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Intervention for College Attendance Program: 2009-2010 Report



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About the Minnesota Office of Higher Education

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The Minnesota State Grant Program is the largest financial aid program administered by the Office of Higher Education, awarding up to \$150 million in need-based grants to Minnesota residents attending eligible colleges, universities and career schools in Minnesota. The agency oversees other state scholarship programs, tuition reciprocity programs, a student loan program, Minnesota's 529 College Savings Plan, licensing and early college awareness programs for youth.

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Introduction

This report provides information on the outcomes of the Intervention for College Attendance Program, a program of competitive grants awarded to postsecondary institutions, professional organizations and community-based organizations. Funded programs focus on increasing the access and success of groups traditionally underrepresented in higher education by strengthening their preparation and aptitude for postsecondary success. The governing state statute indicates the program is to:

“. . . award grants to foster postsecondary attendance and retention by providing outreach services to historically underserved students in grades six through 12 and historically underrepresented college students. Grants must be awarded to programs that provide precollege services, including, but not limited to: (1) academic counseling; (2) mentoring; (3) fostering and improving parental involvement in planning for and facilitating a college education; (4) services for students with English as a second language; (5) academic enrichment activities; (6) tutoring; (7) career awareness and exploration; (8) orientation to college life; (9) assistance with high school course selection and information about college admission requirements; and (10) financial aid counseling.” (Minnesota Statutes 136A.861)

The higher education omnibus bill for 2010-2011 gave the Intervention for College Attendance Program a focus on continuity of program services, collection of data to measure the outcomes from program funding and documentation of need for future services. The specific language guiding 2010 and 2011 programs follows:

To provide continuity in program services and facilitate data collection that measures Intervention for College Attendance Program outcomes, the director must give priority in selecting grant recipients for the 2010-2011 biennium to 2008-2009 grantees that provide up-to-date annual program participation and outcome data regarding their success in increasing high school graduation, college participation, and college graduation of students served by the program, and other information requested by the director.

Projects whose funding is renewed must: (1) retain an emphasis on enhancing academic readiness for college attendance and success in college for participants in grades 5 to 12; or (2) if the program’s participants are college students, document that they are providing academic support services to participants that ensure success in college.

Grantees must submit data to the director about the number of students in the project’s service area that would be eligible for the program but are not being served, and a plan for providing services to those students.

In the report under Minnesota Statutes, section 136A.861, the office must make recommendations on which aspects of the programs and services delivered through grants are most effective in improving readiness and/or retention and have the potential to be expanded to provide services to a regional or statewide population. (Laws of Minnesota, 2009, Chapter 95, Article 1, Sec. 3, Subd. 9)

The statute indicates that by January 15 of each odd-numbered year, the Minnesota Office of Higher Education shall submit a report to the committees in the Legislature with jurisdiction over higher education finance regarding the grant recipients and their activities. This report provides the requested information on ICAP activity from the 2008-09 biennium and for the first year of ICAP activity for the 2009-10 biennium.

Background on Pre-College Programs

Pre-college programs were initiated 40 years ago in an effort to increase the number of underrepresented students of color (most of whom would be first-generation college students) who graduate from high school with preparation and interest to enroll and graduate from four-year colleges. These pre-college programs promoted a rigorous course of high school study as the path to eliminating the first-generation gap in persistence toward a college degree. As it has become recognized that improving high school graduation and college completion is essential for the nation's future, the need to prepare underrepresented students for success in college continues, and the definition of underrepresented student has expanded to include all students from low-income families.

It is projected that 80 percent of the fastest growing occupations between 2008 and 2018 will require some postsecondary education or training, and half of those occupations will require at least a bachelor's degree (ACT, 2010). With this in mind, it is vital that all students graduate high school prepared to be successful in some form of postsecondary education or training. While the need for postsecondary success is acknowledged, the fact remains that there are persistent gaps that exist among students, especially across racial/ethnic groups and family income, in educational aspirations, college enrollment and college retention and graduation. Even when high aspirations may be present, factors that support college readiness and success may be absent. Pre-college indicators of effectiveness in increasing college readiness and success have been identified and are the structural core of projects funded under the Intervention for College Attendance Program. Identified indicators of postsecondary success include success in core curriculum, academic preparation and success, test preparation and assessment, career exploration, college exploration, mentoring and guidance and obtaining financial assistance.

For many low-income and first-generation students, participation in pre-college programs have proven to significantly increase the odds of high school graduation, enrollment in college, and postsecondary success (College Success Foundation, 2010; Mirabel & Lucero, 2010; Perna & Swail, 2002:103; Wang, 2005). Students succeed when they are given information on how to best prepare for high school and college and when they are motivated, guided and supported in their preparation and planning. Through identification of program characteristics that matter and documentation of project success, implementation of pre-college intervention programs strengthen student success in postsecondary education.

ICAP Program Background

The need to strengthen high school graduation rates and college preparation for some Minnesota students guided the development of the Intervention for College Attendance Program, and that need continues. The four-year high school graduation rate for Minnesota public high schools was 75 percent, or 55,473 students in 2009. White students graduated at 82 percent (46,825 students), while 50 percent of all students of color (8,615 students) did not graduate. Rates varied from 41 percent to 68 percent among the other racial/ethnic groups.

Public high school graduation rates were low for students categorized in these special populations:

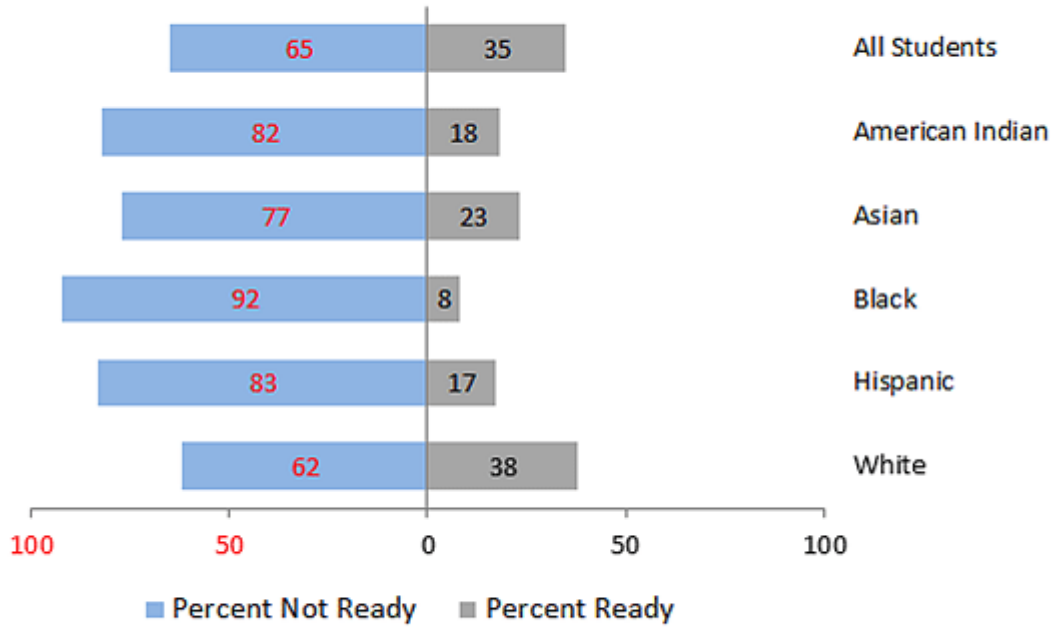
- 46 percent of 5,944 limited English proficient students graduated
- 54 percent of 23,359 free/reduced price lunch eligible students graduated

Results from the ACT exam provide another indicator of Minnesota high school students' college and workforce readiness. Almost 70 percent of Minnesota high school graduates currently take the ACT exam. Minnesota's average score on the ACT college entrance exam has increased gradually over the last 10 years. In 2009-10, Minnesota's high school graduates posted the highest average composite score in the nation among states where more than 50 percent of students took the ACT. The mean score was 22.9 out of a maximum score of 36.

While Minnesota had the highest average composite score in the nation, a significant proportion of high school graduates were not prepared for college-level study or workforce training after high school graduation, according to ACT.

ACT has developed college readiness benchmarks in each of the four testing areas of its college entrance exams. Based on ACT research, these benchmarks define the score needed to have a 75 percent chance of earning a grade of 'C' or better in related college-level courses. Less than one-third of Minnesota's ACT test-takers were academically prepared to succeed in all four subject areas: college-level English, social science, algebra, and biology. Minnesota students of color were less college ready overall than white students.

Percent of 2010 Minnesota ACT Test-takers Meeting ACT College Readiness Benchmark Scores



Source: ACT

Funding History

The Intervention for College Attendance Program was first funded during the 2000-01 biennium with \$500,000 made available each year. Ten grants were awarded to early intervention programs to help low-income students reach the doors of college through a variety of services. Below is a chart of the number of grants awarded from 2000 to 2011 with available funding:

Year	Funding	Number of Grants Awarded
2000-2001	\$500,000 each year	10
2002	\$500,000	10
2003	\$200,000	10
2004-2005	\$225,000 each year	7
2006-2007	\$446,000 each year	14
2008-2009	\$696,000 each year	24
2010-2011	\$696,000 each year	20

For the 2010-2011 biennium, the Legislature gave ICAP a focus on continuity of services, collection of data to measure funding outcomes, and documentation of need for future services.

ICAP Program for Fiscal Year 2009

In the second year of the 2008-2009 biennium, 21 of the 24 projects funded during the first year continued with funded activities. Because of internal program changes, three grantees (Minneapolis Community and Technical College, Minnesota TRiO Association and Metropolitan State University) did not continue with program activities. The 21 funded projects for Fiscal Year 2009 were:

Concordia University	
Seeds of Change: Concordia University's and St. Paul Central High School's Arts Literacy and College Preparation Partnership for African American Males	\$36,000/year
University of Minnesota	
An ACT/SAT Course for At-Risk Students	\$28,000/year
Achieve! Minneapolis	
Achieve! Career and College Initiative ACT Preparation	\$19,491/year
Minnesota State University, Mankato	
Mankato Achieving College Access Program	\$44,000/year
Seeds of Change (formerly known as Summit Academy OIC)	
Quantum Opportunities Program	\$25,000/year
The College of St. Scholastica	
DREAM Project - Daring to Realize Excellence and Academic Motivation	\$43,659/year
University of Minnesota	
Maadaadizi (Start a Journey) Program	\$36,555/year
Women's Initiative for Self Empowerment (WISE)	
Girls Getting Ahead in Leadership (GGAL) Program	\$32,000/year
Learning Disabilities Association (LDA)	
Girls Getting Ahead in Leadership – Academic Component	\$14,000/year
St. Cloud State University	
Promoting Academic Success for Underrepresented Students	\$38,000/year
Dakota County Technical College	
Intensive ACT College Prep Program	\$32,000/year
Admission Possible	
Admission Possible Program Expansion	\$30,000/year
Mounds Park Academy	
Breakthrough Saint Paul	\$45,000/year
St. Cloud Technical College	
Academic Advancement Academy	\$25,000/year
Carleton College	
From the Ground Up: An ICAP Collaborative for Fostering Postsecondary Science Majors	\$32,000/year
Carver-Scott Educational Cooperative District 930	
Project Scholar	\$41,501/year
Northfield Public Schools	
Tackling Obstacles and Raising College Hopes (TORCH)	\$49,000/year
Saint Paul College	
Transitioning & Retaining Underserved Students Through the Power of YOU	\$26,245/year

Lake Superior College	
Upward Bound/ICAP	\$40,000/year
Bemidji State University	
Bemidji State University Upward Bound/Intervention for College Attendance Project	\$38,549/year
Ely Community Resource, Inc.	
Project ELY – Empowerment Through Learning for Youth	\$20,000/year
Total	\$696,000

ICAP Program for Fiscal Year 2010

Following the directive of the 2009 Statutes that ICAP program continuity of services be provided by grantees able to deliver prescribed services and able to provide required program reporting, 20 projects continued with funded activities. One project (Seeds of Change/Quantum Opportunities Program) did not continue because of inability to secure the needed match in program funding. (See Appendix A for project locations.) The 20 funded projects for Fiscal Year 2010 were:

Concordia University	
Seeds of Change: Concordia University’s and St. Paul Central High School’s Arts Literacy and College Preparation Partnership for African American Males	\$36,000/year
University of Minnesota	
An ACT/SAT Course for At-Risk Students	\$28,000/year
Achieve! Minneapolis	
Achieve! Career and College Initiative ACT Preparation	\$19,491/year
Minnesota State University, Mankato	
Mankato Achieving College Access Program	\$44,000/year
The College of St. Scholastica	
DREAM Project - Daring to Realize Excellence and Academic Motivation	\$43,659/year
University of Minnesota	
Maadaadizi (Start a Journey) Program	\$36,555/year
Women’s Initiative for Self Empowerment (WISE)	
Girls Getting Ahead in Leadership (GGAL) Program	\$32,000/year
Learning Disabilities Association (LDA)	
Girls Getting Ahead in Leadership – Academic Component	\$14,000/year
St. Cloud State University	
Promoting Academic Success for Underrepresented Students	\$38,000/year
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Academic Advancement Academy	\$25,000/year

Carleton College	
From the Ground Up: An ICAP Collaborative for Fostering Postsecondary Science Majors	\$32,000/year
Carver-Scott Educational Cooperative District 930	
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Lake Superior College	
Upward Bound/ICAP	\$40,000/year
Bemidji State University	
Bemidji State University Upward Bound/Intervention for College Attendance Project	\$38,549/year
Ely Community Resource, Inc.	
Project ELY – Empowerment Through Learning for Youth	\$20,000/year
Total	\$671,000

Fiscal Year 2010 Project Reports

Grantees were required to report on activities and outcomes of their funded projects. Grantees reported on participant numbers, participant characteristics, program activities to meet program objectives, measures to evaluate designated activities, outcomes of designated activities and student outcomes as they relate to high school graduation rates, college participation and college graduation rates. (See Appendix B for ICAP Project Report Requirements.)

Fiscal Years 2009 and 2010 Grant and Matching Expenditure

Grantees are required to match the grant amount received from the state dollar-for-dollar. The match may be in financial or in-kind contributions. FY 2009 expenditures from grant funds totaled \$674,164.00, and end-of-year reports indicated that projects used an additional \$1,365,295.59 in matching funds to implement project activities.

Expenditures from 2010 grant funds totaled \$652,450.00, and end-of-year reports indicated that projects used an additional \$1,390,793.70 in matching funds to implement project activities. (See Appendix C for matching revenue sources for Fiscal Years 2009 and 2010.)

Fiscal Year 2010 Outcomes of Individual Projects

In Fiscal Year 2010, the 20 matching grant projects provided services for 2,579 students in grades six through 12 and for 378 postsecondary students.

In Fiscal Year 2009, the 21 matching grant projects provided services for 3,125 students in grades six through 12 and for 340 postsecondary students.

Information on the students served, activities implemented, and key outcomes of individual projects for the first year of the 2010-11 biennium follows:

SEEDS OF CHANGE: CONCORDIA UNIVERSITY'S AND ST. PAUL CENTRAL HIGH SCHOOL'S ARTS LITERACY AND COLLEGE PREPARATION PARTNERSHIP FOR AFRICAN AMERICAN MALES

A summary of:

Seeds of Change: Concordia University's and St. Paul Central High School's Arts Literacy and College Preparation Partnership for African American Males

FY 2009 Grant Amount: \$36,000

FY 2010 Grant Amount: \$36,000

Objectives, Overview and Population Served

SOC's objectives were to increase the graduation rate of African American males and to increase the participants' awareness of higher education opportunities and enrollment in college. Twenty-eight students from St. Paul Central High School and four postsecondary students participated in mentoring, AVID-based academic support, emotional and social skills development sessions, workshops to prepare for postsecondary transition and community service. Workshops for parents focused on providing academic support and teacher/parent relationships.

Evidence of Effectiveness

- Twenty-eight students participated consistently.
 - End-of-year reflections by participants indicated that the program's academic and social supports positively influenced high school graduation and inspired postsecondary pursuits.
 - Seniors from the 2008 and 2009 programs are now enrolled in college and mentoring current SOC participants.
 - Seniors from the 2008 program started a mentoring program at a St. Paul junior high school.
 - SOC has increased retention of underclassmen from previous years.
-

Key Components

- AVID methodologies and academic support sessions.
- Emotional and social skills development sessions.
- Mentoring sessions with SOC graduates now in postsecondary programs.
- Parent workshops.
- Creation of an SOC community focused on academic success and personal empowerment.

Contact Information: Dr. Cheryl Chatman, (651) 603-6151, chatman@csp.edu

AN ACT/SAT COURSE FOR AT-RISK STUDENTS

A summary of:

An ACT/SAT Course for At-Risk Students,
University of Minnesota
FY 2009 Grant Amount: \$28,000
FY 2010 Grant Amount: \$28,000

Objectives, Overview and Population Served

The program's objective was to help at-risk students increase their college admission test scores, thereby boosting their chances of attending the college of their choice and of winning scholarships. The test preparation course provided 174 students in grades six through 12 with test taking strategies, mock exams, and content reviews of information expected to be on the ACT/SAT test. Small group tutoring sessions were held to meld students into a community of scholars where academic pursuit is valued and college admissions and financial aid workshops were conducted.

Evidence of Effectiveness

- For 88 students taking the pre-/post-mock ACT test, there was a statistically significant increase in test scores.
- There was a highly significant increase in test scores for students taking the ACT pretest in both 2009 and 2010.
- Students developed self-initiated study groups during the program, and some study groups continued beyond the program.

Key Components

- The use of best practices for test preparation.
- Academic sessions in seven content areas.
- The focus on content and process, as well as the practice and feedback from mock tests.
- Provision of a general course on college readiness that includes information on the admission process, financial aid and how to be a successful student.

Contact Information: Dr. Ernest C. Davenport, Jr., (612) 624-1040, LQR6567@umn.edu

ACHIEVE! CAREER AND COLLEGE INITIATIVE ACT PREPARATION

A summary of:

Achieve! Career and College Initiative, Achieve!
Minneapolis
FY 2009 Grant Amount: \$19,491
FY 2010 Grant Amount: \$19,491

Objectives, Overview and Population Served

The program's objectives were to recruit at least 75 ICAP-eligible students and offer six ACT test preparation classes. The classes were structured so that students gain academic skills in English, reading, writing, science and mathematics and understand the scope and structure of the ACT test and increase their ACT scores.

Evidence of Effectiveness

- Ninety-three high school students who qualified for free or reduced lunch and/or students who self-identified as students of color attended the sessions and had a 3.0-4.8 score gain in taking the baseline practice ACT test and the final practice ACT.
- Gains were made by all students, regardless of their ability.
- One hundred percent of the students enrolled in the class expected to pursue postsecondary education.
- Documentation that with practice students can increase their potential ACT score, the possibilities for postsecondary attendance and access to scholarships.

Key Components

- The ACT course review of mathematics, grammar, science reasoning and reading comprehension had the ability to impact not only ACT scores but students' overall academic ability and GPA.
- Class time was completely devoted to helping students with those questions that were found most challenging because each week the students were given a new ACT (retired ACT test) to complete and correct between classes.
- Student preparedness for the attendance at all sessions.

Contact Information: Arnise Roberson, (612) 455-1566, aroberson@achievempls.org

MANKATO ACHIEVING COLLEGE ACCESS PROGRAM

A summary of:

Mankato Achieving College Access Program,
Minnesota State University, Mankato
FY 2009 Grant Amount: \$44,000
FY 2008 Grant Amount: \$44,000

Objectives, Overview and Population Served

The project targets students receiving free or reduced-price lunch, potential first generation college students and/or students of color and seeks to enhance their academic skills so that they successfully graduate high school and enroll in college. The program provides year-long assistance to families whose children are participating in the program, year-round tutoring to all participants, on-going campus visits to all participants and their families and a one-week precollege summer institute. Fifty-six students in grades six through 12 were supported throughout the year, with 1,000 contact hours that were specifically directed at tutoring and 38 students attending the one-week precollege institute.

Evidence of Effectiveness

- Fifty-six students in grades six through 12 participated throughout the year.
- Parents volunteered to help with tutoring and extracurricular activities and were active in planning and attending events at MSU, Mankato.
- The precollege summer institute served 38 students, and their academic skill sets were identified.
- Of the high school seniors participating in program activities, ten of the 11 graduated from high school and applied to postsecondary institutions.

Key Components

- Individual academic counseling sessions allow all students to gain a clear picture of their academic strengths and weaknesses.
- The use of Accuplacer to assess students' basic skills in math and communications, coupled with after-school tutoring, helped prepare students for college.
- In addition to the after school tutoring program, online tutoring and mentoring is used to assist the targeted student population.

Contact Information: Henry Morris, (507) 389-1150, henry.morris@mnsu.edu

DREAM PROJECT – DARING TO REALIZE EXCELLENCE AND ACADEMIC MOTIVATION

A summary of:

DREAM Project - Daring to Realize Excellence and Academic Motivation, The College of St. Scholastica

FY 2009 Grant Amount: \$43,659

FY 2010 Grant Amount: \$43,659

Objectives, Overview and Population Served

The program's objectives were to increase college readiness through tutoring, an online class, and group sessions; increase grades through summer academic enrichment and increase college readiness through career development. One hundred high school low-income, first-generation students participated in tutoring, study skills assessment and weekly meetings during the academic year; an online study skills course and monthly Saturday sessions. The participants in 11th grade had ACT preparation sessions prior to taking the actual test in June 2010. Eighteen students were enrolled in a four-credit college course, and 13 students completed a career development program.

Evidence of Effectiveness

- One hundred students participated consistently, of which 29 participants completed both the practice ACT and the actual ACT, with an average practice ACT composite score of 19.2 and an average actual ACT composite score of 22. In 2009, Minnesota's average ACT composite score was 22.7 for all students. Project students are low-income and first-generation, and their ACT scores compare quite favorably to those of their advantaged peers.
- Sixty-eight participants completed the summer academic enrichment program for high school credit, and 43% of the students increased their cumulative GPA.
- All ICAP 2009-10 seniors (28) graduated high school and applied to college. Participants are from Carlton and St. Louis Counties, and these counties have 84.3% and 87.2% graduation rates, respectively.
- The program has a 72% college retention rate; Minnesota's average is 58.4%.

Key Components

- The summer academic enrichment program.
- The career development program with student placement in a wide variety of businesses.
- Weekly tutoring, an online college readiness course and monthly Saturday sessions.
- Academic counseling, study skills enrichment, financial aid counseling and career awareness opportunities.

Contact Information: Amy Galarowicz, (218) 723-6760, agalarow@css.edu

MAADAADIZI (START A JOURNEY) PROGRAM

A summary of:

Maadaadizi (Start a Journey) Program,
University of Minnesota
FY 2009 Grant Amount: \$36,555
FY 2010 Grant Amount: \$36,555

Objectives, Overview and Population Served

The program's objectives were to increase college motivation and readiness among American Indian students through college/career development activities, academic preparedness for advanced high school courses and/or Post-Secondary Enrollment Options. Program activities included tutoring and mentoring by college students, assistance with course selection, ACT preparation and exposure to the institutions of higher education. Sixty-three American Indian students from three St. Paul high schools participated.

Evidence of Effectiveness

- Sixty-three American Indian students participated, of which 25 participated in PSEO courses during the 2009-10 school year.
 - Twenty-five of the 63 ICAP students participated in PSEO courses during the 2009-10 school year.
 - The number and percentage of American Indian students taking the ACT test increased from 5% in 2006-07 to 41% in 2008-09.
 - In 2009, the average ACT composite score for the program's American Indian students was 20.4, with a high of 34.
-

Key Components

- Assessment of students' future intentions and awareness of college admission criteria.
 - Monthly career and college planning sessions.
 - College information sessions for parents and families.
 - Support for academic preparedness for advanced high school courses and PSEO.
-

GIRLS GETTING AHEAD LEADERSHIP (GGAL) PROGRAM

A summary of:

Girls Getting Ahead Leadership (GGAL) Program, Women's Initiative for Self Empowerment (WISE), Inc.
FY 2009 Grant Amount: \$32,000
FY 2010 Grant Amount: \$32,000

Objectives, Overview and Population Served

The program's objective is to help young immigrant women and their families plan and prepare for college and develop leadership skills to achieve economic self-sufficiency. Eighty-nine senior high students participated in college preparation, leadership development and academic enrichment workshops. Mentors worked one-on-one with participants assisting them with goal setting, homework, college searches, college applications, scholarship applications, FAFSAs, essay writing and career exploration. GGAL workshops included two writing courses taught by LDA Minnesota to 19 participants.

Evidence of Effectiveness

- Eighty-nine high school students participated consistently.
- Of the ten seniors participating, all applied to three or more colleges, submitted their FAFSAs, graduated from high school and plan to attend college in the fall.
- The program's total of 23 graduates had a GPA averaging 3.73.
- A 2008 GGAL alumnae at Century College received a four-year scholarship to the University of North Dakota to complete a bachelor's degree in nursing.

Key Components

- Sixty-one workshops on college preparation, career exploration, leadership development and English comprehension for juniors and seniors were completed.
- Implementing networking sessions with professional women for GGAL participants.
- Use of strong partnerships with community-based organizations and educational institutions that provide GGAL with resources and support.

GIRLS GETTING AHEAD IN LEADERSHIP – ACADEMIC COMPONENT

A summary of:

Girls Getting Ahead in Leadership – Academic Component, Learning Disabilities Association
FY 2009 Grant Amount: \$14,000
FY 2010 Grant Amount: \$14,000

Objectives, Overview and Population Served

In working with 48 immigrant, senior high students, the project’s objective was to have 80% of the students who attend 75% or more of the classes increase writing skills by at least one level, as measured against writing exemplars that represent levels of proficiency on a scale of 1 to 4. Two hours per week of writing instruction were provided to each of the 21 students participating in the Project Achieve segment of GGAL. Two writing workshops were presented to students in the GGAL Saturday program segment.

Evidence of Effectiveness

- Forty-eight high school students participated consistently.
- One hundred percent of the students who regularly attended improved their writing on a 4-point rubric.
- Eighty percent of the students who regularly attended improved their writing one level or more on a 4-point rubric.
- Forty percent of the students who regularly attended improved their writing from a “below average” to an “average” score.
- One hundred percent of the program’s seniors graduated from high school compared to 71% of the ELL students at the participating charter school and 48% of the ELL students from St. Paul Public Schools.

Key Components

- Provision of two hours per week of writing instruction for GGAL Project Achieve students.
- Provision of two writing workshops for GGAL Saturday program students.

Contact Information: Arthur Dorman, (952) 582-6003, ad@ldminnesota.org

PROMOTING ACADEMIC SUCCESS FOR UNDERREPRESENTED STUDENTS

A summary of:

Promoting Academic Success for
Underrepresented Students, St. Cloud State
University
FY 2009 Grant Amount: \$38,000
FY 2010 Grant Amount: \$38,000

Objectives, Overview and Population Served

The program's objectives were to improve the group's rate of success on state standardized tests, specifically on the Minnesota Comprehensive Assessments, in the areas of reading and mathematics; improve the grades of participants and develop greater interest in postsecondary options for participants. The program provided 317 middle school students and 113 high school students with academic tutoring, academic enrichment activities and cultural programming.

Evidence of Effectiveness

- Four hundred thirty middle and high school students participated.
- From 2009 to 2010, ICAP middle school students increased their rate of passage on the MCA from 10.6% to 19.7%. On the reading MCA, the ICAP students showed improvement in their rate of passage from 27% to 28.6%.
- ICAP seniors were more likely to complete high school than their counterparts not receiving ICAP services (74% to 59%).
- Parents and site organizers noted how the program was helping students improve their grades, approach to school work and attitudes toward academics.

Key Components

- Direct communication and partnerships with community groups, families, schools and the students themselves.
- Students were served in different after school programs and locations.

Contact Information: Dr. Robert C. Johnson, (320) 308-4928, rcjohnson@stcloudstate.edu

INTENSIVE ACT COLLEGE PREP PROGRAM

A summary of:

Intensive ACT College Prep Program, Dakota
County Technical College
FY 2009 Grant Amount: \$32,000
FY 2010 Grant Amount: \$32,000

Objectives, Overview and Population Served

The program's objectives are to have 90% of Upward Bound students meet proficiency requirements for MCA reading and math and increase their ACT score, to have 75% of students report increased knowledge of campus resources after a two-week residential experience and have 75% of Upward Bound graduating seniors improve their transition to and success in college.

Evidence of Effectiveness

- One hundred percent of the ICAP seniors graduated from high school, while one of the high schools for participant recruitment has a 90% graduation rate.
- Of the 30 students with a pre- and post- ACT preparation score, 80% (24) increased their score on the post-test between 1-6 points.
- Students from the Summer Bridge program improved their scores on the Accuplacer test after the eight-week transitional experience.
- Students and parents had a much clearer understanding of the value of the intensive ACT Prep program and how it can assist students on test performance.

Key Components

- Use of the well-designed and substantive Victory curriculum of the Cambridge ACT Test Prep program.
- Student participation in a week-long residential experience at the Laurentian Environmental Center and use of a Laurentian Center designed science curriculum was reflective of what the students needed.

Contact Information: Dora Schumacher, (651) 423-8463, dora.schumacher@dctc.edu

ADMISSION POSSIBLE PROGRAM EXPANSION

A summary of:

Admission Possible Program Expansion,
Admission Possible
FY 2009 Grant Amount: \$30,000
FY 2010 Grant Amount: \$30,000

Objectives, Overview and Population Served

The program's objectives were to help 40 low-income juniors at Edison High School increase their ACT scores at least 13%. Through Admission Possible (AP) programming, 40 juniors at Edison High School participated in intensive, rigorous ACT test preparation sessions led by a recent college graduate serving as an AmeriCorps member. Through a partnership with Kaplan Test Preparation, AP provided students with state-of-the-art teaching materials covering math, science, grammar, reading, writing and test-taking skills. Students took four full-length practice ACT exams over the course of their first year in the program.

Evidence of Effectiveness

- Forty high school juniors from Edison High School participated.
- The Edison cohort experienced a 100% retention rate over the course of the year.
- The Edison juniors increased their ACT test scores by an average of 16% (from a 13.7 to a 16.0), exceeding the originally proposed goal of 13%.

Key Components

- The intensive Admission Possible recruitment process.
- The intensive, rigorous ACT test preparation sessions. Students take four full-length practice ACT exams during their first year in the program.
- The use of a team approach to help students work together and develop a network of peer encouragement and support.

Contact Information: Sara Dziuk, (651) 917-3525, sara@AdmissionPossible.org

BREAKTHROUGH SAINT PAUL

A summary of:

Breakthrough Saint Paul, Mounds Park Academy
FY 2009 Grant Amount: \$45,000
FY 2010 Grant Amount: \$45,000

Objectives, Overview and Population Served

The program's objectives were to have all of its students enrolling and succeeding (B- or above) in honors courses during the year and to attract a diverse group of talented young people to pursue careers in education. The program had 147 middle school students and 51 high school students attend enrichment classes in math, English, science, and social studies for six weeks during the summer and on 13 Saturdays during the school year. Each high school student performed a weekly activity to help prepare them for college and/or success in their honors classes and Skyped their Breakthrough teacher weekly for feedback and mentoring. Twice a month the high school students met in person for college readiness workshops.

Evidence of Effectiveness

- One hundred forty-seven middle school students and 51 high school students participated.
- During the 2009-10 school year, 73% of the students were enrolled in at least one honors course.
- One hundred percent of the high school students were enrolled in honors courses.
- Eighty-five percent of the students passed their honors courses with at least a B.
- Ninety-four percent of the high school students were passing at least one honors course with at least a B.
- Breakthrough's oldest cohort of students are now in 12th grade. All have applied to between eight and ten schools and are now beginning to hear about their acceptance and financial aid awards.

Key Components

- From middle school on to high school graduation, Breakthrough students participate in best practices for college enrollment-rigorous academic curriculum, positive peer group, meaningful co-curricular activities, and family engagement.
- During the summer program, Breakthrough students participate in an intense, day-long intervention program designed to influence educational aspirations and academic achievement prior to junior high school.

Contact Information: Emily Wingfield, (651) 748-5504, ewingfield@moundsparkacademy.org

ACADEMIC ADVANCEMENT ACADEMY

A summary of:

Academic Advancement Academy, St. Cloud
Technical College
FY 2009 Grant Amount: \$25,000
FY 2010 Grant Amount: \$25,000

Objectives, Overview and Population Served

The program's objectives were to prepare students from grades seven through nine and their families for postsecondary education and to give up to 250 students and their parents a better understanding of postsecondary financial aid. Forty-seven students participated in a two-week academic seminar that included academic advising and counseling to create a four-year career development and selection plan; six Academic Academy evening sessions were held with parents. During the school year, three different parent nights provided discussion of financial aid for postsecondary education, career planning with students and college options. Over 300 people attended at least one of the sessions.

Evidence of Effectiveness

- Forty-seven students participated in a two-week academic seminar.
- Students benchmarked and improved their academic skills.
- Positive ratings were given to activities that introduced students and their families to nontraditional STEM-related career paths and to financial aid for postsecondary education.
- Building on their A3 experiences, 21 students participated in other more career-focused college access programs.

Key Components

- Collaboration between all parties involved in providing programming.
- Respect of participants and their families.

Contact Information: Greg Reigstad, (320) 308-0977, greigstad@sctcc.edu

FROM THE GROUND UP: AN ICAP COLLABORATIVE FOR FOSTERING POSTSECONDARY SCIENCE MAJORS

A summary of:

From the Ground Up: An ICAP Collaborative for Fostering Postsecondary Science Majors, Carleton College
FY 2009 Grant Amount: \$32,000
FY 2010 Grant Amount: \$32,000

Objectives, Overview and Population Served

The program's objectives were to use basic scientific research to improve students' understanding of science as a form of learning and knowledge and to equip students with the knowledge, skills and habits of mind in order to pursue postsecondary education, with a specific focus on science. From Faribault and Northfield, 160 middle school students and 110 high school students participated in program services. Faribault elementary and high school students participated in summer day camps designed to help students appreciate and recognize science in their daily lives and to promote healthy living. During the academic year, Carleton students tutored middle school students, worked with Latino Northfield students on chemistry and physics labs and served as "teaching assistants" for Northfield students taking online courses through Riverland Community College.

Evidence of Effectiveness

- One hundred sixty middle school students and 110 high school students participated.
- After elementary and middle school camp activities, the students were more receptive to and enthusiastic about science-based content.
- After working with Carleton volunteers, students indicated that they trusted college students more and were willing to discuss college attendance in their future.
- The school year teacher indicated that the students were more engaged in class and comfortable with the in-class labs.
- Academic assistance to Latino students prevented students from dropping out of the high school geoscience course as had been the case in the past.

Key Components

- Strong collaboration with Riverland Community College and the TORCH program.
- Carleton's Civic Engagement Office serves as the organizational center for project activities, home for project staff and agent for establishing relationships with community partners.
- The connection to existing organizations, active community partners wanting to use project resources to build and maintain particular goals.
- ICAP-eligible students and their partners recognize that secondary and postsecondary education are critical to career success.

Contact Information: Adrienne Falcón, (507) 222-5748, afalcon@carleton.edu

PROJECT SCHOLAR

A summary of:

Project Scholar, Carver-Scott Educational
Cooperative District 930
FY 2009 Grant Amount: \$41,501
FY 2010 Grant Amount: \$41,501

Objectives, Overview and Population Served

The program's objectives were to have participants achieve passing grades in all their core academic classes necessary for graduation, develop a relationship with a caring adult, participate in the Senior Seminar designed to conduct career research and develop a Continuous Learning Plan and enroll in and attend a postsecondary institution in 2010-2011. A total of 226 high school students participated in program activities, and a transition cohort group will continue for first-year college students.

Evidence of Effectiveness

- Two hundred twenty-six students participated.
- Eighty-five of 100 students in grade 12 achieved a passing grade in all required core academic classes.
- One hundred percent of the seniors who were scheduled for 2010 graduation participated in the Senior Seminar course. Two students participated in PSEO.
- Fifty-five percent of the core group of seniors have been accepted in a postsecondary school or military service.
- Four Project Scholar students received the CSEC Foundation scholarship, and four Project Scholar students received scholarships from other sources.

Key Components

- Having a Project Scholar counselor dedicated solely to working with students on planning for after high school and providing assistance to students and families to maneuver through the process.
- Personal attention given to students to assure that a caring adult influences education and career choices.

Contact Information: Joyce Eissinger, (952) 368-8126, jeissinger@cseced.org

TACKLING OBSTACLES AND RAISING COLLEGE HOPES (TORCH)

A summary of:

Tackling Obstacles and Raising College Hopes (TORCH), Northfield Public Schools
FY 2009 Grant Amount: \$49,000
FY 2010 Grant Amount: \$49,000

Objectives, Overview and Population Served

The program's objectives were to have TORCH students in grades 6-12 demonstrate improved academic performance in core subject areas and report enhanced knowledge/awareness of postsecondary opportunities and career opportunities. In addition, TORCH graduates were to enroll in postsecondary institutions and continue to make progress in earning degrees. Program participants included 93 middle school students, 104 high school students and 50 postsecondary students. They had academic counseling, one-on-one mentoring and tutoring, study centers at the middle and high schools, evening homework help, basic skills test preparation, home visits and family check-ins, college and career workshops, participation in summer enrichment programs and placement in Post-Secondary Enrollment Options. The Riverland Community College partnership was expanded, and TORCH continued to provide annual training to Northfield school staff on working with English Language Learners and Latino students.

Evidence of Effectiveness

- One hundred ninety-seven middle and high school students participated.
- Ninety-one percent of TORCH seniors graduated from high school; the remaining 9% are scheduled to finish summer of 2010.
- Sixty-five percent of TORCH high school students demonstrated improved grade point averages. Of the upperclassmen who did not see a GPA increase, over one-third had moved into an advanced track and were taking more difficult classes which likely lowered their GPA.
- Eight students were enrolled in AP courses, 14 were enrolled in honors courses, and 13 were enrolled in PSEO with Riverland College.

Key Components

- TORCH maintains ongoing contact with TORCH graduates throughout their collegiate careers.
- Incredible collaboration with partners and stakeholders that allows the project to have a greater impact than it could have if it was solely run by the schools.
- The use of multiple strategies to achieve its goal of increasing graduation and postsecondary participation rates of students.
- Having paid coordinators able to devote time and energy to students and monitoring program success.
- Extensive efforts to engage families and to offer a variety of options for parents.

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TRANSITIONING & RETAINING UNDERSERVED STUDENTS THROUGH THE POWER OF YOU

A summary of:

Transitioning & Retaining Underserved Students
Through the Power of YOU, Saint Paul College
FY 2009 Grant Amount: \$26,245
FY 2010 Grant Amount: \$26,245

Objectives, Overview and Population Served

The program's objectives were to increase the number of students from underrepresented groups who apply for Power of YOU scholarships for 2010, increase the fall-to-fall retention rate for FY09 ICAP-supported students and increase participation by both students and faculty in the student mentoring program. This ICAP support to the Power of YOU had 148 high school students and 305 postsecondary students participate in staff visits to targeted high schools for recruitment, FAFSA workshops for students and parents, increased intrusive advising, use of peer tutors, implementation of group advising sessions and a mentor/mentee event and the offering and showcasing of Power of YOU student recognition events.

Evidence of Effectiveness

- One hundred forty-eight high school students and 305 college students were supported.
- The percentage of underserved students who applied to the 2010 Power of YOU program increased to 85%.
- The fall to spring retention rate for ICAP Power of YOU students increased to 90%.
- More than 60 students engaged in mentoring opportunities with faculty mentors.

Key Components

- Using the ability to try different interventions to support high student retention rates.
- Having program-specific academic and social activities and events that allowed students to bond and find common ground, and thus improve retention.
- Offering FAFSA workshops that included family and community members to help students realize that a college education is accessible.

Contact Information: Dr. Margie L. Tomsic, (651) 846-1316, margie.tomsic@saintpaul.edu

UPWARD BOUND/ICAP

A summary of:

Upward Bound/ICAP, Lake Superior College
FY 2009 Grant Amount: \$40,000
FY 2010 Grant Amount: \$40,000

Objectives, Overview and Population Served

The program's objectives were to have students participate in career awareness and exploration, financial aid workshops and advising, summer program enrichment classes and enroll in one or more college preparatory courses yearly. Participants included 49 high school students and two postsecondary students. Activities included a summer academic enrichment program, financial aid information advising and a financial aid night, enrollment in one or more college preparatory courses, career awareness and exploration and summer internships/career mentoring experiences.

Evidence of Effectiveness

- One hundred percent of ICAP seniors graduated in comparison to 65% of their peer group.
- Two students were enrolled in AP courses, 13 in honors courses, 2 in PSEO and 8 in College In The Schools.

Key Components

- Through creation and use of the Career Portfolio, students made a clear connection between colleges and careers.
- A superb group of teachers and tutors guided and supported students to high levels of achievement.

Contact Information: Carol Johnson, (218) 733-7673, c.johnson@lsc.edu

BEMIDJI STATE UNIVERSITY UPWARD BOUND/INTERVENTION FOR COLLEGE ATTENDANCE PROGRAM

A summary of:

Bemidji State University Upward Bound/
Intervention for College Attendance Program,
Bemidji State University
FY 2009 Grant Amount: \$38,549
FY 2010 Grant Amount: \$38,549

Objectives, Overview and Population Served

The program's objectives were to have UB/ICAP participants pass state assessments in reading/language arts and math by the end of their senior year, participate in career awareness and exploration activities and visit at least one college campus per year. More targeted objectives include having 80% of UB/ICAP graduating seniors participate in ACT preparation and ACT testing and having 90% of the seniors be accepted to at least one postsecondary institution. Activities included monthly back-to-campus workshops including MCA prep classes, financial aid workshops, monthly ACT preparation classes, career awareness and postsecondary planning workshops, a career internship, expansion of college visits to include freshmen and sophomores and college students serving as mentors to UB/ICAP participants. Ninety-four high school students participated in project activities.

Evidence of Effectiveness

- Ninety-four high school students participated.
- Eighty-one percent of the seniors passed the math and reading/language arts state assessments.
- Ninety-three percent of the seniors were accepted to at least one postsecondary institution.
- ICAP seniors had a 93% graduation rate compared to a 64% graduation rate for their peers.
- One student was enrolled in a PreAP/PreIB course, 3 were enrolled in AP courses and 24 were enrolled in PSEO.

Key Components

- The exposure to college admission requirements and college personnel allows students to become familiar with a variety of postsecondary options and to figure out the best fit for their personal needs and makes them aware of what they need to accomplish to attend the institution of their choice.
- Program participants are preparing for college throughout high school versus waiting until their senior year to start the process.

Contact Information: Kelli Steggall, (218) 755-2504, ksteggall@bemidjistate.edu

PROJECT ELY – EMPOWERMENT THROUGH LEARNING FOR YOUTH

A summary of:

Project ELY – Empowerment Through Learning for Youth, Ely Community Resource, Inc.
FY 2009 Grant Amount: \$20,000
FY 2010 Grant Amount: \$20,000

Objectives, Overview and Population Served

The program's objectives were to have students in grades seven through 12 raise their grades a minimum of one letter grade in two or more classes and increase self-esteem and self-confidence and to have students in sixth grade develop a stronger bond to school and decrease their academic difficulties. Forty-one middle school students and eight high school students participated in activities that included after-school tutoring sessions and study groups; after-school workshops at Vermilion Community College on college life, communication, teambuilding, leadership and diversity and community service projects.

Evidence of Effectiveness

- Forty-nine students in grades six through 12 participated.
 - Teachers indicated that the academic difficulties of 74% of the participants improved or became manageable.
 - Eighty percent of the students for whom attendance was an issue improved their attendance.
 - Eighty percent of all participants reported feeling a stronger bond to school.
 - Nine students participated in AP courses.
-

Key Components

- Collaboration with the Ely School District and Vermilion Community College and support from the community as a whole.
 - An emphasis on respectful behavior and communication to help students learn how to build a healthy support group that makes school enjoyable and learning easier.
 - Dedicated staff and volunteers who help students learn that they are capable in school and of value to their community.
-

Contact Information: Julie Hignell, (218) 365-5254, julie@elycommunityresource.org

Program Impact on High School Graduation and College Participation

The collection of outcome data regarding the success of projects in increasing high school graduation, college participation and college graduation of students served was enhanced by the continuity of program services from 2008 through 2011. ICAP project staff has been able to track secondary students into postsecondary programs and assess the impacts of their focused college readiness efforts. Individual projects cannot claim to be the sole factor that influenced the more positive academic outcomes of students. Along with their K-12 curricular and co-curricular work, many ICAP students participated in other college access programs. (See Appendix D for a listing of college access programs that ICAP students were involved in.) Over subsequent years, project staff will continue to track students through the educational pipeline. This longer time period will allow directors of middle school projects to support and track their students as they move into postsecondary programs. (See Appendix E for a summary of project outcomes as they relate to high school graduation, college participation and college graduation of ICAP students.)

Expansion Plan

Project directors for ICAP grants responded to the request that they report the number of students in the project's service area that would be eligible for their program but are not being served, and submit a plan for providing services to those students. The 2010 projects served 2,013 students in grades 6-12 and in postsecondary programs with \$671,000 in matching grant funds. Under the expansion plans submitted for the current ICAP projects, an additional 15,479 students could be served by \$13,199,509 in matching grant funds. Expanded project activities would replicate current academic and support services for the 15,479 additional students. Information on each project's expansion plan follows:

CONCORDIA COLLEGE

SEEDS OF CHANGE: CONCORDIA UNIVERSITY'S AND ST. PAUL CENTRAL HIGH SCHOOL'S ARTS LITERACY AND COLLEGE PREPARATION PARTNERSHIP FOR AFRICAN AMERICAN MALES

Continued Program Activity

Twenty-five African American male students from St. Paul Central High School will participate in mentoring, academic support, emotional and social skills development sessions and postsecondary preparation workshops to support their high school graduation and transition to college.

Expansion Plan

The Target Population for an expansion project would be all African American 9th-12th grade male students at Central High School in St. Paul, Minnesota and current freshmen, sophomore and junior college student that were Seeds of Change members in 2006-2009. The current project serves 25 high school students and five college students. The total population of African American male students in grades 9-12 at Central High School is 326, and the Seeds of Change Alumni population is 27.

Expansion Plan Objectives

1. To develop and implement activities that will increase the graduation rate of African American males within St. Paul Central High School.
2. To increase the awareness and support of higher education opportunities, procedures and enrollment for students and family members.

Expansion Delivery Methods

The Seeds of Change group currently meets twice a week after school. Each day, current college student or local artists/literacy personnel facilitate activities for students and their family members in various areas such as academic support, tutoring, mentoring and postsecondary transitions. To fulfill expansion objectives, the current activities would have to be held daily in order to meet the needs of all 326 African American male students at St. Paul Central High School.

Anticipated Outcome

More African American male students will have an earlier awareness of Minnesota's high school graduation requirements and postsecondary entrance processes. Students will gain the academic skills needed to matriculate to the next grade level. Current 12th grade students will have met requirements for graduation and postsecondary entrance requirements. Students will successfully graduate and transition to a postsecondary institution. This will increase the likelihood of having more graduates to fill anticipated gaps in the workforce.

2010 Grant Amount	Number of Students	Service Area	Estimated Expansion Grant Amount	Number of Additional Students Served Under Expansion Award
\$36,000.00	30	St. Paul Central High School	\$480,710.00	343

UNIVERSITY OF MINNESOTA

AN ACT/SAT COURSE FOR AT-RISK STUDENTS

Continued Program Activity

This program will increase student knowledge in key content areas to better prepare them for college entrance exams. About 160 high school minority and female students will receive instruction on topics assessed by college entrance exams: math, reading, writing, data representation, English, vocabulary and reasoning. Students will also work with tutors in a 7 to 1 ratio in each of these content areas. In addition, students will attend informational sessions on course-taking, test preparation, test anxiety and how to study as well as sessions about college admissions, financial aid and physical and psychological health. Students will also have the opportunity to take practice tests that are scored and returned with diagnostic information.

Expansion Plan

The Target Population for an expansion project would be academically at-risk students, and marketing would target ethnic minorities, females, recent immigrants, student who would be first-generation college students and students from low-income families.

Expansion Plan Objectives

1. To help the targeted student group increase their college admission test scores thereby boosting their chances of attending the college of their choice and of winning scholarships that use these scores as part of their award criteria.
2. To increase students' knowledge in the content areas assessed by college admissions tests and also needed for a successful college experience.
3. To advise high school student of the "advanced" courses they should take to be successful on college admission tests as well as to be successful in college.
4. To meld students into a community of scholars where academic pursuit is valued.

Expansion Delivery Methods

The program format would stay the same with instruction provided on topics assessed by college admission tests; tutoring to small groups for each content area; provision of informal sessions on course-taking, test-wisness, test anxiety and study skills; review of the noncognitive aspects of applying to and attending college and student completion of a Princeton Review Assessment and a mock ACT.

Anticipated Outcome

As a result of increased college admission test scores and college preparedness, students will have a better chance of going to the college of their choice, receiving merit scholarships to go to college and being successful once they are in college.

2010 Grant Amount	Number of Students	Service Area	Estimated Expansion Grant Amount	Number of Additional Students Served Under Expansion Award
\$28,000.00	160	Minneapolis/St. Paul	\$56,791.00	180

ACHIEVE! MINNEAPOLIS

ACHIEVE! CAREER AND COLLEGE INITIATIVE ACT PREPARATION

Continued Program Activity

Up to 75 ICAP-eligible juniors and seniors from Minneapolis Public Schools will participate in after-school tutoring sessions to gain academic skills in English, reading, writing, science and math and understand the scope and structure of the ACT test. Students will take four ACT practice tests to master skills, fully prepare for the actual test and improve their scores from the initial practice to the actual test.

Expansion Plan

The Target Population for an expansion project would be the additional 650 11th and 12th grade students in Minneapolis public schools (including contract alternative high schools) who are eligible for free or reduced price lunch and/or members of groups traditionally underrepresented in postsecondary education (including Black, Hispanic, American Indian and Southeast Asian students, economically- disadvantaged students and students who will be the first generation to attend college).

Expansion Plan Objectives

To prepare ICAP-eligible students of the Minneapolis Public Schools to improve ACT scores from the initial practice test to the final practice test and the actual ACT test, the implemented plan would:

1. Offer 26 sections of test preparation classes over an academic year for all eligible students. Classes would be offered three times per year at each of the seven high schools, the Central Library and the AchieveMpls conference room to accommodate alternative school students.
2. Structure classes to help students gain academic skills in English, reading, writing, science and mathematics and understand the scope and structure of the ACT test.

Expansion Delivery Methods

Using a methodical “building block” approach, the program would provide 12 hours of instruction over six weeks. During the program, instructors would provide assistance and tutoring in academic content, and students will take three to four full ACT tests as practice tests.

Anticipated Outcome

Students who attend test preparation classes regularly do assigned homework and take the assigned practice tests will see up to a 25% gain from the initial practice test score to the final practice test score.

2010 Grant Amount	Number of Students	Service Area	Estimated Expansion Grant Amount	Number of Additional Students Served Under Expansion Award
\$19,491.00	75	Minneapolis Public Schools	\$172,110.00	650

MINNESOTA STATE UNIVERSITY, MANKATO

MANKATO ACHIEVING COLLEGE ACCESS PROGRAM

Continued Program Activity

Seventy high school students will participate in year-round tutoring, reading development, ongoing campus visitations with their families and a week-long pre-college summer institute. A parent group will be involved through monthly meetings and are encouraged to support their students' academic pursuits. The program will maintain an after-school academic assistance program and utilize the Institutional Diversity English Institute to assist students in their academic language development.

Expansion Plan

The Target Population for an expansion project would be Mankato School District high school students who are counted under section 1124, eligible for free or reduced price lunch, receive assistance under the Temporary Assistance for Needy Families Law, or are members of groups traditionally underrepresented in higher education. During 2009-2010, MA-CAP served 61 students, and 632 students in grades 9-12 within District 77 are eligible for participation.

Expansion Plan Objectives

To double the number of MA-CAP students served and:

1. Provide year-long college preparation activities for students which will include: ACT preparation, admissions applications and processes, financial aid workshops, introduction to various student services and familiarization with a college campus.
2. Assist school district staff with identifying students who meet the required benchmarks for academic skill development. Emphasis will be placed on assisting English as a second language (ESL) students.
3. Develop a Desire 2 Learn (D2L) component to allow students, faculty and ISD 77 staff to monitor the progress of skills development and use of the D2L as a learning tool.
4. Expand the number of students who are eligible to participate in the one-week pre-college summer institute from 40 to 80.

Expansion Delivery Methods

A total of 130 students will be chosen to participate in MA-CAP expansion. College students in the academic component will provide tutoring for three days per week and focus on the benchmarks students need to achieve for high school graduation and the skill sets students need to become college ready. Students will receive information and participate in workshops to better prepare them for the college admission and enrollment process.

Anticipated Outcome

Through expansion, a larger number of eligible students in the Mankato area would be college ready, and families and students would be better prepared for postsecondary experiences by addressing high school graduation benchmarks, college readiness skill sets and campus acculturation.

2010 Grant Amount	Number of Students	Service Area	Estimated Expansion Grant Amount	Number of Additional Students Served Under Expansion Award
\$44,000.00	61	Mankato	\$82,637.00	130

THE COLLEGE OF ST. SCHOLASTICA

DREAM PROJECT – DARING TO REALIZE EXCELLENCE AND ACADEMIC MOTIVATION

Continued Program Activity

One hundred twenty-five low-income, first-generation high school students will participate in weekly academic-year tutoring to address study habits and grade improvement. A five-week summer academic enrichment program will be held for 90 students to increase skills in core subject areas and improve grade point averages. High school credit will be awarded for successful participation. Twelve high school students will participate in career exploration and a five-week job placement. All students will complete the Career Development Program, complete the FAFSA and apply for at least one outside scholarship.

Expansion Plan

The Target Population for an expansion project would be the 2,500 ICAP-eligible students in grades 9-12 at the 14 partner high schools in the rural Arrowhead region of northeastern Minnesota.

Expansion Plan Objectives

1. To provide an expanded academic tutoring and online course program to all eligible students.
2. To provide an expanded summer academic enrichment program.
3. To provide an expanded seven-month Career Development Program.

Expansion Plan Delivery

The expanded DREAM Project would deliver a weekly academic year tutoring program for 2,500 low-income, first-generation high school students addressing student habits, core course grade improvement and college preparatory testing; a five-week summer academic enrichment program for at least 1,800 high school students to increase their grade point averages and core subject area skills; and career exploration and college readiness preparation along with a five-week job placement program for 240 high school juniors and seniors.

Anticipated Outcomes

All participants will complete a pre- and post-survey designed to measure knowledge regarding financial aid, college readiness and study skills, and 90% will show increased awareness in these areas. In addition, 90% of high school juniors will show an increase in their ACT scores (practice ACT to actual ACT). Of the 1,800 high school student selected to participate in the summer academic enrichment program, 90% will complete the program and receive high school credit. Ninety percent of participants will show an improvement in standardized testing (PLAN to mock ACT or past PLAN to current PLAN). A summer “bridge” class in science will be offered, and 90% of the participants will earn college credits for this course. One hundred percent of 240 participants will complete the Career Development Program, and all participants will apply to three higher education institutions and be accepted into at least one. When eligible, 100% will complete the FAFSA and apply for at least one outside scholarship.

2010 Grant Amount	Number of Students	Service Area	Estimated Expansion Grant Amount	Number of Additional Students Served Under Expansion Award
\$43,659.00	125	Duluth Area	\$6,126,832.00	2,375

UNIVERSITY OF MINNESOTA

MAADAADIZI (START A JOURNEY) PROGRAM

Continued Program Activity

Sixty American Indian students at Johnson, Highland, and Harding Senior High Schools will participate in career and college planning sessions with Indian Education licensed school counselors and University of Minnesota staff, field trips to college fairs, college visits, high school course selection, PSEO application and college and financial aid application, and tutoring/mentoring sessions with college students. Parents will have the opportunity to attend a college information session at the University of Minnesota, and will also receive information on high school advanced courses, PSEO eligibility, and student grades from Indian Education licensed school counselors.

Expansion Plan

The Target Population for an expansion project would be the 363 American Indian students in grades 7-12 in the St. Paul Public School system. Based on district records, as of April 2010, 305 American Indian ICAP-eligible students are not receiving program services. An expansion project would focus on working with middle schools and three Area Learning Centers and have a strong focus on study, organizational, and social skills to ensure students are prepared for high school.

Expansion Plan Objectives

1. Increase high school motivation and college readiness for middle school students through high school/extracurricular/career information and exposure to the U of M and other college systems.
2. Increase academic awareness and preparedness for advanced coursework available at the middle and high school levels.

Expansion Delivery Methods

The middle school counselor will work with American Indian students at four middle schools and advocate for students eligible for advanced classes in middle school and who are preparing to enter ninth grade, educate students/families on advanced course options and assist eighth grade students/families in completing high school applications and course registration. The Home School Liaison will assist the counselor in getting information out to families about high school application deadlines, course options and student academic progress.

Anticipated Outcome

Students will demonstrate increased knowledge/awareness of high school, career and college options and college entrance requirements. There will be increases in the number of family contacts, number of students referred for advanced coursework, number of completed high school applications by eighth graders and student GPA.

2010 Grant Amount	Number of Students	Service Area	Estimated Expansion Grant Amount	Number of Additional Students Served Under Expansion Award
\$36,555.00	60	Johnson, Highland and Harding Senior High Schools	\$250,460.00	363

WOMEN'S INITIATIVE FOR SELF EMPOWERMENT (WISE)

GIRLS GETTING AHEAD IN LEADERSHIP (GGAL) PROGRAM

Continued Program Activity

Forty-eight junior and senior high women from African, Asian, and Latino communities in the Twin Cities area will participate in seminars to provide information on college planning, financing, academic preparation and accessing community and education resources, as well as career options and career explorations. In addition, there will be group activities to strengthen cross-cultural relationships and advocacy, increase the involvement of parents, provide networking opportunities with professional women and provision of individual assistance to ensure success in preparing for internships, mentorships and college.

Expansion Plan

The Target Population for an expansion project would be first generation immigrant and refugee girls who are juniors and seniors attending St. Paul Public Schools or charter schools. An estimated 1,542 immigrant and refugee girls attend the seven St. Paul high schools, the LEAP program and two charter schools (Hmong Academy and Minnesota Internship Center).

Expansion Delivery Methods

To reach more eligible participants, recruitment will include establishing and maintaining relationships with key administration, staff and teachers at the eight SPPS sites and the two charter schools. All school sites will be visited, and information will be presented about GGAL to all ELL classes. Office hours will be established at high schools where there are eight or more participants. All eligible and potential participants will be provided with transportation information, and home visits will be conducted to ensure parents/guardians that GGAL is a beneficial program for their daughter and that program staff are trustworthy.

Anticipated Outcomes

It is estimated that approximately 500 immigrant and refugee girls in St. Paul high schools participate in one of three (Multicultural Excellence Program, Upward Bound or Admission Possible) college preparatory and academic enrichment programs. This leaves approximately 1,000 immigrant and refugee girls in St. Paul high schools and charter schools who do not participate in designated enrichment programs. By expanding outreach and programming, more immigrant and refugee girls will receive information to enhance college preparation.

2010 Grant Amount	Number of Students	Service Area	Estimated Expansion Grant Amount	Number of Additional Students Served Under Expansion Award
\$32,000.00	48	Twin Cities	\$1,357,951.00	1,068

LEARNING DISABILITIES ASSOCIATION (LDA)

GIRLS GETTING AHEAD IN LEADERSHIP – ACADEMIC COMPONENT

Continued Program Activity

In partnership with Women’s Initiative for Self Empowerment (WISE), the Learning Disabilities Association (LDA) will focus on improving the academic skills of immigrant youth, particularly in the area of writing. LDA will provide academic programming for approximately 20 students in the Project Achieve portion of the Girls Getting Ahead in Leadership Program (GGAL). LDA will also provide supportive academic programming for approximately 28 students who participate in the Saturday component of GGAL. Through small group instruction and training of GGAL staff, this project aims to increase students’ writing skills in order to be prepared for college.

Expansion Plan - LDA

The Target Population for an expansion project would be the 2,329 students of color and/or students from low-income families in grades 6-12 at St. Paul charter schools not receiving LDA ICAP services. LDA would provide writing instruction and resources to students in grades 6-12, and students in grades 11 and 12 would receive help with writing components necessary to complete the essays and application forms that are key for college admission. Students in grades 6-10 will receive basic instruction in writing to increase their skills to levels that would allow them to successfully apply to postsecondary education and experience academic success.

Expansion Plan Objectives

Provide academic programming for eligible charter school students to improve secondary academic outcomes and to support college access and success.

Expansion Delivery Methods

Writing instruction and coaching will be provided within the context of the classrooms for students in grades 6-10. LDA teachers will use specific writing curriculum and coach students on application of skills to write activities within their classes. In grades 11 and 12, LDA will work with program staff during scheduled class periods to support the development and application of skills for success in postsecondary education. Services will be provided during the school day three days per week and during Saturday writers’ workshops.

Anticipated Outcomes

Students in grades 11 and 12 will be able to write essays that meet the admission expectations of postsecondary programs. Students in grades 6-10 will improve their writing skills by at least 1.5 grade levels and will implement these skills in classroom writing work 80% of the time.

2010 Grant Amount	Number of Students	Service Area	Estimated Expansion Grant Amount	Number of Additional Students Served Under Expansion Award
\$14,000.00	48	Twin Cities	\$930,671.00	2,333

ST. CLOUD STATE UNIVERSITY

PROMOTING ACADEMIC SUCCESS FOR UNDERREPRESENTED STUDENTS

Continued Program Activity

Fifty African American students in grades six through 12 in the St. Cloud area with risk factors for poor academic achievement will participate in intensive mentoring, academic tutoring, academic enrichment activities, cultural programming, and college admissions and financial assistance workshops and seminars. The focus of activities will be to improve the group's rate of success on state standardized tests in the areas of reading and mathematics, increase students' grades and increase their interest and awareness of higher education options. Summer residential programs will also be used to achieve the objectives of this program.

Expansion Plan

The Target Population for an expanded project will be 6th through 12th grade students in the St. Cloud Area School District (#742) who are at risk of performing poorly in academic areas and of not graduating from high school or participating in higher education. The vast majority of St. Cloud's ICAP-eligible students (1,209 students of color, 2,274 free and reduced price lunch recipients and 518 limited English proficient students) are not served by current ICAP initiatives. An expansion plan would continue to use various services and program activities to focus on the problem of low academic performance on state standardized measures of academic achievement, low graduation rate and low awareness or utilization of higher education as a postsecondary option. Expansion program components would consist of mentoring, tutoring, academic enrichment activities, summer academic enrichment programs, career awareness and college orientation activities and assistance with information about college admissions requirements and financial aid. These services and programs would be provided to more students and families in more settings, both in-school and out-of-school.

Expansion Plan Objectives

1. Improve the students' rate of success on state standardized tests, specifically on the Minnesota Comprehensive Assessment, in the areas of reading and mathematics.
2. Improve the grades of participants.
3. Increase student interest and awareness of higher education options.

Expansion Delivery Methods

To accomplish expansion tasks, the project would draw on the resources of established programs and activities to tutor students for 2 ½ hours a week on basic skills in reading and mathematics and to give assistance with homework in courses that they are taking; provide one-on-one and group-focused mentoring activities; continue to engage ICAP students in St. Cloud State University (SCSU) programs, namely the Access and Opportunity Program, the Scientific Discovery Program, the Advance Program in Technology and Science or the Math-Science-Computer Camps; continue to have students attend academic and cultural programs on the SCSU campus and continue to offer workshops and seminars for students and their families on the college admission process and financial aid.

Anticipated Outcome

Participating students will have growth scores on the MCA test that demonstrate academic improvement, improved passing grades in subjects in which they are tutored and will express more interest in higher education options as a result of program participation.

2010 Grant Amount	Number of Students	Service Area	Estimated Expansion Grant Amount	Number of Additional Students Served Under Expansion Award
\$38,000.00	50	St. Cloud	\$186,140.00	200

ADMISSION POSSIBLE

ADMISSION POSSIBLE PROGRAM EXPANSION

Continued Program Activity

With program support, Admission Possible will be able to add 40 low-income students from Edison High School to its services. Admission Possible identifies students who have the potential to succeed in college but are not likely to obtain admission to a four-year college without support. During their junior year, students will learn about the college application process, prepare for the ACT, visit college campuses and explore summer enrichment opportunities. During their senior year, students will focus on completing college and scholarship applications, filing the FAFSA, and receive advising on the transition from high school to college. Students meet twice a week for two years, totaling 320 hours on time-on-task.

Expansion Plan

The Target Population for an expansion project would be the 1,100 low-income high school juniors and seniors not receiving AP services. AP currently serves 40 students through the ICAP program and an additional 1,360 students through other funding sources. If funding were in place, Admission Possible could reach all 2,500 eligible students within the next five years. By the 2011-12 academic year, the program could immediately expand to reach 1,700 students.

Expansion Plan Objectives

1. Serve a total of 1,700 low-income students by the 2011-12 academic year.
2. Juniors participating in AP will see a score increase of at least 13% on their ACT exam.
3. In year 2, at least 90% of all participating seniors will be admitted to at least one college.
4. In year 2, at least 90% of the participating seniors who are admitted to college will apply for financial aid.

Expansion Delivery Methods

Working with 15 additional new partner high schools, each of the additional 1,700 low-income students will receive at least 160 hours of direct service each year. During their junior year, the student receives academic support, information on the advantages of attending college, intensive SAT or ACT test preparation and participates in visits to college and university campuses. During their senior year, the student receives individual support in selecting and applying to targeted colleges or universities, assistance in maximizing their financial aid options and preparation for the transition to college.

Anticipated Outcome

Through targeted program support, 2,500 students would have a score increase on the ACT exam, increased admission to college and increased ability to afford college by receipt of larger financial aid awards.

2010 Grant Amount	Number of Students	Service Area	Estimated Expansion Grant Amount	Number of Additional Students Served Under Expansion Award
\$30,000.00	40	Edison High School/ Twin Cities	\$1,150,748.00	1,100

MOUNDS PARK ACADEMY

BREAKTHROUGH SAINT PAUL

Continued Program Activity

As a six-year college access program administered by Mounds Park Academy in collaboration with Saint Paul Public Schools, Breakthrough Saint Paul works with 188 highly motivated public school students in grades seven through 11 and their families. Students make a year-round commitment to the program and will participate in academic and summer programming that supports them on the path to college. During 7th and 8th grade, the program provides an extra 80 days of challenging academic enrichment. After completion of the junior high program, students are offered ongoing support in high school as they pursue success in rigorous honors coursework.

Expansion Plan

The Target Population for an expansion project would be the 107 ICAP-eligible Saint Paul Public School students in sixth grade who are not receiving ICAP Breakthrough Saint Paul program services. Students must demonstrate one of the following need criteria: eligible for free/reduced price lunch, first generation in their family to attend college, primary home language is not English, single parent family, or racial or ethnic group underrepresented in college.

Expansion Plan Objective

Breakthrough aims to get all participating students enrolling and succeeding (B or above) in honors courses during the school year.

Expansion Delivery Methods

Breakthrough Saint Paul provides comprehensive services to support students on the path to college. First, middle school students attend enrichment courses in math, English, science and social studies for six weeks during the summer and receive weekly tutoring and enrichment courses during the school year. High school students receive a laptop and complimentary internet access to complete weekly college readiness activities and Skype their aspiring teachers weekly to receive feedback on assignments and mentoring services. High school students also attend bi-weekly college preparation workshops.

Anticipated Outcome

The goal is to have 95% of the students take an honors course and have 80% receive a B or above in an honors course.

2010 Grant Amount	Number of Students	Service Area	Estimated Expansion Grant Amount	Number of Additional Students Served Under Expansion Award
\$45,000.00	188	Saint Paul Public Schools	\$148,344.00	107

ST. CLOUD TECHNICAL COLLEGE

ACADEMIC ACHIEVEMENT ACADEMY

Continued Program Activity

The Academic Achievement Academy will work with 60 underrepresented students in grades seven and eight to prepare them for college. The program includes a two-week summer academy with math and English classes to prepare students for college-level course work, service learning experiences, and career exploration opportunities. Students and their parents will also receive financial aid and career advising, with a special emphasis on nontraditional careers. In addition, volunteers from the community will serve as mentors and role models for students. Students will also have the chance to experience academic classes in a college setting to ease their transition into higher education.

Expansion Plan

The Target Population would be the 600 ICAP-eligible seventh- and eighth-grade students in the St. Cloud Public School District currently not being served. According to the Minnesota Department of Education website, District 742 has a total enrollment of 1,387 students in grades seven and eight. Of these, 287 are in special education, 116 have limited English proficiency, 572 are eligible for free lunch, 120 are eligible for reduced lunch costs and 355 are ethnic minority students. Since many of the students fit into more than one category, extrapolation is difficult. However, 692 are eligible because of low income; and since the program currently serves 60 students, this leaves over 600 not served.

Expansion Plan Objectives

1. Academically prepare 600 7th and 8th grade students for testing and college entrance with English and math classes.
2. Provide financial aid advising for students and parents.
3. Provide career advising with a special emphasis on nontraditional careers.

Expansion Delivery Methods

1. Two-week summer academies will include academic classes in a college setting in math and English to prepare students for college level coursework, service learning experiences and career exploration opportunities.
2. Workshops for students and parents to help with financial aid and career choice.
3. Volunteers from the community will serve as mentors and role models to provide information to students in a workshop setting.

Anticipated Outcome

1. 90% of the students will indicate an intention to attend college after high school.
2. 95% will graduate with their scheduled high school class.
3. 80% will successfully pass the MCA math assessment.
4. 80% will successfully pass the MCA reading assessment.

2010 Grant Amount	Number of Students	Service Area	Estimated Expansion Grant Amount	Number of Additional Students Served Under Expansion Award
\$25,000.00	60	St. Cloud	\$75,000.00	632

NORTHFIELD PUBLIC SCHOOLS

TACKLING OBSTACLES AND RAISING COLLEGE HOPES (TORCH)

Continued Program Activity

Two hundred fifty Northfield youth in grades 6-12 who are Latino, English language learners, low-income, and/or potential first-generation college students will participate in TORCH, a comprehensive program aiming to increase these students' high school graduation and postsecondary participation rates. TORCH will include: individual academic counseling, one-on-one mentoring and tutoring, after-school homework assistance, individual admissions and financial aid counseling, college orientation trips, monthly career and college workshops, career exploration and summer enrichment opportunities, help with identifying and applying to colleges, and assistance with scholarship identification and applications. In addition, school and family connection events will be held, along with in-service training for school staff on issues facing Latino and low-income students.

Expansion Plan

The TORCH program served 194 students in 2009. An expansion project would serve 700 Northfield youth in grades 6-12, plus TORCH high school graduates who are Latino, English language learners, low-income, and/or first generation college students.

Expansion Plan Objectives

1. TORCH students in grades 6-12 will demonstrate improved academic performance in core subject areas.
2. TORCH students will report knowledge/awareness of postsecondary opportunities, improved attitudes about postsecondary attendance and increased knowledge of career and college opportunities.
3. TORCH graduates will enroll in postsecondary institutions and continue to make progress in earning a degree.

Expansion Delivery Methods

Torch will continue to include individual academic counseling, one-on-one mentoring and tutoring, after school homework assistance, school in-services, computer access programs, individual admissions and financial aid counseling, college orientation trips, monthly career and college workshops, career exploration opportunities, summer enrichment opportunities, help with identifying and applying to colleges and assistance with scholarship identification and applications. The program will continue to enhance support to TORCH graduates by helping identify college support resources, arranging on-campus mentors, conducting regular check-ins with each alumnus and aiding in identifying financial resources to assist with college costs.

Anticipated Outcome

At least 80% of Northfield's ICAP-eligible students will graduate from high school, over 50% of graduating TORCH students will pursue postsecondary education, and at least one-third of TORCH graduates will earn a postsecondary degree within six years of high school graduation.

2010 Grant Amount	Number of Students	Service Area	Estimated Expansion Grant Amount	Number of Additional Students Served Under Expansion Award
\$49,000.00	194	Northfield	\$601,106.00	700

LAKE SUPERIOR COLLEGE

UPWARD BOUND/ICAP

Continued Program Activity

ICAP funding will allow Upward Bound to enhance and expand its work with 50 high school students in the Duluth Metropolitan Area who are from low-income backgrounds and/or potential first-generation college students. Students will participate in career awareness and exploration sessions including assessments, planning for postsecondary education and opportunities for summer internships or career mentoring. In addition, students will enroll in at least one college preparatory course each year, meet with a tutor for at least two hours per week, and participate in financial aid workshops and advising during their senior year. Upward Bound also includes a summer program which offers enrichment classes in core subjects; campus visits and cultural, social, and recreational activities.

Expansion Plan

The Target Population for an expansion project would be 9th-12th grade low-income and/or first person in the family to attend college (first generation college student).

Expansion Plan Objectives

1. 100% of students who are at high risk of dropping out of Upward Bound due to acute academic and social needs will receive daily one-on-one advising and counseling until difficulties are corrected.
2. 100% of seniors who have not sent in college applications by December 1 will receive intensive one-on-one advising and intervention to complete deadlines.
3. 100% of students will receive a laptop including internet access.

Expansion Delivery Method

Although all students receive intensive, regular academic advising, some students require more than others to keep focused on academics and to attend school regularly. An advisor would be assigned specifically to those students and would keep regular, continuous, one-on-one contact with them. Because many students do not have access to a computer outside of the school day, each student would be issued a laptop with internet service.

Anticipated Outcome

Students who may otherwise lose their academic focus will have a greater chance of succeeding in high school and enrolling in college. Seniors who have the academic ability to succeed in college but are lacking in the motivation and possibly the understanding of the need and importance for high school completion and postsecondary education will increase their chances of college enrollment. Laptops will ensure that students are on a "level playing field" academically with their peers.

2010 Grant Amount	Number of Students	Service Area	Estimated Expansion Grant Amount	Number of Additional Students Served Under Expansion Award
\$40,000.00	50	Duluth	\$527,610.00	537

ELY COMMUNITY RESOURCE, INC.

PROJECT ELY – EMPOWERMENT THROUGH LEARNING FOR YOUTH

Continued Program Activity

Thirty-five Ely School District youth in grades 6 through 12 will participate in the four components of Project ELY – Homework Club, Study Club, experiential learning activities, and relationship building with youth from other cultures. Homework Club meets four days a week during the school year, and provides tutoring and homework help for teacher- and parent-referred sixth graders. Study Club meets two days a week, and provides homework help and group study time for 7th through 12th grade students. Participants work with staff to develop an individual plan for improving academic performance. Experiential learning activities are developed and led by faculty, staff, and students of Vermilion Community College. Participants and project staff plan opportunities to develop relationships with youth from other cultures through events such as a pen pal program and cultural exchange visits.

Expansion Plan

The Target Population would include students who either live in poverty or are at risk of missing out on higher education opportunities. The project’s service area includes the Ely School District for homework help and prosocial behavior programs and extends to Babbitt and Tower-Soudan for career awareness and college visits. Ely’s 6th through 12th grade student population is approximately 280, and about 48% are eligible for free and reduced price lunch. The outlying schools add an additional 200 students with a similar profile.

Expansion Plan Objectives

Project objectives include helping participants learn study skills and improve their academic performance, building strong bonds to school, increasing confidence and self-esteem, and developing social skills that will help students succeed in elementary and high school and increase college access.

Expansion Delivery Methods

The Homework Club and Study Group would be enhanced by use of a more formal referral process, greater collaboration with teachers to track progress, increased communication with guidance counselors, training in Everyday Math for tutors and increasing the time available for homework help. College awareness would be improved by adding fall awareness programs, outreach to parents, fully supporting college visits for students not able to pay and providing outreach to Tower-Soudan and Babbitt schools. Prosocial behavior training will focus on inclusion and fair play at recess, and study groups will address respectful communication and classroom behavior.

Anticipated Outcome

Based on significantly better collaboration with the school and increased attention to staff and volunteer capability, there will be an increased number of high school graduates enrolling in college.

2010 Grant Amount	Number of Students	Service Area	Estimated Expansion Grant Amount	Number of Additional Students Served Under Expansion Award
\$20,000.00	35	Ely School District	\$55,814.00	334

BEMIDJI STATE UNIVERSITY

BEMIDJI STATE UNIVERSITY UPWARD BOUND/ INTERVENTION FOR COLLEGE ATTENDANCE PROJECT

Continued Program Activity

This project will serve 94 low-income and/or potential first-generation college students in grades 9-12 from five rural, northwest Minnesota counties. The Upward Bound/ICAP project will provide ongoing academic year interventions and a six-week residential summer program in order to improve students' academic performance, identify career paths of interest, and increase high school graduation and college enrollment rates. Throughout the school year, students will receive tutoring, academic advising, mentoring, college visits and back-to-campus workshops. Workshops will include such topics as career exploration, study skills, review for Minnesota standardized tests, service-learning, financial aid and all-day ACT preparation. The summer component will focus on supplemental academic instruction in math, literature, composition, science and foreign languages.

Expansion Plan

The Target Population for an expansion project would include 9th through 12th grade student from five rural, northwest Minnesota counties. Each participant would be at risk for non-matriculation in a postsecondary educational setting and would meet either one or both of the following criteria: low income and/or first generation college student.

Expansion Plan Objectives

1. 80% of all participants will pass state assessments in reading/language arts and math by the end of their senior year.
2. 95% of students will participate in career awareness and exploration activities that include career assessments and planning for postsecondary education. Seniors will participate in a career experience program.
3. 80% of all participants will visit at least one college campus per year to evaluate a variety of colleges and programs.
4. 90% of all participants will be admitted to at least one college.
5. 80% of graduating seniors will have participated in ACT preparation workshops and will have taken the ACT prior to graduation.

Expansion Delivery Methods

The project would use two forms of program delivery: on-going academic year interventions and a six-week residential summer component. During the school year, participants would receive tutoring, academic advising, mentoring, college visits for all senior high students, and back-to-campus workshops. Workshop topics would include career exploration, study skills, MCA test review, service learning, financial aid and ACT preparation. The summer component would focus on supplemental academic instruction in math, literature and composition, science and foreign language.

Anticipated Outcome

Participants would improve their academic performance, identify career paths of interest, graduate from high school and enroll in postsecondary education programs at rates greater than their unserved cohorts.

2010 Grant Amount	Number of Students	Service Area	Estimated Expansion Grant Amount	Number of Additional Students Served Under Expansion Award
\$38,549.00	94	Beltrami, Clearwater, Mahnomen, Cass and Hubbard Counties and Red Lake, Leech Lake and White Earth Indian Reservations	\$496,464.00	1,629

DAKOTA COUNTY TECHNICAL COLLEGE

INTENSIVE ACT COLLEGE PREP PROGRAM

Continued Program Activity

Fifty students from South St. Paul and Henry Sibley High Schools who are members of groups traditionally underrepresented in higher education and who will be the first generation in their family to attend college will participate in the college's Upward Bound program. Students will take part in a structured ACT prep program to improve their performance in rigorous college-prep courses, increase ACT scores and increase the likelihood that they will be accepted to and complete a postsecondary education program of study. They will also participate in weekly sessions to focus on skill building in math, science, reading and writing as well as attend summer sessions that will incorporate relevant skill building and test-taking strategies. In addition, students will have the opportunity to visit four-year college campuses to experience life on campus and get acquainted with multiple campus resources.

Expansion Plan

The Target Population for an expansion project would be Dakota County Technical College Upward Bound students in grades 9 through 12.

Expansion Plan Objectives

1. Students would increase their chances for graduation from high school and enrollment in postsecondary education by meeting Minnesota MCA requirements and improving ACT college placement scores.
2. Students would improve their chances for successful transition to postsecondary education and their knowledge of how to access campus resources by attending campus visits.

Expansion Delivery Methods

The DCTC College Prep program would utilize a structured ACT Prep program to increase participants' academic skills to improve high school performance in rigorous college-prep courses, increase ACT scores and increase the likelihood that students will be admitted to and complete a postsecondary program of study. Bi-weekly sessions during the academic year would focus on skill building in math, science, reading, language arts and writing.

Anticipated Outcome

Students will meet reading and math proficiency requirements for MCA testing and improve their score on the ACT college admission exam.

2010 Grant Amount	Number of Students	Service Area	Estimated Expansion Grant Amount	Number of Additional Students Served Under Expansion Award
\$32,000.00	50	South St. Paul and Henry Sibley High Schools	\$107,306.00	698

CARLETON COLLEGE

FROM THE GROUND UP: AN ICAP COLLABORATIVE FOR FOSTERING POSTSECONDARY SCIENCE MAJORS

Continued Program Activity

This project will serve approximately 300 youth in Northfield and Faribault, Minnesota, especially middle and high school students ages 12-18 and/or students who belong to underrepresented groups in higher education. In collaboration with Northfield Public Schools, the TORCH program, and Faribault Public Schools, the project aims to use basic scientific research to improve students' understanding of science as a form of learning and knowledge, as well as equip students with the knowledge and motivation required in order to pursue higher education, with an emphasis on science education. Students will visit scientists in the lab and in the field at Carleton, receive academic tutoring and mentoring and college preparatory assistance, including general overviews of the college application process, ACT/SAT tutoring and guidance in completing college applications and financial aid forms.

Expansion Plan

The Target Population would be approximately 500 youth in Northfield and Faribault, especially middle and high school students aged 12-18, a group including many students from groups underrepresented in higher education: Latino/a, Somali, and Sudanese youth; youth who would be first-generation college students and youth from low-income families.

Expansion Plan Objectives

In cooperation with partner organizations and schools, Carleton would continue to work toward:

1. Using basic scientific research (including lab and field work) to improve students' understanding of science as a form of learning and knowledge.
2. Equipping students with the knowledge, skills, habits of mind and motivation required in order to pursue higher education in general, with a specific focus on science education.

Expansion Delivery Methods

Programming will be delivered to students in Northfield and Faribault through: (1) academic tutoring, workshops, mentoring and similar activities conducted by Carleton student volunteers; (2) visits by students to Carleton; (3) college preparatory and admissions/financial aid assistance; (4) "teaching assistance" by Carleton students taking online community college courses and (5) work by Carleton volunteers (and some paid students) on programs developed by community partners.

Anticipated Outcome

While most of the 500 students will receive "mass services," approximately 100 will receive "in-depth service" to further their environmental science education and increase the number who can enroll in college prepared to succeed in a science major.

2010 Grant Amount	Number of Students	Service Area	Estimated Expansion Grant Amount	Number of Additional Students Served Under Expansion Award
\$32,000.00	300	Northfield and Faribault	\$52,815.00	200

SAINT PAUL COLLEGE

TRANSITIONING & RETAINING UNDERSERVED STUDENTS THROUGH THE POWER OF YOU

Continued Program Activity

ICAP funds will allow this program to offer enhanced student support services and transition and retention efforts for the Power of YOU, an initiative which provides two years of college tuition for underserved high school graduates in good academic standing. Grant funds will support 250 students from high school seniors to college sophomores. The project will offer services including peer tutoring, mentoring, and parent and student workshops for financial aid assistance, as well as field trips to other campuses to increase awareness of career opportunities and programs at four-year colleges and universities.

Expansion Plan

The Target Population would be the 1,600 public high school students in the City of St. Paul who are ICAP-eligible and not receiving St. Paul College's ICAP program services.

Expansion Plan Objective

Student support services and instructional activities would support increased recruitment, transition and retention efforts for ICAP and students eligible for the Power of YOU program.

Expansion Delivery Methods

Outreach and support services would be expanded to encourage underserved students to apply to the POY program and to participate in peer tutoring, learning communities, workshops, group advising sessions and field trips to other colleges. A summer bridge program would offer tutoring in developmental areas by instructors from the HUBB Center and help prepare students for successful performance on the Accuplacer placement test. Additional peer tutors would assist program participants and offer both parent and student workshops for financial aid assistance and outreach activities. Field trips would be used to increase awareness of career opportunities and possibilities for attending Metropolitan State University.

Anticipated Outcome

The program would maintain a fall-to-fall retention rate of 66% for the new POY students through an expanded ICAP initiative with a fall-to-spring retention rate of 85%. The program will maintain a three-year graduation and transfer rate of at least 50% for the cohort of students served through an ICAP expansion.

2010 Grant Amount	Number of Students	Service Area	Estimated Expansion Grant Amount	Number of Additional Students Served Under Expansion Award
\$26,245.00	250	Saint Paul Public Schools	\$200,000.00	1,600

CARVER-SCOTT EDUCATIONAL COOPERATIVE DISTRICT 930

PROJECT SCHOLAR

Continued Program Activity

One hundred Carver-Scott Educational Cooperative juniors and seniors who meet ICAP eligibility requirements will receive a comprehensive academic and personal intake assessment and work with a case manager to receive postsecondary and career planning information. The case manager will also facilitate communication with parents and/or a support person and use a continuous learning plan to assist students in passing core academic courses necessary for graduation and enrollment in postsecondary institutions. A counselor will meet individually with students to assist with career counseling and the college selection and application process; arrange for ACT, SAT and/or Accuplacer testing; set up college visits; and provide financial aid and PSEO information. Professional development for case managers and counselors will be provided.

Expansion Plan

The Target Population would be 400 at-risk youth enrolled in the Carver-Scott Educational Cooperative alternative high school program.

Expansion Plan Objectives

1. Increase graduation rates of students enrolled in the alternative high school program.
2. Increase the numbers of student who initiate the postsecondary application process.
3. Provide summer transition support to students who have applied and have been accepted at a postsecondary institution.
4. Increase success of first-year postsecondary Project Scholar graduates.

Expansion Delivery Methods

To support expansion objectives, all students would be assigned a case manager to supervise the individual interest assessments, career/school exploration and goal setting process. Seniors would participate in a Senior Seminar, enroll in and complete at least one online course and participate in a summer transition cohort group.

Anticipated Outcome

1. 80% of graduates will complete the first year of postsecondary education.
2. 80% of 12th grade students eligible for graduation will graduate by the end of the school year.
3. 85% of students will achieve passing grades to prepare for the postsecondary setting.
4. 50% of students will initiate the postsecondary enrollment process.

2010 Grant Amount	Number of Students	Service Area	Estimated Expansion Grant Amount	Number of Additional Students Served Under Expansion Award
\$41,501.00	100	Carver and Scott Counties	\$140,000.00	300

Most Effective Program Services and Expansion Potential

In identifying ICAP programs and services that are most effective in improving college readiness and/or retention and have the potential to be expanded to provide services to a regional or statewide population, the outcomes of ICAP projects and current research on college readiness and retention was reviewed.

This review highlighted the necessity of programs, including the following components, if they were to be successful in preparing students for postsecondary enrollment and graduation:

- success in core and rigorous curriculum,
- test preparation and assessment,
- career exploration,
- academic preparation and support,
- college exploration and participation,
- mentoring and guidance,
- obtaining financial assistance, and
- social and emotional/non-cognitive skills development.

With program guidelines indicating that funded projects must prepare students for success in academically rigorous coursework and at the same time provide students with support to help them succeed in the non-cognitive aspects of postsecondary education, all projects receiving continued ICAP funding meet this requirement and have shown to be effective for the populations they serve. (See Appendix F for a display of how ICAP projects reflect effective college readiness and/or retention characteristics.)

Given the diversity of students throughout the state, ICAP grant sites have identified the particular needs of students in their geographic area and have developed college readiness programs to meet those needs. Thus, ICAP projects serve:

- students in small towns and rural areas;
- students in urban settings;
- English language learners needing to strengthen language skills;
- students in alternative learning settings;
- students needing to improve state assessment, postsecondary placement and college admissions test scores;
- low-income students needing to have access to college preparation resources; and
- students needing to develop a pattern of rigorous course taking to prepare for college.

Current ICAP projects have records of their assessments of student need, project planning and implementation procedures. Expansion to other areas of the state could be based on replication of projects with identified research-based components proven to advance postsecondary preparation and success for Minnesota's students. In addition, expansion could be reflective of services for similar student populations or replication of programs to meet similar objectives such as improving scores on the ACT test or increasing enrollment in honors courses and postsecondary enrollment options. Targeting dissemination of program outcome information and technical assistance on program development to areas of the state currently not benefiting from ICAP activities and increased program funding could support increased college readiness and success for students statewide.

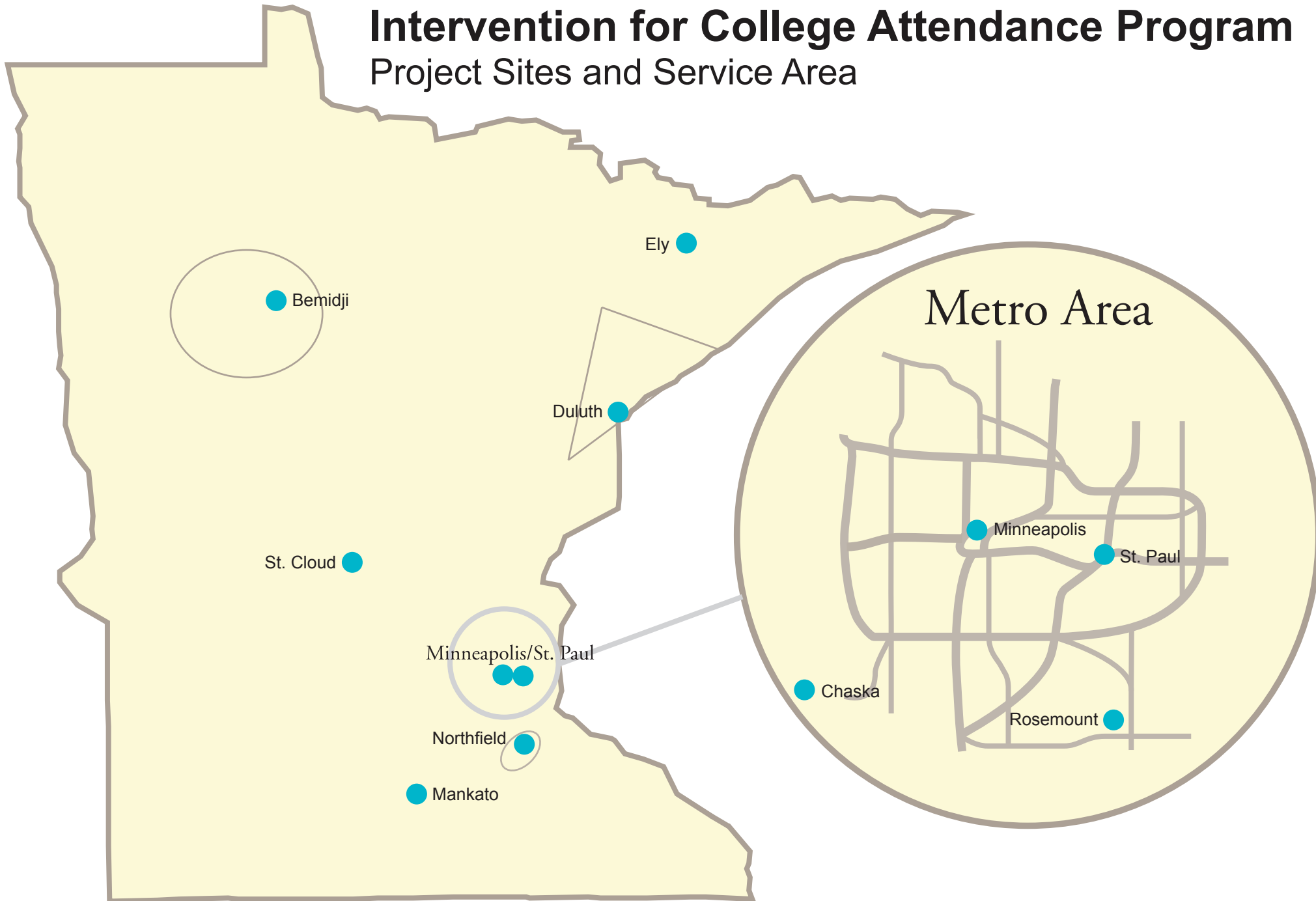
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APPENDIX A: ICAP PROJECT MAP 2010-2011 BIENNIUM

Intervention for College Attendance Program

Project Sites and Service Area




APPENDIX B: REPORTING REQUIREMENTS

MEMORANDUM

TO: FY 2010 Intervention for College Attendance Program (ICAP) Grant Recipients

FROM: Nancy B. Walters, Ph.D., Manager
Intervention for College Attendance Program
651-259-3907
nancy.walters@state.mn.us



SUBJECT: Interim and Final Report Requirements for FY 2010 State ICAP Grants
Year 1: October 2009 – June 30, 2010

DATE: January 8, 2010

As you are progressing through the first year of your award, I am providing you with interim and final report requirements for your Intervention for College Attendance Grant. All first-year grant-supported program activities and expenditures must be completed by June 30, 2010, and I am asking that final narrative and financial reports be **submitted by July 31, 2010**.

The attached payment request forms are to be used for documenting grant and matching expenditures and requesting the final payment for your grant.

The interim narrative performance report must be **submitted by March 1, 2010**. Guidance for submission of the interim narrative performance report is enclosed.

The enclosed final narrative report guidance indicates information that you must provide to document year one activities. Feel free to add additional documentation to your narrative report if my request for information does not allow you to fully describe project activities and outcomes that support increased high school graduation and college participation by students in your grant-funded project.

In response to the Legislature's most recent language for ICAP and to prepare for the January 2011 ICAP Report to the Legislature, a number of items have been added or changed for both the ICAP Interim and Final Narrative Report documents. Please read over all of the enclosed ICAP report documents. After you have read the documents, please email Kelly Gibson at kelly.gibson@state.mn.us to let her know that you have received the ICAP report documents and have an understanding of and plan for collecting required project outcome data. Please contact Kelly by Thursday, January 21, 2010.

NW:kg

Enclosures: Interim Narrative Report, Final Narrative Report, Statement of Project Expenditure Form and Statement of Matching Form

2010 Interim Narrative Report
Due: March 1, 2010

Intervention for College Attendance Program
Minnesota Office of Higher Education
Project Period: October 2009 – June 30, 2010

For ICAP, the words “college” and “postsecondary education” are synonymous. Report ICAP project outcomes as they relate to helping students prepare for access and success in all postsecondary institutions. Postsecondary institutions are those attended by students after high school in pursuit of certificates, diplomas, or academic degrees. Acknowledgement is given to the fact that some students participate in postsecondary programs while still in high school.

In the interim report, respond to the questions indicated below.

1. Serving participants from the ICAP student eligible program categories is the basis for program funding. What specific ICAP student eligibility criteria did you use to select participants? Did you experience any problems in recruiting and serving students from the designated ICAP student eligibility criteria?

2. Describe the current status of project activities. Are these activities following the timeline submitted in your funded proposal? If not, why is there a variation?

3. For final report purposes and your own assessment of project activities, have you established a procedure to track and report progress toward achievement of project objectives? What are these procedures?

4. Does your assessment of project objectives include methodology to answer the following key ICAP evaluation questions?
 - What is the project’s impact on high school graduation for the targeted student group?
 - What is the project’s impact on college enrollment for the targeted student group?
 - What is the project’s impact on college participation for the targeted student group?
 - What is the project’s impact on success in college for college student program participants?
 - What methodology are you using?

5. Do you anticipate the need for programmatic or budgetary changes that would impact the scope or goals of the funded project?

6. Are there any grant administration issues that you want advice on or early project successes that you want to report at this time?

* If procedures and methodologies for responding to #3 and #4 are not in place, funding will be suspended.

M:\gibson\ICAP\FY 2010-2011\Expenditure Forms\2010\Interim Narrative Report.doc

**Intervention for College Attendance Program
Final Report Requirements
Project Period: Year 1: July 1, 2009 – June 30, 2010**

The Intervention for College Attendance Program (ICAP) fosters postsecondary attendance by providing outreach services to historically underserved students in grades six through twelve and to historically underrepresented college students.

Using the guidance provided below, report the outcomes of your 2009-10 ICAP grant awarded by the Minnesota Office of Higher Education.

For ICAP, the words “college” and “postsecondary education” are synonymous. Report ICAP project outcomes as they relate to helping students prepare for access and success in all postsecondary institutions. Postsecondary institutions are those attended by students after high school in pursuit of certificates, diplomas, or academic degrees. Acknowledgement is given to the fact that some students participate in postsecondary programs while still in high school.

I. Project Identification

- A. Project Title _____
- B. Project Fiscal Agent _____

II. Participant Characteristics

- A. Number of participants:
Projected for service in funded October 2009 proposal _____
Recipients of service in 2009-10 final project _____
- B. Number of participants at ICAP designated grade levels:
Middle/junior high school grades 6-8 _____
Senior high school grades 9-12 _____
Postsecondary students _____

(The total number under II.B. should equal the recipients of service under II.A.)

- C. What **specific** ICAP student eligibility criteria* did you use to select participants?

III. Program Outcomes

- A. State the project’s overall goal.
- B. For **EACH** program and student objective identified in your proposal, identify:

The Stated Objective

Activity Implemented

(Identify the specific action that was carried out to fulfill the objective.)

Evaluation Measure

(Identify the instrument used to assess the effectiveness of the action.)

Outcome

(Identify any change(s) attributable to the implemented activity.)

- C. The project’s impact on course taking by participating students for Year 1 (2009-10).

Enrollment in Advanced Courses					
	PreAP/PreIB	AP	IB	Honors	Postsecondary Enrollment Options
Number of middle/high school students					

Please provide any information regarding ICAP student enrollment in advanced courses.

- D. The project’s impact on high school graduation rates and college participation rates for Year 1 (2009-10).

	Year 1 (2009-10)
Number of high school seniors served	
Number of high school seniors served who graduated	
Number of graduating seniors who have applied to postsecondary institutions for the 2010-11 academic year	
Number of graduating seniors who did not apply for fall 2010 college admission, but plan to enroll in the future	

- E. The high school graduation rates and college participation rates of your project’s high school seniors compared with the rates of their peers (contemporaries of the same status) as identified by the ICAP Student Eligibility Criteria.

	High School Graduation Rate	College Application Rate
ICAP seniors 2009-2010/all seniors at service sites		
Peer group seniors - students with the same ICAP Student Eligibility, but not participating in ICAP activities/all seniors at service sites		

Items F, G, and H are for response regarding ICAP projects currently serving postsecondary students.

Item I is for response by all ICAP project directors.

- F. The college success (retention) of participating college students compared with their ICAP undergraduate eligible peers.

	Postsecondary Retention Rate	
	Fall Semester	Spring Semester
ICAP postsecondary students 2009-2010		
Peer group - postsecondary students with the same ICAP Student Eligibility, but not participating in ICAP activities		

Report retention rate for each participating class (freshman→senior), if ICAP provides support for students in multiple classes.

- G. The college success (Grade Point Average) of participating college students compared with their ICAP eligible peers.

	Postsecondary Grade Point Average (GPA)	
	Fall Semester	Spring Semester
ICAP postsecondary students 2009-2010		
Peer group - postsecondary students with the same ICAP Student Eligibility, but not participating in ICAP activities		

Report GPA for each participating class (freshman→senior), if ICAP provides support for students in multiple classes.

H. The college success (graduation) of participating college students.

	Graduation of ICAP Postsecondary Students
ICAP 2009-2010 students receiving:	
Certificate/diploma of completion	
Associate's degree	
Bachelor's degree	

I. Data on project's impact on college participation rates from ICAP grants awarded for 2006, 2007, 2008, and 2009. (The 2006 and 2007 entry is only to be completed for ICAP grants awarded for 2006 and 2007.)

	Number of Participants from Previous ICAP Programs Who Are Now Graduates of Postsecondary Institutions			
	ICAP Grant 2006	ICAP Grant 2007	ICAP Grant 2008	ICAP Grant 2009
ICAP 2009-2010 students receiving:				
Certificate/diploma of completion				
Associate's degree				
Bachelor's degree				

J. If you have additional data to update outcomes of participants from Year 1 (2009-10) of your ICAP grant, please provide that updated information.

K. Did the students in your project participate in other college access programs? If yes, identify those programs.

L. Were there any unanticipated results for the 2009-10 project, either positive or negative?

M. Were there unanticipated learnings for you, the project director, because of the 2009-10 grant? If yes, what were they?

N. As the project director for this project, do you consider this a "successful Intervention for College Attendance Program?"

If yes, what are the factors and characteristics of your project that made this project a "successful Intervention for College Attendance Program?"

IV. Project Products and Support

A. If project information and outcomes were disseminated, please identify those efforts and materials.

B. Attach a copy of any publication that resulted from grant support.

V. Project Expenditure

- A. To close out your project, the attached ICAP Final Statement of Project Expenditure must be **submitted by July 31, 2010**. The report must be completed and signed by personnel from your finance office.

- B. Documentation of the amount and source of matching funds (cash or an in-kind contribution) must be provided as part of the Final Financial Report. Complete and submit the Statement of Matching Project Expenditure and indicate the matching amount and source of the matching resources below.

Source of Matching Resources:	Cash or In-Kind Contribution:
1. _____	\$ _____
2. _____	\$ _____
3. _____	\$ _____
4. _____	\$ _____

* Student Eligibility Criteria: Eligible students include students in grades six through 12 who meet one or more of the following criteria: (1) are counted under section 1124(c) of the Elementary and Secondary Education Act of 1965 (Title I); (2) are eligible for free or reduced-price lunch under the National School Lunch Act; (3) receive assistance under the Temporary Assistance for Needy Families Law (Title I of the Personal Responsibility and Work Opportunity Reconciliation Act of 1996); or (4) are a member of a group traditionally underrepresented in higher education. Eligible undergraduate students include those who met the student eligibility criteria as sixth through 12th graders.

M:\ICAP\FY 2010-2011\Expenditure Forms\2010\Final Narrative Report.doc

Due by:
7/31/2010

MINNESOTA OFFICE OF HIGHER EDUCATION
1450 Energy Park Dr., Suite 350, St. Paul, MN 55108 (651) 259-3907

Mail to:
Dr. Nancy B. Walters

**STATEMENT OF PROJECT EXPENDITURE
and PAYMENT REQUEST FORM for
INTERVENTION FOR COLLEGE ATTENDANCE PROGRAM**

SECTION A GENERAL INFORMATION

Name of Grantee Organization		Project Name	
Address		Project Contract #	
City, State, Zip		Grant/Project Period Begins _____ Ends 6/30/10	Grant Total Award \$ _____
Contact Person	Phone #	Email	

SECTION B STATEMENT OF EXPENDITURES

Period covered by this request Begins _____ Ends _____	Report expenditures according to Grant Contract budget on file		
	A	B	C
COSTS TYPE	Total ICAP Grant Award Budget (ICAP Funds ONLY)	Expenditures Current Period	Unliquidated Balance (A-B)
1. Personnel			
2. Salaries			
3. Fringe Benefits			
4. Contractual			
5. Supplies and Materials			
6. Travel			
7. Other Program Expenses* (list in attachment)			
8. Indirect Costs			
9. Total (add lines 1-8)			

***An attached display of expenditures is required if you list Other Program Expenses.**

SECTION C PAYMENT REQUEST/APPROVAL

TO BE COMPLETED BY THE GRANTEE ORGANIZATION'S BUSINESS OFFICE Payment amount requested: \$ _____ I certify that the above statement is true and accurate. _____ Name and Title of Institution's Authorized Financial Official _____ Signature _____ Date _____	TO BE COMPLETED BY OHE ACCOUNTING
TO BE COMPLETED BY OHE PROJECT MANAGER Payment amount approved: \$ _____ _____ Name _____ Date _____	

Due by:
7/31/2010

MINNESOTA OFFICE OF HIGHER EDUCATION
1450 Energy Park Dr., Suite 350, St. Paul, MN 55108 (651) 259-3907

Mail to:
Dr. Nancy B. Walters

**STATEMENT OF MATCHING PROJECT EXPENDITURE for
INTERVENTION FOR COLLEGE ATTENDANCE PROGRAM**

SECTION A GENERAL INFORMATION		
Name of Grantee Organization		Project Name
Address		Project Contract #
City, State, Zip	Grant/Project Period Begins _____ Ends 6/30/10	Grant Total Award \$ _____
Contact Person	Phone #	Email

SECTION B STATEMENT OF MATCHING EXPENDITURES		
Period covered by this request Begins _____ Ends _____		Report matching expenditures according to Grant Contract budget on file
	A Total Budget (ICAP Grant + Matching)	B Matching Expenditures Current Period
COSTS TYPE		
1. Personnel		
2. Salaries		
3. Fringe Benefits		
4. Contractual		
5. Supplies and Materials		
6. Travel		
7. Other Program Expenses* (list in attachment)		
8. Total (add lines 1-7)		

*An attached display of expenditures is required if you list Other Program Expenses.

SECTION C SOURCE OF MATCHING RESOURCES	
Source of Matching Resources:	Cash or In-Kind Contribution:
1. _____	\$ _____
2. _____	\$ _____
3. _____	\$ _____
4. _____	\$ _____

SECTION D REPORT APPROVAL	
TO BE COMPLETED BY THE GRANTEE ORGANIZATION'S BUSINESS OFFICE	TO BE COMPLETED BY OHE ACCOUNTING
I certify that the above statement is true and accurate.	
_____ Name and Title of Institution's Authorized Financial Official	
_____ Signature	_____ Date

**APPENDIX C: ICAP MATCHING REVENUE SOURCES
FOR FISCAL YEARS 2009 AND 2010**

ICAP Revenue Sources for Fiscal Year 2009

Grantees	ICAP Funding	Matching	Source of Matching
University of Minnesota – Department of Educational Psychology	\$23,899	\$38,888.75	<ol style="list-style-type: none"> 1. Volunteers 2. University of Minnesota - Department of Education Psychology PI time donated 3. University of Minnesota - Common Ground Consortium College of Education and Human Development 25% time student 4. University of Minnesota – Office of Equity and Diversity
Admission Possible	\$24,000	\$50,000.00	<ol style="list-style-type: none"> 1. General Mills
Women’s Initiative for Self Empowerment	\$32,000	\$59,980.00	<ol style="list-style-type: none"> 1. Metropolitan Regional Arts Council (MRAC) 2. 3M 3. Marbrook Foundation 4. DHHS, ORR Financial Literacy Education 5. In-Kind Contributions
Achieve!Minneapolis	\$38,000	\$38,000.00	<ol style="list-style-type: none"> 1. Thrivent Financial for Lutherans
Lake Superior College	\$34,000	\$42,008.00	<ol style="list-style-type: none"> 1. In-Kind Contributions
Summit Academy OIC	\$32,000	\$32,000.00	<ol style="list-style-type: none"> 1. Robins, Kaplan Miller, Ciresi LLP Foundation
Northfield Public Schools+	\$39,000	\$90,962.29	<ol style="list-style-type: none"> 1. TORCH collaborative partners (in-time kind) 2. Community volunteer tutors and mentors 3. Women in Northfield Giving Support (WINGS) Foundation 4. City of Northfield’s Grace Whittier Fund 5. Northfield Public Schools 6. Northfield Healthy Community Initiative
The College of St. Scholastica	\$42,000	\$201,422.00	<ol style="list-style-type: none"> 1. Cash or In-Kind Contribution

Grantees	ICAP Funding	Matching	Source of Matching
Minneapolis Community and Technical College	\$34,000	\$36,293.00	1. Minneapolis Community and Technical College 2. Olson Middle School 3. Cub Foods 4. Rainbow Foods 5. Domino's Pizza 6. Volunteer Mentor
Ely Community Resource	\$16,000	\$28,546.00	1. Ely Community Resource, Inc. 2. Ely School District 3. City of Ely 4. Ely Area Businesses
St. Cloud State University	\$36,000	\$97,227.78	1. SCSU General Funds 2. SCSU Cultural Diversity Funds 3. Other Private External Funding
Minnesota State University, Mankato	\$37,800	\$171,535.13	1. Division M&E Funds
University of Minnesota	\$36,555	\$26,216.91	1. St. Paul Public Schools 2. University of Minnesota
St. Cloud Technical College	\$20,000	\$26,787.00	1. St. Cloud Technical College 2. St. Cloud Public School District 742
Saint Paul College	\$26,145	\$130,586.00	1. In-Kind Contributions
Mounds Park Academy	\$30,000	\$45,000.00	1. Saint Paul Foundation 2. Mardag Foundation 3. F.R. Bigelow Foundation
Minnesota TRiO Association	\$6,000	\$8,000.00	1. Minnesota TRiO Association
Learning Disabilities Association	\$8,000	\$20,574.00	1. Service contract with San Miguel Middle School of Minneapolis
Dakota County Technical College	\$25,000	\$45,116.30	1. Dakota County Technical College Upward Bound funds
Concordia University	\$27,332	\$41,250.00	1. In-Kind Contributions
Carver-Scott Education Cooperative	\$40,950	\$87,456.70	1. In-Kind Contributions
Carleton College	\$23,483	\$15,952.50	1. Cash or In-Kind Contributions (salaries, fringe benefits, supplies and materials, travel and other program expenses)
Bemidji State University	\$42,000	\$31,493.23	1. Bemidji State Upward Bound Project
TOTAL ICAP EXPENDITURE	\$674,164	\$1,365,295.59	

ICAP Revenue Sources for Fiscal Year 2010

Grantees	ICAP Funding	Matching	Source of Matching
University of Minnesota – Department of Educational Psychology	\$28,000	\$2,232.31	5. In-kind services
Admission Possible	\$30,000	\$175,000.00	2. General Mills Foundation 3. Carl & Eloise Pohlrad Family Foundation 4. Best Buy Children’s Foundation 5. Smikis Foundation
Women’s Initiative for Self Empowerment	\$32,000	\$51,700.00	1. Marbrook Foundation 2. Higher Ground Academy 3. Metropolitan Regional Art Council 4. Minnesota State Arts Board 5. Schwab Funds (individual contributions) 6. Otto Bremer Foundation 7. 50% reimbursement for U of M intern salary 8. Hope for the City (in kind) 9. Project Footsteps
Achieve!Minneapolis	\$19,941	\$19,491.00	2. Minneapolis Public Schools 3. Individual donations
Lake Superior College	\$40,000	\$42,129.00	1. In-kind services
Northfield Public Schools	\$49,000	\$135,254.68	1. Great Lakes Higher Education Guaranty Corporation 2. Juvenile Justice Advisory Council – Title II funding 3. Northfield Public Schools 4. Local partners (TORCH Team, Mentoring Coalition, Northfield Healthy Community Initiative, City of Northfield, Growing Up Healthy Coalition, PRIMETIME Afterschool Collaborative, Northfield Area United Way, Women in Northfield Giving Support)
The College of St. Scholastica	\$43,659	\$251,476.05	2. In-kind services 3. Upward Bound/Upward Bound Math and Science Programs
Ely Community Resource	\$20,000	\$30,768.00	5. Ely Community Resource, Inc. 6. Ely School District #696 7. Great Lakes Higher Education Guaranty Corporation 8. City of Ely
St. Cloud State University	\$38,000	\$156,663.16	4. SCSU General Funds 5. SCSU Cultural Diversity Funds 6. Other private external funding

Grantees	ICAP Funding	Matching	Source of Matching
University of Minnesota	\$36,555	\$40,547.00	3. University of Minnesota Internal Match 4. Subcontract with SPPS
St. Cloud Technical College	\$25,000	\$9,563.00	3. St. Cloud Technical College 4. St. Cloud Public School District 742
Saint Paul College	\$26,245	\$146,153.50	2. Salary and fringe for Program Director – General Fund 3. Salary and fringe for Power of YOU Director – General Fund 4. Salary and fringe for Recruitment/Retention Coordinators – General Fund 5. Orientation sessions from HUB Center
Mounds Park Academy	\$45,000	\$103,000.00	4. Saint Paul Public Schools 5. McNeely Foundation 6. Boston Scientific Foundation 7. Best Buy Foundation 8. Beim Foundation
Learning Disabilities Association	\$14,000	\$14,070.00	2. Funding for general operations
Dakota County Technical College	\$32,000	\$46,517.00	2. In-kind contributions
Concordia University	\$36,000	\$34,900.00	2. In-kind contributions
Carver-Scott Education Cooperative	\$41,501.00	\$47,499.00	2. In-kind contributions
Carleton College	\$32,000	\$34,550.00	2. In-kind contributions
Bemidji State University	\$38,549	\$24,280.00	2. Upward Bound Grant
Seeds of Change	\$25,000	\$25,000.00	1. Well's Family Trust
TOTAL ICAP EXPENDITURE	\$652,450	\$1,390,793.70	

APPENDIX D: STUDENT PARTICIPATION IN THE COLLEGE ACCESS PROGRAM

**ICAP 2009-2010 Grantees
Student Participation in Other College Access Programs**

ICAP Grantee	ICAP Grant Students Were Involved In These Other Programs
Concordia University	Destination 2010, Upward Bound, Admission Possible
University of Minnesota - Ernest Davenport	
AchieveMpls	Admission Possible, Educational Talent Search, Girls in Action, Metropolitan Federation Alternative Schools, Destination 2010, Project Success, Upward Bound
Seeds of Change	Admission Possible, St. Olaf TRiO
The College of St. Scholastica	Upward Bound, Upward Bound Math & Science
University of Minnesota - Rickey Hall	
Women's Initiative for Self Empowerment	Admission Possible
Learning Disabilities Association	GGAL Program
St. Cloud State University	MnSCU Access and Opportunity Program
Dakota County Technical College	PACE program at Inver Hills Upward Bound at Dakota County Technical College
Admission Possible	
Mounds Park Academy	AVID, Minority Encouragement Program, Admission Possible
St. Cloud Technical College	Health Career Service Academy, STEM Academy, Digital Media Academy
Carleton College	Project TORCH
Carver-Scott Educational Cooperative	
Northfield Public Schools	TRiO, Minnesota State Mankato College Access Program, St. Olaf College Summer Bridge, St. Catherine University 1st Step, PSEO, Riverland College Be Your Best, UW-River Falls Bridge, Minnesota West Community and Technical College-Canby Fast Track, St. Cloud Summer Service, U of M-Morris' Summer Scholars, Best Prep's Business Venture, National Youth Leadership Training, University of St. Thomas 360 Journalism
Saint Paul College	Metropolitan State, University of Minnesota - no specific programs identified
Lake Superior College	Upward Bound at Lake Superior College
Bemidji State University	Upward Bound at Bemidji State University
Ely Community Resource, Inc.	

APPENDIX E: PROJECT IMPACT ON HIGH SCHOOL GRADUATION AND COLLEGE PREPARATION

Program Impact on High School Graduation, College Participation and Indicators of Academic Success

Project	Outcome Categories	2005-2006 Outcomes	2006-2007 Outcomes	2007-2008 Outcomes	2008-2009 Outcomes	2009-2010 Outcomes
Achieve! Minneapolis	High school graduation		<ul style="list-style-type: none"> 100% (184/184) of seniors served graduated 	<ul style="list-style-type: none"> 68% (99/146) of seniors served graduated 	<ul style="list-style-type: none"> 82% (122/149) of seniors served graduated 	
	College Participation		<ul style="list-style-type: none"> 64% (118/184) of seniors served applied to college; 91 accepted 	<ul style="list-style-type: none"> 77% (76/99) of seniors served applied to college 		
2009 Grant focus changed to ACT tutoring	Test Scores					<ul style="list-style-type: none"> Students made at least a 3 point gain from baseline to final practice ACT test
	Other	<ul style="list-style-type: none"> Incorporated college planning and career advising program Computer lab installed Trained and hired 540 students for summer jobs Career & College Center volunteers helped with career fairs, and scholarship assistance 	<ul style="list-style-type: none"> Students met with Career & College Center counselors 79 freshmen job shadowed at major companies ; 651 students hired for summer jobs. 483 community members connected with Career and College Center. 	<ul style="list-style-type: none"> Freshman did a learning styles and interest inventory and planned coursework Sophomores did a personality and career inventory, resume, and planned coursework Seniors did a survey to track college apps, entrance tests, financial aid and graduation 	<ul style="list-style-type: none"> Freshman did a learning styles and interest inventory and planned coursework Sophomores did a personality and career inventory, resume, and planned coursework Seniors did a survey to track college apps, entrance tests, financial aid and graduation 	
Admission Possible	High school graduation	<ul style="list-style-type: none"> 100% (35/35) of seniors graduated (compared to 64% for school) 	<ul style="list-style-type: none"> 100% (70/70) of seniors served graduated 	<ul style="list-style-type: none"> Transitioned to new school 	<ul style="list-style-type: none"> 100% (26/26) of seniors served graduated 	<ul style="list-style-type: none"> 0 seniors served; only juniors were recruited
	College Participation	<ul style="list-style-type: none"> 100% (35/35) seniors were admitted to college 	<ul style="list-style-type: none"> 100% (70/70) seniors were admitted to college 		<ul style="list-style-type: none"> 100% (26/26) seniors applied to college 	
School site for support changes each year	Test Scores	<ul style="list-style-type: none"> 70 juniors increased ACT scores by 25.2 % (13.9 to 17.4) after completing curriculum 	<ul style="list-style-type: none"> Juniors increased ACT scores by 27.6% (from 12.7 to 16.2) 	<ul style="list-style-type: none"> Juniors increased ACT scores by 25% (from 16 to 20) 		<ul style="list-style-type: none"> Increased ACT test scores by average of 16%
	Other	<ul style="list-style-type: none"> 94% of 35 seniors collectively earned \$239,908 in scholarship funding 	<ul style="list-style-type: none"> 94% percent of 70 seniors earned \$207,781 in scholarship funding 		<ul style="list-style-type: none"> 96% of 26 seniors applied to at least 1 scholarship and FAFSA 	<ul style="list-style-type: none"> 100% (40/40) retention rate for all juniors

Project	Outcome Categories	2005-2006 Outcomes	2006-2007 Outcomes	2007-2008 Outcomes	2008-2009 Outcomes	2009-2010 Outcomes
The College of St Scholastica (DREAM)	High school graduation	<ul style="list-style-type: none"> 100% (5/5) of seniors served graduated 	<ul style="list-style-type: none"> 100% (22/22) of seniors served graduated 	<ul style="list-style-type: none"> 100% (29/29) seniors graduated compared with state rate of 73% 	<ul style="list-style-type: none"> 100% (29/29) seniors graduated 	<ul style="list-style-type: none"> 100% (28/28) seniors graduated compared to 85% of eligible peers
	College Participation	<ul style="list-style-type: none"> 100% (5/5) seniors applied, 2 enrolled in college 	<ul style="list-style-type: none"> 100% (22/22) seniors applied for college, 13 enrolled 	<ul style="list-style-type: none"> 100% (29/29) seniors applied and 24 got accepted to college, 15 received college credits 	<ul style="list-style-type: none"> 100% of participants in a Bridge class received college credit 29/35 eligible student got accepted into college 	<ul style="list-style-type: none"> 100% (28/28) students applied to college 17 students completed a college course and will receive college credit
	Grades	<ul style="list-style-type: none"> 10/12 middle school students improved English and Math grades 7/10 juniors and seniors remained the same or increased English grades 4/10 juniors and seniors remained the same or increased Math grades 	<ul style="list-style-type: none"> 58% (46/79) students increased/maintained English GPA, 33 decreased 90% (71/79) students increased/maintained Math GPA, 21 decreased 	<ul style="list-style-type: none"> 46% (26/57) students increased overall GPA 	<ul style="list-style-type: none"> 31/59 students increased overall GPA 	<ul style="list-style-type: none"> Of 68 students who took a summer enrichment program, 43% increased their GPA
	Test Scores	<ul style="list-style-type: none"> 4/8 juniors and seniors increased ACT scores by 2 or more points 	<ul style="list-style-type: none"> 5/7 students increased ACT score by 1 or more points, 2 students decreased by 1 	<ul style="list-style-type: none"> 23/25 students averaged a 19 on practice ACT and 21 on the actual ACT 	<ul style="list-style-type: none"> 25/27 students averaged 20.3 on practice ACT and 21.8 on ACT compared with 22.6 for state of MN 	<ul style="list-style-type: none"> Average ACT score was 22. In 2009, it was 22.7; the state average is 21.1
	Other		<ul style="list-style-type: none"> Participants and mentors had 3 opportunities to meet and connect 	<ul style="list-style-type: none"> 24 students completed FAFSA and applied for at least 1 scholarship 4/6 students reported increased awareness of college readiness and study skills 	<ul style="list-style-type: none"> 87 students received college credit 29/35 students in career program applied for FAFSA and scholarships 4/6 Career Dev. students increased college readiness and study skills 	<ul style="list-style-type: none"> 1/130 students are in an AP class 9/30 students are in an Honors class 38/130 students are in PSEO

Project	Outcome Categories	2005-2006 Outcomes	2006-2007 Outcomes	2007-2008 Outcomes	2008-2009 Outcomes	2009-2010 Outcomes	
Concordia University (SOC)	High school graduation	<ul style="list-style-type: none"> This program had not yet received ICAP funding 	<ul style="list-style-type: none"> This program had not yet received ICAP funding 	<ul style="list-style-type: none"> 10/11 participating seniors graduated 	<ul style="list-style-type: none"> 1/1 participating senior graduated on time 	<ul style="list-style-type: none"> 72% (13/18) seniors graduated 	
	College Participation			<ul style="list-style-type: none"> 11/11 seniors applied to college, 10 will be enrolled in the fall 	<ul style="list-style-type: none"> 1/1 senior applied to college 	<ul style="list-style-type: none"> 72% (13/18) seniors applied to college. 75% (3/4) postsecondary student retention rate 	
	Grades						<ul style="list-style-type: none"> Postsecondary average GPA was 3.6 and 3.7 for Fall and Spring semesters, respectively
	Test Scores				<ul style="list-style-type: none"> 11/11 seniors passed all state tests (Basic Skills Reading, Writing, and Math test) 	<ul style="list-style-type: none"> 1/1 senior passed all state tests (Basic Skills Reading, Writing, and Math test) 	<ul style="list-style-type: none"> 72% (13/18) seniors passed all required state tests
	Other				<ul style="list-style-type: none"> Average number of behavior events decreased from 5.4 to 1.0 over the last 4 years for senior participants. 	<ul style="list-style-type: none"> Students reported that the program made them believe in themselves, got them to college, and to achieve something 	<ul style="list-style-type: none"> 25/28 are enrolled in Honors classes 20/28 are enrolled in AP classes 6/28 are enrolled in PreAP/PreIB classes
Dakota County Technical College <i>Upward Bound</i>	High school graduation	<ul style="list-style-type: none"> This program had not yet received ICAP funding 	<ul style="list-style-type: none"> This program had not yet received ICAP funding 	<ul style="list-style-type: none"> 100% (10/10) participating seniors graduated; average rate of 80% for their peers 	<ul style="list-style-type: none"> 100% (5/5) seniors served graduated 	<ul style="list-style-type: none"> 100% (8/8) seniors graduated 	
	College Participation			<ul style="list-style-type: none"> 100% (10/10) seniors applied to college. 3 received college credit 	<ul style="list-style-type: none"> 100% (5/5) seniors applied to college 	<ul style="list-style-type: none"> 100% (8/8) seniors applied to college 	
	Test Scores			<ul style="list-style-type: none"> Seniors showed improvement in ACT scores 			
	Other				<ul style="list-style-type: none"> Students reported increased desire to work hard, get good grades, and go to college 	<ul style="list-style-type: none"> Students gained a better understanding of career options and skills needed through eMentors 	<ul style="list-style-type: none"> 36 students are enrolled in Pre AP/IB, AP, IB, Honors or PSEO

Project	Outcome Categories	2005-2006 Outcomes	2006-2007 Outcomes	2007-2008 Outcomes	2008-2009 Outcomes	2009-2010 Outcomes
Ely Community Resource, Inc. Project ELY	High school graduation		<ul style="list-style-type: none"> 1/1 senior served graduated 	<ul style="list-style-type: none"> 100% (4/4) seniors served graduated 	<ul style="list-style-type: none"> 0/0 seniors served 	<ul style="list-style-type: none"> 100% (4/4) seniors graduated compared to 90% of eligible peers
	College Participation		<ul style="list-style-type: none"> 1/1 senior applied to college 	<ul style="list-style-type: none"> 4/4 seniors applied to college 		<ul style="list-style-type: none"> 75% (3/4) seniors applied to college
	Grades	<ul style="list-style-type: none"> 75% (27/36) students increased by at least 1 grade in 2 or more classes, while 50% increased by at least 2 grading levels in 1 class 	<ul style="list-style-type: none"> 75% (21/29) participants increased by at least 1 grade in 2 or more classes, 40% increased by at least 2 grades in at least 1 class 			
	Other	<ul style="list-style-type: none"> Participants are developing pro-social skills and positive relationships with peers and adults 	<ul style="list-style-type: none"> Students felt that teachers and staff care about them. 75% showed increases in self-esteem and self-confidence based on rating scale results 	<ul style="list-style-type: none"> Students increased in attendance, self confidence, and cultural awareness 	<ul style="list-style-type: none"> Students increased in attendance, self confidence, and community involvement 	<ul style="list-style-type: none"> 9/49 students are in AP Classes
Lake Superior College <i>Upward Bound</i>	High school graduation	100% (1/1) seniors served graduated	<ul style="list-style-type: none"> 100% (14/14) seniors served graduated 	<ul style="list-style-type: none"> 100% (10/10) seniors served graduated 	<ul style="list-style-type: none"> 100% (4/4) seniors served graduated 	<ul style="list-style-type: none"> 100% (14/14) seniors served graduated (compared to 65% of eligible peers)
	College Participation	<ul style="list-style-type: none"> 89% (52/62) enrolled in summer program for college prep work and passed with at least 70% 	<ul style="list-style-type: none"> 79% (11/14) seniors applied to college > 59 /71 enrolled in summer program for college prep work and passed with 70% or better 	<ul style="list-style-type: none"> 80% (8/10) seniors applied to college. 85/86 enrolled in summer program for college prep work and passed with at least 70% 	<ul style="list-style-type: none"> 100% (4/4) seniors applied to college 	<ul style="list-style-type: none"> 93% (13/14) students applied to college One ICAP alumni received an Associate's Degree
	Other	<ul style="list-style-type: none"> Students participated in career planning, internships, college tours Students completed FAFSAs 	<ul style="list-style-type: none"> Students participated in career planning, internships, college tours Students completed FAFSAs 	<ul style="list-style-type: none"> Students participated in career planning, internships, college tours Students completed FAFSAs 	<ul style="list-style-type: none"> Students participated in career planning, internships, college tours Students completed FAFSAs 	<ul style="list-style-type: none"> Students participated in career planning, internships, college tours Students completed FAFSAs

Project	Outcome Categories	2005-2006 Outcomes	2006-2007 Outcomes	2007-2008 Outcomes	2008-2009 Outcomes	2009-2010 Outcomes
Learning Disabilities Association <i>Transition Connections</i> School site for support changed in 2009	High school graduation	<ul style="list-style-type: none"> This program had not yet received ICAP funding 	<ul style="list-style-type: none"> This program had not yet received ICAP funding 	<ul style="list-style-type: none"> 5/23 seniors served graduated for sure (high mobility population) 	<ul style="list-style-type: none"> 0 seniors served 	<ul style="list-style-type: none"> 100% (23/23) seniors graduated (compared to 71% of eligible peers)
	College Participation			<ul style="list-style-type: none"> 6/23 seniors applied for college 		<ul style="list-style-type: none"> 96% (22/23) students applied to college
	Other			<ul style="list-style-type: none"> 5/10 students showed progress for reading comprehension, four maintained their level and one declined 3/3 students made gains in financial literacy 25 students completed FAFSA and career plan 	<ul style="list-style-type: none"> 11/12 students increased their reading comprehension percentile All students made substantial gains in financial literacy Students completed a career plan 	<ul style="list-style-type: none"> 3/48 students are in Pre AP/Pre IB classes 2/48 are in AP classes 8/48 are in PSEOs
Metropolitan State University <i>Power of YOU</i>	High school graduation	<ul style="list-style-type: none"> This program had not yet received ICAP funding 	<ul style="list-style-type: none"> This program had not yet received ICAP funding 	<ul style="list-style-type: none"> This program did not report project results 	<ul style="list-style-type: none"> This program's funding was not continued 	
Minneapolis Community and Technical College	High school graduation	<ul style="list-style-type: none"> 100% (6/6) seniors served graduated 	<ul style="list-style-type: none"> 100% (11/11) seniors served graduated 	<ul style="list-style-type: none"> 100% (6/6) seniors served graduated 	<ul style="list-style-type: none"> 0 seniors served 	<ul style="list-style-type: none"> Grantee did not pursue a continuation grant
	College Participation	<ul style="list-style-type: none"> 6/6 seniors enrolled in college 	<ul style="list-style-type: none"> 11/11 seniors applied for college 	<ul style="list-style-type: none"> 6/6 seniors applied for college 		
	Grades	<ul style="list-style-type: none"> Student grades improved from C's and D's to 80% of students earning A's and B's 	<ul style="list-style-type: none"> Student grades improved from C's and D's to 60% of students earning A's and B's 	<ul style="list-style-type: none"> Student grades improved from some having C's and D's to 60% of students earning A's and B's 		
	Test Scores				<ul style="list-style-type: none"> Students who regularly attended after school program passed reading and math MCA tests 	
	Other	<ul style="list-style-type: none"> Students showed improvement in math class homework assignments 	<ul style="list-style-type: none"> Students showed improvement in math class homework assignments 	<ul style="list-style-type: none"> Students showed improvement in math class homework assignments 		

Project	Outcome Categories	2005-2006 Outcomes	2006-2007 Outcomes	2007-2008 Outcomes	2008-2009 Outcomes	2009-2010 Outcomes
Minnesota State University, Mankato	High school graduation	<ul style="list-style-type: none"> 100% (6/6) participating seniors graduated 	<ul style="list-style-type: none"> 100% (7/7) participating seniors graduated 	<ul style="list-style-type: none"> 100% (4/4) participating seniors graduated 	<ul style="list-style-type: none"> 100% (7/7) participating seniors graduated 	
	College Participation	<ul style="list-style-type: none"> 100% (6/6) seniors enrolled in college 	<ul style="list-style-type: none"> 100% (7/7) seniors applied for college 	<ul style="list-style-type: none"> 100% (4/4) seniors applied for college 	<ul style="list-style-type: none"> 100% (7/7) seniors applied for college 	
	Grades			<ul style="list-style-type: none"> Language translation and reading development helped improve ESL academic scores 	<ul style="list-style-type: none"> 100% (70/70) students were promoted to the next grade level with an average GPA of 2.5 	
	Other	<ul style="list-style-type: none"> Students became more familiar with college life and opportunities through campus visits 	<ul style="list-style-type: none"> Students became more familiar with college life and opportunities through campus visits 	<ul style="list-style-type: none"> Students who were tutored reported that it benefitted them in improving their academic success plan 39/70 students passed a pre-college summer program 	<ul style="list-style-type: none"> Students who were tutored reported that it benefitted them in improving their academic success plan 40/70 students passed a pre-college summer program 	
Minnesota TRIO Association	High school graduation	<ul style="list-style-type: none"> This program had not yet joined ICAP 	<ul style="list-style-type: none"> This program had not yet joined ICAP 	<ul style="list-style-type: none"> Program joins ICAP in 2008 	<ul style="list-style-type: none"> 99% (67/68) participating seniors graduated 	<ul style="list-style-type: none"> Project funding was not continued
	College Participation				<ul style="list-style-type: none"> 99% (67/68) seniors applied to college 	
	Other			<ul style="list-style-type: none"> Students attended sessions on college life and career exploration 		

Project	Outcome Categories	2005-2006 Outcomes	2006-2007 Outcomes	2007-2008 Outcomes	2008-2009 Outcomes	2009-2010 Outcomes
Mounds Park Academy <i>Breakthrough St. Paul</i>	High school graduation	<ul style="list-style-type: none"> This program had not yet received ICAP funding 	<ul style="list-style-type: none"> This program had not yet received ICAP funding 	<ul style="list-style-type: none"> Program joins ICAP in 2008 	<ul style="list-style-type: none"> 0 seniors served 	<ul style="list-style-type: none"> 0 seniors served
	College Participation					<ul style="list-style-type: none"> Oldest cohort of students are 11th grade students.
	Grades			<ul style="list-style-type: none"> 51% (46/92) students received a B- or above in core classes. Students took about 2 honors courses on average 	<ul style="list-style-type: none"> 50% of students received a B- or above in two or more honors courses. 49% of students received a B- or above in core classes 	<ul style="list-style-type: none"> 94% (186/198) of students are enrolled in at least one honors course. 93% of students are passing at least one honors courses with a B- or above
	Test Scores					<ul style="list-style-type: none"> 87% of students are proficient on both the English and math sections of the MCA-II
	Other					<ul style="list-style-type: none"> 100% of high school students are enrolled in honors courses The average number of honors courses taken by high school students is 2.9 The average number of honors courses passed with a B- or above by high school students is 2.1

Project	Outcome Categories	2005-2006 Outcomes	2006-2007 Outcomes	2007-2008 Outcomes	2008-2009 Outcomes	2009-2010 Outcomes
Northfield Public Schools TORCH	High school graduation	<ul style="list-style-type: none"> 100% (6/6) participating seniors graduated 	<ul style="list-style-type: none"> (94%) 17/18 seniors graduated 	<ul style="list-style-type: none"> 93% 14/15 seniors graduated (school's previous graduation rate for Latinos was 36%) 	<ul style="list-style-type: none"> 90% (26/29) participating seniors graduated 	<ul style="list-style-type: none"> 90% (20/22) participating seniors graduated
	College Participation		<ul style="list-style-type: none"> (72%) 13/18 seniors applied to college 5 previous grads are enrolled 	<ul style="list-style-type: none"> 86% (12/14) plan to attend postsecondary education 9 students are enrolled in college 	<ul style="list-style-type: none"> 92% (24/26) applied to college 	<ul style="list-style-type: none"> 73% (16/22) seniors applied to college 8 2009 students received a postsecondary certificate or degree 89% postsecondary fall retention rate 91% postsecondary spring retention A total of 40 students enrolled in post-secondary programs for spring 2011
	Grades	<ul style="list-style-type: none"> 60% (31/53) high school students increased GPA by an average of 0.2 to 2.39 	<ul style="list-style-type: none"> Overall grade point average increased to 2.45 			<ul style="list-style-type: none"> Postsecondary fall GPA: 2.90 Postsecondary spring GPA: 2.86
	Test Scores	<ul style="list-style-type: none"> All students needing to pass Basic Skills test did so 		<ul style="list-style-type: none"> Seniors showed improvement in ACT scores 	<ul style="list-style-type: none"> 67% of the youth in the TORCH cohort showed improved math scores 	<ul style="list-style-type: none"> 78 of 97 (80.4%) of high school TORCH students and 77 of 84 (91.7%) middle school TORCH students showed academic gains in reading or math in the past 12 months and/or gains in overall GPA

Project	Outcome Categories	2005-2006 Outcomes	2006-2007 Outcomes	2007-2008 Outcomes	2008-2009 Outcomes	2009-2010 Outcomes
	Other	<ul style="list-style-type: none"> 91% of high school students reported an understanding of what classes they need to graduate 5/6 seniors enrolled in postsecondary programs, 4 received scholarships 	<ul style="list-style-type: none"> (39%) 25/64 students took higher level courses than their previous year 	<ul style="list-style-type: none"> Students reported increased desire to work hard, get good grades, and go to college 	<ul style="list-style-type: none"> A graduate was the first Latino to give the high school commencement address 296 family contacts were made 	<ul style="list-style-type: none"> 92 individual contacts were made with 150 TORCH families 35 students are in AP, Honors or PSEO classes

Project	Outcome Categories	2005-2006 Outcomes	2006-2007 Outcomes	2007-2008 Outcomes	2008-2009 Outcomes	2009-2010 Outcomes
Carleton College <i>From the Ground Up</i>	High school graduation	<ul style="list-style-type: none"> This program had not yet received ICAP funding 	<ul style="list-style-type: none"> This program had not yet received ICAP funding 	<ul style="list-style-type: none"> 100% (7/7) seniors graduated 	<ul style="list-style-type: none"> 100% (27/27) seniors graduated 	<ul style="list-style-type: none"> The activities of this program support the students and the outcomes of the TORCH program
	College Participation			<ul style="list-style-type: none"> 86% (6/7) seniors applied to college 	<ul style="list-style-type: none"> 81% (22/27) seniors applied to college 	
	Other				<ul style="list-style-type: none"> Reached out to 100 parents 	<ul style="list-style-type: none"> Students gave positive feedback about science labs, campus tours and financial aid workshops
Carver-Scott Educational Cooperative <i>Project Scholar</i>	High school graduation	<ul style="list-style-type: none"> This program had not yet received ICAP funding 	<ul style="list-style-type: none"> This program had not yet received ICAP funding 	<ul style="list-style-type: none"> 81% (42/52) seniors graduated 	<ul style="list-style-type: none"> 53% (62/117) seniors graduated 	<ul style="list-style-type: none"> 66% (85/128) seniors graduated (compared to 33% of eligible peers)
	College Participation			<ul style="list-style-type: none"> 67% (35/52) students applied to college 	<ul style="list-style-type: none"> 26% (30/117) applied to college 	<ul style="list-style-type: none"> 17% (31/185) seniors applied to college
	Grades			<ul style="list-style-type: none"> 84% of 11th and 12th graders passed all core credit requirements 	<ul style="list-style-type: none"> 70% (117/168) of 11th and 12th grade students passed all core credit requirements 	<ul style="list-style-type: none"> 1 postsecondary student maintained a 4.0 for the fall semester
	Other			<ul style="list-style-type: none"> All 62 students have a career learning plan 	<ul style="list-style-type: none"> All 168 students have a career learning plan 	<ul style="list-style-type: none"> Students identified staff as caring adults who can help provide guidance

Project	Outcome Categories	2005-2006 Outcomes	2006-2007 Outcomes	2007-2008 Outcomes	2008-2009 Outcomes	2009-2010 Outcomes
Bemidji State University <i>Upward Bound</i>	High school graduation	<ul style="list-style-type: none"> This program had not yet received ICAP funding 	<ul style="list-style-type: none"> This program had not yet received ICAP funding 	<ul style="list-style-type: none"> 96% (28/29) seniors graduated (compared to 65% of eligible peers) 	<ul style="list-style-type: none"> 90% (10/11) of seniors graduated 	<ul style="list-style-type: none"> 93% (15/16) seniors graduated (compared to 64% of eligible peers)
	College Participation			<ul style="list-style-type: none"> 93% (26/29) of seniors accepted to college/post-sec institution (compared to 36% of eligible peers) 	<ul style="list-style-type: none"> 82% (9/11) of seniors were accepted into college (compared to 49% of eligible peers) 	<ul style="list-style-type: none"> 87% (14/16) seniors applied to college 16/29 2008 students received a college certificate or degree 7/11 2009 students received a college certificate or degree
	Test Scores			<ul style="list-style-type: none"> 100% (29/29) of seniors passed Basic Skills Tests in math, reading, and writing 	<ul style="list-style-type: none"> 90% (10/11) of seniors passed Basic Skills Tests in math, reading, and writing 	<ul style="list-style-type: none"> 81% (76/81) of students passed the math and reading/language arts state assessments
	Other			<ul style="list-style-type: none"> Seniors participated in career internship opportunity 81% (76/94) participants attended 	<ul style="list-style-type: none"> 95% (89/94) students participated in career exploration 100% (11/11) of seniors did an internship 90% (84/94) of students went on college visit 	<ul style="list-style-type: none"> 1/94 students are in a Pre AP/Pre IB class 2/94 are in an AP class 24/94 are in PSEOs Students participated in college visits and ACT prep courses

Project	Outcome Categories	2005-2006 Outcomes	2006-2007 Outcomes	2007-2008 Outcomes	2008-2009 Outcomes	2009-2010 Outcomes
St Paul College <i>Power of YOU</i>	High school graduation	<ul style="list-style-type: none"> This program had not yet received ICAP funding 	<ul style="list-style-type: none"> This program had not yet received ICAP funding 	<ul style="list-style-type: none"> 100% (162/162) of seniors graduated 	<ul style="list-style-type: none"> 100% (164/164) of seniors graduated 	<ul style="list-style-type: none"> 100% (148/148) of seniors graduated (compared to 79% of eligible peers)
	College Participation			<ul style="list-style-type: none"> 59% (96/162) seniors applied to college 		<ul style="list-style-type: none"> 100% (148/148) seniors applied to college (compared to 64% of eligible peers) 35 grantees from 2007-2009 received a college certificate or degree 90% retention—Fall (compared to 67% for eligible peers) 72% retention—Spring (compared to 55% for eligible peers)
	Grades				<ul style="list-style-type: none"> Postsecondary GPA Fall- 2.36 (compared to 2.10 for eligible peers) Spring – 2.28 (compared to 2.00 for eligible peers) 	<ul style="list-style-type: none"> Postsecondary GPA Fall – 2.42 Postsecondary GPA Spring – 2.29
	Other				<ul style="list-style-type: none"> Students filled out an online FAFSA 	<ul style="list-style-type: none"> Increased student capacity and skills for continued learning and success in the collegiate environment

Project	Outcome Categories	2005-2006 Outcomes	2006-2007 Outcomes	2007-2008 Outcomes	2008-2009 Outcomes	2009-2010 Outcomes	
St. Cloud State University	High school graduation	<ul style="list-style-type: none"> 100% (3/3) seniors graduated 	<ul style="list-style-type: none"> 100% (6/6) seniors graduated (compared with 71% in district for blacks) 	<ul style="list-style-type: none"> 44% (4/9) seniors graduated 	<ul style="list-style-type: none"> 71% (5/7) seniors graduated 	<ul style="list-style-type: none"> 74% (14/19) of seniors graduated. 	
	College Participation	<ul style="list-style-type: none"> 66% (2/3) of seniors were accepted to college 	<ul style="list-style-type: none"> 83% (5/6) seniors applied and are now attending this university 	<ul style="list-style-type: none"> 44% (4/9) seniors applied to college 	<ul style="list-style-type: none"> 2 seniors applied to college 	<ul style="list-style-type: none"> 42% of seniors attending college compared to 33% for students of color not in comparable programs 	
	Grades					<ul style="list-style-type: none"> 43 students had a higher GPA (2.30) than eligible peers 	<ul style="list-style-type: none"> ICAP students increased the rate of passage by 9 percentage points on the MCA math test
	Test Scores			<ul style="list-style-type: none"> No statistical difference found in MCA-II math, reading scores of participating versus eligible students 		<ul style="list-style-type: none"> Students taking MCA math and reading and MAP math and reading tests failed to meet district standards 	<ul style="list-style-type: none"> Students taking MCA math test increased rate of passage by 9%
	Other				<ul style="list-style-type: none"> Students expressed a desire to attain a college or post-graduate degree 		<ul style="list-style-type: none"> 2 junior high students took pre-AP classes Project funded to serve 50, but served 430
St Cloud Technical College	High school graduation			<ul style="list-style-type: none"> 0 seniors served 	<ul style="list-style-type: none"> This program joined ICAP July 2008 		
	Other			<ul style="list-style-type: none"> Students completed career exploration and college visits/ presentations 	<ul style="list-style-type: none"> Students participated in a financial aid forum 	<ul style="list-style-type: none"> Students reported that the career exploration, math and financial aid forum was very helpful 	

Project	Outcome Categories	2005-2006 Outcomes	2006-2007 Outcomes	2007-2008 Outcomes	2008-2009 Outcomes	2009-2010 Outcomes
Summit Academy OIC/Seeds of Change	High school graduation	<ul style="list-style-type: none"> 2/2 participating seniors graduated 	<ul style="list-style-type: none"> 2/2 seniors graduated 	<ul style="list-style-type: none"> 6/6 seniors graduated 	<ul style="list-style-type: none"> 86% (19/22) of seniors graduated 	<ul style="list-style-type: none"> 100% (8/8) participating seniors graduated (compared to 47% of eligible students at high school)
	College Participation		<ul style="list-style-type: none"> 2/2 seniors applied to college 	<ul style="list-style-type: none"> 4/6 seniors applied to college 	<ul style="list-style-type: none"> 86% (19/22) seniors applied to college 	<ul style="list-style-type: none"> 100% (8/8) of seniors applied to college (68%)13/19 students are still enrolled in college 1 ICAP alumni received an Associate's degree
	Grades			<ul style="list-style-type: none"> 75% of 11th and 12th graders have a GPA above 2.0 	<ul style="list-style-type: none"> Over 50% of 9th and 10th graders achieved a 2.0 or better Over 80% of 11th and 12th graders achieved a GPA of 2.0 or better 	<ul style="list-style-type: none"> 52% (49/95) students averaged above a 2.0 GPA
	Test Scores	<ul style="list-style-type: none"> Out of 59 students, 51% passed math BST, 69% passed reading BST, 75% passed writing BST (School percentages were 19%, 41%, and 74%, respectively) 	<ul style="list-style-type: none"> Out of 42 students, 55% passed math BST, 67% passed reading BST, 76% passed writing BST 			
	Other					

Project	Outcome Categories	2005-2006 Outcomes	2006-2007 Outcomes	2007-2008 Outcomes	2008-2009 Outcomes	2009-2010 Outcomes
University of Minnesota <i>ACT/SAT Course</i>	College Participation			<ul style="list-style-type: none"> 72% (8/11) seniors applied to college 	<ul style="list-style-type: none"> 47% (8/17) seniors applied for college 	<ul style="list-style-type: none">
	Test Scores			<ul style="list-style-type: none"> Mean gain for mock ACT composite score was 2.4 points Mean SAT gain for Quantitative and Critical Reading sections was almost 55 points 		<ul style="list-style-type: none"> 88/174 students who took the pre and post mock ACT increased scores by ½ a point
	Other	<ul style="list-style-type: none"> 16% (26/166) of students reported they formed a study group with other participants 	<ul style="list-style-type: none"> 38% (63/166) of students reported they formed a study group with other participants Seniors stated that they would be applying to some colleges 	<ul style="list-style-type: none"> Students reported that college admission and study skills workshops were useful 	<ul style="list-style-type: none"> Several students participated in study groups during the course of our program 	<ul style="list-style-type: none"> Several students participated in study groups during the course of our program
University of Minnesota <i>Maadaadizi</i>	High school graduation	<ul style="list-style-type: none"> This program had not yet received ICAP funding 	<ul style="list-style-type: none"> This program had not yet received ICAP funding 	<ul style="list-style-type: none"> 100% (7/7) seniors graduated 	<ul style="list-style-type: none"> Not indicated 	<ul style="list-style-type: none"> 57% (4/7) seniors graduated compared to 75% of eligible peers
	College Participation			<ul style="list-style-type: none"> 100% (7/7) seniors applied to college 	<ul style="list-style-type: none"> Not indicated 	
	Grades			<ul style="list-style-type: none"> 43% (26/65) students maintained or improved GPA, at above 2.0 		
	Other			<ul style="list-style-type: none"> 109 students attended college fairs and/or college visits 		<ul style="list-style-type: none"> 21/63 students are enrolled in PreAP/ PreIB, AP, IB, Honors or PSEO courses Parents and students attended college fairs

Project	Outcome Categories	2005-2006 Outcomes	2006-2007 Outcomes	2007-2008 Outcomes	2008-2009 Outcomes	2009-2010 Outcomes
Women's Initiative for Self Empowerment	High school graduation	<ul style="list-style-type: none"> 100% (20/20) seniors graduated 	<ul style="list-style-type: none"> 100% (13/13) seniors graduated 	<ul style="list-style-type: none"> 100% (21/21) seniors graduated 	<ul style="list-style-type: none"> (94%) (15/16) seniors graduated 	<ul style="list-style-type: none"> 100% (23/23) seniors graduated (compared to 68% of eligible peers)
	College Participation	<ul style="list-style-type: none"> 85% (17/20) seniors are enrolled in college 	<ul style="list-style-type: none"> 100% (13/13) seniors applied to college, 8 are enrolled 	<ul style="list-style-type: none"> 100% (21/21) seniors applied to college 	<ul style="list-style-type: none"> (94%) (15/16) seniors applied to college 	<ul style="list-style-type: none"> (96%) (22/23) seniors applied to college 3/8 2006 participants received a college certificate or degree 4/14 2008 college graduates received a certificate or degree 81% college retention rate for the fall (3.47 GPA), 100% for the spring semester (3.66 GPA)
	Grades	<ul style="list-style-type: none"> Not Available (N/A) 	<ul style="list-style-type: none"> N/A 	<ul style="list-style-type: none"> N/A 	<ul style="list-style-type: none"> The GPA range of 11 graduates was 3.04-3.99 with an average of 3.49 	<ul style="list-style-type: none"> GPA of participants range from 3.46 to 3.98, with an average of participants of 3.73 23 program participants are attending colleges in the fall GPA average of alumnae during first year of college was 3.47 (fall semester) and 3.66 (spring semester) 4/99 are in AP classes 8/99 are in PSEOs

Project	Outcome Categories	2005-2006 Outcomes	2006-2007 Outcomes	2007-2008 Outcomes	2008-2009 Outcomes	2009-2010 Outcomes
	Test Scores	<ul style="list-style-type: none"> N/A 	<ul style="list-style-type: none"> N/A 	<ul style="list-style-type: none"> N/A 	<ul style="list-style-type: none"> N/A 	<ul style="list-style-type: none"> 35% of students entered the program reading below 25th percentile. By the end of the program, 100% improved in writing on a 5point rubric and 80% improved their writing one level or more on a 4 point rubric.
	Other	<ul style="list-style-type: none"> N/A 	<ul style="list-style-type: none"> 90% (40/45) reported they understood financial aid process and connected with professionals in the field 	<ul style="list-style-type: none"> Girls enjoyed getting to know one another, sharing their own experiences about immigrating and preparing for college 	<ul style="list-style-type: none"> 64% (7/11) students received a scholarship for college 	<ul style="list-style-type: none"> 3/99 students are in Pre AP/Pre IB classes 4/99 are in AP classes 8/99 are in PSEOs

**APPENDIX F: COLLEGE READINESS AND
RETENTION INDICATORS AND
ICAP PROJECT ACTIVITIES AND OUTCOMES**

College Readiness and Retention Indicators	Example Program Activities and Outcomes
<p>Success in Core Curriculum</p> <p>Core Curriculum involves taking a rigorous course of study aligned with college and career expectations. This includes four years of English, three years of mathematics (Algebra I and II and Geometry), science (Biology, Chemistry, and Physics), and social studies (ACT, 2005, Achieve, 2004c). Students who take a challenging curriculum, beginning in the middle school, tend to perform better academically in high school and are better prepared for college than those who take less rigorous courses (Achieve, 2004c). Particularly among minority and first generation college students, those who take higher-level math courses are more likely to attend and complete college (Achieve, 2004c). Also, students should have approximately a 75% chance of earning a grade of C or higher of a 50% chance of earning a grade of B or higher in first-year college English Composition, College Algebra, History, Psychology, Sociology, Political Science, or Economics, and Biology (ACT, 2005, Achieve, 2004c).</p>	<ul style="list-style-type: none"> • Ninety-three students were invited to attend a six-week academic program with instruction being offered in English, math, science, American Sign Language and science research. (College of St. Scholastica, <i>DREAM</i>) • Fifteen of 87 students who enrolled in a four-credit biology course passed the class with an average GPA of 3.5. (College of St. Scholastica, <i>DREAM</i>) • Fifty-one percent of students received a B- or above in core classes. (Mounds Park Academy, <i>Breakthrough St Paul</i>)
<p>Test Preparation and Assessment</p> <p>Students should be measured in regards to their competency on college- and career-ready content in such subjects as English and mathematics. The assessment must have credibility with postsecondary institutions and employers, so that achieving a certain score signals being truly prepared for success after high school (ACT, 2005). Inadequate assessment tools and practices can potentially hinder students' ultimate degree progress. An important aspect of student support is the administration of college placement exams during a student's high school junior year or earlier which identifies students who are lagging in such areas as English language arts and math skills (ACT, 2005, College Success Foundation, 2010). Then students can be given individualized college readiness plans that can include referrals for tutorial support or summer academic enrichment courses such as developmental courses at community colleges.</p>	<ul style="list-style-type: none"> • Juniors took part in intensive, rigorous ACT test preparation sessions. They increased their ACT scores from an average score of 16 to an average score of 20. This is an increase of 25% (Admission Possible) • Monthly Back-to-Campus workshops included BST/MCA prep classes. One hundred percent of senior participants passed the math, reading and writing tests (Bemidji State University, <i>Upward Bound</i>). • Twenty-five of the 27 participants completed both the practice ACT and the actual ACT. The average ACT composite score was 21.8. In 2008, the average composite score for Minnesota was 22.6; the national average was 21.1. In view of the fact that these composite scores are for <u>all</u> students, and these scores are only for low-income and first-generation students, the ACT scores of program participants compare quite favorable to those of their more advantaged peers. (The College of St. Scholastica, <i>DREAM</i>)

<p>Career Exploration</p> <p>Literature on service-learning suggests that an effective way to connect classroom learning to real-life learning is through the incorporation of experiential activities that are work based, such as work study opportunities or internships (Mirabal and Lucero, 2010; McDonough, 2004). A 20-year study of high school students conducted by the U.S. Department of Education revealed that graduates increased their chances of continuous employment in the future based on the amount of hours worked per week in their junior year of high school (Mirabal and Lucero, 2010). This study suggests that assessing career preparation through exploratory experiential opportunities is appropriate. Students should be realistic about the type of career that they choose; inventories like the Strong Career Inventory can help students determine their personal strengths and help establish career goals (McDonough, 2004).</p>	<ul style="list-style-type: none"> • Three students were accepted as interns and placed at three local businesses in the fields of Surgical Technology, Social Services, and Web Development. These interns have completed their work schedule with a new enthusiasm for their career field. (Lake Superior College, <i>Upward Bound</i>) • Throughout the past four years, 35 students have participated in the Career Development Program. Twenty-nine of the 35 students have graduated from high school; the remaining six will be entering their senior year this fall. (The College of St. Scholastica, <i>DREAM</i>) • Seventy-nine North High School freshmen participated in job shadows to Medtronic, Best Buy and the City of Minneapolis Public Works. The STEP UP Program provided 904 students with work readiness training and hired 651 students for summer jobs. (Achieve Minneapolis)
<p>Academic Preparation and Support</p> <p>Most students have postsecondary goals, but many are not taking practical steps to achieve these goals in middle and early high school (Institute for Higher Education Policy, 2010; Grantmakers for Education, 2010). Many middle school students underestimate the classes needed to adequately prepare for college and do not take the course prerequisite for advanced high school classes. High school graduation course requirements are often less than, or misaligned with courses necessary for college admission; only about one-third of college-hopeful eighth graders plan to complete high school courses recommended for college readiness (Institute for Higher Education Policy, 2010). Such a lack of adequate preparation means that students may need to take remedial courses once in college and require a longer time for degree completion. For example, remedial courses in math, reading, and writing are required for over one-third of today's four-year college students and 63% of current two-year college (Institute for Higher Education Policy,</p>	<ul style="list-style-type: none"> • The Homework Club after-school tutoring and homework help program provided sixth grade participants with academic assistance by staff and volunteer tutors four days a week during the school year. Evaluation results indicated that the academic problems of 79% of the participants improved or became manageable. (ELY Community Group, <i>Project ELY</i>) • Student transcripts and Advisors' case notes indicate that 100% of students were enrolled in courses that prepare them to enroll in college. The Advisors keep high school transcripts and detailed notes on their advising sessions with each student. Students are able to better handle the demands of the high school classes, particularly honors classes or "College In the Classroom" courses. (Lake Superior College, <i>Upward Bound</i>) • Student self-evaluations indicated that the MA-CAP tutoring benefitted them in improving

<p>2010). Students must begin to develop college awareness and aspirations in the middle school years in order to take algebra and other gate-keeping courses which position students for high school coursework that aligns well with college enrollment requirements (Grantmakers for Education, 2010; McDonough, 2004). Adequate preparation even before high school allows students to enroll in less remedial college coursework and ensures completion of the college degree. Students need help in accessing the postsecondary planning resources and information that will help them with their educational decisions and explore careers. Often low income and minority students tend to be the least likely to engage in early educational planning. Their families and communities may lack accurate and timely educational planning information (Institute for Higher Education Policy, 2010). Students should be directed to take the most challenging coursework and be provided with support such as tutoring and mentoring (Gandera 2010; Institute for Higher Education Policy 2010). Additionally, dual enrollment programs allow students to earn college credit while still in high school. Achievers, a Washington D.C. college prep program, discovered that for each additional IB course, their students were more than three times as likely to enroll in postsecondary education, and each additional math course increased the odds by 55 percent (Institute for Higher Education Policy, 2010).</p>	<p>their individual academic success plans. Results of the tutorial program showed that all students were promoted to the next grade level. (Minnesota State University, Mankato)</p> <ul style="list-style-type: none"> • Twenty-one out of 63 students are enrolled in PreAP/PreIB, AP, IB, Honors or PSEO (Post Secondary Enrollment Options). (University of Minnesota, Maadaadizi)
<p>College Exploration and Participation</p> <p>Students’ college awareness can be increased by providing information and resources while allowing students to experience life on a college campus. Each additional college awareness course taken increases the odds of enrolling in college (Institute for Higher Education Policy, 2010). Unfortunately, many young Americans—and especially those who fail to get a diploma—barely go through any college selection process at all (Institute for Higher Education Policy, 2010; McDonough, 2004). During the 10th through 12th grades, students should be in the search phase, which involves gathering the</p>	<ul style="list-style-type: none"> • On the ICAP College Knowledge survey, three-fourths of the participants scored higher on the section that assessed students’ basic knowledge of college admission requirements. (University of Minnesota, Maadaadizi) • Students received enrichment instruction during the academic portion of the program and also got a good “college” experience by living in the dorms, eating in the dining hall, taking classes on a college campus, and using the Wellness Center, theatre, library, and other facilities. (Lake Superior College, <i>Upward Bound</i>)

<p>information necessary for them to develop their short list of potential colleges. Students should also set realistic goals about what college to attend, what to major in, and what career to pursue so that they are not overwhelmed and underperforming once they get to college (McDonough, 2004). Such inventories as the Myers Briggs Inventory and can help students determine their learning styles and personal strengths and help establish academic goals.</p>	<ul style="list-style-type: none"> • All four of the graduating seniors were admitted to an institution of higher education. Three are currently enrolled, and the fourth is scheduled to start spring semester. (St. Cloud State University) • Three out of eight 2006 Grantees have received a college certificate or degree. (Women’s Initiative for Self Empowerment, <i>GGAL</i>)
<p>Mentoring and Guidance</p> <p>A mentor is a key person who monitors and guides the student over a long period of time; this person could be a program director, faculty member, guidance counselor and also upper-class college students; studies do not indicate which of these is most effective (Gándera, 2005; Jarrell, 2004). Nonetheless, it is imperative that someone takes responsibility for the student at a personal level and does not allow the student to falter in achieving their educational goals. Programs that support low-income students who are at risk in school should also connect with social service agencies and families to provide personal support and mentorship (Gándera, 2005; Jarrell, 2004). Mentors provide a vital service to students by encouraging them to perceive a college degree as a realistic, achievable goal. In an evaluation of college preparatory program in Washington, D.C, students reported that their mentors were very important to their ability to navigate the college atmosphere; mentors were particularly important for students who began at two-year institutions (Institute of Higher Education Policy, 2010). First generation college students often have challenges adjusting to the culture of their new academic environments; these challenges can be eased with a mentor’s guidance (Jarrell, 2004). Functioning as experts, mentors provide authentic experiential learning opportunities as well as an intensive interpersonal relationship through which social learning takes place (Gándera, 2005; Jarrell, 2004).</p>	<ul style="list-style-type: none"> • After school tutoring/mentoring was offered to students enrolled in Jump Start as well as the whole school. Students did show improvement in math class homework assignments or grades. (Minneapolis Community and Technical College, <i>Jump Start</i>) • An eMentoring program was established with high school students. Fifty-nine percent of students reported an increase in their understanding of the decisions involved in the process of choosing a college and career (Dakota County Technical College, <i>Upward Bound</i>). • MSU students served as excellent role models for high school students and tutored students in the after-school program. (Minnesota State University, Mankato, <i>College Access Program</i>)

Obtaining Financial Assistance

According to a survey of college students, the number one reason students give for leaving school is the fact that they had to work and go to school at the same time and, despite their best efforts, the stress of trying to do both eventually took its toll (Johnson, Rochkind, Ott and DuPont, 2010). Additionally, about 7 in 10 of those who leave school report that they did not have scholarships or financial aid, compared with about 4 in 10 of those who graduate (Johnson, Rochkind, Ott and DuPont, 2010). Many students and parents lack the knowledge and information about college costs and options of paying for postsecondary education. Even among high school juniors and seniors who plan to attend college, few have accurate information about college costs (Gándera, 2005; McDonough, 2004). Many students and parents overestimate tuition, room and board, and other college costs, and often do not realize that considerable federal, state, and institution-based financial assistance is available in the form of grants, loans, work-study, pre-paid tuition plans, and tax credits. Financial assistance is important for allowing access to academic experiences, such as college visits and SAT preparation courses, and for making college a realistic possibility for many students (Institute for Higher Education Policy, 2010). Although loans are an available option, the concern over loans is an undesirable reality. As one student stated, “I would’ve been taking out tens of thousands of dollars worth of loans every single year here. There’s no way I would’ve been able to be here at all” (McDonough, 2004). For every additional \$1,000 in loans students took out, they were 1 percent less likely to persist to year three than their peers who did not take additional loans (McDonough, 2004). Scholarships do make the difference between going to college or not for many low-income students, but too often this aspect of support is overlooked in programs. College costs and financial aid play a dramatic role in the college choices of low-SES students, as well as African Americans and Latinos, all of whom tend to be highly sensitive to tuition and financial aid levels

- Seniors and their parents have the satisfaction of a completed FAFSA at the end of the event. They have a good understanding of the financial aid process and will be able to complete future applications/renewals with little or no problems. In addition, they have a good understanding of the actual costs of college and the various means of paying for college (Lake Superior College, *Upward Bound*).
- All 29 participants have completed the FAFSA, applied for at least one outside scholarship and have been accepted into college. (The College of St. Scholastica)
- Ninety-four percent of the 70 seniors at Roosevelt applied to at least one scholarship and earned \$207,781 in scholarship funding. One hundred percent of Roosevelt’s seniors completed and submitted a FAFSA, ensuring their consideration for federal need based aid. (Admission Possible)

<p>(Gándera, 2005; McDonough, 2004). These students are negatively influenced by high tuition, but positively influenced by financial aid. Twenty two percent of low-income, academically qualified students do not attend college partly because of affordability concerns (Gándera, 2005; McDonough, 2004). The most successful programs incorporate financial assistance as a core aspect of a comprehensive program of services (Institute for Higher Education Policy, 2010; Johnson, Rochkind, Ott and DuPont, 2010).</p>	
<p>Social and Emotional/Non-cognitive Skills</p> <p>Academic and intellectual assets contribute only a portion of the variation of academic performance in college. Non-intellectual factors include peer relationships, involvement in student organizations, and time management. Three personal areas that are thought to intervene in the learning process for students, regardless of their intellectual aptitudes: the student’s belief, the student’s behavior, the student’s emotional state (Jarrell, 2004). Several studies have shown the predictive validity of non-intellectual factors with college readiness and retention such as organization, time management, note-taking skills, listening skills, reading strategies, memory strategies, test-taking skills, critical thinking, stress management, maintaining finances, personal responsibility, and commitment to the college; these factors improve the predictability of academic variables (Le, Casillas, Robbins and Langley, 2010; Robbins, Allen, Csillas, Peterson and Le, 2006; Robbins, Lauver, Le, Davis, and Langley, 2004; Larose, Robertson, Rou and Legault, 1998). Disadvantaged students need the development of a peer group that supports the students’ academic aspirations and that meets for academic as well as for social and emotional support. It is critically important for students in “at risk” communities, where few models of high achievement exist, to have peers that are supportive of the idea of working hard at school (Mirabal and Lucero, 2010; Gándera, 2005). It is equally important to have a peer group that is supportive of the young person’s personal and social identity and that makes it acceptable to be a good student. A</p>	<ul style="list-style-type: none"> • Of the six Career Development Program participants, four completed both the pre- and post-college readiness survey; 100% showed an increased awareness of college readiness issues and study skills. (The College of St. Scholastica, <i>DREAM</i>) • Evaluation results indicated that 77% of the participants showed an increase in self-esteem and self-confidence. (ELY Community Group, <i>Project ELY</i>) • Many girls enjoyed getting to know one another, working on communication skills, how to be organized, etc. (Women’s Initiative for Self Empowerment)

study interviewed hundreds of Latino students throughout the country and discovered that students repeatedly mentioned the importance of a variety of relationships and their impact on academic and career success (Mirabal and Lucero, 2010). In regards to retention, students should be integrated into both the social and academic life of the college at the very onset of contact with the institution. Social integration via friendship support directly relates to persistence in college (Mirabal and Lucero, 2010; Gándera, 2005; Jarrell, 2004). These supportive groups promote a bonding with the institution and students who do not form social bonds with peers tend to consider voluntary withdrawal (Mirabal and Lucero, 2010; Gándera, 2005; Jarrell, 2004). The institutional commitment should be developed through the interaction with mentors, such as faculty and upperclassman, and through extracurricular activities, student union, and peer associations. Fostering a sense of community among students is important because students grow and learn collaboratively, together with and separate from, educators (Mirabal and Lucero, 2010; Gándera, 2005; Jarrell, 2004).

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