

COLLEGE REACH-OUT PROGRAM

Academic Outcomes of
the 2021-2022 Cohort

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25TH EDITION



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org



College
Reach-Out
Program

CROP

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EXECUTIVE SUMMARY

Section 1007.34(12), Florida Statutes (F.S.), directs the Florida Department of Education (FDOE) to provide an annual report to the Florida Legislature, the Commissioner of Education, and the Governor regarding the effectiveness of the College Reach-Out Program (CROP) and the performance outcomes of program participants compared to the performance outcomes of their cohorts with similar backgrounds and characteristics. This document constitutes the report in fulfillment of this mandate.

Funding for the College Reach-Out Program is contingent upon annual funding in the General Appropriations Act. In 2020, the Florida Legislature appropriated \$1,000,000 to CROP.

The College Reach-Out Program is a statewide program created in 1983 by the Florida Legislature. To participate in CROP, a postsecondary educational institution may submit a proposal to FDOE. A CROP Advisory Council is appointed by the Commissioner of Education to review the proposals and recommend to the State Board of Education an order of priority for funding the proposals. The State Board of Education considers the proposals and determines which proposals to fund based on their ability to strengthen the educational motivation and preparedness of low-income educationally disadvantaged students.

It is estimated that over 200,500 students have been served by CROP since the program was initiated. In 2020-21, 464 new students joined the program and a total of 1,550 students were served. The approximate cost per student was \$588 for the project year. Of the students who participated in CROP during 2020-21, over 75 percent of the students were determined eligible for the Free or Reduced-Price Lunch program (which requires family income to be at or below 185 percent of the federal poverty guidelines). In 2020-21, 1,550 participants were served in a total of ten projects that served 177 schools located across 21 counties. In addition, Appendices A through C includes a map and list of the counties as well as the names of the participating institutions and schools being served by CROP in 2022-23.

For students to participate in CROP, they must meet both academic and economic eligibility criteria as described in Rule 6A-6.05282, Florida Administrative Code (F.A.C.). Postsecondary educational institutions selected to implement a program are required to implement program activities that will enhance student learning, academic performance and college preparation. In accordance with section 1007.34(7)(e), F.S., participating institutions must implement program activities that support the goals of the program, which are to motivate students to pursue a postsecondary education; to enhance the basic learning skills and performance of students; to strengthen the understanding of students and parents of the benefits of pursuing and obtaining a postsecondary education; and to foster the academic, personal and career development of students through supplemental instruction.

This annual report provides the outcome results of performance measures related to the academic achievement and college readiness of student participants. In addition, this year’s report features key findings and recommendations as it relates to the effectiveness of CROP and the performance outcomes of program participants.

Key Findings. In accordance with FDOE’s mission, CROP delivers quality services resulting in high student achievement. Based on available data, the following table includes performance outcomes of CROP students with a comparable cohort of non-CROP students:

Performance Outcomes:	CROP Students	Non-CROP Students
Average Grade Point Average (GPA) for students in grades 9-12	2.94	2.59
Promotion rate for students in grades 6-11	98%	90%
Students who graduated with a standard high school diploma	97%	85%
High school graduates enrolled in higher education or employed full-time	73%	52%

Source: Percentages/aggregates based upon student-level files provided by the Bureau of PK-20 Education Reporting and Accessibility (PERA) (1509g, 1509h)

ANNUAL REPORT METHODOLOGY AND FORMAT

The process of compiling, assessing and integrating data into the annual evaluation report is influenced by many variables; for example, the school districts are allowed several months after the end of an academic year to report final student information such as graduation status to FDOE. After receipt, all data must be examined and verified, if necessary, to ensure accuracy before matching it to the CROP cohort. Data matches were performed against databases in the Division of Public Schools (DPS), the Florida College System (FCS), the Florida Education and Training Placement Information Program (FETPIP), the PK-20 Education Data Warehouse (EDW) and the State University System (SUS).

This report focuses on the data available from 2020-21. The report is based primarily on a comparison of the participation and performance of the 2020-21 CROP cohort (n=1,550) with that of a non-CROP random sample (n=4,650) of similar backgrounds and characteristics, stratified by race and income; assessments based on data for the 2019-20 CROP (n=1,994) and random (n=5,989) cohorts are also included.

SUPPLEMENTAL INFORMATION AND BEST PRACTICES

CROP was developed and designed to expand the academic achievement and college readiness of low-income, educationally disadvantaged students. To accomplish this,

projects are required to implement program activities that will enhance student learning, academic performance and college preparation. Examples of the activities offered by CROP projects include, but are not limited to, the following:

- Academic Support and Tutoring Services – Projects provide CROP students a variety of services designed to improve students' skills and achievement in all academic areas. Examples of the activities offered to students include after-school tutoring, reading and math clubs, and homework assistance.
- Learning Sessions – Projects provide CROP students learning sessions to prepare students for statewide student assessments and college placement exams. Examples of the activities offered to students include preparation sessions for the Florida Standards Assessments (FSA), End-of-Course Assessments (EOC), Scholastic Assessment Test (SAT) and American College Test (ACT).
- College Tours – Projects provide CROP students and parents the opportunity to visit colleges and universities. Participation in these tours motivates students to attend a postsecondary institution and helps broaden students' knowledge of the many institutions and the numerous career-path options available to them.
- College Mentor Day – Projects provide CROP students an opportunity to interact with college and university students as mentors and tutors. Examples of the activities offered include opportunities for student participants to shadow college students during a normal school day and attend classes, study sessions and other on-campus experiences.
- Summer Residency Program – CROP students participate in an on-campus summer residency program of at least one week in duration. During this summer program, student participants will reside on campus, attend classes and workshops and interact with college students and faculty.
- Student and Parent Workshops – CROP projects provide various workshops to prepare students and parents for postsecondary education by instructing them on how to write resumes, prepare a budget and save for college, and assisting them in filling out financial aid forms and scholarship applications.
- Student Enrichment Activities and Experiences – CROP students participate in enrichment activities and field trips that will enhance students' knowledge and attitude about education and careers opportunities, and better enable them to set realistic goals for themselves, knowing the preparation they will need for specific careers.
- Counseling and Personal Awareness – CROP students participate in activities and services that incorporate creative interventions along with traditional counseling methods to increase student achievement and the personal and academic development of student participants.

CONCLUSION AND RECOMMENDATIONS

The primary purpose of CROP is to improve the academic achievement and college readiness of low-income, economically disadvantaged students and to enter into and complete a postsecondary education.

The data presented in this report indicates that the majority of the students currently served in the program are from low-income families. Without the interventions provided through CROP, these students are less likely to pursue a postsecondary education.

Based on the data presented, the program continues to provide evidence that CROP students perform better than the comparative sample group in many academic areas, i.e., higher grade point averages, and promotion, graduation, postsecondary enrollment and employment rates. Additionally, the most recent data suggests that a majority are maintaining a “C” average or better during their first year in postsecondary education, while more than eight out of ten CROP seniors that enroll in a postsecondary institution are utilizing financial aid in support of their efforts to obtain a college degree. CROP remains a proven and valuable component in supporting Florida’s commitment to provide equity and access to higher education for all students.

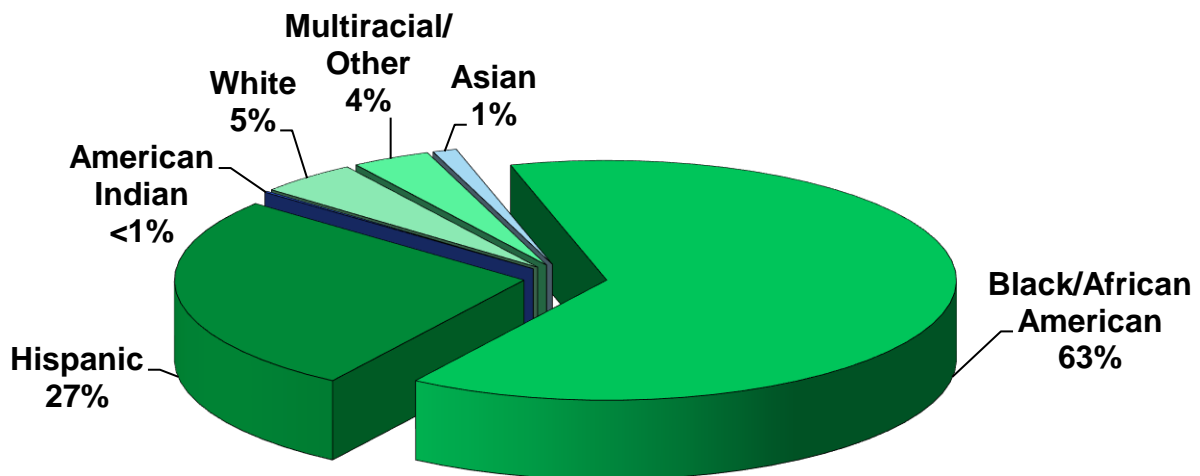
To improve CROP’s efforts in accomplishing the goals of the program, we recommend creating enhanced data systems that track participants’ college readiness and degree attainment to monitor the progress of projects and build accountability.

2020-21 DATA AND FINDINGS

Student Demographics. CROP serves a diverse population that includes Black/African-American, Hispanic, White, Asian, American Indian and multiracial students. During the 2020-21 project year, participation by female students increased by one percent compared to the prior year (63 percent in 2019-20). Additionally, approximately one in ten students served were reported to have disabilities.

In 2020-21, Black/African-American students accounted for 63 percent of CROP participants (66 percent in 2019-20); Hispanic students comprised 27 percent (24 percent in 2019-20); White students constituted five percent; Asian students, one percent; American Indian students, two-tenths of one percent; and other racial/ethnic groups accounted for four percent. The racial/ethnic composition of the 2020-21 CROP cohort is shown below.

Percentage of Students Enrolled by Race/Ethnicity, 2020-21 CROP Cohort

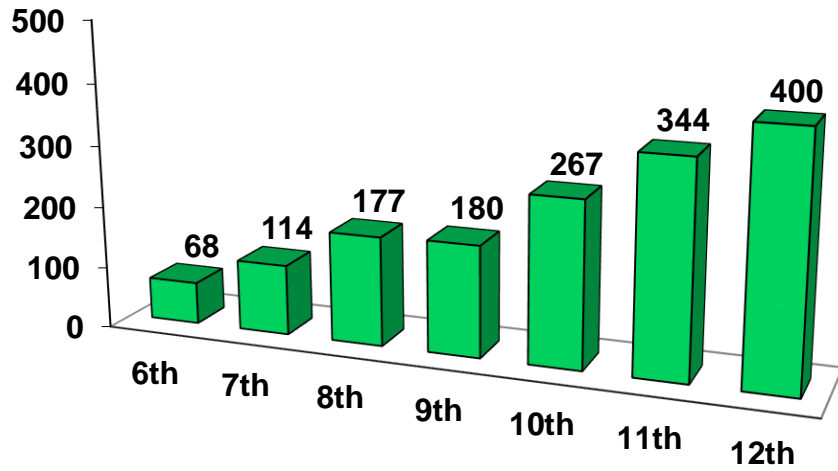


Source: College Reach-Out Program Office

Note: Percentages may not add up to 100 percent due to rounding.

Grade-Level Distribution. To enhance the academic performance and college readiness of low-income, educationally disadvantaged students, at least 60 percent of the students recruited for the program should be in grades 6-9, as described in section 1007.34, F.S. Although the grade-level distribution of student participants reflects more students in high school, the students in these grades were recruited in earlier grades and have continued in the program. The total grade-level distribution of student participants for 2020-21 is indicated in the following graph.

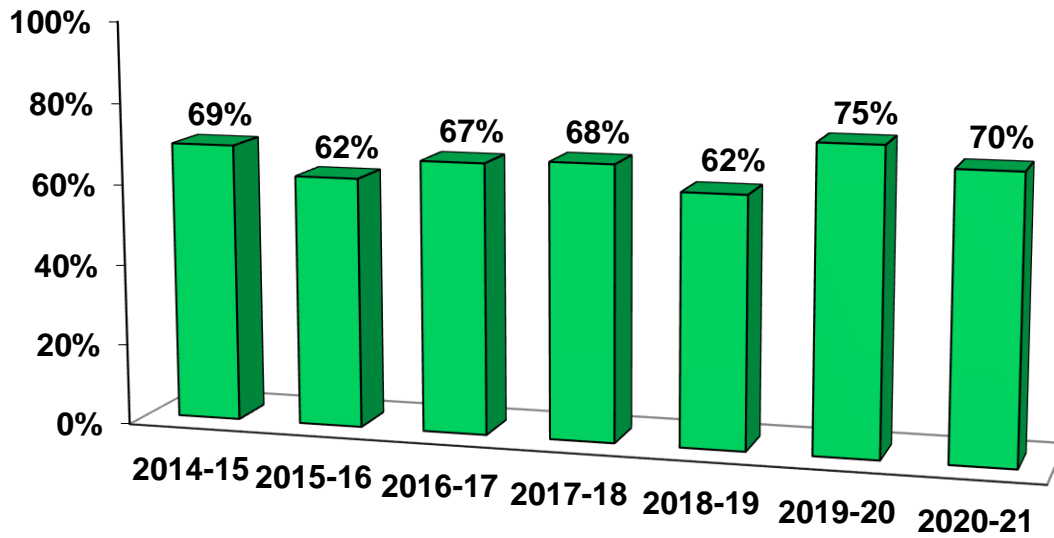
Number of Students Enrolled per Grade Level, 2020-21 CROP Cohort



Source: College Reach-Out Program Office

Student Retention. The majority of students returning to CROP attended high school, while 40 percent of new participants were recruited from students in middle school. In 2020-21, 70 percent of all eligible students returned to CROP, compared to 75 percent in 2019-20.

Percentage of Eligible Students Returning to a College Reach-Out Program (2014-15 to 2020-21)



Source: College Reach-Out Program Office

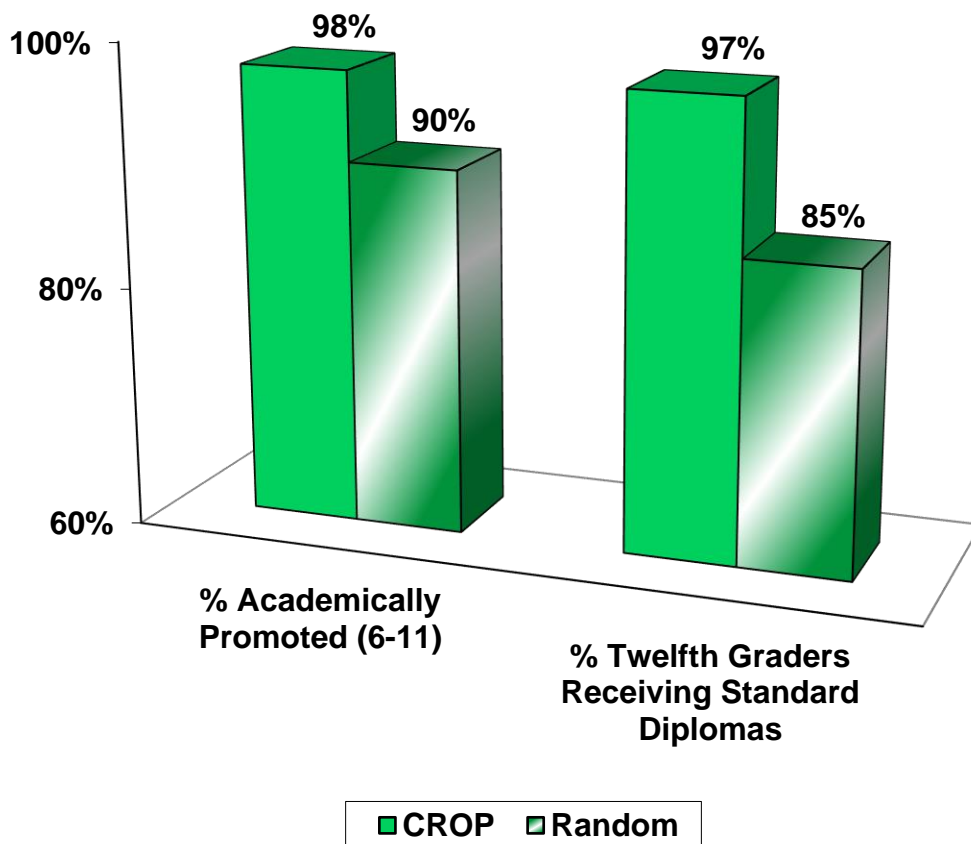
[Comparative Analysis: Grades 6-12 Outcome Measures](#)

The performance of CROP participants was compared to a random sample of sixth through twelfth-grade students based on Florida public school enrollment data for academic years 2019-20 and 2020-21. The random sample was stratified by income and race to reflect demographic characteristics similar to those of the CROP participants.

Grade Promotion. In 2020-21, the percentage of CROP students in grades 6-11 academically promoted to the next grade remained constant (98 percent in 2019-20), while the promotion rate for the random sample (90 percent) decreased by five percentage points over the previous year (95 percent in 2019-20).

Educational Attainment. Ninety-seven percent of all CROP seniors graduated with a standard high school diploma in 2020-21, compared to 85 percent of seniors in the random sample; the analogous figures for 2019-20 were 98 percent and 88 percent, respectively.

**CROP Secondary Performance Measures, 2020-21
Promotion and Graduation Rates**



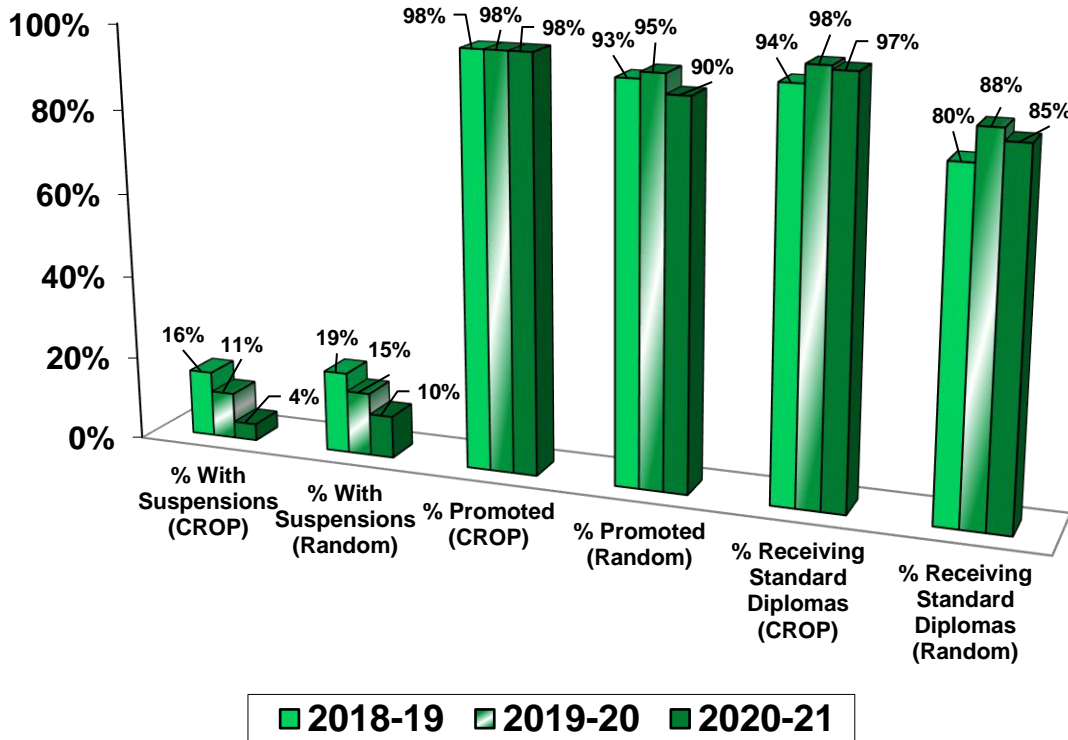
Source: Percentages/aggregates based upon a student-level file provided by PERA1509h

Historical Trends in Grades 6-12 Outcome Measures

(2018-19 through 2020-21)

Historically, CROP students have been awarded standard diplomas and promotions at greater rates and suspended at lower rates than students in the random sample, as indicated by the following chart.

**CROP versus Random Sample
Suspensions, Promotions and Graduation Rates**



Source: Percentages/aggregates based upon a student-level file provided by PERA1509h

Grade Point Average (GPA). In 2020-21, CROP students in grades 9-12 achieved a higher average GPA than those in the random sample (2.94 versus 2.59). The average GPA decreased for both the CROP cohort and the random sample students, compared to 2019-20 (2.96 and 2.67, respectively).

Attendance. CROP students in grades 6-12 continued to average fewer absences in 2020-21 than students in the random sample (11.6 versus 14.8, respectively); the absenteeism rate for both the CROP cohort and the random sample students increased, compared to 2019-20 (7.8 versus 9.8, respectively). Additionally, in 2020-21, the percentage of CROP students absent for 21 days or more (16.1 percent) was lower than

the percentage for the random sample (22.4 percent) and the percentage for all students statewide (16.6 percent).

Comparative Analysis: Florida Standards Assessments and End-of-Course Assessments

Overview of Florida’s Statewide Assessments. The primary purpose of Florida’s K-12 assessment system is to measure students’ mastery of Florida’s education standards.

Assessment informs instruction and student learning, and the results help Florida determine whether it has equipped its students with the knowledge and skills they need to be ready for careers and college-level coursework. Student performance on these assessments is categorized into five achievement levels, also known as performance levels.

Each student is assigned a performance level according to his or her scale score on statewide assessments. Performance levels range from 1 to 5, with Level 1 being the lowest and Level 5 being the highest. Achieving a score in Level 3 or higher is considered satisfactory. For all grade levels and subjects, the minimum scale score in performance Level 3 is identified as the passing score. For the assessments that are graduation requirements, students must achieve the passing score to meet that requirement, as determined by the State Board of Education. Since each performance level is based on a range of scores, the analysis of test results includes comparisons of the average scale scores attained by the CROP and random cohorts as well as all test takers statewide.

Performance of CROP Students on the FSA and EOC Assessments. Due to the COVID-19 pandemic, spring K-12 statewide assessment test administrations for the 2019-20 school year were canceled, pursuant to the State of Florida Executive Order No. 20-52 and FDOE Emergency Order No. 2020-EO-1. Florida has continued to prioritize in-person instruction resulting in increased student achievement. Therefore, the data below reflects the assessment data from the 2020-21 year and no comparisons to the previous year are contained herein.

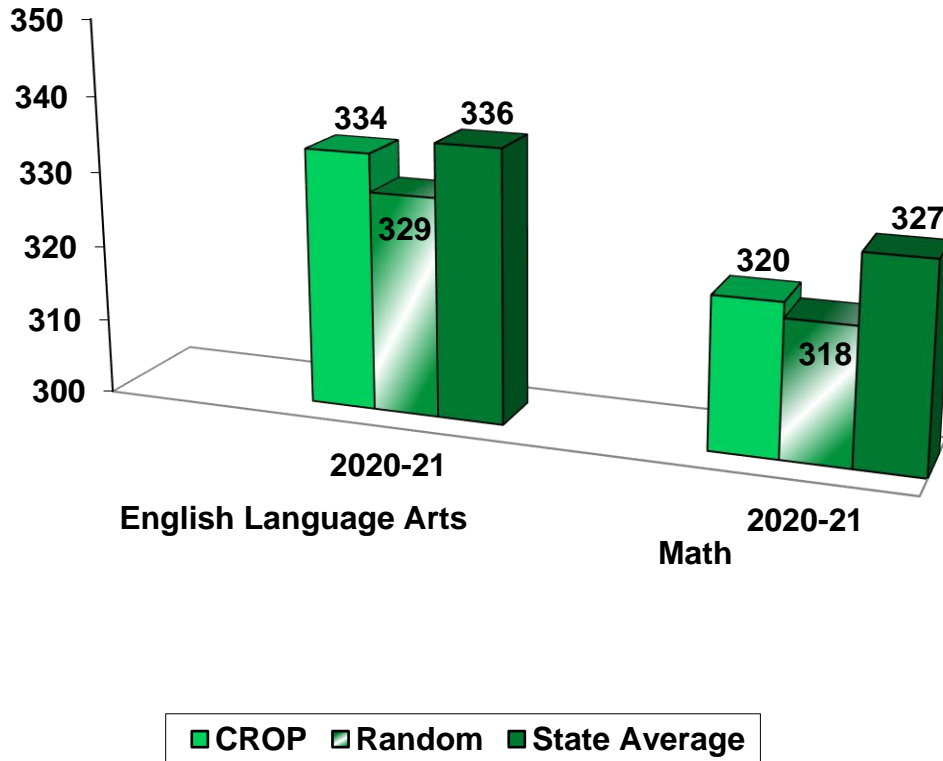
CROP students continued to meet or exceed the standard test scores of the random sample while striving to close the gap compared to scores achieved by all test takers in the state. Scores on standard assessments continued to demonstrate that the services provided by CROP had a positive impact on the academic outcomes of traditionally lower-performing students.

An analysis of test results for the CROP students, compared to those of the random sample, included the following:

- In 2020-21, CROP students in eighth grade scored an average of 334 on the ELA section of the FSA and 320 on the Mathematics section, while the random cohort scored an average of 329 and 318, respectively. In comparison, all eighth-grade

test takers averaged 336 for ELA and 327 for mathematics. In addition, 48 percent of eighth-grade CROP students passed the FSA ELA, and 31 percent passed the Mathematics section, while the passing rates for the random cohort were 40 percent and 25 percent, respectively. In comparison, the passing rates for all eighth-grade test takers were 52 percent for ELA and 37 percent for mathematics.

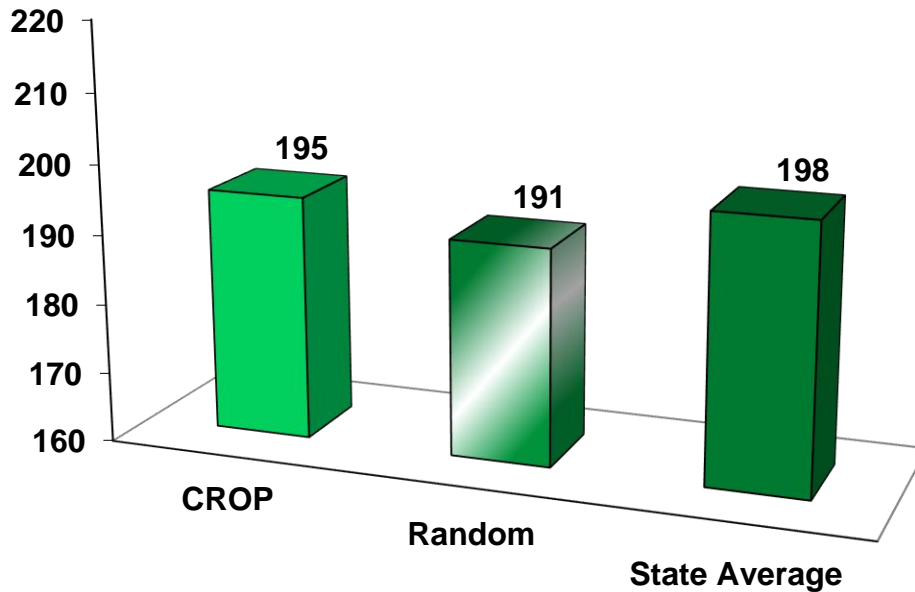
**Eighth Grade FSA English Language Arts and Mathematics
CROP, Random Cohort and Statewide Averages, 2020-21**



Source: Percentages/aggregates based upon a student-level file provided by PERA1509h

- In 2020-21, CROP eighth graders scored an average of 195 on the Statewide Science Assessment, compared to 191 for eighth grade students in the random cohort and 198 for all eighth grade test takers in the state. In addition, 39 percent of eighth-grade CROP students passed the Statewide Science Assessment, compared to 30 percent for the random cohort and 45 percent for all eighth-grade test takers.

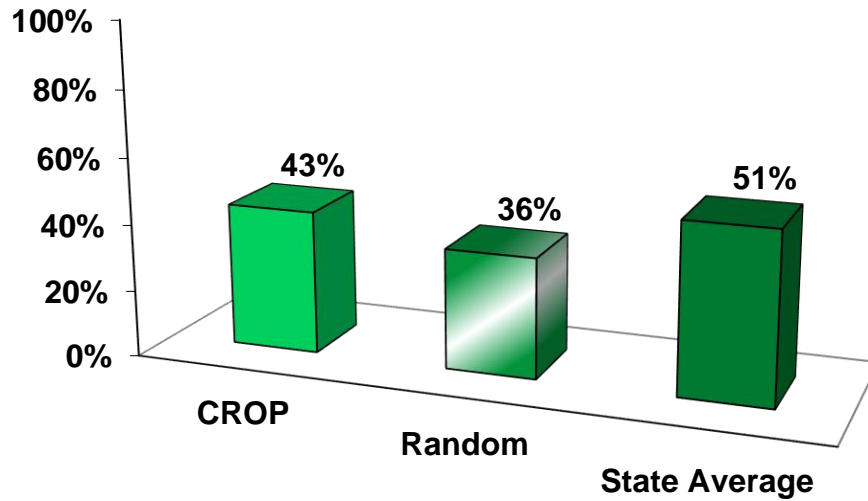
Eighth Grade Statewide Science Assessment Scores CROP, Random Cohort and Statewide Averages, 2020-21



Source: Percentages/aggregates based upon a student-level file provided by PERA1509h

- In 2020-21, tenth graders in the CROP and random cohorts, respectively, scored an average of 342 on the ELA section of the FSA, compared to 348 for all tenth grade test takers in the state. In addition, the percentage of tenth-grade CROP students achieving a passing score on the ELA section of the FSA exceeded the passing rate of the tenth-grade students in the random sample. Forty-three percent of tenth grade CROP students passed the FSA ELA, compared to 36 percent of the random sample and 51 percent of all tenth-grade test takers. Based on the performance standards adopted by the State Board of Education in January 2016, achievement of a minimum score of 350 on the Grade 10 FSA ELA fulfills part of the requirements for earning a standard high school diploma.

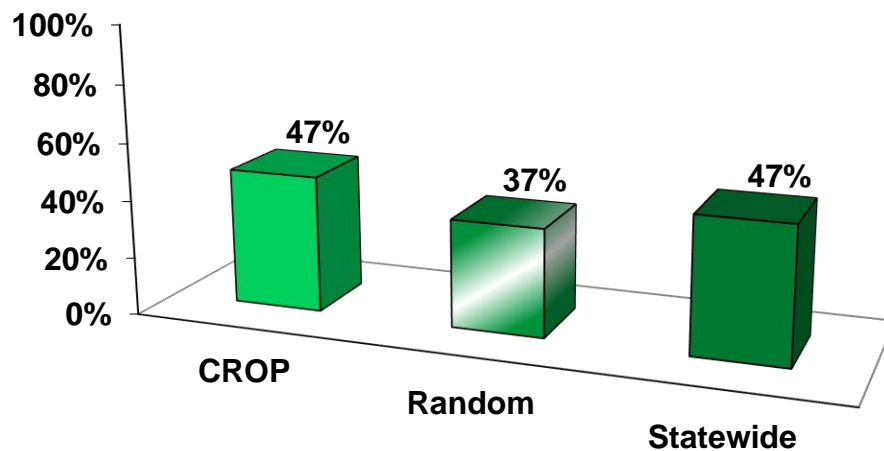
Tenth Grade Percent Passing FSA English Language Arts CROP, Random Cohort and Statewide Averages, 2020-21



Source: Percentages/aggregates based upon a student-level file provided by PERA1509g

- In 2020-21, CROP students taking the FSA Algebra I EOC assessment achieved a higher average score and passing rate than the students in the random sample. Forty-seven percent of CROP students and all test takers in the state received a passing score (fulfilling this graduation requirement), compared to 37 percent of the random sample. Additionally, CROP students attained an average score of 487, compared to 483 for students in the random sample and 491 for all test takers statewide.

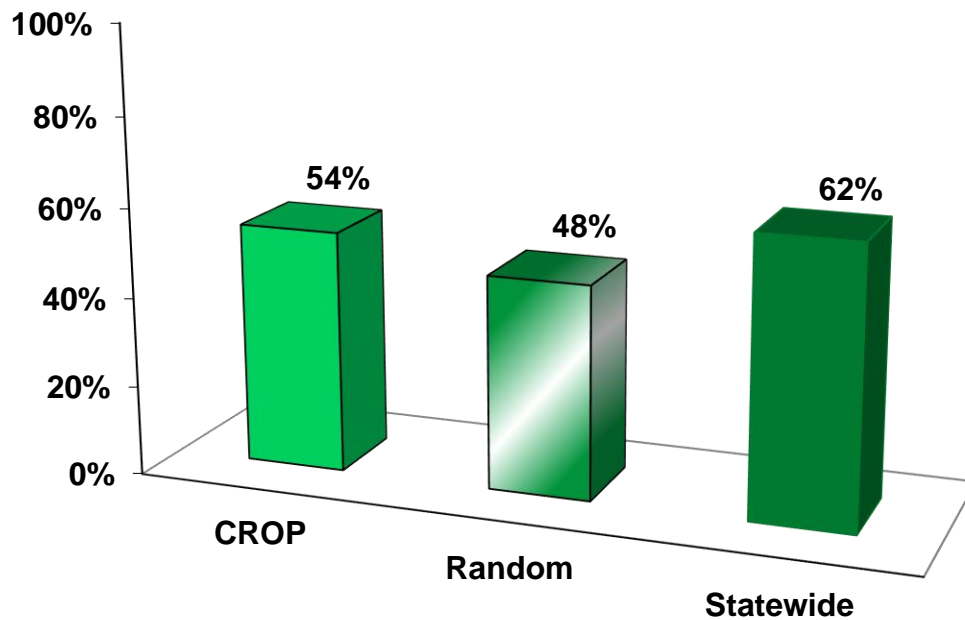
FSA Algebra I EOC Percent Passing for All Grades Combined CROP, Random Cohort and Statewide Percentages, 2020-21



Source: Percentages/aggregates based upon a student-level file provided by PERA1509h

- In 2020-21, CROP students taking the Biology I EOC assessment achieved an average score of 392, compared to 391 for students in the random sample and 401 for all test takers statewide. Fifty-four percent of CROP students achieved a passing score, compared to 48 percent of the random sample and 62 percent of all test takers in the state.

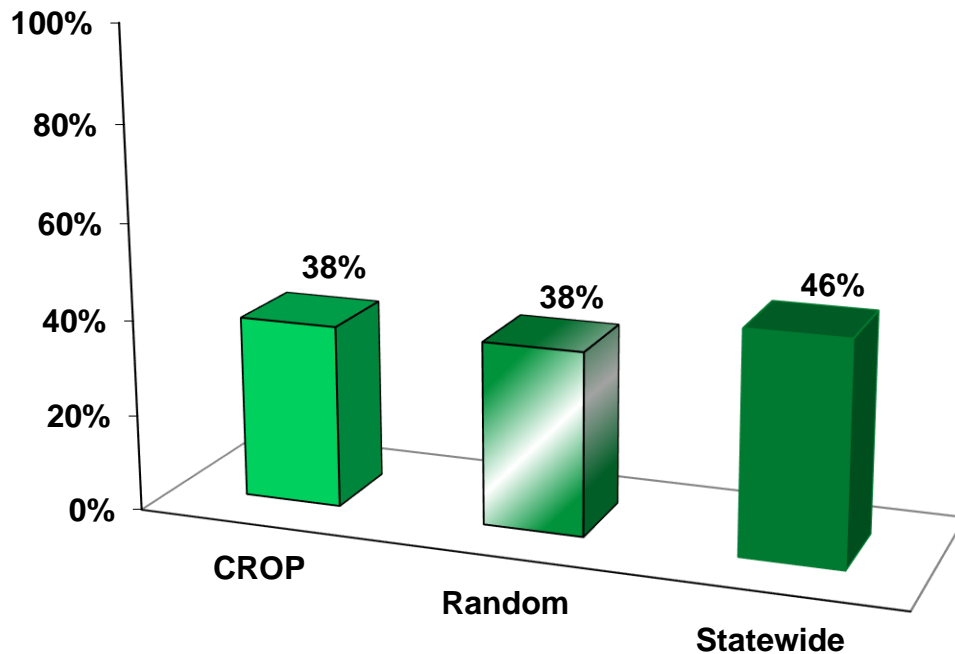
**FSA Biology I EOC Percent Passing for All Grades Combined
CROP, Random Cohort and Statewide Percentages, 2020-21**



Source: Percentages/aggregates based upon a student-level file provided by PERA1509h

- In 2020-21, CROP students taking the FSA Geometry EOC assessment achieved a slightly higher average score than the students in the random sample. CROP students attained an average score of 484, compared to 483 for students in the random sample and 493 for all test takers statewide. Thirty-eight percent of the students in both the CROP and random cohorts achieved a passing score, compared to 46 percent of all test takers in the state.

FSA Geometry EOC Percent Passing for All Grades Combined CROP, Random Cohort and Statewide Percentages, 2020-21



Source: Percentages/aggregates based upon a student-level file provided by PERA1509h

Comparative Analysis: Postsecondary Outcome Measures

Postsecondary Outcomes. The mission of FDOE is to increase the proficiency of all students within one seamless efficient system by providing them with the opportunity to expand their knowledge and skills through learning opportunities and research valued by students, parents and communities, and to maintain an accountability system that measures student progress. CROP supports this mission by implementing services and supports that will strengthen the educational motivation and preparation of student participants to enroll in and complete a postsecondary education.

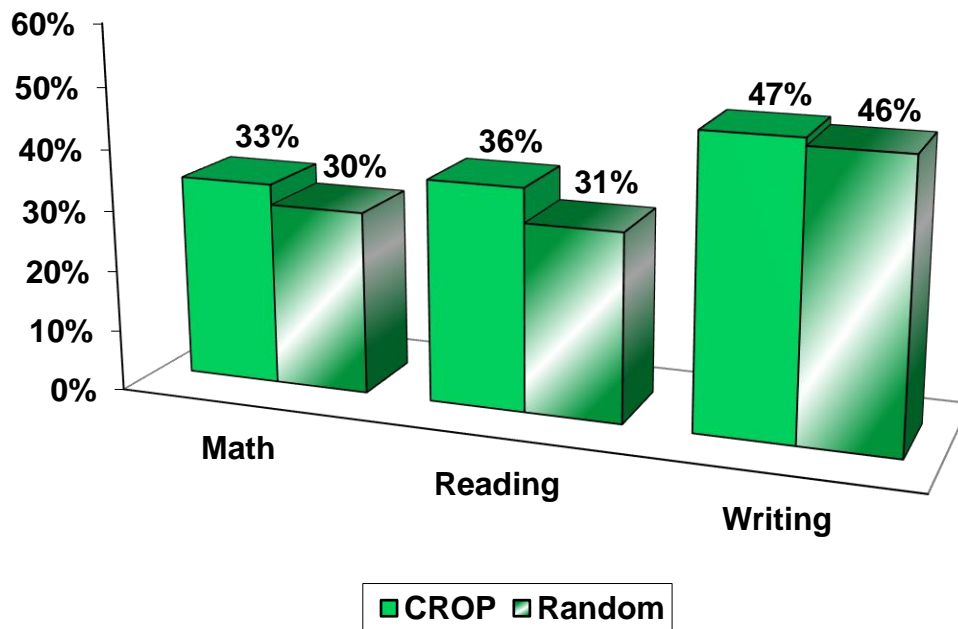
College Placement Assessment. The Postsecondary Education Readiness Test (P.E.R.T.) is Florida's customized common placement test that is used to assess the readiness of students who intend to enter a degree program at any public postsecondary educational institution. The P.E.R.T. assessment is aligned with the Florida Postsecondary Readiness Competencies, which correspond to the knowledge and skills necessary for success in entry-level college credit coursework. The assessment includes competencies in the areas of mathematics, reading and writing.

To be considered college and career ready, students must demonstrate mastery of the Florida Postsecondary Readiness Competencies in English and mathematics. Students scoring below state-adopted common cut scores in these discipline areas are required to enroll in and successfully complete developmental education (remedial) courses in the areas of their deficiencies prior to enrollment in postsecondary, General Education college-credit courses.

Performance on the Postsecondary Education Readiness Test. An analysis of test results for the CROP students, compared to those of the random sample, includes the following:

In 2020-21, 33 percent of CROP students in grade 11 met or exceeded the college-ready score for mathematics, compared to 30 percent of the eleventh-grade students in the random sample; 36 percent met or exceeded the college-ready score on the reading assessment, compared to 31 percent of the eleventh-grade students in the random sample; and 47 percent met or exceeded the college-ready score on the writing assessment, compared to 46 percent of the eleventh-grade students in the random sample. Compared to 2019-20, the percentage of the eleventh-grade students in the CROP and Random cohorts meeting or exceeding the college-ready score for mathematics increased; however, while the percentages of the CROP students in grade 11 meeting or exceeding the college-ready scores for reading and writing remained relatively constant, the percentages decreased for the eleventh-grade students in the random sample.

**Performance on the P.E.R.T. by Subject Area
CROP and Random Cohort Percentages, 2020-21**



Source: Percentages/aggregates based upon a student-level file provided by PERA1509h

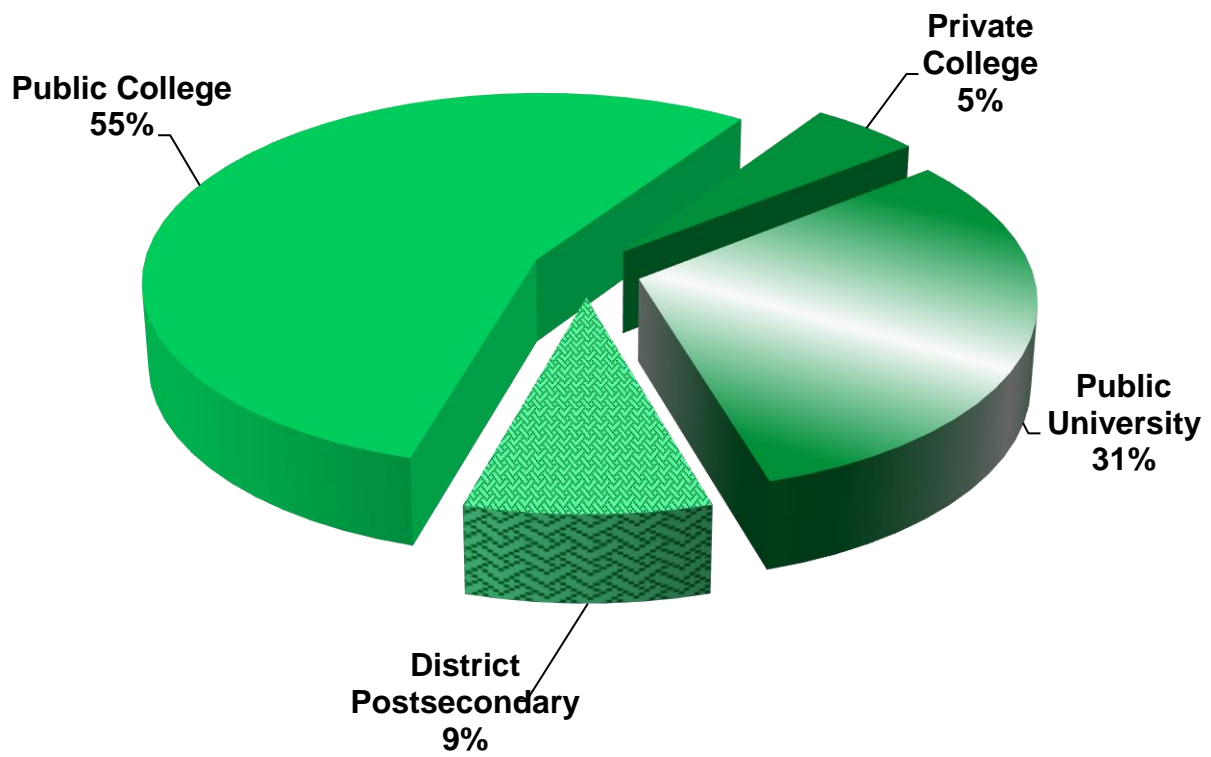
Postsecondary Enrollment and Employment. An analysis of the postsecondary outcomes of CROP students, compared to those of the random sample, is as follows:

- Based on available data, follow-up information on employment and continuing education reveal that 67 percent of the 2019-20 CROP high school graduates with a standard diploma were enrolled in the Florida public colleges and universities in 2020-21, compared to 45 percent of 2019-20 graduates in the random cohort; the analogous figures for the 2018-19 graduates that matriculated to a postsecondary institution in Florida in 2019-20 were 68 percent (CROP) and 51 percent (random sample).
- In 2020-21, 73 percent of the 2019-20 CROP graduates were enrolled in postsecondary education or employed full-time, compared to 52 percent of the random sample graduates. Compared to the 2018-19 graduates that were employed full-time or matriculated to a postsecondary institution in Florida in 2019-20, the CROP cohort experienced a slight increase (72 percent), while the figure for the random sample graduates decreased (58 percent).

Postsecondary Selection and Enrollment. Based on the most recent data available, an analysis of the postsecondary selection and enrollment outcomes for CROP students, compared to those of the random sample, includes the following:

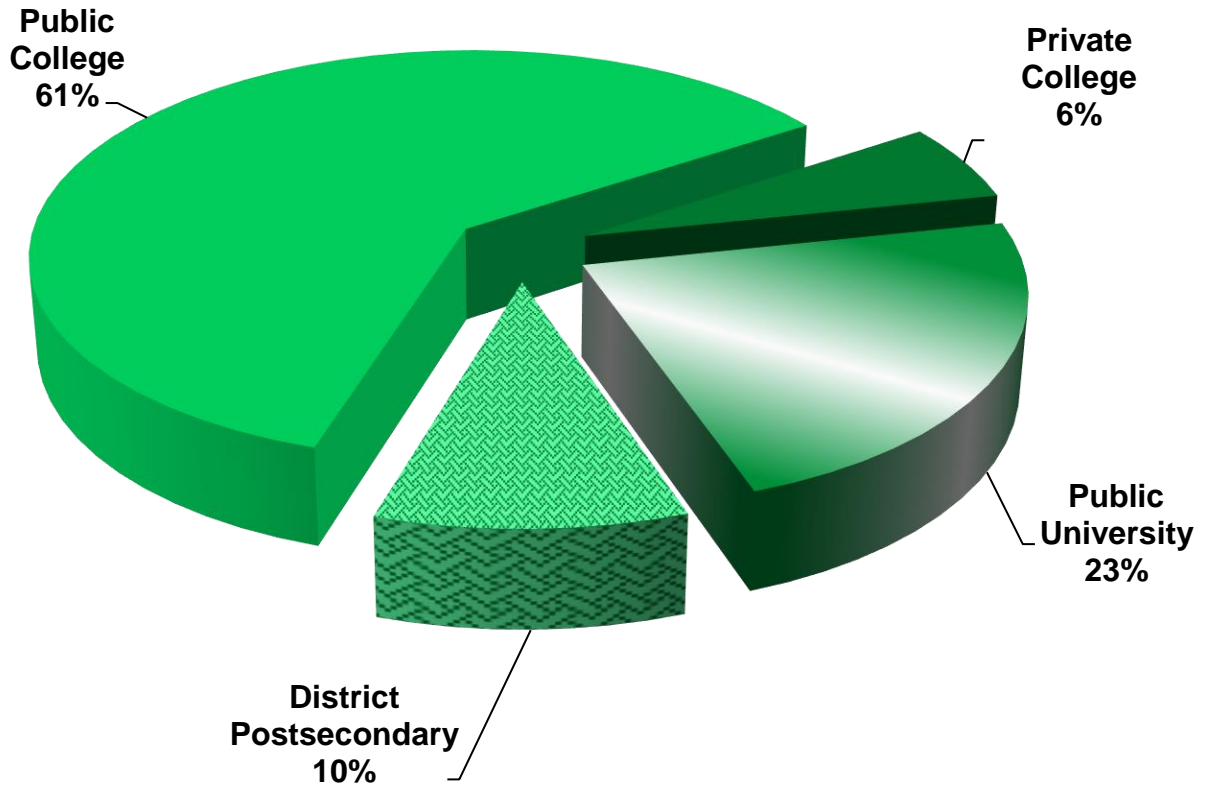
- Fifty-five percent of the 2019-20 CROP graduates who enrolled in postsecondary education attended a public college, 31 percent attended a state university, five percent attended a private institution and nine percent were enrolled in postsecondary career technical coursework.
- Sixty-one percent of the 2019-20 random cohort graduates who enrolled in postsecondary education attended a public college, 23 percent attended a state university, six percent attended a private institution and 10 percent were enrolled in postsecondary career technical coursework.
- Thirty-eight percent of African-American students who participated in CROP, graduated in 2019-20 and enrolled in postsecondary education in 2020-21, attended a public college and 19 percent attended a state university. Matriculation rates for the 2019-20 African-American graduates in the random cohort were: public college, 25 percent, and state university, 10 percent.
- Thirty-six percent of Hispanic students who participated in CROP, graduated in 2019-20 and enrolled in postsecondary education in 2020-21, attended a public college and 24 percent attended a state university. Matriculation rates for the 2019-20 Hispanic graduates in the random cohort were: public college, 29 percent, and state university, 10 percent.

2019-20 CROP High School Graduates in Postsecondary Education (n=282)



Source: Percentages/aggregates based upon a student-level file provided by PERA1509g

2019-20 Random High School Graduates in Postsecondary Education (n=300)



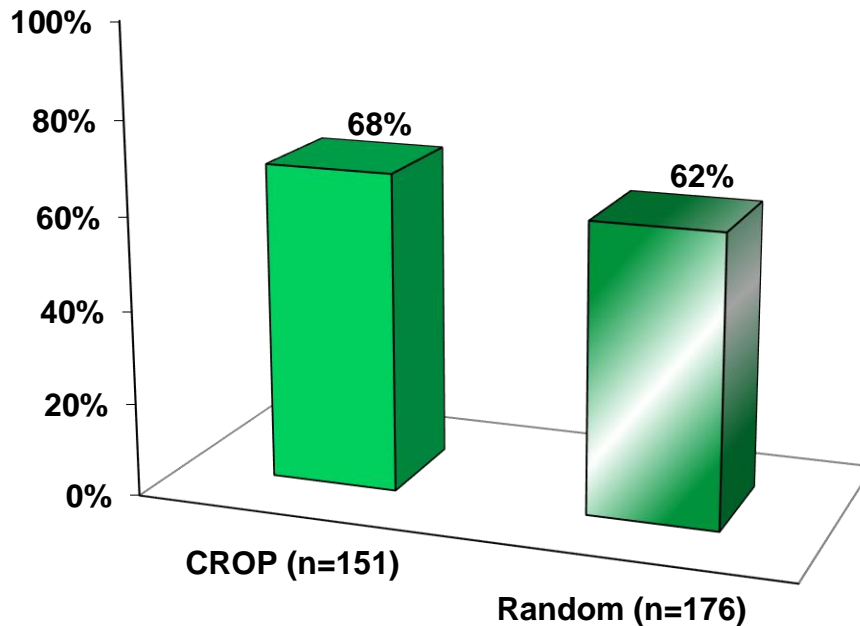
Source: Percentages/aggregates based upon a student-level file provided by PERA1509g

Academic Achievement in Postsecondary Education. An analysis of the academic achievement in postsecondary education for CROP students, compared to those of the random sample, includes the following:

- Compared to the random cohort that graduated in 2019-20, a larger percentage of CROP graduates maintained a GPA of 2.0 or higher while enrolled in a Florida public college or university during their freshman year.
- Sixty-eight percent of the 2019-20 CROP graduates and 62 percent of the random sample graduates that attended a public college in 2020-21 had a GPA of 2.0 or higher; the analogous figures for the 2018-19 graduates were 69 percent and 61 percent, respectively.

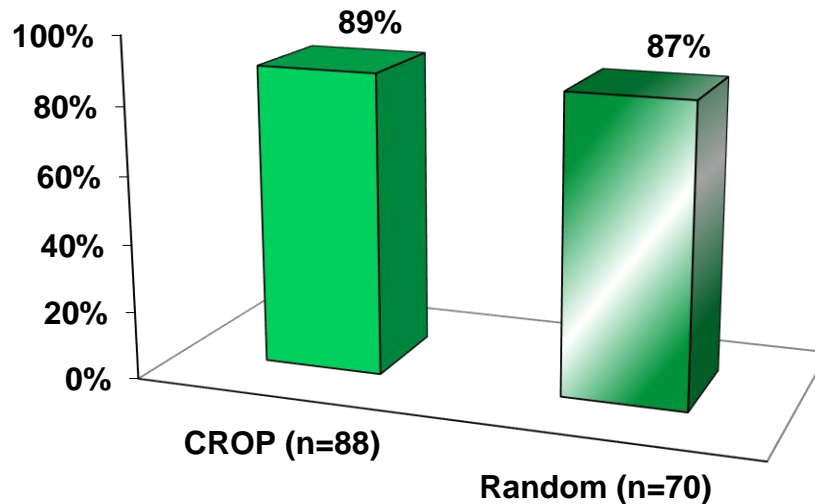
- Eighty-nine percent of the 2019-20 CROP graduates and 87 percent of the random sample graduates maintained a GPA of 2.0 or higher while enrolled in a state university during their first year. Compared to the previous year's graduates, the CROP and random cohorts experienced slight decreases (90 percent and 89 percent for the 2018-19 CROP and random sample graduates).
- Additionally, while enrolled in a state university during their first year, the 2019-20 CROP graduates attained an average GPA of 2.94; the random sample graduates attained an average GPA of 2.90. The average GPA decreased for both the CROP cohort and the random sample, compared to the 2018-19 CROP (2.96) and random sample graduates (2.97).

**Students with a GPA of 2.0 or Higher in Public Colleges,
2019-20 CROP and Random High School Graduates**



Source: Percentages/aggregates based upon a student-level file provided by PERA1509g
 Note: In academic year following high school graduation.

Students with a GPA of 2.0 or Higher in State Universities, 2019-20 CROP and Random High School Graduates



Source: Percentages/aggregates based upon a student-level file provided by PERA1509g
Note: In academic year following high school graduation.

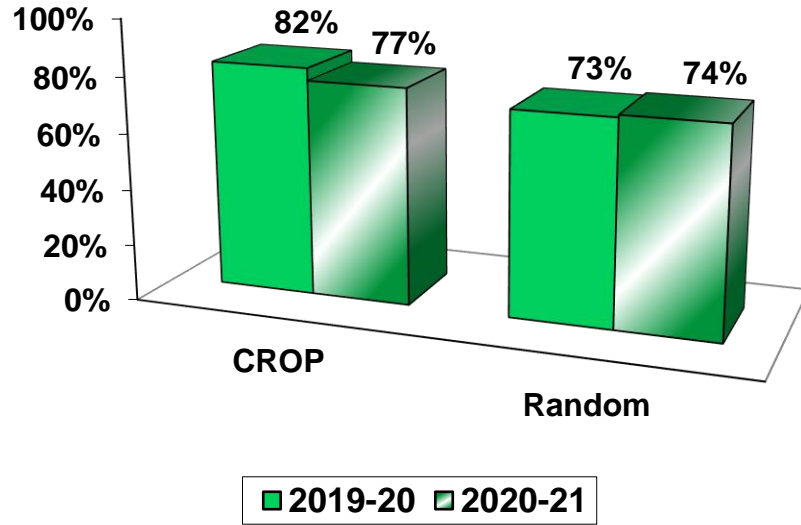
Financial Need of CROP students. The legislative intent of CROP is to increase the number of low-income, educationally disadvantaged students to enroll in and complete a postsecondary education. A “low-income educationally disadvantaged student” is defined in Rule 6A-6.05282, F.A.C. Students must meet specific academic and economic criteria to participate in the program. The economic eligibility criteria include factors that reflect a student’s financial need such as their family’s participation in temporary cash or public assistance programs.

Utilization of Financial Aid. The data revealed a greater utilization of need-based financial aid than merit-based financial aid by both the CROP and random cohorts that applied for assistance in 2020-21.

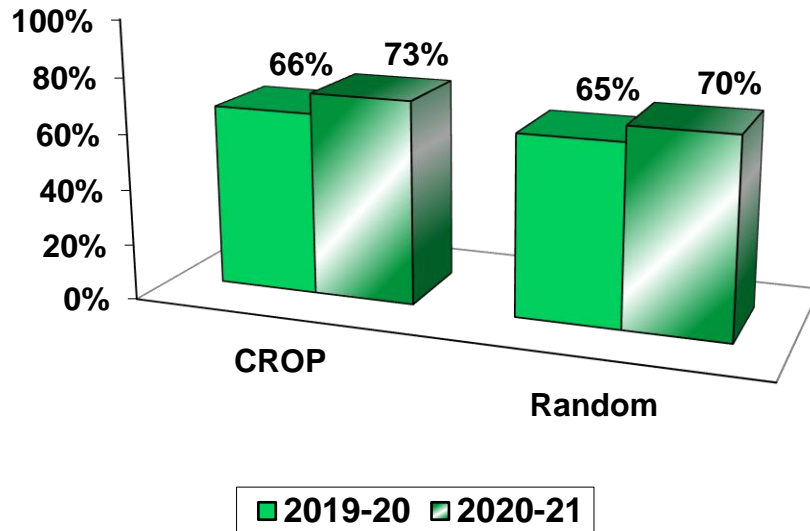
- In 2020-21, of the CROP seniors who applied for a Florida Student Assistance Grant (FSAG) award, 77 percent were awarded funds compared to 82 percent of those applying in 2019-20; the analogous figures for seniors in the random cohort were 74 percent (2020-21) and 73 percent (2019-20).
- Additionally, 73 percent of CROP seniors who applied for a Bright Futures scholarship in 2020-21 received funds compared to 70 percent of the random sample seniors. The corresponding figures for seniors applying in 2019-20 were 66 percent (CROP) and 65 percent (random sample).

- In addition to this state aid, many students in the program are afforded the opportunity to receive scholarships offered by individual CROP projects after fulfilling the requirements of the institution.

**Students Who Received the Florida Student Assistance Grant (FSAG),
CROP and Random Cohorts, 2019-20 and 2020-21**

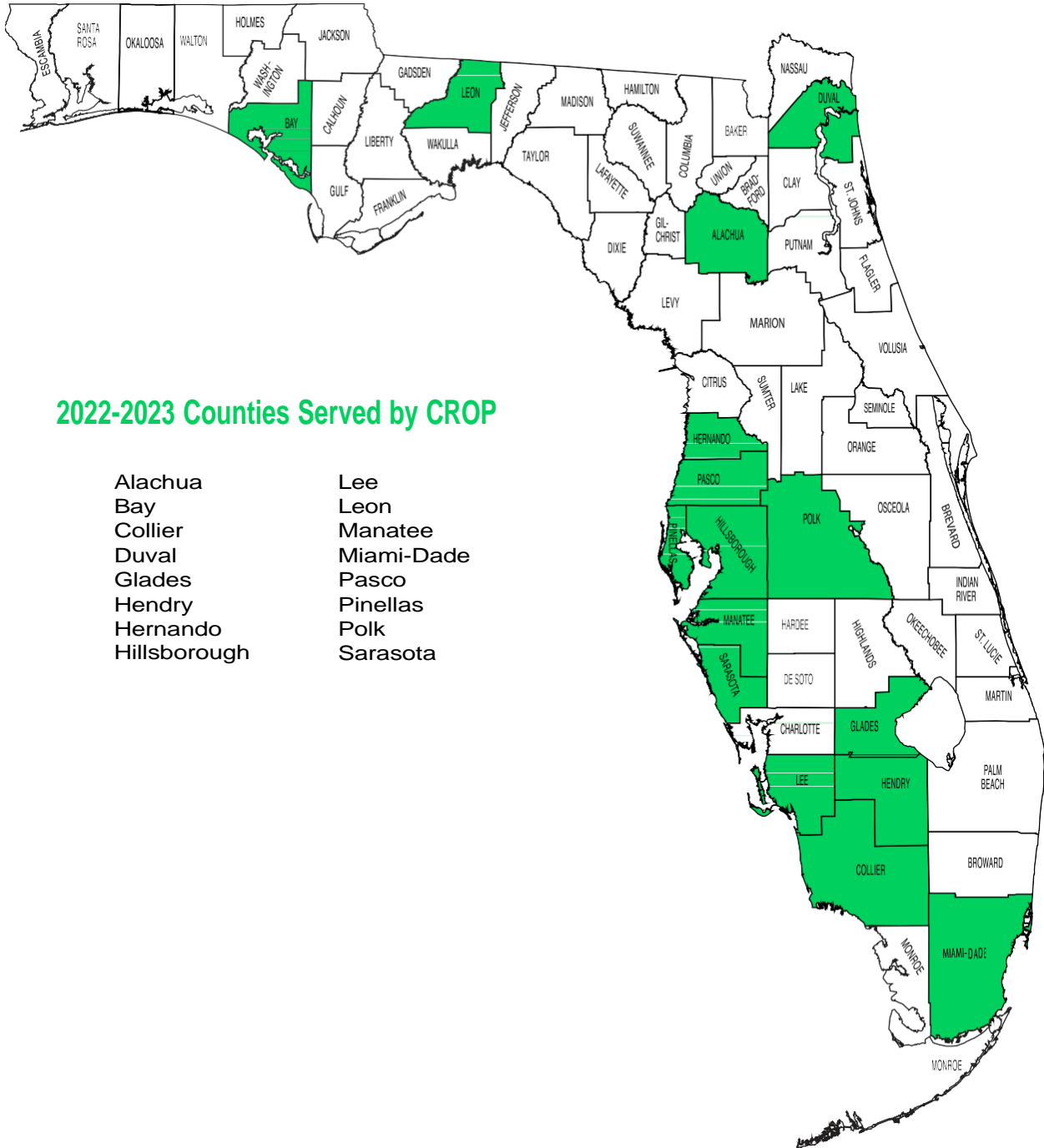


**Students Who Received Bright Futures,
CROP and Random Cohorts, 2019-20 and 2020-21**



Source: Percentages/aggregates based upon a student-level file provided by PERA1509g
 Note: In academic year following high school graduation.

Appendix A



2022-2023 Counties Served by CROP

- | | |
|--------------|------------|
| Alachua | Lee |
| Bay | Leon |
| Collier | Manatee |
| Duval | Miami-Dade |
| Glades | Pasco |
| Hendry | Pinellas |
| Hernando | Polk |
| Hillsborough | Sarasota |

Appendix B

2022-23 Participating CROP Institutions

State Universities

Florida Gulf Coast University

Florida International University

Florida State University

University of Florida

University of North Florida

University of South Florida

State and Community Colleges

Florida State College at Jacksonville

Gulf Coast State College

Hillsborough Community College

Miami Dade College

Pasco-Hernando State College

Polk State College

St. Petersburg College

State College of Florida, Manatee-Sarasota

Private Institutions

Barry University

Appendix C

2022-23 Schools Served by CROP, by County

Alachua

Abraham Lincoln Middle School
Howard W. Bishop Middle School
Resilience Charter School, Inc.
Westwood Middle School
Eastside High School
Gainesville High School
Hawthorne Middle/High School
P.K. Yonge Developmental Research School

Bay

Jinks Middle School
Mowat Middle School
Surfside Middle School
A. Crawford Mosely High School
Bay High School
Central High School
J.R. Arnold High School
Bay Haven Charter Academy
Bay Virtual Instruction Program
Breakfast Point Academy
Deane Bozeman School
New Horizons Learning Center
North Bay Haven Charter Academy
Palm Bay Preparatory Academy
Rutherford Middle/High School

Collier

Golden Gate High School
Immokalee High School
Palmetto Ridge High School

Duval

Highlands Middle School
Jean Ribault Middle School
Oceanway School
Andrew Jackson High School
Edward H. White High School
First Coast High School
Jean Ribault High School
Paxon School/Advanced Studies
William M. Raines High School

Glades

West Glades Middle School
Moore Haven Middle High School

Hendry

Labelle High School

Hernando

Brooksville Engineering, Science, and Technology (B.E.S.T) Academy
D.S. Parrot Middle School

Appendix C

2022-23 Schools Served by CROP, by County (Cont'd)

Hernando (Cont'd)

Fox Chapel Middle School
Powell Middle School
West Hernando Middle School
Central High School
Frank W. Springstead High School
Hernando High School
Nature Coast Technical High School
Weeki Wachee High School

Hillsborough

Buchanan Middle School
Burnett Middle School
Burns Middle School
Dowdell Middle Magnet School
Ferrell Middle Magnet School
Franklin Middle Magnet School
Giunta Middle School
Greco Middle Magnet School
Jennings Middle School
Liberty Middle School
McLane Middle School
Memorial Middle School
Orange Grove Middle Magnet School
Pierce Middle School
Progress Village Middle Magnet School

Hillsborough (Cont'd)

Shields Middle School
Sligh Middle School
Terrace Community Middle School
Webb Middle School
Williams Middle Magnet School
Young Middle Magnet School
Armwood High School
Blake High School
Bloomingdale High School
Brandon High School
Dr. Kiran C. Patel High School
Durant High School
Gaither High School
Hillsborough High School
King High School
Middleton High School
Newsome High School
Plant High School
Riverview High School
Robinson High School
Spoto High School
Steinbrenner High School
Tampa Bay Technical High School
Wharton High School
Learning Gate Community School

Appendix C

2022-23 Schools Served by CROP, by County (Cont'd)

Hillsborough (Cont'd)

Riverview Academy of Math and Science

Lee

Harns Marsh Middle School

Dunbar High School

East Lee County High School

Estero High School

Fort Myers High School

Gateway High School

Island Coast High School

Lehigh Senior High School

South Fort Myers High School

Leon

Elizabeth Cobb Middle School

Fairview Middle School

Griffin Middle School

R. Frank Nims Middle School

Raa Middle School

Amos P. Godby High School

James Rickards High School

Leon High School

Sail High School

Leon (Cont'd)

Florida A & M University Developmental Research School

Florida State University School

Leon County Virtual School

Success Academy

Manatee

Electa Lee Magnet Middle School

Bayshore High School

Braden River High School

Manatee High School

Palmetto High School

Southeast High School

Miami-Dade

Brownsville Middle School

Carol City Middle School

Citrus Grove Middle School

Homestead Middle School

Horace Mann Middle School

John F. Kennedy Middle School

Jose De Diego Middle School

Madison Middle School

North Dade Middle School

Appendix C

2022-23 Schools Served by CROP, by County (Cont'd)

Miami-Dade (Cont'd)

Booker T. Washington Senior High School
Miami Carol City Senior High School
Miami Central Senior High School
Miami Edison Senior High School
Miami Jackson Senior High School
Miami Northwestern Senior High School
Miami Southridge Senior High School
North Miami Senior High School
William H. Turner Technical Arts High School
Young Men's Preparatory Academy
David Lawrence Jr. K-8 Center
Dr. Henry W. Mack/West Little River K-8 Center
Edison Park K-8 Center
Thomas Jefferson Biscayne Gardens K-8 Academy

Pasco

Centennial Middle School
Pasco Middle School
Raymond B. Stewart Middle School
Pasco High School
Wesley Chapel High School
Zephyrhills High School

Pinellas

John Hopkins Middle School
Boca Ciega High School
Gibbs High School
Lakewood High School
Largo High School
Seminole High School

Polk

Crystal Lake Middle School
Dundee Ridge Middle Academy
Kathleen Middle School
Lake Gibson Middle School
Lawton Chiles Middle Academy
McLaughlin Middle School & Fine Arts Academy
Southwest Middle School
Westwood Middle School
Bartow Senior High School
George Jenkins Senior High School
Haines City Senior High School
Harrison School for the Arts
Kathleen Senior High School
Lake Gibson Senior High School
Lake Region High School
Lake Wales Senior High School

Appendix C

2022-23 Schools Served by CROP, by County (Cont'd)

Polk (Cont'd)

Lakeland Senior High School

Mulberry Senior High School

Ridge Community High School

Teneroc High School

Winter Haven Senior High School

Jewett School of the Arts

Rochelle School of the Arts

Sarasota

Booker Middle School

Heron Creek Middle School

Booker High School

Riverview High School

Sarasota High School

Suncoast Polytechnical High School