

GUIDE TO

MINNESOTA

*Department of
Children, Families
& Learning*

1999

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November 1998

Department of Children, Families & Learning

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STATE OF MINNESOTA

OFFICE OF THE GOVERNOR
130 STATE CAPITOL
SAINT PAUL 55155

ARNE H. CARLSON
GOVERNOR

Dear Commissioner:

Welcome to state government and to the Department of Children, Families and Learning. This briefing book has been assembled to assist the incoming administration during this period of executive branch transition. We hope you will find it valuable.

You will see by the material contained in the attached briefing that the Department of Children, Families and Learning has accomplished much during this important last decade of the century and also that there are many ideas for future service refinements.

Please feel free to call upon the resources of this administration as you begin to familiarize yourself with your new responsibilities.

I wish you much success.

Warmest regards,

A handwritten signature in black ink that reads "Arne H. Carlson".

ARNE H. CARLSON
Governor



October, 1998

To the Incoming Administration:

I wish you well and welcome you as you take on one of the greatest and most challenging roles of your life. You are now the leaders of the Department of Children, Families & Learning which seeks to build the capacity of communities for kids and families. I know you will find the agency a rewarding place to work. Our staff is hardworking, creative and visionary.

Children, Families & Learning (CFL) is the newest agency in Minnesota State government. CFL was the first state agency of its kind in the nation. Under the Carlson Administration, we have worked diligently to partner with communities and stakeholders to help families and children in a more effective and holistic way by merging education, human service programming, community education, and lifelong career planning while improving accountability in all sectors. Some of the major department accomplishments include:

- Implementation of Statewide Testing for greater accountability
- Implementation of Graduation Standards (basic and high)
- Development of educational Tax Credits and Expanded Deductions
- Launch of nation's first Charter Schools
- Expanded school choice
- Initiated residential academies for students who need a safe place away from home to learn
- Development of Laboratory Schools through post-secondary institutions and schools
- Funded Technology to make Minnesota a world leader in student to computer ratio
- Instituted Site based management and site councils
- Developed new Desegregation Policy based on parent choice and magnet schools
- Launched School to Work Partnerships between business, community organizations, K-12 schools, post-secondary institutions, labor, parents and learners
- Added millions to Early Childhood Programs to increase services so that youngsters come to school ready
- Increased the capacity of the Basic Sliding Fee child care program
- Initiated non-standard hour child care grants to assist families as they move from welfare to work
- Leveraged additional federal funds for the Children's Trust Fund
- Provided leadership to the Children's Cabinet

Partnership and collaboration are key to the agency's very existence. CFL's managers and supervisors understand the intricacies of these partnerships and their impacts on programs. They will provide you with a strong base of support as you enter the agency. Managers and supervisors have a wealth of knowledge and expertise I know will aid you many times over as you take charge of the agency.

I have worked to make the CFL an agency that would serve as a resource, not a roadblock, for communities. Each week in this agency brings enlightenment on something new. You will learn more about the exciting and innovative things going on all around Minnesota.

Again, I wish you well as you become the catalyst for reform while supporting and encouraging all that is right with Minnesota.

If I can answer any questions or make staff available, please contact me at 651/296-2358.

Sincerely,

A handwritten signature in black ink, appearing to read "Robert J. Wedl". The signature is fluid and cursive, with the first name "Robert" being the most prominent.

Robert J. Wedl
Commissioner

RJW:JH

Department of Children, Families & Learning

Organizational History

A major step toward government reform was taken when Minnesota's new Department of Children, Families & Learning opened its doors on October 1, 1995. The new department replaced the Department of Education and unifies a variety of programs formerly scattered across six state agencies. First proposed by Governor Carlson in 1993, the department is intended to create a lasting change in the way services for children and families are designed and delivered. The idea for the new department grew out of a 1992 study that identified 250 state-funded programs for children and families spread across 33 state agencies, board and commissions. Though the state spends billions of dollars every year on children, its ability to measure whether that spending is improving results for children has been very limited. The new agency provides a single point of accountability for results and uses improved information systems so that outcomes can be measured in a way that is useful to lawmakers, workers within the system, users of the system and the public. The new agency is designed to measurably improve the well-being of Minnesota's children, enable schools to concentrate on teaching, support families and enhance local decision-making.

Vision

Success through partnership.

There are two kinds of partnerships necessary for the success of the organization.

The first partnership is a cooperative and ongoing development between various public agencies within CFL. This is a daunting task as

there are now 260 programs previously in many different state departments that have been brought into the single department of Children, Families & Learning. The challenge in this re-organization is to create a collaborative partnership between the formerly separate functions of education, and social and health services.

The second partnership is a cooperative and ongoing development between CFL and parents, school districts, legislators, teachers and business. Only through the success of these partnerships will the goals of CFL be fully realized.

Mission

(Minnesota Laws 1995, First Special Session, Chapter 3, Article 16, Section 1, Subd. 3)

Increase the capacity of Minnesota communities to measurably improve the well-being of children and families.

To do this the Minnesota Department of Children, Families & Learning must:

- *Coordinate and integrate state funded and locally administered family and children's programs.

- *Improve flexibility in the design, funding and delivery of programs affecting children and families.

- *Provide greater focus on strategies designed to prevent problems affecting the well-being of children and families.

- *Enhance local decision-making, collaboration and the development of new governance models.

- *Improve public accountability through the provision of research, information and the development of measurable program outcomes.

*Increase the capacity of communities to respond to the whole child by improving the ability of families to gain access to the services.

*Encourage all members of a community to nurture all the children in the community.

*Support parents in their dual roles as breadwinners and parents.

*Reduce the condition of poverty for families and children through comprehensive, community-based strategies.

Goals of the Department

1. Learning readiness. The department will build the capacity of the state and its schools and communities to prepare children to start school ready to learn.
2. Safe, caring communities. The department will build the capacity of the state and its communities to provide safe, accessible, violence-free, caring environments in which to raise children.
3. Healthy children. The department will build the capacity of the state and its local communities to ensure that children are physically and emotionally healthy.
4. Stable families. The department will build the capacity of the state and its local communities to support individuals in poverty and help all families provide a stable environment for their children.
5. Learner success. The department will manage the design of and help schools to implement graduation standards to increase learning and support teaching.
6. Information technologies. The department will build the capacity of the state and its schools and communities to use current and emerging information

technologies to increase learning and support teaching.

7. Lifework development. The department will build the capacity of the state and its schools and communities to create a lifework development system that provides youth and adults with the knowledge and skills to be productive workers and citizens in a global economy.
8. Lifelong learning. The department will build the capacity of the state and its schools and communities to provide lifelong learning and quality library services and opportunities to Minnesotans of all ages.
9. Finance and management. The department will design funding processes and build the capacity of the state schools, community groups, and other local units of government, to manage fiscal resources for the most effective and efficient delivery of services.

In order to carryout the mission, vision and goals of the CFL, the department is organized around these goals. Each office has been assigned several agency goals. The following reflects the CFL organization.

Commissioner's Executive Team

The commissioner's executive team provides leadership so that the agency achieves its mission and goals. The executive team includes the following positions:

Commissioner
Deputy Commissioner, Office of Management and Support Services
Assistant Commissioner, Office of Community Services
Assistant Commissioner, Office of Lifework Development
Assistant Commissioner, Office of Teaching and Learning
Director of Intergovernmental Relations
Director of Communications

The primary functions of the executive team include making recommendations to the governor regarding executive branch policy proposals; serve as the primary link to the legislature to advocate on behalf of the Governor's proposals; assign objectives to the agency offices; allocate agency resources; work in collaboration with the agency managers to successfully carry out objectives; communicate with customers, stakeholders and various publics through news conferences or other communication methods; periodically evaluate the impact of major policy initiatives; and, work to provide a safe, caring and results oriented workplace for agency employees.

- The Deputy and Assistant Commissioners provide leadership to the Offices which they manage. These Offices are described in the following pages.
- Intergovernmental Relations. Reporting directly to the commissioner, Intergovernmental Relations coordinates the development of legislative proposals for the agency and acts as the primary communications link with state legislators, legislative staff, and other state and local

agencies. Another primary responsibility is interpreting state and federal laws and rules for public and nonpublic school officials, education groups, the media, parents, and the general public. This unit also provides staffing for the Nonpublic Education Council, represents the commissioner on the Teachers Retirement Association Board, and provides guidance to various groups, such as special committees established in law to make recommendations to the legislature. Finally, the unit works with a broad range of groups including the business sector, community organizations, nonprofit entities and post-secondary institutions on policy issues affecting children.

Communications. The Communications section manages internal and external communications, including media relations, public relations and mass communication with agency stakeholders. It advises all areas of the agency on communications planning and strategy.

*Communicates state-level policy and priorities to public school leadership, other children and family services leadership, department clients, the media, and the public.

*Produces "Connections", the agency's major newsletter, which has a circulation of 62,000 and is mailed to teachers and administrators in every school district in the state plus an extensive list of organizations and individuals who are interested in Minnesota's policies and programs for children and families.

*Prepares reports, brochures and other materials for distribution to all ages which communicate information about Minnesota's educational opportunities and in support of lifelong learning and safe and healthy lifestyles.

*Plans and executes special projects designed to improve communications and/or customer service.

*Identifies and coordinates collaborative projects and/or communications across the agency and throughout state government.

*Negotiates and recommends cost effective communications, graphics, and print vendors for agency materials.

*Provides proof-reading services.

*Produces "Intercom", the agency's employee newsletter.

Related Boards and Committees

Children's Cabinet. The "Children's Cabinet" consists of the commissioners of CFL, Human Services, Health, Corrections, Economic Security, Housing, Transportation, Public Safety, Finance, and Strategic Planning. The Governor appoints the chairperson which has been the commissioner of CFL. The primary responsibilities of the Cabinet are to provide leadership across agencies regarding children's issues, approve Family Services Collaboratives and other duties.

Office of Community Services

The Office is responsible for goals number 1, 2, 3, 4 and 8. It supports collaboration between communities, school districts and family service groups to provide lifelong learning opportunities and safe, healthy lifestyles for Minnesotans of all ages. Community Services brings together a variety of programs to better serve Minnesota's children, families and communities. The integration of these programs promote greater cooperation and coordination between educational professionals and social service providers to meet the needs of the people of Minnesota.

The Office of Community Services has four divisions:

- **Early Childhood and Family Support**

The purpose of the Early Childhood and Family Support division is to provide state leadership for early childhood and family programs, child care services and community collaboration. This division collaborates with state agencies and community organizations to free local and regional cooperative efforts from "system barriers" such as duplication, repetition, and cumbersome regulation.

The programs within this division are clustered in four teams:

Early Childhood works to improve the quality of early childhood services. Programs include Early Childhood Family Education, Learning Readiness, Way to Grow, Early Childhood Special Education, Part C (formerly Part H) Early Childhood Health and Developmental Screening.

Child Care Assistance helps low income families pay for child care so that parents may pursue employment or education leading to employment.

Child Care Development helps build the supply and improve the quality of child care services.

Community and Systems Change helps foster collaboration at the state and local level so that services are integrated and outcomes are improved for children and families. Programs include Family Services Collaboratives and Community Education.

- **Prevention**

The Prevention division seeks to support, strengthen and sustain the lives of all children and families by promoting safe and healthy lifestyles through community, school and law enforcement programs and activities. The programs within this division are clustered in four teams:

The Safe and Healthy Communities Team focuses on the prevention of child abuse, violence, crime and drug abuse through the provisions of training, technical assistance and grants administration. Programs included in this area are: Abused Children, Children's Trust Fund, Office of Drug Policy and Violence Prevention, Violence Prevention Education, and Family Visitation Centers.

The Safe and Drug Free Schools Team assists districts in establishing, operating and improving programs for violence and drug abuse prevention and education to eliminate the use of drugs and alcohol by youth and to reduce violence.

Coordinated School Health. This interagency initiative with the Minnesota Department of Health works to support comprehensive school health education at the local level and to increase the integration of all health efforts in schools to better achieve health and education improvements for children.

The Food and Nutrition Team administers six federal U.S. Department of Agriculture (USDA) programs. State funds complement several of the USDA sources and the Minnesota

Kindergarten Milk Program. The Child and Adult Care Food Program provides nutritious meals and snacks to children, infants and eligible adults in nonresidential child and adult care settings. The School Breakfast and National School Lunch Program provides an opportunity for children to eat a nourishing breakfast and lunch at school. The Special Milk Program serves milk during milk breaks or with meals to provide an opportunity to obtain one of the four glasses of milk needed daily to meet the recommended dietary intake. The Summer Food Service Program provides nutritionally adequate meals to economically disadvantaged children during breaks from their school schedule. The Food Distribution Program receives, allocates, stores and distributes USDA donated food to schools, charitable institutions, summer camps and summer food programs.

▪ **Library Development and Services**

Library Development and Services (LDS) encourages, supports, and provides quality library and information services. This division includes statewide library development and library grant programs, the Minnesota Library for the Blind and Physically Handicapped (MLBPH) in Faribault, and the Education Resource Center (ERC). This activity prepares long range plans for development of public library services and cooperation among all types of libraries to guide library development in the state and to qualify for federal funds. It provides information and technical assistance on all aspects of library organization, operation, and finance to state and local elected and other government officials, library personnel, library board members and the general public. The library provides reference information and lends material from a library of print and electronic resources to library and school media staff, library trustees, public officials and the general public through a contract with the Minnesota State Colleges and Universities System (MnSCU) to provide the online catalog and other automated services for 15 state agency libraries. The Minnesota Library for the blind lends books

in Braille, large print and other recorded media to more than 12,000 people who are blind and physically handicapped. Internally, the Education Resource Center provides reference services and cost-effective utilization of information resources, for the Minnesota Department of Children, Families & Learning staff specialists.

▪ **Self-Sufficiency/Lifelong Learning**

The programs within this division are clustered into three teams: Energy, Economic Opportunity, and Adult Basic Education (ABE).

Energy: Provides affordable energy for low income households through Energy Assistance and Weatherization programs. Funding is provided to local agencies to help low income households cope with the high cost of heat and provide long term energy conservation structural assistance to a family's dwelling unit and improvements for furnace energy efficiency.

Economic Opportunity: Economic opportunity programs provide Minnesota low income citizens the opportunity to obtain the skills, knowledge and motivation to become self-sufficient, help remove the causes of poverty in communities and alleviate the effects of poverty in Minnesota. The Minnesota Economic Opportunity Grant and the Community Services Block Grant are both used to fight poverty and the effects of poverty through locally designed programs. Head Start provides comprehensive services to over 12,000 low income children and their families annually. Limited state funds are also available for the purchase or renovation of facilities. The Emergency Food Assistance Program provides for the distribution of surplus commodities through the state food bank and food shelf network. Funds are provided to more than 100 grantees to provide services to homeless families and individuals throughout the state.

Adult Basic Education: Adult Basic Education funding provides adult learning options that

provide adult education and risk education support services that enable adults to identify, plan for, and achieve their personal learning and living goals. It also assists adults, regardless of their age, national origin, prior educational level, family status or other unique needs, to continue their education to at least the secondary school completion level.

Major administration functions for Adult Basic Education include staff development, proposal review and approval, financial management, policy development, program monitoring and technical assistance. Within those broad responsibility areas, CFL staff provide assistance and oversight for over 500 ABE program sites and 1,200 licensed teachers.

Major constituencies for the Office of Community Services

Families
Students
Low-Income Minnesotans
Education Professionals
Migrant and Seasonal Farmworkers
Minnesotans with disabilities and their families
Indian Reservation Governments
Elderly
Non-Profit Organizations
Employers
Housing Providers

Major Upcoming Events

Collaborative Conference - January 25, 26 in St. Cloud, "Coming Together for Children and Families"

National Head Start Association Conference, April 11-17, 1999, Minneapolis. 8,000 people are expected to attend from across the nation.

Thirteen one-day Regional Inservice Sessions throughout the state on "Working with Families of Infants" for teams of interdisciplinary service providers - mid-September to November 20

Priority Projects

- Support for Head Start 0-3 activities, collaboration with child care and linkage with homeless programs
- Support for local Continuum of Care Committees. These committees work collaboratively to address homelessness.
- Make the Peace Campaign. The Office of Drug Policy and Violence Prevention administers a large scale five-year statewide mass media campaign to change the climate of violence in an entire state. It began in 1997. It aims to change attitudes and mobilize individual action among every citizen in the state by promoting the idea of taking personal responsibility for making our community more peaceful. The project has accomplished the following:
 - Reached every citizen many times with the message: *"You're The One Who Can Make The Peace."*
 - Made over 650,000,000 media impressions
 - Picked up over 500 community organizations
 - Raised over \$3 million in in-kind support from media companies, corporations and foundations
 - Distributed 500,000 brochures about violence in the home, community and workplace
 - Distributed over 5000 peacemaking curricula to schools and early childhood education programs
 - Conducted nearly 300 presentations, training session and technical assistance contacts
- Further development of Early Childhood Consensus Standards, which has as its goal to provide consistent safeguards for young children and their families in a variety of early childhood settings. Consensus standards seek to identify common

denominators of quality to help parents become better informed consumers of quality.

- The extension of the coordinated interagency approach of Part C (currently birth to three) for every child who has a disability, eventually to age 22, will involve the development and implementation of an individualized interagency service plan for children up to age five by July 1, 2000.

Key Issues

Self-Sufficiency/Welfare Reform

To further the success of welfare reform – that is getting people back to work – the state must provide services that enable people to work and become self-sufficient. The areas within this office that are affected the most and need the most support are child care, adult basic education, economic opportunity, (which consists of the transitional housing, food shelves and the Minnesota Economic Opportunity Grant programs), and energy. Specifically:

The Basic Sliding Fee Child Care program has a current waiting list of 4,051 families as of June 30, 1998.

As of May 1998, the department's shelter survey reports 384 individuals on the waiting lists for Transitional Housing. (Note: These numbers are only for agencies that reported this figure. In addition, many people who are turned away do not request to be on the waiting list.)

The estimated 9,363 children who are either homeless or precariously housed make up 59% of all people without permanent housing.

Many individuals being served by food shelves are employed but are unable to purchase a sufficient amount of nutritionally balanced food to feed their families. It is expected that as persons move from public assistance to work,

food shelf use will increase as income and food stamp benefits decrease.

Early Childhood

In recognition of research that has identified the period from birth to three as critical to healthy growth and development and to later success in school and life, the department must maintain its focus on prevention and early intervention that save costs later.

Currently, many of the early childhood programs have waiting lists and only serve 40 - 50 percent of eligible population due to lack of resources.

The department must continue efforts to increase funds for the Basic Sliding Fee child Care program that provides financial assistance to low-income working families. Currently, there is a statewide waiting list of over 5,500 participants. While pursuing this goal, we must also continue efforts to build the capacity of child care services, especially during nonstandard hours (evenings, nights and weekends) and for children with special needs, school-age child care, and infants and toddlers.

Early Childhood Screening and Development funding currently only covers half of the total screening costs.

Health Promotion and Violence Prevention and Intervention

The increasing rise in juvenile violence and school shootings has focused an increasing awareness in this area and the need for prevention and intervention with youth of all ages. The federal programs usually adequately provide for administration of the program; however, state resources have been somewhat limited to meet administrative needs. This area includes After School Enrichment Grants, Violence Prevention Education, Male Responsibility, Children's Trust Fund, Abused Children, Community Crime Prevention Grants and Family Visitation Centers. Specifically:

The department receives many more requests for funding than is available. For example, in 1997, the Children's Trust Fund received requests for over \$23 million from programs working toward the prevention of child abuse and neglect. Total funds available were \$2.4 million.

The After School Enrichment Grant program received 112 applications for program grants requesting approximately \$117 in funds. Only 23 were made from the funds available.

Library Development and Services

The state must ensure that there is a strong information infrastructure and network that includes appropriate technology, databases, communication and delivery systems to support the delivery of library services. It is critical that all areas of the state have access and resources available. Since there are not libraries in every community throughout the state, it is necessary to ensure equity of access and resources to all through technology and the regional public library system.

Key Legislators & Committees

Senate Committees:

Children, Families & Learning

Co-chairs: Pat Piper, Lawrence Pogemiller, LeRoy Stumpf

Family and Early Childhood Education Budget Division

Chair: Pat Piper

K-12 Education Budget Division

Chair: Larry Pogemiller

Crime Prevention

Chair: Allan Spear

Healthy & Family Security

Chair: John Hottinger

Jobs, Energy & Community Development

Chair: Steven Novak

Transportation

Chair: Carol Flynn

Taxes

Chair: Douglas Johnson

Education Finance

Chair: Keith Langseth

House Committees:

Economic Development & International Trade

Chair: Mike Jaros

Education

Chair: Lyndon Carlson

Family & Early Childhood Education Finance Division

Chair to be appointed

K-12 Education Finance Division

Chair: Becky Kelso

Health & Human Services

Chair: John Dorn

Labor-Management Relations

Chair: Richard Jefferson

Taxes

Chair: Dee Long

Transportation & Transit

Chair: Jean Wagenius

Office of Lifework Development

The Office of Lifework Development is responsible for CFL goals numbers 5 and 7. It provides leadership for Minnesotans to become responsible citizens, active participants in the economy, and life-long learners. Lifework development programs allow learners to make effective and efficient transitions from education to employment through a systemic effort combining workforce preparation, education reform, and economic development. The accountability for a lifework development system will be achieved when lifework planning/career awareness, work and service-based learning, contextual learning, and occupational information (MCIS/ISEEK) programs are integrated into a seamless system of education for all Minnesota learners.

Included in this activity are four points of focus:

▪ **School Based Learning**

Provides technical assistance to school districts which results in all students having career path/life goals, applied learning, and job entry technical skills. Provides leadership and training in the use of Labor Market Information (LMI) to better enable students to select their career path. Promotes student interest in technical careers and articulates high school and higher education programs. Promotes the integration of career awareness, career exploration, and career counseling into the K-12 curriculum. Manages the Carl D. Perkins Federal Vocational Education grants. Conducts regularly scheduled evaluations to identify academic strengths and weaknesses, academic progress, workplace knowledge and goals of students and the need for additional learning opportunities to master core academic and technical skills. Funds seven regional organizations (6 Initiative Funds in greater Minnesota and the Metropolitan Service Cooperative) to develop youth entrepreneurship education programs in their respective regions through small grants to schools.

▪ **Service Based Learning**

Collaborates with the Minnesota Commission on National and Community Service to administer state funded Youth Works, Learn & Earn, and federally funded AmeriCorps grants for school-age youth and young adults. Involves 290 school districts in service learning programs along with most public and private institutions of higher education. Includes 433 Youth Works AmeriCorps members that provide community service throughout Minnesota through nine programs located in public and nonprofit agencies. State Mentor Network provides training and technical assistance to mentor programs in Greater Minnesota; is developing a directory of mentor programs designed to assist children and families; and is organizing a state conference for providers of mentor programs.

▪ **Work Based Learning**

Promotes the formation of local/regional partnerships dedicated to linking school and work. Provides a planned program of job training and work experiences, including pre-employment and employment skills to be mastered at progressively higher levels, which are relevant to a student's career pathway.

▪ **Connecting Activities**

Provides technical assistance which results in all Minnesota school districts becoming active members of multi-sector partnerships that develop school-to-work initiatives. Provides for a match of students and their career path with employers and work-based learning experiences available. Provides technical assistance to employers in designing work-based learning components which match learner needs; and training teachers, workplace mentors and counselors. Links School-to-Work youth development activities with employer and industry strategies for upgrading the skills of their workers. Provides for Interagency Office on Transition Services to train parents, students,

and adult service providers to work together to plan for and accomplish transitions for students with disabilities.

Major constituencies for the Office of Lifework Development

Business and Industry

- Minnesota Employers
- Minnesota Business Partnership
- State Level Trade Associations

Parents/Learners

Education

- Local K-12 & Post-secondary Institutions
- University of Minnesota
- Education Associations

Labor

- AFL-CIO
- Teamsters

Community Organizations

- Organizations focused on Workforce Development Services and/or Economic Development

State Agencies

- Department of Economic Security
- Minnesota State Colleges & Universities
- Department of Trade & Economic Development
- Department of Labor & Industry
- Department of Corrections
- Department of Agriculture

Major Upcoming Events

February 2, 1999	Ground Hog Job Shadowing Day
March, 1999	YouthWorks* AmeriCorps "All Member" Training Session
March, 1999	High School Follow-up Baseline Survey
June, 1999	YouthWorks* Americorps Graduation Celebration

Priority Projects

Implementation of third year pilot of High School Follow-up Study. The Study asks

students in their senior year to reflect upon their high school experience as it relates to their future goals. Follow-up surveys conducted three and six years after graduation ask respondents how they are progressing on their expectations and how well their 9-12 grade learning experiences prepared them for the direction they have gone.

Implementation of state plan on National and Community Service increases opportunities for service within environmental, public safety, education and human needs areas and expands the number of Minnesotans engaged in service to their communities.

Implementation of School-to-Work Marketing Initiative is designed to raise awareness of the potential advantages to all participants (e.g., business, labor, community organizations, parents and students) in school-to-work transition partnerships. The result is intended to be greater participation by the stakeholders. There will also be continued development and support of local-regional School-to-Work partnerships.

There will be implementation of a process of program improvement, assessment and evaluation for vocational/technical programs.

There will be expansion and systemization of secondary and post-secondary articulation agreements. These agreements guarantee that associate of science degree program credits are transferable toward general requirements of a four year degree in Minnesota State Colleges and Universities (MNSCU).

Implementation of Joint CFL-MNSCU plans for use of federal vocational funds.

Implementation, continued development of ISEEK.

Related Boards, Commissions & Task Forces

Governor's Workforce Development Council.
The Office of Lifework Development serves as

the fiscal agent for the Governor's Workforce Development Council. It is responsible under state and federal law for reviewing use of funds for programs to put people to work. Specifically, education and employment transitions programs that move people from school to work or from unemployment to re-employment. Bi-monthly meetings are held to establish policy, make recommendations, and conduct the business of the Council.

Minnesota Commission on National & Community Service. For young people who get involved in community services the Commissioner will provide them with an opportunity for post-secondary training at a community or technical college. Monthly Commission meetings are held to provide guidance and implementation of the strategic unified state three-year plan and the state and federal grant for Youth Works/AmeriCorps. The Office of Lifework Development staffs the Commission.

School-to-Work Student Organization Foundation. The Foundation promotes and supports the eleven different secondary and post-secondary student organizations. These include the Future Leaders of America (FLA), Future Homemakers of America (FHA), Distributive Education Clubs of America (DECA), Business Professionals of America (BPA), and Vocational-Industrial Clubs of America (VICA). The Executive Director of the Foundation office is located with the Office of Lifework Development and a staff member is assigned as a liaison to the Foundation.

Project Invest Council. The Project Invest Council develops strategies for students with disabilities to reach their post-high school goals. After assessments are completed the goals may become either more schooling or immediate entry into the workforce. The Office of Lifework Development staffs this Council. Membership on the council represents multi-sector members including parents, learners, educators and business.

Minnesota Occupational Information Coordinating Committee (MOICC). MOICC is responsible for coordinating occupational information for Minnesota educators and learners. The Office of Lifework Development has a representative on the committee.

Internet System for Education and Employment Knowledge (ISEEK) Coordinating Committee. The committee is responsible for the design and implementation of an internet resource to assist users find pertinent information on job opportunities and career and educational planning. Several staff from the Office of Lifework Development serves on subcommittees and the ISEEK Coordinating Committee.

Minnesota Agricultural Education Leadership Council (MAELC). The Council is responsible for coordinating and articulating Minnesota's agriculture education policy across all programs and institutions and serving as a link between the agribusiness sector and the agricultural education system. The Office of Lifework Development staff has played an active role as a member of the Council.

Key Legislators and Committees

Senate Committees:

Children, Families & Learning
Co-chairs: Lawrence Pogemiller,
Leroy Stumpf

K-12 Budget Division
Chair: Lawrence Pogemiller

Crime Prevention
Chair: Allan Spear

Jobs, Energy & Community Development
Chair: Seven Novak

Transportation
Chair: Carol Flynn

Education Finance
Chair: Keith Langseth

House Committees:

Economic Development & International Trade
Chair: Mike Jaros

Education
Chair: Lyndon Carlson

K-12 Finance Division
Chair: Becky Kelso

Taxes
Chair: Dee Long

Office of Teaching & Learning

The Office of Teaching and Learning is responsible for CFL goals numbers 5 and 6. This Office is primarily responsible for assisting schools to implement graduation standards, testing student performance, managing resources to schools for students with special learning needs, assisting with the development of alternative delivery systems and leading Minnesota's technology effort.

▪ Policy Development & Reporting Division

The division coordinates the development of legislation, rule and policies so that an aligned, comprehensive system of education is created and maintained.

Major areas of activity:

- *Desegregation and Integration Programs
- *Inclusive Education Program
- *Gifted & Talented Education Education & Minnesota Center for Talent Development
- *State Board of Education Waiver Review Panel
- *Post Secondary Laboratory Schools
- *Statewide Testing
- *State Multiculture Educational Advisory Committee
- *Desegregation Advisory Board
- *NCAA Policies & MN students

▪ Special Education Division

The Special Education Division assists school districts to implement effective specially designed instruction and services for students with 13 different disabilities ages birth to 22. The Division provides: a) staff development opportunities, b) technical assistance, c) allocates state and federal fiscal resources, d) coordinates service delivery systems and procedures with other state agencies, e) evaluates and reports results, f) assists in assuring compliance with federal requirements, g) makes policy

recommendations, h) assures appropriate parent involvement.

The highest priority initiatives of the Division during the 1998-99 school year include:

Collaborate with the Departments of Human Services and Health to assist districts to access Medicaid resources.

Recommend changes in State statute and State Board of Education rules to reduce some state requirements to the level required by Federal Law and Regulation.

Disburse approximately \$300 million in state resources and \$60 million in Federal resources.

Collaborate with the Departments of Corrections, Health and Human Services assist districts to collaborate on the provision of instruction and services to students with disabilities.

Provide training for district staff on options for implementing instructional programs to assure that students with disabilities achieve the state graduation requirements.

Design and provide training to districts for implementation of alternative assessment procedures for students with disabilities to determine the extent to which they achieve the state graduation standards.

▪ Learner Options Division

The Learner Options Division assists school districts as they implement the integrated state and federally funded programs which support the Minnesota Graduation Standards. The target population is students PreK-12, who are below grade level, in greatest need of service and who live in areas of high concentration of poverty. These targeted populations include: children of migratory agricultural workers, children with limited English proficiencies, homeless children and youth and neglected and delinquent youth.

The division provides guidance to school districts in policy development, implementation of state and federal programs; prepares State plans, grants and/or applications for the acquisition of resources to carry out program and agency policies and priorities; provides technical assistance, training and consultations to assist customers in delivering quality education services to targeted populations; and provides active support for the needs of target populations through publications, parent/family involvement, representation on advisory committees, and intra- and inter-state activities.

▪ **Systems Services Division**

System Services assists individuals, schools, districts and other organizations in the effort to implement both the Basic and High Standards as described in State Board of Education rule and legislation. This is accomplished through consulting, technical assistance, workshops and other techniques designed to engage providers in a process of continuous improvement. The Division is organized into the following units to carry out the work:

Minnesota Educational Effectiveness Program (MEEP)

MEEP is organized into ten regions providing effective two-way communication with the State's districts and schools. One full time coordinator is assigned to and lives in each of 10 greater Minnesota regions. The four metro area coordinators are housed in St. Paul. MEEP Coordinators are available to meet with school staff to provide training and information regarding the Minnesota Graduation Rules and other state education initiatives. This year the focus will be to ensure that building level staff have the capacity to use performance assessment to evaluate student achievement of the High Standards and to use consistent criteria to score student work. Ongoing support is available to meet the unique needs of building principals. To insure strong linkage to each district, each district in the state has identified a person

(Graduation Standards Technician) to be the key point of contact to insure a two-way flow of information.

Best Practice Unit

Content specialists in reading, science, and mathematics are available to assist schools develop curriculum aligned with the Standards and to identify effective instructional strategies. The higher priority for the 1998-99 school year will be the development of the high school System Accountability test, review of the Basic Standards tests, and review of the 3rd and 5th grade Minnesota comprehensive Assessment (MCA) tests.

Best Practice Networks comprised of practicing teachers have been established in Math, Science, Reading and Writing. Two new networks, People & Cultures and the Arts are being formed and will be available during the 1998-99 school year. CFL provides ongoing training so that these teachers have in-depth understanding of the Graduation Rules and are knowledgeable regarding best instructional strategies in their content areas. Schools can contract with these teachers to conduct workshops or consult with groups or individuals.

SciMath MN

SciMath MN is a partnership of education, business and state government to improve mathematics and science education. The program focuses on the following areas:

*Graduation Standards Implementation: assist schools and districts in implementing the math and science Standards by providing curricular models, and by conducting staff development workshops.

*Teacher Preparation: provide tools and models for standards-based reform of teacher preparation in mathematics and science, fund and support model research projects in standards-aligned teacher education program improvement, and

establish and support a statewide network of local practitioners.

*Excellence and Equity: conduct research, data studies, and model programs to improve gender and racial equity in math and science.

*Public Support: work with business, education and government organizations to advance public engagement with and understanding of standards, prepare and disseminate public awareness materials aimed at parents and other key stakeholders, develop statewide media outreach activities support of math and science standards.

Personnel Licensing

Policies of the Board of Teaching and the State Board of Education are implemented by approving preparation programs for administrators and teachers and by renewing or issuing Minnesota licenses for teachers and administrators. A new rule governing the licensing of educational administrators was adopted two years ago. This forced preparation courses at colleges to change from a seat time formula to a standards based system. Certifying readiness for licensure now includes demonstration of competence. The Board of Teaching is in the process of adopting new Rules governing licensure of teachers. As a result, a new review and approval process for teacher preparation programs is being developed.

The following are three of the initiatives planned for the 1998-1999 school year:

*Twenty teachers have been released from their districts through intergovernmental agreements and are working throughout the state to assist teachers in implementation of the Graduation Rules by using best practices in instruction and shared decision-making in compliance with Clearinghouse of Best Practices legislation.

*The Minnesota Electronic Curriculum Repository is being developed. Through this

internet tool, teachers will have access to a relational data base which includes assessment tasks and curriculum and instructional activities aligned with the High Standards.

*A CD ROM professional development tool is being developed which will assist every teacher to develop the skills of scoring student work using uniform criteria.

*A system for continuous improvement which utilizes data based decision making is being developed.

▪ **Indian Education Division**

Minnesota is often cited as a national model for Indian Education programs. This is due to the unique collaborative working arrangement between the eleven American Indian Tribal government, the Minnesota State Legislature and the Department of Children, Families & Learning.

The Indian Education Team oversees a number of programs:

*American Indian Education Committee (AIEC). The State Board of Education awards American Indian Language and Culture Education (AILCE) grants designed to promote a positive self-image among elementary and secondary American Indian students. The programs offer instruction in American Indian language, literature, history and culture.

*Minnesota Indian Scholarship committee (MISC). Advises the State Board of Education in awarding Minnesota Indian and Curry scholarships to eligible American Indian students and in the administration of its' duties awarding of Post-Secondary Preparation Program (PSPP) and Indian Teacher Training grants.

*The American Indian Language & Culture Education Program (AILCE). Funding for programs designed for elementary and secondary American Indian Students to promote positive

self-image. The programs offer instruction in American Indian language, literature, history and culture, as well as staff development and curriculum development.

*Minnesota Indian Teacher Training Program (MITTP). Was established to assist American Indian people to become teachers and provide additional education for American Indian teachers.

*Parent Advisory Committee. This committee provides for the maximum involvement of parents and children enrolled in education programs. These committees are established in school districts with ten or more American Indian children enrolled.

*Tribal Equalization. State revenue is given each year to American Indian controlled contract schools, authorized by the United States code title 25 sec 450f, that are located on a reservation within the state. This aid is used to supplement the money for American Indian education programs provided by the federal government and Early Childhood/Family Education (ECFE) programs provided at tribal schools.

*Minnesota Indian Scholarship Program. Serves 850 full-time and part-time undergraduate and graduate students in higher education. This program provides financial assistance to students enrolled in college or vocational training who demonstrate financial need. The program began in 1955 with \$5,000 and now is the largest program of its kind in the United States and is a national model.

*Indian Adult Basic Education Program. Serves approximately 350 adults at ten sites, five of which are located in the Northeastern region of the state. This program provides American Indian adults with an individualized instruction program to meet their needs in basic education equivalency, pre-GED, life learning skills, and continuing education.

*Home School Liaison. Provides training for approximately 251 participants through workshops held year-round throughout the state.

▪ **School and Community Technology Division**

The Division provides leadership to K-12 schools and communities to use technology to enhance the learning and educational experiences of Minnesota's citizens.

The Division has five primary goals:

*Facilitate continued development of technology infrastructure for schools and community.

*Establish and maintain basic technology literacy standards for students and staff to enable achievement of the Graduation Standards.

*Support professional development so that technology standards are implemented for integration of technology into the classroom and the community.

*Provide technical support to the Office of Teaching and Learning in the implementation of the Graduation Standards.

*Promote collaboration between higher education, K-12 education, state agencies, libraries, and other community programs to maximize resources and provide opportunities for beneficial partnerships.

Work on School Technology initiatives is done in collaboration with the Office of Technology. There are six programs:

*Schools Self-Evaluation Matrix. Provide a template of critical components and effectiveness measures for school implementation of technology. Addresses infrastructure, student standards, teacher standards, connectivity, and application. Provides for self-evaluation and continuous improvement.

*School District Planning. School and Community Technology staff work with public and nonpublic schools for the establishment of technology plans. Criteria, best practice, and standards are provided by the Department of Children, Families & Learning. Districts and nonpublic schools update plans yearly.

*ITV Levy (Interactive TV). It provides a combination of state and local funding to create and maintain 34 ITV networks used by about 240 school districts. It provides the opportunity for a district to conduct a class and broadcast the class to as many as eight to nine other sites. This equalized levy is due to phase out by fiscal year 2003.

*Learning Academy. This program provides stipends to teachers to participate in technology courses, geared to a basic understanding of technology use or integrating technology into curriculum.

*Curriculum Repository. A web site database which is a teacher tool for understanding and applying the Graduation Standards. Content standards, lesson tasks and assessments are contained in the database. Teachers access the information through the Internet or a CD-ROM.

*Computers for Schools. This is a \$6 million program which solicits donations of used computers from businesses and recycles them for use in schools. Computers are upgraded to current technology at either Stillwater Prison or Lino Lakes Prison. The upgraded computers are given to public and non public schools at no charge. The goal is to replace and refurbish 18,000 computers by June 30, 2000.

Key issues for the Office of Teaching & Learning

*Training and technical support for graduation standards implementation.

*Increase public understanding of graduation standards and accountability.

*Essential support to continuous systemic school and district improvement including statewide support for curriculum, instruction, assessment, management and administration.

*Increase the capacity of schools to manage, analyze and use relevant data.

*Monitor system accountability reports and staff development reports.

*Desegregation rulemaking and hearing.

*Inclusive education program rulemaking and hearing.

*Statewide testing Breach of Security Processes (which occur after each statewide testing event).

Major Constituencies for the Office of Teaching & Learning

Parents
School districts
Education organizations
Students
Minnesota Business organizations
Minnesota Indian Affairs Council
Community councils

Major Upcoming Events

January 20, 1999. Basic Standards Testing. Tenth grade written composition.

February 2, 1999. Basic Standards Testing. Eighth grade reading.

February 4, 1999. Basic Standards Testing. Eighth grade mathematics.

March 9 & 10, 1999. Statewide Assessments. Fifth grade reading.

March 11, 1999. Statewide Assessments. Fifth grade written composition.

March 16 & 17, 1999. Statewide Assessments.
Fifth grade mathematics.

March 9 & 10, 1999. Statewide Assessments.
Third grade reading.

March 16 & 17, 1999. Statewide Assessments.
Third grade mathematics.

Priority Projects

Statewide system for Accountability for
Achievement

Development of High School tests and
augmentation of MN Comprehensive assessment
at grades 5 and 8.

Implementation of Graduation Standards
Site-based Management

Support for Implementation of continuous
improvement initiative.

Rule Development: desegregation; inclusive
education

Related Boards, Commissions & Task Forces

State Board of Education (set to expire
December 31, 1999). The State Board of
Education (SBE) was established in 1919 and is
a lay citizen governing and policy making body
appointed by the Governor and confirmed by the
Senate. The State Board is comprised of nine
citizen members - one from each congressional
district and one at-large member. In addition,
there is one non-voting student member, elected
annually by the State Student Council
Association. By statute, the Commissioner is an
ex-officio member and serves as secretary of the
state board. The primary activities of the SBE
include: providing statewide policy leadership
for the state's preK-12 educational system;
providing governance for school districts by
adopting rules and promulgating guidelines
approving grants and other programs; oversight
and sponsorship of charter schools; promoting

innovation and flexibility through rule waivers;
serving as the governing board for the Minnesota
State Academy for the Deaf and the Minnesota
State Academy for the Blind; establishing
priorities and policies in the development of the
biennial legislative package; and generally
serving as a citizen bridge by providing a year-
round public forum for policy discussions and
development.

The State Board of Education meets for two full
days every month, except for July. In addition,
the board holds public input meetings on various
topics throughout the year and in different areas
of the state. The board also meets regularly with
advisory committees established by the
legislature to advise the board and the
commissioner on a number of educational areas.

Board of Teaching. The Board of Teaching was
established by the legislature in 1973 to develop
and maintain standards of initial licensure and
continuing occupational ability for licensed
teachers. Its mission is to ensure that throughout
their professional careers, educators meet high
standards which will enable them to provide the
highest quality education for learners in our
diverse, multicultural society. The board has
representation from the teaching profession, the
public, and the institutions of higher education
that have approved programs of teacher
preparations.

The Board of Teaching establishes rules
governing teacher education programs and
approves teacher preparation institutions and
programs.

The Board promulgates rules for licensing and
relicensing public school teachers and interns.
The Board of Teaching also establishes a code of
ethics to assure that teachers in the public
schools maintain high standards of ethical
conduct.

Minnesota Academic Excellence Foundation.
The Minnesota Academic Excellence
Foundation, by charter from the Minnesota
Legislature and through private sector and

community-based partnerships, promotes and recognizes the importance of academic excellence in all Minnesota elementary and secondary students, schools and communities. MAEF has established three strategic priorities to promote student learning:

- *facilitating systemic change to increase student learning and enhance educator practice;
- *creating values in society which demand academic achievement by and for all learners;
- *facilitating innovative, high-performing, results-oriented partnerships.

MAEF has a 22-member board of directors and numerous committees and task forces which meet quarterly. Members of the board are appointed by the Governor; twelve represent a variety of business groups and eight a variety of education groups. Two ex-officio students are appointed to one-year terms as board members. MAEF was created in 1983 by the Minnesota Legislature, and in 1989, the Friends for MAEF, a separate, 501©(3) organization was formed to provide a private arm to the public-private partnership. Both MAEF and Friends for MAEF function as non-profit organizations.

Key Legislators & Committees

Senate Committees:

Children, Families & Learning

Co-chairs: Pat Piper, Lawrence Pogemiller,
LeRoy Stumpf

K-12 Budget Division

Chair: Lawrence Pogemiller

Education Finance

Chair: Keith Langseth

House Committees:

Education:

Chair: Lyndon Carlson

K-12 Finance Division

Chair: Becky Kelso

K-12 Education Finance

Chair: Becky Kelso

Taxes

Chair: Dee Long

Office of Management and Support Services

The Office is responsible for CFL goals number 9, and provides general support and management services for the entire agency by providing fiscal, human resources and information technology support services. It also implements education finance programs, provides management and facility assistance to school districts and does monitoring for compliance with special education, school nutrition and civil rights rules. The office has six divisions:

▪ **Division of Agency Finance and Management**

Manages the financial and business affairs of the department; manages preparation of the annual spending plan and the biennial budget process for agency operations; provides reimbursement to education agencies and service providers; provides financial oversight and reporting for federal programs including school or local agency reimbursement and cash management; processes employee and vendor payments; manages the contract and grant agreement process. Provides office support services for the department including facilities, use of office space, copy services and mail distribution services. Arranges for purchase of equipment, printing, supplies, purchased services for agency operation, and materials for educational programs or training conducted by department staff. Receives incoming shipments and deliveries, handles inventory records, supply distribution and department storage space.

▪ **Division of Human Resources**

Provides personnel services, including recruitment and selection of employees, job classifications, compensation and employee benefit administration. Interprets and administers statutes, rules, policy and procedures related to affirmative action/diversity, ADA/reasonable accommodation, Conflict of

Interest/Code of Ethics/Family Medical Leave Act, harassment and violence in the workplace. Provides programs and other opportunities for professional development of all members of the department, including acculturation and job-specific training. Provides employee assistance, health and wellness, health and safety, and other related employee activities. Provides labor relations services including contract negotiations, contract and plan interpretation and administration, and grievance processing.

▪ **Division of Program Finance**

The Program Finance Division has two primary responsibilities:

*Provide leadership and support to policy makers in developing and evaluating K-12 and family & early childhood education finance policy. This is accomplished through the preparation of the Governor's Children, Families & Learning Aids Budget document and the February and November budget forecasts; analyzing current and alternative funding systems for policy makers, including the preparation of fiscal notes; and supporting the legislative process through consultation and testimony.

*Implement education finance programs by determining annual state aid entitlements and property tax levy limitations for local school districts; computing and distributing semi-monthly state aid payments to school districts; and providing information and expert assistance on education funding issues to school districts and the public.

▪ **Division of Management Assistance**

Provides management assistance to regional and local agencies and sites in the areas of long-range planning, financial management, transportation, facilities and cooperation, organization and collaboration; provides state administration of the required school district accounting and financial management systems;

providing individualized management assistance to districts with excess operating debt, and approving plans for removing excess debt; administering the pupil transportation system, including eligibility and reporting for transportation revenue, and training for school bus safety; administering the post-secondary enrollment options, federal impact aid, and credit enhancement programs; conducting audits of school district revenues, especially for pupil units and transportation expenses; administering the federal single audit system on use of federal funds; reporting on the financial health of school districts; providing financial data for state aid and other purposes; assisting with planning for new school facilities, reviewing all major construction plans, and commenting on appropriateness before bond issues are submitted for voter approval; assisting school districts in developing consolidation agreements and facilitating school district consolidation; managing state funded programs for health and safety in schools and for capital loan construction projects; managing all state grants for school district facilities and organization/facilities planning; and coordinating state Fire Marshall inspections of schools.

▪ **Division of Monitoring and Compliance**

The Monitoring and Compliance division administers programs that focus on parent and student rights, including: monitoring for compliance with special education and civil rights rules and regulations; administering mandated conflict resolution systems such as complaint investigations, mediation, and hearings; assisting school districts with necessary corrective actions; providing leadership and services to school districts to promote gender equity in athletics and other aspects of equal educational opportunities; approving programs of instruction in Minnesota educational institutions - secondary and post-secondary, public and private - in accordance with the federal G.I. Bill, Title 38, U.S. Code; conducting monitoring visits to determine program compliance and indicate required

corrective action for the five federal nutrition programs; monitoring veterans' programs for compliance with federal and state statutes, rules and regulations, and providing technical assistance to appropriate staff.

▪ **Division of Information Technology**

To satisfy the agency's information management needs in its mission to *"Increase the capacity of Minnesota communities to measurably improve the well-being of children and families"*, the Information Technology Division supports a complex and diverse set of technologies. At the core is a UNISYS Clearpath Enterprise Server (mainframe) hosting 45 applications systems containing over 4000 software programs and approximately 3 million lines of code. Network related services for approximately 500 internal staff members are supplied by NOVELL for file and print sharing and supplemented with multiple Microsoft Windows NT applications servers. Document imaging solutions are processed on an IBM AS/400. E-mail and scheduling services are provided internally via Microsoft Exchange. In addition, the agency hosts its own web site, providing global information access via the Internet. Standardized configurations of Windows 95/NT and Office 97 Professional have been implemented on all agency workstations. Current initiatives consist of remote network access (telecommuting), expanded internet/intranet deployment, automated network/asset management systems and data warehousing.

Key Issues

Operations:

- Obtaining significant base budget adjustments from the Legislature for building lease costs and furniture lease costs as a result of moving to Roseville.
- Increased technology and staffing costs due to Legislatively mandated education accountability requirements.

- A need for more cross-agency collaboration to achieve the mission.

Policy:

- Use of compensatory revenues to increase basic skills achievement of low achieving students.
- Controversy and opposition surrounding the desegregation/integration magnet school building program.
- State conformance with changes in Federal special education laws.

Major Constituencies

Students
 Parents
 Education Professionals
 School Boards
 Education Organizations
 Employees of CFL

Priority Projects

- Aid payments made to school districts, 15th and 30th of each month, based on up-to-date annual aid entitlement information..
- Budget forecasts submitted to Finance Department, in February and November annually.
- Governor's Biennial Budget materials submitted to Finance Department, various deadlines from September through January annually.
- Property tax levy limitations certified to school districts, by September 8 annually.
- Collect and process MARSS data.
- Administer three Desegregation/Integration Grants - ongoing.

- Administer three Achievement Plus Grants - ongoing.
- Administer three flood recovery capital grants - ongoing.
- Collect and process STAR data.
- Consultation and review and comment on school construction projects over \$400,000 as requested. Approximately 80-90 per year.
- School Business Bulletin published monthly.
- Attendance and transportation audits ongoing. Other program audits as requested.
- Transportation reporting and school bus safety.
- Year 2000 computer issues.

Key Legislators and Committees

House Committees:

Capital Investment
 Chair: Henry Kalis

Education
 Chair: Lyndon Carlson

K-12 Finance Division
 Chair: Becky Kelso

Senate Committees:

Children, Families & Learning
 Co-Chairs: Pat Piper, Lawrence Pogemiller, LeRoy Stumpf

K-12 Education Budget Division
 Chair: Lawrence Pogemiller

Advisory Councils, Boards and Task Forces

NAME	LEGAL AUTHORITY FOR CREATION	PER DIEM AND/OR EXPENSES	CFL CONTACT PERSON
Commissioner Appointed:			
State Board Appointed:			
Required by Federal Law or Regulation or Minnesota Statute:			
Abused Children Advisory Council	M.S. 611A.365 (1994)	Expenses	Mary Crossen
Children's Trust Fund Advisory Council	M.S. 119A.13	Expenses & Per Diem	Sue Devich
Youth Neighborhood Services Advisory Board	M.S. 119A.29		
Minnesota Early Childhood Care and Education Council (Council is defunct, agency is seeking statutory repeal in the 1999 legislative session)	M.S. 119B.17	Expenses & Per Diem	Karen Carlson
Citizenship Advisory Task Force	Laws of 1997, Family and Early Childhood Education Bill, CCRFH-2147, Article 2, Sections 29-31	Expenses	Barry Shaffer
MN State Food Distribution Program Advisory Council	Federal Law 7CFR Part 210 National School Lunch Program, Section 210.27	Expenses	Mary Begalle
Advisory Council to the Office of Library Development and Services	P.L. 104-208	Expenses	Joyce Swonger
Minnesota Commission on National and Community Services	M.S. 121.701; P.O. 103-82	Expenses	Larry Fonnest

Governor's Workforce Development Council	M.S. 126B.01, Subd 3	Expenses and Per Diem	Gene Piccolo
School to Work Student Organization Foundation	M.S. 121.615	Expenses	Kathy Casmer
Community Advisory Committee for Transition Systems Change	P.L. 101-476 Individuals with Disabilities Education Act of 1990	Expenses, Per Diem for non- state members	Jayne Spain
Minnesota Career Information Advisory Council	1986 Executive Order Number 9	Expenses	Dorothy Wolf
State Multi-Cultural Advisory Committee	M.S. 126.82	Expenses	Mary Pfeifer
State Board of Education's Waiver Review Panel	M.S. 120.65	Expenses	Mary Pfeifer
Coalition on Education Reform and Accountability	Laws of 1993, Chapter 224, Article 1, Section 35, Subd. 3 (See Laws of 1998, Chapter 398, Article 5, Section 51 also)	Expenses	Gary Farland
Graduation Standards Review Panel	1998 Session Laws, Chapter 398, Article 5, Section 9	Expenses	Susan Heegaard
Metro Desegregation Advisory Board	M.S. 121.1601, Subd. 3	Meeting expenses only	Mary Pfeifer
State Interagency Coordinating Council	M.S. 120.1701	Expenses & Per Diem	Jan Rubenstein
State Special Education Advisory Committee	P.L.105-17	Expenses	Wayne Erickson
State Advisory Committee for the Minnesota Resource Center for Deaf and Hard of Hearing		Expenses	Mary Cashman- Bakken
State Advisory Committee for the Minnesota Resource Center for Blind and Visually Impaired		Expenses	Jean Martin
American Indian Education Committee	M.S. 126.531	Expenses	Yvonne Novack
Minnesota State Indian Scholarship Committee	M.S. 124.48, Subd. 3	Expenses	Yvonne Novack
Title I Committee of Practitioners	Improving America's Schools Act	Expenses	Jessie Montano
Goals 2000 Panel	Goals 2000 Educate America Act	Expenses	Jessie Montano

First Grade Preparedness Advisory Committee	M.S. 124.2613	Expenses	Jessie Montano
Non-Public Education Council	M.S. 123.935, Subd. 7	Expenses & Per Diem	Barry Sullivan
Library for the Blind and Physically Handicapped Advisory Committee	M.S. 134.31	Expenses & Per Diem	Joyce Swonger
Minnesota Education Telecommunications Council (METC)	Laws of 1993, First Special Session, Chapter 2 and Laws of 1995, First Special Session, Chapter 3, Article 2	None- Volunteer Basis	Mark Manning
Emergency Energy Assistance Fund	M.S. 268.371	Expenses	Ann Seifert
Minnesota Academic Excellence Foundation			
Minnesota Academic Excellence Foundation Board of Directors	M.S. 121.612	Expenses	Zona Sharp-Burk
Academic Excellence League Council	M.S. 121.612	Expenses	Zona Sharp-Burk
Partners for Quality Steering Committee	M.S. 121.612	Expenses	Zona Sharp-Burk
Board of Teaching			
Board of Teaching	M.S. 125.181- 125.185	Expenses & Per Diem	Michael Tillmann
Sci Math MN			