

Chicano Latino Affairs Council

State of Minnesota



Report to the Legislature in Compliance with Minnesota Statutes Section 3D.06 (Sunset Review)



**Chicano Latino
Affairs Council**
State of Minnesota

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CLAC Organizational Leadership: Council Members and Staff

Board of Directors (Term dates and District)

Officers

Jesús Villaseñor (March 2011- Jan. 2015)
At Large, Council Chair

Margaret Villanueva (March 2011-Jan. 2015)
District 6, Vice-Chairwomen

Adriana O'Meara (April 2010-Jan. 2014)
District 3, Treasurer

Rebeca Sedarski (April 2010-Jan. 2014)
District 1, Secretary



Gerardo Bonilla, (March 2011-Jan. 2015)
District 2

Nicholas Juarez (June 2008-Jan. 2012)
District 4

Edgardo Rodriguez (June 2008-Jan. 2012)
District 5

Francisco Morales (April 2010-Jan. 2014)
District 7

Luisa Gutierrez Pierce (March 2011-Jan. 2015)
District 8

Mario Vargas (June 2008-Jan. 2012)
At Large

Maricruz Hill (June 2008-Jan. 2012)
At Large

Staff

Hctor Garcia
Executive Director

Gladys Rodriguez
Administrative Assistant

Paul Buchel
Research Analyst

Melissa Diaz
Office Specialist



Report compiled by the staff of the
Minnesota Chicano Latino Affairs
Council and approved at the meeting of
the Board on Dec. 10 2011

Minnesota Statutes

3.9223 COUNCIL ON AFFAIRS OF CHICANO/LATINO PEOPLE

Subdivision 1.Membership.

The state Council on Affairs of Chicano/Latino People consists of 11 members appointed by the governor, including eight members representing each of the state's congressional districts and three members appointed at large. The demographic composition of the council members must accurately reflect the demographic composition of Minnesota's Chicano/Latino community, including migrant workers, as determined by the state demographer. Membership, terms, compensation, removal of members, and filling of vacancies are as provided in section [15.0575](#). Because the council performs functions that are not purely advisory, the council is not subject to the expiration date in section [15.059](#). Two members of the house of representatives appointed by the speaker and two members of the senate appointed by the Subcommittee on Committees of the Committee on Rules and Administration shall serve as nonvoting members of the council. The council shall annually elect from its membership a chair and other officers it deems necessary.

Subd. 2.Chicano/Latino people.

For purposes of subdivisions 3 to 7, the term "Chicano/Latino person" means a person who was born in, or whose ancestors are from, Argentina, Bolivia, Brazil, Chile, Colombia, Costa Rica, Cuba, Dominican Republic, Ecuador, El Salvador, Guatemala, Honduras, Mexico, Nicaragua, Peru, Panama, Paraguay, Puerto Rico, Uruguay, or Venezuela.

Subd. 3.Duties.

The council shall:

- (1) advise the governor and the Legislature on the nature of the issues confronting Chicano/Latino people in this state, including the unique problems encountered by Chicano/Latino migrant agricultural workers;
- (2) advise the governor and the Legislature on statutes or rules necessary to ensure Chicano/Latino people access to benefits and services provided to people in this state;
- (3) recommend to the governor and the Legislature legislation to improve the economic and social condition of Chicano/Latino people in this state;
- (4) serve as a conduit to state government for organizations of Chicano/Latino people in the state;
- (5) serve as a referral agency to assist Chicano/Latino people to secure access to state agencies and programs;
- (6) serve as a liaison with the federal government, local government units, and private organizations on matters relating to the Chicano/Latino people of this state;
- (7) perform or contract for the performance of studies designed to suggest solutions to problems of Chicano/Latino people in the areas of education, employment, human rights, health, housing, social welfare, and other related programs;
- (8) implement programs designed to solve problems of Chicano/Latino people when authorized by other statute, rule, or order; and
- (9) publicize the accomplishments of Chicano/Latino people and their contributions to this state.

Minnesota Statutes

3.9223 COUNCIL ON AFFAIRS OF CHICANO/LATINO PEOPLE

Subd. 4. Review and recommendation authority.

All applications for the receipt of federal money and proposed rules of a state agency that will have their primary effect on Chicano/Latino people must be submitted to the council for review and recommendation at least 15 days before submission to a federal agency or initial publication in the State Register.

Subd. 5. Powers.

The council may contract in its own name. Contracts must be approved by a majority of the members of the council and executed by the chair and the executive director. The council may apply for, receive, and expend in its own name grants and gifts of money consistent with the power and duties specified in this section.

The council shall appoint an executive director who is experienced in administrative activities and familiar with the problems and needs of Chicano/Latino people. The council may delegate to the executive director powers and duties under this section that do not require council approval. The executive director and council staff serve in the unclassified service. The executive director may be removed at any time by a majority vote of the entire council. The executive director shall recommend to the council the appropriate staffing necessary to carry out its duties. The commissioner of administration shall provide the council with necessary administrative services.

Subd. 6. State agency assistance.

Other state agencies shall supply the council upon request with advisory staff services on matters relating to the jurisdiction of the council. The council shall cooperate and coordinate its activities with other state agencies to the highest possible degree.

Subd. 7. Report.

The council shall prepare and distribute a report to the governor and Legislature by November 15 of each even-numbered year. The report shall summarize the activities of the council since its last report, list receipts and expenditures, identify the major problems and issues confronting Chicano/Latino people, and list the specific objectives that the council seeks to attain during the next biennium.

Link to Council's website:

www.clac.state.mn.us

Section I: Executive Summary

Executive Summary

TO: Sunset Advisory Commission

FROM: CHICANO LATINO AFFAIRS COUNCIL (CLAC)

DATE: December 12, 2011

HISTORY AND PAST ACHIEVEMENTS

The Minnesota Chicano Latino Affairs Council was initially called the Council on Spanish Speaking Affairs, or more commonly referred to as the Spanish Speaking Affairs Council (SSAC). The name was later changed to the Chicano Latino Affairs Council (CLAC). The council superseded the Governor's Office on Spanish Speaking Affairs, upon its creation by the Legislature in 1978 through statute 3.9223. From its inception, the council dedicated to identify the socio-economic, educational, employment and health status of Latinos in Minnesota; advise the governor and the Legislature on issues and concerns affecting the state's Latino community and promote viable solutions and strategies to address these issues and concerns; strengthen and/or create additional resources within the Latino community; build strong and lasting partnerships with local, state and federal government institutions and private entities, and strengthen the leadership potential and civic engagement of the Latino community within the state and local governments.

Sampling of key activities from CLAC's past and present, which meet our organizational goals:

1) Advise the governor and Legislature on the nature of the issues confronting Chicano/Latino people in this state, including the unique problems encountered by Chicano/Latino migrant agricultural workers

- In 1978, a statewide group of Latino leaders under the auspices of the Council prepared an extensive report on the status of Latinos in Minnesota, presented it to the governor and the Legislature to serve as a basis for future Council action.
- The Council conducted in 1980 a count of all state employees of Latino descent. The result indicated that at the time there were only 96 Latinos employed in state government. The Council persuaded Governor Rudy Perpich to draft an Executive Order encouraging state agencies to give priority to Latino hiring. During the next 18 months, while the Executive Order was in effect, the employment of Latinos increased to 188 individuals.
- The Council in the 1980s actively promoted the involvement of Latinos in policy making positions within the Minnesota Human Rights Department. Marilyn Vigil and Irene Gomez Bethke were first Latinas appointed as Commissioners by Governors Quie and Perpich, respectively.
- ED testified before various committees in 2010 in relation to the relevance of CLAC, redistricting impact on Latino communities, the consolidation of the Councils, the importance of job training for Latinos and other matters (SEE Appendix A).

2) Advise the governor and the Legislature on the statutes or rules necessary to ensure Chicano/Latino people access to benefits and services provided to the people in this state

- In 1976, it was found that over 120 non-English speaking Latino students were being placed in special education classes in the Saint Paul School System. In 1978, members of the Latino community requested the Council to serve as their spokesperson. The Council and non-English speaking Latino migrant workers advised the governor and the Legislature to implement a statewide bilingual education program, which would be more effective in bringing about improvements in the academic performance among non-English speaking Latino students and, at the same time, would represent a lesser cost to the state than special education classes. In so doing, CLAC contributed to the enactment of the Bilingual Education Act.

Executive Summary

- Traditionally, farmers and growers provided housing for migratory workers during their stay in Minnesota. However, in many instances, this housing was in deplorable conditions. The state Legislature, with the support and cooperation of the Minnesota Migrant Council and the Spanish Speaking Affairs Council conducted in 1979 a review of migrant housing in Minnesota and formulated rules and regulations for the improvement of migrant housing programs.

3) Recommend to the governor and the Legislature legislation to improve the economic and social condition of Chicano/Latino people in this state

- Migratory labor, primarily of Mexican origin, has been a part of Minnesota's labor force since the 1890's. In cooperation with the MN and US Departments of Labor and the MN Migrant Council, the Council in 1982 promoted programs to address health issues of migratory workers. This joint effort resulted in the Migrant Health program, which received federal and state funds.
- In 2010, CLAC recommended a bill on job training to the Council on Asian Pacific Minnesotans and the Council on Black Minnesotans; the Councils then, jointly, proposed it to Representative Mullery who introduced it as HF 645 during the 87th Legislative Session; it was then supported by SF 947. Though it was not passed., CLAC intends to recommend it be reintroduced

4) Serve as a conduit to state government for organizations of Chicano/Latino people in the state

- In the early 1980s, the Council in cooperation with the Department of Employee Relations, the other minority Councils and non-profit organizations, worked with the state Legislature for the passage of the Minnesota Communications Act, which required state agencies, health care providers, the criminal justice system and educational institutions to provide interpreting services to non-English speaking individuals and to provide key information on their main services in a variety of languages.
- CLAC was very involved in the creation of the Council on Black Minnesotans and the Asian Pacific Council in 1979 and 80. From its inception, had an excellent working relationship with the Indian Affairs Council. CLAC continues to have a collaborative relationship with those 3 Councils and meets with them on a regular basis.

5) Serve as a referral agency to assist Chicano/Latino people to secure access to state agencies and programs

- Under the auspices of the Council, a group of Latino leaders in 1983 reviewed the higher educational needs of Latinos and determined that financial assistance was a major challenge to continue a formal post-secondary education. The task force persuaded Honeywell, Inc. to provide a \$ 35,000 grant to initiate the project. Thirty to forty Latino students per year, during the life of the program, received scholarships to continue with their education.
- The Council in 1983 proposed to the Legislature that a special scholarship be provided to increase the participation of Latinos in post-secondary education. During presentations before legislative committees, it was determined that the Higher Education Coordinating Board (HECB) had up to \$25 million in scholarship funds available for distribution. The Council worked with the Higher Education Coordinating Board to establish a Latino outreach program. A Latina outreach coordinator was hired by HECB to direct this effort.

Executive Summary

- In 1982, the Council, in cooperation with the College of Saint Catherine's, and Latino community organizations conducted a follow-up Latino women's conference to assess the progress made during the previous year and to identify and promote Latina leaders.
- CLAC, in collaboration with DEED, updated in 2010 a manual in Spanish on how to start businesses in Minnesota for distribution to the Latino community.
- CLAC helped form the Latino Nonpartisan Caucus and has been helping plan the State of Latino Statewide Conference to take place in 2012.

6) To serve as a liaison with federal government, local government units, and private organizations on matters relating to the Chicano/Latino people of this state.

- CLAC, with Council on Black Minnesotans and others, advised Commissioner Seagren (MDE) in 2010 on the deficiencies of the Race to the Top application. CLAC's ED was a member of the Commissioner's (Cassellius at MDE) Working Group on Education Funding to contribute to the discussion over the budget for education and its implications. CLAC started an education program under the title of *Si Se Puede* with the Office of Higher Education. CLAC convened a group of experts on Latino education for three meetings during the summer of 2011 to develop innovative and insightful approaches to address the chronic problem of the Latino Education Achievement Gap. CLAC also carried out research to identify best practices in Minnesota and the U.S., which have been successful in improving the graduation rate of Latinos (see attached Achievement Gap Reports). CLAC has since then been in discussions with the MHC to build on these meetings, research and reports (attached) to develop a collaborative (from parents to higher education and employment) effort in designing a K to 12 Model, which can be tested at high schools for eventual dissemination throughout the state. CLAC has submitted a grant request from MHC to do this collaborative work in 2012.
- CLAC has helped in 2010 and 11 the *Metropolitan Business Planning Initiative* and the *Entrepreneurship Accelerator* discuss and plan the implementation of their mission. CLAC facilitated the introduction and communication of *Greater MSP* and the Minnesota Latino corporate executive community. *Greater MSP* and Latino executives have agreed to form a Latino advisory committee to *Greater MSP*.

7) Perform or contract for the performance of studies designed to suggest solutions to problems of Chicano/Latino people in the areas of education, human rights, health, housing, social welfare, and other related programs.

- The Council sponsored in 1980 the *Somos Uno, Somos Familia* conference. The purpose of this statewide conference was to assess the existing social, educational, economic and health services accessible to Latinos and to draft recommendations for the development of additional needed services in the Latino community. The Council, in cooperation with several Latino community based organizations started the creation of additional service providers for Latinos between 1980 and 1983. Some of these newly created providers included, but are not limited to:
 - The Council participated in the creation and development of the Minnesota Minority Education Partnership, in cooperation with Augsburg College and the University of Minnesota. This program provided scholarships and academic assistance to minority students.

Executive Summary

- The Council provided technical assistance in the creation of Casa de Esperanza, a domestic abuse shelter for Latino and other women. *Casa de Esperanza* still provides outstanding services to victims of domestic violence.
- The Council provided technical assistance in the creation of the *Instituto de Arte y Cultura*, which developed programs and activities in the arts and established partnerships with several arts organizations in Minnesota.
- The Council, in cooperation with Latino leaders, established an economic development initiative, which later became the Hispanic Women's Economic Development Corporation. The Council, in cooperation with Latino leaders, established an economic development initiative, which later became the MN Hispanic Chamber of Commerce.
- The Council proposed and advocated for several programs to address health needs of the Latino community, migrant health programs, funding for health education and nutrition programs in Latino organizations. In cooperation with the Minnesota Department of Health and six Latino community based organizations, the Council developed in 1985 an AIDS education and prevention program for Latinos. The Council served as the coordinator and fiscal agent for this project.
- During 1990 and 91, a statewide study on discriminatory treatment of Latinos was done. Results were published and are at the state's reference library. As a result of the study, several investigator positions were created within the Human Rights Department and are still in existence today.
- CLAC, since its creation, has produced reports, position statements and fact sheets on Economic Development, Education, Health, Housing, and Immigration and has distributed them to the Governor's Office, the Legislature, other organizations and published them on the CLAC website. CLAC has produced since its inception Biennium Reports (see attached samples), which have been presented to the Governor's Office and the Legislature as well as distributed to the Latino community other organizations and published in the CLAC website.
- Since 2010, CLAC's ED has been working with the Violent Crime Coordinating Council (VCCC), incorporated a Latino community representative Attorney Manuel Guerrero (founder of the Hispanic Bar Association and co-founder of CLAC), participated in monthly meetings of the VCCC Op Manual edits Committee and the retreat in St. Cloud, where CLAC proposed the formation of a Violent Crime Community Roundtable (patterned after the Immigrant Community Roundtable that H Garcia co-founded with INS District Director in 2000). CLAC worked as a member of the SF2725 Workgroup on criminal intelligence databases (<https://dps.mn.gov/divisions/bca/Pages/sf2725.aspx>) and helped produce its report.

8) Implement programs designed to solve problems of Chicano/Latino people when authorized by other statute, rule, or order. (CLAC has done this indirectly through other organizations; CLAC is now suggesting the possibility of more direct implementation of programs – see Statutory Requirements 3 response on page 18).

- The Council, in cooperation with the College of Saint Catherine and Latino organizations sponsored a Midwest conference on issues and concerns affecting Latina women. This conference resulted in the implementation of the *Un Primer Paso* Program conducted by the college of Saint Catherine in 1981. The purpose of this program was to encourage Latina teens to continue with post-secondary education and provide tutoring and mentoring in achieving educational goals.
- In order to increase the civic engagement of Latinos and provide leadership skills development in the community, the Council created the Minnesota Hispanic Leadership Project. The Dayton Hudson Foundation provided three years of funding for the project. Over 240 Latinos participated during the three years of its existence from 1983 to 86.

9) *Publicize the accomplishments of Chicano/Latino people and their contributions to the state.*

- CLAC, in collaboration with MN Humanities Center (MHC) and making use of the Legacy Fund, produced a documentary *Latino Arts: A Community Vision* with Twin Cities Public Television, a documentary *Latinos, Business and the Arts* with SPNN, and several videos on the Latino transformation of the West Side in St. Paul and Lake Street in Minneapolis. These were intended to demonstrate the positive impact of Latino culture on the economy of Minnesota and to illustrate the breadth and depth of the Latino community, in dramatic contrast to the one-dimensional perception of many individuals in Minnesota. The documentaries have been aired several times on *tpt* across the state and locally on SPNN. Both the documentaries and videos are being distributed to key organizations and, mainly, to schools, educators, students and Latino communities. The community engagement forums (see attached reports) assign time to inform the communities about Latino achievements in other areas of the state. CLAC also publicizes Latinos' accomplishments and contributions through our website, our publication *El Minnesotano* and articles written by the ED, interviews on and meetings with various media.

THE FUTURE

CLAC continues to be dedicated to improve communication and cooperation between Minnesota state government and the Latino community, leading towards smoother, faster and most productive integration of the Latino community into the larger society. The nation, Minnesota and the Latino community have changed considerably; therefore, CLAC's orientation is shifting to help Minnesota tap into the potential resources of Latinos, as can be seen in the following points. This seems to be in sync with the opportunity to discuss improvements with the Sunset Advisory Commission.

1. Current demographic data and globalization are game changers; they have dramatically increased the potential benefits of CLAC.
2. According to Census 2010, the 65 and older population is growing faster than the overall population of the U.S. In Minnesota, the 65 plus segment grew over the last decade at a rate more than double that of the general population. The serious implications of this growth in terms of the affordability of entitlements as well as the viability of transferring the responsibility for payment of the escalating costs of health, education and other essential investments, which were already precarious, are obvious.
3. The Latino population in the U.S. grew at 43% to 50.5 million persons becoming the largest minority and the fastest growing ethnic group. In Minnesota, the Latino population grew at 74.5% in comparison to the growth of the European American population of 2.8%; Latinos are projected to be the largest minority in Minnesota by 2015. As of 2009, the Pew Hispanic Center reports that forty-two percent of Minnesota Latinos are new immigrants. According to DEED's Workforce Overview, Latinos have a workforce participation rate of 83.8%; this is the highest participation of any group in Minnesota. Latinos' median age is 22 in contrast to European Americans' median age of 40.
4. Evidently, this young, energetic, and growing segment could represent part of the solution to the problems created by a rapidly aging population and unmanageable costs. On the other hand, Latino students graduated from high school in 2010 at a rate of 49.2% in comparison to the overall rate of 75.9%, according to MDE. A Georgetown University's Center on Education and the Workforce study indicates that, by 2018, 70% of the jobs in Minnesota will require post-secondary education. The upcoming generation and work force lacks the necessary education to meet this demand. It is estimated that Minnesota will rank 48th of all states in having jobs available for high school dropouts.

Executive Summary

5. This situation presents all of us with a choice. Will we empower the Latino community to be capable of carrying its increasing proportion of responsibility to pay for the mentioned costs or will we risk the marginalization of its youth, which implies not only a very high opportunity cost but, worse, the increase of untenable expenditures? (see *Cost/Benefits Chart below*)
6. Like immigrant waves in the past, Latinos could be a powerful engine of economic growth for the state. Indeed, they are currently untapped economic resources, which have the greatest potential to produce a return on investment. But, there is a challenge to tapping this potential:

The percentage of HS graduates in the U.S. in the beginning of the 20th century, when a large number of Europeans migrated to Minnesota, was roughly 6%. It is probable that many of the northern European immigrants of that time had similar or higher levels of education than Minnesotans. In 2009, the U.S. Census Bureau showed that roughly 91% of Minnesota's population had a high school diploma, whereas the majority of Latino immigrants, most of whom come from impoverished areas of Mexico and Central America, have less than a 6th grade education and speak no English. Consequently, the integration of the new Latino immigrants is by far more complicated than it was for European immigrants in the early 20th century.

An education system that works well for today's Minnesota youth, who grew up in a monoculture of affluence and success built over generations, is not going to automatically work for the children of people who grew up in a diverse culture where poverty and marginalization were the rule.

7. CLAC has found, through its own research and the education expert meetings it has convened in 2011, best practices which have attained 90 and 100 percent graduation rates for Latinos. CLAC has since then held discussions with the Minnesota Humanities Center (MHC) to build on these meetings, research and reports and develop a systemic collaborative (from parents to higher education and employment) effort in designing a K to 12 Model, which can be tested at high schools for eventual dissemination throughout the state. CLAC has submitted a grant request to MHC under the Legacy Funding to do this work in 2012. CLAC has the cultural and language expertise as well as the capacity to convene representatives of all sectors to ensure a comprehensive and collaborative process to produce a systemic solution. (See attached Achievement Gap Reports)
8. Globalization has rendered ineffective formerly successful formulas in the economic and education systems, creating great uncertainty. At the same time, it is offering unprecedented opportunities. Taking advantage of those opportunities calls for a high level of skill in intercultural and international communication as well as proficiency in foreign languages. Cultural and language diversity in the past were an apparent obstacle to cooperation or, at best, a temporary inconvenience to resolve; under globalization, they have become valuable tools to identify and profit from new markets and strategic alliances.

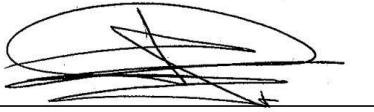
The Latino community can become a vehicle to enhance Minnesota's resources in managing globalization. 3M, Cargill and other Minnesota international corporations have already gone through this paradigm shift. They moved from a mindset of legal and moral compliance in regards to their Latino employees to tapping into the latter's cultural and language skills in order to open and expand markets across Latin America. The same change can take place in schools, small and medium size companies, government and communities across the state. Learning the languages and customs of Latin America and how to reframe our thinking to adapt to a new interdependent world is available to all Minnesotans within arms' reach and at comparatively little cost.

Executive Summary

A fresh mindset needs to evolve from both Latinos and the majority community. The established solutions do not work well anymore in addressing the disparities in spite of the fact that Minnesota is one of the most philanthropic and civic-minded states in the Union. To address this paradox, all parties must contribute part of the solution. The new mindset must be a cross-cultural one and will evolve through a spirit of partnership, not from arms-length generosity. CLAC's function and its more than 30 years of experience as liaison and bridge between the Latino community on the one hand and Minnesota's government and leaders in other sectors on the other is ideally suited to elicit from these partners the mindset which will finally resolve the paradox and begin to reduce the disparities in education, economic development and other areas.

9. CLAC has already facilitated through its network of contacts in various sectors and its intercultural expertise the formation of a Corporate Latino Advisory Committee to *Greater MSP*. The latter, as part of the Metropolitan Business Plan, is dedicated to grow the economy of the Twin Cities and other cities, as far as Rochester. This is a significant incorporation of resources to CLAC's efforts.
10. CLAC will continue to focus its time and resources to activities that will help reduce the disparities between the Latino and majority communities.

We suggest to the Sunset Commission that improved communication and collaboration with the Legislature, the Governor's Office, the various state, local and federal government agencies as well as the private sector be part of whatever reorganization of CLAC is recommended by the Sunset Advisory Commission. We would be glad to suggest specific ways in which this improvement could be attained. The return on investment in CLAC's activities, which the Sunset Advisory Commission wishes to assess, could be highly attractive purely on the basis of the plan to help reduce the Latino education achievement gap (SEE Costs/Benefits Chart*).



Jesús Villaseñor
Council Chair
Chicano Latino Affairs Council



Hector Garcia
Executive Director
Chicano Latino Affairs Council

* As the Chart below indicates, the actual costs and costs of opportunity of the Latino dropouts are highly significant. A worst case scenario was stated recently by Dakota County Attorney James C. Backstrom and Chief Minneapolis Police Department Tim Dolan in Minneapolis Star Tribune article 4/18/11 entitled Budget Cuts, Early Learning and Crime: "... **child who grows up to drop out of school, abuse drugs and become a career criminal costs society on average up to \$2.5 million.**"

In light these costs/benefits, the investment of CLAC's biennial appropriation (\$550,000) and the Legacy Funds grant we expect to receive for 2012 and 2013 (\$250,000) offers a very attractive return to Minnesota. It is important to note that, while CLAC intends to focus mainly on addressing the HS Latino achievement gap in 2012, a) not all CLAC funding will be directed to the creation of the Model and b) the additional costs involved in implementing the Model in 2013 could be derived from non-state funding and the contributions of other stakeholders.

Chart Estimates of Potential Costs/Benefits of 2012 CLAC Effort to Reduce the Latino Educational Achievement Gap

Difference Investment Imprisonment vs HS attendance	HS Dropout Earnings	HS Grad Earnings	Two-Year Degree Earnings
<ul style="list-style-type: none"> • MN annual expenditure per prisoner: \$23,756* • MN annual investment per public school pupil: \$9,159* • Cost difference: \$14,597 	<ul style="list-style-type: none"> • Average lifetime earnings: \$1,198,447* • Average yearly earnings: \$29,961** 	<ul style="list-style-type: none"> • Average lifetime earnings: \$1,767,025* • Average yearly earnings: \$44,175** 	<ul style="list-style-type: none"> • Average lifetime earnings: \$2,254,765* • Average yearly earnings: \$56,369**
<ul style="list-style-type: none"> • Using 19.9%*** dropout rate-- Annual expenditures on total incarcerated dropouts : \$260,627,076 • Annual investment on education of total # dropouts: \$100,483,389 • Cost difference \$160,143,687 	<ul style="list-style-type: none"> • 2009 unemployment rate: 15.4%* 	<ul style="list-style-type: none"> • Cost of opportunity-- difference from HS dropout earnings: \$14,214 • 2009 unemployment rate: 9.4%* 	<ul style="list-style-type: none"> • Cost of opportunity-- difference from HS dropout earnings: \$26,408 • 2009 unemployment rate: 7.9%*
<ul style="list-style-type: none"> • Using 14%*** dropout rate-- Annual expenditures on incarcerated dropouts: \$183,348,808 • Annual investment on education total # dropouts: \$70,689,162 • Cost difference: \$112,659,646 		<ul style="list-style-type: none"> • Potential total annual increase in income (using 19.9% dropout rate***): \$155,945,603.35 • Potential total annual increase in income (using 14%*** dropout rate): \$109,710,474.72 	<ul style="list-style-type: none"> • Potential total annual increase in income (using 19.9%*** dropout rate): \$289,729,245.34 • Potential total annual increase in income (using 14%*** dropout rate): \$204,495,101.44

* **Sources:** Governor's Workforce Development Council: 2011 Policy Advisory. MN Dept. Education 2010-2011 K-12 Enrollment by Ethnicity. Bureau of Labor Statistics, Table A-4: Employment Status of the Civilian Population 25 Years and Over by Educational Attainment, <http://www.bls.gov/news.release/empst.t04.htm>

** CLAC: Average yearly earnings were calculated using the US Census Bureau's estimation of an average time spent in the workforce over a lifetime as 40 years. Thus the statistic of average lifetime earnings was divided by this span of time to yield average yearly earnings.

*** Based on MDE 2010-2011 K-12 total # Hispanic students enrolled (55,132) and their dropout rates, which were 19.9% and 14.0% in 2009 and 2010 respectively.

- Difference in total annual expenditures on education and incarceration was divided by \$400,000 (CLAC's annual \$275,00 appropriation and the \$125,000 grant requested from Minnesota Humanities Center for development of Achievement Gap Model).

Section II: Statutory Requirements

1. The efficiency & effectiveness of operations with which the agency or advisory committee operates:

In pursuit of excellence, CLAC’s Board and staff members created the CLAC Operational Excellence Plan and Biennium Calendar as well as the CLAC Policies and Procedures Manual in 2008. This increased the efficiency and effectiveness with which CLAC operates and helped us to more effectively schedule our work in sync with the Minnesota legislative cycle. Through this alignment the Council improved its capability to serve its charter and nine legislative goals. The Council calendar for the two year cycle is structured with a quarterly focus. This is then further segmented into a monthly focus that guides the work of Board members, staff, and other partners.

The Action Plan is designed to serve its charter and nine legislative goals, which define the Council’s areas of responsibility. For each area of responsibility objectives are established. Based on the objectives, actions are defined. The actions are implemented by the Executive Director and the staff.

Staff’s responsibilities include engagement of the Latino communities, research and analysis, and advice and reporting to the Governor and legislators. Board of Directors provide oversight of actions and outputs, including approval of areas of interest selected, focus and legislative recommendations. Additionally, 11 Board members serve as representatives for their congressional districts and the Latino community at large; there are also 4 nonvoting members representing the Legislature, who ensure connectivity to the state’s interests. Staff and Board members capture the collective voice of the Latino community and convey Latino contributions, issues, and solutions to the governor and legislators. The Council staff and Board members actively collaborate to fully implement the biennium action plan in fulfillment of legislative goals and charter, which culminates in the Biennium Report (see attached samples).

FY 2012-2013 Biennium Calendar [Year 1 Capital & Bonding]

In Process
 Planned
 Complete

Approved: 09/24/11

1st Quarter Research & Policy Formulation	<p>July: 2011 (Government Shut-down: result in delays)</p> <ul style="list-style-type: none"> ✓ Update & Develop Research ✓ Legislative Implications Analysis ✓ Review legislative updates & impact ✓ Community Forums 	<p>August: 2011</p> <ul style="list-style-type: none"> ✓ Research Review ✓ Legislative Proposals & Positions ✓ Legislative Implications Review ✓ Community Forums 	<p>September: 2011</p> <ul style="list-style-type: none"> ✓ Council Meeting & Board Retreat ✓ Biennium Action Plan/ Calendar Update ✓ Identify testimony participants ✓ Sessions scheduled with Governor; Legislators & Committees
2nd Quarter Legislative Policy Input	<p>October: 2011</p> <ul style="list-style-type: none"> ✓ Legislative Committee Proposals ✓ Sessions: Governor; Legislators; Committee Chairs; Committee Members ✓ New Board Candidates Identified ✓ Community Forums: Validate Proposals 	<p>November: 2011</p> <ul style="list-style-type: none"> ✓ Council & Board Meeting ✓ Session Outcome Review & Response ✓ Follow-up Sessions: Legislators ✓ Board Candidate Recommendations ✓ Draft report to be submitted to Legislature on 01/15/12 describing results obtained with the appropriations 	<p>December: 2011</p> <ul style="list-style-type: none"> ❖ Legislative Session Testimony Preparation
3rd Quarter Legislator Visits & Testimony	<p>January: 2012</p> <ul style="list-style-type: none"> ❑ Sessions: Legislators; Committee Chairs; Committee Members ❑ Testimony Final Preparation ❑ Board Member Appointments 	<p>February: 2012</p> <ul style="list-style-type: none"> ❑ Council & Board Meeting ❑ Latino Legislative Day at the Capitol ❑ Sessions: Legislators; Committee Chairs; Committee Members ❑ Legislative Testimony ❑ Interim Staff & Board Performance Assessment 	<p>March: 2012</p> <ul style="list-style-type: none"> ❑ Sessions: Legislators; Committee Chairs; Committee Members ❑ Legislation Monitoring & Reporting ❑ Legislative Testimony ❑ Start planning logistics of community forums
4th Quarter Bill Tracking & Assessment	<p>April: 2012</p> <ul style="list-style-type: none"> ❑ Legislative Testimony ❑ Response to Amendments 	<p>May: 2012</p> <ul style="list-style-type: none"> ❑ Council & Board Meeting ❑ Review Bills & Amendments ❑ Discuss: Latino Community Opportunity & Impact ❑ Community Forums/Engagement ❑ Election of Officers ❑ CLAC FY 2013 Budget approved 	<p>June: 2012</p> <ul style="list-style-type: none"> ❑ Legislative review and Summary of Latino Community Opportunity & Impact ❑ Legislative Summary Report ❑ Community Forums/Engagement

2. Council Purpose, Mission, Goals & Objectives

The Chicano Latino Affairs Council was created by the Minnesota State Legislature in 1978 pursuant to Minnesota Statute 3.9223, subdivision 3 (SEE PAGE 8)

Since its creation, CLAC has advised the governor and state Legislature on matters pertinent to the Latino community. It has held community engagement forums throughout the state to communicate its services and gather information from the Latino communities to be conveyed to the governor, legislators and the public at large. (SEE ATTACHED 2011 FORUM REPORTS)

CLAC has promoted the interests of the community in health, education, employment and business development, housing, incarceration and immigration by making recommendations for new legislation and facilitating the creation of various groups. It has been a conduit to state government for organizations of Latinos in the state; It has publicized the achievements of Latinos in the state. It has referred Latinos to state agencies and programs that serve their needs. It has also facilitated collaboration and communication between the Latino community and the local and federal government units and private organizations. It has carried out studies to address the needs of the Latino community.

The Latino community needs remain significant in particular because of its high proportion of immigrants and the ongoing marginalization of portions of the community.

3. Identification of any activities of the agency in addition to those granted by statute and of the authority for those activities and the extent to which those activities are needed:

If Duty 8 could be redrafted by Legislature to remove the contingency of being authorized by other statute, rule or order, CLAC would be better able to have a measurable impact on Latinos' education, economic development and other areas of interest. Also, Latinos could be supported in becoming an even greater asset in addressing the economic and educational challenges of Minnesota; CLAC can help bring about that transformation. (Subd. 3. Duties... 8. implement programs designed to solve problems of Chicano/Latino people when authorized by other statute, rule, or order).

4. An assessment of authority of the agency relating to fees, inspections, enforcement, and penalties:

Does not apply

5. Whether less restrictive or alternative methods of performing any function that the agency performs could adequately protect or provide service to the public:

Same as reply to Requirement 3 above. In addition, we believe that Duty 3. (recommend to the governor and the Legislature legislation to improve the economic and social condition of Chicano/Latino people in this state) could be addressed in an alternative method to more adequately provide the service to the public intended by overall statute. This method would establish scheduled and regular direct discussion between CLAC's executive director and the governor, chairs of legislative committees, and agency commissioners in order to ensure the viability and follow-up of the recommendations made by CLAC.

6. The extent to which the jurisdiction of the agency and the programs administered by the agency overlap or duplicate those of other agencies, the extent to which the agency coordinates with those agencies and the extent to which programs administered by the agency can be consolidated with the programs of other state agencies:

CLAC collaborates with various state agencies which rely on CLAC's reports on matters related to Latinos in Minnesota. As a result of its unique charter and statute for advising Minnesota's governor and legislators, CLAC's services do not directly overlap those of other agencies. CLAC does appoint board members to the Office of the Ombudsperson for Spanish-Speaking Families but their responsibilities are different. CLAC does collaborate closely with Council on Asian Pacific Minnesotans, Council on Black Minnesotans and Indian Affairs Council on matters of common interest as well as local and federal government entities, the private sector, educational institutions and various nonprofits, such as HACER. It advises the Departments of Employment & Economic Development, Education, Corrections, Health, Human Rights, Human Services, Public Safety, Transportation, which leads frequently to collaboration. In 2010, the Legislature and the Councils explored the possibility of bringing the Councils together to reduce costs; this savings proved to not be feasible according to the state consultants who did the study.

7. Promptness and effectiveness with which the agency addresses complaints concerning entities or other persons affected by the agency, including assessment of the agency's administrative hearing process:

The Council's Policies and Procedures Manual lays out the process on how to address complaints in order to acknowledge and respond in a timely and orderly manner, and to ensure fair and due process. This process has been followed when necessary.

Any person, who feels he/she has been treated wrongly by any program/service of the Council, its members, or by its executive director, may file a complaint with the Council Chair. Complaints about the Council Chair may be filed with the members of the Executive Committee: Vice-Chair, Secretary, and Treasurer. The complaint must be in written form and shall contain the following: Date, time, and place of alleged incident; persons involved and circumstances related to the incident; the signature, address, and telephone number of the complainant.

In the event that an oral complaint is received, the person receiving the complaint (i.e. staff or Council Member) shall advise the complainant on how to formalize her/his complaint in writing. Complaints brought by a Council Member about the Executive Director or another Council Member shall be brought to the attention of the Council Chair. The Chair shall address the complaint with the entire Council membership and facilitate its resolution through the appropriate channels and/or authorities.

Complaints brought by any person, Council member, or the Executive Director about the Council Chair shall be brought to the Executive Committee. The Council Vice-Chair shall then address the complaint with the entire Council membership and facilitate its resolution through the appropriate channels and/or authorities. All complaints shall receive a written response from the Council Chair or Vice-Chair, as appropriate, acknowledging receipt of the complaint, and the next step of the resolution, ie: no action, referral to committee, approximate time of resolution, etc.

Upon receipt of a complaint, the Council Chair or Vice-Chair, as appropriate, shall consult the entire Council Membership to determine the merits of the complaint and the appropriate required actions, ie. initiate an investigation of the facts and circumstances of the alleged complaint by the appropriate authority. In no case will a Council Member or employee be assigned to investigate a complaint. Any corrective measures will be taken by a majority of the Council membership consensus in accordance with state law, rules, and practices.

8. An assessment of the agency’s rulemaking process and the extent to which the agency has encouraged participation by the public in making its rules and decisions and the extent to which the public participation has resulted in rules that benefit the public:

CLAC’s community engagement forums, other community activities, and all our meetings, which are open to public participation in keeping with the Open Meeting Law, allow the agency to incorporate the opinions of the public into its decision-making process and its advice and reports to State government. This input also helps CLAC decide on its planning, management and operation. This is particularly true of the community engagement forums.

9. The extent to which the agency has complied with federal and state laws and applicable rules regarding equality of employment opportunity and the rights and privacy of individuals, and state law and applicable rules of any state agency regarding purchasing guidelines and programs for historically underutilized businesses:

The Council complies with federal, state laws and applicable rules in regards to equality of employment by posting on its bulleting board information about E-Verify, the Fair Labor Standard Act which provides the prevailing wage rates and hourly basic rates of pay provided to us by the U.S. Wage and Hour Division and the MN Dept. of Labor & Industry. In addition, we post the MN Workers Compensation employee rights and responsibilities and information about Safety & Health protection on the job.

10. The extent to which the agency issues and enforces rules relating to potential conflicts of interest of its employees:

The Chicano Latino Affairs Council follows the state guidelines in regards to state employees and conflict of interest, which enumerate the specific actions of employees of the executive branch that would be deemed a conflict of interest and be subject to disciplinary actions. When an employee is hired, he/she is given this policy. The executive director met and talked on the phone at length on this important matter with Tim Quicksell, Labor Relations Representative, and Patrick Prose in the Human Resources Office, Department of Administration.

11. The extent to which the agency complies with chapter 13 and follows records management practices that enable the agency to respond efficiently to requests for public information:

Minnesota Statutes, Chapter 13, Data Access Policies require each government entity to have policies setting out the process by which individuals can inspect or get copies of government data. Upon the writing request of any person, the Council provides copies of public data. We do, however, request that the person pay the cost for printed data. If data requested is just a couple of pages, then a payment is not requested.

12. The effect of federal intervention or loss of federal funds if the agency is abolished:

Does not apply because CLAC does not receive federal funds nor could there be federal intervention.

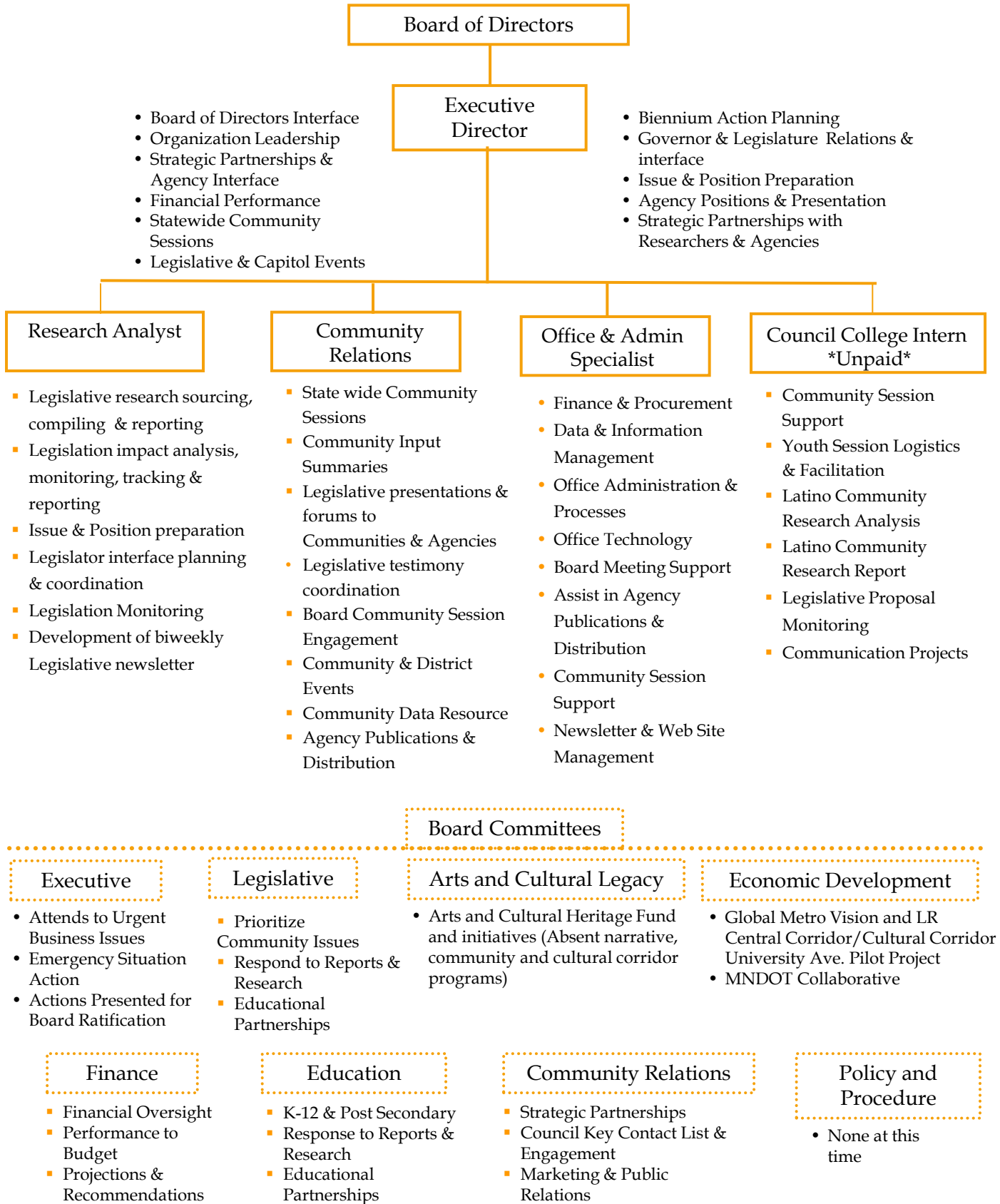
13. Priority based budget: (SEE PAGE 25)

Section III: Other Requirements

Other Requirements

1. **Organization Chart: See page 23**
2. **Link to CLAC's website: www.clac.state.mn.us**
3. **Six year history of full-time equivalent: See page 24**
4. **Six year history showing all funding: See page 24**
5. **List of advisory Councils whose primary function is to advise the organization:
Does not Apply**
6. **Citation of the Statute creating the organization and other statutes governing or administered by the organization:
MN Statute 3.9223; to read the complete statute, go to page 5**
7. **Citation to the administrative rules adopted by the organization:
The Council has adopted and follows the guidelines from the State of MN.
Authority for Local Purchasing: General Purchasing Procedures, Solicitation process,
Identifying Vendors such as TG/ED Vendors, Veteran Owned Businesses, DEED and DHS
Licensed providers and others.
16C.08 Professional/technical services guidelines
16C.23 Surplus Property Acquisition, Distribution, and Disposal
16C.28-29 Contracts, Contracts Management and Review
16C.04 Ethical practices and Conflict of Interest Policy
43A.38 Code of ethics for employees
Minn. Stat. 176.181 Workers compensation insurance requirements
Minn. Stat. 177.30 Keeping Records; Penalty
Minn. Stat. 177.31 Posting of Law and Rules; Penalty
Minn. Stat. 609.43 Misconduct of public officer or employee
Minn. Stat. 609.456 Reporting theft, embezzlement, or unlawful use of public funds
Minn. Stat. 181.59 Discrimination prohibited
Minn. Stat. 181.932 Whistle blower Act**
8. **Copy or link to any other governance documents adopted by the organizations:
Documents approved and adopted by the Board of Directors (Attached):
Biennium Calendar and Action Plan
Policies and Procedures Manual**

A Council Structured to Succeed – Organizational Chart



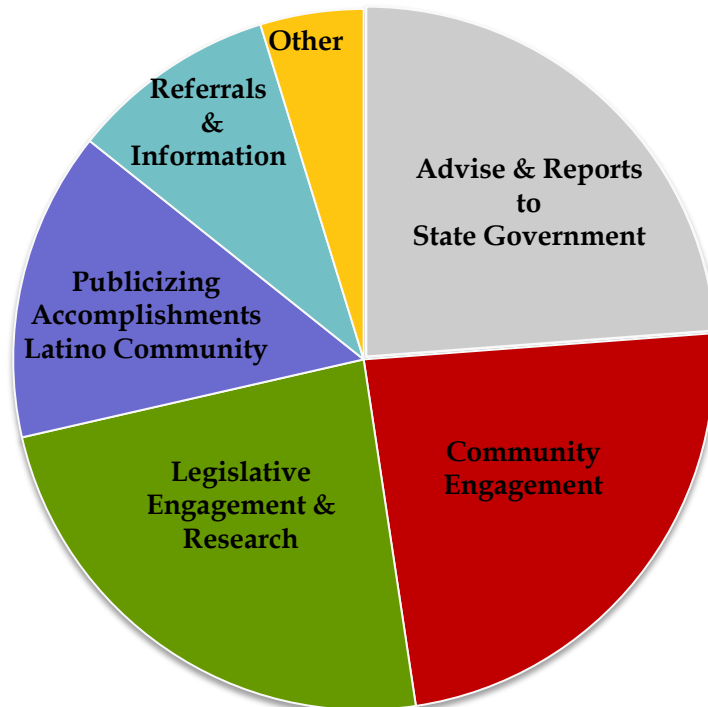
Priority based budget

Unlike larger agencies, CLAC does not have a large budget nor carries out programs. Most of the general appropriation fund is for staff salaries, Board members expenses (Per MN Statute 15.0575, Subd. 3.), rent and office expenses.

CLAC's Strategic Priorities for 2012 are the following:

- Continue promoting civic engagement participation to empower the Latino community, including the Latino Legislative Day at the Capitol
- Propose that the bill for job training be reintroduced and recommend a new bill on reducing the Latino achievement gap be introduced
- Improve communication and cooperation between the Latino community and state government as well as local/federal government and private/nonprofit sectors
- Continue doing research, focusing mainly on reducing the Latino education achievement gap;
- Continue collaboration with MN Humanities Center, under the Legacy Fund, to design a K-12 Model, which can be tested at high schools in 2013 for later dissemination throughout the state;
- Continue to bridge the Latino community to state, local and federal Government agencies and programs as well as to nonprofit organizations
- Continue to convey the message of Latino community's untapped resources in helping Minnesota access the opportunities of globalization and improve its economy and society;
- Focus most of its time and resources to activities that will help reduce the disparities between the Latino and majority communities;
- Continue to carry out efficient budget management.

Priority Services
(see Appendix C for YTD Financial Statement)



Six-year history of : full-time equivalent staffing levels & History showing all funding

Six-year history of full-time equivalent staffing levels

	Fiscal Year					
	2006	2007	2008	2009	2010	2011
Full time equivalent staff	3.08	2.79	3.9	4.07	3.5	3.67

Six-year history showing all funding

FUNDING SOURCES	Fiscal Year					
	2006	2007	2008	2009	2010	2011
Fund Appropriation	271,000.00	271,000.00	308,000.00	314,000.00	292,000.00	298,000.00
General Fund Carry-forward from Prior Year	26,626.62	88,362.44	-	17,857.34		20,893.04
Other Sources (See Appendix C)	357.22	469.06	25,147.04	35,410.59	8,535.90	37,417.88
TOTAL FUNDING	297,983.84	359,831.50	333,147.04	367,267.93	300,535.90	356,310.92

EXPENSES	Fiscal Year					
	2006	2007	2008	2009	2010	2011
Fund Appropriation	209,264.18	310,907.35	290,142.66	330,323.03	271,106.96	291,402.70
Other Expenses (See Appendix C)			24,468.99	34,731.08	8,408.95	17,911.90
TOTAL EXPENDITURES	209,264.18	310,907.35	314,611.65	365,054.11	279,515.91	309,314.60

Notes:

- Difference from total funding sources and expenses was either carried forward onto the next fiscal year, within the biennium, or returned to the State.
- In FY 2011 the actual Surplus was \$18,490.34 which was returned to the State of Minnesota. \$19,486.06 of the \$37,976.40 was carried forward to FY 2012 as part of the Otto Bremer Grant.

APPENDICES

Appendix A: List of Meetings and Testimony

Appendix A: Meetings with Legislators and Governor's Office

Date	Meeting	Purpose	STATUTE DUTY/OUTCOME
Jan 2010	Meetings with Gov's Policy Director Steinhoff and Appointments Director Hultquist	Introduction and CLAC's plans for future	(1 & 2) Initiated relationship w/governor's office; explained CLAC plan
	Senators Tomassoni and Torres Ray, Representatives Slocum and Rukavina.	CLAC's added value and plan for future	(1 & 2) Initiated relationship w/legislators; explained CLAC plan
Feb 2010	Testified before House Hearing	Councils co-location project.	(1 & 2) Provided information to aid study
	Testified before Senate Hearing	Councils co-location project.	(1 & 2) Provided information to aid study
	Met with Rep. Joe Mullery and David Zander, Leg. Liaison CAPM	Introducing employment training bill	(1 & 2) Build for collaboration on employment bill
	Meetings with Legislative Liaisons other Councils	Employment training bill	(8) Build for collaboration
Mar 2010	Meeting Rep. Bernie Liedel	Latino Econ Development	(3) Provided info towards bill intro
	Hearing Rep. Mary Murphy committee	Councils co-location	(1 & 2) Provided information to aid study
	Mtg Senators Olson & Torres 4 Councils and community	Race to the Top (RTTT) application	(1 & 7) Began collaborative to help w/ RTTT
	Mtg Nancy Conley House Rep	CLAC strategy	(1 & 2) Initiated relationship w/legislators; explained plan
	Proposed to Sen. Torres, foundations, 4 Councils and minority orgs/communities	an initiative to demonstrate contributions of minorities to MN's economy through cultural corridors & other	(4 & 8) Building understanding minorities contrib to Ctral Corridor & economy
	Mtg Sen Pogemiller staff	an initiative to demonstrate contributions of minorities to MN's economy through cultural corridors	(4 & 8) Building understanding minorities contrib to Ctral Corridor & economy
	Met with David Zander, Leg. Liaison CAPM, Roger Banks CBM Legislative Liaison & Rosa Tock	an initiative to demonstrate contributions of minorities to MN's economy through cultural corridors & other	(4 & 8) Building understanding minorities contrib to Ctral Corridor & economy

Appendix A: Meetings with Legislators and Governor's Office

Date	Meeting	Purpose	STATUTE DUTY/OUTCOME
April 2010	Convened meeting at Capitol w/Sen Torres	to discuss CLAC's and CAPM's proposal for Latino, Asian and other minority business development and employment in the LR central corridor line as a pilot project in the larger vision of cultural corridors as a building block towards a global metro area.	(4 & 8) Building understanding minorities contributions to Ctral Corridor & economy
	Conference call with Rep. Carlos Mariani	Latino education & RTTT	(7) Began to gather info to help w/ RTTT
May 2010	Meeting with Erick Garcia at Sen Klobuchar's office	introduction	(6) Started relationship Sen Klobuchar's office
	Telephone conversation with Carlos Mariani	Latino education possible legislation	(1 & 2) Initiated relationship & began to discuss possible legislation on Latino edu
June 2010	Met with Erick Garcia at Sen. Klobuchar's office	Arizona Law and Immigration Reform developments.	(6) discussed expansion immig reform dialogue & developments in Arizona
	Heard and spoke w Gubernatorial Candidates at Forum hosted by Parents United & MMEP	Candidates plans	(1 & 2) Initiated relationship w/candidates to governor; heard their plans on education
July 2010	Rep. Carlos Mariani at MMEP	disparities in education for Latinos and African Americans.	(1 & 2) continued to discuss possible legislation on Latino education
	Rob Hahn, Indep. Party candidate gubernatorial elections	his perspective on Latino issues	(1 & 2) Initiated relationship w/candidate to governor; heard his plan
	Democratic party candidate Mark Dayton	his perspectives on Latino issues	(1 & 2) Initiated relationship w/candidate to governor; heard his plans & described Latinos' interests
	Candidate Matt Entenza	his perspectives on Latino issues	(1 & 2) Initiated relationship w/candidate to governor; heard his plans & described Latinos' interests

Appendix A: Meetings with Legislators and Governor's Office

Date	Meeting	Purpose	STATUTE DUTY/OUTCOME
	Calls to Tom Emmer Republican candidate to Governor	Discuss CLAC plan and Latinos' interests	Unable to schedule meetings
Aug 2010	Met with Sen. Mee Moua and other 3 Councils	Discussed ongoing efforts to address minority disparities	(1 & 2) Initiated relationship Sen. Moua and built towards collaboration Councils
	Met with Sen. Sandy Pappas	Discussed Latino community and CLAC interaction with her in upcoming legislative session.	(1 & 2) Initiated relationship w/Sen. Pappas; explained plan
	Attended presentation by Sen. Franken on immigration and other matters at Rotary Club meeting	Asked Sen. Franken if we could meet; Senator introduced me to his assistant who will schedule meeting.	(6) Started relationship Sen. Franken and requested meeting on broadening discussion on immigration reform
	Calls to Tom Emmer Republican candidate to Governor	Discuss CLAC plan and Latinos' interests	Unable to schedule meetings
Sept 2010	gubernatorial candidate Tom Horner	Asked candidate about his viewpoints on Latino community, explained CLAC activities and Latino community's interests	(1 & 2) Initiated relationship w/candidate Horner; heard his plans & described Latinos' interests
	Meeting Councils and others at Ombudsperson's Office	Discussed expected deficits in FY12/13 and need for 4 Councils and Ombudsperson's Office to jointly prepare a proactive plan to show added-value and cost savings.	(4 & 8) CLAC, CAPM, CBM and Ombudsperson's Office agreed to meet subsequently to develop collaborative effort. CLAC proposed emphasizing project on minority contributions and Central Corridor/Global Cities
	Capitol meeting Sen Torres Ray	Discussion Ethnic Heritage New Americans	(4 & 8) Discussion on how Latino immigrants can contribute to improve MNs economy
	Erick Garcia Luna, Sen Klobuchar's office	Discussed Sen Klobuchar's opinions on Latinos, immigration and education	(6) discussed broader dialogue on immigration reform and Latino education
Dec 2010	House Budget Committee meeting State Office Bldg	presentations on state budget	(4 & 8) Learning more about budget challenges to be able to foster contributions from Latinos

Appendix A: Meetings with Legislators and Governor's Office

Date	Meeting	Purpose	STATUTE DUTY/OUTCOME
Jan 2011	Meetings with Sens. Bakk, Higgins & Torres-Ray	discuss collaboration 4 Councils	(1, 2 & 8) Discussion on how Councils can collaborate
Jan 2011	Individual meetings with: Sens. Geoff, Fischback, Rep. Nornes, Reps Murphy, Rep Gunther, Sara Anderson, Norne, McNamara, Lesch, Banaian and/or assts.	Initiate relationship w/legislators and/or assistants & explain CLAC plan	(1 & 2) Initiated relationship with legislators. Discussed Committees Jobs & Econ Dev Com, Higher Edu Policy & Fin, Redistricting, Finance as well as CLAC's plans
	All legislators and Governor Dayton's office	Personal delivery to the offices of all state legislators and governor's office	(Statute Subd. 7. Report) Complied with preparation and distribution of Biennium Report
	Meeting w/ Rep Mullery, I. Her ED CAPM & Lester Collins ED CBM	Employment training bill	(3) Discussion of employment training bill to be introduced by Rep. Mullery
	Attended various House and Senate committee meetings	Sunset bills, jobs & economic development, education and health	(1, 2 & 3) ED & Leg. Res. Specialist tracked discussions on these matters, which relate to Latino community
	Meeting Dept Health Minority Disparities Committee	discuss research data on disparities	(5) Heard presentations on research data health disparities
	Sen Klobuchar Innovation Conference at U of M	Economy	(3) Gained knowledge on Minnesota's economic needs to make recommendations
Feb 2011	Senate Committee State Govt Innovation	Made presentation on CLAC overview	(2) Presented to Committee CLAC operations and suggestions
	Attended various Senate and House committee meetings	economic development, education, health and budgets	(1, 2 & 3) ED & Leg. Res. Specialist tracked discussions on these matters, which relate to Latino community
	Met with Reps. Slocum, Dettmer, Persell, Mariani, Sens. Michel (Leg. Asst. Berger), Senjem, Chamberlain, Pogemiller, Scheid, Torres	CLAC strategy plans and Latino community	(1, 2 & 8) Presented CLAC's plans and ideas on how Latino community can contribute to MN's economy
	Met with Gov. Dayton staff, Education Commissioner Cassellius	Latino education achievement gap	(1, 2 & 6) Informed governor & commissioner about ways to address achievement gap
	Prepared Annual Report "Gathering the Voices of the Latino Community in Minnesota: An Overview of Latino Issues in the Twin Cities and Greater Minnesota"	submitted to the Governor and legislators as soon as approved by Council members	(1, 2 & 7) Carried out research and compiled findings into report on Latinos in Minnesota.
	Provided to the Senate Budget committee a copy of CLAC Economic Dev. Report, Biennium	Delivering reports to Committee.	(1, 2 & 7) and (Statute Subd. 7. Report) Delivered Econ. Dev., Biennium and other CLAC

Appendix A: Meetings with Legislators and Governor's Office

Date	Meeting	Purpose	Statute Duty/Outcome
March 2011	ED attended hearings and did presentations on issues of importance to Latinos and CLAC	SF1047 (sunset, budget, status), redistricting, immigration, education, jobs, Legacy funding and performed other activities related to legislative engagement.	(1& 2) ED & Leg. Res. Spec. tracked discussions and ED testified before committees.
	ED participated as member DE Commissioner Education Funding working group	Group charged with preparing funding plan for Gov. Dayton	(4 & 8) ED participated in weekly meetings and contributed to suggested budget and other considerations.
	Met Sens. Sieben and Tomassoni, Reps. Gunther, Urdahl, Hayden,	Strategy and plans CLAC and Latino community in relation to their committees	(1 & 2) ED advised legislators on matters of importance to Latino community
	MnDOT Commissioner Sorel.	Discussion Central Corridor and Latino employment	(4) Conveyed interest on part of Latino community to work with MnDOT
April 2011	hearings and did presentations on issues of importance to Latinos and CLAC	SF1047 (sunset, budget, status), redistricting, immigration, education, jobs, Legacy funding and performed other activities related to legislative engagement.	(1, 2 & 3) ED & Leg. Res. Spec. tracked discussions and ED testified before committees
	DE Commissioner Education Funding working group	ED was invited to be part of charged with preparing funding plan for Gov. Dayton; participated in weekly meetings.	(4 & 8) ED participated in weekly meetings and contributed to suggested budget and other considerations
	Met with Reps. Urdahl, Lanning, Anderson, Mariani, Sens. Parry, Torres Ray and other legislators.	Their interests, Latino community and Minnesota's economy, and CLAC's plans.	(1 & 2) Discussed CLAC's value to Minnesota government and Latino community as well as their interests in Council and community
	Attended press conference convened by Sen. Torres Ray	on reducing funding for minority programs and organizations	(4 & 5) Listened to presentations on funding for minority programs

Appendix A: Meetings with Legislators and Governor's Office

Date	Meeting	Purpose	Statute Duty/Outcome
June 2011	Met with Committee co-chairs Sen Parry and Rep Lanning and with CAPM/CBM EDs	to discuss collaboration of Councils	(1, 2, 4 & 7) Advised legislators and discussed w/them and Councils EDs how to improve collaboration
	Met with Senators Carla Nelson and Senjem	Discussed CLAC's work in Rochester and plans Latino community in that city	(1, 2, 4, 5, 7) Reported on progress made with Latino community in Rochester.
	Met with Advisors to Governor Dayton Robin Sternberg and Kathy Tunheim	to suggest how Latino community can support their work in improving MN's economy	(1, 2, 6, 7 & 8) Made recommendations to Governor Dayton's office and requested ways in which Latinos could contribute.
	Met with Senator Parry and Rep. Lanning	CLAC's added value and plans to contribute to Minnesota's economy	(1, 2, 4 & 7) Presented added-value possibility of Latino community
Aug 2011	ED attended presentation at Metro State University	2011 Legislative Session & Shutdown by MN legislators	(1 & 2) Heard about debate that took place and led to impasse and shutdown
	ED met with Senator Parry and his staff	to discuss Sunset Act	(1, 2 & 4) Presented CLAC's added-value to MN and possibilities on tapping more into resources
	ED met with Reps. Hayden & Urdahl	to discuss interpretation competitive grants under Arts & Cultural Legacy funding.	(2) Listened to interpretation of competitive language in Legacy Funding
Sept 2011	ED met with Sen. Parry, staff member Lucas and Rep. Lanning staff member Joe Marble	to discuss Sunset Act requirements.	(1, 2 & 4) Presented CLAC's added-value to MN and possibilities on tapping more into resources
	ED met with Joe Marble (Rep Lanning's office) and Margaret Martin in House Research	to discuss Sunset Act requirements.	(1, 2 & 4) Presented CLAC's added-value to MN and possibilities on tapping more into resources
	ED met with Sen Harrington	to discuss Sunset Act	(1, 2 & 4) Presented CLAC's added-value to MN and possibilities on tapping more into resources

Appendix A: Meetings with State, Fed, Local Government

Date	Meeting	Purpose	Statute Duty/Outcome
Jan 2010	Office of Higher Education Dave Metzen and staff	to discuss disparities among Latino students and plan February meeting with Latino leaders.	Furthering 4, 5, 6 & 7
	Dept. Health with Jose Gonzalez and Commissioner DH	Minority disparities	Furthering 4, 5, 6 & 7
Feb 2010	Commissioner Public Safety Campion and EDs from the other Councils	Addressing gang task force difficulties	Furthering 4, 5, 6 & 7
	Other Councils and Legislative Liaisons	to discuss collaboration on Global Cities and Central Corridor pilot project	Furthering 4, 5, 6 & 7
	Facilitated meeting of Latino Leaders Alliance hosted by Office Higher Education Dave Metzen and staff	Collaboration OHE and Latino community	Furthering 4, 5, 6 & 7
Mar 2010	Ed Dieter head MN Trade Office and Barb Mattson	develop partnership Econ Dev for Latinos and the Global Cities concept	Furthering 4, 5, 6 & 7
	Ongoing work and meetings with OHE and other Latino education think-tank group as well as with Latino Leaders Alliance	to develop formula to improve Latino student performance	Furthering 4, 5, 6 & 7
Apr 2010	Convened at Capitol various commissioners and minority communities	to discuss CLAC's and CAPM's proposal for Latino, Asian and other minority business development and employment in the LR central corridor line as a pilot project in the larger vision of cultural corridors as a building block towards a Global Metro area.	Furthering 4, 5, 6 & 7
May 2010	Sec. of State Mark Ritchie	Discuss possible joint efforts in Latino civic engagement	Furthering 4, 5, 6 & 7
	Budget Officer Barondeau	Discuss how to address concerns over Councils co-location study failure to present cost-savings options	Furthering 4, 5, 6 & 7

Appendix A: Meetings with State, Fed, Local Government

Date	Meeting	Purpose	Statute Duty/Outcome
June 2010	Black and Asian Pacific Minnesotan Councils	on joint recommendation new and existing bills. Discussed with EDs 3 Councils co-location study.	Furthering 4, 5, 6 & 7
	other EDs Councils and Lenny Schism	to promote legislative changes in contracts DBE MddOT	Furthering 4, 5, 6 & 7
	DEED Com McElroy	talked w/him about meeting.	Furthering 4, 5, 6 & 7
	all-day Met Council retreat	to discuss DBE contracts and employment access for minorities in MnDOT.	Furthering 4, 5, 6 & 7
	representative MN National Guard Steve Campos	Latinos in National Guard	Furthering 4, 5, 6 & 7
	ED met with Commander Zajak to discuss US Army	work with Latino youth	Furthering 4, 5, 6 & 7
	ED continued collaboration with DHS on disparities reduction	on joint recommendation of new and existing bills.	Furthering 4, 5, 6 & 7
July 2010	ED met with Commissioner Callison	to discuss potential Latino contributions to MN	Furthering 4, 5, 6 & 7
	ED met with Brenda Kyle at St. Paul Port Authority	to discuss his support of Ctral/Cultural Corridor pilot project Global Citiesto discuss potential Latino contributions to MN.	Furthering 4, 5, 6 & 7
	new head of OHE Sheila Wright and staff members	Discussed collaboration on Latino scholarships and build on Si se puede program.	Furthering 4, 5, 6 & 7

Appendix A: Meetings with State, Fed, Local Government

Date	Meeting	Purpose	Statute Duty/Outcome
Aug 2010	Latino OIC	Discuss OIC projects as well as Councils job training Bill recommendation and Global Cities/Cultural Corridors concept.	Furthering 4, 5, 6 & 7
	Sec. of State office staff member	discuss their support of CLAC civic engagement program	Furthering 4, 5, 6 & 7
	Elia Bruggeman and MHC Eden Bart and Casey DeMarais	plan Elia's presentation on Sleepy Eye education model to educators and Latino families	Furthering 4, 5, 6, 7 & 8
	Participated in meeting Latino Leaders Alliance, which included Sec State Mark Ritchie, Jennifer Godinez MMEP and Mexican Consul Fajer; BM Mario Vargas in attendance	Discussed Latino community engagement in political process and Latino education	Furthering 4, 5, 6 & 7
Sept20 10	Minority Health Disparities meeting Com. Health & Jose Gonzalez	As part of committee, participated in discussions on statistics and classification	Furthering 4, 5, 6 & 7
	Commissioner Rafael Ortega	Discussion future of Latino community	Furthering 4, 5, 6 & 7
	ALANA public policy group meeting	upcoming gubernatorial election and interests of minority communities	Furthering 4, 5, 6 & 7
	ALANA ONE MN meeting	Plan for gubernatorial forum	
	Meeting Barb Schlaefer and M Guerrero at OHE	Discussed Latino education achievement gap	Furthering 4, 5, 6 & 7
Dec 2010	Health Care & Human Services Finance Division	presentations on HHS budget needs	Furthering 4, 5, 6 & 7
	Violent Crime Council meeting	to discuss violent crime and ways to address it, such as Gang Data Base	Furthering 4, 5, 6 & 7
	SF 2725 Committee meeting at Bureau Criminal Apprehension with other Councils EDs	to discuss Gang Data System	Furthering 4, 5, 6 & 7

Appendix A: Meetings with State, Fed, Local Government

Date	Meeting	Purpose	Statute Duty/Outcome
	Regional Council of Mayors meeting	the Metropolitan Business Plan to reenergize the Twin Cities metro economy	Furthering 4, 5, 6 & 7
	Council on Black Minnesotans Board meeting	to strengthen partnership Councils	Furthering 4, 5, 6 & 7
Jan 2011	Meeting with Roger Banks CBM Research Analyst	discuss Cultural Corridors	Furthering 4, 5, 6 & 7
April 2011	Met with MN/DOT	collaboration to create bus possibilities & jobs for Latinos training opportunities, May presentation to students and adults at Henn Technical College	Furthering 4, 5, 6 & 7
June 2011	Attended Regional Council of Mayors monthly meeting	Metro economy	Furthering 4, 5, 6 & 7
Aug 2011	ED met with Education new Assistant Commissioners Rose Chu and Elia Bruggeman	to discuss initiation of collaboration between Councils and MDE.	Furthering 4, 5, 6 & 7
Aug2011	ED member in Violent Crime Council meetings	Violent crime discussions	Furthering 4, 5, 6 & 7
	ED member in MN Go MnDOT's visioning	MnDOT's future visioning	Furthering 4, 5, 6 & 7
	ED met with Christina Clark, MN Budget Project at Council on Nonprofits	to discuss ways to improve economic future for Latinos in MN	Furthering 4, 5, 6 & 7
	ED met with CommMcDonough	to discuss potential contributions of Latinos to MN	Furthering 4, 5, 6 & 7
	ED Met with Mike Dean Common Cause	How proposed Redistricting map would impact Latino community	Furthering 4, 5, 6 & 7
	Historical Society, 4 Councils Eds and Humanities Center	to discuss collaboration among all organizations	Furthering 4, 5, 6 & 7
Sept2011	Dept Health Minority Disparities Advisory Committee meeting	Minority disparities	Furthering 4, 5, 6 & 7

Appendix A: Meetings with State, Fed & Local Government

Date	Meeting	Purpose	Statute Duty/Outcome
Oct 2011	ED attended Regional Council of Mayors meeting	on Metro economy	Furthering 4, 5, 6 & 7
	ED attended Dept Human Services Reduce Disparities Committee meeting	Discussion minority disparities	Furthering 4, 5, 6 & 7
	ED met with minority Ombudspersons Children & Families	to discuss Sunset Act	Furthering 4, 5, 6 & 7
	ED met with F. Gonzalez at Dept Labor	to request pro-bono facilitation at CLAC Board Retreat	Furthering 4, 5, 6 & 7
	ED met with Commissioner Carter	to discuss Latino and other minority communities' potential contribution to MN's economy	Furthering 4, 5, 6 & 7
	meeting Ellen Mueller City of St. Paul	to discuss Latino and other minority communities' potential contribution to MN's economy	Furthering 4, 5, 6 & 7
	ED participated in meeting Historical Society and 4 Councils.	to discuss collaboration	
	ED attended meeting Rep. Urdahl and other 3 Councils EDs	to discuss the Arts & Cultural Legacy Fund and interpretation of competitive grants.	
	ED and Community Engagement Mgr. met with Rebecca Fabunmi, MnDOT's Community Multicultural Liaison	to discuss collaboration with CLAC.	

Appendix A: Meetings with Community (Organizations & Leaders)

Date	Meeting	Statute duties 4, 5, 6 & 9
January 2010	Met with Magdalena Franco from W side St. Paul	to discuss problem she is experiencing with St. Paul PD. Started investigation HRights Dept & others.
	Worked with Carolina Bradpiece at El Fondo de Nuestra Comunidad	on the Latino Leaders Alliance project.
	Met with Sandy Vargas & Jo-Anne Stately at Mpls Foundation	to discuss grants.
	Met with John Borden, ED International Institute & Fest of Nations	to discuss collaborative.
	Met w/ Andrei Dees Wm Mitchell School of Law	to discuss collaborative on minority disparities.
February 2010	Meeting DHS at CLUES.	on disparities
	Continued working with Humanities Center	on Absent Narrative and Community programs
	Supported Historical Society	on Latino Immigrant Stories oral history book project
	Started meetings with Rick Aguilar	on National Museum American Latino
	Continued meeting with Carolina Bradpiece at El Fondo de Nuestra Comunidad	on the Latino Leaders Alliance project
	Met with Andrei Dees Wm Mitchell School of Law	to discuss collaboration
	Met with Bill Blazar MN Ch of Commerce	to discuss his support of Ctral/Cultural Corridor pilot project Global Cities
	Met with Mike Temali and his staff	about collaboration between NDC and CLAC
	Met with TPT and Humanities Center	to discuss Community project
	Met with Jesse Bethke, CLUES, and Marcia Fink, United Way,	to discuss possible joint project and funding
March 2010	Continued working with Humanities Center, TPT, and community leaders	Absent Narrative and Community programs
	Continued working w Historical Society	Latino Immigrant Stories oral history book project
	Continued meetings Rick Aguilar	on National Museum American Latino

Appendix A: Meetings with Community (Organizations & Leaders)

Date	Meeting	Statute duties 4, 5, 6 & 9
March 2010	Started presenting Latino perspective at Humanities Center and St. Paul Foundation	race dialogues
	Continued meeting with Carolina Bradpiece at El Fondo de Nuestra Comunidad	the Latino Leaders Alliance project
	Conference call USHLI	to discuss relationship national level and w Indiana Latino affairs new ED
	community initiative-started w Dean Edu Hamline Wright, Lester Collins CBM, MMEP J Godinez & Phyllis Wheatley Com Ctr B. Milon	Race to the Top, and to developed community meetings and data to enhance MN reapplication's focus on minorities' achievement gap
	Latino employees at Cargill, GMills and other large corporations	Started to explore possible mutual interest opportunities and develop strategic relationship
	Murguia, NCLR, and others	Discussed how CLAC & NCLR could support each other
	Started dialogue w/Wallin Foundation & El Fondo	to develop scholarships for Latino students
	Discussed w Wm Mitchell Law School Andrei Dees and UofM Lou Mendoza	how to support each other's orgs & Latinos
	at MCN and HACER presentation in Neighborhood House a stronger collaboration by Latinos	Proposed to Latino community participants
April 2010	Met with Ms. Rowzat at St. Paul Foundation	Dialogues on race
	Met with production staff at TPT and Humanities Center	to discuss documentary being filmed Arts & Community program
	Attended w/ Best Buy & Hispanic Ch of Commerce event	presented CLAC services
	Augustana Health Care Center	Presented CLAC's functions and services
	Met with Latino group at Wells Fargo Bank.	Bank's engagement of Latinos
	Met with diverse communities' leaders.	collaboration
	Met with new director at Humanities Center Matt Brandt	to agree on continuation joint programs
	Met with Jon Bacal, Mpls School District	to discuss collaboration Latino educational disparities
	Attended Ethnic Cultural District monthly meeting	to present idea on cult corridors/global

Appendix A: Meetings with Community (Organizations & Leaders)

Date	Meeting	Statute duties 4, 5, 6 & 9
April 2010	Met with General Mills Latino employees	to discuss theory of Advisory Committee
	Met w/ Best Buy, other corporations, Hispanic Ch of Commerce, St Paul School District representatives	to discuss Latino employment
	Attended Neighborhood House event for St. Paul Superintendent Silva	discussed Latino education with several Latino leaders
May 2010	Met with Public Safety Committee at New Brighton PS Ctr	to discuss gang task force
	Met with Mario Duarte	to discuss his plan to advise Latino community in outstate MN
	Presented information on CLAC's activities to group convened at Boca Chica by Committee	to create National Museum of American Latino in Wash, D.C.
	Presentation to Humanities Center Board of Directors	CLAC's activities and partnership in Arts & Culture Heritage programs
	Met with Education Dean Stanton and Maureen Acosta at Metro State University	to discuss collaboration to improve Latino education
	Attended presentation at Humanities Center by Sam Verdeja	on transformation that took place in Distrito del Sol
	Met with Dave & Karen Kirkwood	explore partnership American Assn University Women and CLAC
	Monthly meeting Latino Leaders Alliance	to discuss education and immigration
	Mtg Ethnic Cultural Tourism in connection w/Global Cities & Cultural Corridors	collaboration
	Attended presentation American Indians MN Before Borders at Hum Ctr	collaboration
	Mtg at TPT with Hum Ctr	to view segment of documentary
	Mtg Rick Aguilar	His 10 Point Plan MN Latino recommendation on immigration reform
	Mtg community leaders	on Latino education achievement gap

Appendix A: Meetings with Community (Organizations & Leaders)

Date	Meeting	Statute duties 4, 5, 6 & 9
May 2010	Mtg w/ Sam Verdeja	regarding Metro State Univ Foundation interest in education achievement gap
	Mtg Brother Ed	St. Mary's Univ Latino education gap
	Mtg Latino Nonprofit Academy	discussion immigration & collaboration
	Interviewed by SPNN TV on CLAC's activities	Promotion CLAC
June 2010	Conference call with Jocelyn Ancheta and Magui Ruvalcaba	joint immigration forum
	Connected CLUES, LEDC, and other Latino organizations	to funding opportunities
	Meeting Sam Hernandez	to discuss CLAC activities vis a vis the Latino community
	Attended community event for St. Paul School District Superintendent Silva.	Collaboration education
	Attended APEM (Latino professional and business owner assn) event at Henn Tech College in Brooklyn Pk. Met several business owners and executives in Latino community	to make them aware of CLAC's interests and possible collaboration with APEM
	Attended St. Paul City farewell event for former Police Chief Harrington. Met with leaders in St. Paul including Mayor Coleman, new police chief Smith, Consul Fajer and others.	Networking community
	Attended Mpls Foundation, ITASCA event on MN Education at TPT. Met with leaders in education and foundations	to discuss Latino achievement gap; spoke about the needs of Latino and other communities suffering achievement gap.
	Met with "Ethnic Cultural Tourism Destinations" to discuss LR line on University Avenue and potential benefits	to Latino & other minority communities. Discussed connection ECTD and Global Cities/Cult Corridors CLAC project.
	Meeting with Joaquin Mendez, Gral Mills,	to explain Latino Corporate Adv. Committee project

Appendix A: Meetings with Community (Organizations & Leaders)

Date	Meeting	Statute duties 4, 5, 6 & 9
June 2010	Latino Leaders Alliance monthly meeting	to discuss education disparities-reduction progress and immigration news
	Met w Duane Lilja, Walls to Bridges	to discuss engagement Latino community
	Meeting Mike Wassenaar SPNN	about possible collaborative
	Meeting w Rodolfo Gutierrez HACER	to discuss research collaborative
	Participated in Healthy Together BCBS event at Augsburg	to discuss health and immigration. Talked with community and corporate leaders about health/immigrant issues.
	Interviewed by SPNN on how LR line on Central Corridor could benefit Latino and other minority communities.	Promoting CLAC and Latino economic development (jobs and contracts w/MnDOT as well as setting up foundation for businesses along University Ave/Central Corridor)
July 2010	resident of Lino Lakes	Provide him information relevant to his discussion with City Council on English-only proposal.
	Latino artist Larry Lucio and MHC Casey DeMarais	Discuss use of his work in Community Program
	Casey and Julianne at Humanities Center	Discuss possible collaboration on Latino education
	Alberto Monserrate	discuss how LCN and CLAC could continue developing collaboration among Latinos. Discussed with "Cantare" the possibility of their giving CLAC and MHC the right to use Cantare music as background in the TPT documentary free-of-charge.
July 2010	Geno Rancone	Request authorization to use photos of Mexican statue at Landmark Bldg in St. Paul for TPT documentary.
	former Board member Elia Bruggeman	discuss possibility of her presenting Sleepy Eye model to educators at MHC event and past CLAC civic engagement activities
	MHC and TPT	discuss Community Program documentary

Appendix A: Meetings with Community (Organizations & Leaders)

Date	Meeting	Statute duties 4, 5, 6 & 9
	SPNN camera man	check best possible areas to film interview Olga Viso at Walker Art Center
	Metro State University President Hammersmith and Development Maureen Acosta	introduce OHE Dave Metzen and their interest in collaborating to improve disparities among Latino students
	Interviewed Olga Viso at Walker Art Center	MHC Community Program and connection arts/culture and Minnesota's economy and character
August 2010	Talked with Ricardo Lopez at USHLI in Chicago	Discussed the events to which USHLI wished to invite CLAC's Board
	Met with Duane Lilja with Bridges youth program	Discussed the possibility of Bridges collaborating with CLAC in civic engagement process
	Met with Rodolfo Gutierrez HACER	Discussed possible collaborative in research.
	Met with Matt Brandt Humanities Center	Discussed the finalization of TPT documentary families.
	Met with Eden Bart MN Humanities Center and former BM Elia Bruggeman	Planned presentation on 8/23 of Sleepy Eye Latino educational model at Neighborhood House, CLAC helped convene and conceptualize.
	Met with Mike Wassenaar and Steve Brunsberg SPNN	Discussed support they are giving to Humanities Center in Community Program
	Conference call with Matt Brandt Hum Ctr	Discussed progress Community Program
	Meeting with Emily and others at Humanities Center	Viewed and evaluated taping of Absent Narratives Program
	Met with Steve Brunsberg SPNN on tape for Hum Ctr Community Program	Tape introduction Olga Viso interview.
	Met with Latino workers leader Pablo Tapia	Discussed support Latino community for CLAC and how CLAC can support community
September 2010	Meeting convened by OHE on immigration	Discussed Barriers to immigration, education & employment
	Rodolfo Gutierrez HACER meeting	Discussed possibility of joint research projects
	Phone conference with Hispanic Ch of Commerce	Discussed Latino community unity with Val Vargas

Appendix A: Meetings with Community (Organizations & Leaders)

Date	Meeting	Statute duties 4, 5, 6 & 9
September 2010	Meeting Jon Bacal Hennepin School District	Discussed Latino students achievement gap
	Meeting w Superintendent Silva St. Paul School District	Discussed Latino students achievement gap & possible collaborative
November 2010	Met with Entrepreneurship Accelerator Group	They were interested in identifying Latino business ventures to evaluate for financing
December 2010	Humphrey Institute Cowles Auditorium	Expanding Minority Business Opportunity Conference
	Met w/St. Thomas MBA program Asst Dean St. Thomas Bill Woodson	to discuss Learners to Leaders program for Latino college/university students
	Discussed with Jim Secord (former CEO of Lakewood Publications)	education achievement gap program and his relationship with member of group Staley (former CEO of Cargill); requested introduction Staley
	Humanities Center interview Larry Lucio	for SPNN Community program
	Entrepreneurship Accelerator Committee meeting	to plan next steps in development of entrepreneurial ecosystem and presentation of focus groups with entrepreneurs
	Latino OIC meeting at Neighborhood House	discuss coordination of efforts around job-training
January 2011	Meeting Burke Murphy St. Paul Workforce Center	to discuss the job-training bill the Councils wish to submit to Legislature
	Meeting with Caren Dewar, head of urban Land Institute	to discuss support of Cultural Corridors
	Meeting Professor Soruco	on Latino achievement gap
	Meeting Humanities Center	to discuss completion of program
	Meeting US Bank officer Shipley	to discuss how bank can better serve Latino community and provide employment and loans

Appendix A: Meetings with Community (Organizations & Leaders)

Date	Meeting	Statute duties 4, 5, 6 & 9
	Meeting Entrepreneurship Accelerator group	to discuss connecting venture capital to entrepreneurs and business plans
	Meeting Bruce Corrie & Lisa Tabor	on Cultural Corridors and global metro area
	Meeting REDA ED Cheryl Maloney	to discuss collaboration
	Meeting Joaquin Mendez General Mills	to discuss corporate support for CLAC & Latino community
Feb 2011	Meeting Jon Commers	to discuss Metropolitan Business Plan connection to cultural corridors/LR Central Corridor
Mar 2011	Attended former Mayor Fraser's monthly meeting	education achievement gap, MMEP Mariani presented.
	Conference call with Jesse Torres, Lupe Quintero and Elia Bruggeman	discuss MN participation in Hispanic Scholarship Fund
	Convened with Minnesota Humanities Center a meeting with Latin American Consulates and Latino business leaders. Followed-up with conversations Mexican and Ecuador Consuls	promoting the concept of Latinos as assets to Minnesota

Appendix A: Meetings with Community (Organizations & Leaders)

Date	Meeting	Purpose of meeting
March 2011	David O'Fallon and other Humanities Center staff members	Ongoing collaborative
	Pastor John Gutterman	to discuss anti-undocumented immigrant legislation.
	Hopkins Jr. High Latinos	to build on CLAC/OHE Si se puede program
	Jim Fogerty MN Historical Society	on Latino oral history.
	Frank Alvarez, head of HSF St. Thomas U	Latino student scholarships
	Luis Moreno at Land O'Lakes	to discuss their support to Latino community
	Started dialogue with head of Citizens League, Sean Kershaw	about possible collaboration on Latino achievement gap.
	Stacey Millet from Family Services	to discuss collaborative.
April 2011	David O'Fallon and other Humanities Center staff members.	Ongoing collaborative
June 2011	Beth Berry, founder of TORCH program	successful in reducing Latino achievement gap
	Humanities Center staff	to continue collaborative work, including interviews of community and Board members in Twin Cities and Rochester.
	MNSCU new Chancellor Rosenstone and minority director Harris	Latino education
	Metro Business Plan Regional Allies, Entrepreneurship Accelerator, and Communication Subcommittee.	Latino entrepreneurs and global metro area
	Matt Kramer, head of St. Paul Chamber of Commerce and Val Vargas Hispanic Ch. of Comm.	to discuss collaboration
	Latino nonpartisan Caucus	Forming caucus
	Ethnic Cultural Heritage Tourism group	Planning conference

Appendix A: Meetings with Community (Organizations & Leaders)

Date	Meeting	Purpose of meeting
August 2011	ED continued to work with Metro Business Planning groups: a) the Entrepreneurship Accelerator group, b) Regional Allies strategic group monthly meeting, c) Greater MSP CEO Langley presentation in Hennepin County and e) Burke Murphy to discuss presentation to Regional Allies	to convey importance of potential contribution by Latino community to metro economy through:
	ED talked with Sandy Gerber at Fed Reserve Bk Mpls	about possible collaboration.
	ED attended Wilder Foundation presentation	on The Unbanked and Low Income Bank Clients.
	ED met with Lisa Tabor, Ethnic Tourism District Collaborative	to discuss minority contributions to metro economy.
	ED met with Dane Smith at Growth & Justice	to discuss Latino education gap
August 2011	ED met with Rick Aguilar	to discuss potential contributions of Latinos to MN
	CLAC hosted meeting	Barriers to Immigrant Education and Employment
	ED met with Latinos in MN Summit coordinating committee	Planning 2012 conference
	ED met with Carlos Mariani and others MMEP	to discuss education disparities
	ED attended ALANA presentation	on Redistricting
	Mike Dean Common Cause	to discuss Redistricting

Appendix A: Meetings with Community (Organizations & Leaders)

Date	Meeting	Purpose of meeting
September 2011	ED attended meeting of the Regional Allies (Metro Bus Plan strategic group)	Metro economy and Latino contribution
	ED met with Mike Brown, VP Communications Greater MSP	to discuss Latino potential contribution to metro economy.
	ED met with Matt Brandt, Eden and Casey at Humanities Center	to discuss the competitive grants under Arts & Cultural Legacy funding.
	ED met with Central Corridor Community Engagement Committee	Global Metro Area and Central Corridor
	ED met with Jose Santos from Metro State University	to discuss Latino Achievement Gap CLAC meetings.
	ED met with artist Ricardo Morales	to discuss follow up to Latino Arts documentary done with Humanities Center.
	ED met with Steve Brunsber and David Zierott at SPNN	to discuss follow up to Latinos, Business and the Arts documentary done with Humanities Center.
	ED met with Milestone Growth Fund	to discuss connections to Entrepreneurship Accelerator group and Latino community.
	ED met with Ann Mulholland St. Paul Foundation	to explore possible funding, additional to state appropriation, for Latino disparities work.
	ED made presentation on Latino culture and its importance to MN	to Vocal Essence group of educators.
September 2011	ED met with Russ Straate at Venture Center	to discuss possible collaboration with Latino community in entrepreneurship.
	ED attended discussion at U of M School of Journalism	on how to engage Latinos into writing op ed pieces and becoming journalists.
	ED participated in State of Latinos Summit planning committee	
	ED met with Jim Fogerty at Historical Society	to discuss collaborative work

Appendix A: Special Projects & Collaborations

Date	Meeting	Purpose of meeting
January 2010	Participated in ALANA Political Forum first meeting	to promote minority interest in Legislature.
	Attended Indian Affairs Council meetings at SOBldg	
March 2010	Continued work with Black and Asian Pacific Minnesotan Councils	on joint recommendation of new and existing econ dev bills
	Met w new Consul Ecuador Silvia Ontaneda	to inform on support available to Ecuador immigrant community
	Continued collaboration w Mexican Consul	on ways to help each other serve Latino community

Appendix A: Special Projects & Collaborations

Date	Meeting	Purpose of meeting
March 2010	Meeting India Chamber Commerce	to develop partnership Econ Dev
	Meeting MnDOT & 4 Councils	Economic development minorities
April 2010	Met with ED Indian Affairs and Black Minnesotans councils	to discuss legislation
May 2010	Attended Council on Asian Pacific Minnesotans legislative day at the Capitol	to evaluate impact and replication by CLAC
	Met with EDs Indian Affairs Council	to discuss legislation
June 2010	Monthly meeting 4 Councils	to discuss joint strategies and plans for next session as well as legislative recommendations proposed in last session
	conference call w Consul Ontaneda	about Ecuador's President visit to MN
	Met w Mex Consul Fajer & OHE	about potential educational collaborative
	Meeting Lisa Tabor WCHD	to discuss collaboration MnDOT project
July 2010	MnDOT's heads of minority workforce, DBE contracts, Finance and Sustainability	Discuss collaboration with Latino and other minorities
	John Keller, ALANA, the other 3 Councils and others	the possibility of holding a gubernatorial candidate forum with the Latino and other minority communities
	Emma Corrie and others at MnDOT, WCHD Lisa Tabor and others, Dr. Bruce Corrie at Concordia, Latino OIC Ramon Leon and others	how they can help CLAC strengthen the Bill recommendation for job training and business incubator funding

Appendix A: Special Projects & Collaborations

Date	Meeting	Purpose of meeting
August 2010	Met with DEED Commissioner McElroy, Deputy Commissioner Moe and Director Shaeffer	Discussed possible support by DEED for CLAC initiatives and specific possibility of CLAC helping get DEED access to UN level Spanish translation for DVD on creating new small businesses.
	Meetings and conversations with Emma Corrie and others at MnDOT, WCHD Lisa Tabor and others, Dr. Bruce Corrie w/ONE MN & ALANA, Latino OIC Ramon Leon and others	Discussed how they can help CLAC strengthen the Bill recommendation for job training and business incubator funding. CLAC got more specific job descriptions from MnDOT and training costs from Latino OIC to make our Bill recommendation to be resubmitted to Legislature more applicable to reality and more reasonable to the Legislature.
	Discussions and meeting with ALANA, ONE MN the other 3 Councils and others	Discussed the possibility of holding a gubernatorial candidate forum with the Latino and other minority communities. Introduced the group to Bill Hanley at TPT to ask for the forum to be filmed.
	Met with other 3 Councils and heard proposals from Dept Health and US Bank	Discussed minority/ American Indian businesses and health disparities and opportunities
September 2010	Meeting 4 Councils	Minority/ American Indian plans
December 2010	MnDOT conference at Earle Brown Ctr. Minneapolis; Transportation Alliance, Assn. MN Counties, League MN Cities "Corridor Coalition Series;" met with Commissioner Sorel	Latino employment and contribution to economy
	Meeting with Representative Champion, ED Council Black Minnesotans Collins, Brian Kao with Council on Asian Pacific Minnesotans and RA	to discuss collaboration to recommend job-training Bill.
	Met w/ Brooke Murphy DEED	to discuss barriers to employment for immigrants and the Metropolitan Business Plan

Appendix A: Special Projects & Collaborations

Date	Meeting	Purpose of meeting
December 2010	Met with Nancy Maehar at Minnesota Without Poverty; Emma Corrie Mn/DOT; Norm Rickeman Minneapolis Foundation; Patty A Pannkuk Community Support Programs at Wells Fargo; Troy Parker Minnesota Citizens for Reform and Economic Equality; Jim Carlson former Minnesota State Senator; Frank Forsberg Community Impact at United Way LEDC's Latino TTOIC; the MN Pollution Control Agency and others	Economic development in relation to Latinos
January 2011	Meeting with MnDOT Commissioner Sorel & Deputy Commissioner Arseneau	to discuss collaboration with CLAC
February 2011	Attended meeting Regional Council of Mayors and MnDOT Visioning Project	
	Met with Mexican Consul Fajer, Lester Collins CBM and Ilean Her CAPM, David O'Fallon and Matt Brandt at Humanities Center, Dr. Bruce Corrie ONE MN, Pres Hammersmith at Metro State University, Paul Fate Common Bond, Prof Post U of M to discuss Latino education	Minorities education achievement gap
March 2011	Met with City of Minneapolis officers along with other 3 Councils EDs	to agree on collaborative.
	Met with MN/DOT	to plan strategy and collaboration for creation of business possibilities and jobs for Latinos as well as training opportunities, including May presentation to students and adults at Hennepin Technical College.
	Attended meetings Regional Council of Mayors, Regional Allies, Entrepreneurship Accelerator group, MnDOT Visioning Project	Latino and immigrant/minority communities' image of contribution to Minnesota and our partnership with their influential initiatives
	Participated in the Violent Crime Coordinating Council, MnDOT collaborative meetings, and MDH, MDHS Disparities Committee meetings, Northwest Integration System/St. Thomas University Identity Summit planning group.	

Appendix A: Special Projects & Collaborations

Date	Meeting	Purpose of meeting
June 2011	Met with Daily Planet media; North West Suburban; Multicultural Market of Willmar, Mexican Consulate, St Paul Parent Advisory Committee; LEDC, IRS, Summit Academy, Carpenters and Jointer Training Center, Minnesota Build Trades, Take Action Minnesota; Vocal Essence ;Cantaré!; MN Humanities Center; REDA; Navigate; CLUES, VIA International, MN Office of Hire Education, U of M Extension; Positively Minnesota, Hennepin Technical College, Family Partnership	Collaboration with CLAC

CLAC Supports the 2010 Census

The Minnesota Latino Complete Count Committee (MLCCC) was successfully launched in February 2009. CLAC, in collaboration with the U.S. Census Bureau and Minnesota State Demographic Center, brought together over 60 Latino community members and leaders to plan and prepare for the Census 2010. The MLCCC led a statewide organizing effort to improve community participation in the Census.

Latino Legislative Day at the Capitol.

In preparation for each Legislative session, CLAC hosts the Latino Legislative Day at the Capitol. The event program focuses on improving the Economic Development and higher education opportunities for Latino students in Minnesota.

With the support of many leaders and the participation of several lawmakers, this is a civic event to educate members in the Latino community about their involvement and influencing public policy and the political process. This event brings together Latino community members, leaders, supporters, and longtime advocates, as it addresses the council's priorities for the Legislative Session and important policy issues for Minnesota's Latino community, such as Economic Development, Workforce Development, Pre K-12 education, and higher education.

Appendix B: Letters of Support

Appendix B: Letters of Support

December 12, 2011

Dear Chair Rep. Kiffmeyer and Vice Chair Sen. Bonoff, Sunset Advisory Commission:

Since 1978 – when the Chicano Latino Affairs Council was first initiated – Latinos in Minnesota have continued to grow throughout the state and now comprise the largest diverse cultural/linguistic group in such major areas as the urban Twin Cities as well as in agricultural and semi-rural areas of the state. The large demographic growth of Latinos in the state and across the nation could bring great benefits to Minnesota, as long as this growth is channelled in the right direction. CLAC serves as a bridge of communication between state government and the Latino community, which can be leveraged in order to accelerate the latter's capacity to contribute in addressing the common needs of Minnesotans.

As former CLAC Board members and Executive Directors, we are asking that the Sunset Advisory Commission under your leadership support the ongoing existence of CLAC.

We thank you for your consideration of this request. Sincerely,

Teresa Dawson
Alma Garay
Ytmar Santiago
Jose Trejo
Eduardo Wolle
Heladio Zavala

Appendix B: Letters of Support

December 8, 2011

Dear Chair Rep. Kiffmeyer and Vice Chair Sen. Bonoff, Sunset Advisory Commission:

We are members of the Metropolitan State University Latino Caucus. We the undersigned are writing to recommend that the Chicano Latino Affairs Council (CLAC) be authorized by the Sunset Commission to continue its work in fostering constructive communication between Minnesota's state government and the growing Latino community. Since 1978 – when the CLAC was first initiated – Latinos in Minnesota have continued to grow throughout the state and now comprise the largest diverse cultural/linguistic group in such major areas as the urban Twin Cities, among the largest urban school districts, and increasingly in important agricultural and semi-rural areas of the state.

At the same time, Latinos continue to be among the most threatened communities for disparities in education, disproportionately poor housing, limited employment and under-employment, high unemployment, access to health and other human services, limited communication with social services including law enforcement, and the resulting poor social and educational outcomes.

These are significant issues among all communities of color and Latinos in Minnesota are especially threatened because of their longstanding diversity that includes native U.S. born citizens and a history of infusion by immigrants from Mexico and Latin America. This diversity within our community is often unrecognized with significant results in poor communication and cultural responsiveness to a range of disparate issues.

CLAC continues to be a needed resource to maintain State awareness about these issues and to help address them through community forums, discussions with the Legislature and Governor's office as well as to provide advice and counsel toward recommendations for legislation and ongoing legal, educational, and social policy.

Our current Legislature has not proven friendly to communities of color, especially to immigrants among them. Without this important line of communication with its constituents, the Legislature cannot hope to work in the best interest of our communities. Currently, there are precious few Latino lawmakers in the Legislature as well as very few state senators or representatives of color and presently in only one of the elected political parties (currently, the minority party).

Given the changing demographics in Minnesota and growing numbers of children and youth of color, of which Latinos continue to be the greatest proportion, it is important that issues of Latinos and other communities of color are adequately addressed. They are Minnesota's future workforce.

We cannot depend on a predominantly white Legislature to understand much less address issues affecting growingly diverse children and youth and their communities without appropriate levels of communication and knowledge from them.

Appendix B: Letters of Support

Indeed, the current majority party in the state Legislature has displayed a dangerous disregard for the needs of people of color, especially those who are poor and/or from immigrant backgrounds – this in context of history of limited regard by successive political administrations. It is the reason why CLAC and other such councils were first formed. Our current period of economic and social downturn combined with an increasingly diverse State makes such communication and counsel even more important today.

Only through these councils can communities of color have a voice, even if small, on behalf of the people of color who live in Minnesota. We urge you to continue the existence and support for the Chicano Latino Affairs Council as an important component in serving the needs of a diverse Minnesota.

Thank you for your consideration of this request.

Respectfully,

Maureen Acosta
Manuel Barrera
Donna Colburn
Maria Lopez
Linda Martinez
Luis Ortega
Juan Rangel

Appendix B: Letters of Support



December 8, 2011

Dear Chair Rep. Kiffmeyer and Vice Chair Sen. Bonoff, Sunset Advisory Commission:

I am writing to recommend that the Chicano Latino Affairs Council be authorized by the Sunset Commission to continue the work that they have been doing since 1978 to foster constructive communication between Minnesota's state government and the Latino community in order to address the latter's disparities and optimize its many assets in their process of integration.

Along all its history, CLAC has shown enormous influence in bringing together different Latino communities in the State of Minnesota, promoting a better understanding and knowledge of them and how they contribute to the life of Minnesotans. CLAC and HACER have been working in several ways to generate information useful to that purpose, and will continue collaborating in further projects as time and different confluent conditions demand.

Given that crucial role CLAC is playing up to date, I encourage you to seriously support the continuation of its work in benefit of the whole and diverse community of Minnesota.

Thank you for your consideration of this request. Sincerely,

Rodolfo Gutierrez
Executive Director
HACER

Appendix B: Letters of Support

casa de esperanza

December 7, 2011

Representative Kiffmeyer
501 State Office Building
100 Rev. Dr. Martin Luther King Jr. Blvd.
Saint Paul, Minnesota 55155

Senator Bonoff
100 Rev. Dr. Martin Luther King Jr. Blvd.
State Office Building, Room 133
St. Paul, MN 55155

Re: Chicano Latino Affairs Council

Dear Chair Rep. Kiffmeyer and Vice Chair Sen. Bonoff, Sunset Advisory Commission:

I am writing to recommend that the Chicano Latino Affairs Council be authorized by the Sunset Commission to continue the work that they have been doing since 1978 to foster constructive communication between Minnesota's State government and the Latino community in order to address the Latino community's disparities and optimize its many assets in their process of integration.

Sincerely yours,



Patti Tototzintle
CEO
Casa de Esperanza

phone
651.646.5553

main address
post office box 75177
saint paul, mn 55175

policy address
325 pennsylvania avenue se
box 262
washington, dc 20003

research address
post office box 3428
decatur, ga 30031

web
www.casadeesperanza.org

 100% PCW

Appendix B: Letters of Support



COMUNIDADES LATINAS UNIDAS EN SERVICIO

December 8, 2011

Dear Chairperson Representative Kiffmeyer and Vice-Chairperson Senator Bonoff,

I have the honor of writing to you on behalf of the Chicano Latino Affairs Council (CLAC) to recommend that the Sunset Advisory Commission authorize CLAC to continue the vital work of their organization. Since 1978, CLAC has worked diligently to successfully foster constructive communication between the government of the State of Minnesota and the members of Minnesota's Latino community. CLAC has helped the State of Minnesota to address existing disparities, enabling the State to more fully integrate and optimize the worthwhile asset which the Latino community is to Minnesota.

Please accept my deepest thanks for your consideration of my request!

Sincerely,



Jesse Bethke Gomez, MMA
President, Comunidades Latinas Unidas En Servicio (CLUES)

www.clues.org

797 East 7th Street
St. Paul, MN 55106
(651) 379-4200
(651) 292-0347 (fax)

720 East Lake Street
Minneapolis, MN 55407
(612) 746-3500
(612) 871-1058 (fax)

Appendix B: Letters of Support

UNIVERSITY OF MINNESOTA

Twin Cities Campus

Human Rights Center

*N-120 Walter F. Mondale Hall
229-19th Avenue S.
Minneapolis, MN 55455 USA*

Phone: 612-626-0041

Fax: 612-626-7592

Email: humanrts@umn.edu

Web: www.hrcenter.umn.edu

November 28, 2011

To Whom it May Concern:

The Chicano Latino Affairs Council has been diligent in examining the Latino educational achievement gap this year. They have done a remarkable job of gathering experts and interested community members to facilitate high level discussions and planning sessions to address this critical issue. Each person involved is trying to do something in their small circles to improve the success of Latino students, but like with any effort, working together magnifies the results in a way where true change can happen. I am hopeful that you can direct grant funds to this group to support them in their desire to increase the graduation rate of Latinos from 50% to 90% or even 100%. It will benefit everyone in this state to have an educated population, and there is no reason why Latino youth should be excluded from a bright, productive future.

At the University of Minnesota Human Rights Center, we are running a program called *Partners in Closing the Gap*. We are working closely with metro area teachers (grades 6-12) to help them address the achievement gap in their school and to encourage all students to hold tightly to their right to education. I believe that the statewide impact of the Chicano Latino Affairs Council's work will bolster the efforts of our program and others and lead us all toward a day when the term "Achievement Gap" is no longer needed.

Thank you for your support of the Chicano Latino Affairs Council.

Sincerely,



Kate VanSickle
Human Rights Education Communications Fellow
University of Minnesota Human Rights Center

Appendix B: Letters of Support

L. Burke Murphy

387 Goodrich Avenue
St. Paul, Minnesota 55102

651-245-7339

Lbmurphy@umn.edu

December 7, 2011

Dear Chair Rep. Kiffmeyer and Vice Chair Sen. Bonoff, Sunset Advisory Commission:

I am writing to you today to recommend that the Chicano Latino Affairs Council be authorized by the Sunset Commission to continue the work that they have been doing since 1978 to foster constructive communication between Minnesota's state government and the Latino community.

As the former Regional Administrator for the Metropolitan area for the Department of Employment and Economic Development, I worked closely with Hector Garcia and his staff to increase alignment and continuity of strategies in our outreach efforts with the Ethnic Minority Councils. Working together collaboratively to address barriers to education and employment across systems were given priority.

Often times, CLAC's leadership was the only representative body giving voice to the disparities threatening our regional competitiveness, not just for Latinos but for the good of our whole economy. Framing solutions in a positive and inclusive framework is a hallmark of the great work they are doing. Their presence at very important decision making tables helps achieve both the economic goals and equity goals in focus.

As we know from recent studies from the Center on Education and the Workforce, 94 percent of the jobs in Minnesota will require postsecondary education and training by 2018. Latinos are notably a highly productive and entrepreneurial people and they make up an enormous percentage of New Minnesotans statewide. However, many do not have the educational achievement necessary to fulfill the increasing demand for more educated workers. It is in our best interest to nurture and support the representation of this hard working population of people, already contributing to our state growth and prosperity, but falling behind in an achievement gap that we must close.

In this context, I highly recommend the ongoing support of the Chicano Latino Affairs Council to help strengthen our talent pool of workers to meet the needs and demands of our highest growth industries such as healthcare, human services, and science, technology, engineering and math occupations. It is in all of our best interests to do so.

Sincerely,

L Burke Murphy
Adjunct Faculty, UMN
Regional Competitiveness

Appendix B: Letters of Support



Metropolitan Economic Development Association
250 Second Avenue South, Suite 106
Minneapolis, MN 55401
www.meda.net

December 9, 2011

Chair, Representative Mary Kiffmeyer
Advisory Sunset Commission
Room 501

Vice Chair, Senator Terri Bonoff
Advisory Sunset Commission
Room 133

100 Rev. Dr. Martin Luther King Jr. Blvd.
State Office Building
Saint Paul, Minnesota 55155-1206

Dear Chair, Representative Kiffmeyer and
Vice Chair, Senator Bonoff, Advisory Sunset Commission:

I am writing to recommend that the Chicano Latino Affairs Council (CLAC) be authorized by the Sunset Commission to continue the work that they have been doing since 1978 to foster constructive communication between Minnesota's state government and the Latino community in order to address the latter's disparities and optimize its many assets in their process of integration.

Thank you for your consideration of this request.

Sincerely,

A handwritten signature in blue ink that reads "Yvonne Cheung Ho".

Yvonne Cheung Ho
President & CEO

Appendix B: Letters of Support

December 9, 2011

Chair Rep. Kiffmeyer
Vice Chair Sen. Bonoff
Advisory Sunset Commission
Rooms 501/133
100 Rev. Dr. Martin Luther King Jr. Blvd.
State Office Building
St. Paul, MN 55155-1206

Dear Representative Kiffmeyer and Senator Bonoff

It has come to the attention of the Latino community that eliminating the Chicano Latino Affairs Council (CLAC) is again being considered. During this time of significant relevance, demographic and economic growth of Latino communities statewide, this elimination would be a step in the wrong direction and effect the economic and jobs growth in Minnesota.

The statistics provided by the 2010 US Census shows dramatic growth in the Latino population not only in the Twin Cities but also in rural areas including Dakota, Anoka and Washington counties. The 2010 Latino population of 252,000 also represents an estimated 75,000 voters and according to a recent statement by Senator John McCain (R-AZ) "the Latino vote is up for grabs in 2012."

Latinos are playing a bigger role in the economic development throughout the state and have achieved economic 'buying power' of over \$6B that fuels state taxes. How is CLAC effecting economic development? One example is the efforts of Hector Garcia with Greater MSP, to increase trade between Minnesota based companies and Latin America. This increased trade will yield more jobs in Minnesota as well as higher revenues and profits for the engaged Minnesota companies.

CLAC has also been providing advice and guidance to the Latino Economic Development Center on establishing co-ops with small capacity farmers throughout the state to provide them with a sales outlet for their crops and products with large retailers. Again, this has an economic impact that cannot be ignored.

CLAC also serves as a 'clearing house' for requests from the Latino population on where to go for assistance and information on establishing their own companies. Without this assistance the growth of Latino owned businesses in the state would not have occurred.

CLAC provides a bridge for greater understanding and cooperation between the Latino community and the government of Minnesota. From a political standpoint, the population and voter growth in the state cannot be ignored, or diminished.

Minnesota can take a position of leadership among other states by promoting and supporting CLAC and show that the Latino population growth is being viewed in Minnesota as a solution to economic growth and employment and not the problem that too many uninformed people and organization make it out to be.

Appendix B: Letters of Support

It's time for Minnesota to lead on these issues, and not follow the path of other states like Alabama and Arkansas. The potential to be viewed as a national leader on Latino issues is attainable with assistance from CLAC. Otherwise, in 7 years the question will be "why did we not take advantage of this opportunity?"

Please allow CLAC to continue its important role.

Regards

Ronald A. Lezama

Chairman

Latino Economic Development Center

ronaldlezama@yahoo.com

763-458-3948

Appendix B: Letters of Support

Minnesota Department of
Education

December 6, 2011

Dear Sunset Advisory Commission:

I am delighted to write this letter of support on behalf of the Chicano Latino Affairs Council (CLAC) for their unwavering commitment to the Latino people of Minnesota.

My agency works with CLAC on ways to provide community and parental engagement and educational programs to assist Latino students. Under the dedication and leadership of Hector Garcia, the council has been committed to working with schools in order to promote academic achievement for all Latino students.

The council is an invaluable resource to the Latino community. CLAC plays a vital role in keeping the governor and the legislature informed on the issues of importance to Latinos. They also connect Latinos with appropriate government agencies and community-based organizations to address their concerns. CLAC also works with the Minnesota Humanities Center to produce videos and documentaries that will preserve the heritage and bring cultural pride to Latino students.

I strongly support the important work that CLAC does for the citizens of Minnesota.

Sincerely,



Dr. Brenda Cassellius
Commissioner

Appendix B: Letters of Support



COUNCIL ON ASIAN-PACIFIC MINNESOTANS

658 CEDAR STREET, SUITE 160
SAINT PAUL, MN 55155

tel: 651.757.1740

fax: 651.297.8735

www.capm.state.mn.us

Hector Garcia
Executive Director
Chicano Latino Affairs Council

July 9, 2010

Dear Hector,

As you know, I will be retiring from the Council on Asian Pacific Minnesotans this month after fourteen years of service. I started here in 1996 as research analyst but over the years my role has developed more into a cultural mediator between the communities and legislators. I have very much enjoyed working with you, and before I leave, I wanted to write you a personal note of appreciation for the fresh energy and ideas that you have brought to the work of the councils, especially around collaboration with all of the minority councils on issues such as global marketing, employment and protection of businesses in the central corridors. I have very much appreciated your efforts to engage us around issues of policy, to share your ideas, ask for feedback, and a willingness to implement our input.

As a result of your leadership, we were able to pull the minority communities together in a series of important dialogues with legislators. The results of the discussions that we had with Senator Torres Ray and other legislators should result in some important legislative action in the years ahead. The work is ongoing and seeks to bring about tangible results and improvements for the minority communities and business owners.

I appreciated your efforts to shape policy and action together. It certainly demonstrates what effective teamwork can be when each person brings a different set of skills and experience to the table, yet is willing to find and establish firm ground together. I have been struck by your visionary ability to shape ideas into solid constructs and frameworks.

The councils will be facing some tough times ahead. So I wish you well in all your endeavors. You have my wholehearted support and endorsement of your fresh, creative, visionary and grounded approach to make CLAC a viable voice of the Chicano Latino communities. I know that you benefit all of us in the process. You are the kind of leader that Minnesota legislators need to listen to and work with to make Minnesota economically viable again.

Sincerely and appreciatively,

A handwritten signature in black ink, appearing to read "David Zander", with a stylized flourish at the end.

David Zander, MA

Community & Legislative Liaison

Cc: Ilean Her

Appendix B: Letters of Support



REPLY TO
ATTENTION OF

DEPARTMENT OF THE ARMY
UNITED STATES ARMY RECRUITING BATTALION, MINNEAPOLIS
5600 AMERICAN BOULEVARD WEST, SUITE 650
BLOOMINGTON, MN 55437

22 June 2011

Office of the Commander

Mr. Hector Garcia
60 Empire Drive #203
Saint Paul, Minnesota 55103

Dear Mr. Garcia,

The U.S. Army Recruiting Command – Minneapolis Battalion is eager to assist Hispanic/Latino communities across Minnesota with multiple measures focused on making our youth better educated and helping them earn greater opportunity for an enriched life. We value our relationship with the Chicano Latino Affairs Commission (CLAC) and are pleased to work with you and your staff and network to offer our assistance as part of the “Giving Guest” concept in connecting the collective needs of the community for the betterment of all students.

One area where we can work profitably with CLAC is to raise educational and health standards among our Hispanic and Latino youth. The U.S. Army Recruiting Command – Minneapolis Battalion is concerned about the growing trend of an inability of America’s youth to qualify for military service. At present, fewer than four of ten youths qualify to serve the United States. The key reasons for this inability to qualify are: lack of values leading to moral or law violations; low educational abilities or attainment, resulting in lower than required scores on admission exams; or poor physical health and fitness, preventing young people from achieving even minimum required physical fitness standards. However, it is challenging for the Army to engage the Hispanic/Latino community without a partner who has the full trust and respect of this diverse community. In Minnesota, CLAC is a key partner and force multiplier.

The Hispanic/Latino community has shown an alarming increase both in educational gaps and illiteracy rates. Especially troubling are the lower graduation rates among youth, especially in migrant and immigration populations. As the Hispanic / Latino community is the fastest growing minority group in the United States, it truly represents the largest population of American citizens who could and should make a difference in the “best qualified” pool of military applicants and as future leaders. We share the concern of Hispanic/Latino community leaders that large numbers of our youth are being disqualified from a meaningful future because of a lack of educational achievement and want to partner with CLAC to support efforts to raise literacy and attainment.

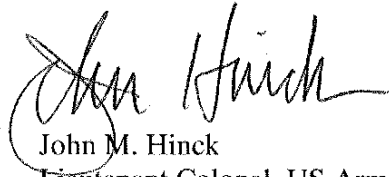
There is no duty that our Army takes more seriously than educating and training the next generation. Whether it is through the teaching and reinforcement of values to help proper decision-making, the pursuit of higher education for greater economic and opportunity, or to

Appendix B: Letters of Support

improve the physical, mental, and emotional fitness of and resiliency of our country's youth, we will do our utmost to partner with organizations such as CLAC in building success for our young people across all communities. The Armed Services, the U.S. Army in particular, are eager to partner with parents, communities schools and other stakeholders to help improve graduation rates, close the disparity gaps, and improve education levels – all of which lead to greater opportunities for a better quality of life and happiness for all of our children.

We look forward to an exciting partnership working together to assist our youth to be the great leaders of our future.

Sincerely,

A handwritten signature in black ink, appearing to read "John Hinck". The signature is written in a cursive style with a large, looping initial "J".

John M. Hinck
Lieutenant Colonel, US Army
Commanding

Appendix B: Letters of Support

UNIVERSITY OF MINNESOTA

University of Minnesota Extension

Regional Office, Mankato

*1961 Premier Drive
Suite 110
Mankato, MN 56001-6493*

*507-389-6714
888-241-3214
Fax: 507-389-6787
www.extension.umn.edu
rcmankato@umn.edu*

December 6, 2011

Dear Chair Rep. Kiffmeyer and Vice Chair Sen. Bonoff, Sunset Advisory Commission:

I am writing to recommend that the Chicano Latino Affairs Council be authorized by the Sunset Commission to continue the work that they have been doing since 1978 to foster constructive communication between Minnesota's state government and the Latino community in order to address the latter's disparities and optimize its many assets in their process of integration.

Chicano Latino Affairs Council has been an important partner in the growing Latino community in Minnesota. By listening to Latinos and non-Latino community members CLAC has been making efforts to place in perspective the needs, possible solutions, and contributions of Latinos in the local economy, education, and culture.

Thank you for your consideration of this request.

Sincerely,



Antonio Alba Meraz

Extension Educator in Family Resource Management
University of Minnesota Extension Regional Office in Mankato
1961 Premier Drive, Suite 110
Mankato, MN 56001
507-389-6764
albam001@umn.edu

Appendix B: Letters of Support

443 Lafayette Road N.
St. Paul, Minnesota 55155
www.doli.state.mn.us



MINNESOTA DEPARTMENT OF
LABOR & INDUSTRY

(651) 284-5005
1-800-DIAL-DLI
TTY: (651) 297-4198

December 10, 2010

Hector García
Executive Director
Chicano Latino Affairs Council
60 Empire Drive, Suite 203
St. Paul, MN 55103

Dear Mr. García:

My name is Francisco J. González, Mediator with the Minnesota Department of Labor and Industry, Worker's Compensation Division. I want to thank for including me in the distribution list for the CLAC *Biennium Report* and also the *A Closer look at Minnesota Latino Workforce and Business Development* report. I was also very impressed with the great work that CLAC is doing researching and promoting issues of concern for Latinos in Minnesota.

In my professional capacity with the Department of Labor and Industry I conduct presentations, in English and/or Spanish, to interested parties regarding worker's compensation benefits and related areas, such as worker's rights and responsibilities under Minnesota law. I can also answer questions from injured workers regarding their individual worker's compensation cases. All of these services are free of cost. I can make in-person presentations, or provide written content on such issues, at your request.

I am available to collaborate with CLAC in any project or initiative where I can be of assistance. Please see enclosed additional information about my professional work and experience for your review.

Please feel free to contact me if you have questions or need additional information.

Sincerely,

Francisco J. Gonzalez
Mediator/Arbitrator (English/Español)
MN Department of Labor and Industry- Worker's Comp. Division
P. O. Box 64221
443 Lafayette Road N.
St. Paul, MN 55164-0221
ph. (651) 284-5202
Francisco.Gonzalez@state.mn.us

Encl.

Appendix B: Letters of Support

December 6, 2011

Rep. Mary Kiffmeyer
Chair
Sen. Terri Bonoff
Vice Chair
Sunset Advisory Commission

Dear Chair Rep. Kiffmeyer and Vice Chair Sen. Bonoff:

My name is Francisco J. Gonzalez, Chair of the Human Rights/ Human Services Commission at the City of Cottage Grove. I am writing to express my support for the work being done by the Chicano Latino Affairs Council on issues of concern for the Latino community in Minnesota. The Latino population in the city of Cottage Grove has increased exponentially in the last several years, their presence contributing to the economic development as well as to the social and cultural enrichment of our community. The research, policy recommendations and advocacy from the Chicano Latino Affairs Council provide our state's agencies a much needed perspective on issues of concern for Latinos and assist in their full participation in our society.

I wish to wholeheartedly endorse the work of the Chicano Latino Affairs Council and extend my support for the continued existence of this vital agency.

Thank you for your consideration of this request.
Sincerely,

Francisco J. Gonzalez
Chair
City of Cottage Grove Human Rights/Human Services Commission
8573 72nd Street South
Cottage Grove, MN 55016
Ph (651) 284-5202
http://www.cottage-grove.org/commissions_human_services.htm

Appendix B: Letters of Support



Urban Land
Institute

Minnesota

Advisory Board

Colleen Carey, Chair
John Breitingner, Mission Advancement
Elizabeth Ryan, Treasurer
Mayor Jim Hovland, RCM Co-chair
Mayor Sandy Martin, RCM Co-chair
Mayor Elizabeth Kautz, RCM Immediate Past Co-chair
Sean Sweeney, YLG Co-chair
Maureen Michalski, YLG Co-chair
Stuart Ackerberg, Sponsorship
Robert Close, Education
Robert Engstrom, ULI Life Trustee
Chris Kennelly, UrbanPlan
Jay Lindgren, CTLUS
John Shardlow, Environment

Bake Baker
Collin Barr
Cecile Bedor
Tom Fisher
Warren Hanson
Sarah Harris
Curtis Johnson
Nick Koch
Michael Lander
Tom Lander
Pat Mascia
Commissioner Jim McDonough
Commissioner Peter McLaughlin
Ted Mondale
Diane Norman
Carolyn Olson
Kevin Ringwald
Dr. Carissa Schively Slotterback

Caren Dewar, Executive Director
Pat Arnst, District Council Coordinator
Cathy Bennett, Housing Initiative
Katherine Anderson, Associate

Dear Chair Rep. Kiffmeyer and
Vice Chair Sen. Bonoff, Sunset Advisory Commission:

I am writing to recommend that the Chicano Latino Affairs Council be authorized by the Sunset Commission to continue the work that they have been doing since 1978 to foster constructive communication between Minnesota's government, private and other sectors and the Latino community in order to address the latter's disparities and optimize its many assets in their process of integration.

Thank you for your consideration of this request.

Sincerely,

Caren Dewar
Executive Director

Appendix B: Letters of Support

From: Lillian McDonald [<mailto:mcdonald@echominnesota.org>]

Sent: Wed 12/7/2011 5:09 PM

To: ClacDesk; Hector Garcia

Subject: RE: Sunset Commission Letters of Support for CLAC

Dear Chair Rep. Kiffmeyer and Vice Chair Sen. Bonoff, Sunset Advisory Commission:

I am writing to recommend that the Chicano Latino Affairs Council be authorized by the Sunset Commission to continue the work that they have been doing since 1978 to foster constructive communication between Minnesota's state government and the Latino community in order to address the latter's disparities and optimize its many assets in their process of integration.

CLAC has an annual directory in which ECHO lists itself as an organization promoting our educational materials in multiple languages reaching dozens of Latino communities across Minnesota. Without this listing and our information, many Latino residents would not have vital health, safety, emergency and civic resources from which to support integration in communities. ECHO Minnesota is an emergency response communications resource and with assistance from CLAC, we distributed information about the H1N1 virus and vaccine (2009-10). A partner with ECHO since 2008, we hope to continue working with CLAC on additional statewide initiatives in the future as Minnesota's diverse communities continue to grow.

If you have any questions, please do not hesitate to contact me at my number/email listed below. Thank you.

Lillian McDonald

Appendix B: Letters of Support

From: Schowalter, James (MMB) [<mailto:James.Schowalter@state.mn.us>]
Sent: Thu 9/1/2011 9:03 AM
To: Hector Garcia
Subject: thank you!

Thanks for the note – I appreciate your careful stewardship of the state’s resources. Too often the public does not know just how seriously we all take it and will try to do my part to carry on the message.

Thanks again.

Jim

Jim Schowalter
Commissioner
Minnesota Management & Budget
651-201-8011
Dear Commissioner Schowalter,

Dear Commissioner Schowalter,

I am writing to inform you that CLAC was able to close FY2011 with a surplus of \$18,490.34 or 6% of our general fund budget, as shown in the attached financial statement. CLAC’s Board and staff were able to do so through careful budget management and responsible spending.

We are glad to contribute in a small way to the financial health of the state by returning this amount of our FY2011 appropriation to the general fund.

Sincerely,

Hector Garcia | Executive Director

Chicano Latino Affairs Council (CLAC) | www.clac.state.mn.us
60 Empire Drive, Suite 203 | St. Paul, MN 55103
(651.296.2992 Cell 612.998.3014 | 7 651.297.1297 | * hector.garcia@state.mn.us

Engaging the Latino community through public service since 1978..

Appendix B: Letters of Support

From: Cassellius, Brenda (MDE) [<mailto:Brenda.Cassellius@state.mn.us>]
Sent: Monday, June 06, 2011 11:27 PM
To: Hector Garcia
Subject: Re: Commissioner's Working Group on School Funding May 25th Meeting

Thank you for participating. You brought great wisdom and guidance to the discussion and I thank you!

Brenda



From: Gades, Clair (MDE) [<mailto:Clair.Gades@state.mn.us>]
Sent: Thursday, May 26, 2011 10:34 AM
To: Aaron Solem; Art Coulson (art@redbirdmedia.net); Bob Meeks (bmeeks@mnmsba.org); Briner, Charlene (MDE); Cassellius, Brenda (MDE); Christopher E. Mills (cmills@sac.k12.mn.us); Coleman McDonough (cmcdonough@northbranch.k12.mn.us); Colleen Mertesdorf (cmertesdorf@faribault.k12.mn.us); Dane Smith (dane@growthandjustice.org); Deb Wall (dwall@forestlake.k12.mn.us); Denny Ulmer (dpulmer@bric.k12.mn.us); Earl Athman (eathman@pierz.k12.mn.us); Elona Street-Stewart (streetstewart@comcast.net); Eric Mahmoud (emahmoud@thebestacademy.org); Eric Mahmoud's Assistant, Janet Johnson; Eric Nauman; Gosack, Christina (MDE); greg.vandal@voxliberi.com; Gregory Marcus; Hector Garcia; Hermodson, Rose (MDE); Jerry Ness (jness@fergusotters.org); jknuth@mail.massp.org; Julie Blaha (Julie.blaha@edmn.org); Les Fujitake (lfujitak@bloomington.k12.mn.us); Mary Catherine Ricker's Assistant, Julie; Mary Ceconni (mary@parentsunited.org); mc@spft.org; Melcher, Tom (MDE); Peggy Ingison (peggy.ingison@mpls.k12.mn.us); Representative Garofalo's Assistant, Rebecca Peichel; Representative Jim Davnie; Representative Mindy Greiling; Representative Pat Garofalo; ricdressen@edina.k12.mn.us; Sam Walseth; Senator Gen Olson; Senator LeRoy Stumpf; Senator Olson's Assistant, Kacie Petersen; Senator Stumpf's Assistant, Jeri Wenzel; Shari Thompson (shari.thompson@emid6067.net); Shekleton, Brian (MDE); Tom Nelson (nelson@stillwater.k12.mn.us)
Cc: aseuffert@amsd.org; aceconni@edmn.org; scroonquist@amsd.org; Swanson, Kristy (MMB); christopher.orr@minncan.org; brad.lundell@schoolsforequity.org; eric@ready4K.org; Larson, Kerstin (MMB); jim.grathwol@mpls.k12.mn.us; danna.elling@senate.mn
Subject: Commissioner's Working Group on School Funding May 25th Meeting

Good Morning,

On behalf of Rose Hermodson, thank you for your participation on the Commissioner's Working Group on School Funding. Attached is the final report - Funding Education for the Future. The final report is now posted on the website at the following link: http://education.state.mn.us/MDE/Accountability_Programs/Program_Finance/General_Information/Educ_Finance_Work_Group/index.html

Thanks!

Clair

Appendix B: Letters of Support

Sent: Sunday, May 02, 2010 5:46 PM
To: Hector.Garcia@state.mn.us
Subject: Re: corporate advisory committee

A Latino Corporate Advisory Committee to CLAC would have the following characteristics:

- a) it would be constituted by Latino executives at MN international firms;
- b) the number of members would be 12 and a minimum of 6;
- c) its mission would be to advise CLAC's staff and Board on how CLAC's five policy areas could be improved through the corporate perspective and other resources;
- d) its focus would be to bring to bear on the government-Latino community liaison function of CLAC a support unique to the international corporate realm;
- e) it would meet every month or every 2 months in accordance with the joint decision of its founding members;
- f) a representative of the Board and CLAC's ED would attend its meetings and a LCAC representative would attend the CLAC Board meetings;
- g) there would be a regular exchange of reports or communications between the Board and LCAC.

Some of the benefits of this Committee to CLAC would be:

1. the connection established between the Latino community at large and the Latino corporate sector, which at this time is not strong;
2. the greater strength for the Latino community, which would be derived from this connection;
3. the input and other support that LCAC could bring to CLAC's efforts.

Reply from John Hultquist

... a Corporate Advisory Committee... I think it's a terrific idea and would greatly benefit the Chicano/Latino community in Minnesota to have such a Committee. if the CLAC Council likes the idea, you should formalize the concept (i.e. write a proposal that details how many members would serve on the Committee, its mission and focus) and have the Council vote on it. The Committee should also consist of a CLAC Council liaison who attends the Committee meetings and give a periodic report to the CLAC Council on their work.

John Hultquist
Director of Judicial, Board, and Commission Appointments
Office of Governor Tim Pawlenty

Appendix B: Letters of Support

From: Mona Smith [mailto:mona@alliesmediaart.com]

Sent: Friday, February 11, 2011 11:32 AM

To: Matthew Brandt

Subject: when you can....

....

Thanks for the opportunity yesterday. And I LOVED hearing Hector. powerful guy. I only wished I was in an expressive crowd...I wanted to shout, "AMEN!" and "YES!" and applaud quite regularly.

Ake, pidamaya.

m

AlliesLLC

Mona M. Smith

media artist/producer/director

Allies: media/art

Martin Case

research/writer/editor

Director of the Indian Treaty Signers Project

Allies: Research and Writing

From: Schlaefer, Barb (OHE) [mailto:barb.schlaefer@state.mn.us]

Sent: Tuesday, December 07, 2010 2:54 PM

To: Garcia, Hector

Cc: Metzen, Dave (OHE)

Subject: Latino Outreach

Hi Hector,

This was in the Star Tribune on Saturday. A direct result of our work together.

Latinos Learn Ways to Send their Kids to College, Kelly Smith, December 4, 2010

<http://www.startribune.com/local/west/111301779.html?elr=KArksUUUoDEy3LGDiO7aiU>

Thanks helping us make the important connections we needed to get something like this started. We have so much more to do!

Barb Schlaefer

651-259-3902

Appendix B: Letters of Support

From: JAN.SPENCER@spps.org

To: [Hector Garcia](#)

Cc: [Astrid Ollerenshaw](#) ; [Casey DeMarais](#) ; [Hector Garcia](#) ; [Matthew Brandt](#) ;
MICHELLE.BIERMAN@spps.org ; supt.silva@spps.org

Sent: Tuesday, November 02, 2010 8:11 PM

Subject: RE: Our meeting with Supt Silva

Hello Hector,

It was nice to see you at the screening of Latino Arts: A Community Vision. What a terrific way to celebrate and share local Latino artists work with our students. I can't wait to tell our teachers about the video as a resource for instruction...

Jan Spencer de Gutiérrez

Supervisor, Visual and Performing Arts, K-12
Curriculum, Instruction and Professional Development
Office of Academics | Saint Paul Public Schools
345 Plato Boulevard E. #625 | Saint Paul MN 55107

Office 651.744.1302 | Fax 651.744.1399

jan.spencer@spps.org | www.thecenter.spps.org/Arts.html

Appendix B: Letters of Support

Matthew Brandt
Vice President Minnesota Humanities Center
matthew@mnhum.org

Dear Mr. Brandt,

I am writing on behalf of CLUES to convey our support for the Chicano Latino Affairs Council in its application for a Legacy Funding grant to develop a Model, which will help address the Latino education achievement gap. This issue is of great significance to the Latino community as well as to all Minnesotans and we appreciate your consideration of this matter.

Sincerely,



Kendall Bruhl
Strategic Programs Manager, Educational Enrichment Services
CLUES – Comunidades Latinas Unidas En Servicio



COMUNIDADES LATINAS
UNIDAS EN SERVICIO

Appendix B: Letters of Support

Committed to Equity & Excellence

Hopkins Public Schools

1001 Highway 7

Hopkins, MN 55305-4723

952.988.4000

HOPKINS
PUBLIC SCHOOLS



L.H. Tanglen Elementary

10901 Hillside Lane

Minnetonka, MN 55305

Alex Fisher

ELL Teacher

952.988.4873

alex_fisher@hopkins.k12.mn.us

November 22, 2011

To Whom It May Concern:

I am writing this letter in support of Hector Garcia and the Chicano Latino Affairs Council (CLAC). As a teacher in the Hopkins Public School District, I have gone to a number of listening sessions at the CLAC offices. I have been impressed with the focused attention, level of commitment, and creative problem solving that Mr. Garcia and his staff have put into trying to narrow the Latino educational achievement gap. Moreover, they have been most helpful to staff and Latino families in our school district who have attended college readiness educational sessions where Mr. Garcia has spoken. I hope you will give CLAC full consideration for the grant for which they are applying.

Please feel free to contact me with further questions.

Kind regards,

Alex Fisher

Appendix B: Letters of Support



Risen Christ School

Preparing children for success in work and in life

Matthew Brandt
Vice President
Minnesota Humanities Commission

November 30, 2011

Dear Mr. Brandt,

I am writing to convey my support for the Chicano Latino Affairs Council's application for a Legacy Fund grant to develop a holistic program model designed to address the dramatic Latino achievement gap present in our State. This issue is not only of significance to the Latino community, but to the well-being and future of all Minnesotans.

As the chief administrator of a school serving a large Latino population, I have seen first hand the challenges and roadblocks many Latino children face in their efforts to become successful students. When any group of children fails, the entire community suffers as it loses potential employees, consumers, civic leaders and responsible neighbors.

The CLAC proposal attempts to address this stubborn issue in a systematic and comprehensive manner because it is only such efforts that can be successful in solving this complex challenge. I appreciate your consideration of this matter.

Sincerely,

Helen Dahlman

Helen Dahlman
School President

1120 East 37th Street Minneapolis, MN 55407
phone: 612-822-5329 fax: 612-729-2336

Appendix B: Letters of Support

One day, all children in this nation will have the opportunity to attain an excellent education.

TEACHFORAMERICA

Matthew Brandt
Minnesota Humanities Center
987 Ivy Avenue East
Saint Paul, MN 55106

Dear Mr. Brandt,

I am writing to convey my support for the **Chicano Latino Affairs Council** in its application for a **Legacy Funding** grant to develop a Model, which will help address the Latino education achievement gap. This issue is of great significance to the Latino community as well as to all Minnesotans. I appreciate your consideration of this matter.

Sincerely,



Daniel Sellers
Executive Director
Teach For America – Twin Cities



AN AMERICORPS PROGRAM

Appendix B: Letters of Support



NORTHFIELD HIGH SCHOOL
1400 Division Street South
Northfield, MN 55057
PH 507.663.0630 • FAX 507.645.3455
www.nfld.k12.mn.us

December 1, 2011

Re: Legacy Grant Funding

Dear Mr. Matthew Grant

I am writing to support the application of the Chicano Latino Affairs Council to fund a model which would help address the Latino education achievement gap. As the coordinator of TORCH, Tackling Obstacles Raising College Hopes, I deal on a day to day basis with Latino students who feel little hope for their future. Yet these are students of immense promise and huge potential given additional support. What a thrill it is for me when I see one of these students light of possibility begin to shine and have a student begin to take control of their own future. In a state that prides itself on the education and the quality of life for its populace, it is inexcusable that we have the largest achievement gap in the nation. This issue is of vital importance to the Latino community and to the well-being of all Minnesotans.

Please consider this application very carefully as it holds tremendous promise and hope for our student's future.

Should you have any questions, please feel free to contact me.

Sincerely

A handwritten signature in cursive script that reads "Beth Berry".

Beth Berry
TORCH Coordinator
Beth.berry@nfld.k12.mn.us
651-216-4047

Appendix B: Letters of Support

Email of support:

Dear Minnesota Humanities Center Directors and Staff:

The Chicano Latino Affairs Council has been diligent in examining the Latino educational achievement gap this year. They have done a remarkable job of gathering experts and interested community members to facilitate high level discussions and planning sessions to address this critical issue. Each person involved is trying to do something in their small circles to improve the success of Latino students, but like with any effort, working together magnifies the results in a way where true change can happen. I am hopeful that you can direct grant funds to this group to support them in their desire to increase the graduation rate of Latinos from 50% to 90% or even 100%. It will benefit everyone in this state to have an educated population, and there is no reason why Latino youth should be excluded from a bright, productive future.

At the University of Minnesota Human Rights Center, we are running a program called Partners in Closing the Gap. We are working closely with metro area teachers (grades 6-12) to help them address the achievement gaps in their school and to encourage all students to hold tightly to their right to education. I believe that the statewide impact of the Chicano Latino Affairs Council's work will bolster the efforts of our program and others and lead us all toward a day when the term "Achievement Gap" is no longer needed.

Thank you for your support of the Chicano Latino Affairs Council.

Sincerely,

Kate VanSickle, Human Rights Education Fellow
University of Minnesota Human Rights Center

Appendix B: Letters of Support



December 12, 2011

Dear Rep. Kiffmeyer, Chair and Sen. Bonoff, Vice Chair and Members of the Sunset Commission:

The Minnesota Humanities Center (MHC) is focused on the future of Minnesota. Rapid changes in the state's cultural diversity, in the global, national and state economy, bring new and unique challenges—and opportunity—to our people, our schools, our towns and cities. Helping *all* Minnesotans to meet these challenges; to imagine and create a vital and thriving state and a strong democracy, is the work of the Center. We draw from the unique resources and apply the tools of the Humanities.

The Chicano-Latino Affairs Council (CLAC) is a valuable partner in this work. It has information and insights and represents the fastest growing population in the state. Without the knowledge and networks of CLAC, MHC would find it much more difficult to identify and work with people meeting these challenges. Together CLAC and MHC develop unique approaches to close the achievement gap. Together we have brought the voices of business and cultural leaders and their stories of entrepreneurship, of achievement, of success into new sectors; encouraging young men and women to strive and to build. Together CLAC and MHC have convened leaders from multiple sectors to take fresh looks at education, cultural development, business and economic development.

From the perspective of this Center, CLAC is a valuable and unique partner in meeting some of the state's most significant challenges—and more so—in creating a future Minnesota that is truly vital and globally competitive.

We hope to continue CLAC and this partnership.

A handwritten signature in black ink, appearing to read "David O'Fallon".

David O'Fallon, PhD

President and CEO
Minnesota Humanities Center

Chair

Ann Glumac, *Duluth*

Board Members

Colleen Aho, *Minneapolis*
Ann Barkeleyw, *Sunfish Lake*
Lisa Laliberte Belak, *Roseville*
Andrew Currie, *Eden Prairie*
Aimee Dayhoff, *Minneapolis*
Thomas Diffley, *North Oaks*
Sara Evans, *St. Paul*
Jennifer Forbes, *St. Paul*
William Freierr, *St. Peter*
Cynthia Gehrig, *St. Paul*
Ann Glumac, *Duluth*
William Green, *Fridley*
Howard Guthmann, *St. Paul*
John Harrington, *St. Paul*
Susan Heegaard, *St. Paul*
Gary Henrickson, *Fergus Falls*
Diane Herman, *Scandia*
Carinda Horton, *Duluth*
Steve Kelley, *Minneapolis*
Susan C. Kelly, *Orono*
Jeremy Kovash, *Fergus Falls*
Margaret Leibfried, *Fridley*
Melissa Malen, *West St. Paul*
Meryll Page, *St. Louis Park*
James Peterson, *Minneapolis*
Mark Peterson, *Winona*
Robyne Robinson, *Minneapolis*
Michael Rosen, *Minneapolis*

President and CEO

David O'Fallon

Appendix C: Additional Funding Information

APPENDIX C
Six-year history showing funding (Other Sources)

OTHER FUNDING SOURCES	Fiscal Year					
	2006	2007	2008	2009	2010	2011
Otto Bremer Grant	-	-	20,000.00	-	-	20,000.00
Technology carry-forward	-	-	4,468.99	1,946.01	-	-
30th Anniversary Registration Fees	-	-	250.00	14,180.51	-	-
Gift Fund Interest Earned	357.22	469.06	428.05	359.07	89.59	57.28
30th Anniversary Donations	-	-	-	11,175.00	-	-
Mlps Foundation Grant (Health Disparities)	-	-	-	5,000.00	-	-
Clearway MN (30th Anniversary)				2,000.00		
OMMH Interagency Agreement (Health Disparities)	-	-	-	750.00	-	-
MN Humanities Center/Legacy Fund	-	-	-	-	8,446.31	17,360.60
TOTAL FUNDING FROM OTHER SOURCES	357.22	469.06	25,147.04	35,410.59	8,535.90	37,417.88

OTHER EXPENSES	Fiscal Year					
	2006	2007	2008	2009	2010	2011
Otto Bremer Grant	-	-	20,000.00			513.94
Technology carry-forward	-	-	4,468.99	1,945.57		
30th Anniversary Registration Fees	-	-	-	13,610.51		
30th Anniversary Donations	-	-	-	11,425.00		
Mlps Foundation Grant (Health Disparities)	-	-	-	5,000.00		
Clearway MN (30th Anniversary)				2,000.00		
OMMH Interagency Agreement (Health Disparities)	-	-	-	750.00		
MN Humanities Center/Legacy Fund					8,408.95	17,397.96
TOTAL EXPENDITURES	209,264.18	310,907.35	314,611.65	365,054.11	279,515.91	309,314.60

APPENDIX C
Year-to-Date Financial Statement FY 2012

Budget Period: 2012	Fund: 1000 General	DeptID: RANGE G9M31000 to G9M31000	AppropID: RANGE G9M1100 to G9M1100
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Remaining Payroll Projection	Full-Time (41000): \$127,380.49	Part-Time (41030): \$29,024.42	Total: \$156,404.91
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Account Class and Description	Current Budget	Pre-Encumbered	Encumbered/Committed	Expended	Unobligated	Unexpended
41000 Full Time - Salary	151,276.00	0.00	100,012.11	51,263.89	0.00	100,012.11
41030 Part-Time-Seasonal-Labor Serv	75,685.00	0.00	64,871.57	10,813.43	0.00	64,871.57
41050 Overtime and Premium Pay	2,000.00	0.00	-1,260.70	3,260.70	0.00	-1,260.70
41070 Other Employee Cost	8,790.00	0.00	4,968.26	3,821.74	0.00	4,968.26
41100 Space Rental And Utilities	20,150.00	0.00	13,152.00	7,231.00	-233.00	12,919.00
41130 Prof-Tech Serv-Outside Vend	1,500.00	0.00	1,265.00	0.00	235.00	1,500.00
41145 IT/Prof/Tech O/S Vendor	0.00	0.00	680.00	595.00	-1,275.00	-595.00
41150 Computer and System Services	1,844.00	0.00	1,634.61	600.00	-390.61	1,244.00
41155 Communications	3,420.00	0.00	2,616.90	703.10	100.00	2,716.90
41160 Trav-Sub-InState-Border Comm	7,800.00	0.00	5,050.30	1,648.86	1,100.84	6,151.14
41180 Employee Development	0.00	0.00	35.00	0.00	-35.00	0.00
41300 Supplies	800.00	0.00	559.05	229.09	11.86	570.91
41400 Equipment	350.00	0.00	17.23	8.60	324.17	341.40
41500 Repairs To Equip & Furn	600.00	0.00	394.65	205.35	0.00	394.65
43000 Other Operating Costs	785.00	0.00	95.03	465.04	224.93	319.96
Total	275,000.00	0.00	194,091.01	80,845.80	63.19	194,154.20
Report Total	275,000.00	0.00	194,091.01	80,845.80	63.19	194,154.20



St. Paul, Minnesota
Strategic Meeting to Reduce Latino Education Achievement Gap Report
November 2011

On Wednesday August 17, 2011, the Chicano Latino Affairs Council convened Latino education experts and community members to hold its third Strategic Meeting to Reduce Latino Education Achievement Gap meeting. The purpose of the series was to generate synergies and diverse perspectives in order to develop a Model, which will reduce the education achievement gap of Latinos in Minnesota. This report consolidates the ideas and research of all 3 meetings; the first two reports will be forwarded upon request submitted to: gladys.rodriguez@state.mn.us

Facilitators:

Hector Garcia, *Executive Director, CLAC*
Astrid Ollerenshaw, *Community Relations Manager, CLAC*

Participants:

1. Diane O'Connor Office of Higher Education
2. Eden Bart Minnesota Humanities Center
3. Elia Bruggeman NW & MDE
4. Helen Dahlman Risen Christ School
5. Jennifer Godinez MMEP
6. Jose Leonardo Santos Metropolitan State University
7. Kendall Bruhl CLUES
8. Lori Dupont Anderson United Community
9. Mary Lou Dresbach OHE
10. Sarah Clyne Joyce Preschool
11. Rosita Balch Hennepin county
12. Dane Smith Growth & Justice
13. Uriel Perez Espinoza Unite Here Local 17
14. Jesus Lara Latino Parent Association
15. Susan Sanderson TORCH Program
16. Marnie Thompson TORCH Program

Index:

- Page 2. Summary discussion and conclusions
- Page 4. Charts
- Page 11. Complementary ideas
- Page 12. Best practices
- Page 15. Future action

Summary of discussion

Why it is important to reduce education achievement gap NOW!

1. Demographic growth: *Latinos in Minnesota*

Over the past decade, Minnesota has experienced a significant growth in its Latino population. While still representing only 4.7% of Minnesota's total population (up from 2.9% in 2000), Latinos increased in number to 250,258 (a 74.5% increase). This is the highest percent increase of all groups in Minnesota from 2000 to 2010. In comparison, the non-Latino population only increased by 5.8% over the past decade. High schools in Minnesota from 2007, 2008, and 2009 experienced poor graduation rates of Latino students and other minorities. The state average for graduation rates has been approximately 75% over the past couple of years but Latino students continue to experience approximately a 45% graduation rate.

2. Economic Development: Educated Workforce and Business Development

Only 22% of Latinos students who graduated from High School in Minnesota pursue an Associate degree, while 17% of Latinos students who graduated from High School in Minnesota pursue a Bachelor's degree or higher (these low percentages are compounded by the low graduation rate from HS). These percentages represent almost half of the percentages of the European American population. New data on economic development in Minnesota stress the need for an educated workforce in the state. A study published by Georgetown University Center on Education and the Workforce, "Help Wanted: Projections of Jobs and Education Requirements Through 2018," indicates that Minnesota will have the second-highest need among all states for a well-educated workforce—some type of higher education will be required by 70% of the jobs available in 2018.

A recent special on CNN titled, "Don't Fail Me: Education" noted that America's future is at stake. "If we don't generate the next group of innovators, scientists, engineers, and problem solvers," inventor Dean Kamen warns, "our standard of living, our quality of life, our security will plummet!" American students rank 17th in science and 25th in math when compared to other industrialized nations. They don't have the skills to take on the high tech jobs of the future. Resource Link: <http://www.cnn.com/2011/US/studentnews/05/09/dont.fail.me.guide/index.html?iref=allsearch> Secretary of Education Arne Duncan, when interviewed on CNN for "Restoring the American Dream, Fixing Education" said that the U.S. is no longer #1 in education because we grew self-satisfied and rested on our laurels.

3. Globalization and "The New Normal"

According to Tom Stinson, the Minnesota State Economist, and Tom Gillaspy, State Demographer, in their presentation "The New Normal," immigrants in Minnesota represent a solution to the growing challenge of an aging population, escalating health care costs and precarious entitlements. Globalization has increased the connectivity and the interdependence of the world's markets and businesses. This process has been sped up dramatically in the last two decades as technological advances made it easier for people to travel, communicate, and do business internationally. In general, as economies become more connected to other economies, they create additional opportunities but also increase competition. This situation calls for a reevaluation of the traditional approach to education, which includes the added value of

intercultural communication and foreign languages. Not surprisingly, the federal program Race to the Top requested that applications for funding explain how plans submitted would help students become more competitive in a global economy.

U.S. Education Secretary Arne Duncan recently stated, “In this global economy, the line between domestic and international issues is increasingly blurred, with the world’s economies, societies and people interconnected as never before... I am worried that in this interconnected world, our country risks being disconnected from the contributions of other countries and cultures.”

Former U.S. Senator and current President of the University of Oklahoma said, “Not training our kids to be able to work and live in an international environment is like leaving them illiterate.”

Solutions Proposed

Group members’ suggestions and reports evaluated indicate that strategy to address Latino achievement gap needs to be based on:

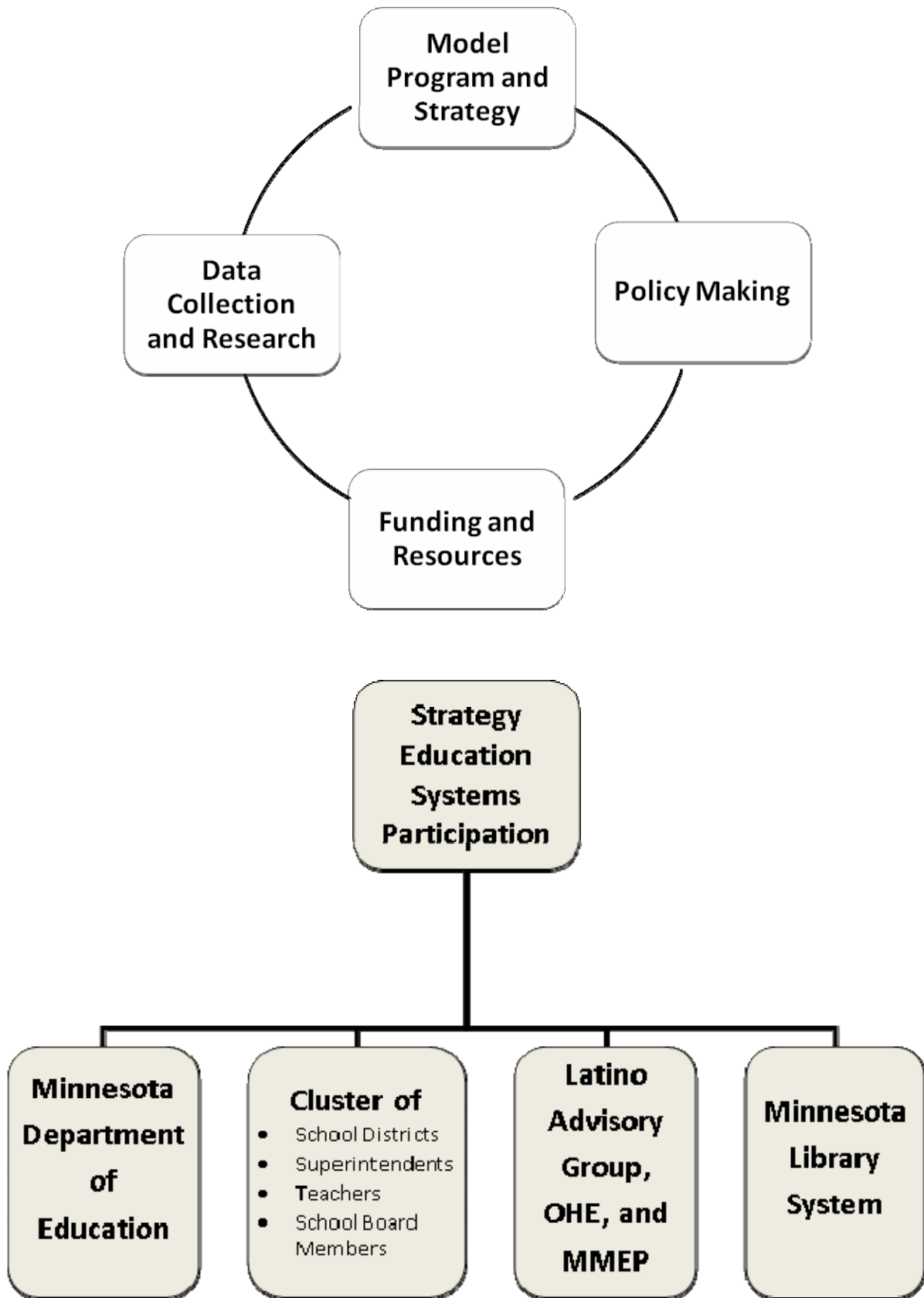
- **Relationships:** Enhancement of one-to-one contact between school leaders, counselors, teachers, liaisons, mentors, tutors, social workers, students, and parents.
- **Partnerships:** Collaboration within schools and among levels of education, among parents, community, government agencies, private and nonprofit organizations outside the school to provide academic, funding and community support.
- **Accountability:** Each stakeholder group must be responsible and accountable in terms of participation and commitment.

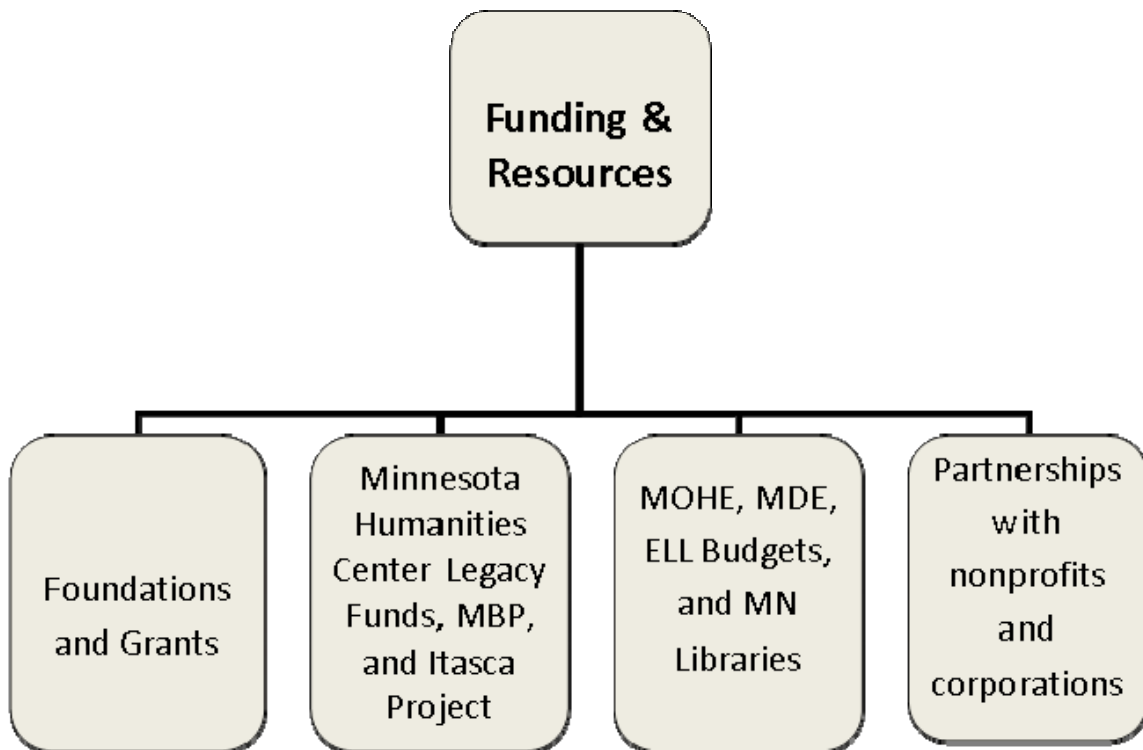
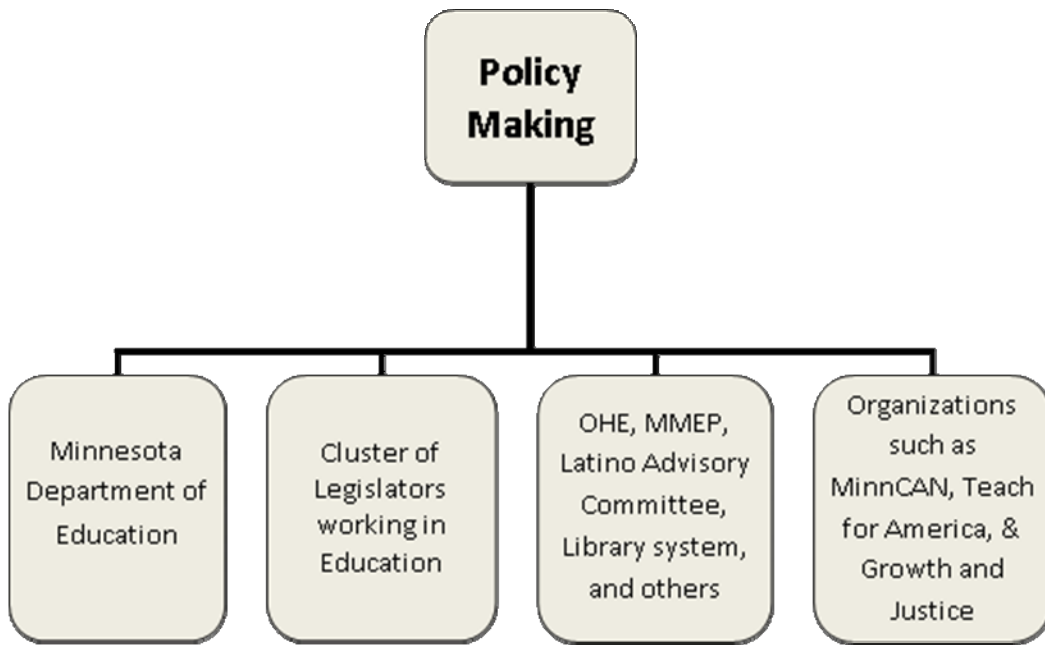
Strategy and School Model to be developed needs to address the following areas:

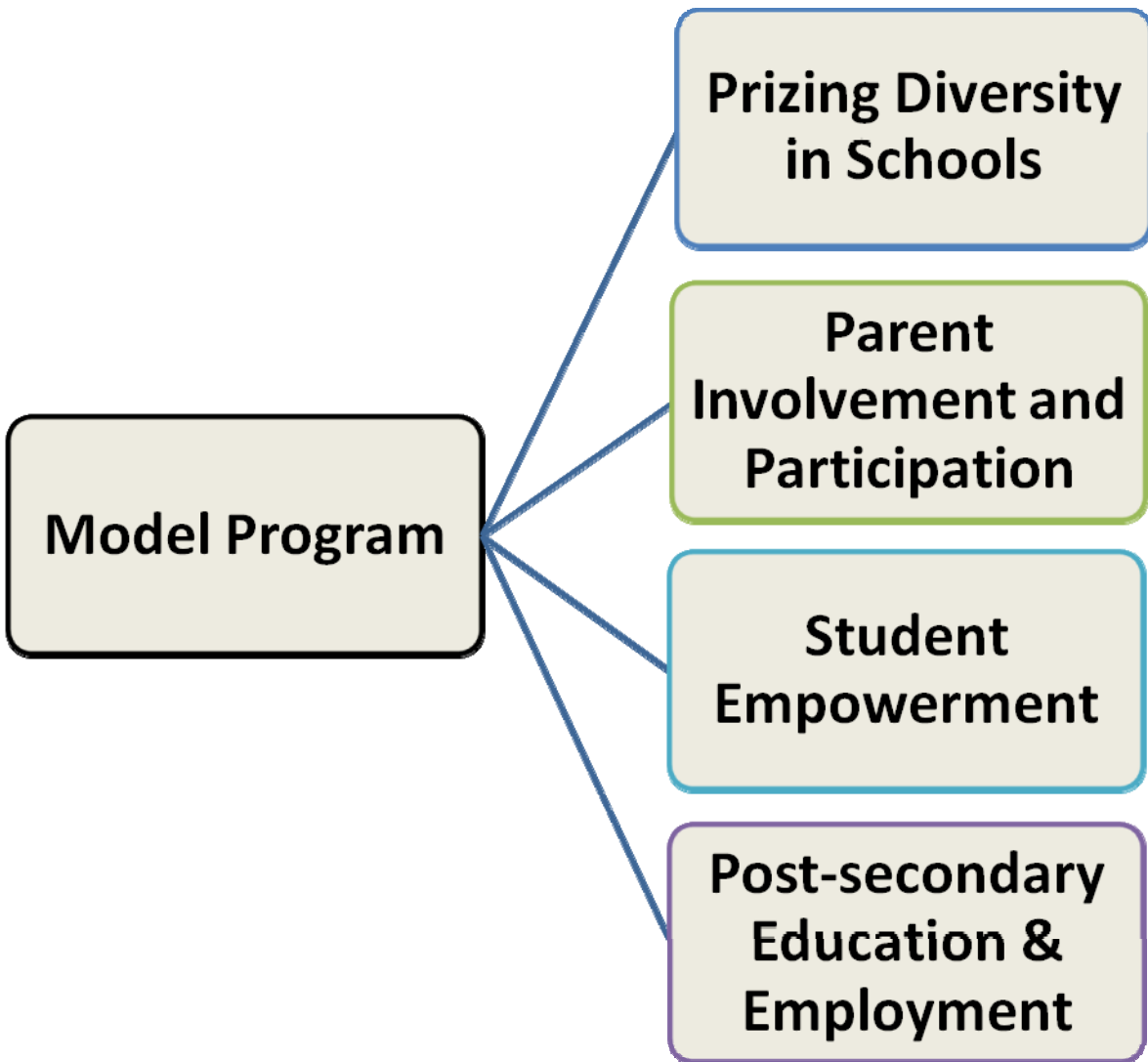
- Prizing cultural and immigrant diversity in schools
- Parental awareness of education as a priority value
- Student empowerment
- Links to post-secondary education and employment

The expert and community group and CLAC will concentrate its work on designing a Model based on factors that have worked or are working locally, that could be modified to work statewide, and then to present it with recommendations and policymaking ideas to the state legislature, the Department of Education and one or two school districts.

Funding for this proposal will be obtained through partnerships with corporations, foundations, and non-profits as well as through federal funds.







Prize Diversity in Schools

Teachers and school staff trained and skilled in cultural competence, mandatory training programs for principals, teachers, and school staff. Raise expectations!

More diverse school-staff members
Redesign school-liaison position

Welcoming and caring atmosphere for all students
Planning programs and activities that prize diversity such as holding meetings by and for different ethnic groups; surveying these groups; posting signs in Spanish. Assigning phone lines to information in Spanish; phone salutation message in Spanish

Counselors, teachers, and vice principals Meet with parents and students that have academic, discipline and/or attendance issues to effectively establish support

Counselors who effectively advise Latino students and help them plan for further education and careers based on individual assessments and other data.
Organize **post-secondary career orientation programs** with Latino students and parents on site and provide interpretation services as needed

After-school activities integrated with activities that help promote language and culture pride

- Student advisory committee
- Tutoring
- Student mentors
- Cultural diversity classes
- Spanish for Latinos and advanced students
- Student focus groups
- Multicultural clubs
- Mexican folklore and other Latino dancing classes
- Soccer (funding for indoor places)
- Celebrate international days as part of regular schedule
- Mexican folklore and other Latino dancing classes
- Soccer (funding for indoor places)
- Celebrate international days as part of regular schedule

Parent Involvement and Participation

Parent educational programs, including low literacy material in Spanish about school system as well as U.S. culture and values

Cultural and educational activities and programs through Community Ed.

English as a second language; internet and basic computer programs; nutrition and parenting classes

Welcoming and caring support staff for parents and students
Community resource and referral systems to families in need of information on: financial literacy, health and housing, domestic violence, mental health, alcohol and drug addiction, depression
Parent meetings with counselors, teachers, and vice principals to effectively establish family support and rules to help students plan for their future

Participating in after-school activities that are integrated with activities that help promote language and cultural pride

Student Empowerment

Participation as leaders in meetings

Relationship-building taught as a key to success
Person-to-person interaction and advice

Participation in mentoring and role model programs

Participation in-group meetings, such as assemblies
and motivational guidance conferences with other
ethnic groups, after-school activities, and programs

Giving students opportunity to become
volunteers and/or interns as well as
opportunity of part-time jobs for money
and/or credits

Post-secondary Education & Employment

Organizations that bring **programs to high schools to inform and guide students and their parents**

Mentoring and role model programs; participation in job fairs

Scholarships and financial aid programs to guide students and families

Volunteer work, internships, and work-study programs

Complementary ideas for this strategy and Model, suggested by group of experts and derived from CLAC research:

- Create documents that clearly, and in simple language, explain to parents the process of getting kids ready for K-12. The use of illustrated material such as the one used by Census 2000 for Latino immigrants, using images and fewer words, instead of the usual text-heavy, stylized brochures.
- Create partnerships of districts, superintendents, teachers, school boards, parents and community members.
- Create networks of interested legislators.
- Establish a parent engagement model, which is focused on personal contact.
- Get businesses interested to partner in order to grow their future workforces.
- Develop an exchange across similarly oriented programs to share information on effective practices.
- Redesign school liaisons or give them a new role.
- Shift role of coach to collaborator and facilitator.
- Disseminate pertinent data to all stakeholders.
- Properly budget for personnel who are assigned to special duties.
- Reconsider funding, including increasing corporate sources and expectations.
- Start a community driven effort.
- Cross-sector collaboration among businesses, nonprofits, government, and schools.
- Promote the pipeline concept from Pre-K onward.
- Continue researching the sources of the gradual loss of interest in education by Latino students.
- Gather more data on middle-school lower performance and generate more understanding of and preventative measures of high school dropout incidents.
- A paradigm shift can occur with the wide-spread awareness that larger sums of funding are generated by migrant students than average students.
- Foster a paradigm shift among government and private sector leaders to connect the untapped resources of immigrants in Minnesota to globalization.
- Create awareness that the growth of the Latino population with a median age almost half the overall median age can be a solution to the state's and nation's economic problems.
- Develop awareness and application (required in curriculum) of added value of culture and foreign languages in schools to access opportunities of globalization. Harness multiple cultures and languages in several Minnesota school districts, including Minneapolis and St. Paul.

Best Practices in Reducing Achievement Gap Among Latinos and Other Minority Students

Torch Program in Northfield, MN, Sleepy Eye High School in Sleepy Eye, MN, Henry Sibley High School's ALMAS Program in West St. Paul, MN, Maryland's Montgomery County School District, and Jobs for America's Graduates (JAG)

TORCH Program in Northfield, MN

This program increased HS graduation rate of Latinos from 36% to 90% in 5 and a half years! Also 60% of these HS graduates went into post-secondary education. 60% of these are expected to complete first year of college and continue with their higher education.

Factors behind TORCH's success:

- A key factor in this exceptional improvement is the program's unconditional commitment to the students; it "never turns away a young person interested in the program."
- Includes Latino students and their families in decision-making.
- Offers one-on-one mentoring and tutoring by college students in the area, AmeriCorps Promise Fellows (includes discussion groups and skills training).
- Offers summer college-access programs and other.
- Assists in entry to summer-enrichment opportunities.
- Increases community engagement.
- Holds meetings for students with full-time coordinators or education associates once per month (10 times a year).
- Offers after-school homework help centers
- Offers school in-service training for teachers: immigrant experience, living in poverty, best practices support to ELL and low-income students, and cultural awareness.
- Provides lap-top computer access to build a technology bridge.
- Gives leadership training for students through service on boards, commissions and community.
- Includes home and family visits by school staff.
- Provides college exposure—trips to college campuses
- Offers community college cost-effective access, financial aid assistance (help completing documents), scholarship fund, business and civic groups support.
- Helps students prepare for college-admission tests and provides individual assistance with college applications.
- Offers career and college workshops to middle and high school students.
- Provides means for career exploration, orientation and discussion.
- Program receives public school district support through education associates and other.
- Has bilingual staff and college and community volunteers.
- Gains support from MN Alliance with Youth, Fellow MN Literacy Council (VISTA).

Sleepy Eye High School, Sleepy Eye, MN

Current MN Dept. of Education Asst. Commissioner Elia Bruggeman was principal of Sleepy Eye High School; while she was principal, Latino students achieved a 100% graduation rate!

Factors behind Sleepy Eye High School's success

Program at the time was based on:

1. Embracing diversity by creating a greater sense of connectedness
2. Increasing community and parental involvement to build strong caring relationships
3. Instilling language and cultural pride to help achieve integration within the community
4. Offering educational support programs that help minority students succeed
 - Enrolling low income and minority students in college/AP courses
 - Teachers of different disciplines working together
 - Mentoring program through which aspirations, strengths, and weaknesses of each student were known by at least one school staff member
 - Mandating at least 1 extra-curricular activity for students
 - Ensuring that classes are not lecture driven
 - Implementing a comprehensive advisory program to ensure students have an opportunity to plan and assess academic/social progress with a faculty member, conveying a sense of caring so students know school shares a stake in their learning. Example: "7-Habits of Highly Effective Teens"
 - Developing a schedule flexible enough to accommodate teaching strategies consistent with the ways students might learn more effectively
 - Making sure that professional development aligns with instructional strategies required to prepare students for graduation
 - Persistent and consistent integration of academic standards and assessments into instruction
 - Implementing effective communication between school and parents, including interacting with parents through home visits
 - Maintaining higher education partnership
 - Improving on programs that support diverse student population

Henry Sibley High School ALMAS Program, District 197, West St. Paul, MN

The ALMAS (Anglos Latinos Motivados A Superarse) program began in 2002 as a response to the ever increasing dropout rate among Latinos in U.S. and Minnesota high schools. Robert Hanson is the creator and program leader of ALMAS. Since its inception, Latino retention at Henry Sibley H.S. increased dramatically until it reached its present levels, averaging less than 3% annual dropout rate and over 90 % graduation rate. Its service learning component served as a model and, with the help of Carmen Robles (ANSR-MN), ALMAS became a mentor in the creation of programs at Harding H.S., Arlington H.S, South St. Paul H.S., Johnson H.S. and Austin H.S. ALMAS has received: the Minnesota Hispanic Heritage award presented by Gov. Pawlenty, the Order of the North Star award presented by Sec. of State Kiffmeyer, the Presidential Citation award presented by the National Rotary Club. ALMAS has been recognized on St. Paul Pioneer Press, Minneapolis Tribune, La Voz Latina newspaper, and Univision.

Factors behind ALMAS' success:

- Ensuring success through a true commitment by the program leader
- Creating and maintaining relationships with parents (one-on-one contact)
- Enhancing trust within the Latino community
- Developing relationships with the students
- Providing academic support
- Creating and supporting an environment of equality and unity
- Developing a sense of pride in the school
- Fostering a sense of pride in the Latino heritage
- Working towards erasing negative Latino stereotypes
- Creating leadership roles for Latino students
- Increasing participation of Latinos in extra and co-curricular activities
- Serving as liaison between parents and school as well as between students and school
- Building a network of resources: health, legal, employment, social services, etc.
- Partnering with the local business community (West St. Paul Rotary)
- Participating in community service projects
- Increasing staff knowledge and cultural competence
- Gaining collegial collaboration from staff and administration
- Supplying no-cost computers to those students in need
- Communicating in the native language of participants (Spanish and English)
- Producing a packet of scholarship opportunities for Latinos regardless of status
- Connecting with colleges and their programs
- Partnering with community organizations (Neighbors inc., Dakota County Health, Blue Cross/ Blue Shield, ANSR-MN, CLUES, UCare...)
- Being an advocate for Latino students in the school

Maryland's Montgomery County Schools results from 1999 to 2009

In spite of a 44% increase in poverty, an increase of 103% in the number of children who do not speak English as their first language and the size of the overall population increasing up 11%, this district produced the following:

- Latino population graduating from college at twice the rate that the Latino population in the nation does and almost at a rate close to the country's overall graduation rate
- African-American district graduates graduating from college at a rate similar to the nation's graduation rate for all students
- District students graduating college at double the nation's overall graduation rate
- About 65% of the graduation class taking an AP exam

Factors behind Montgomery Schools' success:

- According to Superintendent Jerry Weast: We asked, what could we do differently?
- We thought about challenge in a systemic, system-wide way. Focused on how to get scalability and volume with quality and cutting down variability. In order to do that, we addressed time, isolation, and mobility.
- We developed organizational maturity and created an organization that works both for the child and the employee.
- Stopped "the blame game": Fighting between administration and teachers was stopped and collaboration was started.
- Identified "blind spots": First, acknowledged and eliminated the culture of low performance and low expectations.
- We did not succumb to beliefs that we knew everything—looked at blind spots and really got down to the problem and reframed it. Worked on new systems and structures that aligned to desired outcome. Then, moved to a level of innovation and monitoring that makes school not only a psychologically safe place for employees and children but also a space that is very productive to achieving these outcomes.
- Moved toward a monitoring system instead of simply an accountability system because, while accountability and measurement are key, monitoring allows for needed changes.
- Reexamined the process of making a child college-ready, knowing that this is the goal.
- Acknowledged the difference between equity and equality. Dr. Weast described a "red zone" where most of the county's low-income children live. It's not enough to treat those children and their wealthier "green zone" peers equally. Children in the "red zone" need much more systemic support, which leads to true equity.
- Class size was easily dealt with; moving children from class-to-class throughout the district caused problems with the different textbooks and instructional approaches.
- Combined different systems and structure to establish a new culture. New culture needs to be oriented to results and not afraid of accountability, because accountability is done by monitoring, much as a doctor has to monitor a patient. The more severe the issue, the more monitoring is necessary.

Source: "2010 Learning First Alliance" Dec 2009 interview of Dr. Jerry Weast

Jobs for America's Graduates (JAG)

JAG is a national non-profit organization with a model to cost effectively prevent school dropout among young people facing challenges of staying in school through graduation, pursuing postsecondary education, and/or securing quality entry-level jobs. The JAG model serves nearly 40,000 at-risk youth throughout 33 states each year and has achieved a 90% or higher graduation rate for thirty years. The JAG Model has four programs: the Middle School Dropout Prevention program, Multi-Year Dropout Prevention Program for grades 9-12, the School-to-Career Program for 12th graders, and Out-of-School Dropout Recovery Program for dropouts and young people in alternative schools.

Factors behind the JAG Model's success:

- Classroom instruction led by a trained “career specialist”
- Employability skills emphasized by using a curriculum of between 37-86 employability competencies
- Adult mentoring for individual attention
- Advice and support for students career and life decisions as well as more serious personal barriers
- Summer employment placement
- Student-led leadership development through workshops, events, and other opportunities that are tied to the competency-based curriculum
- Post-graduation or GED completion job placement services
- Linkages to school and community-based services by acting as a one-stop resource center
- 12 month follow-up support services for graduates looking for a job or postsecondary options
- Accountability system that tracks graduation and employment outcomes, postsecondary enrollment rates, and other achievements as well as the effectiveness of the programs and teachers
- Activity-based and competency-based classroom instruction
- Variety of motivational techniques
- Cost-effective programming, averaging \$1,500 per participant while in school; full-time employed graduates repay the cost within 14 months after leaving school via payroll or sales taxes

FUTURE ACTION

At this time of great state and national need due to the financial and economic crises, the potential benefits of the untapped resources of Latino immigrants and their children need to be optimized as was the case with all immigration groups throughout the history of the United States. The very cultural traits and Spanish language, which differentiate this immigrant wave from the European immigrants of the last century, can be some of the main sources of contribution to the economy and culture of Minnesota. Among other benefits, these new Americans can help improve the connectivity of Minnesota to Latin America, where countries like Mexico, Brazil and Chile are building internationally-relevant and fast growing economies. The Latino culture and the Spanish language, then, can be perceived as assets to be cultivated in schools and, at the same time, represent a source of pride for Latino students and their parents.

The groups, which were convened throughout the 3-meeting series, CLAC and its partners will concentrate future work on developing a Model and strategy based on best practices as well as on the insights the experts have provided.

Once it has been discussed with the Department of Education, various school districts, CLAC's partners and others, the model will then be presented with recommendations for policymaking to state legislators and Governor Dayton.

Funding for developing the Model will be requested from Minnesota Humanities Center under the Arts & Cultural Legacy Fund as well as other sources, including government, corporations, and foundations.

Next Steps to consider towards designing Model:

- CLAC and groups in the three meetings will further analyze the information given by participants and review programs that have been successful in increasing Latinos' high school graduation rate.
- Continue building a "Best Practice List" and a portal online to collect and connect all resources for Latino education improvement.
- CLAC will provide participants and others a list of districts with 10% or higher number of Latino students.
- Begin to discuss Model with Department of Education, Governor's office, state legislators, Growth and Justice, Minnesota Business Partnership, MinnCAN, MMPEP, OHE, and others.
- Research further:
 - STRIVE program
 - "San Miguel" program
 - Cristo Rey High School program
 - Joyce Preschool program
 - Corporations and foundations that could add to funding of educational programs and Model
 - Conditions in school districts with high percentage of Latino students



**Chicano Latino
Affairs Council**
State of Minnesota

Gathering the Voices of the Latino Community in Minnesota

An overview of Latino issues in the Twin Cities and Greater Minnesota:
Findings from CLAC's Community Forums
in Mankato, Marshall, Minneapolis, Northfield, Rochester, St. Cloud, St. James, St. Paul,
Willmar, and Worthington
March-October 2011

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Final Report: November 2011

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Introduction

In 2011, the Chicano Latino Affairs Council (CLAC) engaged the Latino community, along with city leaders and elected officials, in an effort to capture the voice of the Latino community. In order to achieve this, the Council held ten community forums statewide to gather and update information on the economic development status of Latinos in Minnesota and on the educational achievement gap. During the visits, CLAC gained a better understanding of the accomplishments and the challenges that the community faces. Our next step is to report to the governor and state legislature the need to transform public policy and empower the community. The visits included two visits to Rochester in both March and April, Northfield in May, Mankato, St. James and Worthington in June, Marshall, St. Cloud and Willmar in September, and Minneapolis and St. Paul in October. It's important to note that the government shutdown, which lasted for most of the month of July, forced CLAC to alter some community forum plans.

These cities were selected based on the 2007 Latino cluster communities with a percentage of population ranging from 3% to 12%, identified by the State Demographic Center in 2008.

The Latino community in Minnesota has experienced a rapid increase in population. The 2010 U.S. Census revealed in that the Hispanic population has increased 75% since 2000 and is the fastest-growing minority group in the nation. The 2010 U.S. Census indicates it is now estimated that the state's total Latino population is 250,258 or 4.7% of the state's population. The Latino population is projected to rise to over 500,000 by 2035.¹

While the majority of Latinos live within Minneapolis-St. Paul (over 165,000, according to the 2010 U.S. Census), Latinos are widely spread throughout southern Minnesota and counties along the western border. Based on data from the State Demographic Center and the 2010 U.S. Census, several counties in Greater Minnesota have significant Latino populations: 19% of Watonwan County is Latino, Nobles County is 23% Latino, Mower and Kandiyohi Counties are both at 11%, which are in the southwest region. Latinos are present in growing numbers throughout the south and the northwest of Minnesota as well.²

Among the main outcomes of our visits, CLAC was able to establish and renew contacts with members of these Latino communities who have been working on ways to better the lives and to integrate immigrants, particularly Latinos. CLAC promoted and facilitated a dialogue among leaders in the ten cities to encourage them to continue working together around the issues affecting the community at large, and the Latino community in particular, to identify the emerging Latino leaders, and to try to bridge the gap between city officials and the Latino community.

The report offers general information on each city visited and a summary of the main issues addressed during CLAC's community forums. Forums were held with members of the organizations who work with the Latino population as well as city officials, social service

¹ Minnesota State Demographic Center, Population Notes, January 2009

² Minnesota State Demographer Center. Population Notes. December 2008 OSD-08-135

representatives, and other interested community members. CLAC would like to thank all the individuals and organizations that generously supported the forums and made recommendations.

Executive Summary

The forums in the ten cities CLAC visited confirmed the trends identified by studies and surveys showing the significant Latino population growth and impact in Minnesota, particularly in the rural areas. There is a need to recognize, enhance, and create awareness of the contributions of Latinos to the state and to local communities. Both long-established citizens and recent immigrants have helped sustain and re-energize local economies throughout the state. For example, job opportunities and changes in some industries (particularly meatpacking, food processing, and agriculture), have led cities like Worthington, Mankato, and Willmar to experience growth in their Latino populations, which helps keep those industries afloat and establishes stronger Latino communities. Many of the challenges mentioned in the forums were repeated in every city, both in the Metro area and in Greater Minnesota. The issues are identifiable to and resonate among both Latino and non-Latino members of the community, particularly in education, civic participation, and barriers to success.

The most pressing concern heard in these meetings was the Latino achievement gap. According to 2010 Minnesota Department of Education data, Latino graduation rates in the state on average do not exceed 49%, while the state average is 76%. The discussions and the surveys that forum attendees participated in showed some of the factors that limit achievement among young Latinos in these localities are a lack of parental involvement and community support, a low level of parental education, challenging cultural barriers, lack of student motivation and encouragement, Latino low scores in mandatory tests compared to non-Latino students, and low enrollment in and limited access to higher education.

However, education is only one piece of the well-being of Latino families in these localities. The state's population and workforce are predicted to continue to change in the decades to come as the population is aging. Minnesota is experiencing an important increase in the rate of retirement that will impact all sectors of society. Improving economic development conditions for a much younger Latino population by creating more Latino businesses and developing the Latino work force needs to be seen in a positive, systemic way. There are challenges in the economic development of Latinos, which were born out in the CLAC forums. The most common concerns raised were fears due to legal status of Latinos, low and limited education levels, and the absence of bilingual support. CLAC, in partnership with non-profits and state organizations, is working on addressing concerns over the socio-economic status of families that affects access to proper and affordable housing and health care as well.

Summary of Community Forum Survey Results

At each community forum, participants are asked to fill out a survey that gathers background information about attendees as well as their views on the challenges that face the Latino community in the state. The survey asks participants to identify the top three barriers for Latinos in education and economic development. With 91 total survey responses, the following

percentages reflect the amount of participants that list a particular issue as one of the top three barriers to Latinos:

Education

- Low support from parents, teachers, and community-41%
- Low level of parental education-40%
- Cultural barriers-37%
- Limited English Proficiency and retained in grade due to subject failures or readiness-34%
- Lack of student motivation-33%
- Lack of Latino leadership-25%
- Lack of career orientation-18%
- Lack of Latino community participation-18%
- Low self-esteem-16%

Economic Development

- Fear of job termination or exploitation because of legal status-51%
- Low education levels-44%
- Limited technical and higher education access-26%
- Absence of bilingual instructors, materials, and resources at state centers-24%
- Low support from employers and community-23%
- Lack of info about training opportunities and workforce resources-20%
- Lack of Latino leadership-15%
- Few competent trade development opportunities/apprenticeships-13%
- Lack of Latino community participation-11%

These statistics offer many possible conclusions as to the challenges that face Latinos in Minnesota. Clearly the issues concerning Latinos in education are widespread: five different challenges were considered a top barrier by 30% or more of the respondents. Meanwhile, fears due to legal status and low education levels are the two dominant concerns for Latinos in terms of economic development with about half of the respondents focusing on these two factors.

Recommendations

Given the information gathered during the visits, the main recommendation is to reaffirm the focus on economic development and education, both of which are essential foundations to the success of Latinos in Minnesota and must receive an elevated sense of urgency from all stakeholders. It is also important to acknowledge the progress made by these cities to encourage the civic vitality and cross-cultural understanding among the different ethnic communities living in these cities, acknowledging diversity as a strength, and build upon it. Local governments and state agencies must act to bridge communicational gaps and work towards the inclusion of residents coming from different backgrounds and origins. The rapid growth of the Latino community in Minnesota must not outpace the ability to overcome barriers to prosperity, most importantly, in education and economic development.

CLAC offers the following recommendations to close economic development gap:

- Legislation that would provide initial tax incentives to jumpstart Latino-owned business, minority small businesses, and start-up business investors.
- Create public-private partnership programs, such as business incubators, that prepare, educate, and offer resources to new Latino and minority entrepreneurs and businesses.
- Encourage growth for Latino and minority small-business development in existing and new corridors in both the metro area and Greater Minnesota as populations shift.
- Increase collaboration among state agencies and community-based organizations in their outreach to Latino and minority businesses.
- Establish workforce development programs for Latinos, immigrants, and other minority communities to serve as an investment for Minnesota's future and welcome in marginalized groups.
- Legislation that would incentivize international trading relationships with Latin American countries to boost the state's economy as well as utilize the Latino human capital and resources in Minnesota.

CLAC offers the following recommendations to close educational achievement gap:

- Establish strategies that will help schools embrace diversity, expand language education for a globalized world, create support programs for student success, promote community and parental involvement, and achieve goals through partnerships.
- Expand programs for quality, affordable early childhood education with a focus on families and children facing economic and social disadvantages.
- Create incentives to attract and retain the best possible counselors and teachers who are also bilingual and bicultural in school districts with large and diverse student enrollment to prepare students for a globalized world.

- Develop a supportive system to encourage and enable parents to be freed to better invest in their child's education, in collaboration with businesses and large employers throughout the state, state agencies, non-profit organizations, and others.
- Implement dropout prevention programs: Creating and promoting after school activities and summer school that will keep youth-at-risk in a safe learning environment and strengthen both culture and individuals.
- Increase the legal high school dropout age to 18 to ensure that more Minnesotans, particularly minorities, are given a foundational education before entering the workforce.
- Initiate atmosphere for programs, such as high school feeder programs, to encourage post-secondary education enrollment to certified trade programs, internships, apprenticeships, and colleges and universities.
- Support flat-rate tuition policies for colleges and universities to ensure fairness for students from all financial backgrounds.
- Create debt relief program for college graduates who chose to work in Minnesota for a set period of time after graduation to ensure the state's best possible return-on-investment.
- Offer incentives to employers that support employed adults who pursue higher educations and additional certifications.

Mankato

Mankato has been acknowledged by several prestigious groups such as AARP, MSNBC, America’s Promise, and Forbes as one of the best places to live in the United States. The city attributes these awards to a wide variety of health care and higher education choices in the area as well as its renowned park and trails.

In 2010, Latinos made up about 3% of Mankato’s population. Although the population is small, Mankato is part of the group of Latino Cluster communities and its high rankings in livability and opportunity is likely to attract Latino population growth in the coming years.

The following chart is an example of information presented at the Mankato Community Forum. Again, the number of Latino students is low, however, the fluctuation in the amount of Latino students from year-to-year and the gradual decrease in the number of students in the high school years is crucial to note.

Mankato Public School District Results year 2009-2010

Grade	AMI Male	AMI Female	API Male	API Female	HIS Male	HIS Female	BLK Male	BLK Female	WHT Male	WHT Female	Total Male	Total Female	Total Minority	Total Students
PK	0	2	5	6	11	3	9	13	138	78	163	102	49	265
KG	1	2	3	4	18	8	29	29	254	267	305	310	94	615
01	0	1	9	5	19	13	28	26	292	213	348	258	101	606
02	1	1	7	14	9	13	26	29	256	220	299	277	100	576
03	3	3	10	4	15	9	32	21	241	249	301	286	97	587
04	2	0	6	6	19	9	36	24	251	236	314	275	102	589
05	5	1	6	11	12	11	26	20	233	237	282	280	92	562
06	0	1	8	6	18	12	22	18	231	216	279	253	85	532
07	1	1	3	5	11	15	27	22	236	218	278	261	85	539
08	3	2	7	8	15	11	31	12	227	227	283	260	89	543
09	2	2	8	9	7	13	22	26	200	214	239	264	89	503
10	2	0	6	16	8	8	22	18	217	259	255	301	80	556
11	0	1	8	5	5	10	21	20	226	229	260	265	70	525
12	1	1	10	7	9	12	22	13	234	242	276	275	75	551
All Gra	21	18	96	106	176	147	353	291	3236	3105	3882	3667	1208	7549

Source: Minnesota Department of Education

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Selected Input from the Community:

- The main need in my community, Sleepy Eye, is that we have a bad situation with housing. The employers want the workers but they could care less about the conditions they live in. We need some help. It is not possible that in one of the richest countries, we have people living in sub-human conditions.
- There is a request to keep in mind the importance and add to the presentation of early childhood education and care. The importance and impact in future results, everything starts from there and if we can’t change this from early age, we probably can’t change the outcome in education, teen pregnancy, and the value of education.
- Let’s create a community group that will gather together as multicultural and work on different issues for the Mankato community. This group will support and come together

for trainings. If everyone agrees and comes together, then they can achieve goals and change situations that need change. This group can be multicultural, not just Latino. I can offer a partnership is with the Organizing Apprenticeship Project, give community the tools to fight together and bring alliances with leaders for a cause. Some years ago, a group like that one already existed here, the Greater Minnesota Multicultural Association (GIMA); this group came to an end due to leaders and participants moving to other places and not continuing participation. Maybe there are still some people around that were part of this group and can help.

Marshall

Marshall is located in southwest Minnesota and serves as the headquarters Schwan Food Company and Southwest Minnesota State University. The city is home to other economic engines such as Archer Daniels Midland Company, Exelon Corporation’s Marshall Wind Project, Runnings Farm and Fleet, Turkey Valley Farms, and US Bancorp.

According to the 2010 U.S. Census Latinos made up 7.8% of Marshall’s population, indicating a growing Latino population since 2000. Such growth could be attributed to Marshall’s attractive agricultural economy.

The following chart is an example of information about education presented at the Marshall Community Forum. It indicates the number of Latino students enrolled in the Marshall School District and, as with Mankato, the fluctuation in enrollment of Latino students from year-to-year is noticeable in comparison to the other enrolled students.

Marshall Public School District Enrollment / Inscritos 2010-2011

Grade	AMI Male	AMI Female	API Male	API Female	HIS Male	HIS Female	BLK Male	BLK Female	WHT Male	WHT Female	Total Male	Total Female	Total Minority	Total Students
PK	0	0	1	1	10	2	0	0	29	20	40	23	14	63
KG	1	0	1	1	11	10	6	5	60	73	79	89	35	168
01	0	0	0	3	14	11	7	3	75	52	96	69	38	165
02	0	0	7	1	10	5	5	7	48	50	70	63	35	133
03	1	0	1	4	7	15	8	5	63	48	80	72	41	152
04	0	1	5	2	3	5	5	4	60	68	73	80	25	153
05	0	0	2	1	11	14	4	3	43	64	60	82	35	142
06	0	0	4	1	11	6	5	3	60	42	80	52	30	132
07	0	0	2	2	14	6	4	3	56	60	76	71	31	147
08	0	0	4	3	5	5	2	2	64	56	75	66	21	141
09	0	0	3	3	9	9	5	3	93	78	110	93	32	203
10	0	0	5	6	10	17	10	5	91	89	116	117	53	233
11	0	2	4	4	8	11	6	3	84	73	102	93	38	195
12	0	0	0	3	12	6	1	6	92	84	105	99	28	204
All Grades	2	3	39	35	135	122	68	52	918	857	1162	1069	456	2231

Source: Minnesota Department of Education

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Selected Input from the Community:

- Lived here for 26 years and graduated from here. The schools have done a lot, but we need to work more with the families and let them know that there are resources available and that understanding the way the system works is important. Nobody explains what the steps are to get into higher education and it works against the student and the family. They need to know what options they have and opportunities are out there.
- What would happen if we allowed the Latino culture to come out? What if we placed Latino images in the schools that young Latinos can connect with school and education? We need to look for images that are culture calling for others cultures.
- Latino kids speak English most of the time, but not their parents. Get translators for parents. Invite the parents in and tell them about the school system.
- The importance of community life and adaptation here is to take the best of each culture. Our leaders need to learn more about culture and become competent cultural leaders.

Minneapolis

Minneapolis is the largest city in Minnesota and has become an economic and cultural center in the Midwest. Minneapolis is home to several Fortune 500 companies, world-class health care institutions, colleges and universities, many theatres and art museums, extensive public transportation and recreation systems, the largest public school system in the state: all of which have led Minneapolis to be the most diverse community in the Minnesota.

Minneapolis is also home to the largest Latino population in the state. Latinos make up 10.5% of the city’s population. Minneapolis’ Latino population has been steadily increasing for many years and Latinos have been essential to the revitalization of South Minneapolis, most notably along the Lake Street corridor.

The following is a chart presented at the Minneapolis Community Forum that shows Latino high school graduation rates over the last seven years. The upward trend in graduation rates is certainly a sign of hope and is particularly encouraging when 2010 data revealed that Latino graduation rates statewide were at 49% while Minneapolis’ Latino graduation rate was at 60.5

Minneapolis: High School Graduation Rates 2003-2010								
<u>Group</u>	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>
Native American	30.67	33.13	39.86	38.00	43.48	48.78	57.45	44.44
Asian	73.65	70.84	71.30	71.47	78.55	81.99	82.50	82.78
Hispanic	26.98	20.24	23.81	31.26	32.45	51.01	59.09	60.5
Black	49.84	49.58	50.00	54.74	63.62	68.48	66.96	63.76
White	73.59	73.26	77.80	85.40	87.88	87.31	93.05	89.62
All Students	56.82	52.8	54.51	60.69	67.21	72.81	76.36	73.08

Source: Minnesota Office of Higher Education & CAC

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Selected Input from the Community:

- One of my takeaway points is that people don't realize how high the stakes are. This is the fastest growing population in the state and this nation is dramatically underperforming educationally. They aren't "in the pipeline" to become the next generation's leaders. We should all be much more concerned about this. The achievement gap is often viewed through today's viewpoints and not ten years down the road and the problems that come about there. There is no room to just tweak the system and see if it performs two percentage points better. What if we connected 50 programs throughout the state that are really reaching kids and have them show us what is really working and create policy from the bottom-up?
- I see the lack of involvement on the parental side. I'm guessing that is a strong factor on a child's performance. On the way here, I was listening to NPR and a caller was frustrated with the Latino community in their area because of the limited number of resources for schools. When you talk about programs and agencies and so on, that's not a conversation to be having right now with this climate. We need to be saying: how do we move from this community from the bottom? How can we, in the private sector, motivate Latinos to see the benefits of something like car insurance but not engage them about their child's education? The parents aren't neglectful, but their focus on work and just getting by is so dominant. There's nothing out there to excite parents about their child's education. It's both sides. We need to be really compelling to those in power, but also, there is a very strong message that needs to be communicated to the stakeholders. It's the roofers and the laborers whose children are suffering.
- Just wondering that with the cost of colleges here, why bother for some students?
- This data and this message must be presented to the community and it must come in terms that we can understand. The Latino community doesn't really even know. They're too busy working, working, and working. The community needs to know what is going on and brings these issues to them.

Northfield

Northfield is a city in the southern half of Minnesota. The city is often called a college town because the area is largely centered on the two higher education institutions located there: St. Olaf College and Carleton College. The scenic views of the river and recreational parks make Northfield a popular getaway destination.

Latinos make up 8.4% of Northfield's population of about 20,000. Northfield serves as an example of Latino population expansion in southern Minnesota.

The following chart was presented at the Northfield Community Forum to show the Latino enrollment in Northfield Public School District. The rapid increase in Latino enrollment between Pre-Kindergarten and Kindergarten might indicate a lack of early childhood education.

Northfield Public School District Enrollment Year / Inscritos Año 2010-2011

Grade	AME Male	AME Female	ARI Male	ARI Female	Latino Male	Latino Female	BLK Male	BLK Female	WHT Male	WHT Female	Total Male	Total Female	Total Minority	Total Students
PK	0	0	0	0	5	4	0	0	20	21	41	25	9	66
KG	2	2	2	2	19	19	2	2	99	100	124	124	49	248
01	0	2	4	4	20	16	2	3	110	110	127	126	33	272
02	2	2	2	4	20	16	0	1	106	107	129	129	45	259
03	0	0	1	0	15	17	2	4	119	90	127	117	45	254
04	0	2	1	2	19	21	2	4	129	111	152	140	52	292
05	0	2	2	2	17	18	2	2	111	99	122	122	46	256
06	0	0	4	2	11	13	2	1	128	127	155	142	32	297
07	0	0	2	4	11	22	6	2	120	120	149	148	47	297
08	0	2	2	4	21	12	2	0	122	125	148	142	42	290
09	0	0	2	2	12	6	0	2	126	145	151	156	26	307
10	0	2	2	4	20	13	2	2	153	128	180	160	47	340
11	0	0	2	4	11	9	3	2	141	125	159	151	34	310
12	0	0	4	4	10	15	4	2	151	162	169	184	39	352
All Grades	2	4	24	45	211	201	22	21	1694	1591	1964	1877	355	3841

Source: Minnesota Department of Education

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Selected Input from the Community:

- The Latino community remains isolated. For example, they do not know if they are eligible for food-stamp benefits, they have trouble filling out applications, as well as in understanding and moving through the processes.
- Northfield Public Library is translating documents into Spanish with the goal of supporting and helping the Latino community. They are facing the challenge of Latino non-participation; they do not have many Latinos attending or using their services. NPL would like to change this and host as many Latino families as possible.
- The TORCH program is very successful. It has effected significant changes in the Northfield school system, achieving a 90% graduation rate among Latinos. For this reason, this model program should be replicated in other cities.
- There is a myth that is being spread in Northfield and surrounding areas: some people think that there is a connection between an increase in the use of drugs and Latinos moving to the area.
- There is the need for defining a strategy, which will help understand the current situation and can promote cultural competence. The strategy should include what Latinos in-need can do and how the majority community can communicate with Latinos. One suggestion was going to the people, in ways such as home visits. Also, it was recommended that the plan and strategy should include institutional mediation and explain cultural competence.

Rochester

As of 2010, Rochester is the third-largest city outside of the Twin Cities Metro area. The city is centered on the world-renowned medical facilities of the Mayo Clinic, which employs about 32,000 people. Other economic engines are IBM, Seneca Foods, Kemps, several colleges and universities, and government work. Rochester has repeatedly won awards for being one of the best places to live in the country.

Rochester's Latinos make up 5.2% of the city's population. Averaging 1.5 million visitors a year, largely attracted to the Mayo Clinic for medical care, the city offers an extensive service industry. It is also a regional magnet for shoppers, drawing people from northern Iowa and southwestern Wisconsin.

Selected Input from the Community:

- Education starts in the home and we need to do something with parents. Adults need to value education and give this value to their kids. One nonprofit, Migrant Health Services, has a lot of need for resources, especially in mental health and legal advice on workers' compensation. "Some employers are not very fair, people tell us." There is lack of trust and motivation sometimes because of immigrant status.
- The school district wants Latino children to be more successful; it is sad that those kids are not graduating. One idea is that we do not allow our kids to drop out of school.
- The transformation of communities is not easy and needs a strategy to share an idea. In Northfield, they had several discussions and now they are able to make people feel comfortable and participate. In the beginning, they started with no parental participation and now they've reached the point that parents do not fit in the room. Now, the meetings take place at the Northfield Chamber of Commerce and they are participating. What was created was an environment that makes people feel that they can talk and leaders can participate. These groups need to ask the following questions: what are the community assets? Make a list of the things the community has already. Northfield eventually became regional, not just a center in one city.
- We need Latino leaders; Latinos need someone who helps build a bridge, and use the resources that already exist. Citizens League and IMAA can be cultural broker and connect/organize resources.
- It is important to note that usually you need to connect with people that look like you; this is not different from other communities. We need to partner and share strengths. Must include Latino leaders and have a diverse networking group. There is a need for cultural competence.

St. Cloud

St. Cloud is located in the center of the state of Minnesota and has recently grown into one of the largest population centers in the state. The city is home to St. Cloud State University as well as campuses of other colleges and universities. The city's major employers are St. Cloud Hospital, Coborn's, Electrolux Home Products, ING Direct, and Gold'n Plump Poultry.

Latinos in St. Cloud make up just 2.4% of the city’s population, but the community is growing in the area. For example, Latinos in nearby Melrose, in Stearns County, make up 22.1% of that city’s population and the city of Rockville is 9.3% Latino. Central Minnesota has become attractive to a growing immigrant community, in recent years, the Somali immigrant population has rapidly increased.

The following is an example of information presented at the St. Cloud Community Forum. It shows the enrollment of Latinos in the St. Cloud Public School District. One recurring theme to note is the significant jump in enrollment between Pre-kindergarten and Kindergarten, indicating a lack of investment in Early Childhood Education.

ST. CLOUD PUBLIC SCHOOL DISTRICT
Enrollment / Inscritos 2010-2011

Grade	2010 Male	2010 Female	2010 Total	2011 Male	2011 Female	2011 Total	2010 Male	2010 Female	2010 Total	2011 Male	2011 Female	2011 Total	Total Male	Total Female	Total Minority	Total Students
PK	1	8	9	1	1	2	18	18	36	22	22	44	40	40	80	44
K	4	3	7	19	19	38	23	15	38	28	28	56	51	51	102	140
1	3	0	3	17	13	30	27	23	50	38	30	68	68	68	136	196
2	3	8	11	14	14	28	19	19	38	21	21	42	42	42	84	112
3	0	0	0	17	13	30	16	16	32	28	28	56	56	56	112	140
4	0	7	7	13	20	33	15	21	36	28	28	56	56	56	112	140
5	3	3	6	10	11	21	18	15	33	20	20	40	40	40	80	112
6	7	1	8	11	17	28	14	17	31	28	28	56	56	56	112	140
7	1	0	1	13	18	31	18	11	29	28	28	56	56	56	112	140
8	0	0	0	10	11	21	13	13	26	21	21	42	42	42	84	112
9	3	8	11	11	11	22	18	17	35	27	27	54	54	54	108	140
10	3	3	6	17	17	34	11	14	25	28	28	56	56	56	112	140
11	0	0	0	13	13	26	4	20	24	27	27	54	54	54	108	140
12	7	8	15	10	12	22	15	17	32	30	30	62	62	62	124	166
Total	21	28	49	110	142	252	222	205	427	380	380	760	760	760	1520	2280

Source: Minnesota Department of Education

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Selected Input from the Community:

- We have to portray minorities as an asset. Our families would like to see Latino kids to be educated. We need to tell our kids that can keep the dreaming. Fix what is not working so they can keep studying.
- Looking at numbers and what I have seen in our families, the students are the caregivers for families. We need to start campaigning starting when they are very young. I have visited many families and I think that they are under a lot of pressure.
- Students start from behind when they come to school and they get frustrated to continue.
- The culture is one of the reasons for dropout rate, like taking care of siblings or elderly prevents kids from going to school, this comes from a culture of poverty where education is not a priority.
- There is a lack of access in transportation for some kids go to school.
- Difficulty making connections with Latinos so they can participate, how can we increase participation?

St. James

St. James is in southern Minnesota, near the Minnesota-Iowa border. The city claims to have excellent medical services, housing opportunities, economic development potential, business opportunities, city services, schools, scenic beauty, and recreational options due to its mix of prairie land and lakes.

Latinos make up 31% of St. James' city population and 20.9% of Watonwan County. This significant community is a prime example of Latino population growth in Greater Minnesota. Nearby, the city of Madelia is 26.8% Latino and the city of Butterfield is 25.6% Latino.

Selected Input from the Community:

- People might still be afraid of attending this kind of event since in the past (not long ago) they had immigration raids.
- The Latino community has not had events with a positive outcome--like a day at the park or any other event just for Latinos.
- Adding CLAC's participation to a job and community resource fair event would be helpful. Latinos would attend if job possibilities are offered at the same time.

St. Paul

St. Paul is the capital city of Minnesota and, along with Minneapolis, has become an economic and cultural center in the Midwest. St. Paul is home to several major corporations, world-class health care institutions, colleges and universities, many theatres and museums, extensive public transportation and recreation systems, and the state's government, all of which have made St. Paul a thriving and diverse community.

St. Paul is also home to the second largest Latino population in the state. Latinos make up 9.6% of the city's population. St. Paul's Latino population has traditionally been a statewide cultural leader and Latinos have been essential to the revitalization of the western and southern areas of St. Paul, most notably with the District del Sol.

The following is a chart presented at the St. Paul Community Forum that shows Latino high school graduation and dropout rates for 2010 for Ramsey County, which includes the city of St. Paul. The statistics show that St. Paul is about equal to state averages in terms of graduation and dropout rates.

Ramsey County School District Graduation / Graduacion 2009-2010

Hispanics Ending Status	Four Year Count	Four Year Percent	Five Year Count	Five Year Percent	Six Year Count	Six Year Percent
Graduate	275	51%	309	55%	282	53%
Dropout	77	14%	87	15%	121	23%
Continuing	135	25%	80	14%	19	4%
Unknown	56	10%	85	15%	110	21%
TOTAL	543		561		532	

Source: Minnesota Department of Education

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Selected Input from the Community:

- Of 19 total St. Paul Community Forum Survey respondents, 11 said that the fear of job termination or exploitation due to legal status was one of the top three barriers for Latinos in Minnesota. 6 out of 19 said that low education levels were a top barrier for Latino economic development.
- Both lack of Latino leadership and low levels of parental education were chosen by 9 out of 19 respondents as one of the top three barriers to educational success for Latinos. 7 said that both limited English proficiency as well as low support from parents, teachers, and community was a top barrier to education. 6 out of 19 St. Paul respondents said that lack of student motivation was a major concern.

Willmar

Willmar is known for its scenic setting among lakes and prairies in west-central Minnesota. Willmar's diverse economy, growth in smaller industries, and recreational attractions has made it one of the fastest growing non-Metro cities in Minnesota. The city is home to Ridgewater College and a Jennie-O Turkey plant.

Willmar has a rapidly growing Latino population, as does its county, Kandiyohi County. 20.9% of Willmar's population is Latino. Nearby Pennock city is now 16.9% Latino. Kandiyohi County has had significant growth in population over the last few years and the County is now home to one of the largest populations in Minnesota at 11.2%.

The chart below shows the Latino enrollment numbers in the Willmar Public School District. The fluctuation in enrollment of Latino students from year-to-year is noticeable in comparison to the other enrolled students. The enrollment statistics are similar to arch where the smallest enrollments on either end of the K-12 spectrum with the lowest numbers around kindergarten and high school graduation.

WILLMAR PUBLIC SCHOOL DISTRICT Enrollment / Inscritos 2010-2011

Grade	AMI Male	AMI Female	API Male	API Female	HIS Male	HIS Female	BLK Male	BLK Female	WHT Male	WHT Female	Total Male	Total Female	Total Minority	Total Students
PK	0	0	0	1	18	8	2	1	19	11	39	21	30	60
KG	1	2	1	2	71	47	14	14	85	84	172	149	152	321
01	2	1	2	0	62	53	8	11	80	85	154	150	139	304
02	0	0	2	3	51	52	13	11	80	101	146	167	132	313
03	4	0	1	3	41	59	11	14	75	71	132	147	133	279
04	0	0	0	4	49	40	13	12	105	85	167	141	118	308
05	2	0	4	1	46	43	12	10	95	74	159	128	118	287
06	1	3	2	0	46	45	18	3	84	76	151	127	118	278
07	1	1	1	1	42	51	16	9	95	91	155	153	122	308
08	3	0	2	0	48	46	11	6	87	112	151	164	116	315
09	1	2	4	1	64	34	12	12	105	86	186	135	130	321
10	5	2	0	2	53	46	11	18	100	98	169	166	137	335
11	4	1	4	4	30	35	14	9	120	95	172	144	101	316
12	3	1	1	3	20	30	11	7	140	118	175	159	76	334
All Grades	27	13	24	25	641	589	166	137	1270	1187	2128	1951	1622	4079

Source: Minnesota Department of Education

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Selected Input from the Community:

- There is some discomfort in community because of so many changes. But there are positive changes. New businesses pop up and empty buildings are reutilized. The Willmar Chamber of Commerce says the Latino community has grown substantially in having businesses in the area. This changes attitude, it means, “people are really here to stay”. Willmar has certainly made an effort to support small business development. When small businesses succeed, they buy locally, put their kids in the schools, they pay taxes--the community really does succeed.
- The biggest thing to get rid of is poverty. Poverty drives everything, Latinos need to make a living wage and that isn't what is happening right now. The parents are unable to have a living wage to support their children.
- When we try to bring the community in, we just assume it's done a certain way. Latinos would prefer to build trust and feel comfortable first, then once that is established, Latinos will work very hard. Immediate commitments are not the focal point.
- Latino socioeconomic status is changing rapidly. If it weren't for agencies like this, this wouldn't be happening and Willmar wouldn't be where it's at now. Education breeds word of mouth and creating relationships. One family achieving something spills over to their families and cousins and the community. Educating minority populations in communities like this is what counts.
- How many generations does it take to establish a well-functioning community?
- Building a relationship takes time and sometimes our European background is so efficient. It's a whole different process than relationship building. Minorities need allies that come from the established community. There's no shortcut to time spent with other people. Listening.

Worthington

Worthington has become a regional economic hub in southwestern Minnesota. Its strong agricultural background has attracted large corporations, particularly for research in the bio-sciences. Worthington is also home to companies such as JBS Swift and Company, Highland Manufacturing, Bedford Industries, and Intervet. The city is also home to a well-developed education and healthcare system as well as recreational opportunities such as the annual King Turkey Day celebration.

As of 2010, Worthington’s Latino population has grown to 35.4% of the city’s total population. Nobles County is now 22.5% Latino. The city of Worthington has been featured in several news outlets such as the Minneapolis Star Tribune, St. Paul Pioneer Press, and the Minnesota Daily for its success in interacting with the Latino immigrant community.

The chart below is an example of information presented at the Worthington Community Forum. It presents the Latino graduation and dropout rates for the Worthington Public School District. Worthington’s four-year graduation rate is just below the Latino statewide average, but the dropout rate is 9% higher than the state average for Latinos.

Worthington Public School District Results year 2009-2010

School Name	Demographic Description	Ending Status	Four Year Count	Four Year Percent	Five Year Count	Five Year Percent	Six Year Count	Six Year Percent
WORTHINGTON PUBLIC SCHOOL DISTRICT	Hispanic	Graduate	25	47%	34	64%	28	58%
WORTHINGTON PUBLIC SCHOOL DISTRICT	Hispanic	Dropout	13	25%	8	15%	15	31%
WORTHINGTON PUBLIC SCHOOL DISTRICT	Hispanic	Continuing	11	21%	5	9%		
WORTHINGTON PUBLIC SCHOOL DISTRICT	Hispanic	Unknown	4	7%	6	11%	5	10%
WORTHINGTON PUBLIC SCHOOL DISTRICT	Hispanic	TOTAL	53		53		48	

Source: Minnesota Department of Education

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Selected Input from the Community:

- All my life I have been close to the Latino community; we have seen that this community faces a difficult situation when Latinos do not have a stable home and living conditions. This unstable housing will impact the life of children. On the other hand, one of the hardest situations is doing outreach with Latinos... not sure if this is because of fear or why they do not get participation. Things can get better if we all get together to solve issues, by creating a safe environment where people can come and ask for help and support.

- I have observed that teachers do not know about other cultures. Students feel intimidated by teachers and they do not feel comfortable at school. Schools do not acknowledge different cultures. I built relationships with Latino students and they talked, this helps and assures that we give them support where they really need it. Even just listening to them; that makes a change.
- Most Latinos have a low level of education. We need to convince them to encourage and to motivate their children to keep studying. I just got back to this city, I was away for 7 years and I noticed that Latinos are making a difference and helping the city progress.
- We have great ESL programs. When I was a student here, I had terrible information about higher education, financial aid, scholarships and career options. Students need this information. Nowadays, students in general—not just Latinos—they seem to have less motivation. They want less work and they do not set higher goals; the adults' expectations are very low too.
- Kids at school are getting labeled when they do not know or do not speak English well. The school puts them all together into a specific program and they tend to stay there and not improve. Also, teachers need to motivate and be more patient with students.
- For those students that are here since they were little but do not have documents and graduate from high school, it is very difficult. They are limited in continuing to higher education since they can't receive financial aid and they can't work either. Meanwhile, they study to help with their financial support. I hope that we can change this and we can help somehow to change this in Minnesota.
- One thing that can help is for Latinos to see people of their own community working at schools. However, school districts have hard time finding teachers who are Latino, whether it is because of regulations and requirements or because Latinos do not qualify or apply for these positions, not sure.

Conclusion

In the cities visited, the organizations and individuals involved directly or indirectly with the Latino community mentioned similar challenges to overcome, particularly in the areas of education and economic development. Minnesota's Latinos are greatly suffering from the worsening achievement gaps in these fields.

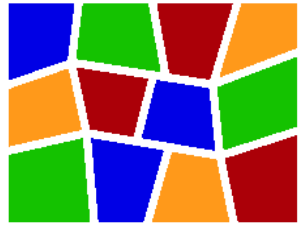
Another issue that was repeated constantly is the need for more culturally competent services at schools and resource centers, both of which must include and promote Latino leadership and role models in these environments. As the Latino population grows in these cities, so too does the Latino student population. The importance of this growing population cannot be stressed enough. This future workforce needs a quality education and proper guidance in order to help support Minnesota in the coming years.

In addition, forum participants stated the need for promoting trades training in learning centers that are adequate to integrate ESL, Latino, or minority students into the mainstream education and work force. Latino immigrants are a greatly untapped resource for Minnesota that would greatly help improve the state.

There is much concern about the lack of parental involvement in Latino children's education, as well as the lack of participation of Latinos in other community activities or events

that could bring them out from their isolation. There have been very few successful ideas and solutions to cope with these long-lasting situations. Most solutions are related to the legal and socio-economic status of Latino families, such as low income, multiple part-time jobs, low levels of education and discrimination, as well as other barriers that need to be addressed through a systemic strategy.

CLAC's goal of reaching out to the Latino community to gather information as to the challenges and success Minnesota Latinos experience was achieved well-beyond CLAC's hopes. The great information and relationships established at the community forums will aid CLAC in the future in working to best represent Latinos to policymakers and community members alike.



CLAC

**Chicano Latino
Affairs Council**
State of Minnesota



Engaging the Latino community through public service.

**FY 2012-2013 Biennium
Council Calendar
Council Action Plan**

(Approved by Board of Directors:
September 24, 2011)

FY 2012-2013 Biennium
Council Calendar
Council Action Plan

Over 30 Years of Public Service

The Chicano Latino Affairs Council was established by Minnesota state statute in 1978. CLAC carries the voice of the Latino community to the Governor and Legislators.



The charter of the Chicano/Latino Affairs Council was created by the Minnesota state statute 3.9223 establishing it as an advisory council for the Governor and Legislators.

In the statute it is stated that the primary function is to advise the governor and legislature of the state of Minnesota on issues regarding the Chicano/Latino community; to promote important issues on behalf of the state's Latino community; and to serve as a conduit to state government for organizations of Chicano/Latino people in the state.

The Councils biennium calendar and action plan are designed to effectively intercept the Minnesota legislative cycle. Through this alignment the Council realizes its capability to serve its charter and nine legislative goals.

The 2012-2013 Biennium Calendar begins in July of 2011 and closes in June of 2013. During this timeframe the 88th and 89th sessions of the Minnesota state legislature will occur.

The Council calendar is for the two year cycle structured with a quarterly focus. This is then further developed into a monthly focus that will guide the work of both Board members, staff, and other stakeholders.

The Chicano/Latino Affairs Council meetings are open to the public. Meetings are scheduled quarterly in August, November, February, and May.

2012 – 2013 Biennium Action Plan

The work of the Chicano Latino Affairs Council is reflected in an action plan designed to serve its charter and nine legislative goals.

The goals define the Council's areas of responsibility: advising and recommending to the governor and legislators; serving as a conduit and referral to state government; serving as a liaison for federal and local government and private organizations; performing or contracting for Latino community studies; implementing programs authorized by statutes; and publicizing accomplishments of the Latino people.

For each area of responsibility objectives are established. This provides focus that clarifies the scope of work to achieve goals.

Based on the objectives actions are defined. Action plans are managed by the Executive Director with the support of the staff.

Staff members provide the operational support for The Council. Their responsibilities include engagement of the Latino communities, research and analysis, and engagement of the Governor and legislators.

Board of Directors provide organizational oversight of actions and outputs, including approval of issues focus and legislative recommendations.

Additionally, Board members serve as representatives for their congressional districts, Latino community at large, and the Legislature.

The Council staff and Board members actively collaborate to fully implement the biennium action plan that allows the achievement of The Council legislative goals and charter.



Together staff and Board members capture the collective voice of the Latino community. Together they effectively represent Latino contributions, issues, and solutions to the Governor and Legislatures.

FY 2012 – 2013 Council Biennium Calendar

Planned In Process Complete

[Year 1 Capital & Bonding]
Approved: 09/24/11

1st Quarter
Research &
Policy Formulation

July: 2011 (Government Shut-down: result in delays)

- ✓ Update & Develop Research
- ✓ Legislative Implications Analysis
- ✓ Review legislative updates & impact
- ✓ Community Forums

October: 2011

- ✓ Legislative Committee Proposals
- ✓ Sessions: Governor; Legislators; Committee Chairs; Committee Members
- ✓ New Board Candidates Identified
- ✓ Community Forums: Validate Proposals

January: 2012

- Sessions: Legislators; Committee Chairs; Committee Members
- Testimony Final Preparation
- Board Member Appointments

April: 2012

- Legislative Testimony
- Response to Amendments

2nd Quarter
Legislative
Policy Input

August: 2011

- ✓ Research Review
- ✓ Legislative Proposals & Positions
- ✓ Legislative Implications Review
- ✓ Community Forums

November: 2011

- ✓ Council & Board Meeting
- ✓ Session Outcome Review & Response
- ✓ Follow-up Sessions: Legislators
- ✓ Board Candidate Recommendations
- ✓ Draft report to be submitted to Legislature on 01/15/12 describing results obtained with the appropriations

February: 2012

- Council & Board Meeting
- Latino Legislative Day at the Capitol
- Sessions: Legislators; Committee Chairs; Committee Members
- Legislative Testimony
- Interim Staff & Board Performance Assessment

May: 2012

- Council & Board Meeting
- Review Bills & Amendments
- Discuss: Latino Community Opportunity & Impact
- Community Forums/Engagement
- Election of Officers
- CLAC FY 2013 Budget approved

September: 2011

- ✓ Council Meeting & Board Retreat
- ✓ Biennium Action Plan/Calendar Update
- ✓ Identify testimony participants
- ✓ Sessions scheduled with Governor; Legislators & Committees

December: 2011

- ❖ Legislative Session Testimony Preparation

March: 2012

- Sessions: Legislators; Committee Chairs; Committee Members
- Legislation Monitoring & Reporting
- Legislative Testimony
- Start planning logistics of community forums

June: 2012

- Legislative review and Summary of Latino Community Opportunity & Impact
- Legislative Summary Report
- Community Forums/Engagement

3rd Quarter
Legislator Visits
& Testimony

4th Quarter
Bill Tracking &
Assessment

FY 2012 – 2013 Council Biennium Calendar

[Year 2: Budget]
Approved: 09/24/11

Planned In Process Complete

1st Quarter
Research &
Policy /Budget
Formulation

July: 2012

- Update & Develop Research
- Legislative Implications Analysis
- Review legislative updates & impact
- Community Forums/Engagement
- State Budget Analysis
- CLAC FY 2013 Budget Proposal submitted to MMB

October: 2012

- Legislative Committee Proposals
- Sessions: Governor; Legislators; Committee Chairs; Committee Members
- New Board Candidates Identified
- CLAC Biennium Report Finalized

2nd Quarter
Legislative
Policy/Budget Input

3rd Quarter
Legislator Visits
& Testimony

January: 2013

- Sessions: Legislators; Committee Chairs; Committee Members
- Testimony Final Preparation

4th Quarter
Bill Tracking &
Assessment

April: 2013

- Legislative Testimony
- Response to Amendments

August: 2012

- Council Meeting & Board Retreat
- Research Review
- Legislative Proposals & Legislative Implications Review
- Biennium Action Performance
- Action Plan Review and Update

November: 2012

- Council & Board Meeting
- Session Outcome Review & Response
- Follow-up Sessions: Legislators
- Board Candidate Recommendations
- Biennium Report Submitted (Nov. 15 even numbered calendar year)
- Draft report to be submitted to Legislature on 01/15/13 describing results obtained with the appropriations

February: 2013

- Council & Board Meeting
- Sessions: Legislators; Committee Chairs; Committee Members
- Legislative Testimony
- Interim Staff & Board Performance Assessment

May: 2013

- Council & Board Meeting
- Review Bills & Amendments
- Discuss: Latino Community Opportunity & Impact
- Community/Engagement Forums
- Election of Officers
- CLAC Biennium Budget approved

September: 2012

- Community Forums/Engagement: Validate Proposals
- Identify Testimony Participants
- Sessions scheduled with: Governor; Legislators & Committees
- CLAC Biennium Report Draft

December: 2012

- Legislative Session Testimony Preparation

March: 2013

- Sessions: Legislators; Committee Chairs; Committee Members
- Legislation Monitoring & Reporting
- Legislative Testimony

June: 13

- Legislative review and Summary of Latino Community Opportunity & Impact
- Legislative Summary Report
- Community Forum/Engagement

FY 2012-2013 Biennium Action Plan

[Approved: August 2010]

Goals 1-3: Responsibility To Advise & Recommend

1. Advise the governor & the legislature on the nature of the issue confronting Chicano/Latino people in this state, including the unique problems encountered by Chicano/Latino migrant agricultural workers;
2. Advise the governor and the legislature on statutes or rules necessary to ensure Chicano/Latino people access to benefits and services provided to the people in this state;
3. Recommend to the governor and the legislature legislation to improve the economic and social condition of Chicano./Latino people in this state.

Objectives	Actions	Resp/*Date	Status
Provide legislative policy and budgetary <i>recommendations</i> to root causes to socio economic issues through CLAC issues briefs.	<ul style="list-style-type: none"> • Review existing policy & budgetary legislation that may respond to Latino Community Issues; • Develop recommendations for policy &/or budgetary changes to solve the root cause of Latino Issues; • Prepare Issues Briefs in support of recommendations with background, relevant legislation & supporter information 		
<i>Advise</i> the Governor and legislators on the current Chicano/Latino socio economic situation including: contributions; issues; influencing factors; and recommended legislative policy or budgetary solutions.	<ul style="list-style-type: none"> • Develop governor & key legislator communication packages & presentations; • Identify & prepare testimony participants including: staff; board members; Latino community members; & agencies; • Conduct review sessions with: Governor; Committee Chairs; committee members; & key legislators 		
<i>Follow</i> recommended policies and budgetary bills or changes through the legislative cycle from idea to law, through the House and Senate to final sign-off by the Governor.	<ul style="list-style-type: none"> • Identify & work with Legislators supporting recommendations; • Monitor progress of policy & budgetary changes through the legislative cycle; • Prepare a final summary of legislative session outcomes and Latino community opportunities or implications. 		

*Date = completion of action

August 21, 2010

FY 2012-2013 Biennium Action Plan

[Approved: August 2010]

Goals 4-5: Responsibility To Serve As A Conduit & Referral Agency

4. Serve as a conduit to state government for organizations of Chicano/Latino people in the state;
5. Serve as a referral agency to assist Chicano/Latino people to secure access to state agencies and programs

Objectives	Actions	Resp/*Date	Status
Engage agencies and organizations in each Congressional District that provide services to the Chicano/Latino people addressing the key topic areas.	<ul style="list-style-type: none"> • Identify agencies or program service providers across the state that serve the Latino community; • Contact agency & organization leaders to discuss Latino community research & agency services identifying their services, contributions & challenges; • Provide agency & organization leaders with CLAC publications including issues briefs & legislative summaries; 		
Refer the Chicano/Latino people to state agencies and programs by providing the information and direct support	<ul style="list-style-type: none"> • Develop & publish a list of identifying agencies & service organizations with program descriptions for use by the Latino community, staff & board of directors; • Provide Spanish & English speaking staff to refer Latino community members to services; 		
Provide the Chicano/Latino people with opportunities for direct access to the governor and state legislators.	<ul style="list-style-type: none"> • Conduct community forums and dialogues across the state in key Latino cluster communities; • Identify individuals and schedule their participation in the presentation of Latino Issues Briefs and providing testimony to the Governor and Legislators; • Partners with school districts for a Latino Youth Day at the Capital. 		

*Date = completion of action

August 21, 2010

FY 2012-2013 Biennium Action Plan

[Approved: August 2010]

Goal 6: Responsibility To Serve As A Liaison

6. To serve as a liaison with federal government, local government units, and private organizations on matters relating to the Chicano/Latino people of this state;

Objectives	Actions	Resp/*Date	Status
Identify government and organization leaders at the federal and local level.	<ul style="list-style-type: none"> • Research & prepare a list of: federal Senators & Representative; state Senators & Representatives; county & city officials in Latino cluster communities; • Research & prepare a list of key community contacts and private organization leaders for Latino cluster communities & at the national level; • Provide information to staff, Board, and other stakeholders. 		
Build awareness of the Chicano Latino Affairs Council and the Latino community of Minnesota.	<ul style="list-style-type: none"> • Provide federal, state, and agency contacts with the CLAC: fact sheets; issues brief documents; legislative reviews; and Latino accomplishments publications. 		
Engage in dialogue regarding Latino contributions and issues with federal government, local government officials, and private organization staff.	<ul style="list-style-type: none"> • Develop a press kit for release including – Minnesota Latino contributions; socio economic challenges & solutions; • Provide CLAC publications: brochures; fact sheets; issues briefs; • Schedule presentation & discussion sessions during community forum engagement visits. 		

*Date = completion of action

August 21, 2010

FY 2012-2013 Biennium Action Plan

[Approved: August 2010]

Goal 7: Responsibility To Perform Or Contract For Studies

7. Perform or contract for the performance of studies designed to suggest solutions to problems of Chicano/Latino people in the areas of education, employment, human rights, health, housing, social welfare, and other related programs;

Objectives	Actions	Resp/*Date	Status
Utilizing existing Latino community research at the national, state, and local levels update & refresh reports and findings.	<ul style="list-style-type: none"> Review current CLAC and select key research documents for continued use; Identify existing Latino community research publications and utilize findings to refresh selected CLAC documents; Provide CLAC staff and board members with refreshed information in topic areas: education; housing; health; immigration; and economic development; 		
Identify gaps in qualitative and quantitative research and develop solutions for further research and community engagement.	<ul style="list-style-type: none"> Utilizing problem solving or analytical processes, identify key questions unanswered by qualitative and quantitative research; Define projects that would provide the information to fill the research gap and get to the root cause of issues; Develop & implement questions with tools and techniques for information intake during community engagement; Based on data and analysis, develop recommendations and position statements 		
Collaborate with strategic partners or contract for special research projects.	<ul style="list-style-type: none"> Identify quality suppliers of Latino community research and analysis (e.g. HACER; PEW; State Demographer; etc.); Schedule a partnership session and review collaborative opportunities for Latino community research; Integrate collaborative research projects and partnership outputs into the analysis for the development of CLAC Fact Sheets, Issues briefs, and other outputs. 		

August 21, 2010

*Date = completion of action

FY 2012-2013 Biennium Action Plan

[Approved: August 2010]

Goal 8: Responsibility To Implement Programs *

8. Implement programs designed to solve problems of Chicano/Latino people when authorized by other statute, rule, or order;

Objectives	Actions	Resp/*Date	Status
Advocate the utilization of new legislation by agencies and organizations that provide services for the Latino Community.	<ul style="list-style-type: none"> Identify agencies or program service providers across the state that serve the Latino community; Contact agency & organization leaders to discuss legislation policy & budget decisions impacting the Latino community; Provide agencies & organizations leaders with the CLAC summary of legislative session outcomes and Latino community opportunities or implications. 		
Respond to authorized and funded programs with a quality implementation plan to achieve program goals	<ul style="list-style-type: none"> Analyze program opportunities for viability and alignment to the achievement of CLAC legislative goals or providing leverage for overall success. Review program opportunity and secure council approval for acceptance and implementation Develop a comprehensive implementation for program success 		

* CLAC is not currently responsible for or authorized to implement a program under a Minnesota statute; to assume a program role CLAC must be allocated legislative budgets resources.

FY 2012-2013 Biennium Action Plan

[Approved: August 2010]

Goal 9: Responsibility To Publicize Accomplishments

9. Publicize the accomplishments of Chicano/Latino people and their contributions to this state.

Objectives	Actions	Resp/*Date	Status
Identify current accomplishments and contributions of people in the Latino community at the state, national and international level.	<ul style="list-style-type: none">• Subscribe to hard copy and/or electronic versions of publications for review of Latino accomplishments and select key stories of interest;• Send letters of congratulations and secure interviews with individuals or organizations recognized;• Develop a CLAC “Latino Heroes” program recognizing accomplishments and contributions of Latinos across Minnesota through the CLAC web site & newsletter		

*Date = completion of action

August 21, 2010

FY 2012 – 2013 Legislative Session Detailed Plan

Engaging In the State Legislative Session Process:

	Action Description	Responsibility	Date*
1	Educate & present recommendations to the governor, committees, committee chairs, and key legislators regarding Latino contributions and issues with policy &/or budget solutions for education, housing, health, immigration & economic development.	<ul style="list-style-type: none"> • ED & CR • Board Representative • Latino Community Members 	Sept – Nov '11
2	Meet with Committee Chairs & Legislators who may sponsor develop of ideas to bills for new laws, law changes, or budgetary requests.	<ul style="list-style-type: none"> • Executive Director • Board Representative • Latino Community Members 	Dec '11
3	Develop presentation & responses to proposed legislation and meet with key Legislative Committee Chairs & Legislators.	<ul style="list-style-type: none"> • ED & RA • Board &/or Latino Community Members 	Jan '12
4	Contact, schedule, and support the preparation of agency leaders and individuals providing supportive testimony for CLAC recommendations supportive legislation.	<ul style="list-style-type: none"> •Executive Director •Community Relations •Research Analyst 	Feb – Mar '12
5	Review & prepare a summary of legislative budgetary and policy decisions and their impact on the Latino community in the five topic areas.	<ul style="list-style-type: none"> •Executive Director •Research Analyst 	May '12
6	Adapt CLAC actions plans relative to budgetary and policy decisions.	<ul style="list-style-type: none"> •Board of Directors •Executive Director 	June '12

* Specific dates are subject to the Minnesota Legislature annual legislative session calendar

Board of Directors and Staff

Board of Directors:

Rebeca Sedarski– MN District 1
Resides: Sleepy Eye, MN

Gerardo Bonilla– MN District 2
Resides: Inver Grove Heights, MN

Adriana O’Meara – MN District 3
Resides: Minnetonka, MN

Nicholas Juarez – MN District 4
Resides: Inver Grove Heights, MN

Edgardo Rodriguez – MN District 5
Resides: Minneapolis, MN

Margaret Villanueva– MN District 6
Resides: St. Cloud, MN

Francisco Morales– MN District 7
Resides: Moorhead, MN

Luisa Pierce– MN District 8
Resides: Duluth, MN

Mario Vargas– MN At Large
Resides: Wayzata, MN

Maricruz Hill – MN At Large
Resides: Chanhassen, MN

Jesus Villaseñor– MN At Large
Resides: Minneapolis, MN

House of Representatives

Minnesota Senate

Staff:

Hector Garcia
Executive Director

Gladys Rodriguez
Office Administrative Specialist

Paul Buchel
Research Analyst



**Chicano Latino
Affairs Council**
State of Minnesota

Approved & Published: September 2011
FY 2012-2013 Biennium Calendar/Action Plan



**Chicano Latino
Affairs Council**
State of Minnesota

Policies and Procedures

A guide to the Chicano Latino Affairs Council:
Its policies and internal operating procedures

Approved by the Council February 23, 2008

Foreword

This Manual is provided to Council Members and staff of the Chicano Latino Affairs Council to give information regarding agency policies, rules and responsibilities, and other internal operating procedures. The document is designed to be a guide for the Council and intended to be educational and informative; it should not be viewed as a substitute for boards seeking legal advice from the Office of the Attorney General when situations raise questions of a legal nature. Minnesota state law and the Minnesota Board Members' Handbook of Legal Issues supersede this document.

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I. INTRODUCTION

This Policies and Procedures Manual (Manual) aims to provide basic information about the Chicano Latino Affairs Council (Council), a state agency that serves as a liaison between state government and Minnesota's Latino community. It is designed to be a guide for the Council Members and staff of the Council. The policies set forth are to be applied in conjunction with applicable Minnesota Statutes 2007, as listed in Section VII (Appendix) of this document – "Current Legislation," which shall govern in the event of any actual or perceived conflict. The provisions set forth supersede the provisions of all other previous manuals, handbooks, policies, or management memos published by the Council, which address issues on subjects covered herein.

Any change to this Manual must be made in writing and approved by the Council Members. Subject to such approval and applicable law, the Council reserves the right to change or revise all matters contained in the Manual and all other policies, rules and procedures, at any time. The Council retains discretion to interpret the provisions of this Manual.

This Manual does not constitute legal advice, and may not be used to set legal practice standards. It is intended for advisory purpose only.

Composition and Function of the Council

Name

The Council was established by the Minnesota State Legislature in 1978 as the Council on the Affairs of Spanish-Speaking People under Minnesota Statute 3.9223. The name of the Council was later changed to the Council on the Affairs of Chicano/Latino People; the official name change was made during the 1996 Legislative session.

Purpose – Minnesota Statute 2006 – 3.9223 Subdivision 1 - Membership

The state Council on Affairs of Chicano/Latino people consist of eleven Members appointed by the Governor, including eight Members representing each of the state's congressional districts and three Members at large. The demographic composition of the Council Members must accurately reflect the demographic composition of Minnesota's Latino community, including migrant workers as determined by the state demographer. Memberships, terms, compensation, removal of Members and filling of vacancies, are as provided in Minnesota Statute 2006 - Section 15.0575. Because the Council performs functions that are not purely advisory, the Council is not subject to the expiration date in Section 15.059. Two Members of the House of Representatives, appointed by the Speaker and two Members of the Senate, appointed by the Subcommittee on Committees of the Committee on Rules and Administration serve as nonvoting Members of the Council. The Council shall annually elect from its Membership, a chair and other officers it deems necessary.

Chicano/Latino People - Minnesota Statutes 2006 - 3.9223 Subdivision 2

For purpose of subdivision 3 to 7, the term "Chicano/Latino" means a person who was born in, or whose ancestors are from Argentina, Bolivia, Brazil, Chile, Colombia, Costa Rica, Cuba, Dominican Republic, Ecuador, El Salvador, Guatemala, Honduras, Mexico, Nicaragua, Peru, Panama, Paraguay, Puerto Rico, Uruguay, and Venezuela.

According to Minnesota Statutes 2006 - 15.0591, the Membership of state boards, commissions, advisory councils, task forces, or committee, which includes the Council on Affairs of Chicano/Latino people, shall include at least one member, 60 years of age or over. At least one of the Members over 60 shall not be actively engaged in or retired from an occupation, profession, or industry, to be regulated.

Mission

Advise the Governor and the legislature on the nature of the issues confronting Chicano/Latino people in the state

Organizational Tagline

"Engaging the Latino community through public service"

Duties: Minnesota Statutes 2006 - 3.9223 Subdivision 3

The Council Shall:

- (1) Advise the governor and the legislature on the nature of the issues confronting Chicano/Latino people in this state, including the unique problems encountered by Chicano/Latino migrant agricultural workers;
- (2) Advise the governor and the legislature on statutes or rules necessary to ensure Chicano/Latino people access to benefits and services provided to people in this state;
- (3) Recommend to the governor and the legislature legislation to improve the economic and social condition of Chicano/Latino people in this state;
- (4) Serve as a conduit to state government for organizations of Chicano/Latino people in the state;
- (5) Serve as a referral agency to assist Chicano/Latino people to secure access to state agencies and programs;
- (6) Serve as a liaison with the federal government, local government units, and private organizations on matters relating to the Chicano/Latino people of this state;
- (7) Perform or contract for the performance of studies designed to suggest solutions to problems of Chicano/Latino people in the areas of education, employment, human rights, health, housing, social welfare, and other related programs;
- (8) Implement programs designed to solve problems of Chicano/Latino people when authorized by other statute, rule, or order; and
- (9) Publicize the accomplishments of Chicano/Latino people and their contributions to this state.

Review and recommendation authority – Minnesota Statutes 2006- 3.9223 Subdivision 4.

All applications for the receipt of federal money, and all proposed rules of any state agency which will have their primary effect on Latino people, must be submitted to the Council for review and recommendation at least 15 days prior to submission to a federal agency or initial publication in the State Register.

Powers – Minnesota Statutes 2006 – 3.9223 Subdivision 5.

The Council may contract in its own name. Contracts must be approved by a majority of the Members of the Council and executed by the Council Chair and the Executive Director. The Council may apply for, receive, and expend in its own name, grants and gifts of money consistent with the power and duties specified in this section.

The Council shall appoint an Executive Director who is experienced in administrative activities and familiar with the problems and needs of the Latino people. The Council may delegate to the Executive Director powers and duties under this section that do not require Council approval. The Executive Director and Council staff serves in the unclassified service. The Executive Director shall recommend to the Council the appropriate staffing necessary to carry out its duties. The Commissioner of Administration shall provide the Council with necessary administrative services and the Council shall abide by the Commissioner’s Policies and Procedures.

State agency assistance – Minnesota Statutes 2006 – 3.9223 Subdivision 6.

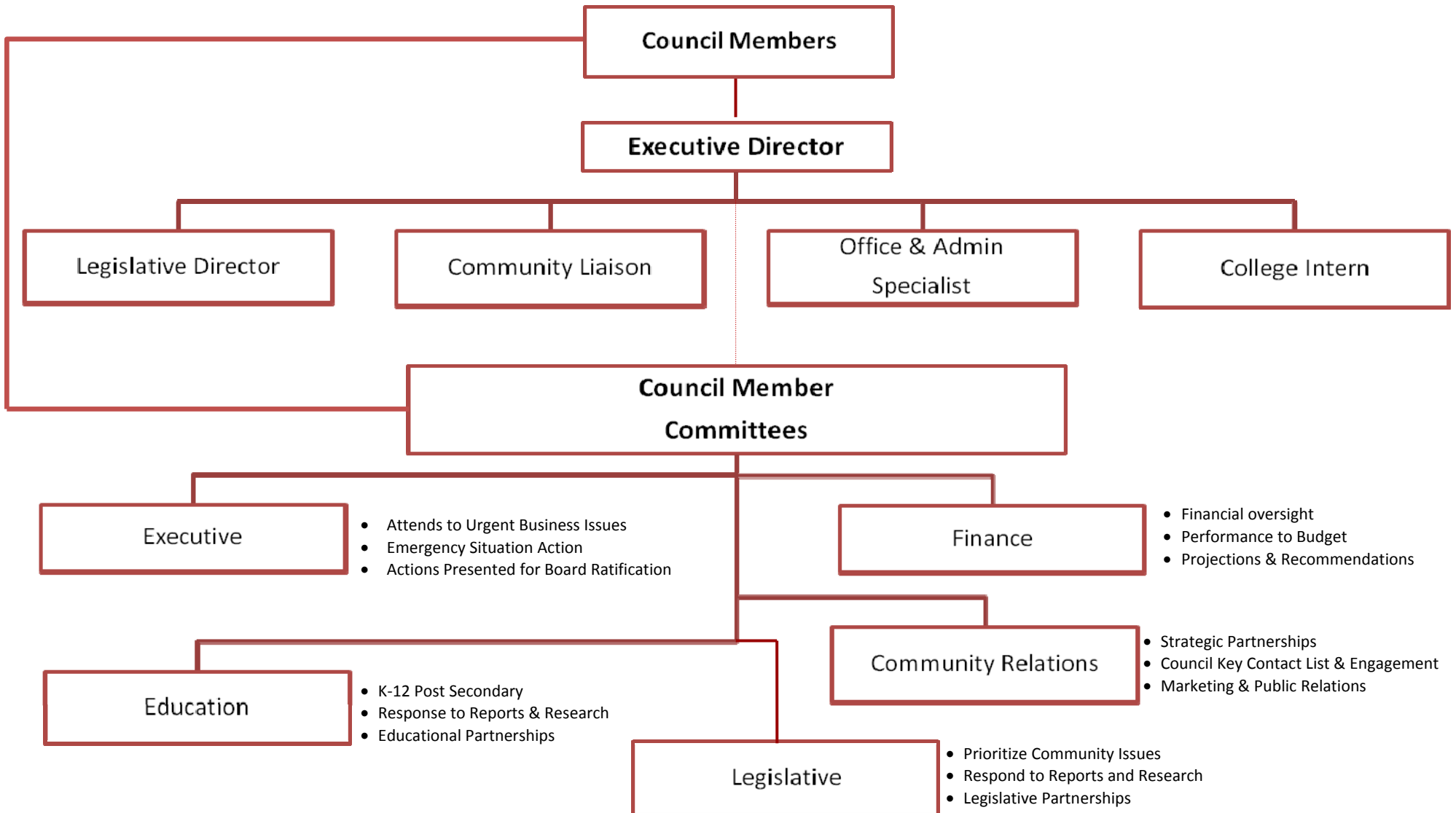
Other state agencies shall supply the Council, upon request, with advisory staff services on matters relating to the jurisdiction of the Council. The Council shall cooperate and coordinate its activities with other state agencies to the highest possible degree.

In using the state agency services, the Council will follow their indicated policies, procedures, and practices.

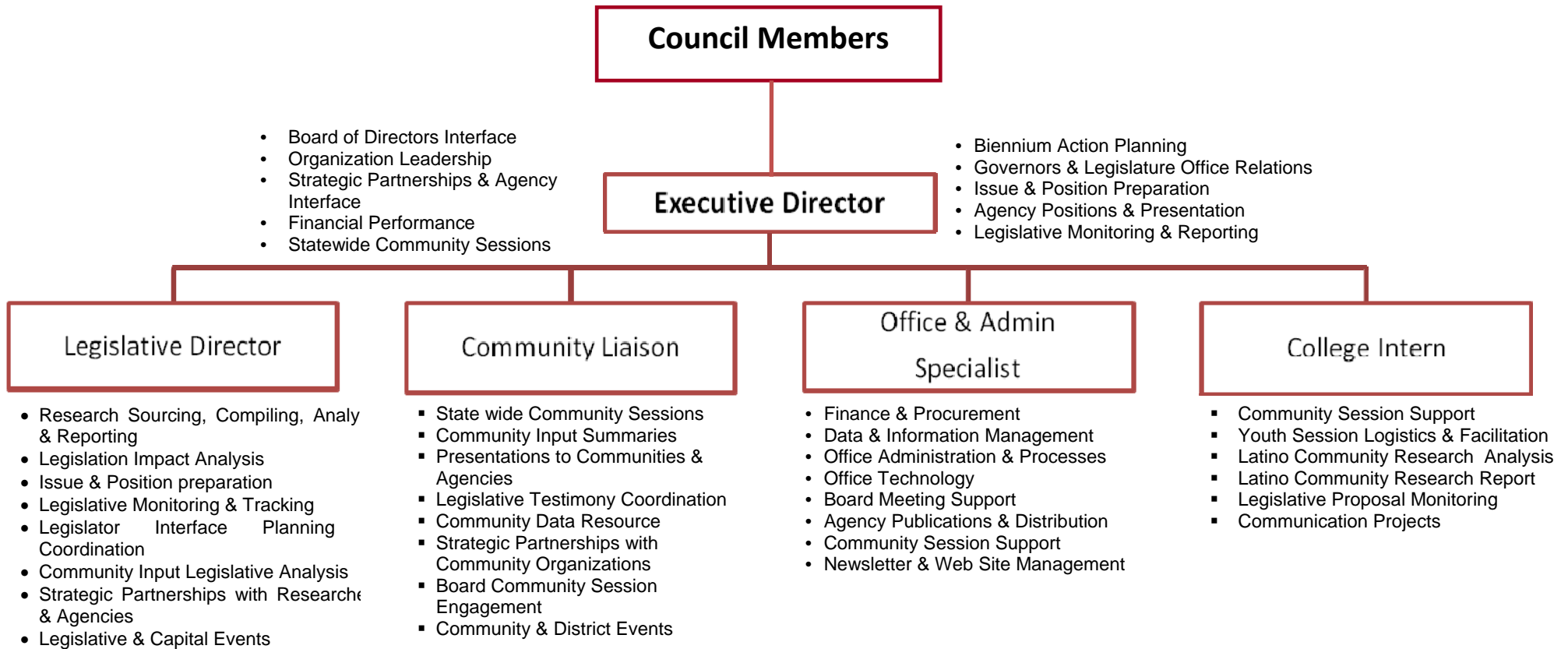
Report - Minnesota Statutes 2006 – 3.9223 Subdivision 7.

The Council shall prepare and distribute a report to the Governor and Legislature by November 15 of each even-numbered year. The report shall summarize the activities of the Council since its last report, list receipts and expenditures, identify the major problems and issues confronting Latino people, and list the specific objectives, which the Council seeks to attain during the next biennium.

Organizational Structure



Organizational Structure



Council Membership

Member	Congressional District	Term Effective	Term Expires
Elia Bruggeman	District 1	September 2006	January 2010
Antonio Lizano	District 2	June 2007	January 2011
Adriana O'Meara	District 3	September 2006	January 2010
Nicholas Juarez (<i>Replacing Alexandra Nelson</i>)	District 4	June 2007	January 2008
Edgardo E. Rodriguez	District 5	September 2004	January 2008
Michael Rosario	District 6	June 2007	January 2011
Sonia Hohnadel	District 7	September 2006	January 2010
Teresa Dawson	District 8	June 2007	January 2011
Dr. Louis Gonzales	At- Large	September 2004	January 2008
Maricruz M. Hill	At-Large	December 2004	January 2008
Alma Garay-Lehn	At Large	June 2007	January 2011
Members of the Legislature			
Rep. Al Juhnke	13B		
Rep. Willie Dominguez	58B		
Sen. Joe Gimse	13		
Sen. Jim Vickerman	22		

Note:

See Minnesota Statutes 15.059, Subdv. 2 for automatic extension of term if no successor is appointed and qualified.

Members may serve until their successors are appointed and qualify. If a successor has not been appointed by the July 1 after the scheduled end of a member's term, the term of the member for whom a successor has not been appointed shall be extended until the first Monday in January four years after the scheduled end of the term.

II. INTERNAL OPERATING PROCEDURES

Frequency of meetings

The Council Members shall meet on a quarterly basis according to the CLAC Biennium Calendar and Action Plan. These quarterly meetings follow the fiscal year to date of the state of Minnesota, beginning in July 1 and ending June 30; meetings are held each August, November, February, and May of each year. A meeting or retreat may continue for more than one day. All meetings may be called by the Chair or by the vote of a majority of the Council. A Special meeting may be called by three Council Members by submitting a written request to the Executive committee that includes the purpose of the meeting. Meetings must comply with the State of Minnesota's Open Meeting Law.

Location of meetings

The meeting place of the Council will be at such locations, as will facilitate the work of the Council. Currently, unless otherwise agreed by the Council, meetings will be held at the Council's location 60 Empire Drive, St. Paul, Minnesota 55103.

Attendance at Meetings: Removal procedure - Minnesota Statutes 2006 - 15.0575 Subdivision 4

The appointing authority at any time (1) for cause, may remove a member, after notice and hearing, or (2) after missing three (3) consecutive meetings. The Council's Chair shall inform the appointing authority of a member missing the three (3) consecutive meetings. After the second (2) consecutive missed meeting and before the next meeting, the secretary of the board shall notify the member in writing, that the member may be removed for missing the next meeting.

Travel and Per Diem Reimbursement- Minnesota Statutes 2006 - 15.0575 Subdivision 3 Compensation

Members of the Council may be compensated at the rate of \$55 a day spent on board activities, when authorized by the board, plus expenses in the same manner and amount as authorized by the commissioner's plan adopted under 43A.18 subdivision 2. Members, who, as a result of time spent attending board meetings, incur child care expenses that would not otherwise have been incurred, may be reimbursed for those expenses upon board authorization. In all other cases, per diem and travel expenses must be pre-authorized by the full board or the executive committee. Employees of the State of Minnesota or any of its political subdivisions are ineligible for per diem compensation related to CLAC activities. Airline travel credit will be handled in accordance with the provisions of Minnesota Statutes 2006 - 15.435

Reimbursements for Council Members:

Mileage: \$0.505

Meals:

Breakfast- \$7.00

Reimbursement claimed only if Member is on assignment away from his/her home/work station in travel status before 6:00 a.m. and out of the metro area.

Lunch- \$9.00

Reimbursement based upon Member being on assignment over 35 miles from his/her home/work station, with work assignment extending over the normal meal period.

Dinner- \$15.00

Reimbursement may be claimed only if Member is away from his/her home/work station in a travel status overnight or is required to remain in work status until after 7:00 p.m.

Lodging: a purchase order can be created one (1) week in advance for Members who travel from the rural area or a personal credit card can be used and claiming amount on expense report. Original receipt is needed for either option.

Parking: receipt(s) needed; if parking meter, indicate on expense report.

Membership Reporting:

When a membership on a board becomes vacant within three months after being filled through the open appointments process, the appointing authority may, upon notification to the office of secretary of state, choose a new member from the applications on hand and need not repeat the process.

Officers - Minnesota Statutes 2006 - 257.0768 Subdivisions 1, 2, 3, 4, 5 and 6

The Council shall elect a Chair, Vice-chair, a Secretary and a Treasurer from among its Members. Each officer shall have the vested powers, rights, responsibilities, and terms of office determined by board membership. All officers shall be elected by the Council Members and shall hold office at the pleasure of the Members or pursuant to internal policy. The Chair shall also appoint the Council Members to the Office of the Ombudsperson for Latino Families. In making appointments, the Chair must consult with other Members of the Council.

Duties

In the absence of the Chair and Vice-chair at any meeting of the Council, an acting Chair to preside at the meeting shall be selected from among Members present.

Terms of Office

Officers shall hold office for a term of one (1) year, and may be elected to successive terms and shall take office on July 1 of the current year.

The Council Members shall be represented by four officers, which consist of the following: 1) chair, 2) vice-chair, 3) secretary, and 4) treasurer. Each officer shall have the vested powers, rights, responsibilities, and terms of office as determined by the duties below. All officers shall be elected by the Council Members and shall hold office at the pleasure of the Members or pursuant to internal policy.

Chairperson: The chair of the Council shall conduct all Council meetings. Subject to the ratification of the Council Members, the chair must assign committee chairs and Members. The chair is to act as spokesperson for the organization or agency along with the Executive Director, but not instead of Executive Director. The chair also executes or signs off on legal documents on behalf of the Council when required and so authorized. In conjunction with the Executive Director, he/she provide leadership, control, and general business affairs of the Council. They conduct and preside all Council meetings. The chair formally supervises the Executive Director and informally evaluates the effectiveness of the Council Members. He/she formally cause the Council Members to evaluate the annual performance of the Executive Director. The chair shall be an ex-officio member of all committees and perform such other duties as are usually incident and so authorized by the Council Members.

Vice-Chairperson: The vice-chair position plays a very important part of the Council governance. In such cases that the chair cannot attend a Council meeting or perform their duties, it shall be the responsibility of the vice-chair to conduct the meeting and/or other business of the organization.

Treasurer: The treasurer shall chair the Finance Committee. After consulting with the committee, he/she present an annual budget to the Council Members for approval. The treasurer shall present the financial status of the organization at each regular meeting of the Council. In the event, that the organization or agency funds a project, the treasurer will implement the necessary safe guards and reporting procedures to maintain the necessary controls of expenditures and financial soundness.

Secretary: The secretary shall be responsible for maintaining full and accurate records of meetings of the Council and such other instruments that are required in the regular course of business. The secretary shall provide notice of meetings; shall supervise the keeping of the all records of the organization. The office must carry out and maintain Council Members' correspondence and assist the chair in the performance of their office.

III. ADMINISTRATIVE POWERS AND RULEMAKING

Responsibilities

The Council Members are appointees who act on behalf of the organization's constituents, in this case the state's Latino community, state legislators, and the governor of the state of Minnesota. The Council Members have the principal responsibility for fulfillment of the organization's mission and the legal accountability for its operations. This means that as a group they are in charge of establishing a clear organizational mission, forming the strategic plan to accomplish the mission, overseeing and evaluating the plan's success, hiring a competent Executive Director and providing adequate supervision and support to that individual, ensuring financial solvency of the organization, interpreting and representing the community to the organization, and instituting a fair system of policies and procedures for human resource management.

Council Members have a duty of loyalty to the organization, its staff, and other Council Members. While differences of opinion are sure to arise, Council Members shall seek to keep disagreements impersonal. By practicing discretion and accepting decisions made on a majority basis, unity and confidence will be promoted.

Council Members accomplish their functions through quarterly meetings, through the Executive Director and staff, and by establishing a committee structure that is appropriate to the size of the organization and the Council. Ideally, Council Members arrive at meetings prepared and ready to engage in thoughtful dialogue, and there is a group process which generates and uses the best thinking of its Members.

The Council Members shall be open to self-evaluation and regularly review their own composition to ensure constituent representation, and expertise and commitment. The Council Members are also responsible for evaluating and determining compensation for the Executive Director.

Below are more details about the responsibilities of the Council Members:

- 1.The Council Members shall engage in ongoing planning activities as necessary to fulfill the charge of the Council and its strategic direction, to define specific goals and objectives related to the charge, and to evaluate the success of the agency's services toward performing according to Statute 3.9223, as referenced in the appendix
- 2.The Council Members shall approve the policies for the effective, efficient, and cost-effective operation of the organization
- 3.The Council Members shall annually approve the Council's budget and assess the agency's financial performance in relation to the budget at least four times per year
- 4.The Council Members are responsible for the financial soundness of the Council.
- 5.The Council Members shall hire, set the compensation for, and annually evaluate the performance of the Executive Director.

6.The Council Members shall annually review the Council’s overall compensation structure, using the State Compensation guidelines. The Members shall ensure that sufficient funds are allocated to contribute to full-time, permanent employees' medical insurance and retirement plans.

7.The Council Members shall authorize the Executive Director to implement programs and policies governing the work and actions of its employees and volunteers. These policies and procedures should address and comply with state law: working conditions, evaluation and grievance procedures, confidentiality of employee, volunteer, client, and organization records and information; and employee and volunteer growth and development.

8.The Council Members shall ensure that the Council prepares and distributes a report to the Governor and Legislature by November 15 of each even-numbered year, in accordance to Minnesota Statutes 3.9223, Subd. 7. The report shall summarize the activities of the Council since its last report, list receipts and expenditures, identify the major problems and issues confronting Chicano/Latino people, and list the specific objectives that the Council seeks to attain during the next biennium.

Duties

Council Members shall attend official meetings. Council Members will also be asked to serve on standing and ad-hoc committees and task forces, as well as to attend planning sessions and other special events.

Quorum

Per Minnesota Statutes 2006 - 645.08 (5), a majority of all of the qualified Members of the Council shall constitute a quorum for the transaction of business. Qualified Members will be those Members with voting rights; this excludes Legislative representatives.

Voting/Rights/Privileges

Each member, with voting rights, shall be entitled to one vote. Members must be present at the meeting to vote. No member may vote for or on behalf of, or in any way exercise the vote of, any other member of the Council. The result of the voting shall be recorded including any abstention. Motions and effective actions shall require the affirmative vote of a majority of a quorum of the Council.

Notification

Notice of all meetings shall be given in accordance to Minnesota Statutes 2007 13D.01, 13D.04, and the Board Members’ Handbook of Legal Issues, Office of the Attorney General as follows:

Regular meetings: The Council shall notify the public and the Council Members no less than ten (10) days prior to a regular meeting. A meeting notice shall be posted at its primary offices. If the Council decides to hold a regular meeting at a time or place different than the time or place stated in its schedule of regular meetings, it shall follow the same guidelines of the special meeting procedure. See Board Members' Handbook of Legal Issues, Sec. VII, Open Meeting Law.

Special meetings: A notice shall be posted and mailed at least three (3) days before the date of the meeting. The Council shall post written notice of the date, time, place, and purpose of the meeting on the principal bulletin board of the agency, or on the door of its usual meeting room. The notice shall also be mailed or otherwise delivered to each person who has filed a written request for notice of special meetings with the Council. See Board Members' Handbook of Legal Issues, Sec. VII, Open Meeting Law.

Agenda

The Executive Director in consultation with the chair shall determine the agenda for Council meetings. Any member of the Council, who wishes to have an item placed on the agenda for Council action, shall request the chair or Executive Director to either place it on the agenda for consideration or refer it to the full Council. The agenda will be approved before the meeting, and it may be amended at the call to order. The agenda is to be approved and the Executive Director and secretary shall maintain records of the meetings until the minutes are approved. For a Special meeting, Members calling the meeting will set up the agenda; Council chair will continue conducting the meeting.

Minutes

The Secretary of the Council shall maintain minutes of each Council meeting. Minutes shall be presented to the Council Members for corrections and approval the next regularly scheduled meeting. Statements, which individual Members wish to have included in the minutes, may be prepared in writing and submitted within one (1) week following the meeting. Such statements shall be appended to the minutes.

Rules of Order

A mutually agreed to rules of order shall govern all Council procedures where not consistent with law or with these rules.

IV. COMMITTEES

The Council shall allow for the formation of committees as deemed necessary by the Council membership with the appointments made by the Council chair and ratified by the Council Members. The Council shall have operating and functioning standing and at times may consider ad hoc committees to conduct its business.

Standing Committees

Executive Committee
Finance Committee
Community Relations Committee
Legislative Committee
Education Committee

Task Forces

CLAC's 30th Anniversary
* other CLAC sponsored events

Each committee shall have a chairperson who is appointed by the Council Chair and ratified by the Council Members. Individuals, other than the Council Members, may be invited to sit as voting Members on the Ad Hoc committees with the exception of the standing committees. However, Minnesota's open meeting law applies and all meeting will be open to the public unless discussing personnel matters.

Chairperson of Committees

The responsibilities of the committee chairpersons are as follow:

- 1.To communicate with the Executive Director with regards to setting meetings and agenda management of meetings
- 2.To conduct or facilitate the meeting
- 3.To assign a member of the committee to take notes/minutes and to submit to the Council secretary
- 4.To distribute the duties and committee work among committee Members
- 5.To make sure committee goals are met or completed
- 6.To recommend and report actions for Council policy to full Council Members

Committee Description and Responsibilities

Committees shall make consensus decisions and present them in the form of a recommendation for the Council Members approval. The Council Members may ask to be provided with the positions of any descending member of the committee. Committee decisions will never be binding on the Council as a whole. The following are standing committees as approved by the Council Members; the committees provide a brief description of their charge and responsibility.

Executive Committee: The committee shall be made up of the officers of the Council Members: chair, vice-chair, treasurer, and secretary. The purpose of this committee shall be to meet, only, when there exists urgent business or in the event of an emergency situation that cannot wait for the action of the Council Members; or that cannot be handled by any other committee. This committee shall never meet in place of the Council Members meeting and their decisions shall always be reported and ratified at the next Council meeting.

Finance Committee: The committee shall consist of the treasurer, Executive Director, Chair of the Council, and other voluntary members of the Council. In line with the Council's functions which are purely advisory by law, the main purpose of this committee is to review, oversee, and help understand the Council's budget, performance, projections; also, to ensure soundness and accuracy. The committee shall also make recommendations to the Executive Director regarding the nature and amount of expenditures as considered necessary.

Education Committee: The committee shall focus E-12 education and higher education in response to the Center for Rural Policy and Development Report, Latino Students in Our Public Schools: A Closer Look. The group will work with the Executive Director to address the education issues of Latino students state-wide. The committee shall also seek to formalize partnerships with school districts, non-profits, and other resource organizations that conduct research on the topic of interest.

Community Relations Committee: The committee shall focus on the development of partnerships, marketing and public relations with the Latino community. The committee shall also promote Council activities and help bolster a positive image, rapport with the community, and help establish credibility. The committee's point of contact person to the Council staff is the community liaison, who will keep the Executive Director informed of all communications.

Legislative Committee: The committee shall focus on issues facing the Latino community and propose legislative issues and priorities to Council Members for approval. Some issues in the past have included: immigration reform, adequate funding for education, economic development, health, and adequate working conditions. The committee's point of contact person to the Council staff is the legislative director, who will keep the Executive Director informed of all communications.

V. COMPLAINT PROCEDURES

Purpose

To acknowledge and respond to complaints in a timely and orderly manner, and to ensure fair and due process.

Procedures

- A. Any person, who feels he/she has been treated wrongly by any program/service of the Council, its Members, or by its Executive Director, may file a complaint with the Council Chair. Complaints about the Council Chair may be filed with the Members of the Executive Committee: Vice-Chair, Secretary, and Treasurer.
- B. The complaint must be in written form and shall contain the following:
 1. Date, time, and place of alleged incident;
 2. Persons involved and circumstances related to the incident;
 3. The signature, address, and telephone number of the complainant.
- C. In the event that an oral complaint is received, the person receiving the complaint (i.e. staff or Council Member) shall advise the complainant on how to formalize her/his complaint in writing.
- D. Complaints brought by a Council Member about the Executive Director or another Council Member shall be brought to the attention of the Council Chair. The Chair shall address the complaint with the entire Council Membership and facilitate its resolution through the appropriate channels and/or authorities.
- E. Complaints brought by any person, Council Member, or the Executive Director about the Council Chair shall be brought to the Executive Committee. The Council Vice-Chair shall then address the complaint with the entire Council Membership and facilitate its resolution through the appropriate channels and/or authorities.
- F. All complaints shall receive a written response from the Council Chair or Vice-Chair, as appropriate, acknowledging receipt of the complaint, and the next step of the complaint resolution process, ie: no action, referral to committee, approximate time of resolution, etc.
- G. Upon receipt of a complaint, the Council Chair or Vice-Chair, as appropriate, shall consult the entire Council Membership to determine the merits of the complaint and the appropriate required actions, ie. initiate an investigation of the facts and circumstances of the alleged complaint by the appropriate authority. In no case will a Council Member or employee be assigned to investigate a complaint.
- H. Any corrective measures will be taken by a majority of the Council Membership consensus in accordance with state law, rules, and practices.

VI. ADMINISTRATIVE DUTIES & RESPONSIBILITY

The Council shall appoint an Executive Director who is experienced in administrative activities, and familiar with the problems and needs of the Latino Community.

The Executive Director shall be employed by the Council Members and may be removed for cause at any time through accepted due process, such as an investigation and majority vote of the Members. The Executive Director shall be responsible for discussing significant differences with the Council Members, both internally and externally.

The Executive Director derives his/her authority from the Council Members and shall be responsible to it for his/her performance. Also, he/she is responsible for the administrative leadership of the organization and staff management. The Executive Director must organize staff to most effectively and efficiently subdivide the work, assign responsibilities, and delegate authority to other managerial/professional staff.

Executive Director Job Description

Agency/Division: Chicano/Latino Affairs Council
Classification Title: Executive Director
Prepared By: Personnel Committee

Date: June 20, 2001

Employee Effected: Ytmar Santiago/ Rogelio L. Muñoz, June 2006

Purpose of Position:

The position of the Executive Director, as the Chief Operating Officer, is an important component of CLAC, this position carries the administrative powers and rulemaking authority, see section 3.92223, 1998 Minnesota Statute (also, please see Chicano Latino Affairs Council information manual, pages 16-17). This position provides leadership, visionary/information bearer, decision-maker, manager and Council Members developer of CLAC. This position carries with it the power to speak on behalf and represent the board of directors on issues confronting the Chicano Latino community.

Reportability:

Chicano Latino Affairs Council Board of Directors

Dimensions of Work:

Budget:	Approximately \$350,000 per year
Board of Directors:	11 voting and 4 non-voting Members
Clienteles:	145,000 permanent state residents 15,000 transitory (migrant)
Groups:	Hispanic agencies and businesses
State Agencies:	All state agencies

Relationships and Supervision:

This position requires that the incumbent work be communicates and coordinates through an fifteen (15) member council as per Minnesota Statute: section 3.9223, Council on Affairs of Chicano Latino People.

Knowledge, Skills and Abilities:

This position requires that the incumbent have the ability to work under every broad parameter since the programs and problems involved are dynamic. In order to be effective the incumbent must also have knowledge of and be sensitive to Minnesota's Chicano Latino people's problems. The incumbent must also have experience in a large bureaucracy since this will be the environment in which the incumbent will be operating and success in the job is directly related to how responsive the incumbent can make the bureaucracy to the problems of the Chicano Latino people. This position requires that the incumbent be a self-starter, assertive, and persistent in order to make the bureaucracy more responsive.

The position places a premium on communication skills both oral and written. The incumbent must be able to think on their feet and be able to maintain poise before sometimes-hostile groups. The incumbent must have the ability to deal with hostility in a constructive manner. The incumbent must be able to relate to all educational backgrounds and all socio-economic levels. Further, the incumbent will need to have extremely good conversational and written ability in Spanish as well as English.

Problem Solving:

This position to a large degree is a problem solving one. One key problem is getting state agencies to be responsive to Hispanics. Incumbent must work collaborative with the council, state agencies and other Hispanic organizations and groups to address the objectives set forth by the council. A great deal of creativity in both problem solving and program design is essential in this position.

Incumbent must possess the skills to develop strategically plan, provide direction and foster consensus among groups in addressing a problem. The incumbent must provide sound fiscal, administration and direction to staff to accomplish objectives set forth.

Freedom to Act:

The incumbent's freedom to act is limited only by the confines of appropriate state and federal laws. However, the Chicano Latino Affairs Council shall set forth through a strategic plan submitted as a biennium report to the governor and legislature. The incumbent must develop strategy plan for staff to address the objectives and report monthly to the Council.

Relationships: Council Members, Executive Director, and Staff

As a general rule of thumb, it is said that boards primarily govern and staff primarily manages. This means that the Council Members provide direction through the chair and management is in-charge of the day-to-day affairs of the organization. Clear expectations for the Members and the Executive Director need to be established and maintained. This understanding must be viewed as essential to the whole style of operation and success and/or failure of the Council.

The relationships and understanding of the Council Members and staff dynamic are elaborated below in further detail by the following sections:

- I. The Authority of the Council Members
- II. The Derivation of the Council Members Authority
- III. The Relationship of the Council Members to the Staff & Executive Director
- IV. Staff as a Source of Information

I. The Authority of the Council Members

The Council, which is organized by members, has the duties of hiring and working with the Executive Director, amending policies and procedures, approving the annual budget and long-term strategic plans, and ensuring its own succession. The Council Members often establishes committees to accomplish its activities; such committees enable the Council Members to assist, guide, or supplement management in policy formation, strategic planning, and civic and/or legislative engagement. While the Executive Director and staff under the Council Members direction may conceive, develop, and implement the organization's plan, the Members will retain final approval authority, monitor the process and provide direction.

The Council Members have full policy and decision making authority for the organization and consequently, it bears the full responsibility for any and all actions taken by the Council. Legally speaking, the members are the Council. This point is particularly important when considering the relationship between the Council and other organizations in contractual agreements or in the event of a suit filed by an individual or organization. In contractual agreements, it is the Council Members, not the Executive Director and staff that will hold the responsibility for abiding by the terms of the contract. The Council Members may give authority to the Executive Director to sign and execute a contract.

In its policy-making role, the Council Members is responsible for the following:

1. To lead the charge to identify the needs of the state's Latino community that impact it economically, socially, and politically
2. To establish strategies that identify long and short range goals of the Council for each area of concern or topic of interest;
3. To approve overall program plans and priorities;
4. To approve proposals for financial planning and hiring practices for the Executive Director.

It is also important to keep abreast that no matter how effective an Executive Director may be, or how keen their perception or knowledge of the Latino community is, the Council Members must be in control at all times. This position will ensure a continuity of policy, if and when the Executive Director leaves the organization.

II. The Derivation of the Council Member's Authority

A key ingredient to remember is that the authority of the Council Members results from its group action. No individual Council member (or clique) represents the Council or has any authority over the agency. Individual Council Members or a group of Council Members who want action taken and the Executive Director or staff is unwilling or unable to support should take their concerns to the executive committee of the Council. The issue to be discussed should be the action requested of the individual or group of Council Members, not the actions or inaction of the Executive Director and/or staff.

The Chair of the Council should be elected by the majority of the Council Members; usually, the Chair is a community leader with strong interests and knowledge of the Latino community state-wide. Their primary function is to preside at meetings of the Council Members and that of the executive committee. As the principal representative of the Council, however, he/she frequently will have a need to communicate with the Executive Director. They will want to be advised on the status of program applications, program implementation, operating problems, and other factors relating to the operation of the Council. The Council chair may suggest alternative solutions to operating problems, and the Executive Director may request his/her advice. However, it is the Executive Director who must make the final decision concerning any particular issue. In most organizations, the Council chair and the Executive Director establish a high degree of rapport. They communicate with each other freely and cordially. The relationship is informal and productive. The Executive Director generally welcomes the advice and suggestions of the Council Chair. To this extent, the relationship is good and even desirable.

In addition, it is important to remember that the chairperson cannot leverage their own political or personal agenda or abuse their power or position. He/she does not have the authority to determine agency policy by themselves or to issue operating directives to the Executive Director. The Council chair must be extremely careful in presenting suggestions so as not to imply a directive or abuse of power.

III. The Relationship of the Council Members to Staff and Executive Director

Proper Council Member-staff relationships are dependent on individual Council Members (including the Chair) knowledge that the Council Members authority is vested in the entire body. Individual Council Members have personal authority over the Council only to the extent that they are empowered to speak for the entire Members at the approval/consent of the majority of the Members. Council Members and staff must also be aware, however, of two other important principles of Council Member-staff relationship:

1. The Council Members are primarily and fundamentally a policy-making body, as distinguished from the Executive Director and staff who are charged with implementing and executing policy
2. The Council Members or individual Council Members are encouraged not to bypass the Executive Director in dealing with outside entities, organizations, or staff.

These two principles state that while the Council Members have the liberty to observe, question, and evaluate the operational functions of the Council, it should refrain as much as possible from direct participation in these functions. Moreover, the Council or Members should never submit the name of the Council or solicit its resources for events, activities, or initiatives that do not meet the organizational objectives. The submission of the Council name for any event, activity, or initiative must be approved by the majority of the Council.

An effective organization is a working relationship between the Council Members and the Executive Director. It is important for both the Members and director to understand their role and responsibilities to work together and ensure organizational success and functionality. Neither the Members or the Executive Director should allow the other to intrude or impede in their proper area of responsibility. The best way to circumvent the likelihood of this happening is to clearly define those areas in writing or refer to the organizational chart.

On occasion, Council Members might want to deal directly with subordinate staff without the approval of the majority of the Members or consulting with the Executive Director. This often takes the form of the following:

1. Direct communication with staff Members without the knowledge or presence of the Executive Director
2. Issuing operating instructions or improper requests to staff
3. Having project components answer directly to the Council Chair rather than the Executive Director, and similar actions.

IV. Staff as a source of information

There are clear roles between Council Members and the staff. The Council Members should have a policy-making role and it should not become involved with the day-to-day operations of the organization. If the Council is to exercise its authority responsibly, it must keep itself fully informed about the day-to-day operations. The Members can ask for information in the form of a status report, briefing, quarterly or monthly review, etc. This does not mean that the Council Members should receive raw data or that summaries should not be permitted. Any information must be presented in such a way that is not only complete, but also understandable and useful to the Members. Information should not be restricted to items of conflict, but should also cover matters of general concern (staff development, project strategies, civic engagement, etc.). The staff should not wait for its monthly (or other periodic) report to inform the Council Members of major difficulties. Even though the Council Members may not be able to take any immediate corrective action, it is better that the Council Members be informed first by staff on issues of concern or any discrepancies than through the media or general public.

The Council Members must not only insist on complete information, but it must also require timely information. The surest path to an effective relationship between a Council member and staff is the practice of deluging the Members with paperwork a day or so before a Council meeting. The Council Members cannot permit this practice, even if it means postponing action or a meeting until it has had a chance to digest the proposals and reports placed before it.

Keeping the Council Members adequately supplied with information can be time consuming. While the Executive Director has a duty to be responsive to the Council Members, they should not spend so much time preparing for meetings that he/she neglects other responsibilities.

When an Executive Director finds themselves spending an inordinate amount of time preparing reports and supplying the general informational needs of the Council Members, they should take matters up with them, and discuss the possibility of an administrative assistant or executive assistant taking over these duties.

In some cases, it may not be the Executive Director, but Members of their staff who spend an inordinate amount of time arranging for meetings, preparing reports, agenda, etc. for the Council and its committees. When these demands hamper staff personnel in accomplishing their functional responsibilities, serious consideration should be given to the appointment of an administrative assistant to take over all work of an administrative nature, freeing regular staff to work full time on their respective programs.

When working within a committee structure, whereby staff may be assigned to work with a Council committee, care should be taken to avoid given directives to those staff assigned to work with a committee. Staff at the direction of the Executive Director should provide informational resources to a particular committee to make, formulate, and recommend priority issues for action to the Council Members. It is the Council Members' responsibility to consider an action recommended by the committee in the form of a motion. The motion would either approve the action or send it back to committee for further study. If an action is approved by motion, it becomes Council policy and a directive to staff on how to proceed with a particular issue. If a particular committee needs more information, such information should be requested and discussed at the meeting when a committee is reporting on its work. This will alert the Executive Director and staff of what type of information is needed and how to prepare for that committee meeting.

APPENDIX OF PERTINENT LEGISLATION

Minnesota Statutes 2007

Enabling Statute

3.9223 COUNCIL ON AFFAIRS OF CHICANO/LATINO PEOPLE

Subdivision 1. **Membership.** The state Council on Affairs of Chicano/Latino People consists of 11 members appointed by the governor, including eight members representing each of the state's congressional districts and three members appointed at large. The demographic composition of the council members must accurately reflect the demographic composition of Minnesota's Chicano/Latino community, including migrant workers, as determined by the state demographer. Membership, terms, compensation, removal of members, and filling of vacancies are as provided in section [15.0575](#). Because the council performs functions that are not purely advisory, the council is not subject to the expiration date in section [15.059](#). Two members of the House of Representatives appointed by the speaker and two members of the Senate appointed by the Subcommittee on Committees of the Committee on Rules and Administration shall serve as nonvoting members of the council. The council shall annually elect from its membership a chair and other officers it deems necessary.

Subd. 2. **Chicano/Latino people.** For purposes of subdivisions 3 to 7, the term "Chicano/Latino person" means a person who was born in, or whose ancestors are from, Argentina, Bolivia, Brazil, Chile, Colombia, Costa Rica, Cuba, Dominican Republic, Ecuador, El Salvador, Guatemala, Honduras, Mexico, Nicaragua, Peru, Panama, Paraguay, Puerto Rico, Uruguay, or Venezuela.

Subd. 3. **Duties.** The council shall: (1) advise the governor and the legislature on the nature of the issues confronting Chicano/Latino people in this state, including the unique problems encountered by Chicano/Latino migrant agricultural workers; (2) advise the governor and the legislature on statutes or rules necessary to ensure Chicano/Latino people access to benefits and services provided to people in this state; (3) recommend to the governor and the legislature legislation to improve the economic and social condition of Chicano/Latino people in this state; (4) serve as a conduit to state government for organizations of Chicano/Latino people in the state; (5) serve as a referral agency to assist Chicano/Latino people to secure access to state agencies and programs; (6) serve as a liaison with the federal government, local government units, and private organizations on matters relating to the Chicano/Latino people of this state; (7) perform or contract for the performance of studies designed to suggest solutions to problems of Chicano/Latino people in the areas of education, employment, human rights, health, housing, social welfare, and other related programs; (8) implement programs designed to solve problems of Chicano/Latino people when authorized by other statute, rule, or order; and (9) publicize the accomplishments of Chicano/Latino people and their contributions to this state.

Subd. 4. **Review and recommendation authority.** All applications for the receipt of federal money and proposed rules of a state agency that will have their primary effect on Chicano/Latino people must be submitted to the council for review and recommendation at least 15 days before submission to a federal agency or initial publication in the State Register.

Subd. 5. **Powers.** The council may contract in its own name. Contracts must be approved by a majority of the members of the council and executed by the chair and the Executive Director. The council may apply for, receive, and expend in its own name grants and gifts of money consistent with the power and duties specified in this section. The council shall appoint an Executive Director who is experienced in administrative activities and familiar with the problems and needs of Chicano/Latino people. The council may delegate to the Executive Director powers and duties under this section that do not require council approval. The Executive Director and council staff serve in the unclassified service. The Executive Director may be removed at any time by a majority vote of the entire council. The Executive Director shall recommend to the council the appropriate staffing necessary to carry out its duties. The commissioner of administration shall provide the council with necessary administrative services.

Subd. 6. **State agency assistance.** Other state agencies shall supply the council upon request with advisory staff services on matters relating to the jurisdiction of the council. The council shall cooperate and coordinate its activities with other state agencies to the highest possible degree.

Subd. 7. **Report.** The council shall prepare and distribute a report to the governor and legislature by November 15 of each even-numbered year. The report shall summarize the activities of the council since its last report, list receipts and expenditures, identify the major problems and issues confronting Chicano/Latino people, and list the specific objectives that the council seeks to attain during the next biennium.

History: 1978 c 510 s 1-7; 1981 c 356 s 374,375; 1983 c 260 s 2; 1983 c 305 s 2; 1Sp1985 c 13 s 67; 1986 c 444; 1988 c 469 art 1 s 1; 1988 c 629 s 3; 1988 c 686 art 1 s 33; 1988 c 689 art 2 s 2; 1991 c 292 art 3 s 3; 1996 c 420 s 3

List of Other Pertinent Legislation

15.0575 Administrative boards and agencies.

Subdivision 1. Procedures

Subdivision 2. Membership terms

Subdivision 3. Compensation

Subdivision 4. Removal; vacancies

Subdivision 5. Membership vacancies within three months of appointments

15.059 Advisory councils and committees.

Subdivision 1. Application

Subdivision 2. Membership terms

Subdivision 3. Compensation

Subdivision 4. Removal

Subdivision 5. Expiration date

Subdivision 5b. Continuation depending on Federal law

Subdivision 6. Advisory task forces

15.0591 Representatives of older population

Subdivision 1. Addition of members

Subdivision 2. Bodies affected

15.0597 Appointments to multimember agencies

Subdivision 1. Definitions

Subdivision 2. Collection of data

Subdivision 3. Publication of agency data

Subdivision 4. Notice of vacancies

Subdivision 5. Nominations for vacancies

Subdivision 6. Appointments

Subdivision 7. Report

Subdivision 8. Transfer of administrative functions

15.0599 Registration of multimember agencies

Subdivision 1. Applicability

Subdivision 2. Registration of new agencies

Subdivision 3. Annual registration of existing agencies

Subdivision 4. Registration; Information required

Subdivision 4a. Eligibility for compensation

Subdivision 5. Reporting by secretary

15.066 Confirmation of appointments

Subdivision 1. Applicability

Subdivision 2. Procedures

15.55 Travel expenses of employees of the State of Minnesota

15.435 Airline travel credit

645.08 Canons of construction

Office of the Ombudsperson

257.0755 Office of the Ombudsperson; creation; qualification; functions

Subdivision 1. Creation

Subdivision 2. Selection qualifications

Subdivision 3. Appropriation

257.368 Community - specific boards

Subdivision 1. Membership

Subdivision 2. Compensation; chair

Subdivision 3. Meetings

Subdivision 4. Duties

Subdivision 5. Terms, compensation, removal, and expiration

Subdivision 6. Joint meetings

15.0575 ADMINISTRATIVE BOARDS AND AGENCIES.

Subd. 1. Procedure. The membership terms, compensation, and removal of members and the filling of membership vacancies of boards shall be governed by this section whenever specifically provided by law. As used in this section, "boards" shall refer to all boards, commissions, agencies, committees, councils, authorities and courts whose provisions are governed by this section.

Subd. 2. Membership terms. An appointment to an administrative board or agency must be made in the manner provided in section 15.0597. The terms of the members shall be four years with the terms ending on the first Monday in January. The appointing authority shall appoint as nearly as possible one-fourth of the members to terms expiring each year. If the number of members is not evenly divisible by four, the greater number of members, as necessary, shall be appointed to terms expiring in the year of commencement of the governor's term and the year or years immediately thereafter. If the number of terms which can be served by a member of a board or agency is limited by law, a partial term must be counted for this purpose if the time served by a member is greater than one-half of the duration of the regular term. If the membership is composed of categories of members from occupations, industries, political subdivisions, the public or other groupings of persons, and if the categories have two or more members each, the appointing authority shall appoint as nearly as possible one-fourth of the members in each category at each appointment date. Members may serve until their successors are appointed and qualify but in no case later than July 1 in a year in which a term expires unless reappointed.

Subd. 3. Compensation. (a) Members of the boards may be compensated at the rate of \$55 a day spent on board activities, when authorized by the board, plus expenses in the same manner and amount as authorized by the commissioner's plan adopted under section 43A.18, subdivision 2 . Members who, as a result of time spent attending board meetings, incur child care expenses that would not otherwise have been incurred, may be reimbursed for those expenses upon board authorization. (b) Members who are state employees or employees of the political subdivisions of the state must not receive the daily payment for activities that occur during working hours for which they are compensated by the state or political subdivision. However, a state or political subdivision employee may receive the daily payment if the employee uses vacation time or compensatory time accumulated in accordance with a collective bargaining agreement or compensation plan for board activities. Members who are state employees or employees of the political subdivisions of the state may receive the expenses provided for in this subdivision unless the expenses are reimbursed by another source. Members who are state employees or employees of political subdivisions of the state may be reimbursed for child care expenses only for time spent on board activities that are outside their working hours.(c) Each board must adopt internal standards prescribing what constitutes a day spent on board activities for purposes of making daily payments under this subdivision.

Subd. 4. Removal; vacancies. A member may be removed by the appointing authority at any time (1) for cause, after notice and hearing, or (2) after missing three consecutive meetings.

The chair of the board shall inform the appointing authority of a member missing the three consecutive meetings. After the second consecutive missed meeting and before the next meeting, the secretary of the board shall notify the member in writing that the member may be removed for missing the next meeting. In the case of a vacancy on the board, the appointing authority shall appoint, subject to the advice and consent of the senate if the member is appointed by the governor, a person to fill the vacancy for the remainder of the unexpired term.

*Subd. 5. **Membership vacancies within three months of appointment.*** When a membership on a board becomes vacant within three months after being filled through the open appointments process, the appointing authority may, upon notification to the office of secretary of state, choose a new member from the applications on hand and need not repeat the process.

15.059 ADVISORY COUNCILS AND COMMITTEES.

*Subdivision 1. **Application.*** The terms, compensation and removal of members and the expiration date of an advisory council or committee shall be governed by this section whenever specifically provided by law. As used in this section "council or committee" shall mean all advisory boards, councils, committees and commissions whose provisions are governed by this section.

*Subd. 2. **Membership terms.*** An appointment to an advisory council or committee must be made in the manner provided in section 15.0597. The terms of the members of the advisory councils and committees shall be four years. The terms of one-half of the members shall be coterminous with the governor and the terms of the remaining one-half of the members shall end on the first Monday in January one year after the terms of the other members. If there is an odd number of members, the smallest possible majority of the members shall have terms coterminous with the governor. If the number of terms which can be served by a member of an advisory council or committee is limited by law, a partial term must be counted for this purpose if the time served by a member is greater than one-half of the duration of the regular term. If the membership is composed of categories of members from occupations, industries, political subdivisions, the public or other groupings of persons, and if the categories as specified in statute have two or more members each, the appointing authority shall appoint as nearly as possible one-half of the members in each category at each appointment date. Members may serve until their successors are appointed and qualify. If a successor has not been appointed by the July 1 after the scheduled end of a member's term, the term of the member for whom a successor has not been appointed shall be extended until the first Monday in January four years after the scheduled end of the term.

*Subd. 3. **Compensation.*** (a) Members of the advisory councils and committees may be compensated at the rate of \$55 a day spent on council or committee activities, when authorized by the council or committee, plus expenses in the same manner and amount as authorized by the commissioner's plan adopted under section 43A.18, subdivision 2. Members who, as a result of time spent attending council or committee meetings, incur child care expenses that would not otherwise have been incurred, may be reimbursed for those expenses upon council or committee authorization.

(b) Members who are state employees or employees of political subdivisions must not receive the daily compensation for activities that occur during working hours for which they are compensated by the state or political subdivision. However, a state or political subdivision employee may receive the daily payment if the employee uses vacation time or compensatory time accumulated in accordance with a collective bargaining agreement or compensation plan for council or committee activity. Members who are state employees or employees of the political subdivisions of the state may receive the expenses provided for in this section unless the expenses are reimbursed by another source. Members who are state employees or employees of political subdivisions of the state may be reimbursed for child care expenses only for time spent on board activities that are outside their working hours.

(c) Each council and committee must adopt internal standards prescribing what constitutes a day spent on council or committee activities for purposes of making daily payments under this subdivision.

Subd. 4. Removal. A member may be removed by the appointing authority at any time at the pleasure of the appointing authority. The chair of the advisory council or committee shall inform the appointing authority of a member missing the three consecutive meetings. After the second consecutive missed meeting and before the next meeting, the secretary of the council or committee shall notify the member in writing that the member may be removed for missing the next meeting. In the case of a vacancy on the board, the appointing authority shall appoint a person to fill the vacancy for the remainder of the unexpired term.

Subd. 5. Expiration date. (a) Unless a different date is specified by law, the existence of each advisory council and committee expires on the date specified in the law establishing the group or on June 30, 2003, whichever is sooner. This subdivision applies whether or not the law establishing the group provides that the group is governed by this section.

(b) An advisory council or committee does not expire in accordance with paragraph (a) if it: (1) is an occupational licensure advisory group to a licensing board or agency; (2) administers and awards grants; or (3) is required by federal law or regulation.

Subd. 5b. Continuation dependent on federal law. Notwithstanding this section, the following councils and committees do not expire unless federal law no longer requires the existence of the council or committee: (1) Rehabilitation Council for the Blind, created in section 248.10; (2) Juvenile Justice Advisory Committee, created in section 299A.72; (3) Governor's Workforce Development Council, created in section 116L.665; (4) local workforce councils, created in section 116L.666, subdivision 2; (5) Rehabilitation Council, created in section 268A.02, subdivision 2; and (6) Statewide Independent Living Council, created in section 268A.02, subdivision 2.

Subd. 6. Advisory task forces. If the existence of an advisory task force is mandated by statute, the task force shall expire on the date specified in the enabling legislation. If no expiration date is specified, the task force shall expire two years after the effective date of the act creating the advisory task force. If the existence of a task force is authorized but not mandated by statute, the task force shall expire at the pleasure of the person or group which creates the task force, or two years after the first members of the task force are appointed, whichever is sooner.

A person or group mandated or with discretionary authority to create a task force may create another task force to continue the work of a task force which expires, unless the enabling legislation specifies an expiration date or creation of another task force is prohibited by other law. Members of advisory task forces shall not receive the per diem specified in this section but shall receive expenses in the same manner and amount as provided in the commissioner's plan under section 43A.18, subdivision 2. Members who, as a result of time spent attending task force meetings, incur child care expenses that would not otherwise have been incurred, may be reimbursed for those expenses upon task force authorization. Members who are state employees or employees of political subdivisions of the state may be reimbursed for child care expenses only for time spent on board activities that are outside their normal working hours. Members appointed to these advisory task forces shall serve until the expiration date of the advisory task force and may be removed pursuant to subdivision 4.

15.0591 REPRESENTATIVE OF OLDER POPULATION.

Subdivision 1. Addition of members. The membership of state boards, commissions, advisory councils, task forces, or committees listed in subdivision 2 that have more than three public members shall include at least one member, 60 years of age or over. For purposes of this section, a public member is a person who is not a representative of a specified business, occupation, industry, political subdivision, organization, or other grouping of persons other than geographical regions. At least one of the members over 60 shall not be actively engaged in or retired from an occupation, profession, or industry, if any, to be regulated.

15.0597 APPOINTMENTS TO MULTIMEMBER AGENCIES.

Subdivision 1. Definitions. As used in this section, the following terms shall have the meanings given them. (a) "Agency" means (1) a state board, commission, council, committee, authority, task force, including an advisory task force created under section 15.014 or 15.0593, a group created by executive order of the governor, or other similar multimember agency created by law and having statewide jurisdiction; and (2) the Metropolitan Council, metropolitan agency, Capitol Area Architectural and Planning Board, and any agency with a regional jurisdiction created in this state pursuant to an interstate compact.

(b) "Vacancy" or "vacant agency position" means (1) a vacancy in an existing agency, or (2) a new, unfilled agency position. Vacancy includes a position that is to be filled through appointment of a nonlegislator by a legislator or group of legislators; vacancy does not mean (1) a vacant position on an agency composed exclusively of persons employed by a political subdivision or another agency, or (2) a vacancy to be filled by a person required to have a specific title or position. (c) "Secretary" means the secretary of state.

Subd. 2. Collection of data. The chair of an existing agency or the chair's designee, or the appointing authority for the members of a newly created agency, shall provide the secretary, in an electronic format prepared and distributed by the secretary, with the following data pertaining to that agency: (1) the name of the agency, its mailing address, and telephone number; (2) the legal authority for the creation of the agency and the name of the person appointing agency members; (3) the powers and duties of the agency;

(4) the number of authorized members, together with any prescribed restrictions on eligibility such as employment experience or geographical representation; (5) the dates of commencement and expiration of the membership terms and the expiration date of the agency, if any; (6) the compensation of members, and appropriations or other funds available to the agency; (7) the regular meeting schedule, if any, and approximate number of hours per month of meetings or other activities required of members; (8) the roster of current members, including mailing addresses, electronic mail addresses, and telephone numbers; and (9) a breakdown of the membership showing distribution by county, legislative district, and congressional district, and, only if the member has voluntarily supplied the information, the sex, political party preference or lack of party preference, race, and national origin of the members.

The secretary may require the submission of data in accordance with this subdivision by electronic means. The publication requirement under clause (8) may be met by publishing a member's home or business address and telephone number, the address and telephone number of the agency to which the member is appointed, the member's electronic mail address, if provided, or any other information that would enable the public to communicate with the member.

*Subd. 3. **Publication of agency data.*** The secretary of state shall provide for annual updating of the required data and shall annually arrange for the publication on the Web site of the secretary of state of the compiled data from all agencies on or about October 15 of each year. The compilation must be electronically delivered to the governor and the legislature. Paper copies of the compilation must be made available by the secretary to any interested person at cost, and copies must be available for viewing by interested persons. The chair of an agency who does not submit data required by this section or who does not notify the secretary of a vacancy in the agency, is not eligible for a per diem or expenses in connection with agency service until December 1 of the following year.

*Subd. 4. **Notice of vacancies.*** The chair of an existing agency, shall notify the secretary by electronic means of a vacancy scheduled to occur in the agency as a result of the expiration of membership terms at least 45 days before the vacancy occurs. The chair of an existing agency shall give electronic notification to the secretary of each vacancy occurring as a result of newly created agency positions and of every other vacancy occurring for any reason other than the expiration of membership terms as soon as possible upon learning of the vacancy and in any case within 15 days after the occurrence of the vacancy. The appointing authority for newly created agencies shall give electronic notification to the secretary of all vacancies in the new agency within 15 days after the creation of the agency. The secretary may require the submission of notices required by this subdivision by electronic means. The secretary shall publish monthly on the Web site of the secretary of state a list of all vacancies of which the secretary has been so notified. Only one notice of a vacancy shall be so published, unless the appointing authority rejects all applicants and requests the secretary to republish the notice of vacancy. One copy of the listing shall be made available at the office of the secretary to any interested person. The secretary shall distribute by mail or electronic means copies of the listings to requesting persons.

The listing for all vacancies scheduled to occur in the month of January shall be published on the Web site of the secretary of state together with the compilation of agency data required to be published pursuant to subdivision 3. If a vacancy occurs within three months after an appointment is made to fill a regularly scheduled vacancy, the appointing authority may, upon notification by electronic means to the secretary, fill the vacancy by appointment from the list of persons submitting applications to fill the regularly scheduled vacancy.

*Subd. 5. **Nominations for vacancies.*** Any person may make a self-nomination for appointment to an agency vacancy by completing an application on a form prepared and distributed by the secretary. The secretary may provide for the submission of the application by electronic means. Any person or group of persons may, on the prescribed application form, nominate another person to be appointed to a vacancy so long as the person so nominated consents on the application form to the nomination. The application form shall specify the nominee's name, mailing address, electronic mail address, telephone number, preferred agency position sought, a statement that the nominee satisfies any legally prescribed qualifications, a statement whether the applicant has ever been convicted of a felony, and any other information the nominating person feels would be helpful to the appointing authority. The nominating person has the option of indicating the nominee's sex, political party preference or lack thereof, status with regard to disability, race, and national origin on the application form. The application form shall make the option known. If a person submits an application at the suggestion of an appointing authority, the person shall so indicate on the application form. Twenty-one days after publication of a vacancy on the Web site of the secretary of state pursuant to subdivision 4, the secretary shall submit electronic copies of all applications received for a position to the appointing authority charged with filling the vacancy. If no applications have been received by the secretary for the vacant position by the date when electronic copies must be submitted to the appointing authority, the secretary shall so inform the appointing authority. Applications received by the secretary shall be deemed to have expired one year after receipt of the application. An application for a particular agency position shall be deemed to be an application for all vacancies in that agency occurring prior to the expiration of the application and shall be public information.

*Subd. 6. **Appointments.*** In making an appointment to a vacant agency position, the appointing authority shall consider applications for positions in that agency supplied by the secretary. No appointing authority may appoint someone to a vacant agency position until (1) ten days after receipt of the applications for positions in that agency from the secretary or (2) receipt of notice from the secretary that no applications have been received for vacant positions in that agency. At least five days before the date of appointment, the appointing authority shall issue a public announcement and inform the secretary by electronic means of the name of the person the appointing authority intends to appoint to fill the agency vacancy and the expiration date of that person's term. If the appointing authority intends to appoint a person other than one for whom an application was submitted pursuant to this section, the appointing authority shall complete an application form on behalf of the appointee and submit it to the secretary indicating on the application that it is submitted by the appointing authority.

*Subd. 7. **Report.*** Together with the compilation required in subdivision 3, the secretary shall annually deliver to the governor and the legislature a report in an electronic format containing the following information: (1) the number of vacancies occurring in the preceding year;

(2) the number of vacancies occurring as a result of scheduled ends of terms, unscheduled vacancies and the creation of new positions; (3) breakdowns by county, legislative district, and congressional district, and, if known, the sex, political party preference or lack thereof, status with regard to disability, race, and national origin, for members whose agency membership terminated during the year and appointees to the vacant positions; and (4) the number of vacancies filled from applications submitted by (i) the appointing authorities for the positions filled, (ii) nominating persons and self-nominees who submitted applications at the suggestion of appointing authorities, and (iii) all others.

Subd. 8. Transfer of administrative functions. The commissioner of administration with the approval of the governor may determine that the administration of the open appointment process provided for in this section more properly belongs in another agency of the state. On making that determination, the commissioner may, on or after July 1, 1981, transfer this function to that agency by reorganization order.

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15.0599 REGISTRATION OF MULTIMEMBER AGENCIES.

Subdivision 1. Applicability. For purposes of this section, "agency" means:

- (1) a state board, commission, council, committee, authority, task force, including an advisory task force established under section 15.014 or 15.0593, other multimember agency, however designated, established by statute or order and having statewide jurisdiction;
- (2) the Metropolitan Council established by section 473.123, a metropolitan agency as defined in section 473.121, subdivision 5a, or a multimember body, however designated, appointed by the Metropolitan Council or a metropolitan agency if the membership includes at least one person who is not a member of the council or the agency;
- (3) a multimember body whose members are appointed by the legislature if the body has at least one nonlegislative member; and
- (4) any other multimember body established by law with at least one appointed member, without regard to the appointing authority. "Secretary" means the secretary of state.

Subd. 2. Registration of new agencies. Within 30 days after the appointment of members to a new agency, the appointing authority shall register the agency with the secretary, providing the information required in subdivision 4, paragraph (a).

Subd. 3. Annual registration of existing agencies. Unless an agency has submitted its initial registration under subdivision 2 within the last 90 days, the chair of an existing agency shall register the agency with the secretary by July 15 of each year, providing the information required in subdivision 4, paragraph (b), and updating, if necessary, any of the information previously provided in accordance with subdivision 4, paragraph (a).

Subd. 4. Registration; information required. (a) The appointing authority of a newly established agency or the authority's designee shall provide the secretary with the following information:

- (1) the name, mailing address, electronic mail address, and telephone number of the agency;
- (2) the legal authority for the establishment of the agency and the name and the title of the person or persons appointing agency members;
- (3) the powers and duties of the agency and whether the agency, however designated, is best described by section 15.012, paragraph (a), (b), (c), (e), or (f);

- (4) the number of authorized members, together with any prescribed restrictions on eligibility;
- (5) the roster of current members, including mailing addresses, electronic mail addresses, and telephone numbers;
- (6) a breakdown of the membership showing distribution by county, legislative district, and congressional district and compliance with any restrictions listed in accordance with clause (
- (7) if any members have voluntarily provided the information, the sex, age, political preference or lack of preference, status with regard to disability, race, and national origin of those members;
- (8) the dates of commencement and expiration of membership terms and the expiration date of the agency, if any;
- (9) the compensation of members and appropriations or other money available to the agency;
- (10) the name of the state agency or other entity, if any, required to provide staff or administrative support to the agency;
- (11) the regular meeting schedule, if any, and the approximate number of hours a month of meetings or other activities required of members; and
- (12) a brief statement of the goal or purpose of the agency, along with a summary of what an existing agency has done, or what a newly established agency plans to do to achieve its goal or purpose. The publication requirement under clause (5) may be met by publishing a member's home or business address and telephone number, the address and telephone number of the agency to which the member is appointed, the member's electronic mail address, or any other information that would enable the public to communicate with the member. (b) The chair of an existing agency or the chair's designee shall provide information, covering the fiscal year in which it is registering, on the number of meetings it has held, its expenses, and the number of staff hours, if any, devoted to its support. The chair or designee shall also, if necessary, update any of the information previously provided in accordance with paragraph (a). (c) The secretary shall provide electronic forms for the reporting of information required by this subdivision and may require reporting by electronic means.

Subd. 4a. Eligibility for compensation. The members of an agency that submits all the information required by this section by the prescribed deadlines are eligible to receive compensation, but no compensation, including reimbursement for expenses, may be paid to members of an agency not in compliance with this section. If an agency has not submitted all required information by its applicable deadline, the secretary shall notify the agency that it is not in compliance and that it has 30 days from the date of the notice to achieve compliance. If the agency is out of compliance at the end of the 30-day period, the secretary shall notify the commissioner of finance that members of the agency are not entitled to compensation. If the agency subsequently complies with this section, the secretary shall notify the commissioner that the agency's members are eligible for compensation from the date of compliance. No retroactive compensation may be paid, however, for any period during which the agency was out of compliance.

Subd. 5. Reporting by secretary. By October 15 of each year, the secretary shall furnish copies and a summary of the information collected under subdivision 4 to the Legislative Reference Library.

Subd. 6. Electronic publication. Any material that under sections 15.0597 to 15.0599 is required to be published in the State Register may instead be published on the World Wide Web. If that option is used, the secretary of state shall publish notice of that fact in the State Register at least once a year and shall send the same notice by United States mail to all persons who have registered with the secretary for the purpose of receiving notice of the secretary's listings.

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15.066 CONFIRMATION OF APPOINTMENTS.

Subdivision 1. Applicability. This section applies to all appointments which by statute require the advice and consent of the senate. For the purpose of this section, the term "agency" includes state departments, boards, committees, councils, commissions, authorities, and advisory task forces created by statute.

Subd. 2. Procedure. In all appointments to state agencies which require the advice and consent of the senate, the following procedure shall apply: (a) the appointing authority shall provide to the president of the senate a letter of appointment which shall include the position title to which the appointment is being made; the name, street address, city and county of the appointee; and the term of the appointment; (b) for those positions for which a statement of economic interest is required to be filed by section 10A.09, the appointing authority shall give the notice to the Campaign Finance and Public Disclosure Board required by section 10A.09, subdivision 2, at the time the letter of appointment is directed to the president of the senate; (c) if the appointment is subject to the open appointments program provided by section 15.0597, the appointing authority shall provide the senate with a copy of the application provided by section 15.0597, at the time the letter of appointment is directed to the president of the senate; and (d) the appointment shall be effective and the appointee may commence to exercise the duties of the office upon the receipt of the letter of appointment by the president of the senate.

15.435 AIRLINE TRAVEL CREDIT.

(a) Whenever public funds are used to pay for airline travel by an elected official or public employee, any credits or other benefits issued by any airline must accrue to the benefit of the public body providing the funding. In the event the issuing airline will not honor a transfer or assignment of any credit or benefit, the individual passenger shall report receipt of the credit or benefit to the public body issuing the initial payment within 90 days of receipt.

(b) By July 1, 1993, the appropriate authorities in the executive, legislative, and judicial branches of the state and the governing body of each political subdivision shall develop and implement policies covering accrual of credits or other benefits issued by an airline whenever public funds are used to pay for airline travel by a public employee or an elected or appointed official. The policies must apply to all airline travel, regardless of where or how tickets are purchased. The policies must include procedures for reporting receipt of credits or other benefits.

15.55 TRAVEL EXPENSES OF EMPLOYEES OF THIS STATE.

A sending agency in this state may, in accordance with the travel rules of such agency, pay the travel expenses of employees assigned to a receiving agency on either a detail or leave basis, but shall not pay the travel expenses of such employees incurred in connection with their work assignments at the receiving agency. During the period of assignment, the sending agency may pay a per diem allowance to the employee on assignment or detail. Such per diem allowance shall be in lieu of, but not to exceed, the travel expense allowable under the plan adopted by the commissioner of employee relations pursuant to section 43A.18, subdivision 2.

645.08 CANONS OF CONSTRUCTION.

In construing the statutes of this state, the following canons of interpretation are to govern, unless their observance would involve a construction inconsistent with the manifest intent of the legislature, or repugnant to the context of the statute: (1) words and phrases are construed according to rules of grammar and according to their common and approved usage; but technical words and phrases and such others as have acquired a special meaning, or are defined in this chapter, are construed according to such special meaning or their definition;

(2) the singular includes the plural; and the plural, the singular; words of one gender include

the other genders; words used in the past or present tense include the future;

(3) general words are construed to be restricted in their meaning by preceding particular words;

(4) words in a law conferring a joint authority upon three or more public officers or other persons are construed to confer authority upon a majority of such officers or persons; and

(5) a majority of the qualified members of any board or commission constitutes a quorum.

257.0755 OFFICE OF OMBUDSPERSON; CREATION; QUALIFICATIONS; FUNCTION.

Subdivision 1. Creation. One ombudsperson shall operate independently from but in collaboration with each of the following groups: the Indian Affairs Council, the Council on Affairs of Chicano/Latino people, the Council on Black Minnesotans, and the Council on Asian-Pacific

Subd. 2. Selection; qualifications. The ombudsperson for each community shall be selected by the applicable community-specific board established in section 257.0768. Each ombudsperson serves in the unclassified service at the pleasure of the community-specific board and may be removed only for just cause. Each ombudsperson must be selected without regard to political affiliation, and shall be a person highly competent and qualified to analyze questions of law, administration, and public policy regarding the protection and placement of children from families of color. In addition, the ombudsperson must be experienced in dealing with communities of color and knowledgeable about the needs of those communities. No individual may serve as ombudsperson while holding any other public office.

*Subd. 3. **Appropriation.*** Money appropriated for each ombudsperson from the general fund or the special fund authorized by section 256.01, subdivision 2, clause (15), is under the control each ombudsperson for which it is appropriated.

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257.0768 COMMUNITY-SPECIFIC BOARDS.

*Subdivision 1. **Membership.*** Four community-specific boards are created. Each board consists of five members. The chair of each of the following groups shall appoint the board for the community represented by the group: the Indian Affairs Council; the Council on Affairs of Chicano/Latino people; the Council on Black Minnesotans; and the Council on Asian-Pacific Minnesotans. In making appointments, the chair must consult with other members of the council.

*Subd. 2. **Compensation; chair.*** Members do not receive compensation but are entitled to receive reimbursement for reasonable and necessary expenses incurred.

*Subd. 3. **Meetings.*** Each board shall meet regularly at the request of the appointing chair or the ombudsperson.

*Subd. 4. **Duties.*** Each board shall appoint the ombudsperson for its community. Each board shall advise and assist the ombudsperson for its community in selecting matters for attention; developing policies, plans, and programs to carry out the ombudspersons' functions and powers; establishing protocols for working with the communities of color; developing procedures for the ombudspersons' use of the subpoena power to compel testimony and evidence from nonagency individuals; and making reports and recommendations for changes designed to improve standards of competence, efficiency, justice, and protection of rights.

*Subd. 5. **Terms, compensation, removal, and expiration.*** The membership terms, compensation, and removal of members of each board and the filling of membership vacancies are governed by section 15.0575.

*Subd. 6. **Joint meetings.*** The members of the four community-specific boards shall meet jointly at least four times each year to advise the ombudspersons on overall policies, plans, protocols, and programs for the office.