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Intervention for College Attendance Program: 2013-2014 Report



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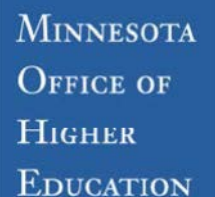
About the Minnesota Office of Higher Education

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.

The Minnesota State Grant Program is the largest financial aid program administered by the Office of Higher Education, awarding up to \$180.6 million in need-based grants to Minnesota residents attending eligible colleges, universities and career schools in Minnesota. The agency oversees other state scholarship programs, tuition reciprocity programs, a student loan program, Minnesota's 529 College Savings Plan, licensing and early college awareness programs for youth.

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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 2013 four-year high school graduation rate for Minnesota public high schools was 80 percent, while the graduation rate for students eligible for free/reduced price lunch was 64 percent. Minnesota students had the highest average ACT composite score in the nation in 2014 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. Students of color in Minnesota 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 the 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 2013 and 2014. 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) 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 0.85 to 5.99.
- The high school graduation rate for ICAP seniors (90% in 2013 and 95% in 2014) continues to be higher than the state's four-year graduation rate for public school students.
- The college application rate for 2013 ICAP seniors was 85% and 89% for 2014 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 351 students have received postsecondary certificates, 181 students have received Associate of Arts degrees, and 149 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 for the 2010, 2011, 2012, 2013 and 2014 fiscal years 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 2014.

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 2013-14 biennium.

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.

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 2013 four-year high school graduation rate for Minnesota public high schools was 80 percent (53,962 students) which increased from 78 percent in 2012. Graduation rates for all racial and ethnic groups and special populations increased from 2012 to 2013. 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 2013 were:

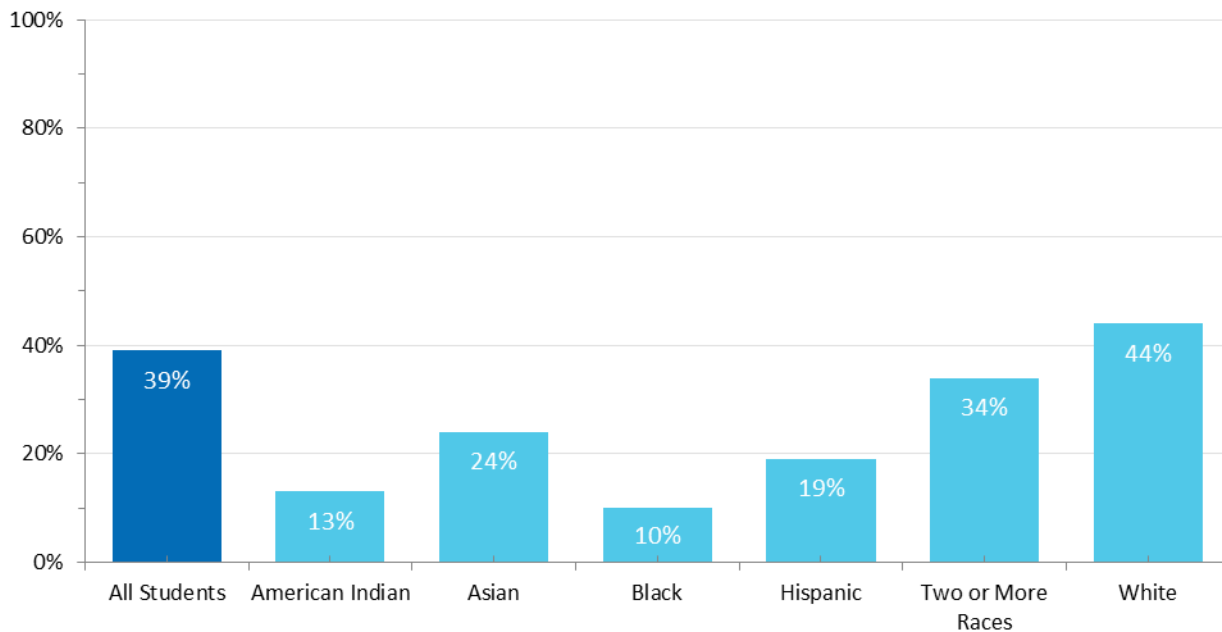
- 59 percent (2,547 students) for English language learners,
- 58 percent (5,219 students) for students receiving special education services, and
- 64 percent (14,704 students) for students eligible for free/reduced price lunch.

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 76 percent of Minnesota's 2014 high school graduates took the ACT exam. Minnesota's average composite score of 23 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 Minnesota had the highest average composite score in the nation, a significant proportion of high school graduates were not prepared for college-level work after high school graduation, according to ACT. ACT developed college readiness benchmarks in each of the four testing areas of its college entrance exams. Based on ACT research, these benchmarks define the score needed to have a 75 percent chance of earning a grade of "C" or better in related college-level courses. 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 2014.

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, 2014



*Meeting college-ready benchmarks in all four subjects: English, Math, Reading and Science.

Source: ACT

Funding History

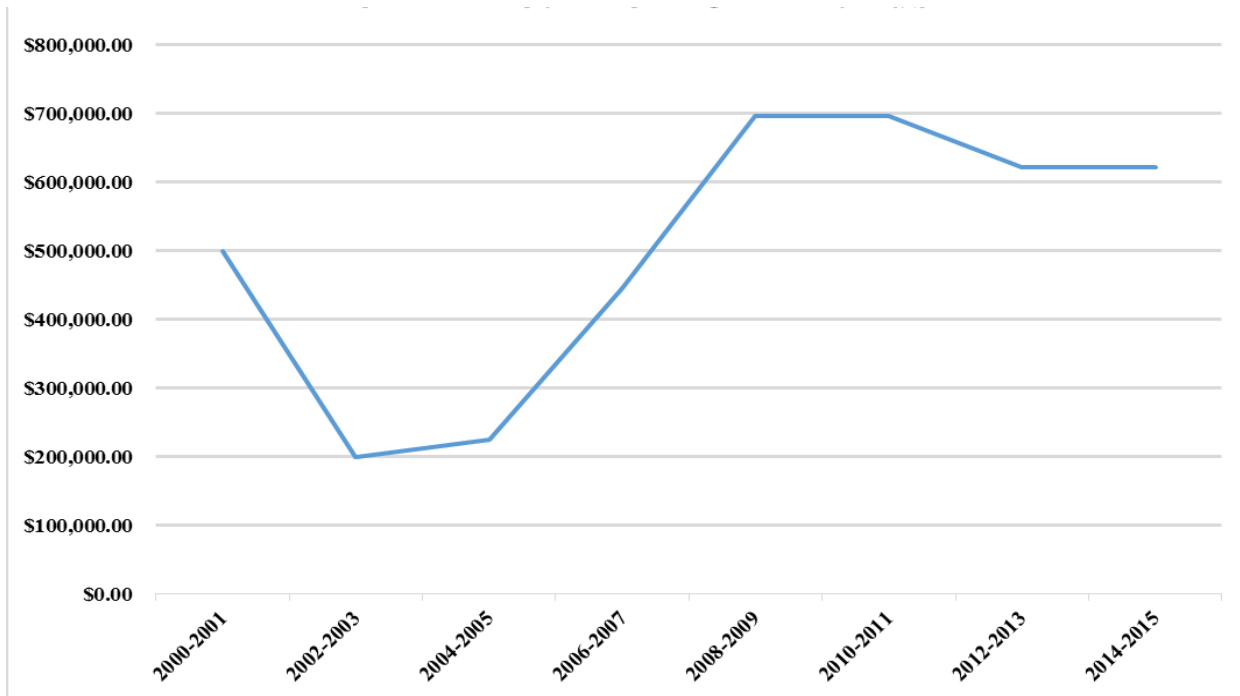
The Intervention for College Attendance Program was first funded during the 2000-01 biennium with \$500,000 made available each year. Ten grants were awarded to early intervention programs to help low-income students reach the doors of college through a variety of services. The number of grant awards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

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 ICAP Funds



ICAP Program for Fiscal Year 2013

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 18 funded projects for Fiscal Year 2013 were:

Northfield Public Schools	
Tackling Obstacles and Raising College Hopes (TORCH)	\$48,000/year
The College of St. Scholastica	
DREAM Project – Daring to Realize Excellence and Academic Motivation	\$42,000/year
Breakthrough Saint Paul	
Breakthrough Saint Paul	\$45,000/year
Saint Paul Public Schools	
Maadaadizi (Start a Journey) Program	\$30,700/year
Bemidji State University	
Bemidji State University Upward Bound/Intervention for College Attendance Project	\$32,445/year

College Possible	
College Possible Twin Cities Expansion at Como Park High School	\$30,000/year
Dakota County Technical College	
Intensive ACT College Prep Program	\$32,000/year
Saint Paul College	
Transitioning & Retaining Underserved Students Through the Power of YOU	\$26,245/year
Learning Disabilities Association (LDA), Inc.	
Learning Connections – Developing College-Ready Writing	\$29,978/year
Ely Community Resource, Inc.	
Project ELY (Empowerment Through Learning for Youth)	\$20,000/year
Women’s Initiative for Self Empowerment (WISE)	
Girls Getting Ahead in Leadership (GGAL) Program	\$32,000/year
St. Cloud State University	
Promoting Academic Success for Underrepresented Students	\$38,000/year
Carver-Scott Educational Cooperative	
Project Scholar	\$35,987/year
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	\$36,000/year
Carleton College	
From the Ground Up: An ICAP Collaborative for Fostering Postsecondary Science Majors	\$28,035/year
Minnesota State University, Mankato	
Enter University	\$34,000/year
Regents of the University of Minnesota	
An ACT/SAT Course for At-Risk Students	\$25,000/year
AchieveMpls	
AchieveMpls Career and College Initiative ACT Preparation	\$16,538/year
Total	\$581,928

ICAP Program for Fiscal Year 2014

The 18 funded projects for Fiscal Year 2014 were:

Northfield Public Schools	
Tackling Obstacles and Raising College Hopes (TORCH)	\$47,484/year
The College of St. Scholastica	
DREAM Project - Daring to Realize Excellence and Academic Motivation	\$41,484/year
Breakthrough Twin Cities	
Breakthrough Twin Cities	\$44,484/year
Saint Paul Public Schools	
Maadaadizi (Start a Journey) Program	\$30,184/year
Bemidji State University	
Bemidji State University Upward Bound/Intervention for College Attendance Project	\$31,929/year

College Possible	
College Possible Expansion at Washington Technology Magnet School in St. Paul	\$29,484/year
Dakota County Technical College	
Intensive ACT College Prep Program	\$31,484/year
Saint Paul College	
Transitioning & Retaining Underserved Students Through the Power of YOU	\$25,629/year
Learning Disabilities Association (LDA), Inc.	
Learning Connections: Developing College-Ready Writing	\$28,484/year
Ely Community Resource, Inc.	
Project ELY (Empowerment Through Learning for Youth)	\$19,484/year
Women's Initiative for Self Empowerment (WISE), Inc.	
Girls Getting Ahead in Leadership (GGAL) Program	\$31,484/year
St. Cloud State University	
Promoting Academic Success for Underrepresented Students	\$37,484/year
SouthWest Metro Educational Cooperative	
Project Scholar	\$35,484/year
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	\$35,484/year
Carleton College	
From the Ground Up: An ICAP Collaborative for Fostering Postsecondary Science Majors	\$27,484/year
Minnesota State University, Mankato	
Enter University	\$33,484/year
Regents of the University of Minnesota	
An ACT/SAT Course for At-Risk Students	\$24,484/year
AchieveMpls	
AchieveMpls Career and College Initiative ACT Preparation	\$14,484/year
Total	\$570,002

The \$39,072 not awarded in 2013 was used to amend grant awards for projects able to support an increased number of participants.

With one less grant for 2014, and slight reductions in the other 2014 awards, \$51,000 from FY 2014 was combined with \$51,000 from FY 2015 to fund four new grants for the 2015 grant year. These new grants will be included in the 2017 report on 2015-2016 ICAP projects.

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 2013 expenditures from grant funds totaled \$581,928, and end-of-year reports indicated that projects used an additional \$1,241,393 in matching support to implement project activities.

Expenditures from 2014 grant funds totaled \$570,002, and end-of-year reports indicated that projects used an additional \$1,359,418 in matching support to implement project activities. (See Appendix B for matching revenue sources for Fiscal Years 2013 and 2014.)

Figure 3: Total Amount of ICAP Matching Support

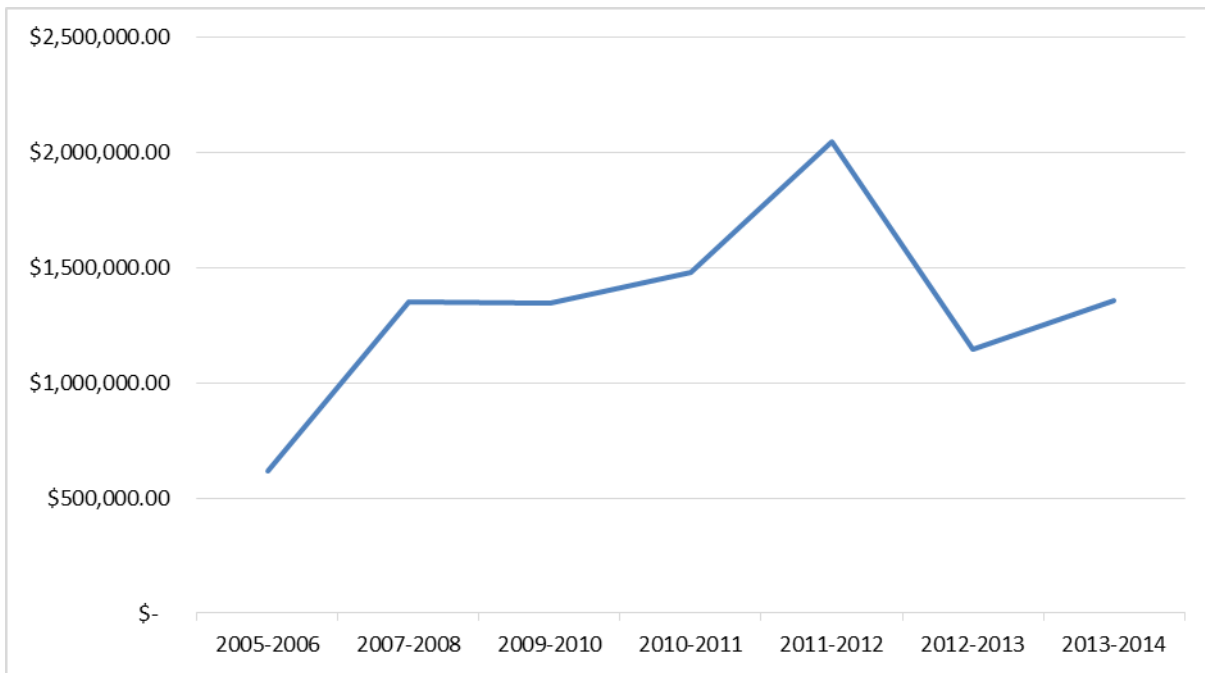


Figure 4: Sources of Matching Support for 2013

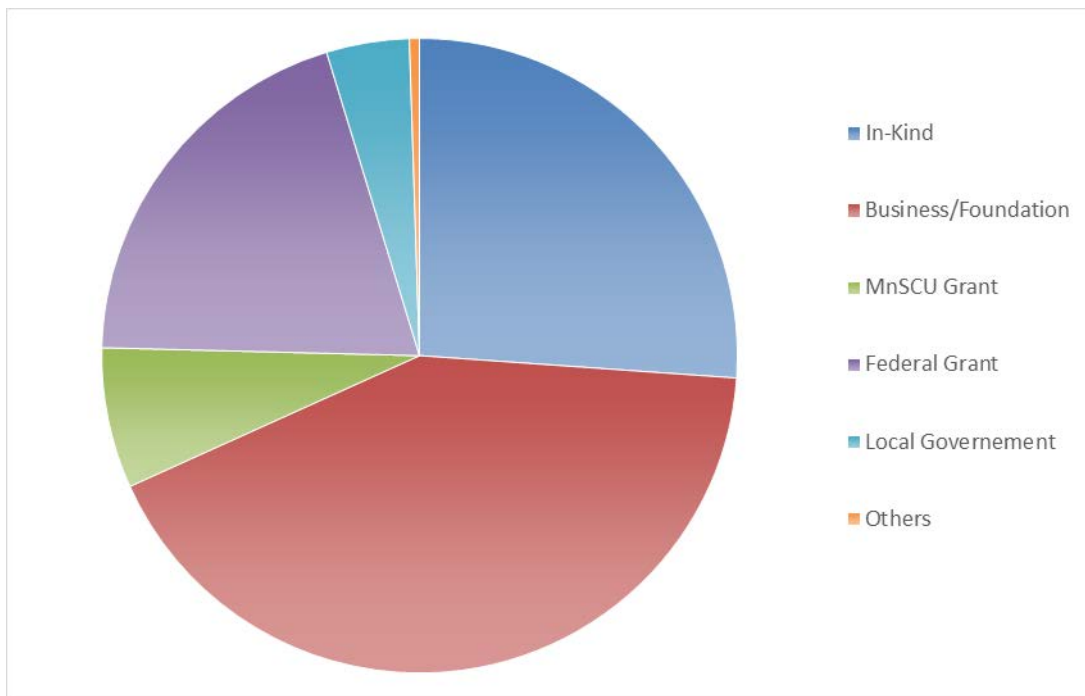
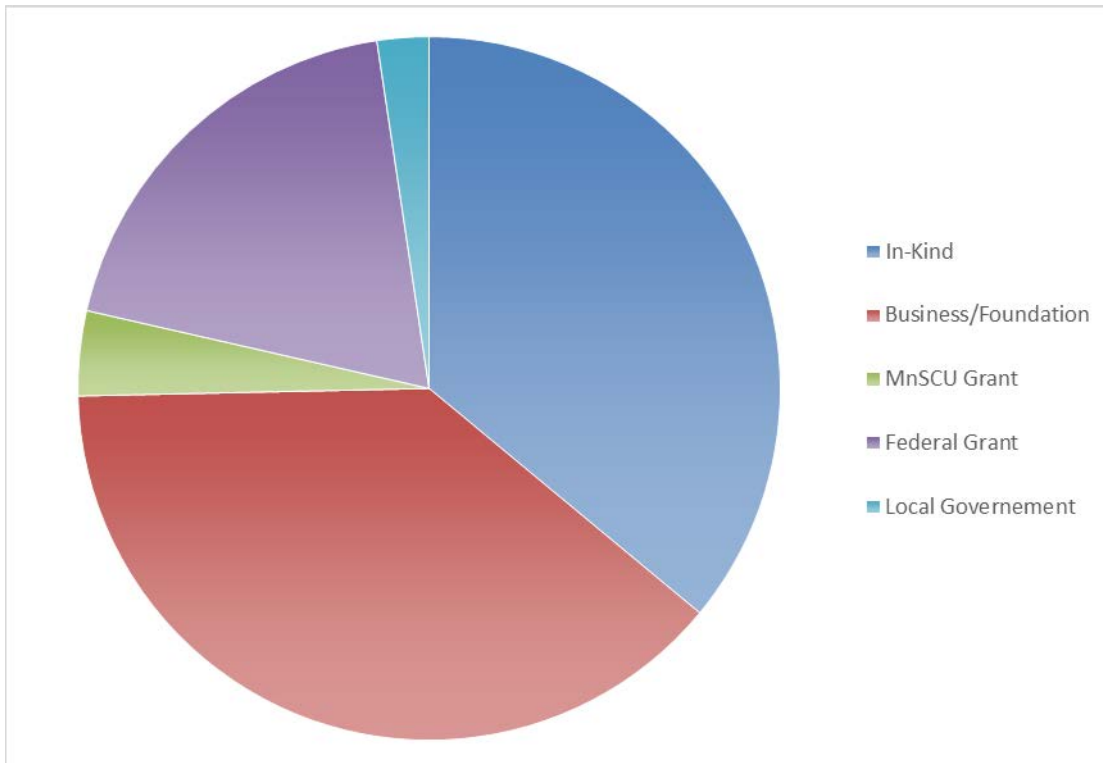


Figure 5: Sources of Matching Support for 2014



Fiscal Years 2013 and 2014 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 2013 and 2014 Project Outcomes

In Fiscal Year 2013, the 18 matching grant projects provided services for 2,847 students in grades six through 12 and for 518 postsecondary students.

In Fiscal Year 2014, the 18 matching grant projects provided services for 3,277 students in grades six through 12 and for 258 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 2013 and 2014.

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

The collection of outcome data regarding the success of projects in increasing high school graduation, college participation and college graduation of students served was enhanced by the continuity of program services from FY 2008 through FY 2014. ICAP project staff track their participating students as they complete junior high and high school programs and enter and complete postsecondary programs.

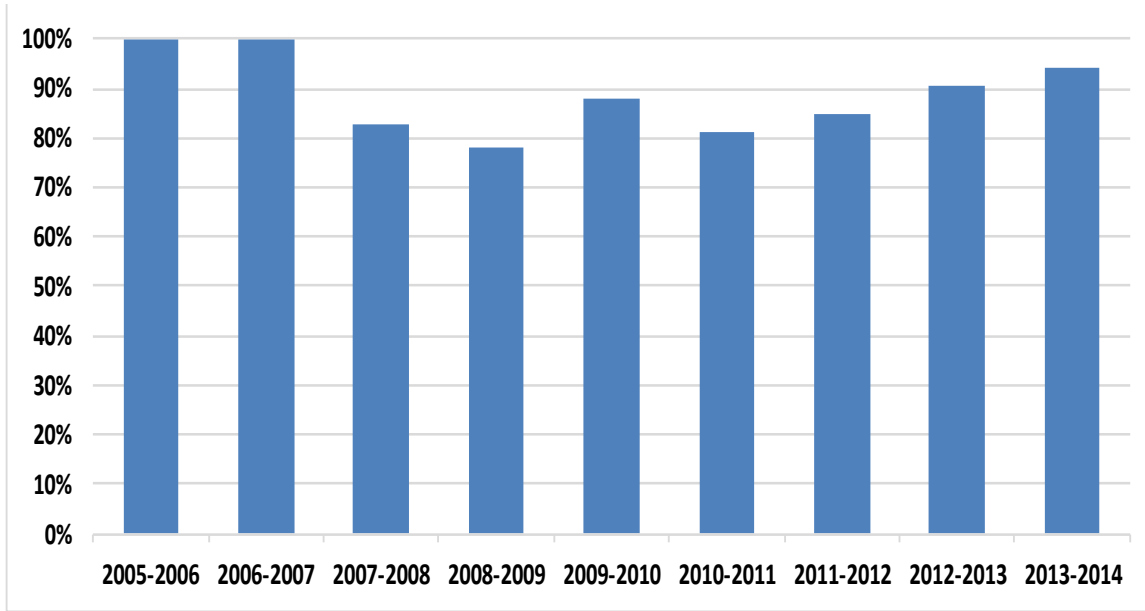
One indicator of postsecondary readiness and success at the high school and middle school levels is the rigor of courses completed by students for the high school diploma. Students who complete a core curriculum, mathematics courses beyond Algebra II, and rigorous courses (e.g., honors, dual enrollment, AP, IB) tend to be more successful in college than students who do not. For the 2012-2013 academic year, 869 ICAP students completed advanced courses with a more rigorous curriculum reflective of college readiness or mastery of college level content. For the 2013-2014 academic year, 590 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, Honors, College-in-the-Schools, and Postsecondary Enrollment Options courses.

Academic preparation is one of the strongest determinants of postsecondary success. As part of the 2014 final report, project directors identified the key academic support factor from their project that ensured postsecondary success for program participants. Key factors centered on advancing student knowledge in the “core” academic areas of mathematics, language arts and science and providing intensive academic workshops that were sustained for six to ten weeks. Other academic and student support factors included tutoring, mentoring, homework help, personal advising, individualized learning and instruction that allowed hands-on learning while fostering critical thinking. One project director indicated that postsecondary success for their ICAP students resulted from the program’s commitment to not having a “one-size-fits-all” philosophy through provision of individualized attention and development of individualized plans based on academic and psychological 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 2013-2014 ICAP projects implemented activities to help students increase their ACT score. The average score increase for the programs ranged from 0.85 to 5.99.

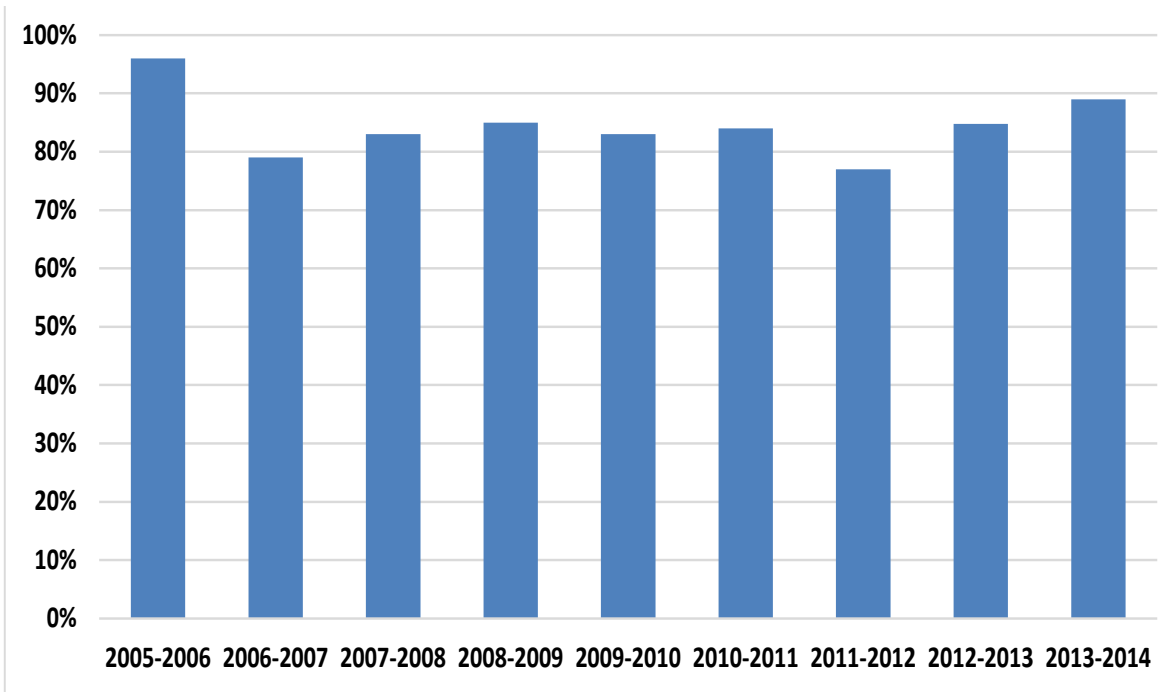
Even with several projects providing services at the middle grade level, and with senior high student participant numbers varying as a reflection of program services and funding, the high school graduation rate for seniors in ICAP programs has been higher than the state’s four-year graduation rate for public school students. The state’s graduation rate was 77% in 2011, 78% in 2012 and 80% (53,962 students) for 2013. The ICAP program graduation rate was 90% for 2013 and 95% for 2014. 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 2005-2014 had a college application rate that ranged from 77% to 96%. For 2013, 85% of ICAP’s graduating seniors applied to postsecondary institutions; and in 2014, 89% 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. In addition, tracking students after high school graduation and through postsecondary program completion has been a challenge for staff at many of the projects. Even with these limitations, 12 of the 18 currently funded projects have provided limited data on postsecondary completion. Again, 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 12 Projects

Certificates	Associate of Arts	Bachelor of Arts	Total Awards
351	181	149	681

National Recognition for ICAP Projects

To acknowledge ICAP support and positive outcomes for Minnesota’s students traditionally underrepresented in postsecondary programs and postsecondary completion, two ICAP projects have been recognized nationally.

- Tackling Obstacles, Raising College Hopes (TORCH), the ICAP project of Northfield Public Schools was recognized in the November 2014 edition of *District Administration* for raising the Latino student graduation rate from 36% in 2005 to over 90% in 2014 and expanding the TORCH program to serve all Northfield youth in grades 9 through 12 who are racial minorities, low income or potential first-generation college attendees.
- College Possible has been recognized as a successful model for increasing college opportunity for low-income students and recent accolades include:
 - Recognition at a 2014 White House Summit on expanding college opportunity.
 - 2014 Minneapolis/St. Paul Business Journal inaugural Eureka! Award for innovation.
 - 2013 Minnesota Nonprofit Excellence Award.
 - 2013 CollegeKeys Innovation Award for Getting Through.

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 2013 Individual Project Outcomes

Tackling Obstacles and Raising College Hopes (TORCH) (FY 2013)

A summary of:

Tackling Obstacles and Raising College Hopes (TORCH), Northfield Public Schools
Grant Amount: \$55,644.00

Objectives and Population Served

The program's objectives were to help students improve academic success and school connectedness and increase their knowledge of, access to, and ultimate participation and success in postsecondary education.

The students served were **112th-8th grade students, 110 9th-12th grade students, and 72 college students** from the Northfield area who are either Latino, English language learners, students of color, low-income, or first-generation college students.

Evidence of Effectiveness

- 2013 High School Graduation: 38 of the 41 high school seniors participating in the program graduated from high school.
- College Application: 31 of the 38 high school seniors graduating from high school have applied to college for 2013-14.
- College Graduation: 26 college students in the program graduated from college.

Program Activity

- Academic counseling.
- One-on-one mentoring and tutoring.
- Study centers.
- Evening PSEO tutoring sessions.
- Grad test preparation.
- Transition to more academically-rigorous classes.
- Leadership and volunteer opportunities.
- Orientation to college life.
- College classes during high school.
- Career explorations.
- Summer programs on college campuses.
- Connecting students to co-curricular and out of school programs.

Matching Award Amount: \$94,679.75

Sources of Match:

- Northfield Public Schools
- Foundation grants and donations : Northfield Area United Way, Women in Northfield Giving Support, Xcel Energy Foundation, Blandin Foundation
- PRIMEtime federal stimulus grant
- HealthFinders Collaborative

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

DREAM Project – Daring to Realize Excellence and Academic Motivation (FY 2013)

A summary of:

DREAM Project – Daring to Realize Excellence and Academic Motivation, The College of St. Scholastica
Grant Amount: \$51,904.00

Objectives and Population Served

The program's objectives were to increase college readiness of 120 eligible students through counseling and tutoring, increase core subject grades of 80 students through a summer academic enrichment program, and increase college readiness of 12 students through a career development program and supervised internship.

The students served were **133 9th-12th grade students** from 14 schools in Northeast Minnesota who were either low-income, first-generation college student, eligible for free/reduced lunch, or referred by a counselor or teacher.

Evidence of Effectiveness

- Test Scores: 25 students took both the practice ACT and the actual ACT. The average practice score was 17, while the average actual score was 22.
- Grades: 86% of the students in the summer 2012 session increased their GPAs in the 2012-13 academic year.
- 2013 Graduation: 28 of the 28 high school seniors who participated graduated from high school.
- College Application: 28 of the 28 graduating seniors have applied to college for 2013-14.

Program Activity

- All of the students completed a study skills assessment and met with program staff throughout the year to receive tutoring in core subjects. The students also took part in a study skills course.
- The 11th grade students took a practice ACT test, as well as registered to take the actual test.
- Weekly academic tutoring addressing study habits, core course grade improvement, and college preparatory testing.
- Six-week summer residential academic enrichment program.
- Seven-month career exploration program and a five-week job placement for 12 students.

Matching Award Amount: \$184,428.14

Sources of Match:

- The College of St. Scholastica
- UB/UBMS Programs at St. Scholastica

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

Breakthrough Saint Paul (FY 2013)

A summary of:

Breakthrough Saint Paul

Grant Amount: \$45,000

Objectives and Population Served

The program's objective was to get all participating middle and high school students enrolling and succeeding in honors courses during the year in order for successful preparation and enrollment in a four-year college.

The students served were **104 6th-8th grade students and 128 9th-12th grade students from St. Paul Public Schools** who either qualified for free/reduced lunch, were first-generation college students, were from a racial group underrepresented in college, or their primary home language was not English.

Evidence of Effectiveness

- Courses: 77% of middle school students in the program were enrolled in at least one honors course, while 85% of the high school students were enrolled in honors courses
 - 2013 Graduation: 17 of the 17 high school seniors participating in the program graduated from high school.
 - College Application: 17 of the 17 high school seniors graduating from high school have applied to college for 2013-14.
 - Two students in the class of 2013 were awarded Gates Millennium Scholarships.
-

Program Activity

- Middle school students attended enrichment classes in their core courses for six weeks during the summer and on 13 Saturdays during the school year.
- High school students each received a laptop and complimentary internet access to help them succeed in their honors classes and prepare for the ACT and SAT.
- High school seniors participated in bi-weekly college counseling and financial aid workshops from the end of their junior year until the end of their senior year.
- Program interventions (awards, individual tutoring, home meetings) are provided to meet the needs of individual students.

Matching Award Amount: \$90,000.00

Sources of Match:

- McNeely Foundation
 - Otto Bremer Foundation
 - Mortenson Family Foundation
 - Securian Foundation
-

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

Maadaadizi (Start a Journey) Program (FY 2013)

A summary of:

Maadaadizi (Start a Journey) Program, Saint Paul Public Schools

Grant Amount: \$30,700

Objectives and Population Served

The program's objectives were to increase college motivation and readiness among American Indian students through participation in college/career development activities, exposure to the University of Minnesota system and other institutions of higher education, and assistance with high school course selection; increase preparedness for advanced high school courses and PSEO; and maintain academic eligibility for advanced and PSEO courses with tutoring by college students.

The students served were **85 9th-12th grade American Indian students** from the three participating senior high schools in Saint Paul Public Schools (Harding, Johnson, and Highland Park).

Evidence of Effectiveness

- 2013 Graduation: 17 of the 21 participating seniors graduated from high school.
- College Application: 17 of the 17 graduating seniors applied to college for 2013-14.
- College Graduation: At least 3 participants from previous years have graduated from college.
- During 2006-07 (prior to ICAP programming), 6 students took the ACT test. The average composite score was 19.6, with 14 as the lowest score and 29 as the highest score. During 2008-09, 32 students took the ACT test. The average composite score was 20.4, with 11 as the lowest score and 34 as the highest score
- During 2006-07 (prior to ICAP programming), with 121 American Indian students enrolled in 11th and 12th grade, 29 were registered in advanced courses (AP, IB PSEO, CIS). During 2009-10, 40 11th and 12th grade students were registered in advanced courses.
- During 2009-10, 37.45% of all district 11th and 12th grade students and 46.94% of 11th and 12th grade American Indian students at ICAP-served schools were enrolled in advanced coursework.

Program Activity

- Tutoring sessions.
- High school course selection and PSEO application with guidance from Indian Education licensed school counselor.
- Career and college planning sessions.
- Visits to college campuses.
- Information sessions for parents and families on student academic coursework and success.

Matching Award Amount: \$30,746.04

Sources of Match:

- School District General Fund

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

Bemidji State University Upward Bound/Intervention for College Attendance Project (FY 2013)

A summary of:

Bemidji State University Upward Bound/Intervention for College Attendance Project, Bemidji State University
Grant Amount: \$32,445

Objectives and Population Served

The program's objectives were to have 80% of all participants pass state assessments in reading/language arts and math by the end of their senior year, 95% of participants participate in career awareness and exploration activities that include career assessments and planning for postsecondary education, 80% of participants visit at least one college campus, 90% of participants accepted to at least one college, and 80% of graduating seniors take the ACT exam.

The students served were **97 9th-12th grade students** from five rural Northwest Minnesota counties who are either low-income or potential first generation college students, or both.

Evidence of Effectiveness

- Test Scores: 84% of participants who took the state assessment exam passed the reading/language art. While 72% passed the math exam.
- 2013 Graduation: 24 of the 25 participating seniors graduated from high school.
- College Application: 100% of the graduating seniors applied to college for 2013-14.
- College Enrollment and Graduation: 45 students from previous years are currently attending college, and 14 previous participants have graduated from college.

Program Activity

- Summer writing and math courses.
- Career awareness seminars, workshops, and internships.
- College visits for all participants.
- Staff assisted seniors in completing college applications.
- Financial aid workshop.
- ACT preparation workshops.

Matching Award Amount: \$30,900.00

Source of Match:

- Upward Bound Grant

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

College Possible Twin Cities Expansion at Como Park High School in St. Paul (FY 2013)

A summary of:

College Possible Twin Cities Expansion at Como Park High School in St. Paul
Grant Amount: \$40,000

Objectives and Population Served

Year two objectives at Como Park High School were to serve 35 students from year one and initiate work with an additional 13 juniors to raise their ACT scores by at least 20% and help at least 90% of the seniors earn admission to college and apply for financial aid.

The students served were **48 low-income high school juniors and seniors.**

Evidence of Effectiveness

- ACT Preparation: The group of 20 juniors increased their ACT test scores by an incredible record average of 41%, from 14.6 on the baseline exam to 20.6 on the real ACT exam.
- College Application: 100% of seniors applied to at least five colleges and earned admission to a four-year college.

Program Activity

- Students took part in ACT test preparation provided by Kaplan, and took four full-length practice exams over the course of their first year in the program.
- Students received intensive admissions and financial aid consultations to assist in their preparation of college and scholarship applications.

Matching Award Amount: \$185,000.00

Sources of Match:

- General Mills Foundation
- Carlson Family Foundation
- Pohlad Family Foundation
- James B. Linsmayer Foundation

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

Intensive ACT College Prep Program (FY 2013)

A summary of:

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

Objectives and Population Served

The program's objectives were to have participants increase odds of graduating from high school and enrolling in college by meeting MCA requirements and improving ACT scores, experience and increase the understanding of the campus residential living experience, be better prepared for the quantity of reading required in college by increasing their reading speed and comprehension, and having 100% of graduating seniors improve their transition to college by attending a summer bridge program.

The students served were **50 9th-12th grade students** in Dakota County who were either from low-income families or would be first-generation college students.

Evidence of Effectiveness

- Test scores: 16 of 16 (100%) seniors met both the MCA math and reading standards.
- Test scores: All students increased their scores from the initial ACT testing. Final scores for seniors increased from 16.5 to 22.7, and scores for juniors increased from 16.9 to 24.2.
- Academic Readiness: Reading speed increased by 72%, and there was a slight gain in comprehension.
- Campus Life Readiness: Students highly rated their experience at a one-week residential camp.

Program Activity

- Students took pre- and post-ACT mock exams, and seniors took the official ACT exam.
- Math and English skills sessions were held with 9th-11th grade students from Sibley High School and South St. Paul High School.
- Students participated in a one-week residential camp experience.
- Speed reading and comprehension workshop.

Matching Award Amount: \$50,110.00

Sources of Match:

- Dakota County Technical College
- Use of college facilities and services

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

Transitioning & Retaining Underserved Students Through the Power of YOU (FY 2013)

A summary of:

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

Objectives and Population Served

The program's objectives were to expand the population targeted in the public high schools in St. Paul, provide expanded services, maintain a fall-to-fall retention rate of 67% for new students in the program, and maintain a three-year graduation and transfer rate for at least 50% of the students enrolled at Saint Paul College.

The students served were **203 9th-12th grade students and 315 college students** who are either economically disadvantaged, first-generation college students, or students of color.

Evidence of Effectiveness

- The percentage of new students accepted into the Power of YOU program increased by 9% (184 in 2011 vs. 203 in 2012).
- The retention rate, while good at 63%, was challenged by the 2012-2013 economy. During this time, unemployment and foreclosure rates continued at high levels, and students in good standing left college to contribute to family incomes.
- 2013 Graduation: 203 of the 203 participating seniors graduated from high school.
- College Graduation: 95 students from previous years have graduated from college. 4 students from 2011-2012 have graduated from college.

Program Activity

- College Accuplacer testing at high schools.
- High school group visits to colleges.
- Weekly study sessions.
- End of year student recognition banquet.
- Power of You learning community to increase college retention.
- Financial aid workshops.
- Group advising for students interested in specific programs of study.
- Field trips to increase awareness of opportunities both in different careers and four-year colleges.
- Worked with Minneapolis Community and Technical College, high schools, and community organizations to encourage students to pursue a college education.

Matching Award Amount: \$145,521.07

Sources of Match:

- Saint Paul College General Funds

Contact Information: Kathleen Gordon, (651) 846-1451, kathleen.gordon@saintpaul.edu

Learning Connections – Developing College-Ready Writing (FY 2013)

A summary of:

Learning Connections – Developing College-Ready Writing, Learning Disabilities Association (LDA), Inc.
Grant Amount: \$33,153.00

Objectives and Population Served

The program's objective was to work with 105 students identified by their school as scoring lowest in writing proficiency in order to improve writing skills and pass the MCA writing exam required for high school graduation, effectively write essays for college admission and financial aid application forms, and enter a postsecondary program with the writing skill level to succeed in program of study.

The students served were **120 9th-12th graders** who were attending LEAP Academy in St. Paul, Roseville Senior High GGAL Program, GGAL Saturday Program, and the High School of Recording Arts Charter School. Students were English language learners, first-generation college students, or below standard in their level of writing proficiency.

Evidence of Effectiveness

- 78% of the 11th and 12th graders completed writing activities at a level of proficiency expected of a college admission essay.
- 71% of the 7th-10th graders demonstrated 1.5 years growth or more in writing based on pre- and post-test scores.
- 2013 Graduation: 38 of the 49 participating seniors graduated from high school.
- College Application: 27 of the 38 graduating seniors have applied to college for 2013-14.
- College Enrollment and Graduation: 24 students from previous years have graduated from college, while 14 students are currently enrolled in college.

Program Activity

- Small group writing instruction three times per week for 6th-8th graders.
- 50 minutes of writing instruction four times per week for 11th-12th graders.
- 20 hour-long after school or Saturday writers' workshops for ELL students.

Matching Award Amount: \$30,677.00

Sources of Match:

- Marbrook Foundation
- Otto Bremer 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 2013)

A summary of:

Project ELY (Empowerment through Learning for Youth), Ely Community Resource, Inc.
Grant Amount: \$20,000

Objectives and Population Served

The program's objectives were to help participants learn study skills and improve their academic performance, building strong bonds to school, increase confidence and self-esteem, and develop social skills that will help them succeed. The program also hoped to further increase the students' focus on college aspirations.

The students served were **61 6th-8th grade students and 32 9th-12th grade students** that are economically disadvantaged or a first-generation college student. Students were referred by teachers, parents, or self.

Evidence of Effectiveness

- Courses: 40% of 6th-8th grade participants showed significant improvement in grades from the first quarter to the fourth.
- 2013 Graduation: 17 of the 17 students who were high school seniors graduated from high school.
- College Application: 15 of the 17 graduating seniors have applied to college for 2013-14.

Program Activity

- After-school homework help available for the entire school year.
- ACT test prep for 10th-11th graders and classroom assistance for MCA.
- Special tutoring for students in danger of not graduating.
- College visits at Iron Range 2-year colleges, UMD, St. Scholastica, and Lake Superior College.
- After-school homework help available for the entire school year.
- College Prep Seminars for parents to explain FAFSA, increase awareness of scholarship opportunities, and build support for student success in college.

Matching Award Amount: \$66,168.00

Sources of Match:

- Ely School District #696
- Northland Foundation
- City of Ely, Winton Local townships
- United Way of Northeast Minnesota
- Local businesses and individuals

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

Girls Getting Ahead in Leadership (GGAL) Program (FY 2013)

A summary of:

Girls Getting Ahead in Leadership (GGAL) Program,
Women's Initiative for Self Empowerment (WISE)
Grant Amount: \$42,000

Objectives and Population Served

The program's objectives were assisting at least 80 immigrant/refugee girls to prepare for and graduate from college.

The students served were **77 9th-12th grade Asian, East and West African, and Latino students and 13 college students**. All students were from low-income families in the Twin Cities and received free/reduced school lunch.

Evidence of Effectiveness

- 2013 Graduation: 21 of the 25 students who were high school seniors graduated from high school.
- College Application: 15 of the 21 graduating seniors have applied to college for 2013 with the remaining 6 planning to enroll in the future.
- Four student received scholarships to pursue 4 year degrees.

Program Activity

- Information workshops on planning/financing and preparing for college.
- Programming to increase leadership and English literacy skills.
- Mentoring for provision of support services by college students and professionals.
- Academic workshops on writing provided by Learning Disabilities Association, Inc.
- College visits.
- Career workshop and preparing personal profiles for job applications, along with practicing interviewing skills.

Matching Award Amount: \$146,800.00

Sources of Match:

- Women's Foundation
- Target Corporation
- Donaldson Foundation
- Youthprise
- Verizon Foundation
- HB Fuller Foundation
- 3M Foundation
- Metropolitan Regional Arts Council
- Marbrook Foundation
- In-Kind (Americorps Fellow)

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

Promoting Academic Success for Underrepresented Students (FY 2013)

A summary of:

Promoting Academic Success for Underrepresented Students, St. Cloud State University
Grant Amount: \$48,000

Objectives and Population Served

The program's objectives were to improve the participants' rate of success on state standardized tests, specifically on the Minnesota Comprehensive Assessments, in the areas of reading and mathematics; improve the grades of participants; and have participants express more interest in college options.

The students served were **461 6th-8th graders and 60 9th-12th graders** in St. Cloud Area School District 742 who were eligible for free/reduced lunch or are members of a group traditionally underrepresented in higher education.

Evidence of Effectiveness

- NWEA MAP: ICAP students exceeded the expected gain indicated by the national norming sample on the NWEA MAP math assessments for each grade level between 7th and 9th grade and reading assessments for each grade level between 6th and 9th grade.
- Postsecondary Interest: On pre-test/post-test measure of educational aspirations, all ICAP students expressed a desire to pursue higher education.

Program Activity

- Academic tutoring and mentoring and provision of academic enrichment activities and cultural programming at five different community sites.

Matching Award Amount: \$81,952.10

Sources of Match:

- MnSCU Access and Opportunity Program

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

Project Scholar (FY 2013)

A summary of:

Project Scholar, Carver-Scott Educational Cooperative
Grant Amount: \$53,987.00

Objectives and Population Served

The program's objectives were to increase graduation rates of students enrolled in alternative high school programs, increase the number of students who initiate the postsecondary learning process, provide summer transition support for students accepted in postsecondary programs, assist students in exploring financial assistance as part of their college application process, and have students participate in an exploratory career and technical education option.

The students served were **97 9th-12th grade students in alternative high school settings and 7 postsecondary students**. The activities were most focused on a core group of **27 seniors**. Students who qualified for free/reduced lunch, received assistance under TANF, were from an underrepresented group in higher education, or were first generation college students were

Evidence of Effectiveness

- 2013 High School Graduation: 25 of the 27 high school seniors participating graduated from high school.
- College Application: 18 of the 25 graduating seniors applied to college for 2013-14.
- College Graduation: 4 of the college students in the program graduated from college.

Program Activity

- Students developed a Personalized Learning Plan and had access to counseling services.
- Students participated in career and technical programs, service learning projects, leadership activities, and career exploration activities.
- Activities were designed to expand students' awareness of options and help them understand college plans. This included field trips to colleges, college/career speakers, and FAFSA assistance for families.
- Summer transition support for students accepted at and planning to attend a postsecondary school.

Matching Award Amount: \$36,171.81

Sources of Match:

- Salaries/fringe for grant personnel (district budget)

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

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 (FY 2013)

A summary of:

Seeds of Change/AAMI AVID: Concordia University's and St. Paul Central High School's College Preparation Partnership for African American Males, Concordia University, St. Paul
Grant Amount: \$36,000

Objectives and Population Served

The program's objective was to develop and implement programs and activities that will increase the graduation rate of African-American males within the St. Paul Public Schools and support students and their families in completing the transition processes to a college or university.

The students served were **15 6th-8th** and **48 9th-12th grade students** who are members of a group

Evidence of Effectiveness

- Courses: 100% of 7th-9th grade participants passed at least one accelerated course.
- Participants' reflection indicated that the program components of mentoring, tutoring, workshops on financial aid and the college application process impacted perceptions of their approach to the next academic year.
- College Graduation: 4 students from previous years have graduated from college.

Program Activity

- A designated Advancement Via Individual Determination (AVID) elective course for 9th grade African American males.
- After school programming for delivery of emotional/social supports.
- Tutoring sessions to increase understanding of content courses lead by college students.
- Parent workshops.

Matching Award Amount: \$80,200.00

Sources of Match:

- Concordia University, St Paul in-kind contribution.

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

From the Ground Up: An ICAP Collaborative for Fostering Postsecondary Science Majors (FY 2013)

A summary of:

From the Ground Up: An ICAP Collaborative for Fostering Postsecondary Science Majors, Carleton College
Grant Amount: \$28,035.00

Objectives and Population Served

The program's objectives were to equip students with the knowledge, skills, habits of mind, and motivation to pursue higher education and to increase interest, comfort, and curiosity in students to prepare for a possibility of pursuing postsecondary studies in science.

The students served were **55 6th-8th grade students and 289 9th-12th grade students** in Northfield and Faribault. Most of the students were low income students of color who are first-generation college students.

Evidence of Effectiveness

- 2013 Graduation: 62 of the 70 students who were high school seniors graduated from high school.
- College Application: 43 of the 62 graduating seniors have applied to college for 2012-13.

Program Activity

- Science majors from Carleton tutored and mentored students to develop scientific thinking and lab skills.
- A partnership with Camp Sol in Faribault allowed Somali and Latino youth to take part in a day camp doing science experiments.
- Visits to Carleton by secondary students for science field and laboratory work.
- Tutoring of PSEO-enrolled students.
- After school homework programming in Faribault High School.
- Summer programming in Faribault.
- Outreach to parents, with a focus on Latino parents.

Matching Award Amount: \$48,280.00

Sources of Match:

- Salaries/fringe for grant personnel (college budgets)
- ACE/VISTA workers
- Use of college facilities
- Carleton faculty and student volunteers

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

Enter University (FY 2013)

A summary of:

Enter University, Minnesota State University, Mankato
Grant Amount: \$34,000

Objectives and Population Served

The program's objectives were to provide in-person and online mathematics and English (USL, reading, and writing) to students in the Enter University (EU) high school program. In addition, college visit days and ACT workshops were provided for participating EU high schools, and entering underrepresented first-year students were supported with a spring and summer orientation program.

The students served were 201 9th-12th graders from East, Chaska, Edina, Owatonna, and Sleepy Eye High Schools and 110 college students who are low-income, first generation college students or students of color.

Evidence of Effectiveness

- Postsecondary Retention: 92% of students in program retained after 1st semester which is slightly above their peer group.

Program Activity

- Tutoring for high school students to assist them in improving their writing and math skills and ACT test preparation.
- College visits that includes financial aid sessions, campus tours, and major/career exploration.
- ACT workshops that include test taking strategies, subject area review, and exam registration and payment.

Matching Award Amount: \$18,055.80

Sources of Match:

- Minnesota State University, Mankato

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

An ACT/SAT Course for At-Risk Students (FY 2013)

A summary of:

An ACT/SAT Course for At-Risk Students, Regents of the University of Minnesota
Grant Amount: \$25,000

Objectives and Population Served

The program's objectives were to help minority and female students from the Minneapolis and St. Paul area increase their college admission test scores, thereby boosting their chances of attending the college of their choice and of winning scholarships that use these scores as part of their criteria. Other objectives are to advise high school students of the "advanced" courses they should take to increase knowledge in content areas assessed by college admission tests and needed for a successful college experience.

The students served were **3 6th-8th graders and 199 9th-12th graders** who were ethnic minorities, females, recent immigrants, first generation college students, and low-income students.

Evidence of Effectiveness

- Test scores: The 96 students who took the pre- and post-ACT tests showed that greater than 50 percent of them had gains on the English, math, and reading portions.

Program Activity

- ACT/SAT preparation, with strategies and mock exams.
- Lectures in math, reading, English, science reasoning, data representation, essay writing, and vocabulary.
- Visits by college admissions officers to explain courses necessary for college attendance.
- Sessions on study skills, note-taking, time management, and test anxiety.
- College financial aid workshops.

Matching Award Amount: \$25,291.49

Sources of Match:

- University of Minnesota
- Facilitators and presenters

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

AchieveMpls Career and College Initiative ACT Preparation (FY 2013)

A summary of:

AchieveMpls Career and College Initiative ACT Preparation, AchieveMpls
Grant Amount: \$16,538.00

Objectives and Population Served

The program's objectives were to recruit at least 75 ICAP-eligible students in Minneapolis public high schools (including contract alternative high schools) to participate in six ACT preparation classes. The classes were structured so that students gained academic skills in English, reading, writing, science, and math. The classes also helped the students to understand the scope and structure of the ACT test.

The students served were **58 9th-12th graders** who qualified for free/reduced lunch or were students of color.

Evidence of Effectiveness

- ACT Test Scores: Students who consistently completed the practice tests and attended class showed marginal improvement in their test results.

Program Activity

- Students took and reviewed three full-length ACT practice tests. Test questions and answers were reviewed and discussed during each weekly class. Tutors concentrated on basic English grammar rules, mathematical formulas, and reading comprehension.
- Using a “building block” approach, six program sessions were provided. The sessions offered 12 hours of instruction over six weeks in English, reading, writing, mathematics, and science.

Matching Award Amount: \$16,538.00

Sources of Match:

- Minneapolis Public Schools
- Cargill Foundation

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

FY 2014 Individual Project Outcomes

Tackling Obstacles and Raising College Hopes (TORCH) (FY 2014)

A summary of:

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

Objectives and Population Served

The program's objectives were to improve academic success and school/community connectedness among youth in the TORCH cohort and to increase knowledge of, access to, and ultimate participation in postsecondary education among the TORCH cohort.

The students served were **205 6th-8th grade students and 255 9th-12th grade students** from the Northfield area who are English language learners, students of color, low-income, or first-generation college students.

Evidence of Effectiveness

- 2014 Graduation: 80 of 86 high school seniors graduated.
- College Application: 70 of 80 seniors graduating from high school applied to college for 2014-15.
- Advanced Courses: 73 students enrolled in PSEO or AP, honors, or advanced classes.
- PSEO GPA: 3.1 cumulative GPA.
- Leadership/Volunteer Opportunities: Over 150 students participated on boards, commissions, and volunteer opportunities.
- CLEP Test: 11 students earned college credit for subject area mastery.
- Scholarships: Over \$350,000.

Support Factors that Ensured Postsecondary Success for Participants: Support factors vital for program success include TORCH's commitment to not having a "one-size-fits-all" philosophy through individualized attention and development of plans based on each student's individual academic and psychosocial needs; TORCH's team approach with TORCH coordinators, AmeriCorps members, community volunteers, and school staff developing a network of support around the TORCH students; and TORCH's student development focus by building on students' interests and passions, particularly with regard to connecting students with summer opportunities, community service activities, and leadership positions.

Program Activity

- Academic counseling and college orientation.
- One-on-one mentoring and tutoring.
- Study centers and evening PSEO tutoring sessions.
- Grad test preparation and ACT Boot Camp.
- Transition to more rigorous classes.
- Leadership and volunteer opportunities.
- College classes during high school.
- Career explorations and paid summer internships.
- Summer programs on college campuses.
- Co-curricular and out of school programs.
- Home visits, family check-ins, community engagement, and youth service

Matching Award Amount: \$159,060.85

Sources of Match:

- Great Lakes Higher Education Guaranty Corporation
 - Blandin Foundation
 - In-kind contribution
-

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

DREAM Project – Daring to Realize Excellence and Academic Motivation (FY 2014)

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

The program's objectives were to increase participants' college readiness through a program of regularly scheduled academic counseling, tutoring, and grade-specific college preparedness curriculum; improve core subject grades through completion of a six-week summer residential program; and increase college readiness for 12 students through a seven-month career development program with a supervised internship.

The students served were **132 9th-12th grade students** in Northeast Minnesota who were either low-income, first-generation college students, eligible for free/reduced lunch, or referred by a counselor or teacher.

Evidence of Effectiveness

- 2014 Graduation: 25 of the 25 high school seniors who participated graduated from high school.
- College Application: 25 of the 25 graduating seniors have applied to college for 2014-15.
- ACT Test: 11th graders increased score from an average of 16 on practice ACT to an average of 22 on the actual exam.
- Grade Improvement: 85% of summer participants performed better academically than during the academic year.

Support Factors that Ensured Postsecondary Success for Participants: The main academic support factor from the DREAM Project was weekly tutoring and academic counseling meetings with the participants. The weekly contact with each participant allowed the staff to check in with each individual. This meeting served as a time to check grades and offer tutoring assistance. Additionally, that time was used to work with students on self-advocacy skills. In our opinion, students need to learn how to create successful relationships with their teachers—and this skill will definitely help in the college environment. The best tool offered to students for psychological and social preparedness for their future college years was the summer academic enrichment program and the Career Development Program. The summer academic enrichment program offered students a simulated college experience. Students learned how to maneuver a college campus, problem-solve roommate issues, and adjust to life away from home.

Program Activity

- Students completed a study skills assessment and met with program staff throughout the year to receive tutoring in core subjects. The students also took part in a study skills course.
- The 11th grade students took a practice ACT test, as well as registered to take the actual test.
- Summer residential program.
- Career development program.

Matching Award Amount: \$245,401

Sources of Match:

- The College of St. Scholastica
 - UB/UBMS Programs at St. Scholastica
 - Area Businesses
-

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

Breakthrough Twin Cities (FY 2014)

A summary of:

Breakthrough Twin Cities (BTC)

Grant Amount: \$44,484

Objectives and Population Served

The program's objective was to get all participating students enrolling and succeeding in honors courses during the year in order to be successfully prepared and enrolled in a four-year college.

The students served were **104 6th-8th grade students and 147 9th-12th grade students from Minneapolis and St. Paul Public Schools** who either qualified for free/reduced lunch, were first-generation college students, were from a racial group underrepresented in college, or their primary home language was not English.

Evidence of Effectiveness

- Courses: 66% of BTC students were enrolled in at least one honors course.
- 2014 Graduation: 20 of the 20 high school seniors graduated.
- College Application: 20 of the 20 high school graduates applied to college for 2014-15 and were accepted.
- BTC students were awarded an average of \$27,500 per year in scholarships to their selected postsecondary institution.

Support Factors that Ensured Postsecondary Success for Participants: Breakthrough's main academic support was the intense academic six-week summer program. This program not only prevents summer slide, but has been shown to create academic gains for many of our students. Our curriculum ensured that students are learning material that prepared them for their upcoming school year and beyond. In addition to the curriculum, Breakthrough's summer program created an environment in which academic achievement is celebrated. Our teaching fellows are models of academic success, and the rigorous amounts of homework ensured that students built the academic study skills they needed to be successful in college-level coursework. The main psychosocial support factor was the Breakthrough Code for College Success. This code—persist, relish hard work together, be prepared, strictly positive, curious, grateful, strive to understand—was integrated throughout the program.

Program Activity

- For middle schoolers, 38 extra days of challenging academic enrichment, academic monitoring and tutoring sessions for students with below a B- in core or honors classes.
- For high schoolers, Saturday sessions, academic monitoring, professional college counseling, tutoring sessions for students with below B- in core or honors classes, monthly advisory sessions at each high school.

Matching Award Amount: \$50,000.00

Sources of Match:

- F.R. Bigelow Foundation
- 3M Foundation
- Boston Scientific Foundation

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

Maadaadizi (Start a Journey) Program (FY 2014)

A summary of:

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

Objectives and Population Served

The program's objectives were to increase college motivation and readiness among American Indian students, grades 9-12, through participation in college/career development activities, exposure to institutions of higher education, assistance with high school course selection, and ACT preparation. To increase and/or maintain academic preparedness and eligibility for advanced and PSEO courses through mentorship/tutoring by college students was an additional objective.

The students served were **60 9th-12th grade American Indian students** from the three participating senior high schools in Saint Paul Public Schools (Harding, Como, and Central).

Evidence of Effectiveness

- 2014 Graduation: 14 of the 18 participating seniors graduated from high school.
- College Application: 18 of the 18 graduating seniors applied to college for 2014-15.
- College Graduation: At least 3 participants from previous years have graduated from college.
- 30 ICAP 11th & 12th grade students received advanced coursework and PSEO information, 30 ICAP 11th & 12th grade students were enrolled in advanced coursework and receive additional support, 30 ICAP 11th & 12th grade students received ACT assistance (information and encouragement), and 20 ICAP 11th & 12th grade students took the ACT test.

Support Factors that Ensured Postsecondary Success for Participants: The Saint Paul Public School's American Indian Program school counselor served as the main academic support for the program participants, creating a sense of comfort and consistency for ICAP students.

Program Activity

- Assessing students' future intentions and awareness of college admission criteria.
- Career and college planning sessions.
- Visits to college campuses.
- College information sessions for parents and families.
- Review of student transcripts to determine readiness and eligibility.
- ACT test preparation.
- Pairing students with college mentors.

Matching Award Amount: \$31,208.21

Sources of Match:

- School District General Fund

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

Bemidji State University Upward Bound/Intervention for College Attendance Project (FY 2014)

A summary of:

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

Objectives and Population Served

The program's objectives were to have 80% of all participants pass state assessments in reading/language arts and math by the end of their senior year, 75% of participants complete a rigorous program of secondary study, 80% of participants pursue at least two avenues of funding for their postsecondary education, 90% of participants accepted to at least one college, and 80% of graduating seniors take the ACT exam.

The students served were **101 9th-12th grade students** who are either low-income or potential first generation college students, or both.

Evidence of Effectiveness

- Test Scores: 91% of participants who took the state assessment exam passed the reading/language art. While 63% passed the math exam.
- 80% of participants who continued through graduation completed a rigorous curriculum.
- 2014 Graduation: 100% participating seniors graduated from high school.
- College Application: 90% of the graduating seniors applied to college for 2014-15.
- College Enrollment and Graduation: 65 students from previous years are currently attending college.

Support Factors that Ensured Postsecondary Success for Participants: **Academic/Personal Advising:** UB/ICAP staff not only worked with students in regards to their academic struggles, but they also worked with students to overcome obstacles outside of the classroom. UB/ICAP participants participate in the program for a minimum of three years. **Mentoring:** Bemidji State University student volunteers served as mentors for Upward Bound participants. Mentors made scheduled bi-weekly phone calls to students. Mentors provided support and encouragement regarding school performance and post-secondary education interests. **Residence Hall Living:** Students stayed in a BSU residence hall five nights per week during the Summer Program. In order to spur large group connectedness, roommate pairs included students from different high schools as well as students who have not shared a room during previous summer programs.

Program Activity

- Summer program with writing and math courses.
- Tutoring services to assist with homework and MCA preparation.
- Bi-weekly advising at target schools.
- College visits coordinated with admissions officers for all participants.
- FAFSA workshop with seniors and their parents.
- ACT preparation workshops held monthly.

Matching Award Amount: \$31,929

Source of Match:

- Upward Bound Grant
-

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

College Possible Expansion at Washington Technology Magnet School in St. Paul (FY 2014)

A summary of:

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

Objectives and Population Served

The program's objectives were to recruit 40 low-income juniors at Washington Technology Magnet School and have 100% of participating juniors continue to second year, increase their ACT score by at least 20% and, as seniors, be admitted to at least one college with application for financial aid.

The students served were **40 11th grade students** who are members of groups that are first generation and/or traditionally underrepresented in higher education.

Evidence of Effectiveness

- ACT Preparation: The group of 40 juniors increased their ACT test scores by an average of 22.5%, from 14.8 on the baseline exam to 18.1 on the real ACT exam.

Support Factors that Ensured Postsecondary Success for Participants: Intensive ACT test preparation services were provided to students to help them improve their scores, demonstrate their true aptitude for success in higher education, and earn admission to a college that is a good fit for them. Coaches provided both individual and group academic support to supplement in-school learning and ensure that students are prepared for the rigor of college coursework. In Year 1 of the grant period, a new test preparation partnership with the Princeton Review was piloted, which provided ACT curriculum tailored to the test-taking challenges of low-income students. The curriculum calendar was revised to devote more "time on task" with English and math skills, particularly those tested by the ACT.

Program Activity

- Students took part in rigorous ACT test preparation sessions led by AmeriCorps members and took four full-length practice exams over the course of their first year in the program.
- Students prepared for the ACT during two-hour, twice weekly, after school sessions with a small group of peers.
- Through a team approach, each student received at least 320 hours of direct service.

Matching Award Amount: \$170,000

Sources of Match:

- General Mills Foundation
- Carlson Family Foundation
- Pohlad Family Foundation
- James B. Linsmayer Foundation

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

Intensive ACT College Prep Program (FY 2014)

A summary of:

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

Objectives and Population Served

The program's objectives were to have participants increase their odds of graduating from high school and enrolling in college by meeting MCA requirements and improving ACT scores, experience and increase their understanding of the residential living experience, be better prepared for the quantity of reading required in college by increasing their reading speed and comprehension, and having 100% of graduating seniors improve their transition to college by attending a summer bridge program.

The students served were **50 9th-12th grade students** from Henry Sibley High School and South St. Paul Secondary School who were either from low-income families or would be first-generation college students.

Evidence of Effectiveness

- ACT College Readiness Benchmark Scores: In 9th/10th grade, none of the students were college ready according to benchmark scores. Through program participation, students collectively went from achievement that was lower than all low-income students to outperforming all students tested in 2012.
- 2014 Graduation: 16 of 16 students who were high school seniors graduated from high school.
- College Application: All graduating seniors have applied to college for 2014.

Support Factors that Ensured Postsecondary Success for Participants: The Cambridge ACT Prep Program accounted for the strengthening of and the increase in core academic skills that make program graduates college ready. High school students were encouraged to select Advanced Placement, International Baccalaureate/Honors classes, and to enroll in PSEO for exposure to the rigors of college work. In addition to college visits, to prepare for the transition to and engagement in the postsecondary environment, the final week of the summer program provided a residential stay on a Minnesota college campus.

Program Activity

- Students' work from practice, retired ACT tests, generated reports, and suggested lesson plans from Cambridge ACT Prep Program.
- Using Cambridge material, bi-weekly academic year skill sessions focused on mathematics, science, reading, and English.
- Goal setting, study skills, financial literacy sessions during academic year.
- Five-week summer academic program.

Matching Award Amount: \$39,846

Sources of Match:

- Dakota County Technical College
 - Use of college facilities and services
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Contact Information: Dora Schumacher, (651) 423-8463, dora.schumacher@dctc.edu

Transitioning & Retaining Underserved Students Through the Power of YOU (FY 2014)

A summary of:

Transitioning & Retaining Underserved Students Through the “Power of You,” Saint Paul College
Grant Amount: \$25,629

Objectives and Population Served

The program’s objectives were to expand the population targeted for recruitment in the current service area, provide expanded services, maintain a fall-to-fall retention rate of 67% for new students in the program, and maintain a three-year graduation and transfer rate for at least 50% of the students.

The students served were **222 9th-12th grade students and 123 college students** who are either economically disadvantaged, first-generation college students, or students of color.

Evidence of Effectiveness

- 2014 Graduation: 222 of the 222 participating seniors graduated from high school.
- College Application: 100% of graduating seniors have applied to college for 2014.
- Accuplacer Assessment: High school students taking assessment increased by 12% from 2013-2014.
- Recruitment: New students increased by 9% from 2012 to 2013.

Support Factors that Ensured Postsecondary Success for Participants: The main academic support factor from this project that ensured “success” in college was a combination of intrusive advising coupled with academic support, such as tutoring. It was very important that each student was placed in correct classes to enable success; this was accomplished through one-on-one advising. After that, academic support was essential in working toward success. The main psychosocial support factors that ensured postsecondary participants are engaged in this environment is the Power of YOU Learning Communities. Students placed into these communities were supported not only by the POY program staff, but also by their instructors who work in an integrated model. The students were also supported through their relationships with fellow students.

Program Activity

- College Accuplacer testing at high schools.
- High school group visits to colleges.
- Power of You Learning Communities to increase college retention.
- Intrusive advising at twice weekly study sessions.
- Student Leadership Team for leadership development.
- Financial aid workshops.
- Group advising for students interested in specific programs of study.
- Field trips to increase awareness of opportunities both in different careers and four-year colleges.
- Partnering with Minneapolis Community and Technical College, high schools, and community organizations to encourage students to pursue a college education.

Matching Award Amount: \$157,775.33

Sources of Match:

- Saint Paul College General Funds

Contact Information: Kathleen Gordon, (651) 846-1325, kathleen.gordon@saintpaul.edu

Learning Connections: Developing College-Ready Writing (FY 2014)

A summary of:

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

Objectives and Population Served

The program's objectives were to have students in grades 9-12 improve their writing skills as measured by AIMSWeb assessments and to have students in grades 11-12 writing essays of a caliber to gain admission to postsecondary programs and reflective of requirements of written sections of college applications.

The students served were **123 9th-12th graders** who were attending LEAP Academy in St. Paul and the GGAL program at Women's Initiative for Self Empowerment. Students were English language learners, first-generation college students, or below standard in their level of writing proficiency.

Evidence of Effectiveness

- 85% of participating 9th-12th graders had positive growth in improving writing skills.
- 83% of 11th-12th graders had positive growth in writing as related to college-ready writing.
- 2014 Graduation: 15 participating seniors graduated from high school.
- College Application: 100% of graduating seniors have applied to college for 2014-15.
- College Enrollment and Graduation: 24 students from previous years have graduated from college, while 14 students are currently enrolled in college.
- 10 students had essays selected for the Minnesota Literacy Council publication, Journeys.

Support Factors that Ensured Postsecondary Success for Participants: The main academic support factor that LDA's program provided was intensive writing instruction services to low-income, English Language Learner students who had the potential for attending a postsecondary program, but needed to improve writing skills to successfully apply and succeed. LDA's program provided two key psychosocial supports for the transition to a post-secondary environment. The first was providing the opportunity to build a relationship with a trusted adult to support student preparation for post-secondary work. The second was building confidence in students to express themselves and tell their stories, which is not a cultural norm for program participants.

Program Activity

- Direct intensive writing instruction was provided throughout the school year at LEAP Academy and in one-hour sessions from September to May at GGAL.
- Instructors used curricular material known to be successful with English language learners and students with learning difficulties.

Matching Award Amount: \$28,500

Sources of Match:

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

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

Project ELY (Empowerment through Learning for Youth) (FY 2014)

A summary of:

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

Objectives and Population Served

The program's objectives were to help participants learn study skills and improve their academic performance, building strong bonds to school and awareness of postsecondary opportunities, increase confidence and self-esteem, and develop social skills that will help them succeed.

The students served were **120 6th-8th grade students and 93 9th-12th grade students** that are economically disadvantaged or a first-generation college student. Students were referred by teachers, parents, or self.

Evidence of Effectiveness

- 2014 Graduation: 28 of 28 high school seniors graduated from high school.
- College Application: 25 of 28 graduating seniors have applied to college for 2014-15.

Support Factors that Ensured Postsecondary Success for Participants: The main academic support factor was the tutoring, mentoring, and homework help facilitated by caring staff and volunteers. ECR staff and volunteers have changed less regularly than the school administration and have strong relationships with students and families. It's our mission to provide support for all students to follow their dreams and become happy and productive citizens. A strong partnership with Ely schools allowed us to augment and reinforce curricula and standards. When ECR staff tutor underachieving students, significant time is spent getting to know enough of the students' backgrounds and interests to give attention to building self-esteem, self-awareness, and compassion. This dovetailed with anti-bullying efforts that start in elementary school, Rachel's Challenge reminders, and Positive Behavioral Intervention and Support (PBIS) activities help students understand expected, mature behavior at college. Attention to making opportunities available to every student was also a support factor.

Program Activity

- After school homework assistance for 6th-12th graders.
- In-school tutoring and homework help during class periods for middle schoolers.
- Minnesota Career Information System (MCIS) for ACT test prep and college and career research.
- Two college tours for 11th-12th graders.
- Career fair in Duluth.

Matching Award Amount: \$24,300

Sources of Match:

- Ely School District #696
- Cities of Ely & Winton, Townships of Morse & Fall Lake
- Northland Foundation
- Local businesses and individuals (community campaign)

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

Girls Getting Ahead in Leadership (GGAL) Program (FY 2014)

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

The program's objectives were assisting at least 80 immigrant/refugee girls with academic readiness, leadership skills, and social well-being to prepare for and graduate from college.

The students served were **3 6th-8th grade students, 126 9th-12th grade students, and 4 postsecondary students** from nine St. Paul and Roseville schools. All students were from low-income families and received free/reduced school lunch.

Evidence of Effectiveness

- College Application: 100% of graduating seniors have applied to college for 2014.
- Scholarship Awards: 14 high school seniors received scholarship awards.
- High School GPA: Increase from 2.9 to 3.2 at year end.

Support Factors that Ensured Postsecondary Success for Participants: Eight weeks of intensive financial literacy workshops increased the GGAL participants' awareness, knowledge and skills about personal finance and career explorations and was complemented by a day long hands-on experience at Junior Achievement of MN where 25 students applied learned concepts in a life-like community. Students assumed family and income scenarios and visited businesses to gather information for their personal financial decision-making.

Program Activity

- LDA workshops on reading and writing.
- College student mentoring to participants.
- College information workshops.
- College visits.
- ACT/MCA preparation workshops.
- Summer program to increase leadership and English literacy skills.
- Career workshop and preparing personal profiles for job applications, along with practicing interviewing skills.
- Leadership workshops.
- Homework help sites.

Matching Award Amount: \$148,000

Sources of Match:

- Women's Foundation
- Donaldson Foundation
- Youthprise
- HB Fuller Foundation
- 3M Foundation
- Metropolitan Regional Arts Council
- Marbrook Foundation

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

Promoting Academic Success for Underrepresented Students (FY 2014)

A summary of:

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

Objectives and Population Served

The program's objectives were to improve the participants' rate of success on state standardized tests, specifically on the Minnesota Comprehensive Assessments, in the areas of reading and mathematics; increase their gains in core subjects of math and language arts; and have participants express more interest in college options.

The students served were **43 6th-8th graders and 65 9th-12th graders** who were eligible for free/reduced lunch or are members of a group traditionally underrepresented in higher education.

Evidence of Effectiveness

- Minnesota Comprehensive Assessments: ICAP students tended to show more high-level growth than their peers in most grade levels and in both areas (math and reading). Low-level growth was present almost to the same extent. Because of small sample sizes, the results must be reviewed with caution.
- Measure of Academic Progress: In reading, ICAP participants surpassed the expected growth rate based on national norms. Math performance was mixed with only 9th graders showing gains above the national norm.

Support Factors that Ensured Postsecondary Success for Participants: The main academic support factor was the project's emphasis on academic learning in the "core" areas of mathematics, language arts, and science. The main psychosocial support factor was having undergraduate and graduate students serve as mentors and role models. They shared with students the expectations, experiences, opportunities, and challenges involved in higher education, the workforce, and in life in general.

Program Activity

- Tutors and mentors in a variety of settings: school study rooms, classrooms, after-school programs in schools and community sites.
- Students and families attended cultural, academic, and career-awareness programs.

Matching Award Amount: \$55,519.26

Sources of Match:

- MnSCU Access & Opportunity Program
- Pipeline Camps

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

Project Scholar (FY 2014)

A summary of:

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

Objectives and Population Served

The program's objectives were to achieve a graduation rate of 85% for participating students, with 100% of Project Scholar Core Group achieving passing grades in all core academic classes required for graduation and 75% of Project Scholar students accepted into a postsecondary school developing a Summer Transition Plan to bridge the gap between high school graduation and the start of the 2014-15 school year.

The students served were **139 9th-12th grade students and 2 college students** from Scott and Carver Counties who were either identified as receiving special education services or met the High School Graduation Incentive criteria for participating in an Area Learning Center which overlap with the ICAP eligibility requirements in most areas.

Evidence of Effectiveness

- 2014 Graduation: 28 of the 28 high school seniors participating graduated from high school.
- College Application: 17 of the 28 graduating seniors applied to college for 2014-15.
- College/Career Prep Courses: All core group students completed at least one college/career preparation course offered by Southwest Metro Educational Cooperative or Normandale Community College.

Support Factors that Ensured Postsecondary Success for Participants: For academic support, a hybrid online learning program with a teacher in the classroom with students countered isolation and helped students meet the high school credit requirements. The hands-on learning component of the Career and Technical Education courses helped with comprehension and allowed students to apply what they are learning. For psychosocial support, students had access to a Social/Emotional Health Team comprised of one social worker, one mental health worker, and one licensed chemical health therapist. The New Beginnings Program also had a county social worker assigned to their program to assist students. There has been an increase in students with mental health issues, students who have panic attacks and suffer from severe anxiety—all of which make planning for life after high school very stressful. All students were assigned to a case manager in the high school programs so there was always one adult they learned to trust and one person to go to when they had issues.

Program Activity

- Case managers and the Project Scholar Counselor.
- Courses that actively engage students in learning (CTE, service learning, independent study).
- Hybrid online learning.
- Support services from a mental health counselor, a chemical health counselor, and a social worker.

Matching Award Amount: \$56,609.56

Sources of Match:

- Salaries/fringe for grant personnel (district budget)

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

Seeds of Change/AAMI AVID: Concordia University's and St. Paul Central High School's AVID AAMI College Preparation Partnership for African American Males (FY 2014)

A summary of:

Seeds of Change/AAMI AVID: 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

The program's objective was to develop and implement programs and activities that will increase the graduation rate of African-American males within the St. Paul Public Schools and to increase enrollment in college.

The students served were **47 10th-12th grade students** from Central High School who are members of a group traditionally underrepresented in higher education.

Evidence of Effectiveness

- 2014 Graduation: 100% of the participating seniors graduated from high school.
- College Application: 100% of participating seniors have applied to college.
- 30 of the 47 students took at least one advanced course.

Support Factors that Ensured Postsecondary Success for Participants: The program taught students study skills, time management, organizational methods and note-taking skills, all of which they must use in their advanced level college preparation courses. Students were taught how to be critical thinkers through the tutorial process where students were in a small group with an adult who has a college experience that led group discussions to fill in knowledge gaps. In the African American male AVID course, students were encouraged and taught how to be a supportive academic community for each other.

Program Activity

- AVID methodologies – binders, Cornell notes, and assignment logs.
- Academic support.
- Mentoring and tutoring.
- Emotional and social skills development.
- Postsecondary preparation.
- Student workshops.
- Parent workshops.
- Guest artists and consultants.
- Campus tours, ACT preparation, and financial aid overview.

Matching Award Amount: \$81,200

Sources of Match:

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

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

From the Ground Up: An ICAP Collaborative for Fostering Postsecondary Science Majors (FY 2014)

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

The program's objectives were to equip students with the knowledge, skills, habits of mind, and motivation required in order to pursue higher education in general, with a specific focus on mathematics and science, areas where students have traditionally struggled and are underrepresented in institutions of higher education.

The students served were **218 6th-8th grade students, 359 9th-12th grade students** from Faribault and Northfield. Most of the students were first-generation college students often from underrepresented groups and are considered at risk.

Evidence of Effectiveness

- 2014 Graduation: 81 of the 91 students who were high school seniors graduated from high school.
- College Application: 74 of the 81 graduating seniors have applied to college for 2014-15.
- ACT scores with base ACT scores of 19.7 for juniors and 17.3 for seniors, 42% of the juniors and 50% of the seniors improved their scores.
- 9th grade math and science: 100% of students who attended geoscience support regularly passed math and science classes.

Support Factors that Ensured Postsecondary Success for Participants: The main participant support factors were provision of individual relationships and interactions. College student volunteers, young people who are academically strong and able to help others understand a wide range of academic subjects, connected comfortably with our middle and high schoolers, provided instruction, and modeled academic comfort. In addition, all students who received ICAP services had a "point person" who tracked their academic progress, credit acquisition, and ensured that no student fell behind. Ensuring that every student had a skilled, connected young adult in their lives who would not only make sure that they stayed on track to graduate, but who could also address any academic or personal challenges, ensured that no student "falls through the cracks."

Program Activity

- Faribault Summer STEAM program.
- Science enrichment summer activities.
- Northfield Middle School geoscience support.
- Afterschool Academic Support.
- Guidance and support of PSEO-enrolled students.
- ACT preparation.
- College Knowledge Month programming.
- FAFSA events with interpretation services.

Matching Award Amount: \$30,921.60

Sources of Match:

- Salaries/fringe for grant personnel (college budgets)
 - ACE/VISTA workers
 - Use of College facilities
 - Carleton faculty and student volunteers
-

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

Enter University (FY 2014)

A summary of:

Enter University, Minnesota State University, Mankato
Grant Amount: \$33,484

Objectives and Population Served

The program's objectives were to work with students from Saint Paul Public Schools, Park High School of Cottage Grove, and Burnsville High School to provide more online learning opportunities, college readiness, ACT preparation, and college visits. Another objective was provision of ongoing support and college readiness programming to students from the 2013 STEM camps.

The students served were **244 9th-12th graders, and 72 postsecondary students** who are low-income, first generation college students or students of color.

Evidence of Effectiveness

- 38% of participating sophomores and juniors from targeted schools scored an ACT admission standard of 21 or above.

Support Factors that Ensured Postsecondary Success for Participants: Mentors who are underrepresented students themselves hosted question/answer sessions about college readiness and college life with the students. They also led the discussions about admissions and financial aid. Finally, the same mentors provided ACT preparation; so, on many occasions, the students interacted with and learned from the mentors. The mentors were required to have a 3.0 GPA or above and have overcome obstacles to attend MSU, Mankato. Students saw themselves in their mentors and felt that they could also overcome barriers and attend a college or university.

Program Activity

- Used online resources for ACT preparation.
- College visits that include ACT preparation, financial aid readiness and admissions sessions, campus tours, and major/career exploration.
- Student attendance at the summer Science, Technology, Engineering, and Manufacturing (STEM) weekend.

Matching Award Amount: \$33,779.06

Sources of Match:

- Minnesota State University, Mankato

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

An ACT/SAT Course for At-Risk Students (FY 2014)

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

The program's objectives were to help minority and female students increase their college admission test scores, thereby boosting their chances of attending the college of their choice and of winning scholarships that use these scores as part of their criteria. Other objectives were to advise students of the "advanced" courses they should take for college success, increase students' knowledge in content areas assessed by college admission tests and needed for a successful college experience.

The students served were **4 6th-8th graders and 198 9th-12th graders** who were ethnic minorities, females, recent immigrants, first generation college students, and low-income students.

Evidence of Effectiveness

- Test scores: In measuring test scores by effect size, the 103 students who took the pre- and post-ACT tests made substantial improvements in math, reading and their overall score.

Support Factors that Ensured Postsecondary Success for Participants: Representatives from University of Minnesota, Minnesota State Colleges and Universities (MNSCU), and the Minnesota Private Colleges admissions offices led information sessions on admissions standards, course-taking, support services, and the skills students need to be successful college students. Many of the presenters and volunteers had similar backgrounds as participating students and were encouraged to share their educational experiences. This group included current college students with whom our students could easily relate and connect to. This support helped participants see commonality in experiences and expectations.

Program Activity

- ACT/SAT preparation, with strategies, diagnostic practice tests, and mock exams.
- Lectures in math, reading, English, science reasoning, data representation, essay writing, and vocabulary.
- Small group tutoring sessions.
- Study skills sessions by representatives from Sylvan Learning and Princeton Review.
- Visits by college admissions and student affairs officers to explain admissions standards, financial aid, campus support services, and other aspects of postsecondary success.

Matching Award Amount: will be reported on 2015 report

Sources of Match:

- University of Minnesota
 - Facilitators and presenters
-

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

AchieveMpls Career and College Initiative ACT Preparation (FY 2014)

A summary of:

AchieveMpls Career and College Initiative ACT Preparation, AchieveMpls
Grant Amount: \$14,484

Objectives and Population Served

The program’s objectives were to 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, closely monitor students and track their growth from 9th to 11th grade (when they take the ACT), and analyze pre-test data and select test questions/content for focused instruction.

The students served were **175 9th graders** at Edison High School who qualified for free/reduced lunch or were students of color.

Evidence of Effectiveness

- ACT Test: Staff engagement around test prep has increased greatly. Staff seem to have greater interest in understanding areas of weakness for students which has resulted in adjustments in lesson planning.
- Baseline scores from the PLAN test are collected for future comparison.
- The 9th graders performed better than expected on the Pre-ACT assessments. There was a wide variation with scores ranging from the high 20s to single digits.

Support Factors that Ensured Postsecondary Success for Participants: The main academic support factor was having 9th and 10th grade teachers analyze results from “retired” PLAN tests and develop “bell ringers” to implement in the four core classes that directly support skills and concepts students struggled with in the PLAN assessment. As the project’s main psychosocial support, students in grades 9-12 received additional support in transition and engagement for life after high school through regular meetings with the Career and College Center staff.

Program Activity

- An intensive ACT preparation approach that focused on an entire grade at one school.
- Pre-ACT, PLAN, test prep occurred twice weekly during the school day from January to March.
- ELL students had access to after school tutoring from an ELL teacher.

Matching Award Amount: \$15,245

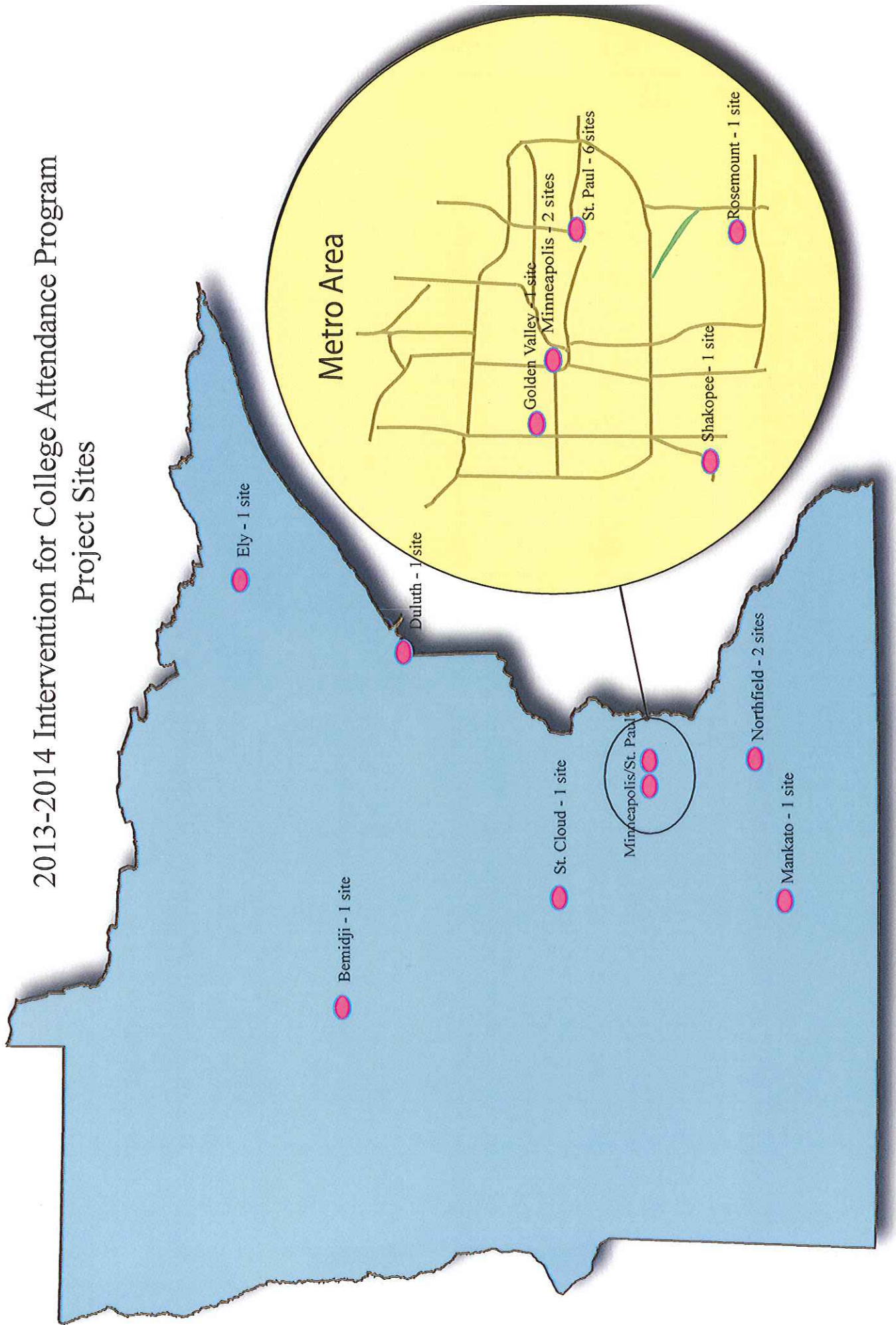
Sources of Match:

- Minneapolis Public Schools
- Cargill Foundation

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

**APPENDIX A: ICAP PROJECT MAP
CONTINUATION AWARDS**

2013-2014 Intervention for College Attendance Program Project Sites



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

AchieveMpls Career and College Initiative ACT Preparation
AchieveMpls, Minneapolis
Armise Roberson, (612) 455-1566, aroberson@achievempls.org

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

Maadaadizi (Start a Journey) Program
Saint Paul Public Schools, St. Paul
Elona Street-Stewart, (651) 293-5191, streetstewart@comcast.net

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@womenofwise.org

Learning Connections: Developing College-Ready Writing
Learning Disabilities Association (LDA), Inc., Golden Valley
Jill Pearson-Wood, (952) 582-6007, JP@ldaminnesota.org

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

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

College Possible Expansion at Washington Technology Magnet School in St. Paul
College Possible, St. Paul
Bethany Krueger, (651) 917-3525, BKrueger@collegepossible.org

Breakthrough Twin Cities
Breakthrough Twin Cities, St. Paul
Mikisha Nation, (651) 748-5586, mnation@breakthroughtwincities.org

From the Ground Up: An ICAP Collaborative for Fostering Postsecondary Science Majors
Carleton College, Northfield
Adrienne Falcón, (507) 222-5748, afalcon@carleton.edu

Project Scholar
South West Metro Educational Cooperative, Shakopee
Joyce Eissingner, (952) 567-8105, jeissingner@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
Kathleen Gordon, (651) 846-1325, kathleen.gordon@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

**APPENDIX B: ICAP MATCHING REVENUE SOURCES
FOR FISCAL YEARS 2013 AND 2014**

ICAP Revenue Sources for Fiscal Year 2013

Grantees	ICAP Funding	Matching	Source of Matching
Regents of the University of Minnesota	\$25,000	\$25,291.49	<ol style="list-style-type: none"> 1. In-kind contributions 2. Facilitators and Presenters (volunteers in-kind contributions)
College Possible	\$40,000	\$185,000.00	<ol style="list-style-type: none"> 1. General Mills Foundation 2. Carlson Family Foundation 3. Pohlad Family Foundation 4. James B. Linsmayer Foundation
Women's Initiative for Self Empowerment (WISE), Inc.	\$42,000	\$146,800.00	<ol style="list-style-type: none"> 1. Women's Foundation of Minnesota 2. Target Corp 3. Youthprise 4. Donaldson Foundation 5. Verizon Foundation 6. Metropolitan Regional Art Council 7. H.B. Fuller Foundation 8. Marbrook 9. 3M 10. Individual contributions/GGAL events 11. In-kind - Volunteers/Americorps Fellows
AchieveMpls	\$16,538	\$16,364.78	<ol style="list-style-type: none"> 1. Minneapolis Public Schools 2. Cargill Foundation
Northfield Public Schools	\$55,644	\$94,679.75	<ol style="list-style-type: none"> 1. Northfield Public Schools in-kind contribution 2. Foundation grants & donations (Northfield Area United Way, Women in Northfield Giving Support Foundation, Xcel Energy Foundation, Blandin Foundation, private donations) 3. PRIMETIME federal stimulus grant (Minnesota Office of Justice Programs) 4. HealthFinders Collaborative (after school study center bussing - in-kind contribution)
The College of St. Scholastica	\$51,904	\$184,428.14	<ol style="list-style-type: none"> 1. In-kind contributions 2. Upward Bound/Upward Bound Mathematics Science Programs
Ely Community Resource, Inc.	\$20,000	\$66,168.00	<ol style="list-style-type: none"> 1. ISD 696 2. Northland Foundation 3. Local business & individuals 4. Cities of Ely & Winton, local townships 5. United Way of Northeast Minnesota

Grantees	ICAP Funding	Matching	Source of Matching
St. Cloud State University	\$48,000	\$81,952.10	1. Access & Opportunity
Minnesota State University, Mankato	\$34,000	\$18,055.80	1. In-kind contributions
Saint Paul Public Schools	\$30,700	\$30,746.04	1. In-kind contributions
Saint Paul College	\$26,245	\$145,521.07	1. In-kind contributions
Breakthrough Saint Paul	\$45,000	\$90,000.00	1. Mortenson Family Foundation 2. McNeely Foundation 3. Otto Bremer Foundation 4. Securian Foundation
Learning Disabilities Association, Inc.	\$33,153	\$30,677.00	1. Marbrook Foundation 2. Otto Bremer Foundation 3. General operating funds
Dakota County Technical College	\$32,000	\$50,110.00	1. In-kind contributions
Concordia University, St. Paul	\$36,000	\$80,200.00	1. In-kind contributions
Carver-Scott Education Cooperative	\$53,987	\$36,171.81	1. Teacher/Case Manager 2. Scholar Counselor 3. Project Director 4. Fringe (14%)
Carleton College	\$28,035	\$48,280.00	1. In-kind contributions
Bemidji State University	\$32,445	\$30,900.00	1. Bemidji State Upward Bound Grant
TOTAL ICAP EXPENDITURE	\$632,651	\$1,361,345.90	

ICAP Revenue Sources for Fiscal Year 2014

Grantees	ICAP Funding	Matching	Source of Matching
Regents of the University of Minnesota	\$24,484	Not available	Matching information will be provided during next year's final narrative report.
College Possible	\$29,484	\$170,000.00	<ol style="list-style-type: none"> 1. General Mills Foundation 2. Carlson Family Foundation 3. Pohlad Family Foundation 4. James B. Linsmayer Foundation
Women's Initiative for Self Empowerment (WISE), Inc.	\$31,484	\$148,000.00	<ol style="list-style-type: none"> 1. Women's Foundation of Minnesota 2. Youthprise 3. Donaldson Foundation 4. Metropolitan Regional Art Council 5. H.B. Fuller Foundation 6. Marbrook Foundation 7. 3M 8. Individual contributions/GGAL events 9. In-kind (volunteers/AmeriCorps Fellows)
AchieveMpls	\$14,484	\$15,245.00	<ol style="list-style-type: none"> 1. Minneapolis Public Schools 2. Cargill Foundation
Minnesota State University, Mankato	\$33,484	\$33,779.06	<ol style="list-style-type: none"> 1. Cash or in-kind contributions
Northfield Public Schools	\$47,484	\$159,060.85	<ol style="list-style-type: none"> 1. Great Lakes Higher Education Guaranty Corporation 2. Blandin Foundation 3. In-kind contributions
The College of St. Scholastica	\$41,484	\$245,401.00	<ol style="list-style-type: none"> 1. Cash or in-kind contributions 2. Area businesses 3. Upward Bound/ Upward Bound Mathematics Science Programs
Ely Community Resource, Inc.	\$19,484	\$24,300.00	<ol style="list-style-type: none"> 1. ISD 696 2. Local businesses and individuals (Community Campaign) 3. Cities of Ely & Winton, Townships of Morse & Fall Lake
St. Cloud State University	\$37,484	\$55,519.26	<ol style="list-style-type: none"> 1. Access & Opportunity 2. Pipeline Camps
Saint Paul Public Schools	\$30,184	\$31,208.21	<ol style="list-style-type: none"> 1. District General Fund
Saint Paul College	\$25,629	\$157,775.33	<ol style="list-style-type: none"> 1. Cash or in-kind contributions
Carleton College	\$27,484	\$30,921.60	<ol style="list-style-type: none"> 1. Cash and in-kind contributions 2. ACE VISTA

Grantees	ICAP Funding	Matching	Source of Matching
Breakthrough Twin Cities	\$44,484	\$50,000.00	1. F. R. Bigelow Foundation 2. 3M Foundation 3. Boston Scientific Foundation
Learning Disabilities Association, Inc.	\$28,484	\$28,500.00	1. Foundation for Educational Research & Development 2. Otto Bremer Foundation 3. David & Janis Larson Foundation 4. General operating funds
Dakota County Technical College	\$31,484	\$39,846.00	1. Cash or in-kind contributions
Concordia University, St. Paul	\$35,484	\$81,200.00	1. In-kind contributions
SouthWest Metro Educational Cooperative	\$35,484	\$56,609.56	1. In-kind contributions
Bemidji State University	\$31,929	\$31,929.00	1. Upward Bound Grant
TOTAL ICAP EXPENDITURE	\$570,002	\$1,359,294.80	

APPENDIX C: REPORTING REQUIREMENTS

1450 Energy Park Drive, Suite 350
St. Paul, MN 55108-5227

Tel: 651-642-0567
800-657-3866
Fax: 651-642-0675

E-mail: info.ohe@state.mn.us
Web: www.ohe.state.mn.us



MEMORANDUM

TO: FY 2014 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

Nancy Walters

SUBJECT: Interim and Final Report Requirements for FY 2014 State ICAP Grants
Year 1 Project Period: July 1, 2013-June 30, 2014

DATE: October 14, 2013

As you begin the first year of your award for this biennium, I am providing you with interim and final report requirements for your Intervention for College Attendance Grant. Since this is the first year of the biennium, you will be able to carry funds over to Year 2 (July 1, 2014-June 30, 2015). Final narrative and financial reports are required for Year 1, and they must be **submitted by July 31, 2014**.

As part of your reporting, please submit a listing of ICAP scheduled activities for the year. Please complete and submit the Schedule of Activities form **by December 2, 2013**.

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

The interim narrative performance report must be **submitted by March 3, 2014**. Guidance for submission of the interim narrative performance report is enclosed.

The enclosed final narrative report guidance indicates information that you must provide to document Year 1 activities. Feel free to add additional documentation to your narrative report if my request for information does not allow you to fully describe project activities and outcomes that support increased high school graduation and college participation by students in your grant-funded project.

NW:kg

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

2013-2014 Interim Narrative Report
Due: March 3, 2014

Intervention for College Attendance Program
Minnesota Office of Higher Education
Project Period: July 2013 – June 30, 2014

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 2007-2014 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 2014-2015\Expenditure Forms\2014\Interim Narrative Report.doc

**Fiscal Year 2014 Intervention for College Attendance Program
Final Report Requirements
Project Period: Year 1: July 1, 2013–June 30, 2014
REVISED**

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 2014 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, 2013-June 30, 2014.

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 _____

II. Participant Data

- A. Number of participants:
Projected for service in funded 2013-14 proposed project _____
Recipients of service in 2013-14 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. Collect and keep on file the 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 (2013-14).

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							

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 (2013-14).

ICAP Program Participants	Year 1 (2013-14)
Number of high school seniors served	
Number of high school seniors served who graduated	
Number of graduating seniors who have applied to postsecondary institutions for the 2014-15 academic year	
Number of graduating seniors who did not apply for fall 2014 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 2013-2014 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 2013-2014		
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 2013-2014		
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 2013-2014 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 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 (2013-14) 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 2013-14 project, either positive or negative?

N. Were there unanticipated learnings for you, the project director, because of the 2013-14 grant? If yes, what were they?

O. Please identify any benefits or drawbacks to having nine 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 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, 2014**. 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:
7/31/2014

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 6/30/14	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 <u>(ICAP FUNDS ONLY)</u>	B Expenditures Current Period	C Unliquidated Balance (A-B)
COSTS TYPE			
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			
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

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

Due by:
7/31/2014

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 6/30/14	Grant Total Award \$ _____
Contact Person	Phone #	Email	

SECTION B STATEMENT OF MATCHING EXPENDITURES

Period covered by this request Begins _____ Ends _____	Report matching expenditures according to Grant Contract budget on file	
	A	B
COSTS TYPE	Total Expenditure from ICAP Grant + Matching	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	TO BE COMPLETED BY OHE ACCOUNTING
I certify that the above statement is true and accurate.	
Name and Title of Institution's Authorized Financial Official _____	
Signature _____ Date _____	

APPENDIX D: STUDENT PARTICIPATION IN COLLEGE ACCESS PROGRAMS

**ICAP 2013-2014 Grantees
Student Participation in Other College Access Programs**

ICAP Grantee	ICAP Grant Students Were Involved In These Other Programs
Regents of the University of Minnesota	Scholars of Minnesota COPE Program, EMBODI Program, Young Women's Issues Forum
Bemidji State University	Upward Bound Program
Minnesota State University, Mankato	Summer Transition Grant
Saint Paul Public Schools	AVID, College Possible, GEAR UP, Minnesota Minority Education Partnership, Breakthrough Twin Cities
College Possible	
Carleton College	Northfield TORCH, Faribault CAST, Faribault STEAM, Northfield Summer BLAST
Women's Initiative for Self Empowerment (WISE)	AVID
St. Paul College	
Dakota County Technical College	
St. Cloud State University	MnSCU's Access and Opportunity Program
The College of St. Scholastica	Upward Bound Program, Upward Bound Math & Science Program
SouthWest Metro Educational Cooperative	Normandale Community College two-credit course – READ 1110
Breakthrough Twin Cities	College Possible
Northfield Public Schools	Riverland Be Your Best, Itasca Community College Summer Engineering Program, Partners of the Americas, Minnesota Business Ventures, Carlton College Young Astronomer Summer Experience, Minnesota Conservation Corps, Mankato Teachers of Tomorrow Camp, Minnesota Institute for Talented Youth, Scrubs Camp – WSU, St. Olaf Acting Camp, Gustavus Adolphus Summer Speech Institute, St. Catherine's First Step, Minnesota Zoo Camp
AchieveMpls	College Possible, Educational Talent Search, Project Success, Upward Bound
Learning Disabilities Association, Inc.	Step Up, College Possible, Upward Bound
Ely Community Resource, Inc.	
Concordia University	AVID, St. Paul School District Multicultural Excellence Program (GPA of 2.5 or higher)