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Minnesota College Readiness Program Inventory



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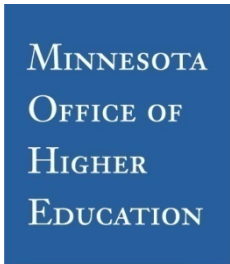
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Executive Summary

College readiness programs help individuals enroll in postsecondary institutions and promote persistence and success for enrolled students. This report was created to survey the landscape of college readiness programming and services across the state of Minnesota to enhance stakeholders' understanding of the types and extent of college readiness programming across the state and to provide context that helps align readiness services to populations in need. Survey data was gathered from 63 college readiness programs in the state and a program inventory is presented in Appendix A.

According to the survey:

- A majority of college readiness programs in the state have a small full-time staff (between one and five full-time equivalent employees). However, a high number of individuals are served by a few larger organizations.
- Volunteer activity represents a critical component of college readiness program activity with 60 percent of programs reporting that they utilized unpaid volunteers in 2014. Programs with volunteer activity logged a median of 150 volunteer hours annually, but the level of volunteer activity varied widely between individual programs.
- Many programs seek to serve non-traditional students, but program focus is uneven among non-traditional subgroups. Low-income students and first-generation students were the most commonly identified target populations (92 and 83 percent respectively). Historically underrepresented minority groups were identified as priority populations by 60 percent of programs, while only 14 percent prioritize student parents.
- Access is prioritized over success: many readiness programs focus on high school students gaining access to college, while relatively few direct their services to students who are currently enrolled at a postsecondary institution to support college completion.
- Programs are significantly more likely to provide advising, counseling, or mentoring services than they are to provide scholarships or fee payments.
- Readiness programs are diversely funded: over 55 percent of programs reported that they received funding from more than one sector (federal, state, foundations etc.) and nearly 29 percent cited three or more sectors as funding sources. Federal allocations represented the largest funding stream for programs, on average

The multiple conversations on college readiness programming occurring throughout Minnesota's public and private education sectors, the non-profit sector, and state and local government would benefit from connecting with one another. This project provides context for a statewide dialogue on college readiness and a common starting point for collaboration.

Introduction

College readiness programs, when effectively implemented, can help Minnesota close persistent achievement and opportunity gaps, improve college access, and increase degree completion. This report provides a directory to help stakeholders better understand the landscape of college readiness programming and services across the Minnesota. Stakeholders in college readiness efforts include students and their families, public and private funders, readiness program staff, and staff at postsecondary institutions. Currently, there is no central repository for college readiness programming throughout the state. The college readiness program directory represents a first step in analyzing the types of services being provided, where programs are located, and which subpopulations are being served.

Section 1 of this report examines the need for college readiness programs in Minnesota. Definitions of college readiness and academic preparation are updated with recent scholarship. The section also looks at demographic trends and economic considerations as these apply to college readiness in the state. An historical overview of federal and state efforts to promote college readiness is presented, and disparities in preparation indicators and attainment rates among different subpopulations are discussed.

Section 2 introduces a framework to examine college readiness programs in the state. The section provides methodology of the survey used to gather data from 63 college readiness programs in the state. Key findings from the survey data are highlighted. The data include program size, volunteer activity, populations served, services provided, and funding. This section also notes the limitations of the framework and identifies barriers confronting future efforts to consolidating information on college readiness programs.

Section 3 provides conclusions and considers future goals for the project. Expanding the college readiness inventory contained here will make it more valuable as a resource to students, parents, postsecondary institutions, and the staff of readiness programs. A more unified inventory will also provide context for a statewide conversation on college readiness.

1. Context and Challenges in College Readiness and Completion for Minnesota Students

Minnesota's longstanding commitment to providing its residents with access to a postsecondary education is evident in the educational attainment rate of the state's adult population. In 2012, Minnesota led the nation in the proportion of its adult population (age 25-64) with at least some postsecondary education (70 percent).¹ However, this figure masks challenges to various populations within the state of Minnesota, and downplays the value of actually receiving a credential. When college enrollment and degree attainment rates are disaggregated by sub-population, it is clear that not all Minnesota students are accessing high quality education and opportunities at comparable rates. A variety of specific challenges face Minnesota students in their pursuit of college attainment.

Key Demographic Shifts

Minnesota is in the midst of key demographics transitions: students of color and low income students represent the fastest-growing populations. The Minnesota State Demographic Center currently projects Minnesota's minority population will grow from 14 percent to 25 percent by 2035.² Historically, these two groups have also been underrepresented in higher education. However, incremental change is in process. College participation rates of students of color are growing and becoming a larger share of undergraduate enrollment in the state. Student of color enrollment has nearly doubled from 13 percent of total students in 2003 to 25 percent in 2014.³

While enrollment of diverse populations has increased, significant disparities exist in educational attainment by race and ethnicity. In 2012, only 29 percent of Black adults and 24 percent of Hispanic adults have obtained an associate degree or higher compared to 46 percent of White adults.⁴ Additionally, younger Black and Hispanic adults (ages 25 to 34) are less likely to have obtained an associate degree than Black and Hispanic adults between the ages of 45 to 54, indicating the state may be losing ground in educational attainment for communities of color.⁵ The disparity begins with initial college enrollment as fewer Black students enroll in four-year institutions, and when they do enroll, they graduate at lower rates. Furthermore, Black, Hispanic, and American Indian students are more likely to attend two-year colleges, many of which have missions of open access, over more selective four-year colleges.

¹ U.S. Census Bureau. (2013). Educational Attainment, American Community Survey 2013 1-year estimates. Retrieved from <http://factfinder.census.gov/faces/tableservices/jsf/pages/productview.xhtml?src=bkmk>.

² Minnesota State Demographic Center. (2014). Projections. Retrieved from <http://mn.gov/admin/demography/data-by-topic/population-data/our-projections>.

³ Minnesota Office of Higher Education. Fall 2014 enrollment data.

⁴ U.S. Census Bureau. (2013). Educational Attainment, American Community Survey 2013 1-year estimates. Retrieved from Minnesota Office of Higher Education, <http://www.ohe.state.mn.us/fc/1873/pg.cfm>.

⁵ Prescott, B. T., & Bransberger, P. (2012). Knocking at the college door: Projections of high school graduates. *Western Interstate Commission for Higher Education*.

College Readiness

Historically, high standardized test scores were considered synonymous with preparedness for college. Still today, test scores often constitute the yardstick for readiness. Recently, however, new ideas are emerging about the skills and competencies that students require to gain entry to and succeed in college. Studies identify the importance of specific non-cognitive skills in predicting college success.⁶ Such factors include contextual awareness and process-oriented knowledge, such as how to choose among colleges, how to apply to college and for financial aid, and more sophisticated insights into how college is different from high school.⁷

Across the state, gaps in Minnesota students' college readiness often correlate to race/ethnicity, socio-economic status, and geographic location. Inequalities within the K-12 system manifest themselves in instructional offerings; quality of teachers; segregation of minority students by classroom and school; not enough focus from guidance counselors on getting students ready for college; and in general low expectations and aspirations.^{8,9} A particularly acute issue in Minnesota is the high student to guidance counselor ratio, which in 2015 was one counselor for every 792 students, the third worst ratio in the country.¹⁰ The national average is 450-to-1, yet the American School Counselor Association recommends a ratio of 250-to-1. With a ratio as high as it is, many students in Minnesota may not be receiving sufficient college-oriented services from counselors. The state's high college participation rate (nearly 80 percent) indicates that college preparation duties are being taken up by other actors, such as parents, teachers, and college readiness programs.

Academic Preparation

Rates of participation in developmental education coursework and ACT college entrance examination scores are two common measures of academic preparation for college-level coursework.

⁶ Allen, J., Robbins, S.B. and Sawyer, R. (2010). Can measuring psychosocial factors promote college success. *Applied Measurement in Education* (23), pp. 1-22.

Thomas, L.L., Kuncel, N.R., and Credé, M. (2007). Noncognitive variables in college admissions: The case of the non-cognitive questionnaire. *Educational and Psychological Measurement* (67.4), pp. 635-657.

Peterson, C.H., Casillas, A., Robbins, S.B. (2006). The student readiness inventory and the big five: Examining social desirability and college academic performance. *Personality and Individual Differences* (41), pp. 663-673.

⁷ Hooker, S., and Brand, B. (2010). College knowledge: A critical component of career and college readiness. *New Directions for Youth Development* (127), pp. 75-85.

⁸ Ross, T., Kena, G., Rathbun, A., KewelRamani, A., Zhang, J., Kristapovich, and Manning, E. (2012). Higher education: gaps in access and persistence study. *National Center for Educational Statistics*.

⁹ Gándara, P., and Bial, D. (2001). Paving the way to postsecondary education: K-12 intervention programs for underrepresented youth. Report of the National Postsecondary Education Cooperative Working Group on Access to Postsecondary Education.

¹⁰ Editorial Board. (2015, January). Minnesota has critical need for school counselors. Retrieved from Star Tribune online: <http://www.startribune.com/minnesota-has-critical-need-for-school-counselors/290141021/>.

In 2015, Minnesota’s average composite ACT score was 22.7, the highest in the nation among the 30 states in which more than half the college-bound students took the test.¹¹ When disaggregated by race, it becomes apparent that this average masks disparities between subpopulations (see Table 1). In general, these disparities in average composite score are similar to national trends.

Table 1: Average 2015 ACT Scores in Minnesota Varied by Race/Ethnicity

Race/Ethnicity	American Indian or Alaska Native	Asian	Hispanic/Latino	Black or African American	White
Average ACT Score	19.3	20.7	19.8	17.6	23.7

Source: *Getting Prepared 2015*.

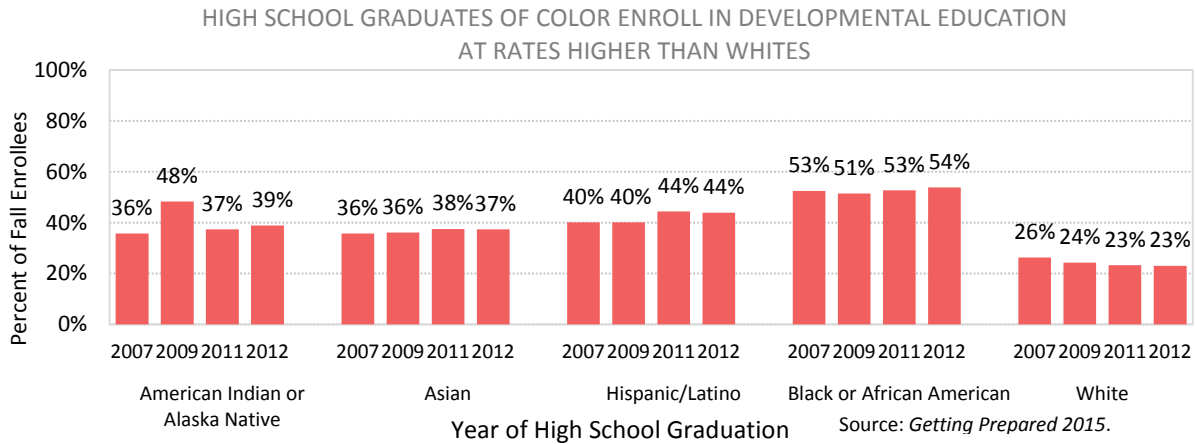
While Minnesota had the highest average composite score in the nation, when disaggregated by subpopulation a significant proportion of high school graduates were deemed not prepared for college-level work, according to ACT. ACT developed college readiness benchmarks in each of the four testing areas of its college entrance exams. Based on ACT research, these benchmarks define the score needed to have a 75 percent chance of earning a grade of “C” or better in related college-level courses. Fewer than 10 percent of Black, 20 percent of Hispanic, 27 percent of Asian, and 45 percent of White students have a 75 percent chance of earning a “C” (the minimum value for maintaining satisfactory academic progress) in all four of the respective college-level courses, which are college-level English, social science, algebra and biology. Students who are not prepared academically are more likely to enroll in two-year colleges, and more likely to enroll in developmental coursework, which is associated with a lower probability of postsecondary degree or certificate completion.¹²

Developmental education participation rates in Minnesota reinforce the existence of college readiness gaps which present challenges for some Minnesota students in college attainment. Students of color enrolled in developmental education at higher rates than White students.¹³

¹¹ ACT. 2015 ACT national and state scores: Average scores by state. Retrieved from: <http://www.act.org/newsroom/data/2015/states.html>.

¹² Adelman, C. (1999). *Answers in the Tool Box: Academic Intensity, Attendance Patterns, and Bachelor's Degree Attainment*. Washington, DC: US Department of Education Office of Educational Research and Improvement.

¹³ Minnesota Office of Higher Education. (2015). *Getting Prepared 2015*.



Minnesota’s public high school class of 2012 had the highest percentage of Black students (54 percent) taking college developmental education. The Asian, American Indian and Hispanic class of 2012 high school graduates enrolled in developmental courses at rates between 37 and 44 percent as compared to 23 percent for White students. These statistics mirror national trends.¹⁴ Additionally, students from households where English is not the primary spoken language are far more likely than any single racial or ethnic group to enroll in developmental courses: in Minnesota, 74 percent of English learners from the class of 2012 who attended college took developmental coursework.¹⁵

College Knowledge

“College knowledge” has become more prominent in the national conversation on college readiness, with scholars recognizing that academic competence is not sufficient to get all students to and through college. David Conley, a leading scholar in the field of college readiness, coined the term college knowledge to encompass two emerging components of college readiness: contextual awareness and non-cognitive skills.¹⁶ Contextual awareness refers to information regarding admissions requirements, cost of college, purpose of college, types of colleges. Non-cognitive skills, on the other hand, include the ability to build relationships with professors, peers, and establish a sense of belonging within the community.

Underrepresented student populations, such as low-income students, and ethnic and racial minority students who are the first generation in their family to access a college education often experience a gap in college knowledge. A 2014 White House report noted that low-income students, including high-achievers, are far less likely than their peers to enroll in colleges that match their academic ability, an alignment commonly referred to as “best fit.”¹⁷ Students who

¹⁴ National Center for Education Statistics. (2013). “First-year undergraduate remedial course-taking: 1999-2000, 2003-04, 2007-08”. *Statistics in Brief*. January 2013. NCES 2013-013.

¹⁵ Minnesota Office of Higher Education. (2015). *Minnesota Measures 2015*, 36.

¹⁶ Conley, D. T. (2005). *College knowledge: What it really takes for students to succeed and what we can do to get them ready*. San Francisco: Jossey-Bass.

¹⁷ United States. Executive Office of the President. (2014). *Increasing college opportunity for low-income students: Promising models and a call to action*. Washington, D.C.: Executive Office of the President, The White House.

belong to communities that do not historically possess a college-going culture, and/or do not have family members or role models who attended college often gain access to college planning and preparation materials in unstructured and unintentional ways.¹⁸

Why College Readiness Matters

The level of college readiness of Minnesota students plays a significant role in their attainment outcomes. Thus, college readiness impacts three vital, interconnected areas:

1. levels of income inequality and upward mobility;
2. the state's efficient use of tax dollars in investments in higher education; and
3. social justice and equity on an individual and state level.

Income Inequality and the Cycle of Poverty

A college degree is a credential of achievement that is linked to numerous benefits in life. Most importantly, the boost in income from jobs requiring a college degree results in social mobility and better health. In an era of increasing wage inequality, earning a postsecondary credential continues to offer students a pathway for obtaining a sustainable wage and joining the middle class. A child born in the bottom income quintile is ten times more likely to remain in their income quartile as an adult than a child born into the top income quintile. If an individual earned a postsecondary credential; however, 86 percent moved out of the lowest quintile and over 60 percent reached the middle income.¹⁹ Over a lifetime, individuals with baccalaureate degrees will earn a million and a half dollars more than those with only a high school diploma.²⁰

A state's median income level, which is positively correlated to educational attainment, is negatively associated with income inequality. In other words, states with higher median incomes tend to have lower income inequality; thus, a higher median income has a generally positive impact for all. On the other hand, there is a negative cyclical relationship between income inequality and economic growth.²¹ Specifically, all else being equal, income equality fosters economic growth, which mitigates future inequality. Historically, Minnesota compared favorably to other states on measures of income inequality.²² Minnesota's relative position, however, has declined over the last decade from the ninth lowest in income inequality to the 13th lowest.²³ If

¹⁸ McDonough, P. (2005). *Counseling and college counseling in America's high schools*. Alexandria, VA: National Association for College Admissions Counseling.

¹⁹ Pew Charitable Trusts. "Moving on up: Why do some Americans leave the bottom of the economic ladder, but not others?" 2013.

²⁰ Carnevale, A. P., Smith, N., & Strohl, J. (2010). *Help wanted: Projections of jobs and education requirements through 2018*. Washington, DC: Georgetown University Center on Education and the Workforce.

²¹ Rajaram, R. (2010). *Poverty, Income Inequality and Economic Growth in US Counties: A Spatial Analysis*. (Unpublished doctoral dissertation). University of Georgia, Athens.

²² States were compared using the Gini coefficient. The Gini coefficient has a range from zero to one, with zero representing perfect inequality and one representing perfect equality (two theoretical positions).

²³ Coggins, J., Legg, T., & Smith D. (2013, August). Widening economic inequality in Minnesota: causes, effects, and a proposal for estimating its impact in policymaking. *Growth & Justice*. Retrieved from <http://growthandjustice.org/publication/EconomicInequality.pdf>

the achievement gap does not improve, higher education attainment rates will tend to remain stagnant, and income inequality will likely increase. All Minnesotans would benefit from greater income equality, as it fosters economic growth. Therefore, a broad-based effort will be needed in order to disrupt the cycle of poverty.

Individual and State Return on Higher Education

The economic and social returns to a postsecondary education are well documented for both individuals and the state.²⁴ For individuals, obtaining higher levels of education are associated with increased wages and lower probability of unemployment. Specifically, individuals who obtain a bachelor's degree enjoy a 75 percent wage premium on average compared to high school graduates, while individuals who earn an associate degree experience a 20 percent wage premium.²⁵ Additionally, after accounting for both the direct (tuition, fees, and books) and indirect (forgone wages) costs of obtaining a degree, both associate and bachelor's degree recipients realize a 13 to 15 percent return on their investment, which is twice the rate of return of the stock market since 1950 (7 percent).²⁶ On average, graduates with a bachelor's degree in 2013 will recoup the costs of their investment in just ten years, less than half the time (23 years) it took a student in 1980 (Lambert, 2014).²⁷ These trends have occurred despite students and their families shouldering a greater proportion of postsecondary costs.

In addition to the economic benefits associated with postsecondary education, there are numerous societal spillover effects including: improved employee-employer job match, lower crime rates, greater and more informed civic participation, improved health outcomes, increased life expectancy, and intergenerational degree attainment effects.²⁸ It is important to note, however, that there is no evidence to suggest that simply producing more graduates is an effective strategy for fostering economic development.²⁹ Rather, Hill, Hoffman, and Rex suggest that a portfolio approach may have a more significant impact on local economic development.

²⁴ Oreopoulos, P., & Petronijevic, U. (2013). Making college worth it: A review of the returns to higher education. *The Future of Children*, 23(1), 41-65.

Baum, S., Ma, J., & Payea, K. (2013). Education pays 2013. *The College Board*.

²⁵ Abel, J. R., & Deitz, R. (2014). Do the benefits of college still outweigh the costs? *Current Issues in Economics and Finance*, 20(3).

²⁶ These findings are limited to college graduates. The ROI for students that did not complete their degree was not examined.

²⁷ Lambert, L. (2014, September 5). Is a degree still worth it? Yes, researchers say, and the payoff is getting better. *The Chronicle of Higher Education*. Retrieved from: http://chronicle.com/blogs/data/2014/09/05/is-a-degree-still-worth-it-yes-researchers-say-and-the-payoff-is-getting-better/#disqus_thread78-9ui

The wages associated with bachelor's and associate's degree have stagnated since the mid-1990s (Abel & Deitz, 2014). As a result, the primary driver behind the increasing ROI is the declining wages of high school graduates; which has reduced the opportunity costs of pursuing a postsecondary credential.

²⁸ Wolfe, B. L., & Haveman, R. H. (2002, June). Social and nonmarket benefits from education in an advanced economy. In *Conference Series-Federal Reserve Bank of Boston* (Vol. 47, pp. 97-131). Federal Reserve Bank of Boston; 1998.

²⁹ Hill, K., Hoffman, D., & Rex, T. R. (2005). *The value of higher education: Individual and societal benefits*. L. William Seidman Research Institute, Arizona State University, Tempe, AZ.

Specifically, they suggest an approach that focuses on quality workforce development and public infrastructure, emphasizes quality of life, develops a business climate conducive to attracting quality employment opportunities, and aligns degree production to local market demands.³⁰ Such alignment, however, is predicated on high educational attainment, and the authors cite college preparedness as a greater direct barrier to attainment than financial resources. Given the economic and social benefits associated with obtaining a postsecondary credential for both students and the state, while meeting future workforce demands in a period of changing demographics, Minnesota's challenge moving forward is to successfully prepare and support underserved populations to certificate or degree completion.

Economic Consequences of Not Completing

The postsecondary dropout rate in the United States is the highest in the industrialized world.³¹ While ensuring equitable access to postsecondary education for all citizens remains a priority, and the wage premium of obtaining a higher education credential in the U.S. is well-documented, providing access to a postsecondary education without facilitating completion is neither affordable nor efficient for students or taxpayers of Minnesota. For students, not completing is associated with a greater likelihood of being unemployed or underemployed and defaulting on student loans.³² Non-completers at community colleges are three times more likely to default on their student loans than graduates.³³

For states, students' not completing postsecondary degrees results in reduced tax capacity. According to estimates by the American Institutes of Research (AIR), the state of Minnesota spent \$110.6 million on first-year dropouts.³⁴ AIR also found that Minnesota lost over \$188 million in tax revenue from the 2002 cohort of first-time freshmen pursuing a bachelor's degree. The estimates; however, fail to account for noncompleters who were seeking an associate degree, certificate, or diploma, and are limited to one cohort of first-time freshmen, thereby dramatically underestimating the cost of noncompletion to the state.³⁵

³⁰ Hill, K., Hoffman, D., & Rex, T. R. (2005). *The value of higher education: Individual and societal benefits*. L. William Seidman Research Institute, Arizona State University, Tempe, AZ.

³¹ Symonds, W. C., Schwartz, R. & Ferguson, R.F. (2011). *Pathways to prosperity: Meeting the challenge of preparing young Americans for the 21st century*. Cambridge, MA: Pathways to Prosperity Project, Harvard University Graduate School of Education.

³² Gladieux, L., & Perna, L. (2005). *Borrowers Who Drop Out: A Neglected Aspect of the College Student Loan Trend*. National Center Report# 05-2. *National Center for Public Policy and Higher Education*.

³³ Association of Community College Trustees (ACCT) & The Institute for College Access & Success (TICAS). *Protecting Colleges and Students: Community College Strategies to Prevent Default*. July 2014.

³⁴ Schneider, M. (2010). *Finishing the First Lap: The Cost of First Year Student Attrition in America's Four Year Colleges and Universities*. *American Institutes for Research*.

³⁵ Schneider, M., & Yin, L. (2011). *The High Cost of Low Graduation Rates: How Much Does Dropping Out of College Really Cost?* *American Institutes for Research*.

Minnesota Workforce Projections

In a widely quoted estimate, the Georgetown Center for Education and the Workforce projects 74 percent of jobs in Minnesota will require education or training beyond high school by 2020.³⁶ To meet such projected workforce demands within changing demographic trends, Minnesota's K-12 and higher education systems must identify and implement effective strategies to increase postsecondary completion rates for underserved populations.

Social Justice and Equity

Minnesota's current and future economic and workforce needs provide compelling reasons why Minnesota should investigate how students get prepared for college, and how the field could be improved. However, social justice and equity should be top considerations in Minnesota's pursuit of college readiness for all students. As previously highlighted, Minnesota has an educational attainment gap across racial and ethnic groups. Key indicators confirm that this gap is not isolated to the higher education system; students of color do not succeed at the same rates as their white peers throughout all levels of the Minnesota education system. Therefore, one could ascertain that across the P-20 system, an opportunity gap exists. Whether or not the attainment gap is the result of segregation of students within low-income neighborhoods, structural racism present in Minnesota, or other reasons, unequal college preparation must be addressed under the pursuit of social justice and equity.

In an effort to reduce Minnesota's attainment gap, the 2015 state legislature set a statewide attainment goal.³⁷ Accordingly, the number of Minnesota residents ages 25 to 44, who hold postsecondary degrees or certificates, should be increased to at least 70 percent by 2025. The law breaks the attainment goal out into racial and ethnic minority groups. Degree attainment for each subpopulation will be measured at 30 and 50 percent benchmarks in service of the 70 percent goal, and will be reported yearly to the legislature by the Minnesota Office of Higher Education.

The Role of College Readiness Programs

College readiness programs exist to supplement the support students receive from their high schools and from their families. Current primary objectives of college readiness programs include smoothing the transition from high school to college, improving students' study habits, increasing general academic readiness, and expanding academic options.³⁸

Federal and state governments have played a critical role in the development of college readiness programs since the mid-1960s.³⁹ The federal approach to increasing college access focused on

³⁶ Carnevale, A. P., Smith, N., & Strohl, J. (2013). *Recovery: Job growth and education requirements through 2020*. Washington, DC: Georgetown University Center on Education and the Workforce.

³⁷ *Minnesota Statutes 2015*, Section 135A.012.

³⁸ In W.G. Tierney and L. Hagedorn (Eds.), *Increasing Access to College: Extending Possibilities for All Students* (pp. 15-34). Albany, NY: State University of New York Press.

³⁹ Perna, L.W., and Swail, W.S. (2002). Pre-college outreach programs: a national perspective. In W.G. Tierney and L. Hagedorn (Eds.), *Increasing Access to College: Extending Possibilities for All Students* (pp. 15-34). Albany, NY: State University of New York Press.

making financial aid available to students through the Pell Grant, campus-based, and subsidized- and unsubsidized loan programs. One such example is the Higher Education Act of 1965, through which Congress created the most widely known federally-mandated college readiness program, the TRiO program. TRiO programs, which include Education Talent Search, Upward Bound, and Student Support Services, have extensive representation across Minnesota. At the state level, Minnesota funds readiness programs through the Intervention for College Attendance Program (ICAP), sponsored by the Office of Higher Education. ICAP awards competitive grants to provide outreach services to historically underserved students in grades six through twelve and historically underrepresented college students, with the goal of increasing postsecondary attendance and retention in these populations.

Historically, federal and state college readiness programs focused on providing concrete services to students, such as filling out forms like the Free Application for Federal Student Aid (FAFSA).⁴⁰ Critics of this intervention strategy contend that it does not facilitate student autonomy in the college process or the acquisition of skills required for college access and completion. Some scholars assert that one reason for the persisting gaps may be that traditional approaches have focused too narrowly on the issue of college enrollment, without sufficient attention to the steps required for students to be academically, socially, and psychologically prepared to succeed in college.⁴¹

Students belonging to underrepresented populations, such as first-generation, low-income, and students of color may lack family members with the college knowledge to pass down to them. As a result, these students may possess college-going aspirations, but converting aspiration into reality requires significant knowledge and work. Therefore, college readiness programs serve the crucial role of supplementing the support students receive at home, and from their secondary schools. As the concept of what it takes to be college ready broadens, so too does the perspective on who can and should prepare students for college. Over the last several decades, private nonprofit programs have joined the field of federal and state programs.

However, as the field has expanded, no concerted effort has been made to comprehensively evaluate college readiness efforts at the state level. ICAP provides detailed profiles of grantee program activity in its annual report, but only 18 grants were awarded for the 2014-2015 biennium. A statewide analysis gap creates a challenge in understanding which programs are effective, and where gaps or redundancies may exist geographically or programmatically. Federal programs may require reporting of certain metrics, while states may require another set of metrics. The federally-funded TRiO programs, for example, report metrics at the national level instead of the state level, which may make it difficult to understand their role in improving college readiness in regards to the specific context of Minnesota. Meanwhile, many private nonprofits track metrics piecemeal for the purpose of meeting various grant requirements.

⁴⁰ Savitz-Romer, M., and Bouffard, S. M. (2012). *Ready, Willing, and Able: A Developmental Approach to College Access and Success*. Cambridge, MA: Harvard Education Press.

⁴¹ Perna, L.W., and Swail, W.S. (2002). Pre-college outreach programs: a national perspective. In W.G. Tierney and L. Hagedorn (Eds.), *Increasing Access to College: Extending Possibilities for All Students* (pp. 15-34). Albany, NY: State University of New York Press.

2. College Readiness Framework

With significant resources and programming dedicated to this cause, the continued gaps in college enrollment and degree completion suggest that a more comprehensive approach to college access and success is needed. Merely making financial aid available for students to attend college is not enough to ensure that all students have equal access to the benefits associated with earning a college degree.⁴²

However, lack of empirical evidence on best practices presents challenges when examining the impact of college readiness programs. Historically, scholars bemoaned the lack of empirical evidence regarding college readiness strategies. That criticism still holds today – college readiness is not standardized in any way, therefore it is hard to know which strategies work. In a 2009 analysis of techniques for promoting college readiness in high school, an Institute of Education Sciences panel did not consider any of the five major policy recommendations to be supported by “strong” evidence.⁴³ Beyond the lack of empirical evidence of college readiness programs’ effects, there is no central repository of readiness programs in the state of Minnesota.

Arizona Model

Arizona’s efforts to compile a college access inventory provided a helpful framework during the initial planning stages of this project. In 2012, Arizona was funded by stakeholders including the Arizona Commission for Postsecondary Education, the National College Access Network, and the Kresge Foundation, to create a statewide inventory of college readiness programming.⁴⁴ Through that process, programs were categorized in order to understand what types of programs existed across the state. In addition, Arizona convened a task force to define college and career readiness for Arizona students.

The purpose of the Arizona inventory was to catalog the organizations offering college access or success services as part of their mission, to describe their work, and to make recommendations for the future. The initiative sought to complement existing frameworks, standards, and promising practices in the field. The scope and funding of the Arizona project is far greater than that undertaken by the Minnesota Office of Higher Education. While it can be used as a model for one way in which college readiness standards can be defined and serves as a starting point for identifying trends in college readiness programming, this project is not intended to replicate the work completed in Arizona.

⁴² Gladieux and Swail, 1998, as cited in Perna and Swail (p. 18)

⁴³ Tierney, W. G., Bailey, T., Constantine, J., Finkelstein, N., & Hurd, N. F. (2009). Helping students navigate the path to college: What high schools can do. *Institute of Education Sciences National Center for Education Evaluation and Regional Assistance*, p. 6. Retrieved from http://ies.ed.gov/ncee/wwc/pdf/practice_guides/higher_ed_pg_091509.pdf.

⁴⁴ Melnick, S., Collins, C., and Guzman, A. (2012). Arizona College Access Network. *Arizona College Access Inventory*.

Methodology

The Office of Higher Education identified 129 programs whose missions stated or inferred a goal of promoting college access in the state, and for whom current contact information could be located. The Minnesota TRiO Association maintains a directory of their programs, but for the most part the identification process was *ad hoc*.⁴⁵ A College Readiness Program Survey was prepared asking for contact information, the program's mission statement, and eight questions regarding programs' staff size, their identified priority populations, the services they provide, and requesting a percentage breakdown of their funding by source type. A template of the survey can be found in Appendix B of this report.

The survey was initially sent via email in late February 2015, with a follow-up round of emails sent mid-March. Follow-ups were made by phone for the next several months, with the survey closing mid-June. In total, 63 programs responded to the survey. Appendix A of this report provides a complete directory of responding programs.

Findings

Distribution of College Readiness Programs

In 1963 the Minnesota Legislature created the “35 mile rule,” which expanded the number of public institutions in the state to ensure that every citizen would have access to a postsecondary institution within 35 miles of their home.⁴⁶ In contrast to this intentional distribution of colleges and universities, college readiness programs have developed organically, as can be seen on the map of program distribution provided on page 18. Programs cluster around metropolitan areas and regional hubs, while few programs are located in the less-densely populated northern and southwestern regions of the state.

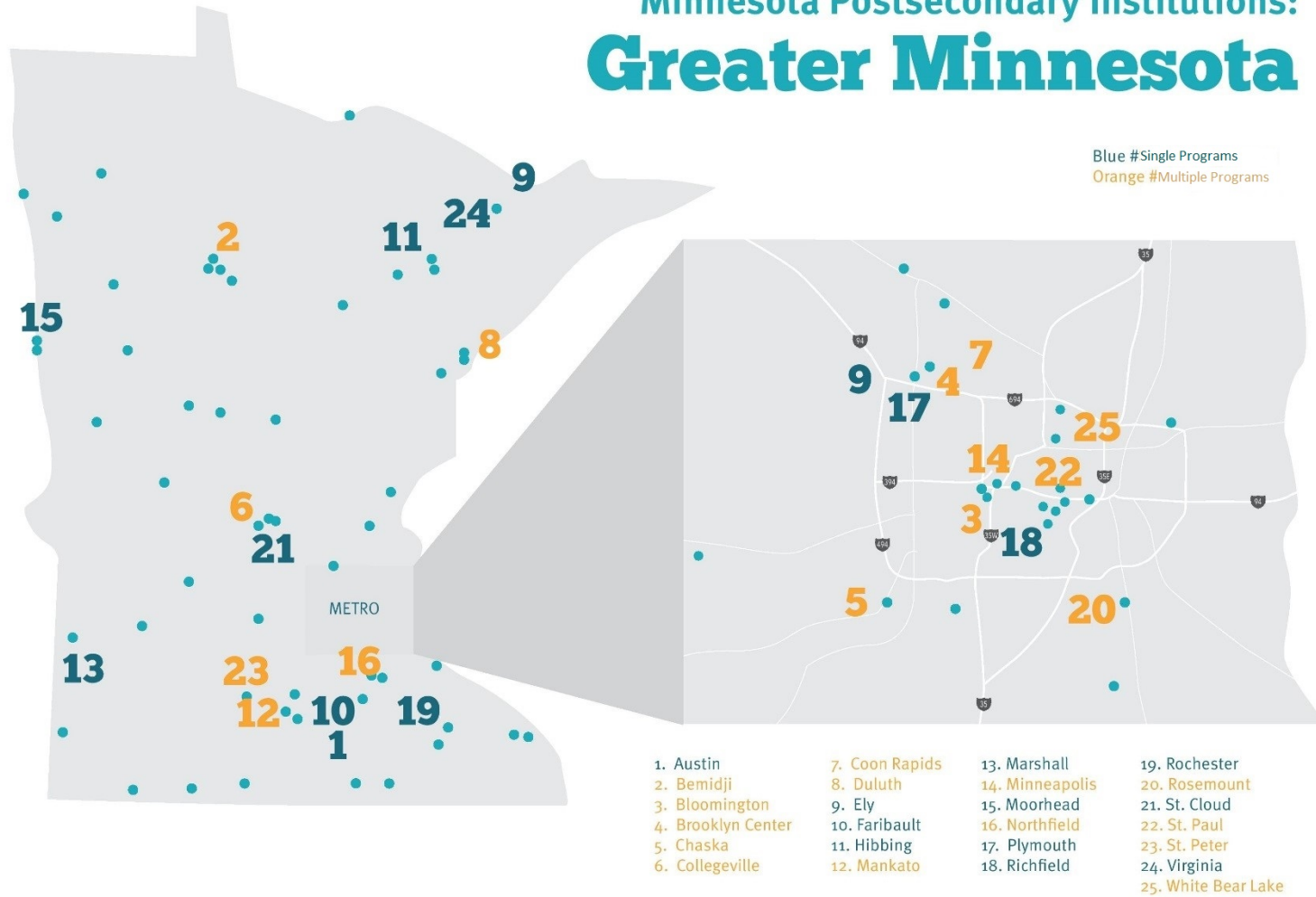
Mapping the physical location of programs does not take into consideration the economic demand for degrees in different regions of the state. Currently in greater Minnesota only about 16 percent of jobs require some postsecondary education, but individuals living in these areas may still benefit from higher education.⁴⁷ Therefore, understanding how to better leverage college readiness programs in less populated areas may be useful. Given these nuances and limitations, the map of programs should be viewed as a starting point for considering program distribution.

⁴⁵ Minnesota TRiO Association. (2015). “Our programs.” Retrieved from <http://www.mntrio.org/our-programs>.

⁴⁶ Fine, K.K. (1993, January). A history of Minnesota higher education policy. A policy analysis. St. Paul, MN: *Minnesota House of Representatives*.

⁴⁷ Office of Higher Education analysis of Department of Employment and Economic Development “Occupations In Demand” Data.

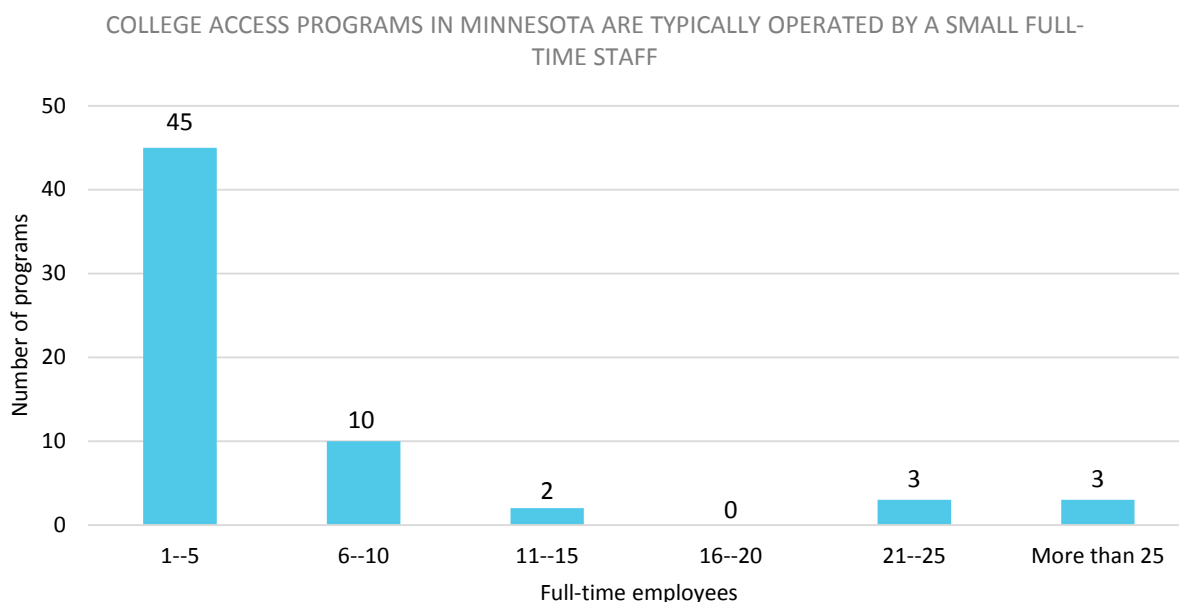
Minnesota Postsecondary Institutions: Greater Minnesota



Each • represents a postsecondary institution.

Organizational Characteristics

According to self-reported estimates, the 63 responding programs serve roughly 60,520 students per year.⁴⁸ Twenty-five of the respondents are Federal TRiO Programs, which are operated by higher education institutions and target individuals from disadvantaged backgrounds for support. The overwhelming majority of the other programs represent access efforts from the nonprofit sector.



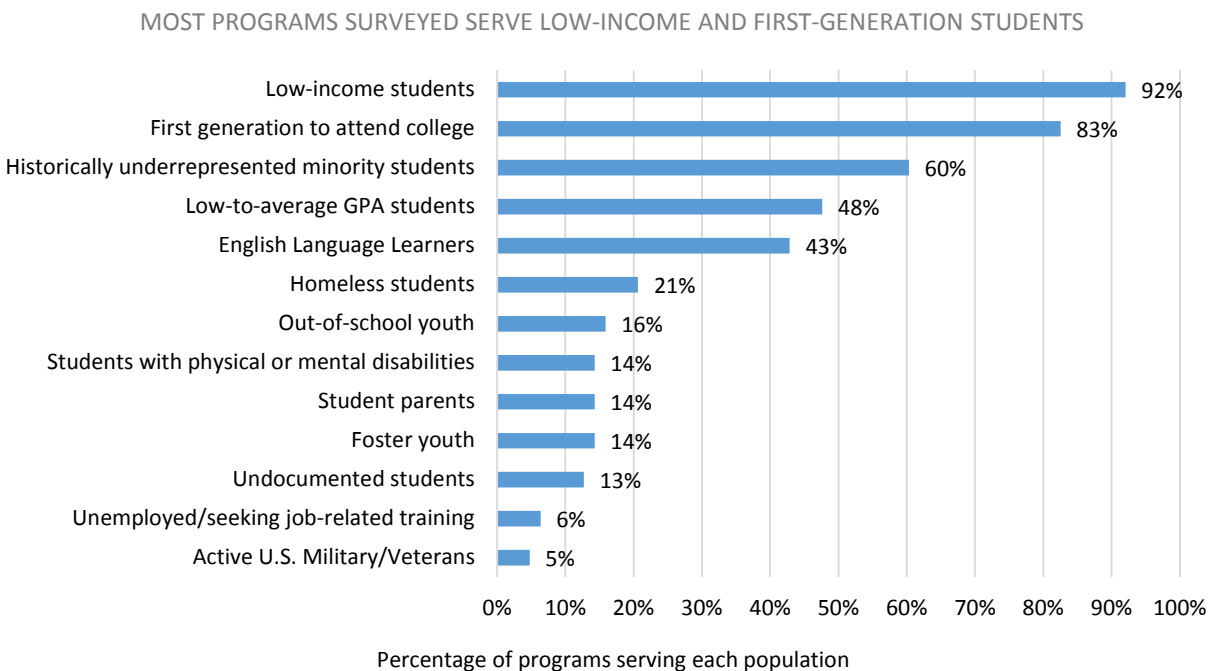
The majority of college readiness programs in Minnesota are operated by a small administrative staff—over 70 percent of the responding programs had between one and five full-time employees, and 87 percent had between one and ten full-time employees. The survey results indicate that those few organizations with larger staffs demonstrate dramatically increased outreach capacity: three of the access programs reported serving a combined total of 41,545 students, or more than two-thirds of the total individuals served annually as reported by responding programs. All three programs—the Office of Higher Education’s Get Ready! program, the YWCA of St. Paul, and the nonprofit organization Achieve Minneapolis — reported a staff of more than twenty-five full-time employees.

Volunteers appear to play a vital role in delivering college readiness services to students, with 60 percent of programs in the survey reporting that they utilized unpaid volunteers in 2014. The median number of annual volunteer hours reported by these 37 programs was 150, but the range was quite broad: one program that relies heavily on volunteer mentors reported 229,123 volunteer hours per annum. Although the use of volunteers is typically associated with nonprofit organizations, over half of the federal TRiO programs surveyed engaged volunteers for program activity in 2014.

⁴⁸ Estimates of the number of individuals served do not take into account potential program overlap for students served by more than one program.

Populations Served

Low-income students and students whose parents have not attained a bachelor’s degree (“first generation students”) represent common priority populations for access groups.⁴⁹ Just over 92 percent of programs identified low-income students as a priority population, and 83 percent identified first-generation students.



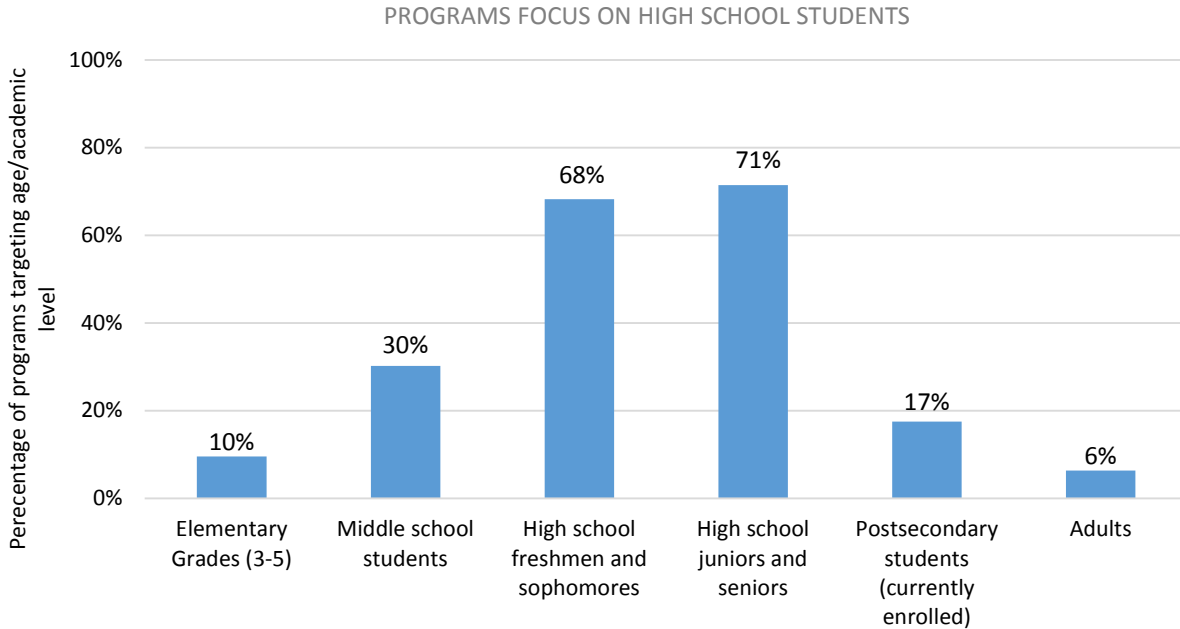
Students belonging to historically underrepresented minority groups were cited as a priority access population by 58 percent of surveyed programs; English Language Learners by 42 percent; and students with low-to-average GPAs by 47 percent. Programs citing a focus on historically underrepresented groups most frequently identified Black and Hispanic/Latino students as minority groups served. Those programs serving English Language Learners listed Hmong and Somali speakers as the most served subpopulations, followed by Spanish speakers.

Few programs identified active duty U.S. Military personnel and veterans, or unemployed individuals and individuals seeking job-related training, as priority populations. This does not necessarily represent a gap in program offerings as federal and state programs serving veterans were not included in the survey. Additionally, programs seeking to aid adults in acquiring postsecondary education or certification may describe their mission as workforce training rather than college readiness. The Minnesota Department of Education’s Adult Basic Education delivery sites serve approximately 75,000 adult students.⁵⁰ In addition, the Minnesota

⁴⁹ This definition of “first-generation student” represents the criteria used to determine eligibility for federal TRiO programs.

⁵⁰ Minnesota Department of Education. (2015). “Adult Basic Education/GED.” Retrieved from <http://education.state.mn.us/MDE/StuSuc/AdultEd/>.

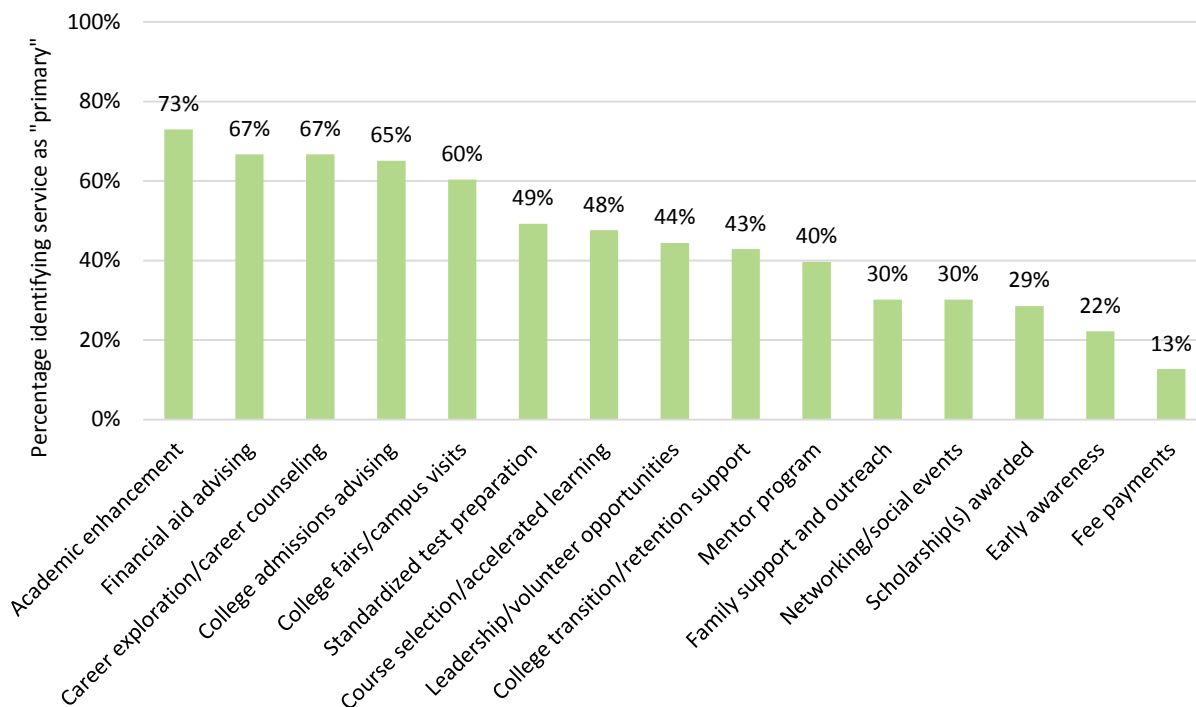
Department of Employment and Economic Development’s Workforce Training Centers offer help to dislocated workers, veterans, and other adult populations.



The majority of programs surveyed deliver their services to students in high school. Among age categories, 71 percent of programs identified high school juniors and seniors as a priority population, and 68 percent identified high school freshmen and sophomores. Only 10 percent of programs target elementary school students and six percent target adults. Moreover, none of the programs surveyed identified adults as their sole priority population among age-related demographic categories—this may be due to the lack of workforce training programs surveyed, as described above. Many more programs focus their efforts on high school students than on students who are currently enrolled in college, suggesting an emphasis by programs on access over persistence and completion.

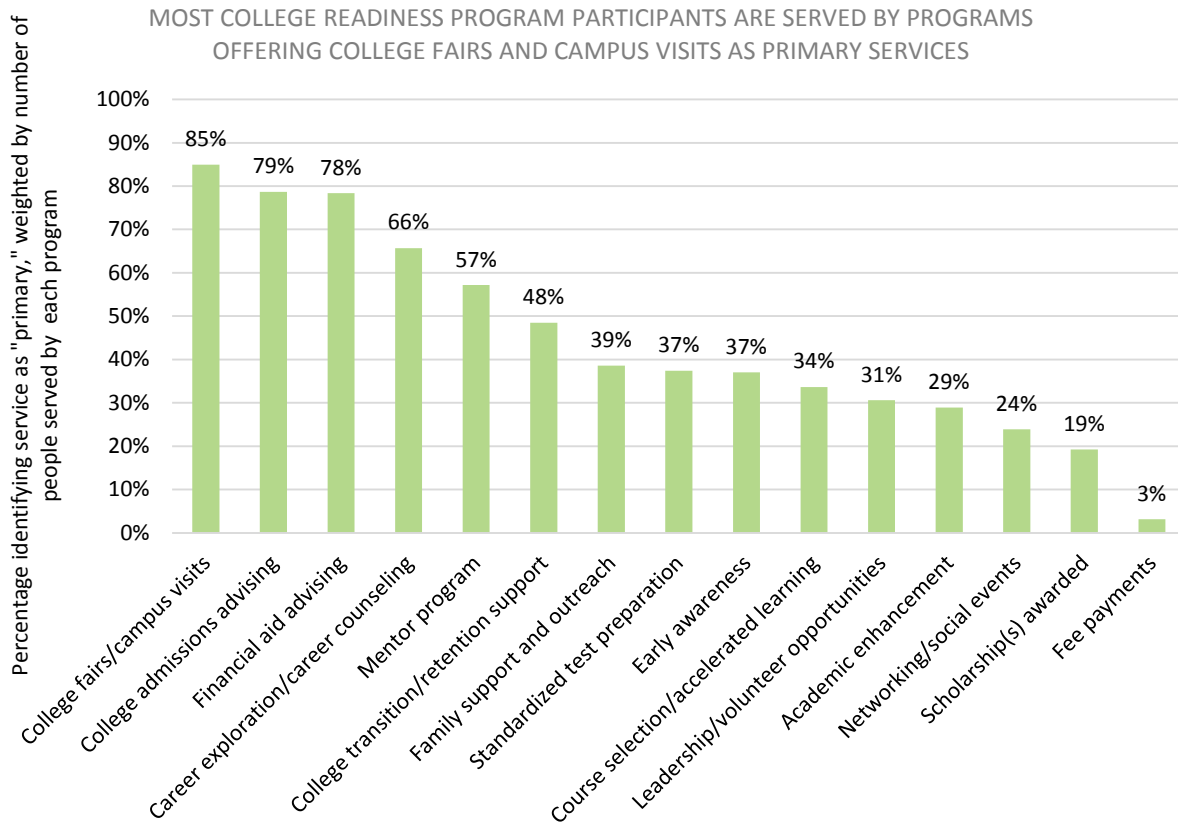
Program Goals and Services

ACADEMIC SUPPORT, FINANCIAL AID ADVISING, CAREER COUNSELING, AND ADMISSIONS ADVISING ARE THE FOUR MOST COMMONLY-PROVIDED PRIMARY SERVICES IDENTIFIED BY THE PROGRAMS SURVEYED



Almost three-quarters of the programs surveyed identified academic tutoring, the teaching of study skills and time management, or another academic skill building activity as a “primary” service.⁵¹ Financial aid advising, which includes FAFSA preparation and assistance in finding scholarships, and career exploration counseling were the next most commonly offered primary services; both categories were identified as such by two-thirds of programs. Just under two-thirds of programs identified college admissions advising as a primary service. Fee payments for admissions applications, housing, books and supplies represented the least-offered service, with fewer than 13 percent of programs identifying this service as a primary program function.

⁵¹ No limit was imposed on how many “primary” services could be identified among the categories provided, but a second round of survey questions allowed for the identification of “other” provided services to be chosen from the same categories.

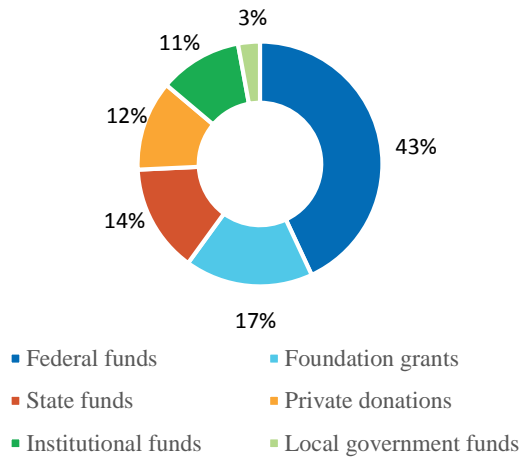


To more fully ascertain student exposure to services, primary services identified by each program were weighted by the number of people served by that program. We find that 85 percent of individuals served by college readiness programs in a given year were served by an organization citing college fairs and campus visits as a primary service. Nearly 80 percent of individuals were served by organizations offering financial aid advising or admissions advising services. Despite the fact that almost three-quarters of the programs surveyed offer academic enhancement services, only about 29 percent of individuals were served by an organization offering this service, and a mere three percent were served by an organization offering fee payments. These trends indicate that individuals are more likely to receive advising and counseling than monetary aid when working with programs promoting college readiness.

Funding Sources

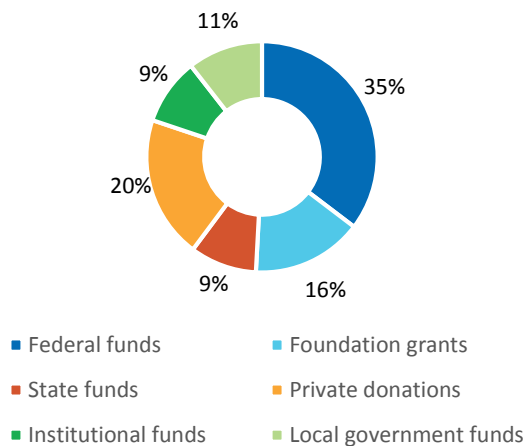
Programs were asked to estimate percentages of their revenue sources to the best of their ability for each of six categories.

ON AVERAGE, A HIGH PERCENTAGE OF PROGRAM ACTIVITY IS FEDERALLY FUNDED, REFLECTING THE HIGH CONCENTRATION OF TRIO PROGRAMS IN THE STATE...



On average, 43 percent of program funding came from federal dollars. The large number of Federal TRiO Programs in the state, as well as the high response rate of these programs, contributed to this figure—among non-TRiO programs, 24 percent of funding was federal. Nongovernmental foundation grants were the next largest source of funding (17 percent), followed by state allocations (14 percent). On average, less than three percent of program funding came from local government sources.

...HOWEVER, WHEN FUNDING IS WEIGHTED BY NUMBER OF STUDENTS SERVED, PRIVATE DONATIONS ALSO APPEAR TO HAVE A SIGNIFICANT IMPACT IN SUPPORTING ACCESS PROGRAMS



With funding sources weighted by people served per program, private donations appear to play a large role in funding college readiness programs: their weighted average is just under 20 percent, compared to 11.9 percent for their average portion of funding. Local government's funding influence also grows considerably when examined through this weighted metric, increasing to 10.5 percent—the programs that serve the most students appear to rely more on local funding than on state allocations.

Limitations

No comprehensive directory of college readiness programs in the state of Minnesota exists. Attempts to compile an initial list of programs to contact was by necessity an *ad hoc* process. Programs with a college readiness mission may exist that Office of Higher Education staff were not aware of and did not contact.

Creation of a comprehensive inventory of college readiness programming in Minnesota relied on survey responses. Of the identified programs, roughly 49 percent responded to the survey. While 49 percent is considered a high response rate in terms of survey methodology, the extent to which the sample is representative of the state's variety of programs is unclear. Additionally due to the high number of federal TRiO programs that responded, these programs may be over-represented within the sample.

Of those programs that did not respond to the survey, some may be operating with limited time and resources. Nonrespondents may lack staff capacity to handle such requests or contact information not being updated on program websites.

Unlike ICAP's report on grantee programs, this project did not attempt to gauge program effectiveness or impact. Outcomes for program participants were not requested. This was done to avoid presenting the survey as a high-stakes evaluation, as the goal of this project was to acquire information and not to award grants or direct donations.

While programs were asked to provide estimates of the number of individuals they served in a given year, it is important to note that reported data might not represent an unduplicated count. Ascertaining how many unique individuals were served by college readiness programs would entail more intrusive data collection on the part of both the Office of Higher Education and the programs themselves.

3. Conclusion and Next Steps

This report presents an initial directory of college readiness programs. Subsequent editions of this report can expand on this directory with the goal of creating a central repository of programs in the state of Minnesota. A central repository would serve to enhance stakeholders' understanding of what types of programs exist, what populations various programs serve, how they are funded, and where they operate across the state. Students and families in Minnesota could also benefit from a repository for program information.

As noted above, gaps and redundancies in programming are difficult to identify. Preliminary findings suggest that many programs seek to serve some non-traditional student subgroups, such as low-income students, English Language Learners, and first-generation students, while other non-traditional subgroups such as students with children are less frequently identified as priority populations. Many more programs focus their efforts on high school students than on students who are currently enrolled in college, suggesting an emphasis by programs on access over persistence and completion. If this is the case, it highlights a potential gap in programming: support for students belonging to groups with historically low attainment rates should not end upon enrollment. The next iteration of the report may want to focus on examining college knowledge promotion through readiness programs.

A more comprehensive program directory can lay the groundwork for common understanding. The multiple conversations on college readiness programming occurring throughout Minnesota's public and private education sectors, the non-profit sector, and state and local government would benefit from connecting with one another. In working to alleviate the state's attainment gap, strengthening partnerships across sectors toward a common goal can facilitate coordinated strategies and help better define the roles of various sectors. This project aims to initiate a dialogue that envisions college readiness as a statewide effort and to provide a common starting point for collaboration.

Appendix A: Directory of Respondents to College Readiness Program Survey

Accelerating to Success

A2S

Sponsor (if applicable): Faribault High School (applicant: South Central College)

City: Faribault

Mission: N/A

Contact: Becky Miller, Project Co-Director **Email:** becky.miller@southcentral.edu

Number of full-time equivalent employees: 1-5

Number of students served per year: 15

Makes use of unpaid volunteers? No **Number of volunteer hours logged in 2014:** N/A

Primary populations that program seeks to serve:

High school Juniors and Seniors

Historically underrepresented minority students

First generation to attend college

Low-income students

Primary services provided:

Academic enhancement

Funding percentages by sector:

Private donations: 0% Foundation grants: % State: 50%

Federal: 0% Local government: 0% Institutional: 50%

Additional information: This is the first year of the A2S program. Recruitment has been a challenge. Program activities are ran by Faribault High School; grant administrative activities are done by South Central College (applicant).

Access and Success for student parents

Sponsor (if applicable): St. Catherine University

City: St. Paul

Mission: Access and Success is a unique comprehensive program of support for students raising children at St. Kate's. The program is voluntary and works to build on student parents existing strengths. Staff focus on creating relationships of support with student parents and linking them with the resources and services needed to be successful. Resources can be both on campus or in the community, such as affordable housing, childcare, as well as financial assistance. Our staff are skilled in offering support and assistance to address various personal, academic, and family issues which can arise. This may include advocacy, referrals in a crisis, as well as assistance with problem-solving, parenting, and support.

Contact: Joan Demeules, Program Director **Email:** jmdemeules@stkate.edu

Number of full-time equivalent employees: 1-5

Number of students served per year: 450

Makes use of unpaid volunteers? No **Number of volunteer hours logged in 2014:** N/A

Primary populations that program seeks to serve:

Student parents

Primary services provided:

College transition/retention support

Networking/social events

Leadership and volunteer opportunities

Family support and outreach

Funding percentages by sector:

Private donations: 10% Foundation grants: 10% State: 0%

Federal: 15% Local government: 0% Institutional: 65%

Additional information: Access and Success began in 1993 and has expanded to serve all student's raising children, regardless of income, age of children or degree level. Four years ago the Minnesota Dept. of Health obtained a federal grant through the Parent Assistance Fund to expand our existing program and start 8 other student parent centers around the state. There are 8 other student parent programs at institutions of higher education in the state based on the Access and Success model.

AchieveMpls

Sponsor (if applicable):

City: Minneapolis

Mission: As the strategic nonprofit partner of the Minneapolis Public Schools (MPS), AchieveMpls mobilizes a wide web of community support to ensure academic achievement, equitable opportunities and career and college readiness for all students. We believe that preparing our young people to succeed in school, work and life is the best investment we can make in our city’s health and vitality.

Contact: Jane Austin, Communications Director **Email:** info@achievempls.org

Number of full-time equivalent employees: More than 25

Number of students served per year: 9,000

Makes use of unpaid volunteers? Yes Number of volunteer hours logged in 2014: 7,000

Primary populations that program seeks to serve:

High school Freshmen and Sophomores	Students with low or average GPA	African American, Native American, Latino, Asian American, new immigrants
High school Juniors and Seniors	Historically underrepresented minority students	First generation to attend college
Low-income students		Unemployed/seeking job-related training

Primary services provided:

Career exploration/career counseling	College admissions advising Financial aid advising	Mentor program College fairs/campus visits
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Funding percentages by sector:

Private donations: 14.6%	Foundation grants: 27.9%	State: 0.7%
Federal: 6.8%	Local government: 50%	Institutional: 0%

Additional information: As the nonprofit partner of the Minneapolis Public Schools (MPS), AchieveMpls mobilizes a wide variety of community resources to ensure that every student is career and college ready. We manage Career & College Centers in MPS high schools, direct the STEP-UP Achieve youth employment program with the City of Minneapolis, link students with Graduation Coaches, raise funds for MPS strategic priorities and engage our community as volunteers, employers, funders and advocates for student success.

ASPIRE! College Readiness, Banyan Community

ASPIRE! Tutoring Program

Sponsor (if applicable): Banyan Community

City: Minneapolis

Mission: Banyan is rooted in the Phillips neighborhood to transform lives by developing youth, strengthening families and creating community.

Contact: Sam Olson, Program Director **Email:** sam@banyancommunity.org

Number of full-time equivalent employees: 1-5

Number of students served per year: 76

Makes use of unpaid volunteers? Yes **Number of volunteer hours logged in 2014:** 390

Primary populations that program seeks to serve:

Postsecondary students (currently enrolled)	Low-income students	Latino, African American, Asian, Multi-Racial, Native American
Middle school students (6th-8th Grades)	Students with low or average GPA	English Language Learners
High school Freshmen and Sophomores	Historically underrepresented minority students	Spanish
High school Juniors and Seniors		First generation to attend college
		Out-of-school youth

Primary services provided:

Early awareness	Financial aid advising	College fairs/campus visits
Academic enhancement	Scholarship(s) awarded	Networking/social events
Career exploration/career counseling	Mentor program	Family support and outreach
Standardized test preparation	College transition/retention support	Leadership and volunteer opportunities
College admissions advising	Course selection/accelerated learning	

ASPIRE! College Readiness, Banyan Community (cont.)

Funding percentages by sector:

Private donations: 34% Foundation grants: 33% State: 33%

Federal: 0% Local government: 0% Institutional: 0%

Additional information: Banyan is a community development organization providing opportunities for families to build a bright future. Our youth programs begin in Kindergarten and continue all the way through college. Parents learn how to navigate the education system through an asset-based home visit model and adult education opportunities. Youth learn social & emotional skills, receive academic support and mentoring, and gradually discern the career path they would like to pursue. As young adults, we follow-up with our college students to ensure that they successfully navigate the path all the way through graduation and into a career. We have been able to maintain a 100% high school graduation rate for the last ten years! The success of our youth has inspired several parents to invest themselves in their own education. At Banyan, we are seeing our community thrive.

Augsburg College TRIO Student Support Services

TRIO/SSS

Sponsor (if applicable): MN TRIO, Dept of Ed and Augsburg College

City: Minneapolis

Mission: It's not a mission, but this information is from TRIO in general: The Student Support Services (SSS) program is one of three TRIO programs originally funded under the Higher Education Act of 1965, whose objective is to help students overcome class, social, and cultural barriers to complete their college education.

Contact: Kimberly Bestler, Program Assistant **Email:** bestler@augsb.org

Number of full-time equivalent employees: 1-5

Number of students served per year: 160

Makes use of unpaid volunteers? Yes **Number of volunteer hours logged in 2014:** 10

Primary populations that program seeks to serve:

Postsecondary students (currently enrolled)	First generation to attend college	Students with physical or mental disabilities
Low-income students		

Primary services provided:

Academic enhancement	Scholarship(s) awarded	Course selection/accelerated learning
Career exploration/career counseling	College transition/retention support	Networking/social events
Financial aid advising		Family support and outreach

Funding percentages by sector:

Private donations: 0%	Foundation grants: 0%	State: 0%
Federal: 75%	Local government: 0%	Institutional: 25%

Additional information: Percentages of funding are approximations.

Bemidji State University Upward Bound

BSU UB

Sponsor (if applicable): Bemidji State University

City: Bemidji

Mission: Upward awards grant to foster postsecondary attendance and retention by providing outreach services to Minnesota’s historically underserved students in grades 9th through 12th and to first generation and /or low-income students. Early intervention programs and support for student s retention can provide significant opportunity for underserved students to have the available resources, funding, curriculum and guidance to enter and succeed in postsecondary education.

Contact: Kelli Steggall, TRIO Director **Email:** ksteggall@bemidjstate.edu

Number of full-time equivalent employees: 1-5

Number of students served per year: 101

Makes use of unpaid volunteers? Yes **Number of volunteer hours logged in 2014:** 60

Primary populations that program seeks to serve:

High school Freshmen and
Sophomores

High school Juniors and
Seniors

First generation to attend
college

Low-income students

Primary services provided:

Academic enhancement

College admissions advising

Course selection/accelerated
learning

Career exploration/career
counseling

Financial aid advising

College fairs/campus visits

Standardized test
preparation

Fee payments

Mentor program

Funding percentages by sector:

Private donations: 0%

Foundation grants: 0%

State: 6%

Federal: 94%

Local government: 0%

Institutional: 0%

Big Brothers Big Sisters of the Greater Twin Cities

BBBS

Sponsor (if applicable): (Same name)

City: Minneapolis

Mission: The agency's mission is to provide children facing adversity with strong and enduring, professionally supported 1-to-1 relationships that change their lives for the better, for ever. The aim of our college readiness work is to support our mentored youth to complete high school college-ready and to support them as they pursue postsecondary education.

Contact: Deanna Threadgill, Vice President of Programs **Email:** dthreadgill@bigstwincities.org

Number of full-time equivalent employees: 1-5

Number of students served per year: 550

Makes use of unpaid volunteers? Yes **Number of volunteer hours logged in 2014:** 1000

Primary populations that program seeks to serve:

Middle school students (6th-8th Grades)	High school Freshmen and Sophomores	High school Juniors and Seniors
		Low-income students

Primary services provided:

Career exploration/career counseling	College admissions advising	Mentor program
	Financial aid advising	College fairs/campus visits

Funding percentages by sector:

Private donations: 0%	Foundation grants: 25%	State: 75%
Federal: 0%	Local government: 0%	Institutional: 0%

Additional information: The information provided above is primarily for our college readiness services provided through our Education & Enrichment program. Our overall agency's budget is significantly different, as is our overall staffing count and youth served numbers.

Bolder Options

Sponsor (if applicable): Bolder Options

City: Minneapolis

Mission: To help you succeed in all life's races.

Contact: Becky Reichel, Program Director **Email:** becky.reichel@bolderoptions.org

Number of full-time equivalent employees: 6-10

Number of students served per year: 2300

Makes use of unpaid volunteers? Yes **Number of volunteer hours logged in 2014:** 229,123

Primary populations that program seeks to serve:

Middle school students (6th-8th Grades)	Historically underrepresented minority students
Low-income students	
Students with low or average GPA	African American, Native American, Latino, Asian

Primary services provided:

Mentor program

Funding percentages by sector:

Private donations: 40%	Foundation grants: 48%	State: 0%
Federal: 0%	Local government: 7%	Institutional: 5%

Century College TRIO Upward Bound

Upward Bound

Sponsor (if applicable): US Department of Education

City: White Bear Lake

Mission: Century College Upward Bound provides students with educational opportunities and support to build a foundation for life-long success.

Contact: Yia Lor, Director **Email:** yia.lor@century.edu

Number of full-time equivalent employees: 1-5

Number of students served per year: 81

Makes use of unpaid volunteers? Yes Number of volunteer hours logged in 2014: 100

Primary populations that program seeks to serve:

High school Freshmen and Sophomores	Historically underrepresented minority students	Hmong, Karen, Somali, Spanish, and others.
High school Juniors and Seniors	African Americans, Hispanics, Hmong, Karen, Somali, and other minorities.	First generation to attend college
Low-income students	English Language Learners	Others that meet federal TRIO requirements.
Students with low or average GPA		

Primary services provided:

Early awareness	College admissions advising	College fairs/campus visits
Academic enhancement	Financial aid advising	Networking/social events
Career exploration/career counseling	Fee payments	Family support and outreach
Standardized test preparation	Mentor program	Leadership and volunteer opportunities
	Course selection/accelerated learning	

Funding percentages by sector:

Private donations: 0%	Foundation grants: 0%	State: 0%
Federal: 100%	Local government: 0%	Institutional: 0%

Climb Upward Bound

CUB

Sponsor (if applicable): Hibbing Community College

City: Hibbing

Mission: N/A

Contact: Tallie Sertich, Director **Email:** talliesertich@hibbing.edu

Number of full-time equivalent employees: 1-5

Number of students served per year: 50

Makes use of unpaid volunteers? No **Number of volunteer hours logged in 2014:** N/A

Primary populations that program seeks to serve:

High school Freshmen and Sophomores	Historically underrepresented minority students	First generation to attend college
High school Juniors and Seniors	African American, Native American, Pacific Islander	Foster youth
Low-income students		Homeless students
		Student parents

Primary services provided:

Academic enhancement	Standardized test preparation	Course selection/accelerated learning
Career exploration/career counseling	College admissions advising	College fairs/campus visits
	Financial aid advising	

Funding percentages by sector:

Private donations: 0%	Foundation grants: 0%	State: 0%
Federal: 100%	Local government: 0%	Institutional: 0%

Additional information: Climb Upward Bound is proud to be one of six college access and success TRIO programs serving middle school, high school, and college students in northeastern Minnesota through the five colleges in the Northeast Higher Education District.

College for Kids & Teens

CFK&T previously College for Kids

Sponsor (if applicable): no sponsors, but hosted at MN State University Moorhead

City: Moorhead

Mission: College for Kids & Teens (CFK&T) is a summer enrichment program for 6-18 year olds offered by Minnesota State University Moorhead (MSUM). CFK's mission is to provide a unique opportunity for a diverse group of local/regional kids to come to a college campus and have fun while learning. Expert instructors teach classes that encourage exploration, adventure and creativity while cultivating young people's understanding and appreciation for a variety of topics.

Contact: Shireen Alemadi, Director **Email:** cfk@mnstate.edu

Number of full-time equivalent employees: 1-5

Number of students served per year: 600

Makes use of unpaid volunteers? Yes Number of volunteer hours logged in 2014: 20

Primary populations that program seeks to serve:

Elementary school students (3rd-5th Grades)	High school Freshmen and Sophomores	Low-income students
Middle school students (6th-8th Grades)	High school Juniors and Seniors	Students with low or average GPA
		all k-ü2 students

Primary services provided:

Academic enhancement

Funding percentages by sector:

Private donations: 0% Foundation grants: 10% State: 0%
Federal: 0% Local government: 0% Institutional: 90%

Additional information: The program is funded by fees that are paid by participants. I write grants to try for additional scholarship support, but otherwise it is NOT funded by any of the above. I put 90% institutional so it would add to 100%

College of St. Benedict/St. John's University TRIO Upward Bound

CSB/SJU UB

Sponsor (if applicable):

City: Collegeville

Mission: The Upward Bound Program at the College of Saint Benedict and Saint John's University seeks to: Provide students with the opportunity to develop the motivation, skills and belief in their ability to succeed in high school, and a post-secondary program. Assist students to value themselves and the diversity of people and cultures different from their own. Provide an environment that promotes the development of values and attitudes conducive to productive citizenship and lifelong learning. Expose students to experiences that broaden their understanding of and appreciation for the fine arts. Offer the experiences of community living to promote an increased respect for people and property.

Contact: Benjamin Shapiro, Director **Email:** bshapiro@csbsju.edu

Number of full-time equivalent employees: 1-5

Number of students served per year: 64

Makes use of unpaid volunteers? No **Number of volunteer hours logged in 2014:** N/A

Primary populations that program seeks to serve:

High school Freshmen and Sophomores	High school Juniors and Seniors	First generation to attend college
	Low-income students	

Primary services provided:

Academic enhancement	College admissions advising	College fairs/campus visits
Career exploration/career counseling	Financial aid advising	Family support and outreach
Standardized test preparation	Course selection/accelerated learning	Leadership and volunteer opportunities

Funding percentages by sector:

Private donations: 0%	Foundation grants: 0%	State: 0%
Federal: 100%	Local government: 0%	Institutional: 0%

College Possible

Sponsor (if applicable):

City: St. Paul

Mission: Making college admission and success possible for low-income students through an intensive curriculum of coaching and support.

Contact: Sara Dziuk, Executive Director **Email:** sdziuk@collegepossible.org

Number of full-time equivalent employees: 21-25

Number of students served per year: 10000

Makes use of unpaid volunteers? Yes **Number of volunteer hours logged in 2014:** 1000

Primary populations that program seeks to serve:

Postsecondary students (currently enrolled)	Students with low or average GPA	First generation to attend college
High school Juniors and Seniors	Historically underrepresented minority students	Out-of-school youth
Low-income students	English Language Learners	Foster youth
		Homeless students
		Undocumented students

Primary services provided:

Standardized test preparation	Financial aid advising	College transition/retention support
College admissions advising	Mentor program	College fairs/campus visits

Funding percentages by sector:

Private donations: 15%	Foundation grants: 15%	State: 20%
Federal: 20%	Local government: 0%	Institutional: 30%

Dakota County Technical College - TRIO Programs: Upward Bound and Student Support Services

UB and SSS

Sponsor (if applicable): Dakota County Technical College

City: Rosemount

Mission: Upward Bound provides fundamental support to participants in their preparation for college entrance. The program provides opportunities for participants to succeed in their precollege performance and ultimately in their higher education pursuits. Upward Bound serves: high school students from low-income families; and high school students from families in which neither parent holds a bachelor's degree. The goal of Upward Bound is to increase the rate at which participants complete secondary education and enroll in and graduate from institutions of postsecondary education.

Contact: Dora Schumacher, Director, TRIO Programs **Email:** dora.schumacher@dctc.edu

Number of full-time equivalent employees: 6-10

Number of students served per year: 270

Makes use of unpaid volunteers? Yes **Number of volunteer hours logged in 2014:** 20

Primary populations that program seeks to serve:

Postsecondary students (currently enrolled)	Students with low or average GPA	Out-of-school youth
Middle school students (6th-8th Grades)	Historically underrepresented minority students	Foster youth
High school Freshmen and Sophomores	English Language Learners	Homeless students
High school Juniors and Seniors	First generation to attend college	Active U.S. Military/Veterans
Adults	Students with physical or mental disabilities	Undocumented students
Low-income students		Unemployed/seeking job-related training
		Student parents

Primary services provided:

Early awareness	College admissions advising	College transition/retention support
Academic enhancement	Financial aid advising	Course selection/accelerated learning
Career exploration/career counseling	Scholarship(s) awarded	College fairs/campus visits
Standardized test preparation	Fee payments	Networking/social events
	Mentor program	

Family support and outreach

Leadership and volunteer
opportunities

Dakota County Technical College - TRIO Programs: Upward Bound and Student Support Services (cont.)

Funding percentages by sector:

Private donations: 0% Foundation grants: 0% State: 0%

Federal: 100% Local government: 0% Institutional: 0%

Additional information: Upward Bound programs provide services to high school students grades 9-12. Student Support Services provides services to college students.

Daring to Realize Excellence and Academic Motivation

DREAM

Sponsor (if applicable): The College of St. Scholastica

City: Duluth

Mission: The overall goal of the DREAM Project is to facilitate student achievement at the high school level in order to increase high school graduation rates and college participation and success.

Contact: Amy Galarowicz, Director **Email:** agalarow@css.edu

Number of full-time equivalent employees: 1-5

Number of students served per year: N/A

Makes use of unpaid volunteers? No **Number of volunteer hours logged in 2014:** N/A

Primary populations that program seeks to serve:

High school Freshmen and
Sophomores

High school Juniors and
Seniors

First generation to attend
college

Low-income students

Primary services provided:

Academic enhancement

College admissions advising

Course selection/accelerated
learning

Career exploration/career
counseling

Financial aid advising

College fairs/campus visits

Standardized test
preparation

College transition/retention
support

Leadership and volunteer
opportunities

Funding percentages by sector:

Private donations: 0% Foundation grants: 0% State: 100%

Federal: 0% Local government: 0% Institutional: 0%

Additional information: The DREAM program supplements our federally funded UB and UBMS programs.

Educational Talent Search

TS

Sponsor (if applicable): The College of St. Scholastica

City: Duluth

Mission: Talent Search serves young people in grades six through 12. In addition to counseling, participants receive information about college admissions requirements, scholarships and various student financial aid programs. This early intervention program helps people from lower income families (where neither parent graduated from college) to better understand and prepare for their educational opportunities and options.

Contact: Susan Kurth, Director **Email:** skurth@css.edu

Number of full-time equivalent employees: 1-5

Number of students served per year: 565

Makes use of unpaid volunteers? No **Number of volunteer hours logged in 2014:** N/A

Primary populations that program seeks to serve:

Middle school students (6th-8th Grades)	High school Juniors and Seniors	Students with low or average GPA
High school Freshmen and Sophomores	Low-income students	First generation to attend college

Primary services provided:

Early awareness	Standardized test preparation	College transition/retention support
Academic enhancement	College admissions advising	Course selection/accelerated learning
Career exploration/career counseling	Financial aid advising	College fairs/campus visits

Funding percentages by sector:

Private donations: 0%	Foundation grants: 0%	State: 0%
Federal: 100%	Local government: 0%	Institutional: 0%

Educational Talent Search

ETS

Sponsor (if applicable): TRIO

City: Northfield

Mission: ETS is a federally funded program designed to serve low income, first generation potential college students. ETS encourages students to be successful in their academic pursuits and complete high school and enroll in a program of post secondary.

Contact: Nancy Sprengeler, Director **Email:** nancy.sprengeler@mnsu.edu

Number of full-time equivalent employees: 1-5

Number of students served per year: N/A

Makes use of unpaid volunteers? No **Number of volunteer hours logged in 2014:** N/A

Primary populations that program seeks to serve:

Middle school students (6th-8th Grades)	High school Juniors and Seniors	First generation to attend college
High school Freshmen and Sophomores	Low-income students	

Primary services provided:

Early awareness	College admissions advising	College fairs/campus visits
Academic enhancement	Financial aid advising	
Career exploration/career counseling	Course selection/accelerated learning	

Funding percentages by sector:

Private donations: 0%	Foundation grants: 0%	State: 0%
Federal: 100%	Local government: 0%	Institutional: 0%

Additional information: Our services are available to participants from our identified target schools. To see which schools are served by the MSU, Mankato ETS please check us out at www.mnsu.edu/ets

Enter University

EU

Sponsor (if applicable): Minnesota State University, Mankato

City: Mankato

Mission: To assist underrepresented high school students with college readiness with a focus on ACT preparation.

Contact: Amy Mukamuri, Director **Email:** amy.mukamuri@mnsu.edu

Number of full-time equivalent employees: 1-5

Number of students served per year: 250

Makes use of unpaid volunteers? No **Number of volunteer hours logged in 2014:** N/A

Primary populations that program seeks to serve:

High school Freshmen and Sophomores	Historically underrepresented minority students	Indian, Asian American and Pacific Islander
High school Juniors and Seniors	African American, Hispanic/Latino, American	First generation to attend college
Low-income students		

Primary services provided:

Standardized test preparation	College admissions advising Financial aid advising	College fairs/campus visits
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Funding percentages by sector:

Private donations: 0%	Foundation grants: 0%	State: 100%
Federal: 0%	Local government: 0%	Institutional: 0%

Additional information: Minnesota State University, Mankato matches the OHE ICAP dollars in personnel commitments.

From the Ground Up; Fostering Future Science Majors

We generally call our program on campus the ICAP program.

Sponsor (if applicable): Carleton College

City: Northfield

Mission: Carleton College has a long mission statement about higher education and its goals for our college students. Our mission with our ICAP program is to encourage academic success, high school graduation, and college going, as well as nurturing interest in the sciences, for young people from Northfield and Faribault (in Rice County) who face obstacles to going to college and/or come from traditionally under-represented groups in science and higher education.

Contact: Adrienne Falcon, Director of Academic Civic Engagement **Email:** afalcon@carleton.edu

Number of full-time equivalent employees: 1-5

Number of students served per year: 597

Makes use of unpaid volunteers? Yes **Number of volunteer hours logged in 2014:** 1150

Primary populations that program seeks to serve:

Middle school students (6th-8th Grades)	Students with low or average GPA	English Language Learners
High school Freshmen and Sophomores	Historically underrepresented minority students	Spanish and Somali
High school Juniors and Seniors	Latino, Somali, and other immigrants in the Northfield and Faribault school districts.	First generation to attend college
Low-income students		Undocumented students

Primary services provided:

Early awareness	Standardized test preparation	College admissions advising
Academic enhancement		

Funding percentages by sector:

Private donations: 0%	Foundation grants: 0%	State: 80%
Federal: 0%	Local government: 0%	Institutional: 20%

From the Ground Up; Fostering Future Science Majors (cont.)

Additional information: Our program is based upon our collaboration with other local college access and educational support programs to whom we provide support and enrichment through our college students and faculty. In addition to providing the above listed activities, we support a PSEO program that supports high school students obtaining college credit while still in high school, as well as enrichment activities targeted towards middle schoolers so as to interest them in education which can lead to success in high school and beyond. Rather than general college access visits, we design targeted ones which connect students to specific fields, such as biology where students visit a lab and engage in hands on activities to nurture their interest in specific fields. We also seek to organize these college visits as part of larger programs in which students receive academic support for tutoring and information about what college is like through on-going interactions with college student volunteers.

Future Works/ICAP

Intervention for College Attendance Program

Sponsor (if applicable): Minnesota Department of Higher Education

City: St. Paul

Mission: Founded in 1926, the mission of the Minneapolis Urban League is to link African descendants and other people of color to opportunities that result in economic success and prosperity, and effectively advocate for policies that eradicate racial disparities.

Contact: Nicholas Jaeger, Director of Wealth Accumulation **Email:** njaeger@mul.org

Number of full-time equivalent employees: 1-5

Number of students served per year: 100

Makes use of unpaid volunteers? Yes **Number of volunteer hours logged in 2014:** 10

Primary populations that program seeks to serve:

Middle school students (6th-8th Grades)	High school Juniors and Seniors
High school Freshmen and Sophomores	First generation to attend college

Primary services provided:

Academic enhancement	Standardized test preparation	College fairs/campus visits
Career exploration/career counseling	Financial aid advising	Family support and outreach
	Mentor program	Leadership and volunteer opportunities

Funding percentages by sector:

Private donations: 0%	Foundation grants: 100%	State: 0%
Federal: 0%	Local government: 0%	Institutional: 0%

GEAR UP Minneapolis

Sponsor (if applicable): Minneapolis School District

City: Minneapolis

Mission: Increase students' academic performance and prepare them for postsecondary education. Increase the percentage of high school graduation and enrollment in postsecondary education. Increase students' and families' knowledge of postsecondary options, preparation, and how to plan and pay for them. Increase professional development opportunities for GEAR UP schools' principals, teachers, and staff.

Contact: Jenny Yang, Program Manager **Email:** Jenny.Yang@mpls.k12.mn.us

Number of full-time equivalent employees: 6-10

Number of students served per year: 2560

Makes use of unpaid volunteers? Yes **Number of volunteer hours logged in 2014:** 0

Primary populations that program seeks to serve:

Middle school students (6th-8th Grades)	Students with low or average GPA	First generation to attend college
High school Freshmen and Sophomores	Historically underrepresented minority students	Students with physical or mental disabilities
High school Juniors and Seniors	English Language Learners	Homeless students
Low-income students		Undocumented students
		Student parents

Primary services provided:

Early awareness	Scholarship(s) awarded	Course selection/accelerated learning
Academic enhancement	Mentor program	College fairs/campus visits
College admissions advising	College transition/retention support	Family support and outreach
Financial aid advising		

Funding percentages by sector:

Private donations: 0%	Foundation grants: 0%	State: 0%
Federal: 100%	Local government: 0%	Institutional: 0%

Get Ready

Sponsor (if applicable): U. S. Department of Education & MN Office of Higher Education

City: St. Paul

Mission: To increase college savvy, academic focus, and resilience among traditionally under-represented students and families to ensure successful completion of high school and postsecondary education.

Contact: Mary Lou Dresbach, Get Ready/GEAR UP Director **Email:** marylou.dresbach@state.mn.us

Number of full-time equivalent employees: More than 25

Number of students served per year: 12,000

Makes use of unpaid volunteers? No **Number of volunteer hours logged in 2014:** N/A

Primary populations that program seeks to serve:

Elementary school students (3rd-5th Grades)	Low-income students	English Language Learners
Middle school students (6th-8th Grades)	Students with low or average GPA	hispanic, somali, karin
High school Freshmen and Sophomores	Historically underrepresented minority students	First generation to attend college
High school Juniors and Seniors	hispanic, somali, hmong, karin	

Primary services provided:

Early awareness	Financial aid advising	Family support and outreach
Career exploration/career counseling	Course selection/accelerated learning	
College admissions advising	College fairs/campus visits	

Funding percentages by sector:

Private donations: 0%	Foundation grants: 0%	State: 5%
Federal: 95%	Local government: 0%	Institutional: 0%

Girls Getting Ahead in Leadership

(GGAL)

Sponsor (if applicable): Women's Initiative for Self Empowerment (WISE) Inc.

City: Minneapolis

Mission: Empowering immigrant and refugee women and girls to succeed through advocacy and culturally competent services.

Contact: Cheryl Field, Youth Program Supervisor **Email:** cheryl@womenofwise.org

Number of full-time equivalent employees: 1-5

Number of students served per year: 150

Makes use of unpaid volunteers? Yes **Number of volunteer hours logged in 2014:** 2000

Primary populations that program seeks to serve:

Postsecondary students (currently enrolled)	Low-income students	Karen, Hmong, Nepali, Somali, Arabic, more
Middle school students (6th-8th Grades)	Students with low or average GPA	First generation to attend college
High school Freshmen and Sophomores	Historically underrepresented minority students	
High school Juniors and Seniors	Immigrant and refugee English Language Learners	

Primary services provided:

Academic enhancement	Scholarship(s) awarded	Networking/social events
Career exploration/career counseling	Mentor program	Leadership and volunteer opportunities
College admissions advising	College transition/retention support	
Financial aid advising	College fairs/campus visits	

Funding percentages by sector:

Private donations: 10%	Foundation grants: 60%	State: 30%
Federal: 0%	Local government: 0%	Institutional: 0%

Kinship of Greater Minneapolis

Sponsor (if applicable): Greater Minneapolis Council of Churches

City: Minneapolis

Mission: Kinship of Greater Minneapolis helps children ages 5-15, in need of additional support to realize their God given potential through adult friendships. Kinship is unique because it encourages couples and families, as well as individuals, to spend time with a child.

Contact: Gennae Falconer, Director of Community Engagement **Email:** Gfalconer@gmcc.org

Number of full-time equivalent employees: 1-5

Number of students served per year: 500

Makes use of unpaid volunteers? Yes **Number of volunteer hours logged in 2014:** 3000

Primary populations that program seeks to serve:

Elementary school students
(3rd-5th Grades)

Low-income students

Students with low or average
GPA

Primary services provided:

Mentor program

Funding percentages by sector:

Private donations: 60% Foundation grants: 40% State: 0%

Federal: 0% Local government: 0% Institutional: 0%

LDA Minnesota's Learning Connections: Developing College-Ready Writing

Sponsor (if applicable):

City: Minneapolis

Mission: The mission of LDA Minnesota, a private, nonprofit 501(c)(3) agency, is to empower and support children, adults, families and the broader community impacted by learning disabilities, attention deficits and related challenges through assessment, intervention, education, and outreach. The Learning Connections program aligns with LDA's mission to help children with learning challenges who don't have access to the specific interventions they need to increase their academic skills to succeed in post-secondary programs.

Contact: Kristin Kelley, Education Services Manager **Email:** kk@ldaminnesota.org

Number of full-time equivalent employees: 1-5

Number of students served per year: 75

Makes use of unpaid volunteers? No **Number of volunteer hours logged in 2014:** N/A

Primary populations that program seeks to serve:

High school Freshmen and Sophomores	Low-income students	African American, Hispanic, American Indian
High school Juniors and Seniors	Historically underrepresented minority students	First generation to attend college

Primary services provided:

Academic enhancement

Funding percentages by sector:

Private donations: 25%	Foundation grants: 0%	State: 75%
Federal: 0%	Local government: 0%	Institutional: 0%

Learning Connections: Developing College-Ready Writing

Sponsor (if applicable):

City: Minneapolis

Mission: The mission of LDA Minnesota is to empower and support children, adults, families and the broader community impacted by learning disabilities, attention deficits and related challenges through assessment, intervention, education, and outreach.

Contact: Kristin Kelley, Education Services Manager **Email:** kk@ldaminnesota.org

Number of full-time equivalent employees: 1-5

Number of students served per year: 75

Makes use of unpaid volunteers? No **Number of volunteer hours logged in 2014:** N/A

Primary populations that program seeks to serve:

High school Freshmen and Sophomores	Students with low or average GPA	English Language Learners
High school Juniors and Seniors	Historically underrepresented minority students	Hispanic
Low-income students	African American, Hispanic, American Indian	First generation to attend college

Primary services provided:

Academic enhancement

Funding percentages by sector:

Private donations: 0%	Foundation grants: 0%	State: 100%
Federal: 0%	Local government: 0%	Institutional: 0%

Minnesota Business Venture

MBV

Sponsor (if applicable): BestPrep

City: Minneapolis

Mission: To prepare students with business, career and financial literacy skills through hands-on experiences that inspire success in work and life.

Contact: Amanda Labo, Program Manager, MN Business Venture **Email:** alabo@bestprep.org

Number of full-time equivalent employees: 6-10

Number of students served per year: 340

Makes use of unpaid volunteers? Yes **Number of volunteer hours logged in 2014:** 3400

Primary populations that program seeks to serve:

High school Freshmen and
Sophomores

High school Juniors and
Seniors

First generation to attend
college

Low-income students

Primary services provided:

Academic enhancement

Career exploration/career
counseling

Leadership and volunteer
opportunities

Funding percentages by sector:

Private donations: 30% Foundation grants: 70% State: 0%

Federal: 0% Local government: 0% Institutional: 0%

Minnesota Institute for Talented Youth

MITY

Sponsor (if applicable):

City: St. Paul

Mission: MITY's mission is to provide an educational community where diverse, intellectually curious students can experience the excitement of learning and expand their academic and social visions.

Contact: Robbie Seum, Executive Director **Email:** rseum@macalester.edu

Number of full-time equivalent employees: 1-5

Number of students served per year: 700

Makes use of unpaid volunteers? Yes **Number of volunteer hours logged in 2014:** 25

Primary populations that program seeks to serve:

Middle school students (6th-8th Grades)	Low-income students	First generation to attend college
High school Freshmen and Sophomores	Historically underrepresented minority students	
High school Juniors and Seniors	English Language Learners	

Primary services provided:

Scholarship(s) awarded	Leadership and volunteer opportunities
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Funding percentages by sector:

Private donations: 5%	Foundation grants: 5%	State: 15%
Federal: 0%	Local government: 0%	Institutional: 75%

Additional information: MITY is an academic enrichment program. Students apply to take a class on the campus of Macalester college. Classes are offered in STEM, Humanities and Arts. / Website: www.mity.org

Minnesota Life College

MLC

Sponsor (if applicable): N/A

City: Richfield

Mission: the mission of Minnesota Life college is to Transform the lives of individuals and their families affected by autism spectrum and learning differences. We Educate individuals in Real Skills for Real Life so that they may achieve sustained independent living, rewarding employment, financial security, personal growth and responsible citizenship. We Adapt, evaluate, and continuously improve our methods, recognizing and valuing each individual's skills, contributions, and dreams. We Champion our students and graduates, carry their successes into the world, and collaborate with others in service of our vision.

Contact: Amy Gudmestad, Executive Director **Email:** Agudmestad@minnesotalifecollege.org

Number of full-time equivalent employees: 21-25

Number of students served per year: 85

Makes use of unpaid volunteers? No **Number of volunteer hours logged in 2014:** N/A

Primary populations that program seeks to serve:

Postsecondary students (currently enrolled)	ASD (Asperger's) ADHD, Anxiety and Learning differences	orientaion program for H.S. juniors and seniors and fall college freshmen and a three week summer program for young adults ü7-25.
Students with physical or mental disabilities	We have 2 summer programs. One is a college	

Primary services provided:

Academic enhancement	Scholarship(s) awarded	Family support and outreach
Career exploration/career counseling	College fairs/campus visits Networking/social events	

Funding percentages by sector:

Private donations: 100%	Foundation grants: 0%	State: 0%
Federal: 0%	Local government: 0%	Institutional: 0%

Additional information: Although we teach Independent living skills, vocational skills/employment, social skills and community use, we also provide assistance in getting into MCTC or Normandale Community Colleges and on-line colleges. We provide tutoring and assistance our students may need and teach them how to use public transportation to get back and forth.

MN College Access Network

MCAN

Sponsor (if applicable): Minnesota Minority Education Program (MMEP)

City: St. Paul

Mission: Minnesota Minority Education Partnership uses a race equity lens to transform educational institutions, organizations, and leaders to ensure that students of color and American Indian students achieve full academic and leadership success

Contact: Adrece Thighman, MCAN Interim Consultant **Email:** athighman@mneep.org

Number of full-time equivalent employees: 1-5

Number of students served per year: 5,000

Makes use of unpaid volunteers? Yes **Number of volunteer hours logged in 2014:** 100

Primary populations that program seeks to serve:

Elementary school students (3rd-5th Grades)	Adults Low-income students	A.A/ Asian/Amer Ind/Latinos/ImmigrantStudents
Middle school students (6th-8th Grades)	Students with low or average GPA	English Language Learners
High school Freshmen and Sophomores	Historically underrepresented minority students	Latino/Asian/East African First generation to attend college
High school Juniors and Seniors		Undocumented students

Primary services provided:

Early awareness	College transition/retention support	Leadership and volunteer opportunities
Career exploration/career counseling	College fairs/campus visits	
Scholarship(s) awarded	Networking/social events	

Funding percentages by sector:

Private donations: 70%	Foundation grants: 0%	State: 20%
Federal: 0%	Local government: 0%	Institutional: 10%

MN College Access Network (cont.)

Additional information: MMEP works in collaboration to maintains statewide network of individuals and programs that work to promote students of color and American Indians students to successfully access post-secondary. Our programmatic efforts range from connecting students to after school and summer enrichment opportunities to conducting racially/culturally competent college fairs in partnership with communities of color to providing for professional development of K-16 counselors and community advocates. We also conduct and publish racial equity research on access trends. We identify and publish effective practices in working with racially and culturally diverse students traditionally underserved in post-secondary access. From this work we construct policy recommendations for schools, colleges and communities and the state and issue policy briefs to inform and promote broad systemic change that advances students of color and American Indian students with access to pose-secondary skills and credentials.

Multicultural Achievers

Sponsor (if applicable): YMCA

City: Minneapolis

Mission: Empowering youth to explore, connect, navigate and learn for post secondary and career success.

Contact: Ying Lee, Community Program Director **Email:** ying.lee@ymcatwincities.org

Number of full-time equivalent employees: 1-5

Number of students served per year: 400

Makes use of unpaid volunteers? Yes **Number of volunteer hours logged in 2014:** 200

Primary populations that program seeks to serve:

Postsecondary students (currently enrolled)	Students with low or average GPA	Students with physical or mental disabilities
Middle school students (6th-8th Grades)	Historically underrepresented minority students	IEP
High school Freshmen and Sophomores	Black, Asian, Hispanic, Native American, African	Out-of-school youth
High school Juniors and Seniors	English Language Learners	Foster youth
Low-income students	First generation to attend college	Homeless students
		Undocumented students
		Student parents

Primary services provided:

Early awareness	College admissions advising	Course selection/accelerated learning
Academic enhancement	Financial aid advising	College fairs/campus visits
Career exploration/career counseling	Scholarship(s) awarded	Networking/social events
Standardized test preparation	Mentor program	Leadership and volunteer opportunities
	College transition/retention support	

Funding percentages by sector:

Private donations: 2%	Foundation grants: 80%	State: 0%
Federal: 0%	Local government: 0%	Institutional: 18%

Native Academy Connections

NAC

Sponsor (if applicable): MIGIZI Communications, Inc.

City: Minneapolis

Mission: MIGIZI advances a message of success, well-being and justice for the American Indian community.

Contact: Graham Hartley, Director of Programs **Email:** ghartley@migiz.org

Number of full-time equivalent employees: 11-15

Number of students served per year: 200

Makes use of unpaid volunteers? Yes Number of volunteer hours logged in 2014: 300

Primary populations that program seeks to serve:

High school Freshmen and Sophomores	Students with low or average GPA	American Indian
High school Juniors and Seniors	Historically underrepresented minority students	First generation to attend college

Primary services provided:

Academic enhancement	Mentor program	College fairs/campus visits
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Funding percentages by sector:

Private donations: 0%	Foundation grants: 42%	State: 4%
Federal: 49%	Local government: 3%	Institutional: 2%

Navigate to Graduate

includes Be Your Best, Cycles for Success and AVID at Austin High School

Sponsor (if applicable): Riverland Community College

City: Austin

Mission: Increase college access, retention, and completion for underrepresented students.

Contact: Danielle Heiny, Director of Retention and Student Success **Email:** dani.heiny@riverland.edu

Number of full-time equivalent employees: 1-5

Number of students served per year: 120

Makes use of unpaid volunteers? No **Number of volunteer hours logged in 2014:** N/A

Primary populations that program seeks to serve:

Postsecondary students (currently enrolled)	Low-income students Historically underrepresented minority students	Latino, African-Americans, Africans, Asians
High school Freshmen and Sophomores		First generation to attend college

Primary services provided:

Academic enhancement	Scholarship(s) awarded	Course selection/accelerated learning
Career exploration/career counseling	College transition/retention support	
College admissions advising		

Funding percentages by sector:

Private donations: 0%	Foundation grants: 40%	State: 25%
Federal: 0%	Local government: 0%	Institutional: 35%

Additional information: The Navigate to Graduate program links three college access and retention programs into a seamless pathway to promote greater access, retention, and completion of underrepresented students in Austin, MN. A high school AVID program links to a summer academy and then links to a scholarship program for underrepresented students from Austin High School. Students may join the pathway or leave the pathway at multiple points. The Hormel Foundation of Austin, MN and the Office of Higher Education ICAP funding make this project possible.

Normandale Community College TRIO Educational Talent Search

TRIO ETS

Sponsor (if applicable): Normandale Community College and the U.S. Department of Education

City: Bloomington

Mission: TRIO Educational Talent Search is a program designed to encourage students to complete high school and continue their education at a college, technical or vocational institution. The TRIO Talent Search program does not represent any specific institution. Our primary purpose is to help students to continue their education. We assist students in finding the opportunity that best fits their needs or career choices.

Contact: Claudia Perez, Program Director **Email:** claudia.perez@normandale.edu

Number of full-time equivalent employees: 1-5

Number of students served per year: 600

Makes use of unpaid volunteers? Yes Number of volunteer hours logged in 2014: 100

Primary populations that program seeks to serve:

Middle school students (6th-8th Grades)	Students with low or average GPA	Students with physical or mental disabilities
High school Freshmen and Sophomores	Historically underrepresented minority students	both
High school Juniors and Seniors	English Language Learners	Out-of-school youth
Adults	First generation to attend college	Homeless students
Low-income students		Active U.S. Military/Veterans

Primary services provided:

Early awareness	College admissions advising	Course selection/accelerated learning
Academic enhancement	Financial aid advising	College fairs/campus visits
Career exploration/career counseling	Scholarship(s) awarded	Leadership and volunteer opportunities
Standardized test preparation	Fee payments	
	College transition/retention support	

Funding percentages by sector:

Private donations: 0%	Foundation grants: 0%	State: 0%
Federal: 100%	Local government: 0%	Institutional: 0%

Normandale Upward Bound

Sponsor (if applicable): Normandale Community College

City: Bloomington

Mission: Normandale Upward Bound strives to empower high school students to overcome the socio-economic barriers that seek to prevent them from achieving their educational goals by providing a supportive environment that fosters tolerance, responsibility, determination, respect, and citizenship because we believe that all students can succeed and go to college.

Contact: Jennifer Saunders, Upward Bound Director **Email:** jennifer.saunders@normandale.edu

Number of full-time equivalent employees: 1-5

Number of students served per year: 66

Makes use of unpaid volunteers? Yes **Number of volunteer hours logged in 2014:** 10

Primary populations that program seeks to serve:

High school Freshmen and Sophomores	Low-income students	First generation to attend college
High school Juniors and Seniors	Students with low or average GPA	

Primary services provided:

Academic enhancement	College admissions advising	College fairs/campus visits
Career exploration/career counseling	Financial aid advising	Leadership and volunteer opportunities
Standardized test preparation	Course selection/accelerated learning	

Funding percentages by sector:

Private donations: 0%	Foundation grants: 0%	State: 0%
Federal: 100%	Local government: 0%	Institutional: 0%

Personal Finance Summer Institute for College Readiness

Summer Institute

Sponsor (if applicable):

City: Minneapolis

Mission: MCEE equips Minnesotans with the economic and personal finance understanding they need to succeed in a complex world.

Contact: Andrea Hanson, Program & Communications Associate **Email:** hans1577@umn.edu

Number of full-time equivalent employees: 1-5

Number of students served per year: 32

Makes use of unpaid volunteers? Yes **Number of volunteer hours logged in 2014:** 40

Primary populations that program seeks to serve:

High school Freshmen and Sophomores	Low-income students	students of color
High school Juniors and Seniors	Historically underrepresented minority students	First generation to attend college

Primary services provided:

Career exploration/career counseling	Financial aid advising
	College fairs/campus visits

Funding percentages by sector:

Private donations: 0%	Foundation grants: 100%	State: 0%
Federal: 0%	Local government: 0%	Institutional: 0%

Additional information: The Minnesota Council on Economic Education (MCEE) offers an intensive five-day Summer Institute to prepare students for the financial choices and opportunities they will need to manage for successful post-secondary education. The Institute is offered for students who are members of low-income households, first generation to attend college, or from a group traditionally underrepresented in higher education.

Power of You

POY

Sponsor (if applicable): Minneapolis Community and Technical College

City: Minneapolis

Mission: The Power of YOU provides advocacy and support to students historically underrepresented in higher education. By providing opportunities to bolster student’s educational and social development, we aim to increase their retention and graduation rates.

Contact: Dena Russell, Director of Power of You **Email:** dena.russell@minneapolis.edu

Number of full-time equivalent employees: 1-5

Number of students served per year: 240

Makes use of unpaid volunteers? No **Number of volunteer hours logged in 2014:** N/A

Primary populations that program seeks to serve:

Postsecondary students (currently enrolled)	Historically underrepresented minority students	English Language Learners
Low-income students		First generation to attend college

Primary services provided:

College admissions advising	College transition/retention support
Financial aid advising	

Funding percentages by sector:

Private donations: 0%	Foundation grants: 20%	State: %
Federal: 80%	Local government: 0%	Institutional: 0%

Power of YOU

POY

Sponsor (if applicable): Saint Paul College

City: St. Paul

Mission: The Power of YOU is a program that makes college available tuition-free. It covers the cost of tuition and fees through state and federal grants and private scholarships. The POY supports as many students as possible based on student need and funds available to the program.

Contact: Kathleen Gordon, Director-Power of YOU **Email:** kathleen.gordon@saintpaul.edu

Number of full-time equivalent employees: 1-5

Number of students served per year: 360

Makes use of unpaid volunteers? No **Number of volunteer hours logged in 2014:** N/A

Primary populations that program seeks to serve:

Low-income students	African american, asian, native american	Hmong, somali, ethiopian, etc
Historically underrepresented minority students	English Language Learners	First generation to attend college

Primary services provided:

Academic enhancement	Financial aid advising	College transition/retention support
College admissions advising	Scholarship(s) awarded	

Funding percentages by sector:

Private donations: 30%	Foundation grants: 40%	State: 0%
Federal: 0%	Local government: 0%	Institutional: 30%

Additional information: Students apply while a senior in high school. Students need to complete application requirements by May 1.

PYC Arts and Technology High School

PYC Capri

Sponsor (if applicable): Plymouth Christian Youth Center (PCYC)

City: Minneapolis

Mission: To enrich the mind, body, and spirits on North Minneapolis youth in partnership with family and community.

Contact: Kathleen Butts, Associate Executive Director **Email:** kbutts@pcyc-mpls.org

Number of full-time equivalent employees: 21-25

Number of students served per year: 300

Makes use of unpaid volunteers? Yes **Number of volunteer hours logged in 2014:** 1,500

Primary populations that program seeks to serve:

High school Freshmen and Sophomores	Historically underrepresented minority students	Students with physical or mental disabilities
High school Juniors and Seniors	African American and Hmong	Mental and/or chemical health
Low-income students	English Language Learners	Out-of-school youth
Students with low or average GPA	Hmong	Foster youth
	First generation to attend college	Homeless students
		Student parents

Primary services provided:

Academic enhancement	Standardized test preparation	Scholarship(s) awarded
Career exploration/career counseling	College admissions advising	Course selection/accelerated learning
	Financial aid advising	College fairs/campus visits

Funding percentages by sector:

Private donations: 20%	Foundation grants: 20%	State: 60%
Federal: 0%	Local government: 0%	Institutional: 0%

Rochester Community & Technical College Upward Bound

RCTC Upward Bound

Sponsor (if applicable): Rochester Community & Technical College

City: Rochester

Mission: Rochester Community and Technical College Upward Bound's mission is to make higher education a reality! Rochester Community and Technical College Upward Bound is committed to providing a positive and easily accessible learning atmosphere in which participants will further their potential and develop to the full extent of their abilities to succeed in high school and college. The Upward Bound staff is dedicated to developing a strong sense of self-esteem, confidence, and motivation in students by providing support, encouragement, and positive role models. Many opportunities for academic and personal enrichment are made available to low-income and potential first-generation college students who otherwise may not have the option to pursue higher education.

Contact: Kathy Richardson, Director **Email:** kathy.richardson@rctc.edu

Number of full-time equivalent employees: 1-5

Number of students served per year: 60

Makes use of unpaid volunteers? Yes **Number of volunteer hours logged in 2014:** 10

Primary populations that program seeks to serve:

High school Freshmen and Sophomores	Students with low or average GPA	English Language Learners
High school Juniors and Seniors	Historically underrepresented minority students	Khmer, Muong, Vietnamese, Somalian, Sudanese
Low-income students	Hispanic, Asian, new immigrants	First generation to attend college

Primary services provided:

Early awareness	Financial aid advising	Course selection/accelerated learning
Academic enhancement	Scholarship(s) awarded	College fairs/campus visits
Career exploration/career counseling	Fee payments	Networking/social events
Standardized test preparation	Mentor program	Family support and outreach
College admissions advising	College transition/retention support	Leadership and volunteer opportunities

Funding percentages by sector:

Private donations: 0%	Foundation grants: 0%	State: 0%
Federal: 100%	Local government: 0%	Institutional: 0%

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

Seeds of Change or ICAP

Sponsor (if applicable): Concordia University & Central High School

City: St. Paul

Mission: To provide academic, social, and emotional supports for African American males students and their families. To assist in the process of exposing students to multiple college and universities and career opportunities. To provide intensive supports for students and their families in completing the transition processes for application to a college or university.

Contact: Cheryl Chatman, Executive Vice President & Dean of Diversity **Email:** chatman@csp.edu

Number of full-time equivalent employees: 1-5

Number of students served per year: 70

Makes use of unpaid volunteers? No **Number of volunteer hours logged in 2014:** N/A

Primary populations that program seeks to serve:

High school Juniors and Seniors	Historically underrepresented minority students	First generation to attend college
Low-income students		
Students with low or average GPA	African American, African, Hispanic, Hmong	

Primary services provided:

College admissions advising	College transition/retention support	Family support and outreach
Mentor program	College fairs/campus visits	Leadership and volunteer opportunities

Funding percentages by sector:

Private donations: 0%	Foundation grants: 0%	State: 0%
Federal: 0%	Local government: 85%	Institutional: 15%

Additional information: The program has been a valuable asset to the lives of students, teachers and both educational institutions.

SSS-Summer Bridge

Sponsor (if applicable): DOE, HHMI

City: Minneapolis

Mission: To prepare underprepared, first generation, financially needy students or those with disabilities for college work by developing their study and college-living skills through a math- and writing-rich science course.

Contact: Kathy Glampe, Director of SSS **Email:** glampe@stolaf.edu

Number of full-time equivalent employees: 11-15

Number of students served per year: 45

Makes use of unpaid volunteers? No **Number of volunteer hours logged in 2014:** N/A

Primary populations that program seeks to serve:

Low-income students	black, Hispanic, recent
Historically	immigrants
underrepresented minority	First generation to attend
students	college

Primary services provided:

Academic enhancement	College transition/retention
	support

Funding percentages by sector:

Private donations: 0%	Foundation grants: 50%	State: 50%
Federal: 0%	Local government: 0%	Institutional: 0%

Additional information: This is for students already admitted to the college.

St. Olaf College TRIO Educational Talent Search

ETS

Sponsor (if applicable): Department of Education

City: Northfield

Mission: The goal of Talent Search is to increase the number of youth from disadvantaged backgrounds who complete high school and enroll in and complete their postsecondary education.

Contact: Heidi O'Hair, Director **Email:** ohair@stolaf.edu

Number of full-time equivalent employees: 1-5

Number of students served per year: 700

Makes use of unpaid volunteers? Yes **Number of volunteer hours logged in 2014:** 6000

Primary populations that program seeks to serve:

Middle school students (6th-8th Grades)	High school Juniors and Seniors	First generation to attend college
High school Freshmen and Sophomores	Low-income students	

Primary services provided:

Academic enhancement	Standardized test preparation	Mentor program
Career exploration/career counseling	College admissions advising	Course selection/accelerated learning
	Financial aid advising	College fairs/campus visits

Funding percentages by sector:

Private donations: 0%	Foundation grants: 0%	State: 0%
Federal: 100%	Local government: 0%	Institutional: 0%

Additional information: Participants must be U.S. Citizens or Permanent Residents due to Federal funding guidelines.

St. Olaf College/Upward Bound

N/A

Sponsor (if applicable): The Federal Government and St. Olaf College

City: Northfield

Mission: The mission of St. Olaf's TRIO programs is to increase the number of low-income and first-generation college-bound students who are academically prepared to enroll and succeed in a post-secondary program.

Contact: Mari Tototzintle, Program Director **Email:** tototzin@stolaf.edu

Number of full-time equivalent employees: 1-5

Number of students served per year: 88

Makes use of unpaid volunteers? No **Number of volunteer hours logged in 2014:** N/A

Primary populations that program seeks to serve:

High school Freshmen and Sophomores	Low-income students Students with low or average GPA	First generation to attend college
High school Juniors and Seniors		

Primary services provided:

Early awareness	Financial aid advising	Course selection/accelerated learning
Academic enhancement	Scholarship(s) awarded	College fairs/campus visits
Career exploration/career counseling	Fee payments Mentor program	Networking/social events
Standardized test preparation	College transition/retention support	Family support and outreach
College admissions advising		Leadership and volunteer opportunities

Funding percentages by sector:

Private donations: 0%	Foundation grants: 0%	State: 0%
Federal: 92%	Local government: 0%	Institutional: 8%

Tackling Obstacles and Raising College Hopes

TORCH

Sponsor (if applicable): Northfield Public Schools

City: Northfield

Mission: To improve the graduation and post-secondary enrollment rates for minority, low-income and first generation college students.

Contact: Marnie Thompson, Assistant Principal/TORCH Director **Email:**
marnie.thompson@nfld.k12.mn.us

Number of full-time equivalent employees: 6-10

Number of students served per year: 600

Makes use of unpaid volunteers? Yes **Number of volunteer hours logged in 2014:** 5000

Primary populations that program seeks to serve:

Middle school students (6th-8th Grades)	Historically underrepresented minority students	First generation to attend college
High school Freshmen and Sophomores	Latino, African American, Asian	Out-of-school youth
High school Juniors and Seniors	English Language Learners	Homeless students
Low-income students	Spanish	Undocumented students

Primary services provided:

Academic enhancement	Financial aid advising	Course selection/accelerated learning
Career exploration/career counseling	Scholarship(s) awarded	College fairs/campus visits
Standardized test preparation	Fee payments	Leadership and volunteer opportunities
College admissions advising	College transition/retention support	

Funding percentages by sector:

Private donations: 5%	Foundation grants: 45%	State: 50%
Federal: 0%	Local government: 0%	Institutional: 0%

Additional information: We have been able to maintain a TORCH graduation rate of approximately 95% over the past ten years with the support of ICAP funds. Our program is 100% grant funded.

The Campus Kitchen at Augsburg College

CKAC

Sponsor (if applicable): The Campus Kitchens Project; Augsburg College; Sabo Center for Democracy and Citizenship

City: Minneapolis

Mission: The Campus Kitchen at Augsburg College works to make healthy food accessible to all in and around the Cedar Riverside Neighborhood to provide for basic needs, service learning, leadership development, and genuine engagement between the college and the community. We have four components that all work to make learning happen through connections with food and the community: Food to share, food to grow, food to buy, and food to know.

Contact: Allyson Green, Director **Email:** campuskitchen@augsborg.edu

Number of full-time equivalent employees: 1-5

Number of students served per year: 500

Makes use of unpaid volunteers? Yes **Number of volunteer hours logged in 2014:** 2790

Primary populations that program seeks to serve:

Postsecondary students (currently enrolled)	Low-income students
	Homeless students

Primary services provided:

Leadership and volunteer opportunities

Funding percentages by sector:

Private donations: 5%	Foundation grants: 60%	State: 0%
Federal: 20%	Local government: 0%	Institutional: 15%

The Campus Kitchen at MSU, Mankato

Sponsor (if applicable): The Campus Kitchens Project <http://www.campuskitchens.org/>

City: Mankato

Mission: The mission of The Campus Kitchens Project is to use service as a tool to: Strengthen Bodies by using existing resources to meet hunger and nutritional needs in our community; Empower Minds by providing leadership and service learning opportunities to students, and educational benefits to adults, seniors, children, and families in need; and Build Communities by fostering a new generation of community-minded adults through resourceful and mutually beneficial partnerships among students, social service agencies, businesses and schools.

Contact: Karen Anderson, Interim Assistant Director for Community Engagement **Email:**
karen.anderson@mnsu.edu

Number of full-time equivalent employees: 1-5

Number of students served per year: 1080

Makes use of unpaid volunteers? Yes Number of volunteer hours logged in 2014: 811

Primary populations that program seeks to serve:

We provide food to people facing food insecurity in the Mankato, MN area.

Primary services provided:

Leadership and volunteer opportunities

Funding percentages by sector:

Private donations: 100%	Foundation grants: 0%	State: 0%
Federal: 0%	Local government: 0%	Institutional: 0%

The Cookie Cart

Cookie Cart

Sponsor (if applicable):

City: Minneapolis

Mission: Cookie Cart provides teens 15 to 18 years old with lasting and meaningful work, life and leadership skills through experience and training in an urban nonprofit bakery.

Contact: Matt Halley, Executive Director **Email:** mhalley@cookiecart.org

Number of full-time equivalent employees: 6-10

Number of students served per year: 200

Makes use of unpaid volunteers? Yes Number of volunteer hours logged in 2014: 1800

Primary populations that program seeks to serve:

High school Freshmen and
Sophomores

High school Juniors and
Seniors

Low-income students

Primary services provided:

Career exploration/career
counseling

Leadership and volunteer
opportunities

Funding percentages by sector:

Private donations: 55% Foundation grants: 31% State: 0%

Federal: 0% Local government: 4% Institutional: 10%

Additional information: Cookie Cart also has 36% earned income from cookie sales.

TRIO Education Talent Search

ETS

Sponsor (if applicable): Minneapolis Community and Technical College

City: Minneapolis

Mission: The MCTC Educational Talent Search Program is a pre-college access program for high school students. Educational Talent Search is designed to provide support and encourage students to build skills and motivation necessary to complete a post-secondary education after their completion of high school. The program serves approximately 800 students grades 9th – 12th from three target Minneapolis schools; Edison, Patrick Henry and Roosevelt High School. This program is funded by the U.S. Department of Education and sponsored by Minneapolis Community and Technical College.

Contact: Diana Dearring, Director **Email:** diana.dearring@minneapolis.edu

Number of full-time equivalent employees: 1-5

Number of students served per year: 736

Makes use of unpaid volunteers? Yes **Number of volunteer hours logged in 2014:** 380

Primary populations that program seeks to serve:

High school Freshmen and Sophomores	Students with low or average GPA	English Language Learners Hmong, Spanish, Somali
High school Juniors and Seniors	Historically underrepresented minority students	First generation to attend college
Low-income students	African Americans, Somali, Hmong	Homeless students Student parents

Primary services provided:

Academic enhancement	Financial aid advising	College fairs/campus visits
Career exploration/career counseling	Mentor program	Networking/social events
Standardized test preparation	College transition/retention support	Family support and outreach
College admissions advising	Course selection/accelerated learning	Leadership and volunteer opportunities

Funding percentages by sector:

Private donations: 0%	Foundation grants: 0%	State: 0%
Federal: 100%	Local government: 0%	Institutional: 0%

TRIO Student Support Services

Sponsor (if applicable): University of Minnesota

City: Minneapolis

Mission: Grounded in the civil rights movement, the TRiO Student Support Services (SSS) program strives to ensure access and equal opportunity education for University of Minnesota students who are first-generation in college, low-income, students with disabilities, or students for whom English is not their first language. Through inclusive and accessible services, including academic support, counseling, teaching, and advocacy, the SSS program seeks to remove institutional and cultural barriers, foster a climate that values the social and cultural capital of our students, and promote retention to graduation.

Contact: Amy Kampsen, Director **Email:** kamps008@umn.edu

Number of full-time equivalent employees: 1-5

Number of students served per year: 300

Makes use of unpaid volunteers? No **Number of volunteer hours logged in 2014:** N/A

Primary populations that program seeks to serve:

Postsecondary students (currently enrolled)	(primarily Hmong), American Indian	We work with students with any diagnosed disability.
Low-income students	English Language Learners	Foster youth
Historically underrepresented minority students	Hmong, Somali primarily.	Homeless students
	First generation to attend college	Active U.S. Military/Veterans
Black/African American, Hispanic/Latina(o), Asian	Students with physical or mental disabilities	Student parents

Primary services provided:

Academic enhancement	College transition/retention support	Networking/social events
Career exploration/career counseling	Course selection/accelerated learning	Leadership and volunteer opportunities
Financial aid advising		

Funding percentages by sector:

Private donations: 0%	Foundation grants: 0%	State: 0%
Federal: 75%	Local government: 0%	Institutional: 25%

TRIO Upward Bound

Sponsor (if applicable): Anoka-Ramsey Community College, US Dept of Education

City: Cambridge

Mission: Upward Bound provides fundamental support to participants in their preparation for college entrance. The program provides opportunities for participants to succeed in their pre-college performance and ultimately in their higher education pursuits. Upward Bound consists of an academic-year program and a six-week summer session. The goal of Upward Bound is to increase the rate at which participants complete secondary education and enroll in and graduate from institutions of postsecondary education.

Contact: Ryan O'Donovan, Director of TRIO Upward Bound **Email:**
Upwardbound_cc@anokaramsey.edu

Number of full-time equivalent employees: 6-10

Number of students served per year: N/A

Makes use of unpaid volunteers? No **Number of volunteer hours logged in 2014:** N/A

Primary populations that program seeks to serve:

High school Freshmen and
Sophomores

High school Juniors and
Seniors

First generation to attend
college

Low-income students

Primary services provided:

Academic enhancement
Career exploration/career
counseling

Standardized test
preparation
College admissions advising
Financial aid advising

College transition/retention
support
Course selection/accelerated
learning

Funding percentages by sector:

Private donations: 0% Foundation grants: 0% State: 0%

Federal: 100% Local government: 0% Institutional: 0%

TRIO Upward Bound

Sponsor (if applicable): Southwest Minnesota State University

City: Marshall

Mission: The Mission of Southwest Minnesota State University's Upward Bound Program is to increase the college entrance and completion rates in our community youth and inspire them to become responsible community leaders and contributors. Our program seeks to achieve this by instilling academic skills, motivation, and college readiness in our program participants. We will focus on the importance of "five wells". SMSU's Upward Bound students will be well read, well spoken, well traveled, well dressed and well balanced!

Contact: Amy Nemitz, Director **Email:** amy.nemitz@smsu.edu

Number of full-time equivalent employees: 1-5

Number of students served per year: 56

Makes use of unpaid volunteers? Yes Number of volunteer hours logged in 2014: 75

Primary populations that program seeks to serve:

High school Freshmen and Sophomores	Low-income students	Thai, Hmong, Somolian
High school Juniors and Seniors	Students with low or average GPA	First generation to attend college
	English Language Learners	

Primary services provided:

Academic enhancement	College admissions advising	Course selection/accelerated learning
Career exploration/career counseling	Financial aid advising	College fairs/campus visits
Standardized test preparation	Mentor program	Networking/social events

Funding percentages by sector:

Private donations: 0%	Foundation grants: 0%	State: 0%
Federal: 100%	Local government: 0%	Institutional: 0%

TRIO, Upward Bound

Sponsor (if applicable): Anoka-Ramsey Community College

City: Coon Rapids

Mission: Higher Education for everyone

Contact: Robert Cancino, Director **Email:** robert.cancino@anokaramsey.edu

Number of full-time equivalent employees: 6-10

Number of students served per year: 126

Makes use of unpaid volunteers? Yes **Number of volunteer hours logged in 2014:** 15

Primary populations that program seeks to serve:

High school Freshmen and Sophomores	Low-income students Students with low or average GPA	First generation to attend college
High school Juniors and Seniors		

Primary services provided:

Academic enhancement	Standardized test preparation	Financial aid advising
Career exploration/career counseling	College admissions advising	

Funding percentages by sector:

Private donations: 0%	Foundation grants: 0%	State: 0%
Federal: 100%	Local government: 0%	Institutional: 0%

TRIO/Upward Bound - 2 programs

Sponsor (if applicable): Dakota County Technical College

City: Rosemount

Mission: Funded by the U>S> Department of Education, the program's goal is to increase the number of low-income, first-generation college students who enter and complete a higher education degree.

Contact: Dora Schumacher, TRIO Director **Email:** dora.schumacher@dctc.edu

Number of full-time equivalent employees: 1-5

Number of students served per year: 110

Makes use of unpaid volunteers? Yes **Number of volunteer hours logged in 2014:** 20

Primary populations that program seeks to serve:

High school Freshmen and Sophomores	Historically underrepresented minority students	Students with physical or mental disabilities
High school Juniors and Seniors	students of color	Out-of-school youth
Low-income students	English Language Learners	Foster youth
	First generation to attend college	Homeless students

Primary services provided:

Early awareness	Financial aid advising	Course selection/accelerated learning
Academic enhancement	Scholarship(s) awarded	College fairs/campus visits
Career exploration/career counseling	Fee payments	Networking/social events
Standardized test preparation	Mentor program	Family support and outreach
College admissions advising	College transition/retention support	Leadership and volunteer opportunities

Funding percentages by sector:

Private donations: 0%	Foundation grants: 0%	State: 0%
Federal: 100%	Local government: 0%	Institutional: 0%

TRIO/Upward Bound & Educational Talent Search

TRIO/UB; TRIO/ETS

Sponsor (if applicable): The U.S. Department of Education

City: Mankato

Mission: Century College Upward Bound provides students with educational opportunities and support to build a foundation for life-long success.

Contact: Yia Lor, Director **Email:** yia.lor@century.edu

Number of full-time equivalent employees: 1-5

Number of students served per year: 40

Makes use of unpaid volunteers? No **Number of volunteer hours logged in 2014:** N/A

Primary populations that program seeks to serve:

High school Freshmen and Sophomores	Students with low or average GPA	English Language Learners
High school Juniors and Seniors	Historically underrepresented minority students	Hmong, Karen, Somali, Spanish, and others.
Low-income students	Black, Hmong, Native, Karen, and Hispanic.	First generation to attend college

Primary services provided:

Academic enhancement	College admissions advising	Networking/social events
Career exploration/career counseling	Financial aid advising	Family support and outreach
Standardized test preparation	Course selection/accelerated learning	Leadership and volunteer opportunities
	College fairs/campus visits	

Funding percentages by sector:

Private donations: 0%	Foundation grants: 0%	State: 0%
Federal: 100%	Local government: 0%	Institutional: 0%

True North Upward Bound

TNUB

Sponsor (if applicable): Mesabi Range College

City: Virginia

Mission: True North Upward Bound, located at Mesabi Range College, provides support to participants in their preparation for college entrance. The program provides opportunities for participants to succeed in their high school performance and ultimately in their post-secondary pursuits. Upward Bound serves high school students from families in which neither parent holds a bachelor's degree (4 year degree); and high school students from families who meet federal income guidelines. The goal of Upward Bound is to assist participants in the completion of high school and enroll in and graduate from post-secondary institutions

Contact: Jennifer Crotteau, Director **Email:** j.crotteau@mesabirange.edu

Number of full-time equivalent employees: 1-5

Number of students served per year: 50

Makes use of unpaid volunteers? Yes **Number of volunteer hours logged in 2014:** 4

Primary populations that program seeks to serve:

High school Freshmen and Sophomores	High school Juniors and Seniors	First generation to attend college
	Low-income students	

Primary services provided:

Academic enhancement	Standardized test preparation	Financial aid advising
Career exploration/career counseling	College admissions advising	

Funding percentages by sector:

Private donations: 0%	Foundation grants: 0%	State: 0%
Federal: 100%	Local government: 0%	Institutional: 0%

University of Minnesota America Reads Program (with the College of Education and Human Development)

CEHD America Reads

Sponsor (if applicable): Minnesota Center for Reading Research

City: Minneapolis

Mission: The University of Minnesota-Twin Cities America Reads program is dedicated to increasing the literacy skills of Kindergarten - 8th grade students, supporting the educational efforts of our community partners, and together fostering the academic, personal, and career development of students and University of Minnesota literacy mentors.

Contact: Jennifer Kohler, Associate Director of Operations **Email:** jkohler@umn.edu

Number of full-time equivalent employees: 1-5

Number of students served per year: N/A

Makes use of unpaid volunteers? No **Number of volunteer hours logged in 2014:** N/A

Primary populations that program seeks to serve:

Elementary school students (3rd-5th Grades)	Low-income students Historically underrepresented minority students	English Language Learners Out-of-school youth
Middle school students (6th-8th Grades)		

Primary services provided:

Academic enhancement	Mentor program
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Funding percentages by sector:

Private donations: 0%	Foundation grants: 0%	State: 0%
Federal: 0%	Local government: 0%	Institutional: 100%

Upward Bound

UB

Sponsor (if applicable): US Department of Education/North Hennepin Community College

City: Brooklyn Center

Mission: To assist first-generation and low-income high school students prepare for, enroll, and complete a college degree.

Contact: Liz Iverson, Director **Email:** liz.iverson@nhcc.edu

Number of full-time equivalent employees: 1-5

Number of students served per year: 50

Makes use of unpaid volunteers? No **Number of volunteer hours logged in 2014:** N/A

Primary populations that program seeks to serve:

High school Freshmen and Sophomores	Historically underrepresented minority students	Hmong
High school Juniors and Seniors	Latino, Hmong, African American	First generation to attend college
Low-income students	English Language Learners	Foster youth

Primary services provided:

Academic enhancement	College admissions advising	College transition/retention support
Career exploration/career counseling	Financial aid advising	Course selection/accelerated learning
Standardized test preparation	Mentor program	College fairs/campus visits

Funding percentages by sector:

Private donations: 0%	Foundation grants: 0%	State: 0%
Federal: 100%	Local government: 0%	Institutional: 0%

Upward Bound Minnesota State University Mankato

Sponsor (if applicable): US Department of Education

City: Mankato

Mission: The program is designed to stimulate and motivate low-income, potential first-generation college students to complete high school and pursue and succeed in a program of post-secondary education.

Contact: George Corey, Director **Email:** george.corey@mnsu.edu

Number of full-time equivalent employees: 1-5

Number of students served per year: 85

Makes use of unpaid volunteers? Yes **Number of volunteer hours logged in 2014:** 20

Primary populations that program seeks to serve:

High school Freshmen and Sophomores	Low-income students Students with low or average GPA	First generation to attend college
High school Juniors and Seniors		

Primary services provided:

Academic enhancement	College admissions advising	College fairs/campus visits
Career exploration/career counseling	Financial aid advising	Networking/social events
Standardized test preparation	Course selection/accelerated learning	Family support and outreach

Funding percentages by sector:

Private donations: 0%	Foundation grants: 0%	State: 0%
Federal: 91%	Local government: 0%	Institutional: 9%

Upward Bound Vision Quest, University of Minnesota Duluth/Twin Cities

UBVQ

Sponsor (if applicable): University of Minnesota Duluth

City: Duluth

Mission: To generate in program participants the skills and motivation necessary to complete a program of secondary education and to enter and succeed in a program of postsecondary education.

Contact: Lesley Lilligren, Program Director **Email:** lilli004@umn.edu

Number of full-time equivalent employees: 6-10

Number of students served per year: 135

Makes use of unpaid volunteers? No **Number of volunteer hours logged in 2014:** N/A

Primary populations that program seeks to serve:

High school Freshmen and Sophomores

High school Juniors and Seniors

First generation to attend college

Low-income students

Primary services provided:

Academic enhancement

Standardized test preparation

Financial aid advising

Career exploration/career counseling

College admissions advising

Course selection/accelerated learning

Funding percentages by sector:

Private donations: 0%

Foundation grants: 0%

State: 0%

Federal: 100%

Local government: 0%

Institutional: 0%

Youth Career Awareness Program

YCAP

Sponsor (if applicable): Dunwoody College

City: Minneapolis

Mission: Our Mission: To enhance the career opportunities of under-represented youth, by empowering them to graduate from high school and obtain a degree from Dunwoody College of Technology

Contact: Peggy Quam, Manager **Email:** pquam@dunwoody.edu

Number of full-time equivalent employees: 1-5

Number of students served per year: 25

Makes use of unpaid volunteers? No **Number of volunteer hours logged in 2014:** N/A

Primary populations that program seeks to serve:

High school Juniors and Seniors	Historically underrepresented minority students	First generation to attend college
Low-income students	English Language Learners	Undocumented students
Students with low or average GPA		

Primary services provided:

Academic enhancement	Scholarship(s) awarded	Family support and outreach
Career exploration/career counseling	College transition/retention support	Leadership and volunteer opportunities
College admissions advising	College fairs/campus visits	
Financial aid advising	Networking/social events	

Funding percentages by sector:

Private donations: 75%	Foundation grants: 25%	State: 0%
Federal: 0%	Local government: 0%	Institutional: 0%

Additional information: The information regarding program funding is an approximation.

Youth Express

Sponsor (if applicable): Keystone Community Services

City: St. Paul

Mission: Youth Express' mission is to provide meaningful training and work experiences that develop the talents and potential of youth while the community. Through these early work experiences, we help prepare youth to be enterprising and self-directed in their pursuit of future work.

Contact: Mary McKeown, Vice President of Programs **Email:** mmckeown@keystoneservices.org

Number of full-time equivalent employees: 6-10

Number of students served per year: 135

Makes use of unpaid volunteers? Yes Number of volunteer hours logged in 2014: 150

Primary populations that program seeks to serve:

High school Freshmen and Sophomores	Low-income students Historically underrepresented minority students	Unemployed/seeking job-related training
High school Juniors and Seniors		

Primary services provided:

Mentor program	Leadership and volunteer opportunities
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Funding percentages by sector:

Private donations: 0%	Foundation grants: 40%	State: 0%
Federal: 0%	Local government: 7%	Institutional: 53%

YWCA St. Paul

YWCA

Sponsor (if applicable):

City: St. Paul

Mission: Eliminating Racism, Empowering Women

Contact: Danielle Taylor, Chief Program Officer **Email:** dtaylor@ywcaofstpaul.org

Number of full-time equivalent employees: More than 25

Number of students served per year: 6300

Makes use of unpaid volunteers? Yes Number of volunteer hours logged in 2014: 150

Primary populations that program seeks to serve:

Postsecondary students (currently enrolled)	Adults	First generation to attend college
Elementary school students (3rd-5th Grades)	Low-income students	Out-of-school youth
Middle school students (6th-8th Grades)	Students with low or average GPA	Foster youth
High school Freshmen and Sophomores	Historically underrepresented minority students	Homeless students
High school Juniors and Seniors	African American	Unemployed/seeking job-related training
	English Language Learners	Student parents

Primary services provided:

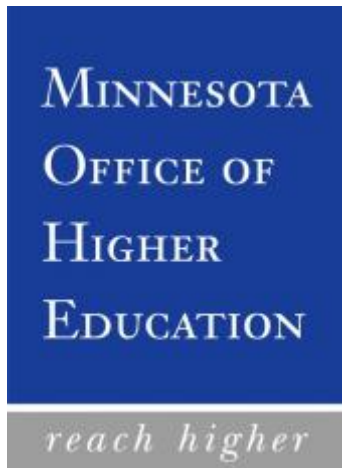
Academic enhancement	College admissions advising	College fairs/campus visits
Career exploration/career counseling	Financial aid advising	Networking/social events
Standardized test preparation	Mentor program	Family support and outreach
	College transition/retention support	Leadership and volunteer opportunities

Funding percentages by sector:

Private donations: 44%	Foundation grants: 30%	State: 0%
Federal: 0%	Local government: 26%	Institutional: 0%

Appendix B: College Readiness Program Survey

Survey prepared and sent with unique link URLs to identified contacts using Qualtrics Online Survey Software.



MN Office of Higher Education College Readiness Program Survey

The following questions will aid the Office of Higher Education as we catalog programs across the state whose mission includes college preparation and/or access.

Please answer each question below as accurately as possible.

Thank you for taking the time to contribute to this important initiative!

Name. Enter your program's official name.

Other Name. If your program is known by an acronym, or used to have a different name, enter that information here.

Sponsor. Enter the name of the organization that sponsors your program, if applicable.

Mission. Enter your program's mission statement.

Contact. Enter the primary contact information for your program.

Name (First)

Name (Last)

Title

Email. Provide an email address for this contact.

Employees. Approximately how many full-time equivalent employees currently work for your program?

- 1-5
- 6-10
- 11-15
- 16-20
- 21-25
- More than 25

Volunteers. Does your program make use of unpaid volunteers?

- Yes
- No

If Yes - Hours. Approximately how many total hours did your volunteers work last year?

Prim. Pop. What are the primary population(s) that your program seeks to serve? Select all that apply.

- | | |
|--|--|
| <input type="checkbox"/> Postsecondary students (currently enrolled) | <input type="checkbox"/> First generation to attend college (parents have not achieved bachelor's degree) |
| <input type="checkbox"/> Elementary school students (3rd-5th Grades) | <input type="checkbox"/> Students with physical or mental disabilities (please specify) <input type="text"/> |
| <input type="checkbox"/> Middle school students (6th-8th Grades) | <input type="checkbox"/> Out-of-school youth |
| <input type="checkbox"/> High school freshmen and sophomores | <input type="checkbox"/> Foster youth or those aging out of the system |
| <input type="checkbox"/> High school juniors and seniors | <input type="checkbox"/> Homeless students |
| <input type="checkbox"/> Adults | <input type="checkbox"/> Active U.S. Military/Veterans |
| <input type="checkbox"/> Low-income students | <input type="checkbox"/> Undocumented students |

- Students with low or average GPA
- Unemployed individuals or individuals seeking job-related training
- Historically underrepresented minority students (please specify minority groups)
- Student parents
- English Language Learners (please specify language groups)
- Other (please specify)

Served. Approximately how many individuals are served by your program per year?

Services. What are the primary services that your program provides? Select all that apply.

- Early awareness
- Mentor program
- Academic Enhancement (ex: tutoring, study skills, time management, etc.)
- College transition/retention support
- Career exploration/career counseling
- Advising on rigorous course selection and accelerated learning opportunities
- Standardized test preparation
- College fairs/campus visits
- College admissions advising
- Networking/social events
- Financial aid advising (ex: financial preparation, FAFSA completion, scholarship searches)
- Family support and outreach
- Scholarship(s) awarded
- Leadership and volunteer opportunities
- Fee payments (ex: tests, housing, admissions applications, books/supplies etc.)

Services 2. What are the other services that your program provides? Select all that apply.

- Early awareness
- Mentor program
- Academic Enhancement (ex: tutoring, study skills, time management, etc.)
- College transition/retention support
- Career exploration/career counseling
- Advising on rigorous course selection and accelerated learning opportunities

- Standardized test preparation
- College admissions advising
- Financial aid advising (ex: financial preparation, FAFSA completion, scholarship searches)
- Scholarship(s) awarded
- Fee payments (ex: tests, housing, admissions applications, books/supplies etc.)
- College fairs/campus visits
- Networking/social events
- Family support and outreach
- Leadership and volunteer opportunities

Funding. How is your program funded? Enter percentages for each source.

- percent Private donations
- percent Foundation grants
- percent State funds
- percent Federal funds
- percent Local government funds
- percent Institutional funds

Other Info. If there is any additional information you would like to include about your program, you may provide it in the field below.