

Residential Arts School in Minnesota:
Creating New Schools through Cross Sector Social Entrepreneurship

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ABSTRACT

More than 12,000 Minnesota children were in out-of-home placements under the Minnesota Department of Human Services in 2009. In addition to being abused or neglected, the children have to contend with moving between their home and foster care placements. The lack of stability and family support creates significant barriers to success in school and in life. The high school graduation rates for adolescents in long-term foster care are between 45% and 50%. This paper explores the need, support, and barriers to opening a school that would promote better outcomes for youth facing these challenges in Minnesota through a business plan format. Key elements of the Residential Arts School include community engagement using Public Achievement, arts-based curriculum, wrap-around services including counseling, and residential facilities for students in grades 5-12. A literature review and 20 unstructured interviews informed this business plan. Conclusions show a need for this type of residential education model but a very challenging policy environment for funding this type of venture. Future research on the overall life outcomes between children in the two pipelines identified, education or prison, based on those who attend boarding schools compared to those who end up in jail would provide stronger evidence for the social return on investment of a publicly supported boarding school in Minnesota.

Keywords: Residential school, education, arts, Public Achievement, community engagement

INTRODUCTION

The purpose of this paper is to present a business plan for a residential school focused on developing the talent and academic ability of some of our most underserved youth called the Residential Arts School (RAS). Often when people hear “residential” and “underserved”, they immediately think of an orphanage or treatment facility. However, “residential” and “middle class” or “wealthy” used together invoke images of a peaceful, secluded educational setting where students go horseback riding. RAS differentiates itself from either of these models in that it is neither, an orphanage or an elite boarding school. This plan provides a detailed prospectus offering a new educational model utilizing the unique synthesis of Public Achievement and the arts to release potential in youth who have traditionally been underserved.

A literature review addresses many of the larger social issues impacting public education for the target market which greatly informed the development of the business plan. Those with a strong interest in the myriad concerns of serving the target group may wish to read the literature review and methodology sections. The business plan provides specific information on preparation for the school’s opening and how it will operate with a particular focus on early implementation years and means toward building sustainability in the future.

METHODOLOGY

School visits and semi-structured interviews led to an extensive review of literature related to creating positive life and education outcomes for at-risk youth which led back to more school visits and unstructured interviews with a variety of stakeholders. This process was

inundated with ambiguity and iteration as should be expected in grounded theory. A multi-faceted approach to the question of whether the Twin Cities would provide a market and resources for this type of endeavor was necessary in order for the “conceptual sense making to emerge from the data” (Glaser, 1999, p. 838). Indeed, this circular, rather repetitive method of data collection allowed for the diligence of constant comparisons requisite in grounded theory.

Interviews and site visits provided insight that expanded the scope of relevant literature. This was not surprising considering that literature on best practices for establishing a residential arts school for an at-risk middle grades population is limited. Therefore, a variety of topics that were central to creating a theoretical framework were necessary to explore. Literature in Youth Mental Health, the history of Residential Placement, Alternative Education, Gang Affiliation, Magnet Schools, Youth Leadership, Collaboration, Social Entrepreneurship and Community Development were included in this review. For the purpose of this project, stakeholders with high power and high interest in developing this new model include those who work in youth development, education, corrections and the judicial system, state and local government, and community development and organizing. Many of these stakeholders had the funding, expertise or positional power to contribute to a change in the current state of affairs. See the power v. interest grid in Appendix A-1.

Twenty (20) unstructured interviews were held with a variety of individuals doing work and research in Minnesota in the areas mentioned above. Interviews were held in person or by phone based on convenience to the individual being interviewed and lasted between 15 minutes and two hours. Thorough note-taking was done on a computer or by hand and later transferred to a computer using OneNote in Microsoft Office. This software allows the creation of charts,

diagrams and maps, and the search function makes it possible to find specific words or phrases quickly across several files.

Though interview questions varied, each subject was asked if there were other people they recommended for interviews on the topic of residential schools for at-risk or underserved youth. When appropriate, each subject was also asked to recommend any helpful literature on the topic. A snowball method was used to identify subjects for interviews. These individuals include government officials, school leaders, students in alternative forms of education and in the juvenile detention system, researchers in youth psychological development, a psychologist currently working in juvenile detention, the Regional Organizer for a youth advocacy nonprofit, teachers, directors of school start-ups, and founders of community-based nonprofit organizations. A list of these individuals can be found in Appendix A-2. The names of students who were interviewed have been omitted.

Site visits took place in Minnesota and Chicago between July 2008 and April 2010. Seven middle and high schools were visited. The schools selected represent a mix of high-performing schools and schools that have demonstrated unique success with the target population. A list of these schools can be found in Appendix A-3. Of these seven school visits, two were located in juvenile detention centers. Students led a tour of the facilities and answered questions about their experience at one location. This was followed by a meeting with one of the on-site psychologists who is implementing a program to address gang activity within the detention center. The other site visit consisted of a brief tour with the Director of Transition programs followed by an in-depth interview. Site visits allowed participant observation of the culture, organizational structure and overall service delivery.

Noticing the social and behavioral challenges faced by many underserved youth, I began interviewing individuals in the field of psychology. From four interviews with Gabbitas, Pickett, Hayakawa, and Smith, D., I was provided with theories concerning deviant behavior within peer groups and attachment, as well as practical information such as service provision requirements, expected salaries and logistical concerns of scheduling home visits for family therapy. Pickett recommended a site visit to Red Wing Juvenile Detention Center in Stillwater, Minnesota and Smith, D. recommended an interview with Smith, E., pastor of Sanctuary Covenant Church where the Sanctuary Community Development Corporation is housed serving North Minneapolis. Recommended reading from these interviews included literature by Dishion for theories addressing deviant behavior in peer groups and DeLeon for creating a therapeutic community where students would learn collective responsibility.

The therapeutic community model lends itself to community building and group problem-solving and decision-making which are key components of the Public Achievement education model. For this reason, in addition to the recommended interviews, site visits and literature, Donovan, Regional Director for Public Achievement, was also interviewed. The interview with Smith, E. confirmed that there was a great need for a residential education option in the Twin Cities metro area. Smith, E. suggested that strategic planning and alliance-building would be central to reaching the target market. This later helped inform the structure, composition and purpose of the Board. Smith, E. recommended interviews with several organizational leaders that may be potential future partners and/or supporters.

The site visit to Red Wing provided the chance to see the therapeutic community model in action with a similar target population (i.e. race, age, and original geographic location but only boys). The therapeutic community model provides a theoretical framework for encouraging

citizenship and prosocial behavior, as well as practical structure giving each student a role, purpose and responsibilities within the community. Additionally, the site visit demonstrated acutely the importance of alliances. Without community partners willing to travel the distance, the boys were often without role models, mentors and connections to their home communities to aid in the reunification process later.

The remaining interviews and site visits to on a similar format. Most interviews lead to more interviews, and site visits brought together theory and practice. The literature helped shape interview questions and served as a guide for what to observe in site visits. In comparing the data, the goal was not to determine which interview provided correct or false information because each subject was interviewed because of his or her expertise on a certain issue. Rather, the goal was to find the solutions and discover the challenges that would arise in the creation and implementation of this kind of educational institution in Minnesota. For example, one individual stressed the importance of having a strong family therapy component from a theoretical standpoint. Another interview uncovered the practical challenges of such a program with costs of staff and transportation. A third interview suggested a focus on quality education in the early years with the program steadily growing to engage families. This fit previous information about strategic planning and the role the board would have to play in building alliances with families being a large part of the alliance. These constant comparisons made new ideas and solutions possible in this case. In others, they revealed greater challenges. Each new piece of information opened a door to more questions or supplied a piece of the puzzle that is residential education options in Minnesota.

Appendix A: Power v. Interest Grid, Interviewed Participants, and Site Visits

LITERATURE REVIEW HIGHLIGHTS

Many youth are ill-equipped to be productive citizens beginning their adult lives at a deficit educationally and economically. The United States quantifies data for child welfare outcomes, but this data only includes youth who have been emancipated. Youth who run away and are unable to be located or face a variety of other circumstances where they have left care are not counted. For these reasons, the data is unreliable for the purpose of identifying how many youth are in need of services.

Some broad characteristics of youth in this population include: low educational attainment and difficulties moving from school into employment or further training; inadequate housing and homelessness; mental and other health issues; isolation from family and friendship networks (Munro, Stein & Ward, 2005). The Midwest study's interviews of youth emancipating or aging out of foster care shows that youth who have continued state support beyond age 18 are more likely to pursue higher education, increase earnings and delay pregnancy (Courtney, Terao, & Bost, 2004). According to Munro et al. (2005), as trends in the general public change, there has been a push for more parental support:

“Parents are now seen to have an obligation and responsibility to support their children beyond adolescence and into adulthood, yet policies framed around these expectations assume, to some extent, that they are available, willing and financially able to do so.

Those young people who are without financial and/or emotional support from parents or kin may experience additional challenges as they move from adolescence to adulthood, particularly if compensatory support from the state is lacking. Care leavers are amongst those young people most likely to need support, and the least likely to have family

members available and able to provide it. The failure of states to address this issue by acknowledging that this group will require extended support is thought to be one of the main reasons why outcomes are so often disappointing” (p. 197).

Young people who are emancipated from the foster care system are deemed ready for independent living before age 18. Whereas young people who age out of care reach age 18 and no longer receive compulsory support from the state even though federal legislation permits that states use up to 30% of care funding for youth who have reached age 18 to support their transition into adulthood (Munro et al., 2005).

The Midwest study included questions related to living arrangements, relationships with family of origin, social support, receipt of independent living services, education, employment, economic well-being, receipt of government benefits, physical and mental wellbeing, health and mental health service utilization, sexual behaviors, pregnancy, marriage and cohabitation, parenting, and criminal justice system involvement. The young adults in this study were more than twice as likely not to have graduated from high school or earned their GED as their peers not in care. Just over half of the youth in the study were employed having earned a median income of \$5,450 compared to their peers two-thirds of which were employed. Over half of respondents in a study in the United States who had aged out of foster care also felt they had been lucky to have been placed away from home (Courtney et al., 2004).

Residential facilities address a number of issues, and the most frequently reported outcomes are improved mental health, decreased arrest rates after placement, and improved academics. Arieli, Beker, and Kashti (2001) identify three kinds of residential placement options: Incidental, remedial and socializing. Incidental settings include orphanages, correctional facilities and college dorms. They are provided strictly to provide basic needs; any

developmental or emotional support is a mere side-effect. Remedial settings take the perspective that there is a personal deficit needing a cure and rehabilitation is in isolation. Lastly, socializing settings are educationally and developmentally oriented using a holistic approach. Any traits in need of rehabilitation are seen through the perspective of the social environment as cause and cure rather than a personality deficiency as the core of the problem. A study by Little, Kohm, and Thompson (2005) compares the populations in various residential placement facilities:

Residential settings in the U.S. tend to be segregated by income. Children from families with financial means can be found in elite boarding schools or, if they have emotional or behavioral problems, in mental health facilities supported by private insurance. By contrast, children in low-income families with similar problems are more likely to be found in residential treatment centers and correctional facilities, which are supported with public funds (p. 4).

Children in low-income families experience incidental or remedial residential care while children from more affluent families are placed in socializing environments. Education is an indicator of upward mobility and is the basis of socializing residential settings.

Socializing residential placements can be broken into three categories (Arieli, et al., 2001):

- 1- Mainstreaming settings- Rehabilitation occurs when students have gained access to social resources comparable to their peers, education in particular. Target group is usually lower socio-economic youth.
- 2- Autonomizing settings- Emphasize individual and his or her needs. The target group is usually middle class youth.

3- Designating settings- Elite boarding schools preparing students for political and economic leadership. The target group is usually youth from families with high income. “Early child and youth care settings were largely what has been referred to above as “incidental,” in which the specifics of group life were viewed as important only in that they provided a setting in which other, more crucial processes could occur” (Arieli et al., 2001, p. 407). Perhaps this lack of purpose in residential care in the past has contributed to current negative views of residential schools for underserved youth.

Socializing residential settings are multi-dimensional allowing for students to have a sense of satisfaction in their daily academic, social and work activities because students are evaluated and valued in all of these areas. As self-esteem is built in one area, it is fitting that other areas would also show improvement. According to Little et al. (2005), three important elements of residential care are separation, parental contact and living in a group. Evidence that separation may impair development has possibly influenced reductions in residential placements for children under age nine (Little et al., 2005). Parent contact has not been shown to necessarily be helpful to the child’s well-being though contact during residential placement does improve the endurance of reunification.

Lastly, peer settings can provide both, positive and negative effects. Residential facilities should be careful to value the culture of its residents and provide opportunities for individual expression and connection with their cultural identities. “School transitions are periods of uncertainty because they represent entry into new social and organizational environments run by people with little knowledge about students’ histories” (Crosnoe, 2009, p. 1062). This can often be accomplished in the peer group. Belonging is particularly important as youth face separation from familiar settings which is why attendance should be a choice (Arieli et al., 2001). In some

settings, grouping youth with similar behaviors problems together encourages deviant behavior.

To overcome these iatrogenic effects, several factors are important (Little et al., 2005):

- a. behavioral treatment
- b. community-like settings
- c. positive relationships with adult providers
- d. positive attention
- e. praise, and
- f. careful monitoring/supervision of youth in treatment settings

The issues discussed above show the breadth of information necessary for successful implementation of a venture to serve the target population. This literature review is not comprehensive. Other areas including the history of foster care and residential placement in the United States and the evolution of charter schools are equally important to understanding current public opinion about these institutions and the policy environment. It highlights some of the major considerations that inform the business plan.

BUSINESS PLAN

Vision: The school will be recognized nationally as a top ten arts school serving grades 5-12, with a clear pipeline ensuring successful students progress along the educational continuum into post-secondary education. Many students will pursue successful careers in the arts, both, nationally and abroad.

Mission: To empower our most vulnerable youth to excel academically through an arts-based public achievement learning model.

Goals:

- Minimum 98% daily school attendance rate
- 100% matriculation rate from middle school to high school within first three years
- 90% high school graduation rate within the first five years of expanding to include grades 9-12 and 95% graduation rate within the first 10 years of the grade 9-12 expansion
- 100% of students will demonstrate acceptance to a post-secondary education institution prior to graduation, an outside measure of college readiness
- 60% of graduates will complete some form of post-secondary education, realizing that in this setting, many students may be more inclined to immediately pursue an artistic career
- 100% of students participate in at least two civic engagement activities in their first year
- 80% increased agency in individual students to make change by the end of their first year

The Residential Arts School takes a holistic approach to preparing youth to be contributing members of their community. The school provides a residential program with wrap-around services for students in grades five through twelve. Wrap-around services include counseling, health and academic support and social activities. The school will be an arts-focused charter school, under the state of Minnesota. At the Residential Arts School, students in grades 5-12 will work in cohorts, utilizing the Public Achievement education model, a youth civic engagement initiative focused on the concepts of citizenship, democracy and public work. (See Appendix B). Additional summer programming will ensure students are engaged in learning year-round.

Enrollment will be open to all Minnesota students, as required by Minnesota Charter Law. However, the School will work with the Department of Human Services (DHS) to enroll

students already in Child Protection, with a target of at least 60% of the total enrollment. Students in out-of-home placement under DHS experience unique challenges to success, currently demonstrating a high school graduation rate between 45% and 50% according to research by the Center for Advanced Studies in Child Welfare (CASCW, 2006, p.1).

The School will collaborate with a liberal arts college located outside of the Minneapolis/St. Paul metro area. As the authorizer, a liberal arts college can fulfill the state requirement for the school charter authorization. This collaboration will provide access to residential and arts facilities, volunteers and a stable environment for students to focus on school. The collaboration will benefit the college by creating a pipeline for potential future students, thus increasing campus diversity. Additional opportunities will exist for collaborations with the college's education, social work and arts departments. College students can participate in volunteer services or a practicum while benefiting the students of the Residential Arts School.

A traditional non-profit organizational model will be used to design the structure of the school, including a governing board of directors, president and leadership team. The president will provide the vision and set direction for the leadership team who will supervise the professional and support staff for the School's various programs and services. The board will be charged with the responsibility of strategic planning along with the President, evaluation of the President, and fundraising under the direction of the development director.

The sources of revenue for this venture will include the following: educational-aid, federal title programs and program reimbursements (MN Department of Education); supportive care funding for students in foster care (MN Department of Human Services); organizational partnerships; and fundraising activities. Start-up funding will be provided as stipulated by the Minnesota Charter Law and through grants restricted for this purpose.

The social value of the Residential Arts School is helping underserved students achieve success in school by becoming productive citizens. The social return on investment is the economic benefit of additional earnings, local spending and tax revenue. Also, the state would likely no longer need to provide for individual students through welfare or incarceration.

A residential education model with wrap-around services could be replicated in other states where charter laws and department of human services are amenable. Given the very specific focus of this venture, it is unlikely that more than one school could exist in an individual state. This model is not being offered as a blanket solution for all youth in the target population. Public Achievement demands self-motivation and initiative on the part of the student, and not all students will have a strong interest in the arts. Public Achievement can be used with a variety of other disciplines, and it would be interesting to see how models implementing science- or literature-based Public Achievement would work. Despite the limited amount of students the school will enroll, the potential impact for social change is significant considering the unique challenges faced by the demographic served. The Residential Arts School transforms students who are at-risk to students who are able to realize their potential and contribute to their community.

Appendix B – Public Achievement Model Description

RECAPTURING LOST POTENTIAL

Minnesota currently has one of the largest achievement gaps in the nation for students in poverty (Education Week, 2008). More than 10,000 students dropped out from the Class of 2008 in Minnesota (Alliance for Excellent Education, 2010). According the Minnesota Compass (2010), a local research collaborative, the dropout epidemic disproportionately affects young

people who are low-income and students of color. Included in this statistic are children in foster care under the Minnesota Department of Human Services.

Inner-city youth must deal with the challenges of poverty and crime-plagued neighborhoods without an adequate support system. Children in foster care additionally must deal with past abuse and neglect as well as the instability associated with moving between foster care placements and their own homes. Many affected youth can easily find themselves involved in gang-related or other criminal activity resulting in juvenile detention or other interactions with the criminal justice system. Felony level crimes may preclude them from obtaining federal financial aid loans¹ or grants that would allow them to go to college (NJISJ, 2006).

High school dropouts are three and a half times more likely to be arrested over their lifetimes, with states spending an average of three times more on prisons than on a public education, according to the Children's Defense Fund's *America's Cradle to Prison Pipeline* report (2007). Also, the economic advantages of achieving high school graduation are significant through increased earnings, increased income tax revenue and increased human capital (Alliance for Excellent Education, 2010). Thus, Minnesota's economy would benefit greatly from a significant increase in taxable earnings.

The urban public school districts of Minneapolis and St. Paul have labored unsuccessfully for years to address the achievement gap, yet it only seems to widen. Schools located in poverty-stricken areas often have their arts programs cut, and there are limited opportunities for extra-curricular activities (Zakaras and Lowell, 2008, pp. 32-33). Youth crime

¹ Question 4 on the FAFSA applications asks about drug felonies while a student was enrolled and receiving federal aid. <http://www.fafsa.ed.gov/help/fotw12b.htm>

in Minneapolis is at its highest rates in the after-school hours according to Minneapolis Police Chief Tim Dolan (Chanen, 2009).

The socioeconomic impact on the community cannot be overstated. Perpetuating a cycle of generational poverty not only deprives individual students and their families of a higher quality of life; it deprives businesses, schools, organizations and governments of a diverse, qualified workforce and leadership. The combined effect of these challenges presents a unique opportunity for an innovative education model designed to meet the specific needs of Minnesota's most underserved youth. Creating an institution for residential education utilizing the unique synthesis of Public Achievement and the arts provides an opportunity to empower these youth to change their anticipated outcomes for a brighter future.

Essentially, there are two pipelines. The prison pipeline leaves the state in a position to constantly compensate financially for failure to address youth issues early on and tears apart families and communities. The holistic education pipeline provides the state with additional tax dollars from contributing citizens, a stronger workforce and healthier families and communities. The Residential Arts School is a solid investment in Minnesota's future.

SOCIAL VALUE PROPOSITION

The social value of the Residential Arts School is helping underserved students achieve success in school while becoming productive citizens. The Public Achievement Model provides students with a practical method for being change agents within their communities. Through self-designed hands-on projects, students will develop the personal skills and tools to carry out projects once graduated from the Residential Arts School.

The economic benefits of productive citizens with a high school diploma are significant. The Alliance for Excellent Education, in its 2010 report titled *The Economic Benefits from Halving Minneapolis's Dropout Rate*, determined the economic benefit of 1,000 local dropouts graduating from high school. The likely results would be that graduates would:

- Earn an additional \$17 million in wages each year;
- Spend an additional \$1.2 million purchasing vehicles;
- By the midpoint of their careers, buy homes worth \$50 million more than they would have without a diploma;
- Support 130 new jobs in the region;
- Increase the gross regional product by \$21 million;
- Add an additional \$2.7 million annually into state and local budgets through increased spending and investments.

Savings would also be realized, as high school graduates, who are productive citizens, would not be likely to require support services under welfare based programs or be at-risk for incarceration.

TARGET AUDIENCE

More than 12,000 Minnesota children were in out-of-home placements and served by the Minnesota Department of Human Services in 2009 (MN-DHS, 2010). More than fifty percent of these children were in grades five through twelve. In addition to the abuse or neglect the children may have experienced, they often move between their home and foster care placements. More youth are experiencing homelessness outside of the foster care system. Because shelter numbers do not completely represent the homeless population, many of these youth go uncounted. The

lack of a stable living environment, a consistent school community and a family support system are significant barriers to success in school and in life.

The many challenges these children face negatively impact their academic success as well as their futures. High school graduation rates for adolescents in long-term foster care are between 45% and 50% (CASCW, 2006). The overall graduation rates for students of color who also live in poverty in Minnesota are similar (Minnesota Compass, 2010).

Identification of client

- Grades 5 through 12
- Ages 10-19²
- Students in out-of-home placement under the Minnesota Department of Human Services
- Low-income disenfranchised youth within a 20 mile radius of the metropolitan area
- Learning disadvantaged
- Under-served ethnic communities

Market Size

- Minneapolis Public Schools K-12 enrollment for 2008-2009: 34,570; Qualifying for Free/Reduced Meals: 22,678 (Minneapolis Public Schools, 2010)
- St. Paul Public Schools enrollment 2009-2010: 38,460; Qualifying for Free/Reduced Meals: 25,015 (St. Paul Public Schools, 2010)
- ***Minnesota DHS out-of-home placement 2009: 12,000*** (MN-DHS, 2010)

² Age may be extended based on need considering the challenges for youth “aging out” of care.

- *Between 550-650 unaccompanied youth with permanent shelter per night* (MN Homeless Coalition, 2008)

As a public charter school, enrollment is open to all students in the specified age groups.

However, the primary market is homeless youth and youth in out-of-home placement through the Department of Human Services.

OUTREACH

A series of focus groups will be held with parents, leaders of area nonprofits including religious institutions and shelters, and representatives of public agencies directly engaging youth and families in the beginning of the planning year to inform the marketing strategy. Many individuals affiliated with these kinds of organizations were interviewed throughout the research and development process of this plan and are familiar with the concept. Another important group is often overlooked: parents and older siblings that are currently incarcerated. This group is extremely influential to the young people in the target market and parents and older siblings often want their young family members to have better outcomes. Incarcerated parents and siblings can be directly engaged by working with religious leaders that visit regularly or other organizations that provide volunteer services. Through regular strategic interaction with these groups, students will be referred to the Residential Arts School. The Board, President and Development Director will all be engaged in recruitment of students and interacting with stakeholders. It will also be important to be involved in networks for similar kinds of schools such as the Minnesota Association for Charter Schools and to be included in resources providing information about school choice in Minnesota.

Prior to enrollment, all students must audition though this is not an assessment. It provides an opportunity for instructors to get to know the student, determine his or her interest, and identify a suitable advisor. The audition process also gauges student self-interest in attending the school. Auditions will be held in local community centers where many of the students in the target market spend time. These auditions will be held at the conclusion of a two day workshop in various art forms and performance/presentation etiquette. The workshop will be open to any interested student, not just those wanting to attend RAS.

As a public charter school, RAS will have its enrollment open to all students. However, meeting the needs of children who are homeless and/or in the foster care system will be the priority with 60% of enrollment reserved for these students. In order to draw these students to RAS, it will be important to have a strong working relationship with county Department of Human Services, particularly in Hennepin and Ramsey counties and the county where the school will be located. It will also be important to connect with organizations that work directly with these youth including shelters and Guardian ad litem program. RAS will host an open house annually inviting members of the communities and organizations mentioned. Organization and community leaders will be encouraged to bring students and parents they feel would be interested in attending or that would benefit from attending. Transportation from two locations in the Twin Cities metro area will be provided. During the school year, indirect outreach will be consistent as students return to their communities regularly to implement Public Achievement projects and as school-wide performances and presentations are held. Transportation for friends and families will also be provided to the school for these kinds of events.

THE SOLUTION

Residential Education and the Performing Arts

Academic performance and the arts are strongly connected. Fine arts education accesses the right side of the brain, an individual's source of creative thinking. The arts "stimulate public dialogue about civic issues, and inspire action to make change" (Americans for the Arts, 2010). The Residential Art School's educational model would leverage a student's interest in the arts to motivate them to achieve in all academic areas while providing them with marketable job skills.

The education model has three components: cohort learning, Public Achievement and the arts. Using these elements creates a synthesis by which students' natural creativity is released and honed through critical thinking and problem-solving within peer groups. By learning in cohorts, students strengthen their sense of community and build skills in democracy. Teacher-advisors are able to teach to students' skill levels rather than to the "middle" of a class which leaves some students behind and fails to challenge others. The Public Achievement model uses project-based learning to accomplish civic engagement. Students learn to identify real problems, create plans to solve these problems and then research and implement their plans within the community. This process is guided by an advisor or Public Achievement Coach.

Thirdly, placing the arts as central to this learning model makes it possible to achieve education standards without "'standardizing' student work" (Annenberg, 2003, p. 7). School reform efforts of the late 1990s made standards-based education the new norm in order to ensure that schools were accountable for producing equal results for student achievement. The high-stakes testing of No Child Left Behind showed that this was not being accomplished by drawing greater attention to the disparities between racial and socioeconomic groups in educational

achievement. Meanwhile, in the midst of this reform the arts have frequently taken a back seat to “core” disciplines such as math and science. As the arts become absent from public education, families with the financial means to involve their children in the arts do so. Children without these resources miss out on opportunities to create and participate in the arts thus widening the gap (Annenberg, 2003). The standards cannot be met at the expense of creativity and originality. Arts participation has been shown to yield improved academic performance and arts programs increase graduation rates (Institute for Community Development and the Arts, 2010). The Residential School for the Arts recognizes this need and places arts as central to its learning model.

A residential school provides students with a safe environment and opportunities to enhance their learning, outside of the traditional curriculum, in the afternoon and evening hours, a time when many inner-city youth are unengaged and vulnerable to gangs and crime. According to Maslow’s hierarchy of needs, if youth do not have their physiological needs met, they will be unable to achieve self-actualization which is a primary goal of education. This is problematic if education reform demands equal results at the highest levels of need as defined by Maslow for students who do not start on equal ground. The Residential Arts School begins at the base of this pyramid, providing the basic needs that serve as a foundation upon which students are safe, experience belonging, increase their esteem and can achieve self-actualization. Though the Residential School for the Arts is not a treatment facility, it will use components of the Therapeutic Community model to strengthen its ability to meet these needs. The Therapeutic Community model focuses on the whole person through the use of a highly-structured peer community wherein each person has a specific role, rights and responsibilities (DeLeon, 2000).

Students will create a community and have a safe space to explore prosocial behavior in a positive learning environment.

Competitive Analysis: Unique Program

This would be the only residential school of its kind serving the target age and population specified. However, other models share similar characteristics that can be used to glean information useful in analyzing the current landscape and draw upon best practices. The SEED School in Washington, DC is a boarding school model that has proven successful for high school students: Ninety-eight percent of SEED graduates have been accepted to college and 90 percent have immediately enrolled in college³. Nationally, only 57 percent of all high school graduates go directly to college (Committee for Economic Development, 2010). Additionally, in 2005 the SEED school in Washington, DC met Annual Yearly Progress under No Child Left Behind.

In 1998 SEED opened with a class of 40 7th grade students and has since expanded to a second location in Washington, DC serving an additional 600 students and a publicly funded residential school in Maryland. SEED is non-selective and students are admitted through a lottery system. SEED operates for ten months with students going home one weekend per month. Incoming students attend a multi-week summer orientation prior to fall enrollment. SEED offers a 14:1 student-to-teacher ratio, life skills counselor, college preparatory class sequence, and opportunities for international learning experiences. Students live in houses of 12-15 students within their dorms to build a sense of community. A residential model also provides an opportunity for these youth to disassociate themselves from negative affiliations and activities

³ http://www.seedfoundation.com/about_seed/index.aspx

so that they can focus solely on the learning experience with a fresh start. SEED Foundation's assets totaled \$29,788,913 in 2006 according to their 2005-2006 annual report.

SEED enrolls predominantly low-income African American students possessing a variety of academic skill levels. The population at RAS would differ in that the students targeted faced previous challenges in the traditional K-12 system and have a variety of challenges in their home environments. Therefore, a different education model and community-building strategy is necessary. This is achieved through a unique blend of an arts-based curriculum and the Public Achievement education model. Many of the strategies used at SEED for fostering school culture in a highly-structured setting will be used as a model for RAS.

Social Theory of Change

The Residential Arts School tackles the problem of inequity faced by homeless and at-risk youth in a system where they do not receive the necessary support to make educational and life success possible. Youth in the target population need a 24-hour, seven days a week, year-round community. Fortunately, many community organizations are looking to provide needed resources and services. Residential Arts School will work with these organizations to provide wrap around services for students in a manner that is complementary to their education. The level of organizational involvement will be depend on proximity to the school, access to technology such as the telehealth equipment currently being used in Blue Earth County, and the ability to collaborate on visits to the Twin Cities to implement student projects bi-weekly.

Similarly, the learning model will meet real-life needs and address problems relevant to the needs of the youth it serves and their communities. Students will not miss time learning to

receive services or have to miss services to sit in a class. The project-based model of Public Achievement offers this kind of strategic flexibility in the learning process.

Outputs are broken into three categories: 1) educational, 2) basic needs, 3) supervision and support. Specific actionable items within these categories have the combined effect of producing many possible outcomes. Students who are passionate about the arts make a personal commitment to achieving a quality performance or product, especially when they have the resources such as facilities and equipment and the support such as art mentors or Artists-in-Residence they need to accomplish their goals. As students work through this creative process, they build community and learn how to work democratically to bring an idea to life. This is the same process needed to solve public problems which is the aim of Public Achievement. Channeling this creative energy in the arts by connecting students' art to public problems and other academic disciplines helps shape their thinking about education in general and the social impact they are empowered to make individually and as a community.

Therefore, students will be exposed to many different career options within the arts including marketing, advocacy, set design and more. RAS students will think with greater depth about their potential careers and not only see a career as a performer but that to be an artist is to be an entrepreneur. They will learn and understand the business of the arts and prepare themselves to succeed in all areas that are necessary to be accomplished in the arts. Students will have educational options and career options upon graduation. This will end cycles of poverty and the dismal reality that academic success can currently be projected based on race alone. All students will achieve at high levels regardless of race or socioeconomic status. Community leadership and engagement while in school will set the bar for what students can accomplish in the communities later in life.

Appendix C - Theory of Change

Appendix D - List of potential community partners

OPERATING STRUCTURE AND COLLABORATION

University Partnership

The Residential Arts School would rely on an organizational partnership with an out-state college or university to accomplish its mission. Universities would possess the facilities and location desirable to fulfill the vision of the residential arts school. The university would ideally be located within a two-hour drive of the Twin Cities metro area. The details, benefits and challenges of such a partnership are outlined below.

- RAS would utilize older dormitory building no longer attractive to current university students yet in good condition and located on campus (residential colleges would be appropriately zoned and in compliance with codes applicable to student housing)
- RAS would utilize classroom and performing arts in conjunction with university groups as well as hours when space is not utilized
- RAS could contract with the University for use of infrastructure (IT, maintenance, etc.)
- University students would volunteer as mentors and tutors
- University faculty and RAS artists-in-residence could be shared between university and school

Benefits to the Residential Arts School

- Performing Arts and Residential Program facilities
- Location outside of challenges of urban environment

- Access to volunteer mentors and tutors in the arts
- Access to interns in development, communications and business administration
- Infrastructure for administration and facilities management
- Philanthropic connections with university donors and partners

Benefits to the University

- Access to prospective students which would increase campus diversity
- Innovative partnership would attract new philanthropic partners
- Positive public relations
- May connect with mission (especially if a religiously affiliated or a land-grant school)

Organizational Chart

As a local education agency (LEA), the traditional non-profit organizational model will administer the school, including a governing board of directors, president and leadership team. The president will provide the vision and set direction for the leadership team that will supervise the professional and support staff for the School's various programs and services among other duties including fundraising, negotiating funding contracts, supervising program design and implementation and teaching during start-up years. The organizational charts for the start-up period of the first three years are included in Appendix E.

No official arrangements for roles or positions in the school or on the board have been made at this time. Below are the descriptions of individuals who have shown interest in the development of this school and the skills and qualities they possess that would be a benefit to this school.

Staff:

1. Jasmine Blanks- Planning Role: Founder/Visionary. Implementation Role: President.
Masters of Public Policy Candidate: Strategic Planning, Program Evaluation, Financial Analysis and Management, Community Engagement. Bachelor of Science in Music Education: Taught middle school music in Harford County Public Schools, Maryland.
2. Donnay Green- Strategic Partnering and Programming- Planning role: Development and strategic partnerships. Implementation role: Development in years 1 and 2. Years 2 and 3: Organize “after school” hour projects led by community teachers. Experience: Masters of Organizational Leadership Candidate: Organizational Theory and Behavior, Managerial Research and Finance, Strategic Thinking. Bachelor of Arts in Communication Studies. Student Financial Services, Banking and Health Care Management Insurance.
3. Student Advisor- Planning Role: Mental Health & Restorative Justice Design.
Implementation Role: Student Advisor. PhD: Psychology with focus on adolescent males. Experience: Mental Health in juvenile justice facility with education component.
4. Student Advisor- Planning Role: Project based curriculum development within public achievement frame work. Implementation Role: Student advisor. Experience: 5th & 6th grade teacher and Public Achievement coach.
5. Facilities & Activities- Planning Role: Residential Development, Facilities & Fundraising. Implementation Role: Residential facilities & activities coordinator.
Experience: Transition program for juvenile justice facility. Focus on adolescent females.

6. Curriculum Specialist- Planning Role: Strategic Planning & Curriculum development.
Implementation role: Curriculum development/board. Experience: PhD Qualitative Methods in Education Candidate, M.Ed. Curriculum & Instruction for Secondary Science.
7. Family & Community Relations- Planning Role: Family Relations Design.
Implementation role: Family & Community Relations Director. Experience: Career & College Center Coordinator at NGO
8. Public Achievement Coach- Planning Role: Developing the Public Achievement model for this target population. Implementation role: Training and development.
9. Artist in Residence Advisor- Planning Role: Arts Curriculum Development.
Implementation role: Artist-in-Residence Program Director. Experience: Associate professor and recruitment coordinator for the College of Liberal Arts, Theatre Arts, and Dance at the University of Minnesota. In addition, he teaches through the Minnesota Arts Board as an Artist in Residence.

Board of Directors:

1. PD Coach & Board Member- Planning Role: Scheduling & Curriculum Development.
Implementation Role: Professional Development Coach and/or Board member.
Experience: U of Minnesota College of Education & Human Development Director of Continuing Professional Studies.
2. Development- Planning Role: Development. Implementation role: Board finance & student legal aid.
3. Board Member- Planning Role: Model assessment and research. Implementation role: Board member. PhD in Psychology candidate. Research in adolescent development.

4. Board Member- Planning Role: Strategic planning & fundraising. Systems analysis.
Implementation role: Board member. Experience: (Foundation) strategic partnerships.
MA- Organizational Development.
5. Board Member- Planning Role: Facilities Identification & Fundraising. Implementation
Role: Board member. Experience: Community organization foundation President in
North Minneapolis.
6. Board Member- Planning Role: Fundraising. Implementation role: Board member.
Experience: Campaign fundraising. MPP/JD, University of Minnesota.
7. Elora Turner- Planning role: Strategic partnerships. Implementation role: Board member.
Experience: Community organizing, local politics.

Appendix E – Organizational Charts: Planning Year to Full Operations

FINANCIAL ANALYSIS

The sources of revenue for this venture will include the following: educational-aid, federal title programs and program reimbursements (MN Department of Education); supportive care funding for students in foster care (MN Department of Human Services); organizational partnerships; and fundraising activities. Start-up funding will be provided as stipulated by the Minnesota Charter Law. Educational aid dollars follow the student to the school of his or her choice. At charter schools, a rough estimate was about \$6000 per student in 2009. Federal dollars have provided start-up funding for charter schools through the Department of Education. MN Department of Human Services awards funding for youth in foster care by county through a request for proposals bi-annually. Organizational partnerships may provide in-kind donations or

direct program aid depending on the relationship with RAS, and the development director will be charged with leading the Board in fundraising efforts.

	Planning			Year 3
	Year	Year 1	Year 2	(full operations)
REVENUE	<i>(no students)</i>	<i>(50 students)</i>	<i>(125 students)</i>	<i>(200 students)</i>
Federal and State Funds		759,218	1,891,795	2,836,872
Grants, Partnership, Philanthropy	250,000	187,500	277,500	302,500
Total Revenue	250,000	946,718	2,169,295	3,139,372
EXPENSE				-
Direct Program	-	839,500	1,652,590	2,528,771
Administrative and Fundraising	164,000	220,500	339,980	489,501
Total Expenses	164,000	1,060,000	1,992,570	3,018,272
Net increase/(decrease) in reserves	86,000	(113,282)	176,725	121,100
Cumulative reserves balance	86,000	(27,282)	149,443	270,543
*Direct program expenses include salaries and benefits, instructional and support services, meals program, residential program, summer meals and occupancy, and depreciation.				

APPENDIX F - Financial Budgets: Planning Year to Full Operations

PROGRAM EVALUATION AND SCALABILITY

Because this is a newer model with great promise for the target population, evaluation is necessary to begin gathering data about the effectiveness of the model. Evaluation will occur on many levels, and frequently, throughout the school year. There will be measurement of student

performance and participant action research involving staff and the Board. Traditional evaluation methods will be used such as the required state test for student assessment along with alternative assessments to show students progress and the effectiveness of the learning model and operational structure.

Students will directly be involved in evaluation through self-evaluation and peer group evaluation. Along with advisors, students will learn how to understand test data and how to use it to meet competencies that prepare them for academic excellence. Students will work with their advisors to form individual goals and with their cohorts to form group goals and responsibilities. They will also form a rubric for successful accomplishment of their goals. Students become responsible for meeting academic outcomes rather than a teacher demanding a certain level of expectation. Teachers as coaches challenge students to reach further than they imagined possible by asking them questions and offering different perspectives. Students have greater personal interest in the meaning of test scores and the impact these scores have on their ability to advance educationally. When students graduate from RAS, they will have the option of attending college because they understand the importance of data, measurement and evaluation and set goals accordingly during their time at RAS. The overall impact is for youth to become productive citizens, demonstrating leadership and actively contributing to their communities.

System of Rewards and Consequences

A weekly assembly will be run by students where they present data to the entire student body on attendance, information about special projects, and other announcements. Cohorts or individuals making significant progress towards their goals will be recognized by their advisors with prizes for meeting competencies. Students will also be given this time to recognize each

other for doing positive things within their cohorts or in other interactions. These assemblies will start and end with music and possibly a student performance. At the end of the year, there will be an awards ceremony with performances and presentations held at the school where parents, friends and community members are invited to attend.

Methods of Evaluation for Student Performance

- Upon enrollment, students will take a grade-appropriate subject performance-based test to assess their current level of performance. Students self-monitor along with their advisors throughout their time at the school on written work and projects. Students will conduct bi-monthly self-assessments with their advisors based on desired outcomes as stated in their customized education plan.
- Informal assessments of students will be used to demonstrate student progress from his or her individual start point. For example, if a fifth grade student starts at a third grade reading level and progresses to a fourth grade reading level, this will be counted as a success. Student portfolios will demonstrate evidence of meeting competencies as identified by students and their advisors.
- Student engagement will be assessed using the Hope Scale Index currently used by EdVisions schools (Newell & Ryzin, 2005). See Appendix G.

Teacher Evaluation

- Teachers will be evaluated by the Principal and other teachers informally on a daily basis and through peer participant evaluation.

- Though the organizational structure is hierarchical, in practice, day to day operations will be flat, encouraging collaboration between staff through a participatory action research model for continuous improvement.
- Artists-in-residence will be evaluated by the Principal and later by the Activities Director.
- Community partners and volunteers will be evaluated by the Residential Program & Activities Director.

Leadership Team Evaluations

- All lead staff positions will be evaluated informally through individual meetings bi-monthly and provided a written evaluation twice a year by the President.
- The President will be evaluated by the Board annually and by the staff through a survey.
- Student leadership will conduct a student survey upon a student’s entrance and at the end of each term that covers how the student assesses him or herself, advisor, community/volunteer interaction, programs, parent participation, principal, etc. The results will be made available to the Board through a student representative.

Evaluation Chart

Evaluation Method and Subject	State Requirements	Alternate Assessments	Responsibility for Conducting Evaluation
Testing Students	MCA	NWEA/Portfolio Project Assessments	Administered by Core Area Teachers
Teacher	Certification &	Daily informal visits	Principal &

Evaluation	Regular Professional Development	during instruction	Student Leadership
Principal Evaluation	Licensure <i>(unless waived for charter)</i> & PD	Annual survey by teacher-advisors and students	President & Student Leadership
President Evaluation	None	Meeting benchmarks of balanced scorecard and strategic planning	Board

APPENDIX G: Hope Scale Index by EdVisions

Going to scale

It is not a goal of the Residential Arts School to go to scale. The school itself will expand by age cohort over three years until reaching the capacity of 200 students. The residential school model could be easily replicated in other states where charter laws and the department of human services are amenable. Given the very specific focus of this venture, it is unlikely that more than one school could exist in an individual state. Though there are many students who would benefit from residential education, not all of the students in the target population will have an interest in the arts. Secondly, some students will find the education model to be difficult as it take a lot of self-motivation and initiative to carry out Public Achievement projects. This particular model is not for all students, but addresses a variety of learning styles that will engage students that have struggled in traditional education institutions. Other similar schools with different focuses but a similar learning model for this target population could be connected through an informal network

that shares best practices and information such as policy changes that affect the target population.

While scalability is limited on a national level, the potential impact for social change is significant considering the unique challenges faced by the demographic served. Similar to the Harlem Children's Zone, the Residential Arts School provides wrap-around services and a community in order to transform high-risk students to students who are able to realize their potential, excel academically and contribute to their community thus receiving a greater return on investment.

REGULATORY AND POLICY ENVIRONMENT

Factors influencing the ability of this school to have its intended impact stem first from the current policies regarding funding for homeless youth by county, the length of school charters (usually three years), and an interest in finding new models for education. There are separate funding streams by county for youth in the foster care system. Because this school would draw mostly from Hennepin and Ramsey Counties but be located outside of either of these counties, special attention to financial management and regulations will be necessary.

According to a report by EdVisions (2005), it usually takes three years of operation before any results can be seen in student progress and the school's ability to meet the stipulations of its charter contract. Secondly, influential factors related more directly to the target population include geographic location of the school to avoid the possible risk factors involved with areas of heavy gang activity. Lastly, it is imperative to have community buy-in on many levels. A preferable location would be one with high out-migration and projected population decline

because these areas would be more likely to accept the establishment of a school catering to high-risk students. Though there are other concerns to student well-being in rural areas, isolation from familiar stressors will provide an opportunity for a fresh start and focus on education. Community organizations will be the Residential Arts School's greatest allies and partners.

The current political climate may enhance or impede Residential Arts School start date and operations. School boards and policy leaders are excited about innovation and new educational models and more attention is being given to youth homelessness. With Race to the Top, states were given additional financial incentives to explore new educational models. However, the push for accountability through high-stakes testing and the decreased funding to education in the state of Minnesota impede innovation. For students who have traditionally been underserved, it will take time to recapture skills that are lacking while gaining appropriate grade-level material. The educational model combined with the structure and support of the Minnesota Charter School Law and the Department of Human services will make achievement a reality for these students. Minnesota Charter School Law and the Department of Human Services provide the regulatory context for the Residential Arts School. The Minnesota Charter School Law consists of seven parts:

- 1- A charter school is a public school with a specialized purpose*
- 2- Teachers and parents may form a charter school*
- 3- A charter school must be sponsored*
- 4- A charter school must have a contract*
- 5- A charter school receives state funding*
- 6- A charter school may buy or lease facilities*

7- A charter school can be dissolved

These items will determine how students are recruited, who is eligible to be a board member, necessary organizational partnerships and support, student outcomes, the revenue model, location and scalability among other things. The Minnesota Department of Education also has detailed regulations for the safe housing of youth. Among these are status as a 501-C3 nonprofit and having a fiscal sponsor. This will also determine necessary partnerships with existing organizations. Funds are awarded to local services providers through a biennial request for proposals. There is significant overlap in the regulations for education and residential placement. Navigating issues of zoning, licensing and permits should be simplified through the college partnership providing up-to-code dormitory space.

CONCLUSION

The Residential Arts School would transform the lives of 200 youth within the first three years of opening in the Minneapolis/St. Paul metro area through its residential program and its arts-based public achievement education model. The infrastructure and revenue sources are available, and a great benefit will be realized if they can be connected to support this unique school. The social benefits of the Residential Arts School far out-weigh the required investment, making it a priority venture for the future.

LIST OF APPENDICES

A - Power v. Interest Grid, Interviews, Site Visits with Contact Information

B - Public Achievement Model Overview

C - Theory of Change Chart

D - List of Potential Partnerships

E - Organization Charts - Planning Year through Full Operations

F - Budget Projection – Planning Year through Full Operations

G- Hope Scale Index by EdVisions

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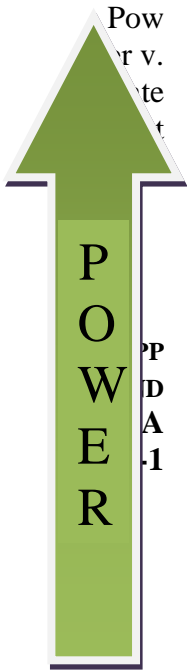
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<p>Governor</p> <p>Universities</p> <p>Policy Makers</p>	<p>County Commissioners</p> <p>City Council</p> <p>Corrections</p> <p>DHS</p> <p>Community Organizations</p> <p>Educators</p> <p>Social Workers</p> <p>Community Organizers</p>
<p>Taxpayers</p>	<p>Homeless Shelters</p> <p>Parents</p> <p>Students</p>



INTERVIEWS:

- Pam Alexander, Hennepin County District Judge
- Chanda Baker, Chief Learning Officer at Pillsbury United Communities
- Michelle Besham, Founder of Avenues for Homeless Youth
- Norma Bourland, Director of Children's Defense Fund Minnesota
- Anica Bowe, PhD Candidate, Qualitative Methods of Education, M.Ed. in Curriculum Studies
- Toni Carter, Ramsey County Commissioner
- Melvin Carter, St. Paul Council Member
- Dennis Donovan, Public Achievement Regional Director
- Raquel Gabbitas, PhD Candidate in Child Psychology
- Donnay Green, Student Financial Consultant
- Carole Gupton, CEHD Preparation to Practice Director at the University of Minnesota
- Reggie Harris, Artistic Director of In the Belly Collective
- Cathy Hayakawa, PhD Candidate in Child Psychology
- Beth Holger, State of MN Consultant on Homeless Youth Issues
- Brenda Johnson, Transition Director for Stadium View Juvenile Detention Center
- Siri Nestigen, Public Achievement Coach
- Walter Novillo, Development Director at Urban League
- Yohance Pickett, Psychologist at Red Wing Juvenile Detention Center
- Sondra Samuels, Founder of the Peace Foundation
- Donecia Smith, Career and College Center Coordinator at North High School
- Efrem Smith, Pastor of Sanctuary Covenant Church & Community Development Corporation

*Names of student interviewees have been omitted.

APPENDIX A-3
RESIDENTIAL ARTS SCHOOL

SITE VISITS:

Community Links High School (Spry Community Academy)
www.spry.cps.k12.il.us/

*MCF- Red Wing
<http://mcfrw.doc.state.mn.us/services/education.htm>

Noble Street Academy
www.noblenetwork.org/

Social Justice High School (Little Village Lawndale High School)
<http://sj.lvlhs.org/>

*Stadium View School
<http://hennepin.us/portal/site/HennepinUS/menuitem.b1ab75471750e40fa01dfb47ccf06498/?vgnextoid=8dedae51c3673210VgnVCM10000049114689RCRD>

Telpochcalli Elementary School
www.telpochcalli.cps.k12.il.us

University of Chicago Charter School- Woodlawn Secondary
www.uei-schools.org/

*Juvenile Detention Facility

OVERVIEW OF PUBLIC ACHIEVEMENT AND PROJECT-BASED LEARNING

Public Achievement is a youth civic engagement initiative focused on the most basic concepts of citizenship, democracy and public work. Public Achievement draws on the talents and desires of ordinary people to build a better world and to create a **different** kind of politics.

Public Achievement is a project-based learning model, anchored by a few core ideas:

Everybody can do citizen work

All people—regardless of age, nationality, sex, religion, income or education—can be powerful public actors.

Citizenship isn't easy

Democracy is messy and sometimes frustrating, but when you work hard with others you can accomplish extraordinary things.

We learn by doing

The most important lessons of democracy come from doing public work and finding ways to cooperate with people who are different and may disagree. We learn from each other when we solve problems together. This is the kind of politics that everyone can do, not just politicians.

Project-based learning

Steeped in individual interest, project-based learning is student-driven rather than teacher-led. Instructors serve as an advisor to student cohorts of approximately fifteen students that plan, implement and evaluate their own projects for credit. Students self-evaluate after developing a rubric with their advisor including expected learning outcomes or competencies, required time commitment and the quality of the completed project.

Example of Arts-focused, Project-based, Public Achievement

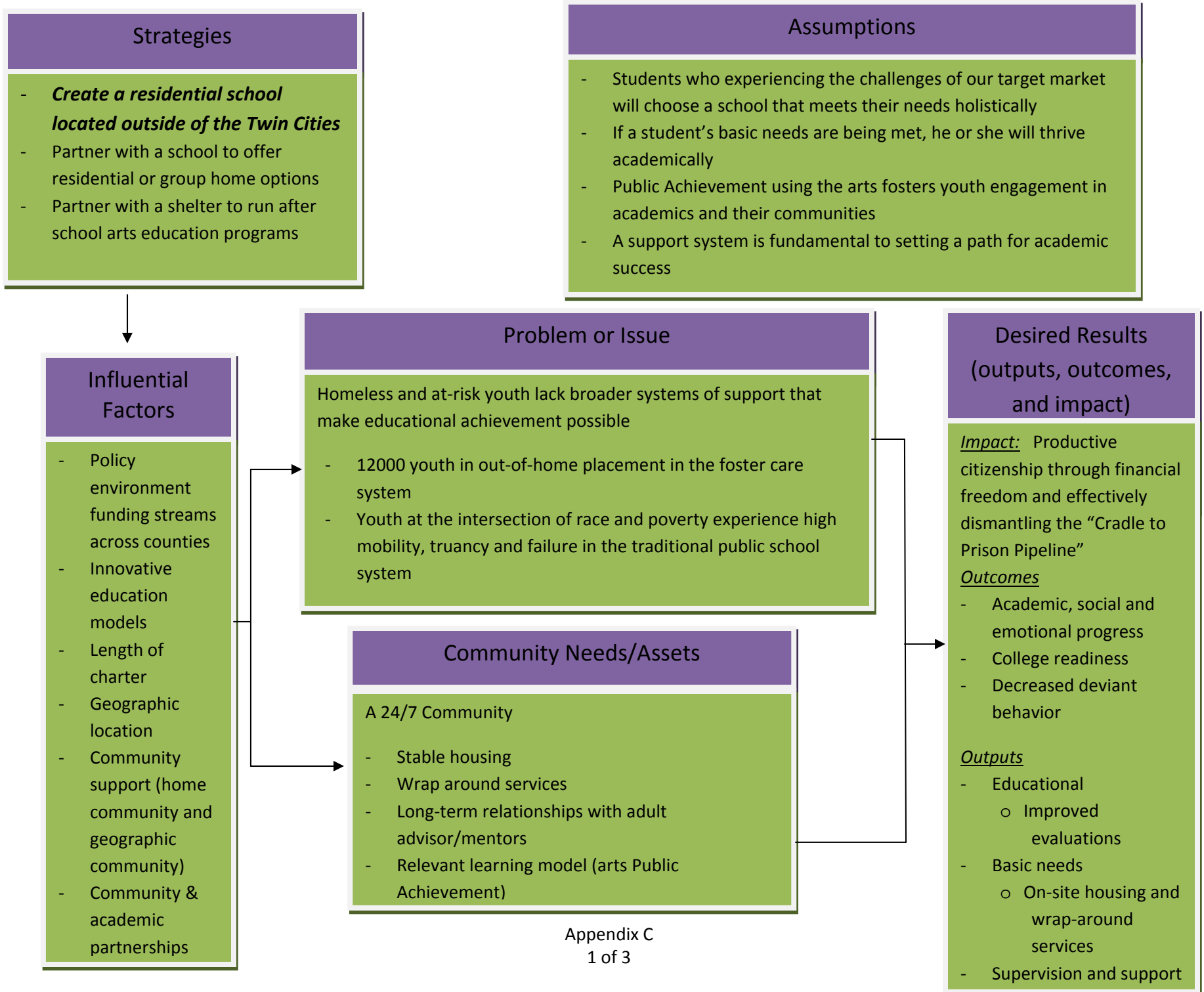
Students at the High School for Recording Arts in St. Paul, MN wanted to tackle the issue of car accidents being the leading cause of death among teens. A group of approximately ten students formed a team and set forth a plan using music as a vehicle for community engagement in public achievement. Students developed interview questions, practiced interviewing members of the community, created a media campaign using original hip-hop music about seatbelt safety written, performed and recorded by students, visited a research university to learn about the impact of wearing a seatbelt in car accidents and organized a rally of high school students across the state of Minnesota to pass the primary seatbelt law. In order to accomplish these aims, students improved their written and oral communication, research methods, team work, use of technology, and knowledge of government and policy. All of these competencies are measurable. Additionally, they gained exposure to higher education by working with professors, graduate students and researchers at the University of Minnesota and Meharry Medical College.

<http://www.click4life.org/>

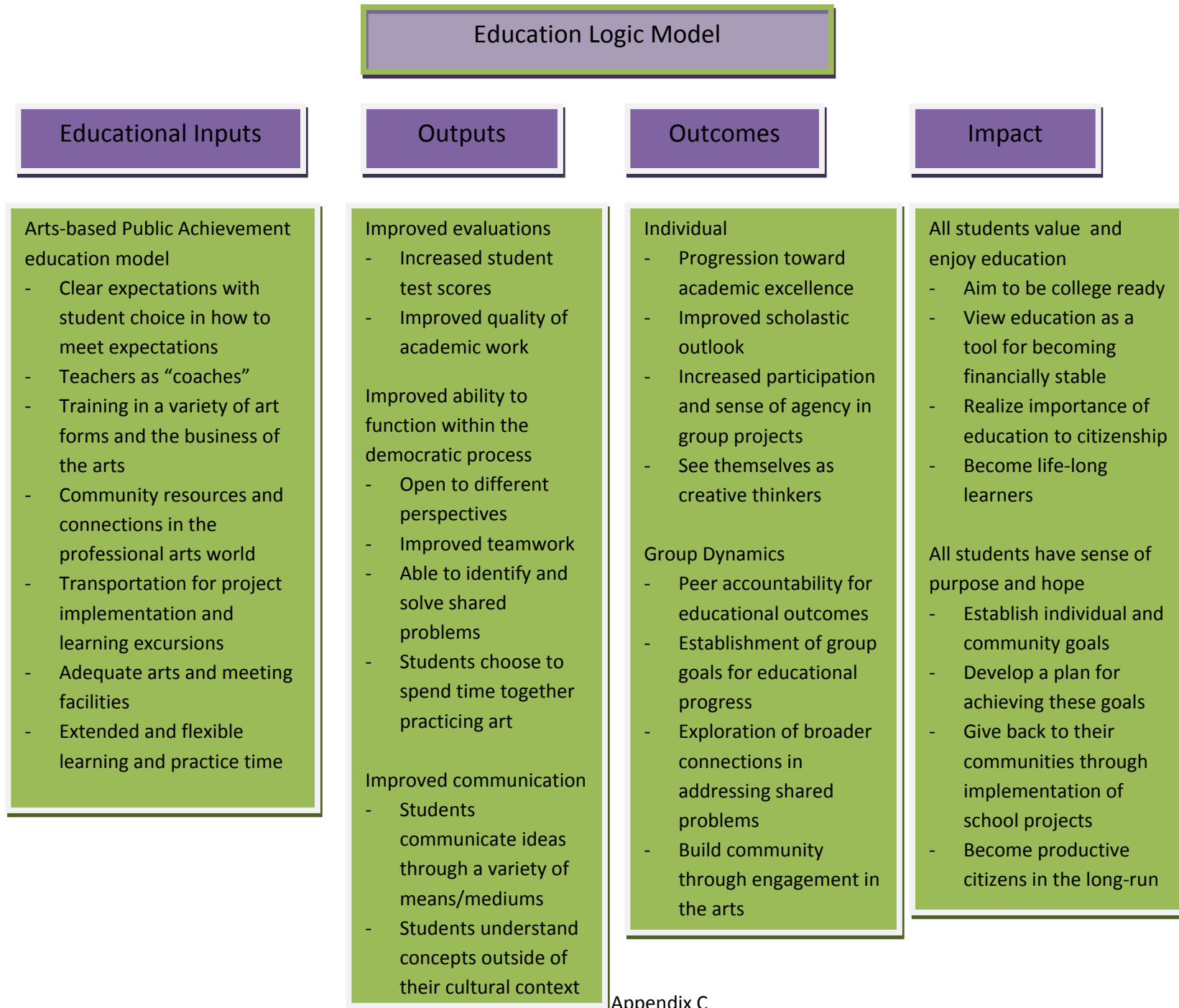
Public Achievement: http://www.augsburg.edu/cdc/publicachievement/1_1_background.html

Project-based Learning: <http://www.newcountryschool.com/>

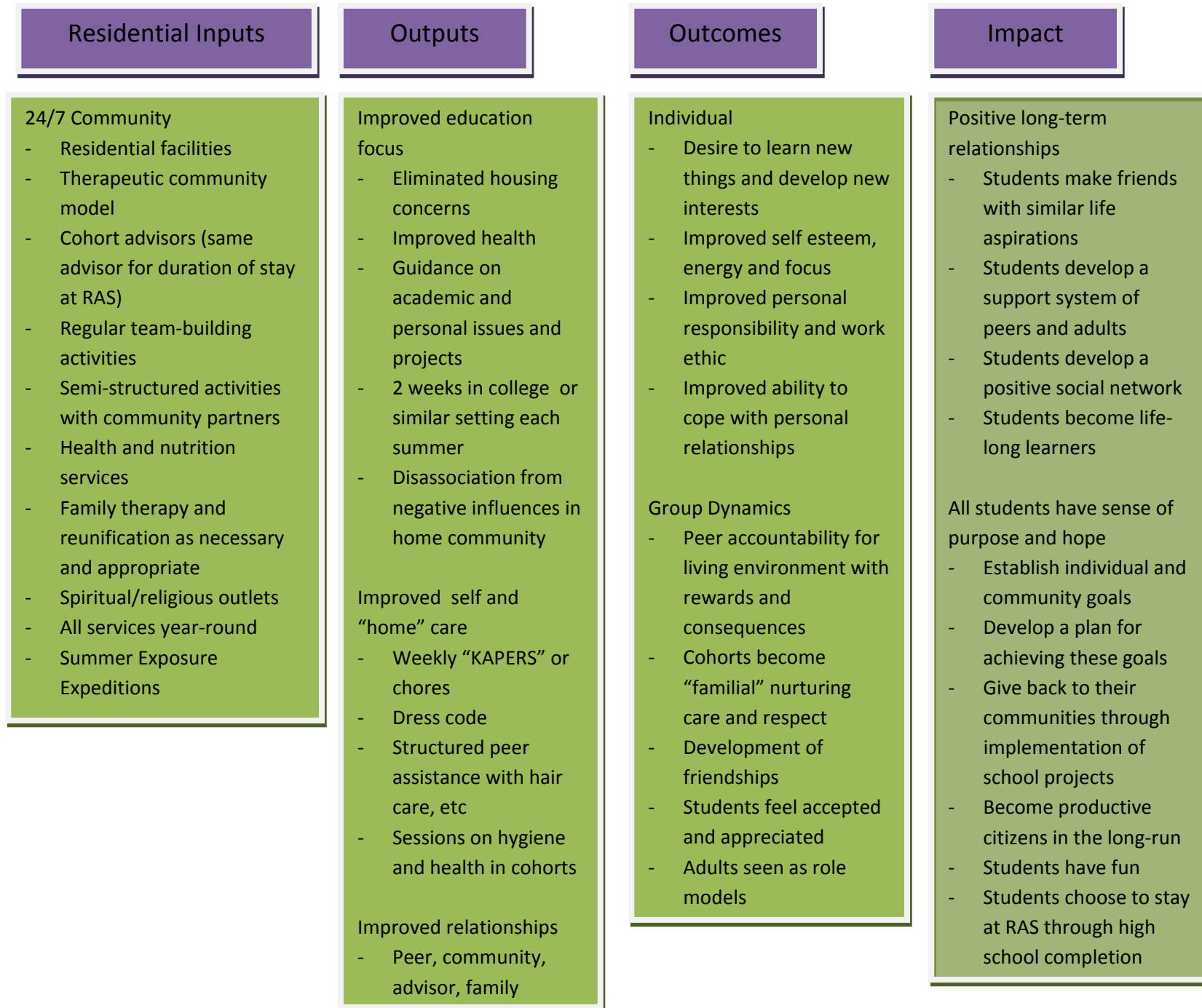
Appendix C: Residential Arts School - Theory of Change



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Appendix C: Residential Arts School - Theory of Change



POTENTIAL PARTNERSHIPS

Resources

Center for School Change - www.centerforschoolchange.org
Center for Democracy and Citizenship - www.publicwork.org/
City of Minneapolis - <http://www.ci.minneapolis.mn.us/>
City of St. Paul - <http://www.stpaul.gov/>
Finding Home - <http://www.wilder.org/homelessyouth.0.html>
Guardian ad Litem Program- <http://www.mncourts.gov/?page=149>
Plymouth Congregational Church - <http://www.plymouth.org/>

Programming

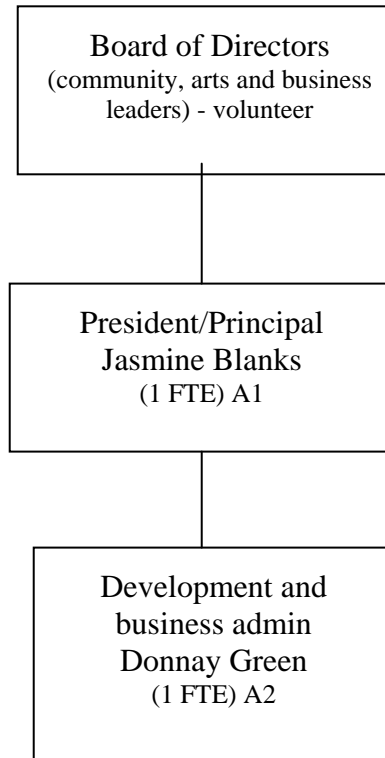
ArtsUs! www.arts-us.org
Guthrie Theatre - www.guthrietheater.org
Juxtaposition Arts - www.juxtaposition.org
Penumbra Theatre - www.penumbra theatre.org
Science Museum – www.smm.org
Touching Humanity in Need of Kindness, THINK, Inc in Monrovia, Liberia

Funding Sources

Minnesota Department of Education - www.doe.state.mn.us/
Minnesota Department of Human Services - www.dhs.state.mn.us/
Hennepin County - hennepin.us/
Ramsey County - www.co.ramsey.mn.us/
Peace Foundation - www.citypeace.org
Sanctuary Community Development Corporation - www.sanctuarycdc.org/index.htm

APPENDIX E: RESIDENTIAL ARTS SCHOOL – ORGANIZATIONAL CHART

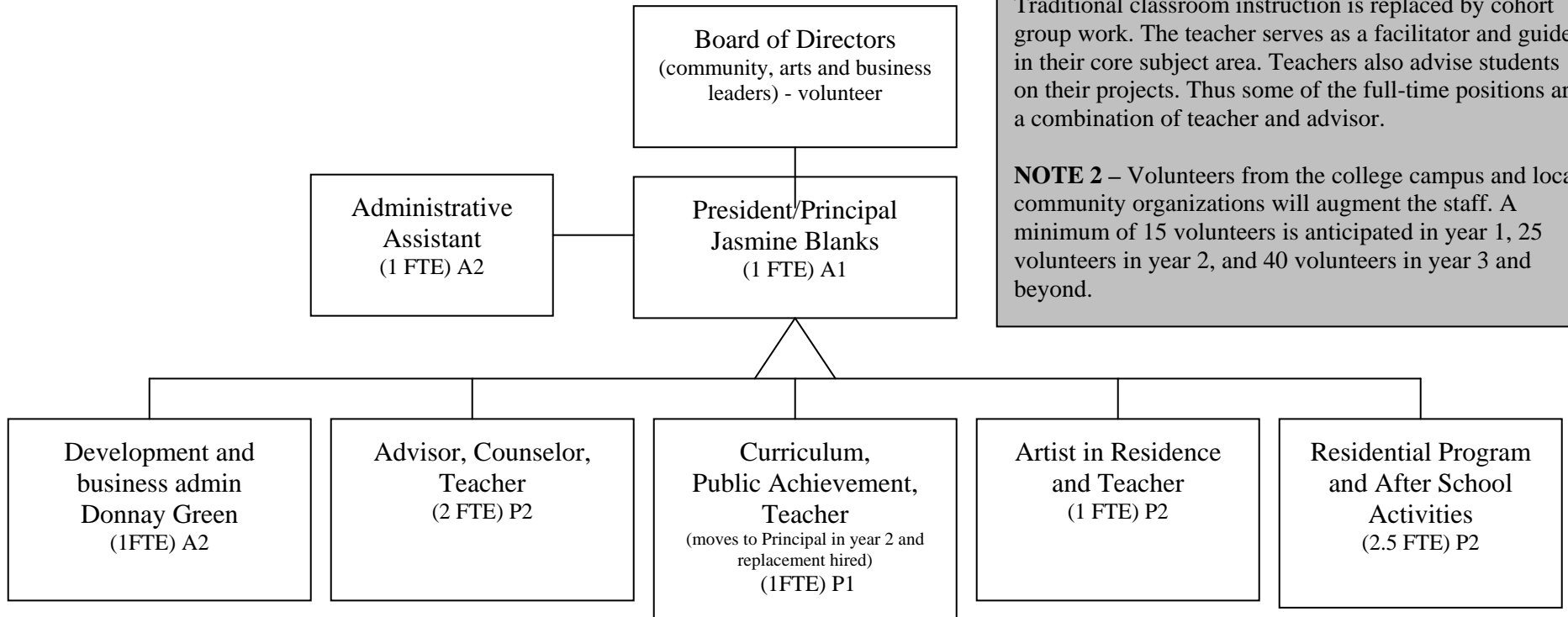
Planning Year (2.0 FTE) – no students



Salary Code (see budget): Admin = A; Program = P; Level 1 or 2

APPENDIX E: RESIDENTIAL ARTS SCHOOL – ORGANIZATIONAL CHART

YEAR 1 (9.5 FTE) – 50 students



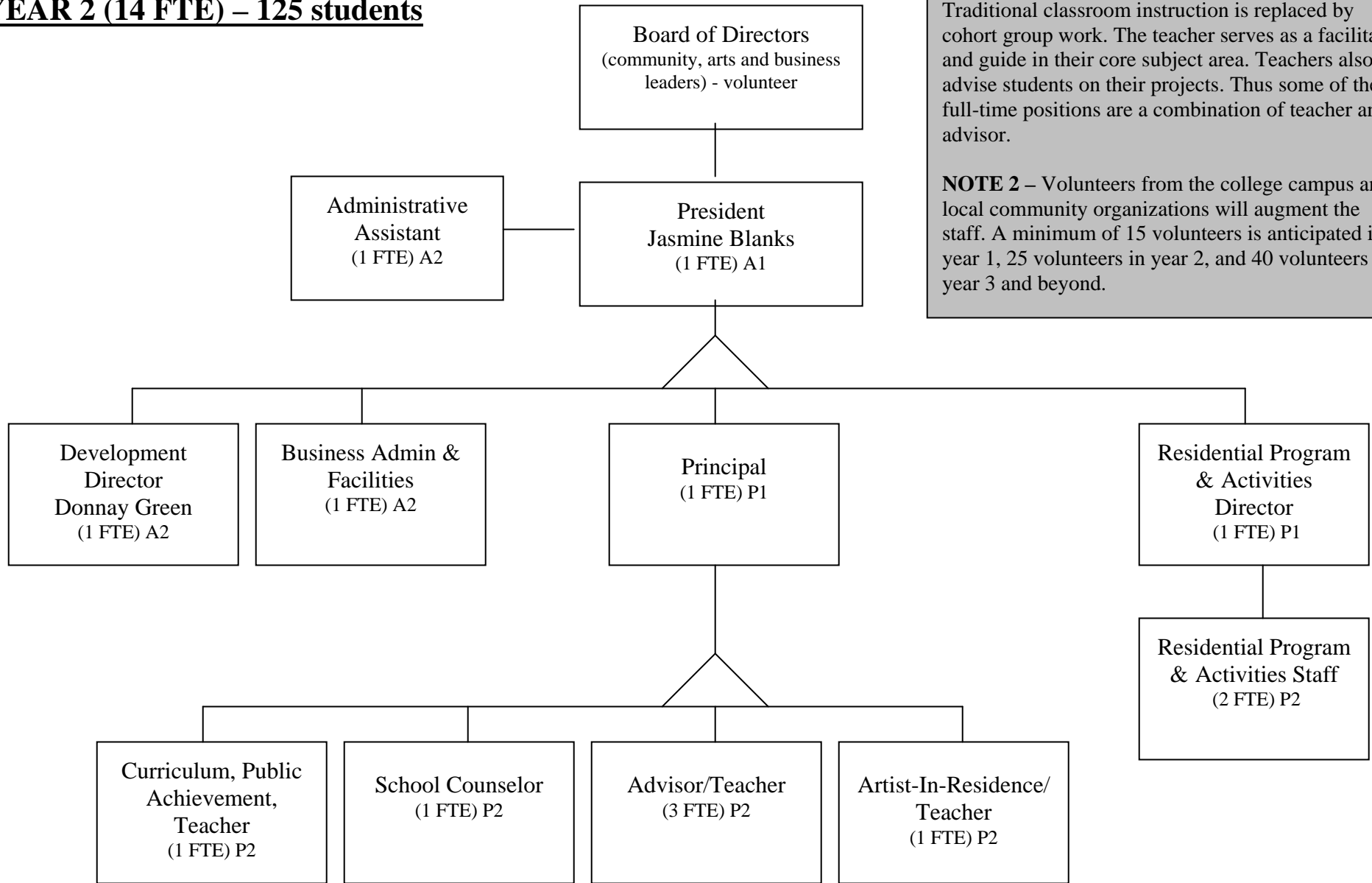
NOTE 1 – Project-based education will be utilized. Traditional classroom instruction is replaced by cohort group work. The teacher serves as a facilitator and guide in their core subject area. Teachers also advise students on their projects. Thus some of the full-time positions are a combination of teacher and advisor.

NOTE 2 – Volunteers from the college campus and local community organizations will augment the staff. A minimum of 15 volunteers is anticipated in year 1, 25 volunteers in year 2, and 40 volunteers in year 3 and beyond.

Salary Code (see budget): Admin = A; Program = P; Level 1 or 2

APPENDIX E: RESIDENTIAL ARTS SCHOOL – ORGANIZATIONAL CHART

YEAR 2 (14 FTE) – 125 students



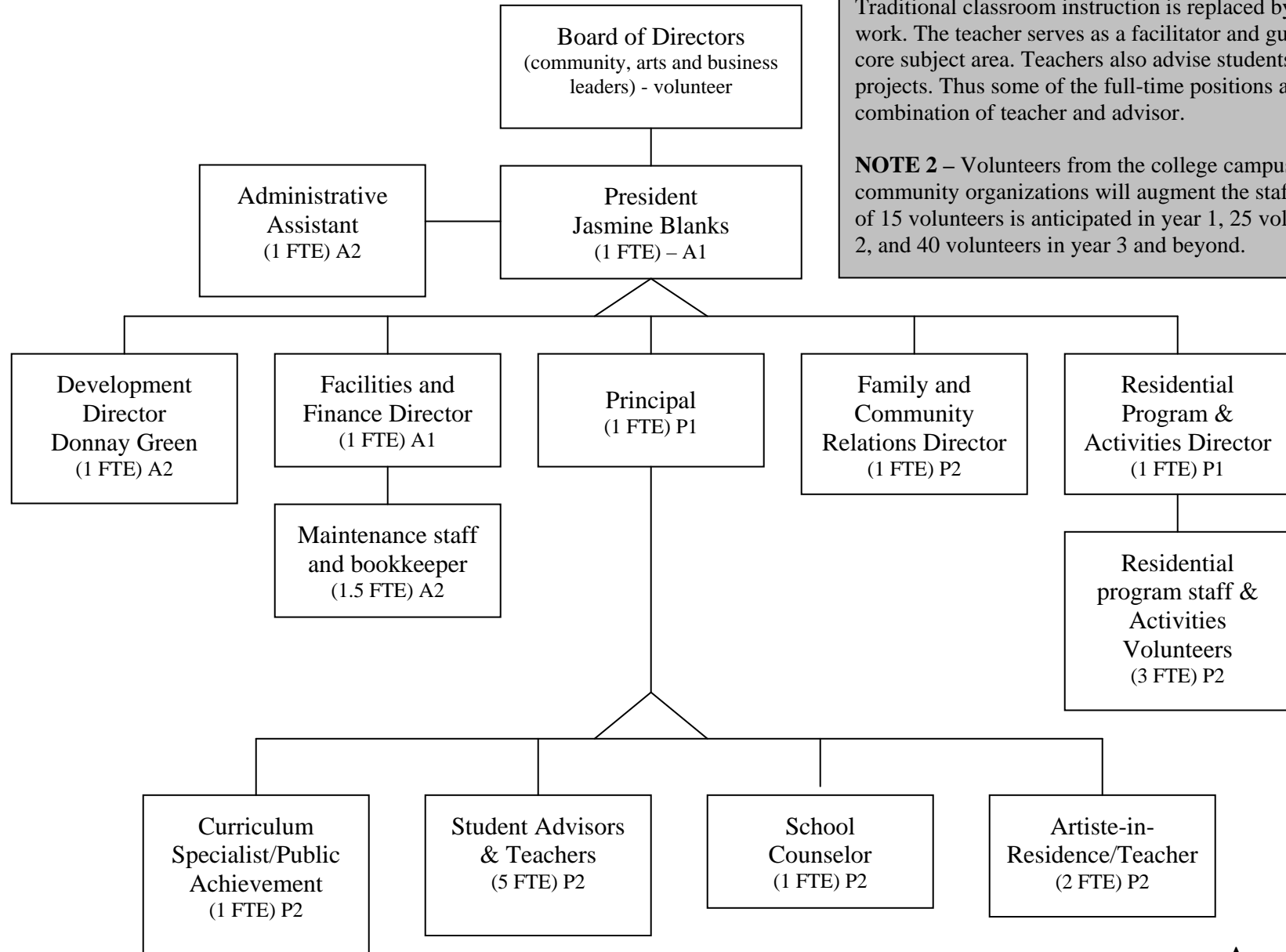
NOTE 1 – Project-based education will be utilized. Traditional classroom instruction is replaced by cohort group work. The teacher serves as a facilitator and guide in their core subject area. Teachers also advise students on their projects. Thus some of the full-time positions are a combination of teacher and advisor.

NOTE 2 – Volunteers from the college campus and local community organizations will augment the staff. A minimum of 15 volunteers is anticipated in year 1, 25 volunteers in year 2, and 40 volunteers in year 3 and beyond.

Salary Code (see budget): Admin = A; Program = P; Level 1 or 2

APPENDIX E: RESIDENTIAL ARTS SCHOOL – ORGANIZATIONAL CHART

YEAR 3 and BEYOND (20.5 FTE) – 200 students



NOTE 1 – Project-based education will be utilized. Traditional classroom instruction is replaced by cohort group work. The teacher serves as a facilitator and guide in their core subject area. Teachers also advise students on their projects. Thus some of the full-time positions are a combination of teacher and advisor.

NOTE 2 – Volunteers from the college campus and local community organizations will augment the staff. A minimum of 15 volunteers is anticipated in year 1, 25 volunteers in year 2, and 40 volunteers in year 3 and beyond.

Salary Code (see budget): Admin = A; Program = P; Level 1 or 2

**Residential Arts School
Financial Analysis - Profit/Loss Statement**

Appendix F

REVENUE	Planning Year <i>(no students)</i>	Year 1 <i>(50 students)</i>	Year 2 <i>(125 students)</i>	Year 3 (full) <i>(200 students)</i>	Notes
General Pupil Aid (State of MN)		343,000	857,500	1,372,000	(Average Daily Membership (ADM)=98%
Reimbursements and Aid (State of MN)		54,818	137,045	219,272	(meals=\$6/day * ADM of 98% * 17
Summer Program Aid		14,700	36,750	58,800	(meals=\$6/day * ADM of 98% * 40 days) +
Federal Title Programs		37,500	150,000	150,000	estimate 75% qualifying * e
CPS (State of MN)		259,200	648,000	1,036,800	average of \$800/month * 60% students
Start-Up Funds	250,000	50,000	62,500	-	Planning - Walton Family Foundation / Years
Organizational Partnerships		10,000	50,000	50,000	possible commitment from arts org
Designated Grants		125,000	100,000	75,000	federal, state and priva
Other Philanthropy		50,000	125,000	175,000	major gifts, annual giving,
Investment Income	-	2,500	2,500	2,500	initially non-ex
Total Revenue	250,000	946,718	2,169,295	3,139,372	

EXPENSE

Program - Direct

Salaries and Benefits (L1)	-	72,000	148,320	152,770	avg sal = \$60K (3% raise in yrs 2&3) + benefit
Salaries and Benefits (L2)	-	264,000	395,520	662,002	avg sal = \$40K (3% raise in yrs 2&3)+ benefits/l
Instructional		37,500	93,750	150,000	books, materials, classroom supplies,
Support Services		12,500	31,250	50,000	health services, outside activi
Meals Program		64,500	161,250	258,000	\$7.50/day * 50/125/200 stu
Residential Program		107,500	268,750	430,000	room & dinner meal (not staff) (\$5 student*50/1
Summer Meals		31,500	78,750	126,000	\$12.5 student * 12 weeks *50/
Occupancy		200,000	400,000	600,000	rent (\$400k), utilities (\$100k), repairs anc
Depreciation		50,000	75,000	100,000	represents the use of assets (event
Sub-total - Program	-	839,500	1,652,590	2,528,771	

Administrative and Fundraising - Indirect

Salaries and Benefits (L1)	72,000	72,000	74,160	152,770	avg sal = \$60K (3% raise in yrs 2&3) + benefit
Salaries and Benefits (L2)	48,000	96,000	148,320	178,231	avg sal = \$40K (3% raise in yrs 2&3)+ benefits
Communications and supplies	15,000	15,000	20,000	31,000	phone & internet (6k) ,newsletters (\$10k), r
Meetings, travel and other	2,500	2,500	7,500	12,500	
Insurance	1,500	15,000	50,000	75,000	worker's comp; unemplo
Consultants	25,000	15,000	30,000	30,000	auditor (\$12k), legal counsel (\$5k), g
Interest Expense		5,000	10,000	10,000	related to line of credit (not ti
Sub-total - Admin & Fundrais	164,000	220,500	339,980	489,501	

Total Expenses

164,000 1,060,000 1,992,570 3,018,272

Net income/(loss)	86,000	(113,282)	176,725	121,100	
Debt-Service Requirements	-	-			debt payments (future m
Net increase/(decrease of reser	86,000	(113,282)	176,725	121,100	added to reserve
cummulative increase/(decrease)	86,000	(27,282)	149,443	270,543	

Appendix F - Budget Projection

HOPE STUDY COMPONENTS CHECKLIST

AUTONOMY – Student choice:

- Choose what to study and when
- Personalize goals with flexible timeframes
- Learn what is relevant to them and why
- Use creativity and various learning styles
- Various points of view accepted and encouraged

BELONGINGNESS – Perceived support of advisors and peers:

- Advisors have ongoing interaction with students
- Advisors show care and concern for each student
- Advisors advocate for students and support their learning
- Peers accept and demonstrate respect for one another
- Peers support one another in their learning

GOAL ORIENTATION – Approach to learning:

- Intrinsically motivated
- Willing to risk
- Positive attitude
- Choose effective strategies for learning

ENGAGEMENT – Approach to tasks:

- Strong work ethic
- Pay attention and concentrate
- Sustained effort
- Use time wisely
- High level of cognitive engagement in learning tasks

HOPE – Level of optimism toward ones' ability to be successful:

- Conceptualize challenging goals and pathways to obtain them
- Develop various strategies to achieve goals
- Initiate and sustain motivation toward goals
- Demonstrate resilience in achieving their goals