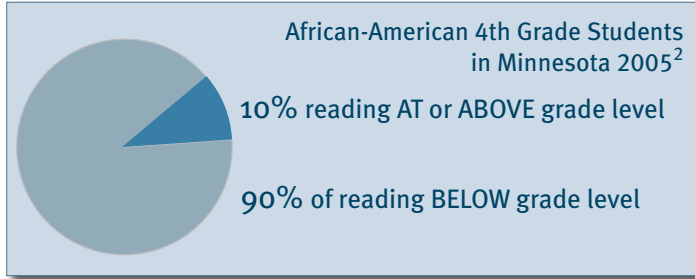


Raising Expectations: The Opportunity Gap

What if every Minnesota student had great teachers and a great school?

What if Minnesota's education system helped every student achieve at high levels?

Minnesota has the 2nd largest gap in the nation between African-American and white students on the 4th grade reading score.¹



Minnesota students measuring proficient or above on the 11th grade math test in 2008³:

White	38%
African American	8%
Latino	14%
American Indian	11%
Asian/Pacific Islander	31%

Minnesota has some of the nation's deepest disparities in achievement between students of color and white students.

What if all Minnesota students had great learning opportunities?

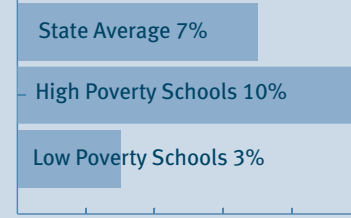
Test scores go up for all students when they take the minimum core high schools courses recommended by the ACT.³

Minnesota's ACT test takers in 2008³:

White	79%
African American	3%
Latino	2%
Asian American	4%
American Indian	1%

Percentage of Minnesota Secondary Classes Taught by Teachers Lacking a Major or Minor in Field¹

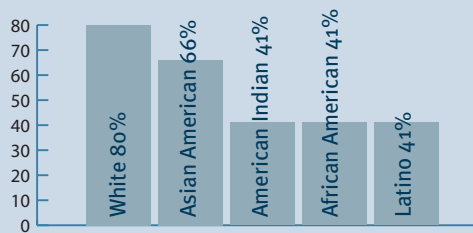
1999-2000



“Research is very clear: Good teachers make good schools. Students who get several effective teachers in a row will soar no matter what their family backgrounds, while students who have even two ineffective teachers in a row rarely recover.”¹

What if all Minnesota students were prepared for college and work?

2006-07 High School Graduation Rates in Minnesota³



- “38% of Minnesota public high school graduates who attend state colleges and universities are insufficiently prepared – requiring remedial coursework before they are ready to learn at the college level.”⁴
- “Low-income students in Minnesota are becoming less likely to make it to college. In 1993, Minnesota ranked first in the percentage of low-income students enrolling in college, at 48 percent. However, the state fell to 11th in 2003-04, with just 33 percent participation.”⁵
- “Only 22% of Minnesota businesses express satisfaction with the level of workforce preparedness apparent in high school graduates.”⁴

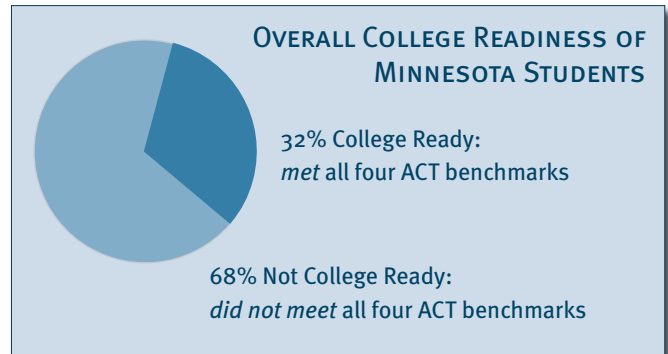
1) Education Trust's *Education Watch Minnesota* Fall 2006; 2) Children's Defense Fund Minnesota 3) Minnesota Minority Education Partnership's *2009 State of Students of Color and American Indian Students* 4) Minnesota Business Partnership & Itasca Project *Minnesota's Future World-class Schools, World-class Jobs 2009* 5) Minnesota Private College Council *NEWS February 2006*, Data analysis from *Postsecondary Education Opportunity*

Raising Expectations: Our Future Prosperity PREPARING OUR STUDENTS TO BE LEADERS IN MATH AND SCIENCE

How prepared are Minnesota students for the future?

- 56% of students met ACT's benchmarks for math.^{1*}
- 40% met benchmarks for science.*
- Increased academic standards and accountability have improved performance in math and science from a decade ago.²
- Compared with countries around the world, Minnesota ranks high, but is not yet considered elite in math and science.

* Does not reflect the gaps in college readiness by race/ethnicity.



Minnesota Students Meeting ACT College Readiness Benchmark Score (22) in Math			
H.S. Graduating Class of 2008	Ready	Not Ready	Number of students
All Students	56%	44%	44,863
African American/Black	16%	84%	1,629
American Indian/Alaska Native	38%	62%	239
Caucasian American/White	59%	41%	35,010
Hispanic	34%	66%	812
Asian American/Pacific Islander	41%	59%	2,133

Minnesota Students Meeting ACT College Readiness Benchmark Score (24) in Science			
H.S. Graduating Class of 2008	Ready	Not Ready	Number of students
All Students	40%	60%	44,863
African American/Black	9%	91%	1,629
American Indian/Alaska Native	23%	77%	239
Caucasian American/White	42%	58%	35,010
Hispanic	22%	78%	812
Asian American/Pacific Islander	25%	75%	2,133

Data provided by the Minnesota Private College Research Foundation. For more resources on our state's education challenges and we can respond, visit www.LearnMoreMN.org.

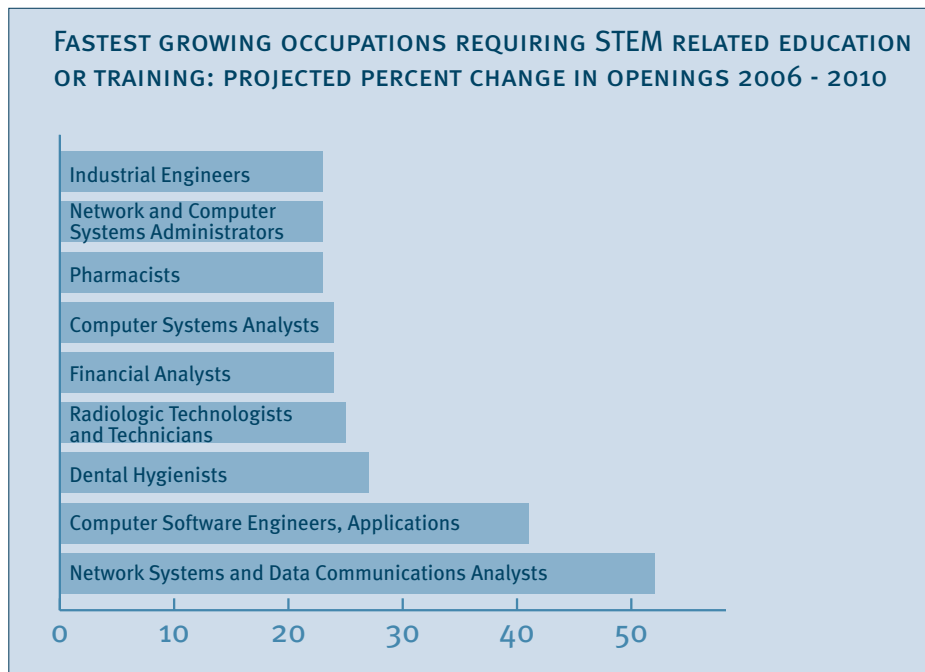


How many science, math, engineering and technology (STEM) degrees is Minnesota producing now?³

Stem Degrees Awarded in 2007-08		
	Bachelor's	Master's
Private nonprofit colleges	1,505	176
University of Minnesota	2,439	608
State Colleges and Universities	1,105	92
For-profit private colleges	255	325
Total STEM Degrees	5,304	1,201

What is Minnesota's demand for STEM related occupations?

- Nine of the top 15 high growth/high pay occupations will require educational background in science and math.⁴
- All of these occupations will grow a minimum of 23% over the decade with an average of 6,700 openings per year.



1) ACT data and benchmark analysis www.act.org/news/data/07/statemenu.html 2) SciMathMN Release of Preliminary 2007 MN TIMSS Analysis www.scimathmn.org 3) National Center for Education Statistics, IPEDS 4) Department of Employment and Economic Development, Employment Outlook Tool www.deed.state.mn.us/lmi/tools/projections/Default.aspx

Raising Expectations: Working Together ORGANIZING OUR COMMUNITIES TO SUPPORT STUDENT SUCCESS

Minnesota needs more than strong schools. We need all sectors of our communities working together to support student success. Following are some troubling statistics that highlight a few areas in which we need to make significant improvements. Consider these opportunities for us to work together to provide all children with the safety, stability, health, and support they deserve...and to support their families as they seek to provide the best for their children.

Let's provide a healthy beginning for all children.

The early childhood years – birth to age five – are a critical period of growth and development. A healthy pregnancy and early nurturing contribute to a child's brain development and later success in school.

- Women of color are 2-3 times more likely to receive inadequate or no **PRENATAL CARE** during their pregnancies than white women. **LOW BIRTHWEIGHT** births among African Americans in Minnesota are 2 times greater than whites. ¹
- Minnesota's **TEEN BIRTH RATE** is higher than the national average for all racial and ethnic groups except whites. ¹

Poverty and poor health negatively impact a child's ability to learn.

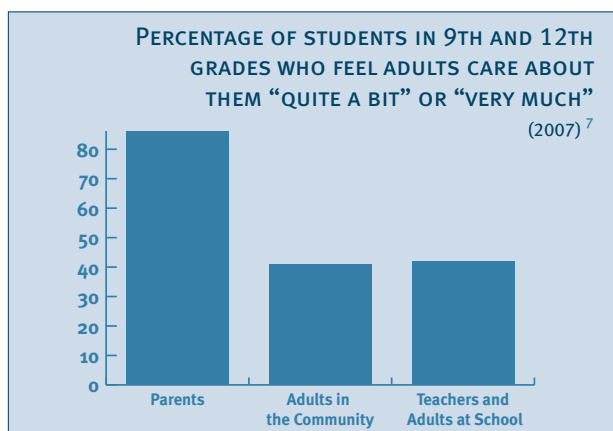
- More than a third (37%) of all Minnesota 1st graders received **FREE OR REDUCED-PRICE LUNCH** this year. ³
- 85,000 children in Minnesota don't have **HEALTH INSURANCE**, including 25% of Latino children. ^{1,3}
- 85,000 Minnesota children suffer from **ASTHMA**, the leading cause of school absenteeism due to chronic illness. ^{5,16}

Let's ensure all children have safe, stable environments.

Homelessness and frequent mobility have been shown to have negatively affected academic achievement. Consistent, caring relationships are fundamental to student learning.

- More than 3,000 children are **HOMELESS** in Minnesota on any given night. *Time* reported in March 2009 that nearly 1 in 10 children attending public school in Minneapolis was homeless. Parents and students overcome significant barriers to continue their education: 90% of parents experiencing homelessness who were surveyed in Wilder Research's 2006 Survey reported that all of their school age children had attended school on the day of the survey. 89% of the homeless, unaccompanied youth surveyed were enrolled in school. ^{6,11}
- Minneapolis Public Schools had an average **TEACHER TURNOVER RATE** in the last three years of 21%. More than a third of Minneapolis Public School teachers have changed schools at least once in the past four years. ¹⁰
- About one-fourth of 6th and 9th graders reported that a student had threatened them on school property in the past year. Student reports of skipping school due to **FEELING UNSAFE AT OR ON THE WAY TO SCHOOL** are slowly increasing. ⁷

Let's ensure all children are supervised and feel supported.

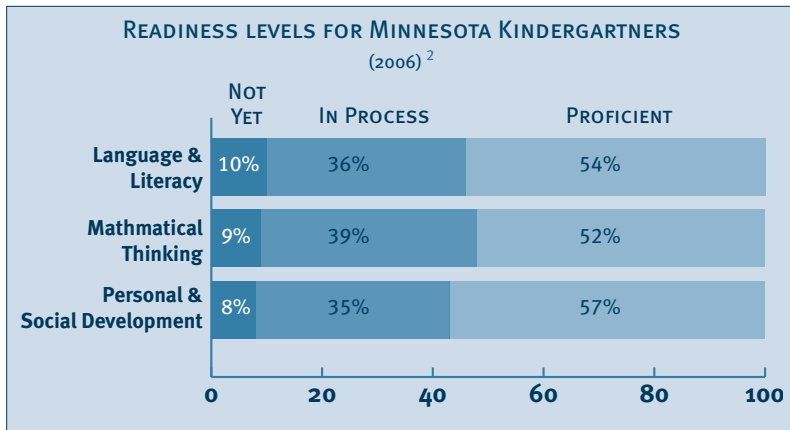


The presence of caring adults is essential for all youth.

- 35% of K-12 youth in Minnesota are responsible for taking care of themselves after school. ¹³
- 18% of students do not **PARTICIPATE IN ACTIVITIES** or clubs due to cost. More than half of parents earning less than \$25,000 have difficulty finding programs that are:
 - affordable,
 - high-quality,
 - run by trustworthy adults,
 - and/or conveniently located. ¹⁴
- Minnesota's **STUDENT COUNSELOR RATIO** is 799:1 – the third worst in the nation. ¹²

Let's provide high-quality early childhood learning opportunities to all children.

Early childhood stakeholders in Minnesota have general agreement on the value of early learning and on effectiveness factors – safe settings, small groups, warm and responsive adult-child interactions, language-rich environments, developmentally appropriate and culturally responsive “curriculum,” and qualified staff.



Kindergarten teachers used these guidelines to rate the children's performance: **Not Yet** = meaning the child cannot perform this skill yet. **In Process** = meaning the child may perform this skill intermittently or is beginning to do so, but it is not demonstrated reliability or consistently. **Proficient** = meaning the child can reliably and consistently demonstrate this skill.

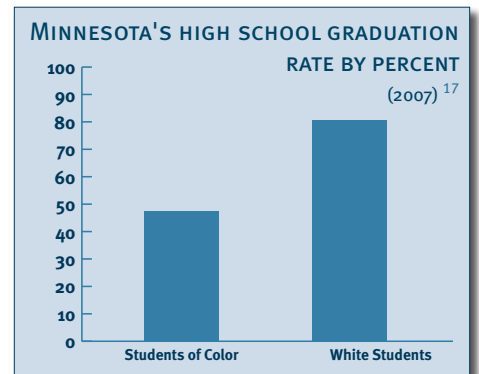
- **CHILD CARE COSTS** increased 55% for a 2-worker family in Minnesota between 1997 and 2006.²
- 4,000 Minnesota families were on the waiting list for **CHILD CARE ASSISTANCE** in 2007.²
- **CHILD CARE CHOICES** have eroded in the past 5 years, affecting nearly 40% of parents with low incomes, parents of color, parents of a child with special needs, and those whose primary language is not English.⁴
- Wage supports for low-income families have been linked to improved educational outcomes.⁴
- By age 3, the average child in a low-income household knows fewer than half as many words as a child in a high-income household.¹⁵

Let's ensure our public education system helps all children achieve at high levels.

Minnesota has some of the nation's deepest disparities in achievement between students of color and white students.

Visit MinnesotaMeeting.com for fact sheets and data on Minnesota's achievement and opportunity gaps.

- Minnesota has the 2nd largest gap in the nation between African-American and white students on the **4TH GRADE READING** score.⁸
- Of all ninth graders starting high school this fall across Minnesota:³
 - 1 in 10 won't finish high school
 - 5 in 10 will *not* go on to a 2- or 4-year college
 - 7 in 10 will not finish a college degree within 6 years



Let's help all residents – children and their parents – enjoy the benefits of higher education.

College education is associated with better health benefits, better retirement plans, lower incidence of needing public assistance, and lower rates of unemployment.

- The typical **EXPECTED EARNINGS** over the working lives of four-year college graduates are up to \$800,000 more than high school graduates. For those earning higher degrees, the lifetime earnings premium is over \$1,000,000.³
- There is a 16% gap between whites and all students of color in **COLLEGE GRADUATION RATES** at four-year institutions. 36% of African Americans and 51% of Latinos graduate from a four-year institution within six years, compared with 63% of whites.⁹
- A low percentage of **WORKING-AGE ADULTS** are enrolled in higher education. Lower-income families must devote 36% of their income, even after aid, to pay for costs at two-year colleges.⁹
- **FIRST-GENERATION STUDENTS** face a number of challenges that make it difficult for them to be successful in college. They tend to be older, less likely to receive financial support from parents, and more likely to have multiple obligations outside college, like family and work. Of Minnesota high school students, 60% come from families where neither parent finished a 4-year college degree.³

Sources

1. Minnesota Department of Minority and Multicultural Health – *Health Status Report Populations of Color in Minnesota, Update Summary Spring 2009*
2. Children's Defense Fund – *Kids Count 2008*
3. LearnmoreMN
4. Early Childhood Business Plan (2009)
5. Minnesota Department of Health – *Asthma in Minnesota 2008 Epidemiology Report*
6. Wilder Research – *2006 Survey of Homelessness in Minnesota*
7. Minnesota Department of Health – *Minnesota Student Survey 1992-2007 Trends*
8. Education Trust – *Education Watch Minnesota (Fall 2006)*
9. National Center for Public Policy and Higher Education – *Measuring Up 2008*
10. Minnesota Teacher Project – *Strengthening School Staffing in Minneapolis Public Schools (May 2009)*
11. Time Magazine – “Keeping Homeless Kids in School” by Kathleen Kingsbury, Minneapolis, 3/12/09
12. Minnesota 2020 – “A counseling dilemma: Minnesota trails most of nation in counselor/student ratio” by John Fitzgerald 11/13/08
13. Afterschool Alliance – *America After 3 PM (2004)*
14. *Exploring the Supply and Demand for Community Learning Opportunities in Minnesota (2009)*
7th – 12th graders
15. Ounce of Prevention Fund – *Closing the Achievement Gap*
16. Asthma and Allergy Foundation of America
17. Minnesota Department of Education (2007)