Montessori is often referred to as a “best-kept secret.” But the secret continues to reveal itself across the globe. Of the world’s nearly 200 countries, the number with Montessori schools is 140 and growing. In Minnesota, the ripple effect continues. Through the generosity and work of many, adults’ access to teacher training and families’ access to schools continues to be broadened.

The intrinsic value of Montessori has as much to do with character as it does with academics. Dr. Montessori’s vision of what humanity could be grew out of discoveries revealed to her by children.

She discovered that the secrets of human nature and the great potential of the human being lay hidden within the child, a child essentially unknown to us. There were and continue to be many obstacles that prevent us from seeing the child’s true nature. The health and progress of human society depend to a large degree on how children are supported during their formative years, for they will mold, contribute to, and change the future in which they live.

We cannot build up a peaceful world without the help of the child and without the realization and acknowledgment of the tremendous creative force within each and every child.

The power and success of the method is perhaps best shown in its personal stories, often hidden from us. Stories from around the world reveal the magnificence of the human spirit. In this report, we share some of our hidden stories, stories of how Montessori helps shape lives.

With thanks and gratitude,

Molly O’Shaughnessy
President and Director of Primary Training

Nancy Lee
Board Chair
Good evening, and thank you for being here tonight to recognize and honor our Montessori All-Stars, and to support the great work of the Montessori Center of Minnesota.

Before I begin, I want to acknowledge our very own all-star, Molly O'Shaughnessy, for her leadership and vision in spreading the good work of Montessori here in St. Paul and across the state, country, and world. Thanks also to the training center and Cornerstone staff for making that vision a reality.

As a parent, public education administrator, and member of the Board, I see MCM’s work from multiple vantage points. I am grateful for the opportunity to share with you tonight my perspectives on the success of this work and this organization.

I’ll start from the most important vantage point, that of a parent.

**The Parent’s Perspective**

I discovered Cornerstone Montessori School in the fall of 2011. I was pregnant with my second child and wanted my toddler to be in preschool before the new baby arrived. My husband and I had visited a number of early childhood programs before, but we were just not satisfied.

Coming from the East Coast and having lived in cities and neighborhoods with thriving communities of color, I worried about Minnesota’s economic and racial disparities. I worried about how my young black daughter would be supported in developing a positive sense of self. Knowing the importance of an early start, in terms of academic and social/emotional skill development, my husband and I wanted an environment that was just right — one that would not squash the spirit of a brilliant, curious, and extremely talkative young black girl. We found that in Cornerstone. When we first entered the doors, we knew we were in the right place. It was bright and welcoming.

As an educator, I had heard about the Montessori philosophy but knew little about it. Although Dr. Maria Montessori started her work in low-income neighborhoods of Italy, the misconception is that Montessori is a niche approach more attuned to white, affluent families. What I personally came to learn is that Montessori works for children of all economic backgrounds and particularly children of color, who are often bombarded by subtle and not-so-subtle messages that they cannot succeed.

Montessori truly is about meeting every child where he or she is, recognizing individual talents and interests, and honoring who each child is as a person.

With the support and direction of their guides, both my daughter, Morgan, and my son, Myles, have successfully transitioned from the toddler environment to the Children’s House at Cornerstone Montessori, and next week my Morgan will “fly up” and begin her transition to elementary.

**The Educator’s Perspective**

As an educator, I am in awe of the intentionality of the Montessori approach. In a Montessori environment, every learning material is carefully placed and has a purpose. And it is no accident that the guides (teachers) are able to meet each child where he or she is. They are trained to be keen observers of children and their developmental process.

Through the MCM training center, teachers, or guides, go through rigorous training. The Primary training (ages 3–6)
is a master’s-level course almost a year long. The Elementary training (ages 6–12) is done over three summers with work in between. And in partnership with St. Kate’s, this course now allows students to obtain Minnesota teaching licensure in addition to the Montessori Diploma.

I don’t think I have been at the MCM building one day that I haven’t seen teachers engaged in training in the model environment or in the lecture hall. And I’ve heard countless stories of the “grown-up students” who have visited my children’s classrooms.

If you’ve ever had the opportunity to witness our guides at work, I am sure you were equally amazed at their ability to navigate an environment and support multiple children all doing different tasks, truly guiding the work as the children take ownership of their learning.

The Board Member’s Perspective

I want to thank Carleen Rhodes for recommending me to the MCM Board. I was drawn to this service because of MCM’s mission and the opportunity to broaden access to high-quality Montessori experiences.

Cornerstone Montessori School and Cornerstone Montessori Elementary School — a separate 501(c)(3) — are racially and economically diverse early childhood and elementary programs, each having over 65% students of color and over 50% students eligible for free and reduced-price lunch. They primarily serve St. Paul’s East Side, but they also welcome families, like my own, that travel from as far away as Minneapolis and other parts of the metro area.

MCM’s Montessori Partners Serving All Children program includes collaborations with culturally specific programs here, such as Centro Tyrone Guzman’s Siembra Montessori, Shakopee Mdewakanton Sioux Community, Hmong American Partnership, and Montessori American Indian Childcare Center, as well as a unique partnership with The Family Place.

As a first-generation African-American of Caribbean descent, I was raised to believe that education has the power to transform lives. This has proven true for my family and me. But for many children, whose families have lived in and contributed to this country for centuries, this promise has yet to be fulfilled.

Being CEO of the largest urban public school district in the state, I know firsthand that school plays a critical role in ensuring that all children, regardless of race, gender, or socioeconomic status, achieve their highest potential. But all must mean all.

The Success of Our Work

Through MCM, we have the unique opportunity to train cadres of talented and dedicated teachers, with skills that can support children not just in a Montessori environment but also in other traditional and nontraditional environments.

Through MCM, we are educating the next generation of children, fostering their independence and natural desire to learn, preparing them to thrive.

Through MCM and its unique partnerships and collaborations, we are ensuring that more children have access to the high-quality educational experiences they deserve.

From my many vantage points, I can attest to the success of the Montessori philosophy and the Montessori Center of Minnesota. I thank you for your time and continued support of this great work.
Peace Nagaya
Feneti Mohamed was one of the founding children of Cornerstone Montessori School (CMS). She was a member of the Children’s House 1 community at CMS from 2008 to 2010 and then joined Cornerstone Montessori Elementary School (CMES) as a second grader when it opened in 2011. She wrote the following in preparation for her graduation from CMES in May 2016.

**What Cornerstone Means to Me**

The Cornerstone community has helped me become the person I am today. It has affected the way I act, talk, and interact with others. I have always been told that I am a kind and caring person, and I know Cornerstone was what helped me become the kind and caring person people have come to see. I love the fact that I will be an absent leader for the younger kids at Cornerstone. The quote, “Just like the bright moon, everyone has a dark side,” is true; I have a dark side like everyone else. I’ve had my dark days and nights, but due to the time I’ve spent at Cornerstone, I feel like my lighter side has shown a little more than my dark side, and that’s what people know me for. I will always have this longing to be a leader, and I’m thankful that my leadership has stuck throughout my years here. I know when I leave, I will remember the Cornerstone community for what it has done for me.

---

**FENETI S. MOHAMED**

**BECOMING ONESELF**

---

**What do you want people to know about your personal journey of growth?**

Over the years, I realized I have grown in a lot of different ways. I think differently, talk differently, and act differently. If I were my fifth or fourth grader self, I wouldn’t interact with other people as I do today. I say “Hi” and “Good morning” to the people around the Cornerstone community as much as I can, knowing that I may never see most of these amazing human beings anymore.

I wake up every morning knowing that this is my last year at Cornerstone. I try to take the best out of my days at school, also expanding my circle of friends. I’m not hanging out with the people I hung out with last year as much as I hang out with other students this year.

Over the summer, I became more distant from everyone. I didn’t talk as much and tended to ignore anyone who talked to me. My family noticed, but gave me my space. As I socialized less, it gave me time to self-reflect. I realized that an old friend’s actions reflected on me and made it look like I was always one of the bad guys. I realized that my parents were right, if I had hung out with just the right people, I could’ve been the best person I could be. And I am.

---

**I Am From**

I am from mix languages
From the spices and organics
I am from house huts
And the coffee aroma drifting around
I am from the lively trees
The Oda’a whose long limbs I remember

I am from long dresses and skirts
I’m from Zeytuna and Salahadin
I am from all sorts of whatnots

I’m from the Boolgoo
The monster coming to get you
I’m from family reunions
From Fridley and the Oromo lands

From ingera and watti deemaa
From the brave men who won wars
Their brilliance shining bright
From morning pancakes and laughter

I am from what I am from.
Thanks to a grant from the Women United initiative of the Greater Twin Cities United Way, three students are now attending MCM’s Primary (ages 3–6) teacher training program. Women United’s Early Childhood Education and Women’s Financial Stability Innovation Grant, targeting better kindergarten readiness for children and greater economic stability for women, is a perfect fit for MCM. Our commitment is to prepare teachers from diverse ethnic, racial, economic, and educational backgrounds to serve children and families in marginalized communities.

The three scholars receive a full tuition scholarship, a paid internship, a monthly stipend, professional mentorship during and after the course, and job placement assistance. In addition, 11 women received full scholarships and mentorship assistance to attend MCM’s classroom assistants’ course, held in June 2016.

Because MCM graduates have achieved 100% employment for the last eight years, we are confident that the scholarship program will significantly increase the earning potential of these recipients.
inda (not her real name) is one of 11 women who received a scholarship to attend the assistants’ course at MCM thanks to a grant from Women United.

In her home country, Linda worked in a school and was a performer in children’s theater. She was excited to be able to diversify her skills to work with children in Minnesota. “I thought it would be a good opportunity to take training that otherwise would be too hard financially,” Linda says.

During training, Linda was mentored by an experienced guide and administrator. This mentor shared with Linda an employment opportunity at a well-respected and established school who helped her develop her résumé. This fall, Linda began working as a full-time assistant at the school—improving her family’s income and allowing her to continue to grow in her understanding of Montessori principles.

The Montessori training program has benefited Linda in ways she never anticipated. “You can help yourself as an adult when you take the training — adults aren’t so different from children,” she notes. Her confidence has increased: “Now I know if I want to do something I just need to practice and I will get it.”
For many American Indian people, a seat at the drum is a place in the spiritual life of the community. For children in the period that Dr. Maria Montessori called the Absorbent Mind (birth to about six), a seat at the drum is an immersion in values, attitudes, and ways of viewing the world that have been passed down from one generation to another.

At the Montessori American Indian Childcare Center (MAICC), a St. Paul-based partner in MCM’s Montessori Partners Serving All Children collaborative, children participate in a traditional drum circle and interact daily with a Native Lakota speaker, building their cultural and spiritual foundation during the crucial years that Montessori identified as the sensitive period for language.

But the work of MAICC doesn’t end with the children. The school also offers a weekly “Family Parenting Nest,” an intergenerational Native language and parenting program for the parents, community elders, and grandparents, many of whom have had only minimal exposure to and opportunity to learn their ancestral language and culture. Now these adults, too, finally have a seat at the drum.

*Based on an article that appeared in AMI/USA Journal, February 2016*
What makes successful people focused and decisive, yet able to control their impulses? Neuroscientists say it's largely a type of brain activity called executive functions (EFs). EFs help us manage our behavior, resources, and environment to achieve our goals. They begin to develop early in life and are a better predictor of adult outcomes than a young child’s IQ or socioeconomic status. Still, growing up in poverty can have a strong negative effect on the development of EFs.

Pediatric neuropsychologist Steven J. Hughes studied EFs in children at MCM’s Cornerstone schools during the 2015–2016 school year. He found that regardless of economic background, children demonstrated statistically significant growth in EFs with increasing years of attendance at Cornerstone. Further, Cornerstone children who had completed four or five years of Montessori had EF scores in the above-average range compared with a national sample. According to Dr. Hughes, this is “a level of performance with real, observable, and potentially life-altering implications.” The message is clear—Montessori works for children of all backgrounds, and our work is changing lives.

TWO SCHOOLS, ONE COMMUNITY

Cornerstone Montessori School (Private)  MCM’s school for children ages 16 months to 6 years

Cornerstone Montessori Elementary School (Charter/Public)  An independent public K–6 charter school

Demographics

Cornerstone Montessori School (Private)  MCM’s school for children ages 16 months to 6 years

Demographics

Caucasian: 40%
Latino: 16%
Asian: 12%
Multi-Ethnic: 12%
African American: 19%
Native American: 1%

Tuition

Cornerstone Montessori School (Private)  MCM’s school for children ages 16 months to 6 years

Tuition

State/County Funding: 28%
State/County and MCM Scholarship: 28%
MCM Scholarship Only: 22%
Full Pay: 24%

Free and Reduced Lunch

Cornerstone Montessori School (Private)  MCM’s school for children ages 16 months to 6 years

Free and Reduced Lunch

Economically Stable: 50%
Economically Reduced: 33%
Free: 17%
Training
MCM offers teacher training at the Primary (3–6) and Elementary (6–12) levels, as well as a course for classroom assistants at all age levels.

<table>
<thead>
<tr>
<th>Level</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary</td>
<td>16</td>
</tr>
<tr>
<td>Elementary</td>
<td>40</td>
</tr>
<tr>
<td>Assistants</td>
<td>37</td>
</tr>
</tbody>
</table>

11 receiving Women United Scholarship
300+ hours of staff time resulted in Minnesota State Teaching License for Elementary Program

Cornerstone Montessori School
MCM operates a private early childhood program for children ages 16 months to 6 years.

<table>
<thead>
<tr>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>52</td>
</tr>
</tbody>
</table>

Mentorship
MCM provides mentorship for teachers during training and in the first year as a lead guide to support implementation. All guides at Montessori Partners Serving All Children (MPSAC) schools also receive a mentor.

<table>
<thead>
<tr>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>77</td>
</tr>
</tbody>
</table>

local practitioners who participated in alumni mentorship meetings
94 hours of trainee mentorship
215 total hours of mentorship for Assistants to Infancy (0–3), Primary (3–6), and Elementary (6–12)

Birth to Five
MCM offers a weekly program for parents and caregivers at Ames Lake Community Center.

<table>
<thead>
<tr>
<th>Number</th>
</tr>
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<tbody>
<tr>
<td>55</td>
</tr>
</tbody>
</table>

adults and children attending
31 direct social service resources provided for parents/caregivers at Cornerstone Montessori School and Birth to Five program

Serving the Whole Child
Through a generous three-year grant (2013–2016) from the Better Way Foundation, MPSAC has partnered with St. Catherine University (St. Kate’s) to create Serving the Whole Child (SWC). SWC is intended to help families address social, emotional, behavioral, and physical barriers to their children’s full development while also supporting the development of St. Kate’s students through field experiences. In November 2016, the project received an additional four-year grant to continue the work and move toward sustainability.

<table>
<thead>
<tr>
<th>Number</th>
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</thead>
<tbody>
<tr>
<td>9</td>
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</tbody>
</table>

early childhood screenings
85 children screened at 5 MPSAC sites by 4 St. Catherine University departments [Occupational Health, Public Health, Social Work, Physician’s Assistant], resulting in 18 referrals for additional resources
10 parent engagement workshops
**Statement of Financial Position**

<table>
<thead>
<tr>
<th>Assets</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Cash and Cash Equivalents</td>
<td>$1,017,144</td>
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<tr>
<td>Receivables:</td>
<td></td>
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<tr>
<td>Contributions</td>
<td>504,851</td>
</tr>
<tr>
<td>Tuition and Other</td>
<td>212,831</td>
</tr>
<tr>
<td>Prepaid Expenses</td>
<td>8,941</td>
</tr>
<tr>
<td>Deferred Financing Costs</td>
<td>54,180</td>
</tr>
<tr>
<td>Investments</td>
<td>248,111</td>
</tr>
<tr>
<td>Land, Building, and Equipment</td>
<td>7,513,646</td>
</tr>
<tr>
<td>(less allowances for depreciation)</td>
<td></td>
</tr>
<tr>
<td><strong>Total Assets</strong></td>
<td>$9,559,704</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Liabilities</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Accounts Payable</td>
<td>$30,575</td>
</tr>
<tr>
<td>Accrued Expenses</td>
<td>16,879</td>
</tr>
<tr>
<td>Deferred Revenues</td>
<td>185,869</td>
</tr>
<tr>
<td>Long-Term Debt</td>
<td>1,836,715</td>
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<tr>
<td><strong>Total Liabilities</strong></td>
<td>$2,070,038</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Fund Balances</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Unrestricted</td>
<td>$6,530,511</td>
</tr>
<tr>
<td>Temporarily Restricted</td>
<td>959,155</td>
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<tr>
<td><strong>Total Fund Balances</strong></td>
<td>$7,489,666</td>
</tr>
</tbody>
</table>

| Total Liabilities and Fund Balances | $9,559,704 |

**Statement of Activities**

<table>
<thead>
<tr>
<th>Revenues</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Grants and Contributions:</td>
<td></td>
</tr>
<tr>
<td>Operations</td>
<td>$779,178</td>
</tr>
<tr>
<td>Capital</td>
<td>175,500</td>
</tr>
<tr>
<td>Fees and Tuition</td>
<td>657,872</td>
</tr>
<tr>
<td>Lease and Rental Income</td>
<td>246,235</td>
</tr>
<tr>
<td>Investment Income</td>
<td>9,393</td>
</tr>
<tr>
<td>Other Sources</td>
<td>7,383</td>
</tr>
<tr>
<td><strong>Total Revenues</strong></td>
<td>$1,875,561</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenses</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Activities</td>
<td></td>
</tr>
<tr>
<td>Cornerstone Schools</td>
<td>$710,468</td>
</tr>
<tr>
<td>Teacher Training Center</td>
<td>533,299</td>
</tr>
<tr>
<td>Community Outreach</td>
<td>241,858</td>
</tr>
<tr>
<td><strong>Total Program Activities</strong></td>
<td>$1,485,625</td>
</tr>
</tbody>
</table>

| Support Activities            |       |
| Administration                | $192,905 |
| Fundraising                   | 183,021 |
| **Total Support Activities**  | $375,926 |

| Total Expenses                | $1,861,551 |

| Excess of Revenues over Expenses | $14,010 |
Operating Income Sources

- Contributed Revenue: 52%
- Earned Revenue: 48%

Expenses by Program Area

- Outreach: 25%
- Cornerstone Montessori School: 41%
- Administration and Facilities: 34%
- Teacher Training: 34%
- Fundraising: 25%
When Steve and Susie Fritze accepted an invitation from their friend Molly O’Shaughnessy to attend an event at the Montessori Center, they already knew how passionate Molly was about her life’s work. Seeing that work in action led them to become part of the MCM donor community.

“Changing the world one child and family at a time is a very compelling mission,” Steve said in a recent interview. MCM’s work, Susie added, is “very much in line with one of our focus areas—helping children and families overcome barriers to excel.” Steve continued, “I must say that it is Molly’s commitment to making a difference in these children’s lives that compels us to be a supporter. We love supporting organizations that our friends are committed to in an ‘all in’ fashion!”

ALL IN
A DONOR’S STORY
STEVE AND SUSIE FRITZE
We are a national leader for Montessori excellence and teacher training, an advocate for access to a Montessori education for all children, a convener of partnerships, and an early childhood school. But more than that, we are a community that is passionate about educating our youngest children. Thanks to you—our philanthropic community—we are changing the shape of education. We gratefully recognize the generosity of the individuals, organizations, corporations, and foundations who have given to the Montessori Center of Minnesota from July 1, 2015, to June 30, 2016.

Foundations and Corporations
Amazon Smile Foundation
Anodyne
Bank of America Charitable Foundation
Burt Nordstrand Family Fund of The Hudson Community Foundation
Ecolab Foundation
Grotto Foundation
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Tegna
The K Foundation
The McKnight Foundation
The Rodman Foundation
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The Sauer Family Foundation
The Sheltering Arms Foundation
United Way, Greater Twin Cities
William Hall Roe and Elizabeth Cole Roe Foundation

Schools
Highland Park Montessori School Inc.
Lake Country School
Little Flowers Montessori School
Montessori Children’s House of Northfield, Inc.

Individuals
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Publishing an annual list of donors is a process we take on with great care. It can be a task that has potential for both human and computer error. Should that occur, please accept our deepest apology. Please contact Trisha Skajewski, Vice President of External Relations, at 651-298-1120 or email trisha@mtcm.org so we may promptly update our records.
A BENEFIT FOR THE MONTESSORI CENTER OF MINNESOTA.
THANK YOU, ALL STARS!

It was a home run. On June 1, 2016, over 100 friends, donors, and community members joined us for our first annual fundraising event. Thank you for your generosity and for your interest in our work. We also extend a special thank-you to our chair, Sarah Broughton; our master of ceremonies, Brian Monahan; and speakers Katte Maldonado, the Mohamad family, Carleen Rhodes, and Michelle Walker.

Thank You to Our Event Sponsors
Doug and Julie Baker
Hudie and Sarah Broughton
Alissa and Louis Clark
Mona and Patrick Dewane
Ecolab
Byron Gilman and Carleen Rhodes
Sean Hansberry and Molly Larson
Steven Hefty and Nancy Lee
Jane Helmke and Teresa Sterns
Robert Knutson
Kent Larson and Christine Podas-Larson
Margaret Lovejoy
Martha and Stuart Mason
Mike Monahan and Molly O’Shaughnessy
James and Melissa O’Shaughnessy
Dan and Judy Titcomb

VOLUNTEERS

Each and every day the Montessori Center of Minnesota is fueled by a passionate community of volunteers. This year, volunteers came forward to share their expertise on committees, create classroom materials, and mentor trainees and alumni. Parents at Cornerstone Montessori School contributed numerous hours by hosting parent coffees, serving meals at parent events, sharing their Montessori experience with prospective families and our donor community, plus so much more. Each act of kindness is deeply appreciated. Please accept our gratitude for all that you do in service of our mission.

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Christine Webster Moore
Senior Vice President and Chief Human Resources Officer, Allina Health
Molly O’Shaughnessy, President and Director of Primary Training,
Montessori Center of Minnesota
Teresa Sterns
President, Sterns & Associates
Michelle Walker*
Executive Director, Generation Next

Barbara Williams
Community Living Supports Housing Specialist, Minnesota Department of Human Services
* New board member in 2015–2016
** Retired board member in 2015–2016

Community Participation on Committees
Phyllis Goff
Community Member
Pat Keenan
Facility Committee

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Director of Elementary Training and Director of Elementary Assistants’ Course
Connie Black
Director of Primary Assistants’ Course and Director of Outreach Programs
Molly O’Shaughnessy
Director of Primary Training and President

Staff 2015–2016
Tammy Tesky Ausen
Director of Development
Danee Bergquist
Elementary Course Assistant
Kristen Campbell
Children’s House Guide
Johali Chavez-Ayala
Children’s House Aide
Liza Davis
Director of Special Programs
Andrea Fleener
Elementary Course Assistant
Estefani Paz Garcia
Toddler Community Aide
Lourdes Harris
Parent Engagement Coordinator
Mirae Hassler
Toddler Community Guide
Mindy Holte
Elementary Course Assistant
Jane Hwang
Children’s House Assistant
Ed Ignatowicz
Facility Manager
Margaret Jenkins
Children’s House Trained Assistant
Angela Kaufman
Children’s House Aide
Meriel Kosokar
Material Making Specialist
Amy LaDoucer
Food Prep Assistant
Carol LaDoucer
Food Prep Manager
Molly Larson
Development Assistant
Nicole Olson
Administrator

Adam Osterkamp
Administrative Assistant, Cornerstone
Sarah Papacek
Children’s House Guide
Laurie Pittman
Toddler Community Guide
Kristin Schoenherr
Trained Licensed Float
Terri Strom
Licensed Social Worker
Liesl Taylor
Head of School
Padee Thao
Children’s House Aide
Adriana Torres
Children’s House Aide
Kathryn Vanney
Children’s House Trained Assistant
John Walski
Director of Finance
Wendy Warren
Mentor, On-Call Substitute Guide and Administrator
Kari Zavadsky
Primary Course Assistant
VISION

Our vision is of all humanity working for the common good in our shared world.

MISSION

Our mission is to transform lives and society by broadening access to the power of Dr. Maria Montessori’s proven method of education.

CORE VALUES

Transformation: Provoking powerful change on behalf of the child

Work: Engaging in meaningful and purposeful activity

Community: Building connections to foster human solidarity

Intentionality: Bringing clarity and thoughtfulness to all we do

Civility: Acting with respect, courtesy, and compassion