



HIGHER EDUCATION
COMPACT
OF GREATER CLEVELAND

REPORT TO THE COMMUNITY 2018





DEAR FRIENDS OF THE HIGHER EDUCATION COMPACT:

When I brought together leaders from K-12, higher education, government, philanthropy, and the nonprofit community to create the Compact in 2010, we were in a much different place than we are now. We would not begin to implement Cleveland's Plan for Transforming Schools for two more years, and many student-serving organizations were doing what they could to support students and working toward the same goal – student success – but were not necessarily aligned and moving in the same direction.

With the Compact came awareness about the critical need for increasing the educational attainment levels in our community, a discipline around implementing effective student supports, and transparency in holding ourselves accountable through an annual report of our collective progress. It would take enormous effort to significantly increase college readiness, college access, and college persistence among CMSD students.

As you will see in the following pages, we have made substantial progress in college readiness, but we have seen startling declines in many of the college access and persistence goals and indicators over the last year and, in some instances, since we began measuring. The high school graduation rate continues to climb, with the class of 2017 graduating at a rate of 75 percent, 19 percentage points higher than where we began with the class of 2011. Despite this, college enrollment among CMSD graduates has declined 16 percentage points in the same period, and the six-year completion rate from Compact

four-year institutions is one percentage point lower than when we began measuring. The three-year completion rate from Compact two-year institutions, however, has increased by 10 percentage points over seven years of measurement.

This data demonstrates why our community actively pursued becoming a Say Yes to Education chapter. The Compact's work helped lay the groundwork for this exciting development. Say Yes is an opportunity for the community to remove barriers to student success from pre-kindergarten through postsecondary degree completion, and I believe it will be a catalyst for the change we want to see in our college access and persistence outcomes. I look forward to our continued partnership as we shift into a new phase of the work of increasing educational attainment among CMSD students.

Sincerely,

A blue ink signature of Frank G. Jackson.

Frank G. Jackson
Mayor
City of Cleveland



CITY OF CLEVELAND
Mayor Frank G. Jackson



CHANGING EDUCATIONAL LANDSCAPE

More than a decade ago, a number of community leaders in Cleveland began exploring the establishment of a “Cleveland Promise” college scholarship program for students who graduate from the Cleveland Metropolitan School District. A major impetus for this effort was the fact that Ohio ranks 45th out of 50 states in college affordability, making college out of reach for many Cleveland students. The Cleveland Promise exploration sought to address college affordability and at the same time address three goals: to increase Cleveland’s population and the education level of the City’s residents, to improve college access for middle- and low-income families in Cleveland, and to boost economic growth.

While there was consensus that a “Cleveland Promise” was a good idea, more work needed to be done to improve the college readiness of Cleveland students so they could take full advantage of the scholarship, and more work needed to be done to support students through college so they graduated with a degree. Additionally, the cost of an endowed scholarship was not something the community could take on at the time. It was from this exploration, however, that the Higher Education Compact was formed, with partners from government, philanthropy, higher education, and community-based, youth-serving organizations. These partners pledged to work together to remove the barriers to student success, to annually measure college readiness, college access, and college persistence among CMSD students, and to implement supports that would improve student outcomes. At the same time, the CMSD began implementing *Cleveland’s Plan for Transforming Schools*, our city’s plan to ensure every child in Cleveland attends a high-quality school and every neighborhood has a multitude of great schools from which families can choose. The Cleveland Plan focused primarily on K–12 education, but postsecondary education was a critical piece of the plan.

While the Compact and the CMSD undertook this important work, community leaders continued to explore programs that would address issues of affordability for Cleveland students. In 2015, a new opportunity came to their attention: Say Yes to Education. Say Yes combines a robust, community-raised “promise” scholarship with a multi-sector system for deploying critical wraparound services (physical and mental health, after-school and summer programming, legal clinics, tutoring, etc.) in schools and in neighborhoods to support students and families. Say Yes works with the city, county, and school district to analyze current public spending patterns and realign and reallocate these dollars to ensure quality services are available in all public schools.

For more than two years, the community, led by six convening partners – City of Cleveland, Cuyahoga County, Cleveland Metropolitan School District, Cleveland Foundation, College Now Greater Cleveland and United Way of Greater Cleveland – worked tirelessly to become a Say Yes chapter. Because of the success of the Cleveland Plan, the collective commitment to measuring data on student success through the Compact, and the community’s reputation for strong civic leadership and philanthropy, Cleveland was named a Say Yes chapter in January 2019. Nearly \$90 million has been raised toward a \$125 million goal, which will allow for the awarding of scholarships for the next 25 years.

The first Say Yes scholarships will be awarded to the CMSD class of 2019, and wraparound services will be implemented in stages over the next four years. We believe Say Yes will enhance improvements we’re already seeing in college readiness and will be the jump start we need to begin seeing significant improvement in college enrollment and completion rates among CMSD graduates. As such, we are reporting on last year’s progress for the Compact, but also progress over the last seven years, to set the stage for this next exciting chapter.



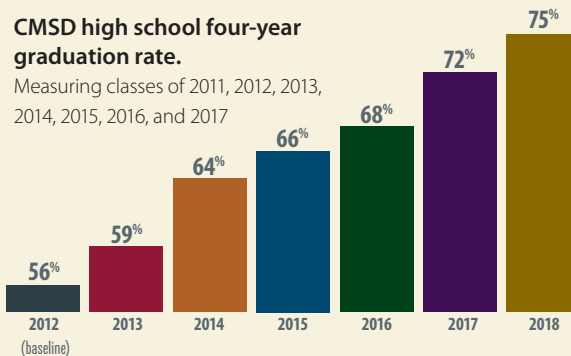
COLLEGE READINESS

According to the Ohio Department of Education, over the last seven years, the CMSD had one of the largest gains in the state, increasing its high school graduation rate by 16 percentage points, to 72 percent among the class of 2016. That trend continues with the class of 2017, which had a high school graduation rate of 75 percent.

READINESS GOAL

CMSD high school four-year graduation rate.

Measuring classes of 2011, 2012, 2013, 2014, 2015, 2016, and 2017



The Compact identified seven indicators related to college readiness. Four of the seven indicators demonstrated improvement over the last year. The on-track to graduate measure was not measured for the class of 2018 and will not be measured for the class of 2019 due to changes in Ohio's high school graduation requirements.

The percentage of students graduating with a 3.0 GPA or higher decreased from a high of 39 percent among the class of 2016 to 33 percent among the class of 2017. A 3.0 GPA is significant because many higher education institutions use it as the threshold for scholarships. It is also the minimum GPA for accessing elite institutions. Over the last seven years, the percentage of students graduating with a 3.0 GPA increased by 10 points.

The percentage of students scoring a 21 or higher on the ACT decreased from 12 percent among the class of 2017 to 11 percent among the class of 2018. Over the last seven years, the percentage of students scoring a 21 or higher on the ACT fluctuated, increasing two to three points, then fell to 11 percent, one point lower than where we began with the class of 2011.

The percentage of students participating in Advanced Placement (AP) testing among the class of 2017 is 6.9 percent, the highest point since we began measuring with the class of 2011, when it was just 5 percent. The percentage of students scoring a 3, 4 or 5 on AP exams was 10.9 percent among the class of 2017, up from 10.7 percent among the class of 2016 and more than five percentage points higher than where we began with the class of 2011.

The percentage of students participating in College Credit Plus (CCP) among the class of 2018 was 8.5 percent, compared to 8.1 percent among the class of 2017 and only slightly under the 8.6 average participation rate for the State of Ohio. Unlike its predecessor, Post Secondary Enrollment Options Program or PSEOP, CCP is open to 7th and 8th graders, in addition to high school students. This increase in the number of students who could enroll in college classes can explain the decline we saw between the class of 2015 and the class of 2016. Over the last seven years, the percentage of students participating in PSEOP or CCP increased by 4.3 points.

The percentage of the class of 2017 enrolling in Ohio public colleges and universities needing remediation in math or English was 58 percent, a seven-point decrease from the class of 2016, and 18 percentage points below our starting point of 76 percent among the class of 2011. This considerable progress demonstrates that more CMSD graduates are arriving on college campuses prepared for college-level coursework.

We are proud of the progress made in college readiness. The CMSD has made gains in the high school graduation rate, Advanced Placement testing, CCP participation and reduced the percentage of students needing remediation in math or English. We expect college readiness indicators to continue to improve with the continued implementation of the Cleveland Plan and the phasing in of Say Yes Cleveland.

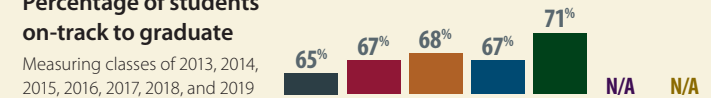


READINESS INDICATORS

2012 (baseline) | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | 2019

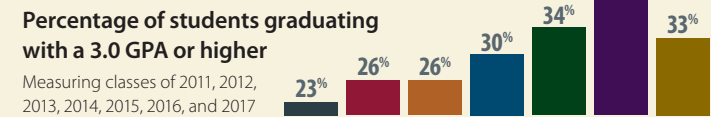
Percentage of students on-track to graduate

Measuring classes of 2013, 2014, 2015, 2016, 2017, 2018, and 2019



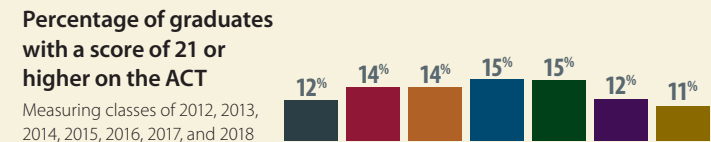
Percentage of students graduating with a 3.0 GPA or higher

Measuring classes of 2011, 2012, 2013, 2014, 2015, 2016, and 2017



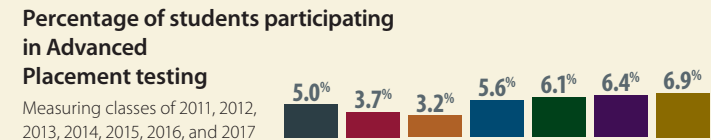
Percentage of graduates with a score of 21 or higher on the ACT

Measuring classes of 2012, 2013, 2014, 2015, 2016, 2017, and 2018



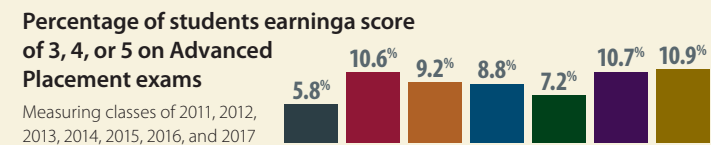
Percentage of students participating in Advanced Placement testing

Measuring classes of 2011, 2012, 2013, 2014, 2015, 2016, and 2017



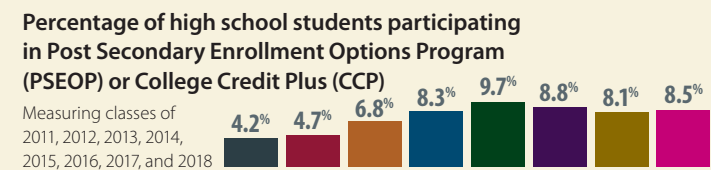
Percentage of students earning a score of 3, 4, or 5 on Advanced Placement exams

Measuring classes of 2011, 2012, 2013, 2014, 2015, 2016, and 2017



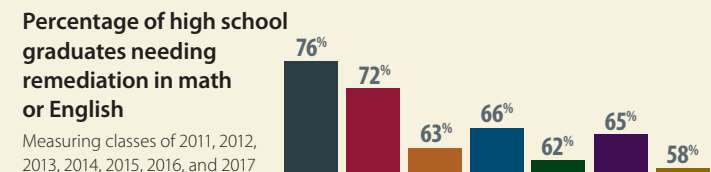
Percentage of high school students participating in Post Secondary Enrollment Options Program (PSEOP) or College Credit Plus (CCP)

Measuring classes of 2011, 2012, 2013, 2014, 2015, 2016, 2017, and 2018



Percentage of high school graduates needing remediation in math or English

Measuring classes of 2011, 2012, 2013, 2014, 2015, 2016, and 2017



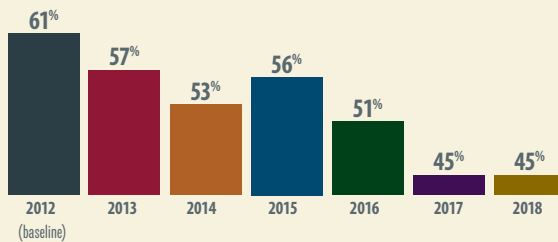
COLLEGE ACCESS

The Compact's overall college access attainment goal at the outset was to increase college enrollment within one year among CMSD graduates from 61 percent among the class of 2011 to 66 percent among the class of 2016. We have not met that goal. In fact, postsecondary matriculation rates fell significantly over the last seven years. Since 2011, the college enrollment rate declined by 16 percentage points to 45 percent among the class of 2016 and remains at 45 percent for the class of 2017.

ACCESS GOAL

CMSD graduate college enrollment within one year.

Measuring classes of 2011, 2012, 2013, 2014, 2015, 2016, and 2017



The Compact has identified five indicators related to college access. Only two of the indicators improved over the last year.

The percentage of students using Naviance, a web-based college and career planning tool implemented in the CMSD in 2011, decreased seven percentage points, from 48 percent among the class of 2017 to 41 percent among the class of 2018. Over the last seven years, the percentage of students using Naviance decreased by 13 points.

The average number of times students take the ACT improved from 1.31 among the class of 2017 to 1.41 among the class of 2018. Over the last seven years, the average number of times students take the ACT decreased by .26 points.

The percentage of students completing at least one college application among the class of 2018 was 58 percent, flat compared to the performance of the class of 2017 on this measure but eight percentage points higher than when we began measuring with the class of 2012. The average number of college applications completed per student (of those

that completed one) increased from 5.50 among the class of 2017 to 6.23 among the class of 2018. That is 1.93 more applications per student than the class of 2012.

The percentage of students who completed the Free Application for Federal Student Aid (FAFSA) declined from 72 percent among the class of 2017 to 65 percent among the class of 2018. Over the past seven years, that increased by six percentage points. FAFSA completion is an important indicator of a student's intent to enroll in a postsecondary program.



Despite the progress that has been made in college readiness, college access has been an area in which we continue to struggle. We believe that a major college access barrier – college affordability – will be removed with the roll-out of Say Yes Cleveland, and we expect the indicators associated with intent to enroll in a postsecondary program, like completing college applications and completing the FAFSA, to improve.

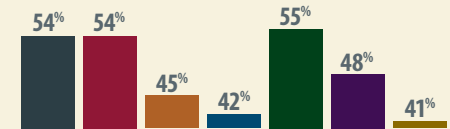


ACCESS INDICATORS

2012 (baseline) | 2013 | 2014 | 2015 | 2016 | 2017 | 2018

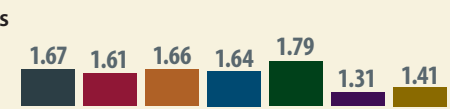
Percentage of students using Naviance

Measuring classes of 2012, 2013, 2014, 2015, 2016, 2017, and 2018



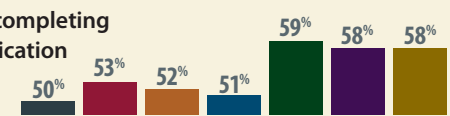
Average number of times students take the ACT

Measuring classes of 2012, 2013, 2014, 2015, 2016, 2017, and 2018



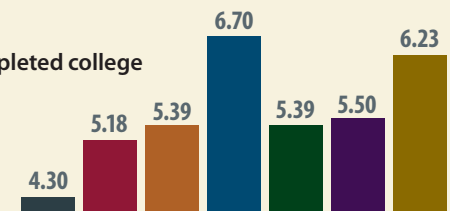
Percentage of students completing at least one college application

Measuring classes of 2012, 2013, 2014, 2015, 2016, 2017, and 2018



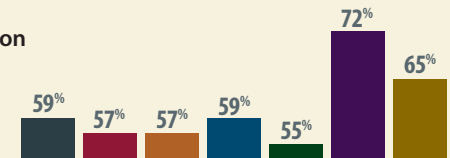
Average number of completed college applications per student (of those that completed one)

Measuring classes of 2012, 2013, 2014, 2015, 2016, 2017, and 2018



Approved Free Application for Federal Student Aid (FAFSA) rate

Measuring classes of 2012, 2013, 2014, 2015, 2016, 2017, and 2018



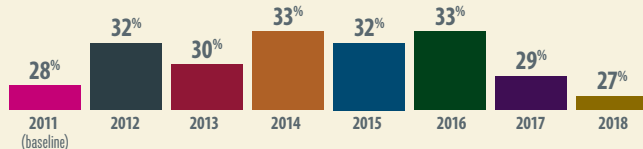
COLLEGE PERSISTENCE

The three-year completion rate from two-year institutions showed consistent growth over time. Among the CMSD class of 2015, 12 percent of students graduated with an associate's degree in three years, compared to just two percent of students in the CMSD class of 2009. This is a 10-percentage point gain. Unfortunately, we have not seen the same improvement in the six-year completion rate. Despite gains in the first few years of measurement, the six-year completion rate for four-year institutions has declined for two years in a row, with 29 percent of the CMSD class of 2011 and 27 percent of the class of 2012 completing a degree within six years. This is one percentage point below where we began with the class of 2006, at 28 percent. It is important to note for this measure and other sub-indicators, however, that data from one of the partner institutions is missing from this report.

PERSISTENCE GOALS

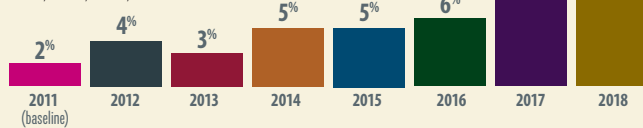
CMSD graduate six-year college completion rate from Compact four-year institutions.

Measuring classes of 2006, 2007, 2008, 2009, 2010, 2011, and 2012



CMSD graduate three-year college completion rate from Compact two-year institutions.

Measuring classes of 2009, 2010, 2011, 2012, 2013, 2014, and 2015



The Compact identified six college persistence indicators to measure how students are progressing toward degree completion. The data, albeit incomplete, shows decline in each measure as compared to last year. We do, however, show some progress in the indicators when compared to our baseline data seven years ago.

The first- to second-year retention rate decreased from 57 percent among the class of 2016 to 50 percent among the class of 2017. Over the last seven years, the first- to second-year retention rate increased by just one percentage point from where we began, at 49 percent among the class of 2011.

The percentage of CMSD graduates earning degrees from four-year Compact institutions within four years decreased from 27 percent among the class of 2011 to 21 percent among the class of 2012. Over the last seven years, however, this figure has more than doubled, as just 10 percent of CMSD students in the class of 2006 earned a bachelor's degree within four years.

The percentage of CMSD graduates transferring from two-year to four-year institutions is 10 percent among the CMSD class of 2012, down one percentage point from the class of 2011 and down 11 percentage points from our first measure with the class of 2008.

The remedial course passage rate declined from 67 percent among the class of 2016 to 55 percent among the class of 2017, an eight-percentage point decline from our baseline measurement with the class of 2013.

The percentage of CMSD graduates completing at least 24 college-level credits within one year of enrollment among Compact four-year institutions decreased from 51 percent among the class of 2016 to 49 percent among the class of 2017. Despite this dip, it is still 13-percentage points higher than where we began, at 36 percent among the class of 2011.

The percentage of CMSD graduates completing at least 24 college-level credits within one year of enrollment among Compact two-year institutions decreased sharply, from 33 percent among the class of 2016 to 20 percent among the class of 2017, 17 points lower than when we began measuring with the class of 2011.

This year's persistence data is disappointing. Compact partners must continue to focus on ensuring that students have sufficient on-campus supports so they can persist to degree completion. We need to ensure that students get on – and stay on – the path to completion, moving students through remedial coursework more quickly so they can begin credit-bearing classes and ensuring they are taking full course loads so they can complete their degrees as efficiently as possible.

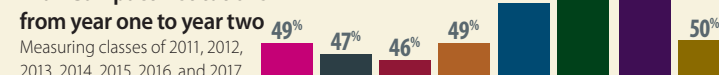


PERSISTENCE INDICATORS

2011 (baseline) | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 | 2018

Percentage of CMSD graduates retained in all Compact institutions from year one to year two

Measuring classes of 2011, 2012, 2013, 2014, 2015, 2016, and 2017



Percentage of CMSD graduates earning degrees from four-year Compact institutions within four years

Measuring classes of 2006, 2007, 2008, 2009, 2010, 2011, and 2012



Percentage of CMSD graduates transferring from two-year to four-year institutions

Measuring classes of 2006, 2007, 2008, 2009, 2010, 2011, and 2012



Remedial course passage rate

Measuring classes of 2011, 2012, 2013, 2014, 2015, 2016, and 2017



Percentage of CMSD graduates completing at least 24 college-level credits within one year of enrollment among Compact four-year institutions

Measuring classes of 2011, 2012, 2013, 2014, 2015, 2016, and 2017



Percentage of CMSD graduates completing at least 24 college-level credits within one year of enrollment among Compact two-year institutions

Measuring classes of 2011, 2012, 2013, 2014, 2015, 2016, and 2017



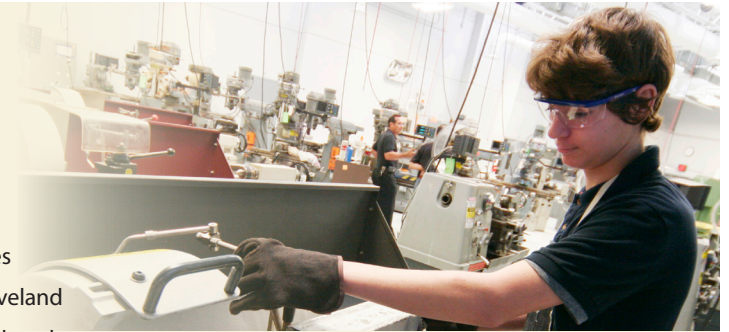
PARTNERS

EDUCATION PARTNERS

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

COMMUNITY PARTNERS

ACE Mentor Program of Cleveland
America Scores
Bellaire-Puritas Development Corporation
Big Brothers/Big Sisters
Boys & Girls Club of Cleveland
Broadway/Slavic Village P-16 Project
City of Cleveland
City Year
Cleveland Neighborhood Progress
Cleveland Transformation Alliance
Cleveland Public Library
Cleveland Council of Black Colleges Alumni Association
College Board
College Now Greater Cleveland
Cuyahoga County
Educational Services Center of Cuyahoga County
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Facing History and Ourselves
Federal Reserve Bank of Cleveland
Greater Cleveland Neighborhood Centers Association
Greater Cleveland Partnership
Greater Cleveland YMCA
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Minds Matter
MyCom
NewBridge Cleveland – Center for Arts & Technology
Northeast Ohio Council on Higher Education
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Open Doors Academy
PolicyBridge
President's Council Foundation
PRE4CLE
Scranton Road Ministries
Teach for America-Cleveland Chapter



The Center for Arts Inspired Learning
The Diversity Center of Northeast Ohio
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