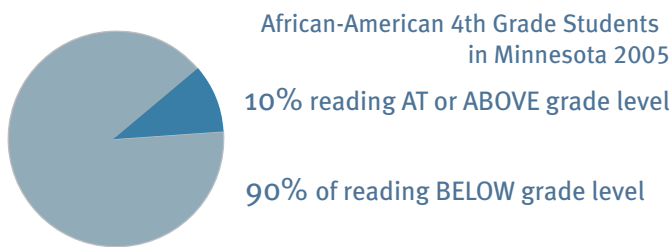




Raising Expectations 2009 Season Summary

Harlem Children's Zone president Geoffrey Canada didn't pull any punches at the May 2009 Minnesota Meeting. "No one is coming in to rescue Minnesota's children," warned Canada. "If you don't do it, it will not get done." Fortunately, the crowd of more than 1,000 public, private, and nonprofit sector representatives were eager to hear how they could work together more effectively to solve our education crisis.



Minnesota has the 2nd largest gap in the nation between African-American and white students on the 4th grade reading score.

Raising Expectations, the 2009 season of Minnesota Meeting, explored how our education system must be dramatically transformed to improve individual lives, lift families and communities out of poverty, and secure our region's economic health for decades to come.

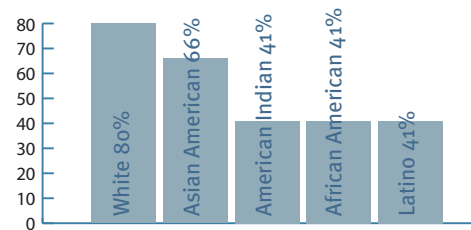
As Minnesota's workforce needs change, the economy becomes more global, and Baby Boomers retire, Minnesota must change the way it educates students to ensure a successful future for all. Demographic changes, alarming racial achievement gaps, and a lack of learning readiness among preschoolers make this

challenge all the more urgent. While our school system continues to help many students achieve success, not all students and all communities are benefiting. These disparities have grave consequences for the students and for our state.

Minnesota leads the nation on a number of education measures, yet when we peel back the layers, we find a different picture. Consider:

- Half of Minnesota children enter kindergarten "not ready to learn."
- In 2005, only 10% of African-American 4th-graders in Minnesota were reading at or above grade level.
- 50% of all students of color in Minnesota graduate high school in four years.

2006-07 High School Graduation Rates in Minnesota



This report serves as a distillation of the common themes that emerged throughout the series, with specific recommendations for improving schools, better engaging families, and enlisting stronger community support. These recommendations demonstrate that we all have a role to play in ensuring our students receive a high quality education. Together, we can help our young people reach their full potential and ensure Minnesota will benefit from their positive contributions for generations.

We invite your feedback and we thank you for helping us *Raise Expectations* to educate all of our students for a changing world.

2009 EVENTS & SPEAKERS



Closing the Opportunity Gap: Ensuring Every Student Has Great Teachers and a Great School

March 2009

In the past, ensuring a quarter of high school graduates were college-ready was sufficient to support our students' futures and our state's workforce needs. Today we must prepare all of our students, from preschool to high school, to achieve at much higher levels. And while Minnesota does well with some students, the state has one of the highest gaps between students of color and white students and between students of different income levels.

Kati Haycock, president of the Education Trust, identified critical steps Minnesota should take to close the opportunity gap. Haycock has been a leading voice for keeping state and federal reform efforts focused on educational equity for all students. **Rudy Crew**, a nationally recognized innovator, author, and former school district superintendent (New York, Miami-Dade), offered candid reflections on common obstacles that arise when trying to change urban school systems.

Bush Foundation President **Peter Hutchinson** facilitated a discussion among the two speakers on the tough decisions we must make to ensure every student has great teachers, a great school, and a successful future.



Our Future Prosperity: Preparing Minnesota Students to Be Leaders in Math and Science

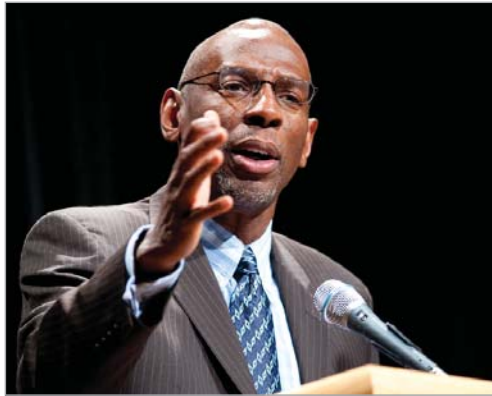
April 2009

Minnesota's economy relies on growth and innovation in the science, engineering, and medical sectors. Yet, when we examine performance gaps, the number of women and minority students excelling in these high-skill, high-wage professions is leveling off or even declining.

Our children will enter the workforce in an economy in which math, technology, and the sciences will play a leading role. That's why the state is seeking to raise math and science standards to ensure all students have rigorous opportunities to excel in these essential skills.

Dr. Mae Jemison, the first woman of color to travel into space, delivered an inspiring keynote address. Dr. Jemison has been a NASA astronaut and a Peace Corps medical officer, among other professions in the science, technology, medical, and engineering fields.

Dr. Eric Jolly, president of the Science Museum of Minnesota, also led a discussion with local youth, inviting them to share their experiences with math and science in Minnesota schools.



Working Together: Organizing Our Communities to Support Student Success

May 2009

To ensure the success of all students, regardless of race or income, and to provide them with meaningful opportunity, we need more than strong schools. We need all sectors of our communities working together to support student success.

Geoffrey Canada shared his experience leading the Harlem Children's Zone, a transformative program for students, their families, and a 97-block area of the New York neighborhood. Harlem Children's Zone (HCZ) offers a holistic approach to delivering education, social service, and community-building programs, serving 10,000 children from preschool to college age each year. A dynamic speaker, Mr. Canada is nationally recognized as a pioneer in educational reform.

This session explored how Minnesota might integrate lessons learned from the HCZ model. It also identified how to reposition our educational system to be at the core of public, private, community, and family investment to benefit all students and our state.



Photography by Stephen Allen

Special Event: Legislative Hearing of the House K-12 Education Policy and Oversight Committee

May 2009

Committee Chair, Minnesota's State Representative Carlos Mariani, organized what he called an unusual event: hosting a hearing outside of the Capitol. The hearing drew legislators representing Stillwater, Mankato, Hopkins, White Bear Lake, Isanti County, Wayzata, Brooklyn Park, and Minneapolis, among other cities and districts.

The legislators heard expert testimony from Geoffrey Canada, then learned about four local programs modeling the sort of holistic approach to student success that the Harlem Children's Zone has found to be so effective. The programs and speakers included:

- *Invest Early, Blandin Foundation*
Susan Hoeft, Community Education Director, Itasca Area Schools Collaborative
- *Achievement Plus, St. Paul Public Schools and Wilder Foundation*
MayKao Hang, Director of Children and Family Services, Wilder Foundation
- *Northside Achievement Zone*
Sondra Samuels, President, Peace Foundation
- *Minnesota Minority Education Partnership*
Emmanuel Dolo, Research Director

IN THE SCHOOLS

Goeffrey Canada asked the crowd, “If two trains head westward from Minneapolis at the same speed, one leaving at 9 am and the other at noon, when will the two trains meet?”

“It’s obvious they never will,” said Canada, “yet our education system is built upon that impossibility. Students who enter school many years behind grade-level are expected to catch up with just one year’s worth of instruction each year.”

Furthermore, Kati Haycock pointed out, for many students entering behind, the education system actually widens the gap. “The system is organized in a way,” she said, “to give to students who already come in with less, less of everything that research and experience tells us makes a difference in educational outcomes.”

Demand results from teachers. Teachers need to be held accountable for producing results. They should be evaluated on progress, not just proficiency. Teachers need to demonstrate student growth over the course of a year, not simply whether or not their students know the material at a single point in time.

Ensure school staffing is consistently driven by what’s best for students, not what’s best for teachers. “Some teachers simply need to move on and choose another profession,” said Canada.

Respect and support teachers. If we’re going to expect teachers to do whatever it takes to ensure all children make a year or more of progress in their classroom, we need to treat teachers like professionals. We need to pay them accordingly, and provide opportunities for training, mentorship, and other professional support.

No one enters teaching without wanting to make a difference, said Rudy Crew. But with little, if any professional support, many beginning teachers don’t know “what an A looks like” in teaching. He advocates introducing a master-teacher approach to allow for greater compensation for and knowledge sharing by effective teachers.

How we recruit, train, and retain teachers will become a critical issue, said Peter Hutchinson. With a large number of teachers retiring or leaving the profession, Minnesota will need to replace 25,000 teachers in the next 10 years.

Help teachers develop a “repertoire” of teaching strategies to reach students with different learning styles and provide meaning. Some students grasp abstract concepts, others learn through real world application. Integrating the

arts and academics can be an effective way to respond to different learning styles – the same content can be delivered or reinforced in multiple ways. In addition, investing in school science labs helps students make connections and understand meaning through experimentation.

Rudy Crew compared effective teaching to the performing arts, in which the artist constantly adapts his/her delivery of the material to best connect with their audience at the moment.

Put the best teachers in the most struggling schools.

Students who start school behind need intensive teaching to bring them up to grade level and beyond. Since the current system doesn’t incentivize effective teachers to work in schools with the greatest needs, those schools are usually staffed by the least experienced teachers.

Evaluate every step and use test data to improve, not just document, student performance. Get test data back early enough in the school year to make changes and focus efforts on the areas in which students have shown they need improvement.

Invest in a longer school day and school year. Closing a one-year gap is easier than closing a 3- or 8-year gap. Trying to catch up a high school student who reads at a third-grade level is working against the odds. Both a longer school day and a longer school year will help.

Encourage all students to aim high, increase participation in rigorous classes by students of color. The fact that Minnesota students perform well on the ACT (cumulative score) masks the fact that few students, especially students of color, take the ACT test and other courses shown to be predictors of post-secondary success. We need to offer all students a rigorous curriculum and actively recruit students to pursue college-prep courses.

Prepare students to excel in science and math. Fewer than half (40%) of Minnesota high school students met ACT benchmarks for science. Between 2006 and 2016, nine of the top 15 high growth/high pay occupations will require an educational background in science and math.

Make all schools safe and welcoming. “We shouldn’t be sending children to schools we’re afraid to set foot in,” Jeffrey Canada said.

Follow the money. Make sure that Title I dollars don’t stop at the district budget, but are allocated to the schools serving the students for which those dollars were intended.

IN THE HOME

Parents and caregivers are children's most influential teachers. Parents can provide learning opportunities outside of school and serve as role models by putting education as a high priority.

Dr. Eric Jolly stated that the number one predictor of college success is parental involvement.

Engage parents as full partners in their children's education. Schools must start with the premise that every parent wants what's best for his/her child, and work more effectively with parents and communities to ensure all students have access to quality opportunities both inside and outside the classroom.

Mr. Canada pointed out that for some parents – including those who didn't receive adequate instruction to begin with or for whom the classroom feels like a long time ago – may have trouble advising their students on homework like algebra and science. Providing those parents with tools to help them confidently support their children's education is important.

Find ways to motivate the least involved parents. And for the minority of parents who aren't involved? Involve them, plain and simple. Canada described a controversial program at the Harlem Children's Zone in which parents receive gift cards for participating in their children's education. It's a "business decision," he said, explaining that it's a lot cheaper to spend \$25 on a retailer's gift card than to hire a \$50,000-a-year staff member to encourage parents to come to school events and then have those parents not participate anyway. It is essential to make decisions based on the outcomes we want, rather than the process we prefer, and do whatever it takes to support our children.

Parents and caregivers should nurture children's innate curiosity and model lifelong learning. Dr. Jemison said we need to work "with the grain," of children's innate curiosity by encouraging them to explore their world and their ideas. Taking children to museums and providing other enriching experiences is a simple way to bolster their education. And parents need to model a lifelong love of learning: "It's not cute to tell your child that you don't know how to work your own phone," said Dr. Jemison.

Encourage early childhood learning in the home and help more families take advantage of quality early childhood programs. Half of Minnesota children enter kindergarten "not ready to learn" and as early as age three, children demonstrate disparities in vocabulary. Parents and caregivers need information about the developmental needs of their children and how they can work to keep their children on pace before school starts.

Remove barriers to participation in our community's rich cultural and educational opportunities by low-income families. Cost, transportation, location, and other logistical hurdles prevent many families from taking their children to museums, summer camps, and other enrichment opportunities. A lack of awareness of the variety of options and of the educational returns can also deter participation.

Acknowledge differing cultural perspectives regarding educational and enrichment opportunities. Gender may influence some families views regarding education. Girls may be expected to do more of the household chores that detract from time spent on studying and school success.

In addition, enrichment activities (such as sports, clubs, and the arts) are not a traditional part of school-based education in all cultures and may not always be readily embraced. Although there are academic, social, and developmental benefits from this sort of opportunity, there may be cultural differences in understanding or valuing participation in these activities. Work with cultural communities to develop trusting relationships and activities that will be embraced by those communities.

Deliver high expectations with warmth and discipline. Kids need both high expectations *and* support to help them achieve their full potential.

IN THE COMMUNITY

One of the key components in effective education according to Dr. Rudy Crew, is to demonstrate a “high degree of human caring,” which should be evident at the board, the district, and the classroom levels, as well as in how a community spends its dollars.

Communities need to support young people in an atmosphere with clean parks and playgrounds and an absence of violence. “And if kids are hungry, they aren’t going to focus on learning. If you want to transform a community, bring home college graduates,” said Canada.

Minneapolis Foundation President and CEO Sandra Vargas pointed out that to ensure the success of all students and to provide them with meaningful opportunity, Minnesota needs more than strong schools. It will require all sectors of the community working together to support student success.

Start early and go the distance. No one program is powerful enough to do the job of educating our young people. Kids need a continuity of support in school and in the community to help them successfully progress all the way through college. And effective early intervention reduces the need for later remediation.

The Harlem Children’s Zone’s Baby College helps expectant and new parents understand child brain development and what they can do from the outset to help their children reach their full potential. At the Harlem Children’s Zone, 97-100% of its Promise Academy third-graders scored at or above grade level in statewide math tests. “The gap is essentially closed at that point. But a program is only as good as it lasts,” Canada warned. “We need to keep providing students with high-quality programs until they make it to – and through – college.”

Cultivate existing community assets and strengthen partnerships among them. As Dr. Eric Jolly, Dr. Mae Jemison, and the student panelists highlighted, Minnesota is rich in community resources that can extend learning beyond the school day and spark engagement in different ways. Connecting those resources is critical to efficiently and effectively delivering comprehensive, high-quality services to ensure our children’s success.

In particular, we need to strengthen connections between existing resources, better align efforts, and increase access and participation to broaden opportunities for accelerated and enriched learning.

Build on cultural assets. Great wisdom exists in our communities, including insights into how to better meet students’ needs, and a demand for excellence. It is essential to find ways to tap into that wisdom.

Help families thrive: kids can’t learn if they’re hungry, homeless, or feeling unsafe. “We need to be honest about what we’re expecting in class from children for whom school hours are the only stable period in their day,” said Canada. The Harlem Children’s Zone developed a program to help families retain their housing so their children won’t lose ground academically while moving from couch to couch or shelter to shelter. Education doesn’t happen in a vacuum: tackling the variety of factors that adversely affect learning is essential.

Children’s healthy development begins with good prenatal care and requires a safe, stable, and supportive environment. Homelessness, lack of health care, unsafe neighborhoods, unsupervised time, and other conditions drastically undermine children’s ability to learn and excel in the classroom. We need to support policies that help families provide and maintain a quality of life that’s conducive to their children’s health and well-being – both inside and out of the classroom.

Prepare school boards to lead effectively, not to administrate. Ensure that school board members have training, not just passion.

Break down funding silos. Money allotted for education is often broken down into so many small and often competing pots, it is difficult to effectively support the pipeline from early childhood to post-secondary education.

Battle inertia. Unfortunately, a lot of folks have accepted failure in our educational system. We need to keep the pressure turned up.

Don’t give up on a single child. Show students that it’s never too late to get back on track. We need to acknowledge that it will be hard, but ultimately worth it. Breaking down the process to post-secondary success into very small steps, and providing lots of entry and reentry points helps allow students to come back to school.

ABOUT THE MINNEAPOLIS FOUNDATION

Who We Are

The Minneapolis Foundation is a community of individuals, families, businesses, and organizations working together to make a positive difference in our community and our world.

We offer simple, flexible ways for donors to create a powerful, personal legacy – whatever their charitable interests may be. Through the charitable funds they've established, our donors grant an average of \$30+ million to more than 1,000 local, national, and international organizations each year.

Individuals and families also make gifts to the Foundation to help strengthen our community. We pool and invest those gifts and distribute the income through a competitive grantmaking process. Each year, we award approximately \$6 million in Community Grants from this endowment to innovative nonprofits working to ensure our community is a fair, vibrant, and sustainable place in which everyone has the power to build a positive future for themselves, their families, and their community.

We also join with nonprofits, businesses, government agencies, and other foundations to achieve positive community change. Our goals are to ensure our children receive a world-class education, to enhance the economic health and vitality of our region, and to empower communities to be effective leaders on issues that directly affect their lives.

Founded by local business leaders in 1915, The Minneapolis Foundation currently administers more than 1,000 charitable funds and manages more than \$500 million in assets. A board of trustees comprised of civic leaders from the public, private, and nonprofit sectors provides direction and oversight.

Learn more at MinneapolisFoundation.org.

Our Goals for Transforming Education

Education reform that enables all young people to learn and thrive is essential to individual well-being and regional prosperity. The Minneapolis Foundation is committed to ensuring quality education opportunities to children and youth from traditionally under served communities, from early childhood through continuing education, and to closing the achievement gap.

Through our strategic plan, we have identified three key results we will achieve with our grantees and community partners:

- Student Success – children are ready to enter school, stay on grade, and are prepared to thrive in their post-secondary education/vocation.
- Effective Public Education – our public school systems assure all children experience academic success.
- Community and Parent Engagement – families, communities, and school systems work together toward shared goals.

Our Investments in Education

Since 2007, The Minneapolis Foundation has invested more than \$1.7 million for education from its Community Endowment created by generations of Minnesotans.

Last year, our donors invested a total of \$2.9 million in education through support for a variety of causes and institutions they care about, from arts education to after school programs, to supporting their alma maters.

In addition to our grantmaking, the Foundation participates in and leads initiatives designed to improve educational outcomes for students and transform education in Minnesota. The following are just a few examples of this work:

- The Minneapolis Foundation advocates for early childhood education and all-day kindergarten in Minnesota. To date, these efforts helped secure passage of legislation and funding to expand all-day kindergarten throughout the state.
- The Destination 2010 initiative has provided tools and a scholarship incentive to help a cohort of Minneapolis and St. Paul students to graduate high school and pursue higher education.

ABOUT MINNESOTA MEETING

Minnesota Meeting is a statewide public affairs forum produced by The Minneapolis Foundation.

Originally launched more than two decades ago by Twin Cities business leaders, Minnesota Meeting regularly attracts 700 to 1,000 community leaders from all sectors and generates extensive attention statewide.

Minnesota Meeting combines engaging and provocative national speakers with local practitioners, fact sheets, and a diverse audience to provide a rich opportunity to exchange perspectives and stimulate dialogue on critical issues facing our community.

The 2009 Minnesota Meeting series, Raising Expectations, explored how our education system – and the communities that support it – must adapt to an increasingly global economy and an increasingly diverse state.

In three Minnesota Meeting events, thousands of Minnesotans learned about challenges and strategies for raising expectations for our schools, our community, and our students.

The events were held at the Minneapolis Convention Center and attended by business and political leaders, nonprofit and philanthropic leaders, educators, and students.

The events were also broadcast on Twin Cities Public Television's Minnesota Channel and on Minnesota Public Radio's Midday program, reaching tens of thousands of Minnesotans statewide.

For more information, please contact us at (612) 672-3878 or visit MinnesotaMeeting.com.

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