



Bush Foundation

2011 Annual Report

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Our mission is to be a catalyst for the courageous leadership necessary to create sustainable solutions to tough public problems and ensure community vitality. The Foundation was established in 1953 by 3M executive Archibald Bush and his wife, Edyth, and today works in communities across Minnesota, North Dakota, South Dakota and the 23 Native nations that share the same geographic area.

Letter from the Board Chair

Board of Directors (at July 31, 2012)

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For nearly 60 years, the Bush Foundation has been a catalyst for change across the communities that we serve, and we are proud of the difference we have been able to make. Yet we have been able to play this role only because of the bold and innovative leadership and hard work of the nonprofits that have been our partners. They have provided us with the opportunity to make the most of the resources with which we have been entrusted, and we could not do our work without them.

Over the course of 2011 we worked in partnership with universities, Native nations, nonprofits, individuals, professional associations and governmental units all across Minnesota, North Dakota, South Dakota and the 23 Native nations that share the same geographic area. This report shares the stories of just a handful of those partnerships. You can read much more on our website or by following us on Facebook or Twitter. It is our hope that the stories we share here—the stories of our partner organizations making a real difference in their communities—will not only help you understand the work of the Foundation in 2011, but also inspire you about the exciting work being done across the region to create greater community vitality.

In 2011 we created not only new partnerships, but also a new way of carrying out the Foundation's work in North Dakota, South Dakota and the 12 Native nations that share the same geographic area. We hired, for the first time, a Foundation staff member whose work is based in those states and nations, and whose job is to expand our knowledge of and relationships with communities and organizations there. Though our Saint Paul-based staff travel regularly across the region, we have never had staff permanently located in the area before now.

All of the Foundation's work in 2011 was led by our former president, Peter Hutchinson. Peter came to the Foundation at a time when the Board was calling for significant strategic changes, and he provided the leadership necessary to move in a new direction. Our increased strategic focus, our expanded presence in the two states and 12 Native nations, and our deep, long-term commitments to educational achievement and partnering with Native nations are just part of Peter's lasting legacy at the Bush Foundation.

Even as we share this report on the Bush Foundation's work in 2011 we are already looking forward to and planning for 2013. We recently announced that our next Foundation president will be Jennifer Ford Reedy (you can view the full announcement at BushFoundation.org), and my Board colleagues and I could not be more excited to be working with her to lead the Foundation's work in the years ahead. We are all grateful to our Board's search committee and its chair, Irv Weiser, for their diligence in leading us through a rigorous national search and coming up with such a fine result.

Finally, I want to thank the entire Foundation staff and Interim President Robert Bruininks for carrying forward the Foundation's important work while the Board focused its energy on the presidential search process and other strategic issues.

I hope you find the Foundation's 2011 annual report interesting, and I encourage you to offer any feedback you may have. I'd be happy to hear from you at feedback@bushfoundation.org.

Sincerely,



Jan K. Malcolm
Board Chair, 2010-2012



Supporting the Rebuilding of Native Nations

We work to increase the vitality of Native communities by supporting their self-determined nation-building strategies.

This past year was a busy one for the Bush Foundation's Native Nations team as it continued its primary work of building relationships with the 23 nations the Foundation serves (see list on pages 4-5) in order to support their self-determined nation-building efforts. There are four key elements to the Foundation's Native Nations work:



- **Building partnerships with tribes.** Staff visited most of the 23 nations, sometimes multiple times, in 2011. The continued formal and informal conversations that occur during these visits work to build trust, establish common ground and co-discover longer-term relationships.
- **Building public will for nation-building.** Four tribes participated in Governance Analysis for Native Nations (GANN) in 2011. And the Foundation announced its third cohort of Native Nation Rebuilders (see list on page 21), who continue to be an important point of community grounding.
- **Developing and supporting courageous public leadership.** In 2011, the Foundation supported tribal leaders with a tribal governance and constitution seminar in May, attended by more than 80 participants from across Indian Country, including representatives of 16 of the 23 nations. The Foundation also sponsored the participation of tribal leaders in three executive education seminars presented by the Native Nations Institute (NNI), the Native Nations team's primary resource partner.

- **Developing capacity among resource partners.** The Foundation continues to deepen its relationship with NNI, which provides facilitation and resources for activities such as GANNs, Rebuilders training and executive education seminars, and is a respected source of information about constitutional reform and nation-building. Some Rebuilders are becoming GANN facilitators, which extends the capacity even further.

"We continue to learn from each tribe how to be an effective partner," said Jaime A. Pinkham, vice president of Native Nations. "Research shows that a nation-building strategy provides a long-term foundation for tribes to successfully address social, economic, environmental, education and health challenges. As each nation's elected leaders shape a rebuilding agenda suitable for the tribe's unique culture and challenges, where that agenda and our goals coincide, we'll offer support for constitutional reform, public will-building, cross-governmental collaborations or other nation-building activities." ■

The stories on the following pages provide more depth on some key projects and outcomes in each of these focus areas.

USING NEW SKILLS IN SERVICE TO THE NATIONS

(Top) Rebuilders from Cohort 2 relax after a work session: (from front left) Joseph Dudley III, Benny Janis, Sharon Bellcourt, Susan Connor, Twyla B. Baker-Demaray and Lori Brown. (Left) Rebuilder Tina Merdanian (Oglala Sioux) working as a facilitator for a Governance Analysis for Native Nations session with the Crow Creek Sioux Tribe.





Crow Creek Sioux Tribe

and Bush Foundation Embark on Long-Term Partnership

The Bush Foundation's approach to serving Native nations centers on building relationships with tribal leaders, who set the priorities for and pace of the Foundation's nation-rebuilding support. The relationships are not established through grant dollars but built through conversations focused on understanding the tribal leaders' unique situations and strategies so that, together, we can align the best combination of resources to support their work. A diverse combination is depicted in our growing partnership with the Crow Creek Sioux Tribe.

Having faced significant challenges in recent years, Crow Creek Sioux tribal leaders met with the Foundation in 2011 to explore a partnership. Some of their ideas had come out of their participation in a Governance Analysis for Native Nations (GANN) forum sponsored by the Foundation in late 2010. Foundation support since then has taken many forms.

At the request of tribal leaders, the Foundation contracted directly with a consultant selected by the Tribe to support work on an intergovernmental agreement. The Foundation followed by covering expenses for elected council and community leaders to attend a Native Nations Institute nation-building seminar (NNI is the Foundation's primary resource partner). The Tribe requested that portions of the NNI seminar be brought to the reservation and shared with the community; under the Foundation's master agreement with NNI, it delivered the seminar in August 2011 at no cost to the Tribe.

In addition, elected leaders and community members requested support to launch a constitutional reform effort. The Foundation responded with another direct contract with a consultant the Tribe selected and a grant agreement that provides funding to the Tribe to support the work of the Constitution and Bylaws Revision Committee, of which Brenda Kirkie (below) is a member.



"A good leader will look seven generations down the road," Kirkie said, "instead of living today for themselves and their family and people." The NNI session allowed her and other participants "to learn more about nation-building principles and leadership skills, and to get the tools we needed to make change happen."

As a result, Kirkie said the citizen-led Committee has the support of tribal leadership and is now formally working to revise and update the Tribe's fundamental governing rules. Committee members have been gathering citizen input on top priorities for constitution reform. To date, these reforms include establishing specific qualifications for holding elected office and extending voting rights to tribal citizens who live off the reservation. They are also working across the reservation to increase understanding of and support for productive conversations about the Tribe's governing documents.

Wilfred Keeble was chairman of the Crow Creek Sioux Tribe as these initial partnership efforts were developing. He believes the Tribe is headed in the right direction and that ensuring the Tribe's voice is being heard has created a stronger vision and purpose: "We were a lost tribe with an identity crisis. Now I see the Tribe getting its foot in the door, so that we can become a people again. We're trying to be the controlling factor in our schooling systems. We want to decide what our kids are learning. We just want to be a free nation and live accordingly. The Bush Foundation's support has been instrumental for us." ■



GANN INSPIRES NATIVE NATION REBUILDER TO LEADERSHIP BEYOND HER COMMUNITY
Rebuilder D. Eileen Briggs (right) with (from left) another Cheyenne River Sioux citizen, Tanya Fiddler, and Bush Foundation Native Nations team members Jaime A. Pinkham and June Noronha at a 2011 GANN session.

Rebuilder Engages Leaders

and Cheyenne River Sioux Citizens in “Dreaming Big”

Refining the focus and long-term vision for the Cheyenne River Sioux Tribe (CRST) is a priority for D. Eileen Briggs (above, far right), a member of the Tribe and part of a group of six Bush Foundation Native Nation Rebuilders from CRST that also includes Wayne Ducheneaux II, Tracey Fischer, Julie Garreau, Ryman LeBeau and Leroy LaPlante Jr.

“Often we’re so busy in our communities concentrating on important, but small-picture problem-solving,” Briggs said. “As a result, we don’t really step back collectively as a community and as tribal leaders and ask, ‘What foundation do we need to build to ensure our success?’”

To help the CRST find that perspective, Briggs and 26 members of the Tribe took part in a Governance Analysis for Native Nations (GANN) in 2011. The GANN is a two-day, self-diagnostic forum that provides ideas for how a nation might improve its governing systems by identifying strengths, weaknesses, opportunities and areas of concern. Briggs said the assessment was an eye-opening experience.

“It’s like going up about 10 floors in an elevator and looking back down at our own tribal system,” she explained. “We looked at our foundational structure and our underlying values, and asked questions like, ‘What do we have? How does it work? And what needs to get better?’”

Tribal Chairman Kevin Keckler shares Briggs’s view of the GANN. “We’ve always operated in a reactive mode; the GANN got us thinking about being proactive.”

Participants left the GANN with an action plan, which CRST is working to implement. Participants also took away a stronger connection to other tribal members who are making an impact in their communities. Briggs said the new connections she brought out of the GANN “have been so beneficial. I found myself challenged. I found myself supported. And I found myself in a place of really dreaming a big dream again.”

Since becoming a Rebuilder, Briggs has been so impressed with the GANN process that she decided to train as a facilitator so she could share this assessment tool and development process with other tribes. She facilitated her first session in November 2011, when the Bush Foundation and Native Nations Institute conducted a GANN at the invitation of the Turtle Mountain Band of Chippewa.

“I know that one of the goals of the Bush Foundation is to help us increase our capacity in this region by making tools like the GANN available,” Briggs said. “[As facilitators] we’re learning to meet these tribes where they’re at, so they can assess their strengths and the ways they want to improve.”

According to Briggs, these long-term perspectives generated by a GANN are also consistent with the Bush Foundation’s commitment to support Native nations in their rebuilding efforts, which includes the Rebuilders program.

“Part of what intrigued me about the Rebuilders program was the longevity of the project,” she added. “In Indian Country, we often get one grant, it lasts a couple of years and then another project comes. But the Bush Foundation provides a long-term leadership opportunity. I found that attractive. It allows me to be a part of something larger.” ■

THE 23 NATIVE NATIONS THE FOUNDATION SERVES

- Bois Forte Band of Chippewa
- Cheyenne River Sioux Tribe
- Crow Creek Sioux Tribe
- Flandreau Santee Sioux
- Fond du Lac Band of Lake Superior Chippewa
- Grand Portage Band of Chippewa
- Leech Lake Band of Ojibwe
- Lower Brule Sioux



Constitutional Reform

Spreads Across Indian Country

No single issue is more important to Native American people than their sovereignty,” said John Echohawk (below), executive director of the Native American Rights Fund (NARF). “At the heart of sovereignty is the ability of a tribe to organize and conduct governance over their land and people. For most tribes, their government documents take the form of a tribal constitution.”

Echohawk and a number of tribal leaders throughout Indian Country have made it a priority to support tribal nations in crafting new



constitutions and other governing documents that reflect their real needs in a modern world. Most tribal constitutions were written after the 1934 passage of the Indian Reorganization Act, often using templates provided by the federal government that were a poor match for the unique culture of each nation. In this new era of self-determination and with the renewed exercise of sovereignty, some of the 23 Native nations the Foundation serves are eager to revisit these outdated constitutions.

“While not every tribe is looking to rework its constitution,” said Jaime A. Pinkham, Bush Foundation vice president of Native Nations, “many that are trying to advance a reform agenda are asking for assistance in assessing their existing constitutions and crafting new ones.”

As a result, the Bush Foundation worked with several tribes in 2011 to begin their unique constitutional reform efforts, sometimes in collaboration with NARF.

NATION-BUILDING EXPERT A RESOURCE

At the May 2011 constitutional seminar, 1996 Bush Fellow Anita Fineday (right), who is Chief Judge of the White Earth Band of Ojibwe, talked with keynote speaker and nation-building expert U.S. District Court Judge John R. Tunheim. He was the principal advisor to the process that developed the Kosovo constitution, and his early work there helped the United Nations re-establish and improve Kosovo’s legal system and restructure its judiciary.

Foundation support of such activities in 2011 took several forms including:

- Cosponsoring with the Native Nations Institute a May 2011 constitutional seminar held in Shakopee, Minnesota. The two-day event featured Native leaders and tribal constitution experts, who described the “nuts and bolts” of constitutional reform. Sixteen of the 23 tribes served by the Foundation attended the seminar.
- Partial funding of two guidebooks on tribal constitutional reform—*Tribal Constitutions Handbook: A Practical Guide to Writing and Revising Tribal Constitutions*, published by NARF; and *Constitutional Design*, published by the Harvard Project on American Indian Economic Development.

“The Bush Foundation has consistently supported institutions that provide expertise and assistance to tribes and tribal leaders, and has helped leaders throughout Indian Country enhance the stability and structure of their tribal governments,” Echohawk added, noting that the Foundation’s support of the *Tribal Constitutions Handbook* was particularly important. ■

Lower Sioux Indian Community
Mille Lacs Band of Ojibwe
Oglala Sioux
Prairie Island Indian Community
Red Lake Band of Chippewa Indians
Rosebud Sioux
Shakopee-Mdewakanton Sioux Community
Sisseton Wahpeton Oyate

Spirit Lake Nation
Standing Rock Sioux Tribe
Three Affiliated Tribes—Mandan, Hidatsa and Arikara Nation
Turtle Mountain Band of Chippewa
Upper Sioux Community
White Earth Band of Ojibwe
Yankton Sioux

Increasing Educational Achievement

We work to increase educational achievement and close achievement gaps by assuring the effectiveness of the next generation of teachers.



The Educational Achievement team worked intensively in 2011 with the 14 colleges and universities (see list on page 10) that make up the Network for Excellence in Teaching (NExT) and our resource partners (see list on page 20) to transform the way teachers are recruited, prepared, placed, supported and evaluated. This work is driven by research that shows the most important in-school factor in students' achievement is the effectiveness of their teachers.

“Our understanding of the challenging work we've asked our higher education partners to undertake continues to deepen,” said Susan Heegaard, vice president of Educational Achievement. “Through the efforts of faculty and staff across the NExT institutions, we got closer in 2011 to our ultimate goal of ensuring students will make stronger academic gains because of these new, highly effective teachers.”

Educational Achievement work proceeded in 2011 on each of the Foundation's five strategies:

- **Recruiting with intention.** Our partners continued in 2011 to recruit teaching candidates who mirror the needs of today's schools—more ethnic diversity and higher levels of skill and interest in teaching STEM (science, technology, engineering and mathematics) and other specialty areas.
- **Preparing new teachers.** Innovations vary among the partners, from redeveloping curricula to meet the needs of 21st-century learners to an emphasis on getting students teaching earlier and longer in classrooms and with the support of mentor teachers (a practice called co-teaching).
- **Placing graduates in the classroom.** The NExT institutions are working with their P-12 school district partners and using labor market information to more effectively place students. Through these connections, faculty are beginning to encourage students to prepare in specialty areas (e.g., STEM, English Language Learner, special education) to have a better chance at placement.



- **Supporting new teachers.** The higher education partners are collaborating among themselves and with their P-12 partners to develop innovative systems for supporting new teachers. Teachers who are supported effectively are much more likely to thrive and develop through their early careers.
- **Measuring teacher effectiveness.** Our partners made strong progress on developing and integrating measures of teacher effectiveness in 2011. In a ground-breaking effort, they collaborated to develop a series of common metrics, with accompanying data collection instruments, for all 14 partners. The Common Metrics group also continued to consider and integrate value-added measures for evaluating the performance of their graduates.

In addition, the Foundation began shaping a new school leadership program in 2011 that will focus on ensuring that principals and superintendents have the resources to deepen their skills as instructional experts, in addition to being administrators, so that the schools they lead can be more supportive for new teachers. ■

There were many practical and inspirational developments in 2011. The stories that follow detail only a portion of our partners' amazing work in that year.

TEACHERS IN ACTION

(Top) A Winona State University student teacher grades papers. (Middle, bottom) Teaching students at Minnesota State University, Mankato who are part of MSUM's Teach for Tomorrow program work with kids through the Saturday Study Buddies project.



NExT Partners

Drive Diversity Recruitment

One strategy that the partners in the Network for Excellence in Teaching (NExT) are using to support the achievement of 21st-century learners is to recruit a more diverse pool of highly effective teacher candidates. Two NExT schools are taking different approaches to this strategy, but each is making progress and incorporating their learning into their work as they go.

MINNESOTA STATE UNIVERSITY, MANKATO (MSUM)

Sometimes, simply making a personal connection can be the key to recruiting students into the teaching profession. That was a lesson that MSUM's recruitment coordinator for the College of Education, Robbie Burnett (above, left) learned through experience.

Burnett had been working with an incoming African American student from North Minneapolis who, she said, seemed to be "just going through the motions." When Burnett spoke to the young man's mother, whom she knew through volunteer work, the mother said she hoped her son would "get his act together."

That kicked Burnett into high gear. She left him a voice message that he didn't return, then texted him and got an immediate response. That same day she stopped by his house to meet him face to face. He told her that he was interested in a teaching path but didn't know where to begin. Burnett helped him select his first classes and then kept in touch with him while he was on campus.

Today, TerRon Lee (above, right) is achieving high grades and will graduate with his education degree in December 2013. His dream is to land a teaching job back in his old North Minneapolis neighborhood.

Burnett is helping MSUM pursue an aggressive goal of raising the number of students of color in the education program to 25 percent. In 2009, it was just 2.9 percent; by 2011 it had edged up to 6.9 percent, an increase that has been driven mainly by being intentional about finding ways to network and reach out to diverse pools of potential students.

"We can achieve our goal by being intentional about targeted recruitment," said Burnett, who originally intended to be a teacher herself but changed course when offered her current position as a result of the Foundation's support to MSUM. "What I've learned is that there's value in planting the seeds and growing more teachers. I want to get more students interested in getting into the profession, while also lifting the teaching profession up and helping increase student achievement in general."

RECRUITING WITH A PERSONAL TOUCH

Robbie Burnett (left) didn't let anything stop her from recruiting TerRon Lee to a career in teaching at Minnesota State University, Mankato.

UNIVERSITY OF SOUTH DAKOTA (USD)

Jerry Bartels's job at USD includes oversight of Go Teach South Dakota, a program that seeks to recruit more ethnically diverse teacher candidates. Although South Dakota has a large Native American population (2010 census data shows 8.9 percent versus 1.2 percent for the entire country), it's long been a challenge to find and recruit Native American teacher candidates with a desire to teach in rural areas near reservations.



A PARTNERSHIP FOR TEACHER QUALITY

"We clearly have a shortage of teachers at our partner schools in Indian Country," Bartels said. "We need teachers who understand the cultural differences among students and can provide the continuity they need. That is the only way we can help close the achievement gap we're facing in these areas." To meet these challenges, Bartels reports that Go Teach South Dakota has recruited 14 Native American students, an East Indian student and an African American student. Along with this increase in diversity, 11 students come from communities on or near reservations. ■

Improving the Effectiveness of School Leaders

“Everywhere we go, people who are excited about our teacher effectiveness work remind us that those new, great teachers will need great schools leaders if they are going to succeed in the classroom,” said Susan Heegaard, Bush Foundation vice president for Educational Achievement.

Research supports that theory, finding that effective school leadership is the second most important factor contributing to student achievement, after effective teaching.

In 2011, the Foundation began looking across the nation to identify the characteristics of effective school leaders, and then to encourage and support the development of prospective school principals who exhibit those traits. It also began partnering with state departments of education, boards of higher education or regulatory bodies across Minnesota and South Dakota to begin the development of school leadership competencies and evaluation frameworks. Down the road, the Foundation envisions expanding this initiative to North Dakota and, through partnerships with additional colleges and universities, identifying educators who have these desirable traits and supporting their transition to leadership roles.

“Students need effective teachers to achieve academically, and those effective teachers need school leaders who can provide excellent instructional leadership and motivation, in addition to strong administration,” said Stephanie Andrews, Bush Foundation senior manager for Educational Achievement. “We’ll be looking to increase public awareness of this dynamic, which has the potential to greatly improve the chance that all students will make strong academic gains.” ■



P-12 Partnerships

Drive Big Ideas for Improving Teacher Preparation

To those outside the education system, it might not seem revolutionary for the separate systems that train and employ new teachers to be working in partnership to serve students, but such collaborations between individual NExT schools and their local P-12 school districts are some of the first known instances in which these two massive systems have pulled together. Active participation of P-12 partner districts continues to be a critical component in the ways

Now more than 100 faculty, staff and administrators from across these six P-12 districts and SCSU meet on a regular basis to share research and best practices, as well as to gather “big ideas” to transform teacher preparation to meet the needs of both partners in the collaboration.

“Our P-12 partners have been incredibly beneficial with their forward-thinking and creative ideas,” Alawiye said. “And they have advised us openly about

“Getting involved in this partnership has made a huge impact, helping us develop specific plans to meet our goals and, ultimately, to increase success in the classroom.”

~ Scott Staska, superintendent, ROCORI school district

that NExT partners are reinventing their teacher preparation programs, and the results of the collaboration are impressive from both perspectives.

At St. Cloud State University, one of several NExT schools strongly invested in this strategy, the P-12 partnership program began about three years ago with a call for proposals from surrounding school districts that were ready to “dream big about changes they would like to see in teacher preparation,” said Osman Alawiye, dean of SCSU’s School of Education. After exploring the opportunities with about 30 school districts, six that shared SCSU’s vision for the partnership signed on—Holdingford, Monticello, Sauk Rapids-Rice, Sartel-St. Stephen, St. Cloud area and ROCORI districts.

how we can more effectively prepare our candidates.”

Stronger bonds among the six school districts have also evolved from these working groups, as superintendents have discussed sharing resources and ideas. They are now discussing a vision for a central facility that would offer continuing teacher training, professional development, research and other shared opportunities for partner districts, an effort at redesign that acknowledges the budgetary and other challenges most school districts now face.

Yet another benefit from this collaboration is that the teachers participating in the working groups report a new sense of empowerment—seeing themselves as leaders in ways that extend beyond their obvious role as classroom leader.

CO-TEACHING GAINS MOMENTUM

CO-TEACHING IN ACTION

(Left) A St. Cloud State University teacher-in-training gets valuable experience working in a co-teaching classroom. (Right) University of Minnesota teacher-in-training Caitlin Halsey (left) and her mentor teacher, Michelle Hauser, share responsibility in this first-grade classroom at Earle Brown Elementary School in Brooklyn Center, MN.



Scott Staska, superintendent of the ROCORI school district, which serves the nearby communities of Rockville, Cold Spring and Richmond, Minnesota, said participating in the partnership has already translated into benefits for his district, and he's excited about what lies ahead.

"We've found that those involved in the P-12 partnership are engaged in high-level, high-quality discussions," he said. "Those discussions have helped us validate and support the efforts we've already had underway to reframe how we deliver our programs, recruit new teachers to the district and manage professional development."

According to Staska, another benefit of the partnership is having the ability to define the desired qualities of incoming teachers, including that they've spent significant time working with students in the classroom alongside a senior teacher—a model called co-teaching (see sidebar).

"The experience in the St. Cloud schools has sold us on co-teaching," Staska said, "because it allows both mentor and student teacher to be actively involved, and it enhances student performance. Through the P-12 partnership, we're able to help shape the way SCSU trains these incoming teachers, while also getting support in our efforts to develop them into solid professionals who can make a positive impact." ■

In addition to the successes around co-teaching in the St. Cloud State University partnership with six school districts, NExT partners report other benefits from the model.

- Co-teaching reduces the student-to-teacher ratio and enables more small-group work, both of which support students who are at various points along the learning spectrum in making academic gains.
- With a mentor and student teacher in the classroom, each can take a separate approach and compare results.
- Teacher preparation programs are improving the process by which they choose where to place teacher candidates, aided by school districts doing internal assessments of their own systems to determine which schools would provide the best experience. The districts have set the expectation that those schools will use a co-teaching model, which in turn supports the mentor and student teacher as they engage in learning how to work in this new system.
- Because co-teaching requires co-planning, each participant has a vested interest in staying engaged. Because the relationship lasts longer, it can deepen. Also, the mentor and student teacher may identify field work to be completed prior to the co-teaching experience that would make the student teacher better equipped for success in the classroom.
- Anecdotally, mentor teachers report that the co-teaching experience has been so positive they won't go back to traditional student teaching experiences and hope to continue co-teaching into the future.



Collaborating on Common Metrics

to Measure Teacher Effectiveness

The 14 institutions that make up the Network for Excellence in Teaching (NExT) are breaking new ground in what the Foundation believes is an unprecedented joint data effort.

Using a systemic approach that follows a teacher from program entry through the first years in the classroom, the NExT institutions are gathering a set of “common metrics” that provides multiple measures of teacher effectiveness. The impetus for the collaboration arose from the partners, based on their shared learning in the early years of the NExT initiative.

The Common Metrics group’s goals are to create a performance-based assessment system that collects and analyzes data at critical points in the preparation of teachers, from program entry through the first year of teaching, and to learn from the results how to improve their teacher preparation programs. In addition to the 14 NExT schools, the group includes representatives of the Value-Added Research Center (VARC), FHI 360 and the Foundation.

In 2011, the second year of this project, the group worked toward completing

surveys that will feed the initiative. These include entry and exit surveys for teaching candidates, a follow-up survey for first-year teachers and a survey of principals who employ the new teachers.

Not only will the data collected serve as a baseline against which the schools can measure progress, but it will also round out the value-added measurement tools and systems being developed by VARC, which is working with NExT institutions to convert currently available data into information that links student achievement with the classroom teacher’s performance. In addition, the group can watch for emerging patterns or trends that identify opportunities for improvement in curriculum and programs.

EDUCATION PARTNERS AND MEMBERS OF THE NETWORK FOR EXCELLENCE IN TEACHING (NExT)

Minnesota State University, Mankato
University of Minnesota-Twin Cities
St. Cloud State University
University of South Dakota
Winona State University

Valley Partnership

Minnesota State University Moorhead
North Dakota State University
Valley City State University

Twin Cities Teacher Collaborative

Augsburg College
Bethel University
Concordia University, St. Paul
Hamline University
St. Catherine University
University of St. Thomas

TRAINING TOMORROW'S TEACHERS

Stacy Duffield, assessment coordinator at North Dakota State University, in the classroom with teacher candidates.



“Eventually, we hope that these metrics will help us better target our recruitment, improve our programs and curriculum, and ensure our teachers are successful in the classroom.”

- Misty Sato, associate professor, University of Minnesota

According to Misty Sato, University of Minnesota associate professor, “The value-added research data we receive through VARC is excellent, but we knew it would be even more valuable to have multiple measures along the way to help faculty members gain a better understanding of how and why some teachers are more effective in the classroom than others. Eventually, we hope that these metrics will help us better target our recruitment, improve our programs and curriculum, and ensure our teachers are successful in the classroom.”

Daria Paul Dona is director of assessment and research for the College of Education at Minnesota State University, Mankato (MSUM). As leader of the assessment and research initiative for MSUM, she worked as part of the Common Metrics group to develop the surveys and to ensure that they aligned with professional standards used across Minnesota, North Dakota and South Dakota.

For Paul Dona, membership in this group has provided a unique opportunity to collaborate with colleagues who share a belief in the importance of quality measures for conducting meaningful evaluations.

“The time spent in thoughtful deliberation regarding key measurement and related data system issues has allowed us to identify and tackle challenges that, on an individual basis, might never have been addressed, much less resolved,” she said. “Because of these efforts, all partner institutions now have access to powerful information that will guide and inform our future program development.” ■

What other NEXt partners have to say about common metrics...

Stacy Duffield, assessment coordinator, North Dakota State University (a member of the Valley Partnership, which also includes Minnesota State University Moorhead and Valley City State University)

“Most of the institutions have had surveys in place to collect data regarding their students’ performance. However, those individual databases are limited to a small group of our own students. With our surveys, we’re creating measurement tools and data that cover not only how our students perform within our institutions, but also as compared to the whole of the NEXt institutions.”

Al Olson, associate professor and assessment coordinator, Valley City State University

As the data from the surveys begins to emerge, “the real fun will begin. Between our institutions’ work with VARC and the Common Metrics group’s efforts, this will be the most substantial amount of data we’ve had regarding what happens after our graduates leave our institutions and begin teaching. This will be a much better set of data—with much greater volume—to tell us how our first-year teachers are doing.”

Advancing Solutions to Communities' Problems

Through Leadership and Learning

We work to increase the vitality of communities by advancing solutions to tough public problems through learning and leadership.



In 2011, the Bush Foundation's Advancing Solutions team made strides in building capacity for communities to solve their problems. "Our goal is not to come up with *our* solutions, but to mobilize communities to work together in new ways to find their *own* solutions," said Catherine Jordan, director of Advancing Solutions. "The best ideas often lie within the community. We simply serve as a catalyst."

The strategies and successes within the Foundation's Advancing Solutions work fall into four key areas:

- **Building leadership capacity.** The Foundation launched the new Bush Fellowship Program in 2011, introducing its first cohort of 18 Bush Fellows under that program (see list on page 21), while also re-engaging with the more than 2,200 existing Fellows. The Foundation is also creating, in partnership with other leadership development practitioners, a learning community to share best practices.
- **Fostering innovation.** The Foundation expanded InCommons, an initiative designed to spur innovative ideas and to bring people together to collaborate on solving complex community issues. In addition to hosting multiple idea-generating Challenges, InCommons trained more than 120 people in Art of Hosting skills to help plan and facilitate community gatherings, and promoted the sharing of stories and ideas across the InCommons network.
- **Engaging communities in understanding and solving their tough problems.** For real change to happen, community members need to get involved. Working with InCommons, the Foundation sponsored community gatherings in 2011 that made space for citizens from a

wide range of political, cultural and ideological backgrounds to respectfully share their ideas and spark grassroots problem-solving. Forum topics included Minnesota's budget crisis, local government redesign, and South Dakota's system of raising and spending state revenue.

- **Providing knowledge tools.** Understanding that access to reliable and current data supports communities in making better, more informed decisions, the Foundation partnered with Wilder Research and organizations in North Dakota and South Dakota to create and expand data tools (set to launch in 2012) modeled after Minnesota Compass.

"The common thread among all of these strategies is leadership," said Jane Leonard, senior manager of Advancing Solutions. "We need leaders who care deeply about their communities and who are committed to making them better for everyone. That's why we focus so strongly on supporting people as they build their leadership skills and on making sure communities have access to knowledge and resources." ■

The stories on the following pages provide more depth on some key projects and outcomes in each of these focus areas.

WORKING TOWARD SOLUTIONS

(From top) Bush Fellows Stephen H. Nguyagwa ('10) and Shao Chyi Lee ('09) at an InCommons gathering where Fellows used the World Café model to discuss their work.



Increasing Leadership

Capacity Through the Bush Fellowship Program

The Bush Fellowship Program provides individuals with opportunities to increase their understanding of, capacity for and practice of leadership, while working with others to increase the vitality of their communities. With the launch in 2011 of the new program, the Foundation continued its investment in fellowships as a strategy to help mobilize people to create positive community change.

“In 2011, we chose a cohort of 18 dynamic and determined Bush Fellows,” said Martha Lee, manager of Advancing Solutions. “By further developing their leadership, these individuals are making a tremendous difference in their communities.”

Here’s how three of the 2011 Bush Fellows are working toward positive community change.



Brad Delzer serves as director and board member at Theater B in Fargo, North Dakota. He’s using his skills as a theatrical artist to support youth in rapidly growing communities of new Americans by helping them explore and express their personal and cultural heritage.

“The Bush Fellowship is providing the space, time and resources to help me ‘fail forward,’” Delzer said. “Making change happen often involves learning from your mistakes and then forging ahead to do it better. Thanks to the Fellowship, I’m more committed to my community than ever before, and want to use my skills to help empower the families of new Americans who have settled in this area. Through my work, I hope to provide these youth with building blocks to unleash their creative potential and better express themselves and their cultures.”



Teresa Peterson, executive director of the Dakota Wicohan in Belview, Minnesota, is exploring ways her team can strengthen the current Dakota revitalization movement to liberate people from the cycle of oppression and mobilize others into actions of freedom and renewal.

“We’ve experienced a sort of sickness in our community as a result of the historical trauma experienced by the Dakota people,” Peterson said. “Through my Fellowship, I’m gaining the skills to help bring about a renewal of the Dakota way of life. Since that must begin at the staffing level, my current work is focused on fostering interdependency, where we’re all recognizing our own gifts, talents and strengths, and using them for the good of the people. Through the Foundation’s support and workshops, we’re beginning to plant the seeds that will help ensure a better life for our children’s children.”

FELLOWS CONNECT

At a reception to introduce the 2011 Bush Fellows: (from left) Michelle Vigen ('11), Val Ulstad ('96), Andrea Jenkins ('11) and Lue Her ('11).



Neeraj Mehta is director of community-based research, Center for Urban and Regional Affairs at the University of Minnesota. He’s working to uncover and learn from community-building efforts in North Minneapolis (and beyond), where strong social capital and social networks are successfully creating the foundation necessary to effectively address issues like housing, education and public safety.

“The trainings, seminars and workshops I’m receiving through the Fellowship have stretched me in new ways, helping me develop new leadership capacity that I can use in my work and practice in real time,” said Mehta. “These new skills are helping me bring people together across differences of race, class and culture to work together in solving our community problems. My vision for the future of North Minneapolis is that it will become a thriving, multicultural community, where a diverse people are connected to each other, and have the skills and power to access the opportunities needed to live a full and quality life.” ■

See a complete list of 2011 Bush Fellows on page 21 or learn more about their work at BushFoundation.org/2011Fellows.



Local Innovation Forums

Spur Potential for Government Redesign

What do you get when 400 city, county and school district leaders from Minnesota gather at six regional Local Government Innovation Forums around the state? Answer: New connections and innovative ideas about ways that city, county and school board leaders can work together and serve their constituents more effectively.

In November 2011, the Bush Foundation partnered with the League of Minnesota Cities, the Association of Minnesota Counties, the Minnesota School Boards Association and the House of Representatives Redesign Caucus to plan the six regional events. The forums, which were the brainchild of State Representative Carol McFarlane, co-chair of the bipartisan House Redesign Caucus, also garnered support from Beyond the Bottom Line, a partnership of six foundations (including the Bush Foundation) that supports redesign and innovation in Minnesota.

“The goal was to discuss ways to continue to provide quality public services at a time of economic insecurity in the state budget,” said Kevin Frazell, director of member services for the League of Minnesota Cities, who helped plan the events. “During the sessions, the participants shared best practices and connected with their colleagues.”

Based on the feedback, the sessions exceeded expectations. “With this forum it wasn’t just city officials, but also school and county officials,” said Marian Clennon, an Austin City Council member who participated in the Rochester event. “I loved some of the ideas that came out of it. It gave me some new ideas to bring to our Council.” Clennon said she was also able to connect with a local school board member, finding time to discuss how their elected boards could work together in the future. “Redesign is not a linear process,” said Frazell. “You first need to create the environment where discussions can take place so people can build relationships. Once you build trust, then the opportunities begin to emerge.” ■

FORGING NEW WORKING RELATIONSHIPS

Participants in Marshall, one of six Local Government Innovation Forums meetings, exchanged ideas about potential ways to work together to provide better public services at lower cost to taxpayers.

FOCUS ON OUTCOMES

After the forums, the partner organizations released *Focus on Outcomes: Redesigning Minnesota’s Local Government Services*, a report summarizing the outcomes of the discussions. In it, participants said they left the meetings with three critical lessons:

- **Redesign is facing some barriers to change.** Even with a shared vision, changing the way services are managed or delivered is hard. Local leaders face many challenges when working to redesign services in their communities.
- **Government redesign efforts share essential elements.** The leaders agreed that for redesign to be successful they need to embrace change, commit to innovation, focus on achieving better outcomes (versus cutting costs), communicate frequently, and have patience and perseverance.
- **Minnesota’s local governments are ready to innovate.** In fact, they’re already doing it. Officials have redesigned services from natural resource management to workforce training, rural schools are sharing technology and teachers to offer first-class electives, and city and county governments have consolidated 911 services. The report also noted support among participants for passage of the Minnesota Accountable Government Innovation and Collaboration Act, the MAGIC Act, which would enable counties to test alternative models for service delivery.



InCommons Sparks

New Partnerships, Continuing Impact

Patrick Moore, executive director of Clean Up the River Environment (CURE), has always been one to seek out new connections and bring people together toward a common goal. But what grew out of his first involvement with InCommons in 2010 has surprised even him. Moore entered CURE's Minnesota River/Lake Pepin Friendship Tours in the new InCommons Collaboration Challenge, an initiative sponsored by the Bush Foundation aimed at recognizing and rewarding Minnesota-based groups that were engaged in solving local problems.

"Lake Pepin is being polluted, in part, by runoff from the Minnesota River Watershed," said Moore. "There was a growing divide between downstream environmentalists and upstream farmers. CURE worked with the Lake Pepin Legacy Alliance, the Minnesota Ag Water Resources Coalition and others to bring together farmers and environmentalists to talk, seek a common vision and define a process for moving forward."

More than 50 people took part in the events, and for the first time in decades, there was structured listening based on mutual respect—just the kind of collaboration the inaugural InCommons Collaboration Challenge was designed to highlight. A panel selected CURE's entry as one of three finalists, and community voting eventually awarded the Challenge's \$25,000 first-place prize to CURE.

While that would be a good ending to the story, it gets even better. Since winning in December 2010, CURE has received extensive media coverage and was able to use the prize money to further expand collaborative activities with local and state organizations, including the Minnesota Pollution Control Agency, the University of Minnesota and others. Moore also made many significant connections with other InCommons participants who have helped to spread the word and expand the work.

According to Jake Voit, InCommons manager, Moore's success shows just how powerful the InCommons strategy can be: "CURE went from being the Collaboration Challenge winner, to being the host of cross-

sector conversations with the help of InCommons' facilitators, to using the Open Space Meeting process for online conversations within InCommons, to recently sponsoring a 100-person InCommons training within the Granite Falls community—all the while sharing stories to inspire others."

And the new partnerships show no sign of abating. Moore said, "As a result of this work we are connecting people from all walks of life who have a deep sense of concern and commitment for where they live. There's a collective hope that's rising and a sense of 'we can do this.' We can make a difference in our communities and have new types of meetings and better discussions. That's empowering." ■



CREATING COMMUNITY ONE HOT DOG AT A TIME

Whether Patrick Moore is grilling the dogs at an event beside the river his organization works to save or talking with concerned citizens like Jessica Dornick (above), he's collaborating. Dornick, a public relations specialist from Pemberton, came to the CURE event to represent her client Minnesota Soybean but also because "I live in the watershed, and as a farm girl, I care about preserving the landscape for future generations."



Innovative Strategies

for Synthesizing and Sharing Data Take Hold in South Dakota

Improving access to accurate and meaningful data is an important part of the Bush Foundation's strategy to help communities solve their tough problems. "Our work is based on the theory that with rapidly changing demographic and economic trends, having access to data is essential for informed decision-making and for determining indicators for community vitality," said Jane Leonard, senior manager of Advancing Solutions for the Bush Foundation. "Yet obtaining and making local information accessible and applicable can be difficult, particularly for rural communities and tribal nations."

An innovative model—one that takes advantage of librarians' research skills—is tackling that challenge head-on. The project, being pioneered by the Black Hills Knowledge Network, aims to bring better data to the people of western South Dakota.

First launched in 2009 with the help of a John S. and James L. Knight Foundation grant, the Network is a project of the Black Hills Area Community Foundation, in cooperation with public libraries throughout the area and with other foundations and community organizations.

The Network is using a 2011 Bush Foundation grant to extend the existing model by adding reliable data about quality of life issues, including the economy, education, health and wellness. The Wilder Foundation (which created Minnesota Compass) and the South Dakota State University Data Center are co-developing the data sets.

The grant also includes support for orienting the community to the new information when it is available and for deepening the skills of librarians as they play this unique role. Partners are exploring the option of going statewide within the next few years.

Within the Network's innovative approach, librarians have taken on a new role as the researchers and aggregators of content and data about current issues, which they publish to the Network's website as a mix of text and graphics. "Our goal is to tell the story of local issues and public policy so people can engage with it in a way that makes sense," said Eric Abrahamson, project director of the Network.

While the librarians are not authoring the content, they are using their research skills to gather information

from multiple sources. According to Greta Chapman, director of the Rapid City Library, a partner in the Network, "We're like the historical news clipping service, but we deliver the content using new media and in more searchable, useable ways."

The strategy appears to be working. Already the number of visitors to the Network's website outpaces that of the other paid information services to which the Rapid City Library network subscribes. And the content, interest and momentum continue to grow.

"We are pioneering something here that could be a model for other parts of the state and nation," concluded Abrahamson. "The future possibilities are very exciting. What we're doing will allow legislators and constituents to have much more robust conversations." ■

AND IN NORTH DAKOTA...

North Dakota State University (NDSU), the Otto Bremer Foundation and the Dakota Medical Foundation started work on North Dakota Compass, a statewide community indicators website that will launch in early fall 2012. The work is supported by a Bush Foundation grant. As in South Dakota and Minnesota, the Wilder Foundation is involved in developing data sets, in collaboration with NDSU.



"We are leveraging the experience and talent of Minnesota rather than creating the website from scratch," said Richard Rathge, the NDSU professor who is leading the North Dakota Compass project. "If we're successful, this site will become a forum for sharing and translating data across the state. It will not only keep citizens well informed, but will enable better decision-making and be a venue through which community members can become engaged in our state's future."

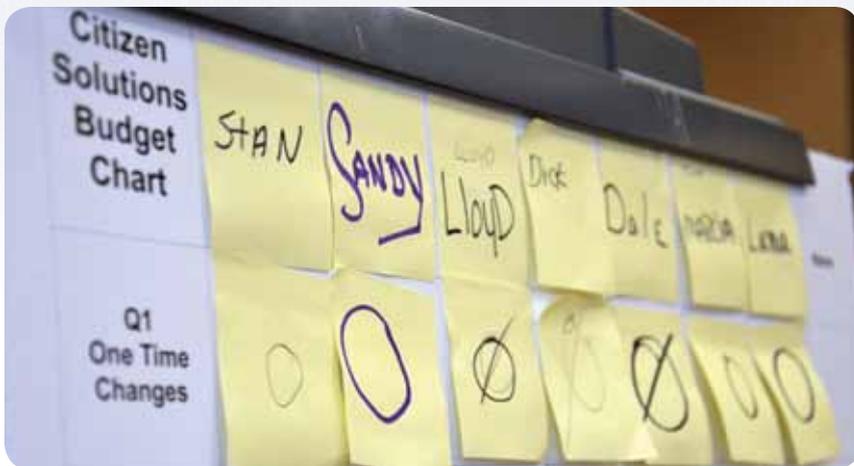


Engaged Citizens

Can Solve Tough Problems...Together

Minnesota state government came to a standstill on July 1, 2011, after the regular legislative session ended in a stalemate over how to solve the state's budget crisis.

At the same time, 130 ordinary Minnesotans proved it didn't have to be that way. They met in Grand Rapids, Bloomington and Rochester from across many walks of life and political beliefs to be part of Citizen Solutions Forums. Together they put aside their differences, found their shared values...and reached consensus on balanced budget solutions.



It took a special legislative session for state leaders to arrive at a solution that most said they were not happy with. The majority of individuals who attended the forums, however, were able to set aside their differences and reach consensus within a few hours. Their achievement underscores one of the Foundation's core beliefs: Often the best solutions to public problems lie in the shared experience and collective power of everyday citizens willing to work together. ■

Learn more about the process and outcomes at BushFoundation.org/SolveMNBudget.



Financial Highlights

Investment and Payout Commentary for 2011

INVESTMENT POLICY AND GOVERNANCE

The Foundation's investment objective is to generate an inflation-adjusted return in excess of the IRS minimum 5.0 percent payout. Given recent inflation rates in the 2 to 3 percent range, this translates to an annual return requirement of 7 to 8 percent.

The Foundation's investment efforts are coordinated by an Investment Committee of the Board comprised of three Board members and two outside experts, an internal investment staff that includes a chief investment officer and an outside investment advisory firm. The Investment Committee meets at least quarterly with a focus on asset allocation, risk management, performance review and investment manager selection. The Committee reviews its written investment policy

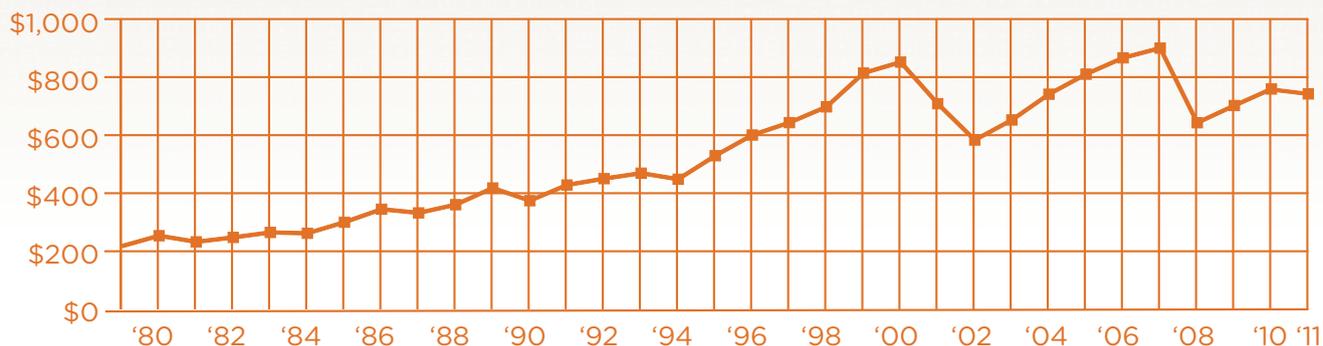
each year and recommends changes to the Board. The Committee provides quarterly risk and performance reports to the Board.

The Foundation has transitioned its asset allocation from the traditional asset class distinctions of stocks, bonds, alternatives and cash to a purpose-driven asset allocation framework comprised of return-enhancing and portfolio-stabilizing investments (see the Target Asset Allocation chart on page 19). Our goal is to generate desired returns with lower volatility.

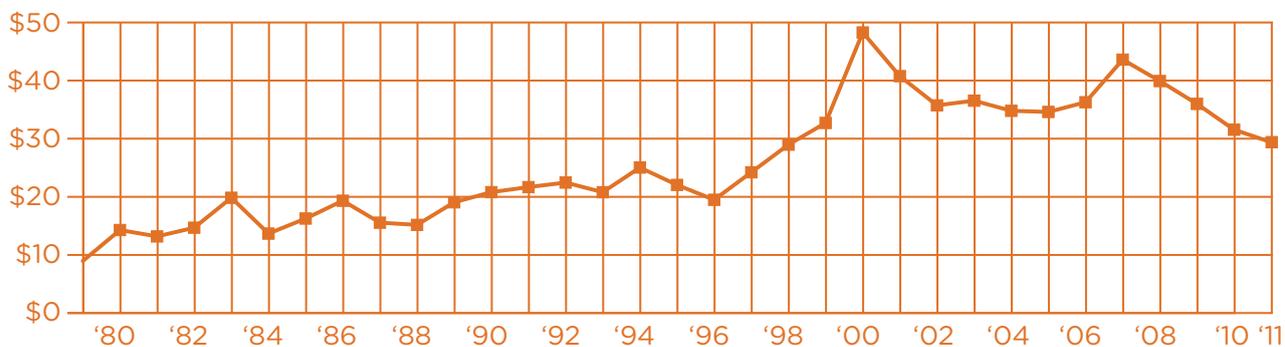
In addition to traditional long-only equity and fixed income, the new framework includes long/short and other hedged equity and fixed-income investments with more investment manager discretion. The Foundation continues to maintain more than adequate liquidity to meet its operating needs.

INVESTMENT PERFORMANCE

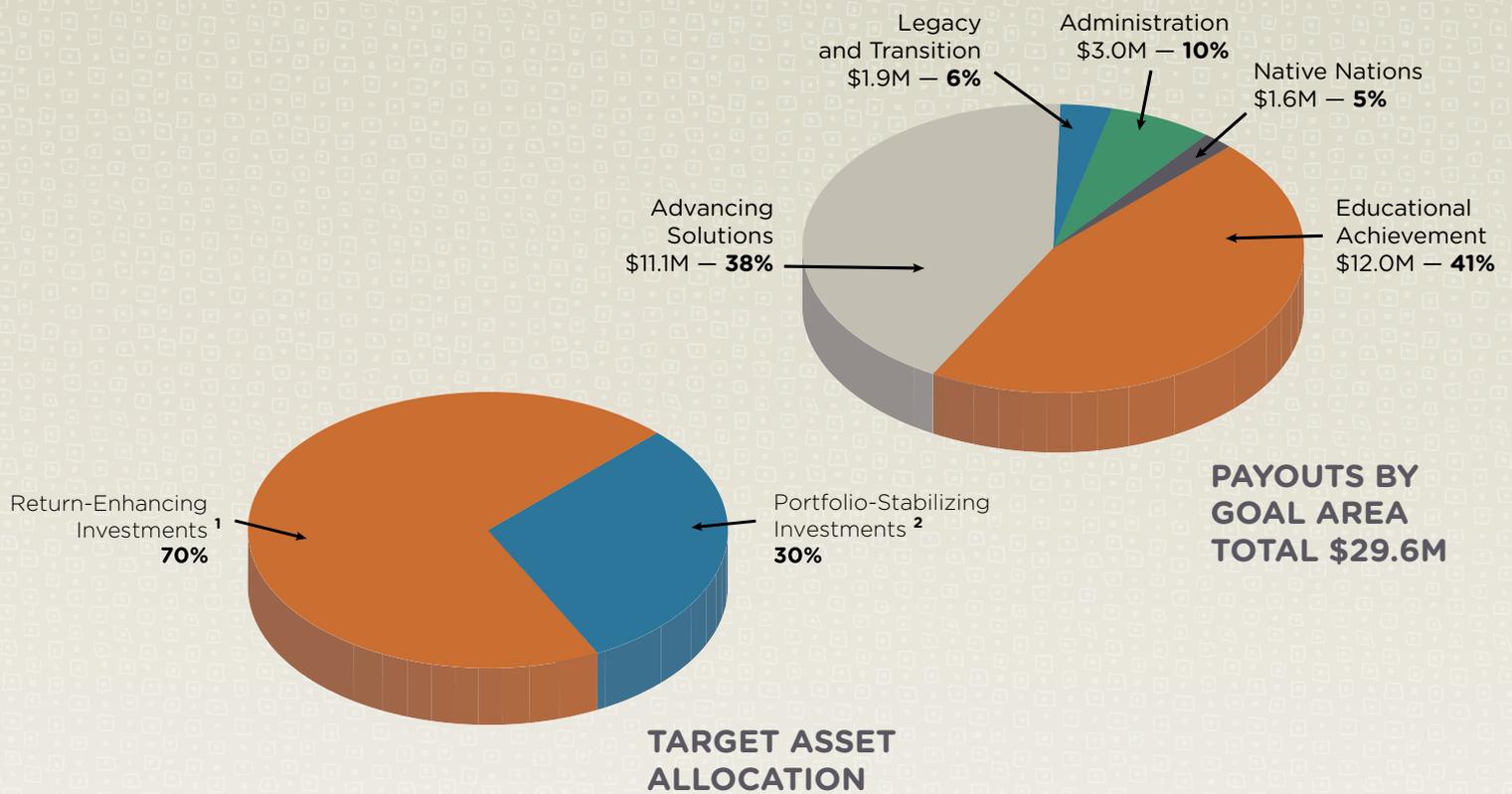
The Foundation's audited investment balances totaled \$740 million as of December 31, 2011 (see the Investment Balances at Year End graph below). The Foundation's net investment return for 2011 was 3.5 percent. The Foundation's three-, five- and 10-year investment returns were 8.3 percent, 1.6 percent and 6.0 percent, respectively.



INVESTMENT BALANCES AT YEAR END
(1980-2011) in millions



ANNUAL PAYOUT
(1980-2011) in millions



PAYOUT POLICY

The Foundation’s payout policy is designed to soften the impact of extremely volatile markets on the annual payout amounts to communities. We also set maximum future commitment levels so that we do not overextend during periods of downturn in the market. Payout for 2011 was \$29.6 million as we ramped up giving in our Advancing Solutions and Educational Achievement goal areas (see the Annual Payout graph on page 18 and the Payouts by Goal Area chart above). Our target payout for 2012 is \$34.9 million. Our long-term payout strategy is to continue to at least meet the required IRS minimum of 5.0 percent payout over time.

See the Payouts by Goal Area chart above for more information on program spending.

LEGACY AND TRANSITION

In 2011, the Foundation continued to make payments on legacy and transition grants that were approved prior to our 2008 change in focus to our new goal areas of Advancing Solutions, Educational Achievement and Native Nations. These grants were

made to organizations with which the Foundation had enjoyed longstanding and deep relationships. Payments on these legacy and transition grants totaled \$1.9 million in 2011.

LOOKING FORWARD

The Foundation’s aim is to be a highly dependable and effective partner for Minnesota, North Dakota, South Dakota and the 23 Native nations that share the same geographic area. We expect that our investment and payout policies will provide the steady funding required by our program strategies in 2012 and beyond.

GOVERNANCE AND TRANSPARENCY

The Foundation is committed to sustaining the public’s trust through effective governance and full transparency. The Foundation is governed by a Board of up to 15 members that is broadly representative of our service area. In selecting new members, the Board considers individual attributes and representational factors, as well as strategic skills and experience. The Board assesses its performance, and that of individual members, every two years. Board members may serve up to four three-year terms.

The Board makes all major strategy and policy decisions as a whole. It has chartered three committees to assist it in fulfilling its duties: finance and audit, governance and investment. The Board has also chartered an executive committee whose principal responsibility is to align the work of the Board and its committees with the Foundation’s strategy, and to prepare the Board for major policy decisions at each of its quarterly meetings. ■

For more information on our governing principles, go to BushFoundation.org/Governance.

¹ Higher-risk, higher-return investments include long-only equities, directional hedge funds and private investments.

² Lower-risk, lower-return investments include long-only fixed income and low net exposure hedge funds.

Boots on the Ground

in Two States and 12 Native Nations

In 2011, the Foundation deepened its engagement with the people and communities of North Dakota, South Dakota and the 12 Native nations that share the same geographic area by creating an on-the-ground staff position to manage its activities there across all three of its program areas. The Foundation has been a strong source of philanthropic support in the two states and 12 nations for decades, and this is the first time that local staff is dedicated to serving the area.



Elli Wicks Haerter (above), who has lived in South Dakota her entire life, joined the Foundation in late summer. Throughout 2011 she worked from her home base in Rapid City, but a recent move to Hosmer, in north central South Dakota, has placed her in the geographic center of the area she covers for the Foundation. Prior to joining the Foundation, Haerter spent eight years as the tribal liaison for U.S. Senator Tim Johnson, working out of his South Dakota office.

“We knew it was time to invest more resources on the ground in these states and nations,” said C. Scott Cooper, the Foundation’s director of communication and engagement, “so communities and our partners would have a knowledgeable and accessible

Foundation representative living and working among them. Although our Saint Paul-based staff are often traveling in the area, Elli’s day-to-day presence there helps us understand, in a deeper way, how to best use our resources to support leadership development and community vitality in the two states and 12 Native nations.”

Connie Sprynczynatyk is the executive director of the North Dakota League of Cities, which is partnering with the Foundation to bring InCommons to that state. She said, “Having a Foundation representative embedded here—someone who has extensive knowledge and experience in the way things get done on the prairie—helps the Foundation understand what’s really happening in our communities.”

Between August and December 2011, Haerter traveled several thousand miles to share the Foundation’s work and to hear from people, communities and Native nations what challenges and opportunities they are concerned about. She said, “Whatever I’m doing on any particular day—learning about the teacher residency program at the University of South Dakota, visiting with tribal leaders of the Turtle Mountain Band of Chippewa about nation-building efforts, or listening to community members in Dickinson wonder where their next generation of leaders will come from—I’m spending time with courageous leaders who are passionately committed to their communities and their work.” ■

Keep up with the Foundation’s activities in the two states and 12 Native nations through Elli’s regular blog posts on the Foundation’s courageous leadership blog at BushFoundation.org/Blog.

Educational Achievement Resource Partners

Advisory and Review Committee

Colleen Callahan

Director of Professional Issues
Rhode Island Federation of Teachers and Health Professionals
Providence, Rhode Island

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Senior Advisor
Woodrow Wilson National Fellowship Foundation
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[FHI 360 - National Institute for Work and Learning](#)

Ivan Charner

Joseph Dominic

Robin White

[Value-Added Research Center \(VARC\)](#)

Robert Meyer, Ph.D., Director

2011 Bush Fellows

Christine Baeumler
 Emily Baxter
 Eric Bergeson
 Diane Davies
 Brad Delzer
 Pakou Hang
 Lue Her
 Tarabi Jama
 Andrea Jenkins
 Mary Larson
 May M.G. Lee-Yang
 Briana MacPhee
 Neeraj Mehta
 Kathy Mouacheupao
 Patricia Ohmans
 Teresa Peterson
 Michelle Vigen
 Anne Hornickel Yuska

Native Nation Rebuilders (Cohorts 1 - 3, by nation) at time of publication

Cheyenne River Sioux Tribe
 D. Eileen Briggs
 Wayne Ducheneaux II
 Tracey Fischer
 Julie Garreau
 J.R. LaPlante Jr.
 Ryman LeBeau

Crow Creek Sioux Tribe
 Belinda F. Joe
 Donita Loudner

**Fond du Lac Band of
 Lake Superior Chippewa**
 Susan Connor
 Wayne Dupuis
 Jason Holliday
 Patricia Petite

Leech Lake Band of Ojibwe
 Benay Fairbanks
 LeRoy Fairbanks III
 Esther Humphrey
 Leah Monroe
 Veronica Veaux

Lower Brule Sioux
 Boyd Gourneau
 Benny Janis

Lower Sioux Indian Community
 Daniel Lemm

Mille Lacs Band of Ojibwe
 Phillip Sam
Oglala Sioux
 Frances Big Crow
 Lisa Schrader-Dillon
 Richard W. Iron Cloud
 Kevin Killer
 Richard Little Hawk
 Tina R. Merdanian
 Kimberly Tilsen-Brave Heart

**Red Lake Band of
 Chippewa Indians**
 Justin Beaulieu
 Samuel R. Strong

Rosebud Sioux
 Shawn Bordeaux

**Shakopee-Mdewakanton
 Sioux Community**
 Rebecca Crooks

Sisseton Wahpeton Oyate
 Lorraine Davis

Spirit Lake Nation
 Lori Brown

Standing Rock Sioux Tribe
 Dave Archambault II
 Scott J. Davis
 Stacey M. LaCompte

**Three Affiliated Tribes—Mandan,
 Hidatsa, Arikara Nation**
 Twyla B. Baker-Demaray
 Ryan Eagle
 Michelle C. Fredericks DuBray

Turtle Mountain Band of Chippewa
 Tami De Coteau
 Joseph Eltobgi
 William L. Gourneau
 Les LaFountain
 Kristy Zaste

White Earth Band of Ojibwe
 Sharon Bellcourt
 Cheryl Davies
 Henry Flocken

Yankton Sioux Tribe
 Joseph Dudley III

2011 NATIVE NATION REBUILDERS

Rebuilders from Cohort 3 gathered in western South Dakota in April 2012, at one of four annual gatherings to deepen their knowledge of nation-building, improve their leadership skills and create connections that could serve their nations in the future. Pictured are (front row, from left) Shawn Bordeaux, Kristy Zaste, Lorraine Davis, Josett Monette, Chase Iron Eyes, Leah Monroe, Joseph Eltobgi, (back row) Wayne Dupuis, Wayne Ducheneaux II, Ryan Eagle, Richard Little Hawk, Julie Garreau, Ryman LeBeau, Jason Holliday, Esther Humphrey, Donita Loudner, Belinda F. Joe and Benay Fairbanks.





BUSH FOUNDATION

courageous LEADERSHIP / *sustainable* SOLUTIONS / *vital* COMMUNITIES

332 Minnesota Street, Suite East 900
Saint Paul, Minnesota 55101

651-227-0891 *phone*

651-297-6485 *fax*

info@bushfoundation.org

BushFoundation.org