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Intervention for College Attendance Program: 2005-2006 Report



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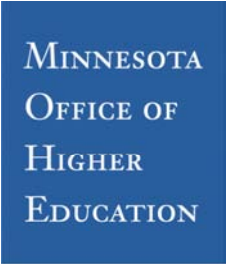
About the Minnesota Office of Higher Education

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

The Minnesota State Grant Program, which is administered by the agency, is a need-based tuition assistance program for Minnesota students. The agency oversees tuition reciprocity programs, a student loan program, Minnesota's 529 College Savings Program, licensing and an early awareness outreach initiative for youth. Through collaboration with systems and institutions, the agency assists in the development of the state's education technology infrastructure and shared library resources.

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Report to Legislature on the Intervention for College Attendance Program Grants

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 post-secondary institutions, professional organizations, community-based organizations that provide pre-college awareness, preparation and support to students. The governing state statute indicates that the program is to:

“. . . award grants to foster postsecondary attendance by providing outreach services to historically underserved students in grades six through 12. 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 Statute 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 first year of ICAP program activity for the 2006-07 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 student 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.ⁱ 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, financial planning, etc. 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 post-secondary 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).ⁱⁱ 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 of Minnesota's students guided the development of the Intervention for College Attendance Program (ICAP). College participation rates for low-income Minnesota college freshmen 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.

ICAP Program for the 2006-07 Biennium

The 2005 Minnesota Statutes indicated that a pre-college program was to be administered by the Minnesota Office of Higher Education with matching grants awarded to foster post-secondary attendance by providing outreach services to historically underserved students in grades six through 12. (See Attachment A for Statute language.)

The 2006-07 ICAP Request for Proposals was made available on July 25, 2005, and was distributed broadly to Minnesota's post-secondary 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 rates of participants. Funded projects had to highlight how academic support would be provided to participants to ensure "readiness" for college attendance and how the project would address the social and psychological needs of students to support college

success. Proposals were due September 19, 2005, and 32 applicants responded. The 16-member grant selection committee, composed of representatives from post-secondary institutions and organizations, school districts, and the Minnesota Department of Education, recommended 14 projects for funding. (See Appendix B for project locations.) The 14 projects were:

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

Project Reports

Grantees were required to report on activities and outcomes of the first year of their 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 Attachment C for Year-One Report Requirements.)

Major Year-One Program Outcomes

In 2006-2007, 14 matching grant projects provided services for 2,098 students in grades six through 12. Grant awards totaled \$442,000 for year-one and end-of-year reports indicated that projects used \$681,537 in matching funds to sustain project activities.

Major program outcomes included:

- Students had improved grades in middle through high school courses, especially in English and mathematics courses.
- Students had improved ACT scores after participation in ICAP project activities.
- Minnesota Basic Standards Test scores were higher for program participants than for students at the project's school site.
- More graduating Latino students (six) from an ICAP program enrolled in post-secondary institutions for the fall 2006 semester than the resident high school has had attend a post-secondary institution in the past years combined. Five of the six students received scholarships to support their post-secondary education.
- The ICAP program had a higher graduation rate for black males than the resident school district.
- Of the 17 seniors in an ICAP program, 100 percent were admitted to college for the fall 2006 semester. One senior received a Bill Gates Scholarship and others received smaller scholarships and institutional support.
- Of the 35 seniors supported by an ICAP grant, 100 percent were admitted to college and 97 percent of those admitted were admitted to a four-year institution. Of the seniors in this ICAP program, 94 percent applied for at least one scholarship, and the group collectively received \$239,908 in scholarship funding.
- Eighty-five percent of an ICAP program's high school seniors (80) enrolled in post-secondary institutions for fall semester 2006.
- Students participated in summer internships that helped solidify college and career plans.
- A pre-/post project survey of program participants indicated that participants felt better prepared for and more motivated for college because of ICAP project activities.
- A pre-/post-project survey of program participants indicated that participants were more knowledgeable about college affordability and financial aid opportunities because of ICAP project activities.
- Students formed their own study groups to further their preparation for college entrance and success.

Key Findings of Each Project

Minneapolis Community and Technical College

- Of the 120 student participants in grades six through eight, the average grades earned during the fall in most classes were Cs. By the end of the school year, 80 percent of the students were earning As and Bs.

Lake Superior College

- All of the 62 project participants in grades nine through 12 have an identified career plan.
- All high school juniors and seniors participated in a summer internship or career mentoring experience.
- Through provision of tutoring, all students have a better understanding of the need for and how to be successful in college preparatory courses.
- The academic performance in nearly half of the “at risk” students, whose grades were below 2.5, increased.
- Students and parents have a clear understanding of the financial aid process, have completed the FAFSA, and are able to complete renewals with little or no problem.

St. Olaf College

- The 343 participating students in grades six through 12 showed an increase in knowledge about post-secondary preparation, post-secondary education and financial aid.
- Parent involvement in TRIO programming increased.
- The mentoring between college students and alumni and students in grades six through 12 proved beneficial to mentees and mentors.
- Eighty-five percent of the program’s high school seniors (80) enrolled in post-secondary institutions for fall semester 2006.

The College of St. Scholastica

- Tutoring for the 31 middle school students contributed to improved English and mathematics grades.
- Tutoring for the 43 students grades nine and ten contributed to improved English and mathematics grades and ACT scores.
- Of the 43 students who took the pre- and post-college readiness survey, all students showed improved attitudes and greater interest in study skills, financial aid and community service.

Achieve!Minneapolis

- The North High School Advisory Curriculum now incorporates college planning into advisory classes.
- The STEP-UP Program trained and hired 540 students for summer jobs that support career exploration.

Ely Community Resources, Inc.

- With 36 participants in grades six through 12, 75 percent of the students raised their grades a minimum of one grading level in two or more classes, 50 percent of the students raised their grades at least two grading levels in at least one class, and one participant made the academic honor roll for the first time and stayed on for three consecutive quarters.
- A survey indicated that 69 percent of the students showed an increase in self-esteem and self-confidence.

Admission Possible

- At Roosevelt High School, two full cohorts of students (35 each) joined an existing senior cohort of Admission Possible students.
- The average ACT score increased by 24.5 percent for Roosevelt's Admission Possible juniors, from a score of 13.0 to 17.4.
- At the end of the 2005-06 program year, the entire cohort of Roosevelt Admission Possible seniors (35) were admitted to college. Ninety-seven percent were admitted to a four-year institution, 94 percent of the Admission Possible seniors applied for at least one scholarship, and the group was awarded \$239,908 collectively in scholarship funding.

Summit OIC

- Minneapolis North Community High School students enrolled in the ICAP project received a higher percentage of passing grades on the Minnesota Basic Standards Test than the overall population of NCHS students.
- Student participants in the program scored better on the Minnesota Basic Standards Test than the average for the high school. Of the 59 students enrolled in the ICAP project at the end of the school year, 51 percent passed the mathematics Minnesota Basic Standards Test, 69 percent passed the reading, and 74 percent passed the writing. In comparison, the high school reported that, in 2005, 19 percent of their students passed the math Minnesota Basic Standards Test, 41 percent of the students passed the reading, and 74 percent of their students passed the writing section of the test.
- One hundred percent of the students remain on track to graduate with their class.

Northfield Public Schools

- The TORCH Program served 79 Northfield Latino youth and four non-Latino, minority ESL students in grades six through 12.
- All six senior TORCH students graduated June 2006. Five of the six TORCH seniors enrolled in post-secondary opportunities for 2006-07, with four of the students receiving scholarships to help make this possible. This is noteworthy because fewer than five Northfield Latino students attended post-secondary institutions in the past five years combined.
- Ninety-one percent of TORCH students reported having an understanding of what classes they need to take to graduate from high school.
- Sixty percent of TORCH high school students saw their cumulative grade point average increase during the 2005-06 school year by an average of 0.2.

St. Cloud State University

- The project served 36 students of African heritage in grades seven through 12.
- With mentoring and career counseling, all participants participated in higher education visits, events, and interactions with college students and personnel.
- All three seniors in the program graduated. In comparison, the St. Cloud School District has had graduation rates for black students between 44 percent and 70 percent for the past six years.
- Two of the three graduating seniors gained admission to college, and the third is seeking admission to a college on the east coast because of his family's relocation.

Minnesota Association of Educational Opportunity Program Personnel

- Three hundred seventy-four students in grades eight 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 95 percent of the responders attended at least one session emphasizing academic enrichment or career exploration; and 86 percent had an increased awareness of college life, 84 percent had increased knowledge of college admission requirements, and 87 percent had increased awareness of academic enrichment opportunities or careers.

Women's Initiative for Self Empowerment, Inc.

- Thirty-nine 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. Ninety-six percent said they plan on obtaining a college degree. Of the 17 participants admitted to college during fall semester of 2006, three seniors were admitted to colleges in the Twin Cities, and 14 were admitted to the University of Minnesota. One senior received a Bill Gates Scholarship.

University of Minnesota

- The ACT review course was designed to provide information and opportunities to enable 111 students in grades nine through 12 to increase their college admission test scores and college preparedness. From the spring 2006 ACT test taken by 89 students at the end of the program, 22 students received a score of 20 or better in English, and three scored above 30. In math, nine students scored 20 or better, and one scored above 30.

Minnesota State University, Mankato

- A parent association was organized, and this group provided valuable support for project activities that included campus visits by students and parents and development of ethnic-based materials in Somali and Spanish. These materials were used in the after school tutoring program attended by 25 students and in the one-week summer camp attended by 31 students grades six through 12.
- Two of the six ICAP program seniors enrolled at MSU, Mankato in the fall of 2006.

Year-One Outcomes of Individual Projects

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

Project Revenue Sources

Revenue sources for the project, aside from the \$442,000 in ICAP grant funds, included \$681,537 in matching funds from a variety of sources that included in-kind support, business support, foundation grants, volunteer time, and registration fees. (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 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.

Statue 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 recipients. 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 others indicated a desire to enroll in subsequent semesters. Project directors continue to track the seniors who graduated after this first year of funding to document college entrance and movement through the post-secondary pipeline. As a longitudinal effort, more time is needed to 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 after the second year of project funding ends and the second class of ICAP program seniors graduate.

Endnotes

- ⁱ 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.
- ⁱⁱ 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.
- Horn, L. (1997). *Confronting the odds: Students at risk and the pipeline to higher education*. NCES 98-094. Washington, DC: National Center for Education Statistics.
- Perna, L.W., & Swail. W.S. (2001, Summer). Pre-college outreach and early intervention. *Thought & Action*. 17(1), 99-110.

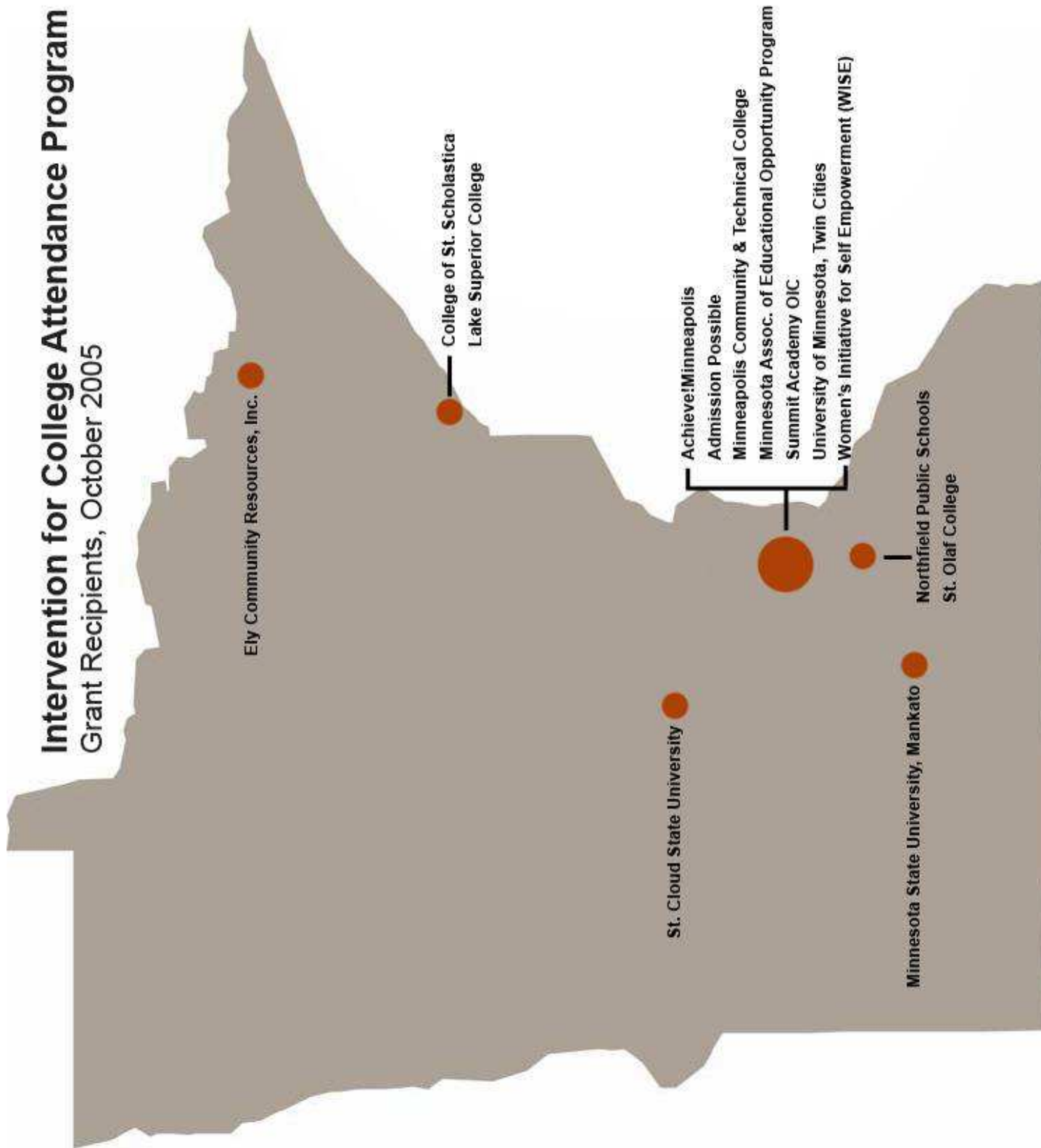
Appendix A:
Minnesota Statute 136A.861

Sec. 29. [136A.861] [INTERVENTION FOR COLLEGE ATTENDANCE PROGRAM GRANTS.]
Subdivision 1. [GRANTS.] The director of the Higher Education Services Office shall award grants to foster postsecondary attendance by providing outreach services to historically underserved students in grades six through 12. 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. Grants shall be awarded to postsecondary institutions, professional organizations, community-based organizations, or others deemed appropriate by the director. Grants shall be awarded for one year and may be renewed for a second year with documentation to the Higher Education Services Office of successful program outcomes. Subd. 2. [ELIGIBLE STUDENTS.] 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. Subd. 3. [APPLICATION PROCESS.] The director of the Higher Education Services Office shall develop a grant application process. The director shall attempt to support projects in a manner that ensures that eligible students throughout the state have access to precollege services. The grant application must include, at a minimum, the following information: (1) a description of the characteristics of the students to be served reflective of the need for services listed in subdivision 1; (2) a description of the services to be provided and a timeline for implementation of the activities; (3) a description of how the services provided will foster postsecondary attendance; (4) a description of how the services will be evaluated to determine whether the program goals were met; and (5) other information as identified by the director. Grant recipients must specify both program and student outcome goals, and performance measures for each goal. Subd. 4. [MATCH REQUIRED.] Applicants are required to match the grant amount dollar-for-dollar. The match may be in cash or an in-kind contribution. Subd. 5. [REVIEW COMMITTEE.] The director must establish and convene a grant selection committee to review applications and award grants. The members of the committee may include representatives of postsecondary institutions, school districts, organizations providing precollege outreach services, and others deemed appropriate by the director. Subd. 6. [PROGRAM EVALUATION.] Each grant recipient must annually submit a report to the Higher Education Services Office delineating its program and student outcome goals, and activities implemented to achieve the stated outcomes. The goals must be clearly stated and measurable. Grant recipients are required to collect, analyze, and report on participation and outcome data that enable the office to verify that the program goals were met. The office shall maintain: (1) information about successful precollege program activities for dissemination to individuals throughout the state interested in adopting or replicating successful program practices; and (2) data on the success of the funded projects in increasing the high school graduation and college participation rates of students served by the grant recipients. The office may convene meetings of the grant recipients, as needed, to discuss issues pertaining to the implementation of precollege services. Subd. 7. [REPORT.] By January 15 of each odd-numbered year, the office 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.

Appendix B: ICAP Project Map

Intervention for College Attendance Program

Grant Recipients, October 2005



Appendix C: Year-One Report Requirements

**Intervention for College Attendance Program
Final Report Requirements
Project Period: Year 1 - October 2005 - June 30, 2006**

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

Using the guidance provided below, report the outcomes of your 2005-06 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 2005-06 final project _____

B. Number of participants at ICAP designated grade levels:
Middle/junior high school grades 6-8 _____
Senior high school grades 9-12 _____

C. What 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. Provide data on how your project:
 - 1. increased the high school graduation rates of students **served** by the grant.
 - 2. increased college participation rates of students **served** by the grant.
- D. Were there any unanticipated results for the project, either positive or negative?
- E. Were there unanticipated learnings for you, the project director, because of this grant?
If yes, what were they?
- F. Will you make any changes in subsequent projects as a result of this project?
If yes, identify the intended changes.

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, 2006. 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.

Due by:
7/31/2006

MINNESOTA OFFICE OF HIGHER EDUCATION
1450 Energy Park Dr., Suite 350, St. Paul, MN 55108 (651) 642-0596

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 6/30/06	Grant Total Award \$ _____
Contact Person	Phone #	Email	

SECTION B STATEMENT OF EXPENDITURES

Period covered by this request Begins _____ Ends _____	Report expenditures according to Grant Contract budget on file		
	A Total GRANT 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 Related Program Expenses			
8. Indirect Costs			
9. Total (add lines 1-8)			

SECTION C PAYMENT REQUEST/APPROVAL

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

Due by:
7/31/2006

MINNESOTA OFFICE OF HIGHER EDUCATION
 1450 Energy Park Dr., Suite 350, St. Paul, MN 55108 (651) 642-0596

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 6/30/06	Grant Total Award \$ _____
Contact Person	Phone #	Email	

SECTION B STATEMENT OF MATCHING EXPENDITURES

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

SECTION C SOURCE OF MATCHING RESOURCES

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

SECTION D REPORT APPROVAL

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

Appendix D: Project Outcomes for Year One

Organization Name	Organization Designation	Characteristics of Students Served	Program Goals	Program Activities	Program Outcomes	Source and Amount of Matching Funds
Achieve!Minneapolis	Nonprofit	All 9 th - 12 th grade students at North High School were eligible.	<p>Develop and sustain a system to ensure that <i>all</i> Minneapolis Public School high school students plan for their futures.</p> <ol style="list-style-type: none"> 1. Provide career and college planning as part of the curriculum through academic courses and advisory system and a graduation requirement (to be secured) that all students have a life plan. 2. Provide access to a well equipped Career and College Center. 3. Provide access to work-based learning (e.g., job shadows, internships, etc.) to support career exploration. 4. Coordinate and build on existing community-based programs about career and college planning (e.g., Admission Possible, METP contracted youth programs, Project Success, STEP-UP, TRIO Educational Talent Search, and TRIO Upward Bound). 5. Provide <i>advising, coaching, and mentoring</i> to assist students in making informed choices about career and college plans. 	<ol style="list-style-type: none"> a. Career and College Planning b. My Life Plan c. Curriculum Connection <ol style="list-style-type: none"> a. Career and College Center Coordinator b. Computer Labs <ol style="list-style-type: none"> a. Work Readiness Credential b. Work-Based Learning Coordinators <p>School-Based Coordination</p> <p>Volunteer Connections</p>	<p>The North High School Advisory Curriculum incorporates college planning into advisory classes.</p> <p>The computer lab was installed in June and is available to students in the 2006-2007 school year.</p> <p>The STEP-UP Program trained and hired 540 students for summer jobs.</p> <p>The Guidance Advisory Committee developed a comprehensive list showing which programs serve which students and an opportunity to ensure that the gaps are filled—that there are no students left without opportunities for career and college planning.</p> <p>Volunteers put in six hours at the Career and College Center during the 2005-06 school year contributing to career fairs, scholarship assistance, and administrative assistance.</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> <ol style="list-style-type: none"> 1. General operating funds for purchase of computer center. 2. \$100,000 grant from The Minneapolis Foundation to hire work-based learning coordinator and develop support structures.

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Admission Possible	Nonprofit	<p>Junior and senior high school students.</p> <p>Applicants to Admission Possible must: qualify for free or reduced-price lunch under the National School Lunch Act; have a 2.5 grade-point average; pass the basic standards tests; and have a solid school attendance record.</p>	<p>The overall goal of Admission Possible's Program Expansion at Roosevelt High School is to double our services at Roosevelt High School from serving 70 low-income junior and senior high school students in 2004-2005 to 140 students in 2006-2007.</p> <p>1. Admission Possible (AP) will aim to serve a total of 105 students in year one of the project grant.</p> <p>2. Juniors participating in AP at Roosevelt will see a score increase of at least 13% on their ACT exam.</p>	<p>In the spring of 2005, AP staff spent about six weeks identifying low-income students who wanted to join the Roosevelt AP program. The goal was to make sure that every student in the school heard about AP and knew enough to decide whether or not they would like to apply. AP staff engaged in an intensive process of speaking in every advisory class, making public address announcements, hanging posters, sitting at tables during lunch, and holding informational sessions before and after school to inform students about the program. Current AP students spread the word about the program and encouraged students to apply.</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. Our staff members (called "coaches") provide intensive SAT or ACT test preparation during the junior year. Through a partnership with Kaplan Test Preparation,</p>	<p>At Roosevelt, 95 students applied for junior student slots in the 2005-06 program year. Two full cohorts of students (35 in each cohort, for a total of 70 students) joined Roosevelt's 35 existing seniors to bring the total enrollment at Roosevelt High School for the 2005-06 program year to our stated objective of 105.</p> <p>In September, the average baseline score of Admission Possible juniors at Roosevelt High School was 13.9. Final ACT score increases indicated a 24.5% improvement—the highest percentage increase in Admission Possible's history. The average score of Admission Possible juniors at Roosevelt after completing the ACT curriculum and taking the</p>	<p><u>ICAP Award:</u></p> <p>\$26,000.00</p> <p><u>Matching Amount:</u></p> <p>\$144,000.00</p> <p><u>Source of Match:</u></p> <ol style="list-style-type: none"> 1. 3M 2. Cargill 3. General Mills 4. Otto Bremer Foundation 5. The Schwan Food Company

			<p>3. At least 90% of all AP seniors at Roosevelt will be admitted to at least one college.</p>	<p>AP provides students with state-of-the-art teaching materials covering math, science, grammar, reading, writing, and test-taking skills.</p> <p>The curriculum for seniors in the AP program includes selecting target schools and preparing college applications. Over the course of the school year, each senior student receives intensive assistance from their AP coach in identifying colleges and universities that most closely match their needs and desires, helping students build a realistic timeline for completing their applications, intensive group and one-on-one coaching on essays, and support in identifying and working with teachers to write compelling reference letters.</p>	<p>final test was 17.4.</p> <p>At the end of the 2005-2006 program year, 100% of Roosevelt's 35 seniors were admitted to college! Ninety-seven percent of those admitted to college were admitted to four-year institutions.</p>	
			<p>4. 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>The final step in the formal programming is assisting students in maximizing their financial aid options. During this step, each student is given intensive support identifying and applying for a wide range of financial aid. Coaches then work closely with the students to ensure that deadlines are met, applications are completed, and all potential funding sources are pursued effectively. All eligible students are urged to complete a Federal Application for Student Aid (FAFSA).</p>	<p>Ninety-four percent of the 35 seniors at Roosevelt applied for at least one scholarship and earned \$239,908 in scholarship funding. Ninety-seven percent of Roosevelt's seniors completed and submitted a FAFSA, ensuring their consideration for federal need based aid.</p>	

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The College of St. Scholastica	Higher Ed Institution	<p>Students in grades 6-12.</p> <p>Low-income, first generation (from families without prior college experience), and underrepresented students participated in the program.</p>	<p>The overall goal of the DREAM Project is to facilitate student achievement at the middle and high school levels in order to increase high school graduation rates and college participation and success.</p> <p>1. Increase grades through tutoring. By November 1, 2005, project staff will identify eligible students and select 30 middle school youth to participate in a seven-month program of semi-weekly tutoring sessions, with the goal of increasing grades in mathematics and English.</p> <p>2. Increase college motivation and readiness among high school juniors and seniors through tutoring and career development activities. By December 1, 2005, project staff will identify and select 15 eligible juniors and seniors who will complete a seven-month tutoring and career development program culminating in a supervised internship experience.</p>	<p>Based on participants completing a needs assessment and a study skills assessment, it was determined that all students were eligible for tutoring, and it was determined that improvement in grades could be made by participating in the tutor program. Students participated 376 total hours of tutoring in English, reading, writing, math, science, and other subjects.</p> <p>Interested students completed applications for participation in the career development portion of the project. The applications were reviewed, and eligible participants were selected. All participants completed a STRONG Interest Inventory and the LASSI study skills assessment. They met weekly for tutoring in math, science, English, and ACT test preparation.</p> <p>Participants also completed campus visits and interviewed professionals in their chosen profession. Each student is currently completing a five-week summer internship.</p>	<p>Thirty-one middle school youth received tutoring. Twelve (39%) students received 15 total hours or more of tutoring. Of that 39%, 10 out of 12 (83%) showed improvement in English and/or math.</p> <p>Eleven students participated in and completed the Career Development Program. Of the 11 students, ten (91%) were enrolled in an English class. Of those ten, seven (70%) remained the same or increased their English grade. Of the 11 students, ten (91%) were enrolled in a math course. Of those ten, four (40%) remained the same or increased their math grade. Of the eight students for which we have received official ACT scores, six increased their ACT scores, one remained the same, and one student decreased by one point. Of the six students who increased their ACT scores, four students increased the ACT scores by two or more points. Students participated in 74 total hours of tutoring in English, writing, math, and science. Students were also</p>	<p><u>ICAP Award:</u></p> <p>\$42,000.00</p> <p><u>Matching Amount:</u></p> <p>\$52,317.00</p> <p><u>Source of Match:</u></p> <p>1. The College of St. Scholastica.</p>

			<p>3. Increase academic success in high school and college readiness through mentorship of high school freshmen by college students. By December 1, 2005, 30 eligible high school students will be matched with 30 St. Scholastica students and will participate in regularly scheduled mentoring, as well as weekly tutoring by DREAM staff, over a six-month period.</p>	<p>Forty-three students were selected for the Mentor Program. Thirty of the 43 participants (70%) were 9th graders, and 13 (30%) were 10th graders. Participants were matched with St. Scholastica student-mentors. Ninth grade students and their mentors read a book (“Stuck in Neutral” by Terry Trueman) and participated in regular discussions via email regarding the book (a study guide was provided to the mentors). Both 9th and 10th graders communicated with their mentors twice monthly regarding college readiness issues.</p> <p>All participants were given a pre- and a post-survey regarding college readiness topics. In addition, all participants received weekly tutoring. Students participated in 373 total hours of tutoring in English, writing, math, and science. Students were also provided 767 hours of academic counseling, study skill enhancement, career awareness opportunities, computer-aided instruction, financial aid counseling and awareness, and community service opportunities.</p>	<p>provided 285 hours of academic counseling, study skill enhancement, career awareness opportunities, computer-aided instruction, financial aid counseling and awareness, and community service opportunities.</p> <p>Documentation of the participants’ academic progress is provided below (42 of the 43 students):</p> <ul style="list-style-type: none"> •Cumulative GPA—31 students (74%) increased or remained the same and 11 (26%) decreased. •English GPA—32 students (76%) increased or remained the same, and ten (24%) decreased. •Math GPA—31 students (74%) increased or remained the same, and 11 (26%) decreased. <p>Students also took a pre- and post-college readiness survey. Of the 43 participants, students remained the same in most categories surveyed. The survey was intended to measure the success of discussions and activities related to improved attitudes in four areas: Community Service, College Readiness, Financial Aid, and Study Skills. Students showed improved attitudes and greater interest in Community Service, Financial Aid, and Study Skills. However, their attitudes regarding College Readiness topics remained about the same. Participants and their mentors were provided three opportunities to meet and establish a personal connection.</p>	
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Lake Superior College	Higher Ed Institution	<p>Students in grades 9-12.</p> <p>Students met the eligibility criteria for Upward Bound Program admission.</p> <p>Participants included:</p> <ul style="list-style-type: none"> • 53 low-income and first generation college students; • 1 low-income only; and • 8 first generation college students only. <p>Over 85% of the group fell into the combination of low income and potentially first generation college student.</p>	<p>To provide assistance to high school students in completing their high school curriculum and applying for and enrolling in a course of postsecondary education.</p> <p>1. One hundred percent of students participated in career awareness and exploration that included career assessments, planning for postsecondary education, and opportunity for summer internship/career mentoring experiences for eligible junior and senior students.</p> <p>2. Ninety percent of students will enroll in one or more college preparatory courses early.</p>	<p>a. Career assessments.</p> <p>b. Career Day.</p> <p>c. Summer internship/ career mentoring.</p> <p>a. Advising.</p> <p>b. Tutoring.</p>	<p>Test results are filed in student files. All students have a career plan identified, and it is listed 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>The expectation is that the internship will help solidify career areas/plans for upcoming seniors and the high school graduate. Helping students to think early about a career helps them to focus on their high school curriculum as well as look forward to the selection of an appropriate college.</p> <p>The students have ongoing academic advising that is helpful when planning for college entrance. They also have 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. They are also better prepared for the material being presented, as tutoring is not for remedial work but an ongoing activity through all four years of high school. It is expected</p>	<p><u>ICAP Award:</u></p> <p>\$34,000.00</p> <p><u>Matching Amount:</u></p> <p>\$34,000.00</p> <p><u>Source of Match:</u></p> <p>In-kind services.</p>

			<p>3. Ninety percent of students will access academic resources to aid them in completing their high school curriculum.</p>	<p>a. Tutoring.</p>	<p>that participating in a tutoring program will be a natural expectation as students graduate from high school and enter college.</p> <p>Students have a better understanding of the courses in which they receive tutoring. They are also better prepared for the material being presented, as tutoring is not for remedial work but an ongoing activity through all four years of high school. It is expected that participating in a tutoring program will be a natural expectation as students graduate from high school and enter college.</p>	
			<p>4. One hundred percent of students will participate in financial aid workshops.</p>	<p>b. Advising.</p>	<p>Students continue to persist in the completion of their high school curriculum; they are able to better handle the demands of the high school classes, particularly honors classes or “college in the classroom” courses; and they learn how to study effectively. Academic performance in nearly half of the “at risk” students whose grades were below 2.5 increased.</p>	
				<p>a. Financial aid information advising.</p>	<p>Students have a clear understanding of how to finance postsecondary education, the resources available to them as college students, and the differences between the types of aid.</p>	

			<p>5. Seventy-five percent of the students will attend the UB/ICAP Summer Program where they participate in enrichment classes (in which 90% will attain a passing grade of 70% or better) and a Summer Field Trip which includes campus visits; cultural, social, and recreational activities; and opportunities for career exploration.</p>	<p>b. Financial Aid Night.</p> <p>a. Summer Program.</p>	<p>Students had a completed FAFSA at the end of the event; they and their parents have a clear understanding of the financial aid process and will be able to complete future applications/renewals with little/no problems; and they have a good understanding of the actual costs of college and the various means of paying for college.</p> <p>Students received enrichment instruction during the academic portion of the program and also got a good “college” experience by living in the dorms, eating in the dining hall, and using the Wellness Center, the theatre, the library, and other facilities. The Summer Field Trip expanded their horizons past the Duluth area and allowed them to learn and participate in opportunities that are not part of their life in Duluth.</p>	
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Minneapolis Community and Technical College (MCTC)	Higher Ed Institution	Students in grades 6-8.	<p>To increase the skills and motivation disadvantaged students need to complete middle school, graduate from high school, and enroll in a postsecondary program. Another major goal of the program is to bring students' math skills to the 9th grade algebra level.</p> <p>1. One hundred students will be selected to participate in Jump Start each year.</p> <p>2. In coordination with school staff, 100% of Jump Start participants will be assessed for academic, personal, career, cultural, and financial need.</p>	<p>Olson Middle School teachers, staff, participants, and parents from the previous school year were contacted and notified of the program's return in August of 2005. In September 2005, school staff assisted in solidifying space and establishing the program schedule.</p> <p>The program advisor met with each student individually to assess academic and career interests and set goals for both areas. This information was shared with both the teacher(s) and students' parents. "Big Bucks" model initiated. Big Bucks, created by the Jump Start Advisor, is an incentive plan where students earn fake money in varying amounts for in-classroom participation, "A's" on transcripts, and attendance in school. The student who earns the most Big Bucks receives a prize at the end of the year and a certificate of recognition from Jump Start.</p>	<p>One hundred fifty students enrolled in the program throughout the year.</p> <p>With the Big Bucks incentive plan, students perform better in hopes of receiving a prize. Overall, student grades improved from C's and D's to A's and B's. Of this group of 120 students, the average grades earned during the fall in most classes were C's. By the end of the school year, 80% of the students were earning A's and B's.</p>	<p><u>ICAP Award:</u> \$38,000.00</p> <p><u>Matching Amount:</u> \$28,452.00</p> <p><u>Source of Match:</u> Cash and in-kind services.</p>

			<p>3. Project staff will contact the parents of 100% of participants at least four times a year and encourage them to participate in program sponsored activities.</p>	<p>Parents were notified of their child's acceptance into Jump Start via letter, and the authorization for service form was sent home from the advisor. Parents are encouraged and invited to participate in project activities. Project updates to parents are on-going. The end of the year project newsletter was sent to parents at the end of the summer program as well as progress reports. Parents were invited to attend the year-end celebration at the end of the summer program.</p>	<p>All participants' parents were contacted at least four times, with many of them attending the end of the summer celebration and others having individual meetings with the project advisor.</p>	
			<p>4. Forty-five percent of Jump Start participants who regularly attend tutoring sessions will pass the Minnesota Basic Standards math test.</p>	<p>After school tutoring/mentoring was offered to students enrolled in Jump Start as well as the whole school. Tutoring was lead by the Tutoring Coordinator with two high school students from Patrick Henry High School's International Baccalaureate program. Tutoring was offered two days a week.</p> <p>A two-week summer academic skills program was offered on the MCTC campus with 50 students attending.</p>	<p>No data was received for our student population in regards to this test. Students did show improvement in math class homework assignments. No data for in-classroom testing.</p>	

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Minnesota Association of Educational Opportunity Program Personnel (MnAEOPP)	Higher Ed Organization	<p>Students in grades 8-12.</p> <p>The TRIO Day and College Fair event is designed for participants in TRIO programs, including Educational Talent Search (ETS), Upward Bound (UB), and Student Support Services (SSS). ETS works with 6th - 12th grade students, and most UB programs work with 9th - 12th grade students. All participants in UB and ETS programs must be either low income and/or potentially first generation to graduate college. Two-thirds of all program participants must be both low income and first generation. SSS works with students in their first two years of college who are low income, first generation, and/or students with disabilities.</p>	<p>To provide an experience that will increase the likelihood that low income, first generation students, and students with disabilities from Minnesota will attend college and be academically successful.</p> <p>1. The pre-college students who attend the event will have an increased awareness of academic enrichment and career awareness/ exploration activities.</p> <p>2. The pre-college students who attended the event will have an increased awareness of college life.</p>	<p>Pre-college TRIO students recruited to attend the Minnesota TRIO Day and College Fair event; one-day event at Anoka Ramsey Community College on February 4, 2006; session and workshop presenters with expertise in academic enrichment and career awareness/exploration were recruited to offer a tier of sessions addressing these topics. Students were required to attend at least one concurrent session that addressed academic enrichment and/or career awareness exploration.</p> <p>Pre-college TRIO students recruited to attend the Minnesota TRIO Day and College Fair event; students from TRIO's collegiate programs were recruited to present sessions on various aspects of college life and their own experiences. Pre-college students were required to attend at least one session on college life.</p>	<p>1. Three hundred sixty-six of the 374 (98%) attendees completed the exit survey. Of those who completed the survey, 345 of 363 (95%) students indicated that they had attended at least one session which emphasized academic enrichment or career awareness/ exploration.</p> <p>2. Of the students who attended at least one session emphasizing academic enrichment or career awareness/exploration, 316 responded to the items on the survey reflective of this focus area. A total of 274 (87%) indicated an increase in awareness of at least one on a scale of 1-4. Three hundred twenty-eight of the 344 (95%) students listed at least one item that they learned from a session.</p> <p>1. Three hundred sixty-six (98%) of the students who attended the event completed the exit survey. Of those who completed the survey, 350 of 362 (96.7%) indicated that they had attended at least one session focusing on college life.</p>	<p><u>ICAP Award:</u></p> <p>\$6,000.00</p> <p><u>Matching Amount:</u></p> <p>\$8,172.74</p> <p><u>Source of Match:</u></p> <p>1. Staff time donated to project by TRIO programs. 2. Event facilities donated by Anoka Ramsey Community College. 3. Registration fees collected.</p>

			<p>3. The pre-college students who attend the event will have an increased knowledge of college admission requirements and the high school courses they need to take to prepare for admission.</p>	<p>Pre-college TRIO students recruited to attend the Minnesota TRIO Day and College Fair event; MnAEOPP partnered with the Minnesota Association of Counselors of Color (MnACC) to present a college fair; 34 colleges and universities participated in the college fair; college representatives were asked to be prepared to present pre-college students with information on their school's admission requirements. Students were required to attend the college fair.</p>	<p>2. Of the students who attended at least one session emphasizing college life, 338 responded to the items on the exit survey related to awareness of the subject before and after attending the session. Of these 338, 292 (86.4%) indicated an increase in awareness of at least one on a scale of 1-4. Three hundred thirty-five (94.9%) pre-college students listed details of college life that they learned in at least one session they attended.</p> <p>1. Three hundred sixty-six of the 374 (98%) students who attended the event completed the exit survey. Of those who attended the college fair, 339 of 358 (95%) stated that they had spoken with at least one recruiter about admission requirements.</p> <p>2. Of the students who indicated that they had spoken with at least one recruiter about admission requirements, 285 (83.3%) listed at least one admission requirement on their exit survey.</p>	
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Minnesota State University, Mankato	Higher Ed Institution	<p>Students in grades 6-12.</p> <p>To participate, students met one of the following criteria: low income, by federal standards/free/reduced lunch; first generation college, new immigrant, English as a second language, or students of color.</p>	<p>The overall goal of the project was to enhance the participants' basic skills needed to be successful in college and to help students identify their academic needs.</p> <ol style="list-style-type: none"> 1. Supporting families to support their children. The project director will organize a parent association to meet monthly and discuss the progress of the programs in serving students and parents. 2. To develop culturally appropriate pre-college orientation materials in Somali and Spanish during fall term 2005 and disseminate to parents and potential students. 3. To establish a year-round tutoring after-school program for MCAP participants that involves the MSU Peer Tutoring and Counseling Program. 	<p>Monthly fall term meetings allowed parents to have roundtable discussions on cultural and academic needs of their children. Parents might tour and visit University in April and May. Parents invited and participated in closing celebration of the one-week residential MCAP study program.</p> <p>Develop culturally appropriate brochures in Somali and Spanish. Utilizing the language expertise in the Office of Multicultural Affairs, MCAP brochures were developed in Sudanese, Vietnamese, and Spanish. Home visits were conducted by graduate assistants and the Assistant to the CAP Director to obtain parent permission for students to be involved in the CAP and summer activities.</p> <p>The Somali Student Association and parent volunteers in the Somali community met each Monday and Wednesday with MCAP students to provide tutoring and counseling.</p>	<p>Two initial fall term parent meetings were held to generate parent involvement. Spring term of 2006, the Dean of Institutional Diversity organized the MCAP Parent Association, holding meetings in March, April, and May 2006. Average monthly meeting attendance was 11 parents; ten Somali and one African American.</p> <p>Ethnic based materials in Somali and Spanish were developed for the MCAP program. Thirty students from the Mankato East and West High Schools participated in the summer one-week residential program.</p> <p>MSU students served as excellent role models for high school students and tutored students in the after-school program. The average attendance in the after-school tutoring was 25 students. An unexpected outcome was the number of siblings in one family that attended the Monday and Wednesday tutoring sessions in middle</p>	<p><u>ICAP Award:</u></p> <p>\$39,000.00</p> <p><u>Matching Amount:</u></p> <p>\$43,000.00</p> <p><u>Source of Match:</u></p> <p>Minnesota Education and Maintenance Funds</p>

			<p>4. The project will hire an Academic Support Advisor to work with the program, students, and serve as a liaison between the University and Mankato East and West High Schools.</p>	<p>The position for Academic Support Advisor was developed and posted fall term 2005. The classification of the position by Minnesota State Colleges and Universities started the position lower than expected. The Dean appealed the lower classification and won the appeal in November of fall term 2005. A stop-gap measure approved by the Grantor's Office allowed graduate assistants to be hired in place of the Academic Support Advisor. The Assistant to the CAP Director also acted to support the Academic Support Advisor duties and responsibilities in the grant, visiting high schools, recruiting participants, and working with parents. PowerPoint presentations were developed by graduate assistants and presented by the Dean and Assistant to the CAP Director at Mankato East and West High Schools to encourage student participation spring term 2006.</p>	<p>school and junior high school. Three parents assisted considerably in the after-school tutoring.</p> <p>Working relationships established with high school counselors who helped to organize group meetings for MCAP staff at Mankato East and West High Schools.</p>	
			<p>5. Program participants, parents, and others associated with MCAP will be given a nine-month schedule of cultural events. The cultural events are published in the Institutional Diversity Annual Activities Brochure. Students will have the opportunity to attend and participate in major campus ethnic programs.</p>	<p>Institutional Diversity brochures of major events were given to student participants and parents during group and individual meetings. Parents of students received individual visits to encourage them to allow their children to participate in ethnic celebrations and conferences held on campus. MCAP students meet with MSU Somali Student Association</p>	<p>Campus visits and ethnic program provided opportunities for cultural communities to discuss shared concerns of language and traditions being lost and the impact of Western culture on new African immigrant families. MCAP students gained a better understanding of college life and became familiar with seminars offered by the University to support academic</p>	

			<p>6. To organize and implement a one-week residential summer Pre-College Institute that will focus on academic skills and self-assessments and studying Cultural Pluralism in America.</p>	<p>leaders and planned their involvement in the 5th Annual Somali Student Day. MCAP East and West High School students visited campus for Anuak Cultural Day and Muslim Awareness Week. Spring term 2006, members of the MCAP Parent Association gave a mini-campus tour. Somali Student Association leadership organized and provided a roundtable discussion outlining services for academic success at the University.</p> <p>Securing parent involvement and permission by making individual evening home visits. Held special parent meeting with Somali mothers to discuss life in residence hall. Developed curriculum to study Cultural Pluralism. Visited Technology Lab at MSU. Held individual meetings with each student to discuss academic profiles and areas needing improvement. Developed MCAP Personal Academic and Profile Interview forms. Parents of MCAP students attended activities the last day of the one-week program and discussed with MCAP staff their views and feelings regarding the program.</p>	<p>success.</p> <p>Recruitment of students from Mankato East and West High Schools produced 31 student participants: six 9th graders, ten 10th graders, nine 11th graders, and six graduating seniors. Two MCAP students have enrolled at MSU starting fall of 2006.</p>	
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Organization Name	Organization Designation	Characteristics of Students Served	Program Goals	Program Activities	Program Outcomes	Source and Amount of Matching Funds
Northfield Public Schools	School District	<p>TORCH is open to any Northfield Latino student in grades 6-12. TORCH served 79 Northfield Latino Youth during year one. In addition, TORCH expanded to serve four 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>	<p>To increase the number of Northfield Latino students graduating from high school and enrolling in postsecondary institutions.</p> <ol style="list-style-type: none"> 1. TORCH students will demonstrate improved academic performance in core subject areas. 2. TORCH students will demonstrate enhanced knowledge/awareness of postsecondary opportunities, improved attitudes about postsecondary attendance, and increased preparedness for college admittance and success. 3. TORCH students will report increased knowledge of career opportunities and the educational requirements necessary to achieve these careers. 	<ol style="list-style-type: none"> a. Individual academic counseling. b. One-on-one mentoring and tutoring. c. Homework center. d. Monthly educational excursions. e. Basic skills tutoring. f. School in-service. <ol style="list-style-type: none"> a. Individual admissions and financial aid counseling. b. Orientation to college life. c. Summer college opportunities. d. Career and college workshops. e. ACT preparation. f. College fair. g. Scholarship search. <ol style="list-style-type: none"> a. Career exploration. b. Enrichment opportunities. c. Summer enrichment opportunities. d. Backyard engineering. e. Career development summer course. 	<p>Most significantly, all six senior TORCH students graduated June 2006. All TORCH students who needed to pass the Basic Skills Test to graduate did so. Sixty percent of TORCH high school students saw their cumulative grade point average increase during the 2005-06 school year by an average of 0.2. Ninety-one percent of high school TORCH students reported having an understanding of what classes they need to take to graduate from high school.</p> <p>Five of the six TORCH seniors enrolled in postsecondary opportunities for 2006-07. Four of the students received scholarships to help make this possible. This is a remarkable achievement considering that fewer than five Northfield Latino students attended postsecondary institutions in the past five years <u>combined!</u></p> <p>In a year-end survey, students were asked to rate on a 1-3 scale (1=no; 2=maybe; 3=yes) their agreement with the statement: "I know what schools or what training I need to get this job." The results were: high school average (2.18); middle school average (2.13).</p>	<p><u>ICAP Award:</u></p> <p>\$40,000.00</p> <p><u>Matching Amount:</u></p> <p>\$49,298.17</p> <p><u>Source of Match:</u></p> <ol style="list-style-type: none"> 1. Northfield Public Schools staff time. Community volunteer and staff time. 2. Local donations.

			<p>4. TORCH families will report improved connectedness to their child's school and school staff. TORCH families will report increased knowledge of postsecondary opportunities and the requirements for high school graduation and to attend postsecondary institutions.</p>	<p>a. Summer opportunity fair. b. College fairs, visits, and field trips. c. TORCH school connectedness family events. d. Spanish books for families. e. Parent liaisons.</p>	<p>In the year-end parent survey, parents were asked to rate on a 1-5 scale (1=no; 5=yes) their agreement with these statements: •People at my child's school are helpful to me (4.6 average). •People at my child's school want my child to do well (4.9 average). •I feel welcome at my child's school (4.9 average). •I want my child to graduate from high school (5.0 average). •I want my child to go to college (5.0 average). •My child will be able to go to college (4.2 average). •I talk to my child about education opportunities after high school (4.3 average).</p> <p>In the year-end student survey, students were asked to rate on a 1-3 scale (1=no; 2=maybe; 3=yes) their agreement with the statement: •I talk to my parents about what I want to do after I graduate from high school (high school average=2.36; middle school average=2.22).</p>	
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Organization Name	Organization Designation	Characteristics of Students Served	Program Goals	Program Activities	Program Outcomes	Source and Amount of Matching Funds
St. Cloud State University	Higher Ed Institution	<p>Students in grades 7-12.</p> <p>All 36 participants were of African heritage; that is, either African American, African immigrants, or African refugees. All were low-income students, and all were referred by the local school district because of academic and/or behavioral difficulties.</p>	<p>1. Improve students' success on state standardized tests, specifically on the Basic Skills Tests (BST) and the Minnesota Comprehensive Assessments, in the areas of reading and mathematics.</p> <p>2. Improve the grades of participants.</p> <p>3. Increase student interest in and awareness of higher education options.</p> <p>4. Improve the graduation rate for African American students.</p> <p>5. Increase the number of graduating seniors attending postsecondary institutions.</p>	<p>Mentoring and tutoring.</p> <p>Tutoring.</p> <p>Mentoring and career counseling.</p> <p>Mentoring and tutoring.</p> <p>Mentoring, sessions on college attendance, and career counseling.</p>	<p>Statistically, no difference is found in the MCA-II reading and math results between participants and black students. However, the comparison between students of the same socioeconomic levels has not yet been done. Still awaiting data from the school district. BST data not yet available.</p> <p>Grades are not available yet from the school district.</p> <p>All of the participants have been exposed to higher education by way of campus visits, events, and interactions with college students and college personnel.</p> <p>Three seniors were in the program. All three have graduated, 100% completion. In comparison, the district has had graduation rates for black students between 44% to 70% for the past six years.</p> <p>All three seniors applied to colleges, with two gaining admission. The third is still seeking admission.</p>	<p><u>ICAP Award:</u></p> <p>\$40,000.00</p> <p><u>Matching Amount:</u></p> <p>\$115,603.66</p> <p><u>Source of Match:</u></p> <p>1. SCSU General Funds. 2. SCSU Cultural Diversity Funds. 3. Other private external funding. 4. ISD 742 contribution.</p>

Organization Name	Organization Designation	Characteristics of Students Served	Program Goals	Program Activities	Program Outcomes	Source and Amount of Matching Funds
St. Olaf College	Higher Ed Institution	<p>Students in grades 6-12.</p> <p>Academic Advisors used the Federal TRIO Program's Annual Low-Income Guide and the free school lunch list to document student eligibility. Four-year graduation rates in the target schools are as low as 41%; low-income students comprise up to 90% of this group, and free/reduced lunch participation in the target schools is as high as 82%.</p>	<p>The project's overall goal is to increase the college attendance of low-income, first-generation, or underrepresented students. A specific goal is to intensify the impact of the pre-college TRIO Upward Bound and Educational Talent Search programs to insure that underserved students are prepared for postsecondary education. More than 400 students will become better writers, be more motivated to attend college, become more knowledgeable about postsecondary education, and become more aware of career opportunities available to college graduates. Parents will receive information about financial aid and college opportunities.</p> <p>1. Mentoring Program: Four hundred low-income, first generation, and traditionally underrepresented 6th - 12th grade students will be paired with alumni and college student mentors.</p>	<ul style="list-style-type: none"> •MAPP staff paired mentees and mentors according to interests reported on pre-survey. •Letters and student assignments are exchanged on a weekly or bi-weekly basis. •Mentors visit mentees at their target school in the fall. •In February, mentors and mentees spent a day at the Science Museum of Minnesota or the Minnesota Zoo. •Mentees visited St. Olaf College or mentors' place of work in the spring. •MAPP staff monitored mentoring program writing exchanges, field trips, and provided classroom workshops that focused on college preparation. 	<ul style="list-style-type: none"> •Three hundred forty-three low-income, first generation, and traditionally underrepresented students were paired with 179 St. Olaf College student mentors. •Sixty-three low-income, first generation, and traditionally underrepresented Upward Bound students were paired with 58 St. Olaf College alumni 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. •The mentors also reported benefits from their experience in the program. 	<p><u>ICAP Award:</u></p> <p>\$42,000.00</p> <p><u>Matching Amount:</u></p> <p>\$100,630.00</p> <p><u>Source of Match:</u></p> <p>TRIO Federal Funds and in-kind contributions.</p>

			<p>2. Mentoring Program: Eighty percent of mentees will indicate that their mentor motivated them to attend college.</p>	<ul style="list-style-type: none"> •Mentors provided MAPP students with feedback on grammar, content presentation, and writing skills. •Through weekly correspondence and frequent visits, the mentor/mentee pairs form unique and meaningful bonds. •Mentors provided information to MAPP students about college life, academic preparation, and encouraged them to attend college. •College student mentoring: Mentors visited target school in the fall, St. Olaf in the spring, and the Science Museum mid-year. •Alumni mentoring: Mentors/mentees meet four times per week. 	<ul style="list-style-type: none"> •Pre- and post-survey results showed the increase in student knowledge about postsecondary education and financial aid information.
			<p>3. Knowledge of Career Opportunities, Postsecondary Education and Financial Aid: Annually, 85% of mentees will increase their knowledge of postsecondary preparation, financial aid, college opportunities, and career options.</p>	<ul style="list-style-type: none"> •More than 25 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, resume creation seminars, and individual meetings were provided. •Four newsletters describing the educational planning process, financial aid, upcoming school events, and suggestions to prepare for postsecondary education were mailed to participants and families. •Field trips and college visits were provided. •Financial aid workshops and technical assistance for students and families were provided in English, Spanish, 	<ul style="list-style-type: none"> •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. •One hundred percent of seniors in the TRIO programs received technical assistance when applying for college admission, financial aid, and scholarships. •Pre- and post-survey results showed the increase in student knowledge about college affordability, postsecondary preparation, and financial aid opportunities.

			<p>4. Parental Involvement: Annually, 100% of parents will have the opportunity to participate in workshops to inform them about college preparatory courses, postsecondary options, and college training; 30% will attend.</p>	<p>and Hmong.</p> <ul style="list-style-type: none"> •Computerized scholarship searches, college admissions information and application assistance were provided. •Participants received assistance with applications for summer enrichment programs, financial aid, and scholarships. •Career exploration activities, college student panels, alumni, and college student mentors were provided. <ul style="list-style-type: none"> •More than 15 workshops were offered for parents and guardians. Transportation and translation services were provided. •Financial aid information, college admissions information, and scholarship information was offered for parents and guardians. •Quarterly newsletters which focused on financial aid, college preparation, and postsecondary educational options were mailed home. •Staff attended parent/ teacher conferences and met with parents of MAPP participants. •Family fun nights, which included a meal, education games, teacher-lead workshops, and student presentations, were offered. 	<ul style="list-style-type: none"> •A very successful event, “Family Fun Night,” combined food, entertainment, and information for MAPP families. Twenty-five percent of 8th grade families attended this event. •The Festival of Academic Excellence for 6th & 7th graders was held this spring. Forty-three percent of families attended this event. •All project parents were given the opportunity to participate in seminars on various educational topics offered at the target schools. A brief pre-survey was used to determine appropriate topics, times, and locations for parent workshops and activities. •Mailings and phone call invitations were provided to parents, and transportation was offered. Spanish and Hmong translators were available as needed. •The number of parents attending workshops and events dramatically increased over previous years of TRIO programming. 	
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Organization Name	Organization Designation	Characteristics of Students Served	Program Goals	Program Activities	Program Outcomes	Source and Amount of Matching Funds
Summit Academy OIC	Higher Ed Institution	<p>In 2005-06, the Quantum Opportunities Program (QOP) focused on 9th grade students at North Community High School (NCHS) in Minneapolis who have failed the Minnesota Basic Standards Test or are not academically prepared for high school. QOP provided academic and social support for students during the peak hours when teenagers engage in at-risk behaviors. NCHS has a low graduation rate and high minority population. Ninety-two percent of QOP participants are a member of a group traditionally underrepresented in higher education.</p>	<p>1. Two hundred students enrolled in QOP.</p> <p>2. Eighty percent of students enrolled receive passing grades on their math, reading, and writing Minnesota Basic Standards tests.</p>	<p>QOP staff recruited students by attending 9th grade parent night through referrals from teachers, guidance counselors, and administrative staff at North Community High School.</p> <p>QOP provided basic standards workshops during tutoring hours, provided transportation to and from the Basic Standards Tests, and reinforced basic standards knowledge.</p>	<p>Over 95 students were enrolled in QOP at some point throughout the school year. Quarterly, attendance records were reviewed, and students not attending the required quarterly hours were terminated. New students were not enrolled after the start of the fourth quarter due to the limited amount of time to work with the students prior to summer vacation. Fifty-nine students were enrolled at the end of the school year. Outcomes are based on students enrolled at the end of the year.</p> <p>The needs of the school and students were reviewed mid-year to make adjustments to the enrollment structure. Due to the heavy academic and behavior needs of the 9th graders, QOP reduced 9th grade capacity from the original 200 to 70 per year. Going forward with an anticipated attrition rate of 20% of students per year, QOP will serve a total of 125 students in school year 2006-2007 and 200 students by 2009.</p> <p>The new structure allows QOP to focus on student needs as they grow and mature in the K-12 school system.</p> <p>After one year, 51% of QOP participants passed the math MBST, 69% of QOP participants passed the reading MBST, and 74% of eligible QOP participants passed the writing MBST. Although we have not reached our goal that</p>	<p><u>ICAP Award:</u></p> <p>\$25,000.00</p> <p><u>Matching Amount:</u></p> <p>\$25,000.00</p> <p><u>Source of Match:</u></p> <p>1. North Community High School, Minneapolis, in-kind services.</p>

			<p>3. Eighty percent of students enrolled on track to graduate from high school in four years (compared to 32% of their peers).</p>	<p>Provide after school tutoring assistance for students. Engage the parents/ guardians in the students' progress.</p>	<p>80% of students enrolled will receive passing grades in math, reading, and writing Minnesota Basic Standards Tests, NCHS students enrolled in QOP have received a higher percentage of passing grades on MBSTs than the overall population of students attending NCHS. NCHS reported that in 2005, 19% of their students passed the math MBST, 41% of their students passed the reading MBST, and 74% of the eligible NCHS students passed the writing MBST. QOP anticipates that 2005-2006 9th graders will attain this goal by the end of their sophomore year at NCHS.</p> <p>One hundred percent of students remain on track to graduate with their class.</p>	
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Organization Name	Organization Designation	Characteristics of Students Served	Program Goals	Program Activities	Program Outcomes	Source and Amount of Matching Funds
University of Minnesota	Higher Ed Institution	<p>One hundred ten students in grades 9-12. One student grade 6-8.</p> <p>Students who are at risk for college attendance relative to their scores on the ACT and/or SAT college entrance exams. Over 90% of the participants were ethnic minorities.</p>	<p>The main goal of the ACT review is to provide information and opportunities to enable students to increase their college admission test scores and college preparedness so that they will have a better chance of: (1) going to the college of their choice; (2) receiving merit scholarships to go to college; and (3) being successful once they are in college.</p> <p>1. To help minority and female students increase their college admission test scores, thereby boosting their chances of attending the college of their choice and of winning scholarships that use these scores as part of their criteria.</p> <p>2. To increase students' knowledge in the content areas assessed by college admission tests and needed for a successful college experience.</p>	<p>An ACT test preparation course consisting of test taking strategies, mock exams (with diagnostic information), and content reviews of information expected to be on the test were provided.</p> <p>One-hour lectures in each of seven areas: (1) mathematics; (2) reading; (3) English; (4) science reasoning; (5) data representation; (6) essay writing; and (7) vocabulary were provided. In addition, three different manuals related to test preparation and vocabulary building were provided. The review course required that students complete homework assignments from those manuals. These assignments consisted of both reading sections of material relative to the seven areas given above and completing practice tests for each area. Finally, in-class mock tests for each of the seven areas were administered, and graded papers were returned with diagnostic information.</p>	<p>The average score on the ACT for the nation is around 20-21. The means for the 89 students who took the final test were 13.4-16.7. The lowest score was in mathematics, and the highest score was in English. There were some students with notable scores.</p> <ul style="list-style-type: none"> • in English, 22 students received a score of 20 or better; three students broke 30. •In math, 9 students received a score of 20 or better; one broke 30. •In science reasoning, 26 students received a score of 20 or better. •In composition, 15 students received a score of 20 or better. <p>Approximately half of the test-takers scored well enough to get into most colleges, although these scores would not help them earn merit scholarships.</p> <p>Students indicated that they felt better prepared for college admission tests and for college and had a better idea of the steps to take in applying for</p>	<p><u>ICAP Award:</u></p> <p>\$18,000.00</p> <p><u>Matching Amount:</u></p> <p>\$14,821.86</p> <p><u>Source of Match:</u></p> <p>1. U of M - Office of Multicultural Affairs 2. Alpha Phi Alpha Fraternity 3. Inkind services</p>

			<p>3. 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 session with an admission officer from the University of Minnesota was held. The admission officer told the students exactly what they “looked for” in a prospective student and explained the kinds of experiences, academic and non-academic, that the students should have. Another University of Minnesota representative spoke about student services at most major universities—course preparation was a portion of this session. The program director, as well as most of the presenters, also stressed the need for students to take college-preparatory classes.</p>	<p>college. It is hard to ascertain the actual effect on student’s college-going behavior. The program is designed for 10th and 11th graders, and it will be two years before we know whether they have attended college.</p>	
			<p>4. To help students maximize their study time.</p>	<p>We had an hour-long session with two staff members of the University of Minnesota’s Student Academic Success Services office. They gave a workshop on note-taking and time management.</p>	<p>The registration material indicated that 21 12th graders started the winter 2006 program, and four of those students indicated that they would still be in high school in the fall of 2006. High school seniors who are taking an ACT preparation course the spring of their senior year are behind. In a summer 2006 follow-up, four of the six 12th grade survey respondents indicated that they plan to attend a college or university by fall 2007.</p>	
			<p>5. To meld the students into a community of scholars where academic pursuit is valued.</p>	<p>Students were placed in small groups of no more than 15 students for small group tutoring sessions. At times, contests between the groups were initiated. Timed breaks throughout each Saturday session were used to encourage student mingling.</p>	<p>Every year, several student study groups have their genesis with our program.</p>	

Organization Name	Organization Designation	Characteristics of Students Served	Program Goals	Program Activities	Program Outcomes	Source and Amount of Matching Funds
<p>Women’s Initiative for Self Empowerment (WISE), Inc.</p>	<p>Nonprofit</p>	<p>Female students in grades 11-12.</p> <p>Individual sessions were conducted with 39 girls to explore their ethnicity and academic background. Ninety-six percent of the girls had immigrant parents and were the first in their families to pursue an interest in higher education. Ninety-three percent of the girls spoke a second language.</p> <p>The Girls Getting Ahead Leadership Program (GGAL) works with underserved and underrepresented junior and senior high school young women in Year 1 and the same group of young women entering their senior year in high school and freshman year in college in Year 2, and their parents in the South East Asian, East and West African, and recent Latino community to understand the financial aid process, planning and preparing for college, community resources, career awareness, and exploration.</p>	<p>The goals of this project are to:</p> <ul style="list-style-type: none"> •Increase readiness to achieve economic well-being by low-income immigrant girls of color. •Create supportive environments which lead to increased economic readiness by building immigrant-led organizations’ capacity to serve and impact girls. •Help the girls participate in and become more aware of current events in their communities and the world. 	<p>a. Seminars – to provide information on planning, financing, and preparing for college; accessing community and educational resources; and career exploration.</p> <p>b. Group activities – to strengthen relationships and increase the involvement of participants and their parents; to increase awareness of community resources and career options through cultural events and networking luncheons with professional women.</p> <p>c. Support services – to provide individual assistance to participants and their parents to ensure success in preparing for college, such as filling out college and scholarship applications, job/internship applications, internet search on colleges, etc.</p> <p>d. Strong and innovative collaboration between three community-based organizations and several educational institutions.</p>	<ul style="list-style-type: none"> •One hundred percent of the girls who completed the end of program survey agreed that GGAL was fun and they would recommend it to their friends and siblings. •Nearly all the girls (90%) said that GGAL has opened doors to other opportunities, increasing their knowledge about colleges and universities. Ninety-six percent said they plan on obtaining a college degree. •Seventy-five percent visited a faith-based college for the first time; and 3 seniors got admitted into Twin Cities’ colleges and 14 seniors got admitted into the University of Minnesota. One senior received a Bill Gates scholarship. •Seventy percent of the girls showed increased knowledge in the importance of analyzing institutions to determine compatibility with their career interests, understand the financial aid process, and connected them with key professionals in the field. •The girls who attended the networking luncheon (40%) found mentors who were in their career of interest. •Attendance records indicate an average attendance rate for the workshops of approximately 40%. •The art project exposed 60% of the girls to an art institution for the first time, and 90% of the girls increased their knowledge about the use of art as a means for creating and expressing one’s personal identity to the community. 	<p><u>ICAP Award:</u></p> <p>\$38,000.00</p> <p><u>Matching Amount:</u></p> <p>\$49,000.00</p> <p><u>Source of Match:</u></p> <ol style="list-style-type: none"> 1. Headwaters Foundation for Girls Democracy in Action (GDIA)—an expansion of GGAL. 2. Metropolitan Regional Arts Council (MRAC) for GGAL Art Identity Project. 3. Woman’s Foundation of Minnesota for GGAL Program for GirlsBEST. 4. Hope for the City through the Collaboration with African & American Friendship Association for Cooperation and Development (AAFACD), Inc., for office supplies and materials.

Appendix E: Program Revenue Sources

Grantee	ICAP Funding	Matching	Source of Matching
University of Minnesota	\$18,000	\$14,822	1. U of M - Office of Multicultural Affairs 2. Alpha Phi Alpha Fraternity 3. In-kind services
Admission Possible	\$26,000	\$144,000	1. 3M 2. Cargill 3. General Mills 4. Otto Bremer Foundation 5. The Schwan Food Company
Women's Initiative for Self Empowerment (WISE)	\$38,000	\$49,000	1. Headwaters Foundation for Girls Democracy in Action 2. Metropolitan Regional Arts Council 3. Women's Foundation of Minnesota 4. African & American Friendship Association for Cooperation and Development
Minnesota Association of Educational Opportunity Program Personnel (MnAEOPP)	\$6,000	\$8,173	1. Registration fees 2. Staff time donated 3. Facility donation
Achieve!Minneapolis	\$42,000	\$42,000	1. Minneapolis Foundation 2. General operating funds
Lake Superior College	\$34,000	\$34,000	In-kind services
Summit Academy OIC	\$25,000	\$25,000	In-kind services
Northfield Public Schools	\$40,000	\$49,298	1. Local donations 2. Volunteer and staff time
The College of St. Scholastica	\$42,000	\$52,317	Institutional support
St. Olaf College	\$42,000	\$100,630	1. TRIO federal funds 2. In-kind support
Minneapolis Community and Technical College (MCTC)	\$38,000	\$28,452	1. Cash 2. In-kind services
Ely Community Resource, Inc.	\$16,000	\$18,242	1. Organizational support 2. Ely School District 3. Northland Foundation
State Cloud State University	\$40,000	\$115,604	1. SCSU General Funds 2. SCSU Cultural Diversity Funds 3. Private external funding 4. School district contributions
Minnesota State University, Mankato	\$39,000	\$43,000	Minnesota Education and Maintenance Funds
TOTAL PROJECT EXPENDITURE	\$442,000	\$681,537	