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TA DEPARTMENT OF EDUCATION





**"OF ALL THE NEWLY MINTED SCHOOL REFORMS SET BEFORE STATE  
LEGISLATURES ACROSS THE COUNTRY, (GOVERNOR) PERPICH'S...PROPOSAL  
IS THE BOLDEST EFFORT TO IMPROVE A STATE'S EDUCATION SYSTEM  
WITHOUT RESORTING TO THE PUNITIVE MEASURES CUSTOMARY  
ELSEWHERE."**

**THE NATION, MAY 1985**



## AN INTRODUCTION BY GOVERNOR RUDY PERPICH

Education was my passport out of poverty. Education made a vast difference in my life, as it can in the lives of all people. That is why, with strong bipartisan support from the people of Minnesota, we have created a series of reforms to ensure that *all* of our students are given the chance to participate in an education system of exceptional quality. We have implemented these reforms under the banner of Access To Excellence.

The most powerful force in the world is the spark of a creative idea. Brainpower. Access To Excellence is our blueprint toward making Minnesota the Brainpower State. Each reform is based on the belief that our education system must fit the students instead of the students fitting the system. From the newborns in our early childhood education programs to the senior citizens in our post-secondary institutions, we are blurring the lines in our education system to promote lifelong learning. By remaining flexible, we create new choices and new opportunities for students, parents, teachers and administrators.

Specifically, our high school juniors and seniors can choose to take post-secondary courses at state expense. High school drop-outs, and students "at risk" of dropping out, are offered a variety of alternative programs to stimulate their interest in education. And through our new statewide K-12 Enrollment Options Program, students, together with their parents, can choose the public school the students wish to attend, so long as their choice does not interfere with desegregation efforts.

Many of the reforms described in these pages have become national models. During my tenure as chairman of the Education Commission of the States, and chairman of the National Governor's Association Subcommittee on Education, I will be working to combine components of Access To Excellence with education reforms from other states. Right now, brainpower is our most valuable natural resource. By working together, we can make it our most plentiful and renewable resource. I ask that you read this booklet with that spirit of partnership in mind.

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### CULTURE, CITIZENSHIP AND EDUCATION

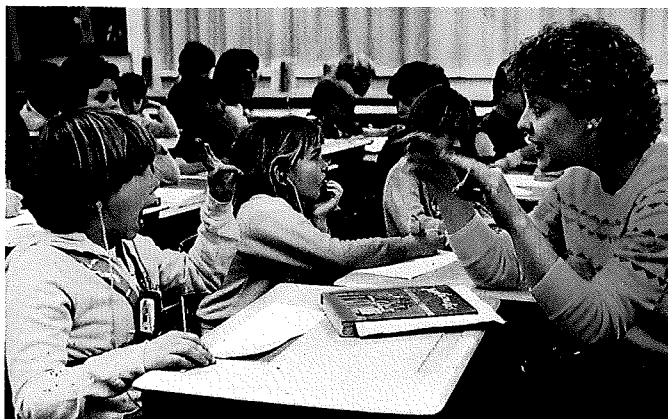
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# EXPANDING CHOICES AND OPPORTUNITIES



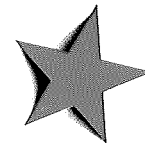
"AS A FORMER SCHOOL BOARD MEMBER, I CAN APPRECIATE HOW DIFFICULT IT IS FOR LOCAL SCHOOL BOARD MEMBERS AND ADMINISTRATORS TO PROVIDE THE BEST POSSIBLE PROGRAMS AND SERVICES FOR ALL THE CHILDREN IN THEIR DISTRICTS.

THAT IS WHY OUR CHOICE PROGRAMS ARE DESIGNED TO SPREAD EDUCATIONAL EXCELLENCE. WE ARE TAKING THE NECESSARY STEPS BEYOND MAGNET SCHOOLS AND VOUCHER SYSTEMS, SO THAT ALL THE STUDENTS IN MINNESOTA HAVE EXPANDED OPPORTUNITIES TO ACHIEVE EDUCATIONAL EXCELLENCE.

BY EXPANDING CHOICES IN MINNESOTA, WE ARE ENSURING THAT A DIVERSITY OF COURSE OFFERINGS AND ACADEMIC EXCELLENCE HAVE AS MUCH TO DO WITH A STUDENT'S ATTENDANCE IN SCHOOL AS MATTERS OF GEOGRAPHY AND LAW. THAT IS A CHALLENGE ANY SCHOOL BOARD MEMBER OR ADMINISTRATOR SHOULD WELCOME."

GOVERNOR STATE OF MINNESOTA

# POST-SECONDARY ENROLLMENT OPTIONS ACT



Our education system must promote rigorous academic pursuits and provide a wide variety of options for our students. Students should not be forced to remain in high school if they are better able to learn at the college level.

Passed in 1985, the Post-Secondary Enrollment Options Act made Minnesota the first state to allow high school students to take post-secondary classes at state expense, regardless of their previous academic performance.

Under the program, state education funding follows the students to the institution of their choice. This was the first attempt under Access To Excellence to improve educational quality and accountability through market competition. So far, it has been an overwhelming success.

A recent survey of the participants indicated that 95 percent were satisfied with the program. Parents say their children study harder for the post-secondary courses than for the high school courses. Six percent of the participants in the survey were high school drop-outs who went back to school.

The Post-Secondary Enrollment Options Act is also a way to reduce college costs for families. Because students can attend college with tuition covered by state support for post-secondary education, participation in the program can lead to the equivalent of two free years of college. The students earn high school and college credits simultaneously. Many students are the first members of their families to attend a post-secondary school. Yet overall, the high school students have done as well or better at the post-secondary level as members of the freshman class.

But the most encouraging response has come from the high schools.

Challenged by the potential loss of funding and students, the public high schools quadrupled their number of advanced placement courses in a two-year period after the Post-Secondary Enrollment Options Act became law. The high schools are also developing cooperative relationships with the post-secondary schools, so that college-level classes can be taught at the high schools.

As a result, by creating the opportunity for students to choose, we are improving the quality of education for the great majority of students who choose *not* to move.

That is a primary purpose of Access To Excellence.

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"THIS PAST YEAR, MY

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DAUGHTER STACY ATTENDED

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THE UNIVERSITY OF

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MINNESOTA AS PART OF THE

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POST-SECONDARY OPTIONS

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SCHOOL SYSTEM AND

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YEAR WHEN SHE TURNED

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45 CREDITS AND A HIGH B

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AVERAGE.

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MARILYN CONDON,

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MINNESOTA PARENT, MAY 1988



## HIGH SCHOOL GRADUATION INCENTIVES PROGRAM

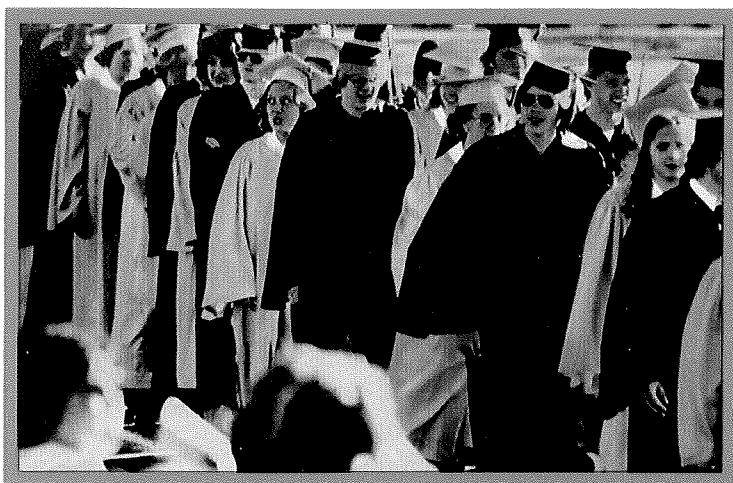
Those who believe drop-outs don't really want to finish school should consider our High School Graduation Incentives Program.

Since 1987, Minnesota students between the ages of 12 and 21 who are considered to be at risk of dropping out, or who have already dropped out, may choose from a variety of public school options to achieve graduation. These options include courses in other school districts, alternative area learning center programs specifically for at-risk students, or post-secondary courses. Again, state revenues are paid to whichever school the student attends.

The High School Graduation Incentives Program has proven to be an effective antidote to the apathy and alienation among the "hard to reach, hard to teach" students, and to the frustration and boredom among the gifted, unorthodox students. Within the program's first year, 1500 students had participated — *half* of them former drop-outs. That is 750 students who chose to come back and earn a diploma and a better chance at a decent job for themselves and their families.

In a study entitled "An Imperiled Generation," the Carnegie Foundation for the Advancement of Teaching lamented that educational reforms primarily benefit the already successful students. The Graduation Incentives Program combines a positive attitude with a range of options to reach those students who have not been previously successful. It opens up new opportunities for those who would be classified as the imperiled generation.

At the request of Governor Perpich, the Minnesota Legislature removed the age 21 cap from the High School Graduation Incentives Program in 1988. Now, eligible adult drop-outs fit under the Access To Excellence umbrella, with a priority placed on assisting economically disadvantaged adults. The message is that it is never too early or too late to learn in Minnesota.



"WE HAVE OVER 80 LETTERS  
(APPLYING FOR ADMISSION) ON  
FILE, AND I'D BET THAT LESS  
THAN ONE IN TEN WOULD  
HAVE CONTINUED OR  
RETURNED TO SCHOOL  
WITHOUT THE HIGH SCHOOL  
GRADUATION INCENTIVES."

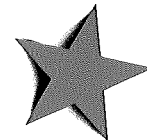
LYDELL TAYLOR,

DIRECTOR OF THE ST. CLOUD

AREA LEARNING CENTER,

APRIL, 1988

# K-12 ENROLLMENT OPTIONS PROGRAM



Governor Perpich calls it the crowning achievement in Minnesota's Access To Excellence reforms. The *Wall Street Journal* calls it "the most radical approach yet for improving the nation's public schools." A lobbyist for a Minnesota teachers' union sees it as "a teacher empowerment bill," and a recent study of parents whose children have used it reports unanimous approval.

"It" is Open Enrollment, the simple but profound idea that parents and children should be free to select the public school of their choice. In 1987, Minnesota became the first state to pass voluntary Open Enrollment legislation. In 1988, a more comprehensive bill, making Open Enrollment mandatory except in cases of racial imbalance, was signed into law by the Governor. Once again, state revenues are paid wherever the student attends school.

As with the other expanded choice and opportunity programs under Access To Excellence, Open Enrollment is designed to empower families to take a more active role and interest in the quality of Minnesota schools. Then the schools, held accountable by old-fashioned market forces, add the programs, form the partnerships and provide the flexibility necessary to retain their students. Again, this process favors the students who stay put as much as it benefits the students who choose to move.

When Governor Perpich first proposed Open Enrollment in 1985, critics predicted a bureaucratic nightmare and mass migrations that would close smaller schools. But experience with the program thus far has been remarkably smooth, and support for it has grown. In 1985, less than one-third of the Minnesota public supported Open Enrollment. Three years later, a clear majority favored the idea. More significantly, a study of 137 families who sent their children across district lines found approval of Open Enrollment to be 100 percent. When a reform is simultaneously so radical and so popular, it must be doing something right.

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"ACCESS TO EXCELLENCE'...IS

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ONE OF THE MOST IMPORTANT

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FEATURES OF EXCELLENCE-IN-

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EDUCATION REFORM ACROSS

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THE COUNTRY. I WANT TO

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APPLAUD MINNESOTA FOR ITS

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LEADERSHIP."

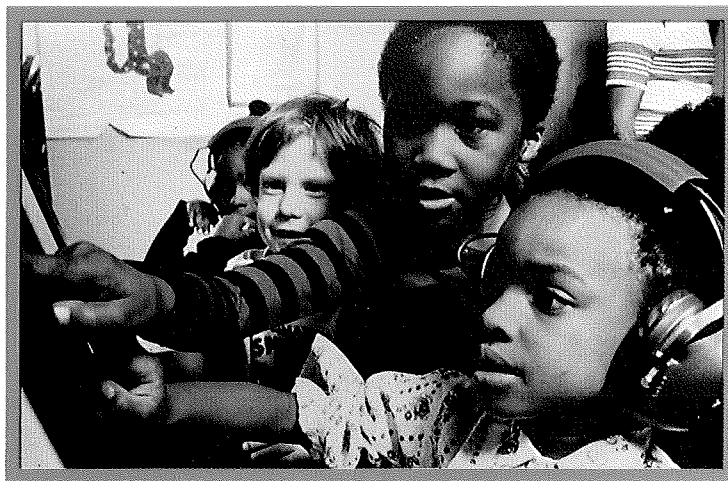
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WILLIAM J. BENNETT, U.S.

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SECRETARY OF EDUCATION

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# ACCESS TO EXCELLENCE IN HIGHER EDUCATION

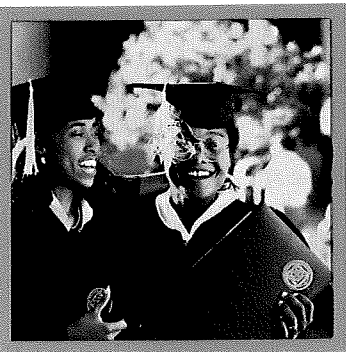
An estimated 90 percent of Minnesota's students attend some form of post-secondary institution within five years of their high school graduation. We have an extensive and diverse system of quality programs to accommodate them. Overall, the state supports five campuses of the University of Minnesota (one of the ten largest post-secondary schools in America); 18 community colleges; 7 state universities; and 31 technical institutes.

Governor Perpich has required these public post-secondary schools to establish clearly defined missions to provide diversity and accessibility without the inefficiency of duplication.

Under a bold plan known as Commitment To Focus, the University of Minnesota is reducing its enrollment and course offerings and increasing its emphasis on research. Its goal is to be one of the top five public universities in the country. That process has been accelerated by an ambitious fundraising campaign. With the state providing \$60 million in matching funds as an incentive, the University of Minnesota solicited over \$300 million, more private contributions than any public university in the nation from 1985 to 1987. And among all post-secondary institutions, only Harvard has more endowed chairs.

As the University reduces enrollment for higher quality, Minnesota's other post-secondary schools are expanding to meet the added student demand. Three new schools of engineering have been added, with four research institutes and another engineering school on the way. Governor Perpich has also allocated tens of millions of dollars for capital improvements at existing schools. Minnesota ranks 6th in the nation in the size of its annual capital budget for post-secondary education.

This expansion and mission differentiation has fueled a booming post-secondary student enrollment. Community college enrollment rose 19 percent from 1983-87, and state university enrollment escalated 16 and a half percent over the same period. By the year 2000, it is estimated that up to 61 percent of the state's workforce will have completed at least two years of post-secondary education. Businesses will compete to hire such intelligent, well-trained employees, for quality jobs that will anchor our communities and provide financial security in the 21st Century.





# FINANCING ACCESS TO HIGHER EDUCATION



As the name of our reforms implies, we realize access must accompany excellence if we are to establish quality education for the people of Minnesota.

To ensure access for *all* students, Minnesota has consistently ranked among the top ten states in per capita financial support for higher education. When Governor Perpich assumed office in 1983, the state embarked upon a public policy for financing post-secondary students that has become a national model.

Specifically, Minnesota sets its financial aid priorities in terms of equal access and shared responsibility. The State Scholarship and Grant Program received a 170 percent funding increase from 1983-88, so that it ranks among the top ten in the nation in the amount of dollars awarded and the number of recipients, trailing only more populous states. It ranks in the top five in payments per undergraduate student and third in the number of awards as a percentage of undergraduate students. Our Student Educational Loan Fund, or SELF Program, is specifically designed to supplement federal loan programs, and our Graduated Repayment Income Protection, or GRIP Program, sets repayment based on the borrower's annual income. Further increasing the number of inexpensive options for Minnesota post-secondary students are our tuition reciprocity agreements with Wisconsin, North Dakota and South Dakota.

Soon, Minnesota will be issuing Brainpower Development Bonds to provide parents and grandparents with a safe and inexpensive way to invest in the future education of their loved ones. These zero coupon bonds will accumulate interest over time, with a \$200 bond yielding \$1000 in 20 years. Meanwhile, the state will use the bond money to build classrooms, laboratories and other facilities on the campuses of its post-secondary institutions. As a result, the people of Minnesota will be saving for their children's education *and* simultaneously providing the bricks and mortar needed to house and educate our students.



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"IN THE AREA

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OF FINANCIAL AID,

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MINNESOTA IS RECOGNIZED

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NATIONALLY NOT AS A LEADER,

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BUT AS *THE*

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LEADER...MINNESOTA'S

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FINANCING REFORMS SHOULD

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BE JUDGED A SUCCESS NOT

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BECAUSE THEY HAVE LED TO

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INCREASED FUNDING, BUT

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BECAUSE THEY MAKE GOOD

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SENSE AS PUBLIC POLICY..."

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DAVID A. LONGANECKER,

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EXECUTIVE DIRECTOR

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OF THE COLORADO

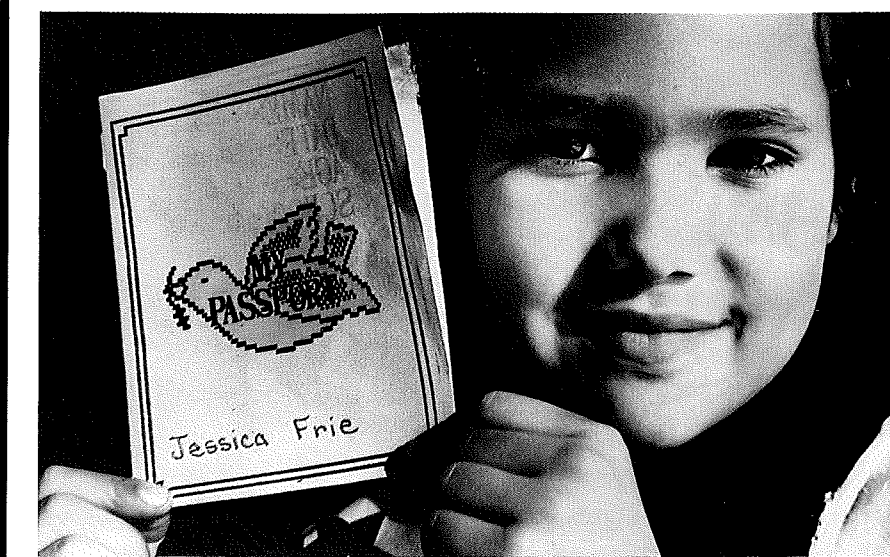
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COMMISSION ON HIGHER

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EDUCATION

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**"BEFORE I WAS ELECTED GOVERNOR, I SPENT THREE YEARS AS A REPRESENTATIVE OF A MAJOR AMERICAN CORPORATION IN EUROPE. THE EXPERIENCE TAUGHT ME THAT WE OPERATE IN A GLOBAL ECONOMY WHICH DEMANDS A SENSITIVITY TO OTHER CULTURES.**

**"UNDERSTANDING OTHERS IS BY ITSELF NOT ENOUGH, HOWEVER. OUR CHILDREN MUST DEVELOP A SENSE OF RESPONSIBILITY AND COMPASSION. CITIZENSHIP BEGINS AT HOME. OUR SCHOOLS MUST PLAY A MAJOR ROLE IN FOSTERING THE CONCEPT OF SERVICE, FOR THE SAKE OF OUR STUDENTS AND OUR COMMUNITIES. OTHERWISE, THERE IS LITTLE RELEVANCE AND LITTLE REASON TO CONNECT WHAT WE LEARN WITH WHO WE ARE."**

GOVERNOR STATE OF MINNESOTA



# THINKING GLOBALLY, ACTING LOCALLY IN MINNESOTA



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"BY THINKING

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GLOBALLY AND ACTING

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LOCALLY, OUR CHILDREN

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WILL BECOME ACTIVE AND

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VITAL PARTICIPANTS IN

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BOTH OUR NEIGHBORHOOD

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COMMUNITY AND OUR

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GLOBAL ECONOMY."

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RUTH E. RANDALL

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COMMISSIONER

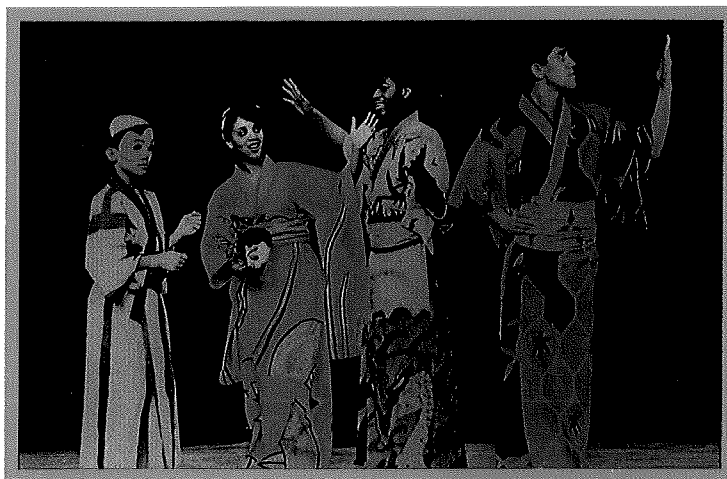
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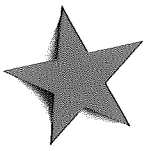
MINNESOTA DEPARTMENT

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OF EDUCATION

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## ACCESS TO EXCELLENCE IN A GLOBAL CULTURE

Minnesota's educational emphasis on world language and culture reflects the philosophy that we must think globally and act locally to prepare our children for the future. Statewide student enrollment in world language courses doubled between 1984-88. Minnesota's wide array of high school Chinese courses comprises as much as 15 percent of the entire national total.

But thinking globally goes beyond learning languages and involves an immersion in other cultures. Acting locally to achieve that immersion, Concordia College in Moorhead, Minnesota has created ten language villages across the state. The villages are self-contained campuses that approximate the life and culture of a country, from the customs and style of dress to the language, furniture and topography. For a period of one-to-four weeks during the summer, high school students live on these campuses as if they were in another country — which, aside from geography, they are.

Our most recent language village depicts the life and culture of Japan. It is the only Japanese language village in America. The 160 slots for the first two 14-day courses were filled immediately, and a long waiting list quickly developed for admission to the village. Some slots are reserved for economically disadvantaged students who have earned state scholarships to attend the villages.

The overwhelming popularity of world language courses and language villages in Minnesota proves that our students understand how important thinking globally and acting locally can be to their future.

"THE INTERNATIONAL

LANGUAGE VILLAGES AT

CONCORDIA COLLEGE PROVIDE

AN EXCELLENT IMMERSION

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LANGUAGES OF OTHER

COUNTRIES, WHILE PREPARING

YOUNG PEOPLE FOR THE

GLOBAL ECONOMY OF THE

FUTURE. MY DAUGHTER

ATTENDED THE GERMAN

CAMP. SHE LEARNED A LOT

AND LOVED IT."

BILL CLINTON,

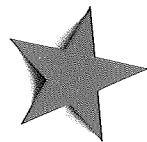
GOVERNOR,

STATE OF ARKANSAS





# ACCESS TO EXCELLENCE AS COMMUNITY SERVICE



Respect and compassion for others is basic to our human identity. Without it, we have no sense of community, country or civilization.

In Minnesota, we realize that test tubes and textbooks alone will not produce educational excellence. Creating a sense of civic responsibility and community among our students is also a vital part of the educational process.

At the initiative of Governor Perpich, the State Board of Education is making Minnesota the first state in the nation to include community service as a standard part of the school curriculum, beginning in the 1989-90 school year. Of the many ways to express community service, the Governor has focused on the personal tutoring, or mentoring, of "at-risk" students who may not respond well to traditional teaching methods and authority figures.

The advantages of the mentoring process to the student who is being tutored are obvious — individualized attention has consistently been proven to raise a student's academic performance. But the student-mentors also enjoy a heightened sense of competence, and they have shown greater retention and assimilation of knowledge. Beyond that, they discover the personal satisfaction of helping others learn.

And we need teachers. In 1988, half the nation's teachers were expected to retire before the end of the 1990s, even as an additional million teachers will be needed to educate the coming baby boomers now entering the primary grades.

A number of successful student-mentoring programs have been created in the Minnesota schools. Through his position as Chairman of the Education Commission of the States (ECS), Governor Perpich is promoting mentoring in national forums.

Specifically, Governor Perpich has made an ECS-initiated mentoring program known as the Campus Compact a top priority of his chairmanship. Co-founded by 125 university presidents across America, the Campus Compact promotes mentoring by university students of younger, at-risk children. Governor Perpich has broadened the compact to include student-mentors at the high school level. He has set an ambitious goal of fostering one million mentors in communities across the nation.

Martin Luther King Jr. once said that, "Everybody can be great, because everybody can serve." Access To Excellence seeks to uncover the greatness in students by asking that they serve each other.

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"MINNESOTA'S LEADERSHIP IN

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INVOLVING MORE AND MORE

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YOUNG PEOPLE IN EFFECTIVE

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PROGRAMS OF COMMUNITY

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MAKE YOUTH SERVICE A PART

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OF GROWING UP IN AMERICA."

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ROGER LANDRUM,

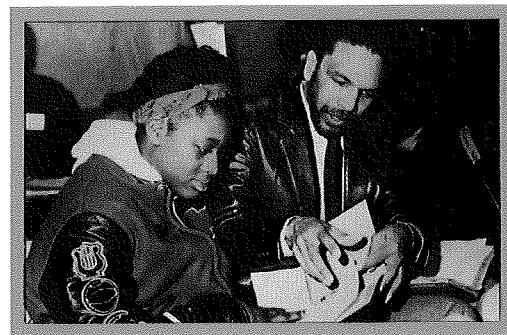
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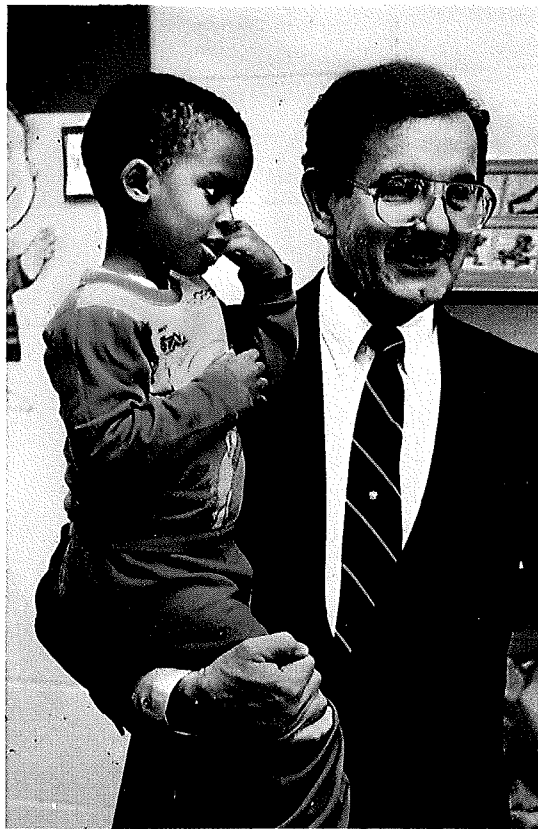
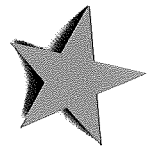
CO-DIRECTOR, YOUTH

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SERVICE AMERICA, 1988

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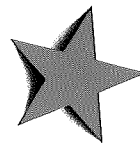
**"NOT SO VERY LONG AGO, IDEAS LIKE EARLY CHILDHOOD FAMILY EDUCATION AND COMPUTERS IN THE CLASSROOM SEEMED REVOLUTIONARY. TODAY, THEY FIGURE INTO THE STANDARD ARRAY OF RESOURCES USED BY STATES TO PROMOTE EDUCATIONAL EXCELLENCE.**

**"HERE IN MINNESOTA, WE ARE PROUD TO HAVE BEEN ON THE CUTTING EDGE OF MANY EDUCATIONAL INNOVATIONS, AND WE INTEND TO STAY ON THAT EDGE BY CONTINUING TO UPDATE AND REFORM OUR PROGRAMS. BY REMODELING OUR NATIONAL MODELS, WE ARE ABLE TO CONTRIBUTE TO THE EVOLUTION OF EXCELLENCE IN AMERICA."**

GOVERNOR STATE OF MINNESOTA



# THE EARLY CHILDHOOD FAMILY EDUCATION PROGRAM



In 1988, Minnesota had the best high school completion rate in the nation — 91.4 percent. But we believe there is still room for improvement. Governor Perpich has set a goal of “96 by 96” — a 96 percent completion rate by the year 1996. Programs for early childhood development will be a crucial part of this effort.

Studies have shown that potential high school drop-outs can be identified as early as the third grade. We are working hard to identify the early differences that exist in children, so that no one gets left behind.

The Minnesota Early Childhood Family Education Program brings school, parent and child together on a voluntary, year-round basis in the period between birth and kindergarten. Implemented on a statewide level in 1984, the program has become a national model for its partnership approach and its linkage with health and developmental screening services from the Minnesota Department of Human Services.

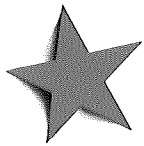
The goal of the program is to strengthen Minnesota families by enhancing and supporting the parents’ ability to provide for their child’s development. Voluntary classes provide parents with child development information to improve their parenting skills. Put simply, we help parents help children to discover their learning potential.

The Early Childhood Family Education Program is administered by the local school districts, which may charge fees based on the income of the parents. For low-income parents, the fees are usually waived. In the 1986-87 school year, the state invested \$18.3 million to serve 120,000 children and their parents.

It is a sound investment. Experts estimate that every dollar put into early childhood education saves at least \$4.75 in future spending on social services. This is a policy that saves dollars and makes sense.

By giving parents the confidence, expertise and flexibility to provide for their children’s educational needs between birth and kindergarten, the Early Childhood Family Education Program establishes the pattern for lifelong learning in Minnesota. It demonstrates our commitment to equal access to excellence at the starting gate of education.





## ACCESS TO EXCELLENCE FOR YOUNG PARENTS

Every year in Minnesota and across the nation, many teenagers drop out of school because they are pregnant. A related statistic is that in Minnesota, half of the long-term users of Aid to Families with Dependent Children (AFDC) never finished high school.

Governor Rudy Perpich is determined to break this debilitating cycle of poverty.

In 1988, Minnesota became the first state in the nation to require school attendance in order to directly receive full AFDC benefits. Currently, school-aged welfare recipients must stay in high school to be eligible for direct payment of their full benefits.

Our High School Graduation Incentives Program allows school-aged parents and pregnant youth to choose alternative school programs. To make this program work responsibly, Minnesota has enacted legislation to provide practical support such as childcare and transportation for teenage parents. In addition, the state urges a personalized education plan on a case management basis to address the unique needs of the young student-parent.

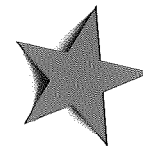
These programs combine resources from the Minnesota Department of Education and the Department of Human Services. Such inter-agency partnerships are vital to the success of Access To Excellence.

Many of our secondary schools provide for the childcare needs of their student-parents. Minnesota has also spent millions of dollars for on-site childcare facilities at its technical institutes and community colleges.

Parents over the age of 21 who are on public assistance can return to school at state expense to earn their diploma. These parents are influential role models for their children. We recognize the long-term human and economic advantages of providing educational opportunities as a means of reducing welfare dependency for generations to come.



# ACCESS TO EXCELLENCE IN EDUCATIONAL TECHNOLOGY



You might expect a state where Control Data, Cray Research and Honeywell are headquartered to use computers in the classroom. Minnesota's Educational Technology Act of 1983 was our first major legislation designed to familiarize students with the advanced equipment that will be commonplace in their future workplace. By the end of 1987, we had more personal computers per public school building than any state in the nation.

With the hardware in place, school districts are taking a more innovative approach to classroom computers and a wide range of high technology products. Today, this technology is being used to teach children new skills linked to thinking and information manipulation. Computers are as important to language arts, art and music classes as they are to mathematics classes, and they have opened up new worlds for our handicapped students. Computers are used for word processing, spreadsheets, databases, telecommunications, sensory extenders and laboratory tools to make learning come alive.

As a result, Minnesota students are manipulating information in much the same way as the employees at Control Data, Cray Research and Honeywell — including the use of technology to think globally and act locally. Computers connected to on-line electronic mail and conferencing systems allow students to collect and share data with other students from coast to coast, and to communicate with students in Australia, the Soviet Union, Japan and Canada.

In addition to computers, interactive television networks link teachers and classrooms that are thirty miles apart. Rural schools are offering advanced courses, electives and college credit courses to students during the school day. After regular school hours, the interactive networks offer community education courses, college courses and certified continuing education programs for the entire community.

To ensure that teachers don't get left behind, Minnesota has established Courseware Integration Centers, and Regional Technology and Service Coordination Centers, to demonstrate technology capabilities to our instructors.

Access to educational technology in Minnesota is for students from ages 4 to 94, exercising their brainpower with the world at their fingertips.

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"MINNESOTA'S PIONEERING  
EFFORTS IN THE DEVELOPMENT  
AND USE OF TECHNOLOGY IN  
EDUCATION THROUGH  
INDUSTRY-GOVERNMENT-  
TEACHER COOPERATION, HAS  
PLACED MINNESOTA IN THE  
FOREFRONT OF THE DRIVE TO  
DRAMATICALLY IMPROVE  
EDUCATIONAL OUTCOMES  
NATIONWIDE THROUGH  
EXTENSIVE USE OF ADVANCED  
TECHNOLOGY."

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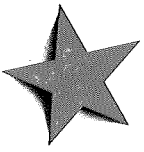
WILLIAM C. NORRIS, FOUNDER  
AND CHAIRMAN-EMERITUS,  
CONTROL DATA CORPORATION,

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JULY 1988

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## ACCESS TO EXCELLENCE FOR TEACHERS AND ADMINISTRATORS

A 1988 survey by the Carnegie Foundation revealed that Minnesota teachers are more likely to feel they are helping to shape the curriculum and goals of their school than teachers nationwide. We believe one of the reasons for this sense of empowerment is our Educational Effectiveness Program.

Initiated in 1983, the Educational Effectiveness Program is an attempt to implement reforms at the individual school level. Minnesota was the first state in the nation to provide in-service leadership teams among school personnel across the state, in order to improve the quality of education within their building.

From 1983 to 1988, nearly 2,000 teachers and principals were helped to use their expertise and authority in new and innovative ways. They have worked together with school boards and superintendents to set expectations and goals, promote teamwork and stimulate staff development. Overall, the voluntary program has created leadership teams in 425 individual schools and three state universities.

The Educational Effectiveness Program makes the joy of learning contagious throughout an individual school. Bolstered by their additional training and influence, educators from the leadership teams feel an ongoing sense of involvement and discovery in teaching and learning in their school. Their attitude is naturally conveyed to their students and co-workers, along with the ethic of teamwork as a means of accomplishment. The result is educational effectiveness, school by school.

"DUE TO THE EVER-

BROADENING SPECTRUM OF

RESPONSIBILITIES AND

CONCERNS FACING

EDUCATORS TODAY, I FIND

THAT THE MINNESOTA

EDUCATIONAL EFFECTIVENESS

PROGRAM HAS OFFERED A

UNIQUE SUPPORTIVE AVENUE

FOR COOPERATIVE PLANNED

CHANGE. FOR ME, THIS

PROVIDES A HEALTHY

EXCHANGE OF POSITIVE

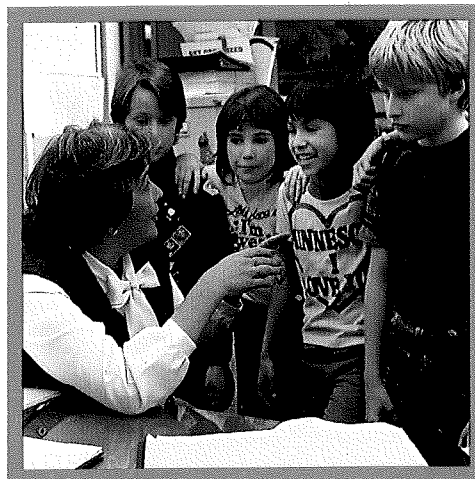
SOLUTIONS TO SOME VERY

DIFFICULT EDUCATIONAL

ISSUES."

GAYLE JACOBSON, TEACHER,

DEER RIVER, MINNESOTA 1988





# ACCESS TO EXCELLENCE

## A TEAM EFFORT



### BY MINNESOTA COMMISSIONER OF EDUCATION RUTH E. RANDALL

In 1984, almost 200,000 Minnesotans participated in the Minnesota Dialogue, a week-long series of town meetings across the state. They discussed the who, what, when, how and the why of education in Minnesota. It gave us a basis for the initiatives which have been developed over the past few years.

### COLLABORATION

Access To Excellence has been a collaborative effort involving task forces, commissions and committees which study and make recommendations on policy development and implementation. Organizations educate their members about initiatives and then stake out their positions. Studying the issues makes a difference for the members of that organization in understanding the possible policy. Individuals have been extremely important in taking risks and sharing their ideas so that synergy takes place.

### LEGISLATURE

The Minnesota Legislature is crucial in determining which initiatives become public policy. Minnesota is blessed with many legislative leaders who willingly look at the research, who ask about the value to learners, who seek answers to questions about implementation and who insist on evaluation.

### IMPLEMENTATION

Staff in the Minnesota Department of Education are superb in the design and development of the initiatives. They study the research, share ideas with their constituents in the education community, and build the coalitions for successful work with the Legislature. Policies which have been enacted become viable only when implemented. Department staff are exemplary in implementation of new public policies.

### INSPIRATION AND LEADERSHIP

Leaders must have a vision and a source of inspiration. Governor Rudy Perpich has been inspired by his family, his teachers and his sense of community. This spirit is part of Minnesota's great educational heritage. It gives strength and energy to our endeavors.



# MINNESOTA THE BRAINPOWER STATE

FOR MORE COPIES OF THIS

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COMMUNICATION REGARDING

EDUCATIONAL EXCELLENCE IN

MINNESOTA, WRITE TO:

ACCESS TO EXCELLENCE

COMMISSIONER

RUTH E. RANDALL

MINNESOTA DEPARTMENT

OF EDUCATION

CAPITOL SQUARE BUILDING

550 CEDAR STREET

ST. PAUL, MINNESOTA 55101

## MINNESOTA IS AMONG THE NATION'S LEADERS IN:

- \* High school graduation rate — 91.4 percent.
- \* Percentage of high school graduates who go on to college — estimated at 90 percent.
- \* Number of personal computers in the public schools — 13.7 computers per public school building.
- \* Per capita support for higher education — \$166.83 per citizen.

## EDUCATION PROGRAMS IN MINNESOTA THAT HAVE BECOME NATIONAL MODELS:

- \* Post-Secondary Enrollment Options — High school juniors and seniors take college courses at state expense.
- \* K-12 Enrollment Options — Students, together with their parents, choose the public school they wish to attend.
- \* High School Graduation Incentives Program — Students at risk of dropping out of school, or who have already dropped out, are offered another high school or alternative programs to earn their diplomas.
- \* Financial Assistance For Higher Education — State aid supplements federal programs of assistance; state system of repayment based on income level of borrowers.
- \* Formation of Language Villages For Cultural Awareness — Concordia College (in Moorhead) Language Villages immerse students in total cultural atmosphere over a continuous period of weeks.
- \* Community Service — The performance of regular service activity to the community is stipulated in standard high school curriculum statewide.
- \* Early Childhood Family Education Program — School, parent and child are brought together for health and developmental screening and educational schooling from birth to kindergarten.
- \* Educational Assistance For Young Parents — Payment of AFDC benefits are tied to school attendance; assists with daycare, childcare and transportation needs for the school-aged student-parent.
- \* Educational Effectiveness Program — Leadership teams formed among teachers and principals to improve the learning environment at the individual school level.