

**Senate Counsel, Research,
and Fiscal Analysis**

G-17 STATE CAPITOL
75 REV. DR. MARTIN LUTHER KING, JR. BLVD.
ST. PAUL, MN 55155-1606
(651) 296-4791
FAX: (651) 296-7747
JO ANNE ZOFF SELLNER
DIRECTOR

Senate

State of Minnesota

**S.F. No. 3300 - Delete Everything Amendment
(SCS3300A-1)**

Author: Senator Claire A. Robling

Prepared by: Joan White, Senate Counsel (651/296-3814)

Date: March 21, 2006

Sections 1 to 6 amend the Head Start statutes. There are technical modifications, which change the term “grant” to “allocate”, and other related changes, in order to conform to the way the funds are actually distributed.

Section 2 changes the distribution of Head Start funds, by allocating funds based on the program’s portion of eligible children not being served, rather than based on both the share of federal funds and the proportion of children not being served. Further, programs whose federal allocation exceeds the number of eligible children must not receive state funds. Instead of programs presenting a work plan to be approved by the commissioner, programs must present a plan on the forms prescribed by the commissioner. Payments are based on the reported number of children actually served. Programs must be allowed to receive an advance of 25 percent of the total allocation at the beginning of each fiscal year. A program that is not demonstrating that they will actually serve the number of children the program is funded to serve will have their allocation proportionately reduced. Current law reduces the allocation if the program cannot utilize its full allocation. Money available after the initial allocations must be redistributed to programs demonstrating the ability to serve additional children.

Section 3 makes technical changes and strikes obsolete language, based on the changes made in section 2.

Section 4 establishes the application requirements for eligible Head Start organizations.

Subdivision 2 establishes the grant program to assist child care centers, family child care providers, and family, friend, and neighbor caregivers to provide an educational component and implement school readiness criteria in the child care setting.

Subdivision 3 provides the eligibility criteria and the application process.

Subdivision 4 requires the commissioner of education to review the grant application in coordination with the commissioner of human services to determine if all the requirements under subdivision 3 are met and if the applicant is able to implement its school readiness plan. The commissioner is allowed to 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 metro area. The commissioner must consider equitable distribution to reflect cultural diversity in the service area.

Sections 13 and 14 provide appropriations.

Section 15 repeals Head Start provisions that are obsolete due to the changes in sections 1 to 6.

JW:mvm

Senators Robling and Hottinger introduced--

S.F. No. 3300: Referred to the Committee on Finance.

A bill for an act

1.2 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
 1.24 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.

3.21 **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
 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;

(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.

(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
 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

\$ 19,100,000 2007

7.32
 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.

APPENDIX

Repealed Minnesota Statutes: 06-6759

119A.51 DEFINITIONS.

Subdivision 1. **Scope.** As used in sections 119A.52 and 119A.53, the terms defined in this section have the meanings given them.

Subd. 2. **Program account 20.** "Program account 20" means the federally designated and funded account for training and technical assistance activities.

Subd. 3. **Program account 22.** "Program account 22" means the federally designated and funded account for basic services.

Subd. 4. **Program account 25.** "Program account 25" means the federally designated and funded account for parent child centers.

Subd. 5. **Start-up costs.** "Start-up costs" means onetime costs incurred in expanding services to additional children.

1.1 Senator moves to amend S. F. No. 3300 as follows:

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~~
1.28 ~~allocated no less funding in any fiscal year than was allocated to that grantee in fiscal year~~
1.29 ~~1993. The commissioner may provide additional funding to grantees for start-up costs~~
1.30 ~~incurred by grantees due to the increased number of children to be served.~~ Before paying
1.31 money to the ~~grantees~~ programs, the commissioner must notify each ~~grantee~~ program of
1.32 its initial allocation, how the money must be used, and the number of low-income children
1.33 ~~that must~~ to be served with the allocation based upon the federally funded per child rate.
1.34 Each ~~grantee~~ program must present a ~~work plan to the commissioner for approval.~~ ~~The~~
1.35 ~~work plan must include the estimated number of low-income children and families it will~~
1.36 ~~be able to serve, a description of the program design and service delivery area which~~

2.1 ~~meets the needs of and encourages access by low-income working families, a program~~
 2.2 ~~design that ensures fair and equitable access to Head Start services for all populations and~~
 2.3 ~~parts of the service area, and a plan for coordinating services to maximize assistance for~~
 2.4 ~~child care costs available to families under chapter 119B. on the forms prescribed by~~
 2.5 the commissioner under section 119A.535. Payments to programs shall be based on
 2.6 the reported number of children actually served at the federally funded per child rate.
 2.7 Programs shall be allowed to receive an advance of 25 percent of the total allocation at
 2.8 the beginning of each fiscal year. For any grantee program that is not demonstrating
 2.9 under section 119A.536, that they will actually serve the number of children the program
 2.10 is funded to serve and therefor cannot utilize its full allocation, the commissioner must
 2.11 reduce the allocation proportionately. Money available after the initial allocations are
 2.12 reduced must be redistributed to eligible grantees programs demonstrating ability to serve
 2.13 additional children. The redistribution of funds shall occur according to a schedule
 2.14 determined by the commissioner.

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

2.16 **119A.53 FEDERAL REQUIREMENTS.**

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

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

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

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

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

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

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

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

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

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

3.5 **119A.545 AUTHORITY TO WAIVE REQUIREMENTS DURING DISASTER**
 3.6 **PERIODS.**

3.7 The commissioner of education may waive requirements under sections 119A.50
 3.8 to ~~119A.53~~ 119A.535, for up to nine months after the disaster, for Head Start ~~grantees~~
 3.9 programs in areas where a federal disaster has been declared under United States Code,
 3.10 title 42, section 5121, et seq., or the governor has exercised authority under chapter 12.

3.11 The commissioner shall notify the chairs of the appropriate ~~senate Family and Early~~
 3.12 ~~Childhood Education Budget Division, the senate Education Finance Committee, the and~~
 3.13 ~~house Family and Early Childhood Education Finance Division, the house Education~~
 3.14 ~~Committee, and the house Ways and Means Committee~~ committees ten days before the
 3.15 effective date of any waiver granted under this section.

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

3.17 The commissioner must work in partnership with health care providers and
 3.18 community organizations to provide parent education information to parents of newborns
 3.19 at the time of birth. The commissioner must coordinate the partnership and the distribution
 3.20 of informational material to the parents of newborns before they leave the hospital.
 3.21 The commissioner must develop a resource Web site that promotes, at a minimum, the
 3.22 department Web site for information and links to resources on child development, parent
 3.23 education, child care, and consumer safety information.

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

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

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

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

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

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

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

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

4.10 (7) information on related community resources;

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

5.22 Subd. 2. **Intervention.** A school district that participates in the kindergarten
 5.23 readiness assessment under subdivision 1 must establish a kindergarten readiness
 5.24 intervention pilot program to provide additional instruction for children who are assessed
 5.25 and identified as being not yet proficient in the developmental areas of language, literacy,
 5.26 and mathematical thinking. Each child will have a locally determined intervention
 5.27 strategy focusing the curriculum content on the individualized needs of that child. The
 5.28 commissioner, at a district's request, must assist the district and the school to develop
 5.29 the intervention program. At the end of the kindergarten school year, the district must
 5.30 reassess each child who receives an intervention to evaluate the progress of the child
 5.31 over the kindergarten year and the success of the intervention strategy developed for that
 5.32 child. The district must report the results of the intervention and year-end assessment to
 5.33 the commissioner.

5.34 **Sec. 12. [124D.163] CERTIFICATION AND GRANT PROGRAM FOR**
 5.35 **SCHOOL READINESS IN CHILD CARE SETTINGS.**

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

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

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

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

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

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

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

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

6.19 (b) An applicant must develop a plan to implement the school readiness program
6.20 requirements as described under section 124D.15, subdivision 3. The applicant must
6.21 submit an application to the commissioner of education in the form and manner determined
6.22 by the commissioner. The application must include a description of the applicant's plan
6.23 to implement the school readiness program requirements.

6.24 Subd. 4. Grant review; award. When reviewing an application, the commissioner
6.25 of education, in coordination with the commissioner of human services, must determine
6.26 whether all the requirements of subdivision 3 are met and whether the applicant is able
6.27 to implement its school readiness plan. The commissioner may award grants to eligible
6.28 applicants on a first come, first served basis to the extent that funds are available. To the
6.29 extent practicable, grant recipients must be located throughout the state with at least
6.30 one recipient in each of the governor's economic development regions and each of the
6.31 counties in the Minneapolis and St. Paul metropolitan area. In addition to the geographical
6.32 distribution of funds, the commissioner must consider the equitable distribution of grant
6.33 funds to reflect the cultural diversity of the service area.

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

7.1 Subd. 6. Report. A grant recipient must demonstrate the impact of the educational
 7.2 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.

7.4 Sec. 13. Laws 2005, First Special Session chapter 5, article 7, section 20, subdivision
 7.5 5, is amended to read:

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

7.8 \$ 19,100,000 2006

7.9 \$ 19,100,000 2007

7.10

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

7.12 Sec. 14. APPROPRIATIONS.

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

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

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

7.19 \$ 80,000 2007

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

7.23 \$ 6,100,000 2007

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

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

7.28 \$ 1,787,000 2007

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

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

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

8.4 **\$ 2,100,000 ** **2007**

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

8.7 **Sec. 15. REPEALER.**

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

8.9 **Amend the title as follows:**

8.10 **Page 1, line 6, after "a" insert "certification and"**



Department of Health and Human Services

Administration For Children and Families

Region V

Illinois • Indiana • Michigan • Minnesota • Ohio • Wisconsin

233 North Michigan Avenue, Suite 400
Chicago, Illinois 60601-5519

Telephone (312) 353-4237

Fax (312) 353-2104

SEP 15 2005



Kevin Goodno, Commissioner
Minnesota Department of Human Services
444 Lafayette Road North
Saint Paul, Minnesota 55155

Dear Commissioner Goodno:

Your Child Care and Development Fund (CCDF) Plan for Fiscal Years 2006-2007 has been approved. During the effective period of this plan, any substantial changes to the program described must be transmitted to our office in the form of a plan amendment in accordance with 45 C.F.R. 98.18(b). The State Plan's effective date is for the period beginning on October 1, 2005 through September 30, 2007.

You will be receiving a Notice of Grant Award from the Administration for Children and Families' Office of Administration. The Notice will include the amounts available and additional terms and conditions for receipt of the CCDF.

The 2006-2007 CCDF Plan included a revised section on Good Start, Grow Smart (GSGS). The Child Care Bureau will use the information you provided about GSGS to develop plans for technical assistance and resource materials that support your efforts to ensure that all children will enter school ready to succeed.

Please note that approval of the plan is not an endorsement of the contents of the State's eligibility requirements, payment rates, health and safety standards, or GSGS components. Under the Act and Regulations, the content of these areas is at the Lead Agency's discretion. The Plan acts only to assure that the requirements, rates, and standards are in place. You are reminded that in-home providers must be paid in compliance with Federal wage laws governing domestic workers. Questions may be directed to your local or District Office of the Wage and Hour Division within the U.S. Department of Labor.

In reviewing your plan, we note that section 658E(c) (4) (A) of the Child Care and Development Block Grant (CCDBG) Act, as amended, requires that the Lead Agency certify that payment rates for the provision of child care services are sufficient to provide access to child care services for eligible families that are comparable to those provided to families that do not receive CCDF assistance. In addition, the regulations at 45 C.F.R. 98.43(b) (2) require that the State demonstrate how payment rates are adequate

Page 2 – Commissioner Goodno

based on a local market survey. As stated in the Preamble to the regulations, we are concerned that a "system of child care payments that does not reflect the realities of the market makes it economically infeasible for many providers to serve low-income children – undermining the statutory requirements of equal access and parental choice" (63 FR 39936, 39958, July 24, 1998).

While we declined to impose a specific percentage of market rates by regulation, the Preamble acknowledges that payments "established at least at the 75th percentile of the market would be regarded as providing equal access" (63 FR at 39959). Although the Minnesota State CCDF Plan provides information on child care subsidy payment rates and also addresses the equal access issue, we are concerned that the rates of reimbursement below the 75th percentile of those reflected in the market survey may not ensure access to child care of a comparable quality as care purchased by parents of higher income who are not eligible for assistance under CCDF. As such, we urge the State to consider raising payment rates in a manner that better reflects market conditions.

We look forward to assisting you in achieving and maintaining quality child care programs. If you have any questions, please do not hesitate to call Kathleen Penak, Program Manager, at (312) 353-3270.

Sincerely,


Joyce A. Thomas
Regional Administrator

cc: Shannon Christian
Child Care Bureau

My name is Leilani Holmstadt. I'm a wife and a mother of three children. I have been a licensed provider of family child care in the state of Minnesota since 1999. Prior to child care, for ten years I was a State Licensed Social Worker working in Ramsey County as a Psychiatric Case Manager. My experience has included time working in-patient adolescent psychiatry, an adolescent girl's shelter, and residential adult psychiatric care.

I am here today to represent those child care providers who do not support SF 3300. SF 3300 is seen as government intrusion into families and their child care providers. SF 3300 is a State take-over of independent childcare providers at taxpayer's expense. SF 3300 places all children, regardless of personal beliefs, into the state's philosophy of education. The Early Learning Indicators are written in vague terms covering such topics as: "self concept with discovering one's own potential", "awareness of self and personal preferences", and "the acceptance of one's own gender and cultural identity".

Private providers care for children who attend private schools, public schools, or who are home schooled. Families are concerned with who takes care of their children and how they are educated, but they do not want a dictated state curriculum or a state-defined outcome law. Most parents want to guide their own offspring in social awareness. Wouldn't you agree that this is a parent's responsibility? Also, providers care for children with special needs who would not always meet the standard indicators of progress in the areas of fine and gross motor development, physical health and well-being. For this reason, SF 3300 would limit the families we can care for.

SF 3300 has been portrayed as a voluntary program. However, the terms of SF 3300 implies it is mandatory. If family child care providers choose not to offer the state's curriculum, our businesses would not be promoted by the State's referral list. Furthermore, we would not be eligible for proposed grants. The State would be favoring some businesses over others. The government should not be in the business of showing monetary favors, or to supercede parents' wishes for their children.

SF 3300 would affect our livelihoods and the levels of care we, the providers, can give to a diverse population and cause needless government intrusion. If SF3300 becomes law, it would negatively impact our business of child care, our families, our clients families as well as create unnecessary cost to the taxpayer. This is not the government that our forefathers would have wanted.

Parents choose home daycare for its inherent environment. If SF 3300 were to pass, you would be turning private homes into state run care centers, thereby removing the choice that parents have made. Government would be reaching into our private homes and telling us how to raise our own children. Would we continue to have private homes or government controlled homes?

Children of all ages would be affected. SF 3300 applies to a school-age child in the home or in care, inclusive of a 6-week-old infant. We oppose this intrusion. Parents, not the State, should decide the values their children should be taught, and thereby determine curriculum. All homes with a qualifying child would have to comply with the state dictates of SF3300 in order to be certified, referred, or receive a state grant.

SF 3300 attempts to enter into the home of a relative, a friend or a neighbor who watches our children. These are private homes, and the government should not be attempting to bring their state philosophy into our private homes.

It is the right of parents to decide how their children are educated. A child does not belong to the State. SF3300 undermines parental rights and would be bad law. Thank you very much.

Testimony before the Senate Early Childhood Committee

SF 3300

March 21, 2006

Julie M. Quist

EdWatch Board of Directors

Thank you, Mr. Chairman and committee members, for the opportunity to testify in opposition to SF 3300. EdWatch has many objections to this bill that will cost taxpayers like myself over \$10 million in 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. SF 3300 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.

The state Indicators of Progress are highly objectionable. They will become objectionable to many more as the public becomes familiar with them. The Indicators are not primarily cognitive and physical developmentally based, as the name suggests. They are filled with social and emotional outcomes for preschoolers, also called mental health outcomes. 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.

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

- Approaches tasks with flexibility and inventiveness
- Begins to use simple strategies to solve mathematical problems
- Gains meaning by listening.
- 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 (SF 2841) would add to early childhood screening, against which Dr. Effrem testified on March 9th. 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. Here are some examples from the assessment

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

How would a group of legislators rate on these categories?

Even the model remediation for reading and math is a problem. While it may sound terribly academic and focused, the money will be wasted, because the criteria is 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 all of the 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.

Section 12 pays private, religious childcare and family settings to set up a preschool curriculum that uses the state's school readiness program. Once again, the state's school readiness program is based on the same vague, subjective, socioemotional and controversial Early Childhood Indicators of Progress. In fact, all of SF 3300 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 became highly unpopular in K-12, and it promises to become even more unpopular in preschool.

Finally, SF 3300 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. Mr. Chairman, SF 3300 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.

Thank you for allowing me to testify.

Testimony before the Senate Early Childhood Committee

SF 3623

March 21, 2006

Julie M. Quist

EdWatch Board of Directors

Thank you, Mr. Chairman and committee members, for the opportunity to testify in opposition to SF 3623. EdWatch opposes this bill.

Under SF 3623, the Minnesota Early Learning Foundation would receive another \$2.5 million to implement and control the quality rating system (QRS) that failed last year in the legislature. Under this legislation the foundation will pay childcare programs, including private and religious programs, with taxpayer-funded grants to implement the state-defined *Early Childhood Indicators of Progress*. These Indicators are not primarily cognitive and physical developmentally based.

They are filled with social and emotional outcomes for preschoolers, also called mental health outcomes. 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. SF 3623 would establish the Indicators as the standard for early learning in independent child care. In so doing, parental authority is being undermined, since parents are the ones who are to be teaching personal values and attitudes to their children. The QRS, now called the NorthStar System provides more money at progressively higher rates, the more child care providers comply with the state expectations.

The bill itself also states that programs participating in the QRS must implement the states early learning *Indicators*: “require participating providers to incorporate the state’s early learning standards in their curriculum activities and develop appropriate child assessments aligned with the kindergarten readiness assessment.”

SF 3623 sets up state-funded favoritism toward independent child care providers which comply with the state-defined outcomes for preschoolers. This is a violation of the rights of parents who object to the content and involvement of the state in the care of their children. Those who do not comply will be presented as 2nd class.

We also object to the tax-funded QRS system being overseen and monitored by a private non-governmental organization. Minnesota’s state agencies are set up to administer state-funded programs. This form of governance lessens accountability to Minnesota constituents by taking the program out of the hands of the administration.

Please oppose SF 3623.P

Thank you for allowing me to testify.

Parent Survey

Minnesota School Readiness Initiative

Dear Kindergarten Parent,

Please help us learn about your kindergarten child and your family as part of a school readiness study. Neither you nor your child will be identified in the published study report.

If you choose to answer the questions, summary information only, not individual family information, will be used by the Minnesota Department of Education for this study.

Thank you for your help!

USE A NO. 2 PENCIL ONLY

Family Information

1. Please indicate whether you are:

- Mother Father Other

2. Your highest level of school completed? Mark only one.

- Less than high school
 High school diploma/GED
 Trade school or some college beyond high school
 Associate degree
 Bachelor's degree
 Graduate or professional school degree

3. Your household's total yearly income before taxes? Mark only one.

- \$0 - \$35,000
 \$35,001 to \$55,000
 \$55,001 to \$75,000
 \$75,001 or more

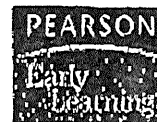
4. Race/ethnicity of your kindergarten child? Mark all that apply.

- Black/African/African American
 American Indian/Alaskan Native
 Asian/Native Hawaiian or other Pacific Islander
 Hispanic or Latino
 White/Caucasian
 Other

5. What language does your family speak most at home? Mark only one.

- English
 Spanish
 Hmong
 Somali
 Vietnamese
 Russian
 Other

Stop here. Thank you. Teacher completes other side.



**Senate Counsel, Research,
and Fiscal Analysis**

G-17 STATE CAPITOL
75 REV. DR. MARTIN LUTHER KING, JR. BLVD.
ST. PAUL, MN 55155-1606
(651) 296-4791
FAX: (651) 296-7747
JO ANNE ZOFF SELLNER
DIRECTOR

Senate

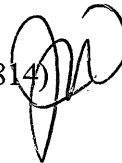
State of Minnesota

S.F. No. 3296 - Minnesota Early Learning Foundation

Author: Senator John C. Hottinger

Prepared by: Joan White, Senate Counsel (651/296-3814)

Date: March 20, 2006



S.F. 3296 modifies the Minnesota Early Learning Foundation (MELF) by requiring MELF to evaluate the effectiveness of the voluntary NorthStar Quality Improvement and Rating System. The NorthStar Quality Improvement and Rating System must:

- (1) provide information to parents on child care and early education program quality and ratings;
- (2) set indicators to identify quality in care and early education settings;
- (3) provide funds for provider improvement grants and quality achievement grants;
- (4) require providers to incorporate the early learning standards in their curriculum and develop appropriate child assessments;
- (5) determine the effectiveness of the NorthStar Quality Improvement and Rating System in improving child outcomes and kindergarten readiness; and
- (6) align current and new state investments to improve child care and early education quality with the NorthStar Quality Improvement and Rating System framework, by providing accountability and informed parent choice.

MELF is required to report back to the legislature by January 15, 2008, on the progress being made on the NorthStar Quality Improvement and Rating System

Section 2 provides a 2.5 million appropriation for purposes of section 1.

JW:mvm

Senators Hottinger, Bonoff, Kierlin, Kelley and Scheid introduced—
S.F. No. 3296: Referred to the Committee on Finance.

A bill for an act

relating to early childhood education; increasing the duties of the Minnesota
Early Learning Foundation; appropriating money; amending Minnesota Statutes
2005 Supplement, section 124D.175.

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

Section 1. Minnesota Statutes 2005 Supplement, section 124D.175, is amended to read:

124D.175 MINNESOTA EARLY LEARNING FOUNDATION PROPOSAL.

(a) The commissioner must implement an early childhood development grant
program for low-income and other challenged families that increases the effectiveness
and expands the capacity of public and nonpublic early childhood development programs,
which may include child care programs, and leads to improved early childhood parent
education and children’s kindergarten readiness. The program must include:

(1) grant awards to existing early childhood development program providers that
also provide parent education programs and to qualified providers proposing to implement
pilot programs for this same purpose;

(2) grant awards to enable low-income families to participate in these programs;

(3) grant awards to improve overall programmatic quality; and

(4) an evaluation of the programmatic and financial efficacy of all these programs,
which may be performed using measures of services, staffing, and management systems
that provide consistent information about system performance, show trends, confirm
successes, and identify potential problems in early childhood development programs.

This grant program must not supplant existing early childhood development programs
or child care funds.

2.1 (b) The commissioner must contract with a private nonprofit, section 501(c)(3)
2.2 organization to implement the requirements of paragraph (a). The private nonprofit
2.3 organization must be governed by a board of directors composed of members from the
2.4 public and nonpublic sectors, where the nonpublic sector members compose a simple
2.5 majority of board members and where the public sector members are state and local
2.6 government officials, kindergarten through grade 12 or postsecondary educators, and early
2.7 childhood providers appointed by the governor. Membership on the board of directors
2.8 by a state agency official are work duties for the official and are not a conflict of interest
2.9 under section 43A.38. The board of directors must appoint an executive director and
2.10 must seek advice from geographically and ethnically diverse parents of young children
2.11 and representatives of early childhood development providers, kindergarten through grade
2.12 12 and postsecondary educators, public libraries, and the business sector. The board
2.13 of directors is subject to the open meeting law under chapter 13D. All other terms and
2.14 conditions under which board members serve and operate must be described in the articles
2.15 and bylaws of the organization. The private nonprofit organization is not a state agency
2.16 and is not subject to laws governing public agencies except the provisions of chapter 13,
2.17 salary limits under section 15A.0815, subdivision 2, and audits by the legislative auditor
2.18 under chapter 3 apply.

2.19 (c) In addition to the duties under paragraph (a), the Minnesota Early Learning
2.20 Foundation shall evaluate the effectiveness of the voluntary NorthStar Quality
2.21 Improvement and Rating System. The NorthStar Quality Improvement and Rating System
2.22 must:

2.23 (1) provide consumer information for parents on child care and early education
2.24 program quality and ratings;

2.25 (2) set indicators to identify quality in care and early education settings, including
2.26 licensed family child care and centers, tribal providers and programs, Head Start and
2.27 school-age programs, and identify quality programs through ratings and ongoing
2.28 monitoring of programs;

2.29 (3) provide funds for provider improvement grants and quality achievement grants;

2.30 (4) require participating providers to incorporate the state's early learning standards
2.31 in their curriculum activities and develop appropriate child assessments aligned with the
2.32 kindergarten readiness assessment;

2.33 (5) provide accountability for the NorthStar Quality Improvement and Rating
2.34 System's effectiveness in improving child outcomes and kindergarten readiness; and

3.1 (6) align current and new state investments to improve quality with the NorthStar
3.2 Quality Improvement and Rating System framework for accountability and informed
3.3 parent choice.

3.4 The Minnesota Early Learning Foundation shall report back to the legislature by
3.5 January 15, 2008, on the progress being made under this paragraph.

3.6 (d) This section expires June 30, 2011. If no state appropriation is made for purposes
3.7 of this section, the commissioner must not implement paragraphs (a) and (b).

3.8 **Sec. 2. APPROPRIATION.**

3.9 \$2,500,000 is appropriated from the general fund to the commissioner of education
3.10 to be transferred to the Minnesota Early Learning Foundation for the purposes of
3.11 Minnesota Statutes, section 124D.175, paragraph (c). Funds will be used over a two-year
3.12 period to implement phase one of the NorthStar Quality Improvement and Rating System
3.13 including start-up costs, participation of 200 providers, parent information, and materials
3.14 and evaluation by the Minnesota Early Learning Foundation in conjunction with the
3.15 University of Minnesota.

1.1 Senator moves to amend S.F. No. 3296 as follows:

Page 2, line 1, strike "contract with" and insert "make a grant to"

1.3 Page 2, line 2, after the period, insert "Notwithstanding any laws to the contrary, the
1.4 private nonprofit organization may contract with the University of Minnesota for purposes
1.5 of implementing paragraph (a), clause (4)."

1.6 Page 3, line 1, after "improve" insert "the" and after "quality" insert "of child care
1.7 and early childhood settings"

1.8 Page 3, line 2, delete "for" and insert ", by providing"