

## Raising Expectations: Working Together

### ORGANIZING OUR COMMUNITIES TO SUPPORT STUDENT SUCCESS

Minnesota needs more than strong schools. We need all sectors of our communities working together to support student success. Following are some troubling statistics that highlight a few areas in which we need to make significant improvements. Consider these opportunities for us to work together to provide all children with the safety, stability, health, and support they deserve...and to support their families as they seek to provide the best for their children.

#### Let's provide a healthy beginning for all children.

The early childhood years – birth to age five – are a critical period of growth and development. A healthy pregnancy and early nurturing contribute to a child's brain development and later success in school.

- Women of color are 2-3 times more likely to receive inadequate or no **PRENATAL CARE** during their pregnancies than white women. **LOW BIRTHWEIGHT** births among African Americans in Minnesota are 2 times greater than whites. <sup>1</sup>
- Minnesota's **TEEN BIRTH RATE** is higher than the national average for all racial and ethnic groups except whites. <sup>1</sup>

Poverty and poor health negatively impact a child's ability to learn.

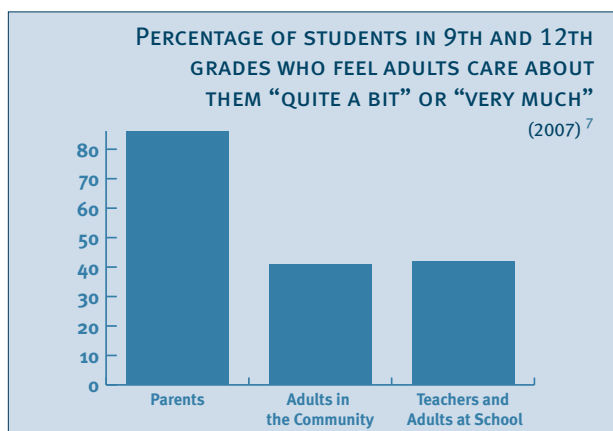
- More than a third (37%) of all Minnesota 1st graders received **FREE OR REDUCED-PRICE LUNCH** this year. <sup>3</sup>
- 85,000 children in Minnesota don't have **HEALTH INSURANCE**, including 25% of Latino children. <sup>1,3</sup>
- 85,000 Minnesota children suffer from **ASTHMA**, the leading cause of school absenteeism due to chronic illness. <sup>5,16</sup>

#### Let's ensure all children have safe, stable environments.

Homelessness and frequent mobility have been shown to have negatively affected academic achievement. Consistent, caring relationships are fundamental to student learning.

- More than 3,000 children are **HOMELESS** in Minnesota on any given night. *Time* reported in March 2009 that nearly 1 in 10 children attending public school in Minneapolis was homeless. Parents and students overcome significant barriers to continue their education: 90% of parents experiencing homelessness who were surveyed in Wilder Research's 2006 Survey reported that all of their school age children had attended school on the day of the survey. 89% of the homeless, unaccompanied youth surveyed were enrolled in school. <sup>6,11</sup>
- Minneapolis Public Schools had an average **TEACHER TURNOVER RATE** in the last three years of 21%. More than a third of Minneapolis Public School teachers have changed schools at least once in the past four years. <sup>10</sup>
- About one-fourth of 6th and 9th graders reported that a student had threatened them on school property in the past year. Student reports of skipping school due to **FEELING UNSAFE AT OR ON THE WAY TO SCHOOL** are slowly increasing. <sup>7</sup>

#### Let's ensure all children are supervised and feel supported.

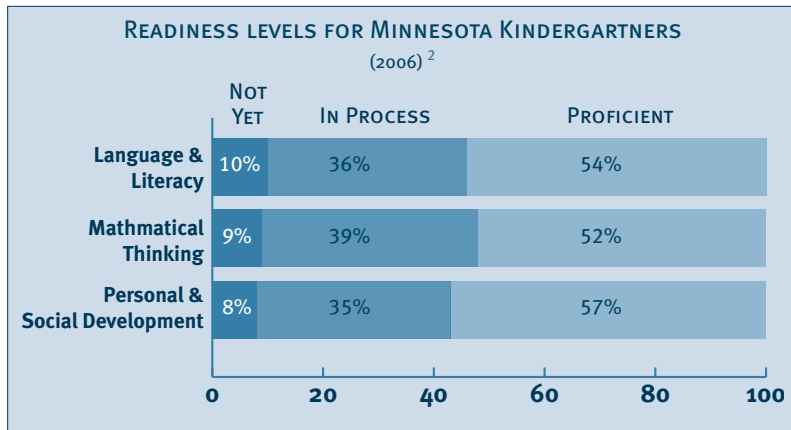


The presence of caring adults is essential for all youth.

- 35% of K-12 youth in Minnesota are responsible for taking care of themselves after school. <sup>13</sup>
- 18% of students do not **PARTICIPATE IN ACTIVITIES** or clubs due to cost. More than half of parents earning less than \$25,000 have difficulty finding programs that are:
  - affordable,
  - high-quality,
  - run by trustworthy adults,
  - and/or conveniently located. <sup>14</sup>
- Minnesota's **STUDENT COUNSELOR RATIO** is 799:1 – the third worst in the nation. <sup>12</sup>

## Let's provide high-quality early childhood learning opportunities to all children.

Early childhood stakeholders in Minnesota have general agreement on the value of early learning and on effectiveness factors – safe settings, small groups, warm and responsive adult-child interactions, language-rich environments, developmentally appropriate and culturally responsive “curriculum,” and qualified staff.



Kindergarten teachers used these guidelines to rate the children's performance: **Not Yet** = meaning the child cannot perform this skill yet. **In Process** = meaning the child may perform this skill intermittently or is beginning to do so, but it is not demonstrated reliability or consistently. **Proficient** = meaning the child can reliably and consistently demonstrate this skill.

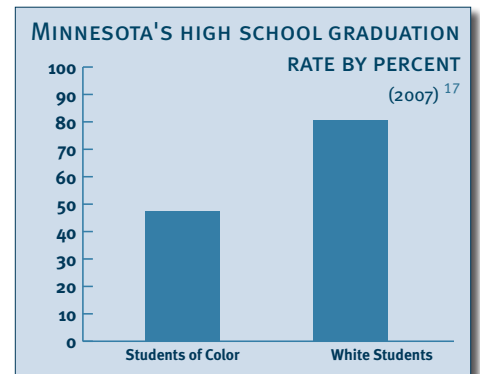
- **CHILD CARE COSTS** increased 55% for a 2-worker family in Minnesota between 1997 and 2006. <sup>2</sup>
- 4,000 Minnesota families were on the waiting list for **CHILD CARE ASSISTANCE** in 2007. <sup>2</sup>
- **CHILD CARE CHOICES** have eroded in the past 5 years, affecting nearly 40% of parents with low incomes, parents of color, parents of a child with special needs, and those whose primary language is not English. <sup>4</sup>
- Wage supports for low-income families have been linked to improved educational outcomes. <sup>4</sup>
- By age 3, the average child in a low-income household knows fewer than half as many words as a child in a high-income household. <sup>15</sup>

## Let's ensure our public education system helps all children achieve at high levels.

Minnesota has some of the nation's deepest disparities in achievement between students of color and white students.

Visit [MinnesotaMeeting.com](http://MinnesotaMeeting.com) for fact sheets and data on Minnesota's achievement and opportunity gaps.

- Minnesota has the 2nd largest gap in the nation between African-American and white students on the **4TH GRADE READING** score. <sup>8</sup>
- Of all ninth graders starting high school this fall across Minnesota: <sup>3</sup>
  - 1 in 10 won't finish high school
  - 5 in 10 will *not* go on to a 2- or 4-year college
  - 7 in 10 will not finish a college degree within 6 years



## Let's help all residents – children and their parents – enjoy the benefits of higher education.

College education is associated with better health benefits, better retirement plans, lower incidence of needing public assistance, and lower rates of unemployment.

- The typical **EXPECTED EARNINGS** over the working lives of four-year college graduates are up to \$800,000 more than high school graduates. For those earning higher degrees, the lifetime earnings premium is over \$1,000,000. <sup>3</sup>
- There is a 16% gap between whites and all students of color in **COLLEGE GRADUATION RATES** at four-year institutions. 36% of African Americans and 51% of Latinos graduate from a four-year institution within six years, compared with 63% of whites. <sup>9</sup>
- A low percentage of **WORKING-AGE ADULTS** are enrolled in higher education. Lower-income families must devote 36% of their income, even after aid, to pay for costs at two-year colleges. <sup>9</sup>
- **FIRST-GENERATION STUDENTS** face a number of challenges that make it difficult for them to be successful in college. They tend to be older, less likely to receive financial support from parents, and more likely to have multiple obligations outside college, like family and work. Of Minnesota high school students, 60% come from families where neither parent finished a 4-year college degree. <sup>3</sup>

## Sources

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