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# 2000 ANNUAL REPORT

JULY 1, 1999 - JUNE 30, 2000



## *Finding the Evidence of Excellence in Education*



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MINNESOTA ACADEMIC EXCELLENCE FOUNDATION

## MAEF... Bringing a Voice and Innovative Solutions

Dear Friends of MAEF,

AGILITY is the sustainable ability to consistently thrive and profit in an environment of unpredictable and rapid change. This message comes from a 1998 Malcolm Baldrige National Quality Award winner in the business category.

While it may appear that changes in education policy and education delivery are slow to happen, MAEF's key customers - students, schools, educators and communities - will probably disagree. Schools are continuously in a state of change with new and evolving standards for student achievement, new populations of students, new languages, changes in funding levels, shortages in some areas of teacher workforce, new proposals for teacher compensation and the evolving role of the school leader - the principal. MAEF's key products and services are designed to assist students, schools and communities in managing these changes for positive growth and performance.

Doing this well means that MAEF continuously needs to improve its own capabilities and how it operates. FY2000 was a year of deliberate, positive change at MAEF, and this journey will continue. In FY2000, MAEF implemented a new staffing plan. It focused on the need for stronger staff leaders to work in partnership with the MAEF Board and program partners to develop and implement an information infrastructure, a business and marketing approach to school services, a blueprint for how to engage community volunteers and a solid fund development process to strengthen MAEF's revenue streams.

On December 31, 1999, the State Board of Education was sunset, ending a decade-long relationship with MAEF. The MAEF Board addressed the changes resulting from this change. The Government Relations Committee negotiated a Resolution of Agreement, emphasizing close collaboration and accountability with the Department of Children, Families & Learning (CFL). In December 2000, the State Board of Education transferred to MAEF the trusteeship of the Ethel Curry Native American Scholarship Fund, a \$1 million endowed fund-providing scholarships for post-secondary education to American Indian students. An investment strategy for the Ethel Curry Fund became a priority for the Fund Development Committee. The Program Committee developed procedures for interacting with the CFL Division of Indian Education and for the collaborative projects of MAEF and CFL. The Executive Committee drafted amendments to the MAEF By-Laws for approval by the full Board to address these changes. Additionally, the Program Committee implemented new policies for a variety of MAEF award programs and recommended amendments to the MAEF By-Laws to address new categories for membership in the Academic League recommended by the Academic League Council. The Nominating Committee and the Personnel Sub-Committee focused on recruiting staff and Board candidates with the right talents and skill sets to advance MAEF's agenda.

It has been a busy and productive year for MAEF; a year that both tested and strengthened its AGILITY. How well did we do? How well are we doing? Financially, the organization is strong. On the talent side, MAEF is a work in progress. New positions were established and scaled with salaries that are competitive and aligned with comparable positions in other sectors. Customer services continue, sometimes at a lower level than usual, as staffing changes are being made. Overall, formal studies of the Partners for Quality School Improvement Initiative and the Academic League program gave MAEF strong marks for customer service and provided useful information for current and future work. Both studies provided glimpses of new segments of customers with differing needs and methods of delivery, information that is critical in hiring staff and in making program decisions. An additional survey of school superintendents last spring revealed the need for assistance to schools and communities wanting to increase support and partnerships with the private sector. Seventy-three requests for services were received, and a series of workshops and technical services were in place by September 2000. The Partners for Quality District Training Centers trained 1200 educators.

The people who are served by MAEF, the volunteers and staff who work with MAEF and the donors and contributors who support MAEF, provide the best stories of MAEF. Many thanks to all of you for your commitment and help.

  
Greg Lea  
MAEF Board Chair

  
Zona Sharp-Burk  
MAEF Executive Director





## Community Organization and Student Engagement

RECEIVED

Academic League... Governor's Scholars... Academic Booster Clubs... MAEF Heroes

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### Volunteer Regional Consultants Bring MAEF Programs to Southern Minnesota

On July 1, 1999, the beginning of MAEF's fiscal year (FY2000), Regional Program Coordinator Quintin Pettigrew was given an assignment he relished: develop and test some blueprints for volunteer engagement. Pettigrew, who has been with MAEF for four years, serves the southern part of the state, about 164 schools and districts.

One year later, on August 14, 2000, Pettigrew celebrated a first milestone. He now has four Regional Consultants, and he conducted a workshop in Mankato for these volunteers. With a large area to service in southern Minnesota, Pettigrew knew that a committed volunteer team would greatly increase the effectiveness of MAEF in providing services to schools. The MAEF Regional Volunteer Consultant Program provides for timely service by engaging interested, committed and qualified volunteers with local school districts and communities in the areas in which they live. Pettigrew's hope is that this program, as it grows and matures, will expand to include more committed volunteers to serve local school districts and communities. This year, MAEF will add a Regional Program Coordinator function to the urban neighborhoods of Minneapolis and St. Paul, using the blueprint designed by Pettigrew and his volunteer service team.

MAEF's community organization work is supported by The St. Paul Companies Inc. Foundation, Minnesota Life, Department 56, Northern States Power, Elmer and Eleanor Andersen Foundation, Laura Jane Musser Fund, Charlson Foundation, Marbrook Foundation, Beim Foundation and interest from the MAEF endowment funds.

### Meet Some of these New Volunteer Regional Consultants:



**Fillmore Central Area: Nancy Engrav.** Engrav is the Academic League contact person for Fillmore Central Public Schools. She works in several other schools as a consultant in physical and health disabilities. She also serves as Gifted/Talented Coordinator with the Root River Education District. Engrav has enthusiastically supported Academic League activities by forming an Academic League Booster Club at Fillmore Central and by encouraging other schools in south central Minnesota to participate in Academic League activities.

**Mankato Area: Jennie Ward.** Ward is a parent of children in the Mankato Public Schools, and she has been active in promoting programs for highly motivated students in south central Minnesota. Recently, Ward used her legislative experience and support to maintain a math program for talented students. Ward's enthusiasm and positive attitude helped to restore funding to the program. Her advocacy for children will be a great benefit to MAEF.



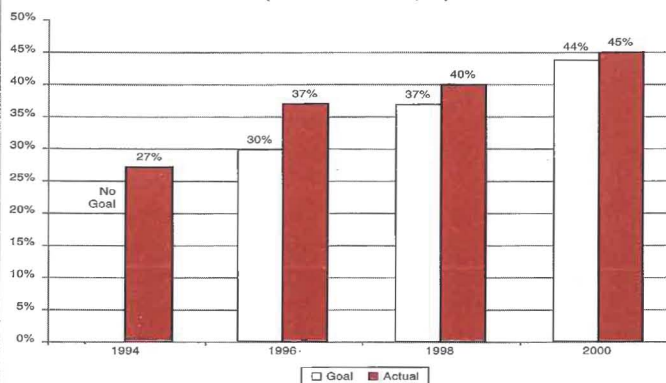
**Redwood Valley Area: Elaine Hagen.** Hagen is a parent of children in the Redwood Valley Public Schools, where she has been active in promoting educational opportunities. She has served on various committees to promote academic excellence, provide more recognition of student efforts and strengthen local curriculum. Even though her children have graduated from high school, Hagen is committed to education and wishes to continue making a difference for children. She will be working with school districts in the Redwood Falls area.



Governor's Scholars spent an evening at the Governor's residence.



% Students Using MAEF Services  
(Academic League, Governor's Scholars,  
Classroom Quality Program, Gathering of Champions)  
(# MN students = 850,000)







## School Improvement and Accountability

Partners for Quality District Training Centers... Quality Feedback Teams...  
Classroom Quality Program... Quality Leadership Academy

### Detroit Lakes - Colleen Vollmer's Classroom Quality Team Increases Middle School Student Reading Achievement, Trains Other Educators

Detroit Lakes Middle School entered the Classroom Quality Program in 1997. An interdisciplinary team of 7th grade math, science, social studies and English teachers wanted to be more data-driven and to increase student achievement.

Colleen Vollmers, Anne Anderson, Courtney Henderson, Jessica Skarperud and Scott Smith assessed their current situation and decided it was time to "recharge" the efforts of their interdisciplinary approach.

Since that time, the team has become passionate about MAEF's Classroom Quality Program. According to Vollmers, the MAEF program provided them with training that was "applicable the next morning" and was presented with "tangible, useable, research-based information." They quickly discovered a passion growing from five adults working together for a measurable goal that gave their team "meaning, focus and energy."

On the first day of school, students entering classes are told what kind of performance is expected of them. The students are given the tools to meet these expectations, and they learn how to take charge of their learning as part of the larger interdisciplinary team. The result, according to Vollmers, is that students are more confident and independent learners whose efforts have translated into higher performance.

In the first year of the program, the team had 29 students whose reading comprehension was two years or more below their grade level. At the end of the school year, only six of the 29 remained below grade level in reading comprehension.

The Baldrige-based Classroom Quality Program, a component of MAEF's Partners for Quality School Improvement and Accountability Initiative, has broadened the concept of team to include students and teachers. The strength and performance of the Detroit Lakes Middle School inspired the district to become one of MAEF's 12 Partners for Quality School District Centers, which are located throughout Minnesota. In the past year, the Detroit Lakes Training Center has trained six teams of 36 individuals within the district and nearly 60 other educators at conferences.

**Best K-12 Schools in the World.** In 1990, Minnesota began a major education transition from measuring "seat time" and other inputs to measuring results-student achievement. MAEF was charged with developing a "schools of excellence program" that would establish a process "with criteria for showing improvement in academic performance over time by schools and districts, use state standards of excellence, have an external review process to verify the school or district's reporting of results, and provide for a funding mechanism for permitting schools and or districts to assist other schools or districts..."



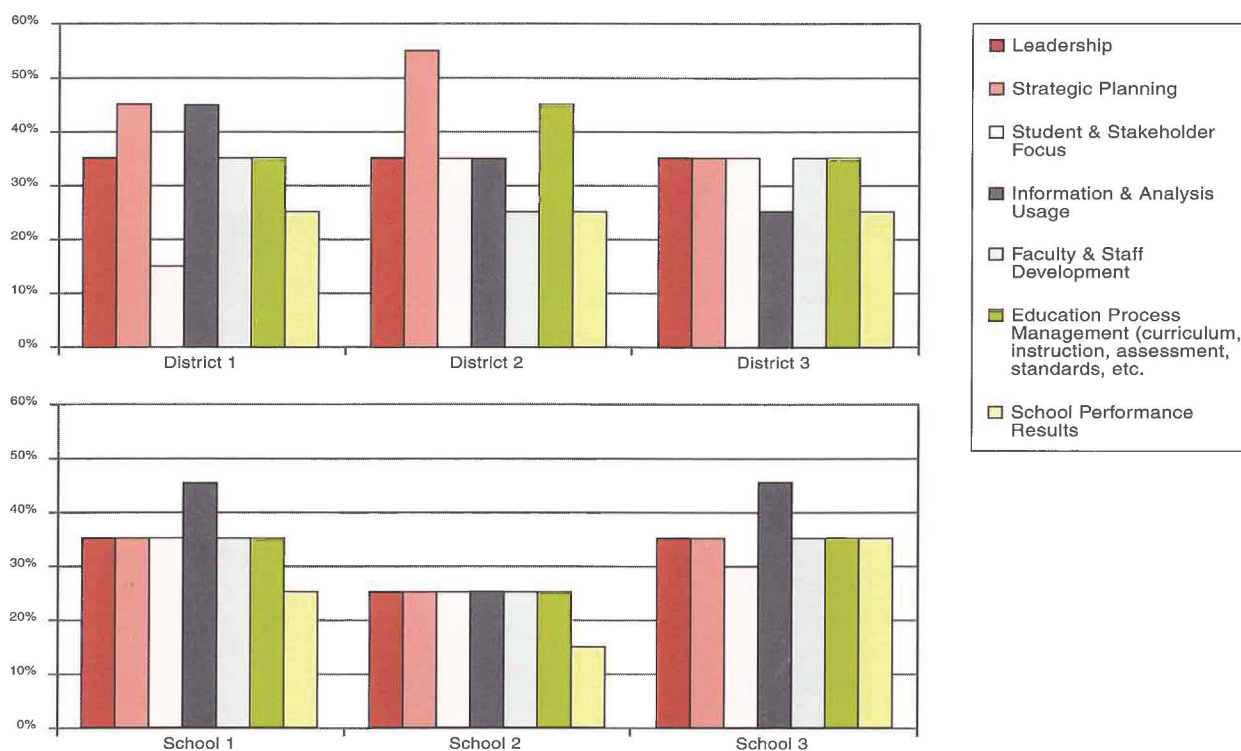


The Partners for Quality School Improvement and Accountability Training Program was established to systematically advance school quality, accountability and improvement to lead to increased student achievement in both high performing and underperforming schools. Private funding was provided by The Honeywell Foundation, IBM Corporation, Red Wing Shoe Company, Inc., ADC Telecommunications, ReliaStar Foundation, and others. Public funding was provided in 1997 and renewed in 1999.

### Results in FY2000:

- Twelve school district training centers were established. About half of these sites report improvements in student learning. Training and technical support was provided to 63 schools and 990 classrooms - 2,750 educators and 33,750 students at these training centers.
- The training centers served 1200 other educators in FY2000.
- Nine of the sites completed full-Baldrige performance assessments. The charts below depict how the sites scored in each of the seven interrelated categories. Improvement is charted over time, using these scores as a baseline for the site and for the project.

**Partners for Quality:  
Overview of Site Narrative Assessments by Category**



Scoring Bands	Approach/Deployment	Results
0%	Random activity; no systematic approach.	No results; poor results.
10 - 20%	Reacting to problems; beginning approach; gaps in deployment.	Some improvements in a few areas.
30 - 40%	Effective, systematic approach; responsive; early stages of deployment.	Improvements in key areas; some good results; beginning trends.
50 - 60%	Effective systematic approach; well deployed; fact-based improvement.	Improvement trends; no adverse trends; good vs benchmarks.
70 - 80%	Effective systematic approach; no gaps in deployment; evidence of refinement, prevention, integration.	Performance is good to excellent with improving trends vs benchmarks.
90 - 100%	Strong, fact-based, systematic improvement process; extensive organizational sharing; strong refinement and integration; excellent organizational analysis.	Excellent, sustained trends vs world-class benchmarks.





## Awards and Recognitions for High Performance

Lettering for Excellence... Ethics in Education... Academic Coach of the Year...  
Gathering of Champions... Milken Educator Awards

### Luverne - Shirley Harrison's Ethics in Education Award Is Used To Advance Local Curriculum

Shirley Harrison became involved in ethics in about 1995 when she noticed that elementary students were arriving at school without sufficient respect and regard for others. She had just read Thomas Lickona's book *Educating for Character* and wondered what she could do to help the students at Luverne Elementary School in southern Minnesota.

Harrison organized a committee of teachers that studied character formation, identified numerous characteristics and chose six elements they would focus on: respect, perseverance, friendship, kindness, responsibility and honesty. The committee chose role models, such as Abraham Lincoln, for each element. Presenters, who visited the classes in costumes, personified each element. Harrison developed a resource list and each month passed resources to each teacher to be used within the reading period. Out of this effort came a curriculum.

In 1999, MAEF selected Shirley Harrison as one of the two recipients of the new Ethics in Education Award. With generous support from Whitney and Betty MacMillan, each awardee receives a plaque and a \$10,000 unrestricted gift.

Harrison donated her \$10,000 award to the Luverne Elementary School. Since then, she has used the funds to develop an ethics in-service training for the other teachers and to bring a nationally recognized speaker to meet with the elementary school teachers and parents and faculty from the high school. Additionally, she sponsored travel for school staff and herself to a character education conference in St. Louis, Missouri.

Shirley Harrison's goal is to see the Luverne School district and the state of Minnesota make a commitment to character education. She is on the way to meeting this goal.

In FY2000, MAEF awarded \$160,000 to educators in four programs supported by the WEM Foundation and the Milken Family Foundation. About 12,000 students were honored at the Gathering of Champions and in the Lettering for Excellence - Student Achievement Program.



Shirley Harrison





## Actions of the Board

Approved a Resolution of Agreement with the Department of Children, Families and Learning (CFL) to address MAEF's new relationship with CFL following the sunset of the State Board of Education.

Amended MAEF By-Laws (Internal Operating Procedures) to address the sunset of the State Board of Education and the relationship with CFL.

Approved four statements to be used with the Department of Children, Families & Learning to describe the relationship between CFL and MAEF, depending on the activity.

Approved request from State Board of Education to assume trusteeship and collect reasonable fees for administration of the Ethel Curry Native American Scholarship Fund and assigned member Jennifer Anderson to serve as Board's liaison to the transfer of trusteeship and to work with the Attorney General's Office, John Wicks and others to complete the transfer.

Approved a transmittal from the Ethel Curry Fund to CFL Division of Indian Education for FY2000 of no more than \$50,000 to cover actual expenses of the Indian Education Scholarship Awards, an awards ceremony to be delivered by the Office of Indian Education and MAEF consultant expenses.

Established a policy for the Ethel Curry Fund that the number of future scholarship selections and the approval of future transmittals be made only from interest revenue generated by the funds and that transmittal amounts be based on a five-year cash flow and investment plan to be developed by the Fund Development Committee. The Committee shall work toward establishing an investment strategy to maintain the principal at \$1 million and to generate interest revenue of \$250,000 over the next five years.

Approved MAEF Legislative Initiatives 2000-2001 and authorization of Government Relations Committee members and staff to explore options with CFL, Governor's staff and legislators pursuant to establishing a formal agenda by August 2000 to address six issues.

Authorized the Government Relations Committee to re-visit the feasibility of MAEF's legislative agenda adopted in August 1999 and to act with executive director on behalf of the MAEF Board to add, delete or modify portions of the agenda.

Approved FY2000-2001 Administrative Priorities to be the Board Plan of Work.

Reviewed the MAEF Code of Ethics with Board members and asked that signed copies from all members be returned to MAEF Office.

Approved a slate of officers for the Board and chairs and co-chairs for the standing committees.

Recognized the contributions of Jim Bartholomew during his tenure as Chair and communicated that Jim will continue with MAEF's Government Relations Committee.

Approved the purchase of additional tokens of appreciation for retiring Board members to replenish supply.

Approved the 1999 Annual Report.

Approved staff and steering committee recommendations for new Ethics in Education Awards: two teacher awards and no curriculum award will be made in FY2000.

Approved recommendations to be forwarded to Friends for MAEF to resolve issues related to the Friends for MAEF administration and to emphasize that the two organizations must remain separate.

Approved a message to be sent to the Friends for MAEF to support the return of the principal invested with the Mankato Area Foundation due to the lack of performance by the Mankato Area Foundation to earn interest.

Approved the revision of procedures for accepting and processing gifts, per recommendations of Lafayette and Fairchild, the auditor for the Friends for MAEF.

Approved FY2000 Operational Plans from staff and Executive Committee, which included FY2000 Tactical Plan: Summary of Key Results Needed, FY2000 Budget Plan, FY2000-2001 New Staffing Plan.

Retained Cincinnatus to assist staff in the deployment of the new staffing plan, including recruitment and screening of top talent to fill new positions, using salary savings from current budget to fund this work.

Directed staff to make mid-course corrections in the FY2000 Tactical Plan to focus more on highest priorities: revenue, Partners for Quality district training centers and other program activities which align to and support achievement of the strategic goals. Because the staffing plan

was not fully implemented, it was necessary to adjust the goals and workplan.

Approved Summary of MAEF Services and Fee Structures and FY2000-2001 Program Priorities, including which programs and services will be available to all schools and districts at no cost, which programs and services shall be available at subsidized costs and which programs and services will be available only at full cost recovery.

Approved the three-tiered program fee structure for FY2001, as amended, to reflect the services provided by MAEF: no cost (public mission); subsidized cost; and full cost.

Approved FY2001 Tactical Plan Revenue Goals and authorized Chair, Vice Chair and Treasurer to work with staff Leadership Team to finalize the FY2001 Tactical Plan, staffing plan and budget.

Approved policies and procedural statements recommended by the Program Committee to be used to standardize awards programs and prevent perceived conflicts of interest.

Approved new categories for membership in the Academic League: districts, individual schools and community organizations acting in concert with or on behalf of an individual school or district.

Approved recommendations from the Academic League Council to amend MAEF By-Laws (Internal Operating Procedures) to reflect changes in eligible membership on the Academic League Council to include stakeholder representatives from community organizations acting in concert with schools and districts and to include representatives from academic challenges affiliated with the Academic League. (Bylaws will be amended at the annual meeting.)

Approved the recommendations from Partners for Quality sites and the Program Committee for ways MAEF can work with MN School Boards Association on School District Data-Driven Accountability.

Approved a plan for the FY2001 MAEF Annual Meeting and Awards Dinner to include the Partners for Quality Conference and the Ethics in Education seminar participants in the annual awards dinner, to combine awards from several programs for presentation at annual awards dinner and to allocate from public funds an amount not to exceed \$8000.







# MINNESOTA ACADEMIC EXCELLENCE FOUNDATION

## Year-End Financial Report - FY2000

July 1, 1999 - June 30, 2000

As of August 31, 2000

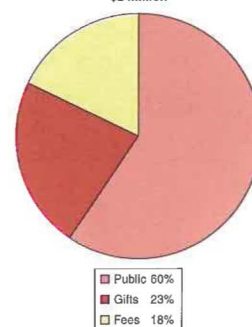
			Budget	Actual
INCOME	Government	- Allocation from CFL	\$ 621,000	\$ 646,000
		AIDS appropriation (Partners for Quality)	500,000	500,000
		Carry forward from FY1999	0	0
	Contributions	- Transmittal from Friends for MAEF	\$ 170,000	(see below)
		Carry forward from FY1999	100,000	\$ 311,300
	Fees	- Program fees (mbrship, service, publications)	\$ 212,500	(see below)
		Carry forward from FY1999	104,000	\$ 216,000
	TOTAL INCOME		\$ 1,707,500	\$ 1,673,300
EXPENSES	Administration	- MAEF Board, Executive Director	\$ 98,000	\$ 108,237
		Fund Development	70,000	57,851
		General Publications	20,500	16,981
	Program Delivery	- Program Staff and Expenses	\$ 417,000	\$ 377,543
		School Improvement		
		• Partners for Quality-MN	163,000	54,547
		• Partners for Quality Contracts	52,000	3,325
		• Partners for Quality Training Ctrs.	500,000	470,000
		- Community Organization		
		• Annual Meeting	\$ 16,000	\$ 13,806
		• Academic League	59,000	21,400
		• Urban Outreach <sup>1</sup>	0	0
		• Governor's Scholars	23,000	27,948
		- Awards and Recognitions		
		• Milken Educator Program	\$ 15,000	\$ 15,436
		• WEM Awards (Ethics) <sup>2</sup>	86,000	27,871
		(Tchr. Achievement)		
		(Academic Coach)		
		• Gathering of Champions	80,000	56,445
		• Senate Youth, Lettering for Excellence	2,000	1,000
		- General Program, if available	68,000	0
	Program Development	- Volunteer Development	22,000	14,271
		Information Systems		
	Unbudgeted/Carried forward		18,000	406,639
	TOTAL EXPENSES		\$ 1,707,500	\$ 1,673,300

1 - FY2000 outreach included in Governor's Scholars, Partners for Quality

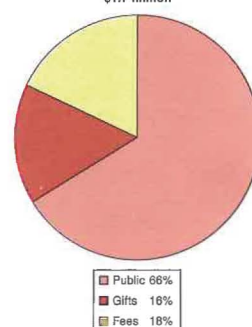
2 - Expenditure of awards will be made in FY2001 (\$60,000)

(Information provided by Fiscal Services, Department of Children, Families & Learning.  
For final information, contact MAEF)

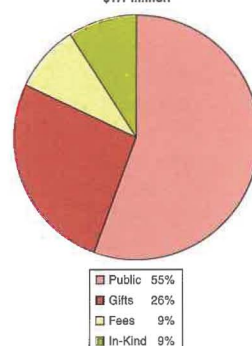
FY2001 Revenue Sources - Projected  
\$2 million



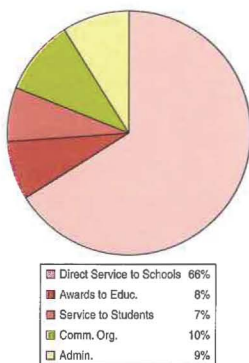
FY2000 Revenue Sources  
\$1.7 million



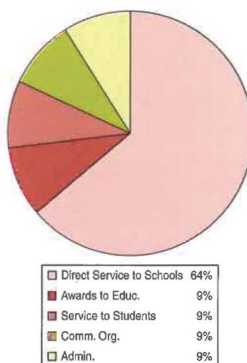
FY1999 Revenue Sources  
\$1.1 million



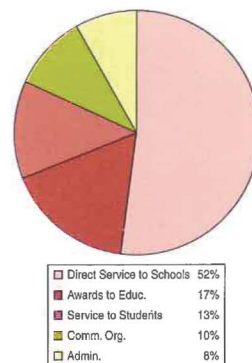
FY2001 Expenditures - Planned



FY2000 Expenditures



FY1999 Expenditures





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July 1, 1999-Sept. 30, 2000

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