



# **Bush Foundation**

*2010 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 geography.



# Letter from the President

Communities everywhere are struggling to sustain their vitality in the face of great challenges. Shifting demographics, stagnant economies, skyrocketing health costs, dysfunctional democratic institutions—the list of challenges is long, and taken as a whole, this set of conditions defines a “new normal” in which we must find new ways to succeed.

Thankfully, everywhere you look there are great examples of leadership and innovation: people trying new things—often in the face of great resistance—to make their communities better and stronger. Here at the Bush Foundation we have made it our mission to be **a catalyst for the courageous leadership necessary to create sustainable solutions to tough public problems and ensure community vitality**. In this report you will find updates on our work to pursue this mission.

With 14 courageous higher education partners and many more from K-12 education, we are transforming the ways in which teachers are prepared for the classroom in order to guarantee

their effectiveness. Our goal is to improve **educational achievement** for all students and close persistent achievement gaps. Over the two years since this program launched, the 14 higher education institutions have taken on the difficult task of redesigning their programs to meet the needs of the 21st-century classroom. Together we aim to produce 25,000 effective teachers by the end of the decade.

We are supporting the **self-determined nation-building agendas** of the 23 Native nations that share the same geographic area with Minnesota, North Dakota and South Dakota. We provide training and tools to tribal leaders, and partner with them to implement their reform plans. Through our Native Nation Rebuilders Program, we are building the next generation of nation-builders. They inspire and challenge us with their commitment to *be* the difference that makes the difference for their communities.

Finally, we are **advancing solutions to tough public problems** through leadership

development, community action and innovation. Our InCommons strategy facilitates community mobilization and action. Our fellowships build and sustain the courage to lead. And our field tests provide a proving ground for new and better solutions.

All of this work is extremely challenging, and none of us can claim to have all the answers. But we do have each other. As we search for answers we will be transparent, we will learn from our work and we will share this learning with you. All we ask is that you do the same. Together we can turn the challenges of today into opportunities.

Let us know what you think about this report, our work, your work or anything else at [feedback@bushfoundation.org](mailto:feedback@bushfoundation.org). You can also learn more at [BushFoundation.org](http://BushFoundation.org) or follow our blog at [BushFoundation.org/blog](http://BushFoundation.org/blog).

Peter C. Hutchinson  
President, Bush Foundation

## ENGAGING LEADERS, ENGAGING COMMUNITIES

*Bush Foundation President Peter C. Hutchinson (far right) welcomes the 2011 Bush Fellows at a program kickoff event.*

# Increasing Educational Achievement

EDUCATIONAL ACHIEVEMENT GOAL

Increase by 50 percent the number of students in Minnesota, North Dakota and South Dakota, from pre-kindergarten through college, who are on track to earn a degree after high school, and eliminate disparities among diverse student groups.



Over the next 10 years, Minnesota, North Dakota and South Dakota will need 25,000 new, effective teachers. To address this need, the Bush Foundation and 14 higher education institutions announced a partnership in 2009 focused on transforming teacher-preparation programs (see list on page 5) in those three states.

These 14 colleges and universities, working together as the Network for Excellence in Teaching (NExT), have five key strategies:

- *Recruit* those most likely to succeed as effective teachers.
- *Prepare* them to be effective educators.
- *Place* them in schools led by leaders who will support them in those first critical years in the classroom.
- *Support* the new teachers on an ongoing basis after they graduate.
- *Measure* the effectiveness of their graduates through value-added assessment and other means.

“New teachers who enter classrooms with NExT training and support behind them will be the key to increasing educational achievement for students across the region,” said Susan Heegaard, Bush Foundation vice president and Educational Achievement team leader. “Our courageous partners are changing the way they do their work to better serve the needs of their graduates and, ultimately, the P-12 students they teach.”

**Partners achieved progress in all five strategic areas in 2010. The stories on the following pages highlight just a few of their accomplishments.**



**TEACHERS MAKE A DIFFERENCE**  
*Graduates from St. Cloud State University and teacher candidates from the University of Minnesota aim to increase educational achievement.*



## ATTRACTING HIGH-CALIBER STUDENTS TO BECOME TEACHERS

These teacher candidates are among those University of South Dakota is recruiting to teach in high-need areas such as science, math and special education.

# Raising the Bar

## with Intentional Recruiting

Featured Partner: University of South Dakota

Recruiting high-caliber students into the school of education became a lot more intentional at the **University of South Dakota (USD)** in 2010. This wasn't always the case. "It used to be that when [students] showed up, we took them," said Linda Reetz, Ph.D., associate dean in the School of Education. "Then we tried to talk them into a high-need field. It wasn't intentional."

When USD signed up to partner with the Bush Foundation, teaming with the admissions department to change its recruiting strategy was its first area of focus. "Admissions are our front line—the people whom the students tend to see before they even come to campus," said Stephanie Moser, a 19-year veteran of

the admissions department who now acts as recruitment coordinator for the School of Education. "We're being very intentional with the students we're targeting, using data to inform our efforts."

### TARGETED RECRUITING

With its new approach, USD is focusing on raising the academic profile of education majors by targeting students with higher ACT composite scores and higher GPAs. In addition, USD is pursuing strategies to increase the number of students looking at teaching in high-needs areas such as science, math and special education.

In 2010, USD launched "Learn to Teach," a targeted program

*"Just having the chance to talk to students about teaching, and how we're changing the way we're preparing, placing and supporting our teachers is making a big difference."*

~ Stephanie Moser,  
recruitment coordinator,  
University of South Dakota

designed to get high school students interested in teaching. The program uses the South Dakota Teacher of the Year as an ambassador, along with middle school and elementary school teachers who have received recognition. USD now plans to launch a similar program for eighth and ninth graders. "Just having the chance to talk to students about teaching, and how we're changing the way we're preparing, placing and supporting our teachers is making a big difference," said Moser.

In addition, USD introduced the Bush Foundation Teacher Scholarship program. Scholarships are awarded to students who intend to major in a teacher education program and who

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## 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



# Preparing a Community

*with More Continuity, Fewer Silos*

Featured Partners: University of Minnesota-Twin Cities and St. Cloud State University



**F**aculty and administrators at the **University of Minnesota-Twin Cities** (UMN) spent 2010 overhauling their entire teacher preparation curriculum. “We didn’t just tweak syllabi,” said Lisa Jones, executive director of the Educator Development and Research Center in the College of Education and Human Development. “We rethought all of it.”

Also crucial in creating new curriculum is breaking down the barriers that challenge most teacher-preparation programs. UMN’s new curriculum is based on concepts that are broader than those historically used in the teaching profession—acknowledging the impact of racial and cultural diversity on learning, and embracing family and community

*“We needed to get to every level to talk about what we were trying to do. This meant going to every department meeting, all college meetings, going to the school districts and scheduling meetings with superintendents.”*

- Becky Krystyniak, Ph.D., co-director of the Teacher Preparation Initiative, St. Cloud State University

Key to the new curriculum is continuity, and the timeline of learning starts even before students arrive on campus. Over the summer of 2012, the first cohort of students who will be trained using the new curriculum will complete a teacher identity study—essentially an educational autobiography—that leads them through a series of reflections about their cultural experiences, values and attitudes about school, as well as their family life. “Students really get this idea—a grounding of where they come from and who they are,” said Jones. “They recognize that their background will impact how they teach.”

assets, for instance. Faculty, teaching staff and P-12 partners developed these concepts, what the college calls the “Eight Great Lessons,” during a year-long process. “We wanted to identify what our students need to learn, as well as how they will use that learning in the field,” said Jones. “We used to present courses in silos and thought students would make these types of connections automatically. This integrated approach makes the lessons more intentional and obvious for them.” Students will be introduced to the concepts that comprise the lessons as they enter UMN, and continue to revisit them throughout

## **NEW CURRICULUM DRIVES TEACHER PREPARATION**

*Many voices are involved in redeveloping teacher training programs for all NExT partners, including higher ed faculty and students, as well as the teachers and students in P-12 partner districts.*

## A NEW MODEL FOR MEASURING TEACHER EFFECTIVENESS



their program. Jones believes the lessons will extend beyond UMN's teacher-preparation program and into graduates' teaching classrooms.

Faculty members at **St. Cloud State University** (SCSU) are also working to break down silos. "All of the teacher-education programs are housed within the college of education, but all secondary education programs also have additional content courses," said Becky Krystyniak, Ph.D., co-director of the Teacher Preparation Initiative at SCSU and chemistry professor. She acknowledges this can lead to "a struggle for ownership."

Krystyniak said, "We needed to get to every level to talk about what we were trying to do. This meant going to every department meeting, all college meetings, going to the school districts and scheduling meetings with superintendents." As the conversations started to happen, so did the changes. Now SCSU has five separate working groups with representation across SCSU colleges and from its P-12 partners. Besides improved communication and collaboration across silos, SCSU is now finding ways to implement two key recommendations from the working groups—a pronounced increase in clinical experiences at SCSU and



The NExT colleges and universities have offered their P-12 partners something unique—a guarantee that the teachers they train will be effective and that their effectiveness will show up in higher student achievement. What makes this guarantee possible is **value-added measurement**, a method of assessing teacher effectiveness that measures the contributions teachers make to student achievement.

The Bush Foundation has partnered with the Value-Added Research Center at the University of Wisconsin-Madison, pioneers in this field, to work with the NExT institutions to develop value-added assessment tools and reporting mechanisms.

Because value-added assessment adjusts for factors outside a teacher's control (but that can impact test scores positively or negatively), it allows for a true measurement of a teacher's contribution. By agreeing to use these measurement tools, our education partners will be able to evaluate how well they are preparing new teachers to support high student achievement. They'll also be able to share those results with P-12 partners and their graduates, and use the information to improve their own programs.

more time for student teaching in the classroom.

"We're exploring where we're missing the boat in preparing our students,"

said Krystyniak. "If our P-12 partners tell us that something we taught didn't stick, we're now finding ways to teach it differently." ■

## Raising the Bar

*continued from page 5*

have demonstrated outstanding academic credentials while in high school. “With the current economy, many students and family members are looking for scholarships to help offset the costs of higher education,” said Moser. “We are in our second year of administering our scholarship program and believe it has been effective in helping us mold our freshmen class.”

## POSITIVE TRENDS

So far, the University’s efforts seem to be working. In fall 2010, enrollment in the school of education increased by 45 percent to 136 students, up from 94 students in 2009. The profile of the students has changed as well, with incoming students achieving higher ACT scores on average and a greater number of minority students joining the program.

Since teacher candidates aren’t officially admitted into the program until the end of their sophomore year, USD has also added experiential classes open for all freshmen to give students a taste of the classroom. “Recruitment doesn’t stop when the student comes to campus,” said Moser. “Some students are now thinking about becoming teachers because of the exposure we’re giving them.” ■



# Laying the Groundwork

## *to Place and Support New Teachers*

Featured Partners: St. Cloud State University, Valley Partnership [Minnesota State University-Moorhead, North Dakota State University and Valley City State University], and Minnesota State University, Mankato

**N**ExT universities continued to develop and strengthen ties with their P-12 partners in 2010. These relationships will become increasingly important collaborations as teacher-preparation programs seek to place their graduates in schools that will support their success. Since most teacher-preparation programs will begin graduating their first NExT teachers in 2012 or 2013, most of their partnerings with P-12 programs in 2010 were focused on laying groundwork for these crucial future activities.

For instance, with its P-12 partners, **St. Cloud State University (SCSU)** has expanded its formal mentoring program for student teachers, called co-teaching. Through this program, each student teacher is paired with an experienced teacher for an entire semester. “We provide a series of co-teaching workshops to all of the student/teacher pairs to train them and give them the foundational knowledge to build their relationship,” said Kathy Ofstedal, Ph.D., former co-director of the Teacher Preparation

## COLLABORATION IN TEACHING

*NExT universities and their P-12 partners collaborate to provide the best-possible classroom experiences for teacher candidates in several ways.*



Initiative, retired since May 2011. “Then, throughout the student-teaching experience, the students receive coaching from their collaborating teacher through specific strategies, such as parallel teaching, cooperative teaching or team teaching.” Data shows the approach is improving student achievement, Ofstedal said, and the model developed by SCSU is now being replicated across the region and country.

*“We believe our P-12 partners share our responsibility to teach their future colleagues. We are sharing human and financial capital, and we will all be better for it.”*

~ Carol Werhan, Ph.D., director of the Office of Field and International Experience, Minnesota State University, Mankato

The three universities in the **Valley Partnership** have welcomed P-12 partner teachers and administrators to participate on several cross-institutional working groups and also on their individual campuses. But P-12 involvement hasn’t stopped at committee work. Valley Partnership participant **North Dakota State University** (NDSU) is collaborating with the Fargo Public School District to introduce virtual field experiences for teacher candidates using special cameras, a project that required

significant coordination. According to William Martin, Ph.D., professor and head of the NDSU School of Education, “This involved negotiating with district administrators, NDSU faculty and campus tech support, and the principal and teacher who will pilot the use of this technology.” The effort has been worth it; NDSU has received enthusiastic responses to the virtual field experience concept, which in turn is generating invitations to collaborate

more closely on all aspects of preparation and placement in district schools.

Multiple P-12 initiatives also took place at **Minnesota State University, Mankato** (MSUM). Teachers and administrators from partner districts became involved in committee work, as well as in curriculum redesign working groups. Campus faculty and administrators regularly welcomed district personnel to participate in panel discussions, contribute to

courses and hold mock interviews with teacher candidates. MSUM also co-facilitated professional development opportunities for P-12 teachers.

In a new initiative for 2011, MSUM has invited a master teacher from one P-12 partner to accompany two teacher candidates for six weeks in Abu Dhabi, United Arab Emirates (UAE). While there, the candidates will student teach at a primary school that uses an American-based curriculum. “The teacher candidates will gain a cross-cultural experience, while learning and sharing their expertise,” said Carol Werhan, Ph.D., director of the MSUM Office of Field and International Experience. “We believe the accompanying master teacher will help mentor and coach the UAE teachers using recent and relevant experience.”

According to Werhan, faculty and administrators from partner schools are enthusiastic about working collaboratively with MSUM. “Higher education shares responsibility for a child’s academic success,” she said.

“Simultaneously, we believe our P-12 partners share our responsibility to teach their future colleagues. We are sharing human and financial capital, and we will all be better for it.” ■

# Supporting the Work of Native Nation Building

NATIVE NATIONS GOAL

All 23 Native nations that share the same geography as Minnesota, North Dakota and South Dakota are exercising self-determination to rebuild the infrastructure of nationhood.



When the Bush Foundation set a goal in 2008 to support the self-determination of Native nations, Foundation staff knew we had a lot to learn. Our first step was to build relationships with the tribal leaders of 23 sovereign Native nations. Throughout 2010, these relationships have continued to grow.

Based on many conversations and partnerships across Indian Country, the Foundation's interactions in 2010 with the 23 Native nations focused on three key areas:

*Supporting tribal leaders* in initial projects to explore and define their nation-rebuilding priorities.

*Launching a Rebuilders Program* to support emerging leaders in strengthening their leadership skills and nation-building knowledge so they can work, in cooperation with elected leadership, toward realization of their tribes' unique goals.

*Promoting Governance Analysis for Native Nations*, a new assessment tool that provides a framework for analyzing governance structures and identifying opportunities for individual nations.



"The Foundation has learned a lot from the 23 nations this past year about courageous leadership, tough challenges and the successes that are taking place within the tribes," said Jaime A. Pinkham, Bush Foundation vice president and Native Nations team leader. "We still have much to discover, but we have already begun to deepen our relationship with various tribes to support them in their unique nation-rebuilding agendas. My colleagues and I continue to be inspired by the commitment of elected and emerging leaders to explore ways to redesign their governing capabilities to best serve the people."

**Nation-rebuilding efforts across the 23 nations in 2010 inspired and challenged us and our partners. The stories on the following pages showcase just a few of the courageous Native leaders with whom we collaborated in 2010.**



## TRIBAL LEADERS FOCUS ON NATION REBUILDING

**This page:** Top: Rebuilder Frances Big Crow, Oglala Sioux Tribe; Middle: Little Cedar Spirit Tree, a 500-year-old tree on the Grand Portage Indian Reservation; Bottom (from left): John Poupart, American Indian Policy Center; Rebuilder Ben Janis, Lower Brule Sioux Tribe at a Rebuilders session in Cloquet, Minnesota.

**Next page:** Right: GANN session hosted by the Oglala Sioux Tribe.



# Oglala Sioux Tribal Leaders

## and Community Members Join Forces for Nation Rebuilding

After the Oglala Sioux's November 2010 elections, Tribal Council President John Yellow Bird Steele invited the Bush Foundation and the Native Nations Institute (NNI) to organize a two-day orientation on the topic of nation-rebuilding. Fifty-eight tribal leaders attended the orientation, representing elected leaders, district representatives, senior staff, treaty council chiefs and community leaders. Some participants referred to the gathering as "historic" because of the diversity of representation and the subject matter addressed. After the orientation, President Steele requested that Bush and NNI host a convening to expose more community members to these concepts by leading a session on the Governance Analysis for Native Nations (GANN). The GANN is a facilitated analytical process to help tribes assess the strengths and challenges of their governing structure, strategic direction and institutions. Forty-nine tribal members showed up for the March 2011 GANN session, and many stayed beyond the end of the meeting as they discussed action plans and next steps.

"It was exciting and rewarding to see the process of nation rebuilding—referring to the growing movement by Native nations to regain meaningful

control over their own affairs and futures," said Tina Merdanian, director of institutional relations at Red Cloud Indian School, who participated in the session and is also a Rebuilder. "Community and tribal government leaders are beginning to have conversations about developing the capacity to make timely, strategically informed decisions about our own affairs."

Traditionally, the Oglala Sioux governed themselves through *tiospayes* (extended families), who worked with the tribal chiefs to resolve disputes. According to Richard Little Hawk (a 2011 Rebuilder), a Pine Ridge district council member, the tribe now has nine district councils and operates with a decentralized governing structure. Each district has a governing body that, in effect, takes the place of the *tiospaye*.

As part of the GANN, participants divided into small groups to discuss various aspects of governance for the tribe, identify specific opportunities and develop detailed action plans. For

example, one team focused on creating an independent, culturally appropriate judicial system. Another focused on ways to engage youth in government. A third group focused on strategies to increase tribe members' knowledge of and involvement in tribal government.



Throughout the session, participants talked about the cultural values that must be core to Native nation rebuilding. "The sense of pride, the sense of home, the sense of culture—I don't want that to change," said Merdanian. "Mainstream society may view reservations as islands of poverty amongst the nation of progress, but as a people, we see that we are able to hold our true cultural integrity and move forward with that foundation." ■



# Strengthening Governance

## *to Sustain Economic Development*

**D**ave Archambault II has a passion: to promote economic development on the Standing Rock Indian Reservation. He also has vision. “We need entrepreneurs to get our economy going,” he said. “We also need to identify the direction we want to go and make changes to support that direction.”

For years, Archambault believed that self-determination and nation-rebuilding would spur economic growth on Standing Rock. His belief



was so strong he decided to run for Tribal Council. “I didn’t think it was right for me to criticize [the tribal government] unless I did it myself,” he said. When he learned about the Native Nation Rebuilders Program, Archambault recognized an opportunity to move the economic development idea along even further. “If we’re sincere about making a positive impact with our nation, it’s

important to address the way we govern ourselves.”

As a Rebuilder, Archambault attended sessions at which the Native Nations Institute (NNI), the Foundation’s primary content partner in its Native nations work, presented information on a new program it had developed—Governance Analysis for Native Nations (GANN)—to help tribes through strategic planning and analysis. “It pumped me up,” said Archambault. “I was thinking, ‘We have to do an assessment of our tribe. We need to know where we’re at before we can start addressing our issues.’”

After that Rebuilders training, Archambault invited several experts from NNI to facilitate a similar information session with the Standing Rock Tribal Council. “It was eye opening for the Council,” said Archambault. “They realized that to adjust the economy, we need to adjust our government structure.”

As a result of these efforts, and with the support of the Bush Foundation, Standing Rock completed a full GANN, and its Tribal Council is moving forward with plans to review the tribe’s constitution. “Those nations that back up sovereignty with capable, effective and reliable governing structures create the best

environments for sustainable and successful economic development,” said June Noronha, senior manager of the Foundation’s Native Nations team. “Dave’s approach to strengthen governance to promote economic development is exactly what has worked successfully for other nations.”

While Archambault acknowledges that changes won’t be made overnight, he’s also hopeful. “I would really like to see a healthier lifestyle for our people,” he said. “In order to get to a healthy economy a lot of other variables come into play. But if the groundwork is laid, it will instill confidence that we can make a difference and take it to the next step.” ■

*Dave Archambault II is a Tribal Council member of the Standing Rock Sioux Tribe. A small business owner and entrepreneur, Archambault was formerly an instructor and director of institutional research at Sitting Bull College. He was named to the first cohort of Native Nation Rebuilders in January 2010.*

### **NATIVE NATION REBUILDERS TAKE ACTION**

**This page:** Rebuilder Dave Archambault II, Standing Rock Sioux Tribe

**Next page (from left):** Rebuilders Daniel Lemm, Lower Sioux Indian Community, and D. Eileen Briggs, Cheyenne River Sioux Tribe.



# Rebuilder Promotes

## Dakota Values in Financial Literacy Program

**D**aniel Lemm envisions a future when the youth who live in the Lower Sioux Indian Community, where he grew up, have the knowledge and skills to make the best financial decisions for their future. “When I was working for the Community, I looked at kids as they progressed,” said Lemm. “Many of them would come into money when they reached age 18 and again at 21. We weren’t preparing them with the financial management skills they needed.”

### LEADING THROUGH EXAMPLE

Not content to sit on the sidelines, Lemm is now creating and implementing a financial literacy curriculum targeted at teenagers. He’s working on the program in partnership with Dakota Future, Inc., which also engaged Lutheran Social Services to assist in the project. “The financial experts are working on the financial topics, like personal budget and savings,” said Lemm. “I’m building Dakota values and language into the curriculum.” According to Lemm, the cultural aspect is important because it helps the kids connect to the lessons. “Our way is to lead through examples and experiential learning.” In one module, Lemm asks the youth to work through a Circle of Life exercise, using it to illustrate how saving for education or retirement is similar to how their Dakota ancestors would have harvested in the fall, setting aside

food and supplies to enable them to survive the cold, winter months. He’s also translating key terms into the Lakota language in partnership with the nonprofit Dakota *Wicohan* (way of life).

### BUILDING A NETWORK

Lemm is finding support through the Bush Foundation’s Native Nation Rebuilders Program. “I applied as a way to connect with others,” he said. “Part of the experience that’s been huge for me is meeting other people trying to do the same things that I’m doing, and to share ideas and successes. I’m also creating a network outside of the Midwest and seeing what people are doing across the country.” Lemm believes that network may be helpful once the program is launched. “This program is not just for the Lower Sioux, it may be transferrable to other tribal communities as well.” ■

*Daniel Lemm, CFE, is associate director of programs for Native Americans in Philanthropy. An enrolled member of the Lower Sioux Indian Community, Lemm is also its former finance director. He was named to the first cohort of Native Nation Rebuilders in January 2010.*

## THE 23 NATIVE NATIONS THE FOUNDATION SERVES

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

# Advancing Solutions to Tough Problems

## *Through Leadership and Learning*

ADVANCING SOLUTIONS GOAL

75% of people in all demographic groups in Minnesota, North Dakota and South Dakota say their community is effective at solving problems and improving their quality of life.



In 2010, the Bush Foundation continued to help communities in Minnesota, North Dakota and South Dakota develop capacity to solve their own problems. The Foundation believes that the best solutions often come from within the community itself, especially if community members are given access to good information and opportunities to engage with each other in meaningful ways.

This focus on advancing solutions to tough public problems was bolstered by the Foundation's continued focus on courageous leadership. The work centered on three key areas:

### ***Building leadership capacity with the launch of the Bush Fellowship Program.***

The new Bush Fellowship program focuses on the development of courageous leadership so those skills can be exercised toward solving tough public problems in our communities.

### ***Engaging communities in understanding and solving their tough problems.***

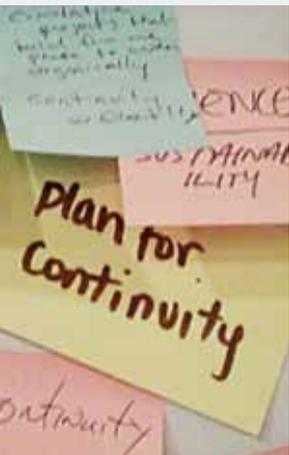
For real change to happen, leaders and community members need to get involved. The Foundation hosted a number of community meetings—branded *Prospects & Possibilities* in North Dakota and South Dakota, and *Common Cents* in Minnesota—at which citizens shared their ideas and sparked grassroots problem solving. In conjunction with these events, the Bush Foundation partnered with Wilder Research to

conduct random, statewide surveys of residents in Minnesota, North Dakota and South Dakota. Recaps of the meetings and survey results were shared with public leaders in all three states.

### ***Being a catalyst for innovative solutions.***

The Bush Foundation launched InCommons, a strategy to facilitate collaboration for problem solving through online connections and in-person gatherings. The Foundation also supported innovative experiments in several communities and partnered with Wilder Research to expand Twin Cities Compass to Greater Minnesota. Finally, in collaboration with five other foundations, the Bush Foundation funded *Beyond the Bottom Line*, a report that offers innovative ideas, backed by data, for addressing Minnesota's state budget shortfall.

**Read the stories on the following pages to learn more about the key projects and outcomes in each of these focus areas.**



### **COMMUNITY MEMBERS CONVENE TO SOLVE TOUGH PROBLEMS**

***This and next page:*** Citizens representing several communities voiced their opinions at many 2010 events, including in Minnesota at community forums in Baldwin Township and Todd County and the *Imagination, Creativity and Innovation Retreat*.

How Minnesota communities are facing the future.



# Helping Communities

## Help Themselves

Like many Minnesota communities, Baldwin Township in Sherburne County faces tough choices. After experiencing six-fold growth in population between 1970 and 2010, growth has now slowed in the wake of the recession. Now residents are worried about the sustainability of their local businesses and how to pay for new roads and public services given a declining tax base.

Todd County in central Minnesota faces a different set of challenges. One in six Todd County residents is over 65. It is also one of the most rural communities in the state and is steadily becoming home to many new immigrants. Community members wonder if existing networks of family, volunteers and government programs will remain strong enough to support these demographic shifts.

“These two communities are both experiencing significant challenges,” said Kathy Gaalswyk, president of the Little Falls, MN-based Initiative Foundation. The Initiative Foundation

serves the 14 counties and 160 hometowns that comprise central Minnesota. “There’s definitely a sense of urgency to move to action, which also provides an opportunity to think outside the box.”



The Bush Foundation chose to support innovative community engagement projects in these two communities in 2010 as part of the Initiative Foundation’s Healthy Community Partnership program. To up the ante, the Bush Foundation brought Minnesota Public Radio (MPR) to the table to help facilitate

*“Having strong leaders is critical...leaders who know that sometimes you lead from behind, who are good listeners and who are not afraid to have the tough conversations.”*

- Dan Frank, program manager, Initiative Foundation

town hall meetings and share the progress more widely through news articles, radio conversations and multi-media reports.

“MPR was instrumental in hosting the community forums, and sharing viewpoints and information through its programming,” said Don Hickman, Initiative Foundation senior program manager. “They helped us figure out how best to share data and trends and get people involved.”

The work with these two communities also reinforced the need for courageous leadership. According to Dan Frank, Initiative Foundation program manager for community development, “Having strong leaders is critical...leaders who know that sometimes you lead from behind, who are good listeners and who are not afraid to have the tough conversations.” ■

*To learn more about these two projects, go to [mpr.org](http://mpr.org) and search for “Ground Level Baldwin Township” or “Ground Level Todd County.”*



# InCommons Creates

## *Connections and Collaboration*

### WHAT IS INCOMMONS?

According to Jake Voit, InCommons manager, the Collaboration Challenge exemplifies what InCommons is all about. “InCommons is people and communities learning together and helping each other turn challenge into opportunity. Our goal is to bring people together to collaborate on issues, network with others who have similar passions and share innovative solutions for solving tough problems.”

Voit describes the vision for the online component of InCommons as “Craig’s List, MeetUp and Facebook mashed together.” Yet, he is quick to point out that InCommons is more than a new social networking tool and more than a website with online competitions. What makes InCommons a more powerful strategy is that it also provides the opportunity for in-person gatherings and collaboration. The Bush Foundation sponsors three-day “Art of Hosting” sessions in an effort to train individuals to serve as facilitators for InCommons gatherings.

When Amina Saleh entered the InCommons Collaboration Challenge, she didn’t know exactly what to expect. “I learned about [the Challenge] from one of my coworkers,” said Saleh, director of The Family Partnership. “I was one of the last ones to submit, so we were very surprised to receive a call from the committee that we were a finalist.”

Her entry, promoting the work of the Native American Somali Friendship Committee, was selected as one of three finalists from 223 applicants. The Challenge aimed at recognizing and rewarding Minnesota-based groups who were engaged in solving local problems. Although the Friendship Committee didn’t take first prize, the cause has received media coverage and recognition as a result of its entry. “We have been exposed to many

news organizations, and a number of people have been contacting us,” said Saleh, who said she has made important connections with other InCommons users who are helping her to expand the Friendship Committee’s work across the Twin Cities metro area. Relationships are also forming among the other applicants, many of whom are now using InCommons to spur more collaboration and networking.

Saleh attended a Foundation-sponsored Art of Hosting weekend and is now using her facilitation skills to help other teams collaborate. “I learned how to facilitate, how to tell a story, how to harvest ideas,” she said. “I use the skills every day at my work and in the community. I have also received invitations to facilitate hosting sessions and am helping others make connections as a result.” ■





# Solving Tough Problems

## *Through the New Bush Fellowship Program*

As the Bush Foundation began shaping its current direction in early 2008, the Foundation's leaders asked people in communities across Minnesota, North Dakota and South Dakota what they knew about the Bush Foundation. "Invariably their answers touched in some way on the impact of the more than 2,200 Bush Fellows," said Martha Lee, manager, Advancing Solutions Team at the Bush Foundation. "The Fellows had made a tremendous difference, which community members recognized and respected."

This widespread recognition of the Foundation's deep investment in fellowships for more than 40 years confirmed our next steps. The Foundation would extend that investment even further, while at the same time tying it more directly to the goal of solving tough public problems.

In summer 2010, the Foundation convened a design lab aimed at crafting the new fellowship program. The recommendations that emerged from this team of highly creative and knowledgeable people evolved into the Bush Fellowship program—an effort that not only develops the leadership capacity of individuals, but selects Bush Fellows who are passionate about working on a specific problem within their own communities.

### **WORKING TOGETHER IN NEW WAYS**

*Previous page:* Top (from left): Amina Saleh and Wade Keezer are using the visibility from the InCommons Collaboration Challenge to continue their work in connecting Somali and Native American communities; Bottom: Native American and Somali children take part in a drum circle.

*This page:* Top (from left): 2011 Bush Fellows Tarabi Jama and Neeraj Mehta; Right (from left): The Bush Foundation's Catherine Jordan and 2011 Bush Fellow May M.G. Lee-Yang.

"We are making an intentional link between our investment in courageous leadership and solving tough problems," said Lee. "The focus also extends to how the Fellows can use their experience to mobilize others to create change."

In June 2011, the Foundation announced the newest cohort of Bush Fellows. To see the 2011 Bush Fellows, go to [BushFoundation.org/solutions](http://BushFoundation.org/solutions). "As we have each year since 1965, we expect to be as inspired by and to learn from these courageous leaders, just as we have from all of the Bush Fellows who came before them," added Lee. ■





# Citizens Convene and Engage

## *Identifying Prospects and Possibilities for North Dakota and South Dakota*

“People need a voice.” According to Kathy Tweeten, director, North Dakota State University Extension Center for Community Vitality, that’s a prevailing sentiment as discussions about budget and policy decisions swirl in the state and national legislatures.

As one way to help citizens be heard, the Bush Foundation, in partnership with eight convening organizations (see list below), hosted more than 75 *Prospects & Possibilities* community conversations across North Dakota and South Dakota in fall 2010. At these meetings, community members had the opportunity to talk about the strengths and concerns within their community and state, and to generate ideas for ways to address the concerns.

“Holding 36 sessions across North Dakota in a very short period of

time gave us a good snapshot of what people were thinking,” said Tweeten. “For us, the input not only validated the value of the community conversation process, it’s also having an impact on our work and programming.”

During the sessions, the Bush Foundation shared data on current socioeconomic trends, after which participants voted on, then discussed the issues they thought were most pressing. Then they brainstormed solutions. While the participants expressed optimism in their community’s ability to solve problems, citizens in both South Dakota and North Dakota identified a need for increased planning and vision for changes occurring throughout each state. In particular, people wanted leaders to work together to address

the challenges. The Bush Foundation shared the findings with state and local leaders in a formal report for each state, which helped inform legislative debates and decisions.

The meetings yielded another outcome that was just as important, however. People made connections with other members in their own communities. “It opened the door for good discussion and expanded points of view,” said Tom Hill, community impact director, United Way of Cass-Clay in North Dakota, who convened and participated in several of the sessions. “People wanted to learn more, to stay connected.”

This theme echoed across North Dakota and South Dakota and was validated by statewide polls. In North Dakota, nearly 88 percent of citizens said they believed they can make a difference in improving the quality of life in their local community, and in South Dakota, 84 percent of citizens shared this sentiment. “People were very engaged,” said Sandy Diegel, executive director, John T. Vucurevich Foundation, who facilitated several sessions in South Dakota. “Community members are willing to make changes and eager to get involved.” ■

### CONVENING PARTNERS

#### **NORTH DAKOTA**

Consensus Council  
North Dakota State University Extension Service  
Strom Center for Entrepreneurship and Innovation  
United Way of Cass-Clay

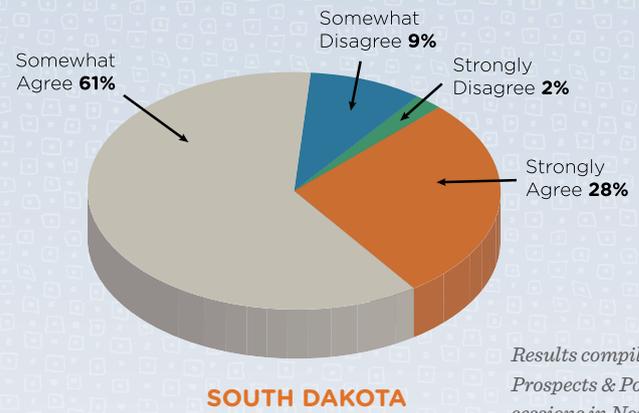
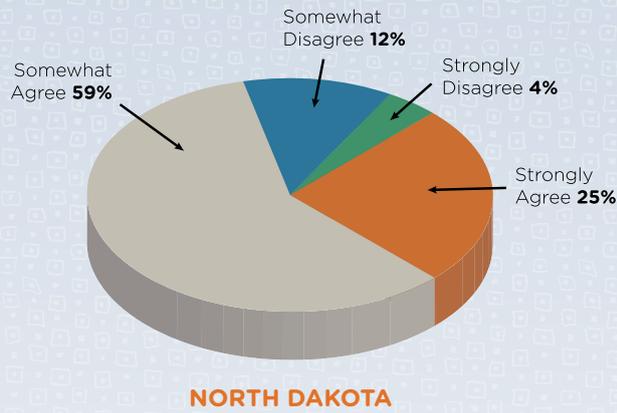
#### **SOUTH DAKOTA**

John T. Vucurevich Foundation  
Northeast South Dakota Community Action Program (NESDCAP)  
Sioux Falls Area Community Foundation  
South Dakota Cooperative Extension Service

## COMMUNITY MEMBERS WANT TO BE ENGAGED

When the Bush Foundation embarked upon *Prospects & Possibilities*, it was with a fundamental belief that community members understand better than anyone the reality of the issues facing their communities and state, and that they are best positioned to make decisions about what path to follow. Participants were asked to respond to the statement:

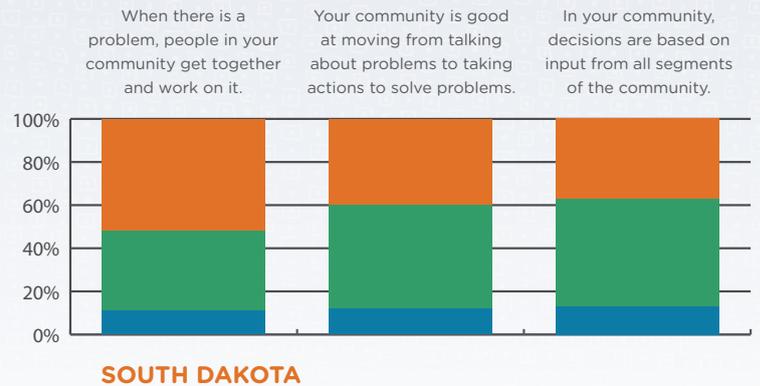
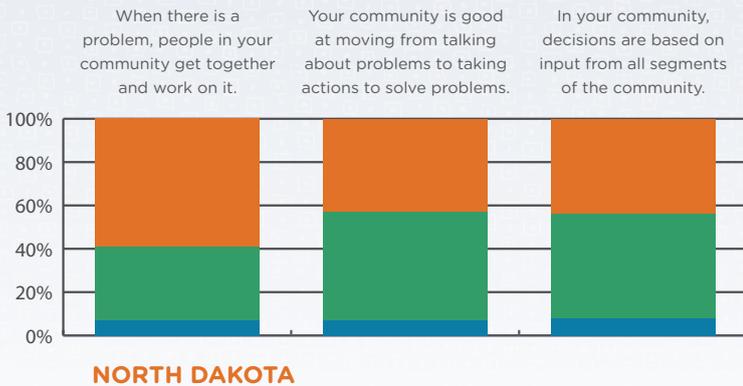
***“I am confident I can help move some of these ideas [from the Prospects & Possibilities session] forward.”***



Results compiled at Prospects & Possibilities sessions in North Dakota and South Dakota, September – December 2010.

## CITIZENS BELIEVE THEIR COMMUNITIES CAN SOLVE PROBLEMS

The Wilder survey also explored how respondents felt about their community’s ability to solve its own problems.



■ A lot like your community   
 ■ A little like your community   
 ■ Not like your community

From statewide surveys of North Dakota residents and South Dakota residents, December 2010, Wilder Research



To read the full reports, consolidated by state, for the community sessions, go to [BushFoundation.org/solutions](http://BushFoundation.org/solutions).

### COMMUNITY MEMBERS SHARE IDEAS

**Previous page:** Citizens gather at a Prospects & Possibilities session in Rapid City, South Dakota.

**This page:** Martha Landes of convening partner South Dakota Cooperative Extension Service assists with registration at the Mitchell, South Dakota site.

# Financial Highlights

## Investment and Payout Commentary for 2010

### 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

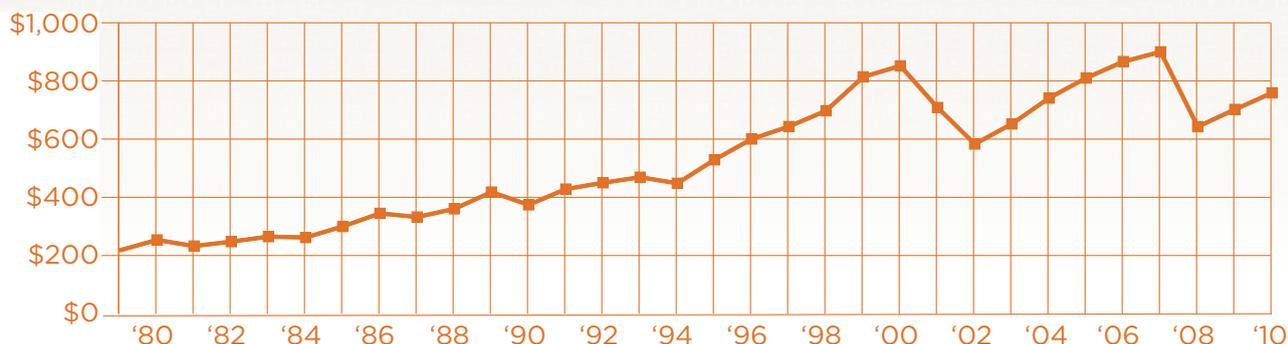
and, when needed, investment manager selection. The Committee reviews its written investment policy each year and recommends changes to the Board. The Committee provides quarterly risk and performance reports to the Board.

The Foundation is transitioning 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 21). The goal is to generate the desired returns with lower volatility. The new framework includes more long/short equity and

fixed-income investments (rather than long only) with more investment manager discretion and slightly less liquidity. The Foundation continues to maintain more than adequate liquidity to meet its operating needs.

### INVESTMENT PERFORMANCE

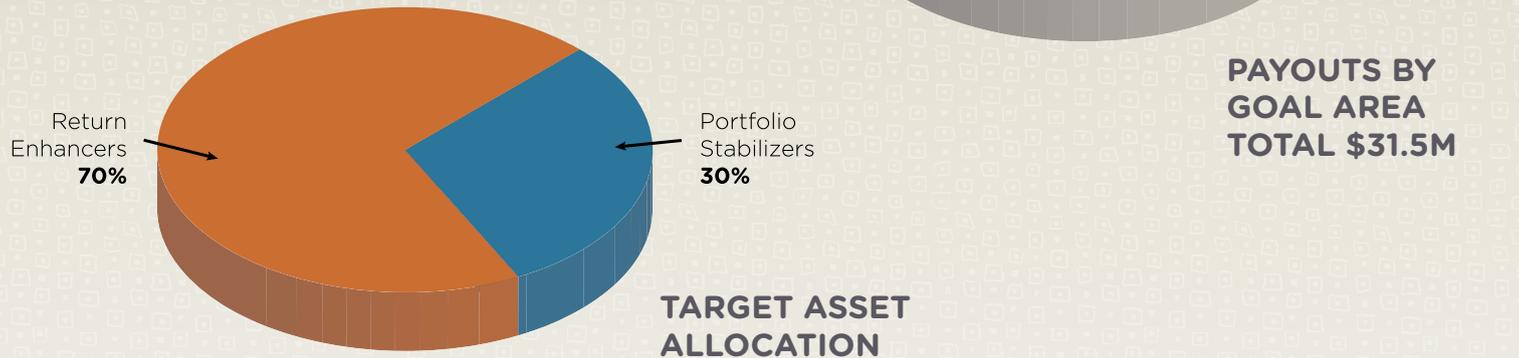
The Foundation's audited investment balances totaled \$759 million as of December 31, 2010 (see the Investment Balances at Year End chart below). The Foundation's net investment return for 2010 was 12.5 percent. The Foundation's investments rebounded significantly from 2008 and 2009. The Foundation's three-, five- and 10-year investment returns were -1.3 percent, 3.8 percent and 4.1 percent, respectively.



**INVESTMENT BALANCES AT YEAR END (1980-2010) in millions**



**ANNUAL PAYOUT (1980-2010) 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 our communities. We also set maximum future commitment levels so that we do not overextend during periods of downturn in the market. Payout for 2010 was \$31.5 million as we defined and ramped up our Advancing Solutions strategy (see the Annual Payout chart on page 20 and the Payouts by Goal Area chart above). Our target payout for 2011 is \$35.6 million. Our long-term payout strategy is to continue to at least meet the required IRS minimum of 5.0 percent payout over time. At the end of 2010, the Foundation has paid in excess of its cumulative IRS payout requirement over the last five years.

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

**LEGACY AND TRANSITION**

Throughout 2010, the Foundation

continued to make payments on legacy grants—those that were approved prior to the 2008 launch of *Goals for a Decade*. We also made payments on transition grants to organizations with which the Foundation had enjoyed longstanding and deep relationships. In all, payments on these legacy and transition grants totaled \$10.4 million in 2010.

**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 2011 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 14-member Board 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 four committees to assist it in fulfilling its duties: audit, governance, finance 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/About/Governance](http://BushFoundation.org/About/Governance).*

# A New Direction

*Supported by a New Look, New Tools, New Ways to Connect*

If the Bush Foundation Annual Report and website look and feel different, it's because we have launched a new brand identity that is in closer alignment with the new direction we've been pursuing since mid-2007. But the change isn't only about our "look."

Our website now offers functionality that will allow the Foundation to provide individuals and communities

with the information, news and even the inspiration to rise to the challenge of courageous leadership focused on finding solutions to tough problems—not just for one year or one election cycle, but for generations.

The site offers new resources, deeper looks into our current projects, better data for an accurate picture of where we are and where we're headed, profiles of people who are teaching us the meaning of courageous leadership and much more. We've started a growing video library. We've also moved into social

media. Now you can follow us on Facebook, Twitter and LinkedIn. You can share your views on our

courageous leadership blog, connect with others working on community problems using InCommons and share our site with your networks. We invite you to visit our new website and tell us what you think. ■

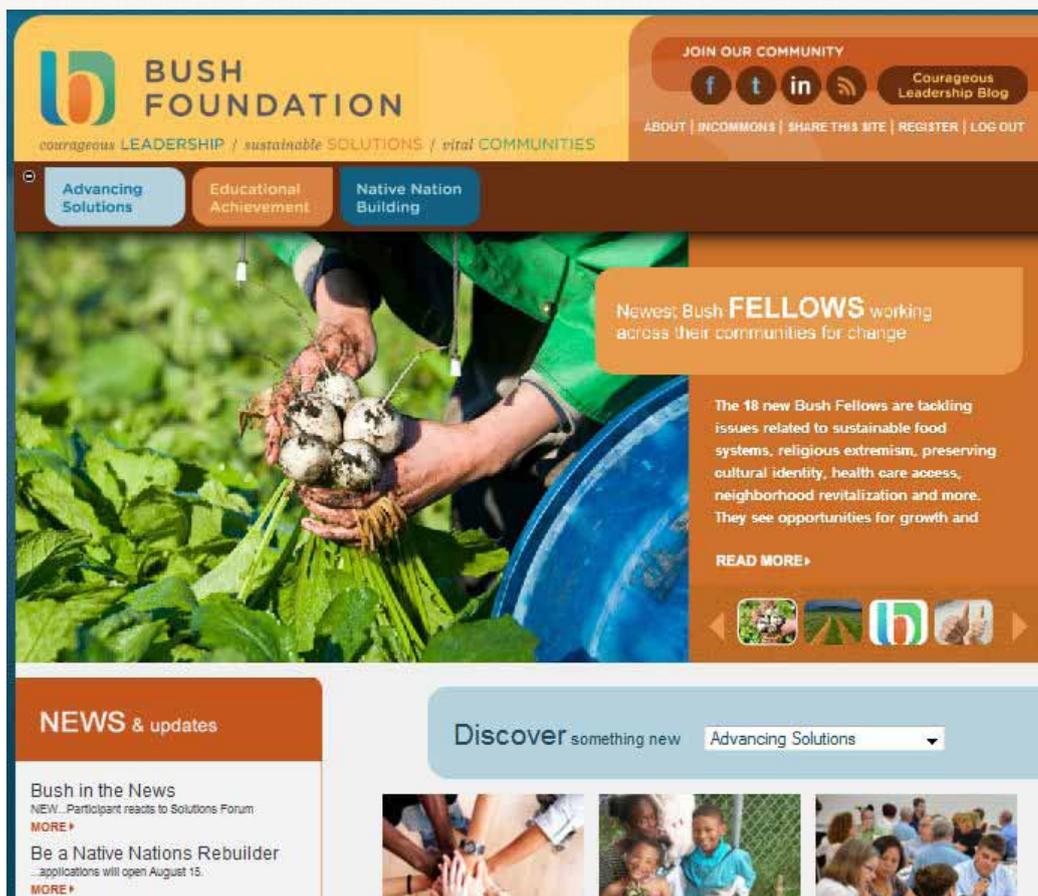
*courageous* **LEADERSHIP**  
*sustainable* **SOLUTIONS**  
*vital* **COMMUNITIES**

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Tim Mathern  
Pamela Moret  
Wendy M. Nelson  
Peter Pennekamp  
Catherine V. Piersol  
Irving Weiser

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Jake Voit  
Nancy Weidler  
Julie Wells  
Ann Yelich (consultant)



**2010 Bush  
Leadership Fellows**

Peter Anderson  
Jannina Aristy  
Nicholas Coleman  
Carolyn DeLorme  
Rebecca Engelman  
Linda Holliday Kaufman  
Jodi Korzenowski  
Doug Kress  
Abdirizak Mahboub  
Stephen Nguayagwa  
Joy Persall  
Judi Petkau  
Christopher Romano  
Victoria Svoboda  
Sarita Turner  
Nancy Van Sloun  
Lisa Weddell  
Karen Wirth  
Ryan Wise

**2010 Bush  
Artist Fellows**

Beatrix\*JAR  
(Bianca Pettis and  
Jacob Aaron Roske)  
Cedric N. Chatterley  
Nancy Ann Coyne  
Lori Greene  
Dan F. Jerome  
Michael Kareken  
Debra Lyn Korluka  
Mali Kouanchao  
Jimmy R. Longoria  
Dean Lucker  
Megan Rye  
Star Wallowing Bull  
Delina L. White  
John Whitehead  
Nate Young

**2010 Enduring Vision  
Award Recipients**

Arthur D. Amiotte  
Bounxou Daoheuang  
Chanthraphone  
Paul Shambroom

**2010 Native Nation Rebuilders  
(Cohorts 1 & 2, by nation)**

**Cheyenne River Sioux Tribe**  
D. Eileen Briggs  
Tracey Fischer  
JR LaPlante Jr.  
  
**Fond du Lac Band  
of Lake Superior Chippewa**  
Susan Connor  
Patricia Petite  
  
**Leech Lake Band of Ojibwe**  
LeRoy Fairbanks III  
Veronica Veaux  
  
**Lower Brule Sioux**  
Boyd Gourneau  
Benny Janis

**Lower Sioux Community**  
Daniel Lemm

**Mille Lacs Band of Ojibwe**  
Phillip Sam

**Oglala Sioux**  
Frances Big Crow  
Richard W. Iron Cloud  
Kevin Killer  
Tina R. Merdanian  
Lisa Schrader-Dillon  
Kimberly Tilsen-Brave Heart

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

**Shakopee Mdwakanton  
Sioux Community**  
Rebecca Crooks

**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  
Ruth Buffalo Zarazua  
Michelle C. Fredericks DuBray

**Turtle Mountain Band of Chippewa**  
Tami De Coteau  
William L. Gourneau  
Les LaFountain

**White Earth Band of Ojibwe**  
Sharon Bellcourt  
Cherilyn Davies  
Henry Flocken

**Yankton Sioux Tribe**  
Joseph Dudley III

**COURAGEOUS LEADERS IN 2010**

*Bush Artist Fellows (top)*  
*Native Nation Rebuilders Cohort 2 (bottom)*  
*Enduring Vision Award recipients (right)*





## 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](mailto:info@bushfoundation.org)

[BushFoundation.org](http://BushFoundation.org)