State University System (SUS) institution, 7% went directly to an SUS institution, and 1% attended an ICUF¹⁸ institution.

It is not the purpose of this study to identify the primary source of postsecondary instruction. The study groups students into Florida Community College System (FCCS) only, FCCS and SUS, SUS only, or ICUF only. Because of this, the percentage of students attending an SUS institution appears to be low. This is due to the fact that many students who attend a university as their primary postsecondary institution also attend a community college at some point in their educational career. Reasons for attending a community college may include taking DE courses, earning a degree/certificate from a community college and then transferring to a university, attending a university then transferring to a community college (reverse transfer), or taking a course(s) during the summer as a transient student. Exhibit 4 shows attendance disaggregated by the four groupings. Non-participants were more likely to attend a public postsecondary institution (71%) than free-lunch students (59%) or reduced-cost lunch students (64%).

¹⁵ www.facts.org

¹⁶ www.facts.org

¹⁷ www.facts.org

¹⁸ ICUF is the Independent Colleges and Universities of Florida, a consortium of private four-year institutions in Florida.

**Exhibit 4
Public Postsecondary Institution Attendance**

Type of Institution	Participants					
	Non-Participants*		Free-Lunch Students		Reduced-Cost Lunch Students	
	#	%	#	%	#	%
FCCS only	33,139	39.7%	11,204	42.3%	3,194	42.5%
FCCS & SUS	18,242	21.9%	2,852	10.8%	1,061	4.0%
SUS only	6,881	8.3%	1,084	4.1%	451	6.0%
ICUF only	1,017	1.2%	416	1.6%	98	1.3%
Total	59,279	71.1%	15,556	58.8%	4,804	63.9%

Source: Florida Education Data Warehouse, 2005.

* Percentages are calculated based on students from the 1997-98 9th grade cohort who completed high school and then attended a Florida public postsecondary institution by 2004-05.

The differences at the SUS only level between students who had participated in free or reduced-cost lunch and those who had not are more pronounced when ethnicity is examined (see Exhibit 5). For all major ethnic groups (White, African American, and Hispanic), slightly more than one-third of those who completed high school and were non-participating students attended a community college. Less than 10% attended the SUS only. However, for those who were in the participating student group, an even smaller percentage attended only a public university, while almost half attended only a community college (see Exhibit 5). Of African American free-lunch students, 40% attended only a community college, 11% attended both a community college and a public university, 4% attended a public university, and 3% attended an ICUF institution. More reduced-cost lunch African American students (7%) attended only a public university than free-lunch students. Of Hispanic participating students, 47% were free-lunch and 43% were reduced-cost lunch students who attended only a community college. Less than 15% of either group attended the SUS, FCCS and SUS, or an ICUF. Of White participating students, almost half attended a community college and less than 10% attended a public university, both a community college and public university, or an ICUF institution.

Exhibit 5
Race/Ethnicity of Public Postsecondary Institution
Attendance of High School Completers^a

		African American	Asian	Hispanic	Indian	White	Total
Non-Participants	FCCS only	36.90%	28.00%	42.90%	47.30%	40.00%	39.70%
	FCCS &	17.20%	33.90%	18.60%	18.30%	22.90%	21.90%
	SUS only	7.40%	18.40%	8.80%	9.30%	8.00%	8.30%
	ICUF only	2.30%	1.70%	1.10%	0.30%	1.00%	1.20%
Free-Lunch Participants	FCCS only	39.60%	37.40%	46.50%	50.70%	41.70%	42.30%
	FCCS &	10.90%	29.90%	11.70%	14.10%	8.10%	10.80%
	SUS only	4.40%	11.00%	4.90%	5.60%	2.40%	4.10%
	ICUF only	2.80%	0.50%	0.80%	0.00%	0.60%	1.60%
Reduced-Cost Lunch Participants	FCCS only	40.60%	37.50%	43.40%	58.60%	42.90%	42.50%
	FCCS &	2.90%	11.90%	3.70%	2.80%	5.20%	4.00%
	SUS only	7.10%	11.10%	9.40%	3.40%	3.80%	6.00%
	ICUF only	2.40%	0.50%	1.10%	0.00%	0.90%	1.30%

Source: Florida Educational Data Warehouse, 2004.

^a Percentages are calculated based on the number of students in a group from the 1996-97 8th grade cohort who completed high school and attended a Florida public postsecondary institution by 2002-03.

As the data presented above clearly show, free-lunch students are not attending postsecondary institutions at the same rate as non-participants. As discussed at the beginning of this program review, by 2006 people at all income levels are going to need higher than a high school education to compete for jobs and to become self-sufficient long-term. However, being low-income and trying to attend postsecondary is not always easy. Problems that low-income students encounter are:

- (1) lack of funds to pay for college,
- (2) time in college is time away from a job making money, and
- (3) lack of preparation means students have to take developmental education courses, which are non-credit, prolonging their time to degree.

Funding college. Florida has created and maintained several programs to assist low-income students in overcoming the funding barrier to postsecondary education. These programs are described below.

Bright Futures scholarships are Florida academic and vocational scholarships that pay 75-100% of student tuition and fees. Merit scholarships are provided for any Florida high school student with a 3.0 or higher GPA who has taken the rigorous curriculum outlined by the scholarship and who has scored high enough on the ACT/SAT. Currently, 25% of Bright Futures recipients were also potentially eligible for federal and state need-based aid. Given that ¼ of Bright Futures recipients are also need-based, increasing the number of well-prepared low-income students attending postsecondary institutions is not an impossible task.

Project STARS (Scholarship Tuition for At-Risk Students) is a college tuition scholarship program administered by the Florida Prepaid College Foundation (FPCF) designed to provide prepaid scholarships to low-income students, who are at risk of dropping out of school and who may not otherwise be able to afford a college education. All beneficiaries are economically disadvantaged and are eligible for the free

^a <http://www.firn.edu/doe/brfutures/>

and reduced-cost lunch program at the time of selection. In 2004-05, the Florida Legislature appropriated \$5.9 million to fund Project STARS. Institutions purchase Project STARS scholarships, then select middle school students to receive the scholarships. For students to qualify, they must be residents of Florida, economically disadvantaged (eligible for the free and reduced-cost lunch program), drug- and crime-free, and at-risk of dropping out of school. Recipients must then agree to remain drug-free, crime-free, and graduate from an accredited high school. The 2004 FPCF Annual Report states that more than 91% of Project STARS students met the program's requirements and are preparing for college.²⁰

The **Florida Student Assistance Grant (FSAG) Program** is a need-based grant program consisting of three separately funded student financial aid programs available to degree-seeking, resident, undergraduate students who demonstrate substantial financial need and are enrolled in participating postsecondary institutions. Award amounts vary between \$200 and \$1,592 per academic year. Students eligible for the Talented Twenty Program, part of the Governor's One Florida Initiative, are given priority for award of funds from FSAG. The Talented Twenty participants are guaranteed admission to one of the 11 state universities. To qualify, students must be residents of Florida, be in the top 20% of their class, take the SAT/ACT, and complete a specified curriculum. The FSAG program is a need-based grant; therefore, Talented Twenty students must meet FSAG eligibility requirements in order to be eligible for priority funding.²¹

Postsecondary Programs. Completing and reviewing financial aid information is intimidating to many first time students. The Florida Department of Education was awarded a grant to hold Florida's first **College Goal Sunday** in February 2006.²² The College Goal Sunday program is a volunteer, charitable program designed to help targeted families and first-generation college students complete the *Free Application for Federal Student Aid* (FAFSA). With the assistance of guidance counselors and financial aid professionals, College Goal Sunday will provide families with step-by-step instructions on completing and submitting their financial aid forms.

Achieving the Dream is a national initiative that aims to enhance the access and success of community college students, particularly the traditionally underrepresented population. The purpose is to enhance opportunity for the growing number of students for whom community colleges are the point of entry into higher education by improving graduation, transfer, and success rates among low-income and minority students. A particular focus in this program is on developmental education. Broward Community College, Hillsborough Community College, Tallahassee Community College, and Valencia Community College were all chosen to participate in this five-year initiative. Community colleges from Connecticut, New Mexico, North Carolina, Ohio, Texas, and Virginia also participate.²³ Achieving the Dream is funded by the Lumina Foundation for Education (Lumina). Lumina's major partners are the American Association of Community Colleges and Jobs For the Future.

The **Community College Survey of Student Engagement**²⁴ was conducted by all of Florida's 28 community colleges in 2004. The survey collects information on students' perceptions and experiences at the community college. Florida participated in 2004 (and will participate again in 2007) to gauge students' needs and begin developing strategies to help ensure success as well as access.

²⁰ 2004 Annual Report, Florida Prepaid College Foundation, 2004. <http://www.florida529plans.com/>

²¹ <http://www.firm.edu/doe/bin00065/fsagfactsheet.htm>

²² <http://info.fldoe.org/dscqi/ds.py/Get/File-2959/05-54.pdf>

²³ <http://achievingthedream.org>

²⁴ <http://www.ccsse.org/>

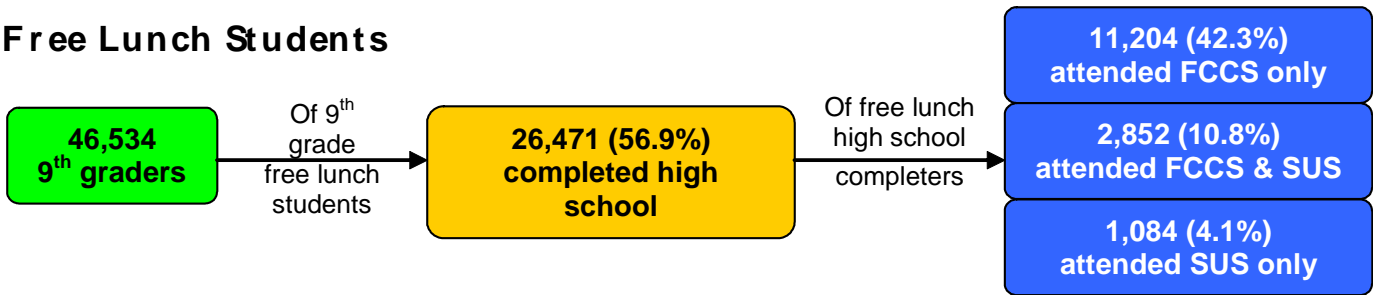
Postsecondary Success

Based on a cohort of Fall 1999 FCCS FTIC students, 41% of students not needing developmental education earned a degree/certificate within five years compared to only 17% of students needing at least one developmental education course.²⁵ Only 10% of students requiring developmental education in all three areas (math, reading, and writing) achieve a degree/certificate within five years.

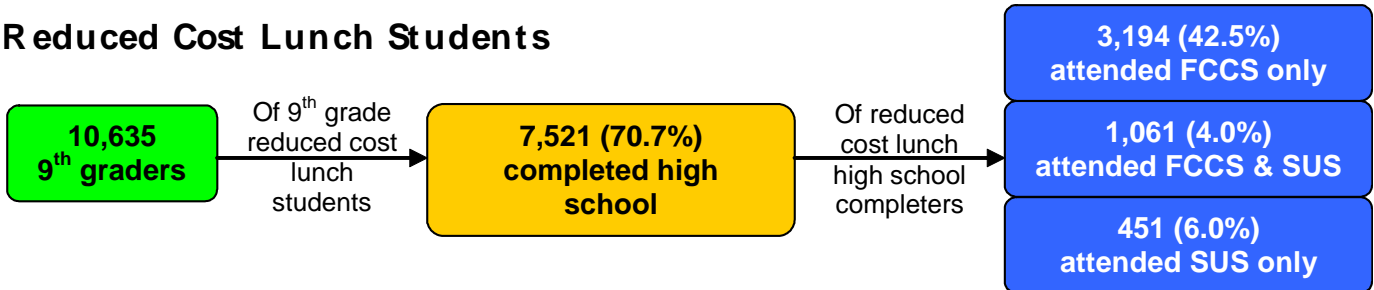
An analysis of these same students, based on their CPT scores, finds that the lower a student scores on the CPT, the lower the chance of the student earning an award, transferring to the SUS, or remaining enrolled after five years. Of students who scored in the bottom range on the CPT math section (scores of 20-50), 13% earned an award and 7% transferred to the SUS. Comparatively, of students who scored in the top range of the math section (scores of 91-120), 37% earned an award and 27% transferred to the SUS.²⁶

Summary Graphic

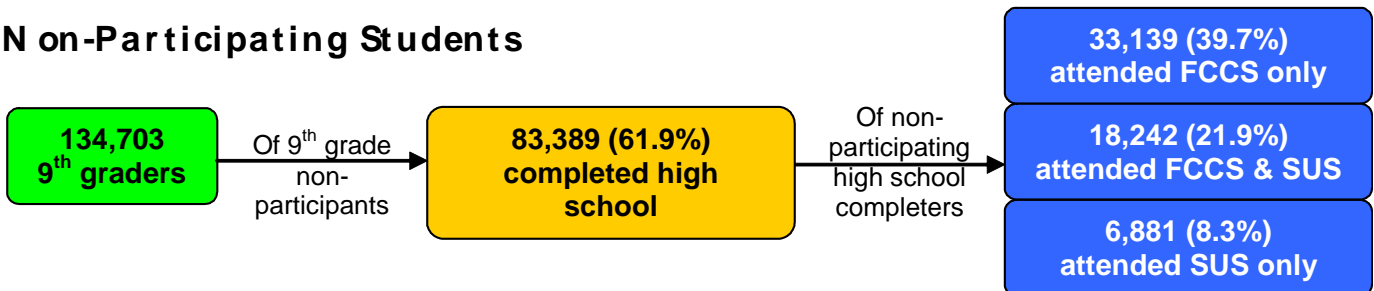
Free Lunch Students



Reduced Cost Lunch Students



Non-Participating Students



²⁵ Developmental Education in Florida Community Colleges: A Program Review, Florida Division of Community Colleges & Workforce Education. Not yet published.

²⁶ Data Trend 33: Postsecondary Success Begins with High School Preparation, DCCWE, 2005, <http://www.fldoe.org/CC/OSAS/DataTrendsResearch/DT33.pdf>.

Conclusions. Earlier evidence showed that students needed to take rigorous courses to score well on the FCAT and that scoring well on the FCAT increased the likelihood of scoring well on the CPT. Since free-lunch students are taking less rigorous courses, the inference can be made that they are not scoring high on the FCAT and, therefore, are not passing the CPT as often as non-participants. This means that free-lunch students are required to take developmental education courses. As demonstrated earlier, the need for developmental education courses decreases the likelihood of a student becoming academically successful. Yet, without a degree/certificate, low-income families will not obtain economic self-sufficiency.

Florida is focusing on this need with the continued offering of programs such as CROP and the A+ Plan framework. As the rigor of high school preparation increases for all students, so will their success in postsecondary education and the workplace.

For more information about the effects of low income on students' educational experiences, please contact Dr. Pat Windham at (850) 245-9482 or Pat.Windham@fldoe.org.