



REACH PROGRAM GUIDE: ADMINISTRATORS, COUNSELORS, & TEACHERS

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PROGRAM PURPOSE

The REACH program is a collaborative effort between Minnesota West Community & Technical College and area high schools. This partnership offers qualified high school juniors and seniors the opportunity to earn college credit in their high school setting. All REACH program courses are taught by a pre-approved, credentialed high school teacher who works closely with a college faculty member. Students who successfully complete a REACH program concurrent enrollment course receive high school credit and Minnesota West college credit.

Minnesota West views the REACH concurrent enrollment program as an equity strategy, striving to increase access to, and success in, college-level courses for traditionally underrepresented and underserved populations. While all students can benefit from taking these courses, Students of Color, students from low income backgrounds, and students from other marginalized groups see the most profound impacts on their futures.

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REACH PROGRAM PROCEDURES FOR TEACHER APPROVAL AND COURSE APPROVAL

To begin the process,

1. Interested instructors should send a [Teacher Application](#) and their unofficial transcripts to the Dean of Liberal Arts and K-12 Partnerships to review
 - a. If an instructor has already been approved, and would like to add another course in their discipline, they may skip this step.
 - b. Official transcripts will be required for final approval
2. Instructors receiving initial approval, or instructors who have already been approved, should submit a [Course Request Form](#) for each new course they would like to teach
 - a. Although instructors may request to teach any course in the [Minnesota West College Catalog](#), some courses may be a better fit for your students than others. Contact REACH program staff to discuss.

TEACHER QUALIFICATION REQUIREMENTS

- Master's degree in discipline, or
- Master's degree in another discipline with 18 semester master's level credits of in-field credits in the given discipline they wish to teach.

A teacher who does not meet the minimum qualifications may be approved to teach a concurrent enrollment course based on evidence of a combination of substantial teaching experience, advanced coursework appropriate to the discipline and/or other relevant experience and expertise. Approval to teach a PSEO Concurrent Enrollment course on this basis may be granted contingent upon:

- Completion of additional graduate coursework
- Field experiences; or
- A program of structured independent study appropriate to the discipline or credential field within mutually agreed upon time parameters.

Agreements between Minnesota West, the high school and the instructor would result in provisional approval based on meeting and completing the agreed upon conditions.

NOTE: A high school teacher approved as a concurrent enrollment instructor **prior to November 10, 2008**, may continue to teach the same course of courses at the discretion of the college or university of record after consultation with the faculty member assigned to work with that high school teacher.

REACH PROGRAM REVIEW AND ORIENTATION PROCESS

The Dean of Liberal Arts and K-12 Partnerships will review the documentation submitted by the teacher to determine if they meet the qualifications for the program. If approved, the teacher will be sent an appointment letter with additional information on the REACH Program. If denied, the teacher will be sent a denial letter.

The approval packet will include:

1. Appointment letter
2. REACH Program High School Teachers Guide and Responsibilities
3. REACH Program Student Guide
4. Minnesota West course outline for the course the teacher has been approved to teach
5. Request for the teacher to develop a course syllabus that matches the approved course requirements
6. Name of college faculty mentor

Denial Packet will include:

1. Denial letter that explains why the teacher was denied to teach within a specific subject area

COURSE SYLLABUS DEVELOPMENT AND REVIEW PROCESS

1. The high school teacher will develop a syllabus based on the specific course outline provided by Minnesota West.
NOTE: the review of the syllabus should be completed before the course begins.
2. Discipline-specific Minnesota West faculty will review and provide necessary/suggested changes, or final approval of a course syllabus; faculty will ensure that the course syllabus reflects the pedagogical, theoretical, and philosophical orientation of Minnesota West.
3. The Dean of Liberal Arts and K-12 Partnerships and/or the Minnesota West faculty mentor will communicate any necessary or suggested changes, or approval of the course syllabus

FACULTY MENTORS

Minnesota West uses college faculty to provide on-going support to the high school teachers participating in the REACH Program. The role of the college faculty mentor is to ensure that the REACH Program course demonstrates the same rigor, content, learning environment, assessment, and pedagogy as other college courses. College administration assigns college faculty mentors for each academic year.

COLLEGE FACULTY MENTOR ASSIGNMENT AND ROLE

Each high school teacher will be assigned a Minnesota West faculty mentor. The college faculty mentor will:

1. Review syllabus and provide feedback to high school teacher. Ensure syllabus has minimum requirements (see online syllabus form on college website).
 - a. Provide high school teacher with copy of Minnesota West course syllabus.
 - b. Review Minnesota West course outline with high school teacher for specific course.
2. Ensure major assignments and requirements are similar to what is required in college course.
3. Visit the high school teacher once or twice per academic year.
4. Observe the high school teacher during class and provide a report on the observation.
5. Interact with the high school teacher about what should be included in the final grade and review of that final grade.
6. Provide teaching tips and strategies.
7. Provide annual discipline-specific training for REACH Program high school teachers.

MENTOR OBSERVATION FORM COMPLETION AND TRACKING PROCESS

1. College faculty mentors will complete and file the Faculty Mentor Observation Report. Copies of the reports are stored in the D2L Brightspace REACH site.
2. Faculty mentors will provide a copy of the completed Mentor Observation Report to the high school teacher they observed. The Mentor Observation Report is used as a tool to provide feedback from college faculty to REACH Program Teachers.
3. The Dean of Liberal Arts and K-12 Partnerships reviews the observation report.

STUDENT ELIGIBILITY, PLACEMENT, AND REGISTRATION PROCESS

A student who plans to enroll for courses in the Reach Program must meet certain eligibility and placement requirements. The eligibility and placement requirements are set by Minnesota West.

ELIGIBILITY REQUIREMENTS

Must be a junior or senior in high school and meet **one** of the following PSEO eligibility requirements

1. High school rank - top $\frac{1}{3}$ of class as juniors and top $\frac{1}{2}$ of class as seniors
2. ACT Scores - 24 or higher as a junior and 21 ACT or higher as a senior
3. Reading scores - Classic Accuplacer, 78; Next Gen Accuplacer, 250; or Reading ACT, 21
4. Math scores - refer to each course for specific requirements
5. Cumulative GPA – 2.6 for courses with a reading requirement; 2.8 for MATH 1105

PLACEMENT REQUIREMENTS – IF THE STUDENT DOES NOT HAVE A QUALIFYING ACT SCORE

The student may also take the Accuplacer placement assessment

- ☐ High school staff may proctor the assessment at the high school, or arrange a testing session with the K-12 Collaboration Coordinator
- ☐ Students may also take the test at a Minnesota West campus
- ☐ Students must score at a certain level on the Accuplacer Assessment test in reading and/or math, or qualify under the Multiple Measures Course Placement initiative (student transcripts and test scores should be sent to the K-12 Collaboration Coordinator for review). Minnesota West has set specific placement requirements for each REACH program course.
 - o Eligibility and placements requirements for each course are provided to each REACH Program High School. Students should contact their high school counselor for more information. Students may also use MCA scores for some courses, not including English Composition. These options are listed on the eligibility and placement documents provided to high school counselors.

REGISTRATION PROCESS

1. Course rosters should be sent to the K-12 Collaboration Coordinator as soon as available. The K-12 Collaboration Coordinator will review the rosters, and let the high school know which students need to apply, which transcripts are needed, and which students are ineligible to participate.
2. Students must apply to Minnesota West online at www.MNwest.edu. Students may follow these instructions for assistance: [REACH Application Instructions](#). NOTE: students who do not apply will not be eligible to earn college credit.
3. Transcripts and any required test scores should be sent to the K-12 Collaboration Coordinator
4. All student registration materials (application, transcripts, test scores, waivers) must be sent to the K-12 Collaboration Coordinator by the 5th business day of the high school semester in which the course is offered.

PROGRAM EXCEPTION POLICY AND PROCEDURES

The REACH Program courses shall enroll only high school students who may earn both high school and college credit for a satisfactorily completed course. A high school that wishes to offer a REACH Program

course but **cannot generate sufficient enrollment** to offer that course only to 11th and 12th grade students who meet the REACH Program Eligibility and Placement requirements may:

1. Request approval for an exception from the Minnesota West Dean of Liberal Arts and K-12 Partnerships to allow 9th or 10th grade students who rank in the upper one-tenth of their class or attain a score at or above the 90th percentile on a nationally standardized exam to enroll in the course.
2. Request approval for an exception from the Minnesota West Dean of Liberal Arts and K-12 Partnerships to allow non-PSEO students to enroll in the REACH Program course. Minnesota West shall approve or deny the request after the appropriate college consultation process.

See [Detailed Exceptions Policy](#) for more information.

BILLING INFORMATION

1. Cost per class/section is \$3,000. This is set by the state, and is the same for all 2-year colleges in Minnesota.
2. Minnesota West will send a contract to the high school in May of each year for the courses/sections contracted for the upcoming academic year. High schools will receive an invoice in September for first semester contract classes and another invoice in January for second semester contract classes. Yearlong classes will be billed on the first semester invoice.

GRADING

1. Instructors will submit their grades via ISRS. The K-12 Collaboration Coordinator will send information on this to instructors at the end of the semester.
2. Grade changes can be made if the student completes course requirements or if an error occurred. Forms are available from the K-12 Collaboration Coordinator, or an email to theresa.ireland@mnwest.edu from the instructor will be accepted.
3. Incomplete or “I” grades may be used in certain circumstances. “I” grades change to “F” grades after one full term. Note: All “I” grades will affect a student’s probation or suspension status.

WITHDRAWING FROM A REACH PROGRAM COURSE

1. High school administration must contact the K-12 Collaboration Coordinator in an event that a student would like to withdraw from a class.
2. Withdraw Process:
 - a. Complete a [Add/Drop/Withdraw Form](#)
 - b. Return the Add/Drop/Withdraw Form to the K-12 Collaboration Coordinator for processing
 - c. Students may withdraw up to 80% of the course instruction being complete
3. Courses for which students officially withdraw or are administratively withdrawn will appear as a W on the student transcript.

The College evaluates Satisfactory Academic Progress at the end of each term. While the Minnesota West policy **DOES** allow students to withdraw from a REACH class, we want to make sure the student understands what that will mean for them. A student who withdraws will have a “W” or withdraw on their Minnesota West college transcript and the student will still show up on your Minnesota West class roster. Satisfactory Academic Progress (SAP) is the

measurement of a student’s performance (credits completed and cumulative grade point average) in meeting the institutional degree requirements.

Important: Some students who withdraw from a REACH course will receive a letter at the end of the academic year explaining that they have not met the Minnesota West Satisfactory Academic Progress standards for GPA and/or completion rate and may be placed on academic probation with Minnesota West. Each student will be different, depending on how many credits they registered for, how many they withdrew from, etc. The complete policy can be found at <http://www.mnwest.edu/minnesota-west-policies/policy-29/>.

EVALUATION

The REACH Program will conduct an evaluation of the program and courses on an annual basis. The evaluation will include participating high school teachers, counselors, administrators, and students.

ANNUAL PROFESSIONAL DEVELOPMENT

High school REACH instructors must complete annual professional development. Minnesota West hosts an in-person Annual Professional Development Day each year on the Worthington campus. Attendance is required for REACH instructors, and optional for counselors, principals, and other high school staff. Instructors who are not able to attend may complete alternative activities online; however, in-person attendance is required at least once every three years.

The Annual PD Day is always held the Thursday before the first day of Minnesota West’s fall semester. Academic calendars for the current and upcoming schools years are available on the Minnesota West website: [Current Students \(mnwest.edu\)](http://www.mnwest.edu/current-students)

College mentor faculty will also work with the high school instructors on professional development activities. Most activities aside from the Annual PD Day will be completed online.

REACH PROGRAM HIGH SCHOOL TEACHER NON-COMPLIANCE POLICY FOR COURSE CONTENT

All REACH Program High School Teachers are expected to adhere to the Minnesota West Community and Technical College common course outline content, academic rigor, and assessment components. Non-compliance occurs when any of the outlined REACH Program course content expectations are not adhered to.

If the Dean of Liberal Arts and K-12 Partnerships, K-12 Collaboration Coordinator, or faculty mentor has significant concerns regarding a REACH Program High School teacher’s adherence to the course content, academic rigor, and/or assessment components, the issues will be addressed on a case-by-case basis, with the goal of assisting the REACH Program High School Teacher to correct the concerns.

In the event that a course is cancelled due to the instructor’s issues with course content, academic rigor, and / or assessment issues, the fee paid to the college for the course(s) will not be refunded.

1. The Concerns will be documented in writing in the site visit report and sent to the Dean of Liberal Arts and K-12 Partnerships. The written documentation will be kept in the REACH Program’s Master Files.

2. The Dean of Liberal Arts and K-12 Partnerships will contact the high school administrator to coordinate a meeting with the REACH Program High School Teacher, faculty mentor, and high school administrator to discuss instructional concerns and develop an action plan.

3. The faculty mentor will follow up with the REACH Program High School teacher, either through another meeting or through a classroom observation, to determine if the concerns outlined in the action plan have been addressed and resolved.

4. If, after thorough consultation and careful consideration, the Dean of Liberal Arts and K-12 Partnerships and the faculty mentor determine that the course does not maintain college quality, the Dean of Liberal Arts and K-12 Partnerships will cancel the course for the subsequent academic year and the high school teacher will lose their status as a REACH Program teacher in that discipline. The high school administration will be informed of the College's decision, and the Dean of Liberal Arts and K-12 Partnerships will work with the high school to identify another instructor, if appropriate.

NOTE: If an instructor has been approved to offer REACH Program courses in more than one discipline or course, the Dean of Liberal Arts and K-12 Partnerships and faculty mentor for each area will assess adherence to course content. Cancellation of one REACH Program course due to non-compliance does not automatically cancel other REACH Program courses.

REACH PROGRAM HIGH SCHOOL TEACHER NON-COMPLIANCE POLICY FOR PROFESSIONAL DEVELOPMENT

All REACH Program High School Teachers are expected to complete annual faculty mentor site visits to stay informed of college expectations as they relate to current course content and rigor. REACH Program high school teachers **are expected** to participate in the annual Faculty Mentor Site Visit and engage in conversation as outlined on the Faculty Mentor Observation Report. The Faculty Mentor Site Visits are one form of Professional Development for the REACH Program. Other professional development opportunities are provided by the college. Participation is required.

The Dean of Liberal Arts and K-12 Partnerships maintains documentation of annual Faculty Mentor Site Visit participation for all REACH Program high school teachers. The Dean of Liberal Arts and K-12 Partnerships conducts an annual compliance review and notifies those REACH Program high school teachers who are in danger of non-compliance with the participation policy.

In the event a REACH Program High School teacher doesn't participate in an annual professional development and has not made arrangements to meet individually with the mentor faculty or Dean of Liberal Arts and K-12 Partnerships prior to the start of the term, the following will result:

1. The Dean of Liberal Arts and K-12 Partnerships will contact the high school teacher to coordinate a meeting. An individual meeting between the Dean of Liberal Arts and K-12 Partnerships, Faculty Mentor, and high school teacher will serve as a substitute (on a one-time-basis) for the annual Faculty Mentor Site Visit. The primary focus of the meeting will be to review discipline-specific expectations related to course content and rigor.
2. If the high school teacher is unable to meet, cancels the meeting, or is unwilling to find a time to meet, the Dean of Liberal Arts and K-12 Partnerships will advise the high school administrator and high school teacher

that his/her course is in jeopardy of being cancelled. The high school teacher will then be responsible for contacting the Dean of Liberal Arts and K-12 Partnerships to schedule a meeting.

3. If the high school teacher misses the annual Faculty Mentor Site Visit and DOES NOT meet with the Dean of Liberal Arts and K-12 Partnerships prior to the start of the succeeding academic year, the instructor will be put on probation for a one-year period. During the probationary period, the high school teacher MUST meet with the Dean of Liberal Arts and K-12 Partnerships and participate in the annual faculty development. The high school principal and Dean of Liberal Arts and K-12 Partnerships will both be informed of the probationary period and consequences of non-compliance.
4. If, at the end of the year of probation, the high school teacher is still non-compliant, the REACH Program course will be cancelled and the instructor will no longer be considered a REACH Program high school teacher for that course.

NOTE: If an instructor has been approved to offer REACH Program courses in more than one discipline, professional development is required for each discipline. Cancellation of one REACH Program course due to non-compliance does not automatically cancel other REACH Program courses.

