

Application for Federal Assistance SF-424		Version 02
*1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	*2. Type of Application * If Revision, select appropriate letter(s) <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation *Other (Specify) _____ <input type="checkbox"/> Revision	
3. Date Received: 4. Applicant Identifier:		
5a. Federal Entity Identifier:		*5b. Federal Award Identifier:
State Use Only:		
6. Date Received by State:		7. State Application Identifier:
8. APPLICANT INFORMATION:		
*a. Legal Name: Minnesota Department of Education		
*b. Employer/Taxpayer Identification Number (EIN/TIN): 41-6007162		*c. Organizational DUNS: 933561318
d. Address:		
*Street 1: <u>1500 Highway 36 West</u>		
Street 2: _____		
*City: <u>Roseville</u>		
County: <u>Ramsey</u>		
*State: <u>Minnesota</u>		
Province: _____		
*Country: <u>USA</u>		
*Zip / Postal Code <u>55113</u>		
e. Organizational Unit:		
Department Name: Minnesota Department of Education		Division Name: Early Learning Services
f. Name and contact information of person to be contacted on matters involving this application:		
Prefix: _____ *First Name: <u>Debbie</u>		
Middle Name: _____		
*Last Name: <u>Hewitt</u>		
Suffix: _____		
Title: Early Childhood Specialist		
Organizational Affiliation: Minnesota Department of Education		
*Telephone Number: 651-582-8476		Fax Number: 651-797-1610
*Email: debbie.hewitt@state.mn.us		

Application for Federal Assistance SF-424	Version 02
*9. Type of Applicant 1: Select Applicant Type: A.State Government Type of Applicant 2: Select Applicant Type: Type of Applicant 3: Select Applicant Type: *Other (Specify)	
*10 Name of Federal Agency: Department of Health and Human Services- Administration for Children and Families	
11. Catalog of Federal Domestic Assistance Number: 93.708 CFDA Title: ARRA- Head Start	
*12 Funding Opportunity Number: *Title: 	
13. Competition Identification Number: Title: 	
14. Areas Affected by Project (Cities, Counties, States, etc.): State of Minnesota	
*15. Descriptive Title of Applicant's Project: The American Recovery and Reinvestment Act of 2009 (ARRA)(P.L.111-5) made funding available to Minnesota to improve coordination and collaboration among early childhood education and care programs and services.	

Application for Federal Assistance SF-424

Version 02

16. Congressional Districts Of:

*a. Applicant: Minnesota - all

*b. Program/Project: Minnesota - all

17. Proposed Project:

*a. Start Date: July 1, 2010 if award is recieved

*b. End Date: June 30, 2013

18. Estimated Funding (\$):

*a. Federal	\$1,046,290
*b. Applicant	
*c. State	\$2,441,343
*d. Local	
*e. Other	
*f. Program Income	
*g. TOTAL	\$3,487,633

*19. Is Application Subject to Review By State Under Executive Order 12372 Process?

- ☐ a. This application was made available to the State under the Executive Order 12372 Process for review on _____
- ☐ b. Program is subject to E.O. 12372 but has not been selected by the State for review.
- ☒ c. Program is not covered by E. O. 12372

*20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes", provide explanation.)

☐ Yes ☒ No

21. *By signing this application, I certify (1) to the statements contained in the list of certifications** and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U. S. Code, Title 218, Section 1001)

☒ ** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions

Authorized Representative:

Prefix: _____ *First Name: Chas

Middle Name: _____

*Last Name: Anderson

Suffix: _____

*Title: Deputy Commissioner - Minnesota Department of Education

*Telephone Number: 651-582-8207

Fax Number: 651-797-1610

* Email: chas.anderson@state.mn.us

*Signature of Authorized Representative: Chas and

*Date Signed: 2/16/10

Application for Federal Assistance SF-424

Version 02

***Applicant Federal Debt Delinquency Explanation**

The following should contain an explanation if the Applicant organization is delinquent of any Federal Debt.

INSTRUCTIONS FOR THE SF-424

Public reporting burden for this collection of information is estimated to average 80 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0043), Washington, DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

This is a standard form (including the continuation sheet) required for use as a cover sheet for submission of preapplications and applications and related information under discretionary programs. Some of the items are required and some are optional at the discretion of the applicant or the Federal agency (agency). Required items are identified with an asterisk on the form and are specified in the instructions below. In addition to the instructions provided below, applicants must consult agency instructions to determine specific requirements.

Item	Entry:	Item	Entry:
1.	Type of Submission: (Required) Select one type of submission in accordance with agency instructions. <ul style="list-style-type: none"> • Preapplication • Application • Changed/Corrected Application - If requested by the agency, check if this submission is to change or correct a previously submitted application. Unless requested by the agency, applicants may not use this to submit changes after the closing date. 	10.	Name Of Federal Agency: (Required) Enter the name of the Federal agency from which assistance is being requested with this application.
2.	Type of Application: (Required) Select one type of application in accordance with agency instructions. <ul style="list-style-type: none"> • New - An application that is being submitted to an agency for the first time. • Continuation - An extension for an additional funding/budget period for a project with a projected completion date. This can include renewals. • Revision - Any change in the Federal Government's financial obligation or contingent liability from an existing obligation. If a revision, enter the appropriate letter(s). More than one may be selected. If "Other" is selected, please specify in text box provided. <ul style="list-style-type: none"> A. Increase Award B. Decrease Award C. Increase Duration D. Decrease Duration E. Other (specify) 	11.	Catalog Of Federal Domestic Assistance Number/Title: Enter the Catalog of Federal Domestic Assistance number and title of the program under which assistance is requested, as found in the program announcement, if applicable.
3.	Date Received: Leave this field blank. This date will be assigned by the Federal agency.	12.	Funding Opportunity Number/Title: (Required) Enter the Funding Opportunity Number and title of the opportunity under which assistance is requested, as found in the program announcement.
4.	Applicant Identifier: Enter the entity identifier assigned by the Federal agency, if any, or applicant's control number, if applicable.	13.	Competition Identification Number/Title: Enter the Competition Identification Number and title of the competition under which assistance is requested, if applicable.
5a.	Federal Entity Identifier: Enter the number assigned to your organization by the Federal Agency, if any.	14.	Areas Affected By Project: List the areas or entities using the categories (e.g., cities, counties, states, etc.) specified in agency instructions. Use the continuation sheet to enter additional areas, if needed.
5b.	Federal Award Identifier: For new applications leave blank. For a continuation or revision to an existing award, enter the previously assigned Federal award identifier number. If a changed/corrected application, enter the Federal Identifier in accordance with agency instructions.	15.	Descriptive Title of Applicant's Project: (Required) Enter a brief descriptive title of the project. If appropriate, attach a map showing project location (e.g., construction or real property projects). For preapplications, attach a summary description of the project.
6.	Date Received by State: Leave this field blank. This date will be assigned by the State, if applicable.	16.	Congressional Districts Of: (Required) 16a. Enter the applicant's Congressional District, and 16b. Enter all District(s) affected by the program or project. Enter in the format: 2 characters State Abbreviation - 3 characters District Number, e.g., CA-005 for California 5 th district, CA-012 for California 12 th district, NC-103 for North Carolina's 103 rd district. <ul style="list-style-type: none"> • If all congressional districts in a state are affected, enter "all" for the district number, e.g., MD-all for all congressional districts in Maryland. • If nationwide, i.e. all districts within all states are affected, enter US-all. • If the program/project is outside the US, enter 00-000.
7.	State Application Identifier: Leave this field blank. This identifier will be assigned by the State, if applicable.	17.	Proposed Project Start and End Dates: (Required) Enter the proposed start date and end date of the project.
8.	Applicant Information: Enter the following in accordance with agency instructions: <ul style="list-style-type: none"> a. Legal Name: (Required) Enter the legal name of applicant that will undertake the assistance activity. This is the name that the organization has registered with the Central Contractor Registry. Information on registering with CCR may be obtained by visiting the Grants.gov website. b. Employer/Taxpayer Number (EIN/TIN): (Required) Enter the Employer or Taxpayer Identification Number (EIN or TIN) as assigned by the Internal Revenue Service. If your organization is not in the US, enter 44-4444444. c. Organizational DUNS: (Required) Enter the organization's DUNS or DUNS+4 number received from Dun and Bradstreet. Information on obtaining a DUNS number may be obtained by visiting the Grants.gov website. d. Address: Enter the complete address as follows: Street address (Line 1 required), City (Required), County, State (Required, if country is US), Province, Country (Required), Zip/Postal Code (Required, if country is US). e. Organizational Unit: Enter the name of the primary organizational unit (and department or division, if applicable) that will undertake the 	18.	Estimated Funding: (Required) Enter the amount requested or to be contributed during the first funding/budget period by each contributor. Value of in-kind contributions should be included on appropriate lines, as applicable. If the action will result in a dollar change to an existing award, indicate only the amount of the change. For decreases, enclose the amounts in parentheses.
		19.	Is Application Subject to Review by State Under Executive Order 12372 Process? Applicants should contact the State Single Point of Contact (SPOC) for Federal Executive Order 12372 to determine whether the application is subject to the

	assistance activity, if applicable. f. Name and contact information of person to be contacted on matters involving this application: Enter the name (First and last name required), organizational affiliation (if affiliated with an organization other than the applicant organization), telephone number (Required), fax number, and email address (Required) of the person to contact on matters related to this application.		State intergovernmental review process. Select the appropriate box. If "a." is selected, enter the date the application was submitted to the State		
			20. Is the Applicant Delinquent on any Federal Debt? (Required) Select the appropriate box. This question applies to the applicant organization, not the person who signs as the authorized representative. Categories of debt include delinquent audit disallowances, loans and taxes. If yes, include an explanation on the continuation sheet.		
9.	Type of Applicant: (Required) Select up to three applicant type(s) in accordance with agency instructions. <table border="0" style="width: 100%;"> <tr> <td style="vertical-align: top; width: 50%;"> A. State Government B. County Government C. City or Township Government D. Special District Government E. Regional Organization F. U.S. Territory or Possession G. Independent School District H. Public/State Controlled Institution of Higher Education I. Indian/Native American Tribal Government (Federally Recognized) J. Indian/Native American Tribal Government (Other than Federally Recognized) K. Indian/Native American Tribally Designated Organization L. Public/Indian Housing Authority </td> <td style="vertical-align: top; width: 50%;"> M. Nonprofit with 501C3 IRS Status (Other than Institution of Higher Education) N. Nonprofit without 501C3 IRS Status (Other than Institution of Higher Education) O. Private Institution of Higher Education P. Individual Q. For-Profit Organization (Other than Small Business) R. Small Business S. Hispanic-serving Institution T. Historically Black Colleges and Universities (HBCUs) U. Tribally Controlled Colleges and Universities (TCCUs) V. Alaska Native and Native Hawaiian Serving Institutions W. Non-domestic (non-US) Entity X. Other (specify) </td> </tr> </table>		A. State Government B. County Government C. City or Township Government D. Special District Government E. Regional Organization F. U.S. Territory or Possession G. Independent School District H. Public/State Controlled Institution of Higher Education I. Indian/Native American Tribal Government (Federally Recognized) J. Indian/Native American Tribal Government (Other than Federally Recognized) K. Indian/Native American Tribally Designated Organization L. Public/Indian Housing Authority	M. Nonprofit with 501C3 IRS Status (Other than Institution of Higher Education) N. Nonprofit without 501C3 IRS Status (Other than Institution of Higher Education) O. Private Institution of Higher Education P. Individual Q. For-Profit Organization (Other than Small Business) R. Small Business S. Hispanic-serving Institution T. Historically Black Colleges and Universities (HBCUs) U. Tribally Controlled Colleges and Universities (TCCUs) V. Alaska Native and Native Hawaiian Serving Institutions W. Non-domestic (non-US) Entity X. Other (specify)	21. Authorized Representative: (Required) To be signed and dated by the authorized representative of the applicant organization. Enter the name (First and last name required) title (Required), telephone number (Required), fax number, and email address (Required) of the person authorized to sign for the applicant. A copy of the governing body's authorization for you to sign this application as the official representative must be on file in the applicant's office. (Certain Federal agencies may require that this authorization be submitted as part of the application.)
A. State Government B. County Government C. City or Township Government D. Special District Government E. Regional Organization F. U.S. Territory or Possession G. Independent School District H. Public/State Controlled Institution of Higher Education I. Indian/Native American Tribal Government (Federally Recognized) J. Indian/Native American Tribal Government (Other than Federally Recognized) K. Indian/Native American Tribally Designated Organization L. Public/Indian Housing Authority	M. Nonprofit with 501C3 IRS Status (Other than Institution of Higher Education) N. Nonprofit without 501C3 IRS Status (Other than Institution of Higher Education) O. Private Institution of Higher Education P. Individual Q. For-Profit Organization (Other than Small Business) R. Small Business S. Hispanic-serving Institution T. Historically Black Colleges and Universities (HBCUs) U. Tribally Controlled Colleges and Universities (TCCUs) V. Alaska Native and Native Hawaiian Serving Institutions W. Non-domestic (non-US) Entity X. Other (specify)				

**Minnesota's Application for the American Recovery
and Reinvestment Act of 2009 (P.L. 111-5) Funding for
Early Childhood State Advisory Councils**

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4. Staff and Position Data
 - A. Early Childhood Advisory Council, Chair
 - B. Minnesota Department of Education, Assistant Commissioner
 - C. Minnesota Department of Human Services, Assistant Commissioner
 - D. Minnesota Department of Education, Director Early Learning Services
 - E. Minnesota Department of Human Services, Division Director
 - F. Minnesota Department of Education, Early Childhood Specialist
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Appendix B: Preliminary Strategic Plan – June 2009

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Appendix D: Executive Order Establishing Early Childhood Advisory Council

Appendix E: Commitment of Non-Federal Match

Appendix F: Indirect Cost Rate Agreement

1. Project Description

A. Minnesota's Goal

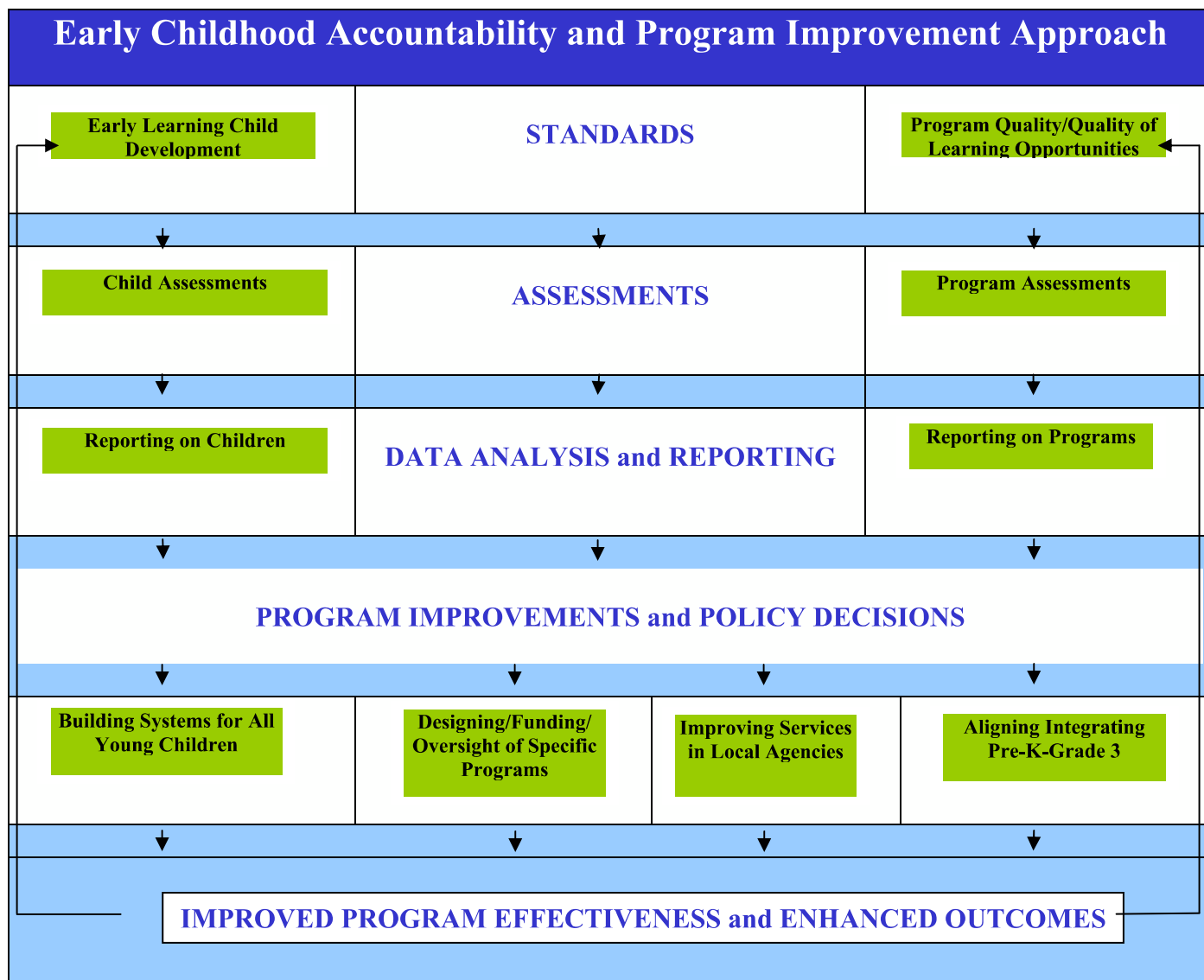
By 2020, all Minnesota children are school-ready as they enter kindergarten.

B. Taking Stock and Building Capacity

Features of a standards-based and purpose-driven accountability system are described in *Taking Stock: Assessing and Improving Early Childhood Learning and Program Quality*, a report of the National Early Childhood Accountability Task Force.

The features include:

- Standards for both children's learning and development and for program quality.
- Appropriate assessments that are based on these standards.
- Data analysis and reporting methods that assure reliability, validity and accuracy of the data and safeguard the rights of individual children.
- Specific plans for using the data to guide and motivate program improvement initiatives and policy decisions which includes designing and building systems, funding and oversight of specific programs, improving services in local agencies, and aligning/integrating pre-kindergarten to grade 3.
- An ultimate goal of enhancing program effectiveness and positive outcomes for all young children.



Minnesota is requesting funding for eight activities that will allow us to take stock of current challenges and opportunities as well as build capacity for the future. The activities designed as part of the American Recovery and Reinvestment Act funding application directly address various needs of Minnesota in designing a standards-based and purpose-driven accountability system.

C. High-Impact Areas

The activities included in the application will also make a difference in five high-impact areas within the components of the Taking Stock accountability system. Making progress in these areas will allow Minnesota to move forward in realizing its vision that all children entering kindergarten are prepared to succeed.

High Impact Area 1: Comprehensive, well-articulated children’s learning and program standards will drive curricula, instruction, child assessments and professional development.

Activity A: Develop and implement a mentor and coach community of practice to enhance practitioner understanding and use of early learning standards, instructional practice (particularly around the 10 Essential Elements of Effective Care and Education Programs) and program standards.

Minnesota has two sets of child outcome standards: the Early Childhood Indicators of Progress (ECIPs) Minnesota’s Early Learning Standards (for children ages 3-5 years) and Early Childhood Indicators of Progress Minnesota’s Early Learning Guidelines for Birth to 3. In this activity, mentors and coaches in existing programs will receive consistent and comprehensive training and support as they embed early learning and program standards in their practice and improve instructional strategies and skills on providing compensatory education especially in the areas of literacy and language development and mathematical thinking. Training content will be delivered in face-to-face sessions as well as online. This network of mentors and coaches will also participate in a virtual community of practice to augment their skill development.

The purpose of the activity is to integrate early learning (child) standards and research-based instructional practice and program standards. A number of different program standards used in various settings such as National Association for the Education of Young Children Accreditation, Head Start Child Outcomes Framework, licensing standards and pilot Quality Rating and Improvement System standards will be introduced.

Once trained, mentors and coaches will embed the new information into their work with practitioners. Practitioners will improve instructional practice based on this learning.

Activity B: Create common program standards.

Legislation passed into law in 2009 directed the Departments of Human Services (DHS) and Education (MDE) to develop a common set of program standards. To accomplish this statutory directive, the departments have created a cross-agency workgroup and drafted a workplan to which ARRA funding will contribute outside expertise.

ARRA funds will be used to contract with national experts to review Minnesota's draft of common program standards. An outside facilitator will conduct stakeholder meetings to arrive at consensus on the draft set of program standards and Quality Rating and Improvement System (QRIS) indicators. Opportunities for public comment will also be offered.

Development of a common set of program standards will support policymakers in assessing program effectiveness and planning for early childhood system improvements

and will support programs in more effectively implementing curriculum, instruction and child assessment.

High Impact Area 2: Integrated data systems will enable policymakers, state agencies and the community to better measure school readiness. Data analysis and reporting methods will assure reliability, validity and accuracy of the data and safeguard the rights of individual children.

Activity: Design interface and reporting across systems to unify data for the indicators in the Minnesota early care and education accountability system.

Currently, child-level data exists in program-level databases within state agencies but there is no method for sharing this data and assuring that it is unduplicated information. This project will create a plan to link data sets through data-sharing agreements. The plan will identify and determine the steps that need to be taken to unify the data elements across agencies.

The ability to link across existing data systems within existing technological and security protocols will enhance decision-making at minimum cost. Access to data in a user-friendly format will allow policymakers and practitioners to better assess the strengths and weaknesses of current early childhood offerings to improve coordination of programs and activities.

High Impact Area 3: An effective professional development system to prepare early childhood educators and care providers will be implemented, guided by data and resulting in improved teaching skills.

Activity A: Research, analyze, and update the Minnesota Core Competencies for Early Childhood Practitioners to reflect essential skills and knowledge necessary and improve alignment with the Early Childhood Indicators of Progress (Minnesota's Early Learning Standards).

Core Competencies have been identified and used by child care programs to guide continuous improvement and to assist teaching staff in developing their professional development goals. These will be updated to reflect current research and changing demographics of Minnesota's population. Revising the core competencies will better reflect the skills early childhood educators and care providers need in order to provide quality instruction for children.

Activity B: Implement outreach strategies for early childhood professional development requirements.

High-quality training improves the skills of early childhood educators and care providers. Early childhood personnel access inservice training through a number of different agencies, organizations and education programs. Access to and quality of training varies. To improve the quality of and access to training, the Minnesota Center for Professional Development has established a registry, training and trainer approval processes and serves as a statewide clearinghouse.

This activity will inform early childhood professionals about resources and professional development requirements. Materials will be translated into several languages to reach underserved communities. Staff from state agencies, partnership organizations and quality initiatives will distribute translated materials and conduct outreach activities identified in a preexisting marketing plan.

Activity C: Design and implement an evaluation framework to assess the capacity and effectiveness of two-and-four- year Institutes of Higher Education in preparing early childhood educators and care providers.

The Early Childhood Advisory Council is charged with determining the extent to which Institutes of Higher Education in Minnesota are preparing students for their first teaching experience. To determine the effectiveness of this preparation, data from institutions of higher education needs to be collected and analyzed. This activity allows Minnesota to pull existing data together to inform decisions about how to best prepare teachers to meet the unique needs of young children and assess the effectiveness of current preparation programs.

High Impact Area 4: At-risk children and families will have increased access to effective early care and education programs. The design and subsequent funding of the system will be guided by data.

Activity: Research and analyze the cost and financing mechanism of early childhood system components.

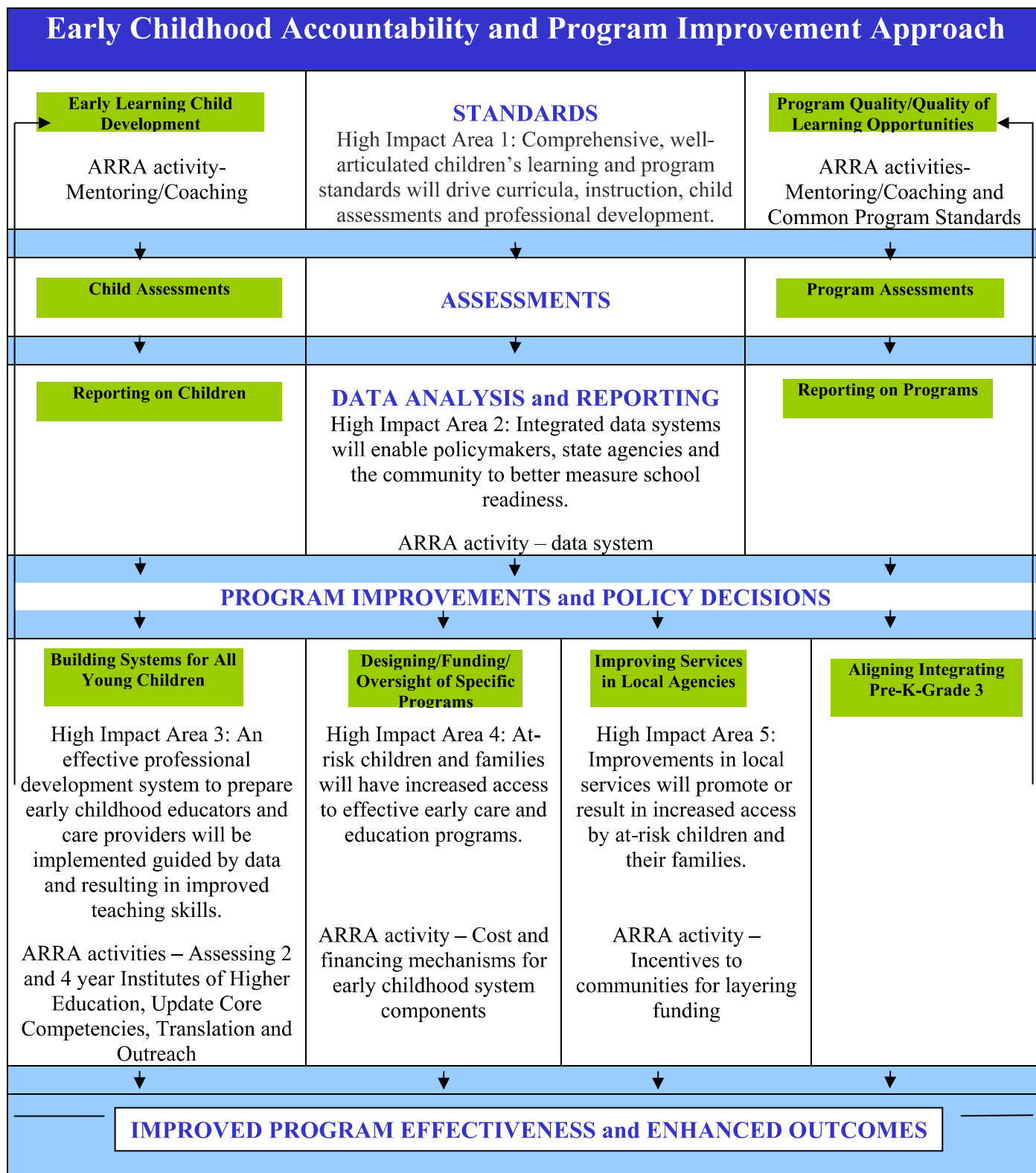
The Early Childhood Advisory Council (ECAC) has adopted the Ten Essential Elements of Effective Care and Education Programs (see Appendix A). These are research-based elements needed for long-term improvements in child outcomes for children who are at-risk for coming to school unprepared and were agreed to by researchers, advocates and state agency staff at the Governor's Summit on School Readiness sponsored by the National Governors Association. This activity will identify the costs of a system that increases participation of children in programs which implement the 10 Essential Elements. A consultant will work with the Access and Finance committee of the ECAC to determine what is desired, what is currently underfunded, and what is not funded at all. Once costs are identified, funding mechanisms that could support the system will be documented.

High Impact Area 5: Improvements in local services will result in increased access by at-risk children and their families.

Activity: Incentives to communities to support layering or braiding early childhood funding.

This activity will provide incentive grants to communities to support initiatives that layer or blend early childhood funding. Layering of existing funds can build capacity in communities to meet the needs of at-risk children and families. Communities will share lessons learned about braiding and blending funding across federal, state and local funding streams.

The Taking Stock chart has been customized to demonstrate how the high impact areas and activities included in this application take steps to build an accountability and program improvement approach.



2. Need for Assistance

A. Background

Minnesota has done much to support the development of young children. Advocates have outlined the components of a broad early childhood system of programs and services including early learning, health, early intervention and family support. The Minnesota Legislature established the Minnesota Early Childhood Caucus in 2002 to work on a bipartisan and bicameral basis. Publicly funded programs provide service to children and families.

Privately funded initiatives are doing innovative work in communities throughout the state. In February 2008, a small group of Minnesota-based foundations and funders agreed to work together to fund a comprehensive business plan. Groups, such as the Minnesota Initiative Foundations and Minnesota Early Learning Foundation, are piloting new programs. Coalitions are being built in communities of all sizes. Parent Aware is a pilot quality rating and improvement system that rates the quality of early childhood care and education programs and provides support to improve quality. Scholarships and public allowances have been used as new methods of portable funding.

Together, these current initiatives provide a strong foundation on which to build. Further efforts are needed, however, to support the needs of children most at-risk of coming to kindergarten unprepared.

Needs assessments have been recently conducted that can act as a starting point on which to build rather than duplicating efforts. Wilder Research conducted a comprehensive early care and education asset review published in 2008 and a soon-to-be-released report on the well-being and vulnerabilities of babies in Minnesota.

The Minnesota School Readiness Study, an annual report done by the Minnesota Department of Education (MDE) consistently shows that some children, especially children from families with low incomes and low levels of maternal education, are not yet demonstrating proficiency in the five areas of development studied. An improvement in proficiency by these children at kindergarten entrance would help reduce Minnesota's achievement gap.

During the 2009 Minnesota legislative session, legislation was passed requiring the ECAC to create an inventory of early childhood services. Staffs from the Departments of Education and Human Services have begun to develop this inventory beginning first with services that support primary care settings such as Head Start, public prekindergarten, and child care. Minnesota Management and Budget (MMB) was also charged with developing a children's budget that will map all state expenditures, regardless of source, that serve the primary function of supporting the health, safety, stability, growth, development and education of children. The MMB Commissioner must report to the Legislature by January 15, 2010. The ECAC recommends that the MMB document serve as a companion piece to the Inventory of Early Childhood Services as it includes a more expansive repertoire of children's programs and services.

Collecting this information and making it available in one place will make it possible to analyze where gaps exist in providing programs and services, determine where funding is being spent and look at who is accessing the available programs and services. The documentation will inform a number of policy decisions. Once developed, it is anticipated that the inventory will be updated periodically to provide an ongoing needs assessment.

B. Minnesota Needs and Need for Assistance

Several needs have surfaced as priorities for the ECAC. These correspond to the high-impact areas noted. Currently, Minnesota does not have:

1. An impactful, consistent training model that assists early childhood professionals in implementing early learning and program standards, teaching them to use child assessment to inform effective instruction and helping them understand program quality improvement efforts.
2. An accountability system for early childhood that articulates three to five key indicators and underlying indicators with which to measure progress in child outcomes, program quality and infrastructure effectiveness. Once accountability indicators are identified, Minnesota needs to link existing data systems to access data and better measure school readiness.
3. A coordinated, high-quality professional development system to prepare early childhood educators and care providers and increase their teaching skills.
4. An adequately funded system of early childhood programs that increases access for all at-risk children and families in high-quality programs which implement the 10 Essential Elements. Minnesota needs to define the costs of system components that can be targeted to at-risk children based on the 10 Essential Elements.
5. Enough access to high quality programs for at-risk children at the local level.

The ECAC proposes to address these challenges in this application.

C. Status of Early Learning Standards

Minnesota has long believed in the value of early learning standards. MDE and DHS worked with stakeholders to create two sets of child outcome standards: the Early Childhood Indicators of Progress Minnesota's Early Learning Standards (first published in 2000) and Early Childhood Indicators of Progress Minnesota's Early Learning Guidelines for Birth to 3 (published in 2007 with the Minnesota Department of Health). These standards are comprehensive, covering all areas of development. They are research-based and provide sufficient breadth and depth in each area of development to offer meaningful information to the user. The indicators are broadly applicable to children from diverse linguistic, economic and cultural backgrounds and to children with variations in developmental needs and abilities in different early childhood settings. They help parents and early childhood professionals look for growth over time and progress on the path of development. The standards are presented within a context of shared responsibility among family members, teachers and caregivers, communities and policymakers for helping children meet the expectations.

The guidelines for birth to three are aligned with the Early Childhood Indicators of Progress for three to five. These, in turn, are aligned with K-12 academic standards. The ECIPs are also aligned to the Head Start Outcome Framework. The *Alignment of Minnesota K-12 Kindergarten Academic Standards with the Early Childhood Indicators of Progress: Minnesota's Early Learning Standards and the Head Start Child Outcomes Framework* has been created to articulate the alignment to assist early care and education practitioners in communicating ways they can prepare children for later learning.

Following the publishing of the ECIPs, MDE and DHS offered training to child care providers and teachers in ECFE, Head Start and School Readiness and child care programs. Early childhood professionals learned how to use the documents to support effective instruction. Now, trainings offered by MDE and DHS embed the standards. In addition, many school districts offer training on the ECIPs.

D. Status of Governance

The oversight of early childhood care and education programs is split primarily between two state agencies. The Minnesota Department of Education is responsible for School Readiness, Early Childhood Family Education, Head Start, Early Childhood Special Education Parts B and C, Early Childhood Screening, School Readiness Study, and the Minnesota Parents Know Website. The Department of Human Services oversees the Child Care Assistance Program, School Readiness Connections, Licensed Child Care Centers, Licensed Family Child Care, Child Care Development Grants including: Building Child Care Quality; Family, Friend and Neighbor Care supports; Migrant Child Care; Minnesota Early Childhood and School-age Professional Development System; and Providing Information to Parents. Staff from the departments meet regularly to share information and coordinate efforts.

E. Status of Professional Development Systems

Minnesota has a complex system of licensing requirements and qualifications for staff, pathways for achieving them, and delivery systems for preparation and continuing education. Formal training that leads to a degree is offered through two and four year

Institutes of Higher Education (IHE). Articulation agreements are in place between some colleges, but not all. Inservice professional development opportunities are offered through a variety of groups, including but not limited to: Child Care Resource and Referral agencies, two and four year IHE, and professional membership organizations such as the Minnesota Family Licensed Family Child Care Association and the Minnesota Association for the Education of Young Children.

In 2007, the Minnesota State Legislature placed into statute a policy requiring the development and implementation of a professional development system for practitioners serving children in early childhood and school-age programs. Metropolitan State University was awarded a grant from DHS and is in process of developing three key elements of the system including a professional development registry, a career lattice and trainer and training approval.

Minnesota's Core Competencies for Early Childhood Practitioners, released in 2004, serves as a guide for practitioners to improve, measure, and demonstrate their work with children and families. The Core Competencies are divided into eight content areas with each content area separated into five levels. The levels build upon one another beginning with the basic requirements for a practitioner new to the field to a professional who has both experience and education that reaches the master or doctorate level. Since the inception of this document, the professional development system of Minnesota gradually began aligning training to correspond with one or more of the content areas of the core competencies.

F. Status of Data Systems

Minnesota faces a number of challenges in collecting data that would be helpful in building accountability systems for early childhood. Not all the data that is considered essential is currently being collected, there are barriers to sharing what data is collected and the current data systems do not link with one another.

MDE currently has unique identifiers for children in Early Intervention, IDEA Part C, Early Childhood Special Education and children who have received early childhood screening age three years to kindergarten entrance. This provides Minnesota with detailed information on the experiences and developmental outcomes of those involved in Early Intervention and Early Childhood Special Education. Information on the qualifications of teachers working in a public school setting is collected by Staff Automated Reporting (STAR) a Web-based system used by school districts. MDE's Early Learning Services division collects aggregate information on enrollment and demographics of those attending School Readiness, Head Start and Early Childhood Family Education (ECFE) programs. However, the current data collection does not provide individual child information in other public early learning programs such as ECFE, School Readiness, Head Start or privately operated child care homes and centers that do not call for children receiving child care subsidies.

DHS tracks data for child care including licensed child care providers, quality improvement supports to child care providers and referrals to families for child care. Licensed family and center child care providers are tracked in a licensing database. Referrals to families for child care are tracked in National Association of Child Care Resource and Referral Aware (NACCRRAware). Practitioners grants and training is tracked in Minnesota STREAMS to Quality (MNSTREAMS) and through the

Professional Development Registry. A Parent Aware database tracks program participation and rating details for the pilot quality rating and improvement system.

DHS has automated eligibility and payment systems for child care subsidies, cash assistance and health care (MEC2 and MAXIS) that contain data. Each person is assigned a unique identifier that is used in both systems.

Additional data is collected for support services including Social Services Information System (SSIS), a comprehensive child welfare case management system, and PRISM, Minnesota's Child Support Enforcement data program. Health care programs at DHS are mainly administered through the Medicaid Management Information System (MMIS). The DHS Data Warehouse also supports limited data from systems administered through the Minnesota Department of Health, Department of Employment and Economic Development, and the Minnesota State Colleges and Universities.

In addition to the data collected by DHS and MDE, it would be beneficial to be able to access information such as Follow Along Program and home visiting data collected by the Minnesota Department of Health. The Department of Employment and Economic Development (DEED) receives wage data information, and the Institutes of Higher Education (IHE) gathers participation rates for early childhood preparation programs and graduation rates. MDE is applying for a K-12 Statewide Longitudinal Data System grant (integrating priority early learning data elements) from the U.S. Department of Education.

G. Quality and Availability of Early Childhood Education Programs in Minnesota

Minnesota has a broad array of public and privately funded primary early care and education programs. Publicly funded programs include: School Readiness, Head Start, Early Childhood Family Education and Early Childhood Special Education Parts B and C. (Additional support services exist and are highlighted throughout this application.) In addition, for-profit and not-for-profit private child care programs, preschool and faith-based programs are available. Home-based child care programs are located throughout the state. Many parents choose to have their child cared for by family, friends or neighbors. The quality of early care and education programs varies.

DHS, in conjunction with MDE and the Minnesota Early Learning Foundation, is currently piloting a quality rating and improvement tool for selecting high-quality child care and early education programs. Parent Aware's star ratings will help parents find the types of quality programs that will help prepare young children for school. Star ratings are based on a number of factors including: family partnerships, teaching materials and strategies, tracking learning, teacher training and education, and child safety. An evaluation of this pilot is designed to study the importance of quality early childhood programs in preparing children for school success. Results of this evaluation are scheduled to be released by December 2010. The results will be used to plan for a statewide quality rating and improvement system framework.

H. Minnesota's Goals for Increasing the Number of Children Entering Kindergarten Ready to Succeed

The Council has identified as one of its priorities, the need to work with children who are in families with low incomes and/or children who experience multiple risk

factors. Minnesota addresses this need, in part, by allocating funds to programs which serve low-income children and their families. Each year, Minnesota spends \$20.1 million to provide slots in Head Start programs in addition to those supported by federal funds. School Readiness programs receive \$10.1 million state funds in addition to parent fees to ensure programming is available for low-income children and their families in school districts throughout the state. More can be done to increase access and ensure children entering kindergarten are ready to succeed.

Working to improve outcomes for children who are at-risk will improve outcomes for all children. Five goals follow:

1. Promote the implementation of Early Learning Standards as a way to inform instruction and intentional teaching practices. Enhance understanding of the use of child assessment in planning and curriculum development.
2. Enhance program quality by implementing the 10 Essential Elements of Effective Care and Education Programs in programs serving children who come from low-income families.
3. Increase accountability for program quality and positive child outcomes and infrastructure effectiveness.
4. Ensure effective professional development that prepares and builds early childhood professionals' proficiency in teaching children the skills, knowledge and behaviors they need to be ready for school.
5. Increase access to high-quality programs for children who are at-risk for entering kindergarten unprepared through initiatives such as School Readiness Connection.

The ECAC is in the process of identifying benchmarks for its goal that by 2020, all Minnesota children are school-ready as they enter kindergarten.

3. Approach

A. Minnesota's Early Childhood Advisory Council

Governor Tim Pawlenty signed Executive Order 08-14, creating the State Advisory Council on Early Childhood Education and Care ("Early Childhood Advisory Council") on September, 2008. (View [Executive Order 08-14](#).) The Governor's Early Childhood Advisory Council is an advisory body that makes recommendations to the Governor and Legislature. The Council is made up of 17 gubernatorial and legislative appointees. The members meet both state and federal requirements for representation. Members serve on the Council and are also encouraged to serve on one of its four standing committees. Many are co-chairs of the committee along with a member of the community.

Since its inception in 2008, the ECAC has done much to set priorities and establish parameters for the next 3 ½ years. They have:

- Articulated a goal that by 2020 all Minnesota children will be ready for school.
- Developed guiding principles and outlined implementation priorities.
- Adopted the 10 Essential Elements of Effective Early Care and Education Programs which are grounded in scientific research (see Appendix A).
- Developed a preliminary strategic plan and communicated it to stakeholders across the state (see Appendix B).

- Convened committees which have begun to identify recommendations for improving early childhood systems.

B. Early Childhood Advisory Council Membership

Sarah Caruso, Greater Twin Cities United Way, Chair and Parent Member
 Andy Chen, 3M, Parent Member
 Tarryl Clark, Minnesota Senate, Legislative Appointed Member
 Stephanie Corradi, Home Childcare Provider, Parent Member
 Randy Demmer, Minnesota House of Representatives, Legislative Appointed Member
 Tom Holton, Community Education-Bloomington/Richfield Public Schools, Public Member
 Chuck Johnson, Minnesota Department of Human Services (which includes administration of child's children mental health services)
 Karen Klinzing, Minnesota Department of Education (which includes administration of early intervention services)
 Julie Leslie, Augustana Preschool, Parent
 Geoff Michel, Minnesota Senate, Legislative Appointed Member
 Joe Nathan, Center for School Change-University of Minnesota, Public Member
 Arthur Reynolds, Institute of Child Development-University of Minnesota, Representing Higher Education
 Maureen Seiwert, Early Childhood Education-Minneapolis Public Schools, Representing Local Education Agency
 Sandy Simar, Child Care Resource and Referral Head Start, Representing Head Start
 Julie Sjoldal, St. David's Child Development Center, Local Provider of Early Childhood Education Services
 Nora Slawik, Minnesota House of Representatives, Legislative Appointed Member
 Mary Vanderwert, State Head Start Collaboration Director

C. Goals, Objectives, Activities and Timelines

At the Council's December 8, 2009 meeting, following two public hearings, the Early Childhood Advisory Council affirmed its plan for the use of the ARRA funding in five high-impact areas that support the development of a standards-based, purpose-driven accountability system.

High Impact Area 1: Comprehensive, well-articulated children’s learning and program standards will drive curricula, instruction, child assessments and professional development.

Activity A: Develop and implement a mentor and coach community of practice to enhance practitioner understanding and use of early learning standards, instructional practice(particularly around the 10 Essential Elements of Effective Care and Education Programs) and program standards.

Goal: Promote understanding of the relation and importance of early learning standards and program standards as a way to improve practitioner effectiveness across early childhood care and education settings.

Objectives:

1. To build a sustainable network of competent coaches and mentors to support evidence-based practice with early childhood practitioners.
2. To help practitioners understand and integrate *Early Childhood Indicators of Progress*, Minnesota’s early learning standards and guidelines for young children birth through five in everyday practice including implementing curriculum, instructional practices, engagement with families, and child and program assessment that fosters all areas of child development and use of culturally appropriate and effective teaching approaches.
3. To help early childhood practitioners understand Minnesota’s common set of programs standards and how these standards apply to them, including opportunities for participation in a voluntary statewide quality rating and improvement system.
4. To help practitioners understand the 10 Essential Elements of Effective Early Care and Education and the relationship to improving outcomes for children most at-risk of coming to school unprepared.

Strategy: Provide training and a virtual community of practice for mentors and coaches who will in turn, provide professional development to help practitioners understand and integrate the ECIPs, program standards, 10 Essential Elements and compensatory instruction in their everyday practice.

Measurable outcomes:

- Training content will be developed.

<ul style="list-style-type: none"> ▪ Cadre of 24 master mentors and coaches will embed content into their work with practitioners and work with two additional mentees. ▪ Additional 48 mentees will receive online content. 			
Task	Person or group responsible	Timeline for implementation	Quantitative projections of accomplishments
Convene an advisory workgroup to assist contractor in developing key concepts for training content, training project design; training content; sustainability efforts; and evaluation.	Contractor	Year 1 Quarter 1	Training project design, training content sustainability efforts, and evaluation are based on feedback from workgroup.
Review and provide recommendations for updating the Web-based professional development resources of the Minnesota Center for Professional Development.	Contractor	Year 1 Quarter 2	Recommendations completed.
Develop and submit for approval a common core of training content for coaches and mentors on use of standards as a framework for curriculum, instructional practice, compensatory instruction, assessment; implementing the 10 Essential Elements; and skill building on effective coaching and mentoring with input of advisory workgroup. Training delivery models including face-to-face and online.	Contractor	Year 1 Quarter 3	Training content completed.
Recruit coaches and mentors involved in current initiatives to participate in this project.	Contractor will assist state agency staff	Year 1 Quarter 3	24 trainers selected from existing training initiatives.
Implement trainings for eight mentors and coaches in each of three regions.	Contractor	Year 1 Quarter 3	Training provided.

Task	Person or group responsible	Timeline for implementation	Quantitative projections of accomplishments
Coordinate efforts to develop an approval process for coaches and mentors underway for Minnesota Center for Professional Development to ensure coaches and mentors offer high-quality services.	State agency staff	Year 1 Quarter 4	Core competencies for early childhood coaches and mentors are being developed.
Develop virtual community of practice and launch community of practice as they begin to deliver services.	Contractor	Year 1 Quarter 4	Virtual community of practice is launched.
Recruit new coaches and expand coaching and mentoring training opportunities to Early Childhood Family Education, Child Care Resource and Referral, Early Childhood Special Education, Even Start, Head Start and home visiting programs.	State agency staff	Year 2 Quarter 1	48 new mentors and coaches are recruited.
Offer core content through online training.	Contractor	Year 2 Quarter 3	Online training offered.
Expand virtual community of practice to additional coaches and mentors.	Contractor	Year 2 Quarter 4	Virtual community of practice available to all participating mentors and coaches.
Recommend a plan for sustaining network of coaches and mentors and mechanisms to expand including integration of the network into existing and evolving components of Minnesota's early childhood system such as professional development and the quality rating and improvement system.	State agency staff	Year 3 Quarter 4	Plan completed.
Submit final progress report.	Contractor	Year 3 Quarter 4	Report submitted.
Report on project to ECAC.	Contractor	Year 3 Quarter 4	Presentation made.

<i>Activity B: Create common program standards.</i>			
Goal: Develop a common set of program standards and QRIS indicators. Objectives: <ol style="list-style-type: none"> 1. To create a common set of program standards for a variety of different early childhood settings. 2. To contribute to the development of quality indicators for a voluntary statewide Quality Rating and Improvement System using the framework of common program standards. 			
Strategy: Provide support to the Departments of Education and Human Services as they develop common program standards and Quality Rating and Improvement System indicators.			
Measurable outcomes: <ul style="list-style-type: none"> ▪ Expert content review of draft standards. ▪ Meeting facilitation for joint agency consensus-building. ▪ Facilitation of public comment process for standards. ▪ Development of high-quality marketing materials for standards. 			
Tasks	Person or group Responsible	Timeline for implementation	Quantitative projections of accomplishments
Review of draft standards by content experts.	Contractor (5 mini contracts)	Year 1 Quarter 1	Reviews completed.
Facilitate meeting for joint agency consensus-building.	Contractor	Year 1 Quarter 1	Meeting held and consensus achieved.
Facilitate public comment process for standards.	Contractor	Year 1 Quarter 1	Four meetings held, comments gathered and documented.
Incorporate comments into final draft of common standards.	Contractor	Year 1 Quarter 2	Final draft completed.

Tasks	Person or group Responsible	Timeline for implementation	Quantitative projections of accomplishments
Submit report on common program standards to DHS, MDE and ECAC.	Contractor	Year 1 Quarter 2	Report completed.
Develop marketing materials used to communicate final set of program standards and Quality Rating and Improvement System indicators.	Contractor	Year 1 Quarter 2	Materials submitted to state agencies and ECAC and approved.

High Impact Area 2: Integrated data systems will enable policymakers, state agencies and the community to better measure school readiness. Data analysis and reporting methods will assure reliability, validity and accuracy of the data and safeguard the rights of individual children.

Activity: <i>Design interface and reporting across systems to unify data for the indicators in the Minnesota early care and education accountability system.</i>
<p>Goal: Develop recommendations for reducing gaps within current state data systems and for enhancing data accountability.</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. To inventory and review existing state and national early childhood databases. 2. To develop a detailed plan to link data housed in the Minnesota Departments of Education, Human Services, Health, and Employment and Economic Development incorporating appropriate data-sharing agreements and safeguards. 3. To develop a detailed report for the ECAC that includes options for solution(s) for how data will be linked across systems and how reporting on the accountability indicators will be performed.
Strategy: Research, define and sequence plans for Minnesota's early childhood data system.
<p>Measurable outcomes:</p> <ul style="list-style-type: none"> ▪ Identify a plan to link data elements in disparate databases, correlated to indicators and ECAC strategic plan that are currently

<p>available for use in state data systems.</p> <ul style="list-style-type: none"> ▪ Identify steps that need to be taken to unify (track and report on) common data elements across agencies. ▪ Achieve one federal duty assigned to the Council: <i>Develop recommendations regarding the establishment of a unified data collection system (Federal Duty IV).</i> 			
Tasks	Person or group Responsible	Timeline for implementation	Quantitative projections of accomplishments
Generate draft list of all potential statewide indicators based on the 10 Essential Elements.	Accountability Committee	Prior to receipt of award	Indicators are generated based on research review and committee feedback.
Begin to combine indicators to generate 3-5 power indicators.	Accountability Committee	Prior to receipt of award	Indicator list is reduced.
Finalize power indicators.	Accountability Committee	Prior to receipt of award	Proposal sent to ECAC.
Develop outline of departments, programs and database names to provide to consultant to meet the definition of the statewide power indicators.	State Agency Technical Group	Year 1 Quarter 2	State agency technology experts are identified. Date set for first meeting.
Work with a State Agency Technical Group to advise consultant on data elements and gaps.	State agency staff	Year 1 Quarter 2	Data elements and gaps are identified.
Begin inventory of state databases in coordination with ECAC Accountability Committee, as well as local, state, and national initiatives.	Contractor	Year 1 Quarter 2	Inventory begun.
Complete inventory of existing data elements with corresponding descriptions of technological platforms, updated schedules, planned revisions to each database and specific data-privacy procedures.	Contractor	Year 1 Quarter 4	Inventory completed.

Tasks	Person or group Responsible	Timeline for implementation	Quantitative projections of accomplishments
Work through various teams in state agencies to identify opportunities to implement recommendations.	Contractor	Year 2 Quarter 1	Draft recommendations completed and presented to committee.
Release final report with recommended next steps.	Contractor	Year 2 Quarter 2	Report to ECAC, MDE and DHS.

High Impact Area 3: An effective professional development system to prepare early childhood educators and care providers will be implemented guided by data and resulting in improved teaching skills.

<i>Activity A: Research, analyze, and update the Minnesota Core Competencies for Early Childhood Practitioners to reflect essential skills and knowledge necessary and improve alignment with the Early Childhood Indicators of Progress (Minnesota's Early Learning Standards).</i>
<p>Goal: Improve the early childhood professional development system in Minnesota so that both inservice and preservice early childhood professional development in the state is based on a set of cross-sector, evidence-based competencies that improve effectiveness in addressing the needs of all children.</p> <p>Objectives: To revise Minnesota's evidence-based set of core competencies.</p>
<p>Strategy: Improve the Minnesota Core Competencies so that they encompass all professionals serving young children in the early childhood care and education system, reflect the skills needed by these professionals to address the needs of the changing child population and incorporate the latest research on child development and teacher effectiveness.</p>
<p>Measurable outcomes:</p> <ul style="list-style-type: none"> • Revision of Minnesota's evidence-based set of core competencies. • Number of programs or individuals in the registry using core competencies for personal career development.

Tasks	Person or group responsible	Timeline for implementation	Quantitative projections of accomplishments
Form a stakeholder work group.	State agency staff	Prior to receipt of funds	Establish membership of stakeholder work group.
Review research available on early childhood educator and care provider effectiveness.	Contractor	Year 1 Quarter 1	Report on research review to stakeholder work group.
Conduct search of work done in other states on cross-sector core competencies.	Contractor	Year 1 Quarter 2	Report of findings to stakeholder work group.
Review current information and research on early childhood core competencies.	Contractor	Year 1 Quarter 3	Report on research review to stakeholder work group.
Facilitate core competency revision with stakeholder work group.	Contractor	Year 1 Quarter 4	Stakeholder work group meets.
Finalize draft of core competencies.	Contractor	Year 2 Quarter 1	Stakeholder work group recommendations are incorporated.
Finalize draft incorporating revisions from stakeholder workgroup.	Contractor	Year 2 Quarter 1	Final document submitted to state agencies and ECAC.

Activity B: *Implement outreach strategies for early childhood professional development requirements.*

Goal: Implement outreach activities that will reduce confusion, ensure access, and encourage early education and care providers to participate in the professional development system to increase their level of education.

Objectives: <ol style="list-style-type: none"> 1. To implement activities in an integrated and ongoing communications/marketing plan that includes a timeline and strategies for delivering key messages to practitioners in the field of early care and education. 2. To implement an outreach plan that will ensure information about professional development opportunities, regulations, standards, etc., is aligned and easily accessible to targeted audiences including child care providers, especially those from underrepresented communities. 3. To increase usage and create demand for the Minnesota Center for Professional Development (MnCPD). 			
Strategy: Conduct outreach activities to early education and care practitioners in under-represented communities to increase their knowledge of available resources and tools designed to assist them in identifying clear educational pathways leading to certificates, credentials and degrees.			
Measurable outcomes: <ul style="list-style-type: none"> • Number of new early care and education practitioners participating in the Registry. • Number of new certificates, credentials, degrees obtained listed on the Registry. • Number of early care and education practitioners accessing professional development tools and resources on the Minnesota Center for Professional Development Website. 			
Tasks	Person or group responsible	Timeline for implementation	Quantitative projections of accomplishments
Finalize materials for translation and prepare for distribution to providers/staff.	Contractor	Year 1 Quarter 1	Final draft developed.
Implement previously developed marketing plan for informing the child care providers about the resources available through the Minnesota Center for Professional Development.	Contractor	Year 1 Quarter 2	Marketing plan is implemented.

Tasks	Person or group responsible	Timeline for implementation	Quantitative projections of accomplishments
Translate outreach materials and professional development resources into Spanish, Somali and Hmong languages, using varied formats.	State agency staff will develop contracts with translators	Year 1 Quarter 2	Materials available in several languages and in a variety of formats.
Present professional development resources at meetings and conferences throughout the state including those targeted to director groups, the Minnesota Association for the Education of Young Children, staff working with infants and toddlers, other training opportunities, etc.	State agency staff Minnesota Center for Professional Development staff, Child Care Resource and Referral staff	Year 1 Quarter 3	Presentations completed.
Recommend strategies for sustaining outreach through partnerships with quality initiatives.	Contractor	Year 1 Quarter 3	Report made to state agencies and ECAC.
Implement other promotional activities assigned to state agency staff and community partner,s as defined in the previously developed marketing plan.	State agency staff, stakeholders and community partners	Year 1 Quarter 4 ongoing	Activities are implemented.

Activity C: Design and implement an evaluation framework to assess the capacity and effectiveness of two-and four-year Institutes of Higher Education (IHE) in preparing early childhood educators and care providers.

Goal: Assess the capacity and effectiveness of two-and four-year public and private IHE utilizing existing data sources.

Objectives:

1. To understand the capacity for preparation and training of early childhood staff through IHE.
2. To assess the effectiveness of teacher training offered through IHE.
3. To make recommendations for improvements to data collection system.

Strategy: Design and implement an evaluation framework including data collection, aligning indicators/measures with data sources and gathering and analyzing information to assess the capacity and effectiveness of two-and four-year higher education institutions.

Measurable outcomes: A report regarding the utilization and effectiveness of teacher education programs in state institutions of higher education will be available for use by citizens and early childhood stakeholders.

Tasks	Person or Group Responsible	Timeline for implementation	Quantitative projections of accomplishments
Gather existing data regarding early childhood workforce, student attrition rates, alignment of various standards, capacity of 2 and 4 year IHE, curriculum reflects current research, etc.	Contractor	Year 2 Quarter 3	Data collected.
Analyze data and summarize findings.	Contractor	Year 2 Quarter 4	Summary of findings drafted.
Analyze existing data to identify gaps in what is currently available and identify what would be important to gather in the future. Make recommendations on how this can be addressed.	Contractor	Year 2 Quarter 4	Recommendations are incorporated into final report.
Submit final report to ECAC.	Contractor	Year 2 Quarter 4	Presentation completed.

High Impact Area 4: At-risk children and families will have increased access to effective early care and education programs. The design and subsequent funding of the system will be guided by data.

Activity: <i>Research and analyze the cost and financing mechanism of early childhood system components.</i>			
Goal: Develop a model and cost out an effective early care and education system that prepares children for school.			
Objectives: To utilize research to inform program development and financing decisions.			
Strategy: Determine the cost of current early childhood systems elements as well as potential changes and additions to the system.			
Measurable outcomes: <ul style="list-style-type: none"> ▪ Create a model of an early childhood system with discrete elements that are identified by risk group. ▪ Determine the cost of providing this system to children 0-5 in Minnesota. 			
Tasks	Person or group responsible	Timeline for implementation	Quantitative projections of accomplishments
Identify components of a 0-5 system that contains the 10 Essential Elements.	Access and Finance Committee	Prior to receipt of award	Agreement on components reached.
Analyze the cost of each component of system.	Consultant	Year 1 Quarter 2	Cost of components finalized.
Identify risk factors and how they align with each component of a system and necessary elements.	Access and Finance Committee	Year 1 Quarter 2	Agreement on risk factors aligned with components reached.
Develop an estimate number of children and families in each risk factor group.	Consultant	Year 1 Quarter 3	Potential number needing services identified.
Reach agreement on benchmarks for number served.	Access and Finance Committee	Year 1 Quarter 3	Benchmarks for numbers served identified.

Tasks	Person or group responsible	Timeline for implementation	Quantitative projections of accomplishments
Analyze cost of system based on alignment of components, risk factors, and number of families. Document funding mechanisms.	Consultant	Year 1 Quarter 4	Cost of system and components estimated. Funding mechanisms are documented.
Analyze gap between estimated costs relative to current funds.	State agency staff	Year 2 Quarter 1	Funding gap identified.
Submit final report to ECAC.	Contractor	Year 2 Quarter 1	Presentation completed.

High Impact Area 5: Improvements in local services will promote increased access by at-risk children and their families.

Activity: <i>Provide incentives to communities to support layering early childhood funding.</i>
<p>Goal: Increase community-level capacity to layer early childhood funding.</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. To fund two to four community-level collaborations to implement layered early childhood funding; funding may range from \$50,000 - \$100,000 per grantee. 2. To synthesize lessons learned and report to ECAC.
Strategy: Promote innovative approaches to layering early childhood funding at the local level.
<p>Measurable outcomes:</p> <ul style="list-style-type: none"> ▪ Programs layering funding are being implemented in grant-supported communities. ▪ Memoranda of Understanding are in place at the local level to continue collaborations in grant supported communities. ▪ Lessons learned are provided to ECAC for use in making recommendations on increasing access for at-risk children to high-

quality early childhood programs.

quality early childhood programs.			
Tasks	Person or group responsible	Timeline for implementation	Quantitative projections of accomplishments
Issue RFP for community-level grants in consultation with ECAC Early Learning Standards and Access and Finance Committees.	State agency staff	Year 1 Quarter 3	RFP published and disseminated for bid.
Select and award two to four grants representative of different layering approaches and representing different parts of the state.	ECAC Chair, Council and committee representatives, and state agency staff select grantees	Year 1 Quarter 4	Contracts executed.
Implement projects.	Grantees	Year 2 Quarter 1	Semiannual progress reports from grantees submitted.
Submit summary of lessons learned to ECAC.	Grantees and Consultant	Year 3 Quarter 3	Report completed; presentations by grantees and consultant to state agencies and ECAC made.

D. Reason for Taking the Proposed Approach Rather than Others

The ECAC felt it important to take stock of current programs, services and coordination efforts in Minnesota in order to build capacity. The activities included in the application represent a balance between a direct, immediate impact on children, professionals and communities and developing infrastructure that will allow for future system improvements.

E. Plan for Conducting Periodic Needs Assessments, Holding Public Hearings and Holding State Advisory Council Meetings for the Three-Year Grant Period

The ECAC has been successful in engaging statewide participation in its four standing committees. A Web-based forum has been created to invite stakeholder comments from across the state on ideas about what has worked to help develop strong programs, partnerships and supports for children and families in their communities. The ECAC chair and senior leadership from the Departments of Education and Human Services have sought input from business leaders such as the Minnesota Chamber of Commerce and Minnesota Business Partnerships. Conversations with leaders from the Minnesota's Early Childhood Caucus, a committed group of bipartisan and bicameral legislators, have garnered the input of state elected officials. Public Hearings and Council meetings provide additional opportunities for public comment.

The ECAC is in the process of developing tools that will be used in conducting future statewide needs assessments. The Accountability Committee has developed an Inventory of Early Childhood Services that will be used in conjunction with the Children's Budget developed by Minnesota Management and Budget to assess access and finance questions.

In addition, the Accountability Committee has developed the Minnesota Early Childhood Accountability System Inventory and Plan to Get All Children School-Ready by 2020. This allows stakeholders, policymakers and staff to assess the current status of systems and policies that are in place and to determine where improvements can be made. This tool will be used in future needs assessment.

Two public hearings required prior to submitting the application were held on December 2 and 8, 2009. At least one public hearing will be held annually by the Early Childhood Advisory Council in 2010 through 2013.

The Council meets quarterly and will continue to do so throughout the grant period. The Council has the authority to make formal recommendations to the Governor and Legislature based on committee findings. They will review implementation of recommendations and update their strategic plan. Committees with diverse membership will continue to meet on an as-needed basis to work on state and federal charges. In addition, chairs and staff supporting the work of the Council participate in monthly conference calls aimed at coordinating activities of the committees.

F. Description of How the State Plans to Sustain the Activities beyond the Grant Period

Activities designed for this application were designed either to be completed during the funding period or to have mechanisms in place to continue their operations beyond the funding period.

The following activities will be completed during the ARRA funding period: 1) creation of a common set of program standards; 2) a plan to link data elements from disparate databases including steps needed to unify common data elements across state

agencies; 3) revision of Minnesota's Core Competencies for Early Childhood Practitioners; 4) implementation of professional development outreach activities; 5) an assessment of the capacity and effectiveness of two-and four-year Institutes of Higher Education in preparing early educators; and 6) a cost analysis of providing an early childhood system to children ages birth to kindergarten enrollment.

The mentor and coach community of practice initiated with ARRA funding will be continued beyond the funding period. The cadre of ARRA funded mentors will be registered with the Minnesota Center for Professional Development (MnCPD). Programs seeking mentors and coaches will be able to access this group on an ongoing basis through MnCPD.

Communities that receive ARRA support to layer and braid funding will be required to have agreements in place to continue their collaborations and provide lessons learned to other communities interested in pursuing this activity.

G. Organizations, Cooperating Entities, and Consultants

Minnesota Departments of Education and Human Services will provide staff support for the work of the Council and contract management for the proposed projects.

Researchers from the University of Minnesota, Wilder Research, and Child Trends will provide guidance as data elements are identified for the data system and accountability.

Rob Grunewald, Associate Economist at the Federal Reserve Bank of Minneapolis, will assist in shaping the consultant's work on the cost estimates of the components of an effective early childhood system. The Technical Assistance Center on Social Emotional Intervention and the Minnesota Center for Professional Development will work closely

with staff responsible for implementing the Mentor and Coach Community of Practice activities.

Consultants for projects described within the application will be contracted through Annual Plan Agreements or chosen through the state's open competition Request for Proposal and review process.

4. Staff and Position Data

The Governor's Executive Order creating the State Advisory Council on Early Childhood Education and Care gave the Commissioner of Education the responsibility of providing technical assistance and administrative support to the Council. MDE works closely with DHS to provide technical assistance and staff support to the Council and its committees. Sarah Caruso, Chief Executive Officer of Greater Twin Cities United Way, was appointed as the Council's first Chair.

A. Early Childhood Advisory Council, Chair, Sarah Caruso

Sarah Caruso brings 28 years of non-profit and business leadership to the Council. Ms. Caruso has recently been named as Chief Executive Officer of the Greater Twin Cities United Way.

Prior to her appointment with the United Way, Ms. Caruso served as President of the Minnesota Children's Museum, a \$5.5 million non-profit that serves children birth to 10 years and their families. The Museum regularly welcomes 400,000 visitors each year; 30 percent of all visitors enjoy the Museum at free or reduced-price admission. Under Ms. Caruso's leadership, major initiatives included a professional development program which trains 800 pre-school and child care teachers annually; a national traveling exhibit

business which generates 10 percent of Museum income and 1.5 million visitors annually; a comprehensive multi-cultural initiative including gallery renovations, traveling exhibits, and community partnerships reaching Hmong, Latino, African-American and disabled communities.

Prior to joining Minnesota Children's Museum, Ms. Caruso was a leader of growth strategies and new product development at General Mills, Inc., and led the boutique consulting firm, Northampton Partners.

Ms Caruso has served on the following boards: PACER Center (1990-1996); the Children's Theater Company (1996-2001); Minnesota State Arts Board (2001-2005); and Arc-Greater Twin Cities (2008-present). Ms. Caruso was President of the PACER Center board (1995-1996). Ms. Caruso chaired the Nominating Committee, the Annual Fund, Individual Giving (1997-1999), and served on the Executive Committee (1997-1999) for Children's Theatre Company.

Ms. Caruso has a Masters degree in Business Administration from Stanford University and a Bachelor of Arts degree with high honors in economics from Smith College. She lives in Minneapolis with her husband and three teenage children.

B. Minnesota Department of Education, Assistant Commissioner, Karen Klinzing

Karen Klinzing was appointed Assistant Education Commissioner by Governor Tim Pawlenty in January 2007. Prior to this, Ms. Klinzing was an elected state representative in the Minnesota House of Representatives where she had also been an assistant majority leader. Prior to and overlapping her two terms as a state legislator, Ms.

Klinzing was a high school Social Studies teacher in the public school system for 14 years.

Ms. Klinzing has her Master of Arts degree in Education from Hamline University in St. Paul, Minnesota. She also earned three Bachelor of Science degrees in Sociology, Political Science, and Social Studies Education from the University of Wisconsin-Madison where she graduated with honors. She was awarded a Hilldale Scholarship for her research encapsulated in her honors thesis about facilitating the academic achievement of African-American students.

C. Minnesota Department of Human Services, Assistant Commissioner, Chuck Johnson

Mr. Johnson serves as the Assistant Commissioner for Children and Family Services for the Minnesota Department of Human Services. He is responsible for programs and policies that promote economic stability, child safety and permanency, opportunities for children to develop to their potential and successful transitions for immigrant families.

In his previous position as director of Transitions to Economic Stability, Mr. Johnson was involved in the development of Minnesota's primary welfare reform effort, the Minnesota Family Investment Program (MFIP), since its inception. Mr. Johnson has been with DHS for 18 years, and has spent all of his 25 years in state government working on policies and programs that support low-income families and children.

He holds a Master's degree in Public Affairs from the Hubert H. Humphrey Institute of Public Affairs at the University of Minnesota.

D. Minnesota Department of Education, Director of Early Learning Services, Karen Carlson

Ms. Carlson currently serves as Director of Early Learning Services. Her responsibilities include policy development and legislative/administrative/programmatic oversight of the department's early childhood programs and initiatives (Early Childhood Family Education, School Readiness, Head Start, Kindergarten Readiness Assessment, Early Childhood Health and Developmental Screening, Early Childhood Special Education, Infants and Toddlers Part C, and Information and Education to Parents of Newborns).

Prior to this position, Ms. Carlson served as Director of Federal Programs for MDE where she managed three major program divisions-early learning services, special education and nutrition services.

From 1999 through 2003, Ms. Carlson served as Assistant Commissioner in the Department of Children, Families and Learning for the Ventura administration. Her responsibilities included policy development, legislative, and administrative oversight to program managers administering services Early Learning Services, Youth/Supplemental Services, Economic Opportunity and Food, and Nutrition Services.

From 1995 through 1998, Ms. Carlson held managerial and supervisory positions in the areas of early childhood education, child care and family services. Prior to coming to MDE, she held supervisory and budgetary positions in the Department of Human Services child welfare and child care licensing divisions from 1986 to 1995.

Karen has a Master's degree in Early Childhood Education and a Bachelor of Arts degree in Child Psychology and French, from the University of Minnesota.

E. Minnesota Department of Human Services Division Director, Mary Orr

Ms. Orr serves as the Director of the Community Partnerships Division at the Minnesota Department of Human Services. She is responsible for programs and policies that support the development of high-quality and accessible child care and school-readiness services for families; programs that provide income supports for adults who are aged, blind and have disabilities; social services, cash assistance and employment services to assist refugee families; and services provided at community action agencies, food shelves and homeless shelters that remove barriers imposed by poverty.

Ms. Orr has worked with programs that support low-income families and individuals at both the state and local level for the past 24 years.

She holds a Master's degree in Public Affairs from the Hubert H. Humphrey Institute of Public Affairs at the University of Minnesota.

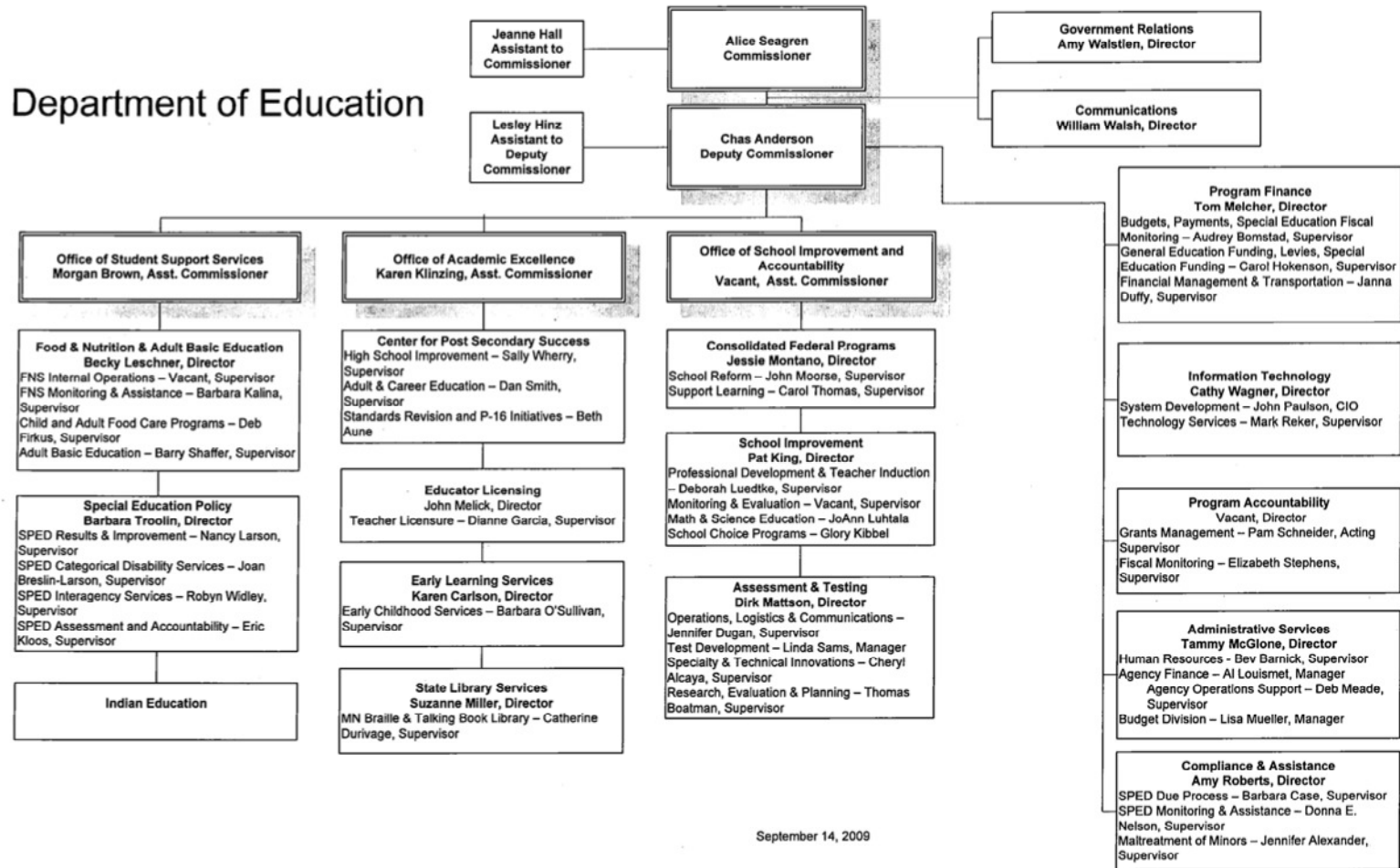
F. Minnesota Department of Education, Early Childhood Specialist, Debbie Hewitt

Ms. Hewitt currently serves as an Early Childhood Specialist at the Minnesota Department of Education. She is responsible for providing technical assistance and administrative support for the Governor's Early Childhood Advisory Council and its committees. She provides support in the development of a coordinated system of early childhood care and education.

Ms. Hewitt has worked as an Education Manager for a large, urban Head Start program, a consultant for the Words Work! early literacy program, an early childhood trainer and a School Readiness teacher.

She holds a Bachelor of Arts degree in Social Psychology from Hamline University and has a number of published works including: *Play: the Pathway from Theory to Practice* (2010), *Children and Challenging Behavior: Making inclusion work* (2004) and *So This Is Normal Too* (1995). Her revision of *So This Is Normal Too* is scheduled to be released in the spring of 2011.

5. Organizational Profiles



6. Budget and Budget Justification

Budget Detail – Year 1 July 1, 2010 - June 2011

Categories	Federal Budget	Non-Federal Budget	Total Budget
Personnel	0	0	0
Fringe Benefits	0	0	0
Travel	\$1,500	0	\$1,500
Equipment	0	0	0
Supplies	0	0	0
Contractual	\$599,240	0	\$599,240
Construction	0	0	0
Other: Support for ECAC	\$64,403	0	\$64,403
Head Start	0	\$846,349	\$846,349
School Readiness	0	\$846,349	\$846,349
Total Direct Charges	\$665,143	\$1,692,698	\$2,357,841
Indirect Charges (20.7%)	\$60,299	0	\$60,299
Totals	\$725,442	\$1,692,698	\$2,418,140

Additional Justification

Travel: Early Childhood Advisory Council coordinator to attend a national Administration for Children and Families sponsored meeting.

	Airfare	Hotel	Per diem	Total
Coordinator attends Administration for Children and Families meeting	\$725	\$600 (\$150 p/night X 4)	\$175 (\$35 p/day X 5)	\$1500

Other: \$64,403 Support activities of the ECAC which may be included in this category are: travel reimbursement for eligible Council members, facilitation of meetings, support for committees, review of materials by national experts, and support for broader

stakeholder input targeting parents, family friends and neighbors, as well as underrepresented groups.

**Budget Detail – Year 2
July 1, 2011 - June 2012**

Categories	Federal Budget	Non-Federal Budget	Total Budget
Personnel	0	0	0
Fringe Benefits	0	0	0
Travel	\$1500	0	\$1500
Equipment	0	0	0
Supplies	0	0	0
Contractual	\$119,560	0	\$119,560
Construction	0	0	0
Other: Support for ECAC	\$64,403	0	\$64,403
Head Start	0	\$245,861	\$245,861
School Readiness	0	\$245,861	\$245,861
Total Direct Charges	\$185,463	\$491,722	\$677,185
Indirect Charges	\$25,275	0	\$25,275
Totals	\$210,738	\$491,722	\$702,460

Additional Justification

Travel: Early Childhood Advisory Council coordinator to attend a national Administration for Children and Families sponsored meeting.

	Airfare	Hotel	Per diem	Total
Coordinator attends Administration for Children and Families meeting	\$725	\$600 (\$150 p/night * 4)	\$175 (\$35 p/day * 5)	\$1500

Other: \$64,403 Support activities of the ECAC which may be included in this category are travel reimbursement for eligible Council members, facilitation of meetings, support for committees, review of materials by national experts, and support for broader stakeholder input targeting parents, family friends and neighbors, as well as underrepresented groups.

**Budget Detail – Year 3
July 1, 2012 - June 2013**

Categories	Federal Budget	Non-Federal Budget	Total Budget
Personnel	0	0	0
Fringe Benefits	0	0	0
Travel	\$1,500	0	\$1,500
Equipment	0	0	0
Supplies	0	0	0
Contractual	\$26,200	0	\$26,200
Construction	0	0	0
Other: Support for ECAC	\$64,403	0	\$64,403
Head Start	0	\$128,461.50	\$128,461.50
School Readiness	0	\$128,461.50	\$128,461.50
Total Direct Charges	\$92,103	\$256,923	\$349,026
Indirect Charges	\$18,007	0	\$18,007
Totals	\$110,110	\$256,923	\$367,033

Additional Justification

Travel: Early Childhood Advisory Council coordinator to attend a national Administration for Children and Families sponsored meeting.

	Airfare	Hotel	Per diem	Total
Coordinator attends Administration for Children and Families meeting	\$725	\$600 (\$150 p/night X 4)	\$175 (\$35 p/day X 5)	\$1500

Other: \$64,403 Support activities of the ECAC which may be included in this category are travel reimbursement for eligible Council members, facilitation of meetings, support for committees, review of materials by national experts, and support for broader stakeholder input targeting parents, family friends and neighbors, as well as underrepresented groups

Contractors

Activity	Year 1	Year 2	Year 3
Mentoring/Coaching	\$139,000	\$34,800	\$16,200
Common Standards	\$40,000	0	0
Data	\$83,240	\$41,760	0
Core Competencies	\$32,000	\$8,000	0
Outreach	\$15,000	0	0
Assess two and four year IHE	0	\$35,000	0
Costing	\$100,000	0	0
Layering	\$190,000	0	\$10,000
Total	\$599,240	\$119,560	\$26,200

Total federal award (30%)	\$1,046,290
Total non-federal match (70%)	\$2,441,343
Total	\$3,487,633

Appendix A

The 10 Essential Elements of Effective Early Care and Education Programs

During Phase I of the 2006 Minnesota Governor's Summit on School Readiness, two early childhood research experts, Arthur Reynolds of the University of Minnesota and Susan Neuman of the University of Michigan presented 10 essential elements of effective early childhood programs as defined by research. The researchers concurred that a significant body of evidence exists to support these findings.

Definitions

1. **Target children at-risk.** The effects of early education on school performance and social adjustment are greater for children that are at-risk of school failure than for children at low risk.
2. **Begin early.** The earlier that education intervention begins, the larger the impact and the more likely those effects will be sustained.
3. **The number of years of preschool and the length of program services** is positively associated with children's learning and development.
4. **Intensity of instruction.** The instructional content and activities should be of sufficient length and intensity to address learning needs adequately. A teacher's organization and use of time does matter.
5. **Small class sizes and low child-to-staff ratios.** Class sizes of fewer than 20 and child-to-staff ratios less than 10-to-1 are associated with greater learning gains. These should be lower for 3-year-olds (i.e., class sizes of less than 19 and ratios less than 9-to-1).
6. **Highly trained professionals and ongoing professional development.** Children taught by teachers who are well-trained are more likely to experience high-quality programs. Teachers and staff should have regular opportunities with sufficient time allocated to participate in professional development activities to keep current on best practices in the field.
7. **Comprehensive services.** Programs that provide a full range of education and family services are more responsive to children's needs and will be more likely to impact child development outcomes. Attention to children's education and social development, family needs, health, and social services are important. Opportunities for parent involvement are especially important.
8. **Compensatory services.** Instruction that accelerates literacy and language development in an appropriate manner is a major need for many children at-risk.
9. **Coordination of transitions to kindergarten and the early grades.** The extent to which the preschool program is integrated with kindergarten and the elementary grades leads to smoother transitions to school. Attention to coordination and the provision of services across ages can help sustain the positive effects of preschool.

10. Strong accountability system. Programs should have well-documented learning standards. There should be formative assessments of children's progress on well validated indicators. Careful monitoring of program quality also is important.

Appendix B

Preliminary Strategic Plan – June 2009

To address these needs and others, the Council has developed and endorsed a preliminary strategic plan.

I. Introduction

The goal of the Early Childhood Advisory Council (ECAC) is to ensure that by 2020, all Minnesota children are school-ready as they enter kindergarten. This council provides recommendations to the Governor and Minnesota Legislature toward a vision for an integrated system for early childhood care and education that will achieve this outcome. The Council has developed a set of Guiding Principles based on research and best practice for children, families and systems. Because resources are limited, the work of the Council will be directed first to children who are at-risk and high-quality care paramount for all children.

Specific responsibilities of the ECAC outlined in state and federal law have been divided into four groups: Accountability, Access and Finance, Professional Development and Early Learning Standards. The Council has decided to convene committees around these themes. The committees will be made up of council and community members. They are charged with making recommendations to the Council.

The goals, outcomes and suggested committee work below describe the charges and provide preliminary direction for the committees. This draft of the strategic plan is expected to help the Council begin to realize its goal as stated in the guiding principles. The suggested committee work that is proposed will help achieve the priorities set forth by the Council. It is expected that the committees will enhance the strategic plan as they immerse themselves in their tasks.

Definitions:

At-risk: children who are in families with low incomes and or/children who experience multiple risk factors placing them “at-risk for academic failure.”

Culturally appropriate services: services that are respectful of and responsive to cultural and linguistic needs.

Evidence-based research: empirical investigations and syntheses that are rigorous in design and methods, use reliable and valid measurement procedures, have undergone peer-review, and that thoroughly document and interpret findings for maximum reproducibility.

Low income: family income is at or below 185 percent of the federal poverty level.

Transition to kindergarten: begins several months prior to kindergarten entrance and continues for several months following enrollment.

School-ready: the skills, knowledge, behaviors and accomplishments that children know and can do as they enter kindergarten in the areas of social and emotional development, language development, cognition and physical development.

Suggested Committee Work for all duties:

- Utilize early childhood research as a rationale for recommendations.
- Analyze recommendations made for ECAC priorities, feasibility and impact.
- Work with other committees to ensure coordination of efforts.
- Identify what policy items can be addressed for no-cost or low cost or identify a source of funding.
- Ensure systems build on current work and do not duplicate efforts.

II. Accountability

The accountability committee will make recommendations for an accountability system that facilitates positive outcomes for children birth through transition to kindergarten. Components of an accountability system include learning standards that express shared expectations for children and program standards that ensure high-quality programming. With standards in place, an accountability system depends on documentation of children's progress toward goals and measures that assess program quality. The accountability committee will make recommendations regarding systems and processes that answer the questions: 1) Are services for children ages birth-5 of high-quality and available throughout the state, including pre-kindergarten services for low income children and children with multiple risk factors? 2) How can unified data collection be established and maintained? 3) What do program evaluations say? 4) Are mechanisms in place to systematically track and measure child outcomes?

A. Create an inventory of early childhood services (State Duty 4, legislation passed May 2009).

Outcome: Council recommendations will be made based on current information.

Suggested Committee Work:

- Define a range of services to be included.
- Identify existing resources on which to build an inventory. Utilize:
 - Program descriptions.
 - Budget pages.
 - Program reports.
 - Evaluations.
- Identify gaps in information.
- Seek additional information when it is available.
-

B. Conduct a periodic statewide needs assessment (Federal Duty I).

Outcome: Council recommendations will be made based on current information and current research regarding the status of early childhood care and education in Minnesota.

Outcome: Early childhood stakeholders and policy makers have reliable information on which to base policy and program improvement decisions.

Suggested Committee Work:

- Review current research regarding the needs of children and families and the most effective strategies for meeting the needs.
- Identify existing state and national needs assessments that are currently being done.

- Identify information gaps where need outweighs the efforts of the needs assessment.
- Identify sources of information.
- Analyze the data.
- Report findings to the Council to inform the work of the Council and other committees.
- Make recommendations regarding a system for conducting future periodic statewide needs assessments to ensure valid and reliable information is available on which to base policy and program improvement decisions.
- Define questions for needs assessment and a schedule to identify emerging questions where results will be available to inform necessary decisions.
- Identify sources of information.
- Identify method of collection.
- Create guidelines for gathering information on programs, children and systems.
- Develop guidelines for using information from needs assessment.
- Identify cost of start up and implementation.
- Identify timeline for implementation.

C. Develop recommendations regarding the establishment of a unified data collection system (Federal Duty IV).

Outcome: Valid, relevant data is available and used in program planning, evaluation and policy development.

Suggested Committee Work:

- Tie accountability to the 10 Essential Elements of Effective Early Care and Education Programs, child early learning standards and program standards (see Section V).
- Identify the purposes and uses of data (local or state) that will be collected.
- Once the purposes are identified, fully define functionality and anticipated timeline/schedule for development, implementation and refinement.
- Identify existing data collection systems that could be linked or contribute to a unified data collection system.
- Identify data elements needed.
- Explore capacity to share data across programs and service systems.
- Explore other state systems.
- Create guidelines for developing baseline information on programs, children and early childhood care and education delivery systems.
- Develop guidelines for using data for continuous improvement.
- Link early childhood data system to the k-12 data system.
- Monitor and ensure compliance with issues related to data privacy at the national and state level as well as at the system and use level. Build opportunities for data sharing where possible.
- Identify cost of start up and implementation plan.
- Further study the needs regarding the shortened School Readiness Checklist for Minnesota School Readiness Study.

- Coordinate with Statewide Longitudinal Data Systems Grant planning group working on developing an application for a grant opportunity for early childhood at US DOE.

D. Review program evaluations (State Duty 3).

Outcome: Policies and planning that address programs and services are based on current information.

Outcome: Evaluations of pilot programs will be assessed to determine which are effective and may be feasible to replicate or take to scale.

Suggested Committee Work:

- Identify applicable program evaluations that are available, analyze program evaluation for usefulness in discerning program effectiveness and identify gaps in program evaluations.
- Report findings to the Council to inform the work of the Council and other committees.
- Identify future possible evaluation designs with realistic parameters, based on available resources.

III. Access and Finance

The access and finance committee will look at sources of funds and funding strategies needed to support an early childhood infrastructure as well as programs and services that meet the level of intensity required by families. Programs require adequate funding to implement learning and program standards that will positively impact children's school readiness. They need to attract, train and retain adequate numbers of staff with compensation packages that are comparable to other educators. They need to afford appropriate space, equipment and instructional materials.

The access and finance group will look at issues that pose barriers within and across funding streams and will make recommendations to ease or eliminate the barriers. This group will examine private and public investments that provide sustained support for programs, families and accountability and improvement efforts. In addition, this group is charged with looking at the benefits, drawbacks and feasibility of an Office of Early Learning to ensure efficient and effective coordination of early childhood care and education and child care programs.

A. Identify opportunities for, and barriers to, collaboration and coordination among federally funded and state-funded programs (Federal Duty II).

Outcome: Programs and communities will have greater flexibility in designing and implementing services that meet the needs of their families while meeting the state standards for high-quality.

Suggested Committee Work:

- Identify barriers to collaboration and coordination among federally, state and locally funded programs and make recommendations on policy changes to improve collaboration and coordination.
- Identify opportunities for collaboration and coordination among federally and state funded programs.

- Identify successful programs that may be feasible to replicate or take to scale.
- Identify steps toward coordination of funds that pilots have been able to take under current law and barriers that persist.

B. Develop recommendations for increasing the overall participation of children in programs (Federal Duty III).

Outcome: Additional children who are low-income will attend high-quality programs.

Suggested Committee Work:

- Identify gaps in service delivery/unmet needs, especially for children who are at-risk.
- Identify barriers to participation including issues of affordability beginning with support for families with low incomes or multiple risk factors.
- Identify strategies for addressing affordability issues.
- Identify cost estimates and methods for funding increased participation in early childhood programs.
- Create a method of periodically assessing affordability issues.

C. Make recommendations on the most efficient and effective way to leverage state and federal funding (State Duty 1).

Outcome: Existing funds are maximized.

Suggested Committee Work:

- Inventory public and private funding sources using existing analysis as starting point.
- Identify gaps in funding for infrastructure, programs and services.
- Examine ways to strengthen funding that combines direct funding to programs and portable funding to families.
- Examine methods for blending and/or braiding funding streams
- Explore additional funding mechanisms.
- Assess possibilities for redirecting existing funds to more strongly support optimal child development.
- Make recommendations on ways to align resources with continuum of services with initial focus on children who are at-risk.
- Develop costs estimates of various models (including infrastructure costs), identify cost drivers, and assess level of service.
- Provide cost estimates of improving children's development including school readiness by filling identified gaps in the service continuum.

D. Make recommendations on how to coordinate or co-locate early childhood and child care programs in one state Office of Early Learning (State Duty 2).

Outcome: Early childhood programs and services will be administered in a way that is accessible to families and supports children's optimal development.

Suggested Committee Work:

- Define possible models for an Office of Early Learning.

- Determine the benefits, drawbacks, cost-effectiveness and feasibility of each model.

IV. Professional Development

The Professional Development committee is charged with making recommendations that will establish a professional development and career advancement system. A professional development system offers various supports to ensure access to high-quality early childhood training. A professional development system includes, but is not limited to: articulation of core competencies, a career lattice, a training delivery system, quality assurance of trainers and training, and credentialing requirements.

This group will look at what it takes to prepare people to enter the field of early childhood for the important work they will do. This group will analyze current preservice capacity and effectiveness and make recommendations on improving the current situation. It will also examine the training needed once a person enters the field to make certain they have the necessary skills and knowledge to meet the needs of children and families. In addition, the group will consider ways to ensure there is an adequate supply of qualified early childhood personnel who are fairly compensated.

A. Develop recommendations regarding statewide professional development and career advancement (Federal Duty V).

Outcome: High-quality continuing education is accessible and affordable for early childhood personnel.

Outcome: Early childhood personnel in Minnesota have the necessary skills and knowledge and are fairly compensated and there is an adequate supply of qualified early childhood personnel that meets the needs of children and families.

Suggested Committee Work:

- Integrate into the work of the ECAC appropriate recommendations of the Professional Development Advisory Council (PDAC) and other statewide initiatives charged with creating or implementing professional development systems.
- Ensure core competencies are based on the research-based skills needed for high-quality care and education of children birth through transition to kindergarten and are readily accessible.
- Develop training opportunities and training delivery methods appropriate for all early childhood personnel including family, friend and neighbor caregivers.
- Develop and implement on-going mentoring/coaching that enhances the understanding and implementation of assessment for individualized instruction.
- Develop strategies to retain the highest performing early childhood personnel, which may include incentive programs and improved compensation.

B. Assess the capacity and effectiveness of 2- and 4-year public and private institutions of higher education (Federal Duty VI).

Outcome: Early childhood personnel are well-prepared to meet the needs of young children and support families.

Outcome: There will be an adequate supply of early childhood personnel.

Suggested Committee Work:

- Assess the capacity of Institutions of Higher Education to fully prepare early childhood personnel for the field focusing on best practice based on current research and including intentional teacher-child interactions, working with special populations and children demonstrating behavior challenges.
- Develop strategies for increasing the number of well-prepared people entering the early childhood field.
- Develop strategies for increasing the diversity of early childhood personnel: bilingual and home language speakers, staff from communities of color and immigrant communities, etc.
- Identify if 2- and 4 year programs provide adequate number of student slots within a reasonable travel range.
- Determine if 2- and 4- year programs offer courses that meet the needs of non-traditional as well as traditional students.
- Determine the affordability of 2- and 4- year early childhood preparation programs and methods to make programs more affordable to students with a financial need.
- Assess the opportunities for articulation throughout the entire higher education system and make recommendations.
- Assess barriers to effectiveness of student teaching especially while needing to be employed and make recommendations.

V. Early Learning Standards

The Early Learning Standards committee is responsible for looking at the early learning standards, program standards and a continuum of services and programs that meets the needs and provides support for parents. In conjunction with the Access and Finance Committee, this group committee, will look at increasing the overall participation of children in quality programs. Early learning standards provide a framework for understanding a common set of developmentally appropriate expectations for young children. Program standards establish criteria for high-quality programs.

Information about how well a child, program or state are meeting standards can be used to guide planning, professional development and continuous improvement efforts. Early learning standards and program standards need to reflect current research and social context. Once they are created, they need to be reviewed periodically. Child and program standards will be most effective if developed and implemented within a context that addresses barriers to participation of children and families.

This committee will make recommendations regarding: 1) how the state can improve its early learning and program standards, 2) how participation can be increased, especially participation of underrepresented and special populations in high-quality programming and 3) the resources available and needed by parents to support them in their job as the child's first teacher.

A. Develop recommendations for increasing the overall participation of children in programs (Federal Duty III).

Outcome: Parents have access to information and resources that support their participation in their child's education.

Outcome: Children will participate in high-quality early childhood programs as directed by family needs and risk factors.

Outcome: Children and families from underrepresented populations will have their needs met in early childhood care and education settings and will be well prepared for school.

Suggested Committee Work:

- Identify gaps in service delivery/unmet needs, especially for children from underrepresented populations.
- Inventory current services for parent involvement and develop a continuum of parent involvement strategies.
- Promote learning opportunities that enhance parents' competence as their child's first teacher.
- Consider developing a parent version of the Early Childhood Indicators of Progress (ECIPs) and developing information for parents on understanding child assessments and how to use information to support their child's development.
- Identify barriers to participation including issues of access beginning with support for families with low incomes or multiple risk factors or from communities of color.
- Identify strategies for addressing access issues including:
 - Ways to increase participation for children and families from diverse cultural and linguistic backgrounds and children who have special needs.
 - Transportation issues.
 - Identification and referral of children and families with multiple needs.
- Create a method of periodically assessing access and availability issues.

B. Make recommendations for improvements in state early learning standards (Federal Duty VII).

Outcome: Early learning standards for children ages birth to 5 are aligned with K-12 Standards.

Outcome: Information regarding using the early learning standards with children with special learning needs and from diverse cultural and linguistic communities are included.

Suggested Committee Work:

- Consider guidance to the Early Childhood Indicators of Progress that will support the work of early childhood personnel and Family Friends and Neighbors (FFN) working with children:
 - Coming from diverse cultural and linguistic backgrounds.

- Who have special needs including behavioral challenges.
- Design creative training opportunities that teach early childhood personnel and FFN to use the guidance.
- Develop a curriculum framework based on standards that include goals, content, pedagogy and instructional practices and aligns with program standards.
- Recommend practices based on standards that promote individualized and adaptive practices for each child, support for families and shared responsibilities between families and early childhood personnel.
- Promote successful strategies based on standards alignment for transition to kindergarten.

C. Make recommendations for improvements in program standards (Federal Duty VII).

Outcome: Realistic goals for program quality are articulated and used for continuous improvement.

Suggested Committee Work:

- Define program standards for all programs.
- Ensure program standards allow for a wide range of early learning and care settings.
- Recommend whether all programs are held to the same standards or customize standards for different settings.
- Ensure programs are culturally responsive and inclusive.
- Create program standards that ensure learning environments offer options for meeting each child's individual needs and support parent involvement.
- Build on recommendations developed for the Quality Rating and Improvement System framework due from MDE and DHS to the state legislature March, 2011.
- Create quality improvement options for increasing quality, targeting limited resources to areas of quality that have strong correlation to child outcomes as well as to programs serving a higher concentration of children who are at-risk.
- Recommend training and technical assistance that ensure services meet and/or exceed program standards.
- Develop and define systems for monitoring, articulating trade-offs that may be needed between program standards, monitoring and/or quality improvement supports.
- Develop a system to periodically assess and make improvements in program standards that reflect current research and best practices.



STATE OF MINNESOTA

Office of Governor Tim Pawlenty

130 State Capitol ♦ 75 Rev. Dr. Martin Luther King Jr. Boulevard ♦ Saint Paul, MN 55155

February 16, 2010

The Honorable Kathleen Sebelius
Secretary
U.S. Department of Health and Human Services
200 Independence Avenue, SW
Washington, DC 20201

Dear Secretary Sebelius:

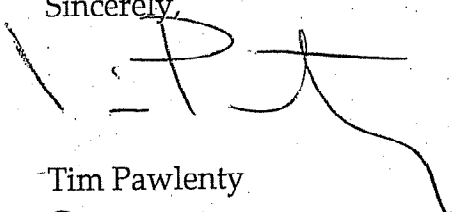
I am writing in support of Minnesota's application for American Recovery and Reinvestment Act of 2009 (ARRA) funding for State Advisory Councils on Early Childhood Education and Care.

Minnesota's State Advisory Council on Early Childhood Education and Care (Early Childhood Advisory Council) was created in 2008 by my executive order 08-14. The order requires Minnesota's commissioner of education to provide technical assistance and administrative support to the Council. I subsequently appointed Sarah Caruso, President and Chief Executive Officer of the Greater Twin Cities United Way, as the Council's first chair.

The Early Childhood Advisory Council has set a goal that by 2020, all Minnesota children will be school-ready as they enter kindergarten. ARRA funding will help the Council to achieve this important objective.

Thank you for your consideration of Minnesota's application for ARRA funding for our Early Childhood Advisory Council.

Sincerely,


Tim Pawlenty
Governor

Appendix D: Executive Order Establishing Early Childhood Advisory Council

Saint Paul - Governor Tim Pawlenty today signed Executive Order 08-14, creating the State Advisory Council on Early Childhood Education and Care (“Early Childhood Advisory Council”). Federal law authorizes creation and assigns responsibilities to the advisory council. The 2008 legislature enacted a law to include legislators as members of the council, adding responsibilities and appropriating funds to support the council. The Governor’s executive order was needed to formally create the advisory council and define the administrative parameters for the advisory council.

The following is the text of the Governor’s order:

EXECUTIVE ORDER 08-14

CREATING THE STATE ADVISORY COUNCIL ON EARLY CHILDHOOD EDUCATION AND CARE

WHEREAS, kindergarten readiness is important to overall success in school and improving the school readiness of our youngest children continues to be a priority of my administration; and

WHEREAS, Minnesota’s young children and their families will benefit from an early childhood education and care system that supports school readiness, ensures access for eligible children and families seeking services, maximizes existing resources and aligns resources with outcomes; and

WHEREAS, pursuant to the federal Improving Head Start for School Readiness Act of 2007, Public Law 110-134, the Governor is authorized to establish a state advisory council on early childhood education and care; and

WHEREAS, the Minnesota State Legislature enacted a new statute, Minnesota Statutes 2008, Section 124D.141 as part of the 2008 Omnibus Supplemental Budget Act which adds legislators to the state early childhood education and care advisory council, appropriates funds and provides other directives in relation to the advisory council, but which did not expressly create the advisory council or define the appointment or administrative parameters for the advisory council; and

WHEREAS, it is necessary to use the Governor’s authority to create advisory councils by executive order to establish the state advisory council on early childhood education and care referenced in state and federal statutes.

NOW, THEREFORE, pursuant to Minnesota Statutes 2006, Section 15.0593, I hereby order the creation of the State Advisory Council on Early Childhood Education and Care (“Early Childhood Advisory Council”).

1. The Governor will appoint members to the Early Childhood Advisory Council to include:

- a. Two parents with a child under age six;
- b. A representative of the State agency responsible for child care;
- c. A representative of the State educational agency;
- d. A representative of local educational agencies;
- e. A representative of institutions of higher education in the State;
- f. A representative of local providers of early childhood education and development services;
- g. A representative from Head Start agencies located in the State;
- h. The State Director of Head Start Collaboration;
- i. A representative of the State agency responsible for programs under section 619 or Part C of the Individuals with Disabilities Education Act;
- j. A representative of the State agency responsible for health or mental health care; and
- k. Up to an additional four parent or public members as determined by the Governor.

2. Pursuant to Minnesota Statutes 2008, Section 124D.141, Subdivision 1, the Legislature will appoint four additional members to the Early Childhood Advisory Council as follows:

- a. Two members of the Minnesota House of Representatives, one appointed by the Speaker of the House and one appointed by the Minority Leader; and
- b. Two members of the Minnesota Senate appointed by the Subcommittee on Committees of the Committee on Rules and Administration, including one member of the minority.
- c. Any compensation of legislative members will be from funds appropriated to the Legislature and governed by the rules of the Legislature. The Legislature will determine the term of members appointed by the Legislature.

3. The Governor will appoint one of the members appointed by the Governor to serve as the chair of the Early Childhood Advisory Council. The members appointed by the Governor will serve at the pleasure of the Governor and the Governor will fill any vacancies. Members appointed by the Governor will serve two or four year terms.

4. The Early Childhood Advisory Council has the following responsibilities pursuant to the federal Improving Head Start for School Readiness Act of 2007, Public Law 110-134:

- a. Conduct a periodic statewide needs assessment concerning the quality and availability of early childhood education and development programs and services;
- b. Identify opportunities for, and barriers to, collaboration and coordination among federally-funded and state-funded child development, child care and early childhood education programs and services, including collaboration and coordination among state agencies responsible for administering such programs;
- c. Develop recommendations for increasing the overall participation of children in existing programs, including outreach to underrepresented and special populations;
- d. Develop recommendations regarding the establishment of a unified data collection system for public early childhood education and development programs;
- e. Develop recommendations regarding statewide professional development and career advancement plans for early childhood educators;
- f. Assess the capacity and effectiveness of two- and four-year public and private institutions of higher education toward supporting the development of early childhood educators; and
- g. Make recommendations for improvements in state early learning standards and undertake efforts to develop high-quality comprehensive early learning standards, as appropriate.

5. The Early Childhood Advisory Council has the following responsibilities under Minnesota Statutes 2008, Section 124D.141, Subdivision 2:

- a. Make recommendations on the most efficient and effective way to leverage state and federal funding streams for early childhood and child care programs;
- b. Make recommendations on how to coordinate or colocate early childhood and child care programs in one state Office of Early Learning;
- c. Review program evaluations regarding high-quality early childhood programs; and
- d. Make recommendations, including proposed legislation on how to most effectively create a high quality early childhood system in Minnesota in order to improve the educational outcomes of children so that all children are school-ready by 2020.

6. The Early Childhood Advisory Council will submit a statewide strategic report addressing the activities described in Paragraphs 4 and 5 to the Governor, the Legislature

and the State Director of Head Start Collaboration. The report should be submitted on or before June 30, 2009.

7. The Commissioner of Education will provide general administrative and technical support to the Early Childhood Advisory Council.

8. The Early Childhood Advisory Council will make its meetings open to the public and provide an opportunity for public comment.

9. The following appropriations have been made in Minnesota Statutes 2008, Section 124D.141, Subdivision 3 for the Early Childhood Advisory Council:

a. Up to \$12, 500 from federal child care and development fund administrative funds.

b. Up to \$12, 500 from prekindergarten exploratory project administrative funds appropriated under Laws 2007, Chapter 147, Article 19, Section 3.

c. These funds may be used by the Commissioner of Education for the following purposes: (i) to reimburse expenses of the parent members on the Council and (ii) for technical assistance and administrative support of the Early Childhood Advisory Council.

d. The Early Childhood Advisory Council may pursue additional funding from the state, federal or private sources. If additional operational funds are received for use by the Early Childhood Advisory Council, the Council must reduce the amount of prekindergarten exploratory project funds used in an equal amount.

e. Unless additional appropriations are made or the appropriation is extended, the appropriation is available for state fiscal year 2009.

10. Once appropriated funds are exhausted or expire, the parent members will not receive reimbursement for expenses. If additional funds are not appropriated to the Commissioner of Education to support the administrative and technical assistance for the additional duties assigned to the Early Childhood Advisory Council pursuant to Minnesota Statutes 2008, Section 124D.141, Subdivision 2, the Council's responsibilities under this Executive Order will include only those duties required by federal law as set forth in Public Law 110-134 and Paragraph 4 of this Executive Order.

Pursuant to Minnesota Statutes 2006, Section 4.035, Subdivision 2, this Executive Order will be effective fifteen (15) days after publication in the State Register and filing with the Secretary of State. Pursuant to Minnesota Statutes 2006, Section 15.0593, this Executive Order shall expire two years after the date of this Executive Order.

IN TESTIMONY WHEREOF, I have set my hand this 25th day of September, 2008.

Minnesota
Department
of **Education**

February 19, 2010

The Honorable Kathleen Sebelius
Secretary
U.S. Department of Health and Human Services
200 Independence Avenue, S.W. Washington, D.C. 20201

Dear Ms Sebelius,

The purpose of this letter is to provide evidence of a firm commitment of \$2,441,343 in state funding as non-federal match for the American Recovery and Reinvestment Act (ARRA) of 2009 Funding for Early Childhood State Advisory Councils.

Minnesota's Early Childhood Advisory Council has identified as one of its priorities, the need to work with children who are in families with low incomes and/or children who experience multiple risk factors. Minnesota addresses this need, in part, by allocating funds to programs which serve low-income children and their families. Each year, Minnesota spends \$20.1 million to provide slots in Head Start programs in addition to those supported by federal funds. School Readiness programs receive \$10.1 million state funds in addition to parent fees to ensure programming is available for low-income children and their families in school districts throughout the state.

Minnesota will use a portion of these funds as the non-federal funding match required in the ARRA application for State Advisory Councils.

School Readiness	\$1,220,671.50
Head Start	<u>\$1,220,671.50</u>
Total non-federal match	\$2,441,343.00

The ARRA funds allow Minnesota to continue toward its goal that by 2020, all Minnesota children are school-ready as they enter kindergarten.

Sincerely,



Karen Klinzing
Assistant Commissioner
Minnesota Department of Education

COPY

INDIRECT COST RATE AGREEMENT
STATE EDUCATION AGENCY

ORGANIZATION:

Minnesota Department of Education
1500 Highway 36 West
Roseville, Minnesota 55113-4266

DATE: OCT - 5 2009

AGREEMENT NO. 2008-144 (A)

FILING REFERENCE: This replaces previous
Agreement No. 2008-144
dated January 30, 2009

The purpose of this Agreement is to establish indirect cost rates for use in awarding and managing of Federal contracts, grants, and other assistance arrangements to which Office of Management and Budget (OMB) Circular A-87 applies. The rates were negotiated by the US Department of Education pursuant to the authority cited in Attachment A of OMB Circular A-87.

This agreement consists of four parts: Section I - Rates and Bases; Section II - Particulars; Section III - Special Remarks; and, Section IV - Approvals.

Section I - Rate(s) and Base(s)

TYPE	<u>Effective Period</u>		Rate	Base	<u>Coverage</u>	
	<u>From</u>	<u>To</u>			<u>Location</u>	<u>Applicability</u>
Provisional	07-01-09	12-31-09	20.7%	<u>1/</u>	All	All Programs

1/ Total direct costs less items of equipment, alterations and renovations, stipends and the portion of each competitive bid sub-award in excess of \$25,000 regardless of the period covered by that sub-award.

Treatment of Fringe Benefits: Fringe benefits applicable to direct salaries and wages are treated as direct costs, however, pursuant to OMB Circular A-87-Attachment B, Paragraph 8.d. (3), terminal leave payments for separating employees will be allocated as an indirect cost and will not be charged as a direct cost to Federal programs.

Capitalization Policy: Items of equipment costing \$5,000 or more with a useful life in excess of one year are capitalized.

Section II - Particulars

SCOPE: The indirect cost rate(s) contained herein are for use with grants, contracts, and other financial assistance agreements awarded by the Federal Government to the Organization and subject to OMB Circular A-87.

LIMITATIONS: Application of the rate(s) contained in this agreement is subject to all statutory or administrative limitations on the use of funds, and payment of costs hereunder is subject to the availability of appropriations applicable to a given grant or contract. Acceptance of the rate(s) agreed to herein is predicated on the conditions: (A) that no costs other than those incurred by the Organization were included in indirect cost pools as finally accepted, and that such costs are legal obligations of the State Education Agency and allowable under the governing cost principles; (B) that the same costs that have been treated as indirect costs are not claimed as direct costs; (C) that similar types of information which are provided by the State Education Agency, and which were used as a basis for acceptance of rates agreed to herein, are not subsequently found to be materially incomplete or inaccurate; and (D) that similar types of costs have accorded consistent accounting treatment.

ACCOUNTING CHANGES: Fixed or predetermined rates contained in this agreement are based on the accounting system in effect at the time the agreement was negotiated. When changes to the method of accounting for cost affect the amount of reimbursement resulting from the use of these rates, the changes will require the prior approval of the authorized representative of the cognizant negotiation agency. Such changes include, but are not limited to, changing a particular type of cost from an indirect to a direct charge. Failure to obtain such approval may result in subsequent cost disallowances.

FIXED RATE: The negotiated rate is based on an estimate of the costs, which will be incurred during the period to which the rate applies. When the actual costs for such period have been determined, an adjustment will be made in a subsequent negotiation to compensate for the difference between the cost used to establish the fixed rate and the actual costs.

NOTIFICATION TO OTHER FEDERAL AGENCIES: Copies of this document may be provided to other Federal agencies as a means of notifying them of the agreement contained herein.

AUDIT: If a rate in this Agreement contains amounts from a cost allocation plan, future audit adjustments, which affect this cost allocation plan will be compensated for during the rate approval process of a subsequent year.

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ORGANIZATION: Minnesota Department of Education

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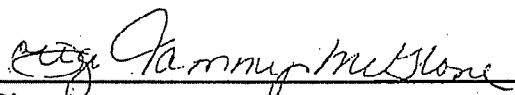
Section III - Special Remarks

1. This agreement is effective on the date of approval by the Federal Government.
2. Questions regarding this agreement should be directed to the Negotiator.
3. Approval of the rate(s) contained herein does not establish acceptance of the State Education Agency's total methodology for the computation of indirect cost rates for years other than the year(s) herein cited.

Section IV Approvals

For the State Education Agency:

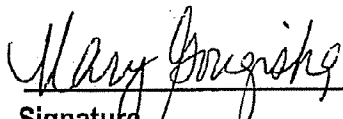
Minnesota Department of Education
1500 Highway 36 West
Roseville, Minnesota 55113-4266


Signature

	SIGNED BY
Name	<div>OCT 9 2009</div> <div>TAMMY McGLONE</div> <div>DIRECTOR OF ADMIN. SERVICES</div>
Title	
Date	

For the Federal Government:

US Department of Education
OCFO / FIPAO / ICG
830 First Street, NE
Washington, DC 20202-4450


Signature

Mary Goughsha
Name

Director, Indirect Cost Group
Title

OCT - 5 2009
Date

Nelda V. Barnes
Negotiator

(202) 377-3876
Telephone Number