



Educating Minnesota's Immigrant Students

PHASE I: CHALLENGES AND OPPORTUNITIES

Report of the Immigration and
Higher Education Framing Study Committee,
a joint project of the Citizens League and the
MACC Alliance of Connected Communities.

July 2007

Table of Contents

	PAGE
Introduction.....	1
Executive Summary.....	5
Findings.....	7
Conclusions.....	12
The Challenge Ahead.....	21
Work of the Study Committee.....	23
About the Citizens League.....	25
About the MACC Alliance of Connected Communities.....	26

Introduction

This report represents the work of the first phase of the Study Committee on Immigration and Higher Education. Our charge was to gather the facts about immigrant students in Minnesota, and use those facts to identify the critical choices and public policy challenges that Minnesota will face in the coming years. A second phase of the study committee will launch in the summer of 2007; the charge to that committee will be to develop recommendations that address the questions posed in this report.

This study was a partnership between the Citizens League and the MACC Alliance of Connected Communities. The partnership ensured that the project involved a wide variety of stakeholders: not only teachers, higher education administrators, business leaders and “interested citizens,” but also immigrant families and representatives from the community organizations that touch their lives. The partnership also allowed both organizations to improve their work: the Citizens League was able to strengthen relationships in immigrant communities and communities of color, and MACC was able to delve more deeply into the public policy issues that face the communities in which they work.

For more information about the work of study committee, the Citizens League and the MACC Alliance of Connected Communities, please see pages 25 –26.

A few clarifying notes:

- The word “citizen” in “Citizens League” refers to a democratic, rather than legal, definition of citizenship. A “citizen,” in this case, is defined as an obligated, governing member of a community – whether that community is a team of co-workers, a congregation or a state. Under this definition, you are a citizen of the neighborhood, city, and state in which you reside regardless of your legal citizenship status.
- The Citizens League has not taken a position on any federal-level immigration issues, including current debates on illegal immigration, border security and guest-worker programs. In this report, we seek to address the current situation in Minnesota, while acknowledging that global politics and federal policy changes are likely to change those circumstances in the future.
- The members of the MACC Alliance of Connected Communities include many organizations that have long histories of working in and with immigrant communities in Minnesota. While the MACC Alliance of Connected Communities does not have a position on immigration policy, it remains committed to working in these communities.

Executive Summary

As Minnesota's immigrant population has increased over the last three decades, our institutions of education have wrestled with questions of how to integrate immigrant students into our schools—and whether our schools are up to the task. There is little consensus over how best to educate immigrant students, and little information is available to show us what has been successful.

This much is clear: both moral and economic imperatives demand that immigrant students (and all students) are ready for and successful in higher education. The moral argument is compelling: public schools have always served as an introduction to American culture and citizenship for new immigrants—and one of the fundamental roles of public education is to develop the capacity of citizens to self-govern and participate in our democracy. In addition, we have a particular responsibility to refugees, who make up a significant proportion of Minnesota's immigrant population, and who are often sent to resettle in Minnesota after enduring unimaginable hardships and with little say in the matter. The economic stakes are equally clear. The coming retirement of the baby boom generation and unprecedented competition from the global economy add to those demands: to maintain our standard of living, Minnesota needs to increase the number of students who complete some form of higher education.

MINNESOTA NEEDS MORE HIGH SCHOOL STUDENTS TO COMPLETE SOME FORM OF HIGHER EDUCATION.

Minnesota is at a critical juncture in its economic and social future. The global information economy demands a highly-educated, highly-skilled workforce, but Minnesota's capacity to meet that need is shrinking. At the same time that our Baby Boomers will begin to retire, the numbers of students graduating from high school and receiving bachelor's degrees in Minnesota will decline. To maintain its strength in the U.S. and world economy, Minnesota needs more of its high school students to complete some form of higher education.

Recent work by the Minnesota Private College Council puts the discrepancy in bold relief:

- Between 2003 and 2013, the number of high school graduates in Minnesota will decrease by 10.3 percent.
- Between 2007 and 2017, the number of bachelor's degrees awarded in Minnesota each year will decline by 12 percent, with 3,000 fewer students graduating from college each year.
- Over roughly the same period, the number of college graduates retiring from the Minnesota workforce will grow from 9,000 to 25,000 each year.
- On top of the need created by retirements, new job growth in professional and high tech industries are projected to demand an additional 10,500 college graduates each year.

In short, Minnesota's need for college-educated workers will be growing at the same time that its pool of new workers is shrinking. To maintain our global competitiveness and local quality-of-life, Minnesota must take advantage of and invest in the skills, knowledge and ability of all of our students—its "human resources."

IMMIGRANT STUDENTS ARE AN INTEGRAL PART OF MINNESOTA'S "HUMAN RESOURCES"—ONE THAT IS UNDERUTILIZED.

Immigrants make up a growing proportion of Minnesota's population. By 2004, there were approximately 304,000 immigrants living in Minnesota, comprising 6.1 percent of the state's population. In some Minnesota communities, that number is much higher: immigrants make up approximately 15 percent of the populations of both Minneapolis and St. Paul, and almost 20 percent of the population of some Twin Cities suburbs and Greater Minnesota cities.

The U.S. Census tells us that in 2000, there were approximately 96,000 children of immigrants in Minnesota schools. However, most school districts, colleges and universities in Minnesota do not track the immigration status of students and their families. As a result, few data are available to answer the most basic questions about the academic success of immigrant students.

The coming demographic and economic changes necessitate that Minnesota take advantage of all of its “human resources,” but many immigrant students have special assets that merit particular attention in our increasingly global society: fluency in a foreign language and international perspective, experience and connections. These assets are too often ignored or seen as problems that our educational systems need to solve, rather than as resources that can improve learning for all students.

THE KEY QUESTION: HOW CAN MINNESOTA INCREASE IMMIGRANT STUDENT READINESS FOR AND SUCCESS IN HIGHER EDUCATION?

The government’s current conversation about immigrant students has focused almost entirely on the Development, Relief, and Education for Alien Minors Act (for more information on the DREAM Act, see page 10). To increase the participation and success of immigrant students in higher education, Minnesotans must expand this conversation to include other

policy challenges—and other voices. The responsibility for addressing the policy challenges raised in this report should not be held exclusively by government, but also by the other institutions that serve immigrant families and communities.

The Study Committee on Immigration and Higher Education has identified key policy questions in four areas—information, culture, cost and preparation—that we believe are key to increasing immigrant students’ readiness for and success in higher education:

• **INFORMATION:** How are information and services about K-12 and higher education best delivered to immigrant students and their families?

Immigrant families do not communicate and engage with schools in the same ways as native-born families. In many cases, immigrants have grown up in a culture where they are expected to defer educational authority to teachers and school systems. As a result, in some cases, community-

based organizations or places of worship are a more consistent mechanism for communicating with immigrant families than are schools themselves. Rather than only investing more in school-based systems of communication, Minnesota should explore opportunities to partner with outside organizations and develop new systems for delivering educational information and services to immigrant families.

• **CULTURE:** How can educational institutions and individual educators learn to adapt to the changing cultural makeup of their student populations?

The increase in the number of immigrant students has introduced new challenges to school districts and individual teachers. Even with the best of intentions, it is difficult for teachers and other school staff to become familiar with all the languages, cultural backgrounds and experiences that their immigrant students bring with them to the classroom. This lack of familiarity

METHODOLOGY

The Study Committee on Immigration and Higher Education was a joint project of the Citizens League and the MACC Alliance of Connected Communities. The committee met seven times between June 2006 and October 2006 and included representatives from MACC affiliated agencies and other community based organizations, the public and private systems of higher education, the business community, city and county government, education unions, college access programs and charter schools, as well as “interested citizens.” Just under half of the committee members were themselves immigrants.

Because few hard data are available about immigrant students in Minnesota, the study committee conducted 13 focus groups with over 100 participants during the months of July, August and September 2006. Participants included immigrants from 15 countries and included parents, high school students, students at community colleges, public universities and private universities and students that had dropped out of high school.

The stories of some of the students and parents we talked with are included throughout this report.

can lead to misunderstandings and conflicts between schools, teachers, students and parents, but much of this conflict would be avoidable if Minnesota’s immigrant communities and educational systems had better avenues for understanding each other. The challenge for Minnesota schools is not only to learn about the cultures of today’s immigrant students, but also to develop the capacity to adapt to the changing cultural makeup of their student population.

• **COST: What do immigrant families need in order to overcome the financial challenges related to higher education?**

The cost of higher education is a significant barrier for many families—and immigrant students are more likely than their native-born peers to live in a low-income household. In addition, many immigrant students face other financial constraints unique to their native culture or immigration status. Minnesota should be at the forefront of exploring and developing mechanisms that allow immigrant students to finance higher education in ways that are consistent with their familial obligations, culture and faith.

• **PREPARATION: What is the best way to prepare immigrant students for college-level English skills?**

Learning English has always been a challenge for new immigrants. Today’s students face an even greater challenge than earlier generations of immigrants: to be successful in Minnesota’s information economy, they must be proficient in rigorous academic

The four questions addressed in the report reflect four challenges that many students face as they make their way toward higher education: **information, culture, cost and preparation.**

Significant disparities exist within each of these areas—not just for immigrant students, but for most low-income and first-generation students and students of color. We chose to focus on immigrant students for two related reasons:

1) As noted in this report, **little is known about Minnesota’s immigrant student population**—and as a result, little attention is paid to whether these students are succeeding. As the saying goes, “you don’t count if you’re not counted.”

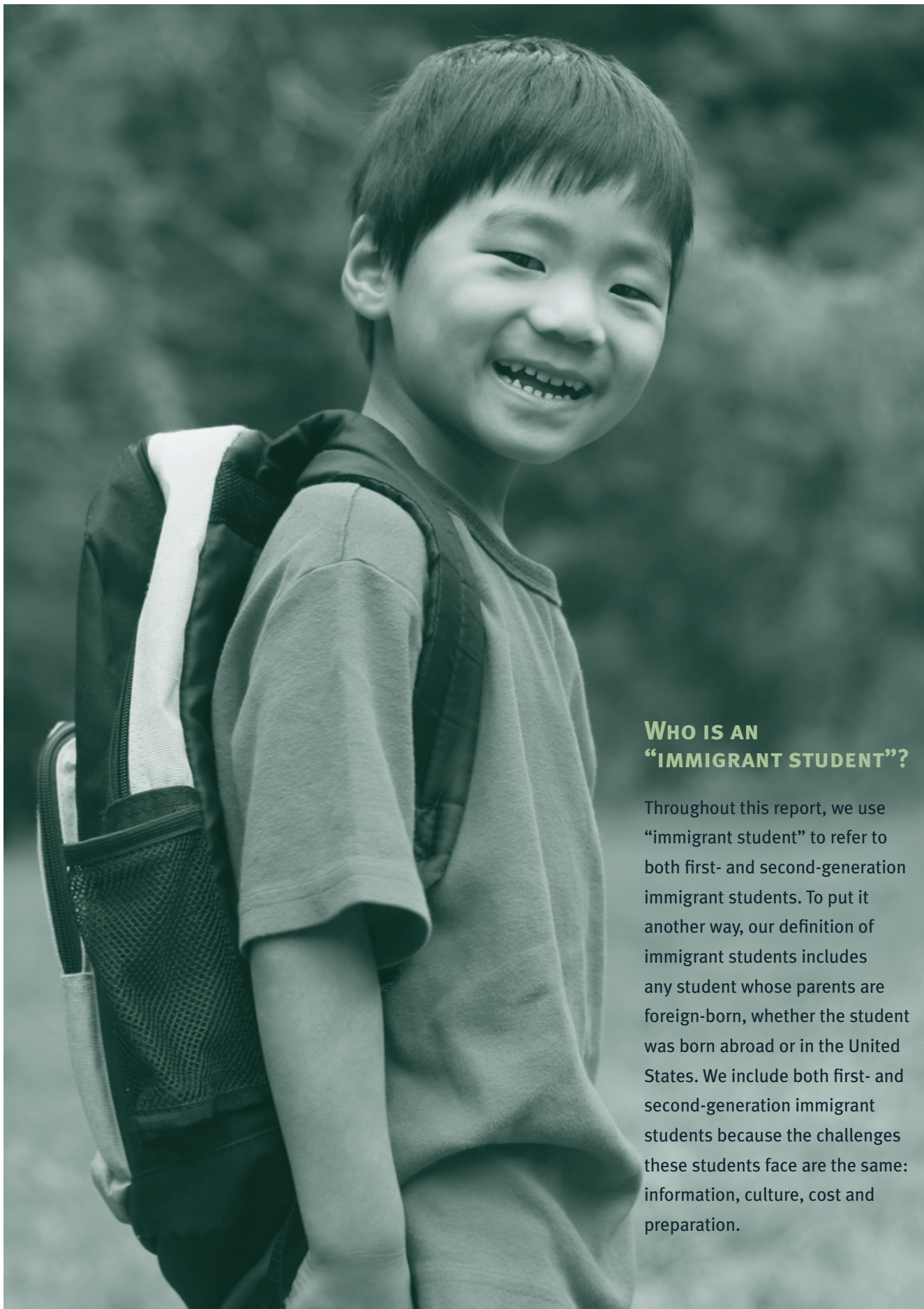
2) **Immigrant students are at the center of a political firestorm.** Immigration emerged as one of the most polarizing issues in the 2006 elections, but the debate about immigrant students was centered almost exclusively on legislation that would allow undocumented students to qualify for in-state tuition rates at public colleges and universities. This narrow focus has made it difficult to talk about the larger policy implications of a student body that is increasingly international.

All students, not just immigrants, face challenges in these four areas. Nor is there a homogenous “immigrant population.” However, immigrant students’ experiences are colored in unique ways because their parents (and, in many cases, the student themselves) were born outside the United States.

Though we address these four challenges through the lens of immigrant students, the ideas in this report will have wider implications—and should benefit all low-income and first-generation college-going students and students of color.

English—something that was rarely expected of earlier immigrants. The English Language Learner (ELL) systems in Minnesota were built to an earlier standard of basic proficiency, and too often they do not adequately prepare students for higher education or

professional careers. The ultimate goal must be to build a system that prepares immigrant students not just for proficiency in English but also for the college-level English skills required for success in higher education.



WHO IS AN “IMMIGRANT STUDENT”?

Throughout this report, we use “immigrant student” to refer to both first- and second-generation immigrant students. To put it another way, our definition of immigrant students includes any student whose parents are foreign-born, whether the student was born abroad or in the United States. We include both first- and second-generation immigrant students because the challenges these students face are the same: information, culture, cost and preparation.

Findings

As Minnesota's immigrant population has increased over the last three decades, our institutions of education have wrestled with questions of how to integrate immigrant students into our schools—and whether our schools are up to the task. There is little consensus over how best to educate immigrant students, and little information is available to show us where or what has been successful.

This much is clear: both moral and economic imperatives demand that immigrant students (and all students) are ready for and successful in higher education. The moral argument is compelling: public schools have always served as an introduction to American culture and citizenship for new immigrants—and one of the fundamental roles of public education is to develop the capacity of citizens to self-govern and participate in our democracy. In addition, we have a particular responsibility to refugees, who make up a significant proportion of Minnesota's immigrant population, and who are often sent to resettle in Minnesota after enduring unimaginable hardships and with little say in the matter. The economic stakes are equally clear. The coming retirement of the baby boom generation and unprecedented competition from the global economy add to those demands: to maintain our standard of living, Minnesota needs to increase the number of students who complete some form of higher education.



Recent work by the Minnesota Private College Council puts the discrepancy between the number of workers Minnesota's economy will need and the number of graduates Minnesota schools are producing in bold relief:

- Between 2003 and 2013, the number of high school graduates in Minnesota will decrease by 10.3 percent.
- Between 2007 and 2017, the number of bachelor's degrees awarded in Minnesota each year will decline by 12 percent—that adds up to 3,000 fewer college graduates per year.
- Over roughly the same period, the number of college graduates retiring from the Minnesota workforce will grow from 9,000 to 25,000 each year.
- On top of the need created by retirements, new job growth in professional and high tech industries is projected to demand an additional 10,500 college graduates each year.

MINNESOTA NEEDS MORE HIGH SCHOOL STUDENTS TO COMPLETE SOME FORM OF HIGHER EDUCATION

Minnesota is at a critical juncture in its economic and social future. The global information economy demands a highly-educated,

To maintain its strength in the U.S. and world economy, Minnesota needs more of its high school students to complete some form of higher education.

highly-skilled workforce, but Minnesota's capacity to meet that need is shrinking. At the same time that our Baby Boomers will begin to retire, the numbers of students graduating from high school and receiving bachelor's degrees in Minnesota will decline. To maintain its strength in the U.S. and world economy, Minnesota needs more of its high school students to complete some form of higher education.

In 2011, the Baby Boom generation will start to turn 65. Over roughly the same period, the number of college graduates retiring from the Minnesota workforce will grow from 9,000 to 25,000 each year, and by 2020, Minnesota will have more retirees than schoolchildren for the first time in its history.¹

This demographic shift will have profound implications for Minnesota's economy: we will be depending on a smaller pool of workers to support a growing pool of retirees, who will be living longer lives than any previous generation.

At the same time, the number of high school graduates and the number of bachelor's degrees awarded each year will decline. Between 2003 and 2013, the number of high school graduates in Minnesota will decrease by 10.3 percent—significantly more than the national average of 4 percent.²

As a result of historically lower college-going rates by students

of color—who will make up an increasing proportion of Minnesota's student population in coming years—the number of bachelor's degrees awarded in Minnesota will decline even further. The Minnesota Private College Council predicts that, between 2007 and 2017, the number of bachelor's degrees awarded in Minnesota will decrease by 12 percent.³

The number of jobs in Minnesota requiring some college education and providing a living wage will grow by 21 percent from 2002 to 2012, while jobs requiring only a high school education will grow by 12 percent.⁴ Nine of the ten fastest growing jobs in the next decade will require some form of higher education.⁵

In short, Minnesota's need for college-educated workers will be growing at the same time that its pool of new workers is shrinking. To maintain its global competitiveness and local quality-of-life, Minnesota must take advantage of and invest in the skills, knowledge and ability of all of its students—its "human resources."

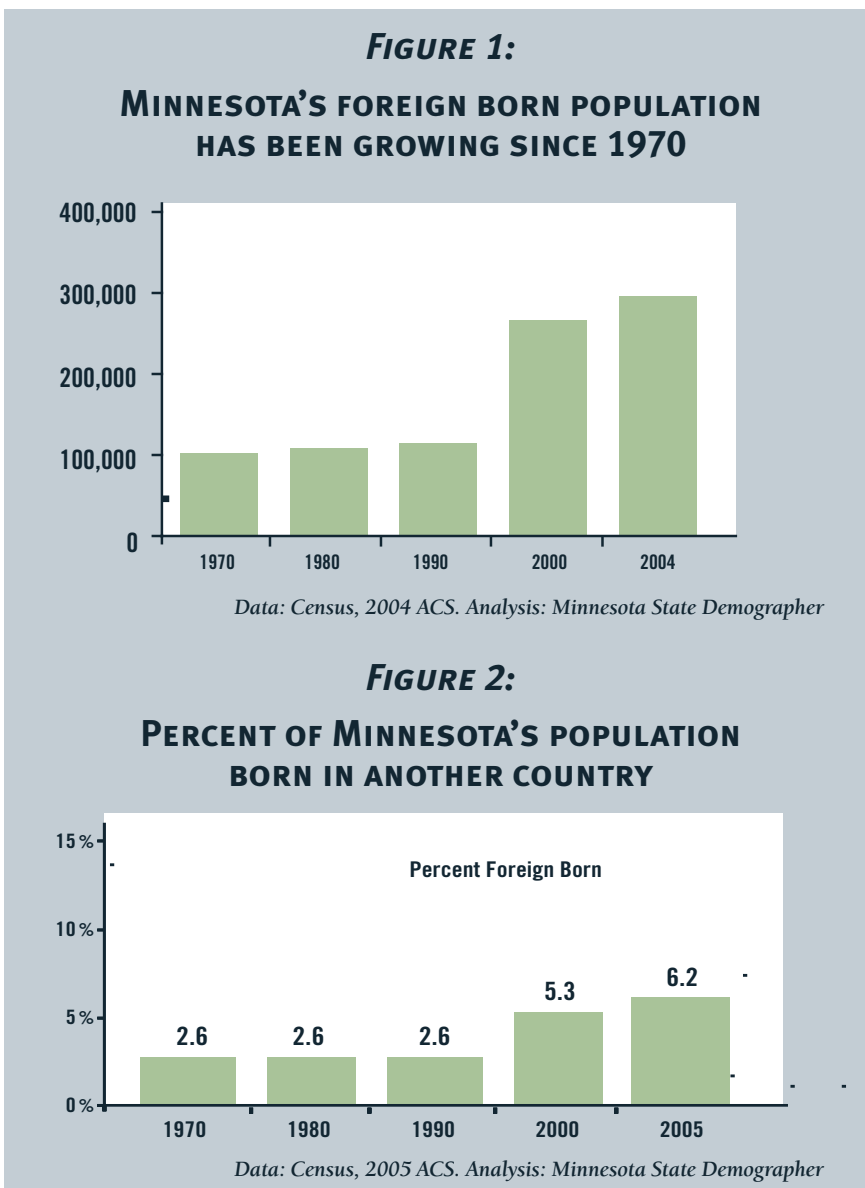


IMMIGRANT STUDENTS ARE AN INTEGRAL PART OF MINNESOTA'S HUMAN RESOURCES

While the number of non-minority students in Minnesota schools will decrease by more than 50 percent in the coming decades, the number of students of color in our schools will increase significantly.⁶ Because immigrant students are not tracked statewide, we cannot say for certain that the number of immigrant students will increase, but the increasing number of immigrants in Minnesota of child-bearing age suggest that it will. Furthermore, many immigrant students have assets that merit special attention, including proficiency in languages other than English and international perspective, experience and connections.

Since 1970, the number and proportion of immigrants living in Minnesota has increased rapidly (Figures 1, 2). By 2004, there were approximately 304,000 immigrants living in Minnesota, making up 6.1 percent of the state's population.⁷ In some Minnesota communities, that number is much higher: immigrants make up approximately 15 percent of the populations of both Minneapolis and St. Paul and almost 20 percent of the population of some Twin Cities suburbs and Greater Minnesota cities (Table 1).

According to the 2000 census, the largest immigrant groups in Minnesota come from Mexico (41,592), Laos (25,968), Vietnam (15,727), Canada (13,183) and China (including Hong Kong and Taiwan, 10,003).⁸ However, recent trends in immigration tell a different story. In 2004, the top five sources of immigration to Minnesota



were Somalia, Ethiopia, India, Mexico and the Philippines.⁹

Minnesota's immigrant population differs significantly from the rest of the country. Compared to the United States overall, Minnesota has a substantially higher proportion of immigrants from Africa and Asia and a comparatively smaller proportion of immigrants from the Americas (Figure 3) and a substantially higher proportion of refugees (Figure 4). In fact, Minnesota has the highest proportion of refugees of any state.¹⁰

Little is known about immigrant students in Minnesota's schools and institutions of higher education. Each school district in Minnesota collects different information about its students—and most do not track the immigration status of students and their families. As a result, few data are available to answer the most basic questions about the number and academic performance of immigrant students and children of immigrants in Minnesota schools.

Similarly, most colleges and universities in Minnesota do not track students by immigration status or ethnicity. Most colleges and universities, both public and private, depend on government appropriations for much of their financing. The current political debate over immigration and

The U.S. Census tell us that in 2000, there were approximately 96,000 children of immigrants in Minnesota schools. However, there is disagreement among immigrant communities and communities of color regarding the validity of this estimate.

The current political debate over immigration and terrorism may put many [colleges and universities] in the uncomfortable position of sharing student data to help enforce immigration law.

terrorism may put many [colleges and universities] in the uncomfortable position of sharing student data to help enforce immigration law, which acts as a disincentive to collect sensitive student data at all.

Minnesota’s public schools track whether students are “English Language Learners” (ELL), and the ELL designation is commonly used as a proxy for immigrant students. Approximately seven percent of Minnesota public school students are English Language

Learners (57,665 total).¹² Unfortunately, ELL is an imperfect proxy for “immigrant.” According to the National Clearinghouse for English Language Acquisition and Language Instruction, just over half

**TABLE 1:
PERCENTAGE OF
POPULATION THAT
IS FOREIGN-BORN
(SELECTED MINNESOTA
CITIES AND TOWNSHIPS)**

Worthington	15.6%
Minneapolis	14.5%
St. Paul	14.3%
Rochester	10.1%
Pelican Rapids	10.8%
Faribault	7.0%
Willmar	7.0%
Austin	5.3%

Data: U.S. Census Bureau, Summary File 1 (SF 1)

of ELL students in U.S. schools are foreign-born.¹³ At the same time, an Urban Institute analysis of Census data shows that only 40 percent of

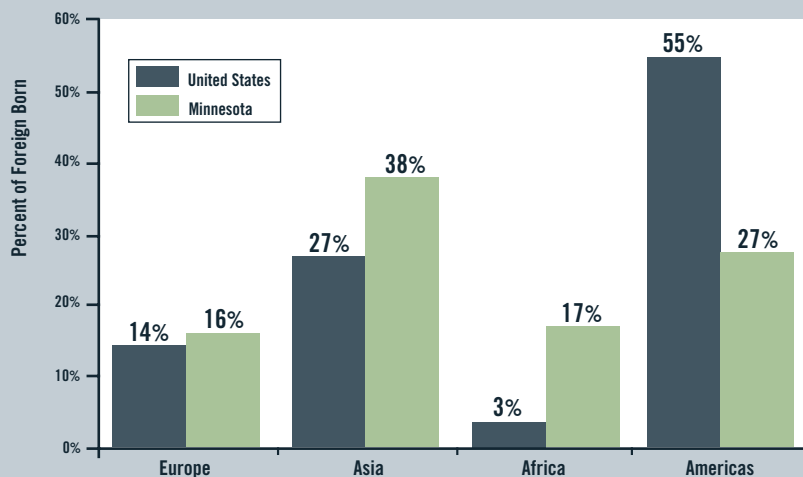


foreign-born students are ELL.¹⁴ This means that when we use ELL as a proxy for “immigrant,” we include a significant number of students who are not foreign-born but who—for any number of reasons, including growing up in an immigrant family or speaking indigenous languages—are receiving English language instruction in schools, and we exclude a significant number of students who are foreign-born but who are proficient in English.

While studies from other states suggest that, on the whole, immigrant students are relatively successful in K-12 education,¹⁵ the results of these studies cannot be extrapolated to Minnesota. Minnesota’s immigrant population differs significantly from that of the rest of the country; we cannot say whether our immigrant students are likely to be more, less or equally successful as immigrant students in other states.

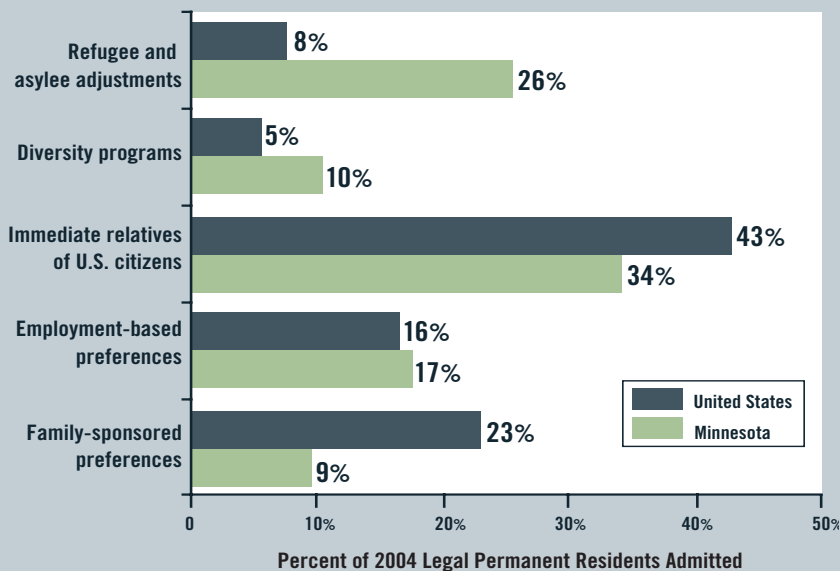
The coming demographic and economic changes necessitate that Minnesota take advantage of all of its “human resources,” but immigrant students have special assets that merit particular attention in our increasingly global economy. Many immigrant students, especially those who spent significant time in their home country before coming to the United States, speak several languages (in addition to English) and have international perspectives, experience and connections. These assets are too often treated as problems that our educational systems need to work around, rather than as resources that can improve learning for all students.

FIGURE 3:
CONTINENT-OF-ORIGIN OF U.S. AND MINNESOTA IMMIGRANT POPULATION



Data: American Community Survey 2004, Analysis: Minnesota State Demographer

FIGURE 4:
MAJOR CLASSES OF ADMISSION FOR NEW LEGAL PERMANENT RESIDENTS



Data: US Dept of Homeland Security, Analysis: Minnesota State Demographer

Conclusions

THE KEY QUESTION: HOW CAN MINNESOTA INCREASE IMMIGRANT STUDENT READINESS FOR SUCCESS IN HIGHER EDUCATION?

The current political conversation about immigrant students has focused almost entirely on the Development, Relief, and Education for Alien Minors Act (for more information on the DREAM Act, see below). To increase the participation and success of immigrant students in higher education, Minnesota must expand this conversation to include other policy challenges—and other voices. The responsibility for addressing the policy challenges

raised in this report should not be held exclusively by government, but also by the other institutions that serve immigrant families and communities.

The Study Committee on Immigration and Higher Education has identified key policy questions in four areas—information, culture, cost and preparation—that we believe are key to increasing immigrant students’ readiness for and success in higher education:

- **INFORMATION:** How are information and services about K-12 and higher education best delivered to immigrant students and their families?

- **CULTURE:** How can educational institutions and individuals educators learn to adapt to the changing cultural makeup of their student population?

- **COST:** What do immigrant families need to overcome the financial challenges related to higher education?

- **PREPARATION:** What is the best way to prepare immigrant students for college-level English skills?

THE DEVELOPMENT, RELIEF, AND EDUCATION FOR ALIEN MINORS (DREAM) ACT

The DREAM Act is a piece of federal legislation that would allow undocumented students who meet state residency requirements to qualify for in-state tuition rates at public college and universities, and would facilitate a path to legalization for undocumented students. Under the DREAM Act, an undocumented student who had lived in the U.S. for at least five years would, upon graduation from high school, be permitted to apply for conditional status that would authorize up to six years of legal residence. During that six year period, the student would be required to graduate from a two year college, complete at least two years toward a four-year degree or serve in the U.S. military for at least two years. If those conditions were met, permanent residence would be granted at the end of the six-year period. The DREAM Act would also eliminate a federal provision that discourages states from providing in-state tuition to undocumented immigrant students. The DREAM Act was first introduced in 2001 during the 107th Congress and has not been passed into law.

Source: National Immigration Law Center, April 2006

THE IN-STATE TUITION FOR IMMIGRANT STATUS BILL (MINNESOTA DREAM ACT)

The Minnesota Dream Act would allow undocumented immigrant students to pay in-state tuition at Minnesota’s public colleges and universities, provided that the student attended high school in Minnesota for at least three years; graduated from a Minnesota high school; and signed an affidavit stating that they are actively seeking to obtain U.S. citizenship. The In-State Tuition for Immigrant Status Bill was passed in both the state House and Senate in 2007, but was withdrawn from the higher education omnibus bill after Governor Pawlenty threatened a veto.

Source: Minnesota Immigrant Freedom Network website

INFORMATION

Felipe is nineteen years old. He was born in the United States; his parents were immigrants from Mexico. In high school, Felipe was an excellent student—he took Advanced Placement classes and won a track-and-field scholarship to Texas A&M University. He turned down the scholarship. “I wanted to learn about my parents’ life,” he said, so he took a job in a factory. When his family moved to Minnesota he knew he wanted to go to college, but he didn’t know where to start. “I didn’t know what colleges there were here, what kinds of colleges or how I could find them.”

Norma and Albina are mothers and advocates in their children’s schools. They work hard to make sure that Latino families and students are included in school activities. Even for these active parents, though, it is difficult to stay on top of what they need to do. “There should be more information in other languages, not just English. The kids have to be the translators for the parents so not all the information gets home,” Norma said. “Schools are supposed to have a translator but they don’t always.” Albina was hired by the school to talk to teachers about Latino culture. “There should be more outreach,” she said, “they shouldn’t just wait for a call.”

How are information and services about K-12 and higher education best delivered to immigrant students and their families?

All students and families need information and support as they navigate Minnesota’s educational systems, and immigrant families

would benefit from support targeted to their specific needs. In general, immigrant students are unlikely to be familiar with Minnesota’s educational systems, postsecondary options, career planning and the higher education admission process. In addition, immigrant families usually do not have the same “insider information”—what kinds of extracurricular activities impress college admissions officers, how local colleges differ from each other—that helps American students prepare for and succeed in higher education.

There are a multitude of resources available to provide information and support to immigrant families within the public school system, institutions of higher education, nonprofit organizations, community associations and informal networks. However, no system exists to coordinate these resources; as a result individual students cannot always access them—and it is difficult to tell what programs and resources are most effective.

School-based counselors might not be the best answer

In the past, school-based counselors were the bridge between students and the programs, systems, institutions and resources that were available to them. Today, counselors are overwhelmed by the number of students they must support and cannot always give individual students the personal attention they need. Minnesota public schools have, on average, one counselor for everyone 792 students—almost eight times the 100:1 ratio recommended

by the National Association of College Admission Counselors for college and academic counseling. Minnesota is ranked 49th in the country for its student-to-counselor ratio; only California has fewer counselors per student¹⁶.

Minnesota’s high student-to-counselor ratio means that students get little individual support from their counselors. The students that participated in our focus groups told us that their counselors were too busy to offer much help. Students who know what they are looking for can get the information they need

Minnesota’s educational systems, and immigrant families would benefit from support targeted to their specific needs.

from counselors, but students who need additional support often have a hard time finding it at school.

Compounding the problem for immigrant students, counselors and college admissions officers do not always have accurate information, especially for undocumented students. For example, students and parents told stories of counselors who told them that because they were undocumented they could not attend college (they can). In many Minnesota communities, the influx of immigrants is relatively recent and the staff and faculty of schools are still learning about the special challenges that immigrant students face.

Outside resources are available but uncoordinated

Many immigrant families, particularly refugees, have strong relationships with local community organizations and mutual assistance associations. Many students told us that they turned to those organizations first for information, support and resources to help with their education. Unfortunately, while some students have access to programs or individuals that can help them be successful in school, many students do not—and little is known about the quality and effectiveness of the programs themselves. **Minnesota should evaluate and explore both school- and community-based efforts to deliver information and services to immigrant families and students.**

**TAKE NOTE:
EXAMPLES OF INITIATIVES FROM AROUND THE COUNTRY**

***PARENT INVOLVEMENT TRAINING CLASSES
(PARENT INSTITUTE FOR QUALITY EDUCATION, CALIFORNIA)***

The Parent Institute for Quality Education (PIQE) runs nine-week training classes for parents, particularly those who did not attend college themselves, to learn how to help their children succeed in school and prepare for higher education. While not restricted to immigrant families, the curriculum directly addresses some of the challenges they face.

The program is offered at no charge to parents and is offered in a flexible schedule to adjust to parents' work schedules. Over the course of nine weeks, parents learn skills and knowledge including:

- How the U.S. school system works, expectations for students, and expectations for parent involvement
- How to establish a supportive home environment for their children, communicate well with their children, and promote the development of their children's self-esteem and personal discipline
- How to establish and maintain communication with school staff
- How to take advantage of resources like the library, tutors, and mentors

Since the program began in 1987, over 360,000 parents have graduated from the course.

Sources:

Inside Higher Ed, "Y Tu Mamá También," 6/27/06, <http://insidehighered.com/news/2006/06/27/latino>

Parent Institute for Quality Education: <http://www.piqe.org>



CULTURE

Khadra is a senior in college and is working on her applications for graduate school. She was born in Somalia and spent several years in a refugee camp in Kenya before moving to Minnesota when she was twelve years old. She lived with her family in a Twin Cities suburb and, along with her brothers, was one of the only students of color in her high school. “Somali parents try not to get too close to schools... because they don’t want their kids to lose their culture.” As a result, she did not participate in any extra-curricular activities, and said that she spent high school feeling like an outsider. Her counselors didn’t help: although she was an excellent student (when we met her, Khadra was in the process of applying to PhD programs), her high school counselor discouraged her from taking challenging college preparatory classes, telling her that they were “too hard.”

Tou, who came to the United States from Cambodia when he was very young, was frustrated by the way teachers responded to students from other countries. “Language is one thing, but culture is another. Teachers should try to understand the cultures that the kids come from. If a kid is doing something weird, instead of just attributing it to cultural differences and leaving it at that, the teacher should just ask the kid ‘Why are you doing that?’ The same goes for building understanding between teachers and parents.”

How can educational institutions and individual educators learn to adapt to the changing cultural makeup of their student population?

Immigrant students have to navigate both their native cultures and the culture of American educational systems in order to be successful in school. In school, they have to adapt to new methods of teaching, different expectations for interacting with authority figures, and a wide array of choices (What class should I take? What college should I consider?). At home, they are expected to live up to traditional cultural norms, and often mediate between their families and the outside world.

Sometimes, these cultures come into conflict, but much of this conflict would be avoidable if Minnesota’s immigrant communities and educational systems better understood each other. Immigrant families are constantly learning to adapt to American institutions and systems. Minnesota’s educational systems need to do their part and develop the capacity to adapt to the changing cultural makeup of their student populations.

Increases in the number of immigrant students produce new challenges for Minnesota schools

The increase in the number of immigrant students has introduced new challenges to school districts and individual teachers. For example, students in the St. Paul Public schools speak over 100 languages and dialects¹⁸ and students in the Minneapolis Public Schools speak

over 150 languages and dialects.¹⁹ Even if teachers are committed to learning about new cultures, it is very difficult for them to become familiar with all the languages, cultural backgrounds and experiences that their new immigrant students bring with them to the classroom.

Family cultural norms are sometimes in conflict with American ideas about education

American expectations about the relationships between schools, teachers, parents and students are

American expectations about the relationships between schools, teachers, parents and students are often at odds with the tradition and experience of immigrant communities.

often at odds with the tradition and experience of immigrant communities. Some Somali parents, for example, expect to defer educational decisions to teachers and school administrators. American teachers sometimes perceive this deference as a lack of interest on the part of parents in their children’s education. American schools expect parents to show up at student-teacher conferences, volunteer in the classroom, and watch over students’ shoulder to make sure they complete their homework.

Students serve as a bridge between their schools and their families

Many immigrant students serve as a bridge between the schools, which are struggling to serve students from a

Immigrant students are both challenged and supported by their cultures—and they face those challenges both at home and in the schools.

wide variety of backgrounds, and their parents, who do not always understand what the schools expect of them. The students we spoke to were familiar with this role and frustrated by it. They told us that kids who immigrate as teenagers are more successful because they are well grounded in their home culture before

arriving in the United States—and conversely, that students who came to the United States when they were very young feel pulled between the culture of their families and the American culture in which they are being educated. (However, a recent paper from the National Conference of State Legislatures suggests that immigrants who arrive as teenagers have a more difficult time learning English, and as a result struggle to adapt to American culture and to learn the material necessary for success on standardized tests.²⁰)

Schools need to learn to adapt to the changing cultural makeup of their student populations

Immigrant students are both challenged and supported by their cultures—and they face those challenges both at home and in the schools. They

are usually the first in their families to adapt to unfamiliar American customs and institutions. Their families are in a constant state of learning, and immigrant students feel a responsibility to help them. To ease that burden, **Minnesota’s systems of education need to develop the capacity to adapt to the changing cultural makeup of their student populations.**

**TAKE NOTE:
EXAMPLES OF INITIATIVES FROM AROUND THE COUNTRY**

***NEWCOMER EXTENDED TEACHER EDUCATION PROGRAM
(UNIVERSITY OF SOUTHERN MAINE, PORTLAND)***

As a part of its goal to increase the number of qualified school personnel serving culturally and linguistically diverse students in Maine schools, the University of Southern Maine’s College of Education and Human Development offers the Newcomer Extended Teacher Education Program (ETEP).

Newcomer ETEP is a Masters-level teaching certification program that provides support for immigrants preparing to become teachers in Maine schools, especially related to English language skills, academic achievement, and tuition support. The program is completed in two years, longer than the nine-month standard program, allowing participants more time to develop their academic skills, become familiar with the Maine school system, and prepare for their exams.

Newcomer ETEP is designed to increase the cultural and linguistic diversity of qualified personnel working in Maine’s increasingly diverse schools.

Source

http://research.usm.maine.edu/articles/article_13.stm

COST

Claudia and Eduardo, both from Guatemala, have four daughters. Their eldest is a student at the local community college, their second daughter went away to a private four-year liberal arts college and the two youngest girls are in elementary school and junior high. They worked hard to put their daughters through a private Catholic school, and they are willing to do whatever it takes to put them through college, too. Other families they know struggle, they said, because they try to save their money so that they can go back home. “What I earn is for the family,” Eduardo said, “so they can do what they want to do.” Their second daughter, Jackie, had the same attitude: “I know I’m going to have loans, but I will be able to pay them and choose what I want to do with my life.”

Mary works for a large corporation based in Minneapolis. When her son was getting ready to graduate from high school, the first place she turned to for help paying for college was her employer. “They had a college fair, they had information about financial aid, and they have scholarships.” Her son received one of the company’s scholarships—and now he works there, too.

What do immigrant families need in order to overcome the financial challenges related to higher education?

For most low- and middle-income families, the cost of higher education is a significant barrier. The financial challenges that affect many low-income and first-generation college students affect immigrants disproportionately—more immigrants live under the poverty

TAKE NOTE:

EXAMPLES OF INITIATIVES FROM AROUND THE COUNTRY

SHARIA-COMPLIANT FINANCING (ISLAMIC BANK OF BRITAIN)

The Islamic Bank of Britain offers financing options that allow individuals to borrow money without paying interest, avoiding the potential conflict between sharia law and students’ need to borrow to finance higher education.

In this system, the borrower buys a commodity from the Bank and pays for it according to an agreed deferred payment period over 12 months, which includes the price of the commodity as well as profit for the Bank. The customer employs a third-party to resell the commodity and the proceeds from this sale are credited to the customer’s account. The customer has access to these funds and makes monthly repayments to the bank for the original purchase of the commodity. Lloyds TSB and HSBC banks also provide sharia-compliant banking options in Britain.

For a detailed explanation of the Islamic Bank of Britain’s sharia-compliant lending, go to:

<http://www.islamic-bank.com/islamicbanklive/PFGenerateCash/1/Home/1/Home.jsp>

line than native-born students.²¹ In addition, many immigrant students face other constraints unique to their native cultures or immigrant status.

The cost of higher education is daunting

The cost of higher education continues to climb, and for many families it feels out of reach. In the 2005 *Measuring Up* report, Minnesota received a “D” for the affordability of its institutions of higher education—which, while among the highest grades received by any state, reflects a significant burden to Minnesota students. Attending a community college in Minnesota requires 22 percent of an average family’s income. Attending a public college or university

requires 26 percent of an average family’s income; private colleges or universities require 54 percent.²²

Federal financial aid has not kept pace with the increasing cost of attending higher education. In 2004, the average Pell Grant covered 25 percent of total costs at public four-year colleges, down from 47 percent in 1975.²³ Under Minnesota state law, any increase in federal grant aid (such as an increase in the maximum Pell Grant) is accompanied by a corresponding decrease in state grant aid, so the amount the student pays stays the same.

The high cost of a college education produces other, more subtle, barriers in addition to the core challenge of raising the necessary funds. Some of the students we talked with told us that the financial benefits of going to college, weighed against the expense, are either unclear (because some jobs, such as construction or skilled

Immigrant students are often obligated to help support their families in a variety of ways.

factory work, can pay as well as the jobs students would get after college) or are so far in the future that they are not a significant incentive. Families told us that even if scholarships and other financial aid are abundant, it is hard to conceive of spending or borrowing the cost of education when living paycheck to paycheck, and relatively small expenses—like a \$200 deposit on a dorm room—are a major stumbling block. Undocumented students worried that they would graduate with significant college debt and still be unable to get a job in the United States.

Immigrant students face other challenges to financing higher education

Cultural expectations, religious requirements, and immigration status create other challenges to financing higher education for some immigrant students.

Immigrant students are often obligated to help support their families in a variety of ways. Many immigrant families come to the United States so that they can earn enough money to assist families in their home countries—and eventually to earn enough to go back themselves. Boys are often expected to work while they are in school—or take better paying jobs that do not allow them to attend higher education. Girls, in many immigrant cultures, marry and have children at the same age that their peers are preparing for and starting college.

Some immigrant students face additional constraints. For example, under *sharia* law, the principles that guide Islam, Muslims are not permitted to pay or receive interest (although this restriction is not universally understood by Muslims to apply to education), which sometimes forces Muslim students to choose between their faith and their education.



Undocumented students in Minnesota are not eligible for in-state tuition or state or federal financial aid; these students have to turn to the limited supply of scholarships that do not require applicants to have a Social Security number.

Minnesota should be at the forefront of exploring and developing mechanisms that allow immigrant students to finance higher education in ways that are consistent with their familial obligations, culture and faith.

PREPARATION

Fatima's boys, Ahmud and Abdi, are six and ten years old. Ahmud started Kindergarten this fall; Abdi is in fifth grade. Fatima is worried about the education they are getting in the Minneapolis Public Schools; she doesn't think the English Language Learner classes they are taking are helping them. "Why do they spend a whole month learning one letter? They do 'B'. His homework is to write 'B', 'B', 'B'. He already knows the whole alphabet!"

Maria has three children: two boys who are in school now and a baby daughter who is still at home. They live in a small town in southern Minnesota. "The biggest problem is English," she said. "In Mexico, the schools are better; they know more than the other students. In Mexico, they are doing 4th grade math, but here they don't know English, so they do 1st grade math. They shouldn't have to do that just because they don't know English."

What is the best way to prepare immigrant students for college-level English skills?

To increase the number of college graduates, Minnesota must first ensure that its high school students are adequately prepared for higher education. For many immigrant students, gaining proficiency in English is an essential first step to success in other subjects—and for too many, the English Language Learner systems currently in place are not doing the job.

ENGLISH LANGUAGE LEARNER FUNDING IN MINNESOTA

School districts in Minnesota are required to evaluate students for proficiency in English and, if students are deemed to be not proficient, to provide English language instruction to those students. The State of Minnesota provides \$700 per year for English language instruction for each ELL student for five years or until the student earns a proficient score on the Test of Emerging Academic English (TEAE), whichever occurs earlier. If, after five years, a student is not proficient in English, school districts are required to continue to offer that student English language instruction, although state funding is no longer available for that student. Districts with a high concentration of ELL students receive an additional \$250 per year for each student that qualifies under the above requirements.



A lack of proficiency in English hinders students' abilities to succeed in high school and higher education

Almost 58,000 Minnesota public school students are classified as English Language Learners (ELL).²⁴ Improving the English proficiency

For many immigrant students, gaining proficiency in English is an essential first step to success in other subjects.

of these students must be a priority for Minnesota. English Language Learners are held back in all subjects because their comprehension of the language prevents them from demonstrating their skills: on the Minnesota Comprehensive Assessments (MCA) and Basic Skills Tests (BST), in all grades and subjects, English Language Learners score substantially lower than other students. In 2005, for example, 74 percent of English proficient students had “proficient” scores on the 11th grade math MCA. Only 34 percent of English Language Learners had proficient scores on the same exam.²⁵

English Language Learners are also less likely to graduate from high school.²⁶ Even students who are technically proficient in English struggle when they enroll in higher education: the basic level of language proficiency provided by ELL programs in primary and secondary schools is not as rigorous as the language required to be successful in

higher education. Remedial English classes at the state’s public colleges and universities are full (with both immigrant and native-born students); students who require remedial language instruction use up scholarships and government financial aid on those classes, leaving them with limited funding for degree-based coursework.

Immigrants today need higher-level English skills than previous generations

Learning English has always been a challenge for new immigrants. Today’s students face an even greater challenge than earlier generations of immigrants: to be successful in

Minnesota’s information economy, they must be proficient in rigorous academic English—something that was rarely expected of earlier immigrants. The English Language Learner systems in Minnesota were built to an earlier standard of basic proficiency, and too often they do not adequately prepare students for higher education or professional careers. The ELL programs administered by local school districts are an essential part of the solution, but **the ultimate goal must be to build a system that prepares immigrant students not just for proficiency in English but also for the college-level English skills required for success in higher education.**

TAKE NOTE: EXAMPLES OF INITIATIVES FROM AROUND THE COUNTRY

SERVICE LEARNING FOR ENGLISH LANGUAGE LEARNERS (RMC RESEARCH CORPORATION)

RMC Research Corporation advocates service-learning as a method through which students with limited English proficiency can build their English and other skills through organized activities that meet a community need. Service-learning is integrated into the academic curriculum and supported by regular assessment, and it provides students with the opportunity to use the skills they are developing in real-life situations.

One service learning model comes from Loma Linda Elementary School in Anthony, New Mexico. Three nights a week, the school library is opened to the public, while fourth, fifth, and sixth grade students from Loma Linda tutor or read to younger children from the community. According to RMC, the students improved their English fluency and reading ability, and the younger children developed an enjoyment for reading as a result.

Source

“Linking Service-Learning and No Child Left Behind Act of 2001: Title III Language Instruction for Limited English Proficient and Immigrant Students,” RMC Research Corporation:

www.rmcdenver.com/Final%20Linking%20III%202.pdf

The Challenge Ahead

Minnesota must increase the number of students that are prepared for and successful in higher education—and immigrant students are an untapped resource. The growing information

the number of high school graduates is predicted to decline.

There are many things Minnesota can do to ensure that the state has enough college graduates to meet the needs of the economy. One thing we must do is ensure that all of our high school students are prepared for and successful in higher education. Students of color in general and immigrant students in particular are of special

In this report, the Study Committee on Immigration and Higher Education has laid out what it believes to be the most important policy questions regarding immigrant students and higher education. Now, we challenge the education, business, nonprofit and government communities—and the Citizens League and the MACC Alliance of Connected Communities, who sponsored this work—to answer these questions and to develop policy solutions that will help increase immigrant students' readiness for and success in higher education.

The challenge is great: at the same time that demand for college graduates will be increasing, the number of high school graduates is predicted to decline.

economy and the coming retirement of the Baby Boomers will demand more college graduates than the state currently produces. The challenge is great: at the same time that demand for college graduates will be increasing,

import; while the number of non-minority students will decrease by more than 50 percent in the coming decades, the number of students of color in our schools will increase significantly.



References

- ¹ Gillaspay, Tom and Stinson, Tom. "Show Us The Money (The Future)." Presentation to the Citizens League, August 2005.
- ² Minnesota Private College Council, "Demographic Challenges and Opportunities: Higher Education & Minnesota's Future," April 2006
- ³ Ibid
- ⁴ Western Interstate Commission for Higher Education, 2003.
- ⁵ Employment Projections, Minnesota Department of Employment and Economic Development, Bureau of Labor Statistics, U.S. Department of Labor.
- ⁶ Minnesota Private College Council, "Demographic Challenges and Opportunities: Higher Education & Minnesota's Future," April 2006
- ⁷ Gillaspay, Tom. "Recent Trends in Immigration to Minnesota." Presentation to the Minnesota Council of Nonprofits, March 2006.
- ⁸ Census 2000
- ⁹ Gillaspay, Tom. "Recent Trends in Immigration to Minnesota." Presentation to the Minnesota Council of Nonprofits, March 2006.
- ¹⁰ Ronningen, Barbara. "Demography of Immigrants in Minnesota." Presentation to the Study Committee on Immigration and Higher Education, July 2006.
- ¹¹ U.S. Census of Population and Housing, 1 Percent PUMS, 2000
- ¹² Minnesota Department of Education, 2004-2005 School Year
- ¹³ Zehler, A.M., Fleischman, H.L. & Hopstock, P.J., Stephenson, T.G., Pendzick, M. & Sapru, S. "Descriptive study of services to LEP students and LEP students with disabilities. Volume I: Research report." Rosslyn, VA: Development Associates. 2003.
- ¹⁴ Ruiz-de-Velasco, Jorge and Fix, Michael. "Overlooked and Underserved: Immigrant Students in U.S. Postsecondary Schools." Urban Institute, 2000.
- ¹⁵ Ibid
- ¹⁶ National Association of College Admission Counselors, "State of College Admission 2006
- ¹⁷ Hawkins, David A. and Clinedinst, Melissa. "State of College Admission 2006." National Association of College Admissions Counselors, 2006.
- ¹⁸ Saint Paul Public Schools English Language Learner website: <http://www.ell.spps.org/> (accessed September 21, 2006)
- ¹⁹ Minneapolis Public Schools About English Language Learner website: <http://ell.mpls.k12.mn.us/About.html> (accessed September 21, 2006)
- ²⁰ Morse, Ann. "A Look at Immigrant Youth." National Conference of State Legislatures, 2005.
- ²¹ Mahon, Joe. "Huddling more massively," *fedgazette*, Federal Reserve Bank of Minneapolis, November 2006.
- ²² "Measuring Up 2006," National Center for Public Policy and Higher Education, 2006.
- ²³ "Trends in student aid", The College Board, 2002.
- ²⁴ Minnesota Department of Education.
- ²⁵ Minnesota Department of Education School Report Card: Academic Excellence website: <http://education.state.mn.us/ReportCard2005/> (accessed October 3, 2006)
- ²⁶ Ruiz-de-Velasco, Jorge and Fix, Michael. "Overlooked and Underserved: Immigrant Students in U.S. Postsecondary Schools." Urban Institute, 2000.

The Work of the Study Committee on Immigration and Higher Education

CHARGE TO THE COMMITTEE

Minnesota's immigrant population has been steadily increasing over the past 25 years—and has increased rapidly since 2000. While the precise number of immigrant students in Minnesota schools is unknown, it is reasonable to assume that the number of immigrant students has risen alongside the increase in immigrants living in Minnesota.

The role of education has always been to develop the capacity of citizens to govern in our democracy. In recent years, unprecedented competition from the global economy and a shrinking workforce-to-resident ratio have pressured Minnesota schools to focus on producing more college graduates, including in the critical areas of math and science.

The intersection of these trends provides us with a significant opportunity: How can Minnesota best educate the growing immigrant student population?

Too little is known about immigrant students in Minnesota to answer that question today. Instead, the Study Committee on Immigration and Higher Education will **gather the facts about immigrant students and use those facts to identify the critical choices and public policy challenges that will face Minnesota in the coming years.** We hope that this work will lead to a future study committee that will develop solutions to the questions and policy challenges we raise.

Key questions for this committee include:

What are the most important facts and trends about immigration & higher education in Minnesota? For example:

- What are our best estimates of the number of immigrant students in Minnesota's K-12 and higher education systems? Where are they coming from? What types of immigration status do they have?
- How well are immigrant students performing? How well are they performing in the crucial areas of math, science and technology?
- What challenges do immigrant students face? Are different immigrant groups facing different challenges? Are some immigrant groups more likely to participate in higher education than others?

Given these facts and trends, what are the critical choices and policy issues facing Minnesota?

- What questions do these facts and trends raise about public policies?
- What do these facts and trends say about the roles of government, foundations, families and other institutions?
- What are our top priorities in addressing these issues?



The Study Committee on Immigration and Higher Education was a joint project of the Citizens League and the MACC Alliance of Connected Communities. The Study Committee on Immigration and Higher Education held seven committee meetings between June 2006 and October 2006.

STUDY COMMITTEE MEMBERSHIP

Wilson Bradshaw, Co-Chair	Maureen Bruce	Bright Dornblaser	George Ogonna	Mike Van Keulen
Vinodh Kutty, Co-Chair	Scott Burns	Leo Espinoza	Traci Parmenter	Zer Vang
Josh Becerra	Maureen Cisneros	Meredith Fergus	Carl Phillips	Val Vargas
Lois Bollman	Mercy Das-Šulc	Gary Jeter	Jasmine Shrestha	James Worlobah
	John DeSantis	Lily Moua	Stacia Smith	Zha Blong Ziong

THE CITIZENS LEAGUE THANKS THE FOLLOWING SPONSORS FOR THEIR GENEROUS SUPPORT OF THIS PROJECT:

ADC Foundation	St. Paul Travelers Foundation
-----------------------	--------------------------------------

ADDITIONAL THANKS:

Naima Bashir <i>student panelist</i>	Kathleen Leos <i>United States Department of Education</i>	Matt Musel <i>University of Minnesota</i>	Hosts of our focus groups: <i>Dynamic 507, East Side Neighborhood Services, Nobles County Integration Collaborative, Saint Paul Public Housing, Tubman Family Center, Waite House, and Wells Fargo</i>
Jackie Bonilla <i>student panelist</i>	Mike Lopez <i>Minnesota State Colleges and Universities</i>	Bud Philbrook <i>Global Volunteers</i>	
Eva Duguay <i>Wells Fargo</i>	Yung Mao <i>student panelist</i>	Barbara Ronningen <i>Minnesota State Demographic Center</i>	
Tom Gillaspay <i>Minnesota State Demographic Center</i>	Carlos Mariani <i>Minnesota Minority Education Partnership</i>	Pat Thomas <i>Marshall Adult Learning Center</i>	
Jennifer Godinez <i>Minnesota Minority Education Partnership</i>	Doug McGill <i>World Press Institute</i>	Rebecca Wallin <i>Wallin Family Foundation</i>	
Peggy Gunn <i>Wells Fargo</i>	Phillip W. Miner <i>Minnesota Private College Council</i>	Mike Wilhelmi <i>City of Saint Paul</i>	
David Laird <i>Minnesota Private College Council</i>	Philomena Morrissey Satre <i>Wells Fargo</i>	The members of ISAIAH	
Michelle Latvala <i>Global Volunteers</i>	Bev Mountain <i>Mankato Area Adult Basic Education</i>	The congregation of Comunidad Sagrado Corazón de Jesús	
Ramon Leon <i>Latino Economic Development Center</i>		Saint Paul Public Housing	
		Participants in our focus groups in Faribault, Minneapolis, St. Paul, and Worthington	

STAFFING AND SUPPORT:

Victoria Ford authored this report and staffed the study committee with assistance from Annie Levenson-Falk, Sarah Powell, Sherrie Simpson, Brian Bell and Sharon Haas.

About the Citizens League

The Citizens League mission is to build civic capacity in Minnesota by:

- Identifying, framing and proposing solutions to public policy problems;
- Developing new generations of civic leaders who govern for the common good; and
- Organizing the individual and institutional relationships necessary to achieve these goals.

The Citizens League has been a reliable source of information for Minnesota citizens, government officials and community leaders concerned with public policy for 55 years. Volunteer committees of Citizens League members study issues in depth and develop informational reports that propose solutions to public problems.

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

For more information visit the Citizens League website at www.citizensleague.org.

CITIZENS LEAGUE BOARD OF DIRECTORS AND STAFF (2007)

OFFICERS

Chair: Mary Pickard
 Vice Chair: Kathy Mock
 Secretary: Steve Dornfeld
 Treasurer: Elliot Jaffee
 Past Chair: Tom Horner

STAFF

Executive Director: Sean Kershaw
 Deputy Director: Ann Kirby McGill
 Director of Policy Development: Bob DeBoer
 Policy Associate: Victoria Ford
 Membership and Policy Assistant: Annie Levenson-Falk
 Office Manager: Ami Nafzger-Spiess
 Project Coordinator: Brian Bell

BOARD OF DIRECTORS

Lee Anderson	Glenn Dorfman	Tanessa Greene	Sarah Lutman	Art Rolnick
Laura Bishop	Steve Dornfeld	Peggy Gunn	Lisa Meyer	Hussein Samatar
Wilson Bradshaw	Ed Driscoll	Keith Halleland	Kathy Mock	Tom Teigen
Andy Brown	Rev. Albert Gallmon, Jr.	Tom Horner	Lily Moua	Judy Titcomb
Jake Crandall	Nate Garvis	Elliot Jaffee	Jonathan Palmer	Jack Uldrich
Carl "Buzz" Cummins III	Jennifer Godinez	Katie Kelley	Mary Pickard	Rebecca Wallin
Stan Donnelly	Kevin Goodno	Dee Long	Kathryn Roberts	Donna Zimmerman

CITIZENS LEAGUE PAST PRESIDENTS

1952	Stuart Leck, Sr. and Leonard Ramberg	1965-66	Charles H. Clay	1979-80	Allan R. Boyce	1993-94	Kent Eklund
1953-54	Leslie Park	1966-67	Archibald Spencer	1980-81	James R. Pratt	1994-95	William Johnstone
1954-55	Charles S. Bellows	1967-68	John Windhorst	1981-82	B. Kristine Johnson	1995-96	Barbara Lukermann
1955-56	Charles Silverson	1968-69	Francis Boddy	1982-83	John Rollwagen	1996-97	Mike Christenson
1956-57	Walter Harris	1969-70	Greer Lockhart	1983-84	Charles S. Neerland	1997-98	Mary Anderson
1957-58	John Windhorst	1970-71	John W. Mooty	1984-85	Jean King	1998-99	George Latimer
1958-59	John F. Finn	1971-72	Wayne H. Olson	1985-86	Tom Swain	1999-00	George Latimer
1959-60	Frank Walters	1972-73	Richard J. FitzGerald	1986-87	David Graven	2000-01	Matthew Ramadan
1960-61	Malcolm G. Pfunder	1973-74	Peter Heegaard	1987-88	Terry Hoffman	2001-02	Dave Durenberger
1961-62	James Hefland, Jr.	1974-75	Verne Johnson	1988-89	Peter Vanderpoel	2002-03	Gary Cunningham
1962-63	Norman Newhall, Jr.	1975-76	Arthur Naftalin	1989-90	Ronnie Brooks	2003-04	Dee Long
1963-64	Waite Durfee, Jr.	1976-77	Rollin Crawford	1990-91	Carl Cummins, III	2005	Keith Halleland
1964-65	James R. Pratt	1977-78	Eleanor Colborn	1991-92	Elizabeth Malkerson	2006	Tom Horner
		1978-79	Wayne Popham	1992-93	John Brandl		

About the MACC Alliance of Connected Communities

MACC Alliance of Connected Communities is a strategic partnership of 21 community based organizations that have joined together to leverage their collective resources and voice. This unique alliance honors the individual identities and histories of its member agencies and forges innovative partnerships among members and with nonmember agencies, businesses and leaders.

MACC members share the goals of serving individuals, families and the various communities that are defining the future.

MACC was formed in 1999 and is a 501(c) (3) nonprofit organization. MACC is a model of new thinking and mutually productive initiatives within the Twin Cities nonprofit sector.

Our vision is that all Twin Cities metro area communities thrive and have ample community building asset.

Our mission is:

Unleashing the connective power of communities to build their own futures

MACC OFFICERS

Anne Long, MACC Board Chair

Molly Greenman, MACC Secretary

Fred Easter, At Large Officer

Dan Hoxworth, MACC Board Vice Chair

Fran Ivory, MACC Treasurer

Barbara Milon, At Large Officer

BOARD MEMBERS

Kitty Christiansen

Kim Keprios

Deborah Renshaw

Beverly Dusso

Suzanne Koeplinger

Carolyn Smallwood

Brad Englund

Bill Laden

Tony Wagner

Saeed Fahia

Jeff Martinko

Greg Wandersee

Ernest Johnson

Bob Olander

MEMBER AGENCIES

Arc Greater Twin Cities

Keystone Community Services

Pillsbury United Communities

The City, Inc.

LDA Minnesota

Plymouth Christian Youth Center

Confederation of Somali Community in Minnesota

The Link

Sabathani Community Center

East Side Neighborhood Services

Loring Nicollet-Bethlehem Community Centers

Tubman Family Alliance

Family & Children's Service

Merrick Community Services

Way To Grow

Hallie Q. Brown / Martin Luther King Center

Minnesota Indian Women's Resource Center

West 7th Community Center

Hennepin County Department of Human Services and Public Health

Neighborhood House

Phyllis Wheatley Community Center



**Citizens
League**

Common ground. Common good.

555 N. Wabasha Street, Suite 240
St. Paul, MN 55102

Phone: 651-293-0575

Fax: 651-293-0576

www.citizensleague.org

