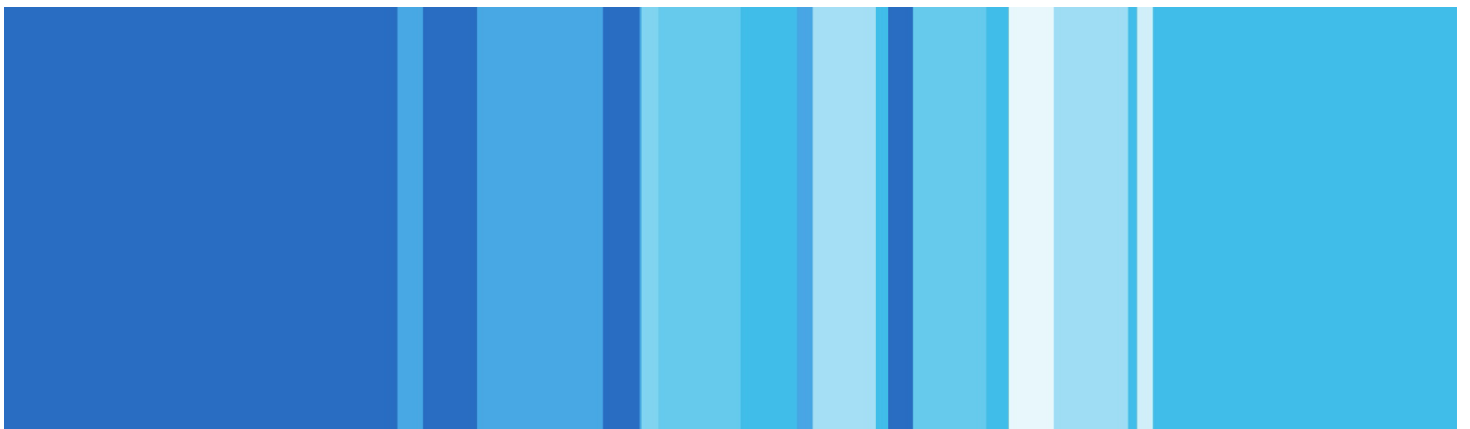


January 15, 2013



Intervention for College Attendance Program: 2011-2012 Report



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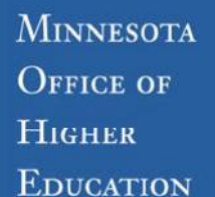
About the Minnesota Office of Higher Education

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 \$164 million in need-based grants to Minnesota residents attending eligible colleges, universities and career schools in Minnesota. The agency oversees other state scholarship programs, tuition reciprocity programs, a student loan program, Minnesota's 529 College Savings Plan, licensing and early college awareness programs for youth.

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Introduction

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 and 2013 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 2013.

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 2011-12 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 four-year high school graduation rate for Minnesota public high schools was 77 percent, or 54,731 students in 2011. White students graduated at 84 percent (45,574 students), while 55 percent of all students of color (7,494 students) did not graduate. Rates varied from 42 percent to 72 percent among the other racial/ethnic groups.

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

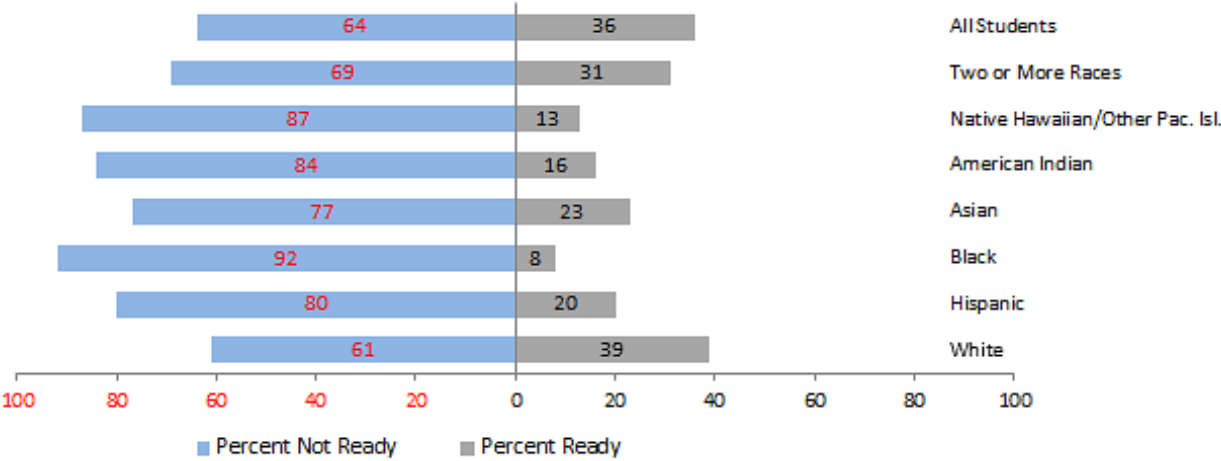
- 52 percent of 5,048 limited English proficient students graduated
- 58 percent of 22,693 free/reduced price lunch eligible students graduated

Results from the ACT exam provide another indicator of Minnesota high school students’ college and workforce readiness. Almost 70 percent of Minnesota high school graduates currently take the ACT exam. Minnesota’s average score on the ACT college entrance exam has increased gradually over the last 10 years. In 2012, Minnesota’s high school graduates posted the highest average composite score in the nation among states where more than 50 percent of students took the ACT. The mean score was 22.8 out of a maximum score of 36.

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

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

Percent of 2012 Minnesota Test-takers Meeting All Four ACT College Readiness Benchmark Scores



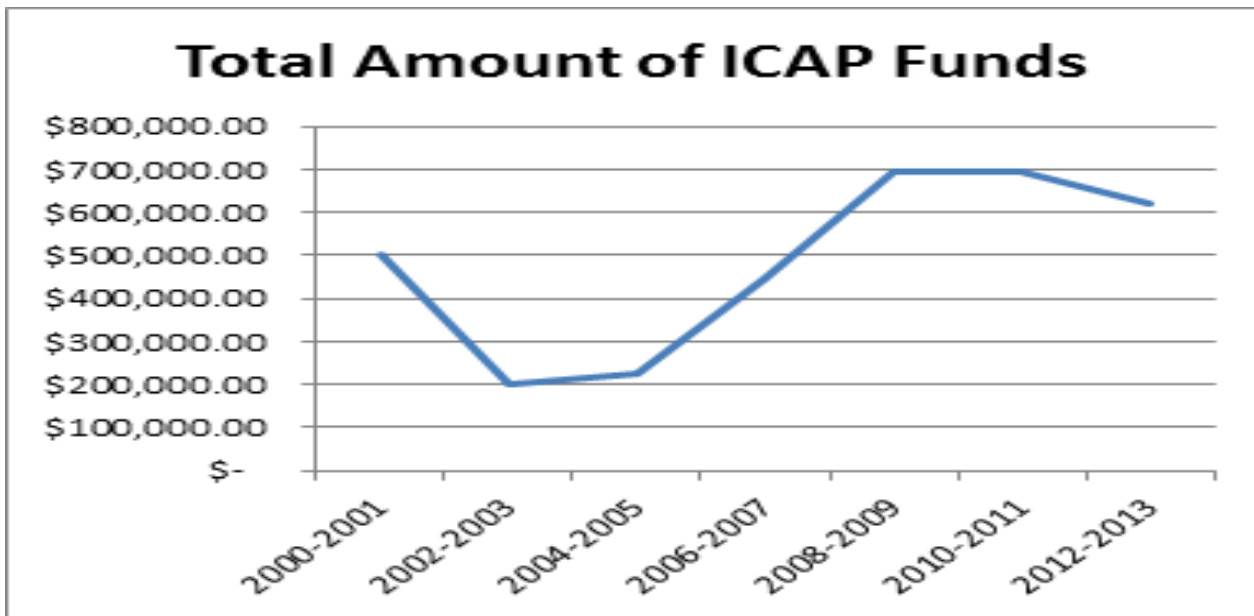
Source: ACT

Funding History

The Intervention for College Attendance Program was first funded during the 2000-01 biennium with \$500,000 made available each year. Ten grants were awarded to early intervention programs to help low-income students reach the doors of college through a variety of services. Below is a chart of the number of grants awarded from 2000 to 2013 with available funding:

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

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



ICAP Program for Fiscal Year 2011

The 20 funded projects for Fiscal Year 2011 were:

Concordia University	
Seeds of Change: Concordia University's and St. Paul Central High School's Arts Literacy and College Preparation Partnership for African American Males	\$36,000/year
University of Minnesota	
An ACT/SAT Course for At-Risk Students	\$28,000/year
Achieve! Minneapolis	
Achieve! Career and College Initiative ACT Preparation	\$19,491/year
Minnesota State University, Mankato	
Mankato Achieving College Access Program	\$44,000/year
The College of St. Scholastica	
DREAM Project - Daring to Realize Excellence and Academic Motivation	\$43,659/year
University of Minnesota	
Maadaadizi (Start a Journey) Program	\$36,555/year
Women's Initiative for Self Empowerment (WISE)	
Girls Getting Ahead in Leadership (GGAL) Program	\$32,000/year
Learning Disabilities Association (LDA)	
Girls Getting Ahead in Leadership – Academic Component	\$31,500/year
St. Cloud State University	
Promoting Academic Success for Underrepresented Students	\$38,000/year
Dakota County Technical College	
Intensive ACT College Prep Program	\$32,000/year
Admission Possible	
Admission Possible Program Expansion	\$30,000/year
Mounds Park Academy	
Breakthrough Saint Paul	\$45,000/year
St. Cloud Technical College	
Academic Advancement Academy	\$25,000/year
Carleton College	
From the Ground Up: An ICAP Collaborative for Fostering Postsecondary Science Majors	\$34,493/year
Carver-Scott Educational Cooperative District 930	
Project Scholar	\$41,773/year
Northfield Public Schools	
Tackling Obstacles and Raising College Hopes (TORCH)	\$49,000/year
Saint Paul College	
Transitioning & Retaining Underserved Students Through the Power of YOU	\$26,245/year
Lake Superior College	
Upward Bound/ICAP	\$40,000/year

Bemidji State University	
Bemidji State University Upward Bound/Intervention for College Attendance Project	\$38,553/year
Ely Community Resource, Inc.	
Project ELY – Empowerment Through Learning for Youth	\$20,000/year
Total	\$691,269

ICAP Program for Fiscal Year 2012

The 19 funded projects for Fiscal Year 2012 were:

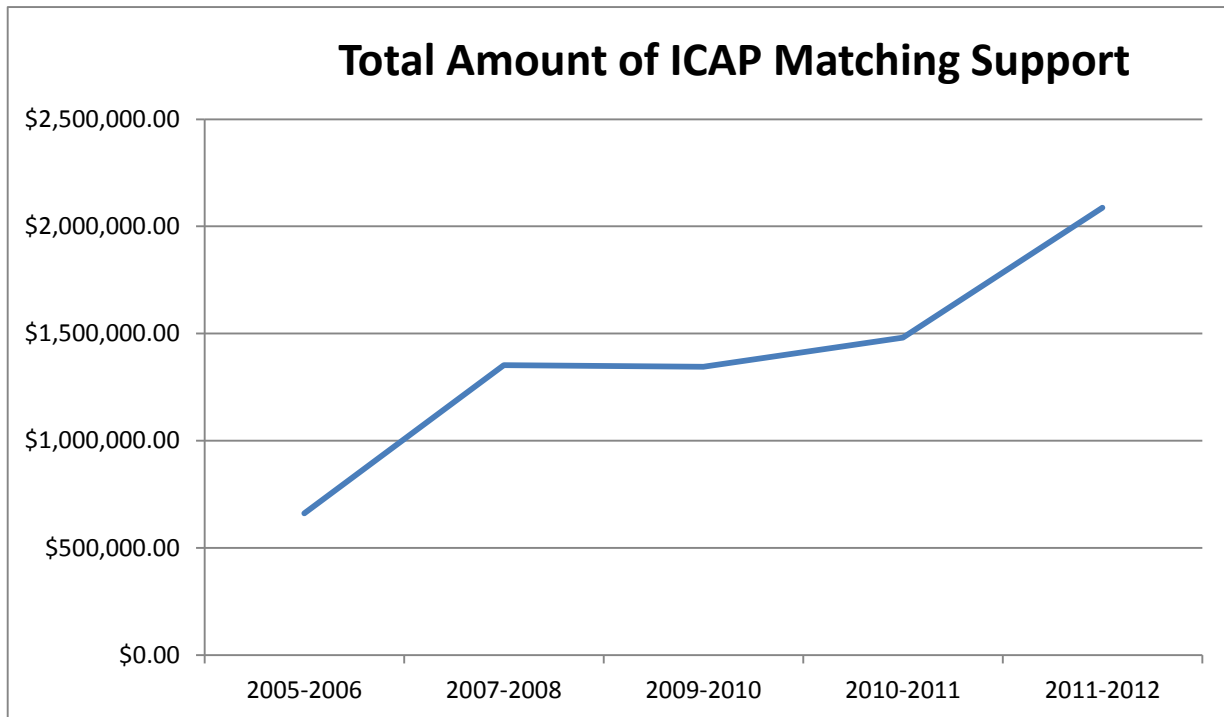
Concordia University	
Seeds of Change: Concordia University’s and St. Paul Central High School’s Arts Literacy and College Preparation Partnership for African American Males	\$36,000/year
University of Minnesota	
An ACT/SAT Course for At-Risk Students	\$25,000/year
Achieve! Minneapolis	
Achieve! Career and College Initiative ACT Preparation	\$15,000/year
Minnesota State University, Mankato	
Enter University	\$34,000/year
The College of St. Scholastica	
DREAM Project - Daring to Realize Excellence and Academic Motivation	\$42,000/year
Saint Paul Public Schools	
Maadaadizi (Start a Journey) Program	\$30,700/year
Women’s Initiative for Self Empowerment (WISE)	
Girls Getting Ahead in Leadership (GGAL) Program	\$32,000/year
Learning Disabilities Association (LDA)	
Girls Getting Ahead in Leadership – Academic Component	\$30,000/year
St. Cloud State University	
Promoting Academic Success for Underrepresented Students	\$38,000/year
Dakota County Technical College	
Intensive ACT College Prep Program	\$32,000/year
Admission Possible	
Admission Possible Program Expansion	\$30,000/year
Mounds Park Academy	
Breakthrough Saint Paul	\$45,000/year
Carleton College	
From the Ground Up: An ICAP Collaborative for Fostering Postsecondary Science Majors	\$28,000/year
Carver-Scott Educational Cooperative District 930	
Project Scholar	\$36,000/year
Northfield Public Schools	
Tackling Obstacles and Raising College Hopes (TORCH)	\$48,000/year

Saint Paul College	
Transitioning & Retaining Underserved Students Through the Power of YOU	\$26,145/year
Lake Superior College	
Upward Bound/ICAP	\$40,000/year
Bemidji State University	
Bemidji State University Upward Bound/Intervention for College Attendance Project	\$32,445/year
Ely Community Resource, Inc.	
Project ELY – Empowerment Through Learning for Youth	\$20,000/year
Total	\$620,290

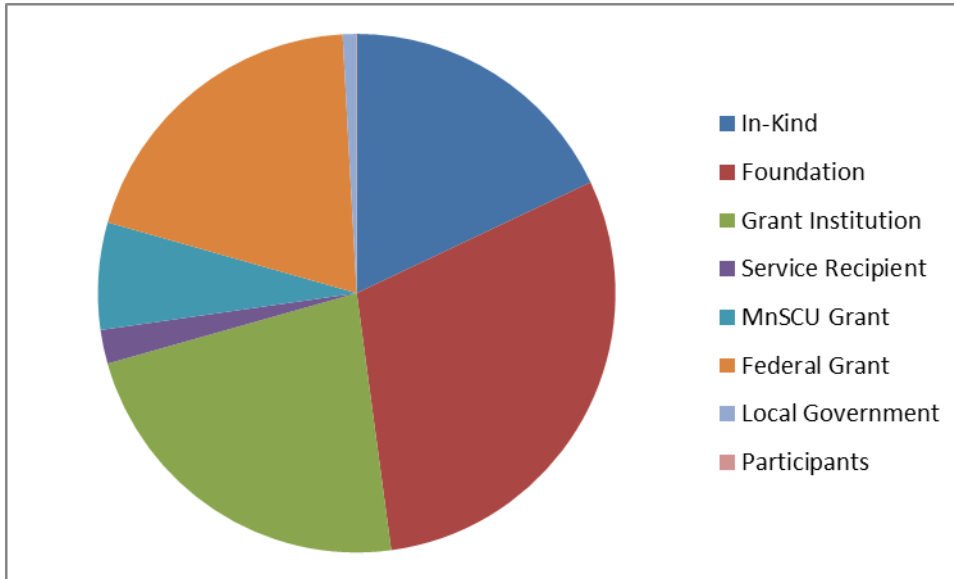
ICAP Grant Matching Support

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 2011 expenditures from grant funds totaled \$691,269, and end-of-year reports indicated that projects used an additional \$1,481,269 in matching support to implement project activities.

Expenditures from 2012 grant funds totaled \$620,290, and end-of-year reports indicated that projects used an additional \$2,101,153 in matching support to implement project activities. (See Appendix C for matching revenue sources for Fiscal Years 2011 and 2012.)



Sources of Matching Support for 2011-2012



Fiscal Years 2011 and 2012 Project Reports

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

Fiscal Years 2011 and 2012 Outcomes of Individual Projects

In Fiscal Year 2011, the 20 matching grant projects provided services for 2,464 students in grades six through 12 and for 424 postsecondary students.

In Fiscal Year 2012, the 19 matching grant projects provided services for 3,264 students in grades six through 12 and for 340 postsecondary students.

Information on the students served, activities implemented, and key outcome of individual projects for FY 2011 and FY 2012 follows. The FY 2012 project information includes a participant story that highlights the specific impact the ICAP project had on a particular participant.

FY 2011 Individual Project Outcomes

Achieve Career and College Initiative ACT Preparation (FY 2011)

A summary of:

Achieve Career and College Initiative ACT Preparation, Achieve! Minneapolis
Grant Amount: \$19,491

Objectives and Population Served

The program's objectives were to recruit at least 75 ICAP-eligible students 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 **86 9th-12th graders** who qualified for free/reduced lunch or were students of color.

Evidence of Effectiveness

- Test Scores: Students improved their ACT scores from a baseline of 16 (40th percentile) to 19 (62nd percentile).
- 2011 Graduation: 46 of the 46 students who were high school seniors graduated from high school.

Program Activity

- Students took and reviewed five 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.

Matching Award Amount: \$19,491.00

Sources of Match:

- Minneapolis Public Schools
- Individual donations

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

Seeds of Change: Concordia University's and St. Paul Central High School's Arts Literacy and College Preparation Partnership for African American Males (FY 2011)

A summary of:

Seeds of Change: Concordia University's and St. Paul Central High School's Arts Literacy and College Preparation Partnership for African American Males, Concordia University, St. Paul
Grant Amount: \$43,350

Objectives and Population Served

The program's objectives were 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 the awareness and support of higher education opportunities, procedures, and enrollment into college.

The students served were **21 9th-12th grade students** that were members of a group traditionally underrepresented in higher education.

Evidence of Effectiveness

- 2011 Graduation: 2 of the 6 participating seniors graduated from high school, and the remaining 4 were projected to graduate in the summer of 2011.
- College Application: 2 of the 6 participating seniors applied to college, and the remaining 4 were planning to enroll in the future. Of the 31 students who participated in past years as a senior, 20 were currently enrolled in college for 2011-12.

Program Activity

- Academic support.
- Mentoring.
- Emotional and social skills development.
- Postsecondary preparation.
- Student workshops.
- Parent workshops.
- Guest artists and consultants.
- Community service.

Matching Award Amount: \$62,300.00

Sources of Match:

- Staff time for salaries and contractual
- Materials and refreshments for family sessions

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

Upward Bound/ICAP (FY 2011)

A summary of:

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

Objectives and Population Served

The program's objectives were to get all of the students to participate in career awareness and planning for postsecondary education and an opportunity for summer internship/career mentoring experiences. Another goal was to get 90% of the students to enroll in one or more college preparatory courses yearly and access academic resources to aid them in completing high school.

The students served were **48 9th-12th graders** who qualified for free/reduced lunch or were first-generation college students.

Evidence of Effectiveness

- 2011 Graduation: 12 of the 13 students who were high school seniors graduated from high school.
- College Application: 11 of the 12 graduating seniors applied to college for 2011-12, while the remaining senior enlisted in the armed forces.
- College Graduation: 41 students from previous years have graduated from postsecondary institutions.

Program Activity

- Career assessments.
- Student internship program.
- College and career exploration trips.
- Career night.
- Career portfolios.
- College advising.
- Tutoring.
- Financial aid advising.

Matching Award Amount: \$42,129

Sources of Match:

- In-kind services

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

An ACT/SAT Course for At-Risk Students (FY 2011)

A summary of:

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

Objectives and Population Served

The program's objectives were to help minority, low-income, and female students increase their college admission test scores, increase students' knowledge in content areas assessed by college admission tests, advise students of the "advanced" courses they should take to be successful on college admission tests, maximize students' study time, and meld the students into a community of scholars where academic pursuit is valued.

The students served were **8 6th-8th graders and 202 9th-12th graders** who were ethnic minorities, females, recent immigrants, first generation college students, and less affluent students.

Evidence of Effectiveness

- Test scores: The 90 students who took the pre- and post-ACT tests showed an average point gain of 3 points.
- 2011 Graduation: 7 of the 10 high school seniors participating in the program graduated from high school.
- College Application: 5 of the 7 high school seniors graduating from high school have applied to college for 2011-12.

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 admission officers to explain courses necessary for college attendance.
- Sessions on study skills, note-taking, time management, and test anxiety.

Matching Award Amount: \$34,635.93

Sources of Match:

- In-kind
- Volunteer hours

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

Project Scholar (FY 2011)

A summary of:

Project Scholar, Carver-Scott Educational
Cooperative (CSEC) District 930
Grant Amount: \$47,621

Objectives and Population Served

The program's objectives were to increase the high school graduation rate of CSEC students from 73% to 80%, increase the percentage of CSEC students who enroll into college from 33% to 50%, and have 85% of the participants passing all of their core classes required for graduation.

The students served were **134 9th-12th grade students and 20 college students**. The activities were most focused on a core group of 40 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 eligible for the program.

Evidence of Effectiveness

- 2011 Graduation: 60 of the 95 high school seniors participating graduated from high school. 40 of the 40 seniors in the core group graduated from high school.
- College Application: 23 of the 60 graduating seniors applied to college for 2011-12.
- College Graduation: 2 of the college students in the program graduated from college.

Program Activity

- Students participated in career and technical programs, service learning projects, leadership activities, and career exploration activities. Students also had access to counseling services.
- The activities were designed to expand students' awareness and help them understand college plans. This included field trips to colleges, college/career speakers, and FAFSA assistance for families.

Matching Award Amount: \$42,493.95

Sources of Match:

- In-kind contributions

Contact Information: Joyce Eissinger, (952) 567-8105, jeissinger@cseced.org

Admission Possible Program Expansion (FY 2011)

A summary of:

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

Objectives and Population Served

The program's objectives were to serve 40 students in year one of the grant and 75 students in year two. The program will help the 40 students increase their ACT scores by at least 13%. In year two, at least 90% of the students will be admitted to college and apply for financial aid.

The students served were **75 9th-12th grade students** at Edison High School. Students had to be low-income, and all of the students qualified for free/reduced lunch. In addition, 91% of the participants are students of color.

Evidence of Effectiveness

- Test Scores: Students improved their ACT scores by an average of 17%, from an average of 14 to 17.
- 2011 Graduation: 36 of the 40 students who were high school seniors graduated from high school.
- College Application: 36 seniors from the current year applied to college for 2011-12.
- College Graduation: At least 31 students from previous years have graduated from 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.

Matching Award Amount: \$155,000.00

Sources of Match:

- General Mills Foundation
- Carl and Eloise Pohlada Family Foundation
- Best Buy Children's Foundation
- Smikis Foundation

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

Girls Getting Ahead in Leadership (GGAL) Program (FY 2011)

A summary of:

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

Objectives and Population Served

The program's objectives were assisting at least 48 immigrant/refugee boys and girls in their junior and senior years of high school to graduate from high school and prepare for college.

The students served were **57 9th-12th grade students and 8 college students**. All students were from low-income families and received free/reduced school lunch. The students in the GGAL program were girls in 10th-12th grade. The students in the Project Achieve (PA) extension of the program were boys and girls in 11th-12th grade.

Evidence of Effectiveness

- 2011 Graduation: 28 of the 29 students who were high school seniors graduated from high school.
- College Application: 28 of the 28 graduating seniors applied to college for 2011-12.
- College Graduation: 53 students from previous years have graduated from college.

Program Activity

- GGAL: Needs assessment, weekly college preparation workshops, writing assessments, college visits, scholarship information sessions, book club, mentoring and homework assistance, service learning projects, and socio emotional services.
- PA: Academic and leadership enhancement workshops, mentoring/tutoring assistance, writing workshops, writing assessments, college visits, scholarship/college information sessions, and job shadowing.

Matching Award Amount: \$62,021

Sources of Match:

- Marbrook Foundation
- Higher Ground Academy
- Bigelow Foundation
- 3M Foundation
- Otto Bremer Foundation
- Metropolitan Regional Arts Council (MRAC)

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

DREAM Project – Daring to Realize Excellence and Academic Motivation (FY 2011)

A summary of:

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

Grant Amount: \$53,659

Objectives and Population Served

The program's objectives were to increase college readiness through tutoring, an online class, career development, leadership training, and group sessions. Another goal was to increase grades through summer academic enrichment

The students served were **127 9th-12th grade students** who were either low-income, first-generation college students, eligible for free/reduced lunch, or referred by a counselor or teacher.

Evidence of Effectiveness

- Test Scores: 19 students took both the practice ACT and actual ACT. The average practice score was 20, while the average actual score was 22.
 - Grades: 57% of the students in the 2010 session increased their GPAs in the 2010-11 academic year.
 - 2011 Graduation: 35 of the 35 high school seniors who participated graduated from high school.
 - College Application: 35 of the 35 graduating seniors have applied to college for 2011-12.
 - College Graduation: 14 students from previous years have graduated from college.
-

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.

Matching Award Amount: \$239,736.79

Sources of Match:

- In-kind services
 - Upward Bound/Upward Bound Mathematics Science Programs
-

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

From the Ground Up: An ICAP Collaborative for Fostering Postsecondary Science Majors (FY 2011)

A summary of:

From the Ground Up: An ICAP Collaborative for Fostering Postsecondary Science Majors, Carleton College
Grant Amount: \$34,493

Objectives and Population Served

The program's objectives were to use basic scientific research (including lab and field work) to improve students' understanding of science as a form of learning and knowledge. Another goal was 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 the content and form of science education.

The students served were **165 6th-8th grade students, 120 9th-12th grade students, and 1 college student**. Most of the students were first-generation college students, often from underrepresented groups, and were considered at risk of dropping out of school.

Evidence of Effectiveness

- 2011 Graduation: 14 of the 17 students who were high school seniors graduated from high school.
- College Application: 11 of the 14 graduating seniors applied to college for 2011-12.

Program Activity

- Science majors from Carleton tutored students to develop scientific thinking and lab skills.
- Students took part in a statewide Lego Robotics challenge.
- Campus tour of Carleton, where they interacted with science majors.
- Carleton science majors provided tutoring in science to high school students.
- Financial aid and college prep workshops for parents.

Matching Award Amount: \$34,991

Sources of Match:

- In-kind contributions

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

Project ELY – Empowerment through Learning for Youth (FY 2011)

A summary of:

Project ELY – Empowerment through Learning for Youth, Ely Community Resource, Inc.
Grant Amount: \$25,387

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 **77 6th-8th grade students and 89 9th-12th grade students** that were identified by their teachers or counselors as "in need of help to be successful."

Evidence of Effectiveness

- 2011 Graduation: 8 of the 8 students who were high school seniors graduated from high school.
- College Application: 7 of the 8 graduating seniors applied to college for 2011-12.
- College Graduation: 12 students from previous years have graduated from college.

Program Activity

- Homework help available for the entire school year.
- ACT test prep for 10th-11th graders.
- Special tutoring for students in danger of not graduating.
- College visits to Vermilion Community College to show what college life is like and to explore careers.

Matching Award Amount: \$43,536.00

Sources of Match:

- Ely School District #696
- Radio and newspaper advertising
- Ely Community Resource, Inc. fundraising
- Local businesses
- Participant fees for ACT test prep

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

Tackling Obstacles and Raising College Hopes (TORCH) (FY 2011)

A summary of:

Tackling Obstacles and Raising College Hopes (TORCH), Northfield Public Schools
Grant Amount: \$59,474

Objectives and Population Served

The program's objectives were to help students improve their performance in core subject areas.

The students served were **112 6th-8th grade students, 164 9th-12th grade students, and 56 college students** who were either Latino, English language learners, students of color, low-income, or first-generation college students.

Evidence of Effectiveness

- 2011 Graduation: 27 of the 28 high school seniors participating in the program graduated from high school.
- College Application: 24 of the 27 high school seniors graduating from high school applied to college for 2011-12.
- College Graduation: 12 college students in the program graduated from college. 20 students from previous years have already graduated from college.

Program Activity

- Academic counseling.
- One-on-one mentoring and tutoring.
- Study centers.
- Evening homework help.
- Grad test preparation.
- Transition to more academically-rigorous classes.
- Leadership and volunteer opportunities.
- Orientation to college life.
- College classes during high school.
- Career explorations.

Matching Award Amount: \$154,131.85

Sources of Match:

- Great Lakes Higher Education Guaranty Corporation
- Northfield Public Schools
- Local partners (TORCH Team, Mentoring Coalition, Northfield Healthy Community Initiative, City of Northfield, Growing Up Healthy Coalition, PRIMETIME Afterschool Collaborative, Northfield Area United Way, Women in Northfield Giving Support)

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

Girls Getting Ahead in Leadership – Academic Component (FY 2011)

A summary of:

Girls Getting Ahead in Leadership – Academic Component, Learning Disabilities Association
Grant Amount: \$31,500

Objectives and Population Served

The program's objectives were to have 11th-12th grade students write essays that meet expectations to gain admission to postsecondary programs, and have 7th-10th grade students improve their writing skills by at least 1.5 grade levels.

The students served were **21 9th-12th grade students** who were members of a group traditionally underrepresented in higher education.

Evidence of Effectiveness

- 2011 Graduation: 16 of the 18 participating seniors graduated from high school.
- College Application: 16 of the 16 graduating seniors applied to college for 2011-12.

Program Activity

- Instruction and coaching was delivered during 75-minute classes twice a week throughout the school year.
- Students needing improvement in writing were identified by their teachers to participate in writing intervention groups.

Matching Award Amount: \$32,500.00

Sources of Match:

- Best Buy
- Xcel Energy
- Jostens

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

Breakthrough Saint Paul (FY 2011)

A summary of:

Breakthrough Saint Paul
Grant Amount: \$51,090

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 **118 6th-8th grade students and 107 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: 84% of middle school students in the program were enrolled in at least one honors course, while 100% of the high school students were enrolled in honors courses. 81% of all students in the program were passing their honors courses with at least a B.
 - 2011 Graduation: 11 of the 11 high school seniors participating in the program graduated from high school.
 - College Application: 11 of the 11 high school seniors graduating from high school applied to college for 2011-12, while 4 of them received full scholarships to college for 2011-12.
-

Program Activity

- Middle school students attended enrichment classes in their core courses, and high school students each received a laptop and complimentary internet access to help them succeed in their honors classes.
- 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.

Matching Award Amount: \$75,000.00

Sources of Match:

- McNeely Foundation
 - Otto Bremer Foundation
 - Best Buy Foundation
 - Katherine B. Andersen Fund of the Saint Paul Foundation
 - Best Buy Foundation
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Contact Information: Amy Stolpestad, (651) 748-5504, astolpestad@breakthroughsaintpaul.org

Transitioning & Retaining Underserved Students Through the “Power of You” (FY 2011)

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 current service area, provide expanded services, maintain a fall-to-fall retention rate of 66% 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 **163 9th-12th grade students and 283 college students** who were either economically disadvantaged, first-generation college students, or students of color.

Evidence of Effectiveness

- 2011 Graduation: 152 of the 152 participating seniors graduated from high school.
- College: 90 students from previous years have graduated from college.
- College Graduation: 3 students from 2010-2011 have graduated from college.

Program Activity

- College Accuplacer testing at high schools.
- 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.

Matching Award Amount: \$146,153.50

Sources of Match:

- Salary and fringe for Program Director – General Fund
- Salary and fringe for Power of You Director – General Fund
- Salary and fringe for Recruitment/Retention Coordinators – General Fund
- Orientation sessions from HUB Center

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

Promoting Academic Success for Underrepresented Students (FY 2011)

A summary of:

Promoting Academic Success for Underrepresented Students, St. Cloud State University
Grant Amount: \$58,000

Objectives and Population Served

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

The students served were **174 6th-8th graders** who were eligible for free/reduced lunch or were members of a group traditionally underrepresented in higher education.

Evidence of Effectiveness

- 2011 Graduation: 15 of the 23 participating seniors graduated from high school.
- College Graduation: One student from a previous year has graduated from college.

Program Activity

- Instruction and coaching was delivered during 75-minute classes twice a week throughout the school year.
- Students needing improvement in writing were identified by their teachers to participate in writing intervention groups.

Matching Award Amount: \$120,130.49

Sources of Match:

- SCSU General Funds
- SCSU Cultural Diversity Funds
- Other Private Funding

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

Mankato Achieving College Access Program (FY 2011)

A summary of:

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

Objectives and Population Served

The program's objectives were to maintain and grow the program, provide year-long college preparation activities for high school students and their families, provide a skill set diagnostic exam using Accuplacer, provide campus visits, and hire a reading or English as a second language specialist to work specifically with ESL populations.

The students served were **69 9th-12th grade students and 57 college students** who are low-income, first-generation college students, or students of color.

Evidence of Effectiveness

- 2011 Graduation: 4 of the 8 participating seniors graduated from high school (no information is available for the other 4 students).
- College Application: 2 of the 4 graduating seniors applied to college for 2011-12.
- College Retention: For the college students in the program, there was a 92% retention rate for the fall semester, and an 82% retention rate for the spring semester.

Program Activity

- Tutoring and support at local high schools.
- ACT exam preparation.
- Career exploration.
- Campus visits of MSU, Mankato.
- Accuplacer diagnostic exam.
- Financial aid and admissions course.

Matching Award Amount: \$54,884.72

Sources of Match:

- Salaries and fringes

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

Maadaadizi (Start a Journey) Program (FY 2011)

A summary of:

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

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, assistance with high school course selection, and ACT preparation.

The students served were **60 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

- 2011 Graduation: 13 of the 24 participating seniors graduated from high school.
- College Application: 11 of the 13 graduating seniors applied to college for 2011-12.

Program Activity

- Career and college planning sessions.
- Visits to college campuses.
- College information sessions for parents and families.
- Review student transcripts to determine readiness and eligibility.
- ACT test preparation.
- Pairing students with college mentors.

Matching Award Amount: \$43,828

Sources of Match:

- University of Minnesota Internal Match
- Subcontract with SPPS

Contact Information: Rickey Hall, (612) 624-0594, hallrl@umn.edu

Academic Achievement Academy (FY 2011)

A summary of:

Academic Achievement Academy, St. Cloud
Technical and Community College
Grant Amount: \$25,000

Objectives and Population Served

The program's objectives were to academically prepare 7th and 8th grade students for testing and college entrance with English and math classes, prepare and encourage parents to help ensure college for their middle school student, career advising with an emphasis on non-traditional careers, and provide financial aid advising for students and parents.

The students were **60 6th-8th grade students** who were economically disadvantaged, first-generation college students, or from a racial/ethnic minority group.

Evidence of Effectiveness

- The post program survey showed an increase in participant intention to attend college.

Program Activity

- A two-week summer academy that includes academic classes in math and English to prepare students for college-level work, service learning opportunities, and career exploration opportunities.
- Workshops for students and parents to help with financial aid and career choices.
- E-mentoring with community professionals for careers of interest.

Matching Award Amount: \$29,763.00

Sources of Match:

- St. Cloud Area Public Schools, District 742
- St. Cloud Technical and Community College

Contact Information: Gregory Reigstad, (320) 308-0977, greigstad@setcc.edu

Bemidji State University Upward Bound/Intervention for College Attendance Project (FY 2011)

A summary of:

Bemidji State University Upward Bound/
Intervention for College Attendance Program
Bemidji State University
Grant Amount: \$38,553

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, have 95% of participants participate in career awareness and exploration activities that include career assessments and planning for postsecondary education, have 80% of participants visit at least one college campus, have 90% of participants accepted to at least one college, and have 80% of graduating seniors take the ACT test.

The students served were **94 9th-12th grade students** who were either low-income or potential first-generation college students, or both.

Evidence of Effectiveness

- Test Scores: 82% of participants who took the state assessment exam passed the math or reading/language arts.
- 2011 Graduation: 29 of the 32 participating seniors graduated from high school.
- College Application and Attendance: 28 of the 29 graduating seniors applied to college for 2011-12. 54 students from previous years are currently attending college.
- College Graduation: 5 previous participants have graduated from college.

Program Activity

- 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: \$38,433

Source of Match:

- Upward Bound Grant

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

Intensive ACT College Prep Program (FY 2011)

A summary of:

Intensive ACT College Prep Program, Dakota
County Technical College
Grant Amount: \$42,136

Objectives and Population Served

The program's objectives were to increase participants' odds of graduation from high school and enrollment in college by meeting state exam requirements and improving ACT scores, have 75% of participants admitted to college participate in a college summer bridge program after graduation, have students understand the steps to college admission, and have participants participate in etiquette training/dinner to improve communication in business settings.

The students served were **50 9th-12th students** who were either first-generation or low-income. 75% of the participants were from a racial/ethnic minority group.

Evidence of Effectiveness

- Test Scores: Seniors taking the ACT had an average score of 21. Juniors taking the ACT had an average score of 23.
- 2011 Graduation: 6 of the 6 participating seniors graduated from high school.
- College Application: 6 of the 6 graduating seniors applied to college for 2011-12.

Program Activity

- Students took pre- and post-ACT mock exams.
- Students took campus visits of the University of Minnesota, Duluth and Minnesota State University, Mankato.
- Students took an online assessment of their top personal skills.
- 21 students attended a professional etiquette training and dinner at the Saint Paul Hotel.

Matching Award Amount: \$50,110.00

Source of Match:

- In-kind contributions

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

FY 2012 Individual Project Outcomes

An ACT/SAT Course for At-Risk Students (FY 2012)

A summary of:

An ACT/SAT Course for At-Risk Students, University of Minnesota

Grant Amount: \$25,000

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 are to 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 186 9th-12th graders** who were ethnic minorities, females, recent immigrants, first generation college students, and low-income students.

Evidence of Effectiveness

- Test scores: The 86 students who took the pre- and post-ACT tests showed an average point gain of over 1 point.

Participant Story: An immigrant student participated in the spring 2011 course. As a student at Minneapolis's North Community High School where 93% of the students are eligible for free/reduced lunch and have an average ACT score of 15.4, he attended the program because he felt it would best prepare him for the ACT test. He will attend North Hennepin Community College in the fall of 2013 with the intent to transfer to the University of Minnesota.

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: \$25,081.50

Sources of Match:

- University of Minnesota
 - Facilitators and presenters
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Contact Information: Dr. Ernest Clifford Davenport, Jr., (612) 624-1040, LQR6576@umn.edu

Bemidji State University Upward Bound/ICAP (FY 2012)

A summary of:

Bemidji State University Upward Bound/ICAP, 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 **96 9th-12th grade students** who are either low-income or potential first generation college students, or both.

Evidence of Effectiveness

- Test Scores: 86% of participants who took the state assessment exam passed the math or reading/language arts.
- 2012 Graduation: 18 of the 19 participating seniors graduated from high school.
- College Application: 17 of the 18 graduating seniors applied to college for 2012-13.
- College Enrollment and Graduation: 44 students from previous years are currently attending college, and 7 previous participants have graduated from college.

Participant Story: A participant from a low-income family joined the program as a high school freshman. As a sophomore, she faced a personal challenge of losing both parents. After her mother died from a long-term illness, her grades began to fall and she retreated emotionally. Six months later, her father passed away unexpectedly. Seeing program staff at her father's funeral helped rekindle relationships with the staff and program. This led her to take ACT preparation courses, earn a 23 on the test, and have report cards dominated by A's. She received a full scholarship to the University of Minnesota-Morris and became the first member of her family to attend 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: \$28,184.56

Source of Match:

- Upward Bound Grant

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

Upward Bound/ICAP (FY 2012)

A summary of:

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

Objectives and Population Served

The program's objectives were to have all of the students participate in career awareness and planning for postsecondary education, and have an opportunity for summer internship/career mentoring experiences. Another goal was to have 90% of the students enroll in one or more college preparatory courses yearly and access academic resources to aid them in completing high school.

The students served were **11 6th-8th graders, 40 9th-12th graders, and 1 college student** who qualified for free/reduced lunch or were first generation college students.

Evidence of Effectiveness

- 2012 Graduation: 7 of the 7 students who were high school seniors graduated from high school.
- College Application: 6 of the 7 graduating seniors applied to college for 2012-13, while the remaining senior enlisted in the armed forces.
- College Graduation: 41 students from previous years have graduated from college.

Participant Story: A participant from a low-income family joined the program in the summer of 2009. With an effervescent personality, most of her time was spent socializing. This led to poor grades and a struggle during her freshman year to get her to focus more on her academic work. There were glimpses of when this focus occurred. A defining moment occurred with a spring group visit to Gustavus Adolphus College when she saw herself there one day if she applied herself in high school. Slowly, her grades improved; she went from failing classes to almost straight As. When she was asked what changed, she said that she finally realized the importance of doing well in high school. The consistent reminders and demonstrations of what focus and follow-through can do helped her realize that she could excel in school. She went beyond strong academics in her junior year and became involved in volunteer work. She was seen getting blood drive volunteers, participating in AIDS awareness days, and encouraging other students to practice safe health practices. She is a good role model and shares her story to freshmen about the importance of starting early with good grades. Now she hopes to be the first person in her family to graduate from college.

Program Activity

- Career assessments.
- Student internship program.
- College and career exploration trips.
- Career night.
- Career portfolios.
- College advising.
- Tutoring.
- Financial aid advising.

Matching Award Amount: \$45,697.00

Sources of Match:

- In-kind service
-

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

Enter University (FY 2012)

A summary of:

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

Objectives and Population Served

The program's objectives were to provide tutorial support in writing skills to a cohort of students at Mankato East, Mankato West, and Chaska High Schools once a week, and to provide opportunities for students to practice college-level writing through practical assignments (such as college admissions essays and scholarship application letters).

The students served were **14 6th-8th graders, 164 9th-12th graders, and 37 college students** who are low-income, first generation college students or students of color.

Evidence of Effectiveness

- College Application: 37 of the 37 graduating seniors applied to college for 2012-13.

Participant Story: A participant from Mexico who moved from place to place throughout her childhood moved to the United States in 9th grade, settling at Chaska High School. Despite initially not knowing English, she has been working hard so that she can pay for college in the future. She said that her ultimate goal is to be a preschool or elementary school teacher.

Program Activity

- Tutoring for high school students to assist them in improving their writing and math skills and ACT test preparation.

Matching Award Amount: \$37,771.77

Sources of Match:

- Minnesota State University, Mankato

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

Maadaadizi (Start a Journey) Program (FY 2012)

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, assistance with high school course selection, and ACT preparation.

The students served were **78 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

- 2012 Graduation: 19 of the 22 participating seniors graduated from high school.
- College Application: 19 of the 19 graduating seniors applied to college for 2012-13.
- 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.

Participant Story: One participant entering 11th grade in the fall of 2012 has struggled with involvement in gangs, fighting, indifference to school, and poor school attendance. Through the program, he created a plan to get to school each day and to bring his GPA to the highest level possible. He had only three absences for the fourth quarter of his sophomore year, compared to a total of 63 in the first three quarters! He will take two advanced courses in his junior year, wishes to participate in PSEO during his senior year, and looks forward to being the first member of his family to graduate from high school and attend college.

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 student transcripts to determine readiness and eligibility.
- ACT test preparation.
- Pairing students with college mentors.

Matching Award Amount: \$30,812.00

Sources of Match:

- School District General Fund

Contact Information: Kathy Denman-Wilke, (651) 293-5191, kathy.denman-wilke@spps.org

College Possible Twin Cities Expansion at Como Park High School in St. Paul (FY 2012)

A summary of:

College Possible Twin Cities Expansion at Como Park High School

Grant Amount: \$30,000

Objectives and Population Served

The program's objectives were to help 20 low-income juniors at Como Park High School increase their ACT scores by at least 13% and have 90% of participating seniors admitted to at least one college and applying for financial aid by Year 2.

The students served were **20 9th-12th grade students** who are members of groups that are traditionally underrepresented in higher education.

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 Graduation: At least 32 students from previous years at this site have graduated from college.

Participant Story: A fall 2011 participating senior has had a difficult home life and suffered unfortunate circumstances that have made it challenging to be academically successful. With missing several College Possible meetings due to debate club membership, he scheduled meetings with his College Possible coach after debate practice and kept in touch with her through e-mails and phone calls. He earned a high enough score on the ACT practice exam to apply for college, but missed the April ACT exam due to a national debate competition and missed the June exam due to an altercation by others on his bus. However, these events have not discouraged him. He has been studying throughout the summer and plans to take the ACT for college entrance in October.

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.

Matching Award Amount: \$250,000.00

Sources of Match:

- General Mills Foundation
 - Travelers Companies, Inc.
 - Medtronic Foundation
 - US Bancorp Foundation
-

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

From the Ground Up: An ICAP Collaboration for Fostering Postsecondary Science Majors (FY 2012)

A summary of:

From the Ground Up: An ICAP Collaborative for Fostering Postsecondary Science Majors, Carleton College
Grant Amount: \$28,000

Objectives and Population Served

The program's objectives were to use basic scientific research (including lab and field work) to improve students' understanding of science as a form of learning and knowledge. Another goal was 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 the content and form of science education.

The students served were **113 6th-8th grade students, 183 9th-12th grade students, and 3 college students.**

Most of the students were first-generation college students often from underrepresented groups and are considered at risk of dropping out of school.

Evidence of Effectiveness

- 2012 Graduation: 15 of the 24 students who were high school seniors graduated from high school.
- College Application: 15 of the 15 graduating seniors have applied to college for 2012-13.

Participant Story: Carleton College students staff Camp Sol to bring quality summer programming to youth in a Faribault, Minnesota mobile home park. The camp provides literacy and scientific activities and college access and leadership development programs. Participant, Juan*, is an overly polite, quiet ninth grader. When given a short questionnaire along with a brief interview to help students set long- and short-term goals, Juan's questionnaire was largely blank and his interview was short with ambiguous answers. When asked about careers of interest, he had no response. When asked about long-term goals (more than a month away), he struggled and was unable to give a definitive answer. These responses may not be atypical. According to a local community health director, occupants of the mobile home park share a widespread feeling that there is no hope for a better life.

Camp activities are designated to counter this sense of hopelessness. High school students set two short-term goals each week: one related to camp and one related to life outside of camp. As goals were realized or modified, the high school students began to act differently, including Juan.

The greatest leaps forward came after the first college visit. After weeks of goal setting activities, the ICAP workers took six students, including Juan, to UW-River Falls and the University of Minnesota. For the students, this was the first time on a college campus, and for nearly all, it was the first time out of Minnesota. Each campus visit was filled with college jargon, all of which had been discussed with the students who had never heard of FAFSA, ACT, reciprocity, work study, and other concepts.

The high school students were visibly affected. At the end of the day, the students and the ICAP workers spent hours discussing *new* long-term goals, which for all students now included some form of college. Juan revealed that he had an interest in mechanics and wanted to learn about careers in mechanical or automotive engineering.

More impressive, Juan is proactively searching for a tutor for English and math, subjects with which he struggled in middle school. He became interested in receiving additional help after a UW-River Falls presentation on factors necessary for acceptance at that institution—top 40% class rank and a 22 on the ACT, which are Juan’s newest long-term goals. For the future of the mobile home park: for the first time in years, there is now a cohort, albeit a small one, that has aspirations for a better life and future.

*Pseudonym used to protect the identity of the student.

Program Activity

- Science majors from Carleton tutored students to develop scientific thinking and lab skills.
- A partnership with Camp Sol allowed the participants to take part in a day camp doing science experiments.
- Campus tour of Carleton where they interacted with science majors.
- 7th and 8th grade students spent time at the Carleton arboretum where they worked with Carleton researchers and a biology professor.

Matching Award Amount: \$38,110.00

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

Girls Getting Ahead in Leadership (GGAL) Program (FY 2012)

A summary of:

Girls Getting Ahead in Leadership Program, Women's Initiative for Self Empowerment
Grant Amount: \$32,000

Objectives and Population Served

The program's objectives were assisting at least 48 immigrant/refugee boys and girls in their junior and senior years of high school to graduate from high school and prepare for college, as well as increasing their leadership skills, social well-being, and job readiness

The students served were **80 9th-12th grade students and 13 college students**. All students were from low-income families and received free/reduced school lunch.

Evidence of Effectiveness

- 2012 Graduation: 18 of the 19 students who were high school seniors graduated from high school.
- College Application: 18 of the 19 graduating seniors have applied to college for 2012-13.
- One student has received a Gates scholarship to support postsecondary education through the doctoral level. Three others received scholarships to Minnesota institutions.

Participant Story: One participant came to the United States from a refugee camp in Thailand with her aunt and brother in order to receive a better education. Her father was shot and killed in Burma. In the refugee camp, she could only go to school through fourth grade. After that, she had to work in the fields. She hopes to become a nurse and improve the health care of Southeast Asian refugees. She graduated from high school and received a full scholarship to Century College where she began attendance in the fall of 2012.

Program Activity

- 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.
- College student mentoring to participants.

Matching Award Amount: \$79,960.00

Sources of Match:

- Women's Foundation
 - Marbrook Foundation
 - HB Fuller
 - 3M Foundations
 - Higher Ground Academy
 - Metropolitan Regional Arts Council
 - MN Alliance with Youth
-

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

Transitioning & Retaining Underserved Students Through the “Power of You” (FY 2012)

A summary of:

Transitioning & Retaining Underserved Students
Through the “Power of You,” Saint Paul College
Grant Amount: \$26,145

Objectives and Population Served

The program’s objectives were to expand the population targeted 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 **200 9th-12th grade students and 280 college students** who are either economically disadvantaged, first-generation college students, or students of color.

Evidence of Effectiveness

- The program promotes high school graduation through outreach services to high school students. High school graduation is required before secondary students can transition into the college program.
- 2012 Graduation: 184 of the 184 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.

Participant Story: A participant who had never dreamed about college applied to the program as a low-income, single mother. Challenges included having a daughter at home and very little family support and having problems connecting with fellow students who were teenagers or other older moms. After joining the Power of You, she made new friends through study sessions and social events. The program enabled her to follow a new dream of becoming a nurse, and she plans to graduate from Saint Paul College in 2013. Her now two-year-old daughter has grown up watching her do homework every evening, and now likes to “practice” doing homework with her mom!

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: \$141,452.48

Sources of Match:

- Saint Paul College General Funds

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

Intensive ACT College Prep Program (FY 2012)

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 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 who were either from low-income families or would be first-generation college students.

Evidence of Effectiveness

- Test scores: 12 of 13 (92%) 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 19.1 to 24.2, and scores for juniors increased from 16.2 to 22.4.
- Academic Readiness: Reading speed increased by 87%, and there was a slight gain in comprehension.
- Campus Life Readiness: Students highly rated their experience at a one-week residential camp.

Participant Story: One of our female participants suffers from depression. This is not uncommon among our students. She was doing poorly in school when she came into the program as a sophomore. Her GPA was less than a 2.0, but because she had performed better in middle school, we believed that she had the potential to be successful in college. By the end of her sophomore year, she had raised her GPA to above 2.0. Her first ACT practice test was not good, however. In her junior year, the Cambridge ACT Prep program was implemented. By graduation, she had improved her GPA and ACT score to be admitted to a Minnesota private four-year college. She credits ICAP with making this possible for her. On her own, she says she would not have had the discipline to practice in the areas in which she was deficient. Program staff have been able to use their time with students very efficiently. The program's Upward Bound budget has not been increased in eight years, and ICAP funds supported the purchase of the Cambridge program. The close-knit feeling of the program aided the student in feeling connected to others who shared her postsecondary education goal. With her increased confidence, she was able to meet challenges that had previously left her feeling defeated before she even began. The program aided her personal growth. But, without the increase in her academic skills and test taking ability, she would not have been able to demonstrate her potential for postsecondary success.

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.
- 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
- Upward Bound program at DCTC
- Use of college facilities and services

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

Promoting Academic Success for Underrepresented Students (FY 2012)

A summary of:

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

Objectives and Population Served

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

The students served were **295 6th-8th graders and 96 9th-12th graders** who were eligible for free/reduced lunch or are members of a group traditionally underrepresented in higher education.

Evidence of Effectiveness

- **MCA Testing:** ICAP students had the highest rate of gain in math MCA scores of five groups of students. The ICAP group showed a gain of over 20 percentage points.
- **NWEA MAP:** ICAP students exceeded the expected gain indicated by the national norming sample on both the NWEA MAP math and reading assessments for each grade level between 6th and 9th grade.
- **Improvement of Grades:** ICAP students posted an average gain of 0.16 in GPA from first to last grading period.
- **Postsecondary Interest:** On pre-test/post-test measure of educational aspirations, all ICAP students expressed a desire to pursue higher education.

Participant Story: Nia's* mother brought Nia and her brother to the St. Cloud area because she heard that it had good schools. To provide for her children, Nia's mother worked at a factory for 13 years before having to stop because of medical reasons. As Nia grew up, she was aware that there were few people of color in the community. Nia has favorable memories of elementary and middle school, although she recalls having an "IEP" and being disciplined for talking back to teachers. As a high school junior, she developed a different perception of school and the student body because Barack Obama was campaigning for the presidency of the United States, and her fellow students made many racist remarks in her presence. In her senior year, a black staff person was hired and involved her and another African American student in the production of a Black History Month program. She feels this was one of the highlights of her high school career. While not very active in many school programs, she participated in sports and another extracurricular activity, earned good grades, and generally liked the school, but was not "into school." She did not like the St. Cloud area because of the lack of diversity and cultural differences and considered transferring to a Twin Cities suburban school.

Nia was uncertain about college attendance, even with her mother's encouragement to do so. Nia indicated that participation in ICAP-sponsored and other college readiness programs from elementary through high school influenced her decision to attend college. These programs brought her to the SCSU campus where she had the opportunity to interact with college students of color who worked as program staff and with University faculty and staff from diverse backgrounds.

While attending college readiness programs, Nia experienced problems with separation from her mother who was experiencing medical problems. After meeting with her mother, the program director, and an African American female student staff member, and having interaction with an African American woman from the community, Nia was persuaded to remain in and complete the programs. These experiences taught her perseverance, how to deal with adversity, and how to confront her fears and worries.

After deciding to attend college, Nia faced the issue of college admission. While she had a B average, she had a low ACT score and would not gain acceptance to many institutions. Based on familiarity and past involvement with SCSU, she accepted its offer of admission. She successfully completed her first year and has returned for her sophomore year. She is the first person in her family to attend college following high school graduation and now works in the precollege programs that served her. She counsels and advises young children and teenagers, drawing upon her experiences as a former program participant.

*Pseudonym used to protect the identity of the student.

Program Activity

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

Matching Award Amount: \$114,237.31

Sources of Match:

- MnSCU Access and Opportunity Program
- Pipeline Summer Camps
- SCSU Ethnic and Women Studies Program
- SCSU Office of Cultural Diversity
- Ethnic Community Programs

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

DREAM Project – Daring to Realize Excellence and Academic Motivation (FY 2012)

A summary of:

DREAM Project – Daring to Realize Excellence and Academic Motivation, The College of St. Scholastica
Grant Amount: \$42,000

Objectives and Population Served

The program's objectives were to increase college readiness by providing tutoring, an online class, career development, leadership training, and group sessions. Another goal was to increase grades through summer academic enrichment.

The students served were **127 9th-12th grade students** 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: 27 students took both the practice ACT and the actual ACT. The average practice score was 17, while the average actual score was 23.
- Grades: 71% of the students in the 2011 session increased their GPAs in the 2011-12 academic year.
- 2012 Graduation: 25 of the 25 high school seniors who participated graduated from high school.
- College Application: 24 of the 25 graduating seniors have applied to college for 2012-13.
- College Graduation: 19 students from previous years have graduated from college.

Participant Story: A former participant joined the program in 9th grade. In 10th grade, the student decided that the high school social setting was too difficult to handle and chose to attend school online. Her program advisor met with her regularly, and she earned over a 3.9 GPA that year. For 11th-12th grade, she participated in the University of Minnesota-Duluth's PSEO program and finished high school with free college credits and a GPA of 3.726. The student applied to and was accepted by three colleges. She attends the College of St. Scholastica with a four-year, full-tuition scholarship available to low-income, first generation students.

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.

Matching Award Amount: \$266,170.49

Sources of Match:

- The College of St. Scholastica
 - UB/UBMS Programs at St. Scholastica
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Contact Information: Amy Galarowicz, (218) 723-6760, agalarow@css.edu

Tackling Obstacles and Raising College Hopes (TORCH) (FY 2012)

A summary of:

Tackling Obstacles and Raising College Hopes (TORCH), Northfield Public Schools
Grant Amount: \$48,000

Objectives and Population Served

The program's objectives were to help students improve their performance in core subject areas.

The students served were **116 6th-8th grade students, 137 9th-12th grade students, and 79 college students** who are either Latino, English language learners, students of color, low-income, or first-generation college students.

Evidence of Effectiveness

- 2012 Graduation: 21 of the 23 high school seniors participating in the program graduated from high school.
- College Application: 17 of the 21 high school seniors graduating from high school have applied to college for 2012-13.
- College Graduation: 14 college students in the program graduated from college. 34 students from previous years have already graduated from college.

Participant Story: A Latino male from a low-income family was a very shy Northfield High freshman when he entered the TORCH program. Slowly, he built a relationship with the TORCH staff, started volunteering as a teaching assistant and leader for a low-income/minority youth program, and served on the board of directors of a youth-serving organization and on a city council-appointed youth commission. He enrolled in honors classes, started inquiring about college, and accepted a full-tuition, four-year scholarship to the University of St. Thomas, becoming the first family member to attend college. With college credits accumulated in high school, he entered the university as a sophomore.

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: \$111,235.92

Sources of Match:

- Great Lakes Higher Education Guaranty Corporation
 - Northfield Public Schools
 - Local partners (TORCH Team, Mentoring Coalition, Northfield Healthy Community Initiative, City of Northfield, Growing Up Healthy Coalition, PRIMETIME Afterschool Collaborative, Northfield Area United Way, Women in Northfield Giving Support, Xcel Energy Foundation)
-

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

Project Scholar (FY 2012)

A summary of:

Project Scholar, Carver-Scott Educational Cooperative (CSEC)

Grant Amount: \$36,000

Objectives and Population Served

The program's objectives were to increase the high school graduation rate of CSEC students from 78% to 85%, increase the percentage of CSEC students who enroll into college from 63% to 75%, and increase the number of students who will attend a postsecondary setting.

The students served were **118 9th-12th grade students and 2 college students**. The activities were most focused on a core group of 32 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 eligible for the program.

Evidence of Effectiveness

- 2012 Graduation: 66 of the 118 high school seniors participating graduated from high school. 32 of the 32 seniors in the core group graduated from high school.
- College Application: 18 of the 32 graduating seniors applied to college for 2012-13.
- College Graduation: 4 of the college students in the program graduated from college.

Participant Story: One student who was an A and B student through 10th grade started getting involved in drugs and alcohol and started missing school and failing classes. She entered the program hoping to get back on track. After being placed in a treatment center, she found out she was pregnant as well. She stayed sober during her pregnancy and graduated from high school in June of 2012. She plans to attend cosmetology school in the fall of 2012, and wants a better life free of drugs and alcohol for her child.

Program Activity

- Students participated in career and technical programs, service learning projects, leadership activities, and career exploration activities. Students also had access to counseling services.
- The activities were designed to expand students' awareness and help them understand college plans. This included field trips to colleges, college/career speakers, and FAFSA assistance for families.

Matching Award Amount: \$13,805.21

Sources of Match:

- Salaries/fringe for grant personnel (district budget)

Contact Information: Joyce Eissinger, (952) 567-8105, jeissinger@cseced.org

Breakthrough Saint Paul (FY 2012)

A summary of:

Breakthrough Saint Paul (BSP)

Grant Amount: \$45,000

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 **112 6th-8th grade students and 92 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: 88% of middle school students in the program were enrolled in at least one honors course, while 91% of the high school students were enrolled in honors courses. 92% of all students in the program were passing their honors courses with at least a B.
- 2012 Graduation: 11 of the 11 high school seniors participating in the program graduated from high school.
- College Application: 11 of the 11 high school seniors graduating from high school have applied to college for 2012-13.

Participant Story: Like the vast majority of his BSP peers, Michael* comes from a home with an income of less than \$10,000/year. No one from his family has attended college, and he is already aware of the obstacles he faces in becoming the first to do so. His application to BSP was not a clear-cut case of a student who would succeed in the program. What stood out were recommendations by teachers. They noted that Michael, "Really wants to be challenged! With limited time and limits of the curriculum, Michael's math and engineering skills are not challenged and utilized as much as they could be." Another teacher noted, "He sometimes makes connections between seemingly unrelated things." These statements stood out to be incredibly accurate assessments of Michael's unique and creative personality.

After his acceptance into the program, BSP staff learned that Michael was recently diagnosed with ADHD and had tremendous difficulty dealing with his peers. His behaviors, which were consistent with ADHD students, alienated him from not only peers, but also faculty members at his school. It didn't take long to discover that Michael, while sometimes a challenge to teachers, had qualities that were regularly celebrated at BSP. His sense of humor, keen ability to observe, and intellect were not only appreciated during the six-week summer program, but also considered an asset.

Relationship building with Michael's family proved successful because BSP staff were able to work in tandem with the family to make sure that they were part of a team of people who believed in Michael's talents and potential for success.

The culture of acceptance, support, and relationship building at BSP has been essential to Michael's ability to be his best self. ICAP funding ensures that Michael remain challenged and supported in his academic work because of the program's small class size and daily opportunities for one-on-one time with teachers.

*Pseudonym used to protect the identity of the student.

Program Activity

- Middle school students attended enrichment classes in their core courses, and high school students each received a laptop and complimentary internet access to help them succeed in their honors classes.
- 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.

Matching Award Amount: \$90,000.00

Sources of Match:

- McNeely Foundation
- Otto Bremer Foundation
- Katherine B. Andersen Fund of the Saint Paul Foundation
- Boston Scientific Foundation

Contact Information: Amy Stolpestad, (651) 748-5504, astolpestad@breakthroughsaintpaul.org

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 2012)

A summary of:

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, 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.

The students served were **68 9th-12th grade students** who are members of a group traditionally underrepresented in higher education.

Evidence of Effectiveness

- 2012 Graduation: 4 of the 4 participating seniors graduated from high school.
- College Application: 4 of the 4 participating seniors have applied to college.
- College Graduation: 4 students from previous years have graduated from college.

Participant Story: One of the participants comes from two cultures and has had little contact with his father. He met with program staff to talk about the emotional choices he was making that caused him to neglect school responsibilities. These meetings have helped him continue his academic work and confirmed his intent of going to college.

Program Activity

- Academic support.
- Mentoring.
- Emotional and social skills development.
- Postsecondary preparation.
- Student workshops.
- Parent workshops.
- Guest artists and consultants.
- Campus tours.

Matching Award Amount: \$43,000.00

Sources of Match:

- Staff time for salaries
 - AVID Program Elective Teachers
-

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

AchieveMpls Career and College Initiative ACT Preparation (FY 2012)

A summary of:

AchieveMpls Career and College Initiative ACT Preparation, AchieveMpls
Grant Amount: \$15,000

Objectives and Population Served

The program's objectives were to recruit at least 75 ICAP-eligible students 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 **79 9th-12th graders** who qualified for free/reduced lunch or were students of color.

Evidence of Effectiveness

- ACT Test Scores: Students in the free/reduced lunch group increased their percentile ranking by 24%, while students of color increased their percentile ranking by 25%. These percentile rankings represent a composite score of 21, a score that dramatically increases postsecondary admission opportunities.

Participant Story: One of AchieveMpls' greatest success stories is an alternative school attendee whose practice ACT test score increased **from 23 to 31**. Prior to the class, she had no plans to go to college or to take the ACT test. Her career and college center coordinator had multiple conversations with her about not taking the test and how that decision would limit her options after high school. She told her coordinator that the two of them were on two different "boats." She explained that she just did not see herself riding the coordinator's "boat." The coordinator described how her "boat" had potential for great things beyond anything she had imagined for herself or her family. The coordinator encouraged her and got her to agree to attend the ACT prep class. After scoring a 23 on the first try, she kept participating in the class and promised the coordinator that she would keep working toward a postsecondary plan and now had new encouragement for applying to college. With a final practice score of 31, the gains this young lady experienced changed the profile that she can present to colleges.

Program Activity

- Students took and reviewed five 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.

Matching Award Amount: \$18,907.29

Sources of Match:

- Minneapolis Public Schools
 - Cargill Foundation
-

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

Learning Connections – Developing College-Ready Writing (FY 2012)

A summary of:

Learning Connections – Developing College-Ready Writing (Coordinated with Girls Getting Ahead in Leadership, Academic Component), Learning Disabilities Association, Inc.
Grant Amount: \$30,000

Objectives and Population Served

The program's objectives were to foster high expectations among participants regarding success in school and college education and to equip students with the academic writing skills they will need to successfully complete high school and attain admission to college.

The students served were **16 6th-8th graders and 70 9th-12th graders** who were attending one of the program's target schools or partner programs, English language learners, first-generation college students, or below standard in their level of writing proficiency.

Evidence of Effectiveness

- 2012 Graduation: 27 of the 39 participating seniors graduated from high school.
- College Application: 24 of the 27 graduating seniors have applied to college for 2012-13.
- College Enrollment and Graduation: 24 students from previous years have graduated from college, while 14 students are currently enrolled in college.

Participant Story: We worked with a student in two settings, at LEAP High School, and at the GGAL program after school. She is a Karen refugee who came to the U.S. with her aunt and her brother in order to receive a better education. One of her essays talked about how children in the refugee camp in Thailand could only go to school through fourth grade, at which time they had to go work in the fields—partly because they were needed in the fields, and partly because the camp cannot afford teachers/classrooms beyond that point. Her father was shot and killed in Burma. She hopes to become a nurse, improve health care for Southeast Asian refugees, and provide for her mother, who is still in Thailand. She passed her writing exam, graduated from LEAP, and will start Century College in the fall of 2012. One of the essays she worked on was for a service learning scholarship. She was awarded the scholarship, and will receive money for college upon completion of service learning hours, which she plans to do in an after-school program for younger students who are below grade level and receive free or reduced lunch.

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: \$30,000.00

Sources of Match:

- Marbrook Foundation
 - WCA Foundation
 - LDA Minnesota general operating funds
-

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

Project ELY: Empowerment through Learning for Youth (FY 2012)

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 **49 6th-8th grade students and 235 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

- 2012 Graduation: 5 of the 5 students who were high school seniors graduated from high school.
- College Application: 4 of the 5 graduating seniors have applied to college for 2012-13.

Participant Story: A former participant started the program in 7th grade with a parent in and out of rehab for drugs and alcohol. Despite challenges at home and in his surroundings, he graduated high school with a 4.0 GPA, received a substantial scholarship to the University of Illinois-Chicago, and has studied abroad for three summers, learning Arabic and Chinese in the process.

Program Activity

- After-school homework help available for the entire school year.
- ACT test prep for 10th-11th graders.
- Special tutoring for students in danger of not graduating.
- Community service in the City of Ely, such as park cleaning and card making for nursing home residents.
- Career fair at Vermilion Community College.
- After-school homework help available for the entire school year.

Matching Award Amount: \$686,617.00

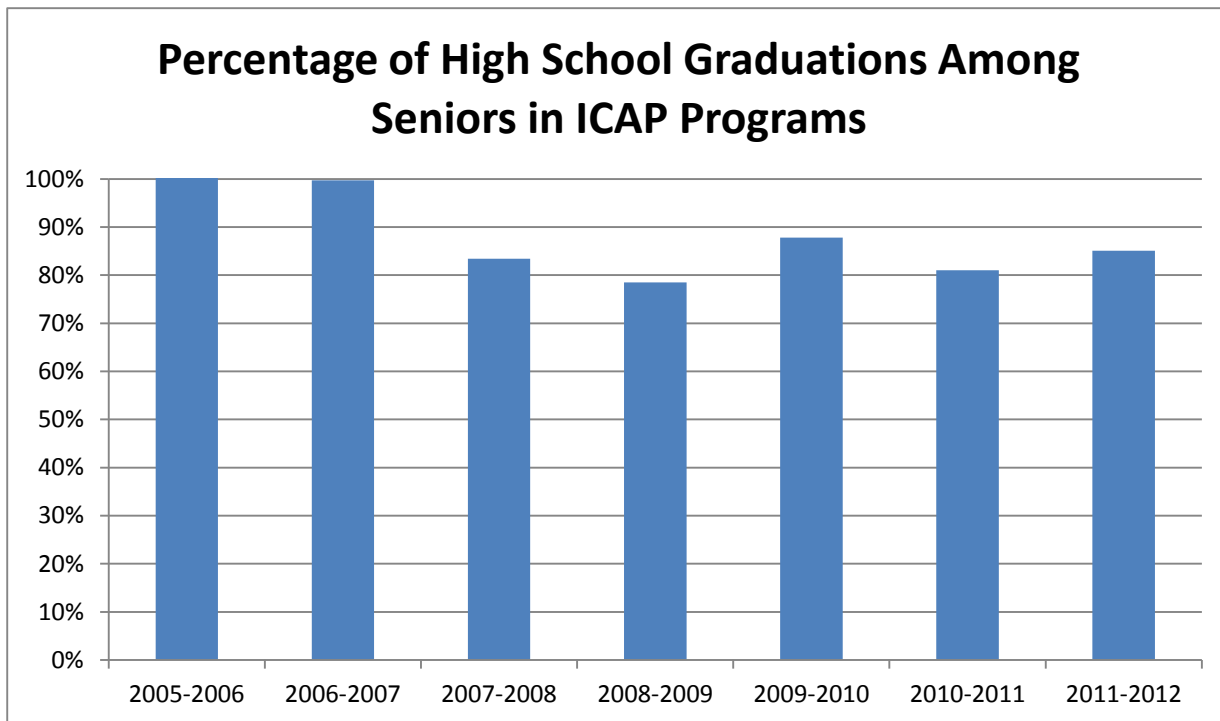
Sources of Match:

- Ely School District #696
- Annual Art Auction Fundraiser
- United Way of Northeast Minnesota
- Local businesses and individuals (community campaign)
- Participant fees for ACT test prep

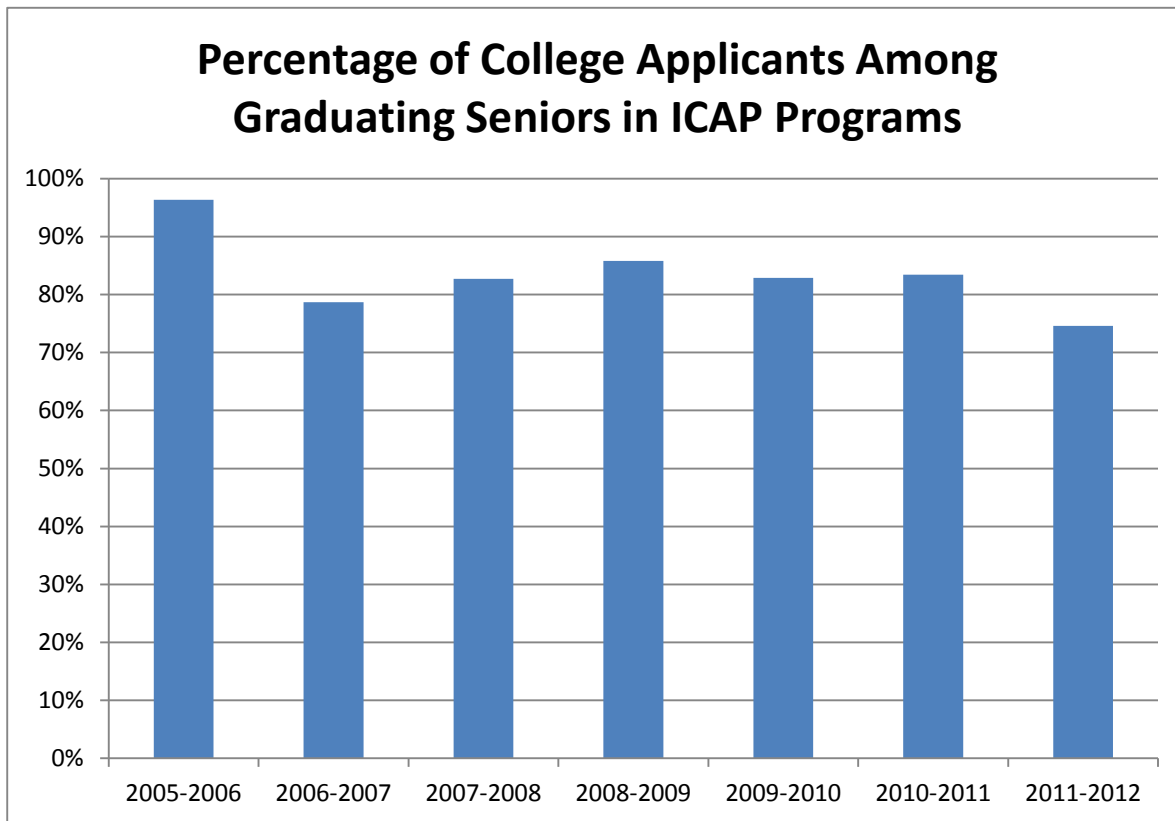
Contact Information: Julie Hignell, (218) 365-5254, julie@elycommunityresource.org

Program Impact on High School Graduation and College Participation

The collection of outcome data regarding the success of projects in increasing high school graduation, college participation and college graduation of students served was enhanced by the continuity of program services from FY 2008 through FY 2012. ICAP project staff track their participating students as they complete junior high and high school programs and enter and complete postsecondary programs. 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.



This higher graduation rate influenced the college application rate for ICAP graduating seniors, with data on graduating seniors showing that ICAP-supported seniors from 2005-2012 had a college application rate that ranged from 77% to 96%. While information on ICAP college enrollment is not complete for the 2005-2012 period, the fall semester college enrollment for 2012 ICAP graduating seniors was 93%. The 2012 ICAP student college enrollment rate was higher than the 69% rate of postsecondary enrollment (in Minnesota and out of state) in the fall following 2011 high school graduation.



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.

The importance of ICAP funding was emphasized through the statement below provided in the 2012 final report from Concordia University ICAP project directors regarding their project serving primarily African American male students.

Although the results can make no direct link, it is clear from participant reflections that the components of the program including academic support and encouragement, planning and organization are influential in the likelihood of a student graduating on time.

The ICAP program's impact on college and career planning at an alternative school site was highlighted by the statement below from the project director for the Carver-Scott Educational Cooperative Alternative ICAP project.

Without ICAP funding it is safe to say there would be nobody to focus activities on post-secondary planning. The Senior Seminar class has a career exploration component, and a short section on developing an individual career plan, but the focus is more about personal skills (teamwork, leadership, communication, time management, balancing work/personal life) and behaviors that are expected in the work place (thinking skills on the job, technology in the work place, workplace ethics, developing a positive attitude). School budgets have been reduced and the teaching staff is stretched to the maximum just to provide the required courses. Also, the teaching staff does not have the expertise in developing a career plan, finding financial assistance, specific course programs, etc. Without ICAP funding, that core group of students who have been successful in attaining a high school diploma and developing a career plan would not get the attention and assistance it takes to pull it all together.

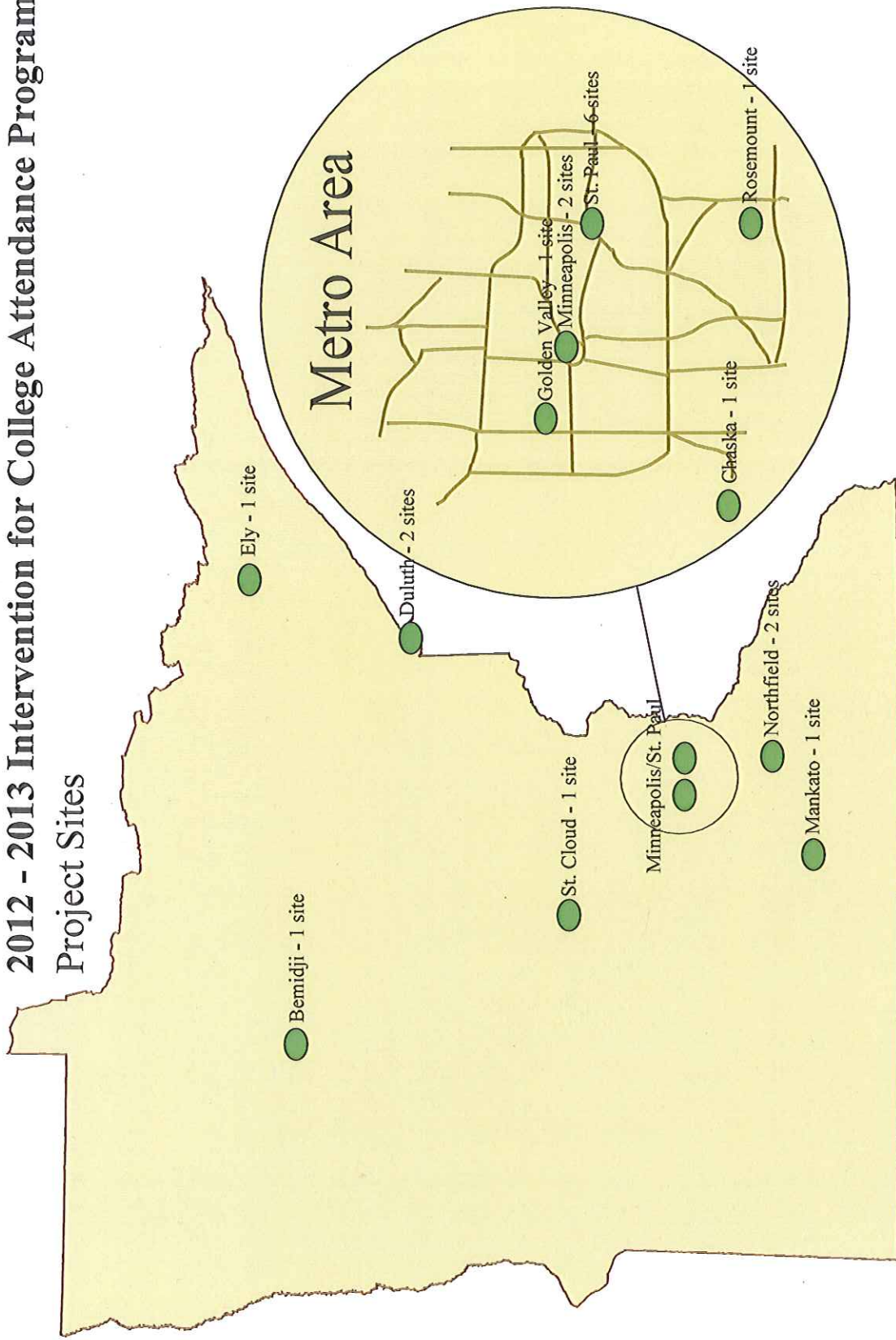
ICAP program services that target the particular needs of a student group provide the cornerstone for the effectiveness of ICAP outreach. An October 10, 2012 Star Tribune editorial (Appendix E) notes the importance of ICAP funding in Minnesota, as the state's population further diversifies. This editorial on the TORCH program in Northfield highlighted how the program in Northfield serving public school students from traditionally underserved populations has supported improving the high school graduation rate for Latino students from 36% in 2004 to 100% in 2012. In addition to improving the graduation rate for TORCH participants, the program prepared and supported students from all racial and ethnic backgrounds as they moved on to enroll in and complete postsecondary programs and prepared for graduate school. The editorial cites TORCH as a model of service for other Minnesota communities.

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>

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

2012 - 2013 Intervention for College Attendance Program Project Sites



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
St. Paul
Dr. Cheryl Chatman, (651) 603-6151, chatman@csp.edu

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

AchieveMpls Career and College Initiative ACT Preparation
Minneapolis
Arnise 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
Kathy Denman-Wilke, (651) 293-5191, kathy.denman-wilke@spps.org

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

Learning Connections Developing College-Ready Writing (Coordinated with Girls Getting Ahead in Leadership, Academic Component),
Learning Disabilities Association, Inc., Golden Valley
Arthur Dorman, (952) 582-6003, ad@ldaminnesota.org

Promoting Academic Success for Underrepresented Students
St. Cloud State University, St. Cloud
Dr. Robert C. Johnson, (320) 308-4928, rcjohnson@stcloudstate.edu

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

Admission Possible Twin Cities Expansion
Como Park High School, St. Paul
Sara Dziuk, (651) 917-3525, sara@admissionpossible.org

Breakthrough Saint Paul
Mounds Park Academy, St. Paul
Emily Wingfield, (651) 748-5504, ewingfield@breakthroughsaintpaul.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
Carver-Scott Educational Cooperative, Chaska
Joyce Eissingner, (952) 567-8105, jeissingner@cseced.org

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

Transitioning & Retaining Underserved Students Through the Power of You
Saint Paul College, St. Paul
Dr. Margie L. Tomsic, (651) 846-1316, margie.tomsic@saintpaul.edu

Upward Bound/ICAP
Lake Superior College, Duluth
Carol Johnson, (218) 733-7673, c.johnson@lsc.edu

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

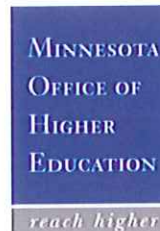
Project ELY (Empowerment through Learning for Youth)
Ely Community Resource, Inc., Ely
Julie Hignell, (218) 365-5254, julie@elycommunityresource.org

APPENDIX B: 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 2012 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

A handwritten signature in black ink that reads "Nancy Walters".

SUBJECT: Interim and Final Report Requirements for FY 2012 State ICAP Grants
Year 1 Project Period: October 2011-June 30, 2012

DATE: November 30, 2011

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, 2012-June 30, 2013). Final narrative and financial reports are required for Year 1, and they must be **submitted by July 31, 2012.**

As part of your reporting, submission of a listing of ICAP scheduled activities for the year is required. Please complete and submit the attached Schedule of Activities form **by January 2, 2012.**

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

The interim narrative performance report must be **submitted by March 1, 2012.** 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

2012 Interim Narrative Report
Due: March 1, 2012

Intervention for College Attendance Program
Minnesota Office of Higher Education
Project Period: October 2011 – June 30, 2012

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

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

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

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

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

4. Does your assessment of project objectives include methodology to answer the following key ICAP evaluation questions for your project’s activities over the 2007-2012 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 are you using?

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

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

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

M:\gibson\ICAP\FY 2012-2013\Expenditure Forms\2012\Interim Narrative Report.doc

**Fiscal Year 2012 Intervention for College Attendance Program
Final Report Requirements**

Project Period: Year 1: October 2011 – June 30, 2012

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 2012 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 October 2011-June 30, 2012.

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

I. Project Identification

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

II. Participant Characteristics

- A. Number of participants:
Projected for service in funded 2011-2012 proposed project _____
Recipients of service in 2011-12 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. Identify the **specific ICAP student eligibility criteria*** that you used to select participants?

III. Program Outcomes

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

The Stated Objective

Activity Implemented

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

Evaluation Measure

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

Outcome

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

- C. The project’s impact on course taking by participating students for Year 1 (2011-12).

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

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

- D. The project’s impact on high school graduation rates and college participation rates for Year 1 (2011-12).

	Year 1 (2011-12)
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 2012-13 academic year	
Number of graduating seniors who did not apply for fall 2012 college admission, but plan to enroll in the future	

- E. The high school graduation rates and college participation rates of your project’s high school seniors compared with the rates of their peers (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 2011-2012 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://education.state.mn.us/MDE/data/data_downloads/student/graduation_rates/index.html.

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

Item I is for response by all ICAP project directors.

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

	Postsecondary Retention Rate	
	Fall Semester	Spring Semester
ICAP postsecondary students 2011-2012		
Peer group - postsecondary students with the same ICAP Student Eligibility, but not participating in ICAP activities		

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

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

	Postsecondary Grade Point Average (GPA)	
	Fall Semester	Spring Semester
ICAP postsecondary students 2011-2012		
Peer group - postsecondary students with the same ICAP Student Eligibility, but not participating in ICAP activities		

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

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

	Graduation of ICAP Postsecondary Students
ICAP 2011-2012 students receiving:	
Certificate/diploma of completion	
Associate's degree	
Bachelor's degree	

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

ICAP students receiving:	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
Certificate/diploma of completion						
Associate's degree						
Bachelor's degree						

J. If you have additional data to update outcomes of participants from Year 1 (2011-12) of your ICAP grant, please provide that updated information.

K. 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.

L. Were there any unanticipated results for the 2011-12 project, either positive or negative?

M. Were there unanticipated learnings for you, the project director, because of the 2011-12 grant? If yes, what were they?

N. Please identify any benefits or drawbacks to having five years of continuation funding for your ICAP project.

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, 2012**. The report must be completed and signed by personnel from your finance office.

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

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

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

M:\ICAP\FY 2012-2013\Expenditure Forms\2012\Final Narrative Report.doc

Due by:
7/31/2012

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 6/30/12	Grant Total Award \$ _____
Contact Person	Phone #	Email	

SECTION B STATEMENT OF EXPENDITURES

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

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

SECTION C PAYMENT REQUEST/APPROVAL

<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 ACCOUNTING</p>
<p>TO BE COMPLETED BY OHE PROJECT MANAGER</p> <p>Payment amount approved: \$ _____</p> <p>_____ Name _____ Date _____</p>	

Due by:
7/31/2012

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 6/30/12	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	
COSTS TYPE	A Total Budget (ICAP Grant + Matching)	B Matching Expenditures Current Period
1. Personnel		
2. Salaries		
3. Fringe Benefits		
4. Contractual		
5. Supplies and Materials		
6. Travel		
7. Other Program Expenses* (list in attachment)		
8. Total (add lines 1-7)		

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

SECTION C SOURCE OF MATCHING RESOURCES

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

SECTION D REPORT APPROVAL

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

**APPENDIX C: ICAP MATCHING REVENUE SOURCES
FOR FISCAL YEARS 2011 AND 2012**

ICAP Revenue Sources for Fiscal Year 2011

Grantees	ICAP Funding	Matching	Source of Matching
University of Minnesota – Department of Educational Psychology	\$28,000	\$34,635.93	<ol style="list-style-type: none"> 1. In-kind 2. Volunteer hours
Admission Possible	\$30,000	\$155,000.00	<ol style="list-style-type: none"> 1. General Mills Foundation 2. Carl and Eloise Pohlada Family Foundation 3. Best Buy Children’s Foundation 4. Smikis Foundation
Women’s Initiative for Self Empowerment	\$32,000	\$62,021.00	<ol style="list-style-type: none"> 1. Marbrook Foundation 2. Higher Ground Academy 3. Bigelow Foundation 4. 3M Foundation 5. Otto Bremer Foundation 6. Metropolitan Regional Arts Council (MRAC)
Achieve!Minneapolis	\$19,491	\$19,491.00	<ol style="list-style-type: none"> 1. Minneapolis Public Schools 2. Individual donations
Lake Superior College	\$40,000	\$42,129.00	<ol style="list-style-type: none"> 1. In-kind services
Northfield Public Schools+	\$59,474	\$154,131.85	<ol style="list-style-type: none"> 1. Great Lakes Higher Education Guaranty Corporation 2. Northfield Public Schools 3. Local partners (TORCH Team, Mentoring Coalition, Northfield Healthy Community Initiative, City of Northfield, Growing Up Healthy Coalition, PRIMETIME Afterschool Collaborative, Northfield Area United Way, Women in Northfield Giving Support)
The College of St. Scholastica	\$53,659	\$239,736.79	<ol style="list-style-type: none"> 1. In-kind services 2. Upward Bound/Upward Bound 3. Mathematics Science Programs
Ely Community Resource, Inc.	\$25,387	\$43,536.00	<ol style="list-style-type: none"> 1. Ely School District #696 Community Education 2. Radio and newspaper advertising 3. Ely Community Resource, Inc. fundraising 4. Local businesses 5. Participant fees for ACT test prep
St. Cloud State University	\$58,000	\$120,130.49	<ol style="list-style-type: none"> 1. SCSU General Funds 2. SCSU Cultural Diversity Funds 3. Other Private External Funding
Minnesota State University, Mankato	\$44,000	\$54,884.72	<ol style="list-style-type: none"> 1. Salaries and fringe benefits

Grantees	ICAP Funding	Matching	Source of Matching
University of Minnesota	\$36,555	\$43,828.00	1. St. Paul Public Schools 2. University of Minnesota
St. Cloud Technical and Community College	\$25,000	\$29,763.00	1. St. Cloud Technical and Community College 2. St. Cloud Public School District 742
Saint Paul College	\$26,245	\$146,153.50	1. SCSU General Funds 2. SCSU Cultural Diversity Funds 3. Other Private Funding
Breakthrough Saint Paul	\$51,090	\$75,000.00	1. McNeely Foundation 2. Otto Bremer Foundation 3. Best Buy Foundation 4. Katherine B. Andersen Fund of the Saint Paul Foundation 5. Best Buy Foundation
Learning Disabilities Association	\$31,500	\$32,500.00	1. Best Buy 2. Xcel Energy 3. Jostens
Dakota County Technical College	\$42,136	\$50,110.00	1. Dakota County Technical College Upward Bound funds
Concordia University	\$43,350	\$62,300.00	1. Staff time for salaries and contractual 2. Materials and refreshments for family sessions
Carver-Scott Education Cooperative	\$47,621	\$42,493.95	1. In-Kind Contributions
Carleton College	\$34,493	\$34,991.00	1. In-Kind Contributions
Bemidji State University	\$38,553	\$38,433.00	1. Bemidji State Upward Bound Grant
TOTAL ICAP EXPENDITURE	\$766,554	\$1,481,269.23	

ICAP Revenue Sources for Fiscal Year 2012

Grantees	ICAP Funding	Matching	Source of Matching
University of Minnesota – Department of Educational Psychology	\$25,000	\$25,081.50	<ol style="list-style-type: none"> 1. University of Minnesota 2. Facilitators and presenters
College Possible	\$30,000	\$250,000.00	<ol style="list-style-type: none"> 1. General Mills Foundation 2. Travelers Companies, Inc. 3. Medtronic Foundation 4. US Bancorp Foundation
Women’s Initiative for Self Empowerment	\$32,000	\$79,960.00	<ol style="list-style-type: none"> 1. Women’s Foundation 2. Marbrook Foundation 3. HB Fuller 4. 3M Foundations 5. Higher Ground Academy 6. Metropolitan Regional Arts Council 7. MN Alliance with Youth
Achieve!Mpls	\$15,000	\$18,907.29	<ol style="list-style-type: none"> 1. Minneapolis Public Schools 2. Cargill Foundation
Lake Superior College	\$40,000	\$45,697.00	<ol style="list-style-type: none"> 1. In-kind services
Minnesota State University, Mankato	\$34,000	\$37,771.77	<ol style="list-style-type: none"> 1. Minnesota State University, Mankato
Northfield Public Schools	\$48,000	\$111,235.92	<ol style="list-style-type: none"> 1. Great Lakes Higher Education Guaranty Corporation 2. Northfield Public Schools 3. Local partners (TORCH Team, Mentoring Coalition, Northfield Healthy Community Initiative, City of Northfield, Growing Up Healthy Coalition, PRIMETIME Afterschool Collaborative, Northfield Area United Way, Women in Northfield Giving Support, Xcel Energy Foundation)
The College of St. Scholastica	\$42,000	\$266,170.49	<ol style="list-style-type: none"> 1. The College of St. Scholastica 2. UB/UBMS Programs at St. Scholastica
Ely Community Resource, Inc.	\$20,000	\$68,617.00	<ol style="list-style-type: none"> 1. Ely School District #696 Community Education 2. Annual Art Auction Fundraiser 3. United Way of Northeast Minnesota 4. Local businesses and individuals (community campaign) 5. Participant fees for ACT test prep

Grantees	ICAP Funding	Matching	Source of Matching
St. Cloud State University	\$38,000	\$114,237.31	1. MnSCU Access and Opportunity Program 2. Pipeline Summer Camps 3. SCSU Ethnic and Women Studies Program 4. SCSU Office of Cultural Diversity 5. Ethnic Community Programs
Saint Paul Public Schools	\$30,700	\$30,812.00	1. School District General Fund
Saint Paul College	\$26,145	\$141,452.48	1. Saint Paul College General Funds
Breakthrough Saint Paul	\$45,000	\$90,000.00	1. McNeely Foundation 2. Otto Bremer Foundation 3. Katherine B. Andersen Fund of the Saint Paul Foundation 4. Boston Scientific Foundation
Learning Disabilities Association	\$30,000	\$30,000.00	1. Marbrook Foundation 2. WCA Foundation 3. LDA Minnesota general operating funds
Dakota County Technical College	\$32,000	\$50,110.00	1. Dakota County Technical College 2. Upward Bound program at DCTC 3. Use of college facilities and services
Concordia University	\$36,000	\$43,000.00	1. Staff time for salaries 2. AVID Program Elective Teachers
Carver-Scott Education Cooperative	\$36,000	\$13,805.21	1. Salaries/fringe for grant personnel (district budget)
Carleton College	\$28,000	\$38,110.00	1. Salaries/fringe for grant personnel (college budgets) 2. ACE/VISTA workers 3. Use of College facilities 4. Carleton faculty and student volunteers
Bemidji State University	\$32,445	\$28,184.56	1. Upward Bound Grant
TOTAL ICAP EXPENDITURE	\$620,290	\$2,101,152.05	

APPENDIX D: STUDENT PARTICIPATION IN COLLEGE ACCESS PROGRAMS

**ICAP 2011-2012 Grantees
Student Participation in Other College Access Programs**

ICAP Grantee	ICAP Grant Students Were Involved In These Other Programs
Breakthrough Saint Paul	Admission Possible, AVID
Minnesota State University, Mankato	MSU College Access Program for Postsecondary Students
St. Cloud State University	SCSU Access and Opportunity Program, SCSU Pipeline Summer Program
St. Cloud Technical and Community College	SCSU Access and Opportunity Program, SCTC Summer Career Academies
University of Minnesota - Maadaadizi	Admission Possible, Upward Bound, St. Paul School District's Multicultural Excellence Program
Achieve! Minneapolis	Admission Possible, Educational Talent Search, Upward Bound, Girls in Action, Metropolitan Federation Alternative Schools, Project Success
Ely Community Resource, Inc.	
Carver-Scott Educational Cooperative	
Lake Superior College	Lake Superior College Upward Bound Program
Northfield Public Schools	TRiO, Minnesota State University, Mankato College Access Program, DCTC's Teens Experiencing Technical Education Camp, Girl Scout Latina Leadership Conference, Minnesota College Access Network, Minnesota Minority Education Partnership, St. Olaf College Summer Bridge Program, Riverland Career & College Fair
Dakota County Technical College	Dakota County Technical College Upward Bound Program
Bemidji State University	Bemidji State University Upward Bound Program
Learning Disabilities Association	WISE's Project Achieve, Step Up, College Possible, Upward Bound
University of Minnesota, ACT Prep Program	Advance Placement, College in the Schools, International Baccalaureate Program, Postsecondary Enrollment Options
Admission Possible	
The College of St. Scholastica	St. Scholastica's Upward Bound Program, St. Scholastica's Upward Bound Math and Science Program
Carleton College	TORCH Project, College Ambitions Start Today, TRiO, AVID
Women's Initiative for Self Empowerment (WISE)	Admission Possible. Step Up, Upward Bound
Concordia University	Admission Possible, Upward Bound, St. Paul School District's Multicultural Excellence Program, AVID
St. Paul College	Augsburg's TRiO/Support Service Program, Power of YOU, Minnesota Minority Education Partnership, AVID, College Possible, TRiO's Educational Talent Search, Upward Bound, Gear Up

**APPENDIX E: STAR TRIBUNE 10/10/12 EDITORIAL
ON ICAP'S TORCH PROGRAM**

Editorials

Editorials represent the institutional voice of the Star Tribune. They are researched and written by the Editorial Department, which is independent of the newsroom.

StarTribune

MICHAEL T. SWEENEY, Chairman
MICHAEL J. KLINGENSMITH, Publisher and CEO
SCOTT GILLESPIE, Editor, Editorial Pages

Northfield closes achievement gap

o TORCH's success shows what works. But can it continue?

The latest American K-12 school demographic statistics are in, and they contain a milestone: One out of every four children enrolled in the nation's K-12 public schools is Latino, a record high, the Pew Hispanic Center recently reported.

The same report brings the good news that more Latino youth are graduating from high school and pursuing postsecondary study. It found 78.3 percent of U.S. Hispanics ages 18 to 24 had a high school diploma or its equivalent in 2011, up from 72.8 percent just one year earlier.

It behooves Minnesota to join in this positive trend. Unfortunately, the latest accounting by the National Center for Education Statistics shows a persistent high school graduation gap that parallels the state's notoriously wide achievement gap between white and nonwhite students. In 2003-09, the most recent years with data available, Minnesota Latino ninth- to 12th-graders were more likely to drop out before graduation than students of any other ethnic group save for American Indians. They were more than four times more likely to exit without graduating than white students, the center reported.

Those are worrisome numbers for Minnesota, given the growth forecast for the state's Latino population. The State Demographic Center forecasts that by 2015, Latinos will constitute the largest non-white Minnesota subgroup. They are already the fastest-growing segment of the population.

But academic trend lines aren't moving in the wrong direction everywhere. Take Northfield, for example. The graduation rate for Latino students at Northfield High School climbed from 26 percent in 2004 to 100 percent this year, thanks to a few passionate visionaries, concerted community effort and a little help from taxpayers.

The home of two premier liberal-arts colleges, Northfield has long prided itself on its high-quality public schools. The low graduation rate a decade ago among the small but growing share of Latino students at Northfield High was met with alarm. TORCH (Tackling Obstacles and Raising College Hopes) was born in a conversation of concerned parents and educators around someone's coffee table.

Beth Berry, a TORCH founder and coordinator of its high school program, credits the effort's home-grown design for its success.

It begins mentoring and tutoring students one on one in sixth grade, and offers a summer program for younger children. Each student is

TORCH GOALS

TORCH is committed to measuring its performance against these published annual goals:

- 90 percent of TORCH students will remain in school.

- 40 percent of TORCH students will demonstrate improvement in core academic subjects.

- 90 percent of TORCH seniors will graduate from high school.

- More than 50 percent of TORCH graduates will pursue postsecondary education.

- 60 percent of TORCH graduates enrolled in postsecondary schools will complete their first year in college and progress towards earning a degree.

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served individually. High school students meet with Carleton and St. Olaf college students and take college-credit courses with their help. More than 75 local volunteers supplement a small staff that includes several workers funded by the federal AmeriCorps program.

TORCH stays with those students not only through high school but also during their college years, offering advice, academic coaching and, for some, financial aid to see them through to a two-year or four-year degree.

In 2008, TORCH expanded its target population to include any student from a traditionally underserved population.

The result has been impressive: Last year all 23 TORCH high school seniors graduated. Many of them had already earned some college credits and college-going skills. This year TORCH is serving 332 students, including 165 college students — some now preparing for graduate school.

Yet for all its success and local support, TORCH is fragile. It started with a \$40,000 grant from the state Office of Higher Education and still receives \$48,000 a year from that source. "I don't know where we'd be without it," Berry said. She's nearing retirement and has been willing to work at a starting teacher's salary. Recruiting her successor will be a challenge.

TORCH illuminates the larger challenge facing Minnesota. It demonstrates that it's possible for this state to keep its brainpower edge as its population changes — but only if Minnesotans individually and collectively make that task a priority and fund it accordingly. TORCH should be a model for other Minnesota communities. It needs to keep shining.