

MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding ("MOU") is entered into by and between the Minnesota Department of Education ("Lead Agency") and the Minnesota Department of Human Services ("Participating State Agency"). The purpose of this agreement is to establish a framework of collaboration, as well as articulate specific roles and responsibilities in support of the State in its implementation of an approved Race to the Top-Early Learning Challenge grant project.

I. ASSURANCES

The Participating State Agency hereby certifies and represents that it:

- 1) Agrees to be a Participating State Agency and will implement those portions of the State Plan indicated in Exhibit I, if the State application is funded;
- 2) Agrees to use, to the extent applicable and consistent with the State Plan and Exhibit I:
 - (a) A set of statewide Early Learning and Development Standards;
 - (b) A set of statewide Program Standards;
 - (c) A statewide Tiered Quality Rating and Improvement System; and
 - (d) A statewide Workforce Knowledge and Competency Framework and progression of credentials.

(Please note that Participating State Agencies must provide these assurances in order for the State to be eligible for a Race to the Top-Early Learning Challenge grant.)

- 3) Has all requisite power and authority to execute and fulfill the terms of this MOU;
- 4) Is familiar with the State's Race to the Top-Early Learning Challenge grant application and is supportive of and committed to working on all applicable portions of the State Plan;
- 5) Will provide a Final Scope of Work only if the State's application is funded and will do so in a timely fashion but no later than 90 days after a grant is awarded; and will describe the Participating State Agency's specific goals, activities, timelines, budgets, and key personnel ("Participating State Agency Plan") in a manner that is consistent with the Preliminary Scope of Work (Exhibit I), with the Budget included in section VIII of the State Plan (including existing funds, if any, that the Participating State Agency is using for activities and services that help achieve the outcomes of the State Plan; and
- 6) Will comply with all of the terms of the Race to the Top-Early Learning Challenge Grant, this agreement, and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Race to the Top-Early Learning Challenge program, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 85, 86, 97, 98 and 99).

II. PROJECT ADMINISTRATION

A. PARTICIPATING STATE AGENCY RESPONSIBILITIES

In assisting the Lead Agency in implementing the tasks and activities described in the State's Race to the Top-Early Learning Challenge grant application, the Participating State Agency will:

- 1) Implement the Participating State Agency Scope of Work as identified in the Exhibit I of this agreement;
- 2) Abide by the governance structure outlined in the State Plan;

- 3) Abide by the Participating State Agency's Budget included in section VIII of the State Plan (including the existing funds from Federal, State, private and local sources, if any, that the Participating State Agency is using to achieve the outcomes in the RTT-ELC State Plan);
- 4) Actively participate in all relevant meetings or other events that are organized or sponsored by the State, by the U.S. Department of Education ("ED"), or by the U.S. Department of Health and Human Services ("HHS");
- 5) Post to any Web site specified by the State, ED, or HHS, in a timely manner, all non-proprietary products and lessons learned developed using Federal funds awarded under the RTT-ELC grant;
- 6) Participate, as requested, in any evaluations of this grant conducted by the State, ED, or HHS;
- 7) Be responsive to State, ED, or HHS requests for project information including on the status of the project, project implementation, outcomes, and any problems anticipated or encountered, consistent with applicable local, State and Federal privacy laws.

B. LEAD AGENCY RESPONSIBILITIES

In assisting the Participating State Agencies in implementing their tasks and activities described in the State's Race to the Top-Early Learning Challenge application, the Lead Agency will:

- 1) Work collaboratively with, and support the Participating State Agency in carrying out the Participating State Agency Scope of Work, as identified in Exhibit I of this agreement;
- 2) Timely award the portion of Race to the Top-Early Learning Challenge grant funds designated for the Participating State Agency in the State Plan during the course of the project period and in accordance with the Participating State Agency's Scope of Work, as identified in Exhibit I, and in accordance with the Participating State Agency's Budget, as identified in section VIII of the State's application;
- 3) Provide feedback on the Participating State Agency's status updates, any interim reports, and project plans and products;
- 4) Keep the Participating State Agency informed of the status of the State's Race to the Top-Early Learning Challenge grant project and seek input from the Participating State Agency, where applicable, through the governance structure outlined in the State Plan;
- 5) Facilitate coordination across Participating State Agencies necessary to implement the State Plan; and
- 6) Identify sources of technical assistance for the project.

C. JOINT RESPONSIBILITIES

- 1) The Lead Agency and the Participating State Agency will each appoint a key contact person for the Race to the Top-Early Learning Challenge grant.
- 2) These key contacts from the Lead Agency and the Participating State Agency will maintain frequent communication to facilitate cooperation under this MOU, consistent with the State Plan and governance structure.
- 3) Lead Agency and Participating State Agency personnel will work together to determine appropriate timelines for project updates and status reports throughout the grant period.
- 4) Lead Agency and Participating State Agency personnel will negotiate in good faith toward achieving the overall goals of the State's Race to the Top-Early Learning Challenge grant, including when the State Plan requires modifications that affect the Participating State Agency, or when the Participating State Agency's Scope of Work requires modifications.

D. STATE RECOURSE IN THE EVENT OF PARTICIPATING STATE AGENCY'S FAILURE TO PERFORM

If the Lead Agency determines that the Participating State Agency is not meeting its goals, timelines, budget, or annual targets, or is in some other way not fulfilling applicable requirements, the Lead Agency will take appropriate enforcement action, which could include initiating a collaborative process by which to attempt to resolve the disagreements between the Lead Agency and the Participating State Agency, or

EXHIBIT I – MINNESOTA DEPARTMENT OF HUMAN SERVICES

SCOPE OF WORK

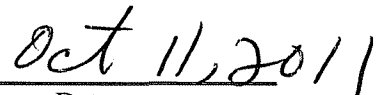
The Participating State Agency hereby agrees to participate in the State Plan, as described in the State’s application, and more specifically commits to undertake the tasks and activities described in detail below.

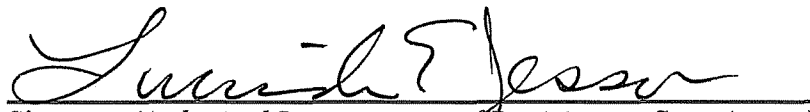
Selection Criterion	Participating Party Minnesota Department of Human Services	Type of Participation
(B)(1)	DHS Child Care staff	<p>Responsible for coordinating regular review of Parent Aware Program Standards and Indicators with MDE, MDH and the Early Learning Council. This includes gathering information from multiple sources and overseeing necessary revisions.</p> <p>Lead work, in partnership with staff from MDE and in consultation with the Early Learning Council, to refine the Accelerated Pathways to Ratings process.</p>
(B)(2)	DHS Child Care staff and DHS Assistant Commissioner of Children and Family Services	<p>Lead, in collaboration with staff from MDE and the Child Care Resource & Referral (CCR&R) system, expansion of the availability of both Accelerated Pathways to Rating and full ratings.</p> <p>Work cooperatively with MDE to increase the number of children with disabilities served in highly rated programs.</p> <p>Lead development of policy changes that will increase access to high quality care for children participating in the Child Care Assistance Program (CCAP).</p>
(B)(3)	DHS Child Care staff	<p>Oversee the rating and monitoring of Early Learning & Development programs occurring under the statewide expansion of Parent Aware, in consultation with MDE. Advise MDE as MDE incorporates Parent Aware into the MNParentKnow website. Work with county child care staff and staff from local CCR&R agencies to strengthen efforts to target outreach to families on CCAP.</p>
(B)(4)	DHS Child Care staff and DHS Assistant Commissioner of Children and Family Services	<p>Consult on implementation of School Readiness Scholarships.</p> <p>Lead efforts to develop policies to increase access to high-quality care to families receiving</p>

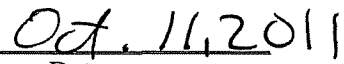
Selection Criterion	Participating Party Minnesota Department of Human Services	Type of Participation
		CCAP.
(B)(5)	DHS Child Care staff	Coordinate with staff from MDE and MDH to provide consultation to Child Trends in its role of validating the effectiveness of Parent Aware.
(C)(1)	DHS Child Care staff	Provide consultation to MDE on planning and establishing Professional Development resources to improve use of the Early Childhood Indicators of Progress, including ensuring that DHS Child Care Program resources are represented and aligned. Participate in review process led by MDE.
(C)(2)	DHS Child Care staff	Serve on the Assessment and Data System Task Force. Staff the Task Force. Participate in finalizing plan for Ages & Stages Questionnaire/Ages & Stages Questionnaire-Social-Emotional seven-county online project and in provision of training for online project. Ensure coordination of Assessment and Training Center efforts and Cooperative Personalized Learning Plans with DHS grantees, including Minnesota Center for Professional Development, Center for Inclusive Child Care, Child Care Resource & Referral, including the Eager to Learn online training program.
(C)(3)		--
(C)(4)		--
(D)(1)	DHS Child Care staff	Provide expert consultation in the on-going revision of Minnesota's Core Competencies and lead development of two new Core Competency guides.
(D)(2)	DHS Child Care staff	Oversee activities to increase the number and percentage of Early Childhood Educators who advance on MN's Career Lattice, in partnership with MDE staff. Activities will include targeted supports to educators working with programs serving Children with High Needs and linking the Registry to the Board of Teaching licensure system.

Selection Criterion	Participating Party Minnesota Department of Human Services	Type of Participation
		Provide consultation on increasing the number of professional development providers, including Institutions of Higher Learning, aligning their programs with the Core Competencies and direct the MN Center for Professional Development grantee to monitor and promote communication of progress in this area.
(E)(1)		No participation.
(E)(2)	Commissioner of DHS DHS Child Care Staff OET staff working on DHS programs	<p>Serve on the Early Learning Data governing committee and research and data committee.</p> <p>Work with partner agencies to identify existing and define new data elements; develop the EL data warehouse and data analytics strategies; and coordinate on development of case management data systems.</p> <p>NOTE: This section of the MOU will be expanded upon development of final MOU after receipt of grant.</p>


 Signature (Authorized Representative of Lead Agency)


 Date


 Signature (Authorized Representative of Participating State Agency)


 Date

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initiating such enforcement measures as are available to the Lead Agency, under applicable State or Federal law.

III. MODIFICATIONS

This Memorandum of Understanding may be amended only by written agreement signed by each of the parties involved, in consultation with ED.

IV. DURATION

This Memorandum of Understanding shall be effective, beginning with the date of the last signature hereon and, if a Race to the Top- Early Learning Challenge grant is received by the State, ending upon the expiration of the Race to the Top- Early Learning Challenge grant project period.

V. SIGNATURES

Authorized Representative of Minnesota Department of Education:

Brenda Cassellius Oct 7, 2011
Signature Date

Brenda Cassellius Commissioner
Print Name Title

Authorized Representative of Minnesota Department of Health:

Edward P. Ehlinger 10/10/11
Signature Date

Edward P. Ehlinger Commissioner MDH
Print Name Title

EXHIBIT I – MINNESOTA DEPARTMENT OF HEALTH

SCOPE OF WORK

The Participating State Agency hereby agrees to participate in the State Plan, as described in the State’s application, and more specifically commits to undertake the tasks and activities described in detail below.

Selection Criterion	Participating Party Department of Health	Type of Participation
(B)(1)	MDH Early Learning and Development Public Health Programs and Initiatives	<ul style="list-style-type: none"> • Representatives from selected programs will work in cooperation with the other 2 agencies (MDE, DHS) as coordinated by DHS for continuous improvement of program standards by: identifying criteria; gathering information; and revising program standards as needed.
(B)(2)	MDH Early Learning and Development Public Health Programs and Initiatives	<ul style="list-style-type: none"> • The State Child Care Health Consultant will provide technical assistance, training and support for programs serving Children with High Needs • Representatives from selected programs will work with the other 2 agencies to support the increase in the number and percentage of children with disabilities served in highly rated programs by: working with highly rated programs to increase their capacity; and participating in a convening of stakeholders. • Representatives from selected programs will work in coordination with DHS to implement policy in regards to increasing access to highly rated programs participating in the Child Care Assistance Program
(B)(3)	MDH Early Learning and Development Public Health Programs and Initiatives	<ul style="list-style-type: none"> • MDH agency will support the Parent Aware QRIS marketing and outreach to families, particularly those with Children with High Needs by providing information to families who are served through ELD public health programs
(B)(4)	MDH Early Learning and Development Public Health Programs and Initiatives	<ul style="list-style-type: none"> • Representatives from selected programs will work in cooperation with MDE and OEL CCAP policy staff to remove policy barriers to

		increase quality/support access
(B)(5)	MDH Early Learning and Development Public Health Programs and Initiatives	<ul style="list-style-type: none"> Representatives from the selected programs will participate on the evaluation advisory committee in regards to validating the effectiveness of the QRIS.
(C)(1)	MDH Early Learning and Development Public Health Programs and Initiatives	<ul style="list-style-type: none"> Representatives from selected programs will participate on the interagency committee in coordination with MDE and DHS, to improve and review the early childhood indicators of progress
(C)(2)	MDH Early Learning and Development Public Health Programs and Initiatives	<ul style="list-style-type: none"> Staff from each program will work with other two agencies as coordinated by the office of early learning in planning, implementing, and conducting outreach on the online take up of ASQ and ASQ-SE Representatives from selected programs will participate on the data systems task force as coordinated by the OEL.
(D)(1)	MDH Early Learning and Development Public Health Programs and Initiatives	<ul style="list-style-type: none"> Representatives from selected programs will work in coordination with DHS, MDE (with MDE providing oversight) to revise MN Core Competencies
(D)(2)	MDH Early Learning and Development Public Health Programs and Initiatives	<ul style="list-style-type: none"> Representatives from selected programs will work in coordination/cooperation with DHS, MDE and the MN professional development registry system to assess training and education as well as expand early childhood educators use of the MN professional development registry
(E)(1)		
(E)(2)	MDH Early Learning and Development Public Health Programs and Initiatives/MDH Information Technology staff	<ul style="list-style-type: none"> Representatives from selected programs/divisions will work in coordination with DHS and MDE as coordinated by the Office of early Learning to build and enhance an early learning data system to improve instruction, practices, services, and policies by: developing an ECLDS governance structure; identify existing and define new data elements for ECLDS; analyze technical needs to

		establish a warehouse infrastructure; and establish the Minnesota Early Learning Information Portal
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Brenda Conellus

Signature (Authorized Representative of Lead Agency)

10/10/11

Date

Edmund P. Elk

Signature (Authorized Representative of Participating State Agency)

10/10/11

Date

Minnesota Department of Education: Scope of Work

Minnesota Department of Education (MDE) is the lead agency for the coordination of the State Plan.

MDE is the state agency responsible for oversight School Readiness, ECFE, IDEA Part B and C, Head Start Collaboration Office, state funded Head Start, Kindergarten Entry Assessment, SLEDS, and Minnesota Early Learning Council.

Director of the Office of Early Learning has responsibility for programs housed in MDE and makes recommendations to the Children’s Cabinet regarding programs in MDH and DHS.

Early Learning Services Division is used to indicate the involvement of more than one early learning services staff. Early Childhood Specialist indicates a staff member with particular expertise/duties related to the activity.

Selection Criterion, Goals and Activities	Participating Party	Type of Participation	Total Budget	Total Funds Requested
(A)(1) Demonstrating past commitment to early learning and development.				
(A)(2) Articulating the State’s rationale for its early learning and development reform agenda and goals.	Early Learning Services Division, Early Learning Specialist	Provide administrative support and technical assistance to the Early Learning Council.		
(B)(1) Developing and adopting a common, statewide Tiered Quality Rating and Improvement System.				
(B)(1) Goal 1: Continuous Improvement of Program Standards and Indicators.	Early Learning Services Division	Participate in review and revision of standards as needed.		
(B)(1) 1.1: Identify criteria for review.				
(B)(1) 1.2: Gather information from multiple sources.				
(B)(1) 1.3: Revise Program Standards and				

<i>Indicators, as needed.</i>				
(B)(1) Goal 2: Refinement of the Accelerated Pathways to Ratings process.	Early Learning Specialist, School Readiness, ECFE, IDEA Part B and C, and Head Start	Assist in developing crosswalks of programs standards and development of program specific pathways.		
(B)(2) Promoting participation in the State's Tiered Quality Rating and Improvement System.				
(B)(2) Goal 1: Expand availability of accelerated ratings for accredited, Title I, Head Start and school-based programs statewide in 2012.	Early Learning Services Division, Head Start Collaboration Office, School Readiness, and Centers of Excellence	Disseminate information and enlist participation in Accelerated Pathways Ratings. Provide supports.		
(B)(2) 1.1: recruit targeted programs to participate in Accelerated Pathways to Rating. (B)(2) 1.2: provide supports as incentives for these programs to participate in Accelerated Pathways to Ratings.				
(B)(2) Goal 2: Expand the availability of the full rating for licensed center-based and licensed family child care programs incrementally starting in 2012, with statewide availability in 2015. (B)(2) 2.1: recruit targeted programs to participate in the full rating option. (B)(2) 2.2: provide supports as incentives for programs serving Children with High Needs to participate in the full rating option.	Early Learning Services Division and Centers of Excellence	Support expansion of full ratings. Assist in development and approval of orientations and trainings. Provide supports.		
(B)(2) Goal 3: Increase the number and percentage of children with disabilities served in	Early Learning Specialist, and IDEA	Identify and recruit programs.		

<p>highly rated programs.</p> <p><i>(B)(2) 3.1: Recruit more programs serving children with an IEP or IFSP to participate in the TQRIS.</i></p> <p><i>(B)(2) 3.2: Work with highly rated programs to increase their capacity to serve children with disabilities, and help to establish relationships with school districts to encourage them to place children with an IEP or IFSP in highly rated programs.</i></p> <p><i>(B)(2) 3.3: Convene a group of stakeholders with expertise serving children with disabilities to discuss procedures for documenting the new standards related to serving children with an IEP and IFSP, and strategies for helping programs serving children with special needs implement the new standards.</i></p>	<p>Part C and B</p>	<p>Work with programs to increase capacity.</p> <p>Convene stakeholder groups.</p>	
<p><i>(B)(2) Goal 4: Increase access to highly rated programs for children participating in the Child Care Assistance Program.</i></p> <p><i>(B)(2) 4.1: Work with the Governor and look for legislative support to align Child Care Assistance Program policies and Parent Aware to support children's healthy development and school readiness.</i></p> <p><i>(B)(2) 4.2: If successful with Activity 1, work within the system to plan for provider requirements to participate in Parent Aware to ensure that families have adequate access. Strategically select providers that will need to</i></p>	<p>Early Learning Services Policy staff</p>	<p>Assist in implementing policy changes.</p>	

<i>meet the requirements first.</i>				
(B)(3) Rating and monitoring Early Learning and Development Programs.				
(B)(3) Goal 1: Implement a reliable and valid rating system. (B)(3) 1.1: <i>Establish rigorous training and reliability procedures for staff conducting observations.</i> (B)(3) 1.2: <i>Establish rigorous training, reliability and data management procedures for staff conducting document review and establishing ratings.</i>	Early Childhood Specialists	Rate and monitor programs.		
(B)(3) Goal 2: Continue and expand marketing and outreach to families, particularly those with Children with High Needs. (B)(3) 2.1: <i>continue and expand the marketing begun during the Parent Aware pilot.</i> (B)(3) 2.2: <i>integrate Parent Aware information in the MNParentsKnow website and other outreach programs.</i> (B)(3) 2.3: <i>Continue targeted marketing and outreach to families receiving Child Care Assistance.</i>	Early Learning Services Division, IT and Communications staff	Market Parent Aware using agreed upon messages and tools. Integrate Parent Aware into Website.		
(B)(4) Promoting access to high-quality Early Learning and Development Programs for Children with High Needs.				
(B)(4) Goal 1: Improve the quality of Early Learning and Development programs across the state.				

(B)(4) Goal 2: Connect Children with High Needs with 3 and 4 star Parent Aware rated ELD programs. (B)(4) 2. 1: <i>School Readiness Scholarships.</i>	OEL, Early Childhood Specialist, Management Analyst, and contractor for evaluation	Develop process for and assist in implementing.	\$11,457,836	\$11,457,836
(B)(4) Goal 3: Engage School Districts to Provide ELD Programs. (B)(4) 3.1: <i>Develop Toolkit.</i> (B)(4) 3.2: <i>“Start-up” Support.</i>	OEL, Early Childhood Specialist, Pre K-grade 3, Title I staff, Management Analyst, and contractor for toolkit	Oversee development of toolkit. Develop and implement process to provide matching funds for ELD programs using Title I.	\$17,605,125	\$8,885,125
(B)(4) Goal 4: Remove Policy Barriers to Increasing Quality/Supporting Access.	OEL, Early Learning policy staff and Management Analyst	Assist in developing policy that will remove barriers to CCAP.		
(B)(5) Validating the effectiveness of the State Tiered Quality Rating and Improvement System.				
(B)(5) Goal 1: Determine the effectiveness of the quality indicators. (B)(5) 1.1. <i>Collaborative Planning.</i> (B)(5) 1.2. <i>Data Collection and Analysis.</i> (B)(5) 1.3. <i>Reporting and Recommendations for Continuous Improvement.</i>	OEL, Early Childhood Specialist, and Early Learning Services Division	Participate as member of the Parent Aware Evaluation Advisory Committee. Incorporate findings of evaluation.		
(B)(5) Goal 2: Determine the effectiveness of the hybrid rating structure.	OEL, Early Childhood Specialist,	Participate in Parent Aware Evaluation		

<p>(B)(5) 2.1. Collaborative Planning. (B)(5) 2.2. Data Collection and Analysis. (B)(5) 2.3. Reporting and Recommendations for Continuous Improvement.</p>	<p>and Early Learning Services Division</p>	<p>Advisory Committee. Incorporate findings of evaluation.</p>		
<p>(B)(5) Goal 3: Examine linkages between ratings and children's progress. (B)(5) 3.1. Collaborative Planning. (B)(5) 3.2. Data Collection and Analysis. (B)(5) 3.3. Reporting and Recommendations for Continuous Improvement.</p>	<p>OEL, Early Childhood Specialist, and Early Learning Services Division</p>	<p>Participate in Parent Aware Evaluation Advisory Committee. Incorporate findings of evaluation.</p>		
<p>(B)(5) Goal 4: Examine patterns of quality improvement. (B)(5) 4.1. Collaborative Planning. (B)(5) 4.2. Data Collection and Analysis. (B)(5) 4.3. Reporting and Recommendations for Continuous Improvement.</p>	<p>OEL, Early Childhood Specialist, and Early Learning Services Division</p>	<p>Participate in Parent Aware Evaluation Advisory Committee. Incorporate findings of evaluation.</p>		
<p>(C) (1) Developing and using statewide, high-quality Early Learning and Development Standards.</p>			<p>\$500,330</p>	<p>\$220,800</p>
<p>(C)(1) Goal 1: Improve usage of the ECIPs Early Childhood Educators in all ELD programs so that instruction becomes more intentional and scaffolds children's learning, especially High Needs Children. (C)(1) 1.1 Plan for use of existing resources and opportunities to create ECIPs-related professional</p>	<p>Early Childhood Specialist, Centers of Excellence Contractor to design and implement PD, Contractor to create electronic PD materials, and</p>	<p>Facilitate interagency committee to review existing resources and conceptualize PD opportunities. Assist in providing training.</p>		

<p><i>development training for all ELD program staff.</i></p> <p><i>(C)(1) 1.2 Define the professional development materials, including video segments and developmental sequences that tie instructional strategies to advancing skill and knowledge acquisition.</i></p> <p><i>(C)(1) 1.3 Establish professional development resources, either through creation of new written electronic (including video and podcasts) resources or repurposing of existing documents and resources.</i></p> <p><i>(C)(1) 1.4 Implement and integrate the professional development throughout the state with cross-sector training partners to reach all ELD program staff.</i></p> <p><i>(C)(1) 1.5 Design and implement evaluation of the professional development approach, delivery, and impact on child outcomes.</i></p>	<p>contractor for evaluation</p>	<p>Oversee design and implementation of PD.</p> <p>Oversee design and implementation of evaluation.</p>		
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<p>(C) (1) Goal 2: Establish a review cycle to continually improve the ECIPs.</p> <p>(C)(1) 2.1 Establish a review cycle for both versions of the ECIPs.</p> <p>(C)(1) 2.2 Design a consistent review process that will ensure a focus on Children with High Needs and the involvement of early childhood learning and development experts, including experts on dual language learners, Early Childhood Educators, diverse cultural and community groups, parents, and cross-agency representation. The process will ensure statewide involvement.</p> <p>(C)(1) 2.3 Implement review process.</p>	<p>Early Childhood Specialist and contractor for continuous review process</p>	<p>Facilitate interagency committee to establish and implement a review cycle in alignment with K-12.</p>	
<p>(C) (2) Supporting effective uses of Comprehensive Assessment Systems.</p>			<p>\$21,137,990</p>
<p>(C)(2) Goal 1: Establish an Assessment and Data System Task Force and associated deliverables.</p> <p>(C)(2) 1.1 This Task Force will be charged with making substantiated recommendations for design, implementation, and ongoing refinement of a comprehensive system of child, program, and state-level assessment of developmental achievement.</p> <p>(C)(2) 1.2 Members – A Task Force of 12-14 individuals, appointed by MOEL and the Early Learning Council, will include members of the ELC, staff from MDE and DHS, representatives of the academic community with expertise in this area, parents, and program managers.</p>	<p>OEL, Project Consultant, and Early Childhood Specialist</p>	<p>Establish Task Force. Facilitate discussion. Ensure development of deliverables.</p>	<p>\$2,225,166</p>

<p>(C)(2) 1.3 Deliverables This Task Force will produce:</p> <ul style="list-style-type: none"> • the Minnesota Stepping Stones model • Substantive analysis of existing Minnesota practices and other evidence-based options for assessment at each age-point; • Recommendations for measures and practices (including professional development to support implementation and ongoing use of this system) for implementation; • Recommendations for ongoing evaluation, analysis, and refinement of the Minnesota Stepping Stones model. 				
<p>(C) (2) Goal 2: Improve delivery of developmental screening, by implementing online versions of ASQ and ASQ-SE for use by parents of and providers of service to Children with High Needs.</p> <p>(C)(2) 2.1 Finalize plan for seven-county pilot project launch in FY 2012. Identify potential strategies in which clinics and programs serving Children with High Needs may participate in the pilot (MDH, DHS, MDE, Interagency Developmental Screening Task Force).</p> <p>(C)(2) 2.2. Integrate information and link from Minnesota Parents Know website to the online screening instrument.</p> <p>(C)(2) 2.3. Provide information and training on the use of online screening to the targeted service providers. Year Four. (DHS, MDH, MDE).</p>	<p>OEL, Early Childhood Specialist, IT, communications staff and contractor for project management of online implementation, and contractor to develop online training modules</p>	<p>Implement online versions of ASQ and ASQ-SE.</p> <p>Link online tool to MnParentsKnow.</p> <p>Disseminate information to appropriate providers.</p> <p>Oversee evaluation of effectiveness.</p>		

<p>(C)(2) 2.4. Evaluate the effectiveness of the online screening in reaching Children with High Needs and increasing valid and reliable developmental and mental health screening.</p>				
<p>(C) (2) Goal 3: Improve the ability of ELD programs and Early Childhood Educators to choose, use, and interpret assessment data.</p> <p>(C)(2) 3.1 Improve the skills of all Early Childhood Educators around formative and environmental assessment practices.</p> <p>(C)(2) 3.2 Build capacity for sustaining improved professional development around child and environmental assessment in communities with high ratios of Children with High Needs.</p> <p>(C)(2) 3.3 Expand the use of electronic Cooperative Personalized Learning Plans, virtual “early warning and response system” for individual decision making with leading indicators about children’s development and behavior.</p>	<p>OEL, Early Childhood Specialist, Centers of Excellence and Project Consultant, contract with ACT to provide PD on using assessments, and contract with TIES for development of personalized learning plans,</p>	<p>Evaluate existing training and determine need for future training.</p> <p>Expand training to improve practice.</p> <p>Develop business plan to use external sales frame work to sustain ongoing work.</p> <p>Work with TIES to provide virtual Personalized Learning Plans.</p>		
<p>(C)(2) Goal 4: Implementing a public, system-wide School Readiness Report Card with indicators of how our system is doing.</p> <p>(C)(2) 4.1 Develop School Readiness Report Card public-private planning and implementation team with MDE leadership and data staff in conjunction with Wilder Research staff.</p> <p>(C)(2) 4.2 Develop website and timeline for reporting SRRC data in a manner that aligns with the K-12 Report Card.</p>	<p>OEL, MDE analyst, IT, Communications staff, Project Consultant and contractor for School Readiness Report Card fact sheets</p>	<p>Work with Wilder Research to gather data and evaluate.</p> <p>Develop website.</p> <p>Determine timeline for reporting.</p> <p>Post and distribute 10 annual reports/fact</p>		

<p>(C)(2) 4.3 Summarize and report SR Report Card for the last 5 years as baseline.</p> <p>(C)(2) 4.4 Wilder will provide up to 10 annual reports analyzing differences and trends by income group, race and ethnicity, and region.</p>		sheets.		
<p>(D)(1) Developing a Workforce Knowledge and Competency Framework and a progression of credentials.</p>			\$65,200	\$65,200
<p>(D)(1) Goal 1: Revision of MN Core Competencies.</p> <p>(D)(1) 1.1 The Minnesota Office of Early Learning will engage Minnesota's higher education institutions and other key stakeholders in completing a second phase of the open revision of the Minnesota Core Competencies.</p> <p>(D)(1) 1.2 Create companion documents that supplement the Core Competencies for family child care providers that working with children ages three through five.</p> <p>(D)(1) 1.3 Establish a revision schedule for the Core Competencies that mirrors the revision schedule for Minnesota's Early Learning and Development Standards (outlined in Section (C)(1)).</p>	<p>OEL, Early Childhood Specialist, and contractor for second phase of core competencies revision</p>	<p>Engage Institutes of Higher Education and stakeholders in second phase of revision.</p> <p>Oversee development of companion guides.</p> <p>Establish schedule for period review and revision of competencies.</p>		
<p>(D)(2) Supporting Early Childhood Educators in improving their knowledge, skills, and abilities.</p>			\$5,185,200	\$105,200
<p>(D)(2) Goal 1: Increase Number and Percent of Early Childhood Educators Advancing on Career Lattice.</p>	<p>Early Learning Services Division, Board of Teaching,</p>	<p>Provide training in Parent Aware content areas as resources are</p>		

<p>(D)(2) 1.1 Target supports for accessing training and education to Early Childhood Educators working in ELD programs serving Children with High Needs.</p> <p>(D)(2) 1.2 Expand Early Childhood Educator's use of the MN Professional Development Registry and link the Registry to the STAR Board of Teaching licensure system.</p>	<p>and Centers of Excellence</p>	<p>available.</p> <p>Develop and implement process for link of verification of training between Board of Teaching and Registry.</p> <p>Provide regional hub for coaches and training on assessment.</p> <p>Oversee applications for licensure and STAR.</p>		
<p>(D)(2) Goal 2: Increase Number of aligned PD Providers.</p> <p>(D)(2) 2.1 Conduct outreach to learn more about the things that are preventing postsecondary institutions and other professional development providers from aligning their training with the Core Competencies.</p> <p>(D)(2) 2.2 Address barriers and facilitate alignment where possible.</p> <p>(D)(2) 2.3 Monitor and report progress on alignment of professional development providers' programs with the Minnesota Core Competencies and the Career Lattice.</p>	<p>OEL, Early Learning Services Division, and contractor for outreach to Institutes of Higher Education (IEH)</p>	<p>Identify barriers to and encourage use of Core Competencies as framework for course development in IHE.</p>		

<p>(E)(1) Understanding the status of children's learning and development at kindergarten entry.</p> <p>(E)(1) Goal 1: Maintain the WSS snapshot from a state sample.</p> <p>(E)(1) <i>1.1 Conduct the Minnesota Kindergarten Entry Assessment in 2011 and 2012 as planned, including data collection, analysis, and public reporting.</i></p> <p>(E)(1) <i>1.2 Develop communications plan about the timeline and process for transitioning to MN KEA 2.0.</i></p> <p>(E)(1) <i>1.3 With input from the MN KEA 2.0 Task Force, conduct Minnesota Kindergarten Entry Assessment in 2012 using methodology that will inform Task Force (e.g., consider matrix sampling).</i></p>	<p>Early Childhood Specialist</p>	<p>Work with LEAs to carry out study.</p>	<p>\$1,429,200</p>	<p>\$305,200</p>
<p>(E)(1) Goal 2: Link KEA data to Statewide Longitudinal Education Data System.</p> <p>(E)(1) <i>2.1 Proceed with linking all past years of the School Readiness Study to the longitudinal data system as planned and described in our Institute of Education Sciences grant.</i></p> <p>(E)(1) <i>2.2 Prepare, as needed and when ready, the data environment for a new data field on MN KEA 2.0.</i></p>	<p>Data staff and IT</p>	<p>Implement plan in Institute of Education Sciences grant.</p>		
<p>(E)(1) Goal 3: Examine, choose, and begin implementation of new tool or suite of tools for MN KEA 2.0.</p>	<p>OEL, Early Learning Services Division, Data Project Manager and contractor for</p>	<p>Establish Data System Task Force and facilitate work.</p>		

<p>(E)(1) 3.1 Work with the Assessment and Data System Task Force to develop recommendations.</p> <p>(E)(1) 3.2 Task force suggestions for measures of universal KEA.</p> <p>(E)(1) 3.3 Hire contractor for pilot work</p> <p>(E)(1) 3.4 Develop timeline for piloting new measure in fall 2013.</p> <p>(E)(1) 3.5 If needed, expand and refine pilot of MN KEA 2.0 in Fall 2013.</p> <p>(E)(1) 3.6 Legislative/agency appropriation request for and 2014-2015.</p> <p>(E)(1) 3.7 Secure funding and/or planning, develop timeline for providers statewide to learn to administer, interpret and act on the new assessment tool.</p> <p>(E)(1) 3.8 Statewide implementation.</p>	<p>pilot of MnKEA 2.0</p>	<p>Develop timeline and pilot new measure.</p> <p>Identify and secure funding mechanism.</p> <p>Determine transition plan.</p> <p>Implement statewide usage.</p>	
<p>(E)(2) Building or enhancing an early learning data system to improve instruction, practices, services, and policies.</p>			<p>\$6,509,224</p>
<p>(E)(2) Goal 1: Developing ECLDS Governance Structure.</p>	<p>OEL, Early Childhood Data Specialist, Data Project Manager, ITS III, and contractor for Data Warehouse</p>	<p>Lead governance group.</p> <p>Identify data elements from existing sources.</p> <p>Identify need for data sharing agreements.</p> <p>Identify training needs.</p> <p>Identify Technical</p>	<p>\$6,209,224</p>

		<p>Project Manager. Identify Business Analysts.</p>		
<p>(E)(2) Goal 2: Identify Data Elements for ECLDS.</p>	<p>Early Childhood Data Specialist, ITS III, and contractor for Data Warehouse</p>	<p>Evaluate the structure, reliability, and validity of data elements. Create data sharing agreements. Convene work group to identify data elements to be included in ECLDS. Implement training schedule.</p>		
<p>(E)(2) Goal 3: Early Learning Data Collection.</p>	<p>Early Childhood Data Specialist, ITS III, contractor to design and conduct analytics for Data Warehouse, and contractor to develop data management software</p>	<p>Develop Request for Information and resulting Request for Proposal. Supply software solution to programs. Host training for providers on data collection.</p>		
<p>(E)(2) Goal 4: Analyze technical needs to establish warehouse infrastructure.</p>	<p>Early Childhood Data Specialist, ITS III, and contractor for</p>	<p>Develop Data Warehouse.</p>		

<p>Priority 2 1.2 Provide training opportunities to new American immigrant providers.</p> <p>Priority 2 1.3: Facilitate a peer network for American immigrant providers who are currently licensed or are actively pursuing a family child care licensure.</p> <p>Priority 2 1.4: Assess if these same services could be expanded statewide.</p>				
<p>Priority 2 Goal 2: Assist FFN caregivers who receive Child Care Assistance Program (CCAP) subsidy in meeting statutorily established training requirements.</p> <p>Priority 2 2.1: Provide CPR and First Aid training to FFN providers.</p> <p>Priority 2 2.2: Develop an eight hour training on the Core Competencies for FFN providers.</p>				
<p>Priority 2 Goal 3: Using ECFE licensed parent educators and early childhood teachers, provide parenting education and family opportunities for FNN caregivers to improve the school readiness for Children with High Needs.</p> <p>Priority 2 3.1: Expand access to ECFE.</p> <p>Priority 2 3.2: Connect FFN caregivers in CCAP to the licensing system, local public health, and the school district including Early Childhood Screening (ECS) and ECFE.</p> <p>Priority 2 3.3: Assess barriers and opportunities for family support and parenting education services for FFN caregivers.</p>	<p>Early Childhood Specialist</p>	<p>Connect FFN caregivers with information and community resources.</p> <p>Create “connection toolkit” for FFN.</p> <p>Assess how ECFE resources can be modified to support FFN.</p> <p>Produce webinars,</p>		

<p>Priority 2 3.4: <i>Promote FFN caregiver access to parenting, child development and health information through Minnesota Parents Know.</i></p>		<p>live chats and podcasts.</p>		
<p>Priority 5: Encouraging Private-Sector Support.</p>	<p>OEL</p>	<p>Work with Foundations, Business Leaders and Non-profit organizations to impact school readiness. Examine opportunities to replicate best practices.</p>		