

# Addressing the Academic Achievement Gap through Higher Education- K-12 Collaboration

Midwestern Higher Education Compact  
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Ready or Not Here They Come:  
Ensuring the College Success of All Students  
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# Purpose

- Share information about a partnership yielding some promising, albeit mixed, results for program participants from groups underrepresented in higher education
  - Nature of Collaboration
  - Levels of Cooperation/Collaboration
- Present some findings in the areas of:
  - Academic Achievement
  - Dual-enrollment
  - High School Graduation
  - College Attendance
  - College Persistence
- Indicate areas of transformation and institutional changes in the partnering institutions as a result of collaboration

# Collaboration in the Minnesota State Colleges and Universities (MnSCU) System Context

- MnSCU Mission and Partnerships:
  - K-12 Partnership
- Chancellor's Work Plan
- New Chancellor's Emphasis on Collaboration
  - The St. Cloud Center for Access, Opportunity and Success represents an example and a model of these ideas

# MnSCU's Mission and Diversity

- An element of Minnesota State Colleges and Universities (MNSCU) diversity goals is to increase the success rate of underrepresented and underserved students at the Minnesota State Colleges and Universities institutions.
- The Office of the Chancellor's strategy to "increase and enhance collaborative efforts with local school districts to increase the number of underrepresented and underserved students who are academically prepared for enrollment and success at the colleges and universities" ([www.diversity.mnscu.edu/](http://www.diversity.mnscu.edu/)) is one means of addressing this goal.

# Chancellor's Work Plan 2006-2010 and the Achievement Gap

- Strategic Direction 1: Increase Access and Opportunity
- Goal 1.1: Raise Minnesota's participation and achievement in post-secondary education by meeting the needs of students with diverse backgrounds and educational goals

# Chancellor Steven J. Rosenstone on Collaboration

“Effective collaboration also means, among other things, partnering with K-12 to strengthen the pipeline to ensure that students from all walks of life – young and old, rich and poor, black and white, immigrants and fourth generation Minnesotans – are college ready.”

“Serving Minnesota: Commitment, Courage and Creativity”, remarks at his installation as Chancellor of Minnesota State Colleges and Universities, October 19, 2011, St. Paul, Minnesota

# Implementing Goals and Strategies

- MnSCU Centers for Access and Opportunity are an embodiment of these ideas
- MnSCU provides this rationale for the creation of the Centers for Access and Opportunity:  
“Minnesota, along with many other states, is struggling with the challenges of low high school graduation rates among students of color and other underrepresented students, low college participation rates of these students, and inadequate preparation for college-level work among all high school graduates.”

# The Partnership

- **St. Cloud State University (SCSU)**, a four-year comprehensive state university
- **St. Cloud Technical and Community College (SCTCC)**, a two-year public technical and community college
- **St. Cloud Area School District (District 742)**, serving 9,500 students

**(Institutional Profiles are at the end of this slideshow)**

# St. Cloud Center for Access, Opportunity and Success: A Summary

St. Cloud Access, Opportunity and Success Center is a partnership consisting of

- **St. Cloud State University (SCSU)**
- **St. Cloud Technical and Community College (SCTCC)**
- **St. Cloud School District (District 742)**

in Minnesota, USA for the purpose of

- improving academic achievement
- improving high school graduation rates
- increasing rigorous college preparatory course-taking behavior
- increasing post-secondary participation

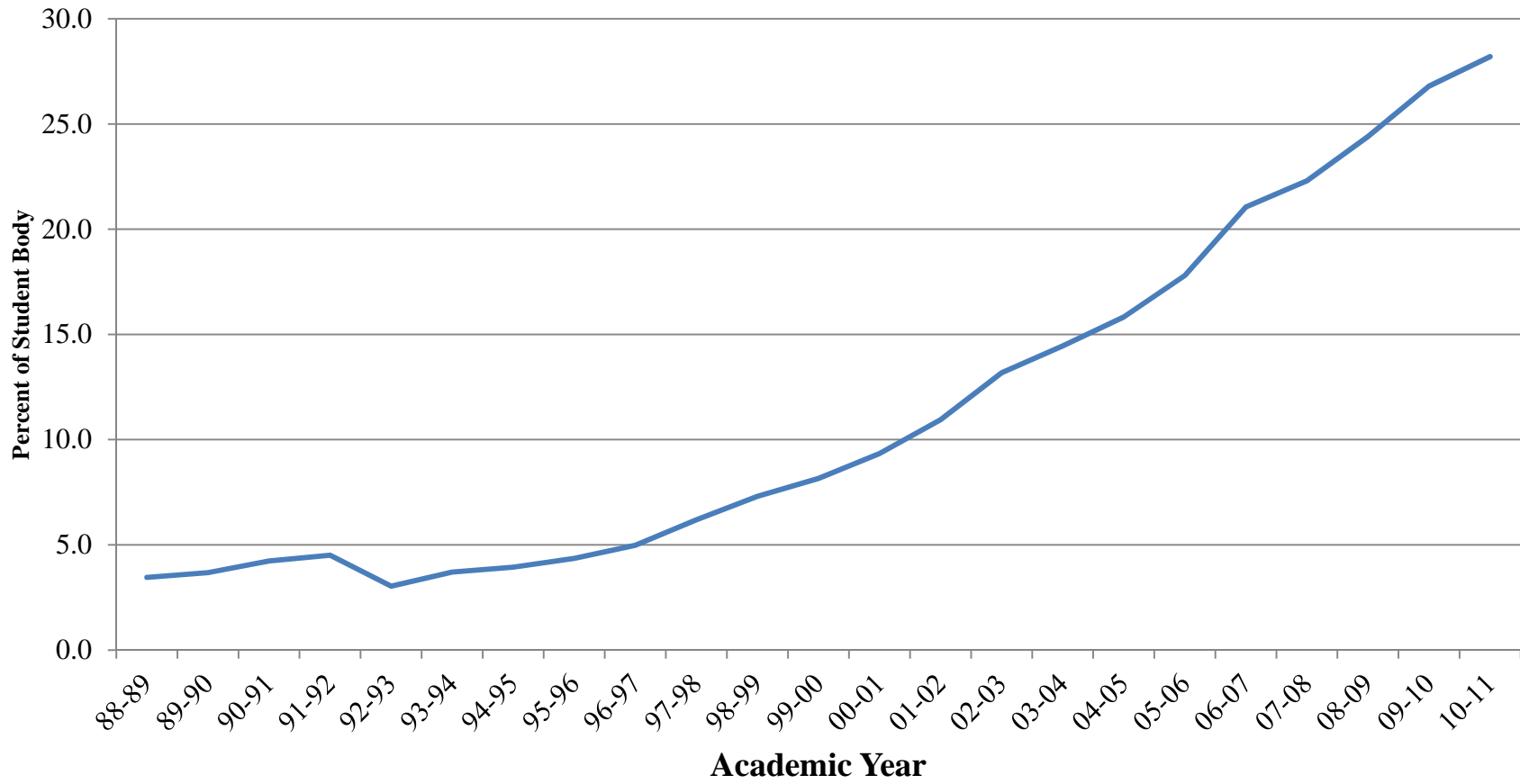
among underrepresented students in grades 8-12 in District 742, in order to better prepare them for success in college.

It serves as a service-research-demonstration project.

# Program Components

- Intrusive academic advising
- Academic curriculum planning
- Intensive tutoring
- Postsecondary options
- Mentoring
- Tracking and monitoring
- Aid in employment and career planning
- Summer programs
- Test preparation programs
- English language learning services

**Figure 1**  
**% Student of Color Enrollment**  
**District 742**  
**1988-2011**



# AOP Target Population & Cohort Sizes: 2008 - 2012

Centers are mandated to serve at least 600 students from the following groups: low-income; immigrant background, underserved racial/ethnic groups; first-generation college background.

- 2008-09 cohort = 664
- 2009-10 cohort = 912
- 2010-11 cohort = 925
- 2011-12 cohort = 876 (tentative)
- 2008-11 (total) = 1,257 unduplicated count
- 2008-12 (total) = 1,438 (tentative)

**Table 1**

<b>Cohort Characteristics: 2008-09, 2009-10 and 2010-11 Comparisons (in percentages)</b>			
<b>Demographic Characteristics</b>	<b>2008-09 Cohort N=664</b>	<b>2009-10 Cohort N=912</b>	<b>2010-11 Cohort N=925</b>
<b>Ethnicity</b>			
<b>American Indian</b>	2	2	2
<b>Asian/Pacific Islander</b>	10	8	7
<b>Black</b>	45	47	47
<b>Latino</b>	7	7	8
<b>White</b>	37	36	36
<b>Limited English Proficiency (LEP)</b>	36	36	23
<b>Home Language</b>			
<b>English</b>	55	56	57
<b>Somali</b>	29	30	28
<b>Spanish</b>	4	4	5
<b>Other non-English</b>	12	10	9
<b>Gender</b>			
<b>Female</b>	47	50	52
<b>Male</b>	53	50	48
<b>Free/Reduced Lunch</b>	81	65	77

# Comparison Groups for Research Purposes

Four groups of students are included in the analyses for the most part. They are defined as:

- **Access:** Students in the program
- **Access-Like:** Students from the demographic groups represented by the target population but not in AOP
- **Access-Services:** Students not in the program but who receive services, regardless of demographic background
- **Non-Access:** Students not in the program, not receiving services and who do not match the demographic profile of the target population. Essentially, the traditional school population of white, middle-class, non-immigrant students

**Table 2****Demographic Profile of 2010-11 AOP and Comparison Groups****Groups (%)**

	Access	Access-Like	AOP-Services	Not Access
	N=925	N=616	N=407	N=2148
<b>Ethnicity</b>				
Am. Indian	2	5	2	
Asian/PI	7	14	4	
Black	47	34	31	
Latino	8	10	3	
White	36	36	61	100
<b>LEP</b>	23	6	22	.1
<b>Home Language</b>				
English	57	81	70	99
Somali	28	5	23	
Spanish	5	4	2	
Other non-English	10	10	5	1
<b>Gender</b>				
Female	52	45	48	47
Male	48	55	52	53
<b>Free/Reduced Lunch</b>	77	66	56	24

# Collaboration: Nature and Levels

- Veritable Partnership
  - Grant proposal jointly developed; SCSU host institution
  - Funding provided by MnSCU
  - Roles worked out (mostly)
  - Top administrators knowledgeable and supportive of project

# Levels of Cooperation

- AOP staff “embedded” in schools, essentially as viewed as extra staff by school personnel
  - Work directly with students
  - Space and resources assigned to AOP within all schools
  - Students are scheduled to be in AOP room
- AOP staff work closely with building teachers, administrators, counselors, and staff from other programs
- College students from both institutions of higher education are employed as tutors and mentors to work in the schools, in the AOP rooms and classrooms

# Levels of Cooperation --continued

- We have a district-level coordinator to serve as a liaison between district and SCSU and SCTCC
- AOP research team works directly with district's research personnel; we have direct access to some district and student data
- Program participants and families are involved directly in many programs, cultural events and activities at both institutions of higher education

- AOP research staff give annual briefings on student outcome data to each school central administration
- Principal Investigator provides a summary of program status and outcomes yearly to the school board, sometimes aired on local public service network, thus available to the larger public
- AOP Advisory committee consists of top administrators at district (associate superintendent) and Technical College (vice president), SCSU faculty and program staff
- Principal investigator has gotten district staff and board members involved in state-wide college readiness activities
- AOP PI and SCTCC vice president serve on District's task force on student success with other community members
- Many other areas of collaboration and cooperation

# Collaboration

- People from all three institutions working together, smoothing transitions from secondary school to post secondary levels.
- Access and Opportunity staff are “institution embedded” into public schools and treated as employees.
- There is a laser-like focus upon supporting students throughout the college application process.

# Some Program Outcomes

- Academic Achievement
- College Readiness
- High School Completion
- College Participation
- College Persistence

# Academic Achievement

- Results from analyzing AOP student performance on two measures of academic progress over the past three years show that program participation is allowing students, many of whom have low academic achievement levels, to improve their rate of academic growth. The Minnesota Comprehensive Assessments (MCAs) and the Northwest Evaluation Association's Measures of Academic Progress (MAP) are two tools for measuring student progress.

- Some points to make about the academic achievement measures:
  - 1. The AOP students are a low-scoring group, sometimes the lowest-performing group on these measures
  - 2. In some cases, the performance of the district overall is low.

# Minnesota Comprehensive Assessment: Math and Reading

<b>Table 3</b>						
<b>Percentage Point Change in Proficiency Rate of Students Taking MCAs in Two Consecutive Years</b>						
	Math*			Reading		
	Between:			Between:		
<b>Group</b>	2008 & 2009	2009 & 2010	2010 & 2011	2008 & 2009	2009 & 2010	2010 & 2011
<b>All Access</b>	7.3	6.1	N/A*	5.4	11.6	2.2
<b>Access-Like</b>	-6.6	8.3	N/A*	-5.6	7.9	-1.9
<b>Non-Access</b>	-3.8	-0.8	N/A*	5.6	5.1	-1.0
<b>AOP Services</b>		5.8	N/A*		8.6	-1.8

\*Math exam changed in 2011. Minnesota Department of Education does not recommend comparing results with previous years.

Measures of Academic Progress:  
Math and Reading  
2008-09, 2009-10, and 2010-11 Academic Years

**Table 4a****Comparison of Gain Scores on NWEA MAP Math and Reading Tests of AOP and other School District 742 Students to 2008 National Norming Sample for Academic Years 2008-09, 2009-10, 2010-11**

	<b>2008-09 Cohort</b>	
	8th Grade MAP Math	8th Grade MAP Reading
<b>Group</b>	Gain	Gain
Access	<b>6.8</b>	<b>3.3</b>
Access-Like	5.6	4.3
Not Access	5.4	4.2
National Norming Sample	<b>3.4</b>	<b>2.2</b>
	9th Grade MAP Math	9th Grade MAP Reading
<b>Group</b>	Gain	Gain
Access	<b>2.5</b>	<b>2.4</b>
Access-Like	5.1	-0.2
Not Access	2.7	1.0
National Norming Sample	<b>2.4</b>	<b>1.7</b>

**Table 4b****2009-10 Cohort**

	8th Grade MAP Math	8th Grade MAP Reading
<b>Group</b>	<b>Gain</b>	<b>Gain</b>
Access	6.4	3.1
Access-Like	7.8	5.1
AOP Services	3.8	5.5
Not Access	6.3	4.1
<b>National Norming Sample</b>	3.4	2.2
	9th Grade MAP Math	9th Grade MAP Reading
<b>Group</b>	<b>Gain</b>	<b>Gain</b>
Access	1.8	0.1
Access-Like	1.9	0.1
AOP Services	4.5	0.5
Not Access	2.2	0.0
<b>National Norming Sample</b>	2.4	1.7

**Table 4c****2010-11 Cohort  
(Middle-of-Year to End-of-Year)**

<b>Group</b>	South Junior High School 8 <sup>th</sup> Grade Gain in MAP Math	South Junior High School 8 <sup>th</sup> Grade Gain in MAP Reading
Access	<b>2.9</b>	<b>2.9</b>
Access-Like	3.9	-0.1
AOP-Services	2.5	2.7
Not Access	2.7	3.5
<b>National Norming Sample</b>	<b>1.8</b>	<b>.60</b>
	Technical High School 9 <sup>th</sup> Grade Gain in MAP Math	Technical High School 9 <sup>th</sup> Grade Gain in MAP Reading
Access	<b>1.1</b>	<b>2.7</b>
Access-Like	0.2	2.8
AOP-Services	0.1	0.4
Not Access	1.4	1.1
<b>National Norming Sample</b>	<b>1.5</b>	<b>.70</b>

**Table 4d****Comparison of Gain Scores on NWEA MAP Math and Reading of AOP and other District 742 Students to 2008 National Norming Sample 2010-11 (Beginning-of-Year to End-of-Year)**

<b>Group</b>	North Junior High School 8 <sup>th</sup> Grade Gain in MAP Math	North Junior High School 8 <sup>th</sup> Grade Gain in MAP Reading
Access	<b>5.5</b>	<b>2.7</b>
Access-Like	6.7	3.7
AOP-Services	3.0	3.5
Not Access	6.9	2.7
<b>National Norming Sample</b>	<b>3.4</b>	<b>2.2</b>
	Apollo High School 9 <sup>th</sup> Grade Gain in MAP Math	Apollo High School 9 <sup>th</sup> Grade Gain in MAP Reading
Access	<b>3.0</b>	<b>3.7</b>
Access-Like	-.07	3.4
AOP-Services	0.1	2.3
Not Access	2.2	3.1
<b>National Norming Sample</b>	<b>1.5</b>	<b>.70</b>

# College Readiness

**Table 5**

**Participation of Access and Opportunity Students in Dual-Enrollment Programs**

	<b>2007-08</b>	<b>2008-09</b>	<b>2009- 10</b>	<b>2010-11</b>
<b>Advanced Placement</b>	19	36	62	62
<b>Post-Secondary Enrollment Option</b>	4	24	24	47

# Grades of AOP PSEO Students 2009-2011

Table 6				
Post-Secondary Enrollment Option				
Grades of Access and Opportunity Program Participants				
	College 150	College 110	Total	Percent
A's	76	4	80	74%
B's	6	11	17	16%
C's	3	5	8	7%
D's	0	2	2	2%
F's	1	0	1	1%

AOP participants take the same college transition classes as offered to college first-year students, taught by the same instructors who teach the college students. Sections of these courses are arranged for after high-school hours to allow students to come to campus to take the courses.

# High School Completion: Comparison of AOP Group to Minnesota Peers by Ethnicity

<b>Table 7</b>					
<b>High School Completion for AOP Participants Compared to State of Minnesota's Average Percent of 2009-10 Graduation Rate by Ethnicity</b>					
	<b>2008-11 Access Groups</b>		<b>2009 and 2010 Average Graduation Rates</b>		
<b>Ethnic Group</b>	<b>N=</b>	<b>Percent of 12<sup>th</sup> Graders Completing High School</b>	<b>Four-Year Percent</b>	<b>Five- Year Percent</b>	<b>Six- Year Percent</b>
<b>American Indian</b>	4	50%	43%	48%	51%
<b>Asian American/Pacific Islander</b>	47	79%	69%	72%	74%
<b>Black</b>	234	64%	45%	50%	52%
<b>Latino</b>	28	71%	47%	50%	51%
<b>White</b>	131	71%	83%	85%	85%

# High School Completion: AOP--non-AOP Comparisons

**Table 8**

**2009, 2010 and 2011 High School Graduation Status by Group and Ethnicity  
Percent with Confirmed Graduation Completion**

**Group**

	<b>Access</b>		<b>Access-Like</b>		<b>Access Service</b>		<b>Non-Access</b>	
<b>Ethnicity</b>	N=	Percent	N=	Percent	N=	Percent	N=	Percent
<b>American Indian</b>	4	50%	33	42%		NA		NA
<b>Asian American/Pacific Islander</b>	47	79%	44	70%	3	100%		NA
<b>Black</b>	234	64%	145	46%	13	62%		NA
<b>Latino</b>	28	71%	38	61%		NA		NA
<b>White</b>	131	71%	215	71%	39	72%	1728	80%

# College Participation: 2009 & 2010 Graduates

**Table 9**

**National Student Clearinghouse Record of College Attendance by Group**

<b>Group</b>	<b>N=</b>	<b>No Record of College Attendance Percent</b>	<b>College Attendance Percent</b>
<b>Access</b>	265	51%	49%
<b>Access-Like</b>	307	54%	46%
<b>AOP-Services</b>	28	75%	25%
<b>Not Access</b>	1143	36%	64%

# College Participation by Ethnicity: 2009 & 2010 Graduates

**Table 10**

**National Student Clearinghouse Record of College Attendance by Group and Ethnicity  
for 2009 and 2010 District 742 Students**

**Group**

<b>Ethnicity</b>	<b>Access</b>		<b>Access-Like</b>		<b>Access Service</b>		<b>Non-Access</b>	
	<b>N=</b>	<b>Percent</b>	<b>N=</b>	<b>Percent</b>	<b>N=</b>	<b>Percent</b>	<b>N=</b>	<b>Percent</b>
<b>American Indian</b>	2	50%	22	27%		NA		
<b>Asian American/Pacific Islander</b>	27	63%	29	62%	1	100%		
<b>Black</b>	143	48%	88	33%	5	0%		
<b>Latino</b>	11	18%	27	26%		NA		
<b>White</b>	82	50%	141	57%	22	27%	1143	64%

# College Persistence

**Table 11**

**Record of College Persistence and Ethnicity  
Percent Enrolled in Two or More Semesters**

**Group**

<b>Ethnic Group</b>	<b>Access</b>		<b>Access-Like</b>		<b>AOP-Services</b>		<b>Non-Access</b>	
	<b>N=</b>	<b>Percent</b>	<b>N=</b>	<b>Percent</b>	<b>N=</b>	<b>Percent</b>	<b>N=</b>	<b>Percent</b>
<b>American Indian</b>	1	100%	6	83%				
<b>Asian American/Pacific Islander</b>	18	94%	18	100%	1	100%		
<b>Black</b>	69	97%	25	84%				
<b>Latino</b>	3	100%	7	86%				
<b>White</b>	37	92%	76	93%	6	100%	726	95%
<b>Totals</b>	128	95%	132	92%	7	100%	726	95%

- AOP students generally attended public institutions, with 85 percent enrolling at MnSCU schools.

# **Some Institutional Changes in Partnering Institutions**

- District 742
- SCSU
- SCTCC

# District 742

- Seamless supports for our students within our Response to Intervention and Instruction framework
- Fewer numbers of students needing to transfer to the Area Learning Center
- More students at risk attending post secondary options.
- Fewer drop outs from high school.

# Area Learning Center Numbers

- 2008-09: Number of students who transferred from North, South, Tech, Apollo to ALC = 238
- 2009-10: Number of students who transferred from North, South, Tech, Apollo to ALC = 204
- 2010-11: Number of students who transferred from North, South, Tech, Apollo to ALC = 207

# Implications

- Students see staff from all three institutions as assets to meeting their future goals.
- Scaffolding skills help students to improve their student achievement.
- Study skills are supported and taught.

# St. Cloud State University

## Implications and Impact of Collaboration:

- Continuation and expansion of college readiness and outreach activities in place for decades (Pre-College Pipeline Programs; Intervention for College Attendance; various recruitment and enrollment efforts)
- SCSU has adopted a “Last-Dollar Scholarship” for Pell-grant eligible AOP alumni enrolled at the university
- University waives requirements for PSEO students
- More community presence and service (more outreach to families, younger siblings, more partnerships with community groups)

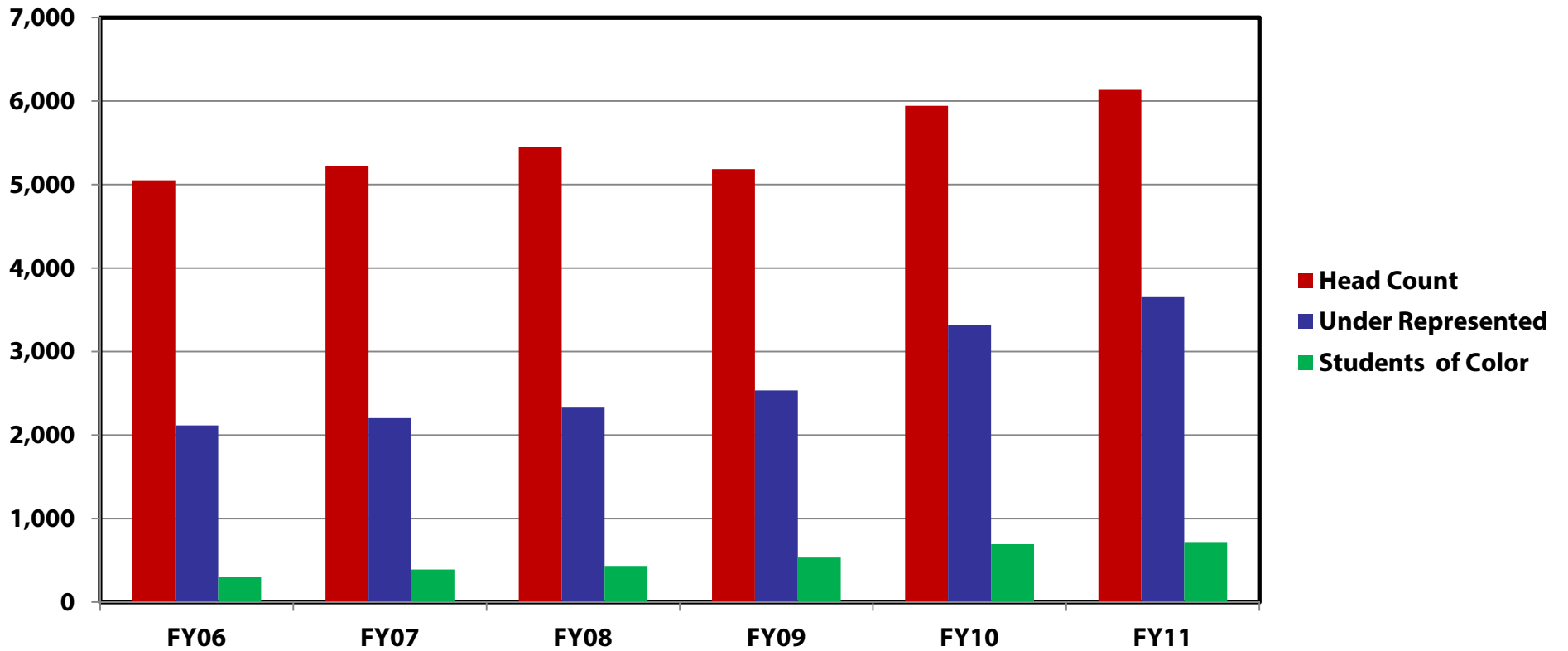
- AOP participants attending SCSU are involved in existing student support services and programs (advising; tutoring; mentoring)
- AOP participants are more likely to engage in campus activities and organizations
- AOP participants assume leadership roles on campus
- AOP alumni return to the schools and community as tutors, mentors, and role models, helping to create more awareness of higher education as a viable option



## Project Impacts

*Education that works*

# Enrollment 2006 – 2011



# Enrollment 2006-2010

- Increase: Headcount – 17.6%
- Increase: Underrep. – 56.9%
- Increase: SOC – 133.7%
  
- % Underrep.: 66.6% to 71.5%
- % SOC : 6.3% to 11.2%

# Response: 2006-2011 Services

- Central MN Diversity Coll. Fair
- College App. Prep./Tuition Waiver
- ESL Prep. For Accuplacer
- ESL Developmental Courses
- Summer Bridge Program
- Book Loan Program
- Tax Assistance
- “FAFSA Nights”
- Scholarship Assist.
- Intrusive Advising
- Supplemental Instruction
- Somali Student Organization
- Latino Club
- Multi-Cultural Night

# **A Major Consideration**

Impact on students, their families and communities:

Change in discourse and expectations about higher education possibilities and options

Greater awareness and higher expectations leading to changes in attitudes, behaviors and involvement concerning higher education



**High Aspirations  
High Expectations  
High Performance  
High Achievement**



## **That's the Access and Opportunity Way**

**The Access and Opportunity Program at Technical High School is an innovative program working with students to succeed academically and to prepare for and complete college.**

Students interested in the Access and Opportunity Program should contact their counselor or the Access and Opportunity staff.



The Access and Opportunity Program is funded by the Minnesota State Colleges and Universities and is a partnership of St. Cloud State University, St. Cloud Technical and Community College and School District #742. The partners work together for the common goal of student success.















# For Further Information

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# ST. CLOUD STATE UNIVERSITY



- St. Cloud State University is Minnesota's second-largest university. Fall 2011 enrollment was 17,231, including 1,695 graduate students.
- It is located about an hour northwest of Minneapolis, along the oak-crowned west bank of the Mississippi River.
- St. Cloud State's undergraduate programs hold nearly every available national accreditation, with more than 200 majors, minors and pre-professional programs.
- The School of Graduate Studies offers more than 60 programs, including doctoral degrees in Higher Education Administration and Educational Administration and Leadership, as well as a Master of Business Administration
- Founded in 1869 as a state normal school, St. Cloud State has evolved into a comprehensive university.
- More than 3,200 degrees were conferred during 2009-10.



## Institutional Profile

- Total Enrollment: 6,314 Head Count 3,661 FYE
- Technical & Community College (2009)
- 90 Program Majors/ Six Divisions/Liberal Arts
- Top Five: nursing, sales/mgmt, AA, network admin, adv/com/design
- Average related placement 90%

*Education that works*

# ST CLOUD AREA SCHOOL DISTRICT 742

## 2011-2012 DEMOGRAPHICS



SCHOOL	# TEACHERS	TOTAL ENROLLMENT	AM INDIAN	ASIAN	HISPANIC	BLACK	WHITE	MALE	FEMALE	MALE %	FEMALE%	MINORITY %
EARLY CHILDHOOD SPECIAL EDUCATION	47	225	7	3	6	31	178	143	82	64%	36%	21%
CLEARVIEW	38	560	4	9	45	18	484	280	280	50%	50%	13%
DISCOVERY	45	451	3	41	78	126	203	253	198	56%	44%	56%
KENNEDY	46	695	3	11	19	29	633	356	339	51%	48%	9%
LINCOLN	30	346	8	14	29	99	196	176	170	51%	49%	43%
MADISON	55	738	10	34	24	197	473	364	374	49%	51%	36%
OAK HILL	55	844	5	43	15	135	646	436	408	52%	48%	23%
TALAHI	62	533	6	12	40	306	169	265	268	50%	50%	68%
WESTWOOD	45	659	17	64	26	78	474	322	337	49%	51%	28%
SOUTH	50	822	8	31	27	127	629	432	390	53%	47%	23%
NORTH	48	680	18	42	51	170	399	352	328	52%	48%	41%
TECH	79	1394	12	38	31	229	1084	703	691	50%	50%	22%
APOLLO	90	1247	16	67	63	239	862	674	573	54%	46%	30%
ALC	34	314	13	7	11	70	213	186	128	59%	41%	32%