

Bush Foundation

# Giving **STRENGTH**

*for Vibrant Communities and Vital Leadership*



Volume 4, Issue 1

January 2007

Foundations have the unique privilege of getting things started. We share our wealth—our knowledge and contacts as well as our money—with organizations and individuals whose drive, passion and great ideas give them the ability to try new things, take risks, solve problems and, yes, raise more money. They have leverage.

In this issue of *Giving Strength*, we explore the effects of leverage on a variety of organizations. We also take snapshots of the five school districts involved in our K-12 pilot programs as they work to increase high school graduation rates.

The Bush fellows also embody the concept of leverage. The value of their contributions only increases as they move out from their fellowships to do their work in the real world. That's clear in the Gallery, which highlights the international travels of journalist Chris Herlinger (BLF'91). Africa, South America, Asia, the Middle East—he's seen and written about it all.



Photographer, Nils Carstensen (ACT/Caritas)

On our cover, a haunting shot of a displaced woman outside Ishma village (Ta'asha area, South Darfur, Sudan) taken by Danish photographer Nils Carstensen (ACT/Caritas). He traveled with journalist and Bush Leadership Fellow Chris Herlinger to Sudan in late 2004. The resulting story, which won Herlinger the 2006 Egan Award for Journalistic Excellence, describes the hard-scrabble existence of now nearly two million Africans who, like the children at left, live in makeshift refugee camps in the Darfur region.

You can read more about Herlinger and see more of Carstensen's photos in the Gallery, beginning on page 30.

## Calendar

### January 2007

Regional Arts Development Program II applicants for full proposals selected (15th)

### February 2007

Leadership and Artist Fellows finalists selected

### March 2007

Grant proposal deadline for July consideration (1st)  
Medical Fellows applications deadline (1st)  
Bush Foundation Board of Directors meets (6th)  
Leadership Fellows finalists' seminar (28th-31st)  
Medical Fellows finalists selected

### April 2007

Large Cultural Organizations Development Fund II letters of intent deadline (1st)  
Ecological health letters of inquiry deadline (15th)  
Leadership Fellows announced  
Artist Fellows final panel meets

### May 2007

Medical Fellows finalists' seminar (4th-5th)  
Artist Fellows Program expansion announced  
Artist and Medical Fellows announced

### July 2007

Grant proposal deadline for November consideration (1st)  
Bush Foundation Board of Directors meets (12th)  
Bush Foundation Directors only retreat (13th)

### August 2007

Ecological health letters of inquiry deadline (15th)  
Artist Fellows applications available

### September 2007

Large Cultural Organizations Development Fund II letters of intent deadline (1st)  
Fellows Summit  
Medical Fellows alumni meeting  
Medical Fellows applications available  
Leadership and Artist Fellows information meetings

### October 2007

Leadership Fellows applications due  
Artist Fellows applications due

### November 2007

Grant proposal deadline for March consideration (1st)  
Bush Foundation Board of Directors meets (8th)  
Regional Arts Development Program II preliminary proposals deadline (15th)

### December 2007

Ecological health letters of inquiry deadline (15th)

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## Bush Foundation

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## Letter from the President

*Bush Foundation President  
Anita M. Pampusch*



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At the November meeting of the Foundation's Board of Directors, I announced that I will retire at the end of 2007. By that time I will have served for more than 10 years as Foundation president and I expect that the new strategic directions established by the Foundation will be in place.

During the coming year I will devote myself primarily to seeing the strategic plan completed and implementation begun. I also will oversee communicating the plan to the various Foundation "stakeholders."

The strategic plan revolves around our traditional mission—*we improve the quality of life in our geographic region by grantmaking that strengthens organizational, community and individual leadership.* Our vision statement is new, however.

*The Bush Foundation will be a catalyst to shape vibrant communities in the region. We will invest in courageous and effective leadership that significantly strengthens and improves the well-being of the region's people.*

### The strategic directions

The Board and staff have developed the plan around the three key principles of *leadership, learning, and impact*, specifically:

*The Foundation believes that developing and supporting **leadership** of organizations and individuals is critical to making impact.*

*The Foundation hopes that grantmaking activities produce new **knowledge** for the participants and for Foundation staff, and that what is learned can be disseminated to others for whom it may be useful, thus enlarging the scope and impact of the grants.*

*The Foundation will choose its grants and grants activity based on the **impact** or potential impact on the well-being of the region's people.*

Our research helped us identify characteristics of the vibrant communities referred to in our vision statement. We have determined to build our grantmaking activities around three of those characteristics: healthy people, economic vitality and thriving cultural life. We also expect to expand our “toolkit” of grantmaking to include not only direct grants, but also technical assistance, leadership development, convenings, and collaborations with other organizations.

We are currently working on both the specifics of the individual areas of emphasis and the implications for the Foundation’s work; we expect to complete those tasks before our next Board meeting in March.

### Dissemination of the plan

Once the strategic plan’s directions are set, we will develop a process for communicating it to our stakeholders: other foundations, grantees (and potential grantees), Bush Fellows, policymakers and other interested parties. We believe that the new directions will enlarge the scope and strategies for grantmaking. We will have to implement the plan gradually; please be patient as we work through this process.

In the meanwhile, the directors have established a search committee to begin the process of identifying my successor. They will use a search firm to conduct a national search. That process will begin early in 2007.

All of us—Board and staff—have been energized by the ideas generated in the planning process thus far and hope that you will be as pleased as we are at the results. We should move into the future as a foundation that retains its commitment to the region and is willing to adapt itself to some new and expanded ways of improving the region’s well-being.



Anita M. Pampusch  
President

*The Bush Foundation’s purpose is to make grants that strengthen vital leadership and vibrant communities. It was founded by Archibald and Edyth Bush in 1953; Bush was a top executive of the 3M Company. The Foundation makes grants three times a year in the areas of arts and humanities, ecological health, education, and health and human services to nonprofit organizations in Minnesota, North Dakota and South Dakota. The Foundation makes grants to individuals through its three fellowship programs; nationally, it supports fully accredited tribal colleges and, through The College Fund/UNCF, historically black private colleges and universities.*

# What is leverage?

- ❑ Building connections by strengthening relationships
- ❑ Using money to get access to more money
- ❑ Enjoying the luxury of risk to create innovation
- ❑ Invoking reputation to build credibility

By Mary Bensman

Ever hear the story *Stone Soup*? Hungry travelers rebuffed by the townspeople of a small village make a wonderful meal with only a pot of water and a “magic” stone. When the travelers display confidence in their project, the promise of tasty soup overcomes the villagers’ skepticism; they willingly contribute their carefully hoarded meat and vegetables to create a delicious meal for everyone to share.

A foundation’s role in inspiring organizations to find ways to leverage grant dollars can operate in that same way—as a magic stone. Rarely does a single grant or even a coalition of grantmakers working together have the power to solve a societal problem, maintain an important institution or change public policy. But grant dollars, applied strategically, with careful planning and no shortage of vision and courage on the part of the grantee, can work wonders. There are hundreds of wonderful examples of this among the Bush Foundation’s grantees. ***Here are just a few.***



*AccountAbility Minnesota is the only community-based nonprofit organization in the state with a mission solely devoted to providing pro bono accounting and tax assistance. Its more than 400 volunteers work with low-income individuals, elderly and families.*

## Building connections by strengthening relationships



Holly C. Sampson

Holly C. Sampson, president of the Duluth-Superior Area Community Foundation (DSACF), explained how it reaped the benefits of leverage in some unexpected ways.

In 2000, the Bush Foundation made a matching grant of \$1.5 million to help DSACF build its endowment.

To take on the challenge of raising the matching funds, Sampson’s board of trustees, volunteers and staff had to become much more proactive than they were used to. “Unrestricted endowed dollars are hard work to raise. Donors are becoming more decisive and restricted in their giving patterns,” she said.

They started working on materials for the campaign by trying to find language that would get the community excited. One strategy was to educate the business



*(Above and below) Joint Powers Agreements can bring all kinds of players to the table. To address North Dakota's shortage of technical workers in the construction trades, the South East Education Cooperative partnered with the construction trades industry to create the Construction Trades Academy. The Academy brings trade workers and high school students together in a classroom supervised by certified teachers; youth learn as they do. The unique program has gotten the attention of the construction industry, which supports the learning environment with donations of cash and materials. Similar worker/student partnerships like this also exist for the health care industry, another job sector of concern in North Dakota. (Photographs courtesy of Deb Herman.)*

community about its grantees. An example they chose was AccountAbility Minnesota (AAM), an organization that helps low-income people prepare their tax returns; it makes sure people take advantage of all the tax credits for which they are eligible. AAM had parlayed a \$5,000 grant from DSACF into tax credits (\$1.6 million in 2005 alone) that were directly returned to the community in purchasing power.

Grantee stories like AAM's encouraged many business leaders, including those from the banking community, to contribute to the endowment campaign. "Building and strengthening relationships between the business community and the nonprofit sector was one of our objectives," Sampson said, "and our grant from the Bush Foundation leveraged lasting relationships that continue to build the nonprofit sector in our communities today."

### Using money to get access to more money

Keeping track of leveraged funds is a relatively new endeavor for organizations. A recent evaluation of the Bush Foundation's ecological health work surveyed grantees retrospectively. All 46 grantees reported leveraging their grants to raise, in total, an additional \$7 to \$18 million between 2001 and 2004.

Since 2000, the Consensus Council in North Dakota has received more than \$400,000 from the Foundation to organize 16 rural and frontier school districts in its southwestern region into a Joint Powers Agreement (JPA) so it could access more than \$7 million in grants from the federal government and other sources. Since then, the Council has helped to organize 97 percent of the state's school districts into JPAs and, through that mechanism, has created a new model for educational institutions in North Dakota. The JPAs meet together frequently to exchange ideas about sharing services to increase efficiencies that create a connected educational structure, not just between districts,



Rose Stoller



but for the range of institutions between preschool and higher education, said Rose Stoller, executive director of the Council.

"The JPAs can grow to become a regional model for the delivery of other county service providers," she said. "An idea like this can help North Dakota restructure how the state works—help them determine what is needed and what isn't anymore."



Carol Lukas

A \$150,000 grant to Fieldstone Alliance in 2005 helped it transform the consulting and publishing arm of the Wilder Foundation into a freestanding consulting organization that specializes in serving a national base of intermediary organizations in the nonprofit sector, including foundations, associations of nonprofits and funders, and providers of management support and technical assistance. In 2006, according to Carol Lukas, Fieldstone's president, it received a \$9.3 million grant from the Kellogg Foundation to provide educational resources, convenings and intensive consultation focused on building the organizational capacity of Kellogg's 800 grantees in the

United States. “When Kellogg was considering a grant to us,” she said, “its main concern was whether, as a new start-up, we had the infrastructure to manage a project of this size. They specifically looked at our accounting system and staffing, our website, and our internal policies and controls, all of which were quickly developed during our first year, thanks to support from the Bush Foundation. Without the Bush money, we would not have been in a position to land this exciting new partnership with the Kellogg Foundation.”

### Enjoying the luxury of risk to create innovation



Current science is hard to keep up with, said Science Museum of Minnesota President Eric Jolly, when it takes you three to five years lead time to build a new exhibit. To speed up the Museum’s ability to keep up with science—and to change its culture in the process—it came to the Foundation in 2003 for a \$555,000 grant to test “Current Science” (now called “Science Buzz”), a new exhibit model that can engage visitors in exploring leading-edge science and can be changed easily and affordably. “[Science Buzz has] given us the freedom to take greater risks without worrying about failure. We can try things, and if they don’t work, it’s easy, fast and inexpensive to change or delete them,” Jolly wrote in a final report on the grant.

“We were the first science museum to attempt and successfully implement the model of a portfolio of current science exhibits on a variety of scales, including mobile Science Buzz kiosks distributed throughout the Museum and, in many cases, linked with specific exhibits in the permanent galleries.” Using this strategy, the Museum can translate an idea into an exhibit experience in less than an hour. Just one day after the 2004 tsunami in Indonesia, for instance, it had revised the text in its exhibits and organized its wave tank to reflect the action of the tidal wave. And it offered a musical interpretation of the sound of the earth’s crust moving on its seismofon (see photo on top of next page).

The Museum has also used the Science Buzz model to organize disparate artifacts around a single theme for a specific purpose—“organizing around the science more than around the thing,” Jolly said. When hosting a national conference of mayors on global climate change,

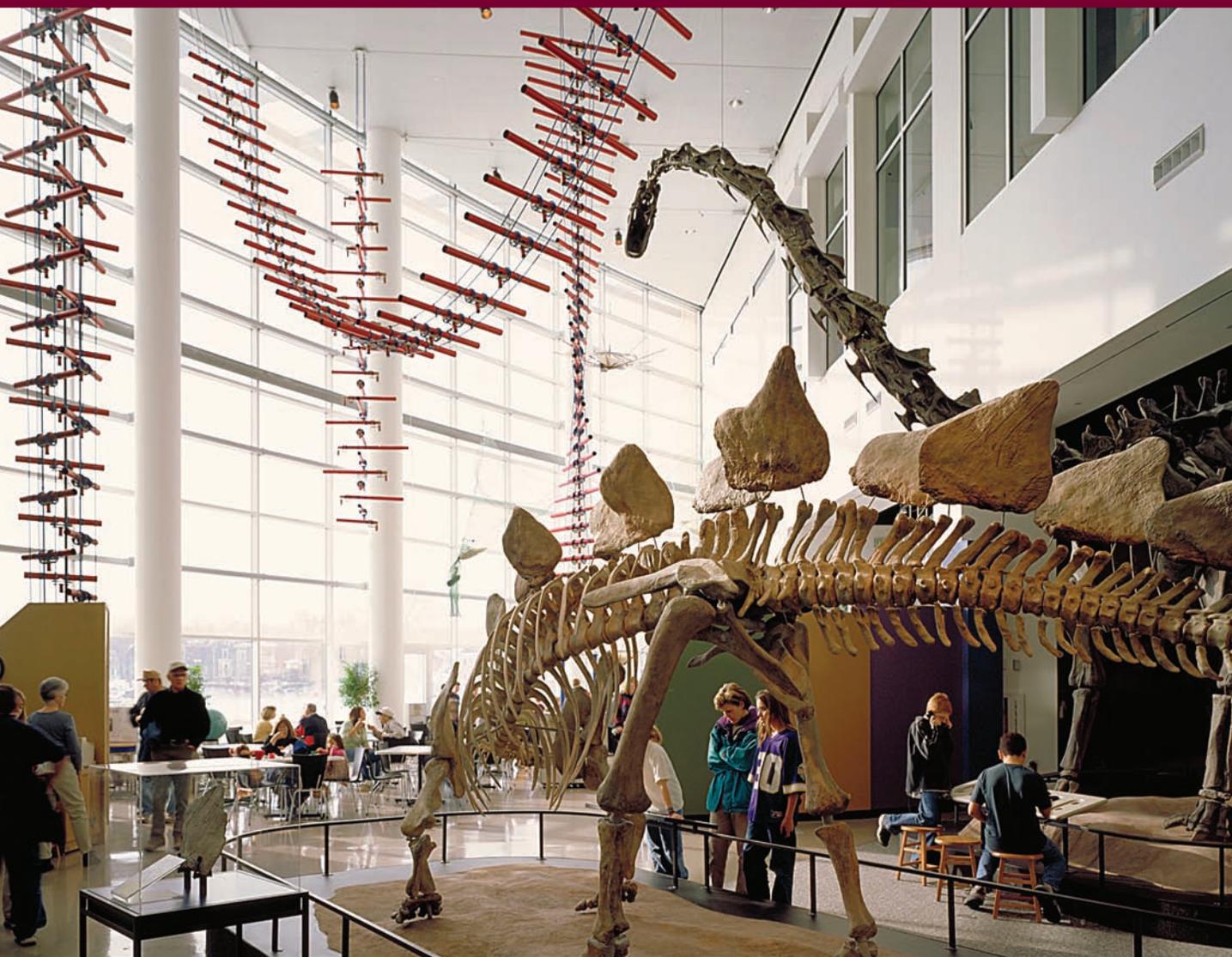
it put together an exhibit that included its fossil mammoth and crocodile collection along with the science behind global warming. “It’s a distributive model,” he said. “We use technology to augment what’s already on the floor.”

Jolly credits staff, visitors and science blogs for bringing fresh ideas into the Museum. His staff thought of using the concept of a TV news desk (see photo below) to encourage kids to read about science. The script contains information about the surrounding exhibits; there is always a line of kids who want to pretend to be “anchor people” and read the latest science news on camera to their family and friends. And everyone learns something in the process. “The mix of experience types magnifies the value of the exhibit for everyone,” Jolly said.

What’s the leverage payoff for the Museum? It applied for and received \$1.5 million from the National Science Foundation’s Informal Science Education program. The scale of the grant was a direct result of the matching funds it had on hand—via the Bush Foundation grant. They also got the attention of other museums and funders. The science community now sees it as a national expert in getting stories to the public. In fact, according to Jolly, the National Science Foundation has changed its expectations of projects funded through its education and human resource division, based on the Science Buzz model. Along with reviewing the intellectual merit of a display, it also evaluates the ability of an organization to make science matter for a broader public and its record in creating a new constituency for science.

*Science Museum of Minnesota President Eric Jolly (below, right) and a visitor learn about science by “reading the news” to onlookers.*





*The Museum's seismofon (hanging from the ceiling) shares the lobby with dinosaurs and visitors. A musical "sculpture" created by Seattle-based artist Trimpin, its marimba, two xylophones and wooden milk jugs interact with software to create real-time musical interpretations of earthquakes happening around the world, including the one that caused the tsunami in 2004.*

## Invoking reputation to build credibility

The faculty development movement in historically black colleges and universities (HBCU) really didn't begin until the 1980s. Since then, grants from the Bush Foundation (funding in collaboration with the William and Flora Hewlett Foundation) have touched the professional lives of many of the faculty in the participating colleges, project activities have helped improve the quality of teaching and virtually all the projects have concentrated on meeting the needs of students rather than focusing on research or faculty sabbaticals. Finally, grants also let grantees take the expertise they'd gained to other HBCUs not funded by the Foundation.



*Phyllis Worthy Dawkins*

Phyllis Worthy Dawkins is the director of faculty development at Johnson C. Smith University in Charlotte, North Carolina, and is one of the founding members of the HBCU Faculty Development Network, an organization formed after a 1994 symposium of historically black colleges and universities. Stephen Rozman of Tougaloo College in Mississippi organized that first gathering with money from a Bush-Hewlett faculty development grant. After more than 100 people attended, Dawkins said the need for an opportunity to get together regularly was clear.



*Faculty and administrators from historically black colleges and universities gather annually to share ideas about how to improve teaching and learning at their institutions.*

Since then, the HBCU Faculty Development Symposium has attracted between 175 and 200 participants every year from more than 100 institutions. Faculty representing the majority of HBCUs have attended the symposium over the past 11 years, as have some chief academic officers of these institutions, according to an article Dawkins co-authored with Andrea L. Beach and Stephen Rozman in the 2006 issue of *To Improve the Academy*.

The authors suggest that while HBCUs have had to become more creative in supporting themselves and their missions as changes in society have threatened their survival, faculty development has become a key ingredient in the ability of HBCUs to survive and thrive while serving a student population that is disproportionately disadvantaged and unprepared. The HBCU Faculty Development Network serves as a consortium within which HBCU faculty developers can support each other, share ideas and plan for change.



*Gayle Peterson*

## **Leadership, learning and impact = leverage** **The ecological health program evaluation**

Gayle Peterson, a senior partner of the Headwaters Group, has worked in the field of public policy and social change for 25 years. She describes leverage as “a trigger for fundraising and as something that gives organizations a sense of accomplishment and success, gives credibility, then success begets success.”

Peterson said, “Foundations need to be more intentional about collecting information about what’s been leveraged. Unless you ask that of grantees in the reporting process, you won’t get it. You also have to be clear about your goals.”

She asked leverage questions of Bush Foundation grantees for a recent evaluation of its ecological health work (see chart at right). When a grantee does not report quantitative results, it does not necessarily mean that grantee is not making a difference, Peterson wrote in the evaluation. The qualitative results of Bush grants resonate on personal, organizational and community levels. In many cases, it’s the personal connections formed that give the grant the most impact. Grantee relationships with everyday citizens, youth, local elected officials, corporate partners, farmers and ranchers, artists, and community leaders can result in real change.

The Foundation’s support of the Minnesota Institute of Public Health (MIPH) is a case in point. Three years ago, U.S. Environmental Protection Agency scientists discovered

## Outcomes reported by ecohealth grantees

	Amount reported	Number of reporting orgs
<b>Capacity building</b>		
New members	73,556	6
Other groups mobilized	171	5
Volunteer hours	1,059	3
Money leveraged	\$1.3 million	5
People trained	501	3
<b>Civic participation and communication</b>		
Citizens reached through media	10 million	2
Meeting attendees	41,332	18
Publication pieces	12,225	5
Youth educated	11,256	4
<b>Legal services</b>		
Permits stopped	15	4
Signatures	8,450	1
<b>Policy change</b>		
New policies	5	2
Government appropriations	\$1.35 million	2
<b>Environmental justice</b>		
Communities of color reached	137	2
<b>Environmental impact</b>		
Acres protected	21,900	3
Shoreline miles protected	18	2
Pollution reduced (pounds/year)	13,570	2

*Prepared by the Headwaters Group*

the link between death rates from birth defects among baby boys and farm counties that produced large wheat crops—pesticide use. A hot spot was the Red River Valley, where government officials and researchers noted an increased rate of children with developmental disorders and an increase in thyroid cancer among adults.

To address this issue, the Bush Foundation has awarded three grants totaling more than \$765,000 to MIPH since 2003. The grant work focused on improving the way that pesticides were applied. Farmers learned about the serious health effects of mishandling pesticides and were trained to avoid unnecessary contact with the material.

MIPH launched a sweeping public awareness campaign; forged landmark agreements with the state, the university and pesticide applicators; and created partnerships with key stakeholders. As a result, the state amended its formal training guidelines to include warnings about the risk of developing chronic diseases from pesticides. By the time the certification model is in place in 2008, hundreds of farmers and families throughout the Foundation's region will be re-educated about pesticides as well as the troubling connections between its use and instances of birth defects, infant death, developmental delays and cancer. ☀



*“Let us walk by faith and not by sight toward the Dillard that is rising out of the struggles of these difficult days.” Marvalene Hughes in a letter to students (September 9, 2005)*

On August 23, 2005, Dillard University in New Orleans welcomed approximately 2,000 students back to classes, along with a new president, Marvalene Hughes. Just four days later, Hurricane Katrina bore down on them, and President Hughes prepared students for evacuation to Shreveport—only the third time in the school’s history the campus had been completely evacuated. The 20-foot tidal surge that followed flooded the campus to a depth of four to eight feet, destroying the first floor of all dormitories, the International Center and the theater. No lives were lost—all students were safe and accounted for—but the devastation to the campus and the scattering of students forced the school to layoff two-thirds of its faculty and staff.

In November 2005, the Foundation made a \$2 million grant to be used at the discretion of Dillard’s president for hurricane recovery (it also granted another \$3 million to two other HBCUs affected by Katrina). Dillard used the funds to refurbish its completely destroyed computer lab, build new dorms outside the quad and convert old dorms to classrooms.

A year later, the campus hums with activity. Students and faculty have returned, and there are plans for reorganizing the campus and connecting more closely to the surrounding community. 🌱



*The temporary bookstore is set to serve Dillard students.*



*Construction crews greeted students and faculty during Fall 2006 orientation.*



*The tiny tree in the center replaces the only oak on the quad lost to the storm. It’s been named the Marvalene Tree, after Dillard’s president, Marvalene Hughes.*

## Diverse approaches to keeping students in high school cover common ground

In 2001, the Foundation invited five school districts, two in the Twin Cities metro area and three in South Dakota, to participate in its efforts to discover which strategies work best to improve high school graduation rates. The five districts were among eight in the Foundation’s region identified as having lower than average graduation rates for specific student populations; they were also interested in and ready to test new ways to improve the situation.

In the initial grant round, the districts received grants for one or two years, depending on their readiness to implement new strategies. They proceeded, knowing they could reapply at the end of their grant period—the Foundation had expressed a willingness to provide long-term support, up to 10 years for each district—provided they showed progress in keeping students in school and getting more to graduate.

Representatives from the five districts met in Saint Paul in November 2006 to update the Foundation and each other on their progress, to meet with evaluators and to hear from national experts regarding the latest findings in improving graduation rates. At that point, all but one of the five projects had at least three years of implementation behind them. Here’s what they’d learned thus far.

As soon as the projects had completed planning and begun implementing their pilot strategies, the Foundation commissioned a meta-evaluation that included case studies of each site and cross-site comparisons. The goal was to know which aspects of the programs were most effective in driving the institutional changes needed to improve educational outcomes for students at risk of dropping out. Because the Foundation recognized that it would be difficult to compare the sites with each other—there are marked differences among them in philosophies, populations and approaches (see chart on page 14)—it retained Gale Mason-Chagil, a cultural anthropologist with experience in conducting qualitative and ethnographic research in schools, to conduct the study. She evaluated each program to determine how external resources could be used to drive innovation and change, as well as to assess their effectiveness. (Other evaluators from the University of Minnesota are also conducting a results-based quantitative evaluation of the results.)



Mason-Chagil’s cross-site analysis identified a number of common factors and lessons that can be shared

*Gale Mason-Chagil*

with other districts—hire the right people, change the system and leverage your resources.

### Hire the right people

Mason-Chagil noted that some programs focused on changing adult behavior, such as redefining the role of counselors and offering more professional development for teachers. These were quite distinct from programs that focused on changing students’ attitudes about learning.

On the adult side, she found that strong and consistent leadership was a key to a program successfully taking root in the school culture. A key informant told Mason-Chagil that it’s not just “getting people on the bus, but getting people in the right seat on the bus that’s important.” Successful programs with an adult focus need staff with leadership skills to design and implement the programs, make sure the program goals remained central to daily practice, maintain the vision and purpose of the program, and advocate for the program with stakeholders.

The right staff is important when the program is focused on changing student behavior as well. In some districts,

*Get your head around the immensity of the high school dropout rate: Imagine 12,000 school buses filled with U.S. students. That's the number who dropped out of school between October 2000 and October 2001 — more than **half a million** students.*

*Jay Smink, Executive Director, National Dropout Center*

administrators were tempted to fill these types of positions with individuals who had been released from other jobs in the school due to budget cuts. They realized, however, that most did not have the skills or interest necessary to succeed.

To guard against this or other potential conflicts of interest, Mason-Chagil suggested that administrators of either type of program stay involved in hiring and that job descriptions be as detailed as possible. It also helps to have a decision-making structure that allows for adaptations in implementation when necessary.

She further advises programs to identify individuals who are able to work in diverse, fluid situations. Common qualities needed include the ability to make interpersonal connections with students, work in unstructured situations and provide for the individual needs of students. At the same time, staff need the skills to hold students accountable for their attendance, academic success and progress toward graduation.

For programs focused on changing adult behavior, the individuals involved needed to be flexible as well, and open to performing their jobs in new ways. A key informant from one program talked to Mason-Chagil about how frightening change can be, so hiring individuals who are predisposed to trying new approaches greatly enhances the ability of the program to grow and develop.

## Creating systemic change

In broad terms, the grant program identified individuals who wanted to improve graduation rates in their schools and then provided those leaders with support to design and implement site-specific programs. Case study data showed that the grants supported program innovation in three key ways:

- The pilot project *outlined a broad goal* for the participating schools (to raise high school graduation rates) and then allowed sites to develop their own approaches. The lack of strict program guidelines allowed schools to focus on outcomes and develop programs that fit their circumstances and values rather than having to mold their school's program to fit the Foundation's vision.
- The project provided schools with the opportunity to *try new, perhaps controversial interventions* in order to see if they yielded results. Because this project was purposely defined as a pilot and required the schools to be innovative, school staff and administrators felt empowered to take risks and to endure local criticism because they were backed by the confidence of the Foundation. There was also less chance that the money would be used for other things within the school (a temptation during times of tight budgets) because it was tied specifically to the project by the terms of the grant.
- It provided *resources (both money and staff time) for sites to identify the problems* related to high school completion *and develop site-specific solutions* based on best-practices and stakeholder input. The grants contributed to the districts' ability to be innovative by requiring them to take a systematic look at student retention. Districts reviewed data on achievement test scores, attendance and graduation rates, among other things. They engaged administrators, teachers and others in dialogue and decision making. At one site, school officials commented that the grants helped speed up school reform and created cohesive, rather than disjointed reforms. All sites reported that developing a planning process first helped them better integrate the resulting program into the rest of the school's activities; they've continued to use the process to address other issues.

## Characteristics of school districts participating in Bush Foundation pilot projects

	Minneapolis	Rapid City	Saint Francis	Saint Paul	Todd County
Small student body			✓		✓
Large student body	✓	✓		✓	
Urban location	✓	✓		✓	
Rural location			✓		✓
Native Americans a prevalent group			✓		✓
Native Americans a minority group		✓			
Diverse, multicultural student body	✓			✓	
At-risk students move seasonally		✓	✓		✓
At-risk students mobile	✓	✓	✓	✓	✓

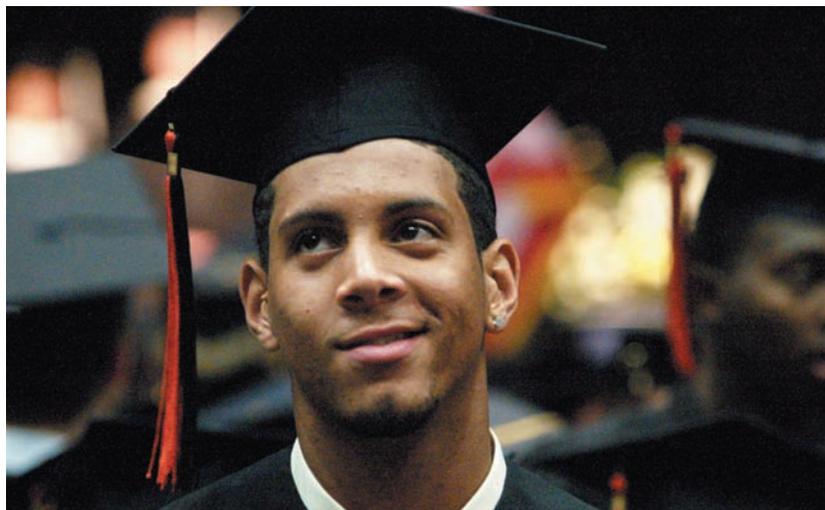
### The role of Foundation leverage

Data also showed that the process followed by the Bush Foundation contributed to institutional change by:

- Providing long-term support for the goals.
- Asking clarifying questions of program leadership.
- Encouraging sites to conduct their own systematic program evaluation.
- Fostering unintended effects (e.g., better integration of Native and white students in Rapid City).

One informant said the Foundation provided interested individuals the leverage and “the excuse to really have a reason to engage others in addressing a perceived problem.” Another described the Foundation’s influence as providing “bubbles of opportunities” for the region’s Native American students.

Continuing challenges, according to Mason-Chagil, include figuring out how to extend the benefits that students receive from the high school completion programs beyond the program boundaries and how to sustain the programs when the Bush Foundation grants end. 🌟



## Saint Francis Indian School

Saint Francis, South Dakota (on the Rosebud Sioux Reservation)  
**Freshman Academy addresses students' personal choices**



Saint Francis Indian School is in the smallest district involved in the Foundation's pilot project and the last of the five sites to roll out a program. The original grant described a self-contained ninth-grade academy—the Freshmen Academy—in which students would receive instruction in their core classes. The program evolved into an enrichment class that meets two days a week and alternates with the Lakota culture class. All of the schools 50 to 60 ninth-graders participate.

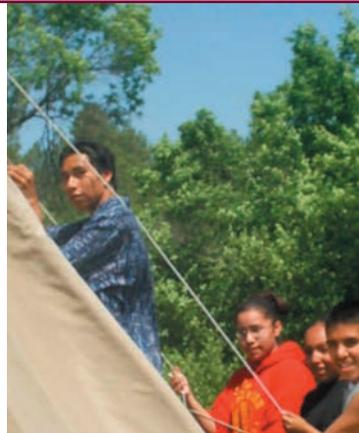
The enrichment teacher, Charlene LaPointe, is a certified counselor and active member of the Lakota community. The class content focuses on personal development, decision making, coping skills, anger management, substance abuse assessment and other topics approached from the Lakota perspective. The classroom is a physical space in the school exclusively for ninth-graders.

According to data collected by administering the Children of Alcoholics Screening Test, across the last three cohorts an average of 78.3 percent of freshman enrichment students live in a home affected by

alcohol/drug use. More than 65 percent of students themselves exhibit early symptoms of chemical dependency.

LaPointe said, "When children live with violence, they strike out; when they live with shame, they shame; when they live in alcohol/drug-addicted homes, they emulate the roles of a dysfunctional codependent family system. The past two freshman classes have been the catalyst for our students receiving early and appropriate help for their particular needs. These services have impacted school attendance, appropriate and acceptable behaviors, and earning good grades. When children are validated and develop the belief that they can make right choices for themselves, that's when we begin seeing small 'sparks' of their individualism through the good choices that they make for themselves."

The students reported that they enjoyed the enrichment class and teacher so much that they worried about not having this support when they became tenth-graders. The current plan is to teach coping skills and create a connection to the school and its resources to support them in future years. ☼



*Students at Saint Francis Indian School worked together in the summer of 2006 to construct a Lakota tipi. Afterward, mentors and enrichment staff taught social tipi etiquette. The focus on Lakota culture can be a powerful tool in helping students stay connected and in school.*

## Minneapolis Public Schools

### Check and Connect reduces barriers to attendance and school success

Check and Connect is an intensive and comprehensive intervention program to encourage school attendance. Initially, only two Minneapolis schools used the program—North and Roosevelt Senior High Schools. Data indicated that approximately 50 percent of ninth-graders at the two schools would not graduate in four years.

Originally, Check and Connect monitors interacted with 30 to 40 ninth-grade students; monitors watched for early warning signs that students were in trouble, such as skipping classes or failing courses. Initial results showed that monitors' interventions were helpful. The district expanded the program to three more high schools in 2005 and will track the ninth-graders in the program through the rest of their high school years. As of 2006, all seven high schools in Minneapolis use Check and Connect.

During the second grant period in 2005, monitors began working with middle-school teachers who had identified students at risk for dropping out because of absences, failure to pass basic standards tests, out-of-school suspensions or being new to the district. During the spring of these students' eighth-grade year, Check and Connect monitors worked with incoming students for 10 weeks to prepare them for their ninth-grade year.

Documenting changes in attendance, academic achievement and high school graduation as a result of the program interventions is a challenge because the students targeted by the program have such low attendance and academic achievement. It is difficult to observe significant changes in behavior without more formal documentation being built into the program. However, there is much anecdotal data to indicate many small, but significant successes.

Students report that they benefited from the relationships with their Check and Connect monitors—adults they trust, confide in and obtain assistance from regarding issues in and out of school. Monitors hold students accountable for their actions but are persistent in their support; they never give up on students. One student said that monitors called participants and told them to come to school, asked them if they were healthy and quizzed them about why they weren't attending. Students said it was fruitless to lie to



*Check and Connect monitor Carlos Myles works with students in all kinds of ways to ensure they stay engaged in school.*

monitors. If they lacked transportation, the monitors would pick them up or arrange transportation. A student confessed that if no one was going to notice he was not in school, he was not motivated to get out of bed, but when he knew that a monitor would miss him and call, he was more motivated to get out of bed.

Data showed that the monitors provided support that students might not get from anyone else. For example, a teacher explained his experience with a monitor when a couple of his students had been in the hospital—a monitor will “come by our room, she’ll collect work, and then she’ll personally bring it to the student and visit them at the hospital. I know she’s done that with a couple of students, and it’s a really big thing that helps the kids out when they’re stuck with no friends around to help.”

Teachers also appreciated the role of the monitors, once they understood it. A teacher said, “We know that it’s another layer of support, which helps us and more importantly helps the kids, because the kids who always get left behind are the kids who don’t attend. I don’t have the energy for it; I have to spend more time on the kids who come who are failing than on kids who don’t come and are failing.” 🌟

## Saint Paul Public Schools

### Connected counseling, advisories and a six-year plan

All seven of Saint Paul's high schools have undergone a restructuring of their counseling departments aimed at putting each student in control of his or her own high school career. The strategy is to offer additional counseling resources and small-group settings, called advisories, for learning and relationship-building with a consistent group of students and a single teacher for the full four years of high school to help students stay engaged. The goal is to help students appreciate the importance of high school as a step to future success by requiring them to plan for the years beyond high school and teaching them how to access the information they'll need to create that plan.

"You can see the impact on the student/counselor relationship," Highland Park Senior High School Principal Efe Agbamu said. "The regular interaction is a benefit to counselors, teachers and students alike." Como Park Senior High Principal Dan Mesick agreed, "There was a line between counselors and teachers; now there is a much more cooperative relationship. We have increased the number of students who feel they are part of the school."

The role of the guidance counselor has expanded. Now they create materials customized for each grade level, hold seminars on learning styles and survey the students about what they want. One staff member explained,



"Asking counselors to stop seeing kids one student at a time and become a leader in the building and collaborate with others to provide data—a guidance curriculum that's written down—that's a whole new way of delivering service. Instead of only seeing kids who are in crisis or writing letters of recommendation for colleges, it takes it in a whole new direction."

The Saint Paul School District has also recently adopted a bold goal to go along with the new counseling tools—it will ensure that every student who graduates is accepted into at least one college or post-secondary institution. 🌐

*Each high school student in Saint Paul crafts a six-year plan that includes the two years after graduation; the focus helps them decide early on whether to prepare for college or a technical school.*

## Rapid City Central High School *Lakolkichiyapi* Room and *Oyate* Center — a self-contained classroom and credit recovery center

The Rapid City Area School District established the *Lakolkichiyapi* Room at Central High School for ninth-graders in 2003. Two classes of students (some 30 or so for each session) each spend a half day in the Room with core curriculum and the other half with the rest of the student population taking electives. In the Room, they focus on Lakota culture, hands-on activities and the use of technology. Students also get support from the *Oyate* Center, which provides online coursework to help them get back on track and pick up missed credits.

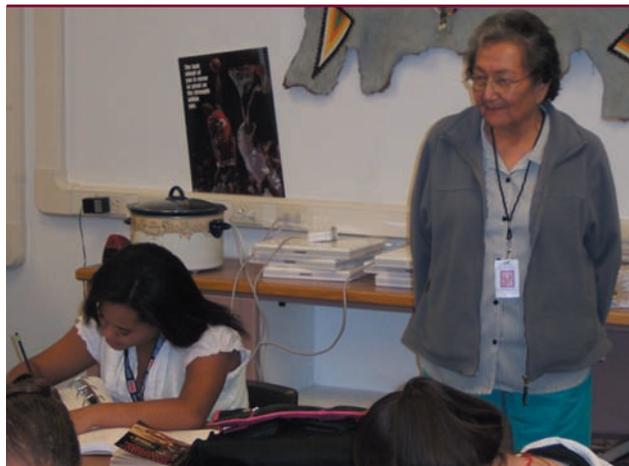
“We were looking to help the student at the back of the classroom who quietly fails,” said Rapid City School Superintendent Peter Wharton. But the biggest impact of the Foundation’s initiative was that it “provided momentum for school improvement across the board and helped us to sustain our outreach and expand what we knew.”

Program administrators learned a lot during the first two years of the grant. Hiring the right people was crucial. Native American teaching staff, especially English teacher Robert Cook, helped the program immeasurably because of their ability to establish relationships with the students and their parents. Recruiting and selection issues had to be sorted out, and the classroom (originally named the “Cobbler Room”) was renamed *Lakolkichiyapi* to reflect the culture of the majority of the students who use it. (The Lakota word translates to “where students will commit themselves to complete the tasks assigned with dignity and respect.”)

The program survived its birth pangs. Informants told the evaluator that the establishment of the *Lakolkichiyapi* Room (which had an obvious Native American component), combined with changes in leadership within the district, created opportunities for Native American staff and students to share their culture at the school and for non-Native staff, students and communities to join them. One staff person said the program “has kind of blossomed—brought us a little bit of awareness.”

This was the first time that the specific needs of Native American students were addressed through specialized programming at Central, even though Native students make up more than 17 percent of the student population. For some staff members, this was the first time that concentrated attention was given to retaining Native students and that the attention was backed up by grant support.

In addition to an opening school pow-wow, Central now holds feathering ceremonies and other Native American activities that parents, teachers and non-Native students are invited to attend. Personal and institutional biases are difficult to change, but staff members at Central said that the Foundation’s participation has improved the acceptance of Native culture. One said, “Central High hasn’t had anything like that before. And especially if it’s for Native Americans. I think that Room has caused a systemic change here that’s needed to happen.” 🌟



*In the Lakolkichiyapi Room, students like Danecia Tucker get attention from mentor and elder Lucille Runs After (above) and teacher Tim Elseman (below).*



## Todd County High School

Mission, South Dakota (on the Rosebud Sioux Reservation)

### Changing both teacher and student behaviors using culturally responsive curriculum

Todd County High School gets its freshman class from one middle school and 11 elementary schools with the help of transition counselors. The counselors' main purpose is to develop and implement programming that will move students through eighth grade to ninth. They help the students prepare for high school and create relationships with them that support their transition.

Of transition counselors, one staff member said, "It's really critical that relationships are built with someone. Some *one*. So that's our main focus here, making sure there is a connection and a relationship. There has to be a person that ninth-grader can bond with and relate to."

In addition, the counselors work to minimize the historical mindset on the reservation that eighth grade is the terminal grade. One key informant told the evaluator, "many of our students will wind up being the first in their family to graduate from high school. There has been, historically, a strong expectation to finish eighth grade and not such a strong expectation to finish high school—[the families] consider it more of an individual choice whether the student goes on."

The heart of the program is the instructional mentor position, designed to maximize the benefits that staff receive from professional development in the high school. It is a three-year program to enhance teacher effectiveness



*A drum circle (above and below) starts the day at Todd County High School. The focus on traditional Lakota lifeways helps students and staff alike (photographer, Carl Valiquet).*

in the classroom. It includes both content (reading and math) and cultural sensitivity components. The leadership team for this effort brings staff from the district's elementary and secondary schools and other administrators together to discuss issues on a regular basis. This is the only program in the pilot project that stresses the professional development of teachers.

Todd County High School's culturally responsive curriculum is imbedded in the school day, not just addressed in the classroom. And they're getting noticed. The school was profiled in the Fall 2006 issue of *Teaching Tolerance* as a national model. Still Principal Vicki Sherman (only the second Native administrator in the school's history) told attendees at the November convening that there are not enough Native teachers. "Most students are enrolled tribal members," she said, "yet most teachers don't speak Lakota or understand Lakota customs. We have teachers who don't connect with the students or where they come from. I think it's extremely vital that if we want our kids to learn, that connection needs to happen." ❁



## National dropout prevention expert credits schools with identifying critical factors in high school completion

Jay Smink, executive director of the National Dropout Center at Clemson University, addressed district representatives, evaluators and Foundation staff at the November convening, lauding them for the knowledge they had already gained in improving graduation rates. He recognized the approaches that were common among them, including:

- All emphasized the importance of strengthening the relationship between the student and at least one adult in school.
- All were part of large, programmatic goals.
- All motivated students to stay in school with an emphasis on attendance.
- All provided assistance to students to make progress toward graduation.

He also identified lessons learned from the pilot districts:

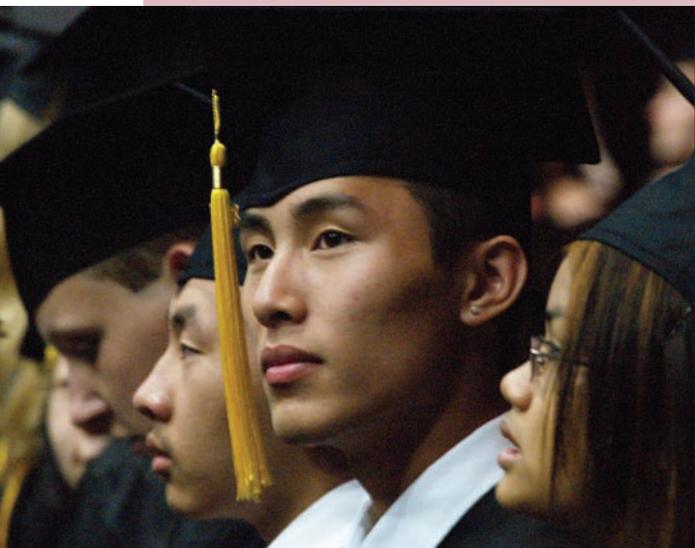
- Identification of strong leadership is critical.
- Locating qualified personnel is vital.
- Accountability for the program goals is important.
- Continuous advocating for the program with all stakeholders is important.
- Fiscal responsibility must be part of program management for both the districts and the Foundation.

Smink also noted that many of the latest national trends are reflected in the pilot districts' programs; for example, the Saint Paul district increased use of counselors and learning plans. Minneapolis schools focused on attendance and truancy reduction. In Todd County, they started credit recovery and after-school programs. Finally, the Rapid City and Saint Francis districts focused attention on culture and belonging.

Smink emphasized the employers' perspective on high school reform. Studies have shown that employers want soft skills, not just math and reading. The number one reason employers reject job applicants is their lack of basic employability skills. According to Smink, attendance, timeliness, work ethic and a good attitude outstrip previous work experience. 🌀



*Jay Smink*





## Preparing for a site visit: A program officer's perspective

By José González

“What do you want to do?”

“Is it good to do?”

“Are you equipped to do it?”

“Should the Foundation contribute to it?”

The Foundation has determined that your project meets our guidelines and mission. Your grant proposal has been accepted. So now what? Is the next step—the site visit—going to be another hurdle? Or can you use it as an opportunity to tell your story and make your case for funding in a different way?

One of my many mentors and a good friend, John Archabal (a senior program officer at the Foundation), once boiled down the grant review process to the four simple questions listed above. Of course, both of us understand how immensely complicated the answers to these simple questions can be. Thinking about them before the site visit is an important part of my preparation; it also helps me formulate how to accurately convey your request for Foundation support to our Board of Directors.

### How does your proposed work solve problems or improve communities?

Each new grant round is an exciting time. It is amazing to read of the incredible work you're doing to help people lead dignified lives. It is even more amazing to read of an innovative direct-service approach to a

difficult barrier. My personal favorite is when you identify a policy that costs our communities pain and money and propose a potential solution. In my mind, it isn't necessary to know at this point whether what you propose will be successful. Innovation is all about exploring untried methods.

During the first review of each new grant request I read with my heart, working to discover what your organization wants to do and if what you are proposing is good to do. I must be able to report my conclusions about this to our Board, explaining why this work is important, how we will know if you are successful and how the work will help your organization or others improve the work they do in the field. (Sometimes to get to this truth I have to decipher the jargon we health and human service types tend to hide behind. At the site visit, you can use clear language and examples to help me understand.)

### How does your proposed work fit your mission and resources?

It is important to us that your organization doesn't stray from your mission, even if there is an abundance

of available funding. I try to get a sense of your organization's capacity to accomplish the goals you propose in your request. Financial and staffing capacity are important. Some organizations propose projects that would double their existing overall budgets and staffing. This begs the question of how they can sustain the added costs.

### Can your organization actually do what you are proposing to do?

Now is when I must read with my head. Do you have a good plan, the right personnel and sufficient resources or funding? Who besides the Bush Foundation believes this project is worth an investment? How would you use Foundation funds? Do you have a viable plan to continue the work once our funds run out?

(Hint: The answer to this last question is not, "We'll get the funds from other foundations." One of the worst things we could do to your clients would be to create a program that is there one moment and gone the next. Poor planning can do terrible things to hope.)

### How can you help me represent your proposal to the Foundation's Board?

At the site visit itself, I want to be clear that what I read in the proposal is exactly what you intended me to understand. Foundation staff is already on your side. And we must also make sure that the proposed activity fits with our mission, funding history and current priorities.

It's important to have people at the site visit who have read your proposal and can answer questions about it. It's not necessary to have 15 people give testimonials about your organization when none of them can answer questions about the proposed program's budget, activities, timelines, evaluation or sustainability plan. When I leave you, I must be prepared to summarize the details of a multiple-page proposal and our site visit into three or four pages for our Board to consider.

I should also mention that after the site visit I will make calls to other experts knowledgeable in the field and ask their input on whether what you are proposing addresses the identified barrier or concern, is doable and is worth supporting.

Many believe "giving" money away is an easy task. It is not. It's sometimes heart-wrenching, and it is always laborious. Nor is it a uniform task. Keep in mind that each foundation has a separate and distinct culture, and each program officer within those individual environments conducts a site visit in a way that represents his or her particular foundation's way of doing business.

No matter the foundation or its individual staff, we all want to support the leadership of good work, we all want to make an impact with our resources and we all value learning. Mostly, I know we all keep in mind the clients who walk through your doors—the doors of our grantees. We want to make sure we do them no harm. ☺

## ARTS AND HUMANITIES

### **Ballet Works, Inc.**

*Minneapolis, Minnesota*

For continued operating support through the Regional Arts Development Program I.....\$50,000

### **COMPAS, Inc.**

*Saint Paul, Minnesota*

To expand ArtsWork, a youth arts employment program.....\$100,000

### **Cornucopia Art Center**

*Lanesboro, Minnesota*

Toward expenses for a curator and public relations coordinator.....\$70,000

### **Heart of the Beast Theatre, Incorporated**

*Minneapolis, Minnesota*

For entry-year support through the Regional Arts Development Program II.....\$96,000

### **Independent Feature Project-North**

*Saint Paul, Minnesota*

To strengthen earned income through a new marketing initiative.....\$75,000

### **Mammoth Site of Hot Springs, South Dakota, Inc.**

*Hot Springs, South Dakota*

To develop a strategic plan for governance and fundraising, and to update technology for fossil mapping.....\$58,078

### **Midway Contemporary Art**

*Minneapolis, Minnesota*

To hire a development director.....\$75,000

### **National Trust for Historic Preservation in the United States**

*Washington, D.C.*

Toward Preservation Leadership Training in the Bush Foundation region.....\$25,000

### **Northern Prairie Performing Arts**

*Fargo, North Dakota*

To support a second year of touring and to reach additional youth audiences.....\$45,000

*Visitors to Mammoth Site of Hot Springs, South Dakota, can tour an active paleontological dig site to view Ice Age fossils.*

## ECOLOGICAL HEALTH

### **American Farmland Trust**

*Washington, D.C.*

For a planning phase regarding water quality trading.....\$75,000

### **Cannon River Watershed Partnership, Inc.**

*Northfield, Minnesota*

To improve surface- and ground-water quality in the Cannon River watershed.....\$160,000

### **Great Plains Institute for Sustainable Development, Inc.**

*Minneapolis, Minnesota*

To continue the Powering the Plains project.....\$180,000

### **Great River Greening**

*Saint Paul, Minnesota*

For a collaborative program with government to work with landowners to create positive impact on watersheds.....\$200,000

### **Greater Minnesota Housing Fund**

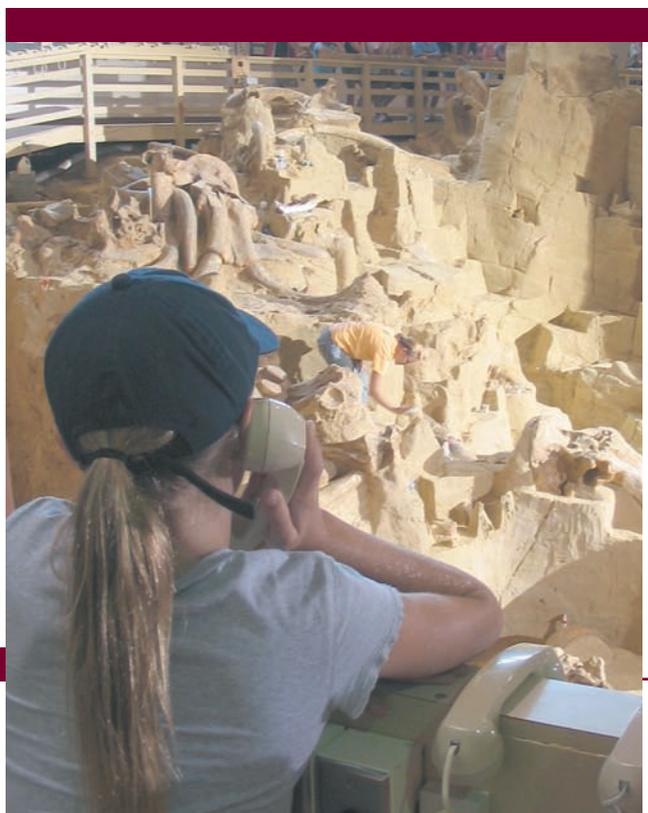
*Saint Paul, Minnesota*

For the Minnesota Green Communities project.....\$300,000

### **Land Stewardship Project**

*White Bear Lake, Minnesota*

To advance the development of community-based food systems in Minnesota and the Dakotas.....\$310,000



**Maka Foundation**

*Lower Brule, South Dakota*

To hire a full-time associate director.....\$195,000

**The Minnesota Project, Inc.**

*Saint Paul, Minnesota*

For policy work and to build community around local food systems, farming and energy.....\$275,000

**Rural Advantage**

*Fairmont, Minnesota*

For staff to carry out the Third Crop Initiative.....\$254,000

**Sierra Club Foundation**

*San Francisco, California*

For an environmental justice grassroots organizing program in Minnesota.....\$75,000

**Western Organization of Resource Councils**

**Education Project**

*Billings, Montana*

For a bio-fuels initiative in North and South Dakota that promotes ecological health, sustainable family farms and rural economic opportunity.....\$200,000

**EDUCATION**

**Blackfeet Community College**

*Browning, Montana*

To support advanced degrees for faculty and to build library resources.....\$90,000

**Dine College**

*Tsaile, Arizona*

For faculty professional development to improve curriculum design and technology skills in order to improve student learning.....\$150,000

**Jamestown College, Inc.**

*Jamestown, North Dakota*

For a matching grant to build endowment for need-based scholarships.....\$1,000,000

**North Dakota Consensus Council, Inc.**

*Bismarck, North Dakota*

To help rural school districts develop cooperative arrangements to preserve effective education programs in a time of declining enrollments.....\$150,000

**State of South Dakota, Department of Social Services**

*Pierre, South Dakota*

To continue the Bush Child Development Successor Program.....\$237,873

**University of Minnesota**

*Minneapolis, Minnesota*

For a planning grant to fully develop a project to ease educational transitions for students through high school and college.....\$48,167

**HUMAN SERVICES & HEALTH**

**Amherst H. Wilder Foundation**

*Saint Paul, Minnesota*

Toward the Second Century Capital Campaign for a new Wilder Center.....\$1,000,000

**Bolder Options**

*Minneapolis, Minnesota*

To develop a strategic plan, expand to Saint Paul and continue program evaluation.....\$40,000

**Boys and Girls Club of Brookings, SD, Inc.**

*Brookings, South Dakota*

Toward a capital campaign for a permanent facility.....\$450,000

**The Center for Alternative Lifestyles**

*Sioux Falls, South Dakota*

To continue support services for gay, lesbian, bisexual and transgender youth in Sioux Falls and to expand to Rapid City.....\$50,000

**Central Community Housing Trust**

*Minneapolis, Minnesota*

To implement and evaluate a community engagement program for low-income residents at affordable housing properties.....\$150,000

**Channel One, Inc.**

*Rochester, Minnesota*

For expansion and remodeling of a regional food warehouse center.....\$150,000

**Children's Safety Center Network**

*Saint Paul, Minnesota*

To expand child visitation services to Goodhue and Wabasha Counties.....\$150,000

**District 202**

*Minneapolis, Minnesota*

To hire new business manager and youth employment positions and to continue program evaluation.....**\$80,000**

**Family Alternatives, Inc.**

*Minneapolis, Minnesota*

To support a project coordinator position for a visitation pilot project.....**\$100,000**

**Family and Children’s Service**

*Minneapolis, Minnesota*

To implement and evaluate a new model to reduce the risks of violence in the lives of children and families....**\$300,000**

**Hmong American Partnership**

*Saint Paul, Minnesota*

To add operational and service positions in southeast Minnesota.....**\$116,495**

**Lakes Crisis & Resource Center**

*Detroit Lakes, Minnesota*

For the Children’s Services Program in Becker County, on the White Earth Reservation and in surrounding communities.....**\$90,000**

**Life’s Missing Link**

*Minneapolis, Minnesota*

To continue a community outreach developer position.....**\$48,269**

**Little Earth Neighborhood Early Learning Center Corporation**

*Minneapolis, Minnesota*

To increase capacity and organizational stability.....**\$76,700**

**Metropolitan Alliance of Community Centers**

*Minneapolis, Minnesota*

To implement a management services organization and for leadership development costs.....**\$230,000**

**Minnesota African Women’s Association**

*Minneapolis, Minnesota*

To support a part-time facilitator for a girls leadership program.....**\$20,000**

**Minnesota Association for Children’s Mental Health**

*Saint Paul, Minnesota*

For development of an infant and early childhood division.....**\$236,800**

*It’s easy to capture the imagination of young visitors when you can hand them a mammoth’s jaw from the Ice Age (photograph courtesy of Mammoth Site of Hot Springs, South Dakota).*

**Minnesota Council on Crime and Justice**

*Minneapolis, Minnesota*

To develop and implement a pilot project to reduce barriers to gainful employment for people with criminal arrest records.....**\$150,000**

**Minnesota Organization on Adolescent Pregnancy Prevention and Parenting**

*Saint Paul, Minnesota*

To provide leadership, development and management of the Minnesota Adolescent Parent Network.....**\$50,000**

**NAMI-MN**

*Saint Paul, Minnesota*

To develop a strategic plan and build financial management capacity.....**\$20,000**

**New Foundations, Inc.**

*Saint Paul, Minnesota*

To expand services for homeless families by adding support staff.....**\$160,000**

**Northwest Indian Opportunities Industrialization Center**

*Bemidji, Minnesota*

To implement a community-based partnership to help Native youth succeed in school and to prepare them for work.....**\$200,000**

**Open Cities Health Center, Inc.**

*Saint Paul, Minnesota*

To fund a health disparities coordinator.....**\$67,100**

**Oromo Community, Inc. Minneapolis/St. Paul**

*Minneapolis, Minnesota*

To meet the employment needs of Oromo who have lived in the United States for five or more years.....**\$60,000**



**Parents as Teachers National Center, Inc.**  
*Saint Louis, Missouri*  
 To expand services in the Twin Cities.....\$49,490

**Powderhorn Park Neighborhood Association**  
*Minneapolis, Minnesota*  
 Toward a capital campaign to purchase a new facility.....\$70,000

**Project for Pride in Living, Inc.**  
*Minneapolis, Minnesota*  
 For a case manager to provide special assistance for the hardest to employ.....\$75,000

**Red River Valley Community Action**  
*Grand Forks, North Dakota*  
 For the North Dakota/South Dakota Regional Individual Development Accounts Collaborative.....\$155,000

**Reuben Lindh Family Services**  
*Minneapolis, Minnesota*  
 To continue a Southeast Asian Program for preschoolers and their families.....\$100,000

**Rural AIDS Action Network**  
*Little Falls, Minnesota*  
 To strengthen the organization through leadership, organizational and program development.....\$40,000

**South Dakota Court Appointed Special Advocate Association**  
*Pierre, South Dakota*  
 To launch a training plan for CASA volunteers and staff.....\$87,312

**The Storefront Group**  
*Richfield, Minnesota*  
 To implement a pilot project to increase access to mental health services for East African families.....\$276,624

**Washburn Child Guidance Center**  
*Minneapolis, Minnesota*  
 For continued support of a day treatment program evaluation.....\$113,000

**Working Against Violence, Inc.**  
*Rapid City, South Dakota*  
 For staff and planning to improve access to domestic violence and sexual assault services.....\$68,950

**OTHER**

**Article Thirteen**  
*Minneapolis, Minnesota*  
 To increase the capacity, visibility and impact of the Twin Cities Youth Media Network.....\$75,000

**Center for Rural Policy and Development**  
*Saint Peter, Minnesota*  
 To establish a statewide rural civic engagement program.....\$225,000

**Latino Economic Development Center**  
*Minneapolis, Minnesota*  
 To add an assistant director and program manager for rural Minnesota.....\$190,000

**Native Americans in Philanthropy**  
*Minneapolis, Minnesota*  
 For the Minnesota Mapping Project to develop knowledge of Native projects and how they are funded.....\$30,000

**Northside Residents Redevelopment Council, Inc.**  
*Minneapolis, Minnesota*  
 To plan collaborations and to prepare for a capital campaign for Karamu House in North Minneapolis.....\$43,000

**St. Croix Valley Community Foundation**  
*Hudson, Wisconsin*  
 To match new contributions to the Partners for the Future campaign.....\$300,000

**Timber Lake & Area Development, Inc.**  
*Timber Lake, South Dakota*  
 For a tri-county economic enhancement initiative.....\$138,180

**Twin Cities Public Television, Inc.**  
*Saint Paul, Minnesota*  
 To plan for and design an online archive of media materials.....\$90,026

**Grand Total** **\$10,616,064**

## Bush Artists Fellows Program

**Rolf Belgum's** ('05) most recent film, *The Wild Condition*, recently won the Special Jury Prize at the Chicago Underground International Film Festival in August. *The Chicago Reader's* review called the film "marvelously strange" and *Time Out Chicago* said it "defies categorization."

**Amelia Biewald's** ('04) show at Magnan Projects in New York City in October scored a review in *The Village Voice*.

Bemidji State University welcomed **Maureen Gibbon** ('01) to its faculty last fall as a professor. Her writing appeared in the "Lives" column of the Sunday *New York Times Magazine* in October.

The Jerome Foundation awarded travel and study grants to **Sean Hill** ('05), who will attend a literary seminar in Kenya and visit Tanzania, and to **Ka Vang** ('03), who will travel to Australia. In addition, Hill won a Ruth and Jay C. Halls Fellowship in poetry from the Wisconsin Institute for Creative Writing.

*New Painting*, an exhibition by **Lance Kiland** ('84), hung in the art gallery of Brainerd's Central Lakes College in the fall.

From November through January, the Minneapolis Institute of Arts played host to *Crush Collision*, a 12-minute film about a house floating on water and other examinations of the dualities of human existence. This exhibit, work of **Chris Larson** ('98 & '06), also included the two-story house that was the subject of the film.

**Larry Long** ('93) composed the music for *Wellstone!*, a musical about the lives of Paul and Sheila Wellstone that opened in October at the History Theatre in Saint Paul.

*The Minneapolis Star Tribune* featured **Marion McClinton** ('93) in a September article about his local and national work as a theater director; his most recent project was *Yellowman* for Mixed Blood Theatre.



Just a Dream by Lance Kiland (BAF'84)

South Dakota State University conveyed an award for her creative work on **Lee Ann Roripaugh** ('03). She is an assistant professor of English there. The award sprang from the 2005 publication of a story in the *North American Review* and the nomination of another story for a Pushcart Prize.

*From Where the Rivers Come*, a first poetry collection by **Richard Solly** ('95), came out in October. The book was included in the holiday catalog for the Midwest Booksellers Association as a "Midwest Favorite."

Minnesota Public Radio's *Talking Volumes* opened its season in September with **David Treuer** ('03), talking about his most recent novel, *The Translation of Dr. Apelles*.

In September, **Ka Vang** ('03) read her poetry as part of *Mind, Myth and Motion* at Patrick's Cabaret in Minneapolis.

An essay by composer **Judith Zaimont** ('05), "The Matter of Style," appeared in *NewMusicBox*, the web magazine of the American Music Center.

## Bush Leadership Fellows Program

Two fellows take up leadership roles in the Minnesota Legislature in 2007: **Margaret Anderson-Kelliher** ('03) serves as speaker of the house and **Larry Pogemiller** ('85) as Senate majority leader.

A new anthology, *Why Fathers Count: The Importance of Fathers and Their Involvement with Children*, includes contributions from **Bill Allen** ('95) and **Bryan G. Nelson** ('97).

**Mel Duncan** ('97) reported on the continued growth of Nonviolent Peaceforce, the organization he founded after his fellowship, which is creating the world's first large-scale professional corps of civilian nonviolent peacekeepers from around the world.

Minnesota's Crow Wing County recently hired **David Hamilton** ('99) as its new administrator; he'd previously held the same position in nearby Goodhue County.

**Gary Johnson-Cheeseman** ('05) is the director of multicultural affairs and diversity at Anoka Ramsey Community College.

Harvard University conveyed on **Yvonne Lerew** ('05) a master's degree in education. She now works as the learning director with Year Up, which provides a one-year program for disconnected urban youth that leads them to attain successful entry-level careers and access to post-secondary education.

**David Mather** ('03) is the national register archaeologist for the Minnesota Historic Preservation Office.

Native Americans in Philanthropy awarded **Gabrielle Strong** ('92) its Flying Eagle Woman Award to recognize her strong participation in the cultural and spiritual practices of her Dakota community. She recently left her position as program officer at the Grotto Foundation to become tribal administrator for the Lower Sioux Community.

The December/January issue of *Midwest Home* profiled **Cathy ten Broeke** ('04), who coordinates efforts to end homelessness for Hennepin County and Minneapolis.

## Bush Medical Fellows Program

**Jerry Blake, M.D.** ('86) is president of the South Dakota chapter of the American Academy of Pediatrics, which awarded him a Healthy People 2010 grant to educate primary care pediatricians in the state about child and adolescent mental health.

The University of Minnesota/Fairview System welcomed **Joel Carter, M.D.** ('02) to its palliative medicine service in December. He had previously completed a fellowship at the Dana Farber Cancer Institute at Harvard.

**J. Alan Fleischmann, M.D.** ('98) recently left clinical practice to become vice president of Franciscan Skemp Healthcare/Mayo Health System; he will be responsible for service excellence and risk management.

The American Association of Blood Banks, which sets national standards for blood transfusions, recently elected **Jed Gorlin, M.D.** ('03) to its board.

**Rebecca Hafner, M.D.** ('93) is a member of the Minnesota Health Services Advisory Council.

"Tales from an Empty Nest," an article by **Maggie O'Connor, M.D.** ('99), appeared in the October issue of *Minnesota Medicine*.

*Fellows, send your news and photographs to [fellowsnews@bushfoundation.org](mailto:fellowsnews@bushfoundation.org). We look forward to hearing from you!*



*Kevin Bitterman and Rudy Guglielmo Jr.*

Two individuals have joined the staff of the Foundation. **Kevin Bitterman** is the assistant director of the Bush Artist Fellows Program; he began work in August. Program Officer **Rudy Guglielmo Jr.** assumed his office in October.

At its November meeting, the Board created two non-director positions on the Investment/Finance Committee. **David Crosby** and **Michael Goldner** will increase the expertise of the Committee in an era when investing is increasingly complex and accountability requirements are increasing.



The Foundation named **Julie Gordon Dagleish** (left) full-time program director for the Bush Artist Fellows Program in August; she has held this position as a consultant since 1997.

Program Officer **José González** received the 2006 Amigo Award from El Fondo de Nuestra Comunidad, which recognizes an organization and an individual who exemplify the spirit of philanthropy by giving generously of their time, talent and wealth to the Latino community.

After more than 28 years as evaluator of the Bush Medical Fellows Program, **Ilene Harris** has stepped down. She continues in her position of professor and director of graduate studies in medical education at the University of Illinois-Chicago Medical School.

**Gregory Keane** became the Foundation's interim CFO in October. He will serve until the Foundation finds a permanent CFO.

Director **Tim Mathern** won re-election to his state Senate seat in North Dakota, garnering 68 percent of the vote.

In November, President **Anita Pampusch** announced her intention to retire at the end of 2007.

## Bush Fellows to gather and consider the critical issues facing the region

An important gathering is in the works. The Foundation will host the inaugural Bush Fellows Summit in September 2007 in the Twin Cities area. The event will reunite fellows from all the programs—artists, leaders, doctors and educators—created since the fellowships began in 1965. The goal of the Summit will be to reconnect, celebrate and redefine the role that the more than 2,000 Bush Fellows will play in the Foundation's future work. A task force of fellows will plan the program.

The Summit is spurred by the recent study of the artist, leadership and medical fellowship programs, which demonstrated how the impact of these programs focused on individuals went far beyond the fellows' own professional development to have a powerful effect on the broader community.

This gathering will be a first step in discovering the synergies that can be found between the work of the fellows and the work of the Foundation. It will be a forum for ideas, a time to recharge with colleagues and an opportunity for professional development.

Fellows: We'd appreciate some advance indication of your interest in attending. Please email your availability and ideas to [givingstrength@bushfoundation.org](mailto:givingstrength@bushfoundation.org).

**“Minnesota may seem far away from a place like Sudan, but my time in Minnesota actually gave me a good foundation for what I’m doing.”**

*Chris Herlinger (BLF’91)*



*By Victoria Tirrel*

Last year, Catholic Relief Services awarded Chris Herlinger (BLF’91) its Egan Award for Journalistic Excellence. The award recognizes dedication to reporting on humanitarian and social justice issues around the world. His winning story chronicled the desperate situation in Darfur, Sudan (see photos and excerpt beginning on page 31).

The seeds of Herlinger’s interest in international relations were planted early by “good public school teachers” in Denver, where he took his first Asian studies course. When he came to Macalester College in Saint Paul to study history (with a focus on East Asian studies and U.S. diplomatic history), the school’s international emphasis helped those seeds take deeper root. Herlinger studied for a semester at the Chinese University of Hong Kong at a time when going to mainland China “was still kind of exotic.”

Out of college and ready to pursue a journalism career, he found work at first the Fergus Falls and later Rochester newspapers where his editors supported his interest in international concerns by giving him time away from work to travel (at his

own expense) to the places he wanted to write about, among them the Philippines and Chile. That freedom to explore international issues “says a lot about the culture of Minnesota and the Upper Midwest.”

A 1991 Bush Leadership Fellowship took Herlinger to the Union Theological Seminary in New York City; as he wrote in his fellowship application, he saw divinity school as “just one more way to get beneath the surface” of the complicated stories he was trying to tell. Journalists who report on world issues, he felt, would benefit from a deep understanding of how religion shaped the situations they reported on. Herlinger left seminary with a master’s degree in theology and social ethics.

Now he is communications officer for Church World Service (CWS), an ecumenical relief and development agency, as well as a freelancer who writes about religious issues and international humanitarian concerns. His work regularly appears in *National Catholic Reporter (NCR)*, *Christian Century* magazine and (through news agencies such as

Religion News Service) in major U.S. dailies like the *Washington Post* and *Los Angeles Times*. These days he travels to international emergencies on behalf of CWS, trips that give him access to hard news sources as a freelancer. It was while on leave from CWS as a fellow at Harvard Divinity School that he traveled to Darfur and gathered the material for his Egan Award-winning story.

Herlinger is just back from Israel and the Palestinian region, a trip that was part of the Egan Award. While he’d been to the Middle East many times—Iraq, Iran, Afghanistan and Jordan, among others—he’d never been inside Israel or Gaza. “It was a big hole that got filled in a big way,” he said. (You can read his take on the Israel/Palestine conflict in the archives at [ncronline.org](http://ncronline.org).)

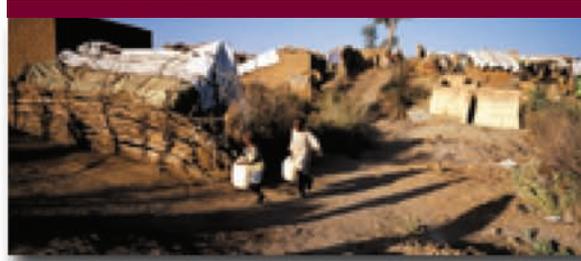
For now, it’s back to studying. Herlinger will spend early 2007 focusing on his thesis for a second master’s degree, this one in international relations from Cambridge University in England. The part-time program is designed for people who work. The thesis is on security issues in Colombia, a country he’s visited three times. ☺



Photographer, Nils Carstensen (ACT/Caritas)

Chris Herlinger traveled to Darfur, Sudan in late 2004 and wrote the story at right for the *National Catholic Reporter* soon after. This past year, Catholic Relief Services awarded him its Egan Award for Journalistic Excellence in response.

Since his time in Darfur, the United Nations estimates the number of internally displaced people in that region has reached nearly two million.



# Darfur: Fear and chaos in a fragile land

By **Chris Herlinger**  
*Nyala, Sudan*

This is what war in Darfur looks like.

In “zones of conflict” a village stands one day and is gone the next. Women and children flee; only a few may return. Teenagers man military guard posts; old and young men alike tend to their war wounds.

Seeming quiet one moment gives way to bombing the next.

In early December, in a place less than an hour’s drive from this city, a group of displaced women who had encamped in a field tried to find a bit of rest and solace in the quiet of the cool morning.

By 10 a.m., it is hard to escape Darfur’s bracing heat.

Living with little more than plastic sheets and a few supplies that could be quickly bundled up in case they had to flee on a moment’s notice, the women swept the ground outside their makeshift homes, giving even their temporary lean-tos a sense of fragile dignity.

Within a week, the place had been destroyed.

*Read the rest of the story at*  
[natcath.org/NCR\\_Online/archives2/2005b/040105/040105a.php](http://natcath.org/NCR_Online/archives2/2005b/040105/040105a.php).



*Displaced women temporarily seeking shelter under trees by a khor/wadi, near Ishma village, Ta'asha area, South Darfur, Sudan. The United Nations estimates that since 2003 more than 200,000 people have been killed and another two million forced to flee their homes because of fighting across Darfur, a vast and impoverished region on Sudan's western flank. Fellow Chris Herlinger (BLF '91) wrote an award-winning story about Darfur; you can read about him and his story in the Gallery, beginning on page 30.*

*Photographer, Nils Carstensen (ACT/Caritas)*



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