

A NEW VISION FOR SAINT PAUL SCHOOLS: PREPARING ALL STUDENTS FOR SUCCESS IN HIGHER EDUCATION

The report of the Citizens League Study Committee
on High School to Higher Education
May 2005

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EXECUTIVE SUMMARY

Fifty-eight percent of the Saint Paul Public Schools (SPPS) graduating class of 2003 enrolled in an institution of higher education the semester following high school graduation. It was the first time that such data were collected in Saint Paul – and it is more information than most school districts have about their graduates. That almost sixty percent of graduates pursued higher education is a significant accomplishment, considering the challenges that Saint Paul Public Schools students face: 66 percent of students qualify for free or reduced-price lunches, 34 percent have limited English proficiency and 17 percent have special education needs. But it is not enough: we should expect that *all* students can pursue higher education.

One hundred years ago, completing eighth grade was considered an adequate education for most students. Fifty years ago, high school graduation was the ultimate goal of most. But to be competitive in today's knowledge economy, we must set higher standards for our students. Increasing the number of students who enroll in – and complete – some form of higher education should be an urgent priority of the Saint Paul Public Schools and the State of Minnesota.

In particular, we must improve our record with students of color. In 2003, in the Saint Paul Public Schools, 64 percent of Caucasian graduates enrolled in an institution of higher education, but only 40 percent of American Indian graduates, 57 percent of Asian American graduates, 48 percent of Hispanic American graduates and 54 percent of African American graduates enrolled in an institution of higher education in the fall immediately following high school graduation.

In October of 2004, the Citizens League Study Committee on “High School to Higher Education” was convened to consider the following questions:

- To what extent are SPPS students able to access and succeed in higher education?
- What are the barriers to higher education access and success for SPPS students?
- What models or program elements are the most successful in enabling students to access and succeed in higher education?
- How can these programs be used in a comprehensive model for higher education access and success in SPPS junior and senior high schools?

We came to the following conclusions:

1. *The Saint Paul Public Schools and the wider community should expect that all students can pursue higher education.*
2. *All students should leave high school prepared to succeed in higher education.*
3. *All students should have the support they need to prepare for higher education.*
4. *All students should have help overcoming the financial barriers to pursuing higher education.*

5. *The Saint Paul Public Schools and its community partners should evaluate its progress toward preparing all students to succeed in higher education.*

This report elaborates on the specific recommendations that follow from these conclusions. It is our hope that the recommendations contained in this report are piloted in the Saint Paul Public Schools and, where they are successful, are implemented as a framework in other school districts across Minnesota.

CHARGE TO THE COMMUNITY: EXPECT THAT ALL STUDENTS WILL BE PREPARED FOR SUCCESS IN HIGHER EDUCATION

Minnesota needs a systemic change in the way we think about and go about education. The responsibility lies not only with the students, parents, teachers and administrators within the school systems, but also with our institutions of higher education; our business, nonprofit and philanthropic communities; the leadership of the state of Minnesota and each of us.

For the purposes of this report, higher education encompasses all accredited 2- and 4-year postsecondary institutions.

THE CASE FOR HIGHER EDUCATION FOR ALL STUDENTS

One hundred years ago, completing eighth grade was considered an adequate education for most students. Fifty years ago, high school graduation was the ultimate goal for most. Until the 1970s, an American worker could support a family with only a high school degree – and American schools successfully helped an increasing number of students achieve that goal. At that time, it was acceptable for high schools to provide higher education preparation, counseling and support for only a limited segment of their student populations.

But to be competitive in today’s knowledge economy, Minnesota must set higher standards. We cannot compete with China and India for the price or amount of labor – and those countries are producing better trained, more highly skilled workers every day. What we can and should offer is knowledge, innovation and excellence. We can only do that if more students achieve a higher level of education. When Minnesotans are successful, Minnesota prospers.

Getting more students through higher levels of education will take a coordinated effort between Minnesota’s systems of early childhood, K-12 and higher education and workplace training programs. Every segment of the educational “pipeline” has a role to play in preparing Minnesotans for success in a global economy. In this report, we focus on grades 7 through 12, the period in which students transition from free, mandatory secondary education to voluntary, costly higher education.

Higher education matters: benefits of higher education to the individual.

Graduation from high school is no longer a sufficient goal for Saint Paul students. Most careers that provide a decent living wage will require students to have some form of higher education; the financial benefits of higher education are clear. Minnesotans who have a bachelor’s degree earn 42 percent more than Minnesotans with only a high school diploma (Table 1). And the earnings differential between high school graduates and college graduates has been growing for the past five decades.¹ Over the course of their life, college graduates earn more than twice what high school graduates earn; this adds up to a difference of almost \$1 million dollars over a lifetime.² No Minnesotan should be on

the wrong end of that equation.

The benefits of higher education are not limited to increases in earnings. College graduates live longer, healthier lives than do individuals without a bachelor's degree.³ They experience lower unemployment,⁴ better working conditions, longer job tenure and more opportunities for professional development and promotion.⁵ Higher levels of education give students more choices in where and how they do their work and greater opportunities to support their families, help build their communities and contribute to the growth of Minnesota.

Advanced degrees	\$53,540
Bachelor's degree	\$42,059
Some College	\$32,440
High School Diploma	\$29,660
No High School Diploma	\$24,061

Source: Growth and Justice (2004). Workforce First, p. 12

Current trends in education threaten Minnesota's future.

The percentage of Minnesotans enrolled in institutions of higher education is declining⁶ and fewer students are preparing early for higher education: only 36 percent of Minnesota students in grades 9-12 take upper level math; only 22 percent take upper level science; and only 13 percent of eight-graders take algebra.⁷ That lack of preparation shows up even in students who do enroll in an institution of higher education: thirty-one percent of public college and university students who graduate from Minnesota public high schools took at least one remedial or developmental course.⁸

In particular, the state must improve its record with its students of color. In the next 10 years, Minnesota will see a 19 percent decline in the number of Caucasian high school graduates and a 52 percent increase in the number of students of color graduating from high school.⁹ Students of color do not currently attend institutions of higher education at nearly the same rates as do their white counterparts. In Minnesota in 2002, twenty percent of Asian American students, fifteen percent of White students, eleven percent of Hispanic students, nine percent of Black students and six percent of Native American students completed a bachelor's degree within six years of high school graduation.¹⁰ The racial gap in educational attainment costs the Minnesota economy over \$1.4 billion per year in lost income.¹¹

Minnesota must also ensure that family income does not prevent students from pursuing higher education. Economic status is an even more significant predictor of higher education attendance and success than race. Controlling for income, African American students are as likely as white students to attend an institution of higher education.¹² In the United States in 1999-2000, seventy-nine percent of students with a family income over \$75,000 attended an institution of higher education; only thirty-one percent of students with a family income of less than \$25,000 did so.¹³ Family economic status affects student abilities to afford higher education, but it also affects the education students receive prior to pursuing higher education; because low-income students are more likely to have inadequate schooling, they are less likely to pursue higher education.

These trends are dangerous for the future of Minnesota's economy and quality of life. Studies have shown that higher education is good not only for the individuals who attain it, but also for the state as a whole. Because college graduates earn more than do individuals without a college degree, they pay more in taxes.¹⁴ They are also less likely to use state assistance programs or burden the criminal justice system.¹⁵ Additionally, college graduates are more knowledgeable about government, more likely to vote and be politically active, more likely to do volunteer work, attend art and cultural activities, and read books, newspapers and magazines.¹⁶

All Minnesotans would benefit from greater diversity within its institutions of higher education. Increasing access to and success in higher education for historically underrepresented students – students of color, low-income students, students with limited English proficiency, first-generation students and students with disabilities – is important. Interaction with peers from diverse backgrounds is associated with a host of positive learning outcomes.¹⁷

Saint Paul can increase the number of its students that are prepared for higher education.

The Saint Paul Public Schools (SPPS) are at the epicenter of this coming demographic change. The percentage of SPPS students for whom higher education has historically been less likely is growing. In the past 10 years, while overall enrollment has grown by 7 percent, the number of students in poverty has increased by 28 percent and the number of students with language barriers has increased by 111 percent.¹⁸

Preparing all students to succeed in higher education is a significant challenge, but it can be done. A number of promising programs to help students succeed are already in place in the Saint Paul Public Schools (see Appendix 1). Evaluating these programs is beyond the scope of this committee, but across the country – and in Saint Paul – there are examples of community programs, individual schools and entire school districts that have had dramatic successes in improving college and degree-completion rates among their students.

SNAPSHOT OF THE SAINT PAUL PUBLIC SCHOOLS

With over 41,000 students, SPPS is the second-largest school district in Minnesota. Its student population is exceptionally diverse: 71 percent are students of color, 32 percent speak a language other than English in their homes – over 95 different languages in all – and 34 percent have limited proficiency in speaking English.

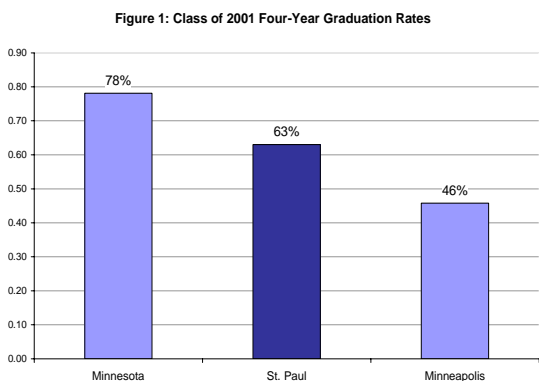
Additionally, the district faces challenges common to urban school systems: 66 percent of its students qualify for free or reduced lunch, 24 percent move each year between district schools and 17 percent have special education needs.¹⁹

The Saint Paul Public Schools operate under a decentralized management structure that empowers parents and community members. Site councils (school-community leadership teams made up of school staff, school administration, parents and community members) make decisions about their schools: they shape the school's mission, create the school's improvement plan, drive school change, have input into the selection of the school's

principal and staff plan and help prioritize the school’s budget. While principals retain ultimate authority and responsibility for decision-making at each school, site councils are accountable for ensuring that site improvement plans and district-wide requirements are implemented wisely and in the best interests of students and staff.

Graduation Rates

Graduation from high school is an essential step towards access to and success in higher education. Graduation rates for schools and school districts can be measured in several



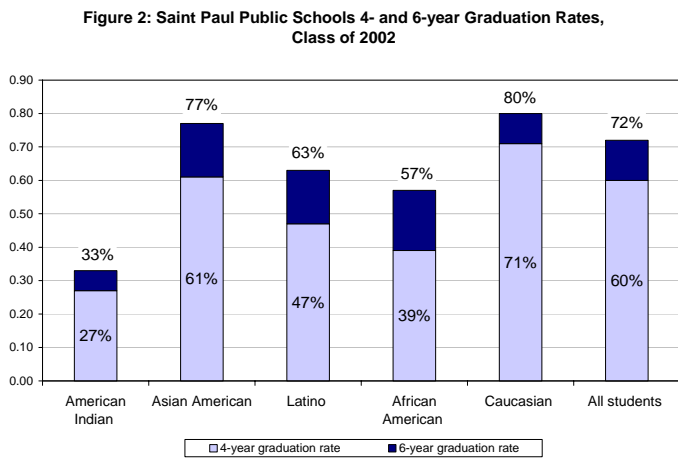
different ways: the four-year graduation rate measures the number of students who complete high school within four years. The federal No Child Left Behind Act (NCLB) requires school districts to measure a broader graduation rate, including students who took five or six years to complete high school. Both are valuable measurements, but the confusion surrounding the difference leads to conflicting information about the successes and failures of various school districts.

The four-year graduation rate for Saint Paul Public School students is significantly lower than the overall graduation rate for the state of Minnesota. However, it compares favorably with the Minneapolis Public Schools, the state’s other large urban school district. Overall, approximately 63 percent of the Saint Paul Public Schools class of 2001 graduated from high school four years after beginning, as opposed to 78 percent of Minnesota students overall and 46 percent of Minneapolis students (Figure 1). The four-year graduation rate in Saint Paul has been increasing for the past several years.²⁰

According to the NCLB formula, which gives school districts credit for students who take five or six years to graduate from high school, Saint Paul’s graduation rate is approximately 72 percent.

The Achievement Gap in Graduation Rates

In St. Paul in 2002, twenty-seven percent of American Indian students, sixty-one percent of Asian American students, forty-seven percent of Latino students, thirty-nine percent of African American students and seventy-one percent of Caucasian students completed high school in four years; thirty-three percent of American Indian students, seventy-seven percent of Asian American students, sixty-three percent of Latino students, fifty-seven percent of African American students, and seventy-two percent of Caucasian students completed high school in six years.



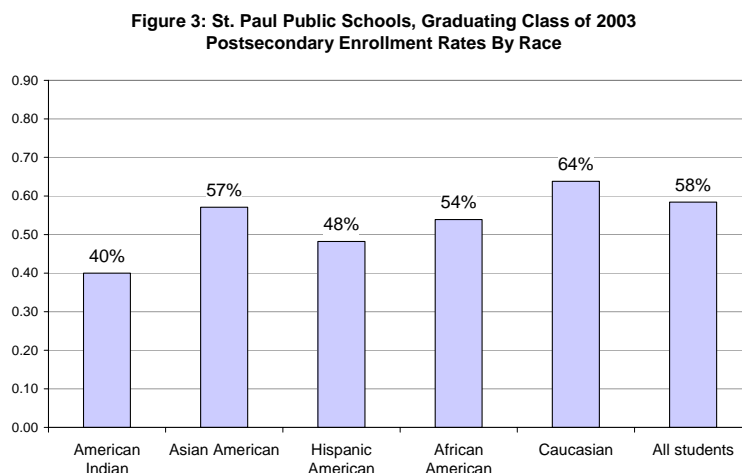
of African American students and eighty percent of Caucasian students completed high school within six years of beginning (Figure 2).²¹ The “graduation gap” is not unique to Saint Paul. In Minnesota in 2001, forty-three percent of American Indian students, sixty-eight percent of Asian American students, forty-seven percent of Hispanic students, thirty-nine percent of Black students and eighty-three percent of White students graduated from high school in four years.²²

Postsecondary Enrollment Rates

Many students in the Saint Paul Public Schools are aware of the benefits of higher education and are working toward that goal. In 2004, ninety-two percent of graduating seniors said that they were planning on going on to higher education.²³ For the first time ever, when SPPS became a part of the Successful Outcomes project (a national pilot project that provides higher education enrollment data to K-12 school districts), the district was able to access higher education enrollment data for its students. Of the graduating class of 2003, fifty-eight percent actually enrolled in an American institution of higher education the fall after graduating from high school.²⁴ In other words, out of every 100 ninth graders, approximately 63 will graduate in four years and approximately 35 (58 percent of 63) will enroll in an institution of higher education immediately after finishing high school.

The Achievement Gap in Postsecondary Enrollment Rates

In 2003 in Saint Paul, forty percent of American Indian graduates, fifty-seven percent of Asian American graduates, forty-eight percent of Hispanic American graduates, fifty-four percent of African American graduates and sixty-four percent of Caucasian graduates enrolled in an institution of higher education in the fall immediately following completing high school (Figure 3). Data are not available for students who enrolled after that fall.



Data that measure the percentage of Minnesota students who enroll in an institution of higher education immediately following high school graduation are not available.

The Saint Paul Public Schools have taken a number of positive steps toward preparing all students to succeed in higher education.

While preparing all students for higher education is a radical departure from the educational model of the industrial age, it is a logical next step for schools in Saint Paul today. Over the past five years, the Saint Paul Public Schools have embraced the challenge of preparing all students to succeed in the information age. At the elementary level, major reforms in curriculum, instruction and school organization have generated continuous improvement in reading and mathematics.²⁵ As those elementary students move on to the

secondary grades, they are ready for the rigorous coursework that will prepare them to succeed at two- and four-year institutions of higher education.

In addition, the district's *Blueprint for Better High Schools* initiative has advanced a new "3 Rs" of high school education in Saint Paul – Rigor, Relevance and Relationships. Led by site-based *Blueprint* design teams with district-wide coordination and support from external funders, each SPPS high school has adopted or is in the process of creating:

- **Small Learning Communities (SLCs)**, within which students pursue a focused program of study and develop close relationships with groups of peers and teachers. SLCs are defined groupings of students within a larger school setting. In keeping with SPPS' site-based management structure, the *Blueprint for Better High Schools* outlines the basic requirements for SLCs but allows each high school to structure SLCs to meet its needs so that every student in every high school is connected with a small learning community.
- **Advisory structures** to help students make informed choices about life in high school and beyond. Advisories, replacing what used to be known as "homeroom," are composed of approximately 35 students and meet at least once a week. There is currently no district-wide requirement for advisory activities or curricula.
- **The Six Year Plan** is an online tool that helps students develop a plan for high school and at least two years of higher education or a high-skill career. Advisors, counselors and parents can access their students' Six Year Plans online and are expected to review them with each student at least twice a year. Beginning with the Class of 2008, completing a Six Year Plan is a requirement for graduation from SPPS.
- **New graduation standards** that require all students to take four years of English, three years of math and science and other courses necessary for enrollment in higher education.
- **Internally and externally funded programs** to increase the participation of students from underrepresented groups in accelerated coursework, to increase rigor and prepare students for higher education (see Appendix 1 for brief descriptions of these programs).

While the Saint Paul Public Schools are clearly committed to providing a basis for success for all students, it is too early to conclude that these reforms will produce sustained gains in high school graduation and higher education enrollment rates. Even with the support of the aforementioned efforts, too many students still "fall through the cracks." In the opinion of this study committee, these changes need to be enhanced with the clear expectation that all Saint Paul Public Schools students should prepare for, enroll in and graduate from an institution of higher education.

CONCLUSIONS AND RECOMMENDATIONS

The charge to this committee was to create a model for improving access to and success in higher education in the Saint Paul Public Schools. As a result, the majority of our recommendations are aimed at reforms within individual schools and throughout the school district.

However, the responsibility of ensuring that all students have the expectation, preparation, information and financial ability to succeed in higher education is not the school district's alone. Therefore, these recommendations call on the community: city and state government, nonprofit organizations, businesses, philanthropic foundations and citizens. Each has a role to play; we have, as much as possible, articulated those roles in the following recommendations.

Funding and prioritization of recommendations.

While many of the recommendations in this report involve reform of current practices and are relatively cost-neutral, others will require increases in both public and private investments.

As the implementation teams at the Saint Paul Public Schools and the Minnesota Minority Education Partnership (see page 21) carry out the recommendations in this report, a precise determination of the future benefits and costs of each recommendation must be developed.

There will be opportunities for the private sector and the State of Minnesota to fund the implementation of these recommendations in pilot projects in the Saint Paul Public Schools. The committee emphatically believes that the cost of inaction far exceeds the cost of implementing the recommendations in this report.

The committee acknowledges the current political and financial challenges that face the Saint Paul Public Schools, the State of Minnesota and the country. However, we believe that with courageous political leadership, a sustained commitment to our students and an increased investment in their success, Minnesota can increase the number of students who attain higher levels of education.

Conclusion 1: The Saint Paul Public Schools and the wider community should expect that all students can pursue higher education.

Research strongly suggests that underrepresented students have low expectations for their own achievement.

- Underrepresented students are less likely than others to plan for higher education. (*Pathways to College Network*)
- Black and Hispanic students are more likely than others to have peers who interpret being a good student as “acting white” and ostracizing high achieving students of color. (*Pathways to College Network*)

Research shows that many students, especially underrepresented students, are given less encouragement by teachers who may harbor doubts about their abilities.

- Nationally, 71 percent of students indicated that they planned to attend a four-year college. In contrast, their teachers thought that only one-third of these same students planned to attend a four-year college. (*Pathways to College Network*)
- Twenty-eight percent of 2004 SPPS seniors disagreed with the statement: “The teachers at this school believe that all students can do well;” seventy-two percent agreed. Twenty-three percent disagreed with the statement: “The teachers at this school have high expectations for students;” seventy-seven percent agreed. (*Saint Paul District High School Senior Survey, Class of 2004*)
- One SPPS student, who was accepted into college, said: “A teacher said to me: ‘College is not meant for everyone. Someone has to work at McDonald’s.’”

Recommendation 1.1: The Saint Paul Public Schools should focus its mission on preparing every student for success in higher education.

- The district’s new mission will require a major shift in expectations for every student, parent, teacher, counselor and administrator: all participants in the system must demand that every student will be adequately prepared for higher education.
- SPPS administration must take the long-term leadership to bring about the administrative and visionary changes to make its new mission a reality.

Recommendation 1.2: The Saint Paul Public Schools, with its community partners, should develop a system of incentives that ensures that all parties are working to achieve the district’s mission.

- The Saint Paul Public Schools should put in place a system of incentives that rewards students, teachers, schools and community partners for success in this refocused mission. These incentives may or may not be financial – and some are already in place. Examples might include:
 - cash incentives and/or recognition for **schools** that increase the number of students that take advanced courses and enroll in institutions of higher education; and

- public recognition of **community partners** that support the Saint Paul Public Schools and students.

Recommendation 1.3: The Minnesota Legislature should support and expand the charge of the Minnesota P-16 Initiative.

- The Minnesota P-16 Initiative is a statewide partnership of Minnesota's systems of higher education, state government and community organizations. The initiative is currently focusing its efforts on teacher quality and college preparation and planning. Its role should be expanded to include *researching and recommending state and local education policies aimed at strengthening the relationships among the educational systems and with the business community.*

Recommendation 1.4: The City of Saint Paul should promote the importance of higher education and the expectation that all Saint Paul students should be prepared for higher education.

- The City should expand the Capital City Education Initiative to include support for students as they prepare for higher education. Currently, the Capital City Education Initiative focuses on tutorial support for elementary-age students.
- The City should issue a call to action to community organizations to provide the human and financial resources to support Saint Paul's students in preparing for higher education.

Recommendation 1.5: Saint Paul's philanthropic and nonprofit communities should consider supporting the Saint Paul Public Schools' efforts to increase access to and success in higher education.

- Philanthropic and nonprofit organizations should consider making grants that support the school district's mission to prepare all students for success in higher education.
- Adopting the priority of preparing all students for success in higher education would provide significant new resources to the Saint Paul Public Schools, which are essential in this period of financial constraints.
- Social service agencies should be encouraged to provide coordinated services with schools, which increases the opportunity to resolve related personal and family issues that affect school achievement.

Conclusion 2: All students should leave high school prepared to succeed in higher education.

Not all SPPS students are prepared to succeed in higher education.

- In 2000, between 37 and 56 percent of SPPS students required remediation when they attended Minnesota institutions of higher education. The range reflects differences in remediation rates for each of the district's seven large high schools. (*MnSCU Research and Planning; University of Minnesota Office of Institutional Research and Reporting, 2002*)
- In 2002, twelve percent of SPPS students failed the Minnesota Basic Standards test in reading, sixteen percent failed the math portion and thirteen percent failed the writing portion. These numbers do not reflect students who dropped out without taking the exams. (*Connected Counseling Status Report, Center for Applied Research and Educational Improvement, University of Minnesota, 2004*)
- In the 2003-2004 school year, 26 percent of SPPS ninth graders were 2 or more credits behind by the end of their first year in high school. (*Connected Counseling Status Report, Center for Applied Research and Educational Improvement, University of Minnesota, 2004*)
- Nationally, African American, Latino, American Indian and low-income eighth graders are twice as likely as white or upper-income students to be in remedial math in high school. (*Pathways to College Network*)

Low-income students and students of color are underrepresented in honors classes.

- Nationally, only 28 percent of low-income students are enrolled in a college-preparatory curriculum, compared to 49 percent of middle-income students and 65 percent of high-income students. (*Pathways to College Network*)
- In the 2002-2003 school year, 52 percent of Saint Paul Public Schools Caucasian students, 43 percent of Asian American students, 18 percent of American Indian students, 25 percent of Hispanic students and 25 percent of African American students took one or more honors class. (*Connected Counseling Status Report, Center for Applied Research and Educational Improvement, University of Minnesota, 2004*)
- Nationally, white students take Advanced Placement (AP) exams at nearly six times the rate of Latino students and more than 13 times the rate of African American students. (*Pathways to College Network*)

Racist behavior and language from teachers and peers undermines the success of students of color.

- Teachers who give low-income students or students of color less instructional time, less academic support, call on them less and offer them less help than other students undermine the success of these students. (*Pathways to College Network*)
- Teachers who are unprepared to work with the diverse student populations in today's schools cannot successfully engage those students. (*Pathways to College Network*)

Recommendation 2.1: The Saint Paul Public Schools should increase the rigor of all coursework, to ensure that the default curriculum, not just the advanced track, prepares students for higher education without remediation.

- The rigor of a student’s high school curriculum, and the success the student has with that curriculum, is one of the most important predictors of success in higher education.²⁶
- The current level of remediation required of SPPS students when they enter higher education must be reduced. The rigor of the default curriculum must be increased to the level where all students are academically prepared for higher education.

Recommendation 2.2: The Saint Paul Public Schools should increase the number of students who enroll and do well in advanced courses.

- In particular, the district should identify and increase the number of historically underrepresented students in advanced courses.
- “Advanced courses” include honors, Advanced Placement (AP) and pre-AP courses, International Baccalaureate (IB) and pre-IB courses, College in the Schools and Postsecondary Enrollment Options and other courses above the minimum required for graduation.

Recommendation 2.3: The Saint Paul Public Schools should expand instructional support, training and incentives to teachers so that they can deliver rigorous coursework to students from diverse academic and cultural backgrounds.

- The district has already established a number of programs to support teachers, including the *Focused Inquiry* professional development program and the *Standards, Scope and Sequence* curriculum project. The district should expand on these programs, and should:
 - Increase teachers’ capacity to deliver rigorous curricula in all courses,
 - Prepare and certify more teachers to teach advanced classes,
 - Enhance teachers’ capacity to identify, encourage and support underrepresented students in rigorous coursework.

Recommendation 2.4: The Saint Paul Public Schools should implement in- and after-school programming to help students succeed with increasingly rigorous courses.

- The Saint Paul Public Schools should provide targeted academic support to students in need, including tutoring and study skills workshops, as well as introductions to other community resources that can help students.
- In addition, the district should provide targeted supports to students in underserved populations, including programs with built-in peer support, to help students overcome cultural barriers to pursuing higher education.

- Junior high schools should offer academic support to students that enroll in advanced courses.

Recommendation 2.5: Saint Paul Public Schools district leadership should establish a mechanism for evaluating and sharing best practices between schools.

- While each school’s “toolbox” of intervention program will necessarily vary – because of the particular challenges the school and its students face and the nature of the help they need – many interventions will have district-wide applicability. Saint Paul Public Schools administration should establish a formal mechanism for evaluating and sharing best practices between schools.

Recommendation 2.6: Institutions of higher education should partner with the school district to help develop coursework to better prepare students for higher education and assist in the professional development of high school teachers.

- Between 30 and 60 percent of SPPS students who attend an institution of higher education require remediation before they can tackle college-level courses. Local institutions of higher education should assist the school district in developing rigorous curriculum that will prepare all students, including those that take default courses in high school, to succeed in higher education.
- Institutions of higher education should partner with the Saint Paul Public Schools to provide content for the professional development of high school teachers.

Recommendation 2.7: The Minnesota Legislature should review and modify current financial and organizational disincentives, in order to increase the ability of students to move seamlessly between Minnesota’s systems of education.

- Students should be able to move seamlessly through Minnesota’s systems of education: early childhood, K-12, higher education and workforce training.
- Current financial and organizational disincentives often discourage school districts from providing the full range of options appropriate to each student.
- Students should be made aware of opportunities such as the Postsecondary Enrollment Options program.

Conclusion 3: All students should have the support they need to prepare for higher education.

Saint Paul Public Schools students that do not get sufficient help in planning for higher education are at a disadvantage.

- Twenty-eight percent of 2004 SPPS seniors did not have a career or education plan. (*Saint Paul District High School Senior Survey, Class of 2004*)
- Thirty-eight percent of 2004 SPPS seniors disagreed with the statement: “I received good counseling concerning my specific career and educational plans after high school.” (*Saint Paul District High School Senior Survey, Class of 2004*)
- Forty-five percent of SPPS ninth graders said that they have never spoken with a counselor individually. Thirty-four percent of ninth graders said that they had not met with a counselor in any format in the past year. (*Saint Paul Public Schools Districtwide Ninth Grade High School Student Survey Results*)

Underrepresented students and their parents are unlikely to be familiar with the educational system, postsecondary options, career planning and the higher education admission process.

- Underrepresented families are less likely to have access to information and resources that would help them help their children. (*Pathways to College Network*)

Recommendation 3.1: The Saint Paul Public Schools should institute school-wide “assessment, interview and intervention” programs at every junior and senior high school.

- Every year, schools should use their various tools for assessing students – attendance, grades, existing standardized test scores and tests of English proficiency – to identify students at risk of academic failure.
- Following that assessment, every student should be interviewed by his or her advisor to determine the level and type of support necessary to ensure that students are prepared for success in higher education. Interviews should be a positive experience, focusing on how the student and the school can work together to build the student’s academic skills.
- Where appropriate, interviews should result in an intervention plan to help students succeed academically and prepare for higher education.

Recommendation 3.2: The Saint Paul Public Schools should formally dedicate advisories to planning and preparing for higher education, using the Six Year Plan.

- Advisors should be responsible for monitoring students’ academic and logistical preparedness for higher education and ensuring that they complete all the requirements of the Six Year Plan.
- The district should consider developing a model curriculum for each year of advisory that school staff and site councils could choose to adopt, modify or reference as they institute advisory curricula in their schools.

Recommendation 3.3: The Saint Paul Public Schools should establish and support college and career centers at every high school and should consider hiring and supporting a dedicated counselor responsible for:

- Coordination of all college and career advising activities (advisory curriculum, student mentoring and advice, parent education and support).
- Working with district administration and faculty on developing training for teachers serving as advisors to students from diverse academic and cultural backgrounds.
- Regularly work with students to prepare them for higher education entrance requirements, planning and preparing for higher education, visiting and applying to institutions of higher education and on the availability of and application for financial aid.
- Engaging parents in the process of planning, preparing and applying for higher education and financial aid.
- Improving coordination and collaboration between existing school-based and external higher education access programs, such as Admission Possible, federal TRIO and GEAR UP programs.
- Developing partnerships with outside organizations to provide “career coaches” for students.

Recommendation 3.4: Junior high schools should provide information to all students and parents on the process of planning and preparing for higher education.

- Junior high schools should encourage students to begin planning and preparing for higher education as early as possible. For example, students who finish algebra in the 8th grade are significantly more likely to succeed in higher education than students who take algebra in high school.²⁷
- Junior high students should be exposed to the range and availability of higher education and the resultant career and life choices afforded to students who pursue it.

Recommendation 3.5: Saint Paul corporations, foundations and individuals should consider making direct grants to the Saint Paul Public Schools.

- The Saint Paul Public Schools will require ongoing community support as they redefine the district’s mission and align their practices to achieve that mission.
- Corporations, foundations and individuals interested in providing financial support for any of the recommendations in this report should contact the Saint Paul Public Schools Office of Fund Development: <http://www.ofd.spps.org>.

Recommendation 3.6: Institutions of higher education should help high school students plan and prepare for higher education.

- Students at institutions of higher education are uniquely prepared to provide tutoring and mentoring services to high school students as they prepare for the transition to higher education. Having just made the transition from high school to higher education, these students can provide mentoring and tutoring to high school students.
- Institutions of higher education should encourage their students to volunteer in the Saint Paul Public Schools, either informally or through formal service-learning programs.
- Institutions of higher education should work with the Saint Paul Public Schools to assist in curriculum development for advisories, as well as content development for college and career centers.

Recommendation 3.7: Student service offices at institutions of higher education should, with the assistance of community organizations, increase their efforts to retain students during the first two years of higher education.

- The transition for high school to higher education is a difficult one; once students have left high school, they often leave behind a multitude of supports that have helped them succeed in preparing for higher education.
- Institutions of higher education should replicate some of the supports that high schools provide to students, including measuring student successes and providing mentoring and necessary interventions to help students continue in higher education.

Conclusion 4: All students should have help overcoming financial barriers to pursuing higher education.

Many students cannot afford higher education or think they cannot afford higher education.

- In the 2004 *Measuring Up* report, Minnesota was given a “C-” for the affordability of its institutions of higher education. Attending a community college in Minnesota requires 19 percent of the average family’s income. Attending a public college or university requires 23 percent of the average family income; private colleges or universities require 50 percent. (*Measuring Up 2004*)
- Financial aid has not kept pace with the increasing cost of attending higher education: the average Pell Grant now covers 25 percent of total costs at public four-year colleges, down from 47 percent in 1975. (*Pathways to College Network*)
- Minnesota students can receive no more than 54 percent of the recognized cost of education (tuition, room and board and other expenses) in the form of Pell grants and state grants. The remaining 46 percent must be covered by the student or the student’s family. (*Minnesota State Colleges and Universities*)
- Increases in the maximum federal Pell grant do not benefit Minnesota students unless state lawmakers adjust other parameters of the grant program (ex. reducing the Student Share of the recognized cost of attendance, increasing the Living and Miscellaneous Expense Allowance, etc.). Because of the 54 percent limitation, any increase in a student’s Pell grant is automatically matched by an equal decrease in that student’s state grant. (*Minnesota State Colleges and Universities*)
- Nationally, low-income students with high test scores are significantly less likely to pursue higher education than high-income students with similar test scores. (*Pathways to College Network*)
- Fewer than 25 percent of higher education-qualified, low-income students who attend an institution of higher education ever complete a degree. (*Pathways to College Network*)

Many students are not aware of the availability of financial aid and conclude that higher education is unaffordable.

- 21 percent of 2004 SPPS seniors said that they were “not aware” of financial aid. (*Saint Paul District High School Senior Survey, Class of 2004*)
- Low-income, African American and Hispanic families are less informed about financial aid; they tend to overestimate the cost of tuition and underestimate available aid. (*Pathways to College Network*)

Recommendation 4.1: The Saint Paul Public Schools should provide students and parents with information about the availability of all forms of financial aid and support with financial aid and scholarship application processes.

- Advisors and counselors should provide information about federal financial aid and scholarships to their students.
- School administration should provide information to parents, via regular forms of communication, about the availability of financial aid, as well as application requirements and deadlines.

Recommendation 4.2: The Saint Paul Public Schools should assist all students and parents in completing a federal financial aid application.

- The Saint Paul Public Schools should provide significant assistance to parents and students completing the Free Application for Federal Student Aid (FAFSA). The FAFSA is a complicated form that challenges even the most highly motivated students and parents. The district should provide assistance in filling out the forms during and after school, in neighborhoods convenient to students' families as well as in school buildings.

Recommendation 4.3: State government should assess and make changes as required in the state grant aid program to ensure that higher education in Minnesota is affordable.

- Minnesota's state grant program will have heavy demands placed on it in the future. Rising tuition costs and an expected increase in the number of college-ready students who will need financial help will strain the program. Without affordable access to college, academically prepared, low-income students will not have a chance to reach their full potential.

Recommendations 4.4: State government and institutions of higher education should target aid to the neediest students.

- Financial aid for higher education should be targeted to those students who show financial need. Those students are not necessarily in the lowest income categories; some middle-income students are ineligible for state and federal grant aid but are unable to afford the full cost of higher education.

Recommendation 4.5: Saint Paul city government, corporations, foundations and individuals should help raise funds for scholarships.

- Saint Paul City government should use its visibility and influence to raise the awareness of the need for scholarship aid.
- Corporations, foundations and individuals should help raise funds and provide higher education scholarships to academically prepared low-income students from the Saint Paul Public Schools.

Conclusion 5: The Saint Paul Public Schools, and its community partners, should evaluate its progress toward preparing all students to succeed in higher education.

Monitoring, assessing and reporting the performance of both students and intervention programs increases program effectiveness.

- Evaluation of higher education access programs by tracking student and program performance increases the success of future students.
- It is important to collect baseline data, monitor and report program attrition, carefully match control groups, measure the outcomes, determine which program features are most responsible for its effects and determine what program elements attract and retain students.
- Without evaluation, too many questions remain unanswered. How effective are programs at achieving their goals? Which are most effective at providing services? How do programs affect student achievement? What happens to students after they matriculate in higher education? Are students equipped to succeed in higher education? Which programs are the most cost-effective?

Recommendation 5.1: The Saint Paul Public Schools, in partnership with institutions of higher education, should measure and report its progress towards making higher education achievable for all students.

- Of the number of students that start in each 9th grade class, the following measurements should be taken, disaggregated by race, family income and high school attended:
 - Percentage of students that pass at least one advanced class;
 - Percentage of students that apply to an institution of higher education;
 - Percentage of students that matriculate to an institution of higher education;
 - Percentage of students that require remediation in higher education; and
 - Percentage of students that complete 2- and 4-year accredited degree programs within six years of high school graduation.
- The Saint Paul Public Schools should establish and report a baseline for these statistics based on the graduating classes of 2003, 2004 and 2005, in all district high schools, including Area Learning Centers. Beginning in the fall of 2005, the district should begin collecting these statistics in each of its four high school classes (the classes of 2006, 2007, 2008 and 2009 – next year’s freshmen, sophomores, juniors and seniors). Results should be understandable to the public and should be distributed to all Saint Paul Public Schools parents, partnering organizations and to the press.

Recommendation 5.2: The Saint Paul Public Schools should evaluate all internal and external intervention programs.

- Students in need of assistance must have access to high quality intervention programs with a proven track record. While many admirable programs are already

at work within the Saint Paul Public Schools and in the larger Saint Paul community, there has been little evaluation of these programs' effectiveness. The Saint Paul Public Schools should undertake a comprehensive evaluation of any program it offers its students; only those that prove to be successful should be continued.

Recommendation 5.3: Community organizations that work on higher education access initiatives with the Saint Paul Public Schools should evaluate and report the success of their programs.

- Evaluating programs can help community organizations decide how to spend their limited funding, ensures that only effective programs are being put into place in schools, promotes awareness of the variety of interventions that are available to students and can motivate future students to participate in the programs.

MOVING TOWARD IMPLEMENTATION

Several efforts to put these recommendations in place have already begun:

- 1) The **Saint Paul Public Schools** has formed a team to consider these recommendations and is planning for their implementation. The implementation team has identified sources of funding and is currently recruiting junior and senior high schools to participate in a pilot project. The implementation team should work with each site to develop a comprehensive higher education access plan and goals based on the recommendations of this report.
- 2) The **Minnesota Minority Education Partnership** (MMEP) is in the process of developing the **Minnesota College Access Network** (MCAN), a statewide strategy to increase the number of students who enroll in and graduate from higher education by increasing the number of students who participate in college access programming. MCAN will serve as a statewide coordinating body for college access programs. MMEP should consider the recommendations of this report beyond the domain of the school district and work to establish the planning and implementation efforts to see them through.
- 3) The **Citizens League** is launching a community outreach initiative. The League will facilitate community conversations about this report and SPPS efforts to increase access to higher education. Interns from Macalester College are assisting in developing materials for these conversations.

In addition, we offer these suggestions for “next steps” toward implementation:

- 4) The **State of Minnesota, City of Saint Paul and Saint Paul Public Schools** should partner with each other – and with the foundation, nonprofit and business communities – to develop a marketing campaign to promote the importance of higher education and the expectation that all students in Saint Paul will be prepared to succeed in higher education.
- 5) **Saint Paul citizens, foundations and nonprofit organizations and corporations** should, together and individually, fund and support the implementation of recommendations in this report.

PROJECT BACKGROUND

In 2001, the Citizens League report, “*A Failing Grade for School Completion*,” highlighted the unacceptably low high school completion rates for low-income students and students of color in the Minneapolis and Saint Paul public school districts. In 2001, the four-year graduation rate in Saint Paul was 63 percent; in Minneapolis, it was 46 percent. Our inability to prepare students for higher education and their inability to graduate will have tremendous implications for Minnesota’s future economic potential, competitiveness and overall quality of life.

Since the release of the 2001 report, the importance of higher education for all Minnesotans has grown. The Citizens League 2004 report on higher education, “*Trouble on the Horizon*,” called for a K-14 standard of education for all students and for greater integration of the K-12 and post-secondary education systems.

The Saint Paul Foundation and the St. Paul Travelers Foundation offered the resources to conduct a follow-up study in the Saint Paul Public Schools. In October of 2004, the Citizens League Study Committee on “High School to Higher Education” was convened to consider the following questions:

- What are the barriers to higher education access and success for Saint Paul students?
- To what extent are Saint Paul students able to access and succeed in higher education?
- What models or program elements are the most successful in enabling students to access and succeed in higher education?
- How can these programs be used in a comprehensive model for higher education access and success in Saint Paul junior and senior high schools?

It is our hope that the recommendations contained in this report are piloted in the Saint Paul Public Schools and, where they are successful, are used as a framework in other school districts across Minnesota.

WORK OF THE COMMITTEE

The full committee met ten times between October 2004 and February 2005. The committee included representatives from K-12 education, public and private systems of higher education, community and parent organizations and the business community. The committee heard testimony from Saint Paul Public Schools administration and students, education experts and researchers. In addition, staff and committee members interviewed representatives from institutions of higher education and programs designed to increase access to higher education. Citizens League staff and committee members undertook a significant amount of research into the barriers to higher education and the best practices for addressing those barriers.

COMMITTEE MEMBERSHIP

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Karen Woodward (**Community Co-Chair**)

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Lynne Bushee

Tom Byrne

Marlyn Garcia

Shirley Heitzman

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Dr. Daniel Detzner

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The Fairview Foundation

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United Way of Minnesota

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Senator Steve Kelley

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Dr. Ted Kolderie

Education Evolving

Mark Langseth

Minnesota Campus Compact

Dr. George Latimer

Macalester College

Dr. Larry Litecky

Century College

Dr. Joe Nathan

Center for School Change

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Northwest Area Foundation

Catherine Stine

Saint Paul Public Schools

Dr. Rebecca Wallin

Wallin Scholarship Program

Ron Wirtz

Federal Reserve Bank of Minneapolis

STAFFING AND SUPPORT

Victoria Ford staffed this committee, with assistance from Bob DeBoer, Madelaine Haddican, Sean Kershaw, Trudy Koroschetz and Sandra Lynn.

RESOURCES

ACT	www.act.org
Admission Possible	www.admissionpossible.org
Advancement Via Individual Determination	www.avidonline.org
Alliance for Excellent Education	www.all4ed.org
American Council on Education	www.acenet.edu
Center for School Change	www.hhh.umn.edu/centers/school-change
Chronicle of Higher Education	www.chronicle.org
Citizens League	www.citizensleague.net/highschool
College is Possible	www.collegeispossible.org
Council for Opportunity in Education	www.trioprograms.org
Education Evolving	www.educationevolving.org
Education Minnesota	www.educationminnesota.org
Education Trust	www.edtrust.org
Growth and Justice	www.growthandjustice.org
Jobs for the Future	www.jff.org
Minnesota Campus Compact	www.mncampuscompact.org
Minnesota Department of Education	education.state.mn.us/html/mde_home.htm
Minnesota Higher Education Services Office	www.mheso.state.mn.us
Minnesota Minority Education Partnership	www.mmep.org
Minnesota Private College Council	www.mnprivatecolleges.org
Minnesota State Colleges and Universities	www.mnscu.edu
National Association for College Admission Counseling	www.nacac.com
National Center for Education Statistics	nces.ed.gov
National Center for Public Policy and Higher Education	www.highereducation.org
National College Access Network	www.collegeaccess.org/NCAN
National Education Association	www.nea.org
Pathways to College Network	www.pathwaystocollege.net
Pell Institute for the Study of Opportunity in Higher Education	www.pellinstitute.org
Saint Paul Network of Education Action Teams	www.stpaulneat.org
Saint Paul Public Schools	www.spps.org
United States Department of Education	www.ed.gov
University of Minnesota	www.umn.edu
Wallin Scholarship Program	www.wallinscholars.org

APPENDIX 1:
High School to Higher Education Programs
St. Paul Public Schools (Internally and Externally Funded)

Program Name	Requirements	Schools Served	Services Offered	Sponsor/ Contact
<i>Admission Possible</i>	11 th and 12 th graders with >2.5 GPA who have passed basic standards tests	Arlington, Central, Johnson, Harding, and Highland Park	SAT and ACT test preparation, help preparing college applications, help obtaining financial aid. Campus visits. Help making the transition from high school to college	Office 651-917-3525 Becky Kalhoff 651-917-0093
<i>Chosen to Achieve</i>	Middle and junior high schools, African American students.	All	Mentoring.	
<i>College in the Schools (CIS)</i>	Academically advanced students.	Arlington, Central, Highland Jr. & Sr.	College-level classes taught in high schools.	Individual Schools
<i>Destination 2010</i>	Enrollment in a struggling school; limited spaces.	Bruce Vento, Dayton's Bluff, Maxfield (EI Schools)	Direct support, parental involvement, community partnerships, and scholarship incentives	Joann Goodman, Guidance & Counseling, SPPS
<i>Educational Talent Search (TRIO)-Century College</i>	Grades 6–12, families with incomes under \$24,000 (where neither parent graduated from college)	Arlington, Battle Creek Middle, Cleveland Quality Middle, Harding, Highland Park Junior, Highland Park Senior, Johnson, Hubbs Center for Lifelong Learning	Counseling, participants receive information about college admissions requirements, scholarships and various student financial aid programs	Joette Hamann, Director (651) 779-3980
<i>Educational Talent Search (TRIO)-St. Olaf College</i>	Same (federal guidelines)	Humboldt Jr. & Sr.	Same (federal guidelines)	Janis Johnson, Director (507) 646-3780
<i>GEAR UP--St. Olaf</i>	Low income youth in grades 6-12 and their families	Humboldt Jr. & Sr., Central	GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs) is a national effort to increase the number of low-income students that are academically prepared to enroll and succeed in postsecondary programs. Services include tutoring, mentoring, financial aid and college application assistance, teacher professional development, career and college exploration, college visits, and other college prep activities.	Julia Seper, (507) 646-8441

Program Name	Requirements	Schools Served	Services Offered	Sponsor/ Contact
<i>Get Ready (funded by GEAR UP)- MnHESO</i>	Elementary school age children (primarily fourth through eighth grade) and parents of color, low-incomes, or no previous post-secondary education	Eastern Hts., Cherokee Hts., World Cultures	The Get Ready! program is an early intervention, early college awareness program in which Services Office outreach staff work with young children in grades four through six and parents from low-income families and those underrepresented in college to provide them with the tools and experiences that will help motivate and prepare them to complete high school and pursue post-secondary education	(651) 643-2505
<i>ICAP-Mentoring & Parent Program</i>	Middle & high school students; eligible for Title I, FRL or TANF	Central, Humboldt Jr. & Sr.	Help low-income students reach the doors of college by expanding the capacity of current, successful early intervention programs and encouraging the enhancement of services provided by the programs	St. Olaf (via ETS program)
<i>Multicultural Excellence Program (MEP)</i>	Grades 7-12, >2.5 GPA	All HS All Jr/Middle Crosswinds (Interdistrict)	Support and guidance to prepare students for college. Orientation for students & parents. Mentoring sessions, field trips, workshops and college tours. Career information and guidance.	Jeanette Snowden (651) 603-4943 MEP Office - (651) 603-4948
<i>Project Access-Hmong American Partnership</i>	Counselor referral for seniors, with no secondary plans. Must be first generation.	Harding	College Advising. Individual post-secondary planning for students and parents.	Chue Vang
<i>Success for the Future</i>	American Indian students, grades 7-12	All schools.	District-wide intervention program for American Indian students.	Kathy Denman Wilke, Indian Education, SPPS
<i>Upward Bound (TRIO)- Century College</i>	Low-income and/or first generation	Como Park, Harding, Johnson	Participants receive instruction in literature, composition, mathematics and science on college campuses after school, on Saturdays and during the summer.	Suzanne Nordsving, Director (651) 779-3287
<i>Upward Bound (TRIO)-Mpls Cmty & Tech College</i>	Same (federal guidelines)	Highland	Same (federal guidelines)	Shirley Sanders, Director (612) 341-7671
<i>Upward Bound Math & Science-Century College</i>	Same (federal guidelines)	All HS	Helps students from low-income families to strengthen math and science skills. In addition, students learn computer technology as well as English, foreign language and study skills	Jason Cardinal, Acting Director (651) 779-3469

Program Name	Requirements	Schools Served	Services Offered	Sponsor/ Contact
<i>Upward Bound(TRIO) – St. Olaf College</i>	Same (federal guidelines)	Humboldt Senior, Central	Same (federal guidelines)	Heather Campbell, Director (507) 646-3708
<i>Upward Bound-UW River Falls</i>	Same (federal guidelines)	Arlington	Same (federal guidelines)	Jill Moe, Director (715) 425-3853
<i>WOW</i>		Arlington, Como, Humboldt Sr.	increase the number of underrepresented students in "weighted" course by providing academic, cultural, and motivational support.	Yusef Mgeni, Educational Equity, SPPS
<i>Youth Leadership Initiative</i>	High school students interested in site council	Como, Harding, Humboldt, Highland, Open, Johnson, Central, Arlington, ALC, Focus Beyond	Leadership development; collaborative learning with staff advisor	Dennis St. Sauver, Office of Leadership Development, SPPS

**APPENDIX 2:
RECOMMENDATIONS, ORGANIZED BY RESPONSIBILITY FOR IMPLEMENTATION**

Saint Paul Public Schools

- The Saint Paul Public Schools should focus its mission on preparing every student for success in higher education.
- The Saint Paul Public Schools, with its community partners, should develop a system of incentives that ensures that all parties are working to achieve the district's mission.
- The Saint Paul Public Schools should increase the rigor of all coursework, to ensure that the default curriculum – not just the advanced track – prepares students for higher education without remediation.
- The Saint Paul Public Schools should increase the number of students who enroll and do well in advanced classes.
- The Saint Paul Public Schools should expand instructional support, training and incentives for teachers so that they can deliver rigorous coursework to students from diverse academic and cultural backgrounds.
- The Saint Paul Public Schools should implement in- and after-school programming to help students succeed with increasingly rigorous courses.
- Saint Paul Public Schools district leadership should establish a mechanism for evaluating and sharing best practices between schools.
- The Saint Paul Public Schools should formally dedicate advisories to planning and preparing for higher education, using the Six Year Plan.
- The Saint Paul Public Schools should establish and support college and career centers at every high school and should consider hiring and supporting a dedicated counselor.
- Junior high schools should provide information to all students and parents on the process of planning and preparing for higher education.
- The Saint Paul Public Schools should provide students and parents with information about the availability of all forms of financial aid and support with financial aid and scholarship application processes.
- The Saint Paul Public Schools should assist all students and parents in completing a federal financial aid application.
- The Saint Paul Public Schools, in partnership with institutions of higher education, should measure and report its progress toward making higher education achievable for all students.

Higher education

- Institutions of higher education should partner with the school district to help develop coursework to better prepare students for higher education and assist in the professional development of high school teachers.
- Institutions of higher education should help high school students plan and prepare for higher education.
- Students services offices at institutions of higher education should, with the assistance of community organizations, increase their efforts to retain students during the first two years of higher education.
- State government and institutions of higher education should target aid to the neediest students.

Saint Paul citizens, foundations, nonprofit organizations and corporations

- The Saint Paul Public Schools, with its community partners, should develop a system of incentives that ensures that all parties are working to achieve the district's mission.
- Saint Paul's philanthropic and nonprofit communities should consider supporting SPPS efforts to increase access to and success in higher education.
- Saint Paul corporations, foundations and individuals should consider making direct grants to the Saint Paul Public Schools.
- Student services offices at institutions of higher education should, with the assistance of community organizations, increase their efforts to retain students during the first two years of higher education.
- Saint Paul city government, corporations, foundations and individuals should help raise funds for scholarships.
- Community organizations that work on higher education access initiatives with the Saint Paul Public Schools should evaluate and report the success of their programs.

State government

- The Minnesota Legislature should support and expand the charge of the Minnesota P-16 Initiative.
- The Minnesota Legislature should review and modify current financial and organizational disincentives to increase the ability of students to move seamlessly between Minnesota's systems of education.
- State government should assess and make changes as required in the state grant aid program to ensure that higher education in Minnesota is affordable.
- State government and institutions of higher education should target aid to the neediest students.

City government

- The City of Saint Paul should promote the importance of higher education and the expectation that all students should be prepared for higher education.
- Saint Paul city government, corporations, foundations and individuals should help raise funds for scholarships.

**APPENDIX 3:
GLOSSARY OF TERMS**

Advisories	Replacement for “homeroom,” groups of approximately 35 students that meet at least once a week.
AP	Advanced Placement; nationally certified, college-level classes that students can take for college credit.
Educational pipeline	All educational endeavors, from preschool through higher education.
Higher education	All accredited 2- and 4-year postsecondary institutions.
IB	International Baccalaureate, a comprehensive and rigorous two-year curriculum (usually taken in the final two years of high school) that is similar to the final year of secondary school in Europe.
K-12	Kindergarten through 12th grade
MBST	Minnesota Basis Standards Tests; tests that Minnesota students must pass to graduate.
MCAN	Minnesota College Access Network
MnSCU	Minnesota State Colleges and Universities
NCLB	The No Child Left Behind Act; new federal legislation that increases accountability for student achievement in the K-12 education system.
PSEO	Postsecondary Educational Options; a program allowing high school juniors and seniors to take courses at a postsecondary institution for high school credit. Students do not pay for tuition, fees, or required textbooks.
Site councils	School-community leadership teams with some authority over individual SPPS schools
Six Year Plan	Online tool to help students develop a plan for high school and at least two years of higher education or high-skill employment.
SLC	Small Learning Community; a defined grouping of students within a larger school setting
SPPS	Saint Paul Public Schools

WHAT IS THE CITIZENS LEAGUE?

The Citizens League promotes the public interest in Minnesota by *involving citizens in identifying and framing critical public policy choices, forging recommendations and advocating their adoption*. The Citizens League has been an active and effective public affairs research and education organization in the Twin Cities metropolitan area for more than 50 years.

Volunteer research committees of League members study policy issues in depth and develop informational reports that propose specific workable solutions to public issues. Over the years, League reports have been a reliable source of information for governmental officials, community leaders, and citizens concerned with public policy issues of our area.

The League depends upon the support of individual members and contributions from businesses, foundations, and other organizations throughout the metropolitan area.

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Citizens League On-Line: Visit our website at www.citizensleague.net. The League homepage includes excerpts from meetings, reports and the *Minnesota Journal*. It also includes a calendar of events and enables you to keep up with League committees and other activities.

Mind-Openers and other events: Breakfast and lunch meetings, after-hours networking receptions and co-sponsored forums provide an informal setting for public officials, business and community leaders to discuss and debate timely issues.

Minnesota Journal & Matters Newsletter: Succinct coverage of public affairs issues and ideas for busy people. Includes updates of upcoming League meetings and other pertinent information.

NOTES

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- ⁴ Minnesota Minority Education Partnership, Inc. (February, 2004) *The State of Students of Color: Building Alliances for Student Success*, p. 30.
- ⁵ National Education Association Higher Education Research Center (May 2003). *Higher Education: Who Benefits?*, p. 3.
- ⁶ National Center for Public Policy and Higher Education (2004). *Measuring Up 2004*.
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- ⁸ Minnesota Higher Education Services Office, MnSCU and University of Minnesota.
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- ¹⁴ National Postsecondary Education Cooperative. (September 2001) *Paving the Way to Postsecondary Education: k-12 Intervention Programs for Underrepresented Youth*, p. 5
- ¹⁵ Ibid; Postsecondary Education Policy Center, University of Minnesota. (May 2001) *Economic and Social Returns of Baccalaureate, Graduate, and Professional Degrees*, p. 4.
- ¹⁶ National Education Association Higher Education Research Center (May 2003). *Higher Education: Who Benefits?*, p. 3.
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- ¹⁹ Saint Paul Public Schools
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- ²¹ Saint Paul Public Schools, Office of Research, Evaluation and Accountability.
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- ²³ *Saint Paul District High School Senior Survey, Class of 2004*
- ²⁴ *College Access for All* Issue Brief, presented to committee by Kent Pikel, October 25, 2004.
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- ²⁶ Rosenbaum, James. (April 2004). "It's Time To Tell the Kids: If You Don't Do Well in High School, You Won't Do Well in College (or on the Job)," *The American Educator Magazine*.
- ²⁷ Clifford Adelman (1999). *Answers in the Toolbox*.