Through this coalition, we have seen our community come together to:

- Increase early learning readiness through improved coordination of developmental screening and follow-through
- Expand high-quality early education opportunities
- Align early grade literacy tutoring
- Apply best practices in middle grade math strategies
- Implement social-emotional learning supports and culturally-responsive instruction
- Identify and support students to keep them on track for high school graduation
- Coordinate college access programs to open doors to postsecondary enrollment

All of these strategies have shown promising results and some have even reduced disparities between racial groups. However, we still have work to do to ensure that these are not the exceptions, but the rule.

The promise of collective impact is not just for partnerships to change outcomes; it’s a long-term commitment to changing systems so that outcomes are equitable and sustainable. But systems don’t change all at once; they require many focused efforts working together.

We start with specific strategies for specific student groups, and then we build on those successes.

Generation Next provides the container for change, the place where leaders come together to impact systems in ways they can’t on their own. This year, as we engaged more partners in our three priority areas—Early Childhood Quality & Access; Teacher Diversity & Teaching Diverse Learners; and Postsecondary Preparation & Persistence—we also worked with partners to define how we will turn the successes into sustained results.

As we look to the future, we will continue to map the resources in our community, continue to reach out to partners who can contribute to educational equity across Minneapolis and Saint Paul, and continue to find the best ways to work together to ensure the success of ALL children in our community.

Michelle J. Walker-Davis, Ed.D.
Executive Director
Generation Next
EDUCATION ECOSYSTEM

There is no definitive map of the connections between organizations working for education equity in Minneapolis and Saint Paul. We began our efforts to map this ecosystem starting with organizations that are connected to Generation Next in any of the following ways:

- Members of the Leadership Council
- Participants in a work group, committee, or network
- Recipients of $100K or more from funders included in our 2018 education philanthropy analysis

We did not include PK-12 education providers (early childhood, districts, or charters). Our intent is to focus on the systems of support around these learning environments.

*Eighty-nine (89) unique organizations are represented in this graphic. Subtotals and percentages are calculated based on a total of 215 instances, as organizations may be counted more than once if they are working in multiple levers (practice, policy, funding).
We focus on increasing achievement for all students in six key goal areas with an emphasis on eliminating disparities between racial and ethnic groups.

**GOALS**

**Kindergarten Readiness**
A higher percentage of MPS and SPPS kindergartners are on track (low risk) in literacy development, but large racial disparities persist.

- **2017**: 50%
- **2018**: 62%
- **2019**: 64%

*Source: MPS and SPPS*

**Early Grade Literacy**
MSP Reading trends remain flat; huge racial gaps persist.

- **2012**: 39%
- **2015**: 38%
- **2016**: 25%
- **2017**: 27%
- **2018**: 25%
- **2019**: 24%

*Source: MN Department of Education (MDE)*

**Middle Grade Math**
MSP Math trends remain flat; huge racial gaps persist.

- **2015**: 40%
- **2016**: 38%
- **2017**: 42%
- **2018**: 42%
- **2019**: 30%

*Source: MDE*

**Postsecondary Attainment**
Two in five Asian MSP graduates attained a credential (certificate or degree) within 6 years of a high school diploma, similar to the overall average. About half of White graduates attained a credential within 6 years, twice that of all other groups.

- **2018**: 37%
- **2019**: 38%

*Source: MN Office of Higher Education*

**Social-Emotional Learning**
Fewer MSP 8th and 9th graders were equipped to learn** in 2019 than 2016, in all groups except Latinx and Somali students.

- **2016**: 42%
- **2019**: 29%

*Source: MN Student Survey, calculated by MN Youth Development Research Group*

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**NOTE:** Ready for Kindergarten goal is reported for Minneapolis Public Schools (MPS) and Saint Paul Public Schools (SPPS) only. All other measures are reported for all students in any public school, district or charter, within the city limits of Minneapolis and Saint Paul (MSP).

*All years’ results were calculated based on most recent benchmark revision.

**“Equipped to learn,” as defined by Generation Next for this goal, includes three skills from the Search Institute’s Developmental Assets Profile: Commitment to Learning, Social Competence, and Positive Identity.

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Generation Next 2019 Annual Report
EARLY CHILDHOOD QUALITY & ACCESS

Each child enters kindergarten with the literacy, social and emotional strengths needed for successful learning

SCREENING POLICY
Generation Next convened organizations across health, early care, and education sectors, and sought input on how to use screening and follow-through supports and services to improve outcomes for young children. The Screening Policy Work Group developed a proposal for a statewide screening and follow-through system that puts the child at the center of our programs, and removes silos between those programs.

The work group recommended a shared electronic platform through which child-level data may be linked and critical information shared across approved screening programs. The platform is intended to reduce redundancies, close gaps, increase efficiency, and improve follow-through to needed services, so that every child is ready for Kindergarten and future success.

PATHWAYS TO QUALITY
Led by Think Small and funded through a multi-year commitment from the Bush Foundation, which came together through Generation Next, Pathways to Quality (P2Q) focused on providing research-based interventions to early care and education (ECE) programs. The multi-tiered approach provided supports in four areas: quality, business, social-emotional, and family. These supports were offered based on the development of this coordinated system, and engagement of families across Minneapolis and Saint Paul to ensure that it serves and supports them.

Screening Policy: The State of Minnesota, through its Preschool Development Grant, is working to develop a system to link data for families across systems. Generation Next will continue to support the development of this coordinated system, and engagement of families across Minneapolis and Saint Paul to ensure that it serves and supports them.

WHAT’S NEXT?

“Many US children enter kindergarten with limitations in their social-emotional, physical, and cognitive development that might have been significantly diminished or eliminated through early recognition of and attention to child and family needs.”

– American Academy of Pediatrics (July 2019)
TEACHER DIVERSITY & TEACHING DIVERSE LEARNERS

Ensure successful transition of teachers of color and American Indian teachers from preparation programs into PK-12 school systems and ensure all teachers are better prepared to serve diverse learners

When students have same-race teachers, their social-emotional, disciplinary, and academic outcomes can improve. However, students in Minneapolis and Saint Paul are unlikely to have a teacher of color; across public schools in both cities, 16% of teachers are people of color and American Indian compared to 73% of students. (Source: Wilder Research, 2019 Teacher Supply & Demand Report; MSP data unpublished, calculated by Wilder Research for Generation Next)

To address these dramatic disparities, Generation Next embraced the Minnesota Education Equity Partnership (MnEEP) Teaching Journey model as a framework for our coalition’s work in this area. To make the most of our Leadership Council’s representation from both PK-12 and higher education organizations, our leaders decided to focus on the transition from Become (teacher preparation) to Grow (initial years of teaching).

To gather perspectives from a broader set of stakeholders, we created the Teacher Diversity Network and engaged current and former participants in the teacher residency partnerships between both school districts, the University of St. Thomas, the University of Minnesota, Augsburg University, and Metro State University.

The Teacher Diversity Network defined four main focus areas in the Become-to-Grow transition:

- **Aligned Expectations:** Teacher preparation programs and PK-12 systems are in alignment with the competencies necessary for all teachers, both pre-service and in-service
- **Pre-service Experiences:** Pre-service teachers complete experiences that align with the reality of their teaching placements
- **Placement and Match:** All teacher candidates are matched to appropriate initial teaching experiences in an environment that supports them
- **On-boarding and Induction:** All beginning teachers participate in effective mentoring, induction, and onboarding supports

Priorities area progress

### Convene & Connect
- Engaged in TeachMN 2020 meetings to support broader statewide movement to increase teachers of color and American Indian teachers (TOCAIT) across the Teaching Journey (Explore, Become, Grow, Thrive)
- Established Teacher Diversity Network (60+ participants) to focus on the transition from Become (teacher preparation) to Grow (PK-12 teaching)
- Commissioned participatory evaluation of teacher residency experience, including facilitated input from Teacher Diversity Network and key informant interviews with residents and current teachers

### Analyze & Apply
- Reviewed Teacher Supply and Demand report with Data Committee and members of the Practice Work Group
- Worked with SPPS, MPS, and PELSB (Professional Educator Licensing and Standards Board) to compile data for each stage of the Teaching Journey to determine where to target efforts to increase the number and percentage of TOCAITs

### Educate & Advocate
- Featured in StriveTogether Annual Convening video for Teacher Diversity & Teaching Diverse Learners work
- In partnership with the University of Minnesota College of Education and Human Development, shared video resources to increase educator awareness of and actions to improve the school-based relationship gap

### What’s Next?
In the coming year, we will convene a group of teacher preparation partners and school districts to follow up on the path forward as defined by the Teacher Diversity Network and teacher residency partners.

Generation Next will continue to be a partner of the Minnesota Education Equity Partnership (MnEEP)’s TeachMN 2020 collaborative, and support efforts in all aspects of the Teaching Journey: Explore, Become, Grow, and Thrive. Specifically, we will continue to gather and share data to support informed targets and investments in Teaching Diversity & Teaching Diverse Learners.
POSTSECONDARY PREPARATION & PERSISTENCE

Each graduate of Minneapolis and Saint Paul has the skills and support needed for successful attainment of a postsecondary certificate or degree, in alignment with the statewide 70% postsecondary attainment goal.

POSTSECONDARY ATTAINMENT GOAL

The Minnesota Attainment law states that 70 percent of people ages 25 through 44 within each racial/ethnic group in Minnesota should have at least a postsecondary credential (certificate or degree). Closing racial/ethnic attainment gaps is required to meet Minnesota’s 70% attainment goal. In alignment with these goals, the Generation Next coalition supports efforts for Minneapolis and Saint Paul high school graduates to persist to completion of a credential. For the high school class of 2012, 37% met that goal within six years.

Similar to other priority areas, a deeper review of the data of Minneapolis and Saint Paul youth reveal nuances and trends. During their high school years, 83% of metro area students plan to attend a two- or four-year college/university. However, upon completion of high school, nearly 40% of approximately 4,000 Minneapolis and Saint Paul high school graduates do not enroll in a postsecondary program within that first year. Of the nearly 2,800 who enrolled, over 750 do not return for a second collegiate year. African Americans represent the largest group to disengage from college. (Source: The Minnesota Youth Development Research Group; Minnesota Statewide Longitudinal Education Data System data unpublished, calculated by Generation Next)

Minnesota’s public two-year institutions enroll nearly a quarter of Minneapolis and Saint Paul high school graduates - Saint Paul College (SPC) or Minneapolis Community and Technical College (MCTC) being the most popular choices. While African American and White enrollment at SPC and MCTC is similar, African American student completion lags behind White students.

STRATEGIES

Higher education partners witness college persistence success with targeted interventions. The International Institute of Minnesota provides supplemental instruction to support the persistence of immigrant students. Intrusive Advising demonstrates positive outcomes for students at the University of St. Thomas. Through the Minnesota Private College Council, Eddie Phillips Scholars attainment rates increased with the support of culturally responsive coaching. And by cohorting students with similar background and/or goals, Saint Paul College persistence increased.

“Minnesota is making steady progress towards the 70% educational attainment goal, but attainment gaps persist among people of color and American Indians…(Many American Indian, Black, Asian, and Latinos Minnesotans are not earning credentials. In order for Minnesota to maintain economic growth and ensure continued prosperity, the state and its colleges should engage communities of color and American Indian communities in postsecondary education.”

—Minnesota Office of Higher Education (OHE)

PRIORITY AREA PROGRESS

POSTSECONDARY PREPARATION & PERSISTENCE

CONVENE & CONNECT

✓ Engaged in quarterly Office of Higher Education (OHE) attainment stakeholder meetings to mobilize support for and share progress regarding statewide goals

✓ Sponsored the first joint convening of college access program staff and school counselors from both Minneapolis and Saint Paul

- Built on the multi-year Generation Next support for College Access Network / Partners (CAN/CAP) in both MPS and SPPS

- Focused on students who were underserved based on ground-breaking data linkages in multiple years of evaluation of collective impact of these programs and partnerships

ANALYZE & APPLY

✓ Convened Data Committee for three attainment presentations:

- OHE regarding Minnesota’s 70% attainment goal

- Saint Paul College Logic Model

- Minnesota Private College Council regarding Eddie Phillips Scholars

EDUCATE & ADVOCATE

✓ Participated in the 2019 Lumina Foundation Driving Change Convening as a Lumina Community Network partner

WHAT’S NEXT?

Promising Practices: Generation Next will convene higher education institutions and student support organizations serving Minneapolis and Saint Paul graduates to share promising practices and leverage lessons learned. Additionally, Generation Next will continue to be a supporting partner of the Minnesota Office of Higher Education’s Attainment Stakeholders convenings.

Lived-Experience: Generation Next will lean into the lived-experiences of today’s higher education students, working with partners to match the national research and the regional data with the specific experience of African American students to highlight paths to success.
Our Engagement

Education Partnerships Coalition
WWW.EPC-MN.ORG (NEW WEBSITE LAUNCHED IN OCTOBER 2019)

The Education Partnerships Coalition (EPC) engages more than 120,000 youth and their families across Minnesota.

Coalition members take a birth to career approach to eliminating Minnesota’s worst-in-the-nation opportunity gaps. All Coalition members are locally-controlled, data-driven public-private partnerships. This collective impact focus brings communities together to enact solutions that improve outcomes for children and families. Additionally, all EPC members are affiliated with either the Promise Neighborhood Institute or StriveTogether, the leading national collective impact networks.

EDUCATION PARTNERSHIPS COALITION
WWW.EPC-MN.ORG

The EPC received funding from StriveTogether, a national cradle to career non-profit organization, to advance two primary objectives. The first goal is to expand collective impact in Minnesota. Collective impact focuses on bringing people together to implement data-driven solutions to eliminate Minnesota’s worst-in-the-nation opportunity gaps. The second goal is to foster the development of parents and core caregivers as advocacy leaders.

Since receiving StriveTogether support, the Coalition added Rochester’s Cradle 2 Career as a member. The Coalition has also engaged rural and suburban communities to initiate new collective impact work. The EPC will continue supporting communities across the state as they launch innovative public-private partnerships that allow all Minnesota children and families to thrive.

Our Engagement

StriveTogether Leadership Program (STLP)

In January 2019, Generation Next was selected through a national competition for the StriveTogether Cradle to Career Accelerator program, which provides strategic assistance and capacity building to expedite progress toward equitable educational outcomes in local communities.

The Accelerator program is designed to accelerate a partnership’s progress toward demonstrable improvement; catalyze action and alignment across partners to change systems; build capacity to align individual contributions; and move the partnership along the StriveTogether Theory of Action™.

As part of the Accelerator program, Generation Next assembled a team of local education leaders to participate in the StriveTogether Leadership Program (STLP). The STLP team engaged in leadership development and continuous improvement training and practice. The results-based accountability process led them to connect with four local elementary school principals to support early grade literacy achievement for African American and American Indian students.

The STLP team included executive leaders from Generation Next, Minneapolis Public Schools, Saint Paul Public Schools, Minnesota Education Equity Partnership (MnEEP) and AchieveMpls.

This work is focused on seven contributing factors to improve early grade literacy for African American and American Indian students:

- Teacher Diversity
- Teacher/School Quality Support
- Youth/Student Empowerment
- Removal from Learning
- Family/Community Support
- Student Mobility
- Trauma/Crisis

The STLP team included executive leaders from Generation Next, Minneapolis Public Schools, Saint Paul Public Schools, Minnesota Education Equity Partnership (MnEEP) and AchieveMpls.
OUR FUNDERS

OUR COALITION

LEADERSHIP COUNCIL AND WORK GROUP MEMBERSHIP - 2019

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Minnesota Private Colleges Council
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Minnesota State Colleges & Universities
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Minnesota Business Partnership
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City of Saint Paul
Nick Faber
Saint Paul Federation of Educators
Al Fan
MN Comeback
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City of Minneapolis
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Wildfire Foundation
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Minnesota Business Partnership
Carlos Mariani Rosa
Minnesota Education Equity Partnership
Commissioner Trista MatasCastillo
Ramsey County
Aren Mulholland
Saint Paul & Minnesota Foundation
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Ramsey County
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Minneapolis Foundation

FUNDING
Jackie Statum Allen*
Bush Foundation
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3Mgives
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Ambar Hanson
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Pullab Family Foundation
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