

# 2019 ANNUAL REPORT





# TWIN CITIES

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# FROM OUR LEADERSHIP COUNCIL CO-CHAIRS

*As we enter a new decade, we are reminded of the vision that brought us into this coalition: to ensure the success of every child in our community.*

This vision unites leaders to set aside political and ideological differences to change the way we work, to get results and sustain them. As leaders of business and education systems, there is a lot we can do for our community - but there are some things we can't do without each other.


Mapping the Education Ecosystem gives us insight into the resources and the gaps in our own systems. As we take a step back and start to view our coalition as a whole, we see where we need to go. There are so many organizations on the ground doing the important work, yet we know we can't achieve our vision unless we work together.

Although we are sharing one version of this map now, it is not a finished product. Like the work of education equity itself, it continues to evolve to respond to new challenges and opportunities to achieve ever greater results.

We have not yet eliminated racial disparities in our community - but we remain committed to the vision that brought together the Generation Next coalition and keeps pushing us to deepen and expand this unique network. Only by working together can we ensure that all children are prepared for learning at every stage of their life—cradle to career.



**Reba Dominski**  
Leadership Council Co-Chair  
*July 2017 - present*  
EVP, Chief Social Responsibility Officer  
U.S. Bank



**Joe Gothard**  
Leadership Council Co-Chair  
*September 2018- present*  
Superintendent  
Saint Paul Public Schools



# FROM OUR EXECUTIVE DIRECTOR

*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**.



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

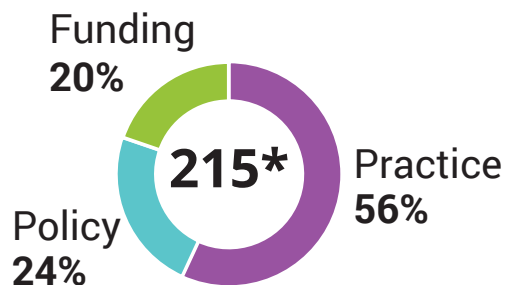


# EDUCATION ECOSYSTEM

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

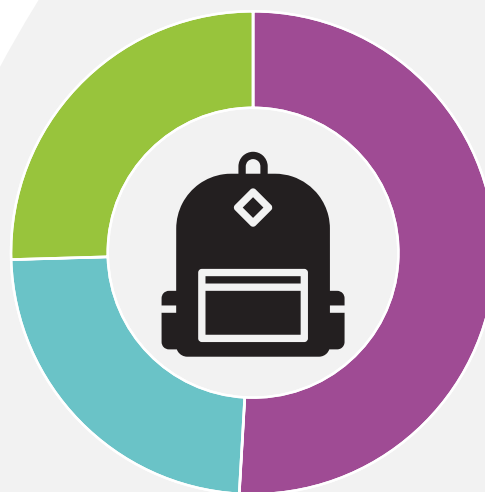
We did not include PK-12 education providers (early childhood, districts, or charters). Our intent is to focus on the systems of support around these learning environments.



\*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).



**23**  
Early Grade Literacy



**55**

Kindergarten Readiness /  
Early Childhood Quality & Access

Generation Next's coalition of leaders focuses on systems change through three strategic levers:



**PRACTICE:** Change actions and efforts that directly or indirectly impact student learning



**POLICY:** Inform and influence district, city, county, and state level decisions that impact student outcomes



**FUNDING:** Align and direct resources allocated by philanthropic and governmental institutions to activities that improve student outcomes

11

Middle Grade Math



27

Social-Emotional Learning



34

High School Graduation



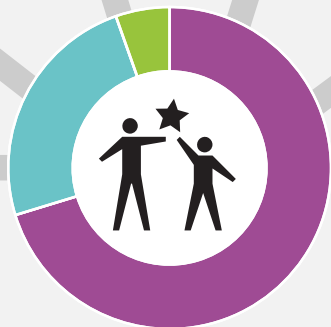
31

Postsecondary Attainment/  
Postsecondary Preparation  
& Persistence



34

Teacher Diversity &  
Teaching Diverse Learners



# GOALS

We focus on increasing achievement for all students in six key goal areas with an emphasis on eliminating disparities between racial and ethnic groups.

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).

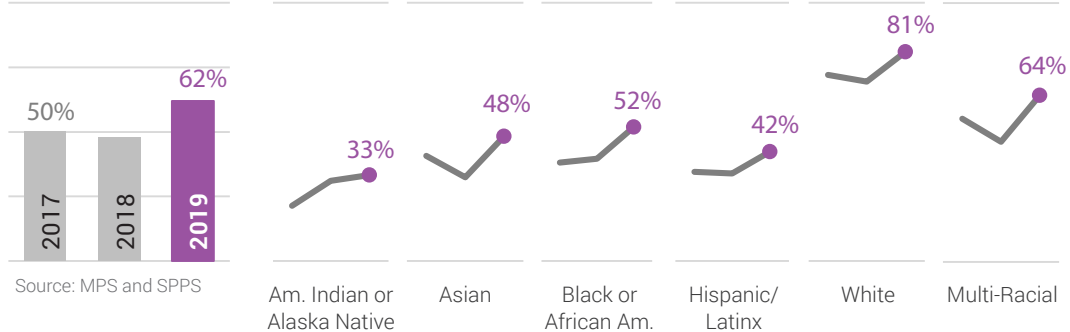
62%

## Kindergarten Readiness

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



on track (low risk)\* on FAST earlyReading (Fall of K) 2019



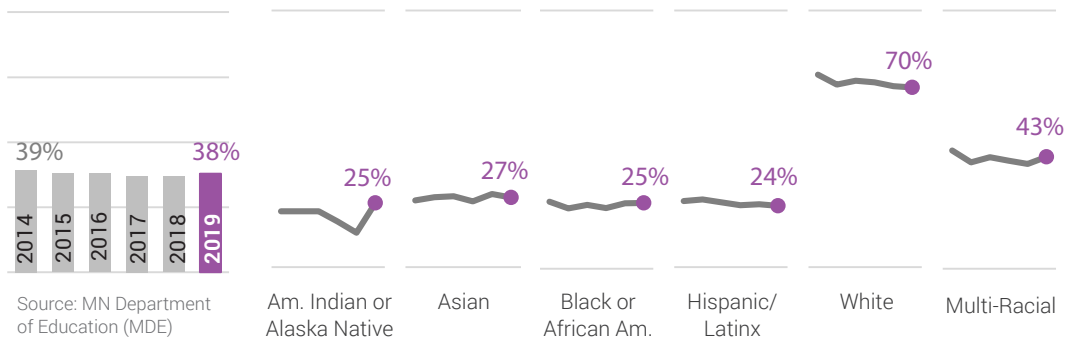
38%

## Early Grade Literacy

MSP Reading trends remain flat; huge racial gaps persist.



met or exceeded standards on MCA Reading (3rd grade) 2019



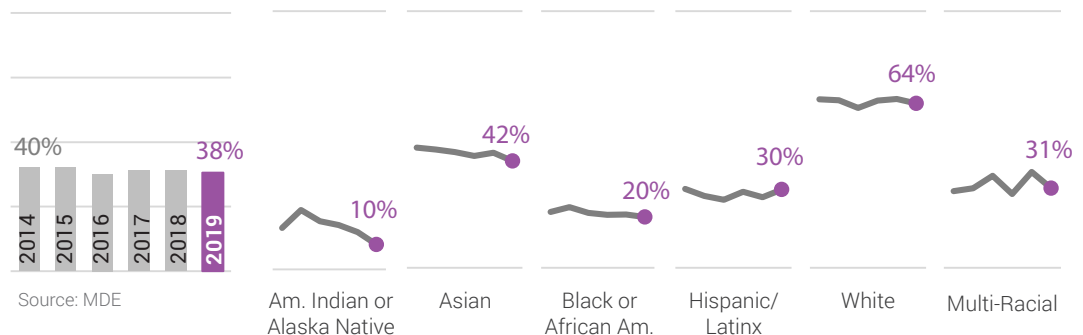
38%

## Middle Grade Math

MSP Math trends remain flat; huge racial gaps persist.



met or exceeded standards on MCA Math (8th grade) 2019



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

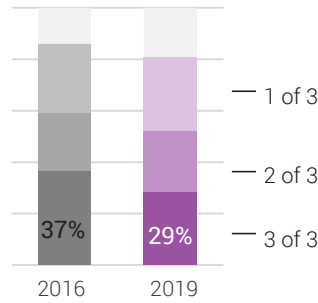


29%

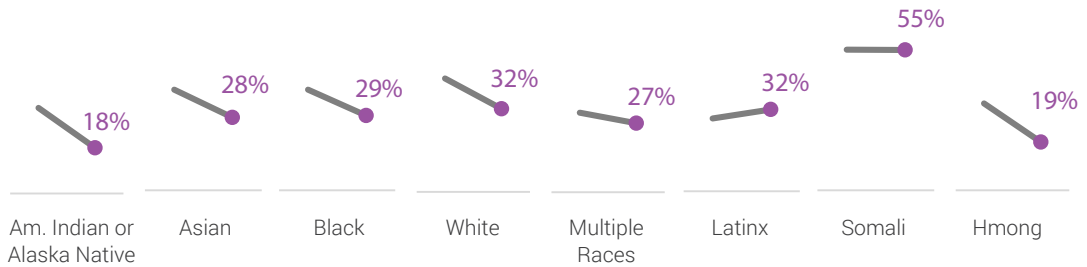
equipped to learn\*\* (8th & 9th grade) 2019

## 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.



Equipped to learn in all 3 skills



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

67%

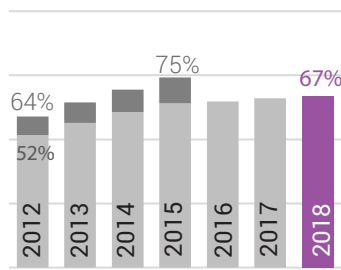
graduated in 4 years 2018

## High School Graduation

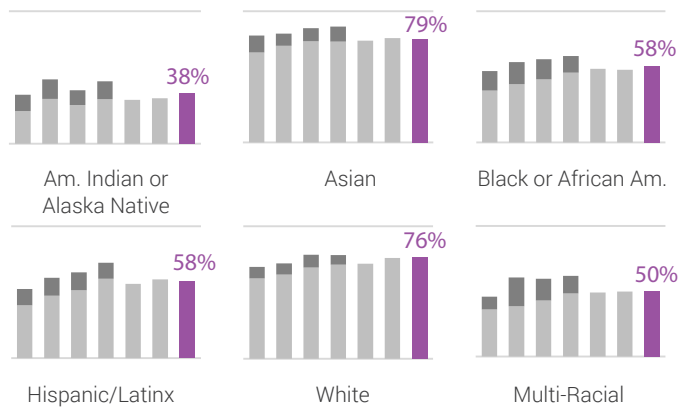
Two-thirds of MSP students graduated in 4 years, as in the last two cohorts; three-quarters graduated within 7 years, higher than previous cohorts.



7-year Cohort Completion Rate  
4-year Cohort Completion Rate



Source: MDE

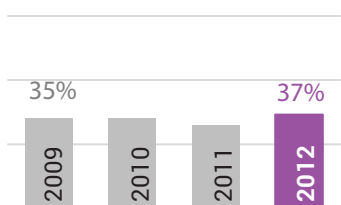


37%

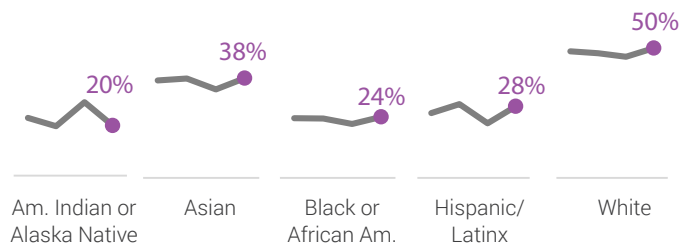
attained a credential within 6 years 2018

## 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.



High School graduation year  
Source: MN Office of Higher Education



\*\* "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.

# 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 at various levels of intensity to meet individual ECE providers' needs. While small numbers require caution when interpreting these results, evaluation of the P2Q program between July 2016 and July 2019 showed promising findings:

- ECE providers who had received quality supports had a greater success rate of obtaining a Parent Aware rating than providers who had not received quality supports
- Providers who received business supports were less likely to close than those who had not received the supports
- Results from social-emotional supports were inconclusive because too few providers participated
- Parents/adults who received support used almost 200 more words daily with their child(ren) than they had before

## *Pathways to* Quality



*"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)*

# PRIORITY AREA PROGRESS

## EARLY CHILDHOOD QUALITY & ACCESS



### CONVENE & CONNECT

- ✓ Convened a collaborative group of district, charter and community partners (health, direct service, cultural affinity) quarterly to focus on quality improvement across screening and support systems
- ✓ Convened leadership group of early screening systems (districts and charter) quarterly to set priorities and guide the activities of the larger collaborative
- ✓ Convened a cross-sector group focused on screening policy from different perspectives, including health, early care, and education



### ANALYZE & APPLY

- ✓ Established shared and individual performance targets for increasing screening and follow-through
- ✓ Supported screening partners in the use of Plan-Do-Study-Act (PDSA) cycles for rapid testing of key drivers of change in outcomes
- ✓ Provided quality improvement coaching to partners
- ✓ Data Committee reviewed and provided input on:
  - MN Early Childhood Longitudinal Data System (ECLDS) and applications for Generation Next work
  - Draft policy proposal for data and service coordination of screening and follow-through



### EDUCATE & ADVOCATE

- ✓ Drafted proposal for improving screening and follow-through to services for Minnesota's young children to:
  - Coordinate and improve the early identification of health and developmental concerns in young children, birth to age five, especially those missed by current programs
  - Improve access to screening, referrals to evaluation and/or needed services, and "closing the loop" so children get the support they need to thrive
- ✓ Gathered feedback from policy advocates and coalitions to improve the proposal

## WHAT'S NEXT?

**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.

**Pathways to Quality:** Additional resources are still needed to sustain and build on the results in the face of continuing pressures on early care and education providers.

# 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

## TEACHING DIVERSE LEARNERS

*Generation Next has been a vehicle for the Funders Work Group to support the system-wide implementation of Social Emotional Learning in Minneapolis Public Schools and Culturally-Responsive Instruction in Saint Paul Public Schools.*

People of Color and American Indian people make up

**73%**

of students

**BUT ONLY**

**16%**

of teachers in MPS and SPPS

# PRIORITY AREA PROGRESS

## TEACHER DIVERSITY & TEACHING DIVERSE LEARNERS



### 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...[M]any American Indian, Black, Asian, and Latinx 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)*

9TH

The Minneapolis-Saint Paul Metropolitan Area national ranking for percent of population (aged 25-64) with a postsecondary credential



# 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.



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. STLP participants and Generation Next are working to identify promising practices and the factors contributing to success, areas where additional support is needed, and the barriers or challenges impeding progress.

***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



## CONSULTANT SUPPORT

Advance Consulting, AmplifyDMC, Collectivity, Dr. Jane Taylor, Hannah Foley, Hillyer Consulting, Hylden Advocacy & Law, MnEEP, TerraLuna Collaborative, WithInsight

## SPECIAL THANK YOU

Elissa Schloesser, Visual Voice

# OUR COALITION



## LEADERSHIP COUNCIL AND WORK GROUP MEMBERSHIP - 2019

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**Paul Mattessich\***  
Wilder Research

**Deidra Peaslee**  
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**Paul Pribbenow**  
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**Sondra Samuels**  
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**Maureen Seiwert**  
Minneapolis Public Schools

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Minnesota Business Partnership

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Saint Paul Federation of Educators

**Al Fan**  
MN Comeback

**Frank Forsberg**  
Consultant

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### FUNDING

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**Jackie Berry**  
3Mgives

**Reba Dominski\***  
U.S. Bank

**Acoa Ellis\***  
Greater Twin Cities United Way

**Ambar Hanson**  
Mortenson Family Foundation

**Takara Henegar**  
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GENERATION NEXT