



ACADEMIC AND STUDENT AFFAIRS COMMITTEE

APRIL 22, 2015

8:30 A.M.

**MCCORMICK ROOM
30 7TH STREET EAST
SAINT PAUL, MN**

Please note: Committee/Board meeting times are tentative. Committee/Board meetings may begin up to 45 minutes earlier than the times listed below if the previous committee meeting concludes its business before the end of its allotted time slot.

- (1) Minutes of March 18, 2015 (pp. 1-5)**
- (2) Proposed Amendment to Policy 2.2 – State Residency (First Reading) (pp.6-10)
- (3) Proposed Amendment to Policy 2.6 – Intercollegiate Athletics (First Reading) (pp.11-13)
- (4) Spotlight: Saint Paul Public Schools and Saint Paul College Launch Gateway to College Program (presented at Board meeting) (pp.14-15)

Academic and Student Affairs Committee

Margaret Anderson Kelliher, Chair

Louise Sundin, Vice Chair

John Cowles

Dawn Erlandson

Maleah Otterson

Elise Ristau

Bolded items indicate action required.

**MINNESOTA STATE COLLEGES AND UNIVERSITIES
BOARD OF TRUSTEES
ACADEMIC AND STUDENT AFFAIRS COMMITTEE
MARCH 18, 2015**

Academic and Student Affairs Committee Members Present: Chair Margaret Anderson Kelliher, Trustees John Cowles, Dawn Erlandson, Maleah Otterson, Elise Ristau and Louise Sundin.

Other Board Members Present: Trustees Ann Anaya, Duane Benson, Kelly Charpentier-Berg, Robert Hoffman, Philip Krinkie and Michael Vekich. Trustee Alex Cirillo participated on the telephone.

Leadership Council Representatives Present: Chancellor Steven Rosenstone, Senior Vice Chancellor John O'Brien, President Sue Collins.

The Minnesota State Colleges and Universities Academic and Student Affairs Committee held a meeting on March 18, 2015 at Minnesota State Colleges and Universities, 4th Floor, McCormick Room, 30 East 7th Street in St. Paul. Academic and Student Affairs Committee Chair Anderson Kelliher called the session to order at 10:08 am.

1. Minutes of the January 28, 2015 Academic and Student Affairs Committee meetings

Trustee Cowles moved and Trustee Sundin seconded that the minutes from the Jan. 28, 2015 meeting be approved as written. Motion carried.

2. Open Educational Resources

Presenters:

Todd Digby, System Director of Academic Technology
Kim Lynch, Senior System Director of Educational Innovations
Cheryl Neudauer, Instructor of Biology at Minneapolis Community and Technical College

This presentation focused on the use of Open Educational Resources (OERs) and open textbooks at MnSCU's colleges and universities as a way to alleviate students' high textbook costs.

National data shows average textbook costs for students at two-year and four-year public universities during the 2013-2014 academic year were over \$1,200. A student survey done by Florida Virtual Campus in 2012 showed that a high textbook price tag caused 60 percent of students not to purchase that book. Thirty-five percent of students reported taking fewer courses because of high-cost textbooks and 23 percent said they regularly going without textbooks because of cost.

Although MnSCU has various initiatives focused on helping student succeed, these efforts are undermined if students don't have the proper materials for their classes, System Director Digby said.

Open textbooks and OERs may be a way to help resolve this problem, he said. Open textbooks are real, complete textbooks licensed so faculty and students can freely use, adapt and distribute the materials. They can be downloaded for no cost or printed inexpensively.

Open Educational Resources are high-quality, openly licensed, online educational materials that offer an opportunity for people to share, use and resource knowledge.

To help increase faculty awareness and use of open textbooks, MnSCU has launched a multi-year open textbook initiative. Faculty from selected high enrollment/high cost programs were invited to become part of a faculty-learning community that will review appropriate open textbooks and OERs that may be applicable to their current courses. The goal is for faculty to identify opportunities and barriers involved in adopting these types of materials for use in the classes.

More than 50 people responded to the invitation, including 6 faculty from accounting, 20 from biology, 19 from mathematics and 7 from psychology. Participating faculty are being offered a stipend or duty day payment to participate in the project.

To date, the participating faculty have gone through initial training to understand open textbooks and how open licensing works. In April they will be meeting by discipline to discuss and evaluate opportunities and barriers to adopting the textbooks in their own areas.

As part of the project, MnSCU is joining with the University of Minnesota and other institutions from around the nation and Canada in the open textbook network. This network offers information and peer reviews to help faculty to make their open textbook choices.

Some MnSCU students already are realizing savings through the use of OERs and open textbooks, System Director Digby said. For example:

- Evan Bibbee from MSU, Mankato has implemented the use of open textbooks in his first-year French classes. Last year it is estimated his students saved \$24,500 in textbook costs.
- Gary Payne, a sociology instructor from Central Lakes College, has developed his own online textbook for use in his class. His students benefit from not having to purchase an expensive publisher textbook.
- Colleges have started using GPS LifePlan as their main or only textbook for their first year experience/college success courses and career classes, resulting in large savings for students. Estimated textbook savings at Century College is \$56,000 and \$67,000 at Lake Superior College.

Senior System Director Lynch said phase two of the open textbook initiative will offer selected faculty a stipend to facilitate professional learning communities on their home campuses. They will work regularly with their faculty colleagues to expand use

of open textbooks by locating and reviewing open textbooks and sharing those reviews locally and globally through the a library.

Dr. Cheryl Neudauer, a Minneapolis Community and Technical College biology teacher for 11 years, offered her perspective on developing her own classroom textbooks.

She said she started her teaching career by lecturing at a blackboard and making her students follow the curriculum in typical textbooks. She found this type of teaching, which focused heavily on memorization, is not good for long-term retention of knowledge or student success.

Wanting her instruction to be driven by learning and pedagogy rather than textbooks, Dr. Neudauer said she began to develop her own textbook notes and resources. Before this, students who went through a three-course sequence spent about \$700 on textbooks. Now they typically spend \$220.

Another advantage in developing her own course materials is that she can keep the information current. For example, last semester her students analyzed data about the Ebola virus and this semester she has incorporated information and data on head injuries.

She can also add local photos or illustrations, familiar names and common life situations into the curriculum. This helps make learning more relevant and memorable for her students, she said.

One downside for instructors is the time it takes to develop textbooks, she said. That could be alleviated if instructors could more easily share textbook and open education resources they have developed.

Although technology can allow the course material to be more current and interactive, some students are at a disadvantage if they don't have internet access or have outdated technological devices, Dr. Neudauer said.

For her, there is no question that the advantages of open textbooks outweigh the disadvantages. Dr. Neudauer said her students not only save money, but also find the curriculum more relevant and memorable.

When asked how MnSCU could encourage the development and use of open textbooks, Dr. Neudauer said faculty should be offered training on intellectual property rights and fair use of resources so they are not concerned about violating copyrights. Developing templates for the development of open textbooks would be helpful, as well as creating a repository to encourage the sharing of the resources among faculty in the system.

3. Metro Baccalaureate Plan Update

Presenters:

John O'Brien, Senior Vice Chancellor for Academic and Student Affairs

Laura King, Vice Chancellor of Finance and Chief Financial Officer

Todd Harmening, System Director for Planning

This presentation was an update on the Board of Trustees' previous discussion on meeting the growing need for baccalaureate degree completion options in the Twin Cities metro area.

Over the next three decades, the Twin Cities population is projected to grow by one million people and it's estimated that over 400,000 jobs will be created. Of those jobs, it's expected that over 216,000 will need to be filled by people with a baccalaureate degree.

Changes in demographic trends in the Twin Cities area will require new strategies to better serve students, especially in communities which will have the largest population growth, such as immigrants and students of color.

The following possible elements of a metropolitan baccalaureate plan were discussed by trustees at their November meeting:

- Building on existing strategies through growth of Metropolitan State University and expansion of college and university partnerships;
- Deploying new strategies such as comprehensive student services, dual enrollment and improved pathways for students;
- Creating an additional location accessible via public transportation.

System Director Harmening offered an update on activities taken since November:

- Existing capacity is being bolstered by building projects at Metropolitan State University, including a science education center, which will add nine science labs as well as four classrooms in the fall of 2016 to support expanded programming on the main campus of the university.
- Metropolitan State University has continued to grow the programming it offers at various locations in the metropolitan area, particularly at two-year colleges. Long-standing programming, such as accounting, business administration and psychology, is being complimented by program development activities in human services, social work and nursing. There are 452 nursing students dually enrolled at metro colleges and at Metropolitan State University.
- Among emerging program areas at Metropolitan State University are computer applications development, environmental sciences and health systems. The computer applications development programming is being done in collaboration with MSU, Mankato. Metropolitan State University also is working with Southwest Minnesota State University to bring exercise science baccalaureate programming into the metro area.
- Metro college chief academic officers met with university chief academic officers and provosts in mid-February to discuss the metropolitan baccalaureate plan and ways to develop clearer pathways for college students to transfer to universities and complete baccalaureate degrees. Also discussed were ways to enhance comprehensive student services to make these transitions easier.

Vice Chancellor King told trustees that the firm of Cushman & Wakefield has been engaged to conduct a market analysis to help with the understanding of current and potential student markets in the 13-county metropolitan area. The analysis is expected to reveal the primary characteristics and migration patterns of current students, as well as to help identify the preferences of potential students.

Student characteristic data, including age, occupation, income and place of residence, will be used to create a student target profile. Current market penetration in the metro area will be useful when discussing possible locations.

This data analysis work is expected to be done this spring and when it is available it will be shared with chief academic officers, presidents and the board. Vice Chancellor King said the data should be available to trustees for discussion by either the June or September board meeting.

Trustee Anaya said it would be good to share the demographic data with the Board's Diversity Committee since it would be useful in student recruitment and retention planning.

There should be interactions and broad discussions with various urban communities to get their feedback on the metro baccalaureate plan before it planning gets too far down the road, Trustee Sundin said.

Vice Chancellor King said that was a good suggestion.

From this presentation, "growing" Metropolitan State University seems to be the priority and other proposals don't appear to be under serious consideration, Trustee Sundin said. In previous Board discussions, she has voiced support for a plan that would create a new university which would have its own identity and offer urban students amenities such as residence halls.

Senior Vice Chancellor O'Brien said staff has worked with the understanding that it will take a multi-pronged approach to increase metropolitan baccalaureate degree opportunities. One or more of the proposed options, such as a new location, enhancing partnerships between universities and colleges, growing Metropolitan State University or adopting other emerging strategies, may be needed. He said staff would be willing to meet with any trustees to answer questions and address concerns about the plan.

Chair Anderson Kelliher said it would be good to have another plan update at the June meeting.

The meeting adjourned at 11:10 am
Respectfully submitted,
Margie Takash, Recorder

**MINNESOTA STATE COLLEGES AND UNIVERSITIES
BOARD OF TRUSTEES
Agenda Item Summary Sheet**

Name: Academic and Student Affairs Committee

Date: April 22, 2015

Title: Proposed Amendment to Policy 2.2 State Residency (First Reading)

Purpose (check one):

- | | | |
|--|---|---|
| <input checked="" type="checkbox"/> Proposed
New Policy or
Amendment to
Existing Policy | <input type="checkbox"/> Approvals
Required by
Policy | <input type="checkbox"/> Other
Approvals |
| <input type="checkbox"/> Monitoring /
Compliance | <input type="checkbox"/> Information | |

Brief Description:

ASA staff reviewed Policy 2.2 as a result of federal legislation passed in 2014. The proposed amendment adds veterans and family members eligible under the Choice Act to the list of students who qualify for resident tuition.

The proposed revision was reviewed by the Office of General Counsel, cabinet, then sent out for formal consultation and received support from the presidents, employee representative groups, student associations and campus leadership groups. All comments received from the consultation were taken into consideration.

Scheduled Presenter(s):

Toyia Younger, Associate Vice Chancellor

**BOARD OF TRUSTEES
MINNESOTA STATE COLLEGES AND UNIVERSITIES**

BOARD POLICY
Chapter: 2 Students
Section: 2 State Residency

1 **Policy 2.2 State Residency**
2

3 **Part 1. Purpose.** Determination of the state of residency of students is necessary for a variety of
4 federal and state reporting requirements, for institutional research purposes, and in some cases,
5 determination of the tuition to be charged to individual students. This policy provides standards
6 for the initial classification of students as state residents or non-residents, determination of
7 appropriate tuition charges, and the procedures to be followed in order to change the state
8 residency status of students.
9

10 **Part 2. Classification as State Residents.** Students who meet one or more of the following
11 conditions on the date they apply for admission to a state college or university shall be classified
12 as residents of Minnesota.
13

- 14 A. Students who resided in the state for at least one calendar year immediately prior to applying
15 for admission, or dependent students who have a parent or legal guardian residing in
16 Minnesota on the date the students apply. Residency in the state during this period must not
17 have been solely or primarily for the purpose of attending a college or university.
18
- 19 B. Minnesota residents who can demonstrate that they were temporarily absent from the state
20 without establishing residency elsewhere.
21
- 22 C. Persons who moved to the state for employment purposes and, before moving and before
23 applying for admission to a public postsecondary institution, accepted a full-time job in the
24 state, or students who are spouses or dependents of such persons.
25

26 **Part 3. Tuition.** Students who are classified as Minnesota state residents shall be charged the
27 resident tuition rate. Students who are residents of states with which the state of Minnesota has a
28 reciprocity agreement shall be charged the appropriate reciprocity tuition rate. All other students
29 shall be charged the non-resident tuition rate, unless they qualify under one of the exceptions
30 provided in Part 4 below.
31

32 **Part 4. Non-Resident Students Allowed to Pay the Resident Tuition Rate.**

33 **Subpart A. Required Exceptions.** Non-residents of Minnesota who meet one or more of
34 the following conditions shall be charged the resident tuition rate unless otherwise prohibited
35 by applicable state or federal law or regulations.
36

- 1 1. Current and ~~F~~former ~~S~~service ~~M~~members. Current and former members of the U.S.
2 military, their spouses, and dependent children, or any persons eligible for the Post-9/11
3 GI Bill, Montgomery GI Bill, or Marine Gunnery Sergeant John David Fry Scholarship.
4
- 5 2. Migrant ~~F~~farmworkers. Students who have been in Minnesota as migrant farmworkers, as
6 defined in the Code of Federal Regulations, title 20, section 633.104, over a period of at
7 least two years immediately before admission or readmission to a Minnesota public
8 postsecondary college or university~~institution~~, or students who are dependents of such
9 migrant farmworkers.
10
- 11 3. Minnesota ~~H~~high ~~S~~school ~~G~~graduates. A student who graduated from a Minnesota high
12 school, if the student was a resident of Minnesota during the student's period of
13 attendance at the Minnesota high school and the student physically attends a Minnesota
14 State College or University.
15
- 16 4. Employment-related ~~R~~relocation. Persons who were employed and were relocated to the
17 state by the person's current employer.
18
- 19 5. Refugees and ~~A~~asylees. Students who are recognized as refugees or asylees by the Office
20 of Refugee Resettlement of the United States Department of Health and Human Services.
21
- 22 6. Prosperity Act. Students, other than nonimmigrant aliens within the meaning of United
23 States Code, title 8, section 1101, subsection (a), paragraph (15), who meet the following
24 requirements established in Minnesota Statutes 135.043.
25 a. High school attendance within the state for three or more years;
26 b. graduation from a state high school or attainment within the state of the
27 equivalent of high school graduation; and
28 c. in the case of a student without lawful immigration status:
29 i. documentation that the student has complied with selective service
30 registration requirements; and
31 ii. if a federal process exists for the student to obtain lawful immigration status
32 the student must present the higher education institution with documentation
33 from federal immigration authorities that the student has filed an application
34 to obtain lawful immigration status.
35

36 **Subpart B. Discretionary ~~E~~exceptions.** Non-residents of Minnesota may be charged the
37 resident tuition rate under one or more of the following exceptions.
38

- 39 1. Single ~~T~~tuition ~~R~~rate. With Board of Trustees approval, a college or university may adopt
40 a policy to charge one tuition rate to all students.
41
- 42 2. International ~~S~~students. Colleges and universities may charge resident tuition to
43 nonimmigrant international students classified under 8, U.S.C. 1101 (a) (15) (B), (F), (H),
44 (J), and (M).
45

- 1 3. Graduate ~~A~~ssistants. Universities may charge resident tuition to graduate students
2 appointed to graduate assistant positions.
3
- 4 4. Intergovernmental ~~A~~greements. A college or university may have an agreement with a
5 governmental subdivision of another state to charge certain students resident tuition
6 approved by the Board of ~~T~~rustees.
7
- 8 5. High ~~A~~bility ~~S~~tudents. Colleges and universities may adopt a policy to charge resident
9 tuition to high ability students who are in the top 15 percent of their high school class or
10 who score above the 85th percentile on a nationally-normed, standardized achievement
11 test and who reside in states that do not have reciprocity agreements with Minnesota.
12
- 13 6. Other ~~C~~ategories. With Board of ~~T~~rustees approval, colleges and universities may
14 charge resident tuition to other specific categories of students.
15

16 **Part 5. Appeal of Initial Residency Classification.** Each college and university policy and
17 procedure shall provide for an appeal to an appropriate college or university administrator of a
18 decision not to classify a student as a Minnesota resident as described in this policy. The
19 administrator's decision shall be final. A student whose appeal is successful shall be charged the
20 resident tuition rate retroactive to the beginning of the first term of enrollment.
21

22 **Part 6. Change of Residency Status.** Under certain conditions, students who are initially
23 classified as not being Minnesota state residents may have their status changed to that of
24 resident. The ~~C~~hancellor shall develop a system procedure that describes the conditions under
25 which residency status may be changed.
26

27 **Related Documents:**

- 28 • [Minnesota State Statutes 135A.031, subd. 2](#)
 - 29 • [Procedure 2.2.1](#) State Residency
-

30

31 **Policy History:**

32 *Date of Adoption: 7/18/95,*

33 *Date of Implementation: 8/15/97,*

34

35 ***Date & Subject of Revisions:***

36 *4/22/2015, Amended Part 4, Subpart A1, by adding language reflecting current practice of*
37 *charging veterans and family members the non-resident tuition rate when eligible under the*
38 *Post-9/11 GI Bill, Montgomery GI Bill, or Marine Gunnery Sergeant John David Fry*
39 *Scholarship.*

40 *3/19/14, Amended to add Part 4, Subpart A6, Prosperity Act*

1 5/22/13, Amended Part 2A requires that residency in the state cannot be for the sole purpose of
2 attending a college or university. Amended Part 4, Subpart A to provide for possible changes in
3 future legislative or congressional action. Amended Part 4, Subpart A1 to clarify intent and
4 simplify language.

5 9/17/08 - Policy completely revised. New sections developed for classification of residents and
6 non-residents, appropriate tuition rates, exceptions and appeals. Process used to determine
7 residency moved to a new system procedure.

8 [Click here for additional 2.2 HISTORY](#)

POLICY CONTENT FORMAT:

Single underlining represents proposed new language.

~~Strikeouts~~ represent existing language proposed to be eliminated.

**MINNESOTA STATE COLLEGES AND UNIVERSITIES
BOARD OF TRUSTEES
Agenda Item Summary Sheet**

Name: Academic and Student Affairs Committee

Date: April 22, 2015

Title: Proposed Amendment to Policy 2.6 – Intercollegiate Athletics (First Reading)

Purpose (check one):

- | | | |
|--|---|---|
| <input checked="" type="checkbox"/> Proposed
New Policy or
Amendment to
Existing Policy | <input type="checkbox"/> Approvals
Required by
Policy | <input type="checkbox"/> Other
Approvals |
| <input type="checkbox"/> Monitoring /
Compliance | <input type="checkbox"/> Information | |

Brief Description:

Board Policy 1A.1, Part 6, Minnesota State Colleges and Universities Organization and Administration, requires periodic review of all board policies. Staff reviewed Policy 2.6 as part of the five year review cycle in 2015. The proposed amendment replaces outdated gender language with language that reflects the inclusive environment at Minnesota State Colleges and Universities.

The proposed revision was reviewed by the Office of General Counsel, cabinet, then sent out for formal consultation and received support from the presidents, employee representative groups, student associations and campus leadership groups. All comments received from the consultation were taken into consideration.

Scheduled Presenter(s):

Toyia Younger, Associate Vice Chancellor for Student Affairs

**BOARD OF TRUSTEES
MINNESOTA STATE COLLEGES AND UNIVERSITIES**

BOARD POLICY
Chapter: 2 Students
Section: 2 Intercollegiate Athletics

Policy 2.6 Intercollegiate Athletics

1 **Part 1. Conference and Division Membership.** Consistent with the unique identity and mission
2 of the institution, a college or university may engage in programs of intercollegiate athletics. A
3 college or university may join one or more conferences and add or remove sports after a review
4 of the impact on students, ~~and~~ finances, ~~and~~ the institution's facilities master plan, Title IX
5 compliance, and completion of the student and college/university consultation process. The
6 college or university shall operate according to the rules and standards of the conference as long
7 as such rules are not in conflict with federal or state law, board policies, or system procedure.
8 Adding any sport at the National Collegiate Athletic Association or the National Junior College
9 Athletic Association division~~_one~~ level requires a recommendation from the chancellor and prior
10 approval by the board. A request for ~~to~~Board approval of participation in a division~~_one~~one-level
11 sport shall be directed to the chancellor or designee and shall include analysis and review of the
12 expected impact on students, institutional and student services finances, the institution's mission
13 and facilities master plan, compliance with equal opportunity requirements, and a report of the
14 consultation process used.

15
16 **Part 2. Gender Equity in Athletics.** The Minnesota State Colleges and Universities are
17 committed to providing equal opportunity in athletics for ~~male and female~~ students of all gender
18 identities and gender expressions. Each college or university with intercollegiate athletics must
19 provide athletic opportunities for students ~~male and female students~~ in accordance with federal
20 and state requirements.

21
22 **Part 3. Student Athlete Health Insurance.** Students participating in intercollegiate athletics are
23 required to maintain health insurance through a plan or rider that includes coverage for
24 participation in intercollegiate athletics. Prior to student participation in intercollegiate athletics,
25 colleges and universities must provide adequate written notice to students of the requirement for
26 health insurance.

27
28 **Related Documents:**

- 29 • [Minnesota Statutes §13.392](#), Subdivisions 1 and 2
- 30 • ~~Minnesota Government Data Practices Act~~

31
32 **Policy History:**

33
34 *Date of Adoption: 5/16/95,*
35 *Date of Implementation: 7/01/95,*
36

1 ***Date & Subject of Revisions:***

2 *4/22/15 – Editorial changes and revised language in Part 2 to encompass all gender identities*
3 *and expressions of students.*

4
5 *03/17/10 - Amends ~~p~~Part 1 clarifying that Board approval is required in order to add a sport at*
6 *the Division 1 level. Amends Part 3 to require student athletes to have adequate health*
7 *insurance.*

8
9 *12/17/03 - Deleted Part 1. Definitions, Subparts A and B; clarified conference and division*
10 *membership by colleges and universities (Part 2) and renumbered to Part 1; amended language*
11 *in Part 3 and renumbered to Part 2; deleted Part 4.*

12
13 *There is no additional HISTORY for policy 2.6.*

14

POLICY CONTENT FORMAT:

Single underlining represents proposed new language.

~~Strikeouts~~ represent existing language proposed to be eliminated.

**MINNESOTA STATE COLLEGES AND UNIVERSITIES
BOARD OF TRUSTEES
Agenda Item Summary Sheet**

Name: Academic and Student Affairs Committee

Date: April 22, 2015

Title: Spotlight: Saint Paul Public Schools and Saint Paul College Launch Gateway to College Program

Purpose (check one):

Proposed
New Policy or
Amendment to
Existing Policy

Approvals
Required by
Policy

Other
Approvals

Monitoring /
Compliance

Information

Brief Description:

Saint Paul Public Schools (SPPS) and [Saint Paul College](#) have teamed with [Gateway to College National Network](#) (GtCNN) to implement a nationally recognized dropout reengagement program. Gateway to College serves young adults ages 16 to 20 who have dropped out of high school or are significantly behind in credits and unlikely to graduate. The program enables students to complete their high school diploma requirements while simultaneously earning college credit toward a college degree or certificate.

Scheduled Presenter(s):

Rassoul Dastmozd, President, Saint Paul College
Thomas Matos, Vice President, Student Development & Services
Saint Paul College Student and Gateway to College participant: TBD

**BOARD OF TRUSTEES
MINNESOTA STATE COLLEGES AND UNIVERSITIES**

INFORMATION ITEM

**SPOTLIGHT: SAINT PAUL PUBLIC SCHOOLS AND SAINT PAUL COLLEGE
LAUNCH GATEWAY TO COLLEGE PROGRAM**

BACKGROUND

At each board meeting, the board pauses to spotlight students or the work of Minnesota State Colleges and Universities on behalf of students. This month's presentation will spotlight a collaboration between Saint Paul College, Saint Paul Public Schools, and [Gateway to College National Network](#) (GtCNN) to implement a nationally recognized dropout reengagement program.

Below is an excerpt from the Saint Paul Public Schools news release about the partnership from Thursday, March 12, 2015 ([source](#)):

Gateway to College serves young adults ages 16 to 20 who have dropped out of high school or are significantly behind in credits and unlikely to graduate. The program enables students to complete their high school diploma requirements while simultaneously earning college credit toward a college degree or certificate.

During this academic year, 52 students are enrolled in the Gateway to College program. Twenty five percent of the 52 students currently enrolled in the Gateway to College program are also taking college level courses at Saint Paul College. Saint Paul Public Schools and Saint Paul College have a goal to enroll 200 students in the program over the next three years. Students must meet specific criteria to begin the program and will be dually enrolled in the school district and Saint Paul College until they complete their high school diploma. Tuition and books are free for students, and instructional staff will use innovative methods to ensure students who have previously struggled will succeed in a college setting.

Throughout their enrollment in Gateway to College, students will receive one-on-one advising and support from Teachers on Special Assignment who will act as coaches, mentors, and advisors. The wrap-around support provided by the program keeps students on the right track for success.

Rassoul Dastmozd, President of Saint Paul College said, "Working with SPPS and Gateway to College National Network in this way helps us achieve our educational mission. We want to see more young people on track to succeed here at Saint Paul College and are proud to be part of a national effort to engage at-risk youth in postsecondary education at the College. Providing an early college option for our students is paramount."