

Partnering with Communities of Color.



Board of Trustees - Diversity and Equity Committee
May 20, 2015

Minnesota State Colleges and Universities

The Minnesota State Colleges and Universities system is an Equal Opportunity employer and educator.



Presentation Overview

- Introductions
- Overview of the presentation
- Community partnerships at the core of our work
- Why build partnerships with Communities of Color
- Elements of successful partnerships
- Benefits from partnering with communities of color
- MNSCU campus presentations
- Summary
- Discussion

Community Partnerships at the core of our work

- Partnering with communities of color suggests that colleges and universities **collaborate with strategic entities and stakeholders** in communities of color to **create pathways and support for students** and **potential employees** from these communities. These stakeholders include but are not limited to **non-profits, faith communities, public organizations (schools, agencies), and community leaders.**

Why build partnerships with communities of color.

- Due to growing diversity, campuses have a vested interest in building strong relationships with communities of color
- Finding solutions to complex problems together
- Working with communities to build healthy and more resilient communities.
- Build greater diversity and intercultural engagement
- Transformational Engagement
- Students feel valued when we are significantly connected to their communities

Elements of successful partnerships with Communities of Color.

- Time commitment
- Social and civic responsibility
- Structural flexibility and adaptability
- Co-creation of solutions

Wilson, D. 2003; & Stuart and Alrutz, 2012.

Benefits from partnering with communities of color

- Partnerships with high schools provide a pathway and college access
- Increases retention rates
- Internships, leadership and learning opportunities
- Builds initiatives and innovations in communities of color
- Access to community resources including role models and support on campus
- Preservation of language and cultural knowledge

Campus – community partnerships

- Riverland Community and Technical College
Pathways to Success for Students
- Minneapolis Community and Technical College
Partnerships as support structures
- Metropolitan State University
Partnerships to fulfill MSU's urban mission

Partnering with Communities of Color: Developing Pathways and Building Sustainable Relationships

Ensuring Access to an Extraordinary
Education for All Minnesotans

Dr. Adenuga Atewologun
MnSCU Board of Trustees Presentation
May 20, 2015



Riverland's Students of Color



Riverland Student Diversity*

- 2008 13.2%
- 2009 13.5%
- 2010 14.9%
- 2011 15.5%
- 2012 15.1%
- **2013 16%:**
 - Black or African American: 4%
 - Asian: 1%
 - Hispanic/Latino: 9%
 - Two or more races: 2%

*2014 MnSCU Institutional Profile

Riverland: Access to Extraordinary Education

Austin

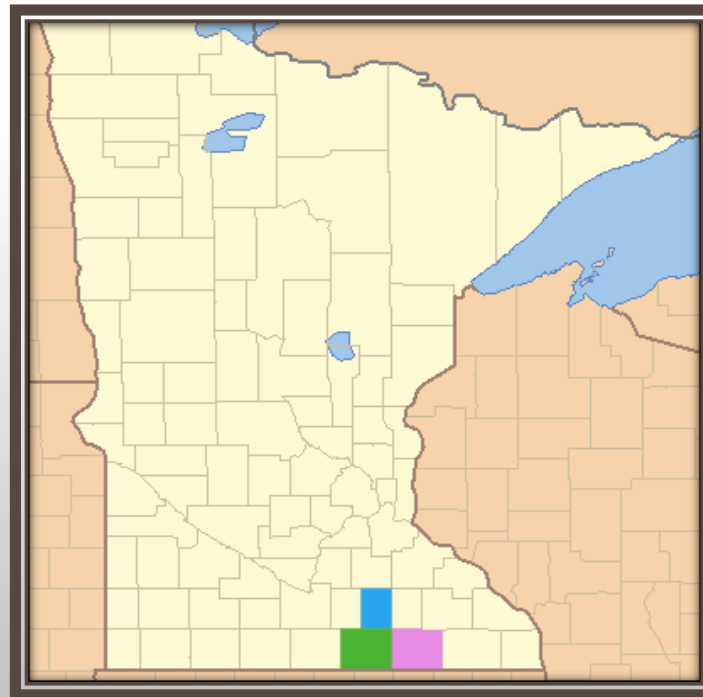
- Population: 24,763
- Percentage of Non-White: 22.6%

Albert Lea

- Population: 17,871
- Percentage of Non-White: 16.7%

Owatonna

- Population: 25,546
- Percentage of Non-White: 13.4%



Partnering with Communities of Color High School Pathway

GOAL: motivate and support multicultural students to pursue educational opportunities and increase their access to higher education.

- Be Your Best Summer Academy
94% completion rate for 185 students.
- Cycles for Success Scholarships
for underrepresented students. 200
participants in 6 years.



Signature programs funded by
The Hormel Foundation.



Partnering with Communities of Color High School Pathway

GOAL: motivate and support multicultural students to pursue educational opportunities and increase their access to higher education.

- Multicultural Advisors “embedded” at High Schools.
- Latino, Somali and Karen Education events on campus.
- TORCH at Northfield HS has increased the graduation rate of Latinos from 33% to 100% in 7 years. TORCH students take Riverland online courses as PSEO students.
- AVID college readiness program for students in middle 50% of the class rank. Partners: Austin High School and MN Office of Higher Ed. 82% of AVID sophomores will take AP, Honors or PSEO courses as juniors next year.



Partnering with Communities of Color

Adult Pathway

- GOAL: to encourage and motivate adults who want to increase their academic and economic success.
- Austin Adult Basic Education/Adult Learning program will lease three classrooms at the Austin campus beginning Fall 2015 to deliver ABE and GED prep courses onsite. This is an expansion of the FastTrack partnership with Workforce Development Inc. (WDI).
- Workforce Development Inc. leases space and is located onsite at each of Riverland's three campuses. The co-location provides easier referrals between the college and WDI for individuals who want to better their economic status

Partnering with Communities of Color

Adult Pathway

- GOAL: encourage and motivate adults who want to increase their academic and economic success.

Holistic Services provide support:

- Student Success Centers
- Writing Center
- Math Center
- Parent Centers funded by MN. Dept. of Health
- Multicultural Centers
- Numerous clubs and organizations

Enoch
Essivi



Partnering with Communities of Color

Immigrant, Refugee, and International Pathways

- Welcome/Resource Center at Albert Lea campus in partnership with Freeborn County United Way and Workforce Development Inc. Funded through MN. Department of Human Services, Office of Refugee Resettlement.
- Accelerated intensive ESL program at the Owatonna campus. Time to complete ESL went from three years to three semesters.
- New partnership with Minnesota State University, Mankato provides dual enrollment for International students who need to improve English skills before moving on to pursue a Bachelor's degree.

Partnering with Communities of Color

Immigrant, Refugee, and International Pathways

- Partnering with Latino Economic Development Center to create agricultural cooperatives in Southern MN.



Centro para el Desarrollo Económico Latino



- Partnering with the Chicano-Latino Affairs Council (CLAC) Hector Garcia, to identify and implement interventions to close the Achievement Gap.



Partnering with Communities of Color

Immigrant, Refugee, and International Pathways

- GOAL: increase access to higher education for refugees, immigrants, and International students.
- Partnering with the State Council for Black Minnesotans and Director Kolloh Nimley, to provide consulting for Austin Sudanese community leaders to further their goals.



- Providing guidance and connections to the newly formed African Asian Refugee Services Agency (AARSA) Austin, MN.

WE ARE

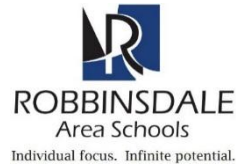
RIVERLAND



Minneapolis Community and Technical College

Circle of Support

3 DESTINATION:
Diploma to Degree



D3 Scholar



Destination: Diploma to Degree

3 DESTINATION: Diploma to Degree

Destination: Diploma to Degree (D3) serves youth, 15-20 years old, who are significantly behind in high school credits or who have dropped out of school. This dual credit program allows students to define a career pathway and work toward earning an Associate's Degree while meaningfully accelerating and obtaining a high school diploma. **Once students earn their high school diploma, they move seamlessly to the Power of YOU to complete their college degree.**

Schools Engaged: **Minneapolis Public Schools:** Broadway High School; PYC; **Robbinsdale Public Schools:** Highview ALC; **Brooklyn Center Public Schools:** Brooklyn Center ALC

- **Public Service:** Early Childhood Education, Human Services
- **Digital Media:** Information Technology, Photography and Digital Imaging
- **Health Services:** Polysomnography, Addiction Counseling
- **Building Sciences:** Machine Tool Technology, HVAC, Welding



Destination: Diploma to Degree (D3)

- Pilot program began in January 2015 with 30 students
- MVNA does Accuplacer testing and pre-college preparation including help with FAFSA

Career Focused Concurrent Enrollment Classes

Southwest High School: Business

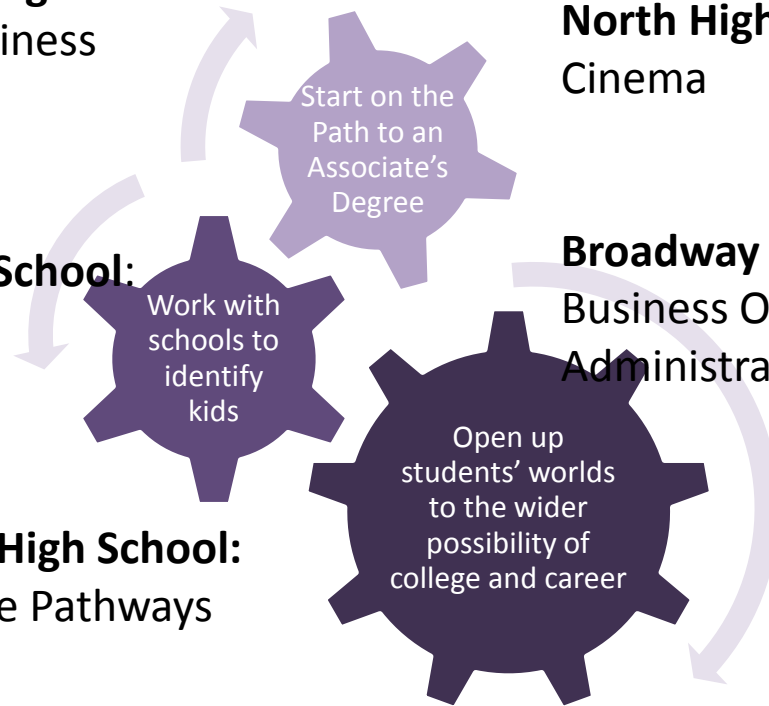
North High School: Cinema

South High School: Education

Broadway High School: Business Office Administration

Edison High School: (Industrial) Design

Roosevelt High School: Health Care Pathways



Building on the Success of Power of YOU



Shifting from Power of YOU Program to **Power of YOU Scholars**.

- Embedding more meaningfully in Power of YOU schools to find those students who never thought college was for them.
- Highlighting Career and Technical Education from the Start.
Redesigned “Get Ready” days so Power of YOU Scholars can make more informed career decisions.
- Expanding Success Seminars to demystify college AND career.
- Build Power of YOU cohorts by career field to build the support network now.



Examples

- Northside Achievement Zone
 - College Success Action Committee
 - College Success Solution Plan
- Heartland Democracy
 - A local nonprofit working to re-engage local Somali
 - Heartland Democracy's Empowering U Program



Internal work

- Human Resources
 - College-wide audit of position descriptions
 - Implementing a plan to ensure that every employee has an accurate and up-to-date position description
 - Revamping the hiring process to rethink the traditional standards for minimum qualifications
 - Focus more on candidates' attributes, accomplishments, skills and ability to serve in a diverse environment





MnSCU Board of Trustees

Wednesday, May 20, 2015

Presenters:

Devinder Malhotra, Interim President

Greg Mellas, Director, Institute for Community Engagement and Scholarship

Craig Morris, Chief Diversity Officer/Director of Affirmative Action

www.metrostate.edu

Saint Paul Campus • Minneapolis Campus • Midway Center • Brooklyn Park Site

1971



Metropolitan State was founded with one of five basic tenets stating “...the university and its students will use community resources to achieve educational goals and, in turn, will serve as resources to diverse communities.”

Today



The university's **vision** is to “build a culturally competent and anti-racist learning community,” with a **mission** of “...continued emphasis on...communities of color,” and “...community partnerships...to support an urban mission.”

Student Profile 2015

- Students served: 11,580
- Full-time students: 35.6%
- Part-time students: 64.4%
- Women: 54.6%
- Men: 42.7%
- Historically underrepresented students including students from Native American communities: 33.2%
- Transfer students: 97%
 - 2/3 come from Metro Alliance colleges
- Science students from communities of color: 47%
- STEM students from communities of color: 38%



Student Partnerships

Dedicated Admissions liaisons to cultural communities

- African and African American
- American Indian
- Women's and LGBT
- Hispanic/Latino
- Pan Asian
- Veterans

Dedicated Student Retention Specialists/Cultural Coordinators

- African/African American
- American Indian
- Women's and LGBT
- Hispanic/Latino
- Pan Asian
- Veterans

Metropolitan Student Initiative – example retention initiative

- Outreach and engagement campaign for entering and enrolled students from historically underrepresented communities with GPAs of 2.0 – 2.25 for referral to university resources, and student support services.

Example Academic Partnerships

Social Work Program: Community Learning Centers

- 180 Degrees Family Wellness Institute (Multi-cultural)
- Neighborhood House Wellstone Center (Latino and Hmong)
- Guadalupe Alternative Learning Center (Latino)
- Ain Dah Yung Center (Native American)
- Family Wise - serving almost entirely communities of color (Grant from State/contract with county child welfare services)
- 20 agency partnerships with communities of color, school, correctional programs

Example Academic Partnerships (continued)

School of Urban Education

- Only teacher prep program in MN to prepare students specifically to work in urban schools
- Partnerships with St. Paul Public, Minneapolis Public Schools and first-ring suburban school districts for teacher candidate field work
- Alignment between curriculum and students' experience in urban school classrooms
- Pipeline development with MPS and SPPS for Educational Assistant to licensed teacher
- Intro to Urban Ed. offered as concurrent enrollment in area high schools – “grow your own” within community

Curricular Alignment

Community Engagement Course Designation

- Working across difference in teams
- Intercultural and interpersonal communication
- Critical thinking and problem solving

Racial Issues Graduation Requirement

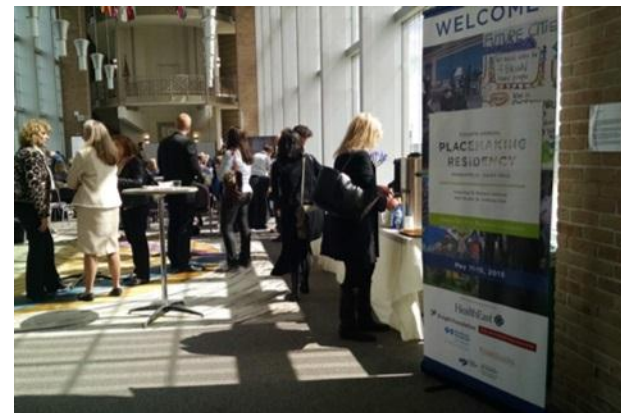
- Students will be able to analyze critique or articulate how race and racism are socially constructed in the United States
- Various characteristics, legacies and impacts of racism in the United States
- Various personal responses and responsibilities to address racism
- Various collective and/or institutional responses and responsibilities to address racism

Institutional Partnerships

- Place Making Residency
- Students Helping in the Naturalization of Elders (SHINE)
- Qhia Dab Neeg Hmong Film Festival
- Overcoming Racism Conference/Facilitating Racial Equity Collaborative
- Black Youth Summit (May 30, 2015)
- American Indian Advisory Council (2013 Metropolitan State Year of the Dakota)
- Responding to Mass Incarceration (April 2015)
- Created Equal: America's Civil Rights Struggle film series from National Endowment for the Humanities
- Changing America: traveling Smithsonian exhibit highlighting the 100-years between the Emancipation Proclamation and the 1963 March on Washington D.C.

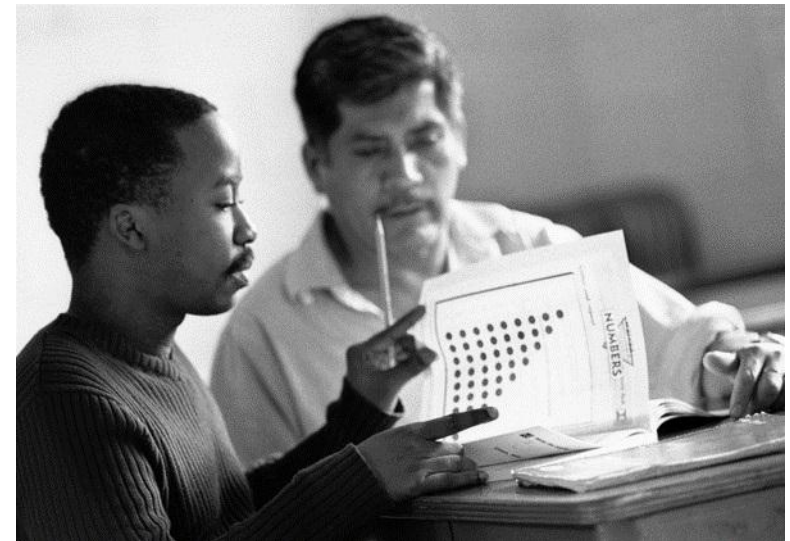
Institutional Partnerships

East Side Placemaking Residency
Race, Place, and Wealth: Building Healthy Communities for All



Institutional Partnerships

Students Helping in the Naturalization of Elders (SHINE)



Institutional Partnerships

Qhia Dab Neeg Hmong Film Festival



Institutional Partnerships

Overcoming Racism Conference/ Facilitating Racial Equity Collaborative



Institutional Partnerships

American Indian Advisory Council
(2013 Metropolitan State Year of the Dakota)



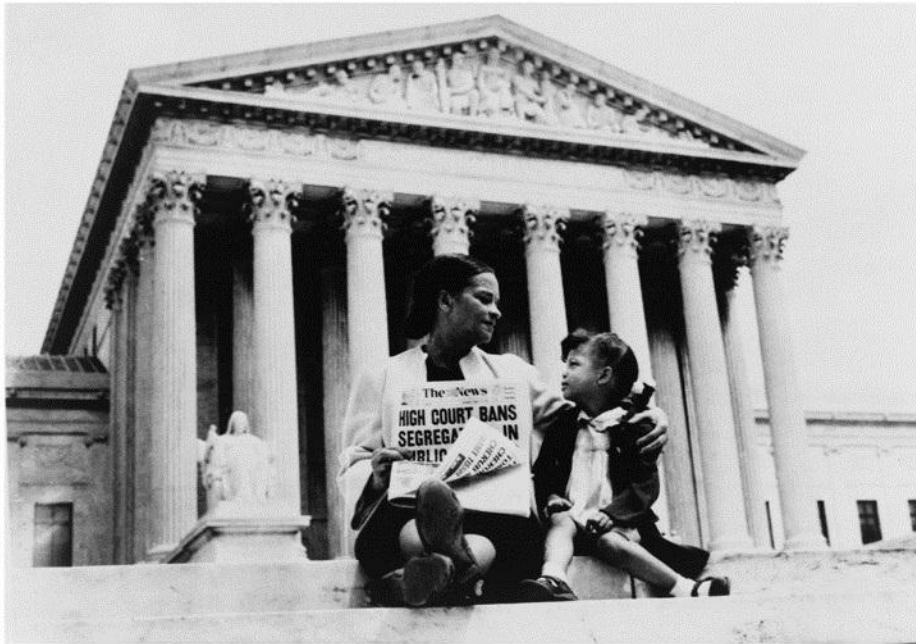
Institutional Partnerships

Responding to Mass Incarceration (April 2015)



Institutional Partnerships


Created Equal: America's Civil Rights Struggle film series
from National Endowment for the Humanities




Projecting Metropolitan State's identity

We're So Metro campaign

WHERE **DIVERSITY** LIVES.
CHOOSE.METROSTATE.EDU



**WE'RE SO
METRO**

Metropolitan 
State University

ROOTED **IN YOUR** COMMUNITY.
CHOOSE.METROSTATE.EDU



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Vision Statement

Metropolitan State University, a member of the Minnesota State Colleges and Universities system, will be the premier urban, public, comprehensive system university in the Twin Cities metropolitan area and will provide high quality, affordable educational programs and services in a student-centered environment.

The faculty, staff and students of Metropolitan State will reflect the area's rich diversity, build a culturally competent and anti-racist learning community, and demonstrate an unwavering commitment to civic engagement.

Mission Statement

Metropolitan State University is a comprehensive urban university committed to meeting the higher education needs of the Twin Cities and greater metropolitan population.

The university will provide accessible, high quality liberal arts, professional, and graduate education to the citizens and communities of the metropolitan area, with continued emphasis on underserved groups, including adults and communities of color.

Within the context of lifelong learning, the university will build on its national reputation for innovative student-centered programs that enable students from diverse backgrounds to achieve their educational goals. The university is committed to academic excellence and community partnerships through curriculum, teaching, scholarship and services designed to support an urban mission.

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Summary and Conclusion

Partnerships support our diversity and inclusion work:

- Allows our system to learn from and contribute to the vitality of communities of color
- Deepens our engagement with communities of color and builds relationships, trust and cooperation
- Engages the campus in social innovation and civic responsibility and increases intercultural competence

Discussion

1. How can we continue to build more effective partnerships with communities of color?
2. Are there opportunities or areas for partnering that the system should focus on?
3. Should we explore a system wide plan to assess the impact and evaluate our partnerships with communities of color?



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