

WE ARE 



GENERATION



NEXT



Annual Report  
2023

# TABLE OF CONTENTS

## Letters from Leadership

Leadership Council Co-Chair Letter \_\_\_\_\_ 3

Executive Director Letter \_\_\_\_\_ 4

## Priority Areas

Early Childhood Quality & Access \_\_\_\_\_ 5

Teacher Diversity & Teaching Diverse Learners \_\_\_\_\_ 6

Postsecondary Preparation & Persistence \_\_\_\_\_ 7

Engagement \_\_\_\_\_ 8

Community Level Outcomes \_\_\_\_\_ 10

Our Leadership Council \_\_\_\_\_ 12

Our Network \_\_\_\_\_ 13

2023 Funders \_\_\_\_\_ 15



# CO-CHAIR LETTER

*At the Generation Next 10 Year Event in March 2023, our keynote speaker, Jennifer Blatz, CEO of StriveTogether, reflected on the significance of our local coalition: “The word on the national stage is, how do we replicate the work that’s happening here in the Twin Cities and the state of Minnesota?”*



**Joe Gothard & Jackie Statum Allen  
Leadership Council Co-Chairs**

We don’t need a national leader to tell us that this work is having an impact, but it is helpful to reflect and recognize what it is we’re doing here that others are noticing and trying to create in their communities. Generation Next engages cross-sector leadership to unite two districts, two cities, and dozens of organizations working to amplify successes and address challenges of our local schools. Our work influences local, state, and national policy to improve educational opportunities for all students. Generation Next has continued to grow in influence and impact because of the deep commitment of our organizations to do together what we can’t do alone.

In just this past year, Generation Next realized progress across our three priority areas:

- The Early Childhood Quality & Access project team defined a shared policy framework that the Generation Next coalition could promote together. Over the last year, we have seen progress and legislative change in each of these policy areas (see more on page 5). We are emboldened by the recent advances statewide, which Generation Next has lifted up from our community practitioners and families for the past decade.
- A focus of our Teacher Diversity & Teaching Diverse Learners priority area was as a local affiliate of Elevate Teaching, the statewide campaign to transform the teaching profession and increase the diversity of the educator workforce. Generation Next co-sponsored the spring launch and fall outreach events to “shift how we view, talk about, and relate to the teaching profession to include the profound impact teachers have in our society.” For more, see page 6.
- To advance Postsecondary Preparation & Persistence (see page 7), Generation Next continues to facilitate research and programmatic collaboration with Minneapolis College and Saint Paul College to improve outcomes for Black and Brown students. At our 10 Year Event and the StriveTogether National Network Convening, we gave students and administrators platforms to share their experience creating culturally sustaining environments, supported by resources provided through Generation Next.

As education leaders working for equitable outcomes, we know that our greatest strength is in our connection to one another. While we learn from others around the state and country, we know we have what it takes right here. ***We are Generation Next, and so are you.*** We invite you - and we challenge you - to find your unique role in realizing our shared vision of high achievement for all young people in Minneapolis and Saint Paul.

# EXECUTIVE DIRECTOR LETTER



**Joe Munnich**

*Just like the committed individuals that form our coalition, Generation Next itself cannot make an impact alone.*

We depend on the partnership and coordination of organizations working at all levels, from neighborhood to national, to ensure the success of all young people, from every race and place.

This report reflects the tireless work of so many people. Rather than taking credit for progress, Generation Next remains dedicated to lifting up the work of our partners.

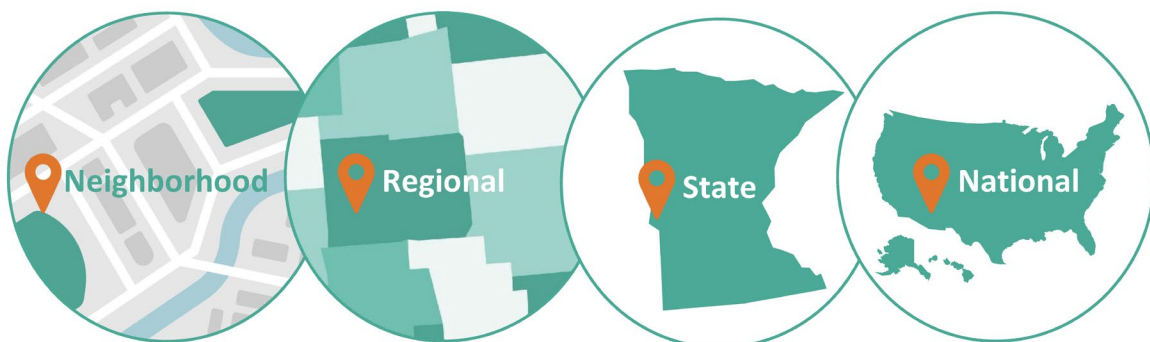
As Generation Next grew over the past decade, so did full-service community schools, Promise Neighborhoods, the Minnesota Education Partnerships Coalition (EPC), and the national StriveTogether network. Today, we recognize the unique value each of us bring to our shared community vision of educational equity. As Generation Next establishes our role as the regional hub for education equity data and systems change, we commit to aligning efforts and resources to provide a seamless approach—neighborhood to national—centering young people and their families.

We know we have much more work ahead. Our collective impact approach is grounded in the reality of our community-level outcomes.

The patterns that emerge present challenges and inequities that no single student, family, or even organization can overcome on their own. We as leaders have created these results, and we are the ones who must work together to change the systems that hold them in place.

## Neighborhood to National Civic Infrastructure

StriveTogether®



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# EARLY CHILDHOOD QUALITY & ACCESS

**Objective:** Increase the capacity of quality early childhood programs and improve access for Black, Indigenous, and People of Color (BIPOC) families.

In the historic 2023 legislative session, we made progress in every area identified in our shared policy framework (see below), which we developed last year through conversations with partner coalitions. We now turn our attention in this priority area to implementation, ensuring equitable access, and measuring impact.

Over the next year, the Early Childhood Quality and Access Project Team looks forward to continuing its work to improve early childhood outcomes for all young people in Minnesota. We will maintain momentum by partnering in the implementation of what passed in the last legislative session and working to ensure that the legislation is rolled out in a way that allows us to continue building upon it as a coalition.

**Each child should enter kindergarten with the necessary literacy, social, and emotional strengths for successful learning. Without the resources and policies that align and fund programs to prepare our youngest learners, districts and partners can only achieve so much.**

**We commit to building out an approach that prioritizes the most vulnerable and continues to advocate for affordable, accessible, and quality care for all children.**

**Our goal is to increase outreach and access to quality programs to ensure equity from a very early age.**

## Progress on Early Childhood Shared Policy Priorities

- ★ \$5M for Grow Your Own Programs
- ★ \$1.1M increase for Parent Aware Rating System (\$5M total)
- ★ Licensed child care providers will have at least a One-Star rating



- ★ \$20M to improve IT systems and processes for programs impacting children and families
- ★ Opportunities for improved data tracking and evaluation capacity



- ★ Paid Family Leave and Sick and Safe time
- ★ \$13M to increase quality child care providers
- ★ \$316M for Child Care Retention Payments



Create Office of Early Learning/ Early Childhood

Strengthen Equity & Quality Standards

Align Scholarships & Child Care Assistance Program

Modernize Technology to Ensure Program Integrity

Expand Parent-Directed Scholarships

Recruit & Retain a Quality Child Care Workforce



- ★ Moving forward with the Department of Children, Youth and Families

- ★ Expanding Child Care Assistance Program (CCAP) to foster families
- ★ CCAP rates up to 75th percentile
- ★ \$2.6M for Great Start Scholarships (streamlining of CCAP and Early Learning Scholarships)

- ★ \$392M for Early Learning Scholarships for the biennium, which is a \$252M increase.
- ★ Scholarship funding focused on infants and toddlers



# TEACHER DIVERSITY & TEACHING DIVERSE LEARNERS

**Objective:** Reduce barriers to entering and remaining in the teaching profession encountered by BIPOC communities.

Our work this past year focused on historic investments in teacher diversity grant programs. While our state is making investments in our current and prospective teachers of color, we also recognize the complexities of the systems in place. With multiple entities—including school districts, institutions with teacher preparation programs, youth-serving organizations, and government agencies—involved in attracting and preparing the next generation of teachers, we identified opportunities for braiding together resources and removing barriers for current and prospective BIPOC teachers to make the largest possible impact.

To collectively shift policies and practices related to the state investments in teacher diversity, we initiated a process to map out the relationships of our Project Team partners to the state-funded grant programs. We also began to document the opportunities and challenges in the application and implementation of these grant programs to advance teacher diversity. Along with our partners, we will continue this process over the coming year and explore how Generation Next could play a role in facilitating the system-level changes needed in how the state effectively invests in teacher diversity.

**Advancing systems change involves shifting existing narrative and mental models that may be holding a problem in place. In this case, the persistent and often disparaging narrative about teaching discourages people from pursuing the profession, especially among BIPOC communities.**

**It is a both/and challenge: paying attention to structural changes that impact the experiences of students, teachers, and families (including licensure barriers, school climate, and racism) while disrupting the cycle of negativity in how we view, talk about, and relate to a profession so critical to our community. Elevate Teaching, a key partner of Generation Next in the Teacher Diversity priority area, is dedicated to this change.**

## Historicizing Black, Brown and Indigenous (BBI) Educator Sustainment in the Twin Cities

Our research collaboration with the University of Minnesota's Department of Organizational Leadership, Policy, and Development (OLPD), which began with the Center for Applied Research in Educational Improvement (CAREI) teaching pathways study, expanded to center the lived experiences and journeys of BBI educators (paraprofessionals, teachers, and leaders).

The Historicizing and Contextualizing project is co-creating a policy framework to support teacher diversity and teaching diverse learners, offering valuable guidance on how to pursue systemic change efforts.

This project is grounded in the collaborative work of recruiting, retaining, supporting, and sustaining BBI educators in the Twin Cities and across Minnesota.



Generation Next co-sponsored the 2023 Celebration and Launch Event for Elevate Teaching





# POSTSECONDARY PREPARATION & PERSISTENCE

**Objective:** Expand access to postsecondary preparation programs for BIPOC students

In the postsecondary realm, Minneapolis and Saint Paul Colleges have been able to work together, through Generation Next, to improve their outcomes and collaborate on strategy. Together, the colleges identified six culturally sustaining practices based on their student retention work.

- Leadership that is **actionable** and improvement-minded sets the table for solving problems through an equity lens
- **Cross-departmental** stakeholders and data are important for defining the problem.
- We must hold departments and programs **accountable** for evaluating and achieving equity goals.
- To create equity-minded programs and strategies, innovations must appreciate, recognize, and learn from **previous internal efforts**.
- To solve for the right pain points, you have to design and assess your program **with its users and implementers**.
- Collective impact helped us learn, evaluate, and improve in ways that allow us to **scale equity-minded strategies and practices**.

Teams from both colleges (pictured on the right) showcased these practices at the annual StriveTogether national convening in San Francisco in September 2023. Along with Trumanue Lindsey, Jr., Vice President of Equity and Inclusion at Minneapolis College, and Pepe Wonosikou, Dean of Student Success at Saint Paul College, we hosted a workshop on *Culturally Sustaining Practices: An Ecosystem of Student & Administrative Collaboration*. Om Harris and Mahad Abdishakur, student leaders, joined Lindsey and Wonosikou to share their experiences in the iLEAD (Identity, Leadership, Excellence, Accountability, and Dedication) Fellowship Program at Saint Paul College and the Bridging the Equity Gap (BTEG) Scholarship Program at Minneapolis College.

The SLEDS analysis conducted by Generation Next (right) showed that students placed into developmental education often stop re-enrolling somewhere along their developmental course sequence and are less likely to enroll in and complete a postsecondary credential.

As the Minnesota state system transitions to a more effective support model, our coalition will continue to monitor results and facilitate local improvement.

**Inequitable outcomes persist among students of color in terms of postsecondary persistence and completion. While Statewide Longitudinal Education Data System (SLEDS) results combined for Minneapolis Public Schools (MPS) and Saint Paul Public Schools (SPPS) graduates show similar numbers of high school graduates (approximately 1,200) in each of the Black, Asian, and White student groups, the number of Black graduates who completed or persisted in postsecondary was half that of White graduates four years after graduation.**

**Generation Next and our partners recognize the need for postsecondary institutions and programs to be ready for students. We have partnered with community college systems in the Twin Cities to support their efforts toward becoming student-ready campuses.**



**"[BTEG] has taught me about accountability, being on time, networking, having a portfolio, a resume...and having access to meet people who teach you a lot about culture and the real world. It's important having Black male role models guiding us to the right path."**

- Om Harris

Students who enrolled in Developmental Education in postsecondary have, on average, a predicated odds of obtaining a postsecondary credential that is 1.53 [95% CI: 1.44-1.62] times **lower** than students who did not enroll in Developmental Education.

1.53x

# ENGAGEMENT

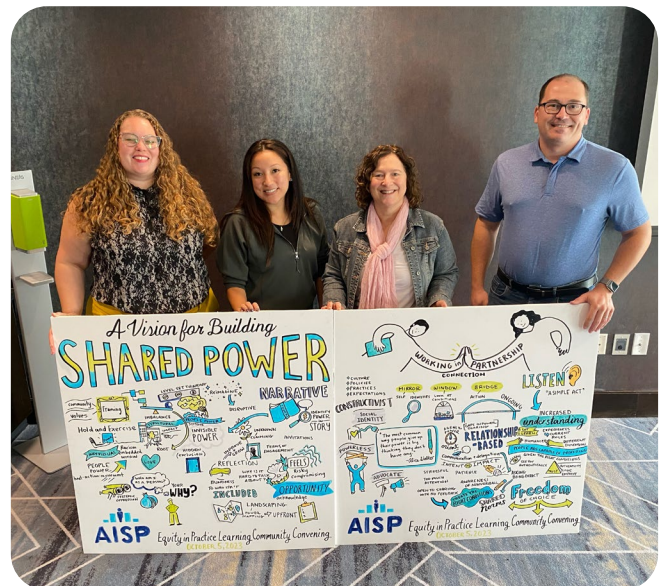
## Education Partnerships Coalition (EPC)

[epc-mn.org](http://epc-mn.org)



As we marked a decade of Generation Next at our 10-Year Anniversary Event in March 2023, Jennifer Blatz, CEO of StriveTogether, spoke of the nationally-recognized collective impact work in Minneapolis and Saint Paul, as well as across Minnesota. She underscored the importance of Generation Next and other local partnerships working together at all levels from Neighborhood to National, as well as StriveTogether's commitment to connecting and supporting state coalitions like the Minnesota Education Partnerships Coalition (EPC).

With a grant from StriveTogether, EPC continues to link up cradle-to-career backbone organizations across our state to better connect data, amplify community voices, spread effective practices, and lift up shared policy solutions. To do this, EPC collaborates with state agencies, full-service community schools, and emerging community partnerships to map out efforts and create a mutually supportive civic infrastructure that improves results in our communities.

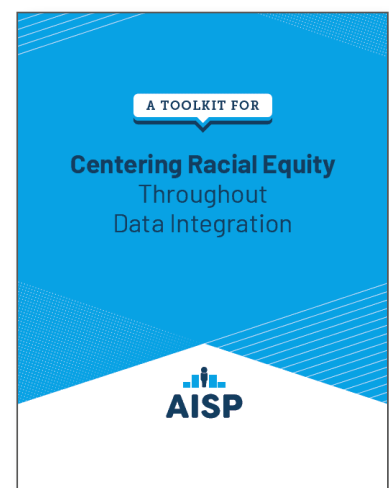


## Equity in Practice Learning Community (EiPLC)

[aisp.upenn.edu/eiplc](http://aisp.upenn.edu/eiplc)

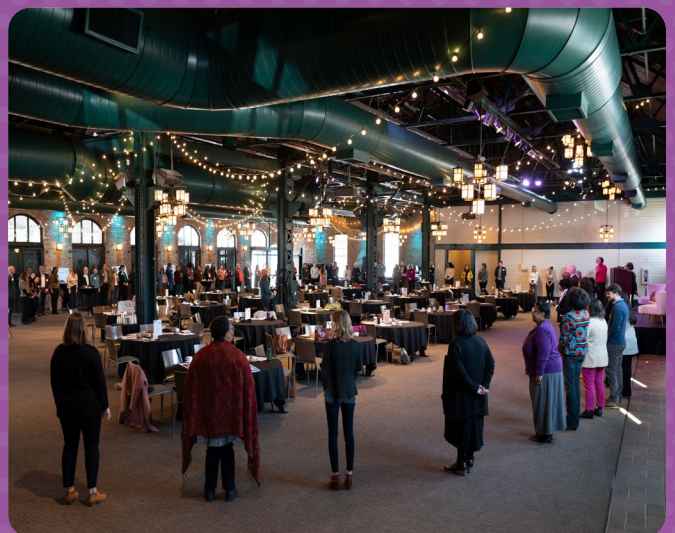
With our Leadership Council (and Data Committee) members Northside Achievement Zone (NAZ) and Saint Paul Promise (SPP), along with the Minnesota Department of Education, Generation Next formed a Minneapolis-Saint Paul data equity team chosen to participate in the highly selective Equity in Practice Learning Community (EiPLC) through the University of Pennsylvania's Actionable Intelligence for Social Policy (AISP). This multi-year community of practice builds on AISP's 2020 *Toolkit for Centering Racial Equity Throughout Data Integration*.

As one of just eight communities selected, our participation gives us an opportunity to take greater cross-sector action based on data and learn from others as we work toward a more comprehensive regional data hub centered on actionable metrics across the cradle-to-career continuum. The partnership also helps us reveal new ways to work with existing partners like NAZ and SPP, as well as invite new perspectives and connections.





**2023 Generation Next  
10-Year Anniversary Event**



**"Generation Next is such a unique and powerful model because all of the people—that nested infrastructure—are at the table and centered on our students."**

**- Jackie Statum Allen  
Co-Chair**

# COMMUNITY LEVEL OUTCOMES

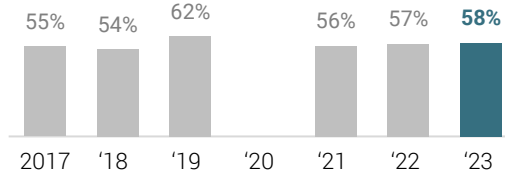
Generation Next was founded to improve results across Minneapolis and Saint Paul, which we continue to measure by student success overall and by racial and ethnic groups. **Taken together at this scale, we use these indicators to hold ourselves accountable as leaders responsible for our community's well-being.**

## KINDERGARTEN READINESS

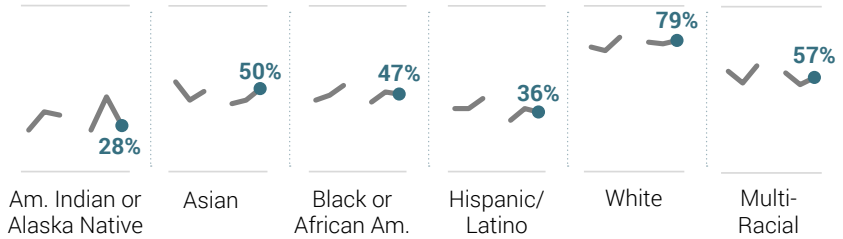
Following a large pandemic-induced drop, Kindergarten readiness has stabilized over the last couple of years. Racial disparities still loom large.



Source: Minneapolis Public Schools (MPS) and Saint Paul Public Schools (SPPS)



**58%**  
low risk\* on early reading (Fall of K) 2023

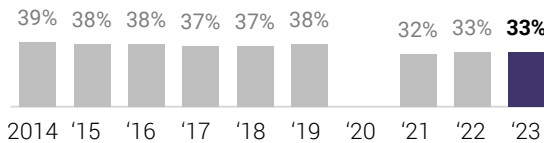


## EARLY GRADE LITERACY

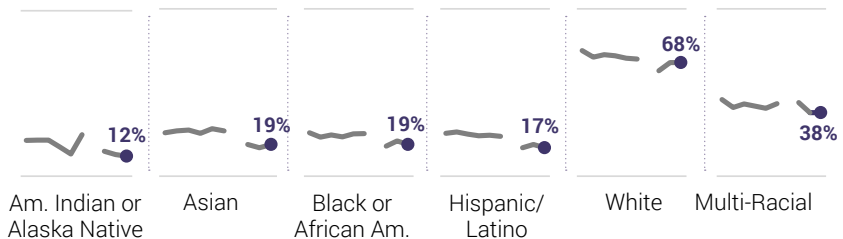
The percentage of third grade readers meeting or exceeding proficiency has been stagnant and not fully recovered from COVID. This has persisted for all students and across racial groups, leaving in place extremely large racial disparities.



Source: Minnesota Department of Education (MDE)



**33%**  
proficient on MCA Reading (3rd grade) 2023

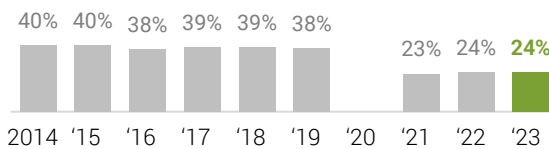


## MIDDLE GRADE MATH

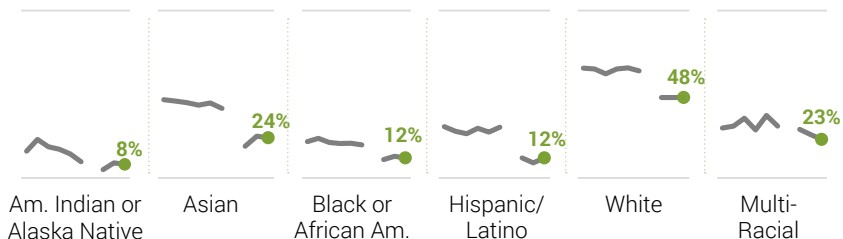
Eighth grade math proficiency levels and disparities have settled in after a COVID-induced drop that was even more pronounced than other indicators.



Source: MDE



**24%**  
proficient on MCA Math (8th grade) 2023



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

**Note:** Since no new data were gathered since last year's report, this space presents Supports rather than Skills. Supports reflect adult actions for students' social-emotional development, as reported by students through the Minnesota Student Survey (MSS).

To explore further, including disaggregated data and numbers (Ns), visit our Data Center at [gennextmsp.org/data](http://gennextmsp.org/data) or scan the QR code

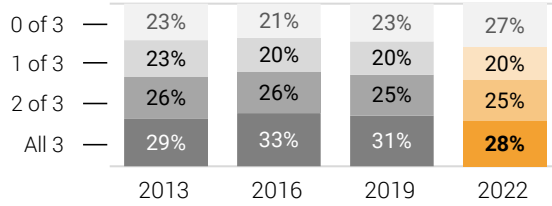


## SOCIAL-EMOTIONAL SUPPORTS

Students overall reported similar levels of Social-Emotional Supports in 2022 compared to previous years, though levels were lower for Asian, White, and multi-racial students than in the past.

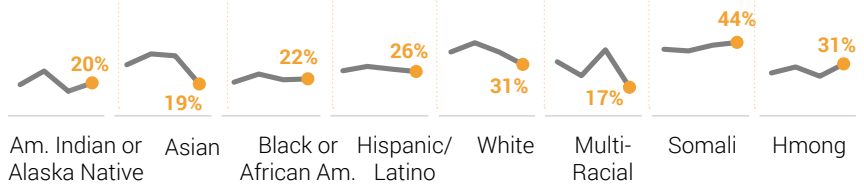


Source: MN Student Survey,\*\* analysis by University of Minnesota



**28%** of students reporting 3 of 3 Supports (8th & 9th grade) 2022

### Reporting 3 of 3 Supports

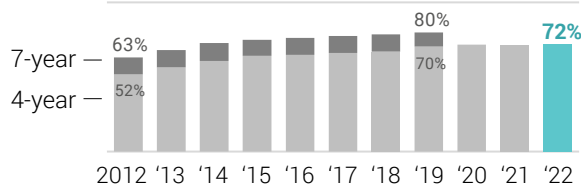


## HIGH SCHOOL GRADUATION

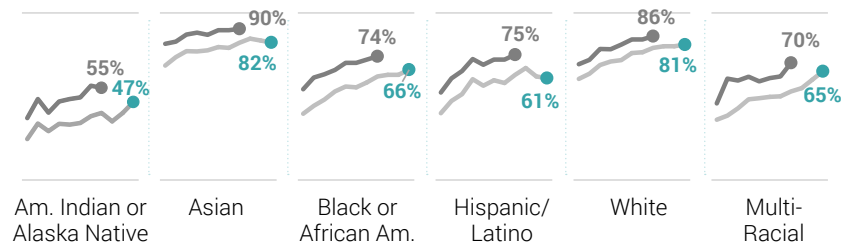
Despite lower post-COVID levels in other indicators, graduation rates continued a slow rise.



Source: MDE



**72%** of all class of 2022 students graduated in 4 years

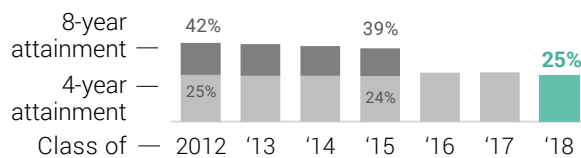


## POSTSECONDARY ATTAINMENT

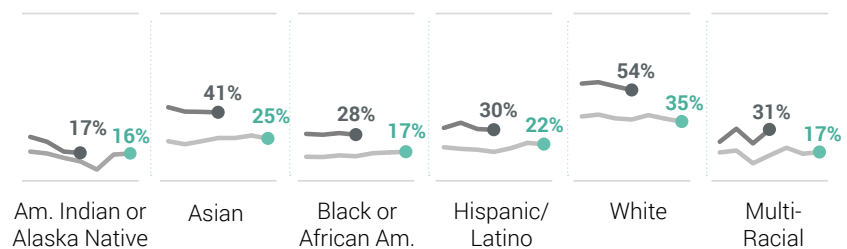
Postsecondary completion rates, a robust measure that includes a variety of credentials earned after high school, have remained stable over time, though they vary greatly by student race and ethnicity.



Source: MN SLEDS, analysis by Generation Next



**25%** of all 2018 high school graduates completed a postsecondary credential within 4 years



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

# LEADERSHIP COUNCIL

\* Denotes Executive Committee Membership



**Jackie Statum Allen\***  
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**Barb Yates**  
*Think Small*

We would like to thank **Dr. Gothard** for his contributions to Generation Next as the Leadership Council co-chair for the past six years. Dr. Gothard said: "As I depart the Twin Cities to become the next Superintendent of my home district in Madison, Wisconsin, I will be leaving one St. Paul student of color a \$5,000 scholarship to pursue a degree in education. Words cannot express the pride and hope I have for the St. Paul and Minneapolis school districts and the opportunities our educational leaders will continue to create for all students, together."

# OUR NETWORK

## DATA COMMITTEE

---

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**Dale Blyth**  
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**Briellen Griffin**  
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**Kim Gulbrandson**  
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**Sarah Hunter**  
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**La Lee Lo**  
*Great MN Schools*

**Paul Mattessich, Chair**  
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**Michael Rodriguez**  
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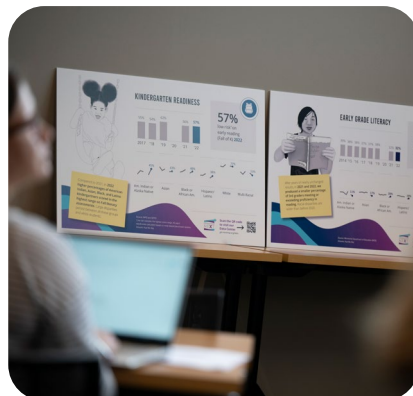
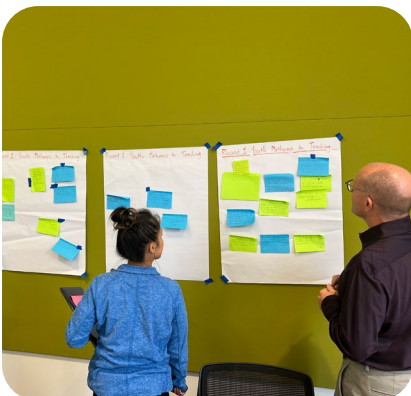
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# OUR NETWORK

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**Wouang Lao**

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**Marquita Stephens**

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## SPECIAL THANK YOU

**Elissa Schloesser**

*Visual Voice*

*Design Support*

**Kue Mu Say**

*Artwork*

## CONSULTANTS

**Thank you to our extended team of consulting and research partners:**

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Hylden Advocacy & Law (for EPC)

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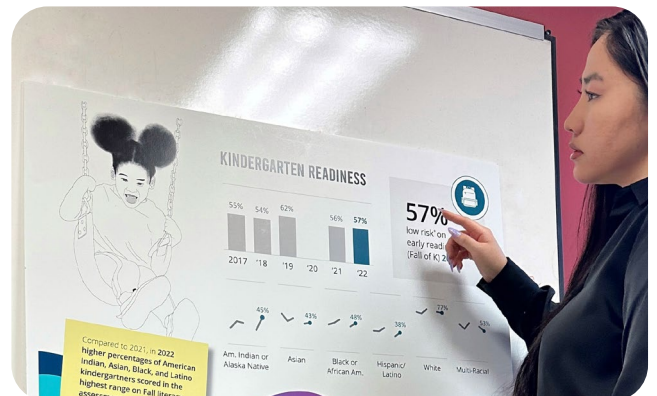
# 2023 FUNDERS

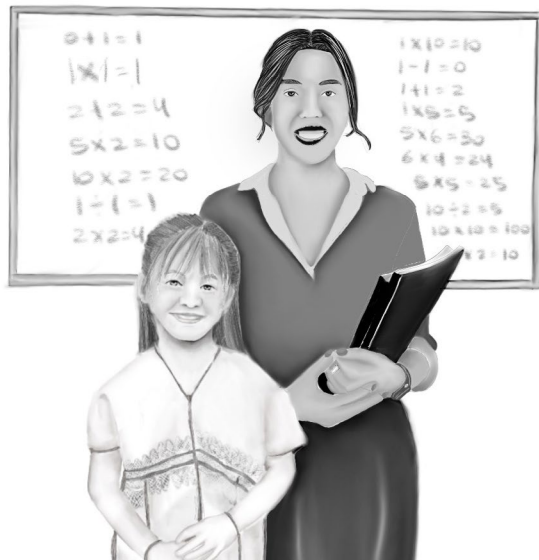


F. R. BIGELOW FOUNDATION



Greater Twin Cities United Way





Artwork by: Kue Mu Say



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