

# LEARN Survey Cultural Community Results: magnifying MN cultural community parent voices and needs

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Results prepared by the HealthPartners Institute Center for Evaluation & Survey Research



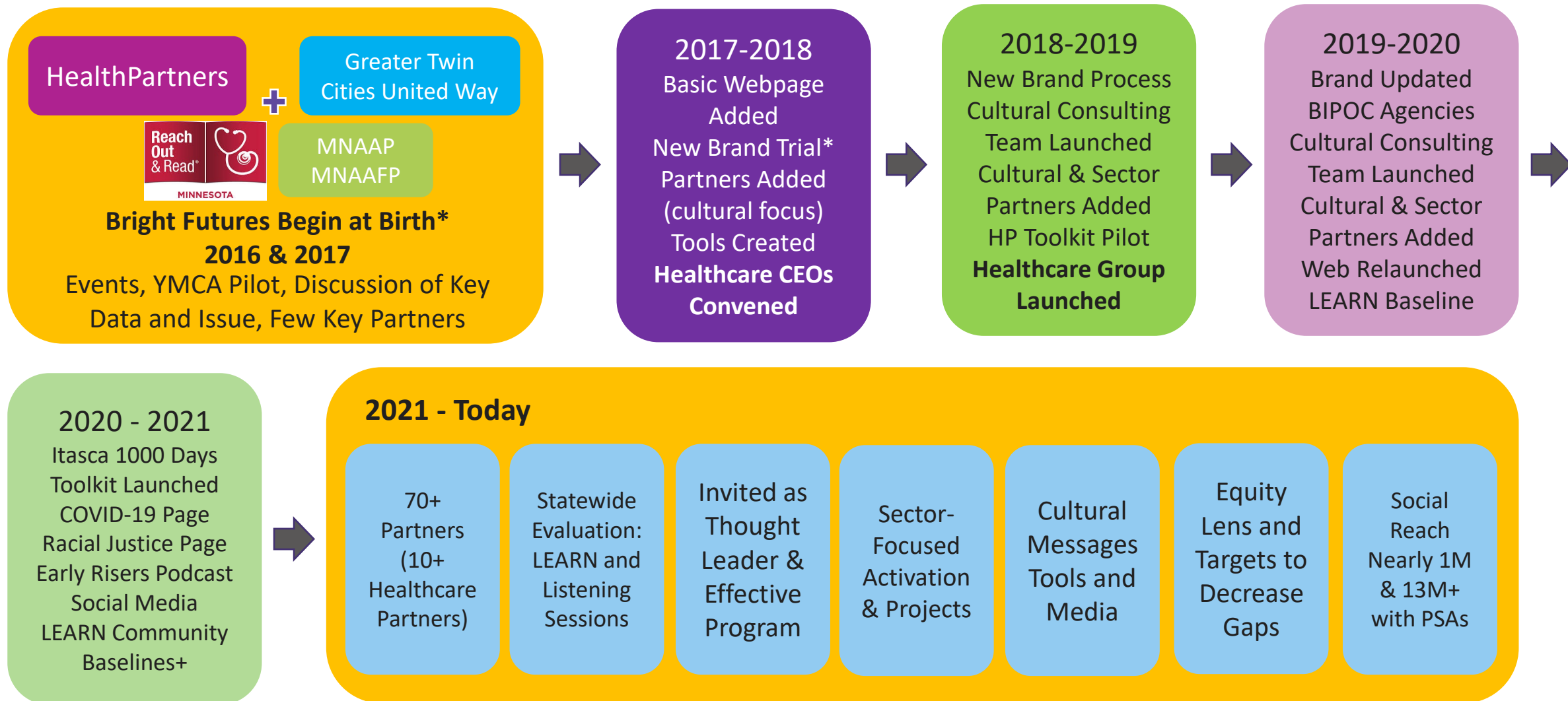
# Session Agenda

- LMC Background
- Equitable, Respectful & Inclusive Evaluation Best Practices
- LEARN Survey Background & Results
- LMC Cultural Community Listening Session Wisdom Shared
- LMC LEARN & Listening Session Assets To Inform Your District & Community Work
- Table Discussions:
  - One learning you can take back & how to potentially apply this in your own program(s)
- Group Sharing & Q & A Time
  - Attendee/Audience Sharing & Examples





# History of LMC: From There to Here

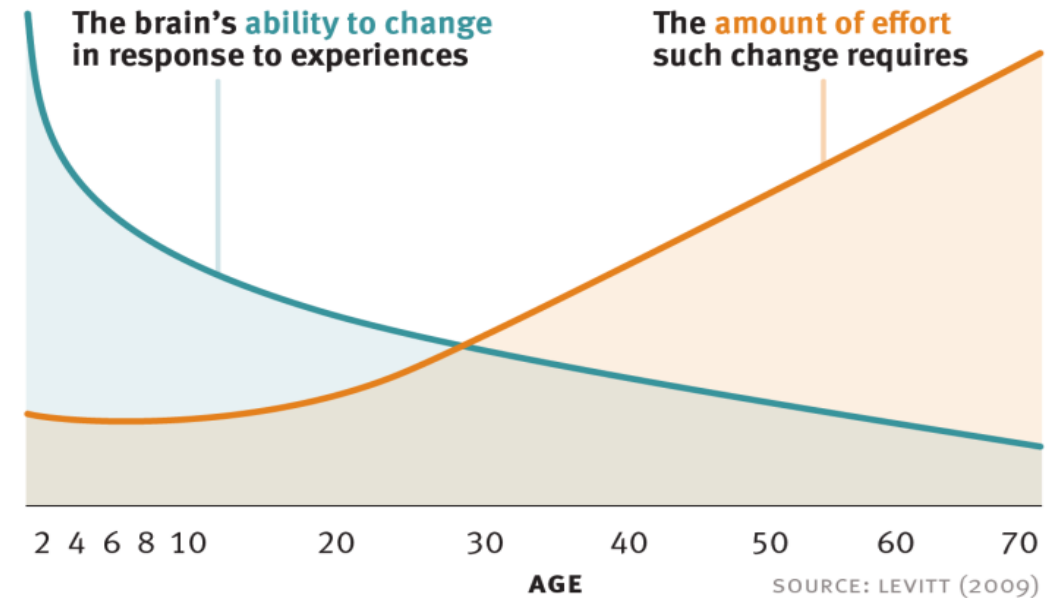


# The five conditions of collective impact

Common agenda	Participants share a vision, common understanding of the problem, and joint approach
Shared measurement	Data is collected, measured, and analyzed consistently, and participants are accountable to each other
Mutually reinforcing activities	Activities at individual organizations are supported under a joint action plan
Continuous communication	Consistent, open communication fosters common objectives and motivation, and builds trust
Backbone support	Dedicated staff coordinate and manage activities, and support the overall partnership

# Why this matters

- Early experiences matter
  - Brain grows to 36% of its full size by 2-4 weeks and 80% by age 3 (Knickmeyer et al., 2008; Yin et al., 2019)
  - Forms one million neural connections per second (Center on the Developing Child, 2007)
  - Facilitated by serve-and-return interactions, such as talking, reading, playing, and singing (Little Moments Count, n.d.)
- Not all parents realize the importance of early experiences (Zero to Three, Bezos Family Foundation, & SoAct Consulting, 2016).



Center on the Developing Child  HARVARD UNIVERSITY

[www.developingchild.harvard.edu](http://www.developingchild.harvard.edu)

Figure 1. The brain's ability to adapt in relation to age. Adapted from "Center on the Developing Child" (2007). Retrieved March 29, 2021, from <https://developingchild.harvard.edu/science/key-concepts/brain-architecture/>

Center on the Developing Child (2007). *The Science of Early Childhood Development* (InBrief). <https://developingchild.harvard.edu/resources/inbrief-science-of-eecd/>

Knickmeyer, R. C., Gouttard, S., Kang, C., Evans, D., Wilber, K., Smith, J. K., Hamer, R. M., Lin, W., Gerig, G., & Gilmore, J. H. (2008). A structural MRI study of human brain development from birth to 2 years. *The Journal of Neuroscience: The Official Journal of the Society for Neuroscience*, 28(47), 12176-12182. <https://doi.org/10.1523/JNEUROSCI.3479-08.2008>

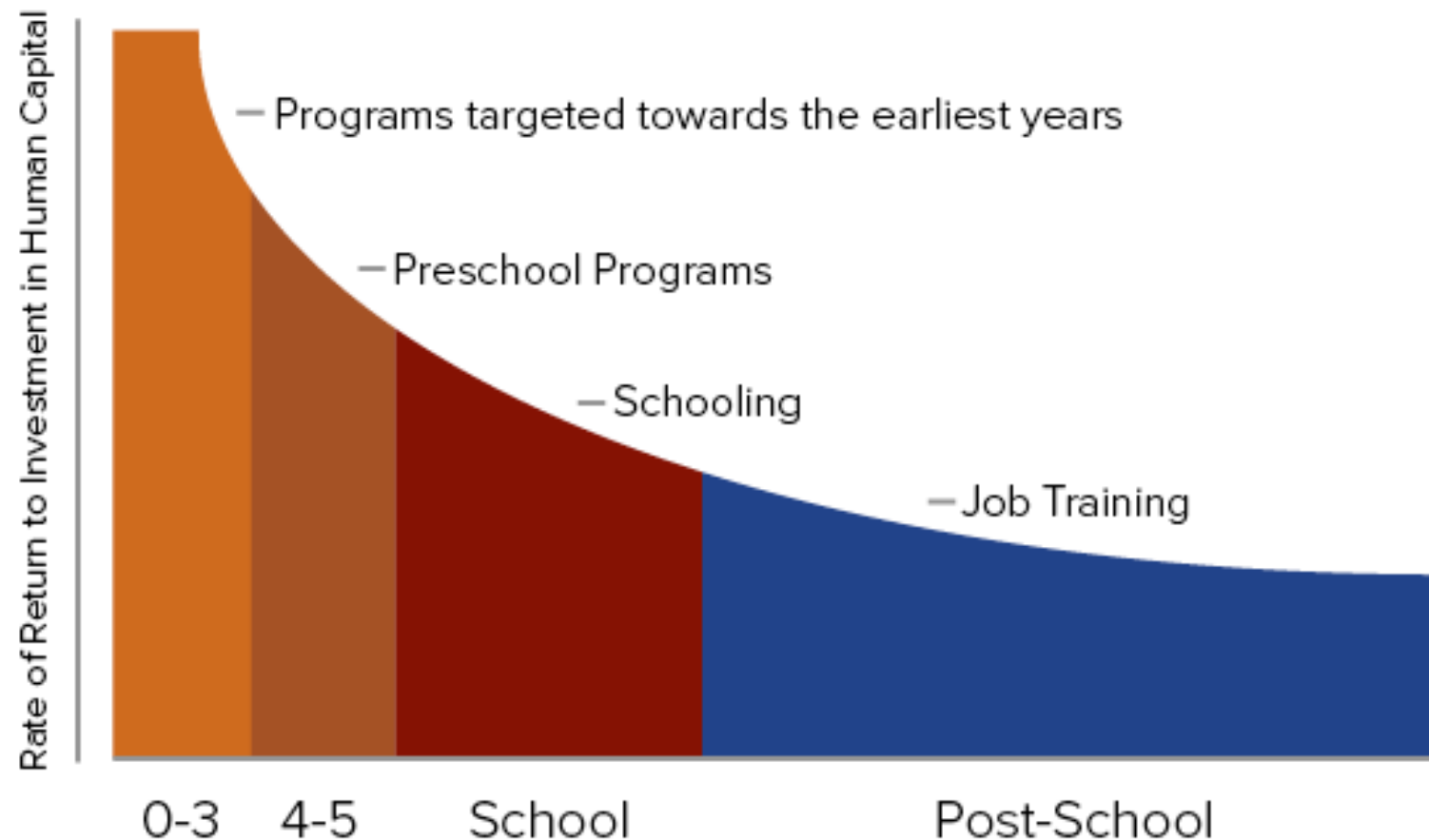
Little Moments Count. (n.d.). *Building brains*. <https://www.littlemomentscount.org/building-brains>

Yin, W., Chen, M., Hung, S., Baluyot, K. R., Li, T., & Lin, W. (2019). Brain functional development separates into three distinct time periods in the first two years of life. *NeuroImage*, 189, 715-726. <https://doi.org/10.1016/j.neuroimage.2019.01.025>



# Investing early makes the biggest impact

Returns to a Unit Dollar Invested are Highest in Earliest Years



$\geq 13\%$  ROI  
when investing in  
families living in  
poverty

# Invest in families with young children; opportunity gaps shrink

eliminating racism  
empowering women  
**ywca**  
Minneapolis

By the time YWCA early learners graduate preschool, over 91% of the children are fully ready to succeed in kindergarten



**Jeremiah Program**

*We are on a mission to end the cycle of poverty for single mothers and their children two-generations at a time.*

Over 4,000 mothers and children have succeeded in our program.



Families stably housed



Mother's employed with 38% pursuing a degree



Access to employer benefits like healthcare and investment options

**way to grow™**



of newborns born at or above healthy birth weight



of parenting teens without a repeat pregnancy



of early learners prepared for kindergarten



**NORTHSIDE  
ACHIEVEMENT  
ZONE**

**Partner sites report high percentages of Kindergarten-readiness**

*Note: Data is self-reported by centers and reflects all rising kindergarteners at the center in Spring/Summer 2018. Three different assessments are used across these four centers. Two of the centers used Teaching Strategies Gold, a State of Minnesota approved assessment.*





# Parent education and support needed

- **Parents report feeling overwhelmed by information and are looking for help and tips.**
- Opportunity gap:  $\geq 40\%$  of MN and WI children not at testing standards for K (2019)<sup>5,7</sup>
- LEARN Survey MN baseline 2019 and 2021 data
- Zero to Three 2017 National Parent Survey



**69% of parents**

say that if they knew more positive parenting strategies, they would use them

The largest Minnesota and Wisconsin development and opportunity gaps are seen in the African American, Asian, Latin American and Indigenous communities (2).

The expectation gap (3) (when parents understand children understand or can do different things) is the largest piece of info missing from what parents understand.

61% don't understand literacy building is important before one year (3)

91% don't think talking to a child is important before 3 months old (3).





# Current LMC Partners (70)



New in Q4  
2022/Q1 2023

- African American Babies Coalition (Wilder Foundation)
- Allina Health
- BeautyWell
- Before Racism
- Bloomington Public Schools
- CentraCare
- Children's MN
- City of Bloomington
- City of Saint Paul
- Comunidades Latinas Unidas En Servicio (CLUES)
- D.I.V.A. Moms
- The Family Partnership
- Frogtown Community Radio (WFNU)
- Forsberg Consulting
- Gillette Children's
- Greater Twin Cities United Way
- HealthPartners
- Help Me Grow
- Hennepin County Public Health
- Hennepin County Public Library
- Hennepin Health
- Image Haus
- Indigenous Visioning
- Interfaith Outreach & Community Partners
- The Itasca Project
- Joyce Preschool
- KMOJ Radio
- KRSM Radio
- MacPhail Center for Music
- Masonic Center for the Developing Brain
- Medica
- M Health Fairview
- Minneapolis Public Schools ECFE
- Minneapolis Youth Coordinating Board
- MN Association for Children's Mental Health
- MN Chapter of the American Academy of Pediatrics
- MN Department of Education ECFE & Workforce Development
- MN Association for Family & Early Education (MNAFEE)
- MN Children's Museum
- MN Department of Health
- MN Coalition for Family Home Visiting
- MN Public Radio
- Native Roots Radio
- New Publica
- Northside Achievement Zone
- Osseo Public Schools ECFE
- The Peoples' Center
- Reach Out & Read MN
- Ramsey County
- Rasmussen University
- Redleaf Center for Family Healing
- Saint Paul Public Schools ECFE
- Start Early Funders Coalition
- St. Louis Park ECFE
- St. Paul Promise Neighborhood
- Saint Paul Public Library
- Sanford Health
- Sanneh Foundation
- St. Croix Regional Medical Center
- Stillwater Schools ECFE
- Think Small
- Twin Cities Public Television
- UCare
- United Way of Central MN
- Washington County Public Library
- Way to Grow Minneapolis
- WithAll
- W.K. Kellogg Foundation
- YMCA of the North
- Ziesmer Consulting



# Health System Partners: *Stronger Together*

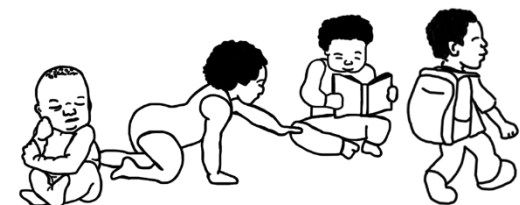


**Minnesota Chapter**

INCORPORATED IN MINNESOTA

American Academy of Pediatrics

DEDICATED TO THE HEALTH OF ALL CHILDREN®



Wilder African American Babies  
Coalition & Projects



# LMC Governance & Support Structure



## Governance & Sponsors

Governance Group

Media Leadership

Healthcare CEOs

Funders\*

## Leadership Councils

Community Leadership Council

Healthcare Working Group

## Working Teams

Full Project Team

Evaluation Team

Media Table

Policy Circle

Family Birth Center Leader Group

HealthPartners-specific Children's Health Council Steering

Federally-Qualified Health Center (FHQC) FUHN Coalition Team

LMC + Reach Out & Read Literacy Rich Clinics Team

Supporters & Funders include\*:

- HealthPartners
- Health Systems
- Minnesota Public Radio
- Local and Regional Foundations
- Corporate Foundations
- Individuals

# 2022 LMC Progress Highlights

12.5 million+ MPR PSA  
annual impressions  
1.6 million+ MPR Digital  
impressions

New employer and media  
LMC web pages added.  
Youtube page built and  
launched to scale video  
content. 4000+ accessibility  
changes made.

3<sup>rd</sup> Season Early Risers  
podcast and special events  
completed. ***Dec 2022 #13  
Parenting on Apple  
Podcasts.***

70 current partners and 15  
2022 partners added (3  
healthcare)

Cultural Media:  
3 partnerships + strategic  
buys Latinx, Hmong, Somali,  
African American, indigenous  
Impressions: 90K Print, 525K  
Radio, 182K Digital

Healthcare: 150,000+  
families touched, 214,000+  
ROR books, 25000+ Think  
Small text promos

Successful hybrid 7<sup>th</sup> annual  
conference 1000 total  
attends with approximately  
100 in-person, 400 online  
and 500 post-access.

Completed LEARN Survey  
oversampling of parents in 5  
cultural communities and  
Medicaid-insured. African  
American community report  
complete.

NAZ + LMC Successful  
Learner Toolkit project  
launched. Written toolkit  
piloting began and videos  
completed.

Phase 2 of employer tools  
launched: Itasca Project's  
First 1,000 Days initiative  
joined LMC and  
communication and policy  
tools site launched.

MPR Membership promoted  
LMC via the MPR Winter  
Member Drive - \$1200+ pay-  
it-forward premium of free  
books raised

Year 1 of LMC Family Birth  
Center pilot completed.  
5000+ families reached. New  
resource page accessed from  
3 countries and 19 states.

Partnership widening & deepening: WI and Greater MN, ECFE, Libraries, etc.

Continue & expand MPR, cultural & community media connections and promotion

8<sup>th</sup> Annual conference and additional events: LMC Radio Podcast launch, healthcare and parent events

Continued healthcare focus and partner expansion: FQHCs and plans

Additional cultural community LEARN reports completed

Additional employer connections and use of toolkits

Web and content capacity & structure assessment & evolution

Complete and launch NAZ + LMC Successful Learner Toolkit & videos

2023

Year 2 LMC Family Birth Center Pilot: more resources, outreach, training and cultural support strategies

Cross-connections with other programs and areas





# LMC 2023 Annual Plan



- Partnership and Funding
- Evaluation
- Marketing and Communication
- Events and Engagement
- Program Development

# Pause and Reflect

How does this background help you think about your work and unique opportunities for impact?



# LEARN Survey Community data to inform Little Moments Count

Collect caregiver perspectives on beliefs and behaviors  
related to important early childhood activities

Reading

Talking

Singing

Playing

Storytelling

Predict what we learned?  
Favorite?  
Which one do they do the most?



# LEARN Survey Reflection Prompts

1. What do you observe in the data?
2. How do you interpret that data? (What do you know from personal and professional experience that might help explain that result?)
3. What would you recommend we do as a result of this data? What would you like to do differently in your role as a result of this learning?

# Our evaluation approach

- Culturally humble
- Asset-focused
- Seek to listen & understand community values (“evaluate”)
- Intentional word choice and concepts (“translate”)
- Value responses within community (“N”)
- Each cultural community’s data is distinct and will be presented individually
- Interpretation and planning will occur in partnership with the community

# What is cultural humility?

- Lifelong process of cross-cultural openness and willingness to learn
- Self-reflection, self-critique
- Recognizing power imbalances, implicit biases, assumptions, and privileges
- Contrasts with cultural “competence”
- Leads to more equitable and meaningful interactions across cultures

“ What does cultural humility look like in practice? Let’s take a public opinion survey for example. With the intention of cultural inclusiveness, one might (and rightly so) ensure that a survey is available in multiple languages and administered in various locations known to have diverse groups of ethnicities. Great start.

Cultural humility requires asking some questions about the process, such as: are there any biases that have crept into the **survey wording**; perhaps some assumptions that do not hold true for this demographic; are there biases and/or assumptions present as this information gets **analyzed**; is there someone or some resource that can help better inform the design of this survey and remove these barriers to gathering accurate data?

Continuing to ask these types of questions as evaluation plans and instruments are developed and utilized is a concrete way to incorporate cultural humility into our work. ”

*-from **Cultural Humility in Evaluation: There are No Experts**  
by Danielle Lippert, MPH*

# Our data collection approach

Invited caregivers (parents or guardians) of children ages 0 to 3 who are HealthPartners members and/or patients and live in Minnesota

## 2019 Administration

October - December 2019

Pulled random sample from HP patients/members  
474 respondents  
41% response rate  
76% identified as white  
95% identified as non-Hispanic



## 2021 Administration

August 2021 - January 2022

Oversampled from HP patients/members to better represent LMC target population  
1,108 respondents  
27% response rate  
12% identified as white  
75% identified as non-Hispanic

To better capture the diversity of perspectives in our region, the 2021 survey intentionally focused on families who identify as

**American Indian, Black or African American, Hispanic/Latino, Hmong, or Somali**

We also invited caregivers or children insured by Medicaid

# Who is represented in our data?

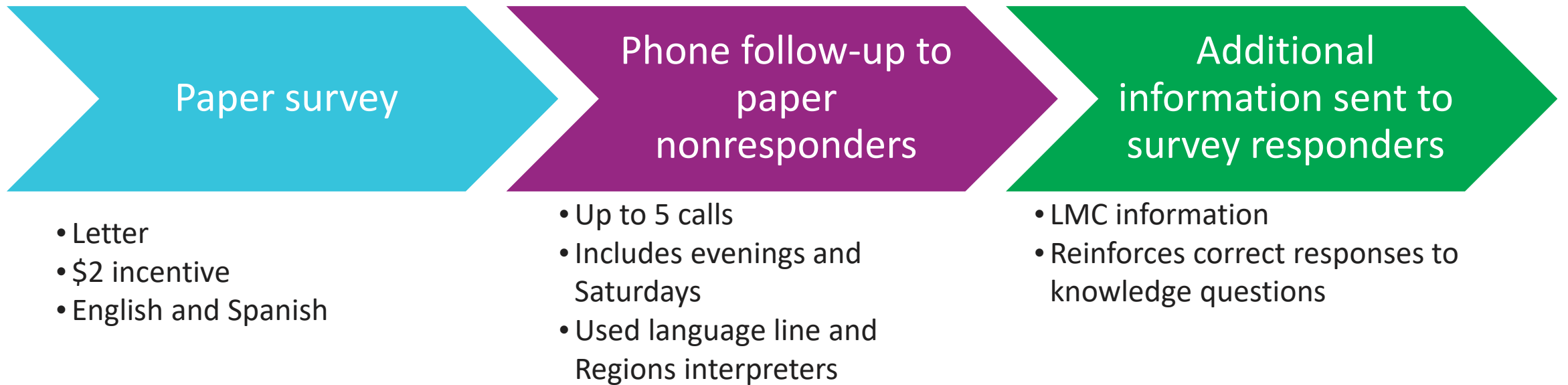
Caregiver identified child as	# completes 2021	Response rate 2021
Latinx/Latin American	249	34%
American Indian	25	30%
Hmong	233	30%
Black/African American	165	29%
Somali	119	17%
Medicaid	188*	27%

Survey respondent characteristics	% 2019	% 2021
Relationship to child (% mother)	86%	88%
Education (% college degree or graduate studies)	74%	39%
WIC (% yes)	16%	55%
SNAP (% yes)	5%	29%
Child in childcare (% yes)	72%	52%

**Respondents in 2019 were 76% white and 94% non-Hispanic**

\*Respondents with children enrolled in Medicaid self-reported their child's race(s)/ethnicit(ies). N=25 Hispanic, 23 Asian, 44 Black/African American, 4 Hawaiian/Pacific Islander, 131 White (not mutually exclusive)

# How does HealthPartners gather survey responses?

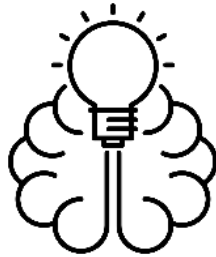


# Evaluation Aims

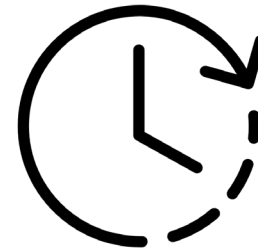
For each community, determine:



**Beliefs** about the importance of certain behaviors



**Behaviors** caregivers do with their kids



**Opportunities** for future program planning



**Awareness** of Little Moments Count



# Summary of results



## Caregiver beliefs

Parents are **confident** they can impact their child's growth and development through most behaviors

Parents have fairly high knowledge. Some **opportunities: learn before 6 months** of age, **real learning before kindergarten**, and TV and **device learning value**.

## Caregiver behaviors

**Almost all parents talk and play** with their child most or every day

**Reading** and **storytelling** is done less frequently

Opportunity to **work with specific communities** to understand barriers and beliefs and develop resources and/or campaigns for some behaviors

## Plan

**Few parents are aware of LMC**, or have heard about LMC when asked about it by name

## Awareness

Almost everyone thinks the **goal of LMC is important**.

**Doctors and family members are most trusted** for parenting information

# Caregiver beliefs



Think about your child's growth and development. How confident are you that you can impact your child's growth and development by...?

**90% or more of all caregivers**  
were somewhat or very confident that they can  
**impact their child's growth**  
by talking, playing, reading, singing, and storytelling

There were no significant differences between 2019 and 2021 respondents.

# Caregiver knowledge



Survey asked a series of questions about **common beliefs or misconceptions** about child development that are not supported by research

Goal was to **understand parents' beliefs and knowledge** in order to identify opportunities for LMC programming/messaging

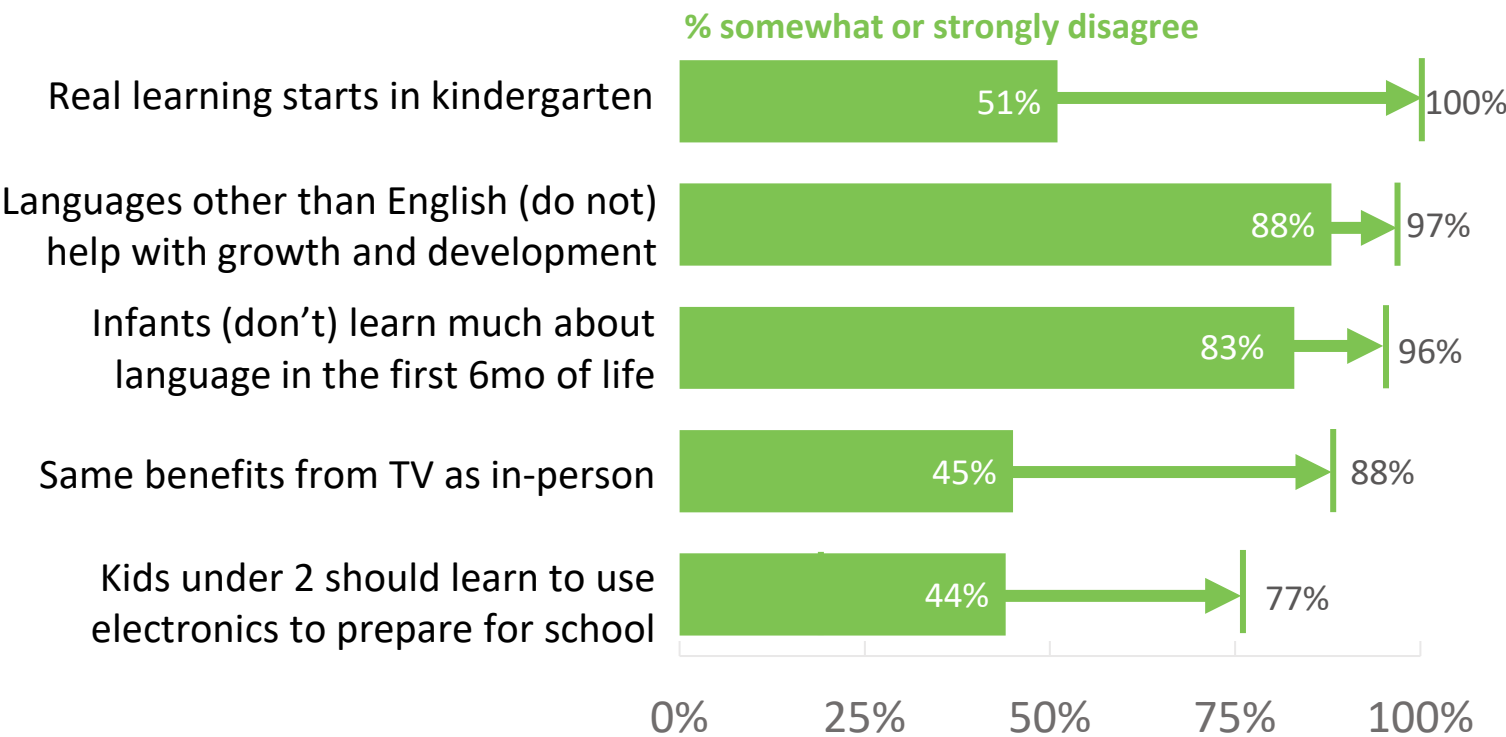
## 6. How much do you agree or disagree with the following statements?

	Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree
a. Children younger than two should learn to use electronic devices to help them be more prepared for school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Infants are able to learn much about language in the first six months of their life.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Children get the same benefits from hearing someone on TV as from hearing someone in the same room reading to them.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Talking to my child in a language <u>other than</u> English helps with their growth and development.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Real learning starts in kindergarten.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

# Caregiver knowledge



How much do you agree or disagree with the following statements?



Responses varied by group, with minimum group responses shown as bars and maximum group responses shown as arrows with lines.

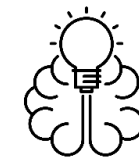
Most parents (88-97%) disagree with the statements about languages other than English. But **some believe that kids under 2 should use electronics to prepare for school.**

In 2019, 85% or more disagreed with each statement

Potential action item: **Develop culturally-specific messaging** or other strategies to impact parents' awareness about electronics use

\*“Languages other than English” and “first 6mo” questions are presented differently here than in the survey for ease of data interpretation

# Caregivers' favorite activity is playing with their child



**41%**

Play



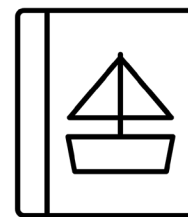
**19%**

Sing



**18%**

Talk



**14%**

Read



**8%**

Something  
else



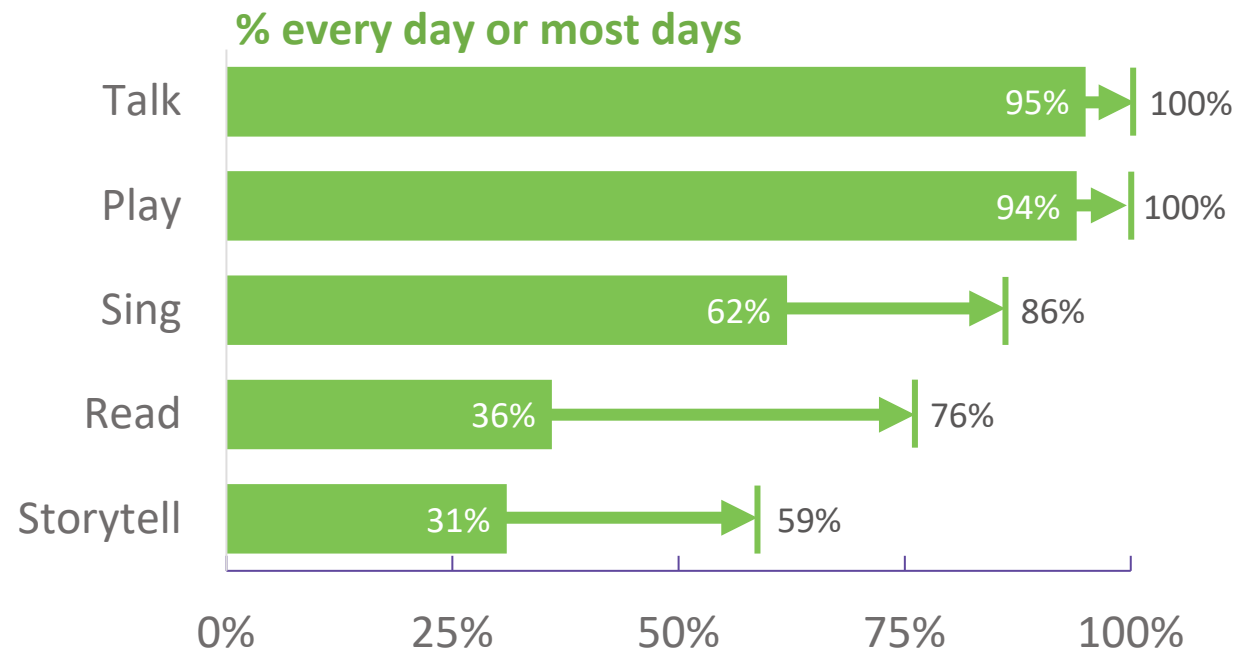
**1%**

Tell a  
story

# Caregiver behaviors



During a normal week, how often do you or someone in your family...



Almost all parents **talk or play with their child most or every day**. Storytelling is done less often.

2019 results were similar.

Potential action item: **work with individual communities** to **understand barriers** to singing, reading, and storytelling and develop programming to increase these behaviors.

# Actions & desires

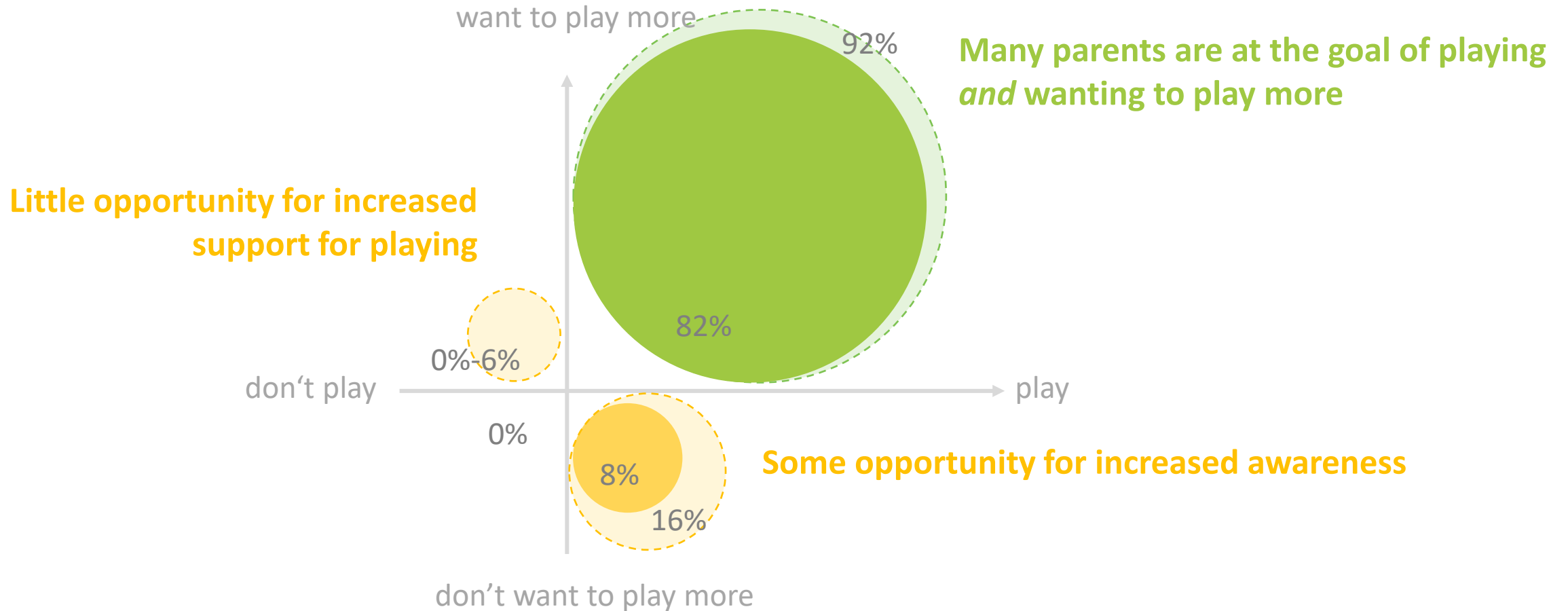
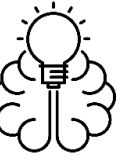


Asked parents about the behaviors that they do with their child(ren)

Asked parents how much MORE of those behaviors they want to do

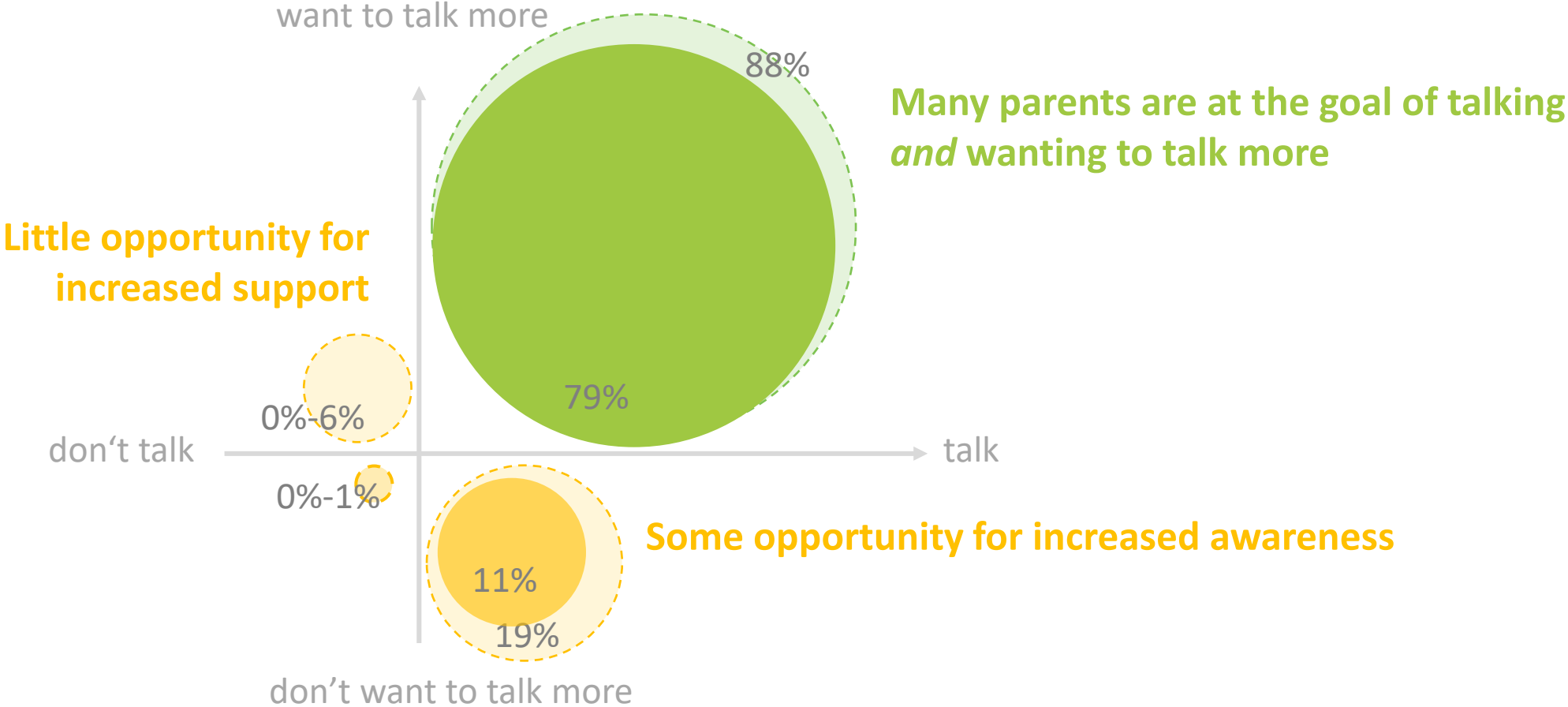
The following graphs show the actions and desires together with actual data

# Action & desire: Playing





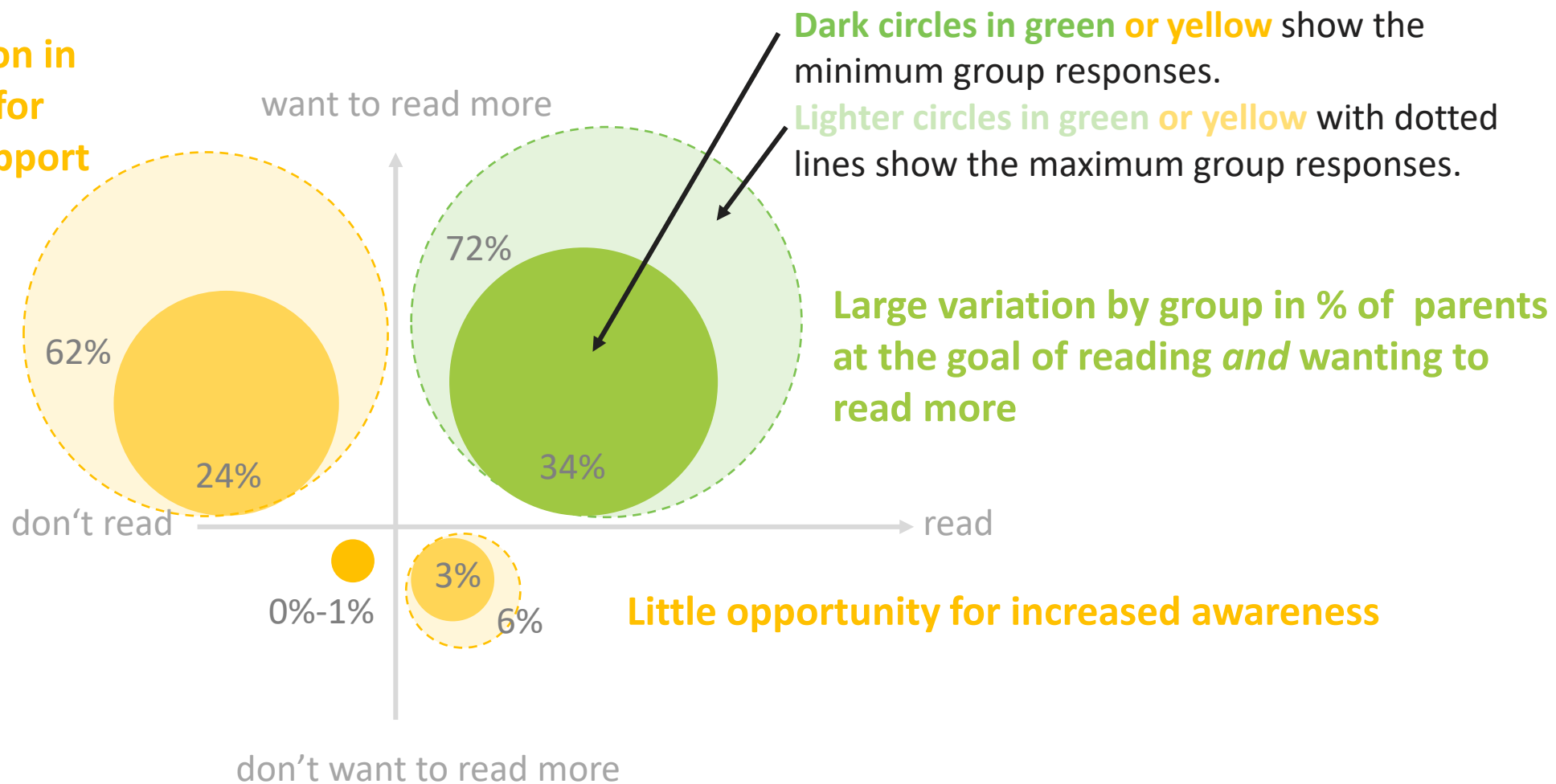
# Action & desire: Talking



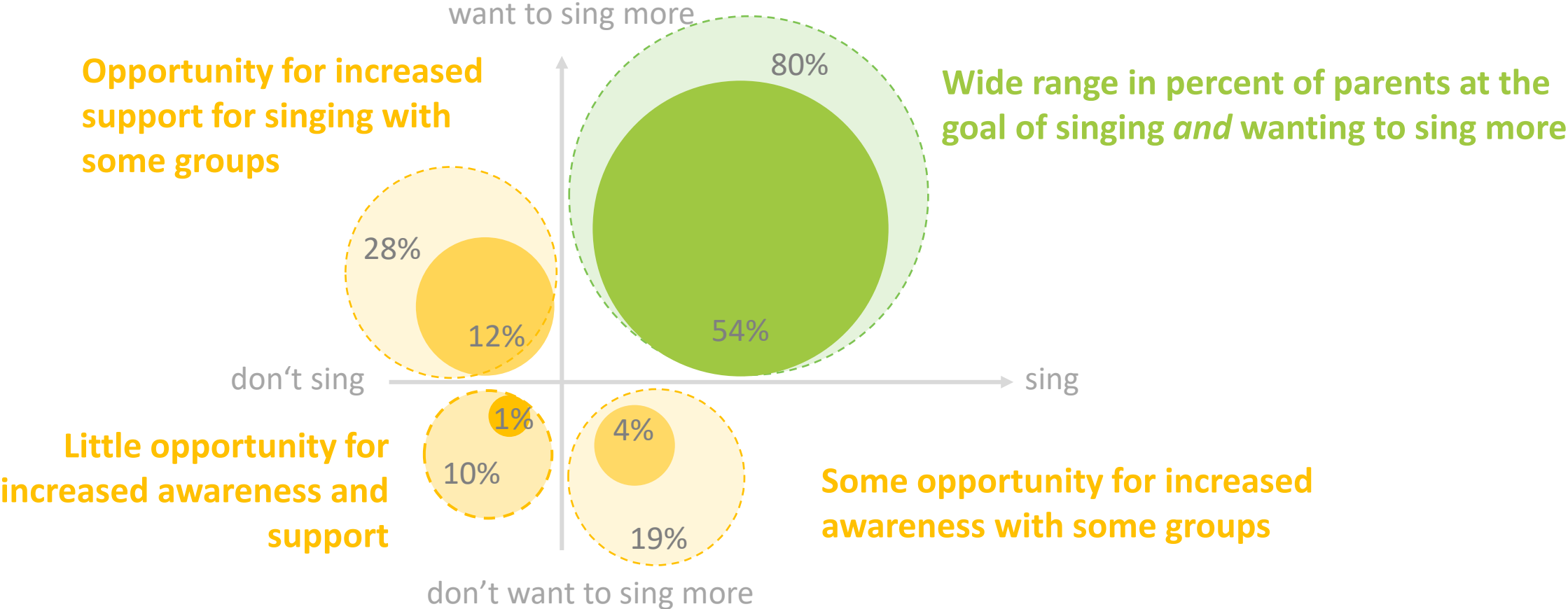
# Action & desire: Reading



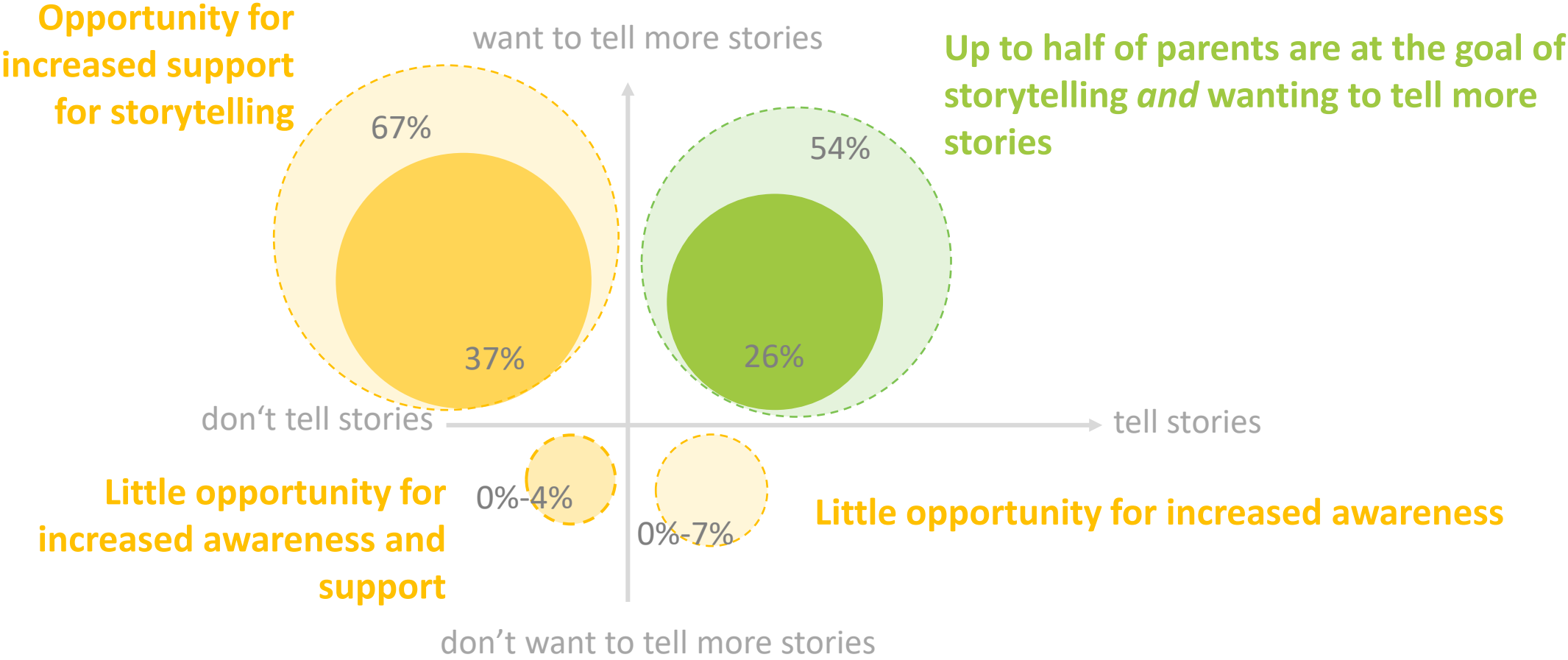
Large variation in opportunity for increased support for reading



# Action & desire: Singing



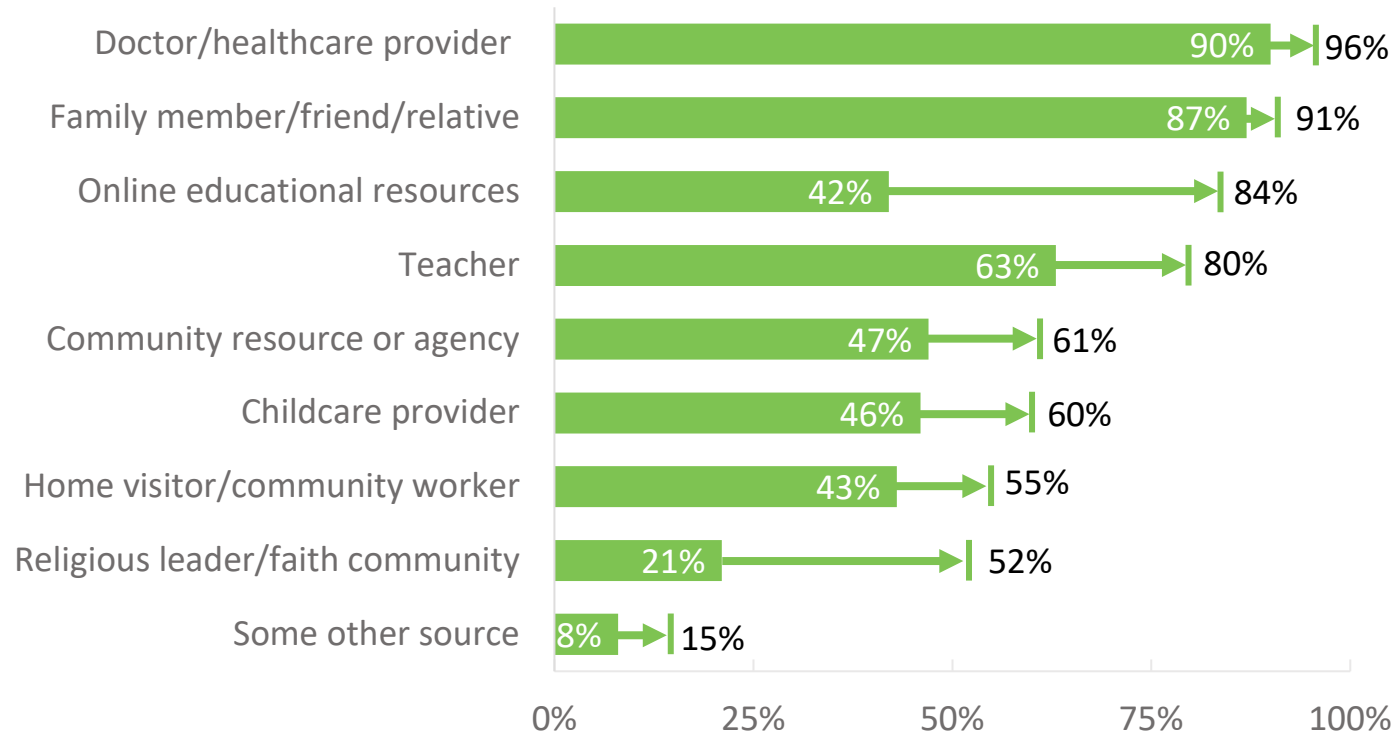
# Action & desire: Storytelling



# Trusted sources



Who do you trust for information about parenting your child?



**Doctors and family members** are **trusted** the most for parenting information in both 2019 and 2021

**Existing partnerships** between LMC and **healthcare** have potential for continued impact

All of us here are family/friend/relative to someone – **we are that trusted source!**

# LMC & Early Brain Development is important



**97%**

think the goal of LMC is somewhat or very important, consistent across all focused groups



# Few people are aware of the initiative

Most (over 99%) **did not know** about Little Moments Count without the name first being introduced

4% had heard about Little Moments Count when asked about it by name

Are you aware of any programs or campaigns in your community that promote talking and reading to your child? Which programs or campaigns come to mind?



# LEARN Results: African American Community Report

*Engaged Community in March  
2022*

*Published Report in December  
2022*

**Convened community leaders and  
representatives to review and interpret results**

- Additional review and insights provided afterwards via email and discussions with program staff

**Engaged a design agency to improve  
how we told this story and to create  
website-ready-to-share summary**

**This approach will be used for additional  
community reviews in 2023:**

- Latino/x
- Hmong
- Somali

We are still working on plans to engage our American Indian/Indigenous community and those who support families with Medicaid insurance





## LEARN Survey Results: Black/African American parents

TALK. PLAY. READ. SING.

### WHO WE ARE

Little Moments Count is a Minnesota and Western Wisconsin-based community movement meant to inspire parents and caregivers to talk, play, read and sing with children in their life, especially from birth to age three. That's because 80% of the foundation of a child's brain is developed in their first 1000 days. These interactivities build brain power, while also promoting health equity.

Little Moments Count believes utilizing collective action from many sectors – health care, education, community and government – creates amazing potential to maximize the benefits of early brain development. These little moments of positive interaction are building blocks for future success.

### WHAT WE DID

In 2021, Little Moments Count (LMC) partnered with HealthPartners Institute's Center for Evaluation and Survey Research to design and implement a survey-based evaluation of the LMC program, called the LEARN survey. With an overall response rate of 27%, **1108 parents of children 0-3 years completed surveys** as part of this evaluation. **165 parents of Black/African American children responded.** Below is the summary of results from these 165 parents.

### WHAT WE LEARNED | SUMMARY

Overall, Black/African American parents were confident in their ability to impact their child's development. They reported talking and playing with their children often, which approaches the LMC goal of daily interaction for these activities. However they reported less frequent reading and storytelling with their child. LMC has an opportunity to provide them support on reading and storytelling, since they also expressed an interest in doing more of these activities. In addition, messaging around the use of electronics to prepare for school is an identified area of focus.

In developing programs or materials to address barriers and misconceptions, there is an opportunity for LMC to work with families, friends, relatives, and doctors to spread the message and raise awareness, as these are the most trusted sources of information among this group.

### WHO RESPONDED

The following results focus on this group of respondents.

Of the 165 respondents who identified as parents of Black or African American children:

88%	Identified as mother of child
40%	Had a college degree or graduate studies
52%	Had child in childcare
56%	Used WIC
44%	Used SNAP

### HOW WE APPROACHED THE SURVEY

The LEARN survey was sent to parents/guardians of children 0-3 years from 6 focused populations (Latinx/Latin American, American Indian, Hmong, Somali, Black/African American, and Medicaid) living in Minnesota who are HealthPartners members and/or patients. Race/ethnicity was asked in the survey and in all cases, self-reporting was used to place individuals into a group. People that identified as more than one race/ethnicity are present in each group.

## The evaluation of current beliefs and behaviors had 4 main aims:

### BELIEFS

about the importance of certain behaviors

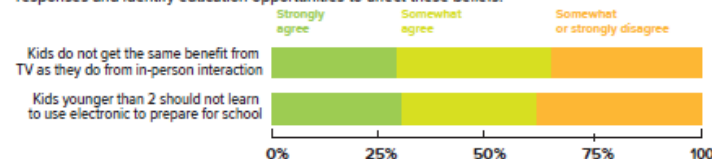
90% or more of all parents of Black/African American children were **somewhat or very confident** that they can impact their child's growth by **talking, playing, reading, singing and storytelling.**



### IMPORTANT FINDINGS FOR LITTLE MOMENTS COUNT

- Nearly 40% believed that kids younger than 2 should use electronics to prepare for school.
- 36% believed that kids get the same benefits from TV as they do from in-person interaction.

LMC could consider working with parents from this population to better understand these responses and identify education opportunities to affect these beliefs.



### BEHAVIORS

Behaviors (like reading, talking, singing, playing) that parents do with their kids

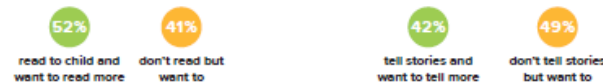
Parents were asked about their favorite activity to do with their child. **Playing** was parents' favorite activity, followed by singing and reading.



Parents were also asked how often they did certain behaviors with their children, as well as how much more of the behaviors they would like to do. The following shows results from both questions.

**Reading** | About half of parents are **at the goal** of reading with their child and wanting to read more. There is some opportunity for increased support for reading, as **41% of parents don't read to their children but want to.**

**Storytelling** | Less than half of parents are **at goal.** There is an opportunity for increased support for storytelling, as **49% of parents don't tell stories but want to.**



**Talking - Playing - Singing** | There is less opportunity for Little Moments Count with these behaviors since most parents are already **at the goal** of performing the behaviors while still wanting to do more.

### IMPORTANT FINDINGS FOR LITTLE MOMENTS COUNT

Since Black/African American parents read to and tell stories to their children less often than other behaviors, LMC could add more focus on working with parents in this population to understand why these activities aren't done as often and identify ways to minimize barriers.

### OPPORTUNITIES

for future program planning

96% of parents of Black/African American children believe that the goal of LMC is **somewhat or very important**, suggesting that the parents surveyed may be receptive to messages about LMC or LMC partners.



### AWARENESS

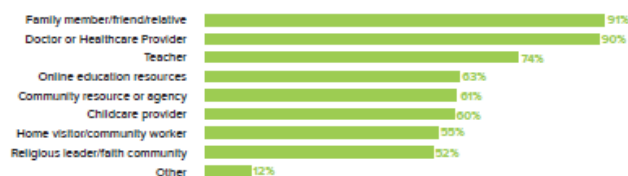
of Little Moments Count

96% of parents of Black/African American children have not heard about Little Moments Count when asked about it by name.



Key opportunity to drive awareness and adoption: While family members/friends/relatives are the most trusted sources of information, doctors and healthcare providers follow closely.

This suggests that ongoing partnerships between LMC and healthcare can be impactful.



# Table Discussions



*One learning you can take back &  
how to potentially apply this in  
your own program(s)*

# Example ECFE opportunities



More about talk/play, read, sing- empower and encourage parents & educate on younger ages: “play with your baby...”

Partner to support other organizations supporting families on topics. *Literacy-rich clinic corner idea*

Talk about reducing screens before 2 years old & reducing screen use with play – blogs, education sessions – go into community to support parents not part of your programs.

Partner with trusted messengers in cultural communities opportunities: talk/play/read/sing + electronics messages (Black/African American and among Spanish and Somali speakers)

## Elevate expertise

- Social media partnering
- Blogs – internal & external
- Co-authored content for partners and organizations
- Partner with healthcare:
  - New parent classes
  - Embedded in care
  - County home visiting nurse teams
  - Federally Qualified Health Clinic (FQHCs)

# Large Group Discussion



*Questions?*  
*Takeaways?*  
*Ideas for ECFE?*

# How to connect

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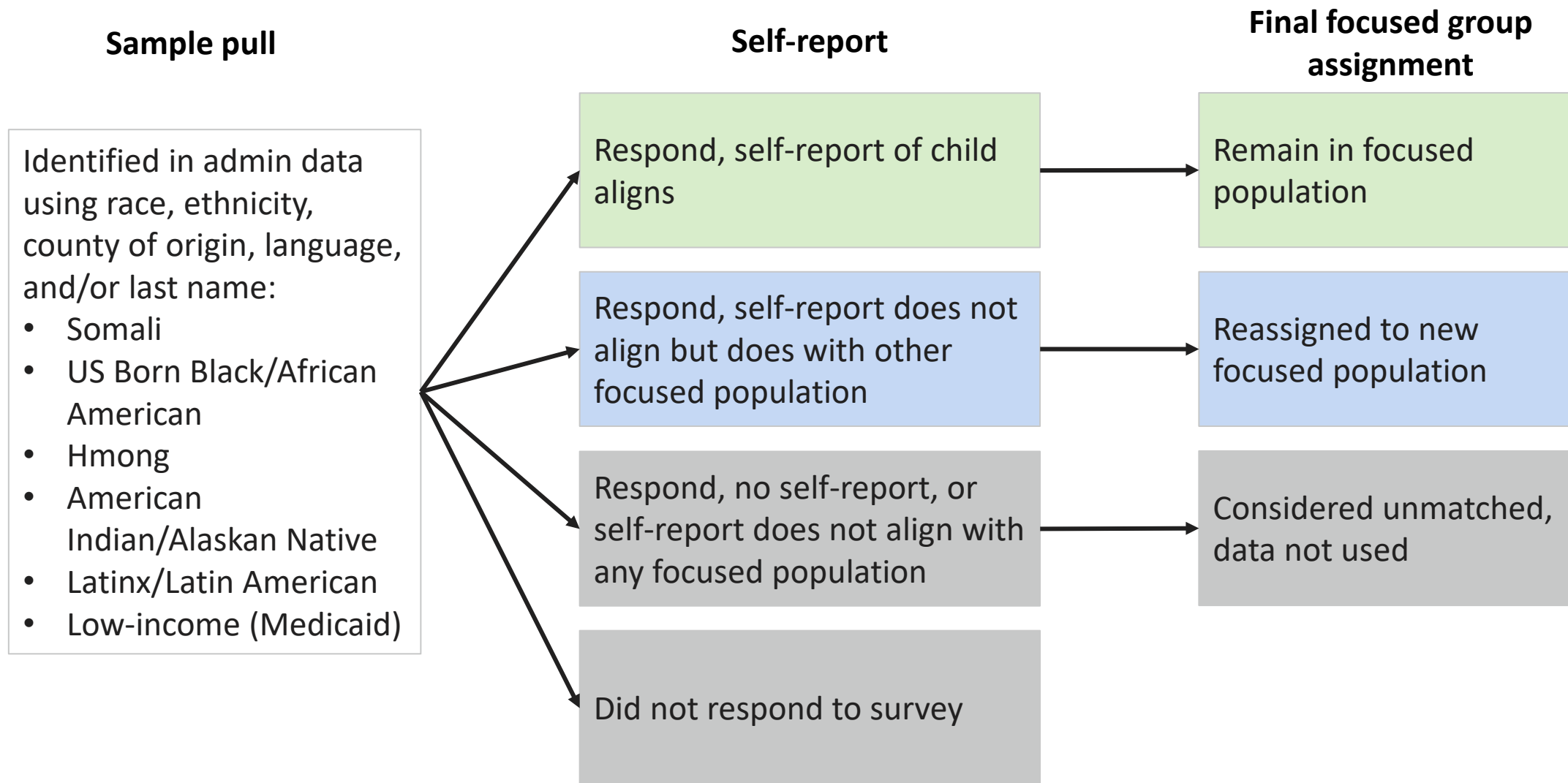
[LinkedIn](#)



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# Focused population participants



Race question was check all that apply. If respondents checked more than one option, they were included in the group that they were initially selected into. So each group includes people that identify with multiple groups.



# Key LMC Leadership Partners

Andrea Walsh, CEO

Pahoua Yang Hoffman, SVP, Community & Government Relations

Thia Bryan, Community Health & Well-being Partnership Manager

Marna Canterbury, Senior Director, Community Health & Engagement

Kristen Mollan, Community Health Program Manager and LMC WI Team Lead

Cynthia Dilliard, Marketing Planning Manager, Community Engagement and Communication

Frank Forsberg, LMC Advisor & Consultant

## Key MPR/APM LMC Leaders

Jean Taylor, CEO (APM)

Duchesne Drew, SVP, APM & President MPR

Andrea Bork, MPR LMC Director/Consultant

Katey DeCelle, Community Media Partnership Manager

Twila Dang, Current Early Risers Producer

## Internal HealthPartners Consultants

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Dr. Kara Brandell, Psy.D., LP, Clinical Director of Child & Family Behavioral Health

Andrea Winter, Senior Director of Women's Services

HealthPartners Family Birth Center Leaders (15)