

**Florida Department of Education  
Office of Equity and Access**



**CROP**  
COLLEGE REACH-OUT PROGRAM

**2005-06 College Reach-Out Program  
Guidelines and Project Manual**

**FLORIDA DEPARTMENT OF EDUCATION  
Office of Equity and Access  
2005-06 COLLEGE REACH-OUT PROGRAM  
GUIDELINES AND PROJECT MANUAL**

**The 2005-06 College Reach-Out Program begins on September 1, 2005,  
and ends on August 31, 2006.**

PROGRAM OBJECTIVE

The primary objective of the College Reach-Out Program (CROP) is to increase the number of low-income educationally disadvantaged students in grades 6 through 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.

DEFINITION OF LOW-INCOME EDUCATIONALLY DISADVANTAGED STUDENTS

The Florida Department of Education has developed guidelines for identifying economically and academically disadvantaged students for the College Reach-Out Program. These guidelines have been used in defining "low-income educationally disadvantaged students." The guidelines, along with low-income poverty-level information, are attached as Appendix A. Students must meet at least one of the economic guidelines and one (preferably more than one) of the educational guidelines.

GUIDELINES FOR SELECTION OF STUDENTS

Students participating in the College Reach-Out Program must:

- (a) Be in grades 6 through 12, with at least 60 percent of the new recruits being in grades 6 through 9, preferably in grades 6 and 7.
- (b) Be identified as low-income educationally disadvantaged, with a large percentage being minorities. Students must meet at least one of the economic guidelines and one (preferably more than one) of the educational guidelines.

The program evaluation required by statute is dependent on tracking students by their social security numbers. Therefore, students need to provide valid social security numbers, if available.

GENERAL GUIDELINES FOR ELIGIBLE POSTSECONDARY INSTITUTIONS

Each eligible postsecondary institution participating in CROP must:

- (a) 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.
- (b) Provide on-campus academic and advisory activities during summer vacation and provide students with opportunities to interact with college and university students as mentors, tutors, or role models. Proposals submitted by four-year colleges and universities and by consortia involving universities and four-year colleges must provide students with an opportunity to live on campus for at least one week.
- (c) Establish and collaborate with 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.
- (d) Use institutional resources to meet program objectives, including a "**cash match**." Proposals submitted jointly by two or more eligible postsecondary institutions are strongly preferred.

The above general guidelines are addressed in greater specificity on the following pages. Please read carefully these and all other guidelines provided in this document.

### GUIDING PRINCIPLES FOR INSTITUTIONAL IMPLEMENTATION

The following guiding principles will apply to institutions that are approved for funding by the State Board of Education. They are provided here for emphasis. Other provisions within this document may reflect one or more of these principles.

#### General

- (a) Local, institutional, and community resources should be utilized to the fullest extent possible. Priority will be given to those projects which include unrestricted cash matching support, as opposed to in-kind contributions.
- (b) Emphasis should be placed on initiating creative intervention strategies over and above the usual ongoing institutional activities designed to reach at-risk, disadvantaged students. Projects should also provide financial assistance information to students.
- (c) Institutions should work with existing agencies to identify students who are not already enrolled in similar programs that assist low-income educationally disadvantaged students.
- (d) Project activities may utilize community-based resources in identifying program participants, such as Boys Clubs, the Urban League, and other appropriate organizations.
- (e) Cultural enrichment should be incorporated into programming for CROP participants, with

- special emphasis on contributions from diverse racial/ethnic groups.
- (f) In regions of the state with large rural populations, activities should be held in rural locations.
  - (g) CROP funds may be used to support a maximum of two weeks of a summer residential experience.

#### Consortia

- (h) Consortium projects must have one fiscal agent.
- (i) There must be continuous inter-institutional and inter-agency collaboration.
- (j) A project should be planned, implemented, and evaluated from beginning to end as a collaborative effort.
- (k) There should be regular meetings among consortium participants.
- (l) Consortium projects must have one tracking agent. However, each institution should maintain individual records and data for interim and final reporting purposes.

#### IN-TAKE AND REVIEW PROCESS

To participate in the 2005-06 College Reach-Out Program, an eligible *consortium* of postsecondary institutions or an individual postsecondary institution must submit a single proposal to the Florida Department of Education, Bureau of Grants Management, for a College Reach-Out Program award. It is preferred that applications be completed on the forms provided. The application narrative should not exceed 12 pages including attachments (excluding signature pages for institution presidents and district superintendents and budget pages) and must include all of the elements on the application form in the order in which the elements appear. Jargon and excessive use of acronyms should be avoided. All proposals must have attached the form DOE 100A, with original signatures, preferably in blue ink.

Section 1007.34, Florida Statutes, provides for a state-level advisory council to review the proposals and make recommendations to the State Board of Education (SBE) to fund the projects. The SBE will determine the projects to be implemented, and projects will be funded on a competitive basis.

#### Non-Public Institutions

In addition, independent postsecondary institutions acting as project fiscal agents must submit: 1) an original signed General Terms, Assurances and Conditions for Participation in Federal and State Programs, 2) a list of the current Board of Directors, 3) the current operating budget, and if available 4) a copy of its most recent annual audit report prepared by an independent certified public accountant licensed in this state. These documents must be submitted with each year's proposal.

## FUNDING METHODOLOGY

Proposals must be funded competitively in accordance with the following methodology as specified in section 1007.34 (8), Florida Statutes:

- (a) The funds appropriated must be distributed to projects on the basis of minimum standards that include:
  - 1. a summer residency program of at least one (1) week in duration (for proposals including four-year institutions);
  - 2. a minimum number of hours (at least 90 percent of the contact time with students) of academic instructional and developmental activities, career counseling, and personal counseling.
- (b) Projects funded for three (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 three-year period. Any College Reach-Out Program project operating for three years which does not provide the minimum 50 percent institutional cash match must **not** be considered for continued funding. See Appendix B for information on cash and in-kind matches.

## PREFERENCE FOR CERTAIN CRITERIA

In selecting proposals for approval, the State Board of Education shall give preference to projects that:

- (a) Present proposals submitted jointly by two or more eligible postsecondary institutions.
- (b) Use institutional, federal, or private resources to supplement state appropriations.
- (c) Demonstrate success in conducting similar projects.
- (d) Implement innovative approaches; provide a great variety of activities; and include a large percentage of low-income educationally disadvantaged minority students.
- (e) Demonstrate institutional commitment by proposing to match the grant funds at least one-to-one in cash or services, or both. Priority will be given to those projects which include unrestricted cash matching support as opposed to in-kind contributions.
- (f) Demonstrate an interest in cultural and ethnic diversity and address the unmet regional needs of varying communities.
- (g) Demonstrate that more than 60 percent of the students recruited in any one year are in grades 6-9, preferably in grades 6 and 7.

## CONTENT OF PROPOSAL

(Note: Contained in the DOE application for funding is the format to provide the content required by section 1007.34 (7), F. S. See DOE CROP Application and Instructions.)

A proposal must contain the following information:

- (a) A written agreement signed by the Superintendent of each participating district to provide specified data as part of the evaluation component (included in the application form).
- (b) An executive summary.
- (c) A statement of purpose which includes a description of the need for and the expected measurable outcomes from the proposed project.
- (d) An identification of the service area which names the schools to be served, provides community and school demographics, and provides postsecondary enrollment rates of high school graduates within the area.
- (e) An identification of existing programs at the sponsoring institutions for enhancing the academic performance of minority and low-income educationally disadvantaged students for enrollment in postsecondary education.
- (f) A description of past successes. Documented (preferably quantifiable) successes should include postsecondary enrollment rates of students involved in past CROP projects or in similar programs.
- (g) A description of the proposed project which includes criteria to be used to identify students and schools for participation in the project. At least 60 percent of the students recruited in any one year must be in grades six through nine.
- (h) A description of the project activities which must support the following goals:
  - 1. motivate students to pursue a postsecondary education;
  - 2. enhance students' basic learning skills and performance;
  - 3. strengthen students' and parents' understanding of the benefits of postsecondary education; and
  - 4. foster academic, personal, and career development through supplemental instruction.
- (i) A description of the activities that provide opportunities for students to interact with college and university students who serve as mentors, tutors, or role models.
- (j) An identification of on- and off-campus academic and advisory activities which are offered

during the school year and summer vacation. Proposals submitted by four-year colleges and universities and by consortia involving universities and four-year colleges must provide students with an opportunity to live on campus. Every student should be given the opportunity to participate in at least one week of a summer residential program, but it is not necessary for every student to participate every year in a summer residential program.

- (k) A description of the procedures for continuous contact with students from the point at which they are selected for participation in CROP until they enroll in a postsecondary education institution. Continuous contact means involvement of each student in project activities on a regular basis throughout the calendar year from the time they are selected for participation in CROP until postsecondary education enrollment. Participating institutions 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 project activities. Students should be encouraged to take the same college preparatory courses designated by the State University System as standard admission requirements, even if the students plan to attend a community college first.
- (l) A description of the procedures to establish a local advisory committee to provide advice and assistance in implementing the project.
- (m) Provisions for an evaluation component that provides for the collection, maintenance, retrieval, and analysis of the data required by this paragraph. The data shall be used to assess the extent to which programs have accomplished specific objectives and achieved the goals of the College Reach-Out Program. The annual project evaluation component must contain:
  - 1. the social security number; the name, county code, and school code 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 highest educational grade or level obtained by the students' parent(s) or guardian(s);
  - 3. the students' initial school year of participation in CROP;
  - 4. the number of participants in the project at the end of the academic year;
  - 5. the number of participants in the project who will participate in the summer residential component and the number of days the students will reside on the campus;
  - 6. the number of disabled students participating in the project and the nature of their disability;
  - \* 7. the number and percent of participants suspended or expelled from public school;
  - \* 8. the number and percent of participants promoted to the next grade level;

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- \* Will be collected from state-level data bases.
  - \* 9. the number and percent of high school participants who satisfactorily complete two sequential years of a foreign language and Levels II and III mathematics and science courses;
  - \* 10. the number and percent of participants eligible for high school graduation who receive a standard high school diploma or a high school equivalency diploma, pursuant to s. 1003.435, Florida Statutes;
  - \* 11. the number and percent of 12th-grade participants who are accepted for enrollment and who enroll in a postsecondary institution;
  - \* 12. the number and percent 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. 1008.30, Florida Statutes;
  - \* 13. the number and percent 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
  - \*\* 14. the number of participants who receive state-funded scholarships, grant aid, and work-study awards.
- (n) The names of all education, community-based, private sector, or other personnel and resources involved in the project development, implementation, and maintenance.
- (o) A budget that is in accordance with the following guidelines:
1. College Reach-Out Program award funds must only be used to meet program requirements. (It is not appropriate for College Reach-Out Program dollars to be used to supplant salaried personnel dollars.)
  2. Proposed expenditures should be identified in the proposed budget and must relate directly to the stated objectives of the project.
  3. Expenditure restrictions which apply generally to the use of state revenues apply to the use of these grant funds.
  4. Proposed travel expenditures must be only those necessary to accomplish the project objectives.

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\* Will be collected from state-level data bases.

\*\* State-level data bases will report the number of participants in the following State-administered

financial aid programs: Florida Student Assistance Grant, Bright Futures Scholarship, Vocational Gold Seal Scholarship, and Florida Resident Access Grant.

5. Proposed expenditures must not include indirect costs.
6. Proposed expenditures must follow budgetary guidelines for cash and in-kind match and allowable fringe benefits. (See Appendix B.)
7. CROP funds may be shared among consortium members. Excess funds in one member's institutional budget may be transferred to another consortium member's budget, rather than having unexpended funds returned to the state.

### Equipment

8. Equipment purchases are generally not an appropriate use of these grant funds. Additional justification for equipment purchases must be attached.
  9. Equipment rental is only appropriate when necessary to obtain a specialized item which is not available from any of the participating institutions or organizations and which clearly relates to the objectives of the project.
- (p) If applicable, a list of the postsecondary institutions cooperating in the project and a description of the means of cooperation.

### FOLLOW-UP AND REPORTING REQUIREMENTS

By February 15, 2006, independent postsecondary institutions, state universities and community colleges participating in the program shall submit to the Office of Equity and Access an interim report of their project, including an interim student roster. By October 31, 2006, the final report must be submitted to the Office of Equity and Access, including the final report narrative, the **signed original** certificate-of-expenditures, and, the student roster data file. In addition, the **original** final Project Summary and Disbursement Report (DOE 399) must be submitted to the Department of Education Comptroller's Office by October 20, 2006, with a warrant or journal transfer for unexpended funds. A copy of the DOE 399 and proof of the return of unexpended funds must be submitted to the Office of Equity and Access. The reports must be timely, complete and accurate, and must include, without limitation:

- (a) A copy of the certificate-of-expenditures form showing expenditures by category; encumbered expenses (interim reports ONLY); state award funds; and institutional matching, in cash and in-kind services;
- (b) A listing of students participating in the project by grade level, gender, race, and Social Security number;
- (c) A statement of how the project addresses the four program goals identified in item (h) on page 5;
- (d) A brief description and analysis of project characteristics and activities critical to project

- success;
- (e) A description of the cooperation received from other units or organizations, external to the consortium or institution;
  - (f) An explanation of the project's outcomes, including data related to student performance on the measures provided in the evaluation design and included in the project proposal.

#### PRE-APPLICATION MEETING

A pre-application meeting will be held in Daytona Beach, on Thursday, April 15, 2004. This meeting will cover the application process and provide information on program guidelines for CROP funding. Please contact the Office of Equity and Access (see telephone number below) for information on the application process if you are not able to attend the pre-application meeting.

#### CONTACT AND DEADLINE FOR SUBMISSION OF PROPOSALS

One original and eight (8) copies of the completed proposal **must be received by the close of business, Tuesday, May 11, 2005**, at the following address:

Bureau of Grants Management, Unit B  
Florida Department of Education  
325 Turlington Building  
325 West Gaines Street  
Tallahassee, Florida 32399-0400

Should you have questions or need additional information, please call (850) 245-9511 or SUNCOM 205-9511.



## **Appendix A**

### ***Guidelines for Selection of CROP Students***

Students must qualify for the College Reach-Out Program on **both** economic **and** academic bases. All guidelines refer to the most current data available at the time of the student's entry into the program.

#### **Economic Guidelines**

< 185% Poverty

#### **Definition**

Family's taxable income does not exceed 185% of the poverty level. (See page A2.)

Participating in WAGES

Family receiving temporary cash assistance under WAGES (Work and Gain Economic Self-sufficiency).

Receiving Public Assistance

Family receiving public assistance.

Free/Reduced Lunch

Student eligible for Free / Reduced-Price Lunch Program.

#### **Academic Guidelines**

1st Generation

#### **Definition**

Potential first-generation-in-college student. (See page A2.)

GPA < 2.5

Student's cumulative grade point average is below 2.50.

No Level II-III Math

No math courses at Level II or Level III in grades 9-11 on student's academic transcript. (See page A3.)

No Level II-III Science

No science courses at Level II or Level III in grades 9-11 on student's academic transcript. (See page A3.)

Low FCAT Reading

Florida Comprehensive Assessment Test (FCAT) reading score below average. (See page A4.)

Low FCAT Math

Florida Comprehensive Assessment Test (FCAT) math score below average. (See page A4.)

Retained

Student was not promoted to the next grade.

Suspended/Expelled

Student was suspended or expelled from school.

Absent > 25

Student was absent more than 25 school days.

Dropout Prevention

Student participated in Dropout Prevention.

Writing Test

Florida Writing Assessment Program score below state average. (See page A4.)

Low Reading Score

Reading comprehension score in the lower two quartiles for the most recent norm-referenced achievement test. (See page A4.)

Low Math Score

Math score in the lower two quartiles for the most recent norm-referenced achievement test. (See page A4.)

## *Guidelines for Selection of CROP Students*

### **2004-05 Project Year Low-Income (185% of Poverty) Guidelines**

<b>Size of Family Unit</b>	<b>Income Level</b>
<b>1</b>	<b>\$17,704.50</b>
<b>2</b>	<b>\$23,735.50</b>
<b>3</b>	<b>\$29,766.50</b>
<b>4</b>	<b>\$35,797.50</b>
<b>5</b>	<b>\$41,828.50</b>
<b>6</b>	<b>\$47,859.50</b>
<b>7</b>	<b>\$53,890.50</b>
<b>8</b>	<b>\$59,921.50</b>

For family units with more than 8 members, add \$6,031 for each additional family member.

The figures shown under family income represent amounts equal to 185% of the family income levels established by the U.S. Bureau of the Census for determining poverty status. These levels were published by the U.S. Department of Health and Human Services in the *Federal Register*, Vol. 70, No. 33, February 18, 2005, pp. 8373-8375.

### **First-Generation-In-College**

Potential first-generation-in-college student means:

- 1) An individual neither of whose natural or adoptive parents received a baccalaureate degree;
- 2) An individual who, prior to the age of 18, regularly resided with and received support from only one parent and whose supporting parent did not receive a baccalaureate degree; or
- 3) An individual who, prior to the age of 18, did not regularly reside with or receive support from a natural or an adoptive parent.

A2

## **Appendix A**

### *Guidelines for Selection of CROP Students*

## Level II and III Mathematics and Sciences Courses

<b>Level II Mathematics Courses</b>	<b>Number</b>	<b>Level II Science Courses (continued)</b>	<b>Number</b>
Algebra I	1200310	Astronomy Solar/Galactic	2001350
Algebra II	1200330	Environmental Science	2001340
Algebra Ia	1200370	Space Technology and Engineering	2002330
Algebra Ib	1200380	Integrated Science I	2002400
Applied Math I	1205400	Integrated Science II	2002420
Applied Math II	1205410	Integrated Science III	2002440
Applied Math III	1205420	Marine Science I	2002500
Informal Geometry	1206300	Marine Science II	2002520
Geometry	1206310	Physical Science	2003310
Integrated Math I	1207310	Chemistry I	2003340
Integrated Math II	1207320	Physics I	2003380
Integrated Math III	1207330	Nuclear Radiation	2003400
Liberal Arts Math	1208300	Principles of Technology I	2003600
Advanced Topics in Mathematics	129830A	Principles of Technology II	2003610
<b>Level III Mathematics Courses</b>	<b>Number</b>	<b>Level III Science Courses</b>	<b>Number</b>
Algebra I Honors	1200320	Biology I Honors	2000320
Algebra II Honors	1200340	AICE Biology	2000321
Pacesetter Mathematics I	1200500	Pre-AICE Biology	2000322
Pacesetter Mathematics III	1200510	Biology II	2000330
Math Analysis	1201300	Advanced Placement Biology	2000340
Analysis of Functions	1201310	Anatomy & Physiology Honors	2000360
Calculus	1202300	Biology I – Pre-IB	2000800
Adv. Placement Calculus AB	1202310	Biology II – IB	2000810
Adv. Placement Calculus BC	1202320	Biology III – IB	2000820
Pre-Calculus	1202340	Earth/Space Science Honors	2001320
Pacesetter Mathematics IV	1202350	AP Environmental Science	2001380
AICE Further Mathematics	1202370	AICE Environmental Science	2001381
Calculus IB	1202800	Integrated Science I Honors	2002410
Geometry Honors	1206320	Integrated Science II Honors	2002430
Analytic Geometry	1206330	Integrated Science III Honors	2002450
Pacesetter Mathematics II	1206400	Integrated Science IV	2002460
Analytic Geometry IB	1206800	Integrated Science V	2002470
Mathematics Studies IB	1209800	Marine Science I Honors	2002510
Probability & Statistics With Applications	1210300	Marine Science II Honors	2002530
Using Probability and Statistics	1210310	Solar Energy I	2002540
AP Statistics	1210320	Solar Energy II	2002550
AICE Mathematics Statistics	1210330	Physical Science Honors	2003320
Trigonometry	1211300	Chemistry I Honors	2003350
Trigonometry IB	1211800	Chemistry II	2003360
Linear Algebra	122061A	Advanced Placement Chemistry	2003370
Abstract Algebra	122061B	AICE Chemistry	2003371
Differential Equations	122081A	Physics I Honors	2003390
Multivariate Calculus	122081B	Physics II	2003410
Discrete Mathematics	122091A	AP Physics B	2003420
		AICE Physics	2003431
<b>Level II Science Courses</b>	<b>Number</b>	Pre-AICE Physics	2003432
Biology I	2000310	AP Physics C Electricity and Magnetism	2003440
Anatomy & Physiology	2000350	AP Physics C Mechanics	2003450
Botany	2000370	Chemistry I – Pre-IB	2003800
Ecology	2000380	Chemistry II – IB	2003810
Limnology	2000390	Chemistry III – IB	2003820
Zoology	2000410	Physics III – IB	2003850
Biology Technology	2000430	Design Technology-IB	2003860
Genetics	2000440	Nuclear Radiation Honors	202071A
Earth/Space Science	2001310	Astronomy Solar/Galactic Honors	202091A

(continued)

## Florida Writing Assessment Scores

The statewide averages for *Florida Writes!* scores vary from year to year. The statewide average scores (with the cut-off scores for eligibility in parentheses) for the last 5 years are as follows:

	<b>2000</b>	<b>2001</b>	<b>2002</b>	<b>2003</b>	<b>2004</b>
For grade 4:	3.2 (3.0)	3.4 (3.0)	3.4 (3.0)	3.6 (3.5)	3.7 (3.5)
For grade 8:	3.7 (3.5)	3.7 (3.5)	3.8 (3.5)	3.9 (3.5)	3.8 (3.5)
For grade 10:	3.9 (3.5)	3.8 (3.5)	3.8 (3.5)	3.8 (3.5)	3.8 (3.5)

*Source: Office of Assessment and School Performance*

## Florida Comprehensive Assessment Test (FCAT)

The FCAT is administered in grades 4 – 10. Students with scores below average in the reading **or** math section of the FCAT qualify for CROP eligibility.

Average FCAT Scores:	<b>2002</b>		<b>2003</b>		<b>2004</b>	
	<u>Reading</u>	<u>Math</u>	<u>Reading</u>	<u>Math</u>	<u>Reading</u>	<u>Math</u>
Grade 4	299	294	305	298	318	312
Grade 5	285	318	290	320	294	322
Grade 6	291	298	295	302	297	301
Grade 7	294	292	297	296	298	299
Grade 8	295	305	301	310	295	311
Grade 9	287	286	291	293	295	296
Grade 10	303	319	302	320	300	323

*Source: Office of Assessment and School Performance*

## **Appendix B**

### ***CROP Budgetary Guidelines***

#### **Definitions for Cash and In-Kind Services**

The College Reach-Out Program (CROP) is required to adhere to the provisions of section 1007.34, Florida Statutes:

- (5) (e) [... the State Board of Education shall give preference to] 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.
- (8) (b) ... Projects funded for 3 consecutive years should have a cumulative institutional cash match of not less than fifty percent of the total cost of the project over the 3-year period.

The CROP Advisory Council has developed definitions, based on policies of the Florida Department of Education, for cash and in-kind services used to match CROP grant funds.

**Cash:** The institution's cash outlay, including the outlay of money contributed to the institution by other public agencies and institutions, and private organizations and individuals. (See DOE *Greenbook* Glossary.)

This includes cash outlays for goods and services, such as salaries, travel, supplies, telephone, printing, postage, instructional materials, equipment, and summer residential costs, which are dedicated exclusively to CROP project activities.

Requirements:

- The cash outlay must come from the institution or sources other than CROP grant funds.
- The cash outlay must be used for expenses directly related to CROP project activities.
- The cash outlay for an institutional employee's salary must be for work performed that is exclusively dedicated to CROP project activities.

**In-Kind Services:** Property or services which benefit a project or program and which are contributed by third parties without charge to the institution. (See DOE *Greenbook* Glossary.)

Requirement:

- The in-kind goods or services must directly support CROP project activities.

**Salaries:** A percentage of salaries for personnel employed by postsecondary institutions may be claimed as a **cash match** for dedication of 20% or more of the employee's time; and a percentage of salaries may be claimed as an **in-kind match** for dedication of 10% or more of the employee's time. A match should not be claimed for less than 10% of an employee's time.

#### **Fringe Benefit Limits**

The CROP Advisory Council has established the following guidelines regarding payment of employee fringe benefits from state CROP funds:

For individuals employed exclusively for CROP purposes, two employees' benefits equal to those paid for other employees of the institution may be paid with CROP funds. For other employees, the only fringe benefits that may be paid with CROP funds are Social Security and Medicare, at 7.65%, and mandated workers' compensation and unemployment insurance, at 3.5% or less. Other fringe benefits are allowable only as a cash or in-kind match.

## Appendix C

### Chapter 1007.34, Florida Statutes, 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 that provide for the following:

- (a) Definition of "low-income educationally disadvantaged student."
- (b) Specific criteria and guidelines for selection of college reach-out participants.

(2) In developing the definition for "low-income educationally disadvantaged student," the State Board of Education shall include such factors as: the family's taxable income; family receipt of temporary cash assistance 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 postsecondary educational institution 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) Postsecondary educational 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 educational institution. These procedures must assist students in selecting courses required for graduation from high school and admission to a postsecondary educational 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 educational 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.

(6) A participating postsecondary educational institution is encouraged to use its resources to meet program

objectives. A participating postsecondary educational institution must establish an advisory committee composed of high school and middle 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 that includes a description of the need for, and the results expected from, the proposed program.
  - (b) An identification of the service area that 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 that 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 that must support the following goals:
    - 1. Motivate students to pursue a postsecondary education.
    - 2. Enhance students' basic learning skills and performance.
    - 3. Strengthen students' and parents' understanding of the benefits of postsecondary education.
    - 4. Foster academic, personal, and career development through supplemental instruction.
  - (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 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. 1003.435.
    - 5. The number and percentage of 12th grade participants who are accepted for enrollment and who enroll in a postsecondary educational 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 educational institution and who fail to achieve a passing score, as defined in State Board of Education rule, on college placement tests pursuant to s. 1008.30.
    - 8. The number and percentage of participants who enroll in a postsecondary educational institution and have a minimum cumulative 2.0 grade point average on a 4.0 scale by the end of the second semester.

disabilities.

- (8) Proposals must be funded competitively in accordance with the following methodology:
- (a) The funds appropriated 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.
    - 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.
- (9) The Commissioner of Education shall appoint an advisory council to review the proposals and recommend to the State Board of Education an order of priority for funding the proposals.
- (10) On or before February 15 of each year, each participating institution shall submit to the Department of Education an interim report containing program expenditures and participant information as required in State Board of Education rules.
- (11) On or before November 1 of each year, postsecondary educational institutions participating in the program shall submit to the Department of Education 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, gender, 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.
  - (f) An explanation of the program's outcomes, including data related to student performance on the measures provided for in paragraph (7)(f).
- (12) By February 15 of each year, the Department of Education 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. 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.
- (13) Funding for the college reach-out program shall be provided in the General Appropriations Act.

History.--s. 364, ch. 2002-387.