

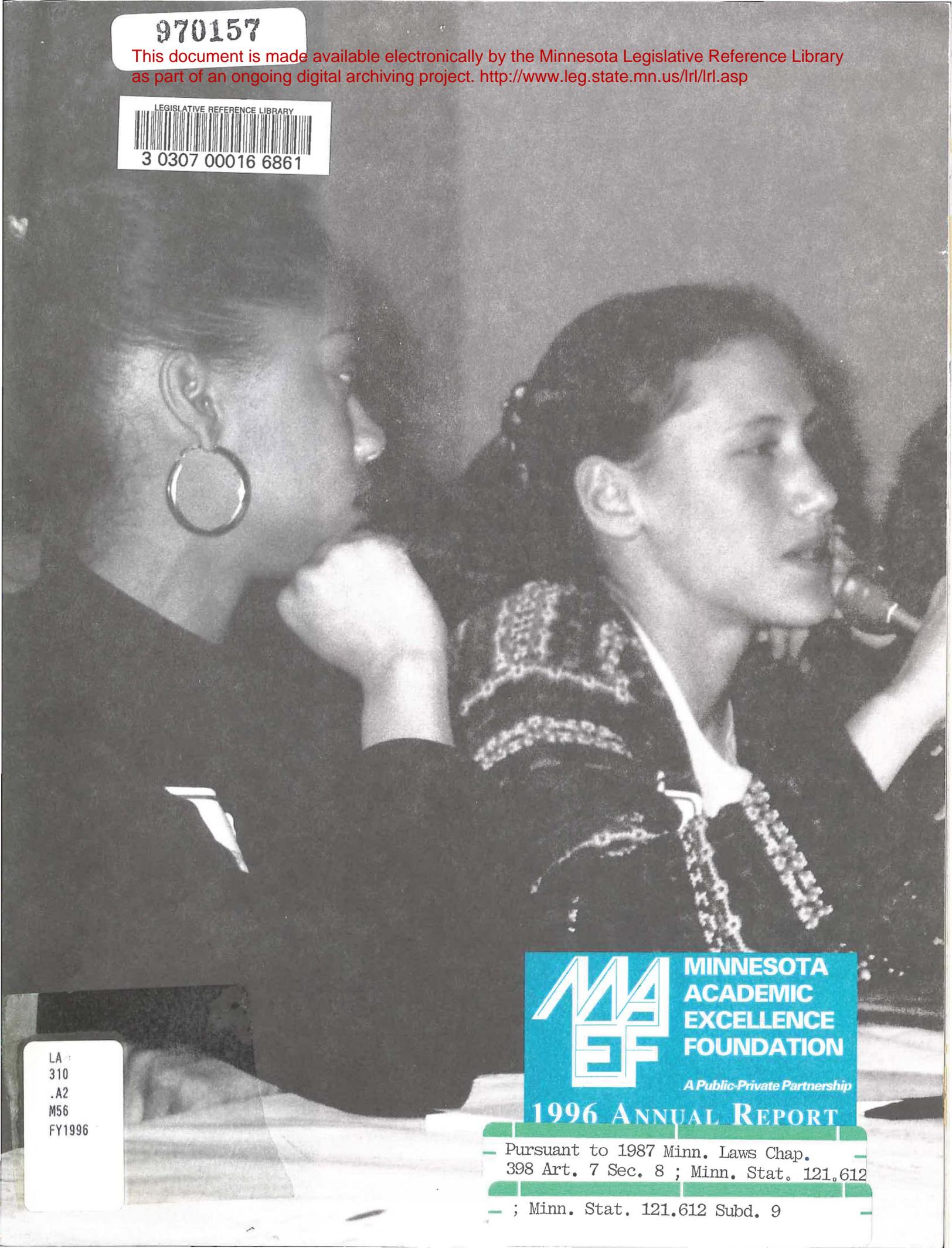
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**MINNESOTA
ACADEMIC
EXCELLENCE
FOUNDATION**

A Public-Private Partnership

1996 ANNUAL REPORT

— Pursuant to 1987 Minn. Laws Chap.
398 Art. 7 Sec. 8 ; Minn. Stat. 121.612
— ; Minn. Stat. 121.612 Subd. 9

For more information about MAEF, contact us at:

971 Capitol Square

550 Cedar St.

St. Paul, MN 55101

(612) 297-1875

FAX (612) 296-5846

E-mail: maef@state.mn.us

Website: www.stcloud.msus.edu/~maef

MAEF Annual Report

Editor: Janell Stevens

Design: Ruan Frenette

Writers: Owen Heiberg

Zona Sharp-Burk

MAR 06 1997

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Dear Friends:

We are pleased to report a year of positive results toward achieving our mission of improving learning for all young people in Minnesota. MAEF initiatives address successful learning in two ways:

1. Through direct services to students and schools, and
2. Through advocacy in communities on behalf of young people and their futures.

In 1996, these approaches leveraged powerful impact and conveyed convincing messages.

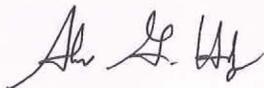
MAEF is pleased in this report to communicate evidence of our continued good work - impact and customer satisfaction measures and testimonials from the young people who benefit from MAEF programs.

MAEF has provided a VOICE for these young people to be responsible partners for managing their own learning and for improving education delivery in their schools. MAEF also has EMPOWERED these young people to make positive changes in their communities. Over and over again, students have told us how MAEF activities provide real opportunities for them to lead, to serve and to learn LIFE SKILLS. And, young people and their families have cited the POWER OF RECOGNITION by MAEF as an important motivator for ensuring that student learning remains a critical goal.

We thank the hundreds of volunteers throughout Minnesota who assisted us in this important work. MAEF volunteers are committed and energetic people who frequently cite their passion for MAEF and its ideals as their reasons for volunteering.

Additionally, we thank those individuals and institutions who continue to invest revenue in MAEF and its programs. MAEF investors include students and their families, associations and organizations, individuals, corporations, foundations and the Minnesota Legislature. Each gift is appreciated and is used to directly serve Minnesota students, schools and communities.

MAEF ended fiscal year 1996 strongly positioned to continue its work and to accelerate and improve the development and delivery of new and ongoing programs and services. We look forward to new challenges and new opportunities for MAEF to make a difference.



Erling Johnson,
Chair



Andrew Humphrey,
Vice Chair



Zona Sharp-Burk,
Executive Director

Students Building Skills For The Future



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Program Committee
Co-Chair



Marcia Love,
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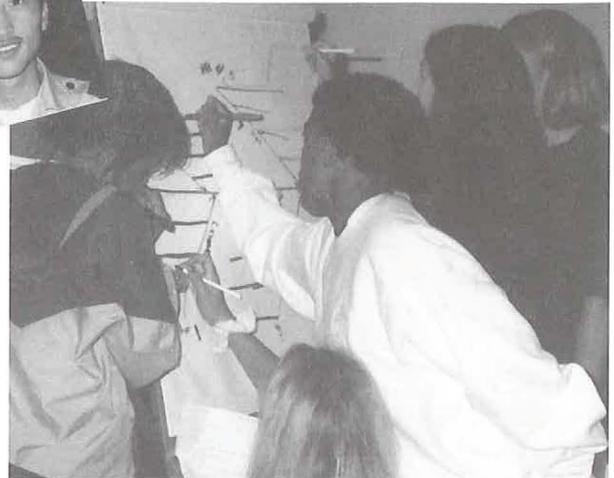
EMPOWERING Young People to Make Positive Change

GOVERNOR'S SCHOLARS provides training and service experiences for young people to develop leadership and quality improvement skills. At right, students use a quality tool (fishbone) to determine root causes of community problems.

Results to date include:

- An increased level of interest in the program, from 120 to 777 nominees.
- High levels of satisfaction reported by student participants.
- 55% of the Scholars completed service projects at a high level of impact.

*Governor's
Scholars
helped me
prepare
for the
future, and it gives students the self-confidence that anything can
be accomplished.*



—Koa Vang
Brooklyn Center
1996-97 Governor's Scholar

Providing a VOICE for Students to Improve Instruction



*MAEF's
Student
Symposium
is a great
way to learn
from us, the
students,
what we
really want
to learn
from our*



*schools, and how we want to learn it. It was interesting that students
from across the country have similar ideas on how to improve school
systems. It does work!*

—Holly Wildman
Brooten-Belgrade-Elrosa
Willmar & Erie, PA Symposium

WHAT WORKS? ASK THE STUDENTS!

(piloted in 1996) empowers students to increase responsibility for their own learning and assists teachers in improving their instructional delivery by using feedback from students. *What Works?* utilizes two methods: a focus group/discussion group format with students and a formal survey to validate the focus group results. The affinity format and survey are effective with students of all interest, ability and achievement levels.

- Students report the relationship with their teacher as the most important contributor to their learning.
- Students want teachers to expect learning and to encourage learning.
- Students report 10%-40% of their time in school as non-productive.

Motivating Learners Through the POWER of RECOGNITION



GATHERING was a fun event for kids who are academic all-stars! It's good for your self-esteem and makes you want to keep trying.

—Andy Leikvoll
Atwater Cosmos Grove City

GATHERING OF CHAMPIONS annually recognizes Minnesota's academic all-stars at the Minnesota State Fair. More than 10,000 students were nominated during 1996. Adult VIPs personally greeted each student at the Fair.

Results to date include:

- 88% of the students felt very recognized and encouraged. They felt the event was fun (70%) and made them feel proud (57%).
- 96% felt the concept of academic excellence was visibly promoted to the public.
- 100% felt the Gathering should continue in its present format.

TEAMING Young People With Adults

PARTNERS FOR QUALITY assists schools in improving their management, measurement and learning systems. In 1996, MAEF completed an impact study of Partners for Quality. Results to date:

- 12% of the sites completed a full assessment.
- 57% of the sites improved levels of customer satisfaction.
- 57% of the sites now use data to drive planning and decision making.
- 52% of the sites realigned resources to focus on improvement targets.
- 8% of the sites report increases in student learning.
- Partners for Quality sites rated MAEF's services and delivery of services at 4.1 on a 5-point scale.



More and more students are seen as customers of learning. Looking at the delivery and consumption



of the product of education in the Partners for Quality process improves both product and process.

—Matthew Clark
St. Paul
Highland Park High School
Partners for Quality team member

Helping Students Gain LIFE SKILLS

ACADEMIC LEAGUE assists schools and communities in increasing opportunities for student learning and in creating support for student learning via booster clubs and other means. Presently, 84 academic challenges and recognitions are endorsed through the Academic League. Results to date include:

- Increased student participation in Academic League activities by 80,000 students, from 27% in 1994 to 35% in 1996.
- 75% of Academic League members rated MAEF service delivery at 5 on a 5-point scale, citing high levels of enthusiasm, professionalism and courtesy.



Academic League will help all kids work as a team.

—Monique Vorderbruggen
Duluth

Budget Summary Report

As of June 30, 1996

	FY97 Budget	FY96 Budget	FY96 Actual ⁴
INCOME			
Grants: Public	\$597,500 ¹	\$602,000	\$602,000
Private	100,000	94,000	101,000
Gifts: Individuals	10,000	6,000	7,500
Fees: Students	3,000	5,000 ²	6,100 ²
Schools/Districts/Others	51,000	91,500 ²	97,500 ²
Publications	2,000	500	1,500
Interest Income	10,000	10,000	7,000
TOTAL	\$773,500	\$808,000 ⁵	\$822,600 ⁶
EXPENSES			
Program Administration ³	\$474,500	\$478,000	\$467,000
Partners for Quality	71,000	100,000	105,000
Assistance to Partnerships	23,000	24,000	6,000
Publications, Events	36,000	30,500	26,000
Program Partnership	10,000	10,000	6,000
Governor's Scholars	31,000	25,000	20,000
Academic League	45,000	48,500	40,000
Gathering of Champions	26,000	16,000	16,600
MN 2000	0	21,000	12,000
Strategic Planning	4,000	6,500	0
Research & Development	30,000	32,500	16,400
State & National Advocacy (Quality)	0	19,000	22,200
Children's Collaborative	0	0	700
(Reserve - unbudgeted to date)	23,000	0	N/A
TOTAL	\$773,500	\$811,000 ⁵	\$737,900 ⁷

Footnotes:

- 1 An additional \$4,500 is forthcoming.
- 2 Represents two years of fees due to collection schedule crossing fiscal years.
- 3 Staff costs = 78% of Program Administration.
- 4 Income and expenses as of June 30.
- 5 These totals do not include income and expenditures for School Enrichment Partnership Grants, which were \$500,000 income and \$500,000 expenditures. This was a one-year program.
- 6 Some FY1996 income was reserved for activities which are delivered in July, August.
- 7 Some June purchases were delayed to FY1997 in order to reduce costs.



*Irma McIntosh Coleman,
Secretary*



*Greg Lea,
Treasurer*

Actions of the Board

- Reaffirmed that the Governor's Scholars program represent world class rigor, post-secondary level learning and a liberal studies approach.
- Approved pilot for new program deliveries with fees for service.
- Established the MAEF Hero Award.
- Established a technology collaboration with St. Cloud State University.
- Established criteria for determining value of fund raising events and activities.
- Established criteria for the Classroom Quality Award.
- Accepted Academic League Council recommendations to endorse LifeSmarts activity.
- Charged Academic League Council to research and report impact of a new fee structure and an annual review of the 80 endorsed academic challenges and recognitions.
- Authorized MAEF to provide a team of Minnesota's best representatives to participate in the National Education Quality Leadership Conference.
- Adopted an advocacy position and recommended legislative language which focuses on systems accountability, performance incentives and student learning.
- Approved partnerships with Minnesota Children, the State Board of Education, the University of Minnesota and others to implement a means for reporting school systems performance.

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July 1, 1995 - September 30, 1996

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Volunteers represent an important part of MAEF's approach to quality. While the organization continues to have the valued support of a varied group of volunteers, from corporations to individuals, CEOs to high school students, new avenues of participation were tried and proven successful in the past year.

One of MAEF's largest events, the Gathering of Champions, drew tremendous support from the business community. **Cargill, Inc.** provided support through their Volunteer Corps, assisting staff in preparing 8,000 bags filled with donations supplied by more than 100 Minnesota businesses. Over thirty representatives of business, media and government greeted students at this year's State Fair Gathering VIP arena. Students were commended on their All-Star academic performances, received autographs and were photographed with some of Minnesota's and MAEF's very important people.

Volunteers continue to inspire and facilitate the mission of the Minnesota Academic Excellence Foundation.

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MAEF Mission Statement

The Minnesota Academic Excellence Foundation (MAEF), chartered in 1983 by the Minnesota Legislature and through private sector and community based partnerships, is the primary advocate for promoting and recognizing the importance of academic excellence in Minnesota's elementary and secondary students, schools and communities.

MAEF has established three strategic priorities to promote student learning. These include:

- **Facilitating systemic change** to increase student learning and enhance educator practice
- **Creating values** in society which demand academic achievement by and for all learners and which increase students' and families' **expectations and opportunities** for students to learn and for students to learn to think, to achieve, and to go beyond what has ordinarily been a common standard of learning
- **Creating partnerships** with the private sector, government, the media, and local communities to focus public attention on academic achievement, to assist in designing partnerships which advance student learning and to foster innovation in stakeholder collaborations.

MAEF's goal is to be a voice for the CUSTOMER: students, schools, communities, businesses and the State of Minnesota. MAEF is highly customer-focused and results-oriented.

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