



A Partnership for Student Success
from Early Childhood to Early Career

20 ANNUAL 22 REPORT



Generation Next's mission
is to **harness the community's
knowledge, expertise, and
action** to ensure that
every child can thrive.

GENNEXTMSP.ORG



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LETTERS FROM LEADERSHIP

LEADERSHIP COUNCIL CO-CHAIRS

JACKIE STATUM ALLEN
& SUPERINTENDENT
JOE GOTHARD



As we celebrate the 10th anniversary of Generation Next, we want to thank all of you who are dedicated to ensuring the success of all our young people. Together, we have invested in improving practices, learning from what worked and what didn't, and transforming policy to promote high achievement for all students.

Celebrating
10 years of
Generation
Next

From the beginning, Generation Next supported greater coordination and innovation among early childhood screening partners focused on equitable preparation of our youngest learners. Over the past ten years, through coordinated efforts including the Screen@3 Collaborative, the percentage of Minneapolis and Saint Paul kindergartners screened at age 3 rose from 18 percent to 35 percent. The challenges and successes of that work continue to inform policy recommendations now being moved forward by our *Early Childhood Quality & Access* priority project team.

By convening stakeholders to investigate how we could strengthen and better support our educator workforce, we worked together to transform learning environments to not only attract new educators to the field, but also make the most of their abilities and experiences to help students to succeed in the classroom. Our *Teacher Diversity and Teaching Diverse Learners* priority project team is now supporting youth and adult pathways to teaching by linking community-based organizations with school district and teacher preparation partners.

Early on, our coalition invested in increasing graduation rates through On Track programs, and postsecondary preparation by supporting community-based college access programs. We continue to build on these efforts through our *Postsecondary Preparation & Persistence* priority, providing resources for aligned transitions and culturally-supportive environments for students to succeed in college and career – not just leaving it up to learners to navigate on their own.

As co-chairs of the Generation Next Leadership Council and as leaders in equity-focused organizations, we know it is our responsibility not only to get students ready, but also to prepare education systems to realize the potential of every student.

In 2023 and beyond, we hope you will join us in *harnessing the community's knowledge, expertise, and action to ensure that every child can thrive*. We have seen the Generation Next coalition grow, learn, and act together over the last decade, and yet we all know we still have not realized our shared vision. We will stay committed until every young person sees the success our community needs and each of them deserves.

Dr. Joe Gothard
Superintendent
Saint Paul Public Schools

Jackie Statum Allen
Grantmaking Director
Bush Foundation

JOIN US

in harnessing the community's knowledge, expertise, and action to ensure that every child can thrive.

DIRECTOR LETTER

I remember the first time I heard about Generation Next, a little over 10 years ago. It didn't have the name yet, but it did have diverse and committed activists who were convinced - and convinced me and other education leaders - that together we would eliminate our unacceptable racial disparities.

These past few years, through a global pandemic and racial reckoning, we saw gaps growing where they had been narrowing. After realizing gains for several years, young people experienced major setbacks in academic and social-emotional development. It's understandable that we would be discouraged about the prospects for achieving our shared vision.

Yet through it all, we increased our commitment, refocusing on our shared priorities and taking action on what we learned together. I am encouraged by all the leaders still committed to ensuring the success of every young person in Minneapolis and Saint Paul. They do that in spite of, and in fact because of, the immense challenges.

In this report, you will see some of the data we compile to show the urgency of our work. You will learn about some of what our coalition has done over the years. You will read some of the key actions driven by our priority project teams. My hope is that you will see your own place in this work and join us to do together what no one can do alone.



Joe Munnich
Managing Director, Generation Next

PRIORITY AREAS

In 2022, Generation Next launched project teams dedicated to our three priority areas: *Early Childhood Quality & Access*, *Teacher Diversity & Teaching Diverse Learners*, and *Postsecondary Preparation & Persistence*. The project teams are made up of Leadership Council organization leaders applying their expertise in policy, practice, funding, and data to achieve shared objectives.

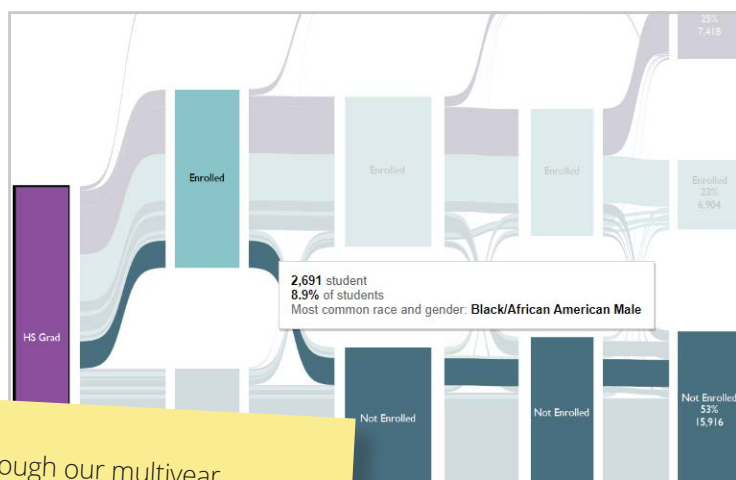
Data cited are for the cities of Minneapolis and Saint Paul combined, unless otherwise noted. For more on the data that supports these priorities, see the fold-out data spread in this report, and use our interactive dashboards at gennextmsp.org/data



POSTSECONDARY PREPARATION & PERSISTENCE

OBJECTIVE: Work collaboratively to implement new or scale existing strategies to expand access to postsecondary preparation programs for Black, Indigenous, and People of Color (BIPOC) students in Minneapolis Public Schools (MPS) and Saint Paul Public Schools (SPPS).

Leadership Council members Minneapolis College and St. Paul College enroll the largest share of graduates from our K-12 districts. In postsecondary transitions conversations led through Generation Next, Minneapolis College has focused efforts on supporting Black male student achievement and Saint Paul College has focused on innovation in developmental education pedagogy and co-requisite courses.



Generation Next provided resources for Minneapolis College's wrap-around supports in their Bridging The Equity Gap (BTEG) initiative, including housing, transportation, and other resources to overcome barriers to successful transition into and through postsecondary. In our postsecondary community of practice, Leadership Council, and Data Committee, we continue to learn from this investment how to remove systemic barriers to persistence and attainment.

Through our multiyear agreement for **Minnesota Statewide Longitudinal Education Data System (SLEDs)** data, we are visualizing pathways through postsecondary, including demographics of enrollment, completion, dual credit, developmental education, and employment.

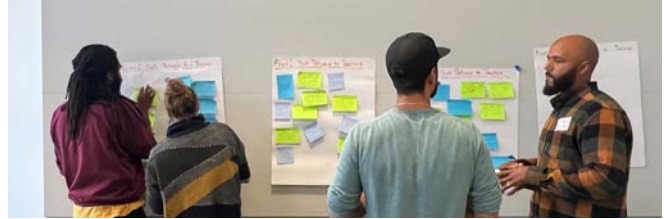
Minnesota State Colleges and Universities (MinnState), also represented on the Generation Next Leadership Council, recently announced a new directive to eliminate all standalone developmental courses and implement co-requisite courses in reading, writing, mathematics, and English as a Second Language (ESL) / English for Academic Purposes (EAP) courses by Fall 2026. A system workgroup is currently being convened to lay out the implementation guidelines. With Generation Next research and support, St. Paul College is learning more about the implementation of developmental education reform and its impact on student success.



TEACHER DIVERSITY & TEACHING DIVERSE LEARNERS

OBJECTIVE: *Work collaboratively to implement new or scale existing strategies to reduce barriers to entering and remaining in the teaching profession encountered by BIPOC communities.*

Our Teacher Diversity project team gathered local leaders from community-based organizations, districts, and teacher preparation programs to establish and strengthen youth and adult pathways to teaching. **Through an in-**



person “Connecting the Teacher Diversity Ecosystem in Minneapolis & St. Paul” convening, these partners shared how they advance youth pathways to teaching through internships, storytelling, and policy. For adult pathways, they provide licensure, data and evaluation, funding and pay, internships, engagement, and support.

The convening identified future areas for shared work, including teacher retention, intentional engagement of BIPOC students into education, Cultural Competency Training, and moving away from the “isolated island” model where individual districts and organizations are tackling this on their own to a comprehensive, full-community effort that includes stable, sustainable funding.

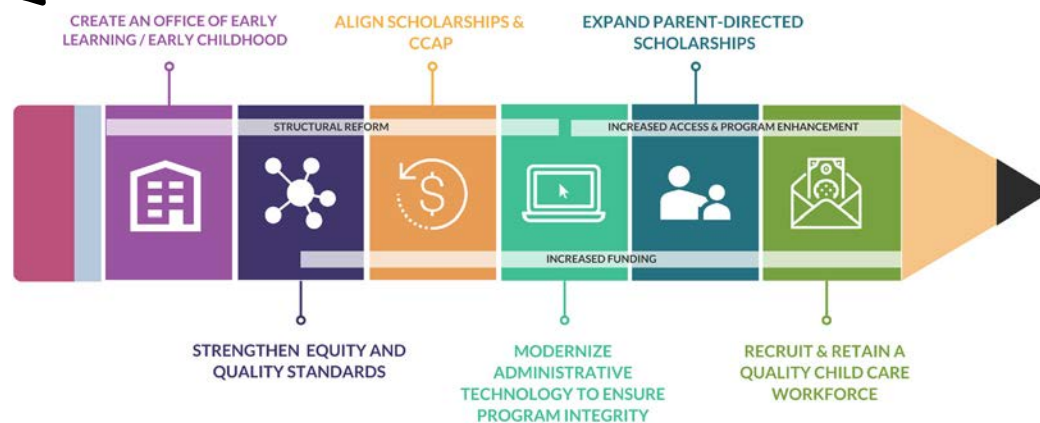


EARLY CHILDHOOD QUALITY & ACCESS

OBJECTIVE: *To increase the capacity of quality early childhood programs and improve access for BIPOC families.*

Through coordination and innovation, developmental screening is happening earlier and the number of high-quality early childhood education (ECE) slots have continued to increase. However, overall ECE slots have decreased and kindergarten readiness indicators show that racial disparities persist. Districts and partners can only do so much without the resources and policies that align and fund programs to prepare our youngest learners.

The Early Childhood project team worked collaboratively to develop and advocate for a unified framework of shared policy priorities. **The model builds on experience from past Generation Next initiatives, notably the Screen@3 collaborative and Pathways to Quality initiative,** which identified systemic barriers and inequitable access that informed the recommendations below.



Kindergartners Screened at Age 3
(% of all entering kindergarten)

2013: **1,327 (18%)**

2022: **1,786 (35%)**

Source: MDE

High Quality ECE Slots
(% of Total Slots)

2015: **13,628 (43%)**

2021: **19,297 (64%)**

Source: ThinkSmall

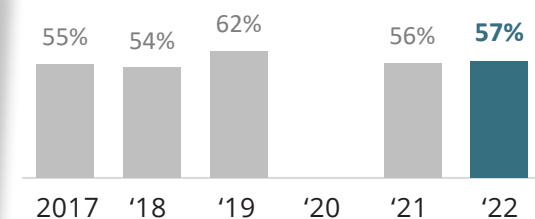
COMMUNITY-LEVEL OUTCOMES

Generation Next was founded to improve results across Minneapolis and Saint Paul, which we continue to measure by student success overall and by racial and ethnic groups.



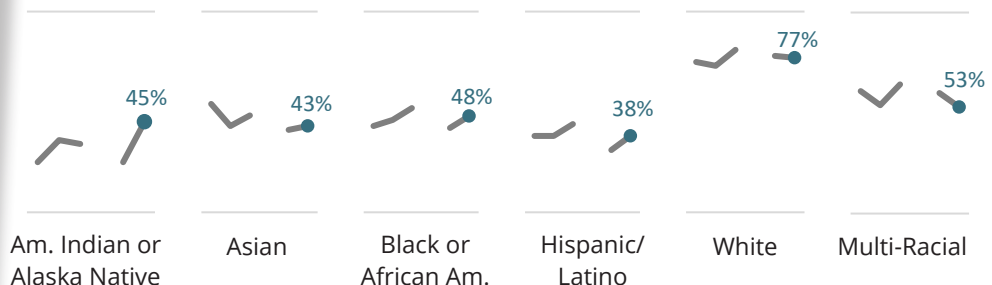
KINDERGARTEN READINESS

Compared to 2021, in 2022 higher percentages of American Indian, Asian, Black, and Latino kindergartners scored in the highest range on Fall literacy assessments. Large disparities persist between all these groups and white students.



57%

low risk* on early reading (Fall of K) **2022**



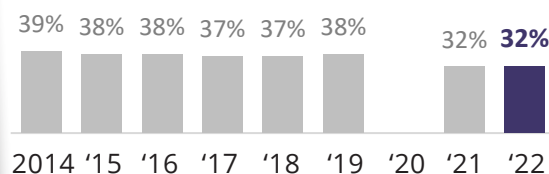
Source: MPS and SPPS

*Low risk indicates the highest score range. All years' results were calculated based on most recent benchmark revision.



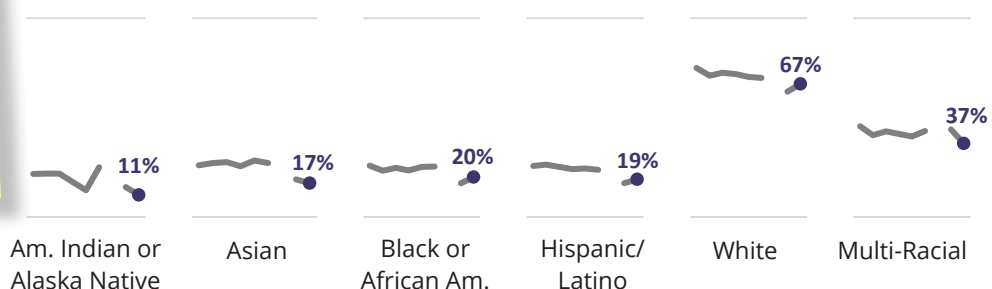
EARLY GRADE LITERACY

After years of nearly unchanged results, in 2021 and 2022, we produced a smaller percentage of 3rd graders meeting or exceeding proficiency in reading. Racial disparities are wider than before 2020.



32%

proficient on MCA Reading (3rd grade) **2022**



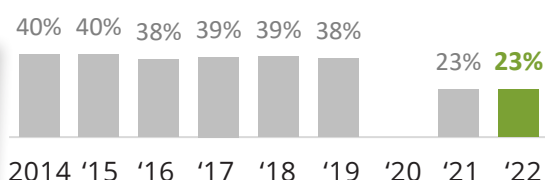
Source: Minnesota Department of Education (MDE)

Taken together at this scale, we use these indicators to hold ourselves accountable as leaders responsible for our community's well-being.

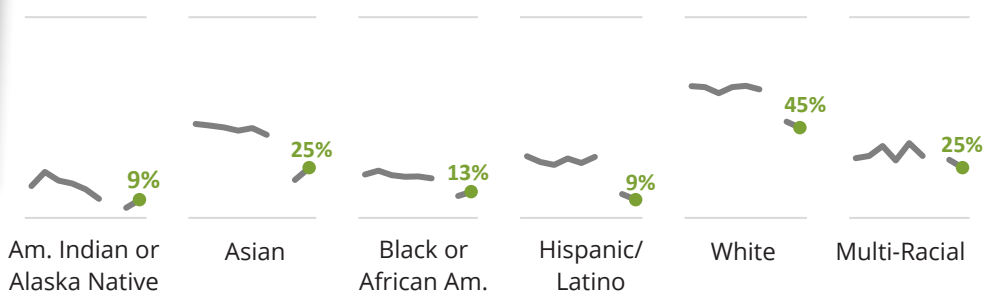


MIDDLE GRADE MATH

Our community results show **much lower** percentages of 8th graders meeting or exceeding proficiency in math.



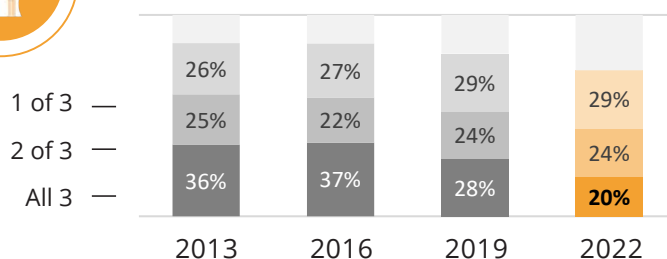
23%
proficient on
MCA Math
(8th grade) **2022**



Source: MDE

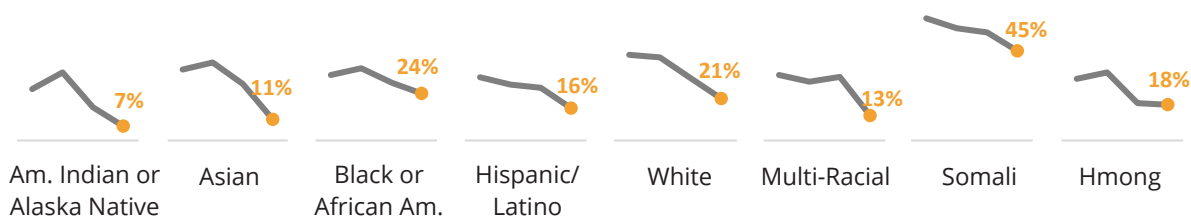


SOCIAL-EMOTIONAL LEARNING



20%
equipped for
learning** (8th &
9th grade) **2022**

Equipped for all 3 skills



Source: MN Student Survey, analysis by University of Minnesota

** "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.

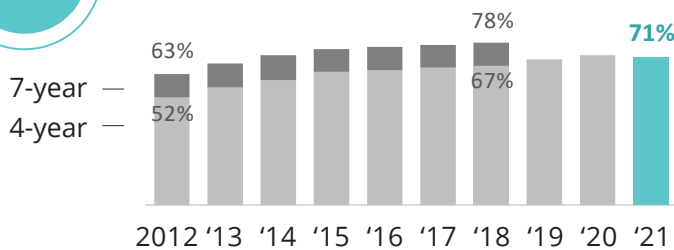
Note: School participation in MSS has changed over the years, but analysis confirms it did not meaningfully affect variation in results.

Responses from the 2022 Minnesota Student Survey (MSS) indicate the lowest levels of social-emotional skills since these measures were added to MSS in 2013. Students also reported lower levels of adult supports (not shown). These results continue trends that first showed up in 2019.

To explore further, visit our Data Center at gennextmsp.org/data or scan the QR code

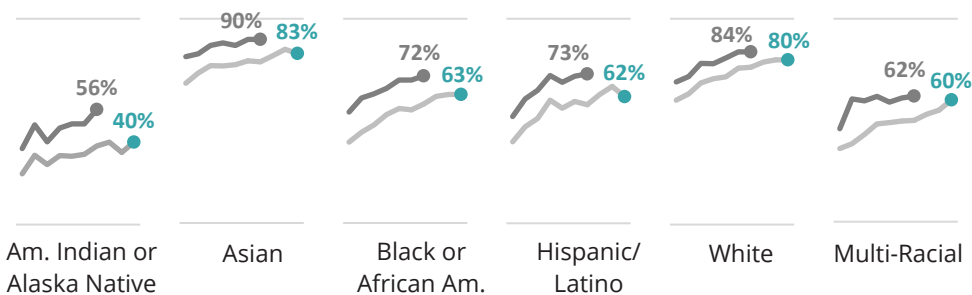


HIGH SCHOOL GRADUATION



71%

of all **class of 2021** students graduated in 4 years

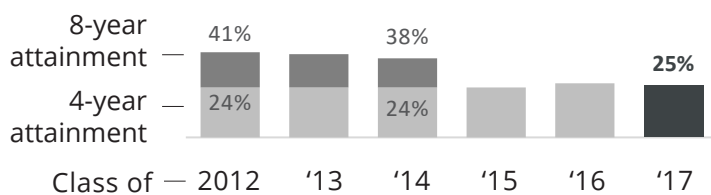


Source: MDE

Graduation rates for all groups have been the same or higher nearly every year, similar to the trend for postsecondary attainment after a high school diploma. Racial disparities persist, most notably for American Indian students compared to Asian and white graduates.

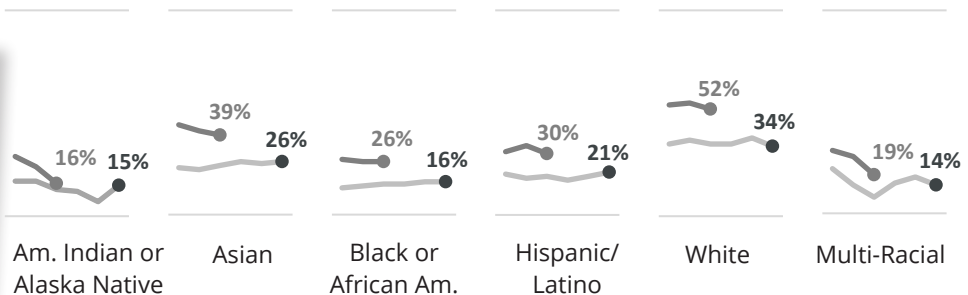


POSTSECONDARY ATTAINMENT



25%

of all **2017** high school graduates completed a postsecondary credential within 4 years



Source: MN SLEDs, analysis by Generation Next

These results reflect the outcomes of students who completed all or nearly all of their education before COVID and the murder of George Floyd.



SINCE OUR FOUNDING IN 2012, GENERATION NEXT AND OUR PARTNERS HAVE MADE MEASURABLE IMPACT FOR TWIN CITIES KIDS.

The seeds for success in school and in life are planted early — before kindergarten — and they extend to training or education beyond high school.

Generation Next uses six key benchmarks to plot critical points along a student's journey, from early childhood to early career.

OUR GOALS

KINDERGARTEN READINESS

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



EARLY GRADE LITERACY

Every child meets reading proficiency benchmarks in 3rd grade.



MIDDLE GRADE MATH

By the end of 8th grade, each student is on track to meet benchmarks for success in math.



SOCIAL-EMOTIONAL LEARNING

By the end of 8th grade, every child is socially and emotionally equipped to learn.



HIGH SCHOOL GRADUATION

Each student graduates from high school ready for college and career.



POSTSECONDARY ATTAINMENT

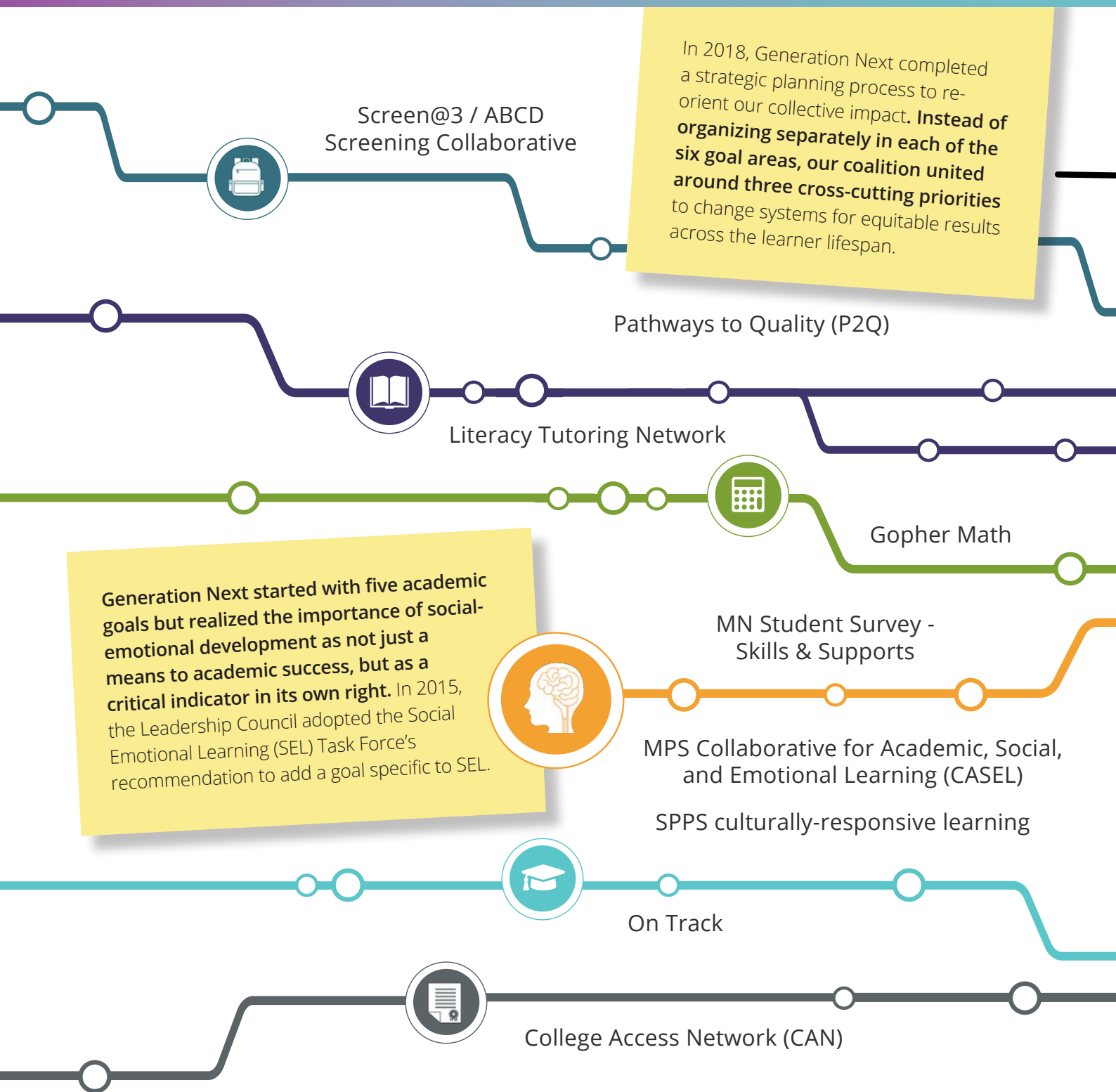
Every high school graduate earns a postsecondary degree or certification.



10 YEARS OF EVOLVING TO MEET THE CHALLENGE

ISOLATED IMPACT

CUMULATIVE IMPACT



2012

2013

2014

2015

2016

2017

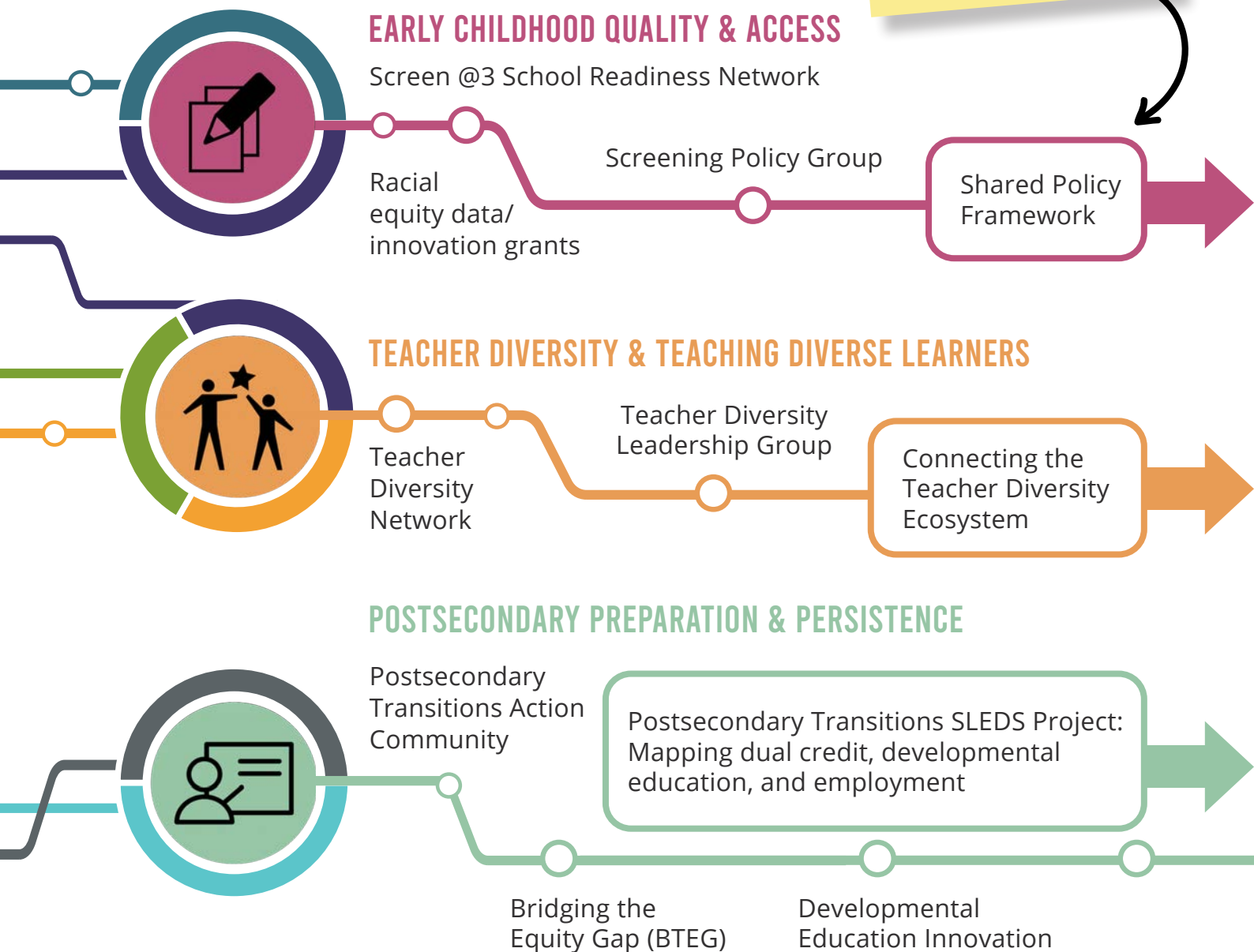
COLLECTIVE IMPACT

SYSTEMS CHANGE

WHAT'S
NEXT?

In 2022, we launched project teams to move systemic action in each priority area. **Join us to improve results for all our young people!**

PRIORITY AREAS



2018

2019

2020

2021

2022

2023

ENGAGEMENT FOR SYSTEMS CHANGE

EQUITABLE LEARNING RECOVERY

In 2021 and 2022, Generation Next partnered with Ignite Afterschool (Minnesota's Out-of-School Time Provider Network) and Greater Twin Cities United Way on the Equitable Learning Recovery project, to learn from local communities around Minnesota how COVID relief funding was used to provide summer learning programming to students. The project explored how initial waves of relief funding advanced community visions and goals, with a specific focus on the goals of equity, accessibility, and courageous thinking.



EQUITABLE LEARNING RECOVERY RECOMMENDATIONS

1. Build structures that prioritize voices of students and families who are most marginalized
2. Redefine partnerships and invest in intermediaries
3. Create and sustain spaces for shared problem-solving and innovation
4. Develop equitable funding systems
5. Address the “fiscal cliff” now
6. Evaluate, learn, and improve

Scan the QR
code to read
the full report.



EDUCATION PARTNERSHIPS COALITION

Generation Next is a proud member of the Minnesota Education Partnerships Coalition (EPC), which works together on parent/caregiver engagement, data alignment, and policy solutions to improve outcomes for students in our local communities and around our state. This year, a delegation from EPC attended the StriveTogether policy conference, including **Managing Director Joe Munnich** and a team of leaders from **Generation Next Leadership Council member organizations Northside Achievement Zone (NAZ) and Saint Paul Promise Neighborhood (SPPN)**.



The convening featured opportunities to learn directly from other local partnerships about their successful efforts on policy and investment in early childhood and youth engagement, among other critical areas. EPC, whose advocacy work has been funded by StriveTogether for several years, was one of a select number of state coalitions to participate in a special session to plan the coordination and growth of our work in local communities across Minnesota.

SYSTEMS EQUITY INDICATORS

As part of our education equity ecosystem mapping effort, we surveyed our Leadership Council member organizations about their use of the **Systems Racial and Ethnic Equity Indicators**, which Generation Next began using in 2021 after they were released by StriveTogether.

StriveTogether

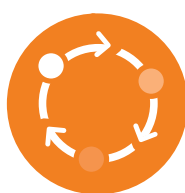
Every child. Cradle to career.



Race/ethnicity of teachers and administrators relative to student body



Teacher qualifications



Culturally responsive curriculum



Per-pupil funding



Internet and computer/device access and technical support



Accessible and equitable parental and community governance



School climate/discipline



Financial barriers to postsecondary enrollment



Internship and mentorship opportunities/partnerships



Local employer adoption of "family-centered" practices

Ecosystem mapping survey results showed that the most common systems indicators were linked to our *Teacher Diversity & Teaching Diverse Learners* priority area:

Race/ethnicity of teachers and administrators relative to student body

Working toward this outcome

75%

Collecting data on this outcome

59%

Culturally-responsive curriculum

71%

42%



Generation Next works to impact systems change in these areas through the statewide Elevate Teaching initiative.

WE ARE GENERATION NEXT

2022 LEADERSHIP COUNCIL

*denotes Executive Committee Leadership

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Mortenson Family Foundation

Amy Walstein

Minnesota Business Partnership

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Think Small

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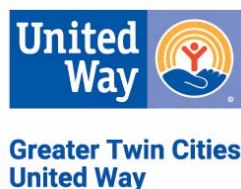
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