



HIGHER EDUCATION  
**COMPACT**  
OF GREATER CLEVELAND

# Raising the Bar

2012 REPORT TO THE COMMUNITY



READINESS



ACCESS



PERSISTENCE

Our community's pledge to help youth enroll  
in college and graduate with a degree.

## Dear Partners:

To me, there is no issue more critical to our success, as individuals and as a community, than education. Education has the power to change lives and provides us all with a roadmap for how to become the community that we aspire to be. Because of this, in 2010, I convened civic leaders, educators, and college and university presidents to address the question of how to increase the number of students who are prepared for, enroll in and graduate from college. The group recommended that we work collaboratively to increase college readiness, access and persistence. Thus, through the Higher Education Compact of Greater Cleveland, a newly formed network of 15 Ohio colleges and universities, the Cleveland Metropolitan School District and more than 40 community-based organizations, our community is working together to *raise the bar* for Cleveland's children.



The Higher Education Compact's charge was to publish a common set of measures for college attainment, set improvement goals for those measures as well as monitor and share outcomes with the community through a College Success Dashboard. Over the past year, partners of the Compact have aligned their organizational outcomes to the goals of the Compact, openly shared the baseline data that informs the College Success Dashboard and partnered in unprecedented ways to create intervention plans that will set up our students for success. The partners have committed to collecting and sharing this data with the community annually.

This Report to the Community shares with you the College Success Dashboard benchmarking data as well as some of the more promising and innovative practices that are being put in place to support students. The numbers in this report give us a clear understanding of the challenges we face and how much work needs to be done to get us to our goal. And, there are indications that we are beginning to make a difference as a result of our combined focus on college attainment. It is my expectation that we will continue to build upon this progress and begin to see improvement in the data as soon as next year. I am encouraged by the Compact's efforts this first year, and I hope that after reading this report, you will be as well.

Thank you for your continued partnership.

Sincerely,

A handwritten signature in blue ink, appearing to read 'Frank G. Jackson', written in a cursive style.

Mayor Frank G. Jackson  
City of Cleveland

# Introduction

*Raising the Bar* is the Compact's first annual report to the community. It provides an overview of why college is important, the status of college readiness, access and persistence in Cleveland and how Compact partners are organizing to increase educational attainment. The major focus of the report is the College Success Dashboard, which includes key college readiness, access and persistence indicators that were identified by the Compact partners as critical to increasing college attainment in Cleveland. The 2012 report provides baseline data, which will be updated each year to determine and report progress. This data is drawn from multiple sources – government and institutional – and is the most current available.

## Key Takeaways from the Report



### College Readiness

- **Cleveland Metropolitan School District (CMSD) high school graduation rates are up:** The on-time graduation rate increased from 53 percent to 56 percent from 2010 to 2011; 65 percent of current CMSD seniors are on-track to complete high school within four years.
- **CMSD college readiness rates are low:** The majority of CMSD graduates who enroll in college are not prepared for college-level work; in 2010, 76 percent tested into remedial math and English language arts courses.
- **CMSD is aggressively addressing college readiness:** In 2012, the CMSD began to implement the Cleveland Education Plan for Transforming Schools, the common core standards for math and English Language Arts and a new teacher development and evaluation system.



### College Access

- **More CMSD graduates are enrolling in college:** Over the past five years, the percentage of CMSD high school graduates entering college has increased from 52 percent to 63 percent. Eighty percent of the CMSD graduates who enroll in college attend one of the 15 Compact colleges and universities.
- **Cleveland is making progress on key access measures:** Free Application for Federal Student Aid (FAFSA) completion rates among CMSD high school seniors increased from 47 percent in 2011 to 59 percent in 2012, and the percentage of CMSD students taking the ACT exam exceeds the national average due to district-wide administration of the exam.
- **Compact community partners are aligning their work:** Community-based organizations have been trained on the *Naviance* college and career planning software, allowing them to help students complete necessary college-going tasks.



### College Persistence

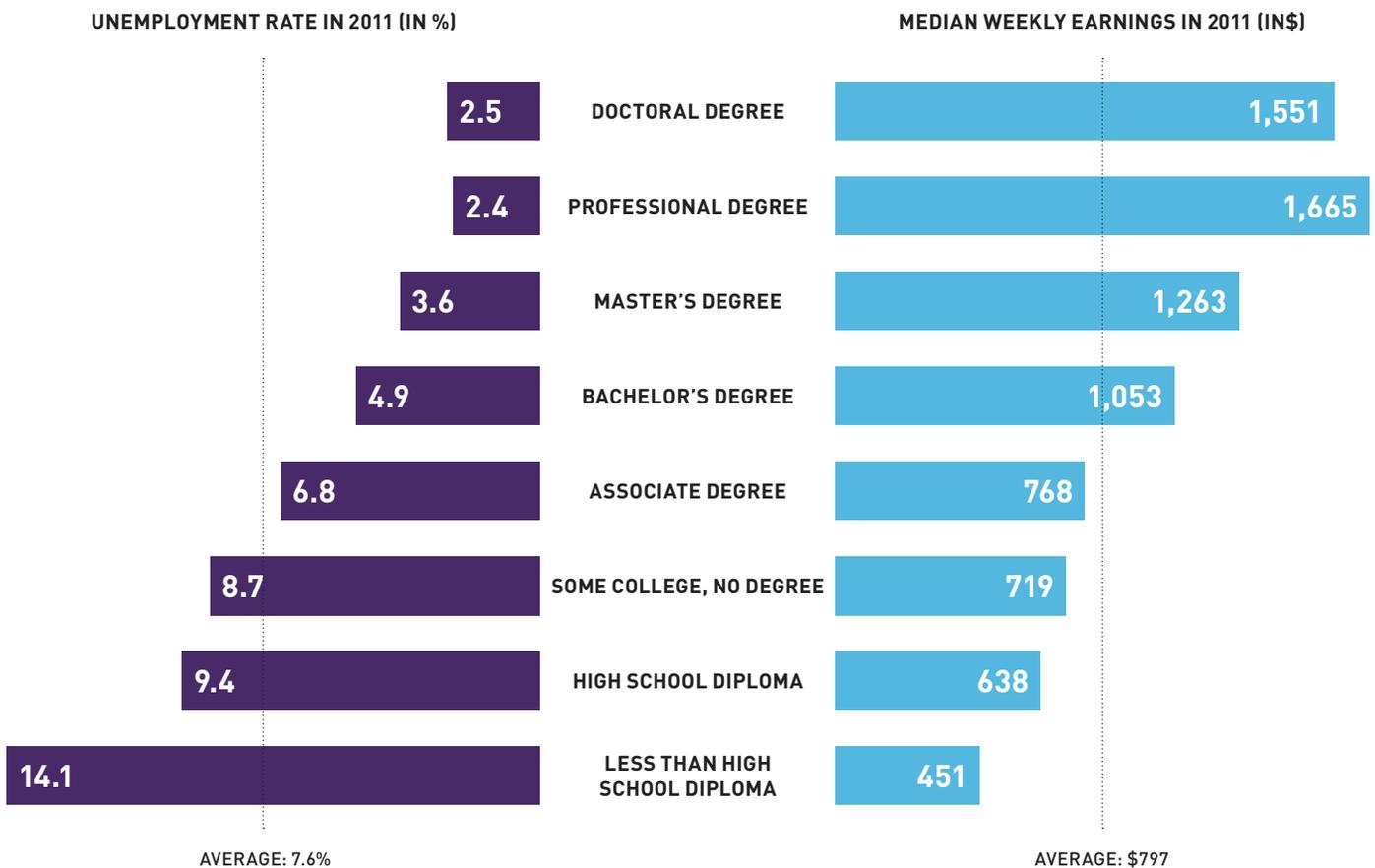
- **College completion rates for CMSD graduates have increased:** For CMSD graduates that entered college in 2006, the six-year completion rate within Compact institutions was 32 percent, an increase of four percentage points over the completion rate for the CMSD cohort that entered college in 2005 and graduated in 2011 (28 percent).
- **College retention and completion rates are lower for CMSD graduates:** Retention and completion rates are lower than both the national average and the overall rates for Compact institutions.
- **Colleges and universities are focused on intervention:** Compact colleges and universities have developed a Strategic Outcomes Report to set data-driven goals to better support students, resulting in higher persistence and completion rates.

## Why College Is Important

Earning a two- or four-year degree has never been more crucial to our success, individually, as a community and as a nation. Our ability to compete in the global economy depends on our ability to educate a workforce that understands how to navigate it. We know that by 2018, nearly 60 percent of newly-created jobs will require some kind of post secondary education<sup>1</sup>. This demand for increasing college attainment brings with it the following benefits:

- College graduates earn more and are less likely to be unemployed. In fact, a college graduate earns 1.8 times more than a high school graduate, worth more than \$1 million over a lifetime of earnings<sup>2</sup> (see chart below).
- Higher education rates correlate to lower crime, expanded community amenities and a more substantial tax base. Increasing college attainment by just 1 percent in Northeast Ohio would boost the region's economic output by \$2.8 billion annually.<sup>3</sup>

### Education Pays



Source: Bureau of Labor Statistics, Current Population Survey

<sup>1</sup> Source: Lumina Foundation, A Stronger Nation through Higher Education

<sup>2</sup> Source: Bureau of Labor Statistics, Current Population Survey. [http://www.bls.gov/emp/ep\\_chart\\_001.htm](http://www.bls.gov/emp/ep_chart_001.htm). Data are for persons age 25 and over. Earnings are for full-time wage and salary workers.

<sup>3</sup> Source: CEOs for Cities, Talent Dividend

## The College Attainment Problem in Cleveland

The demand for an educated workforce has never been greater, but Greater Cleveland currently is not producing nearly enough college graduates to meet it. The U.S. Census Bureau reports that only 25 percent of all Ohioans and 26 percent of Northeast Ohioans 25 and over have earned at least a bachelor's degree. In Cleveland, the situation is even worse, as only 6 percent of Clevelanders have earned at least a bachelor's degree.

In Cleveland, while the number of CMSD graduates enrolling in college within one year has steadily increased from 52 percent in 2005 to 63 percent in 2011, the percentage of students completing their college degree remains low. Based on the most recent educational attainment data from the National Student Clearinghouse, for every 100 students who graduated from CMSD in 2006:

**.51** Did Not Enroll in College Within 1 Year    **49** Enrolled in College Within 1 Year    **37** Returned for a Second Year of College    **14** Completed a Degree Within 6 Years



## Organizing for Impact

In 2010, Mayor Jackson approved the formation of the Higher Education Compact. The Compact is a promise – in the form of a written pledge to the community and our students – to do what it takes to remove obstacles that prevent Cleveland youth from going to and succeeding in college. The Mayor, the County Executive, the CEO of the Cleveland Metropolitan School District, the leaders of 15 colleges and universities where the majority of CMSD graduates enroll as well as area foundations and community organizations came together over the last year to implement an unprecedented community-wide effort to set goals, align work, develop metrics and report annually on their progress toward significantly increasing the number of students that graduate with degrees.

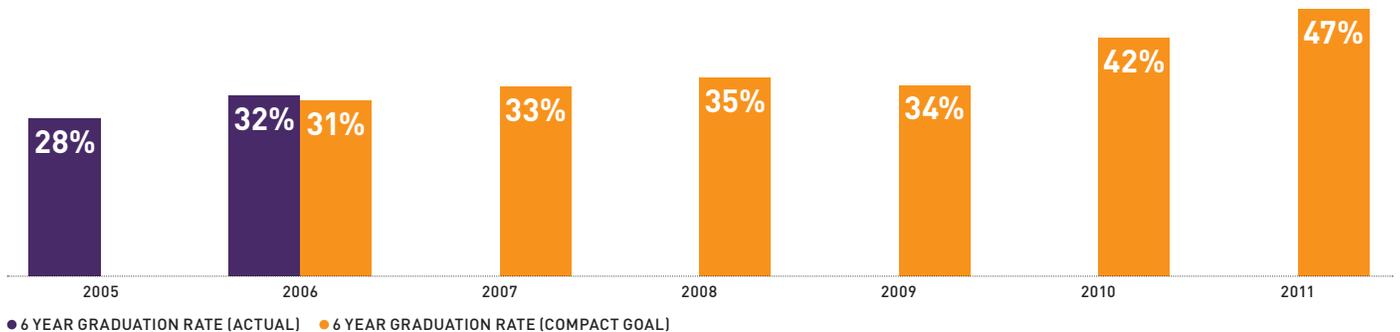
Real progress was made in Year 1. Each Compact partner developed and began implementing strategies and measurements to improve progress toward college completion. Specifically:

- The CMSD is working hard to increase the quality of teaching and learning in classrooms, through the implementation of a new teacher development and evaluation system; the common core standards for mathematics and English Language Arts; and the Cleveland Education Plan for Transforming Schools.
- Compact colleges and universities have developed a system to monitor CMSD graduates within their institutions and are implementing their proactive intervention plans to remove barriers to student success.
- Compact community partners have aligned themselves with the CMSD and are using *Naviance* – an online college and career readiness tool – as an advising tool with students to reinforce usage and help them meet college-going benchmarks.

Using 2011 as the baseline, Compact partners collectively established 6-year goals that, if met, will significantly improve educational attainment.

EDUCATIONAL ATTAINMENT OUTCOMES	BASELINE YEAR 2011	GOAL BY 2017	% INCREASE
<b>CMSD HIGH SCHOOL 4 YEAR GRADUATION RATE</b>	<b>56%</b>	<b>71%</b>	<b>27%</b>
<b>CMSD COLLEGE ENROLLMENT</b>	<b>61%</b>	<b>66%</b>	<b>8%</b>
<b>CMSD GRADUATE COLLEGE COMPLETION RATE; FOUR-YEAR COLLEGE/UNIVERSITY</b>	<b>28%</b>	<b>47%</b>	<b>68%</b>
<b>CMSD GRADUATE COLLEGE COMPLETION RATE; TWO-YEAR COLLEGE</b>	<b>2%</b>	<b>7%</b>	<b>250%</b>

In addition, Compact partners have set annual interim goals to measure progress against the six-year goal. The following chart demonstrates that the four-year Compact institutions have set a collective goal of graduating 47 percent of the CMSD graduates who enrolled in their institutions in 2011.



## The College Success Dashboard

To measure and report progress, Compact partners adopted a College Success Dashboard, which will provide an annual snapshot of student and community successes and challenges. The Dashboard includes a number of indicators that will allow us to measure progress related to college readiness, access and persistence, and Compact partners have agreed to align their work to these indicators. The 2012 College Success Dashboard presents baseline data for the purpose of benchmarking and determining our starting point. We hope that each year, our collective efforts will translate into progress on these indicators, which in turn, will contribute to the achievement of the Compact's goal of increasing college attainment in Greater Cleveland.

 <b>Readiness Indicators</b>	 <b>Access Indicators</b>	 <b>Persistence Indicators</b>
<p>Percent students on-track to graduate</p> <p>Percent students graduating with a 3.0 GPA or higher</p> <p>Percent CMSD graduates with a score of 21 or higher on the ACT</p> <p>Percent students participating in Advanced Placement testing</p> <p>Percent students earning a score of 3, 4 or 5 on Advanced Placement exams</p> <p>Percent high school students participating in post secondary enrollment options</p> <p>Percent high school graduates needing remediation in math or English</p>	<p>Percent students using <i>Naviance</i>, an online college and career readiness/ planning tool</p> <p>Average number of times students take the ACT</p> <p>Percent students completing at least one college application by February 15</p> <p>Average number of completed college applications per student (of those that completed one)</p> <p>Rate of approved Free Application for Federal Student Aid (FAFSA) completion</p>	<p>Percent CMSD graduates retained in Compact institutions from year 1 to year 2</p> <p>Percent CMSD graduates graduating from 4-year Compact institutions (4-year rate and 6-year rate)</p> <p>Percent CMSD graduates graduating from 2-year Compact institutions (3-year rate)</p> <p>Percent students transferring from 2-year to 4-year institutions</p> <p>Rate of first-time remedial coursework completion</p> <p>Percent students completing at least 24 college-level credits within one year of enrollment</p>

The following pages explore college readiness, access and persistence in more detail as well as provide the context behind the numbers through trend data and the promising practices that are being employed to make progress on the Dashboard indicators.



# College Readiness

Across the nation, a significant percentage of students enter college unprepared to succeed academically. In Ohio, 39 percent of college students under the age of 20 took either remedial English or remedial math courses in 2010.<sup>5</sup> The number of CMSD students needing remediation is nearly double the state average.

Students have the content knowledge, critical thinking, research skills and academic habits to successfully complete college coursework without remediation<sup>4</sup>.

The Compact has identified seven research-based indicators to measure college readiness (see below).

While primary accountability for these indicators lies with the CMSD, our schools cannot do it alone. All of us must work to provide a consistent and clear understanding of what students are expected to learn so they are prepared to be successful in college.

Compact partners that directly serve students pledge their support by aligning their own organizational goals and programming and reinforcing the work that will be done by the CMSD to improve readiness outcomes for students. We will know we are successful when we see a decrease in the number of students needing remedial coursework when they begin college.

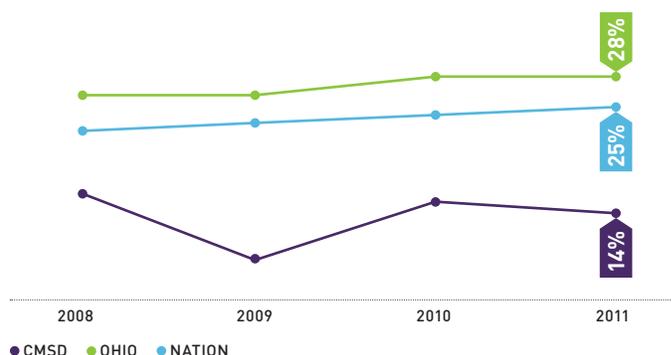
## College Success Dashboard: Readiness Indicators

Percent students on track to graduate <sup>6</sup>	65%
Percent students graduating with a 3.0 GPA or higher	23%
Percent graduates with a score of 21 or higher on the ACT	14%
Percent students participating in Advanced Placement testing <sup>7</sup>	7.6%
Percent students earning a score of 3, 4 or 5 on Advanced Placement exams	5%
Percent high school students participating in Post Secondary Enrollment Options Program (PSEOP <sup>8</sup> )	4%
Percent high school graduates needing remediation in math or English	76%

While there is good news – nearly two-thirds of CMSD graduates are on track to graduate on time – the bad news is that they are scoring low on other readiness indicators.

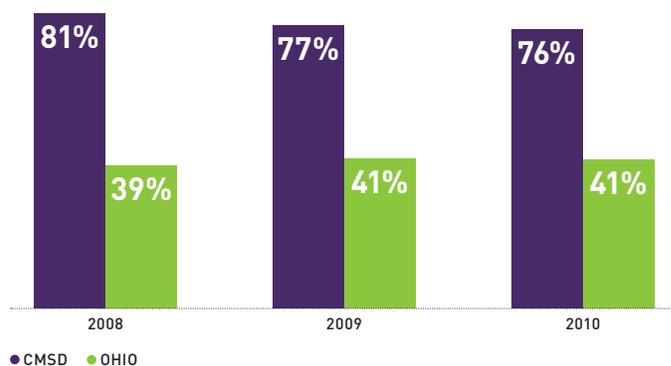
### Percent of On-Time CMSD Graduates Meeting ACT College Readiness Benchmarks

The national benchmark for college readiness is a score of 21 on the ACT exam. Only 14 percent of CMSD graduates score a 21 or above on the ACT. This is well below state and national averages. The average ACT score among CMSD students is a 16.



### Percent of Graduates Enrolled in Remedial Math or English in the University System of Ohio Colleges

While the remediation rate for CMSD students has slightly decreased, it is still significantly higher than the state average.



## Promising Practice: College Readiness

### Cleveland Metropolitan School District’s Progress toward Graduation Report (PGR) helps students meet district and state requirements and achieve college readiness goals

- CMSD introduced the PGR in the 2012-2013 academic year, which provides high school students with CMSD and Ohio graduation requirements as well as a list of courses that colleges expect to see on student transcripts as they consider applicants.
- Each semester, the PGR is distributed with report cards, which documents student’s credit in core subjects, electives, foreign language, health/physical education, Ohio Graduation Test prep, college and career readiness as well as their overall GPA.
- The PGR suggests activities that the students and their families should be completing related to college and career readiness and provides information on resources that are available to CMSD students to help them accomplish those tasks.

<sup>4</sup> Remediation: Preparatory classes taken in college by students whose placement exams do not qualify them for college-level coursework. Also called developmental education.

<sup>5</sup> According to the Ohio Board of Regents

<sup>6</sup> On-track to graduate - Completing the milestones and expectations necessary to complete District and Ohio requirements for graduation, including passing the Ohio Graduation Test.

<sup>7</sup> Advanced Placement Testing: Many four-year colleges in the United States and more than 60 other countries give students credit, advanced placement or both on the basis of AP Exam scores. By entering college with AP credits, students have the time to move into upper level courses, pursue a double-major or study abroad.

<sup>8</sup> Post Secondary Enrollment Options Program: opportunities for students to earn college credits while still in high school.



# College Access

Readiness is the first step toward increasing college attainment. But being ready is not enough – students need to be able to access higher education. Support from multiple sources – family, school and community – is critical to helping students pursue and select the right college. These supports are particularly important for low-income and first-generation students whose family members may not have attended college.

Students having the awareness, opportunity, support and financing necessary to select and attend a college that is the “right fit.”

The Compact has identified five indicators that measure engagement in college access activities that the school district and community-based partners have put in place for students and families. Of particular note is the implementation of *Naviance* in the CMSD during the 2011-2012 academic year. This online college and career planning program connects academic activities to post secondary goals. Every CMSD high school student was given access to this innovative software. It allows students and families to make informed decisions about what high school coursework is needed for college, compares colleges and universities, identifies scholarship opportunities, tracks college applications, and provides access to other helpful college information.

The Compact’s community based partners have committed to using data to strategically realign their work to more directly support college readiness, access and persistence among students. Several organizations have been trained to use *Naviance* and are working with students to complete college-going tasks.

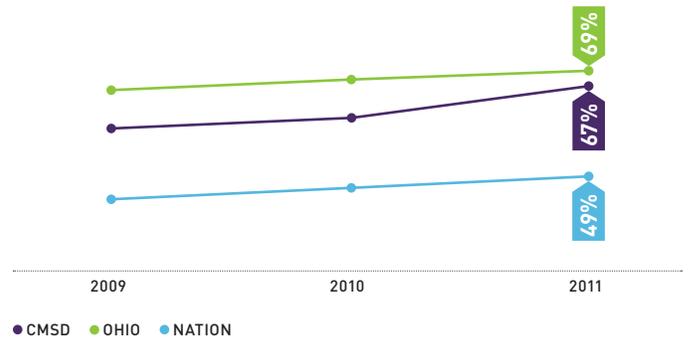
This level of collaboration and data sharing is unprecedented – there is no other agreement between a school district and community organizations like this in the country. We are breaking new ground, here in Cleveland.

## College Success Dashboard: Access Indicators

Percent students using <i>Naviance</i>	54%
Average number of times students take the ACT	1.67
Percent students completing at least one college application by February 15	50%
Average number of completed college applications per student (of those that completed one)	4.3
Approved Free Application for Federal Student Aid (FAFSA) completion rate	59%

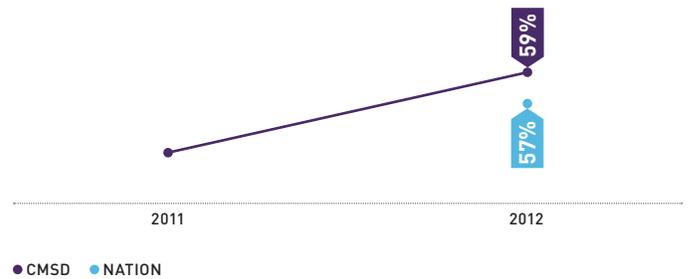
## On-Time Graduates Taking the ACT

Studies show that ACT scores increase with the number of times a student takes the exam, and higher ACT scores correspond to increased merit-based aid. More CMSD graduates are taking the ACT due to district-wide administration of the exam, providing all students the opportunity to take the exam for free. The CMSD and College Now also provide waivers allowing students to take the ACT additional times, increasing the likelihood of a higher score.



## CMSD FAFSA Completion Rates

FAFSA (Free Application for Federal Student Aid) completion rates among CMSD graduating seniors increased by 12 percentage points from 2011 to 2012 and exceeded the national average. The FAFSA measures a student's ability to pay for college and determines their potential level for financial aid, which is awarded on a first-come, first-served basis. The FAFSA priority deadline is February 15.



## Promising Practice: College Access

### College Now Greater Cleveland helps students gain college admission and financial aid

- College Now Greater Cleveland has advising staff in 70+ Cleveland area schools, including every CMSD high school. Each year, College Now helps more than 20,000 students through the college-going process, including the financial aid process and completing the FAFSA.
- Experts from College Now work with students in schools and in community organizations to help complete the FAFSA. Due to a targeted awareness campaign, FAFSA completion among CMSD seniors increased from 47 percent in 2011 to 59 percent in 2012.
- The Cleveland Foundation College Now Scholars Program provides advising for the top CMSD students. These high-achieving students receive special assistance exploring and enrolling in the college that best fits their needs. Scholars from the 2011-2012 program are currently attending Case Western Reserve University, Cornell University, Harvard University, Oberlin College, The Ohio State University and Stanford University – many on full scholarships.

### Esperanza uses Naviance to improve student preparation for OGT, ACT and career planning

- Esperanza uses the ACT test preparation practice tests in *Naviance* to help students prepare for the Ohio Graduation Test (OGT) and the ACT. Higher scores on these tests improve high school graduation rates, college admission rates and scholarship awards.
- Esperanza uses *Naviance's* career interest and personality inventory modules to help students build resumes, develop career plans, and match high school students with adult mentors who have similar interests or are in professions related to a student's intended career.
- School attendance rates for students served by Esperanza have increased. Students more strongly link school attendance with readiness for college and careers. Esperanza's students are now absent or tardy from school 2-3 days less often, a positive trend.



# College Persistence

Over the past five years, the percentage of CMSD high school graduates entering college has increased from 52 percent to 63 percent. However, enrolling in college is not enough. For the Compact, earning a degree is the primary measure of success – though we recognize that transferring to other educational institutions and earning industry-based certificates are measures of success for some community college students.

Students having the academic and self-management skills, resilience, resources and institutional support to successfully navigate and persevere through college.

Methods of measuring student persistence vary. In this report, we use institutional retention and completion rates as proxies for persistence within Compact institutions. Retention rates commonly measure the percentage of freshmen that re-enroll the next academic year as sophomores. The primary reason that retention rates, along with graduation rates, are important is that they are perceived as indicators of academic quality and student success.

The Compact’s indicators are based on institutionally-reported data capturing the CMSD students that entered their institutions, returned for a second year and completed their degree at the same Compact institution.<sup>9</sup>

The Compact has chosen six indicators (see below) to measure persistence using retention and completion rates for CMSD graduates enrolling in college. Data for three of these indicators are included in this report; the additional three will be included next year. The Compact’s higher education partners believe these measures are predictors of retention and help colleges and universities identify interventions needed to advance student persistence.

## College Success Dashboard: Persistence Indicators

Percent CMSD graduates retained in all Compact institutions from year one to year two	47%
Percent CMSD graduates earning degrees from four-year Compact institutions (four-year rate and six-year rate)	4 YR 10% 6 YR 28%
Percent CMSD graduates earning degrees from the two-year Compact institution (three-year rate)	2%
Percent of students transferring from two-year to four-year institutions	NA
First-time remedial course completion rate	NA
Percent students completing at least 24 college-level credits within one year of enrollment	NA

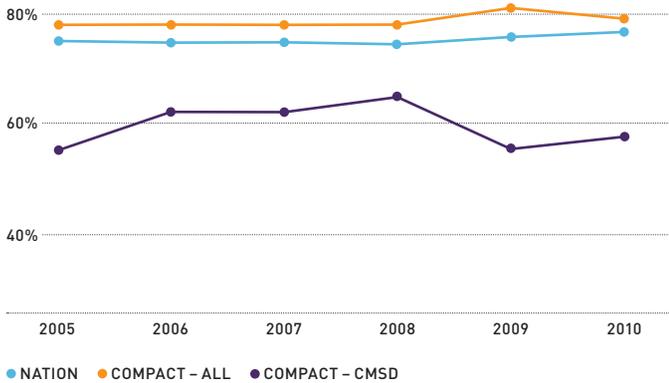
<sup>9</sup> The Compact also has retention and completion data from the National Student Clearinghouse, which reports these indicators for an entire graduating class no matter where they started or where they completed their degree. The Clearinghouse data is notably more comprehensive, but because 80 percent of CMSD graduates attend the 15 Compact institutions, we have chosen to only include their data, which do not measure transfer students.

## College Retention Rates

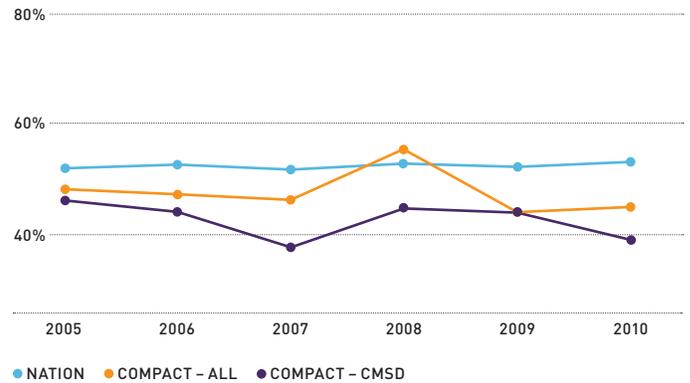
In this report, retention is defined as the number of students that enrolled in a Compact institution within 12 months of graduating high school and returned to that same Compact institution the following year. The retention rate for CMSD graduates attending four-year and two-year Compact institutions is lower than both the national average and the overall retention rate for Compact institutions.

Retention Rates from Year 1 to Year 2

### 4-Year Institutions



### 2-Year Institutions



## Promising Practice: College Persistence

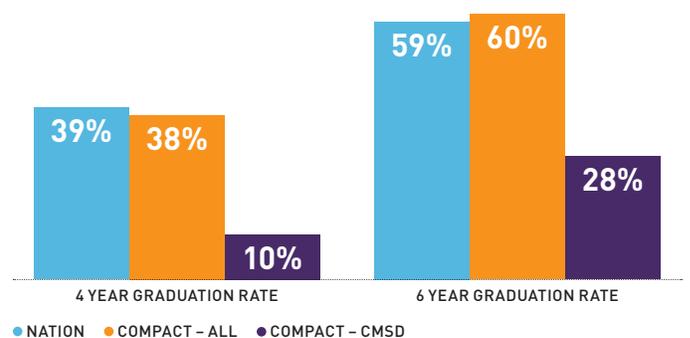
### Case Western Reserve University's (CWRU) Emerging Scholars Program advances persistence and college readiness among CMSD graduates

- The Emerging Scholars Program is a six-week summer program in which incoming Cleveland students complete coursework in math and English and are introduced to academic and administrative staff and services to help them succeed.
- Students earn six credits and build a network of peers, faculty and staff to assist them when they face obstacles on their path to college completion.
- Scholarships cover the cost of the courses and a \$3,000 stipend helps cover living expenses and replaces income students would have earned in summer jobs.
- In 2011, the program launched with 12 students; 100 percent of them re-enrolled at CWRU for their second year. The 2012 program had 13 students, all of whom are expected to return for year two.

## College Completion Rates: Four-Year Institutions

Like retention, college completion is defined for the Compact as the number of students that enrolled at a Compact institution within 12 months of graduating high school and received a degree from that same Compact institution. The college completion rate for CMSD graduates is lower than both the national average and the overall graduation rate for Compact institutions, which is generally equivalent to the national averages.

On-Time and Extended Completion Rates: 4-Year Institutions (Class of 2005)

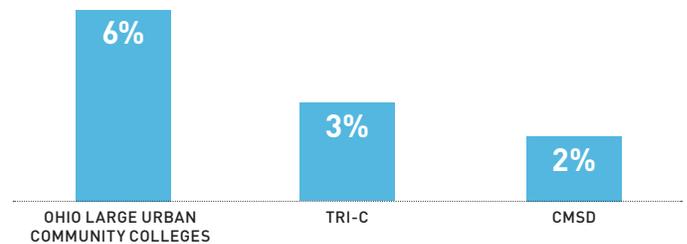


## College Completion Rates: Two-Year Institutions

Cuyahoga Community College (Tri-C) faces unique challenges related to retention and completion. It is an open enrollment institution, admitting any student who wishes to pursue higher education, regardless of previous educational performance. On average, the CMSD graduates entering Tri-C are less prepared for college than their counterparts entering four-year institutions. In 2011-2012, 95 percent of CMSD graduates entering Tri-C were required to take remedial math and 78 percent were required to take remedial English. Instead of immediately taking college-level coursework, students spend precious time and money on remedial coursework, slowing their momentum toward degree completion and requiring a high level of perseverance and, from the college, additional support. In addition, community colleges generally are considered “transitional starting places,” so students are more likely to transfer to other institutions before completing their associate’s degree. Furthermore, Tri-C is an institution that many attend to become career-ready and therefore leave after completing the required job training.

### Comparison of Three-Year Graduation Rates

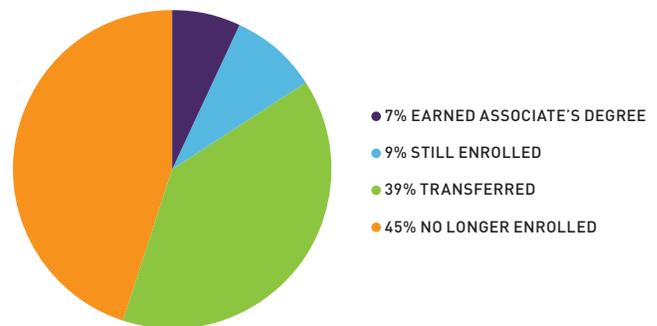
The national average three-year completion rate for community colleges is 31 percent (2011 data). This figure compares Tri-C’s three-year completion rate for CMSD graduates with Tri-C’s overall completion rate and the average completion rate of peer institutions in Ohio.<sup>10</sup>



Comparison data from the Ohio Board of Regents is for the Class of 2005.

### Tri-C 2005 CMSD Cohort: Six-Year Outcomes

This figure provides the six-year outcome data from Tri-C. Of the 394 CMSD graduates that enrolled in Tri-C for the 2005-2006 academic year, to date, 29 (7 percent) have graduated with an associate’s degree, 34 (9 percent) are still enrolled and 155 (39 percent) transferred to other schools. Of those that transferred, 9 (2 percent) have received degrees from other institutions.<sup>11</sup>



### Promising Practice: College Persistence

#### Cuyahoga Community College’s (Tri-C) initiatives decrease number of students needing remedial coursework in math or English

- In 2012, CMSD graduates entering Tri-C took a practice placement test before taking the official test. Both tests were taken closer to high school graduation to ensure minimal loss of content knowledge.
- Students who placed into remedial coursework were invited to participate in a two-week bridge course. Following course completion, they could retake the test for potential placement into a higher-level course.
- Of the 2012 CMSD graduates who participated in the course, 20 percent tested into a higher level of math and English compared to 2011 CMSD graduates.

<sup>10</sup> Ohio large urban community colleges include Columbus State University, Cuyahoga Community College, Owens Community College (Toledo area) and Sinclair Community College (Dayton area).

<sup>11</sup> Transfer data from the National Student Clearinghouse

# Compact Partners

## Education Partners

Baldwin Wallace University | Bowling Green State University | Case Western Reserve University | Cleveland Metropolitan School District | Cleveland State University | Cuyahoga Community College | Hiram College | John Carroll University | Kent State University | Notre Dame College | Oberlin College | Ohio Board of Regents | Ohio University | The Ohio State University | The University of Akron | The University of Toledo | Ursuline College



## Community Partners

ACE Mentor Program of Cleveland | America Scores | Aspire Program at Hathaway Brown | Big Brothers/Big Sisters | Boys & Girls Club of Cleveland | Breakthrough Charter Schools | Broadway/Slavic Village P-16 Project | CEOs for Cities | City of Cleveland | City Year | Cleveland Clinic-Civic Education Initiatives | Cleveland Foundation | Cleveland Public Library | College Board | College Now Greater Cleveland | Cuyahoga County | Dream On Foundation | Eaton Corporation Foundation | Educational Services Center of CC | Employment Connection | Esperanza, Inc. | Facing History and Ourselves | Federal Reserve Bank of Cleveland | Friendly Inn Settlement | Greater Cleveland Partnership | Greater Cleveland YMCA | Ideastream | Junior Achievement | KeyBank Foundation | Martha Holden Jennings Foundation | Minds Matters | New Bridge | Northeast Ohio Council on Higher Education | Northeast Ohio Medical University | Policy Bridge | RPM International, Inc. | Saint Luke's Foundation | Saint Martin de Porres High School | Sisters of Charity Foundation | The Business of Good Foundation | The Diversity Center of Northeast Ohio | The George Gund Foundation | The Literacy Cooperative | The Presidents' Council Foundation | Third Federal Foundation | Urban League of Greater Cleveland | WIRE-Net | Young Audiences of Northeast Ohio | Youth Opportunities Unlimited

The Higher Education Compact of Greater Cleveland would like to acknowledge the significant contribution from College Now Greater Cleveland, which provides staff resources and office space to the Compact.



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