Assumptions

- Minnesota State University and its collaborating partners have the research capability and experience to successfully implement and maintain a “Center of Excellence” to serve underrepresented and underserved students.

- Members of the collaborative will share resources and receive benefits from this initiative that will enhance and expand their abilities to serve underrepresented students from the 8th grade throughout their college education.

- This initiative will capitalize on the existing programs and services within the State of Minnesota currently serving underrepresented students that target underrepresented racial minority groups, new immigrants and returning veterans of war.

- Members of this collaborative project, which includes MnSCU institutions, public schools, county and community agencies, support MSU Mankato as the administrative arm of the program. This project extends from southeastern Minnesota to the Metro area of the Twin Cities with emphasis on Minneapolis North Junior/Senior High School, Bloomington Junior and Senior High Schools, Worthington High School, St. Paul Schools and Mankato East (Mike, what about Junior High School at East and West?) and West High Schools, Boys and Girls Club (tentative), Nobles County Integration Collaborative (tentative), the Chicano Youth Leadership Institute (CHYLI, tentative), and the Life Work Planning Center.

- The MnSCU partners include Minnesota West, Normandale Community College, South Central Community College and Minnesota State University, Mankato serving as the HUB.

- This project will maximize the use of on-line courses, e-tutoring and academic advising that will encourage students in the 8th through the 12th grade to prepare them for college and to be involved in academic support programs such as the Mankato English Language Institute.

- For the purpose of this project, underrepresented students are students of color representing American Indian, Hispanic American, African American and Asian American ethnic groups.

- This project places emphasis on students of color, and will also place emphasis on returning veterans of war.
Although the project places emphasis on students of color and veterans, other ethnic minority low-income and first-generation students will be served.

PROJECT NARRATIVE

Minnesota
Center of Excellence
For
Underrepresented Students

The Minnesota Center of Excellence for Underrepresented Students is a collaboration of MnSCU colleges and universities and Minnesota public schools. Minnesota State University, Mankato, serves as the hub for this project. The MnSCU institutions and public schools (junior high and high schools) involved in the project include: MSU, Mankato, Normandale Community College, Minnesota West Community Colleges, South Central College, Hennepin Technical College, Worthington High School, Minneapolis North Community Junior and Senior High School, Mankato East and West High Schools, and Bloomington Junior and Senior High Schools. The design of this collaborative project will maximize the participation of all partners; the partners have identified specific needs and the number of number of students to be served.

TWELVE-MONTH SCHOOL MODEL

The Center of Excellence is a twelve-month model, designed to serve the needs of under-represented students in order to strengthen their academic skills and position these students for success in high school and in postsecondary education.

PRIMARY PROGRAM COMPONENTS

- Summer enrichment programs
- After-school academic assistance
- Intrusive academic advising for high school and college students
- Tutoring and counseling
- Online courses
- Online mentoring

SUMMER ENRICHMENT PROGRAMS

The Center of Excellence will provide a series of residential and day academic programs to help students improve basic skills; the members of the Center of
Excellence collaborative may partner with each other in providing these day and residential academic programs. MSU Mankato, the hub for this project, has a twenty year history in providing summer enrichment residential programs for junior and senior high school students. Members of the collaborative, working together, will develop and offer summer enrichment programs oriented to students in 8th through 12th grade. Members of the collaborative that have successful summer academic programs already in place will be encouraged to expand and build upon these programs to increase our ability to serve additional underrepresented students. Specific objectives and measurable learning outcomes serve as the foundation for planning, implementation, and evaluation.

1. Summer programs provide an assessment of the students’ basic skills English language development, reading, writing, math, natural sciences and technology.

2. Summer programs provide learning experiences designed to acquaint students with the value of obtaining a college education, to improve their life management skills, and to introduce them to life on a college campus.

3. Summer programs provide learning experiences that reinforce the development of a positive self concept. The summer programs are a part of the ongoing twelve month project which will serve 400 to 600 students in grades 8 through 12 in either a residential days only academic program.

The summer residential programs commence the third week in June, 2008, and end the first week in August, 2008. Note: we recommend that MSU, Mankato, serve as the primary location for summer residential programs. This recommendation is based on MSU, Mankato’s long history of managing summer academic residential programs. The essential to this project is the goal for all partners to benefit from the residential programs. The residential programs will maintain a series of four- to six-week programs, as well as one-week programs for middle and junior high school students. Week-end campus visits are designed to acquaint students with college life. MSU, Mankato, the Hub for the project, will maintain a summer staff consisting of full-time employees and graduate assistants that will provide basic supervision, counseling, advising, and instruction. Specific consultants will be hired to assist with language development, reading and math skills. The HUB, MSU, Mankato, will be responsible for coordinating the summer residential programs for all of the members of the collaboration, and for publicizing a schedule for summer programs sponsored by the Minnesota Center of Excellence for Underrepresented Students. Note that the specific programs unique to MSU, Mankato, such as the existing four-week College Access Program, will be continued apart from the additional programs developed by this collaborative. The summer enrichment programs are designed to encourage students
to pursue postsecondary options by exposing these student to the two-year community and technical colleges and four-year university programs.

AFTER-SCHOOL ACADEMIC ASSISTANCE PROGRAMS

Each of the participating partners in this collaborative research project will develop and participate in after-school academic assistance programs for students identified in this project. The project will identify 400 - 600 students to be served in after-school academic programs. The after-school programs are designed to provide individual and group tutoring sessions. Partners in the Minnesota Center of Excellence will hire consultants who have the appropriate academic skills and cultural awareness to assist students in enhancing their academic skills. Skill levels for all students participating in the program will be assessed prior to acceptance. The academic progress for all students is measured informally and formally at several intervals, and at the end of each semester, and school year.

The project will utilize existing program models (field tested and evaluated) to apply best practices in expanding educational opportunities for additional underrepresented students. The Minnesota Center of Excellence, an applied research project, will utilize the expertise of existing faculty and public school teachers in the collaboration who have developed programs and partnered with community agencies and high schools serving underrepresented students. The Minnesota Center of Excellence will partner with, but not be limited to the following existing programs that serve underrepresented students: Admission Possible, The Minnesota State Gear-Up Programs, MSU Mankato and Normandale Trio Programs, the Chicano Hispanic Leadership Institute, Southern Minnesota Latina Mother and Daughter Association, Minneapolis Boys and Girls Club, and other non-profit organizations serving underrepresented students. The project will also maximize its partnering with Project Lead the Way and The Minnesota North Star Consortium Louis Stokes Project, anchored at the University of Minnesota, designed to strengthen the enrollment of women and students of color in Science, Technology, Engineering and Mathematics (STEM) majors.

The Minnesota Center of Excellence has a long sustained record of successful college access programs among its constituents. For example, MSU, Mankato, has maintained its college access programs for over three decades, working formally and informally with high school students and community agencies to assist and support students with high school studies, with preparation for college, and helping in the transition from high school to college. The high school college transitional services have included after-school tutorial programs, financial aid assistance, information and orientation sessions
to prepare students for college life and study. MSU’s outreach to junior and senior high schools has involved academic departments. The social studies program has provided tutoring for high school students in St. James and Madelia. The established outreach initiatives of MSU Mankato, Normandale Community College, Minnesota West Community & Technical College, and South Central College have involved connecting and partnering with high schools and community agencies, promoting campus visits and college orientation programs. MSU Mankato, known for its major four ethnic conferences and the Southern Minnesota Hispanic Career Fair brings hundreds of underrepresented students to campus working with the Boys and Girls Club, TCOIC, Project Lead the Way, Admission Possible, the Minneapolis Urban Ventures, American Indian Center, Lower and Upper Sioux Reservations, as well as extensive recruitment efforts with the Haskell Indian College. The partners in this collaborative research-based project all have long and distinguished histories and demonstrated success in working with special underrepresented students. Current program services for underrepresented students, offered by the members of this Center of Excellence, are listed below.

**EXISTING OUTREACH SERVICES FOR UNDERREPRESENTED STUDENTS GRADES 8 – 12**

<table>
<thead>
<tr>
<th>Minnesota State University, Mankato</th>
<th>Number of Students Served</th>
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</thead>
<tbody>
<tr>
<td>Program Description</td>
<td></td>
</tr>
<tr>
<td>Ethnic Heritage Pre College Program designed for 8th, 9th, and 10th graders. This is a one-week residential program which allows students to develop an individual profile of their academic strengths and areas of needed improvement.</td>
<td>The Ethnic Heritage Project serves 30-60 students, which has been able to run 2 one-week programs housing 30 to 60 students.</td>
</tr>
<tr>
<td>Sociology and Corrections Academic Program acquaints students with careers in Corrections and allows students to actively become engaged in the work of professionals in this area.</td>
<td>This one-week camp serves approximately 30 students.</td>
</tr>
<tr>
<td>College Access Program is a four-week academic program which allows students to be provisionally admitted to MSU, Mankato, taking six credits of general education courses as well as non-credit courses to strengthen basic skills.</td>
<td>This summer component of the College Access Program serves 40 selected graduating senior students and 20</td>
</tr>
</tbody>
</table>
academic skills, and personal development. This program is designed for juniors and graduating seniors. The College Access Program is a twelve-month program which works with students throughout the year and the capstone experience is the four-week residential experience.

- Mankato College Access Program (MCAP) is a partnership between Mankato East and West High School and MSU, Mankato, which has been in place for the last two years, serving underrepresented students in an after school tutorial program. This partnership funded throughout the MN Higher Education Office has successfully provided underrepresented students with tutorial services utilizing graduate assistants and consulted in English language development and math reading development writing.
- MSU Transitional Program for Underrepresented Students (TP-USA) provides academic support and special service to High School students grades 9 through 10th to acquaint them and prepare them for college life and study. This program funded through MnSCU, Office of the Chancellor, has been successful in meeting needs of parents, and students of underrepresented student groups.
- The Louis Stokes Alliance for Minority Participation (LSAMP) North Star STEM (Science, Technology, Engineering, Mathematics) Academic programs for excellence in engineering and science.
- Teacher Quality Improvement Grant K-12 and secondary math departments.
- Teacher Quality Math Project – College of Education and Math departments. Funded by the Office of Higher Education grant all teachers to service students K-12. Increases teacher mathematical content knowledge and appreciation. Increases teachers’ knowledge to differentiate for diverse learners. Increases teachers’ ability to apply cultural responsive teaching and literacy strategies.

junior students.

- The MCAP program has served over 125 students and currently is serving 45 students.

- Currently this program is serving over 125 students within the Twin Cities Metro area, South Suburbs of the Twin Cities, and students in the South Central area surrounding MSU, Mankato, including St. Peter, Eagle Lake, and Faribault.
<table>
<thead>
<tr>
<th>Institution</th>
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<th>Number of Students Served</th>
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<tbody>
<tr>
<td>South Central College</td>
<td>Program Description</td>
<td>Number of Students Served</td>
</tr>
<tr>
<td>Hennepin Technical College</td>
<td>Program Description</td>
<td>Number of Students Served</td>
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<tr>
<td>Normandale Community College</td>
<td>Program Description</td>
<td>Number of Students Served</td>
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<tr>
<td>Minnesota West Community and Technical College</td>
<td>Program Description</td>
<td>Number of Students Served</td>
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<tr>
<td>Mankato East High School</td>
<td>Program Description</td>
<td>Number of Students Served</td>
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<tr>
<td>Mankato West High School</td>
<td>Program Description</td>
<td>Number of Students Served</td>
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<tr>
<td>Minneapolis North Community High School</td>
<td>Program Description</td>
<td>Number of Students Served</td>
</tr>
<tr>
<td>Worthington High School</td>
<td>Program Description</td>
<td>Program Description</td>
</tr>
</tbody>
</table>
NOTES, Monday October 8, 2006

****North Hennepin Community College

Q Are they interested in participating in this? Are there others?
A Nothing concrete at this point

Just make sure when you clean up with the drafts, we move southeast to southwest, as correction for the geography. If we do research work and other things, the bigger we get it, the less reliable we will be with outcomes to see if something is replicable. We should limit the scope of this Center to something that is workable within the confines of the money, to carry on the types of projects and support services we are looking at, and what would be a reasonable outcome for this center. We don’t want to be so big and inclusive that it is garbage in garbage out with a research perspective.

We need to be keenly aware of this, if centers are to serve X00 new clients, we need to look at it strategically to capitalize on existing things in place, to use resources in a way that will give us the best ROI on what we can do in a short period of time. We have had conversations on the research end of this, and we have some imposed limitations, because it is an 18-22 month period, and elevating ACT scores and improving high school performance, getting more people involved in PSEOs will take more time than 9-18 month period. We don’t want to be spread so think we get nothing, but we do want to capitalize on the things that exist to utilize the resources that have greater need to jump start resources to get them down the road.

Hang Phon, Bloomington, on the assumption on the new immigrants, one of the populations left out is the Asian, will that be included? A—yes

Julie Guilick, as talking through the high schools, the Richfield Schools would also be good partners to include in this project. Contact info for Richfield Schools? Yes, and she will get it to Mike.

Go back to Ron’s comment about North Hennepin Community College, did we address his question about that, and the St. Paul Schools? Q—Would the St. Paul schools be inclined to work with us in light of the fact there are other players close by, and they have other existing partners, would they partner with us? Q—we are in the St. Paul district with teachers in the St. Paul school system working with special initiative, a grant that works with teachers to improve their skills in STEM with emphasis on mathematics, to get students involved in the sciences and math. We do have existing relationships with St. Paul, but we haven’t discussed this project with anybody. We need to have a pretty quick proposal and track record before we could approach them on that. Perhaps
they are better served by somebody else? Mike Miller doesn’t know what conversations Mike Fagin has had with other partners, objectives, et al.

Ron Wood—400-600 students we are working with, and he has heard enough schools that could include 1600 students, and he knows the schools in the cities, so we are spending a lot of time on looking at one or two, and adding any, and we need to admit the fact that each college/university should take one high school—going through these things before, we will be so diluted we won’t get any outcomes with the money put into this. $800,000 per year won’t go very far; each MnSCU school should pick one high school to partner with.

Has St. Paul been contacted, since some of the other reps are in the room today? A—this is a draft beyond our local conversation with our small planning group, the teachers that have worked with some of their friends and colleagues have mentioned the St. Paul school system, but the people here today have been contacted and given their desire to work with the center. St. Paul schools don’t need to be a component

Question about North Hennepin—should they be included or note in the project? Would that be overly burdensome? John F—how much conversation has Ron had with North Hennepin in that regard? He asked them if they wanted to be included in the project with us, he was going to contact certain colleges and universities, and they said they were interested; since that time the coalition has been kind of formed. A couple of other institutions have asked to partner with MSU, and Mike has had to respectfully decline their offer, as it would get so big we wouldn’t be able to do anything at all. With what we have at the table right now, it is certainly big enough, and perhaps we need to refine where we are at this time. At least one other institution (hoping to be at this table today) he wasn’t able to accommodate. What we have is what is at the table right now.

Q—do we want to partner and come to agreement with partners at the table today, or do we feel we are too large, can we be effective? Mike likes the idea that partners identify a partner to maximize their work with. Who are the members and the players?

Other comments on the composition of the group?

MnSCU

- Minnesota West
- South Central College
- Normandale Community College
What does the group feel about adding North Hennepin Community College?

The essential question is not who we accept and reject in terms of the consortium, but how the long-term effects on the students will play out. How can the project manage those if we grow this group of people, and how we manage the outcomes if it gets unruly in terms of numbers, participants, objectives, localities, that would be a real concern – how could we control that?

The question of size and who should be the players is still on the table, and the goal of this meeting is to get us off the ground, since in 20 days we need to have something pulled together. If we feel we are too big, let’s continue to talk about that. Whoever is the coordinator of this effort we will give them the management nightmare, but we have had some pretty strong statements and commitments from the players in the room right now. Do we want to keep this group together?

Ralph, Normandale—when they were contacted they were interested in working with North Hennepin CC and Hennipin Tech and Normandale might not get the funding unless they partner with Mankato. Mike F—you are right.

Julie, Normandale—we have established partnerships with MINCINI and the 169 group, and their thinking was that we capitalize on some of that organization already established in this arena of access and opportunity. A group of colleges that includes Normandale, Hennepin Tech, SCC, and Mankato, for students who live in that area.

Mike F—to help us in formulating this conglomerate—the centers of excellence that are awarded these dollars are not the ones who are inventing the wheel, it is the ones that are tightening the spokes. What have you done, and where do you want to go, in reading the RFP. Partners in place with emphasis on STEM, and have expanded relationships, with Lewis Stokes, North Star STEM Alliance, puts us in a better shape to say we have many mechanisms better to serve and serve well these 400-600 students, many programs have been field tested, and have improvement projects coming out. Most of us have summer programs, and we are in the second year of some applied research realities, intrusive academic advising, assistance programs, and we could build on some of those things, to give us a more impressive proposal, rather than trying to establish things completely new. The question is the size and the players.

John Frey, MSU—suggests we drop ST. Paul schools because we don’t have the formal commitment, and add Hennepin Technical College and Hennepin Community College. Makes sense, but it still feels like a big group.
Argument against that—if consensus of the group is as it should be, we can work it out; he needs to know if North Hennepin would move us too far away.

Normandale supports Dr. Frey’s proposal

Mike Miller—large proposal, but one reason to leave it large is to demonstrate capacity. Could be a multi-year conversation about priorities, and what happens is there is a large multi-institutional group that acts as a learning community to learn over time about the needs of people, and how people in this corner of the state could work together to serve needs. Learning community activity run by governance from the group. Good idea to drop out St. Paul. Action ideas are smaller projects, right size to the money, as demonstration projects to help support that learning, to build capacity, focus, and partnership, and hopefully other grants and other ways to work down the road.

RFP talks 400-600 students, and MN West had 110 kids in kids college, finalize in Carter Award for underrep students, waiting list of 80, fast track program of 80 with waiting list; we are not even batting an eye of over 200 students, with the school districts we are talking about, we have 1000 students. You are increasing the project beyond the RFP scope, and it will be difficult.

Mike F—can measure impact, to show modeling of success for underrepresented students, so that wouldn’t necessarily say that 20 people or 20 institutions could be doing that. Only could serve X number of students at an institution. We shouldn’t say these resources would allow me to serve X more students; at MSU we already are serving well over what the grant is calling for. This is not the intent of this research of grant, but rather how can you develop best practices and show what makes a difference, and that is a research question we can put in place. They asked us with the first installment, how many students could we serve out of the $12 mill, this is a research questions, and it is not just a matter of how many institutions, but the research questions you will put to this.

MN West agrees with John Frey and will go with the desire of the group.

John Frey hasn’t lead us astray in the last 40 years!

Mary at Normandale—does anyone have further clarification from MnSCU on the RFP? One year only? We find out about it Dec 1, which gives us a one-year period to finish the research. We need to have more discussion on what they are expecting to get out of such a short period of time, so that we can stay focused:

The players at the table are willing to keep this group together. YES, including Ron and North Hennepin?
John Frey raised the question to bring us to a point where we could vote; he could see benefits both ways. He was trying to get us to a point of clarification on who would be included; he does feel that one could make an argument both ways. Let’s get closure on North Hennepin—

Normandale supports HTC and North Hennepin; SCC also; Mn West—these are the partners.

Julie from Normandale, would like to have conversation with high school partners, Bloomington is leaving us at 1:30.

High school partners—these are the high schools we would want to work closely with.

Worthington, North, Bloomington (and we have commitments from them)—is that acceptable? Yes—

Comments from the Bloomington public school? They do a lot of collaboration with Normandale and MSU, they collaborate with both institutions and look forward to this collaboration, to help serve underrepresented students. Their population is growing, by 2010, 50/50 (50% children of color, 50% not)

North junior and senior high school—they are excited about this opportunity to work with MnSCU and the partnering colleges, and they would like to have more information—they are interested in which college would work with what high school, what high school would be working with Mpls North and with Bloomington, if that is the direction we would like to go. Great opportunity to make our students successful at North, looking forward to it.

Mike F—Are there specific colleges or universities that would work with those two high schools? Mn West? Identify specific institution as the one that is linked, is that what you are asking? Yes. Who would make that decision? The schools or the colleges? Mike F—we should have some general conversation on how we want to see this research project formulate itself, and look at the best players to be involved with specific schools—it may be more than one institution would be involved with a school. If we are looking at this as all of us agree that this is a 12-month program, and there will be enrichment activities taking place in each of the high schools participating, and opportunities for after school as well as summer enrichment programs, then we can move to the point of saying what do we have in place? Mn West has a summer program in place, so we put additional resources in place to support their ability. MSU also has summer programs, and we could extend to those students at Worthington what they could do. As long as we have a strong council, coordinating effort, and council, it would be similar to MINCINI. We would function as a center but give each school district an opportunity to come up with what best needs a school’s needs. That is what
we have in the concept paper so far. Hope to get a person who can help refine the writing of the grants, to have all of the constituents on paper.

Still unclear (Dina, Bloomington)—conversation needs to be with the community colleges instead of the high school representatives—they are sitting here listening, is that right?

Mike F- on the contrary, we don't want to develop something from the MnSCU perspective without the community partners, so everyone needs to be at the table. As we get a draft out there, he hopes we will have the community agencies reviewing the draft and determine how we can best pull together a center of excellence to best serve the constituents. Representatives need to have a voice in the development of the Center of Excellence. Dina believes there is still some work colleges need to do—Bloomington is excited to be involved at the beginning, but community colleges need to work this out. North has large Hmong population, and they need to be included; Asian in general.

Brenda, MSU—because this is a research project, shouldn’t we have some sort of model that helps define what we are going to identify as best practices to help everyone partner. What are going to be the best practices, and how will we design this? What are the things that truly have widespread and significant in place? Any suggestions on the kind of research model that should be pursued.

Dina—if there was one that worked well at this point, people would be using it. We need to put our brains together, and focus on the populations we would be using. There are 1000s of best practices, but best practices for whom? Not just one research instrument, there is someone in Bloomington who does the research piece, if there was one somebody would be doing it.

We have tried to come up with basic questions, what all of the partners would be able to engage themselves in, and develop unique research projects that could be managed on their campuses, and integrated into the total center.

Summer enrichment, intrusive academic advising from high school through college, after-school programs, on-line courses, mentoring, components in the concept paper we could look at, and drive a conversation to what could we do to establish best practices, to look at targeted populations? Ex—at MN West we are serving 200 students, and we would target within that 200 75 that we would give this type of treatment to, formulate parent group, after-school, Sat SAT prep, with pre- and post- test, and give results and state expected outcomes, to allow that institution to do what they feel would be a best practice and get the resources to them so they can do it.
Other suggestions? We need to agree on some core components of what the Center is going to do. New term—not after- or before- school—**OUT OF SCHOOL TIME**. It is a state term, and we want to be current.

Mary, Bloom, going back to one-year timeline, the schools need to tell us what they have baseline data for already, because we aren’t starting from scratch, what are they measuring, what do they have? Providing outreach services, pre- and post- tests with tutoring, summer academic (2008) experiences—what will they know end of spring they can measure again in the fall? Taking classes on the university classes, 11th and 12th grade, what can we measure at the end? One year time-line need to be measurable within the year, and what do the schools currently measure? Preliminary concept paper follows the RFP, what kinds of things do you have in place, what outcomes have you already stated and measured, and where would you want to go?

Summarize kinds of things you have in place in next few days. Could you pull that together in the next few days?

After we identify what we have in place, what kinds of things do we believe we could put in place?

Mary—at a loss because they haven’t seen the concept paper.

Move this along faster and smoother if we could identify at each institution a person who would stick with the writing of the proposal, 20 of us can’t do it, but 4 or 5 could move it along.

Normandale?—yes, but haven’t identified that person; Mike will continue to communicate with Julie, but it won’t be Julie writing it, but for now that’s fine.

South Central—Dave Johnson

Mn West—Diane

North Hennepin Technical College—Ron; he has the paper

John Frey—back to baseline data discussion, we all need to think about where is the low hanging fruit we can use as questions to make a difference, as our research period is short. What are the things that will show the best data in the shortest period of time? What is in place, and deal with that, to show outcomes and returns in a very short period of time.

Mike F—we all are engaged in several projects that serve underrep groups, and that is the starting point, and we put out the need statement, what do we need to do to better serve the populations we are working with? The concept paper gives a format, and if we can fill that part out, and it get it back to Mike, we can move it along to look at the
involvement of faculty in recruitment and retention research projects. We have some institutions/things that are heavily involved, and we can share information/resources for research projects, which is what the RFP is asking us to do. Concept formation, way to achieve that.

Diane—it would be helpful before we adjourn, to have defn of underrepresented—that term is so fragment, people don’t know what we are talking about. Underrepresented in terms of students of color, plus under-achieving students, plus veterans, what is our unified definition? Good point—MnSCU has defined for us what they mean, with underrepresented students AND students of color—we stay with what is coming from MnSCU, this is what they mean with underrepresented students. To Mike (1st generation, low income, students of color) Within the RFP we can also deal with specialized underrepresented groups, and Veterans is one of those.

Mike will send out an e-mail on description of what we mean by underrepresented for this project, and he has done that in the concept paper, but will shorten that and ask for comments on what they think we should be talking about in terms of underrepresented students in this project. Caution everyone that by policy MnSCU has given us a definition which Mike will send, along with what he thinks this project should place emphasis on and use for the defn.

Is it possible different areas will want to focus on different groups?

Mn West might concentrate more on Latinos because that is a group in their midst; at Normandale maybe more of a concentration on Hmong, Asian, and Somali groups. As we formulate what we are doing, if we say that we are going to measure English acquisition in our students, and this program will help to improve English language skills, that will cut across several of the defined groups, but within the broad based definition of who we will serve within our research questions.

Discussion about task expectations—time or depth?

We need to process a bit, look at the concept paper to advance our conversation, take the next hour and a half to formulate and refine additional questions, and have this group of 5-6 come back at 3:00 and hammer out how we can refine a draft, some steps and procedures to refine a draft, and set up some meeting times for face to face interaction.

After this group meets at 3, Mike will send out a revised concept paper to all of the players.
CURRENT RESEARCH IN THE MINNESOTA CENTER OF EXCELLENCE FOR UNDERREPRESENTED STUDENTS (MCEFUS)

MSU Mankato and its members of the MCEFUS are currently engaged in applied research projects to assist teachers working with underrepresented students and pilot programs that have been developed for best practices in assisting underrepresented students achieve a college education.

The College of Education at MSU Mankato is currently engaged in a project with the St. Paul schools to proved in-service training and staff development for teachers teaching math to underrepresented students. Currently, there are ______ teachers in the ______ project.

INVolVEMENT OF FACULTY IN RECRUITMENT AND RETENTION RESEARCH PROJECTS

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<thead>
<tr>
<th>Minnesota State University, Mankato</th>
<th>Number of Students Served</th>
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<tbody>
<tr>
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<td></td>
</tr>
<tr>
<td>• Funded by the Institutional Diversity Program, the Social Studies program majors have provided after-school tutoring for Hispanic students and others in Madelia and St. James.</td>
<td>• This tutorial service has reached 60 – 100 students each year.</td>
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