

# FLORIDA COLLEGE ACCESS NETWORK STRATEGIC FRAMEWORK

## Table of Contents

Executive Summary ..... 2

Mission, Vision, Guiding Values ..... 3

Focus Areas and Goals ..... 4

Major Roles ..... 5

Objectives ..... 6

Action Plan ..... 7

Measuring Success: Major Benchmarks ..... 14

Budget ..... 15

Situation Assessment ..... 19

Recent Accomplishments ..... 23

Florida College Access Network Advisory Council..... 24

Florida College Access Network: Background ..... 25

Current Trends in College Readiness, Access and Success in Florida ..... 26

Target Audiences..... 28

FCAN Organizational Chart ..... 29

Glossary of Terms..... 30

## Executive Summary

In 2013, with the support of the Helios Education Foundation, Florida College Access Network (FCAN) launched its first three-year strategic plan with the long-term vision for 60% of working-age Floridians to hold quality postsecondary degrees or credentials by the year 2025 (Goal 2025). In 2016, FCAN is at an exciting and expansive stage of our development. Our strategic framework for the next three years—developed over five months’ time with input from FCAN’s advisory council, staff, stakeholders and third party evaluator—provides a roadmap for expanding the college access movement in Florida and strengthening the impact of our work.

We have achieved and learned much over the past three years. For example:

- Catalyzing the development of local college access networks is energizing and inspiring leaders and communities throughout the state. As of April 2016, nine regional networks collectively represent 22 counties and about half of Florida’s population. Some are demonstrating exciting progress in the early stages of their work.
- Data and policy analysis are powerful tools to drive change, especially when combined with actionable strategies and best practices. FCAN’s influence in this arena is strong—perhaps stronger than we realized, based on the findings of our third-party evaluation.
- Network development requires time to build relationships and social capital—perhaps more than we or the communities with which we partner anticipated or expected. Change happens at the speed of trust.
- FCAN is uniquely positioned to serve as a convener, collaborator and bridge-builder between regions and leaders at both the state and local levels.
- FCAN has a heavy lift in a big state. FCAN needs to build its organizational capacity to best meet the need and growing demand for its work.

### **Florida College Access Network’s strategic framework: 2016 – 2019**

FCAN’s 2016 - 2019 strategic framework builds on our strengths in research and data, our reputation as a convener and collaborator, our growing influence in the policy arena, and the momentum of the college access movement in Florida. We will continue to support new and existing local college access networks; expand knowledge through research, data, policies and promising practices; build broad-based awareness and support for a postsecondary attainment agenda; and provide leadership for statewide initiatives to increase college access and success. To accomplish these goals, we will also strengthen our organizational capacity by growing our team with professionals skilled in coalition-building, research and fund development. Additionally, we will increase and diversify our income streams and develop a thoughtful and intentional process for determining our long-term legal and organizational structure. We feel confident that these strategies will accelerate progress toward achieving Goal 2025—and the day when all Floridians, regardless of zip code or circumstance, have the opportunity to achieve a postsecondary education.

## Mission, Vision, Guiding Values

**Mission:** To create and strengthen a statewide network that catalyzes and supports communities to improve college and career readiness, access, and completion for all students

**Vision:** At least 60% of Florida residents will hold a high-quality postsecondary degree or credential by the year 2025 (externally known as “Goal 2025”)

### Guiding Values:

- **College is postsecondary education.** Florida College Access Network uses the term “college” to refer to the attainment of high-quality postsecondary credentials beyond high school, including technical certificates and academic degrees.
- **College readiness is career readiness.** All Florida students deserve to receive a high-quality PreK-12 education, which prepares them academically for success in college or a career.
- **College is for everyone.** All Florida students deserve the opportunity to pursue a high-quality postsecondary education that prepares them to effectively communicate, engage, and compete in the 21<sup>st</sup> century knowledge-based global economy.
- **College is a public good.** Postsecondary educational opportunity and attainment are critical to a just and equitable society, strong democracy, robust economy, and healthy communities.
- **Reaching Goal 2025 will require collective action.** Accelerating high-quality degree production in Florida to meet Goal 2025 requires strategic partnerships and active involvement from all sectors.

## **Focus Areas and Goals**

### ***Organizational Capacity Building***

- Strengthen FCAN's organizational capacity and sustainability.

### ***LCAN Support***

- Support and enhance the growth, expansion, and sustainability of local college access networks throughout Florida.

### ***Research and Knowledge Development***

- Expand knowledge of research, data, policies, and practices that demonstrate promise to increase postsecondary access and attainment at the local, regional and state levels.

### ***Communications and Public Will-Building***

- Build broad-based awareness and support for a postsecondary access and attainment agenda to achieve Goal 2025.

### ***Statewide Initiatives***

- Provide leadership for statewide initiatives to boost postsecondary access and attainment for all Florida students.

## Major Roles

- **Convener and collaborator**

FCAN is a trusted convener and collaborator with leaders and organizations with a stake in strengthening Florida’s talent pool and ensuring all Floridians have an opportunity to achieve a postsecondary education. FCAN is uniquely positioned to unite stakeholders representing multiple sectors and regions around a common goal to increase college and career readiness, access, and completion across the state—and achieve Goal 2025 for Florida.

- **Technical assistance**

FCAN helps leaders and organizers of local college access networks and other education stakeholders to strengthen their capacity for multi-sector collaboration, data gathering and analysis, coalition-building, and programmatic best practices.

- **Thought leader and thought partner**

FCAN is a thought leader, an influential expert on issues, policies, and practices that inform college and career readiness, access, and completion in Florida. FCAN is also a thought partner that encourages stakeholders and communities to challenge their own paradigms and create positive change.

- **Knowledge developer**

FCAN performs and broadly shares objective, data-driven research and policy analyses to help shine a light on barriers to college and career readiness, access, and completion as well as opportunities to overcome them.

- **Advocate**

FCAN publicizes and promotes the adoption of student-centered policies and practices that demonstrate promise to lower the barriers to ensuring that all Florida students have the opportunity to achieve a postsecondary education

# Objectives

## ***Organizational Capacity Building***

- Objective 1: Revise and implement a short-term and long-term fund development plan to diversify FCAN's revenue streams.
- Objective 2: Develop and implement a plan for FCAN's long-term legal and organizational structure.

## ***LCAN Support***

- Objective 3: Help new and existing LCANs to develop, grow, prosper, and demonstrate progress.

## ***Research and Knowledge Development***

- Objective 4: Increase public and network partner knowledge through non-partisan research, data, policies and programmatic trends that impact the achievement of Goal 2025 in Florida.

## ***Communications and Public Will-Building***

- Objective 5: Refine and implement a strategic communications plan to catalyze action from all sectors for achieving Goal 2025 in Florida.
- Objective 6: Build and strengthen partnerships to increase awareness and seek alignment of goals to achieve Goal 2025 in Florida.

## ***Statewide Initiatives***

- Objective 7: Coordinate and support statewide initiatives that contribute to the achievement of Goal 2025 in Florida.

## Action Plan

**Objective 1: Revise and implement a short-term and long-term fund development plan to diversify FCAN's revenue streams.**

### Action Steps:

1. Continue to research and cultivate current grant and sponsorship prospects.
2. Expand FCAN's fund development infrastructure.
  - a. As part of development of strategic communications plan (see Objective 5), update and upgrade FCAN's brand, website and marketing collateral to demonstrate FCAN's value in funders' priority areas.
  - b. Hire fundraising consultant to conduct additional prospect research and coach executive director, key staff, and advisory council members.
  - c. Secure a fundraising/contact management database.
  - d. Establish an Advisory Council Development Committee.
  - e. Develop and implement prospect management protocols for communications, stewardship, reporting, and recognition.
  - f. Hire a resource development officer.
3. Cultivate grants with new and previous foundation partners
  - a. Continue to identify strands of FCAN's work that align with the priorities of a variety of foundations.
  - b. Continue to cultivate potential collaborative grants with other organizations that benefit LCANs and other network partners, for example, for LCAN re-grants (see Objective 3).
  - c. Continue to conduct prospect research and develop a grant submission calendar based on grant cycles of prospective funders with priorities aligned with FCAN's work.
  - d. Develop and submit letters of inquiry (LOI) and grant proposals according to grant submission calendar.
  - e. Set goals for annual incremental increases of grant-related income, number of prospects identified, number of grants submitted, etc.
4. Diversify FCAN's fundraising through sponsorships and institutional partner program.
  - a. Develop an institutional partnerships program with strategies for sponsorship opportunities, tiered investment levels, and a menu of options for recognition.
  - b. Expand corporate sponsorships
    - 1) Conduct prospect research on new sponsor prospects
    - 2) Incrementally increase annual goals for number of sponsorship prospects cultivated, number secured, and total funds raised
    - 3) Develop tiered levels for additional sponsorship opportunities, for example, webinars and statewide initiatives

- c. Develop annual goals and cultivation protocols, including gift matrix, stewardship program, recognition program, and reporting.
5. Explore the feasibility of an annual gift campaign
  6. Explore potential fee-for-service and consulting opportunities

**Objective 2: Develop and implement a plan for FCAN’s long-term legal and organizational structure.**

**Action Steps:**

1. Set benchmarks and determine time frame for independent or alternative organizational status.

Consider following factors:

- a. Amount in operating reserve
- b. Fund development and diversification goals
- c. MOU or similar document with USF setting forth protocols for FCAN operations and protocols for FCAN's, USF's, and USF Foundation's respective activities in the event FCAN transitions to either independent status or a separate fiscal agent.
- d. Research potential alternative fiscal agents.
- e. Research and compare costs of independent status, staying with USF, and transitioning to a separate fiscal agent.

**Objective 3: Help new and existing LCANs to develop, grow, prosper, and demonstrate progress.**

**Action Steps:**

1. Continue to explore and cultivate the development of new LCANs in regions of Florida where local leaders and institutions demonstrate interest.
  - a. Identify potential new regions through interaction/contacts made through FCAN activities (such as summit and statewide initiatives), statewide partners, and other linkages.
  - b. Offer technical assistance to prospective regions in the form of presentations, Goal 2025 reports, access to LCAN development tools and resources, coaching, and connection to other LCANs to demonstrate the value of participating in a statewide network of regions involved in similar work.
  - c. Facilitate planning and implementation grants to prospective LCAN regions, either directly or through other sources.
2. Create and implement tools to provide LCANs with a conceptual foundation for understanding the barriers that affect college access and success, specifically addressing the areas tied to FCAN’s core metrics.



- a. Develop a series of tools to help LCANs and other stakeholder groups understand such college access topics such as aspiration, building a college-going culture, college and career readiness, college and career exploration, affordability, application process and enrollment, summer melt, remediation, persistence, on-time completion and the needs of nontraditional students (adults, undocumented students, students with special needs, etc.), as well as promising practices for overcoming barriers. Examples of tools can include short guides, infographics, toolkits, presentations, webinars.
3. Provide support to LCANs on managing the coalition-building and social change process, either directly or through outside sources.
4. Continue to provide opportunities for cross-regional learning and sharing, for example, through affinity groups.
5. Continue to provide annual Goal 2025 reports to LCANs (pending completion of 2.0 data dashboard; see objective 4).
6. Establish and periodically convene an LCAN Advisory Committee to provide feedback to FCAN on LCANs' needs for technical assistance and suggestions for other supports.
7. Expand LCAN re-grant program to provide funding in areas responsive to LCAN growth and sustainability, either directly or through other sources.
8. Continue to research and share with LCANs existing tools, templates and resources responsive to LCANs' needs.

**Objective 4: Increase public and network partner knowledge through non-partisan research, data, policies and programmatic trends that impact the achievement of Goal 2025 in Florida.**

**Action Steps:**

1. Expand, update, and maintain an online data dashboard with key indicators of FCAN Metrics.
  - a. Secure data-sharing agreement with Florida Dept. of Education to provide complete data sets for relevant metrics on regular and timely basis.
  - b. Develop additional components of data dashboard and create landing page to house all components.
  - c. Develop plan for "2.0" version of data dashboard that is intuitive, user-driven, and provides functionality for LCANs to download or otherwise integrate customized reports.

2. Provide thought leadership and thought partnership through writing and publishing issue papers, policy briefs, infographics, and/or other products on topics relevant to removing barriers to postsecondary education in Florida. Such products will be research-based, data-driven, demonstrate linkage to FCAN's core metrics and Goal 2025, and help new and existing LCANs and FCAN partners understand the barriers that affect college access and success as well as policies and practices for overcoming barriers. See Objective 3.2.
  - a. Calendar release of data analyses/interactive dashboards;
  - b. For each release, issue an infographic, short brief, webinar, and/or other product that discusses/illuminates findings.
  - c. Disseminate through LCANs, broader FCAN constituency, state-level partners, national partners, media.
  
3. Expand knowledge of research, data, policies, programmatic trends and best practices related to college and career readiness, access, postsecondary success, workforce development, and Goal 2025 through annual summit, presentations at other conferences and meetings, webinar series, affinity group meetings, FCAN newsletters, press releases, and other methods of dissemination.
  - a. Continue monthly webinar series. Demonstrate linkage of each webinar topic to FCAN Core Metrics and Goal 2025.
  - b. Hold annual summit. Offer sessions in categories of college and career readiness, access, postsecondary success, and workforce development and collective impact and/or FCAN Core Metrics.
  - c. Present at conferences, community meetings and events, and training programs.
  - d. Develop “one-pagers” with talking points on issues related to briefs, presentations, webinars, etc.
  - e. Explore additional avenues to support learning and knowledge development based on identified needs.

**Objective 5: Refine and implement a strategic communications plan to catalyze action from all sectors for achieving Goal 2025 in Florida.**

**Action Steps:**

1. Develop and implement an enhanced strategic communications plan to build awareness, expand knowledge development, and engage new and existing constituents representing multiple sectors and multiple geographies throughout the state.
  - a. Conduct a communications audit to gauge the efficacy of current communications strategies and identify opportunities for improvement.
  - b. Develop and implement a strategic communications plan.
    - 1) Identify and refine audience segments with profiles of their needs, interests, and means to reach them.

- 2) Develop a case statement that is consistent across audience segments while addressing specific audiences' needs and interests.
  - 3) Refresh FCAN's brand, logo and website (aligned with Objective 1); develop a brand identity and guidelines.
  - 4) Refine FCAN's communications activities for optimal impact, based on results of communications audit. Current communications activities include presentations at community meetings, conferences, and other events; e-newsletter; blog; social media; eblasts and press releases on new FCAN research, products and services; the promotion of webinars, summit, and other professional development opportunities.
  - 5) Develop strategy and tactics to celebrate LCANs' successes and promote their goals and collaborative initiatives to a broad audience.
  - 6) Develop strategy and tactics to proactively educate the media on relevant issues and to promote the work of the LCANs.
  - 7) Develop strategy and tactics for improved graphics and presentation of physical and digital media products tied to brand identity and guidelines.
  - 8) Implement the strategic communications plan and periodically review outcomes to revise and refine strategies and tactics for continuous improvement.
  - 9) Pending the completion of strategic communications plan, continue current communications strategies including:
    - a. Monthly newsletter with focus on reporting on LCAN and partner news, relevant research, policy developments, new resources, and other news of interest
    - b. Press releases and e-blasts on new FCAN research and data analyses, events, webinars, and other FCAN-related news
    - c. Social media presence and engagement with LCANs, statewide initiative site coordinators, and other partners on Twitter, Facebook, and other platforms
    - d. Separate electronic communications specific to LCANs.
    - e. Monthly analytics on various strategies
    - f. Develop strategies to increase, build e-subscriber list
    - g. Seek opportunities to present on Goal 2025, LCANs, relevant research, data and related topics at community meetings, events, conferences.
2. Develop and periodically update an asset map of organizations, programs, and stakeholders engaged in postsecondary access and attainment activities.
- a. Utilize FCAN's current e-subscriber list, web-based research, and LCAN asset maps to identify organizations and programs according to types of programming (utilizing categories described in FCAN's Core Metrics) and geographies served.
  - b. Conduct targeted outreach to introduce organization leadership to FCAN, connect to local LCANs, and otherwise cultivate as constituents, and invite inclusion on FCAN e-subscriber list.

- c. Disseminate asset map through website directory and other means.

**Objective 6: Build and strengthen partnerships and relationships to increase awareness and seek alignment of goals to achieve Goal 2025 in Florida.**

**Action Steps:**

1. Build and strengthen partnerships and relationships with targeted audiences, including statewide associations (FPN, CFEF, FASA, FSCA, FASFAA, FACRAO); key education system leaders (Education Commissioner's office, Florida Board of Education, Board of Governors, Florida College System, Higher Education Coordinating Council); key business and workforce development leaders (Florida Chamber, CareerSource Florida); student leadership groups (Florida Student Association).
  - b. Enhance role as convener of College and Career Readiness Coalition, in partnership with FSCA, to ensure that school counselors and other direct service providers have the capacity and training needed to build a college-going culture in the schools and communities they serve.
  - c. Serve as a thought partner/convener for a statewide partnership to explore and develop a policy agenda to establish a Florida postsecondary attainment goal.
  - d. Continue to explore opportunities for collaboration with state-level leaders, associations, and key education system leaders.

**Objective 7: Coordinate and support statewide initiatives that contribute to the achievement of Goal 2025 in Florida.**

**Action Steps:**

1. Continue to grow in role as statewide coordinator of "College Ready Florida" initiatives: Apply Yourself Florida, Florida FAFSA Challenge, and College Decision Day.
  - a. Convene steering committee of statewide leaders to support the College Ready Florida initiatives.
  - b. Continue to provide technical assistance to initiative site coordinators through one-on-one support.
  - c. Regularly update and provide program guides, materials, and marketing collateral.
  - d. Provide training opportunities for initiatives, live and/or via webinars.
    - 1) Explore expanding the provision of training through school districts as a means to engage broader participation.
  - e. Set goals for annual increase in number of participating schools, districts, and community agencies.
  - f. Promote and advocate for the expansion of initiatives through multiple communications platforms.
  - g. Continue to refine data gathering, evaluation, and reporting protocols.
  - h. Explore opportunities for volunteer recruitment to support sites.
  - i. Explore incentive and recognition programs to reward and support sites.

- 1) Survey key partners about what would be most helpful to them
    - 2) Identify means, through modest investments, to incentivize program implementation, data collection, and reporting.
  - j. Continuously improve by incorporating lessons learned into ongoing program development.
2. Explore opportunities to coordinate or otherwise promote and/or support additional statewide initiatives, based on input and feedback from LCANs, state-level partners, and other stakeholders. Opportunities may involve the scaling of promising practices instituted by LCANs and other partners as well as promising practices implemented by other state CANs and organizations outside of Florida with evidence of success. Opportunities may include not only college access initiatives, but also initiatives to improve persistence and completion, including for working-age adults.

## Measuring Success: Major Benchmarks

- Increase and diversify revenue streams, with no one source accounting for more than 30% of FCAN's annual operating budget by June 30, 2019.
- Increase local college access networks' geographic representation from 50% to 70% of Florida's urban and rural populations by June 30, 2019.
- Increase influence as measured by number of media citations, number of attendees at events and webinars, number of views on FCAN website and dashboard, and number of E-list subscribers.
- Demonstrate strengthened relationships with targeted current and prospective partners through both new and deepened linkages by June 30, 2019 compared to FY 15 – 16.
- Increase number of schools, districts and organizations engaged in statewide initiatives by June 30, 2019 compared to school year 15 – 16.

# Budget

Y1: July 1, 2016 – June 30, 2017:

<b>Salaries and employee-related expenses:</b>	<b>\$482,002</b>
(Executive Director, Associate Director, Special Projects Manager [.5 FTE], Communications and Engagement Manager, Network Partnerships Manager, Research Associate, Fund Development and Grants Manager (1.0 FTE x 6 months), Research Assistant (.5 FTE); Administrative Assistant (.55 FTE). (Fringe calculated at 16.94% f/t and .2 temp. Health benefits (f/t) calculated at \$1264/month @ family level).	
<b>Staff Training (collective impact conferences)</b>	<b>\$15,000</b>
<b>Supplies and Equipment:</b>	<b>\$7,000</b>
(Two computers/monitors; misc. supplies)	
<b>Communication:</b>	<b>\$19,700</b>
(Communication platforms, phone lines for 8 staff, photography and stock images, promotional items.	
<b>Food:</b>	<b>\$5,000</b>
(For meetings and gatherings other than the Summit)	
<b>Printing:</b>	<b>\$7,000</b>
(Presentations, statewide initiatives, reports and other products, LCAN support materials)	
<b>Travel related meetings</b>	<b>\$30,000</b>
(Presentations, attendance at meetings and conferences, registration fees where applicable)	
<b>Professional fees</b>	<b>\$177,000</b>
(Brand development, strategic communications planning, website build, graphic design, fund development consultant/coach, LCAN-related process experts/consultants, Gates policy consultant)	
<b>Subaccounts/LCAN Re-grants</b>	<b>\$220,000</b>
(Grants for planning [new LCANs], backbone/programs support [LCANs in implementation]), and stipends for LCAN collective impact training/conferences.)	
<b>Project evaluation</b>	<b>\$65,000</b>
<b>Other expenses</b>	<b>\$124,000</b>
(Annual summit, postage, promotional items/awards, misc.)	
[Note: annual summit anticipated to be self-sustaining in 2017]	
<b>Indirect (F&amp;A)</b>	<b>\$105,519</b>
<b>TOTAL:</b>	<b>\$1,257,221</b>

**Y2: July 1, 2017 – June 30, 2018:**

<b>Salaries and employee-related expenses:</b>	<b>\$538,532</b>
(Executive Director, Associate Director, Special Projects Manager, Communications and Engagement Manager, Network Partnerships Manager, Research Associate, Fund Development and Grants Manager, Research Assistant (.5 FTE) Administrative Assistant (.5 FTE). (Fringe calculated at 16.94% f/t and .2 temp. Health benefits (f/t) calculated at \$1,302/month @ family level).	
<b>Training:</b>	
Staff attendance at collective impact conferences/trainings	<b>\$15,000</b>
<b>Supplies and Equipment:</b>	<b>\$6,000</b>
(Two computers/monitors; misc. supplies)	
<b>Communication:</b>	<b>\$19,700</b>
(Communication platforms, phone lines for 8 staff; photography and stock images, promotional items.	
<b>Food:</b>	<b>\$5,000</b>
<b>Printing:</b>	<b>\$10,000</b>
(Presentations, statewide initiatives, reports and other products, LCAN support materials)	
<b>Travel related meetings</b>	<b>\$35,000</b>
(Presentations, attendance at meetings and conferences, registration fees where applicable)	
<b>Professional fees</b>	<b>\$107,000</b>
(Graphic design; data dashboard consultants; copy/content writer, LCAN-related process experts/consultants, Gates policy consultant).	
<b>Subaccounts/LCAN Re grants</b>	<b>\$220,000</b>
(For planning [new LCANs] or backbone support [LCANs in implementation] and for LCAN collective impact training stipends)	
<b>Project evaluation</b>	<b>\$65,000</b>
<b>Other expenses</b>	<b>\$93,500</b>
(Annual summit, postage, program awards and promotional items, misc. \$3,000)	
<b>Indirect (F&amp;A)</b>	<b>\$100,138</b>
<b>Total:</b>	<b>\$1,214,870</b>



**Y3: July 1, 2018 – June 30, 2019:**

**Salaries and employee-related expenses: \$549,663**

(Executive Director, Associate Director, Special Projects Manager, Communications and Engagement Manager, Network Partnerships Manager, Research Associate, Fund Development and Grants Manager, Research Assistant (.5 FTE), Administrative Assistant (.55 FTE).  
(Fringe calculated at 16.94% f/t and .2 temp. Health benefits (f/t) calculated at \$1,302/month @ family level).

**Supplies and Equipment: \$14,505**  
(Two computers/monitors; furniture and office equipment upgrades; misc. supplies)

**Communication: \$19,700**  
(Communication platforms, phone lines for 8 staff, photography and stock images, promotional items.

**Food: \$5,000**  
(One-on-one and group meetings)

**Printing: \$13,000**  
(Presentations, statewide initiatives, reports and other products, LCAN support materials)

**Travel related meetings \$35,000**  
(Presentations, attendance at meetings and conferences, registration fees where applicable)

**Professional fees \$110,000**  
(Graphic design, data dashboard consultants, copy/content writer, LCAN-related process experts/consultants, Gates policy consultant)

**Project Evaluation \$65,000**

**Subaccounts/LCAN Re grants \$150,000**  
(For planning [new LCANs] or backbone support [LCANs in implementation])

**Other expenses \$90,375**  
(Annual summit, postage, programmatic items/promotional items, misc. \$3,000)

**Indirect (F&A) \$89,741**

**Total budget: \$1,141,984**

# APPENDICES

## Situation Assessment

Florida College Access Network gathered information from diverse stakeholders to get a good understanding of their current situation. There have been many changes since the launch of FCAN’s original strategic framework. The following analysis examines their internal and external environments in an effort to match their resources and capabilities to their competitive environments.

<b>Internal</b>	
<b>Strengths</b>	<b>Weaknesses</b>
<p>Research, policy and data</p> <ul style="list-style-type: none"> <li>• Ability to gather and analyze data and use that data to inform conversations around college access at local and state levels; situated at a research university and has been supported by academic leaders at the University of South Florida (USF).</li> </ul> <p>Reputation</p> <ul style="list-style-type: none"> <li>• FCAN has built a strong reputation as a trusted source of data-driven research and as a convener. Demand for FCAN’s expertise and assistance is at a near “fever pitch” (words of one staff member).</li> <li>• “Trusted” is a big part of FCAN’s reputation.</li> </ul> <p>Convener</p> <ul style="list-style-type: none"> <li>• Unique position in K-20 education landscape: education systems and institutions are traditionally siloed; FCAN helps to build bridges between systems, sectors and institutions.</li> </ul> <p>Geographic footprint</p> <ul style="list-style-type: none"> <li>• LCANs are increasing in number and scope and currently represent about half of state population</li> <li>• Statewide initiatives expand FCAN’s reach in communities that have yet to form LCANs, with some overlap where both occur.</li> </ul>	<p>Funding</p> <ul style="list-style-type: none"> <li>• Need to diversify funding streams. Currently over-dependent on one main source of funding.</li> </ul> <p>Communications/Marketing</p> <ul style="list-style-type: none"> <li>• Need to grow reputation with certain sectors, notably business, workforce/ economic development, K-12 administrators, and school counselors not active with FSCA.</li> <li>• FCAN needs strategic communications plan that reflects current programmatic work and helps tell the LCAN and FCAN story to prospective funders and various stakeholder audiences.</li> </ul> <p>Culture</p> <ul style="list-style-type: none"> <li>• USF bureaucracy is slow-moving, time-consuming and keeps us from being as nimble as we would be otherwise.</li> </ul> <p>Staff/Organizational Capacity</p> <ul style="list-style-type: none"> <li>• Staff capacity: growing demand for services warrant growing staff capacity to keep up with demand. Staff often feels like we are racing to keep up. This results in primary focus on short-term needs and takes time away from long-term planning that could result in high-pay-off strategies.</li> </ul>

<b>Strengths</b>	<b>Weaknesses</b>
<p>Momentum</p> <ul style="list-style-type: none"> <li>Partnerships are increasing and growing at community, state, national levels, as more associations and communities become aware of our work.</li> </ul> <p>Embedded in USF (institutional support)</p> <ul style="list-style-type: none"> <li>Rich operations support from USF (fiscal management, business services, HR services, overhead) that would be expensive to duplicate and require additional staff members/consultants for fiscal management and operations.</li> </ul> <p>Strong staff</p> <ul style="list-style-type: none"> <li>Versatile, “can-do,” passionate for mission, team-oriented, have range of talents useful to various aspects of FCAN’s work.</li> </ul> <p>Direction/Strategy</p> <ul style="list-style-type: none"> <li>Multi-pronged strategy, “think and do tank”: FCAN’s strategy is unique in that it combines LCAN/systems development work with research, data, and to a lesser but growing extent, programs. This allows FCAN to tackle issues from multiple angles and mirrors the practice of marrying program and policy to accelerate impact.</li> </ul>	<p>Staff/Organizational Capacity continued</p> <ul style="list-style-type: none"> <li>Lack of sufficient work space/stations to accommodate needed growth.</li> <li>Need to further develop expertise in network development/collective impact as a team.</li> </ul> <p>Measurement</p> <ul style="list-style-type: none"> <li>FCAN needs to more explicitly align programs, projects to Core Metrics indicators and ultimately, Goal 2025.</li> </ul> <p>Relationships</p> <ul style="list-style-type: none"> <li>Need stronger connections with FLDOE, in particular, Board of Ed and Commissioner’s Office.</li> </ul> <p>Direction/Strategy</p> <ul style="list-style-type: none"> <li>Lack of Tallahassee footprint—no one working on the ground in Tallahassee on behalf of FCAN.</li> </ul>

## External

### Opportunities and Threats

#### Technology

- Media: The media as a sector, particularly traditional media outlets like print and TV, has undergone significant disruption of the status quo in recent years due to the rise of the Internet and social media as information sources. Media outlets are hungry for sources of original content and pressed for staffing and resources. Journalists value having content experts to help educate them on the issues as well as sources of both data and avenues for connecting with human interest story subjects that put a “face” on the data.

#### Political

- Redistricting at state level could provide opportunities for policy change.
- Higher Education Coordinating Council priorities align with those of FCAN.
- Anti-college rhetoric: “Is college worth it?” media stories and other arguments against a “college for all students” agenda.
- Florida is a large state situated in a politically conservative Southern region that values small government, strong work ethic, and a commitment to individual agency that should be rewarded.
- Political changes (new U.S. president and administration, US ED) may or may not continue some of the initiatives that have advanced college access at national level.
- Florida’s traditional service industries (e.g., travel, hospitality) may push back on “college for all” agenda; leaders in geographies with high tourism may be less enthusiastic about supporting LCAN development. Same may be said for rural, agricultural communities.

#### Demographics

- Florida’s Baby Boomer population is projected to increase from 20% to 25% of state’s population in the coming years, resulting in a projected labor shortage.
- Florida’s minority population is currently 42% and growing. Closing the equity gap of increasing importance, especially for the soon-to-be majority “minority” population.
- Florida is a state with significant in-migration from other states and countries, resulting in a diverse mix of cultures and ideas.
- Large retiree population may not be as engaged or supportive of education attainment and policies/funding that support it (flipside of opportunities to engage “silver citizens”).

#### Economy

- Economics may impact fund development opportunities.
- Labor market projections demonstrate an increasing need for postsecondary attainment.

## Opportunities and Threats (cont'd)

### Education

- Growing interest in a statewide attainment goal; statewide partnership in which FCAN participates has formed to advance a goal for Florida.
- Narrow definition of college and career readiness to encompass academics only means that schools lack strong incentives to enact programs and policies to build a college-going culture. In some schools, such activities are viewed as extra-curricular and are not adopted due to staffing capacity.
- Future of Lumina community partnership for attainment program and the Florida LCANs in which Lumina has invested.

### Other

- The developing Kresge/Helios partnership is an opportunity to hold up as an exemplar for similar collaboratives with other funders and partners. For example, we might employ a similar model to support statewide college access initiatives.
- Having increasing support from national partners is an opportunity to boost our “cache” with other prospective funders.
- System-level change takes time, patience on part of funders, and does not fit traditional programmatic “inputs/outputs” framework.
- Extent to which political context within Florida communities may impact engagement and cooperation in LCANs (e.g., siloed cultures, political in-fighting, competition for resources, etc.)

## Recent Accomplishments

- Helped support the development of nine local college access networks that collectively serve 22 counties and almost half of Florida's population.
- Held the first-ever statewide convening of LCAN leadership, with 45 leaders comprising teams representing nine regions.
- Launched the LCAN Leadership Collaborative with affinity groups reflective of LCAN needs and interests.
- Provided comprehensive data reports and support with data analysis to 11 regions collectively representing 24 counties.
- Widely recognized throughout Florida as a trusted source of information, clearinghouse, and authority on student-centered postsecondary policies and best practices for boosting college and career readiness, access, and completion.
- Cited or quoted over 130 times since July 2013 through dozens of media outlets including the Tampa Bay Times, Orlando Sentinel, Miami Herald, Gainesville Sun, News Press, LA Times, and Christian Science Monitor.
- Published two data dashboards and six non-partisan policy research briefs on college access and higher education topics.
- Presented at over 72 conferences, events, meetings and hearings between July 2013 and April 15, 2016, including the Florida House Education Appropriations Subcommittee, Florida Chamber Foundation, Florida Philanthropic Network, Leadership Florida, United Way Worldwide, National College Access Network, and Consortium of Florida Education Foundations.
- Piloted the College Ready Florida series of statewide initiatives including Florida College Application Month, Florida FAFSA Challenge, and Florida College Decision Day. According to coordinators of the American College Application Campaign, FCAN's pilot of Florida College Application Month was one of the largest and most-successful first-year efforts of its kind nationwide, with 43 registered schools and over 1600 students filling out almost 2,000 applications. FCAN has trained 145 school counselors and college access professionals affiliated with 120 schools and 4 school districts as of April 15, 2016.
- Hosted the 2014 Florida College Access and Success Summit for a record 164 attendees; as of April 15, 147 are registered a month in advance of the 2016 Summit.
- In partnership with the National League of Cities, hosted the Florida City Leaders Forum on College Access and Success for 60 elected and appointed city and county officials.
- Hosted 19 webinars between July 2013 and May 1, 2016, for which average attendance has grown from approximately 30 in 2013 to 100 – 250 in 2015 - 16.

## **Florida College Access Network Advisory Council**

**Tony Carvajal, Executive Vice President, Florida Chamber Foundation**

**Senator Anitere Flores, District 37, Florida Senate**

**Jennifer Grove, Community Development Manager, Gulf Power Company**

**Charles Hokanson, Senior Vice President and Chief Policy Officer, Helios Education Foundation**

**Gene Marshall, Vice Chairman of the Board, Northstar Bank**

**Ralph Wilcox, Ph.D., Provost and Executive Vice President for the University of South Florida System**



## Florida College Access Network: Background

The Florida College Access Network (FCAN) is Florida's first collaborative network of state and local entities committed to increasing postsecondary access and attainment for all Florida students, especially those traditionally underrepresented in higher education.

Launched in 2012 and housed at the University of South Florida, FCAN is built on the relationships, experiences, and lessons-learned from the previous network development efforts of ENLACE Florida. ENLACE Florida formed in 2006 as a cooperative partnership between the University of South Florida, University of Central Florida, Florida Atlantic University, and Florida International University. Inspired by the success of the ENLACE initiatives in Tampa and Miami funded by the W.K. Kellogg Foundation, ENLACE Florida strove to build a statewide network devoted to improve college readiness, access, and success for Hispanic students in Florida.

Over time, ENLACE Florida expanded its scope of work from providing direct services to promoting policy development, institutional re-engineering, and sustainability. In 2008, as part of an agreement with the Florida Board of Governors, the ENLACE mission expanded beyond Latino students to serve all limited-income, first-generation, under-represented students.

ENLACE Florida also benefited from additional investments, knowledge, relationships, and support from Lumina Foundation by serving as the statewide coordinator of such national college access initiatives as College Goal Sunday and KnowHow2GO. These initiatives helped connect ENLACE Florida to a national community while providing its network partners with actionable, turn-key programmatic tools.

In October 2011, the Helios Education Foundation awarded the University of South Florida a planning grant to build on the success of ENLACE Florida and support the development of the Florida College Access Network. With Helios' support, FCAN convened a task force of multi-sector leaders from throughout the state to develop its first strategic plan. Additional support was provided by the Florida Department of Education and Lumina Foundation. Additional contributing partners included the Consortium of Florida Education Foundations, Community Foundation of Tampa Bay, Florida Philanthropic Network, NorthStar Bank, State University System of Florida, National College Access Network, and Michigan College Access Network.

In 2013, Helios Education Foundation awarded FCAN with a three-year grant to implement its first strategic plan. The core strategy since 2013 has been to support the development of local college access networks, which are place-based strategic alliances of leaders and organizations representing all sectors to set common goals with shared metrics and align existing programs and resources to optimize college and career readiness, access, and success.

Today, nine networks collectively represent 22 counties and about half of Florida's population. FCAN also continues to build on ENLACE's strong foundation of research and data analysis and coordinates a suite of statewide initiatives designed to build a college-going culture in schools and communities throughout the state.

# Current Trends in College Readiness, Access and Success in Florida

## State Demographics

**Population Changes:** Florida's current population is 20.27 million (July 1, 2015), 3<sup>rd</sup> in the nation exceeded by only California and Texas. Between 2015 and 2025, Florida's population is projected to increase 10.7% to 22.44 million. Over two-thirds (69%) of the increase in Florida's population during that time is projected to take place among non-White racial/ethnic residents.

Source(s): U.S. Census, Florida Bureau of Economic and Demographic Research (BEBR)

## College & Career Readiness

**High school graduation rate:** Florida's current graduation rate is 77.8% (2014-15). Subgroups with the highest high school graduation rate are Asian (90.8%, 2.8% of cohort) and non low-income (85.6%, 49% of cohort) students, followed by White (82.7%, 43.6% of cohort), female (81.7%, 49.3% of cohort), Hispanic/Latino (76.7%, 27.7% of cohort), Male (74.1%, 50.7% of cohort), low-income (70.3%, 51% of cohort) and African-American students (67.9%, 22.9% of cohort).

**Performance in accelerated curricula:** 53.3% of public high school graduates in Florida (2012-13) completed at least one advanced placement (AP), International Baccalaureate (IB) diploma, Cambridge Advanced International Certificate of Education (AICE) diploma or dual enrollment course, also known as "advanced curricula."

**Bright Futures eligibility:** 14% of public high school graduates in Florida received a Bright Futures Scholarship award in 2014-15, down from a high of 33% in 2007-08. Fewer students received Bright Futures in 2014-15 than in 1998-99 -- the scholarship's second year in existence.

Source(s): Florida Department of Education

## Access & Affordability

**College-going rate:** Florida's current college going rate is 75.3% (2011-12). Subgroups with the highest college going rates are Asian (88.2%, 3.6% of cohort), non low-income (79.3%, 67.7% of cohort), and female (79.3%, 54.9% of cohort) students, followed by American Indian (77.3%, 1% of cohort), Hispanic/Latino (75.5%, 23.1% of cohort), Multiracial (75.0%, 3.2% of cohort), White (74.7%, 50.6% of cohort), African-American (74.5%, 19.3% of cohort), males (71.0%, 45.1% of cohort), and low-income students (68.1%, 32.3% of cohort).

Source(s): Florida Department of Education

**FAFSA completion rate:** 50.9% of Florida's high school graduates completed a Free Application for Federal Student Aid (FAFSA). Florida ranks 35<sup>th</sup> among all states in the nation for the proportion of high school seniors completing the FAFSA (2014-15). Of high school seniors that completed a FAFSA, 59% are eligible for a Pell Grant in Florida (5<sup>th</sup> highest in the nation).

Source: U.S. Department of Education Office of Student Financial Aid, Western Interstate Commission for Higher Education, FL College Access Network

## College Performance

**Early college success rate:** Florida's "early college success rate," which indicates the percent of college-going high school graduates who earn one year of college credit during their first two years of enrollment, is 66.5% (2010-11). Subgroups with the highest early college success rate were Asian (83.2%, 4.4% of cohort), White (70.4%, 54.0% of cohort) and non low-income (70.2%, 74.4% of cohort), followed by female (69.8%, 58.9% of cohort), multiracial (64.7%, 2.8% of cohort), Hispanic/Latino

(64.6%, 22.7% of cohort), American Indian (64.6%, 1.0% of cohort), males (62.3.7%, 41.1% of cohort), low-income (57.8%, 25.6% of cohort), and African-American (55.6%, 15.8% of cohort) students.

Source(s): Florida Department of Education

**College graduation rate:** Florida's college graduation rate for students who first enrolled in college in 2009 and attended a 4-year public college is 54.3% and 51.6% for 2-year public colleges (2015). The graduation rate at 4-year private nonprofit colleges is 67.3%.

Source(s): National Student Clearinghouse, Chronicle of Higher Education

**Number of degrees awarded:** In 2014, Florida's postsecondary institutions awarded 271,540 undergraduate degrees and credentials, including 79,189 (29.2%) undergraduate certificates, 96,342 (35.5%) Associate's degrees and 96,009 (35.4%) Bachelor's degrees.

Source: The Institute for College Access & Success, College InSight, <http://www.college-insight.org>.

## Adult Access & Completion

**Adults with some credit but no degree:** There are roughly 2.1 million (or 21.1%) working-age adults (ages 25-64) in Florida with some college credit, but no degree (2014).

Source: U.S. Census Bureau, American Community Survey

**Adult college graduation rate:** Florida's 6-year graduation rate for adults ages 25 and older starting college in 2009 is 36.8% at 4-year public institutions, 44.4% at 2-year public colleges, and 44.7% at 4-year private nonprofit colleges.

## Workforce & Economic Outcomes

**Median first-year earnings:** Students earning a bachelor's degree from a State University System institution secured employment with annual incomes of \$38,632 by the fall following graduation, with 65% employed and 16% continuing their education (2013-14). High school graduates not continuing their education made an average \$11,600 annual income.

Source: Florida Education and Training Placement Information Program (FETPIP).

## College Attainment

**Young adults with an associate's degree or higher:** The percentage of young adults (ages 25-34) with an associate's degree or higher is 39.6% (2014).

**Working-age adults with an associate's degree or higher:** The percentage of working-age adults aged 25-64 with an associate's degree or higher was 38.9% (2014). Florida currently ranks 31<sup>st</sup> in the nation in this metric.

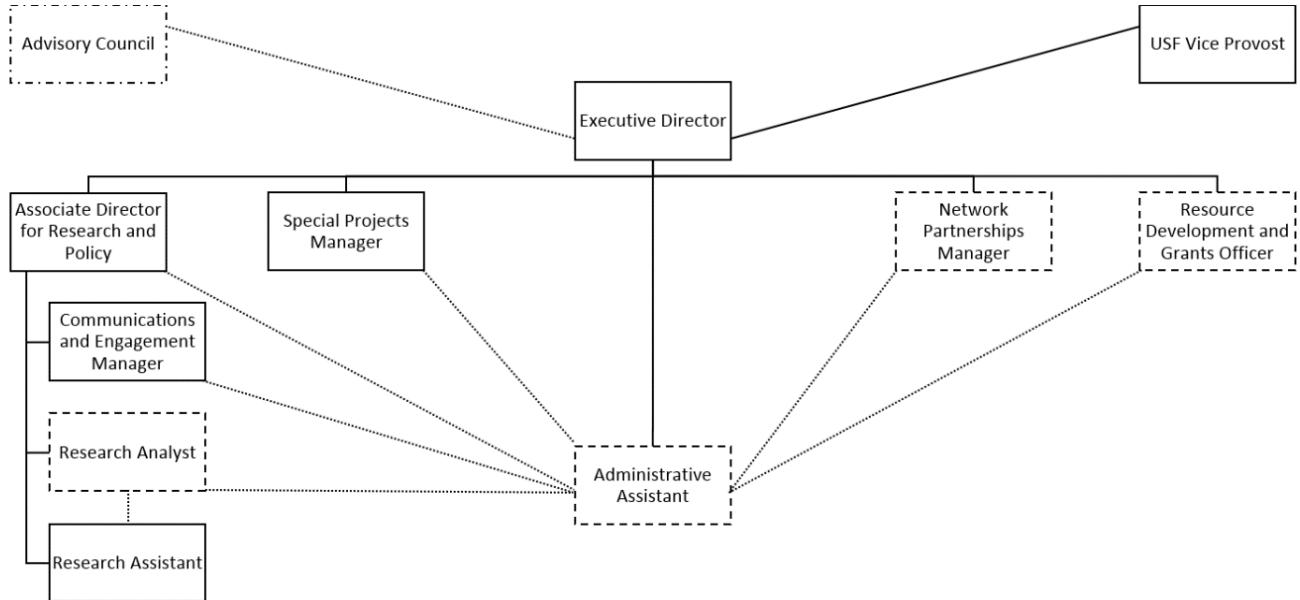
Source: U.S. Census Bureau, American Community Survey

## Target Audiences

- Statewide associations including Florida Philanthropic Network, Consortium of Florida Education Foundations, Florida Association of School Administrators, Florida School Counselor Association, Florida Association of Financial Aid Advisors, Florida Association of College Registrars and Admissions Officers, Florida PTA, Florida School Board Association.
- State government leadership and their staffs.
- Key education leaders, including those affiliated with the Florida Department of Education Commissioner, Florida Board of Education, Florida Board of Governors, Florida College System, Florida Higher Education Coordinating Council.
- Key business and workforce development leaders, including Florida Chamber of Commerce, CareerSource Florida.
- Student leadership groups, including Florida Student Association.
- Regional leaders representing K-12, higher education, philanthropy, nonprofits, business, local government, and the faith community.
- School counselors, college advisors, and student direct service providers.

**Ultimate Beneficiaries: Florida students**

# FCAN Organizational Chart



FCAN currently operates as a program housed at the University of South Florida (USF) and conducts its work under the oversight of the Vice Provost of Student Success pursuant to the FCAN Strategic Framework. It maintains its name, website, and brand identity independent of USF and exercises academic freedom in the development and implementation of its work. Its strategic direction is informed by its advisory council, a non-fiduciary body.

## Glossary of Terms

**Adult with some college but no degree:** A student who has returned to college after a period of time outside of the education system.

**Credit hour:** Units of value given to classes, often based on the number of hours a student is expected to attend class each week.

**College:** Refers to institutions that offer education or training beyond high school and includes colleges, universities, career schools and technical/vocational colleges among other variations.

**College and career readiness:** As defined by the Florida Department of Education, when students have the knowledge, skills, and academic preparation needed to enroll and succeed in introductory college credit-bearing courses without the need for remediation. These same attributes and levels of achievement are needed for entry into and success in postsecondary workforce education or directly into a job that offers gainful employment and career advancement.

**College access movement:** Efforts to increase the college enrollment of students by providing support and information about college preparation, paying for college, career selection, financial aid resources, assistance with the college selection and application process, etc.

**College completion:** The completion of a postsecondary degree or credential.

**FAFSA:** Free Application for Federal Student Aid: Federal form that students must complete in order to qualify for federal funds, such as grants, loans and work-study funds. Some state financial aid programs and other private sources for aid also require a completed FAFSA to determine award eligibility.

**Florida College Application Month:** The goal of Florida College Application Month is to provide every graduating high school senior the opportunity to apply to college. The statewide initiative, which is part of the American College Application Campaign, takes place in the month of October.

**Florida College Decision Day:** A statewide initiative (part of the national College Signing Day) that recognizes and celebrates high school seniors for their postsecondary plans and encourages all students to prepare early for college. Held around May 1, it coincides with the date when seniors typically must inform colleges of their plans to enroll.

**Florida FAFSA Challenge:** A statewide initiative by Florida CAN to boost the number of Florida seniors completing the FAFSA. The challenge encourages districts and schools to increase FAFSA completion rates by at least 5% over the prior year.

**Industry-based certification:** Also known as industry certifications or just certifications, these are credentials awarded by a licensing agency based on pre-determined criteria through

demonstrating on an exam the knowledge, skills and abilities to perform a specific job. These are time-limited credentials that are renewed through a recertification process (expiration terms vary by certification).

**Local College Access Network (LCAN):** A place-based strategic alliance representing a cross-sector of leaders and organizations representing school districts, postsecondary institutions, nonprofits, philanthropy, local government, and business, dedicated to collectively working together to increase college readiness, access and success for students in their regions.

**Persistence or retention rate:** Typically refers to the percentage of first-time college students who return to the same institution for their second year. “Persistence” and “retention” are often used interchangeably, although some argue that “persistence” refers to students’ ability to complete first-year courses and “retention” to the rate at which students enroll at the same institution for a second year.

**Postsecondary education:** Education and/or training beyond high school.

**Postsecondary attainment rate:** As defined by Lumina Foundation, the proportion of the working-age population (ages 25 – 64) of a particular demographic or geography that holds a postsecondary degree or credential.

**Postsecondary certificate:** Similar in nature to an associate’s or bachelor’s degree, a postsecondary certificate is earned through time in class and is awarded for life upon meeting requirements (unlike industry-based certifications or licensures). Certificates are typically classified by length of program, with the majority taking a year or less to complete.

**Postsecondary credential:** The completion of a program of study beyond high school, such as a bachelor degree (four-year program of study), associate degree (two-year program of study), or postsecondary certificate.

**Postsecondary degree:** The completion of a program of study leading to an associate (two-year) degree, bachelor (four-year) degree, or higher.

**Student success:** A favorable or desired outcome for a student enrolled in postsecondary education, such as retention, persistence, academic achievement, and educational attainment.

**Technical assistance:** A specialized service or skill that an organization does not possess within the organization, but which it may need in order to operate more effectively.

**Workforce development:** An economic development approach that attempts to enhance a region’s economic stability and prosperity by preparing workers with the skills needed to meet the hiring demands of employers, with the goal to place workers in jobs where there are career development opportunities.