



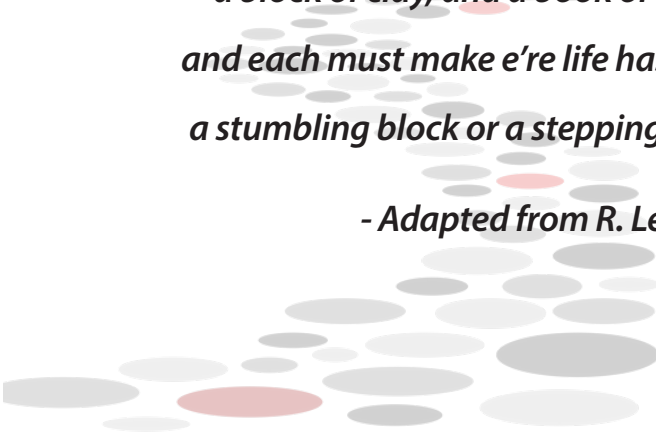
**That's  
Community Ed!  
50 Years of Service  
1969-2019**

## *Stepping Stones*

*Isn't it strange that princes and kings  
and clowns that dance in sawdust rings  
and common folks like you and me  
are builders of community?*

*Each is given a bag of tools,  
a block of clay, and a book of rules;  
and each must make e're life has flown,  
a stumbling block or a stepping stone.*

*- Adapted from R. Lee Sharpe*



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***Community Education*** serves all the 336 districts in Minnesota.  
*Established in 1969, community educators are celebrating 50 years of service.*  
*Each district has created a system that recognizes each community member as*  
*both a learner in the system and a resource to it.*  
*Community Education is a catalyst serving communities to*  
*work in partnership to create stepping stones.*

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The Community Education movement is grounded in the distant past by significant contributions of Plato and Sir Thomas Moore who understood the positive force between the community and education. More recently John Dewey wrote about the interrelationship between a community, its schools and society. He believed the community has a role in developing youth. He also believed that all members of the community have a responsibility to continue to develop themselves in an effort to improve their society and thus the quality of life.

The formal movement of Community Education started in the 1950's in Flint, Michigan.

The legend of Frank Manley, a teacher in the Flint, Michigan schools who convinced philanthropist Charles

Steward Mott to create an after-school program in the local school has been retold hundreds of times. Manley saw the untapped potential in the school buildings which were left unused after 4PM during the school year and closed down in the summer. His dream was to improve the neighborhoods by making the local schools a focal point for health, recreation and adult education classes.

Michigan was the first of 18 states over the next 10 years to pass community education legislation. In 1971, Minnesota became the fourth state to pass legislation with sixteen school districts approving community school programs. Senator Jerome Hughes, Maplewood, was responsible for authoring the bill in 1971 that brought funding to Community Education in Minnesota.

# Serving Learners

**Serving learners** is the first and most important job of Community Education. Through Community Education, school districts are uniquely positioned to serve the needs of learners of all ages. To Community Educators, the mandate to serve is clear:

- Understand your communities
- Bring people together to solve problems
- Share the commitment to improve life for all
- Utilize your knowledge, commitment and skills as tools for change

There are over 1.7 million youth, 285,000 pre-kindergarten children and 900,000 adults in Minnesota engaged in Community Education.

**CE Skoolie** brings programs, food, and pop-up shops to South Washington County neighborhoods. With 30 community partners the South Washington County Community Education Skoolie program served 5,000 meals this summer. During the summer and non-school days Skoolie and its partners offer Family Fun Nights. In the summer Skoolie travels throughout the community providing free suppers and activities. The Skoolie



bus is a repurposed, repainted school bus filled with books, games, tents, music and supplies. Among the community partners are the Fire Department, Second Harvest, Park and Rec, Library and many others.

• **CE Skoolie creates a pop-up shop for purchasing prom, wedding, quinceañera, dance and formal occasion dresses.**

• **District 191 Burnsville served over 1,000 students in their Brainpower in a Backpack program. Over 13 organizations contributed including Blue Cross, Target, Rotary, Wells Fargo, local churches and district employees. The backpacks are part of a "hunger relief" program that supplies more than 24,000 weekend backpacks of food to 800 district students.**



**Greenvale Park Community School** in Northfield is a 21st Century Community Learning Center grant-funded year-round program for students and their families. It currently serves over 860 youth and 700 adults and community members. School officials note this program “leads to a better learning environment for all of our students, stronger families and a healthier community.” Students experience arts, music, STEM classes, physical education and get this ... health check-ups. Dedicated volunteers and community members make this diverse programming and resources possible.



- **Greenvale Park Community School was recently honored as the top-ranked community school by the Minnesota Department of Education's 21st Century Community Learning Centers program**
- **140 students received two dental check-ups; 25 students had sealants applied**
- **462 volunteers donated 4,652 programming hours**

**Big Sandy Water Institute** developed by McGregor Community Education attracts students from all over the state. This leading environmental program has reached over 7,000 students in the past 18 years. Program sponsors include township, city, county and federal programs. The Institute philosophy knows that children being able to turn a leaf, roam through the woods, swim with critters, learn how animals survive in the forest, and know how water ecology plays an important role on fish species is essential. Classes include blacksmithing, DNR boat safety, Habitat for Feathered Friends, paddle boarding, learning about Native American art, archery, fishery management, farming, and trips to places like the Great Lakes Aquarium.

***In the end we will conserve only what we love, we will love only what we understand, and we will understand only what we are taught.” -Baba Dioum***



# Serving Workforce Development

**P**reparing a workforce is the work of schools. Community Education is a full partner in that effort. There are programs for youth to explore job skills and for adults to enhance their skills often partnered with employers or local colleges.



## **Makercamp teaches kids to become carpenters.**

In Alexandria, children in grades 2-8 built a 50-foot-long boardwalk and a 30-foot bridge, thanks to a program right in their school's backyard. In the Community Education Makercamp, students learned how to use tools, how to swing a hammer, and how to pound nails. Besides learning carpentry, the students helped improve the community, giving them a sense of accomplishment and service learning. Many local partners provided supplies and funding for this community project.

At the **St. Paul Hubbs Center** ABE students attend basic skills classes. The Hubbs center also offers programs at the airport for employees, many of whom are Somali immigrants, motivated to learn English for customer service. The College Readiness Academy was created to prepare students to be college ready. This program offers one class at Hubbs Center and then one class at St. Paul College. Several students have moved on to college and been successful.

## **HUBS CENTER AIRPORT GRADUATION**

*The first group of students  
honored at the Metropolitan  
Airports Commission meeting.*







**U**ltimately, no matter if the participant is an adult or a child, Community Education serves families.

**Bridges to Kindergarten** Transition Program in Hermantown/Proctor prepares children for kindergarten by providing parents, caregivers, educators, and administrators with information, resources and events focusing on kindergarten transition. The program reaches out to all families of preschool children, including the more than 50 percent not involved in other early childhood programs and encourages them to participate in transition activities spanning a full year prior to kindergarten. The Bridges to Kindergarten Transition Program includes evening sessions focused on social-emotional learning, literacy and math to help children and families get ready for kindergarten and to help schools best prepare to serve new kindergartners.

*Bridges to Kindergarten was honored by Columbia University as an outstanding program. One of the "Lessons Learned" from this study was A Transition Team (comprised of school district early childhood professionals, private pre-school teachers, kindergarten teachers, K-12 administrators, parents and child care providers) comes to consensus regarding what it means to be "School Ready." This common set of expectations is made available to parents as we all work together to prepare children for kindergarten.*

The **Paynesville Community Education** school age child care PAWS program is an example of serving families. Each child in PAWS is nurtured, kept safe and encouraged to pursue their own interests, develop friendships, independence and confidence. Activities range from: computer lab, field trips, gym time, group games, art projects, reading, math, choice time, toys and more!

**The EDGE** serves families by providing programs for kids in grades 6, 7, 8 and 9 who want nothing to do with childcare. The fee-based EDGE welcomes students from Burnsville, Eagan, Savage, Lakeville, Farmington, New Prague, New Market, Shakopee and other neighboring communities!

EDGE started in 2000 when families wanted to have a place for their older children to be active, have fun and do stuff with friends. EDGE offers very flexible scheduling, no minimum attendance requirement and transportation. The 400 kids who are involved take exciting trips, are active, and out in the community.

*Students report that making friends from other communities is one of the things they like the best about the program. Also, they love being able to have fun with adult staff. One unique program feature is that kids have to check in every two hours to ensure safety at each event. According to the staff this is teaching responsibility.*

# Serving With Equity

**S**erving with equity requires that we start with truth telling. The truth is complicated. Beneath the contemporary surface of Minnesota, there are histories of belonging that have been erased, overlooked, contested and forgotten. Our communities owe their existence and vitality to our original natives and generations from around the world who have contributed their hopes, dreams, and energy to making the history that leads to this moment.

In the 50 years since Community Education began, Minnesota has experienced significant population changes. In addition to 275,000 African Americans, more than 70,000 Hmong, 40,000 Oromo from Ethiopia, more than 14,000 Karen from Burma, and 50,000 Somalis now call Minnesota home. The Hispanic population has climbed from 54,000 in 1990 to 271,000 in 2013. In addition, changes in family structures and new laws have put a spotlight on the importance of equity as community education continues its mission of serving everyone.

For the **Anoka-Hennepin Adventures Plus School Age Child Care** program which serves 4,000 children daily, the goal to serve with equity meant diversifying their workforce. District high school staff identified students of color or with economic disadvantage and invited them into a Future



Leaders paid internship program. The Leaders spend the last hour of their high school day in elementary schools coaching and mentoring students. After school they become staff in the A+ program interacting with kids and learning job responsibilities and workplace behavior skills. After successful completion, the Future Leaders are eligible for employment in the program. The staff is now 34% people of color at the associate level and some Future Leaders have moved into current leadership roles. Kids coming into A+ after school and seeing staff who look like them has

opened up possibilities of equity that have long been missing. Intensive diversity training modules for staff have created a culture where diversity is respected and honored.





**Leaders in Training (LIT)** is an out-of-school program with middle school students sponsored by Roseville Community Education. Seventh, eighth and ninth grade students attend sessions two to four times a week doing deep exploration of their personal styles and focus on leadership and public speaking skills. They do assessments of their own family dynamics and dream mapping to set life goals. Putting all of this together, the participants construct their life stories in compelling and artistic ways so they can tell them to others with a focus on equity and racial reconciliation. LIT participants have done presentations at their high school and have been keynote presenters for Roseville Schools staff and the MCEA Leadership Conference. Their highly personal stories and presentations reinforce how important and meaningful serving with equity can be. When in high school, students become LIT coaches.

*"We needed this when we were young." Several parents of LIT students were so impressed with what was happening in the program, they wanted to have the experience. The students put together a program so their parents could have a similar self-discovery journey, thus taking the lead in their own families.*

Marshall Community Education co-sponsors an **Annual Cultural Conference** to bring the four major international culture influences in Marshall: Hispanic, Somali, Hmong, and Karen together so that all of Marshall residents can learn more about their neighbors. Promotions included a Facebook page that featured native speakers talking about the event program in their own languages. The day focused on history, language and celebrations and was so successful that Southwest Minnesota State University will partner with them in the future.



# Community Education Funding

## Community Education Levy

Community Education is authorized by permissive levy and state aid. The goal is for community members to make maximum use of public schools and for public schools to involve and utilize talents of community members. In addition Community Education departments may charge fees and receive local, state and federal grants. Often levies are a small portion of total Community Education revenues in a district. The funding formula for 2018-19 is \$5.42 per capita with an additional \$1.00 for Youth Development/Youth Service and \$1.85 for After School Youth Enrichment.

## Youth Enrichment/ Youth Service

Youth enrichment provides educational programs and activities extending beyond the school day. After-school enrichment supports development of social, mental, physical, and creative abilities; provides structured programs during high-risk times; and promotes youth leadership and improved academic performance. Programs boast a wide range of opportunities, including technology, arts, languages, math, reading, science, and sports/recreation. They offer opportunities to improve academic and social skills, explore new interests, and make new friends.



## Adults with Disabilities



Programs for Adults with Disabilities are designed to serve adults with physical, developmental or cognitive disabilities by encouraging inclusion in the community and providing educational, social and recreational opportunities. Programs can include targeted classes and/or reasonable accommodations for participation in any Community Education activity. This program is limited to a few early adopting districts or consortia and has not been open to new applications. The maximum funded revenue is \$60,000, half from State Aid and half from local levy. Districts may also charge fees for classes and activities.



### **Early Childhood Family Education**

Early Childhood Family Education (ECFE) is for parents and children ages birth to kindergarten. Recognizing home as a child's first learning environment and parents as primary, most influential teachers, the mission of ECFE is to strengthen families and enhance abilities of parents to provide for healthy growth and development of their children. ECFE programs are administered through local districts, influenced by advisory councils, and employ licensed parent educators and early childhood teachers. Sites are as varied as schools, homes, shopping centers, health clinics, homeless shelters and faith facilities. Parents and children participate together, typically about two hours per week. The funding formula is \$120 x the number of children under the age of five in a district.

### **School Readiness**

School Readiness is available to Minnesota children, age 3 years to kindergarten who meet eligibility requirements. The goal is to help preschoolers enter kindergarten with skills and behaviors necessary for success. A priority of School Readiness is to involve parents in learning. Funding is based on the number of 4-year-olds in the district and the number of families eligible for free and reduced school lunch. State aid is given out proportionally. The full state aid for 2018-19 was \$33,683,000.

### **School Readiness Plus/ Voluntary Pre-Kindergarten**

The purpose of a School Readiness Plus program is to prepare children for success as they enter kindergarten the following year. A district, charter school, or group of districts and charter schools may establish a school readiness plus program for children age four to kindergarten entrance. These programs are funded through state aid to schools and charters using a formula.

### **School Aged Childcare**

School based childcare programs provide care and education for children before and after school and on non-school days including summer. Programs, designed to be a partnership between school and home, offer safe and nurturing environments and are staffed by educated and experienced professionals. Activities include recreation, social skill development and reinforcement, and academic enrichment in a supportive and familiar environment. While programs are fee-based, there is specific funding available based upon approved additional costs of providing services to participating children with disabilities or children experiencing temporary family or related problems. The allocation of the levy and aid amounts are set by the district's ANTC of the previous year.

# Community Education Funding

## Adult Basic Education

The mission of Adult Basic Education (ABE) is to provide adults with opportunities to acquire and improve the literacy skills necessary to become self-sufficient and participate as productive workers, family members, and citizens. ABE is available statewide at no cost and is funded through



the Minnesota Department of Education. Each year, more than 300 delivery sites serve approximately 66,000 adults. About one-half of these are enrolled in English Learner (EL) programs. Licensed teachers provide ABE and EL instruction and are assisted by more than 1,400 trained volunteers. Minnesota adults can get digital literacy certification and can access numerous distance learning options through their local ABE sites to build reading, writing, math, employability, and digital literacy skills. State funding has two or more sources. The basic population aid is equal to \$3,844 or \$173 times the population of the district whichever is greater. In

addition, state aid is paid to districts based upon actual contact hours reported. The aid allocation for 2019 was \$44,419,000.

## Targeted Services

Targeted services is a state-funded, by-invitation-only program offering out-of-school learning opportunities to academically targeted K-8 students. Targeted services programs are designed to build academic, organizational, and social/emotional skills and are taught by highly qualified teachers.

Students qualify based on district assessment measures such as NWEA MAP, MCA, DRA, and district reading and math benchmarks. They are selected because they have demonstrated academic performance below grade-level expectations, are at-risk for failing to meet academic standards, or have social challenges that threaten success. Funding is based upon 1.0 ADM (but less than 1.2) when they receive more than the statute-defined minimum number of instructional hours.







## **FEE BASED PROGRAMS PROVIDED BY COMMUNITY EDUCATION**

### **Adult Enrichment**



Historically, one of the earliest programs offered by Community Education is Adult Enrichment. Non-credit programs provide opportunities for adults to gain new skills and knowledge while building strong connections within their community. Offering larger special events for adults or a broader audience of families is common as well. Whether it's partnering to offer a free pork chop community dinner, a TEDx event, or a district wellness challenge; the sky is the limit for creative ways to meet community needs.

### **Senior Adult Programs/Centers**

An aspect of adult enrichment for a growing demographic group includes Senior Adult Programs and Centers. Older adults experience shifts in their life focus from launching children and careers to rethinking how to spend their time. Community Education often helps with this transition by offering opportunities for them to focus on their health, stay active, continue learning, build and maintain social interactions, and continue to stay involved. Keeping older adults actively engaged with the public schools is a way Community Education can provide additional support to both the older adult and the schools.



# *MN Community Education History*

- 1968 Minneapolis Schools establish the first Community Educational Services Department in Minnesota.
- 1969 Governor Harold LeVander organizes a groundbreaking Conference on Lighted Schools.
- 1970 The Governor's Council on Community Schools is formed engaging leaders from across the state.
- 1971 Minnesota becomes the fourth state to pass Community Education legislation. Sixteen school districts approve Community School programs: Alexandria, Anoka, Buffalo, Fairmont, Glenwood, Hastings, Mahtomedi, Marshall, Minneapolis, Montevideo, Mounds View, Osseo, Pipestone, St. Louis Park, Waseca and White Bear Lake.
- 1972 The Minnesota Community Education Association (MCEA) is formed. The Community Education Center at the College of St. Thomas is established, offering Master of Arts in Community Education degrees.
- 1973 Mankato State University and St. Cloud State University begin Community Education programs.
- 1975 Legislation passes authorizing state aid match for school districts levying at least \$1.00 per capita for Community Education.  
The University of Minnesota begins a program in Community Education.
- 1984 Legislation establishes a permissive levy for Early Childhood Family Education.
- 1985 Legislation establishes funds for Adult Handicapped programs.
- 1987 Legislation permits school districts to levy to create Youth Development plans.  
The State Board of Education passes the Community Education Directors Licensure Rule.  
Community Education district levy is \$5.95 per capita or \$1,335 whichever is greater.
- 1988 A state-wide vision for community education is developed.
- 1989 Community Educators celebrate the 20th Anniversary at the Landmark Center in Saint Paul.
- 1990 Community Education Directors are required to be licensed. The first Competency Based License is issued.
- 1991 The Legislature passes Learning Readiness legislation.
- 1992 A Special Needs levy is passed for school aged childcare programs.
- 1993 Learning Readiness programs serve 32,420 four-year old children.
- 1994 Community Education celebrates its 25th anniversary. MCEA grows to 900 members.  
In the state 388 out of 392 school districts have community education programs.
- 1995 Adult Basic Education programs serve 52,000 learners in over 600 sites.
- 1995 MCEA contracts with Chisago Lakes School District for administrative services.

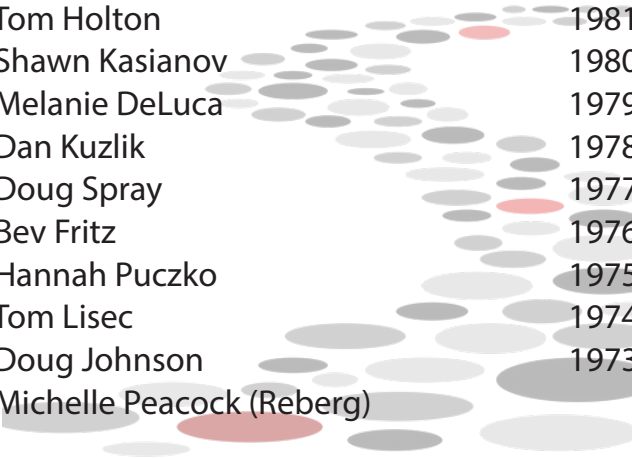




- 1996 Learning Readiness programs serve over 46,000 students per school year.  
ECFE programs serve over 270,000 parents and students per year.
- 1997 Over 3.6 million Community members engage in Community Education programs.
- 1998 Federal legislation establishing the 21st Century Community Learning Centers is passed.  
One hundred percent of Minnesota school districts access the Community Education levy.  
ECFE revenue increases to \$113.50 per the number of residents under age five.  
School districts are eligible for an additional \$1.00 per capita for Youth Development.  
MCEA increases to 1200 members and engages a legislative lobbyist.
- 2001 Federal 21st Century Community Learning Centers grants are awarded in Minnesota.
- 2002 "Ready for K" is developed.  
MCEA hires a Professional Development Coordinator.
- 2003 Legislature reduces the General Community Education Levy to \$5.23.  
A Community Education Director position is added to the Board of School Administrators.
- 2005 Legislature restores the General Community Ed Levy to \$5.42.  
Early Childhood is reduced from \$120 to \$96 in FY 05.
- 2006 ABE programs receive 3% increase in funding each year beginning FY 2007. Grants are established for Intensive Literacy instruction for recent immigrants for 2007- 08.
- 2007 ECFE formula increases to \$112 per pupil beginning FY 2007.  
Districts over 2,500 population must have a staff person with a CE Director license.
- 2008 Core Competencies developed for licensed school administrators by the MN Board of School Administrators are approved.
- 2011 National support for Community Education shifts when the National Community Education Association closes its doors.  
MN State Statute now requires Community Director licensure in districts with populations over 6,000.
- 2012 Community Education, School Readiness and ECFE Fund Balance penalty removed – effective FY2014 and later.
- 2016 Minnesota allocates funds for GED tests at \$125 for FY 16 \$245 for FY 17.
- 2016 Voluntary Pre-K program enacted in legislation. Classes started in the fall of 2016.
- 2017 School Readiness Plus program enacted in legislation. Classes started in the fall of 2017.
- 2019 MCEA reaches 1440 members.
- 2019 Community Education celebrates 50-year anniversary!

***MCEA is grateful for this rich history!***

## *Past Presidents*



2019 – Jeremiah Mack	1995 – Jim Brandl
2018 – Lynn Jenc	1994 – Ted Sauer
2017 – Dave Maurer	1993 – Diana Kasper
2016 – Jackie Johnston	1992 – Bob Wittman
2015 – Brian Siverson-Hall	1991 – John Fredericksen
2014 – Wendy Webster	1990 – Mike Looby
2013 – Scott Wallner	1989 – Tom Larson
2012 – Laurie Denn	1988 – Bridget Gothberg
2011 – Katie Williams	1987 – Chuck Klaassen
2010 – Heidi Cunningham	1986 – Nick Temali
2009 – Mary Hughes	1985 – Marilyn Kerns
2008 – Karen Schaub	1984 – Duane Gates
2007 – Steve Kerr	1983 – Martha Stanley
2006 – Charlie Blesener	1982 – Jim Stewart
2005 – Tom Holton	1981 – Art Ingersoll
2004 – Shawn Kasianov	1980 – Denny Carlson
2003 – Melanie DeLuca	1979 – Don Kramlinger
2002 – Dan Kuzlik	1978 – Dick Lennes
2001 – Doug Spray	1977 – Jim Klassen
2000 – Bev Fritz	1976 – Tom McMullen
1999 – Hannah Puczko	1975 – Tom Fish
1998 – Tom Lisec	1974 – Paul Boranian
1997 – Doug Johnson	1973 – Larry Decker
1996 – Michelle Peacock (Reberg)	

***What are the next steps and what role will you play?***