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Intervention for College Attendance Program: 2007-2008 Report



Author

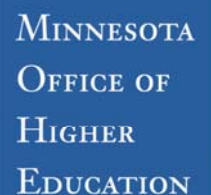
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Table of Contents

Introduction	3
Background on Pre-College Programs	4
ICAP Program Background	5
ICAP Program for Fiscal Year 2008	6
Fiscal Year 2008 Project Reports	7
Fiscal Year 2008 Grant and Matching Expenditure	8
Fiscal Year 2008 Key Program Outcomes.....	8
Fiscal Year 2008 Outcomes of Individual Projects	9
Program Impact on High School Graduation and College Participation	33
ICAP Program for the Fiscal Year 2007 Biennium	36
Fiscal Year 2007 Key Project Findings	36
Fiscal Year 2007 Outcomes of Individual Projects.....	38
Fiscal Year 2007 Grant and Matching Expenditure	38
Conclusion	39
Endnotes	40
References	40
Appendix A: ICAP Project Map 2008-2009 Biennium	41
Appendix B: Year 1 Report Requirements	42
Appendix C: ICAP Revenue Sources for Fiscal Year 2008	49
Appendix D: Project Outcomes Fiscal Year 2007	51
Appendix E: ICAP Revenue Sources for Fiscal Year 2007	74

Introduction

The purpose of this report is to provide information on the outcomes of the Intervention for College Attendance Program, a program of competitive grants awarded to postsecondary institutions, professional organizations, and community-based organizations. Prior to the 2008-09 biennium, the program focused on provision of college awareness and college preparation interventions for students in grades six through 12. The 24 matching grants awarded for the first year of the 2008-2009 biennium supported program activities for 2,954 students in grades six through 12 and 131 postsecondary students. Projects included after school tutorials and summer academic sessions for middle school students, ACT/SAT preparation sessions for high school students, integrated career and college planning sessions for students, and organized study sessions for college students. Statute language for 2008-09 added a program focus on retention of targeted students in postsecondary programs. The governing state statute for 2008-09 indicates that the program is to:

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

The statute indicates that by January 15 of each odd-numbered year, the Minnesota Office of Higher Education shall submit a report to the committees in the legislature with jurisdiction over higher education finance regarding the grant recipients and their activities. The report shall include information about the students served, the organizations providing services, program activities, program goals and outcomes, and program revenue sources and funding levels. This report provides the requested information on the second year of ICAP activity from the 2006-07 biennium and for the first year of ICAP activity for the 2008-09 biennium.

Background on Pre-College Programs

In the late 1960s, pre-college programs were initiated in an effort to increase the number of underrepresented students of color (most of whom are first-generation students) who graduate from high school with preparation and interest to enroll in and graduate from four-year colleges. In the post-Sputnik era, the primary focus of the early pre-college programs was on mathematics and science, and programs had the objective of increasing graduates specifically in these fields. These pre-college programs promoted a rigorous course of high school study as the path to eliminating the first-generation gap in persistence toward a college degree. With a continuing need to prepare underrepresented students for success in college, current efforts have built on these early initiatives and expanded the definition of underrepresented students to include all students from low-income families.

With a 30-year plus history of program implementation, obstacles to the achievement of underrepresented students in mathematics and science have been identified by the most successful of the pre-college intervention programs, and program components have been designed to overcome them.¹ The obstacles include inadequate math and science preparation; poor test-taking, reading, and study skills; low expectations on the part of teachers and other school-based adults, as well as the students themselves; guidance in school toward dead-end courses; few role models with whom the students can identify in math- and science-based fields; and school environments that allow peer pressure for underachievement to prevail over high academic goals. Another obstacle is unfocused parental support by parents who care about their children, but may be intimidated by the schools, do not understand the consequences of the decisions being made for their children, and do not know how to guide their course-taking patterns, preparation for college and financial planning. Again, these obstacles are not unique to student achievement in mathematics and science, but are recognized as obstacles that some students must overcome in order to be academically successful in elementary and secondary education and be prepared for postsecondary education.

Pre-college outreach programs have not been subject to extensive rigorous evaluation. However, there are a few careful evaluations that have found that participation in an outreach program during high school significantly increases the odds of high school graduates enrolling in college (Fenske, Geranios, Keller, & Moore, 1997; Horn, 1997:40-42; Perna & Swail, 2002:103).² What is less clear is what program characteristics matter. Program administrators believe that successful early intervention programs are characterized by a clear focus, motivated and committed students, involved parents, an early start in the educational pipeline, links with schools on curricula and schedules, links with other community organizations, and adaptation to the particular needs of the students, school, and community. Pre-college program administrators are attuned to these research findings and many have made these characteristics required components for program implementation.

ICAP Program Background

The need to strengthen college preparation for some Minnesota students guided the development of the Intervention for College Attendance Program. College participation rates for low-income graduating high school seniors have decreased from 19.55 percent for the 1999-2000 academic year to 15.35 percent for the 2004-2005 academic year, according to information from the Minnesota Office of Higher Education State Grant database.

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

For the 2002-03 biennium, the Legislature made \$500,000 available for 2002 and \$200,000 for 2003. Using the same focus as the 2000-01 program, grants were awarded to ten institutions.

For the 2004-05 biennium, the Legislature made \$225,000 available each year, and seven grants were awarded reflective of the focus of prior years.

For the 2006-07 biennium, the Legislature made \$446,000 available each year, and 14 grants were awarded.

ICAP Program for Fiscal Year 2008

The 2007 Minnesota Statutes indicated that ICAP grants are to foster postsecondary attendance and retention by providing outreach services to Minnesota’s historically underserved students in grades six through 12 and to historically underrepresented college students.

The 2008-09 ICAP Request for Proposals was made available on July 25, 2007, and was distributed broadly to Minnesota’s postsecondary institutions, professional organizations, and community-based organizations. The Request for Proposals indicated that funded projects must focus on increasing the high school graduation and college participation and success rates of students served by grant recipients. Funded projects had to highlight how academic support would be provided to participants to ensure “readiness” for college attendance or success during college attendance. Proposals were due September 19, 2007 and 49 applicants responded. The 24-member grant selection committee, composed of representatives of postsecondary institutions and organizations, school districts, community organizations, and the Minnesota Department of Education, recommended 24 projects for funding. (See Appendix A for project locations.) The 24 funded projects are:

Concordia University	
Seeds of Change	\$27,596/year
University of Minnesota	
An ACT/SAT Course for At-Risk Students	\$23,899/year
Minneapolis Community and Technical College	
Jump Start	\$34,000/year
Achieve! Minneapolis	
Achieve! Career and College Initiative	\$38,000/year
Minnesota State University, Mankato	
Mankato Achieving College Access Program	\$36,000/year
Summit Academy OIC	
Quantum Opportunities Program	\$32,000/year
The College of St. Scholastica	
Daring to Realize Excellence and Academic Motivation (DREAM)	\$34,000/year
University of Minnesota	
Maadaadizi (Start a Journey) Program	\$36,555/year
Women’s Initiative for Self Empowerment	
Girls Getting Ahead Leadership Program	\$32,000/year
Minnesota TRiO Association	
MnTRiO Day and College Fair	\$ 6,000/year
St. Cloud State University	
Promoting Academic Success for Underrepresented Students	\$36,000/year
Dakota County Technical College	
Upward Bound	\$25,000/year
Learning Disabilities Association	
Transition Connections	\$ 8,000/year
Admission Possible	
Admission Possible Program Expansion	\$24,000/year
Metropolitan State University*	
The Power of YOU	\$35,855/year

Mounds Park Academy	
Breakthrough Saint Paul	\$30,000/year
St. Cloud Technical College	
Academic Advancement Academy (A3)	\$20,000/year
Carleton College	
From the Ground Up	\$21,000/year
Carver-Scott Educational Cooperative	
Project Scholar	\$40,950/year
Northfield Public Schools	
Tackling Obstacles and Raising College Hopes (TORCH)	\$39,000/year
Saint Paul College	
Transitioning and Retaining Students Through the Power of YOU	\$26,145/year
Lake Superior College	
Upward Bound	\$34,000/year
Bemidji State University	
Upward Bound	\$40,000/year
Ely Community Resource, Inc.	
Project ELY	\$16,000/year
Total	\$696,000

* The Metropolitan State University project did not begin until July 1, 2008, the start of the second program year, because of changes to Metropolitan State University's program staffing.

The 24 proposals recommended by the review panel requested \$1,715,696 per year in program support. ICAP program funding of \$446,000 per year could not support this level of program activity. By adding \$250,000 per year from the state's Achieve Scholarship program funding designated for pre-college activities, the 24 proposals were funded at the reduced levels listed above. Achieve Scholarship program statute language states:

"This appropriation includes \$3,000,000 that may be used in the 2008-2009 biennium to support access to rigorous high school courses and college attendance programs. This includes, but is not limited to, College in the Schools and Postsecondary Enrollment Options, grants under the Intervention for College Access Program, . . ." (Minnesota Statutes 2008,136A.127)

Fiscal Year 2008 Project Reports

Grantees were required to report on activities and outcomes of the first year of their Fiscal Year 2008-2009 award. Grantees were asked to report on participant characteristics, program activities to meet program objectives, measures to evaluate designated activities, outcomes of designated activities and student outcomes as they relate to high school graduation rates and increased college participation. (See Appendix B for Report Requirements for Year One Projects.)

Fiscal Year 2008 Grant and Matching Expenditure

Applicants are required to match the grant amount received by the state dollar-for-dollar. The match may be in cash or in-kind contributions. In Fiscal Year 2008, the 23 matching grant projects provided services for 2,954 students in grades six through 12 and for 131 postsecondary students. Expenditures from grant funds totaled \$660,145 for year one and end-of-year reports indicated that projects used an additional \$1,352,413 in matching funds to implement project activities. (See Appendix C for matching revenue sources and amounts for Year One Projects.)

Fiscal Year 2008 Key Program Outcomes

With the financial support indicated above, notable program outcomes included:

- The graduation rate of the program's participants was higher than both the district's and state's graduation rates for their African American male peer group, but lower than the school's graduation rate. *Concordia University*
- The college participation rate of the African American male program participants was higher than the college participation rates for their school, district, and state peer group. *Concordia University*
- The average grade for a project's 123 middle school participants improved from Cs at the start of the academic year to As and Bs for 60 percent of the students. *Minneapolis Community and Technical College*
- The academic success of English Language Learner students improved through targeting resources for ELL reading development and assistance with translation. *Minnesota State University, Mankato*
- With each year of enrollment in the academic support program, the GPA of the program's students increased. *Summit Academy OIC*
- The project had a 100 percent postsecondary participation rate by its seniors, and this exceeded the postsecondary enrollment rate of their peers from Carlton and St. Louis Counties. *The College of St. Scholastica*
- One hundred percent of the project's seniors graduated from high school compared to a statewide 41 percent high school graduation rate for American Indian students for the 2006-07 academic year. *University of Minnesota*
- The high school graduation rate for the project's African American and African students was higher than the district rate for Black students. *St. Cloud State University*
- Participants in an Upward Bound project had a high school graduation rate higher than the rates for their high school sites. *Dakota County Technical College*
- High school juniors increased their average ACT test score by an average of 24.64 percent, from 16 to 20. *Admission Possible*

- One of the high school graduates was named to Phi Theta Kappa Honor Society's All American Academic Team and received \$200,000 for study at the University of Chicago. *Ely Community Resources, Inc.*
- With added support from ICAP funding for student retention efforts, entering Power of YOU students from fall 2006 had a higher retention rate (75 percent) than the college's overall fall 2006 freshmen retention rate (40.4 percent). *Saint Paul College*
- Fifty-five percent of the Upward Bound/ICAP students were enrolled in honors courses and/or College in the Schools courses compared to 41 percent in 2006-07. *Lake Superior College*
- The project had a 96 percent graduation rate compared to 65 percent for the high schools targeted by Bemidji State University. *Bemidji State University*
- The project had an 82 percent college enrollment rate compared to a 36 percent enrollment rate for the Bemidji State University target high schools. *Bemidji State University*
- Nine students from the 2007 high school graduating class enrolled in college compared to the school having only five Latino students attend college from the five years prior to ICAP program implementation. *Northfield Public Schools*

Fiscal Year 2008 Outcomes of Individual Projects

The students served, activities implemented, and key outcomes of individual projects for the first year of the 2008-09 biennium follow:

SEEDS OF CHANGE (SOC)

A summary of:

Seeds of Change: Concordia University's and St. Paul Central High School's Arts Literacy and College Preparation Partnership for African American Males
FY 2008 Grant Amount: \$27,596

Overview and Population Served

Twenty-four African American male students from St. Paul Central High School and one Concordia University student participated in mentoring, academic support, emotional and social skills development sessions, and postsecondary preparation workshops to support high school graduation and transition to college for the high school students. As members of an arts literacy group, the participants were engaged in theater improvisation, writing activities, storytelling, and creation of original theater pieces as they engaged in skill development.

Evidence of Effectiveness

- All students maintained or increased their grades during all marking periods after academic support sessions, grade checks, and tutoring/mentoring.
 - Graduation rates of SOC participants were higher than both the district and state graduation rates for their peer group, but lower than the school's graduation rate.
 - College participation rates of SOC participants are higher than the college participation rates for their school, district, and state peer group. Ten of the 11 seniors were enrolled in postsecondary institutions for fall 2008.
 - The touring theatrical project focused on the educational experiences of the SOC students and was performed three times in its entirety and in smaller segments during the 2008 tour of the Central Touring Theatre.
-

Key Components

SOC's objectives are to develop and implement programs and activities that will increase the graduation rate of African American males and to increase the awareness and support of higher education's opportunities and procedures for African American males. Key components of the SOC program are:

- The specific focus on the arts literacy group as a vehicle for postsecondary preparation.
 - The connective relationships between Concordia University and Central High School staff, the mentors/tutors and students, parents and school staff, and the deep conversations within the community after each play performance.
 - College preparatory support sessions based on Advancement Via Individual Determination (AVID), the tutoring by students from Concordia, and other project-specific support services to aid student development.
-

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AN ACT/SAT COURSE FOR AT-RISK STUDENTS

A summary of:

An ACT/SAT Course for At-Risk Students,
University of Minnesota
FY 2008 Grant Amount: \$23,899

Overview and Population Served

This program was designed to increase student knowledge in key content areas to better prepare them for successful college experiences. A total of 151 high school students had large group instruction on the topics assessed on college admission tests. With a one-to-seven ratio, tutors conducted small group sessions of each of the content areas. Informational sessions were given on course-taking, test preparation, test anxiety, and how to study. The non-cognitive aspects of applying to and attending college were addressed through sessions on college admissions, financial aid, and physical and psychological health. In addition, students took a host of tests under standardized testing conditions that were scanned, scored, and returned with diagnostic information. The program was marketed to ethnic minorities, females, recent immigrants, first generation college students, and students of low-income families.

Evidence of Effectiveness

- Substantial changes were observed for a one-year time period for students who took the ACT test in both the 2007 and 2008 programs. The mean gain for the ACT composite score was 2.4 points. The mean SAT gain for just the quantitative and critical reading sections was almost 55 points.
- The project team engaged in seven training/coaching sessions to assist organizations/programs with similar goals and serving a similar audience in developing services to support college readiness, college admission, and student assessment.

Key Components

The program's objective was to help academically at-risk students increase their college admission test scores to boost their chances of attending college, winning scholarships, and having a successful college experience. Key components of the program are:

- The use of best practices for test preparation, including the amount of time spent with students, small group tutoring, homework, and the focus on content and process, as well as the practice and feedback from mock tests.
- Providing students with a general course on college readiness, college admissions, and persistence after matriculation.

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JUMP START

A summary of:

Jump Start, Minneapolis Community and
Technical College
FY 2008 Grant Amount: \$34,000

Overview and Population Served

One hundred twenty-seven students from Olson Middle School in Minneapolis participated in weekly activities focusing on math improvement and success on the MCA math test. A three-week summer program was offered to improve language arts, math, and computer skills and to expose participants to a college environment. Project staff contacted parents at least four times a year and encouraged their involvement in activities. In coordination with school staff, 100 percent of the participants were assessed for academic, personal, career, cultural, and financial need.

Student eligibility was based on criteria established by TRiO-funded programs such as Educational Talent Search for students on free- and reduced-price lunch and/or first-generation status.

Evidence of Effectiveness

- The project planned service for 100 middle school students, but 123 8th grade students enrolled in the academic program, and an additional 28 students in grades 7 and 8 enrolled in the summer program.
- Of the 123 students in the academic year program, at the start of the year, the average grades earned in most classes was C, and by the end of the school year, 60 percent of the students were earning As and Bs.
- Although individual test scores were not released to program staff, students showed improvement in math class homework assignments and grades.
- Students were so excited about both the academic year and summer programs that they became recruiters and encouraged their friends to attend Jump Start.

Key Components

The overall outcome of Project Jump Start was to increase the skills and motivation disadvantaged students need to complete middle school, graduate from high school, and enroll in postsecondary programs. Another major goal is to bring students' math skills to the 8th grade algebra level. Key components of the program were:

- The staff, most living in the Olson Middle School community, are of various ages, ethnicities, and socio-economic backgrounds, and they bring their life experiences to the program. The students see staff in the neighborhood, and this builds supportive community relationships with families that accelerate student academic and social success.
- As a middle school project, the program starts early with youth in providing information on the importance of education and giving them early opportunities to explore higher education, and this objective is cross-culturally represented in the community.

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ACHIEVE! CAREER AND COLLEGE INITIATIVE

A summary of:

Achieve! Career and College Initiative,
Minneapolis
FY 2008 Grant Amount: \$38,000

Overview and Population Served

The North High School program worked with licensed school counselors, the Achieve! Work-Based Learning Coordinator, teachers, and community organizations. Students completed grade-appropriate milestones on the Minneapolis Public Schools My Life Plan in order to have a comprehensive plan identifying personal interests and talents, broad career goals, higher education/training that would prepare them for their career interests, high school coursework needed to prepare for higher education/training, and opportunities for paying for college.

Evidence of Effectiveness

- Approximately 74 percent of North High's 9th graders completed a learning styles inventory and reflection and an interest inventory and reflection and planned coursework for the remainder of high school.
 - Approximately 64 percent of North High's 10th graders completed a personality inventory and reflection, a resume, and an exploration of a future career and planned for coursework for the remainder of high school.
 - The 69 seniors who completed the senior survey all took college entrance exams and developed plans for after high school; 83 percent completed the FAFSA, 85 percent applied for postsecondary admission, and 13.2 percent applied for a job.
-

Key Components

Achieve! Career and College Initiative has a goal to ensure that all students at North High School have opportunities to plan for their futures. Key components of the Achieve! program were:

- Working with all 9th-12th grade students.
- Having the Career and College Center Coordinator work closely with the counseling team and teachers to integrate My Life Plan into the curriculum.
- The counselors, Career and College Center Coordinator, and Work-Based Learning Coordinator all worked as a team to make sure all students received career and college planning. This model is being held up as a model districtwide.
- The varied community-based organizations offering programs at North High all met together regularly to coordinate efforts and ensure that all students were served.
- Community members served as volunteers, mentors, and hosts for work experiences.
- The Naviance web-based counseling system tracked student completion of milestones.

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MANKATO ACHIEVING COLLEGE ACCESS PROGRAM

A summary of:

Mankato Achieving College Access Program
(MA-CAP), Minnesota State University,
Mankato
FY 2008 Grant Amount: \$36,000

Overview and Population Served

Sixty students in 9th-12th grade participated in academic year tutoring, reading development, campus visits, and a one-week pre-college summer institute. A parent group was involved through monthly meetings and encouraged to support their students' academic pursuits. An after-school academic assistance program was maintained and staffed by graduate students trained in the English as a Second Language Program to assist students with academic language development.

Evidence of Effectiveness

- Student self-evaluations indicated that the MA-CAP tutoring benefitted them in improving their individual academic success plans.
- The academic success of ESL students was improved through targeting resources for ESL reading development and assistance with translation.
- More parents and students became involved in the program than anticipated.
- The four high school seniors served graduated and applied for college for 2008-09.
- Request for expanded outreach tutorial services (ESL, college prep, tutorial services, and ACT prep) were fulfilled for several area high schools: Northfield, St. Peter, Owatonna, Rochester, Austin, Sleepy Eye, and Central High School in Mankato.

Key Components

The overall goal of the project was to enhance participants' basic skills in order to be successful in college. Key components of the program were:

- The attention given to parent involvement and parent concerns to assure that parents felt secure in allowing their children, particularly the female children to participate in the summer program and to live in campus residence halls.
- Having bilingual staff to work with Somali, Sudanese, Nigerian, Kenyan, Eritrean and Vietnamese families.
- Having a reading development specialist and three graduate assistants on staff to work with ESL students in reading development and to provide assistance in translation.

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DARING TO REALIZE EXCELLENCE AND ACADEMIC MOTIVATION (DREAM)

A summary of:

Daring to Realize Excellence and Academic Motivation (DREAM), The College of St. Scholastica
FY 2008 Grant Amount: \$34,000

Overview and Population Served

One hundred twenty-seven high school students who were either low income, eligible to receive free- or reduced-priced lunch, potential first generation college students, or referred by their counselor or teacher participated in weekly academic-year tutoring to address study habits and grade improvement and a five-week TRiO summer academic enrichment program.

Evidence of Effectiveness

- Twenty-three participants completed the practice ACT and the actual ACT, and their scores compared quite favorably to those of their more advantaged peers.
- Of the 79 participants who completed the summer academic enrichment program, 73 participants received high school credit.
- Fifty-seven students participated in the 2007 summer enrichment program and continued in the academic year program. Of those 57 students, 46 percent showed an increase in their cumulative GPA.
- The project has a 100 percent postsecondary participation rate by its seniors, and this exceeds the postsecondary enrollment rate of their peers from Carlton and St. Louis Counties.

Key Components

The DREAM Project's overall goal was to facilitate student achievement at the high school level in order to increase high school graduation rates and college participation and success. Key components of the DREAM Project were:

- The weekly focus of the year-round program allowed project staff to develop a meaningful relationship with students to guide and mentor them for success through high school.

- The summer program's simulated campus life presented a realistic and invaluable experience for students.
- The internships through the Career Development Program were a catalyst for better academic achievement.

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MAADAADIZI (START A JOURNEY) PROGRAM

A summary of:

Maadaadizi (Start a Journey) Program,
University of Minnesota
FY 2008 Grant Amount: \$36,555

Overview and Population Served

Sixty-five American Indian students from St. Paul's Johnson, Harding, and Highland High Schools participated in career and college planning sessions with Indian Education licensed counselors and University of Minnesota staff; college fairs and college visits; individual assistance in ACT preparation, course selection, PSEO application, and college and financial aid applications; and tutoring/mentoring sessions with college students. Students' grades were monitored regularly, and parents received information on high school advanced courses, PSEO eligibility, and student grades. A college information session was held for parents.

Evidence of Effectiveness

- One hundred percent of the project's seniors graduated from high school compared to 78 percent of their peers.
 - Eighty-three percent of the students increased their awareness of college admission criteria as demonstrated on an 18-point quiz.
 - The seven ICAP graduating seniors applied for college admission.
 - Sixty-three percent of the students maintained or improved their GPA.
 - Twenty-six percent of the students are eligible to participate in 2008-09 PSEO courses.
-

Key Components

The Maadaadizi Program aimed to improve graduation rates and college readiness of American Indian students at the three high schools. Key components of the Maadaadizi Program were:

- The program paid close attention to the cultural context of the students by providing information through informal social settings and reaching out to parents and families in a variety of ways.
- Steering committee members fostered information sharing and collaboration between staff of the University's Office for Equity and Diversity and St. Paul's Indian Education Program.

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GIRLS GETTING AHEAD LEADERSHIP (GGAL) PROGRAM

A summary of:

Girls Getting Ahead Leadership (GGAL)
Program, Women's Initiative for Self
Empowerment (WISE), Inc.
FY 2008 Grant Amount: \$32,000

Overview and Population Served

Forty-two senior high students from low-income, immigrant, or refugee families, or having potential to be a first generation college student, participated in seminars to provide information on college planning, financing, academic preparation, accessing community and educational resources, career options, and career explorations. In addition, there were group activities to strengthen relationships and advocacy; increase the involvement of parents; increase networking opportunities with professional women; and provision of support services for individual assistance to assure success in preparing for internships, mentorships, and college.

Evidence of Effectiveness

- Fourteen informational workshops were held, and survey results indicated that 100 percent of the girls found the workshops helpful and would recommend them to their peers and siblings.
 - The participants increased their involvement in the community through social activities and established networks with the college community.
 - One hundred percent (14) of the participating high school seniors graduated from high school and applied for college for the 2008-09 academic year. Eight participants attended summer school, interned at professional organizations, or participated in a college preparation program through the college they are now attending.
-

Key Components

GGAL's objective is to help young women and their families plan and prepare for college and develop leadership skills to achieve economic self-sufficiency. Key components of GGAL were:

- Establishing strong collaborative relationships with college partners to increase student access.

- Having participants interact with women of color in the community through various activities.
 - Increasing participants' access to events and activities outside their everyday life.
-

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MNTRIO DAY AND COLLEGE FAIR

A summary of:

MnTRiO Day and College Fair, Minnesota TRiO Association
FY 2008 Grant Amount: \$6,000

Overview and Population Served

Eighteen college students and 329 6th-12th grade students from around the state participated in the 2008 TRiO Student Leadership conference. An eligibility requirement for students for pre-college TRiO programs is eligibility for free- or reduced-priced lunch.

Evidence of Effectiveness

- Event survey results indicated increased student awareness in the areas of need for academic enrichment or career awareness/exploration, college life, college admission requirements, and high school courses needed to prepare for college.

Key Components

The goal for this project was to provide support for the state's federally-funded TRiO program. Key components of the MnTRiO Day were:

- Concurrent sessions that appeal to pre-college youth and presenters who communicated well with their audience.

- A format that provided a variety of events that kept the target audience engaged.
- College representatives willing to support the efforts of the state TRiO association.

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PROMOTING ACADEMIC SUCCESS FOR UNDERREPRESENTED STUDENTS

A summary of:

Promoting Academic Success for
Underrepresented Students, St. Cloud State
University
FY 2008 Grant Amount: \$36,000

Overview and Population Served

Ninety-five 6th-12th grade low-income, potentially first generation college students in the St. Cloud School District with risk factors for poor academic achievement participated in intensive mentoring, academic tutoring, academic enrichment activities, cultural programming, college admissions, and financial assistance workshops. Activities focused on improving the group's success on state standardized tests in the areas of reading and mathematics and grades and graduation rates and increasing the number of students attending postsecondary institutions. Attendance at summer residential programs was used to achieve the objectives of the program.

Evidence of Effectiveness

- The project worked with almost twice the number of students called for in the proposal.
 - The four graduating seniors were admitted to institutions of higher education. Three are currently enrolled, and the fourth is scheduled to start spring semester.
 - The high school graduation rate for African American and African students was higher than the district rate for Black students.
 - A measure of educational aspiration used in one summer program indicated that 90 percent of the students expressed a desire to attain a college or post-graduate education.
 - Seniors who have been involved in the program over several years fared better than students who were in the program for a semester.
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Key Components

The project's objectives were to improve participant's grades, interest and awareness of higher education options, success on state standardized tests, graduation rates, and rates of attendance at postsecondary institutions. Key components of the program were:

- Implementing mentoring and tutoring programs in community-based locations such as the Boys and Girls Club and a Somali after-school program. This arrangement reached students not available through the schools.
 - Working with parents, community groups, and school district personnel in identifying needs and programs for African American and Somali youth in the St. Cloud School District.
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DAKOTA COUNTY TECHNICAL COLLEGE (DCTC) UPWARD BOUND

A summary of:

Dakota County Technical College Upward Bound
FY 2008 Grant Amount: \$25,000

Overview and Population Served

Thirty-six 9th-12th grade students from Henry Sibley and South Saint Paul High School from groups traditionally underrepresented in higher education and who will be the first generation in their family to attend college participated in the Upward Bound program. A professional/career mentoring program was established to complement Upward Bound activities. In addition, the mentoring program coordinator advised students on ACT preparation and MCA II graduation preparation, and assisted in organizing the Upward Bound summer bridge component.

Evidence of Effectiveness

- Six of the ten seniors showed improvement on ACT scores. All seniors applied for college for 2008-09.
 - The high school graduation rate for the participants was higher than the rates for their high school sites.
 - Forty-one percent of the students reported an increase in desire to work hard to get good grades in high school.
 - Thirty-six percent of the students reported an increase in their understanding of the benefits of having a college degree, and 59 percent reported an increase in their understanding of the decisions involved in the process of choosing a college and career.
-

Key Components

The project's overall goal was to provide academic support to increase readiness for college. Key components of the program were:

- The existing Upward Bound program provided participants, functioning systems, and supportive relationships; and the ICAP funding supplemented the goals of the program.
 - Specific staff was designated for ICAP activities, and DCTC's instructional technology supported student work and activities.
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TRANSITION CONNECTIONS

A summary of:

Transition Connections, Learning Disabilities Association
FY 2008 Grant Amount: \$8,000

Overview and Population Served

The Transition Specialist worked with 77 students at Nawayee Center School for ten hours per week during the academic year to provide one-to-one and small group instruction to deliver information about college attendance, personal finance, self-advocacy, and other critical college preparation techniques. Program content was provided in the context of tutoring in reading to support academic success. All participants were members of groups (Native American, Latinos, African American) traditionally underrepresented in higher education.

Evidence of Effectiveness

- Even with the extreme mobility of the student population, there was improvement in reading comprehension and achievement in financial literacy for the student groups in the program for the entire grant period.
 - All seniors (25) gained knowledge of the college application process through completing the MnSCU application and FAFSA material, with six applications submitted and three planning to enroll in the future.
 - The 2005-06 graduation rate for Native American students in Minneapolis was 22.2 percent, and the 2007-08 ICAP project had a high school graduation rate of 21.7 percent. Due to extreme student mobility, the graduation status of a number of students is unknown.
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Key Components

The overall goal of Transition Connections was to prepare and support 20 American Indian students in continuing their education after high school. Key components of the program were:

- Most project activities were based on experiential learning, which is most effective with students with learning disabilities.

- The use of authentic materials promoted and sustained student interest in project topics.
 - The flexibility of the project staff to modify the curriculum and keep it effective and relevant in response to the high level of student mobility.
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ADMISSION POSSIBLE (AP) PROGRAM EXPANSION

A summary of:

Admission Possible Program Expansion
FY 2008 Grant Amount: \$24,000

Overview and Population Served

Admission Possible added 30 low-income students from St. Louis Park High School to its program services. Students were identified who had the potential to succeed in college but were not likely to obtain admission to a four-year college. In their junior year, students learned about the college application process, prepared for the ACT, visited colleges, and explored summer enrichment opportunities. Students met twice a week for at least 160 hours of direct service.

Evidence of Effectiveness

- The juniors increased their ACT test scores by an average of 24.64 percent, from 16 to 20.

Key Components

Admission Possible's goal was to recruit and help 35 low-income juniors increase their ACT scores at least 13 percent.

Key components of the program were:

- Admission Possible's intense, collaborative, and flexible approach to student recruitment ensured success in identifying a cohort of students from a site that had a smaller percentage of the student body with program eligibility characteristics.
- Admission Possible's use of a team approach to help students develop a network for peer encouragement and support.
- Support and partnership with school staff and the community strengthened the program's presence in St. Louis Park. This included collaboration with the High Achievers Program, an academic readiness program for African American and Latino males.

Contact Information: Jim McCorkell, (651) 917-3525, JimMcCorkell@AdmissionPossible.org

BREAKTHROUGH SAINT PAUL

A summary of:

Breakthrough Saint Paul, Mounds Park Academy
FY 2008 Grant Amount: \$30,000

Overview and Population Served

As a six-year college access program in collaboration with Saint Paul Public Schools, 92 highly-motivated 7th-12th grade students participated in academic and summer programs that supported their path to college. During 7th and 8th grade, the program provides an extra 80 days of challenging academic enrichment. After completion of the junior high program, students are offered ongoing support in high school as they pursue success in rigorous honors coursework. Students were traditionally underrepresented in higher education, eligible for free- or reduced-price lunch, or potentially the first generation to go to college.

Evidence of Effectiveness

- Sixty-six students took at least one honors course, and 54 had a B- or above in at least one honors course. Each student took an average of 2.1 honors courses.
- Thirty-six students maintained a B- or better on all four core classes (math, English, science, and social studies).

Key Components

Breakthrough Saint Paul's mission is to provide a six-year path to college for St. Paul Public Schools' academically motivated, historically underserved junior high students. Key components of the program were:

- Program staff held themselves accountable for results and making informed decisions about program activities.

- Improved evaluative routines to produce an annual comprehensive evaluation report.
- Effective use of the program model of "Students Teaching Students" through having college students and high school students teach in the six-week summer enrichment program.

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ACADEMIC ADVANCEMENT ACADEMY (A3)

A summary of:

Academic Advancement Academy, St. Cloud
Technical College
FY 2008 Grant Amount: \$20,000

Overview and Population Served

The project summer component prepared 70 underrepresented 7th and 8th grade students for testing, college entrance, and college-level work through English and math classes. Volunteers from the community served as mentors and role models and provided career advising in a workshop setting. Financial aid advising was provided for students and parents.

Evidence of Effectiveness

- Fifty students attended the A3 Academy, and 20 students attended the English Language Learner A3 Academy.
 - Eighty-five parents attended the A3 parent and family nights, and 55 parents attended the Financing Postsecondary Education night.
-

Key Components

The A3 program aims to get students to start thinking and preparing for college and careers in grades 7-9. Key components of the program were:

- The staff's connection with the school district and postsecondary education.

- Collaboration and the combination of resources.
 - A staff experience in providing College Bound Programs to students.
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FROM THE GROUND UP

A summary of:

From the Ground Up: A Collaborative for Fostering Postsecondary Science Majors, Carleton College
FY 2008 Grant Amount: \$21,000

Overview and Population Served

The project served 380 students with a special emphasis on service to Latino girls in the Cannon River Valley area. Science interest cohorts were developed through student visits with scientists at work and on campus, involvement in science research, and participation in team science activities. Projects conducted during the year culminated in two-week programs, one for middle school students and one for high school students, using resources at Maltby Nature Preserve.

Evidence of Effectiveness

- Positive responses were reported by participants with respect to both learning science content and gaining a better attitude toward science.
- Six of the seven seniors served by the project applied for college for 2008-09.

Key Components

Project goals were to improve attitudes toward science and understanding of the nature of science. Key program components were:

- Development of a successful model for effectively collaborating with project partners for the collective good of the project.
- Engaging activities that brought Carleton volunteers (staff, science faculty, and almost 100 student volunteers) together with middle and high school students.
- Use of customized lessons to guide campus visits and visits to external sites.

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TACKLING OBSTACLES AND RAISING COLLEGE HOPES (TORCH)

A summary of:

Tackling Obstacles and Raising College Hopes,
Northfield Public Schools
FY 2008 Grant Amount: \$39,000

Overview and Population Served

One hundred forty-nine Northfield youth in grades six through 12 who are Latino, English Language Learners, low-income and/or potential first-generation college students participated in a comprehensive approach to increasing high school graduation and postsecondary participation. TORCH included: one-on-one academic counseling, mentoring and tutoring, homework assistance, individual admissions and financial aid counseling, college orientation trips, monthly career and college workshops, career exploration opportunities and summer enrichment opportunities, and help identifying and applying for scholarships and colleges. School connectedness/family events were held, along with in-service training for school staff on issues facing Latino and low-income students.

Evidence of Effectiveness

- Fourteen of the 16 TORCH seniors graduated in June 2008, with 12 planning to attend college and one enrolling in the military.
 - Nine students from the 2007 graduating class are currently enrolled in college. With only five Latino students having attended college in the five years prior to TORCH, this increase in enrollment from just one year is noteworthy.
 - Twelve TORCH students completed the ACT spring test.
 - TORCH partners met with 74 TORCH families to discuss student academic success.
 - Two TORCH students were among 11 young people recognized statewide by the national Youth Leadership Council for exceptional community service.
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Key Components

TORCH's overall goal is to increase the high school graduation rate and college participation rate for Northfield's Latino and low-income students. Key program components were:

- Extensive collaboration with other programs and resources to support project activities.
- A multi-strategy approach that allows customized offerings for students.

- Having paid coordinators to devote time and energy to program success.
 - Buy-in and support by the Northfield school system and parents.
 - A change in the culture of expectations as students see that success breeds success.
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TRANSITIONING & RETAINING UNDERSERVED STUDENTS THROUGH THE POWER OF YOU

A summary of:

Transitioning & Retaining Underserved Students through the Power of YOU, Saint Paul College
FY 2008 Grant Amount: \$26,145

Overview and Population Served

Funds supported transition and retention efforts for 249 Power of YOU students. Power of YOU provides two years of college tuition for underserved high school graduates in good academic standing. Grant funds supported peer tutoring, parent and student workshops on financial aid, and field trips to increase awareness of career opportunities and the possibilities for a four-year college education. In addition, students took Enable Math, an innovative web-based course.

Evidence of Effectiveness

- One hundred percent of the 162 high school seniors served graduated from high school, and 96 applied for college.
- Entering Power of YOU students from fall 2006 had a higher retention rate (75 percent) than the college's overall fall 2006 freshmen retention rate (40.4 percent).

Key Components

The project's goal was to support outreach, transition, and retention efforts for Power of YOU-eligible students. Key project components were:

- Planned and organized study sessions with tutors.

- Funding for transporting high school students to the college campus.
- Funding for visits to four-year colleges by students considering further study.

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UPWARD BOUND

A summary of:

Upward Bound, Lake Superior College
FY 2008 Grant Amount: \$34,000

Overview and Population Served

The Upward Bound program served 60 Duluth area 9th-12th graders considered low income by federal standards. Funding supported transportation, meals and lodging for a spring 2008 career field trip to Minneapolis; stipends for students participating in summer internships/career mentoring; a minimum of one hour of small group/individual tutoring for all participants during the academic year; and a six-week summer program of enrichment courses.

Evidence of Effectiveness

- All students took the ACT PLAN standardized test and developed a career plan.
 - Three students were placed in internships with local businesses.
 - Fifty-five percent of the students were enrolled in honors courses and/or College in the Schools courses compared to 41 percent in 2006-07.
 - Eighty-six percent of the students attended the summer program, and only one student did not attain a passing grade of 70 percent or higher.
 - All of the seniors (ten) graduated. Eight applied for college, and one enlisted in the Navy.
-

Key Components

The program's overall goal is to help low-income students increase their academic skills and motivation toward enrolling in college. Key program components were:

- ICAP funding helped create a superb group of tutors and teachers for the academic year and summer program.
 - Having the students connect with young professionals through field trips to college and business sites.
-

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PROJECT ELY

A summary of:

Project ELY, Ely Community Resource, Inc.
FY 2008 Grant Amount: \$16,000

Overview and Population Served

The components of Project Ely--Homework Club, Study Club, experiential learning activities, and relationship building with youth from other cultures--had 38 6th-12th grade participants. Homework Club provided tutoring and homework help for teacher- and parent-referred sixth graders four days a week. The Study Club provided homework help and group study time for 7th-12th grade youth two days a week. Participants worked with staff to develop an individual plan for improving academic performance. Experiential learning activities were developed and led by faculty, staff, and students of Vermilion Community College. Participants and project staff planned opportunities to develop relationships with youth from other cultures through a pen pal program and cultural exchange visits.

Evidence of Effectiveness

- Seventy-nine percent of the elementary students improved academically, and 50 percent had improved school attendance.
 - Seventy-three percent of the 22 secondary students improved their academic performance, and 77 percent of them showed an increase in self-esteem and self-confidence on the Rosenberg Scale.
 - The four Project Ely seniors graduated and applied for college for 2008-09. Two of the seniors were dual high school and Vermilion Community College graduates, and both are transferring to four-year colleges.
 - One of the high school graduates was named to Phi Theta Kappa Honor Society's All-American Academic Team and received \$200,000 for study at the University of Chicago.
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Key Components

Project ELY's goal is to increase college access and the potential for success for students traditionally under-represented in higher education by providing services that improve their academic performance, build strong bonds to school, increase their self-esteem and self-confidence, and develop relationships with youth from other cultures. Key project components were:

- The strong collaboration with the Ely School District and Vermilion Community College.
 - Recruiting, training, and retaining qualified volunteer tutors.
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BEMIDJI STATE UNIVERSITY UPWARD BOUND

A summary of:

Bemidji State University Upward Bound
FY 2008 Grant Amount: \$40,000

Overview and Population Served

The Upward Bound program served 94 students from Beltrami, Clearwater, Cass, Mahnomen and Hubbard counties. Students were either low income or potential first generation college students. With ICAP funds, college visits, a key program component, was expanded to include freshmen and sophomores. With this early connection, students heard another voice on needed efforts at the beginning of high school to prepare for college. In addition, the grant supported a six-week summer residential program for approximately 70 participants.

Evidence of Effectiveness

- One hundred percent of the seniors passed Minnesota's test for high school graduation.
- One hundred percent of the summer program participants participated in a career internship opportunity.
- Eighty-one percent of the participants attended at least one college visit.
- Ninety-three percent of the seniors were accepted by at least one postsecondary institution.
- The project had a 96 percent graduation rate as compared to 65 percent for the Bemidji State University target schools.
- The project had an 82 percent college enrollment rate as compared to a 36 percent enrollment rate for the BSU target area high schools.

Key Components

The program's overall goal is to help participants successfully graduate from high school and pursue postsecondary education. Key components of the project were:

- Increasing the number of student who participated in the Upward Bound college visits.
- Increasing the variety of colleges that students visited during the Upward Bound college visits.

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QUANTUM OPPORTUNITIES PROGRAM (QOP)

A summary of:

Quantum Opportunities Program, Summit
Academy OIC
FY 2008 Grant Amount: \$32,000

Overview and Population Served

The Quantum Opportunities Program worked with 124 6th-11th grade students attending Minneapolis' North High School who had failed a state examination (MBST or MCA) or were not academically prepared for high school. School data for 2006-07 indicated that 82 percent of the students were on free- or reduced-price lunch and 97 percent were traditionally underrepresented in higher education.

Evidence of Effectiveness

- One hundred percent of QOP students remained enrolled in school. Students often give up on themselves, but QOP staff have worked with them, and they persevere. Despite all odds, they are still enrolled and are preparing for their next step.
 - With each year a student is enrolled in QOP, their GPA increases. Forty-one percent of 9th graders and 64 percent of 10th-12th graders had a GPA of 2.0 or above, and 75 percent of 11th and 12th graders had a GPA above 2.0.
 - Seventy-seven percent of 9th-12th graders are on track to graduate.
 - Seventy-six percent of 10th and 11th graders have joined a partner program.
-

Key Components

QOP's objective is to increase participants' academic achievement, improve graduation rates, and foster postsecondary attendance. Key components of the QOP program are:

- Provision of tutoring and study skills to students four days a week.
 - Engaging parents/guardians in the student's progress through weekly phone calls.
 - Finding partner programs, internships, school clubs, or jobs relevant to a postsecondary interest.
 - Having out-of-school activities for students to give them opportunities to interact with adults and their peers in a positive environment.
 - Developing a tight bond between QOP staff and students that supports counseling and advising even after students enroll in postsecondary programs.
-

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PROJECT SCHOLAR

A summary of:

Project Scholar, Carver-Scott Educational Cooperative
FY 2008 Grant Amount: \$40,950

Overview and Population Served

One hundred fifty 11th and 12th grade students facing barriers to successful enrollment and transition into postsecondary education received a comprehensive academic and personal intake assessment, worked with a case manager to receive postsecondary and career planning information, had communication with parents and/or a support person, and had use of a continuous learning plan to assist them in passing core academic courses. A counselor provided individual meetings with students on career counseling; college selection and application; the ACT, SAT and/or Accuplacer test; college visits; financial aid; and Postsecondary Enrollment Options (PSEO). Professional development for case managers and the counselor was provided. Sixty-two of the participants were eligible for free- or reduced-price lunch, received assistance under the Temporary Assistance for Needy Families law, or were members of groups traditionally underrepresented in higher education.

Evidence of Effectiveness

- Forty-two of the 52 ICAP-eligible seniors (81 percent) graduated from high school.
- Eighty-four percent of the program participants passed all core credit requirements.
- Thirty-five of the 42 ICAP-eligible seniors applied for college for the 2008-09 year.

Key Components

Key program components were:

- Twenty trained case managers were able to work with a small group of students as their case load.
- A Career Resource Center was established on the main campus. It provided a comprehensive assortment of postsecondary enrollment options and resource information.
- Appropriate professional development was made available for teachers, case managers, and the counselor.
- Scheduling of one-on-one time for college advising between students and the designated Project Scholar counselor.

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Program Impact on High School Graduation and College Participation

The governing statute indicates that grant recipients must report on the success of funded projects in increasing the high school graduation, college participation, and college graduation rates of students served by the grant. Data reported by 2007-2008 grantees indicates improved graduation and college participation rates for the targeted populations served. Current programs delivered to middle school students, freshmen and sophomore high school students need more time to track student progress and decision making. The information below reports on 2008 high school graduates.

Grantee/Project	Population Served	High School Graduation Rate	College Participation
Concordia University <i>Seeds of Change (SOC)</i>	African American males in grades 9-12 (25 participants).	SOC participants had a higher graduation rate than both the district and the state for their peer group, but lower than the school's graduation rate.	10 of 10 seniors applied to college.
The College of St. Scholastica <i>Daring to Realize Excellence and Academic Motivation (DREAM)</i>	9th-12th grade students who meet the TRiO program student eligibility criteria (134 participants).	29 of 29 seniors graduated. The 100% postsecondary participation rate exceeds the 73% postsecondary participation rate for Minnesota high school graduates from 2007.	29 of 29 seniors applied to college. This college participation rate is notable for Carlton and St. Louis Counties where only 14.9% and 21.9% of the residents, respectfully, have college degrees.
Dakota County Technical College <i>Dakota County Technical College Upward Bound</i>	9th-12th grade students who met the TRiO program student eligibility criteria (36 participants).	10 of 10 seniors graduated. The 100% graduation rate for the Upward Bound seniors was higher than the rates of their peers. <ul style="list-style-type: none"> • South St. Paul High School graduation rate for free- or reduced-price lunch – 85%. • South St. Paul Learning Center graduation rate for free- or reduced-price lunch – 88%. • Henry Sibley High School graduation rate for free- or reduced price lunch – 70%. 	10 of 10 seniors applied to college.
Northfield Public Schools <i>Tackling Obstacles and Raising College Hopes (TORCH)</i>	6th-12th graders and 15 college students who are Latino, English language learners, low income and/or potential first generation college students (149 participants).	14 of 16 seniors graduated. Of the two who did not graduate, one has returned to school, and the other is pursuing a GED. Prior to the TORCH program, the graduation rate for Northfield's Latino students was 36%.	12 of 14 seniors applied to college.
Bemidji State University <i>Bemidji State University Upward Bound</i>	9th-12th grade students who met the TRiO program student eligibility criteria (94 participants).	28 of 29 seniors graduated. The average graduation rate for the schools that the BSU UB/ICAP serves is 65%.	28 of 28 seniors applied to college. 23 of 28 seniors planned to enroll in the fall of 2008 (an 82% college participation rate). Only 36% of the 2005 target area high school graduates enrolled in postsecondary education.

Grantee/Project	Population Served	High School Graduation Rate	College Participation
Ely Community Resource, Inc. <i>Project ELY</i>	6th-12th grade students who were low income and/or potential first generation college students (38 participants).	4 of 4 seniors graduated. The graduation and college participation rates were significantly higher than those of their peers.	4 of 4 seniors applied to college. One of the seniors received \$200,000 in awards to continue his studies at the University of Chicago.
Achieve! Minneapolis <i>Achieve! Career and College Initiative</i>	Students from North High School, Minneapolis, in grades 9-12 (582 participants).	99 of 146 seniors graduated.	76 of 99 seniors applied to college.
University of Minnesota <i>Maadaadizi (Start a Journey) Program</i>	American Indian students from Harding, Highland, and Johnson High Schools in St. Paul (65 participants).	7 of 7 seniors graduated. 100% graduation rate for project seniors compared to 78% graduation rate for eligible peers.	7 of 7 seniors applied to college.
Women's Initiative for Self Empowerment (WISE), Inc. <i>Girls Getting Ahead Leadership (GGAL) Program</i>	9th-12th grade students who are low income, first generation, immigrant or refugee girls, or girls of color (42 participants).	21 of 21 seniors graduated.	20 of 21 seniors applied to college.
St. Cloud State University <i>Promoting Academic Success for Underrepresented Students</i>	6th-12th grade students from low-income, underrepresented groups or who are potential first generation college students (95 participants).	4 of 9 seniors graduated.	4 of 4 seniors applied to college.
Carver-Scott Educational Cooperative <i>Project Scholar</i>	11th-12th grade students from low-income families or from groups traditionally underrepresented in higher education (150 participants). 52 were ICAP eligible.	109 of 130 seniors graduated. 42 of 52 ICAP-eligible seniors graduated.	35 of 52 ICAP-eligible seniors applied to college.
Lake Superior College <i>Upward Bound</i>	6th-12th grade students who met the TRiO program student eligibility criteria (60 participants).	10 of 10 seniors graduated. The high school graduation rates and college participation rates exceeded those of the participants' peers.	8 of 10 seniors applied to college, and one student enlisted in the Navy.
Carleton College <i>From the Ground Up</i>	6th-12th graders from low-income families or groups traditionally underrepresented in higher education (380 participants).	7 of 7 seniors graduated.	6 of 7 seniors applied to college.
Minnesota State University, Mankato <i>Mankato Achieving College Access Program</i>	New immigrants, ESL students, students of color, potential first generation college students, low-income students in grades 6-12 (70 participants).	10 of 10 seniors graduated.	10 of 10 seniors applied to college.
Summit Academy OIC <i>Quantum Opportunities Program</i>	6th-11th grade students at North Community High School, Minneapolis, who failed a required state test (124 students).	6 of 6 seniors graduated.	4 of 6 seniors applied to college.
Learning Disabilities Association <i>Transition Connections</i>	6th-12th grade students at the Nawayee Center School from groups traditionally underrepresented in higher education (27 participants).	5 of 23 seniors graduated. The number may be higher, but it was impossible to track the extremely mobile student population.	5 of 23 seniors applied to college.

Grantee/Project	Population Served	High School Graduation Rate	College Participation
Saint Paul College <i>Transitioning & Retaining Underserved Students Through the Power of YOU</i>	9th-12th grade students from low-income families and/or potential first generation college students (162 participants). College students from low-income families or who are first generation college students (87 college student participants) (249 participants total).	162 of 162 seniors graduated. This graduation rate surpassed the target and actual graduation rates of all categories of students in the St. Paul school system.	
Admission Possible <i>Admission Possible Program Expansion</i>	11th grade, low-income students from St. Louis Park High School (35 participants).	For the 2007-2008 academic year, services were provided to 11 th graders.	
Mounds Park Academy <i>Breakthrough Saint Paul</i>	7th-9th grade students from low-income families or groups traditionally underrepresented in higher education (92 participants).	For the 2007-08 academic year, services were provided to 7 th -9 th graders.	
St. Cloud Technical College <i>Academic Advancement Academy</i>	7th-9th grade students who met the TRiO program student eligibility criteria (70 participants).	For the 2007-08 academic year, services were provided to 7 th -9 th graders.	
University of Minnesota <i>An ACT/SAT Course for At-Risk Students</i>	Ethnic minorities, females, recent immigrants, potential first generation college students, or low-income students (151 participants). This project is marketed to 10th and 11th graders.		8 of 11 seniors applied to college.
Minneapolis Community and Technical College <i>Jump Start</i>	Middle school students (grades 6-8) who meet the TRiO Program student eligibility criteria (127 participants).	Following students to and through high school is a challenge, but 6 students from previous program years graduated from high school.	6 of 6 applied for college.
Minnesota TRiO Association <i>MnTRiO Day and College Fair</i>	6th-12th grade students eligible for TRiO services (347 participants).		

ICAP Program for Fiscal Year 2007 Biennium

The January 10, 2007 *Intervention for College Attendance Program: 2005-2006 Report* provided information on outcomes of the ICAP program for year one of the 2005-2006 biennium. For year two of the biennium, the 14 grantees received a continuation award to support additional program services. The 14 projects were:

Minneapolis Community and Technical College	
Project Jump Start	\$38,000
Lake Superior College	
Upward Bound	\$34,000
St. Olaf College	
Mentoring and Parent Program	\$42,000
St. Cloud State University	
Promoting Academic Success	\$40,000
Northfield Public Schools	
Tackling Obstacles and Raising College Hopes (TORCH)	\$40,000
Minnesota Association of Educational Opportunity Program Personnel	
Minnesota TRIO Day and College Fair	\$ 6,000
Women’s Initiative for Self Empowerment, Inc.	
Collaborative Intervention for College Attendance Program	\$38,000
Ely Community Resource, Inc	
Project ELY	\$16,000
Achieve! Minneapolis	
Career and College Centers Initiative	\$42,000
The College of St. Scholastica	
Daring to Realize Excellence and Academic Motivation (DREAM)	\$42,000
Admission Possible	
Admission Possible	\$26,000
Summit Academy OIC	
Quantum Opportunities Program	\$25,000
Minnesota State University, Mankato	
Achieving College Access Program	\$39,000
University of Minnesota	
ACT/SAT Review Course for At-Risk Students	\$18,000

Fiscal Year 2007 Key Project Findings

Minneapolis Community and Technical College – Of the 123 student participating in grades six through eight academic year program, the average grades earned during the fall in most classes were Cs. By the end of the school year, 60 percent of the students were earning As and Bs.

Lake Superior College – After participating in program activities consisting of advising, tutoring, career assessments, financial aid advising and a summer program, the 71 project participants in grades nine through 12 had a better understanding of academic and financial preparation for college. The academic performance of nearly half the “at risk” students whose grade point averages were below 2.5 increased.

St. Olaf College – The 399 participating students in grades six through 12 were paired with college student mentors and the mentees showed an increase in knowledge about postsecondary preparation, postsecondary education and financial aid.

St. Cloud State University – The project served 69 students of African heritage in grades six through 12. All six of the seniors applied to an institution of higher education. Five of the six seniors are attending St. Cloud State University. ICAP participants who were seniors had a 100% graduation rate compared to a rate of 71% districtwide for Black students.

Northfield Public Schools – The TORCH Program served 103 Northfield Latino youth and minority ESL students in grades six through 12. Seventeen of the 18 seniors graduated in June 2007. Furthermore, 25 high school TORCH students were elevated to higher level course tracks for the academic year. Even with so many TORCH students taking more challenging courses, the collective grade point average for the TORCH cohort increased from 2.39 in 2005-06 to 2.45 in 2006-07.

Minnesota Association of Educational Opportunity Program Personnel – Three hundred twenty students in grades six through 12 participated in a TRIO Day and College Fair designed to give them an increased awareness of college life, college admission requirements, the high school courses they need to prepare for admission, academic enrichment and career exploration. The exit survey administered at the end of the day indicated that 99 percent of the responders attended at least one session emphasizing academic enrichment or career exploration; 97 percent had an increased awareness of college life, and 96 percent had increased knowledge of college admission requirements.

Women's Initiative for Self Empowerment, Inc. – Forty-five Twin Cities female students in grades 11 and 12 participated in seminars to provide information on planning, financing, and preparing for college. Group activities and support services were provided to ensure success in preparing for college. Ninety percent of the girls indicated that the program opened doors to opportunities and increased their knowledge about colleges and universities.

Ely Community Resources, Inc. – Of the 29 participants in grades six through 12, 70 percent of the students raised their grades a minimum of one grade level in two or more classes, 40 percent of the students raised their grades at least two grading levels in at least one class. A survey indicated that 75 percent of the students showed an increase in self-esteem and self-confidence.

Achieve! Minneapolis – All the North High School students participated in career and college planning and 118 seniors completed college applications.

The College of St. Scholastica – Eighty-five high school students completed the summer academic enrichment program and of the 85 students, 15 completed a four-credit biology course and passed with a 2.67 GPA or higher. The remaining 70 students completed the five-week academic program and 90 percent received a grade of C or better in the four classes.

Admission Possible – The final ACT score increased by 26.95 percent for Roosevelt's Admission Possible juniors. At the end of the year, 100 percent of Roosevelt's 70 seniors were admitted to college! Eighty-nine percent of those admitted to college were admitted to four-year institutions. Ninety-four percent of the 70 seniors applied for at least one scholarship and earned a combined \$207,781 in scholarship funding.

Summit Academy OIC – Thirty-two of 42, or 76 percent of the 10th grade participants who took the MBST writing test passed on their first try compared to 65 percent of the students at North High School. Sixty-nine percent of the students remained on track to graduate with their class.

Minnesota State University, Mankato – The project supported 57 students in grades 6 through 12 with academic year and summer programming. Twenty-five students participated in the summer one-week residential program; 16 participated in the Ethnic Heritage Pre-College Summer Institute and five participated in the College Access four-week residential program. The use of home visits and program brochures in Sudanese, Vietnamese, and Spanish aided the participant recruitment process and attendance at parent association meetings.

University of Minnesota – The ACT review course was designed to provide information and opportunities to enable 166 students in grades nine through 12 to increase their college admission test scores and college preparedness. From the spring 2007 ACT program participants, 90 percent of the students indicated that the course was useful. In addition, 38 percent of participants formed a study group with other participants that continued past the end of the program.

Fiscal Year 2007 Outcomes of Individual Projects

A summary of the goals, activities, and outcomes of the second year of each project is found in Appendix D.

Fiscal Year 2007 Grant and Matching Expenditure

Revenue sources for the project, aside from the \$442,000 in ICAP grant funds, included \$1,032,903.79 in matching funds from a variety of sources including grantee in-kind support, business support, foundation grants, volunteer time, school district support, and support from governmental units. (See Appendix E for the revenue sources of each project.)

Conclusion

Project outcomes document the success of grant programs in engaging students from groups historically underrepresented in college in challenging academic and informative pre-college activities.

Improvements in academic performance of students and high school graduation were documented, along with reports of positive responses by students to campus visits, career exploration activities and information sessions on financial aid and college preparedness in general.

Statute language indicated that data is to be collected on the success of funded projects in increasing the high school graduation and college participation rates of students served by the grant. This report contains information on outcomes of first-year project activities for students in grades six through 12. Many of the high school seniors made the transition to college during fall of 2006 and 2007, and others indicated a desire to enroll in subsequent semesters. Project directors continue to track the seniors who graduated to document college entrance and movement through the postsecondary pipeline. As a longitudinal effort, more time is needed to track students and compare graduation and college attendance outcomes of ICAP participants with their peer groups in their high school of residence. This data collection effort continues, and outcome data will be updated with subsequent annual reports.

Endnotes

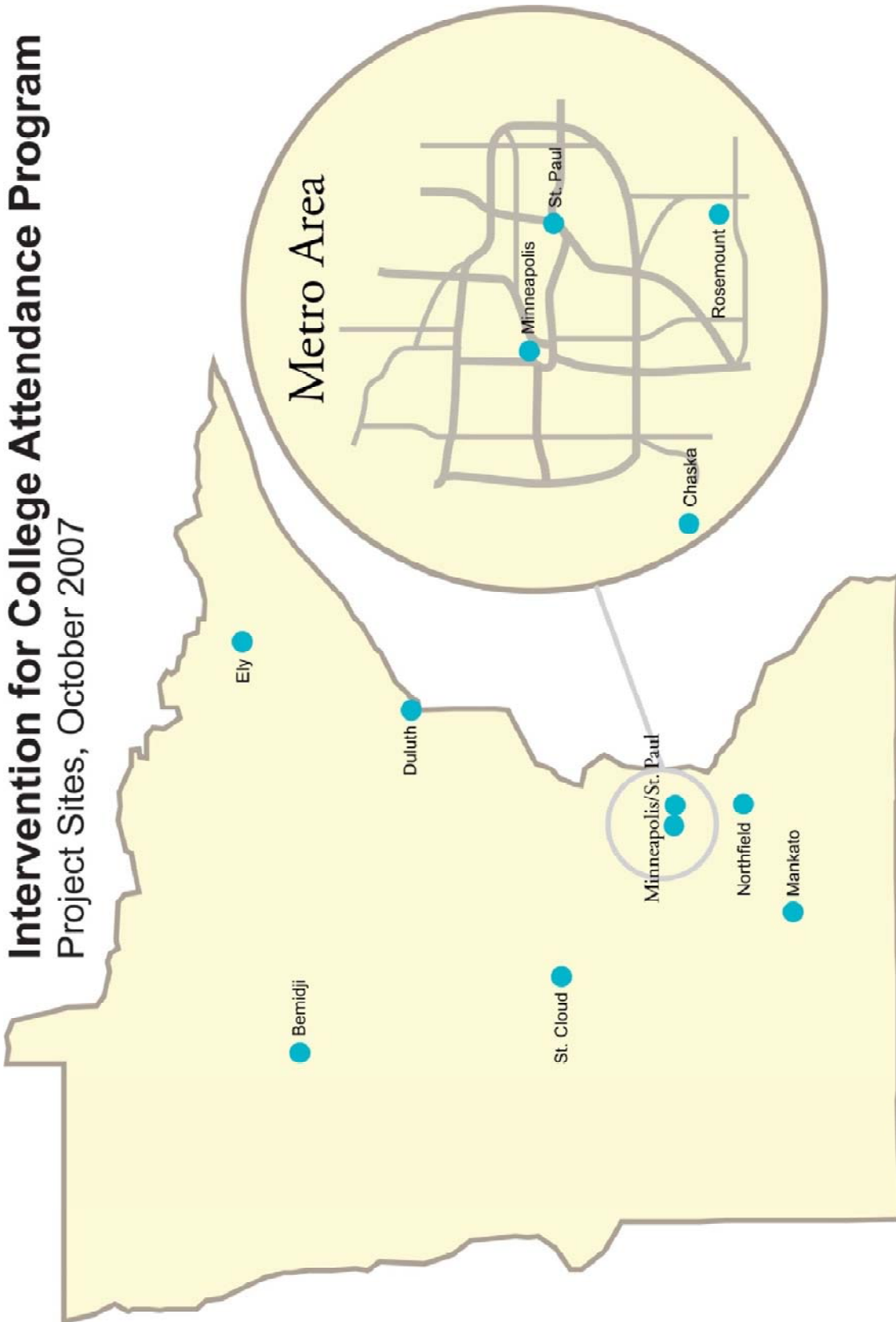
- ¹ Jones, V. (2001). Invited Commentary: Research-Based Programs to Close Postsecondary Education Gaps. *Education Statistics Quarterly* 3(2). Washington, DC: National Center for Educational Statistics. Retrieved April 19, 2006 from http://nces.ed.gov/programs/quarterly/vol_3/3_2/q1-3.asp.
- ² Fenske, R.H., Geranios, C.A. Keller, J.E., & Moore, D.E. (1997). *Early intervention programs. Opening the door to higher education*. ASHE-ERIC Higher Education Report, Volume 25, No.6. Washington, DC: George Washington University, Graduate School of Education and Human Development.

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Appendix A: ICAP Project Map 2008-2009 Biennium

Intervention for College Attendance Program Project Sites, October 2007



Appendix B: Year 1 Report Requirements

MEMORANDUM

TO: FY 2008 Intervention for College Attendance Program Grant Recipients

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

SUBJECT: Interim and Final Report Requirements for
FY 2008 State ICAP Grants
Year 1 - October 2007 - June 30, 2008

DATE: January 30, 2008



As you are progressing through the first year of your award, I am providing you with interim and final report requirements for your Intervention for College Attendance Grant. All first-year grant-supported program activities and expenditures must be completed by June 30, 2008, and I am asking that final narrative and financial reports be **submitted by July 31, 2008**.

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

The interim narrative performance report must be submitted when you request the second payment for project expenditures. Guidance for submission of the interim narrative performance report is enclosed.

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

I am going to schedule a meeting for ICAP project directors in early April. I will be contacting you regarding possible meeting dates.

If you have questions or concerns about this information or the reporting process, please contact me using the information provided above.

NW:kg
Enclosure

2008 Interim Narrative Report for

Intervention for College Attendance Program Minnesota Office of Higher Education Project Period: October 2007 – June 30, 2008

The Interim Narrative Report is to be submitted when you request the second payment for project expenditures. In the interim report, respond to the questions indicated below.

1. Serving participants from the ICAP student eligible program categories is the basis for program funding. Did you experience any problems in recruiting and serving students from the designated student eligibility criteria?
2. Describe the current status of project activities. Are these activities following the timeline submitted in your funded proposal? If not, why is there a variation?
3. For final report purposes and your own assessment of project activities, have you established a procedure to track and report progress toward achievement of project objectives?
4. Does your assessment of project objectives include methodology to answer the following key ICAP evaluation questions?
 - What is the project's impact on high school graduation for the targeted student group?
 - What is the project's impact on college enrollment for the targeted student group?
 - What is the project's impact on college participation for the targeted student group?
 - What is the project's impact on success in college for college student program participants?
5. Do you anticipate the need for programmatic or budgetary changes that would impact the scope or goals of the funded project?
6. Are there any grant administration issues that you want advice on or early project successes that you want to report at this time?

**Intervention for College Attendance Program
Final Report Requirements
Project Period: Year 1 - October 2007 - June 30, 2008**

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

Using the guidance provided below, report the outcomes of your 2007-08 ICAP grant awarded by the Minnesota Office of Higher Education.

I. Project Identification

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

II. Participant Characteristics

- A. Number of participants:
Projected for service in funded proposal _____
Recipients of service in 2007-08 final project _____
- B. Number of participants at ICAP designated grade levels:
Middle/junior high school grades 6-8 _____
Senior high school grades 9-12 _____
College freshmen-senior _____
- C. What ICAP student eligibility criteria* did you use to select participants?

III. Program Outcomes

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

The Stated Objective

Activity Implemented

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

Evaluation Measure

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

Outcome

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

(over)

- C. Data on project’s impact on high school graduation rates and college participation rates for Year 1.

	Year 1
Number of high school seniors served	
Number of high school seniors served who graduated	
Number of graduating seniors who have applied for college for the 2008-09 academic year	
Number of graduating seniors who did not apply, but plan to enroll in college in the future	

How do the high school graduation rates and college participation rates of your project’s high school seniors compare with the rates of their peers as identified by the ICAP Student Eligibility Criteria?

How did the college success rates (enrollment, GPA) of participating college students compare with rates of their ICAP undergraduate eligible peers?

- D. Data on project’s impact on high school graduation rates and college participation rates from ICAP grants awarded for 2006 and 2007. (This item is to be addressed only for ICAP grants awarded for 2006 and 2007.)

	ICAP Grant 2006	ICAP Grant 2007
Number of high school graduates enrolled in College		

- E. Were there any unanticipated results for the 2007-08 project, either positive or negative?
- F. Were there unanticipated learnings for you, the project director, because of the 2007-08 grant? If yes, what were they?
- G. As the project director for this project, do you consider this a “successful Intervention for College Attendance Program?”

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

IV. Project Products and Support

- A. If project information and outcomes were disseminated, please identify those efforts and materials.
- B. Attach a copy of any publication that resulted from grant support.

V. Project Expenditure

- A. To close out your project, the attached ICAP Final Statement of Project Expenditure must be submitted by July 31, 2008. The report must be completed and signed by personnel from your finance office.
- B. Documentation of the amount and source of matching funds (cash or an in-kind contribution) must be provided as part of the Final Financial Report. Complete and submit the Statement of Matching Project Expenditure.

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

Due by:
7/31/2008

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

Mail to:
Dr. Nancy B. Walters

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

SECTION A GENERAL INFORMATION

Name of Grantee Organization		Project Name		
Address		Project Contract #		
City, State, Zip		Grant/Project Period Begins _____ Ends 6/30/08		Grant Total Award \$ _____
Contact Person	Phone #	Email	Interim	Final

SECTION B STATEMENT OF EXPENDITURES

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

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

SECTION C PAYMENT REQUEST/APPROVAL

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

Due by:
7/31/2008

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

Mail to:
Dr. Nancy B. Walters

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

SECTION A GENERAL INFORMATION

Name of Grantee Organization		Project Name		
Address		Project Contract #		
City, State, Zip		Grant/Project Period Begins _____ Ends 6/30/08		Grant Total Award \$ _____
Contact Person	Phone #	Email	Interim	Final

SECTION B STATEMENT OF MATCHING EXPENDITURES

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

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

SECTION C SOURCE OF MATCHING RESOURCES

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

SECTION D REPORT APPROVAL

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

Appendix C: ICAP Revenue Sources for Fiscal Year 2008

Grantee	ICAP Funding	Matching	Source of Matching
University of Minnesota ACT/SAT Course	\$23,899	\$7,160	Volunteer hours
Admission Possible	\$24,000	\$175,000	1. General Mills 2. Frey Foundation 3. Stone Pier Foundation 4. General Electric Company
Women's Initiative for Self Empowerment (WISE)	\$32,000	\$30,357	1. Target Foundation 2. Metropolitan Regional Arts Council 3. Financial Literacy Youth Workshop 4. Progressive Resources, Inc. 5. Hope for the City 6. HECUA
Minnesota TRIO Association	\$6,000	\$8,000	1. Registration fees 2. Staff time donated 3. Facility donation by St. Olaf College
Achieve!Minneapolis	\$38,000	\$38,000	Thrivent Financial for Lutherans
Lake Superior College	\$34,000	\$31,506	Lake Superior in-kind support
Summit Academy OIC	\$32,000	\$32,000	Robins, Kaplan, Miller, Ciresi LLP Foundation
Northfield Public Schools	\$39,000	\$106,475	1. Northfield Health Community Initiative 2. Northfield School District 3. Mentoring Coalition 4. Familias en Accion 5. PRIMETIME Fellows Program 6. City of Northfield
The College of St. Scholastica	\$34,000	\$208,105	St. Scholastica in-kind support
Minneapolis Community and Technical College (MCTC)	\$34,000	\$6,991	Minneapolis Community and Technical College in-kind support
Ely Community Resource, Inc.	\$16,000	\$25,340	1. Ely Community Resources, Inc. 2. Ely School District 3. City of Ely 4. Duluth Superior Area Community Foundation 5. Ely area businesses
St. Cloud State University	\$36,000	\$210,117	1. SCSU General Funds 2. SCSU Cultural Diversity Funds 3. Private external funding 4. ISD 742 contributions
Minnesota State University, Mankato	\$36,000	\$68,690	MnSCU Division of Institutional Diversity Maintenance and Equipment Fund
Concordia University	\$27,596	\$34,250	Concordia University and St. Paul School District in-kind support

University of Minnesota Maadaadizi (Start a Journey) Program	\$36,555	\$25,217	St. Paul Public School system and University of Minnesota in-kind support
Dakota County Technical College	\$25,000	\$45,116	Dakota County Technical College
Learning Disabilities Association	\$8,000	\$12,875	Nawayee Center School
Saint Paul College	\$26,145	\$125,186	1. Power of YOU Student Access Grant 2. Saint Paul College in-kind support
Breakthrough Saint Paul Mounds Park Academy	\$30,000	\$44,600	1. The Saint Paul Foundation 2. Mardag Foundation 3. F.R. Bigelow Foundation
St. Cloud Technical College	\$20,000	\$31,032	District 742 and St. Cloud Technical College in-kind support
Carleton College	\$21,000	\$20,825	Carleton College in-kind support
Carver-Scott Educational Cooperative District	\$40,950	\$32,870	Educational Cooperative District in-kind support
Bemidji State University	\$40,000	\$32,701	Upward Bound Grant
TOTAL ICAP EXPENDITURE	\$660,145	\$1,352,413	

Appendix D: Project Outcomes Fiscal Year 2007

Organization Name	Students Served	Program Goals and Objectives	Program Activity	Program Outcome	Grant Funding
Northfield Public Schools	103 sixth- through 12th- graders. TORCH is open to any Northfield Latino student in grades 6-12. In addition, TORCH serves minority students (who are not Latino) who were enrolled in the high school ESL program and who met the Student Eligibility Criteria for ICAP funding.	<p><u>Objective 1:</u> Torch students will demonstrate improved academic performance in core subject areas.</p>	<p><u>Individual Academic Counseling:</u> TORCH students met individually with the TORCH Coordinator. The Coordinator reviewed and discussed academic progress, summer plans and opportunities, postsecondary plans and opportunities, course selection, challenges students faced, and goals for the future.</p> <p>The TORCH Coordinator met with all TORCH middle school students. In addition, TORCH added an AmeriCorps Promise Fellow at the Northfield Middle School in order to increase the individual attention that could be placed on the needs of those students.</p> <p><u>One-On-One Mentoring & Tutoring:</u> Local volunteers worked weekly with high school TORCH students, individually assisting students who were struggling academically. With ICAP funding, a trained paraprofessional worked for an additional three hours per school day with TORCH students individually and in small groups.</p>	<p>17 of the 18 seniors in TORCH graduated this June, and the other student plans to graduate this fall. Only three Latino students have dropped out of school since TORCH began in 2005. In addition, all TORCH students who needed to pass the Basic Skills Test to graduate did so. Furthermore, 25 high school TORCH students were elevated to higher level course tracks this year. While this meant that some of them saw their grades drop slightly due to having more challenging courses, the students were very proud of being able to move up to higher courses, and this will undoubtedly better prepare them to be successful in college courses in the future. Even with so many of the TORCH students taking more challenging courses, the collective grade point average for the TORCH cohort increased from 2.39 in 2005-06 to 2.45 in 2006-2007.</p>	<p><u>ICAP Award:</u> \$40,000.00</p> <p><u>Matching Amount:</u> \$81,437.13</p> <p><u>Source of Match:</u> In-kind contributions (personnel, fringe benefits, contractual, supplies and materials, and travel.)</p>

			<p>With the Northfield Mentoring Coalition, middle school TORCH students were paired with adult mentors.</p> <p><u>Homework Center:</u> The Middle School Youth Center operated daily after school during this second grant year. The Center provided homework help and tutoring for TORCH students as an in-kind contribution to this project. An average of 30 TORCH students attended the Center on a daily basis, an increase from 20 in grant year 1.</p> <p><u>Monthly Educational and Enrichment Excursions:</u> Through collaboration with the Northfield Mentoring Coalition, middle school TORCH students have participated in monthly educational activities and field trips.</p> <p><u>School In-Services and Community Training:</u> TORCH partners and TORCH students have led in-service for staff at Northfield High School, Northfield Middle School, and Greenvale Park Elementary School, as well as the district's Seeking Educational Equity and Diversity group.</p>	<p>96% of the high school students said they plan to graduate from high school, and 83% of the high school students reported they know what classes they need to take in order to graduate from high school.</p>	
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		<p><u>Objective 2:</u> TORCH students will demonstrate enhanced knowledge/awareness of postsecondary opportunities, improved attitudes about postsecondary attendance, and increased preparedness for college admittance and success.</p>	<p><u>Summer Educational Programming:</u> Through an extensive collaboration between TORCH, the Northfield Public Schools, and local community organizations, an ambitious summer enrichment program has been developed for TORCH students and other youth in grades 2-9 who are at risk of academic failure.</p> <p><u>Individual Admissions and Financial Aid Counseling.</u></p> <p><u>College Visits.</u></p> <p><u>College Fairs.</u></p> <p><u>Summer College Orientation:</u> TORCH helped arrange a week-long “Mapping the Road to College” program to help high school students prepare for college and learn about selecting a college.</p> <p><u>Summer Opportunities on College Campuses.</u></p> <p><u>ACT Preparation:</u> TORCH coordinated six half-day Saturday sessions for TORCH juniors to prepare for the ACT test.</p> <p><u>Scholarship Search:</u> The TORCH Coordinator helped</p>	<p>In TORCH student evaluations this year, 92% of TORCH high school students and 88% of TORCH middle school students reported they wanted to go to college. However, 46% of high school TORCH students worry they won't feel prepared to go to college after graduating from high school.</p> <p>Seventy-six percent of Latino middle school students and 83% of Latino high school students reported they want to pursue postsecondary education after high school, rates that were actually higher than the non-Latino student group.</p>	
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		<p><u>Objective 3:</u> TORCH students will report increased knowledge of career opportunities and the educational requirements necessary to achieve these careers.</p> <p><u>Objective 4:</u> TORCH families will report improved connectedness to their child's school and school staff.</p>	<p>to identify scholarship opportunities for each graduating senior. <u>PSEO:</u> TORCH arranged for one student to enroll in Postsecondary Enrollment Options courses next year.</p> <p><u>Career and College Workshops.</u></p> <p><u>Career Exploration.</u></p> <p><u>Enrichment Opportunities:</u> TORCH has partnered with the Northfield Community Action Center and the Northfield Youth Sport Collaborative to secure scholarship opportunities for TORCH students who want to participate in local sports associations.</p> <p><u>Individual Family Meetings.</u></p>	<p>In the year-end student evaluations, 78% of TORCH high school students reported that they know what schooling or training is necessary to get a job in their preferred career area.</p> <p>TORCH has seen increased numbers of families participating in TORCH family events</p>	
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Organization Name	Students Served	Program Goals and Objectives	Program Activity	Program Outcome	Grant Funding
St. Cloud State University	69 sixth- through 12th-grade students of African heritage; that is, either African American, African immigrants, or African refugees. In the mentoring program, students were eligible for the Free and Reduced Lunch program.	<p><u>Objective 1:</u> Improve the group's rate of success on state standardized tests, specifically on the Basic Skills Tests and the Minnesota Comprehensive Assessments.</p> <p><u>Objective 2:</u> Improve the grades of participants.</p> <p><u>Objective 3:</u> Increase student interest and awareness of higher education options.</p> <p><u>Objective 4:</u> Improve the graduation rate for African American students.</p> <p><u>Objective 5:</u> Increase the number of students attending postsecondary institutions.</p>	<p>Tutoring, mentoring, and summer enrichment programs.</p> <p>Mentoring, tutoring, and summer enrichment program.</p> <p>Mentoring and college awareness activities.</p> <p>Mentoring and college preparation activities.</p> <p>Mentoring and college preparation activities.</p>	<p>Because of data privacy concerns, the school district did not release test data with students' names. Also, because we are unable to get information on individual students, we cannot determine program impact on individuals who received specific services.</p> <p>Students' grade point averages were requested from the District, but they have not been given to us.</p> <p>All six of the seniors applied to an institution of higher education.</p> <p>ICAP participants who were seniors had a 100% graduation rate compared to a rate of 71% district-wide for black students.</p> <p>Five of the six graduating seniors are now attending St. Cloud State University.</p>	<p><u>ICAP Award:</u></p> <p>\$40,000.00</p> <p><u>Matching Amount:</u></p> <p>\$210,117.11</p> <p><u>Source of Match:</u></p> <ol style="list-style-type: none"> 1. SCSU General Funds. 2. SCSU Cultural Diversity Funds. 3. Other Private External Funding. 4. ISD 742 Contribution.

Organization Name	Students Served	Program Goals and Objectives	Program Activity	Program Outcome	Grant Funding
St. Olaf College	576 sixth- through 12th-grade students.	<ul style="list-style-type: none"> Four hundred low-income, first generation, and traditionally underrepresented 6th-12th grade students will be paired with Alumni and College Student Mentors. 85% of mentees will increase their knowledge of postsecondary preparation, financial aid, college opportunities, and career options. 	<ul style="list-style-type: none"> More than 33 workshops that focused on high school graduation requirements, financial aid, and postsecondary education preparation were offered in each school. Academic advising sessions, transcript check workshops, résumé creation seminars, and individual meetings were provided. Three newsletters were mailed to participants and families. Field trips and college visits were provided. Financial aid workshops and technical assistance 	<ul style="list-style-type: none"> Three hundred ninety-nine low-income, first generation, and traditionally underrepresented students were paired with 223 St. Olaf College student mentors. Results of the year-end evaluation of the MAPP-sponsored mentoring program indicated that the majority of the mentees learned from their mentors that college is fun, but also a lot of hard work. One hundred percent of the students served by the St. Olaf TRiO programs and MAPP received information or participated in workshops about financial aid, scholarships, and the college admissions process. Pre- and post-survey results showed an increase (from 34% to 55%) in the percentage of students who indicated they know of one or more types of financial aid. The percentage of 	<p><u>ICAP Award:</u> \$42,000.00</p> <p><u>Matching Amount:</u> \$103,450.00</p> <p><u>Source of Match:</u></p> <ol style="list-style-type: none"> Personnel – federal TRiO funds. Personnel – mentors (in-kind). Fringe – federal TRiO funds. Supplies and materials. Travel and other federal TRiO funds.

		<ul style="list-style-type: none"> • 100% of parents will have the opportunity to participate in workshops to inform them about college preparatory courses, postsecondary options, and college financing. 	<p>for students and families were provided.</p> <ul style="list-style-type: none"> • Computerized scholarship searches, college admissions information and application assistance were provided. • Eleven workshops were offered for parents and guardians. 	<p>students who said they think they will be able to afford college went from 58% on the pre-survey to 64% on the post-survey.</p> <ul style="list-style-type: none"> • A very successful family event, funded by the ICAP grant, was "Family Fun Night" which combined food and entertainment with information about small learning community options for MAPP families. Thirty-two percent of 8th grade families attended this event. • Forty-one percent of families attended the Festival of Academic Excellence for students in grades six through eight. 	
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Organization Name	Students Served	Program Goals and Objectives	Program Activity	Program Outcome	Grant Funding
Summit Academy OIC (Nonprofit)	<p>The Program focused on working with 113 ninth and 10th grade students attending North Community High School (NCHS) in North Minneapolis who have failed the Minnesota graduation test (MBST or MCA) or are not academically prepared for high school.</p>	<ul style="list-style-type: none"> - 80% of students enrolled receive passing grades on their math, reading, and writing Minnesota Basic Standards tests. - 80% of students enrolled on track to graduate from high school in four years. 	<p>QOP provided practice writing opportunities for 9th and 10th grade students.</p> <p>Provide after school tutoring assistance and safe activities for students to help them complete their homework and keep them in a safe, supervised location. Engage the parents/ guardians in the students' progress.</p>	<p>Thirty-two of 42, or 76%, of tenth-grade QOP students who took the MBST writing test passed on their first try compared to 65% of the students at North. Twenty-eight of 42, or 67%, of tenth-grade QOP students who took the MBST reading test have passed it based on the February test results. Twenty-three of 42, or 55%, of tenth-grade students who took the MBST math test have passed it based on the February test results. Sixteen out of 30, or 53%, of ninth-grade students in QOP who took the MCA II Writing GRAD test in April passed on their first try, compared to 62% of all students at North.</p> <p>Sixty-nine percent of students remain on track to graduate with their class.</p>	<p><u>ICAP Award:</u> \$25,000.00</p> <p><u>Matching Amount:</u> \$25,000.00</p> <p><u>Source of Match:</u> North High School</p>

Organization Name	Students Served	Program Goals and Objectives	Program Activity	Program Outcome	Grant Funding
The College of St. Scholastica	170 ninth- through 12th- graders.	<p><u>Objective 1:</u> Increase grades of high school students through summer academic enrichment.</p> <p><u>Objective 2:</u> Increase college motivation and readiness through tutoring and career development activities. Fifteen eligible high school juniors and seniors will complete a nine-month tutoring and career development program culminating in a supervised internship experience.</p>	<p>- 86 students agreed to participate in the summer academic enrichment program.</p> <p>- 15 of the 86 summer students participated in a four-credit college-level biology course.</p> <p>Seventy-one students participated in 100 total hours of summer academic enrichment in Forensic Science, Math, Spanish, and English Literature.</p> <p>Each participant met weekly for tutoring in math, science, English, and ACT test preparation. In addition, each student completed a 5-week summer internship.</p>	<p>Eighty-six high school students participated in the summer academic enrichment program, and 85 completed the program. Of the 85 students, 15 students completed a four-credit biology course, Biology and Heredity. All 15 students passed the class with a 2.67 GPA or higher. The remaining 70 students completed the five-week academic program. Sixty-three of the 70 (90%) received credit for the academic program (achieving a C or better in the four classes).</p> <p>42 of the 70 students (60%) performed better academically during the summer program.</p> <p>Of 10 students participating, 7 students have completed the official ACT test. Of these 7 students, the scores of five students increased by one or more points (71%), while the scores of the remaining two students decreased by one point (29%).</p>	<p><u>ICAP Award:</u> \$42,000.00</p> <p><u>Matching Amount:</u> \$85,582.80</p> <p><u>Source of Match:</u> The College of St. Scholastica.</p>

		<p>Objective 3: Increase academic success in high school and college readiness through mentoring of high school freshmen and sophomores by college students.</p>	<p>79 students were selected to participate in the DREAM Mentor Program.</p>	<p>Of the 79 students involved in the mentor program, 46 (58%) increased their cumulative GPA or remained the same, and 33 (42%) decreased their cumulative GPA.</p>	
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Organization Name	Students Served	Program Goals and Objectives	Program Activity	Program Outcome	Grant Funding
University of Minnesota	166 sixth- through 12th-grade students who are at risk relative to their scores on the ACT and/or SAT college entrance exams.	<p><u>Objective 1:</u> To help minority and female students increase their college admission test scores, thereby boosting their chances of attending the college of their choice and of winning scholarships.</p> <p><u>Objective 2:</u> To increase students' knowledge in the content areas assessed by college admission tests and also needed for a successful college experience.</p> <p><u>Objective 3:</u> To advise high school students of the "advanced" courses they should take to be successful on college admission tests as well as to be successful in college.</p>	<p>A test preparation course that consists of test taking strategies, mock exams (with diagnostic information), and content reviews of information expected to be on the test. We also conduct college admission and financial aid workshops.</p> <p>Provided one-hour lectures in each of seven content areas: 1) mathematics, 2) reading, 3) English, 4) science reasoning, 5) data representation, 6) essay writing, and 7) vocabulary. In addition, we provided three different manuals related to test preparation and vocabulary building.</p> <p>We had an hour-long session with an admission officer from the University of Minnesota whose task was to tell students exactly what an admission officer "looks for" in a prospective student.</p>	Participant ratings of our program have remained very positive with approximately 90% of the respondents saying that our course was useful to them.	<p><u>ICAP Award:</u> \$18,000.00</p> <p><u>Matching Amount:</u> \$41,847.75</p> <p><u>Source of Match:</u></p> <ol style="list-style-type: none"> 1. University of Minnesota – Ernest Davenport in-kind salary support. 2. University of Minnesota Office of Multicultural and Academic Affairs – cash. 3. Alpha Phi Alpha Fraternity in-kind.

		<p>Objective 4: To help students maximize their study time.</p>	<p>We had an hour-long session on study skills, note-taking, and time management.</p>	<p>In 2006, approximately 16% of our respondents said that they had formed a study group with other participants from our program. Approximately half of these study groups continued past the end of the program. The corresponding percentage was 38% in 2007 forming study groups during the program. Again, half the study groups lasted past the end of our program.</p>	
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Organization Name	Students Served	Program Goals and Objectives	Program Activity	Program Outcome	Grant Funding
Women's Initiative for Self Empowerment (WISE) (Nonprofit)	100% of the 45 ninth-through 12th-grade girls reported being the child of immigrant parents as well as the first ones in their families to pursue an interest in higher education. One hundred percent of the girls were from low-income households and qualified for free or reduced lunch at their schools.	GGAL works with underserved and underrepresented young women to understand the financial aid process, planning and preparing for college, community resources, and career awareness and exploration.	<ul style="list-style-type: none"> • <u>Seminars</u> - to provide information on planning, financing, and preparing for college; accessing to community and educational resources; and about career exploration. • <u>Group activities</u> - to strengthen relationships and increase the involvement of participants and their parents and to increase awareness of community resources and career options. • <u>Support services</u> - to provide individual assistance to participants and their parents to ensure success for preparing for college. 	100% of the girls agreed that GGAL was informative and they would recommend it to their friends and siblings. Nearly all the girls (90%) said that GGAL has opened doors to other opportunities, increased their knowledge about colleges and universities, and have taught them the importance of analyzing institutions to determine compatibility.	<u>ICAP Award:</u> \$38,000.00 <u>Matching Amount:</u> \$43,000.00 <u>Source of Match:</u> <ol style="list-style-type: none"> 1. Women's Foundation 2. Metropolitan Regional Arts Council (MRAC) 3. Headwaters Foundation 4. General Mills Foundation

Organization Name	Students Served	Program Goals and Objectives	Program Activity	Program Outcome	Grant Funding
Achieve!Minneapolis (Nonprofit)	1,146 ninth- through 12th-grade students at North High School in Minneapolis.	<p><u>Objective 1:</u> Provide career and college planning as part of the curriculum.</p> <p><u>Objective 2:</u> Provide access to a well equipped Career and College Center in each school.</p> <p><u>Objective 3:</u> Provide access to relevant work-based learning to support career exploration.</p> <p><u>Objective 4:</u> Coordinate and build on existing community-based programs about career and college planning.</p> <p><u>Objective 5:</u> Provide advising, coaching, and mentoring.</p>	<ul style="list-style-type: none"> - Career and College Planning with all classes on career and college planning. - My Life Plan piloted with 9th graders. - Curriculum Connection. - Career and College Center Coordinator teamed with the newly hired Work-Based Learning Coordinator and school counselors. - Computer Labs. - Work Readiness Credential. - Work-Based Learning Coordinator. - School-Based Coordination community-based activities with Naviance. - Volunteer Connections. 	<p>All students participated in career and college planning, and most met several times with the Career and College Center Coordinator and the rest of the counseling team.</p> <p>118 seniors completed college applications.</p> <p>The new Career and College Center was fully available to students during the 2006-07 school year.</p> <p>79 North High School freshmen participated in job shadows.</p> <p>There is now a comprehensive list showing which programs serve which students. There is also a comprehensive scope and sequence for career and college planning activities at North High School.</p> <p>483 community members connected with the Career and College Center.</p>	<p><u>ICAP Award:</u></p> <p>\$42,000.00</p> <p><u>Matching Amount:</u></p> <p>\$42,000.00</p> <p><u>Source of Match:</u></p> <p>The Minneapolis Foundation (from \$100,000 grant at North High School).</p>

Organization Name	Students Served	Program Goals and Objectives	Program Activity	Program Outcome	Grant Funding
Admission Possible (Nonprofit)	Applicants to Admission Possible must: qualify for free or reduced-price lunch under the National School Lunch Act; have a 2.5 GPA; pass the basic standards tests; and have a solid school attendance record.	<p><u>Objective 1:</u> Admission Possible (AP) will aim to serve a total of 140 students in year two.</p> <p><u>Objective 2:</u> Juniors participating in AP at Roosevelt will see a score increase of at least 13% on their ACT exam.</p> <p><u>Objective 3:</u> At least 90% of all AP seniors at Roosevelt will be admitted to at least one college.</p> <p><u>Objective 4:</u> At least 90% of all AP seniors at Roosevelt who are admitted to college will receive enough financial aid to meet their full demonstrated need.</p>	<p>An intensive recruitment process.</p> <p>AP has developed a standard curriculum for the two-year program that assures that students cover a predictable, comprehensive set of topics during the course of our program.</p> <p>The curriculum for seniors in the AP program includes selecting target schools and preparing college applications.</p> <p>Each student is given intensive support identifying and applying for a wide range of financial aid.</p>	<p>At Roosevelt, 131 students applied for junior student slots.</p> <p>Final ACT score increases indicated a 26.95% improvement—for the second consecutive year setting the record for the highest percentage increase in Admission Possible's history.</p> <p>At the end of the 2006-2007 program year, 100% of Roosevelt's 70 seniors were admitted to college! Eighty-nine percent of those admitted to college were admitted to four-year institutions.</p> <p>94% percent of the 70 seniors at Roosevelt applied to at least one scholarship and earned \$207,781 in scholarship funding.</p>	<p><u>ICAP Award:</u> \$26,000.00</p> <p><u>Matching Amount:</u> \$170,000.00</p> <p><u>Source of Match:</u></p> <ol style="list-style-type: none"> 1. 3M 2. General Mills 3. Cargill Foundation 4. St. Paul Travelers

Organization Name	Students Served	Program Goals and Objectives	Program Activity	Program Outcome	Grant Funding
Ely Community Resource, Inc. (ECR) (Nonprofit)	29 sixth- through 12 th - graders who are economically disadvantaged and/or the first generation to attend college. Priority was given to youth who met the above criteria and had an older sibling who has dropped out.	<p><u>Objective 1:</u></p> <p><u>Elementary Program</u></p> <p>By the end of the grant period, the academic problems of 71% of the sixth grade participants will have improved, and participants will feel a stronger bond to school.</p> <p><u>Objective 2:</u></p> <p><u>Secondary Program</u></p> <p>By the end of the grant period, 71% of the participants in grades 7-12 will raise their grades a minimum of one grading level in two or more classes, and 71% of the participants in grades seven through 12 will increase their self-esteem and self-confidence.</p>	<p>- The Homework Club after-school tutoring and homework help program.</p> <p>- Six workshops were developed and led by Vermilion Community College staff and students.</p> <p>The Study Club after-school homework help and group study time provided participants in grades 7-12 with opportunities to participate in five workshops coordinated by Vermilion Community College staff and students.</p>	<p>The academic problems of 77% of the participants improved or became manageable and that 77% of the participants reported feeling a stronger bond to school. One hundred percent of the participants felt that teachers and other adults at school care about them.</p> <p>70% of the participants raised their grades a minimum of one grading level in two or more classes. Forty percent raised their grades at least two grading levels in at least one class. Seventy-five percent of the participants showed an increase in self-esteem and self-confidence.</p>	<p><u>ICAP Award:</u></p> <p>\$16,000.00</p> <p><u>Matching Amount:</u></p> <p>\$17,742.00</p> <p><u>Source of Match:</u></p> <ol style="list-style-type: none"> 1. Ely Community Resource, Inc. 2. Ely School District 3. City of Ely 4. Northland Foundation

Organization Name	Students Served	Program Goals and Objectives	Program Activity	Program Outcome	Grant Funding
Lake Superior College	71 students in grades eight through 12 who meet the eligibility criteria for admission to the Upward Bound Program (a federally funded TRIO Program which serves students that are considered low income by federal standards) and/or potentially first generation college students.	<p><u>Objective 1:</u> One hundred percent of students will participate in career awareness and exploration.</p> <p><u>Objective 2:</u> 90% of students will enroll in one or more college preparatory courses yearly.</p>	<p><u>Activity 1: Career assessments.</u> All students in grades nine through 11 took the ACT PLAN standardized test which includes information on careers and career awareness based on a survey. All (14) senior students took the ACT test in anticipation of college entrance.</p> <p><u>Activity 2: Career Day.</u> The students participating in the UB Summer Program attended Career Night on June 27.</p> <p><u>Activity 1: Advising.</u> 100% of the students were enrolled in courses that prepare them to enter college.</p> <p><u>Activity 2: Tutoring.</u> The program has a very strong tutoring component. Students are required to attend tutoring sessions for a minimum of one hour per week with more time available.</p>	<p>All students have a career plan identified in the Advisor's notes.</p> <p>The students gained valuable information in completing high school, which college to select for certain careers, and other information about career planning.</p> <p>With ongoing academic advising, students had a better grasp of setting goals and achieving them.</p> <p>Students have a better understanding of the courses, particularly college preparatory courses, in which they receive tutoring.</p>	<p><u>ICAP Award:</u> \$34,000.00</p> <p><u>Matching Amount:</u> \$68,000.00</p> <p><u>Source of Match:</u></p> <ol style="list-style-type: none"> Salaries for director, supervisor, staff in Business Services, and Financial Aid Director. Travel to ICAP meetings. Office space (space, heat, lights) phones, copy service, postage, and computer services.

		<p><u>Objective 3:</u> 90% of students will access academic resources to aid them in completing their high school curriculum.</p> <p><u>Objective 4:</u> 100% of students will participate in financial aid workshops.</p> <p><u>Objective 5:</u> Seventy-five percent of the students will attend the UB/ICAP Summer Program.</p>	<p><u>Activity 1:</u> Tutoring. The program has a very strong tutoring component. Students are required to attend tutoring sessions for a minimum of one hour per week with more time available.</p> <p><u>Activity 2:</u> Advising. A curriculum that included suggestions for study skills, test taking strategies, and other tips that help students be more successful in high school.</p> <p><u>Activity 1:</u> Financial aid information advising.</p> <p><u>Activity 2:</u> Financial Aid Night.</p> <p><u>Activity:</u> Summer Program. Over 83% of the students attended the UB Summer Program. All students attained passing grades of 70% or better.</p>	<p>Students have a better understanding of the courses in which they receive tutoring.</p> <p>Academic performance in nearly half of the “at risk” students whose grades were below 2.5 increased.</p> <p>Students have a clear understanding of how to finance postsecondary education and complete the FAFSA.</p> <p>Students received enrichment instruction during the academic portion of the program and also got a good “college” experience by living on campus in the dorms.</p>	
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Organization Name	Students Served	Program Goals and Objectives	Program Activity	Program Outcome	Grant Funding
Minnesota State University, Mankato	57 students in grades six through 12 meeting one of the following: low income, by federal standards/ free/reduced lunch; first generation college, new immigrant, English as a second language, and students of color.	<ul style="list-style-type: none"> - Supporting families to support their children through a parent association. - To develop culturally appropriate pre-college orientation materials in Somali and Spanish and disseminate to parents and potential students. - To continue tutoring after-school program for MCAP participants which involves the MSU Peer Tutoring and Counseling Program. - Program participants, parents, and others associated with MCAP will be given a nine-month schedule of cultural events. Students will have the opportunity to attend and participate in major campus ethnic programs. 	<p>Meetings allowed parents to have roundtable discussions on cultural and academic needs of their children.</p> <p>The MCAP brochures in Sudanese, Vietnamese, and Spanish were distributed to prospective families. Home visits were conducted to obtain parent permission for students to be involved in the MCAP and summer activities.</p> <p>Tutoring and counseling were provided twice weekly.</p> <p>Institutional Diversity brochures of major events were given to student participants and parents during group and individual meetings.</p>	<p>Five parent meetings were held over the course of the project.</p> <p>Twenty-five young people from Mankato East and West high schools participated in the summer one-week residential program.</p> <p>MSU students served as excellent role models. The average attendance in the after-school tutoring was 25 students.</p> <p>Campus visits and ethnic programs provided opportunities for cultural communities to discuss shared concerns. MCAP students gained a better understanding of college life and became familiar with seminars offered by the University to support academic success.</p>	<p><u>ICAP Award:</u> \$39,000.00</p> <p><u>Matching Amount:</u> \$90,906.00</p> <p><u>Source of Match:</u> Minnesota Division of Institutional Diversity Maintenance and Equipment Fund</p>

		<p>- To organize and implement a one-week residential summer institute that will focus on academic skills, self-assessment and studying cultural pluralism in America.</p>	<p>Held individual meetings with students to discuss academic profiles and areas needing improvement. Parents of MCAP students attended activities the last day of the one-week program.</p>	<p>16 participants in the Ethnic Heritage Pre-College Summer Institute and five in the College Access Program four-week residential camp.</p>	
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Organization Name	Students Served	Program Goals and Objectives	Program Activity	Program Outcome	Grant Funding
Minneapolis Community and Technical College (MCTC)	143 students in grades six through eight eligible for TRiO-funded programs. (Students on free/reduced lunch and/or may be first generation to attend college.)	<ul style="list-style-type: none"> - 100% of Jump Start participants will be assessed for academic, personal, career, cultural, and financial need. - Forty-five percent of Jump Start participants who regularly attend tutoring sessions will pass the Minnesota Basic Standards math test. 	<p>The Advisor met with each student individually to assess academic and career interests and set goals for both areas.</p> <p>After school tutoring/mentoring was led by the Tutor Coordinator and a high school senior from Patrick Henry High School's International Baccalaureate program who was also enrolled in the Minnesota PSEO (Post Secondary Enrollment Options Program).</p>	<p>Student grades improved from C's and D's to A's and B's. Of this group of 123 students, the average grades earned in most classes at the start of the school year were C's. By the end of the school year, we saw a change to 60% of the students earning A's and B's.</p> <p>Test scores were not released to ICAP staff. Students did show improvement in math class homework assignments or grades.</p>	<p><u>ICAP Award:</u> \$38,000.00</p> <p><u>Matching Amount:</u> \$46,656.00</p> <p><u>Source of Match:</u></p> <ol style="list-style-type: none"> 1. Minneapolis Community and Technical College 2. Educational Talent Search 3. Olson Middle School

Organization Name	Students Served	Program Goals and Objectives	Program Activity	Program Outcome	Grant Funding
Minnesota Association of Educational Opportunity Program Personnel (Nonprofit)	320 students in grades six through 12 who are participants in TRiO programs.	<p><u>Objective 1:</u> The pre-college students who attend the event will have an increased awareness of academic enrichment and career awareness/exploration activities.</p> <p><u>Objective 2:</u> The pre-college students who attend the event will have an increased awareness of college life.</p> <p><u>Objective 3:</u> The pre-college students who attend the event will have an increased knowledge of college admission requirements.</p>	Academic enrichment and career awareness/exploration workshop.	<p>293 of 295 (99%) indicated that they had attended at least one session on academic enrichment or career awareness/exploration.</p> <p>289 of 295 (97%) indicated that they had attended at least one session on college life.</p> <p>- 281 of 294 (96%) stated that they had spoken with at least one recruiter about admission requirements.</p> <p>- 230 of 281 (82%) listed at least one admission requirement on their exit surveys.</p>	<p><u>ICAP Award:</u></p> <p>\$6,000.00</p> <p><u>Matching Amount:</u></p> <p>\$7,165.00</p> <p><u>Source of Match:</u></p> <ol style="list-style-type: none"> 1. Staff time donated to project by TRIO programs. 2. Event facilities and staff time donated by Harding High School. 3. Registration fees collected.

Appendix E: ICAP Revenue Sources for Fiscal Year 2007

Grantee	ICAP Funding	Matching	Source of Matching
University of Minnesota	\$18,000	\$41,847.75	1. U of M - Office of Multicultural Affairs 2. Alpha Phi Alpha Fraternity 3. U of M in-kind salary support
Admission Possible	\$26,000	\$170,000.00	1. 3M 2. Cargill Foundation 3. General Mills 4. St. Paul Travelers
Women's Initiative for Self Empowerment (WISE)	\$38,000	\$43,000.00	1. Headwaters Foundation 2. Metropolitan Regional Arts Council 3. Women's Foundation of Minnesota
Minnesota Association of Educational Opportunity Program Personnel (MnAEOPP)	\$6,000	\$7,165.00	1. Registration fees 2. Staff time donated 3. Facility donation by Harding High School
Achieve!Minneapolis	\$42,000	\$42,000.00	Minneapolis Foundation
Lake Superior College	\$34,000	\$68,000.00	In-kind services
Summit Academy OIC	\$25,000	\$25,000.00	North High School, Minneapolis
Northfield Public Schools	\$40,000	\$81,437.13	School district in-kind support
The College of St. Scholastica	\$42,000	\$85,582.80	Institutional support
St. Olaf College	\$42,000	\$103,450.00	1. TRIO federal funds 2. St. Olaf in-kind support
Minneapolis Community and Technical College (MCTC)	\$38,000	\$46,656.00	1. Minneapolis Community and Technical College 2. Educational Talent Search 3. Olson Middle School
Ely Community Resource, Inc.	\$16,000	\$17,742.00	1. Ely Community Resources, Inc. 2. Ely School District 3. Northland Foundation 4. City of Ely
St. Cloud State University	\$40,000	\$210,117.11	1. SCSU General Funds 2. SCSU Cultural Diversity Funds 3. Private external funding 4. ISD 742 contributions
Minnesota State University, Mankato	\$39,000	\$90,906.00	MnSCU Division of Institutional Diversity Maintenance and Equipment Fund
TOTAL ICAP EXPENDITURE	\$442,000	\$1,032,903.79	