

# 2017 Report to the Community

## A SIX-YEAR REVIEW



HIGHER EDUCATION  
**COMPACT**  
OF GREATER CLEVELAND



## 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  
Boys Hope Girls Hope  
Broadway/Slavic Village P-16 Project  
CEOs for Cities  
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 Service Center of Northeast Ohio  
Esperanza, Inc.  
Facing History and Ourselves  
Federal Reserve Bank of Cleveland  
Greater Cleveland Neighborhood Centers Association  
Greater Cleveland Partnership  
Greater Cleveland YMCA  
ideastream  
Junior Achievement  
KeyBank Foundation  
Lexington-Bell Community Center  
Minds Matter  
MyCom  
NewBridge Cleveland – Center for Arts & Technology

Northeast Ohio Council on Higher Education  
Northeast Ohio Medical University  
Policy Bridge  
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  
The Literacy Cooperative  
Third Federal Foundation  
University Settlement  
Urban Community School  
Urban League of Greater Cleveland  
WIRE-NET  
Youth Opportunities Unlimited

## 2016–2017 Funders

Cleveland Foundation  
The George Gund Foundation  
The Martha Holden Jennings Foundation  
The Lumina Foundation  
National College Access Network  
RPM International, Inc.





## Dear Friends of the Higher Education Compact:

In 2010, I brought together leaders from K-12, higher education, government, philanthropy and the non-profit community to explore how we could work together to significantly increase postsecondary educational attainment among Cleveland Metropolitan School District (CMSD) students. By postsecondary, we mean a four-year or two-year degree or a high-quality, industry-recognized credential. As a result of these discussions, we created the Higher Education Compact of Greater Cleveland.

The Compact set ambitious six-year goals related to college readiness, college access and college persistence, and committed to annually measure and report on progress. This report presents six- and final-year performance data related to these goals, emphasizing trends since we began publishing outcomes in 2012.

As this report indicates, we have made progress in some areas, yet we continue to struggle in others. The high school graduation rate has dramatically increased – by 16 percentage points – since our work began. However, we are not seeing the same kind of gains on other college readiness indicators. Our higher education partners are retaining and graduating CMSD graduates at improved rates, demonstrating that the interventions they have put in place over time are beginning to yield results. Unfortunately,

though, since 2012, we have seen a 16-percentage point decrease in the number of CMSD students enrolling in college within one year after graduating high school. It goes without saying that we cannot achieve our goal of increasing educational attainment if we do not address this declining trend in college enrollment.

Through our work in the Compact, we have collaborated in unprecedented ways in our efforts to improve student outcomes and deepened our collective understanding of the issues and barriers related to educational attainment. We need to accelerate the progress we've made in college readiness and persistence and prioritize and rethink our strategies related to college access. We need to establish new goals and indicators. We need to involve all sectors of the community in this effort. I look forward to our continued partnership as we work toward increasing educational attainment among CMSD students.

There is still much work to do.

Sincerely,

Frank G. Jackson  
Mayor  
City of Cleveland



**CITY OF CLEVELAND**  
Mayor Frank G. Jackson



# REFLECTING ON

# SIX YEARS OF WORK

In 2010, Compact partners – including government, public education, civic and youth-serving organizations – aligned their work and set goals related to increasing high school graduation, college enrollment and college completion rates.

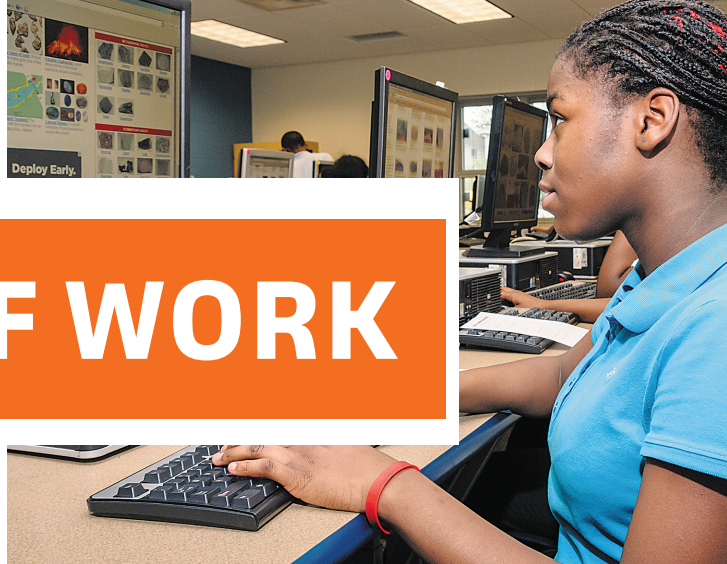
To report annual progress on these goals, Compact partners created a College Success Dashboard, which includes the overall attainment goals and specific indicators related to college readiness, college access and college persistence.

## Organizational Progress

Over the last six years, our work has been impactful because we have been able to deepen relationships within and outside of the Compact. This has allowed us to break down silos and work together in ways we never had before.

**Data-Driven Decision-Making:** The Compact secured groundbreaking student-level data sharing agreements between the CMSD and the Compact's higher education institutions. This allowed the Compact to do a series of critical analyses related to student success and develop strategies based on real-time data. We have been able to look at a range of predictive analytics connecting secondary indicators to postsecondary success.

**Focusing on Alignment:** Community-based Compact partners have more closely aligned their work to the college and career readiness goals outlined in The Cleveland Plan. For instance, College Now has worked with the CMSD to implement the Naviance college and career tool; develop and implement building-level ACT prep and college application campaigns; develop the True2U college and career readiness curriculum for eighth graders; and deploy AmeriCorps Career Coaches at each of the CMSD career academies.



**Increasing Local Collaboration:** The Compact's work created opportunities for collaboration between and across higher education partners. For example, Compact partners Cleveland State University (CSU) and Cuyahoga Community College (Tri-C) have created articulated pathway agreements and streamlined the student and credit transfer process between institutions. This helps reduce red tape and excess credit hours, ensuring that students get on and stay on a path to completion and graduate at a lower cost.

**Joining National Networks:** The Compact became part of the Lumina Foundation national network focused on increasing educational attainment. This partnership provided opportunities for the Compact to better understand and adopt best practices from across the country. Through this network, the Compact has accessed \$300,000 in national funding.

**Building A State Coalition:** The Compact joined with five other locally-based organizations to help shape a statewide coalition, led by the Ohio Department of Higher Education. This coalition is focused on increasing postsecondary educational attainment in Ohio to 65 percent by 2025. This work concentrates on two areas: policy and building grassroots understanding and support for the attainment goal.

**Advocating for Policy Change:** In 2016, at the prompting of our higher education partners, the Compact took a leadership role in targeting the issue of postsecondary affordability in Ohio. We produced a policy paper, *College Affordability in Ohio: A Status Report*, underscoring the fact that Ohio is 45th in college affordability. This was followed by a broad-based advocacy effort, which resulted in a slight increase in state need-based aid in the context of significant overall state budget cuts.



# Key Data Trends

## COLLEGE READINESS

The overall college readiness attainment goal set six years ago was to increase the high school graduation rate from 56 percent among the class of 2011 to 71 percent among the class of 2016. The CMSD exceeded that goal, with a class of 2016 graduation rate of 72 percent, a 16-percentage point increase. While the six-year trends for each of the seven college readiness indicators has been positive, the pace of improvement, particularly regarding performance on the ACT, has been modest. While we are encouraged by the increased graduation rate, we remain concerned that not enough CMSD students are meeting the more rigorous standards for college readiness.

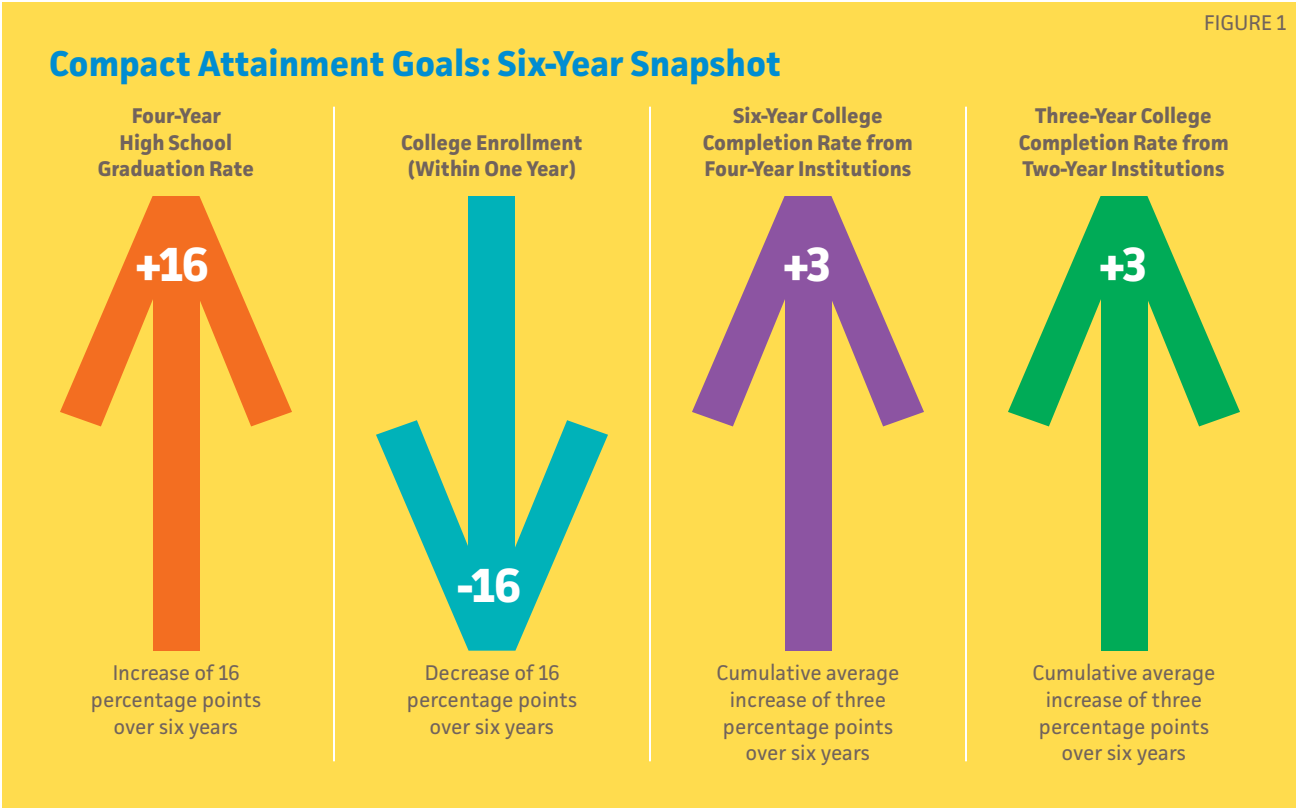
## COLLEGE ACCESS

The overall college access attainment goal set six years ago was to increase college enrollment within one year of high school graduation among CMSD graduates from 61 percent among the class of 2011 to 66 percent among the class of 2016. We have failed to meet this goal, with a class of 2016 college enrollment rate of 45 percent, a 16-percentage point decrease. Predictably, we have only seen positive trends in two of the five college access

indicators. Our work moving forward must address both postsecondary aspiration among students and making postsecondary education more affordable.

## COLLEGE PERSISTENCE

The overall college persistence goal was to increase the six-year completion rate from four-year institutions among CMSD graduates from 28 percent to 47 percent and to increase the three-year completion rate from two-year institutions from two percent to seven percent. In each of these cases, the completion rates have not demonstrated a consistent upward or downward trend. Given these fluctuations, we are focusing on the cumulative average rate over the six-year period. The cumulative average six-year completion rate for the CMSD classes of 2007 through 2011 has increased by three percentage points to 31 percent, still below the 47 percent goal. The three-year completion rate from two-year institutions has dramatically increased over the last six years, from two percent among the class of 2009 to 11 percent among the class of 2014, exceeding the seven percent goal. The cumulative three-year completion rate for the CMSD classes of 2009 through 2014 is five percent, a three-percentage point increase. Four of the six college persistence indicators showed improvement.



# READINESS



Students having the content knowledge, critical thinking, research skills, and academic habits to successfully complete college without remediation.

The Compact's six-year college readiness goal was to increase the four-year high school graduation rate among CMSD high school students from 56 percent among the class of 2011 to 71 percent among the class of 2016. The CMSD has exceeded our six-year goal, with a graduation rate of 72 percent among the class of 2016, a 16-percentage point increase over the six years of measurement. According to Ohio Department of Education data, this is one of the largest gains in the state.

The Compact identified seven indicators related to college readiness. Over the six-year period, the trend lines on six of the seven college readiness indicators have been positive.

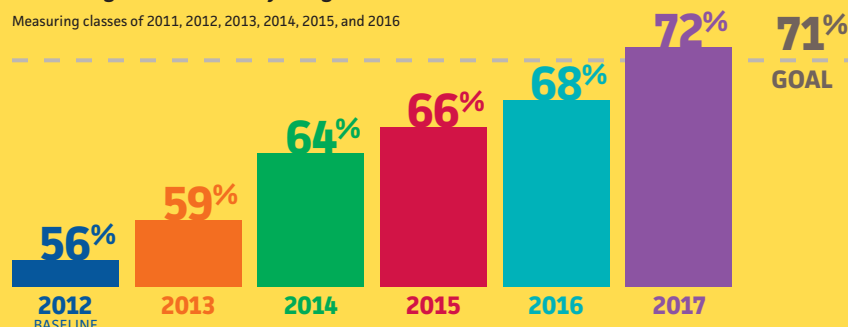
The on-track to graduate metric was not measured for the class of 2018 due to changes in Ohio's high school graduation requirements. Before this year, however, the trend line for this indicator demonstrated steady improvement.



## Attainment Goal

CMSD high school four-year graduation rate

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





The percentage of students graduating with a 3.0 GPA or higher increased 16 percentage points over the six-year measurement period, from 23 percent to 39 percent. A 3.0 GPA is an important indicator of college readiness as many higher education institutions use it as the cut-off for scholarships, and 3.0 is the minimum GPA for accessing elite institutions.



The percentage of students scoring a 21 or higher on the ACT has experienced slight fluctuations over the six-year time period with an overall average increase of two percentage points.

Following investments by the CMSD in AP training for teachers, the percentage of students taking AP tests rose from 5.0 to 6.4 percent, and the percentage of students scoring a 3, 4 or 5 rose from 5.8 to 10.7 percent. Both indicators are at their highest point since we began measuring.

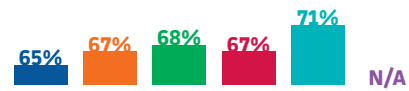
In 2015, the State of Ohio replaced the Post Secondary Enrollment Options Program (PSEOP) with College Credit Plus (CCP). As a result, we have had to adjust how we measure this indicator. It is important to note that unlike PSEOP, CCP is open to 7th and 8th graders, significantly increasing the number of students who

## Readiness Indicators

2012 BASELINE | 2013 | 2014 | 2015 | 2016 | 2017 | 2018

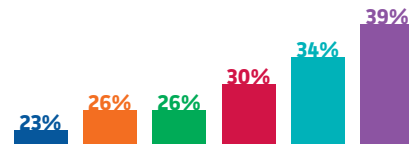
### Percentage of students on-track to graduate

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



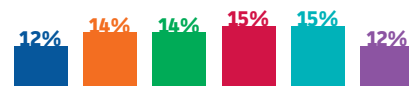
### Percentage of students graduating with a 3.0 GPA or higher

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



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

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



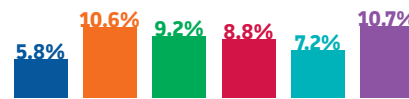
### Percentage of students participating in Advanced Placement testing

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



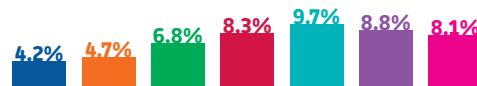
### Percentage of students earning a score of 3, 4, or 5 on Advanced Placement exams

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



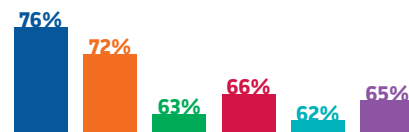
### Percentage of high school students participating in Post Secondary Enrollment Options Program (PSEOP) or College Credit Plus (CCP)

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



### Percentage of high school graduates needing remediation in math or English

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



could enroll in college classes. PSEOP/CCP participation has nearly doubled since 2011, from 4.2 percent to 8.1 percent. The decrease in CCP over the last two years (from 9.7 percent among the class of 2015 to 8.8 percent among the class of 2016) can be explained by the fact that middle schoolers are much less likely to participate in college-level courses.

The percentage of CMSD graduates from the class of 2016 enrolled in Ohio public colleges and universities who required remediation in math or English was 65 percent, down 11 percentage points from our measure six years ago, when it was 76 percent. This is the one indicator where the lower number means progress.

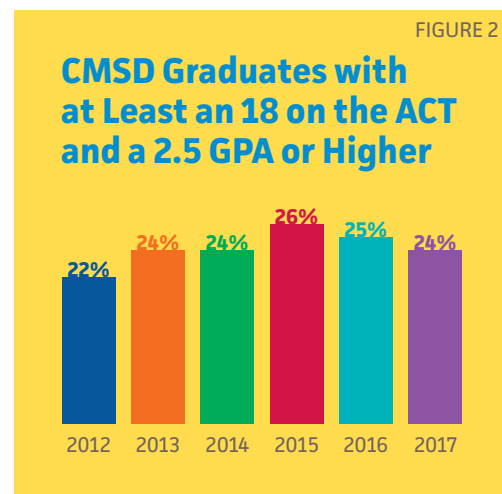
# READINESS BEHIND THE NUMBERS

The significant increase in the high school graduation rate as well as the upward trend in several related indicators might suggest that more CMSD students are prepared for college-level coursework upon high school graduation. However, CMSD students' performance on the ACT over the past six years paints a different picture. ACT scores, as well as SAT scores, are the two, nationally-recognized standards for predicting college readiness and success. For the past six years, the CMSD has primarily focused on the ACT.

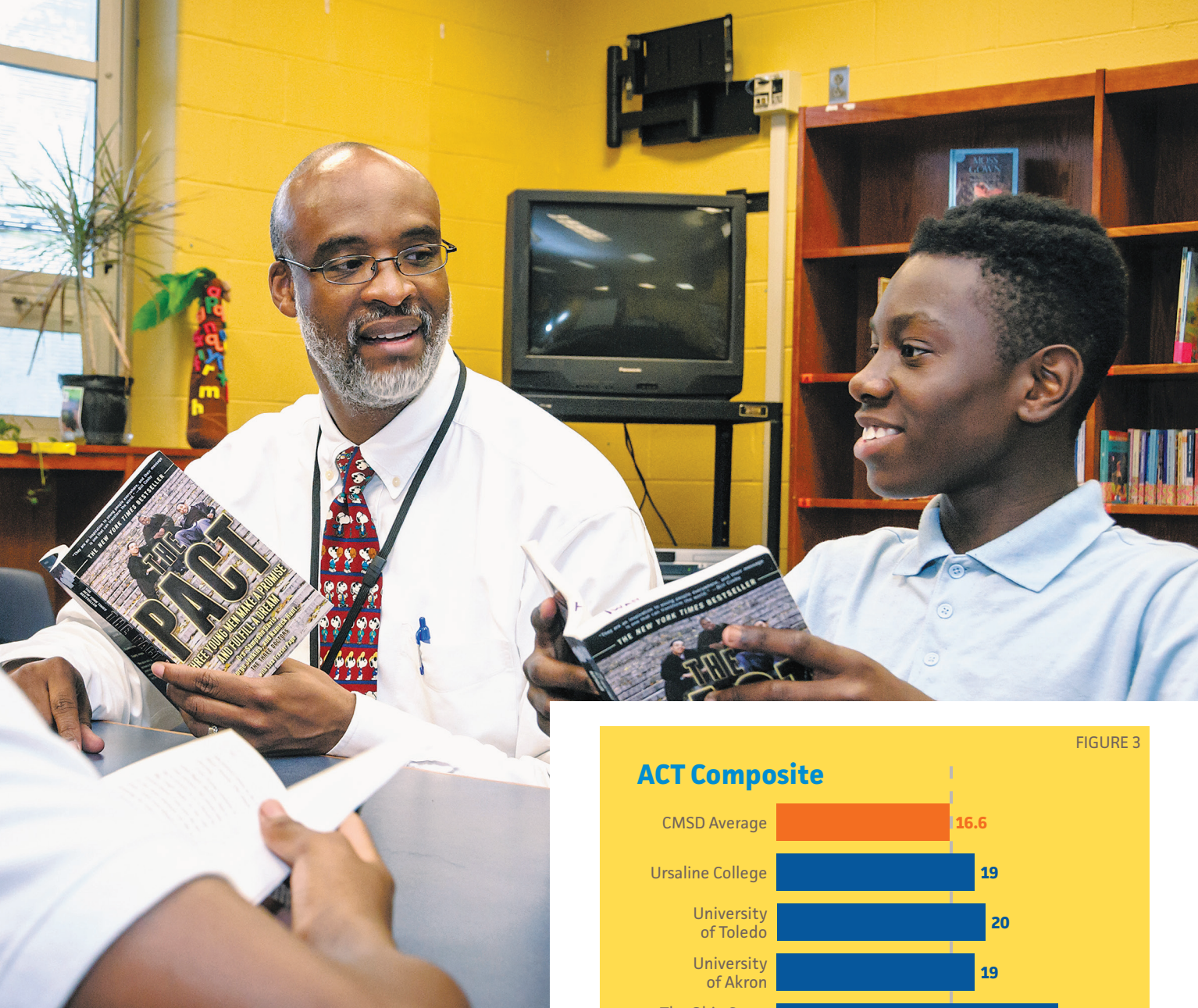
ACT performance has remained stagnant and is well below the national college readiness benchmark of a 21 (the ACT test score range is from 0-36). The average ACT score for CMSD graduating seniors was a 16.6 among the class of 2012, and it was a 16.6 among the class of 2017. While the percentage of students meeting the nationally-recognized readiness benchmark of 21 was 12 percent among the class of 2012 and 12 percent among the class of 2017, there was a two percentage point overall average increase over the five-year period.

Several years ago, we began looking at college readiness through the lens that our partner, College Now, uses to determine scholarship eligibility. Based on its longitudinal research, College Now has found that with the right supports, a student with an ACT score of 18 or higher coupled with a GPA of 2.5 or higher can be successful in college. Using the College Now standard of an 18 ACT score and a 2.5 GPA, we see fluctuation but slight improvement over the six-year period (see figure 2): 22 percent of students in the class of 2012 met this threshold, and 24 percent of students in the class of 2017 achieved an ACT score of 18 or higher as well as a GPA of 2.5 or higher.

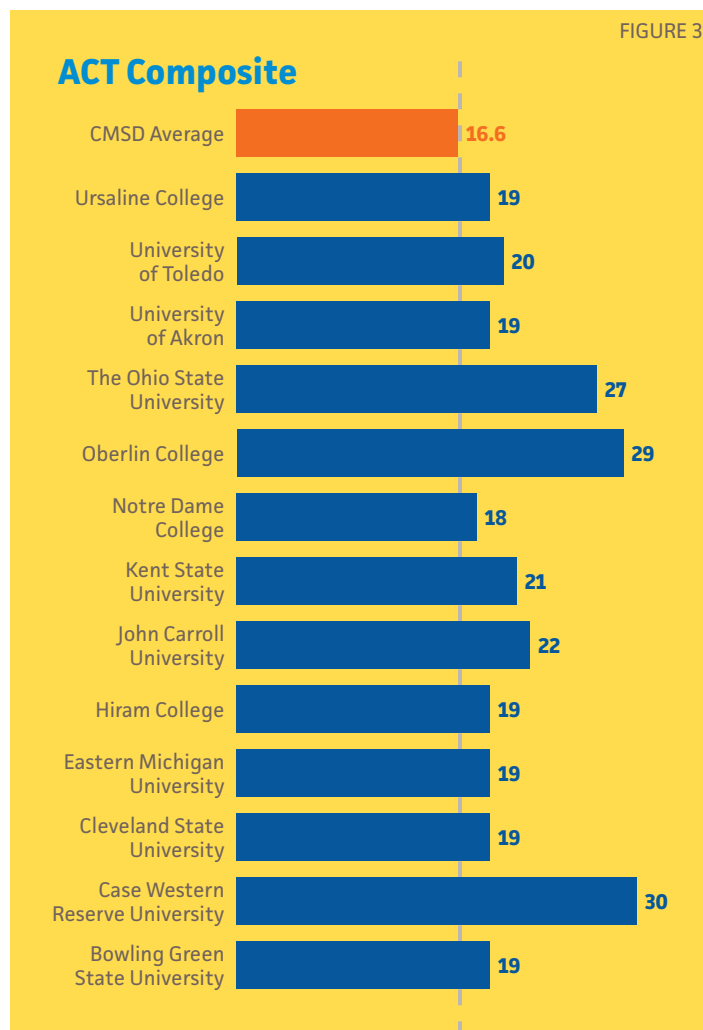
While the ACT is only one measure of college readiness, it is an important measure and one that colleges consider. When we look at the average ACT score for incoming students at the majority of Compact institutions (which enroll the vast majority of CMSD graduates), we see a gap between how CMSD graduates perform on the ACT and the average ACT score for the incoming classes at those institutions (see figure 3). The average CMSD ACT score of 16.6 is below the average score for all of the Compact institutions.







Recognizing that college readiness rates are not where they need to be, the District continues to emphasize more rigorous curriculum and expand options like Advanced Placement and College Credit Plus. At the same time, the CMSD is moving toward replacing the ACT with the SAT test for a number of reasons. First, The College Board overhauled the SAT exam in 2016, directly aligning it to more rigorous college and career readiness coursework, like the Advanced Placement curriculum. Second, CMSD students in grades 8–11 are administered the PSAT, which provides them with individualized reports and free SAT preparation through Khan Academy, making it more likely that students will improve their future scores. The District believes that this shift to SAT gives greater purpose to the college entrance exam for students and teachers as it can be embedded throughout their high school experience.





# ACCESS

Rapper Dee-1 performs for 1,200 CMSD seniors as part of his Knowledge for College Tour in partnership with Sallie Mae.



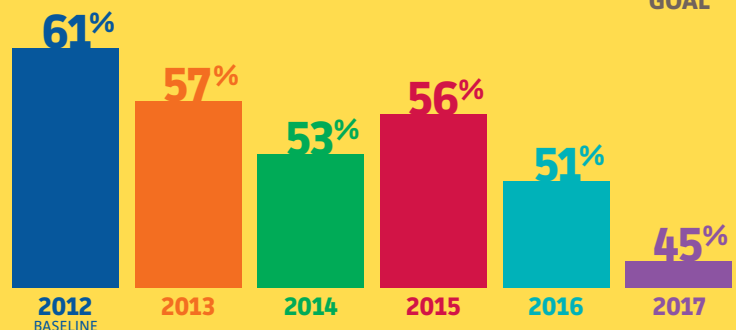
Students having the awareness, opportunity, support and financing necessary to select and attend a college that is the “right fit.”

## Attainment Goal

CMSD graduate college enrollment within one year

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

**66%**  
GOAL





The Compact's overall college access goal was to increase the college enrollment rate among CMSD graduates within one year of graduation from 61 percent among the class of 2011 to 66 percent among the class of 2016. We have failed to meet our six-year goal and, in fact, have lost ground. Only 45 percent of the class of 2016 enrolled in college within one year of high school graduation, continuing a steady five-year decline.

The Compact identified five indicators related to college access. Only two of the five access indicators showed improvement over the six-year period.

The percentage of students using Naviance, a web-based college and career planning tool implemented in the CMSD in 2011, decreased by six percentage points over the six-year period, from 54 percent to 48 percent. An in-depth analysis of Naviance usage follows in the next section.

The average number of times students from the class of 2017 took the ACT was 1.31, the lowest point since we began measuring and down from 1.67 in 2011. However, this is misleading because as part of its effort toward replacing the ACT with the SAT, last year the District implemented a 10-school pilot, which resulted in the students from those schools not taking the ACT a second time.

The percentage of students from the class of 2017 completing at least one college application was 58 percent, eight percentage points higher than when we began measuring with the class of 2012. The average number of applications per student (of those

who completed one) was 5.5, an increase of 1.2 applications per student over the six-year period.

Finally, the percentage of students among the class of 2017 who completed the Free Application for Federal Student Aid (FAFSA) was 72 percent, up from 59 percent in 2011. The FAFSA is a requirement for receiving nearly all types of financial aid and is a strong predictor of a student's intent to enroll in a postsecondary program. It is important to note that the significant increase in FAFSA completion is largely explained by changes the U.S. Department of Education made in how it measures completion rates. Prior



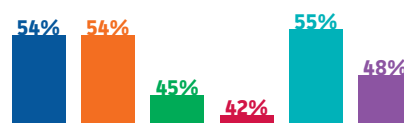
to last year, the U.S. DOE only counted students 18-years-old and younger. This past year, they changed the formula to include 19-year-olds, which significantly contributes to this year's increase in the FAFSA completion rate.

## Access Indicators

2012 BASELINE | 2013 | 2014 | 2015 | 2016 | 2017

### Percentage of students using Naviance

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



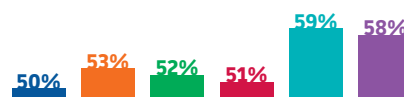
### Average number of times students take the ACT

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



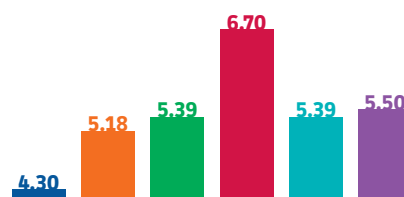
### Percentage of students completing at least one college application

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



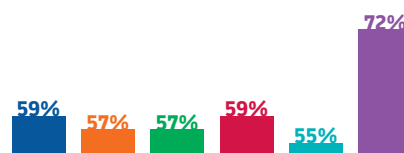
### Average number of completed college applications per student (of those that completed one)

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



### Approved Free Application for Federal Student Aid (FAFSA) rate

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

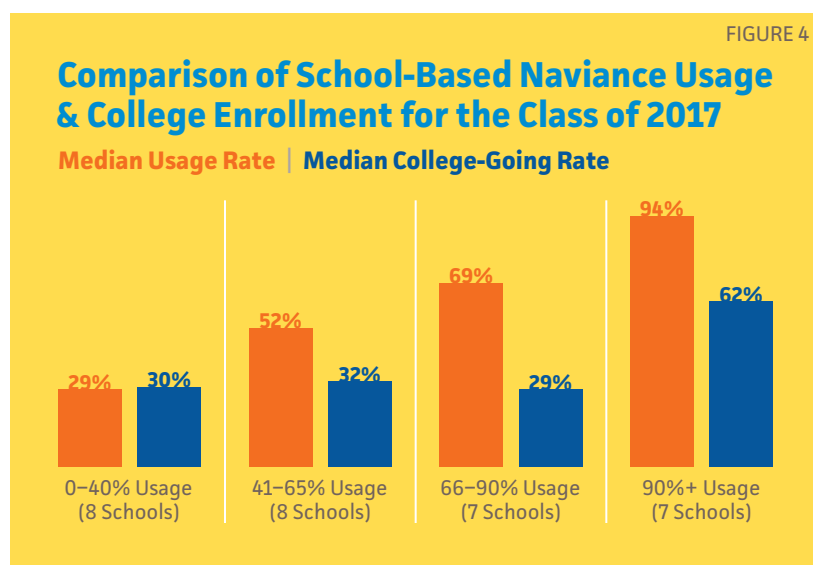


# ACCESS BEHIND THE NUMBERS

In a quarterly gathering of the CMSD's Student Advisory Council in fall 2017, more than 400 high schoolers from across the District cited the following three reasons for not going to college: exposure to college, high cost, and personal stress or family challenges. The Compact's work has touched the first two of these.

## NAVIANCE USAGE

The CMSD and College Now employ Naviance, a web-based college and career planning tool, to help expose and guide CMSD students to in-demand careers and the postsecondary pathways to them. It provides a platform for career exploration and personal interest inventories. It allows students to submit paperwork and apply to preferred colleges. In ideal circumstances, students begin using Naviance in middle school and progressively use it more frequently as they move through high school. The percentage of students in



grades 9-12 using Naviance (defined as a student having logged on at least once) has persistently decreased over the six-year period. When we break down usage at the school level, we see wide disparities. For instance, as Figure 4 demonstrates, in the lowest usage quartile of CMSD high schools, fewer than 40 percent of 11th and 12th graders have logged in to Naviance. In contrast, in the highest usage quartile of CMSD high schools, over 90 percent of 11th and 12th graders have logged in. The difference in college-going rates between these quartiles is striking. And among those schools with the highest usage rates, the college-going rates are double that of the lower three quartiles. This makes sense given that the students



## Ohio Need-Based Aid

Part-Time Ohio Instructional Grant | Ohio Instructional Grant  
Ohio College Opportunity Grant

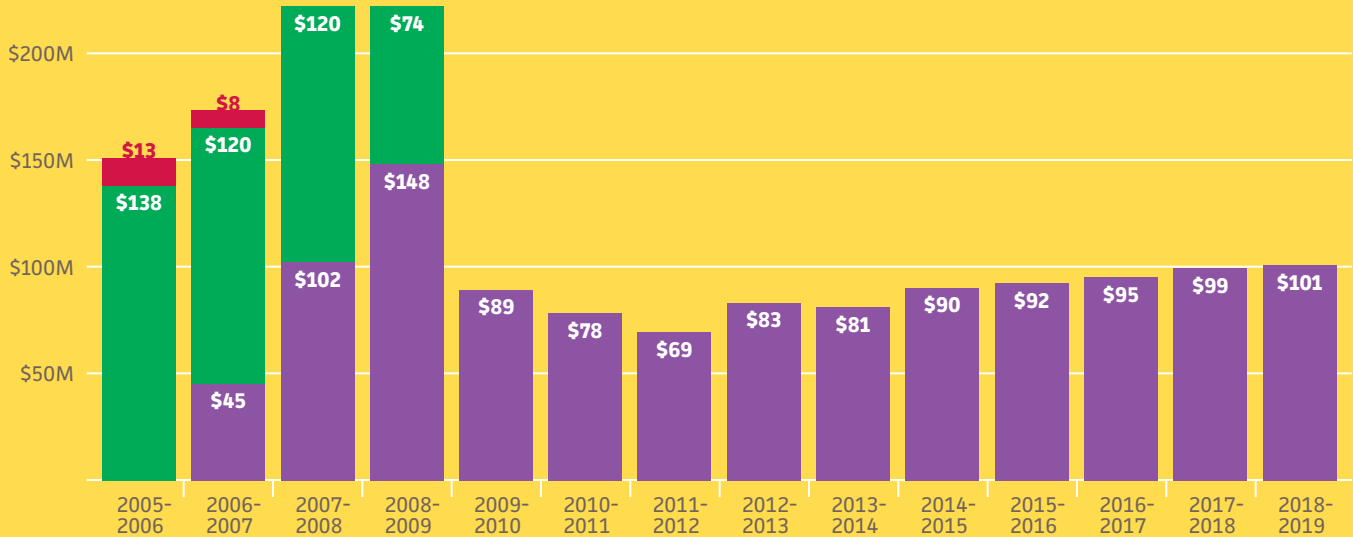


Figure 5 demonstrates that while modest increases have been achieved over the past five years for the Ohio College Opportunity Grant (OCOG), Ohio's only need-based financial aid program, funding levels remain about \$121 million below a pre-recession 2008-2009 level high of \$222 million.<sup>1</sup>

<sup>1</sup>Adapted from Catalog of Budget Line Items. (2010, 2013, 2015, 2017). Ohio Legislative Services Commission.

who login at least once are logging in more frequently, an average of 10 logins per year among 11th and 12th graders. Compact partners must support the CMSD in promoting Naviance usage as part of their efforts to create a college-going culture in all schools.

### COLLEGE AFFORDABILITY

In recent years, the Higher Education Compact conducted research to better understand the college affordability picture in Ohio. This led to a troubling finding: Ohio is the 5th most expensive state in the nation to attend college.<sup>2</sup> There are three contributing factors:

#### Underinvestment in Higher Education

Funding for Ohio's State Share of Instruction (SSI), the largest state funding source for public two-year and four-year colleges and universities, has remained flat since 2008,<sup>3</sup> amounting to \$1,073 less in state funding per student in 2017.<sup>4</sup>

#### High Tuition Costs

Ohio's colleges and universities have historically adjusted for declines in state support for higher education by increasing tuition,<sup>5</sup> resulting in tuition

rates 7.2 percent higher than the national average.<sup>6</sup> This holds true even though tuition at Ohio public four-year institutions has only increased by 5.3 percent since 2008,<sup>7</sup> due to state-imposed tuition freezes.

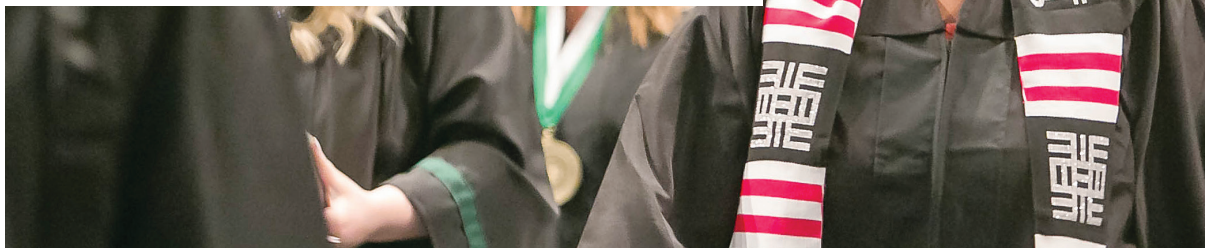
#### Decrease in Need-Based Aid

Since 2008, Ohio's state legislature has slashed Ohio's only need-based aid grant program, the Ohio College Opportunity Grant (OCOG) by 55 percent.<sup>8</sup> As Figure 5 demonstrates, despite recent modest increases, OCOG levels remain well below pre-recession levels.

Over the past two years, the Higher Education Compact has focused on the issue of college affordability. Our advocacy efforts resulted in a slight increase in need-based financial aid in last year's state budget. This is a win, given the significant overall spending cuts across all categories. Recently, in partnership with College Now, the Compact was awarded a two-year grant from the National College Access Network (NCAN) to expand the statewide advocacy efforts related to affordability.

<sup>2</sup><https://bit.ly/2AD85CO>; <sup>3</sup><https://bit.ly/2Gijl6m>; <sup>4</sup><https://bit.ly/2pwkjtT>; <sup>5</sup><https://bit.ly/2GdXZxj>; <sup>6</sup><https://bit.ly/2aPFOWl>; <sup>7</sup><https://bit.ly/2aPFOWl>; <sup>8</sup>Adapted from Catalog of Budget Line Items. (2010, 2013, 2015, 2017). Ohio Legislative Services Commission.

# PERSISTENCE



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

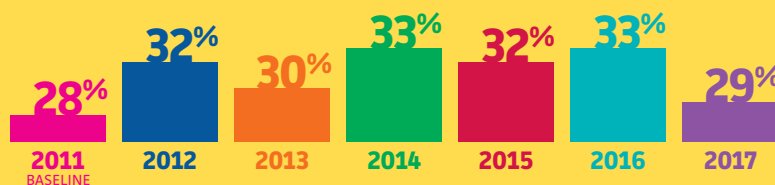
The Compact's overall persistence goal was to increase the six-year completion rate from four-year institutions among CMSD graduates from 28 percent to 47 percent and to increase the three-year completion rate from two-year institutions from two percent to seven percent. Despite a dip in the current year data for the six year completion rate, the picture over the last five years

provides a fluctuating but upward trend. The cumulative average six-year completion rate for the CMSD classes of 2007 through 2011 has increased by three percentage points to 31 percent, still below the 47 percent goal. The three-year completion rate from two-year institutions has dramatically increased over the last six years, from two percent among the class of 2009 to 11 percent among the

## Attainment Goals

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

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

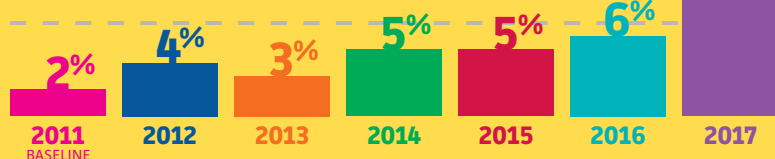


**47%**  
GOAL

The cumulative average over the six-year period is 31 percent, an increase of **three percentage points** over the 2011 baseline.

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

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



**7%**  
GOAL

The cumulative average over the six-year period is 5 percent, an increase of **three percentage points** over the 2011 baseline.



class of 2014, exceeding the seven percent goal. The cumulative three-year completion rate for the CMSD classes of 2009 through 2014 is five percent, a three percentage point increase.

The Compact identified six college persistence indicators to measure how students are progressing toward degree completion. The six-year trend lines show progress in some areas and decline in others.

The first- to second-year retention rate has seen a steady rate of improvement over the six-year period, increasing eight percentage points from when we began measuring, from 49 percent among the class of 2011 to 57 percent among the class of 2016.

The percentage of CMSD graduates earning degrees from four-year Compact institutions within four years has been an area of significant improvement over the last six years. The class of 2006 had a four-year completion rate of 10 percent, and the class of 2011 had a four-year completion rate of 27 percent, an increase of 17 percentage points over six years.

The percentage of CMSD graduates transferring from two-year to four-year institutions has steadily declined since we began measuring this indicator in 2014 with the CMSD class of 2008, which had a transfer rate of 21 percent. Our most recent data, for the class of 2011, shows a transfer rate of 11 percent, a 10-percentage point decline.

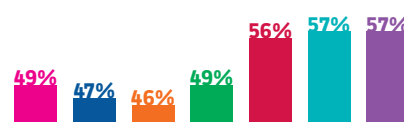
The trend line on the remedial course passage rate shows a slight incline over the four years for which we have data. The remedial course passage rate among the class of

## Persistence Indicators

2011 BASELINE | 2012 | 2013 | 2014 | 2015 | 2016 | 2017

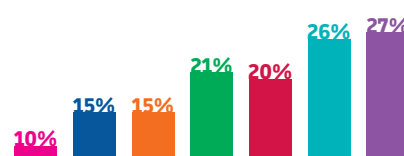
Percentage of CMSD graduates retained in all Compact institutions from year one to year two

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



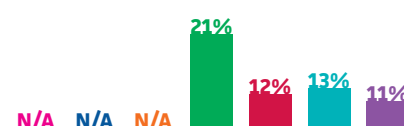
Percentage of CMSD graduates earning degrees from four-year Compact institutions within four years

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



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

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



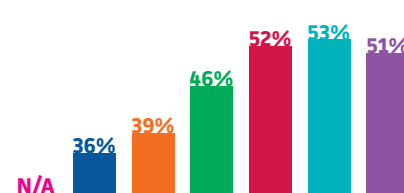
Remedial course passage rate

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



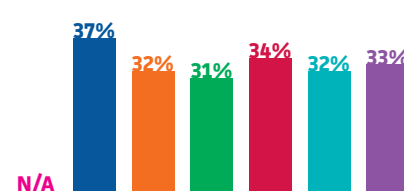
Percentage of CMSD graduates completing at least 24 college-level credits within one year of enrollment among Compact four-year institutions

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



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, and 2016



2013 was 63 percent, and despite two years with significantly higher numbers, the passage rate among the class of 2016 was 67 percent, an increase of four percentage points over the measurement period.

The percentage of CMSD graduates completing at least 24 college-level credits within one year of enrollment among Compact four-year institutions has significantly

increased over the six-year period, from 36 percent among the class of 2011 to 51 percent among the class of 2016. The rate at the two-year Compact institutions has fluctuated in a downward direction over the same period, from 37 percent among the class of 2011 to 33 percent among the class of 2016.

# PERSISTENCE BEHIND THE NUMBERS

Perhaps the most dramatic change in college persistence in the last six years has been the increase in the three-year completion rate at Cuyahoga Community College (Tri-C). Tri-C has demonstrated a shift in culture, from one focused on enrollment to one focused on completion. This is particularly true for CMSD graduates.

## CASE MANAGEMENT

Tri-C requires students coming from the CMSD to attend a mandatory orientation and first year experience course to connect them to campus and support services. In addition, all incoming CMSD graduates are required to complete mandatory placement test preparation, which has significantly reduced the number of students placing into developmental coursework. In addition, they have implemented an early alert system in developmental math and English courses to connect students with support in and out of the classroom.

## RESTRUCTURED DEVELOPMENTAL COURSE WORK

Tri-C has completely restructured its developmental course offerings, reducing them from six levels to three, decreasing both the time to and cost of completion. Tri-C has added supplemental instruction in developmental math courses to provide extra support and tutoring. As a result, the percentage of CMSD students needing remediation in math decreased from 92 percent among students from the class of 2012 to 81 percent among the class of 2017. The change for students needing remediation in English is even more pronounced, moving from 71 percent among the class of 2012 to 52 percent among the class of 2017.

## GUIDED PATHWAYS

Tri-C is helping their students look beyond Tri-C and chart pathways to four-year degrees. Knowing that students cycle back and forth between the two schools, CSU and Tri-C streamlined the transfer process and created articulated pathway agreements, reducing red tape and excess credit hours. These degree maps ensure that credits from these institutions easily map to the other, helping students get on and stay on a path to completion and graduate at a lower cost.

## CAMPUS-WIDE IMPLEMENTATION

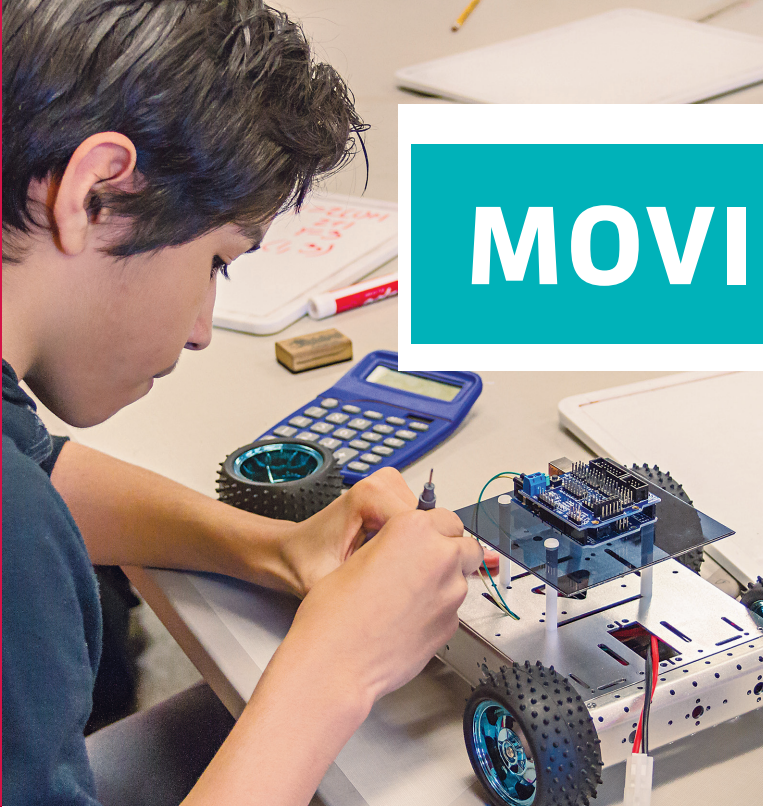
After seeing success with the CMSD cohort, Tri-C implemented several of these programs for the entire student population. Over the same six-year time period, these institutional changes have resulted in the institutional completion rate moving from four percent to 16 percent.











# MOVING FORWARD

After six years, the Compact is at a pivotal juncture in our work. As this report illustrates, we have made significant progress in some areas, but fell below established goals in others. We have built a strong foundation, assembling an impressive and broad-based group of partners committed to the long haul. As we move forward, we must dig deeper into the data, using it more effectively to drive decision making. We must set new goals and reevaluate our current indicators learning from our past work and adjusting to a changing educational landscape. We must build on what is working and develop new strategies in areas where we have not moved the needle. And we must continue to be transparent about our successes and our lack of progress.

The challenge we face going forward could not be clearer. On the one hand, we have seen unprecedented gains in high school graduation rates as well as slowly increasing college completion rates. On the other hand, we are experiencing plummeting college enrollment rates. Figure 6 demonstrates that the juxtaposition between high school graduation and college enrollment is stark.

In late 2015, the Compact began to address one of the key barriers to college access – affordability. In addition to a focus on increasing need-based aid in Ohio, Compact staff and community leaders began looking at various options for creating a sustainable scholarship model for Cleveland students. However, in the end, we recognized that scholarships were only one part of the solution. We concluded that any potentially high-impact approach would need to address the multiple college access barriers identified by both CMSD high school students and research. In addition to high cost, these barriers include college exposure, personal stress or family challenges and college readiness, both academic and non-academic.

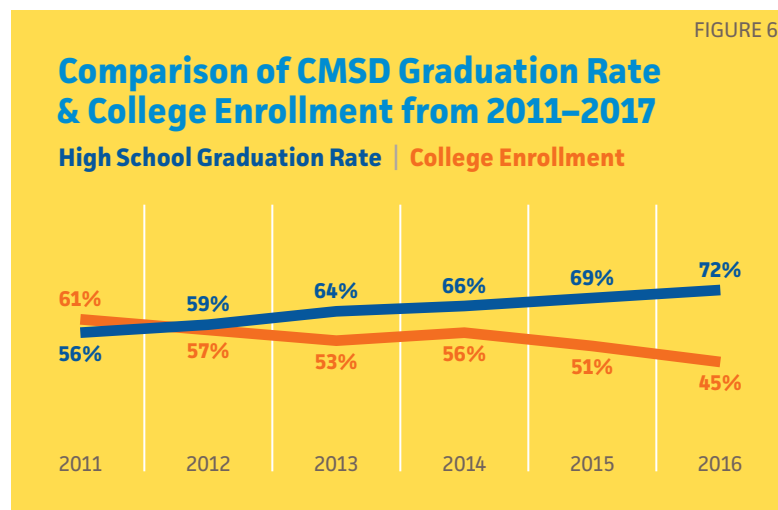
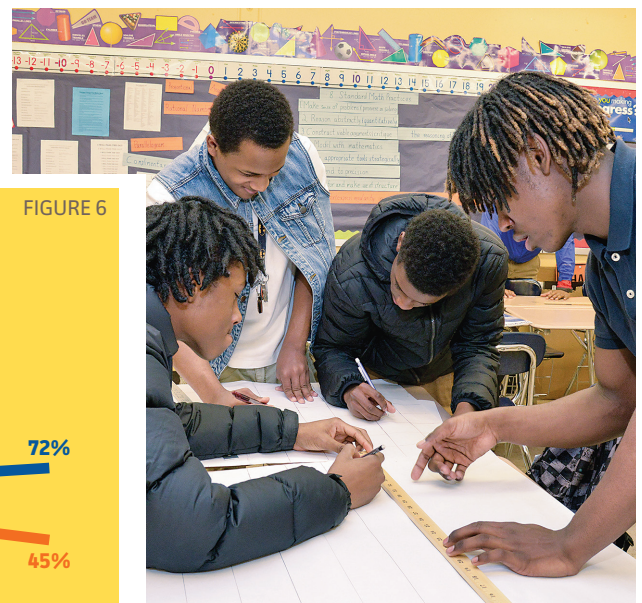


FIGURE 6



With that in mind, a group of six stakeholders – the City of Cleveland, Cuyahoga County, the CMSD, the Cleveland Foundation, College Now Greater Cleveland and United Way of Greater Cleveland – supported by Compact staff, began to explore becoming the next **Say Yes to Education** community-wide chapter.

Say Yes is a comprehensive approach to postsecondary access and success for all and a potential game-changer for Cleveland. It combines a robust “promise” type scholarship component with the development of a multi-sector (city, county, school district, non-profit) system that provides wraparound support (i.e. health, mental health, social work, legal, etc.) at all schools and extends student learning opportunities beyond the school day and school year.

Say Yes works with local public entities (i.e. city, county, school district) to establish a collaborative governance structure and to analyze current public spending patterns and realign and reallocate these dollars to ensure quality services are available in all public schools. Say Yes provides facilitation, analytical expertise, staffing and \$15 million in seed capital. The community is responsible for raising the local scholarship fund.

In May 2017, Say Yes to Education announced that the consortium of public and private groups in Cleveland had satisfied some of the initial milestones on the extensive path to becoming a Say Yes chapter. This work continues.

At a time when a postsecondary credential is more critical than ever – for individuals and for the community – and at a time when Ohio is the fifth



most expensive state in which to enroll in college, we must do something dramatic and game-changing to significantly shift the educational attainment level in our community.

Cleveland is uniquely positioned to use the Say Yes to Education theory of action to take our work further – to make a greater and lasting difference in the lives of more students and their families and to have an exponential impact on the community and economy.

The Compact has had a seat at the table from the beginning of this process, which began nearly two years ago. We look forward to being a part of Cleveland’s path to Say Yes.

FIGURE 7

### The Say Yes to Education Theory of Action



Say Yes recognizes the critical roles of both **Structure/Strategies** and **Culture** in changing postsecondary completion outcomes sustainably, at scale.



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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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