



Aug. 26-28, 2018 | Minneapolis, Minnesota

Speaker Biographies

Elizabeth E. Davis is a professor of Applied Economics at the University of Minnesota and recently served as a member of the National Academies of Sciences, Engineering, and Medicine Committee on Financing Early Care and Education with a Highly Qualified Workforce. Davis conducts research in economics and public policy related to low-income families and child care and early education. Her recent research has focused on disparities in access to high-quality child care and the role of child care subsidies in families' decisions about employment and the type, quality and stability of child care arrangements. Davis earned her doctorate and master's degrees in economics from the University of Michigan-Ann Arbor.

Dionne Dobbins is the senior director of research at Child Care Aware of America, a nonprofit membership organization whose mission is to lead state and national initiatives that ensure every child has access to affordable, high quality child care. She leads a team of researchers who work closely with the policy staff to align research reports with Child Care Aware of America's strategic goals, including our well known reports and tools on child care supply and demand, licensing, and affordability. Dobbins has more than 15 years of research, evaluation, and technical assistance experience related to the well-being and stability of children and families placed at risk. She has broad experience in the areas of early childhood education, mental health of young children, child care, military families and vulnerable children and families.

Lindsay Dolce serves as the chief advancement officer for the Reading and Math Foundation. She is responsible for sourcing growth capital and working with emerging states to successfully start up and implement the Reading Corps and Math Corps models. Dolce brings extensive national and state-level advocacy and outreach experience to the position, having served as Executive Director of Serve Colorado, the state's service commission, and Colorado Reads—Colorado's Early Literacy Initiative. She provided statewide leadership in Colorado's AmeriCorps' State program including strategic planning for national and community initiatives, program development, community outreach, organizational and financial operations, and administration. Prior to this, she worked as the senior program manager for the David and Laura Merges Foundation. She also worked as a domestic relations attorney and was a staff member for Senator J. Robert Kerrey and President Bill Clinton. Dolce received her B.A. in English, political science and international relations from William Jewell College, studied at Oxford University and received her Juris Doctorate from the University of Missouri at Kansas City.

Carlise King is the executive director of the Early Childhood Data Collaborative at Child Trends, which promotes policies and practices that support the development and use of coordinated early childhood data across departments of education, social services, and public health to guide policy. King regularly convenes experts from states and national and technical assistance groups to communicate effective strategies for data integration and use of data to support policy. She brings years of experience analyzing early childhood services to improve policies and coordinate services for vulnerable young children. Carlise has more than 16 years of experience conducting state and national level research on early childhood issues and examining the impact of state and federal policies on parents' access to child care services, licensed child care supply, child care costs, and the child care workforce.

Anita Larson led the development and launch of Minnesota’s early childhood integrated data system. From 2012 through now, this work has been funded by two successive federal grants. The current Institute of Education Sciences-funded grant is focused on promoting data use. She has worked in public service for over 30 years in a variety of roles, working directly with low income clients, supporting public agencies through planning and evaluation, and teaching graduate applied research methods to students in public administration and nonprofit management. She holds a doctorate in public administration from Hamline University in St. Paul, Minn.

Jody Sherman LeVos obtained her doctorate in developmental science from the University of Alberta in Edmonton, Canada with a concentration in children’s early learning and cognitive development. Upon completion of her dissertation, LeVos became a visiting scholar and postdoctoral researcher at the University of California, Berkeley, in the Graduate School of Education. She has been in the learning-through-play business for almost 10 years, first as a learning designer for toys, interactive digital games and movies for young children, and then as the creator of play-based curriculum for one of the world’s largest toy companies.

Michèle Mazzocco is professor of child psychology at the University of Minnesota Institute of Child Development, where she directs the Early Math and Numeracy Research Lab. Her research is focused on individual differences in numerical cognition, in particular early mathematics abilities and disabilities. She is interested in understanding why math is so hard, or so easy, for some children, and in how to support parents’ and teachers’ efforts to enrich mathematical thinking in young children. Mazzocco completed graduate training in early childhood education, two years as a pre-K teacher, doctoral studies in experimental and developmental psychology, and postdoctoral training in developmental neuropsychology. She is a member of the Development and Research in Early Mathematics Education Network funded by the Heising-Simons Foundation, and the Early Learning Research Network funded by the Institute of Education Sciences.

Michelle McCready serves as the chief of policy at Child Care Aware of America (CCAoA), and provides vision, leadership, and management of policy and evaluation division, including federal policy, state initiatives, and family engagement. She partners with board members, executives, staff, national and local coalition partners and community. In addition to her leadership in developing a policy agenda that promotes Child Care Aware of America’s mission and vision. She ensures that all resources related to public policy, research, family and media are kept current and also develops our signature research reports on state child care data and the cost of care. She previously had leadership roles on several presidential and congressional campaign efforts. Most notably, she supported various efforts for the promotion of awareness and education for the Affordable Care Act, implementing CCAoA’s organizing capacity building projects (organization, legislative, and electoral). She has considerable experience working on early learning and child care policies, including CCDBG, TANF, NCLB/ESEA, IDEA and IDEA Part C, CACFP, the Administration’s Early Learning Initiative, Labor-HHS appropriations, Head Start/Early Head Start, QRIS, state advocacy, the Affordable Care Act, SSBG, and SNAP. Michelle received her bachelor’s in social welfare and policy at University of Wisconsin – Madison and her master’s in public policy at George Mason University.

Art Rolnick is senior fellow and co-director of the Human Capital Research Collaborative at the Humphrey School of Public Affairs, the University of Minnesota. Art is working to advance multidisciplinary research on child development and social policy. He previously served at the Federal Reserve Bank of Minneapolis as a senior vice president and director of research and as an associate economist with the Federal Open Market Committee—the monetary policymaking body for the Federal Reserve System. Art’s essays on public policy issues have gained national attention; his research interests include banking and financial economics, monetary policy, monetary history, the economics of federalism, and the economics of education. His work on early childhood development has garnered numerous awards, including those from the George Lucas Educational Foundation and the Minnesota Department of Health, both in 2007. He was also named 2005

Minnesotan of the Year by Minnesota Monthly magazine. A native of Michigan, Art has a bachelor's degree in mathematics and a master's degree in economics from Wayne State University, Detroit, and a doctorate in economics from the University of Minnesota.

Richard W. Stanek is the 27th Sheriff of Hennepin County and is serving his second term in Minnesota's largest county with 1.2 million residents. He was first elected in November 2006, and was re-elected in 2010. A 30-year veteran of law enforcement, Stanek began his career in the Minneapolis Police Department; he rose through the ranks from patrol officer, detective, commander of criminal investigations, to precinct commander. While a police officer, Stanek was elected five times to the Minnesota State Legislature. In 2003, the governor appointed him commissioner of public safety & director of Homeland Security for Minnesota. Stanek currently serves in leadership positions with several national organizations and on several national boards: National Sheriffs' Association (NSA) executive committee, chair of the NSA Homeland Security Committee, and vice-chair of the NSA Global Policing Affairs Committee. He serves on the Committee on Terrorism for the International Association of Chiefs of Police and was recently elected vice president of the LinCT Alumni Association Executive Team. He is the immediate past president of the Major County Sheriffs' Association (MCSA). Stanek earned a bachelor's degree in criminal justice from the University of Minnesota and a master's degree in Public Administration from Hamline University. He completed training at the National Sheriffs' Institute, the FBI's National Executive Institute and Leadership in Counter-Terrorism, and the U.S. Army War College, National Security Seminar, 57th Session.

Katharine B. Stevens leads the American Enterprise Institute's (AEI) early-childhood program, focusing on the research, policy, and politics of early-childhood care and education. She also studies the role of early learning in expanding opportunity for low-income Americans and the implementation challenges of rapidly growing early-childhood education initiatives, especially issues of teacher quality. Stevens has 20 years of both on-the-ground and research experience in urban education reform. Before joining AEI, she founded and led Teachers for Tomorrow, one of the first urban teacher-residency programs in the United States, which recruited and trained teachers for New York City's lowest-performing schools. She began her career in public education as a preschool teacher in New Haven, Connecticut, and St. Louis, Missouri. Her analyses and commentary have been published in Education Week, The Huffington Post, Los Angeles Times, New York Daily News, New York Post, US News & World Report, and The Wall Street Journal. Stevens has a doctorate in education policy from Columbia University, a master's from Teachers College, an MBA from Columbia Business School, and a bachelor's in U.S. history from the University of Chicago.

Simon Workman is the associate director of Early Childhood Policy at the Center for American Progress. His work focuses on elevating the need for high-quality, affordable early childhood programs and identifying policy solutions that improve program quality, increase access, and support additional public investment in young children. An expert in early childhood financing, Workman is the co-developer of the Provider Cost of Quality Calculator, a cost modeling tool offered by the U.S. Office of Child Care, and the lead developer of the Where Does Your Child Care Dollar Go? interactive that estimates the monthly per child cost of high quality ECE programs. He also leads CAP's state child care policy work, providing state legislators, advocates, and administrators with technical assistance, research, and testimony on early childhood policy.