Next Page Please
Maria Montessori observed that the child’s work is to move forward, toward life. Here at the Montessori Center of Minnesota, we, too, are moving forward, evolving, and growing in our work in support of the child’s self-construction.

The newest phase of our evolution began seven years ago when we moved to a Saint Paul neighborhood where our work could make an even bigger difference. We have connected with local communities deeply committed to a better world for children, touching off a chain reaction of evolution as seven community groups joined our Montessori Partners Serving All Children initiative. The newest are the Montessori American Indian Childcare Center and Hmoob Toj Siab Montessori Children’s House, a program of the Hmong American Partnership.

This year’s growth also included these accomplishments:
- Cornerstone Montessori Elementary School completed the first year of its Upper Elementary community in its own “pod” or modular classroom.
- Our Montessori Birth to Five program at Ames Lake Community Center saw a staggering 400% increase in attendance.
- Five of our Montessori teacher trainees enrolled in a brand new master’s degree program in partnership with St. Catherine University (St. Kate’s).

Our teacher training, assistant preparation, and strong mentorship offerings continue to provide the necessary foundation for implementing Montessori in its fullest dimensions.

Finally, we reached a financial milestone this year with the conclusion of our capital campaign. Hundreds have supported our efforts in so many different ways. We are forever indebted for your graciousness, thoughtfulness, and commitment to this noble goal of protecting and nurturing life in its most creative and delicate period.

With deep appreciation and respect,

DEAR FRIENDS.

Molly O’Shaughnessy
Executive Director
Teresa Sterns
Board Chair

"There is in the soul of a child an impenetrable secret that is gradually revealed as it develops.”
—Dr. Maria Montessori

“And the day came when the risk to remain tight in a bud was more painful than the risk it took to blossom.”
—Dr. Maria Montessori

"There is in the soul of a child an impenetrable secret that is gradually revealed as it develops.”
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TEACHER TRAINING FOR HUMAN DEVELOPMENT

Developing Montessori professionals is the Montessori Center of Minnesota's core contribution to promoting Montessori education. Our training center, including lecture room, material-making studio, practice space, and Montessori museum, serves the changing needs of the maturing adult.

The Montessori Center of Minnesota is delighted to offer AMI teacher training courses at all three levels: Assistants to Infancy (birth to 3), Primary (ages 3 to 6), and Elementary (ages 6 to 12). In addition, we offer an annual preparation course for classroom assistants, a mentorship program for first-year teachers, and professional development workshops for the entire Montessori community.

MCM’s Graduation and Employment Rates

Employment ............... 100%
Graduation ................. 100%

MCM's Graduation and Employment Rates

Countries Represented by 2013–14 Trainees

Bonita, Brazil, Ecuador, Kazakhstan, Mexico, Romania, Russia, and the United States

Adults Served over Past Five Years

195 Comptred Teacher Training Program
192 Completed Classroom Assistants Training Course
189 Classroom Assistants Training Course
188 Attended Professional Development Workshops

2013 Graduates:

24 Participating Graduates (Monte)
16 Seasoned Guides (Montes)
240 Hours of Mentoring

4 Open Meetings

Local AMI-Trained Montessori Community:

6 Open Meetings
20 Average Attendance Each Meeting

Alumni Mentorship, Supporting the Evolving Montessori Adult

The Montessori Center’s mentorship program is designed to meet the changing needs of trainees and teachers during their early years of practice. In 2013–14, experienced Montessori teachers spent 103 hours mentoring trainees on MCM training courses, and alumni mentors provided more than 220 hours of support and coaching to recent graduates as they began their teaching career. This year’s group of trainees and their mentors established a set of topics at their opening meeting including how to support children and families in crisis situations and best ways to handle transitions. In the first two meetings this year, average attendance was 31.

AMI Assistants to Infancy Course Expands MCM Offerings

This year, MCM is pleased to sponsor the AMI Assistants to Infancy (birth to age three) training course, which began in September and will run through April in three session blocks totaling just 450 teaching hours. Once all trainees have completed the Assistants to Infancy program, they will be able to work under Molly.

For the third time in five years, MCM’s Director of Training, Molly O’Shaughnessy has been asked to mentor a participant in the Association Montessori Internationale (AMI) Training-of-Trainers Program. The AMI Training-of-Trainers Program is a rigorous training that involves participating in four full AMI teacher training courses at different sites with two different trainers. At AMI Training-of-Trainers Program, ensuring that highly trained professionals with a deep understanding of Dr. Montessori’s principles guide students on AMI courses.

AMI Graduates: Supporting the Evolving Montessori Adult

In 2013–14, the first year of the program, 5 MCM Primary students and 9 Elementary students took advantage of this opportunity to earn their MAED. This year (2014–15), the total number enrolled has increased to 17.

MCM Draws AMI Trainer-Trainees from Around the World

Liz Davis will be training under Molly for a second year this year, along with Shw Lhamo Pemba, who joins us this year. Shw, raised in Bhutan and India, received her Montessori training at the Primary level in London and the Assistants to Infancy level in Denver. Since she has completed the AMI Training-of-Trainers Program she hopes to return to Bhutan to open a Montessori training center there. In the past, MCM has been proud to host Trainer-Trainees from Norway and the United States to work under Molly.

MCM: A Training Center for Montessori Teachers

Lhamo Pemba and Liz Davis

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Cornerstone Takes Montessori Elementary to the Next Level

Just as each child is on a unique path of growth and development, so, too, is Cornerstone as a community. New for 2013–14 is Elementary Marsh, an Upper Elementary (grades 4–6) classroom housed in our newest “pod,” or modular classroom. Over just three years, Cornerstone Montessori Elementary School has seen a near doubling of its enrollment. In six years, the Cornerstone community as a whole has grown from three classrooms to seven, serving ages 3–6 months to 12 years. As the facilities expand, so do the children’s horizons. One favorite place to come together is the greenhouse, where children harvest sunflower seed sprouts for each other and their pets, Kitting and tend the pea plants and self-sowers that will be used in their classrooms. Upper Elementary students often visit the Toddler Community to help the younger children put on their winter gear and to observe the signs of developing independence: “Another one of the toddlers put on his snow pants by himself today!”

As the school building has expanded more into our neighborhood, more local families and children have become part of Cornerstone. Our children are also venturing out into the community during the school day to pursue academic interests and to serve.

Children have visited the raptor center, a glass-blowing plant, and an animal rescue center. During the school day, when they would go to the Toddler Community, would be completely different and calm. It was their way of showing that they could do this work and they could help other children. Now Frankie brings her Lower Elementary students to Mirae’s class. “It gets the children moving around and walking,” Frankie says. “The little ones look up to the older children, and so it makes the children I work with leaders.”

After two years of working as a paraprofessional at Cornerstone and spending summers in training, Frankie Hassler fulfilled her AMI Assistants to Infancy training in the summer of 2014 and has begun her role as lead teacher in the Toddler Community. Frankie Nesbih is also a new/familiar face, having come to Cornerstone as a substitute teacher in 2013–14, and now officially staffed as a special education paraprofessional in Lower Elementary.

Both Frankie and Mirae are attuned to the transformations happening in the children. Mirae says, “The transition in just three-and-a-half months has been dramatic in these children that are crying all day, every day, to now children who are getting work done.” Frankie adds, “It’s a little more work for us since we teach the children to stick to tasks.”

Frankie says when the paraprofessional job offer came from Cornerstone, “I said yes—of course!—because I was hungry to learn more about the Montessori philosophy. I’m still fairly new to it but I’m still learning.” Frankie and Mirae have collaborated in a venture that has not only benefited two groups of students but has also benefited the entire community. Having the paraprofessional students go to Cornerstone helps to support the Toddler Community. When Mirae was a paraprofessional here, some of her time was spent with special needs children at Cornerstone Elementary. “When I was doing special education, we realized that our children who were having a hard time, they would go to the Toddler Community, so we would send them there for extra support,” Frankie says. “It’s a little more work for us but I’m happy to do it.”

As the facilities expand, so do the children’s horizons. One favorite place to come together is the greenhouse, where children harvest sunflower seed sprouts for each other and their pets, Kitting and tend the pea plants and self-sowers that will be used in their classrooms. Upper Elementary students often visit the Toddler Community to help the younger children put on their winter gear and to observe the signs of developing independence: “Another one of the toddlers put on his snow pants by himself today!”

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Children have visited the raptor center, a glass-blowing plant, and an animal rescue center. All of these experiences enhance the children’s capacity for compassion, understanding of the interconnectedness of us all and ability to define for themselves a meaningful place in their society.

Cornerstone Montessori Elementary School

Student Demographics for 2013–14: 106 Students (Grades 4–6)

Ethnicity

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<tr>
<td>Caucasian</td>
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<tr>
<td>Latino</td>
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<td>Native American</td>
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<tr>
<td>Small group</td>
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<tr>
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<tr>
<td>Full Pay</td>
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<tr>
<td>Economically stable</td>
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Parent Satisfaction Survey Results

100% of parents agree Somewhat, Agree, or Strongly Agree that their child is supported well at CMES.

94% of parents agree Somewhat, Agree, or Strongly Agree that they would recommend Cornerstone to their family and friends.

Free and Reduced Lunch

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<td>35</td>
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Economically stable

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“Tuition and County/MEHS”

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<th>Tuition and County/MEHS</th>
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Economically stable

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<tbody>
<tr>
<td>42</td>
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Full Pay

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</tr>
</thead>
<tbody>
<tr>
<td>42</td>
</tr>
</tbody>
</table>

Parent Satisfaction Survey Results

100% of parents attended all workshop or parenting course (outside of scheduled parent-teacher conferences) offered by Cornerstone. 94% attended more than one.

Cornerstone Montessori Elementary School

As its sixth year of operation, offers a Toddler Community for children 16 months to 3 years old. Children’s Houses for ages 3–6. Growing to an enrollment of 81, it added grade 3 for the 2012–13 year, and in 2013–14 it expanded to serve 105 children in grades K–6. And the growth continues! Cornerstone Montessori Elementary School has seen a near doubling of its enrollment. In six years, the Cornerstone community as a whole has grown from three classrooms to seven, serving ages 3–6 months to 12 years. As the facilities expand, so do the children’s horizons. One favorite place to come together is the greenhouse, where children harvest sunflower seed sprouts for each other and their pets, Kitting and tend the pea plants and self-sowers that will be used in their classrooms. Upper Elementary students often visit the Toddler Community to help the younger children put on their winter gear and to observe the signs of developing independence: “Another one of the toddlers put on his snow pants by himself today!”

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All children are born eager to learn. Too often, though, children face barriers to learning—especially children of color and those from low-income families. The Montessori Center of Minnesota has long worked to bring high-quality early childhood education to such children, but in some underresourced communities, this isn’t enough.

Through a generous three-year grant from the Better Way Foundation, the Montessori Center and nearby St. Catherine University (St. Kate’s) are partnering to help families address social, emotional, behavioral, and physical barriers to their children’s full development. In 2013–14, faculty and students in St. Kate’s public health, occupational therapy, physician assistant, education, and social work departments began their first year of work with the Montessori Center to provide support programs that promote children’s optimal growth and development. The effort will also be a unique opportunity for St. Kate’s students to work across disciplines and in diverse cultures, in line with the university’s goal of educating students to lead and influence.

Students participating in the pilot semester received training from St. Kate’s Interprofessional Education Coordinator, Dr. Patricia Finch-Guthrie, and an introduction to Montessori from Molly O’Shaughnessy, MCM’s Director of Training. Eight occupational therapy students, three physician assistant students, and three public health students participated in four case review meetings across affiliate sites. Each case review team included a public health student coordinator, a physician assistant student, two occupational therapy students, and a Montessori guide. Teams co-developed resources for affiliate sites on topics such as healthy physical development, sleep and brain development, transitions, bilingualism, and feeding practices based on needs.

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Parent Partnership Workshop

In May 2014, the first parent partnership event designed for all Montessori Center Affiliates (St. Kate’s) was held at MCM. Dr. Brian Graham, a pediatrician, shared important facts about sleep and its impact on brain development with parents from Cornerstone Montessori and Siembra Montessori, as well as representatives from Bright Water Montessori and the Montessori American Indian Children’s Center. The event was a huge success, with the room full to capacity and parents walking away with tips on how to help children sleep better and longer. The secret of change is to focus all of your energy not on fighting the old, but on building the new.” — Socrates

Advocating for Improving Early Childhood in Minnesota through Coalitions and Partnerships

Our outreach efforts include advocacy work in partnership with other organizations to close the opportunity and achievement gaps for low-income children and children of color in our state. As a sponsoring organization of the Minnesota Alliance for Education Leaders, we are working to increase public funding for high-quality early care and education programs to prepare children for success in school and in life.

As a member of the KinderCare Leadership Action Network for Generation Next, we are part of a powerful coalition of civic, business, and education leaders working to close opportunity and achievement gaps. Connecting Montessorians in Minnesota and Montessori Networks, the Minnesota Montessori Network works to raise public awareness of Montessori and to advocate for Montessori in the realm of the quality rating improvement system known as Parent Aware in Minnesota.

Coalitions and Partnerships

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Montessori Partners Serving All Children Affiliate Partners

All Children affiliate partners of the Montessori Center of Minnesota serve children across Minnesota. Each center has a unique focus, but all prioritize helping children reach their full potential. Whether it’s through early intervention, specialized education, or family support, these centers play a crucial role in improving outcomes for children in our state.
Montessori Partners Serving All Children

collaborative, as shown, indicates that work is shared by two or more stakeholders. We also use this word as a noun to refer to the many parties working together on behalf of children and families in our initiative. Our work is beginning to gain national attention as others around the nation begin to explore doing similar work. We are working collaboratively to provide beautiful, safe environments in which our children may joyously grow and learn lessons for life.

One hundred years ago the Montessori approach to helping children learn, develop, and grow proved incredibly successful with low-income Italian children. But today in the United States and Minnesota there is a misperception that Montessori is only for the affluent. The Montessori Center’s Montessori Partners Serving All Children initiative was launched as an ongoing effort to demonstrate the effectiveness of Montessori education starting in early childhood, and its viability for all income levels, all races, and all cultures.

“Progress lies not in enhancing what is, but in advancing toward what will be.” —Khalil Gibran

AFFILIATE PARTNERS

- Bright Water Montessori School—opened through a grant from the Hewlett Foundation in 2006, in North St. Paul
- Cornerstones Montessori School—a program of the Montessori Center of Minnesota, our pilot project, established in 2006 in East St. Paul
- Carvermont Montessori Children’s House—a program of Centre Tyroenne Guizman established in 2012, in the Phillips neighborhood of Minneapolis
- Shakopee Mdewakanton Sioux Community Montessori Children’s House established 2012, reservation in Prior Lake
- Montessori American Indian Childcare Center—with a focus on revitalizing native languages, established 2014, in shared space in the East Side neighborhood of St. Paul
- Casa Bella Montessori—a program of Family Place, Ramsey County’s only day shelter for families in transition, established 2014 in the Family Place facility, St. Paul
- Montessori Birth to Five: A Child’s Personality Unfolds

Montessori Birth to Five: A Child’s Personality Unfolds

After several years of an exhaustive search for affordable space, the Montessori American Indian Childcare Center and the Hmong Tjaj Siab Montessori Children’s House (a program of the Hmong American Partnership) finally have an address. Both programs launched in the fall of 2014 as members of our collaborative in a shared facility at 1909 Ivy, in the Greater East Side neighborhood of St. Paul. Immersing these children in the American Indian and Hmong cultures, each community hopes to support its children toward being better prepared for future schooling and life with access to high-quality Montessori in the early years. Each will focus on native language as an integral part of the programming.

Although the two programs will have separate classrooms, they will share office, reception, and kitchen areas in a mutually beneficial arrangement. Both groups are planning capital campaigns aimed at procuring their own spaces.
PROGRAM EVALUATION: A POSITIVE STORY CONTINUES TO EvOLVE

According to two years of Work Sampling and Bracken Basic Concept Scale data, the time-honored principles of AMI Montessori are working for low-income children in our Montessori Partners environments.

The fall 2013 proficiency rates in the Work Sampling data were very high, as compared with those of fall 2012. In the fall 2012 cohort, the lowest proficiency rate was 75% for mathematical thinking, but for the fall 2013 cohort this rate was 91%.

The lowest proficiency rate for fall 2013 was personal and social development, with 90% of the children being proficient in this domain in the fall of the academic year. All of the four-year-olds assessed in fall 2013 had attended the Montessori schools as three-year-olds the previous year (2012–13), which may be a factor in the dramatically higher scores.

Across the collaborative, regardless of ethnicity, socioeconomic status, or language spoken in the home, the vast majority of the children are performing in the normal or above range. According to data from these two tools, as we close the opportunity gap we can see the achievement gap closing as well. To view the Montessori Partners full evaluation summary for 2013–14, visit www.montessoricentermn.org.

Responses to the family and staff surveys continue to reveal synergies between the values of families and those embedded in the Montessori approach regarding the optimal, healthy development of the whole child. Both in their Montessori learning communities and in their families, we see developing skills that enable children to care for themselves, each other, and their environment. Montessori emphasizes problem solving and a fluid relationship between cooperation and independence, which families are able to observe within the family unit as well.

“The child is both a hope and a promise for mankind.” —Maria Montessori

The results of our program evaluation indicate we are serving our mission of showing the efficacy of high-quality Montessori early childhood experiences for all children.
A STRONG FOUNDATION FOR MOVING FORWARD

The Montessori Center of Minnesota is committed not only to building stronger families and communities, but also to being a good steward of the contributions from its supporters. Both of these commitments rely on our organization’s financial and operational stability. These pages show how our efficiency in operations has enabled us to build and maintain a strong financial position for the past five fiscal years. To make the most of that stability and growth, we are in the midst of a strategic planning initiative to target new programs and new revenue sources.

As of June 30, 2014

Montessori Center of Minnesota Statement of Financial Position

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</table>

Note: This statement represents unrestricted operations only, and depreciation amounts have been excluded.

FINANCIALS: A STRONG FOUNDATION FOR MOVING FORWARD

This is a labor in which all must share, without distinction of nation, race, or social standing since it means the bringing forth of an indispensable element for the moral progress of mankind.” —Maria Montessori

Montessori Center of Minnesota Operating Fund—Statement of Activities For the Year Ended June 30, 2014

<table>
<thead>
<tr>
<th>OPERATING INCOME SOURCES</th>
<th>Amount</th>
<th>Amount</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cornerstone School</td>
<td>$3,638,615</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Training Center</td>
<td>219,711</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Community Outreach</td>
<td>109,510</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL INCOME</td>
<td>4,078,236</td>
<td></td>
<td></td>
</tr>
<tr>
<td>REVENUES</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fees and Tuition</td>
<td>3,279,650</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grants and Contributions</td>
<td>499,530</td>
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<td></td>
</tr>
<tr>
<td>Tuition and Other</td>
<td>16,126</td>
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<tr>
<td>Other Sources</td>
<td>14,412</td>
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<tr>
<td>TOTAL REVENUES</td>
<td>3,825,838</td>
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<tr>
<td>SUPPORT ACTIVITIES</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Administration</td>
<td>55,265</td>
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</tr>
<tr>
<td>Fundraising</td>
<td>55,967</td>
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<tr>
<td>TOTAL SUPPORT ACTIVITIES</td>
<td>111,232</td>
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</tr>
<tr>
<td>TOTAL EXPENSES</td>
<td>3,349,526</td>
<td></td>
<td></td>
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<tr>
<td>PROGRAM ACTIVITIES</td>
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</tr>
<tr>
<td>Cornerstone School</td>
<td>$1,495,690</td>
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<tr>
<td>Training Center</td>
<td>219,711</td>
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</tr>
<tr>
<td>Community Outreach</td>
<td>109,510</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL PROGRAM ACTIVITIES</td>
<td>1,825,911</td>
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<tr>
<td>TOTAL EXPENSES</td>
<td>2,901,839</td>
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<tr>
<td>EXCESS OF REVENUES OVER EXPENSES</td>
<td>1,414,362</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: This statement represents unrestricted operations only, and depreciation amounts have been excluded.

Copies of the full IRS 990 report and the independent auditor’s report are available at the Center or upon request.
Our Donors: A Growing Circle of Support

Capital Campaign: Dream to Reality

This year saw the culmination of a work that began in 2008 with our Timeless Education for a New World capital campaign. Over the past six years, we have • moved to a new campus on the East Side of St. Paul, • supported the founding and continued expansion of Cornerstone Montessori Elementary School, a Minnesota Charter School for grades K–6, • expanded our professional development offerings for alumni and area Montessori teachers, • partnered with St. Catherine University so that our trainees can earn a master’s degree, • collaborated with St. Kate’s to bring internships from programs as diverse as public health and education into our partner schools to help families address barriers to their children’s optimal development; and • helped seven partner organizations found or convert existing preschools to community-led Montessori programs.

In such a short time, we have made dramatic progress in facilitating greater access to high-quality Montessori education for at-risk families. This expansion of our work has resulted from not only the dedication of our staff but the generosity of donors.

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On October 14, 2014, MCM celebrated the conclusion of Phase II of its capital campaign by unveiling a donor wall to honor the contributions, large and small, of those who have nurtured our dream through financial gifts. The wall features stories from 18 major donors whose extraordinary gifts made the vision a reality.

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“"The child should be regarded as the father of man, the father capable of creating a better humanity."”

—Maria Montessori

The Shel qry Arms Foundation: A Long History of Serving Children

Over the past five years, The Shelqry Arms Foundation has generously supported the Montessori Center of Minnesota’s programs in early education and strengthening family relationships, including grants in both 2013–14 and 2014–15 to grow and expand our Parent Education Initiative.

The foundation began in 1883 when Episcopal Deaconess Annette Relf founded an orphanage on the west bank of the Mississippi on Minneapolis’ West River Road. Through the years, as the needs of Minnesota’s children changed, the facility was, in turn, a polio hospital and a pioneering school for children with developmental delays. Still responding to the changing needs in which vulnerable children could be helped and served in the community. In 1983 the board resolved that it has been made up of Episcopal women rather to liquidate the land and buildings, and invest the money as an initial endowment for a foundation that supports the work of nonprofits serving vulnerable children.

In 2003, the foundation began to explore how it could be involved in children’s advocacy in response to massive cuts in the state’s budget. Because of its unique relationship with the Episcopal Church in Minnesota, the foundation is a “public charity” and does not face the same limits an advocacy work as “private” foundations. The foundation partnered with the Minnesota Council of Nonprofits to launch First Children and Youth Issues Legislative Briefing. The briefing is an annual gathering that shares information about issues impacting children and youth that are being discussed in the legislature. Last year, with a much broader set of partners, 1,700 people attended.

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The Foundation for Helping to provide that access to families who would not otherwise have it.

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—Maria Montessori

Rusty and Mary Jane Poepl Foundation: A New Friend for the Montessori Center

The Rusty and Mary Jane Poepl Foundation made a generous gift to the Montessori Center of Minnesota’s capital campaign in 2013–14 to help complete landscaping for its new modular classrooms. The children of Rusty and Mary Jane Poepl started the foundation in 2010 to carry on their parents’ values through priorities that enhance people’s self-worth, including education and music.

Francis J. “Rusty” Poepl died in 2008 at the age of 94, and Mary Jane Poepl died in 2012 at 94. They were married for more than 48 years. Rusty was known for helping countless people get on their feet during his 73 years as a banker and president of Vetteral Bank. He also played more than 12 instruments, and Mary Jane was a talented soprano. When the children were growing up, there was a family band, including Dad on the trombone/trumpet, a sister on a trombone, and another sister on drums and French horn. Daughter Jeanne Poepl says, “They were wonderful, loving, fantastic parents. We decided that this foundation was the best way for us to keep their legacy alive.”

Jeanne first heard about the Montessori Center of Minnesota through a close friend. Once Jeanne had toured Cornerstone, she knew that her sister Sue and her sister-in-law Mary Pat, both former Montessori preschool teachers, should visit as well.

Sue and Mary Pat noted that the school was exactly what a Montessori school should be. The children were fully engaged, working individually, in pairs, and in groups. Jeanne, a former seventh-grade English teacher, was amazed at the level of self-initiative and learning—“Children gain so many skills just from being in the classroom—things like taking initiative, independence, leadership—that’s what I love when I enter a Montessori classroom.”

“Early education is so important,” Jeanne said, and “I think Montessori is the perfect medium for that if you have access.” We are grateful to the Rusty and Mary Jane Poepl Foundation for helping to provide that access to families who would not otherwise have it.
DONORS 2013–14

Foundations and Corporations:
Ecolab Foundation
Grotto Foundation
Herderbeat Foundation
Medtronic Foundation Education Fund
LA O’Shaughnessy Foundation
Michael and Ann C. Cosin Foundation
Microsoft Foundation
PCS Residential
Pottke Family Foundation
The Reiseman Foundation
Ruth Carol Family Trust
The Saint Paul Foundation
Sother’s Children’s Foundation
Shelby and Mary Slade
Thoreau Financial Foundation
William and Elizabeth Cole Roe Foundation

Government:
City of Saint Paul
County of Hennepin—NorthStar EARM Program
Ramsey–Washington Metro Watershed District
Health and Human Services

Schools:
Children’s Workshop Montessori
Edina Montessori School
Flowermount Montessori
Forest Lake Montessori
Highland Park Montessori School
Lake Country School
Little Flowers Montessori
Montessori Institute
Flossmoor Montessori School

Individuals:
Anonymous
Catherine Allen and Tim Gary
Mary Abel
Belz Family Foundation
Bettye Anderson and June Faith
Kathryn Anderson
Bret and Rebecca Artie
Sara and Dawn Ausen
Kim and the Ausens
Terry, Tracy Ausen and Trace Ausen
Althea and Zhau Ausen
Althea Boman and Jake Silvestro
Nanajay and Ryan Berbee
Granet Bates
Greg and Nancy Beals
Jean Bechtold and Art Kowalcyw
Carol and Gary Bernens
Holly and Mark Bierwerth
Tom and Linda Bieksa
Bones and Carmen Boudreaux
Paul Boudreaux and Donna Erickson
Bobby and Melissa Ekelund
Jacob Borremans and Heidi Seifert
Bob and Richard Booth
Linda Bos
Larry and Susan Bourgeois
Mary Boyd
Pamela Brice
Jane Briggs
Helsa and Sarah Broglio
Amada Cade and Steve Strahan
John and Barbara Brophy
Can Camp
Renée Campbell and David Walsh
Margaret Carson
Michelle Carey and Robert Thompson
Janis Cassady
Sherri Claude and Lesja Savastru
Kale Eriksen and Lynne Christensen
Linda Eriksen and Ernie Laskowski
Stefan Eriksson and Carl Persson
L<User:...>
Volunteers.

Every year the Montessori Center receives thousands of hours of in-kind volunteer support from our community. Throughout the course of this year, more than 50 schools and hundreds of teachers from across the country volunteered to read albums, create classroom materials, coach and mentor teacher trainees and alumni, and host student practicums. Further, the parent community of Cornerstone Montessori School contributed extensive support for the school that included preparing lunches, serving as recruiters, and so much more. Our vibrant community of volunteers is making a critical contribution to our programs. We thank you for all that you do.
“My vision of the future is no longer of people taking exams and proceeding on that certification from the secondary school to the university, but of individuals passing from one stage of independence to a higher one, by means of their own activity, through their own effort of will, which constitutes the inner evolution of the individual. It is the spirit of the child that can determine the course of human progress and lead it perhaps even to a higher form of civilization.”

— Maria Montessori