

White House Opportunity Day of Action, December 4, 2014: Florida Commitments

On December 4, 2014, President Obama, Vice President Biden, and First Lady Michelle Obama joined college presidents and education leaders from around the country to announce 600 new actions to help more students prepare for and graduate from college. Florida leaders stepped up to the plate, with 24 institutions and organizations making 21 commitments to boost college access and success for Floridians.

What follows is a listing of these Florida commitments. For a full listing of commitments from across the country, view the full report [here](#).

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Completion Commitments

Aspen Prize 2020 Completion Collective

Colleges/Organizations: *Broward College, College of the Ouachitas, El Paso Community College, Hostos Community College, Indian River State College, Kennedy-King College, Lake Area Technical Institute, Olympic College, Renton Technical College, Santa Barbara City College, Santa Fe College, Southwest Texas Junior College, Valencia College, West Kentucky Community and Technical College, Walla Walla Community College*

Goal

The institutions above commit to producing 6,600 additional college graduates by 2020.

Action Plan

A collective of winning and finalist colleges for the Aspen Prize for Community College Excellence have set a goal to graduate an additional 6,600 college students by the year 2020, including significant numbers from disadvantaged backgrounds. As finalists for the Aspen Prize, these 15 institutions have already demonstrated capacity to improve student outcomes in four areas: learning, completion, labor market, and equity. Today, these colleges are coming together to demonstrate their commitment to continuously improving student outcomes, recognizing that colleges can succeed at even higher levels through collaborative efforts.

The goals and strategies set by each college participating in the Aspen Prize 2020 Completion Collective are different on each campus, ranging from increasing enrollment and completion in STEM fields by developing clear degree pathways and strengthening innovative teaching practice, to increasing completion across all programs by implementing promising practices in developmental education delivery or gateway course re-design. While interventions will be campus specific, common elements across strategies strongly suggest that these community colleges can better achieve their goals by intentionally learning from one another about what works (and what doesn't) on campuses in different states and systems.

To support the collective, Aspen will use its five-point framework – developed through multi-year evaluations of excellent community colleges – as a foundation to collect and share knowledge developed by participating colleges. Specifically, colleges will identify and share practices in the following areas:

- **Strong leadership and vision.** Aspen's experience and research reveals that dramatically improving student success requires exceptional senior leadership. Highly successful community colleges have leaders who are deeply committed to student success, willing to take risks to advance student outcomes, possess strong change management ability, can develop highly effective external partnerships, and focus their fundraising and resource allocation skills on student success goals. Institutional leaders within the Aspen Prize Collective will share concrete leadership strategies in these areas.
- **Consistent, systematic, and strategic use of data to improve practice.** Excellent community colleges not only consistently collect reliable student success data, but present it effectively and create the systems to ensure effective data use. Participating institutions will share innovative strategies they have used to gather, present, and create systems that result in using data to improve levels of student success.
- **Intentional focus on improving teaching and learning.** Sustained improvement in student success necessitates a strong commitment among faculty. Often, that commitment is developed through systems that enable and create incentives for faculty to gather and review evidence about student learning, modify teaching practices, and review and share the effects of those changes. Participating colleges will share institutional practices that lead to measureable improvements in student learning at the course, program, and institutional levels.

- **Clear pathways to credentials and other intentional structures to support students.** To support increases in credential completion, many exceptional colleges are building new pathways to success, including narrowly defined course sequences, fully integrated learning communities, and block program structures. Additionally, colleges are developing intentional student support structures, many of which embed high-impact services within classrooms at significant scale. Participating colleges are committed to sharing effective practices in these areas.
- **Integrated structures that link the college to the broader community for the benefit of students.** For most students, community colleges are a stepping stone to a longer-term goal of securing a good job with a fair wage, either directly out of their community college program or after earning a bachelor's degree. Accordingly, excellent community colleges work with other types of institutions to ensure that students are successful, beginning with K-12 preparation through to completion and advancement to further education and the labor market. Participating colleges will share practices about how they develop external partnerships with employers, K-12 schools, community-based organizations and four-year colleges and universities that result in measurably better outcomes for students and graduates.

Aspen will support the collective in sharing improvement results and best practices so that progress can be shared among peer colleges. Additionally, Aspen will continue to develop resources, tools, and professional development opportunities that align with improvement efforts in each of the five dimensions of community college excellence.

The Associated Colleges of the South

Colleges/Organizations: *Birmingham-Southern College, Centenary College of Louisiana, Centre College, Davidson College, Furman University, Hendrix College, Millsaps College, Morehouse College, Rhodes College, Rollins College, Sewanee: The University of the South, Spelman College, Southwestern University, Trinity University, University of Richmond, and Washington and Lee University*

Goal

The institution above expects to produce 3,000 additional graduates by 2020 and a total of 4,500 additional graduates by 2025.

Action Plan

ACS is in the process of identifying several strategies by which it will improve college persistence and completion within its member institutions through its 2020 Vision. ACS will pursue this goal through a multipronged approach including such strategies as:

- Providing member institutions with strategies and incentives for reducing costs, and in turn tuitions, in order to make the education they offer more accessible for all students.
 - ACS will create competitive incentive programs for our member institutions to create new scholarship opportunities and increase enrollment of low-income students.
 - ACS will help their schools explore options for consolidating administrative services such as Information Technology or Human Resources, or for reducing costs through joint purchasing, this will encourage cost cutting and increase available funds for scholarships.
 - Bringing together the consortium's Development officers to think as a group about funding more need-based scholarships.
- Evaluating, disseminating, and scaling up our faculty members' efforts to implement innovative computer-mediated teaching practices that improve student learning performance and level the playing field for students coming to college with less preparation.

- Serving as a clearinghouse of information on innovative teaching practices, as well as providing a consortial infrastructure for deep digital collaboration, the ACS can promote the creation of more inclusive classrooms in which students from many different backgrounds can succeed.
 - Expanding ACS' Summer Teaching and Learning Workshop, to create a centralized ACS Teaching and Learning Center that can serve as a platform for discussion about inclusive teaching practices, while saving funds that could be invested in more scholarship opportunities for students.
 - Bringing these various initiatives together for discussion and dissemination, to build consortial capacity, but also more rigorously evaluate the impact of innovative teaching practices on the experience of students from underrepresented groups.
- Leveraging the collective power of member institutions Admissions, Enrollment, Institutional Research, and Marketing departments, the ACS can address issues of enrollment and retention for low-income students, increasing college completion rates and better preparing these students for successful and fulfilling careers after graduation.
 - Launching a collaborative study, led by member institutions' enrollment officers and Institutional Research officers, the ACS could better understand enrollment and retention trends for students from underrepresented groups, identifying shared concerns and best practices for creating a more diverse and inclusive campus.
 - Bringing Marketing personnel into the equation, the ACS can then craft messaging that speaks directly to low-income students and their families communicating the achievability and accessibility of a liberal arts education.
 - Highlighting initiatives within the consortium that are actively working to change the equation for low-income students in the world of higher education, ACS can test the feasibility of these programs for other member institution.

The Florida Consortium of Metropolitan Research Universities

Colleges/Organizations: *Florida International University, the University of Central Florida, and the University of South Florida*

Goals

The institutions above commit to producing 5,642 additional graduates by 2020 and 7,742 more graduates by 2025 for a total of 13,384 additional graduates by 2025.

Action Plan

The Florida Consortium of Metropolitan Research Universities was formed by Florida International University, the University of Central Florida, and the University of South Florida in 2013 to promote student success. The three universities represented in the Consortium commit to work collaboratively to grow the state economy by providing the combined leadership, expertise, capital, land, resources, and training to build a strong workforce; and increase the number of graduates in high-demand areas by expanding access to degrees and improving college completion rates, focused on expanding opportunity for under-represented and limited-income students to graduate with the skills and credentials required by Florida's employers. The collaborative work of the consortium will help support the institutions in their ability to commit to producing additional graduates capable of contributing to the economic prosperity of their students, Florida, and the nation.

The Consortium's vision is to create new possibilities for the three large, public research universities to work together to achieve greater student success by learning together and sharing best practices, policies, and programs; increasing graduation rates; and ultimately helping students enter the workforce with the right skills for high-wage jobs. Through their collaborative efforts, the three universities can also find efficiencies and

increase productivity, measured in the final analysis by the producing an increasing number of undergraduates prepared for success in the global marketplace.

The consortium will employ four major strategies to meet its goal: predictive analytics, high tech pathways, targeted student supports and career readiness:

- **Predictive Analytics.** The three universities in the Consortium have contracted with the same external party to develop a predictive analytics platform. Shared activities include analysis and identification of predictor variables for student success and risk challenges (dropout, excess credit hours, time to degree, loan defaults, etc). The Consortium will also utilize Florida Board of Governor data files to conduct combined analysis for the three universities for grant submissions, national presentations, journal articles, white papers, and other activities.
- **High Tech Pathways.** The consortium will work to develop pathways mapping across academics, career readiness, finances, financial aid and co-curricular dimensions; early alert communications and interventions designed to provide staff with timely notifications about students so they can intervene accordingly; common business intelligence platform for Consortium and institutional level data analysis.
- **Targeted Student Supports.** The Consortium will work to enhance efforts and provide more effective services to all students. Through a variety of tactics, including but not limited to peer-to-peer tutoring, professional advising, and college coaching, the consortium will promote college completion and career readiness to serve the interests of our students and the state.

Career Readiness. The Consortium will work to establish robust Careers Services centers, more internships, experiential learning opportunities, as well as internship scholarships, 24/7 Career Readiness resources, strong employer partnerships with a focus on high-demand areas, and participation from all institutional constituents, including faculty.

Hispanic Serving Institutes Collaborative

Colleges/Organizations: *California State University Fullerton, California State University, San Bernardino, University of Texas San Antonio, San Jacinto College, and Miami Dade College*

Goal

The institutions above commit to producing 36,465 additional graduates by 2020.

Action Plan

This collaboration of Hispanic-Serving Institutions (HSIs) will contribute towards reaching President Obama's 2020 goal for America once again to have the highest proportion of college graduates in the world by focusing on improving student persistence, increasing graduation rates, and narrowing the achievement gap for underrepresented students at the participating HSIs. These HSIs distinguish their commitments between 4-year and 2-year institutions.

HSI Collaborative, 4-year institutions:

- Increase the overall 6-year graduation rate, such that the number of students who graduate in 2020 is 10 percentage points higher than the number in 2014.
- Increase the 4-year transfer graduation rate, such that the number of transfer students who graduate in 2020 is 10 percentage points higher than the number in 2014.
- Reduce by at least half the current achievement gap between underrepresented and non-underrepresented students on the campus.

HSI Collaborative, 2-year institutions:

- Increase the overall graduation rate (with AA degree or equivalent), such that the number of students who graduate in 2020 is 10 percentage points higher than the number in 2014.
- Increase the overall transfer rate to a 4-year institution, such that the number of students who transfer in 2020 is 10 percentage points higher than the number in 2014.
- Reduce by half the current achievement gap.

The HSIs in this collaboration will each identify, continue, and/or expand policies, programs, services, and approaches that promote student engagement, retention, and graduation. Facilitated by the Postsecondary Subcommittee chairs of the President’s Advisory Commission on Educational Excellence for Hispanics – Luis Fraga and Lisette Nieves, and supported by the White House Initiative on Educational Excellence for Hispanics (Initiative), they will communicate with each other, sharing what they learn, in order to identify and disseminate best practices that lead to measurable results, increasing student completion. Wherever possible, opportunities for further collaboration or leveraging of resources will be explored and acted upon.

As designated HSIs, these Institutions already serve a significant number of Hispanic, first-generation, low-income, and other underrepresented students. University wide efforts to boost engagement, persistence, and completion will necessarily impact these populations substantially. Further, by focusing on reducing by at least half the achievement gap on their campuses between underrepresented and non-underrepresented students, the rate of graduation among the underrepresented students will increase even more significantly.

ideas42

Colleges/Organizations: *Valencia College, West Kentucky, Community College of Philadelphia, State University of New York at Brockport and Arizona State University*

Action Plan

ideas42 is a nonprofit organization that applies expertise in behavioral science to design innovative solutions for the higher education system. ideas42 is exploring the many ways behavioral science can be applied to the financial aid system. Currently, ideas42 plans to use this approach to identify “behavioral bottlenecks,” design six innovative, scalable interventions, and test their effectiveness through randomized controlled trials (RCT). In addition to implementing these interventions, ideas42 will also communicate findings to the broader policy and practitioner communities, and seek opportunities to share their insights with critical decision-makers in higher education.

With support from the Bill and Melinda Gates Foundation and the Lumina Foundation, ideas42 will work with Valencia College, West Kentucky Community and Technical College, Community College of Philadelphia, State University of New York at Brockport and Arizona State University. At each partner institution, a rigorous process will be employed to: clearly define a behavioral problem, diagnose the problem through behavioral mapping, design interventions, test and scale through RCTs, and disseminate this knowledge to practitioners, policy/advocacy groups and the public.

Though this work is relatively new, ideas42 work has already generated several novel insights. For instance, at Valencia College, it was determined that many students mistakenly select classes outside their major, putting their financial aid at risk. In response, a series of email communications was designed to nudge students to select classes that are within their major. With West Kentucky Community and Technical College, a challenge was identified surrounding the low usage of academic support services. Subsequently, a RCT was launched to assess the effect of using different communication strategies to increase uptake of these services, and ultimately

to improve academic performance and ensure eligibility for financial aid. At the Community College of Philadelphia, interventions are being implemented to increase class attendance and study time. With the State University of New York at Brockport, ideas42 is creating interventions for students whose poor academic performance lead them to lose financial aid. At Arizona State University, ideas42 is exploring how small mid-semester emergency grants positively influence academic and financial outcomes.

LaGuardia Community College (CUNY), Maricopa Community College, and Valencia College

Goals

The institutions above commit to producing an additional 3,086 graduates by 2020 and a total of 6,171 additional graduates by 2025.

Action Plan

This collaboration seeks to increase college completion by helping faculty expand their teaching repertoire and effectiveness to successfully help college students learn through a Professional Practice Improvement process. The faculty in the collaborative use a set of digital tools and routines that creates intensive reflection, ongoing dialogue, and data analytics. The three colleges seek actions to improve college completion that are practical, can be measured, and can be implemented at a manageable cost.

This Professional Practice Improvement process incorporates five elements essential for faculty participation:

- Reflective of faculty professional culture;
- Embedded in work;
- Backed by evidence;
- Made visible with pre-defined tags that generate individual pedagogy patterns; and
- Powered by online social interaction among faculty peers.

The cycle begins with faculty understanding their current teaching practices, reviewing change possibilities, trying new activities, assessing the impact on student learning, refining the practice, and acting again. The innovation is in part doing this work online, with a clear process to structure the self-reflection that occurs weekly in practice, and a common language to describe teaching behaviors. This leads to a visual representation of the teaching strategies being used, and that information is activated within a social community of peers who then collectively reflect on the actions of each individual professor. The online community also captures and catalogs faculty work in a searchable compendium, providing more opportunity for faculty to create socially constructed knowledge by adapting or adopting peer's strategies.

Single Stop

Colleges/Organizations: *Association of Community College Trustees, Baton Rouge Community College, Borough of Manhattan Community College, Bronx Community College, Bunker Hill Community College, City College of San Francisco, City University of New York, College of Marin, Community College of Philadelphia, Contra Costa Community College, Dallas County Community College District, Delgado Community College, Essex County College, Hinds Community College, Hostos Community College, Kinsborough Community College, LaGuardia Community College, Los Angeles Trade Tech College, Louisiana's Community & Technical Colleges, Miami Dade College, Queensborough Community College, Roxbury Community College, Stella and Charles Guttman Community College, and Westchester Community College*

Goals

The institutions above commit to producing 35,000 additional college graduates by 2020, and a total of 100,000 additional college graduates by 2025.

Action Plan

In partnership with the Association of Community College Trustees (ACCT), Single Stop will develop a learning community, which will expand to up to 200 colleges by 2025. This community will consist of core institutions (60 institutions by 2025) that implement the full Single Stop model of wraparound services and expanded financial aid and allied institutions (up to 140 by 2025), which are committed to addressing financial barriers to college completion by modernizing their student services and financial aid delivery systems. The proposed commitment and plan of action will strengthen the web of connections amongst core institutions.

The learning community itself will drive collaboration. Reinforced through activities, including annual conferences, Single Stop will bring together top institutional leaders within the network for strategic planning sessions to engage and interact with each other. The network will establish an ongoing community of practice that will interact in real time through a state of the art on-line platform to solve common problems and quickly evolve best practices.

To pilot and evaluate best practices, data analysis will be at the heart of the learning community. Single Stop will identify which strategies are producing the largest impacts on credit accumulation and academic persistence, and work with institutions to adjust their strategies to the most effective practices. Best practices will be encapsulated into Single Stop publications to be distributed to the field, training materials and webinars.

To meet its commitment goal, colleges in the Single Stop's network will aspire to accomplish the following:

- Restructuring student financial aid structures to include safety net resources that more adequately meet the needs of today's college students;
- Developing strong connections between colleges and state, local and nonprofit agencies able to help students access resources, solve legal challenges and navigate financial hurdles to college completion;
- Leveraging a new technology platform to improve students' access to resources, such as financial aid, public benefits, and community resources;
- Employing financial interventions that include supplementing traditional financial aid with safety net resources and tax credits when needed and teaching students how to manage their resources to ensure financial hardship won't lead to dropping out; and
- Developing and testing behavioral interventions through the technology platform that provide just-in-time information or support to students to prevent students from leaving school.

University Innovation Alliance

Colleges/Organizations: *Arizona State University, Georgia State University, Iowa State University, Michigan State University, The Ohio State University, Oregon State University, Purdue University, University of California-Riverside, University of Central Florida, University of Kansas, and University of Texas-Austin*

Goals

The institutions above commit to producing 35,000 additional college graduates by 2020, and a total of 67,529 additional graduates by 2025.

Action Plan

The University Innovation Alliance (UIA) is a consortium of 11 large public research universities spanning the country, committed to the belief that every American, regardless of socioeconomic background, should have access to an affordable, high-quality college degree. The Alliance includes emergent institutions, land grant

universities, and state flagships serving their respective regions and the nation by conducting transformational research, fueling innovation and economic growth, and graduating students poised to address critical needs for a productive, creative workforce.

The Alliance is committed to broadening participation in higher education and implementing proven programs that significantly improve graduation rates for all students regardless of socioeconomic background.

UIA will engage in a series of three distinct categories of work over the next three to five years:

- Identifying new solutions: The UIA will identify, verify, and adapt new methods of improving student success;
- Scaling proven innovations: The UIA will take proven interventions that significantly improve graduation rates and transfer them to other campuses, with the goal of developing an innovation transfer model that can be used throughout higher education.
 - For UIA’s first scale project beginning February 2015, it will scale and diffuse lessons learned from predictive-analytics-based advising interventions currently in use on three lead campuses—Georgia State University, Arizona State University, and the University of Texas at Austin. Eight collaborating institutions—Michigan State University, Iowa State University, The Ohio State University, Oregon State University, Purdue University, University of California at Riverside, University of Central Florida, and University of Kansas—will work with the leads to implement successful practices on their own campuses. The primary goal for this project will be to increase student access, retention, and success.
- Communication and diffusion: Working as an innovation cluster, the UIA will test and share what works across institutions and at scale, creating a playbook of proven innovations to help students from all family backgrounds graduate. The UIA will share results and recommendations with the broader higher education community, policy leaders, and the general public.

K-16 Partnership Commitments

Duval County Public Schools (Jacksonville, FL)

Partners: *Andrew Post, Assistant Superintendent, Accountability and Assessment, Duval County Public Schools; Nan Worsowicz, Supervisor, School Counseling, Duval County Public Schools; Larry Roziers, Executive Director, Community and Family Engagement, Duval County Public Schools; Dr. Carolyn Stone, Counselor Educator, University of North Florida; Dr. Rebecca Schumacher, Counselor Educator, University of North Florida; Pedro Hernandez, Outreach Representative, Florida Department of Education Office of Student Financial Aid; Troy Miller, Senior Research and Policy Analyst, Florida College Access Network; Dr. Annemarie Willitte, Mayor’s Education Commissioner; Ms. Sabeen Perwaiz, Jacksonville Chamber of Commerce.*

Duval County Public Schools (DCPS) remains committed to ensuring all students are prepared for college or career success. DCPS enjoys a long standing partnership with the University of North Florida’s school counselor preparation program. Together, the partnership commits to deepening this partnership to increase college readiness and access for DCPS students. Jacksonville is a “new-old” city with growing businesses and industries, as well as a multi-cultural, multi-generational population with increased demands on its current and future workforce. Duval County Public Schools is dedicated to collaborating with the post-secondary and business communities to ensure that, as a school district educating in excess of 120,000 students and graduating over 6,000 students annually, that we maximize opportunities for all students.

Goals

- Increase percentage of students filing a FAFSA, from 40% to 75%;

- Increase percentage of students applying to two or more colleges by 10% over the baseline year; 15% over year 1;
- Increase percentage of students enrolling in a postsecondary option by 5% over the baseline year, to 80% by 2018-19; and
- Increase percentage of students not needing remediation in reading, from 80% to 90%, and in mathematics, from 60% to 70%.

Actions

To achieve these goals, the partners commit to deepen existing student-centered initiatives focused on financial aid literacy, college admissions counseling, “college chats” with middle and high school students, and parental engagement learning academies. More specifically, DCPS will increase participation in existing FAFSA completion assistance programs by partnering with postsecondary institutions, community volunteers, faith-based partners, and professional organizations to scale a district-wide campaign, while concurrently targeting specific schools to increase completion rates. Differentiated data for each school will be collected and provided to school-based staff to accurately track completion numbers. The partnership will institute new College Application Completion Weeks to familiarize students with the college application process, and host College Conversation Panels at each high school. Both initiatives will provide opportunities for high school students to learn from current college students. Additionally, school counselors will deliver college awareness lessons to middle and high school students. Finally, expanded corporate partnerships will enable high school students to complete a program model consisting of workplace mentoring, on-site summer internship, and preferred employment upon successful completion and graduation.

Seminole State College –Seminole County Public Schools (Sanford, FL)

Partners: *E. Ann McGee, President, Seminole State College of Florida; Walt Griffin, Superintendent, Seminole County Public Schools*

Seminole State College (SSC), Seminole County Public Schools (SCPS), and other area higher education institutions and partners have a history of collaboration that focuses on increasing student success beginning with early childhood strategies through the student’s college career and ultimate employment. The partners have already significantly reduced the need for math and English remediation, grown dual enrollment, and aligned systems to streamline student transitions from high school to SSC and to four-year institutions.

Goals

Seminole State College and SCPS now commit to accomplish these goals by the 2019-2020 school year:

- Reduce the number of students needing English remediation:
 - From 8% (120 students) of SCPS students entering Seminole State today to zero
 - From 19% (967 students) of all other students entering Seminole State today to 5% (285 students)
- Increase SSC student enrollment, persistence, and completion:
 - Increase enrollment by 12%, from 5,093 to 5,700 students
 - Increase the rate of students remaining enrolled or completing a credential within four years from 64% (23,200 students) to 70% (26,000 students)
 - Increase the rate of associate degree completion within four years from 40% to 45%
 - Increase the number of associate degree graduates by 19%, from 2,846 to 3,400 students

Actions

Seminole State and SCPS will initiate a number of efforts developed from their successful partnership that significantly reduced math remediation. SSC and SCPS will convene regular meetings between their English faculties with a goal of aligning assignments, standards, assessments, and expectations. SCPS will administer

college-readiness assessments to high school juniors and initiate remedial studies, as needed, during the junior and senior years of high school and verify college readiness. Seminole State will also implement new options for English developmental courses, as allowed by Florida legislation, designed to shorten the time and costs associated with English remediation; and facilitate student starts and entry to required non-developmental English gateway courses with students' exemptions now allowed by statute. Seminole State will then extend this work to other community partners from surrounding schools and districts, targeting schools with significant numbers of high school graduates transitioning to Seminole State, in order to reduce the need for remediation across the population of entering students.

Seminole State will implement five new technology-based initiatives designed to achieve the stated enrollment, persistence, and completion goals: enhanced record intake and processing, transcript evaluation and posting, certification and graduation processes, responsiveness and communication with constituents, and class registration cycles and course scheduling. These efforts will support: electronic transcripts and transfers; automated student record reviews and credit verifications; automated transfer articulation tables; an electronic enrollment services communication plan and platform; and an early alert system to systematically identify at-risk students, notify educational advisors and provide increased support and resources.

STEM Commitments

Achieving the Dream and Jobs for the Future

Goals

Over the next three years, Achieving the Dream and Jobs for the Future will launch and strengthen approximately 75 pathways to STEM middle-skill careers by scaling up their STEM Regional Collaborative model in three new states and accelerating the implementation of structured middle-skill STEM pathways through In-State Learning.

Actions

There is a growing national recognition that community colleges can be a launching pad for individuals to high-paying, quality careers in STEM and an effective avenue for improving equity. Over the last year, Achieving the Dream, Inc. (ATD) and Jobs for the Future (JFF) have launched STEM Regional Collaboratives within three community colleges -Norwalk Community College (Norwalk, Connecticut), Cuyahoga Community College (Cleveland, Ohio), and Miami Dade College (Miami, Florida) – to bring together college leadership, faculty and staff, local employers, P-12 school partners, community organizations, and state partners to create stronger, more efficient middle-skill STEM pathways to meet high demand in local labor markets. Over the next three years, through a reinvestment from The Leona M. and Harry B. Helmsley Charitable Trust, ATD and JFF will scale up the STEM Regional Collaborative model by adding another STEM Regional Collaborative in each of the three states. In addition, ATD and JFF will create In-State Learning Communities building on the successful models of the STEM Regional Collaboratives in order to accelerate the implementation of structured middle-skill STEM pathways. Up to twelve colleges will be part of this learning community work and ATD and JFF have secured state leads in Connecticut, Ohio, and Virginia to partner in delivering annual In-State Learning Community forums for multiple colleges in each state. Through scaling the STEM Regional Collaboratives and the Learning Communities, approximately 75 middle-skill STEM pathways will be launched or strengthened, thus increasing persistence in and completion of STEM pathways. In addition, the work on the STEM Regional Collaboratives and with the state partners informed the development of a Middle-Skill STEM State Policy Framework (released October 2014) that can be used to scale this work nationally and ATD and JFF will actively disseminate the learnings from this work throughout their respective college networks, which reach over half of the community college students in the nation.

ATD and JFF also continue to work with state policy partners in seven states on implementing a Middle-Skill STEM policy agenda. In the next three years, this partnership will develop a Middle-Skill STEM State Policy Framework Self-Assessment Tool and encourage states to make explicit commitments to the Framework. The seven state partners will measure progress against the Framework using the Self-Assessment Tool annually.

Barry University (Miami, FL)

Goals

Barry University commits to interventions to increase the STEM graduation rate by 10-15 percent by 2018.

Actions

Barry University is a Hispanic-serving institution whose 4-year graduation rate for the 2009 cohort was 45 percent; the university is aiming to increase that graduation rate by 10-15 percent by 2018 through interventions designed to foster community building, strong peer and faculty relationships, and a sense of academic self-efficacy. In order to improve the retention and completion rates of low-income students, underrepresented minorities, and women in STEM majors, BU is committed to developing a holistic engagement program designed to provide the outreach and opportunity structures that “fill the gap” for students who lack the pre-college academic preparation and developmental and personal experiences necessary for academic and professional success.

First-year students at Barry University are eligible to participate in the STEM Living/Learning Community (STEM LLC) wherein students both live together and enroll in the same sections of two courses in the first semester. Students in the STEM LLC also engage in several guided activities to introduce them to campus life, allowing them to absorb and assimilate information about support services in the context of active involvement with the institution. The STEM LLC also includes field trips, guest speakers, and other related co-curricular activities that expose students to a range of career and post-graduate educational opportunities. New to the STEM LLC program will be a dedicated STEM Coach available to provide support and assistance to new students at critical times during the semester, as well as to develop a detailed Adaptive Learning Plan (ALP) for success in reading, mathematics, time management, and study skills for each student.

Broward College (Davie, FL)

Goals

Broward College is committing to increasing Information Technology program completion by 50 percent, increasing Engineering Technology programs by 100 percent above current rates, increasing STEM-focused Associates degree track enrollment by 25 percent and completion by 15 percent, and increasing the number of STEM programs offered by Broward College by 25 percent, all within five years.

Actions

Broward College will increase STEM enrollment by 50 percent by 2017 and double the number of graduates in computer science, engineering and environmental technology programs. Student recruitments strategies will include STEM career literacy information for secondary schools counselors, parents and students and will focus on peer-to-peer student recruitment, faculty-to-faculty networks, faculty-to-business professional development and student-to-business networks to increase student interest and access to STEM programs.

Broward College will achieve its aims through several strategies to improve retention in STEM fields. The college will improve STEM faculty training to focus on innovative and engaging teaching techniques such as

active learning, discovery learning, project-based learning, case studies, and collaborative learning in both the classroom and the laboratory. It will also align course content to the competencies required for high wage job opportunities.

For local middle and high school students, Broward College will offer free or low cost summer programs to increase interest in STEM careers and increase students' preparedness for gateway STEM courses. Building on existing relationships with local public and private schools within Broward County, Broward College also will engage primary and secondary school students in STEM-related activities through a "One College" STEM program.

In addition, a dedicated Broward College STEM team, involving all campuses, will develop programs that add emphasis on serving low income, women and minority students and STEM dual programs will support measures to enroll and graduate more low income, women and underrepresented minorities.

Florida International University (Miami, FL)

Goals

Florida International University (FIU), a minority serving institution with over 11,000 STEM majors approximately 8,800 of whom are from groups underrepresented in STEM, commits to increasing overall STEM graduate rates by 10%.

Actions

Florida International University (FIU) will transition to a fully evidence-based STEM education model with the majority of undergraduate STEM courses being taught using active learning and other evidence-based methods within five years. These transformations will reduce individual course failure rates by at least 20% within 2 years of implementation, leading to a 10% increase in overall STEM graduate rates. FIU currently has nearly 11,000 STEM majors, over 80% of which are from historically underrepresented groups, and will continue to grow as the institution is projected to expand by 11% by 2020. These gains in STEM graduation will be accomplished through prioritizing critical gateway STEM courses, upgrading classroom assessment and evaluation, providing faculty with the time and funding to receive professional development in evidence-based teaching methods, and integrating the culture of evidence-based instruction into faculty assignments, evaluation, tenure, and promotion processes.

Florida Agricultural and Mechanical University (Tallahassee, FL)

Goals

Florida A&M University is committing to a plan to increase its enrollment and STEM degree production in the areas of computing and IT by 25 percent by 2018.

Actions

Starting in Fall 2015 with expanded recruitment, outreach, professional development, and academic support, this commitment will build a recently established partnership between FAMU and Florida State University to create the Florida Information Technology Career (FITC) Alliance. The FITC Alliance will engage academic (high schools, community colleges and universities in Florida) and industry (public and private employers) partners to collaborate to increase recruitment efforts and retention and graduation rates in the IT and computing disciplines, with support from the Florida Board of Governors.

Stetson University (DeLand, FL)

Goals

Stetson University commits to the launch of a new Masters of Arts in Teaching program to contribute to the nation's need for excellent K-12 STEM teachers, which will reach hundreds of students over the next decade.

Actions

Stetson University is creating a new Master of Arts in Teaching program that will combine academic grounding in teacher education with thorough background in a STEM discipline such as Biology or Mathematics. Students earning this MAT will have strong core credentials with a bachelor's degree in a STEM area; they will also have the pedagogical training needed to be a high-performing teacher. This program will respond to the growing need for well-trained teachers of STEM disciplines in K-12 education in the US and in Florida in particular. The curriculum is designed to be constantly innovative, comprehensive, and consistent with state and national performance standards. Students are expected to become collaborative instructional leaders, responders to diversity, facilitative agents for change, and reflective practitioners.

The MAT program we are developing complements the new Master of Education Program in Elementary Education: Educating for Social Justice. This degree, which Stetson University is currently bringing on line, focuses on advocating for socially marginalized students in local and global societies. This theory to practice M.Ed. program is founded upon the commitment to pedagogical practices that promote closing persistent and growing opportunity gaps. Both the M.Ed. program and the developing MAT program focus on experiences suitable for our diverse 21st-century learners, leverage technology for enhanced learning and communication, emphasize intercultural learning, and provide academic excellence and distinctiveness.

University of South Florida (Tampa, FL)

Goals

Within the next five years, the University of South Florida System (USF) commits to increasing the number of graduates in the STEM fields by 600 to a total of more than 2600, with an increase of participation of underrepresented groups by more than 170 Hispanic, by nearly 90 African-Americans, and more than 230 Caucasian female students.

Actions

USF will use the systemic approach known to attract and retain STEM majors, especially those from underrepresented groups. USF has established partnerships with Hillsborough County Public Schools and the Hispanic-serving Hillsborough County Community College. USF's plan is designed by a 12-member planning team (PT), led by a past USF provost. The PT was successful in securing support from NSF's WIDER program. With the aid of a distinguished advisory board it has effectively used a seminar series to assure that our plans are based on the best current knowledge of evidence-based practices and of change strategies. Firmly rooted in a top-down/bottom-up model of leadership, the PT has designed a program that: Expands evidence-based teaching practices into all STEM gateway courses; Builds meaningful connections between foundational courses across all STEM disciplines; Phases in evidence-based practices in upper division courses; Requires excellence in research and teaching for promotion; Establishes a support system for small student groups; Expands a community collaborative with Hillsborough County Public Schools and Hillsborough Community College; and provides significant measures of success

USF used its own resources, augmented by grant support from the National Science Foundation, the Department of Education and the Howard Hughes Medical Institute, to:

- Create the USF Academy for Teaching and Learning Excellence to support faculty professional development

- Establish the STEM Education Center, a summer program for high school students
- Open the SMART Lab (Science, Math, and Research Technology) which provides 330 computers for computer assisted learning
- Participate in the STEM Talent Expansion Program (NSF-STEP) to improve key gateway mathematics courses
- Launch the USF-HHMI STEM Academy to enhance student success and persistence in Biology and Biomedical Sciences
- Vigorously pursue Discipline-Based Education Research (DBER) by hiring four additional faculty in 2013, bringing the total to eight

Counseling Commitments

Florida College Access Network

Executive Summary

- Achieve a rate of at least 60% of all working-age Floridians holding a high-quality postsecondary degree or credential by 2025
- Increase training opportunities for Florida school counselors, direct service providers, volunteers, and mentors to deliver CCR training to students
- Train at least 96 school counselors, direct service providers, volunteers, and mentors affiliated with at least 30 schools and nonprofit organizations, or other entities that serve students in schools or communities in need
- Increase FAFSA completion by 5%
- Increase college enrollment rates within 18 months of high school graduation by 3%

In-Depth Summary

FCAN plans to partner with the Southern Regional Education Board to provide a new College and Career Counseling Initiative training program in Florida. Participants will receive training in building a college-going culture for all students, college, career, and academic planning, and financial aid and college applications. Trainees will then be prepared to provide CCR assistance to the students and families they serve.

Schools impacted by improved advising will include Title I schools, schools with high percentages of students receiving free and reduced rate lunches, and schools with low rates of FAFSA completion and college enrollment. FCAN will track FAFSA completion and college enrollment rates at the schools served to measure success.

Florida School Counselor Association

Executive Summary

- Provide CCR professional development to school counselors in Florida
- Educate school counselors on the resources available to them
- Teach school counselors research-based strategies for increasing CCR in their schools
- Showcase and utilize data regarding FAFSA completion, college application rates, ACT and SAT completion rates, percentage of students who participate in college and career related activities, and percentage of students who have a four-year plan

In-Depth Summary

The Florida School Counselor Association (FSCA) is implementing a new initiative to systematically offer regular and timely CCR professional development to school counselors throughout the state of Florida. The recently formed CCR Committee currently has two co-chairs and a total of eight members. The focus of this committee will be offering CCR professional development across the state of Florida and through webinars. The committee members will brainstorm ways that FSCA can reach the most school counselors with timely CCR information. By partnering with other state organizations such as the Florida College Access Network (FLCAN), the committee will offer these professional developments and educate school counselors on the resources available to them to increase CCR. FSCA will teach school counselors research-based strategies for increasing CCR, focusing on resources such as College for Every Student, College Goal Sunday, and KnowHow2Go, among others.

FSCA's 2015 convention will be titled, "CCR: Skills for Living, Learning and Earning." Presenters are encouraged to focus their submissions around CCR interventions that school counselors can use with grades pre-K – 12. To measure the impact of these professional development opportunities, FSCA will access Florida data on CCR. This statewide data will include the percentage of Florida students who completed a FAFSA and the percentage of Florida students who took the ACT and/or SAT. FSCA will also ask its members to provide data regarding the percentage of high school seniors who completed a FAFSA, the percentage of seniors who applied for college, the percentage of high school students who took the ACT and/or SAT, the percentage of students who participate in CCR related activities, including attending college fairs, mentoring, and shadowing, and the percentage of students who have a four-year plan. The data will be disaggregated to ensure that minority and at-risk populations' CCR is improving. FSCA plans to showcase this data on its website and have a dedicated CCR webpage. This webpage will include useful CCR materials and handouts from CCR presentations.

Miami Dade College (Miami, FL)

Executive Summary

- Increase the number of students applying to and enrolling at MDC by 5% in the 2014-2015 academic year
- Provide proactive advising to high school seniors
- Enrich the outreach activities at the targeted schools across Miami-Dade County; yield a minimum 5% increase in the number of seniors enrolling at MDC in the fall of 2015

In-Depth Summary

MDC implemented a program to improve the transition of seniors from high school to college. The Pre-College Advisors (PCAs) develop annual action plans, in collaboration with College Assistance Program advisors, to tailor strategies that meet the needs of each school. Coordinated and intentional activities are implemented to encourage early completion of college entry requirements. MDC Ambassadors, who are graduates from Miami-Dade County high schools, assist with high school outreach activities. The pre-college advisement process consists of structured, monthly activities including early engagement events, introduction to college, career exploration, completion of admission application and FAFSA, skill enrichment "boot camps" to reduce the need for remediation, and access to academic resources, among others. Through a customized database, PCAs have access to information about applicants, including FAFSA completion and entry-level course placement.

During 2013-2014, the number of high schools with a PCA increased from 10 to 46, resulting in PCA's at 100% of the 39 public high schools in Miami-Dade County, in addition to seven of the charter schools. Since its inception in spring 2012, there has been an increase of 18% in the number applying to MDC and a

corresponding increase of 14% in enrollment. In the fall 2014 cohort of high school seniors enrolling at MDC, about 90% completed their FAFSA, 94% established residency, and 90% identified a program of study. Not only has there been an increase in these college-entry requirements, but students are completing these requirements much earlier. MDC plans to continue its efforts and increase its results by at least 5% for the 2014-2015 school year.

University of North Florida (Jacksonville, FL)

Executive Summary

- Provide full scholarships for eligible high school students to attend UNF
- Develop a dual enrollment preparation program
- Fund and position school counselors in high-needs schools
- Implement the Academic and Career Intensive Pre-Collegiate Scholars Program
- Increase first-generation-to-college student admissions by 2%
- Implement a CCR Master's-level course
- Disseminate UNF's and other preparation programs best practices
- Develop a hybrid course for practicing school counselors to become CCR certified
- Host a CCR evidence-based state conference for counselor educators
- Deliver intensive CCR workshops to reach all Florida counselors

In-Depth Summary

The University of North Florida (UNF) will remove the cost barrier by providing full scholarships for eligible high school students to attend UNF. Eligible students are free/reduced lunch recipients, Duval County Public School (DCPS) high school graduates, and Pell grant eligible. Scholars will be mentored and supported from freshman to degree completion with strategies such as tutoring, summer enrichment, and mentoring. Part time school counselors are funded and supported to provide FAFSA completion, financial literacy, test prep, and other college attainment processes. A unique dual enrollment preparation program will be developed at three, low socioeconomic, high needs DCPS high schools in which UNF faculty will pair with core academic high school teachers to prepare students to enroll in UNF. UNF will start the Academic and Career Intensive Pre-Collegiate Scholars Program in collaboration with a community honor fraternity to offer a variety of college readiness services to talented African American high school students to support rigorous postsecondary study.

UNF will lead a Florida Course Design Team of counselor educators, college access partners, supervisors of guidance, administrators, and school counselors to develop a Master's-level, 3 credit-hour field-based course on CCR. Deliverables will include course syllabi and field-based practices around raising student aspirations, community partnerships, and common indicators for successful higher education attainment. The goal is to collaborate to disseminate UNF's and other preparation programs best practices so that every Florida school counseling candidate and in-service counselor delivers optimum CCR services to K-12 students.

UNF and the Florida Department of Education will initiate the process to add a CCR course requirement for initial certification and a CCR Certificate requirement for certification renewal. A CCR evidence-based state conference will be hosted by UNF for counselor educators to provide research in best practices around CCR. Core team members (San Diego Convening Participants) will reach out to additional community and state representatives from research organizations, supervisors of guidance, professional association leaders, the local school districts, the colleges and universities, local and state agencies, foundations, and nonprofits to attend a summit for the purpose of networking, learning, teaming up, strategizing and implementing CCR strategies. UNF will partner with the Florida School Counselor Association to develop and deliver intensive CCR workshops to reach all Florida counselors by delivering five workshops annually. Target themes will be equity

and cultural competence, online CCR tools, technology, data-driven decision making, financial literacy and college affordability, workforce, summer melt, SAT/ACT prep resources, equity audits, and common indicators to access higher education. All Florida school counseling graduates and practicing school counselors will participate in the CCR course either for initial certification or certification renewal and will set annual numerical goals with baseline and targets to increase FAFSA completion rate, enrollment and success in rigor college application rates, and college going rates.