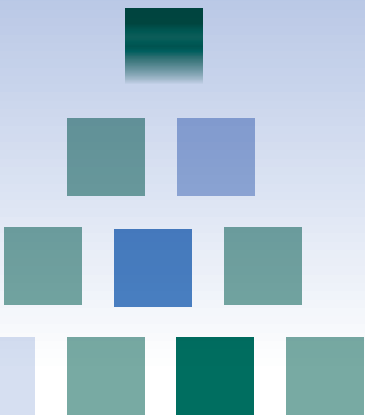


EARLY Childhood

2010 ANNUAL REPORT

MINNESOTA EARLY CHILDHOOD ADVISORY COUNCIL



Supported by Minnesota Department of Education
Minnesota Department of Human Services

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Upon request, this report can be made available in alternative formats

June 2010

Minnesota Statutes Section 3.197 requires the following:

“A report to the legislature must contain, at the beginning of the report, the cost of preparing the report, including any costs incurred by another agency or another level of government.”

The following provides estimated costs incurred in the preparation of this report. This report provides information that the Department of Education already collects as part of its normal business functions. The cost information reported below does not include the cost of gathering and analyzing the data but rather is limited to the estimated cost of actually preparing this report document.

Fund for this Report:

Special funding was not appropriated to cover the costs of preparing this report.

Minnesota Department of Education Costs:

The estimated cost incurred by the Minnesota Department of Education in preparing this report is \$1900.



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Letter from the Chair

Governor of Minnesota
Room 130 Capitol Building
75 Constitution Avenue
Saint Paul, Minnesota 55155

Dear Governor Pawlenty:

Minnesota's Early Childhood Advisory Council is dedicated to developing an early childhood system that will assure the school readiness of our youngest children. The Council is working to ensure a system that supports school readiness, ensures access for at-risk children and families, and maximizes existing resources. I am pleased to deliver the 2010 annual report.

This year brought a funding opportunity to support the work of the Council through the American Recovery and Reinvestment Act. Minnesota was the fourth in the nation to submit our application. The funding received will go to activities that were defined by the Council and its committees along with stakeholder input. The activities help to create an infrastructure as well as offer direct support to those who are caring for young children.

The Council was pleased to deliver the Inventory of Early Childhood Services report to the Governor's office and the Legislature in January of 2010. Programs and services included in the inventory focus on primary care settings and other major early care and education activities that are administered by the Departments of Education and Human Services.

The Council's committees have set ambitious goals for 2010. Access and Finance is working to identify and cost out the components of an early childhood system that would increase access to high quality early care and education programs. The Accountability committee is in the process of developing five power indicators for the early childhood system that will help stakeholders and policy makers gauge how Minnesota is doing over time. The Professional Development committee has identified data elements and strategies for assessing the effectiveness of two and four year colleges in preparing early childhood teachers. The Early Learning Standards committee is developing work plans to educate, communicate and market Minnesota's early learning standards.

Council and committee members show tireless commitment to the Council's goal that by 2020 all Minnesota children will be school-ready as they enter kindergarten. I am grateful for their efforts that will take Minnesota so far.

I hope you will find this report to be useful and informative. As you will see from the report, the Council continues to develop plans and recommendations that will improve outcomes for Minnesota's youngest citizens.

Sincerely,

Sarah Caruso
Governor's Early Childhood Advisory Council, Chair

I. Purpose of the Report

This second annual report of the Early Childhood Advisory Council presents the Governor and Legislature with an update on the activities of the Council and its committees. It provides an outline of current accomplishments and anticipated next steps in its pursuit to improve outcomes for young children and their families.

II. Background

A. Creation, Membership, Schedule of Meetings

Governor Tim Pawlenty signed Executive Order 08-14, creating the State Advisory Council on Early Childhood Education and Care (“Early Childhood Advisory Council”) on September 2008. ([View Executive Order 08-14.](#)) The Governor’s Early Childhood Advisory Council is an advisory body that makes recommendations to the Governor and Legislature. The Council is made up of 17 gubernatorial and legislative appointees. As determined by the 2009 legislature, one additional member, the commissioner of health or the commissioner’s designee, will be added to the Council in 2010. Members serve on the Council and are also encouraged to serve on one of its four standing committees. Many are co-chairs of a committee along with a member of the community.

The Council holds the goal that by 2020, all Minnesota children will be school-ready as they enter kindergarten. The Council will provide recommendations to the Governor and Legislature toward a vision for an integrated system for early care and education.

B. Minnesota Demographics

The Council has as one of its priorities that it will work first to improve outcomes for children who are in families with low incomes and/or children who experience multiple risk factors. A report prepared by Wilder Research called *Early Childhood Minnesota: Indicators and strategies for Minnesota’s early childhood system*, a joint report of Minnesota Build and Minnesota Early Childhood Comprehensive Systems, released in December 2008 provides the following demographic information.

“Children age 5 and younger in Minnesota

Approximately 415,183 young children age 5 and younger reside in Minnesota, representing 8 percent of the total population. Fifteen percent live in households with incomes at or below poverty: 18 percent in households at 101 to 200 percent of poverty and 67 percent in household above 200 percent of poverty. Twenty-two percent are young children of color; 78 percent are white, and 9 percent identify as Hispanic or Latino ethnicity.”

For additional details see the full report at

[http://www.wilder.org/reportssummary.0.html?&no_cache=1&tx_ttnews\[swords\]=Indicat](http://www.wilder.org/reportssummary.0.html?&no_cache=1&tx_ttnews[swords]=Indicat)

III. Submission of Application for American Recovery and Reinvestment Act funding for State Advisory Councils

Minnesota was the fourth state to submit its application for American Recovery and Reinvestment Act (ARRA) funding for State Advisory Councils. The funding is expected to be received mid summer 2010 and will continue for a three-year period. It is one time funding that will be spent supporting of the work of the Council.

Goals stated in the application focused on the Council's belief that by working to improve outcomes for children who are at-risk, outcomes for all children will improve. Five goals follow:

- a. Promote the implementation of Early Learning Standards as a way to inform instruction and intentional teaching practices. Enhance understanding of the use of child assessment in planning and curriculum development.
- b. Enhance program quality by implementing the 10 Essential Elements of Effective Care and Education Programs in programs serving children who come from low-income families.
- c. Increase accountability for program quality and positive child outcomes and infrastructure effectiveness.
- d. Ensure effective professional development that prepares and builds early childhood professionals' proficiency in teaching children the skills, knowledge and behaviors they need to be ready for school.
- e. Increase access to high-quality programs for children who are at-risk for entering kindergarten unprepared.

Eight activities are funded through the grant. They have been included in the summary of accomplishments found within the section on the strategic plan.

IV. Moving Toward the Goal

A. Council

Many of the activities of the Council will be conducted through the ARRA grant. However, the grant is not the sum of the Council's work. The Council will work over the next several months to create a comprehensive plan which will allow Minnesota to move toward its goal of having all Minnesota children school-ready as they enter kindergarten by 2020.

B. Committee Reports

Committees began to meet during the summer of 2009. Their work during the first few months of existence focused on learning their charges and preparing activity proposals for the ARRA application. Once these were developed, committees turned their attention

to continued work on their charges. Below is a summary of work that has been accomplished or is ongoing to meet the provisions of the strategic plan.

V. Update on 2009 Strategic Plan

A. Accountability

The Accountability committee is charged with making recommendations for an accountability system that facilitates positive outcomes for children birth through transition to kindergarten as well as several state and federal duties.

Charge: Create an inventory of early childhood services (State Duty 4, legislation passed May 2009).

The committee completed and the Council submitted to the Legislature the Inventory of Early Childhood Services: Early Care and Education Programs Administered by the Minnesota Departments of Education and Human Services. Programs and services included in the inventory focus on primary care settings and other major early care and education activities that are targeted to young children and their families. The Council acknowledges that there are a great many local and county-level early childhood programs and services funded by public and private dollars that serve their communities well that this inventory cannot address. ([View Inventory here.](#))

The 2009 Minnesota Legislature also directed Minnesota Management and Budget (MMB) to map all state expenditures, regardless of source, that serve the primary function of supporting the health, safety, stability, growth, development and education of children. The Council suggests that the MMB document serve as a companion piece to the Inventory of Early Childhood Services since it includes a more expansive repertoire of children's programs and services. ([View budget here.](#))

Charge: Conduct a periodic statewide needs assessment (Federal Duty I).

Wilder Research conducted a comprehensive early care and education asset review published in November 2008 and a report on the well-being and vulnerabilities of babies in Minnesota published in November 2009. These environmental scans act as a starting point on which to build and will inform this work.

To look at a needs assessment through an accountability lens, the committee has been working to examine current policy, policy that is under development and gaps that exist. A template called, "Framework of Minnesota's Early Childhood Services," was developed as a tool to assess the current status of early childhood services in Minnesota in areas including early learning standards, professional development, assessment, and data analysis and reporting and to help identify gaps.

The Accountability committee has summarized the findings and has provided examples of potential next steps that may be considered by the Accountability committee and possible actions that might be of interest to the other standing committees. An Executive Summary of the Framework was presented to the ECAC, but not discussed, at its June 2010 meeting. ([View ECAC related documents here.](#))

Charge: Develop recommendations regarding the establishment of a unified data collection system (Federal Duty IV).

The Accountability committee has been working to develop a dashboard of five indicators to track child outcomes over time. Once the markers are adopted, Minnesota will be able track child progress toward goals, focus resources on at-risk populations and create more effective policies.

In May 2010, legislation was passed directing the Council to make recommendations to the Governor and the Legislature on the creation and implementation of a statewide school readiness report card. The report card is intended to monitor progress toward the goal of having all children ready for kindergarten by the year 2020. The School Readiness Funders Coalition has committed private funds to support this work.

In addition, as part of the ARRA funding for State Advisory Councils, an activity will focus on creating a plan to link data sets through data-sharing agreements. The plan will identify and determine steps needed to unify the data elements across agencies.

Charge: Review program evaluations (State Duty 3).

Plans are currently being formulated regarding the committee's obligation to review program evaluations.

B. Access and Finance

The Access and Finance committee is responsible for looking at sources of funds and funding strategies needed to support an early childhood infrastructure as well as programs and services that meet the level of intensity required by at-risk children and families.

This group is also charged with examining issues that pose barriers within and across funding streams and will make recommendations to ease or eliminate the barriers. In addition, this group is charged with looking at the benefits, drawbacks and feasibility of an Office of Early Learning to ensure efficient and effective coordination of early childhood education and child care programs.

Charge: Identify opportunities for, and barriers to, collaboration and coordination among federally funded and state-funded programs (Federal Duty II).

As discussed under state duty number 1 (below), the Access and Finance committee will work with a contractor through ARRA funding to identify the costs of an early childhood system that increase participation of children in programs which implement the 10

Essential Elements. They will determine what is desired, what is currently underfunded, and what is not funded at all. Once costs are identified, funding mechanisms will be assessed. This assessment will result in a formal culmination of the identification of opportunities for, and barriers to, collaboration among programs that is currently occurring in tandem with work on other charges.

Charge: Develop recommendations for increasing the overall participation of children in programs (Federal Duty III).

The Access and Finance committee has begun conversations around benchmarks for increasing the overall participation of children in programs. It will coordinate and integrate this work with the Early Learning Standards committee.

Charge: Make recommendations on the most efficient and effective way to leverage state and federal funding (State Duty 1).

The Access and Finance committee has identified and defined components of an early childhood system that are demonstrated to benefit at-risk children regardless of current specific programs or funding streams. The components have been examined based on the 10 Essential Elements of Effective Early Care and Education Programs to determine cost drivers that will be used by a contractor in costing out an effective early childhood system. (See Appendix B for Early Childhood System Components) These components received preliminary approval by the Council at its June 2010 meeting.

In the ARRA costing activity, a contractor will: analyze the cost of system components identified by the committee and approved by the ECAC; estimate the number of children and families in each risk factor group; analyze the cost of the system and document financing mechanisms; and develop a cost calculator and instructions for use to determine differentiated models.

Charge: Make recommendations on how to coordinate or colocate early childhood and child care programs in one state Office of Early Learning (State Duty 2).

The committee is currently researching possible models for an Office of Early Learning. Members have been in contact with various representatives from Ohio, Illinois and Pennsylvania.

Legislation passed in 2010 charged the ECAC to establish a task force to develop recommendations on an Office of Early Learning. The legislation outlines a number of factors to consider when making the recommendations. Private funding made available by the School Readiness Funders Coalition will support the work of this task force.

C. Professional Development

The Professional Development committee is charged with making recommendations that will establish a professional development and career advancement system. This committee will also analyze current preservice capacity and effectiveness and make recommendations for improvement.

Charge: Develop recommendations regarding statewide professional development and career advancement (Federal Duty V).

The Professional Development committee has developed a draft vision for an early childhood professional development system. It has not yet been adopted by the Early Childhood Council. The committee is finalizing the vision and plans to use it to guide decisions while making recommendations to the Council.

The committee proposed two activities to be funded by the ARRA grant that will move a statewide professional development and career advancement system forward. First, in 2004 Minnesota published the Minnesota Core Competencies for Early Childhood Education and Care Practitioners. The Core Competencies define what practitioners need to know and be able to do to provide quality education and care. It is essential that Core Competencies reflect the latest research, knowledge, and skills that early childhood education and care providers need to serve the changing child population and their families as well as children with risk factors. These will be updated to reflect current research and changing demographics of Minnesota's population.

Second, an activity will focus on informing early childhood professionals about resources and professional development requirements. This activity will allow materials to be translated into several languages to reach underserved communities. Staff from state agencies, partnership organizations and quality initiatives will distribute translated materials and conduct outreach activities.

Charge: Assess the capacity and effectiveness of 2- and 4-year public and private institutions of higher education (Federal Duty VI).

To date, data regarding the effectiveness of early childhood teacher preparation programs offered through higher education has not been collected or analyzed for public use. Work force data exists, individual institutions collect data on their student population, individual programs track their turnover rates and state agencies track the availability and quality of in-service training offered in the state.

The Professional Development committee proposed a third ARRA activity that will begin to assess the capacity of Institutions of Higher Education to fully prepare early childhood personnel. This project will use a contractor to gather data from existing sources to begin to construct a picture of early childhood teacher education and training capacity and effectiveness in the state. In addition, the contractor will identify gaps in data that will

help assess the capacity and effectiveness of 2- and 4-year Institutes of Higher Education programs in the future.

D. Early Learning Standards

The Early Learning Standards committee is responsible for looking at the early learning standards, program standards and a continuum of services and programs that meets the needs and provides support for parents. In conjunction with the Access and Finance committee, this committee will look at increasing the overall participation of children in high-quality programs.

Charge: Develop recommendations for increasing the overall participation of children in programs (Federal Duty III).

The Early Learning Standards committee has begun its conversations regarding barriers and methods of increasing the overall participation of children. It will coordinate and integrate with the Access and Finance committee.

In addition, an ARRA activity will look at the benefits and challenges of layering existing funding to create early childhood supports that can be integrated and is more responsive to the needs of children and their families. Two to four grants will be made available to several communities to support layering of funding.

Charge: Make recommendations for improvements in state early learning standards (Federal Duty VII).

The Early Learning Standards committee has agreed that Minnesota's Early Childhood Indicators of Progress (ECIPs) Minnesota's Early Learning Standards (first published in 2000) and Early Childhood Indicators of Progress Minnesota's Early Learning Guidelines for Birth to 3 (published in 2007) provides early childhood personnel with valuable information on a common set of developmentally appropriate expectations. Minnesota's greatest challenge at this point, appears to be implementation of the ECIPs. An ARRA activity will focus on promoting an understanding of the relation and importance of early learning standards and program standards and the research-based Ten Essential Elements of Effective Care and Education Programs as a way to improve practitioner effectiveness across early childhood care and education settings.

Training curriculum will be developed and delivered both in person and online to a cadre of master mentor/coaches. The master mentors will then participate in a virtual learning community to expand their understanding and support their efforts to integrate new information into their work with teachers. Master mentors/coaches will then mentor additional people interested in becoming mentors using this information.

Charge: Make recommendations for improvements in program standards (Federal Duty VII).

Minnesota's early childhood system is made up of several different types of early childhood programs with separate funding streams. Each program – Head Start, child care, school-based pre-kindergarten programs - has separate sets of program standards designed for different purposes and implemented in different ways. While commonalities exist, there is research that has identified characteristics of program quality that must be present to ensure that children's school readiness is supported, particularly for those children least likely to experience success in school. Fully integrating this research into a common set of program standards has not been done in Minnesota.

An ARRA contractor will be responsible for facilitating a joint agency meeting to build consensus around common programs standards and Quality Rating and Improvement System (QRIS) indicators, convening a public comment process on the proposed common program standards, and incorporating comments into a final draft of common program standards and QRIS indicators. In addition, state and national expert input will be secured to review proposed common program standards and ensure that they are based in research.

VI. Recommendations

The Early Learning Standards committee is charged with making recommendations for improvements in state early learning standards. To address this charge the committee reviewed Minnesota's early learning standards. Minnesota published "Early Childhood Indicators of Progress: Minnesota's Early Learning Standards" for three-to five-year-olds in 2000 and revised them in 2005. "Early Childhood Indicators of Progress: Minnesota's Early Learning Guidelines for birth to three-year-olds were published in 2007. The Early Childhood Indicators of Progress provide evidence based "expectations for learning and development of young children across the domains of: health and physical well being; social and emotional well-being; approaches to learning; language development and symbol systems; and general knowledge about the world around them."

Minnesota's Early Childhood Indicators of Progress (ECIPs) are a resource for family members, teachers and caregivers, community members, and policymakers as a way to support children's development. A limited number of trainings have been offered for teachers and child care providers to help them become familiar with ECIPs and consider strategies to integrate them into their daily work with children and families. However, there has not been an intentional and planned dissemination of the information on implementation for this diverse group of stakeholders. The committee recommended a plan to engage identified stakeholders in using ECIPs to benefit young children as an integral component of a framework for accountability for preparing young children for success in school.

The committee recommends that there is an increase in common understanding and implementation of best practices for Minnesota's children through educating, communicating and marketing Minnesota's Early Learning Standards. A work plan with specific action steps and timelines is currently being developed.

VII. 2010 Charges

Three new charges were passed during the 2010 Minnesota Legislative Session:

1. Establish a task force to develop recommendations on how to coordinate or colocate early childhood and child care programs in one state Office of Early Learning.
2. Make recommendations to the governor and the legislature on the creation and implementation of a statewide school readiness report card to monitor progress toward the goal of having all children ready for kindergarten by the year 2020.
3. Make recommendations to the governor and legislature on how to screen earlier and comprehensively assess children for school readiness in order to provide increased early interventions and increase the number of children ready for kindergarten.

Private funding from the School Readiness Funders Coalition is supporting these efforts.

VIII. Community Understanding and Support

Two public hearings were held on December 2 and 8, 2009, to provide an opportunity for people to comment on the strategic plan of the Council and proposed activities for the ARRA application. Approximately 70 people attended the hearings. A Web-based forum was created to invite stakeholder comments from across the state on ideas about what has worked to help develop strong programs, partnerships and supports for children and families in their communities. The hearings and the electronic forum provided additional opportunities for stakeholders to inform plans and valuable information was integrated into Council and committee plans.

Appendix A Council History/Accomplishments 2010

Summer 2009

Committees are Convened

Four standing committees of the Council begin to meet. Each committee is co-chaired by a Council member and member of the community.

Fall 2009

ECAC Prioritizes Activities to be Included in America's Recovery and Reinvestment Act (ARRA) Funding Application

Committees present activity proposals to the Council. The Council reviews, discusses and prioritizes those to be considered for inclusion in the application.

- Winter 2010** **Public Hearings are Held**
Two public hearings are held to obtain public comment on the preliminary strategic plan and ARRA application. One hearing is through interactive television and allows for participation in Rochester and Bemidji. The other is held at MDE. Approximately 70 people attended the two hearings.
- Winter 2010** **ARRA Application is Approved by Council**
- Winter 2010** **Early Childhood Inventory Report is Approved**
Early Childhood Inventory Report along with the children’s budget created by Minnesota Management and Budget is presented to the state legislature.
- Winter 2010** **Application for ARRA Funding is Submitted**
- Winter 2010** **Bylaws are Revised**
Bylaw revision creates a Vice Chair position.
- Spring 2010** **Requests for Proposals (RFPs) Created**
RFPs for contractors needed to complete activities funded through ARRA are developed.
- Summer 2010** **ARRA Funding Received and Activities Begun**

Appendix B Early Childhood System Components

Early Childhood System Component	Definition
Screening	The opportunity for early identification and intervention in addressing developmental issues or concerns that might limit optimal childhood development.
Child and/or Family Assessment	Determination of the eligibility of a child or family for a particular program or service based on initial screen, referral from a professional, or family concern.
Parent Education	Education for parents about how to best support and promote their child's healthy growth and development.
Child Care (Ages 0-5)	High-quality environment provided for the purpose of caring for a child when/because they cannot be cared for by parent due to parent's work/school schedule. Full-day, full-year model in most cases.
Child-based programming (Birth to three)	Early childhood education for children ages birth to 3.
Child-based programming (2 years before kindergarten)	Early childhood education for children ages 3-5/kindergarten entrance.
Family Support/ Basic Services	Economic and parenting supports to ensure children have nurturing and stable relationships with caring adults.
Transition from EC to K-12	Integrating early childhood with kindergarten and the early grades to smooth the transition to K-12. Providing adequate educational and family environments and experiences to reinforce and increase birth to five experiences.
Navigation	Strategies to facilitate access to services. For purposes of costing out this component, focus is on those families that need intentional, relationship-based support in order to access resources and systems and manage transitions successfully.

Appendix B Council Members

Sarah Caruso
Chair and Parent

Andy Chen
Parent

Stephanie Corradi
Parent

Tarryl Clark
Minnesota Senate

Randy Demmer
Minnesota House of Representatives

Tom Holton
Public Member

Chuck Johnson
Minnesota Department of Human
Services

Karen Klinzing
Minnesota Department of Education

Julie Leslie
Parent

Geoff Michel
Minnesota Senate

Joe Nathan
Public Member

Arthur Reynolds
Higher Education

Maureen Seiwert
Local Education Agency

Sandy Simar
Head Start Agency

Julie Sjoldal
Local Provider of Early Childhood
Education Services

Nora Slawik
Minnesota House of Representatives

Mary Vanderwert
State Head Start Collaboration Director

Appendix C Committee Members

Accountability	
Karen Klinzing, Chair	Early Childhood Advisory Council (ECAC), Minnesota Department of Education
Sandy Myers, Chair	Resources for Child Caring
Sandy Simar	ECAC, Representative of Head Start Agency
Senator Geoff Michel	ECAC, Senate Appointee
Karen Gromala	Department of Human Services (DHS)
Dawn VanRyn	DHS
Avisia Whiteman	Minnesota Department of Education (MDE)
Kristin Stuenkel	Columbia Heights School District
Angela M. Eilers	Policy Analyst and Consultant
Betty Emarita	Development and Training Resources
Nicola A. Alexander	University of Minnesota, Twin Cities
Senator Julie Rosen	Minnesota Senate
Rochelle Cox	Minneapolis Public Schools
Marcie Jefferys	Children's Defense Fund Minnesota
Cathy Hoy	Group Family Child Care
Jane Kretzmann	Minnesota Community Foundation
Kathryn Tout	Child Trends
Lynn M. Haglin	Northland Foundation
Mariam Mohamed	McKnight Foundation
Marian R. Heinrichs	St. Paul Public Schools
Richard A. Chase	Wilder Research
Roger W. Banks	Council on Black Minnesotans
Scott McConnell	University of Minnesota, Twin Cities

Access and Finance	
Tom Holton, Chair	ECAC, Bloomington/Richfield School District
Arthur Reynolds, Chair	ECAC, University of Minnesota, Twin Cities
Norman E. "Skip" Ferris, III, Chair	Arrowhead Head Start
Chuck Johnson	ECAC, Minnesota Department of Human Services
Maureen Seiwert	ECAC, Minneapolis Public Schools
Senator Tarryl Clark	ECAC, Minnesota Senate Appointee
Stephanie Corradi	ECAC, Parent Member

Rep. Randy Demmer	ECAC, Minnesota House of Representatives Appointee
Elizabeth Roe	DHS
Lisa Backer	MDE
Karen Carlson	MDE
Barbara Fabre	White Earth Child Care Program
Carol Miller	Hennepin County Human Services and Public Health Department
Carolyn Smallwood	Way to Grow
Karen Kingsley	Ready4K
Chad Dunkley	New Horizon Academy and Minnesota Child Care Association
Laura Bowman	Greater Mankato Area United Way
Leslie Hittner	Bluffview Montessori School
Mary Ann Blade	Minnesota Visiting Nurse Agency
Rob Grunewald	Federal Reserve Bank of Minneapolis
Sandra Taenzer	North Shore Collaborative
Susan Hoeft	Grand Rapids School District

Professional Development	
Joe Nathan, Chair	ECAC, Macalaster College
Mary Vanderwert, Chair	ECAC, Head Start Collaboration
Angele Passe, Chair	Blue Water Associates
Lora Kussman	DHS
Eileen Nelson	MDE
Rep. Sandra Peterson	Minnesota House of Representatives
Avis Turner	St. John's Early Learning Center
Candee Melin	Parents In Community Action, Inc. —Head Start
Casandra Williams-Sims	Early Childhood Resource & Training Center
Cheryl E. Smoot	Minnesota Department of Health
Huda Farah	HEAL Institute
Jill Measells	Minnesota Children's Museum
Jonathan Fribley	Education Consulting
Lee Turney	Leech Lake Band of Ojibwe
Marie Johnson	Dakota Community Action Council
Michelle Jesme	Group Family Child Care
Michelle R Thole	Family Child Care Provider and Trainer
Susan T. Rydell	Metropolitan State University

Trinette Potts	Trinette's "Fun In Learning" Christian Family Child Care
Cecelia Westby	Rasmussen College
Cherry Brouwer	Bemidji State University
Christina Schwartz	Minnesota Child Care Resource and Referral Network
Christopher Watson, Ph.D.	University of Minnesota, Twin Cities
Deby Ziesmer	YWCA of Minneapolis
Ginger L. Zierdt	Minnesota State University
Jeanette Rydberg	Central Lakes College
June Reineke, Director	Winona State University
Karen Svendsen	Children's Home Society & Family Services
Kathleen Hedberg	Fond du Lac Tribal and Community College
Kelly Lee Kist	Minnesota Child Care Resource and Referral Network
Mary Ann Marchel	University of Minnesota, Duluth
Tari Niemeyer	Ridgewater College
Tina White	Family Child Care
Jane Roundtree	Anoka-Hennepin Schools
Kay Miller	Bloomington Public Schools

Early Learning Standards	
Julie Sjordahl, Chair	ECAC, St David's Child Development
Molly O'Shaughnessy, Chair	Montessori Training Center of Minnesota
Julie Leslie	ECAC, Augustana Preschool
Andy Chen	ECAC, Parent Representative
Rep. Nora Slawik	ECAC, Minnesota House of Representatives Appointee
Deb Swenson-Klatt	DHS
Barbara O'Sullivan	MDE
Amy Susman-Stillman	University of Minnesota, Twin Cities
Ann McCully	Minnesota Child Care Resource and Referral Network
Betty Cooke	University of Minnesota, Twin Cities
Jeri Meola	Women's Leadership Council
Elona Street-Stewart	Saint Paul Public Schools School Board
Helen R. Wells	Minneapolis Public Schools
Hussein Mohamed	Way to Grow – Ready4K
Joy Massard	Bilingual Family Child Care
Joyce Beaird	Even Start Family Literacy Program

Kelly Monson	Minnesota Department of Health
Kim Kang	PACER Center
Nancy Johnson	Early Childhood Consultant
Nancy Jost	West Central Initiative
Janet Miller	Lake Area Discovery Center
Suzanne Koeplinger	Minnesota Indian Women's Resource Center
Nancy L. Wallace	St. Francis Public Schools
Senator Terri Bonoff	Minnesota Senate
Tracy A Solheim	Tri-Valley Opportunity Council, Inc.— Head Start and Migrant Head Start
Zha Blong Xiong	University of Minnesota, Twin Cities