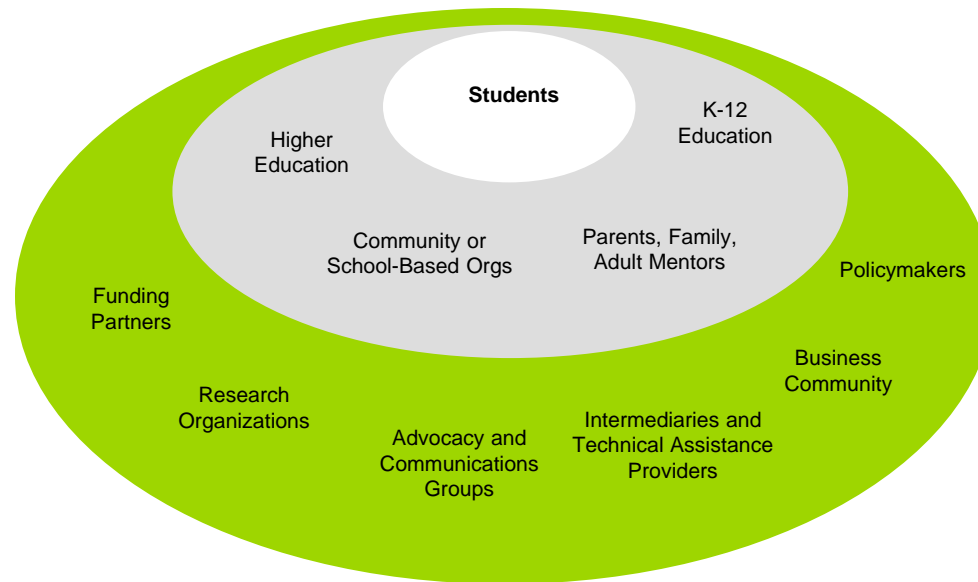


# Miami-Dade College Access & Success Landscape Scan: Understanding the College Access and Success System in Miami

Presented to the John S. and James L. Knight Foundation

October 29 2010



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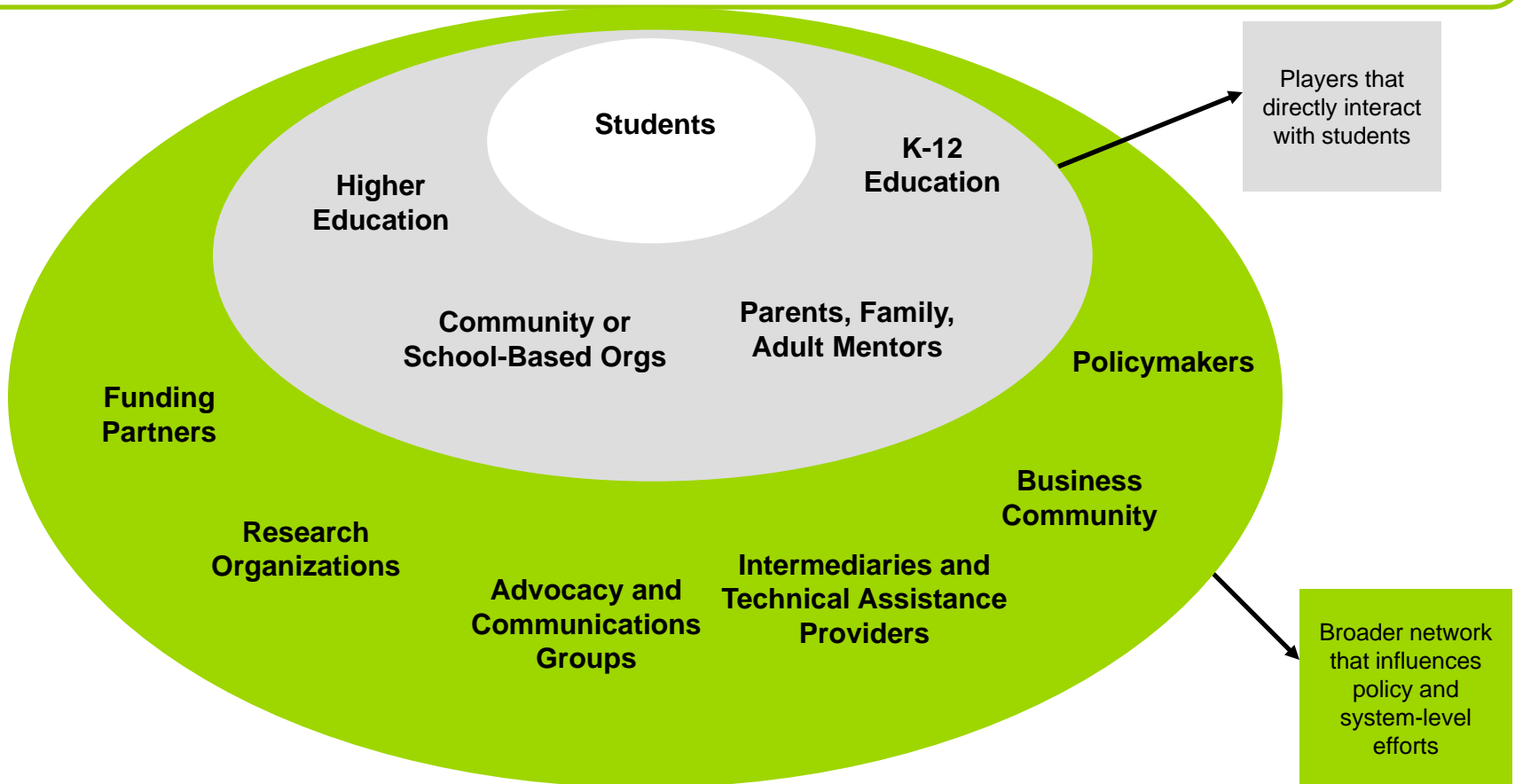
# Executive Summary: Why is college access and success (CAS) important?

**CAS is an economic and social justice issue.** College attainment is associated with better economic outcomes, and national data suggests clear inequities by race and family income level.

- Economic importance of college attainment:** According to the US Bureau of Labor statistics, an associate degree or higher is the most significant level of postsecondary education or training for 12 of the 20 fastest growing occupations.
- Impact of CAS on high school improvement:** Eight out of ten dropouts report that schools could have motivated them by making stronger connections between coursework and future careers.
- Income disparities in college attainment:** High achieving children from families earning below the median outcome have college enrollment rates 15 percentage points below their counterparts from families earning above the median outcome.
- Racial and ethnic disparities in college attainment nationally:** In 2007, the immediate college enrollment rate was 70 percent for White high school completers, compared with 56 percent for Black high school completers and 61 percent for Hispanic high school completers.

# Executive Summary: What is the ideal college access and success system?

An ideal CAS system provides students with appropriate and consistent preparation and supports across the K-16 pipeline. This system includes players that directly interact with students at home, school and community, as well as a broader network of stakeholders that influence policy and system-level efforts from K-16.



**To build a strong CAS system, partnerships must develop across players** to coordinate and align services and supports, and to develop and maintain supportive policies.

# Executive Summary: What are some examples of CAS system building efforts nationally?

National funder led and locally led initiatives are testing new ways to bridge CAS efforts in different community contexts.

## **Lumina Foundation for Higher Education:**

**Partnerships for College Access and Success (PCAS):** Eight communities, 2004-2007. Strategy: Build partnerships to improve cross institutional policies and increase program alignment.

## **Citibank Foundation:**

**Citi Post-Secondary Success Program (CPSP):** Three communities, 2009-2013. Strategy: Build strong partnerships across existing programs in a select sample of schools to demonstrate benefits of greater alignment and coordination and to maximize existing resources.

## **Bill and Melinda Gates Foundation:**

**Communities Learning in Partnership (CLIP):** Three to four communities, 2009-2013. Strategy: Position and support city level partnerships to shift, align and improve pos-secondary success policies and practices to increase the number of low income young adults who complete a PS degree or certificate.

## **Chicago,** launched 2003

Strategies: Build strong post-secondary guidance systems, expand participation in college prep coursework, track FAFSA completion district-wide, school level strategy sessions to coordinate college access strategies in each school, strong data and research component in partnership with Chicago Consortium on School Research.

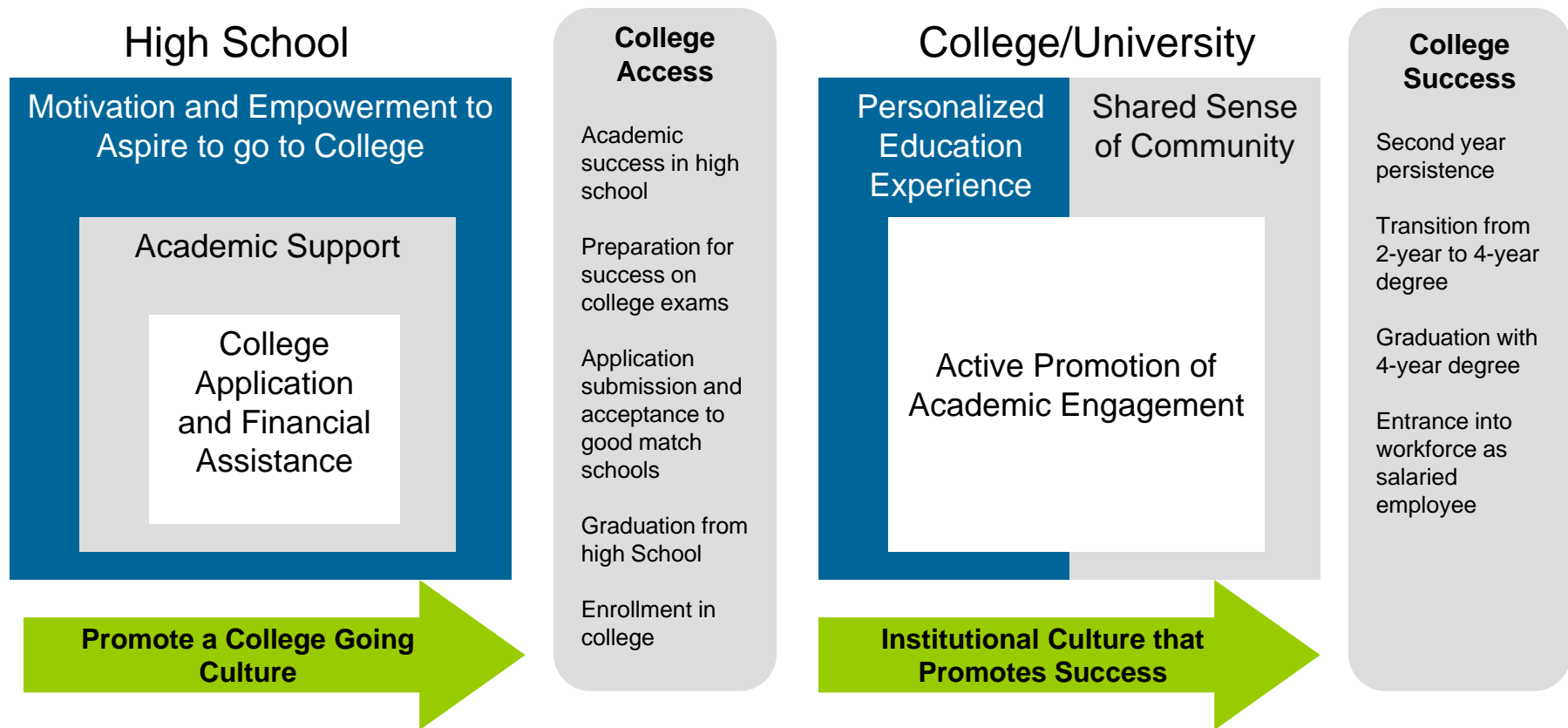
## **Boston,** launched 2009

Strategies: Partnership of Mayor's office, Boston Public Schools, Boston Foundation, Higher education institutions and Boston Private Industry Council with three strands; getting ready (preparation), getting in (access and transition), and getting through (success in college)

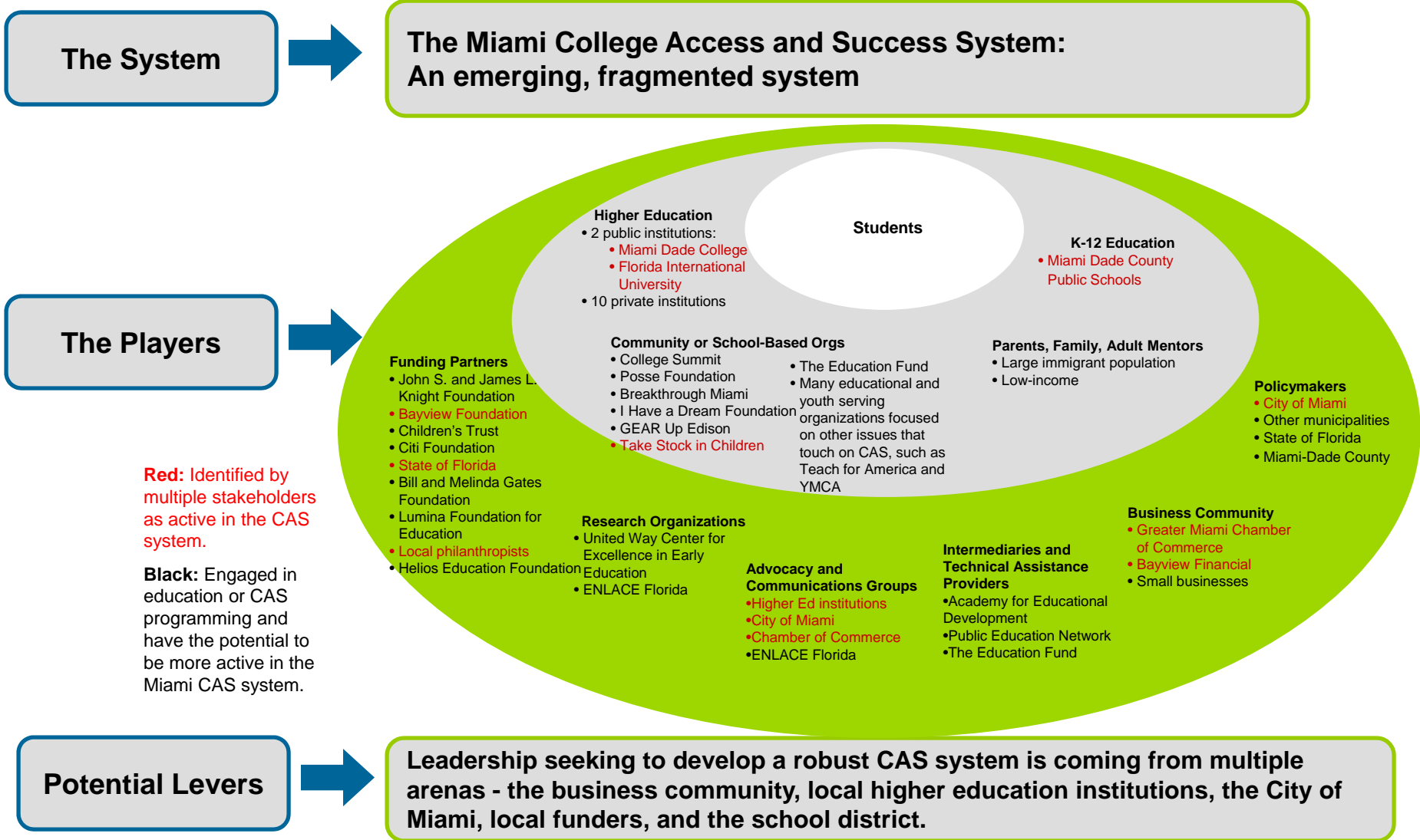
## **Philadelphia,** planning year 2009, launching 2010

# Executive Summary: What supports should players provide to create a successful CAS system?

Research shows that key programmatic efforts, including the development of an overarching culture of access and success, is key to the successful college-going of students.



# Executive Summary: What does the system of college access and success supports look like in Miami?



# Executive Summary: What K-12 supports are in place in Miami?

## College Access

- **Supports to strengthen the motivation to go to college and to boost academics** are not evenly distributed across the district and are often limited to a narrower range of students involved in intensive programs, through partnerships typically driven by school-level champions.
- **Tutoring and application/financial aid assistance** are the most widespread supports available to students, although typically families must actively seek these services.
- Efforts to promote a **college-going culture** do not appear consistently throughout the district. Presence of a college-going culture is dependent upon promotion by a school-level champion.



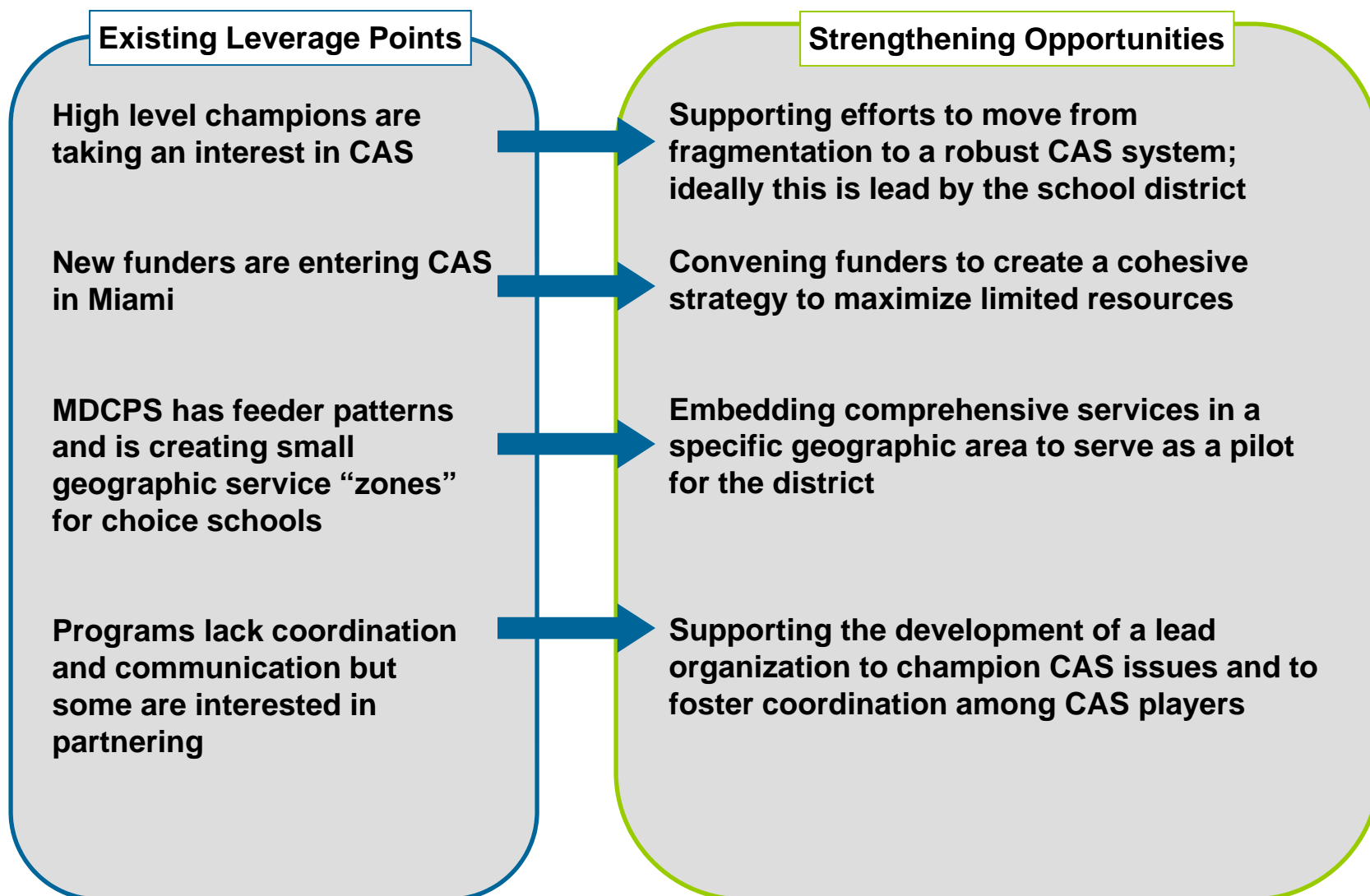
# Executive Summary: What postsecondary supports are in place at MDC and FIU?

## College Success at MDC and FIU

Miami Dade College (MDC) and Florida International University (FIU) are the primary institutions of higher education promoting CAS for Miami public school students, however there are many other potential players in the region.

- Both institutions offer a **personalized education experience**; students with academic deficits at MDC are required to participate in a Student Life Skills course in addition to the workshops for all first year students.
- FIU and MDC offer opportunities for students to connect, however developing a **shared sense of community among students** is challenging because both are commuter campuses.
- For struggling students, both institutions have mandatory **academic supports** in place.
- Both institutions work to create an **institutional culture that promotes success** by offering joint admission to improve 4-year degree attainment. MDC is using data to improve retention supports and has won awards for its support system model. Resources for support services have diminished at FIU though it is seeking to restore these funds.

## Executive Summary: What are the opportunities for strengthening the college access and success system in Miami?



# Purpose of Study

1. To **better understand the college-going patterns of students and the system of college access and success supports** in Miami and Philadelphia.
2. To **identify opportunities for strengthening** each of these systems and ultimately college attainment in both of these communities.

## Primary research questions

1. What is the ideal college access and success system?
2. What does the system of college access and success supports look like in Philadelphia? In Miami?
3. What do the college access and success patterns of students look like in Philadelphia? In Miami?
4. What programs are in place vis-à-vis what is known nationally as necessary for a strong college access and success system?
5. What are the opportunities for strengthening the college access and success system in each of these two cities?

## Research components:

1. **Mapping the Existing System (Landscape Study):** Includes interviews with key players in each city:
  - To highlight the current system of supports
  - To identify opportunities for strengthening supports
  - To provide critical contextual understanding for the college-going data
2. **Analyzing College Going-Data (Student Tracking Study):** Includes analysis of college enrollment, retention, and graduation outcomes of 2002-2008 public high school graduates in Philadelphia and Miami.

## Definitions

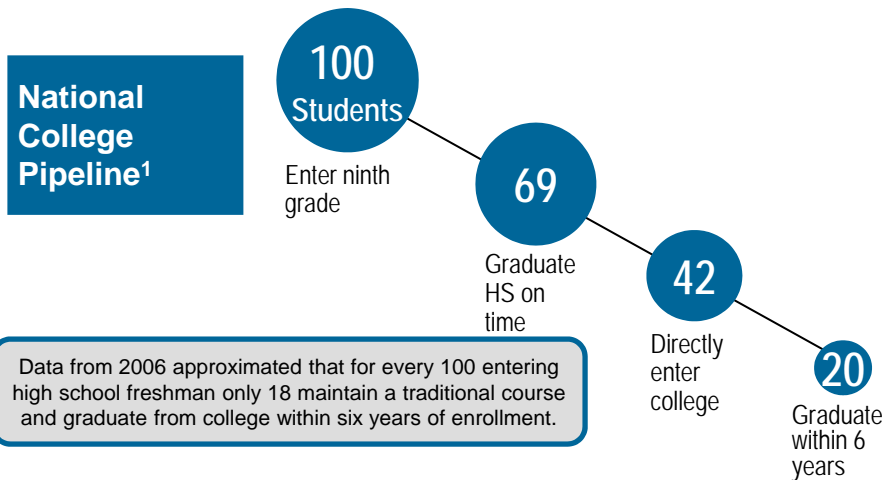
**College Access:** Preparing for, earning admission to and enrolling in college.

**College Success:** Persisting and graduating from college.

**College access and success (CAS) supports:** Supports designed to increase the number of students who pursue and complete education beyond high school and often focus on helping historically disadvantaged students (i.e., economically disadvantaged; first generation college-goers).

# Why is College Access and Success (CAS) a National Policy Issue?

**CAS is an economic and social justice issue.** College attainment is associated with better economic outcomes, and national data suggests clear inequities by race and family income level.



## Economic importance of college attainment

- According to the US Bureau of Labor statistics, an associate degree or higher is the most significant level of postsecondary education or training for 12 of the 20 fastest growing occupations.
- The United States is 10<sup>th</sup> in the world among adults ages 25-34 with a postsecondary credential.<sup>2</sup>
- According to the Lumina Foundation, the percent of the American population with a postsecondary credential or degree has remained the same for 40 years.<sup>3</sup>

## Impact of CAS on high school improvement

- Eight out of ten dropouts report that schools could have motivated them by making stronger connections between coursework and future careers.
- A focus on college attainment leads to higher high school graduation rates and better test scores.<sup>4</sup>

## Who's graduating nationally?

- Nationally, 84% of the population has a high school degree or higher and 27% has a bachelors degree or higher.<sup>5</sup> There are, however disparities in who is obtaining college degrees.

## Income disparities in college attainment

- High achieving children from families earning below the median outcome have college enrollment rates 15 percentage points below their counterparts from families earning above the median outcome.<sup>6</sup>
- A child from a family in the top income quartile is 5 times more likely to earn a bachelors degree by age 24 than a child from a family in the bottom fourth.<sup>7</sup>

## Racial and ethnic disparities in college attainment nationally

- In 2007, the immediate college enrollment rate was 70 percent for White high school completers, compared with 56 percent for Black high school completers and 61 percent for Hispanic high school completers.<sup>8</sup>

## Percent of 25-29 year olds with a bachelor's degree or higher in 2008, by race:

Hispanic	12.4%
African American	20.4%
White	37.1%

National Center for Education Statistics 2008

# National Volume and Resources Are Being Turned Up

Leading national voices are turning up the volume in this area, setting broad goals to move America forward.

## Goal:

Double the # of low-income young adults who by age 26 earn a postsecondary credential with value in the marketplace,

**Gates Foundation**

## Goal:

Restore America's place to 1st in the world in the proportion of college graduates by 2020; 5 million more community college graduates by 2020,

**President Obama**

## Goal:

60% of American Adults with high quality degrees and credentials by 2025,

**Lumina Foundation**

## Where are we now?

- **America is 14<sup>th</sup> among OECD countries** in the percentage of young people who have completed university level education.<sup>9</sup>
- **Roughly 39% of American adults hold a two or four year degree;** increasing this to 60% means 23 million more college graduates than expected at present rate.<sup>10</sup>

## Other Leading Voices in this Arena

### Business Community

- Business Roundtable (association of CEOs of leading US companies): Roundtable's Education, Innovation, and Workforce Initiative is leading discussions among CEOs and Members of Congress to integrate community colleges into education and workforce training system.

### Cities

- National League of Cities, "Mayors' Action Challenge for Children and Families": over 100 Mayors, one goal is to increase post-secondary enrollment and completion.
- Mayor Nutter (Philadelphia): Double the city's 18% college attainment rate in 5-10 years.
- Mayor Menino (Boston): Increase college completion rate by 50% for the BPS graduation class of 2009.

### Other Funders

- Jack Kent Cooke Foundation; National College Advising Corps, Community College Transfer Initiative.
- Joyce and Mott Foundations; Adults and post-secondary credentials.
- Kellogg Foundation; "New Options" – new credentialing system options for 16-24 year olds.
- Citibank Foundation; building community partnerships for systems change, beginning in 3 cities.

# What Is Being Done to Address This Need Nationally? Federal Policy Direction

The Federal government is investing in improving readiness for college, boosting financial aid, and strengthening the higher education system.

## 1. Improving College Readiness & Broadening Access

- Supporting state efforts to improve college and career readiness of high school students; helping states create assessments aligned to common sets of standards (“Race to the Top” Fund of ARRA)
- Promoting innovative practices by nonprofit organizations and states to improve access (College Access and Completion and Innovation Funds)
- Addressing the needs of disconnected youth (ARRA and Workforce Investment Act (WIA) reauthorization)

## 2. Modernizing, Expanding Higher Education Opportunities

- Promoting innovation in postsecondary education practices and policies to improve persistence, completion and employment post-completion (College Access and Completion Fund, Innovation Fund)
- Investing in reform to tie courses to business needs, improve remedial education, strengthen high school to college and community to four year college transitions, develop world-class on-line courses at community colleges, and invest in facilities modernization (Community College Initiative)
- Modernize adult education and revitalize community colleges as engines of economic development (proposals under WIA reauthorization)

## 3. Building, Linking Data Systems to Track Students

- Supporting states developing seamless data systems coordinating early education, K-12, post-secondary education and workforce data (State Longitudinal Data Systems (SLDS) grants, ARRA)

## 4. Increasing Access to Financial Aid

- Simplifying the Free Application for Federal Student Aid (FAFSA): streamlined on-line application, piloting direct transfer of IRS tax information to online FAFSA, proposed changes to simplify eligibility
- Pell Grant for low income students – increase in maximum grant awarded (to \$5,550), indexed to inflation

# What Is Being Done to Address This Need Nationally? Philanthropic Leadership

Lumina and Gates are investing in higher education innovation and building awareness of what is needed to improve college attainment.

## The Bill and Melinda Gates Foundation

*“Double the number of low-income young adults who earn a postsecondary credential with labor market value by age 26”*

### Post Secondary Success Strategy\*:

#### 1. Improve Post-Secondary Institution Performance

- Support innovative practices, programs and educational delivery mechanisms (inside and outside public post-sec system)
- Strengthen community college capacity for reform
- Increase external incentives and pressure to improve completion rates

#### 2. Support Young Adult Success

- Restructure financial aid to incentivize completion
- Increase awareness of existing, and create new, sources of financial aid
- Scale alternative pathways to college for young adults who are already in the workforce

#### 3. Build National, State and Local Commitment

- Increase awareness levels among key stakeholders
- Create a completion-focused policy and advocacy community
- Synthesize and disseminate evidence of effective policies, models and practices
- Build state and community partnerships

\* The Gates Foundation's other major US initiative is improving high school education

## The Lumina Foundation for Higher Education

*“Increase the proportion of Americans with high quality degrees and credentials to 60% by 2025”*

### 1. Preparation: Know How to Go

A public awareness effort combined with a “ground campaign” to encourage low-income students in grades 8 to 10 and their families to take the necessary steps towards college. Lead partners are the Ad Council and the American Council on Education. Regional and State networks across the country. New partnership with YMCA-USA.

### 2. Success: Achieving the Dream

A national initiative to help community college students succeed, especially students of color, low income students and working adults. Emphasizes the use of data to drive change and engagement of state policymakers and community leaders. Includes 83 colleges in 15 states.

### 3. Productivity: Making Opportunity Affordable

Partnerships of organizations working within States to recalibrate higher education spending, using 3 approaches: 1) Allocate a portion of higher ed. budget to reward institutions for students who complete courses and graduate in greater numbers at a lower per-unit expense; 2) generate and reinvest savings through more cost effective administrative approaches; and 3) innovate, using other channels to deliver degree programs.

# What Is Being Done to Address This Need Nationally? Place-Based CAS Systems Building Initiatives

National funder led initiatives are testing new ways to bridge CAS efforts in different community contexts.

## Example of past initiatives

### Partnerships for College Access and Success (PCAS)

- Supported by the Lumina Foundation for Education, Academy for Education Development (AED) was Intermediary; 2004-2007
- Eight lead organizations in eight communities were supported to build partnerships to improve cross institutional policies and increase program alignment.
- Burlington, VT, Chattanooga, TN, Chicago, IL, Milwaukee, IL, NYC, NY, Sacramento, CA, San Antonio, TX, and Seattle, WA

### Examples of outcomes:

- Rewriting high school and college course curricula to align math curriculum, reducing remediation needs in Chattanooga
- Developing new incentive scholarships and additional counseling and supports to increase two to four year college transfers in San Antonio

## Examples of current initiatives

### Citi Post Secondary Success Program (CPSP)

- Supported by the Citibank Foundation
- CPSP is a five-year initiative to increase the number of low-income and first-generation, public high school students who access and succeed in postsecondary education in three of Citi's Tier I markets – Miami, San Francisco, and Philadelphia; 2009-2013
- CPSP's strategy is to build stronger partnerships across existing programs in a select sample of schools to demonstrate benefits of greater alignment and coordination and to maximize existing resources.
- AED and the Public Education Network (PEN) are the intermediaries.

### Communities Learning in Partnership (CLIP)

- Supported by the Bill and Melinda Gates Foundation
- The Foundation's theory of change is that the local system needs to change in order to increase the number of low-income young adults with a post-secondary credential.
- CLIP will coordinate, align, leverage and scale up existing promising approaches rather than create new programs. Each community partnership requires leadership by the Mayor, the Community College Chancellor/President, the K-12 Superintendent and Workforce leaders.
- CLIP launched in November 2009 with a 9 month planning phase in 7 cities: Phoenix, AZ; Mesa, AZ; Dayton, OH; Jacksonville, FL; NYC, NY; San Francisco, CA; and Riverside, CA. Three to four of these cities will be selected for three more years of funding.



# What Is Being Done to Address This Need Nationally? Place-Based Systems Building Initiatives

Local leadership in a couple cities has spearheaded home grown robust systems change efforts.

## Boston

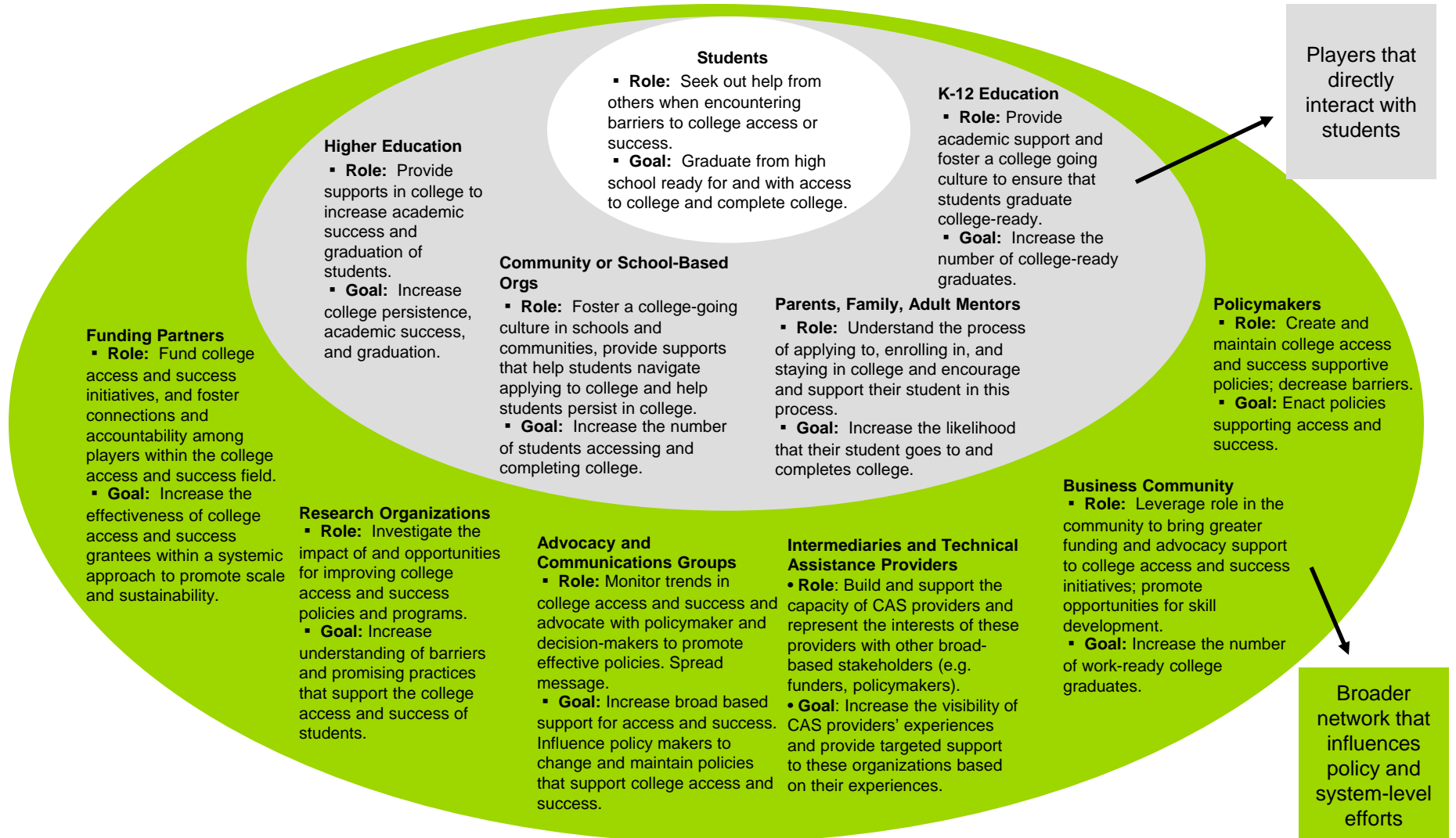
- “Success Boston” launched Spring 2009
- Partnership of Mayor’s Office, Boston Public Schools (BPS), Boston Foundation, higher education institutions, the Boston Private Industry Council and employers, and college access and success programs
- **Goal:** 50% increase in the college graduation rate for college enrollees from BPS high school graduating class of 2009; Double the college graduation rate for BPS high school graduating class of 2011
- **Three Strategies:**
  1. Getting Ready (lead BPS) – improve college readiness of BPS students
  2. Getting In (lead Boston Foundation and college access and success programs) – expand effective nonprofit programs that help students apply to, select, enroll in, and transition to 2 and 4 yr institutions
  3. Getting Through (lead University of Massachusetts Boston, area higher education institutions) – providing supports to students to increase completion

## Chicago

- Chicago Public Schools Initiative launched in 2003
- The school District established the department of Postsecondary Education and Student Development, and developed a partnership with the Chicago Consortium on School Research (CCSR) to link District data to NSC data
- **Goal:** To prepare all students for a viable post-secondary education or career.
- **Strategies:**
  - Built strong postsecondary guidance systems
  - Accelerated efforts to expand participation in rigorous coursework, such as Advanced Placement.
  - Developed system for tracking District-wide FAFSA completion and holding schools accountable
  - Held school level strategy sessions with principal as lead and key school players to develop and coordinate strategy
  - Included strong data and research component through partnership with CCSR

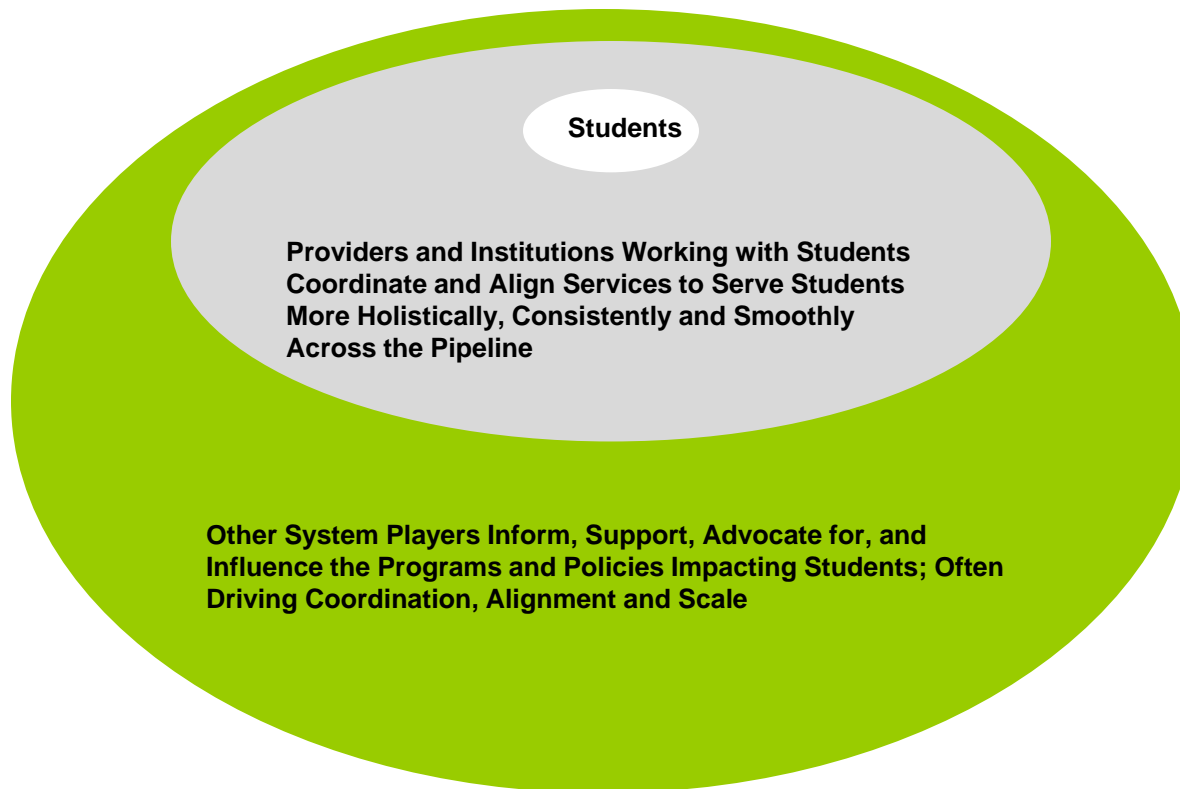
# Lessons: It Takes a System of Players

A CAS system includes players that directly interact with students at home, school and community, and a broader network of CAS stakeholders that influence policy and system-level efforts from K-16.



# Lessons: The CAS System Needs to Provide a Coordinated College Going Pipeline

Moving students through high school, into college, and successfully through college is a pipeline that requires connecting different pieces to ensure continuity and success from one end to the other.



## The Pipeline

- To be most effective and efficient, a well-developed CAS system **includes partnerships and connections** among individual organizations and players with various capacities, expertise, and service responsibilities.  
(Slide 16)
- A CAS system needs to ensure that all of **the services needed** to help students prepare for, get in, and succeed in college exist and are maximized.  
(Slides 17-19)
- **Institutional and policy issues** need to support service coordination and alignment and to promote scale to ensure broad impact across all students in a system.  
(Slide 20)

# Lessons: In a Strong CAS System, Partnerships Build and Support the Pipeline

Partnerships have proven to be a good structure to connect pieces of the pipeline across programs and institutions, and to build the broader network to inform, influence and support the pipeline components.

**What does it take to build a partnership that can drive change among multiple players in a local community to improve the college-going pipeline?**

## Skill Capacities

- Public will building
- Data collection and analysis
- Implementation expertise & perspective
- Policy advocacy skills and know how
- Decision-making power within the K-12, college systems, and educational policy arena

## Strong structures and procedures

- Strong leadership and facilitation
- Clear management structures
- Clear roles and responsibilities
- Formal channels for regular communication
- External consultation and technical assistance to help partners adopt new roles and think together systemically

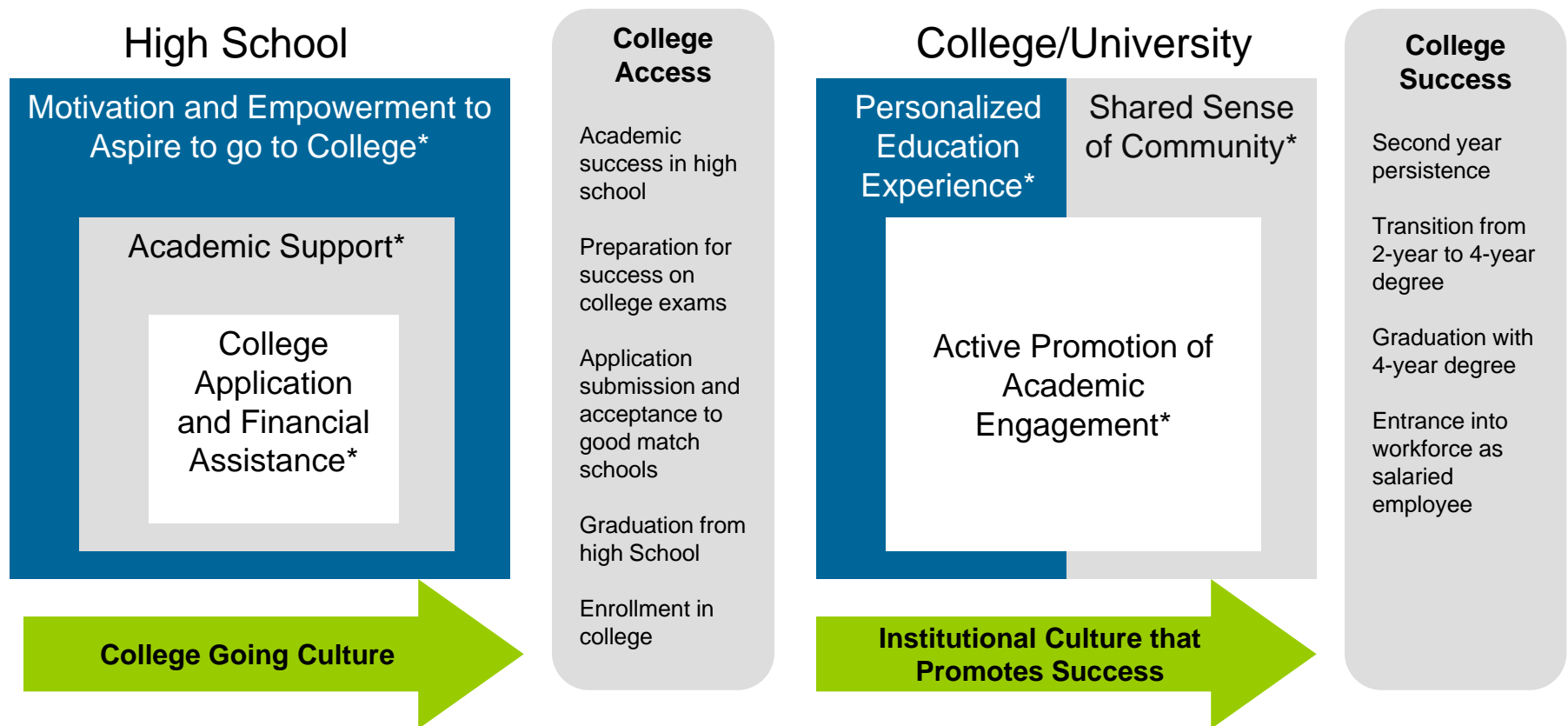
## Data

- Resource mapping to identify critical players (for program and policy) and existing supports
- Broad-based data analysis to build awareness, commitment, and common platform across players
- Local and national research on what works vis-à-vis what is provided to inform and drive strategy
- Data sharing and joint data collection to identify more specific trends that inform the need for larger advocacy efforts and/or targeted programmatic actions

# Lessons: A Strong CAS System Ensures Services Are in Place Across the Access and Success Pipeline

Research shows that key programmatic efforts, including the development of an overarching culture of access and success, is key to the successful college-going of students.

What are the critical program elements that exist in a successful system of college access and success supports?



\*Specific information about these areas highlighted on slides 18 and 19.

# Lessons: Access Programs Need to Include, Motivation, Academic Support and Application Help

## High School

### Motivation and Empowerment to Aspire to go to College

#### Starting Early

- It is important to start as early as elementary and middle school, exposing students to college through tours and career assessment tools to inspire their interest.

#### Aspirational Relevance

- College going and completion improve when students understand 1) how their high school curriculum prepares them for college, and 2) the connection between having a college degree and the career they desire.

#### Exposure to College

- Participating in summer bridge programs on college campuses, taking courses on campuses through dual enrollment opportunities, and visiting campuses improve college going.

#### Peer Support

- The influence of friends planning to attend college impacts college going. Programs utilize student leadership and cohort models to build on this influence.

### Academic Support

#### Rigorous High School Curriculum

- A rigorous high school curriculum is greatest predictor of college completion, regardless of socioeconomic status or race.
- Completion of algebra II correlates strongly with degree completion.

#### Study Skill Support

- To succeed in college, students need help with study skills pre-college, such as integrating note-taking, higher order thinking, time management and academic self-advocacy skills.

### College Application and Financial Assistance

#### Applying to College

- Many low-income, first generation students lack information on college search, selection, and application processes.
- Assistance on how to apply has more impact when combined with other access counseling efforts.

#### Applying for Financial Aid:

- Many low-income first generation students are not aware of all financial aid options or have false perceptions of the aid system.
- More information on financial aid impacts enrollment and completion.

**College Going Culture:** A college going culture in a student's high school is a critical ingredient that underlies and strengthens the above three components.

Two key features of college going culture are: 1) providing post-secondary guidance to all students, believing all students are college track; and 2) shifting from guidance counselor only to guidance counselor plus teacher engaged model – training teachers to be advocates for their students on the path to college.

# Lessons: Success Programs Need to Include Personal Attention, and Social and Academic Support

## College/University

### Personalized Education Experience

#### Structured First Year Experience

- Students often need a strong “home base” in the first year, a place to regularly receive guidance on navigating the college.

#### Student-Faculty Contact

- Knowing and engaging with faculty - on research projects, committees or even just talking with them outside of class, contributes to greater persistence in college.

### Shared Community/Social Support

#### Connections to Institution

- Opportunities for students to engage with the campus through clubs and organizations improves completion.

#### Peer Interactions

- Peer interactions that foster learning and community such as group projects aid completion.

#### On Campus Jobs

- Working at on campus jobs vs. off, benefits student persistence.

### Proactive Academic Support and Engagement

#### Academic Support

- Learning labs, tutorials, group and interactive approaches, and engaging pedagogies contribute to persistence.

#### Active and Intrusive Approach to Advising

- Proactive advising approaches, through which an advisor discusses course selections, progress and goals with a student on a consistent, regular basis impacts completion.

**Institutional Culture that Promotes Success:** Just as college going culture is important in the K-12 system, a culture that promotes and holistically supports completion is important at the higher education level.

Key features of an institutional culture that promotes success include: 1) integrated support systems that link academic, social and financial supports for the students, 2) a central office, person or committee that coordinates retention, and 3) an emphasis on using retention data to guide strategy and allocate resources effectively.

# Lessons: In Addition to Programs, Policies Need to Support a Strong Pipeline

In addition to specific programs and partnership across programs, policy change is an important aspect of strengthening the college access and success system.

What types of policy change would help support a stronger college access and success system?

## College Readiness

- Improve High school-College curriculum alignment
- Increase opportunities for dual enrollment and advanced placement
- Develop appropriate and rigorous college-prep testing standards for high school students

## College Going Culture

- Provide post-secondary counseling (through ratios, mandates and training) for every student in high school
- Provide professional development training and support to promote college going culture among teachers and administrators
- Institute parent involvement policies and supports to involve parents in student's college going pathway

## Accountability and Incentives

- Link K-12 and post-secondary outcomes (including analysis of remedial needs of entering college students by high school)
- Add college enrollment rates to high school and district accountability measures
- Alter incentives in higher education so that they are based on persistence and completion, not just enrollment

## Financial Aid

- Increase the ease of accessing and completing the Free Application for Federal Student Aid (FAFSA)
- Disseminate information to alter misconceptions about the availability of aid and the application processes
- Provide in state aid for students who are in-state, even if they are undocumented immigrants
- Provide financial aid supports for students who are part time that are on par with support for full time students






# The Miami College Access and Success System

**An emerging, but still fragmented system**

# Methodology

## Data Collection Methods

-  **Key informant interviews** with Miami stakeholders involved in education and college access and success.
-  **Literature review** of national research on best practices in college access and success.
-  **Secondary data collection** of local educational policies and practices by researching local media, and websites and reports of pertinent institutions and organizations.

## Miami Interviewees

**Alex Alvarez**, Program Director, Miami-Dade branch, Take Stock in Children

**Joanne Bashford**, Associate Provost for Institutional Effectiveness, Miami Dade College

**Vivianne Bohorques**, Director of Education & Policy, City of Miami

**Alicia Bower**, Executive Director, Miami, Breakthrough Collaborative

**Vivien Carter**, Florida Region Program Director, College Summit

**Keith Frome**, Chief Academic Officer, College Summit

**Charisse L. Grant**, Vice President of Programs, Dade Community Foundation

**Evelyn Langlieb Greer**, Partner, Hogan, Greer and Shapiro Law Firm (former school board member)

**Karen Guy**, Regional Director of Development, College Summit

**Jeffrey Hodgson**, Interim Provost and CEO, New World School for the Arts

**Barry E. Johnson**, President & C.E.O., Greater Miami Chamber of Commerce

**Martin Karp**, School Board Member, Miami-Dade County Public Schools

**David Lawrence, Jr.**, President, Early Childhood Initiative Foundation

**Linda Lecht**, President, The Education Fund

**Ted Levitt**, Assistant Director of Communications, Miami Dade College

**Rebecca Fishman Lipsey**, Executive Director, Teach for America

**Barbara Romani**, South Regional Community Relations Director, Citi Foundation

**Sofia Santiesteban**, Director, Upward Bound, Florida International University

**Randy Shillingburg**, Managing Director, Site Operations, College Summit

**Anne Thompson**, Director, Parent Academy

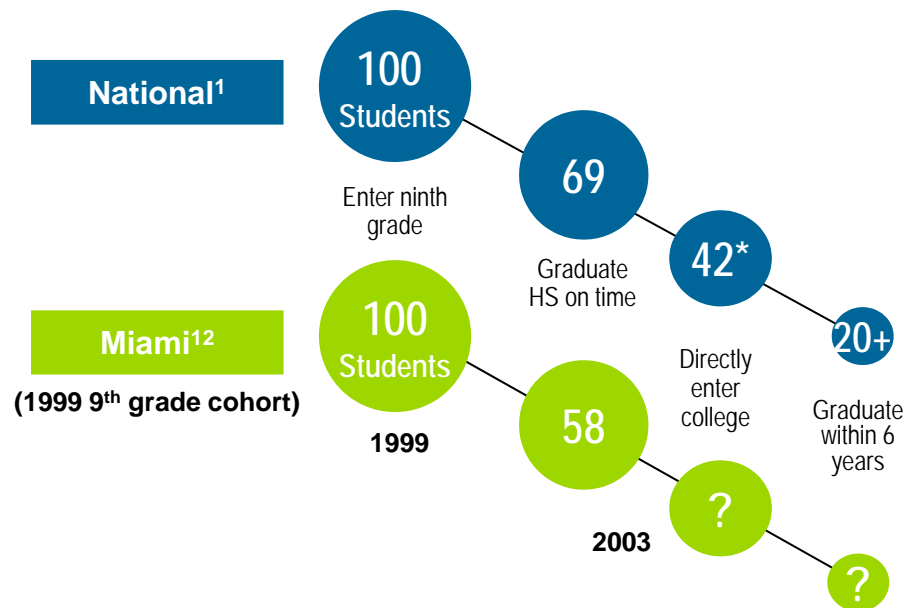
**Meghan Trombly**, Program Launch Director, Strong Women Strong Girls

**Stephanie Trump**, Board Member, I Have A Dream Foundation

**Robert Vos**, Director, GEAR UP Express, Miami Ed Pact

**Corey Yugler**, Director of Programs, The Education Fund

# Why is CAS an Important Issue for Miami?



\* "Directly enter college" for the national cohort is defined as matriculation in a two- or four-year college within the *first semester after high school graduation*. At the time of publication of this report, the "Directly enter college" number for the Miami cohort was unavailable.

+ "Graduation within 6 years" for the national cohort includes two- and four-year degrees. Commensurate data about college graduation in Miami-Dade County were not available.

## Educational attainment levels in Miami are among the lowest for large cities.

Out of the 50 largest cities, Miami ranks **41<sup>st</sup>** in terms of adults 25-64 who have earned at least a high school education.<sup>13</sup>

## Compelling data suggests that increased CAS is a driver for economic growth and prosperity.

If Miami increased its college attainment rate one percent (from 25.7 to 26.7 percent), the Miami metropolitan area would see an increase of \$1.7 billion in aggregate personal income.<sup>14</sup>

## CAS is an effective strategy to break cycles of poverty and racial inequality.

In Florida, 78% of Hispanics and 84% of blacks have a high school credential, compared with 90% of whites.<sup>15</sup>

In 2006, 54.7% of Non-Hispanic Whites age 25 and older in Miami-Dade County had a college degree or higher, while the comparable figure for Hispanics was 32% and 20% for Non-Hispanic Blacks.<sup>16</sup>

If all racial/ethnic groups in Florida had the same educational attainment and earnings as whites, total annual personal income in the state would be about \$27 billion higher.<sup>17</sup>

# Profile of Miami-Dade County Public Schools

**MDCPS is the largest school district in Florida and the 4th largest in the nation.**

**Like many large cities, the school district serves a large number of low income students. The district also serves a large proportion of Hispanic students.**

**Percent of students eligible for Free/Reduced Lunch**

MDCPS, HS students	MDCPS, all students	FL, all students	US, all students
53.8%	59.3%	45.8%	41.4%

**Number of High School Students, by Grade, 2008**

9th graders	25,988
10th graders	28,792
11th graders	24,368
12th graders	23,289

**Race/ Ethnicity of MDCPS High School Students, 2008**

Hispanic	62%
Black, non Hispanic	26%
White, non Hispanic	9%
Other	3%

## **MDCPS serves the city of Miami as well as surrounding municipalities in the county.**

The District covers 2000 square miles and has:

- 37 regular High Schools served by a feeder pattern
- 12 Magnet schools serving grades 9-12
- 23 Adult/vocational centers (night schools)
- 12 charter schools that serve HS students

As part of a county level school district, Miami is an anomaly among large cities. Las Vegas in the Clark County School District is most comparable to Miami in terms of size and position within a county level district.

## **Educational Compacts: Innovative city/district partnership**

**In 2005, the City of Miami created an Educational Compact, formally outlining a partnership with MDCPS, the first of its kind in the nation.** MDCPS now has Education Compacts with several municipalities and with Miami-Dade county. The Compact serves to improve and enhance communication between Miami-Dade County Public Schools and the City of Miami. It addresses three major areas: 1) improving academic programs, 2) meeting capital/infrastructure needs, and 3) community involvement.

## **MDCPS students primarily move through feeder patterns although school choice is an option.**

MDCPS offers a number of school choice programs through themed magnet schools and charter schools. **At this time, only 12% of the district's students participate in choice programs.** MDCPS is trying to increase choice options through various initiatives, including *I Choose!*, launched in 2006. This five year initiative started in 2006 has created several geographically smaller "Choice Zones," offering choice programs within each zone to expand parental choice and transportation options in the district.

## **The District recently changed leadership with the appointment of Superintendent Alberto M. Carvalho in September 2008.**

Superintendent Carvalho has a long history of serving the district, beginning his career as a science teacher.

# What Education Issues Are Getting Attention in Miami? And Why?

Interviewees stated that CAS was not front and center on the radar screen in Miami, although it seems to be gaining traction. Issues drawing the most attention are funding, dropouts, parental involvement, accountability and early childhood.

## Funding

Most interviewees cited the poor funding status of MDCPS as the greatest concern within the district, overshadowing all other issues. Economic conditions are forcing a reduction in service level. Florida's education budget saw a decrease in funding for the first time in decades. Already under resourced programs like the district's College Assistance Program are likely to see further reductions.

Most programs that work with the school district have been forced to scale back service levels due to declining financial resources and a policy change whereby the district now charges for the use of facilities that were once available free of charge.

## Dropout rates

The high number of drop outs was often cited in interviews as a dominant concern. MDCPS has a 56% graduation rate placing Miami near the midpoint of the 50 largest cities (24 of 50).<sup>18</sup>

Most students in MDCPS drop out during their first year of high school (9<sup>th</sup> grade) demonstrating the need for early intervention. This is the most common year for dropping out among large cities in the US.<sup>19</sup>

## Parental Involvement

Diverse backgrounds of parents create challenges in increasing parental involvement. This includes parents who are non-English speaking, come from cultures where parent-school interaction is not normative, or are unable to participate because of lack of time or capacity.

The schools do not always facilitate parent participation. Often important meetings are held when very few parents are able to attend resulting in few opportunities for input by low income parents.

FL state law supports parent involvement. The law requires FL Department of Education to develop a parent guide and to disseminate a checklist on what parents can do to strengthen their child's academic achievement.

## School Accountability

In 2008, FL changed the process by which school performance is assessed by the state to include CAS measures such as dual enrollment courses and post-secondary readiness as measured by the SAT, ACT or the common placement test.

Some schools were advocating for a delay in implementing these changes. This concern over the changes seemed to be fear of a new process, not specific concerns over the metrics.

## Early Childhood

Early childhood has a more advanced system in Miami and more resources than college access and success, including heavy investment from the Children's Trust.

There is a strong champion who brought early childhood education to the forefront in Miami (David Lawrence, Jr.).

# The Connection Between These Issues and CAS

Several issues getting attention in Miami have a connection to CAS; this is an opportunity for CAS to play a larger role in education improvements in Miami.

## Funding

As many as 60,000 student are predicted to be shut out of Florida university system due to budget cuts, including community college graduates and Bright Futures\* scholarship students who have traditionally been guaranteed admission.<sup>20</sup>

Changes in availability of grants, scholarships, and loans are a barrier to low income HS graduates attending college.

Recently, funders and organizations focused on CAS are beginning to move into Miami, bringing new resources (discussed later).

## Dropout Rates

College access services, especially starting in early years (middle school, 9th grade) can provide the additional incentive for students at risk of drop out to stay in school.

A recent high school dropout summit held by then Mayor Diaz and Superintendent Carvalho with the support of America's Promise shows the level of importance of this issue to stakeholders in Miami.

\* The Florida Bright Futures Scholarship Program establishes three lottery-funded scholarships to reward Florida high school graduates for high academic achievement.

## Parental Involvement

More than a third of Latino college freshman report that their parents are involved "too little" in their college-related decisions.<sup>21</sup>

Children of involved families graduate at higher rates and are more likely to enroll in postsecondary education programs.<sup>22-26</sup>

*"[Immigrant and low income] parents are as desperate for their kids to succeed as middle and upper class parents are. College is just out of the realm of their reality."* – Program provider

## School Accountability

Schools will be seeking new ways to increase their performance on the newly incorporated performance measures, creating greater emphasis on CAS.

## Early Childhood

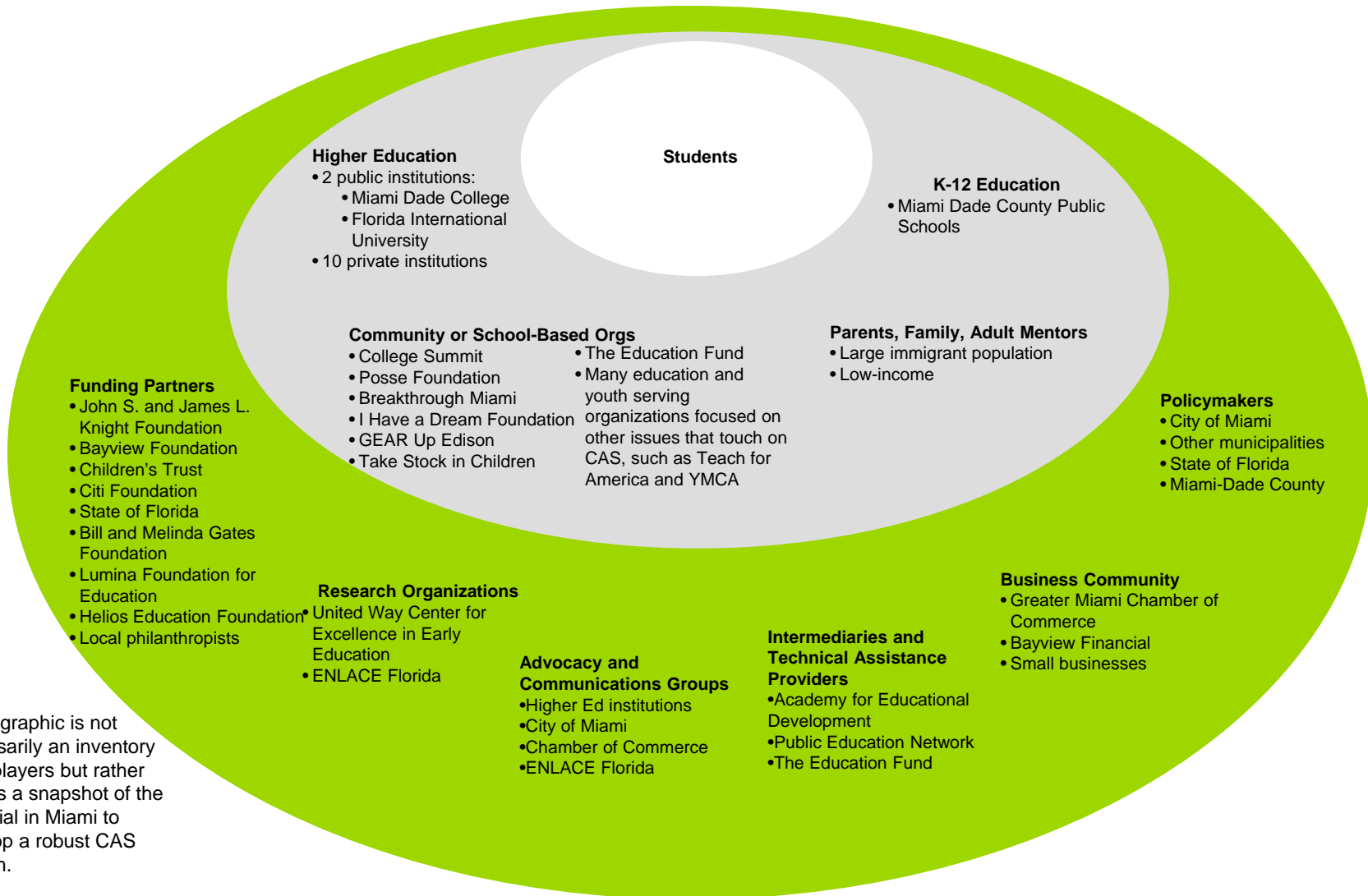
Many who work in early intervention and other programs see college attainment as an ultimate goals of their work even if it is not stated explicitly.

*"If a child in 4<sup>th</sup> grade is doing well – the momentum will be to go to college. If the child is significantly behind, he or she has a chance of being behind forever."* – Business person

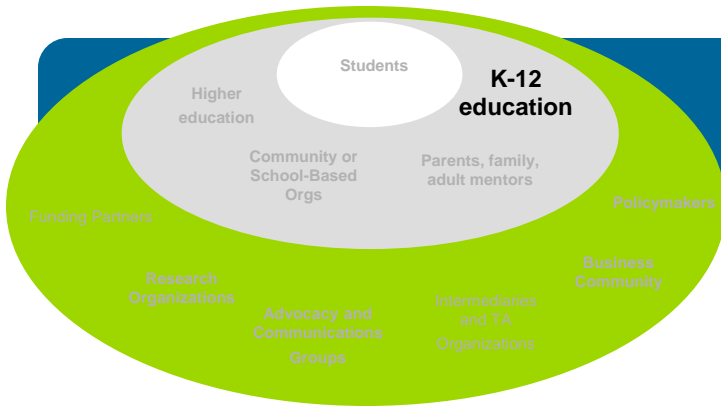
Program staff already see the connection of their work to CAS, but interviewees recognize that adequate supports are not available for older students.

# Who is a Potential Player in the Emerging Miami CAS System?

The system in Miami includes only a few stakeholders explicitly focused on CAS; however, other stakeholders exist who have an indirect link to CAS and could become involved.



\* This graphic is not necessarily an inventory of all players but rather depicts a snapshot of the potential in Miami to develop a robust CAS system.



# Early Takes on the Players: K-12

**Many perceive the school district to be too large and the bureaucracy impedes partnership and change. MDCPS is engaged in some CAS efforts internally and in partnerships, but they are dispersed.**

## The District is in the early stages of several partnership efforts related to CAS

**Developed and signed Educational Compacts with the City of Miami, Miami-Dade County, and other local municipalities.** The Compacts include CAS objectives.

**Partnerships with the city, higher education, and community programs to address CAS.** The district provides space for programs to operate and has dual HS/college enrollment options for students.

**In the early stages of working with the Chamber of Commerce and others to develop a pre-K through 20 plan (described in more detail later).**

**The Superintendent is showing some leadership in this area,** partnering with the city of Miami, Chamber of Commerce, and others.

**Senior staff such as Millie Fornell, Associate Superintendent, have also shown leadership** in partnering with other organizations such as College Summit to bring programming to students.

**A number of departments in the district partner with other organizations but there is reportedly little communication between departments and little information regarding the inner-connection between these efforts.**

## Current MDCPS CAS programs

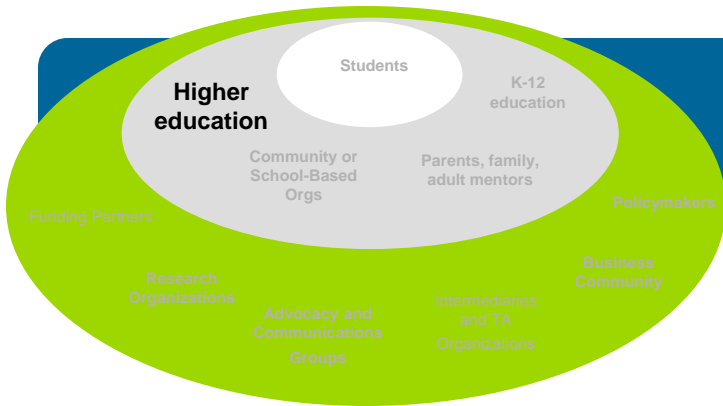
**College Assistance Program:** MDCPS has a CAP advisor in each high school to advise students of post-secondary education options, trends and information. This program was described by many as under resourced - many high schools have thousands of students and only one CAP advisor.

**Dual Enrollment:** Allows qualified students to enroll in college courses through local and state colleges and universities while still in high school. Approx. 3000 students a year dual enroll with Miami Dade College (MDC).

**Advanced Placement (AP):** Enrollment of eligible students in courses offered by the Advanced Placement Program administered by the College Board. Postsecondary credit for an AP course may be awarded to students who score a minimum of a 3 on a 5 point scale on the corresponding AP exam.

**International Baccalaureate/Advanced International Certificate of Education/International Studies Programs:** Programs for which eligible high school students earn credit toward graduation and may receive postsecondary credit at community colleges and universities.





# Early Takes on the Players: Higher Education

**Miami Dade College and Florida International University are the primary institutions of higher education promoting CAS for Miami public school students yet there are many other potential players in the region.**

## There are two public and ten private Higher Education institutions in the Miami metropolitan area:

- Barry University (private)
- Carlos Albizu University (private)
- Florida International University (public, largest university in South Florida)
- Florida Memorial University (private)
- Johnson and Wales University (private)
- Keiser University (private)
- Miami Dade College (public, largest institution of higher learning in the U.S.)
- Miami International University of Art & Design (private)
- Nova Southeastern University (private)
- St. Thomas University (private)
- Talmudic University (private)
- University of Miami (private, located in Coral Gables)

## Background on Key Players

**Miami Dade College (MDC)** is the largest institution of higher education in the United States with more than 167,000 students, eight campuses and numerous outreach centers. At least 60% of college-going MDCPS graduates attend MDC at some point in their postsecondary career. This year, for the first time, MDC had to turn students away due to budget constraints.

**Florida International University (FIU)**, Miami-Dade County's first public, four-year University, has a current enrollment of 38,000, 77% of whom are from Miami-Dade County. It has two campuses in Miami-Dade, plus sites in Broward County. FIU is one of the 25 largest universities in the nation, based on enrollment.

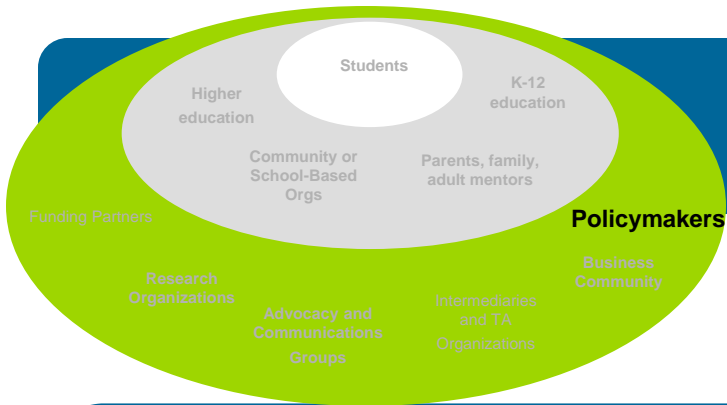
FIU was initially created as a two-year upper division companion school to MDC. Shortly after its founding, FIU added lower division classes. In recent years, MDC expanded from a 2-year college to a 4-year college. Approximately 60% of MDC students continue their education at FIU.

## CAS System Roles

**Advocates:** These institutions were cited as the main advocates for promoting CAS in Miami.

**Student supports for both access and success:** Both institutions have dual enrollment programs with MDCPS, allowing high school students to earn college credits. Both are working to bridge transition between high school and college through various programs.

MDC and FIU have recently created a joint admission program ensuring that students who receive an Associates Degree from MDC within 3 years have automatic admission to FIU to continue their studies.



# Early Takes on the Players: Policymakers

The city of Miami is a key lever among policymakers in the CAS system.

## City of Miami

**Former Miami Mayor Diaz raised the profile of CAS.** Diaz worked to develop the first Education Compact with the district which includes college access objectives. These objectives are just beginning to be addressed.

Interviewees described the city's past approach to education as "hands-off" however it has become an active stakeholder in education in recent years.

**The city's agenda to support education is played out in part through a number of education initiatives,** including various after school programs, family literacy programs, and allows city workers one hour off a week to mentor a student.

## Miami-Dade County

**The county is not seen as a strong player** in the CAS system and is not perceived as particularly active in this arena.

**Although the school district operates on a county level, the county has no jurisdiction over the district.** Following Miami's example, the county now has an Education Compact with MDCPS.

## Florida

**The state's new school assessment system includes college access indicators.**

**FL has a well regarded data tracking system.**

**The state provides various scholarship funds for FL students,** though funding has diminished recently.

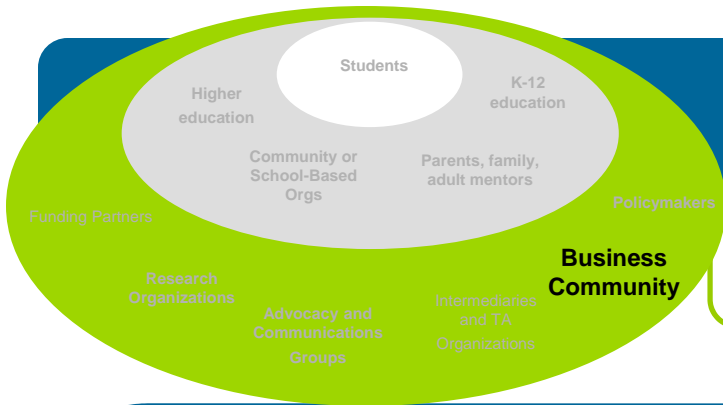
**No one was identified as an obvious champion at the state level during the interviews.**

## Excerpts from the Education Compact between the City of Miami and MDCPS

"The goal of this partnership is to **ensure that every student** that graduates from a City of Miami school **is fully prepared to enter college or a career.** The Education Compact is organized in three major areas: improving academic programs, meeting capital/infrastructure needs, and community involvement."

## Education Compact CAS specific objective

"**Building a "college pipeline" program** that would guarantee enrollment in partner local and national universities to qualified high school graduates from Miami."



# Early Takes on the Players: Business Community

**The Greater Miami Chamber of Commerce is advancing CAS as an economic development issue and lobbying for policy changes.**

## The Greater Miami Chamber of Commerce is playing a leadership role in CAS

The Chamber views CAS as an economic and business issue, and is convening high level stakeholders (City of Miami, higher education institutions, Federal Reserve in Miami, MDCPS) to build a pre-K through 20 education plan. The group is young and just starting to fundraise for an assessment and plan development. CAS community based programs are not yet involved.

The Chamber has long been raising the issue without traction among other potential stakeholders. A previous attempt at coordination led by the Chamber, the Higher Education Consortium, received \$400k funding from Knight in 2001 but there is no clear evidence that it lived beyond its funding cycle (2004).

Many interviewees, however, expressed that the climate has shifted and interest has increased over past few years.

## Businesses are not engaged

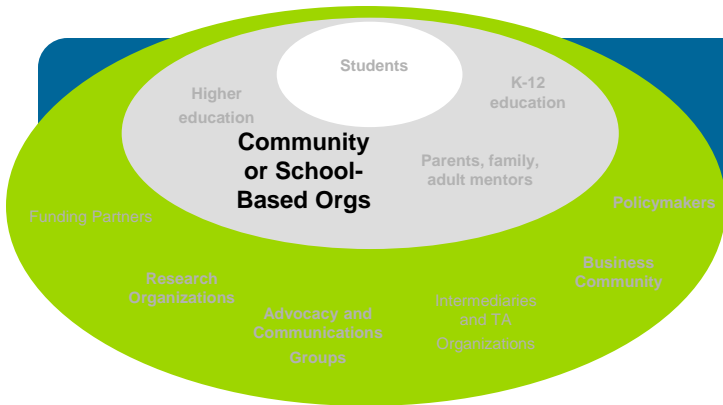
Miami is a city of small and medium sized businesses with only three locally based Fortune 500 companies.

Small businesses are not actively engaged in CAS issues. As a result, the Chamber's leadership is critical to engaging the business community.

**The Chamber's 2009 Legislative Agenda includes the following:** Retain current levels of funding for pre-K through 20 education to ensure that quality education, training, and workforce development efforts are not further threatened.

*"We've...never had interest and engagement like we have seen in the last year and a half. This is beginning to register as the most critical long term issue. We have reached the point where we have no choice."* – Business Person

*"I feel this is the perfect time for collaboration. There is a real moment of opportunity."* – Program provider



# Early Takes on the Players: Community or School Based Orgs

**Few CAS programs are operating in Miami, leaving a gap that other youth serving organizations attempt to fill; however, demand for services exceeds available resources.**

## Current status of CAS programming in Miami

**Few programs in Miami have a primary focus on CAS, but they provide related services.** Many youth development organizations with other missions address components of CAS. For example the Boys and Girls Club offers homework assistance as part of its after school programming. The dominant CAS services are college application and financial assistance, and academic supports such as tutoring. A number of programs serve to empower students and increase self efficacy through mentoring, but this is often not framed as CAS.

**Several strong national CAS programs are moving into Miami.** KnowHow2Go, Posse Foundation, and College Summit have all entered Miami recently.

**Programming is often brought into schools through a champion at the school level who seeks out services.**

*“The schools that we work with are first come, first served. . . Once we establish a personal relationship – it may be a teacher, counselor – then it works beautifully but then the teacher leaves and we lose our contact.” – Program provider*

**Demand for CAS services currently exceeds supply.** The overall volume of students and the geographic spread of the district creates a high volume of demand. Programs are spread throughout city and overlap in a small number of high schools.

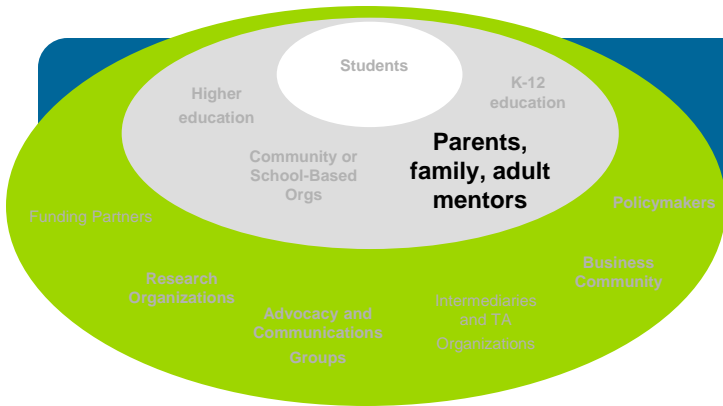
**Relative to early childhood education supports, there are comparatively few supports for students at the high school level.** Several interviewees noted this gap.

## CAS Explicit Programs Operating in Miami

- Breakthrough Collaborative - Miami
- College Goal Sunday
- College Summit
- Enlace Florida
- GEAR UP Edison (GEAR UP EXPRESS)
- I Have A Dream Foundation
- KnowHow2Go Florida
- Posse Foundation
- Student/Academic Services at Miami-Dade College
- Take Stock in Children
- Upward Bound/TRIO, CROP, Partners in Progress at FIU

## Sample of Organizations with Other Missions that Touch on CAS

- Strong Women Strong Girls
- Early Childhood Initiative Foundation
- Parent Academy
- Teach for America
- Education Fund
- Big Brothers/ Big Sisters
- Boys and Girls Clubs Of Miami-Dade
- Greater Miami-Dade YMCA - Stay in School Program



## Early Takes on the Players: Parents, Family, Adult Mentors

As in other communities, there are challenges in engaging low-income, immigrant parents; however, local successful parent engagement models exist and can be expanded.

### District Initiative: Parent Academy

The Parent Academy provides training for parents to gain skills and confidence to be involved in their children's education.

MDCPS created the Parent Academy "to empower parents to play an active role in their children's education through resources garnered from public and private entities."

The City has modeled its early childhood (birth – 5) parent program after Parent Academy's successful framework.

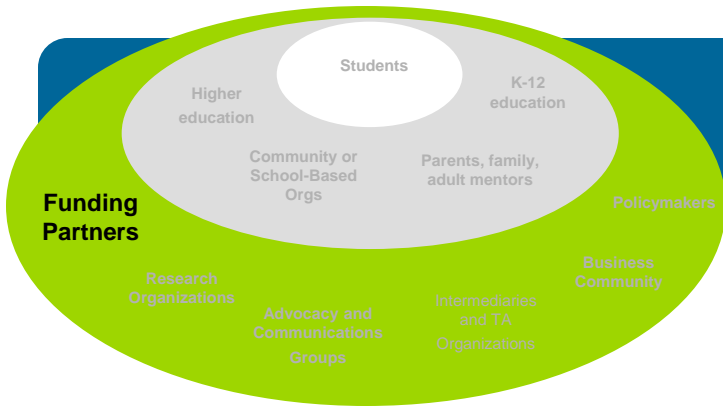
### Community Programs: Parent Engagement

Some CAS programs also work to communicate with and engage parents.

Although many struggle with achieving parental involvement, one success is the I Have a Dream Foundation, which has parents sign contracts that they will bring their kids to events, helps parents make connections to employment and social service resources, provides parenting education, and empowers them to actively participate in their children's education and encourages them to become civic minded.

*"Education is finally on the radar screen with parents and the community. There wasn't a lot of activism until recently... This past legislative session the Chambers of Commerce lobbied and parents took busses to Tallahassee. I never saw that before in 18 years of living here." – Funder*

*"The principal said, 'what have you done to these parents? They are knocking on my door, asking questions, demanding text books.' We empowered them to stand up and make demands." – Program provider, I Have a Dream Foundation*



## Early Takes on the Players: Funders

**Funders are operating independently and funding disjointed pieces of the CAS system.**

**Miami has an emerging, potentially diverse funding base.**

**There is currently a lack of coordination among funders in CAS and no common investment strategy.**

**Much of the funding is at the program level or in scholarship funds for individual students. Fewer resources have been allocated to systems change efforts.**

### Selected funders and their work in CAS in Miami

**Bayview Foundation** Since its inception, the Foundation has been an active sponsor of the *I Have a Dream* program in Miami. The Foundation initiated involvement by "adopting" the 1999 first-grade class of the Charles Drew Elementary School. Bayview has extended their sponsorship to a total of 313 children since 2006.

**The Children's Trust** is a dedicated source of revenue established by voter referendum in Miami-Dade County and invests in a wide range of issues, including health, education, violence prevention, and others. The Children's Trust funds numerous after school programs.

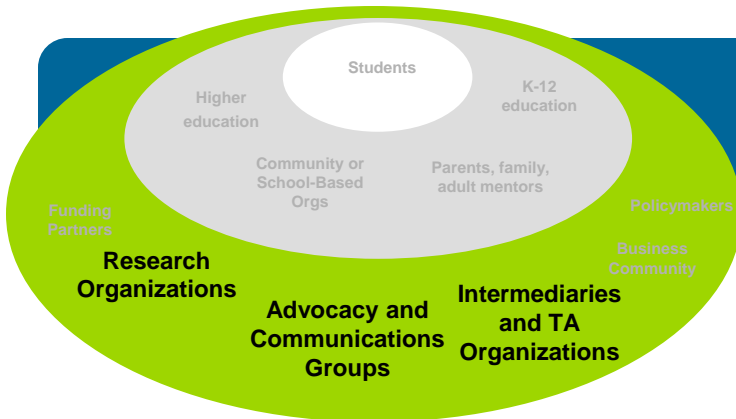
**The Citi Foundation** is funding the Citi Postsecondary Success Program (CPSP), a five-year collaborative project of the Academy for Educational Development (AED), the Public Education Network (PEN), Citi Foundation and the Education Fund in Miami-Dade County. Through program coordination and system change, its goal is to increase the number of low-income and first-generation, public high school students who access and succeed in postsecondary education.

**The John S. and James L. Knight Foundation** One example of Knight's CAS investments in Miami is a grant to Florida Memorial University, a Historically Black College or University (HBCU), to create and implement a comprehensive retention plan to ensure more students of color prosper at the postsecondary education level.

**Local Philanthropists** Several local philanthropists with an interest in CAS have sponsored classrooms through the I Have a Dream Foundation.

**The Lumina Foundation for Education** has granted FIU \$496,000 towards developing a model retention program for Hispanic students in higher education that will be shared with universities across the country. Lumina also sponsors KnowHow2Go Florida.

**State of Florida** administers a variety of postsecondary educational state-funded grants and scholarships, and provides information to students, parents, and high school and postsecondary professionals.



# Early Takes on the Players: Research, Advocacy and TA

**Current gap: There is room for an institution to step in and lead research and advocacy for college access and success in Miami.**

## Research Organizations

**The United Way Center for Excellence in Early Education Research Center could serve as a model for research efforts in CAS strategies and best practices in Miami.** The Center is developing innovations in early childhood and providing a place for higher education and research institutions to study best practices in early education curricula and environments.

**There was not much evidence of local colleges and universities providing leadership in CAS research.** One example of research being conducted is GEAR UP EDISON, a CAS program run out of FIU, is collecting data to evaluate its success.

**ENLACE Florida operates out of University of South Florida and is partnering with Lumina to launch KnowHow2Go in Florida.** ENLACE is a statewide network promoting college readiness, access, and success for Latinos, African-Americans, and other underrepresented students through research, communication, advocacy, and support.

## Advocacy Organizations

Interviewees indicated that there are few, if any advocacy organizations. Some programs saw themselves as advocates but largely were not identified by others as such.

**Most often, Miami Dade College and Florida International University were cited as the de facto advocates for CAS.**

**The City of Miami and Chamber of Commerce were also recognized as advocates but to a lesser degree than MDC and FIU.**

*“I don’t see a lot of advocates if you are talking about the legislative or policy level. I think the universities by default are the biggest college access advocates.” – Program provider*

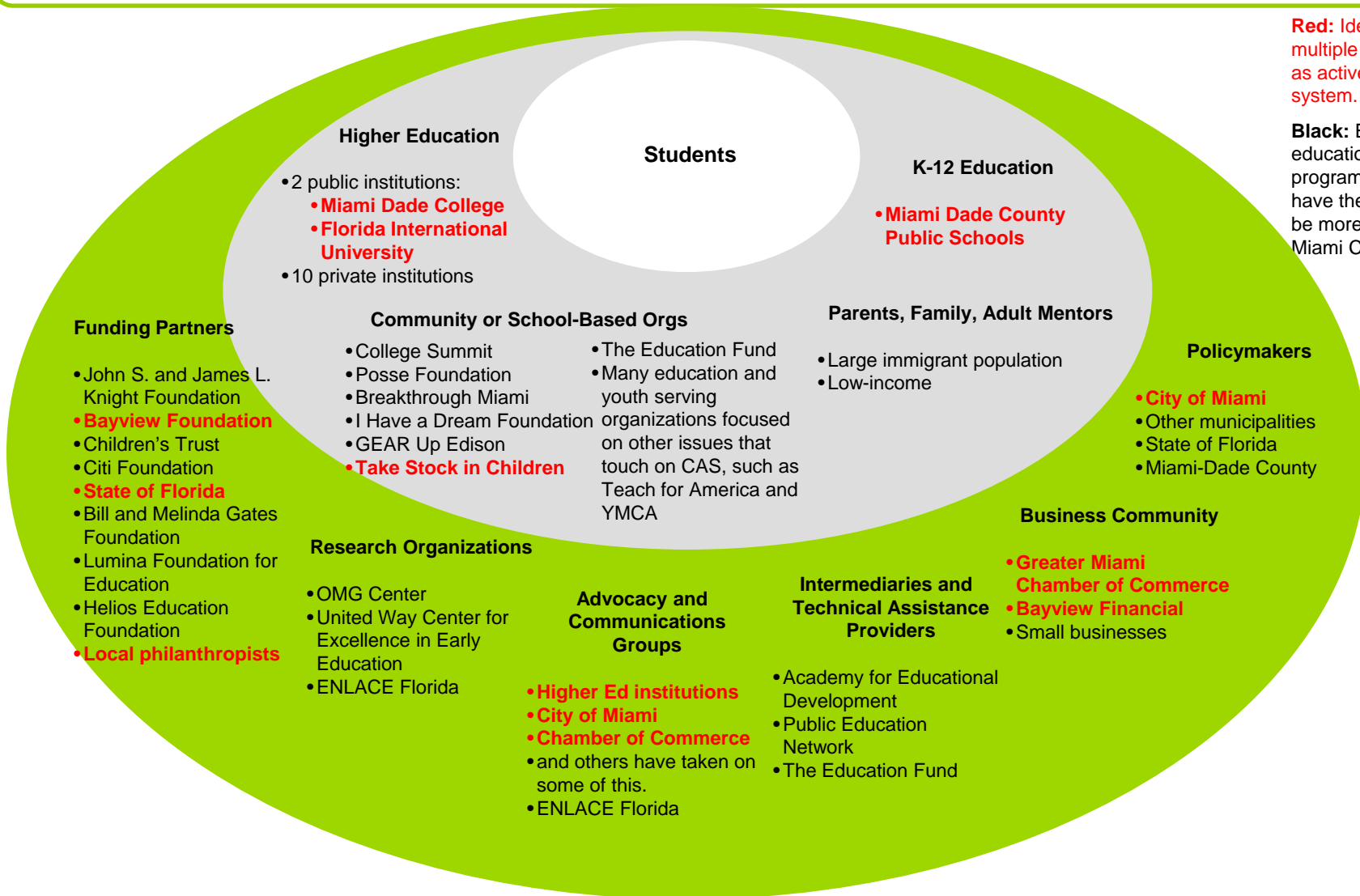
**ENLACE Florida self identifies as an advocacy and communication organization but was not identified as such through key informant interviews.**

## Intermediaries and TA Organizations

**There is a gap in technical assistance and capacity building for CAS in Miami; however, the local Education Fund is working to address this.** Recently, the Ed Fund has partnered with national intermediaries, AED and PEN, on a project funded by the Citi Foundation to improve coordination among programs through a systems-building approach piloted in several area high schools.

# Miami CAS System is Emerging and Fragmented

There are levers for developing a robust CAS system.



**Red:** Identified by multiple stakeholders as active in the CAS system.

**Black:** Engaged in education or CAS programming and have the potential to be more active in the Miami CAS system.



# Summary: Current Miami CAS System Supports: Access

	Motivation/ Empowerment	Academic Support	College Application and Financial Aid Assistance	College-Going Culture
<b>Overview</b>	<p><b>Starting Early and Aspirational Relevance:</b> Just a couple CAS programs start earlier than high school to build path to college, e.g. GEAR Up in middle school and I Have a Dream in elementary school. Most start later – 11<sup>th</sup>, 12<sup>th</sup> grade.</p> <p><b>Exposure to College:</b> Explicit CAS programs, e.g. Breakthrough Collaborative, College Summit, expose students to college through tours and summer-bridge.</p> <p><b>Peer Support and Mentoring:</b> Most CAS programs use peer support and mentoring. Posse and College Summit use peer support as key in model. Youth dev programs also use mentoring and peer support in general program.</p>	<p><b>Academic Supports:</b> Largely take the shape of tutoring and homework assistance programs throughout the city for students of all ages. Many organizations, including the City of Miami, provide these services.</p>	<p><b>Applying to College and for Financial Aid:</b> Multiple resources are available for assistance in this area including MDCPS CAP advisors and informational events, such as College Goal Sunday which are open to all students. All CAS explicit programs offer college and fin aid application assistance.</p>	<p><b>Creating a college going culture does not appear to be widely employed throughout the district.</b> On a smaller scale, Teach for America, some CAS explicit programs (e.g. College Summit), and some individual teachers and principals work to create a college going culture for students they engage.</p>
<b>Scale/ Reach</b>	<p><b>Mentoring and peer support is more widely available than the other services.</b> Because youth development organizations throughout Miami provide this - but primarily w/families that actively seek it. <b>Starting early, aspirational relevance, and college exposure, are available to a smaller number of students</b> involved with specific CAS programs or schools.</p>	<p><b>Tutoring is the most widely available academic support.</b> These services are available through schools, community organizations, churches, the City of Miami, and others to families that seek them.</p> <p><b>Intensive academic support services are provided to a small number of students</b> involved with comprehensive CAS programs.</p>	<p><b>Information and assistance is available through the district and programs; however, students and families typically must actively seek out these resources.</b></p>	<p><b>Reach is spotty and limited to a few classrooms and schools</b> that partner with intensive CAS programs or have a strong individual leader (principal, teacher) who promotes a college going culture.</p>
<b>Gaps and Overlaps</b>	<p><b>Supplemental supports are not equitably distributed across the district, nor are they distributed solely based on need.</b> Students in a small number of schools are receiving more intensive CAS services through partnerships typically driven by individual school leadership.</p> <p><b>There is variation in the extent to which three primary types of supports are provided.</b> The services available to the largest number of students are tutoring and application/financial aid assistance. Several scholarship programs are available through the state to students that qualify based on demographics and grades. Motivation and empowerment supports specifically designed to promote access, such as college tours and peer leadership programs, are provided to a smaller volume of students, as is the presence of a college-going culture.</p>			

# Summary: Current Miami CAS System

## Supports: Success at MDC and FIU\*

	<b>Personalized Education Experience</b>	<b>Share Community/Social Support</b>	<b>Academic Engagement</b>	<b>Institutional Culture</b>
<b>Overview</b>	<p><b>Some structured first year experience is provided at both institutions:</b> FIU requires a first year experience course of all students.</p> <p>MDC first-year students receive a series of orientations, workshops and symposia. Students entering MDC with an academic deficit are required to enroll in a Student Life Skills course.</p>	<p><b>Opportunities to connect to the institution are available but challenging for commuters:</b> MDC and FIU institutions are commuter campuses, which challenges student engagement.</p> <p>Each school offers a variety of athletic, social, and academic clubs, as well as opportunities to engage in student government. FIU also has a number of fraternities and sororities.</p> <p><b>On-campus jobs:</b> Both institutions offer these. However, given that many students commute, it is likely that off campus jobs are common as well.</p>	<p><b>Active/intrusive advising mandates in place for struggling students:</b> MDC encourages students to seek academic advising once they declare a major. The extent to which this is proactive is unknown.</p> <p>For struggling students, both institutions mandate advising. Students at MDC below a 2.0 GPA are required to see an advisor before course registration. FIU mandates advising for students below a 2.0 GPA and for students with fewer than 20 credits earned.</p>	<p><b>Central office/person at MDC, not FIU:</b> MDC has a retention office housed on the North Campus. FIU no longer has a Student Support Services department, these functions are now housed under Student Affairs. The school is seeking funds to reinstate services.</p> <p><b>Integrated support systems present at MDC:</b> MDC recently won the Florida Department of Education 2009 Chancellor's Best Practice Award for their First-Year Academic and College-Life Experience ( F.A.C.E.) Program, which creates integrated supports.</p> <p><b>Using retention data:</b> Both schools track year over year retention rates. There is evidence that MDC is using the data to improve retention supports.</p> <p><b>The schools have collaborated on joint admission for students,</b> ensuring that a student at MDC who completes an associates degree in 3 years has guaranteed admission to FIU for a bachelor's program.</p>
<b>Scale/Reach</b>	MDC is a very large school and is continuously working to improve tracking and maintaining contact with all students. FIU is moving largely to online support for retention and has user friendly retention-related web pages. Both seek to provide supports to struggling students through proactive advising.			
<b>Gaps and Overlaps</b>	<b>Both schools are successful at retaining new students.</b> In 2007, MDC's new-student retention rate was 65.8%. <sup>27</sup> From fall 2007 to fall 2008, FIU had an 81% retention rate. <sup>28</sup> National retention rates are 52% for two year colleges and 66% for four-year public colleges. <sup>29</sup> The effect of FIU no longer having a Student Support Services department is unknown at this time.			

\* These two institutions serve the greatest number of MDCPS students and provide a snapshot of the success supports available to the majority of MDCPS students.

# How Programs Are Measuring Access and Success in Miami

As would be expected in an emergent system, there is no agreement on common CAS indicators in Miami and no data collection coordination. However, some organizations collect data relevant to CAS. More uniform collection and sharing of these indicators is one ingredient to a more robust system.

Because CAS is not the primary purpose of many organizations operating in the CAS system in Miami, they often have different goals and target populations (e.g., different age groups), resulting in different indicators.

**Examples of CAS-related academic indicators collected by organizations touching on CAS in Miami**

- GPA, test scores (reading, math)
- Advancement to next grade
- HS graduation, receive standard diploma
- College attendance and persistence
- Scholarship money offered

**Programs are not necessarily collecting all of these indicators; however the academic indicators they are collecting generally align with indicators being collected nationally.** A possible exception is that programs did not indicate they were collecting data on academic rigor.

**Examples of other indicators being collected by programs touching on CAS in Miami**

- Truancy
- Pregnancy
- Encounters with juvenile system
- Social emotional skills
- Self esteem
- Social skills
- Parent engagement
- Retention rate in multi-year CAS programs
- Compliance indicators for funders (personnel records, financial reporting, etc.)

**What we know are appropriate measures of CAS from the national literature<sup>30</sup>**

**High School indicators (Access)**

- Expectations, exposure (tours, assessments)
- Academic success (GPA, test scores)
- Academic rigor (Completion Algebra II)
- College Entrance Exams (SAT, ACT)
- College Applications (Applied, Accepted)
- Financial Aid and Scholarships (FAFSA submissions, receipt of Financial Aid and Scholarships)
- High School Graduation

**College indicators (Success)**

- Enrollment
- Academic Success (placement/remediation, GPA, credits)
- Engagement, integration (participation, faculty contact)
- College Persistence
- Completion and Transition

# Opportunities and Challenges for Advancing a Miami CAS System

## Opportunities

- **CAS is gaining national attention and is poised to be more in the forefront in Miami.**
- **Leadership is coming from a number of arenas.** High level champions taking interest specifically in CAS are now emerging.
- **Miami data are compelling; case for economic future is easy to make; someone needs to cohesively make it.**
- **There are great disparities in Miami and great demand for CAS programs.**
- **Formalized relationship between district and city has paved the way for better coordination.**
- **Knight has a history of leadership in Miami and other CAS funders are now entering CAS in Miami.**
- **Feeder pattern in MDCPS offers opportunity to embed services within a specific area.**
  - Concentration of services allows for greater impact over course of a student's education
  - Promote greater coordination of academic and social services in holistic approach
  - Gear Up Edison, Gear Up EXPRESS: examples of coordination of services between schools within a feeder pattern
- **Many youth development programs are operating in Miami and offering services related to CAS.** These programs could be part of a base for further development of a CAS system.

## Challenges

- **Culture of individual champions driving issues rather than institutionalization of the efforts.** Institutionalization is necessary to advance beyond the current fragmentation.
- **Miami has been hit particularly hard by the current financial crisis, impacting education including CAS.**
- **CAS has not yet been a primary issue in Miami.** However, it is gaining more traction, both as a primary concern and as part of a holistic perspective in addressing education.
- **Similar to other cities, district bureaucracy often impedes partnership with MDCPS.**
- **No lead advocacy or research organization for CAS in Miami. No-one leading on data use to drive change.**
- **Many programs are working in silos, lack coordination/communication.**
  - This is true to an extent even among programs internal to the school district.
  - Efforts to collaborate on larger level have surfaced & dissolved (momentum, leadership, size/scale)
  - As with any issue, there are turf issues among the different entities.

# Strategy: Implications for Systems Efforts in Miami

- **Support system change efforts:**

System level efforts for CAS are burgeoning in Miami, in particular the Chamber of Commerce's efforts to convene policy stakeholders in developing a pre-K through 20 plan and the Citi Postsecondary Success Program's efforts to create a coordinated system of supports among programs and policy. CAS thought leaders should be at the table as early stakeholders in these efforts.

- **Convene funders to develop a cohesive strategy:**

Funders should create a cohesive agenda for CAS to maximize limited resources. There is a "moment of opportunity" to advance CAS in Miami. New organizations, both funders and program providers with an interest in CAS, are moving into Miami. Existing organizations and foundations should lead the charge to coordinate efforts.

- **Support the development of a lead organization to champion CAS issues:**

Exemplar cities indicate that this is a critical factor in building momentum. Large foundations can provide leadership in institutionalizing partnerships and initiatives through resources and technical assistance, building a lead organization, creating a larger base of support for CAS, and developing data systems for CAS casemaking.

- **Invest in CAS programs:**

Demand for CAS services exceeds supply. One strategy for key funders could be to provide intensive resources in a feeder pattern set of schools to serve as a pilot for the rest of the city. If successful, this could build further support and momentum for scaling. The feeder pattern could serve as a research opportunity for local colleges and universities.

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