Transforming the University

Report of the Systemwide Academic Task Force on PreK-12 Strategy

Submitted on behalf of the Task Force by:

Patricia Harvey
Geoffrey Maruyama
Co Chairs of the Task Force

Date: December 12, 2005
Revised version submitted: February 3, 2006

PreK-12 Strategy Task Force
Executive Summary

The mission of the PreK-12 Strategy Task Force is to formulate recommendations regarding how to reaffirm and focus the University's commitment and capacity, system-wide and across all campuses, collegiate units, and support units; create meaningful and effective partnerships with preK-12 education; and provide a framework for the ongoing development of the Consortium for Post-secondary Academic Success and for other system-wide efforts around preK-12 education.

Task Force members are:
> Geoffrey Maruyama, Co-chair, Interim Associate Vice President for Multicultural & Academic Affairs and Professor, Educational Psychology
> Patricia Harvey, Co-chair, Campbell Visiting Endowed Chair in Urban Education
> Charles Campbell, Professor, Physics Department
> Paul Deputy, Dean, College of Education and Human Service Professions, University of Minnesota Duluth
> Alex Hermida, University student
> Patricia Phillips, Superintendent, North St. Paul/Oakdale School District
> Art Rolnick, Senior Vice President and Director of Research, Federal Reserve Bank of Minneapolis
> Carlos Mariani Rosa, Executive Director, Minnesota Minority Education Partnership
> Bruce Schelskie, Director, TRIO Programs, University of Minnesota
> Alice Seagren, Commissioner, Minnesota Department of Education

Summary
In order for the University of Minnesota to move toward its goal of becoming one of the top three public research universities in the world, preK-12 engagement needs to remain a high priority within strategic positioning, because preK-12 schools provide us with our students. As the pool of high school graduates in Minnesota changes both in its demographics and its affluence, more graduates will come from groups that traditionally have been less successful in post-secondary education. Unless more students from the under-represented groups are prepared for college success, not enough Minnesota students will be qualified to enrich our scholarship, enhance the University of Minnesota student experience, and challenge us to become better at the work we do. Even if the University attracts more college students from outside Minnesota, investing in Minnesota students will produce a workforce that can keep the state's economy strong. If quality preK-12 experiences prepare large numbers and proportions of students from all backgrounds for post-secondary success, the state will thrive.

Within Minnesota, the University of Minnesota possesses the unique capacity to generate ongoing and systemic research that will improve the lives of all Minnesotans. This capacity is particularly critical in preK-12 education, where separating what is believed from what is known through research is critical for the success of education. The University has a history of extensive engagement with preK-12 schools around research,

teaching, and outreach that touches all parts of the University and includes programs that represent the best in partnerships—enduring, collaborative, complementary, and focused on issues of importance to the University and Minnesota. Nevertheless, successes have been limited by the way the engagements have been structured, largely as individual initiatives rather than as ordered and integrated activities. The task force recommendations frame and organize efforts, increasing their coherence and coordination without limiting faculty efforts to pursue personal research interests.

General Recommendation: ***The University should reshape its preK-12 agenda system-wide so it addresses the most important issues of education; brings research and theory to conversations of policy and practice; develops a cohesive agenda around preK-12 education; coordinates work that is being done; ensures that University policies facilitate preK-12 engagements; and makes the work visible and accessible to practitioners and policy makers.***

Internal Recommendations:
o *Use the compact process to identify important ongoing and new preK-12 initiatives within each unit.*
o *Clearly articulate the value the University places on preK-12 engagement for faculty and staff, and provide ways for faculty and staff to become engaged.*
o *Define PreK-12 as focusing on all aspects of the lives of children, going beyond schools and including out of school time and summer.*
o *Ensure that issues of educational access and opportunity are an important component of the University's preK-12 strategy.*
o *Assure that projects that are the centerpieces of our work focus on systemic change and new, innovative models.*

Recommendations on the Role of the University in Minnesota:
o *The University needs to articulate in clear and consistent ways the importance of raising expectations and standards for achievement across the educational continuum from preschool to graduate and professional programs.*
o *The University should play a major role in supporting and emphasizing the importance of early childhood development programs.*
o *The University should play a role in creating high aspirations among all citizens and personal hope about the capability of our educational system to create success for all Minnesotans.*
o *The University needs to develop strong, ongoing partnerships with key groups to address the most critical issues of education,(e.g., literacy, math and science skills), prepare all students for college success, and provide teacher professional development.*

Work Outside the Scope of This Task Force
Although we framed our work broadly, the report focused on issues that directly affect student achievement and education, giving lesser attention to issues of youth and community, like those tied to clinical/counseling and social services for students and

youth. We also limited our discussion in areas where the Minnesota P16 Education Partnership is already working, and left details for implementation to be worked out by the Consortium for Post-secondary Academic Success.

Introduction

> *Many [academics] working today in an applied field are keenly aware of the need for close cooperation between [theory] and [practice]. This can be accomplished…if the [academic] does not look toward applied problems with highbrow aversion or with a fear of social problems, and if the [practitioner] realizes that there is nothing as practical as a good theory. (paraphrase of Kurt Lewin, 1951, p. 169)*

Lewin's quote above captures the value of research and theory in applied work, and he wrote as well about the importance of practical settings as laboratories for theoretical work. Those elements are key reasons why the University of Minnesota, as a top research university, and the organization within Minnesota that possesses the capacity to blend research, theory, and practice needs to be positioned for work with preK-12 education,. This task force is charged with helping to shape the University's role into the future, recommending how to create a stronger focus for the preK-12 work of the University, and to organize and implement our work.

Mechanisms already in place should allow the University to work effectively with preK-12 educators and policy makers on preK-12 issues. First is the Minnesota P-16 Education Partnership (See Appendix A), which brings all major educational stakeholders together to address major issues of education, particularly ones at the interface between preK-12 and post-secondary education. The P-16 group, complemented by our other relationships with preK-12, higher education, and other stakeholders, should provide vehicles for cooperation and engagement outside the University. Second is the newly created Consortium for Post-secondary Academic Success (See Appendix B), which is intended to provide a vehicle for successfully engaging the University community around shared interests and issues of importance. Third, that office should be complemented the new Office for Public Engagement (http://www.academic2.umn.edu/engagement.php), which is intended to organize the full array of public engagements of the University.

We intend to sketch an approach that will begin to define some long-term roles of the University of Minnesota in its engagements with preK-12 education. After providing context, specific recommendations address the issues laid out in our charge, primarily relying upon the Consortium and the P-16 Partnership, with more limited involvement of the Office for Public Engagement, as the structures that would be used to implement those specific recommendations that are approved.

Importance of preK-12 Education

PreK-12 engagement needs to remain a high priority for the University of Minnesota because it is integrally related to our strategic positioning initiatives**.** The students we enroll have already been shaped by thirteen years of educational experiences. If these experiences can prepare large numbers and proportions of students from all backgrounds for success at places like the University of Minnesota, we will be more successful in what we do and the quality of our enterprise will improve. Having an educated and

highly skilled work force contributes to our economic vitality, which in turn provides resources that can strengthen the University. If we enroll large numbers of students who are prepared to thrive and challenge us, it will help us move toward being one of the top three public research universities in the world. Success in our PreK-12 initiatives will contribute directly to the Strategic Positioning Action Strategy – *"Recruit, nurture, challenge, and educate outstanding students who are bright, curious, and highly motivated." (Strategic Positioning Academic Task Force Report, March 2005)*

The University's commitment to preK-12 education represents much more than just one important part of our route to excellence. A commitment to preK-12 education is an integral part of our Land Grant mission to help meet the needs of all Minnesotans and improve the future of the state. In addition, preK-12 involvement is an important part of our current efforts to enhance University public engagement. We possess skills that are needed by educators and schools in Minnesota, and we need to apply and share those skills to benefit the state.   Fulfilling our Land Grant mission contributes directly to the Strategic Positioning Action Strategy – *"Promote an effective organizational culture that is committed to excellence and responsive to change."*

In this post-information age, human resources are the primary component of a successful economy. Without a highly trained workforce, Minnesota is likely to suffer economically. Investment in our youth pays rich dividends. Investments should include pre-school and early childhood programs, college readiness programming through elementary and middle school years, college access programming, co-curricular and extra-curricular programs, including summer programming, and challenging college classes offered to high school students. Those investments will pay dividends by expanding the pool of eligible students prepared to succeed in college and careers.

Framing Recommendations
The University alone cannot create a bright future for Minnesota. But by focusing University resources and partnering on critical issues of preK-12 education with policy makers, preK-12 practitioners, and colleagues across post-secondary education, the University can positively impact the state for generations to come. In our recommendations, the partnerships we are building should not presume existing structures and only work within them, but assume that systems and structures will evolve and change as a result of the efforts, many of which may be transformative. The remainder of this report attempts to provide a framework for our future partnerships with preK-12 education. The structure used presents recommendations, and then follows each of them with a rationale.

General Recommendation: The University should reshape its preK-12 agenda system-wide so it addresses the most important issues of education; brings research and theory to conversations of policy and practice; develops a cohesive agenda around preK-12 education; coordinates work that is being done; ensures that University policies facilitate preK-12 engagements; and makes the work visible and accessible to practitioners and policy makers.

Recommendation a: Use the compact process to identify important ongoing and new preK-12 initiatives within each unit, and to have units articulate their plans to support preK-12 programs and engagement initiatives.

Recommendation b: Central administration needs to clearly articulate the value the University places on preK-12 engagement for faculty and staff, and state the relative importance of preK-12 activities compared to other University efforts. Clarity should cover issues tied to promotion, tenure, and merit decisions.

The University is highly engaged in preK-12 work across campuses and colleges. A 1997 survey identified 330 University preK-12 programs; an update currently underway is expected to produce an even longer list. Despite the widespread and deep engagement, some practitioners and policy makers believe the University pays little attention to preK-12 education. A detailed discussion of why work has not had more impact appears in Appendix C.

The high levels of engagement reflect a deep interest in and concern for public education and child development. In large part, the work is not driven by rewards from the University for doing it, but by strong individual interests in and commitment to improving preK-12 education. Specific actions the University could undertake include providing guidelines for faculty engagement and using the strategic planning process to have colleges identify their investments in preK-12 education.

An irony about work enhancing the pre-college preparation of K-12 students is that some investments in very good programs may nevertheless yield very modest direct pay-offs to the University, for participants may not matriculate to the college or departments conducting the outreach programs. Inability to identify direct results from investments can be a disincentive to formal college/department support of K-12, particularly for post-graduate professional schools or graduate programs investing in preK-12. The benefits of better-prepared students may accrue to other colleges of the University. Yet collectively, benefits of successful programs are clear, so creative methods of sharing costs of preK-12 outreach across units should be explored.

To date, preK-12 efforts can be characterized as having less than optimal *visibility, coordination, cohesion, and relevance.* First, programs have not had the *visibility* internally or externally that they might because they largely have been initiated individually, and there has been no central office tracking and reporting on the efforts. Multiple investigators may work within a single school building without being aware of the other work going on there. Findings have not regularly been provided to practitioners to inform them about new developments and effective practices.

This task force is collecting information on youth and school engagements to develop a database that could be used to organize work in educational settings and link researchers to one another as well as to practitioners. Having an inventory (and a Consortium to use

it) should allow work to have better *coordination*, namely, to bring together faculty and staff so that they can work collaboratively to address common issues and engage practitioners more readily. A second aspect is that Central coordination should result in clear articulation of the relative importance of preK-12 work as well as how the University believes preK-12 work should be supported.

Because it is likely that there are many areas of common work, a third factor important to preK-12 work is *cohesion*. The University needs to determine areas where it wants to focus, and to prioritize those areas so they get attention and resources as well as visibility. Immediate examples may include: early childhood education, literacy for young and primary grade children, math and science in the intermediate and middle school years, mentoring, increasing challenging classes and standards for all high school students, and professional development for educators. External audiences need to be able to identify some finite set of topics and university efforts that at any point in time characterize our preK-12 involvement. Those topics can change over time, but should do so without affecting visibility and impact of overall preK-12 efforts.

Finally, there need to be central efforts to assure that the engagement activities of faculty address issues of greatest interest and *relevance* to practitioners and policy makers. Integral among the skills we bring is our skill in conducting research and in reviewing and summarizing it. Research needs to help shape discussions of important policy and practice issues. As one of our stakeholders said, we need to help policy makers and practitioners distinguish what is true from what people believe to be true, for the two often are not the same, and treating them as if they are the same yields ineffectual policies and ineffective practices.

In addition to providing a framework for developing the kinds of relationships that we believe would change perceptions of our engagement, the model for engagement needs to be revisited so it becomes one that reflects true *collaboration*. It needs to bring together researchers and practitioners as equal partners for long-term engagement around common problems. Such a perspective is articulated in the opening quote by Kurt Lewin (1951)*, where he spoke about developing collaborations with practitioners. Lewin talked about practitioners as "experts in practice," and faculty as "experts in theory." Effective blending of theory and practice through respectful collaboration should be an aspiration for our preK-12 work. Further, as noted later, collaboration needs to include community partners who can reinforce, support, and supplement educational messages from schools.

Finally, a key component of our preK-12 strategy needs to be effective *communication*. We need to be sure that we are disseminating information not only about what we find, but also about what we are doing. And we also need to be engaging practitioners on a regular basis. Many stakeholders with whom we spoke noted that they have not been invited regularly to campus, and do not know much about what the University is doing. The strategy involves publications and press releases, but also events and relationships.

Deliverables

For some of the deliverable areas, work already is being done by a group in which the University participates, the Minnesota P-16 Education Partnership (Appendix A, specific areas are noted below). We focus less on those areas in our recommendations.

Deliverable: PreK-12 across the continuum
o How the U should be engaged with early childhood and elementary school programs.
o The University's role in driving or assisting middle school and high school reform efforts so all students are prepared for college success.
o The role the University should play in efforts to increase permeability of boundaries between preK-12 and post-secondary education, with a goal of effectively serving both high achieving students as well as students facing developmental difficulties.

Recommendation 1: Issues of educational access and opportunity need to be important components of the University's preK-12 strategy.

A look into the future at our changing demographics clearly shows the complexity of the challenges we face. The preK-12 population will decrease, but the decline will occur only in numbers of white students, while numbers of students of color will increase. At a minimum, the percentage of high school graduates who are students of color will double, going from 13% today to 27% by 2018. This projection assumes no changes in high school graduation rates, which are currently low for students of color. Statewide four-year high school graduation rates in 2001 were less than 50% for African American, American Indian, and Chicano/Latino students, for example[1]. Currently about one-third of all students of color do not graduate from high school. Without dramatically improving success for students from those groups, Minnesota will not be able to sustain its current work force, let alone prepare for growth in jobs requiring college graduates. We need to tap student potential in ways that differ from those currently in place.

The University, higher education generally, and the K-12 systems need to provide quality college access programs to ensure that more students of color and immigrant students successfully enter and complete post-secondary programs. The University can help by validating and disseminating information about promising and proven interventions in enhancing college preparation, as well as through research and outreach to improve high school graduation rates (Appendix D provides information about successful college access programs.)

Recommendation 2: Because diversity is increasing rapidly and touching all parts of Minnesota, approaches need to be sensitive to local circumstances and history, aspects best understood by practitioners.

---

[1] Note that four year graduation rates are imprecise, for they include all students, not just ones who have been in Minnesota high schools four years. Many immigrant students graduate, but not in four years.

One important aspect of the diversity trend is that growth in populations of students of color and low income students used to occur in urban areas, and be concentrated in a small number of school districts. But now the numbers of students of color in the large cities is stable, while the increases are largely in suburban and rural areas and smaller cities. The implications for preK-12 education are that issues of diversity will crosscut the state, but may differ depending upon locations, upon the industries that are attracting diverse populations, the particular populations, and the capacity of the school staff to address issues of diversity. There is interplay between effective practices and local circumstances that are most apparent to and that rely heavily on the expertise of our practitioner partners to help design approaches that will work.

Recommendation 3: The University needs to articulate in clear and consistent ways the importance of raising expectations and standards for achievement all across the educational continuum from preschool to graduate and professional programs.

The University needs to communicate clearly to students, parents, and educators what successful preparation for college in the twenty-first century requires, and also give them an understanding of how to get prepared. Collaboration with preK-12 practitioners needs to set sights and goals higher and to strive to attain and exceed those goals. Even our young children are global citizens, and need to be culturally literate and globally competent. A discussion of the implications of globalization is provided in Appendix E.

The mismatch between future educational needs and current outcomes is the dominant theme of a recent Minnesota Citizen's League report, *Trouble on the Horizon: Growing Demands and Competition, Limited Resources, & Changing Demographics in Higher Education* . That report recommends a minimum expectation for all students of high school plus two years of college. Despite the logic of that recommendation and the evidentiary base that recognizes how important attaining that outcome would be, much work needs to be done to reach consensus about this goal. Many concerned and engaged individuals simply do not believe that all students can be prepared for college.

Recommendation 4: The University has a role to play in creating high aspirations among all citizens and personal hope about the capability of our educational system to create success for all Minnesotans.

One topic that surfaced in our conversations with stakeholders is that one cannot just inform all students that our expectations for them have changed and expect to see results. Although some groups of under-represented students, notably immigrants, are eager to avail themselves of educational opportunities and have family support for educational success, others do not see the opportunities that we do. Stakeholders characterized this issue as one of "hope." A summary of research on "hope" is provided in Appendix F. Our low-achieving populations need someone to articulate a vision of education that makes them believe that they can succeed, and that academic success will be rewarding for them and their families. For families with educational experiences characterized more by frustration and failure, or at best achievement levels much lower than those of

many of their peers, it is no surprise that telling students that they need to succeed and that we expect great things from them will ring hollow. Families and students need hope—the sense that they are able to strive for educational success and that if they are willing to strive, the striving will foster success. Proposed initiatives that improve the academic skills of students and that link them with mentors and others who model the connection between effort and success should help here, as should community outreach and family engagement. Hope and aspirations need to be tied to shared values, not externally imposed ones that conflict with the values and goals of students' families.

The deep division around expectations (Are all students able to succeed in college?) makes it a good illustration of the importance of policy-relevant research. The University should conduct research addressing whether or not virtually all Minnesota students can successfully prepare for post-secondary education. Research focused on students who are not considered to be "college material" can provide educators with effective approaches that allow them to prepare those students for college success.

This role in communicating about the importance and attainability of academic success should include working with middle school audiences to emphasize the need to prepare for high school and beyond, and providing information to low-income families about the affordability of a college education. Students and parents should have easy Web access to post-secondary and workforce information. The University has great capacity to use technology to offer electronic support and resources to all Minnesota students (e.g., e-folio, which can provide students with an electronic portfolio; and ISeek, which provides career and course-taking information, http://www.iseek.org/sv/index.jsp).

Recommendation 5: As the preK-12 agenda develops, assure that the projects that are the centerpieces of our work focus on systemic change and developing new, innovative models, rather than on strategies that work on the margins of our educational institutions and systems.

Another topic that emerged was that programming is not the solution when systemic change is needed. That is, when demographics change at an institution or in a community, there is a tendency to develop programs for the group that constitutes an increasing proportion of the population rather than developing new models to serve everyone. Developing school programs without working with staff to develop their sensitivity to the needs and skills of their new populations is insufficient, because it leaves work at the margins of institutions. Stakeholders noted that their experience suggests that educational institutions need to change the perspectives of existing staff so they are better able to address present realities, and add programs only as needed.

Recommendation 6: The College of Education and Human Development in its new form needs to play a central role working with the Consortium for Post-secondary Academic Success to engage practitioners and to engage faculty from across the University in partnership with practitioners and policy makers.

The new college will need to strengthen its engagement and become more visible in its efforts to conduct and disseminate research, as well as to share information about best practices with practitioners and policy makers. It will need to be more proactive in coordinating efforts that cross colleges and that engage faculty from across the University. Faculty in areas of elementary and secondary education in particular have a key role to play in conducting research within educational settings and disseminating its results to practitioners and policy makers; their programs need to attract and support the research of scholars of national prominence and graduate students of the highest quality.

Recommendation 7: The University should play a role in supporting and emphasizing the importance of early childhood development programs.

Preparation for academic success begins before students enter the K-12 system. Investment in pre-school and early childhood programs, especially focused on at-risk children, is reported to provide a substantial return (e.g., 16% annually) on investment (Rolnick & Grunewald, 2003). Greater detail on the importance of early childhood programs appears in Appendix G. The University is a national leader in early childhood development research and practice through the Center for Early Education and Development and other programs. The University should continue to focus on and facilitate this research, seeking external funding while continuing our institutional commitment to this work. In addition, the University should take an active role in disseminating this work to educators, early childhood development practitioners, and parents statewide. Moreover, the University should play a role in identifying the critical components of high quality early childhood development programs, as well as designing new programs and evaluating new and existing programs. The Itasca Project, http://www.theitascaproject.com , provides an example of University partnerships in this area, and the emerging partnership with the Federal Reserve Bank can provide a foundation for work that identifies best practices and promotes effective programming across the state in early childhood education.

Recommendation 8: The University should review its concurrent high school-college enrollment programs to examine how those programs can create access opportunities for students.

Minnesota has been recognized as educationally innovative, and those efforts continue. Efforts are under way in Minnesota to rethink the latter years of high school and first years of college, to see if they can be restructured and made more efficient. Linked to these efforts, we should review our programs that allow high school students to take college classes to assure that programs are accomplishing the goals we have for them. A more detailed discussion of college attendance options and opportunities is provided in Appendix H. These efforts are illustrative of our contributing to the Strategic Positioning Action Strategy -- *"Exercise responsible stewardship by setting priorities, and enhancing and effectively utilizing resources and infrastructure."*

Deliverable: Extracurricular/summer activities
o   Ways that we could/should be using summer sports and other community programs to create University connections to youth.

Recommendation 9: PreK-12 needs to be defined as focusing on all aspects of the lives of children, going beyond schools and including out-of-school time.

Although the name of our task force, preK-12 strategy, implies a focus on what happens within schools, attending only to what happens during school time is not sufficient. *Discussion of the critical importance of out-of-school time appears in Appendix I.* The crux of that discussion draws from a task force report commissioned by President Bruininks, *Journeys into Community: Transforming Youth Opportunities for Learning and Development* (http://www.mncost.org/), and is that engaging children in educational activities during summer and outside of school time is needed to reduce gaps in achievement between low income students/students of color and their peers. Efforts within the school day need to be integrated with efforts outside the school day, building a coherent array of actions that support the healthy development of children. The University should play a leading role in communicating the importance of and advocating for quality out-of-school programs. The University should build upon research already done by University faculty and staff to disseminate information about the most beneficial out-of-school activities for children and youth of all ages. The University could also expand course related and voluntary community service opportunities for University students, and create new opportunities for children and their families to visit our campuses.

Recommendation 9a: Consider establishing within the Consortium a community and preK-12 gateway office that schools and community organizations can use as a point of contact, including both personal contacts and web-based resources (e.g., Portals).

Deliverable: Coalitions, partnerships, and complementary roles
o   How the University and the PreK-12 community might knit together the array of school, family, and community resources to address the range of educational, social, and health issues facing children and their families, and that affect their ability to succeed.
o   How to align the work of the University with the Minnesota post-secondary education community, the philanthropic community, businesses, and the preK-12 education community.
o   How we can more effectively help provide all children and their families with the information they need to understand college options. This includes immigrant and second language, and first generation populations. *[Being done by MnP16 Education Partnership through their efforts to consolidate all college and career web sites into a single site (e.g., ISeek)]*

Recommendation 10: The University needs to develop strong, ongoing partnerships with key groups to address the most critical issues of education. The University is

uniquely positioned to convene educational stakeholders to produce a shared agenda for Minnesota preK-16 education.

10a: Build and strengthen collaborations with practitioners that value the partners' expertise about intricacies in practice and their much greater knowledge of the settings. Physics Force, which draws from skills of outstanding high school teachers as well as university faculty, is an example to consider. Collaborations will be helpful in designing research but also for designing training and professional development opportunities, for example, to help teachers meet the educational and cultural needs of all students. The Minnesota Council on Economic Development is a long-term partnership that provides an example. Consider opportunities to make cooperative legislative or other requests addressing issues of shared importance;

10b: Build partnerships with educators, policy makers, public and private funding agencies, civic organizations, and others interested in education and the welfare of the state. Each year develop a collaborative agenda for the Consortium, and seek funding to support that agenda. Models for attracting external funding come from the University of Texas Institute for Public School Initiatives, which has raised over $13 million in private dollars, and the University of California K-12 and Outreach Initiatives, which were bolstered by new state funding of $70 million in 2000;

10c: Identify areas where we can quickly develop partnership activities and areas where the scope and scale of the impact will be substantial – including building an interdisciplinary educational leadership program that gives principals and other education leaders the skills they need to be successful in today's schools (See Appendix J);

10d: Determine areas in which we need to move forward independently, and those where we need to work collaboratively within broader partnerships including other educational stakeholders;

10e: Use the Consortium on Post-secondary Academic Success to coordinate and facilitate University activities in the preK-12 area;

10f: Develop collaborative work through the P-16 Education Partnership and other partnerships, including: providing information to youth about college options through the Minnesota College Access Network; developing a P-16 identification system that will follow students from preK through college and include information about their extra-curricular program participation; and aligning K-12 curricula with college and work readiness skills. For example, alignment work should assure that all high school teachers understand the content areas they need to cover and proficiency levels required within those areas to prepare their students for college;

10g: Develop a communication plan tied to our partnerships and Consortium that provides effective information to policy makers, practitioners, parents, and the public about our preK-12 activities. Regularly provided information to practitioners about new developments and effective practices

Deliverable: Research and evaluation questions
o What can we learn from existing programs that have experienced some success (e.g., Admission Possible, Destination 2010, Learning Works at Blake, the Multicultural Excellence Program, Wallin Scholars, etc.)? *[Being done by MnP16 Education Partnership]*
o What are the commonalities and differences across Minnesota in educational needs and opportunities, and what do they mean for the University?

Opportunities provided by private individuals like Maxine and Winston Wallin through their support of Minneapolis Public School students, and William W. and Nadine M McGuire through McGuire Family Foundation grants supporting scholarships for students with financial need, as well as strengthening links to Admission Possible and LearningWorks at Blake, have substantially enriched scholarship money as well as provided economically disadvantaged students with opportunities that have reshaped their aspirations and attainments. Learning from these efforts can take many forms, including evaluation of what makes them work and identifying those characteristics that produce their success so those can be replicated. Many of the recommendations above have attempted to capture these types of learning, most notably references to the critical research mission of the University in evaluating existing programs and suggesting solutions to inform the work of PreK-12 practitioners. As the Consortium is developed, University research should be driven, at least in part, by the expressed needs of the education community, and the results of this research should be shared as broadly as possible with practitioners, education leaders, policy makers, and parents.

Prioritizing Recommendations and Deliverables

One of the challenges that our task force faced was prioritizing efforts without limiting opportunities for the Consortium for Post-secondary Academic Success. Our general recommendation sets up broad parameters for our partnerships. Instilling high expectations and hope are critical, and are done by what we say publicly rather than requiring massive internal efforts, so they could be handled quickly. Most of the other recommendations largely provide a framework for campus and system activities. There are a number of areas where efforts have begun, and can readily be expanded for immediate impact. The recommendations on early childhood programs and advanced programs for high school students are areas of investment that have been begun, but that could use additional support and emphasis. Mentoring programs are widespread, but not clearly focused; those could be focused more on literacy for the primary grades, and then on science and math for the intermediate and middle school years. During the middle school years, efforts could also be focused on preparing students for high school,

and then high school efforts could focus on creating challenging classes that prepare students for college and assisting students and parents with navigating the college admissions and financial aid maze. Paralleling work with school programs for students would be a focus on out-of-school and summer enrichment programming as key components of preparing all students for success. For example, the University could commit itself to doubling the enrollment in summer enrichment programs on campus. For education professionals, areas for investment include developing leadership programming that provides principals with the tools they need to make their buildings effective and ensuring that teachers have the skills they need to use technology and information from accountability efforts. Programming should be offered at locations attractive to education professionals. Finally, a review and cost/benefit analysis of campus hosting opportunities seems important, for at present we may be missing opportunities to create connections, provide clear messages about what is needed to prepare for college, and recruit children and their families.

Concluding Thought

One of the best ways for the University to lead public opinion about preK-12 education is for President Bruininks to speak publicly and clearly about the importance and urgency of setting high standards for all students, the value and importance of education, and the accessibility of public higher education. As noted by Kotter (1996), an important part of driving change is creating the sense of urgency. We have mechanisms for engaging leaders across the state to follow the President's lead in promoting urgency. Stakeholders reminded us that the president of the state's flagship research institution has a "bully pulpit" to shape public opinion, engage others in problem-solving, and advocate for education at every level. We believe that he needs to use that device more regularly on a range of issues, following a trend he has established in talking about the Itasca recommendations and about his Initiative on Children, Youth, and Families. He would be representing perspectives that support and extend historical values of Minnesotans and present findings from research, so the public comes to rely upon him to help inform and guide them about educational issues.

References
Alexander, K. L., Entwhistle, D.R., & Olson, L.S. (2001). Schools, achievement, and inequality: a seasonal perspective. *Educational Evaluation & Policy Analysis,* **23** (2, Summer), 171-191.
Cooper, H., Nye, B., Charlton, K., Lindsay, J., & Greathouse, S. (1996). The Effects of Summer Vacation on Achievement Test Scores: A Narrative and Meta-Analytic Review. *Review of Educational Research*, **66** (3) 227-268.
Kotter, J. P. (1996). *Leading change*. Boston, MN.: Harvard Business School Press.
Lewin, K. (1951). *Field theory in social science*. New York: Harper and Brothers.
Rolnick, R., & Grunewald, R. (2003) Early Childhood Development: Economic Development with a High Public Return,. *The Region,* 17 (December Supplement).

Appendix A: The Minnesota P-16 Education Partnership:

Minnesota, a state with a long reputation of educational excellence, deserves strong educational leadership that persuasively articulates a clear and consistent set of educational values and standards benefiting all children. The Minnesota P-16 Education Partnership is intended to be an organization that speaks for and to Minnesotans on educational issues, plus draws from partner talents to work collaboratively to improve education within Minnesota. The Minnesota P-16 Education Partnership is a voluntary organization made up of the statewide education groups in Minnesota, plus others from government, business, and other private sectors. The Minnesota P-16 Education Partnership works collaboratively to maximize achievements of all students, from preschool through elementary, secondary, and postsecondary education, while promoting the efficient use of financial and human resources. It provides a forum where critical policy issues can be collectively identified and addressed, and where data-driven decision-making structures can be developed and implemented statewide.

The Minnesota P-16 Education Partnership provides a structure that will ensure consistent leadership promoting the interests of all students. By bringing together the leaders of key stakeholder groups, it creates a body that can articulate an encompassing vision of education for today and tomorrow and turn that vision into reality. What sets this partnership effort apart from previous collaborations is its broad base, fully inclusive of both P-12 and higher education, and the commitment to partnership of key educational leaders and policy makers in Minnesota who are willing to invest their time, energies, and resources to the start-up and on-going operation of this project.

Shared Beliefs about Education
Minnesota P-16 Education Partnership members hold the following beliefs about education in Minnesota:

- No skills are more important for today's world than those developed through education.
- Educators need to hold high expectations for **all** students.
- All students should be given substantial opportunities to be successful educationally.
- Effective education is education that adds value to the lives of students and that prepares them for future successes.
- Effectiveness of education is increased when schools engage families and communities as partners.
- Effective education goes beyond knowledge and thinking, engaging students in society as it prepares them to be effective citizens in the society of the 21st century. Effective citizens are ones who participate in the democratic process and are engaged in civic activities within their communities.
- Effective educational systems are ones that collect and use information to help determine how well they are meeting the needs of students, what programs are working, what needs are unmet, and what changes seem likely to increase student success.
- In order for Minnesota to remain economically successful, increasing numbers of students will need to reach high levels of educational attainment.

- Education is most effective when it is guided by a broadly shared and consistent set of basic beliefs, values, and principles.

The *Minnesota P-16 Education Partnership* consists of key education, government, and private sector leaders. Members are the Chief Executive Officers and/or Presidents of their systems, agencies, and/or organizations. The current chair is state Commissioner of Education Alice Seagren, and the co-chair is Robert Bruininks, President of the University of Minnesota. Minnesota State Colleges and Universities Chancellor James McCormick was the inaugural chair.

Current members of the Partnership are:
- the University of Minnesota,
- the Minnesota State Colleges and Universities,
- the Minnesota Private College Council,
- the Minnesota Office of Higher Education,
- the Minnesota Career College Association,
- the Minnesota Association of Colleges for Teacher Education,
- the Minnesota Department of Education,
- the Minnesota Association of School Administrators,
- Education Minnesota,
- the Minnesota Elementary School Principals Association,
- the Minnesota School Board Association,
- the Minnesota Association of Secondary School Principals,
- the Minnesota Parent-Teacher-Student Association,
- the Minnesota Minority Education Partnership,
- the Minnesota Independent School Forum,
- the Citizen's League,
- the Minnesota Business Partnership.

Appendix B: Consortium for Post-Secondary Academic Success

It is critically important to the University and to the citizens of Minnesota that Minnesota has a goal of creating educational success for every child in the state. The University is creating the Consortium for Post-Secondary Academic Success and charging its Executive Director with leading and facilitating its work to create conditions that increase the likelihood that every child will be successful. The Consortium is not intended simply to continue ongoing work and directions, but to help create a new collaborative vision for education and help move Minnesota toward that vision. The vision needs to address long-term needs of the economy of the state and region.

The University has a long history of involvement with PreK-12 education, including preparing teachers; providing graduate education and professional development to practicing teachers and administrators; conducting collaborative research with schools on issues of theory, policy, and practice; and engaging with practitioners and policy makers around education issues. In fact, the last inventory of PreK-12 programs at the University identified more than 300 K-12 collaborative programs; a new inventory is currently in process. Despite this deep and broad engagement, University efforts have not had as much impact as we would like. Many University offices currently have a role in PreK-12 education, but their work is dispersed and not highly coordinated. The Consortium is intended to be a new vehicle for creating cohesion and coordination, and for addressing questions in new and innovative as well as collaborative ways.

The consortium will draw upon faculty research and expertise in areas including early childhood education, literacy, mathematics, children and families, school change processes and school reform, and developmental education. It will provide information from research and best practices for preK-12 and deliver innovative programs to local school districts. Issues addressed by the Consortium are likely to include:
- School and student accountability initiatives;
- Impacts of demographic changes that are increasing the numbers and proportions of students from groups that historically have been less educationally successful;
- Raising achievement levels of all students while diminishing achievement and attainment gaps between students of color and white students and between economically disadvantaged students and their more affluent peers;
- Raising high school and college graduation rates, particularly for students of color;
- Creating challenging curricula for students at all ages and ability levels;
- Educational and preparation needs of "first-generation" college students;
- Remedial/developmental education needs of students who are not fully prepared for higher education;
- Student and parent needs for information regarding expectations and preparation standards that assure readiness for post secondary education;
- External communication to help increase awareness of University and other post-secondary expectations, opportunities, and challenges;
- School choice options that implement best practices and prepare students for educational success.

- **Appendix C: Why University PreK-12 Engagement Hasn't Been Visible and Hasn't Had Greater Impact**

 Misunderstanding of and lack of awareness about our substantial amount of preK-12 engagement is due in part to the grass roots nature of that engagement. The work largely reflects the work that faculty do as researchers. Most preK-12 work consists of stand-alone projects initiated by individual faculty and staff, lacking coordination and cohesion. Also, as is true of most faculty work, engagements are based upon specific research interests. Those efforts tend to be episodic rather than continuous. Researchers cannot use the same sample audience over and over, and move from school to school to find new samples unaffected by their previous work. Even if a series of studies is done with the same practitioners, there regularly are gaps between studies due to time spent analyzing and interpreting findings, gaps in funding that supports the research, or other faculty commitments that force them periodically to lessen their engaged time. As a result, despite a number of very successful efforts, perceptions of many practitioners and policy makers are that the University doesn't do much in preK-12 education.

 There also are internal factors that inhibit and complicate preK-12 involvement. It is time consuming, for it requires developing relationships with practitioners. Many departments discourage junior faculty from doing too much work that involves building partnerships, for the work takes longer to initiate and conduct than does work in campus settings. If the work took several years to complete, it might not be completed in time to contribute to the faculty member's promotion and tenure decision. In some cases, individuals told us that their departments did not recognize preK-12 as valued or productive use of faculty or staff time, which meant that preK-12 work became lower priority compared to other University duties. Work with preK-12 populations differs from "typical" University activities both because the preK-12 culture is very different from college culture and because minors are involved, which changes markedly issues of consent (involving parents) and participation. In sum, preK-12 work is difficult to do and is not well understood and appreciated, which may result in it not being appropriately supported.

Appendix D: Minnesota Pre-Collegiate Outreach and Access Programs

The materials in this appendix, prepared largely by Bruce and Sharyn Schelske, are adapted/updated from a 1998-99 summary for the Minnesota State Legislature on achievement gap issues in higher education: "Barriers to College Participation in Minnesota" http://www.extension.umn.edu/distribution/familydevelopment/DE7286.html.

Research indicating strong relationships between educational expectations, high school curriculum, and college attendance points to the importance of early intervention for college attendance. Students form their educational expectations early; students begin self-selecting for high academic achievement as early as the third grade. Courses taken early in high school and junior high are closely related to college attendance. By seventh grade, if students lack basic reading and writing skills, their higher education aspirations will often go unfulfilled (US Department of Education Office of Educational Research and Improvement 1995).

Relying on high school guidance counselors to talk to students will often fail, for high school is too late to convince students of the importance of a college education. Information on the importance of college and the course requirements for college admission should be distributed to students and their parents as early as possible, and well before high school. Also, early learning gains dissipate unless these gains are supported and built upon in later grades (US Department of Education 1994).

Statewide, there are a number of pre-collegiate programs for youth. Most are designed for students in grades 7-12. Many are individual programs that often address only one source of a student's difficulties, by providing extra help in reading or involving the student in a mentoring program. Such programs may have positive benefits that extend beyond their stated purposes: (US Department of Education 1995).

College Access Programs
TRIO programs were established during the mid-1960's as a national educational initiative for students whose family income is under 150 percent of the poverty level, and whose parents have not completed college. Where financial aid addresses economic barriers to higher education, TRIO addresses barriers of class, culture, preparation, and disability (National Council of Educational Opportunity Associations 1997).

***TRiO* Educational Talent Search**
Educational Talent Search programs serve young people in grades six through 12. In addition to counseling, participants receive information about college admissions requirements, scholarships, and various student financial aid programs
•Talent Search in Minnesota served over 5,500 students in 2004-05.
•Over 70 percent of participants were both low-income and first generation.
•On average, 70 percent of participants were placed in 2 or 4-year colleges compared to 30 percent for similar students not served by programs like Talent Search.

TRiO Upward Bound
The largest of federally sponsored TRIO programs in terms of funding, Upward Bound provides summer academic camps and school year supplemental classes and tutoring to high school students. All Upward Bound programs must provide instruction in mathematics, lab science, foreign language, study skills, English and composition, academic counseling, tutorial services, information on financial aid, and career options.• In Minnesota, *7,995* students were served over an 18-year period (1984-2002*).*
• Seventy-nine percent of participants over this time were low income and first-generation and 58% were students of color.
• Upward Bound students graduated from high school at a 90% rate and entered college at an average rate of 70 percent over the 1984-2002 period. National research data indicate that the college bound rate for students from similar backgrounds not served by Upward Bound is 30 percent.

The Multicultural Excellence Program [MEP]
This program, now in its seventeenth year, began as a collaboration between the Saint Paul Public Schools and the University of Minnesota. The focus of the program was to increase the number of students of color attending the University of Minnesota. Starting in 7th grade, MEP provides motivational speakers, college visits, financial aid and admissions workshops, mentoring and counseling for its participants until they graduate from college. Currently 23 colleges and universities collaborate with the Saint Paul Schools on this program.

Get Ready
The Get Ready program, located in the Minnesota State Office of Higher Education, provides one-on- one and group guidance and information to students grades four through six and families of color that have low incomes, or have no previous post-secondary educational experience. The focus of Get Ready is on future goals, education, careers, financial aid, and savings. The program is provided through schools and community based and ethnic- specific organizations and agencies.

GEAR UP Partnership Program
The GEAR UP program at St. Olaf College serves the entire seventh grade class, more than 850 seventh grade students, at three Saint Paul junior and middle schools providing college student mentors, parent and student career and financial aid information, and college tours and planning assistance. The GEAR UP program will follow each 7th grader until high school graduation and then start over with a new cohort of 7th graders.

America Reads
America Reads is a statewide effort begun in 1996 sponsored by 16 state colleges and universities. The program seeks to have participants reading at grade level by the end of the third grade. College students serve as tutors in for elementary aged students.

Admission Possible
Admission Possible works with 600 low-income high school juniors and seniors in Minneapolis and Saint Paul high schools providing college entrance exam preparation and

assistance with college admission and financial aid applications. 95% of the participants are students of color and more than 40% are from immigrant families.

New Efforts:
The following does not purport to be an exhaustive list of the plethora of new programs: *Learning Works at Blake* works with 8th grade students to increase motivation to attend college, and *College Goals Sunday* is an afternoon of financial aid and college admissions advising assistance at multiple high school locations through out the state. *Page Scholars, Wallin Scholars and McGuire Scholars* are scholarship programs that also link students to college support and community service opportunities. The *Minnesota State Higher Education Office Intervention Programs for College Attendance*, http://www.ohe.state.mn.us, support 14 programs statewide providing academic enrichment classes, tutoring, family engagement, mentoring, and college admission advice. Programs are located in the Twin Cites, Duluth, St. Cloud, Ely, Mankato, and Northfield.

Essential Elements of Successful Programs
•One-on-One Reality Based Contact: Workers who know students on a first name basis that can relate to the level-class/race etc. of the student.
•Performance Based- Measurable Outcomes and Objectives: Programs need to be evaluated on a regular basis to measure effectiveness.
•Consistent and Intense- Longitudinal: Programs that work with students over an extended period of time create positive and trusting relationships.
•Community-Based: Parents, students, and community members must be committed to the program and participate in activities. Parental involvement is key to successful pre-collegiate programs.

References

National Center for Education Statistics. December 1995. "Programs at Higher Educational Institutions for Disadvantaged Pre-College Students." US Department of Education Office of Educational Research and Improvement. Washington DC.

National Council of Educational Opportunity Associations. 1997. "National Trio Directory." Washington DC.

U.S. Department of Education. 1994. "Education Reforms and Students at Risk: a Review of the Current State of the Art." U.S. Department of Education. Washington DC.

U.S. Department of Education: Office of the Undersecretary. 1998. "Factors that Affect College Enrollment: Final Report." U.S. Department of Education. Washington DC.

U.S. Department of Education: Office of the Undersecretary. May 1997. "The National Evaluation of Upward Bound. The Short-Term Impact of Upward Bound: An Interim Report." U.S. Department of Education Washington, DC.

Appendix E: Impacts of Globalization

In a recent book that has captured national attention, Thomas Friedman (*The World Is Flat*) has argued that globalization has connected the world in new ways that allow individuals to gain access to information through software and a "global fiber-optic network" that makes it possible for people almost anywhere in the world to connect in real-time. Regardless of whether or not one believes Friedman when he describes how globalization is threatening our future as well as changing it, it is clear that technology and the internet have reshaped the world and made it a place where far reaches of the globe are brought together. Resources and knowledge are quickly distributed rather than being held locally, giving countries, groups, and individuals around the world access to innovation. In such a world, "staying put" effectively is falling behind. Simply, it is difficult not to envision continued ongoing change in the nature of knowledge and how it is used.

The strategic positioning initiative intends to avoid "staying put," and it needs others joining with us to think strategically. Minnesota needs to anticipate changes and prepare for them, changing our educational system so graduates have the skills needed for tomorrow. New standards need to be developed within Minnesota for all schools, preK through professional and graduate education, those standards need to be aligned and information about what the standards and expectations are needs to be shared so preK-12 teachers know what colleges and universities want their students to know. Of equal importance, there needs to be urgency in efforts to set appropriate standards and to move all students toward them. Students need to be prepared to compete not just against graduates from other Minnesota institutions or other U.S. institutions, but against graduates from colleges and universities across the globe.

Appendix F: Hope

According to Snyder (2005), hope is a reflection of individuals' perceptions of their ability to 1. develop workable goals, 2. develop strategies necessary to reach those goals (which he called *pathways thinking*), and 3. initiate and maintain the motivation for using those strategies (which he called *agency thinking*).   Hope describes an essential part of academic success, believing that one's effort makes a difference in attaining success and channeling effort toward desired outcomes.

Hope is about academic success as well as college access. A study examining individual levels of hope in college students found that higher hope scores were related to higher college GPAs, a higher likelihood of becoming a college graduate, and a lower likelihood of being dismissed based on poor grades (Snyder et al., 2002). Results held even after controlling for intelligence, previous grades, self-esteem, and entrance exam scores. One potential explanation for this finding is that high-hope students set clear goals, have better strategies for achieving them even when they encounter obstacles along the way (pathways), and they are willing to invest the effort needed to use these strategies (agency). Some evidence suggests that low-hope individuals are just as likely to achieve their goals as high-hope individuals; however, since high-hope individuals set higher goals for themselves (as well as more goals overall), high-hope is associated with greater achievements (Snyder et al, 1991).

Snyder (2005) identified what he refers to as his "lessons of hope," which are intended to help teachers foster hope in their students through a positive classroom atmosphere. These lessons include:
•   Spending time on and caring about students
•   Setting goals for students that are clear and cooperative in nature
•   Creating routes for learning that involve interacting with fellow students
•   Helping students to become motivated in joint learning activities
•   Imparting an atmosphere whereby students are concerned about their welfares and the welfares of their classmates

Snyder et al. (2003) articulated specific things teachers and school psychologists can do to help increase the levels of hope in students. These include:
•   HELPING STUDENTS TO SET GOALS: Students must learn to set goals that are appropriate for their age and specific educational level. Beyond the initial goal setting process, teachers need to show students how to set clear markers for their progress towards these goals.
•   HELPING STUDENTS TO DEVELOP PATHWAYS THINKING: Some students must be taught how to break down large goals into smaller sub-goals that can be attained in a consecutive manner. Other students need help discovering alternate ways to achieve a goal when obstacles arise. All students should learn not to take failing at any sub-goal as a sign of personal failure; rather, they must learn to identify the pathway that is ineffective and move on to another possible way to achieve their ultimate goal.

- HELPING STUDENTS TO ENHANCE THEIR AGENCY: In order to be fully motivated, students need to take ownership of their goals, rather than rely on goals given to them by parents, teachers, peers, etc. Teachers also can help students set "stretch goals" that are slightly more difficult than previous accomplishments. Focusing on positive memories of achievement can help students sustain the motivation to work toward new goals as well.

At present, there are notable differences in "hope" related to class and race/ethnicity. In one study of elementary school students' perceptions of the workforce, both higher and lower SES children felt that African Americans were unlikely to perform high-status occupations. Older children from lower SES backgrounds also showed less interest in performing higher status occupations in the future (Bigler, Averhart, & Liben 2003), and African American and Hispanic students were found to be less likely to maintain their educational aspirations through high school (Kao & Tienda, 1998). Students with the highest aspirations experienced the least decline in their goals during the first years of high school.

There are a number of programs that focus on creating hope. One example is the AVID (Advancement Via Individual Determination) program, a successful high school untracking program that has been used in public schools, including ones in Minnesota (e.g. Saint Paul Schools). Beyond specific academic changes to improve students' grades, the program involves a change in school culture in order to provide academic support, teacher advocacy, and stronger networks linking high schools and colleges. Teachers organize trips to colleges and help students fill out applications and financial aid forms. African American and Latino students are encouraged to internalize the program's message about the importance of a college education (agency) and are taught to develop strategies for dealing with any discrimination they may encounter along the way (pathways). In the original AVID program, students of color and those from low SES backgrounds exceeded the local and national averages for college enrollment.

One final issue to consider is what the outcomes are that students' families consider to be successful. For some blue collar families, a job like the father's should be the aspiration, and college is looked at as "dangerous," a place that takes children away from their families both physically as well as psychologically, planting ideas about what those students should want to be and do. Many educators have faced families who tell them that they are stealing their children, planting ideas in their children's heads that what their families do is not good enough. A final aspect tied to hope is that we need to do a better job of communicating the value if not necessity of post-secondary education for attaining a job that allows one to raise and protect their family by providing necessities like health care and the financial means to offer their children experiences and opportunities that will enrich their development.

References

Bigler, R.S., Averhart, C.J., & Liben, L.S. (2003). Race and the workforce: Occupational status, aspirations, and stereotyping among African American children. *Developmental Psychology, 39*(3), 572-580.

Cultural Inquiry Process Web Site (2004). Success Stories. Retrieved December 11, 2005 from
the World Wide Web: http://classweb.gmu.edu/cip/g/gh/gh-top.htm

Kao, G. & Tienda, M. (1998). Educational aspirations of minority youth. *American Journal of
Education*, 106(3), 349-384.

Snyder, C.R. (2005). Teaching: The lessons of hope. *Journal of Social and Clinical Psychology,
24*(1), 72-84.

Snyder, C.R., Harris, C., Anderson, J.R., Holleran, S.A., Irving, L.M., Sigmon, S.T., Yoshinobu,
L., Gibb, J., Langelle, C., & Harney, P. (1991). The will and the ways: Development and
validation of an individual-differences measure of hope. *Journal of Personality and Social
Psychology, 60*(4), 570-585.

Snyder, C.R., Lopez, S.J., Shorey, H.S., Rand, K.L., & Feldman, D. (2003). Hope theory,
measurements, and applications to school psychology. *School Psychology Quarterly, 18*(2),
122-139.

Snyder, C.R., Shorey, H.S., Cheavens, J., Pulvers, K.M., Adams, V.H., & Wiklund, C. (2002).
Hope and academic success in college. *Journal of Educational Psychology, 94*(4), 820-826.

Appendix G: Importance of Early Childhood Programs

The quality of life for a child and the contributions the child makes to society as an adult can be traced back to the first few years of life. From birth until about 5 years old a child undergoes tremendous growth and change. If this period of life includes support for growth in cognition, language, motor skills, adaptive skills and social-emotional functioning, the child is more likely to succeed in school and later contribute to society. However, without support during these early years, a child is more likely to drop out of school, receive welfare benefits, and commit crime. A well-managed and well-funded early childhood development program provides such support. Current programs include home visits as well as center-based programs, and most programs involve the child's parents to varying degrees. Some have been initiated on a large scale, such as federally funded Head Start, while other small-scale model programs have been implemented locally, sometimes with relatively high levels of funding per participant.

Most economists agree that a highly educated workforce is a key ingredient to a successful economy. Having said that, however, does not tell policymakers where to invest limited public resources. Policymakers must identify the educational investments that yield the highest public returns. Fortunately, recent research is making that decision clear: dollars should be invested in early childhood development. There is a large body of research, including much done at this University, demonstrating that high-quality early childhood development programs can yield extraordinary public returns-- especially when such programs engage at- risk children and their parents.

A key question is whether the current funding of early childhood development programs is high enough. It is not, because a plethora of research shows that the benefits achieved from high-quality early childhood programs far exceed their costs. Indeed, the return to such programs far exceeds the return on most projects that are currently funded as economic development.

Appendix H: Post-secondary Level Course Opportunities for High School Students

Minnesota has long been known for its willingness to be innovative in its preK-12 education system. One good illustration comes from programs that allow high school students to take college-level courses. (A recent report by Joe Nathan and his colleagues in the Humphrey Institute on post-secondary enrollment options provides a historical view of how programs have developed as well as current information about their prevalence.) There is a substantial array of program choices available, perhaps enough even to bewilder parents who have not been educationally successful. These programs are intended to provide high school students with challenging content. In addition, some options have them experience a college atmosphere to give them a "feel" for what college will be like. These programs typically focus on the highest achieving students.

Programs available in Minnesota include the International Baccalaureate (IB) and Advanced Placement (AP) courses, which are offered by high schools across the nation. Teachers follow a prescribed curriculum, and students take a test at the end of the class to document level of proficiency in the subject matter. Colleges may choose to grant credit for performance above certain levels (and most do). There also are tests that can be done independently of course taking, such as the College Level Examination Program (CLEP); these tests currently are being promoted by Governor Pawlenty as part of his Get Ready, Get Credit program.

In addition to programs like AP and IB, colleges and universities within Minnesota have offered two types of college programs for high school students, both part of the same enabling legislation. First is Post-secondary Enrollment Options (PSEO), a program that allows high school students to take classes on college campuses. Second are concurrent enrollment programs where students are dual-enrolled in college and high school, typically in classes offered by high school teachers in the high schools, but that follow college course standards and content. There is a national accrediting board for concurrent enrollment programs. Our University of Minnesota concurrent enrollment program is called "College in the Schools (CIS)." CIS programs provide professional development to high school teachers so they are prepared to offer the same course that is offered on campus within their high school, and so that they know how to impose the same standards for grading.

Different programs have varying cost structures; the most expensive for high schools are PSEO, with costs of other programs varying depending upon how regularly teachers need to receive professional development and how much any course assessments cost. The other difference is that PSEO students go to college campuses, which is an intentional and important part of the PSEO experience.

Recently, there have been a number of changes proposed for PSEO and CIS, including on-line courses, expanded availability of courses so even lower achieving students can participate. Such changes need to continue to focus on the intended purpose of the course. For example, if the purpose is to get students on college campuses, then on-line courses seem not to help accomplish the purpose. At the University of Minnesota, there have been

ongoing discussions with policy makers to consider expansion of CIS offerings so that students perhaps only in the upper half of their high school classes could qualify. The logic for us is that our admissions review process takes into account a number of factors, and that an important factor that could be available is performance in CIS classes. Students could know that a grade of A or even B in a U of M CIS class could help their case for admission while giving them experience taking college level classes with standards for homework and performance being those of the University of Minnesota. Expanding offerings for students for whom college is not a sure thing would allow them to see first hand about college expectations and standards, and also have an opportunity to perform at a level that might get them accepted into the University of Minnesota if their record of accomplishment is mixed.

Appendix I: The Importance of Out-of-school Time

President Bruininks recently commissioned a report on "out of school" time. The report, *Journeys into Community: Transforming Youth Opportunities for Learning and Development* (http://www.mncost.org/), illustrates why focusing only or even predominantly on formal schooling ignores opportunities to impact the lives of children in much more profound ways. The report notes that schools control only 25% of children's waking time, while 42% is out-of-school time not occupied by school, studies, chores, meals, or personal maintenance. The average amount of time between when children get home from school and when their parents come home is 20-25 hours per week. Consequently, educators and researchers need to attend to what happens outside of school, and even to work with communities to design how that time can be used. Imagine what would happen if students could get 20 hours more per week of engaged educational time! Engaging children in more activities linked to their educational experiences will improve their achievement. The Commission report provides a detailed listing of things that can be done, but also provides recommendations about developing programs that are simple yet profound, for they should guide all our efforts in and out of school. Those recommendations were to: (a) link children with caring adults, (b) provide them with constructive options to occupy their out of school time, and (c) set high expectations for them in all their out-of-school activities.

The findings of the out-of-school time report are critical for another reason. Recent research (Alexander, Entwhistle, & Olson, 2001; Cooper, Nye, Charlton, Lindsay, & Greathouse, 1996) has found that differences between educational achievement of lower-class children and their peers is attributable largely to what happens during summers rather than to what happens during the school year. These findings point to the importance of creating an array of educationally beneficial experiences outside of as well as within schools. The achievement gap will not be closed without connecting in-school and out-of-school programming for at-risk students

The University's role should include research about the most beneficial out-of-school activities for children and youth of all ages and effective dissemination of information about successful programming, building upon work already done by University faculty and staff in programs such as our summer youth camps, and working with partners like the Minnesota Minority Education Partnership, which annually inventories summer programs. The University can also engage community center staff to develop programs for out-of-school time that complement school-based programs and that provide students with constructive ways to use their out-of-school time.

Appendix J: The Importance of Building Leadership for Educational Success

This brief summary is largely drawn from a report commissioned by the Wallace Foundation, "How leadership influences student learning," by Kenneth Leithwood, Karen Seashore, Stephan Anderson, and Kyla Wahlstrom. The complete report is available at: http://www.wallacefoundation.org/WF/KnowledgeCenter/KnowledgeTopics/EducationLeadership/HowLeadershipInfluencesStudentLearning.htm

Motivations and capacities of local leaders are critical to success of any approach to school reform. That is, regardless of the type of approach taken, leadership has a major effect in determining it success. Leithwood, et al., argue that (1) leadership is second only to classroom instruction among all school-related factors that contribute to what students learn at school; and (2) leadership effects are largest where and when they are needed most. To elaborate on their first point, they suggest that leadership accounts for about a quarter of total school effects. With respect to the second, they suggest that the greater the challenge, the greater the impact of the effects of leader actions on learning. In particular, they note that they found no instances of troubled schools being turned around without intervention by a powerful leader.

Leithwood, et al., suggest that there is a common core of practices that any successful leader calls upon.   These cross settings (schools, military, business) and countries (U.S., Canada, Netherlands, Hong Kong). These "basics" are not sufficient to guarantee change, but, without them, the authors suggest that not much would happen.

1. Setting Directions. This includes developing shared understandings about vision, purpose, goals, and activities, and creating high performance expectations, and then monitoring organizational performance and promoting effective communication.

2. **Developing People**. As well as addressing this generally, specific practices include: offering intellectual stimulation, providing individualized support, and articulating appropriate models of best practices and beliefs fundamental to an organization.

3. Redesigning the Organization. This means developing the school or district as an effective organization supporting and sustaining effective performance, for example by strengthening culture, or by building collaborative processes.

Appendix K: PreK-12 Strategy Task Force Bibliography

"An Achievement Gap Wakeup Call." Star Tribune editorial, November 21, 2005.

Anderson, Nick. "School Segregation is Back with 'Vengeance,' Author Says." Washington Post (October 17, 2005), p. B06.

Bracey, Gerald W. "The 15th Bracey Report on the Condition of Education," Phi Delta Kappan, Vol. 87, No. 02 (October 2005): pp. 138-153.

"Eight Questions on Teacher Recruitment and Retention: What Does the Research Say?" Education Commission of the States (2005).

Fitzgerald, Terry J. "Business Cycles and Long-Term Growth: Lessons from Minnesota." *The Region* (June 2003). Federal Reserve Bank of Minneapolis.

Friedman, Thomas L. (2005). *The World Is Flat.* New York: Farrar, Straus, Giroux, 496 pp.

"Getting Smarter, Becoming Fairer: A Progressive Education Agenda for a Stronger Nation." Renewing our Schools, Securing our Future: A National Task Force on Public Education. Washington, D.C.: Center for American Progress and Institute for America's Future (August 2005).

"Inherited Educational Opportunity." Postsecondary Education Opportunity, Vol. 157 (July 2005): pp. 1-3.

Kershaw, Sean. "First, Minnesota Has to Fix High Schools." Minnesota Journal (January 2005).

"Learning in a Digital Age: Math and Science at the Heart of High School Reform." National Governors' Association Grant Award to Minnesota, July 2005.

"Mind The Gap: Reducing Disparities to Improve Regional Competitiveness in the Twin Cities." Brookings Institution Metropolitan Policy Program.

"MN P-16 Education Partnership Working Group Plans for 2005-2006: P-16 Student Identification System"

"MN P-16 Education Partnership Working Group Plans for 2005-2006: College Access Programs"

"MN P-16 Education Partnership Working Group Plans for 2005-2006: Remediation Study and Action Plan"

Appendix L: PreK-12 Strategy Task Force Consultation Plan

The PreK-12 Task Force includes members from both inside and outside the University, each of whom interacts regularly with key PreK-12, University, and community groups. Task force members include current and former Minnesota school district superintendents from Twin Cities, suburban, and greater Minnesota cities; the commissioner of education; a legislator and minority education leader; a business leader; the dean of the UMD College of Education and Human Service Professions; University faculty who work with high school teachers and with University students from underrepresented groups; the interim associate vice president for Multicultural and Academic Affairs; and an undergraduate student employed by the General College TRIO program. These members sought input informally from their colleagues on the task force charge and deliverables through one-on-one interviews and conversations, and at meetings of their organizations.

In addition, the task force engaged in the following formal consultation:

1. Held an open forum attended by 28 members of the University community;

2. Discussed Task Force work with 25 school superintendents from urban, suburban, and greater Minnesota school districts;

3. Hosted a listening session with 24 leaders in the PreK-12 community, policy makers, and business leaders, including representatives from:
    Ames Elementary School
    Anoka Hennepin Public Schools
    Blake School Learning Works Program
    Education Minnesota
    Hopkins Public Schools
    Lakeville South High School
    Minnesota Association of Secondary School Principals
    Minnesota Business Partnership
    Minnesota Department of Education
    Minnesota Office of Higher Education
    Minnesota Private College Council
    Minnesota State Colleges and Universities
    St. Olaf College TRIO Programs
    Saint Paul Public Schools
    Saint Paul Public Schools MEP Program.