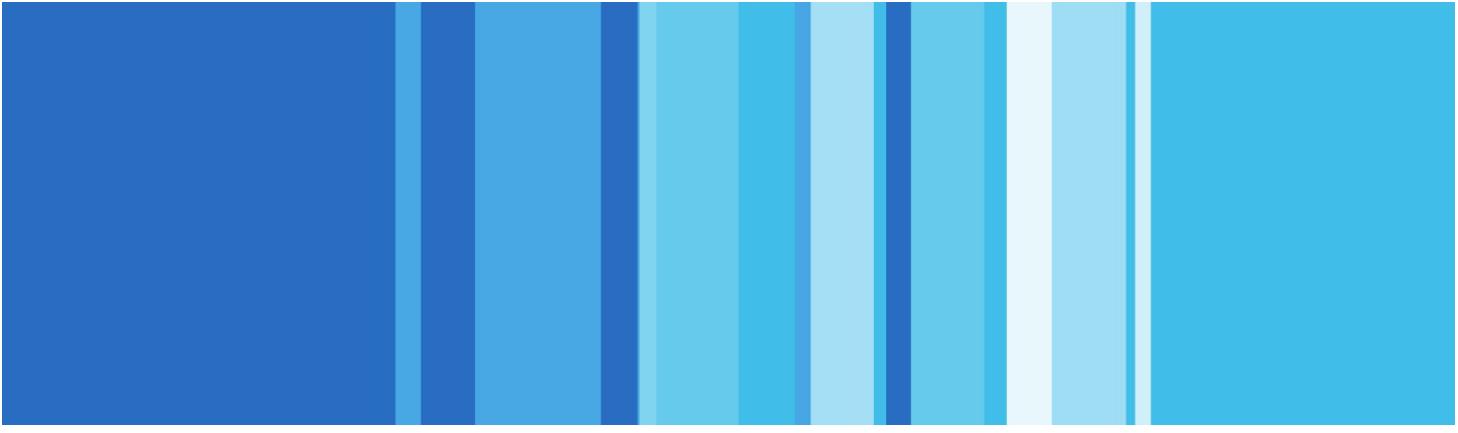


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January 17, 2017



Intervention for College Attendance Program: 2015-2016 Report



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About the Minnesota Office of Higher Education

The Minnesota Office of Higher Education is a cabinet-level state agency providing students with financial aid programs and information to help them gain access to postsecondary education. The agency also serves as the state's clearinghouse for data, research and analysis on postsecondary enrollment, financial aid, finance and trends.

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Executive Summary

Statewide, the need to increase high school graduation rates and college and career readiness for Minnesota's low-income students and students of color continues. The 2015 four-year high school graduation rate for Minnesota public high schools was 81.9 percent, while the graduation rate for students eligible for free/reduced price lunch was 67.2 percent. Minnesota students had the highest average ACT composite score in the nation among states in which at least half of the graduates took the exam in 2015, but only 39 percent 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. The Intervention for College Attendance Program seeks to address these areas of high school completion and academic achievement by providing funds to strengthen preparation for success of students traditionally underrepresented in postsecondary programs.

With the need to have Minnesota's students prepared for higher education and employment in occupations that require postsecondary training that ranges from sub-baccalaureate credentials—associate degrees and high-quality certificates—to higher level postsecondary degrees, this report provides information on the outcomes of ICAP funding for fiscal years 2015 and 2016. Key findings from the report show that:

- Program focus on enhancing success in core curriculum by strengthening academic preparation was a determinant in postsecondary enrollment and success for ICAP students.
- Rigorous academic coursework (honors, dual enrollment, Advanced Placement, International Baccalaureate, Concurrent Enrollment) beyond the high school core curriculum enhanced college readiness/mastery of college level content for ICAP students.
- ICAP programs that targeted strengthening postsecondary enrollment through ACT preparation and assessment increased student ACT scores and profile for college admission. The average ACT score increase for these programs ranged from 0.94 to 6.0.
- The high school graduation rate for ICAP seniors (91% in 2015 and 93% in 2016) continues to be higher than the state's four-year graduation rate for public school students.
- The college application rate for 2015 ICAP seniors was 95% and 92% for 2016 seniors. Upon enrollment and program completion, these students are part of the ICAP pipeline that increases access to employment for Minnesota's low-income students and students of color.
- Historical data on postsecondary graduation is not complete, but 12 ICAP projects with some information on enrollment outcomes document that 442 students have received postsecondary certificates, 350 students have received Associate of Arts degrees, and 178 students have received Bachelor of Arts degrees.

While there is considerable local and national focus on improving secondary and postsecondary outcomes for students underrepresented in the education attainment pipeline, the targeted ICAP funding has enhanced academic attainment to allow postsecondary participation and workforce preparation for students supported by ICAP.

Introduction

The Intervention for College Attendance Program is 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 and collection of data to measure program outcomes. That bill required that the January 2011 report to the Legislature include documentation of need for future services. That information was provided; and programs implemented from 2010 through the present were funded to support continuity of program services and were required to continue data collection on outcomes of project services. The specific language regarding continuity of program services and data collections 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.

(Laws of Minnesota, 2009, Chapter 95, Article 1, Sec. 3, Subd. 9)

Appendix A shows the location of ICAP projects continuing through June 2016.

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 2015 and 2016 fiscal years.

Economic Need for ICAP

Minnesota's need to have students prepared for postsecondary education and the workforce was highlighted by Carnavale, Smith, and Strohl's 2010 report from the Georgetown University Center on Education and the Workforce. This report, *Help Wanted: Projections of Jobs and Education Requirements through 2018* indicated that Minnesota, Massachusetts, Colorado, Washington and the District of Columbia will lead the nation in job openings requiring postsecondary education. The report predicted that by 2018, the postsecondary system will have produced 3 million fewer college graduates than demanded by the labor market. Employment projections for Minnesota by the Department of Employment and Economic Development indicate employment growth will occur through 2019 in the areas of education and health services, professional and businesses services, construction, leisure and hospitality and financial activities. Employment in many of the occupations in these varied industries require postsecondary training that ranges from sub- baccalaureate credentials—associate degrees and high-quality certificates—to higher level postsecondary degrees.

In outlining the path for economic and social mobility, Carnavale and Rose in the Georgetown 2011 report, *The Undereducated American*, indicated that dropouts, high school graduates, and people with some college but no degree are on the down escalator of social mobility. To counter this trajectory, postsecondary education has become the threshold requirement for a middle-class family income, and access to postsecondary education serves as an “arbiter of economic success and upward mobility.” This report advised that if the goal is to increase the number of college graduates, then barriers to degree completion must be removed for qualified students, and the quality of graduating high school seniors must improve.

Minnesota's citizens are some of the most educated in the country, with the state ranking second nationally. In 2014, 72 percent of Minnesotans age 25 to 64 had at least some college or higher. However, the state's overall high ranking masks severe disparities in attainment between racial and ethnic groups:

- Low income students and students of color graduate from high school within four years at a rate lower than White students.
- Students of color enroll in college at a rate lower than White students.
- Undergraduates of color have lower college graduation rates.

Given that Minnesotans of color are comprising a larger share of the state's population each year, the state's changing demographic profile requires the state to begin reducing educational attainment racial gaps or the state's economic future will be threatened. In response, the Minnesota Legislature enacted legislation in 2015 setting a target that 70 percent of Minnesotans age 25 to 44 will have attained a postsecondary certificate or degree by 2025.

With the recognition that improving high school graduation and college completion is essential to Minnesota's future and the nation's future, the need to assure that low-income and underrepresented students are prepared for success in college continues. 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.

Minnesota Student Postsecondary Readiness

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 2015 four-year high school graduation rate for Minnesota public high schools was 81.9 percent (54,255 students) which increased from 81.2 percent in 2014. Graduation rates for all racial and ethnic groups and special education students increased from 2014 to 2015. Graduation rates for English Language Learners decreased 0.6% (63.7% ▶ 63.1%) from 2014 to 2015. Despite these increases in graduation rates, there are still significant differences in high school completion across racial groups and special populations.

For key populations, the high school graduation rates in 2015 were:

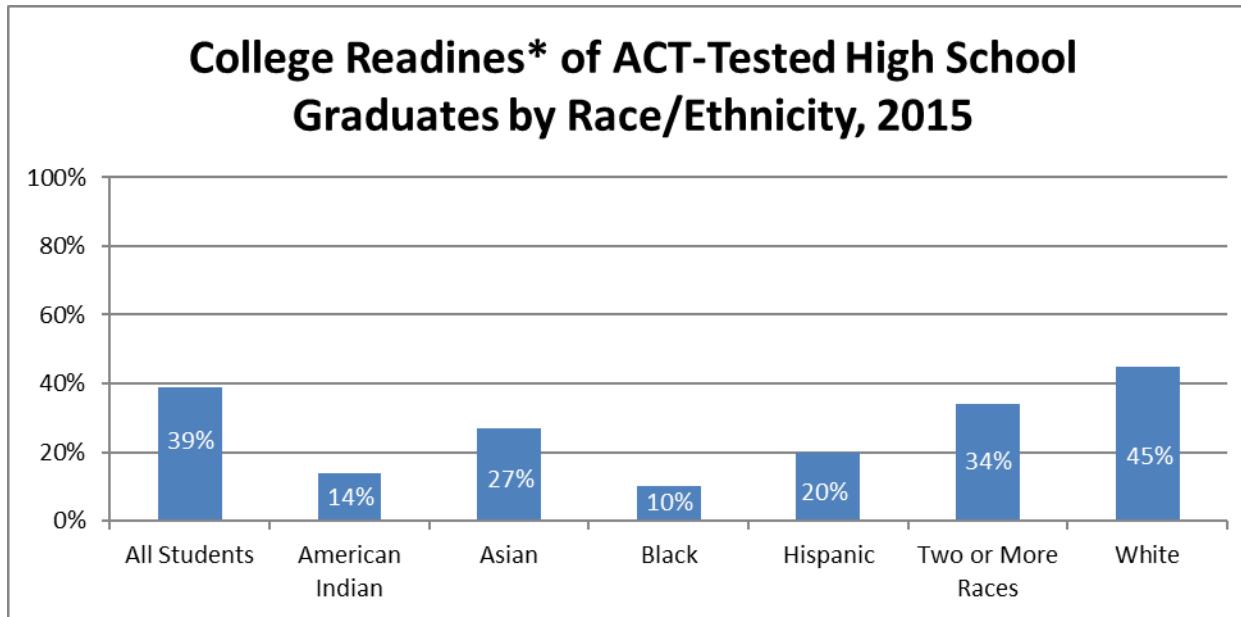
- 63.1% (2,722 students) for English language learners,
- 61.1% (5,464 students) for students receiving special education services,
- 67.2% (16,279 students) for students eligible for free/reduced price lunch,
- 62.0% (4,119 students) for Black, not Hispanic origin,
- 65.6% (2,969 students) for Hispanic,
- 51.99% (798 students) for American Indian/Alaskan Native, and
- 82.7% (3,728 students) for Asian/Pacific Islander.

Results from the ACT college entrance exam provide another indicator of Minnesota high school students' college and workforce readiness. It is recognized that the knowledge and skills needed for college are equivalent to those needed in the workplace.¹ An estimated 78 percent of Minnesota's 2015 high school graduates took the ACT exam. Minnesota's average composite score of 22.7 was the highest among the 30 states in which more than half of high school graduates took the test. The national composite score was 21 out of a total of 36.

While in 2015, Minnesota had the highest average composite score in the nation among states in which at least half of the graduates took the test, a significant proportion of high school graduates were not prepared for college-level work according to ACT. ACT developed college readiness benchmarks in each of the four testing areas, and 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. Thirty-nine percent 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, which echoes the achievement gaps seen in high school graduation rates and MCA scores. See Figure 1 for information on college readiness by Minnesota students in 2015.

¹ ACT. (2006). *Reading Between the Lines: What the ACT Reveals About College Readiness in Reading*. Retrieved from http://www.act.org/research/policymakers/pdf/reading_report.pdf.

Figure 1: College-Readiness* of ACT Test-Takers Varies by Race/Ethnicity, 2015



*Meeting college-ready benchmarks in all four subjects: English, Algebra, Social Science and Biology

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. The number of grant awards each biennium has reflected changes in appropriation and program focus.

Table 1: Funding and Grant Award History

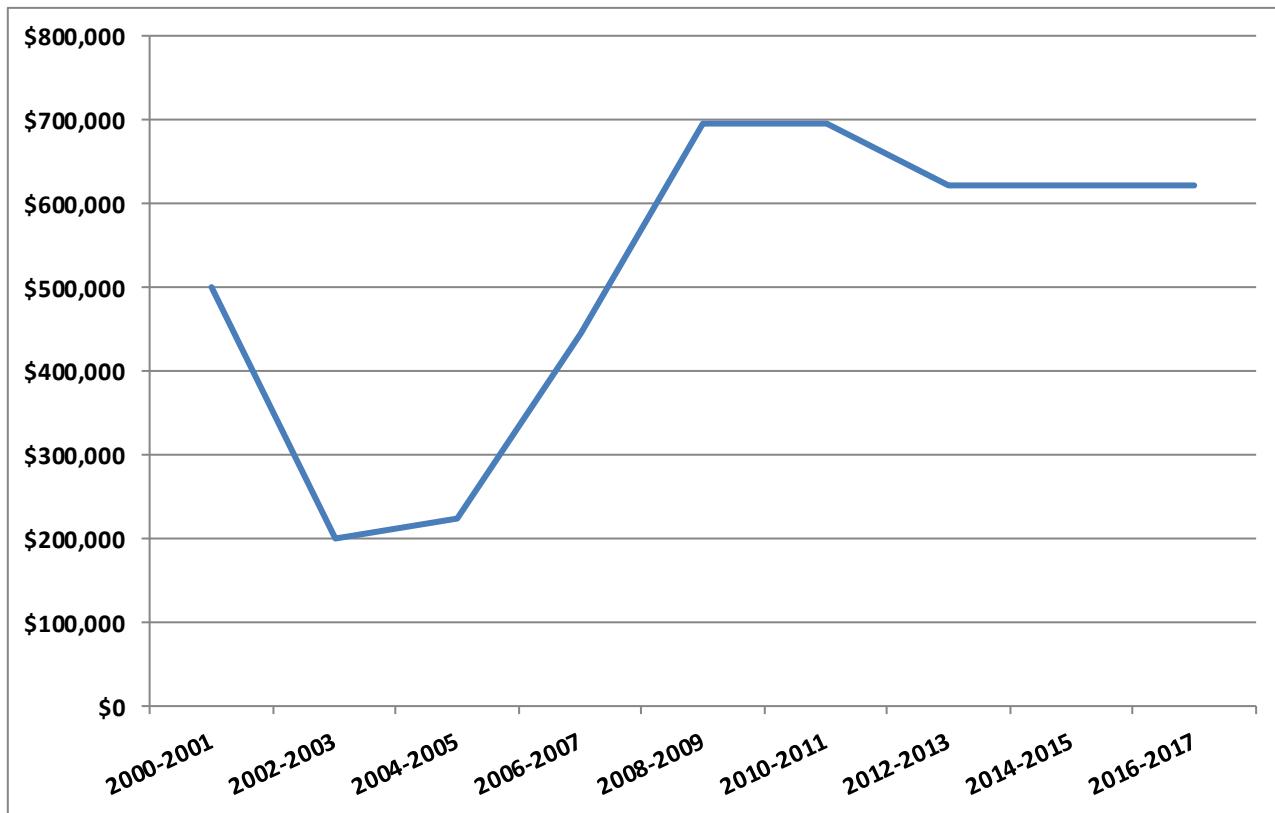
| Biennial Period | Funding | Number of Grants Awarded |
|-----------------|------------------------|--------------------------|
| 2000-2001 | \$500,000 each year | 10 |
| 2002-2003 | \$200,000 | 10 |
| 2004-2005 | \$225,000 each year | 7 |
| 2006-2007 | \$446,000 each year | 14 |
| 2008-2009 | \$696,000 each year | 24 |
| 2010-2011 | \$696,000 each year | 20 |
| 2012-2013 | \$621,000 each year | 19/18 |
| 2014-2015 | \$621,000 each year | 18 |
| | +\$48,837 for FY 2015* | 22 |
| 2016-2017 | \$621,000 each year | 20** |

*Other agency funds were used to increase program support.

**Two of the projects from previous years were not continued.

Starting with the 2012-2013 biennium, ICAP grant funding was reduced \$75,000 each year to address state agency budget reductions.

Figure 2: Total Amount of Appropriated ICAP Funds



ICAP Program for Fiscal Year 2015

During this report period, fiscal agents for two projects changed names. Breakthrough Saint Paul became Breakthrough Twin Cities, and Carver Scott Educational Cooperative became SouthWest Metro Educational Cooperative. The name changes did not impact ICAP program delivery.

The 22 funded projects for Fiscal Year 2015 were:

Northfield Public Schools

Tackling Obstacles and Raising College Hopes (TORCH) \$47,484

The College of St. Scholastica

DREAM Project – Daring to Realize Excellence and Academic Motivation \$41,484

Breakthrough Saint Paul

Breakthrough Saint Paul \$44,484

Saint Paul Public Schools

Maadaadizi (State a Journey) Program \$30,184

| | | |
|---|--|------------------|
| Bemidji State University | | |
| Bemidji State University Upward Bound/Intervention for College Attendance Project | | \$31,929 |
| College Possible | | |
| College Possible Twin Cities Expansion at Como Park High School | | \$29,484 |
| Dakota County Technical College | | |
| Intensive ACT College Prep Program | | \$31,484 |
| Saint Paul College | | |
| Transitioning & Retaining Underserved Students Through the Power of YOU | | \$25,629 |
| Learning Disabilities Association (LDA), Inc. | | |
| Learning Connections – Developing College-Ready Writing | | \$28,484 |
| Ely Community Resource, Inc. | | |
| Project ELY (Empowerment Through Learning for Youth) | | \$19,484 |
| Women's Initiative for Self Empowerment (WISE), Inc. | | |
| Girls Getting Ahead in Leadership (GGAL) Program | | \$31,484 |
| St. Cloud State University | | |
| Promoting Academic Success for Underrepresented Students | | \$37,484 |
| SouthWest Metro Educational Cooperative | | |
| Project Scholar | | \$35,484 |
| Concordia University, St. Paul | | |
| Seeds of Change/AAMI AVID: Concordia University's and St. Paul Central High School's Arts Literacy and College Preparation Partnership for African American Males | | \$35,484 |
| Carleton College | | |
| From the Ground Up: An ICAP Collaborative for Fostering Postsecondary Science Majors | | \$27,484 |
| Minnesota State University, Mankato | | |
| Enter University | | \$33,319 |
| Regents of the University of Minnesota | | |
| An ACT/SAT Course for At-Risk Students | | \$24,484 |
| AchieveMpls | | |
| Edison High School AchieveMpls Career and College Initiative ACT | | \$14,484 |
| Riverland Community College | | |
| Navigate to Graduate | | \$25,000 |
| MIGIZI Communications, Inc. | | |
| Native Academy Connections | | \$25,000 |
| Minnesota African Women's Association | | |
| AGILE College Readiness Project | | \$25,000 |
| Minneapolis Urban League | | |
| MUL Future Work\$ | | \$25,000 |
| Total | | \$669,837 |

ICAP Program for Fiscal Year 2016

The 20 funded projects for Fiscal Year 2016 were:

| | | |
|---|----------|--|
| Northfield Public Schools | | |
| Tackling Obstacles and Raising College Hopes (TORCH) | \$47,484 | |
| The College of St. Scholastica | | |
| DREAM Project - Daring to Realize Excellence and Academic Motivation | \$41,484 | |
| Breakthrough Twin Cities | | |
| Breakthrough Twin Cities | \$44,484 | |
| Saint Paul Public Schools | | |
| Maadaadizi (Start a Journey) Program | \$30,184 | |
| Bemidji State University | | |
| Bemidji State University Upward Bound/Intervention for College Attendance Project | \$31,929 | |
| Dakota County Technical College | | |
| Intensive ACT College Prep Program | \$31,484 | |
| Saint Paul College | | |
| Transitioning & Retaining Underserved Students Through the Power of YOU | \$25,629 | |
| Learning Disabilities Association (LDA), Inc. | | |
| Learning Connections: Developing College-Ready Writing | \$28,484 | |
| Ely Community Resource, Inc. | | |
| Project ELY (Empowerment Through Learning for Youth) | \$19,484 | |
| Women's Initiative for Self Empowerment (WISE), Inc. | | |
| Girls Getting Ahead in Leadership (GGAL) Program | \$31,484 | |
| St. Cloud State University | | |
| Promoting Academic Success for Underrepresented Students | \$37,484 | |
| SouthWest Metro Educational Cooperative | | |
| Project Scholar | \$35,484 | |
| Concordia University, St. Paul | | |
| Seeds of Change/AAMI AVID: Concordia University's and St. Paul Central High School's AVID AAMI College Preparation Partnership for African American Males | \$35,395 | |
| Carleton College | | |
| From the Ground Up: An ICAP Collaborative for Fostering Postsecondary Science Majors | \$27,476 | |
| Minnesota State University, Mankato | | |
| Enter University | \$21,960 | |
| Regents of the University of Minnesota | | |
| An ACT/SAT Course for At-Risk Students | \$24,484 | |
| Riverland Community College | | |
| Navigate to Graduate | \$26,647 | |

| | |
|---------------------------------------|------------------|
| MIGIZI Communications, Inc. | |
| Native Academy Connections | \$26,647 |
| Minnesota African Women's Association | |
| AGILE College Readiness Project | \$25,000 |
| Minneapolis Urban League | |
| MUL Future Work\$ | \$25,000 |
| Total | \$617,707 |

ICAP Grant Matching Support

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 2015 expenditures from grant funds totaled \$669,837, and end-of-year reports indicated that projects used an additional \$1,763,509 in matching support to implement project activities.

Expenditures from 2016 grant funds totaled \$617,707, and end-of-year reports indicated that projects used an additional \$1,510,163 in matching support to implement project activities. (See Appendix B for matching revenue sources for Fiscal Years 2015 and 2016.)

Figure 3: Total Amount of ICAP Matching Support

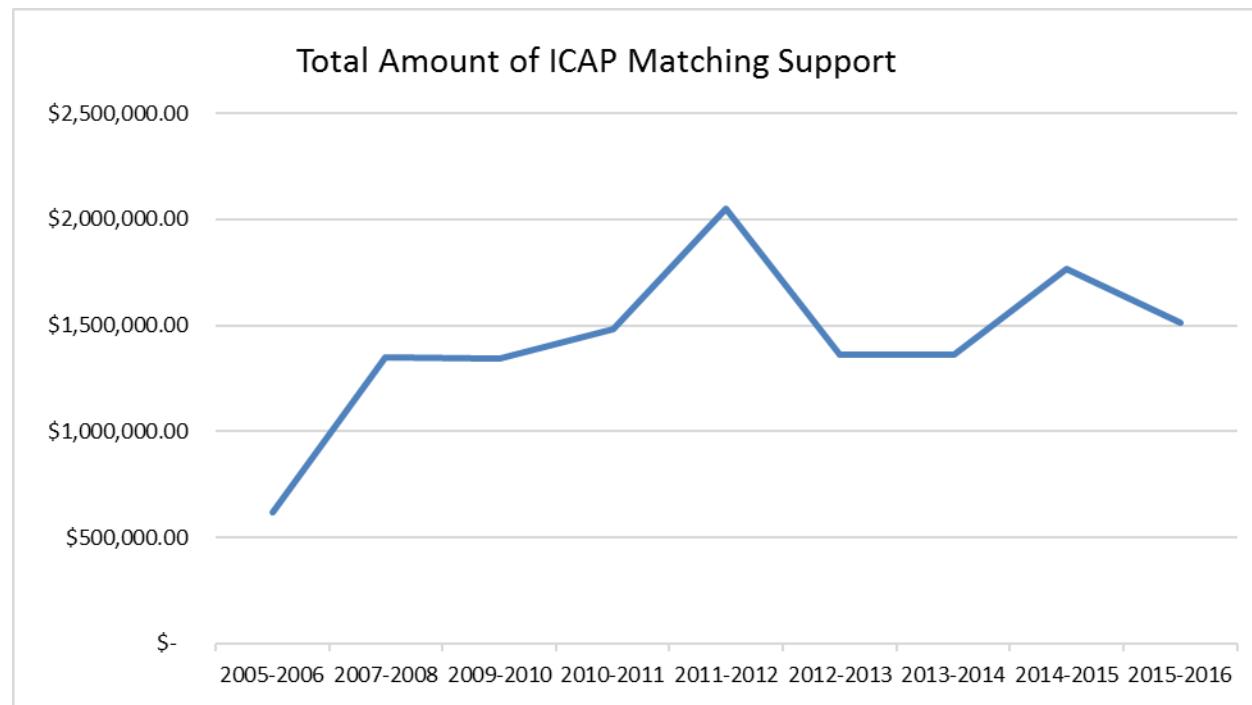


Figure 4: Sources of Matching Support for 2015

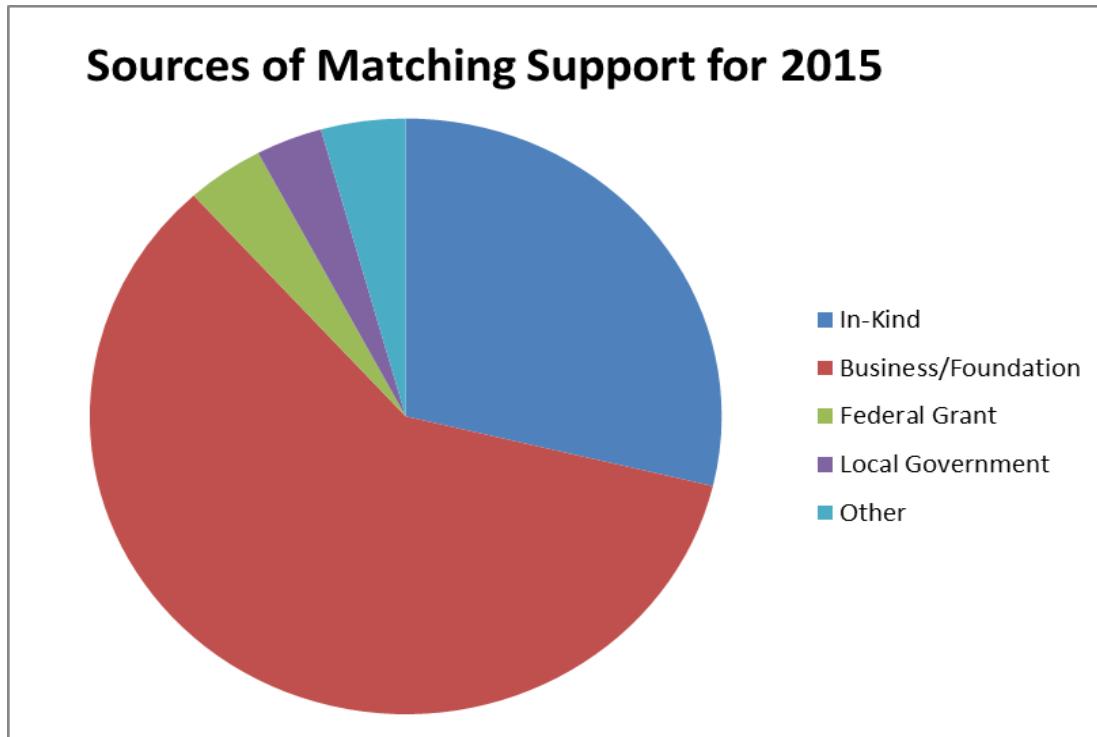
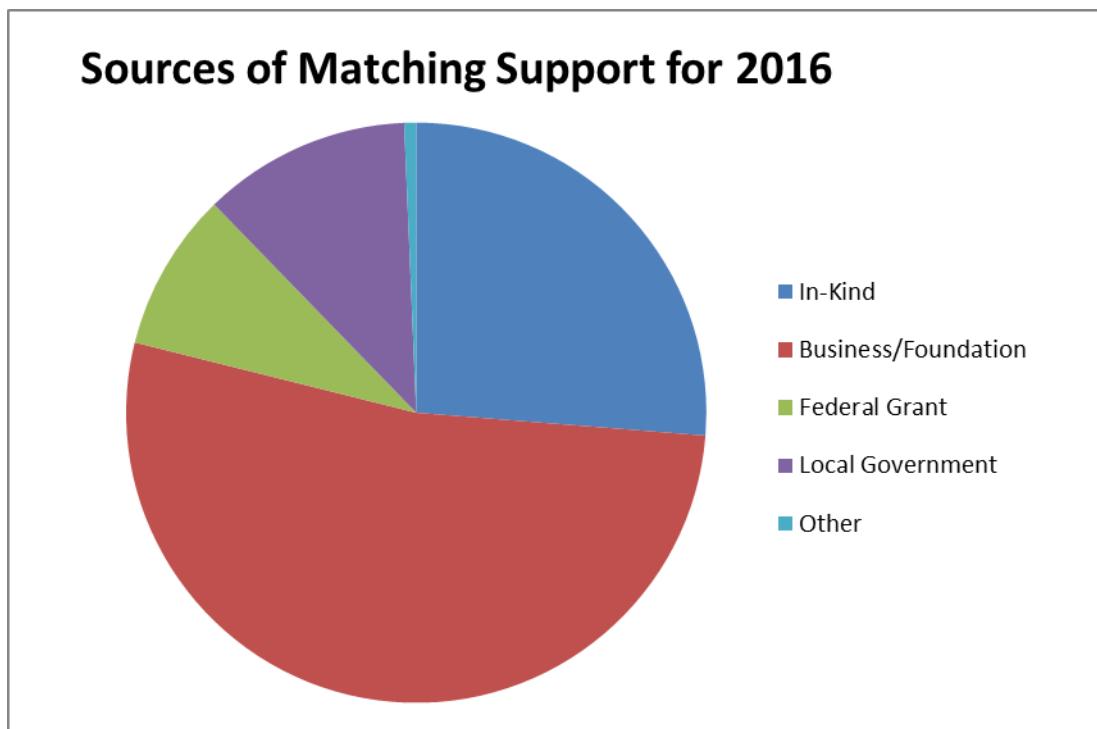


Figure 5: Sources of Matching Support for 2016



Fiscal Years 2015 and 2016 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. In addition, project directors for 2014 projects identified the key support factor from their project that ensured postsecondary success for their program participants. (See Appendix C for ICAP Project Report Requirements.)

Fiscal Years 2015 and 2016 Project Outcomes

In Fiscal Year 2015, the 22 matching grant projects provided services for 4,363 students in grades six through 12 and for 205 postsecondary students.

In Fiscal Year 2016, the 20 matching grant projects provided services for 3,606 students in grades six through 12 and for 154 postsecondary students.

The next section of this report contains a summation of overall project outcomes followed by information on the students served, activities implemented, and key outcomes of individual projects for 2015 and 2016.

Program Impact on Course Taking, High School Graduation and College Participation

The collection of outcome data on 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 for 16 projects from FY 2008 through FY 2016. With budget adjustments and two projects dropped, four new ICAP projects were added in FY 2015. ICAP project staff track participating students as they complete junior high and high school programs and enter and complete postsecondary programs.

One indicator of postsecondary readiness and success at the high school and middle school levels is the rigor of courses completed by students for the high school diploma. Students who complete a core curriculum, mathematics courses beyond Algebra II, and rigorous courses (e.g., honors, dual enrollment, AP, IB) tend to be more successful in college than students who do not. For the 2014-2015 academic year, 678 ICAP students completed advanced courses with a more rigorous curriculum reflective of college readiness or mastery of college level content. For the 2015-2016 academic year, 941 ICAP students completed advanced coursework. For ICAP program purposes, middle school and high school courses offered to students and counted as advanced courses included: Pre-Advanced Placement, Pre-International Baccalaureate, Advanced Placement, International Baccalaureate, Honors, College-in-the-Schools, Concurrent Enrollment, and Postsecondary Enrollment Options courses.

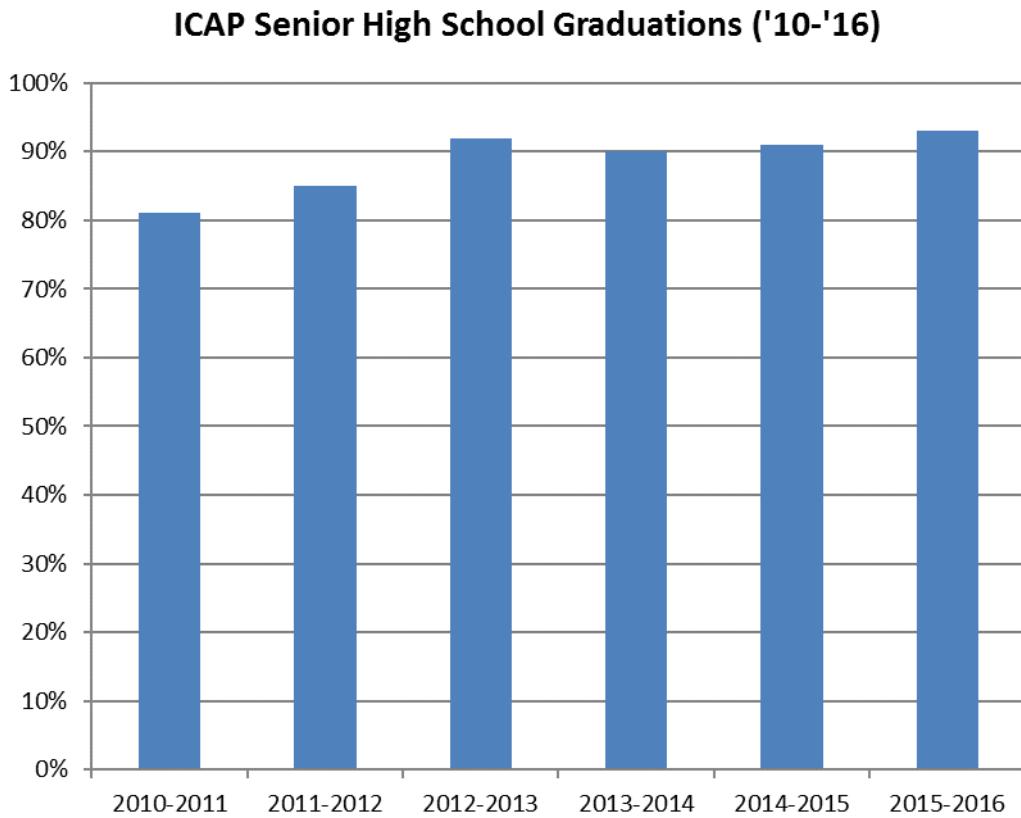
Academic preparation is one of the strongest determinants of postsecondary success. As part of the annual report, project directors identified the key academic support factors from their project that ensured postsecondary success for program participants. In defining key support factors, project

directors highlighted the use of “intense” and individualized services to strengthen academic preparation of participants. Some of the “intense” academic support program components that helped students with fundamental academic skills or more advanced subjects and courses include: academic instructional sessions, weekly meetings with each participant for academic/personal counseling and tutoring, summer academic programming, homework help and tutoring centers, and one-on-one support in academic and life skills management. The project directors expressed a strong belief in use of the individualized approach and meeting students’ academic needs.

Another student-level indicator that predicts college success is the ACT assessment score. This score is one of the most standardized ways of measuring the college readiness of students. Seven of the 2015-2016 ICAP projects implemented activities to help students increase their ACT score. For the five projects reporting baseline and actual ACT scores, these five projects reported an improvement in participants’ section and composite scores. From 50% to 96% of participants improved their ACT composite score with two ICAP projects having 96% of their participants improve their ACT score from the practice test to the actual test taken by the students.

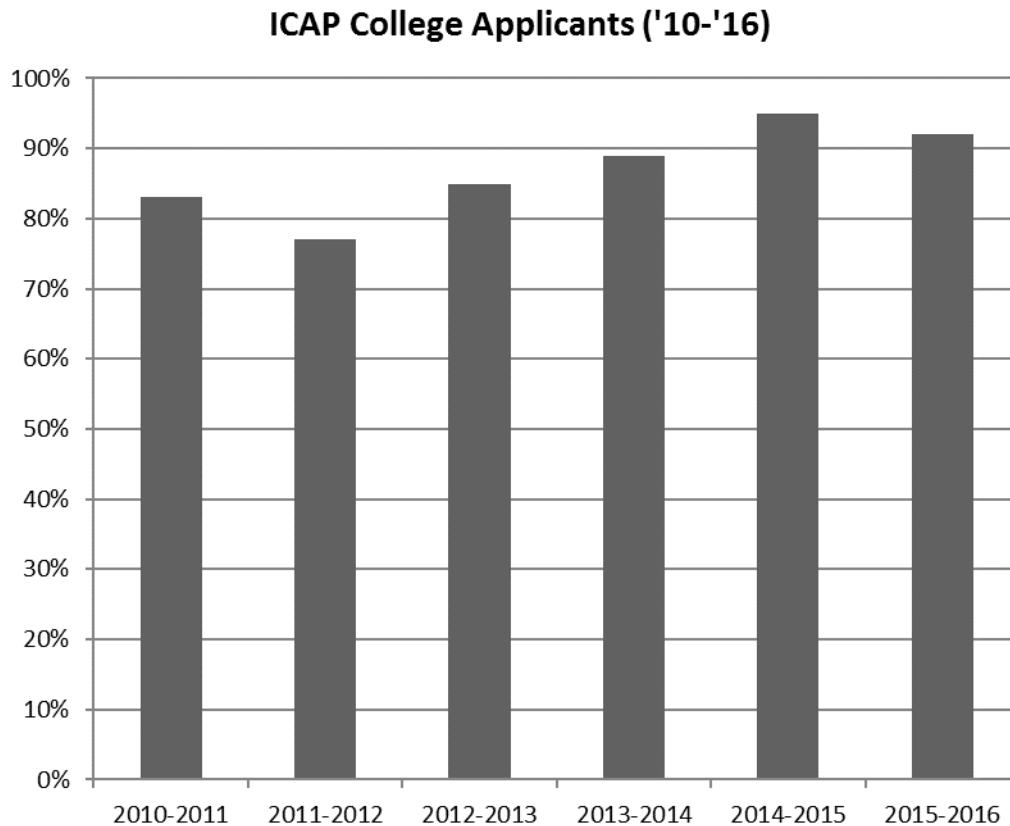
Even with several projects providing services at the middle grade level, and with senior high student participant numbers varying as a reflection of program services and funding, the high school graduation rate for seniors in ICAP programs has been higher than the state’s four-year graduation rate for public school students. The state’s graduation rate was 81% in 2014 and 82% in 2015. The ICAP program graduation rate was 91% for 2015 and 93% for 2016. See Figure 6 for historical information on high school graduation rates for ICAP seniors.

Figure 6: Percentage of High School Graduations Among Seniors in ICAP Programs



This higher graduation rate influenced the college application rate for ICAP graduating seniors, with data on graduating seniors showing that ICAP-supported seniors from 2005-2016 had a college application rate that ranged from 77% to 96%. For 2015, 95% of ICAP's graduating seniors applied to postsecondary institutions; and in 2016, 92% of ICAP's graduating seniors applied to postsecondary institutions. See Figure 7 for historical information on college application rates for ICAP seniors.

Figure 7: Percentage of College Applicants Among Graduating Seniors in ICAP Programs



Individual projects cannot claim to be the sole factor that influenced the more positive academic outcomes of participating 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 are involved in.)

While consideration is given to the impact of student participation in multiple college access initiatives, ICAP funding cannot be assigned a minimal role in influencing student high school graduation and college enrollment outcomes.

Information is incomplete on ICAP participant completion of postsecondary programs. ICAP grants support students from grades 6 through postsecondary, with the vast majority of the participating students in grades 6-12. This means that many of the students supported by ICAP since project funding continued from 2008 are currently finishing high school, entering postsecondary programs or still enrolled in postsecondary programs. Twelve of the 20 2016 projects have provided limited data on

postsecondary completion. While this data is not complete, it represents a snapshot of how ICAP program funding has supported low-income students and students from underrepresented student groups as they have acquired the needed academic preparation and social support to complete their desired postsecondary program and prepare for workforce needs. See Table 2 for participant completion information.

Table 2: Postsecondary Credentials Awarded to ICAP Participants as Reported from 13 Projects 2008-2016

| Certificates | Associate of Arts | Bachelor of Arts | Total Awards |
|--------------|-------------------|------------------|--------------|
| 442 | 350 | 178 | 970 |

References

- Carnavale, A.P. & Rose, S. (2011). *The undereducated American*. Georgetown University Center on Education and the Workforce. Retrieved from
<http://www.georgetown.edu/grad/gppi/hpi/cew/pdfs/undereducatedamerican.pdf>
- Carnavale, A.P., Smith, N., & Strohl, J. (2010). *Help wanted: Projections of jobs and education requirements through 2018* Georgetown University Center on Education and the Workforce. Retrieved from <http://www.georgetown.edu/grad/gppi/hpi/cew/pdfs/FullReport.pdf>

FY 2015 Individual Project Outcomes

Tackling Obstacles and Raising College Hopes (TORCH) (FY 2015)

A summary of:

Tackling Obstacles and Raising College Hopes (TORCH),
Northfield Public Schools
Grant Amount: \$47,484

Objectives and Population Served

- Improve academic success and community connectedness among youth in the TORCH cohort.
- Increase knowledge of, access to, and ultimate participation in postsecondary education among TORCH cohort.

The students served were **149 6th-8th grade students and 218 9th-12th grade students from the Northfield area** who were in the TORCH cohort and were potentially first generation college students, low income, or members of a racial/ethnic minority.

Evidence of Effectiveness

2015 High School Graduation:

- 71 TORCH students enrolled in advanced classes such as AP, honors, dual credit, or PSEO.
- 61 out of 64 (95%) seniors who participated in the program graduated from high school.

College Application:

- 59 out of the 61 (97%) students who graduated from high school applied to a postsecondary institution.

Community Connectedness:

- TORCH partners connected with 367 TORCH families through home visits and/or telephone contacts. Each family had an average of four contacts with TORCH partners.

Program Activities

- Academic counseling and homework help.
- Access to Postsecondary Enrollment Option (PSEO).
- ACT Boot Camp and test preparation.
- College Level Examination Program (CLEP) tests.
- Individual assistance with college applications.
- Financial aid and scholarship searches.
- Ongoing communication with TORCH graduates.
- Career exploration.
- Summer opportunities for TORCH students.
- Build local financial resources for TORCH students.
- Youth service and community engagement.
- One-on-one mentoring and tutoring.
- Home visits and family check-ins.

Matching Award Amount: \$99,245 (two years)

Sources of Match:

- Great Lakes Higher Education Guaranty Corporation
- Northfield Public Schools in-kind contribution
- Arcadia Charter Schools and Carleton College
- Women in Northfield Giving Support and local donations

Contact Information: Marnie Thompson, (507) 645-3450, marnie.thompson@nfld.k12.mn.us

DREAM Project – Daring to Realize Excellence and Academic Motivation (FY 2015)

A summary of:

DREAM Project – Daring to Realize Excellence and Academic Motivation, The College of St. Scholastica
Grant Amount: \$41,484

Objectives and Population Served

- Increase college readiness.
- Improve core subject grades of 80 of the 120 participants through completion of a six-week summer residential program.
- Increase college readiness of 12 eligible juniors and seniors through a seven-month career development program.

The students served were **138 9th-12th grade students in Northeast Minnesota** who were first generation college students, low income, or had a referral from a counselor or teacher.

Evidence of Effectiveness

Academic Improvement:

- 34 out of 36 (96%) students who took a practice ACT test improved their score on the actual ACT test.
- Pre- and post-testing for the academic tutoring component showed that 96% of the participants improved their scores.
- 62% of participants in the 2014 summer six-week enrichment program had an increased GPA in 2014-15.

2015 High School Graduation:

- 25 out of 25 (100%) high school seniors who participated in the program graduated from high school.

College Application:

- 25 out of the 25 (100%) graduating seniors completed the FAFSA, applied for at least one outside scholarship, and applied to and were accepted by a postsecondary institution.

Program Activities

- ACT practice tests for juniors.
- Monthly Saturday program sessions.
- Tutoring.
- Access to Summer Academic Enrichment Program.
- Academic counseling.

Matching Award Amount: \$245,403

Sources of Match:

- In-kind (The College of St. Scholastica)
- Area Businesses
- UB/UBMS Programs at St. Scholastica

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

Breakthrough Twin Cities (FY 2015)

A summary of:

Breakthrough Twin Cities (BTC)

Grant Amount: \$44,484

Objectives and Population Served

- 90% of students enrolled in honors courses.
- 100% of students graduate high school in four years.
- 100% of seniors accepted to college.
- 95% of seniors enrolled in a four-year college in the fall after their senior year with financial aid to allow them their chosen college.

The students served were **143 6th-8th grade students and 163 9th-12th grade students from Minneapolis and St. Paul Public Schools** who were first generation college students, low income, spoke a language at home other than English, or were a member of a racial/ethnic minority.

Evidence of Effectiveness

2015 High School Graduation:

- 87% of BTC students were enrolled in honors courses.
- 22 out of 22 (100%) seniors who participated in the program graduated.
- The high school graduates received an average of \$25,250 in scholarships and grants.

College Application:

- 22 out of the 22 (100%) seniors who graduated applied to and were accepted by a postsecondary institution.
- 86% of BTC seniors enrolled in a four-year college with necessary financial aid.
- 14% of BTC seniors enrolled in a two-year college with necessary financial aid.

Program Activities

- Summer academic program with nightly 90-minute homework assignments.
- Eight Saturday sessions for social and emotional learning, tutoring, mentoring, ACT/SAT preparation, professional college counseling and college visits.
- Academic monitoring to ensure student enrollment and success in honors coursework.
- Professional college counseling for juniors.

Matching Award Amount: \$68,016

Sources of Match:

- Saint Paul Children's Collaborative
- Mortenson Family Foundation
- Otto Bremer Foundation
- The Katherine B. Andersen Foundation

Contact Information: Mikisha Nation, (651) 748-5586, mnation@breakthroughtwincities.org

Maadaadizi (Start a Journey) Program (FY 2015)

A summary of:

Maadaadizi (Start a Journey) Program, Saint Paul Public Schools
Grant Amount: \$30,184

Objectives and Population Served

- Increase college motivation and readiness.
- Increase academic preparedness for advanced high school courses or Post-Secondary Enrollment Options (PSEO) for identified juniors and seniors.
- Increase or maintain academic eligibility for advanced and PSEO courses with students identified through tutoring by college students.

The students served were **65 9th-12th grade students** who were eligible for free or reduced-priced lunch or were a member of a group traditionally underrepresented in higher education.

The target population was American Indian students attending the following high schools: Harding, Como, and Central.

Evidence of Effectiveness

Academic Improvement:

- 33 students were enrolled in advanced course work and/or PSEO.
- 5 students were accepted into the University of Minnesota-Duluth's summer Health Science Academy.

2015 High School Graduation:

- 14 out of 16 (88%) seniors in the program graduated from high school.

College Application:

- 14 out of the 14 (100%) seniors who graduated applied to a postsecondary institution.

Program Activities

- Career and college planning.
- College information sessions with parents and families.
- High school transcript reviews.
- Access to PSEO courses.
- ACT preparation assistance.
- Access to college student mentors.
- College visits.

Matching Award Amount: \$34,024

Sources of Match:

- In-kind salary and fringe (Saint Paul Public Schools)

Contact Information: Elona Street-Stewart, (651) 293-5191, streetstewart@comcast.net

Bemidji State University Upward Bound/Intervention for College Attendance Project (FY 2015)

A summary of:

Bemidji State University Upward Bound/Intervention for College Attendance Project, Bemidji State University
Grant Amount: \$31,929

Objectives and Population Served

- 75% of all current and prior year Upward Bound participants, who at the time of entrance into the project had an expected high school graduation date in the school year, will complete a rigorous secondary school program of study.
- 80% of all UB/ICAP participants will pass state assessments in reading/language arts and math by the end of their senior year.
- 80% of all UB/ICAP participants will pursue at least two avenues of funding sources for their postsecondary education.
- 80% of UB/ICAP graduating seniors will have taken the ACT prior to graduation.
- 90% of all UB/ICAP participants will be admitted to at least one college.

The students served were **104 9th-12th grade students** who were low income and/or potentially first generation college students.

Evidence of Effectiveness

Academic Improvement:

- 26 out of 29 seniors passed the math and reading assessments.

2015 High School Graduation:

- 61% of students had improved ACT scores.
- 23 out of 24 (96%) seniors who participated in the program graduated from high school.

College Application and Acceptance:

- 23 out of the 23 (100%) seniors who graduated applied to a postsecondary institution.
- 75% of UB/ICAP seniors were accepted to at least one postsecondary institution.

Program Activities

- Homework assistance and tutoring.
- MCA preparation programs.
- Scholarship essay retreat held over MEA.
- FAFSA workshop for seniors and their parents.
- Scholarship and college application assistance.
- Monthly ACT preparation workshops.
- College campus visits.

Matching Award Amount: \$31,929

Source of Match:

- TRiO Upward Bound Grant

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

College Possible Expansion at Washington Technology Magnet School in Saint Paul (FY 2015)

A summary of:

College Possible Expansion at Washington Technology Magnet School in St. Paul
Grant Amount: \$29,484

Objectives and Population Served

- Serve 40 high school juniors in Year 1 (2013-2014), and will continue serving them as seniors in Year 2 (2014-2015).
- Students will achieve a score increase of at least 20% on their ACT exam in Year 1.
- In Year 2, at least 95% of students will earn admission to at least one college.
- In Year 2, at least 95% of students admitted to college will apply for financial aid.

The students served were **40 low-income high school juniors and seniors** who were members of a group traditionally underrepresented in higher education.

Evidence of Effectiveness

2015 High School Graduation:

- 40 high school juniors increased their ACT score by an average of 22.5% from 14.8 on the baseline exam to 18.1 on the real exam.
- 40 out of 40 (100%) seniors who participated in the program graduated from high school.

College Application:

- 40 out of the 40 (100%) seniors who graduated applied to a postsecondary institution.
- 98% of the seniors applied for federal financial aid and submitted 126 scholarship applications to earn nearly \$300,000 in private and institutional scholarships.

Program Activities

- ACT test preparation was offered in small groups and after school.
- Provided students with state-of-the-art materials covering math, science, grammar, reading, writing, and test-taking skills.
- Peer networking opportunities.
- Community building.

Matching Award Amount: \$170,000.00

Sources of Match:

- General Mills Foundation
- Carlson Family Foundation
- Pohlad Family Foundation
- Xcel Energy Foundation

Contact Information: Bethany Krueger, (651) 917-3525, BKrueger@collegepossible.org

Intensive ACT College Prep Program (FY 2015)

A summary of:

Intensive ACT College Prep Program, Dakota County Technical College
Grant Amount: \$31,484

Objectives and Population Served

- 95% of Upward Bound seniors will increase their chance for high school graduation and postsecondary success by meeting Minnesota MCA requirements and improved ACT scores.
- Through a one-week college residential experience in the Upward Bound Summer Component, 100% will report an increased understanding of the residential living experience.

The students served were **50 9th-12th grade students** who were low income and first generation college students.

Evidence of Effectiveness

Academic Improvement:

- 33 out of 50 (66%) of the students participated in one or more advanced courses and had an average GPA of 3.5.
- 100% of the students taking the ACT Test Prep Program Component improved their ACT scores.

2015 High School Graduation:

- 8 out of 8 (100%) seniors who participated in the program graduated from high school.

College Application:

- 8 out of the 8 (100%) seniors who graduated applied to a postsecondary institution.

Program Activities

- ACT practice tests using Cambridge Educational Services.
- College campus tours.
- Financial aid information assistance.
- Bi-weekly sessions with topics including: Goal Setting, Study Skills, Writing, and Financial Literacy.
- Five-week summer program focused on English, math, and science.

Matching Award Amount: \$46,604

Sources of Match:

- In-kind Contributions (Dakota County Technical College)

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

Transitioning & Retaining Underserved Students through the Power of YOU (FY 2015)

A summary of:

Transitioning & Retaining Underserved Students through the Power of YOU, Saint Paul College
Grant Amount: \$25,629

Objectives and Population Served

- Expand student academic and social support services and instructional activities to increase recruitment, transition, and retention efforts for ICAP and Power of YOU-eligible students who do not receive ICAP services.
- The program enrolls up to 230 students of which 200 will be from backgrounds traditionally underrepresented in higher education.

The students served were **229 9th-12th grade students and 125 postsecondary students** who were low income, first generation college students, and/or students of color.

Evidence of Effectiveness

2015 High School Graduation:

- 229 out of 229 (100%) seniors who participated in the program graduated from high school.

College Application and Success:

- 45% more students participated in Financial Aid/FAFSA workshops than in 2013-2014.
- 229 out of the 229 (100%) seniors who graduated applied to a postsecondary institution.
- The fall 2014 to spring 2015 retention rate for postsecondary ICAP students was 83.4%.

Program Activities

- Students were engaged in activities to facilitate the transition to college including orientation, discussion of college expectations, and ACT assessments.
- Financial aid and other college readiness workshops.
- ACCUPLACER assessment opportunities.
- Career exploration events.
- Access to free developmental courses.

Matching Award Amount: \$156,751

Sources of Match:

- In-kind Contributions (Saint Paul College Tuition and General Fund)

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

Learning Connections: Developing College-Ready Writing (FY 2015)

A summary of:

Learning Connections: Developing College-Ready Writing, Learning Disabilities Association (LDA), Inc.
Grant Amount: \$28,484

Objectives and Population Served

- To improve the writing skills of high school students so they are successful in their high school coursework and are capable of writing effective essays needed to successfully complete college admission and financial aid application forms and enter a postsecondary program with the skills necessary to succeed in that program.

The students served were **74 9th-12th graders** who were low income.

Evidence of Effectiveness

Academic Improvement:

- Out of 74 participating students, 57 had enough benchmark data points to measure growth. Of these, 54 out of the 57 showed positive growth in writing.

2015 High School Graduation:

- 11 out of 14 (78%) seniors who participated in the program graduated from high school.

College Application:

- 11 out of the 11 (100%) seniors who graduated applied to a postsecondary institution.

Program Activities

- LDA's teachers provided writing interventions for five English classes at River's Edge Academy; each class had about 15 students.
- LDA provided individualized writing support for students in small groups or a one-on-one session focusing on the fundamentals of writing (spelling, capitalization, organization, punctuation, and expression).
- In one case, LDA's teacher helped review a senior's college entrance essay.

Matching Award Amount: \$28,500

Sources of Match:

- Foundation for Educational Research & Development
- Otto Bremer Foundation
- David & Janis Larson Foundation
- LDA Minnesota general operating funds

Contact Information: Jill Pearson-Wood, (952) 582-6007, JP@ldaminnesota.org

Project ELY (Empowerment through Learning for Youth) (FY 2015)

A summary of:

Project ELY (Empowerment through Learning for Youth),
Ely Community Resource, Inc.
Grant Amount: \$19,484

Objectives and Population Served

- To help participants learn study skills and improve their academic performance.
- To build awareness of postsecondary opportunities, increase confidence in pursuing those opportunities, and provide support for arriving at college as prepared as possible.
- To increase confidence, self-esteem, and learn skills to build a positive community.

The students served were **126 6th-8th grade students and 93 9th-12th grade students** who were first generation college students, low income, have academic struggles, or were classmates and a potential support group.

Evidence of Effectiveness

2015 High School Graduation:

- Out of 72 participants, 50% showed significant improvement in grades from the first quarter to the fourth quarter, and 23% stayed the same.
- Test scores generally increased after practice through MCIS.
- 100% of students in the ACT test prep program improved their score.
- 30 out of 30 (100%) seniors who participated in the program graduated from high school.

College Application:

- 29 out of the 30 (97%) seniors who graduated applied to a postsecondary institution.
-

Program Activities

- Daily tutoring and homework assistance.
- Field trips to help students enrich their knowledge of many academic disciplines.
- Team building—special events facilitated by the program to help create a positive school climate.

Matching Award Amount: \$32,500

Sources of Match:

- ISD 696 Community Ed funds
- Fundraising events
- Essentia Health Community Care Team
- United Way of Northeastern Minnesota
- 2014 Bequest

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

Girls Getting Ahead in Leadership (GGAL) Program (FY 2015)

A summary of:

Girls Getting Ahead in Leadership (GGAL) Program,
Women's Initiative for Self Empowerment (WISE), Inc.
Grant Amount: \$31,484

Objectives and Population Served

- Increase the readiness of 75 participants for higher education.
- Improve the writing, reading, and communication skills of 75 program participants.
- Increase leadership skills and social well-being.
- Increase economic well-being and job readiness.

The students served were **14 6th-8th grade students, 107 9th-12th grade students, and 13 postsecondary students** who were immigrant and refugee girls with English as their second language.

All of the program participants were from low-income families.

Evidence of Effectiveness

Academic Achievement:

- 30 participants enrolled in honors, AP, IB and PSEO courses.
- GPA for high school participants increased by 0.58 points.
- 25 participants published works in the Minnesota Literacy Council's Journey's Anthology.

2015 High School Graduation:

- 35 out of 35 (100%) seniors who participated in the program graduated from high school.

College Application:

- 35 out of the 35 (100%) seniors who graduated applied to a postsecondary institution.
- Graduating seniors received 14 scholarships.

Program Activities

- Academic and college preparation.
- Collaboration with Mu, one of the largest Pan Asian performance organizations.
- Social well-being, leadership, and career exploration workshops.
- Access to PSEO classes.
- College visits.

Matching Award Amount: \$143,000

Sources of Match:

- Youthprise
- Donaldson Foundation
- 3M
- H.B. Fuller
- Marbrook Foundation
- Minnesota Alliance with Youth
- MRAC
- Otto Bremer
- Individual/community donations
- Women's Foundation of Minnesota

Contact Information: Dr. Wilhelmina V. Holder, (651) 646-3268, wholder@womenofwise.org

Promoting Academic Success for Underrepresented Students (FY 2015)

A summary of:

Promoting Academic Success for Underrepresented Students, St. Cloud State University
Grant Amount: \$37,484

Objectives and Population Served

- Improve the rate of success on state standardized tests in the areas of reading and mathematics.
- Improve academic performance of participants.
- Increase student interest and awareness of higher education options.

The students served were **91 6th-8th grade students and 84 9th-12th grade students** who were first generation college students, low income, recent immigrants, or members of a racial/ethnic minority group traditionally underrepresented in higher education.

Evidence of Effectiveness

2015 High School Graduation:

- 11 out of 13 (85%) seniors who participated in the program graduated from high school.

College Application:

- 4 out of the 11 (36%) seniors who graduated applied to a postsecondary institution.
- All seniors who participated in the program stated that they intend to apply in the future.

Program Activities

- Tutors were made available in a variety of settings: study rooms, classrooms, school community sites, and after-school programs.
- Access to college student mentors.
- Access to social and cultural events at St. Cloud State University.
- Opportunities to participate in the African Americans in Science Fusion program at the Science Museum of Minnesota.

Matching Award Amount: \$76,522

Sources of Match:

- MnSCU Access & Opportunity Program
- Ethnic & Women Studies

Contact Information: Dr. Robert C. Johnson, (320) 308-2553, rjohson@stcloudstate.edu

Project Scholar (FY 2015)

A summary of:

Project Scholar, SouthWest Metro Educational Cooperative
Grant Amount: \$35,484

Objectives and Population Served

- 100% of Project Scholar students will achieve passing grades in courses required for graduation and enroll in a college/career preparation course at SouthWest Metro.
- 100% of students will enroll in the Senior Seminar course to create a Personalized Learning Plan establishing goals for a successful transition into college.
- 75% of participants who have been accepted into a postsecondary institution will develop a Summer Transition Plan to bridge the gap between high school and the start of college.
- 75% of Project Scholar participants will maintain a connection with the Project Scholar counselor during their first year of college.

The students served were **130 9th-12th grade students and 3 postsecondary students in an alternative high school program** who were first generation college students, low income, or a member of a group underrepresented in higher education. Focus was placed on a core group of 23 seniors eligible to graduate in 2015.

Evidence of Effectiveness

2015 High School Graduation:

- 17 of the 23 (74%) seniors who participated in the program graduated from high school.
- 100% of core group students enrolled in a college/career preparation course.

College Application:

- 9 out of the 17 (53%) seniors who graduated applied to a postsecondary institution.
- 7 of the 2014 core group enrolled in a postsecondary school and have maintained communication with the Project Scholar counselor.

Program Activities

- Access to lectures on topics assessed by college admissions tests.
- Group tutoring and study skills tip sessions.
- Group presentations given by University representatives.
- Peer networking and opportunities for mentoring.

Matching Award Amount: \$43,861

Sources of Match:

- In-kind Contributions (Salaries/fringe for teachers/case managers)

Contact Information: Joyce Eissinger, (952) 567-8105, jeissinger@swmetro.k12.mn.us

Seeds of Change: Concordia University's and St. Paul Central High School's AVID AAMI College Preparation Partnership for African American Males (FY 2015)

A summary of:

Seeds of Change: Concordia University's and St. Paul Central High School's AVID AAMI College Preparation Partnership for African American Males, Concordia University, St. Paul
Grant Amount: \$35,484

Objectives and Population Served

- To develop and implement programs and activities that will increase the graduation rate of African American males within the Saint Paul Public Schools.
- To increase awareness and support of higher education opportunities, procedures, and enrollment into college.

The students served were **37 9th-12th grade students** who were African American males and make up a group traditionally underrepresented in higher education.

Evidence of Effectiveness

High School Attendance:

- The average attendance for AAMI students was 85% higher than the comparison group at Central High School.

2015 High School Graduation:

- Out of 129 attempted advanced course credits (AP, IP, honors, CIS), 142 were earned.
- 9 out of 9 (100%) seniors who participated in the program graduated from high school.

College Application:

- 9 out of the 9 (100%) seniors who graduated applied to a postsecondary institution.

Program Activities

- One-on-one tutoring.
- Academic support sessions.
- Mentoring.
- Postsecondary preparation.
- Student workshops.
- Emotional and social skills development.
- AVID methodologies—binders, Cornell notes, and assignment logs.
- College campus tours.

Matching Award Amount: \$80,450

Sources of Match:

- In-kind Contributions (Concordia University-St. Paul)
- Transportation

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

From the Ground Up: An ICAP Collaborative for Fostering Postsecondary Science Majors (FY 2015)

A summary of:

From the Ground Up: An ICAP Collaborative for Fostering Postsecondary Science Majors, Carleton College
Grant Amount: \$27,484

Objectives and Population Served

- Higher Education Access: To equip students with the knowledge, skills, habits of mind, and motivation required to pursue, and be successful in, postsecondary education.
- Academic Support: To support students who are struggling academically, especially in math and science coursework, so they can achieve greater academic access.
- Science Enrichment: To introduce and support students in discovering and enjoying science and math to compliment and strengthen their academic skills.

The students served were **199 6th-8th grade students and 414 9th-12th grade students** who were first generation college students, low income, and/or were part of an underrepresented group in higher education (especially STEM fields).

Evidence of Effectiveness

2015 High School Graduation:

- 75 out of 82 (91%) seniors who participated in the program graduated from high school.
- 63.5% of the students improved their ACT scores.
- 87% of participating seniors graduated with college credits.

College Application:

- 66 out of the 75 (88%) seniors who graduated applied to a postsecondary institution.

Program Activities

- Opportunities to take college-level coursework in collaboration with Riverland Community College and the Northfield TORCH program.
- ACT preparation.
- Access to CAST, a college access program for juniors and seniors.
- Academic support and tutoring.

Matching Award Amount: \$30,100

Sources of Match:

- In-kind Contributions (Carleton College)

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

Enter University (EU) (FY 2015)

A summary of:

Enter University (EU), Minnesota State University, Mankato
Grant Amount: \$33,319

Objectives and Population Served

- Provide college readiness to EU participants.
- Offer an on-campus visit day to Minnesota State University, Mankato so students can explore and become more familiar with a four-year university campus and meet student leaders.
- Develop a new cohort of students to serve from North High School in Minneapolis and Tri-City United in Montgomery, Minnesota, focusing on African American and Latino juniors and seniors who are not being served by other programs.

The students served were **42 6th-8th grade students and 341 9th-12th grade students** who were first generation college students, low income, and/or students of color.

Evidence of Effectiveness

2015 High School Graduation:

- 29 out of 29 (100%) seniors who participated in the program graduated from high school.
- 86% of the students at North High School showed improvement on their ACT scores.

College Application:

- 29 out of the 29 (100%) seniors who graduated applied to a postsecondary institution.

Program Activities

- College readiness workshops: Financial Aid Readiness and College Admissions Process.
- ACT preparation.
- Career exploration opportunities.
- College visits.

Matching Award Amount: \$35,315

Sources of Match:

- In-kind Contributions (Minnesota State University, Mankato)

Contact Information: Amy Mukamuri, (507) 389-5594, amy.mukamuri@mnsu.edu

An ACT/SAT Course for At-Risk Students (FY 2015)

A summary of:

An ACT/SAT Course for At-Risk Students, Regents of the University of Minnesota
Grant Amount: \$24,484

Objectives and Population Served

- Help students from marginalized populations increase their ACT test scores, allowing them to obtain scholarships and have a better chance to attend a college of their choice.
- Increase students' knowledge in content areas assessed by colleges.
- Provide students with advice on which advanced high school courses they should take in order to be successful in college.
- Help students maximize their study time.

The students served were **1 6th-8th grade student and 256 9th-12th grade students** who were first generation college students, low income, recent immigrants, or were a member of a racial/ethnic minority.

Evidence of Effectiveness

2015 High School Graduation:

- 40% of the students improved their ACT scores on a mock ACT test.
- The program reported that ten seniors who participated in the program graduated from high school.
- Small group tutoring sessions in essay writing, English, mathematics, and science reasoning were rated by students as being an asset to their postsecondary preparation.

College Application:

- 10 out of the 10 (100%) seniors who graduated applied to a postsecondary institution.

Program Activities

- Access to lectures on topics assessed by college admissions tests.
- Group tutoring and study skills tip sessions.
- Group presentations given by University representatives.
- Peer networking and opportunities for mentoring.

Matching Award Amount: \$49,292 (covers FY 2013-14 and FY 2014-15)

Sources of Match:

- In-kind Contributions (University of Minnesota)

Contact Information: Dr. Ernest C. Davenport, Jr., (612) 624-1040, LQR6576@umn.edu

Edison High School - AchieveMpls Career and College Initiative ACT (2015)

A summary of:

Edison High School – AchieveMpls Career and College Initiative ACT, AchieveMpls
Grant Amount: \$14,484

Objectives and Population Served

- Improve building-wide focus on ACT preparation to improve outcomes for all Edison students.
- Focus on 9th and 10th grade students as a cohort to receive ACT test preparation and intervention using resources of Cambridge Educational Services.
- Monitor and analyze pre-test interventions.

The students served were **593 9th-12th grade students from Edison High School.**

Evidence of Effectiveness

Academic Achievement:

- 9th graders had an 83% increase in pre- to post-ACT/Plan score; 10th graders had a 63% score increase.
- The overall building culture is shifting, and now there is a College Readiness goal in the School Continuous Improvement Plan; and more students are taking college readiness goals seriously.

Program Activities

- The ACT PLAN test for 9th and 10th grade students.
- ACT “bell ringer” questions used in English and math classes.
- Test taking strategies emphasized twice weekly in advisory period.
- After school sessions offered for more in-depth assistance with test prep.

Matching Award Amount: \$15,550

Sources of Match:

- Minneapolis Public Schools
- Cargill Foundation

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

Navigate to Graduate (FY 2015)

A summary of:

Navigate to Graduate, Riverland Community College
Grant Amount: \$25,000

Objectives and Population Served

- Increase the number of underrepresented students who meet literacy-based graduation requirements after implementation of AVID College Readiness Model at Austin High School.
- Create a coordinated “Navigate to Graduate” pathway for underrepresented students that fosters postsecondary attendance at Riverland Community College.
- Provide tutoring and academic services for up to 120 underrepresented students who are enrolled in one or more of the Navigate to Graduate programs.
- Increase students’ enrollment in advanced/college coursework by 70% of the AVID cohort.

The students served were **61 9th-12th grade students and 67 postsecondary students** who are first generation college students, low income, and/or underrepresented in higher education.

Evidence of Effectiveness

Academic Improvement:

- 17 out of 24 (71%) of the 10th grade students enrolled in advanced coursework: AP/RCC/PSEO.
- Overall, the number of students enrolled in advanced coursework increased by 62.5% for the AVID cohort.

2015 High School Graduation:

- 10 out of 10 (100%) seniors who participated in the program graduated from high school.

College Application:

- 8 out of the 10 (80%) seniors who graduated applied to a postsecondary institution.

Program Activities

- Access to AVID elective courses.
- Tutoring (small group and individual).
- Riverland College’s visit day.
- College Readiness workshops.
- Financial Aid seminars.
- Career advising/career information opportunities.
- Networking opportunities.

Matching Award Amount: \$106,524

Sources of Match:

- In-kind
- Austin Public Schools (ISD #492)

Contact Information: Danielle Heiny, (507) 433-0517, dani.heiny@riverland.edu

MUL Future Work\$: An Intervention for College Attendance Program (FY 2015)

A summary of:

MUL Future Work\$: An Intervention for College Attendance Program, Minneapolis Urban League
Grant Amount: \$25,000

Objectives and Population Served

- Deliver four hours of knowledge sessions to 95% of participants on college preparedness topics to help increase college access.
- Have program participants create a career pathway plan that aligns college enrollment, completion, college financing, and career progression.
- Conduct five parent/caregiver sessions focused on how to support academic achievement, college access, employment, and financial literacy.
- Conduct one college tour for 100 participants.

The students served were **54 6th-8th grade students and 48 9th-12th grade students** who are low income or are a member of a group underrepresented in higher education.

Evidence of Effectiveness

Academic Preparedness:

- 90% of participants increased their academic preparedness and college access knowledge.

2015 High School Graduation:

- 11 out of 11 (100%) seniors who participated in the program graduated from high school.

College Application:

- 11 out of the 11 (100%) seniors who graduated applied to a postsecondary institution.

Program Activities

- Curriculum 2.0 (from the National Urban League).
- Online access to STRIDE Academy for math and reading academic preparedness.
- Development of individual career plans.
- College literacy sessions for caregivers.
- Major university/college campus visit.

Matching Award Amount: \$207,208

Sources of Match:

- Greater Twin Cities United Way
- National Urban League Project Ready Mentor Grant
- National Urban League Project Ready STEM Grant
- Best Buy Foundation STEM donation

Contact Information: Nicholas Jaeger, (612) 302-3164, njaeger@mul.org

Native Academy Connections (NAC) (FY 2015)

A summary of:

Native Academy Connections (NAC), MIGIZI Communications, Inc.
Grant Amount: \$25,000

Objectives and Population Served

- 25% of the 10th-12th grade American Indian students served by the program will complete a dual enrollment college-level course.
- The four-year graduation rate of American Indian students in Minneapolis will increase by 8% each year, from a baseline of 25% in 2013.

The students served were **8 6th-8th grade students and 164 9th-12th grade students** who are members of a traditionally underrepresented group in higher education (American Indian) and/or low income.

Evidence of Effectiveness

2015 High School Graduation:

- 21 out of 33 seniors who participated in the program graduated from high school.

College Application:

- 12 out of the 21 graduating seniors applied to a postsecondary institution.
- 9 out of the 21 graduating seniors plan to enroll in a postsecondary program in the future.

Program Activities

- Opportunities to connect with colleges.
- Peer networking.
- Opportunities to earn dual credit.
- Study sessions.

Matching Award Amount: \$38,250

Sources of Match:

- U.S. Department of Education, Office of Indian Education

Contact Information: Graham Hartley, (612) 721-6631, ext. 208, ghartley@migizi.org

AGILE College Readiness Project (FY 2015)

A summary of:

AGILE College Readiness Project, Minnesota African Women's Association
Grant Amount: \$25,000

Objectives and Population Served

- Provide 90 Pan-African girls with a comprehensive and intensive culturally-specific college readiness program involving strong academic, social, and cultural activities and community participation.
- Assure participants access to academic support resources in their schools and receive academic tutoring through MAWA.
- Provide 40 or more participants with a three-day, overnight college tour.
- Provide intensive culturally-specific academic tutoring for ten or more Pan-African girls.
- Provide two additional program components crucial to successful mentoring for 30 or more participants and a parent education component.

The students served were **90 9th-12th grade students and 25 postsecondary students** who are eligible to receive free or reduced-price lunch and are from an underrepresented group. All students are first or second-generation African immigrants or refugees.

Evidence of Effectiveness

2015 High School Graduation:

- 25 out of 25 (100%) seniors who participated in the program graduated from high school.

College Application:

- 25 out of the 25 (100%) seniors who graduated applied to a postsecondary institution.

Program Activities

- Focus groups: culturally-specific programming, including conversations about empowerment and what it means to be an African girl/woman in the United States.
- Financial literacy courses.
- Scholarship search assistance.
- Tutoring sessions.
- Mentoring opportunities.
- College visits.

Matching Award Amount: \$26,964

Sources of Match:

- Foundations

Contact Information: Melissa Nambangi, (763) 561-2224, mawa0302@yahoo.com

FY 2016 Individual Project Outcomes

Tackling Obstacles and Raising College Hopes (TORCH) (FY 2016)

A summary of:

Tackling Obstacles and Raising College Hopes (TORCH),
Northfield Public Schools
Grant Amount: \$47,484

Objectives and Population Served

- Improve academic success and community connectedness among youth in the TORCH cohort.
- Increase knowledge of, access to, and ultimate participation in postsecondary education among TORCH cohort.

The students served were **122 6th-8th grade students and 245 9th-12th grade students from the Northfield area** who were in the TORCH cohort and were potentially first generation college students, low income, or members of a racial/ethnic minority.

104 postsecondary students who were not a part of the TORCH cohort participated in the program.

Evidence of Effectiveness

High School Retention:

- 99.4% of TORCH students remained in school.

Academic Achievement:

- 60 students enrolled in advanced courses.

2016 High School Graduation:

- 82 out of 86 (95%) seniors who participated in the program graduated from high school.

College Application:

- 66 out of the 82 (80%) students who graduated from high school applied to a postsecondary institution.

Program Activities

- Academic counseling and homework help.
- Access to Postsecondary Enrollment Option (PSEO).
- ACT Boot Camp and test preparation.
- College Level Examination Program (CLEP) tests.
- Individual assistance with college applications.
- Financial aid and scholarship searches.
- Ongoing communication with TORCH graduates.
- Career exploration.
- Summer opportunities for TORCH students.
- Build local financial resources for TORCH students.
- Youth service and community engagement.
- One-on-one mentoring and tutoring.
- Home visits and family check-ins.

Matching Award Amount: \$83,927

Sources of Match:

- Northfield Public Schools local district funds
- Local grant donations, including Northfield Area United Way

Contact Information: Marnie Thompson, (507) 645-3450, marnie.thompson@nfld.k12.mn.us

DREAM Project – Daring to Realize Excellence and Academic Motivation (FY 2016)

A summary of:

DREAM Project – Daring to Realize Excellence and Academic Motivation, The College of St. Scholastica
Grant Amount: \$41,484

Objectives and Population Served

- Increase college readiness through a seven-month program of regularly scheduled academic counseling and a grade-specific college preparedness curriculum.
- Improve core subject grades of 80 of the 120 participants through completion of a six-week summer residential program.
- Increase college readiness of 12 eligible juniors and seniors through a seven-month career development program culminating in a supervised internship experience.

The students served were **138 9th-12th grade students in Northeast Minnesota** who were first generation college students, low income, or had a referral from a counselor or teacher.

Evidence of Effectiveness

Academic Improvement:

- 103 of the program participants enrolled in advanced high school courses.
- 21 out of 22 (95%) students who took a practice ACT test improved their score on the actual ACT test. The practice ACT composite score was 17, while the average actual composite score was 25.
- 58% of participants increased their GPA from summer 2015 to summer 2016.

2016 High School Graduation:

- 39 out of 39 (100%) high school seniors who participated in the program graduated from high school.

College Application:

- 39 out of the 39 (100%) graduating seniors applied to a postsecondary institution.

Program Activities

- ACT practice tests.
- Monthly Saturday program sessions.
- Tutoring in English, writing, math, and science.
- Enrolled in College Readiness Curriculum.
- Six-week Summer Academic Enrichment Program.
- Career development opportunities.
- Academic counseling, study skills enrichment, and financial aid counseling.
- Community service opportunities.

Matching Award Amount: \$134,107

Sources of Match:

- Federal UB/UBMS Grant at St. Scholastica
- The College of St. Scholastica (In-kind)
- Area Businesses (In-kind)

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

Breakthrough Twin Cities (FY 2016)

A summary of:

Breakthrough Twin Cities (BTC)

Grant Amount: \$44,484

Objectives and Population Served

- Preparing under-resourced students for college success with academic support and social-emotional skill building starting in middle school.
- Helping parents navigate complex educational and financial aid systems and arming them with financial literacy skills.

The students served were **239 6th-8th grade students and 193 9th-12th grade students from Minneapolis and St. Paul Public Schools** who were first generation college students, low income, spoke a language at home other than English, came from a single parent home, or were a member of a racial/ethnic minority.

Evidence of Effectiveness

Enrollment in Advanced Coursework:

- 91% of the high school participants enrolled in at least one honors course.
- 71% of the middle school participants enrolled in at least one honors course.

2016 High School Graduation:

- 46 out of 46 (100%) seniors who participated in the program graduated.

College Application:

- 96% of students had improved ACT scores.
- 46 out of the 46 (100%) seniors who graduated applied to a postsecondary institution.
- 87% of BTC seniors were accepted at a four-year college.
- 15% of BTC seniors were accepted at a two-year college.
- Scholarships awarded include: Wallin, Pohlad, Horatio Alger, Gates, Comcast, and Boys and Girls Club.
- 100% of students attending four-year institutions received annual financial aid greater than \$20,000.

Program Activities

- Academic enrichment summer programs.
- School-year Saturday academic enrichment programs.
- College visits.
- Financial aid workshops.
- Career exploration opportunities.
- ACT/SAT preparation.
- Individualized college counseling.
- Scholarship, college essay, and application coaching for 11th and 12th grade students.
- Summer parent teacher conferences.

Matching Award Amount: \$430,000

Sources of Match:

- Mortenson Family Foundation
- Otto Bremer Foundation
- Breakthrough National Collaborative
- Greater Twin Cities United Way
- John and Denise Grave Foundation
- Pohlad Family Foundation

Contact Information: Mikisha Nation, (651) 748-5586, mnation@breakthroughtwincities.org

Maadaadizi (Start a Journey) Program (FY 2016)

A summary of:

Maadaadizi (Start a Journey) Program, Saint Paul Public Schools
Grant Amount: \$30,184

Objectives and Population Served

- Increase college motivation and readiness through college/career development activities.
- Increase academic preparedness for advanced high school courses or Post-Secondary Enrollment Options (PSEO) for identified juniors and seniors.
- Increase or maintain academic eligibility for advanced and PSEO courses with students identified through tutoring by college students.

The students served were **57 9th-12th grade students** who were eligible for free or reduced-priced lunch or were a member of a group traditionally underrepresented in higher education.

The target population was American Indian students attending the following high schools: Harding, Como, and Central.

Evidence of Effectiveness

Enrollment in Advanced Courses:

- 36 students were enrolled in advanced course work or PSEO.
- 1 student in ‘College Horizons’ competitive program for college bound American Indian students.

2016 High School Graduation:

- 11 out of 18 (61%) seniors who participated in the program graduated from high school.

College Application:

- 10 out of the 11 (91%) seniors who graduated applied to a postsecondary institution.

Program Activities

- Monthly group sessions based on a career decision-making model.
- Career and college planning.
- Integrating technology through an iPad and a school-issued Gmail account for improved communication.
- Field trips, college visits, and summer programs.
- College information sessions with parents.
- High school transcript reviews.
- ACT preparation assistance.
- Access to college student mentors.
- Individual student sessions to address FAFSA, PSEO applications, and course registration.

Matching Award Amount: \$29,321

Sources of Match:

- Saint Paul Public Schools (In-kind Salary and Fringe)
- District General Fund

Contact Information: John Bobolink, (651) 293-5191, john.bobolink@spps.org

Bemidji State University Upward Bound/Intervention for College Attendance Project (FY 2016)

A summary of:

Bemidji State University Upward Bound/Intervention for College Attendance Project, Bemidji State University
Grant Amount: \$31,929

Objectives and Population Served

- 65% of participants will have a cumulative 2.5 GPA or better at the end of the school year.
- 80% of participants will continue in school for the next academic year or graduate from secondary school.
- 70% of participants will complete a rigorous secondary program of study.
- 55% of current graduates will enroll in postsecondary education by the fall term immediately following high school graduation.
- 75% of all participants who enrolled in postsecondary education will be enrolled for the fall term of the second academic year.

The students served were **102 9th-12th grade students** who were low income and/or potentially first generation college students.

Evidence of Effectiveness

Academic Improvement:

- 23 out of 26 seniors passed the math assessment, and 24 out of 26 passed the reading assessment.

2016 High School Graduation:

- 20 out of 23 (87%) seniors who participated in the program graduated from high school.

College Application:

- 20 out of the 20 (100%) seniors who graduated applied to a postsecondary institution.

Program Activities

- Homework assistance and tutoring.
- MCA preparation programs.
- Scholarship essay retreat held over MEA.
- Scholarship and college application assistance.
- Monthly ACT preparation workshops.
- College campus visits.

Matching Award Amount: \$31,929

Source of Match:

- Federal Upward Bound Funds

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

Intensive College ACT Prep Program (ICAPP) (FY 2016)

A summary of:

Intensive College ACT Prep Program, Dakota County Technical College
Grant Amount: \$31,484

Objectives and Population Served

- 95% of Upward Bound seniors will increase their chance for high school graduation and postsecondary success by meeting Minnesota MCA requirements and improved ACT scores.
- Through a one-week college residential experience in the Upward Bound Summer Component, 100% will report an increased understanding of the residential living experience.

The students served were **50 9th-12th grade students** who were low income and first generation college students.

Evidence of Effectiveness

Academic Improvement:

- 44 students enrolled in advanced high school courses.

2016 High School Graduation:

- 12 out of 12 (100%) seniors met MCA requirements.
- 12 out of 12 (100%) seniors who participated in the program graduated from high school.

College Application:

- 11 out of the 12 (91%) seniors who graduated applied to a postsecondary institution.

Program Activities

- ACT practice tests using Cambridge Educational Services.
- College campus tours.
- Financial aid information assistance.
- Bi-weekly sessions with topics including: Goal Setting, Study Skills, Writing, and Financial Literacy.
- Five-week summer program focused on English, math, and research.

Matching Award Amount: \$31,484

Sources of Match:

- Upward Bound Grant

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

Transitioning and Retaining Underserved Students through the Power of YOU (FY 2016)

A summary of:

Transitioning and Retaining Underserved Students through the Power of YOU, Saint Paul College
Grant Amount: \$25,629

Objectives and Population Served

- Expand student academic and social support services and instructional activities to increase recruitment, transition, and retention efforts for ICAP and Power of YOU-eligible students who do not receive ICAP services.
- The program enrolls up to 230 students, of which 200 will be from backgrounds traditionally underrepresented in higher education.
- Attain a fall-to-fall retention rate of 65% for the first- and second-year cohorts and a fall-to-spring retention rate of 85%.
- Maintain a three-year graduate rate of at least 50% for the cohort of students served through ICAP.

The students served were **230 9th-12th grade students and 138 postsecondary students** who were low income, first generation college students, and/or students of color.

Evidence of Effectiveness

2016 High School Graduation:

- 230 out of 230 (100%) seniors who participated in the program graduated from high school.

College Application:

- 185 out of the 230 (80%) seniors who graduated applied to a postsecondary institution.

Postsecondary Retention:

- Fall-to-fall rate: 62%.
- Fall-to-spring rate: 90%.

Postsecondary Graduation:

- Three-year graduation, transfer, or continuation rate: 61%.

Program Activities

- Transition to college activities: orientation, discussion of college expectations, and ACT assessments.
- Financial aid and other college readiness workshops.
- ACCUPLACER assessment opportunities.
- Career exploration events.
- Access to free developmental courses.
- Success Workshop Summer Series focused on skills for academic success, financial literacy/personal budgeting, career, and transfer planning.
- Intrusive advising.
- College success strategies, first-year experiences, and study skills courses.

Matching Award Amount: \$239,291

Sources of Match:

- Saint Paul College Tuition and General Fund

Contact Information: Melissa Cuff, (651) 846-1461, melissa.cuff@saintpaul.edu

Learning Connections: Increasing Academic and Transition Skills for Post-Secondary Success (FY 2016)

A summary of:

Learning Connections: Increasing Academic and Transition Skills for Post-Secondary Success, Learning Disabilities Association, Inc. (LDA Minnesota)
Grant Amount: \$28,484

Objectives and Population Served

- Improve the writing skills of high school students so they are successful in their high school coursework and are capable of writing effective essays for college admission and financial aid applications and enter a postsecondary program with the skills necessary to succeed.

The students served were **72 9th-12th grade students at River's Edge Academy (REA)** who were below proficiency in reading, writing, or math.

Evidence of Effectiveness

Academic Improvement:

- Out of 28 students with available data to measure their progress, it was reported that 57% of them saw improvement in their reading.

2016 High School Graduation:

- 16 out of 16 (100%) seniors who participated in the program graduated from high school.

College Application:

- 16 out of the 16 (100%) seniors who graduated applied to a postsecondary institution.

Program Activities

- Academic Support: LDA provides individualized writing support for students in small groups or a one-on-one session, focusing on the fundamentals of writing: spelling, capitalization, organization, punctuation, and expression.
- Transition Support: LDA provides students with assistance to ensure their college readiness.

Matching Award Amount: \$32,000

Sources of Match:

- Otto Bremer Foundation
- Nevin Huested Foundation
- Best Buy Foundation
- General operating funds

Contact Information: Jill Pearson-Wood, (952) 582-6007, JP@ldaminnesota.org

Project ELY (Empowerment through Learning for Youth) (FY 2016)

A summary of:

Project ELY (Empowerment through Learning for Youth),
Ely Community Resource, Inc.
Grant Amount: \$19,484

Objectives and Population Served

- To help participants learn study skills and improve their academic performance.
- To build awareness of postsecondary opportunities, increase confidence in pursuing those opportunities, and provide support for arriving at college prepared.
- To increase confidence, self-esteem, and learn skills to build a positive community.

The students served were **92 6th-8th grade students and 154 9th-12th grade students** who were first generation college students, low income, have academic struggles, or were classmates and a potential support group.

Evidence of Effectiveness

Academic Improvement:

- Increase in test scores after practicing through MCIS.
- 86% of homework help and tutoring students improved their grades in at least one class.
- 7 students received scholarships for summer camp experiences.

2016 High School Graduation:

- 34 out of 34 (100%) seniors who participated in the program graduated from high school.

College Application:

- 30 out of the 34 (88%) seniors who graduated applied to a postsecondary institution.

Program Activities

- Ramp Up to Readiness.
- Daily tutoring and homework assistance.
- Prep for college entrance exams.
- Field trips to help students enrich their knowledge of many academic disciplines.
- College visits
- Career fairs.
- Key club service and leadership activities.

Matching Award Amount: \$23,623

Sources of Match:

- Ely Community Resource, Inc. Community Campaign and Events
- Ely Area Community Care Team
- United Way of Northeastern Minnesota
- Anonymous Bequest

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

Girls Getting Ahead in Leadership (GGAL) Program (FY 2016)

A summary of:

Girls Getting Ahead in Leadership (GGAL) Program,
Women's Initiative for Self Empowerment (WISE), Inc.
Grant Amount: \$31,484

Objectives and Population Served

- Increase the readiness of 75 low-income, at-risk, immigrant/refugee girls for higher education.
- Improve writing, reading, and communication skills.
- Increase leadership skills and social well-being.
- Increase economic well-being and job readiness.

The students served were **6 6th-8th grade students, 109 9th-12th grade students, and 33 postsecondary students** who were immigrant/refugee girls with English as their second language.

All of the program participants were from low-income families.

Evidence of Effectiveness

Academic Improvement:

- 4 students enrolled in advanced high school courses.

2016 High School Graduation:

- 13 out of 16 (81%) seniors who participated in the program graduated from high school.

College Application:

- 11 out of the 13 (85%) seniors who graduated applied to a postsecondary institution.

Program Activities

- Academic and college preparation.
- Weekly homework help workshops.
- Collaboration with Mu, one of the largest Pan-Asian performance organizations for leadership development.
- Social well-being, leadership, and career exploration workshops.
- Access to PSEO classes.
- College visits.
- Mentoring.
- Global Youth Service Day.
- Summer employment through Right Track.
- GGAL Alumnae Program.

Matching Award Amount: \$92,000

Sources of Match:

- Youthprise
- 3M
- H.B. Fuller
- Marbrook Foundation
- Individual/Community Donations
- WISE Unrestricted Funds

Contact Information: Dr. Wilhelmina V. Holder, (651) 646-3268, wholder@womenofwise.org

Promoting Academic Success for Underrepresented Students (FY 2016)

A summary of:

Promoting Academic Success for Underrepresented Students, St. Cloud State University (SCSU)
Grant Amount: \$37,484

Objectives and Population Served

- Improve the rate of success on state standardized tests in reading and mathematics.
- Improve the academic performance of participants.
- Increase student interest and awareness in higher education.

The students served were **28 6th-8th grade students and 40 9th-12th grade students** who were eligible for free or reduced-price lunch, members of groups traditionally underrepresented in higher education, first generation college students, or immigrants.

Evidence of Effectiveness

Academic Achievement:

- In mathematics, 6th grade ICAP students were more likely than their peers to be in the high-medium area of growth (71%) compared to non-ICAP Black 6th graders (49%).
- In reading, among lower grade students, ICAP participants tended to show higher levels of growth than their counterparts, other African American/African students.
- Results are mixed for overall academic performance of participants. At some grade levels, ICAP students have higher mean scores; at other grade levels, the scores are lower, on average, than their counterparts.

2016 High School Graduation:

- 6 out of 7 (86%) seniors who participated in the program graduated from high school.

Program Activities

- Tutors were made available in a variety of settings: study rooms, classrooms, and after-school programs.
- Attendance at cultural and social events at SCSU.
- Participation in summer programs in science and technology at SCSU.

Matching Award Amount: \$76,522

Sources of Match:

- MnSCU Access & Opportunity Program
- Ethnic & Women Studies

Contact Information: Dr. Robert C. Johnson, (320) 308-2553, rjohson@stcloudstate.edu

Project Scholar (FY 2016)

A summary of:

Project Scholar, SouthWest Metro Educational Cooperative
Grant Amount: \$35,484

Objectives and Population Served

- 80% of Project Scholar students will achieve passing grades in all their core academic classes required for graduation.
- 100% of the Project Scholar Core Group who are eligible for graduation will graduate in June.
- 100% student enrollment in the Senior Seminar course to help ensure that all students create a Personalized Learning Plan to establish goals for a successful transition into college.
- 100% enrollment in college/career preparation courses at SouthWest Metro Educational Cooperative.
- 75% of participants who have been accepted into a postsecondary institution will develop a Summer Transition Plan to bridge the gap between high school and the start of college.
- 75% of Project Scholar participants will maintain a connection with the Project Scholar counselor during their first year of college.

The students served were **152 9th-12th grade students** who were identified as receiving special education, would be first generation college students, were low income, or were from an underrepresented group.

Evidence of Effectiveness

Academic Achievement:

- 100% of the core group completed the transition portion of the Personalized Learning Plan.

2016 High School Graduation:

- 26 out of 27 (96%) seniors who participated in the program graduated from high school.

College Application:

- 22 out of the 26 (85%) seniors who graduated applied to a postsecondary institution.

Program Activities

- Blended classroom for core credits.
- Case manager and Project Scholar counselor support for students.
- CTE course for high school and college credit with an update to a Personalized Learning Plan.
- Career and college readiness class.
- College reading or writing course through Normandale College.

Matching Award Amount: \$50,037

Sources of Match:

- District Funds (Teachers/Case Managers, Scholar Counselor, Fringe)

Contact Information: Joyce Eissinger, (952) 567-8105, jeissinger@swmetro.k12.mn.us

Concordia University's and St. Paul Central High School's AVID and AVID AAMI College Preparation Partnership for Historically Underrepresented College Students (FY 2016)

A summary of:

Concordia University's and St. Paul Central High School's AVID and AVID AAMI College Preparation Partnership for Historically Underrepresented College Students, Concordia University, St. Paul
Grant Amount: \$35,395

Objectives and Population Served

- To increase the graduation rate of traditionally underserved students within the Saint Paul Public Schools.
- To increase awareness and support of higher education opportunities, procedures, and enrollment into college.

The students served were **158 9th-12th grade students** who were members of traditionally underserved groups in higher education.

Evidence of Effectiveness

Academic Improvement:

- 118 participants enrolled in honors classes.
- Students in grades 9 and 10 had over 50% A and B course grades.
- Participants received credit for 74% of the advanced courses taken.
- The average attendance for AVID/AAMI students was 93% compared with the 85% school attendance rate for the non-AVID peer group.

2016 High School Graduation:

- 38 out of 38 (100%) seniors who participated in the program graduated from high school.

College Application:

- 38 out of the 38 (100%) seniors who graduated applied to a postsecondary institution.

Program Activities

- AVID readiness program.
- One-on-one tutoring.
- Academic support sessions.
- Mentoring.
- Postsecondary preparation.
- Student workshops.
- Emotional and social skills development.
- College campus tours.

Matching Award Amount: \$68,450

Sources of Match:

- Concordia University-St. Paul (In-kind Contributions)

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

Rice County College Access and Academic Outreach Program (FY 2016)

A summary of:

Rice County College Access and Academic Outreach
Program, Carleton College
Grant Amount: \$27,476

Objectives and Population Served

- Higher Education Access: To equip students with the knowledge, skills, habits of mind, and motivation required to pursue, and be successful in, postsecondary education.
- Academic Support: To support students who are struggling academically, especially in math and science coursework, so they can achieve greater academic access.
- Science Enrichment: To support students in science and math to strengthen their academic skills in areas where ICAP students have traditionally struggled.

The students served were **200 6th-8th grade students and 316 9th-12th grade students** who were first generation college students, low income, and/or were part of an underrepresented group in higher education (especially STEM fields) in Rice County.

Evidence of Effectiveness

Academic Improvement:

- 58 juniors and seniors earned college credit.
- The average post-prep ACT score was 17.5% higher than the pre-prep score.

2016 High School Graduation:

- 51 out of 58 (88%) seniors who participated in the program graduated from high school.

College Application:

- 49 out of the 51 (96%) seniors who graduated applied to a postsecondary institution.

Program Activities

- Dual Enrollment PSEO in collaboration with Riverland Community College and the Northfield TORCH program.
- After school programming – Homework Help.
- ACT preparation.
- Summer STEAM Enrichment Programming.
- Access to CAST, a college access program for juniors and seniors.
- Academic support and tutoring.

Matching Award Amount: \$34,409

Sources of Match:

- Carleton College (In-kind Contributions)

Contact Information: **Teddy Gelderman, (651) 815-2438, teddy.gelderman@gmail.com**

Enter University (EU) (FY 2016)

A summary of:

Enter University (EU), Minnesota State University, Mankato
Grant Amount: \$21,960

Objectives and Population Served

- Provide ACT preparation to EU participants. Assist with expenses related to taking the test, and work with the school to deliver test prep.
- Assist all seniors with FAFSA applications, college/university admission applications, and other college readiness programming.
- Host college visit day for juniors and seniors, and provide opportunities for career and major exploration through campus tours and student panels.
- Provide tutoring assistance to juniors and seniors.

The students served were **125 9th-12th grade students** who were first generation college students, low income, and/or students of color.

Evidence of Effectiveness

2016 High School Graduation:

- The program served a total of 64 seniors during the 2015-2016 school year, although the number of seniors who will graduate is still yet to be determined.

Program Activities

- College readiness workshops: Financial Aid Readiness, College Admissions Process, and FAFSA Completion.
- ACT preparation.
- Career exploration opportunities.
- College visits.
- Tutoring to support ACT testing.
- ACT workshops.

Matching Award Amount: \$28,858

Sources of Match:

- Minnesota State University, Mankato (In-kind Contributions)

Contact Information: Amy Mukamuri, (507) 389-5594, amy.mukamuri@mnsu.edu

An ACT/SAT Course for At-Risk Students (FY 2016)

A summary of:

An ACT/SAT Course for At-Risk Students, Regents of the University of Minnesota
Grant Amount: \$24,484

Objectives and Population Served

- Increase college admission test scores of students from marginalized populations, allowing them to obtain scholarships and have a better chance to attend a college of their choice.
- Increase students' knowledge in content areas assessed by colleges.
- Meld students into a community of scholars where academic pursuit is valued.
- Assist other programs with similar goals and serving a similar audience.
- Provide program participants with information resources to assist with the college application process.
- Help students maximize their study time.

The students served were **5 6th-8th grade students and 256 9th-12th grade students** who were first generation college students, low income, recent immigrants, or were a member of a racial/ethnic minority.

Evidence of Effectiveness

2016 High School Graduation:

- 7 out of 7 (100%) seniors who participated in the program graduated from high school.

College Application:

- 7 out of the 7 (100%) seniors who graduated applied to a postsecondary institution.

Program Activities

- Access to lectures on topics assessed by college admissions tests (English, math, science, reading, essay writing, etc.).
- Group tutoring and study skills tip sessions.
- Group presentations given by University representatives and mentoring.
- College readiness sessions and scholarship assistance.

Matching Award Amount: \$23,193

Sources of Match:

- University of Minnesota (In-kind Contributions)

Contact Information: Dr. Ernest C. Davenport, Jr., (612) 624-1040, LQR6576@umn.edu

Navigate to Graduate (FY 2016)

A summary of:

Navigate to Graduate, Riverland Community College
Grant Amount: \$26,647

Objectives and Population Served

- Increase the number of participants who meet literacy-based graduation requirements after implementation of the AVID College Readiness Model at Austin High School.
- Create a coordinated “Navigate to Graduate” pathway for underrepresented students that fosters postsecondary attendance at Riverland Community College.
- Provide tutoring and academic services for up to 128 students enrolled in one or more of the Navigate to Graduate programs.

The students served were **86 9th-12th graders and 79 postsecondary students** who are first generation college students, low income, and/or underrepresented in higher education.

Evidence of Effectiveness

Academic Improvement:

- 44 out of 71 (62%) students enrolled in advanced courses. This is a 12% increase from 2015.

2016 High School Graduation:

- 10 out of 10 (100%) seniors who participated in the program graduated from high school.

College Application/Success:

- 10 out of the 10 (100%) seniors who graduated applied to a postsecondary institution.
- 10 students received Cycles for Success Scholarships.
- 73% fall-to-fall retention of postsecondary students as compared to recent (2013) Riverland data showing 47.6% fall-to-fall retention rate for underrepresented students.

Program Activities

- Enrollment in AVID elective courses.
- Tutoring (small group and individual).
- Riverland College’s visit day.
- College readiness workshops.
- Summer College Prep Academy.
- Financial aid seminars.
- Career advising/career information opportunities.
- Networking opportunities.

Matching Award Amount: \$56,016

Sources of Match:

- Riverland Community College
- Austin Public Schools

Contact Information: Danielle Heiny, (507) 433-0517, dani.heiny@riverland.edu

MUL Future Work\$: An Intervention for College Attendance Program (FY 2016)

A summary of:

MUL Future Work\$: An Intervention for College Attendance Program, Minneapolis Urban League
Grant Amount: \$25,000

Objectives and Population Served

- Deliver four hours of knowledge sessions to 95% of participants on college preparedness topics to help increase college access and financial literacy.
- Increase participants' academic preparedness and college access knowledge.
- Participants create a career pathway plan that aligns college enrollment and completion, college financing, and career progression.
- Conduct five parent/caregiver sessions focused on how to support academic achievement, college access, employment, and financial literacy.
- Conduct one college tour for 40 participants.

The students served were **40 6th-8th grade students** who are eligible for free or reduced-price lunch.

Evidence of Effectiveness

College Preparedness:

- 90% of participants increased their academic preparedness and college access knowledge.
- 40 students completed an individualized college plan.

Program Activities

- Major university/college campus visit.
- Online access to STRIDE Academy curriculum for math and reading academic preparedness.
- Each student was given a pre- and post-assessment to each benchmark of the curriculum.
- Financial literacy and career pathway curriculum.
- Forty MUL Future Work\$ students completed a career pathway plan administered by Future Work\$ educators.
- Parent session with Wells Fargo and Future Work\$ educators.

Matching Award Amount: \$67,000

Sources of Match:

- National Urban League Project Ready STEM Grant
- AT&T STEM Summer Grant Program
- Comcast STEM Donation

Contact Information: Nicholas Jaeger, (612) 302-3164, njaeger@mul.org

Native Academy Connections (NAC) (FY 2016)

A summary of:

Native Academy Connections (NAC), MIGIZI Communications, Inc.
Grant Amount: \$26,647

Objectives and Population Served

- 25% of the 10th-12th grade students served by the program will complete a dual enrollment college-level course.
- The four-year graduation rate of American Indian students in Minneapolis will increase by 8% each year, from a baseline of 25% in 2013.

The students served were **16 6th-8th grade students and 187 9th-12th grade students** who are members of traditionally underrepresented groups in higher education (American Indian).

Evidence of Effectiveness

Academic Improvement:

- 40 students (25%) enrolled in advanced high school coursework or PSEO.
- Supplemental credit for culturally-based Connections Day activities in health, social studies, math, English and physical education.

2016 High School Graduation:

- 28 out of 52 seniors who participated in the program graduated from high school.

Program Activities

- Peer networking.
- College visits.
- Training.
- Opportunities to earn dual credit.
- Study circles.
- Cultural enrichment.
- Civic engagement, including a visit to the State Capitol.
- Financial literacy training.

Matching Award Amount: \$37,980

Sources of Match:

- U.S. Department of Education, Office of Indian Education

Contact Information: Graham Hartley, (612) 721-6631, ext. 208, ghartley@migizi.org

AGILE College Readiness Project (FY 2016)

A summary of:

AGILE College Readiness Project, Minnesota African Women's Association
Grant Amount: \$25,000

Objectives and Population Served

- Provide 60 high school participants with a culturally-specific college readiness program with a strong academic component while including other components, such as civic and community participation, teen pregnancy prevention, and social competency building.
- Assure participants' access to academic support resources in their schools.
- Provide 30 or more participants with a college tour.
- Provide mentoring for 30 or more participants, and provide a parent education component.
- Provide intensive best practice, culturally-specific academic tutoring to 20 or more African girls.

The students served were **78 9th-12th grade students and 42 postsecondary students** who are eligible to receive free or reduced-price lunch and are from an underrepresented group.

Evidence of Effectiveness

Academic Component:

- 72 out of 78 (92%) students had a passing grade in science, math, and English.
- 73 out of 78 (93%) students maintained or improved their grades, while the 20 girls in the tutoring pilot have a one- to two-grade level improvement.

2016 High School Graduation:

- 34 out of 34 (100%) seniors who participated in the program graduated from high school.

College Application:

- All graduating seniors scored above the median on the ACT test.
- 33 out of the 34 (97%) seniors who graduated applied to a postsecondary institution and were accepted.

Program Activities

- After school programming.
- Community volunteering.
- Financial literacy course.
- Scholarship search assistance.
- Tutoring sessions/homework help.
- Mentoring opportunities.
- College visits.
- Quarterly workshops for parents.

Matching Award Amount: \$26,439

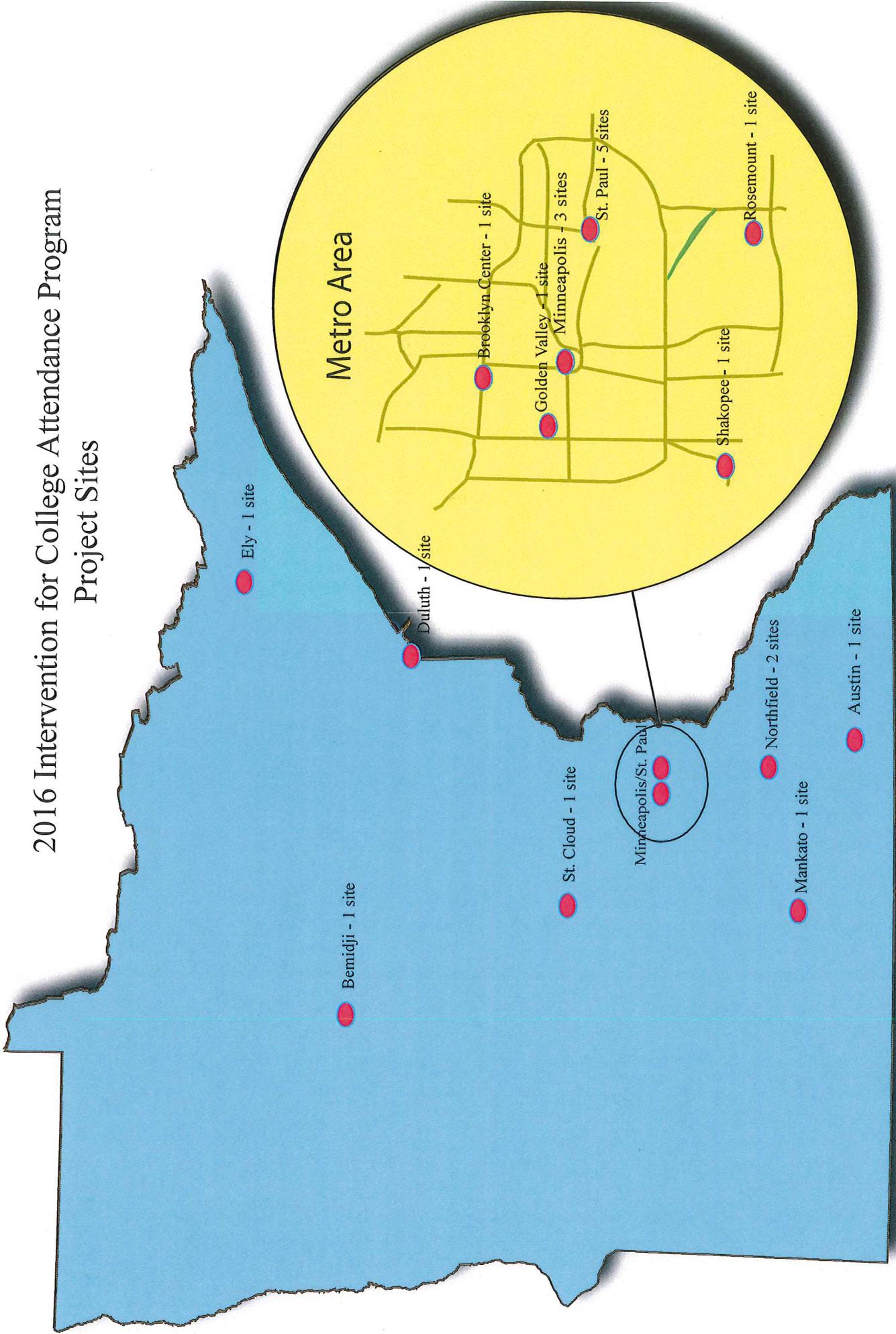
Sources of Match:

- Carolyn Foundation
- Women's Foundation of MN GirlsBEST Fund
- Ripley Foundation
- Minnesota's Eliminating Health Disparities Initiative

Contact Information: Melissa Nambangi, (763) 561-2224, mawa0302@yahoo.com

APPENDIX A: ICAP PROJECT MAP CONTINUATION AWARDS

2016 Intervention for College Attendance Program Project Sites



Concordia University's and St. Paul Central High School's AVID and AAM
College Preparation Partnership for Historically Underrepresented College Students
Concordia University, St. Paul
Dr. Cheryl Chatman, (651) 603-6151, chatman@csp.edu

An ACT/SAT Course for At-Risk Students
Regents of the University of Minnesota, Minneapolis
Dr. Ernest C. Davenport, Jr., (612) 624-1040, LQR6576@umn.edu

Enter University (EU)
Minnesota State University, Mankato
Amy Mukamuri, (507) 389-5594, amy.mukamuri@mnsu.edu

DREAM Project – Daring to Realize Excellence and Academic Motivation
The College of St. Scholastica, Duluth
Amy Galarowicz, (218) 723-6760, agalarow@css.edu

Maadadizi (Start a Journey) Program
Saint Paul Public Schools, St. Paul
John Bobolink, (651) 293-5191, john.bobolink@spps.org

Girls Getting Ahead in Leadership (GGAL) Program
Women's Initiative for Self Empowerment (WISE), Inc., St. Paul
Dr. Wilhelmina V. Holder, (651) 646-3268, wholder@womentofwise.org

Learning Connections: Increasing Academic and Transition Skills for Post-Secondary Success
Learning Disabilities Association (LDA), Inc., Golden Valley
Jill Pearson-Wood, (952) 582-6007, JP@ldamnnesota.org

Promoting Academic Success for Underrepresented Students
St. Cloud State University, St. Cloud
Dr. Robert C. Johnson, (320) 308-2553, robjohn@stccloudstate.edu

Intensive ACT College Prep Program
Dakota County Technical College, Rosemount
Dora Schumacher, (651) 423-8463, dora.schumacher@dctc.edu

Breakthrough Twin Cities
Breakthrough Twin Cities, St. Paul
Sandy Landberg, (651) 748-5543, slandberg@breakthroughtwincities.org

Rice County College Access and Academic Outreach Program
Carleton College, Northfield
Adrienne Falcon, (507) 222-5748, afulcon@carleton.edu

Project Scholar
SouthWest Metro Educational Cooperative, Shakopee
Joyce Eisinger, (952) 567-8105, jeissinger@swmetro.k12.mn.us

Tackling Obstacles and Raising College Hopes (TORCH)
Northfield Public Schools, Northfield
Marnie Thompson, (507) 645-3450, marnie.thompson@nfld.k12.mn.us

Transitioning & Retaining Underserved Students through the Power of YOU
Saint Paul College, St. Paul
Melissa Cuff, (651) 846-1461, melissa.cuff@saintpaul.edu

Bemidji State University Upward Bound/Intervention for College Attendance
Project
Bemidji State University, Bemidji
Kelli Steggall, (218) 755-2504, KSteggall@bemidjistate.edu

Project ELY (Empowerment through Learning for Youth)
Ely Community Resource, Inc., Ely
Julie Hignell, (218) 365-5254, julie@elycommunityresource.org

Navigate to Graduate Pathway
Riverland Community College, Austin
Danielle Heinly, (507) 433-0517, daniheinly@riverland.edu

Native Academy Connections (NAC)
MIGIZI Communications, Inc., Minneapolis
Graham Hartley, (612) 721-6631, ext. 208, ghartley@migizi.org

AGILE College Readiness Project
Minnesota African Women's Association, Brooklyn Center
Melissa Nambangi, (763) 561-2224, mawa0302@yahoo.com

MUL Future Work\$: An Intervention for College Attendance Program
Minneapolis Urban League, Minneapolis
Nicholas Jaeger, (612) 302-3164, njaeger@mnl.org

APPENDIX B: ICAP MATCHING REVENUE SOURCES FOR FISCAL YEARS 2015 AND 2016

ICAP Revenue Sources for Fiscal Year 2015

| Grantees | ICAP Funding | Matching | Source of Matching |
|--|---------------------|-----------------|---|
| Concordia University, St. Paul | \$35,484 | \$80,450 | 1. In-kind Contributions 2. Transportation |
| Regents of the University of Minnesota | \$24,484 | \$49,292 | 1. In-kind Contributions |
| AchieveMpls | \$14,484 | \$15,550 | 1. Minneapolis Public Schools 2. Cargill Foundation |
| Minnesota State University, Mankato | \$33,319 | \$35,315 | 1. In-kind Contributions |
| The College of St. Scholastica | \$41,484 | \$245,403 | 1. In-kind Contributions 2. Area Businesses 3. UB/UBMS Programs |
| Saint Paul Public Schools | \$30,184 | \$34,024 | 1. In-kind Contributions |
| Women's Initiative for Self Empowerment (WISE), Inc. | \$31,484 | \$143,000 | 1. Youthprise 2. Donaldson Foundation 3. 3M 4. H.B. Fuller 5. Marbrook Foundation 6. Minnesota Alliance with Youth 7. MRAC 8. Otto Bremer Foundation 9. Individual/Community Donations 10. Women's Foundation of Minnesota |
| Learning Disabilities Association, Inc. | \$28,484 | \$28,500 | 1. Foundation for Educational Research & Development 2. Otto Bremer Foundation 3. David & Janis Larson Foundation 4. LDA Minnesota General Operating Funds |
| St. Could State University | \$37,484 | \$76,522 | 1. MnSCU Access & Opportunity Program 2. Ethnic & Women Studies |
| College Possible | \$29,484 | \$170,000 | 1. General Mills Foundation 2. Carlson Family Foundation 3. Pohlad Family Foundation 4. Xcel Energy Foundation |
| Breakthrough Twin Cities | \$44,484 | \$68,016 | 1. Saint Paul Children's Collaborative 2. Mortenson Family Foundation 3. Otto Bremer Foundation 4. The Katherine B. Andersen Foundation |
| Carleton College | \$27,484 | \$30,100 | 1. In-kind Contributions |
| SouthWest Metro Educational Cooperative | \$35,484 | \$43,861 | 1. In-kind Contributions |

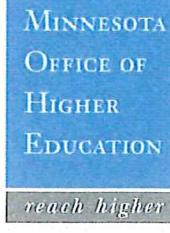
| | | | |
|--|------------------|--------------------|---|
| Northfield Public Schools | \$47,484 | \$99,245 | 1. Great Lakes Higher Education Guaranty Corporation 2. Northfield Public Schools 3. Arcadia Charter School & Carleton College 4. Women in Northfield Giving Support and Local Donations |
| Saint Paul College | \$25,629 | \$156,751 | 1. In-kind Contributions |
| Bemidji State University | \$31,929 | \$31,929 | 1. TRIO Upward Bound Grant |
| Ely Community Resource, Inc. | \$19,484 | \$32,500 | 1. ISD 696 Community Ed Funds 2. Fundraising Events 3. Essentia Health Community Care Team 4. United Way of Northeastern Minnesota 5. 2014 Bequest |
| Dakota County Technical College | \$31,484 | \$46,604 | 1. In-kind Contributions |
| Minnesota African Women's Association (MAWA) | \$25,000 | \$26,964 | 1. Foundations |
| Riverland Community College | \$25,000 | \$106,524 | 1. ISD 492 2. In-kind Contributions |
| Minneapolis Urban League | \$25,000 | \$207,208 | 1. Greater Twin Cities United Way 2. National Urban League Project Ready Mentor Grant 3. National Urban League Project Ready STEM Grant 4. Best Buy Foundation STEM Donation |
| MIGIZI Communications, Inc. | \$25,000 | \$38,250 | 1. U.S. Department of Education, Office of Indian Education |
| TOTAL ICAP EXPENDITURE | \$669,837 | \$1,766,008 | |

ICAP Revenue Sources for Fiscal Year 2016

| | ICAP Funding | Matching | Source of Matching |
|--|---------------------|-----------------|--|
| The College of St. Scholastica | \$41,484 | \$134,107 | 1. Federal UB/UBMS Grant at St. Scholastica 2. In-kind Contributions 3. Area Businesses |
| Saint Paul Public Schools | \$30,184 | \$29,321 | 1. In-kind Salary and Fringe 2. District General Fund |
| Breakthrough Twin Cities | \$44,484 | \$430,000 | 1. Mortenson Family Foundation 2. Otto Bremer Foundation 3. Breakthrough National Collaborative 4. Greater Twin Cities United Way 5. John and Denise Grave Foundation 6. Pohlad Family Foundation |
| Carleton College | \$27,476 | \$34,409 | 1. In-kind Contributions |
| Women's Initiative for Self Empowerment (WISE), Inc. | \$31,484 | \$92,000 | 1. Youthprise 2. 3M 3. H.B. Fuller 4. Marbrook Foundation 5. Individual/Community Donations 6. In-kind Contributions |
| Learning Disabilities Association, Inc. | \$28,484 | \$32,000 | 1. Otto Bremer Trust 2. Nevin Heusted Foundation 3. Best Buy Foundation 4. General Operating Funds |
| Northfield Public Schools | \$47,484 | \$83,927 | 1. Northfield Public Schools Local District Funds 2. Local Grant Donations, including Northfield Area United Way |
| St. Cloud State University | \$37,484 | \$76,522 | 1. MnSCU Access & Opportunity Program 2. Ethnic & Women Studies |
| Ely Community Resource, Inc. | \$19,484 | \$23,623 | 1. Ely Community Resource, Inc. Community Campaign and Events 2. Ely Area Community Care Team 3. United Way of Northeastern Minnesota 4. Anonymous Bequest |
| Concordia University, St. Paul | \$35,395 | \$68,450 | 1. In-kind Contributions |
| Regents of the University of Minnesota | \$24,484 | \$23,193 | 1. In-kind Contributions |
| Minnesota State University, Mankato | \$21,960 | \$28,858 | 1. In-kind Contributions |
| SouthWest Metro Educational Cooperative | \$35,484 | \$50,037 | 1. District Funds |

| | | | |
|--|------------------|--------------------|---|
| Saint Paul College | \$25,629 | \$239,291 | 1. Saint Paul College Tuition and General Fund |
| Bemidji State University | \$31,929 | \$31,929 | 1. Federal Upward Bound Funds |
| Dakota County Technical College | \$31,484 | \$31,484 | 1. Federal Upward Bound Grant |
| Minnesota African Women's Association (MAWA) | \$25,000 | \$26,439 | 1. Carolyn Foundation 2. Women's Foundation of MN GirlsBEST Fund 3. Ripley Foundation 4. Minnesota's Eliminating Health Disparities Initiative |
| Riverland Community College | \$26,647 | \$56,016 | 1. Riverland Community College 2. Austin Public Schools |
| Minneapolis Urban League | \$25,000 | \$67,000 | 1. National Urban League Project Ready STEM Grant 2. AT&T STEM Summer Grant Program 3. Comcast STEM Donation |
| MIGIZI Communications, Inc. | \$26,647 | \$37,980 | 1. U.S. Department of Education – Office of Indian Education |
| TOTAL ICAP EXPENDITURE | \$617,707 | \$1,596,586 | |

APPENDIX C: REPORTING REQUIREMENTS



MEMORANDUM

TO: FY 2016 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: Documenting ICAP Carryover Grant Funds from FY 2016 Projects

DATE: May 6, 2016

Funding from your FY 2016 ICAP grant may be carried over and combined with your FY 2017 ICAP grant award. Because FY 2016 is the first year of the state's biennium, this carryover is allowed. Funds not used by the end of the second year of the biennium (June 30, 2017) cannot be carried over and will be returned to the state's treasury. If you have funds from 2016 that you want to carry over to FY 2017 (July 1, 2016-June 30, 2017), please complete the attached form along with a budget narrative and submit these documents with your 2016 ICAP final report. The final report is due at the completion of your FY 2016 ICAP program and no later than July 31, 2016.

Early submission of these documents is encouraged and welcomed.

As always, please contact me with any questions.

Enclosure

NBW:kg

2015-2016 Interim Narrative Report Due: March 1, 2016

**Intervention for College Attendance Program
Minnesota Office of Higher Education
Project Period: July 2015 – June 30, 2016**

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 ICAP-funded 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 participating students 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 for your project's activities over the 2007-2016 funding period?*
 - 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 is being used to collect the requested information?

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 2016-2017\Expenditure Forms\2016\Interim Narrative Report.doc

Fiscal Year 2016 Intervention for College Attendance Program

Final Report Requirements

Project Period: Year 1: July 1, 2015–June 30, 2016

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 fiscal year 2016 ICAP grant awarded by the Minnesota Office of Higher Education. Each fiscal year runs from July 1–June 30. The project period for the first fiscal year runs from July 1, 2015–June 30, 2016.

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 beyond the high school diploma. 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_____
(Organization awarded the grant)

II. Participant Data

- A. Number of participants:
Projected for service in funded 2015-16 proposed project _____
Recipients of service in 2015-16 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. In an attachment, provide the name and date of birth of each program participant.
- D. Identify the **specific ICAP student eligibility criteria*** that you used to select participants?

III. Program Outcomes

- A. State the project's overall goal.
- B. In this section, identify **EACH** program and student objective from your proposal, and provide the related activity, evaluation measure, and outcome.

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 (2015-16).

| Enrollment in Advanced Courses | | | | | | | |
|-------------------------------------|------------------|----|----|--------|-----|--|---|
| | PreAP/ PreIB* | AP | IB | Honors | CIS | Postsecondary Enrollment Options | Other Advanced Course (Identify) |
| Number of middle school students | | | | | | | |
| Number of high school Students | | | | | | | |

*PreAP and PreIB courses are on-grade level advanced courses designed as rigorous preparation for high school AP or IB courses.

Please provide any additional information regarding ICAP student enrollment in advanced courses. For example, report the letter grades received by students enrolled in the different advanced courses.

- D. If the ICAP project is an ACT or SAT test prep program, or if the ICAP project has an ACT or SAT test prep component:

- Compare the base scores to the student scores at the end of the test prep program.
- Indicate the change in average scores.
- Indicate the percentage of students whose scores improved.

- E. The project's impact on high school graduation rates and college participation rates for ICAP program participants during Year 1 (2015-16).

| ICAP Program Participants | Year 1 (2015-16) |
|---|------------------|
| Number of high school seniors served | |
| Number of high school seniors served who graduated | |
| Number of graduating seniors who have <u>applied</u> to postsecondary institutions for the 2016-17 academic year | |
| Number of graduating seniors who <u>did not apply</u> for fall 2016 college admission, but plan to enroll in the future | |

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

| | High School Graduation Rate | College Application Rate |
|---|-----------------------------|--------------------------|
| Participating ICAP 2015-2016 seniors | | |
| All seniors at schools served | | |
| Peer group seniors at schools served - students with the same ICAP student eligibility, but not ICAP participants | | |

Note that information on the graduation rate at Minnesota's high schools can be found at:
<http://rc.education.state.mn.us>.

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

Item J is for response by all ICAP project directors.

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

| | Postsecondary Retention Rate | |
|--|------------------------------|-----------------|
| | Fall Semester | Spring Semester |
| Participating ICAP postsecondary students 2015-2016 | | |
| 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.

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

| | | Postsecondary Numerical Grade Point Average (GPA) | |
|--|--|---|-----------------|
| | | Fall Semester | Spring Semester |
| ICAP postsecondary students 2015-2016 | | | |
| Peer group - postsecondary students with the same ICAP Student Eligibility, but not participating in ICAP activities | | | |

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

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

| | | Graduation of ICAP Postsecondary Students |
|--|--|---|
| ICAP 2015-2016 college students receiving: | | |
| Certificate/diploma of completion | | |
| Associate's degree | | |
| Bachelor's degree | | |

J. Data on project's impact on college participation rates from prior ICAP grants.

| | 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 Grant 2010 | ICAP Grant 2011 | ICAP Grant 2012 | ICAP Grant 2013 | ICAP Grant 2014 | ICAP Grant 2015 |
| ICAP students receiving: | | | | | | | | | | |
| Postsecondary certificate/ diploma of completion | | | | | | | | | | |
| Associate's degree | | | | | | | | | | |
| Bachelor's degree | | | | | | | | | | |

- K. If you have additional data to update outcomes of participants from Year 1 (2015-16) of your ICAP grant, please provide that updated information.
- L. Did the students in your project participate in other college access programs? (A college access program would be a structured series of services designed to enhance academic and social development in high school students to better prepare them for postsecondary success.) If yes, identify those programs.
- M. Were there any unanticipated results for the 2015-16 project, either positive or negative?
- N. Were there unanticipated learnings for you, the project director, because of the 2015-16 grant? If yes, what were they?
- O. Please identify any benefits or drawbacks to having ten years of continuation funding for your ICAP project.
- P. Increasing college access and the potential for success for underrepresented groups requires that students be academically, socially, and psychologically prepared. College enrollment and success is dependent on many factors. Research has documented that academic preparation is a key component for postsecondary success.

1. Identify the main academic support factor from your project that ensures participants in grades six through 12 are meeting college-ready standards or college-ready high school graduation requirements.

If applicable, identify the main academic support factor from your project that ensures “success” in college for your postsecondary participants.

Along with academic preparation, students must be socially and psychologically prepared for postsecondary enrollment.

2. Identify the main psychosocial support factor from your project that ensures participants in grades six through 12 are prepared for transition to and engagement in the postsecondary environment.

If applicable, identify the main psychosocial support factor from your project that ensures postsecondary participants from your program are engaged in the postsecondary environment.

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 or provide the electronic link to 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, 2016**. 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.

Due by:

7/31/2016

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 6/30/16 | 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 Total ICAP Grant Award Budget (ICAP FUNDS ONLY) | B Expenditures Current Period | C Unliquidated Balance (A-B) |
| 1. Salaries for Grantee Personnel | | | |
| 2. Fringe Benefits for Grantee Personnel | | | |
| 3. Contract Services *(<u>list in attachment</u>) | | | |
| 4. Supplies, Materials | | | |
| 5. Communications (mail, phone, etc.) | | | |
| 6. In-State Travel | | | |
| 7. Other Program Expenses* (<u>list in attachment</u>) | | | |
| 8. Total Direct Costs (add lines 1-7) | | | |
| 9. Indirect Costs (5% of direct costs) | | | |
| 10. Total (add lines 8 & 9) | | | |

*An attached display of expenditures is required if you list Contract Services or 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:

7/31/2016

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 6/30/16 |
| 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 | |
| COSTS TYPE | A Total Expenditure from ICAP Grant + Matching | B Matching Expenditures Current Period |
| 1. Salaries for Grantee Personnel | | |
| 2. Fringe Benefits for Grantee Personnel | | |
| 3. Contractual Services* (list in attachment) | | |
| 4. Supplies and Materials | | |
| 5. In-state Travel | | |
| 6. Other Program Expenses* (list in attachment) | | |
| 7. Total (add lines 1-6) | | |

*An attached display of expenditures is required if you list Contractual or 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

I certify that the above statement is true and accurate.

TO BE COMPLETED BY OHE ACCOUNTING

Name and Title of Institution's Authorized Financial Official

Signature _____ Date _____

APPENDIX D: STUDENT PARTICIPATION IN COLLEGE ACCESS PROGRAMS

ICAP 2015-2016 Grantees
Student Participation in Other College Access Programs

| ICAP Grantee | ICAP Grant Students Were Involved in These Other Programs |
|--|--|
| Concordia University, St. Paul | Breakthrough Twin Cities, College Possible, Multicultural Excellence Project, Upward Bound |
| Regents of the University of Minnesota | ACT/SAT Review through the Breck School and Twin Cities Academy, Upward Bound, Maximum Impact Training, Get Ready, Scholars of Minnesota – COPE Project, Asanteman Association of Minnesota, ASCENT Program, AVID, Boys to Men Mentoring Program, TRIO Educational Talent Search, Big Brothers Big Sisters |
| AchieveMpls | College Possible, TRIO Education Talent Search, TRIO Upward Bound, Project Success, Beacons, AVID, Junior Achievement |
| Minnesota State University, Mankato | College Possible |
| The College of St. Scholastica | Upward Bound, Upward Bound Math & Science Program |
| Saint Paul Public Schools | AVID, Youth Lead, College Possible, Minnesota Minority Education Partnership |
| Women's Initiative for Self Empowerment (WISE), Inc. | Wilder Foundation's Youth Leadership Initiative, Dunwoody College's Women in Technical Careers Program, International Institute of Minnesota's College Readiness Academy, AVID, College Possible |
| Learning Disabilities Association, Inc. | River's Edge Academy's College and Career Exploration Curriculum |
| St. Could State University | Minnesota State's Access to Opportunity Program, SCSU Summer Pipeline Program |
| College Possible | |
| Breakthrough Twin Cities | College Possible |
| Carleton College | Northfield TORCH, Faribault CAST, Faribault Summer STEAM |
| SouthWest Metro Educational Cooperative | |
| Northfield Public Schools | Minnesota Business Ventures, St. Catherine University First Step, Macalester Institute for Talented Youth, Minnesota College Access Network, Mayo Clinic Career Festival, Page Scholarship Program |
| Saint Paul College | Metropolitan State and University of Minnesota's College Access Initiatives |
| Bemidji State University | TRIO Upward Bound |
| Ely Community Resource, Inc. | |
| Dakota County Technical College | |
| Minnesota African Women's Association (MAWA) | |
| Riverland Community College | Cycles for Success |
| Minneapolis Urban League | |
| MIGIZI Communications, Inc. | Minneapolis Public Schools' Indian Education Department |