

**Connecticut Early Childhood Education Cabinet
Operating Guidelines: July 2008 through June 2009
Revised 06-30-08**

STATEMENT OF PURPOSE

The goal of Connecticut’s Early Childhood Investment Initiative is to ensure that all of the state’s young children are born healthy, grow up healthy and safe, and are ready for school success. This Investment Initiative is comprised of two critical entities: the Connecticut Early Childhood Education Cabinet (hereafter, Cabinet) and the Governor’s Early Childhood Research and Policy Council (hereafter, Council).

The purpose of these “Cabinet Operating Guidelines” is to clarify operational relationships between the Cabinet and the Council and to confirm responsibilities, management and working structures of the Cabinet.

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SECTION I. A Note of Context

The goal of Connecticut's Early Childhood Investment Initiative is to ensure that all of the state's young children are born healthy, grow up healthy and safe, and are ready for school success. This nationally recognized Initiative began in 2005 and involves a broad partnership including state and local government, Connecticut General Assembly, the business, philanthropic and education communities, Connecticut's economic and workforce sectors, and parents and providers. This Investment Initiative is comprised of two critical entities: the Connecticut Early Childhood Education Cabinet and the Governor's Early Childhood Research and Policy Council. The Cabinet was established in statute in the 2005 Connecticut General Assembly session. Its responsibilities were then expanded in the 2007 Connecticut General Assembly session. The Council was established by Executive Order of Governor M. Jodi Rell (#13) in the spring of 2006 to assist and support the work of the Cabinet in development of an effective early childhood system. In March 2008, Governor Rell identified the Cabinet as the State Advisory Council on Early Childhood Education and Care under the auspices of the 2007 federal Head Start Act of 2007.

Over the period from September 2005 through June 2008, the Cabinet and the Council have published a series of key policy and budget documents – within the context of the Connecticut Early Childhood Investment Initiative -- and hosted public policy forums, solicited and received public input from nearly 1500 thousand citizens, and included a broad base of citizens and organizations in their work.

All Cabinet and Council meetings are public, and both entities are committed to highly transparent work with a focus on public accountability, public-private engagement, and increasing co-investment across sectors to promote the well-being of Connecticut's youngest citizens, and their families.

The following key documents -- all posted online -- guide the Connecticut Early Childhood Investment Initiative and the work of the Cabinet and the Council:

- Ready by 5 and Fine by 9: CT's Early Childhood Investment Framework (July 2006)
- The CT Early Childhood Investment Plan, Part I (November 2006)
- First Words, First Steps: Connecticut's Birth to Three System Framework (January 2008)
- The CT K-3 System Framework (May 2008)
- Preschool Expansion Report and Addendum (January and February 2008)
- Federal Head Start Act of 2007

As other key documents are adopted by the Cabinet and/or the Council, they will be posted to the Early Childhood Investment Initiative website.

SECTION II: Goals and Core Values of the Cabinet

As part of its 2005-06 work, the Cabinet articulated a set of core values along with a statement of goals. The goals and values are published in the Cabinet's first report, *Ready by 5 and Fine by 9*. The four core values are:

- Families and communities raise children, with schools and the state as essential partners in early childhood investment.
- All families need information in the years of early childhood development and some families need both information and support to assure that their children reach annual age-appropriate and grade-appropriate developmental milestones.

- Learning begins at birth and requires intentional support during the years before schooling begins. All children should have the opportunity to develop the knowledge, skills and behaviors that enable them to be successful in the early years of schooling.
- The quality, effectiveness and cultural competence of early childhood experiences are fundamental to assuring children's preparation for success in the first years of schooling.

The three goals of the Early Childhood Investment Initiative, for all children in the State of Connecticut, are to:

- Reach appropriate developmental milestones from birth to age 5;
- Begin kindergarten with the knowledge, skills and behaviors needed for success in school; and
- Have K-3 education experiences that extend their birth to five learning and ensure consistent progress in achieving reading mastery.

Section III: Authority and Charge of the Cabinet and Council

Responsibilities of the Cabinet

The statutory responsibilities of the Early Childhood Education Cabinet, as amended in the 2007 session of the Connecticut General Assembly, are to:

1. Advise the Commissioner of Education on policies and initiatives to meet the school readiness goals established in Section 10-16o of the Connecticut General Statutes (below);
2. Conduct a statewide-longitudinal evaluation of the school readiness program beginning July 1, 2008 (in consultation with the Department of Social Services and the Department of Education), to examine the educational progress of students from pre-kindergarten programs to Grade 3, inclusive;
3. Develop budget requests for the early childhood program;
4. Promote consistency of quality and comprehensiveness of early childhood services;
5. Develop and implement an accountability plan for early childhood education services not later than December 1, 2008, and annually thereafter; Providers of early childhood education that receive state funding shall employ the program measures developed under this plan;
6. Consult with OPM and SDE to "consider the development of data sharing agreements between state agencies and analyze whether the data can be combined to assess the progress of children toward school readiness;"
7. Consult with the Commissioners of the Department of Social Services and the Department of Education, as those agencies develop a multi-year agreement to define the duties and responsibilities of their Departments to establish and implement an integrated school readiness plan;
8. Develop minimum standards and a range of higher standards of quality for all early care and education programs receiving state funding by December 1, 2008, and report on quality plan annually;
9. Develop, in consultation with the Office for Workforce Competitiveness, a quality workforce development plan for school readiness. Report on the plan no later than December 31, 2008, and annually thereafter.

In addition, other responsibilities to be addressed are included in statutes pertinent to the three main goals of the Early Childhood Investment Initiative, listed in the previous section. These include, as examples, CGS Section 10-16r which defines the composition and duties of local and regional school readiness councils and CGS Section 17b-749a which authorizes subsidies for child care services and grants to school readiness providers.

Responsibilities of the Council

Executive Order #13 states that the Council shall:

1. Advise the Early Childhood Education Cabinet, established pursuant to Public Act 05-245, on research findings, policy solutions, and strategic financing opportunities related to investments in early childhood initiatives;
2. Recommend ways to build and support a network of early childhood researchers across Connecticut's educational systems, including academic scholars at business and other professional schools;
3. Engage Connecticut's academic researchers (including, but not limited to, the Connecticut School Readiness Program and local School Readiness Councils) in design of a longitudinal study of children's development and review existing research that evaluates early childhood programs;
4. Examine, from a business perspective, possible strategies to increase the efficiency and effectiveness of Connecticut's early care and education "industry";
5. Propose additional "return on investment" (ROI) studies necessary to evaluate and support early childhood care and education, quality improvement and expansion proposals;
6. Consult with the Cabinet in its preparation of the Cabinet's Early Childhood Investment Plan, to be submitted to the Governor, regarding the expansion of high quality early childhood education services leading to the readiness for kindergarten of all Connecticut children upon entry into kindergarten; and
7. Consult with the Cabinet in monitoring the ongoing implementation of the Connecticut Early Childhood Investment Plan.

At its July 2007 meeting, the Cabinet requested additional assistance from the Council as follows:

1. Develop a strategic communications plan for the Early Childhood Investment Initiative
2. Provide project management for the development of the Cabinet's legislatively mandated Quality Rating and Improvement System (QRIS) plan and Quality Rating Scale. ¹
3. Manage resources allocated by the Cabinet related to establishment of an early childhood research network and studies.
4. Conduct such cost, financing and management studies as requested.

SECTION IV. Structure and General Operations

Cabinet Membership

As specified in law, the Cabinet is co-chaired by the Governor's Office and the Commissioner of the State Department of Education. Membership on the Cabinet is established by law and includes 15 members, representing the Governor's Office, state agencies, the Commission on Children, School Readiness Councils, Head Start Association, and the Co-Chairs of the Connecticut General Assembly's Education and Human Services Committees. State agencies represented are:

- Office of Policy and Management
- Department of Education

¹ The Cabinet is required, under Section 10-16s (d) (3) of the General Statutes to prepare and present to the General Assembly a plan for quality improvement in early childhood education by December 2008.

- Department of Higher Education
- Department of Social Services
- Department of Public Health
- Department of Children and Families
- Department of Developmental Services.

Under statute, each of Commissioners of the Cabinet agencies above may formally, in writing to the Cabinet Co-Chairs, designate a person other than the Commissioner to represent the agency at Cabinet meetings. These individuals will be entitled to vote on behalf of the Commissioner on Cabinet actions, including budget matters. A Cabinet designee may not further designate to someone else from the agency to represent the Commissioner in matters requiring a Cabinet vote.

Current members of the Early Childhood Education Cabinet are shown in Appendix A. Current Co-Chairs are:

- Dr. Janice M. Gruendel (Governor’s Senior Policy Advisor for Children)
- Dr. Mark K. McQuillan (Commissioner of the State Department of Education)

Council Membership

Membership on the Council is established by Executive Order #13. Members represent the business, philanthropic, higher education sectors, state agencies and local government, Connecticut’s workforce and economic development communities, and K-12 and higher education leadership. In addition, the co-chairs and ranking members of the Connecticut General Assembly’s Appropriations and Finance Committees are named as invited participants.

Current members of the Early Childhood Research and Policy Council are shown in Appendix A. The Council is co-chaired by three individuals named by the Governor from each of the business, philanthropic and higher education sectors. Current Council Co-Chairs are:

- Mr. John Rathgeber, President, CT Business and Industry Association
- Mr. David Nee, Executive Director, William Caspar Graustein Memorial Fund
- Mr. Michael Meotti, Commissioner of the CT Department of Higher Education.

Cabinet Support: Office of the Cabinet

At its July 2007 meeting, the Cabinet provided funding support for staffing positions to support the Cabinet and conduct work to implement the Cabinet’s charge. The State Department of Education, acting as the Cabinet’s fiduciary agent, is hosting these positions – organized as the Office of the Cabinet – within its Central Office. Staff members assigned to the Office of the Cabinet are supervised by the Cabinet Co-Chairs. At the present time, three individuals staff the Cabinet with significant experience in legislative matters, early childhood early intervention, early education and early health (including in the private sector), K-12 education including issues of equity, choice and litigation monitoring. In addition to the three Cabinet staff positions, the Office of the Cabinet will continually establish working relationships with the many individuals and organizations necessary to accomplish the Cabinet’s goals.

The Office of the Cabinet will provide for staffing support to Standing Committees, the Executive Committee, and working groups of the Cabinet as well as to the Cabinet as a whole. Responsibilities of the Office of the Cabinet include but are not be limited to:

- Providing Cabinet meeting support

- Developing and monitoring of Cabinet budget documents
- Providing or securing staffing support for Standing Committees, the Executive Committee, and working groups of the Cabinet
- Developing reports, briefing papers, research reviews and other analytic materials
- Developing co-investment opportunities that support the goals and objectives of the Cabinet
- Providing regular progress reports to the Cabinet on work in progress
- Liaison with the Governor’s Early Childhood Research and Policy Council, and
- Liaison with other entities whose mission or resources are related to the goal and objectives of the Early Childhood Education Cabinet.²

Council Support: CT Economic Resource Center

The Governor’s Early Childhood Research and Policy Council is supported by the CT Economic Resource Center (CERC) through a competitive RFP Process and with funds allocated by the Cabinet.

Cabinet Standing Committees and Working Groups

Over its past three years of operation, the Early Childhood Education Cabinet has operated both as a “committee of the whole” and with a series of time-bounded, project specific working groups. Working as a “committee of the whole” has allowed the entire Cabinet to strengthen our collaborative policy, management and accountability responsibilities for development of a high quality early childhood system for the state’s youngsters and their families.

To expand participation in the work of the Cabinet and to enable work to occur between meetings, the Cabinet has also employed a series of time-bounded, project-specific working groups. Recognizing over this past year that several areas of work will require ongoing, permanent attention and that broader participation would be helpful to the Cabinet, the Cabinet will also create several “standing committees” to guide areas of work that need ongoing, permanent attention.

Working Groups. The Cabinet will continue to designate project-specific, time bounded working groups -- as needed -- to advance the goals and objectives of its systems frameworks³ and to guide implementation of Connecticut Early Childhood Investment Plan(s). The Cabinet may allocate fiscal and other resources to the Office of the Cabinet to assure appropriate levels of support for these working groups.

Chairs of the working groups will include at least one Cabinet member/designee. Membership may include Cabinet members as well as representatives of agencies and other organizations necessary to accomplish the task of the working group. Working groups at the present time include: PreK-K facilities development; ECE workforce development; B-3 systems development; K-3 systems development. Members of the Cabinet may request establishment of working groups at any time, and/or the Co-Chairs may designate and charge additional, time-limited working groups to address specific needs, policy issues or opportunities.

Standing Committees. Standing committees are permanent committees of the Cabinet and will be chaired or co-chaired by at least one Cabinet member and staffed by the Office of the Cabinet and/or entities on contract to the Cabinet. Membership on the standing committees will include Cabinet members and other individuals

² Examples of other entities with common target populations or similar goals are the CT Child Poverty and Prevention Council, CT Youth Vision Team and Governor’s P-20 Council.

³ These include: Ready by Fine, Fine by Nine; First Words, First Steps; K-3 Systems Framework.

and organizations that can bring expertise to bear on behalf the charge of the Committee and goals and mission of the Cabinet as a whole. Subject to the approval of the Cabinet Co-Chairs, the Co-Chairs of each Standing Committee shall appoint the membership of their said Standing Committee as well as the Chairs of any work groups (refer to previous section on “Working Groups”) under their Committee’s structure. The Cabinet may allocate fiscal and other resources to the Office of the Cabinet to assure appropriate levels of support for the work of Standing Committees.

Establishment of three standing committees is proposed at this time. Additional standing committees may be added by vote of the Cabinet over time.

- The *Standing Committee on State and Local Partnerships* is responsible for guiding the Cabinet’s work to support and strengthen the role of families and communities in the positive and age-appropriate development of their young children. This shall include but not be limited to guidance on community leadership and strategic planning, parent and family leadership and engagement, co-investment opportunities through state and local resource development, public-private partnerships, and best practices.⁴
- The *Standing Committee on Accountability* is responsible for guiding development of the Cabinet’s legislatively-mandated *Accountability Plan*⁵ and for tracking its implementation as well as for guiding data development work, serving as the reporting structure for implementation of the Cabinet’s Quality Collaborative Management Team. This Standing Committee will create formal linkages with the Early Childhood Research Network to gain assistance and support for research, data, assessment and performance measurement challenges and efforts.
- The *Standing Committee on B-9 Service Integration* is responsible for helping the Cabinet, state agencies and interested others to build systemic relationships among and across areas of service and support. This Committee will examine the systems implications of various Cabinet policy reports, present information on best practices in systems development at the community level, and identify policy issues related to developing an early childhood system that require Cabinet or agency attention.

Executive Committee. The Executive Committee shall consist of the Co-Chairs of the Cabinet and the Chairs or Co-Chairs of the Cabinet’s Standing Committees. The Committee shall meet periodically, as needed, to address issues for which a decision is required between regularly scheduled Cabinet meetings. A meeting of the Executive Committee may be requested by any member.

While Cabinet meetings have been scheduled on a monthly basis throughout the year, usually for an entire afternoon, the use of Standing Committees and access to an Executive Committee may enable the Cabinet to meet less frequently than monthly or to hold meetings of shorter duration.

Council Structure

The Governor’s Early Childhood Research and Policy Council annually establish the standing committees and working groups necessary to meet its mandate. Currently, the Council has three standing committees and a working group.

⁴ As of March 1, 2008, the Cabinet has received philanthropic co-investments in excess of \$1 million and has allocated \$1.34 million of its own funding for local capacity building and parent leadership initiatives.

⁵ The Accountability Plan, authorized in Section 10-16s (d) (1) of the Connecticut General Statutes, is due to the General Assembly no later than December 2008 with annual implementation reports thereafter.

- The *Standing Committee on Cost and Finance* will provide cost modeling and financial projection needed to update and reissue the Early Childhood Investment Plan, Part I of which was released in November 2006.
- The *Standing Committee on Management and Infrastructure* currently serves as the reporting structure for the Quality Rating and Improvement System Plan development and its formal public-private working group. In addition, this committee will provide leadership for the requested assessment of Cabinet operations and implementation of the Investment Plan.
- The *Standing Committee on Research and Accountability* will provide guidance for the development and operation of the Early Childhood Research Network as authorized in Executive Order #13.

Cabinet and Council Collaboration

The chairpersons of the Early Childhood Education Cabinet and the Governor's Early Childhood Research and Policy Council meet on a regular basis, not less often than quarterly, to plan and coordinate activities of each body. Results of these meetings are reported at regularly scheduled meetings of both the Cabinet and Council.

In addition, the Cabinet and Council agree to share responsibility for two joint efforts: (a) the Early Childhood Investment Strategic Communications Collaborative and (b) the Connecticut Early Childhood Research and Policy Network. Responsibilities of each are delineated later in these Operating Guidelines.

- The *Early Childhood Research and Policy Network* will provide a venue for academic and agency researchers and scholars to identify findings from research and science that can inform early childhood public policy and program development. The Research Network will also guide the design of new studies; provide opportunities for young scholars and graduate students to engage with state public policy development, and work to leverage additional opportunities for research funding and co-investment.
- The *Early Childhood Strategic Communications Collaborative* will provide a collaborative venue to guide, assist and leverage a period of intentional strategic communications related to early childhood policy and systems development, and will provide regular forums for public outreach and public input.

SECTION V. General Operations: Cabinet

Meetings

The Early Childhood Education Cabinet shall adopt an annual schedule of meetings and notify the general public of this schedule. Special Cabinet meetings may be called by the Co-Chairs of the Cabinet or upon request to the Chairpersons by three members of the Cabinet. At least once in each fiscal year, the Cabinet will co-host a joint meeting with the Governor's Early Childhood Research and Policy Council. All meetings of the Cabinet are open to the public.

The Cabinet's meeting agenda shall be prepared in advance of the meeting by the Co-Chairs, assisted by Cabinet staff. Members may submit items to be included on the agenda by email or by phone to Cabinet staff. The agenda for each meeting shall be transmitted to Cabinet members, electronically or by mail, three days prior to the meeting.

The order of the agenda may be set at the discretion of the Cabinet's Co-Chairpersons, and items for each regular meeting shall include consideration of minutes, reports by the Cabinet and Council co-chairs, standing committee and working group reports, items requiring discussion or action and other matters brought by Cabinet members or the public. Public comment will be sought throughout the meeting as well as at the end of each meeting.

Materials for the meetings may be prepared by Cabinet staff or by Cabinet members, with the goal of electronic or mail distribution three days prior to the meeting. To the greatest extent possible, committee reports will be summarized in writing and submitted for dissemination prior to the meeting.

Actions taken by the Cabinet shall be recorded in its minutes. The minutes, along with the printed agenda and its back-up materials, shall constitute the official record of the Cabinet. Minutes and other records from Cabinet meetings will be posted to the Cabinet's website to ensure public access and retain a public record.

To the greatest extent possible, the Cabinet shall consider policy positions and reports proposed for adoption over a period of at least two meetings prior to taking a vote.

Public Participation

The Cabinet shall schedule time for public participation during each regular meeting and, when practical, at special meetings. During public participation, the Chairperson(s) shall recognize speakers, request proper identification and allot a reasonable time for each speaker. The Cabinet shall hear only concerns, views and opinions that are within the purview of the Early Childhood Education Cabinet.

Voting

Unless otherwise required, all items pending before the Cabinet shall be decided by a majority of the members present and voting. "Present" means physically in the meeting room or by electronic equipment as provided for in Section 1-200(2) of the CT General Statutes. A vote on funding authorization will be taken at Cabinet meetings. No vote taken at a Cabinet meeting will be considered final without a quorum in attendance.

At the discretion of the Chairpersons, a vote on matters before the Cabinet may be taken electronically between regular meetings. A record of all votes will be included in the minutes of the Cabinet.

Implementing Cabinet Action

The Cabinet will adopt such working agreements among its members as required to fulfill its legislative charge and the work agenda that it sets out annually. When policies are adopted that cross Cabinet agencies, a formal memorandum of agreement shall be adopted by the Cabinet, delineating roles and responsibilities of Cabinet members in the implementation process.

In addition, Cabinet members will participate in a systematic process of public education and outreach to key stakeholders and constituencies, in order to convey decisions related to the Early Childhood Investment Initiative as well to solicit regular public input. This work shall be guided by an annual Early Childhood Investment Strategic Communications Plan created and will be supported by the Strategic Communications Collaborative.

Access to Materials

Cabinet members and the general public shall have access to all materials distributed at Cabinet meetings, in print or electronic format. To the greatest extent possible, Cabinet materials shall be posted to the Early Childhood Investment Initiative website and in a timely manner.

SECTION VI. The Policy Process and Outreach: Cabinet

Solicitation of Expertise

The Cabinet or its Standing Committees shall regularly solicit ideas and input from the public and private community of experts within the State of Connecticut who plan for or deliver services and supports contributing to an effective early childhood readiness system. This outreach effort will identify key stakeholder sectors and establish a schedule to meet with representatives at least annually.

In addition, the Cabinet may seek more specific involvement of one or more of these sectors or organizations by issuing periodic Requests for Qualifications (RFQ) that solicits project-specific or policy-specific proposals.

Budget Adoption and Accounting

As early as possible in each fiscal year, the Cabinet shall discuss policy and program priorities for funding that is or may become available. The Co-Chairs of the Cabinet, along with individual Cabinet members, may submit funding proposals in advance of any Cabinet meeting for Cabinet consideration using a standard format adopted by the Cabinet each fiscal year. Cabinet members may submit funding proposals for their own agencies as long as the proposal addresses the advancement of the Cabinet's goals, core values, and statutory responsibilities. Further, Cabinet members, who have submitted proposals on behalf of their own agency, shall abstain when the proposal is being voted on. Individuals and organizations not represented on the Cabinet may contact any Cabinet member to discuss additional ideas or proposals of funding. All funding proposals shall indicate the policy framework document or priority action item that will be addressed by the proposed allocation. Items proposed for funding shall be reviewed by the Cabinet in relation to the priorities and systems frameworks that it has established. In order to be considered, funding proposals must address how they will advance the Cabinet's goals, core values, and statutory responsibilities.

As early as possible in each fiscal year, the Cabinet shall adopt an annual budget for the allocation of funding as provided by the CT General Assembly. The Office of the Cabinet staff shall prepare a draft budget proposal based on current and continued obligations and transmit to Cabinet members as soon as possible once state funding appropriations are known. The Office of the Cabinet shall also prepare quarterly updates on the utilization of Cabinet funds as well as regular updates on Cabinet initiatives.

SECTION VII. Assessment of Cabinet Operations

Periodically, the Co-Chairs of Cabinet shall request the assistance of the Council to assess the operations, accomplishments and challenges of the Cabinet in relation to its mission, statutory responsibilities, and investments. Results of these studies will be incorporated as part of the Cabinet's annual Accountability Plan update, due to the Connecticut General Assembly in December of each year.

**APPENDIX A:
A Listing of Cabinet and Council Membership**

Membership of the Cabinet and Council	
Early Childhood Education Cabinet	Governor's Early Childhood Research and Policy Council
15 members specified in statute	31 members appointed by the Governor as specified in Executive Order #13
Governor (or designee) (Gruendel)	Governor's designee from Early Childhood Education Cabinet (Gruendel)
State Agencies (8) Commissioner, Dept. Education (McQuillan) Secretary, Office of Policy & Management (Genuario) Commissioner, Dept. Higher Education (Meotti) Commissioner, Dept. Social Services (Starkowski) Commissioner, Dept. Public Health (Galvin) Commissioner, Dept. Children and Families (Hamilton) Commissioner, Dept. Developmental Services (O'Meara) Executive Director, CT Commission on Children (Zimmerman) (Note: Each of these members may identify a designee.)	State Agencies (3) Commissioner, Dept. Education (McQuillan) Secretary, Office of Policy & Management (Genuario) Commissioner, Dept. Higher Education (Meotti) (Note: Each of these members may identify a designee.)
Community/ Provider Representatives (2) CT Head Start Association representative (Sponheimer) (named by Speaker of the House) School Readiness Council representative (Fosco) (named by Senate President pro tem)	Community/ Provider Representatives (7) CT Association of Boards of Education (Rader) CT Association of Public School Superintendents (Cachera) CT Education Association (Yrchik) CT Chapter of American Federation of Teachers (Palmer) Mayor Thomas G (Middletown) First Selectman March (Chester) 1 Vacancy
CT General Assembly (4) Co-Chairs CGA Education Committee (Fleischmann; Gaffey by Morgan) Co-Chairs CGA Human Services Committee (Villano by Meyers; Harris by Rep. Bye)	CT General Assembly (8) Co-Chairs/Ranking Members of CGA Appropriations(4) Co-Chairs/Ranking Members of CGA Finance (4)
	Business and Industry (3) CBIA (Rathgeber) RJ Julia Booksellers (Coady) Community Bank of Bridgeport (Hurst)
	Workforce/ Investment Sector (3) Director, Office for Workforce Competiveness (Hanley) President, CT Development Authority (O'Brien) Director, CT Health and Education Facilities Authority (Gray) (Note: Each may name a designee)
	Philanthropy (3) Graustein Memorial Fund (Nee) United Way of Capitol Region (Dunne) Community Foundation Greater New Haven (Ginsberg)
	Higher Education (3) President, Eastern CT State University (Nunez) President, Norwalk Community College (Levinson) Professor, Yale University (Gilliam)