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# State of Minnesota HOUSE OF REPRESENTATIVES

EIGHTY-FOURTH  
SESSION

HOUSE FILE No. **3623**

March 16, 2006

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The bill was read for the first time and referred to the Committee on Education Policy and Reform

1.1 A bill for an act  
2 relating to education; providing funding for early childhood and family  
1.3 education; allocating Head Start funds; educating new parents; extending early  
1.4 childhood and family education programs and providing for grants; providing for  
1.5 a kindergarten readiness assessment and intervention pilot program; providing for  
1.6 a grant program for child care providers to offer school readiness; appropriating  
1.7 money: amending Minnesota Statutes 2004, sections 119A.50, subdivision 1;  
1.8 119A.52; 119A.53; 119A.545; 124D.13, subdivisions 2, 3; Laws 2005, First  
1.9 Special Session chapter 5, article 7, section 20, subdivision 5; proposing coding  
1.10 for new law in Minnesota Statutes, chapters 119A; 124D; repealing Minnesota  
1.11 Statutes 2004, section 119A.51.

1.12 BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF MINNESOTA:

1.13 Section 1. Minnesota Statutes 2004, section 119A.50, subdivision 1, is amended to read:

1.14 Subdivision 1. **Department of Education.** The Department of Education is the  
1.15 state agency responsible for administering the Head Start program. The commissioner  
1.16 of education ~~may make grants~~ shall allocate funds according to the formula in section  
1.17 119A.52 to public or private nonprofit agencies for the purpose of providing supplemental  
1.18 funds for the federal Head Start program.

1.19 Sec. 2. Minnesota Statutes 2004, section 119A.52, is amended to read:

1.20 **119A.52 DISTRIBUTION OF APPROPRIATION ~~AND PROGRAM~~**  
1.21 **~~COORDINATION.~~**

1.22 The commissioner of education ~~must distribute~~ shall allocate money appropriated  
1.23 for that purpose to federally designated Head Start ~~program grantees~~ programs to expand  
4 services and to serve additional low-income children. ~~Money must be allocated to each~~  
1.25 ~~project Head Start grantee in existence on the effective date of Laws 1989, chapter 282.~~  
1.26 Migrant and Indian reservation ~~grantees~~ programs must be initially allocated money

2.1 based on the grantees' programs' share of federal funds. The remaining money must be  
2.2 ~~initially~~ allocated to the remaining local agencies based ~~equally on the agencies' share of~~  
2.3 ~~federal funds and on the proportion of eligible children in the agencies' service area who~~  
2.4 ~~are not currently being served.~~ upon the program's portion of eligible children not being  
2.5 served within the geographic service area. Programs whose federal allocation exceeds  
2.6 the number of eligible children within the geographic service area shall not receive an  
2.7 allocation of state funds. A Head Start grantee program receiving an allocation of state  
2.8 funds must be funded at a per child rate equal to its contracted, federally funded base level  
2.9 ~~for program accounts 20, 22, and 25 at the start of the fiscal year. In allocating funds under~~  
2.10 ~~this paragraph, the commissioner of education must assure that each Head Start grantee is~~  
2.11 ~~allocated no less funding in any fiscal year than was allocated to that grantee in fiscal year~~  
2.12 ~~1993. The commissioner may provide additional funding to grantees for start-up costs~~  
2.13 ~~incurred by grantees due to the increased number of children to be served.~~ Before paying  
2.14 money to the grantees programs, the commissioner must notify each grantee program of  
2.15 its initial allocation, how the money must be used, and the number of low-income children  
2.16 that must to be served with the allocation based upon the federally funded per child rate.  
2.17 Each grantee program must present a work plan to the commissioner for approval. The  
2.18 ~~work plan must include the estimated number of low-income children and families it will~~  
2.19 ~~be able to serve, a description of the program design and service delivery area which~~  
2.20 ~~meets the needs of and encourages access by low-income working families, a program~~  
2.21 ~~design that ensures fair and equitable access to Head Start services for all populations and~~  
2.22 ~~parts of the service area, and a plan for coordinating services to maximize assistance for~~  
2.23 ~~child care costs available to families under chapter 119B.~~ on the forms prescribed by  
2.24 the commissioner under section 119A.535. Payments to programs shall be based on  
2.25 the reported number of children actually served at the federally funded per child rate.  
2.26 Programs shall be allowed to receive an advance of 25 percent of the total allocation at  
2.27 the beginning of each fiscal year. For any grantee program that is not demonstrating  
2.28 under section 119A.536, that they will actually serve the number of children the program  
2.29 is funded to serve and therefor cannot utilize its full allocation, the commissioner must  
2.30 reduce the allocation proportionately. Money available after the initial allocations are  
2.31 reduced must be redistributed to eligible grantees programs demonstrating ability to serve  
2.32 additional children. The redistribution of funds shall occur according to a schedule  
2.33 determined by the commissioner.

2.34 Sec. 3. Minnesota Statutes 2004, section 119A.53, is amended to read:

2.35 **119A.53 FEDERAL REQUIREMENTS.**

3.1 ~~Grantees~~ Programs and the commissioner shall comply with federal regulations  
3.2 governing the federal Head Start program; ~~except for funding for innovative initiatives~~  
3.3 ~~under section 119A.52, which may be used to operate differently than federal Head~~  
3.4 ~~Start regulations.~~ If a state statute or rule conflicts with a federal statute or regulation,  
3.5 the state statute or rule prevails.

3.6 Sec. 4. [119A.535] APPLICATION REQUIREMENTS.

3.7 Eligible Head Start organizations must submit a plan to the department for approval  
3.8 on a form and in the manner prescribed by the commissioner. The plan must include:

3.9 (1) the estimated number of low-income children and families the program will be  
3.10 able to serve;

3.11 (2) a description of the program design and service delivery area which meets the  
3.12 needs of and encourages access by low-income working families;

3.13 (3) a program design that ensures fair and equitable access to Head Start services for  
3.14 all populations and parts of the service area; and

3.15 (4) a plan for coordinating services to maximize assistance for child care costs  
3.16 available to families under chapter 119B.

3.17 Sec. 5. [119A.536] REPORTING REQUIREMENTS.

3.18 Programs receiving Head Start funds must report to the commissioner the number of  
3.19 children actually served according to the schedule determined and forms prescribed by  
3.20 the commissioner.

21 Sec. 6. Minnesota Statutes 2004, section 119A.545, is amended to read:

3.22 **119A.545 AUTHORITY TO WAIVE REQUIREMENTS DURING DISASTER**  
3.23 **PERIODS.**

3.24 The commissioner of education may waive requirements under sections 119A.50  
3.25 to ~~119A.53~~ 119A.535, for up to nine months after the disaster, for Head Start ~~grantees~~  
3.26 programs in areas where a federal disaster has been declared under United States Code,  
3.27 title 42, section 5121, et seq., or the governor has exercised authority under chapter 12.  
3.28 The commissioner shall notify the chairs of the appropriate ~~senate Family and Early~~  
3.29 ~~Childhood Education Budget Division, the senate Education Finance Committee, the and~~  
3.30 ~~house Family and Early Childhood Education Finance Division, the house Education~~  
3.31 ~~Committee, and the house Ways and Means Committee~~ committees ten days before the  
3.32 effective date of any waiver granted under this section.

4.1       Sec. 7. [124D.129] EDUCATE PARENTS PARTNERSHIP.

4.2             The commissioner must work in partnership with health care providers and  
4.3 community organizations to provide parent education information to parents of newborns  
4.4 at the time of birth. The commissioner must coordinate the partnership and the distribution  
4.5 of informational material to the parents of newborns before they leave the hospital.  
4.6 The commissioner must develop a resource Web site that promotes, at a minimum, the  
4.7 department Web site for information and links to resources on child development, parent  
4.8 education, child care, and consumer safety information.

4.9       Sec. 8. Minnesota Statutes 2004, section 124D.13, subdivision 2, is amended to read:

4.10            Subd. 2. **Program characteristics.** (a) Early childhood family education programs  
4.11 are programs for children in the period of life from birth to kindergarten, for the parents  
4.12 and other relatives of ~~such~~ these children, and for expectant parents. To the extent  
4.13 that funds are insufficient to provide programs for all children, early childhood family  
4.14 education programs should emphasize programming for a child from birth to age three  
4.15 and encourage parents and other relatives to involve four- and five-year-old children in  
4.16 school readiness programs, and other public and nonpublic early learning programs. Early  
4.17 childhood family education programs may include the following:

4.18            (1) programs to educate parents and other relatives about the physical, mental,  
4.19 and emotional development of children;

4.20            (2) programs to enhance the skills of parents and other relatives in providing for  
4.21 their children's learning and development;

4.22            (3) learning experiences for children and parents and other relatives that promote  
4.23 children's development;

4.24            (4) activities designed to detect children's physical, mental, emotional, or behavioral  
4.25 problems that may cause learning problems;

4.26            (5) activities and materials designed to encourage self-esteem, skills, and behavior  
4.27 that prevent sexual and other interpersonal violence;

4.28            (6) educational materials which may be borrowed for home use;

4.29            (7) information on related community resources;

4.30            (8) programs to prevent child abuse and neglect;

4.31            (9) other programs or activities to improve the health, development, and school  
4.32 readiness of children; or

4.33            (10) activities designed to maximize development during infancy.

4.34            The programs must not include activities for children that do not require substantial  
4.35 involvement of the children's parents or other relatives. The programs must be reviewed

5.1 periodically to assure the instruction and materials are not racially, culturally, or sexually  
5.2 biased. The programs must encourage parents to be aware of practices that may affect  
5.3 equitable development of children.

5.4 (b) For the purposes of this section, "relative" or "relatives" means noncustodial  
5.5 grandparents or other persons related to a child by blood, marriage, adoption, or foster  
5.6 placement, excluding parents.

5.7 Sec. 9. Minnesota Statutes 2004, section 124D.13, subdivision 3, is amended to read:

5.8 Subd. 3. **Substantial parental involvement.** The requirement of substantial  
5.9 parental or other relative involvement in subdivision 2 means that:

5.10 (a) parents or other relatives must be physically present much of the time in classes  
5.11 with their children or be in concurrent classes;

5.12 (b) parenting education or family education must be an integral part of every early  
5.13 childhood family education program;

5.14 (c) early childhood family education appropriations must not be used for traditional  
5.15 day care or nursery school, or similar programs; and

5.16 (d) the form of parent involvement common to kindergarten, elementary school, or  
5.17 early childhood special education programs such as parent conferences, newsletters, and  
5.18 notes to parents do not qualify a program under subdivision 2.

5.19 Sec. 10. [124D.137] EARLY CHILDHOOD AND FAMILY EDUCATION (ECFE)  
5.20 PROGRAM GRANTS.

5.21 (a) A grant program is established to extend early childhood and family education  
5.22 (ECFE) programs to licensed family child care providers as defined under section 245A.02  
5.23 subdivision 19, and family, friend, and neighbor caregivers. ECFE programs may apply  
5.24 for a grant to develop and implement a service model to assist child care providers and  
5.25 caregivers to include an educational curriculum and developmental assessment appropriate  
5.26 to the age of the children cared for by the provider or caregiver and parent education  
5.27 support that the provider or caregiver can share with parents of the children.

5.28 (b) An ECFE program must submit an application to the commissioner in the form  
5.29 and manner prescribed by the commissioner. The application must describe how the  
5.30 applicant will develop and implement a service model. To the extent practicable, grant  
5.31 recipients must be located throughout the state with at least one grant recipient in each of  
5.32 the governor's economic development regions and each of the counties in the Minneapolis  
5.33 and St. Paul metropolitan area. In addition to the geographical distribution of funds, the

6.1 commissioner shall consider the equitable distribution of grant funds to reflect the cultural  
6.2 diversity of the service area.

6.3 **Sec. 11. [124D.162] KINDERGARTEN READINESS ASSESSMENT;**  
6.4 **INTERVENTION PILOT PROGRAM.**

6.5 Subdivision 1. Assessment. The commissioner of education must implement  
6.6 a kindergarten readiness assessment representative of incoming kindergartners. The  
6.7 assessment must be based on the Department of Education Kindergarten Readiness  
6.8 Assessment at kindergarten entrance pilot study.

6.9 Subd. 2. Intervention. A school district that participates in the kindergarten  
6.10 readiness assessment under subdivision 1 must establish a kindergarten readiness  
6.11 intervention pilot program to provide additional instruction for children who are assessed  
6.12 and identified as being not yet proficient in the developmental areas of language, literacy,  
6.13 and mathematical thinking. Each child will have a locally determined intervention  
6.14 strategy focusing the curriculum content on the individualized needs of that child. The  
6.15 commissioner, at a district's request, must assist the district and the school to develop  
6.16 the intervention program. At the end of the kindergarten school year, the district must  
6.17 reassess each child who receives an intervention to evaluate the progress of the child  
6.18 over the kindergarten year and the success of the intervention strategy developed for that  
6.19 child. The district must report the results of the intervention and year-end assessment to  
6.20 the commissioner.

6.21 **Sec. 12. [124D.163] GRANT PROGRAM FOR SCHOOL READINESS IN**  
6.22 **CHILD CARE SETTINGS .**

6.23 Subdivision 1. Establishment. A grant program is established to assist child care  
6.24 centers, licensed family child care providers as defined under section 245A.02, and family,  
6.25 friend, and neighbor caregivers to provide an educational component and implement  
6.26 school readiness criteria in the child care setting.

6.27 Subd. 2. Eligibility; application process. (a) An applicant for a grant must be:  
6.28 (1) a child care center eligible to participate in the federal Child and Adult Care  
6.29 Food Program;

6.30 (2) licensed family child care provider as defined under section 245A.02;

6.31 (3) family, friend, or neighbor caregiver; or

6.32 (4) organization serving family, friend, or neighbor caregivers.

6.33 (b) An applicant must develop a plan to implement the school readiness program  
6.34 requirements as described under section 124D.15, subdivision 3. The applicant must

7.1 submit an application to the commissioner of education in the form and manner determined  
 7.2 by the commissioner. The application must include a description of the applicant's plan  
 7.3 to implement the school readiness program requirements.

7.4 Subd. 3. Grant review; award. When reviewing an application, the commissioner  
 7.5 of education must determine whether all the requirements of subdivision 2 are met and  
 7.6 whether the applicant is able to implement its school readiness plan. The commissioner  
 7.7 may award grants to eligible applicants on a first come, first served basis to the extent that  
 7.8 funds are available. To the extent practicable, grant recipients must be located throughout  
 7.9 the state with at least one recipient in each of the governor's economic development  
 7.10 regions and each of the counties in the Minneapolis and St. Paul metropolitan area. In  
 7.11 addition to the geographical distribution of funds, the commissioner must consider the  
 7.12 equitable distribution of grant funds to reflect the cultural diversity of the service area.

7.13 Subd. 4. Grant proceeds; certification. (a) A recipient must use the grant proceeds  
 7.14 to implement its school readiness plan. A recipient meeting the requirements of section  
 7.15 124D.15, subdivision 3, shall receive certification from the commissioner designating the  
 7.16 recipient as a child care provider or caregiver that provides an educational component and  
 7.17 promotes school readiness in the child care setting.

7.18 (b) The commissioner of education must publicize a list of all child care providers  
 7.19 and caregivers receiving certification under this subdivision. The commissioner of human  
 7.20 services must include the certified child care providers and caregivers in its child care  
 7.21 resource and referral database.

7.22 Subd. 5. Report. A grant recipient must demonstrate the impact of the educational  
 7.23 component and school readiness program requirements on the children in the child care  
 7.24 setting to the commissioner of education in a manner determined by the commissioner.

7.25 Sec. 13. Laws 2005, First Special Session chapter 5, article 7, section 20, subdivision  
 7.26 5, is amended to read:

7.27  
 7.28 **Subd. 5. Head Start program.** For Head Start programs under Minnesota Statutes,  
 7.29 section 119A.52:

7.30  
 7.31 \$ 19,100,000 ..... 2006

7.32 \$ 19,100,000 ..... 2007

7.33

7.34 Any balance in the first year does not cancel but is available in the second year.

8.1       Sec. 14. APPROPRIATIONS.

8.2               Subdivision 1. Department of Education. The sums indicated in this section are  
8.3 appropriated from the general fund to the Department of Education for the fiscal years  
8.4 designated.

8.5               Subd. 2. Educate parents. For the Educate Parents Partnership under Minnesota  
8.6 Statutes, section 124D.129:

8.7               The base for this program in fiscal year 2008 and later is \$50,000.

8.8               \$ 80,000       .....       2007

8.9               Subd. 3. School readiness in child care settings. For grants to licensed family  
8.10 child care providers and caregivers to implement school readiness programs under  
8.11 Minnesota Statutes, section 124D.163:

8.12               \$ 6,100,000       .....       2007

8.13               Of this amount, \$146,000 is to administer the grant program.

8.14               Subd. 4. School readiness assessment and intervention pilot program. For  
8.15 the kindergarten readiness assessment and intervention pilot program under Minnesota  
8.16 Statutes, section 124D.162:

8.17               \$ 1,787,000       .....       2007

8.18               Of this amount, \$1,273,000 will be allocated to school districts at a rate of \$1,000  
8.19 per student identified as not yet proficient in language and literacy and \$1,000 per student  
8.20 identified as not yet proficient in mathematical thinking.

8.21               Of this amount, \$514,000 is for the scoring of the student assessments, development,  
8.22 and management of assessment database, teacher stipends, and training and technical  
8.23 assistance to school districts.

8.24               Subd. 5. Early childhood and family education program grants. For grants to  
8.25 extend early childhood and family education (ECFE) programs under Minnesota Statutes,  
8.26 section 124D.137:

8.27               \$ 2,100,000       .....       2007

8.28               Of this amount, \$124,000 is to administer the grant program and develop and  
8.29 maintain a program database.

8.30       Sec. 15. REPEALER.

8.31               Minnesota Statutes 2004, section 119A.51, is repealed.

DRAFT

1.1 ..... moves to amend H. F. No. 3623 as follows:

1.2 Delete everything after the enacting clause and insert:

1.3 "Section 1. Minnesota Statutes 2004, section 119A.50, subdivision 1, is amended to  
1.4 read:

1.5 Subdivision 1. **Department of Education.** The Department of Education is the  
1.6 state agency responsible for administering the Head Start program. The commissioner  
1.7 of education ~~may make grants~~ shall allocate funds according to the formula in section  
1.8 119A.52 to public or private nonprofit agencies for the purpose of providing supplemental  
1.9 funds for the federal Head Start program.

1.10 Sec. 2. Minnesota Statutes 2004, section 119A.52, is amended to read:

1.11 **119A.52 DISTRIBUTION OF APPROPRIATION ~~AND PROGRAM~~**  
1.12 **~~COORDINATION.~~**

1.13 The commissioner of education ~~must distribute~~ shall allocate money appropriated  
1.14 for that purpose to federally designated Head Start ~~program grantees programs~~ to expand  
1.15 services and to serve additional low-income children. ~~Money must be allocated to each~~  
1.16 ~~project Head Start grantee in existence on the effective date of Laws 1989, chapter 282.~~  
1.17 Migrant and Indian reservation ~~grantees programs~~ must be initially allocated money based  
1.18 on the ~~grantees' programs'~~ share of federal funds. The remaining money must be initially  
1.19 allocated to the remaining local agencies based ~~equally on the agencies' share of federal~~  
1.20 ~~funds and on the proportion of eligible children in the agencies' service area who are not~~  
1.21 ~~currently being served.~~ upon each program's portion of eligible children not being served  
1.22 within the geographic service area. Programs in which the federal allocation exceeds  
1.23 the number of eligible children within the geographic service area shall not receive a  
1.24 state fund allocation. A Head Start ~~grantee program~~ receiving a state fund allocation  
1.25 must be funded at a per child rate equal to its contracted, federally funded base level ~~for~~  
1.26 ~~program accounts 20, 22, and 25~~ at the start of the fiscal year. ~~In allocating funds under~~  
1.27 ~~this paragraph, the commissioner of education must assure that each Head Start grantee is~~

2.1 ~~allocated no less funding in any fiscal year than was allocated to that grantee in fiscal year~~  
2.2 ~~1993. The commissioner may provide additional funding to grantees for start-up costs~~  
2.3 ~~incurred by grantees due to the increased number of children to be served. Before paying~~  
2.4 ~~money to the grantees programs, the commissioner must notify each grantee program of~~  
2.5 ~~its initial allocation, how the money must be used, and the number of low-income children~~  
2.6 ~~that must to be served with the allocation based upon the federally funded per child rate.~~  
2.7 ~~Each grantee program must present a work plan to the commissioner for approval. The~~  
2.8 ~~work plan must include the estimated number of low-income children and families it will~~  
2.9 ~~be able to serve, a description of the program design and service delivery area which~~  
2.10 ~~meets the needs of and encourages access by low-income working families, a program~~  
2.11 ~~design that ensures fair and equitable access to Head Start services for all populations and~~  
2.12 ~~parts of the service area, and a plan for coordinating services to maximize assistance for~~  
2.13 ~~child care costs available to families under chapter 119B. on the forms prescribed by the~~  
2.14 ~~commissioner under section 119A.535. Program payments are based on the reported~~  
2.15 ~~number of children actually served at the federally funded per child rate. Programs are~~  
2.16 ~~allowed to receive at the beginning of each fiscal year an advance of 25 percent of the total~~  
2.17 ~~allocation. For any grantee that cannot utilize its full allocation, The commissioner must~~  
2.18 ~~proportionately reduce the program allocation proportionately of any program that does~~  
2.19 ~~not demonstrate under section 119A.536 that it will actually serve the number of children~~  
2.20 ~~it is funded to reserve and therefore cannot use its full allocation. Money available after~~  
2.21 ~~the initial allocations are reduced must be redistributed to eligible grantees programs~~  
2.22 ~~demonstrating an ability to serve additional children. The commissioner must redistribute~~  
2.23 ~~funds according to a schedule determined by the commissioner.~~

2.24 Sec. 3. Minnesota Statutes 2004, section 119A.53, is amended to read:

2.25 **119A.53 FEDERAL REQUIREMENTS.**

2.26 ~~Grantees Programs~~ and the commissioner shall comply with federal regulations  
2.27 governing the federal Head Start program; ~~except for funding for innovative initiatives~~  
2.28 ~~under section 119A.52, which may be used to operate differently than federal Head~~  
2.29 ~~Start regulations. If a state statute or rule conflicts with a federal statute or regulation,~~  
2.30 the state statute or rule prevails.

2.31 **Sec. 4. [119A.535] APPLICATION REQUIREMENTS.**

2.32 Eligible Head Start organizations must submit a plan to the department for approval  
2.33 in the form and manner prescribed by the commissioner. The plan must:

2.34 (1) estimate the number of low-income children and families the program is able  
2.35 to serve;

(2) describe the program design and service delivery area that meet the needs of and encourage access by families participating in the Minnesota family investment program or diversionary work program under chapter 256J, and by other low-income working families;

(3) ensure all populations fair and equitable access to Head Start services and parts of the service area; and

(4) ensure that Head Start and child care services are coordinated to promote efficient use of resources under chapter 119B.

Sec. 5. **[119A.536] REPORTING REQUIREMENTS.**

Programs receiving Head Start funds must report to the commissioner the number of children actually served according to the schedule and forms prescribed by the commissioner.

Sec. 6. Minnesota Statutes 2004, section 119A.545, is amended to read:

**119A.545 AUTHORITY TO WAIVE REQUIREMENTS DURING DISASTER PERIODS.**

The commissioner of education may waive requirements under sections 119A.50 to ~~119A.53~~ 119A.535, for up to nine months after the disaster, for Head Start grantees programs in areas where a federal disaster has been declared under United States Code, title 42, section 5121, et seq., or the governor has exercised authority under chapter 12. The commissioner shall notify the chairs of the appropriate ~~senate Family and Early Childhood Education Budget Division, the senate Education Finance Committee, the and house Family and Early Childhood Education Finance Division, the house Education Committee, and the house Ways and Means Committee~~ committees ten days before the effective date of any waiver granted under this section.

*RESOURCES FOR NEW PARENTS.*

Sec. 7. **[124D.129] EDUCATE PARENTS PARTNERSHIP.**

The commissioner may work cooperatively with health care providers and community organizations to provide information to parents of newborn children. The commissioner may coordinate the distribution of information to the parents before the families leave the hospital. The commissioner may develop a resource Web site that promotes, at a minimum, information about and links to resources on child development, child care, and consumer safety information.

Sec. 8. Minnesota Statutes 2004, section 124D.13, subdivision 2, is amended to read:

Subd. 2. **Program characteristics.** (a) Early childhood family education programs are programs for children in the period of life from birth to kindergarten, for the parents and other relatives of ~~such~~ these children, and for expectant parents. To the extent

that funds are insufficient to provide programs for all children, early childhood family education programs should emphasize programming for a child from birth to age three and encourage parents and other relatives to involve four- and five-year-old children in school readiness programs, and other public and nonpublic early learning programs. Early childhood family education programs may include the following:

(1) programs to educate parents and other relatives about the physical, ~~mental, and emotional~~ and cognitive development of children;

(2) programs to enhance the skills of parents and other relatives in providing for their children's learning and development;

(3) learning experiences for children and parents and other relatives that promote children's development;

(4) activities designed to detect children's physical, ~~mental, emotional, or behavioral~~ and cognitive problems that may cause learning problems;

(5) ~~activities and materials designed to encourage self-esteem, skills, and behavior that prevent sexual and other interpersonal violence;~~

~~(6)~~ educational materials ~~which~~ that may be borrowed for home use;

~~(7)~~ (6) information on related community resources;

~~(8)~~ (7) programs to prevent child abuse and neglect;

~~(9)~~ (8) other programs or activities to improve the health, development, and school readiness of children; or

~~(10)~~ (9) activities designed to maximize development during infancy.

The programs must not include activities for children that do not require substantial involvement of the children's parents or other relatives. The programs must be reviewed periodically to assure the instruction and materials are not racially, culturally, or sexually biased. ~~The programs must encourage parents to be aware of practices that may affect equitable development of children.~~

(b) For the purposes of this section, "relative" or "relatives" means noncustodial grandparents or other persons related to a child by blood, marriage, adoption, or foster placement, excluding parents.

Sec. 9. Minnesota Statutes 2004, section 124D.13, subdivision 3, is amended to read:

**Subd. 3. Substantial parental involvement.** The requirement of substantial parental or other relative involvement in subdivision 2 means that:

(a) parents or other relatives must be physically present much of the time in classes with their children or be in concurrent classes;

(b) parenting education or family education must be an integral part of every early childhood family education program;

(c) early childhood family education appropriations must not be used for traditional day care or nursery school, or similar programs; and

(d) the form of parent involvement common to kindergarten, elementary school, or early childhood special education programs such as parent conferences, newsletters, and notes to parents do not qualify as a program under subdivision 2.

Sec. 10. [124D.137] EARLY CHILDHOOD AND FAMILY EDUCATION (ECFE) PROGRAM GRANTS.

(a) A grant program is established to extend early childhood and family education (ECFE) programs to licensed family child care providers under section 245A.02, subdivision 19. ECFE programs may apply for a grant to develop and implement a service model to assist child care providers and caregivers to include: (1) an age-appropriate education curriculum and developmental assessment for children cared for by the provider or caregiver; and (2) parent education support that the provider or caregiver can share with the children's parents. The education component and developmental assessment must be limited to cognitive development at the developmentally appropriate level and include the following to determine whether a child:

(1) understands and speaks an increasingly complex and varied vocabulary;

(2) progresses in listening to, understanding and speaking English, if the child is a non-English speaker;

(3) associates sounds with written words, including awareness that different words begin with the same sound, among other examples;

(4) recognizes a word as a unit of print, or is aware that letters are grouped to form words and that words are separated by spaces;

(5) identifies at least 10 letters of the alphabet, especially the letters in the child's own name;

(6) knows that letters of the alphabet are a special category of visual graphics that can be individually named;

(7) demonstrates an increasing ability to count in sequence to 10 and higher;

(8) is beginning to use one-to-one correspondence in counting objects and matching groups of objects;

(9) is beginning to use language to compare numbers of objects with terms such as more, less, greater than, fewer, and equal to, among other terms; and

(10) demonstrates an increasing ability to combine, separate, and name "how many" concrete objects.

(b) An ECFE program may apply to the commissioner in the form and manner the commissioner prescribes in coordination with the commissioner of human services. The

applicant must describe how it will develop and implement a service model. To the extent practicable, grant recipients must be located throughout the state.

**Sec. 11. [124D.162] KINDERGARTEN READINESS ASSESSMENT;  
INTERVENTION PILOT PROGRAM.**

Subdivision 1. Assessment. The commissioner of education may implement a kindergarten readiness assessment that is appropriate for incoming kindergartners. The assessment must be limited to cognitive development at the developmentally appropriate level and include the following to determine whether a child:

(1) understands and speaks an increasingly complex and varied vocabulary;

(2) progresses in listening to, understanding and speaking English, if the child is a non-English speaker;

(3) associates sounds with written words, including awareness that different words begin with the same sound, among other examples;

(4) recognizes a word as a unit of print, or is aware that letters are grouped to form words and that words are separated by spaces;

(5) identifies at least 10 letters of the alphabet, especially the letters in the child's own name;

(6) knows that letters of the alphabet are a special category of visual graphics that can be individually named;

(7) demonstrates an increasing ability to count in sequence to 10 and higher;

(8) is beginning to use one-to-one correspondence in counting objects and matching groups of objects;

(9) is beginning to use language to compare numbers of objects with terms such as more, less, greater than, fewer, and equal to, among other terms; and

(10) demonstrates an increasing ability to combine, separate, and name "how many" concrete objects.

Subd. 2. Intervention. A school district that participates in the kindergarten readiness assessment under subdivision 1 may establish a kindergarten readiness intervention pilot program to provide additional instruction for children who are assessed and identified as being not yet proficient in the developmental areas of language, literacy, or mathematical thinking or in the cognitive areas listed under subdivision 1. Each child must have a locally determined intervention strategy that focuses curriculum content on the child's individual needs. The commissioner, at a district's request, may assist the district and the school to develop the intervention program. At the end of the kindergarten school year, the district may reassess each child using an age and developmentally appropriate assessment limited to the cognitive areas listed under subdivision 1.

7.1       Sec. 12. [124D.163] CERTIFICATION AND GRANT PROGRAM FOR  
7.2       SCHOOL READINESS IN CHILD CARE SETTINGS.

7.3       Subdivision 1. Certification. (a) The commissioner may certify a child care  
7.4       provider or caregiver that meets the requirements of section 124D.15, subdivision 3, as  
7.5       a child care provider or caregiver that provides an education component and promotes  
7.6       school readiness in the child care setting.

7.7       (b) The commissioner of education must publicize a list of all child care providers  
7.8       and caregivers certified under this subdivision. The commissioner of human services  
7.9       must include certified child care providers and caregivers in its child care resource and  
7.10      referral database.

7.11      Subd. 2. Establishment. A grant program is established to assist child care centers  
7.12      and licensed family child care providers under section 245A.02 to provide an education  
7.13      component and implement school readiness criteria in the child care setting.

7.14      Subd. 3. Eligibility; application process. (a) An applicant for a grant must be:

7.15      (1) a child care center eligible to participate in the federal Child and Adult Care  
7.16      Food Program; or

7.17      (2) a licensed family child care provider under section 245A.02.

7.18      (b) An applicant must develop a plan to implement the school readiness program  
7.19      requirements under section 124D.15, subdivision 3. The applicant must apply to the  
7.20      education commissioner in the form and manner determined by the commissioner. The  
7.21      applicant must describe how it intends to implement the school readiness program  
7.22      requirements.

7.23      Subd. 4. Grant review; award. When reviewing an application, the education  
7.24      commissioner, in coordination with the human services commissioner, must determine  
7.25      whether all requirements of subdivision 2 are met and whether the applicant is able to  
7.26      implement its school readiness plan. The commissioner may award grants to eligible  
7.27      applicants on a first come, first served basis to the extent funds are available. To the extent  
7.28      practicable, grant recipients must be located throughout the state.

7.29      Subd. 5. Grant proceeds. A recipient must use the grant proceeds to implement  
7.30      its school readiness plan.

7.31      Subd. 6. Report. A grant recipient must demonstrate the impact of the education  
7.32      component and school readiness program requirements on the children in the child care  
7.33      setting to the education commissioner in a manner determined by the commissioner.

7.34      Sec. 13. Laws 2005, First Special Session chapter 5, article 7, section 20, subdivision  
7.35      5, is amended to read:

Subd. 5. **Head Start program.** For Head Start programs under Minnesota Statutes, section 119A.52:

\$ 19,100,000 ..... 2006

\$ 19,100,000 ..... 2007

Any balance in the first year does not cancel but is available in the second year.

Sec. 14. **APPROPRIATIONS.**

Subdivision 1. Department of Education. The sums indicated in this section are appropriated from the general fund to the Department of Education for the fiscal years designated.

Subd. 2. Educate parents. For the Educate Parents Partnership under Minnesota Statutes, section 124D.129:

The base for this program in fiscal year 2008 and later is \$50,000.

\$ 80,000 ..... 2007

Subd. 3. School readiness in child care settings. For grants to licensed family child care providers and caregivers to implement school readiness programs under Minnesota Statutes, section 124D.163:

\$ 6,100,000 ..... 2007

Of this amount, \$146,000 is to administer the grant program.

Subd. 4. School readiness assessment and intervention pilot program. For the kindergarten readiness assessment and intervention pilot program under Minnesota Statutes, section 124D.162:

\$ 1,787,000 ..... 2007

Of this amount, \$1,273,000 will be allocated to school districts at a rate of \$1,000 per student identified as not yet proficient in language and literacy and \$1,000 per student identified as not yet proficient in mathematical thinking.

Of this amount, \$514,000 is for the scoring of the student assessments, development, and management of assessment database, teacher stipends, and training and technical assistance to school districts.

Subd. 5. Early childhood and family education program grants. For grants to extend early childhood and family education (ECFE) programs under Minnesota Statutes, section 124D.137:

\$ 2,100,000 ..... 2007

- 9.1 Of this amount, \$124,000 is to administer the grant program and develop and  
9.2 maintain a program database.

9.3 Sec. 15. REPEALER.

9.4 Minnesota Statutes 2004, section 119A.51, is repealed."

9.5 Amend the title as follows:

9.6 Page 1, line 6, after "a" insert "certification and"

1.1 ..... moves to amend H. F. No. 3623, a document labeled A06-1248, as  
1.2 follows:

1.3 Page 3, after line 24, insert:

1.4 "Sec. 7. Minnesota Statutes 2004, section 121A.17, subdivision 3, is amended to  
1.5 read:

1.6 Subd. 3. **Screening program.** (a) A screening program must include at least the  
1.7 following components: developmental assessments, hearing and vision screening or  
1.8 referral, immunization review and referral, the child's height and weight, identification  
1.9 of risk factors that may influence learning, an interview with the parent about the child  
1.10 child's academic skills and learning history, and referral for assessment, diagnosis, and  
1.11 treatment when potential needs are identified. A psychological evaluation is not a  
1.12 screening program component and a psychologist must not serve as a screening program  
1.13 provider or supervisor. The district and the person performing or supervising the screening  
1.14 must provide a parent or guardian with clear written notice that the parent or guardian  
1.15 may decline to answer questions or provide information about family circumstances that  
1.16 might affect development and identification of risk factors that may influence learning.  
1.17 The notice must clearly state that declining to answer questions or provide information  
1.18 does not prevent the child from being enrolled in kindergarten or first grade if all other  
1.19 screening components are met. If a parent or guardian is not able to read and comprehend  
1.20 the written notice, the district and the person performing or supervising the screening  
1.21 must convey the information in another manner. The notice must also inform the parent  
1.22 or guardian that a child need not submit to the district screening program if the child's  
1.23 health records indicate to the school that the child has received comparable developmental  
1.24 screening performed within the preceding 365 days by a public or private health care  
1.25 organization or individual health care provider. The notice must be given to a parent or  
1.26 guardian at the time the district initially provides information to the parent or guardian  
1.27 about screening and must be given again at the screening location.

2.1 (b) All screening components shall be consistent with the standards of the state  
2.2 commissioner of health for early developmental screening programs. A developmental  
2.3 screening program must not provide laboratory tests or a physical examination to any  
2.4 child. The district must request from the public or private health care organization or the  
2.5 individual health care provider the results of any laboratory test or physical examination  
2.6 within the 12 months preceding a child's scheduled screening.

2.7 (c) If a child is without health coverage, the school district must refer the child to an  
2.8 appropriate health care provider.

2.9 (d) A board may offer additional components such as nutritional, physical and  
2.10 dental assessments, review of family circumstances that might affect development, blood  
2.11 pressure, laboratory tests, and health history.

2.12 (e) If a statement signed by the child's parent or guardian is submitted to the  
2.13 administrator or other person having general control and supervision of the school that  
2.14 the child has not been screened because of conscientiously held beliefs of the parent  
2.15 or guardian, the screening is not required.

2.16 **EFFECTIVE DATE.** This section is effective the day following final enactment.

2.17 Sec. 8. Minnesota Statutes 2005 Supplement, section 121A.17, subdivision 5, is  
2.18 amended to read:

2.19 Subd. 5. **Developmental screening program information.** (a) The board must  
2.20 inform each resident family with a child eligible to participate in the developmental  
2.21 screening program about the availability of the program and the state's requirement that  
2.22 a child receive a developmental screening or provide health records indicating that the  
2.23 child received a comparable developmental screening from a public or private health care  
2.24 organization or individual health care provider not later than 30 days after the first day of  
2.25 attending kindergarten in a public school.

2.26 (b) A school district must inform all resident families with eligible children under  
2.27 age seven that their children may receive a developmental screening conducted either by  
2.28 the school district or by a public or private health care organization or individual health  
2.29 care provider. The district first must provide information about the child's ability to satisfy  
2.30 the developmental screening requirement by receiving a comparable developmental  
2.31 screening from a public or private health care organization or individual health care  
2.32 provider at the time the district initially informs each resident family about the program  
2.33 and the state's requirement that a child receive a developmental screening.

2.34 **EFFECTIVE DATE.** This section is effective the day following final enactment. "

2.35 Renumber the sections in sequence and correct the internal references

3.1 Amend the title accordingly

1.1 ..... moves to amend H. F. No. 3623 as follows:

1.2 Delete everything after the enacting clause and insert:

1.3 "Section 1. Minnesota Statutes 2004, section 119A.50, subdivision 1, is amended to  
1.4 read:

1.5 Subdivision 1. **Department of Education.** The Department of Education is the  
1.6 state agency responsible for administering the Head Start program. The commissioner  
1.7 of education ~~may make grants~~ shall allocate funds according to the formula in section  
1.8 119A.52 to public or private nonprofit agencies for the purpose of providing supplemental  
1.9 funds for the federal Head Start program.

1.10 Sec. 2. Minnesota Statutes 2004, section 119A.52, is amended to read:

1.11 **119A.52 DISTRIBUTION OF APPROPRIATION ~~AND PROGRAM~~**  
1.12 **~~COORDINATION.~~**

1.13 The commissioner of education ~~must distribute~~ shall allocate money appropriated  
1.14 for that purpose to federally designated Head Start ~~program grantees~~ programs to expand  
1.15 services and to serve additional low-income children. ~~Money must be allocated to each~~  
1.16 ~~project Head Start grantee in existence on the effective date of Laws 1989, chapter 282.~~  
1.17 Migrant and Indian reservation ~~grantees~~ programs must be initially allocated money  
1.18 based on the ~~grantees'~~ programs' share of federal funds. The remaining money must be  
1.19 initially allocated to the remaining local agencies based ~~equally on the agencies' share of~~  
1.20 ~~federal funds and on the proportion of eligible children in the agencies' service area who~~  
1.21 ~~are not currently being served.~~ upon the program's portion of eligible children not being  
1.22 served within the geographic service area. Programs whose federal allocation exceeds  
1.23 the number of eligible children within the geographic service area shall not receive an  
1.24 allocation of state funds. A Head Start ~~grantee~~ program receiving an allocation of state  
1.25 funds must be funded at a per child rate equal to its contracted, federally funded base level  
1.26 ~~for program accounts 20, 22, and 25 at the start of the fiscal year. In allocating funds under~~  
1.27 ~~this paragraph, the commissioner of education must assure that each Head Start grantee is~~

2.1 allocated no less funding in any fiscal year than was allocated to that grantee in fiscal year  
2.2 1993. The commissioner may provide additional funding to grantees for start-up costs  
2.3 incurred by grantees due to the increased number of children to be served. Before paying  
2.4 money to the grantees programs, the commissioner must notify each grantee program of  
2.5 its initial allocation, how the money must be used, and the number of low-income children  
2.6 that must to be served with the allocation based upon the federally funded per child rate.  
2.7 Each grantee program must present a work plan to the commissioner for approval. The  
2.8 work plan must include the estimated number of low-income children and families it will  
2.9 be able to serve, a description of the program design and service delivery area which  
2.10 meets the needs of and encourages access by low-income working families, a program  
2.11 design that ensures fair and equitable access to Head Start services for all populations and  
2.12 parts of the service area, and a plan for coordinating services to maximize assistance for  
2.13 child care costs available to families under chapter 119B. on the forms prescribed by  
2.14 the commissioner under section 119A.535. Payments to programs shall be based on  
2.15 the reported number of children actually served at the federally funded per child rate.  
2.16 Programs shall be allowed to receive an advance of 25 percent of the total allocation at  
2.17 the beginning of each fiscal year. For any grantee program that is not demonstrating  
2.18 under section 119A.536, that they will actually serve the number of children the program  
2.19 is funded to serve and therefor cannot utilize its full allocation, the commissioner must  
2.20 reduce the allocation proportionately. Money available after the initial allocations are  
2.21 reduced must be redistributed to eligible grantees programs demonstrating ability to serve  
2.22 additional children. The redistribution of funds shall occur according to a schedule  
2.23 determined by the commissioner.

2.24 Sec. 3. Minnesota Statutes 2004, section 119A.53, is amended to read:

2.25 **119A.53 FEDERAL REQUIREMENTS.**

2.26 Grantees Programs and the commissioner shall comply with federal regulations  
2.27 governing the federal Head Start program; ~~except for funding for innovative initiatives~~  
2.28 ~~under section 119A.52, which may be used to operate differently than federal Head~~  
2.29 ~~Start regulations.~~ If a state statute or rule conflicts with a federal statute or regulation,  
2.30 the state statute or rule prevails.

2.31 **Sec. 4. [119A.535] APPLICATION REQUIREMENTS.**

2.32 Eligible Head Start organizations must submit a plan to the department for approval  
2.33 on a form and in the manner prescribed by the commissioner. The plan must include:

2.34 (1) the estimated number of low-income children and families the program will be  
2.35 able to serve;

3.1 (2) a description of the program design and service delivery area which meets  
3.2 the needs of and encourages access by families participating in the Minnesota family  
3.3 investment program or diversionary work program under chapter 256J, and by other  
3.4 low-income working families;

3.5 (3) a program design that ensures fair and equitable access to Head Start services for  
3.6 all populations and parts of the service area; and

3.7 (4) a plan for ensuring that Head Start and child care services are coordinated to  
3.8 promote efficient use of resources under chapter 119B.

3.9 **Sec. 5. [119A.536] REPORTING REQUIREMENTS.**

3.10 Programs receiving Head Start funds must report to the commissioner the number of  
3.11 children actually served according to the schedule determined and forms prescribed by  
3.12 the commissioner.

3.13 Sec. 6. Minnesota Statutes 2004, section 119A.545, is amended to read:

3.14 **119A.545 AUTHORITY TO WAIVE REQUIREMENTS DURING DISASTER**  
3.15 **PERIODS.**

3.16 The commissioner of education may waive requirements under sections 119A.50  
3.17 to ~~119A.53~~ 119A.535, for up to nine months after the disaster, for Head Start ~~grantees~~  
3.18 programs in areas where a federal disaster has been declared under United States Code,  
3.19 title 42, section 5121, et seq., or the governor has exercised authority under chapter 12.  
3.20 The commissioner shall notify the chairs of the appropriate ~~senate Family and Early~~  
3.21 ~~Childhood Education Budget Division, the senate Education Finance Committee, the and~~  
3.22 ~~house Family and Early Childhood Education Finance Division, the house Education~~  
3.23 ~~Committee, and the house Ways and Means Committee~~ committees ten days before the  
3.24 effective date of any waiver granted under this section.

3.25 **Sec. 7. [124D.129] EDUCATE PARENTS PARTNERSHIP.**

3.26 The commissioner must work in partnership with health care providers and  
3.27 community organizations to provide parent education information to parents of newborns  
3.28 at the time of birth. The commissioner must coordinate the partnership and the distribution  
3.29 of informational material to the parents of newborns before they leave the hospital.  
3.30 The commissioner must develop a resource Web site that promotes, at a minimum, the  
3.31 department Web site for information and links to resources on child development, parent  
3.32 education, child care, and consumer safety information.

3.33 Sec. 8. Minnesota Statutes 2004, section 124D.13, subdivision 2, is amended to read:

3.34 **Subd. 2. Program characteristics. (a)** Early childhood family education programs  
3.35 are programs for children in the period of life from birth to kindergarten, for the parents

4.1 and other relatives of such these children, and for expectant parents. To the extent  
4.2 that funds are insufficient to provide programs for all children, early childhood family  
4.3 education programs should emphasize programming for a child from birth to age thr  
4.4 and encourage parents and other relatives to involve four- and five-year-old children in  
4.5 school readiness programs, and other public and nonpublic early learning programs. Early  
4.6 childhood family education programs may include the following:

4.7 (1) programs to educate parents and other relatives about the physical, mental,  
4.8 and emotional development of children;

4.9 (2) programs to enhance the skills of parents and other relatives in providing for  
4.10 their children's learning and development;

4.11 (3) learning experiences for children and parents and other relatives that promote  
4.12 children's development;

4.13 (4) activities designed to detect children's physical, mental, emotional, or behavioral  
4.14 problems that may cause learning problems;

4.15 (5) activities and materials designed to encourage self-esteem, skills, and behavior  
4.16 that prevent sexual and other interpersonal violence;

4.17 (6) educational materials which may be borrowed for home use;

4.18 (7) information on related community resources;

4.19 (8) programs to prevent child abuse and neglect;

4.20 (9) other programs or activities to improve the health, development, and school  
4.21 readiness of children; or

4.22 (10) activities designed to maximize development during infancy.

4.23 The programs must not include activities for children that do not require substantial  
4.24 involvement of the children's parents or other relatives. The programs must be reviewed  
4.25 periodically to assure the instruction and materials are not racially, culturally, or sexually  
4.26 biased. The programs must encourage parents to be aware of practices that may affect  
4.27 equitable development of children.

4.28 (b) For the purposes of this section, "relative" or "relatives" means noncustodial  
4.29 grandparents or other persons related to a child by blood, marriage, adoption, or foster  
4.30 placement, excluding parents.

4.31 Sec. 9. Minnesota Statutes 2004, section 124D.13, subdivision 3, is amended to read:

4.32 Subd. 3. Substantial parental involvement. The requirement of substantial  
4.33 parental or other relative involvement in subdivision 2 means that:

4.34 (a) parents or other relatives must be physically present much of the time in classes  
4.35 with their children or be in concurrent classes;

(b) parenting education or family education must be an integral part of every early childhood family education program;

(c) early childhood family education appropriations must not be used for traditional day care or nursery school, or similar programs; and

(d) the form of parent involvement common to kindergarten, elementary school, or early childhood special education programs such as parent conferences, newsletters, and notes to parents do not qualify a program under subdivision 2.

**Sec. 10. [124D.137] EARLY CHILDHOOD AND FAMILY EDUCATION (ECFE) PROGRAM GRANTS.**

(a) A grant program is established to extend early childhood and family education (ECFE) programs to licensed family child care providers as defined under section 245A.02 subdivision 19, and family, friend, and neighbor caregivers. ECFE programs may apply for a grant to develop and implement a service model to assist child care providers and caregivers to include an educational curriculum and developmental assessment appropriate to the age of the children cared for by the provider or caregiver and parent education support that the provider or caregiver can share with parents of the children.

(b) An ECFE program must submit an application to the commissioner in the form and manner prescribed by the commissioner in coordination with the commissioner of human services. The application must describe how the applicant will develop and implement a service model. To the extent practicable, grant recipients must be located throughout the state with at least one grant recipient in each of the governor's economic development regions and each of the counties in the Minneapolis and St. Paul metropolitan area. In addition to the geographical distribution of funds, the commissioner shall consider the equitable distribution of grant funds to reflect the cultural diversity of the service area.

**Sec. 11. [124D.162] KINDERGARTEN READINESS ASSESSMENT; INTERVENTION PILOT PROGRAM.**

Subdivision 1. Assessment. The commissioner of education must implement a kindergarten readiness assessment representative of incoming kindergartners. The assessment must be based on the Department of Education Kindergarten Readiness Assessment at kindergarten entrance study.

Subd. 2. Intervention. A school district that participates in the kindergarten readiness assessment under subdivision 1 must establish a kindergarten readiness intervention pilot program to provide additional instruction for children who are assessed and identified as being not yet proficient in the developmental areas of language, literacy, and mathematical thinking. Each child will have a locally determined intervention

6.1 strategy focusing the curriculum content on the individualized needs of that child. The  
6.2 commissioner, at a district's request, must assist the district and the school to develop  
6.3 the intervention program. At the end of the kindergarten school year, the district m  
6.4 reassess each child who receives an intervention to evaluate the progress of the child  
6.5 over the kindergarten year and the success of the intervention strategy developed for that  
6.6 child. The district must report the results of the intervention and year-end assessment to  
6.7 the commissioner.

6.8 Sec. 12. [124D.163] CERTIFICATION AND GRANT PROGRAM FOR  
6.9 SCHOOL READINESS IN CHILD CARE SETTINGS.

6.10 Subdivision 1. Certification. (a) The commissioner may certify child care providers  
6.11 and caregivers that meet the requirements of section 124D.15, subdivision 3, as a child  
6.12 care provider or caregiver that provides an educational component and promotes school  
6.13 readiness in the child care setting.

6.14 (b) The commissioner of education must publicize a list of all child care providers  
6.15 and caregivers receiving certification under this subdivision. The commissioner of human  
6.16 services must include the certified child care providers and caregivers in its child care  
6.17 resource and referral database.

6.18 Subd. 2. Establishment. A grant program is established to assist child care centers,  
6.19 licensed family child care providers as defined under section 245A.02, and family, friend,  
6.20 and neighbor caregivers to provide an educational component and implement school  
6.21 readiness criteria in the child care setting.

6.22 Subd. 3. Eligibility; application process. (a) An applicant for a grant must be:  
6.23 (1) a child care center eligible to participate in the federal Child and Adult Care  
6.24 Food Program;

6.25 (2) licensed family child care provider as defined under section 245A.02;

6.26 (3) family, friend, or neighbor caregiver; or

6.27 (4) organization serving family, friend, or neighbor caregivers.

6.28 (b) An applicant must develop a plan to implement the school readiness program  
6.29 requirements as described under section 124D.15, subdivision 3. The applicant must  
6.30 submit an application to the commissioner of education in the form and manner determine  
6.31 by the commissioner. The application must include a description of the applicant's plan  
6.32 to implement the school readiness program requirements.

6.33 Subd. 4. Grant review; award. When reviewing an application, the commissione  
6.34 of education, in coordination with the commissioner of human services, must deter  
6.35 whether all the requirements of subdivision 2 are met and whether the applicant is able

to implement its school readiness plan. The commissioner may award grants to eligible applicants on a first come, first served basis to the extent that funds are available. To the extent practicable, grant recipients must be located throughout the state with at least one recipient in each of the governor's economic development regions and each of the counties in the Minneapolis and St. Paul metropolitan area. In addition to the geographical distribution of funds, the commissioner must consider the equitable distribution of grant funds to reflect the cultural diversity of the service area.

**Subd. 5. Grant proceeds.** A recipient must use the grant proceeds to implement its school readiness plan.

**Subd. 6. Report.** A grant recipient must demonstrate the impact of the educational component and school readiness program requirements on the children in the child care setting to the commissioner of education in a manner determined by the commissioner.

Sec. 13. Laws 2005, First Special Session chapter 5, article 7, section 20, subdivision 5, is amended to read:

**Subd. 5. Head Start program.** For Head Start programs under Minnesota Statutes, section 119A.52:

\$ 19,100,000	.....	2006
\$ 19,100,000	.....	2007

Any balance in the first year does not cancel but is available in the second year.

#### Sec. 14. **APPROPRIATIONS.**

**Subdivision 1. Department of Education.** The sums indicated in this section are appropriated from the general fund to the Department of Education for the fiscal years designated.

**Subd. 2. Educate parents.** For the Educate Parents Partnership under Minnesota Statutes, section 124D.129:

The base for this program in fiscal year 2008 and later is \$50,000.

\$ 80,000	.....	<u>2007</u>
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**Subd. 3. School readiness in child care settings.** For grants to licensed family child care providers and caregivers to implement school readiness programs under Minnesota Statutes, section 124D.163:

\$ 6,100,000	.....	<u>2007</u>
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Of this amount, \$146,000 is to administer the grant program.

8.1           Subd. 4. School readiness assessment and intervention pilot program. For  
8.2           the kindergarten readiness assessment and intervention pilot program under Minnesota  
8.3           Statutes, section 124D.162:

8.4           \$ 1,787,000       .....       2007

8.5           Of this amount, \$1,273,000 will be allocated to school districts at a rate of \$1,000  
8.6           per student identified as not yet proficient in language and literacy and \$1,000 per student  
8.7           identified as not yet proficient in mathematical thinking.

8.8           Of this amount, \$514,000 is for the scoring of the student assessments, development,  
8.9           and management of assessment database, teacher stipends, and training and technical  
8.10          assistance to school districts.

8.11          Subd. 5. Early childhood and family education program grants. For grants to  
8.12          extend early childhood and family education (ECFE) programs under Minnesota Statutes,  
8.13          section 124D.137:

8.14          \$ 2,100,000       .....       2007

8.15          Of this amount, \$124,000 is to administer the grant program and develop and  
8.16          maintain a program database.

8.17          Sec. 15. REPEALER.

8.18          Minnesota Statutes 2004, section 119A.51, is repealed."

8.19          Amend the title as follows:

8.20          Page 1, line 6, after "a" insert "certification and"

- 1.1 ..... moves to amend H. F. No. 3623, a document labeled A06-1248, as
- 1.2 follows:
- 1.3 Pages 1 to 3, delete sections 1 to 6
- 1.4 Page 8, delete lines 17 and 18
- 1.5 Renumber the sections in sequence and correct the internal references
- 1.6 Amend the title accordingly

..... moves to amend H. F. No. 3623 as follows:

Delete everything after the enacting clause and insert:

"Section 1. Minnesota Statutes 2004, section 119A.50, subdivision 1, is amended to read:

Subdivision 1. **Department of Education.** The Department of Education is the state agency responsible for administering the Head Start program. The commissioner of education ~~may make grants~~ shall allocate funds according to the formula in section 119A.52 to public or private nonprofit agencies for the purpose of providing supplemental funds for the federal Head Start program.

Sec. 2. Minnesota Statutes 2004, section 119A.52, is amended to read:

**119A.52 DISTRIBUTION OF APPROPRIATION AND PROGRAM COORDINATION.**

The commissioner of education ~~must distribute~~ shall allocate money appropriated for that purpose to federally designated Head Start ~~program grantees~~ programs to expand services and to serve additional low-income children. ~~Money must be allocated to each project Head Start grantee in existence on the effective date of Laws 1989, chapter 282.~~ Migrant and Indian reservation ~~grantees~~ programs must be initially allocated money based on the ~~grantees'~~ programs' share of federal funds. The commissioner must allocate the remaining money ~~must be initially allocated~~ to the remaining local agencies ~~based equally on the agencies' share of federal funds and on the proportion of eligible children in the agencies' service area who are not currently being served.~~ basing one-third of the allocation on the program's share of federal funds and two-thirds of the allocation on each program's portion of eligible children not being served within the geographic service area.

A Head Start ~~grantee~~ program receiving a state fund allocation must be funded at a per child rate equal to its contracted, federally funded base level ~~for program accounts 20, 22, and 25~~ at the start of the fiscal year. ~~In allocating funds under this paragraph, the commissioner of education must assure that each Head Start grantee is allocated no less~~

~~funding in any fiscal year than was allocated to that grantee in fiscal year 1993. The commissioner may provide additional funding to grantees for start-up costs incurred by grantees due to the increased number of children to be served. Before paying money to the grantees programs, the commissioner must notify each grantee program of its initial allocation, how the money must be used, and the number of low-income children that must to be served with the allocation based upon the federally funded per child rate. Each grantee program must present a work plan to the commissioner for approval. The work plan must include the estimated number of low-income children and families it will be able to serve, a description of the program design and service delivery area which meets the needs of and encourages access by low-income working families, a program design that ensures fair and equitable access to Head Start services for all populations and parts of the service area, and a plan for coordinating services to maximize assistance for child care costs available to families under chapter 119B. For any grantee that cannot utilize its full allocation, on the forms prescribed by the commissioner under section 119A.535. Program payments are based on the reported number of children actually served at the federally funded per child rate. Programs may receive an advance of 25 percent of the total allocation at the beginning of each fiscal year. The commissioner must proportionately reduce the program allocation proportionately of any program that fails to demonstrate under section 119A.536 that it will actually serve the number of children it is funded to serve and, consequently, cannot use its full allocation. Money available after the initial allocations are reduced must be redistributed to eligible grantees programs demonstrating an ability to serve additional children. The commissioner must redistribute funds according to a schedule the commissioner determines.~~

Sec. 3. Minnesota Statutes 2004, section 119A.53, is amended to read:

#### **119A.53 FEDERAL REQUIREMENTS.**

~~Grantees Programs~~ and the commissioner shall comply with federal regulations governing the federal Head Start program, ~~except for funding for innovative initiatives under section 119A.52, which may be used to operate differently than federal Head Start regulations.~~ If a state statute or rule conflicts with a federal statute or regulation, the state statute or rule prevails.

#### **Sec. 4. [119A.535] APPLICATION REQUIREMENTS.**

Eligible Head Start programs must submit a plan to the department for approval in the form and manner prescribed by the commissioner. The plan must:

(1) estimate the number of low-income children and families the program is able to serve;

(2) describe the program design and service delivery area that meet the needs of and encourage access by families participating in the Minnesota family investment program or diversionary work program under chapter 256J, and by other low-income working families;

(3) ensure all populations fair and equitable access to Head Start services and parts of the service area; and

(4) ensure that Head Start and child care services are coordinated to promote efficient use of resources under chapter 119B.

Sec. 5. **[119A.536] REPORTING REQUIREMENTS.**

Programs receiving Head Start funds must report to the commissioner the number of children actually served according to the schedule and forms prescribed by the commissioner.

Sec. 6. Minnesota Statutes 2004, section 119A.545, is amended to read:

**119A.545 AUTHORITY TO WAIVE REQUIREMENTS DURING DISASTER PERIODS.**

The commissioner of education may waive requirements under sections 119A.50 to ~~119A.53~~ 119A.535, for up to nine months after the disaster, for Head Start grantees programs in areas where a federal disaster has been declared under United States Code, title 42, section 5121, et seq., or the governor has exercised authority under chapter 12. The commissioner shall notify the chairs of the appropriate ~~senate Family and Early Childhood Education Budget Division, the senate Education Finance Committee, the and house Family and Early Childhood Education Finance Division, the house Education Committee, and the house Ways and Means Committee~~ committees ten days before the effective date of any waiver granted under this section.

Sec. 7. **[124D.129] NEW PARENT RESOURCES.**

The commissioner may work cooperatively with health care providers and community organizations to provide information about resources available to parents of newborn children when the information is not otherwise available. The commissioner may coordinate the distribution of the information before parents with newborn children leave the hospital. The commissioner may develop a resource Web site that provides, at a minimum, information about and links to resources related to child development, child care, and consumer safety information.

Sec. 8. Minnesota Statutes 2004, section 124D.13, is amended by adding a subdivision to read:

4.1 Subd. 1a. Family child-care providers. For purposes of early childhood family  
4.2 education programs and notwithstanding other provisions to the contrary, a parent of a  
4.3 child eligible to participate in an early childhood family education program and who  
4.4 also is a licensed family child-care provider under section 245A.02, subdivision 19, or  
4.5 provides child care for a child age five or younger of a family member, a friend or a  
4.6 neighbor, may participate in an early childhood family education program with up to a  
4.7 total of six related and unrelated children. All early childhood family education program  
4.8 provisions apply to such parents to the extent practicable. Providing school districts and  
4.9 affected parents may consult with the commissioner about program matters related to  
4.10 serving children under this subdivision and any determination the commissioner makes  
4.11 about such matters shall be final.

4.12 EFFECTIVE DATE. This section is effective for the 2006-2007 school year and  
4.13 later.

4.14 Sec. 9. Minnesota Statutes 2004, section 124D.13, subdivision 2, is amended to read:

4.15 Subd. 2. Program characteristics. (a) Early childhood family education programs  
4.16 are programs for children in the period of life from birth to kindergarten, for the parents  
4.17 and other relatives of ~~such~~ these children, and for expectant parents. To the extent  
4.18 that funds are insufficient to provide programs for all children, early childhood family  
4.19 education programs should emphasize programming for a child from birth to age three  
4.20 and encourage parents and other relatives to involve four- and five-year-old children in  
4.21 school readiness programs, and other public and nonpublic early learning programs. Early  
4.22 childhood family education programs may include the following:

4.23 (1) programs to educate parents and other relatives about the ~~physical, mental,~~  
4.24 ~~and emotional~~ development of children;

4.25 (2) programs to enhance the skills of parents and other relatives in providing for  
4.26 their children's learning and development;

4.27 (3) learning experiences for children and parents and other relatives that promote  
4.28 children's development;

4.29 (4) activities designed to detect ~~children's physical, mental, emotional, or behavioral~~  
4.30 ~~problems~~ developmental delays in children that may cause learning problems;

4.31 (5) ~~activities and materials designed to encourage self-esteem, skills, and behavior~~  
4.32 ~~that prevent sexual and other interpersonal violence;~~

4.33 (6) educational materials ~~which~~ that may be borrowed for home use;

4.34 (7) (6) information on related community resources;

4.35 (8) (7) programs to prevent child abuse and neglect;

(9) (8) other programs or activities to improve the health, development, and school readiness of children; or

(10) (9) activities designed to maximize development during infancy.

The programs must not include activities for children that do not require substantial involvement of the children's parents or other relatives. The programs must be reviewed periodically to assure the instruction and materials are not racially, culturally, or sexually biased. ~~The programs must encourage parents to be aware of practices that may affect equitable development of children.~~

(b) For the purposes of this section, a relative is a noncustodial grandparent or other person related to a child by blood, marriage, adoption, or foster placement, excluding a parent.

Sec. 10. Minnesota Statutes 2004, section 124D.13, subdivision 3, is amended to read:

Subd. 3. **Substantial parental involvement.** The requirement of substantial parental or other relative involvement in subdivision 2 means that:

(a) parents or other relatives must be physically present much of the time in classes with their children or be in concurrent classes;

(b) parenting education or family education must be an integral part of every early childhood family education program;

(c) early childhood family education appropriations must not be used for traditional day care or nursery school, or similar programs; and

(d) the form of parent involvement common to kindergarten, elementary school, or early childhood special education programs such as parent conferences, newsletters, and notes to parents do not qualify as a program under subdivision 2.

Sec. 11. Laws 2005, First Special Session chapter 5, article 7, section 20, subdivision 5, is amended to read:

Subd. 5. **Head Start program.** For Head Start programs under Minnesota Statutes, section 119A.52:

\$ 19,100,000 ..... 2006

\$ 19,100,000 ..... 2007

Any balance in the first year does not cancel but is available in the second year.

Sec. 12. **STUDY; CERTIFICATION OF SCHOOL READINESS AND CHILD DAY CARE PROGRAMS.**

(a) The education commissioner, in consultation with the commissioner of human services, shall contract with a qualified independent contractor to determine appropriate

6.1 criteria and structure for establishing certified school readiness and child day care  
6.2 programs that provides access to high quality school readiness programs that adequately  
6.3 prepare children for formal school.

6.4 The certified programs must encourage coordination and cooperation among  
6.5 programs, prevent duplication of services, recognize specific service needs and unique  
6.6 resources available to individual communities, provide flexibility in implementing  
6.7 programs, prevent or minimize developmental delay in children under age 5, supplement  
6.8 federal and state funded school readiness programs, and encourage families' involvement  
6.9 in their children's development and education. The contractor also must evaluate the  
6.10 impact of implementing these programs on families' access to affordable, high quality  
6.11 school readiness programs and child day care.

6.12 (b) The commissioner must submit a written report of the contractor's findings and  
6.13 any recommendations about appropriate criteria and structure for establishing certified  
6.14 school readiness and child day care programs to the education policy and finance  
6.15 committees of the legislature by March 1, 2007.

6.16 **EFFECTIVE DATE.** This section is effective the day following final enactment.

6.17 Sec. 13. **KINDERGARTEN READINESS ASSESSMENT; INTERVENTION**  
6.18 **PILOT PROGRAM.**

6.19 (a) The education commissioner may conduct a representative school readiness  
6.20 assessment to determine if children are prepared to succeed in school by examining  
6.21 children's language and literacy development, mathematical thinking skills, and physical  
6.22 development and health in order to understand and meet children's specific learning and  
6.23 developmental needs during their first year of school.

6.24 (b) A public school or school district that participates in the representative school  
6.25 readiness assessment may apply to the commissioner in the form and manner the  
6.26 commissioner determines to establish an intervention pilot program. A participating school  
6.27 or district must use the assessment results under paragraph (a) to meet children's early  
6.28 learning and development needs, individualize children's instruction and support children's  
6.29 learning progress. The commissioner may assist the school or district in developing the  
6.30 program, upon request. At the end of the kindergarten school year, a participating school  
6.31 or district may reassess each child who received individualized instruction to determine  
6.32 the child's growth and learning in language and literacy, mathematical thinking, and  
6.33 physical development and health, and the level of the child's school readiness.

(c) The commissioner must report to the education policy and finance committees of the legislature by March 1, 2008, on the efficacy of this program. This program expires June 30, 2007.

EFFECTIVE DATE. This section is effective the day following final enactment and applies to the 2006-2007 school year only.

**Sec. 14. APPROPRIATIONS.**

Subdivision 1. Department of Education. The sums indicated in this section are appropriated from the general fund to the Department of Education for the fiscal years designated.

Subd. 2. New parent resources. New parent resources under Minnesota Statutes, section 124D.129:

\$ 80,000        .....        2007

The base for this program in fiscal year 2008 and later is \$50,000.

Subd. 3. Early childhood and family education program grants. For grants to extend early childhood and family education (ECFE) programs under Minnesota Statutes, section 124D.137:

\$ 7,000,000        .....        2007

Subd. 4. Certified school readiness and child day care programs; contractor. For the education commissioner to contract with a qualified independent contractor to determine appropriate criteria and structure for establishing certified school readiness and child day care programs under section 12:

\$ 500,000        .....        2007

Subd. 5. School readiness assessment and intervention pilot program. For the kindergarten readiness assessment and intervention pilot program under section 13:

\$ 1,907,000        .....        2007

Of this amount, \$1,393,000 is allocated to school districts at a rate of \$1,000 per student identified as not yet proficient in language and literacy and \$1,000 per student identified as not yet proficient in mathematical thinking.

Of this amount, \$514,000 is for scoring student assessments, developing, and managing assessment database, paying teacher stipends, and providing training and technical assistance to school districts.

**Sec. 15. REPEALER.**

Minnesota Statutes 2004, section 119A.51, is repealed."

8.1 Amend the title accordingly

# Head Start Program Information Report for 2004-2005 Program Year

Grantee	Funded Enrollment				Actual Enr.	End of Month Enrollment						
	ACF Funded	Non-ACF HS elig.	Non-ACF not HS elig.	Total HS Funded Enr.		Month #1	Month #2	Month #3	Ave. Monthly Enr.	% of Funded Enr.	Mos. Under	
* Grand Portage	15	3	0	18	14	13	14	14	14	75.9%	3	
b Semcac	297	79	0	376	377	302	322	313	312	83.1%	3	
Red Lake	129	39	25	193	193	178	159	158	165	85.5%	3	
Leech Lake	192	40	0	232	226	210	209	211	210	90.5%	3	
Tri-County	425	71	0	496	709	445	455	478	459	92.6%	3	
Fond du Lac	162	39	0	201	249	189	190	192	190	94.7%	3	
Arrowhead	356	69	0	425	493	398	406	421	408	96.1%	3	
Scott-Carver-Dakota	320	99	44	463	534	446	452	439	446	96.3%	3	
Lakes & Pines	355	74	0	429	539	415	415	412	414	96.5%	3	
PICA	1,818	440	0	2,258	2,986	2,149	2,190	2,214	2,184	96.7%	3	
CAP Ramsey Co.	1,147	282	0	1,429	1,755	1,367	1,381	1,424	1,391	97.3%	3	
Bois Forte	48	10	0	58	62	58	56	56	57	97.7%	2	
Duluth	298	64	0	362	403	361	363	338	354	97.8%	2	
A KOOTASCA	217	0	0	217	240	217	217	206	213	98.3%	1	
Minnesota Valley	467	108	0	575	638	575	575	573	574	99.9%	1	
Heartland	291	51	0	342	419	342	341	342	342	99.9%	1	
Lakes & Prairies	228	38	0	266	322	269	272	260	267	100.4%	1	
Tri-Valley	214	31	0	245	286	250	248	241	246	100.5%	1	
Three Rivers	187	35	0	222	260	224	225	221	223	100.6%	1	
Prairie Five	231	28	0	259	299	266	265	253	261	100.9%	1	
Western	208	40	0	248	286	255	254	244	251	101.2%	1	
Bi-County	295	61	0	356	419	356	356	356	356	100.0%	0	
Inter-County	170	25	0	195	220	195	195	195	195	100.0%	0	
Southwestern	157	31	0	188	210	188	188	188	188	100.0%	0	
Upper Midwest	75	0	0	75	126	75	75	75	75	100.0%	0	
West Central	250	35	0	285	327	285	285	285	285	100.0%	0	
Wright Co.	252	42	0	294	345	294	294	294	294	100.0%	0	
Mille Lacs	93	21	0	114	114	114	114	114	114	100.0%	0	
ACCAP	491	103	0	594	612	594	594	597	595	100.2%	0	
Reach-Up	412	79	0	491	560	491	494	491	492	100.2%	0	
6 Ottertail-Wadena	200	40	0	240	272	242	242	241	242	100.7%	0	
CCR&R, Inc.	282	52	0	334	366	336	337	337	337	100.8%	0	
White Earth	170	37	0	207	237	213	209	207	210	101.3%	0	
3 Mahube	359	49	0	408	485	415	415	413	414	101.6%	0	
4 Northwest	239	24	0	263	295	271	269	270	270	102.7%	0	
TOTAL	11,050	2,239	69	13,358	15,878	12,998	13,076	13,073	13,049	97.7%		
* Tri-Valley Migrant	830	228	0	1,058	1,095	915	992	636	NA	NA		
MN Migrant Estimate	656	228	0	884								
MN TOTAL	11,706	2,467	69	14,242	31,327							

\* Tri-Valley Migrant PIR Report includes both Minnesota and North Dakota. Minnesota services comprise about 83.5% of the total.

**Head Start Allocations Based on Unmet Need**  
Projections Based on SFY 2006 Allocation

Program	Census Estimate of Under Age 5 in Poverty	FFY 04 Federal Total Enrollment	Total State Unmet Need	Total State % of Unmet Need	Proposed State Share Based on Unmet Need	SFY 06 Current State Allocation	Difference in Current State Allocation and Proposed	FFY 05 Federal Cost per Child	Proposed Children served w/state \$ based on Unmet Need	Current SFY 06 Children Funded to Serve	Difference In Number of Children Served	Percent Unmet Need Served Formula	Percent of Unmet Need Served Current Formula
Wadena	1729	491	1238	5.11%	\$837,333	\$862,294	-\$24,961	\$7,450	112	116	-4	9%	9%
Arrowhead	1035	356	679	2.80%	\$459,248	\$519,672	-\$60,424	\$6,425	71	81	-10	11%	12%
St. Louis County	1044	295	749	3.09%	\$506,593	\$549,470	-\$42,877	\$8,018	63	69	-6	8%	9%
CR&R	858	282	576	2.38%	\$389,583	\$428,732	-\$39,149	\$7,151	54	60	-6	9%	10%
Duluth	958	298	660	2.72%	\$446,397	\$429,805	\$16,592	\$5,972	75	72	3	11%	11%
Heartland	727	291	436	1.80%	\$294,893	\$359,551	-\$64,658	\$6,286	47	57	-10	11%	13%
Inter-County	316	170	146	0.60%	\$98,748	\$168,316	-\$69,568	\$6,039	16	28	-12	11%	19%
Goodhue	564	217	347	1.43%	\$234,697	\$322,147	-\$87,450	\$8,142	29	40	-11	8%	12%
Lakes & Pines	1281	355	926	3.82%	\$626,309	\$583,641	\$42,668	\$6,561	95	89	6	10%	10%
Lakes & Prairies	586	228	358	1.48%	\$242,137	\$317,101	-\$74,964	\$7,416	33	43	-10	9%	12%
Wahabe	574	359	215	0.89%	\$145,417	\$428,524	-\$283,107	\$7,865	18	54	-36	9%	25%
WVAC	1623	467	1156	4.77%	\$781,872	\$708,156	\$73,716	\$5,848	134	121	13	12%	10%
Northwest	184	239	0	0.00%	\$0	\$191,787	-\$191,787	\$6,208	0	31	-31	>100%	>100%
St. Louis Tail-Wadena	679	200	479	1.98%	\$323,976	\$303,938	\$20,038	\$6,112	53	50	3	11%	10%
WICA	7961	1818	6143	25.34%	\$4,154,876	\$3,679,909	\$474,967	\$7,306	569	504	65	9%	8%
Prairie 5	320	231	89	0.37%	\$60,196	\$185,761	-\$125,565	\$5,820	10	32	-22	12%	36%
RAP	5486	1147	4339	17.90%	\$2,934,724	\$2,383,652	\$551,072	\$6,726	436	354	82	10%	8%
Reach-Up	1220	412	808	3.33%	\$546,498	\$625,988	-\$79,490	\$7,103	77	88	-11	10%	11%
Scott-Carver-Dako	1751	320	1431	5.90%	\$967,870	\$727,113	\$240,757	\$6,526	148	111	37	10%	8%
Semlac	1313	297	1016	4.19%	\$687,181	\$501,852	\$185,329	\$6,333	109	79	30	11%	8%
Southwestern	469	157	312	1.29%	\$211,024	\$224,342	-\$13,318	\$6,523	32	34	-2	10%	11%
Three Rivers	537	187	350	1.44%	\$236,726	\$261,363	-\$24,637	\$6,592	36	40	-4	10%	11%
Tri-County	1108	425	683	2.82%	\$461,954	\$572,283	-\$110,329	\$6,420	72	89	-17	11%	13%
Tri-Valley	398	214	184	0.76%	\$124,450	\$222,718	-\$98,268	\$6,474	19	34	-15	10%	18%
West Central	442	250	192	0.79%	\$129,861	\$246,308	-\$116,447	\$6,263	21	39	-18	11%	20%
Western	610	208	402	1.66%	\$271,897	\$293,493	-\$21,596	\$6,528	42	45	-3	10%	11%
Wright County	579	252	327	1.35%	\$221,170	\$289,150	-\$67,980	\$6,112	36	47	-11	11%	14%
<b>Subtotal</b>	<b>34352</b>	<b>10166</b>	<b>24241</b>	<b>100.00%</b>	<b>\$16,395,630</b>	<b>\$16,387,066</b>	<b>\$8,564</b>		<b>2,409</b>	<b>2,407</b>	<b>2</b>		

Federal Funding		% of total											
Migrant	\$4,597,380	655	5.55%	\$1,060,522	\$1,063,880	-\$3,358	\$7,019	151	152	-1			
Bois Forte	\$420,491	48	0.51%	\$96,999	\$97,306	-\$307	\$8,760	11	11	0			
Fond du Lac	\$1,533,450	162	1.85%	\$353,736	\$354,856	-\$1,120	\$8,110	44	44	0			
Grand Portage	\$185,073	15	0.22%	\$42,693	\$42,828	-\$135	\$12,338	3	3	0			
Leech Lake	\$1,641,319	192	1.98%	\$378,619	\$379,818	-\$1,199	\$8,549	44	44	0			
Mille Lacs	\$874,113	93	1.06%	\$201,640	\$202,278	-\$638	\$8,779	23	23	0			
Red Lake	\$993,047	129	1.20%	\$229,076	\$229,801	-\$725	\$7,698	30	30	0			
White Earth	\$1,478,618	170	1.79%	\$341,087	\$342,167	-\$1,080	\$7,996	43	43	0			
<b>Subtotal</b>	<b>\$11,723,491</b>	<b>1464</b>	<b>14.16%</b>	<b>\$2,704,370</b>	<b>\$2,712,934</b>	<b>-\$8,564</b>		<b>349</b>	<b>350</b>	<b>-1</b>			
<b>Total</b>		<b>11630</b>	<b>24241</b>		<b>\$19,100,000</b>	<b>\$19,100,000</b>	<b>\$0</b>		<b>2758</b>	<b>2757</b>	<b>1</b>		

% of total federal funding to Migrant & Tribal Programs: 14.16%  
Amount of total funding to be allocated to Migrant/Tribal: #####  
Amount of funding for remaining Head Start Grantees: #####

participation in the federal Child and Adult Care Food Program. To the extent practicable, grant recipients...(same language as in the bill.)

Section 11 – Reinstate the Kindergarten School Readiness Assessment; Intervention Grant: Leave in the original language in the Governor's bill

**Section 12 – Certification. Child care Grants.**

Leave in the original language in the Governor's bill, at the \$6.1 million, with the following changes in red (At our lobbyists meeting we had deleted this certification process. However Hottinger (through Eric) said they would be keeping this in. I recommend we not try to delete it in the House, but work with Hottinger.)

Subd 1. **Certification.** (a) The commissioner may certify a child care provider or caregiver that provides an educational component and promotes school readiness in the child care setting. In order to receive certification the provider or caregiver must implement the requirements of section 124D.15, subdivision 3 as follows:

- Assess each child's cognitive skills when the child enters and again before the child leaves the program to inform program planning and promote kindergarten readiness
- Provide comprehensive program content based on early childhood research and professional practice that is focused on children's cognitive skills and development and prepares children for the transition to kindergarten
- Involve parents in program planning and decision making.

Subd 1. (b) Same

Subd. 2. Same

Subd.3.a. **Eligibility; application process.** (a) An applicant for a grant must be:

- (1) a child care center eligible to participate in the federal Child and Adult Care Food Program
- (2) a licensed family child care provider as defined under section 235A.02 and eligible to participate in the federal Child and Adult Care Food Program;
- (3) a family, friend, or neighbor caregiver; or
- (4) an organization serving family, friend, or neighbor caregivers or licensed child care providers
- (5) Head Start or child care program participating or developing a Head Start/child care partnership *(This language was not acceptable to MDE as they felt this was already covered under number 4. Gayle and Ann, you may want to talk directly to Eric about getting this added.)*

Subd.3.b. Same

Subd. 4. Same

Subd. 5. Same

Subd. 6. **Report.** A grant recipient must demonstrate the impact of the educational component and school readiness program requirements on the children in the child care setting to the commissioner of education in a manner determined by the commissioner.

The commissioner must provide a report of grant findings to the Minnesota Early Learning Fund for their review and evaluation.

Proposed language for Nora to take to the House Early Childhood Workgroup Monday morning, April 3.

Section 1 – 6; First priority for changes: Put in Head Start language for a workgroup to study the funding formula, and under-enrollment issues raised by Governor's bill. Fall-back position is Meslow's 1/3, 2/3 compromise, and reinstate innovative language.

Section 7 - EDUCATE PARENTS PARTNERSHIP: To reduce the number of changes we are asking for I recommend that we not try to change the language highlighted below in the House, but wait until conference committee. So leave this as was originally stated in Governor's bill.

The commissioner must work in partnership with health care providers and community organizations to provide parent education information to parents of newborns at the time of birth. The commissioner must coordinate the partnership and the distribution of informational material to the parents of newborns before they leave the hospital with early childhood organizations including, but not limited to, Early Childhood Family Education, Child Care Resource and Referral programs, and Interagency Early Intervention Councils. The commissioner must develop ....(the rest of section 7 is the same.

Section 8.

Subd. 2b – line 4.22 –add after the word 'placement' ...*who are in a primary caregiving role, excluding parents.* Again, to reduce the number of changes we are asking for I recommend that we not try to change the language highlighted in the House, but wait until conference committee. So leave this as was originally stated in Governor's bill. (ECFE folks, this was language you had suggested at the lobbyists meeting, but MDE was not in agreement to add this. Lois, you may want to talk directly to Eric Haugee about trying to get this included in his bill)

Section 10 – EARLY CHILDHOOD AND FAMILY EDUCATION (ECFE) PROGRAM GRANTS Go for this new language, at the original allocation in the Gov Bill at \$2.1 mill

(a)

A grant program is established to extend early childhood and family education (ECFE) programs to licensed family child care providers as defined under section 245A.02, family, friend and neighbor caregivers, and licensed child care centers. ECFE programs may apply for a grant to develop and implement a service model to assist child care providers and caregivers to include child development activities appropriate to the age of the children cared for by the provider or caregiver, and parent education support for parents of the children.

(b) An ECFE program must submit an application to the commissioner in the form and manner prescribed by the commissioner in coordination with the commissioner of human services. The application must describe how the applicant will develop and implement a service model in partnership with local child care resource and referral programs. The applicant must also prioritize services to licensed child care providers eligible for

# Head Start Allocations Based on Unmet Need

## Projections Based on SFY 2006 Allocation

A	B	C	D	E	F	G	H	I	J	K	L	M
Census Estimate of Under Age 5 in Poverty	FFY 04 Federal Total	Enrollment	Total State % of Unmet Need	Proposed State Share Based on Unmet Need	SFY 06 Current State Allocation	Difference in Current State Allocation	FFY 05 Federal Cost per Child	Proposed Children served w/ state \$ based on Unmet Need	Current SFY 06 Children Funded to Serve	Difference In Number of Children Served	Percent of Unmet Need Served	Percent of Unmet Need Served
Program												Formula
Anoka	1729	491	1238	5.11%	\$837,333	\$862,294	\$24,961	\$7,450	112	116	-4	9%
Arrowhead	1035	356	679	2.80%	\$459,248	\$519,672	\$60,424	\$6,425	71	81	-10	11%
Bi-County	1044	295	749	3.09%	\$506,593	\$549,470	\$42,877	\$8,018	63	69	-6	8%
CCR&R	858	282	576	2.38%	\$389,583	\$428,732	\$39,149	\$7,151	54	60	-6	9%
Duluth	958	298	660	2.72%	\$446,397	\$429,805	\$16,592	\$5,972	75	72	3	11%
Heartland	727	291	436	1.80%	\$294,893	\$359,551	\$64,658	\$6,286	47	57	-10	11%
Inter-County	316	170	146	0.60%	\$98,748	\$168,316	\$69,568	\$6,039	16	28	-12	11%
Kootenai	564	217	347	1.43%	\$234,697	\$322,147	\$87,450	\$8,142	29	40	-11	8%
Lakes & Pines	1281	355	926	3.82%	\$626,309	\$583,641	\$42,668	\$6,561	95	89	6	10%
Lakes & Prairies	586	228	358	1.48%	\$242,137	\$317,101	\$74,964	\$7,416	33	43	-10	9%
Mahabe	574	359	215	0.89%	\$145,417	\$428,524	\$283,107	\$7,865	18	54	-36	9%
MVAC	1623	467	1156	4.77%	\$781,872	\$708,156	\$73,716	\$5,848	134	121	13	12%
Northwest	184	239	0	0.00%	\$0	\$191,787	\$191,787	\$6,208	0	31	-31	>100%
Offier Tail-Wadena	679	200	479	1.98%	\$323,976	\$303,938	\$20,038	\$6,112	53	50	3	11%
PICA	7961	1818	6143	25.34%	\$4,154,876	\$3,679,909	\$474,967	\$7,306	569	504	65	8%
Prairie 5	320	231	89	0.37%	\$60,196	\$185,761	\$125,565	\$5,820	10	32	-22	12%
RAP	5486	1147	4339	17.90%	\$2,934,724	\$2,383,652	\$551,072	\$6,726	436	354	82	10%
Reach-Up	1220	412	808	3.33%	\$546,498	\$625,988	\$79,490	\$7,103	77	88	-11	10%
Scott-Carver-Dako	1751	320	1431	5.90%	\$967,870	\$727,113	\$240,757	\$6,526	148	111	37	10%
Semcac	1313	297	1016	4.19%	\$687,181	\$501,852	\$185,329	\$6,333	109	79	30	11%
Southwestern	469	157	312	1.29%	\$211,024	\$224,342	\$13,318	\$6,523	32	34	-2	10%
Three Rivers	537	187	350	1.44%	\$236,726	\$261,363	\$24,637	\$6,592	36	40	-4	10%
Tri-County	1108	425	683	2.82%	\$461,954	\$572,283	\$110,329	\$6,420	72	89	-17	11%
Tri-Valley	398	214	184	0.76%	\$124,450	\$222,718	\$98,268	\$6,474	19	34	-15	10%
West Central	442	250	192	0.79%	\$129,861	\$246,308	\$116,447	\$6,263	21	39	-18	11%
Western	610	208	402	1.66%	\$271,897	\$293,493	\$21,596	\$6,528	42	45	-3	10%
Wright County	579	252	327	1.35%	\$221,170	\$289,150	\$67,980	\$6,112	36	47	-11	11%
<b>Subtotal</b>	<b>34352</b>	<b>10166</b>	<b>24241</b>	<b>100.00%</b>	<b>\$16,395,630</b>	<b>\$16,387,066</b>	<b>\$8,564</b>		<b>2,409</b>	<b>2,407</b>	<b>2</b>	
<b>Federal Funding</b>												
Migrant	\$4,597,380	655		5.55%	\$1,060,522	\$1,063,880	-\$3,358	\$7,019	151	152	-1	
Bois Forte	\$420,491	48		0.51%	\$96,999	\$97,306	-\$307	\$8,760	11	11	0	
Fond du Lac	\$1,533,450	162		1.85%	\$353,736	\$354,856	-\$1,120	\$8,110	44	44	0	
Grand Portage	\$185,073	15		0.22%	\$42,693	\$42,828	-\$135	\$12,338	3	3	0	
Leech Lake	\$1,641,319	192		1.98%	\$378,619	\$379,818	-\$1,199	\$8,549	44	44	0	
Mille Lacs	\$874,113	93		1.06%	\$201,640	\$202,278	-\$638	\$8,779	23	23	0	
Red Lake	\$993,047	129		1.20%	\$229,076	\$229,801	-\$725	\$7,698	30	30	0	
White Earth	\$1,478,618	170		1.79%	\$341,087	\$342,167	-\$1,080	\$7,996	43	43	0	
<b>Subtotal</b>	<b>\$11,723,491</b>	<b>1464</b>		<b>14.16%</b>	<b>\$2,704,370</b>	<b>\$2,712,934</b>	<b>-\$8,564</b>		<b>349</b>	<b>350</b>	<b>-1</b>	
<b>Total</b>		<b>11630</b>	<b>24241</b>		<b>\$19,100,000</b>	<b>\$19,100,000</b>	<b>\$0</b>		<b>2758</b>	<b>2757</b>	<b>1</b>	

% of total federal funding to Migrant & Tribal Programs:  
Amount of total funding to be allocated to Migrant/Tribal:  
Amount of funding for remaining Head Start Grantees:

14.16%  
\$2,704,370  
\$16,395,630

Head Start Allocation Based on 1/3 Federal Funds & 2/3 Unmet Need

Program	C	F	G	H	I	J	K	L	M	N	O	P
	Federal Share of Remainder Funds After Tribal Allocation	Total State Unmet Need	Total State % of Unmet Need	Proposed State Share Based on Two Thirds of Unmet Need	Proposed State Share Based on One Third Federal Share	Proposed Total State Allocation	SPY 06 Current State Allocation	Difference In Current State Allocation and Proposed	FFY 05 Federal of Children Cost per Child Served	Proposed # Children Served	Current SPY 06 Children Funded to Serve	Difference In Number of Children Served
Anoka	5.38%	1238	5.11%	\$558,222	\$293,938	\$852,160	\$862,294	-\$10,134	\$7,450	114	116	-2
Arrowhead	3.52%	679	2.80%	\$306,165	\$192,272	\$498,437	\$498,437	-\$21,235	\$6,425	78	81	-3
Bi-County	3.59%	749	3.09%	\$337,729	\$196,293	\$534,022	\$549,470	-\$15,448	\$8,018	67	69	-2
CCR&R	2.84%	576	2.38%	\$259,722	\$155,058	\$414,780	\$428,732	-\$13,952	\$7,151	58	60	-2
Duluth	2.50%	660	2.72%	\$297,598	\$136,833	\$434,431	\$429,805	\$4,626	\$5,972	73	72	1
Hearland	2.57%	436	1.80%	\$196,595	\$140,647	\$337,242	\$359,551	-\$22,309	\$6,286	54	57	-3
Inter-County	1.44%	146	0.60%	\$65,832	\$78,941	\$144,773	\$168,316	-\$23,543	\$6,039	24	28	-4
Kootasca	2.49%	347	1.43%	\$156,464	\$135,854	\$292,319	\$322,147	-\$29,828	\$8,142	36	40	-4
Lakes & Pines	3.28%	926	3.82%	\$417,539	\$179,096	\$596,636	\$583,641	\$12,995	\$6,561	91	89	2
Lakes & Prairies	2.38%	358	1.48%	\$161,424	\$130,021	\$291,446	\$317,101	-\$25,655	\$7,416	39	43	-4
Mahube	4.32%	215	0.89%	\$96,945	\$236,309	\$333,253	\$428,524	-\$95,271	\$7,865	42	54	-12
MVAC	3.84%	1156	4.77%	\$521,248	\$209,990	\$731,238	\$708,156	\$23,082	\$5,848	125	121	4
Northwest	2.33%	0	0.00%	\$0	\$127,455	\$127,455	\$191,787	-\$64,332	\$6,208	21	31	-10
Otter Tail-Wadena	1.72%	479	1.98%	\$215,984	\$93,994	\$309,978	\$303,938	\$6,040	\$6,112	51	50	1
PICA	19.41%	6143	25.34%	\$2,769,917	\$1,060,571	\$3,830,489	\$3,679,909	\$150,580	\$7,306	524	504	20
Prairie 5	1.89%	89	0.37%	\$40,131	\$103,385	\$143,516	\$185,761	-\$42,245	\$5,820	25	32	-7
RAP	11.09%	4339	17.90%	\$1,956,483	\$605,845	\$2,562,327	\$2,383,652	\$178,675	\$6,726	381	354	27
Reach-Up	4.28%	808	3.33%	\$364,332	\$233,842	\$598,174	\$625,988	-\$27,814	\$7,103	84	88	-4
Scott-Carver-Dakota	2.94%	1431	5.90%	\$645,247	\$160,589	\$805,836	\$727,113	\$78,722	\$6,526	123	111	12
Semacac	1.44%	1016	4.19%	\$458,121	\$144,638	\$602,759	\$501,852	\$100,907	\$6,333	95	79	16
Southwestern	1.73%	312	1.29%	\$140,683	\$78,749	\$219,432	\$224,342	-\$4,910	\$6,523	34	34	0
Three Rivers	1.44%	350	1.44%	\$157,817	\$94,784	\$252,601	\$261,363	-\$8,762	\$6,592	38	40	-2
Tri-County	4.14%	683	2.82%	\$307,969	\$226,334	\$534,303	\$572,283	-\$37,980	\$6,420	83	89	-6
Tri-Valley	1.95%	184	0.76%	\$82,967	\$106,527	\$189,493	\$222,718	-\$33,225	\$6,474	29	34	-5
West Central	2.20%	192	0.79%	\$86,574	\$120,400	\$206,974	\$246,308	-\$39,334	\$6,263	33	39	-6
Western	1.91%	402	1.66%	\$181,264	\$104,413	\$285,677	\$293,493	-\$7,816	\$6,528	44	45	-1
Wright County	2.17%	327	1.35%	\$147,446	\$118,435	\$265,881	\$289,150	-\$23,269	\$6,112	44	47	-3
<b>Subtotal</b>	<b>100.00%</b>	<b>24241</b>	<b>100.00%</b>	<b>\$10,930,420</b>	<b>\$5,465,209</b>	<b>\$16,395,629</b>	<b>\$16,387,066</b>	<b>\$8,563</b>		<b>2,409</b>	<b>2,407</b>	<b>2</b>

Migrant						\$1,060,522	\$1,063,880	-\$3,358	\$7,019	151	152	-1
Bois Forte						\$96,999	\$97,306	-\$307	\$8,760	11	11	0
Fond du Lac						\$353,736	\$354,856	-\$1,120	\$8,110	44	44	0
Grand Portage						\$42,693	\$42,828	-\$135	\$12,338	3	3	0
Leech Lake						\$378,619	\$379,818	-\$1,199	\$8,549	44	44	0
Millie Lacs						\$201,640	\$202,278	-\$638	\$8,779	23	23	0
Red Lake						\$229,076	\$229,801	-\$725	\$7,698	30	30	0
White Earth						\$341,087	\$342,167	-\$1,080	\$7,996	43	43	0
<b>Subtotal</b>						<b>\$2,704,370</b>	<b>\$2,712,934</b>	<b>-\$8,564</b>		<b>349</b>	<b>350</b>	<b>-1</b>
<b>Total</b>						<b>\$19,100,000</b>	<b>\$19,100,000</b>	<b>\$0</b>		<b>2,758</b>	<b>2,757</b>	<b>1</b>

Amount of total funding to be allocated  
 Total Amount of funding for remainin  
 One Third Based on Federal Share c  
 Two Thirds Based on Unmet f

13 / 2  
 12 % 12 %

Line 1.23 after "area" insert "keeping the two-thirds allocation intact within the categories of metro and non-metro programs"

1.23, after the period, insert.  
" The one-third and two-thirds  
allocations must be separately  
calculated for and distributed to  
the seven-county metropolitan area  
and the non-<sup>seven-county</sup> metropolitan area."

Sec. 7. [124D.129] EDUCATE PARENTS PARTNERSHIP.

4.2 The commissioner may work in partnership with health care providers and

Deleted: must

4.3 community organizations to provide information to parents of newborns

Deleted: parent education

4.4 at the time of birth. The commissioner may coordinate the partnership and the distribution

Deleted: must

4.5 of informational material to the parents of newborns before they leave the hospital.

4.6 The commissioner may develop a resource Web site that promotes, at a minimum, the

Deleted: must

4.7 department Web site for information and links to resources on child cognitive and physical development,

Deleted: parent

4.8 , child care, and consumer safety information.

Deleted: education

4.9 Sec. 8. Minnesota Statutes 2004, section 124D.13, subdivision 2, is amended to read:

4.10 Subd. 2. Program characteristics. (a) Early childhood family education programs

4.11 are programs for children in the period of life from birth to kindergarten, for the parents

4.12 and other relatives of such these children, and for expectant parents. To the extent

4.13 that funds are insufficient to provide programs for all children, early childhood family

4.14 education programs should emphasize programming for a child from birth to age three

4.15 and encourage parents and other relatives to involve four- and five-year-old children in

4.16 school readiness programs, and other public and nonpublic early learning programs. Early

4.17 childhood family education programs may include the following:

4.18 (1) programs to educate parents and other relatives about the physical,

Deleted: mental,

4.19 and cognitive development of children;

Deleted: emotional

4.20 (2) programs to enhance the skills of parents and other relatives in providing for

4.21 their children's learning and development;

4.22 (3) learning experiences for children and parents and other relatives that promote

4.23 children's development;

4.24 (4) activities designed to detect children's physical, cognitive

Deleted: mental, emotional, or behavioral

4.25 problems that may cause learning problems;

4.26 (5) activities and materials designed to encourage,

Deleted: self-esteem

4.27

4.28 (6) educational materials which may be borrowed for home use;

Deleted: skills, and behavior

4.29 (7) information on related community resources;

4.30 (8) programs to prevent child abuse and neglect;

4.31 (9) other programs or activities to improve the health, development, and school

Deleted: that prevent sexual and other interpersonal violence

4.32 readiness of children; or

4.33 (10) activities designed to maximize development during infancy.

4.34 The programs must not include activities for children that do not require substantial

4.35 involvement of the children's parents or other relatives. The programs must be reviewed

5.1 periodically to assure the instruction and materials are not racially, culturally, or sexually

5.2 biased.

5.4 (b) For the purposes of this section, "relative" or "relatives" means noncustodial

5.5 grandparents or other persons related to a child by blood, marriage, adoption, or foster

5.6 placement, excluding parents.

Deleted: The programs must encourage parents to be aware of practices that may affect §  
5.3 equitable development of children.

5.7 Sec. 9. Minnesota Statutes 2004, section 124D.13, subdivision 3, is amended to read:

5.8 Subd. 3. Substantial parental involvement. The requirement of substantial

5.9 parental or other relative involvement in subdivision 2 means that:

5.10 (a) parents or other relatives must be physically present much of the time in classes

5.11 with their children or be in concurrent classes;

5.12 (b) parenting education or family education must be an integral part of every early

5.13 childhood family education program;

5.14 (c) early childhood family education appropriations must not be used for traditional

5.15 day care or nursery school, or similar programs; and

5.16 (d) the form of parent involvement common to kindergarten, elementary school, or

5.17 early childhood special education programs such as parent conferences, newsletters, and

5.18 notes to parents do not qualify a program under subdivision 2.

5.19 Sec. 10. [124D:137] EARLY CHILDHOOD AND FAMILY EDUCATION (ECFE)

5.20 PROGRAM GRANTS.

5.21 (a) A grant program is established to extend early childhood and family education

5.22 (ECFE) programs to licensed family child care providers as defined under section 245A.02

5.23 subdivision 19, and. ECFE programs may apply

5.24 for a grant to develop and implement a service model to assist child care providers and

5.25 caregivers to include an educational curriculum and developmental assessment appropriate

5.27 5.26 to the age of the children cared for by the provider or caregiver and parent education support that the provider or caregiver can share with parents of the children. . The educational component and developmental assessment must not include any form of the Early Childhood Indicators of Progress and must be strictly limited to cognitive development at the developmentally appropriate level that consist of the following:

Understands and speaks an increasingly complex and varied vocabulary.

For non-English-speaking children, progresses in listening to understanding, and speaking English.

Deleted: family, friend, and neighbor caregivers

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Associates sounds with written words, such as awareness that different words begin with the same sound.

Recognizes a word as a unit of print, or awareness that letters are grouped to form words, and that words are separated by spaces.

Identifies at least 10 letters of the alphabet, especially those in their own name.

Knows that letters of the alphabet are a special category of visual graphics that can be individually named.

Develops increasing ability to count in sequence to 10 and beyond.

Begins to make use of one-to-one correspondence in counting objects and matching groups of objects.

Begins to use language to compare numbers of objects with terms such as more, less, greater than, fewer, equal to.

Develops increased abilities to combine, separate and name "how many" concrete objects.

5.28 (b) An ECFE program must submit an application to the commissioner in the form

5.29 and manner prescribed by the commissioner. The application must describe how the

5.30 applicant will develop and implement a service model. To the extent practicable, grant

5.31 recipients must be located throughout the state.

6.3 Sec. 11. [124D.162] KINDERGARTEN READINESS ASSESSMENT;

6.4 INTERVENTION PILOT PROGRAM.

6.5 Subdivision 1. Assessment. The commissioner of education may implement

6.6 a kindergarten readiness assessment representative of incoming kindergartners. The

6.7 assessment must be strictly limited to cognitive development at the developmentally appropriate level that consists of the following:

Understands and speaks an increasingly complex and varied vocabulary.

For non-English-speaking children, progresses in listening to understanding, and speaking English.

Associates sounds with written words, such as awareness that different words begin with the same sound.

Recognizes a word as a unit of print, or awareness that letters are grouped to form words, and that words are separated by spaces.

Identifies at least 10 letters of the alphabet, especially those in their own name.

Knows that letters of the alphabet are a special category of visual graphics that can be individually named.

Develops increasing ability to count in sequence to 10 and beyond.

Begins to make use of one-to-one correspondence in counting objects and matching groups of objects.

Begins to use language to compare numbers of objects with terms such as more, less, greater than, fewer, equal to.

Develops increased abilities to combine, separate and name "how many" concrete objects.

Deleted: with at least one grant recipient in each of § 5.32 the governor's economic development regions and each of the counties in the Minneapolis § 5.33 and St. Paul metropolitan area. In addition to the geographical distribution of funds, the § 6.1 commissioner shall consider the equitable distribution of grant funds to reflect the cultural § 6.2 diversity of the service area.

Deleted: must

Deleted: must be based on the Department of Education Kindergarten Readiness § 6.8 Assessment at kindergarten entrance pilot study.

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6.9 Subd. 2. Intervention. A school district that participates in the kindergarten

Deleted: 3

6.10 readiness assessment under subdivision 1 may establish a kindergarten readiness

Deleted: must

6.11 intervention pilot program to provide additional instruction for children who are assessed

6.12 and identified as being not yet proficient in the developmental areas of language, literacy,

6.13 and mathematical thinking in the cognitive areas described in subdivision 1. Each child will have a locally determined intervention

6.14 strategy focusing the curriculum content on the individualized needs of that child. The curriculum content must not be at all based on any form of the Early Childhood Indicators of Progress. The

6.15 commissioner, at a district's request, may assist the district and the school to develop

Deleted: must

6.16 the intervention program. At the end of the kindergarten school year, the district must

6.17 reassess each child who receives an intervention to evaluate the progress of the child

6.18 over the kindergarten year and the success of the intervention strategy developed for that

6.19 child using an age and developmentally appropriate cognitive assessment limited to the areas listed in subdivision 1. The district must report the results of the intervention and year-end assessment to

6.20 the commissioner.

6.21 Sec. 12. [124D.163] GRANT PROGRAM FOR SCHOOL READINESS IN CHILD CARE SETTINGS.

6.22 Subdivision 1. Establishment. A grant program is established to assist child care

6.24 centers, licensed family child care providers as defined under section 245A.02, and family,

6.25 friend, and neighbor caregivers to provide an educational component and implement

6.26 school readiness criteria in the child care setting.

6.27 Subd. 2. Eligibility; application process. (a) An applicant for a grant must be:

6.28 (1) a child care center eligible to participate in the federal Child and Adult Care

6.29 Food Program;

6.30 (2) licensed family child care provider as defined under section 245A.02;

6.31 (3); or

6.32 (4) organization serving family, friend, or neighbor caregivers.

Deleted: family, friend, or neighbor caregiver

6.33 (b) An applicant must develop a plan to implement the school readiness program

6.34 requirements as described under section 124D.15, subdivision 3. The applicant must

7.1 submit an application to the commissioner of education in the form and manner determined

7.2 by the commissioner. The application must include a description of the applicant's plan

7.3 to implement the school readiness program requirements.

7.4 Subd. 3. Grant review; award. When reviewing an application, the commissioner

7.5 of education must determine whether all the requirements of subdivision 2 are met and

7.6 whether the applicant is able to implement its school readiness plan. The commissioner

7.7 may award grants to eligible applicants on a first come, first served basis to the extent that

7.8 funds are available. To the extent practicable, grant recipients must be located throughout

7.9 the state.

7.13 Subd. 4. Grant proceeds; certification. (a) A recipient must use the grant proceeds

7.14 to implement its school readiness plan. A recipient meeting the requirements of section

7.15 124D.15, subdivision 3, shall receive certification from the commissioner designating the

7.16 recipient as a child care provider or caregiver that provides an educational component and

7.17 promotes school readiness based on the items listed in section 10 in the child care setting.

7.18 (b) The commissioner of education must publicize a list of all child care providers

7.19 and caregivers receiving certification under this subdivision. The commissioner of human

7.20 services must include the certified child care providers and caregivers in its child care

7.21 resource and referral database.

7.22 Subd. 5. Report. A grant recipient must demonstrate the impact of the educational

7.23 component and school readiness program requirements on the children in the child care

7.24 setting to the commissioner of education in a manner determined by the commissioner.

7.25 Sec. 13. Laws 2005, First Special Session chapter 5, article 7, section 20, subdivision

7.26 5, is amended to read:

7.27

7.28 Subd. 5. Head Start program. For Head Start programs under Minnesota Statutes,

7.29 section 119A.52:

7.30

7.31 \$ 19,100,000 ..... 2006

7.32 \$ 19,100,000 ..... 2007

7.33

7.34

8.1 Sec. 14. APPROPRIATIONS.

8.2 Subdivision 1. Department of Education. The sums indicated in this section are

8.3 appropriated from the general fund to the Department of Education for the fiscal years

8.4 designated.

8.5 Subd. 2. Educate parents. For the Educate Parents Partnership under Minnesota

8.6 Statutes, section 124D.129:

8.7 The base for this program in fiscal year 2008 and later is \$50,000.

8.8 \$ 80,000 ..... 2007

Deleted: with at least one recipient in each of the governor's economic development 9 regions and each of the counties in the Minneapolis and St. Paul metropolitan area. In 9 addition to the geographical distribution of funds, the commissioner must consider the 9 equitable distribution of grant funds to reflect the cultural diversity of the service area.

Deleted: Any balance in the first year does not cancel but is available in the second year.9

8.9 Subd. 3. School readiness in child care settings. For grants to licensed family  
8.10 child care providers and caregivers to implement school readiness programs under  
8.11 Minnesota Statutes, section 124D.163:  
8.12 \$ 6,100,000 ..... 2007  
8.13 Of this amount, \$146,000 is to administer the grant program.  
8.14 Subd. 4. School readiness assessment and intervention pilot program. For  
8.15 the kindergarten readiness assessment and intervention pilot program under Minnesota  
8.16 Statutes, section 124D.162:  
8.17 \$ 1,787,000 ..... 2007  
8.18 Of this amount, \$1,273,000 will be allocated to school districts at a rate of \$1,000  
8.19 per student identified as not yet proficient in language and literacy and \$1,000 per student  
8.20 identified as not yet proficient in mathematical thinking.  
8.21 Of this amount, \$514,000 is for the scoring of the student assessments, development,  
8.22 and management of assessment database, teacher stipends, and training and technical  
8.23 assistance to school districts.  
8.24 Subd. 5. Early childhood and family education program grants. For grants to  
8.25 extend early childhood and family education (ECFE) programs under Minnesota Statutes,  
8.26 section 124D.137:  
8.27 \$ 2,100,000 ..... 2007  
8.28 Of this amount, \$124,000 is to administer the grant program and develop and  
8.29 maintain a program database.  
8.30 Sec. 15. REPEALER.  
8.31 Minnesota Statutes 2004, section 119A.51, is repealed.

Testimony before the Senate Early Childhood Committee  
HF 3623  
March 23, 2006  
Julie M. Quist  
EdWatch Board of Directors

Thank you, Mr. Chairman and committee members, for the opportunity to testify in opposition to HF 3623. EdWatch has many objections to this bill that will cost taxpayers like myself over \$10 million in annual new spending that will continue into the foreseeable future.

Section 7, "Educate Parents Partnership," sets up the state, health care providers, and special interest groups as the parenting instructors of mothers of newborns before they leave the hospital. We believe that this program is overreaching, paternalistic, and offensive to families. The state is imposing itself and its chosen organizations on mothers at a most vulnerable time for women. Few mothers who just delivered their babies are up to fending off outsiders telling them what to do. Mr. Chairman, parenting is the domain of parents and families, not of the legislature. You are not the parents of our children. Given the government's dismal track record on K-12 education, the last thing new parents need is the state acting as experts in how to parent their children from birth.

A young mother in my neighborhood, for example, related to me the difficulty she had at the hospital refusing the public health nurse trying to advise her on parenting her children with each of her four deliveries. She and her husband are smart, educated, independent, well-read and committed to their family. Yet our taxes were being used to hound her with their unwanted advice. HF 3623 will expand that intrusion to include other organizations.

Section 10 will have ECFE provide state educational curriculum and developmental assessments in private and family child care settings, including family, friends, and neighbors arrangements. The ECFE curriculum and its assessments are all based on the state-defined Early Childhood Indicators of Progress. In addition, the non-partisan legislative auditor said of ECFE, "Studies of two-generation programs [like ECFE] have generally found small or no effects on child development, although many have reported some positive impact on parenting skills."

The state Indicators of Progress are highly objectionable. They will become objectionable to many more as the public becomes familiar with them, especially when they see that this curricular framework represents a resurrection of the Profile of Learning for our youngest children. The *Indicators* do not primarily deal in the cognitive and physical domains, as the name suggests. Rather, they are filled with emotional outcomes for preschoolers, also called mental health outcomes. They require children to show vague, non-academic traits, such as "empathy" to their peers and "eagerness and curiosity as a learner." Not only are these traits impossible to measure accurately, but also they occur to different degrees in different, but normally developing children and there are gender differences that would penalize boys compared to girls. We were repeatedly assured for the last year that the Indicators would be rewritten and limited to strictly cognitive and academic topics, but they still sit on the Department website as recently as yesterday in the very form that we began illustrating to legislators in the last session.

Many of the social outcomes include very controversial social issues that are covered in the Indicators referenced documents, most notably the National Association for the Education of Young Children's *Anti-bias Curriculum*. They include teachers teaching the children about their gender identities. They

are extraordinarily vague and subjective. They essentially impose a particular set of attitudes and beliefs on our children. The Indicators are consistent with a worldview of diversity training, group consciousness, consensus morality, environmentalism, oppressor/oppressed mentality, and social activism.

When Mark Kindt, a Democrat and former assistant attorney general in Ohio, was asked to audit a similar scheme in Virginia, he said, "Most citizens would recognize the anti-bias curriculum as a highly politicized curriculum which seeks to impose a particular ideological world-view upon children. Most taxpayers would simply be astounded that tax dollars are routinely being spent toward the state-by-state implementation of these apparently politicized standards." ["Improper Special Interest Influence in Key Contracts: An Analysis with Preliminary Observations on the Politicized Agenda in Child Day Care"]

**Section 11** resurrects the Kindergarten Readiness Assessment that was defeated in last year's session. This is a bogus assessment for determining readiness for school.

In the assessment, teachers rate children as proficient, in process, or not ready in five areas: Personal and Social Development, Language and Literacy, Mathematical Thinking, Physical Development and Health, and The Arts. These rating criteria quote word for word the subjective, non-academic, psychosocially indoctrinating *Early Childhood Indicators of Progress*. Those *Indicators* are the basis of this ridiculous assessment. As many professionals have testified at various times in this committee, young children who are developing rapidly and who acquire academic skills at widely varied but completely normal rates cannot possibly be accurately, objectively, and fairly evaluated with this instrument. These are Profile of Learning style content and assessments for our youngest children. For example

- o Approaches tasks with flexibility and inventiveness
- o Begins to use simple strategies to solve mathematical problems
- o Gains meaning by listening.
- o Responds to artistic creations or events.

These are not specific, objective, or valid measurements of our children. Requiring this assessment also inserts the early childhood mental health screening that the Greiling/Hottinger bill (HF 3599/SF 2841) would add to early childhood screening, against which Dr. Effrem testified in the Senate on March 9th. (I have passed out her testimony for your review.) The mental health screening in this case it is more dangerous and insidious, because it would require teachers, untrained in mental health, to assess children's socioemotional performance when experts in the field call their own criteria "highly subjective", "impressionistic", "social constructions", and "value judgments that vary across cultures." Here are some examples from the assessment

- o Shows some self-direction.
- o Shows empathy and caring for others
- o Manages transitions
- o Interacts easily with one or more children

EdWatch believes, as Dr. Effrem testified, that it is never EVER the role of government to set up norms for, assess, or intervene in the minds and emotions of free citizens, especially young children. How would a group of legislators rate on these categories?

Even the proposed remediation for reading and math is a problem. While it may sound terribly academic and focused, the money will be wasted, because the criteria are useless. They are so subjective and broad as to be meaningless. In place of asking specific information, such as whether the child knows a part or the entire alphabet, children are evaluated on whether they begin to develop knowledge about letters. Instead of counting to some specific number, preschoolers are to show beginning understanding of number and quantity. This expensive intervention is at best, worthless. At worst, it will harm children academically by mislabeling them at a very early age. This could lead to unnecessary special education involvement or unnecessary drugging with medications that study after study is showing to be dangerous and ineffective.

In fact, it appears that according to one study published in 2005 from the University of California at Berkley, hardly a conservative institution, expansion of early childhood programs is causing the very problems that they are purported to remedy. That study said, "attendance in preschool centers, even for short periods of time each week, hinders the rate at which young children develop social skills and display the motivation to engage classroom tasks, as reported by their kindergarten teachers...Our findings are consistent with the negative effect of non-parental care on the single dimension of social development first detected by the NICHD research team." [That earlier study found that children who spend more hours per week in non-parental childcare have more behavior problems, including aggressive, defiant and disobedient behavior in kindergarten.]

Section 12 pays private, religious childcare and family settings to set up a preschool curriculum that uses the state's school readiness program. The state is in essence saying that its wisdom in caring for and educating young children is superior to the knowledge and experience of grandmothers, aunts and other family members. We vehemently disagree and we think it is not the role of the state to be inserting itself into family interactions by promoting an individual curriculum or set of beliefs. Once again, the state's school readiness program is based on the same vague, subjective, socioemotional and controversial Early Childhood Indicators of Progress. It even violates current law in 124D.15 that the readiness program must "*provide comprehensive program content based on early childhood research and professional practice that is focused on children's cognitive skills and development and prepares children for the transition to kindergarten*" In fact, all of HF 3623 is implementing this particular set of attitudes and beliefs on our children in one way and another. We used to call it Outcome Based Education, or OBE. OBE was expensive, completely ineffective and became highly unpopular in K-12, and it will be even more dangerous and promises to become even more unpopular in preschool.

Finally, HF 3623 would state-certify those child care settings that implement the state's school readiness plan, the *Indicators*. The state must publicize those compliant centers and use them for referrals, in effect giving a business advantage to those programs that comply, while driving those that do not, for reasons of conscience, out of the market. Mr. Chairman, HF 3623 is a massive and expensive expansion and intrusion of government into the private lives of our families and preschool children. We urge you to oppose it. At the very least, any assessments, remediation and programs must be strictly limited to the cognitive and academic domains of math and reading. Thank you for allowing me to testify.

## EXECUTIVE SUMMARY

*EVALUATING THE STRONG BEGINNINGS PROGRAM:*

*RESULTS FROM HENNEPIN COUNTY'S INVESTMENT IN AN EARLY CHILDHOOD  
EDUCATION PROGRAM(2002-2004)*

MAY 2005



HENNEPIN COUNTY HUMAN SERVICES AND PUBLIC HEALTH DEPARTMENT  
CHILDREN, YOUTH AND FAMILIES PROGRAM AREA  
Prepared by Karen Miller, Principal Planning Analyst

## EXECUTIVE SUMMARY

For the past twelve years, Hennepin County has invested in an early childhood development strategy known as Strong Beginnings Child Care. Designed in 1991 by community early childhood professionals and Hennepin County staff, Strong Beginnings responded to a significant increase in the number of inner-city children with "special needs"<sup>1</sup> who were entering child care centers during an early wave of welfare reform.

Under the Strong Beginnings program, child care centers can be reimbursed above the state's maximum childcare subsidy rates if they have national accreditation status, meet Strong Beginnings program guidelines,<sup>2</sup> and serve a minimum of sixty-five percent "low-income" and "special needs" children.<sup>3</sup> The special rates support the high-quality early care and education components, which in turn promote early childhood development and school readiness.

All Strong Beginnings centers incorporate elements that research consistently confirms are the necessary components of quality early childhood programs.<sup>4</sup> These include:

- developmentally appropriate curriculum
- high quality learning environments
- teachers knowledgeable in early childhood development
- small class size and low teacher to child ratios
- programming that engages parents as partners in their child's development and education
- sensitivity to the non-educational needs of the child and family

The mission of Strong Beginnings is to improve low-income, high-risk children's functioning and overall development with a focus on school readiness.<sup>5</sup> The Strong Beginnings program has three objectives:

1. detect and assist in the remediation of developmental challenges in low-income, high-risk children;
2. promote school readiness, including successful transition from preschool to kindergarten for low-income, high-risk children; and
3. effectively engage parents in their children's cognitive and academic development, thereby encouraging parents' continued engagement past kindergarten.

## METHODOLOGY

In July 1992, five "Strong Beginnings" child care centers started serving low-income, high-risk inner-city children in the Phillips, Cedar-Riverside, Seward, Near North, and Jordan/Hawthorne neighborhoods of Minneapolis. The number of operating centers would drop to four by 1995. The program was expanded in July 2002 with the addition of eight Strong Beginnings centers serving low-income, inner-city children in the Whittier, Bottineau, and Corcoran neighborhoods of Minneapolis. This report covers program results from July 1, 2002 through June 30, 2004 and is the first to include all twelve Strong Beginnings centers.

Children with developmental challenges accounted for 23 percent of the approximately 874 (unduplicated) children served during the two-year reporting period. Detection and remediation of developmental challenges among 200 of these children was measured using developmental assessment

tools administered at six-month intervals. The assessments allowed analysis of changes in the gaps between children's chronological age and assessed developmental age over time.

**School readiness** was assessed using the revised Minneapolis Public Schools "Beginning Kindergarten Assessment" which measures the literacy and numeracy skills of entering kindergartners. Eleven Strong Beginnings centers sent 82 preschool children to kindergarten in September 2003. The Minneapolis School District located Beginning Kindergarten Assessment scores for 37 (45%) of these children.<sup>6</sup>

**Parent engagement** was measured through center reports of rates of parent participation in reading activities with their children, participation in transition to kindergarten activities, and participation in parent/teacher conferences. Center reports reflected rates of parent participation in these three activities at six-month intervals.

## FINDINGS & CONCLUSIONS

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### **Children with challenges made significant gains**

Approximately half of low-income, high-risk children with identified developmental challenges who were enrolled in Strong Beginnings achieved positive gains in development. Over the two-year reporting period between 45 percent and 53 percent of 193 children with identified developmental challenges either closed the gap between their chronological and developmental age, or surpassed their chronological age in development.

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### **More Strong Beginnings graduates solidly on track for reading success**

A higher proportion of Strong Beginnings graduating preschoolers tested in the "solidly" and "somewhat on track for reading success" compared to the proportion of all children entering Minneapolis kindergarten.<sup>7</sup> In phonemic awareness, 54 percent of Strong Beginnings entering kindergartners scored "on track" for reading success compared to 43 percent of all entering kindergartners.

In alphabetic principles, 57 percent of Strong Beginnings entering kindergartners scored "on track" for reading success compared to 40 percent of all entering kindergartners.

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### **Families are engaged in children's education**

Over two-thirds of low-income, high-risk families actively engaged in their child's early development and education. Parent participation in transition to kindergarten activities was consistent over the two-year reporting period with rates ranging between 95 and 100 percent at eleven Strong Beginnings centers. The average rates of participation in reading activities at nine of the twelve Strong Beginnings centers ranged between 75 and 100 percent over the two-year reporting period. The average rates of participation in parent/teacher conferences at ten Strong Beginnings centers ranged between 75 and 100 percent over the two-year reporting period.

The levels of parent participation are particularly noteworthy because we know that the majority of the Strong Beginnings families tracked over the two-year reporting period struggled with seasonal or low paying jobs, inadequate housing and periods of homelessness, hunger, fragmented access to health care, limited transportation options, and memories of their own negative educational experiences.

### RECOMMENDATION 1

*Children, Youth and Families staff recommend that Hennepin County continue its investment in the Strong Beginnings strategy.*

The evaluation results demonstrate that Strong Beginnings is a high quality early childhood development program and an effective intervention strategy for low-income, high-risk children and their families. National research on the return on the investment in high quality early childhood development programs consistently show cost-benefit ratios ranging from 1-to-3 to 1-to-17 depending on the study and the length of time children were followed.<sup>8</sup>

Even economists who are particularly skeptical about government programs make an exception for high quality early childhood development programs.<sup>9</sup> Regionally, Art Rolnick, Senior Vice President and Director of Research at the Federal Reserve Bank of Minneapolis addresses this investment strategy in "Early Childhood Development: Economic Development with a High Public Return."<sup>10</sup>

### RECOMMENDATION 2

*Children, Youth and Families staff recommend that Hennepin County analyze and redesign work support and child care assistance processes that prevent timely access to, or limit the duration of high-quality child care and education services to low-income, high-risk families.*<sup>11</sup>

Strong Beginnings centers serve large numbers of low-income, high-risk families who receive subsidized child care subsidy through the Minnesota Family Investment Program (MFIP) and, to a lesser degree, through the Basic Sliding Fee (BSF) Program. An audit in late August 2004 revealed that 95 percent (593) of all children enrolled in a Strong Beginnings center were receiving subsidized child care assistance.<sup>12</sup> These children and their families were predominantly African American, African, American Indian, and multiracial.

2003 state policy changes resulted in a substantial decrease in the number of more stable families (those on BSF), and a growing base of less stable families (those on MFIP) in child care programs. Strong Beginnings centers are by necessity having to take an active role in working with MFIP parents to assist them in meeting their employment service provider's expectations. In order to do this work, the centers assume a real financial risk.

In a best case scenario, it will take a parent 14 to 28 days to meet the requirements of both the employment service provider and the child care application processes. With increased vacancies due to the loss of BSF families, and pressure on MFIP parents to comply quickly with their plans, Strong

Beginnings centers have more incentive to allow unauthorized MFIP children to begin child care before the child care authorization process is completed.

The situations that give rise to a determination that a parent is ineligible for child care subsidy are numerous and complicated. When a family is determined ineligible, the Strong Beginnings centers do not get paid for the days they provided care. This report found that the financial losses have been greater than anticipated, with some of the centers talking about possible closures in the next year.<sup>13</sup>

The Strong Beginnings center directors formed an ad hoc workgroup in January 2005 to explore how child care authorization and employment services processes might be redesigned so that parents' eligibility is determined more quickly, with eligibility kept intact for longer periods of time. The workgroup will present a proposal to Hennepin County later this spring that could serve as the foundation for a service integration pilot. Children, Youth and Families staff recommend that Hennepin County devote the resources of the three to four service areas involved in eligibility determination to make sure that systems barriers are eliminated.

### RECOMMENDATION 3

*Children, Youth and Families staff recommend that Hennepin County secure training dollars to implement the consistent developmental screening and tracking tools - Ages & Stages Questionnaire (ASQ) and the Ages & Stages Questionnaire - Social & Emotional (ASQ-SE) in all twelve Strong Beginnings centers during 2005. If possible, other HSPHD contracted programs could be trained at the same time.*

Results from the Strong Beginnings program evaluation indicate that all of the centers have implemented and are maintaining the program components associated with high-quality, early care and education. The evaluation did identify areas where improvements could be made. In order of importance, the Children, Youth and Families staff recommends that Hennepin County adopt the proposed continuous quality improvement plan for 2005:

1. Implement the ASQ and ASQ-SE assessment tool in all centers<sup>14</sup>
2. Implement a tool that measures the quality of interactions between the child and the physical environment as well as the quality of the interactions between the teacher and the child (Harms & Clifford Environmental Rating Scales)<sup>15</sup>
3. Implement a leadership and management practices tool (Program Administration Scale)<sup>16</sup>

Implementation of the ASQ and the ASQ-SE in the Strong Beginnings centers, and possibly in the Family Focus agencies, would bring some level of consistency among these contracted service areas and Hennepin County's 348-TOTS and Follow Along programs.

#### RECOMMENDATION 4

*Children, Youth and Families staff recommends that Hennepin County increase and strengthen Strong Beginnings connections with schools, especially during the first year of kindergarten.*

All Strong Beginnings centers offer multiple opportunities for low-income, high-risk preschool children and their parents to participate in transition to kindergarten activities. Typical transition activities include having

- elementary school children visit preschool classrooms
- preschool children visit the kindergarten classroom they anticipate attending in the fall
- preschool children and parent attend spring orientation on kindergarten
- individual meetings with parents to discuss kindergarten issues (enrollment process, informing parents about kindergarten readiness goals, finding after school care)

If the parent signs a formal consent, the Strong Beginnings centers will also send to elementary school personnel a "transition to kindergarten" information packet that documents the child's preschool experience.

In addition, some Strong Beginnings centers have developed close and cooperative relationships with a small number of schools throughout the district. These centers go a step beyond the "physical handoff to kindergarten" by being personally available to consult with kindergarten teachers about individual children's education and behavior needs.

Decades of research and practice in early childhood and elementary education indicates that "transition to school is a product of relationships among a wide array of contexts and people, including the child, his or her family, schools and teachers, peers, and the wider community."<sup>17</sup> The Strong Beginnings centers should be supported in seeking out and fostering more cooperative relationships with elementary schools.

#### SUMMARY

Over the past two years, a thorough evaluation of Strong Beginnings Child Care was conducted by Hennepin County staff. This evaluation found that the twelve Strong Beginnings centers are adhering to the original research-based program design and are achieving results on the three critical outcomes of engaging parents, addressing developmental concerns and preparing children for kindergarten. The evaluation also identified policy and process barriers that prevent or greatly limit low-income, high-risk children's exposure to high quality child care settings. National research supports a minimum of two years of continuous participation in high quality child care settings in order to achieve positive short and long term benefits. The Strong Beginnings workplan for the next year will attempt to address the barriers to participation, as well as the implementation of continuous quality improvement tools and strategies in the centers.

## Endnotes

<sup>1</sup> The term "special needs" referred to children who did not meet criteria to be diagnosed with a developmental disability, yet were not on track developmentally for their age. The term had negative connotations for many parents and child care professionals and was replaced with "developmental challenges" in the late 1990s.

<sup>2</sup> The sixteen Strong Beginnings Guidelines are based on early childhood development best practice. Detail on the individual guidelines can be found in the Appendix of the full report.

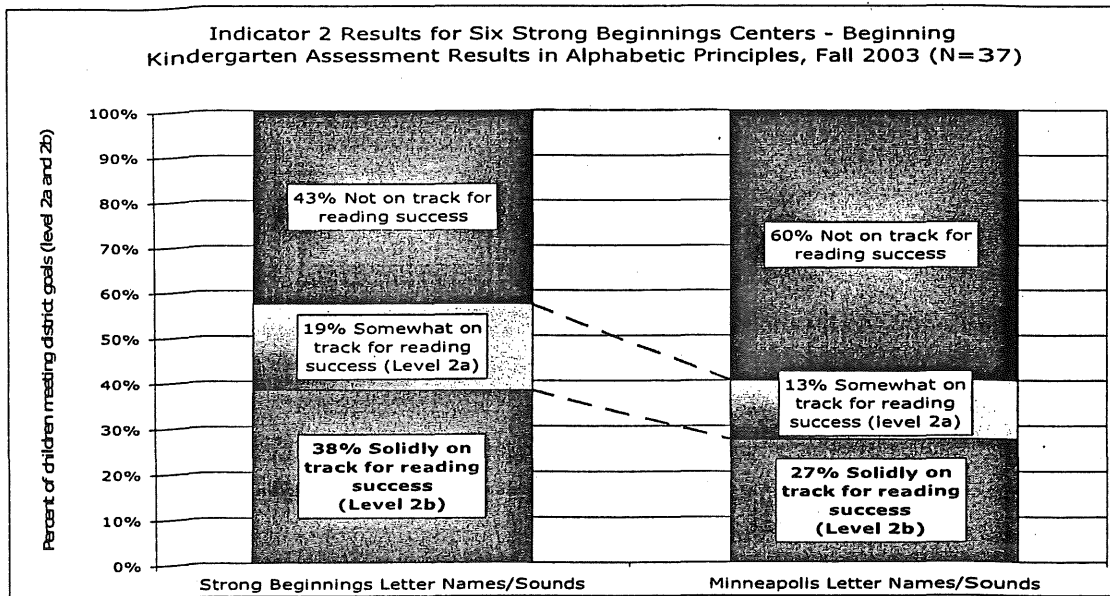
<sup>3</sup> Low-income status is determined using the USDA reimbursement guidelines or County-designated "special needs" children. The sixty-five percent rate is a requirement set by the State of Minnesota.

<sup>4</sup> The county and community interagency workgroup would have their proposed Strong Beginnings model affirmed by later studies, most notably in: *The Children of the Cost, Quality and Outcomes Study Go to School*, Peisner-Feinberg, E.S., Burchinal, M.R., Clifford, R.M., et al. (National Center on Early Development and Learning, 1999)(children in high-quality care demonstrated greater school readiness and success through second grade than children who had been in low-quality care, even after controlling for family differences....the impact was strongest for children whose mothers had not completed high school).

<sup>5</sup> Using newly available, nationally representative data, Child Trends found that "children at lower socioeconomic levels, those from racial or ethnic minority backgrounds, those whose parents do not speak English at home, and those who are disabled tend to be less prepared for school upon kindergarten entry. Furthermore, these more vulnerable children fail to catch up to their peers by the end of first grade." *Indicators of Early School Success and Child Well-Being*, in *CrossCurrents*, Issue 3, October 2004 ([www.childtrendsdatabank.org](http://www.childtrendsdatabank.org))

<sup>6</sup> Of the 82 Strong Beginnings graduating preschoolers who entered kindergarten in the fall of 2003, twenty-six percent (n=21) went to private or charter schools. Approximately 29 percent (n=24) did not show up at the public schools their parents had designated and enrolled them in.

<sup>7</sup> In phonemic awareness, 35 percent of Strong Beginnings entering kindergartners scored "solidly on track" for reading success compared to 19 percent of all entering kindergartners. In alphabetic principles, 38 percent of Strong Beginnings entering kindergartners scored "solidly on track" for reading success compared to 27 percent of all entering kindergartners.



<sup>8</sup> See endnote 4 above; the duration of the intervention in the *Abecedarian* project was five years (birth through eight years) with follow up through age 15; the duration of the intervention in the *High/Scope Perry Preschool Study* was

two years (at three and four years) with follow up through age 40; the duration of the intervention in the *Chicago Child-Parent Centers* project was six years (three through nine years) with follow up through age 21.

<sup>9</sup> Exceptional Returns: Economic, Fiscal, and Social Benefits of Investment in Early Childhood Development, Robert G. Lynch, ECONOMIC POLICY INSTITUTE, October 2004 (Washington, D.C. 20036) (<http://www.epinet.org>). Follow-up studies of poor children who have participated in these programs have found solid evidence of markedly better academic performance, decreased rates of criminal conduct, and higher adult earnings than among their non-participating peers.

<sup>10</sup> In Fedgazette (March 2003) (<http://www.minneapolisfed.org/research/studies/earlychild/ABC-Part2.pdf>). According to Mr. Rolnick and co-author, Rob Grunewald, Regional Economic Analyst with the Federal Reserve Bank of Minneapolis, "[m]ost of the numerous projects and initiatives that state and local governments fund in the name of creating new private businesses and new jobs result in few public benefits. In contrast, studies find that well-focused investments in early childhood development yield high public as well as private returns."

<sup>11</sup> The Strong Beginnings program results indicate that children need exposure to high-quality early childcare an average of twenty-four months in order to realize gains in developmental challenges and to ensure school readiness. Other research affirms that stable caregiver and setting results in better classroom behavior and social skills (greater thinking/attention skills and sociability, fewer behavior problems and better peer relations) through elementary school (see studies in endnote 4).

The Strong Beginnings centers reported a significant decrease in the number of children enrolled six months and longer over the two-year reporting period. The centers experienced a 17 percent decrease in overall duplicated children served between 2002-2003 and 2003-2004, but they experienced a 24 percent decrease in the number of unduplicated children enrolled six months and longer between 2002-2003 and 2003-2004.

<sup>12</sup> The audit, completed by Hennepin County Contract Administration Office at the request of the Minnesota Department of Human Services, included 85 percent (n=531) on state subsidy with another 10 percent (n=62) receiving center scholarships to offset the high parent co-pays under the BSF program.

<sup>13</sup> In 2004 the three YWCA Children's Centers lost \$140,269 on unauthorized children who were determined to be ineligible for subsidy. The YWCA centers lost \$93,142 in child care reimbursement at the Phillips center (Strong Beginnings), \$15,140 at Midtown center (Strong Beginnings) and \$31,987 at the Downtown center. In addition, the YWCA gave out \$50,734 more in scholarships than was originally budgeted in the hope that some of the parents would eventually get authorized. In most cases, this hope did not materialize. Including the additional scholarships, the YWCA "lost" a total of \$191,000 in child care reimbursement. While the loss is equivalent to only 5 percent of the YWCA's total revenue for the three centers, the centers ran a \$137,505 deficit and the rest of the agency had to stretch to cover the loss. The Director of Early Childhood Services at the YWCA has been told that if the child care centers continue to run a deficit at the end of the first quarter of 2005, they will have to look at closing a center (email correspondence dated February 9, 2005 from Katie Williams).

<sup>14</sup> Use of a standardized, valid and reliable assessment tool that is low-cost, teacher friendly, and engages the parent directly in their child's development would make our analysis of gains in development more meaningful. The ASQ and ASQ-SE meet these requirements.

<sup>15</sup> Process quality measures are more predictive of child outcomes than structural indicators. Process quality consists of the various interactions that go on in a classroom between staff and children, staff and parents, and other adults and among the children themselves. It also consists of the interactions children have with the many materials and activities in the environment, as well as those features such as space and schedule that support these interactions.

The Harms and Clifford rating scales would aid Hennepin County's efforts to evaluate and monitor program quality, and would enhance the center's capacity to continuously self-assess and make improvements to their programs.

<sup>16</sup> The Program Administration Scale was designed to complement the Clifford and Harms environmental rating scales. Used together, these instruments provide a focused look at best practices at the classroom level and the broad view of program quality from an organizational perspective.

<sup>17</sup> Three Keys to a Successful Transition in Successful Kindergarten Transition: Your Guide to Connecting Children, Families, & Schools. Robert C. Pianta and Marcia Kraft-Sayre, National Center for Early Development and Learning, University of Virginia, Charlottesville (Brookes Publishing: Baltimore) (2003) at pp. 85-87.

## Guidelines for Strong Beginnings Centers

(Revision Dates: June 2001, July 2004)

1. Centers must have an enrollment of at least 65% low income (as determined by USDA reimbursement guideline) or County-designated Special Needs children.

**Rationale:** Research shows that children with multiple risk factors, particularly low-income children, benefit most from the positive influences of quality child care, gaining school readiness skills that they might not acquire elsewhere.

2. Centers must give assurance that private pay parents will also be charged the higher Strong Beginnings rate. Centers are encouraged to develop agency scholarships to assist private pay families with the higher Strong Beginnings rate.

**Rationale:** State of Minnesota policies require that private pay parents be charged the same rates as the rates paid by the Child Care Assistance Fund.

3. Centers must have State recognized accreditation for early childhood services or become accredited within one year.

**Rationale:** The study, "Cost, Quality and Child Outcomes" found that children who attended higher quality child care programs scored higher on cognitive and social skills. These gains were carried forward as the children transitioned into school settings. In a review of studies looking at accreditation, accredited programs consistently demonstrated higher quality for children. However, recent evaluations of accreditation have also found that accreditation alone does not ensure quality unless combined with higher wages and continued training.

4. Centers must maintain staff/child ratios of at least  
1:3 for infants  
1:5 for toddlers  
1:7 for preschoolers  
1:10 for kindergartners  
1:12 for schoolage

Agencies should plan their staffing to ensure that appropriate child to staff ratios are maintained at all times of the day and in all locations, and that staff are allowed adequate time for planning, record-keeping and training.

**Rationale:** Research shows that class staffing patterns have a powerful effect on program quality. Low child to staff ratios are associated with more positive outcomes for young children and generate more positive social interactions with peers.

5. Centers must maintain rooms with group sizes no more than:  
9 infants per group  
10 toddlers per group  
14 preschoolers per group  
24 schoolage per group

**Rationale:** Even the most qualified teacher cannot individualize instruction and adequately supervise too large a group of young children. Younger children require more individualized attention and smaller group size is needed. NAEYC recommends that all groups have at least two teachers.

6. Centers must have a program curriculum and environment which is unique to each age group and which supports the physical, cognitive, and social and emotional well being of each individual child. Each of these is an important element of school readiness. Curriculum should have a strong emphasis on promoting literacy by supporting rich language and emergent literacy skills

**Rationale:** Quality child care helps children engage in complex play, socialize comfortably with adults and other children and develop important physical, language, and cognitive skills. These positive effects contribute to children's increased cognitive abilities, positive classroom learning behaviors, long-term school success, and improved likelihood of long-term social and economic self-sufficiency. (*Not by Chance: Creating an Early Care and Education System for America's Children. The Quality 2000 Initiative.*)

Learning to read is essential for success in school and in life. Research shows that the process of learning to read is a lengthy one that begins very early in life. Teachers need to be knowledgeable about the research foundations of reading. Parents and caregivers should spend time in one-on-one conversation with young children, read books with them, provide writing materials, support dramatic play that might incorporate literacy activities, demonstrate the uses of literacy, and maintain a joyful, playful atmosphere around literacy activities. (*Preventing Reading Difficulties in Young Children. National Research Council.*)

7. Centers must provide a healthy, safe environment for children and develop relationships with parents to monitor the following child health factors:
  - a.) Health in the early years
  - b.) Immunizations
  - c.) Nutrition
  - d.) Unintentional Injury (such as car crashes, accidents, or fires)
  - e.) Lead exposure
  - f.) Dental health
  - g.) Childhood emotional behavioral problems.

**Rationale:** Children who are healthy can more readily focus on learning. Problems with health or physical development may impede the learning process by resulting in absences from childcare, discomfort, or the need to make special accommodations.

8. Centers must use an early childhood assessment instrument approved by Hennepin County to measure growth and development of individual children. Assessments should include the physical and social and emotional well being of each individual child, and not focus solely on cognitive skills. The assessments should:
  - a) promote children's learning and development in order to shape instruction for individual children by identifying what they already know and what they need more help with;
  - b) identify children who may need health or other special services (to determine whether or not follow-up testing is needed, not for diagnosis);
  - c) monitor trends and evaluate programs and services in order to inform aggregate decisions; and
  - d) assess academic achievement to hold individual students, teachers and schools accountable for desired learning outcomes. (*Child Trends School Readiness Report*)

**Rationale:** Used properly, assessment tools can help educators design and deliver the appropriate services for individual children and can facilitate community-wide or statewide tracking of children's status at kindergarten entry and later on.

9. Centers must work with parents and public schools to develop a transition plan for preschool children who will be attending kindergarten to ease the transition, and to provide continuity between the child care program and the elementary school.

**Rationale:** A smooth transition into kindergarten and formal schooling can help set young children on a course for academic achievement and success. Contact between the child care program and the school can facilitate planning for individual students, provide a sense of continuity for children and parents, and allow a better alignment of philosophy, expectations and curriculum across institutions and the community.

10. Centers must provide staff compensation to attract qualified competent staff and to help retain experienced staff. The following wage recommendations are based on the 2001 study, "Staff Recruiting and Retention in Early Childhood Care and Education and School-Age Care" by the Wilder Research Center for the Department of Children, Families & Learning. The study compares the highest hourly wage now paid for child care staff with the highest hourly wage paid for Head Start and ECCE.

Director	\$16 – 20/hr
Head Teacher	\$13 – 15/hr
Assistant Teacher	\$10 – 12/hr
Child care Aide	\$8 – 9/hr

**Rationale:** The Cost, Quality and Child Outcomes Study found that training, compensation and continuity of employment are linked to improved outcomes for children.

11. Centers must provide health coverage, paid vacation and sick days, and paid time for preparation, meetings, and training.

**Rationale:** Based on the results from the "Staff Recruitment and Retention Study" (Wilder Research Center) providing health coverage and other benefits are successful strategies for reducing staff turnover.

12. Centers must employ teachers meeting DHS top credential options #7, #8, or #9 below:

#7) Baccalaureate degree from an accredited college or university in any field

Experience: 1,040 hours as an assistant teacher, aide, or student intern

Education: 18 quarter credits

For Strong Beginnings teachers meeting qualification #7, preference should be given to degrees in child development or human services.

#8) License from the Minnesota Department of Children, Families, and Learning for elementary education without kindergarten endorsement

Experience: 520 hours as an assistant teacher, aide, or student intern if teaching children under schoolage

#9). License from the Minnesota Department of Children, Families, and Learning for prekindergarten/nursery, or a license from the Minnesota Department of Children, Families, and Learning for elementary education with a kindergarten endorsement

Experience: no additional requirements

Education: no additional requirements

Centers must provide regular opportunities for staff to participate in ongoing professional development to improve skills in working with children and families or to prepare them to assume more responsible positions.

Centers must provide additional training for all teaching staff (beyond licensing requirements) with focus on working with multi-cultural children and families, intervention strategies for helping children with special physical, emotional, behavioral, & developmental needs, and empowering parents to become full partners in their child's early education through kindergarten program.

**Rationale:** The quality of the staff is the most important determinant of the quality of an early childhood program. Research has found that teachers' level of formal education and professional preparation in child development and/or early childhood education is related to positive outcomes for children such as increased social interaction with adults, development of prosocial behaviors, and improved language and cognitive development.

13. The policies and practices of the center support the active involvement of families and provides family support services that can help parents enhance their competence and confidence in providing responsive and sensitive care by addressing factors that underlie the caregiver's ability to nurture her/his child. The center supports the belief that parents are a child's first teacher and provide training and support to parents in early childhood education and parenting.

**Rationale:** The recent NICHD (2000) study of children in child care found that maternal caregiving, specifically the quality of the relationship between the mother and child, was the single most important predictor of child cognitive competence and a moderate predictor of social competence. Continuity for children and their families is strengthened when families are an integral part of the home/child care partnership and are the primary decision makers concerning their children's care and education. Parent involvement should be sought and encouraged so that parents know what their children are learning and are able to extend early education into their homes.

14. Centers must provide culturally responsive care that helps children develop a strong sense of personal identity and the requisite social attitudes and skills to live in a diverse society. Some components of culturally responsive child care practices include: 1) the child's home culture is reflected in the caregiving; 2) representative staffing is provided at all times; 3) the child's home language is used; 4) the physical environment is culturally relevant; and 5) children are exposed to a wide variety of cultural beliefs, values and practices.

**Rationale:** Cultural responsiveness is an important component of quality childcare. Culture is a fundamental aspect of a young child's healthy development, influencing identity and self-esteem. According to the National Association for the Education of Young Children (NAEYC) quality care includes caregiving that affirms the legitimacy of children's home language, respects and values the home culture, and promotes and encourages the active involvement and support of families.

Classroom staff members and home visitors who speak a child's home language provide reassurance to the child, support the child's development of a strong sense of identity, and show respect for the values and beliefs of the family.

15. Centers must have an early childhood specialist to direct the educational portion of the program and monitor the developmental gains of each child. Minimum expectations:

Over 50 children enrolled in the center:

1 FTE

30-50 children enrolled in the center

2/3 FTE

Less than 30 children enrolled in the center

1/3 FTE

The child development coordinator's time will be devoted to directing the educational portion of the program, directing child assessment, monitoring developmental gains, service coordination, and planning activities that engage parents in their child's development. The child development coordinator will participate in the development of a network of information and sharing by professionals involved in the project. Job responsibilities include the following:

- Ensure that the center has written curriculum plans based on knowledge of child development and learning, and assessment of individual needs and interests. The learning environment and activities for children should reflect the center's philosophy and goals.
- Assist teachers in their development of goals for individual children that guide curriculum planning. Assist teachers in the use of child assessment tools to assess the skills and progress of each child in the program.
- Coordinate the process of assessing children, including initial screenings, ongoing developmental, and specialized assessments, to determine if a disability exists;
- Work with an interdisciplinary team of staff and parents to develop and implement an Individualized Education Program (IEP) or Individualized Family Services Plan (IFSP) for each child with disabilities;
- Consult regularly with parents and staff on the progress of disabilities services and of the children with disabilities who are enrolled;
- Work closely with local school districts to ensure the coordination of services.

16. Centers must have the services of a family coordinator available to all families in the program. Minimum expectations:

Over 50 children enrolled in the center:

1 FTE

30-50 children enrolled in the center

2/3 FTE

Less than 30 children enrolled in the center

1/3 FTE

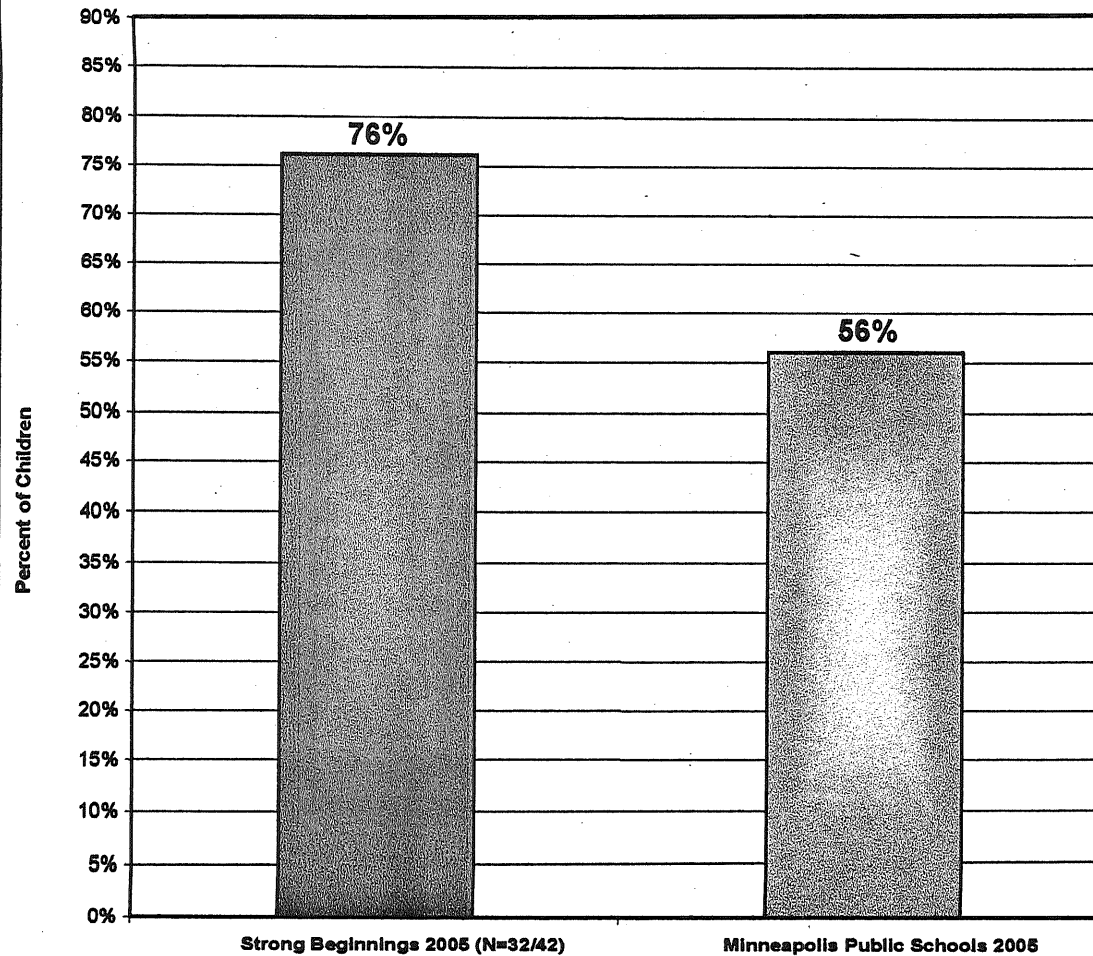
The family coordinator's job description must include referrals to social services such as employment services, family literacy programs, substance abuse services, domestic abuse services and others. It also must include parent education programming including engaging parents to take part in their child's development, arranging social events which include time for parenting discussions, scheduling speakers on parenting topics, and maintaining a link with schools to aid in the transition of the child to school. Job responsibilities include the following:

- Plan and develop with the parents an individualized program for the family, including establishing a caring professional relationship and a climate of mutual trust and respect for the parents; set family goals.
- Work with parents to strengthen the family's knowledge of child development, including assisting parents to understand how children grow and learn, and planning and conducting child education activities with the parents which meet the child's intellectual, physical, emotional, and social needs;
- Assist parents in strengthening the families' knowledge of health and nutrition, including integrating health and nutrition education into the program, coordinating with other staff and parents regarding health screenings for family members, and providing information and referrals, if necessary; and
- Assist parents to strengthen their knowledge of community resources and support parents in problem solving.
- Make referrals to appropriate social service programs as needed.

# Assessing Kindergarten Readiness

## Percent of Children Entering Minneapolis Kindergarten With a Total Literacy Score of Proficient, Fall 2005

(Data Source: Minneapolis Public School District, Beginning Kindergarten Assessment)



A Total Literacy Score is calculated by the Minneapolis Public Schools' Research, Evaluation & Assessment Department as follows:

The seven items in the literacy group - rhyming, picture vocabulary, alliteration, concepts of print, letter naming, sound recognition, and oral comprehension - are assigned a weight to reflect the degree of importance to literacy proficiency. The sum of the weighted items determines a child's proficiency level.

Children need to achieve a weighted score of 80 or better to be given a Level 3 total literacy score of proficient.

Poverty level - children - how to serve appropriately?  
Developmental issues  
Behavioral issues

Guideline

65% - need to be poverty level

Now - up to 85% qualify for free +  
reduced lunches.

(or attach your business card)

(NOTE: The Permanent Rules of the House require "the name and address of each person ... together with the name and address of the person, association ... in whose behalf the appearance is made".)

TESTIFIER'S NAME :	TESTIFIER'S ADDRESS :	TESTIFIER'S TITLE:	APPEARING ON BEHALF OF (Organization's Name) :	ORGANIZATION'S ADDRESS: (if different from testifier's)	Phone:
John Doe	1234 5 <sup>th</sup> Av Suite #301 St. Paul MN 55155	Legislative Director	Minnesota Association of Does	100 Constitution Av St. Paul MN 55155	651-555-1234
Karen <i>Cadigan</i>	MDE	director early learning services			
Karen Cadigan	9719 Ottawa Ct. St. Louis Park MN 55412	Dir. Outreach Policy & MEED			
Zoe Nichols	Rear Office Building Area 2233 Hennepin Ave St Paul	Public Policy Director			
				/	

**PLEASE PRINT LEGIBLY** (or attach your business card)

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KAREN MILLER	Henn. Co. 525 Portland Ave. MPLS, MN 55415	Planning Analyst	Henn. Co.		612-349- 2447
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