

STATE OF MICHIGAN

**Michigan Race to the Top - Early Learning Challenge
Application for Initial Funding
CFDA Number: 84.412**

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**MICHIGAN APPLICATION FOR INITIAL FUNDING UNDER
RACE TO THE TOP – EARLY LEARNING CHALLENGE**

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V. ELIGIBILITY REQUIREMENTS

The State must meet the following requirements to be eligible to compete for funding under this program:

(a) The Lead Agency must have executed with each Participating State Agency a Memorandum of Understanding (MOU) or other binding agreement that the State must attach to its application, describing the Participating State Agency’s level of participation in the grant. (See section XIII.) At a minimum, the MOU or other binding agreement must include an assurance that the Participating State Agency agrees to use, to the extent applicable--

- (1) A set of statewide Early Learning and Development Standards;
- (2) A set of statewide Program Standards;
- (3) A statewide Tiered Quality Rating and Improvement System; and
- (4) A statewide Workforce Knowledge and Competency Framework and progression of credentials.

List of Participating State Agencies:

The applicant should list below all Participating State Agencies that administer public funds related to early learning and development, including at a minimum: the agencies that administer or supervise the administration of CCDF, the section 619 of part B of IDEA and part C of IDEA programs, State-funded preschool, home visiting, Title I of ESEA, the Head Start State Collaboration Grant, and the Title V Maternal and Child Care Block Grant, as well as the State Advisory Council on Early Childhood Education and Care, the State’s Child Care Licensing Agency, and the State Education Agency.

For each Participating State Agency, the applicant should provide a cross-reference to the place within the application where the MOU or other binding agreement can be found. Insert additional rows if necessary. The Departments will determine eligibility.

Participating State Agency Name (* for Lead Agency)	MOU Location in Application	Funds/Program(s) administered by the Participating State Agency
* Michigan Department of Education	Appendix XVI, p. 491 - see p. 495	State Education Agency; Title I of ESEA; CCDF; section 619 of part B of IDEA and part C of IDEA programs; State-funded preschool; Head Start State Collaboration Grant
Michigan Department of Community Health	Appendix XVI, p. 491 – see p. 497	Title V Maternal and Child Care Block Grant; Maternal, Infant Early Childhood Home Visitation Program
Michigan Department of Human Services	Appendix XVI, p. 491 – see p. 496	Child Care Licensing Agency
Early Childhood Investment Corporation	Appendix XVI, p. 491 – see p. 498	State Advisory Council on Early Childhood Education and Care

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(b) The State must have an operational State Advisory Council on Early Care and Education that meets the requirements described in section 642B(b) of the Head Start Act (42 U.S.C. 9837b).

The State certifies that it has an operational State Advisory Council that meets the above requirement. The Departments will determine eligibility.

Yes

No

(c) The State must have submitted in FY 2010 an updated MIECHV State plan and FY 2011 Application for formula funding under the Maternal, Infant, and Early Childhood Home Visiting program (see section 511 of Title V of the Social Security Act, as added by section 2951 of the Affordable Care Act of 2010 (P.L. 111-148)).

The State certifies that it submitted in FY 2010 an updated MIECHV State plan and FY 2011 Application for formula funding, consistent with the above requirement. The Departments will determine eligibility.

Yes

No

VI. SELECTION CRITERIA

Selection criteria are the focal point of the application and peer review. A panel of peer reviewers will evaluate the applications based on the extent to which the selection criteria are addressed.

Core Areas -- Sections (A) and (B)

States must address in their application all of the selection criteria in the Core Areas.

A. Successful State Systems

(A)(1) Demonstrating past commitment to early learning and development. (20 points)

The extent to which the State has demonstrated past commitment to and investment in high-quality, accessible Early Learning and Development Programs and services for Children with High Needs, as evidenced by the State's—

(a) Financial investment, from January 2007 to the present, in Early Learning and Development Programs, including the amount of these investments in relation to the size of the State's population of Children with High Needs during this time period;

(b) Increasing, from January 2007 to the present, the number of Children with High Needs participating in Early Learning and Development Programs;

(c) Existing early learning and development legislation, policies, or practices; and

(d) Current status in key areas that form the building blocks for a high-quality early learning and development system, including Early Learning and Development Standards, Comprehensive Assessment Systems, health promotion practices, family engagement strategies, the development of Early Childhood Educators, Kindergarten Entry Assessments, and effective data practices.

In the text box below, the State shall write its full response to this selection criterion. The State shall include the evidence listed below and describe in its narrative how each piece of evidence demonstrates the State's success in meeting the criterion; the State may also include any additional information it believes will be helpful to peer reviewers. If the State has included relevant attachments in the Appendix, these should be described in the narrative below and clearly cross-referenced to allow the reviewers to locate them easily.

Evidence for (A)(1):

- The completed background data tables providing the State's baseline data for--
 - The number and percentage of children from Low-Income families in the State, by age (see Table (A)(1)-1);
 - The number and percentage of Children with High Needs from special populations in the State (see Table (A)(1)-2); and
 - The number of Children with High Needs in the State who are enrolled in Early Learning and Development Programs, by age (see Table (A)(1)-3).

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- Data currently available, if any, on the status of children at kindergarten entry (across Essential Domains of School Readiness, if available), including data on the readiness gap between Children with High Needs and their peers.
- Data currently available, if any, on program quality across different types of Early Learning and Development Programs.
- The completed table that shows the number of Children with High Needs participating in each type of Early Learning and Development Program for each of the past 5 years (2007-2011) (see Table (A)(1)-4).
- The completed table that shows the number of Children with High Needs participating in each type of Early Learning and Development Program for each of the past 5 years (2007-2011) (see Table (A)(1)-5).
- The completed table that describes the current status of the State's Early Learning and Development Standards for each of the Essential Domains of School Readiness, by age group of infants, toddlers, and preschoolers (see Table (A)(1)-6).
- The completed table that describes the elements of a Comprehensive Assessment System currently required within the State by different types of Early Learning and Development Programs or systems (see Table (A)(1)-7).
- The completed table that describes the elements of high-quality health promotion practices currently required within the State by different types of Early Learning and Development Programs or systems (see Table (A)(1)-8).
- The completed table that describes the elements of a high-quality family engagement strategy currently required within the State by different types of Early Learning and Development Programs or systems (see Table (A)(1)-9).
- The completed table that describes all early learning and development workforce credentials currently available in the State, including whether credentials are aligned with a State Workforce Knowledge and Competency Framework and the number and percentage of Early Childhood Educators who have each type of credential (see Table (A)(1)-10).
- The completed table that describes the current status of postsecondary institutions and other professional development providers in the State that issue credentials or degrees to Early Childhood Educators (see Table (A)(1)-11).
- The completed table that describes the current status of the State's Kindergarten Entry Assessment (see Table (A)(1)-12).
- The completed table that describes all early learning and development data systems currently used in the State (see Table (A)(1)-13).

A(1). Demonstrating Past Commitment to Early Learning and Development.

Michigan has a long history of investment in high-quality early learning and development programs and services for children with high needs, even during the state's decade-long struggle with economic restructuring and an ongoing structural budget deficit. State and community leaders have been creative in moving forward a progressive early childhood agenda despite scarce financial resources, with the goal of building a comprehensive system for children that begins prenatally and continues through the transition to the K-12 public school system. Michigan has implemented, or is poised to implement, all of the elements of a high-quality early childhood system. In Michigan, this system is known as Great Start.

The leadership for more than the past decade of early childhood systems reform has been diverse, including visionaries from the public, private, and local community-based sectors. In addition to bipartisan support in Legislature, steady and incremental progress has been made in both Republican and Democratic administrations, and Michigan has benefited from extraordinary private sector involvement, including business and philanthropic leaders.

Michigan's steady progress toward reform began in 2004 when a public/private partnership was formed -the Ready to Succeed Initiative- to help raise public awareness about the importance of the first five years of life. In 2005, Governor Granholm, a Democrat, launched Great Start, the development and implementation of which was to be led by the Early Childhood Investment Corporation (ECIC) a public, non-profit corporation charged to restructure Michigan's investment in children prior to school entry through state and community reform and investment. In 2011, the momentum accelerated when Republican Governor Snyder prioritized early childhood systems reform as part of his administration's "prenatal to age 20" (P-20) educational system. As a first step, Governor Snyder established the Office of Great Start within the Michigan Department of Education (MDE-OGS). MDE-OGS brings together into one office the state's early learning and development programs for children with high needs including: the Child Care and Development Fund (CCDF), the state pre-kindergarten program – the Great Start Readiness Program (GSRP), part C and part B of 619 of IDEA (Individuals with Disabilities Education Act), and the Head Start Collaboration Office. The charge to MDE-OGS is to align the state's early learning and development investments to achieve a single set of shared outcomes:

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- Children born healthy.
- Children healthy, thriving and developmentally on track from birth to third grade.
- Children developmentally ready to succeed in school at the time of school entry.
- Children prepared to succeed in fourth grade and beyond by reading proficiently at the end of third grade.

Michigan's early childhood leaders, across all sectors, are committed to the creation of an early learning and development system that meets the broad range of needs of young children, including the promotion of physical and behavioral health and development, and access to high-quality early learning and development programs. Early childhood leaders have seized opportunities for innovation and have been creative in taking advantage of state, federal and private sector opportunities to move early childhood system forward. Most importantly, after a decade of intentional effort, leaders in early childhood, the current Administration and Legislature, and Michigan communities share the vision that a comprehensive early learning and development system is the foundation of our future workforce and well-being as a state.

A(1)(a). Financial Investment.

Over the last decade, contractions in the automobile and related manufacturing industries have resulted in high unemployment rates and placed enormous stress on Michigan's budget and its citizens. Adjusted for inflation, state revenues fell 40 percent between fiscal years 2000 and 2010. During that same time period, state appropriations were cut 14 percent in actual dollars, and by more than one-quarter when adjusted for inflation.¹ Once a relatively high income and prosperous state, Michigan was ranked 37th in the nation in per capita income in 2009, a drop from 19th less than a decade ago.²

Michigan's economic challenges placed enormous pressures on families and communities, resulting in a rapid increase in the need for state services at the same time that resources to meet those needs dropped precipitously. Child poverty rose 64 percent between 2000 and 2009 in Michigan, and young children suffer the highest poverty rates, with more than half of all African-American and Hispanic/Latino children under the age of five living in

¹ M. Bean, *A Problem 10 Years in the Making*, House Fiscal Agency, Prepared for Rep. Steven Lindberg, Budget Town Hall (May 20, 2011).
² *Personal Income Per Capita in Current and Constant (2005) Dollars by State: 2000 to 2009*. Income, Expenditures, Poverty, and Wealth; U.S. Census Bureau, Statistical Abstract of the United States (2011).

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poverty. In June of 2011, nearly 1.1 million children in Michigan received some form of public assistance, and over 380,000 of those children were under the age of six.³ At least half of all young children ages 0 to 5 in Michigan live in families with incomes of 200 percent of the federal poverty line or less, including over 57 percent of infants under the age of one.⁴

In addition to the high number of children living in low-income families, Michigan has a number of special populations that need access to high early learning and development programs. As listed in Table A(1)-2, approximately 63,400 young children have identified disabilities or developmental delays (8.8 percent of all children in the state); 51,000 (2.1 percent) are English language learners; and 6,000 children ages 0 to 5 (1 of every 100) are in out of home care because of child abuse or neglect. Michigan also has over 2,800 young children living on Indian lands, representing 52 percent of all Native American children under the age of 6 in the state.

In the face of these difficult challenges, Michigan leaders have maintained a strong commitment to strategic investments in early learning and development programs and the infrastructure needed to link them to create an effective early learning and development system that improves access, early learning and ultimately outcomes for children with high needs and children with special needs as defined by this application. Included in those investments are the following program components:

(1) *Head Start and Early Head Start*: Michigan's federal Head Start allotment was \$242.5 million in 2010. In 2011, Michigan chose to use approximately \$616,000 in federal Maternal, Infant and Early Childhood Home Visiting program funds to expand Early Head Start in three Michigan counties.

(2) *State funded preschool program*: Funding for GSRP rose from \$90.85 million in 2007 to \$97.975 million in 2011, an increase of 7.8 percent. During that same time period, funded enrollments increased from 27,530 to 28,904. The fiscal year 2012 budget included an increase of \$6.0 million for the GSRP—the only significant budget increase in the education budget, and in the face of cuts in per pupil K-12 allotments.

³ Distribution of Children by Age Reports, Green Book Report of Key Program Statistics, Michigan Department of Human Services (June 2011). Public assistance includes income assistance, food assistance, child care subsidies, Medicaid or disability assistance.

⁴ Based on the number of children enrolled in Medicaid or MICHild in Michigan, with income limits of 200 percent of poverty. This is a very conservative estimate of high needs children based on income because not all eligible children are enrolled.

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(3) Special education services for children ages three through kindergarten entry:

Between 2007 and 2010, state contributions to special education and related services for children with disabilities (ages three through kindergarten entry) remained relatively stable, peaking at \$19.4 million in 2009.

(4) Child Care and Development Fund (CCDF): Total state contributions to CCDF-funded services fell from \$167.4 million in 2007 to \$52 million in 2011. In each of those five years, Michigan met state match and maintenance of efforts requirements. The drop in state funding was largely driven by a decline in the average monthly number of children served from 106,062 to 53,827. These changes are in large part to the rise in the state's unemployment rate because unemployed workers are no longer eligible for child care subsidies. State funding for child care quality improvements has remained relatively stable. In fiscal year 2010, Michigan spent an estimated \$28.0 million on child care quality improvements, or nearly 16 percent of total CCDF funds. A total of \$12.7 million is allocated this for quality improvement, down \$1.9 million from the prior fiscal year; the remainder of quality funding is spent on child care licensing and other services administered by the MDE-OGS. The ECIC manages the CCDF quality improvement investments on behalf of MDE-OGS.

(5) Other early learning and development program investments: Michigan has made a number of other investments in early learning and development for children with high needs. Each year, \$5.0 million is provided by MDE-OGS to Intermediate School Districts (ISDs) for the Great Parents/Great Start program, an education and involvement program for parents of children from birth to school entry. In addition, an average of \$3.6 million has been provided to eligible local education agencies for At-Risk Early Childhood Services (Section 31a of the State School Aid Act) for a range of instructional and support services for at-risk children, including early childhood programs. Since 2007, funds have also been available through the School Aid budget to support 54 local Great Start Collaboratives (GSCs) and 70 Great Start Parent Coalitions (GSPCs); the current appropriation is \$5.9 million annually. GSCs (Michigan's early learning councils) and GSPCs serve all Michigan counties, bringing together community leaders from education, business, clergy, law enforcement, non-profits, and parents to create and implement plans to achieve the state's early learning and development outcomes. GSPCs work to ensure that the perspectives of parents, as customers of the early childhood system, are

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included in local decision making processes. A unique partnership between the MDE and the ECIC enables the ECIC to provide technical assistance and performance management to the GSCs and GSPCs, while MDE provides the performance-based funding.

In 2010, the ECIC used \$8.0 million in CCDF ARRA (American Reinvestment and Recovery Act) funds to prepare for implementation of the state's tiered quality rating and improvement system – *Great Start to Quality*. A cadre of quality improvement specialists, highly trained in meeting the needs of infants and toddlers, was put into place across the state and began working with early learning and development programs. A significant investment was made in replacement cribs for licensed early learning and development programs to meet the new Consumer Product Safety Commission Standards. Access to technology was expanded to assure that parents and early childhood educators could access the *Great Start to Quality* on-line platform and Great Start CONNECT. Over 52,000 families accessed Great Start CONNECT to search for early learning and development programs in 2010 a 57 percent increase from the previous year.

The Michigan Department of Community Health (MDCH) is the lead agency for the Maternal, Infant and Early Childhood Home Visiting (MIECHV) program authorized under the Affordable Care Act. Michigan's home visitation work is currently focused in the ten counties in the state with the highest needs. Michigan was recently awarded a 2011 formula grant for MIECHV services of \$3.0 million, as well as a \$5.4 million competitive grant. Combined with the 2010 formula grant, the MIECHV has contributed \$10.5 million toward a comprehensive system of coordinated home visiting services in Michigan.

A(1)(b). Children with high needs in early learning and development programs.

With the exception of the decline in child care subsidy caseloads due to the rise in the state's unemployment, Michigan has continued to serve a relatively high number of eligible children with high needs.⁵

(1) *GSRP*: Between 2007 and 2011 the number of children served through the GSRP, Michigan's preschool program, increased by approximately 5 percent. In 2011, 26,294 children were served by the GSRP, or more than one in five (21 percent) of all Michigan four-year-olds.⁶

(2) *Head Start and Early Head Start*: Approximately 38,800 Michigan children are served by Early Head Start or Head Start in Michigan, including 37,345 preschoolers served by Head Start, and 4,599 infants and toddlers served by Early Head Start.

(3) *Programs and services through IDEA Part C and Part B, sec. 619*: The number of children served by *Early On*® (part C of IDEA) increased by 10.6 percent over the four year period beginning in 2007, increasing from 9,388 to 10,384. The number of children served by IDEA Part B (619) remained relatively flat between 2007 and 2010, averaging slightly over 24,000.⁷ Of the total number of young children involved in IDEA Part C and Part B, section 619 programs, 69 percent are between the ages of 3 and kindergarten entry, while the remainder are toddlers ages 1 through 2 (27 percent), or infants under the age of 1 (4 percent).

(4) *Services through Title I of ESEA*: Between 2008 and 2010, Michigan served an average of 10,577 children through Title I of ESEA.⁸

(5) *Other early learning and development programs*: In 2011, Michigan served 6,476 young children and their parents through the Great Parents/Great Start program, an increase of 32.7 percent since 2005. In addition, the state served an average of 495 children annually through the Even Start program, and 3,622 with School Aid At-Risk Early Childhood Services funds.

⁵ Because some children participate in multiple early learning and development programs and an unduplicated count is not available at this time, a grand total is not provided.

⁶ Based on the 2010 American Community Survey, U.S. Census Bureau.

⁷ Data for 2011 will be available in December of 2011.

⁸ Data for 2007 are not available, and data for 2011 will be available in February of 2012.

A(1)(c). Existing early learning and development legislation, policies or practices.

Over the last decade, early childhood leaders from all sectors have been persistent in promoting public policies and practices in support of the intentional reform of Michigan's early learning and development system to improve school readiness outcomes for young children with high needs. While resources have been limited, the following major components of reform are now in place:

(1) *Effective state-level governance and cross-sector coordination.* Michigan has established effective state-level governance for its early childhood systems reform work. The ECIC now functions as a bridge between the public and the private sectors, building dynamic partnerships to ensure accountability and advance innovation on behalf of young children with high needs. MDE-OGS coordinates and aligns the state's early learning and development investments for children with high needs. ECIC connects the work of Great Start at the state level to the network of GSCs and GSPCs, with the intent of balancing both local and state perspectives in decision making, accountability, and policy. ECIC has strong partnerships with the private sector (business and philanthropy) at both the state and local levels.

(2) *High-quality state-funded preschool programs.* Since 1985, Michigan has provided high-quality early learning services for 4-year-olds at risk of school failure through the GSRP, which is authorized through the Michigan State School Aid Act. GSRP funds may be used for classroom programs (part-day or school-day), home-based programs, and parent education. Michigan was an early leader in establishing a high-quality, rigorously-evaluated, state-funded preschool program, as well as in requiring adherence to early learning and development standards in its state-funded programs. Michigan has invested in a long-standing, longitudinal evaluation of the GSRP, conducted by the HighScope Educational Research Foundation, and has evidence of positive outcomes in educational achievement, reduced grade retention, high school graduation and adult earnings, among other indicators.

(3) *Improvements in child care quality across all settings.* Michigan has adopted new policies and practices to improve the quality of subsidized child care. The state's CCDF subsidy program was until very recently housed in the Department of Human Services (DHS), and developed as a work support program. Since 2005, the ECIC has managed CCDF quality funds, and has worked to improve the quality of child care on a number of fronts, culminating in the

transfer of responsibility for the CCDF program to the MDE-OGS. This transfer allows the state to integrate CCDF-funded programs with other early learning and development programs, implement common standards of quality, and more effectively use child care subsidies to ensure participation of children with high needs in high-quality early learning and development programs.

ECIC has led the transformation of Michigan's child care quality investments implementing *Great Start to Quality* – the state's tiered quality rating and improvement system. *Great Start to Quality* began with subsidized family, friend and neighbor (FFN) providers in 2009. Legislatively mandated training requirements were put into place for the first time for subsidized FFN providers. Subsidized FFN providers serve 50 percent of the state's children receiving child care subsidies. Their inclusion in *Great Start to Quality* has meant that 20,000 additional subsidized FFN providers are certified in First Aid and CPR, dramatically increasing the safety of care provided in these homes. *Great Start to Quality* is in its first year of implementation with licensed early learning and development programs. Participation in *Great Start to Quality* is required at the foundational level for all licensed programs and subsidized FFN providers.

(4) *Broad eligibility for services for young children with disabilities.* Michigan has been a leader in special education, with a “birth mandate” that authorizes special instructional and related services to eligible individuals from birth through age 26. Early Childhood Special Education (ECSE) services for children from birth through age five are provided through ISDs and local education agencies, and must be in the least restrictive or natural environment depending on the age of the child. Consequently, nearly half (46 percent) of known young children with disabilities who have current Individualized Education Plans (IEPs), and are served through ECSE, receive services primarily in center-based programs, including GSRP or Head Start.⁹ In 2010, of all students with IEPs in Michigan, 27,669 (12.2 percent) were under the age of 6. Between 1992 and 2010, the number of young children receiving ECSE services for developmental delays increased from 2,559 to 7,184.¹⁰

⁹*Educational Environment: Students with IEPs Ages 3 – 5 in 2010*, Annual Special Education Child Count, Michigan Department of Education.

¹⁰*Students with IEPs by Age Groups in 2010*, Annual Special Education Child Count, Michigan Department of Education.

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Michigan also receives approximately \$12.0 million in federal funds to operate *Early On*. Approximately 80 percent of *Early On* funds are administered by ISDs, with the remainder used for “child find” or referral activities, public awareness and other statewide activities. Children are eligible for *Early On* either because of an identified developmental delay (of at least 20 percent), or because of certain specified diagnoses.

(5) *Strong mechanisms for community and parent engagement.* A major leap forward was made in Michigan’s ability to engage communities and parents with the establishment of the ECIC and its state-wide network of Great Start Collaboratives (GSCs) and Great Start Parent Coalitions (GSPCs). These local entities have over 20,000 community leaders involved in their work, the majority of which are parents of young children. GSCs have had significant success in coordinating and improving services to children with high needs, and have leveraged approximately \$10.0 million in investments from local businesses and foundations.

(6) *A focus on serving young children with the highest needs.* Michigan continues to enact reforms to assure that scarce state resources are focused on children with the highest needs. In 2009, the State Board of Education adopted new GSRP eligibility and prioritization guidelines that streamlined the enrollment process and prioritized the children with highest needs. As a result of this change, it is now estimated that 90 percent of children in the GSRP are at or below 300 percent of poverty. The MDCH and state partners also used a broad array of community level data to ensure that the highest need families and young children benefit from the Maternal, Infant and Early Childhood Home Visiting (MIECHV) program, which in Michigan is focused specifically on reducing infant mortality, especially in African American communities.

A(1)(d). Current status in key areas that form the building blocks for a high-quality early learning and development system.

(1) *Early learning and development standards.* Michigan is a national leader in adopting early learning and development expectations for preschool age children, and in connecting those expectations to the program standards needed to ensure all children succeed. Michigan’s standards for infants, toddlers and preschoolers incorporate all of the essential domains of school readiness outlined in this application, including literacy; cognitive development; learning approaches; and physical, social and emotional development.

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Michigan's early learning and development standards are horizontally aligned, providing comprehensive expectations for children's learning and development and program characteristics conducive to learning and development. In addition, the early learning expectations for three- and four-year-old children are vertically aligned with grade-level content expectations, providing the basis for curriculum alignment and effective transition efforts.

(2) *Comprehensive assessment systems.* Michigan has developed comprehensive assessment systems for publically-funded early learning programs, including the GSRP, Head Start and Early Head Start. The assessment tools are based on Michigan's early learning and development standards. In *Great Start to Quality* licensed providers choose to implement comprehensive assessments, including screening measures, formative assessments, measures of environmental quality, and measures of the quality of adult/child interaction in order to progress up the quality levels.

(3) *Health promotion practices.* Michigan's work to promote the health of young children has included licensing rules related to health and safety measures, health promotion and developmental screenings in licensed settings, *Great Start to Quality* standards, the expansion of developmental screenings in physicians' offices, and the piloting of pediatric medical home models by GSCs. GSRP and Head Start programs are required to meet health and safety requirements as defined in this application, as well as provide developmental screenings and health promotion activities. Head Start programs also include a health literacy component.

Under current licensing rules, health and safety requirements include training for early childhood educators on CPR, First Aid, blood-borne pathogens and infectious diseases, safe sleep, and shaken baby syndrome. Health promotion requirements can also be found in the child care licensing rules, which are currently being revised to include additional physical activity and other measures related to childhood obesity. Child care center licensing rules require early learning and development programs to share with parents the centers' health care plans, including information about health care resources in the community. In *Great Start to Quality*, all licensed programs are required to meet additional health and safety, developmental screening, and health promotion requirements to progress up the quality levels. The inclusion of health literacy in *Great Start to Quality* is currently being explored.

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Michigan continues to connect Medicaid Early Periodic Screening Diagnosis and Testing (EPSDT) developmental screenings to its school readiness strategy, with a focus on appropriate referrals to *Early On* and other early intervention and developmental services. Under state licensing requirements, GSRP providers are required to obtain physical health appraisals of enrolled children, by a physician, within 30 days of initial attendance. For infants and toddlers, as well as children not in state-funded early learning and development programs and settings, the state is working to expand developmental assessments in physician's offices through the Promoting Child Development Training II project, a partnership between the MDCH, ECIC, the American Academy of Pediatrics – Michigan Chapter, the Michigan Academy of Family Physicians, and *Early On*.

(4) *Family engagement strategies*. Michigan has a strong commitment to family engagement, as reflected in program policies and community practice. Head Start grantees are required to have Policy Councils and Policy Committees with at least 51 percent of the members being parents of currently enrolled children. In addition, Head Start Parent Committees must be comprised exclusively of the parents of enrolled children. GSRP grantees are required to provide for the active participation of parents as decision-makers, as well as related parent training. In addition, center-based GSRP providers must conduct at least 4 family contacts, including home visits.

For families of children with disabilities, *Early On* engages parents in a number of ways, including: “child find” activities; parental involvement in the assessment and evaluation process, including the Individual Family Services Plan (IFSP); and services such as family training, counseling and service coordination. In addition, the Michigan Interagency Coordinating Council (MICC) for *Early On* and related local councils include a requirement of a minimum of 20 percent parent participation.

In 2005, Michigan created a statewide infrastructure for parent engagement through the Great Start Parent Coalitions (GSPCs). There are currently 18,000 active and engaged parent volunteers who are linked with GSPCs. These parent leaders build public support for early childhood investments, cultivate strong and authentic parent representation in local Great Start Collaboratives (GSCs) decision-making, and reach out to parents to involve them in GSPC activities and help them identify and access the services their children need.

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Another critical statewide effort to expand parent engagement is *Great Start to Quality*, which requires programs, who wish to progress in quality, to provide parenting education opportunities, establish systematic communications with parents, and offer opportunities for parents to participate in program governance.

Since 2007, several state agencies have collaboratively funded the *Parent Leadership in State Government Initiative*, which provides leadership training for parents. To-date, over 300 parents from across the state have participated in the training, and 88 percent report that they became involved in some form of leadership activity post-training.

(5) *Development of early childhood educators*. Michigan currently addresses the development of early childhood educators in the following ways:

(a) *Workforce Knowledge and Competency Framework*: Michigan bases its framework on *Core Knowledge and Core Competencies (CKCC)* for early childhood educators, which were adopted by state leaders in 2005, as well as the state's early learning and development standards for both infants/toddlers and preschoolers. The CKCC includes eight core knowledge domains and related competencies that are critical to high-quality, developmentally appropriate education and care for young children.

(b) *Great Start Regional Resource Centers (RRCs)*: RRCs implement *Great Start to Quality*, Michigan's tiered quality rating improvement system. *Great Start to Quality* workforce development standards align with the CKCC. RRCs use the CKCC as the foundation for professional development offerings. RRCs strengthen the early learning and development workforce by providing professional development activities and resources for both licensed and subsidized FFN providers participating in *Great Start to Quality*, and by maintaining the Great Start CONNECT database that includes an early childhood educator professional development registry.

(c) *T.E.A.C.H Early Childhood® T.E.A.C.H Michigan*: In coordination with RRCs, the T.E.A.C.H program offers tuition scholarships and financial supports for licensed early learning and development programs.

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(d) Two and Four-Year Programs of Higher Education: Since 2004, the Institutions of Higher Education Advisory Committee has convened to promote articulation agreements between two- and four-year institutions, and approved four-year degree programs that meet the quality expectations of the GSRP and Head Start. Seven university degree programs have been approved.

(6) *Kindergarten entry assessments.* In 2010, the Michigan Association of Intermediate School Administrators (MAISA) – Early Childhood Committee, the ECIC and the MDE joined forces to prepare a plan for implementation of a statewide common kindergarten entry assessment. The assessment will include all of the essential domains of school readiness specified in this application.

(7) *Effective data practices.* With support from the U.S. Department of Education grants for building statewide longitudinal data systems, Michigan has expanded the student unique identification code (UIC) into our early learning and development programs for GSRP, *Early On*, and section 619 of part B of IDEA. This UIC is now used to follow these children from their first early learning and development program experience through post-secondary education. Efforts are underway with Head Start to extend the UIC into those programs that are not based within a local education agency. The Michigan Statewide Longitudinal Data System (MSLDS) now includes GSRP and early childhood special education data, as well as K-12 assessment data and as Michigan moves into the second phase of the MSLDS project, *Early On* data will be incorporated. After that point, the state will have the ability to begin looking more critically at early learning and development programs and how well we are preparing children for third grade reading assessments.

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With over 50 percent of the state’s children falling into the category of high needs, the potential to fundamentally alter the lives of a generation of children is at hand, were this grant to come to Michigan. Michigan citizens, the private sector, the state’s foundations, and the state’s Republican and Democratic leaders have intentionally put the foundational infrastructure in place that is allowing Michigan to put forward this ambitious yet achievable grant during one of the darkest and most difficult economic times any state has ever faced. No other state has done more to build a comprehensive early childhood system with more limited resources, nor achieved so much in so little time. Michigan and its leaders are ready, willing and able to deliver on this unprecedented opportunity.

Table (A)(1)-1: Children from Low-Income families, by age		
	Number of children from Low-Income families in the State	Children from Low-Income families as a percentage of all children in the State
Infants under age 1	70,899	57.2%
Toddlers ages 1 through 2	123,353	50.1%
Preschoolers ages 3 to kindergarten entry	178,547	47.9%
Total number of children, birth to kindergarten entry, from low-income families	372,799	50.2%
Total number of children birth to kindergarten entry, Michigan	742,424 ¹	Not Applicable

Children enrolled for Medicaid or MICHild health coverage (up to 200% of poverty).
Source: Michigan Department of Human Services, Assistance Payments Statistics, Table 70, December 2009 (Medicaid) and MAXIMUS for annual average from MICHild Monthly Executive Summaries
¹Kids Count Data Center: Michigan Demographics, Children 0-5 for 2009

Table (A)(1)-2: Special populations of Children with High Needs		
<i>The State should use these data to guide its thinking about where specific activities may be required to address special populations’ unique needs. The State will describe such activities throughout its application.</i>		
Special populations: Children who ...	Number of children (from birth to kindergarten entry) in the State who...	Percentage of children (from birth to kindergarten entry) in the State who...
Have disabilities or developmental delays²	63,366	8.8%
Are English learners³	51,029	2.1% (of all children that age)

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Table (A)(1)-2: Special populations of Children with High Needs		
<i>The State should use these data to guide its thinking about where specific activities may be required to address special populations' unique needs. The State will describe such activities throughout its application.</i>		
Special populations: Children who ...	Number of children (from birth to kindergarten entry) in the State who...	Percentage of children (from birth to kindergarten entry) in the State who...
Reside on "Indian Lands" ⁴	2,814 children under age 6	0.4% (51.9% of Native Amer. under age 6)
Are migrant ⁵	2,413	0.3%
Are homeless ⁶	7,602 children under age 5	1.2%
Are in foster care ⁷	6,027 ages 0-5	0.8%
Other as identified by the State Describe: Children at 100% of Poverty or below, 0-5 years old, Rural (Outside metros, not adjacent to a metro)	12,000 ⁸	1.6%
Other as identified by the State Describe: Children at 100% of Poverty or below, 0-5 years old, In large metropolitan areas (pop. 1 million +)	62,000 ⁸	8.4%
<p><i>Sources:</i></p> <p>²Michigan Department of Education – children ages 0-5 in Special Education 2010.</p> <p>³Ibid. Includes <u>only</u> Hispanic children ages 4 mos – 5 yrs where only Spanish spoken in the home.</p> <p>⁴U.S. Census Bureau, 2010 Census Summary File 1.</p> <p>⁵Migrant: 2010-2011 Certificates of Eligibility, Michigan Department of Education</p> <p>⁶Michigan's Statewide Annual Homeless Report for CY 2010 (un-duplicated annualized count) Michigan Department of Human Services 2010 data.</p> <p>⁷Michigan Department of Human Services 2010 data.</p> <p>⁸Population Reference Bureau, analysis of data from U.S. Census Bureau, 2005-2009 American Community Survey, Summary Table B17001, accessed online at http://factfinder.census.gov/, on Sept. 23, 2011.</p>		

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Table (A)(1)-3: Participation of Children with High Needs in different types of Early Learning and Development Programs, by age				
<i>Note: A grand total is not included in this table since some children participate in multiple Early Learning and Development programs.</i>				
Type of Early Learning and Development Program	Number of Children with High Needs participating in each type of Early Learning and Development Program, by age			
	Infants under age 1	Toddlers ages 1 through 2	Preschoolers ages 3 until kindergarten entry	Total
State-funded preschool Specify: Great Start Readiness Program(GSRP) Data Source and Year: GSRP History of Funding 2010-11 program year	0	0	28,904	28,904
Early Head Start and Head Start Data Source and Year: Program Information Report (PIR)Cumulative Enrollment for 2009-2010 reporting year	1,445	3,154	37,345	41,944 Cumulative enrollment not funded
Programs and services funded by IDEA Part C and Part B, section 619 Data Source and Year: www.MICIS.org , Michigan December 1 count, 2010	Part C: 1,468	Part C: 8,916	Part B, 619: 23, 352	33,736
Programs funded under Title I of ESEA Data Source and Year: Consolidated State Performance Report: Parts I and II for School Year 2009-10	575 Count is for 0-2 age range	Reported in first column	10,757	11,332
Title I Part B, Subpart 3 (Even Start) – Center Based services Data Source and Year: Final Data Report submitted in MEGS for the 2010-2011 program year, in preparation for submission in the Consolidated State Performance Report, Part II submitted in EDEN	262 Count is for 0-2 age range	Reported in first column	153	415
Programs receiving funds from the State’s CCDF program Data Source and Year: Michigan Department of Human Services Data Warehouse—FY2010	7,142	26,678	27,964 ⁹	61,784

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Table (A)(1)-3: Participation of Children with High Needs in different types of Early Learning and Development Programs, by age				
<i>Note: A grand total is not included in this table since some children participate in multiple Early Learning and Development programs.</i>				
Type of Early Learning and Development Program	Number of Children with High Needs participating in each type of Early Learning and Development Program, by age			
	Infants under age 1	Toddlers ages 1 through 2	Preschoolers ages 3 until kindergarten entry	Total
⁹ Data includes children through age five due to inability to identify point of Kindergarten entry				

Table (A)(1)-4: Historical data on funding for Early Learning and Development					
Type of investment	Funding for each of the Past 5 Fiscal Years				
	2007	2008	2009	2010	2011
Supplemental State spending on Early Head Start and Head Start	0	0	0	0	\$616,263 ¹⁰
State-funded preschool Specify: Great Start Readiness Program ¹¹	\$90,850,000	\$93,550,000	\$103,250,000	\$95,675,000	\$97,975,000
State contributions to IDEA Part C	\$0	\$0	\$0	\$0	\$0
State contributions for special education and related services for children with disabilities, ages 3 through kindergarten entry¹²	\$18,784,973	\$18,999,632	\$19,398,304	\$18,463,277	Not available
Total State contributions to CCDF¹³	\$167,428,673	\$65,920,201	\$60,704,071	\$56,914,474	\$52,021,369
State match to CCDF¹⁴ Exceeded/Met/Not Met (if exceeded, indicate amount by which match was exceeded)	Match: 43,762,642 MOE: 24,411,364 Additional: \$ 99,290,667 MET	Match: 39,726,051 MOE: 24,411,364 Additional:\$ 1,741,786 MET	Match: 36,655,234 MOE: 24,411,364 Additional:\$ 629,493 MET	Match: 30,674,820 MOE: 24,411,364 Additional:\$ 1,828,290 MET	Match: 27,110,990 MOE: 24,411,364 Additional:\$ 499,015 MET

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Table (A)(1)-4: Historical data on funding for Early Learning and Development					
Type of investment	Funding for each of the Past 5 Fiscal Years				
	2007	2008	2009	2010	2011
TANF spending on Early Learning and Development Programs¹⁵	\$155,608,890	\$226,869,118	\$160,341,767	\$55,592,300 ¹⁵	\$0
Other State contributions Specify: State reimbursements for programs for special education and related services for children with disabilities, ages birth to age three under rule 340.1755	\$4,953,051	\$4,695,701	\$4,954,238	\$5,742,462	Not available
Other State contributions Specify: Great Parents, Great Start ¹⁶ (parenting information and education program birth to kindergarten entry)	\$5,000,000	\$5,000,000	\$5,000,000	\$5,000,000	\$5,000,000
Other State contributions Specify: Section 31a of State School Aid Act::At Risk – Early Childhood Instructional Service ¹⁷	\$4,393,362	\$4,636,521	\$2,024,576	\$3,566,225	\$3,316,128
Other State contributions Specify: Medicaid School Based Services (SBS) ¹⁸	\$9,098,011	\$15,864,617	\$7,545,844	\$17,581,169	Not currently available
Total State contributions:	\$467,972,743	\$274,545,873	\$264,573,124	\$259,857,081	\$271,960,176

Data Sources:

¹⁰Maternal, Infant, and Early Childhood Home Visiting Program (Title V) funding supported Early Head Start expansion in 3 counties of Michigan.

¹¹Great Start Readiness Program – GSRP History of Funding(http://www.michigan.gov/documents/mde/Funding_History_317203_7.pdf)

¹²State Contribution for Special Education Data reporting from required Special Education Administrative Rule 340.1754

¹³Data Source and Year: Michigan Department of Human Services Data Warehouse—FY2010

¹⁴TANF Spending: ACF-696 and the ACF-196 reports

¹⁵Fiscal Year 2010 expenditures show reductions due to an influx of CCDF ARRA funds that were used as a swap for TANF funds. Fiscal Year 2011 \$0 figure is due to inability to provide an accurate estimate of TANF funds toward child care until year end close.

¹⁶The **Great Parents, Great Start** funds are appropriated in section 32j of the State School Aid Act, P.A. 342 of 2006, P.A. 137 of 2007, P.A. 268 of 2008, P.A. 121 of 2009, P.A. 110 of 2010.

¹⁷**Section 31a of the State School Aid Act** provides funding to eligible districts for supplementary instructional and pupil support services for pupils who meet the at-risk criteria specified in the legislation.

¹⁸**The Medicaid SBS** program helps defray some of the rapidly increasing costs to schools for the health care and related services delivered to students with Individualized Education Programs (IEPs)—under Part B of the Individuals with Disabilities Education Act(IDEA)—as well as services for infants, toddlers, and their families in Early On®

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Table (A)(1)-4: Historical data on funding for Early Learning and Development					
Type of investment	Funding for each of the Past 5 Fiscal Years				
	2007	2008	2009	2010	2011
<p>programs—under Part C of IDEA. All 57 of Michigan’s intermediate school districts (ISDs) are enrolled with Medicaid as “providers.” This complements the funding available to support early learning services, and increases the net funding available to support services for Children with High Needs. Estimated figures for 2006-2010 are included in Table (A)(1)-4, for both 0-2 and 3-5 year olds. The amounts dipped in 2009 as a new methodology to calculate reimbursement was put in place, and began rising again in 2010.</p>					

Table (A)(1)-5: Historical data on the participation of Children with High Needs in Early Learning and Development Programs in the State					
<i>Note: A grand total is not included in this table since some children participate in multiple Early Learning and Development programs.</i>					
Type of Early Learning and Development Program	Total number of Children with High Needs participating in each type of Early Learning and Development Program for each of the past 5 years				
	2007	2008	2009	2010	2011
State-funded preschool Specify: Funded Enrollment ¹⁹	27,530	27,514	30,366	28,138	28,904
Early Head Start and Head Start (funded enrollment) ²⁰	34,799	34,768	34,420	36,142	38,417
Programs and services funded by IDEA Part C and Part B, section 619 (annual December 1 count) ²¹	Part C: 9,388 Part B, 619: 24,097	Part C: 10,023 Part B, 619: 24,488	Part C: 10,663 Part B, 619: 24,244	Part C: 10,384 Part B, 619: 23,352	Not available until December 2011
Programs funded under Title I of ESEA (total number of children who receive Source: Title I services annually, as reported in the Consolidated State Performance Report) ²²	Not available	0-2: 102 3-5: 10,499	0-2: 147 3-5: 10,474	0-2: 575 3-5: 10,757	Not available until February 2012.
Programs receiving CCDF funds (average monthly served) Source: Michigan Department of Human Services Data Warehouse ²³	106,062	97,856	83,137	63,643	53,827
Other Describe: Great Parents, Great Start (GPGS) funds collaborative community efforts to develop parent involvement and education programs and is appropriated in section 32j of the State School Aid Act. Source: Transmittals to the legislature, retrieved from Michigan	4,880	5,990	5,556	6,476	Not Available until November 1st

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Table (A)(1)-5: Historical data on the participation of Children with High Needs in Early Learning and Development Programs in the State					
<i>Note: A grand total is not included in this table since some children participate in multiple Early Learning and Development programs.</i>					
Type of Early Learning and Development Program	Total number of Children with High Needs participating in each type of Early Learning and Development Program for each of the past 5 years				
	2007	2008	2009	2010	2011
Department of Education – Office of Great Start archival documents. ²⁴					
Other Describe: Title I, Part B, subpart 3 (Even Start) Source: Consolidated State Performance Report II (CSPR II) as submitted in EDEN, 2006 – 2010 and Michigan Electronic Grants System for 2011 ²⁵	695	478	415	471	415
Other Describe: Section 31a of State School Aid Act: At Risk – Early Childhood Instructional Services Source: State 31a Report as submitted in Michigan Electronic Grants System ²⁶	4,428	7,312	2,148	2,073	2,149
<p>Data Sources:</p> <p>¹⁹Great Start Readiness Program: Funded enrollment used to identify funded half day slots available by fiscal year – <i>GSRP History of Funding</i>(http://www.michigan.gov/documents/mde/Funding_History_317203_7.pdf)</p> <p>²⁰Head Start and Early Head Start: Program Information Report (PIR)Cumulative Enrollment for 2009-2010 reporting year</p> <p>²¹IDEA Part C and B, Section 619: December 1 counts, as reported on www.MICIS.org, Parts C and B</p> <p>²²Programs funded under Title I under ESEA: Title I services annually, as reported in the Consolidated State Performance Report</p> <p>²³Programs receiving CCDF funds: Michigan Department of Human Services Data Warehouse</p> <p>²⁴Great Parents, Great Start (GPGS): Transmittals to the legislature, retrieved from Michigan Department of Education – Office of Great Start archival documents.</p> <p>²⁵Title I, Part B, subpart 3 (Even Start): Consolidated State Performance Report II (CSPR II) as submitted in EDEN, 2006 – 2010 and Michigan Electronic Grants System for 2011</p> <p>²⁶Section 31a of State School Aid Act: At Risk – Early Childhood Instructional Services: State 31a Report as submitted in Michigan Electronic Grants System</p>					

Table (A)(1)-6 : Current status of the State’s Early Learning and Development Standards			
<i>Please place an “X” in the boxes to indicate where the State’s Early Learning and Development Standards address the different age groups by Essential Domain of School Readiness</i>			
Essential Domains of School Readiness	Age Groups		
	Infants	Toddlers	Preschoolers
Language and literacy development	X	X	X
Cognition and general knowledge (including early math and early scientific development)	X	X	X
Approaches toward learning	X	X	X

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Table (A)(1)-6 : Current status of the State’s Early Learning and Development Standards			
<i>Please place an “X” in the boxes to indicate where the State’s Early Learning and Development Standards address the different age groups by Essential Domain of School Readiness</i>			
Essential Domains of School Readiness	Age Groups		
	Infants	Toddlers	Preschoolers
Physical well-being and motor development	X	X	X
Social and emotional development	X	X	X
<p>Michigan’s <i>Early Childhood Standards of Quality for Infant and Toddler Programs (ECSQ-IT)</i> (Appendix I), and <i>Early Childhood Standards of Quality for Prekindergarten (ECSQ-PK)</i> (Appendix II) document include both expectations for children’s learning and development and the standards for programs. The <i>ECSQ-PK</i> are based on a framework of developmental and learning strands, “Early Development and Learning Strands for Infants and Toddlers”. The strands, in parenthesis and corresponding domains are: Well-Being (Physical well-being and motor development; Social and emotional development), Belonging (Social and emotional development; Approaches toward learning), Exploration (Cognition and general knowledge, Motor development, Language and literacy development, Approaches toward learning), Communication (Language and literacy development), and Contribution (Approaches toward learning; Social and emotional development). The <i>ECSQ-PK</i> bridge the gap between developmental domains listed for infants and toddlers and specific curriculum content areas; they include: Approaches to Learning, Intellectual Development, Social and Emotional Development, Language and Early Literacy Development, Creative Development, Physical Development and Health, as well as Early Learning in Mathematics, Science, and the Social Studies, and Early Skills in Using Technology.</p>			

Table (A)(1)-7: Elements of a Comprehensive Assessment System currently required within the State					
<i>Please place an “X” in the boxes to indicate where an element of a Comprehensive Assessment System is currently required.</i>					
Types of programs or systems	Elements of a Comprehensive Assessment System				
	Screening Measures	Formative Assessments	Measures of Environmental Quality	Measures of the Quality of Adult-Child Interactions	Other
State-funded preschool Specify: Great Start Readiness Program	X	X	X	X	N/A
Early Head Start and Head Start	X	X	X	X	Varies by grantee
Programs funded under IDEA Part C	Individualized per child; screening not necessary for preexisting conditions, comprehensive evaluation is conducted	Individualized per child	Not applicable; services in natural environment per statute ²⁷	Not applicable; services in natural environment per statute ²⁸	X

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Table (A)(1)-7: Elements of a Comprehensive Assessment System currently required within the State <i>Please place an "X" in the boxes to indicate where an element of a Comprehensive Assessment System is currently required.</i>						
Types of programs or systems		Elements of a Comprehensive Assessment System				
		Screening Measures	Formative Assessments	Measures of Environmental Quality	Measures of the Quality of Adult-Child Interactions	Other
Programs funded under IDEA Part B, section 619		Requires full and individual evaluation of educational needs, not screening	X	X	Encouraged ²⁹	X
Programs funded under Title I of ESEA		Recommend age appropriate screening to assist literacy and numeracy	Recommend age appropriate screening to assist literacy and numeracy	Not Required	Not Required	N/A
Title I, Part B, subpart 3 (Even Start)³⁰		X	Encouraged ²⁹	Encouraged ²⁹	Encouraged ²⁹	X
Programs receiving CCDF funds³¹		Licensing & Great Start to Quality	Licensing & Great Start to Quality	Licensing & Great Start to Quality	Licensing & Great Start to Quality	N/A
Current Quality Rating and Improvement System requirements <i>Specify by tier (add rows if needed):</i>	<i>Great Start to Quality Level One</i>	X	X	X	X	N/A
	<i>Great Start to Quality Level Two</i>	X	X	X	X	N/A
	<i>Great Start to Quality Level Three</i>	X	X	X	X	N/A
	<i>Great Start to Quality Level Four</i>	X	X	X	X	N/A

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Table (A)(1)-7: Elements of a Comprehensive Assessment System currently required within the State <i>Please place an "X" in the boxes to indicate where an element of a Comprehensive Assessment System is currently required.</i>					
Types of programs or systems	Elements of a Comprehensive Assessment System				
	Screening Measures	Formative Assessments	Measures of Environmental Quality	Measures of the Quality of Adult-Child Interactions	Other
<i>Great Start to Quality Level Five</i>	X	X	X	X	N/A
State licensing requirements	X	Promotes Best Practice ³²	Promotes Best Practice ³²	Promotes Best Practice ³²	N/A
Other: Great Parents Great Start	X	Parent Focused Program ³³	Parent Focused Program ³³	Parent Focused Program ³³	N/A

²⁷IDEA Part C regulations at 34 CFR Part 303: "To the maximum extent appropriate to the needs of the child, early intervention services must be provided in natural environments, including the home and community settings in which children without disabilities participate." (34 CFR 303.12(b))

²⁸Part C of IDEA does not fund programs, but rather provides individualized education and supports for each child. The "Other" is the required comprehensive child assessment that is used to report on the federal Child Outcomes (commonly coded C-3).

²⁹Encouraged: Components of comprehensive assessment system is not a state required practice but best practice is encouraged and may be completed by various programs dependent on local implementation, and child needs.

³⁰Even Start "Other": Required specific language/literacy assessments for 3- and 4-year-old children, as well as use of the Parent Education Profile (PEP) that assesses a parent's behaviors and skills in supporting their child's growth and development.

³¹CCDF funded programs meet licensing and *Great Start to Quality* requirements for assessment but do not include additional requirements.

³²Promotes best practice: Bureau of Children and Adult Care Licensing currently promotes these concepts as best practices for licensed and registered providers to consider supporting child outcomes, but is not a current regulation in rules. Will be integrated into the licensing consultant technical assistance manual to support licensing rule updates in 2012 and promotion of best practice.

³³Parent Focused Program: Great Parents, Great Start allows for local design of services and supports for the population of parents who participate, thus, no specific statewide requirements regarding comprehensive assessments have been promulgated.

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Table (A)(1)-8: Elements of high-quality health promotion practices currently required within the State						
<i>Please place an "X" in the boxes to indicate where the elements of high-quality health promotion practices are currently required.</i>						
Types of Programs or Systems		Elements of high-quality health promotion practices				
		Health and safety requirements	Developmental, behavioral, and sensory screening, referral, and follow-up	Health promotion, including physical activity and healthy eating habits	Health literacy	Other
State-funded preschool <i>Specify: Great Start Readiness Program</i>		X	X	X	Not currently required	N/A
Early Head Start and Head Start		X	X	X	X	N/A
Programs funded under IDEA Part C		Based on needs identified in evaluation for IFSP	X	Individualized services and supports	Individualized services and supports	N/A
Programs funded under IDEA Part B, section 619		Encouraged ³⁴	X	Encouraged ³⁴	Encouraged ³⁴	N/A
Programs funded under Title I of ESEA		Not currently required	Not currently required	Not currently required	Not currently required	N/A
Programs receiving CCDF funds		X	<i>Great Start to Quality Requirement</i>	<i>Great Start to Quality Requirement</i>	<i>Great Start to Quality Requirement</i>	N/A
Current Quality Rating and Improvement System requirements <i>Specify by tier (add rows if needed):</i>	<i>Great Start to Quality Level One</i>	X	X	X	X	N/A
	<i>Great Start to Quality Level Two</i>	X	X	X	X	N/A
	<i>Great Start to Quality Level Three</i>	X	X	X	X	N/A
	<i>Great Start to</i>	X	X	X	X	N/A

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Table (A)(1)-8: Elements of high-quality health promotion practices currently required within the State					
<i>Please place an "X" in the boxes to indicate where the elements of high-quality health promotion practices are currently required.</i>					
Types of Programs or Systems	Elements of high-quality health promotion practices				
	Health and safety requirements	Developmental, behavioral, and sensory screening, referral, and follow-up	Health promotion, including physical activity and healthy eating habits	Health literacy	Other
	Quality Level Four				
Great Start to Quality Level Five	X	X	X	X	N/A
State licensing requirements	X	Promotes best practice ³⁵	X	X	N/A
Other Describe: Great Parents Great Start	Encouraged ³⁴	Encouraged ³⁴	Encouraged ³⁴	Encouraged ³⁴	N/A
<p>³⁴Encouraged: Components of a high-quality health promotion practice is not a state required practice but best practice is encouraged and may be completed by various programs dependent on local implementation, and child needs.</p> <p>³⁵Promotes best practice: Bureau of Children and Adult Licensing currently promotes these concepts as best practices for licensed and registered providers to consider supporting child outcomes, but is not a current regulation in rules. Will be integrated into the licensing consultant technical assistance manual to support licensing rule updates in 2012 and promotion of best practice.</p>					

Table (A)(1)-9: Elements of a high-quality family engagement strategy currently required within the State	
<i>Please describe the types of high-quality family engagement strategies required in the State. Types of strategies may, for example, include parent access to the program, ongoing two-way communication with families, parent education in child development, outreach to fathers and other family members, training and support for families as children move to preschool and kindergarten, social networks of support, intergenerational activities, linkages with community supports and family literacy programs, parent involvement in decision making, and parent leadership development.</i>	
Types of Programs or Systems	Describe Family Engagement Strategies Required Today
State-funded preschool Specify: Great Start Readiness Program ³⁶	<p>Advisory Committees: GSRP grantees are required by legislation³⁷ to provide for active and continuous participation of parents of enrolled children. A high-quality GSRP supports parents as active decision makers and develops and implements training to instill confidence in parents as active members.</p> <p>Family Contacts: Center-based programs require a minimum of four family contacts, preferably two home visits and two parent-teacher conferences.</p>

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<p>Table (A)(1)-9: Elements of a high-quality family engagement strategy currently required within the State <i>Please describe the types of high-quality family engagement strategies required in the State. Types of strategies may, for example, include parent access to the program, ongoing two-way communication with families, parent education in child development, outreach to fathers and other family members, training and support for families as children move to preschool and kindergarten, social networks of support, intergenerational activities, linkages with community supports and family literacy programs, parent involvement in decision making, and parent leadership development.</i></p>	
Types of Programs or Systems	Describe Family Engagement Strategies Required Today
	<p>Parent Teacher Conferences: Conferences should be designed to provide reciprocal information concerning the progress of the child across domains, goals for continuous progress, and any additional support which may be necessary.</p>
Early Head Start and Head Start	<p>Refer to rule 45 CFR 1304 § 1304.40 Family partnerships (Appendix IV):</p> <ul style="list-style-type: none"> (a) Family goal setting. (b) Accessing community services and resources. (c) Services to pregnant women who are enrolled in programs serving pregnant women, infants, and toddlers. (d) Parent involvement - general. (e) Parent involvement in child development and education. (f) Parent involvement in health, nutrition, and mental health education. (g) Parent involvement in community advocacy. (h) Parent involvement in transition activities. (i) Parent involvement in home visits. <p>Program Governance: Policy Councils and Policy Committees must be comprised of two types of representatives: parents of currently enrolled children and community representatives. At least 51 percent of the members of these policy groups must be the parents of currently enrolled children.</p> <p>Parent Committees must be comprised exclusively of the parents of children currently enrolled at the center level for center-based programs or at the equivalent level for other program options.</p> <ul style="list-style-type: none"> • Advise staff in developing and implementing local program policies, activities, and services; • Plan, conduct, and participate in informal as well as formal programs and activities for parents and staff; and • Within the guidelines established by the governing body, Policy Council, or Policy Committee, participate in the recruitment and screening of Early Head Start and Head Start employees.
Programs funded under IDEA Part C	<p>Engaging families through Child Find Families of children with disabilities served in <i>Early On</i>® (Part C of IDEA in Michigan), are initially engaged through the required child find activities found in 34 CFR 303.321. The “Don’t Worry, But Don’t Wait” campaign targets the statutory purpose of finding children eligible for early intervention services as early as possible as well as ensuring that families know and have access to Part C of IDEA (34 CFR 303.321).</p> <p>Families engaged in development of IFSP <i>Early On</i>® involves parents/families in all aspects of the program including: screening,</p>

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<p>Types of Programs or Systems</p>	<p>Describe Family Engagement Strategies Required Today</p>
	<p>child evaluation, and the development of the IFSP. In order for any service to begin, a parent must consent to each service that is indicated on the IFSP.</p> <p>Family services through <i>Early On</i> ® Family training and counseling is one service that is offered through Part C of IDEA. This service is designed to help families of an infant/toddler learn about the established condition or developmental delay and provides strategies for the family to use to help their infant/toddler. Service Coordination is provided to enrolled families, connecting them to community resources.</p> <p>Participation in leadership 34 CFR 303.600 requires Michigan to establish an Interagency Coordinating Council that has 20 percent parent participation. The Michigan Interagency Coordinating Council is required to have 20 percent parent participation. In addition, Michigan has Local Interagency Coordinating Councils (LICC)s each of which are required to have 20 percent parent participation.</p> <p>Supporting families where they determine they need it most The direct-federal grant for the Parent Training and Information Center (PTI) is required under Part D of The Individuals with Disabilities Education Act. Michigan’s PTI is embedded in already-existing services funded with Part B administrative funds for mandated activities, and provided by the Michigan Alliance for Families, which approaches their work in three tiers. Parents can access information, knowledge, and support around their child’s disability through accessing resources on the web, or through local training and group supports. Individualized consulting is offered to those parents who request it. For those parents seeking to be engaged at a policy or advisory level, Michigan’s Parent Leadership in State Government Initiative (Appendix III) offers training and on-going mentoring support that engages parents in <i>Early On</i> LICCs or other advisory groups at both the state and local level.</p>
<p>Programs funded under IDEA Part B, section 619</p>	<p>Parents of children with disabilities that are served in programs and services under IDEA, Part B, Section 619 (a.k.a. Early Childhood Special Education (ECSE) are supported to actively participate and engage in their children’s education. Once parents provide formal consent, a formal evaluation of their needs, a team of ECSE teachers and specialists will work to establish an individualized education plan (IEP) to assist the child to reach his/her greatest potential. Parents are strongly encouraged to participate in the IEP process, bringing any involved family support to the meetings, so that any caregivers are able to be part of the ECSE team to support progress and achievement toward the child’s IEP goals and objectives. Beyond being a part of the IEP process, parents are encouraged to actively participate in parent-school communication opportunities, such as parent-teacher conferences, phone conversations with school staff, reading all information sent home with the child, and having informal conversations on a daily basis with classroom staff during drop-off and pick-up times; as well as volunteering in the school buildings in</p>

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Types of Programs or Systems	Describe Family Engagement Strategies Required Today
	which their children's classrooms reside.
Title I, Part B, subpart 3 (Even Start)	<p>Even Start's statutory³⁸ design of four integrated components requires full partnership of families in the activities of the locally-designed program. Parents with family incomes at or below poverty level who themselves have literacy needs are engaged in adult education or English language learning, and also receive parenting education instruction focused on their child's development.</p> <p>Programs must implement outreach to all family members, and thus creatively address the needs of fathers or those in a fathering role through activities organized around their interests. Each program ensures that they have community resources identified to which families may be referred, in order that they have the supports necessary to allow them to focus on the literacy and learning goals that they have set for themselves and their children. An additional statutory program element³⁸ that there be playful transitions for each family member as educational goals are achieved. Parents are supported in exploring next steps for their children, with individualized information, encouragement and if necessary, concrete support such as transportation to and from enrollment and welcome events, or assistance with child care to attend parent-only enrollment events that might occur.</p>
Programs funded under Title I of ESEA	<p>The quality of family environments and parent-child interactions is central to a child's literacy and cognitive development. Parents strengthen their child's literacy development and school-related competencies when they engage in language-rich, parent-child interaction, provide supports for literacy in the family, such as by reading to their children, and hold appropriate expectations of the child's learning and development. High-quality preschool programs provide explicit training for parents in the skills and behaviors that support their child's development.</p> <p>Teachers and parents are partners in preparing children for future school success. It is essential that teachers engage in consistent and meaningful sharing of information with parents and caregivers, including meeting with parents to talk about any areas in which their child is experiencing difficulties. In addition, by sharing specific information about the topics children are learning, and the skills they are developing, teachers strengthen parents' ability to support their children's learning at home.</p> <p>Teachers should communicate with parents in other languages when appropriate to facilitate effective communications, (see for example, 34CFR200.6(c)(2) of Title I regulations). Teachers can encourage parents to become their child's advocate and spend time in the preschool observing and helping their own child.</p>
Programs receiving CCDF funds	<p>The CCDF program in Michigan funds two parent education publications for parents. One is a newsletter - CONNECTIONS – that is published quarterly, and the other is the parent's <i>Guide to Quality Early Learning and Care in Michigan</i>. CONNECTIONS is disseminated on-line in three languages, English, Spanish, and Arabic, and disseminated</p>

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Types of Programs or Systems	Describe Family Engagement Strategies Required Today
	<p>in print to all providers and families receiving subsidy. The <i>Guide to Quality Early Learning and Care in Michigan</i> is disseminated on line in English, Spanish and Arabic, and disseminated in print to families through the Great Start Regional Resource Centers, the Great Start Collaboratives and Parent Coalitions, as well as by other community partners, i.e. Head Start Programs, state funded pre-kindergarten programs, etc.</p> <p>The Great Start Regional Resource Centers (RRCs) are required by their contract with the Early Childhood Investment Corporation (ECIC), which is funded with CCDF quality set-aside funds, to coordinate resources for families to enhance the early learning home environment, to assist them with choosing high-quality early learning, and to provide access to child care referral for those families who do not have internet access to Great Start CONNECT – the searchable data-base for Michigan’s licensed early learning and development programs. The RRCs have annual performance measures related to this requirement that they must meet in order to maintain their funding.</p>
Great Start to Quality Standards Specify by tier (add rows if needed):	<p>Refer to Appendix IX to reference tiered scoring system for the following family engagement components:</p> <ol style="list-style-type: none"> 1. Program provides parenting education opportunities. 2. Classroom staff engages in informal communication with parents. 3. Program provides formal communication (i.e., parent/teacher conferences, home visits) to inform parents of children’s developmental progress. 4. Communication, education, and informational materials and opportunities for families are delivered in a way that meets their diverse needs (e.g., literacy level, language, cultural appropriateness, etc.). 5. Program offers opportunities for parents to participate in program governance. 6. Program provides opportunities for parents to participate in education inside and outside the classroom.
State licensing requirements	<p>Parents are allowed to visit their children enrolled in child care center at any time.³⁹</p> <p>Parents of infants in child care centers receive a written daily record that includes food intake information, sleeping patterns, elimination patterns, developmental milestones, and changes in the child’s usual behaviors.⁴⁰</p> <p>When caring for children with special needs, both home and center caregivers must work with parents, medical personnel and other professionals to provide care in accordance with the child’s identified needs and learning supports.⁴¹</p>
Other Describe: Great Start Collaboratives and Great Start Parent Coalitions	<p>Fifty-four GSCs serve all 83 Michigan counties and members consist of public and private community leaders, including parents. Their purpose is to coordinate existing services, increasing access and creating efficiencies to address gaps in services, especially for the most high-need children. GSC priorities are focused by a data driven strategic plan based on the needs of the community. GSCs are required by their contract with the Early Childhood Investment Corporation (ECIC) to have 20 percent of their membership</p>

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Types of Programs or Systems	Describe Family Engagement Strategies Required Today
	<p>be parents of young children. GSCs are also required to provide supports to parent members (e.g. transportation, child care, translation services, etc.) to decrease barriers to participation.</p> <p>Each GSC has a partner organization called a GSPC, comprised of passionate local volunteers who educate community and state leaders about the importance of investing in young children and provide the "parent voice" to inform the GSCs decision making. GSPCs are coordinated by a paid Parent Liaison position and have funding from their ECIC contract to support parent participation (e.g. child care, transportation, etc.). Eighteen thousand parents statewide are connected with the GSPC.</p> <p>Building parenting leadership is a strong focus area for the GSCs and GSPCs. ECIC (funder for the GSCs/GSPCs) developed a philosophical framework that assumes there is a continuum of development that occurs with parents of young children as they build their leadership skills. It assumes that parents do not wish to only be customers of services, but that a portion of parents also want to become more involved in improving the services and supports for all young children in their community, including serving on local governance bodies such as the GSC.</p>
Other Describe: Parent Leadership in State Government Initiative	<p>The Parent Leadership in State Government Initiative provides leadership training for Michigan parents who want to help impact local, state and federal program planning and policy development. The project is the collaboration between the Michigan Department of Community Health (MDCH-Behavioral Health and Public Health), Michigan Department of Human Services (DHS), Michigan Department of Education (MDE—<i>Early On</i>) and Children's Trust Fund. MDCH is the fiduciary that holds the contract with the Michigan Public Health Institute to coordinate the Initiative and the trainings.</p> <p>The Parent Leadership in State Government Initiative is directed by the Parent Leadership Advisory Board which consists of representatives of each of the public state agencies providing funding support for the initiative, the Early Childhood Investment Corporation and parent representatives who have received services from each of the funding agencies and/or in leadership positions within those agencies.</p>
³⁶ <i>Great Start Readiness Program Implementation Manual, Office of Early Childhood Education and Family Services</i> ³⁷ 2011 PA 62, Section 32d(4)(f) ³⁸ Even Start (Title I, Part B, Subpart 3, ESEA), (Section 1235(4)) ³⁹ MCL 722.113a ⁴⁰ R 400.5206 ⁴¹ R 400.1914(7); R400.5105(10)	

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Table (A)(1)-10: Status of all early learning and development workforce credentials currently available in the State				
List the early learning and development workforce credentials in the State	If State has a workforce knowledge and competency framework, is the credential aligned to it? <i>(Yes/No/Not Available)</i>	Number and percentage of Early Childhood Educators who have the credential		Notes (if needed)
		#	%	
Child Development Associates Credential (CDA)	Yes	Family ⁴³ – 144 Group ⁴³ – 184 GSRP ⁴⁴ – 13 Head Start/Early Head Start ⁴⁵ – 100 T.E.A.C.H. Scholarship ⁴⁶ – 56	Family ⁴³ – 2.9% Group ⁴³ – 7.6% GSRP ⁴⁴ – 1.3% Head Start/Early Head Start ⁴⁵ – 7.1% T.E.A.C.H. Scholarship ⁴⁶ – N/A	
Associate Degree	Not Available - Institutions of Higher Education are independent organizations and may include variances of programs. See section D(1)(A) for high-quality plan to address alignment.	Family ⁴³ – 234 Group ⁴³ – 199 GSRP ⁴⁴ – 5 Head Start/Early Head Start ⁴⁵ – 408 T.E.A.C.H. Scholarship ⁴⁶ – 41	Family ⁴³ – 4.7% Group ⁴³ – 8.2% GSRP ⁴⁴ – .5% Head Start/Early Head Start ⁴⁵ – 28.3% T.E.A.C.H. Scholarship ⁴⁶ – N/A	
Bachelor Degree	Not Available - Institutions of Higher Education	Family ⁴³ – 165	Family ⁴³ – 3.3%	

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		#	%	
	are independent organizations and may include variances of programs. See section D(1)(A) for high-quality plan to address alignment.	Group ⁴³ – 87 GSRP ⁴⁴ – 17 Head Start/Early Head Start ⁴⁵ – 456 T.E.A.C.H. Scholarship ⁴⁶ - 4	Group ⁴³ – 3.6% GSRP ⁴⁴ – 1.7% Head Start/Early Head Start ⁴⁵ – 32.2% T.E.A.C.H. Scholarship ⁴⁶ - NA	
Master Degree	Not Available statewide	Family ⁴³ – 30 Group ⁴³ – 17 GSRP ⁴⁴ – 296 Head Start/Early Head Start ⁴⁵ – 112	Family ⁴³ – 0.6% Group ⁴³ – 0.75 GSRP ⁴⁴ – 30.1% Head Start/Early Head Start ⁴⁵ – 8.20%	
ZA/ZS Endorsement⁴⁷	Yes	GSRP ⁴⁴ - 920	GSRP ⁴⁴ – 93.4%	
<p>Note: Data provided (A)(1)-10 is a compilation of data sources for workforce credentials for child care (limited to Family and Group Homes), Head Start, Great Start Readiness Program, and the T.E.A.C.H. Scholarship program. Michigan lacks the current data system to report on the workforce credential status. Refer to sections for more information on data collection through <i>Great Start to Quality</i>, Workforce Knowledge and Competency Framework, and state Data Systems.</p> <p>⁴³Great Start CONNECT: Provider self-reported status as of October 1st, 2011 ⁴⁴High Scope ® Report: GSRP Lead Teachers’ Credential Status and Education for 2010-2011 ⁴⁵Head Start Program Information Report: Staff Qualification 2010-2011 Program Year ⁴⁶T.E.A.C.H. ® Early Childhood Scholarship Program: Academic Year Graduate data report Fall 2010, Winter,</p>				

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List the early learning and development workforce credentials in the State	If State has a workforce knowledge and competency framework, is the credential aligned to it? <i>(Yes/No/Not Available)</i>	Number and percentage of Early Childhood Educators who have the credential		Notes (if needed)
		#	%	
2011, Spring 2011, and Summer 2011				
⁴⁷ The Early Childhood (ZA) Endorsement program prepares elementary teachers to work with young children from birth through 3rd grade. It is an additional area of expertise for those teachers who already hold a Michigan Provisional or Professional Elementary Certificate.				

Table (A)(1)-11: Summary of current postsecondary institutions and other professional development providers in the State that issue credentials or degrees to Early Childhood Educators		
List postsecondary institutions and other professional development providers in the State that issue credentials or degrees to Early Childhood Educators	Number of Early Childhood Educators that received an early learning credential or degree from this entity in the previous year	Does the entity align its programs with the State's current Workforce Knowledge and Competency Framework and progression of credentials? <i>(Yes/No/Not Available)</i>
Baker College	15 ECE Certificates 99 Associate 51 Bachelor 19 ZA/ZS Endorsements	Yes
Bay De Noc Community College	4 ECE Certificates 11 Associate	Yes
Bay Mills Community College	11 Associate	Yes
Delta College	36 Associate	Yes
Gogebic Community College	9 Associate	Yes
Grand Rapids Community College	39 Associate	Yes
Henry Ford Community College	5 Associate	Yes
Kellogg Community College	36 Associate	Yes
Lansing Community College	26 Associate	Yes
Macomb Community College	43 Associate	Yes
Mid-Michigan Community College	6 ECE Certificates 22 Associate	Yes
Mott Community College	31 Associate 9 CDA Credential	Yes
Muskegon Community College	14 Associate	Yes
North Central Community College	22 Associate	Yes
Northwestern Michigan	7 ECE Certificates	Yes

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Table (A)(1)-11: Summary of current postsecondary institutions and other professional development providers in the State that issue credentials or degrees to Early Childhood Educators		
List postsecondary institutions and other professional development providers in the State that issue credentials or degrees to Early Childhood Educators	Number of Early Childhood Educators that received an early learning credential or degree from this entity in the previous year	Does the entity align its programs with the State's current Workforce Knowledge and Competency Framework and progression of credentials? <i>(Yes/No/Not Available)</i>
Community College	3 Associate	
Schoolcraft Community College	32 Associate	Yes
Southwestern Michigan College	4 Associate	Yes
Washtenaw Community College	22 Associate 48 ECE Certificates	Yes
West Shore Community College	15 Associate	Yes
Central Michigan University	32 ZA/ZS Endorsement 80 Child Development Minors with ZA/ZS 29 Bachelor	Yes
Michigan State University	28 Bachelor 29 ZA/ZS Endorsement	Yes
Northern Michigan University	4 Bachelor 1 ZA/ZS Endorsement	Yes
University of Michigan – Dearborn	16 – ZA/ZS Endorsement 19 – Bachelor	Yes
<p>Note: Institutions of Higher Education that do not offer a Bachelor's degree in Early Childhood Education or Child Development major degree programs, but offer the ZA/ZS Endorsement options were not included in this table. These include institutions such as University of Michigan-Ann Arbor, University of Michigan-Flint, Eastern Michigan University, Calvin College, Wayne State University, etc.</p>		

Table (A)(1)-12: Current status of the State's Kindergarten Entry Assessment					
State's Kindergarten Entry Assessment	Essential Domains of School Readiness				
	Language and literacy	Cognition and general knowledge (including early mathematics and early scientific development)	Approaches toward learning	Physical well-being and motor development	Social and emotional development
Domain covered? <i>(Y/N)</i>	Yes	Yes	Yes	Yes	Yes
Domain aligned to Early Learning and Development Standards? <i>(Y/N)</i>	Yes	Yes	Yes	Yes	Yes

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Table (A)(1)-12: Current status of the State’s Kindergarten Entry Assessment					
State’s Kindergarten Entry Assessment	Essential Domains of School Readiness				
	Language and literacy	Cognition and general knowledge (including early mathematics and early scientific development)	Approaches toward learning	Physical well-being and motor development	Social and emotional development
Instrument(s) used? <i>Michigan Customized Work Sampling System</i>	Yes	Yes	Yes	Yes	Yes
Evidence of validity and reliability? (Y/N)	Yes	Yes	Yes	Yes	Yes
Evidence of validity for English learners? (Y/N)	Yes	Yes	Yes	Yes	Yes
Evidence of validity for children with disabilities? (Y/N)	Yes	Yes	Yes	Yes	Yes
How broadly administered? (If not administered statewide, include date for reaching statewide administration)	Field Testing: 2012 Statewide: 2014	Field Testing: 2012 Statewide: 2014	Field Testing: 2012 Statewide: 2014	Field Testing: 2012 Statewide: 2014	Field Testing: 2012 Statewide: 2014
Results included in Statewide Longitudinal Data System? (Y/N)	No ⁴⁷	No ⁴⁷	No ^{48/7}	No ⁴⁷	No ⁴⁷
⁴⁷ Field Testing in the 2012-2013 school year –Please refer to High Quality Plan is located in Section E1 for more detailed information					

Table (A)(1)-13: Profile of all early learning and development data systems currently used in the State							
List each data system currently in use in the State that includes early learning and development data	Essential Data Elements						
	<i>Place an “X” for each Essential Data Element (refer to the definition) included in each of the State’s data systems</i>						
	Unique child identifier	Unique Early Childhood Educator identifier	Unique program site identifier	Child and family demographic information	Early Childhood Educator demographic information	Data on program structure and quality	Child-level program participation and attendance
Michigan Compliance Information System (MiCIS)⁴⁹	X	N/A	X	X	N/A	N/A	X
Head Start and Early Head Start: ChildPlus, COPA, Genesis Earth, ACCESS	UD ⁵⁰	UD ⁵⁰	UD ⁵⁰	X	X	X	X
Michigan Student Data System	X	UD ⁵⁰	X	X	UD ⁵⁰	UD ⁵⁰	X

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	<i>Place an "X" for each Essential Data Element (refer to the definition) included in each of the State's data systems</i>						
	Unique child identifier	Unique Early Childhood Educator identifier	Unique program site identifier	Child and family demographic information	Early Childhood Educator demographic information	Data on program structure and quality	Child-level program participation and attendance
(MSDS)⁵¹							
Wayne State Online Child and Family Outcomes Database⁵²	X	N/A	X	N/A	N/A	N/A	N/A
Great Start Connect⁵³	UD ⁵⁰	UD ⁵⁰	X	UD ⁵⁰	UD ⁵⁰	UD ⁵⁰	UD ⁵⁰
Registry of Educational Personnel⁵⁴	N/A	X	X	N/A	X	N/A	N/A
Educational Entity Master (EEM)⁵⁵	N/A	N/A	X	N/A	N/A	N/A	N/A
Michigan Department of Community Health – Data Warehouse⁵⁶	X	N/A	N/A	UD ⁵¹	UD ⁵⁰	N/A	Yes
Child Care Attendance Certification (CACC)⁵⁷	N/A	N/A	N/A	N/A	N/A	N/A	X
BRIDGES⁵⁸	N/A	X	X	X	X	N/A	N/A

⁴⁹MI-CIS (Michigan Compliance Information System) is a system of live support and an easy-to-use, web-based computer application for Special education and early intervention compliance management and student tracking.

⁵⁰UD = Under Development and identifies data development projects currently underway in Michigan and supports elements of the High Quality Plan in section E (2)

⁵¹The Michigan Student Data System (MSDS), Operated and maintained by the Center for Educational Performance and Information, is a repository that contains information regarding students receiving education in the State of Michigan.

⁵²Great Start Connect, operated and maintained by the Early Childhood Investment Corporation, is an early learning resource center and online resource and referral database to collect program and staff demographics, and operate as the TQRIS interface for providers and parents.

⁵³The Wayne State Online Child and Family Outcomes Summary Form database allows approved *Early On* staff to directly enter data from The Michigan Child Outcome Summary Form (COSF) for the Michigan Office of Special Education.

⁵⁴The Registry for Education Personnel, operated and maintained by the Center for Educational Performance and Information, are used by the public school districts and nonpublic schools to submit personnel information to the state of Michigan.

⁵⁵The Education Entity Master, operated and maintained by the Center for Educational Performance and Information, maintains educational data collections and mandated data submissions to the state and federal government and are

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List each data system currently in use in the State that includes early learning and development data	Essential Data Elements						
	<i>Place an "X" for each Essential Data Element (refer to the definition) included in each of the State's data systems</i>						
	Unique child identifier	Unique Early Childhood Educator identifier	Unique program site identifier	Child and family demographic information	Early Childhood Educator demographic information	Data on program structure and quality	Child-level program participation and attendance
critical to fulfilling the requirements of No Child Left Behind and Education YES!							
⁵⁶ The Michigan Department of Community Health operates and maintains the Data Warehouse that connects a number of health and welfare related data systems between the Department of Community Health and Department of Human Services including the Michigan Care Improvement Registry which is responsible for immunization records.							
⁵⁷ The Child Care Attendance Certification (CCAC) system, operated and maintained by the Michigan Department of Technology, Management and Budget in support of Michigan's CCDF child care subsidy program, maintains child care time and attendance data submitted by providers for the purposes of state reimbursement for services provided to eligible children.							
⁵⁸ Bridges, operated by the Michigan Department of Human Services and maintained jointly by Deloitte and the Michigan Department of Technology, Management, and Budget, is the state's integrated system used to determine eligibility for various state/federal assistance programs, including Medicaid, TANF, SNAP and CCDF.							

(A)(2) Articulating the State's rationale for its early learning and development reform agenda and goals. (20 points)

The extent to which the State clearly articulates a comprehensive early learning and development reform agenda that is ambitious yet achievable, builds on the State's progress to date (as demonstrated in selection criterion (A)(1)), is most likely to result in improved school readiness for Children with High Needs, and includes--

(a) Ambitious yet achievable goals for improving program quality, improving outcomes for Children with High Needs statewide, and closing the readiness gap between Children with High Needs and their peers;

(b) An overall summary of the State Plan that clearly articulates how the High-Quality Plans proposed under each selection criterion, when taken together, constitute an effective reform agenda that establishes a clear and credible path toward achieving these goals; and

(c) A specific rationale that justifies the State's choice to address the selected criteria in each Focused Investment Area (C), (D), and (E), including why these selected criteria will best achieve these goals.

In the text box below, the State shall write its full response to this selection criterion. The State shall include the evidence listed below and describe in its narrative how each piece of evidence demonstrates the State's success in meeting the criterion; the State may also include any additional information it believes will be helpful to peer reviewers. If the State has included relevant attachments in the Appendix, these should be described in the narrative below and clearly cross-referenced to allow the reviewers to locate them easily.

Evidence for (A)(2)

- The State's goals for improving program quality statewide over the period of this grant.
 - The State's goals for improving child outcomes statewide over the period of this grant.
 - The State's goals for closing the readiness gap between Children with High Needs and their peers at kindergarten entry.
- Identification of the two or more selection criteria that the State has chosen to address in Focused Investment Area (C).
- Identification of the one or more selection criteria that the State has chosen to address in Focused Investment Area (D).
- Identification of the one or more selection criteria that the State has chosen to address in Focused Investment Area (E).
- For each Focused Investment Area (C), (D), and (E), a description of the State's rationale for choosing to address the selected criteria in that Focused Investment Area, including how the State's choices build on its progress to date in each Focused Investment Area (as outlined in Tables (A)(1)6-13 and in the narrative under (A)(1)) and why these selected criteria will best achieve the State's ambitious yet achievable goals for improving program quality, improving outcomes for Children with High Needs statewide, and closing the readiness gap between Children with High Needs and their peers.

A(2). Articulating the State's rationale for its early learning and development reform agenda and goals.

Michigan's young children and families are in trouble. Over 50 percent of children under the age of five have high needs. The number of children in families at or below 100 percent of poverty continues to climb. There is an ever growing recognition among leaders in every sector of the state that our greatest hope for fundamentally turning Michigan around lies with its youngest children. Our comprehensive early learning and development reform agenda, presented in this section, is designed to build on the state's substantial progress over the last five years, not only in reforming funding, policy and programs in service to the state's children with highest needs, but also in building a citizen's and parent's movement devoted to ensuring that every Michigan child enters school safe, healthy and eager to succeed in school.

Governor Snyder communicated his vision for a prenatal to age 20 (P-20) education system in his April 2011 *Special Message on Education Reform* to the Michigan Legislature. (Appendix V) In that message the Governor said that Michigan needs to reshape its education system so that *all* students succeed; Michigan must jettison the status quo that has inequitably served children, particularly those with high needs.

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The Governor asserted that preparation for optimal learning and school success begins at conception and critical foundations for school and life success depend on capacities developed during these earliest years. The Governor recognized the concerns of kindergarten teachers noting that on average only 65 percent of children who enter kindergarten are ready to learn the curriculum and linked this finding to the state's 4th grade National Assessment of Educational Progress (NAEP), data showing 70 percent of students were below the proficient level. The Governor made the connection between these poor outcomes for children and the state's current investments in support of school readiness. The Governor said, "Our goal must be to create a coherent system of health and early learning that aligns, integrates and coordinates Michigan investments from prenatal to third grade. This will help to assure Michigan has a vibrant economy, a ready work force, a pool of people who demonstrate consistently high educational attainment, and a reputation as one of the best states in the country to raise a child."

Recognizing the need for unified coherent governance, Governor Snyder through executive order created the Michigan Office of Great Start, within the Michigan Department of Education (MDE-OGS). The charge of this office is to ensure that all children, especially those in highest need, have access to high-quality early learning and development programs and enter kindergarten prepared for success. The Governor outlined a single set of early childhood outcomes against which all public investments will be assessed:

- Children born healthy
- Children healthy, thriving, and developmentally on track from birth to third grade
- Children developmentally ready to succeed in school at the time of school entry
- Children prepared to succeed in fourth grade and beyond by reading proficiently by the end of third grade.

In addition, with regard to the effective governance of public resources, the Administration understands that achieving these goals requires the private sector to play a role. Public officials and private entities in Michigan understand that both sectors must coordinate efforts to change the trajectory of school readiness. The charge of the Early Childhood Investment Corporation (ECIC) is to connect both sectors and be more flexible and nimble than government. In the five short years of its existence ECIC has cultivated dynamic partnerships with both the public and the private sector aimed at maximizing public and private investment in

the service of Michigan’s children. The success of ECIC in concert with statewide initiatives and the momentum of the current administration undergird the strength and feasibility of Michigan’s application.

Michigan is currently enacting an ambitious, comprehensive early learning and development reform agenda. The grant is an opportunity to accelerate this well-designed plan. In the plan Michigan has been intentional about alignment of programs and services, feasibility, and especially sustainability, as one time federal dollars are not a long term solution.

Michigan’s Comprehensive Early Learning and Development Reform Agenda
To improve outcomes for children with high needs statewide...
<p>Goal 1: The majority of children with high needs will be getting ready for school success in a three star or above rated early learning and development program by 2014.</p> <p>Goal 2: Working families will be aware of the benefits of a high-quality early learning and development program for their children and have affordable access to programs at the four and five star levels.</p> <p>Goal 3: Families will be engaged in their child’s early learning through the authentic and supportive relationships they have with his/her educators.</p>
To improve program quality statewide...
<p>Goal 4: Parents, early childhood educators, and early learning and development programs will understand the state’s early learning standards and know how to use them to benefit children’s learning and development.</p> <p>Goal 5: Early childhood educators will share a common knowledge and competency framework, which informs their promotion of children’s learning and development.</p>
To close the readiness gap between children with high needs and their peers...
<p>Goal 6: Early childhood health purveyors and early learning and development programs will be aligned in their efforts to increase the number of children who arrive at school with their health, behavior and development on track.</p> <p>Goal 7: Parents of children with high needs will be engaged in grant governance, projects, and professional development; co-leading the early learning and development reform agenda.</p> <p>Goal 8: The Michigan Departments of Education, Human Services and Community Health and the Early Childhood Investment Corporation will be working together to measure progress, report on and be accountable for outcomes, and take the actions needed to adjust the state’s investment strategy in service to closing the readiness gap between children with high needs and their peers.</p>

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Goals 3-8 above, are each aligned to an area of Focused Investment that Michigan has selected based on our progress to date, as outlined in section A(1), and the A(1) 6-13 tables.

In Focused Investment area (C) - *Promoting Early Learning and Development Outcomes for Children* - Michigan has selected C(1), C(3) and C(4).

Rationale for C(1): Michigan's early learning and development standards are highly regarded by state and national early childhood experts. Establishing standards, keeping them current with emerging research and validating them is only an academic exercise without assuring implementation. The current format, text density, reading level and approaches used to teach and share the standards have made them more useful to researchers and academicians than early and development programs, early childhood educators, or parents. To promote children's learning, early childhood educators and families must know how to support children's development in all domains, in a comprehensive manner. In today's world, learning needs to be available when people are ready for it. It needs to be accessible in a variety of media and it needs to speak directly to the concerns faced every day by early childhood educators and parents.

Rationale for C(3): Michigan kindergarten teachers see the impact every day of children who arrive at school with health, behavioral or developmental concerns, that could have been addressed prior to school entry. Unfortunately, Michigan's dire economic situation over the last five years has seen investment in prevention and promotion take a back seat to fighting to hang on to programs that provide critical intervention services for children with the highest needs. It is extremely clear to the signatories of the RTT-ELC Memorandum of Understanding (MOU) that without this investment Michigan's ability to close the readiness gap for children with high needs is extremely limited. When families and early learning and development programs are aware of health, behavioral and development concerns, they can address them, increasing the likelihood of children gaining the full benefit of their early learning and development program participation and arriving at school ready for success.

Rationale for C(4): Traditional family engagement and support approaches don't go deep enough or far enough to engage families with the highest needs. Families who struggle with meeting basic needs, addictions, domestic violence, unsafe living conditions, homelessness or with speaking English, for example, have often had life experiences that have left them wary of being engaged. These families want a better life for their children and face incredible

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obstacles, e.g. linguistic, cultural, economic, social and personal, to realizing that dream. Early learning and development programs and early childhood educators know how important it is to engage parents but struggle when parents make choices or exhibit behaviors that do not fit their cultural norms for “good parenting.” All too often an impasse results and families generally get the blame. Alternative models for parent engagement and support offer a pathway away from impasse and toward authentic and truly helpful engagement and support where all parties in the partnership can learn from each other. Our work in partnership with philanthropic organizations such as, the W.K. Kellogg Foundation provides Michigan with access to innovations and resources that will be piloted in target communities and taken to scale state-wide.

In Focused Investment Area (D) - **A Great Early Childhood Education Workforce** - Michigan has selected D1.

Rationale for D(1): The *Core Knowledge and Core Competencies* framework (CKCC) defines what Michigan’s early childhood educators need to know, and know how to do, in order for them to successfully promote children’s early learning and development, as it is defined in the state’s early learning standards. The effectiveness of the early childhood workforce is in fact dependent on how well the state’s purveyors of professional development and the postsecondary institutions adopt, incorporate and demonstrate their commitment to the CKCC. Evidence of the CKCC in all professional development offerings for early childhood educators is limited. The process for reviewing and approving two and four year degree awarding programs is not substantial enough and a formal relationship does not exist between the Michigan Department of Education - Office of Great Start (MDE-OGS) and the institutions leading these programs. Through assuming leadership for the CKCC, MDE-OGS can have substantial impact on the early childhood education workforce and thus child outcomes.

In Focused Investment Area (E) **Measuring Outcomes and Progress** Michigan has selected E1 and E2.

Rationale for E(1): Michigan does not currently have a common state-wide assessment of children’s status as they enter kindergarten. The absence of this information hampers the state’s ability to close the achievement gap, effectively target early childhood investments, and improve instruction in the kindergarten year.

Rationale for E(2): Michigan currently has a very fragmented, highly proprietary, array of data systems. These legacy systems were designed to meet disparate program and funding requirements. Data access and sharing is extremely limited due to the many and varying interpretations of federal and state privacy laws. State and local level efforts to use data for more effective decision-making are severely hampered. Moving forward, Michigan is committed to a highly sophisticated data system aimed at informed planning, continuous real-time improvement, with direct implications for policy reform and targeted investments. As outlined in this application, we will quickly aggregate data sets and create one of the most sophisticated early learning data systems in the United States.

Summary of the Michigan Plan

The MDE, as the lead agency, has worked in partnership with the participating agencies, the Michigan Department of Community Health (MDCH), the Department of Human Services (DHS), the Early Childhood Investment Corporation (ECIC), and other key stakeholders to determine Michigan's plan for this grant. (See Section A(3) for more information about stakeholder involvement.)

Michigan's overall goals, provided earlier in this section, are ambitious and achievable. The goals build on the foundation of work already underway by the lead and participating agencies, for the Great Start system, and address the state's most pressing concerns by building a coordinated system of early learning and development. All partners are committed to the reforms needed to ensure that children with high needs have stable and consistent access to dramatically improved early learning and development programs; with a primary goal of children entering kindergarten prepared to learn and thrive.

In the process of selecting the areas for Focused Investment, the signatories to the RTT-ELC Memorandum of Understanding (MOU) and other key stakeholders engaged in critical conversations about priorities, reviewed and analyzed the data in Tables (A) 6-13, and came to consensus on projects with the greatest potential to change the school readiness trajectory of the state's children with high needs.

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With this ultimate goal in mind, the partners and key stakeholders determined the set of projects this plan includes. The MDE, MDCH and ECIC will all lead funded projects; MDE and MDCH will lead projects in the Focused Investment Areas C, D and E, and ECIC will lead the *Great Start to Quality* -tiered quality rating and improvement system projects in Core Area B. The MDE-OGS is uniquely poised to lead the overarching coordinating of this grant.

<p>Michigan Department of Education – Office of Great Start will be responsible for leading:</p>
<p>B(2) Promoting Participation in the Tiered Quality Rating and Improvement System: Pilot test and prototype changes in Child Care and Development Fund (CCDF) policy and practice that will increase access to affordable high-quality childcare.</p>
<p>C(1) Early Learning Standards: Create an aligned set of K-3 early learning standards; Transform the content of the standards into web-based learning modules and other accessible materials for early childhood educators and parents; Use modules to increase access to professional development on the standards.</p>
<p>C(4) Family Engagement and Support: Pilot use of Parent Cafés (Appendix VII, p. 292) to engage families of children with highest needs; Use information gained from Parent Cafés to design professional development on family engagement and support; Translate early learning standards into useful and family-friendly language, materials and learning modules; Program professional development registry to collect and generate reports on parent engagement training.</p>
<p>D(1) Early Childhood Education Workforce: Finalize and disseminate <i>Core Knowledge and Core Competencies</i> (CKCC) Framework; Align professional development with CKCC; Create needed credentials, starting with an Infant/Toddler Credential; Complete programming and launch web-based professional development registry for early childhood education professionals; Formalize the relationship between the MDE-OGS and the state’s postsecondary institutions to align degrees with the CKCC Framework.</p>
<p>E(1) Kindergarten Entry Status Assessment: Modify Work Sampling System® to align with Michigan’s early learning and development standards; Found the Michigan Model for School Readiness (MIMSR); Field Test with 1,000 students in 2012; Pilot test with 10,000 students in 2013; Statewide implementation for 125,000 students in 2014; Link data to Statewide Longitudinal Data System and early learning data system; Use data to reform early childhood investments to close readiness gap.</p>
<p>E(2) Early Learning Data System: Inventory data systems and analyze data gaps; Create data governance committee; complete detailed architecture design for early learning data system (ELS); Build and implement ELS; Leverage data to improve access to services, inform policy making, investment and quality.</p>

Early Childhood Investment Corporation will be responsible for leading:
B(1-5) Tiered Quality Rating and Improvement System (TQRIS): Market <i>Great Start to Quality</i> to early learning and development programs and parents to increase uptake by programs serving children with highest needs; Promote participation of programs serving children with highest needs through funding source requirements and incentives; Enhance <i>Great Start to Quality</i> data platform; Oversee <i>Great Start to Quality</i> validation study design and implementation.
Michigan Department of Community Health will be responsible for leading:
C(3): Addressing health, behavioral and developmental needs of children: Review and improve health related portion of early learning and standards and child care licensing standards; Launch cadre of health consultants for early learning and development programs as a quality improvement support for <i>Great Start to Quality</i> ; Develop cadre of skilled coaches trained in the Center for Social Emotional Foundations for Early Learning (CSEFEL) approach as a quality improvement support for <i>Great Start to Quality</i> ; Enhance efforts to train physicians to implement effective developmental screening, referral and follow-up practices; Build out data base for development screening, referral, follow up; Lead health related connections with early learning data system.

Identification of the two or more selection criteria that the State has chosen to address in Focused Investment Area (C):
<i>Please check the box to indicate which selection criterion or criteria in Focused Investment Area (D) the State is choosing to address</i>
<input checked="" type="checkbox"/> (C)(1) Developing and using statewide, high-quality Early Learning and Development Standards.
<input type="checkbox"/> (C)(2) Supporting effective uses of Comprehensive Assessment Systems.
<input checked="" type="checkbox"/> (C)(3) Identifying and addressing the health, behavioral, and developmental needs of Children with High Needs to improve school readiness.
<input checked="" type="checkbox"/> (C)(4) Engaging and supporting families.

Identification of the one or more selection criteria that the State has chosen to address in Focused Investment Area (D):

Please check the box to indicate which selection criterion or criteria in Focused Investment Area (D) the State is choosing to address

- (D)(1) Developing a Workforce Knowledge and Competency Framework and a progression of credentials.
- (D)(2) Supporting Early Childhood Educators in improving their knowledge, skills, and abilities.

Identification of the one or more selection criteria that the State has chosen to address in Focused Investment Area (E):

Please check the box to indicate which selection criterion or criteria in Focused Investment Area (E) the State is choosing to address

- (E)(1) Understanding the status of children's learning and development at kindergarten entry.
- (E)(2) Building or enhancing an early learning data system to improve instruction, practices, services, and policies.

(A)(3) Aligning and coordinating early learning and development across the State. (10 points)

The extent to which the State has established, or has a High-Quality Plan to establish, strong participation and commitment in the State Plan by Participating State Agencies and other early learning and development stakeholders by--

(a) Demonstrating how the Participating State Agencies and other partners, if any, will identify a governance structure for working together that will facilitate interagency coordination, streamline decision making, effectively allocate resources, and create long-term sustainability and describing--

- (1) The organizational structure for managing the grant and how it builds upon existing interagency governance structures such as children's cabinets, councils, and commissions, if any already exist and are effective;

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(2) The governance-related roles and responsibilities of the Lead Agency, the State Advisory Council, each Participating State Agency, the State's Interagency Coordinating Council for part C of IDEA, and other partners, if any;

(3) The method and process for making different types of decisions (*e.g.*, policy, operational) and resolving disputes; and

(4) The plan for when and how the State will involve representatives from Participating Programs, Early Childhood Educators or their representatives, parents and families, including parents and families of Children with High Needs, and other key stakeholders in the planning and implementation of the activities carried out under the grant;

(b) Demonstrating that the Participating State Agencies are strongly committed to the State Plan, to the governance structure of the grant, and to effective implementation of the State Plan, by including in the MOU or other binding agreement between the State and each Participating State Agency--

(1) Terms and conditions that reflect a strong commitment to the State Plan by each Participating State Agency, including terms and conditions designed to align and leverage the Participating State Agencies' existing funding to support the State Plan;

(2) "Scope-of-work" descriptions that require each Participating State Agency to implement all applicable portions of the State Plan and a description of efforts to maximize the number of Early Learning and Development Programs that become Participating Programs; and

(3) A signature from an authorized representative of each Participating State Agency; and

(c) Demonstrating commitment to the State Plan from a broad group of stakeholders that will assist the State in reaching the ambitious yet achievable goals outlined in response to selection criterion (A)(2)(a), including by obtaining--

(1) Detailed and persuasive letters of intent or support from Early Learning Intermediary Organizations, and, if applicable, local early learning councils; and

(2) Letters of intent or support from such other stakeholders as Early Childhood Educators or their representatives; the State's legislators; local community leaders; State or local school boards; representatives of private and faith-based early learning programs; other State and local leaders (*e.g.*, business, community, tribal, civil rights, education association leaders); adult education and family literacy State and local leaders; family and community organizations (*e.g.*, parent councils, nonprofit organizations, local foundations, tribal organizations, and community-based organizations); libraries and children's museums; health providers; and postsecondary institutions.

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In the text box below, the State shall write its full response to this selection criterion. The State shall include the evidence listed below and describe in its narrative how each piece of evidence demonstrates the State's success in meeting the criterion; the State may also include any additional information it believes will be helpful to peer reviewers. If the State has included relevant attachments in the Appendix, these should be described in the narrative below and clearly cross-referenced to allow the reviewers to locate them easily.

In scoring the selection criterion, peer reviewers will determine, based on the evidence the State submits, whether each element of the selection criterion is implemented or planned; the quality of the implementation or plan (see the definition of a High-Quality Plan for the components reviewers will be judging); the extent to which the different types of Early Learning and Development Programs in the State are included and addressed; and the extent to which the unique needs of the State's special populations of Children with High Needs are considered and addressed. The State is responsible for providing clear and detailed information to assist the peer reviewers in making these determinations.

Evidence for (A)(3)(a) and (b):

- For (A)(3)(a)(1): An organizational chart that shows how the grant will be governed and managed.
- The completed table that lists governance-related roles and responsibilities (see Table (A)(3)-1).
- A copy of all fully executed MOUs or other binding agreements that cover each Participating State Agency. (MOUs or other binding agreements should be referenced in the narrative but must be included in the Appendix to the application).

Evidence for (A)(3)(c)(1):

- The completed table that includes a list of every Early Learning Intermediary Organization and local early learning council (if applicable) in the State and indicates which organizations and councils have submitted letters of intent or support (see Table (A)(3)-2).
- A copy of every letter of intent or support from Early Learning Intermediary Organizations and local early learning councils. (Letters should be referenced in the narrative but must be included in the Appendix with a table.)

Evidence for (A)(3)(c)(2):

- A copy of every letter of intent or support from other stakeholders. (Letters should be referenced in the narrative but must be included in the Appendix with a table.)

A(3). Aligning and coordinating early learning and development across the state.

Michigan has identified a governance structure for this grant that facilitates interagency coordination, streamlines decision making, supports the effective allocation of resources and creates long term sustainability. Over the last three years much thought and effort have gone into the development of an interagency, state government focused leadership group for the Great Start System – the state’s comprehensive early childhood system.

The Great Start System Team (GSST) composed of early childhood program leaders from across the state departments, as well as key leadership staff from the Early Childhood Investment Corporation (ECIC), is co-convened by the ECIC and the Michigan Department of Community Health (MDCH). The GSST has built effective working relationships that have enabled it to provide the leadership necessary to secure three major grants: a federal Substance Abuse and Mental Health Services Administration Project LAUNCH grant, to increase child wellness; the state’s Maternal, Infant and Early Childhood Home Visitation (MIECHV) grant to expand evidence-based home visitation services; and a competitive MIECHV. In addition, because of the strength of collaboration and the level of trust among the parties, the GSST is overseeing and advising the implementation of all of these grants, even while MDCH serves as the lead agency.

While these successes are notable, and in terms of the operations/management side of governance, the GSST has been extremely effective, its ability to impact interagency early childhood policy is nearly non-existent, due to structural and membership limitations. The state has used the opportunity presented by this grant to make critical and necessary structural changes to its interagency early childhood policy and operations structures.

Below are two charts of the organizational structure Michigan proposes to manage this grant. The first chart *Michigan Early Learning Challenge Grant Governance & Management* (Figure 1) shows a macro-level view of the organizational structure. The lead agency for the grant is the Michigan Department of Education (MDE); within MDE, the Office of Great Start (OGS) will be responsible for the day-to-day implementation of the grant. A Deputy Superintendent leads OGS and will serve as the Director for this grant. The OGS Deputy reports directly to the Superintendent for Public Instruction, and this reporting relationship will ensure oversight of this grant at the highest levels of the MDE. The participating agencies are

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represented on the chart as well, and include the Michigan Departments of Human Services (DHS) and Community Health (MDCH) and the Early Childhood Investment Corporation (ECIC.) Pursuant to a requirement in the Memorandum of Understanding (MOU) for this grant, each of the participating agencies will appoint a key contact person for the grant. These individuals will serve on the state's Race To The-Early Learning Challenge (RTT-ELC) MOU Implementation Group.

The reader will note that there are two **interagency policy** bodies also on the chart. The Governor's *People Group Executives* and the *Great Start System Policy Team*. Both of these interagency policy leadership groups are convened for the purpose of assuring alignment and coordination of the state's investments.

The People Group Executives, who report to the Governor, include the Directors of DHS and MDCH, and the Superintendent of Public Instruction (MDE). The People Group Executives are concerned with all populations served by these state agencies and in assuring that the Governor's vision for Michigan is achieved through the investment these state agencies make on behalf of the citizens of Michigan.

The Great Start System Policy Team (GSSPT), composed of the Deputy Superintendent for the Office of Great Start in MDE, the Vice President for Great Start System Development and Evaluation at ECIC, and equivalent level executives from MDCH and DHS, is concerned with children prenatal to age 8 (P-8) and is charged to pursue interagency policy, resolve barriers and disputes, in service to the state's prenatal to age 8 outcomes for which there is shared responsibility across all early childhood programs. The GSSPT provides regular updates to the People Group Executives, assuring that interagency early childhood policy reform will inform and be connected to the state's larger policy agenda.

Figure 1: Michigan Early Learning Challenge Grant Governance & Management

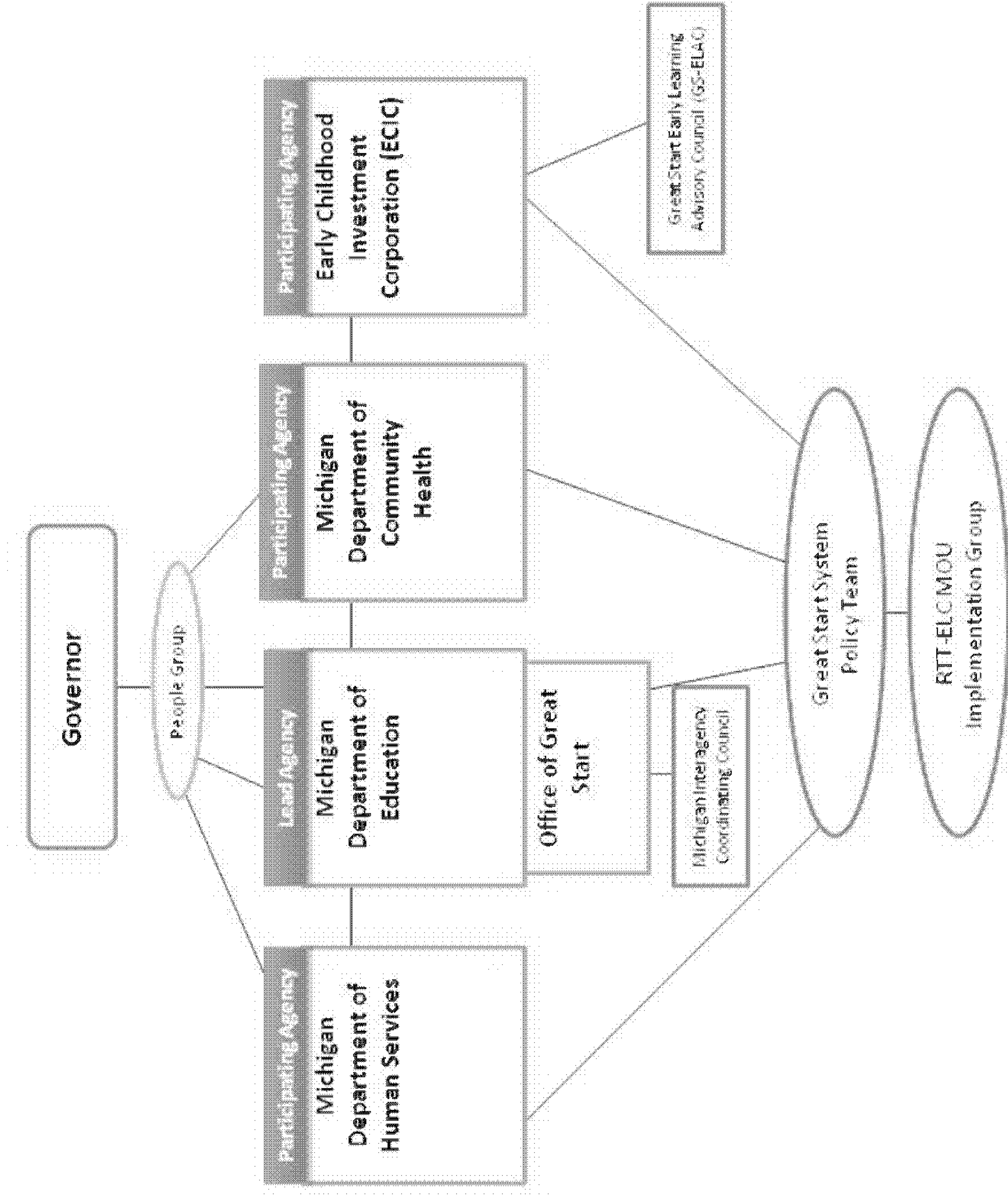
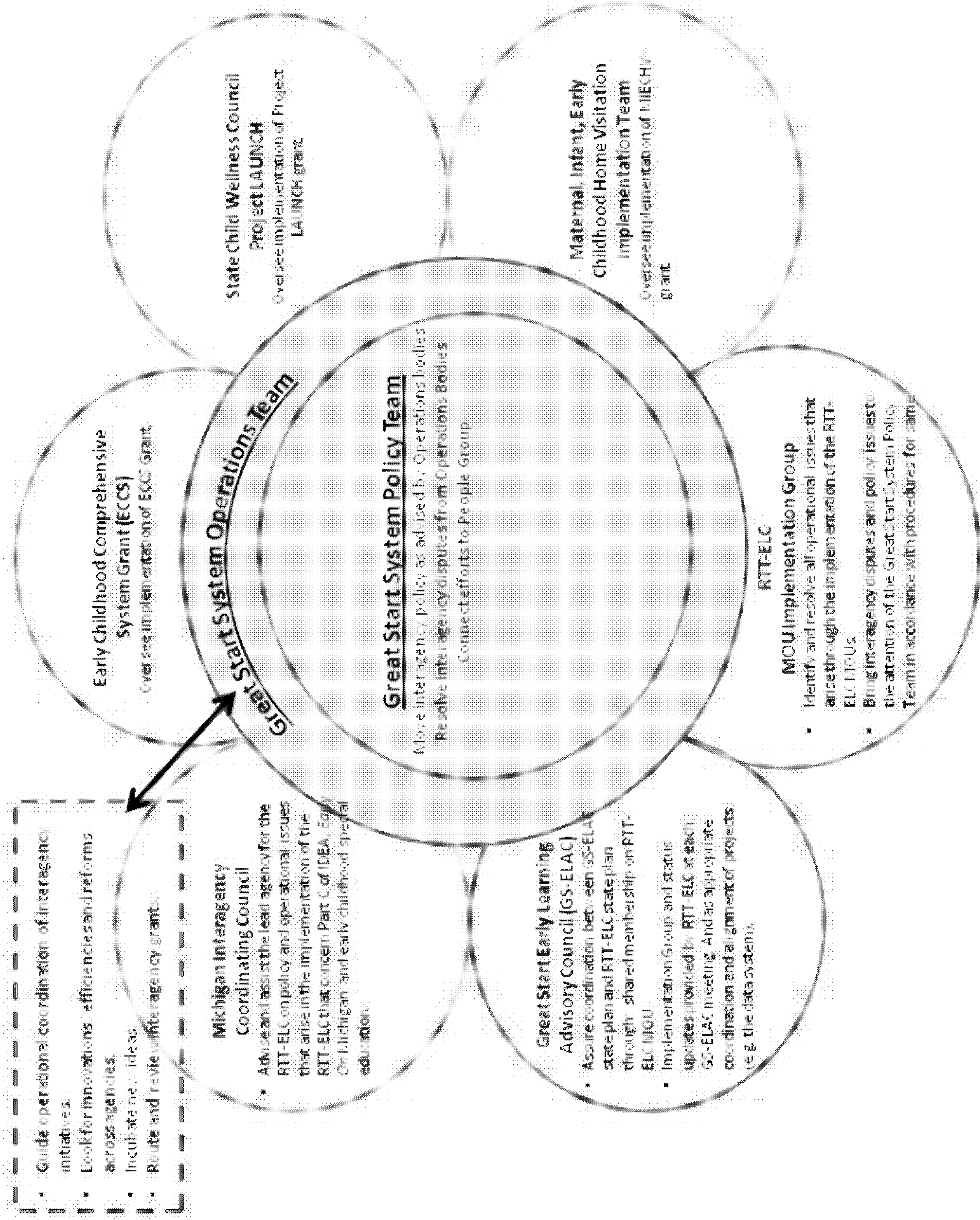


Figure 2: Michigan Early Learning Challenge Grant-Interagency Initiatives & Operations



- Guide operational coordination of interagency initiatives.
- Look for innovations, efficiencies and reforms across agencies.
- Incubate new ideas.
- Route and review interagency grants.

Michigan Interagency Coordinating Council

- Advise and assist the lead agency for the RTT-ELC on policy and operational issues that arise in the implementation of the RTT-ELC that concern Part C of IDEA, Early On Michigan, and early childhood special education.

Early Childhood Comprehensive System Grant (ECCS)
Oversee implementation of ECCS Grant

State Child Wellness Council Project LAUNCH
Oversee implementation of Project LAUNCH grant

Maternal, Infant, Early Childhood Home Visitation Implementation Team
Oversee implementation of MIECHV grant

Great Start System Operations Team

Great Start System Policy Team

Move interagency policy as advised by Operations bodies
Resolve interagency disputes from Operations Bodies
Connect efforts to People Group

Great Start Early Learning Advisory Council (GS-ELAC)

- Assure coordination between GS-ELAC state plan and RTT-ELC state plan through shared membership on RTT-ELC MOU
- Implementation Group and status updates provided by RTT-ELC at each GS-ELAC meeting. And as appropriate coordination and alignment of projects (e.g. the data system).

RTT-ELC MOU Implementation Group

- Identify and resolve all operational issues that arise through the implementation of the RTT-ELC MOUs.
- Bring interagency disputes and policy issues to the attention of the Great Start System Policy Team in accordance with procedures for same

The second chart *Michigan Early Learning Challenge Grant-Interagency Initiatives and Operations* (Figure 2) shows a more micro-level view of the GSSPT, its Operations Team, and its relationship to the RTT-ELC MOU Implementation Group. The reader will note that for the purposes of demonstrating how the GSSPT serves as the interagency policy leadership hub for the Great Start system, the connections to other interagency initiatives are also shown.

The RTT-ELC MOU Implementation group will be responsible for the operations-level issues of the grant and will be staffed by the Grant Coordinator. Operations-level issues are expected to include but will likely not be limited to: grant administration, projects management, performance management within and across projects, continuous quality improvement, communications, accountability, stakeholder engagement and interagency reporting.

When an operations issue arises that is unable to be resolved by the RTT-ELC MOU Implementation Team, the RTT-ELC Grant Coordinator will bring that situation to the attention of the Grant Director, the Deputy Superintendent of OGS, who will bring it to the GSSPT for resolution. The Grant Coordinator will then be responsible for informing the MOU Implementation Team of the resolution and for assuring that all actions that need to be taken in service to the resolution are performed in a timely manner.

In the situation where a need is identified for either interagency early childhood policy reform or the creation of new more appropriate policy, the Grant Coordinator will inform the Grant Director, and the GSSPT will provide the leadership for such activities in service to the RTT-ELC grant. The Grant Coordinator will then be responsible for informing the MOU Implementation Team of the disposition of the policy recommendation.

Chart (A)(3)(1) articulates in greater detail, than the paragraphs above, the governance-related roles and responsibilities of the Lead Agency, Participating Agencies, and Other Entities. Chart (A)(3)(1) explains that there are governance related roles and responsibilities for single organizations as well as collaboratives of key organizations for this grant. The critical roles that the Great Start Early Learning Advisory Council and the Michigan Interagency Coordinating Council play in concert with the RTT-ELC grant are defined as well.

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As the Lead Agency, MDE will have final authority and ultimate responsibility for the RTT-ELC. It is the intention of MDE to follow the model established by MDCH with the new MIECHV grant and the Project LAUNCH grant. This will mean that there will be specific work plans established for all agencies with shared accountabilities. Each member will be expected to function as a facilitative leader in service to the larger agenda of the grant. Outcomes and results will be reviewed and updated at each meeting. Communication will be frequent and decisions will be made using consensus as much as is efficient and effective to do so.

MDE will endeavor to make decisions as a collective with the Participating Agencies, as defined above. MDE is also committed to being accountable to the state's children with high needs and their families and will invoke the non-performance clause of the MOU should it determine that non-performance is impacting the achievement of improved outcomes for children with high needs.

MDE and the state's participating agencies worked closely together to complete the RTT-ELC grant. MDE and ECIC worked in partnership to convene an Application Preparation Team to prepare Michigan's application, see Appendix VIII, p. 298, for a list of team members. The Application Team membership reflects how Michigan does business for young children – meaning the public and the private sector work together with the advocates, intermediary organizations and associations in a dynamic and effective partnership. The Application Team hosted a stakeholder event in early September which brought together parents, philanthropy, program leaders, early childhood educators and other key stakeholders from across the state. From this event came important insights, ideas and questions that informed Michigan's compelling RTT-ELC proposal. Both MDE and ECIC hosted web-pages for updates and questions to keep stakeholders informed.

The membership of the RTT-ELC MOU Implementation Group will be inclusive of the public and the private sectors and will include parents, representatives of early childhood educators, and early learning and development intermediary organizations. As is pertinent and meaningful, this same array of stakeholders will be engaged in the development and implementation of the projects funded under the auspices of this grant. Additional and intentional efforts will be made by each project to engage parents from the Great Start Parent Coalitions and community level system implementers from the Great Start Collaboratives in the

planning and implementation of activities. These community leaders are closely connected to the young children and families in their communities and know what is needed from the ground up to increase the school readiness of children with high needs.

The MOU's for this grant demonstrate the strong commitment to Michigan's RTT-ELC plan by the Participating Agencies. (Appendix XVI, p. 490) Each agency has completed a preliminary scope of work that details their involvement in each aspect of the state's plan. (Appendix XVI, p. 490) The reader will note that there is a high level of interagency and stakeholder involvement in each and every aspect of Michigan's plan. All of Michigan's licensed early learning and development programs are participating in the state's tiered quality rating and improvement system – *Great Start to Quality*. The projects proposed in Michigan's plan will engage early learning and development programs in the broadest definition of the word, including coordination and linkage with the MDCH public and behavioral health systems and the MIECHV program.

The Application Preparation Team sought letters of support from all of the state's early learning intermediary organizations and other key stakeholders including early childhood educators, Legislators, and a broad array of community and state leaders from across sectors. All of the state's early learning intermediary organizations signed letters of support. (Appendix XVII, p. 517) Over 74 letters of support and/or intent were received from, for example, the Council of Michigan Foundations, the Michigan Chamber of Commerce, Former Governor Jennifer M. Granholm, the President's Council of State Universities of Michigan, the state's Early Learning Advisory Council, and the legislative leaders for the Michigan Legislature. A chart of copy of each letter is located in Appendix XVII, p. 517.

The support Michigan has received for this grant from these stakeholders, representing so many sectors of Michigan society, is both gratifying and humbling. It reflects over ten years of dedicated and intentional effort at the local and state levels to build the comprehensive Great Start system. Across two Governors, in both Republican and Democratic administrations, Great Start has demonstrated its value and steadily grown in influence and significance. It has fundamentally altered the public understanding in Michigan that learning begins at birth and for Michigan to return to prosperity our investments must begin in the earliest years.

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Table (A)(3)-1: Governance-related roles and responsibilities	
Lead Agency	Governance-related roles and responsibilities
Michigan Department of Education	<ul style="list-style-type: none"> -Serve as fiduciary for RTT-ELC. - Be accountable for meeting goals, timelines, budget and annual targets established in the state’s plan. -Adhere to annual draw down schedule tied to goals, timelines, budget and targets. -Prepare annual report that meets criteria outlined in this grant. - Address and resolve interagency disputes and policy issues that may arise in the implementation of the Michigan State Plan through the Great Start System Policy Team. -Staff the RTT-ELC MOU Implementation Group where operations are reviewed and issues will be addressed. -Continue to participate in programs authorized under Section 619 of Part B of IDEA and Part C of IDEA and in the CCDF Program. -Continue to implement a longitudinal data system that includes the 12 elements described in section 6401(e)(2)(D) of the America Competes Act and work to link this system to the state’s early learning data system implemented under this grant. -Make any work developed under this grant freely available to the public.
Participating Agencies	
MDCH	<ul style="list-style-type: none"> -Continue to participate in the Maternal, Infant, and Early Childhood Home Visitation (MIECHV) program. -Continue to participate in Project LAUNCH. -Continue to participate in Title V Block Grant program. -Continue to participate in Medicaid and EPSDT. -Continue to participate in MICHild (SCHIP). -Continue to build critical data infrastructure in support of MDCH and State goals and objectives. -Appoint a contact person for the RTT-ELC that will serve on the RTT-ELC MOU Implementation Team where operations issues will be addressed. - Address and resolve interagency disputes and policy issues that arise in the implementation of the Michigan State Plan through the Great Start System Policy Team.
ECIC	<ul style="list-style-type: none"> - Appoint a contact person for the RTT-ELC that will serve on the RTT-ELC MOU Implementation Team where operations issues will be addressed. -Assure the coordination of the Great Start Early Learning Advisory Council (GS-ELAC) state plan in service to the RTT-ELC grant. -Address and resolve interagency disputes and policy issues that arise in the implementation of the state’s plan through the Great Start System Policy Team.
DHS	<ul style="list-style-type: none"> -Appoint a contact person for the RTT-ELC that will serve on the RTT-ELC MOU Implementation Team. -Address and resolve interagency disputes and policy issues that arise in the implementation of the state’s plan through the Great Start System Policy Team.

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Table (A)(3)-1: Governance-related roles and responsibilities	
Other Entities	
State advisory council on early childhood education and care – <i>Great Start Early Learning Advisory Council (GS-ELAC)</i>	-Assure coordination between GS-ELAC state plan and Michigan’s state plan through: shared membership on RTT-ELC MOU Implementation Group and status updates provided by RTT-ELC at each GS-ELAC meeting. And as appropriate coordination and alignment of projects (e.g. the data system.)
State Interagency Coordinating Council for Part C of IDEA – <i>Michigan Interagency Coordinating Council</i>	-Advise and assist the lead agency for the grant on policy and operational issues that arise in the implementation of the RTT-ELC that concern part C of IDEA.
Other <i>Specify: Great Start System Policy Team</i>	-Lead the resolution of interagency disputes and policy issues that arise in the implementation of the Great Start system in MI (Michigan’s 0-5 comprehensive early childhood system); including interagency disputes or policy issues that may arrive in the implementation of this grant. -Provide regular reports to the “People Group” – the Governor’s executive leadership body composed of the Directors of MDE, DHS, and MDCH.
Other <i>Specify: RTT-ELC MOU Implementation Group</i>	-Identify and resolve all operational issues that arise through the implementation of the RTT-ELC MOUs. Those would include but not be limited to: grant administration, project management, performance management within and across projects, continuous quality improvement, communications, accountability, stakeholder engagement, and interagency reporting. -Bring interagency disputes and policy issues to the attention of the Great Start System Policy Team in accordance with procedures for same.

Table (A)(3)-2: Early Learning Intermediary Organizations and local early learning councils (if applicable)	
List every Intermediary Organization and local early learning council (if applicable) in the State	Did this entity provide a letter of intent or support which is included in the Appendix (Y/N)?
Early Childhood Investment Corporation (ECIC)	Y
Knowledge University, Inc.	Y
Learning Care Group	Y
Michigan ACCESS (American Associate Degree Early Childhood Educators (ACCESS) – MI Chapter)	Y
Michigan Association for The Education Of Young Children (MiAEYC)	Y
Michigan Association of Early Childhood Teacher Educators (MiAECTE)	Y
Michigan Association of Intermediate School Administrators (MAISA)	Y
Michigan Association of School	Y

Table (A)(3)-2: Early Learning Intermediary Organizations and local early learning councils (if applicable)	
List every Intermediary Organization and local early learning council (if applicable) in the State	Did this entity provide a letter of intent or support which is included in the Appendix (Y/N)?
Administrators (MASA)	
Michigan Association of School Boards (MASB)	Y
Michigan Division for Early Childhood (MiDEC)	Y
Michigan Education Association (MEA)	Y
Michigan Head Start Association	Y
Michigan Parent Teacher Association (PTA)	Y
Michigan's Great Start Collaboratives	Y
Michigan's Great Start Parent Coalitions	Y
Rainbow Centers	Y
Secondary Educators for Early Childhood (SEEC)	Y
Telamon (Migrant Head Start)	Y

(A)(4) Developing a budget to implement and sustain the work of this grant. (15 points)

The extent to which the State Plan--

(a) Demonstrates how the State will use existing funds that support early learning and development from Federal, State, private, and local sources (*e.g.*, CCDF; Title I and II of ESEA; IDEA; Striving Readers Comprehensive Literacy Program; State preschool; Head Start Collaboration and State Advisory Council funding; Maternal, Infant, and Early Childhood Home Visiting Program; Title V MCH Block Grant; TANF; Medicaid; child welfare services under Title IV (B) and (E) of the Social Security Act; Statewide Longitudinal Data System; foundation; other private funding sources) for activities and services that help achieve the outcomes in the State Plan, including how the quality set-asides in CCDF will be used;

(b) Describes, in both the budget tables and budget narratives, how the State will effectively and efficiently use funding from this grant to achieve the outcomes in the State Plan, in a manner that--

(1) Is adequate to support the activities described in the State Plan;

(2) Includes costs that are reasonable and necessary in relation to the objectives, design, and significance of the activities described in the State Plan and the number of children to be served; and

(3) Details the amount of funds budgeted for Participating State Agencies, localities, Early Learning Intermediary Organizations, Participating Programs, or other partners, and the specific activities to be implemented with these funds consistent with the State Plan, and demonstrates that a significant amount of funding will be devoted to the local implementation of the State Plan; and

(c) Demonstrates that it can be sustained after the grant period ends to ensure that the number and percentage of Children with High Needs served by Early Learning and Development Programs in the State will be maintained or expanded.

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The State's response to (A)(4)(b) will be addressed in the Budget Section (section VIII of the application) and reviewers will evaluate the State's Budget Section response when scoring (A)(4). In the text box below, the State shall write its full response to (A)(4)(a) and (A)(4)(c) and may also include any additional information it believes will be helpful to peer reviewers. If the State has included relevant attachments in the Appendix, these should be described in the narrative below and clearly cross-referenced to allow the reviewers to locate them easily.

Evidence for (A)(4)(a):

- The completed table listing the existing funds to be used to achieve the outcomes in the State Plan (see Table (A)(4)-1).
- Description of how these existing funds will be used for activities and services that help achieve the outcomes in the State Plan.

Evidence for (A)(4)(b):

- The State's budget (completed in section VIII).
- The narratives that accompany and explain the budget, and describes how it connects to the State Plan (also completed in section VIII).

A(4). Developing a budget to implement and sustain the work of the grant.

A(4)(a). State's Existing Funds

Michigan's plan demonstrates how existing funds that support early learning and development will be used to support activities and services that help to achieve the outcomes. The RTT-ELC grant presents just under 30 percent of the total funds that will be expended to support Michigan's early learning and development reform agenda. Table A(4)(1) which provides detail on these contributions is located after the narrative for this section.

Medicaid

Medicaid dollars will be utilized for well child care and prevention services, in addition to serving as matching funds for state and private foundation investments in Michigan's Nurse Family Partnership programs and developmental screening initiatives. Medicaid funding will also be employed in support of the development and implementation of Management Information System activities related to the Enterprise Data Warehouse and core shared services, as well as the construction of the Master Person Index application. Medicaid funds are reflected as "Other Funds Allocated to the State Plan" in the agency budget for the Department of Community Health and the Department of Education.

Child Care and Development Fund (CCDF)

Child Care and Development Fund dollars will be blended with grant funds to purchase scholarship slots for high needs children in high-quality early learning and development programs. By blending funds, access to full-day, full year programs will be achieved for 780 infants and toddlers and 550 preschool age children annually. Blended funding will allow eligible children to benefit from a scholarship slot beginning with their entry into the child care subsidy program to the point of their entry into Kindergarten. Funds from the Child Care and Development Fund Quality set-asides will be utilized to fund ten quality improvements specialists and to communication with the general public about *Great Start to Quality*. CCDF dollars are reflected as “Other Funds Allocated to the State Plan” in the agency budget for the Department of Education and the Early Childhood Investment Corporation.

Title V Block grant

Michigan’s Title V block grant funds will be used in service to several of the goals and outcomes of Michigan’s State Plan, including:

- Increasing the proportion of the children with special health care needs population that has access to a medical home and integrated care planning.
- Reducing obesity in children, including children with special health care needs, and women of child-bearing age.
- Addressing environmental issues (asthma, lead poisoning and second-hand smoke) affecting children, youth and pregnant women.
- Increasing access to early intervention services and developmental screening within the context of a medical home for children.
- Reducing discrimination in health care services in publicly-funded programs.
- Title V Block grant dollars are reflected as “Other Funds Allocated to the State Plan” in the agency budget for the Department of Community Health.

State School Aid Fund

State of Michigan School Aid Fund dollars will be utilized to support family engagement activities conducted by parents involved with Great Start Collaboratives and Great Start Parent Coalitions. These activities include educating families about quality early learning experiences and how they can access referrals for quality licensed early learning and development programs and identifying best practices around communicating with parents of young children with high needs. State School Aid Fund dollars are reflected as “Other Funds Allocated to the State Plan” in the agency budget for the Early Childhood Investment Corporation.

Maternal, Infant, and Early Childhood Home Visiting

Michigan has been awarded Maternal, Infant, and Early Childhood Home Visiting Competitive and Formula funding that will be used to maintain or expand Nurse Family Partnership (NFP) services in six high-risk communities. These funds are targeted towards reducing infant mortality and disparity in infant mortality, while also meeting the six federally-defined benchmarks including ‘Improvements in School Readiness and Achievement’. The Maternal, Infant, and Early Childhood Home Visiting funding will also be used to build necessary infrastructure to support high-quality, evidence-based services, including the development and implementation of core competencies for home visitors, and the implementation of a number of centralized intake pilots. Maternal, Infant, and Early Childhood Home Visiting dollars are reflected as “Other Funds Allocated to the State Plan” in the agency budget for the Department of Community Health.

MIChild (State Child Health Insurance Program – SCHIP)

MIChild funds will be employed to support well child care and prevention services (such as screening). MIChild dollars are reflected as “Other Funds Allocated to the State Plan” in the agency budget for the Department of Community Health.

State General Fund/General Purpose

Michigan General Fund/General Purpose dollars will be used to fund Michigan's Nurse Family Partnership programs in FY2012, in addition to supporting a staff person who will serve as the liaison to all data system work, including the Early Learning Data System. General Fund/General Purpose will also be allocated to the development and implementation of Management Information System activities related to the Enterprise Data Warehouse and core shared services, as well as the construction of the Master Person Index application. State General Fund/General Purpose dollars are reflected as "Other Funds Allocated to the State Plan" in the agency budget for the Department of Education and the Department of Community Health.

Great Start Early Learning Advisory Council (Michigan's Advisory Council on Early Education and Care)

Great Start Early Learning Advisory Council funds are being used in the creation and maintenance of *Great Start to Quality*. Additionally, funds from this grant will be used to support a writer focused on the alignment and expansion of the state's existing standards documents and expectations for children's development into a unified birth to grade 3 continuum, including cognitive, academic, social-emotional, and health-related expectations for young children and guidance for settings and programs to promote the achievement of those expectations.

Great Start Early Learning Advisory Council dollars are reflected as "Other Funds Allocated to the State Plan" in the agency budget for the Department of Education and the Early Childhood Investment Corporation.

First Time Motherhood/New Parent Initiative

The First Time Motherhood/New Parents Initiative grant will be used to support messaging related to health literacy and health promotion. Funds are targeted primarily to first time parents, with a specific focus on high risk areas. First Time Motherhood/New Parent Initiative dollars are reflected as "Other Funds Allocated to the State Plan" in the agency budget for the Department of Community Health.

Kellogg Foundation

Kellogg Foundation funding is being used for a portion of the evaluation of *Great Start to Quality*, as well as towards the expansion of the state's developmental screening initiative. Kellogg Foundation dollars are reflected as "Other Funds Allocated to the State Plan" in the agency budget for the Early Childhood Investment Corporation and the Department of Community Health.

Statewide Longitudinal Data System (SLDS) ARRA Grant

The SLDS ARRA grant funds represent spending on data models, ETL processing and portal development for those early education programs for data currently collected by the Michigan Department of Education. These data current include early education student data for state-funded preschool and early childhood special education and over the next year will also include children who receive *Early On* services. The *Early On* data collection will then be moved into the Michigan Student Data System in the 2012-2013 school year, further streamlining the reporting of these data with other early education data. Additional data that are relevant to early learning are being explored for linkages with the SLDS including census and vital record data. The Michigan School Data Portal has been built with a placeholder for early education data and SLDS funds will be used to develop prototype participation reports for the early learning system.

Statewide Longitudinal Data System (SLDS) ARRA Grant dollars are reflected as "Other Funds Allocated to the State Plan" in the agency budget for the Department of Education.

Project LAUNCH Grant

Michigan's Project LAUNCH grant from the Substance Abuse and Mental Health Services Administration (SAMHSA) will be used for the Center for Social Emotional Foundations in Early Learning activities implemented in Saginaw, Michigan, including physician training around developmental screening. Additionally, funds will be used to support a social-emotional messaging group and the development of pertinent messaging. Project LAUNCH grant dollars are reflected as "Other Funds Allocated to the State Plan" in the agency budget for the Department of Community Health.

Head Start Collaboration Office

The Michigan Head Start Collaboration Office (HSCO) is completing year one of a five year strategic plan with many activities that support the outcomes in the State Plan. HSCO project funding will be focused toward integration of Head Start into the early learning data system, supporting grantee engagement in *Great Start to Quality*, supporting full-day full-year services, and developing collaborations with Institutions of Higher Education that support greater degree attainment and professional development standards. Project budget and activities have not been developed and improved for years three through five. Head Start Collaboration Office dollars are reflected as “Other Funds Allocated to the State Plan” in the agency budget for the Department of Education, the Early Childhood Investment Corporation and the Department of Community Health.

Statewide Longitudinal Data System (SLDS) 2009 Grant

SLDS funds will be used for building and enhancing the early learning data system and more specifically for building and implementing the early learning system infrastructure and leveraging data. The SLDS 2009 grant figures provides support for the SLDS infrastructure including servers and SAS licenses. It also includes extending the UIC into early education programs. This work provides support for the early childhood education data collections and unique identification code work in the Michigan Student Data System. SLDS funds are also being used to pilot the extension of the student unique identification code to the Head Start programs. This extension work initially includes working with a selection of grant recipients as well as information system vendors to work through the technical requirements for this process. Statewide Longitudinal Data System (SLDS) 2009 Grant dollars are reflected as “Other Funds Allocated to the State Plan” in the agency budget for the Department of Education.

CDC Obesity Prevention grant

CDC funds will be employed in support of the implementation of early childhood obesity prevention efforts in the city of Detroit and the surrounding area. CDC Obesity Prevention grant dollars are reflected as “Other Funds Allocated to the State Plan” in the agency budget for the Department of Community Health.

Flinn Foundation

Flinn Foundation funds will serve as a contribution to the state's developmental screening initiative. Flinn Foundation dollars are reflected as "Other Funds Allocated to the State Plan" in the agency budget for the Department of Community Health.

A(4)(b). Using Grant Funding to Achieve Outcomes

Michigan's budget tables and budget narratives in section VIII demonstrate an effective and efficient use of funding from this grant to achieve the outcomes in Michigan's plan. The budget and budget narratives in section VIII were carefully determined by Michigan RTT-ELC project leads (Michigan Departments of Education and Community Health and the Early Childhood Investment Corporation) with oversight and final approval provided by the lead agency – the Michigan Department of Education (MDE). MDE is fully confident that the costs are reasonable and necessary to support the objectives, design and significance of the activities described in the plan and the number of children with high needs, parents of children with high needs, early learning and development programs and early childhood educators and other professionals to be served through the auspices of this grant.

Nearly \$30.0 million of Michigan's RTT-ELC grant will be devoted to local implementation of the state's plan; this figure is taken from the budget line item, "Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners." This figure represents 42 percent of the total funds which Michigan believes meets the criteria of a significant amount of the funding being devoted to the local implementation of the state plan.

A(4)(c). Sustainability

Michigan is committed to not only sustaining but continuing to build from the gains that will be made in the state with the award of this grant, when the grant period ends. As was explained in section (A)(1), and demonstrated by the data in Table (A)(1)(5) Michigan has worked extremely hard to maintain the number of children served by early learning and development programs over the longest and most severe economic recession ever experienced in the state. In fact, there was an increase in participation in the GSRP – the state's prekindergarten

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program - due to successful efforts with the legislature, over several years, to increase funding for this program. The fact that the legislature made not only this increased investment but has overall protected early childhood investments over the last five years speaks well to Michigan's ability to sustain and increase the number of children with high needs who participate in early learning and development programs, when this grant ends.

Michigan's plan is built on the fundamental understanding that these funds are temporary and our commitment to a comprehensive early childhood system – the Great Start system – is permanent. Therefore Michigan's plan for these grant funds used the following criteria for investments: 1. To the maximum extent possible Michigan would invest these funds in projects that would produce products, and outcomes, that would hold their value, and continue to produce value, long after the grant funds end, e.g. tiered quality rating and improvement system, incentives to promote programs serving children with high needs moving to highest tiers of early learning and development standards, a data base for developmental screening, referral and follow up, Michigan *Core Knowledge and Core Competencies*, Infant-Toddler credential, Michigan Model for School Readiness (MIMSR), and the early learning data system; and 2) Michigan would utilize these funds to pilot and prototype reforms, before taking them to scale with existing federal, state and private resources, e.g. how to best increase accessibility of early learning standards for parents and early childhood educators without degrees, how to best engage and support families of children with high needs, especially those from historically difficult to reach populations, how to best teach/coach early childhood educators to engage with families in ways that matter most to the families, and how to best revise the CCDF child care subsidy payment model, using alternative approaches, to assure more high need children have access to the highest quality early learning and development programs.

Michigan is fully aware that even though this plan and budget are based on these criteria, which the MOU signatories believe will position the state well to sustain and build on the gains achieved with these funds, there will still be legacy costs associated with all of the projects. Michigan is confident that by the time this grant ends, the MOU signatories will have a high-quality plan for how they will address the legacy costs. The high-quality plan for sustainability will include: repurposing existing federal, state or private funds toward more effective use based on findings from the grant, educating state policy makers about the need for additional

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funding, using evidence of successes earned through implementation, and seeking private investment for continuation of projects or project elements for which there is consensus, among the MOU signatories, are essential to Michigan’s early learning and development reform agenda.

Given the economic realities in the country currently, let alone across the globe, it seems unlikely that any state can reasonably make more of a commitment to sustainability than the one communicated above. Michigan preceded all other states into the recession and missed the early childhood investment “bubble” that many states experienced. Fundamentally that means that while the state may not be where Michigan early childhood leaders wish it was in terms of the scale of investments; the investments that the state does have are not built on debt, or less than prudent budgeting forecasts, and have proven to have durable bi-partisan support. These realities do position Michigan, from our perspective, as a state that can be taken seriously when it comes to sustainability.

Table (A)(4) – 1 Existing other Federal, State, private, and local funds to be used to achieve the outcomes in the State Plan.					
Source of Funds	Fiscal Year 2012	Fiscal Year 2013	Fiscal Year 2014	Fiscal Year 2015	Total
Medicaid	\$29,008,030	\$25,694,526	\$23,152,500	\$23,152,500	\$101,007,556
Child Care and Development Fund	\$1,545,000	\$8,190,180	\$8,190,180	\$8,190,180	\$26,115,540
Title V Block grant	\$5,870,200	\$3,000,000	\$3,000,000	\$3,000,000	\$14,870,200
State School Aid Fund	\$1,600,000	\$2,000,000	\$2,000,000	\$2,000,000	\$7,600,000
Maternal, Infant, and Early Childhood Home Visiting	\$3,390,000	\$3,540,000	--	--	\$6,930,000
MIChild	\$991,000	\$991,000	\$991,000	\$991,000	\$3,964,000
State General Fund/General Purpose	\$1,997,725	\$307,336	\$26,000	\$26,000	\$2,357,061
Early Learning Advisory Council	\$550,000	\$500,000	--	--	\$1,050,000
First Time Motherhood/New	\$500,000	\$500,000	--	--	\$1,000,000

Table (A)(4) – 1 Existing other Federal, State, private, and local funds to be used to achieve the outcomes in the State Plan.					
Source of Funds	Fiscal Year 2012	Fiscal Year 2013	Fiscal Year 2014	Fiscal Year 2015	Total
Parent Initiative					
Kellogg Foundation	\$350,000	\$250,000	--	--	\$600,000
Statewide Longitudinal Data System ARRA Grant	\$125,000	\$125,000	\$125,000	\$125,000	\$500,000
Project LAUNCH Grant	\$69,000	\$69,000	\$69,000	--	\$207,000
Head Start Collaboration Office	\$100,000	\$50,000	--	--	\$150,000
Statewide Longitudinal Data System 2009 Grant	\$100,000	--	--	--	\$100,000
CDC Obesity Prevention grant	\$28,000	--	--	--	\$28,000
Flinn Foundation	\$10,000	\$10,000	--	--	\$20,000
TOTAL	\$46,233,955	\$45,227,042	\$37,553,680	\$37,484,680	\$166,499,357

B. High-Quality, Accountable Programs

(B)(1) Developing and adopting a common, statewide Tiered Quality Rating and Improvement System. (10 points)

The extent to which the State and its Participating State Agencies have developed and adopted, or have a High-Quality Plan to develop and adopt, a Tiered Quality Rating and Improvement System that--

(a) Is based on a statewide set of tiered Program Standards that include--

- (1) Early Learning and Development Standards;
- (2) A Comprehensive Assessment System;
- (3) Early Childhood Educator qualifications;
- (4) Family engagement strategies;
- (5) Health promotion practices; and
- (6) Effective data practices;

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(b) Is clear and has standards that are measurable, meaningfully differentiate program quality levels, and reflect high expectations of program excellence commensurate with nationally recognized standards¹¹ that lead to improved learning outcomes for children; and

(c) Is linked to the State licensing system for Early Learning and Development Programs.

In the text box below, the State shall write its full response to this selection criterion. The State shall include the evidence listed below and describe in its narrative how each piece of evidence demonstrates the State's success in meeting the criterion; the State may also include any additional information it believes will be helpful to peer reviewers. If the State has included relevant attachments in the Appendix, these should be described in the narrative below and clearly cross-referenced to allow the reviewers to locate them easily.

In scoring the selection criterion, peer reviewers will determine, based on the evidence the State submits, whether each element of the selection criterion is implemented or planned; the quality of the implementation or plan (see the definition of a High-Quality Plan for the components reviewers will be judging); the extent to which the different types of Early Learning and Development Programs in the State are included and addressed; and the extent to which the unique needs of the State's special populations of Children with High Needs are considered and addressed. The State is responsible for providing clear and detailed information to assist the peer reviewers in making these determinations.

Evidence for (B)(1):

- The completed table that lists each set of existing Program Standards currently used in the State and the elements that are included in those Program Standards (Early Learning and Development Standards, Comprehensive Assessment Systems, Qualified Workforce, Family Engagement, Health Promotion, Effective Data Practices, and Other), (see Table (B)(1)-1).
- To the extent the State has developed and adopted a Tiered Quality Rating and Improvement System based on a common set of tiered Program Standards that meet the elements in criterion (B)(1)(a), submit--

¹¹ See such nationally recognized standards as:

U.S. Department of Health and Human Services. (2009). Head Start Program Performance Standards. Washington, DC: U.S. Department of Health and Human Services. PDF retrieved from: 45 CFR Chapter XIII - 1301-1311 http://eclkc.ohs.acf.hhs.gov/hslc/Head%20Start%20Program/Program%20Design%20and%20Management/Head%20Start%20Requirements/Head%20Start%20Requirements/45%20CFR%20Chapter%20XIII/45%20CFR%20Chap%20XIII_ENG.pdf

U.S. Department of Defense. DoD Instruction 6060.2, Child Development Programs (CDPs), January 19, 1993, certified as current August 25, 1998 (to be updated Fall 2011). Washington, DC: U.S. Department of Defense.

Retrieved from:

http://www.militaryhomefront.dod.mil/portal/page/mhf/MHF/MHF_DETAIL_1?section_id=20.60.500.100.0.0.0.0.0.¤t_id=20.60.500.100.500.60.60.0.0

American Academy of Pediatrics, American Public Health association, and National Resource Center for Health and Safety in Child Care and Early Education. (2011) Caring for Our Children: National Health and Safety Performance Standards; Guidelines for Early Care and education Programs. Elk Grove Village, IL; American Academy of Pediatrics.

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- A copy of the tiered Program Standards;
- Documentation that the Program Standards address all areas outlined in the definition of Program Standards, demonstrate high expectations of program excellence commensurate with nationally recognized standards, and are linked to the States licensing system;
- Documentation of how the tiers meaningfully differentiate levels of quality.

B(1): Developing and adopting a common, statewide Tiered Quality Rating and Improvement System (TQRIS)

B(1)(a). Statewide Tiered Program Standards

Michigan has developed and adopted a common, statewide, tiered quality rating and improvement system (TQRIS) in order to improve the quality of all early learning settings, for all children. The Michigan TQRIS – known as *Great Start to Quality* - is predominantly funded through the state’s Child Care and Development Fund (CCDF) quality set-aside. The Early Childhood Investment Corporation (ECIC) is responsible for overseeing the implementation of *Great Start to Quality* via a contract with the Michigan Department of Education - Office of Great Start (MDE-OGS), which is the lead agency for CCDF in Michigan. ECIC works in close partnership with the CCDF and state pre-kindergarten programs at MDE-OGS, the Michigan Department of Human Services (DHS) – Bureau of Children and Adult Licensing (BCAL), and the Head Start Collaboration Office (HSCO) to implement *Great Start to Quality*.

ECIC has a regionally-based, state-wide network of resource and referral centers – known as the Great Start Regional Resource Centers (RRCs) – that implement the local portion of *Great Start to Quality*, see Appendix XI, p. 390. RRCs provide information, resources and workforce development in service to program and provider quality improvement; coordinating with community partners, i.e., Great Start Collaboratives and Parent Coalitions, community colleges, school districts, United Way, and community foundations, to align and maximize the impact of public and private investments for quality improvement.

Great Start to Quality includes all licensed early learning and development programs and unlicensed, subsidized family, friend and neighbor providers (subsidized FFN providers). Michigan chose this unique approach to its tiered quality rating and improvement system due to a legacy of policy decisions that in 2009 resulted in nearly 70 percent of the state’s children who

received child care subsidy being in subsidized FFN care. Launching *Great Start to Quality* without including subsidized FFN providers would have left a substantial portion of children with high needs in settings with no regulation or focus on quality.

Figure 1. Depiction of Great Start to Quality Continuum

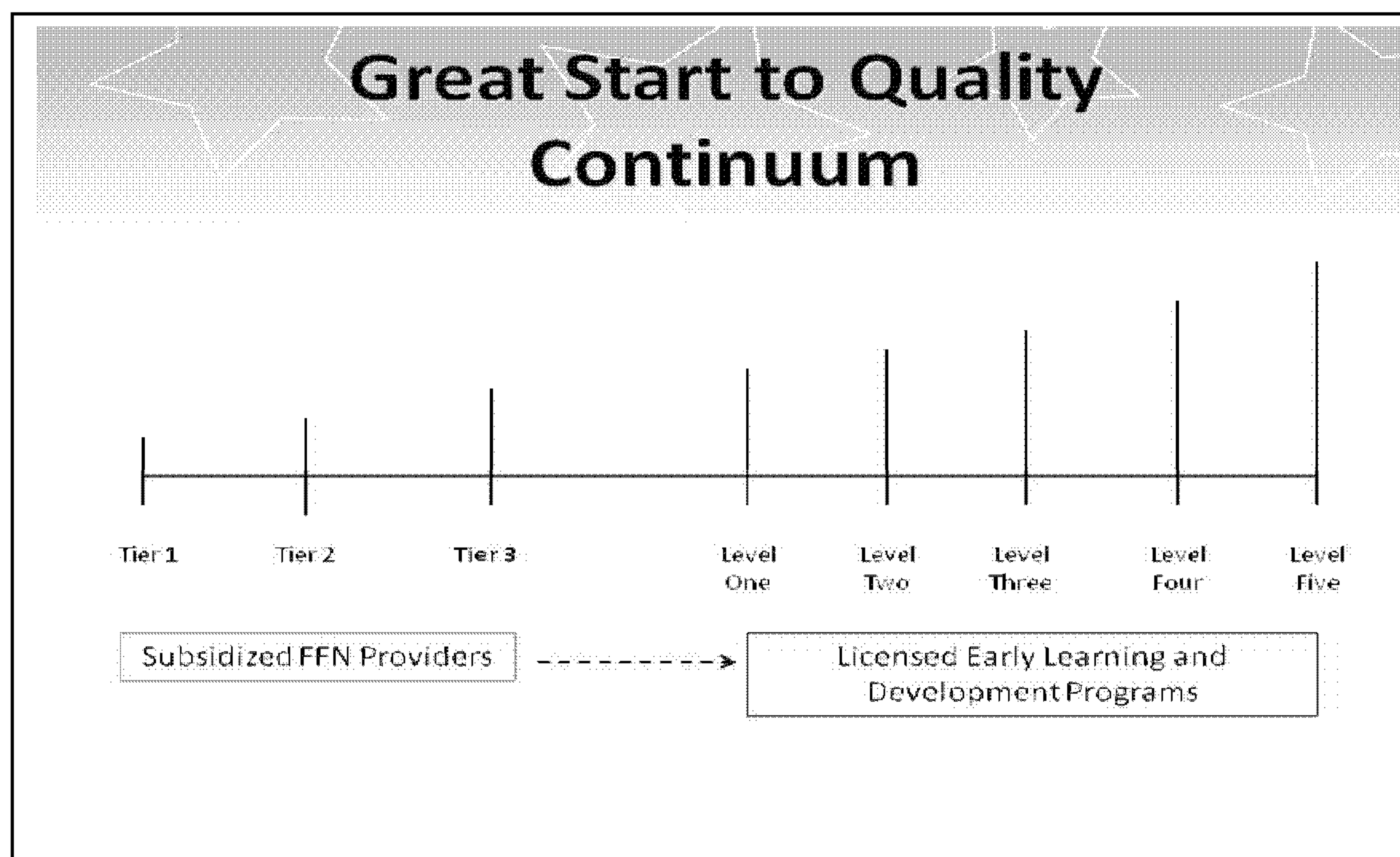


Figure 1, above, illustrates the *Great Start to Quality* continuum. There are three Tiers of quality improvement supports for subsidized FFN providers and five Levels of rated quality and quality improvement supports for licensed early learning and development programs. An unbroken line connects the state’s quality improvement efforts for subsidized FFN providers with the *Great Start to Quality*. This link is intentional and illustrates the “career” pathway Michigan has created to licensure for interested subsidized FFN providers.

Subsidized FFN providers enter *Great Start to Quality* at Tier 1 after their application to participate in the CCDF child care subsidy program is approved and they complete the required *Great Start to Quality* orientation training. Participation in Tier 1 is not voluntary. Subsidized FFN providers choosing to proceed to Tier 2 and 3, gain access to an increased rate from the CCDF child care subsidy at the completion of Tier 2, and access to quality

improvement supports at both Tiers 2 and 3. Quality improvement specialists from the RRCs provide validation of quality improvement plans for Tier 3 through a home visit with the subsidized FFN provider.

All licensed early learning and development programs enter *Great Start to Quality* at Level One, after child care licensing confirms that the program is in compliance with licensing regulations. Participation in Level One is not voluntary. Early learning and development programs may choose to move up the quality continuum. Licensed early learning and development programs in Michigan include:

- Head Start Centers
- Early Head Start Centers and licensed family programs
- Michigan's pre-kindergarten program – the Great Start Readiness Program (GSRP)
- Title I Program sites
- Child care centers and community based preschool programs
- Family homes – including homes licensed for up to 6 and up to 12 children

Great Start to Quality is based on a common, state-wide set of tiered program standards. The standards differentiate early learning and development programs by type and capacity, e.g. center-based, family home with assistant and family home without assistant. A copy of the *Great Start to Quality* standards is located in Appendix IX, p. 300.

The *Great Start to Quality* standards align with the state's early learning standards, the *Early Childhood Standards of Quality for Pre-Kindergarten* (ECSQ-PK) and the *Early Childhood Standards of Quality for Infant and Toddler Programs* (ECSQ-IT). Copies of both of these sets of standards may be found in the Appendix I, p. 3 & Appendix II, p. 112. Michigan's ECSQ-PK and ECSQ-IT are consistent with and meet thresholds of the National Research Council.

Early Learning and Development Standards: The *Great Start to Quality* standards include early learning and development standards and align with, and have been cross-walked to, the ECSQ-PK, ECSQ-IT and Head Start. Early learning and development is addressed in the *Curriculum and Instruction* standard. The *Curriculum and Instruction* standard has criteria for curriculum, screening and assessment, and consistency of care. Indicators include: a daily

routine schedule, an approved program curriculum, a written plan for integrating and valuing children's culture and a consistent team of early childhood educators and peers.

Comprehensive Assessment System: *Great Start to Quality* recognizes the importance of a comprehensive assessment system that generates robust and coherent evidence of children's learning and development. The *Curriculum and Instruction* standard has criteria for screening and assessment. Indicators include: early childhood educator discussions regarding anecdotal notes/observations, completion of annual developmental screening, administering an approved child assessment tool at least twice annually, sharing child assessment results with parents twice annually and using assessment information to inform instruction and to make appropriate referrals where necessary especially for children with special needs as defined in this RTT-ELC application.

Early Childhood Educator Qualifications: The standard for *Early Childhood Educator Qualifications and Professional Development* addresses early childhood educator qualifications. Criteria for this standard includes: administrator qualifications, early childhood educator qualifications, and professional development requirements. Indicators address education levels related to position title (administrator, lead early childhood educators, and assistant early childhood educators) and include Graduate, Bachelor and Associate degrees, and Child Development Accreditation (CDA) credentials, as well as required annual clock hours of professional development. At least three annual clock hours of professional development must be focused on cultural competence and inclusive practices for children with special needs or disabilities, as well as engaging diverse children and their families.

Family Engagement Strategies: Family engagement strategies are included in the *Family and Community Partnership* standard. Criteria include: family partnerships, family strengthening and community partnerships. Indicators include: providing parenting education opportunities, formal and information communication with families delivered in ways that meet diverse needs, participation in program governance, opportunities to participate within the program, facilitation of transitions and participation in community associations. For children with disabilities there is an indicator for screenings, referrals, and follow-up to assure families are connected to appropriate comprehensive services.

Health Promotion Practices: Health promotion practices are directly addressed through criteria of the *Health Environment* standard; the physical environment is one criterion, with the indicator being a facility that is free of environmental risks, e.g., lead, mercury, asbestos and indoor air pollutants; another criteria is health promotion, indicators include: a nutritional plan approved by a dietician or nutritionist, dedicated time for daily physical activity, reviewing and updating health records in accordance with the most recent Early Periodic Screening Diagnosis and Testing (EPSDT) findings, and a process for observing child's health and development and oral health care routines. Health promotion practices are also embedded in other standards and measured by indicators that include: health and safety requirements, developmental, behavioral, and sensory screening, referral, and follow-up; and the promotion of physical activity, healthy eating habits, oral health, behavioral health and health literacy among parents.

Effective Data Practices: Effective data practices are contained within the *Curriculum and Instruction* standard. One criterion is curriculum, indicators include: a statement of educational and developmental priorities for the children, a written plan for integrating policies, procedures and practices that reflects a respect and valuing of children's culture and demonstrates cultural competence, a written plan for serving children with special needs; another criterion is screening and assessment, indicators include: uses child assessment results in parent-teacher conferences at least two times a year, uses assessment to inform individual, small group, and whole group instruction and interaction. This standard is supportive of reflective data practices related to individual children's development.

One element of the high-quality plan for this section is to align the *Great Start to Quality* standards with the National Association for the Education of Young Children (NAEYC) Early Childhood Program Standards and Accreditation Criteria. NAEYC is the recognized authority on early childhood development and practice, and aligning the *Great Start to Quality* standards with the NAEYC program standards provides assurance that early learning and development program efforts to become accredited lead to *Great Start to Quality* ratings at a Level Four or Level Five.

Another element of the high-quality plan for this section is to refine the *Great Start to Quality* standards to ensure they have a strong enough focus on the developmental needs of children with special needs and infants and toddlers. The first three years are a critical period for child development and it is essential infants and toddlers are in high-quality early learning and development programs. Early learning and development programs at the highest quality levels have the greatest potential to support infant and toddler development. This is achieved by incorporating elements specific to infants and toddlers in the *Great Start to Quality* standards.

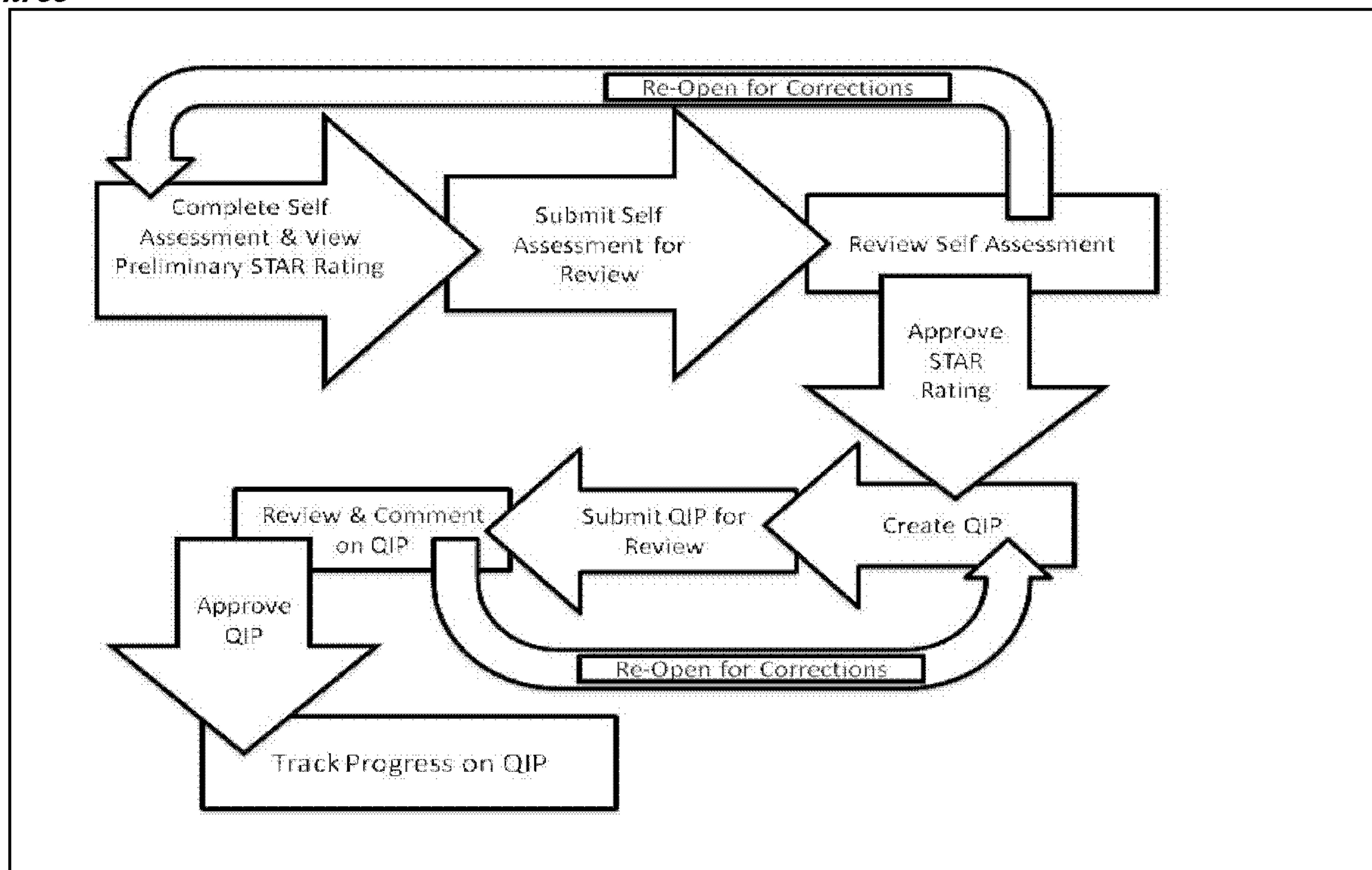
B(1)(b). Clear, measurable, standards that differentiate program quality

Great Start to Quality has five differentiated levels of quality for licensed early learning and development programs, with the foundational level (or Level One) being child care licensing. *Great Start to Quality* uses stars as the symbol of quality, with Level One being one star and Level Five being five stars. Participation in Level One of *Great Start to Quality* is not voluntary. Taking steps to progress to Level Two and beyond is the choice of each early learning and development program.

Programs choosing to progress from a Level One to Level Two or Three, complete a self-assessment, supported on-line by the *Great Start to Quality* data platform. A representative sample of self-assessments is verified by quality improvement specialists, annually.

A *Great Start to Quality* rating is determined and unique quality improvement plan (QIP) is generated through the on-line system, based on evidence provided. Early learning and development programs can update their self-assessment responses, to impact their rating, every 90 days and must update annually. Figure 2, below, illustrates the process and steps an early learning and development program would complete to receive a Level Two or Three rating.

Figure 2. Great Start to Quality: On-Line Assessment Process for Levels One Through Three



Upon achieving Level Three, an early learning and development program can request a validation visit through their RRC. An independent, impartial, trained rater will assess the program using the appropriate version of the Program Quality Assessment® (PQA) developed by the HighScope Educational Research Foundation. There are Infant/Toddler, Preschool, and Family Child Care versions of the PQA®. The PQA® is evidence-based and has undergone extensive research and testing to demonstrate reliability and validity, (Smith, C., Jurkiewicz, T., & Xiang, Z.P. 2002; Schweinhart, L., Epstein, A., Okoloko, V., & Oden, S., 1998). The PQA® assesses 63 dimensions of program quality in seven domains, which include: learning environment, daily routine, adult-child interactions, curriculum planning and assessment, parent involvement and family services, staff qualifications and development, and program management, see Appendix XII for PQA® summary score sheets.

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The total points available through *Great Start to Quality* are 50. A minimum number of points must be accumulated in each category of the standards, as well as at each level within the standard. The minimum for Level Two is 16; Level Three is 26; Level Four is 38; and Level Five is 42. Figure 3 below illustrates the summary of the *Great Start to Quality* point structure.

Figure 3. Great Start to Quality Point Structure

Standards Category	Total Possible Points	Minimum Point Distribution			
		Level 2	Level 3	Level 4	Level 5
I. Early Childhood Educator & Professional Development	16	3	6	8	8
a) Administrator Qualifications	4				
b) Early Childhood Educator Qualifications	7				
c) Professional Development	5				
II. Family & Community Partnerships	8	4	4	6	6
a) Family Partnerships	4				
b) Community Partnerships	4				
III. Administration & Management	6	2	4	4	4
a) Administration and Management	6				
IV. Environment	8	2	4	6	6
a) Physical Environment	2				
b) Ratios	2				
c) Health Environment	4				
V. Curriculum & Instruction	12	4	6	8	8
a) Curriculum - programs/homes	4/6				
b) Screening and Assessment	6				
c) Consistency of Care – programs only	2				
Additional Points in Any Category		1	2	6	10
Minimum Requirement for Star Rating	50	16	26	38	42

Michigan sought evidence of the measurability of the *Great Start to Quality* standards prior to the implementation. ECIC worked with the HighScope Educational Research Foundation to conduct a beta test of the standards with ten early learning and development programs (five child care centers, one family child care home with an assistant, and four family child care homes without an assistant). Programs in the beta test were accredited by National Association for the Education of Young Children (NAEYC) or the National Association of

Family Child Care (NAFCC); the hypotheses was that these programs would be rated at Level Three – Five.

The findings from the beta test affirmed that many of the indicators for the *Great Start to Quality* Standards could be measured but that improvements were still needed to assure measurability. A second beta test with a larger sample size is included in the high-quality plan for this section. This additional beta test will also examine inter-rater reliability. An item analysis will be conducted to test each standard. The beta test will help to reassure participating programs that *Great Start to Quality* is committed to transparency, accuracy and accountability.

B(1)(c). Linked to State licensing system

Great Start to Quality is in its first year of operation for all licensed early learning and development programs. Tier 1 and Tier 2 have been operational for subsidized FFN providers for two years. Based on the experiences of other states, *Great Start to Quality* will not make program ratings public on Great Start CONNECT until the fall of 2012. Great Start CONNECT is Michigan's web-based, searchable resource and referral source for licensed early learning and development programs. Great Start CONNECT also houses the professional development registry for early childhood educators. Every licensed early learning and development program has a profile on Great Start CONNECT. The basic Great Start CONNECT profile can be enhanced by the early learning and development program with information about unique program attributes and/or photos. The rating the program receives in the *Great Start to Quality* will be posted to their profile to assist families in accessing high-quality early learning programs for their children.

There is a daily data share between Great Start CONNECT, child care licensing, and the DHS. This data share assures information that is available to the public on Great Start CONNECT is accurate and up to date. Programs with serious licensing violations do not remain searchable on Great Start CONNECT. Great Start CONNECT holds other data that will be put into use over time, as *Great Start to Quality* evolves, including program participation in the Child and Adult Care Food Program and early childhood educator credentials.

One element of the high-quality plan for this section is to expand access to Great CONNECT by the DHS Bureau of Children and Adult Licensing (BCAL). Expanding access to Great Start CONNECT for licensing consultants will allow access to quality level rating information and quality improvement plans, and thus the ability to target specific supports to early learning and development programs during licensing site visits. State-level early childhood system building decisions need to be based on accurate data and expanding access by BCAL to *Great Start to Quality* reports ensures decisions are informed by real-time, exact data.

B(1) High-Quality Plan

B (1) - KEY GOALS:				
<ul style="list-style-type: none"> • To expand the <i>Great Start to Quality</i> data platform to better track licensing compliance and standards information. • To improve <i>Great Start to Quality</i> standards to support the development of high-quality programs that effectively serves children with special needs as defined by this grant application and infants and toddlers. • To better align <i>Great Start to Quality</i> standards with the NAEYC and NAFCC accreditation standards, with a specific focus on early childhood educator qualifications and family engagement strategies. 				

Key Activities	Rationale	Timeline and/or Key Milestones	Party(ies) Responsible	Other Key Personnel
Process is determined to include access by licensing consultants to rating levels and quality improvement plans.	A process is essential to determine access levels to the data.	Completed by August 2012	<ul style="list-style-type: none"> • Early Childhood Investment Corporation (ECIC) • Michigan Department of Education-Office of Great Start (MDE-OGS) • Department of Human Services-Bureau of Children and Adult Licensing (DHS-BCAL) 	<ul style="list-style-type: none"> • <i>Great Start to Quality</i> platform contractor • Great Start CONNECT contractor

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Key Activities	Rationale	Timeline and/or Key Milestones	Party(ies) Responsible	Other Key Personnel
Data share is expanded to include quality rating levels with licensing (BCAL).	Licensing consultants can support early learning and development programs with specific consultation on licensing site visits to improve quality.	Completed by January 2013	<ul style="list-style-type: none"> • ECIC • MDE-OGS • DHS-BCAL 	<ul style="list-style-type: none"> • <i>Great Start to Quality</i> platform contractor • Great Start CONNECT contractor
Data share is expanded to include quality improvement plans with licensing (BCAL).	Licensing consultants can support early learning and development programs with specific consultation on licensing site visits to improve quality.	Completed by July 2013	<ul style="list-style-type: none"> • ECIC • MDE-OGS • DHS-BCAL 	<ul style="list-style-type: none"> • <i>Great Start to Quality</i> platform contractor • Great Start CONNECT contractor
Process is determined to expand access to reports for BCAL.	A process is essential to determine reporting needs.	Completed by January 2014	<ul style="list-style-type: none"> • ECIC • MDE-OGS • DHS-BCAL 	<ul style="list-style-type: none"> • <i>Great Start to Quality</i> platform contractor • Great Start CONNECT contractor
Data share is expanded to include reports about implementation status.	State level decisions about quality improvement are informed by data.	Completed by July 2014	<ul style="list-style-type: none"> • ECIC • MDE-OGS • DHS - BCAL 	<ul style="list-style-type: none"> • <i>Great Start to Quality</i> platform contractor • Great Start CONNECT contractor
Review and revise <i>Great Start to Quality</i> standards to address focus on infants and toddlers and children with special needs.	Ensure standards adequately address infants and toddlers, and children with special needs.	Review and revision completed by December 2012	ECIC MDE-OGS	State level partners serving children with high needs
Consultation with NAEYC to review and align the <i>Great Start to Quality</i> standards.	Providing assurance that the efforts to become accredited lead to <i>Great Start to Quality</i> ratings within a level 4 or 5.	Completed by July 2012	ECIC MDE-OGS	State affiliates
Cross-walk of NAEYC accreditation standards and <i>Great Start to Quality</i> standards.	Providing assurance that the efforts to become accredited lead to <i>Great Start to Quality</i> ratings within a level 4 or 5.	Completed by December 2012	ECIC MDE-OGS	State affiliates
Conduct a second beta	To ensure measurability	Completed by	ECIC	Beta test

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Key Activities	Rationale	Timeline and/or Key Milestones	Party(ies) Responsible	Other Key Personnel
test with a larger sample.	of the standards.	December 2012		contractor
Appropriate Financial Resources:			\$1,532,600 from this grant \$500,000 from other sources	
How Needs of Different Early Learning and Development Programs will be Addressed:			Referenced in the narrative	
How Michigan will Meet Needs of Children with High Needs, as well as Unique Needs of Special Populations:			Referenced in the narrative	

B. High-Quality, Accountable Programs

Table (B)(1)-1: Status of all Program Standards currently used in the State							
List each set of existing Program Standards currently used in the State; specify which programs in the State use the standards	Program Standards Elements ¹						
	<i>If the Program Standards address the element, place an "X" in that box</i>						
	Early Learning and Development Standards	Comprehensive Assessment Systems	Qualified workforce	Family engagement	Health promotion	Effective data practices	Other
<i>Great Start to Quality</i> All licensed early learning and development programs	X	X	X	X	X	X	Cultural Competence
MI Early Childhood Standards of Quality for Prekindergarten MDE-OGS early learning and development programs Head Start	X	X	X	X	X	X	Program structure; Community Collaboration and Financial Support; and Environment of Care and Learning

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Table (B)(1)-1: Status of all Program Standards currently used in the State							
List each set of existing Program Standards currently used in the State; specify which programs in the State use the standards	Program Standards Elements¹ <i>If the Program Standards address the element, place an "X" in that box</i>						
	Early Learning and Development Standards	Comprehensive Assessment Systems	Qualified workforce	Family engagement	Health promotion	Effective data practices	Other
Licensing Rules for Child Care Centers All licensed early learning and development programs	X	X Screening Measures	X	X	X	<i>Great Start to Quality is linked back to licensing</i>	
Licensing Rules for Family and Group Child Care Homes Licensed Family Homes (licensed for up to 6 and up to 12 children)	X	X Screening Measures	X	X	X	<i>Great Start to Quality is linked back to licensing</i>	
<i>Great Start to Quality standards are used by early learning and development programs that want to achieve a higher level of quality rating. Programs begin at Level One in Great Start to Quality, which meets licensing requirements. Currently 100 percent of licensed early learning and development programs are in Great Start to Quality.</i>							

(B)(2) Promoting participation in the State’s Tiered Quality Rating and Improvement System. (15 points)

The extent to which the State has maximized, or has a High-Quality Plan to maximize, program participation in the State’s Tiered Quality Rating and Improvement System by--

(a) Implementing effective policies and practices to reach the goal of having all publicly funded Early Learning and Development Programs participate in such a system, including programs in each of the following categories--

- (1) State-funded preschool programs;
- (2) Early Head Start and Head Start programs;

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(3) Early Learning and Development Programs funded under section 619 of part B of IDEA and part C of IDEA;

(4) Early Learning and Development Programs funded under Title I of the ESEA; and

(5) Early Learning and Development Programs receiving funds from the State's CCDF program;

(b) Implementing effective policies and practices designed to help more families afford high-quality child care and maintain the supply of high-quality child care in areas with high concentrations of Children with High Needs (e.g., maintaining or increasing subsidy reimbursement rates, taking actions to ensure affordable co-payments, providing incentives to high-quality providers to participate in the subsidy program); and

(c) Setting ambitious yet achievable targets for the numbers and percentages of Early Learning and Development Programs that will participate in the Tiered Quality Rating and Improvement System by type of Early Learning and Development Program (as listed in (B)(2)(a)(1) through (5) above).

In the text box below, the State shall write its full response to this selection criterion. The State may also include any additional information it believes will be helpful to peer reviewers. If the State has included relevant attachments in the Appendix, these should be described in the narrative below and clearly cross-referenced to allow the reviewers to locate them easily.

In scoring the selection criterion, peer reviewers will determine, based on the evidence the State submits, whether each element of the selection criterion is implemented or planned; the quality of the implementation or plan (see the definition of a High-Quality Plan for the components reviewers will be judging); the extent to which the different types of Early Learning and Development Programs in the State are included and addressed; and the extent to which the unique needs of the State's special populations of Children with High Needs are considered and addressed. The State is responsible for providing clear and detailed information to assist the peer reviewers in making these determinations.

Additionally, the State must provide baseline data and set targets for the performance measure under (B)(2)(c).

B(2): Promoting Participation in the State's Tiered Quality Rating and Improvement System

B(2)(a). Effective policies and practices to include all early learning and development programs

Since 2009, Michigan has focused its Child Care and Development Fund(CCDF) quality set-aside investments on improving the quality of early learning and development programs, i.e., licensed child care centers and family homes, and subsidized FFN providers, to improve the school readiness of children with high needs. The Early Childhood Investment Corporation (ECIC) has worked with the regionally-based, state-wide network of resource and referral centers, the Great Start Regional Resource Centers (RRCs), to implement these reforms.

In 2009, the Michigan legislature required subsidized FFN providers to participate in six hours of First Aid and CPR Certification and health and safety training prior to either become or maintain their eligibility for subsidy payment. The CCDF program and ECIC capitalized on this opportunity to begin the implementation of *Great Start to Quality* for subsidized FFN providers. In 2010, over a period of eight months, the RRCs trained 18,000 subsidized FFN providers. This unprecedented effort assured that all children receiving the benefit of the child care subsidy were in the care of an individual who could skillfully intervene in the case of an injury or emergency.

In 2010-2011, using CCDF American Recovery and Reinvestment Act (ARRA) funds, ECIC began to put into place quality improvement and rating resources to enable the implementation of the full continuum of *Great Start to Quality* in 2011. A cadre of highly trained quality improvement specialists has been developed and in 2010, these specialists provided 1,794 quality improvement consultations to early learning and development programs and early childhood educators. From these consultations, 1,298 quality improvement plans were developed. A program quality assessment was completed by 935 early learning and development programs.

The design of *Great Start to Quality*, including the requirement that all subsidized FFN providers and all licensed early learning and development programs must participate, demonstrates Michigan's commitment to all children, especially those with high needs, benefitting from an accountable, high-quality early learning and development program.

The goal of *Great Start to Quality* is for all publicly funded early learning and development programs to participate. Current participation of early learning and development programs is as follows:

- **State-funded preschool programs:** GSRP programs are licensed, whether provided in a school building or child care center, and participate in *Great Start to Quality*.
- **Early Head Start and Head Start Programs:** are licensed center-based programs and participate in *Great Start to Quality*.
- **Early Learning and Development Programs funded under section 619 of part B of Individuals with Disabilities Education Act (IDEA) and part C of IDEA:** Programs funded by IDEA that serve children with disabilities prior to kindergarten are not currently licensed. A goal of the high-quality plan for this section is to implement rules to integrate these programs into the licensing system.
- **Early Learning and Development Programs funded under Title 1 of the Elementary and Secondary Education Act (ESEA):** are center-based, licensed and participate in *Great Start to Quality*.
- **Early Learning and Development Programs receiving funds from the State's CCDF program:** are all required to participate in *Great Start to Quality*.

As was noted above, programs funded by IDEA for children prior to kindergarten are on track to becoming regulated during the period of this grant. Two other purveyors of early learning and development programs, that Michigan is interested in bringing into *Great Start to Quality*, are early learning and development programs delivered by federal-land tribes, and military child care programs.

In order to make progression into the highest level of quality attractive to all early learning and development programs will have access to free quality improvement supports, Teacher Education and Compensation Helps Early Childhood® MICHIGAN (T.E.A.C.H.) bonuses, and eventually, a higher reimbursement level for subsidies, progression to Level Three and higher in *Great Start to Quality* will be required.

B(2)(b). Effective policies and practices to help more families afford high-quality

Michigan has existing policies and practices designed to help families of children with high needs afford high-quality early learning and development programs. Children with high needs who are eligible for GSRP, Early Head Start and Head Start attend these programs at no charge to their families. Eligibility for child care subsidy is at approximately 130 percent of the federal-poverty level and families can choose from a variety of settings, including licensed early learning and development programs and family homes, subsidized FFN providers, license-exempt providers on federal land and license-exempt providers in facilities with all parents on-site and available.

The programs and subsidized FFN providers receive reimbursement based on hourly rates. Licensed rates are determined by the age of the child. Subsidized FFN provider rates are determined by the *Great Start to Quality* Tier. Family co-payments are based on the household income and can be waived for all categorically eligible families (families receiving cash assistance or Social Security Income (SSI), foster children, or children with an active protective services case). Programs and subsidized FFN providers bill bi-weekly and can be reimbursed for up to 80 hours in a two-week period, a rule established by the Michigan Legislature in 2010.

The policies and practices detailed above were established for the CCDF program when the Lead Agency for the program was the Michigan Department of Human Services (DHS). Now that the Lead Agency for the CCDF program is Michigan Department of Education (MDE) and the program is a part of the Office of Great Start within MDE, the goal is to transform this program to include more effective policies and practices for supporting working families to afford high-quality early learning and development programs and increase the school readiness of children with high needs.

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Detailed below is Michigan's high-quality plan to pilot test and prototype the modification of the state's CCDF payment structure and increase access by working families to high-quality early learning and development programs through the innovative use of CCDF subsidy funds. The pilot will focus in geographic areas with high concentrations of children with high needs and will prioritize infants and toddlers. Infant and toddler care is costly, and with the loss of strategic state programs to serve infants and toddlers with high needs, the opportunity to receive child care in the highest quality program is incredibly important for these most vulnerable children.

In the pilot, CCDF subsidy dollars will be used to purchase slots in Level Three-Five rated programs to ensure that children with high need have access to the highest quality full-year, full-day programs. Consideration will also be given to geographically rural areas that may not have an early learning and development program rated at a Level Three or above. Scholarship slots will receive higher reimbursement rates than the current CCDF rate structure and will allow for greater continuity of care by moving away from hourly rates that are largely inconsistent with a program's typical business practice and sustainability plan. Other policy changes that will be carefully explored through this pilot include: allowing subsidies to follow eligible children until kindergarten entry for continuing services if family situations change (e.g., parent loses job); structuring co-payments to increase access to licensed and registered early learning and development programs.; and increasing income thresholds for families prior to their exiting the scholarship assistance. Information gained from the pilot will inform the restructuring of the subsidy program throughout the period of this grant.

Michigan's targets for the numbers and percentages of early learning and development programs that will participate in *Great Start to Quality* are in table B-2 (c) below. As has been noted previously, Michigan already has 100 percent of currently licensed programs participating.

B(2) High-Quality Plan

B (2) - KEY GOALS:
<ul style="list-style-type: none"> • All children with high needs and children with special needs who are enrolled in publicly funded early learning and development programs are served by programs participating in Great Start to Quality. • Policies and practices will be examined and revised to help working families afford high-quality child care and to maintain the supply of care in areas with high concentrations of children with high needs.

Key Activities	Rationale	Timeline and/or Key Milestones	Party(ies) Responsible	Other Key Personnel
Convene state level partners to determine process for licensing rule change to include early childhood special education.	A process will outline responsibilities and timelines.	Completed by December 2012	<ul style="list-style-type: none"> • MDE-OGS • ECIC • DHS-BCAL 	
Early childhood special education programs are licensed and enter <i>Great Start to Quality</i> at Level One.	All licensed early learning and development programs enter <i>Great Start to Quality</i> at Level One.	Completed by December 2013	<ul style="list-style-type: none"> • MDE-OGS • ECIC • DHS-BCAL 	<ul style="list-style-type: none"> • Quality improvement specialists • PQA raters
Provide intensive supports to achieve high-quality levels.	For consistency early childhood special education program ratings will not be public for one year to allow programs to achieve higher levels of quality.	Completed by December 2013	<ul style="list-style-type: none"> • MDE-OGS • ECIC • DHS-BCAL 	<ul style="list-style-type: none"> • Quality improvement specialists • PQA raters
Convene state level partners to examine current subsidy structure and identify potential changes to support working families.	Current policies need to be reviewed in order to determine flexibility.	Completed by April 2012	MDE-OGS	ECIC
Determine process for changing subsidy structure for pilot test: Define parameters, identify steps, and prepare for implementation.	A process will outline responsibilities and timelines.	Completed by June 2012	MDE-OGS	<ul style="list-style-type: none"> • ECIC • DHS

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Key Activities	Rationale	Timeline and/or Key Milestones	Party(ies) Responsible	Other Key Personnel
Pilot is implemented.	To assure that children have access to full-day, full-year high-quality settings until Kindergarten entry without a disruption in early learning.	January 2013	MDE-OGS	<ul style="list-style-type: none"> • ECIC • DHS
Appropriate Financial Resources:			\$ 15,023,900 from this grant	
			\$20,090,540 from other sources	
How Needs of Different Early Learning and Development Programs will be Addressed:			Referenced in the narrative	
How Michigan will Meet Needs of Children with High Needs, as well as Unique Needs of Special Populations:			Referenced in the narrative	

Performance Measures for (B)(2)(c): Increasing the number and percentage of Early Learning and Development Programs participating in the statewide Tiered Quality Rating and Improvement System											
Type of Early Learning and Development Program in the State	Number of programs in the State	<i>Baseline and Annual Targets -- Number and percentage of Early Learning and Development Programs in the Tiered Quality Rating and Improvement System</i>									
		Baseline (Today)		Target- end of calendar year 2012		Target -end of calendar year 2013		Target- end of calendar year 2014		Target- end of calendar year 2015	
		#	%	#	%	#	%	#	%	#	%
State-funded preschool <i>Specify: Great Start Readiness Program</i>	538	538 ¹	100%	538	100%	538	100%	538	100%	538	100%
Early Head Start and Head Start ¹	600 ²	600 ¹	100%	600	100%	600	100%	600	100%	600	100%
Programs funded by IDEA, Part C	57	<i>Great Start to Quality</i> Participation upon licensure will be at 100%									
Programs funded by IDEA, Part B, section 619	58	<i>Great Start to Quality</i> Participation upon licensure will be at 100%									
Programs funded under Title I of ESEA	630 ⁵	Aggregated data not yet available for 2011 - 2012									

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Performance Measures for (B)(2)(c): Increasing the number and percentage of Early Learning and Development Programs participating in the statewide Tiered Quality Rating and Improvement System											
Type of Early Learning and Development Program in the State	Number of programs in the State	<i>Baseline and Annual Targets -- Number and percentage of Early Learning and Development Programs in the Tiered Quality Rating and Improvement System</i>									
		Baseline (Today)		Target- end of calendar year 2012		Target -end of calendar year 2013		Target- end of calendar year 2014		Target- end of calendar year 2015	
		#	%	#	%	#	%	#	%	#	%
Section 31a of State School Aid Act: At Risk – Early Childhood Instructional Services Source: State 31a Report as submitted in Michigan Electronic Grants System	119 ⁶	This data will not be represented in subsequent B tables									
Programs receiving from CCDF funds Subsidized FFN Providers ⁴	13209 ³	13209 ¹	100%	13209	100%	13209	100%	13209	100%	13209	100%
Other <i>Describe: CCDF Licensed Early Learning and Development Programs</i>	4131 ³	4131 ¹	100%	4131	100%	4131	100%	4131	100%	4131	100%
All Licensed Programs Combined Total	11861 ³	11861	100%	11861	100%	11861	100%	11861	100%	11861	100%
¹ 100% of programs participate in <i>Great Start to Quality</i> at entry and on-going. The actual number of programs will fluctuate annually based on the number of grants awarded. Individual program numbers by type are not unduplicated, however, the early learning data system referenced in E(2) will track and aggregate program data. ² Number of Early Head Start and Head Start programs is based on estimate from 2010-2011 fiscal year; number of programs is not yet available for 2011-2012. ³ Both unlicensed and licensed providers are included in <i>Great Start to Quality</i> . Continued subsidy payment is contingent upon <i>Great Start to Quality</i> participation at Tier 1 for subsidized FFN. ⁴ Subsidized FFN providers are Michigan’s unlicensed, subsidized providers. ⁵ Title I numbers are estimated based on 2010 data of the number of children in an average class-size of 18. Actual data not yet aggregated. ⁶ 31a numbers are estimated based on 2011 data of number of children in an average class-size of 18. Data will not											

Performance Measures for (B)(2)(c): Increasing the number and percentage of Early Learning and Development Programs participating in the statewide Tiered Quality Rating and Improvement System											
Type of Early Learning and Development Program in the State	Number of programs in the State	<i>Baseline and Annual Targets -- Number and percentage of Early Learning and Development Programs in the Tiered Quality Rating and Improvement System</i>									
		Baseline (Today)		Target- end of calendar year 2012		Target -end of calendar year 2013		Target- end of calendar year 2014		Target- end of calendar year 2015	
		#	%	#	%	#	%	#	%	#	%
<p>be viewed in subsequent tables however, they are licensed and participating in <i>Great Start to Quality</i>, so it was important to list it here.</p> <p>Note: The Great Start Readiness Program, section 619, part B and part C of IDEA numbers include grantees amounts and not their respective site numbers.</p>											

(B)(3) Rating and monitoring Early Learning and Development Programs. (15 points)

The extent to which the State and its Participating State Agencies have developed and implemented, or have a High-Quality Plan to develop and implement, a system for rating and monitoring the quality of Early Learning and Development Programs participating in the Tiered Quality Rating and Improvement System by--

(a) Using a valid and reliable tool for monitoring such programs, having trained monitors whose ratings have an acceptable level of inter-rater reliability, and monitoring and rating the Early Learning and Development Programs with appropriate frequency; and

(b) Providing quality rating and licensing information to parents with children enrolled in Early Learning and Development Programs (e.g., displaying quality rating information at the program site) and making program quality rating data, information, and licensing history (including any health and safety violations) publicly available in formats that are easy to understand and use for decision making by families selecting Early Learning and Development Programs and families whose children are enrolled in such programs.

In the text box below, the State shall write its full response to this selection criterion. The State may also include any additional information it believes will be helpful to peer reviewers. If the State has included relevant attachments in the Appendix, these should be described in the narrative below and clearly cross-referenced to allow the reviewers to locate them easily.

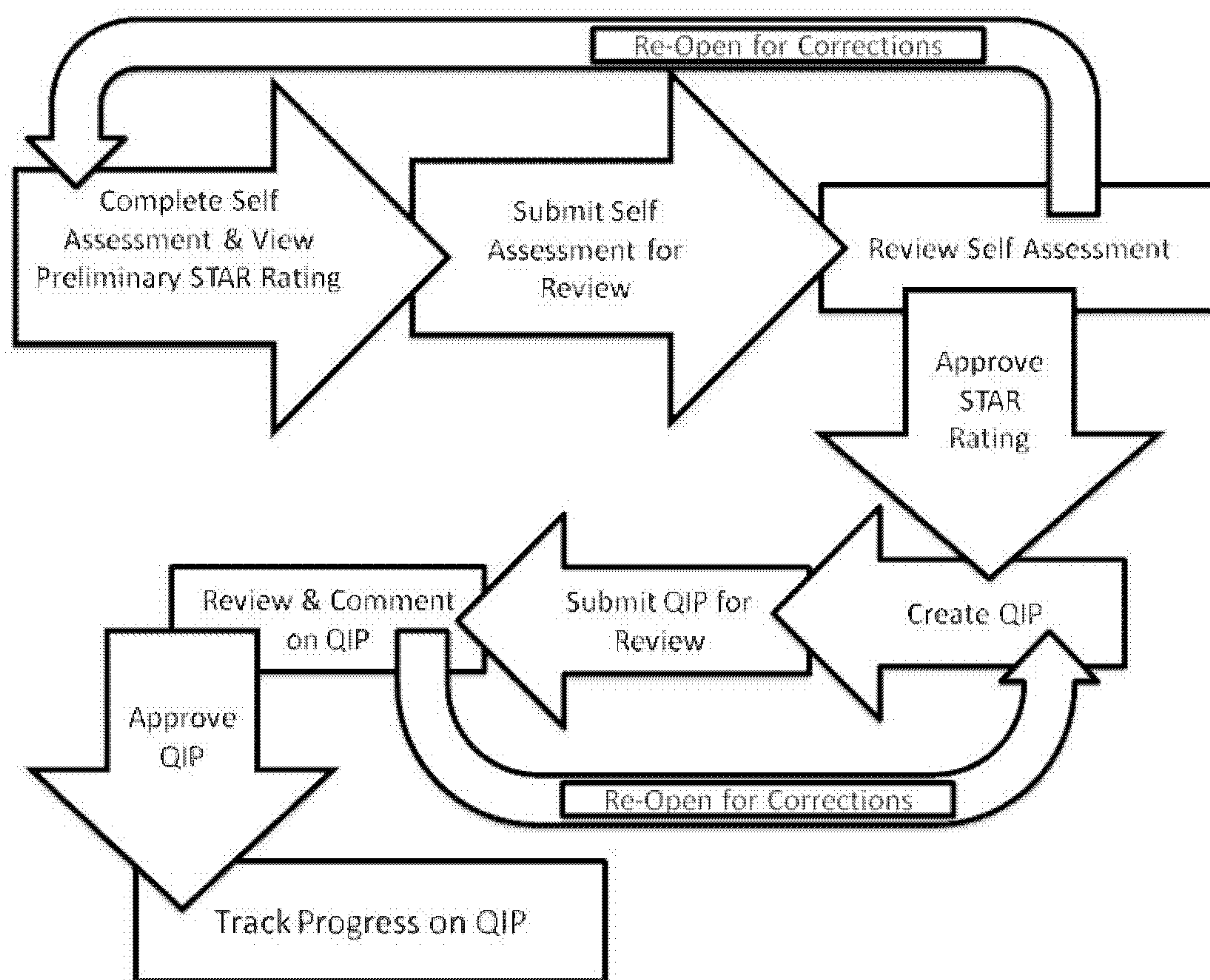
In scoring the selection criterion, peer reviewers will determine, based on the evidence the State submits, whether each element of the selection criterion is implemented or planned; the quality of the implementation or plan (see the definition of a High-Quality Plan for the components reviewers will be judging); the extent to which the different types of Early Learning and Development Programs in the State are included and addressed; and the extent to which the unique needs of the State’s special populations of Children with High Needs are considered and addressed. The State is responsible for providing clear and detailed information to assist the peer reviewers in making these determinations.

B(3): Rating and monitoring early learning and development programs

B(3)(a). Valid and reliable tool for monitoring

Great Start to Quality monitors all licensed early learning and development programs through the on-line self-assessment process. Rating occurs only for programs moving from Level Three to Levels Four and Five. The Level Two and Three on-line self-assessment generates a *Great Start to Quality* score, and rating, based on program responses to the survey; a customized quality improvement plan (QIP) is generated as well. Early learning and development programs can update their rating every 90 days, and must update annually. Figure 4 shows a flowchart of how the *Great Start to Quality* data platform supports this process.

Figure 4. *Great Start to Quality: On-Line Assessment Process for Levels One Through Three*



The Program Quality Assessment® (PQA) is the rating tool employed by *Great Start to Quality* for programs moving from Level Three to Level Four and Five. The PQA® is designed for use in all settings, not just those using the HighScope® educational approach. The PQA® design reflects a growing consensus that assessment of program quality requires a multidimensional approach. (Fiene & Melnick, 1991) To be considered multidimensional, a measure of program quality must include both the structural information used to determine compliance with licensing regulations, for example, as well as dynamic information that captures children's experiences in the physical and inter-personal learning environment. By employing a combination of observational and interview techniques, the PQA® encompasses both of these dimensions.

The PQA®'s psychometric properties were tested in a series of studies in which 800 program settings were observed. The internal consistency, calculated with Cronbaugh's alpha, averaged .89, .94, and .95 in three study samples. In a confirmatory factor analysis, five factors corresponding to sections one through five accounted for 58 percent of the variance. The PQA® has been significantly correlated with other measures of program quality, teacher beliefs, and child outcomes with the magnitude of these correlations ranging from .25 to .86. *Great Start to Quality* program quality raters who utilize the PQA® are expected to achieve and maintain inter-rater reliability above 80 percent. A contractor will be sought with high expertise in the administration and reporting of the PQA® to assure that raters assessing program quality in the *Great Start to Quality* continue to meet this level of inter-rater reliability.

There are many rating, monitoring and performance systems for early learning and development programs, e.g., Head Start performance reviews and the National Association for the Education of Young Children (NAEYC) accreditation validation visits. With those realities in mind, *Great Start to Quality* will work with the publicly funded early learning and development programs in the state to analyze performance, monitoring and rating data currently collected, to explore the possibility of assigning quality levels based on reciprocal information.

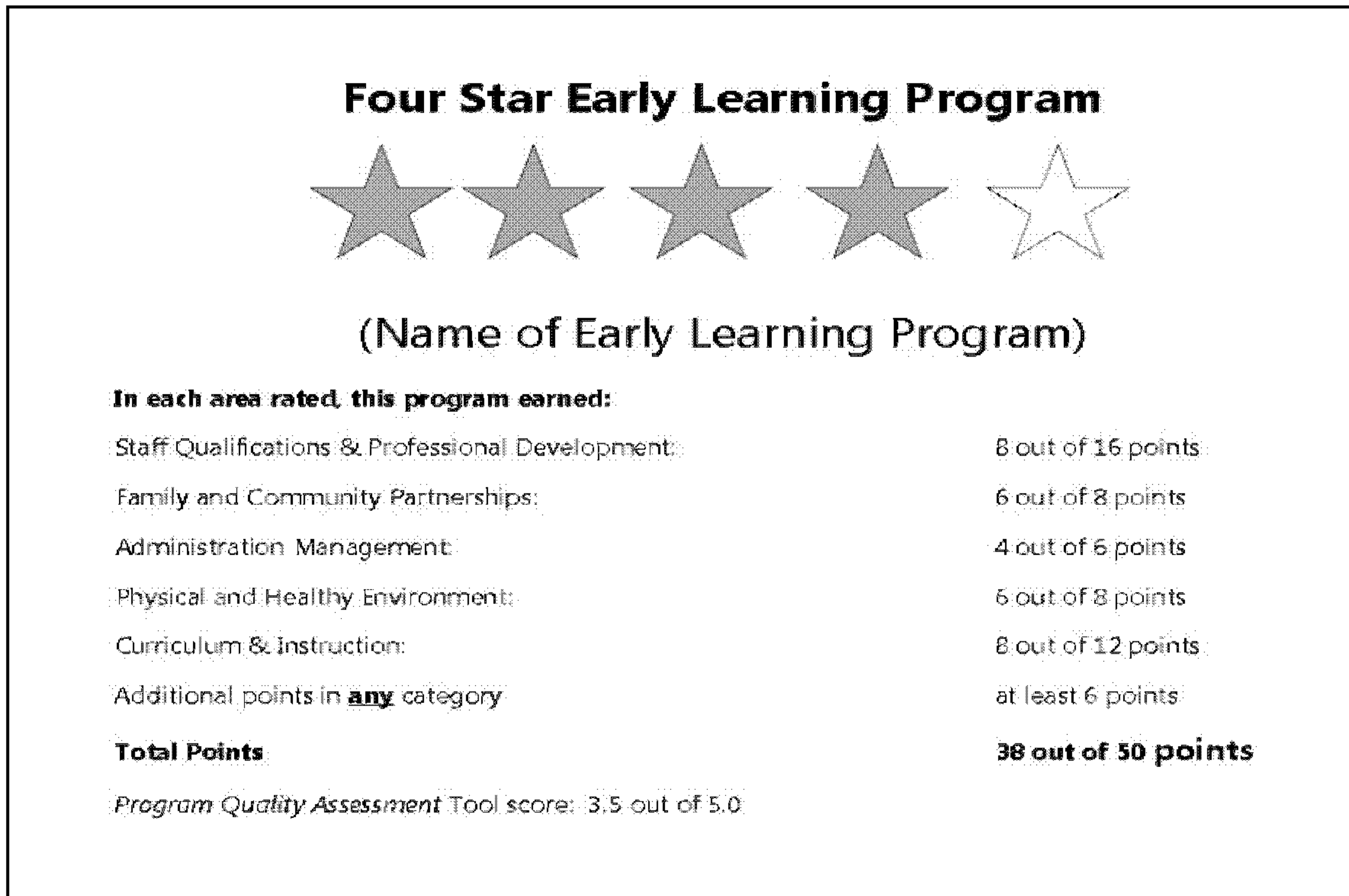
B(3)(b). Providing quality rating and licensing information to families

Licensing compliance history, including health and safety violations for early learning and development programs, is available to parents on-line through the child care licensing data base. This same data is shared with Great Start CONNECT where it is combined with other pertinent program data and displayed in an on-line profile; every licensed early learning and development program has a profile in Great Start CONNECT. Great Start CONNECT provides links to community programs, services and resources, including information on high-quality early learning and development in Spanish and Arabic.

Beginning in the fall of 2012, Great Start CONNECT will begin to display the quality ratings, Level One through Level Five, for all licensed programs. A detailed certificate that shows the program's star level will be provided for public display. An example of this certificate is in Figure 5 below.

Web-site banners for program web-sites, web-based parent guides highlighting "star" programs, and priority placement in Great Start CONNECT's search engine will also be provided to facilitate parents becoming knowledgeable about quality, what it looks like and why it matters, and also to reward programs.

Figure 5. Great Start to Quality Program Certificate



B(3) High-Quality Plan

B (3) - KEY GOALS:

- Improve internal policies and procedures for *Great Start to Quality* rating and monitoring.
- Great Start Collaboratives and Regional Resource Centers have access to local and regional data related to program capacity and quality levels.
- Parents have access to early learning and development program quality level information in formats that are easy to understand and use when making decisions.

Key Activities	Rationale	Timeline and/or Key Milestones	Party(ies) Responsible	Other Key Personnel
Identify data needs related to capacity and quality levels of early learning and development programs for local and regional Great Start networks.	Determine the data necessary for the regional and local networks to inform local and regional decision making and inform the public about early learning and development program quality levels.	Completed by December 2013	<ul style="list-style-type: none"> • ECIC • MDE-OGS • DHS - BCAL 	<ul style="list-style-type: none"> • <i>Great Start to Quality</i> platform contractor • Great Start CONNECT contractor • Communications Contractor

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Key Activities	Rationale	Timeline and/or Key Milestones	Party(ies) Responsible	Other Key Personnel
Identify needs related communicating quality levels to families served by the local and regional Great Start networks.	Determine the data necessary for the regional and local networks to inform families about early learning and development program quality levels.	Completed by December 2012	<ul style="list-style-type: none"> • ECIC • MDE-OGS • DHS - BCAL 	<ul style="list-style-type: none"> • <i>Great Start to Quality</i> platform contractor • Great Start CONNECT contractor • Communications Contractor
Determine process necessary to incorporate quality levels on Great Start CONENCT.	To inform families about early learning and development program quality levels.	Completed by August 2012	<ul style="list-style-type: none"> • ECIC • MDE-OGS • DHS - BCAL 	<ul style="list-style-type: none"> • <i>Great Start to Quality</i> platform contractor • Great Start CONNECT contractor • Communications Contractor
Incorporate <i>Great Start to Quality</i> Levels into the public profile on Great Start CONNECT.	To inform families about early learning and development program quality levels.	December 2012	<ul style="list-style-type: none"> • ECIC • MDE-OGS • DHS - BCAL 	<ul style="list-style-type: none"> • <i>Great Start to Quality</i> platform contractor • Great Start CONNECT contractor • Communications Contractor
Incorporate quality levels as a search criterion on Great Start CONNECT.	To inform families about early learning and development program quality levels.	Completed by August 2013	<ul style="list-style-type: none"> • ECIC • MDE-OGS • DHS - BCAL 	<ul style="list-style-type: none"> • <i>Great Start to Quality</i> platform contractor • Great Start CONNECT contractor • Communications Contractor
Incorporate <i>Great Start to Quality</i> Levels into the search criteria on Great Start CONNECT.	To inform families about early learning and development program quality levels.	December 2013	<ul style="list-style-type: none"> • ECIC • MDE-OGS • DHS - BCAL 	<ul style="list-style-type: none"> • <i>Great Start to Quality</i> platform contractor • Great Start CONNECT contractor • Communications Contractor
Annual Report is developed for <i>Great Start to Quality</i> .	To inform the public about <i>Great Start to Quality</i> .	Completed December 2014		
Training outside, objective observers in the PQA assessment as raters.	To ensure that inter-rater reliability is rigorous among trained observers using the PQA.	Completed by December 2012	ECIC	PQA Raters
Appropriate Financial Resources:		\$ 3,150,000 from this grant		

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Key Activities	Rationale	Timeline and/or Key Milestones	Party(ies) Responsible	Other Key Personnel
How Needs of Different Early Learning and Development Programs will be Addressed:		Referenced in the narrative		
How Michigan will Meet Needs of Children with High Needs, as well as Unique Needs of Special Populations:		Referenced in the narrative		

(B)(4) Promoting access to high-quality Early Learning and Development Programs for Children with High Needs. (20 points)

The extent to which the State and its Participating State Agencies have developed and implemented, or have a High-Quality Plan to develop and implement, a system for improving the quality of the Early Learning and Development Programs participating in the Tiered Quality Rating and Improvement System by--

(a) Developing and implementing policies and practices that provide support and incentives for Early Learning and Development Programs to continuously improve (e.g., through training, technical assistance, financial rewards or incentives, higher subsidy reimbursement rates, compensation);

(b) Providing supports to help working families who have Children with High Needs access high-quality Early Learning and Development Programs that meet those needs (e.g., providing full-day, full-year programs; transportation; meals; family support services); and

(c) Setting ambitious yet achievable targets for increasing--

(1) The number of Early Learning and Development Programs in the top tiers of the Tiered Quality Rating and Improvement System; and

(2) The number and percentage of Children with High Needs who are enrolled in Early Learning and Development Programs that are in the top tiers of the Tiered Quality Rating and Improvement System.

In the text box below, the State shall write its full response to this selection criterion. The State may also include any additional information it believes will be helpful to peer reviewers. If the State has included relevant attachments in the Appendix, these should be described in the narrative below and clearly cross-referenced to allow the reviewers to locate them easily.

In scoring the selection criterion, peer reviewers will determine, based on the evidence the State submits, whether each element of the selection criterion is implemented or planned; the quality of the implementation or plan (see the definition of a High-Quality Plan for the components reviewers will be judging); the extent to which the different types of Early Learning and Development Programs in the State are included and addressed; and the extent to which the unique needs of the State's special populations of Children with High Needs are considered and addressed. The State is responsible for providing clear and detailed information to assist the peer reviewers in making these determinations.

Additionally, the State must provide baseline data and set targets for the performance measures under (B)(4)(c)(1) and (B)(4)(c)(2).

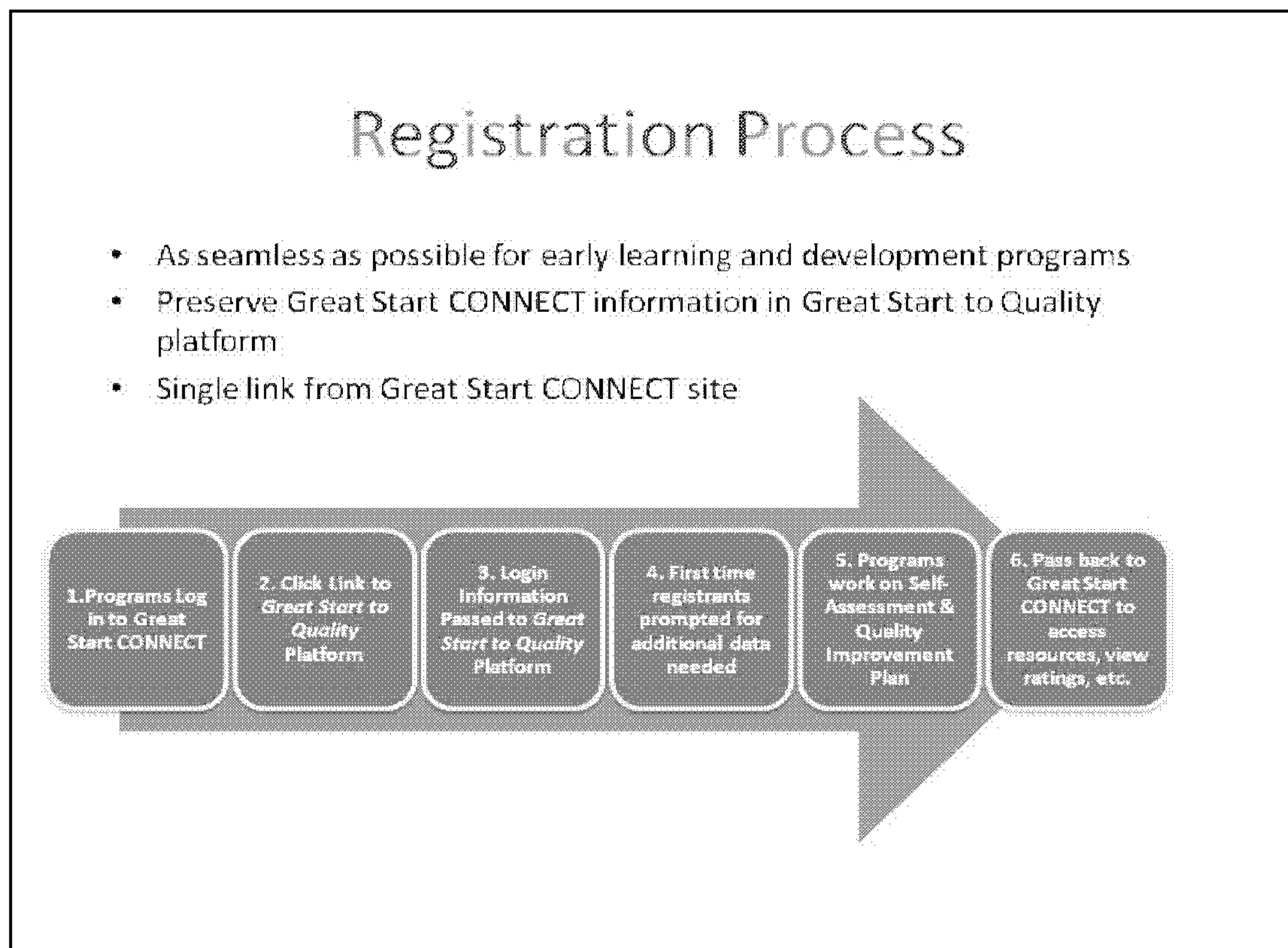
B(4): Promoting access to high-quality Early Learning and Development Programs for Children with High Needs

B(4)(a). Policies and practices that provide support and incentives

Great Start to Quality is designed to enhance and more effectively target incentives and supports for the continuous quality improvement of early learning and development programs. The Great Start Regional Resource Centers (RCCs) serve as the regional-to-local hub for the delivery of coordinated incentives and supports. The RCCs provide expertise, assessments, ratings, resources, specific guidance and instructions to inform and support the development of and the achievement of quality improvement plans. RCCs provide assistance to subsidized FFN providers in Tier 3, and early learning and development programs in Levels Two and Three, in the completion of self-assessments. Hands-on, personal consultation is available if dictated by programmatic or personal circumstance. To ensure access to the internet is not a barrier, RCCs have internet portals to help early learning and development programs complete the self-assessment, developing a quality improvement plan, or requesting a rating. RCCs coordinate with existing community partners to deliver consultation, intensive supports and services to early learning and development programs participating in *Great Start to Quality*.

Great Start CONNECT functions as the on-line portal for *Great Start to Quality* where early learning and development programs have access to the self-assessment, on-line quality improvement plans, and rating. Great Start CONNECT is the on-line professional development registry for early childhood educators. Programs can search for, register for and track workforce development opportunities, in service to their *Great Start to Quality* improvement plans. Figure 6 below illustrates the portal.

Figure 6: Great Start CONNECT: the Gateway to Great Start to Quality



Innovations to Support Continuous Quality Improvement:

Great Start to Quality will pilot test and prototype the innovations detailed below as a key element of Michigan’s high-quality plan to support continuous quality improvement.

Program Quality Assessment® (PQA) Training Grants: Available exclusively to early learning and development programs rated at a Level Three and serving children with high needs. Programs will have opportunity to participate in peer learning to analyze the results of their self-assessment and prepare to progress to Level Four and Five. Programs may apply for funding for improvements in the learning environment, professional resources, facility improvement and parent resources.

Business Development Support: Access to the *Growth Fund*, a grant program offered through *First Children's Finance* focused on improving quality with business practices, would be available to early learning and development programs rated at a Level Three or higher and serving children with high needs. The *Growth Fund* offers business development grants to develop a business plan and provide on-site technical support for infrastructure changes, continued planning, and support. Eligible programs and providers must also have completed a quality improvement plan. This pilot effort is sponsored by *First Children's Finance* and will align the grant program and provider support with *Great Start to Quality*. *First Children's Finance* will also work with the RRCs to offer eight workshops per year on business development, for programs at Level Three or above, serving children with high needs. Specific workshop topics and opportunities will be based on self-assessment and quality improvement plan data.

T.E.A.C.H.® Scholarship Bonuses: This funding will be available to early learning and development programs that participate in T.E.A.C.H.®, and serve children with high needs. Awards will be available to programs at each *Great Start to Quality* level increment as an incentive for early learning and development programs serving children with high needs, to higher educational attainment and career development.

Quality Improvement Funds: RRCs will have quality improvement funds to offer incentives to early learning and development programs serving children with high needs. Incentives will be directly linked to quality improvement plans.

Private Sector Scholarships for Children with High Needs: Priority access to private sector funded scholarships will be offered to early learning and development programs rated at a Level Three or higher. Michigan's Women's Caring Program, a non-profit agency that raises private funds that support scholarships for families to access early learning and development programs, has agreed to work with ECIC to use the *Great Start to Quality* program rating as a criteria for scholarship provision.

B(4)(b). Supports to help working families access high-quality

Michigan's plan, as detailed in B2, includes supports to help working families who have children with high needs access high-quality early learning and development programs. The proposed changes to the subsidy reimbursement system will impact families eligible for subsidy and allow those families to have greater access to high-quality early learning and development programs, and provide for continuity of high-quality early learning and development experiences for the children.

Additionally, Great Start Readiness Programs (GSRP) currently have various program options, such as all-day/alternate-day, part-day, school-day, GSRP/Head Start blend; as well as guidance to provide other types of supports to working families, including providing wrap-around early learning experiences, transportation, and meals for children during program hours.

The Michigan School Aid Act for the 2011-2012 school year includes intent language regarding the establishment of an early childhood block grant. The block grant would allocate funds to intermediate school districts, rather than local school districts, for GSRP and other early childhood programs funded from this source. The MDE-OGS will use this opportunity to rethink how funding will be targeted to areas with high concentrations of need for to increase access for children with the highest needs.

The GSRP and Head Start programs currently have various options, such as all-day/alternate-day, part-day, school-day, GSRP/Head Start blend; as well as guidance to provide other types of supports to working families, including providing wrap-around early learning experiences, transportation, and meals for children during program hours.

B(4)(c). Setting ambitious yet achievable targets

Chart (B)(4)(c)(1) below contains Michigan's ambitious yet achievable targets for increasing the number of programs in the top tiers of *Great Start to Quality* and the number and percentage of children in those programs. The goal at the end of this grant is to have 50 percent of early learning and development programs serving children with high needs at the highest Levels, Level Four and Five. The targets were determined based on the following criteria:

- Participation in Great Start to Quality, beyond Level One, is voluntary
- Current number of children enrolled in programs with high needs
- Current number of participating programs in *Great Start to Quality* (100%)
- Capacity of intensive supports available through the RRCs
- Capacity of cadre of raters available
- Capacity of quality improvement specialists available
- Programs will continue to increase quality levels and progress upward on the *Great Start to Quality* continuum, decreasing the number of programs at lesser quality levels
- Supports for working families to access high-quality early learning and development programs.

Also considered was the focus on supporting early learning and development programs serving children with highest needs to achieve and maintain the highest quality levels. During the initial years of *Great Start to Quality* implementation, Great Start Regional Resource Centers will intensively outreach, engage, and provide specific supports to programs for completing self-assessments, preparing for PQA® assessments, developing quality improvement plans, and incorporating changes in practice to improve quality levels.

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Performance Measure for (B)(4)(c)(1): Increasing the number of Early Learning and Development Programs in the top tiers of the Tiered Quality Rating and Improvement System.					
	Baseline (Today)	Target- end of calendar year 2012	Target- end of calendar year 2013	Target- end of calendar year 2014	Target- end of calendar year 2015
Total number of programs covered by the Tiered Quality Rating and Improvement System	11861	11861 ¹	11861	11861	11861
Number of programs in Level 1	11861	5931 (50%)	4744 (40%)	3558 (30%)	2965 (25%)
Number of programs in Level 2	0	2372 (20%)	2372 (20%)	1779 (15%)	1186 (10%)
Number of Programs in Level 3	0	2372 (20%)	2372 (20%)	1779 (15%)	1779 (15%)
Number of Programs in Level 4	0	1186 (10%)	1779 (15%)	2965 (25%)	2965 (25%)
Number of Programs in Level 5 (Highest Level of Great Start to Quality)	0	0	593 (5%)	1779 (15%)	2965 (25%)
<p>Baseline data is 100 percent of programs at entry level. Subsequent year growth reflects aggressive and targeted support to encourage rapid movement of those programs serving High Need Children i.e. Head Start, GSRP and Accredited programs. Variation by year and between levels reflects an on-going lateral shift as movement occurs toward 2015 goal of 50 percent of High Need Children in High Tiered (Levels Four and Five) programs.</p> <p>¹ Actual number of programs in subsequent years will vary based on retention rate of existing programs and those newly added to the system.</p>					

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Performance Measures for (B)(4)(c)(2): Increasing the number and percentage of Children with High Needs who are enrolled in Early Learning and Development Programs that are in the top tiers of the Tiered Quality Rating and Improvement System.											
Type of Early Learning and Development Program in the State	Number of Children with High Needs served by programs in the State	<i>Baseline and Annual Targets -- Number and percent of Children with High Needs Participating in Programs that are in the top tiers of the Tiered Quality Rating and Improvement System</i>									
		Baseline (Today)		Target-end of calendar year 2012		Target - end of calendar year 2013		Target-end of calendar year 2014		Target-end of calendar year 2015	
		#	%	#	%	#	%	#	%	#	%
State-funded preschool <i>Specify: Great Start Readiness Programs</i>	28904	0	0	1156	4%	2890	10%	6359	22%	8671	30%
Early Head Start and Head Start	38417	0	0	384	2%	1537	4%	3073	8%	3842	10%
Early Learning and Development Programs funded by IDEA, Part C	Programs serving these children are not yet licensed. As these programs become licensed it may impact <i>Great Start to Quality</i> participation rates across programs.										
Early Learning and Development Programs funded by IDEA, Part B, section 619	Programs serving these children are not yet licensed. As these programs become licensed it may impact <i>Great Start to Quality</i> participation rates across programs.										
Early Learning and Development Programs funded under Title I of ESEA	11332	0	0	227	2%	227	2%	453	4%	453	4%
Early Learning and Development Programs receiving funds from the State's CCDF program	27964	0	0	280	2%	1119	4%	1677	6%	1677	6%
Other <i>Describe:</i>											
<i>Baseline data is actual data with no programs currently at Levels Four or Five. Levels Four and Five are the highest Levels of quality in Great Start to Quality. The numbers of children represented in this table are not unduplicated as some children participate in more than one program. The early learning database will allow for the opportunity to track data by individual child and provide unduplicated counts in the future.</i>											

B(4) High-Quality Plan

B (4) - KEY GOALS:
<ul style="list-style-type: none"> • Provide enhanced and targeted supports, including incentives, to early learning and development programs to continuously improve by achieving and maintaining higher quality levels. • Provide supports for working families to access high-quality early learning and development programs. • Provide intensive and accelerated quality improvement supports for early learning and development programs serving children with the high needs, and programs in high concentration areas of children with high needs.

Key Activities	Rationale	Timeline and/or Key Milestones	Party(ies) Responsible	Other Key Personnel
Determine process for pilot incentive implementation.	A process will outline responsibilities and timelines assuring accountability.	Completed by July 2012	<ul style="list-style-type: none"> • ECIC • MDE-OGS 	<ul style="list-style-type: none"> • Quality improvement specialists • First Children's Finance • T.E.A.C.H.
Determine areas for pilot incentive implementation.	Focus pilot incentives in areas with high concentrations of children with high need.	Completed by July 2012	<ul style="list-style-type: none"> • ECIC • MDE-OGS 	<ul style="list-style-type: none"> • Quality improvement specialists • First Children's Finance • T.E.A.C.H.
Pilot incentives for high-quality early learning and development programs serving children with high needs.	Programs serving children with the highest need should be at the highest quality levels to have the greatest impact on child outcomes.	January 2013	<ul style="list-style-type: none"> • ECIC • MDE-OGS 	<ul style="list-style-type: none"> • Quality improvement specialists • First Children's Finance • T.E.A.C.H.
Convene state level partners to review and analyze current GSRP funding.	Need to determine potential opportunities the block grant affords for supporting working families.	Completed by December 2012	MDE-OGS	ECIC
Establish a revised funding formula, application process,	Process and procedures are essential to implementation of the block grant.	Completed by December 2012	MDE-OGS	ECIC

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Key Activities	Rationale	Timeline and/or Key Milestones	Party(ies) Responsible	Other Key Personnel
program criteria, and data reporting requirements.				
Block grant is implemented.	Working families are supported to access high-quality early learning and development.	January 2013	MDE-OGS	ECIC
Increase number of quality improvement specialists.	Additional quality improvement specialists are essential to supporting programs areas where there are high concentrations of children with high needs.	Completed by August 2012	ECIC	RRCs
Appropriate Financial Resources:		\$10,428,000 from this grant \$1,500,000 from other sources		
How Needs of Different Early Learning and Development Programs will be Addressed:		Referenced in the narrative		
How Michigan will Meet Needs of Children with High Needs, as well as Unique Needs of Special Populations:		Referenced in the narrative		

(B)(5) Validating the effectiveness of the State Tiered Quality Rating and Improvement System.

(15 points)

The extent to which the State has a High-Quality Plan to design and implement evaluations--working with an independent evaluator and, when warranted, as part of a cross-State evaluation consortium--of the relationship between the ratings generated by the State's Tiered Quality Rating and Improvement System and the learning outcomes of children served by the State's Early Learning and Development Programs by--

(a) Validating, using research-based measures, as described in the State Plan (which also describes the criteria that the State used or will use to determine those measures), whether the tiers in the State's Tiered Quality Rating and Improvement System accurately reflect differential levels of program quality; and

(b) Assessing, using appropriate research designs and measures of progress (as identified in the State Plan), the extent to which changes in quality ratings are related to progress in children's learning, development, and school readiness.

In the text box below, the State shall write its full response to this selection criterion. The State may also include any additional information it believes will be helpful to peer reviewers. If the State has included relevant attachments in the Appendix, these should be described in the narrative below and clearly cross-referenced to allow the reviewers to locate them easily.

In scoring the selection criterion, peer reviewers will determine, based on the evidence the State submits, whether each element of the selection criterion is implemented or planned; the quality of the implementation or plan (see the definition of a High-Quality Plan for the components reviewers will be judging); the extent to which the different types of Early Learning and Development Programs in the State are included and addressed; and the extent to which the unique needs of the State's special populations of Children with High Needs are considered and addressed. The State is responsible for providing clear and detailed information to assist the peer reviewers in making these determinations.

B(5). Validating the effectiveness of the Tiered Quality Rating and Improvement System (TQRIS)

B(5)(a). Validating, using research-based measures

An evaluation approach that employs multi-method, qualitative and quantitative, and multidimensional examination of data from the program, community, regional and state levels, will be utilized to examine the validity and the effective implementation of *Great Start to Quality*. The proposed evaluation design is intended to provide formative and summative feedback regarding two key evaluation questions:

1. How well do the *Great Start to Quality* standards differentiate levels of program quality?; and,
2. How are quality ratings and changes in quality ratings related to children's development, learning, and school readiness?

The initial question involves testing the validity of the *Great Start to Quality* standards in relation to program standards, well established in the literature, which address program staffing, administration, family and community partnerships, classroom environment, and curriculum and instruction.

The second question addresses the relationship between program quality and children's development, focusing on how initial program quality, as well as subsequent changes in quality, is most related to children's observed outcomes and progress during preschool and at kindergarten entry. A specific focus will be placed on identifying the level(s) of program quality that are related to development and school readiness for children with high needs and children

with special needs, as defined in this application, and who may benefit the most from high-quality programs.

In addition, a third evaluation question, pertinent to understanding the contexts associated with effective *Great Start to Quality* implementation and improvements in *Great Start to Quality* ratings across the state will be examined:

3. What are specific local, regional and state conditions that promote the effective implementation of *Great Start to Quality* and the growth of higher quality early childhood programs throughout the state?

The evaluation design includes secondary and primary data collection involving both the population of programs targeted by *Great Start to Quality* and a stratified sample, targeting early learning and development family based and center based programs, including Head Start, GSRP, IDEA and Title 1 serving children in targeted communities. The targeted communities will be those identified as the highest need communities in the state during the state's Maternal, Infant, and Early Childhood Home Visitation grant application. See Appendix XIII, p. 396 for a list of these communities. All types of programs included in *Great Start to Quality* will be reflected in the sampling design.

B(5)(b). Assessing, using appropriate research designs and measures of progress

Use of primary data to validate *Great Start to Quality*.

To address the extent to which *Great Start to Quality* differentiates levels of program quality, a validation process will be undertaken that involves both quantitative and qualitative approaches. To quantitatively validate *Great Start to Quality*, several approaches will be used. First, as noted in section B1, the state will work with a highly qualified national vendor to develop a crosswalk using the *Great Start to Quality* standards and NAEYC accreditation criteria. This process will provide information relative to the construct validity of the standards. Second, two existing measures of program quality, the Preschool Quality Assessment® (PQA, HighScope, 1998) and the CLASS (Classroom Assessment Scoring System, Pianta, LaParo, & Hamre, 2008) will be scored for a subsample of 120 programs, reflective of communities across the state. Scored criteria from the PQA®, the CLASS, and *Great Start to Quality* will be compared statistically to assess construct validity. Third, as a confirmation of the self-assessment

and rating processes, trained raters from the evaluation team will examine and rate each sampled program relative to the five *Great Start to Quality* standards; evaluator ratings will be compared, via calculation of kappa coefficients, with either self-report (for Level One to Three) or rater scores (for Level Four and higher). In addition, family questionnaire data from sampled sites will provide another source of data for validating the Parent Engagement component of *Great Start to Quality*.

To qualitatively address issues of validation, program directors will be interviewed and focus groups will be held with directors and early childhood educators with regard to the “face validity” of *Great Start to Quality*. Director and early childhood educator perceptions about the standards and criteria will be audiotaped and transcribed. Responses are expected to provide insights regarding what early childhood educators see as program strengths that are not represented in the criteria and/or criteria they feel are not thoroughly clear in the standards, thus making it difficult for programs to address the criteria. Early childhood educators will also be invited to reflect on the ways in which they believe the implementation of *Great Start to Quality* may or has influenced their classroom practices. Content analysis methods, guided by a grounded theory approach (Glaser & Strauss, 1967), will be employed in analyzing qualitative data. With this inductive approach, emerging themes across transcripts will be identified, reflecting how *Great Start to Quality* is experienced by the directors and early childhood educators using it. Results will inform the implementation, including types of support that may promote effective implementation and use of *Great Start to Quality*. Interviews and focus groups will be administered early in the evaluation process so that information gleaned from the interviews and focus group may be utilized by RRCs to improve their practices with early learning and development programs.

Use of primary data to examine relations between program quality and children’s development and learning.

After establishing the validity of *Great Start to Quality*, addressed in Question 1, the next step of the evaluation will be to examine the links between program quality and children’s outcomes. This multistep process includes testing the effects of quality ratings on children’s outcomes concurrently, over time (reflecting the relations between growth in program quality

ratings and growth in children's development and learning), and at entrance into kindergarten (assessed as status at kindergarten entry). As one approach to examining the relationship between program quality and children's development and learning, a representative subsample of early learning and development programs will be followed over a two year period to more thoroughly understand how program, local, regional, and state conditions influence program quality improvement and the extent to which quality affects child outcomes. A stratified cohort sampling approach will be employed, specifically stratifying based on five important characteristics: community setting (urban/rural), program type (family based programs as well as center based programs including Head Start, GSRP, Title 1 and IDEA funded programs, and for profit programs), initial program quality, program size, and percent of children with high needs, at or below 200% of poverty, in the program. Well-staffed data collection teams, with backgrounds in early childhood education or child development, strategically based in geographic areas and trained and supervised by the evaluation team, will observe 60 representative programs each year for two years (120 programs in total). Within each of these targeted programs a sample of ten, three-year-old children (N = 600 children per year, totaling 1200) will be followed over a two year period (4 total assessments per child via direct assessment in the classroom, teacher ratings and family questionnaire data collection, fall and spring each of the two years prior to the kindergarten assessment at age 5 years) until their entry into kindergarten.

This approach will provide the data needed to assess the impact of program quality and changes in program quality on child development, learning, and school readiness. Commonly used measures of social-emotional (e.g. SCBE, delay of gratification tasks), cognitive (e.g. Leiter-R; Child Math Assessment) and language/literacy (e.g. Oral and Written Language Scales, name writing task, Test of Preschool Early Literacy) development and learning will be used throughout this assessment. Where possible, measures will align with those already in use by early learning and development programs. This design will also allow for the collection of family questionnaire data relative to parenting and the home environment (e.g. Protective Factors Survey; Beck Depression Inventory) which will allow for statistical handling of family level characteristics when examining the effects of childcare quality on children's development.

Overall, this evaluation design will allow for a comparison of outcomes relative to children's enrollments in programs with lower (Level One or Level Two quality) versus higher quality ratings (Level Three or higher) and, an assessment of the incremental value added with each interval increase in quality rating. For example, this design will allow the state to examine the quality level rating that is needed to see sufficient gains in development and learning (e.g., is a Level Four or Five rating needed or can a Level Three rating also promote the targeted child outcomes). Particularly for children at highest risk for poor outcomes, testing for protective effects of participation in high-quality early learning and development programs (and at what level of quality) is critical.

The evaluation team will include a statistician with expertise in longitudinal modeling of nested data (such as children within programs housed within communities) and a methodologist with expertise in complex sampling designs who will validate the sampling design for the proposed evaluation. Likewise, the final sample size for the subsample of programs and children will be verified via power analysis for longitudinal latent growth curve models to ensure adequate statistical power to detect effects. Proposed analyses include latent growth curve modeling to test growth in program quality and children's development over time, including developmental and learning status at kindergarten entry in the subsample of children, and multivariate analyses to test relations between program quality and children's status at kindergarten entry statewide.

Uses of secondary data to examine relations between program quality and children's school readiness.

Once it becomes available in 2014, statewide kindergarten entry assessment data will be utilized to examine the relationships between program quality and development and learning status at kindergarten entry. The implementation of the universal identifier code (UIC) through the state's early learning data system (ELS) will allow the linking of early learning and development program attendance data, to elementary school assessments, and quality ratings.

Uses of primary data to identify characteristics associated with effective implementation and growth in program quality.

The proposed design will also allow an investigation of the specific local, regional and state conditions that promote the effective implementation of *Great Start to Quality* and the growth of higher quality early childhood programs throughout the state. Specifically, this component of the evaluation targets readiness to utilize *Great Start to Quality* relative to its effective implementation and to improvements in quality ratings. First, questionnaire data on program/organizational readiness to change (e.g. to utilize *Great Start to Quality*) will be collected from the subsample of programs, described above, that will be followed over three years. Data pertaining to the readiness of the RRCs to support programs' use of *Great Start to Quality* (e.g. timeliness of responsiveness to programs, type and amount of support provided to programs, program satisfaction with regional center support) will be collected as well. The readiness information from programs and RRCs will allow for an understanding of the extent to which the climate for effective implementation (at the regional and program level) is related to the degree of change in quality in programs and to the rate of change (how quickly early childhood programs moved to new quality rating levels).

Second, interviews with program directors will be administered annually to better understand directors' perceptions regarding the value of utilizing *Great Start to Quality*, the need for it, and program capacity to utilize it. A grounded theory approach, particularly appropriate for studying how experiences are interpreted, will be utilized. Results will complement quantitative approaches in considering how readiness is linked with effective implementation and growth in quality ratings.

Uses of secondary data to examine improvements in *Great Start to Quality* ratings.

Secondary data collected by the state regarding rating score of programs and basic program demographics, over time, will be used to assess the growth of program quality across the state and to assess differences in improvement rates across the specific *Great Start to Quality* standards. Two methods are useful in examining change in program quality ratings over time. First, survival analysis will be used to understand the length of time to change in quality ratings and how program (e.g. readiness to utilize *Great Start to Quality*) and community (e.g.

community demographic risk indicators) characteristics are related to improvements. Examining these contextual characteristics is important because they may influence the rate and degree to which local programs change in quality (time to change in quality ratings). Second, Geographic Information Systems (GIS) mapping is a technique that allows for visually graphing the intersections of demographic characteristics relative to improvements in ratings. GIS mapping will be used to illustrate program quality and quality improvement across the state and its interaction with community demographics (e.g. poverty rates, unemployment rates, race) and the regional centers through which *Great Start to Quality* is implemented. It will allow the state to better understand the extent to which the most vulnerable of children have access to high-quality early learning and development programs and which communities (and demographic profiles) are benefiting from improvements in program quality.

Unique Features of Evaluation Design

The unique features of the evaluation design include: a) assessment of early childhood educator and director/program readiness to participate in *Great Start to Quality* and readiness of the state and its RRCs to implement it; b) longitudinal assessment of child development, learning and school readiness relative to program quality; c) the use of GIS mapping to better understand the intersection of geographic location, demographics (diversity characteristics, poverty rates, etc) and access to resources as they relate both to successful *Great Start to Quality* implementation and to quality as it relates to children's outcomes, and, d) an examination of program, local, and regional characteristics that are associated with effective *Great Start to Quality* implementation and growth in program quality across the state. This examination will also involve an assessment of state policies and procedures associated with effective implementation across the RRCs.

B(5) High-Quality Plan

<p>B(5) - KEY GOALS:</p> <ul style="list-style-type: none"> • To validate the extent to which the tiers in <i>Great Start to Quality</i> accurately reflect differential levels of program quality. • To assess the extent to which changes in quality ratings are related to children's development, learning, and school readiness. • To identify program, community, and RRC characteristics related to the effective implementation of <i>Great Start to Quality</i> and to improvements in quality ratings.
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Key Activities	Rationale	Timeline and/or Key Milestones	Party(ies) Responsible	Other Key Personnel
Select and finalize measures.	Measures appropriate for the scope of the program and that align, as possible, with other state initiatives will contribute to a thorough evaluation and will data systems capacity in the state.	Finalize measures by February 2012.	Evaluation team collaborates with the state	
Hire and train data collection staff.	Qualified and trained data collection staff is essential to a valid evaluation.	Hire by end of February 2012; train by July 1, 2012	Evaluation Team	
Attain human subjects approval for research/ including human subjects training for data collection staff	Approval is required for data collection by an evaluation team/ renewal each year.	Complete by March 2012. Renewal each year	Evaluation Team	
Initiate and complete sampling process for subsample of programs and children.	Appropriate sampling design is critical for a valid evaluation.	Complete by August 2012	Evaluation Team, including statistician with expertise in sampling designs	MDE-OGS ECIC RRCs
Begin qualitative interviews with program directors and staff in subsample. Complete additional interviews annually.	Understanding how program directors, program staff and RRCs perceive <i>Great Start to Quality</i> and its components is important to evaluating effective implementation of <i>Great Start to Quality</i> .	Begin June 2012; interviews to be conducted annually through 2014	Evaluation team	Receive contact information through RRCs ECIC
Data collection-readiness questionnaires for subsample.	Assessing readiness to utilize <i>Great Start to Quality</i> in a subsample of programs will contribute to a better understanding of characteristics associated with	Begin June 2012; Complete by November 2012	Evaluation team	

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Key Activities	Rationale	Timeline and/or Key Milestones	Party(ies) Responsible	Other Key Personnel
	effective implementation of <i>Great Start to Quality</i> and growth in program quality.			
Conduct validation process for subsample of programs.	Validation of the system is necessary in accurately assessing program quality.	Begin July 2012 with subsample of programs; Complete by December 2012	Evaluation Team	RRCs ECIC
Conduct data collection for subsample of children and programs to completed fall and spring each year.	The more comprehensive data collection associated with this approach will allow for a more thorough understanding of relationships between growth in program quality and children's development over time.	Begin September 2012 and complete by May 2015.	Evaluation Team	
Conduct GIS mapping.	GIS provides another perspective on program quality by allowing for an examination of the intersections of program quality, community and region characteristics.	Begin to build the GIS model in Year 1 and completion of model analyses in Year 3, 2014.	Evaluation Team	
Conduct data analyses.	The multi-analytic approach proposed provides a comprehensive analysis of data relative to the validity of <i>Great Start to Quality</i> in differentiating program quality and to the relations between program quality and children's development, learning and school readiness.	Complete qualitative content analyses for first round of interviews by March 2013; analyses continue each year with subsequent interviews.	Evaluation Team	
Prepare semi-annual and annual evaluation reports.	Frequent progress updates regarding the evaluation will allow for open communication and shared investment in the evaluation.	Ongoing beginning with the first semi-annual report in June 2012	Evaluation Team	Presentations to and consultations with the MDE-OGS
Prepare final evaluation report	Dissemination of results and identification and dissemination of implications for <i>Great Start to Quality</i> is critical to its effective use	September-November 2015	Evaluation Team	Presentations to and consultations with the MDE-OGS
Dissemination of findings.	Dissemination of findings relative to the effective implementation and validation of <i>Great Start to Quality</i> and its relationship to children's	Final dissemination efforts begin November 2015. Dissemination, as	Evaluation Team; Office of Great Start	MDE-OGS, stakeholders

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Key Activities	Rationale	Timeline and/or Key Milestones	Party(ies) Responsible	Other Key Personnel
	development and school readiness will provide useful information for other states wishing to implement systems.	appropriate of evaluation components will occur earlier in the evaluation.		
Appropriate Financial Resources:			\$3,875,000 from this grant	
How Needs of Different Early Learning and Development Programs will be Addressed:			Not applicable for this item.	
How Michigan will Meet Needs of Children with High Needs, as well as Unique Needs of Special Populations:			Not applicable for this item.	

Focused Investment Areas -- Sections (C), (D), and (E)

The State must address in its application--

- (1) Two or more of the selection criteria in Focused Investment Area (C);
- (2) One or more of the selection criteria in Focused Investment Area (D); and
- (3) One or more of the selection criteria in Focused Investment Area (E).

The total available points for each Focused Investment Area will be divided by the number of selection criteria that the applicant chooses to address in that area, so that each selection criterion is worth the same number of points.

C. Promoting Early Learning and Development Outcomes for Children

Note: The total available points for (C)(1) through (C)(4) = 60. The 60 available points will be divided by the number of selection criteria that the applicant chooses to address so that each selection criterion is worth the same number of points. For example, if the applicant chooses to address all four selection criteria in the Focused Investment Area, each criterion will be worth up to 15 points.

The applicant must address two or more selection criteria within Focused Investment Area (C).

(C)(1) Developing and using statewide, high-quality Early Learning and Development Standards. The extent to which the State has a High-Quality Plan to put in place high-quality Early Learning and Development Standards that are used statewide by Early Learning and Development Programs and that--

- (a) Includes evidence that the Early Learning and Development Standards are developmentally, culturally, and linguistically appropriate across each age group of infants, toddlers, and preschoolers, and that they cover all Essential Domains of School Readiness;
- (b) Includes evidence that the Early Learning and Development Standards are aligned with the State's K-3 academic standards in, at a minimum, early literacy and mathematics;
- (c) Includes evidence that the Early Learning and Development Standards are incorporated in Program Standards, curricula and activities, Comprehensive Assessment Systems, the State's Workforce Knowledge and Competency Framework, and professional development activities; and

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(d) The State has supports in place to promote understanding of and commitment to the Early Learning and Development Standards across Early Learning and Development Programs. If the State chooses to respond to this selection criterion, the State shall write its full response in the text box below. The State shall include the evidence listed below and describe in its narrative how each piece of evidence demonstrates the State's success in meeting the criterion; the State may also include any additional information it believes will be helpful to peer reviewers. If the State has included relevant attachments in the Appendix, these should be described in the narrative below and clearly cross-referenced to allow the reviewers to locate them easily. In scoring the selection criterion, peer reviewers will determine, based on the evidence the State submits, whether each element of the selection criterion is implemented or planned; the quality of the implementation or plan (see the definition of a High-Quality Plan for the components reviewers will be judging); the extent to which the different types of Early Learning and Development Programs in the State are included and addressed; and the extent to which the unique needs of the State's special populations of Children with High Needs are considered and addressed. The State is responsible for providing clear and detailed information to assist the peer reviewers in making these determinations.

Evidence for (C)(1)(a) and (b):

To the extent the State has implemented Early Learning and Development Standards that meet any of the elements in criteria (C)(1)(a) and (b), submit--

Proof of use by the types of Early Learning and Development Programs in the State;

The State's Early Learning and Development Standards for:

Infants and toddlers

Preschoolers

Documentation that the standards are developmentally, linguistically and culturally appropriate for all children, including children with disabilities and developmental delays and English Learners;

Documentation that the standards address all Essential Domains of School Readiness and that they are of high-quality;

Documentation of the alignment between the State's Early Learning and Development Standards and the State's K-3 standards; and

C(1) Developing and using statewide, high-quality Early Learning and Development Standards

C(1). Background

Michigan faces the inextricable challenge of improving school readiness for our youngest citizens and ensuring long term economic recovery and stability for our communities. To that end, it is imperative that Michigan children experience optimal early learning and development opportunities allowing them to thrive in primary grades and continue on to career and college readiness.

For over forty years, Michigan has been committed to promoting the success of all children, with specific attention toward children at risk or those with high needs. Beginning in 1971, the Michigan Department of Education (MDE) required that local education agencies provide special education programs for qualifying children beginning at birth, and in 1985 MDE began its prekindergarten program for at-risk four year olds. In 1992, the state's first set of early learning and development standards, the *Early Childhood Standards of Quality for Prekindergarten to Second Grade (ECSQ/PK-2)* were created. The standards included expectations for children's learning in all developmental domains, curriculum content areas as well as high-quality program standards. More than 20,000 copies were distributed; every licensed child care facility, elementary school principal and K-2 teacher received one. From this point forward, all early learning and development programs funded by MDE were *required* to implement the program standards. Other early learning and development programs across the state were highly encouraged to adopt the standards. This early set of expectations for children's learning set the agenda for public and private early childhood programs for a decade and a half in Michigan.

C(1)(a) & (c). Early Learning and Development Standards

In 2005, in response to federal initiatives and the state's adoption of Grade Level Content Expectations (GLCEs) starting at kindergarten, a revised set of early learning and development standards, the *Early Childhood Standards of Quality for Prekindergarten (ECSQ-PK)* (Appendix II) was adopted by the State Board of Education. Quality program standards for prekindergarten and early learning expectations for three-and four-old children were included. A section on alignment illustrates the relationship of the ECSQ-PK to child care licensing rules, federal Head Start Performance Standards, the Head Start Child Outcome Framework and the GLCEs. This level of alignment has promoted and enabled the use of ECSQ-PK with these programs.

The quality program standards in ECSQ-PK (Appendix II, p. 112 - see pp. 9-54) were built on the state's *Licensing Rules for Child Care Centers* (Appendix X, p. 312), with the rules serving as a floor of minimum program expectations and the standards as the exemplar of highest quality. While the ECSQ-PK standards are only required for MDE funded programs, they are recommended for all public and private preschool programs. The program standards serve as the

highest rung on the ladder of quality (Level Five) in *Great Start to Quality*, the state's tiered quality rating and improvement system.

The early learning expectations in the ECSQ-PK (Appendix II, p. 112 - see pp. 55-138) apply to all children in Michigan; they serve as the state's definition of school readiness and what is expected of children as they enter school prepared for a path of academic and life success. The early learning expectations for three- and four-year-old children bridge the gap between developmental domains and content expectations for five year olds; they include: Approaches to Learning, Intellectual Development, Social and Emotional Development, Language and Early Literacy Development, Creative Development, Physical Development and Health, as well as Early Learning in Mathematics, Science, and the Social Studies, and Early Skills in Using Technology.

The ECSQ-PK early learning expectations were specifically formatted and reviewed by in-state experts to ensure their cultural and linguistic appropriateness for all children, including those with disabilities and developmental delays, those who are dual language learners, and those with other personal, family, or environmental factors that may cause them to be at-risk of school failure. These issues are not addressed in separate sections; rather they are woven through every item. Each early learning expectation includes examples of how children typically express their progress in meeting the expectation, and then multiple examples of experiences and strategies that teachers, caregivers, and family members can use to enhance children's development and learning are offered. In addition, each expectation is followed by questions that encourage teachers and caregivers to reflect on their practice and enhance their practice with children. Examples of how to address concerns that may arise in children with high needs are reflected throughout the document.

Standards for Infants and Toddlers

In 2006, the *Early Childhood Standards of Quality for Infant and Toddler Programs (ECSQ-IT)* (Appendix I) were adopted by the State Board of Education. Both program standards and expectations for children's development and learning are addressed. The ECSQ-IT focuses on the special developmental needs of infants and toddlers. A significant difference between *ECSQ-PK* and *ECSQ-IT* is the lack of a stand-alone section on partnership with families in the latter; for infants and toddlers, the partnership is so significant that it is woven into every program standard.

The *ECSQ-IT* were based on the approach New Zealand chose to express its early learning expectations for infants and toddlers. This approach brings to life – through the text – the complex and interwoven nature of infant and toddler development. The child expectations for *ECSQ-IT* were reformatted into *Early Development and Learning Strands for Infants and Toddlers* (Appendix I, p. 3 - see pp. 15-55). Although framed as strands, all of the domains referenced in the RTT-ELC grant are included. The strands and corresponding domains are: Well-Being (Physical well-being and motor development; social and emotional development), Belonging (Social and emotional development; Approaches toward learning), Exploration (Cognition and general knowledge, Motor development, Language and literacy development, Approaches toward learning), Communication (Language and literacy development), and Contribution (Approaches toward learning; Social and emotional development). Each strand includes a number of goals for infants and toddlers. Each goal includes early knowledge, skills, and attitudes infants and toddlers begin to develop, in lieu of narrowly defined “expectations.” In addition, as in *ECSQ-PK*, examples of experiences and strategies and questions for reflection are included for teachers and caregivers.

C(1)(b). Alignment with the State's K-3 Academic Standards

Initial alignment and validation of the expectations for children with the *ECSQ-PK* was accomplished through the evaluation of the Great Start Readiness Program – the state's prekindergarten program - by the HighScope Educational Research Foundation. The Program Quality Assessment® (PQA) was developed to assess implementation of the program standards that have become the *ECSQ-PK* Quality Program Standards. Children at-risk of school failure

who participated in classrooms that scored higher on the PQA® showed greater change in development on the HighScope Child Observation Record (or a similar child assessment instrument) from fall to spring than similarly at-risk children who attended GSRP classrooms that received lower PQA® scores. Classroom and child assessments were conducted by outside raters who had been trained to inter-rater reliability.

A study conducted by the Curriculum Unit at MDE mapped the new *Career and College Ready Standards* - Common Core State Standards (CCRS) - to the GLCEs in language, literacy, and mathematics. Alignment was good for kindergarten, so by extension, the *ECSQ-PK* would be aligned with the kindergarten content.

In early 2011, Michigan's Early Learning Advisory Council (ELAC) identified the review, update, horizontal and vertical alignment, and enhancement of all of the early learning expectations previously mentioned and program standards for children birth through third grade as a priority. The work includes thorough review and enhancement of the *ECSQ-IT* and *ECSQ-PK* documents, development of similar formats for K-3 by grade level, including both the CCRS and Michigan standards in content areas for which there is not national agreement, alignment documents, and suggestions for statewide distribution and formats for publications for parents and early childhood educators, as well as suggestions for incorporation into all professional development activities. Similar to the process used to prepare the *ECSQ-PK & IT*, administrators, teachers, parents, early childhood educators from section 619 of part B and part C of IDEA, Head Start programs, GSRP, and licensed family homes, as well as pediatricians, public health specialists, child welfare workers, and teacher preparation personnel will oversee and contribute to the final product.

Explaining and demonstrating vertical alignment of expectations for children from infancy and toddlerhood to the preschool years to kindergarten and the primary grades and beyond, as well as making explicit the alignment with federal expectations for Head Start children, will be critical to the acceptance and utility of these standards. A separate document will highlight the importance of the alignment, rather than having it buried as coded sections within the documents as in the current version of *ECSQ-PK*. Consultant writers have been contracted and work will continue through the spring of 2012.

C(1)(d). Promoting Understanding of and Commitment to Early Learning and Development Standards

Distribution of the ECSQ-IT and ECSQ-PK documents has been primarily through the MDE website and by CD or DVD. MDE has provided workshops in conjunction with many conferences and webinars to familiarize early learning and development programs with the documents. Resources to fund an intentional approach to supporting the implementation of the ECSQ-IT and PK have been extremely limited. Some Great Start Collaboratives (GSCs) and Parent Coalitions (GSPCs) have used the standards to prepare and distribute calendars and other family-friendly communication materials to familiarize parents and early childhood educators with the expectations for children's development. These efforts have not been wide-spread or intentional in terms of building to a level of implementation that would support a discernible improvement in child outcomes.

Establishing, revising standards and validating them is only an academic exercise without assuring implementation. Michigan proposes to offer 21st century opportunities for families and early childhood educators to learn about both expectations for children and the high-quality experiences children must be offered to meet those expectations. Professional development will include engagement with families that focuses on the early learning expectations and the connections between home and early learning and development programs to promote the achievement of those expectations. The state also has a unique opportunity to leverage community targeted investments in Michigan through this project. Specifically, the W.K. Kellogg Foundation conducts community and family engagement and has robust, place-based networks where partnerships will be formed to share knowledge, and collaborate with families, early learning and development programs, and communities. This strategy will expand the reach and ultimately the usage of the revised standards.

C(1) High-Quality Plan

<p>C (1) - KEY GOALS:</p> <ul style="list-style-type: none"> Professional development (PD) modules on Early Childhood Standards of Quality (ECSQ) child development and learning expectations and quality program standards will be developed and widely utilized. Modules that embed the family engagement standards and strategies will be incorporated into all early learning and development program professional development.
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Key Activities	Rationale	Timeline and/or Key Milestones	Party(ies) Responsible	Other Key Personnel
Complete revision and alignment of ECSQ documents.	Changes and updates of state (adoption of CCRS) and national (change in Head Start policy) early learning expectations require review and realignment.	<ul style="list-style-type: none"> Contract approved September 2011 Stakeholder meeting late Fall 2011 Draft of standards forwarded to MDE- OGS March 2012 Graphic design/ proof April 2012 State Board of Education and ECIC Board adoption June 2012 Web-posting and distribution Fall 2012 	<ul style="list-style-type: none"> Michigan Department of Education- Office of Great Start (MDE- OGS) in partnership with Great Start Early Learning Advisory Council (GS-ELAC) Head Start Collaboration Office (HSCO) 	<p>Great Start Early Learning Advisory Council (GS-ELAC) funded contractors to complete revision and graphic design</p> <p>Stakeholder group; steering committee</p>

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Key Activities	Rationale	Timeline and/or Key Milestones	Party(ies) Responsible	Other Key Personnel
<p>Develop and distribute training modules on expectations for children's development and learning for early childhood educators.</p>	<p>To promote children's learning, early childhood educators must have more than just knowledge of developmental milestones. They must know how to support children's development in all domains in a comprehensive manner. Classroom and home-based early childhood educators need some materials available differently.</p>	<ul style="list-style-type: none"> • Contract with professional development providers to design content for modules that can be incorporated into community-based training and into credit-bearing coursework, as well as an online solution with feedback. Develop video content to showcase high-quality. • Pilot modules summer 2013 • Wide distribution; training 2014 	<ul style="list-style-type: none"> • MDE-OGS and Early Childhood Investment Corporation (ECIC) • Curriculum Review Advisory Council to approve content and products to assure alignment with workforce knowledge and competencies and professional development initiatives • Institutions of Higher Education (IHE) committee to approve content and relate to standards for professional preparation programs 	<p>Child care licensing rules to change to incorporate specific content requirements for early learning and development programs.</p>
<p>Integrate family engagement standards and strategies into professional development plans designed for sections C(1) and D(1).</p>	<p>Family engagement standards must receive significant attention to maximize child development and learning at home and within early learning and development programs.</p>	<ul style="list-style-type: none"> • By April 2012, crosswalk of rollout of training content completed • End of 2012, and annually, data reviewed to ensure maintenance of integration of family engagement standards into training strategies 	<p>MDE-OGS</p>	<p>ECIC</p>

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Key Activities	Rationale	Timeline and/or Key Milestones	Party(ies) Responsible	Other Key Personnel
Incorporate distribution and use of standards into all <i>Great Start to Quality</i> improvement activities.	<i>Great Start to Quality</i> ties all programs together into a single system for quality improvement.	Part of rollout of <i>Great Start to Quality</i> and workforce sections	Curriculum Review Advisory Council; ECIC	
Appropriate Financial Resources:			\$866,600 requested from grant \$55,000 in state commitment	
How Michigan will Meet Needs of Children with High Needs, as well as Unique Needs of Special Populations:			Michigan culture is changing to recognize that all children must be afforded opportunities to develop and learn to their full potential. Graduation standards were changed several years ago to reflect the importance of academic achievement at much higher levels. Michigan targets its early childhood services to its most vulnerable children using a prioritization of risk factors to enable children to participate. In the programs Michigan funds, promotion of the early learning expectations and high-quality program standards are required. This plan supports programs for high needs children by disseminating and helping both parents and early childhood educators learn about expectations for children's development and what their roles are in helping children achieve those expectations.	

(C)(2) Supporting effective uses of Comprehensive Assessment Systems.

Michigan did not select this focused investment area.

(C)(3) Identifying and addressing the health, behavioral, and developmental needs of Children with High Needs to improve school readiness.

The extent to which the State has a High-Quality Plan to identify and address the health, behavioral, and developmental needs of Children with High Needs by--

(a) Establishing a progression of standards for ensuring children's health and safety; ensuring that health and behavioral screening and follow-up occur; and promoting children's physical, social, and emotional development across the levels of its Program Standards;

(b) Increasing the number of Early Childhood Educators who are trained and supported on an on-going basis in meeting the health standards;

(c) Promoting healthy eating habits, improving nutrition, expanding physical activity; and

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(d) Leveraging existing resources to meet ambitious yet achievable annual targets to increase the number of Children with High Needs who--

(1) Are screened using Screening Measures that align with the Medicaid Early Periodic Screening, Diagnostic and Treatment benefit (see section 1905(r)(5) of the Social Security Act) or the well-baby and well-child services available through the Children's Health Insurance Program (42 CFR 457.520), and that, as appropriate, are consistent with the Child Find provisions in IDEA (see sections 612(a)(3) and 635(a)(5) of IDEA);

(2) Are referred for services based on the results of those screenings, and where appropriate, received follow-up; and

(3) Participate in ongoing health care as part of a schedule of well-child care, including the number of children who are up to date in a schedule of well-child care.

If the State chooses to respond to this selection criterion, the State shall write its full response in the text box below. The State shall include the evidence listed below and describe in its narrative how each piece of evidence demonstrates the State's success in meeting the criterion; the State may also include any additional information it believes will be helpful to peer reviewers. If the State has included relevant attachments in the Appendix, these should be described in the narrative below and clearly cross-referenced to allow the reviewers to locate them easily.

In scoring the selection criterion, peer reviewers will determine, based on the evidence the State submits, whether each element of the selection criterion is implemented or planned; the quality of the implementation or plan (see the definition of a High-Quality Plan for the components reviewers will be judging); the extent to which the different types of Early Learning and Development Programs in the State are included and addressed; and the extent to which the unique needs of the State's special populations of Children with High Needs are considered and addressed. The State is responsible for providing clear and detailed information to assist the peer reviewers in making these determinations.

Additionally, States must provide baseline data and set targets for the performance measures under (C)(3)(d).

Evidence for (C)(3)(a):

- To the extent the State has established a progression of health standards across the levels of Program Standards that meet the elements in criterion (C)(3)(a), submit--
 - The progression of health standards used in the Program Standards and the State's plans for improvement over time, including documentation demonstrating that this progression of standards appropriately addresses health and safety standards; developmental, behavioral, and sensory screening, referral, and follow-up; health promotion including healthy eating habits, improved nutrition, and increased physical activity; oral health; and social and emotional development; and health literacy among parents and children;

Evidence for (C)(3)(b):

- To the extent the State has existing and projected numbers and percentages of Early Childhood Educators who receive training and support in meeting the health standards, the State shall submit documentation of these data. If the State does not have these data, the State shall outline its plan for deriving them.

Evidence for (C)(3)(d):

- Documentation of the State's existing and future resources that are or will be used to address the health, behavioral, and developmental needs of Children with High Needs. At a minimum, documentation must address the screening, referral, and follow-up of all Children with High Needs; how the State will promote the participation of Children with High Needs in ongoing health care as part of a schedule of well-child care; how the State will promote healthy eating habits and improved nutrition as well as increased physical activity for Children with High Needs; and how the State will promote health literacy for children and parents.

C(3). Identifying and addressing the health, behavioral, and developmental needs of Children with High Needs to improve school readiness.

C(3)(a). Progression of Standards

Michigan has established a progression of standards related to identifying and addressing the health, behavioral and developmental needs of children. The state's *Early Childhood Standards of Quality for Pre-Kindergarten* (ECSQ-PK) support the development and maintenance of intentional teaching practices and guide expectations that enhance all children's health, behavioral and developmental needs. The standards specifically target social and emotional, intellectual, language, creative, physical and health skills. The need for continuous access physical activity, good nutrition, and safety for young children and families is addressed, as well as policy and procedures for the inclusion of children with special health and behavioral health care needs. The *Early Childhood Standards of Quality for Infant and Toddler Programs* (ECSQ-IT) have an additional requirement for programs develop a program-wide health plan, as well as an Individual Health Plan for each child in care.

The standards recommend all early childhood staff and non-paid personnel have training, experience and access to staff development which enhances their knowledge and practice of the standards.

C(3)(b). Meeting Health Standards

The Early Childhood Investment Corporation (ECIC) convenes the Curriculum Review Advisory Council to guide the building of an early childhood educator workforce development system that aligns training efforts with the state's *Core Knowledge and Core Competencies* framework and ECSQ-PK and ECSQ-IT. The Great Start Regional Resource Centers (RRCs) provide access to no-cost or low-cost training to early childhood educators and families on topics related to child health, behavioral health and development. Completion is tracked through the Great Start CONNECT professional development registry. Fifteen quality improvement specialists work one-on-one with early learning and development programs and early childhood educators participating in *Great Start to Quality*, Michigan's tiered quality rating and improvement system, to assess and implement changes to improve quality based on individual quality improvement plans.

Unlike other states, Michigan does not have child health consultants who work with early learning and development programs to improve their quality related to health and behavioral health. As part of this plan, funding will be used to support health consultants for this purpose and to build on and enhance the state's current efforts to increase early childhood educator knowledge related to behavioral health through the Center on the Social and Emotional Foundations for Early Learning (CSEFEL) pyramid framework. CSEFEL has been well received in Michigan's Project LAUNCH site and is used nationally for building social emotional promotion and prevention efforts. Capacity for ongoing coaching and consultation is the critical component needed to sustain the learning and implementation of what is shared in promotion/training efforts. Consultants will be able to train and coach/consult with early childhood educators who will then be able to mentor other educators, producing a growing, sustainability across the state, not dependent on future funding.

C(3)(c). Health Promotion

Improvement in physical activity, healthy eating habits, and nutrition is a focus of many of the partners in this proposal, and has been established as a priority for the Michigan Department of Community Health (MDCH) by the Governor. In 2011, the Healthy Kids, Healthy Michigan (HKHM) coalition, in partnership with MDCH and other agency partners,

hosted an early childhood *Obesity Prevention Summit*. Additionally, the Early Childhood Investment Corporation (ECIC) has convened statewide stakeholders to develop benchmarks for promoting, preventing and intervening on behalf of the social and emotional health needs of children and families. The progress to date reflected by the outcomes from the obesity summit, the benchmarking meetings, and other national, evidence-based initiatives were used to shape the high-quality plan for this section. These same findings will also inform an updating of current child care licensing rules and regulations and standards pertaining to overall health and social emotional wellness (see (C)(1)).

MDCH in collaboration with state partners, local stakeholders is currently implementing a First Time Motherhood health messaging grant as well as developing a coordinated social emotional messaging strategy for state departments, local agencies and entities that are serving children 0-8 years old, and their families.

C(3)(d). Screening, Referral and Follow-Up

Michigan is actively engaged in health and developmental screening, referral, follow-up and family education within child serving agencies across the state. In accordance with existing program policy, developmental screenings are provided in many early learning and development programs, state-funded prekindergarten, Head Start and Early Head Start programs, home visiting programs, and in a variety of health care settings. MDCH has adopted the American Academy of Pediatrics (AAP) Bright Futures *Recommendations for Pediatric Care* for both Medicaid and MICHild (SCHIP), and is promoting developmental, behavioral, and sensory screening as outlined in Bright Futures. These screenings not only screen the status of children's development, but also enhance parent understanding of health and development. The state participated in the Assuring Better Child Health and Development (ABCD) Screening Academy starting in 2007. The MDCH Medical Services Administration (MSA) funded a one year spread project at the conclusion of the ABCD project, and is using public and private funds to continue with a second phase. Concurrent to the spread projects, a group of stakeholders convened by MDCH created a series of tools to support referral for services which have been piloted in several sites. The state's Maternal, Infant, Early Childhood Home Visitation Program (MIECHV) will be conducting pilots for centralized intake and processing of referrals, as is the

Centers for Medicare and Medicaid Services CMS Multi-payer Advanced Primary Care Practice Demonstration Project (MAPCP). As of 2008, Medicaid billing policy for developmental screening was revised so that physicians could bill separately for up to three developmental screenings in a given day (including developmental, behavior, and autism screens). The MDCH Data Warehouse will be able to produce Medicaid “Fee for Service” data about developmental screenings and well-child care as well as encounter data for children enrolled in MICHild, the state’s SCHIP program.

C(3). High-Quality Plan

While Michigan has made important progress with comprehensive early learning standards, early childhood educator training on those standards, and implementation of screening efforts, the high-quality plan for this section addresses concerning gaps and areas of needed improvement. Key areas to be addressed are:

- Enhanced standards, training and consultation to address healthy, physical activity, nutrition and safety. According to the Kids Count in Michigan Data Book 2010¹¹, “...many children, particularly in low-income families, face challenges related to their oral health, mental health, and physical health, especially related to obesity, asthma, and lead poisoning.” These needs will be addressed through review of and strategic implementation of standards and training, and introduction of child health consultants through local public health agencies working on concert with the Great Start Regional Resource Centers (RRCs).
- Enhanced standards and training to address behavioral health. One of every eight Michigan children in low income families was reported to have behavior problems compared with one of every 20 children in higher-income families.¹²
- Significant behavioral and mental health issues for young children are estimated between 4 and 10 percent of all young children, for Michigan this averages 30,037-75,094 children ages 0-5.¹³ These needs will be addressed through review of and

11 Kids Count in Michigan, 2010 Data Book Michigan League for Human Services

12 Ibid.

13 Center for Mental Health in Schools <http://www.healthinschools.org/Health-in-Schools/Health-Services/School-Based-Mental-Health.aspx>

- strategic implementation of standards and training related to behavioral health, through training for child care providers using the Center on the Social and Emotional Foundations for Early Learning (CSEFEL) pyramid framework, and by building sufficient capacity to provide follow up consultation and coaching.
- Development and use of comprehensive data that provide numbers and percentages of all early childhood educators who receive training and support to implement the health and wellness Standards.
 - Enhanced health promotion materials and strategies.
 - Expanded training to support physicians to integrate preventive screenings into the daily workflow of their offices, including referral for community based services. Studies sponsored by the American Academy of Pediatrics (AAP) show that about 65 percent of pediatricians feel inadequately trained in assessing children's developmental status.¹⁴
 - Enhancement of the ability to systematically collect and report data on the number of screens conducted, referrals as a result of the screens, and follow-up care received.

14 Centers for Disease Control and Prevention. National Survey on Early Childhood Health. <http://www.cdc.gov/nchs/slaitis/nsech.htm>

C(3) High-Quality Plan

C (3) - KEY GOALS:
<ul style="list-style-type: none"> • Improve and update health, nutrition, safety and behavioral health licensing rules and regulations and standards and associated training to align with other state, health, obesity prevention, safety and social-emotional efforts. • Increase training, consultation, and coaching to increase quality implementation of health and behavioral health wellness standards, and integrate coding expectations in the Great Start CONNECT system in order to capture data about the numbers and percentages of early childhood educators who receive such training and support. • Expand physician training to provide developmental, behavioral, and sensory screening and build an application to systematically collect and report data for the performance measures. • Establish and implement strategies to enhance promotion efforts; building early care and education provider, family and general community members' knowledge regarding health, nutrition, safety and social emotional well-being, risk factors and referral sources.

Key Activities	Rationale	Timeline and/or Key Milestones	Party(ies) Responsible	Other Key Personnel
Work with Michigan Department of Human Service – Bureau of Children and Adult Licensing (DHS-BCAL) process to update rules related to health and wellness.	Licensing rules are the base requirements, and should be updated to reflect current knowledge and cross-agency practice.	Ongoing, work with Childcare Licensing Division to update rules.	Michigan Department of Community Health (MDCH) Early Learning Challenge (ELC) Project Manager	Other MDCH, Michigan Department of Education – Office of Great Start (MDE-OGS), and Department of Human Services (DHS) programs and staff as appropriate
Update health and wellness standards for ECSQ-PK and ECSQ-IT, coordinating efforts and timelines with a revision and alignment project (from (C)(1).	To align standards with MDCH obesity prevention, safety, Healthy Homes and social-emotional strategies and to ensure standards create a progression of quality for <i>Great Start</i>	<ul style="list-style-type: none"> • By February 2012, develop plan to integrate standards updates with alignment project (C)(1). • By February 2012, convene standards workgroup. • By March, 2012 begin standards 	Standards workgroup members, including parent representatives	<ul style="list-style-type: none"> • MDE-school health Staff • Healthy Kids Healthy Michigan Coalition (HKHM) • Graphic design firm

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Key Activities	Rationale	Timeline and/or Key Milestones	Party(ies) Responsible	Other Key Personnel
	<i>to Quality.</i>	review process. • By June 2012 forward recommendations for ECSQ-PK, and ECSQ-IT to MDE-OGS.		from ECSQ-PK, and ECSQ-IT revision and alignment project.
<ul style="list-style-type: none"> • Establish contracts with regionally located local public health agencies for <i>Great Start to Quality</i> Health Consultants (Child Care Health Consultants) available through each Regional Resource Center (RRC). • Send new <i>Great Start to Quality</i> Health Consultants to training from National Center for Health Consultation in Child Care. • Convene stakeholder committee to review/update existing trainings and develop new materials and training opportunities for promoting and implementing health and wellness standards and health literacy. • Coordinate efforts and timelines with Great Start CONNECT training coding project, to create a consistent means of collecting data about use of training on health and safety standards. • Collect data about training/consultation 	<ul style="list-style-type: none"> • Health Consultation will assure the availability of standardized, high-quality training to meet health and wellness standards and promote healthy and safe environments for young children. • On site consultation will allow nurses to support program implementation of the program and individual health plans outlined in the ECSQ, as well as further supporting the inclusion of children with special needs. • Providing this capacity through local public health will help link local systems and facilitate referral and follow up with other community resources. 	<ul style="list-style-type: none"> • By February 2012, meeting with MDCH and Early Childhood Investment Corporation (ECIC) to develop and establish contracting process and provisions. • By March 2012 develop approach, procedures for <i>Great Start to Quality</i> Health Consultants. • By April 2012, hire and train fifteen consultants. • By July 2012, consultants attend national training. • By November, 2012 identify additional promotional materials to use across the state for health literacy. • By the end of 2012, produce work plan to update/develop new materials/training. • By the end of 2012, develop coding scheme and begin 	<ul style="list-style-type: none"> • MDCH ELC Project Manager • Early Childhood Investment Corporation RRCs 	<ul style="list-style-type: none"> • Local public health agencies • National Training Institute for Child Care • Health Consultants • Great Start CONNECT Contractor

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Key Activities	Rationale	Timeline and/or Key Milestones	Party(ies) Responsible	Other Key Personnel
<p>offered.</p>		<p>comprehensive data collection about use of training and consultation.</p>		
<ul style="list-style-type: none"> • Expand the availability of Masters prepared, well-trained infant and early childhood Quality Improvement (QI) Specialists through RRCs. • Provide training, consultation, and coaching to QI Specialists so they implement the CSEFEL pyramid framework with fidelity. • Coordinate efforts and timelines with Great Start CONNECT training coding project, to create a consistent means of collecting data regarding the efficacy of training and coaching provided. • Review and update existing trainings regarding social-emotional wellness. • Collect data about training/consultation offered (fidelity, outcomes, for providers, families and children). 	<ul style="list-style-type: none"> • On site coaching will allow Quality Improvement Specialists to support with fidelity the implementation of best practice social and emotional strategies and will support the inclusion of children with high behavioral needs in early learning programs. • The training, coaching/consultation and tools used to measure outcomes will support programs to earn points in the <i>Great Start to Quality</i> system. 	<ul style="list-style-type: none"> • February, 2012, establish pool of consultants that could become CSEFEL trainers/coaches using an application process. • By March, 2012, hire a staff person to be Michigan’s CSEFEL Purveyor and support fidelity and ongoing technical assistance to statewide CSEFEL trainers/coaches. • Starting March, 2012, work with National CSEFEL trainer to organize regional training of trainers and coaching institutes for specialists and other identified community members. • By the end of Year 1, provide four regional CSEFEL 0-5 trainings for specialists and identified community members. • In each subsequent year, provide at least three regional CSEFEL trainings. 	<ul style="list-style-type: none"> • MDCH ELC Project Manager • ECIC Social and Emotional Technical Assistance Staff • ECIC • RRCs • CSEFEL national trainer • Contractual CSEFEL ‘Purveyor’ (state expert) 	<ul style="list-style-type: none"> • MDCH – Children’s Mental Health staff • RRC Quality Improvement Specialists • Identified community members (e.g. childhood consultants working with Head Start, Early Head Start and other consultants to licensed early learning and development programs)

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Key Activities	Rationale	Timeline and/or Key Milestones	Party(ies) Responsible	Other Key Personnel
<ul style="list-style-type: none"> • Continue to train physicians to expand developmental screenings in health care settings. • Amend program policy/training to support collection of screening, referral and follow up data across early childhood providers. • Utilize MDCH Data Warehouse (pending availability of new data application) to produce data for performance measures, initially just for physicians providing Medicaid and MICHild services. • Participate with data mapping project as referenced in E(2). • Establish contract with vendor to develop and build data application that will 1. collect data about screenings, referral and follow up ('events') that is not collected elsewhere, 2. draw data from other databases that contains other 'events' data, and 3. provide an analysis of which 'events' have occurred for a given child or group of children (e.g. the link from screening to referral to follow-up care, as well as well-child care), 4. provide 	<ul style="list-style-type: none"> • Data from MDCH's Data Warehouse can be used to report on performance measures in the first years of the grant. • Development of a new Data Application will support expanded data collection beyond physicians and will allow for enhance analysis and strategic improvement plans. 	<ul style="list-style-type: none"> • By end of Year 2, provide up to 20 developmental screening trainings for physicians using existing funding. • By end of Year 4, provide up to 24 additional developmental screening trainings for physicians through grant funding. • By end of Year 2, develop 'target' policy list for Great Start System Policy Team. • Quarterly through Years 1-3, produce performance measure reports from MDCH Data Warehouse. • By end of Year 2, 'data map' exists for use with Data Application project. • By February, 2012, contract with MIS/data system vendor is established. • By March, 2012, Data Application Study Committee is established work plan is established. • By the end of Year 1, specifications for Data Application are defined, and 	<ul style="list-style-type: none"> • MDCH ELC Project Manager • Great Start System Policy Team • Existing Developmental Screening Workgroup • Michigan Chapter – American Academy of Pediatrics • Michigan Academy of Family Physicians • GS-ELAC Data Mapping committee and contractor • Michigan Information System/data system vendor • Data Application Study committee 	

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Key Activities	Rationale	Timeline and/or Key Milestones	Party(ies) Responsible	Other Key Personnel
<p>access to information for providers via links in secure data systems.</p> <ul style="list-style-type: none"> • Use Data Application study committee findings regarding available data and systems. • Establish Data Application study committee to determine specifications for data collection, and other specifications for proposed application (timelines, workplan, etc.). 		<p>build has begun</p> <ul style="list-style-type: none"> • By the end of Year 3, process to access data from other data systems is defined and operational. • Starting Year 4, produce quarterly performance measure reports new Data Application. 		
<p>Identify or develop health and behavioral health promotional materials and disseminate through developmental screening project.</p>	<p>Several efforts around health and behavioral health messaging are underway in Michigan. Aligning these efforts will lead to consistent information, building public knowledge of health and behavioral</p>	<ul style="list-style-type: none"> • Ongoing, continue to meet benchmarks for activities in First Time Motherhood grant • By November 2011, convene social emotional messaging group to meet benchmarks 	<ul style="list-style-type: none"> • MDCH staff • ECIC staff • MDE-OGS staff • Michigan Association for Infant Mental Health Staff 	

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Key Activities	Rationale	Timeline and/or Key Milestones	Party(ies) Responsible	Other Key Personnel
	health wellness.	already defined for that group.		
Appropriate Financial Resources:		\$8,104,800 from this grant \$1,222,849,200 from other sources		
How Needs of Different Early Learning and Development Programs will be Addressed:		While some of the strategies for C3 involve coordinating and standardizing policies, procedures, and materials to enhance general health promotion and practices; other strategies utilize training and consultation that can and will be individualized to the program and it's specific needs.		
How Michigan will Meet Needs of Children with High Needs, as well as Unique Needs of Special Populations:		Strategies included under C3 go beyond general health promotion by improving identification of children needing special attention from within the high needs population, and provide the consultation to help build appropriate responses to those needs, which in turn will support health, development, and early learning outcomes.		

Performance Measures for (C)(3)(d) Leveraging existing resources to meet ambitious yet achievable annual statewide targets.					
	<i>Baseline and annual targets</i>				
	Baseline (Today, if known) <i>If unknown please use narrative to explain plan for defining baseline and setting and meeting annual targets</i>	Target for end of calendar year 2012	Target for end of calendar year 2013	Target for end of calendar year 2014	Target for end of calendar year 2015
Number of Children with High Needs screened	12,042 (6.2%) *	10%	15%	20%	25%
Number of Children with High Needs referred for services who received follow-up/treatment	Not currently known †	TBD	TBD	TBD	TBD

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Performance Measures for (C)(3)(d) Leveraging existing resources to meet ambitious yet achievable annual statewide targets.					
	<i>Baseline and annual targets</i>				
	Baseline (Today, if known) <i>If unknown please use narrative to explain plan for defining baseline and setting and meeting annual targets</i>	Target for end of calendar year 2012	Target for end of calendar year 2013	Target for end of calendar year 2014	Target for end of calendar year 2015
Number of Children with High Needs who participate in ongoing health care as part of a schedule of well child care	154,707 (79.8%) *	82%	84%	87%	90%
Of these participating children, the number or percentage of children who are up-to-date in a schedule of well child care	Not currently known ‡	TBD	TBD	TBD	TBD
<p><i>Notes:</i></p> <p>* CY2010 Fee for Service claims and managed care encounter data for billing codes 96110 and 96111 for 0-5 year olds enrolled in Medicaid. Source: MDCH Data Warehouse. These minimum targets are projected based on increases demonstrated since billing for these codes was ‘unbundled’.</p> <p>† The proposed Data Application project will provide the means to respond to this measure.</p> <p>‡ The data for this measure resides in the MDCH Data Warehouse; an inquiry will be built by early 2012 to access the data in aggregate form for this age group. Similar data is currently displayed in the Michigan Care Improvement Registry on a child-by-child basis for children enrolled in Medicaid, and is already in use by physicians and health plans.</p>					

(C)(4) Engaging and supporting families.

The extent to which the State has a High-Quality Plan to provide culturally and linguistically appropriate information and support to families of Children with High Needs in order to promote school readiness for their children by--

(a) Establishing a progression of culturally and linguistically appropriate standards for family engagement across the levels of its Program Standards, including activities that enhance the capacity of families to support their children's education and development;

(b) Increasing the number and percentage of Early Childhood Educators trained and supported on an on-going basis to implement the family engagement strategies included in the Program Standards; and

(c) Promoting family support and engagement statewide, including by leveraging other existing resources such as through home visiting programs, other family-serving agencies, and through outreach to family, friend, and neighbor caregivers.

If the State chooses to respond to this selection criterion, the State shall write its full response in the text box below. The State shall include the evidence listed below and describe in its narrative how each piece of evidence demonstrates the State's success in meeting the criterion; the State may also include any additional information it believes will be helpful to peer reviewers. If the State has included relevant attachments in the Appendix, these should be described in the narrative below and clearly cross-referenced to allow the reviewers to locate them easily.

In scoring the selection criterion, peer reviewers will determine, based on the evidence the State submits, whether each element of the selection criterion is implemented or planned; the quality of the implementation or plan (see the definition of a High-Quality Plan for the components reviewers will be judging); the extent to which the different types of Early Learning and Development Programs in the State are included and addressed; and the extent to which the unique needs of the State's special populations of Children with High Needs are considered and addressed. The State is responsible for providing clear and detailed information to assist the peer reviewers in making these determinations.

Evidence for (C)(4)(a):

- To the extent the State has established a progression of family engagement standards across the levels of Program Standards that meet the elements in criterion (C)(4)(a), submit--
 - The progression of culturally and linguistically appropriate family engagement standards used in the Program Standards that includes strategies successfully used to engage families in supporting their children's development and learning. A State's family engagement standards must address, but need not be limited to: parent access to the program, ongoing two-way communication with families, parent education in child development, outreach to fathers and other family members, training and support for families as children move to preschool and

- kindergarten, social networks of support, intergenerational activities, linkages with community supports and adult and family literacy programs, parent involvement in decision making, and parent leadership development;
- Documentation that this progression of standards includes activities that enhance the capacity of families to support their children's education and development.

Evidence for (C)(4)(b):

- To the extent the State has existing and projected numbers and percentages of Early Childhood Educators who receive training and support on the family engagement strategies included in the Program Standards, the State shall submit documentation of these data. If the State does not have these data, the State shall outline its plan for deriving them.

Evidence for (C)(4)(c):

- Documentation of the State's existing resources that are or will be used to promote family support and engagement statewide, including through home visiting programs and other family-serving agencies and the identification of new resources that will be used to promote family support and engagement statewide.

C(4). Engaging and supporting families

In the late 1980's, Michigan early childhood program leaders, parents and advocates, following the initiation of the national movement to implement family-centered practices in children's health, the knowledge gained from the policy council work of Head Start programs across the country, and vision laid out by Public Law 99-457 *Amendments To The Education Of The Handicapped Act PL 99-457*, came together to chart a course for parenting leadership development across early childhood programs in Michigan.

These leaders recognized that family engagement at the family, program and policy levels is essential to building effective systems and improving child outcomes. It is essential because families bring a unique perspective to all discussions of program or system effectiveness, since they alone are actual customers of early learning and development programs and systems. Additionally, seminal research by Dunst and Trivette demonstrated conclusively that progress on child outcomes is dependent on parents feeling confident and competent in the parenting role (Dunst, C.J., C.M. Trivette & A. Deal. 1988. *Enabling and empowering families: principles and guidelines for practice*. Cambridge, MA: Brookline Books). Since parents who use early learning and development programs are very diverse, their linguistic and cultural needs

and perspectives must be driving forces in the development of information and supports designed to build this confidence and competence. These insights and values, coupled with the continuing influence of these leaders has shaped where Michigan is today in engaging and supporting families in early learning and development programs and in the broader Great Start initiative.

C(4)(a). Early Learning Standards

Each of the state's *Early Childhood Standards of Quality (ECSQ)* documents includes a progression of culturally and linguistically appropriate standards for family engagement. The term "family collaboration/partnership" is defined and used in both documents. The definition in the glossaries includes the following sentence regarding the belief that the highest quality programs take intentional actions to engage parents as partners with the goal "to expand their knowledge of child development, increase parenting skills, extend children's learning at home, and utilize community resources." (Glossary, ECSQ-IT and ECSQ-PK, Appendix I, p. 3 – see p 95 & Appendix II, p. 112 – see p 141.)

The Partnership with Families section of the ECSQ-Prekindergarten, on pages 27-30 in Appendix II, identifies six standards designed to ensure high-quality, responsive programs are attuned to the quality of family engagement as they move from traditional activities (e.g. publishing a program policy handbook) toward fully engaging families in all aspects of supporting their children's early learning and development (e.g. skill building in actively engaging with teachers). Explicitly stated and embedded throughout standards and practices is the notion that, "Quality programs use a range of strategies to connect with family members including those who may be reluctant to become engaged in the program. They accomplish this through not only program structure and activities but also through the establishment of a caring atmosphere that is viewed by families as welcoming, respectful, and nurturing, and a setting in which staff and administration are responsive to their needs and concerns." (Appendix II, p. 27).

The most effective means to promote positive child outcomes is to use a dual generation strategy supporting both children and parents simultaneously. This approach stabilizes and empowers parents in the present allowing them to direct their efforts to enhance programmatic early education and school readiness investments in their children. A dual generation approach is reflected throughout the ECSQ-PK and ECSQ-IT.

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The standards require formal and informal communications including: conferences, program and home visits, resource sharing and family education, and attention to be devoted to interactions with families from different backgrounds to ensure cultural sensitivity. Standard 4 (Appendix II, p. 29) identifies the expectation that high-quality programs seek guidance from families and weave culture and language diversity into programming. The intention is for family engagement strategies to be individualized for family needs and that early childhood educators would reflect this orientation in their day-to-day interactions with families.

Additional standards in the Community Collaboration and Financial Support section (Appendix II, p. 112, see pp. 15-18) outline the expectations for identifying resources for on-site participation of families (Standard 7), community supports for families (Standard 1), as well as the focus needed to support children and their families in the transitions into and out of the early learning settings (Standard 2). As indicated in the response to C(1), through the efforts of Michigan's Great Start Early Learning Advisory Council (GS-ELAC), the ECSQ are currently being updated, enhanced and further aligned with the Head Start Child Development Framework and the K-3 standards found in the Common Core. During this work, special attention will be given to ensure that comprehensive family engagement is addressed, with particular attention paid to further strengthening the current expectations regarding parent access to the program, outreach and engagement of fathers, and intergenerational activities. These modifications are critical in light of extended family caregivers, grandparents raising grandchildren and other child-family structures emerging in response to the recent recession. Likewise, in section B(1), it is a priority is to enhance the alignment of standards into *Great Start to Quality* in specific areas, including family and community partnerships. Again, it is critical that we ensure the maximum effectiveness of our investments in early childhood using a dual generation approach.

In the development of the ECSQ-IT (Appendix I, p. 3) a determination was made that the needs of infants, toddler and their families were interwoven at this stages of development that it made little sense to separate them. Family relationship and engagement are woven throughout all the program standard areas. This approach allows for respectful, embedded attention to the cultural, linguistic and complex needs of families, particularly those with high needs.

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Michigan is confident that our current family engagement practices and perspectives align with those expressed in this grant. A considerable amount of attention has been devoted to thoughtfully and intentionally addressing family engagement across the state's early learning standards. One of the elements of the high-quality plan for this section is to further improve family access to the standards through the translation of the standards into information and supports that are culturally and linguistically appropriate for the diversity of Michigan families.

In 2010, the Early Childhood Investment Corporation (ECIC) worked with the Child Care and Development Fund (CCDF) program and Detroit Public Television (DPTV) to develop forty-two video vignettes designed to reach unlicensed subsidized family friend and neighbor providers (subsidized FFN providers) and parents of high need children. DPTV has found that for families with limited means, DPTV is a station that is accessible. The vignettes were in play across the state last summer as a part of an education campaign related to improving the quality of care for young children in subsidized FFN care.

The high-quality plan for this part of the application would explore how these existing vignettes can be enhanced to bring more culturally and linguistically appropriate information, aligned with the ECSQ, into the homes of families of children with high needs. These vignettes are a cost effective method of delivering information since they can be shown on Public Broadcasting Station (PBS), used on web-sites, shown during work shops or viewed by a family in their home from a DVD, shown in waiting rooms of health care providers and helping organizations, and shared with early childhood educators, by embedding those pieces in conversations and training.

Michigan has come to understand that it is especially critical to teach early childhood educators and program leaders effective family engagement practices. The high-quality plan in section C1 lays out the professional development that the state would undertake to increase the number and percentage of early childhood educators that are trained and supported to implement the standards using effective approaches.

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Section D(1) of this application addresses the Michigan Workforce *Core Knowledge and Core Competency* framework (CKCC). Michigan's CKCC defines expectations for early childhood educators in terms of levels of competence that can be progressively achieved. The CKCC includes the development of competence in one's knowledge about and disposition toward interacting with all families, but particularly those from diverse background and with high needs.

In the Core Knowledge Area of *Child Development and Learning*, Competency F requires an understanding of individual children within the context of the family. Family and Community Collaboration is another Core Knowledge Area, where six competencies include, but are not limited to assuring a further understanding of family context, culture, and strengths, attention to regular and intentional two-way communication between the early childhood professional and families, as well as a thorough understanding of community resources to support individual family needs. Michigan's high-quality plan for a *Great Early Childhood Education Workforce*, section D(1) of this application, addresses updating and integrating of the CKCC into Great Start CONNECT as a framework for professional development offerings. Section B of this application outlines Michigan's plans for *Great Start to Quality*, which, when fully implemented, in combination with the increased workforce qualifications as planned in section D(1), will create the conditions under which family knowledge of quality programs increases, to match the needs, desires and aspirations of families for their young children's learning and development. Taken together these elements of our workforce development plan reflect an ecological view of children nested in families, nested in communities, and wider systems.

As Michigan implements its high-quality plans for sections C(1) and C(3), findings will emerge which will be used to inform policy change to more appropriately address the cultural and linguistic information and support needs of families of children with high needs. The Michigan Office of Great Start is uniquely positioned to be able to address and act on those policy needs since a single administration is responsible for the state's early learning and development investments. This governance structure enables systems-level view of the interactions between and among state programs and how they might best be refined to improve outcomes for children.

C(4)(b). Early Learning Program Staff: Training in Family Engagement

Beginning November 1, 2011, early childhood educators who utilize Great Start CONNECT to register and record their professional development will be able to code those accomplishments in the professional development registry portion of Great Start CONNECT. In Great Start CONNECT, the professional development opportunities are posted by topic; content aligns with the Michigan *Core Knowledge and Core Competencies*. There currently are no comprehensive data collected that provide numbers and percentages of all early childhood educators who receive training and support on the family engagement strategies included in the ECSQ. This is the second goal of the high-quality plan for this section.

C(4)(c). State Promotion of Family Engagement

Michigan promotes family support and engagement statewide through direct investment and through the investments of individual programs where financial support for parent engagement and support is often embedded into other program costs, e.g., the required parent engagement activities of the state-funded prekindergarten program.

Michigan's Maternal, Infant and Early Childhood Home Visiting (MIECHV) Program was recently awarded both a competitive "development" grant (\$5,392,805) and a 2011 formula grant (\$3,013,395). The funds are targeted for state and local infrastructure that supports evidence-based programming in Michigan's ten highest need communities. In these communities evidence-based models will be implemented for specific targeted populations. With this new investment being matched with Medicaid funds, both federal and state investment in three critical programs serving families with significantly high needs (Early Head Start, Nurse Family Partnership, and Healthy Families) will be over \$12.7 million. The MIECHV has six benchmarks, with thirty-seven sub-constructs; three of the thirty-seven constructs relate to parent's support for children's learning, and four of the thirty-seven target early learning outcomes. This is a significant opportunity to place services in communities of high need and focus on the alignment and coordination of home visitation services with early learning and development programs.

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The ECIC uses a combination of public and private funds to invest over \$1.6 million each year in the Great Start Parent Coalitions (GSPCs). GSPCs are a source of valuable information and a unique aspect of Michigan's Great Start system. With over 18,000 members, GSPCs are an incredible force for good in communities, coalescing around specific community issues that impact families with young children. More importantly, the GSPCs employ a peer-to-peer learning model by engaging in parent-to-parent education on building public will to create family-friendly policies and strong a strong system of early learning and development. By utilizing this infrastructure, there is an opportunity to develop specific, culturally and linguistically responsive, relational engagement of families in their children's learning.

For an investment of \$5.0 million each year, the Great Parents, Great Start program engages families with high need in communities that would likely not have other options to support their learning and growth as parents in the critical years before school. Another investment of approximately \$132,000 is made in the state's *Parent Leadership in State Government* initiative, which targets any family whose child is using specialty services; the project provides training to support families to become fully participating members of advisory boards and councils that administer services.

The aim in all these initiatives is to transmit parent and community voice into the policy and decision-making environment where state and local leaders can work in concert with parents to address the needs of Michigan's diverse population. An investment for all of these family engagement and support programs stands at approximately \$9.0 million annually.

When Governor Snyder called for the creation of the Office of Great Start he challenged the P-20 education community to envision a system that provided students with learning "any time, any place, anywhere, and any pace." Michigan believes that this vision has relevance to parents of young children, particularly those with high needs since traditional approaches to family support and engagement have shown limited effectiveness with diverse families. Therefore, a third goal in Michigan's plan for increasing family engagement and support will focus on field testing and prototyping approaches that are effective in promoting and sustaining family support and engagement statewide. One approach that will be field tested is the Parent/Community Café model which embeds a set of research-based protective factors, e.g., parental resiliency, social connections, knowledge of parenting and child development, concrete

support in times of need, and children’s social and emotional development into a peer-to-peer facilitated learning model. The National Center for the Study of Social Policy is leading the implementation of the protective factors across the United States.

Michigan is also fortunate to have such a strong relationship with the philanthropic community which has made significant investments in family engagement geared toward culturally diverse populations. The ECIC and the Office of Great Start are working with program staff from the W.K. Kellogg Foundation and others, to pilot, assess and then expand successful family engagement strategies into other communities across the state.

C(4) High-Quality Plan

C (4) - KEY GOALS:				
<ul style="list-style-type: none"> Families of young children will have access to information, and be empowered to pursue, high-quality programs, as well as incorporate expectations for children’s development and learning across the early childhood years, including activities and experiences. Design elements for the existing Great Start CONNECT early learning provider data collection component that will easily provide the numbers and percentages of early childhood educators who receive training and support on the family engagement strategies included in the program standards. Explore and determine ways to collect data on those who work in all programs, regardless of funding or auspices. Increase the implementation of relational opportunities to learn from parents and share information, which lead to the identification of new resources that will be used to promote family support and engagement statewide. 				

Key Activities	Rationale	Timeline and/or Key Milestones	Party(ies) Responsible	Other Key Personnel
Upon completion of revisions to Michigan ECSQ IT & PK, develop and distribute materials for families.	Large documents are not useful for families; innovative, culturally and linguistically targeted materials are needed to engage families, provide tools to assist in their role in promoting children’s development and learning.	<ul style="list-style-type: none"> 2012, by June, writer contracted to develop materials. 2012, by July: Listening sessions with Great Start Parent Coalitions (GSPCs) identify prioritized list of materials or methods that parents of young children with high needs and other family members would find most engaging. 2012, by July, contractor 	<ul style="list-style-type: none"> Contract management: Michigan Department of Education-Office of Great Start (MDE-OGS) 	<ul style="list-style-type: none"> Contractors GSPCs

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Key Activities	Rationale	Timeline and/or Key Milestones	Party(ies) Responsible	Other Key Personnel
		for video vignettes identified <ul style="list-style-type: none"> • 2013, by February, Graphic design of materials begins • 2013, by February, translation of materials begins • 2013, by August, video vignettes and materials available for distribution through RRCs, GSCs, GSPCs 		
<ul style="list-style-type: none"> • Review Great Start CONNECT coding strategies; work with CONNECT database contractor to make updates and linkages. • Review existing training offerings for family engagement content. • Collect baseline and on-going information on numbers and percentages of early childhood educators who have received training in family engagement, with ability to review subsets to ensure saturation into areas where high needs children reside, or to programs that are targeted to serve high needs children. 	<ul style="list-style-type: none"> • Current data collected do not display training coded to family engagement content. • Effective 11/1/11, training offerings entered in the system, but not completely cross-referenced to the ECSQ and CKCC. • Baseline data and on-going collection will allow further planning and targets to be set. 	<ul style="list-style-type: none"> • 2012, by April: Database contract has been modified for the work. • Training coding has been reviewed. Current trainings with family engagement content identified. • 2012, by May, requirements gathered for database updates. • 2012, by July, Contractor has fields ready for testing. • 2012, by October, field test completed. • 2013, data collection begins. • 2013, quarterly, data are compiled and provided to Race to The Top-Early Learning Challenge Memorandum of Understanding Implementation Group (RTT-ELC MOU Group) • 2013, by February, review Year 2 quarterly data and set targets for Years 3 and beyond. 	<ul style="list-style-type: none"> • Early Childhood Investment Corporation (ECIC) • Great Start Curriculum Advisory Committee • MDE-OGS 	<ul style="list-style-type: none"> • Database contractor • Great Start Regional Resource Centers (RRCs)

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Key Activities	Rationale	Timeline and/or Key Milestones	Party(ies) Responsible	Other Key Personnel
<p>Explore policy related to early childhood educators who are preservice or are currently certificated teachers, whose credentials are part of the Michigan Online Educator Certification System (MOECS), to determine strategy to track parent engagement-specific training.</p>	<p>All Great Start Readiness Program classrooms and Early Childhood Special Education settings are led by certificated teachers who typically are prepared at institutions of higher education (IHE), continue education in IHE or through district-sponsored professional development, and do not enter training into the Great Connect Professional Development Registry.</p>	<ul style="list-style-type: none"> • 2012, by April, complete initial discussion of training tracking issues of certificated early educators and the connection to Great Start CONNECT and the <i>Great Start to Quality</i>. • 2012, by July, exploration regarding correlation of Secure Central Registry (SCR) (houses the State Board of Education approved CEUs) to data needs, or Great Start CONNECT Professional Development Registry possibilities explored further. • 2012, by October, plan for execution of results of exploration is developed. • End of 2012, plan to make data available is complete. • 2013, quarterly, data are compiled and provided to RTT-ELC MOU Group for review in preparation to set targets • 2014, by February, review 2013 quarterly data and set targets for Years 3 and beyond. 	<ul style="list-style-type: none"> • MDE-OGS • ECIC • RTT-ELC MOU Group 	<ul style="list-style-type: none"> • MDE-Office of Professional Preparation Services • Michigan Association of Early Childhood Teacher Educators • Michigan Assoc. of Intermediate School Administrators – Early Childhood Committee (MAISA-EC)
<p>Explore policy related to early educators who are in Early Head Start/Head Start (EHS/HS) programs where professional development is tracked by agency.</p>	<p>For family engagement training data to be accurate, tracking the training of the EHS/HS early educators is necessary.</p>	<ul style="list-style-type: none"> • 2012, by April, complete initial discussion of training tracking issues of EHS/HS early educators and the connection to Great Start CONNECT and <i>Great Start to Quality</i>. • 2012, by July, exploration regarding correlation of current 	<p>MDE-OGS, Director of Head Start Collaboration</p>	<ul style="list-style-type: none"> • Michigan Head Start Association and identified agency workgroup members • MDE-OGS • ECIC-Great Start CONNECT

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Key Activities	Rationale	Timeline and/or Key Milestones	Party(ies) Responsible	Other Key Personnel
		<p>method of collecting and documenting training across all EHS/HS agencies to data needs, or CONNECT Registry possibilities explored further.</p> <ul style="list-style-type: none"> • 2012, by October, plan for execution of results of exploration is developed, including messaging to EHS/HS agencies and early educators • End of 2012, plan to make data available is complete. • 2013, quarterly, data are compiled and provided to RTT-ELC MOU Group • 2014, by February, review 2013 quarterly data and set targets for 2014 and beyond. 		
<p>Implement additional parent /community cafés in communities with concentrations of high need children.</p>	<p>Parent /community cafés have been respectful, successful engagement approaches for families of high need children to both provide and receive information.</p>	<ul style="list-style-type: none"> • 2012, by April, collaborative plan developed integrating strategies outlined for C(1) dissemination of standards • 2012, by July, framework for orientation to Parent /Community Cafés is completed • 2012, by October, content for Parent /Community Cafés is outlined, with explicit expectations that the ECSQ documents • 2013, training of facilitators (parent liaisons) is piloted utilizing the framework, content outline and 	<ul style="list-style-type: none"> • ECIC • Contractor to organize, garner additional stakeholder expertise, and lead the development and training • Contracted evaluator • GSCs • GSPC Parent Liaisons 	<p>MDE-OGS</p>

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Key Activities	Rationale	Timeline and/or Key Milestones	Party(ies) Responsible	Other Key Personnel
		evaluation procedures designed. <ul style="list-style-type: none"> • 2013, by April, initial parent /community Cafés are launched and evaluated • 2013, by July, additional training of facilitators utilizing the evaluated/revised parent/community café framework and outline • 2013, July and beyond, intentional plan to bring parent /community cafés to scale across the state 		
Evaluate results of parent /community cafés in order to encourage increased investment in the targeted focus of families with high needs, including in the Great Parents, Great Start programs.	Sustaining or increasing investment requires programs be accountable through evaluated results.	<ul style="list-style-type: none"> • 2012, by October, the evaluation plan is developed concurrently with design of framework and outline. • 2013, evaluation activities implemented by trained facilitators. • 2013, on-going data collection informs improvements. • End of 2013, results shared with RTT-ELC MOU Group. • 2014 and beyond, continued data collection to add to evidence of impact. 	<ul style="list-style-type: none"> • MDE-OGS • Contracted evaluator 	<ul style="list-style-type: none"> • ECIC • GSCs • GSPCs-Parent Liaisons
Appropriate Financial Resources:		\$2,047,100 from this grant \$7,600,000 from other sources		
How Needs of Different Early Learning and Development Programs will be Addressed:		These needs are addressed in the narrative.		
How Michigan will Meet Needs of Children with High Needs, as well as Unique Needs of Special Populations:		Engaging families through the strong foundation of the GSPCs, utilizing parent/community cafés in communities with concentrations of children with high needs, and in those communities with high percentages of new immigrants or others for whom English is not the home language, combined with working with		

Key Activities	Rationale	Timeline and/or Key Milestones	Party(ies) Responsible	Other Key Personnel
			parents identify the materials and resources that will best meet their needs in their parenting roll will provide critical foundation knowledge to help parent help their children with high needs to be ready for school and life success.	

D. A Great Early Childhood Education Workforce

Note: The total available points for (D)(1) and (D)(2) = 40. The 40 available points will be divided by the number of selection criteria that the applicant chooses to address so that each selection criterion is worth the same number of points. For example, if the applicant chooses to address both selection criteria in Focused Investment Area (D), each criterion will be worth up to 20 points.

The applicant must address one or more selection criteria within Focused Investment Area (D).

(D)(1) Developing a Workforce Knowledge and Competency Framework and a progression of credentials.

The extent to which the State has a High-Quality Plan to--

(a) Develop a common, statewide Workforce Knowledge and Competency Framework designed to promote children’s learning and development and improve child outcomes;

(b) Develop a common, statewide progression of credentials and degrees aligned with the Workforce Knowledge and Competency Framework; and

(c) Engage postsecondary institutions and other professional development providers in aligning professional development opportunities with the State’s Workforce Knowledge and Competency Framework.

If the State chooses to respond to this selection criterion, the State shall write its full response in the text box below. The State shall include the evidence listed below and describe in its narrative how each piece of evidence demonstrates the State’s success in meeting the criterion; the State may also include any additional information it believes will be helpful to peer reviewers. If the State has included relevant attachments in the Appendix, these should be described in the narrative below and clearly cross-referenced to allow the reviewers to locate them easily.

In scoring the selection criterion, peer reviewers will determine, based on the evidence the State submits, whether each element of the selection criterion is implemented or planned; the quality of the implementation or plan (see the definition of a High-Quality Plan for the components reviewers will be judging); the extent to which the different types of Early Learning and Development Programs in the State are included and addressed; and the extent to which the unique needs of the State’s special populations of Children with High Needs are considered and

addressed. The State is responsible for providing clear and detailed information to assist the peer reviewers in making these determinations.

Evidence for (D)(1):

- To the extent the State has developed a common, statewide Workforce Knowledge and Competency Framework that meets the elements in criterion (D)(1), submit:
 - The Workforce Knowledge and Competencies;
 - Documentation that the State's Workforce Knowledge and Competency Framework addresses the elements outlined in the definition of Workforce Knowledge and Competency Framework in Definitions (section III) and is designed to promote children's learning and development and improve outcomes.

D(1). Developing a Workforce Knowledge and Competency Framework and a progression of credentials.

D(1)(a). Common, Statewide Workforce Knowledge and Competency Framework.

The workforce knowledge and competency framework for Michigan is based on the *Michigan Early Childhood Professionals: Core Knowledge and Core Competencies (CKCC)* (Appendix, XV) and the *Michigan Early Childhood Standards of Quality for both Infants and Toddlers and Prekindergarten (ECSQ-PK and ECSQ-IT)* (Appendix I, p. 3 & Appendix II, p. 112). Michigan's standards for early learning and CKCC are inextricably linked and are at the heart of all quality improvement initiatives in the state. Michigan early childhood educators are being trained in effective program practices taken from the state's early learning standards referenced above. The workforce development component of the early learning and development system is a critical part of the state's economic recovery plan.

The CKCC and the early learning standards serve as the framework for reviewing and approving both professional development and education through the Great Start Curriculum Review Advisory Committee and the Institutions of Higher Education Advisory Committee. All early childhood education development programs in Michigan must adhere to these established state standards and competencies; they are the foundation for ensuring early childhood educator quality across institutions. In addition to developing these plans, both Committees also oversee implementation. This ensures fidelity and consistency across the professional development systems and institutions of higher education. This process also guides program adjustments and

quality improvement so the early learning workforce can optimally improve teacher quality and training.

The CKCCs were developed in 2002, with the assistance of key stakeholders including the DHS Bureau of Children and Adult Licensing, child care resource and referral organizations, Head Start and grantees, Michigan State University - Cooperative Extension, the Michigan Department of Education, the Michigan Association for the Education of Young Children, and representatives from two and four year colleges and universities. Online feedback from an array of early learning and development providers was considered and incorporated. The CKCC are based on validated, evidence based resources including the *National Association for the Education of Young Children's (NAEYC) Guidelines for Preparation of Early Childhood Professionals*, the *Child Development Associate Credential Competency Manual*, New Mexico's *Common Core Content*, and the *State of Michigan Early Childhood Endorsement Standards* for teachers. Governor Granholm's Children's Cabinet adopted the CKCC in 2005, and it has served as the foundation for professional development offerings provided by the Great Start Regional Resource Centers (RRC's) since their establishment in 2009.

Eight core knowledge domains comprise the CKCC: 1) *Child Development and Learning*, 2) *Health, Safety, and Nutrition*, 3) *Family and Community Collaboration*, 4) *Program Management*, 5) *Teaching and Learning*, 6) *Observations, Documentation and Assessment*, 7) *Interactions and Guidance*, and 8) *Professionalism*. Each domain contains up to eight competencies which are attained through a progressive process of professional learning and development. Knowledge and skills across the eight domains are interdependent, thus preparing Michigan's teachers using a whole-child orientation.

D(1)(b). & (c). Common, Statewide Progression of Credentials and Degrees & Engagement of Postsecondary Institutions and Other Professional Development Providers.

The Michigan Head Start Collaboration Office and the Michigan Department of Education co-convene the Institutions of Higher Education (IHE) Advisory committee. This committee is responsible for pursuing articulation agreements with higher education institutions to ensure a seamless career pathway that ultimately cultivates highly trained professionals. The IHE is successfully reducing student matriculation barriers, and improving articulation within

two-year and across two-and-four-year institutions. To date, seven early childhood education/child development Bachelor degree programs have been reviewed and approved by the IHE. The IHE also adopted the NAEYC and the National Council for Accreditation of Teacher Education (NCATE) Associate Degree Accreditation Process for all associate degrees. Having this process directly linked to the NAEYC/NCATE accreditation processes also ensures that program assessment of ties directly to the state's early learning standards, which include both program standards and early learning expectations. In addition, there is alignment to the standards that are used by the Michigan State Board of Education to approve early childhood education endorsement programs.

The Curriculum Review Advisory Council reviews and approves the content and curriculum for the early childhood education workforce and approves trainers across the state. The Council assures that workforce development is inextricably linked to the CKCC and the early learning standards. The Council is responsible for interfacing with the RRCs and developing recommendations, guidelines and requirements aimed at alignment of workforce development opportunities with *Great Start to Quality* –the state's tiered quality rating and improvement system. The CKCC is integrated into the state's early childhood career lattice and *Great Start to Quality* ensuring that assessments of early learning and development programs are standards driven and that there is a feed-back loop that informs the training, improvement and retention of a high-quality early learning workforce.

D(1). High-Quality Plan

The CKCC has provided a critical foundational framework for the development of a great education workforce for Michigan. With the passage of time, there is a need to review and update the CKCC, assuring its continued alignment with the early learning standards, and emerging knowledge in the field. A need has also been identified for a review of existing credentials and for the creation of new or refined credentials that will more effectively prepare Michigan's early education workforce to serve at-risk populations, such as infants and toddlers with high needs, English language learners, and children with developmental delays.

D(1) High-Quality Plan

<p>D (1) - KEY GOAL:</p> <ul style="list-style-type: none"> A great early childhood workforce whose preparation and ongoing learning is supported by a common, state-wide, workforce and competency framework and progression of credentials.

Key Activities	Rationale	Timeline and/or Key Milestones	Party(ies) Responsible	Other Key Personnel
Update Core Knowledge Core Competencies (CKCC); assuring alignment with the early learning standards and best practices.	Child outcomes are dependent on well-prepared early childhood educator workforce.	December 2012; update in progress to create aligned P-3 early learning standards.	Joint activity between the Michigan Department of Education - Office of Great Start (MDE-OGS) and the Early Childhood Investment Corporation (ECIC)	Contract writer to work with MDE-OGS, ECIC, and stakeholders.
Formalize Professional Development Registry in Great Start CONNECT. Career lattice will be integrated into Great Start CONNECT and will begin with subsidized FFN providers and the <i>Great Start to Quality</i> orientation training. Note: This activity is linked to section B1-4 and connected to <i>Great Start to Quality</i> .	Registry will identify, approve, and align training with those endorsed by the Curriculum Review Advisory Committee and education approved by MDE-OGS. Career lattice and training/education recommendations will be available as part of the registry to support understanding to workforce development needs.	Registry will be formalized during Spring 2013 following updates to early learning standards and CKCC in alignment with <i>Great Start to Quality</i> .	Joint activity between the MDE-OGS and ECIC.	Vendors in support of Great Start CONNECT and <i>Great Start to Quality</i> data platforms
Align two and four year degree programs with CKCC and early learning standards; link with training expectations of the Curriculum Review	Streamline process of review, approval, and promotion of credit articulation	Following completion of the early learning standards; 2013 and ongoing.	Joint activity between MDE-OGS and ECIC	Project Lead Two and Four Year Degree Programs Other key

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Key Activities	Rationale	Timeline and/or Key Milestones	Party(ies) Responsible	Other Key Personnel
Advisory Committee.	development.			stakeholders to be determined
Create credentials and workforce development opportunities to improve effectiveness in serving children with high needs.	There is a defined knowledge and competency base that would improve effectiveness of early childhood educators in improving outcomes for infants and toddlers, English Language Learners and children with disabilities.	2012 - 2014	Joint activity between MDE-OGS and ECIC; Project Leader	Appropriate vendor Key stakeholders
Appropriate Financial Resources:		\$988,900 from this grant \$50,000 from other sources		
How Needs of Different Early Learning and Development Programs will be Addressed:		The CKCC framework will support expectations, alignment and coordination for all early learning and development programs in Michigan.		
How Michigan will Meet Needs of Children with High Needs, as well as Unique Needs of Special Populations:		The CKCC framework will guide training, education, and expectations for individuals, early learning programs, and Institutions of Higher Education. The individuals whose training is based on the CKCC will serve Michigan's children with high needs, as well as those from special populations.		

(D)(2) Supporting Early Childhood Educators in improving their knowledge, skills, and abilities.

Michigan did not select this focused investment area.

E. Measuring Outcomes and Progress

Note: The total available points for (E)(1) and (E)(2) = 40. The 40 available points will be divided by the number of selection criteria that the applicant chooses to address so that each selection criterion is worth the same number of points. For example, if the applicant chooses to address both selection criteria in Focused Investment Area (E), each criterion will be worth up to 20 points.

The applicant must address one or more selection criteria within Focused Investment Area (E).

(E)(1) Understanding the status of children's learning and development at kindergarten entry.

The extent to which the State has a High-Quality Plan to implement, independently or as part of a cross-State consortium, a common, statewide Kindergarten Entry Assessment that informs instruction and services in the early elementary grades and that--

(a) Is aligned with the State's Early Learning and Development Standards and covers all Essential Domains of School Readiness;

(b) Is valid, reliable, and appropriate for the target population and for the purpose for which it will be used, including for English learners and children with disabilities;

(c) Is administered beginning no later than the start of school year 2014-2015 to children entering a public school kindergarten; States may propose a phased implementation plan that forms the basis for broader statewide implementation;

(d) Is reported to the Statewide Longitudinal Data System, and to the early learning data system, if it is separate from the Statewide Longitudinal Data System, as permitted under and consistent with the requirements of Federal, State, and local privacy laws; and

(e) Is funded, in significant part, with Federal or State resources other than those available under this grant, (e.g., with funds available under section 6111 or 6112 of the ESEA).

If the State chooses to respond to this selection criterion, the State shall write its full response in the text box below. The State may also include any additional information it believes will be helpful to peer reviewers. If the State has included relevant attachments in the Appendix, these should be described in the narrative below and clearly cross-referenced to allow the reviewers to locate them easily.

In scoring the selection criterion, peer reviewers will determine, based on the evidence the State submits, whether each element of the selection criterion is implemented or planned; the quality of the implementation or plan (see the definition of a High-Quality Plan for the components reviewers will be judging); the extent to which the different types of Early Learning and Development Programs in the State are included and addressed; and the extent to which the unique needs of the State's special populations of Children with High Needs are considered and addressed. The State is responsible for providing clear and detailed information to assist the peer reviewers in making these determinations.

E(1). Understanding the status of children’s learning and development at kindergarten entry.

E(1). Background

During the 2008-2009 school year, the Early Childhood Investment Corporation (ECIC) conducted a first of its kind survey of Michigan kindergarten teachers. Funded by grants from the W.K. Kellogg Foundation and the state’s Head Start Collaboration Office, the purpose of the survey was to gather information about the school readiness of the state’s children, based on the professional opinions of kindergarten teachers. The survey sought kindergarten teacher opinions about a variety of factors that had the potential to impact school readiness, and asked teachers to identify the resources they perceived to be available to support school readiness. One of the key findings of this survey was that kindergarten teachers believed that on average only 65 percent of children entered classrooms in 2008-2009 were ready to learn the curriculum. For additional information about the survey, and key findings see Appendix VI, p. 289.

As a result of the findings from the survey, the Michigan Association of Intermediate School District Administrators– Early Childhood Committee (MAISA-EC), ECIC, and the Michigan Department of Education (MDE) formed a partnership in 2010 to prepare recommendations for the Michigan’s newly elected Governor regarding a state-wide, common kindergarten entry status assessment. The partners agreed that a foundational purpose of the assessment would be to establish a baseline for kindergarten readiness in the state, and to track and report trends.

To discern current practices in kindergarten entry assessment, the state’s 57 Intermediate School Districts (ISDs) were asked to survey the 551 local education agencies (LEA’s) about current practices for assessing the status of children entering kindergarten; 45 ISDs provided survey responses. The survey found that school districts were looking at the status of children entering kindergarten, and that the focus of that status assessment was literacy. Based on the findings from this survey, the partners moved forward to review potential instruments and approaches for a common, state-wide, kindergarten entry status assessment.

The University of California at Los Angeles (UCLA) Center for Healthier Children, Families and Communities and the United Way Worldwide presented to the partners regarding the Early Development Instrument (EDI) which is a population based instrument which measures five domains of early childhood development: physical health and well-being, social competence, emotional maturity, language and cognitive skills, and communication skills and general knowledge. The EDI has been shown to be helpful not only in describing how children are developing, but also in predicting health, education, and social outcomes. The data produced by the EDI are a key component of Transforming Early Childhood Community Systems (TECCS), which is a technical assistance and consultation program that guides local community efforts to help children arrive at school healthy and ready to learn.

The Division of Early Childhood Development at the Maryland State Department of Education (MSDE) provided a presentation on the Maryland Model for School Readiness (MMSR), a policy framework to promote the preparation of young children for success in kindergarten and elementary school. The MMRS includes the use of a customized version of the Work Sampling System® (WSS). A key element of the MMRS is the completion by kindergarten teachers of a summative first quarter evaluation of each of their students using a modified version of WSS®. Extensive professional development is another key element of the MMSR. Student performance assessment continues throughout the year but only the first quarter assessment is submitted to MSDE. MSDE collects and analyzes the first quarter data, verifies it and assures its reliability. MSDE also issues an annual report on the findings and disseminates it to interested stakeholders.

E(1)(a). Aligned with Standards and Covers all Domains

A decision was made to move forward with the development of the Michigan Model of School Readiness (MIMSR). Based on the data reported by Maryland, the partners saw a great potential for impact by MIMSR on Michigan's ultimate goal of closing the achievement gap between children with high needs and their peers. Three factors were considered as of highest value in choosing to move forward with MIMSR. One, state and local understanding of the attributes of the achievement gap between children with high needs and their peers would increase, based on the analysis of data on the status of what children know and are able to do in

relationship to Michigan's early learning standards. This knowledge would then inform more effective targeting of state and local investments specifically designated to support school readiness like health, behavioral and developmental screening, referral and follow-up, workforce development, and the quality of early learning and development programs. Two, the information and knowledge developed from the analysis of the data produced by MIMSR would inform early childhood policy reform, including the creation of new and more effectively targeted early learning and development programs. Three, MIMSR would produce information that would inform professional development, curriculum, and the instructional practices of early childhood and early elementary educators. Research is clear that effective educators have an incredible impact on children's progress. Educators need information, skills and knowledge to help them be effective; MIMSR would support this need.

E(1)(b). Assessment is Valid, Reliable, and Appropriate

The Work Sampling System® (WSS) (Meisels, Jablon, et. al., 1995) is a criterion-referenced, observational performance assessment with extensive research supporting its reliability and validity. (Meisels, Jablon, Dichtelmiller, Marsden, & Dorfman, 2001; Meisels, Bickel, Nicholson, Xue, & Atkins-Burnett, 2001; Meisels, Atkins-Burnett, Xue, Bickel, Nicholson, & Son, 2003) WSS® is currently used with more than 850,000 students across eight states, according to the publisher, and more evidence is available about the psychometric properties of WSS® than any other performance assessment used with young children. (Meisels, 2011) WSS® has been used successfully with children whose first language is not English as well as with children with special needs.

WSS® measures seven domains of development: Personal and Social, Language and Literacy, Mathematical Thinking, Scientific Thinking, Social Studies, The Arts and Physical Development and Health. WSS® documents children's skills, knowledge, behavior, and accomplishments, across these domains. WSS® is embedded into the classroom curriculum which enables teachers to collect extensive information from multiple interactions, and use this information to evaluate what children know and can do. WSS® relies on observation, recording and evaluating; organizing the assessment process so that it is both comprehensive in scope and

manageable for teachers and students. There is strong research support for this approach to child assessment. (Shepard, Kagan, & Wurtz, 1998; NAEYC & NAECS/SDE, 2003)

Michigan will customize the WSS®, by choosing a sub-set of the items from the WSS® “Kindergarten Checklists/Guidelines” which will align with Michigan’s early learning standards and core curriculum. This customization will build upon work that is underway to extend the state’s early learning standards from P-3. (Additional information about the P-3 Learning Standards Alignment project is in section C(1)). The Michigan modified WSS® will include all the essential domains of school readiness – Language and Literacy, Cognition and General Knowledge, Approaches to Learning, Physical Well-being and motor development, and Social and Emotional development - specified in the Race To The Top - Early Learning Challenge (RTT-ELC) application. These essential domains of school readiness map are well aligned to Michigan’s early learning standards. (Appendix II, p. 112)

E(1)(c). Implementation Plan

Michigan will move forward with the MIMSR using a phased implementation plan. By June of 2012, the Michigan Department of Education – Office of Great Start (MDE-OGS) will have completed the customization of WSS® to align with Early Childhood Standards of Quality for Prekindergarten (ECSQ-PK) and the five essential domains of school readiness. By November of 2012, a field test will be conducted of the modified WSS® to inform the processes and procedures that must be in place to support successful state-wide roll out. A robust pilot, 20 percent of the ISDs, targeting those serving local school districts with the highest number of children with high needs, will implement MIMSR in 2013, and full statewide implementation of MIMSR will take place in 2014-2015. The Michigan partners for the MIMSR have successfully designed and implemented many interagency early childhood initiatives, using a phased approach, including the development of the local Great Start network. Such an approach allows for continuous quality improvement and the opportunity to course correct, assuring greater fidelity to the model when it goes to scale.

E(1)(d). Connection with Statewide Longitudinal Data System

The Center for Educational Performance Information (CEPI) at the Department of Technology, Management, and Budget (DTMB) will be a key partner in this project with MDE-OGS. CEPI will manage the individual child data gained from the WSS® in the Statewide Longitudinal Data System and share it with Michigan's early learning data system, once that system is online. (See section E(2)). It is anticipated that MIMSR will produce and disseminate reports that present assessment information by: essential domains of school readiness and composite scores, all kindergarten students, state-wide and for each ISD, LEA and Public School Academy (PSA), as well as for subgroups of students including, by race, ethnicity, gender, special education participation, English language learner, and by category of early learning and development programs, e.g. child care – family or center, Head Start participation, etc.

Michigan's high-quality plan includes substantial investment in a cadre of in-state expert coaches to work with LEAs, PSAs, and teachers in the effective implementation of MIMSR. Kindergarten teachers will have access to extensive professional development through MIMSR to increase their skills in effective assessment practices, assure the successful administration and reporting of WSS® and to improve instructional practices.

E(1)(e). Funding

The Michigan Legislature is actively considering a supplemental appropriations bill and the state budget office has proposed examining policy change aimed at an annual appropriation for the kindergarten assessment through the state school aid fund; the Kellogg Foundation, one of the nation's preeminent private philanthropies has told the Early Childhood Investment Corporation (ECIC) that it has funds to support ECIC's ongoing early childhood work (the foundation has a particular interest in child care quality); Michigan's philanthropic sector and particularly its regional foundation association, the Council of Michigan Foundations, is an active funding coordinator for state early childhood efforts; Michigan's private sector recently contributed \$3.0 million in matching funds to create local child care quality scholarships. Over and beyond this, the ECIC and its partnering agencies for this grant will begin coordinated fundraising efforts to ensure statewide implementation and sustainability of the state's kindergarten entry status assessment.

E(1) High-Quality Plan

E (1) - KEY GOALS:
<ul style="list-style-type: none"> • Design and implement the Michigan Model for School Readiness (MIMSR) to provide crucial information regarding children’s learning and development at school entry that will help Michigan’s to close the school readiness gap between children with high-needs and their peers. • Utilize information gained from MIMSR to inform early childhood policy reform and the creation of more effective early learning and development supports. • Utilize information gained from customized WSS® to inform instruction and educational support services in kindergarten.

Key Activities	Rationale	Timeline and/or Key Milestones	Party(ies) Responsible	Other Key Personnel
Customize Work Sampling System (WSS®) to align with Michigan ECSQ-PK and the five essential domains of school readiness.	Michigan early learning standards define what children in Michigan need to know and be able to do to be successful in kindergarten year.	<ul style="list-style-type: none"> • Complete K-3 portion of early learning standards by March 2012. • Complete customization of WSS® by June 30, 2012. 	Michigan Department of Education-Office of Great Start (MDE-OGS)	Project Leader will be funded w/ these grant funds.
Conduct field test of customized WSS® with 2-3 local school districts. Select rural and urban sites based on proportion of high needs children.	Discern operational and administrative processes and procedures that support successful pilot in 2013.	<ul style="list-style-type: none"> • Complete WSS® training for 60 kindergarten teachers in the summer of 2012. • Prepare informational materials and hold informational sessions for parents by September 2012. • Conduct field test before November 2012. • Center for Educational Performance (CEPI) to secure data Oct 2012 • Complete analysis of findings by March 2013. 	<ul style="list-style-type: none"> • MDE-OGS • Local education agency administrators and teachers • Intermediate School Districts (ISD) • Center for Educational Performance Information (CEPI) 	<ul style="list-style-type: none"> • Michigan Association Intermediate School Administrators-Early Childhood Committee (MAISA-EC) • Early Childhood Investment Corporation (ECIC) • WSS® Trainers • Parents
Conduct a robust pilot with minimum of 20% of the state’s ISDs; targeting those who serve the highest proportion of children with	Build operational, technical and administrative capacity for successful statewide implementation in	<ul style="list-style-type: none"> • Finalize customized WSS® March - June 2013. • Determine pilot sites through application process March - June 2013. 	<ul style="list-style-type: none"> • MDE-OGS • Project Leader • Local school district staff and administrators 	<ul style="list-style-type: none"> • MAISA-EC • ECIC

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Key Activities	Rationale	Timeline and/or Key Milestones	Party(ies) Responsible	Other Key Personnel
high-needs.	2014.	<ul style="list-style-type: none"> • Provide information to parents as a part of kindergarten round-up, Spring 2013. • Complete training for initial cadre of Michigan WSS® trainers January – March 2013. • Train kindergarten teachers June – August 2013. • Complete WSS® assessment • October 2013. • CEPI to secure WSS® data Oct 2013 • Prepare analysis November 2013 – March 2014. • Report findings March 2014. 	<ul style="list-style-type: none"> • ISDs • Michigan WSS® Trainers • CEPI 	
Implement MIMSR statewide; completing K-entry status assessment on all children entering a public school kindergarten.	To obtain crucial information regarding children’s learning and development at school entry that will help Michigan to close the school readiness gap between children with high-needs and their peers.	<ul style="list-style-type: none"> • Train full cadres of Michigan WSS® trainers January – March 2014. • Train kindergarten teachers June – August 2014. • Provide information to parents during kindergarten round-up, spring 2014. • Conduct WSS® assessments October 2014. • Prepare analysis November 2014 – March 2015. • Set baseline; Report findings March 2015. 	<ul style="list-style-type: none"> • MDE-OGS • Project Leader • Local school district staff and administrators • Michigan WSS® Trainers • CEPI 	<ul style="list-style-type: none"> • MAISA-EC • ECIC
Address professional development needs that are illuminated by results of assessment.	Effective teaching is informed by student assessment information.	<ul style="list-style-type: none"> • Prepare professional development training plan built on 21st century learning technologies 2013-2014; ongoing thereafter. 	<ul style="list-style-type: none"> • MDE – OGS • Project Leader • Local school district administrators and staff charged with 	<ul style="list-style-type: none"> • MDE- Statewide Professional Development Committee • MDE -Office of Professional Preparation

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Key Activities	Rationale	Timeline and/or Key Milestones	Party(ies) Responsible	Other Key Personnel
			professional development • ISDs	
Use MIMSR data to inform early childhood policy and investment decisions to improve outcomes of children with high needs.	Discern if targeted investments are reaching children with highest needs; Use findings to make informed decisions about targeting future investments.	<ul style="list-style-type: none"> 2013-2014; ongoing thereafter 	Great Start System Policy Team	<ul style="list-style-type: none"> CEPI Early learning data system Longitudinal data system MAISA-EC
Use annual, statewide MIMSR data to inform ongoing implementation and evolution of the state's early learning and development reform agenda at the state and local levels.	Information generated from data analysis and reports drives decision making for curriculum, topics and investment for professional development, local Great Start Collaborative planning, and educational services and supports provided by ISDs to local education agencies.	<ul style="list-style-type: none"> Beginning in 2014-2015 	<ul style="list-style-type: none"> MDE-OGS Project Leader Local school district administrators and staff ISDs Longitudinal data system CEPI 	<ul style="list-style-type: none"> ECIC
Inform the public and build support for sustainable early childhood investment.	Nearly 50% of Michigan children five and under fall into the category of high need. Building sufficient capacity to address the needs represented by that percentage will take an informed and active public.	<ul style="list-style-type: none"> Create a communications plan for each stage: Field Test, Robust Pilot and State-wide Implementation. 	MDE-Office of Communications	Expertise in web design, social marketing and strategic communications will be secured.
Appropriate Financial Resources:		\$8,431,400 from this grant		

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Key Activities	Rationale	Timeline and/or Key Milestones	Party(ies) Responsible	Other Key Personnel
				Funding pending from supplemental appropriation
	How Needs of Different Early Learning and Development Programs will be Addressed:			Not applicable.
	How Michigan will Meet Needs of Children with High Needs, as well as Unique Needs of Special Populations:			Extensive professional development will be provided to kindergarten teachers to assure that the MIMSR assessment practices for children with high needs and from special populations are culturally, linguistically and developmentally appropriate.

(E)(2) Building or enhancing an early learning data system to improve instruction, practices, services, and policies.

The extent to which the State has a High-Quality Plan to enhance the State’s existing Statewide Longitudinal Data System or to build or enhance a separate, coordinated, early learning data system that aligns and is interoperable with the Statewide Longitudinal Data System, and that either data system--

- (a) Has all of the Essential Data Elements;
- (b) Enables uniform data collection and easy entry of the Essential Data Elements by Participating State Agencies and Participating Programs;
- (c) Facilitates the exchange of data among Participating State Agencies by using standard data structures, data formats, and data definitions such as Common Education Data Standards to ensure interoperability among the various levels and types of data;
- (d) Generates information that is timely, relevant, accessible, and easy for Early Learning and Development Programs and Early Childhood Educators to use for continuous improvement and decision making; and
- (e) Meets the Data System Oversight Requirements and complies with the requirements of Federal, State, and local privacy laws.

If the State chooses to respond to this selection criterion, the State shall write its full response in the text box below. The State may also include any additional information it believes will be helpful to peer reviewers. If the State has included relevant attachments in the Appendix, these should be described in the narrative below and clearly cross-referenced to allow the reviewers to locate them easily.

In scoring the selection criterion, peer reviewers will determine, based on the evidence the State submits, whether each element of the selection criterion is implemented or planned; the quality of the implementation or plan (see the definition of a High-Quality Plan for the components reviewers will be judging); the extent to which the different types of Early Learning and Development Programs in the State are included and addressed; and the extent to which the unique needs of the State's special populations of Children with High Needs are considered and addressed. The State is responsible for providing clear and detailed information to assist the peer reviewers in making these determinations.

(E)(2) Building or enhancing an early learning data system to improve instruction, practices, services, and policies.

E(2). The Vision

Michigan has put forth a comprehensive early learning and development reform agenda that is ambitious, yet achievable, for children with high needs. The Governor has pushed this issue to the forefront of his administration's goals, calling for an education overhaul informed by the understanding that to affect higher education and workforce and economic development, investments and strategies must begin with childhood. The Office of Great Start at the Michigan Department of Education (MDE-OGS) is refocusing the state's early childhood investment, policy and administrative structures by adopting a single set of early childhood outcomes. MDE-OGS understands that, for young children, nutrition, emotional health, and social development are just as critical as cognitive learning. School readiness rests on a holistic view of children's early learning and development that is multi-dimensional, multi-faceted, and requires contributions and resources from education, health and mental health, and family support. The data necessary to support policies, progress and investments for school readiness must also be comprehensive.

The vision for Michigan's early learning data system (ELS) is innovative and holistic, providing a basis for a comprehensive early care and education system. Michigan's vision builds on the state's substantial progress over the last five years in creating one of the premier early childhood systems in the country, as well as work in building out both the state Longitudinal

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Data System (LDS) and Enterprise Data Warehouse (EDW), and will capitalize on the potential and momentum for fundamental reform in which the state is currently engaged.

By creating a 21st century information architecture to link early childhood data across the critical domain areas (early care and education; health, mental health, and nutrition; special needs and early interventions; and, family support), Michigan will be able to increase the velocity at which it is able to respond to and serve children with high needs, as well as children with special needs, as defined by this application. Children who succeed in school become the successful and skilled workforce Michigan needs for a 21st century economy.

Driven by the business vision and needs of Michigan's early learning and development community, the ELS will support the following:

- Link data from the four critical domain areas: early learning and development; health, mental health, and nutrition; special needs and early interventions; and, family support
- Identify children and communities with high needs, as well as other populations of children with special needs
- Provide data to a wide range of customers at varying levels of detail based on need-to-know and privacy rules, and through a variety of content channels
- Enable real-time information exchange to close feedback loops across domain areas (including assessments and referrals) and to close service gaps
- Provide longitudinal visibility into a child's health and development from the moment the child first touches a public early childhood program
- Empower families to seek out the most appropriate services for their children
- Provide core services to support enterprise policies
- And, provide security, privacy, confidentiality, and compliance with all federal and state regulations.

There are four overall facets to the ELS vision:

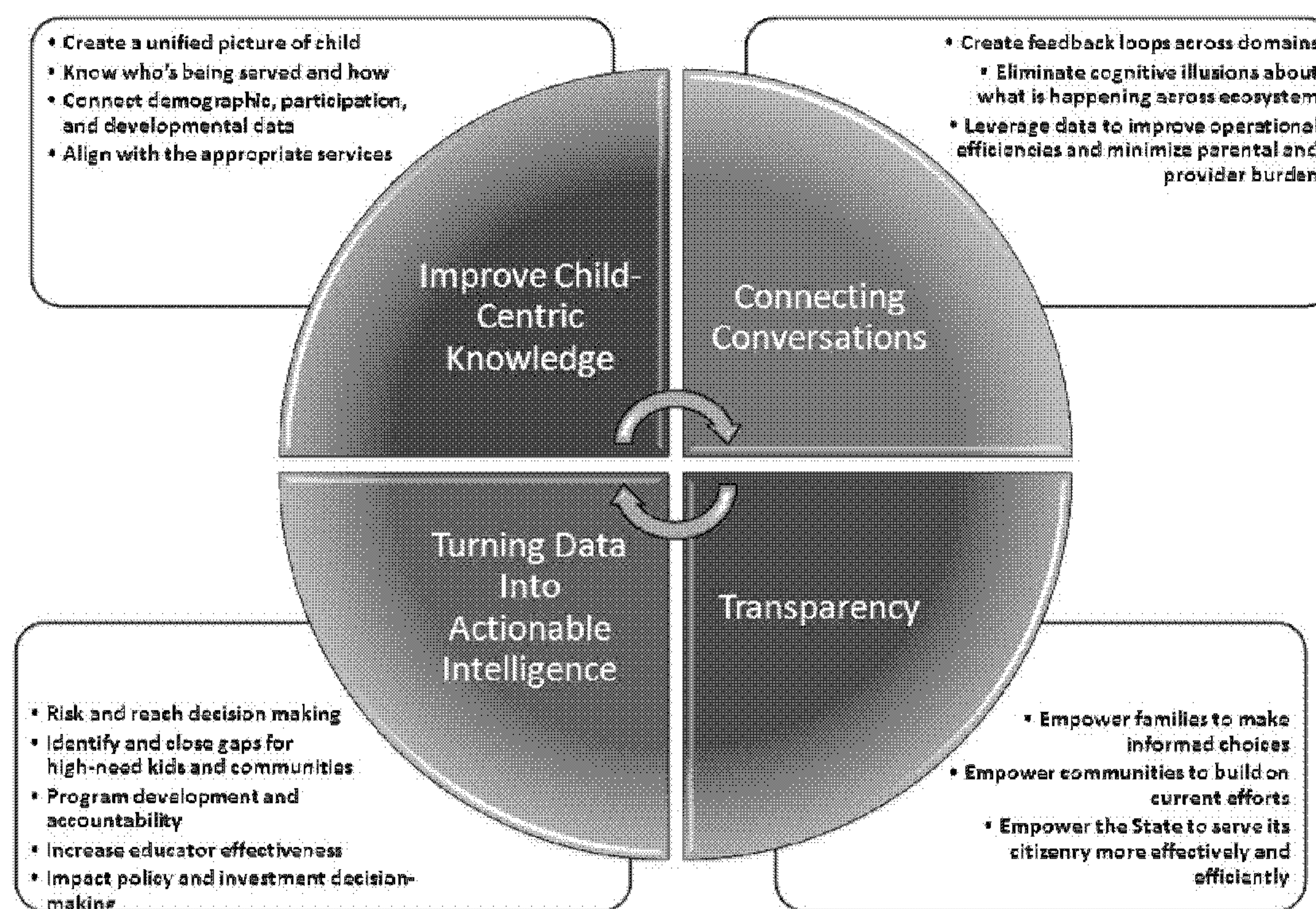


Figure 1: Vision

Information Architecture

The legacy approach to managing data and business processes has hampered Michigan's ability to achieve its potential towards improving outcomes for children. In the existing environment, the legacy systems are extremely decentralized, with varying data models, technical infrastructures, security postures, and governance policies. It is very difficult for early learning and development programs, state program managers, communities, and other key stakeholders to quickly and easily get access to the information they need for effective decision making. The ELS architecture builds critical links across these now siloed systems and provides access to key data that will help Michigan serve children and communities more effectively and comprehensively.

The ELS will support Michigan’s vision by implementing enabling policies, processes, technologies, and tools to facilitate the efficient sharing of data, knowledge, and best practices for the early childhood community while enhancing governance, organizational, and cultural transformations around information sharing and management. The ELS will also be tightly integrated with the LDS to support true prenatal to 20 (P-20) longitudinal analyses. This section outlines the architecture needed to support the vision and goals for Michigan’s ELS.

Figure 2: Conceptual ELS architecture for Michigan

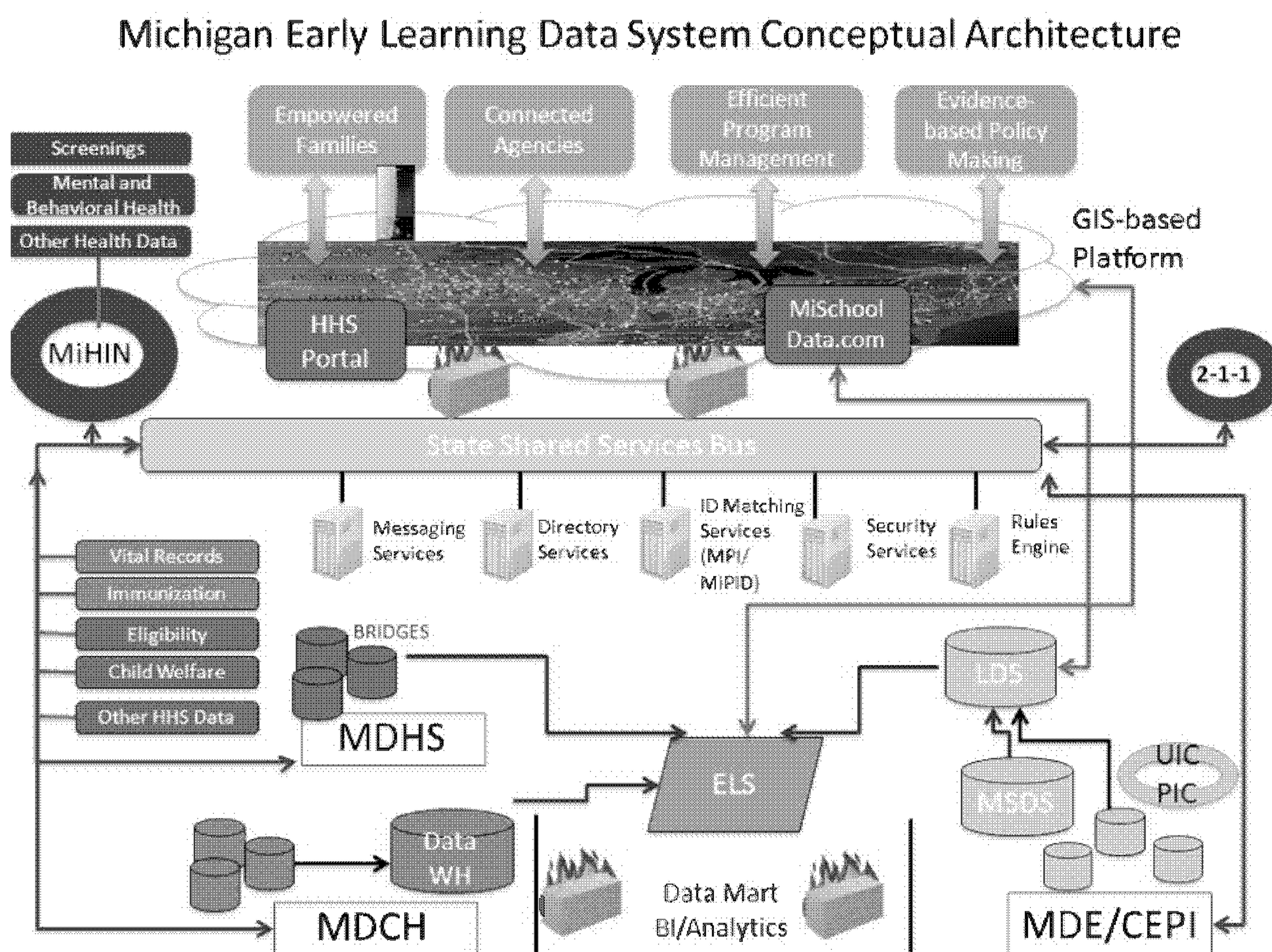


Figure 2: Conceptual Architecture

E(2)(a). Essential Data Elements

As seen in Table (A)(1)-13, Michigan currently collects the seven essential data elements. However, this information is captured in siloed systems today and not integrated into a common data platform. One of the initial efforts of the Michigan ELS is to develop a data mart in which to merge these data elements to create the linkages between child, early learning and development workforce, and program sites. Once these elements are in place, the ELS will be able to expand into assessment and demographic data, longitudinally in the education vertical domain, and horizontally into the other key program support areas.

In alignment with LDS efforts, compatibility with the School Interoperability Framework (SIF) and Postsecondary Education Standards Council (PESC) standards and the National Center for Educational Statistics (NCES) data model will be ensured where possible. Additionally, as new data elements, such as assessments or educator certifications, are captured, processes will be put in place to develop uniform data format and data capture approaches. Towards that goal, the Michigan Department of Education (MDE) and the Center for Educational Performance Information (CEPI) at the Michigan Department of Technology, Management and Budget (DTMB) are already piloting work in the Head Start community.

E(2)(b) & (c) & (d). Architectural Components = Uniform Data Collection, Facilitates Exchange of Data, and Generates Timely, Relevant, and Accessible Information

Information Access Layer – The information access layer is responsible for facilitating access to the early learning data sets. The government-as-a-platform concept employed in this architecture is meant to support the information needs of the early childhood system's stakeholders wherever and however it is best for them to access the information, regardless of physical location. Primarily accessed via web services, stakeholders, whether they be child care providers or policy makers, will be able to get to the information they need to answer the policy, investment, and early learning-related questions they have.

This platform comprises a set of tools to enable users to browse, search, download, and upload data from and to (as appropriate) the State. It will also provide users with analysis, visualization tools, and Application Programming Interfaces (API) to apply to data sets, as well as data standards to allow data to be exchanged between tools. Information will be available as

publication and raw data. Raw data will be anonymized and aggregated to support research and community studies.

DTMB will maintain the base geospatial map of Michigan, which every department will use. This will become the primary visualization tool for internal queries and analyses that have a spatial component. DTMB will provide an open API to share and integrate location-based information with the map. This strategy will also help align functional and programmatic reporting.

The architecture utilizes a data-as-a-service (DAAS) strategy, to optimize the use of authoritative data sets across the environment, and improve operational efficiencies by ultimately capturing certain data sets once, and leveraging them multiple times based on need and permissibility.

State Shared Services Bus – The service bus, currently in development for the Medicaid Electronic Health Record (EHR) Incentive Program Meaningful Use/Health Information Exchange, will be leveraged to provide connectivity and services to connecting ELS entities for transactional information exchange and identity matching across agency systems.

One of the long-term goals of Michigan's Great Start system is to provide insight on children's health and development from their first point-of-entry into the early childhood system. This could be at birth, through creation of a record in the Vital Records department, or if the child moves to Michigan from another state, from first system touch point, be it human services, community health, or education. The ability to generate a unique identifier for a child at first touch point will maximize the opportunity to create a holistic view of a child. It could also assist in providing auto enrollment services to the child for programs he/she is eligible for, reducing the paperwork burden for the family to get access to those critical support services. To bridge the education unique identifier with the unique identifiers used in health and human services, Michigan's ELS will leverage the master patient index as a shared service – fully implementing it as a statewide unique identifier (Master Person Index / MiPID).

The service bus will contain the following components:

- Messaging Services – to broker requests and messaging to and from systems
- Directory Services – provides internal and external views of data sets that are available through the early learning system
- Identification Matching Services – provides matching services from agency line-of-business applications to a statewide unique identifier (MiPID) to ensure unique identity and support privacy and confidentiality requirements
- Security Services – identity and access management services to support the State’s security posture while enabling appropriate and trusted information sharing
- Rules/Policy Engine – automates business and compliance rules and policies to support enforcement of federal, state, and local regulations

A connection to the Michigan Health Information Network (MiHIN) will also be leveraged through the shared services bus to facilitate two-way, real-time transfer of key health, mental health, and behavioral health screenings, assessments, and services to those with ‘need to know’ access rights across the early learning system.

Early Learning Data Mart – This new data mart will support the analysis of early childhood data across the four domains. It will be populated with data from education, human services, and also access health data. It will provide analytical and predictive capabilities only.

Existing state data as well as new data such as findings from Michigan’s kindergarten entry status assessments and educator-training programs ultimately will be added to this data mart. The ELS will integrate with the state’s LDS, for true P-20 linking and analysis, as well as with the EDW to ensure that appropriate feedback is flowing back into the health system.

Data Layers – Michigan has a diverse set of data sources, with a wide level of complexity and wide variety of architectural and data models. The data layer honors this diversity by leaving the existing infrastructure in place, until modernized, consolidated, or virtualized. The essential education data elements will be captured through the expansion of existing databases within MDE, and will facilitate uniform collection of key data elements.

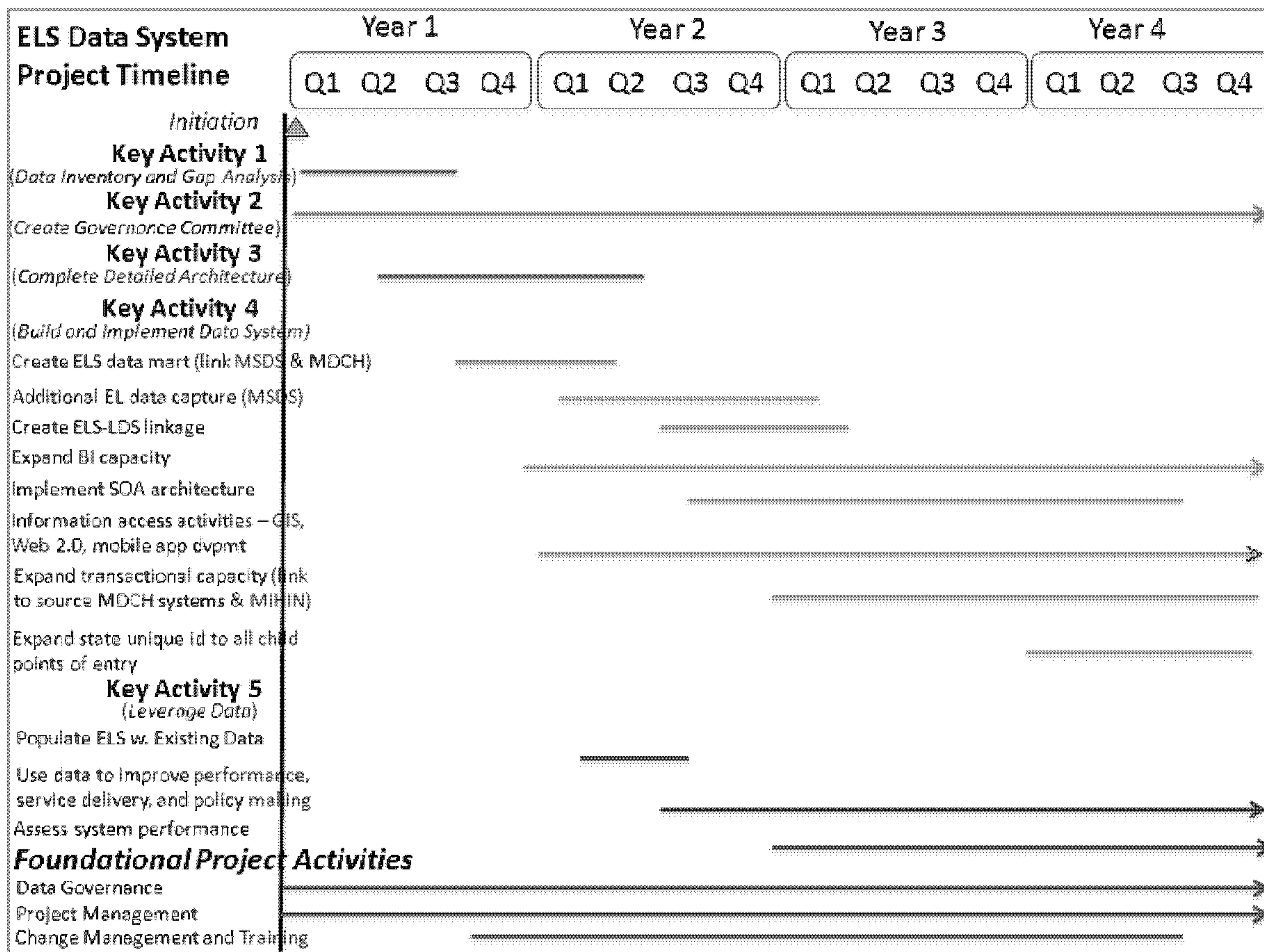
Authoritative data sources for key enterprise data elements will be identified and noted in the registries that exist in the Directory Services component. While physically the authoritative

data sets may be very distributed, it will be transparent to users who will have a unified view of the underlying physical resources.

Implementation Timeline

The timeline for this project takes a practical approach to balancing the urgent data needs of the early learning and development system, the reality of large-scale systems development and integration projects, and the desire on the part of Michigan to create not only a data system but a set of processes and policies to support the sustainability of the system. The timeline also acknowledges the important work being done with the LDS and the Health Information Exchange that have touch points with timing that impact the integration of certain elements of this multi-agency data system.

Figure 3: Michigan ELS Timeline



Key Activities 1 and 2 will begin together. The data inventorying effort is critical to understanding the ‘as-is’ environment - what data sets are available, where they exist, and the technical environment in which they exist. A gap analysis and gap planning can then be done. In parallel, the ELS governance committee will be selected and start its important work that will continue for the entirety of the project.

Key Activity 3, the enterprise architecture and data strategy activities begin. The business and technical requirements will be finalized; business and information flows documented; and alignment with other strategic enterprise initiatives taken into account. By the end of this activity, the final project plan will be published with firm dates.

Key Activity 4 is when the system components actually are built and integrated. Initial efforts will focus on building the early learning data mart, and populating it with existing data so that programmatic “risk and reach” analytics can begin as soon as possible. Expanding the master patient index to a statewide MiPID by fully implementing within the health system and expanding as a shared service into human services and education will be a key step. Geospatial and business intelligence capabilities will start being expanded to support analysis and decision-making at the state and local levels.

Additionally, some tasks focused on information discovery and transparency will begin in support of community stakeholders information needs. Development of Web 2.0 and mobile applications will support outreach into local communities, especially rural communities that may not have high penetration of Internet access, but will have broader mobile device capabilities.

In the middle of Year 2 of the project, work will begin on the development of the component pieces to support transactional information exchange through the system. This task will require integration to lines-of-business systems across the multiple domains, with efforts prioritized based on stakeholder needs and input during the requirements gathering process in Key Activity 3, and continually re-confirmed over the course of the project.

Key Activity 5 focuses on the actual use of data to improve policy-making, service delivery, and program and educator effectiveness. It will also support feedback loops to various providers across the early childhood community, and will support auto enrollment of children into qualifying services to reduce family paperwork burden.

Foundational activities such as project management, enterprise architecture, and data strategy and governance will take place over the course of the project. Change management and training will occur for much of the project to support the communication about and training on the new system, and to expand the capacity of appropriate stakeholders to use data for continuous improvement.

E(2)(e). Governance and Compliance with Privacy Laws

Michigan will establish a governance committee made up of representatives from each of the four domains, and other primary system stakeholders, including MiHIN, local early childhood representatives, non-profits and research institutions and families.

This governance committee will link to and leverage work done by the P-20 LDS Advisory Council and the Health Information Technology Commission. Because this effort crosses the four domains, it is important to understand, coordinate, and leverage work that is already underway.

The role of the governance committee is to facilitate:

- Program office business involvement
- Cross-boundary decision and policy-making
- Risk mitigation and management

The responsibilities of this group are quite collaborative in nature, and should be filled with subject matter experts representing both business and technical program areas.

Data governance issues will carry increased visibility and significance as efforts expand to link data across multiple state agencies, and with local communities. Standards, policies, and processes defined by the governance committee will be related to a wide range of topics, including data quality, data definitions, data formats, validity, and reliability. Governance efforts will be crucial to building the trust necessary for stakeholders to share data and to utilize the data and information for knowledge management purposes.

Finally, the committee will be responsible for creating the transparency and privacy policies that will govern system use and access.

E(2) High-Quality Plan

E (2) - KEY GOALS:
<ul style="list-style-type: none"> • To implement an early learning data system that links data across the four domains to maximize the number of kids on a healthy trajectory, minimize the number of kids at risk, and help close the gap between the two. • To provide data and information to all system stakeholders to improve service delivery and programmatic effectiveness, to inform resource investment and policy decisions, and to empower families and communities to make the most informed decisions for their children. • To leverage information and communication technologies in powerful ways to maximize architectural investments; to minimize burden and complexity; to reach stakeholders where and how they need to be reached; and to enhance communications and collaborations across ecosystem participants. • To leverage information technology to improve information sharing while simultaneously improving the state's risk management posture and protecting citizen privacy and confidentiality.

Key Activities	Rationale	Timeline and/or Key Milestones	Party(ies) Responsible	Other Key Personnel
Complete data systems inventory and gap analysis.	The data inventory will provide visibility to the State of its data assets, formats, platforms, and gaps. This work is being funded outside of this grant application but is a critical step in understanding the “as-is” environment.	<ul style="list-style-type: none"> • Award Request For Proposal (RFP) • Work with state and local stakeholders to collect information of what exists • Crosswalk what exists with what is needed for gap analysis • Determine strategy for capturing missing data, including private sector partner data 	<ul style="list-style-type: none"> • Michigan Department of Education - Office of Great Start (MDE-OGS) • Early Childhood Investment Corporation (ECIC) 	<ul style="list-style-type: none"> • P-20 LDS Advisory Council, Center for Educational Performance Information (CEPI) • Michigan Department of Community Health (MDCH) • Michigan Department of Human Services (DHS) • Local community groups • Regional education data initiatives
Create governance committee.	A governance structure is necessary to bring all critical stakeholders together to guide and inform decision-making in key data system area, as well as to help	<ul style="list-style-type: none"> • Pull together multi-agency governance committee to begin work on system governance processes, procedures, and standards • Prioritize policy questions to be answered 	MDE-OGS	Participants from major stakeholders across the system

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Key Activities	Rationale	Timeline and/or Key Milestones	Party(ies) Responsible	Other Key Personnel
	resolve conflicts and issues.	<ul style="list-style-type: none"> • Establish and publish data standards and definitions for all collections • Develop strategies to remove barriers to information sharing and ensuring transparency, privacy, and compliance • Develop success metrics • Hold regular meetings to ensure program success 		
Complete detailed architecture design for the early learning data system.	A strong architectural design, aligned with state standards and enterprise efforts, will ensure that investments in Information Technology and Communications (ICT) are maximized.	<ul style="list-style-type: none"> • Develop detailed functional requirements, information flows, and business process flows • Ensure alignment with enterprise architecture standards, strategic direction, and initiatives such as the Longitudinal Data System and Health Information Exchange • Determine data system 'home' 	<ul style="list-style-type: none"> • MDE-OGS • Michigan Department of Technology, Management, and Budget (DTMB) 	<ul style="list-style-type: none"> • MDCH • Michigan Health Information Network (MiHIN) • DHS • ECIC
Build and implement early learning data system infrastructure.	A pragmatic approach to building and implementing the early learning system will support the state's vision and goals of the early learning system. Integrate with state longitudinal data system development for comprehensive P-20 education data. Tie to data from the other domains (support services, health and mental health) for full-domain coverage to provide a unified child view. Develop both analytical and transaction-based processing	<ul style="list-style-type: none"> • Expand LDS to include 'P' data, including student, educator, and program, including kindergarten assessment data • Expand the Master Patient Index to become a statewide unique id system (MiPID) to cross reference identifiers established by agency line-of-business systems • Create the early learning data mart for analytics by linking data from the LDS with the enterprise data warehouses. • Create linkages between child, educator, and program • Build analytical and 	<ul style="list-style-type: none"> • DTMB • CEPI 	<ul style="list-style-type: none"> • MDCH • MiHIN • DHS • ECIC

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Key Activities	Rationale	Timeline and/or Key Milestones	Party(ies) Responsible	Other Key Personnel
	<p>capabilities. Provide identity management and security services to ensure compliance, privacy, and confidentiality. Expand Geographic Information System (GIS), portal, and web 2.0 capabilities for data layering and data access.</p>	<p>predictive capacity with BI tools</p> <ul style="list-style-type: none"> • Expand information access platforms – GIS, web 2.0, and mobile apps • Expand components and infrastructure to rest of early childhood ecosystem based on need and priorities • Build transactional capabilities for real time matching and information sharing across health, education and human services • Implement strategies for capturing gaps in data including determinations of where data will be collected 		
<p>Leverage data to improve access to services, inform policy making and resource investment, improve program quality, and enhance connections across various stakeholder groups.</p>	<p>It is critical to the success of the State’s efforts to ensure that all stakeholders are trained in the both the types of data available as well as how to use data to inform practice and decision-making.</p>	<ul style="list-style-type: none"> • Populate ELS with existing data sets, to include geocoding and publication for mapping and analysis • Ongoing population of data mart and analyses • Provide enterprise change management and training to support system success • Conduct regular internal and external assessments and focus groups to identify opportunities for improvement • Use data for accountability, risk and reach improvement, and program improvement 	<p>MDE-OGS</p>	<p>System stakeholders at state and local level</p>

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<p>Appropriate Financial Resources:</p>	<p>\$13,852,700 from this grant \$8,284,617 from other sources</p>
<p>How Needs of Different Early Learning and Development Programs will be Addressed:</p>	<p>Not applicable.</p>
<p>How Michigan will Meet Needs of Children with High Needs, as well as Unique Needs of Special Populations:</p>	<p>By integrating data sets from the four critical domains of early childhood (early care and education; health, mental health, and nutrition; special needs and early interventions; and, family support), Michigan will be able to provide a holistic view of a child to those with need-to-know rights to address child-specific needs. The ELS will provide enough flexibility to anonymize and aggregate data at a variety of levels to understand risk and reach, and to improve service delivery to children of high needs and special population groups. Information from the ELS will empower local communities to also look more deeply at the populations they are serving to improve reach and quality of programs or support services.</p> <p>It is this comprehensive view of children and communities from the four domain areas which will allow Michigan to increase the velocity with which it is able impact child outcomes, while enabling early childhood educators to support children in the classroom more effectively, and empowering families to get the types of services best suited to their children's needs.</p>

VII. COMPETITION PRIORITIES

Note about the Absolute Priority: The absolute priority describes items that a State must address in its application in order to receive a grant. Applicants do not write a separate response to this priority. Rather, they address this priority throughout their responses to the selection criteria. Applications must meet the absolute priority to be considered for funding. A State meets the absolute priority if a majority of reviewers determines that the State has met the absolute priority

Priority 1: Absolute Priority – Promoting School Readiness for Children with High Needs.

To meet this priority, the State’s application must comprehensively and coherently address how the State will build a system that increases the quality of Early Learning and Development Programs for Children with High Needs so that they enter kindergarten ready to succeed.

The State’s application must demonstrate how it will improve the quality of Early Learning and Development Programs by integrating and aligning resources and policies across Participating State Agencies and by designing and implementing a common, statewide Tiered Quality Rating and Improvement System. In addition, to achieve the necessary reforms, the State must make strategic improvements in those specific reform areas that will most significantly improve program quality and outcomes for Children with High Needs. Therefore, the State must address those criteria from within each of the Focused Investment Areas (sections (C) Promoting Early Learning and Development Outcomes for Children, (D) A Great Early Childhood Education Workforce, and (E) Measuring Outcomes and Progress) that it believes will best prepare its Children with High Needs for kindergarten success.

Note about Competitive Preference Priorities: Competitive preference priorities can earn the applicant extra or “competitive preference” points.

Priority 2: Competitive Preference Priority – Including all Early Learning and Development Programs in the Tiered Quality Rating and Improvement System. (10 points)

Competitive Preference Priority 2 is designed to increase the number of children from birth to kindergarten entry who are participating in programs that are governed by the State’s licensing system and quality standards, with the goal that all licensed or State-regulated programs will participate. The State will receive points for this priority based on the extent to which the State has in place, or has a High-Quality Plan to implement no later than June 30, 2015--

(a) A licensing and inspection system that covers all programs that are not otherwise regulated by the State and that regularly care for two or more unrelated children for a fee in a provider setting; provided that if the State exempts programs for reasons other than the number of children cared for, the State may exclude those entities and reviewers will score this priority only on the basis of non-excluded entities; and

(b) A Tiered Quality Rating and Improvement System in which all licensed or State-regulated Early Learning and Development Programs participate.

If the State chooses to respond to this competitive preference priority, the State shall write its full response in the text box below. The State may also include any additional information it believes will be helpful to peer reviewers. If the State has included relevant attachments in the Appendix, these should be described in the narrative below and clearly cross-referenced to allow the reviewers to locate them easily.

In scoring this priority, peer reviewers will determine, based on the evidence the State submits, whether each element of the priority is implemented or planned; the quality of the implementation or plan (see the definition of a High-Quality Plan for the components reviewers will be judging); and the extent to which the different types of Early Learning and Development Programs in the State are included and addressed. The State is responsible for providing clear and detailed information to assist the peer reviewers in making these determinations.

Priority 2: – Including all Early Learning and Development Programs in the Tiered Quality Rating and Improvement System.

(a). Early Learning and Development Programs are Licensed

The early learning and development landscape in Michigan is varied and offers families a myriad of choices, including Head Start centers, Early Head Start centers and licensed family programs, Michigan's state-funded prekindergarten program – the Great Start Readiness Program (GSRP), Title I Program sites, child care centers and community based preschool programs, and family homes. Though early learning and development programs vary, they are all governed by the Michigan Department of Human Services (DHS) – Bureau of Children and Adult Licensing (BCAL). All early learning and development programs, except those funded by IDEA for children prior to kindergarten, are licensed and must comply with licensing requirements, rules, and regulations to remain in good standing and continue to remain licensed. A goal of the high-quality plan in section B(2) is to implement rules to integrate IDEA funded programs into the licensing system by December 2013.

Early learning and development programs receive annual inspection visits from BCAL. Compliance with licensing rules and regulations (Appendix X, p. 312) includes adhering to criteria in the following: administrator and early childhood educator qualifications (including background checks), workforce development, administration and management, ratios, physical environment, health environment, and daily programs and activities.

In addition to the licensed early learning and development programs, families eligible for child care subsidies may choose a family, friend, or neighbor (subsidized FFN provider) to care for their child. Subsidized FFN providers are not licensed however they are subject to background checks. Subsidized FFN providers must complete pre-service *Great Start to Quality* orientation training and have an approved CCDF application prior to becoming an eligible provider.

(b). *Great Start to Quality* Includes Licensed Early Learning and Development Programs

As previously stated, all licensed early learning and development programs participate in *Great Start to Quality* (Michigan's tiered quality rating and improvement system), and enter at a Level One. All licensed early learning and development programs are mandatory participants in *Great Start to Quality*, at Level One and have the option to move through the quality continuum to higher quality levels. Level One in *Great Start to Quality* is commensurate with meeting licensing requirements. Great Start Regional Resource Centers (RRCs) provide intensive quality improvement supports for early learning and development programs serving children with high needs to improve quality levels at an accelerated pace and increase the number of higher level programs serving children with high needs.

All subsidized FFN providers also are mandatory participants in *Great Start to Quality*, at Tier 1 and have the option to move through the quality continuum to a higher quality level. Subsidized FFN providers at Tier 3 receive intensive quality improvement supports to develop a quality improvement plan, and achieve the goals identified in the plan.

When the goal for licensing early learning and development programs funded by IDEA is realized, Michigan will have *all* early learning and development programs participating in *Great Start to Quality*. The RRCs will provide the same intensive supports provided to early learning and development programs serving children with high needs to improve quality in these programs serving children with special needs, increasing the number of higher quality level programs serving children funded by IDEA.

Increase the Number of Children Participating in High-quality Licensed Early Learning and Development Programs

The design of *Great Start to Quality*, including the requirement that all subsidized FFN providers and all licensed early learning and development programs must participate, demonstrates Michigan's commitment to all children, especially those with high needs, benefitting from an accountable, high-quality early learning and development program. Michigan has existing policies and practices designed to help families of children with high needs afford high-quality early learning and development programs. Children with high needs who are eligible for Great Start Readiness Programs (GSRP), Early Head Start and Head Start attend these programs at no charge to their families. To increase support for working families to access high-quality early learning and development and increase the number of children participating, Michigan has outlined two innovative approaches: pilot test a modification of the state's Child Care and Development Fund (CCDF) payment structure, and an early childhood block grant.

The CCDF payment structure pilot, included in section B(2), will focus in geographic areas with high concentrations of children with high needs and will prioritize infants and toddlers. CCDF subsidy dollars will be used to purchase slots in Level Three-Five rated programs to ensure that children with high need have access to the highest quality full-year, full-day programs. Consideration will also be given to geographically rural areas that may not have an early learning and development program rated at a Level Three or above. Scholarship slots will receive higher reimbursement rates than the current CCDF rate structure and will allow for greater continuity of care by moving away from hourly rates that are largely inconsistent with a program's typical business practice and sustainability plan.

The Michigan School Aid Act for the 2011-2012 school year includes intent language regarding the establishment of an early childhood block grant. The block grant, as stated in section B(4), would allocate funds to intermediate school districts, rather than local education agencies, for GSRP and other early childhood programs funded from this source. The Michigan Department of Education-Office of Great Start will use this opportunity to rethink how funding will be targeted to areas with high concentrations of need for to increase access for children with the highest needs.

Priority 3: Competitive Preference Priority – Understanding the Status of Children’s Learning and Development at Kindergarten Entry. (10 points)

To meet this priority, the State must, in its application--

(a) Demonstrate that it has already implemented a Kindergarten Entry Assessment that meets selection criterion (E)(1) by indicating that all elements in Table (A)(1)-12 are met; or

(b) Address selection criterion (E)(1) and earn a score of at least 70 percent of the maximum points available for that criterion.

For Competitive Preference Priority 3, a State will earn all ten (10) competitive preference priority points if a majority of reviewers determines that the State has met the competitive preference priority. A State earns zero points if a majority of reviewers determines that the applicant has not met the competitive preference priority.

Applicants do not write a separate response to this priority. Rather, applicants address Competitive Preference Priority 3 either in Table (A)(1)-12 or by writing to selection criterion (E)(1).

Under option (a) below, an applicant does not earn competitive preference points if the reviewers determine that the State has not implemented a Kindergarten Entry Assessment that meets selection criterion (E)(1); under option (b) below, an applicant does not earn competitive preference points if the State earns a score of less than 70 percent of the maximum points available for selection criterion (E)(1).

Specify which option the State is taking:

- (a) Applicant has indicated in Table (A)(1)-12 that all of selection criterion (E)(1) elements are met.
- (b) Applicant has written to selection criterion (E)(1).

Note about Invitational Priorities: Invitational priorities signal areas the Departments are particularly interested in; however addressing these priorities will not earn applicants any additional points.

Priority 4: Invitational Priority – Sustaining Program Effects in the Early Elementary Grades.

Michigan did not select this invitational priority area.

Priority 5: Invitational Priority – Encouraging Private-Sector Support

The Departments are particularly interested in applications that describe how the private sector will provide financial and other resources to support the State and its Participating State Agencies or Participating Programs in the implementation of the State Plan.

Priority 5: Invitational Priority – Encouraging Private-Sector Support

The participating agencies in Michigan's RTT-ELC application are a potent illustration of the private sector support that sets the state apart from many others. One of the participating agencies is the Early Childhood Investment Corporation (ECIC) a public, non-profit corporation that was specifically founded and designed to serve as a bridge between the public and the private sectors, to catalyze innovation, increase accountability and lead reform; all in service to Michigan children arriving at kindergarten safe, healthy and ready for school success. Since 2006, ECIC and its network of Great Start Collaboratives have increased private investment in early learning and development by over \$25.0 million dollars.

The philanthropic community in Michigan has been an important catalyst for early learning and development reform. To demonstrate their support during the preparation of this application, the Kellogg Foundation loaned one of their program officers 25 percent to the Application Preparation Team; a program officer from the Kresge Foundation participated as well. The Council of Michigan Foundations, the W.K. Kellogg, Kresge and Steelcase Foundations all provided letters of support for the application and have communicated their great interest in leveraging the RTT-ELC grant even further should the state be selected as a winner in the competition.

Michigan is fortunate as well to have strong business support for increased early childhood investment. The Children's Leadership Council – composed of influential business leaders from across Michigan – provided a letter of support and is working in concert with the early learning reforms outlined in the application, to educate policy-makers and the Governor's Administration regarding their support for crucial investments to improve the climate for business investment in the state. ECIC is co-leading a project with the Michigan Chamber of Commerce, who also provided a letter of support, to increase the number and the depth of the engagement of businesses throughout the state.

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As was initially noted in section A1 of this application, the public and private sectors working together is how early childhood is “done” in Michigan. Throughout this application there is mention of how the private sector will lend its expertise and investment to the proposed plan. Table A4-1 demonstrates that private funds are a part of the support that is enabling the state to put forth such an ambitious, yet achievable plan. Should Michigan win an RTT-ELC grant all signs would point to the fact that private sector support will actually increase and that the federal investment will be leveraged many times over in service to improving the school readiness of the state’s most vulnerable children.

VIII. BUDGET

AWARD INFORMATION

Budget Requirements: To support States in planning their budgets, the Departments have developed the following budget caps for each State. The Secretaries will not consider for funding an application from a State that proposes a budget that exceeds the applicable cap set for that State. The Departments developed the following categories by ranking every State according to its share of the national population of children ages birth through five years old from Low-Income families and identifying the natural breaks in the rank order. Then, based on population, budget caps were developed for each category¹⁵.

Category 1--Up to \$100 million--California, Florida, New York, Texas.

Category 2--Up to \$70 million--Arizona, Georgia, Illinois, Michigan, North Carolina, Ohio, Pennsylvania.

Category 3--Up to \$60 million--Alabama, Colorado, Indiana, Kentucky, Louisiana, Missouri, New Jersey, Oklahoma, Puerto Rico, South Carolina, Tennessee, Virginia, Washington, Wisconsin.

Category 4--Up to \$50 million--Alaska, Arkansas, Connecticut, Delaware, District of Columbia, Hawaii, Idaho, Iowa, Kansas, Maine, Maryland, Massachusetts, Minnesota, Mississippi, Montana, Nebraska, New Hampshire, New Mexico, Nevada, North Dakota, Oregon, Rhode Island, South Dakota, Utah, Vermont, West Virginia, Wyoming.

In addition to considering other relevant factors (see 34 CFR 75.217(d)(3)), the selection of grantees may consider the need to ensure that early learning and development systems are developed in States with large, high-poverty, rural communities (including States with high percentages of high-poverty populations in rural areas and States with high absolute numbers of high-poverty individuals in rural areas). Awards may be granted to high-quality applications out of rank order to meet this need.

Grant Period: The grant period for this award is December 31, 2011 through December 31, 2015.

¹⁵ Source: U.S. Department of Commerce, Census Bureau, 2009. American Community Survey (ACS) 1-year Public Use Microdata Sample (PUMS) data.

BUDGET INSTRUCTIONS
(Evidence for selection criterion (A)(4)(b))

In the following budget section, the State is responding to selection criterion (A)(4)(b). The State should use its budgets and budget narratives to provide a detailed description of how it plans to use Federal RTT-ELC grant funds and funds from other sources (Federal, State, private, and local) to support projects under the State Plan. States' budget tables and narratives, when taken together, should also address the specific elements of selection criterion (A)(4)(b), including by describing how the State will effectively and efficiently use funding from this grant to achieve the outcomes in the State Plan and do so in a manner that

- (1) Is adequate to support the activities described in the State Plan;
- (2) Includes costs that are reasonable and necessary in relation to the objectives, design, and significance of the activities described in the State Plan and the number of children to be served; and
- (3) Details the amount of funds budgeted for Participating State Agencies, localities, Early Learning Intermediary Organizations, Participating Programs, or other partners, and the specific activities to be implemented with these funds consistent with the State Plan, and demonstrates that a significant amount of funding will be devoted to the local implementation of the State Plan

The budget narratives should be of sufficient scope and detail for the Departments to determine if the costs are necessary, reasonable, and allowable. For further guidance on Federal cost principles, an applicant may wish to consult OMB Circular A-87. (See www.whitehouse.gov/omb/circulars).

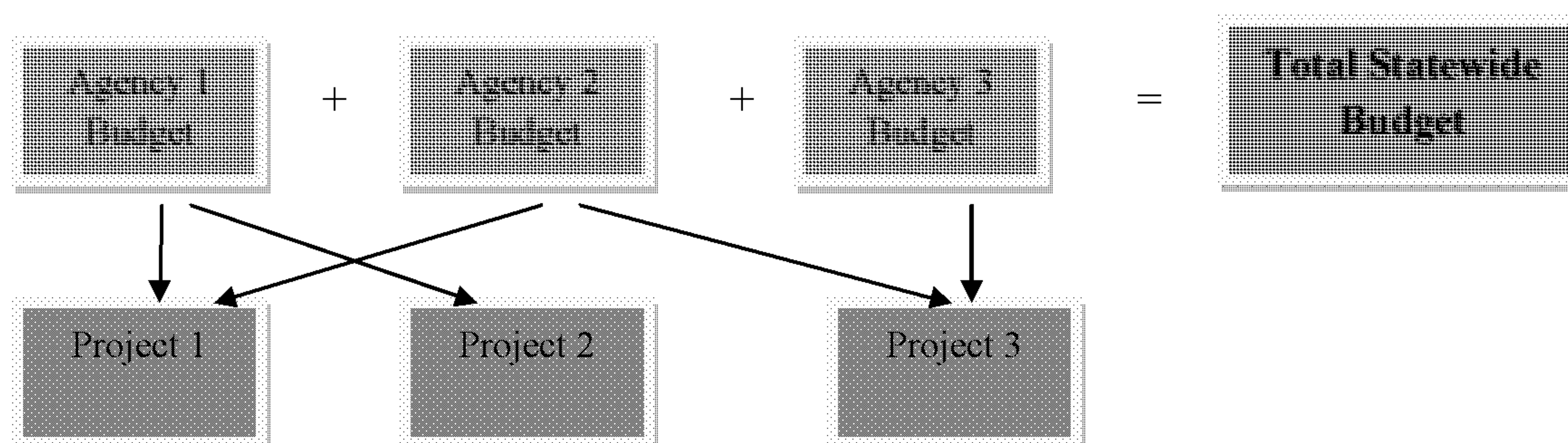
We expect the State to provide a detailed budget by category for each Participating State Agency that rolls up into the total statewide budget. We further expect that the budgets of each Participating State Agency reflect the work associated with fully implementing the High-Quality Plans described under the selection criteria and Competitive Preference Priority 2 and describe each Participating State Agency's budgetary role¹⁶ in carrying out the State Plan.

For purposes of the budget, we expect that the State will link its proposed High-Quality Plans to "projects" that the State believes are necessary in order to implement its plans. The State might choose to design some projects that address only one criterion's High-Quality Plan, while other projects might address several similarly-focused criteria as one group. For example, the State might choose to have one "management project" focused on criterion (A)(3), organizing and aligning the early learning and development system to achieve success. It might have another "workforce project" that addresses criteria (D)(1) and (D)(2) under the Great Early Childhood Education Workforce section.

¹⁶ Participating State Agency's budgetary roles should be consistent with the scope of work outlined in the Participating State Agency's MOU or other binding agreement.

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Some projects may be done entirely by one Participating State Agency, while others may be done by multiple agencies in collaboration with one another. The State, together with its Participating State Agencies, will define the projects required to implement the State Plan and will determine which Participating State Agencies will be involved in each project, as shown below.



To support the budgeting process, we strongly suggest that applicants use the RTT-ELC budget spreadsheets prepared by the Departments to build their budgets. These spreadsheets must be submitted together with, but in a file separate from, the application.¹⁷ These spreadsheets have formulas built into them that are intended to help States produce the budget tables required within this section.

The following information must be included in the State's budget:

- I. **Budget Summaries:** In this section, the State provides overall budget summary information by budget category, Participating State Agency, and project.
 - a. **Budget Summary by Budget Category.** This is the cover sheet for the budget. (See Budget Table I-1.) States should complete this table as the final step in their budgeting process, and include this table as the first page of the State's budget. (Note: Each row in this table is calculated by adding together the corresponding rows in each of the Participating State Agency Budget by Category tables. If the State uses the budget spreadsheets provided, these "roll-up" calculations are done automatically.)
 - b. **Budget Summary by Participating State Agency.** This summary lists the total annual budget for each Participating State Agency. (See Budget Table I-2.) States should complete this table after completing Budget Table II-1 for each Participating State Agency (see Part II: Participating State Agency Budgets). If the State uses the budget spreadsheets provided, these "roll-up" calculations are done automatically for the State.

¹⁷ See Application Submission Procedures, section XV. Please note that the RTT-ELC budget spreadsheets will not be used by the reviewers to judge or score the State's application. However, these spreadsheets do produce tables that States may use in completing the budget tables that the State submits as part of its application. In addition, the budget spreadsheets will be used by the Departments for budget reviews.

- c. Budget Summary by Project. This summary lists the total annual budget for each of the projects. (See Budget Table I-3.) States should complete this table after completing Budget Table II-2 for each Participating State Agency (see Part II: Participating State Agency Budgets). If the State uses the budget spreadsheets provided, these “roll-up” calculations are done automatically for the State.
 - d. Budget Summary Narrative. This budget narrative accompanies the three Budget Summary Tables and provides the rationale for the budget. The narrative should include, for example, an overview of each Participating State Agency’s budgetary responsibilities and descriptions of each project that the State has included in its budget.
- II. Budgets for Each Participating State Agency. In this section, the State describes each Participating State Agency’s budgetary responsibilities.¹⁸ The State should replicate this section for each Participating State Agency and for each Participating State Agency complete the following:
- a. Participating State Agency By Budget Category. This is the budget for each Participating State Agency by budget category for each year for which funding is requested. (See Budget Table II-1.)
 - b. Participating State Agency By Project. This table lists the Participating State Agency’s proposed budget for each project in which it is involved. (See Budget Table II-2.)
 - c. Participating State Agency Budget Narrative. This budget narrative describes the Participating State Agency’s budget category line items and addresses how the Participating State Agency’s budget will support the implementation of each project in which it is involved.

The State should replicate Budget Part II for each Participating State Agency as follows:

- For Participating State Agency 1: Budget by Category, Budget by Project, Narrative
- For Participating State Agency 2: Budget by Category, Budget by Project, Narrative

¹⁸ Participating State Agency’s budgetary roles should be consistent with the scope of work outlined in the Participating State Agency’s MOU or other binding agreement.

BUDGET PART I: SUMMARY

Budget Part I -Tables

Budget Table I-1: Budget Summary by Budget Category--The State must include the budget totals for each budget category for each year of the grant. These line items are derived by adding together the corresponding line items from each of the Participating State Agency Budget Tables.

Budget Table I-1: Budget Summary by Budget Category (Evidence for selection criterion (A)(4)(b))					
Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
1. Personnel	726,600	1,118,400	1,118,400	802,400	3,765,800
2. Fringe Benefits	421,200	632,100	632,100	468,100	2,153,500
3. Travel	16,200	21,200	20,700	19,300	77,400
4. Equipment					
5. Supplies	66,800	37,900	47,900	47,900	200,500
6. Contractual	5,235,100	12,531,900	12,944,700	11,405,600	42,117,300
7. Training Stipends	9,000	380,000	0	0	389,000
8. Other	114,800	147,200	81,700	71,000	414,700
9. Total Direct Costs (add lines 1-8)	6,589,700	14,868,700	14,845,500	12,814,300	49,118,200
10. Indirect Costs*	94,300	195,500	203,900	183,100	676,800
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners.	3,234,700	5,623,300	5,763,500	5,183,500	19,805,000
12. Funds set aside for participation in grantee technical assistance	100,000	100,000	100,000	100,000	400,000
13. Total Grant Funds Requested (add lines 9-12)	10,018,700	20,787,500	20,912,900	18,280,900	70,000,000
14. Funds from other sources used to support the State Plan	46,233,955	45,227,042	37,553,680	37,484,680	166,499,357
15. Total Statewide Budget (add lines 13-14)	56,252,655	66,014,542	58,466,580	55,765,580	236,499,357

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Budget Table I-1: Budget Summary by Budget Category (Evidence for selection criterion (A)(4)(b))					
Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
<p><u>Columns (a) through (d):</u> For each grant year for which funding is requested, show the total amount requested for each applicable budget category.</p> <p><u>Column (e):</u> Show the total amount requested for all grant years.</p> <p><u>Line 6:</u> Show the amount of funds allocated through contracts with vendors for products to be acquired and/or professional services to be provided. A State may apply its indirect cost rate only against the first \$25,000 of each contract included in line 6.</p> <p><u>Line 10:</u> If the State plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to line 11.</p> <p><u>Line 11:</u> Show the amount of funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners through MOUs, interagency agreements, contracts, or other mechanisms authorized by State procurement laws. States are not required to provide budgets for how the localities, Early Learning Intermediary Organizations, Participating Programs, and other partners will use these funds. However, the Departments expect that, as part of the administration and oversight of the grant, States will monitor and track all expenditures to ensure that localities, Early Learning Intermediary Organizations, Participating Programs, and other partners spend these funds in accordance with the State Plan.</p> <p><u>Line 12:</u> The State must set aside \$400,000 from its grant funds for the purpose of participating in RTT-ELC grantee technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated to Participating State Agencies evenly across the four years of the grant.</p> <p><u>Line 13:</u> This is the total funding requested under this grant.</p> <p><u>Line 14:</u> Show total funding from other sources (including Federal, State, private, or local) being used to support the State Plan and describe these funding sources in the budget narrative.</p>					

Budget Table I-2: Budget Summary by Participating State Agency--The State must include the budget totals for each Participating State Agency for each year of the grant. These line items should be consistent with the totals of each of the Participating State Agency Budgets provided in Budget Tables II-1.

Budget Table I-2: Budget Summary by Participating State Agency (Evidence for selection criterion (A)(4)(b))					
Participating State Agency	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
<i>Michigan Department of Education</i>	10,823,955	23,688,342	21,238,880	20,363,580	76,114,757
<i>Michigan Department of Community Health</i>	39,550,700	33,311,300	29,359,600	28,732,400	130,954,000
<i>The Early Childhood Investment Corporation</i>	5,878,000	9,014,900	7,868,100	6,669,600	29,430,600

Budget Table I-2: Budget Summary by Participating State Agency (Evidence for selection criterion (A)(4)(b))					
Participating State Agency	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
Total Statewide Budget	56,252,655	66,014,542	58,466,580	55,765,580	236,499,357

Budget Table I-3: Budget Summary by Project--The State must include the proposed budget totals for each project for each year of the grant. These line items are the totals, for each project, across all of the Participating State Agencies' project budgets, as provided in Budget Tables II-2.

Budget Table I-3: Budget Summary by Project (Evidence for selection criterion (A)(4)(b))					
Projects	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
RTT-ELC Administration	428,500	423,500	423,500	423,500	1,699,000
Early Learning Standards	326,500	268,900	193,100	133,100	921,600
Early Learning Work Force Framework	221,100	375,200	216,700	225,900	1,038,900
Family Engagement	1,824,100	2,318,500	2,801,600	2,702,900	9,647,100
Kindergarten Entry Status Assessment	415,700	2,330,500	2,961,600	2,723,600	8,431,400
Early Learning Data System	7,350,155	7,311,262	3,981,900	3,494,000	22,137,317
Increasing Access to High-quality Child Care	257,900	10,660,480	10,660,480	10,660,580	32,239,440
Tiered Quality Rating and Improvement System	4,878,000	7,459,900	6,835,100	5,857,600	25,030,600
TQRIS Validation Study	1,000,000	1,555,000	1,033,000	812,000	4,400,000
Behavioral and Developmental Needs	39,550,700	33,311,300	29,359,600	28,732,400	130,954,000

Budget Table I-3: Budget Summary by Project (Evidence for selection criterion (A)(4)(b))					
Projects	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
Total Statewide Budget	56,252,655	66,014,542	58,466,580	55,765,580	236,499,357

BUDGET PART I -NARRATIVE

Describe, in the text box below, the overall structure of the State’s budget for implementing the State Plan, including

- *A list of each Participating State Agency, together with a description of its budgetary and project responsibilities;*
- *A list of projects and a description of how these projects taken together will result in full implementation of the State Plan;*
- *For each project:*
 - *The designation of the selection criterion or competitive preference priority the project addresses;*
 - *An explanation of how the project will be organized and managed in order to ensure the implementation of the High-Quality Plans described in the selection criteria or competitive preference priorities; and*
- *Any information pertinent to understanding the proposed budget for each project.*

Budgetary Responsibilities: The Michigan Department of Education – Lead Agency

As the lead agency, the Michigan Department of Education’s (MDE) Central Support Offices are prepared to support the activities of Michigan’s RTT-ELC plan. The Budget, Accounting, Audit and Grants Offices have experienced staff in project and grants management. MDE has documented policies and procedures for budget, spending plans, accounting, purchasing, and reporting functionalities.

MDE has a successful history of managing many federal grants and programs. Consolidated Central Support Offices within MDE has created a wealth of expertise, knowledge, and well developed and proven successful systems. During the previous MDE Single Audit for State fiscal years 2008 and 2009, the Department was not cited for any federal accounting internal control findings. Below is a description of the each centralized support offices that would provide overall structure for the State Plan:

Budget Office

The MDE Budget Office provides central control and coordination of the operations budget which totals over \$331 million and includes over sixty federal, state, and restricted programs. In its central control role, the Budget Office reviews and approves all personnel hires, insures adherence to internal MDE policies and procedures as well as external requirements such as federal regulations, Executive Directives, Department of Technology, Management and Budget (DTMB) Directives, Civil Service, etc. Monitoring of program expenditures and identification of issues that are fiscal in nature are also a responsibility of this unit.

In its more traditional role, the office facilitates the budget development process and works with DTMB, both Senate and House Fiscal Agencies, the Legislature, and various legislative staff as each budget is reviewed and finalized.

Accounting

The daily operations of Office of Financial Management Accounting Program are driven by essential tasks mandated by state and federal laws and other statutory requirements. The Office is responsible for all state and federal accounting activities.

This area prepares the annual analysis and submission of the indirect cost rate used to distribute cost to grants, contracts and other applications funded by Federal agencies. It also maintains the federally approved cost allocation plans for various MDE offices and performs complex cost allocations.

The federal grant cash management and reporting system maintained by MDE disburses, controls, and accounts for grant payments totaling approximately one billion dollars annually to school districts, public school academies, day care centers, and other grantees. The Cash Management System (CMS) operates in a .Net environment and is available 24 hours a day through a web based application. Grant recipients can request reimbursement for expenditures from federal funds made available through the allocation process. The CMS functions allow local and intermediate school districts, public school academies, day care centers, colleges and universities to receive federal reimbursement for allowable expenditures through the Requesting Funds and Certifying Funds Requests Modules. Recipients are thus required to report and certify Final Expenditure Reports, view data and control agency access.

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The increased functionality and reporting requirements of the CMS allows MDE staff to better monitor and control federally funded programs by providing detailed reliable financial data, reports that promote effective and efficient operations and encourages compliance with applicable laws, rules and regulations. Cash payments are made in accordance with CMIA. Employees assigned to the grant function provide customer service and technical assistance to over 2,800 grant recipients statewide.

In addition, over \$1 billion federal dollars is collected and accounted for in accordance with the Federal Cash Management Improvement Act (CMIA). Six federal letters of credit are controlled and records maintained for each federal grant award received, including reconciliations between the payment compilation records of the federal government to the amounts recorded in the state's accounts. Expenditure reports are also filed through this office.

MDE utilizes the State's accounting system to pay vendors for goods and services, MDE staff and non-state employees for travel, and other state agencies for services provided. This section assists in exercising budgetary control over appropriations, which includes review of available appropriation balances for MDE operating units. Accounting books and records are closed in accordance with the State's policies and procedures. All accounting is performed in accordance with professional accounting standards.

Staff also provide professional procurement services to assist MDE operating units with purchase and payment of supplies, equipment and services, offer ADPICS training to MDE staff, administer the DMB purchasing card, coordinate record center activities and maintain and account for MDE's fixed asset inventory.

Office of Audits

The Office of Audits is responsible for federal subrecipient monitoring. State School Aid, which is estimated at \$13 billion, is allocated to school districts in the form of general aid and categorical aid. The amount of general aid allocated to each district is based on the number of full-time equivalent pupils counted by the district on the count dates. ISD auditors audit these counts. The Department is responsible for providing guidance and overseeing the quality of these audits.

MDE receives over \$2 billion in federal funds annually. The majority of the funds are passed through to subrecipients. One of the prerequisites for the receipt of those federal funds is that the subrecipients must submit annual single audits to MDE. The Department is required to assure that the federal expenditures were audited, assure that the audits meet the federal requirements, follow up on audit findings and corrective actions, follow up on audit quality issues, perform quality control reviews of selected audit firms and take actions with auditors performing substandard work. Approximately 1,000 audits are reviewed each year.

Grants Coordination

The Grants Administration and Coordination Unit (Grants Unit) is responsible for the overall coordination of grants received and administered by the Department and for the administration of specific grant programs assigned to this Office. Additionally, this unit is responsible for coordinating centralized reporting to the U.S. Department of Education on federal grant programs (ARRA Section 1512 Reports). The Grants Unit also is responsible for pupil transportation, nonpublic schools, home schools and boarding schools. In its grant coordination role, the Grants Unit coordinates and implements MDE grant approval procedures providing application and/or to distribution of grant funds, including formalizing recommendations for the Superintendent.

Major responsibilities include the following:

1. Review and approve recommendations for grant awards to sub grantees.
2. Coordinate the application process within the Department for grants from which the Department is requesting funds.
3. Coordinate the Section 1512 reporting process within the Department for federal grants which the Department receives and manages.
4. Provide information about the availability of grants to staff, school districts, legislative offices, and general public.
5. Administer specific grant programs as assigned, e.g. School Bus Driver Safety Education Program and the Education Jobs Fund.
6. Coordinate the development and maintenance of the Michigan Electronic Grants System (MEGS), the Child Nutrition Application Program (CNAP), and the Cash Management

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System (CMS).

7. Provide internal and external leadership and direction in matters related to Pupil Transportation, e.g. staff support to statewide and national organizations and committees external and internal in Pupil Transportation and School Bus Safety.
8. Maintain nonpublic school registrations; provide internal and external leadership in matters related to nonpublic schools.

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Budgetary Responsibilities: The Michigan Department of Community Health and the Early Childhood Investment

Corporation – The Participating Agencies

The Participating Agencies will be provided with MDE’s financial policies and procedures, as well as instructed and trained on how to comply with EDGAR requirements and to adhere to the rules, regulations and guidelines of OMB Circulars A-21, A-87, A-122, and A-133. Each Participating Agency will be required to comply with MDE’s Michigan Electronic Grants System (MEGS) which is the mechanism for monitoring grant activity, payment requests and reporting. Annual financial expenditure reports are required as part of the federal grant program management.

Project Responsibilities

Participating State Agency	Project	Selection Criterion or Competitive Priority	Project Responsibilities and how project will be organized and managed to ensure implementation of the High-quality Plans	Information Pertinent to Understanding the Proposed Budget for this Project
Michigan Department of Education	RTT-ELC Administration	Not Applicable	The Michigan Department of Education (MDE) is the lead agency. It will be fiduciary for RTT-ELC. MDE will be accountable for meeting goals, timelines, budget and annual targets established in Michigan State Plan. MDE will prepare the annual report that meets criteria outlined in RTT-ELC grant. MDE will address and resolve interagency disputes and policy issues that may arise in the implementation of the Michigan State Plan through the Great Start System Policy Team. MDE will lead the RTT-ELC MOU Implementation Group where operations are reviewed and issues will be addressed. MDE project manager will oversee all internal MDE projects for RTT-ELC grant.	
	Increasing Access to High-quality Child Care	B2	MDE - State Child Care Administrator - will manage CCDF subsidy and RTT-ELC funds to pilot test and prototype new	

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Participating State Agency	Project	Selection Criterion or Competitive Priority	Project Responsibilities and how project will be organized and managed to ensure implementation of the High-quality Plans	Information Pertinent to Understanding the Proposed Budget for this Project
	Early Learning Standards	C1	<p>CCDF subsidy policies and practices.</p> <p>MDE will manage contracts and assure deliverables are met to: create an aligned set of birth-grade 3 early learning standards by leading the revisions, convening groups, managing contractors, editing and routing for approval by the State Board of Education; Transform the content of the standards into web-based learning modules and other accessible materials for early childhood educators and parents through managing contractors, engaging advisory committees, reviewing and approving products. Incorporate learning materials into effective, coaching-based professional development.</p>	
	Family Engagement	C4	<p>MDE will oversee contract to translate early learning standards into useful and family-friendly language and create materials and learning modules. Coordinate with ECIC to ensure programming updates to Great Start CONNECT. MDE will Convene stakeholders to explore avenues for data tracking of early educators not typically recorded in the Great Start CONNECT system. MDE will collaborate with ECIC and its contractors to design and launch family engagement professional development for early learning and development program staff, as well as to pilot and evaluate the use of Parent Cafés to engage parents of high needs children in early learning and development system.</p>	<p>ECIC will carry out updates to Great Start CONNECT and design and launch family engagement professional development.</p>
	Early Learning Work Force Framework	D1	<p>MDE will hire contractor to finalize and disseminate Michigan Core Knowledge and Core Competencies (CKCC) Framework, create needed credentials and expedite and formalize approval process for 4 year and 2 year programs; MDE will work with ECIC complete programming and launch web-based</p>	<p>ECIC will carry out updates to Great Start CONNECT.</p>

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Participating State Agency	Project	Selection Criterion or Competitive Priority	Project Responsibilities and how project will be organized and managed to ensure implementation of the High-quality Plans	Information Pertinent to Understanding the Proposed Budget for this Project
			<p>professional development registry on Great Start CONNECT.</p>	
	<p>Kindergarten Entry Assessment</p>	<p>E1</p>	<p>MDE project lead will direct work of contractor to customize the Work Sampling System® to align with early learning standards; MDE will collaborate with Michigan Association of Intermediate School Administrators Early Childhood Committee to message and implement pilot and eventual statewide implementation. MDE will work with DTMB and CEPI to integrating the KEA results into the Michigan Student Data System, and linking data to the Statewide Longitudinal Data System.</p>	
	<p>Early Learning Data System</p>	<p>E2</p>	<p>MDE will provide oversight for project management plan to assure implementation is implementation.</p>	
<p>Early Childhood Investment Corporation</p>	<p>Tiered Quality Rating and Improvement System (TQRIS)</p>	<p>B1-4</p>	<p>ECIC will appoint a contact person for the RTT-ELC that will serve on the RTT-ELC MOU Implementation Team where operations issues will be addressed. ECIC will address and resolve interagency disputes and policy issues that arise in the implementation of the state’s plan through the Great Start System Policy Team. ECIC will lead the <i>Great Start to Quality</i> (Tiered Quality Rating and Improvement System) implementation. ECIC will implement outreach and engagement of early learning and development programs to participate in <i>Great Start to Quality</i>, through the statewide network of Great Start Regional Resource Centers (RRCs). ECIC will implement outreach and engagement of subsidized FFN providers to participate in <i>Great Start to Quality</i>, through the statewide network of Great Start Regional Resource Centers (RRCs).</p> <p>ECIC will lead, in conjunction with the Michigan Department of</p>	

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Participating State Agency	Project	Selection or Competitive Priority	Project Responsibilities and how project will be organized and managed to ensure implementation of the High-quality Plans	Information Pertinent to Understanding the Proposed Budget for this Project
			<p>Education - Office of Great Start, the revision of policies to include early learning and development programs serving children under IDEA in licensing, and therefore in <i>Great Start to Quality</i>. ECIC will maintain and enhance the <i>Great Start to Quality</i> online platform for review of self-assessments, quality improvement plans, and ratings by <i>Great Start to Quality</i> staff and state level partners.</p> <p>ECIC will ensure inter-rater reliability across the Program Quality Assessment® raters. ECIC will maintaining and enhancing Great Start CONNECT to post early learning and development program quality level ratings on public profiles.</p>	
	TQRIS Validation Study	B5	<p>ECIC will oversee the <i>Great Start to Quality</i> evaluation that includes validation of its effectiveness and provide support for early learning and development programs to participate in the evaluation, through the Great Start Regional Resource Centers. (RRCs)</p>	
Michigan Department of Community Health	Behavioral and Developmental Needs	C3	<p>MDCH will appoint a contact person for the RTT-ELC that will serve on the RTT-ELC MOU Implementation Team where operations issues will be addressed. MDCH will address and resolve interagency disputes and policy issues that arise in the implementation of the Michigan State Plan through the Great Start System Policy Team. MDCH will establish the position of MDCH Project Manager for RTT-ELC (C)(3) Project. MDCH will participate in the review of child care licensing rules related to health, nutrition, safety, and behavioral health. MDCH will lead the review of the Early Childhood Standards related to health, nutrition, safety, and behavioral health. MDCH will lead the implementation of <i>Great Start to Quality</i> - Health Consultation in association with Local Public Health agencies</p>	<p>ECIC will carry out updates related to Great Start CONNECT; ECIC will work with MDCH to integrate health consultation and CSEFEL into <i>Great Start to Quality</i>.</p>

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Participating State Agency	Project	Selection or Competitive Priority	Project Responsibilities and how project will be organized and managed to ensure implementation of the High-quality Plans	Information Pertinent to Understanding the Proposed Budget for this Project
			<p>and Great Start Regional Resource Centers (RRC). MDCH will lead, in conjunction with ECIC, CSEFEL train the trainer and coaching opportunities for RRC quality improvement staff and appropriate community members. MDCH will convene stakeholder committee to review and update trainings and materials for early learning programs to promote health and wellness and health literacy. MDCH will work with RRCs to develop appropriate coding to document receipt of training related to health, nutrition, safety, and behavioral health. MDCH will lead implementation of training to physicians to implement developmental screening in their practices. MDCH Lead analysis of data to assess and improve delivery of well child care and other preventive services (screening). MDCH will lead the development of an Application to conduct 'events' analysis to understand screening, referral, and follow-up in the early learning data system.</p>	
<p>How will these projects will together result in full implementation of the State Plan?</p> <p>The projects that Michigan is proposing build on our progress to date and are based upon our analysis of the data in section A1. The projects balance infrastructure investment designed to produce products or processes of lasting value requiring limited legacy costs, with projects that give the state an opportunity to pilot and prototype innovations the findings of which will then inform program investments both during and at the conclusion of this grant. Michigan's projects reflect the depth of our interagency and cross sector coordination with both state agencies and the Early Childhood Investment Corporation leading major projects. Just under a third of the funds that Michigan will use to implement its plan will come from the RTT-ELC grant; the rest come from private, federal and state sources. Michigan believes this is an incredibly strong indication of the state's commitment to the plan and ultimately to the goal of this competition.</p>				

BUDGET PART II: PARTICIPATING STATE AGENCY

The State must complete Budget Table II-1, Budget Table II-2, and a narrative for each Participating State Agency with budgetary responsibilities. Therefore, the State should replicate the Budget Part II tables and narrative for each Participating State Agency, and include them in this section as follows:

- *Participating State Agency 1: Budget Table II-1, Budget Table II-2, narrative.*
- *Participating State Agency 2: Budget Table II-1, Budget Table II-2, narrative.*
- **BUDGET PART II -TABLES**
- Budget Table II-1: Participating State Agency Budget By Budget Category--The State must include the Participating State Agency's budget totals for each budget category for each year of the grant.

Budget Table II-1: Participating State Agency (Evidence for selection criterion (A)(4)(b)) <Michigan Department of Education>					
Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
1. Personnel	689,100	1,068,400	1,068,400	752,400	3,578,300
2. Fringe Benefits	401,400	605,600	605,600	441,600	2,054,200
3. Travel	13,000	15,600	15,100	13,700	57,400
4. Equipment					
5. Supplies	33,700	13,800	13,800	13,800	75,100
6. Contractual	2,652,200	8,824,900	9,538,000	9,244,900	30,260,000
7. Training Stipends	9,000	380,000			389,000
8. Other	30,000	90,000	22,900	22,900	165,800
9. Total Direct Costs (add lines 1-8)	3,828,400	10,998,300	11,263,800	10,489,300	36,579,800
10. Indirect Costs*	94,300	195,500	203,900	183,100	676,800
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners.	108,000	690,000	830,000	750,000	2,378,000
12. Funds set aside for participation in grantee technical assistance	100,000	100,000	100,000	100,000	400,000

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Budget Table II-1: Participating State Agency (Evidence for selection criterion (A)(4)(b)) <Michigan Department of Education>					
Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
13. Total Grant Funds Requested (add lines 9-12)	4,130,700	11,938,800	12,397,700	11,522,400	40,034,600
14. Funds from other sources used to support the State Plan	6,693,255	11,704,542	8,841,180	8,841,180	36,080,157
15. Total Budget (add lines 13-14)	10,823,955	23,688,342	21,238,880	20,363,580	76,114,757
<p><u>Columns (a) through (d):</u> For each grant year for which funding is requested, show the total amount requested for each applicable budget category.</p> <p><u>Column (e):</u> Show the total amount requested for all grant years.</p> <p><u>Line 6:</u> Show the amount of funds allocated through contracts with vendors for products to be acquired and/or professional services to be provided. A State may apply its indirect cost rate only against the first \$25,000 of each contract included in line 6.</p> <p><u>Line 10:</u> If the State plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to line 11.</p> <p><u>Line 11:</u> Show the amount of funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners through MOUs, interagency agreements, contracts, or other mechanisms authorized by State procurement laws. States are not required to provide budgets for how the localities, Early Learning Intermediary Organizations, Participating Programs, and other partners will use these funds. However, the Departments expect that, as part of the administration and oversight of the grant, States will monitor and track all expenditures to ensure that localities, Early Learning Intermediary Organizations, Participating Programs, and other partners spend these funds in accordance with the State Plan.</p> <p><u>Line 12:</u> The Participating State Agency's allocation of the \$400,000 the State must set aside from its Total Grant Funds Requested for the purpose of participating in RTT-ELC grantee technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated evenly across the four years of the grant.</p> <p><u>Line 13:</u> This is the total funding requested under this grant.</p> <p><u>Line 14:</u> Show total funding from other sources (including Federal, State, private, or local) being used to support the State Plan and describe these funding sources in the budget narrative.</p>					

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Budget Table II-1: Participating State Agency (Evidence for selection criterion (A)(4)(b)) <Michigan Department of Community Health>					
Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
1. Personnel					
2. Fringe Benefits					
3. Travel					
4. Equipment					
5. Supplies	21,600	19,100	29,100	29,100	98,900
6. Contractual	1,207,900	952,000	1,048,700	498,700	3,707,300
7. Training Stipends					
8. Other	69,500	36,700	38,300	30,100	174,600
9. Total Direct Costs (add lines 1-8)	1,299,000	1,007,800	1,116,100	557,900	3,980,800
10. Indirect Costs*					
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners.	1,031,000	1,031,000	1,031,000	1,031,000	4,124,000
12. Funds set aside for participation in grantee technical assistance					
13. Total Grant Funds Requested (add lines 9-12)	2,330,000	2,038,800	2,147,100	1,588,900	8,104,800
14. Funds from other sources used to support the State Plan	37,220,700	31,272,500	27,212,500	27,143,500	122,849,200
15. Total Budget (add lines 13-14)	39,550,700	33,311,300	29,359,600	28,732,400	130,954,000
<p><u>Columns (a) through (d):</u> For each grant year for which funding is requested, show the total amount requested for each applicable budget category.</p> <p><u>Column (e):</u> Show the total amount requested for all grant years.</p> <p><u>Line 6:</u> Show the amount of funds allocated through contracts with vendors for products to be acquired and/or professional services to be provided. A State may apply its indirect cost rate only against the first \$25,000 of each contract included in line 6.</p> <p><u>Line 10:</u> If the State plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to line 11.</p> <p><u>Line 11:</u> Show the amount of funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners through MOUs, interagency agreements, contracts, or other mechanisms authorized by State procurement laws. States are not required to provide budgets for how the localities, Early Learning Intermediary Organizations, Participating Programs, and other partners will use these funds. However, the Departments expect that, as part of the</p>					

Budget Table II-1: Participating State Agency (Evidence for selection criterion (A)(4)(b)) <Michigan Department of Community Health>					
Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
<p>administration and oversight of the grant, States will monitor and track all expenditures to ensure that localities, Early Learning Intermediary Organizations, Participating Programs, and other partners spend these funds in accordance with the State Plan.</p> <p><u>Line 12:</u> The Participating State Agency's allocation of the \$400,000 the State must set aside from its Total Grant Funds Requested for the purpose of participating in RTT-ELC grantee technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated evenly across the four years of the grant.</p> <p><u>Line 13:</u> This is the total funding requested under this grant.</p> <p><u>Line 14:</u> Show total funding from other sources (including Federal, State, private, or local) being used to support the State Plan and describe these funding sources in the budget narrative.</p>					

Budget Table II-1: Participating State Agency (Evidence for selection criterion (A)(4)(b)) <The Early Childhood Investment Corporation>					
Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
1. Personnel	37,500	50,000	50,000	50,000	187,500
2. Fringe Benefits	19,800	26,500	26,500	26,500	99,300
3. Travel	3,200	5,600	5,600	5,600	20,000
4. Equipment					
5. Supplies	11,500	5,000	5,000	5,000	26,500
6. Contractual	1,375,000	2,755,000	2,358,000	1,662,000	8,150,000
7. Training Stipends					
8. Other	15,300	20,500	20,500	18,000	74,300
9. Total Direct Costs (add lines 1-8)	1,462,300	2,862,600	2,465,600	1,767,100	8,557,600
10. Indirect Costs*					
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners.	2,095,700	3,902,300	3,902,500	3,402,500	13,303,000
12. Funds set aside for participation in grantee technical assistance					
13. Total Grant Funds	3,558,000	6,764,900	6,368,100	5,169,600	21,860,600

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Budget Table II-1: Participating State Agency (Evidence for selection criterion (A)(4)(b)) <The Early Childhood Investment Corporation>					
Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
Requested (add lines 9-12)					
14. Funds from other sources used to support the State Plan	2,320,000	2,250,000	1,500,000	1,500,000	7,570,000
15. Total Budget (add lines 13-14)	5,878,000	9,014,900	7,868,100	6,669,600	29,430,600
<p><u>Columns (a) through (d):</u> For each grant year for which funding is requested, show the total amount requested for each applicable budget category.</p> <p><u>Column (e):</u> Show the total amount requested for all grant years.</p> <p><u>Line 6:</u> Show the amount of funds allocated through contracts with vendors for products to be acquired and/or professional services to be provided. A State may apply its indirect cost rate only against the first \$25,000 of each contract included in line 6.</p> <p><u>Line 10:</u> If the State plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to line 11.</p> <p><u>Line 11:</u> Show the amount of funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners through MOUs, interagency agreements, contracts, or other mechanisms authorized by State procurement laws. States are not required to provide budgets for how the localities, Early Learning Intermediary Organizations, Participating Programs, and other partners will use these funds. However, the Departments expect that, as part of the administration and oversight of the grant, States will monitor and track all expenditures to ensure that localities, Early Learning Intermediary Organizations, Participating Programs, and other partners spend these funds in accordance with the State Plan.</p> <p><u>Line 12:</u> The Participating State Agency's allocation of the \$400,000 the State must set aside from its Total Grant Funds Requested for the purpose of participating in RTT-ELC grantee technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated evenly across the four years of the grant.</p> <p><u>Line 13:</u> This is the total funding requested under this grant.</p> <p><u>Line 14:</u> Show total funding from other sources (including Federal, State, private, or local) being used to support the State Plan and describe these funding sources in the budget narrative.</p>					

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Budget Table II-2: Participating State Agency Budget By Project--The State must include the Participating State Agency's proposed budget totals for each project for each year of the grant.

Budget Table II-2: Participating State Agency (Evidence for selection criterion (A)(4)(b)) <Michigan Department of Education>					
Project	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
RTT-ELC Administration	428,500	423,500	423,500	423,500	1,699,000
Early Learning Standards	326,500	268,900	193,100	133,100	921,600
Early Learning Work Force Framework	221,100	375,200	216,700	225,900	1,038,900
Family Engagement	1,824,100	2,318,500	2,801,600	2,702,900	9,647,100
Kindergarten Entry Status Assessment	415,700	2,330,500	2,961,600	2,723,600	8,431,400
Early Learning Data System	7,350,155	7,311,262	3,981,900	3,494,000	22,137,317
Increasing Access to High-quality Child Care	257,900	10,660,480	10,660,480	10,660,580	32,239,440
Total Budget	10,823,955	23,688,342	21,238,880	20,363,580	76,114,757

Budget Table II-2: Participating State Agency (Evidence for selection criterion (A)(4)(b)) <Michigan Department of Community Health>					
Project	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
Behavioral and Developmental Needs	39,550,700	33,311,300	29,359,600	28,732,400	130,954,000
Total Budget	39,550,700	33,311,300	29,359,600	28,732,400	130,954,000

Budget Table II-2: Participating State Agency (Evidence for selection criterion (A)(4)(b)) <The Early Childhood Investment Corporation>					
Project	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
Tiered Quality Rating and Improvement System	4,878,000	7,459,900	6,835,100	5,857,600	25,030,600
TQRIS Validation Study	1,000,000	1,555,000	1,033,000	812,000	4,400,000
Total Budget	5,878,000	9,014,900	7,868,100	6,669,600	29,430,600

BUDGET PART II - NARRATIVE

Describe, in the text box below, the Participating State Agency’s budget, including--

- *How the Participating State Agency plans to organize its operations in order to manage the RTT-ELC funds and accomplish the work set forth in the MOU or other binding agreement and scope of work;*
- *For each project in which the Participating State Agency is involved, and consistent with the MOU or other binding agreement and scope of work:*
 - *An explanation of the Participating State Agency’s roles and responsibilities*
 - *An explanation of how the proposed project annual budget was derived*
- *A detailed explanation of each budget category line item, including the information below.*

1) Personnel

Provide:

- The title and role of each position to be compensated under this grant.
- The salary for each position.
- The amount of time, such as hours or percentage of time, to be expended by each position.
- Any additional basis for cost estimates or computations.

Explain:

- The importance of each position to the success of specific. If curriculum vitae, an organizational chart, or other supporting information will be helpful to reviewers, attach in the Appendix and describe its location.

2) Fringe Benefits

Provide:

- The fringe benefit percentages for all personnel.
- The basis for cost estimates or computations.

3) Travel

Provide:

- An estimate of the number of trips.
- An estimate of transportation and/or subsistence costs for each trip.
- Any additional basis for cost estimates or computations.

Explain:

- The purpose of the travel, how it relates to project goals, and how it will contribute to project success.

4) Equipment

Provide:

- The type of equipment to be purchased.
- The estimated unit cost for each item to be purchased.
- The definition of equipment used by the State.
- Any additional basis for cost estimates or computations.

Explain:

- The justification of the need for the items of equipment to be purchased.

5) Supplies

Provide:

- An estimate of materials and supplies needed, by nature of expense or general category (*e.g.*, instructional materials, office supplies).
- The basis for cost estimates or computations.

6) Contractual

Provide:

- The products to be acquired and/or the professional services to be provided.
- The estimated cost per expected procurement.
- For professional services contracts, the amounts of time to be devoted to the project, including the costs to be charged to this proposed grant award.
- A brief statement that the State has followed the procedures for procurement under 34 CFR Parts 74.40 - 74.48 and Part 80.36.
- Any additional basis for cost estimates or computations.

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Explain:

- The purpose and relation to the State Plan or specific project.

Note: Because grantees must use appropriate procurement procedures to select contractors, applicants should not include information in their grant applications about specific contractors that may be used to provide services or goods for the proposed project if a grant is awarded.

7) Training Stipends

Note:

- The training stipend line item only pertains to costs associated with long-term training programs and college or university coursework that results in a credential or degree, not workshops or short-term training supported by this program.
- Salary stipends paid to teachers and other early learning personnel for participating in short-term professional development should be reported in Personnel (line 1).

Provide:

- Descriptions of training stipends to be provided, consistent with the “note” above.
- The cost estimates and basis for these estimates.

Explain:

- The purpose of the training.

8) Other

Provide:

- Other items by major type or category.
- The cost per item (printing = \$500, postage = \$750).
- Any additional basis for cost estimates or computations.

Explain:

- The purpose of the expenditures.

9) Total Direct Costs

Provide:

- The sum of expenditures, across all budget categories in lines 1-8, for each year of the budget.

10) Indirect Costs

Provide:

- Identify and apply the indirect cost rate. (See the section that follows, Budget: Indirect Cost Information.)

11) Funds distributed to localities, Early Learning Intermediary Organizations, Participating Programs, or other partners through MOUs, interagency agreements, contracts, or other mechanisms authorized by State procurement laws.

Provide:

- The specific activities to be done by localities, Early Learning Intermediary Organizations, Participating Programs, or other partners.
- The estimated cost of each activity.
- The approximate number of localities, Early Learning Intermediary Organizations, Participating Programs, or other partners involved in each activity.
- The total cost of each activity (across all localities, Early Learning Intermediary Organizations, Participating Programs and other partners).
- Any additional basis for cost estimates or computations.

Explain:

- The purpose of each activity and its relation to the State Plan or specific project.

Note: States are not required to provide budgets for how the localities, Early Learning Intermediary Organizations, Participating Programs, and other partners will use these funds. However, the Department expects that, as part of the administration and oversight of the grant, States will monitor and track all expenditures to ensure that localities, Early Learning Intermediary Organizations, Participating Programs, and other partners spend these funds in accordance with the State Plan.

12) Funds set aside for participation in grantee technical assistance

Provide:

- The amount per year set aside for this Participating State Agency.

Note: The State must set aside \$400,000 from its Total Grant Funds Requested for the purpose of participating in RTT-ELC grantee technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated to Participating State Agencies evenly across the four years of the grant.

13) Total Funds Requested

Provide:

- The sum of expenditures in lines 9-12, for each year of the budget.

14) Other Funds Allocated to the State Plan

Provide:

- A description of the sources of other funds the State is using to support the projects in the State Plan.
- A description of how the quality set-asides in CCDF will be used for activities and services described in the State Plan, if applicable.
- Any financial contributions being made by private entities such as foundations.

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Explain:

- Each funding source, the activities being funded and their relation to the State Plan or specific project, and any requirements placed on the use of funds or timing of the activity.

15) Total Budget

Provide:

- The sum of expenditures in lines 13 and 14, for each year of the budget

Budget Part II - Narrative

The Michigan Department of Education (MDE) Office of Great Start intends to hire a Grant Coordinator to oversee activities of the participating state agencies and a Grant Manager to coordinate all projects being implemented within MDE. MOUs have been negotiated and signed by all participants to efficiently coordinate efforts of Michigan's plan.

If Michigan is successful in receiving this grant, the award would be made to MDE, the lead agency. The lead agency would oversee the projects administered by the partnering agencies, review the requests for funds submitted by the participating agencies, and approve the payments to the participating agencies. The payments would be processed on a reimbursement basis, and cash payments would be made in accordance with CMIA. MDE would request reimbursement using the federal letter of credit established under the department. Annual expenditure reports would be required from all participating agencies. All records retention and management would be in accordance with the State of Michigan approved Retention Schedule.

FUND MANAGEMENT PER PARTICIPATING STATE AGENCY

The Michigan Department of Education – Lead Agency

As the lead agency, the Michigan Department of Education's (MDE) Central Support Offices are prepared to support the activities of Michigan's RTT-ELC plan. The Budget, Accounting, Audit and Grants Offices have experienced staff in project and grants management. MDE has documented policies and procedures for budget, spending plans, accounting, purchasing, and reporting functionalities.

MDE has a successful history of managing many federal grants and programs. Consolidated Central Support Offices within MDE has created a wealth of expertise, knowledge, and well developed and proven successful systems. During the previous MDE Single Audit for State fiscal years 2008 and 2009, the Department was not cited for any federal accounting internal control findings. Below is a description of each of the centralized support offices that would provide overall structure for the State Plan:

Budget Office

The MDE Budget Office provides central control and coordination of the operations budget which totals over \$331 million and includes over sixty federal, state, and restricted programs. In its central control role, the Budget Office reviews and approves all personnel hires, insures adherence to internal MDE policies and procedures as well as external requirements such as federal regulations, Executive Directives, Department of Technology, Management and Budget (DTMB) Directives, Civil Service, etc. Monitoring of program expenditures and identification of issues that are fiscal in nature are also a responsibility of this unit.

In its more traditional role, the office facilitates the budget development process and works with DTMB, both Senate and House Fiscal Agencies, the Legislature, and various legislative staff as each budget is reviewed and finalized.

Accounting

The daily operations of Office of Financial Management Accounting Program are driven by essential tasks mandated by state and federal laws and other statutory requirements. The Office is responsible for all state and federal accounting activities.

This area prepares the annual analysis and submission of the indirect cost rate used to distribute cost to grants, contracts and other applications funded by Federal agencies. It also maintains the federally approved cost allocation plans for various MDE offices and performs complex cost allocations.

The federal grant cash management and reporting system maintained by MDE disburses, controls, and accounts for grant payments totaling approximately one billion dollars annually to school districts, public school academies, day care centers, and other grantees. The Cash Management System (CMS) operates in a .Net environment and is available 24 hours a day through a web-based application. Grant recipients can request reimbursement for expenditures

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from federal funds made available through the allocation process. The CMS functions allow local and intermediate school districts, public school academies, day care centers, colleges and universities to receive federal reimbursement for allowable expenditures through the Requesting Funds and Certifying Funds Requests Modules. Recipients are thus required to report and certify Final Expenditure Reports, view data and control agency access.

The increased functionality and reporting requirements of the CMS allows MDE staff to better monitor and control federally-funded programs by providing detailed reliable financial data, reports that promote effective and efficient operations and encourages compliance with applicable laws, rules and regulations. Cash payments are made in accordance with CMIA. Employees assigned to the grant function provide customer service and technical assistance to over 2,800 grant recipients statewide.

In addition, over \$1 billion federal dollars is collected and accounted for in accordance with the Federal Cash Management Improvement Act (CMIA). Six federal letters of credit are controlled and records maintained for each federal grant award received, including reconciliations between the payment compilation records of the federal government to the amounts recorded in the state's accounts. Expenditure reports are also filed through this office.

MDE utilizes the State's accounting system to pay vendors for goods and services, MDE staff and non-state employees for travel, and other state agencies for services provided. This section assists in exercising budgetary control over appropriations, which includes review of available appropriation balances for MDE operating units. Accounting books and records are closed in accordance with the State's policies and procedures. All accounting is performed in accordance with professional accounting standards.

Staff also provide professional procurement services to assist MDE operating units with purchase and payment of supplies, equipment and services, offer ADPICS training to MDE staff, administer the DMB purchasing card, coordinate record center activities and maintain and account for MDE's fixed asset inventory.

Office of Audits

The Office of Audits is responsible for federal subrecipient monitoring. State School Aid, which is estimated at \$13 billion, is allocated to school districts in the form of general aid and categorical aid. The amount of general aid allocated to each district is based on the number

of full-time equivalent pupils counted by the district on the count dates. ISD auditors audit these counts. The Department is responsible for providing guidance and overseeing the quality of these audits.

MDE receives over \$2 billion in federal funds annually. The majority of the funds are passed through to subrecipients. One of the prerequisites for the receipt of those federal funds is that the subrecipients must submit annual single audits to MDE. The Department is required to assure that the federal expenditures were audited, assure that the audits meet the federal requirements, follow up on audit findings and corrective actions, follow up on audit quality issues, perform quality control reviews of selected audit firms and take actions with auditors performing substandard work. Approximately 1,000 audits are reviewed each year.

Grants Coordination

The Grants Administration and Coordination Unit (Grants Unit) is responsible for the overall coordination of grants received and administered by the Department and for the administration of specific grant programs assigned to this Office. Additionally, this unit is responsible for coordinating centralized reporting to the U.S. Department of Education on federal grant programs (ARRA Section 1512 Reports). The Grants Unit also is responsible for pupil transportation, nonpublic schools, home schools and boarding schools. In its grant coordination role, the Grants Unit coordinates and implements MDE grant approval procedures providing application and/or to distribution of grant funds, including formalizing recommendations for the Superintendent.

Major responsibilities include the following:

1. Review and approve recommendations for grant awards to sub grantees.
2. Coordinate the application process within the Department for grants from which the Department is requesting funds.
3. Coordinate the Section 1512 reporting process within the Department for federal grants which the Department receives and manages.
4. Provide information about the availability of grants to staff, school districts, legislative offices, and general public.
5. Administer specific grant programs as assigned, e.g. School Bus Driver Safety Education

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Program and the Education Jobs Fund.

6. Coordinate the development and maintenance of the Michigan Electronic Grants System (MEGS), the Child Nutrition Application Program (CNAP), and the Cash Management System (CMS).
7. Provide internal and external leadership and direction in matters related to Pupil Transportation, e.g. staff support to statewide and national organizations and committees external and internal in Pupil Transportation and School Bus Safety.
8. Maintain nonpublic school registrations; provide internal and external leadership in matters related to nonpublic schools.

The Michigan Department of Community Health and the Early Childhood Investment Corporation – The Participating Agencies

The Participating Agencies will be provided with MDE's financial policies and procedures, as well as instructed and trained on how to comply with EDGAR requirements and to adhere to the rules, regulations and guidelines of OMB Circulars A-21, A-87, A-122, and A-133. Each Participating Agency will be required to comply with MDE's Michigan Electronic Grants System (MEGS) which is the mechanism for monitoring grant activity, payment requests and reporting. Annual financial expenditure reports are required as part of the federal grant program management.

PARTICIPATING STATE AGENCY ROLES PER PROJECT

Michigan Department of Education (MDE)

Early Learning Challenge Administration

As the lead agency, MDE will be responsible for administering all RTT-ELC project funds. This includes the oversight of all projects being implemented within the department and the coordination with other participating state agencies. MDE will hire an Early Learning Challenge Grant Coordinator to administer this grant and report directly to the Deputy Superintendent leading the Office of Great Start on the state's progress in meeting the outcomes laid out in the State Plan.

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The budget for this project was derived using standard state rates for staffing, travel and technology.

Early Learning Standards

MDE will be responsible for implementing the Early Learning Work Force Framework project and all associated funds. A Project Manager will be hired by MDE to review two and four year higher education programs and to manage the development of an infant/toddler credential. Contractors will be utilized to carry out a portion of the work—including the writing of the infant/toddler credential curriculum and the updating of the Core Knowledge and Core Competencies. All contractors will operate with oversight by the Office of Great Start. The Early Childhood Investment Corporation (ECIC) currently contracts with WorkLife Systems for the management of Great Start CONNECT, Michigan's 24/7 child care resource and referral database and professional development registry. Costs have been built in for the modification of the registry in accordance with the *Core Knowledge and Core Competencies* updates included in the scope of this project and the standards updates included in the overall grant application. The budget for this project was derived using standard state rates for staffing, travel and technology. Other items (non-standard costs) were estimated using information related to comparable past projects.

Early Learning Work Force Framework

MDE will serve as the lead in terms of implementing the Early Learning Work Force Framework project and administering all associated funds. In this role, the department will:

- Formalize the relationship between MDE-OGS and the state's postsecondary institutions to align degrees with the *Core Knowledge and Core Competencies* (CKCC) Framework.
- Review two and four year higher education programs and manage the development of needed credentials, including an infant/toddler credential.
- Finalize and disseminate the Michigan CKCC Framework.
- Serve on the Curriculum Review Advisory Committee (CRAC) to ensure professional development opportunities are aligned with the CKCCs.

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- Coordinate with ECIC for programming updates to Great Start CONNECT in accordance with the CKCC and standards updates.
- Participate in plans for professional development and workforce development through an advisory group and the Great Start Systems Operations Team.

Contractors, operating with oversight by the Office of Great Start, will be utilized to carry out a portion of the work—including the writing of the infant/toddler credential curriculum and the updating of the Core Knowledge and Core Competencies.

The budget for this project was derived using standard state rates for staffing, travel and technology. Other items (non-standard costs) were estimated using information related to comparable past projects.

Family Engagement

MDE will serve as the lead in terms of implementing the Family Engagement project and administering all associated funds. In this role, the department will:

- Oversee the contract to translate early learning standards into useful and family-friendly language and create materials and learning modules.
- Coordinate with ECIC to ensure programming updates to Great Start CONNECT in order to collect and generate reports on parent engagement training for early childhood educators.
- Convene stakeholders to explore avenues for data tracking of early educators not typically recorded in Great Start CONNECT.
- Collaborate with ECIC and its contractors to design and launch family engagement professional development for early learning and development program staff, as well as to pilot and evaluate the use of Parent Cafés to engage parents of high needs children in early learning and development system.

The budget for this project was derived using standard state rates for staffing, travel and technology. Other items (non-standard costs) were estimated using information related to comparable past projects.

Kindergarten Entry Status Assessment

MDE will serve as the lead in terms of implementing the Kindergarten Entry Assessment project and administering all associated funds. In this role, the department will:

- Direct the customization of the Work Sampling System to align with Michigan early learning standards.
- Collaborate with the Michigan Association of Intermediate School Administrators Early Childhood Committee to message and implement Kindergarten Entry Assessment (KEA) pilot and eventual statewide roll-out, as provided in the plan.
- Integrate the KEA results into the Michigan Student Data System, and linking data to the Statewide Longitudinal Data System.

The budget for this project was derived using standard state rates for staffing, travel and technology. Other items (non-standard costs) were estimated using information related to comparable past projects.

Increasing Access to High-quality Child Care (Early Learning Scholarship)

MDE will be responsible for implementing the Early Learning Scholarships project and all associated funds through the Child Development and Care Program Area. A Scholarship Coordinator will be hired by MDE to review licensed and registered child care programs who are applying to be a high-quality scholarship recipient to provide care for high need children and to award scholarships to qualifying providers and match these providers with high needs children/families. Contractors will be utilized to carry out recruitment of high-quality providers and to implement all necessary technology changes affecting the child care subsidy eligibility system. All contractors will operate with oversight by the Office of Great Start.

The budget was derived using standard state rates for staffing, travel and technology. Other items (non-standard costs) were estimated using information related to comparable past projects.

Early Learning Data System

The Center for Educational Performance and Information (CEPI) and the Michigan Department of Technology, Management and Budget (DTMB) will coordinate and oversee the Early Learning Data System (ELS) project components and outcomes on behalf of the Michigan Department of Education and in partnership with the Michigan Department of Community Health (DCH) and Michigan Department of Human Services (DHS). CEPI's expertise is in school, staff and student data collection and tracking, and DTMB is technology arm of state government in Michigan. Together the two state agencies will be responsible for overseeing and completing the project deliverables.

Grant funds designated to CEPI will cover costs associated with CEPI and DTMB overall oversight, delivery and implementation of the ELS project. Funds were also estimated for DCH and DHS staff to cover costs associated with updating existing systems to link with the Michigan Statewide Longitudinal Data System (MSLDS). Although technology vendors will be critical to the overall project deliverables, the DTMB team will ensure that the solutions are crafted in line with state technology standards (security, web presence, firewall compliance, etc.) and state enterprise solutions. Relevant costs are spread over the four-year project life in relation to deliverables and level-of-effort estimates.

Michigan Department of Community Health (MDCH)

Health, Behavioral and Developmental Needs

MDCH will be responsible for implementing the Behavioral and Developmental Needs project and administering all associated funds. In this role, the department will:

- Review and improve the health, nutrition, safety, and behavioral health related portions of the early learning standards and licensing standards.
- Lead the implementation of Child Care Health Consultation in association with Local Public Health agencies and Great Start Regional Resource Centers (RRC).
- Conduct, in conjunction with ECIC, Center for Social Emotional Foundations for Early Learning (CSEFEL) train the trainer and coaching opportunities for RRC quality improvement staff and appropriate community members.

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- Convene a stakeholder committee to review and update trainings and materials for early learning programs to promote health and wellness and health literacy.
- Implement training for physicians focused on incorporating developmental screening in their practices.
- Assess and improve delivery of well child care and other preventive services (screening) through the analysis of data.
- Develop an Application to conduct ‘events’ analysis to understand screening, referral, and follow-up.
- Facilitate the dissemination of health literacy materials through existing messaging initiatives.

The budget was derived using standard state rates for staffing, travel and technology. Other items (non-standard costs) were estimated using information related to comparable past projects.

Early Childhood Investment Corporation (ECIC)

Tiered Quality Rating and Improvement System (TQRIS)

- Responsible for leading the *Great Start to Quality* (Tiered Quality Rating and Improvement System) implementation, including:
 - Ensuring the *Great Start to Quality* standards are comprehensive and support early learning and development programs to improve and maintain high-quality levels.
 - Maintain and increase linkages between *Great Start to Quality* and licensing.
 - Responsible for implementing the projects identified in Michigan’s Early Learning Advisory Council (ELAC) work plan, including a review and revision of the early learning standards.
 - Responsible for outreach and engagement of early learning and development programs to participate in *Great Start to Quality*, through the statewide network of Great Start Regional Resource Centers (RRCs).
 - Responsible for outreach and engagement of subsidized FFN providers to participate in *Great Start to Quality*, through the statewide network of Great Start Regional Resource Centers (RRCs).

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- Lead, in conjunction with the Michigan Department of Education - Office of Great Start, the revision of policies to include early learning and development programs serving children under IDEA in licensing, and therefore in *Great Start to Quality*.
- Responsible for maintaining and enhancing the *Great Start to Quality* online platform for review of self-assessments, quality improvement plans, and ratings by *Great Start to Quality* staff and state level partners.
- Ensure inter-rater reliability across the Program Quality Assessment® raters.
- Responsible for maintaining and enhancing Great Start CONNECT to post early learning and development program quality level ratings on public profiles.
- Responsible for leading the *Great Start to Quality* implementation.
- Responsible for providing workforce development opportunities, and intensive supports, services, and incentives for early learning and development programs serving children with high needs to improve quality, through the Great Start Regional Resource Centers. (RRCs)

The budget for this project was derived using standard corporate rates for staffing, travel and technology. Other items (non-standard costs) were estimated using information related to comparable past projects.

TQRIS Validation Study

- Responsible for the *Great Start to Quality* evaluation that includes validation of its effectiveness.
- Provide support for early learning and development programs to participate in the evaluation, through the Great Start Regional Resource Centers (RRCs).

The budget for this project was derived using standard corporate rates for staffing, travel and technology. Other items (non-standard costs) were estimated using information related to comparable past projects.

BUDGET CATEGORIES BY AGENCY

1) Personnel

Michigan Department of Education

All MDE salary projections are base on State of Michigan, Department of Civil Service, position costs.

- Administration – Coordinator. Education Consultant 14. Full-time, 40 hours per week. Annualized Salary \$76,000. Expertise coordinating federally funded grants, related contracts, and multiple large complicated projects. This position will coordinate all activities and projects for all participating agencies.
- Administration – Manager. Department Specialist 13. Full-time, 40 hours per week. Annualized Salary \$69,000. A manager with expertise in managing federally funded grants and related contracts as well as project management. This position will oversee all activities and projects for MDE.
- Administration – Administrative Support. Secretary 9. Full-time, 40 hours per week. Annualized Salary \$36,000. This position will provide support to the MDE for related grant activities.
- Early Learning Standards. Education Consultant 13. Half-time, 20 hours per week. Annualized salary \$76,400. Expertise in early learning standards and professional development will be hired for the length of the grant period to supervise the work of contractors and assure coordination with the work of the Great Start Early Learning Curriculum Review Advisory Council and other aspects of the coordinated plan, including professional development offered as parts of *Great Start to Quality* and components of the workforce development plan. The employee (or possibly, a contractor) will report to the Project Manager within MDE-OGS. A master's degree in early childhood education and experience with workforce development at the community or higher education institution levels is required. It is critical that the professional development modules be aligned in multiple ways, and that the standards be covered in depth but in ways that will build accessibility to professional development for all of the workforce.

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- Early Learning Work Force Framework. Work Force Development Project Manager. Educational Consultant 13. Full-time, 40 hours per week. Annualized salary \$76,500. Conducting two and four year program reviews and providing technical assistance to those who are not meeting the standards. Expand articulation between two and four year programs. Developing Infant/Toddler credential and curriculum to support work force development of staff working in programs serving children with high needs. Project manager will need to have Master's Degree with relevant experience in coursework, content review and infant/toddler expertise.
- Kindergarten Entry Status Assessment. Education Consultant 13. Full-time, 40 hours per week. Annualized salary \$76,440. Expertise in early elementary and early childhood programs, assessment, and professional development will be hired for the length of the grant period to supervise the work of contractors and assure coordination with the work of the Office of Great Start (OGS) and other aspects of the coordinated plan, and with MDE curriculum and assessment initiatives. The employee will report to the Project Manager within MDE-OGS. A master's degree in early childhood education or equivalent is required. It is critical that the MIMSR be widely accepted, so this person will need great skill in problem solving and interpersonal and group dynamics.
- Increasing Access (Scholarships). Scholarship Coordinator Department Analyst 12. Full-time, 40 hours per week. Annualized salary \$63,300 for years 2-4. Conducting reviews of licensed and registered child care programs who are applying to be a high-quality scholarship recipient to provide care for high need children. Award scholarships to qualifying providers and match these providers with high needs children/families.
- Data System:

Personnel	Annual Salary	FTE %	Total Salary
CEPI Director	96,000	10%	9,600
CEPI Student Data Manager	92,000	20%	18,400
CEPI School Data Mgr (Portal)	92,000	20%	18,400
CEPI Longitudinal Data Mgr	92,000	20%	18,400
CEPI LDS Implementation Mgr	72,000	20%	14,400
CEPI Integration Manager	72,000	30%	21,600
CEPI Project Coordinator	69,000	20%	13,800

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CEPI ETL Analyst	60,000	20%	12,000
CEPI Metadata Quality Analyst	60,000	20%	12,000
CEPI UIC Data Analyst	65,000	50%	32,500
CEPI Early Childhood Analyst	60,000	100%	60,000
CEPI Portal Analyst	65,000	20%	13,000
DTMB Client Services Director	96,000	10%	9,600
DTMB Senior Project Manager	110,000	20%	22,000
DTMB Development Manager	86,000	20%	17,200
DTMB Metadata and ETL Specialist	75,000	20%	15,000
DTMB Infrastructure Specialist	75,000	20%	15,000
DTMB Operational Database Adm	75,000	20%	15,000
DTMB Longitudinal Database Adm	75,000	20%	15,000
DHS Manager	86,000	20%	17,200
DCH Manager	86,000	20%	17,200
DHS Database Admin	75,000	15%	11,250
DCH Database Admin	75,000	15%	11,250
DHS Data Analyst	65,000	50%	32,500
DCH Data Analyst	65,000	50%	32,500

474,800

Total (four-year) 1,899,200

Michigan Department of Community Health

- MDCH Project Manager. A manager will be hired through a contract with the Southeastern Michigan Health Association (SEMHA). Information about salary, fringe, travel, and the role of the MDCH Project Manager is included in Section 6, Contractual.

Early Childhood Investment Corporation

- ECIC Contract Manager. A full-time, 40 hours per week. Annualized Salary: \$50,000. A contract manager is needed with expertise in managing federally funded grants and the related contracts, as well as experience in running a request for proposal. Costs are estimated for an employee at this level, with a bachelor's degree in accounting or finance or related degree.

2) Fringe Benefits

Michigan Department of Education

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Fringe benefits for Michigan Department of Education are calculated at a rate of 63.5% of salary, based on an average documented cost projection by the State of Michigan Budget Office, and assume full family benefits. Includes: life insurance, retirement, long term disability, medical, dental, and vision.

- Administration – Coordinator - \$48,200, Manager - \$43,800, and Administrative Support - \$22,900 annualized.
- Early Learning Standards - Education Consultant 13 - \$48,600 annualized.
- Early Learning Work Force Framework - Work Force Development Project Manager - \$48,600 annualized.
- Kindergarten Entry Status Assessment - Education Consultant 13 - \$48,540 annualized.
- Increasing Access (Scholarships) – Scholarship Coordinator Department Analyst 12. - \$40,200 annualized for years 2-4.
- Data System:

Personnel	Benefits	FTE %	Total Benefits
CEPI Director	47,000	10%	4,700
CEPI Student Data Manager	40,000	20%	8,000
CEPI School Data Mgr (Portal)	40,000	20%	8,000
CEPI Longitudinal Data Mgr	40,000	20%	8,000
CEPI LDS Implementation Mgr	40,000	20%	8,000
CEPI Integration Manager	40,000	30%	12,000
CEPI Project Coordinator	38,000	20%	7,600
CEPI ETL Analyst	38,000	20%	7,600
CEPI Metadata Quality Analyst	38,000	20%	7,600
CEPI UIC Data Analyst	38,000	50%	19,000
CEPI Early Childhood Analyst	38,000	100%	38,000
CEPI Portal Analyst	38,000	20%	7,600
DTMB Client Services Director	47,000	10%	4,700
DTMB Senior Project Manager	50,000	20%	10,000
DTMB Development Manager	40,000	20%	8,000
DTMB Metadata\ETL Specialist	25,000	20%	5,000
DTMB Infrastructure Specialist	33,000	20%	6,600
DTMB Operational Database Adm	40,000	20%	8,000
DTMB Longitudinal Database Adm	35,000	20%	7,000
DHS Manager	40,000	20%	8,000
DCH Manager	40,000	20%	8,000

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DHS Database Admin	35,000	15%	5,250
DCH Database Admin	35,000	15%	5,250
DHS Data Analyst	35,000	50%	17,500
DCH Data Analyst	35,000	50%	17,500
	965,000		<u>246,900</u>
Totals (four-year)			<u>987,600</u>

Michigan Department of Community Health

- The MDCH Project Manager will be hired through a contract with the Southeastern Michigan Health Association (SEMHA). Information about salary, fringe, travel, and the role of the MDCH Project Manager is included in Section 6, Contractual.

Early Childhood Investment Corporation

- Calculated at 53.0% of salary, or \$26,500 annualized

3) Travel

Michigan Department of Education

MDE travel costs are based on established Michigan Department of Technology, Management and Budget approved rates.

- Administration - Mileage and overnight travel is expected for the Coordinator position. 500 miles @ .55/mile, 2 overnights and meals per year. A total of \$500 per year, \$2,000 over the four year period. The Project Coordinator will need to travel to meet with participating agencies, stakeholders, and attend trainings.
- Standards - Education Consultant 13 - Local and instate travel; 1000 miles/year @.55/mile = \$550; per diem 6 meetings in state @ \$76.50 per day = \$460. Consultant will need to travel locally and on a limited basis to meet with stakeholders.
- Early Learning Work Force Framework - Travel will be utilized to provide technical assistance to two and four year programs in terms of meeting program standards. \$4,350 for lunch and material costs for six meetings @\$12 per person for 3 years —20 attendees. \$4,900 for Project Manager- Program review meetings—every two months in years 1 and

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2, and quarterly in years 3 and 4. Assume 20 attendees @\$12 per person (materials and lunch). No mileage costs. \$3,600 for Project Manager on-site technical assistance meetings for years 2, 3 and 4 (mileage). Assume 10 on-site visits per year to 2/4 year programs for technical assistance. Average distance: 200 miles @ standard mileage reimbursement of .39 per miles. Assume 5 on-site visits per year to 2/4 year programs for technical assistance needing overnight accommodations—hotel, lunch and dinner (\$88.75 per visit).

- Kindergarten Entry Status Assessment - Consultant will need to travel locally to support trainers and attend trainings. Local and instate travel; 18,100 miles/year @.55/mile = \$10,000; year 1 prorated at $\frac{3}{4}$ of a year.
- Increasing Access (Scholarships). \$1,100 for stakeholder meetings in year one: Lunch and material costs for six meetings @\$12 per person—15 attendees. Meetings will be conducted to increase stakeholder buy-in and engagement in terms of reforming Michigan's child care subsidy model.

Michigan Department of Community Health

- The MDCH Project Manager will be hired through a contract with the Southeastern Michigan Health Association (SEMHA). Information about salary, fringe, travel, and the role of the MDCH Project Manager is included in Section 6, Contractual.

Early Childhood Investment Corporation

- Overnight, in-state and out-of-state travel is expected for the consultant position – 25 in-state overnights @ \$70 per night = \$1,800 per year for each of the four years totaling \$7,200; 25 meals at \$8.00 per meal for each of the four years totaling \$800; 5 out-of-state trips for meetings and trainings airfare \$300 per roundtrip flight for years two through four totaling \$4,500, we expect 2 out-of-state trips in year one for a total of \$600; hotels for out-of-state trips at \$100 per night with two nights per trip for each of the four years totaling \$3,400; out-of-state meals at \$30 per day times 17 days totaling \$500. Trainings estimated at \$300 per training with approximately 3 trainings per year, except year one, where only one training is expected, total for the four years is \$3,000.

4) Equipment

- No equipment expenditures are requested specific to the Early Learning Challenge Grant. Equipment is defined by the state and federal regulations as having of value of greater than \$5,000. Items less than \$5,000 are included under the Supplies category.

5) Supplies

Michigan Department of Education

- Administration – Laptops. \$4,500 for 3 Laptops w/stand monitor, keyboard, mouse & printer, \$1,500 each.
- Administration – Network charges. \$10,800 for DTMB network charges. \$900 per year per for 3 computers.
- Administration - \$1,000 annual for general supplies and conference calls.
- Administration – Telephone. \$5,000 for telephone, (\$400 per year for 3 phones) including line, phone and voicemail access plus long distance and local charges (\$35 per month); \$200 for initial telephone installation (2 hours at \$100 per hour).
- Early Learning Standards – Consultant 13 - Laptop with stand monitor, keyboard, mouse and printer: \$2,500; Consultant will need access to state systems, network charges \$900/year.
- Early Learning Standards - \$1,000 annually for printing, paper, etc.
- Early Learning Work Force Framework - \$1,500 for laptop computer and printer; \$3,600 for computer network charges, \$1,600 for telephone and voicemail (\$35 per month); \$400 for Virtual Private Network (VPN) (\$7.75 per month); \$2,400 for general office supplies.
- Kindergarten Entry Status Assessment – Laptop. Consultant will need access to state network. Laptop with stand monitor, keyboard, mouse and printer: \$2700. Network charges \$900/year.
- Kindergarten Entry Status Assessment - Office Supplies. \$1,000 annually for printing, paper, toner, etc.
- Increasing Access (Scholarships). \$1,500 for laptop computer and printer; \$3,600 for computer network charges; \$1600 for telephone and voicemail (\$35 per month); \$2,400 for instructional materials and office supplies (\$50 per month).

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- Data System - Office PC. A total of \$7,200 has been budgeted to procure computers and related computing items for a total of six FTE's assigned to the project. This is not indicative of the total effort of the state, however, the computer upgrades are necessary to carry out the work of this project and defrays some of the added costs to the state. These costs were spread over the life of the grant.
- Data System - General Office. This covers the cost of supplies (pens, paper, files, etc.) and computer software supplies (software, printer toner, fax toner, etc.), It is estimated that \$100 per month will help defray project related costs for CEPI/DTMB. These supplies will be used to carry out daily activities related to the project. We have spread these costs over the four-year project life.

Michigan Department of Community Health

- CSEFEL – \$9,100 will be used to purchase training materials for 260 people @ \$35/person.
- Health Literacy - \$60,000 has been set aside to purchase and/or create and produce materials to improve health literacy for families. This work may be carried out in conjunction with the state's First Time Motherhood grant and /or the Social Emotional Messaging workgroup, and will also coordinate with the physicians participating in the Developmental Screening project.
- Developmental Screening - \$20,000 will be used to purchase Ages and Stages Questionnaires-3rd Edition (ASQ) and Ages and Stages Questionnaires – Social Emotional (ASQ S-E) Starter Kits to provide to physician offices.
- General - MDCH will purchase a laptop computer and docking station to be used the Project Manager. The estimated cost for computer, docking station, and dual monitors is \$1,800, to be purchased using the vendor contract established by Michigan Department of Technology, Management and Budget. MDCH includes equipment valued below \$5,000 in Supplies, rather than as Equipment.
- General - \$8,000 is allocated for general offices supplies, such as paper, folders, pens, and other daily supplies.

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Early Childhood Investment Corporation

- \$2,000 annual for supplies for both the staff and consultant. \$5,000 for office furniture and workstation for contract manager.
- One desktop, monitor, keyboard and personal printer - \$2,500

6) Contractual

All State of Michigan contracts are awarded following the procedures for procurement under 34 CFR Parts 74.40 - 74.48 and Part 80.36, as well as State of Michigan competitive procurement policies, procedures and regulations.

Michigan Department of Education

- Early Learning Standards Writer. Development of 30 modules for Early Learning and Program Standards in Years 1 and 2. Materials and methods design; individual or entity with strong knowledge of adult learning methodologies. Modules created for use in Great Start CONNECT and adapted for higher education, multiple formats, including on-line, hybrid and face-to-face. Twelve month contract: 1,200 hours x \$35.00/hr = \$42,000
- Early Learning Standards Graphic Design for module materials, various media, \$5,000 x 30 = \$150,000
- Early Learning Standards Video Development – Development of additional illustrative video vignettes to illustrate standards; embed in training. Vendor creates the scripts, identifies the venue for video footage, records, edits and produces for web access. 30 vignettes = \$150,000
- Early Learning Work Force Framework – Writer for updating *Core Knowledge and Core Competencies*. \$45 per hour for a maximum of 832 hours per year with 34.65% retirement. \$50,500 for the first 2 years.
- Early Learning Work Force Framework – Writer of Infant/Toddler Credential Training and Curriculum. \$45 per hour for a maximum of 832 hours per year with 34.65% retirement. \$50,500 for years 2-4.
- Early Learning Work Force Framework – ECIC for Great Start CONNECT registry enhancements - \$20,000 for years 2 and 3.

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- Family Engagement - Standards Translation for Families: Writer. Writer, materials and methods design; individual or entity with family engagement and early learning content knowledge. Twelve month contract: 1,200 hours x \$35.00/hr = \$42,000 (expenditure occurs 50% in year 1, 50% in year 2).
- Family Engagement - Standards Translation for Families: Graphic Design. Graphic design for family engagement in standards knowledge materials, \$2,600; Translation services for all materials, \$50/hr x 10 hrs x ten languages, \$5,000 (expenditure occurs as materials are developed and approved; beginning with year 2); printing of materials, \$12,000 (expenditure occurs as materials are developed and approved; beginning with year 2, maintained in Year 3 and Year 4).
- Family Engagement - Standards Translation for Families: Video vignettes. Video vignettes produced to illustrate standards for families or providers. Vendor creates the scripts, identifies the venue for video footage, records, edits and produces for web access. 30 vignettes = \$150,000 (Expenditure occurs 50% in year 1, 50% in year 2).
- Family Engagement - Standards Training for Early Learning Program: Writer. Writer, materials and methods design; individual or entity with strong knowledge of adult learning methodologies. Modules created for use in CONNECT, multiple formats, including on-line, hybrid and face-to-face. Twelve month contract: 1,200 hours x \$35.00/hr = \$42,000 (Year 1 @ \$21,000, Year 2 @ \$21,000).
- Family Engagement - Standards Training for Early Learning Program: Graphic design. Graphic design for module materials, various media, \$5,000 split between years 1 and 2.
- Family Engagement - Standards Training for Early Learning Program: Video vignettes. Development of additional illustrative video vignettes to illustrate standards; embed in training. Vendor creates the scripts, identifies the venue for video footage, records, edits and produces for web access. 30 vignettes = \$150,000 created in Years 2 and 3.
- Kindergarten Entry Status Assessment – Modification of WSS® to MIMSR. 2012: \$65,000
- Kindergarten Entry Status Assessment – Field test. 2012: Training, materials, licenses for 30 teachers, program management \$68,000

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- Kindergarten Entry Status Assessment – Pilot. 2013: Training, classroom materials, student licenses, program management for 100 trainers, 600 teachers, 20,000 students \$326,000. 100 contracted Early Childhood Specialists; 4 days training + 10 days providing training and support @\$500/day = \$700,000
- Kindergarten Entry Status Assessment – Implementation. 2014: Training, classroom materials, student licenses, program management for 7,200 teachers, 100,000 students \$1,108,000. 100 contracted Early Childhood Specialists; 8 days providing training + 22 days providing support @\$500/day \$1,500,000. 2015: Training, classroom materials for 10% of staff; licenses for 120,000 students \$870,000. 100 contracted Early Childhood Specialists; 8 days training + 22days teacher support @\$500/day = \$1,500,000.
- Kindergarten Entry Status Assessment – Marketing. Web-site/page design. Social marketing campaign and materials - parents Strategic communication plan and materials - \$100,000 per year.
- Increasing Access (Scholarships) – Facilitator. Facilitator for stakeholder meetings. \$45 per hour for a maximum of 416 hours per year with 34.65% retirement. \$25,200 in year 1.
- Increasing Access (Scholarships) – Technology changes. \$200,000 for Department of Human Services for Bridges Technology changes regarding the utilization of scholarships for child care subsidy.
- Increasing Access (Scholarships) – Recruit Providers. \$20,000 to ECIC for outreach and recruitment of high-quality providers.
- Increasing Access (Scholarships) – Scholarships. \$9,567,000 provided in scholarships awarded to quality child care providers caring for high need children with a priority on infants and toddlers.
 - 1,100 infant/toddler scholarships: 550 for centers at \$4.75 per hour x 40 hours per week x 52 weeks per year. 550 for family and group child care homes at \$3.90 per hour x40 hours per week x 52 weeks per year.
 - 850 scholarships for children age 2 ½ - 4: 425 for centers at \$3.00 per hour x 40 hours per week x 52 weeks per year. 425 for family and group child care homes at \$2.90 per hour x 40 hours per week x 52 weeks per year.

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- Data System:

The Michigan Department of Education is requesting \$13,852,000 over four years for the Early Learning data system (ELS). This is a true multi-agency initiative, with multiple state agencies and local stakeholder involvement. In developing the architectural design and implementation schedule, the State also considered the creation of two other state enterprise systems, the Michigan Statewide Longitudinal Data System (MSLDS) and Health Information Exchange (HIE), with which the ELS will need to interface.

To the extent possible, existing architecture will be leveraged for the development of the ELS. Cost estimates for components that already exist in the enterprise include enterprise cost allocation models for only the additive requirements or additional usage for the ELS. New architectural components align with the enterprise vision, including the LDS and HIE.

There are foundational activities that will take place during the course of the entire early learning system project. These include project management, enterprise architecture, data strategy, and change management and training. These activities and cost estimates are provided in the second table below.

Architectural Component	Description	Total 4-Year Cost
ELS data mart	Creation of a new data mart to support analysis of early childhood data across the four domains. Will be populated with data from education (MSDS/MSLDS) including the new kindergarten entry assessment, eligibility data from the MDHS Bridges system, provider and workforce data from ECIC, and health data from the MDCH data warehouse. Analytical and predictive capabilities only, not transactional.	\$ 500,000
Data transformation and ETL services	Amount of effort needed to pull required information into ELS data mart.	\$ 250,000
Expansion of CEPI/MDE databases for early childhood data capture	Efforts needed to expand existing education data systems with CEPI/MDE to capture any new early learning data for students, educators, and programs.	\$ 900,000
Enterprise service bus	Provides connectivity and services to connecting ELS	\$1,283,333

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Architectural Component	Description	Total 4-Year Cost
and SOA architecture	entities for transactional information exchange and identity matching across agency systems. Includes messaging services and a rules/policy engine.	
Identity access and authentication services	Moves identity and access management policies to the presentation layer, while leaving authorization controls to entities that set business rules. Expands Tivoli services to the early childhood community.	\$ 750,000
Unique ID services	This provides mapping services from education UIC and PIC to the statewide master person identifier (MiPID).	\$1,303,986
APIs and integration services	Provides transactional access to agency line-of-business applications and services through the service bus.	\$1,100,000
Meta data repository and information discovery services	Meta data and discovery services to support the discovery of data sets across the four domains for analytical or transactional purposes.	\$ 210,000
BI and analytics services	Expands the SAS software to support analytics needed for the early learning environment across the four domains.	\$ 400,000
Tools, widgets, and mobile app development	Open source APIs for analysis methods. Crowdsourcing and other web 2.0 and 3.0 technologies to leverage citizen participation. Also includes mobile app development.	\$ 700,000
Portal enhancements for data access and publication	Expands the capacity of existing education and health and human services portals to add early childhood data.	\$ 400,000
Equipment and hosting	Costs for servers, operating system software, storage and hosting services for the project during startup.	\$ 200,000
Total Costs (4 Years)		\$7,997,320

Professional Services	Contractual Amount				
	Year 1	Year 2	Year 3	Year 4	Total
Project Management	\$ 180,000	\$ 180,000	\$ 180,000	\$ 180,000	\$ 720,000
Enterprise Architecture	\$ 540,000	\$ 360,000	\$ 180,000	\$ 90,000	\$1,170,000
Enterprise Data Strategy	\$ 150,000	\$ 150,000	\$ 90,000	\$ 90,000	\$ 480,000
Change Management and Training	\$ 43,074	\$ 121,917	\$ 110,063	\$ 114,813	\$ 389,867
GIS Services	\$ 2,250	\$ 6,750	\$ 4,500	\$ 4,500	\$ 18,000
Total Costs (4 Years)	\$ 915,324	\$ 818,667	\$ 564,563	\$ 479,313	\$2,777,867

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Each of the following roles will be filled by one or more full-time state employees or contractual staff members for the duration of the project. Most of these resources will report to the Project Manager, who reports to the overall Program Manager, for the duration of the project.

- Project Management – The Department of Technology, Management, and Budget (DTMB) is responsible for managing all IT contracts for the state of Michigan, and the Project Management Office (PMO) has developed and implemented the DTMB Project Management Methodology (PMM) to provide the necessary management controls and tools. The PMM includes the following phases: Initiation, Planning, Execution, Closeout, and Control. Control operates throughout all phases.

Michigan has successfully implemented a collaborative project-oversight process to review the status of the projects, communicate successes, and manage issues related to integration, scope, time, cost, quality, human resources, communications, risk, and procurement. The oversight process engages all stakeholder groups to ensure the success of the project.

One full time project manager will be assigned over the course of this project.

- Enterprise Architecture – The enterprise architecture team leads the development of a single holistic enterprise architecture model from all architecture perspectives (Business Services, Business Processes, Information, Applications and Technology). This team ensures the Enterprise Architecture is closely aligned to the Strategy, Operating Model and IT strategy, and satisfies all enterprise architecture requirements. Alignment of this effort to other enterprise initiatives such as the State Longitudinal Data System and Health Information Exchange are critical.

This team will also complete all functional requirements gathering, information flows, and conduct business process re-engineering activities as necessary.

Additionally, this effort will support meta-data repository and information discovery services.

There will be 3 FTEs assigned for Year 1, and these efforts ramp down over the four-year effort to 2 FTEs in Year 2, 1 FTE in Year 3 and ½ FTE in Year 4.

- Enterprise Data Strategy – The enterprise data strategy will put in place a plan to align, standardize, and optimize information assets for the early learning data system that takes into account state, local, and federal information needs, and aligns the information architecture and information management activities with other critical state projects such as the Statewide Longitudinal Data System in Education and Health Information Exchange.

An operational data governance structure will be put in place, and enterprise data policies, procedures, and standards will be developed and supported through this initiative. Because the early learning system is a multi-agency, cross-domain, state and local effort, the data strategy is necessary to pull together stakeholders in a collaborative approach to address all issues, and to ensure data security, privacy, confidentiality, and compliance across the early learning ecosystem.

One full time data strategist is accounted for in Years 1 and 2, with this resource dropping to half time in Years 3 and 4.

- Change Management and Training – The change management effort will coach change leaders and change agents to ensure the organization is prepared for, able to manage and sustain the change brought on by the implementation of the early learning system. This person will design the training plan and training tools, and will facilitate training the end users to ensure that users of the system know how to leverage the data and information that the new system will provide.

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Change management and training is budgeted as a percent of the overall project implementation budget for the four years. Efforts ramp up and down as more or less of the system is actually built and put into production.

- GIS Services – Mapping services provide the ability to aggregate data at various levels of specificity (e.g., county, school district, neighborhood block, state) for analysis and decision making. The state will leverage its existing geospatial platform to support analytical processing, but will need to geocode early learning data assets for display as individual data layers.

This line item expense is based on an estimated number of hours to geocode the early learning data sets. There is not a single full time employee assigned to this task.

Services will be provided by DTMB.

Michigan Department of Community Health

- CSEFEL – MDCH will execute a contract in the amount of \$300,000 with the Early Childhood Investment Corporation (ECIC) to purchase professional services and capacity to implement the CSEFEL project through *Great Start to Quality*. The Contractor will serve as the ‘purveyor’ or expert on CSEFEL implementation, and provide technical assistance statewide in support of high-quality implementation.
- CSEFEL – the MDCH contract with ECIC will include \$76,700 allocated to purchase training from a CSEFEL national trainer. The training contract will purchase CSEFEL Training of Trainers and Coaching trainings, provided in 4 trainings in year one and 3 trainings in year 2-4. The \$23,600 in year one and \$17,700 in years 2-4 includes expenses for the national trainer, estimated based on past trainings, at \$1,200/day for 16 days (year one and 12 day years 2-4), \$1,100 per trip for airfare, hotel, and food at state per diem rates.
- Data Application - MDCH will work with the Department of Technology, Management and Budget to establish a contract in the amount of \$2,700,000 with a yet to be determined vendor to develop a Data Application which will systematically collect and

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report data for the (C)(3) performance measures, and to provide information to monitor implementation of developmental, behavioral, and sensory screening as well as well-child care. The cost for the contract is estimated based on prior work purchased by MDCH for related purposes.

- Developmental Screening – MDCH will establish a contract in the amount of \$98,440 for years 3 & 4 with the Michigan Pediatric Foundation, affiliated with the Michigan Chapter of the American Academy of Pediatrics, to continue provision of training and technical assistance to Pediatricians to implement objective developmental screening in their practices. The contract includes professional services at \$38,000 for a .5 FTE TA Coordinator and \$5,100 for travel at 500 miles/month, at \$0.55/mile, plus hotel/food at \$150 per diem for 12 days. The contract also includes \$3,600 for stipends for Physician Trainers at \$300/training, for 12 trainings, plus \$2,520 for travel for 8 trainings at 300 miles/training @ \$0.55/mile plus hotel/food at \$150 per diem.
- Developmental Screening – MDCH will establish a contract in the amount of \$93,520 for years 3 & 4 with the Michigan Academy of Family Physicians, to continue provision of training and technical assistance to Family Practitioners to implement objective developmental screening in their practices. The contract includes professional services at \$38,000 for a .5 FTE TA Coordinator and \$5,100 for travel at 500 miles/month, at \$0.55/mile, plus hotel/food at \$150 per diem for 12 days. The contract also includes \$2,400 for stipends for Physician Trainers at \$300/training, for 8 trainings, plus \$1,260 for travel for 4 trainings at 300 miles/training @ \$0.55/mile plus hotel/food at \$150 per diem.
- General – MDCH will establish a contract in the amount of \$438,600 with the South-eastern Michigan Health Association (SEMHA), under an existing Master Agreement, to purchase the professional services of a Project Manager for the MDCH component of this grant. Annual salary is estimated based on the state Civil Service compensation plan for a Public Health Consultant 2A, at \$62,400/year. Fringe benefits of \$34,620 are calculated based on the MDCH rate of 55.48%. In-state travel is estimated at \$1,165 for 2000 miles at \$0.55/mile, plus 20 meals at \$7.25/meal. The SEMHA contract includes a 5% fee of \$4,909. The Year 3 & 4 contract will include an additional \$700 to compensate

parents participating on the state's Developmental Screening workgroup. Compensation may include an Honorarium, as well as reimbursement for travel and child care, at rates detailed in the "Procedures & Guidelines for Financial Support of Parents" policy developed by the Michigan Department of Education and utilized across state agencies.

Early Childhood Investment Corporation

- Program Manager – Responsible for the implementation of the activities specific to this grant. Implementation responsibilities include management, accountability, reporting, and continuous improvement. Annual contract – \$100,000
- Marketing – A contractor will be hired to produce a strategic communications and marketing plan. Strategic communication materials are essential to ensuring participation of early learning and development programs and that the public is informed about quality levels. Communication includes an annual report, regional and local reports, direct marketing designed to engage programs, direct marketing to inform families, traditional communications, digital and mobile communications, and grassroots communications. The communication materials will target early learning and development programs in the first year to promote TQRIS, and inform families about high-quality. Total Cost \$3 million
- Beta Test - to ensure accountability of standards alignment, a contractor will be hired to gather and analyze data related to the quality assessment. The beta test results will be incorporated into the TQRIS standards. Year One – 20 to 25 areas to test at \$2,000 each
- Great Start to Quality Platform Contractor – to expand the *Great Start to Quality* platform and allow more access by *Great Start to Quality* staff and state level partners, a contractor will be hired. Expansion will ensure accuracy in accountability, reporting, information, and data. Total Cost: \$425,000
- Data Analyst Contractor – analysis of data is essential in *Great Start to Quality* decision making. A contractor will be hired to analyze the data in the *Great Start to Quality* platform to ensure early learning and development programs serving children with high needs are participating. The analyst contractor will convene state level partners in year one to determine data and reporting needs of the *Great Start to Quality*. During year two

and three, *Great Start to Quality* data will be gathered and analyzed to determine the number of participating early learning and development programs by type and geographical location. The analyst contractor will also review the data related to the patterns and consistency and make recommendations to the state level partners. The year two analysis will focus on concentrations of children with high need areas. Annual contract at \$100,000.

- *Great Start to Quality* Validation Study - to examine the validity and the effective implementation of the *Great Start to Quality*, the growth of higher quality early childhood programs, and their link to subsequent child outcomes. Year one will involve the development of the *Great Start to Quality* validation study including choosing measures, training data collection staff, designing questionnaires, and completing an appropriate sampling design. Interviews with the subsample begin in year one and continue annually through year three. Validation of the subsample occurs in year one. Data collection on the subsample of children begins in year one and continues through year four, to provide a more accurate picture of children's development and quality levels. A Geographic Information System will be developed beginning in year one and continuing through year three, to provide a picture of the community in relation to program quality. Comprehensive data analysis begins in year two and continues through year four. Semi-annual, and annual reports will be provided, with the final report and dissemination of the final report in year four.

7) Training Stipends

Michigan Department of Education

- Kindergarten Entry Status Assessment - 2012: 2 days x 30 teachers @\$150/day = \$9,000. 2013: 4 days x 100 specialists @\$500/day = \$200,000; 600 teachers @\$150/day for 2 days = \$180,000. A contract will provide teachers with two days of professional development training to be able to implement the assessment in years 1 and 2. The contractor will provide four days of training for train-the-trainer model in year 3.

8) Other

Michigan Department of Education

- Early Learning Standards - Rent @ \$4,600 x .5 staff person per year = \$2,300; phone @\$400/year.
- Early Learning Work Force Framework - \$2,400 for printing instructional materials and office supplies (\$50 per month); \$13,500 for printing of *Core Knowledge and Core Competencies*; \$30,000 for printing of infant/toddler credential curriculum (.30 per page for 100 pages= 300 for 1,000 copies); \$2,400 for conference call line (assumes \$50 per month); \$60,00 in year 2 for production of DVDs with *Core Knowledge and Core Competencies* (\$1 for each DVD x 60,000 copies= 60,000).
- Family Engagement - Standards Translation for Families. Family support expenses for family engagement in product development and feedback; stipends. Estimating five parents meeting face-to-face for half day, five times; stipend includes travel to/from convening, Mileage (based on 200 miles), child care (\$50/day), stipends based upon 8 hours (\$123). \$1,415 total for 5 meetings for one parent. \$7,074 for Year 1, \$7074.00 for Year 2.
- Kindergarten Entry Status Assessment - Rent @ \$4,600/staff person/year; phone @\$400/year.
- Data System – Rent. Funding to help support the rent for four FTEs has been included in the amount of \$26,500 which is the amount charged by the state for four FTEs. We have spread these costs over the four-year project life to defray the added costs to the state.
- Data System – Telephone. This item supports the local and toll call charges related to four FTE at CEPI. The amount has been estimated at the rate of \$100 per month each. We have included only single year costs and spread them over the three year project life.
- Data System – Equipment Rental. Equipment rental has been estimated based on common use for similar positions. This includes pro rata shares of costs for fax and copy machine use. A total of \$4,800 (\$100 x 12 months) has been budgeted for this item. We have spread these costs over the four year project cycle.

Michigan Race to the Top-Early Learning Challenge Application

- Data System – DIT IO/Admin/Support Allocated. These charges are a combination of multiple charges incurred by CEPI in direct proportion to the IT staffing charges attributable to its work. These are overhead costs charged by the DTMB to cover basic overhead costs like phones, supplies, materials and the executive direction of the technology department. The costs are built up based on the percentage of total FTE time attributable to an organization. In this case, we've shown the cost as a product of total IT salaries attributable to the project. The historical trend shows higher than the 10% included in this grant budget. We have spread these costs over the four-year project life.

Michigan Department of Community Health

- Child Care Health Consultants – MDCH will purchase training in the amount of \$28,500 for 15 local Child Health Consultants through the National Training Institute for Child Care Health Consultants (NTI) at the University of North Carolina. Costs are based on estimates provided by NTI, at \$1,900 per person, which includes \$950 training fee, plus \$950 for airfare, hotel and food.
- Office space - The cost for office space at the Michigan Department of Community Health for the Project Manager is estimated at \$18,000.
- MI DTMB desktop support - the Michigan Department of Technology, Management, and Budget charges a standard rate for support and maintenance of each computer based on FTE. Desktop computer support for the computers for the Project Manager will cost \$8,356.
- Random Moments – The Michigan Department of Community Health allocates ‘other’ direct administrative services, which are not included in the indirect cost rate, using a federally approved random moment sampling process. Costs are estimated at 1.5% of the budget (before applying RMS). For the four year period, total costs are \$119,775.

Early Childhood Investment Corporation

- Occupancy costs for two at \$4,500 annual per person. Printing and postage at an annual cost of \$2,000 per person. Communication/convening costs included an annual network charge of \$1,800 (\$75/month x 2 people), annual cell phone allowance for program manager at \$1,200. Telephone and voicemail charges annually at \$500 each.

9) Total Direct Costs

Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
13. Total Grant Funds Requested (add lines 9-12)	10,018,700	20,787,500	20,912,900	18,280,900	70,000,000

10) Indirect Costs

Michigan Department of Education

- Indirect costs are calculated at the Michigan Department of Education rate of 7.4%, approved by the USED for the period 10/1/11 through 9/30/12, applied to all categories except Equipment, and on the first \$25,000 of Contracts.
- Data Systems - CEPI (State Budget Office): The amount requested for indirect costs over the four-year grant is \$164,000. The indirect cost rate for this grant proposal is based on the federal approved rate for the Michigan Department of Education. It is the rate used for all activities from October 2011 through September 2012. The approved rate is 7.4% and applies to all of the grant activities in accordance with indirect cost rules.

Michigan Department of Community Health

- The Michigan Department of Community Health (MDCH) Indirect Cost Rate of 10.4% is applied only to the Personnel line of federal budgets. MDCH allocates ‘other’ direct administrative services, which are not included in the indirect cost rate, using a federally approved random moment sampling process. RMS is detailed in a Public Assistance Costs Allocation Plan (PACAP) approved by the Department of Health & Human Services, Division of Cost Allocation, Central States Field Office.

Early Childhood Investment Corporation (ECIC)

- ECIC does not use indirect costs. All Early Learning Challenge Grant funding will be used toward actual project expenses.

11) Funds distributed to localities, Early Learning Intermediary Organizations, Participating Programs, or other partners through MOUs, interagency agreements, contracts, or other mechanisms authorized by State procurement laws.

Michigan Department of Education

- Early Learning Standards - Year 3 training of trainers; 30 trainings for 20 trainers (2/RRC) @\$100 stipend each = \$60,000.
- Early Learning Standards - Funds for 10 regional resource centers to train regional training staff and IHE personnel to use 30 modules; average 4 trainings/module per center = 40 trainings x 30 modules = 1200 trainings @ \$100 stipend = \$120,000; split between years 3 and 4.
- Family Engagement - Great Start CONNECT data collection. ECIC to provide guidance and oversight of web-based data collection (Great Start CONNECT) modifications needed to collect provider training in Family Engagement Standards, providing the product: design, programming and testing of web-based data collection; annual maintenance and improvements. (Year 1, \$60,000, Year 2, \$15,000, Year 3, \$5,000, Year 4, \$5,000).

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- Family Engagement - Parent Café Pilot for Family Engagement. ECIC to manage the development of training module for parent café. Contractor for Community/Parent Cafés development and train the trainers, \$30,000 (Year 1 \$15,000; Year 2 \$15,000). ECIC: to contract evaluator to conduct evaluation for continuous improvement in the Community/Parent Cafés, as well as other unique strategies to engage parents in relational ways. Year 1: \$15,000 Year 2: \$60,000 Year 3: \$50,000 Year 4: \$30,000.
- Family Engagement - Great Start Collaboratives/Parent Coalitions. ECIC to provide on-going support to the Great Start Collaboratives/Parent Coalitions for continuing relational family engagement. Years 3 and 4, \$5,000 - 50,000 annually, graduated per saturation of numbers/percentages of high needs population per GSC: 1 @ \$50,000; 4 @ \$40,000; 5 @ \$25,000 10 @ \$15,000; 34 @ \$5,000. Year 3, \$655,000, Year 4, \$655,000.

Michigan Department of Community Health

- Child Health Consultants – MDCH will establish contracts in the amount of \$1,031,010 each for 4 years, with 15 Local Public Health agencies, under an existing Comprehensive Agreement, to purchase the professional services of a Public Health Nurse to work with the ten regionally based Great Start Connect Regional Resource Centers as a Child Health Consultant. For each annual contract: the annual salary is estimated based on existing contracts between MDCH and Local Public Health agencies at \$41,600/year; Fringe benefits are estimated at 40% or \$16,640/year; other expenses include Supplies at \$1,000, Travel at \$1,165 for 2000 miles @ \$0.55/mile plus 20 meals at \$7.25 each, and \$2,000 for Other expenses such as office space, communications, supervision.

Early Childhood Investment Corporation

- Quality Improvement Specialists (15) – Annually at \$1,500,000 (\$100,000 each includes all travel) Great Start Regional Child Care Resource Centers will contract with quality improvement specialists to support early learning and development programs and providers, serving children with high need, with quality improvement supports and services to achieve higher quality levels, and maintain quality through consultation, assessment, and quality improvement plan development.

Michigan Race to the Top-Early Learning Challenge Application

- PQA ® raters (10) – Annually at \$1,500,000 (\$100,000 each includes all travel) Great Start Regional Child Care Resource Centers will contract with raters to assess early learning and development programs using the PQA ® assessment to determine quality level. Raters will be reduced in year four to align with the number of early learning and development programs at high-quality levels.
- Quality Improvement Fund – Funds to support early learning and development programs to implement quality improvement practices through incentives directly related to the quality improvement plans. Spread over four total for the fund is \$5,275,000

12) Funds set aside for participation in grantee technical assistance

Michigan Department of Education

- \$100,000 per year set aside for participation in grantee technical assistance facilitated by Department of Education.

13) Other Funds Allocated to the State Plan

Michigan Department of Education

Child Care and Development Fund (CCDF)

Child Care and Development Fund dollars will be blended with grant funds to purchase scholarship slots for high needs children in high-quality early learning and development programs. By blending funds, access to full-day, full year programs will be achieved for 780 infants and toddlers and 550 preschool age children annually. Blended funding will allow eligible children to benefit from a scholarship slot from their entry into the child care subsidy program to the point of their entry into Kindergarten.

CCDF dollars are reflected as “Other Funds Allocated to the State Plan” in the agency budget for the Department of Education and the Early Childhood Investment Corporation.

Head Start Collaboration Office

The Michigan Head Start Collaboration Office is completing year one of a five year strategic plan with many activities that support the outcomes in the State Plan. HSCO project funding will be focused toward integration of Head Start into the state data system, supporting grantee engagement in the TQRIS system, supporting full-day, full-year services, and developing collaborations with Institutions of Higher Education that support greater degree attainment and professional development standards. Project budget and activities have not been developed and improved for years three through five.

Head Start Collaboration Office dollars are reflected as “Other Funds Allocated to the State Plan” in the agency budget for the Department of Education, the Early Childhood Investment Corporation and the Department of Community Health.

State General Fund/General Purpose

General Fund/General Purpose will be allocated to the development and implementation of Management Information System activities related to the Enterprise Data Warehouse and core shared services, as well as the construction of the Master Person Index application.

State General Fund/General Purpose dollars are reflected as “Other Funds Allocated to the State Plan” in the agency budget for the Department of Education and the Department of Community Health.

State School Aid Fund

State of Michigan School Aid Fund dollars will be utilized to support family engagement activities conducted by parents involved with Great Start Collaboratives and Great Start Parent Coalitions. These activities include educating families about quality early learning experiences and how they can access referrals for quality licensed early learning and development programs and identifying best practices around communicating with parents of young children with high needs.

State School Aid Fund dollars are reflected as “Other Funds Allocated to the State Plan” in the agency budget for the Michigan Department of Education.

Statewide Longitudinal Data System (SLDS) ARRA Grant

The SLDS ARRA grant funds represent spending on data models, ETL processing and portal development for those early education programs for data currently collected by the Michigan Department of Education. These data currently include early education student data for state-funded preschool and early childhood special education and over the next year will also include children who receive Early On services. The Early On data collection will then be moved into the Michigan Student Data System in the 2012-2013 school year, further streamlining the reporting of these data with other early education data. Additional data that are relevant to early learning are being explored for linkages with the MSLDS including census and vital record data. The MI School Data Portal has been built with a placeholder for early education data and SLDS funds will be used to develop prototype participation reports for the early learning system.

Statewide Longitudinal Data System (SLDS) ARRA Grant dollars are reflected as “Other Funds Allocated to the State Plan” in the agency budget for the Department of Education.

Statewide Longitudinal Data System (SLDS) 2009 Grant

SLDS funds will be used for building and enhancing the early learning data system and more specifically for activities that will supplement those outlined in Key Activities 4 and 5 – building and implementing the early learning system infrastructure and leveraging data. The SLDS 2009 grant figures provides support for the MSLDS infrastructure including servers and SAS licenses. It also includes extending the UIC into early education programs. This work provides support for the early childhood education data collections and unique identification code work in the Michigan Student Data System. SLDS funds are also being used to pilot the extension of the student unique identification code to the Head Start programs. This extension work initially includes working with a selection of grant recipients

as well as information system vendors to work through the technical requirements for this process.

Statewide Longitudinal Data System (SLDS) 2009 Grant dollars are reflected as “Other Funds Allocated to the State Plan” in the agency budget for the Department of Education.

Michigan Department of Community Health

Medicaid

Medicaid dollars will be utilized for well child care and prevention services, in addition to serving as matching funds for state and private foundation investments in Michigan’s Nurse Family Partnership programs and developmental screening initiatives. Medicaid funding will also be employed in support of the development and implementation of Management Information System activities related to the Enterprise Data Warehouse and core shared services, as well as the construction of the Master Person Index application.

Medicaid funds are reflected as “Other Funds Allocated to the State Plan” in the agency budget for the Department of Community Health and the Department of Education.

Title V Block grant

Michigan’s Title V block grant funds will be used in service to several of the goals and outcomes of Michigan’s State Plan, including:

- Increasing the proportion of the Children with Special Health Care Needs population that has access to a medical home and integrated care planning.
- Reducing obesity in children, including children with special health care needs, and women of child-bearing age.
- Addressing environmental issues (asthma, lead poisoning and second-hand smoke) affecting children, youth and pregnant women.
- Increasing access to early intervention services and developmental screening within the context of a medical home for children.
- Reducing discrimination in health care services in publicly-funded programs.

Title V Block grant dollars are reflected as “Other Funds Allocated to the State Plan” in the agency budget for the Department of Community Health.

Maternal, Infant, and Early Childhood Home Visiting

Michigan has been awarded Maternal, Infant, and Early Childhood Home Visiting Competitive and Formula funding that will be used to maintain or expand Nurse Family Partnership (NFP) services in six high-risk communities. These funds are targeted towards reducing infant mortality and disparity in infant mortality, while also meeting the six federally-defined benchmarks including ‘Improvements in School Readiness and Achievement’. The Maternal, Infant, and Early Childhood Home Visiting funding will also be used to build necessary infrastructure to support high-quality, evidence-based services, including the development and implementation of Core Competencies for Home Visitors, and the implementation of a number of centralized intake pilots.

Maternal, Infant, and Early Childhood Home Visiting dollars are reflected as “Other Funds Allocated to the State Plan” in the agency budget for the Department of Community Health.

MIChild

MIChild funds will be employed to support well child care and prevention services (such as screening). MIChild dollars are reflected as “Other Funds Allocated to the State Plan” in the agency budget for the Department of Community Health.

State General Fund/General Purpose

Michigan General Fund/General Purpose dollars will also be used to fund Michigan’s Nurse Family Partnership programs in FY2012, in addition to supporting a staff person who will serve as the liaison to all data system work, including the Early Learning Data System.

State General Fund/General Purpose dollars are reflected as “Other Funds Allocated to the State Plan” in the agency budget for the Department of Education and the Department of Community Health.

First Time Motherhood/New Parent Initiative

The First Time Motherhood/New Parents Initiative grant will be used to support messaging related to health literacy and health promotion. Funds are targeted primarily to first time parents, with a specific focus on high risk areas.

First Time Motherhood/New Parent Initiative dollars are reflected as “Other Funds Allocated to the State Plan” in the agency budget for the Department of Community Health.

Kellogg Foundation

Kellogg Foundation funding is being used towards the expansion of the state’s developmental screening initiative.

Kellogg Foundation dollars are reflected as “Other Funds Allocated to the State Plan” in the agency budget for the Early Childhood Investment Corporation and the Department of Community Health.

Project LAUNCH Grant

Michigan’s Federal Project LAUNCH grant from SAMHSA will be used for Center for Social Emotional Foundations in Early Learning activities implemented in Saginaw, MI, including physician training around developmental screening. Additionally, funds will be used to support a social-emotional messaging group and the development of pertinent messaging.

Project LAUNCH grant dollars are reflected as “Other Funds Allocated to the State Plan” in the agency budget for the Department of Community Health.

CDC Obesity Prevention grant

CDC funds will be employed in support of the implementation of early childhood obesity prevention efforts in the city of Detroit and the surrounding area.

CDC Obesity Prevention grant dollars are reflected as “Other Funds Allocated to the State Plan” in the agency budget for the Department of Community Health.

Flinn Foundation

Flinn Foundation funds will serve as a contribution to the state’s developmental screening initiative. Flinn Foundation dollars are reflected as “Other Funds Allocated to the State Plan” in the agency budget for the Department of Community Health.

Early Childhood Investment Corporation

Child Care and Development Fund (CCDF)

Funds from the Child Care and Development Fund quality set-asides will be utilized to fund 10 quality improvements specialists and to market *Great Start to Quality* statewide implementation.

CCDF dollars are reflected as “Other Funds Allocated to the State Plan” in the agency budget for the Department of Education and the Early Childhood Investment Corporation.

Great Start Early Learning Advisory Council

Great Start Early Learning Advisory Council funds are being used in the creation and maintenance of *Great Start to Quality* system. Additionally, funds from this grant will be used to support a writer focused on the alignment and expansion of the state’s existing standards documents and expectations for children's development into a unified birth to grade 3 continuum, including cognitive, academic, social-emotional, and health-related expectations for young children and guidance for settings and programs to promote the achievement of those expectations.

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Great Start Early Learning Advisory Council dollars are reflected as “Other Funds Allocated to the State Plan” in the agency budget for the Department of Education and the Early Childhood Investment Corporation.

Kellogg Foundation

Kellogg Foundation funding contributing to the evaluation of the *Great Start to Quality* system, as well as towards the expansion of the state’s developmental screening initiative.

Kellogg Foundation dollars are reflected as “Other Funds Allocated to the State Plan” in the agency budget for the Early Childhood Investment Corporation and the Department of Community Health.

14) Total Budget

Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
15. Total Statewide Budget (add lines 13-14)	56,252,655	66,014,542	58,466,580	55,765,580	236,499,357

BUDGET: INDIRECT COST INFORMATION

Michigan Department of Education

To request reimbursement for indirect costs, please answer the following questions:

Does the State have an Indirect Cost Rate Agreement approved by the Federal government?

YES
NO

If yes to question 1, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement (mm/dd/yyyy):
From: 10 / 1 / 2011 To: 9 / 30 / 2012

Approving Federal agency: ED HHS Other
(Please specify agency): _____

Directions for this form:

1. Indicate whether or not the State has an Indirect Cost Rate Agreement that was approved by the Federal government.
2. If “No” is checked, the Departments generally will authorize grantees to use a temporary rate of 10 percent of budgeted salaries and wages subject to the following limitations:
 - (a) The grantee must submit an indirect cost proposal to its cognizant agency within 90 days after the grant award notification is issued; and
 - (b) If after the 90-day period, the grantee has not submitted an indirect cost proposal to its cognizant agency, the grantee may not charge its grant for indirect costs until it has negotiated an indirect cost rate agreement with its cognizant agency.

If “Yes” is checked, indicate the beginning and ending dates covered by the Indirect Cost Rate Agreement. In addition, indicate whether ED, HHS, or another Federal agency (Other) issued the approved agreement. If “Other” was checked, specify the name of the agency that issued the approved agreement.

BUDGET: INDIRECT COST INFORMATION

Michigan Department of Community Health

To request reimbursement for indirect costs, please answer the following questions:

Does the State have an Indirect Cost Rate Agreement approved by the Federal government?

YES
NO

If yes to question 1, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement (mm/dd/yyyy):
From: 10 / 1 / 2011 To: Until amended

Approving Federal agency: ED HHS Other
(Please specify agency): _____

MDCH Random Moments Sampling process (RMS)

The Michigan Department of Community Health (MDCH) Indirect Cost Rate of 10.4% is applied only to the Personnel line of federal budgets. MDCH allocates 'other' direct administrative services, which are not included in the indirect cost rate, using a federally approved random moment sampling process. RMS is detailed in a Public Assistance Costs Allocation Plan (PACAP) approved by the Department of Health & Human Services, Division of Cost Allocation, Central States Field Office.

Directions for this form:

3. Indicate whether or not the State has an Indirect Cost Rate Agreement that was approved by the Federal government.
4. If "No" is checked, the Departments generally will authorize grantees to use a temporary rate of 10 percent of budgeted salaries and wages subject to the following limitations:
 - (a) The grantee must submit an indirect cost proposal to its cognizant agency within 90 days after the grant award notification is issued; and

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(b) If after the 90-day period, the grantee has not submitted an indirect cost proposal to its cognizant agency, the grantee may not charge its grant for indirect costs until it has negotiated an indirect cost rate agreement with its cognizant agency.

If “Yes” is checked, indicate the beginning and ending dates covered by the Indirect Cost Rate Agreement. In addition, indicate whether ED, HHS, or another Federal agency (Other) issued the approved agreement. If “Other” was checked, specify the name of the agency that issued the approved agreement.