



CHAPTER 14

LIFELONG LEARNING

VISION STATEMENT:

Our entire community collaborates in creative ways to educate and inspire all residents to reach their full potential.

February 25, 2019

Introduction

Lifelong learning plays a critical role in the vitality and economic health of a community. In fact, the range of learning choices a community offers makes the difference between a slumping city and a dynamic one. We define lifelong learning as educational opportunities that encompass a strong school system and learning opportunities for all ages from the very young to the elderly.

In Red Wing, residents can participate in a multitude of options: senior-center classes, library story times and computer lessons, teen coding programs, entrepreneurial learning networks, environmental learning experiences, and job training courses, among others. It's critical that Red Wing continue to support its learning organizations, including strong support for the Red Wing Public Library, Red Wing Community Education, Red Wing Area Seniors, and many more too numerous to name here (see the document [Community Partners](#) in the *2040 Online Library*). Indeed, we need to listen to our local expert organizations to continue evolving our educational options and anticipating and acting on what residents of today and the future need.

High-quality schools lie at the heart of this sphere, and are necessary for enticing new families and employers to town and keeping current families and businesses here. When a community is responsible for all its children and for creating and maintaining excellent schools, the town itself can grow and flourish.

Red Wing recently rallied and stood up to support a five-year referendum for its school district, not only staving off massive cuts but also saying yes to more STEAM (Science, Technology, Engineering, Arts, and Math) curriculum and more technical and

career training that involves exciting collaborations between the schools, local college, and local industries. This decision to reinvest in Red Wing lays a critical foundation for being a sustainable and viable city in the coming decades.

In Red Wing, formal education has been a part of our history for generations. Gustavus Adolphus College and Hamline University were both founded in Red Wing, on West 5th Street and in Central Park respectively, in the mid-1800s as small institutions before they relocated to other communities as they started to grow. In the aptly named College Hill neighborhood, the majestic Lutheran Ladies Seminary thrived for a quarter century where the Red Wing Golf Club now stands before it succumbed to fire in 1920. The smaller Red Wing Seminary (which later became the American Lutheran School) sat at the top of College Hill and educated young men, and later young women, for more than five decades before it merged with other schools, including St. Olaf College, in 1932.

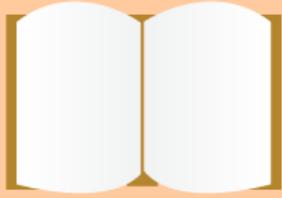
Today, in 2019, Red Wing is still home to multiple educational entities. The Red Wing School District includes roughly 2,650 students in kindergarten through twelfth grade who attend school in four grade-centered buildings: Sunnyside Elementary houses grades kindergarten through second grade, Burnside Elementary serves second through fourth graders, Twin Bluff Middle School consists of fifth through seventh graders, and the Red Wing High School greets nearly 1,000 students every day in grades eight through twelve.

Additionally, Tower View Alternative High School, located on the grounds of the beautiful Anderson Center at Tower View on the west side of town, serves roughly 60 students aged 16 through 21 and offers smaller class sizes and self-paced coursework.



Did You Know?

The Red Wing Public Library offered 234 children's programs in 2017 and increased participation by 54% compared to 2016; most programming is free to the public.



LIFELONG LEARNING

What would make Red Wing a better place to live?

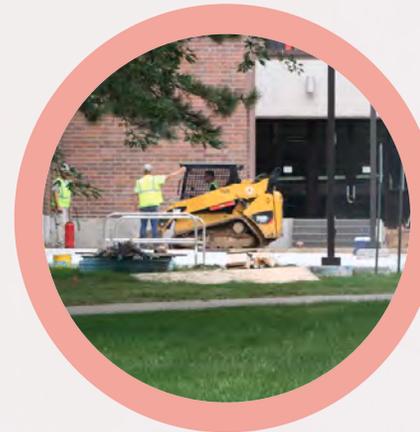
430

responses across all 2017 community engagement events and surveys mentioned educational improvements and opportunities that would enhance life in Red Wing. The top suggestions are shown to the right.



College and Career Development/ Job Training

25% of respondents to the 2017 Community Survey believe that there are too few job training programs in Red Wing. People believe that expanding Minnesota State College Southeast, or even attracting a four-year university would broaden opportunities for young people in Red Wing. Others mentioned that apprenticeship programs would be useful.



General School District Improvements

Greater investment in Red Wing's schools, both in terms of time and money, was mentioned by participants in both the 2017 Community Survey and community engagement events. They believe the system needs better funding and more community participation in order to achieve results. Respondents would like to see general improvements to the quality of education and facilities. Others think that arts, music, and science programming deserves more support.



More Preschool Programs and Early Childcare

Approximately 20% of respondents to the 2017 Community Survey believe there are too few preschool programs and not enough affordable childcare in Red Wing. Participants in the summer engagement events also referenced the need for additional facilities for early childhood education and care.

What do folks like most about living in Red Wing?

136 / 4,160

Responses mentioned lifelong learning, including:

63

Schools and the Educational System

37

Red Wing's Library

12

Organizations like the ELC and YMCA

11

Activities and Program Offerings



More Activities and Services for Youth

Comments from both the 2017 community engagement events and the 2016 Student Survey expressed the need for more programs and activities for youth. From mentoring and outreach, to spaces for teens, to summer and after school programs, people want more for kids to do outside of school.



Resources for Hispanic/Latino Individuals

Respondents to both the 2015 and 2017 Hispanic surveys indicated their desire for better support and resources when it comes to education and lifelong learning.



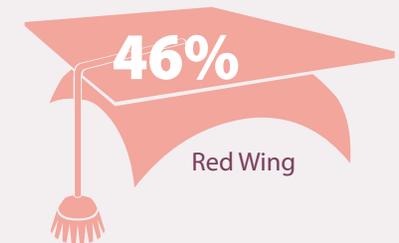
An Expanded Library

Red Wing's library is a beloved and well-used institution. Both the 2017 Community Survey and community engagement events resulted in comments regarding additional investment in the library — from a building expansion, to longer hours, to more community activities and program offerings.

RED WING REPORT CARD SNAPSHOT

POST-SECONDARY GRADUATION RATES

Compared to the state, Red Wing has relatively high rates of graduation from high school (92% vs. 82%), and comparable rates of enrollment in post-secondary education (72% vs. 70%). However, the rate of post-secondary degree completion for Red Wing's high school graduates is much lower than expected at only 46% graduating within six years.



High School grads who completed a two or four-year degree within six years

Source: Every Hand Joined; National Student Clearing House. 2017.

2017 Report Card

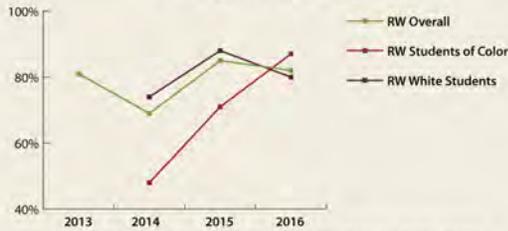
We are all responsible for Red Wing's children and making learning opportunities accessible for every age and stage of life.

How do we prepare each other for whatever future we want to pursue?

Children Ready for Kindergarten

Strong early education options build a community where our students thrive and young families want to live.

Kindergarten Readiness



Source: Every Hand Joined; Kindergarten Student Entrance Profile (KSEP)
Data not available for MN overall until 2018.

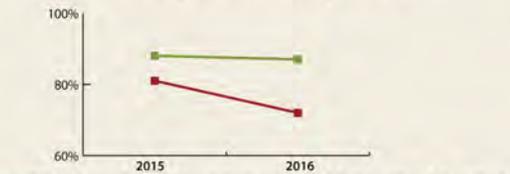
Did You Know?

8 of our 9 preschools have a high-quality rating.⁺

Source: Parent Aware Star Rating

⁺ Statistic does not include our Montessori preschool, which uses a different rating.

Kindergarten Readiness by Income



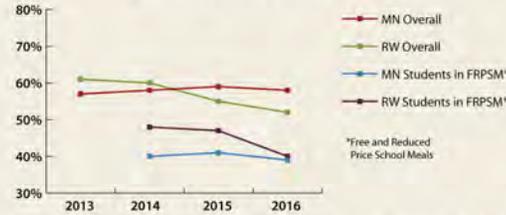
Source: Every Hand Joined; Kindergarten Student Entrance Profile (KSEP)
Data not available for MN overall until 2018.

Students in lower-income households are not as likely to be ready for kindergarten; this gap widened in 2016.

Students Proficient in Reading and Math

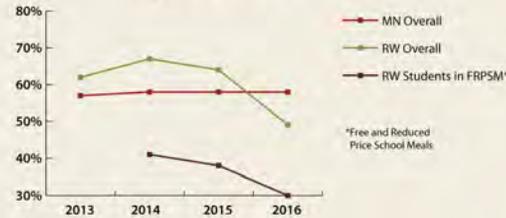
Our numbers decreased overall, and disparities remain.

Third Graders Proficient in Reading



Source: Every Hand Joined; Minnesota Department of Education; Minnesota Report Card
*Free and Reduced Price School Meals

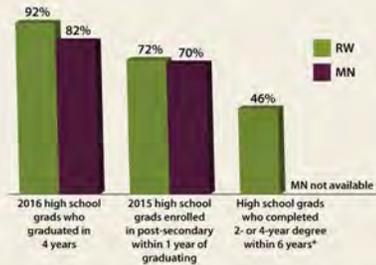
Eighth Graders Proficient in Math



Source: Every Hand Joined; Minnesota Department of Education; Minnesota Report Card
MN Students in FRPSM* not available currently.

High School and Post-Secondary Graduation Rates

High school graduation rates are high but our post-secondary degree completion is lower than expected.



Source: Every Hand Joined; National Student Clearing House 2017

The district restructured itself from neighborhood schools into grade-center buildings in 2003 and closed a number of smaller schools to save costs, among much hand-wringing. Today some residents still long for those days. Hancock School on 12th Street was sold to St. Joseph's Church to use as a parochial school, which ultimately closed in 2011.

Colvill Elementary School on East 5th Street became Colvill Family Center, which today is the district's fully-enrolled public preschool and site for Head Start and other programs, including Early Childhood Family Education (ECFE) and Early Childhood Special Education (ECSE).

Finally, Jefferson School (in the Old Fairgrounds neighborhood) housed the Goodhue County Educational District for years before the new River Bluff Educational Center was built adjacent to the grounds of Red Wing High School in 2017.

In the new River Bluff building, at-risk students from around the county attend alternative-style classes in one of four programs: REACH serves students aged 4 through grade 12 who exhibit emotions or behaviors that significantly impact their progress in a typical school setting. The STEP program (Secondary Transition Education Program) is a community-based program that emphasizes employment and independent living skills to students aged 18 through 21. Pathways is an alternative, project-based learning program for students in grades eight through twelve. Finally, the Upwards program serves K-12 students who are either on the autism spectrum or have developmental cognitive disabilities.

Red Wing can still claim one post-secondary education facility: Minnesota State College Southeast. The college opened its doors to students in 1973 as the Red Wing Area Vocational-Technical

Did You Know?



In 2018, the Red Wing School District's Community Education and Recreation Department offered 554 classes and additional special events and programs, attended by more than 96,181* participants. Programs are offered to every age and ability level in the areas of enrichment, skill development, academics, recreation, health and safety, and school-age care.

**Attendance calculated as an aggregate; not unique participants*



Colvill Family Center, as a part of Community Ed and Rec, served 815 children and families through classes and activities in 2018.

Institute and became well known for its rare but renowned band instrument-repair program. In 1992, the school merged with Winona's vocational school and remains part of this dual campus.

The school made other significant changes in 2016 when it switched its name to Minnesota State College Southeast and changed its mission to become a technical and community college, offering for the first time an Associate of Arts degree in Liberal Arts and Sciences so students can earn credentials before transferring to a four-year college as a junior.

Recent trends in the national public's desire for two-year and vocational programming make the college one of the community's biggest potential educational and economic development assets. The college's recent addition of a forward-thinking bike design and fabrication program, and its creation of the first makerspace in town (open to the whole community), show that more collaborations with the school district, businesses, economic development partners, and community at large could be exciting and economically fruitful for Red Wing.

Red Wing has always wanted a four-year college—maybe because our history shows we were so close to having one. As recently as 2016, the Jones Family Foundation, a local philanthropic organization, led the charge to lure a four-year institution to town. That citywide effort rallied government, businesses, and civic groups together in a full-fledged push to convince college and university officials in other areas to choose Red Wing as a place they could expand. Ultimately, the plan did not succeed despite a commendable, collaborative attempt. With costs of colleges and universities skyrocketing, higher education institutions did not have the appetite at the time for expanding their

campuses to Red Wing. The movement did, however, pave the way for stronger local partnerships and a renewed sense that education at all levels is an investment worth fighting to achieve.

The Red Wing Public Library acts as the great equalizer in our community, offering people of all backgrounds and experiences a place to gather, learn, connect, experience, and grow. It's accessible, equitable, and nimble enough to meet the changing needs of residents. People in Red Wing continually show high support for the library, and the new Library Long-Term Plan demonstrates its ongoing motto to grow lifelong learners. Its vision, "to be a major contributor to the intellectual growth, cultural vibrancy, recreational opportunities, and economic well-being of a democratic community," is appreciated by many.

Red Wing is grateful to our many other local organizations that consistently provide learning

"A library in the middle of a community is a cross between an emergency exit, a life-raft, and a festival. They are cathedrals of the mind; hospitals of the soul; theme parks of the imagination. On a cold, rainy island, they are the only sheltered public spaces where you are not a consumer, but a citizen instead."

*Caitlin Moran, Author
Quoted in the Red Wing Public Library's long-range plan*

opportunities for all of us, including residents often overlooked or underserved. Without them, Red Wing would not be the same. Some of these staple entities include Community Education, Red Wing Area Seniors, the Environmental Learning Center, Youth Outreach, Hispanic Outreach of Goodhue County, Red Wing Ignite, Sheldon Theatre for Performing Arts, ArtReach, Universal Music Center, HOPE Coalition, and many more. (See the [Community Partners](#) document in the *2040 Online Library* for a more extensive list.) In addition, philanthropic groups like the Red Wing Public Schools Foundation, the Red Wing Area Fund, and the Jones Family Foundation, in addition to WINGS and the Duff Foundation, provide funding for educational experiences that wouldn't be possible without their help. Our town has much to be proud of, but there are still areas we need to improve.

Key Issues

Limited preschool openings

One of the most prominent educational issues Red Wing faces is the lack of available preschool. High quality options do exist, and families are overall happy with their choices, but classes are often full with no vacancies available. Studies show being ready for kindergarten is one of the most important factors in foreshadowing the future success of a student, and attending preschool affects students' lives not only when they're very young but also as they move through their school careers.

The community has taken up this challenge recently and formed a task force to look at possible solutions. More work will need to be done to ensure working families of all socio-economic levels can find quality child care when they need it.

Need to improve K-12 academic goals and close disparities

Although test scores aren't the only measure of success, Red Wing's scores compared to others across the state need to be better, and disparities exist across racial and socio-economic lines. Numbers from 2018 show only 54 percent of Red Wing's third graders could read at the grade-level expectations set by the state, and that number dips to 36 percent when assessing students in the free- and reduced-meal program, according to the Minnesota Department of Education's "Minnesota Comprehensive Assessment" (MCA) scores. Likewise, only 58 percent of eighth graders could understand basic math skills at grade-level expectations set by the state, and that number drops to 37 percent when looking at scores of students in the free- and reduced-meal program.

Statistics from 2018 present racial disparities, too: 66 percent of white students produced scores showing proficiency in math, while only 33 percent of students of color scored that way.

The School District's [2018 Education Plan](#) outlines a path to progress. Its vision is to provide an innovating and meaningful educational experience that fosters curiosity; pursues and applies best practices; embraces diversity by respectfully engaging all students, families, and staff; and connects and partners with our community. Its mission is to educate and inspire all students as they realize their full potential and become respectful, responsible, and productive citizens. This plan is included in the *Community Plan*, and with the vote of community support through the referendum, the future looks positive.

Organizations are also coming together to make a difference. The community-based organization

Every Hand Joined (made up of leaders from governments, businesses, nonprofits, foundations, and schools) partners with the school district to improve on goals they set together with community-wide networks of people who work "boots on the ground" to affect and measure progress. This collective impact work combining schools, youth-serving organizations, and the full community is an important part of making progress toward removing disparities and ensuring all students are successful.

Low percent of high school graduates earning two- or four-year post-secondary degrees

Statistics from 2018 reflect that within one year of graduating from high school, 66 percent of Red Wing's students enroll in some kind of post-secondary school. However, of that 66 percent, only 50 percent of high school graduates actually complete a two- or four-year degree of some kind (based on numbers from the National Student Clearing House). The school district, Every Hand Joined, and others are working to improve this statistic by connecting more frequently with high school graduates past and present to learn about what can be done in the future to ensure students go on to achieve the goals they set for themselves.

Need for healthier social environments in and out of schools

According to the 2018 REACH survey (Relationships, Effort, Aspirations, Cognition, Heart), a healthy school environment is reflected when 80 percent or more of a school's students agree or strongly agree to statements that describe social-emotional well-being in the building. In the spring of 2018, Red Wing students were surveyed in grades 6 through

12. In the “Relationship” portion of the survey, only 26 percent of Twin Bluff Middle School students agreed or strongly agreed that they had relationships with adults in their building; 14 percent of Red Wing High School students agreed or strongly agreed; 55 percent of Tower View Alternative School’s students agreed or strongly agreed. The school district and its dedicated teachers and other school staff are people who are passionate about students and are working to improve these numbers by implementing a variety of measures and being vigilant to measuring this metric.

Thirteen percent of a student’s life (K-12) is spent during school hours (17 percent not including sleep hours). That leaves lots of time when a child or teen is not in a formal classroom. The community at large is partnering on a strategy to get five caring adults in every student’s life in Red Wing. The Search Institute has proven that if children have five strong adult relationships in their lives, academic motivation, socio-economic skills, and responsibility go up and high-risk behaviors go down. It is also a proven strategy across all demographics—race, class, and gender.

Limited options for career training, technical training, and job retraining

With the passing of the school referendum in 2018, the school district will now be able to implement its new Winger Flight Paths program, working with new curriculum and local industries, businesses, and organizations to create internships and apprenticeships and better prepare students for careers. The community at large will need to be good partners and commit to helping our students prepare for the future because their success is Red Wing’s success.

For adults of all ages, more job training and retraining opportunities are needed in Red Wing. Minnesota State College Southeast offers some courses, but the school will likely need a more robust curriculum since degree options are limited. The college is important to Red Wing’s growth, and it’s one of the main ways we draw in young adults. This is a community asset that could be expanded.

Lifelong Learning Directions

- » Build stronger partnerships between the school system and the community
- » Improve student academic results and close disparities
- » Strengthen student-adult relationships in school and increase behavioral support systems
- » Continue to improve data collection and sharing to ensure improved student outcomes
- » Continue support for lifelong learning organizations, including the public library and others
- » Communicate better to all residents on the educational opportunities available
- » Participate in state discussions to change the way schools are funded



Terminology

Goals:

Goals are broad statements that describe a desired outcome. They are often long-term and aspirational in scope.

Strategies:

Strategies are policies, projects, programs, and practices that support one or more of the plan's goals. They address the "who, what, when, where, and how" of reaching a goal and may involve multiple sub-strategies and actions. Strategies may be ongoing and may or may not have definitive start and completion dates.

Goals, Strategies and Actions

Goal 14.A: Build an outstanding school district with innovative, safe, respectful schools where staff feel supported and all students are connected and can succeed academically and emotionally.

Strategy 14.A.1: Fully implement the School District's *Education Plan*

- » Establish a career pathways program by aligning curriculum, increasing connections with the community, and providing internships and other work-based learning opportunities.
- » Implement more hands-on learning and technology integration, particularly STEAM (science, technology, engineering, arts, and math) curriculum.
- » Provide additional resources to improve reading and math achievement for both students who are struggling and students needing higher learning.
- » Provide additional resources to manage discipline and enhance student behavior.

Strategy 14.A.2: Improve school climate for the social/emotional well-being of all students

- » Require more training for teachers and all staff in cultural understanding and equity.
- » Provide more support for students' mental health, including before a crisis arises.
- » Give all students more opportunities to lead in decision-making processes.
- » Look internally to our own students and teachers, and also to other communities,

for creative ways to build school spirit and a feeling of belonging for all students.

- » Build stronger relationships and programs among new families, families not often connected to the school district, and those who speak English as a second language.

Strategy 14.A.3: Attract and retain high-quality teachers by providing ways for teachers and staff to be the best in their arena by empowering them to reach excellence

- » Improve quality of staff development trainings.
- » Include teachers' input more often in decisions.
- » Allow for more creativity in the classroom.

Goal 14.B: Create an environment where the whole community feels responsible for the education and well-being of all its children.

Strategy 14.B.1: Help the community understand why creating this kind of community—where everyone is responsible for its children—is essential for making our town thrive and prosper.

- » Better show how a strong school district equals strong economic development, and a weak school system can be devastating to a town.
- » Communicate school district decision-making and events better with the public to help all residents feel connected to and knowledgeable about the district.
- » Work with businesses and industries so more of them support local education as a core value and have a stake in our school system.

Strategy 14.B.2: Expand mentoring programs for all youth

- » Include apprenticeship programs with strong community mentors.
- » Increase attention and resources on high school students not going to a four-year college.
- » Engage more business support (i.e. employers allowing their employees to mentor students during paid time).
- » Train more bi-lingual mentors.

Strategy 14.B.3: Foster engagement with the broader community through activities and programs so more people are connected and responsible for our children’s well-being

- » Broaden our philosophy and system so we collaborate more and see all people in the community as potential “teachers” and find new ways the community can enrich our classrooms.
- » Create more internship programs with area industries and businesses, including healthcare, manufacturing, engineering, education, and business, etc.

Goal 14.C: Strengthen educational opportunities citywide for people of all ages.

Strategy 14.C.1: Develop a visionary, forward-thinking plan and overall outlook toward citywide education so Red Wing can consistently adapt to the future.

- » Include a citywide approach to pre-K education so every student is ready to enter kindergarten on day one.
- » Include ensuring every student has a post-secondary or career path and gets the personal guidance and resources needed to pursue those goals.
- » Include adult education at all ages/stages of life, incorporating the needs of diverse communities.

Strategy 14.C.2: Offer more training and re-training opportunities for all, making sure to remove barriers and provide flexibility to meet people where they’re at so people have the skills they need.

- » Create citywide apprentice program with high school students and the greater Red Wing community.
- » Consider creating new opportunities for anyone looking for job retraining— including new high school graduates and adults of all ages (including seniors) who need new skills to enter or re-enter the workforce.
- » Look into options for DACA (Deferred Action for Childhood Arrivals) and undocumented students after high school.
- » Be open-minded and flexible in looking at what skills are needed in the near future and be able to adapt to what is coming ahead.
- » Collaborate more with our public library, Minnesota State College Southeast, and others in expanding the options available.

Strategy 14.C.3: Create more opportunities for fun, recreational learning with access to all that builds a creative economy, adds to our economic development, and provides a stronger, intergenerational sense of community.

- » Tap into our current wide variety of artistic and creative people to offer wider variety of classes/events.
- » Continue strong support for our public library, which acts as the central community gathering place – where people of all kinds can learn, experience, connect, and grow.
- » Broaden scope to include a more culturally diverse mix of learning experiences.
- » Ensure everyone in Red Wing will experience at least one learning opportunity or event annually.
- » Work to lure more people to visit Red Wing to participate.

Online Library

You can see all of the foundational work of Red Wing 2040 on the City’s website, www.red-wing.org/red-wing-2040.html

TABLE 14.11 STRATEGY MATRIX

Strategy	SHARE Principle(s)	Who can help achieve this?	Timing
Goal 14.A: Build an outstanding school district with innovative, safe, respectful schools where staff feel supported and all students are connected and can succeed academically and emotionally.			
» Strategy 14.A.1: Fully implement the School District’s Education Plan	Sustainability, Health, Accessibility, Resiliency	School District, Businesses, Non-profits, Government	Ongoing
» Strategy 14.A.2: Improve school climate for the social/emotional well-being of all students	Health, Resiliency, Equity	School District	Short
» Strategy 14.A.3: Attract and retain high-quality teachers by providing ways for teachers and staff to be the best in their arena by empowering them to reach excellence	Sustainability, Resiliency, Equity	School District (Teachers and school board)	Short
Goal 14.B: Create an environment where the whole community feels responsible for the education and well-being of all its children.			
» Strategy 14.B.1: Help the community understand why creating this kind of community—where everyone is responsible for its children—is essential for making our town thrive and prosper.	Sustainability, Resiliency, Equity	Every Hand Joined, School District, City, Businesses, Public Library, Non-profits	Long
» Strategy 14.B.2: Expand mentoring programs for all youth	Sustainability, Health, Accessibility, Resiliency, Equity	Youth Outreach, School District, Community Development Organizations, Chamber of Commerce, Red Wing, Ignite, City, Every Hand Joined	Short
» Strategy 14.B.3: Foster engagement with the broader community through activities and programs so more people are connected and responsible for our children’s well-being	Sustainability, Health, Accessibility, Resiliency, Equity	School District, Faith-Based Communities, Library, City, Chamber of Commerce, Economic Development Orgs, Whole Community	Short
Goal 14.C: Strengthen educational opportunities citywide for people of all ages.			
» Strategy 14.C.1: Develop a visionary, forward-thinking plan and overall outlook toward citywide education so Red Wing can consistently adapt to the future.	Sustainability, Health, Accessibility, Resiliency, Equity	School District, Library, Community Education, City, Full Community	Long

Strategy	SHARE Principle(s)	Who can help achieve this?	Timing
» Strategy 14.C.2: Offer more training and re-training opportunities for all, making sure to remove barriers and provide flexibility to meet people where they're at so people have the skills they need.	Sustainability, Health, Accessibility Resiliency, Equity	School District, Chamber of Commerce, MN State College SE, Red Wing Ignite, Every Hand Joined, Library, Community Education, Businesses, Non-profits	Long
» Strategy 14.C.3: Create more opportunities for fun, recreational learning with access to all that builds a creative economy, adds to our economic development, and provides a stronger, intergenerational sense of community.	Sustainability, Health, Accessibility Resiliency, Equity	Community Recreation, Library, Non-profits, Businesses	Short