

**XVII. APPENDIX TABLE OF CONTENTS**

The Appendix must include a complete Table of Contents, which includes the page number or attachment number, attachment title, and relevant selection criterion. A sample table of contents form is included below. Each attachment in the Appendix must be described in the narrative text of the relevant selection criterion, with a rationale for how its inclusion supports the narrative and the location of the attachment in the Appendix.

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## Building on Strong Foundations

The Early Childhood Advisory Council created goals in four areas that demonstrate a strong commitment to an early childhood system which is comprehensive and coordinated. Much has been done in Minnesota to lay a strong foundation that supports these goals and promotes the optimal growth and development of children and their families. Examples of legislation, policy, practice and programs follow.

Educational Preparation	Healthy Development	Strengthened Families	Governance, Access, and Finance
<p><b>Goal: All young children and their families in Minnesota have access to high quality education and care that assures they enter kindergarten ready to succeed</b></p>	<p><b>Goal: A full range of prevention, support, and intervention services (physical, mental, dental) are available to families in Minnesota to ensure their children’s healthy development from birth</b></p>	<p><b>Goal: All young children and their families in Minnesota have access to information, programs, and services that support safe, stable, living arrangements and nurturing relationships that provide a foundation for optimal child development</b></p>	<p><b>Goal: Minnesota’s young children and families are supported by a coordinated, comprehensive, and effective early childhood system</b></p>
<p>Work on development of a Quality Rating and Improvement System (QRIS) began in 2006, when the Departments of Human Services and Education began a collaborative partnership with the Minnesota Early Learning Foundation (MELF) to launch the Parent Aware pilot.</p>	<p>Family Home Visiting Programs are offered in all 87 Minnesota counties through local health departments and tribal governments. Programs focus on families at greatest risk and foster healthy beginnings, improve pregnancy outcomes, promote school readiness, prevent child abuse and neglect, reduce juvenile delinquency,</p>	<p>Minnesota’s Early Childhood Family Education (ECFE) parent education program began in 1974 and is now offered in all 335 school districts. In 2009-10 school year, more than 87,000 children and 89,000 parents attended weekly parent-child classes. Of these families 49 percent reported family</p>	<p>Minnesota’s Early Childhood Comprehensive Systems grant (MECCS) assists in building a multi-agency system by including in its planning, key public and private agencies that provide services supporting the healthy physical, social, and emotional development of children.</p>

Educational Preparation	Healthy Development	Strengthened Families	Governance, Access, and Finance
<p>School Readiness Connections (SRC) was a pilot program operational from July 1, 2007-June 30, 2011 provided incentives to providers who received high rating under the QRIS.</p> <p>Facilities improvement funds, first available in 1992, allocated funds support Early Childhood Learning and Child Protection Facilities in construction or rehabilitation of facilities. While funds have been variable; the most recent allocation awarded in 2011 is \$1,900,000.</p> <p>Legislation and fund allocation support the development and implementation of a career planning resource center. Web-based materials have been developed by the Minnesota Center for Professional Development (MNCPD) including a Registry, Career Lattice, Trainer and</p>	<p>promote positive parenting and resiliency in children, and promote family health and economic self-sufficiency for children and families. The Statewide Health Improvement Plan (SHIP) makes recommendations on nutrition, physical activity, tobacco use and healthy weight. It is coordinated by MDH and implemented by Community Health Boards and Tribal governments. SHIP received 47 million in appropriations for July 2009-June 2011 and 15 million for July 2011-June 2013. The program encourages community health boards to choose strategies that target their most needy populations and interventions that specifically target child care programs.</p> <p>The Centers for Disease Control and Prevention's Nutrition, Physical Activity and Obesity Program (CDC NPAO Program) focuses on improving healthful</p>	<p>incomes of less than \$30,000.</p> <p>High quality, evidence-based child development, learning, health and consumer safety information is available through the parent Website, Minnesota Parents Know (MNPk) (<a href="http://www.MNParentsKnow.info">www.MNParentsKnow.info</a>). The Website receives ongoing state funding and has up to 20,000 page views per month.</p> <p>Care Assistance Program (CCAP) policies include payment policies that: allow payment of a provider rate differential, support full day Head Start integrated child care programs by allowing reimbursement of full day rates, and authorized payment of higher rates and payment policies that promoted continuity of care to a selected group of</p>	<p>Minnesota is one of eight states that receive funding from the national Build Initiative. Build provides funding and ongoing technical assistance to support early childhood system reform, coordination of programs and services and ensures that all young children have access to early learning systems that result in school readiness.</p>

Educational Preparation	Healthy Development	Strengthened Families	Governance, Access, and Finance
<p>Training Approval, and Learning and Career Guidance.</p> <p>Services for new immigrant families and families for whom English is not their first language is enhanced through written translation of materials, multi-lingual referral lines, bi-lingual staff and contracted vendors who provide bi-lingual and culturally diverse services specific to community needs.</p>	<p>eating and physical activity to prevent and control obesity and other chronic diseases. The Early Childhood Specialist works to coordinate strategies to create policy, systems in early childhood.</p> <p>The federal Maternal, Infant &amp; Early Childhood Home Visiting (MIECHV) Program funds the expansion of evidence-based family home visiting models in Minnesota's highest risk communities. A partnership of agencies and organizations entered into a Memorandum of Concurrence supporting the Minnesota Department of Health's governor-designation as the state's lead agency in developing the Updated State Plan for Home Visiting and agreeing to collaborate on the implementation of the plan.</p>	<p>providers that met high quality standards aligned with the pilot QRIS.</p>	

## Appendix 2: Minnesota's Investment in Local, State and National Research and Evaluation Projects (A1)

### **Minnesota's Investment in Local, State and National Research and Evaluation Projects**

Through dedication of funding and collaboration with researchers, Minnesota has demonstrated a strong and enduring commitment to using evidence to inform the priorities, content and targets of policies and programs. This document provides a topical overview of the research and evaluation efforts that the State of Minnesota has funded or in which State agencies have been involved through the contribution of staff time for planning, writing and review of findings. The projects are categorized by the five reform areas in the Race to the Top application, but note that many of the efforts are cross-cutting and inform a range of issues related to developing a comprehensive and coordinated early learning and development system.

#### **Successful State Systems**

##### Understanding Patterns of Early Care and Education Use, Cost, and Decision-Making

- Statewide Household Survey of Child Care conducted in 1999, 2004, 2009 by Wilder Research for the Department of Human Services.
- Minnesota Child Care Choices Project interviewing 300 low-income families over three years to learn about their experiences with early care and education for their young children (2007 – 2011). Research conducted by Child Trends and the University of Minnesota.

##### Federally-Funded Research Partnerships

- Minnesota Child Care Policy Research Partnership (2001-2006)
- Maryland-Minnesota Child Care Policy Research Partnership (2010 – 2013)

##### Describing and Enhancing Care by Family, Friends and Neighbors (DHS)

- Family, Friends and Neighbor Caregivers: Results of the 2004 Minnesota Statewide Household Child Care Survey (2006) by Wilder Research for the Department of Human Services
- Family, Friends and Neighbors Caring for Children Through the Minnesota Child Care Assistance Program: A Survey of Caregivers and Parents (2006) by Wilder Research for the Department of Human Services
- Observations of Family, Friends and Neighbor Care in Minnesota (2006) by Child Trends for the Minnesota Child Care Policy Research Partnership.
- Families, Friends and Neighbor Child Care Providers in Recent Immigrant and Refugee Communities (2006) by CHIA Consulting for the Department of Human Services.
- Evaluation of the Minnesota Family, Friends and Neighbor Grant Program (2010). Report prepared by the University of Minnesota for the Department of Human Services.

##### Market Rate Study

- Results of the 2009 Child Care Market Rate Survey: Minnesota Child Care Provider Business Update (2010). Report prepared by the Department of Human Services



- Alternative Methods for Minnesota’s Market Rate Study of Child Care Prices (2009). Report prepared by the University of Minnesota for the Department of Human Services.

#### Evaluation of Innovative Early Childhood Strategies

- Invest Early – Evaluation of a comprehensive early childhood collaborative in Itasca County, Minnesota, that serves young children and their families with risk factors that may impede school success. Conducted by Wilder Research.
- School Readiness Connections – Evaluation of a pilot to create incentives for child care providers with high concentrations of children receiving subsidies from the Child Care Assistance Program to enhance school readiness activities and to support families receiving subsidies to choose from selected providers. Conducted by SRI International for the Minnesota Early Learning Foundation.
- Prekindergarten Allowances – Evaluation of a strategy to provide low-income parents with funding to offset the cost of high quality early care and education settings. Conducted by SRI International for the Department of Human Services.
- Saint Paul Early Childhood Scholarship – Evaluation of a pilot program to cover the cost of high quality early care and education settings. Conducted by SRI International for the Minnesota Early Learning Foundation.
- Minnesota Initiative Foundation’s Early Childhood Initiative – Evaluation of an initiative to create and support community early childhood coalitions. Conducted by Wilder Research.

#### Indicators of Child and Family Well-Being

- Babies in Minnesota (2009). Report by Wilder Research.
- Early Childhood Minnesota – indicators and strategies for Minnesota’s early childhood system (2008). Report by Wilder Research.
- Early Childhood Minnesota – spotlight on disparities by income, race, and geography (2009). Report by Wilder Research.

#### Additional Projects/Reports

- Economic Analysis of the Cost Burden to Minnesota K-12 When Children Are Unprepared for Kindergarten (2008). Report by Wilder Research.
- Northside Achievement Zone Promise Neighborhood Implementation Grant application (2010).
- Five Hundred under 5/Family Academy - Growing Up Healthy, Kids and Communities, Blue Cross/Blue Shield of Minnesota Foundation (2008 to 2011).
- Family Academy Curriculum Revision (2011 to 2014)
- Participation in the National Center on State Implementation and Scaling-up of Evidence-based Practices.

#### **High-Quality, Accountable Programs**

- Evaluation of Minnesota’s four-year pilot Quality Rating and Improvement System - Parent Aware. Conducted by Child Trends for the Minnesota Early Learning Foundation.

- Project Early Kindergarten – Early Reading First. Evaluation of a pre-kindergarten education program for 3- and 4-year-olds in Saint Paul, targeting children who are low-income, English Language Learners, or need Special Education services. Conducted by Wilder Research.
- Participation in TACSEI: Technical Assistance Center for Social Emotional Intervention

### **Promoting Early Learning and Development Outcomes for Children**

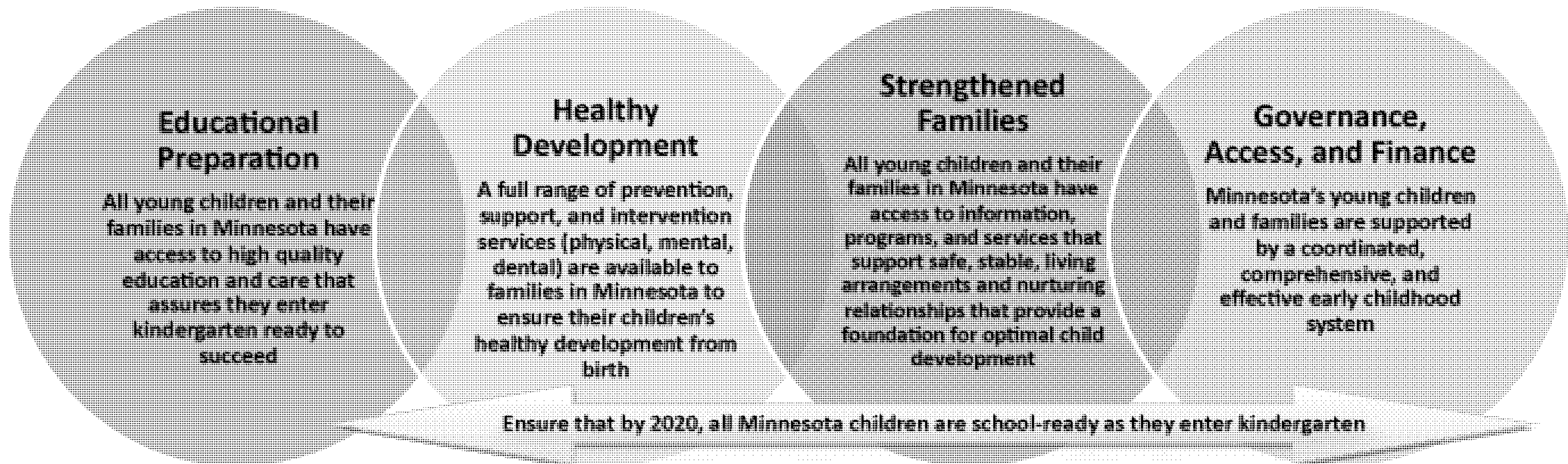
- Minnesota School Readiness studies - Results inform school administrators and teachers, parents, early childhood educators, child care providers, policy makers and the public about progress toward the goals of ensuring that children are ready for school and schools are ready for children. Reports conducted by the Minnesota Department of Education.
- Assessing the Validity of the Minnesota School Readiness Indicators (2011). Report conducted by the University of Minnesota for the Department of Education.

### **A Great Early Childhood Education Workforce**

- Survey of the Early Care and Education Workforce – Estimates the size, stability and the demographics of those serving children in licensed family child care homes, child care centers, preschools and school-age care programs in Minnesota. Conducted in 1999, 2006, 2011 by Wilder Research for the Department of Human Services.
- Evaluation of the Professional Development System – Includes production of an annual report tracking 25 indicators. Conducted by Child Trends for the Department of Human Services.
- Quality Interventions in Early Care and Education (QUINCE) – Minnesota participated in a five-state federal study of consultation as a quality improvement strategy. Research conducted by Child Trends and the University of Minnesota.
- State participant in the National Professional Development Center on Inclusion (2011) which has resulted in the Minnesota Landscape to provide an overview of professional development for early childhood educators as well as the Matrix to identify regional content and delivery gaps.
- Centers of Excellence – a regionalized system funded by the Department of Education with a focus on data- based decision making.

### **Measuring Outcomes and Progress**

- CRTIEC - Center for Response to Intervention in Early Childhood (2008 - 2013). Research conducted by the University of Minnesota.
- Ounce Research Project (2009). Research conducted by the University of Minnesota.
- ENHANCE – Minnesota is participating in a multi-state study of the Child Outcomes Summary Form.
- Early Childhood Outcome (ECO) Statewide Self-Assessment project – an evaluation in collaboration with 6 states to determine the effectiveness of a state’s child outcome measurement system.



***Vision: For the long term prosperity of Minnesota, it is imperative that young children are supported by their families and communities in achieving their maximum developmental potential. To accomplish this, we share responsibility to provide a continuum of comprehensive and effective programs, services, and partnerships. In our coordinated efforts we will reach across systems, cultures, and geography to provide equity of access for all children, especially for Minnesota's most vulnerable children.***

**Guiding Principles developed by the Early Childhood Advisory Council:**

1. Every child deserves the opportunity to achieve his or her full potential.
2. Early experiences affect the development of a child's brain and lay the foundation for lifelong learning and emotional well-being.
3. Responsibility for a child's success rests primarily with parents. Families have an enormous impact on a child's success. Parents and family members need information and support to create an environment that will ensure their child's achievement of full potential.
4. It is essential that children have strong, nurturing relationships with the adults in their lives so they reach their full potential.
5. Culturally appropriate services are essential to an effective early childhood care and education system.
6. Since the majority of early childhood care and education spending is directed by families, children and families are best served by a system that includes a range of education and care options that is easily understood and accessed.
7. In order to maximize children's potential, children must be ready for schools and schools must be ready for children.
8. Public funds for early childhood care and education should be prioritized to the children at-risk to support achieving their full potential.
9. Children and families are best served when research-based programs and policies that align with the 10 Essential Elements of Effective Early Care and Education Programs are implemented and evaluated regularly.
10. The work of the Early Learning Council and its committees will rely on evidence-based research.
11. The Council acknowledges the complexity of the lives of children and families. All children and families benefit from strong and healthy systems of public and community support.

**Educational Preparation**

*Goal: All young children and their families in Minnesota have access to high quality early education and care that assures they enter kindergarten ready to succeed*

<b>OBJECTIVES (What can/needs to be done?)</b>	<b>OUTCOMES and INDICATING MEASURES (How will we know we are successful?)</b>
<p><b>1. From birth, young children in Minnesota develop the skills, knowledge and accomplishments to be fully prepared for kindergarten with no disparities by race income or geography</b></p>	<ul style="list-style-type: none"> <li>• An increase of children with marked proficiency in all domains at kindergarten entrance with no disparities by race, income, or geography (measured by SRRC #1)</li> <li>• Young children with special needs are identified earlier so fewer require special education services after kindergarten entrance (measured by ???)</li> <li>• Young children with special needs improve their acquisition and use of knowledge and skills (measured by SRRC #3)</li> </ul>
<p><b>2. Increase the quality of early childhood programs throughout the state</b></p> <p><b>3. Increase the percentage of young children participating in high quality early childhood programs throughout the state</b></p>	<ul style="list-style-type: none"> <li>• Young children and families (especially those most vulnerable) in Minnesota have access to and are participating in high quality early care and education programs and services according to need and risk factors (measured by SRRC # 14, 15, and CM 7c)</li> <li>• Young children and families have access to coordinated services to meet their individual needs (measured by CM #6)</li> </ul>
<p><b>4. Increase the percentage of providers (including FFN) who participate in all types of professional development and who achieve competence and/ or</b></p>	<ul style="list-style-type: none"> <li>• There is an adequate supply of highly qualified early childhood personnel for all types of care and education programs (measured by PD Registry)</li> </ul>

degree status

**Healthy Development**

*Goal: A full range of prevention, support, and intervention services (physical, mental, dental) are available to families in Minnesota to ensure their children’s healthy development from birth*

OBJECTIVES (What can/needs to be done?)	OUTCOMES and INDICATING MEASURES (How will we know we are successful?)
<p><b>1. Increase the percentage of young children reaching developmental milestones from birth</b></p>	<ul style="list-style-type: none"> <li>• Prenatal and postpartum services and supports are accessible and utilized by parents to ensure children’s healthy development with no disparities by race, income, or geography (measured by SRRC #6, #8, and #11)</li> <li>• Young children are current in their immunizations (measured by SRRC #4)</li> <li>• Well child visits are attended by young children and families as a method toward health promotion and prevention (measured by SRRC #10)</li> </ul>
<p><b>2. Increase access to health services through expansion, increased coordination, &amp; effective practices and policies.</b></p>	<ul style="list-style-type: none"> <li>• Young children and families receive coordinated, ongoing, comprehensive care within a health care home (measured by MCHB Core Outcomes for CSHCN Outcome #2)</li> <li>• Young children have access to and are receiving preventative health and dental services as appropriate (measured by SRRC #10)</li> <li>• There is an adequate supply of qualified early childhood mental health practitioners throughout the state (measured by ???)</li> <li>• Local communities are linking early childhood mental health services to child-</li> </ul>

<p>3. Increase percentages of eligible children served by early intervention services and supports</p>	<p>serving settings and primary care facilities (measured by ???)</p> <ul style="list-style-type: none"> <li>• Young children are participating in developmental screening by age three (measured by SRRC #12)</li> <li>• Young children and families with special needs are participating in programs and services which support their individual growth and improve their developmental outcomes (measured by SRRC #3)</li> </ul>
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**Strengthened Families**

*Goal: All young children and their families in Minnesota have access to information, programs, and services that support safe, stable, living arrangements and nurturing relationships that provide a foundation for optimal child development*

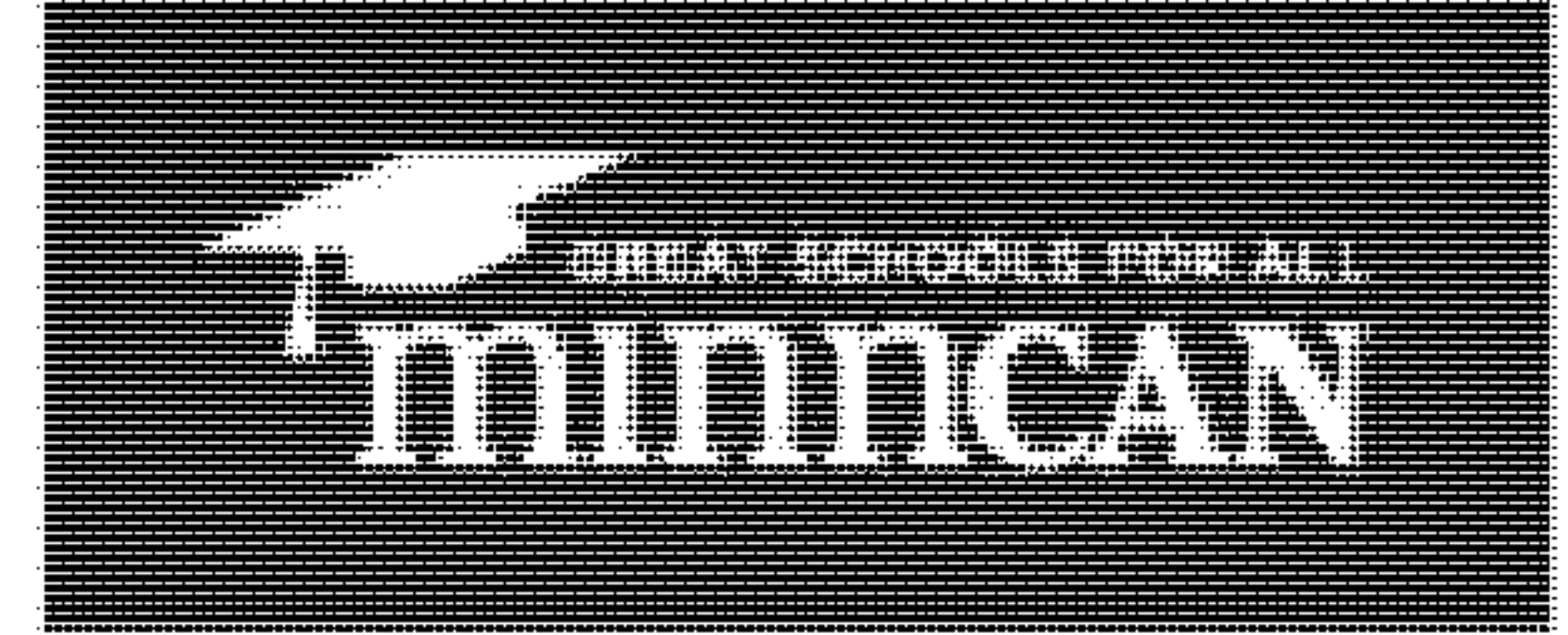
<p><b>OBJECTIVES (What can/needs to be done?)</b></p>	<p><b>OUTCOMES and INDICATING MEASURES (How will we know we are successful?)</b></p>
<p>1. Increase resources, programs and services, dedicated to supporting knowledge of child development and promoting parenting skills and resilience</p>	<ul style="list-style-type: none"> <li>• Parents and caregivers have access to and utilize parent support/education via ECFE/Head Start and other parenting education programs (measured by SRRC #9)</li> <li>• Parents of young children have increased skills and knowledge to help their children develop and learn in a way that supports their individual success in school and in life (measured by???)</li> <li>• Children are protected from adversity through healthy, nurturing relationships with parents and caregivers</li> </ul>
<p>2. Increase access to financial and other concrete supports for young children and families in crisis</p>	<ul style="list-style-type: none"> <li>• Children and families living in economically distressed households have access to and participate in financial and</li> </ul>

	<p>other supports (measured by report card #7)</p> <ul style="list-style-type: none"> <li>• Reported abuse and neglect among young children is reduced (measured by report card #5)</li> </ul>
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**Governance/Access/Finance**

*Goal: Minnesota’s young children and families are supported by a coordinated, comprehensive, and effective early childhood system*

OBJECTIVES (What can/needs to be done?)	OUTCOMES and INDICATING MEASURES (How will we know we are successful?)
<p>1. Identify leadership so that all sectors (state, local, public, private) work collaboratively to ensure infrastructure is developed and sustained for an effective early childhood system</p>	<ul style="list-style-type: none"> <li>• A coordinated, fully financed system of early childhood programs, services, and supports is established</li> <li>• The importance of early childhood development, systems, supports, and services across sectors is recognized and supported by the general public</li> </ul>
<p>2. Early childhood stakeholders have reliable, comprehensive data and accountability measures for policy and financing decisions at the state and local levels</p>	<ul style="list-style-type: none"> <li>• Data systems link, collect, and report on early childhood programs, services, and supports</li> </ul>
<p>3. Increase and more efficiently use current resources (federal/state/local) and leverage additional private funding at the state and local levels</p>	<ul style="list-style-type: none"> <li>• Current and future investments are targeted to services, supports, and programs with demonstrated accountability for promoting school readiness.</li> </ul>



# COMMUNITY LEADER TESTIMONIALS

SUPPORT MINNESOTA'S  
EARLY LEARNING CHALLENGE  
GRANT APPLICATION



## Sean Kershaw

EXECUTIVE DIRECTOR,  
CITIZENS LEAGUE

(b)(6)

“Part of what I love about Minnesota is our legacy of progressive, innovative education reform... We have this long, 40-year history of innovation in education. And the point was not to just come up with ideas, but to get them done. The next example of that will be early childhood learning.”

## Art Rolnick

SENIOR FELLOW,  
HUMPHREY SCHOOL OF PUBLIC AFFAIRS

(b)(6)

“One of the key reasons Minnesota is so well positioned is the support of the business community... Five years ago we put an organization together called the Minnesota Early Learning Foundation. The board consists of the top CEOs from the top corporations in the state... We have the infrastructure in place and we’re ready to take it to scale.”

## Elona Street-Stewart

CHAIR, BOARD OF EDUCATION,  
SAINT PAUL PUBLIC SCHOOLS

(b)(6)

“There are a number of incredible partners who have worked together to ensure the state of Minnesota will have a promising future. Right now we need to make sure we don’t overlook the best asset that we have, and that’s our children. Let’s start with making sure our early learners have the best opportunities to succeed.”

## MaryAnn Baenninger, Ph.D.

PRESIDENT,  
COLLEGE OF SAINT BENEDICT

(b)(6)

“I’m a developmental psychologist and I’m a college president so I know in my scholarly work and professional work at the one end the importance of early childhood learning and I know from the college end, the fundamental early impact on learning. It follows these students through their lives.”

## Jay Barnes

PRESIDENT,  
BETHEL UNIVERSITY

(b)(6)

“The path to higher education begins in pre-school. I realize how important early childhood education is in shaping the future of education.”

## Lori Swanson

SCHOOL BOARD CHAIR,  
WHITE BEAR LAKE AREA SCHOOLS

(b)(6)

“We must ask ourselves, what can we do for our future? ... It starts with providing access to high-quality early childhood education for every Minnesota child.”

## Paul Cerkenik

PRESIDENT,  
MINNESOTA PRIVATE COLLEGE COUNCIL

(b)(6)

“In the 21st Century, a college degree is what a high school diploma meant in the 20th Century. Economic success is going to depend, for individuals and for our community, on increasing the number of college graduates we have. But the only way to do that is to make sure young children, child that are three, four and five, get a start in the education continuum on the right track.”

## Lynn Casey

CHAIR AND CEO,  
PADILLA SPEER BEARDSLEY

(b)(6)

“I know first hand, as does my organization, that there is an immensely strong correlation between an educated workforce and a thriving local economy, and our great quality of life.”

## Vallay Varro

EXECUTIVE DIRECTOR,  
MINNCAN

(b)(6)

“Our coalition of supporters is broad and powerful. We can do this. Our time is now, to seize this challenge and open a world of opportunities.”

## Alex Cirillo

FORMER VICE PRESIDENT,  
3M COMMUNITY AFFAIRS AND 3M FOUNDATION

(b)(6)

“The community at large in Minnesota has made a commitment to education... By augmenting that with Race to the Top, it’s clear to me that we would be able to take programs that exist and implement those programs at a more rapid fashion.”

## John Choi

RAMSEY COUNTY ATTORNEY

(b)(6)

“We cannot have a community and a society where disproportionately large amounts of children of color are not succeeding in our school... Whatever investments that we can do today to change that trajectory is something that is very important.”

# BETTER SCHOOLS FOR A BETTER MINNESOTA

*"Taking what's good and making it better"*

## A 7-Point Plan for Achieving Excellence

### 1. Funding Education for the Future

- Invest in Early Childhood and All-Day Kindergarten
- Invest in strategies that close the achievement gap and target resources to the classroom
- Establish a Governor's Commission on Better School Funding

### 2. Better Early Childhood Education

- Target All-Day Kindergarten
- Expand existing K-12 system into a comprehensive pre-K-12 system
- Implement clearly defined school readiness standards

### 3. Raise the Bar – Close the Gap

- Set accountability targets to close achievement gaps
- Establish ***Governor's Award for Excellence in Education***
- Establish ***Governor's Achievement Gap Innovation Fund***

### 4. Reading Well by 3<sup>rd</sup> Grade

- Launch Statewide Literacy Campaign
- Set school accountability targets to ensure all students are reading well by Grade 3
- Adopt Pre-K-3 Literacy Standards

### 5. Support Teaching for Better Schools

- Create alternative pathways to teacher licensure that maintain quality
- Establish a statewide teacher performance evaluation and development system and create support networks
- Support early childhood teacher observation and development

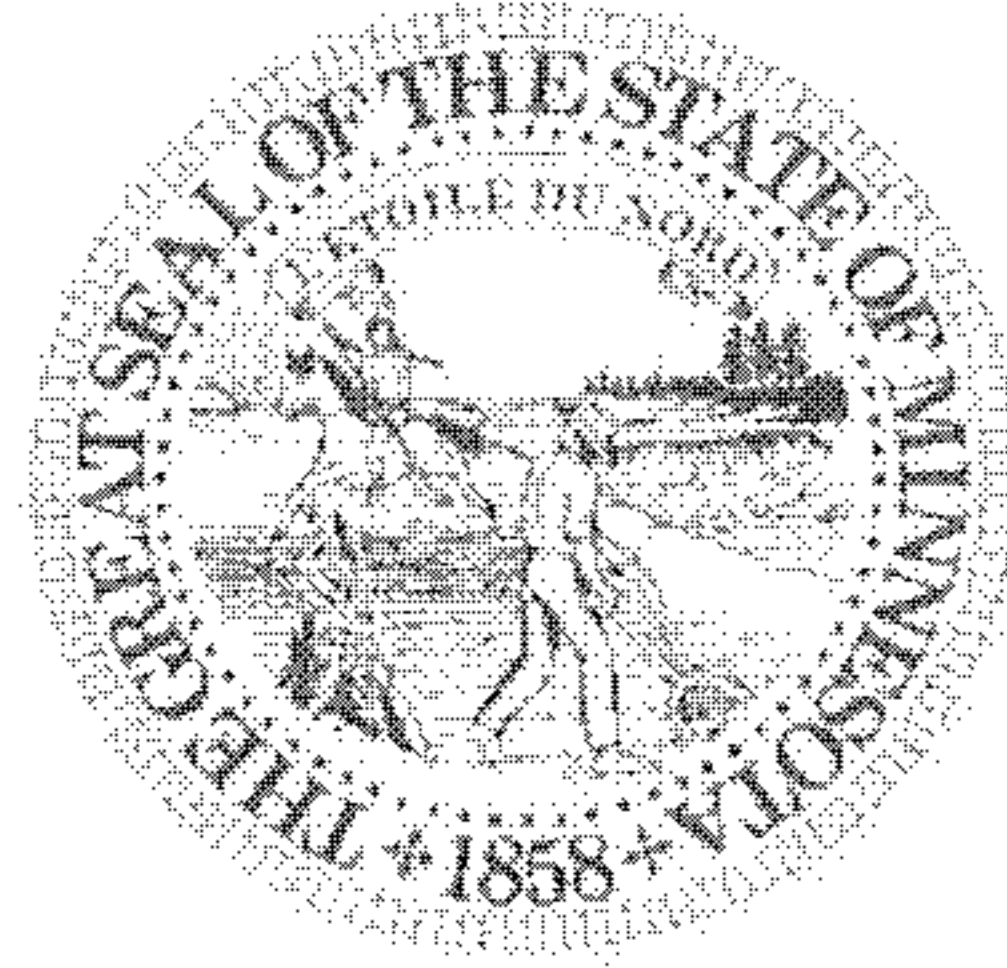
### 6. Better Testing for Better Results

- Develop assessments *for* learning that measure growth
- Establish a Test Reduction Task Force
- Examine new accountability measures based on growth that fairly assess and report student and school progress

### 7. A Department of Education that Provides Educational Leadership and Support

- Reposition Minnesota Department of Education to support teachers, schools and districts
- Reauthorize **Statewide Early Childhood Advisory Council** and reestablish **Children's Cabinet**
- Charge Commissioner of Education with leadership of early childhood initiatives

**STATE OF MINNESOTA**  
**EXECUTIVE DEPARTMENT**



**MARK DAYTON**  
**GOVERNOR**

**Executive Order 11-05**

**Creating the Early Learning Council**

**I, Mark Dayton, Governor of the State of Minnesota**, by virtue of the authority vested in me by the Constitution and applicable statutes, do hereby issue this Executive Order:

**Whereas**, making sure that every child arrives at kindergarten ready to learn is a priority of this administration; and

**Whereas**, making affordable, quality early childhood education and care available to all children is a priority of this administration; and

**Whereas**, quality early education, all day kindergarten, and reading by grade three are all proven strategies to help close the achievement gap so that all students in Minnesota have full opportunities to succeed; and

**Whereas**, there is a need to identify opportunities for, and address barriers to, the coordination of federal and state early childhood policies and procedures that impact the well-being of Minnesota's youngest children; and

**Whereas**; under the federal Improving Head Start for School Readiness Act of 2007, Public Law 110-134, the Governor must either designate or establish a state advisory council on early childhood education and care; and

**Whereas**, on September 25, 2008, Executive Order 08-14 created the State Advisory Council on Early Childhood Education and Care; and

**Whereas**, Minnesota Statutes, section 124D.141, enacted in 2008, added members and duties to the State Advisory Council on Early Childhood Education and Care and gave other directions to the advisory council, but did not codify the council in statute; and

**Whereas**, on August 16, 2010, Executive Order 10-11 extended Executive Order 08-14 until 90 days after Governor Tim Pawlenty left office;

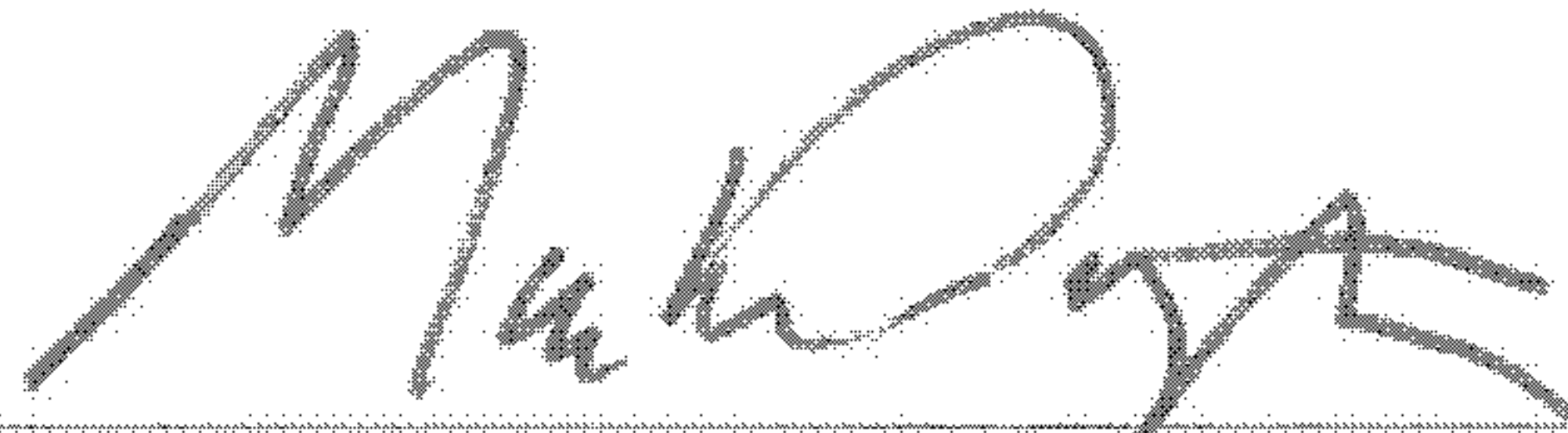
**Now, Therefore**, under Minnesota Statutes, section 15.0593, I hereby create the Early Learning Council to serve as the state advisory council on early childhood education and care under Public Law 110-134 and Minnesota Statutes, section 124D.141.

1. The council consists of up to 30 members, 26 of whom are appointed by and serve at the pleasure of the Governor.
2. The following individuals are members of the council:
  - a. Commissioner of Human Services or a designee;
  - b. Commissioner of Health or a designee;
  - c. Commissioner of Education or a designee; and
  - d. The Head Start State Collaboration Director.
3. The Governor will appoint up to 22 additional members, including individuals with the following expertise, affiliations, or backgrounds:
  - a. Representatives of local government groups;
  - b. Representatives of local school districts;
  - c. Individuals with Head Start expertise;
  - d. Providers of early childhood supports and services;
  - e. Representatives of higher education;
  - f. Individuals whose families receive early childhood supports or services;
  - g. Individuals from non-profits involved in early childhood issues;
  - h. Members of the business community; and
  - i. Representatives of the philanthropic community.
4. Four members of the Legislature, as provided in Minnesota Statutes, section 124D.141, will serve as members of the council.
5. Any compensation of legislative members will be from money appropriated to the Legislature and governed by the rules of the Legislature. The Legislature will determine the term of members appointed by the Legislature.
6. The Governor will appoint one member to serve as the chair of the council.
7. The council shall advise the Children's Cabinet and the Governor's Office on policy and resource development priorities and will suggest options.
8. The Commissioner of Education will provide general administrative and technical support to the council.
9. The council will make its meetings open to the public and provide an opportunity for public comment.

10. Any money made available to administer the council may be used to reimburse expenses of parent members on the council and for technical assistance and administrative support of the council.
11. The council may pursue additional funding from state, federal or private sources.
12. Executive Order 10-11 is rescinded.

Under Minnesota Statutes, section 4.035, subdivision 2, this Executive Order is effective 15 days after publication in the State Register and filing with the Secretary of State and remains in effect until 90 days after I leave office, unless superseded by law or executive order.

**In Testimony Whereof**, I have set my hand on March 17, 2011.



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**Mark Dayton**  
Governor

Filed According to Law:

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**Mark Ritchie**  
Secretary of State

## Minnesota's Early Learning Council Membership 2011 - 2012

Name	Representing
Senator Terri Bonoff	Member of Minnesota Senate
Karen Cadigan	Representative of Minnesota Department of Education and state agency responsible for 619 or Part C
Victoria Campoverde	Parent
Sara Carlson	Representative of philanthropic community
David Cournoyer	Member of business community
Jacqueline Cross	Representative from Head Start
Maria Erlandson	Representative of local education agency
Barbara Fabre	Provider of early childhood education and development services
Diane Haulcy	Provider of early childhood education and development services
Donna Henning	Representative from Head Start
Susan Hoeft	Representative of local education agency
Jim Koppel	Representative of Minnesota Department of Health
Representative Jenifer Loon	Member of the Minnesota House of Representatives
Scott McConnell	Representative of higher education



Denise Mayotte	Representative of philanthropic community
Carol Miller	Representative of local government
Mariam Mohamed	Representative of philanthropic community
Patricia Nordahl	Provider of early childhood education and development services
Molly Rieke	Provider of early childhood education and development services
Arthur Rolnick	Representative of higher education
Fred Senn	Member of business community
Representative Nora Slawik	Member of the Minnesota House of Representatives
Carolyn Smallwood	Provider of early childhood education and development services
Erin Sullivan Sutton	Representative of Minnesota Department of Human Services
Jill Timm	Representative of local government
Mary Vanderwert	Director of Head Start Collaboration
Senator Pam Wolf	Member of Minnesota Senate
Yeu Vang	Representative of local education agency
Barbara Yates, Chair	Provider of early childhood education and development services
Michelle Zadra	Parent

## KAREN CADIGAN

Home

(b)(6)

Office

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 1500 Highway 36 West  
 Roseville, MN 55113  
 karen.cadigan@state.mn.us

**EDUCATION**

Ph.D. UNIVERSITY OF MINNESOTA, Minneapolis, MN  
 2008 Department of Educational Psychology, School Psychology

Ed.S. JAMES MADISON UNIVERSITY, Harrisonburg, VA  
 1996 Department of Psychology, School Psychology

M.Ed. UNIVERSITY OF WASHINGTON, Seattle, WA  
 1995 Department of Educational Psychology, School Psychology

B.A. COLLEGE OF ST. SCHOLASTICA, Duluth, MN  
 1991 Communications major/English minor

1987 EAST HIGH SCHOOL, Duluth, MN

1974 ARROWHEAD HEAD START, Hermantown, MN

**CURRENT POSITION**

August, 2011 **Director, Minnesota Office of Early Learning**  
 Minnesota Department of Education

**UNIVERSITY APPOINTMENTS**

2007 - 2011 **Policy Director**  
 Children, Youth and Family Consortium, University of Minnesota

2005 - 2011 **Research Fellow**  
 Center for Early Education and Development, University of Minnesota

2005 - 2008 **Director of Outreach and Public Policy**  
 Center for Early Education and Development, University of Minnesota

2004 - present **Lecturer**  
 School Psychology Program, University of Minnesota  
*Observation and Assessment of the Preschool Child*

July 2011

**UNIVERSITY SERVICE**

- 2010 – 2012      **Elected member, Steering Committee**  
National, University-Based Child and Family Policy Consortium
- 2009- 2010      **Member, Strategic Planning Committee**  
National, University-Based Child and Family Policy Consortium
- 2006 – 2008      **Member, Steering Committee**  
Early Childhood Research Collaborative, University of Minnesota
- 2004 – 2008      **Member, Early Childhood Task Force, Itasca Project**  
Office of the President, University of Minnesota
- 2007              **Member, Director Search Committee**  
Center for Advanced Studies in Child Welfare, School of Social Work
- 2005 – 2007      **Member, Project Advisory Team**  
Education Sciences Building
- 2005              **Student Member, Faculty Search Committee**  
Institute of Child Development, University of Minnesota
- 2005              **Member, Kickoff Planning Committee**  
Institute for Community Integration, University of Minnesota
- 2003- 2006      **Member, Family Policy Work Group**  
Children, Youth & Family Consortium, University of Minnesota
- 2003 – 2004      **Co-chair, Professional Development and Service Committee**  
School Psychology Student Association, University of Minnesota

**PROFESSIONAL AND CLINICAL EXPERIENCE**

- 2003 – 2008      **Co-founder and Coordinator of Graduate Certificate**  
Early Childhood Policy Studies Program, University of Minnesota
- 2002-2003      **Graduate Research Assistant**  
Improving Preschoolers' Reading Outcomes through Measurement and Intervention in Classroom Environments (I'PROMICE)
- 2003              **Graduate Teaching Assistant**  
Early Childhood Education Program, University of Minnesota  
*Methods and Materials working with Infants, Toddlers and Preschoolers with Disabilities*
- 2001 - 2002      **Coordinator, Early Childhood Autism Programs**  
Minneapolis Public Schools
- 1999-2000      **Teacher**  
Summer Autism Program, Lakeville Area Schools, Lakeville, MN
- July 2011

- 1998                    **Student Counselor**  
Camp Hand in Hand (for children with ASD), Maple Lake, MN
- 1997 – 2001           **School Psychologist/Behavior Analyst**  
Lakeville Area Schools, Lakeville, Minnesota
- 1996 – 1997           **School Psychologist**  
Albemarle County Schools, Charlottesville, VA
- 1995 - 1996           **School Psychologist Intern**  
Greene County Schools, Stanardsville, VA
- 1994 – 1995           **Research Assistant**  
Preschool Families Project, Children’s Hospital, Seattle, WA
- 1993 – 1994           **Lab Assistant**  
Clinical Training Lab, University of Washington, Seattle, WA
- 1989 - 1990           **Freshman Orientation Coordinator**  
College of St. Scholastica, Duluth, MN

#### RELEVANT COMMUNITY SERVICE

- 2009 – present        **Member, Board of Directors**  
Minneapolis YWCA
- 2006 – 2008           **Mentor**  
Child Care Works Leadership Fellows, Minneapolis, MN
- 2005 - 2008           **Member, Board of Directors**  
Way to Grow, Minneapolis, MN
- 2007                    **Consultant**  
MNParentsKNOW website, Governor’s Early Childhood Initiative
- 2007                    **Member, Planning Committee**  
Statewide outreach to newborns project, Twin Cities United Way
- 2004                    **Member, Conference Planning Committee**  
Early Literacy Summit with Dr. Catherine Snow, St. Paul, MN
- 1998 – 2001           **Facilitator, Parent and Sibling Autism Support Groups**  
Lakeville, MN

#### LEGISLATIVE EXPERIENCE

- 2010                    **Facilitator and Team Leader**  
Task Force on Recommendation for a Minnesota Office of Early Learning

July 2011

- 2006 – 2008      **Organizer and Co-facilitator**  
Legislative Leaders' Retreats, Early Childhood Bipartisan Legislative Caucus
- 2004              **State-wide Community Forum Organizer**  
Early Childhood Bipartisan Legislative Caucus, Minnesota Legislature
- 2004              **Legislative Intern**  
Minnesota House of Representatives

### LEGISLATIVE TESTIMONY

- 2008              Minnesota House of Representative E-12 Policy Committee  
HFxxx on the establishment of Early Learning Council
- 2007              Minnesota Senate E-12 Education Policy Committee  
SF 274 regarding kindergarten readiness assessment  
SF 92 regarding an advisory board on school readiness
- Minnesota Senate Health, Housing, & Family Security Committee  
SF 944 regarding the role of professional development in child care quality  
SF 771 regarding the role of licensure on child care quality
- Minnesota House of Representatives E-12 Policy Committee  
HF 302 regarding kindergarten readiness assessment
- Minnesota House of Representatives Early Learning Finance Committee  
HF 302 regarding kindergarten readiness assessment
- Minnesota House of Representatives Health & Human Services Policy Committee  
HF 916 regarding the role of licensure on child care quality
- 2006              Minnesota Senate Early Childhood Education Finance Division  
Regarding the kindergarten readiness assessment

### MANUSCRIPTS SUBMITTED/IN PROGRESS

Thao, K. & **Cadigan, K.** *Hmong mothers' school choice decision-making*. Manuscript submitted for publication.

### PEER REVIEWED MANUSCRIPTS

Bogenscheider, K., Little, O., Ooms, T., Benning, S., **Cadigan, K.** & Corbett, T. (in press). The family impact lens: A family-focused, evidence-informed approach to policy and practice. *Family Relations*.

**Cadigan, K.** & Missall, K. (2007). Measuring expressive language growth in young children with autism spectrum disorder. *Topics in Early Childhood Special Education*, 27(2), 110-118.

Missall, K., McConnell, S. & **Cadigan, K.** (2006). Early literacy development: Skill growth and relations between classroom variables for preschool children. *Journal of Early Intervention*, 29, 1-21.

## OTHER PUBLICATIONS

Bogenschneider, K., Little, O., Ooms, T., Benning, S., & **Cadigan, K.** (2010). Family impact analysis handbook: A strategy for professionals to strengthen families. Available from The Policy Institute for National Family Impact Seminars (<http://familyimpactseminars.org/>).

Bogenschneider, K., Little, O., Ooms, T., Benning, S., & **Cadigan, K.** (2010). Taking families seriously: A family impact guide for policymakers. Available from The Policy Institute for National Family Impact Seminars (<http://familyimpactseminars.org/>).

Rosanbalm, K. and **Cadigan, K.** (2010). Evidence-Informed Policymaking to Improve Impact and Accountability. *2010 Minnesota Family Impact Seminar Briefing Report*, 4-7. Children, Youth, and Family Consortium, University of Minnesota: Minneapolis, MN. Available at <http://www.cyfc.umn.edu/policy/documents/FISreport10.pdf>

**Cadigan, K.** & Alberts, M. (2008). Early childhood policies from ecological and family impact perspectives. *FIS Briefing Report: Options for a Responsive and Accountable Early Childhood System in Minnesota*, 2 - 4. Children, Youth, and Family Consortium, University of Minnesota: Minneapolis, MN.

Harrison, M. & **Cadigan, K.** (2008). Minnesota early childhood populations. *FIS Briefing Report: Options for a Responsive and Accountable Early Childhood System in Minnesota*, 5 - 7. Children, Youth, and Family Consortium, University of Minnesota: Minneapolis, MN.

**Cadigan, K.** (2007). *CEED Response to Media Coverage of "Are There Long Term Effects of Early Child Care?"* Center for Early Education and Development, University of Minnesota: Minneapolis, MN. Available at <http://www.cehd.umn.edu/ceed/publications/briefsandreports/March26PolicyBriefColor.pdf>

**Cadigan, K.** (2007). *Full Day Every Day Kindergarten: Considerations for Policymakers*. Center for Early Education and Development, University of Minnesota: Minneapolis, MN. Available at <http://www.cehd.umn.edu/ceed/publications/briefsandreports/022107policybrief.pdf>

**Cadigan, K.** (2006). Early identification of autism spectrum disorders. *Impact*. Institute for Community Integration, University of Minnesota: Minneapolis, MN.

**Cadigan, K.** (2006, Fall). Putting a face on the gap. *Consortium Connections*, 4, 6. Children, Youth, and Family Consortium, University of Minnesota: Minneapolis, MN

**Cadigan, K.** (2006, Fall). Including young children in public education. *The Minnesota School Board Journal*, 17-19.

**Cadigan, K.** (2005, Fall). Living in poverty: A clear and present danger to literacy development. *Early Report*, 31(1), 8-9.

**Cadigan, K.** & Estrem, T. (2004). Autism in young children: Information for parents. In Canter, A., Paige, L., Roth, M., Romero, I. & Carroll, S. (Eds.), *Helping children at home and school II: Handouts for families and educators*. Bethesda, MD: National Association of School Psychologists.

**EDITORIAL EXPERIENCE**

- 2010           **Editor in Chief**  
 Family Impact Seminar Briefing Report  
*Evidence-Informed Policymaking: Increasing Outcomes and Accountability for Children, Youth and Families*  
 Children, Youth and Family Consortium, University of Minnesota
- 2009           **Editor in Chief**  
 Family Impact Seminar Briefing Report  
*Policy Issues in Special Education Finance*  
 Children, Youth and Family Consortium, University of Minnesota
- 2008           **Editor in Chief**  
 Family Impact Seminar Briefing Report  
*Options for a Responsive and Accountable Early Childhood System*  
 Children, Youth and Family Consortium, University of Minnesota
- 2008, spring   **Editor in Chief**  
*Early Report* issue on the Opportunity and Challenge of Diversity  
 Center for Early Education and Development, University of Minnesota
- 2007, fall       **Editor in Chief**  
*Early Report* issue on Young Children and Poverty  
 Center for Early Education and Development, University of Minnesota
- 2007, spring   **Editor in Chief**  
*Early Report* issue on Infant and Early Childhood Mental Health  
 Center for Early Education and Development, University of Minnesota
- 2006           **Guest Editor**  
*Impact* issue on students with Autism Spectrum Disorders  
 Institute for Community Integration, University of Minnesota
- 2005           **Editor in Chief**  
*Early Report* issue on Early Literacy  
 Center for Early Education and Development, University of Minnesota

**PEER REVIEWED CONFERENCE PRESENTATIONS**

- Cadigan, K.,** Garfinkle, R., Hottinger, J., Odom, S., & Race, A. (2011, April). *Connect, communicate, convene: Translating developmental science for public policymakers.* Society for Research in Child Development Biennial Meeting, Montreal, Quebec.
- Cadigan, K. &** Garfinkle, R. (2011, January). *Wonder Years: The Science of Early Development.* Minnesota's Strong Foundation Conference, Alexandria, MN.

- Cadigan, K.** & Topp, N. (2011, January). *Early childhood governance: What Minnesota can learn from other states*. Minnesota's Strong Foundation Conference, Alexandria, MN.
- Cadigan, K.**, Craig-Unkefer, L. & Cherry, C. (2010, February). *Improving how science informs policy: Understanding the learning contexts and existing knowledge of policy leaders*. 2010 Conference on Research Innovations in Early Intervention, San Diego, CA.
- McConnell, S., **Cadigan, K.**, Bradfield, T., Wackerle, A. & Missall, K. (2008, October). *The IGDIs: What's up?* Presentation at the Division of Early Childhood Annual Conference, Minneapolis, MN.
- Allen, D., **Cadigan, K.**, Blasco, P., Keilty, B. (2008, October). *The politics and policy of early childhood*. Presentation at the Division of Early Childhood Annual Conference, Minneapolis, MN.
- Cadigan, K.** (2008, February). *Sensitivity in measuring preschoolers' phonological skills*. Poster presented at the Conference on Research Innovations in Early Intervention, San Diego, CA.
- Cadigan, K.**, Jordan, C., & Troy, K. (2007, February). *The other end of University Avenue*. Poster at the College of Education and Human Development Research Day, University of Minnesota, Minneapolis, MN.
- Cadigan, K.**, Hottinger, J. & Allen, D. (2006, February). *Bridging the research-policy chasm: Roles for early interventionists*. Presentation at the Conference on Research Innovations in Early Intervention, San Diego, CA.
- McConnell, S., Slawik, N., **Cadigan, K.** & Morgan, T. (2005, October). *Sharing our vision with policymakers: Models that enhance understanding, awareness, and action*. Presentation at the Division of Early Childhood Annual Conference, Portland, OR.
- Cadigan, K.** & Thomas, C.J. (2005, October). *Measuring language growth in preschoolers' with autistic spectrum disorders*. Poster presented at the Division of Early Childhood Annual Conference, Portland, OR.
- Estrem, T. & **Cadigan, K.** (2004, April). *Early literacy development in young children with autism*. Presentation at Autism Society of Minnesota annual conference.
- Missall, K., McConnell, S., **Cadigan, K.** & Van Alstine, J. (2003, October). *Do classroom variables influence early literacy development?* Presentation at the Division of Early Childhood Annual Conference, Washington, DC.
- Cadigan, K.** & Buckley, K. (2000, April). *Demystifying functional behavior assessments: A paradigm for school psychologists and others*. Presentation at National Association of School Psychologists Convention, New Orleans, LA.

### INVITED LECTURES & TRAININGS

- Cadigan, K.** & Bradfield, T. (2011, April). *RTI in Early Childhood*. Minnesota Speech Language Hearing Association annual conference, Bloomington, MN.
- Cadigan, K.** (2011, April). *Contemporary early childhood policy, practice and research*. Minnesota Speech Language Hearing Association annual conference, Bloomington, MN



- Cadigan, K.** (2010, October). *Wonder Years: Understanding the science of early development*. Presentation to the Board on Children, Youth and Families at the National Academies of Science, Washington, DC.
- Cadigan, K.** (2008, November). *Lessons from the field: Foundations of autism*. Invited panel moderator, Center for Excellence in Children's Mental Health, University of Minnesota.
- Cadigan, K.** (2008, February). *A better way: Effective roles for philanthropy in the early childhood movement*. Presentation to the Better Way Foundation Board of Directors, Minnetonka, MN.
- Cadigan, K. & Yssledyke, J.** (2007, August). *Best practices in assessment*. Online training modules produced with Sopris West for the U. S. Department of Defense Education Activities, Worldwide Assessor Professional Development.
- Cadigan, K. & Morgan, T.** (2007, August). *Individual Growth and Development Indicators: Theory, use, and interpretation*. Minneapolis Public Schools Early Childhood Special Education Program, Minneapolis, MN.
- Cadigan, K.** (2007, March). Keynote speaker and panel moderator for *Trends and issues in public policy*, Minnesota Child Care Resource and Referral Network, Roseville, MN
- Cadigan, K. , Schlick, D. , Slawik, N., & Olson, G.** (2007, February). Panelists for *Issues in bridging the divide between researchers and policymakers*, Family Policy Forum, University of Minnesota, Minneapolis, MN.
- Cadigan, K.** (2007, February). *Trends in early childhood policy*. Presentation to the steering committee of Dakota Healthy Families, West St. Paul, MN.
- Cadigan, K.** (2006, December). *Overview of Minnesota's early childhood landscape*. Presentation to the Opus Foundation, Board of Directors, Minnetonka, MN.
- Cadigan, K.** (2006, October). *Mastering the Comprehensive Test of Phonological Processing and the Battelle Developmental Inventory*, U. S. Department of Defense Education Activities, Worldwide Assessor Training, San Diego, CA
- Cadigan, K.** (2005, February). *Individual Growth and Development Indicators: Theory, use, and interpretation*. Des Moines Early Reading First Program, Des Moines, IA.

## GRANT AND CONTRACT ACTIVITIES

- |   |                 |              |
|---|-----------------|--------------|
| Minnesota Department of Education<br><i>Facilitation of Recommendations for Office of Early Learning</i>  | Cadigan (PI)    | October 2010 |
| In partnership with the National Conference of State Legislatures, research and review state options for creation or collocation of an office of early learning, present options to state wide task force, facilitate task force discussions and recommendations, organize and obtain public comment, provide final report for the governor and legislature. (\$64,000) |                 |              |
| W. T. Grant Foundation (unfunded)<br><i>Research Use in Policymaking: Interpreting Intermediary Activities within Legislative Contexts</i>  | Cadigan (Co-PI) | May 2009     |
| July 2011   |                 |              |

*Cultures and Social Networks. A two state examination of the cultural contexts in which legislators use and access research-based knowledge in youth policymaking. (\$545,197)*

Role: Co-PI

National Science Foundation Cadigan (Co-PI) 1/15/09 – 1/14/12  
*Wonder Years: Public Deliberation about the Science of Early Development. Through programs, an exhibition, and research, this project will engage museum visitors, policymakers, and caregivers in deliberations around the latest early childhood development research. It will also build an increased understanding of the importance of early childhood development to expand civic engagement around this urgent social issue. (\$2,300,000)*

Role: Co-PI

Otto Bremer Foundation Cadigan (PI) 11/15/08 – 11/14/09  
*Family Impact Policy Initiative. Connecting research to and creating dialogue around policy issues that impact children and their families. (\$55,000)*

Role: PI and Policy Director

Way to Grow Cadigan (Co-PI) 7/1/07-12/31/07  
*Program evaluation of school readiness program targeting urban, isolated families and young children (\$21,000)*

Role: Project manager

HB Fuller Foundation Cadigan (Co-PI) 12/30/06 – 6/30/07  
*Creating a responsive, non-partisan university based resource for early childhood policy makers (\$10,000)*

Role: Project manager

Institute for Education Science (unfunded) McConnell & Craig-Unkefer (Co-PIs) July 2006  
*Development and initial evaluation of technology-based training and coaching to increase language and literacy development and positive behavior practices in home-based child care programs serving young children with disabilities and children at risk for disabilities (\$2,500,000)*

Role: Project manager

Sheltering Arms Foundation Contract 1/15/06 – 6/30/07  
*Funding for early childhood caucus legislative leaders' retreat (\$2,500)*

Role: Project manager

HB Fuller Foundation McConnell (PI) 12/1/06 – 3/30/08  
*McEvoy lecture series on early childhood and public policy (\$20,000)*

Role: Project manager

Institute for Advanced Studies Craig-Unkefer (PI) 1/1/07 – 12/30/07  
*Mr. Smith goes to preschool: Creating dialogue among legislators, researchers and community members (\$10,000)*

Role: Project consultant

Twin Cities United Way Individual Grant 10/1/06 – 5/30/08  
*Staffing for Minnesota's Early Childhood Caucus. Grant to hire a bipartisan coordinator for the activities of the early childhood caucus, (\$50,000)*

Role: Project request co-initiator, consultant to grantee

HB Fuller Foundation McConnell (PI) 12/1/03 – 12/30/05  
*McEvoy Lecture Series on Early Childhood and Public Policy (\$10,250)*

Role: Project manager

July 2011

**HONORS**

- 2008      **J. David Sexton Doctoral Student Award**  
The Division of Early Childhood
- 2006      **President's Student Leadership and Service Award**  
University of Minnesota
- 2006      **Mary A. McEvoy Award for Public Engagement and Leadership**  
University of Minnesota
- 2002- 2004      **Leadership Fellow**  
Bush Foundation, St. Paul, MN
- 1991      **Senior Leadership Award**  
College of St. Scholastica, Duluth, MN

**CORE VALUES**

People are good.

Children are important.

Science can help.

# Parent Aware Standards

## Standards

### Physical health and wellbeing

- Promotes child safety, injury prevention, and a learning-rich environment that is free of hazards
- Provides nutritious meals, opportunities for physical activity, and linkages to supports for families related to physical, oral and social-emotional health

### Teaching and relationships

- Communicates regularly with families and links them to parent education services
- Supports children's transitions to kindergarten
- Promotes and supports the learning and development of all children, including children who are linguistically and culturally diverse, and children with disabilities
- Demonstrates effectiveness through intentional interactions with children
- Provides individualized instruction that promotes development and helps close the learning gap so that children perform at age level or higher

### Assessment of child progress

- Assesses children by observing and tracking their developmental progress using a research-based assessment tool, and uses those results to individualize instruction
- Includes families in the assessment process

### Teacher training and education

- Caregivers/lead teachers, program directors/administrators, education coordinators:
  - Have formal education degrees or credentials in early childhood education or a related field
  - Are engaged in ongoing professional development to ensure current knowledge and skills
- Program directors/administrators have specialized preparation in program administration or business management

# Parent Aware Indicators and Scoring

## Full Rating for Family Child Care Programs

### Eligible programs

- Licensed family child care programs

### Indicators and scoring details

**Pre-requisite:** Be licensed and have no negative actions. Negative actions include: maltreatment determinations, conditional license, suspensions, temporary immediate suspensions, and revocations. Fines are not included.

#### 1 star – required indicators

##### Physical health and wellbeing

- Provides families with contact information for the following services: early childhood and developmental screening, vision, dental, hearing and social-emotional screening, mental health, and special education.

##### Teaching and relationships

- Provides families with contact information for one or more local family education options (including but not limited to ECFE)
- All caregivers have completed at least 8 hours of approved, basic child development training

##### Assessment of child progress

- All caregivers have completed approved training on authentic observation practices
- Observes children regularly and records information at least monthly

##### Teacher training and education

- All caregivers have submitted verified training and professional development credentials

#### 2 stars – required indicators

All indicators for 1 star, plus the following:

##### Physical health and wellbeing

- Provides families with local contact information for family supports, such as child care assistance, medical assistance and public health services
- Conducts self-assessment of the environment

##### Teaching and relationships

- Offers orientation meetings for new parents that include a discussion about their preferences, including those related to cultural norms and traditions
- Uses lesson plans and a daily schedule
- All caregivers have completed a total of at least 8 hours of approved training on the Early Childhood Indicators of Progress

##### Assessment of child progress

- Shares with families observation summaries prepared using authentic observation practices

##### Teacher training and education

- All caregivers have professional development plans

**Programs meeting all indicators 1 and 2 stars are eligible to apply for a higher star rating. The following points are required to reach 3 and 4 stars.**

**Total points possible: 20**

Points in all four categories of standards are totaled. Stars are awarded using the following scale:

3 stars	9 – 14.5 points, is using a curriculum aligned with the ECIPs in all classrooms, and has scored at least one point in every category.
4 stars	15 – 20 points

<b>Physical health and wellbeing</b>	<b>Points possible</b>
Assists families in accessing supports such as child care assistance, medical assistance, and public health services through one or more of the following: on-site staff, consultants, volunteers, a local collaboration or other cooperative agreement.	1 point
All caregivers have completed approved training on child nutrition, or the program participates in the Minnesota Child and Adult Care Food Program.	1 point
All caregivers have completed approved training within the past two years on obesity prevention, including developmentally appropriate physical activities for young children.	2 point
<b>Total possible</b>	<b>4 points</b>

<b>Teaching and relationships</b>	<b>Points possible</b>
Uses a curriculum that is aligned with the Early Childhood Indicators of Progress (ECIP), and all caregivers have completed approved training on implementing curriculum (required for all classrooms to achieve 3 stars or higher).	2 points
All caregivers have at least 4 hours of approved training or equivalent coaching on children's developmental disabilities, special health care needs, and behavioral challenges.	1 point
All caregivers have at least 4 hours of approved training or equivalent coaching on supporting social-emotional, language, literacy, mathematical thinking and physical development in young children.	1 point
Communicates program information in parent's primary language (e.g. through on-site staff, qualified volunteers, an interpreter service, or translated materials) and all caregivers have completed training in working with families from different cultures and socio-economic levels.	1 point
<b>Total possible</b>	<b>5 points</b>

<b>Assessment of child progress</b>	<b>Points possible</b>
Conducts assessment using an approved tool with all children at least twice per year in at least the following domains: social emotional development, language and literacy, mathematical thinking and physical development, and all lead teaching staff have completed approved training on its use, or	2 points
Conducts assessment using an approved tool with all children at least once per year in two or more domains, and all caregivers have completed approved training on its use. (If program is using an assessment tool with some but not all age groups, partial credit is given.)	1 point
Provide families with child assessment results, and if a child has an Individualized Education Plan (IEP) or Interagency Family Services Plan (IFSP), shares assessment results with team with family's permission. For a child with a special need who is receiving specialty services (i.e. physical or occupational therapy), shares assessment results with service providers with families permission. (If program is using an assessment tool with some but not all age groups, partial credit is given.)	1 point
Use child assessment information to guide instruction and design goals for individual children. (If program is using an assessment tool with some but not all age groups, partial credit is given.)	1 point
<b>Total possible</b>	<b>4 points</b>

Teacher training and education	Points possible
<p>Caregiver training and education is recorded and documented through the Minnesota Center for Professional Development Registry (<a href="http://www.mncpd.org/registry.html">http://www.mncpd.org/registry.html</a>).</p> <p>Points are awarded based on the steps achieved in the Career Lattice (<a href="http://www.mncpd.org/career_lattice.html">http://www.mncpd.org/career_lattice.html</a>). Based on the steps achieved in the Career Lattice, points are awarded.</p> <ul style="list-style-type: none"> <li>Step 2 in the Minnesota Career Lattice</li> <li>Step 3 in the Minnesota Career Lattice</li> <li>Step 4 in the Minnesota Career Lattice</li> <li>Step 5 in the Minnesota Career Lattice</li> <li>Step 6 in the Minnesota Career Lattice</li> <li>Steps 7 - 8 in the Minnesota Career Lattice</li> <li>Step 9 or higher in the Minnesota Career Lattice</li> </ul> <p>If there is more than one name on the license, everyone on the license must submit documentation to the Registry. Their scores will be averaged to determine the overall program score for this category.</p> <p>If the person whose name is on the license does not work with the children at least half time (20 hours), or at least 50 percent of the program's operating hours if it is a part-day program, the professional development of the lead provider at the site should be submitted to the Registry to be used in scoring this category.</p> <p>Definition of "lead provider": The highest qualified person working with the children at least half time (see rule above).</p>	<p>1 point</p> <p>2 points</p> <p>3 points</p> <p>4 points</p> <p>5 points</p> <p>6 points</p> <p>7 points</p>
<b>Total possible</b>	<b>7 points</b>

# Parent Aware Indicators and Scoring

## Full Rating for Child Care Centers

### Eligible programs

- Licensed child care centers

### Indicators and scoring details

**Pre-requisite:** Be licensed and have no negative actions. Negative actions include: maltreatment determinations, conditional license, suspensions, temporary immediate suspensions, and revocations. Fines are not included.

#### 1 star – required indicators

##### Physical health and wellbeing

- Provides families with contact information for the following services: early childhood and developmental screening, vision, dental, hearing and social-emotional screening, mental health, and special education.

##### Teaching and relationships

- Provides families with contact information for one or more local family education options (including but not limited to ECFE)
- All lead teachers have completed at least 8 hours of approved, basic child development training

##### Assessment of child progress

- All lead teachers have completed approved training on authentic observation practices
- Observes children regularly and records information at least monthly

##### Teacher training and education

- All lead teachers have submitted verified training and professional development credentials

#### 2 stars – required indicators

All indicators for 1 star, plus the following:

##### Physical health and wellbeing

- Provides families with local contact information for family supports, such as child care assistance, medical assistance and public health services
- Conducts self-assessment of the environment

##### Teaching and relationships

- Offers orientation meetings for new parents that include a discussion about their preferences, including those related to cultural norms and traditions
- Uses lesson plans and a daily schedule
- All lead teachers have completed a total of at least 8 hours of approved training on the Early Childhood Indicators of Progress

##### Assessment of child progress

- Shares with families observation summaries prepared using authentic observation practices

##### Teacher training and education

- All lead teachers have professional development plans





<b>Assessment of child progress</b>	<b>Points possible</b>
<p>Conducts assessment using an approved tool with all children at least twice per year in at least the following domains: social emotional development, language and literacy, mathematical thinking and physical development, and all lead teaching staff have completed approved training on its use, or</p> <p>Conducts assessment using an approved tool with all children at least once per year in two or more domains, and all lead teaching staff have completed approved training on its use. (If program is using an assessment tool with some but not all age groups, partial credit is given.)</p>	<p>2 points</p> <p>1 point</p>
<p>Provides families with child assessment results, and if a child has an Individualized Education Plan (IEP) or Interagency Family Services Plan (IFSP), shares assessment results with team with family's permission. For a child with a special need who is receiving specialty services (i.e. physical or occupational therapy), shares assessment results with service providers with families permission. (If program is using an assessment tool with some but not all age groups, partial credit is given.)</p>	1 point
<p>Uses child assessment information to guide instruction and design goals for individual children. (If program is using an assessment tool with some but not all age groups, partial credit is given.)</p>	1 point
<b>Total possible</b>	<b>4 points</b>

<b>Teacher training and education</b>	<b>Points possible</b>
<p>Education coordinator, director, or lead administrator has a bachelor's degree with at least 24 early childhood-related, approved semester credits.</p> <p>Definition of "education coordinator": In many centers the director serves as the education coordinator. However, this could also be another staff person or a lead teacher who also has duties related to helping the program implement the curriculum consistently across classrooms and any other practices related to helping children become ready for school. This is often the staff person who approves the child care program plan as required by Licensing in Rule 3.</p>	1 point
<p>Director has a director's credential.</p>	1 point
<p>Staff training and education is recorded and documented through the Minnesota Center for Professional Development Registry (<a href="http://www.mncpd.org/registry.html">http://www.mncpd.org/registry.html</a>).</p> <p>Definition of "lead teacher": A lead teacher is the highest qualified teacher in each classroom. Individuals who split their time between teaching and administrative duties can be considered lead teachers if they work in this capacity at least half time (see rule below).</p> <p>Points are awarded based on the steps achieved in the Career Lattice (<a href="http://www.mncpd.org/career_lattice.html">http://www.mncpd.org/career_lattice.html</a>). For each lead teacher, points will be awarded as follows: 1 point awarded for step 1, 2 points for step 2, and so on through 10 points awarded for step 10 or higher, then averaged:  Average score is 5 or less  Average score is between 5.1 and 6  Average score is between 6.1 and 7  Average score is between 7.1 and 9  Average score is between 9.1 and higher</p> <p>Teachers must be at least a half time employee (20 hours per week) or for programs operating part-day programs, teachers must work at least 50 percent of the program's operating hours in order to be considered a lead teacher and have their professional development counted toward this score.</p>	<p>0 points</p> <p>1 point</p> <p>2 points</p> <p>3 points</p> <p>4 points</p>
<b>Total possible</b>	<b>6 points</b>

# Parent Aware Indicators and Scoring

## Accelerated Rating

### Eligible programs

- Licensed child care centers with an approved accreditation (see list of approved accreditations)
- Licensed family child care programs with an approved accreditation (see list of approved accreditations)
- License-exempt school-based preschool programs meeting School Readiness standards
- Licensed and license-exempt Early Head Start and Head Start programs meeting Head Start performance standards

### Indicators and scoring details

**Pre-requisite:** Be licensed and have no negative actions. Negative actions include: maltreatment determinations, conditional license, suspensions, temporary immediate suspensions, and revocations. Fines are not included. This requirement does not apply to license-exempt programs.

#### 4 star accelerated rating – required indicators

##### Teaching and relationships

- Uses a curriculum that is aligned with the Early Childhood Indicators of Progress (ECIP), and all caregivers/lead teaching staff have completed approved training on implementing curriculum.

##### Assessment of child progress

- Conducts assessment using an approved tool with all children at least twice per year in at least the following domains: social emotional development, language and literacy, mathematical thinking and physical development, and all caregivers/lead teaching staff have completed approved training on its use.

### **Development Process for Parent Aware Program Standards and Indicators**

The following is an excerpt from *An Early Childhood Quality Rating & Improvement System: A Report to the Legislature*. Minnesota Department of Human Services and Minnesota Department of Education. March, 2011.

Common program standards across different types of early childhood programs – child care, Head Start and pre-kindergarten – can play an important role in Minnesota’s early childhood system beyond a QRIS by identifying shared expectations linked to outcomes for young children. Examples of potential uses of common program standards for different stakeholder groups include:

- For early childhood teachers and caregivers:
  - To guide curriculum planning, teaching strategies, and assessment of children’s progress
  - To provide focus for staff training and program development
  - To support linkages across program types to more effectively coordinate services for families.
- For parents:
  - To build awareness of the program characteristics necessary to support their children’s development
  - To provide information needed to choose a high quality setting.
- For policymakers:
  - To assess the impact of public policies on young children and their families
  - To highlight shared goals and priorities across different types of early childhood programs.

Prior to this report, there was a not an identified common set of program standards across types of early childhood programs. The process to develop the program standards and indicators occurred in four phases:

1. Initial development by DHS and MDE
2. Review by content experts
3. Child Trends Parent Aware evaluation report
4. Public input process
5. Final recommendations on QRIS standards and indicators.

After each phase, the departments reviewed collected feedback and incorporated it into the recommendations.

## Framework Development

To develop a set of common program standards and QRIS indicators, the departments first developed a conceptual hierarchy for the QRIS, defined each level of the hierarchy, and created criteria for use in developing elements of the hierarchy (see Chart I below).

### Categories of Standards

*Definition: A grouping of program standards that logically fit together*

To develop categories of standards, the departments first reviewed the research and evaluations of other state QRIS, the Parent Aware categories, Minnesota's standards for School Readiness programs and the Ten Essential Elements of Effective Early Care and Education Programs adopted by ECAC<sup>1</sup> as well as early childhood standards of widely recognized organizations such as the National Association for the Education of Young Children and Head Start.

The following categories of standards were developed through the review of the resources mentioned above:

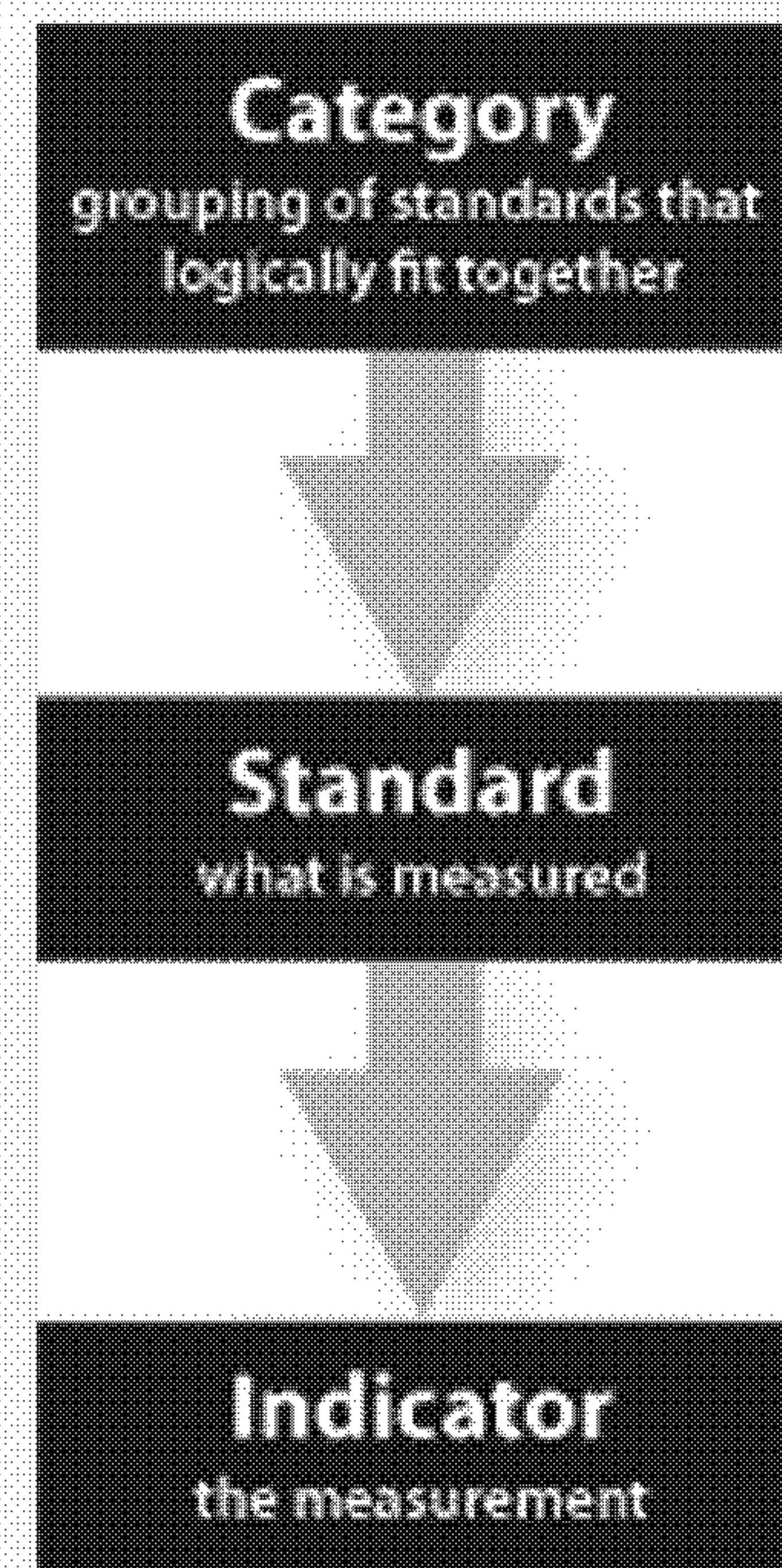
- Physical Health and Wellbeing
- Family Partnerships
- Teaching and Relationships
- Assessment of Child Progress
- Professional Development
- Program Planning and Management.

### Program Standards

The departments recommend the following definition of common child standards:

*A component within a category that identifies the features of early childhood programs that, based on research, have been shown to ensure the conditions in which children are more likely to learn.*

To draft program standards, the next level of detail in this hierarchy, the departments developed screening criteria by reviewing alignments of the standards for Minnesota's School Readiness program, Head Start Performance Standards, child care licensing requirements, the Parent Aware



**Chart I**

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<sup>1</sup> The Ten Essential Elements of Effective Early Care and Education Programs were created by two early childhood research experts, Arthur Reynolds of the University of Minnesota and Susan Neuman of the University of Michigan. The Elements were presented and adopted during the Minnesota Governor's Summit on School Readiness.

indicators, and some child care accreditation standards, again using the Ten Essential Elements as a framework. These criteria include:

1. Standards are built on or connect to one of the research-based Ten Essential Elements for Effective Early Care and Education Programs from the 2006 Governor's Summit on School Readiness.
2. Standards are based in research connecting the standard with improved school readiness, especially for at-risk children.
3. Standards apply to all types of early learning programs that serve children ages birth to 5, including child care centers, licensed family child care homes, school-based and private preschools and Head Start programs.
4. Standards are meaningful for parents, providers, policymakers and the public.

### **Indicators**

The departments recommend the following definition of common child standards:

*A component of a standard such as an outcome, condition, process, role, and function, which can be observed and measured, and used to determine the extent to which standards are met.*

After the standards were developed, indicators were drafted using department-developed criteria:

1. Indicators are related to positive child outcomes, especially for children at-risk<sup>2</sup>, and demonstrated through research or best-practices as identified by national experts.
2. Indicators are observable, documentable, and valid measures that quantify the achievement of the desired outcome, i.e., they substantiate the extent to which standards are met.
3. Indicators requiring self-report documentation are verifiable, easily understood and implemented so that program staff involved in data collection will be motivated to participate in data collection and incorporate data results into program planning and improvement.
4. Indicators are meaningful at the system level, beyond basic child care licensing standards/regulations, and linked to state priorities and policies.
5. Indicators are culturally sensitive to race, ethnicity and context.
6. Indicators have wide acceptance by, and are meaningful to, decision makers, researchers, practitioners and families.

When drafting the indicators, the departments also assessed the degree to which a specific indicator related to a program standard, and whether there was a logical progression of indicators within and across program standards and categories.

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<sup>2</sup> The Minnesota Early Childhood Advisory Council defines *at-risk* as: children who are in families with low incomes and/or children who experience multiple risk factors placing them "at-risk for academic failure."

## **Content Expert Review**

The content experts addressed the following specific questions in their reviews:

- To what extent do the standards meet the identified criteria?
- What gaps, if any, exist in the standards?
- Are there draft standards that should not be included in a QRIS and why?
- What gaps, if any, exist in the indicators?
- What are their suggestions for best practice in objectively and authentically measuring indicators?
- Is infant/toddler care represented appropriately?

## **Parent Aware Evaluation Report**

The departments used results from the Parent Aware Year 3 Evaluation Report in the process of developing program standards and indicators. The evaluator, Child Trends, analyzed data from the second and third year of the Parent Aware pilot in order to understand patterns of participation and scoring on the rating tool, and the effectiveness of implementation strategies. The goal of the evaluation was to inform decisions about future statewide implementation of a QRIS. DHS and MDE met with Child Trends staff four different times throughout the development of this report to discuss the findings.

## **Public Input Process**

The departments used results from the research review, state examples, the Parent Aware evaluation, the feedback from the Early Learning Standards Committee of ECAC, and content expert feedback to create a next draft of the QRIS standards and indicators for public review and comment.

In fall 2010, a consultant was hired to conduct the public input process. In December the consultant facilitated a series of six public meetings throughout the state, including a meeting with specific communities of color in the state. In addition, an online feedback survey also utilized to facilitate input. (See Appendix E for a detailed report submitted by the contractors on the public input process and the key issues raised by the public.) In response to public input, the departments made significant modifications to the proposed program standards and QRIS indicators, including:

- Reducing the number of categories
- Reducing the number of indicators
- Reviewing and refining indicators designed to increase the number of programs providing culturally sensitive caregiving (i.e., authentic observation, orientation meetings, training requirement on working with children of different cultures, communicating program information in parent's primary language).

## Summary of the rationale for Parent Aware indicator changes

October 7, 2011

### Purpose

This purpose of the document is to summarize the rationale for each change in the Parent Aware indicators, so that Race to the Top, Early Learning Challenge Grant application reviewers can quickly identify the differences between the Parent Aware quality indicators used in the pilot phase, and the revised set of Parent Aware indicators presented in this grant application. It is intended to be a brief, high-level description of the rationale for changes to the indicators, not a complete explanation of the selection process. It also is not intended to be a complete summary of the research that was consulted and informed the selection process.

### Background

The process used to select the original set of Parent Aware indicators was designed by a task force of child care providers, early learning professionals, and parents. Child Trends, the Parent Aware evaluator, conducted a research review, along with a field test of an initial set of draft indicators. Findings from this process were used to refine the indicators, which were tested more thoroughly during the pilot.

As described in *An Early Childhood Quality Rating and Improvement System: A Report to the Minnesota Legislature*<sup>i</sup>, (hereafter referred to as “the cross-agency report”), the Minnesota Departments of Human Services and Education (hereafter referred to as “the cross-agency work group”) developed a set of criteria and used the Parent Aware evaluation<sup>ii</sup> findings and feedback from a group of content experts to further refine the Parent Aware indicators. Finally, a broad public input process was used to solicit advice and feedback on the indicators. Most of the indicators recommended in the cross-agency report were used in the final set of indicators; however, some small changes were made in the process of finalizing the indicators and scoring.

### Indicator changes by category

#### Family partnerships

A category of indicators called “Family Partnerships” was included in the Parent Aware pilot to document the number and type of family communication strategies used by programs and opportunities for families to contribute to the early childhood setting. The evaluation did not find this category to be effective in differentiating quality levels because there was little to no variation on the category scores. Many programs earned all of the points possible in the category. While there is consensus that strong family-program partnerships are an important component of early childhood settings, the research evidence to support the inclusion of the indicators tested in the pilot was not strong.

To address these concerns, the cross-agency work group decided to eliminate “Family Partnerships” as a free-standing category, and incorporate aspects of family engagement into



<b>Family partnerships</b>	
each category. The family engagement indicators were also strengthened to make them more rigorous.	
<b>Physical health and wellbeing</b>	
The category “physical health and wellbeing” was added because of research connecting health practices and physical activity with children’s school readiness, and based on advice from the content expert.	
<b>Indicators</b>	<b>Rationale for inclusion</b>
Provides families with contact information for the following services: early childhood and developmental screening, vision, dental, hearing and social-emotional screening, mental health, and special education.	This indicator was added to ensure that families and children, particularly Children with High Needs, are connected with critical health services. It was recommended by partner agencies and the content expert.
Provides families with local contact information for family supports, such as child care assistance, medical assistance and public health services	This indicator was added to ensure that families and children, particularly Children with High Needs, are connected with critical social support services. It was recommended by partner agencies and the content expert.
Conducts self-assessment of the environment	This indicator replaces the indicator used in the pilot that incorporated observational assessments using the Environment Rating Scales. The use of the Environment Rating Scales was dropped because the very high cost to observe all settings with these tools, particularly as the QRIS is scaled up statewide. The benefits of observing all settings were not commensurate with the costs. A decision was made to prioritize the use of the CLASS tool because of the stronger research basis linking it to child outcomes, while continuing to emphasize the importance of environment assessments through the use of a self-assessment that builds upon the content of the Environment Rating Scales (but developed specifically for use in Parent Aware. The Environment Rating Scales will continue to be used on a case-by-case basis in training and coaching contexts. In addition, the Evaluation will continue to assess programs using the Environment Rating Scales as a strategy for validating the quality rating levels.
Assists families in accessing supports, such as child care assistance, medical assistance and	This indicator was added to help connect families and children, particularly Children

<b>Family partnerships</b>	
public health services, through one or more of the following: on-site staff, consultants, volunteers, a local collaboration or other cooperative agreement.	with High Needs, with critical services. It was recommended by partner agencies and the content expert.
All caregivers/lead teachers have completed approved training on child nutrition, or the program participates in the Minnesota Child and Adult Care Food Program.	This indicator was added to introduce child nutrition into the rating. It was not previously used in the pilot. Child nutrition will also be a part of the environment self-assessment. Offering the “or participates in” option recognizes that the food program already requires training on this topic, thus making this item more flexible. The need for flexible indicators like this one was one of the key pieces of feedback from the public input process. The inclusion of this indicator was also based on research linking nutrition with positive child outcomes, and in an effort to align with Head Start performance standards and leverage the resources provided through the Minnesota Child and Adult Food Program.
All caregivers/lead teachers have completed approved training within the past two years on obesity prevention, including developmentally appropriate physical activities for young children.	This indicator was added due to research linking developmentally appropriate physical activities with positive child outcomes. It was recommended by the content expert. Promotion of physical activity will also be a part of the environment self-assessment.

<b>Teaching and relationships</b>	
This category was previously called “Teaching materials and strategies” during the pilot. The category title was changed to emphasize the importance of relationships, and the importance of interactions in supporting optimal development. The CLASS tool is used in this category to measure the quality of interactions. Inclusion of the word “relationships” in this category was also a recognition of the family engagement standards now embedded in this category.	
<b>Indicators</b>	<b>Rationale for inclusion</b>
Provides families with contact information for one or more local family education options (including but not limited to ECFE).	This indicator was added in an effort to strengthen the indicators related to family engagement. The pilot indicators did not include an indicator related to the provision of family education. This indicator also provides a strong linkage with Minnesota’s Early Childhood Family Education program.

<p>All caregivers/lead teachers have completed at least 8 hours of approved training on basic child development.</p>	<p>This indicator was not included in the pilot rating tool. It was added by the cross-agency work group as a way to ensure teachers in programs at the lower quality levels have received training on child development, which is fundamental to the implementation of effective curriculum as programs move to the higher levels.</p>
<p>Offers orientation meetings for new parents that include a discussion about their preferences, including those related to cultural norms and traditions</p>	<p>This indicator was formerly in the family partnerships category, and was found to be easily achieved by programs in the evaluation. It was strengthened by adding the word “orientation”, rather than simply a requirement to “communicate with” parents as it was worded in the pilot indicators. This indicator was also included as a way to ensure programs are making themselves aware of families’ cultures and use that information to improve instruction, a practice so critical to quality programming for Children with High Needs.</p>
<p>Uses lesson plans and a daily schedule</p>	<p>This item was added as a way to introduce a concept that is fundamental to curriculum implementation at a lower level, so that it can be built upon as programs move into higher levels where curriculum use is required. Research shows use of a formal curriculum is a key quality characteristic linked to higher scores on the ERS tools, the CLASS tool and improved child outcomes.</p>
<p>All lead teachers have completed approved training on the Early Childhood Indicators of Progress (ECIP)</p>	<p>This indicator was not included in the pilot rating tool. It was added by the cross-agency work group to ensure that teachers in programs at the lower levels have received training on the early learning guidelines, which is fundamental to implementation of effective curriculum as programs move to the higher levels.</p>
<p>Uses a curriculum aligned with the Minnesota Early Childhood Indicators of Progress (ECIP) and staff have completed approved training on implementing curriculum</p>	<p>This indicator was strengthened from the pilot indicator because research consistently shows that use of a formal curriculum positively impacts children’s outcomes.</p> <p>The Parent Aware pilot included a curriculum approval process and a requirement that programs use an “approved</p>

	<p>curriculum” to achieve 3 stars or higher. The full curriculum approval process was found to be too time and labor intensive to be used on a statewide basis. The modified curriculum approval process does require demonstration that curriculum is aligned with Minnesota’s Early Learning and Development Standards and is appropriate for the age groups served.</p>
<p>All lead teachers have at least 4 hours of approved training or equivalent coaching on children’s developmental disabilities, special health care needs, and behavioral challenges.</p>	<p>This indicator was not included in the pilot rating tool. It was added by the cross-agency work group as a way to encourage teachers in programs at the higher levels to receive training on developmental disabilities and health care needs. It was suggested by the content expert.</p>
<p>All lead teachers have at least 4 hours of approved training or equivalent coaching on supporting social-emotional, language, literacy, mathematical thinking and physical development in young children.</p>	<p>This indicator was not included in the pilot rating tool. It was added by the cross-agency work group as a way to encourage teachers in programs at the higher levels to receive training on developmental domains which is critical to the effective implementation of formal curriculum.</p>
<p>Communicates program information in parent’s primary language (e.g. through on-site staff, qualified volunteers, an interpreter service, or translated materials) and all staff have completed training in working with families from different cultures and socio-economic levels.</p>	<p>This indicator was not included in the pilot rating tool. It was added by the cross-agency work group as a way to improve program access among families whose primary language is not English. This indicator was brought to the work group’s attention through work of the Minnesota Early Learning Foundation to address cultural considerations in the rating system.</p>
<p>CLASS scores</p> <p>Points are awarded based on the score achieved in each domain.</p>	<p>This indicator was included in the pilot. The cross-agency work group considered the continued inclusion of the CLASS observation an essential strategy for measuring interactions that are meaningful for children’s development, particularly Children with High Needs.</p>

<b>Assessment of child progress</b>	
<p>This category was called “tracking learning” in the pilot. The cross-agency work group re-named it “assessment of child progress” to clarify that the category related to use of child assessment.</p>	
<b>Indicators</b>	<b>Rationale for inclusion</b>
<p>Observes children regularly, records information</p>	<p>The cross-agency work group included this</p>

at least monthly.	indicator at a lower level because it is a foundational practice that must be built upon before a program implements an authentic assessment tool.
All lead teachers have training on authentic observation practices.	This indicator was included as evidence that the teacher was implementing authentic observation practices.
<p>Conducts assessment using an approved tool with all children at least twice per year in at least the following domains: social emotional development, language and literacy, mathematical thinking and physical development, and all lead teaching staff have completed approved training on its use. (More points)</p> <p>Conducts assessment using an approved tool with all children at least once per year in two or more domains, and all lead teaching staff have completed approved training on its use. (Fewer points)</p>	<p>The cross-agency work group was in unanimous agreement about the continued inclusion of a requirement that an approved assessment tool be included. The content expert also supported its inclusion as an indicator. Because there is a small number of authentic assessment tools available, it is more feasible to provide an assessment review process when the QRIS is available on a statewide basis.</p> <p>Use of formal assessment is recommended as best practice in early childhood settings. In addition, the Parent Aware evaluation found the indicators related to assessment to be among the strongest included in the rating and recommended they be maintained.</p>
Provide families with child assessment results, and if a child has an Individualized Education Plan (IEP) or Interagency Family Services Plan (IFSP), shares assessment results with team with family's permission. For a child with a special need who is receiving specialty services (i.e. physical or occupational therapy), shares assessment results with service providers with families permission.	Sharing assessment results with parents was included in the Parent Aware pilot. Reference to sharing child assessment results with the IEP or IFSP team, or for children receiving specialty services to share the results with the child's service providers, was added as a way to ensure alignment with the Early Childhood Special Education (ECSE) system in Minnesota. It was also an important practice for programs serving children with disabilities. The cross-agency work group believed increasing the frequency of this type of information sharing would improve the quality of care for all children, but particularly for children with disabilities.
Use child assessment information to guide instruction and design goals for individual children.	This indicator was included in the Parent Aware pilot. The Parent Aware evaluation found the indicators related to assessment to be among the strongest included in the rating and recommended they be maintained.

<b>Teacher training and education</b>	
“Teacher training and education” was also the title for this category in the pilot.	
<b>Indicators</b>	<b>Rationale for inclusion</b>
All lead teachers have submitted verified training and professional development credentials.	<p>This indicator was included at level 1 as a first step toward participating in the professional development system, and therefore a first step toward reaching higher quality.</p> <p>In addition, the verification of training and credentials is an indicator of an Early Childhood Educator’s intentionality, and a first step toward seeing themselves as a professional working in the Early Childhood System. In addition, the content expert for professional development related issues encouraged the work group to include this type of indicator.</p>
All lead teachers must have professional development plans.	<p>This indicator was included at level 2 as a next step toward participating in the professional development system, and a necessary pre-requisite for reaching higher rating levels. The indicator reflects intentionality of the Early Childhood Educator.</p> <p>In addition, the content expert for professional development related issues encouraged the work group to include this type of indicator.</p>
Education coordinator, director, or lead administrator has a bachelor’s degree with at least 24 early childhood-related, approved semester credits.	<p>This indicator was in the Parent Aware pilot rating tool, and is in the cross-agency report. It aligns well with requirement for School Readiness programs. Studies of professional development systems have found that programs with directors or other lead staff with degrees related to early childhood education will be more successful in helping their program implement program standards and better positioned to hire staff with higher steps on the career lattice or encourage their staff to reach higher steps on the career lattice.</p>
Director has a director’s credential	<p>This indicator was added and was included in the cross-agency report due to content expert recommendation and the research basis</p>

	<p>showing that programs with intentional business and program administration training have more successful programs.</p>
<p>Points are awarded based on the steps achieved in the Career Lattice (<a href="http://www.mncpd.org/career_lattice.html">http://www.mncpd.org/career_lattice.html</a>).</p> <p>Programs with teachers with higher career lattice scores receive more points.</p>	<p>This indicator was included in the Parent Aware pilot indicators. It was found to be an effective indicator in the evaluation.</p> <p>Numerous studies point to the importance of early childhood training and education in producing higher quality programs.</p> <p>In addition, the content expert for professional development related issues encouraged the work group to include indicators that align closely with the professional development system.</p>

## Essential Elements for School Readiness

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



**10. Strong  
accountability  
system**

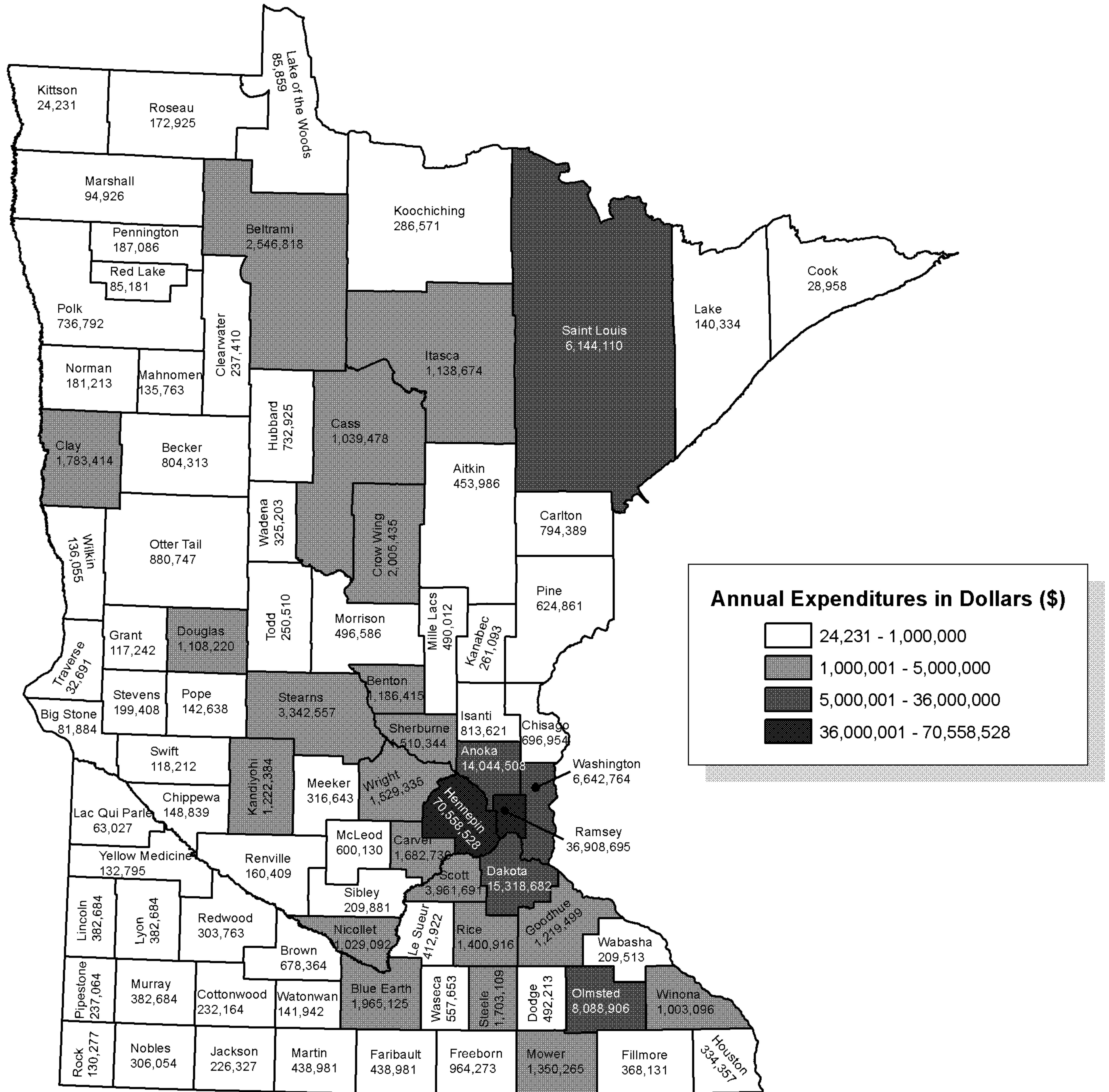
Programs should have well-documented learning standards. There should be formative assessments of children's progress on well-validated indicators. Careful monitoring of program quality also is important.

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<sup>i</sup> Minnesota Department of Human Services and the Minnesota Department of Education. (March 2011). *An Early Childhood Quality Rating and Improvement System: A Report to the Minnesota Legislature*.

<sup>ii</sup> Tout, K., Starr, R., Isner, T., Cleveland, J., Soli, M. and Quinn, K. (November 2010). *Evaluation of Parent Aware: Minnesota's Quality Rating and Improvement System Pilot: Year 3 Evaluation Report*. Child Trends.

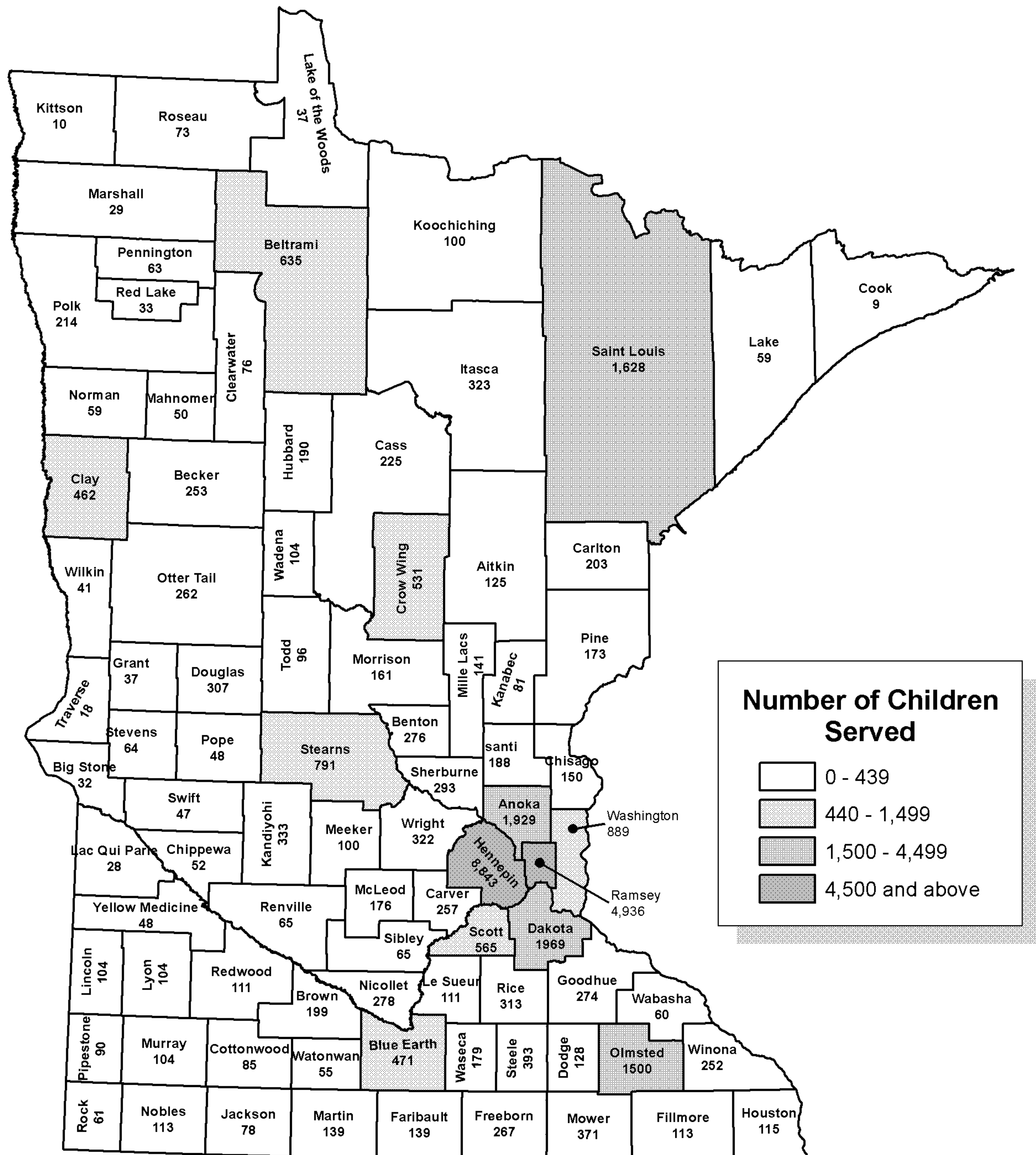
# CCAP Annual Expenditures in SFY11



1. Based on payments made by the Child Care Assistance Program for care provided in SFY 11.
2. CCAP expenditures in Lincoln, Lyon, and Murray are not reported to DHS on the county level. To provide a county level estimate, the total was divided equally among the counties.
3. CCAP expenditures in Fairbault and Martin counties are not reported to DHS on the county level. To provide a county level estimate, the total was divided equally between the counties.

(MNDHS/September 2011/LAE)

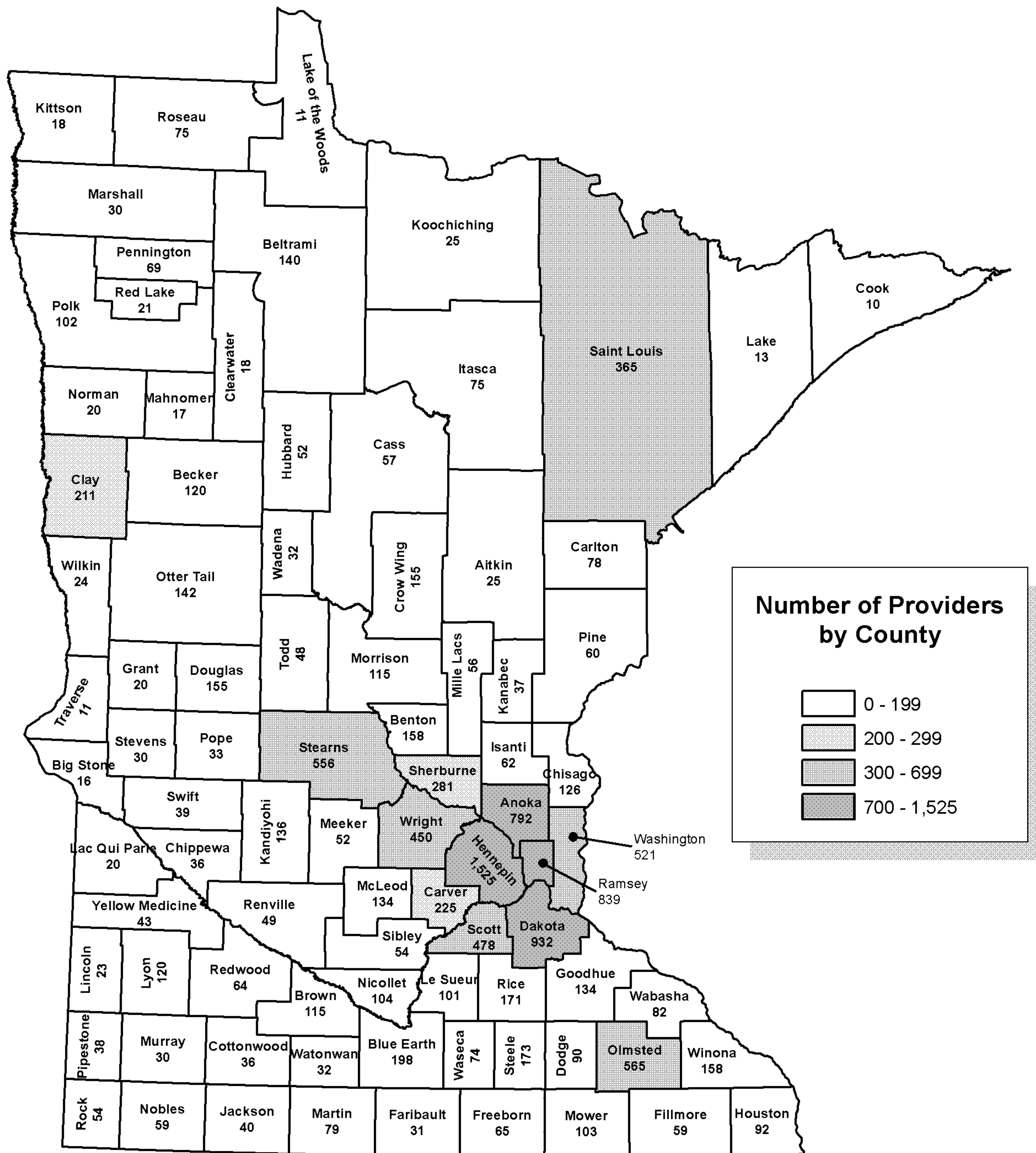
# CCAP Average Monthly Children in SFY 11



1. Based on the number of children for whom payments for care were made in SFY 11.
2. The number of CCAP children in Lincoln, Lyon and Murray are not reported to DHS on the county level. To provide a county level estimate, the total was divided equally among the counties.
3. The number of CCAP children in Faribault and Martin counties are not reported to DHS on the county level. To provide county level estimate, the total was divided equally

(MNDHS/September 2011/LAE)

# Number of Licensed Providers by County



Based on number of licensed providers data collected by the CCR&R system and reported to DHS on February 1, 2011.

(MNDHS/September 2011/LAE)



## Appendix 19: Printouts of Parent Aware web pages (B3)

Parent Aware Website Screen Shots (Retrieved October 12, 2011)

Home Page

Hmong | Af-Soomaali | Español

Find Programs    Financial Assistance    About Parent Aware

Providers / Early Educators

### Parent Aware

A Rating Tool for Selecting High Quality Child Care and Early Education

(b)(6)

#### What is Minnesota's Parent Aware Rating Tool?

Parent Aware's star ratings help you find the type of quality, nurturing programs that will help prepare your babies, toddlers and preschoolers for school and life.

[Find Programs](#)

Parent Aware ratings are currently available for child care/early education providers in: [Saint Paul](#), [Minneapolis](#), the [Wayzata school district](#) and [Blue Earth](#) and [Nicollet Counties](#).

#### Parent Aware News

August 12, 2011 – [Governor Dayton Plans for a Statewide Parent Aware](#)

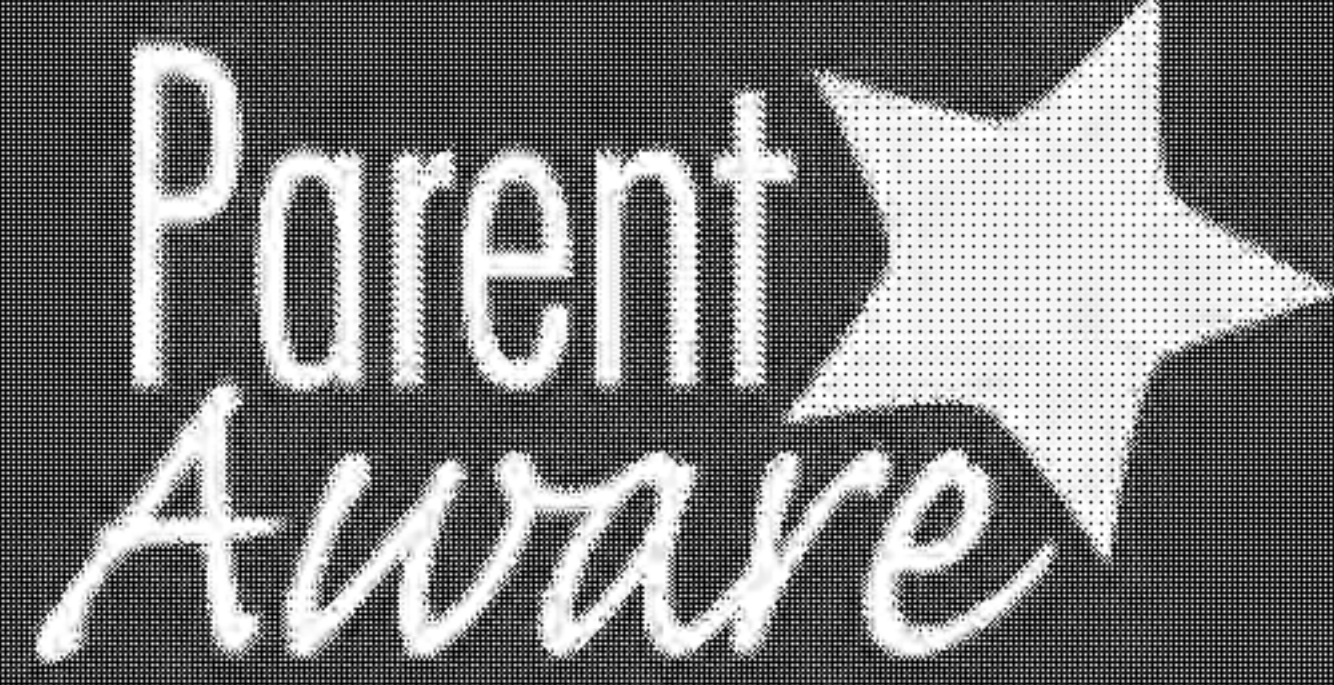
June 29, 2011 – Parent Aware ratings will **be promoted through their expiration date**, re-ratings will take place through the year and programs **awaiting a rating\*** will be **contacted shortly to begin the rating process** [Read more \(PDF\)](#).

\*Those who have signed a participation agreement.

Nrhiav Programs

Kev Pab Nyiaj

Txog Kev Soj Ntsuam



A Rating Tool for Selecting High Quality Child Care and Early Education

Providers / Early Educators

### Minnesota Parent Aware (Niam Txiv Paub Tseeb) qhov Kev Ntsuas cov Khoos Kas Saib Puas Zoo yog dab tsi?

Parent Aware (Niam Txiv Paub Tseeb) cov nqi zog hnuv qub yuav pab koj nrhiav tau tej khoos kas zoo thlab ntxim koom uas yuav pab koj cov me nyuam mos liab, me nyuam me, thiab me nyuam uas npaj kawm ntawv rau txoj kev kawm ntawv thiab txoj kev ua neej nyob tom ntej mus.

Tej yam uas muaj los rau ib tug me nyuam thaum ntxov kav tas ib sim neej. Vim ib tug me nyuam twg lub paj hlwb feem ntau loj hiob tiav tas thaum tus me nyuam muaj hnuv nyooog 5 xyoo xwb, ces tseem ceeb heev uas ib tug me nyuam txais kev zov kev qhia zoo txij thaum nws yog ib tug me nyuam mos liab los mus txog thaum nws npaj mus kawm ntawv. Qhov uas muaj ib qho chaw uas kawm tau ntau yam yooj yim thiab zoo, txawm hais tias yog me nyuam mos liab los xij, tseem ceeb heev npaj cov me nyuam no rau txoj kev kawm ntawv thiab txoj kev ua neej nyob.

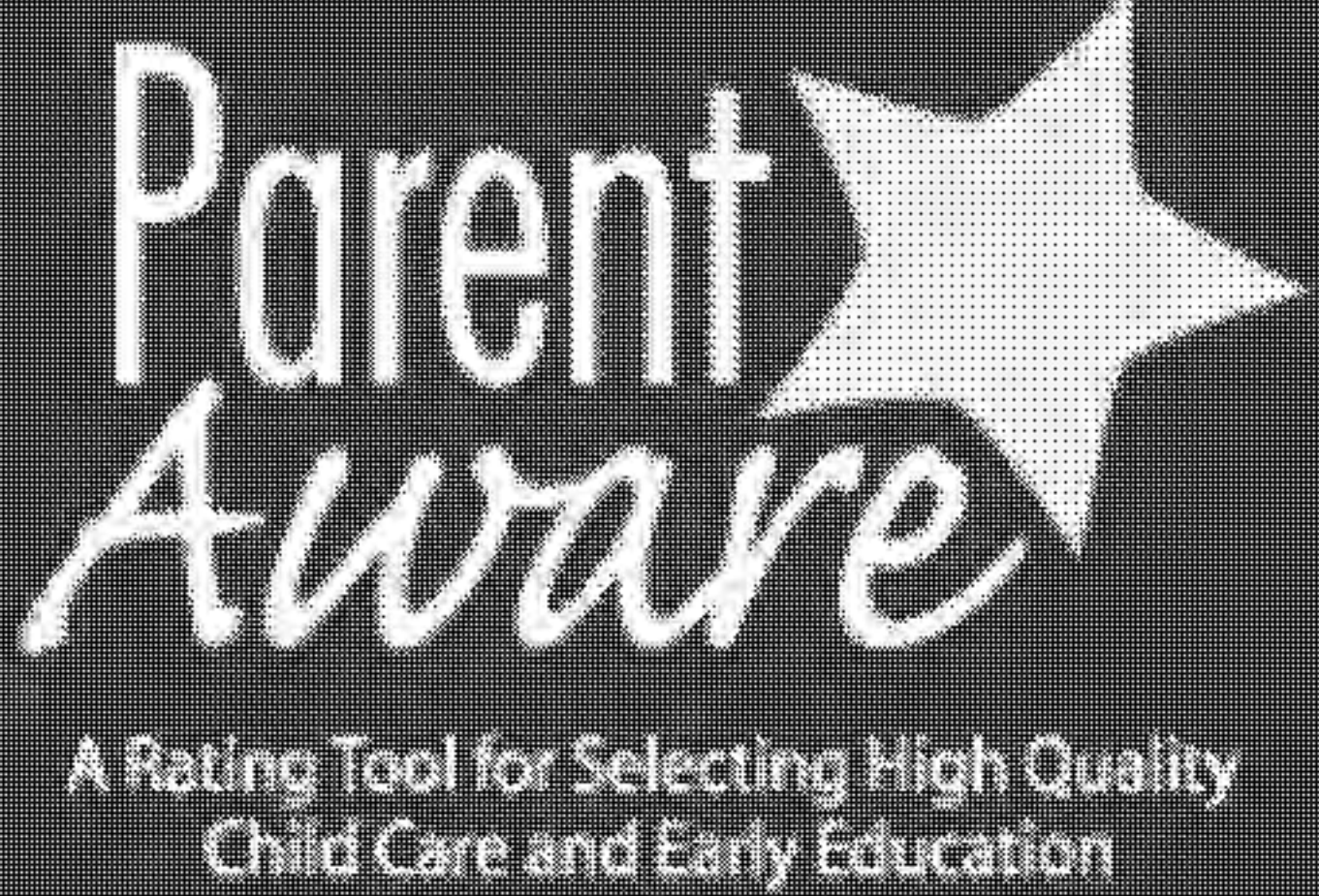
Muaj Parent Aware (Niam Txiv Paub Tseeb) cov nqi zog hnuv qub rau cov neeg zov me nyuam/qhia ntawv ntxov nyob hauv: [St. Paul](#), tej lub cheeb tsam hauv [Minneapolis Qaum Teb](#), [koog chaw kawm ntawv Wayzata schoo](#), thiab ob lub County [Blue Earth](#) thiab [Nicollet](#).

(b)(6)

Search Screen

Hmoob | Af-Soomaali | Español

**Find Programs**      **Financial Assistance**      **About Parent Aware**



(b)(6)

[Providers / Early Educators](#)

### Parent Aware Search

**Program / Care Giver name:**

**School district:**

**City:**

**County:**

**Zip code:**  
 [Why isn't my zip code listed?](#)

**Rating:**

[View all Parent Aware rated providers](#)

**SEARCH** ▶



Search Results

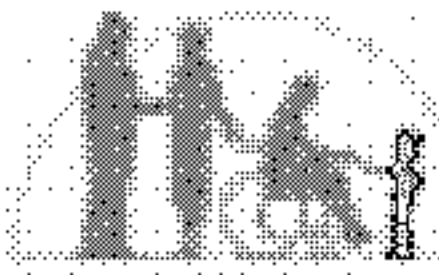
Program / Director / Care Giver	Rating	Contact Info
<u>Community Child Care Center- Saint Paul</u> Tracie Meyers ~0.5 miles	☆☆☆☆	1250 Fifield Ave Saint Paul, MN 55108 651-645-8958
<u>Hubert H. Humphrey Head Start Early Learning Center</u> ~0.5 miles	☆☆☆☆	1475 Arona Street Saint Paul, MN 55108 651-603-5977
<u>Wee Care Day Care</u> Maribeth Hagley ~1.4 miles	☆☆☆☆	1570 Eustis Saint Paul, MN 55108 651-641-3598
<u>Bie Drake</u> Bie Drake ~1.6 miles	in process	1772 LaFond Avenue Saint Paul, MN 55104 651-340-0595
<u>La Garderie French Immersion Child Care</u> Rachelle Gasho ~1.6 miles	☆☆☆	1319 Minnehaha Ave West Saint Paul, MN 55104 651-644-3411
<u>Kindercare Learning Center</u> Amy Wertsch ~1.6 miles	☆☆☆☆	2186 Fairview Avenue North Roseville, MN 55113 651-631-0735
<u>Rainbow Child Development Center</u> Cheryl Mikel ~1.7 miles	☆☆☆☆	1566 Thomas Ave. Saint Paul, MN 55104 651-646-5272
<u>Midway YMCA Child Care</u> Gina O' Meara ~1.7 miles	☆☆	547 North Wheeler Saint Paul, MN 55104 651-259-6192
<u>Aisha's Family Child Care</u> Aisha Diriye ~1.8 miles	☆☆☆☆	1509 Charles Avenue Saint Paul, MN 55104 651-468-7295



1 2 3 4 5 6 7 8 9 ... next > last »


Please note: this listing includes child care, Head Start and public school pre-k programs. Some may serve families with low-incomes, in specific areas or for only part of the day. Many offer full day care to the community at large. To learn more about each program, click the program name. If you have questions or need assistance using this search tool, call 1-888-291-9811 to speak to a referral counselor.

Your local Child Care Resource & Referral agency offers a complete, personalized list of child care programs in your area.



Minnesota Department of Human Services

Licensing Information Lookup



### DHS Licensing Information Lookup

**Instructions:**

Search for information about licensed providers by name, city, county, ZIP code, program type or license number.

Name:

MN City:

MN County:

ZIP code:

License type:

License number:

**Public documents subscriptions**  
New licensing documents are posted on DHS Licensing Information Lookup daily. [Sign up to receive daily emails with links to newly published documents.](#)

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**Need assistance?**

**Program name help**  
Enter the entire name or a portion of the name to find a specific provider.

**Type of license help**  
This will filter your results to only include the specific program type you choose.

**County search help**  
This filter will find results not only based on the physical location of the provider, but also the counties a provider is licensed to serve.

[MDH Health Care Facilities Search](#)

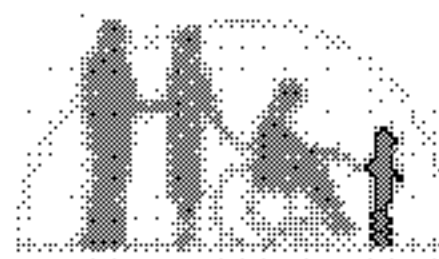
[www.License.MN.gov](#)

[Glossary of terms](#)

[Terms/conditions of use, DHS disclaimers and notices](#)

[Feedback](#)

Version: 3.1.2  
Released: 08/22/2011



**Search results**

**Instructions:**

To view the details of a particular provider, select the provider's name to view its profile. The following is the color legend:

- "operating"
- "not operating"

Search Results: 144 Licenses

<b>Agape I Child Development Center</b>	<b>Active</b>
2304 Emerson Ave N Minneapolis, MN 55411 (612) 297-9775 Hennepin County	License number: 830242
	Type of service: Child Care Center
<b>Agape II Child Development Center</b>	<b>Active</b>
1915 W Broadway Minneapolis, MN 55411 (612) 521-1865 Hennepin County	License number: 830545
	Type of service: Child Care Center
<b>Anew Dimension Child Enrichment Center</b>	<b>Active</b>
1819 Minnehaha Ave S Minneapolis, MN 55404 (612) 339-2333 Hennepin County	License number: 800081
	Type of service: Child Care Center
<b>Artisticrats Child Care Center LLC</b>	<b>Active</b>
4653 Chicago Ave S Minneapolis, MN 55407 (612) 825-1519 Hennepin County	License number: 1051223
	Type of service: Child Care Center

These results are based on the following criteria:

- City: Minneapolis
- County: All
- Service: Child Care Center

[New search](#)

Looking for quality child care?  
For help in choosing quality child care, call (888) 291-9811 or visit [www.MNChildCare.org](http://www.MNChildCare.org)

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Version: 3.1.2  
Released: 08/22/2011

## Invest Early Early Childhood Initiative Year five evaluation summary

### *Introduction*

Wilder Research, in conjunction with the Invest Early leadership team and staff, is conducting a longitudinal and cost-benefit evaluation. Annual reports document and assess implementation of Invest Early and outcomes for the service system, families, and children.

### **Invest Early expected outcomes and returns on investment**

In the short term, Invest Early aims to improve children's school readiness by improving the system of early childhood screening, care, and education; strengthening and empowering families; and promoting healthy child development.

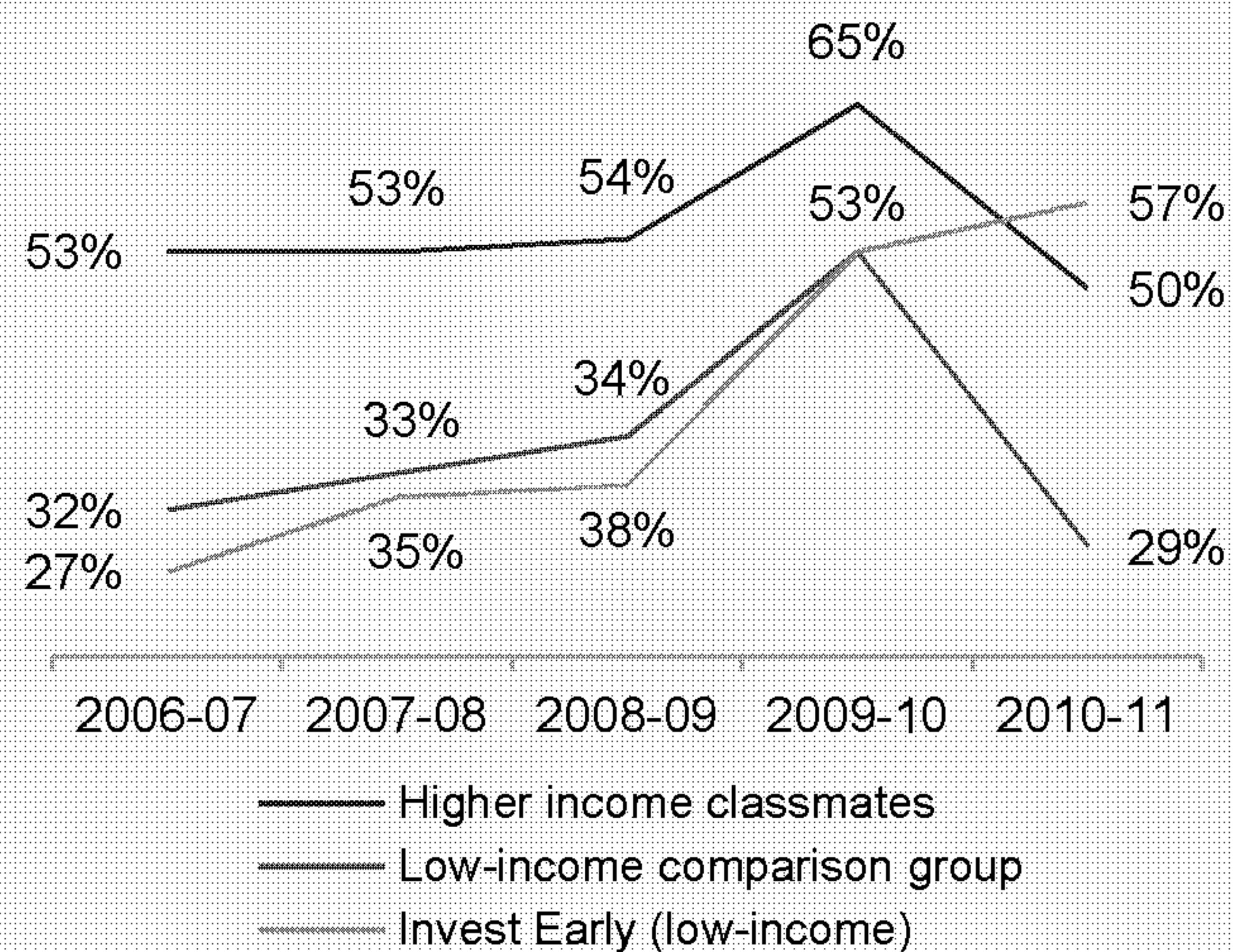
Invest Early believes these improvements will ultimately save taxpayers' money by reducing the number of children needing special education services, cutting the number of children repeating kindergarten or first grade, and reducing out-of-home placements for children.

The big returns on investment are expected to accrue as Invest Early children become teenagers and adults and, relative to a comparison group of their peers who did not participate in Invest Early programs, achieve higher graduation rates and employment earnings, have better mental and chemical health, and have lower rates of juvenile delinquency, crime, and imprisonment.

### **HIGHLIGHTS**

Invest Early is an effective program in preparing low-income students with multiple risk factors for school success when delivered in sufficient quantity.

- Home learning environments, which are associated with higher school readiness scores, improve significantly for Invest Early families during their participation.
- Kindergarten entry results show that Invest Early closed the proficiency gap this year relative to higher-income students and exceeded the low-income comparison group by nearly 2 to 1 (57% vs. 29% proficient, using the new 75 percent cut-off for overall proficiency).



- Based on MCA-II reading and math tests in 2009-10 during their third grade year, Invest Early children have better outcomes than a comparison group of children from low-income families with no Invest Early, Head Start, or School Readiness program experience.

## ***Educating and training early childhood caregivers and teachers***

In 2009-10, 359 caregivers received some type of early childhood training, exceeding the goal of reaching at least 200 caregivers per year.

As of this year, Invest Early nearly reached its goal of having 20 to 30 early childhood educators in Itasca County achieve post-secondary degrees when 18 early childhood teachers received a 2- or 4-year degree. In addition, 24 are still enrolled in degree programs, and 85 have obtained Child Development Certificates.

## ***Early childhood screenings***

Overall, children are being screened significantly earlier than before Invest Early, but the improvements have leveled off. In the past year, 42 percent of early childhood screenings were conducted before age 4, compared with about 43 percent last year and 26 percent prior to Invest Early.

## ***Profile of Invest Early participants***

In the fifth year, 371 children age 5 and younger and 292 families participated in Invest Early, compared with 384 children and 292 families last year. Of the children served this year, 22 percent were age 2 or younger, 17 percent age 3, and 62 percent ages 4 or 5.

Invest Early children live in households with a median income of \$18,466 per year, and more than a third (37%) live in single-parent households, up from a quarter last year.

Most parents have at least a high school diploma, with mothers more likely than fathers to have post-secondary schooling (57% vs. 47%). Seventy-three percent of parents work, similar to last year and up from 59 percent the year before, with fathers more likely than mothers to be working full time (60% vs. 27%).

## ***Risk factors***

In addition to low-income, the most common risk factors are similar to past years: experiencing a family stressor in the past year, such as death, divorce, or unemployment (62%). Other common risk factors: No opportunity for the child to socialize with peers (40%), and single-parent household (37%). In addition, 24 percent of the children have a history or have shown evidence of delays reaching developmental milestones.

## ***Risk factors by age of child***

Families with children under age 3 had, on average, over five risk factors, more than families with children age 3 (average of 3.2) or age 4 or 5 (average of 3.3).

The average number of risk factors and the proportion of families with each risk factor are both higher this year than in previous years.

## ***Quality of Invest Early early care and education***

Based on observations of classroom using a standardized rating tool (Early Childhood Environmental Rating Scale), the average quality ratings of Invest Early classrooms have increased each year. The overall score this year is 6.4 on a scale where 5.0 through 6.9 are considered good quality.

## ***Parent feedback***

Parents were asked to rate their experience and satisfaction with the Invest Early program and staff. Similar to last year, parents responded positively.

In terms of the program, 97 percent say that they are satisfied with the education their child received; 96 percent say the services they received met their expectations; and 97 percent would recommend the program to others.

In terms of the staff, over 90 percent of parents say the staff know a lot about children and how to teach them; communicate with the parents in a way they

understand; respect the parent as an individual; give parents useful suggestions, recommendations, and advice; are sensitive to their family and cultural issues; and are able to connect parents with other community services or resources.

Regarding their child's development, 98-99 percent of parents say their child has made progress in developing language skills and social skills needed for school.

In terms of their own parenting skills, as in prior years, parents were less positive overall. For example, 75 percent say staff helped them identify their strengths as a parent; 86 percent say they better understand their child's needs and development; 87 percent say they understand what their child needs to succeed in school more now; and 83 percent say involvement in the program helped them to improve their parenting skills.

### ***Outcomes for children***

#### **Growth and development during program participation**

For the purpose of measuring developmental status and growth, Invest Early staff used the Ounce Scale to assess 0 to 2 year olds and the Work Sampling System to assess 3 to 5 year olds. The assessments cover five domains: personal and social development, language and literacy, mathematical thinking, the arts, and physical development and health. Each domain is measured with a set of indicators. Children's performance on each indicator is rated: "not yet," "in process," or "proficient."

**0 to 2 year olds.** Based on data for 72 children age 2 and younger, after participating in Invest Early, 51 percent remained proficient in their overall development (the domains combined), and 21 percent improved to proficient. A quarter percent remained below the level of proficiency; and 11 percent had more developmental needs identified.

**3 year olds.** Most of the 3 year olds started and ended the year "in process." After participating in Invest Early, 18 percent of the 3 year olds showed

proficiency in their overall development (the domains combined), with 12 percent improving to proficient, compared. Another 13 percent improved their overall development but had not yet achieved proficiency.

**4 and 5 year olds.** After participating in Invest Early, 73 percent of the 4 and 5 year olds showed proficiency in their overall development (the domains combined), with 32 percent improving to proficient, with a similar percent improving as last year. Another 13 percent improved their overall development but had not yet achieved proficiency.

#### **Home learning environment improvements during program participation**

Invest Early staff members visited the homes of participating children and talked with parents about the benefits of providing an educational learning environment at home. Based on their observations and discussions, staff rated participants' home learning environment in terms of the amount of access children have to learning materials and how frequently parents engage in learning activities with their children. Ratings were conducted at the beginning and end of the program year to determine if improvements occurred over time.

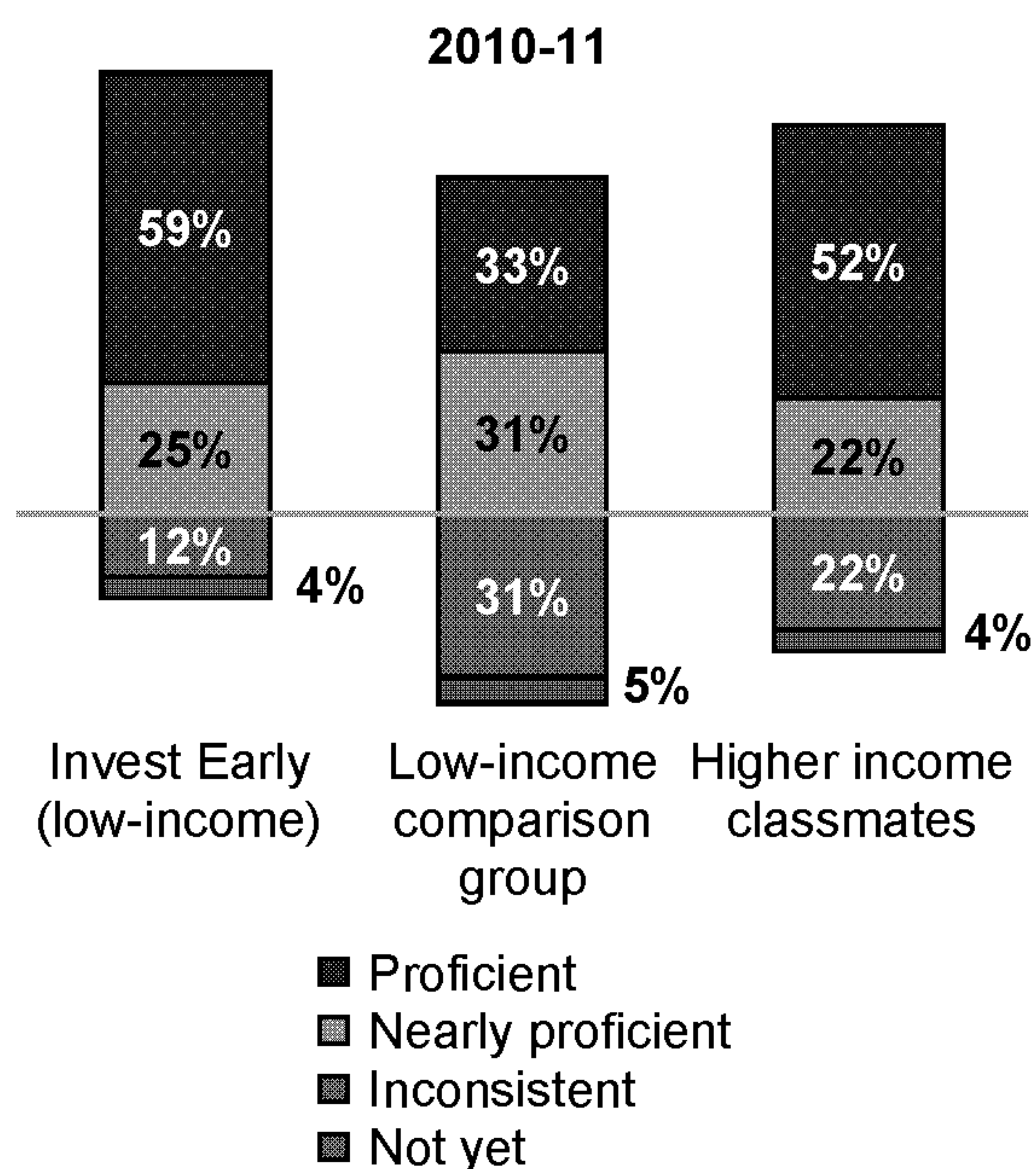
The home learning environments improved significantly on 11 of the 15 items rated, a steady improvement over the past three years. Notable improvements include: greater quantity of age or developmentally appropriate books and materials, more frequent encouragement of early literacy and numeracy, and greater emphasis on teaching of verbal manners.

#### **Kindergarten readiness assessment**

Invest Early is using the Minnesota Work Sampling System Kindergarten Entry Developmental Checklist<sup>®2</sup> developed by the Minnesota Department of Education to assess kindergarten readiness. The checklist is completed by kindergarten teachers during the first couple months after kindergarten entry on five domains: personal and social development, language and literacy, mathematical thinking, the arts, and physical development and health. Each domain is measured with a set of indicators. Students' performance on each indicator is rated: "not yet," "in process," or "proficient."

### Invest Early kindergarten class of 2010-2011

This year, 84 percent of the Invest Early low-income students demonstrated school readiness skills and knowledge fairly consistently (25%) or proficiently (59%), compared with 64 percent of the low-income comparison group (33% proficient) without Invest Early, School Readiness, or Head Start experience, and 74 percent of their higher-income classmates (including 52% proficient).



In all domains, Invest Early kids demonstrated proficiency at higher rates than their low-income peers without Invest Early and equal to their higher-income peers.

### Factors associated with kindergarten readiness

Wilder Research statistically analyzed Invest Early students' overall Work Sampling scores in relation to various factors thought to influence kindergarten readiness.

This year, students with better home learning environments, girls, and those whose parents have an associate's degree or higher tended to have greater school readiness. In addition, for low-income students, the dosage of Invest Early (number of days ever attended) influenced kindergarten readiness. Low-income Invest Early students that were proficient at kindergarten entry had about 60 days/12 weeks (median) more attendance in Invest Early across all previous years than those low-income students that were not proficient.

### Itasca County 2009-10 third grade class (2006-07 kindergarten class)

Based on MCA-II reading and math tests in 2009-10 during their third grade year, Invest Early children have better outcomes than a comparison group of children from low-income families with no Invest Early, Head Start, or School Readiness program experience.

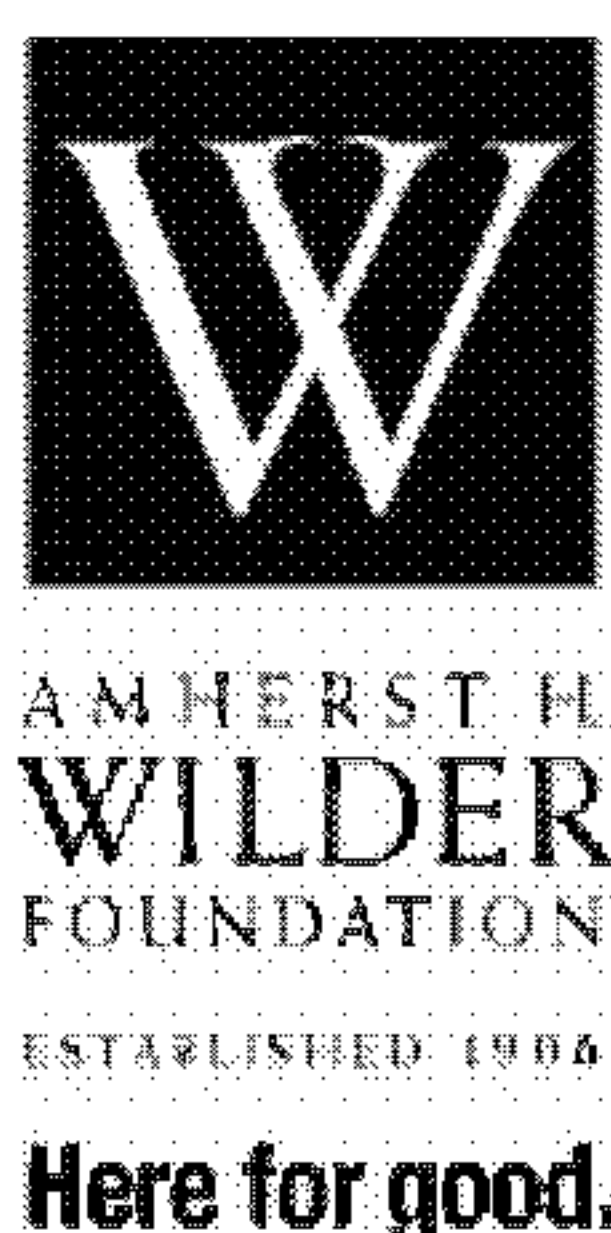
Three-quarters of the first cohort of Invest Early children meet or exceed standards for reading and math, compared with 65 percent of the comparison group in reading and 59 percent in math.

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#### For more information

This summary presents highlights of the *Invest Early Childhood Initiative, year 5 evaluation*. For more information about this report, contact Richard Chase at Wilder Research, 651-280-2706.

Authors: Richard Chase, Jennifer Valorose  
 AUGUST 2011

## **Child Trends' Organizational Capacity**

**Child Trends** is a nonprofit, nonpartisan interdisciplinary research organization dedicated to improving the lives of children by conducting research and providing science-based information to improve the decisions, programs, and policies that affect children and their families. For almost 30 years, we have fulfilled this mission by providing research, data, and analysis to the people and institutions whose decisions and actions affect children. Child Trends' main office is in Washington DC. There is also a satellite office in Minneapolis, MN.

***Substantive expertise.*** Child Trends conducts policy- and program-oriented, as well as basic, research on all stages of child development. Our staff has been integral in conceptualizing efforts to improve and measure quality and professional development in early care and education settings and children's school readiness skills. We have conducted evaluations of professional development interventions with home-based and center-based providers as well as evaluations of quality improvement initiatives such as Quality Rating Improvement Systems (including evaluations in Minnesota and Kentucky). Child Trends has also been influential in convening experts and publishing seminal work on topics, such as child care costs, issues related to accessing and using child care subsidies, child care decision-making, child care as a employment support, and child care-related work disruptions.

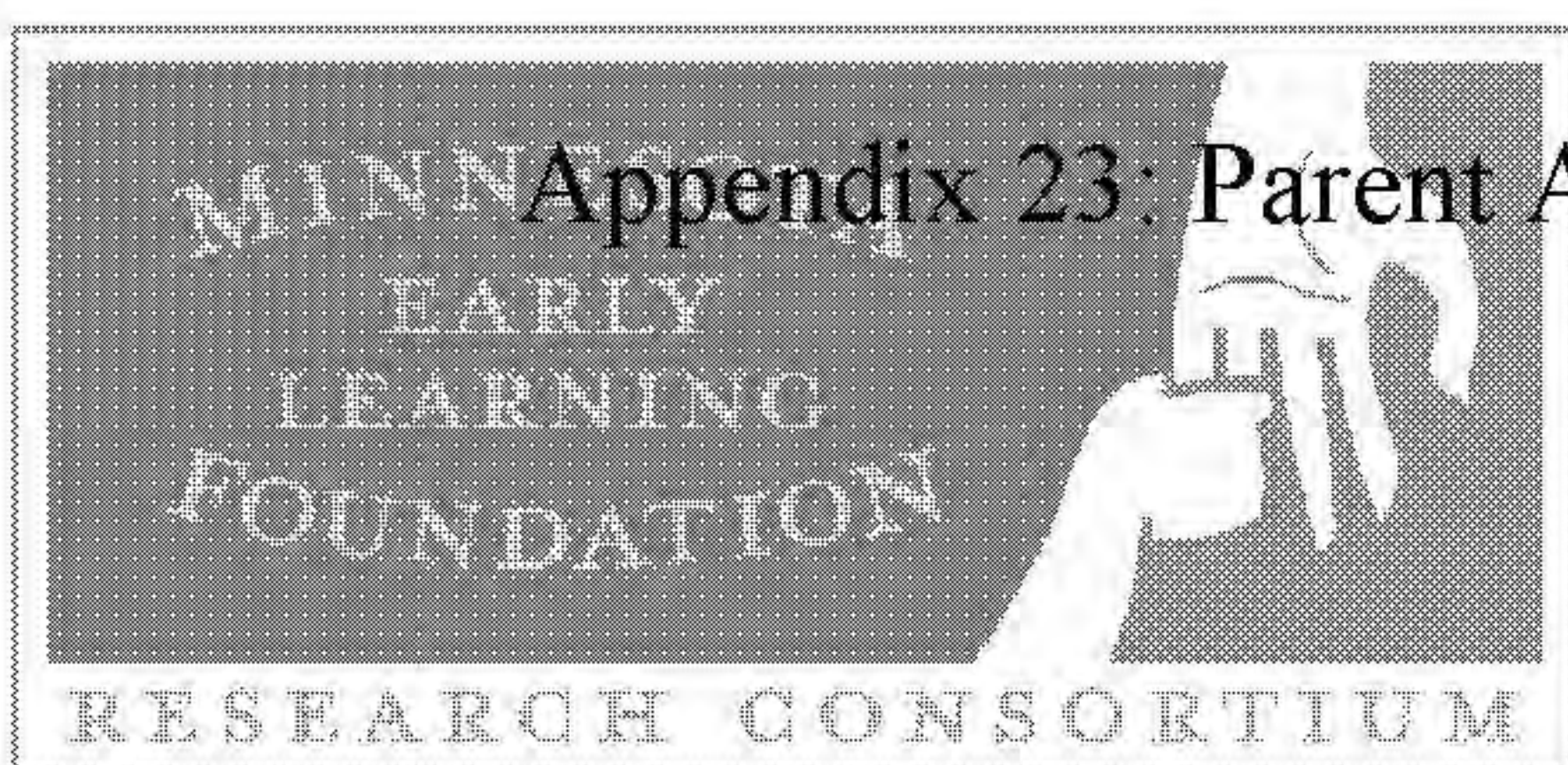
***Data collection in early and school age care and education.*** Child Trends has fielded multiple original data collection efforts with early care and education professionals and parents. These efforts have included survey components as well as quality observations in center-based and home-based settings, child assessments, and analysis of matched administrative data. Child Trends co-led the Minnesota study site of the Quality Interventions for Early Care and Education (QUINCE) project, a multi-state study of a consultant-based training for home- and center-based



providers. Child Trends also leads the Parent Aware Evaluation in Minnesota, which involves child care provider surveys, parent interviews, child assessments, and analysis of administrative data. Child Trends is also interviewing 300 parents who have recently applied for welfare in the State of Minnesota as part of a longitudinal study of parents' child care choices. Child Trends staff has served on the design teams of several Federal surveys including the National Household Education Survey redesign, National Longitudinal Survey of Youth, Early Childhood Longitudinal Study- Birth Cohort and National Survey of Early Care and Education.

***Data Analysis.*** In addition to original data collection, Child Trends has extensive experience with quantitative secondary data analysis of various datasets, including complex-design nationally representative data, restricted use datasets, and state administrative data. Analytic techniques used by Child Trends teams include latent variable modeling, multivariate modeling, psychometric analysis, and descriptive statistics. Child Trends has a team of well-trained programmers and analysts that work under the direction of senior staff and have experience conducting complex analyses under tight timelines.

***Policy research and dissemination:*** Child Trends takes a proactive approach to dissemination, focusing on reaching policy makers, program providers, and other leaders whose decisions affect children's well-being. We place a high value on relationships with stakeholder organizations and view these partnerships as important mechanisms for disseminating research and also for identifying new research questions that should be addressed. Child Trends' policy research and dissemination has helped shape a range of federal and state policies (notably, performance indicators for the CCDF block grant; design of Quality Rating and Improvement Systems; and, professional development initiatives for early care and education providers).



# Parent Aware: Minnesota's Quality Rating System Pilot

WILDER RESEARCH, CHILD TRENDS, SRI INTERNATIONAL,  
AND CENTER FOR EARLY EDUCATION AND DEVELOPMENT,  
UNIVERSITY OF MINNESOTA.

## Summary of the Parent Aware Year 1 Evaluation Report

This fact sheet highlights findings from the process evaluation of Parent Aware which examines early implementation activities, successes and challenges encountered from July 2007 through August 2008. Child Trends compiled project documents, participated in implementation meetings and conducted 33 semi-structured interviews with selected stakeholders, including members of the Parent Aware Implementation Team, and staff from early care and education programs, organizations that provide services for parents, and agencies that support early care and education programs.

(b)(6)

### What is Parent Aware?

Parent Aware is a voluntary quality rating system (QRS) for early care and education programs including licensed family child care programs, child care centers, Head Start, and school-based pre-K programs. Pilot communities include North Minneapolis, the city of Saint Paul, the Wayzata school district, and Blue Earth and Nicollet Counties.

The primary purpose of Parent Aware is to support parents by providing information about the quality of early care and education programs. Parent Aware uses ratings to recognize quality and promotes quality improvement using a variety of resources. Ultimately, these strategies aimed at parents and early care and education programs seek to improve children's school readiness.

### How are ratings assigned to early care and education programs?

Programs provide evidence of their quality in four areas:

- Family Partnerships
- Teaching Materials and Strategies
- Tracking Learning
- Teacher Training and Education

Programs submit documentation and supporting materials for each area. They receive an on-site observation and are scored on nationally-recognized scales that measure their environment, practices and interactions with children.

Accredited child care centers, accredited family child care programs and Head Start programs are awarded a 4-star rating automatically if they demonstrate compliance with licensing and current accreditation status. Provisional ratings assigned by the Minnesota Departments of Human Services and Education to programs meeting specified criteria are awarded 3 stars in Parent Aware.

### How do parents learn about the ratings?

Ratings are posted on the Parent Aware website ([www.parentawareratings.org](http://www.parentawareratings.org)). Parents can search for programs by pilot area. Searches are possible in English, Hmong, Spanish, and Somali. Parents may also call their local child care resource and referral agency to gather information on program ratings.

### How is implementation progressing?

As of November 2008, 237 programs had received Parent Aware ratings.

- The majority of rated programs are accredited child care centers (132), Head Start programs (23) and provisionally-rated school-based pre-K programs (43).
- 31 programs have received full ratings.

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WILDER RESEARCH, CHILD TRENDS, SRI INTERNATIONAL,  
AND CENTER FOR EARLY EDUCATION AND DEVELOPMENT,  
UNIVERSITY OF MINNESOTA.

### What has been learned so far about Parent Aware?

- Stakeholders interviewed perceive that Parent Aware has potential to improve the quality of programs and the information available for parents. They expressed concern that supports for programs (to improve quality) and parents (to access high quality programs) must be available for Parent Aware to achieve its goals.
- Stakeholders emphasized the importance of engaging all programs and all families (not just those that are easy to reach) to promote buy-in to the rating system.
- Changes to training and supports for quality improvement have been made by organizations to accommodate Parent Aware, even within organizations that are not direct partners.
- Enrollment in Parent Aware is facilitated by the “automatic” processes available for accredited and Head Start programs as well as through the provisional rating process.

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### What do we know about programs and families in the Parent Aware pilot areas?<sup>1</sup>

- Programs in Parent Aware pilot areas appear better positioned to meet some of the Parent Aware quality indicators (those in the Family Partnerships domain) than others (those that require the use of a research-based curriculum and assessment tool).
- Families in the urban pilot area are significantly more disadvantaged in terms of income than families in the rural pilot area.
- Families in the urban pilot area more likely than families in the rural pilot area to use family, friend and neighbor care, to be racially and ethnically diverse and to speak a language other than English.
- Nearly 40% of families in the urban pilot area do not use the Internet.
- Most families are quite confident in their ability to find and select child care.

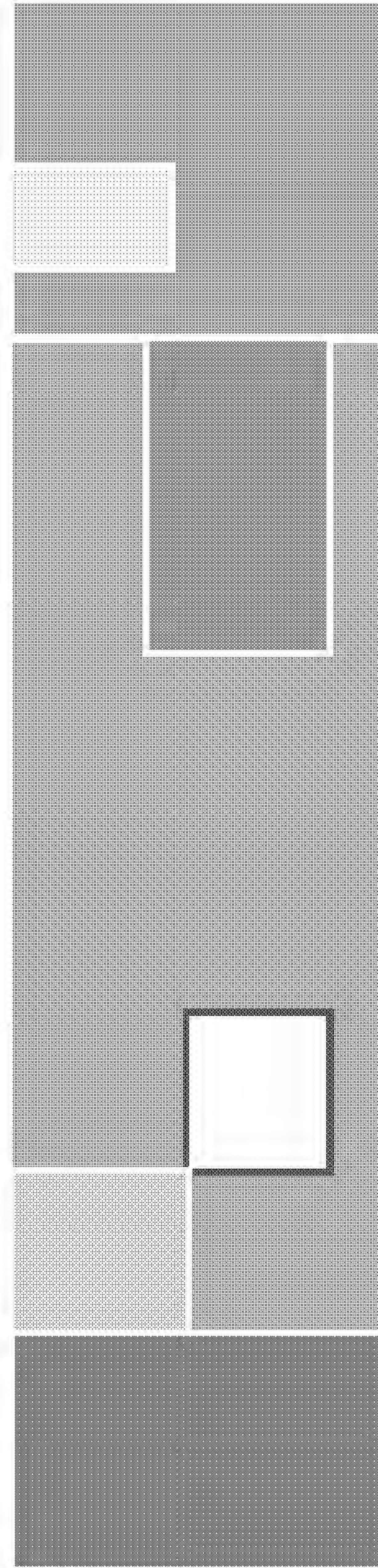
### Challenges for the Parent Aware Implementation Team include:

- Securing program buy-in to the quality standards and rating process
- Recruiting, enrolling and rating culturally and linguistically diverse programs
- Supporting quality improvements necessary to help programs achieve a higher rating
- Marketing to low-income families who may have financial, geographic, or language barriers to using Parent Aware-rated programs

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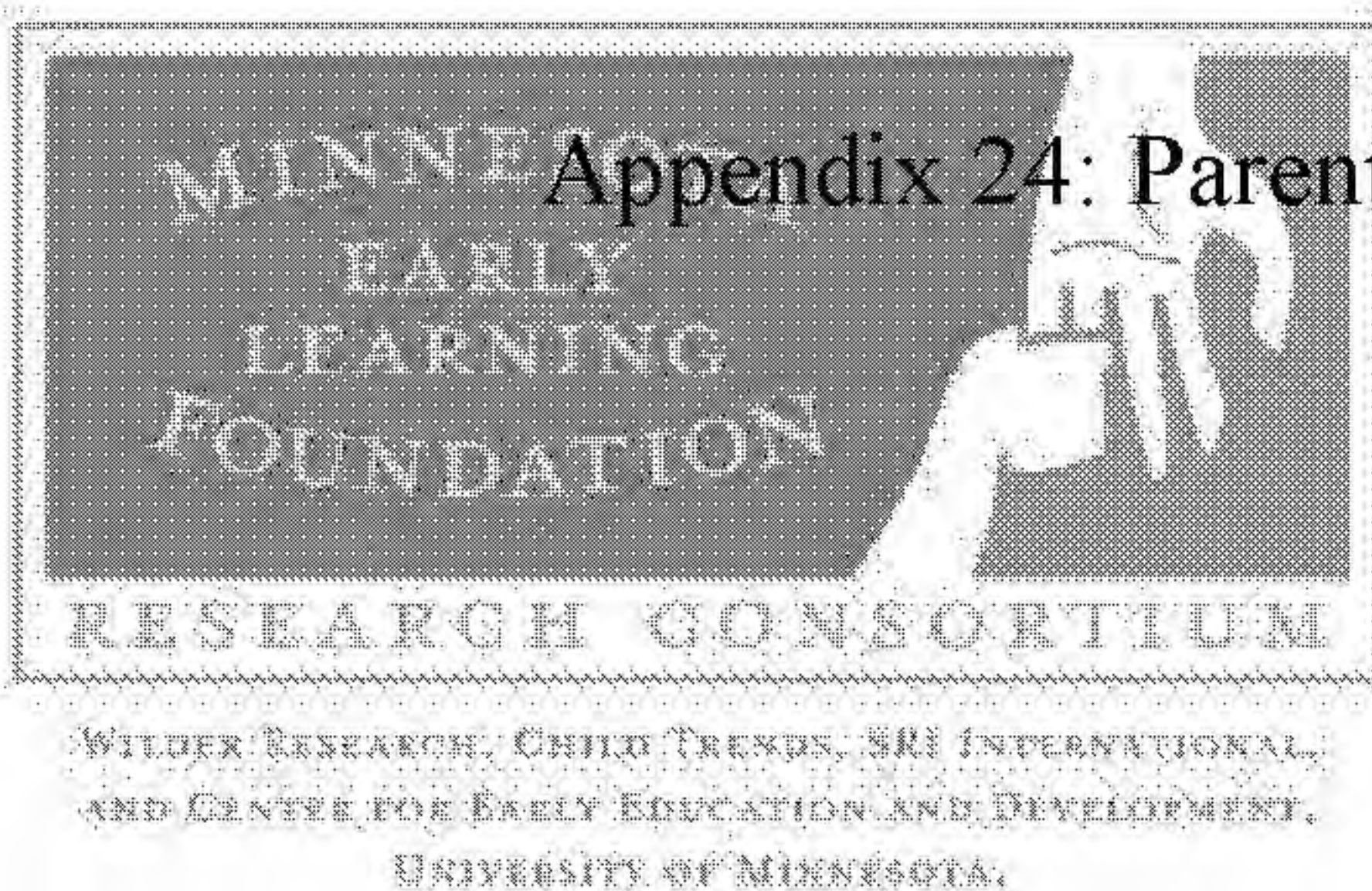
### Next Steps

Child Trends will release another interim evaluation report in December 2009 and a final report in December 2010. Both will examine additional implementation issues and analyze how communities, programs, families and children are changing in response to Parent Aware.



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<sup>1</sup> These findings are based on data synthesized from the Minnesota Resource and Referral Network and the Minnesota Early Learning Foundation Baseline Study conducted by Wilder Research.



# Parent Aware: Minnesota's Quality Rating and Improvement System Pilot

(b)(6)

## Summary of the Parent Aware Year 2 Evaluation Report

This fact sheet highlights findings from the Year 2 Evaluation of Parent Aware which examines 18 months of implementation from July, 2008 through December, 2009. Child Trends examined administrative data, analyzed project documents, participated in implementation and policy meetings and conducted 40 semi-structured interviews with stakeholders, including members of the Parent Aware Implementation Team, legislators, and staff from agencies that support early care and education programs. Selected parents of children in Parent-Aware rated programs completed telephone interviews.

### What is Parent Aware?

Parent Aware is a voluntary quality rating and improvement system (QRIS) for early care and education programs including licensed family child care programs, child care centers, Head Start, and School Readiness programs. It is being piloted in four Minnesota communities including the city of Minneapolis, the city of Saint Paul, the Wayzata school district, and Blue Earth and Nicollet Counties. **Over 300 early care and education programs serving over 20,000 children are participating in Parent Aware.**

The primary purpose of Parent Aware is to support parents by providing information about the quality of early care and education programs. Parent Aware uses ratings to recognize quality and promotes quality improvement using a variety of resources. Together, these strategies aimed at parents and early care and education programs target an ultimate goal of improving children's school readiness.

### How are ratings assigned to early care and education programs?

Programs submit documentation and receive visits from trained observers using nationally-recognized scales that measure their environment, practices, and interactions with children. Programs are awarded one to four stars depending upon the number of points earned in four categories that research indicates have significant influence on children's school readiness:

- Family Partnerships
- Teaching Materials and Strategies
- Tracking Learning
- Teacher Training and Education

Accredited child care centers, accredited family child care programs, School Readiness Programs and Head Start programs are awarded a 4-star rating automatically if they demonstrate compliance with licensing, current accreditation status and/or compliance with program requirements.

### How do parents learn about the ratings?

Ratings are posted on the Parent Aware website ([www.parentawareratings.org](http://www.parentawareratings.org)). Parents can search for programs by pilot area. Parents can also search the site in a variety of languages including English, Hmong, Spanish, and Somali.

### How is implementation progressing?

As of December 2009, 318 programs have a Parent Aware rating, a 34% increase over the prior year.

- The majority of rated programs are automatically-rated 4-star programs including accredited child care centers and family child care programs (162), Head Start programs (23) and School Readiness programs (51) plus 2 provisionally rated programs.
- 80 programs currently have full ratings.

For a full report of these findings, please see

Evaluation of Parent Aware: Minnesota's Quality Rating and Improvement System Pilot.  
Year 2 Evaluation Report.

Kathryn Tout, Rebecca Starr, Tabitha Isner, Jennifer Cleveland, Margaret Soli & Katie Quinn  
Available at [www.melf.us](http://www.melf.us)



### What is the experience of families and programs with Parent Aware?

- About 20% of parents had heard of Parent Aware in the Fall of 2008. Parents report hearing about their current programs primarily through word-of-mouth.
- Parents report choosing programs because they believe they are high quality (29%) or because they are conveniently located (19%) or affordable (3%).
- Parents rate social interaction as slightly more important than academic aspects of their program, although both are perceived as important.
- Nearly all center-based directors and about half of family child care providers report an overall positive impression of Parent Aware. The majority of respondents in these groups say that Parent Aware has been beneficial for their program.

### What do stakeholders say is the most important impact of Parent Aware?

- Parent Aware has brought the issue of quality to the forefront for programs, parents, policymakers and for the early childhood system.
- Parent Aware has “sparked conversation” and “gotten people talking about quality” and about “what the next stage is for early education.”

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### What do we know about programs in Parent Aware?

- Of the 80 fully-rated programs, 25% of programs received 4 stars, 41% received 3 stars, 30% received 2 stars, and 4% received 1 star.
- Programs score higher, on average, in the Family Partnerships category.
- Programs score lower, on average, in the Tracking Learning category.
- An overview of survey data reveals that ratings scores do not always reflect programs' self-report of performance on quality indicators. This suggests that Parent Aware is using rigorous criteria to assess quality.
- 32 programs have been re-rated (an annual requirement for programs participating in the pilot). Overall, 82% of child care centers and 90% of family child care programs *increased* their star rating.
- 53% of all re-rated programs moved up to a 4-star rating.

### Looking ahead to statewide implementation of Parent Aware, stakeholders believe:

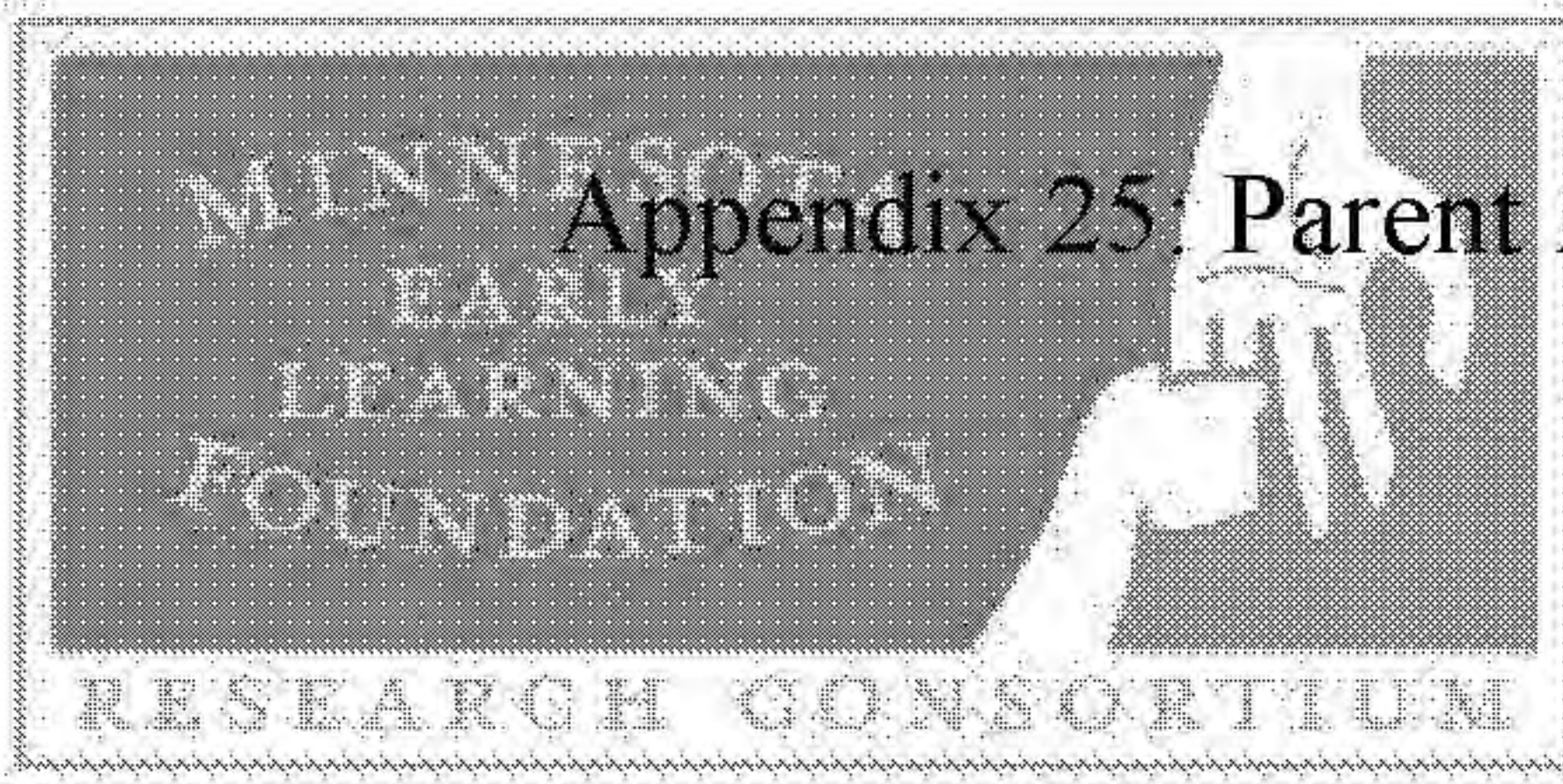
- The rating process needs to be assessed and improved based on evaluation findings.
- The capacity to provide quality improvement resources such as curriculum training and consultation needs to increase.
- Strategies for tailoring Parent Aware to different geographic areas and types of programs should be considered.

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### Next Steps

Child Trends will produce a final report on the Parent Aware pilot in October, 2010 that will analyze the effectiveness of the rating tool used to assign stars to early care and education programs as well as the linkages between a child's participation in a Parent Aware rated program and gains in school readiness.

(b)(6)



WILDER RESEARCH, CHILD TRENDS, SRI INTERNATIONAL,  
AND CENTER FOR EARLY EDUCATION AND DEVELOPMENT,  
UNIVERSITY OF MINNESOTA

## Parent Aware: Minnesota's Quality Rating and Improvement System Pilot (QRIS)

(b)(6)

### Summary of the Parent Aware Year 3 Evaluation Report

This fact sheet highlights findings from the Year 3 Evaluation of Parent Aware which examines data gathered through the second and third years of the pilot (July, 2008 - August, 2010). Child Trends analyzed data from a variety of sources to understand patterns in Parent Aware participation and scoring on the Parent Aware Rating Tool. In addition, developmental assessments were administered to children in the Fall and Spring prior to Kindergarten entry, and their parents completed telephone interviews about their family characteristics and early care and education decisions. The goal of the Evaluation is to produce findings about the effectiveness of implementation strategies and analysis of the Parent Aware Rating Tool that can inform decisions about statewide implementation of a QRIS.

#### What is Parent Aware?

Parent Aware is a voluntary Quality Rating and Improvement System (QRIS) for early care and education programs including licensed family child care programs, child care centers, Head Start, and School Readiness programs. It is being piloted in four Minnesota communities including the city of Minneapolis, the city of Saint Paul, the Wayzata school district, and Blue Earth and Nicollet Counties. **Three-hundred and thirty-nine (339) early care and education programs serving nearly 22,000 children are participating in Parent Aware.**

The primary purpose of Parent Aware is to support parents by providing information about the quality of early care and education programs. Parent Aware uses ratings to recognize quality and promotes quality improvement using a variety of resources. Together, these strategies aimed at parents and early care and education programs target an ultimate goal of improving children's school readiness.

#### How are ratings assigned to early care and education programs?

Programs submit documentation and receive visits from trained observers using nationally-recognized scales that measure their environment, practices, and interactions with children. Programs are awarded one to four stars depending upon the number of points earned in four categories that research indicates have significant influence on children's school readiness:

- Family Partnerships
- Teaching Materials and Strategies
- Tracking Learning
- Teacher Training and Education

Accredited child care centers, accredited family child care programs, School Readiness Programs and Head Start programs are awarded a 4-star rating automatically if they demonstrate compliance with licensing, or compliance with applicable state or federal program performance standards.

#### How do parents learn about the ratings?

Ratings are posted on the Parent Aware website ([www.parentawareratings.org](http://www.parentawareratings.org)). Parents can search for programs by pilot area. Parents can also search the site in a variety of languages including English, Hmong, Spanish, and Somali, or they can call their local child care resource and referral agency for assistance.

#### How is implementation progressing?

As of July 2010, 339 programs have a Parent Aware rating.

- The majority of rated programs are automatically-rated 4-star programs including accredited child care centers and family child care programs (147), Head Start programs (23) and School Readiness programs (53) plus 3 provisionally rated programs.
- 110 programs currently have full ratings, a 38% increase since December, 2009.

For a full report of these findings, please see

Evaluation of Parent Aware: Minnesota's Quality Rating and Improvement System Pilot  
Year 3 Evaluation Report  
Kathryn Tout, Rebecca Starr, Tabitha Isner, Jennifer Cleveland,  
Margaret Soli & Katie Quinn  
Available at [www.melf.us](http://www.melf.us)



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## Programs in Parent Aware

- The overall participation rate of eligible programs is 14%, with higher participation rates (between 30% and 45%, depending on the pilot area) for center-based programs. There are a total of 1,198 programs in the pilot area: 23% are center-based programs and 77% are family child care programs.
- Of the 110 fully-rated programs, 25% of programs received 4 stars, 42% received 3 stars, 29% received 2 stars, and 4% received 1 star.
- Programs score higher, on average, in the Family Partnerships category (8.4 points out of 10 points) and lower, on average, in the Teaching Materials and Strategies (4.4 out of 10 points) and the Tracking Learning (4.7 points out of 10 points) categories.

- Measures of observed global quality (the Environment Rating Scales) and teacher-child interaction (the CLASS) receive minimal weighting in the current Parent Aware Rating Tool. Programs can receive a 4-star overall rating even when scoring in the low range on the tools. The average ERS scores and CLASS instructional support scores were in a range indicating a need for improvement.
- On average, fully-rated programs at higher star ratings have higher scores on measures of global quality and teacher-child interaction than programs at lower star ratings. This pattern provides preliminary evidence that the Parent Aware star ratings capture important differences in observed quality.
- 48 programs have been re-rated (an annual requirement for fully-rated programs participating in the pilot). Nearly two-thirds (65%) increased their rating by at least one star, while only 6% decreased their star rating. Family child care programs increased by one star, on average, while center-based programs increased by half a star.
- Programs with a rating of 3 stars or less receive quality improvement supports (including technical assistance from consultants and financial support to purchase materials, equipment and training). Providers report positive perceptions of these supports and report that they have made significant improvement to their programs as a result of Parent Aware.
- Overall, providers have positive impressions of Parent Aware and describe benefits such as training opportunities, funds for supplies and equipment, support from Parent Aware staff, and positive responses from parents to participation in Parent Aware.
- In each year of the pilot, new Parent Aware programs have received higher ratings, on average, than new programs that entered the year before. This may be due to actual quality differences in the programs that entered the pilot in later years or provision of pre-supports to programs. Incentives may be needed to encourage lower quality programs to participate in Parent Aware.

## Children served by Parent Aware programs

- Across the sample of children studied in the Evaluation (3/4<sup>th</sup> of whom are children in 4-star, automatically rated programs), the majority of children scored at or above national averages on standardized measures of language, literacy, and early numeracy.
- Children showed significant gains over the year in measures of expressive and receptive vocabulary, phonological awareness, print knowledge and social competence. Gains were not seen on measures of early math skills. The effect sizes on measures of language and literacy were slightly larger for children from low-income families than they were for the full sample of children.

- Approximately 25% of parents with a child in a Parent-Aware rated program have heard of Parent Aware indicating that marketing efforts are needed to increase visibility of Parent Aware.

## Next Steps

- The Evaluation will collect additional data from programs, children and families. A report on the final year of the pilot will be released fall, 2017.

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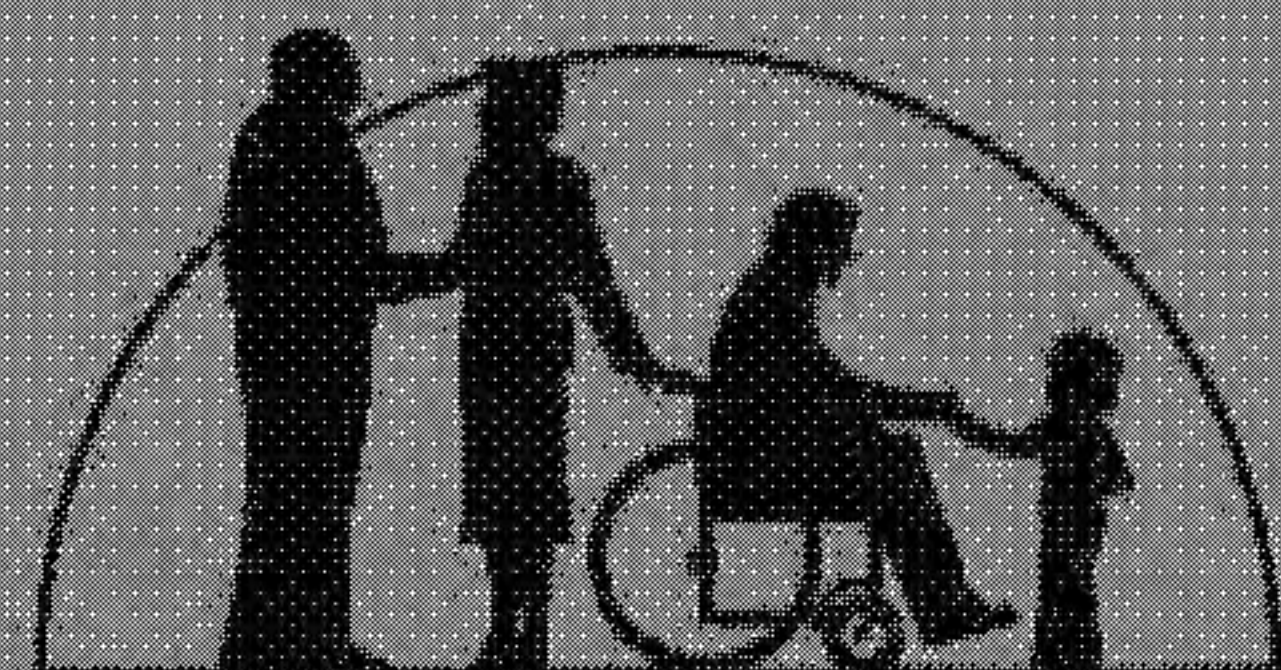
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# Early Childhood Indicators of Progress 2007

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Minnesota's Early Learning Guidelines for

# Birth to 3



Minnesota Department of Human Services





# Background and acknowledgements

The Minnesota Department of Human Services received a technical assistance grant from the National Infant and Toddler Child Care Initiative, a project of the Child Care Bureau, Administration for Children and Families, U. S. Department of Health and Human Services to develop Early Learning Guidelines for children birth to age three. Planning began in June 2004 with technical assistance provided by the national Zero to Three organization.

A draft version of the Early Learning Guidelines was distributed electronically for review and feedback on statewide listservs during October and November 2005. The involvement, feedback and contributions of many individuals and groups throughout the state are gratefully acknowledged.

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2007, Department of Human Services and Department of Health

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# Introduction

The years from birth to three are generally regarded by families, researchers and practitioners as critical years for the development of the foundational skills and competencies that support continuous lifelong learning (National Governor's Association, 2005). The early and rapid development of the brain and related neurological functioning during this period have been well documented in research reports (Shonkoff & Phillips, 2000) and the popular press. Along with the increased public attention given to the importance of this age period, national and state efforts are under way to support development of early learning guidelines that identify essential learning outcomes for infants and toddlers (National Infant and Toddler Child Care Initiative, 2006).

The *Early Childhood Indicators of Progress: Minnesota's Early Learning Guidelines for Birth to 3* recognizes the importance of shared responsibility and accountability to achieve positive outcomes for all children. This document, like its companion, *Early Childhood Indicators of Progress: Minnesota's Early Learning Standards for 3 to 5*, stresses the importance of collective efforts among families, early childhood care and education practitioners, communities and policymakers in supporting the learning and development of young children.

Minnesota's infants and toddlers are cared for, nurtured and educated in a variety of settings, including their own homes; family, friend and neighbor homes; family child care homes; child care centers; and specific education programs. Parents, caregivers, health providers, social service providers, parent and family educators, early childhood educators, community members and policymakers share responsibility for the healthy development of Minnesota's infants and toddlers.

## Purpose and goals

*Early Childhood Indicators of Progress: Minnesota's Early Learning Guidelines for Birth to 3* provides a framework for understanding and communicating a common set of developmentally appropriate expectations for infants and toddlers, presented within a context of shared responsibility and accountability for helping very young children meet these expectations.

The document was developed with three goals in mind:

1. To help parents and other caregivers understand developmentally appropriate expectations for infants and toddlers.
2. To promote healthy child growth and development, high quality child care and early childhood education.
3. To develop comprehensive and coordinated services to benefit families with infants and toddlers based on the Early Learning Guidelines framework.

These guidelines express shared expectations for young children's learning and provide a common language for measuring progress toward achieving those goals.

The National Infant and Toddler Child Care Initiative, of which the Minnesota project is a part, defines early learning guidelines as research-based, measurable expectations of what children should know (understand) and do (competencies and skills) in different domains of learning. Early learning guidelines should be applicable to care provided by parents and families and to various early care and education settings. Sometimes early learning guidelines are developed as one component of program standards; however, these terms have different meanings and intended uses. Program standards are expectations about the characteristics or quality of early care and education settings. Minnesota currently has program standards for infant and toddler care and education in the form of licensing regulations specifically for children under three<sup>1</sup> (Minnesota Department of Human Services, 2003). Federal programs, such as Early Head Start, also have program standards (Administration for Children and Families, 2003).

Minnesota is using the term "Early Learning Guidelines" for ages birth to 3 to emphasize flexibility in the application and uses of the guidelines and to avoid having them confused with program standards. "Early Learning Guidelines" also reflects a more informal and less structured approach in the care and education of very young children than is the case with academic learning standards. The *Minnesota Early Learning Guidelines for Birth to 3* are intended to be a resource to support the learning and development of Minnesota's infants and toddlers and to promote high quality early childhood care and education.

<sup>1</sup> Rule 2 for Family Child Care facilities includes regulations for children 6 weeks to 12 months and 12 months to 30 months.

Rule 3 for Child Care Centers includes regulations for children 6 weeks to 16 months and 16 months to 33 months.

# The infant and toddler developmental period

The infant and toddler period of growth and development spans the years from birth to 3. Development and learning in this age period takes place within the context of trusting relationships and interactions with others. The social and emotional competence that develops during this period is the basis for, and influences, all later learning (Ounce of Prevention, 2004; Zero to Three, 2004).

The *Early Learning Guidelines* are intended as a framework for supporting the growth and development of very young children in the age period of birth to 3 years. The indicators, examples and strategies are based on **widely held developmental expectations** observed in infants and toddlers from birth to 3. Three broad age groups are commonly used to describe major changes during the infant and toddler period (Lally, et al, 2003; WestEd, 2004). **Young infants** between the ages of birth to 8 months are in a stage of very rapid development that includes the integration of sensory, motor, social/emotional, language and cognitive systems. Babies at this age need the emotional security that comes from close relationships with primary caregivers. **Older infants** are between the ages of 8 months to 18 months. Their increased ability to explore and move greatly affects their interactions with their social and physical environments. Infants at this age eagerly explore their surroundings but need familiar and trusted adults as a secure base of support. **Toddlers** between 18 months and 36 months have increased ability to influence their environments in many ways, including verbal language and physical actions to obtain more of the things they need or want, which in turn enhances their development in other areas. Toddlers are seeking new ways to increase their assertiveness and independence while also receiving reassurance and support from others who share in their adventures.

While the indicators in this document are the same across the age period from birth to 3, the examples and suggested strategies are different and specific for the three age groups. **Key indicators** for each age group highlight the most significant developments or emerging abilities. These are summarized on pages 46-47.

The term, “Indicators of Progress,” is used to emphasize that individual children vary considerably in their rate of progress in achieving developmental milestones or benchmarks. Chronological age alone is not a good measure of child development because the many influences on development result in a wide range of individual variations.

## Individual differences

Child development progresses differently for every individual. The values and practices of family, culture and community influence individual child outcomes. Especially for very young children, the family provides the primary context for interaction with others, for early learning experiences and for entrance into the broader world. The experiences of infants and toddlers in learning the language and behaviors of their family must be supported by other early care and education settings where young children spend time. Although young children develop in generally similar stages, their individual life experiences are reflected in greatly diverse patterns of behavior and learning. Such individual differences are normal and must be respected for infants and toddlers to develop positive concepts of self and self-worth. Meaningful caregiver strategies acknowledge and incorporate cultural practices and individual developmental differences.

The *Early Learning Guidelines for Birth to 3* are written to include children developing at different rates and with different patterns of behavior. Infants and toddlers with disabilities will make progress on the skills, behaviors and concepts that are described by the indicators, with expected variations for each child. Many infants and toddlers with special needs require and receive early intervention services to increase and enhance their ability to achieve these developmental expectations.

## Guiding principles

The development of the *Early Childhood Indicators of Progress: Minnesota's Early Learning Guidelines for Birth to 3* was informed by the following guiding principles:

- 1. Infants and toddlers develop in the context of their families, cultures and communities.** Children are unique with their own temperaments and rates of development. Development is the result of many different factors, including physical and emotional health and well-being, nutrition, sensitive and responsive caregiving and the quality of the environment.
- 2. Nurturing and responsive caregiving helps infants and toddlers develop secure and trusting relationships.** Infants and toddlers with secure and trusting relationships are better able to learn, play and grow. Infants and toddlers are active learners who learn through play, interaction with others and active exploration of their environment.
- 3. The years from birth to 3 represent a period of rapid growth and development and are critical for the healthy development of young children.** Development begins prenatally and learning during infancy provides the foundation for school readiness and success in school and life. Early intervention can help reduce developmental delays and foster optimal growth and development.
- 4. Multiple abilities and skills are developing simultaneously in a child's first three years of life. As these abilities and skills emerge, each affects the development of the others.** For example, changes in infants' ability to remember affects how they respond to new people. Development of the whole child requires maximizing potential across multiple domains.

## Early learning guidelines: What they are and are not

The *Early Childhood Indicators of Progress: Minnesota's Early Learning Guidelines for Birth to 3* are a resource to support the learning and development of infants and toddlers and enhance the quality of early care and education for infants and toddlers. The *Early Learning Guidelines for Birth to 3* provide a common conceptual framework for communicating across different settings, programs and systems that influence the early growth and development of young children. The guidelines include indicators, examples and suggested strategies that parents and family members can use to better understand and support their children's development during these early formative years. The framework also provides guidance for other caregivers and teachers in planning and implementing appropriate curriculum and assessment including some caregiver strategies to support growth and development. The *Early Learning Guidelines for Birth to 3* are not intended to be a curriculum or an assessment tool. Instead, the guidelines and framework identify the desired learning outcomes that quality instruction and assessment need to address.

## Early childhood indicators of progress as a new approach

The *Early Childhood Indicators of Progress: Minnesota's Early Learning Guidelines for Birth to 3* and *Minnesota's Early Learning Standards for 3 to 5* are part of a new approach in the movement toward shared responsibility and increased accountability. Especially during the infant and toddler age period, young children's development must be considered within the context of the family, early care and education settings and the community. These systems, along with policymakers, share a role in being accountable for the optimal development of very young children. By emphasizing the necessity for collaboration among families, early care and education settings, communities and policymakers, these documents suggest that everyone must work together to provide optimal opportunities for learning and development. Since the foundation for healthy development, relationships with others and learning begins during the first three years of life, increased attention and emphasis on accountability and shared responsibility must include improving outcomes for the very youngest children.

# Potential uses of early learning guidelines

The *Early Childhood Indicators of Progress: Minnesota's Early Learning Guidelines for Birth to 3* are to be used as a resource for family members, caregivers and teachers, community members and policymakers in ways that are supportive of young children's development. Some potential uses of the guidelines are described below.

## For parents and family members

### To build awareness of infant and toddler development

The *Early Childhood Indicators of Progress* can help parents and other family members develop a better understanding of infant and toddler development and provide some strategies they can use to enhance children's development. Some will use the document and related materials on their own as a resource for learning about and supporting their child's development. Others will increase their awareness of the importance of the indicators and strategies through participation in discussions with home visitors, public health nurses or other educators directly involved with the family.

### To increase communication between parents and other caregivers

The *Early Childhood Indicators of Progress* can be used to provide common language and goals for parents and other caregivers as they discuss infant and toddler growth and development. Ongoing communication and mutual support are essential for providing continuity and consistency in meeting the needs of very young children.

### To increase awareness of quality infant and toddler care and education

Parents are the first and most important teachers of their young children. They are also the best advocates for their children. The *Early Learning Guidelines* can help parents and family members better understand essential learning outcomes and the importance of quality early care and education that supports infant and toddler development.

## For caregivers and teachers

### To guide planning for learning experiences and the role of caregivers and teachers

The *Early Childhood Indicators of Progress* provide a common framework for developmentally appropriate expectations for infants and toddlers from birth to 3. Parents, family members and other caregivers play an important role in supporting the learning and development of infants and toddlers. The examples and strategies given for each of the age groups: birth to 8 months, 8 months to 18 months and 18 to 36 months, provide some ideas and guidance for supporting infants' and toddlers' progress in achieving these widely held expectations. Other resources provide additional support for planning developmentally appropriate curriculum for infants and toddlers (Dombro, et al, 1999; Lally & Mangione, 2006; WestEd, 2004).

The indicators provide a common language for use across different settings, programs and services. A common language and framework facilitates discussion and collaboration among parents, home visitors, public health nurses, home-based caregivers, center-based staff, school programs and others. The use of the *Early Childhood Indicators of Progress* can also help early care and education programs align curriculum, instruction and assessment with other state and national outcome standards and guidelines.

Many factors, including the culture and language background, developmental level, learning style and temperament of each infant and toddler, must be taken into account as learning experiences are planned and implemented. Infants and toddlers learn through interaction with others in a supportive environment. The preparation of the environment, including staffing and the materials and toys that are available, provide opportunities for observing and supporting learning and development (Harms, Cryer, & Clifford, 2003).

## To provide direction for planning appropriate assessment of infants and toddlers

The *Early Childhood Indicators of Progress* can help parents, caregivers and teachers define the kinds of things infants and toddlers need to know and be able to do at each stage of development. Once those are understood, parents, caregivers and teachers can start to collect evidence of infant and toddler learning through observation and authentic assessment (Dichtelmiller, 2004).

Authentic assessment practices are those that are based on everyday learning experiences and provide opportunities for caregivers and teachers, including parents and other family members, to observe and document what infants and toddlers show they know and can do through their actions and behavior.

Examples of authentic assessments for infants and toddlers that are widely used in Minnesota include the Ounce Scale, the Creative Curriculum Infant and Toddler Assessment System and the High/Scope Child Observation Record for Infants and Toddlers.

The Ounce Scale provides standards and materials for observing growth and development of infants and toddlers from birth to 42 months in three ways (Meisels, et al., 2003): The Observation Record, the Family Album and the Developmental Profiles and Standards. The Ounce Scale depends on careful observation and documentation by caregivers and teachers, including parents and family members, in their everyday activities with infants and toddlers. When used appropriately, the Ounce Scale can increase parent and caregiver knowledge by focusing attention on the skills and achievements of individual children as well as increasing awareness of areas needing further development.

The Creative Curriculum approach uses assessment with infants and toddlers that includes caregiver or teacher observations and a checklist based on the themes or developmental strands of the Creative Curriculum (Dombro, et al., 1999). This approach emphasizes the integration of curriculum and assessment through caregiver or teacher planning and implementation. Both the curriculum strategies and the observation checklist focus on the same emerging skills, knowledge and behaviors. Parents and family members are involved through ongoing sharing of observations and reports.

The Child Observation Record for Infants and Toddlers looks at the whole child from the ages of 6 weeks to 3 years. It focuses on children's strengths (High/Scope Foundation, 2003). Caregivers and parents record observations as they care for, play with and attend to the child. This assessment system includes several parts, including observation booklets, parent guides and posters of key experiences for infants and toddlers.

## To provide content for staff training and development

Caregiver and teacher qualifications and training directly affect the expected outcomes for infant and toddler development. A related document defines core competencies for caregivers and teachers who work with young children (Minnesota Association for the Education of Young Children, 2004). *Minnesota Core Competencies* describe expectations for what the adults who work with young children need to know and be able to do, similar to the way that early learning guidelines describe expectations for what young children need to know and be able to do. *Core Competencies* identify several important areas within the learning environment and curriculum, for increasing the skills and competencies of those who work with infants, toddlers and young children.

Training aligned with the *Early Childhood Indicators of Progress* and the *Core Competencies* is provided by many organizations including Minnesota's Child Care Resource and Referral Network.

Caregivers and teachers enrolled in early childhood education and related courses through Minnesota post-secondary colleges and universities should find reasonably close alignment of many course objectives with *Minnesota Core Competencies* and the *Early Childhood Indicators of Progress*.

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## For community members

### **To provide a framework for needs assessment within the community**

The *Early Childhood Indicators of Progress: Minnesota's Early Learning Guidelines for Birth to 3* can serve as a guide for identifying the sources of support within the community that encourage the healthy growth and development of very young children.

Related resources, such as Environmental Rating Scales (Harms, Cryer, & Clifford, 2003), can help community members learn more about the quality of the infant and toddler care and education available in their community. Some of the components of quality infant and toddler care and education that have been identified include health and safety, group size, staff-child ratios, staff qualifications, continuity of care and responsive caregiving (Lally, et al., 2003).

### **To help organize advocacy efforts within the community**

Many communities are focusing on the importance of early childhood care and education for the future economic development of the community (Rolnick & Grunewald, 2003). Because of the emphasis on school readiness in several state and national initiatives, the importance of quality infant and toddler care and education in providing the foundation for later learning is also receiving more attention (Ounce of Prevention, 2004; Zero to Three, 2004).

## For policymakers

### **To assess the impact of public policies on infants and toddlers and their families**

Policymakers can use the *Early Childhood Indicators of Progress* as a reference for assessing the impact of policy decisions on infants and toddlers and their families. Prevention and early intervention efforts to make sure that very young children get a strong and healthy start help reduce the likelihood that children will need more intensive and costly help at a later age (Sandall, McLean, & Smith, 2000).

### **To improve public understanding of appropriate expectations, accountability and responsibility**

*Early Childhood Indicators of Progress: Minnesota's Early Learning Guidelines for Birth to 3* enhance understanding of appropriate developmental expectations for infants and toddlers. Parents, family members, other caregivers and teachers, community members and policymakers all share in the collective responsibility for successful outcomes for the youngest children. This document provides a comprehensive framework for shared accountability and responsibility for young children's development.

# Organization and structure of the document

The *Early Learning Guidelines for Birth to 3* are divided into four **domains** that reflect the full range of child development.

- 
- Social and Emotional Development
  - Language Development and Communication
  - Cognitive Development
  - Physical and Motor Development
- 

Each domain of development is related to and influences the others. The domains are further divided into **components** that designate important areas of infant and toddler development within each domain. **Indicators** of progress for infants and toddlers in gaining competencies, knowledge, skills and behaviors are then specified within each component.

The development of the *Early Learning Guidelines for Birth to 3* was informed by the *Minnesota Early Childhood Indicators of Progress* for 3- to 5-year-olds, which were written in 2000 and revised in 2005. However, there are some significant differences between the two documents related to the special nature of development during the infant and toddler period. The *Early Learning Guidelines for Birth to 3* have four domains compared to six domains for the *Early Childhood Indicators of Progress* for the preschool period. The domain components, as well as the specific indicators, are also different to better reflect the emerging developments of the age period from birth to 3.

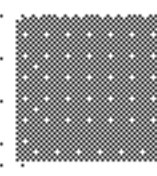

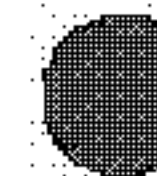
The identification of indicators for the *Minnesota Early Learning Guidelines for Birth to 3* was based on a review of child development research and early learning guidelines from other states (National Child Care Information Center, 2005). Nearly all states now have some form of early learning guidelines for ages 3 to 5, and about 17 states have completed early learning guidelines for ages birth to 3. Several others are in the process of developing early learning guidelines that focus on or include infants and toddlers (National Infant and Toddler Child Care Initiative, 2006).

Like the *Minnesota Early Childhood Indicators of Progress* for 3- to 5-year-olds, the development, selection and wording of indicators for birth to 3 were informed by national research on early learning guidelines (Scott-Little, Kagan, & Frelow, 2003b, 2005; Neuman & Roskos, 2004) that identified criteria for selection of specific indicators:

1. **Research-based** – Indicators are informed by research as being reasonably achievable and age appropriate.
2. **Clearly written** – Indicators are clear and coherent as to what most infants and toddlers know and are able to do.
3. **Measurable** – Indicators reflect observable behaviors, concepts and skills.
4. **Comprehensive** – Indicators cover all domains of development and provide sufficient breadth and depth of each area of development.
5. **Manageable** – There are a reasonable number of indicators in each domain for users to understand.
6. **Applicable** – Indicators are broadly applicable to infants and toddlers from diverse linguistic, economic, and cultural backgrounds and to infants and toddlers with variations in developmental abilities and skills in a variety of settings.

**Examples and strategies**, which caregivers can use to facilitate infant and toddler development, are listed for each of the components within the domains. **Caregiver** in the examples and strategies refers to parents, close family members, child care providers, teachers and other primary adults in children's lives. The examples and strategies are not intended to be an exhaustive list, but rather provide further clarification of indicators and suggest some strategies, play and learning activities that will enhance infant and toddler development.

# Overview and definitions

Term and definition	Example as used in booklet		
A Domain is a major area of development.	<b>DOMAIN I: Social and Emotional Development</b>		
A Component is a subpart of each of the domains.	<b>COMPONENT: Trust and emotional security</b>		
Indicators define expectations for a specific, observable outcome for the child.	<b>INDICATORS</b> of developing trust and emotional security	Engages in behaviors that build relationships with familiar adults Shows preference for familiar adults Responds to unfamiliar adults cautiously Seeks to find comfort in new situations Shows emotional connection and attachment to others	
Examples are used to guide parents, caregivers and teachers in the interpretation and application of the indicators. Examples are given for each of the three age groups.	<b>EXAMPLES</b> of behaviors that show development of trust and emotional security		
	<b>Young Infant</b> (Birth to 8 months)	<b>Older Infant</b> (8 to 18 months)	<b>Toddler</b> (18 to 36 months)
	Looks intently at familiar human faces  Follows movement of caregiver about the room with eyes  	Greets family caregiver with a smile, hug or kiss  Cries when left with a new caregiver, but may respond to soothing words, holding and other forms of comfort  	Says "Hi" or "Bye-bye," smiles or waves when familiar people enter or leave the room  Looks for or asks for "Mama" or familiar adult when they fall down or get hurt  
Some Caregiver Strategies to facilitate infant and toddler development are given for the components and indicators for each of the three age groups.	<b>SOME CAREGIVER STRATEGIES</b> for promoting trust and emotional security		
	<b>Young Infant</b> (Birth to 8 months)	<b>Older Infant</b> (8 to 18 months)	<b>Toddler</b> (18 to 36 months)
	<ul style="list-style-type: none"> <li>■ Respond to baby's messages and cues and try to determine baby's needs</li> <li>■ Provide a limited number of consistent caregivers who baby relates to on a regular basis</li> </ul>	<ul style="list-style-type: none"> <li>▲ Greet baby, pick up baby, hold baby close and exchange hugs to provide comfort and reassurance</li> <li>▲ Acknowledge baby's feelings of anxiety and allow baby to use primary caregiver for security</li> </ul>	<ul style="list-style-type: none"> <li>● Talk with toddler about where you are going and when you will return</li> <li>● Give toddler a familiar toy, blanket or book to provide comfort and reassurance in your absence</li> </ul>
Caregiver in the examples and strategies refers to parents, close family members, child care providers, teachers and other primary adults in the child's life.			

# Minnesota's Early Learning Guidelines for Birth to 3

## DOMAIN I: Social and Emotional Development

COMPONENTS: Trust and Emotional Security  
Self-Awareness  
Self-Regulation  
Relationships with Other Children

## DOMAIN II: Language Development and Communication

COMPONENTS: Listening and Understanding  
Communicating and Speaking  
Emergent Literacy

## DOMAIN III: Cognitive Development

COMPONENTS: Exploration and Discovery  
Memory  
Problem Solving  
Imitation and Symbolic Play

## DOMAIN IV: Physical and Motor Development

COMPONENTS: Gross Motor Development  
Fine Motor Development  
Physical Health and Well-Being

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## DOMAIN I: Social and Emotional Development

**Purpose:** To approach the world with a sense of trust and emotional security

(b)(6)

**The social and emotional domain** includes the development of trust and emotional security, self-awareness, self-regulation and the beginning of relationships with adults and other children. The healthy development of social and emotional competence greatly affects the development of skills and abilities in all the other domains. The sense of trust and emotional security that infants and toddlers develop within their families, cultures and communities shapes their interactions and relationships throughout their lives.

# DOMAIN I: Social and Emotional Development

**Purpose:** To approach the world with a sense of trust and emotional security

## Social and Emotional Development Components:

- Trust and Emotional Security
- Self-Awareness
- Self-Regulation
- Relationships with Other Children

## CASE STUDIES

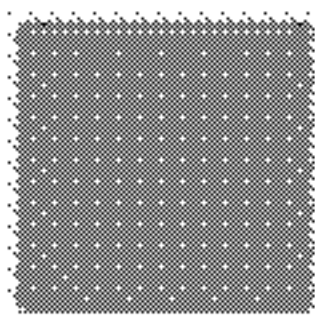
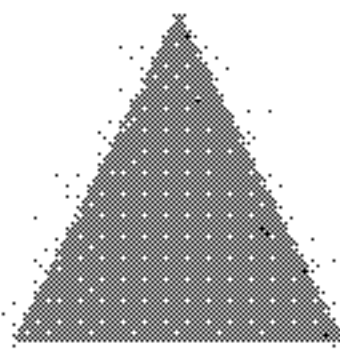
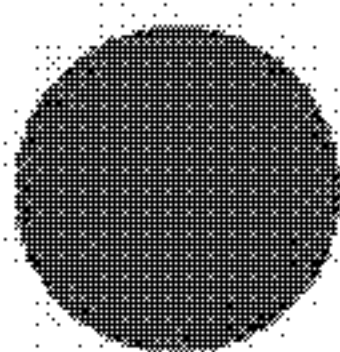
Young Infant (Birth to 8 months)	Older Infant (8 to 18 months)	Toddler (18 to 36 months)
<p><b>Ariel, age 3 months,</b> spends a lot of time staring at her mother's face. She especially looks at her eyes and mouth. Mother and baby often have long moments locked in these mutual gazes. When Ariel's mother talks to her, she quiets her body, listens intently and sometimes smiles. Ariel's mother cut out some photos of baby faces from a magazine and put them on the refrigerator. Ariel likes to look at the photos when they walk by and mother talks with Ariel about what they see and points to and identifies the eyes, nose and mouth.</p>	<p><b>Katy, age 15 months,</b> has just met her new baby cousin, Laura. She is fascinated by what looks like a new baby doll! While her mother holds the baby, Katy pokes with her finger at the baby's tummy and then touches Laura's face. Then she looks at her own tummy and touches her own face. She is surprised when the baby starts to cry. Katy's mother tells her to be gentle with the baby and they talk softly to quiet Laura. Katy starts to smile and then laughs and gives the baby a big hug.</p>	<p><b>Destiny, age 30 months, and Alex, age 28 months,</b> are learning to play together and enjoy each other's company. Their mothers often take them to the playground together. They usually play near each other although they may be doing different things. When Alex fell off the climber and started crying, Destiny ran to get her mother, even though Alex's mother was right there. She knows from experience that her mother will comfort and take care of children when they are hurt.</p>
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# DOMAIN I: Social and Emotional Development

## COMPONENT: Trust and Emotional Security

<p><b>INDICATORS</b> of developing trust and emotional security</p>	<p>Engages in behaviors that build relationships with familiar adults</p> <p>Shows preference for familiar adults</p> <p>Responds to unfamiliar adults cautiously</p> <p>Seeks to find comfort in new situations</p> <p>Shows emotional connection and attachment to others</p>
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### EXAMPLES of behaviors that show development of trust and emotional security

Young Infant (Birth to 8 months)	Older Infant (8 to 18 months)	Toddler (18 to 36 months)
<p>Looks intently at familiar human faces</p> <p>Follows movement of caregiver about the room with eyes</p> <p>Accepts comfort by familiar caregiver when tired, hungry or upset</p> <p>Responds with smiles and cooing when picked up by familiar caregiver</p> <p>Avoids eye contact with strange adults</p> <p>Looks at caregiver's face while being held for feeding</p> <p>Looks for familiar caregiver when tired, hungry or upset.</p> <p style="text-align: center;"></p>	<p>Greets familiar caregiver with a smile, hug or kiss</p> <p>Cries when left with a new caregiver, but may respond to soothing words, holding and other forms of comfort</p> <p>Prefers comfort from familiar adult when tired or hungry</p> <p>Enjoys looking at, pointing to or naming familiar people in family photos</p> <p>Calls for "Mama" or familiar person when in a new situation.</p> <p style="text-align: center;"></p>	<p>Says "Hi" or "Bye-bye," smiles or waves when familiar people enter or leave the room</p> <p>Looks for or asks for "Mama" or familiar adult when falling down or getting hurt</p> <p>Greets familiar caregivers with enthusiasm when they return to the room</p> <p>Reaches for familiar caregiver when an unfamiliar adult approaches</p> <p>Wants to take a familiar toy or blanket along on a trip or a visit to a new place</p> <p>Accepts reassurance in a telephone conversation with a member of the family.</p> <p style="text-align: center;"></p>

# DOMAIN I: Social and Emotional Development

## COMPONENT: Trust and Emotional Security

### SOME CAREGIVER STRATEGIES for promoting trust and emotional security

Young Infant (Birth to 8 months)	Older Infant (8 to 18 months)	Toddler (18 to 36 months)
<ul style="list-style-type: none"> <li>■ Respond to baby's messages and cues and try to determine baby's needs</li> <li>■ Provide a limited number of consistent caregivers who baby relates to on a regular basis</li> <li>■ Hold baby during feeding times and talk to baby in soothing and reassuring tones</li> <li>■ Comfort baby by holding close, rocking or talking quietly when baby is crying or upset</li> <li>■ Introduce baby to new adults gradually and follow baby's cues when baby is ready to be held by others</li> <li>■ Provide favorite toys, familiar blankets or other objects to hold or play with when baby is not with primary caregiver</li> <li>■ Cuddle, hug, talk or sing to baby to show how much you enjoy being with the baby.</li> </ul>	<ul style="list-style-type: none"> <li>▲ Greet baby, pick up baby, hold baby close and exchange hugs to provide comfort and reassurance</li> <li>▲ Acknowledge baby's feelings of anxiety and allow baby to use primary caregiver for security in the presence of unfamiliar adults</li> <li>▲ Allow baby time to get to know a new caregiver while you are present</li> <li>▲ Talk with baby about where you are going and when you will return</li> <li>▲ Accept baby's cries and protests when you leave as a sign that baby knows and trusts you and feels a sense of security when you are near</li> <li>▲ Offer reassurance and leave familiar pictures, favorite toys or a blanket with baby when you are gone.</li> </ul>	<ul style="list-style-type: none"> <li>● Talk with toddler about where you are going and when you will return</li> <li>● Give toddler a familiar toy, blanket or book to provide comfort and reassurance in your absence</li> <li>● Have photos of familiar adults and caregivers available when toddler is feeling stressed or upset and talk about the people in the photos</li> <li>● Make yourself available as a source of safety and security when toddler ventures out to explore and play</li> <li>● Name familiar people in photos; talk about who they are and what they are doing</li> <li>● Reassure toddler often that familiar adults will return and help the child begin to understand when; describe a time that mommy will be back, such as, "after lunch" or "after your nap"</li> <li>● Provide encouragement for toddler to try a new climber or other activity while you remain close to offer support.</li> </ul>

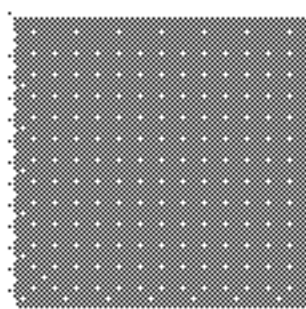
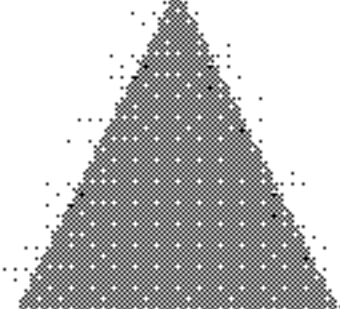
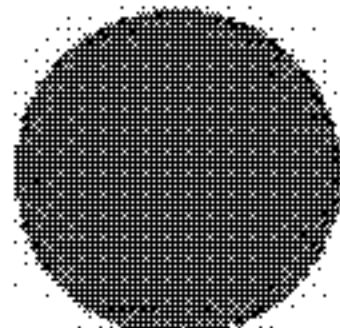


# DOMAIN I: Social and Emotional Development

## COMPONENT: Self-Awareness

<p><b>INDICATORS</b> of developing self-awareness</p>	<p>Expresses feelings and emotions through facial expressions, sounds or gestures</p> <p>Develops awareness of self as separate from others</p> <p>Shows confidence in increasing abilities</p>
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### EXAMPLES of behaviors that show development of self-awareness

Young Infant (Birth to 8 months)	Older Infant (8 to 18 months)	Toddler (18 to 36 months)
<p>Stares at own hands or feet as they move</p> <p>Expresses feelings of comfort, discomfort, enjoyment or unhappiness</p> <p>Looks at own reflection in the mirror as if it were another baby</p> <p>Attends to other people's faces and pictures or drawings of faces.</p>	<p>Expresses emotions, such as sadness, happiness, anger and surprise</p> <p>Smiles at own reflection in mirror or makes sounds when looking at image in the mirror</p> <p>Shows likes and dislikes for particular toys, blankets or other objects</p> <p>Claps hands for self after running round and round the table.</p>	<p>Recognizes and identifies own emotions, such as, "I'm sad" or "I'm happy"</p> <p>Shows recognition of self while looking in mirror and touching nose, head or some other body part that toddler can see only with a mirror</p> <p>Calls self by name and begins to use words, such as "I" or "me"</p> <p>Says or uses sign language for "mine" and holds toy or other object close when someone wants to take favorite possession.</p>
		

# DOMAIN I: Social and Emotional Development

## COMPONENT: Self-Awareness

### SOME CAREGIVER STRATEGIES for promoting self-awareness

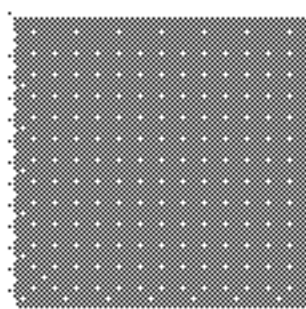
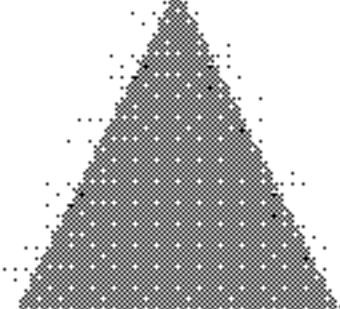
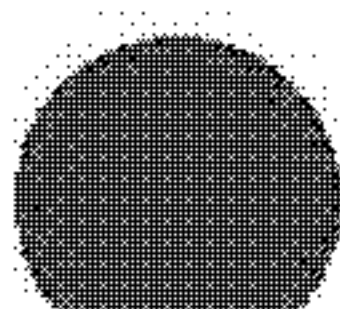
Young Infant (Birth to 8 months)	Older Infant (8 to 18 months)	Toddler (18 to 36 months)
<ul style="list-style-type: none"><li>■ Recognize and respect baby's feelings and talk about what baby might be experiencing or expressing</li><li>■ Express your feelings with your facial expressions, tone of voice and body language when interacting with baby</li><li>■ Talk about what you are feeling, for example, whether you are happy or sad</li><li>■ Talk with baby and use his/her name in conversation with baby</li><li>■ Provide opportunities for baby to see his/her reflection in a mirror.</li></ul>	<ul style="list-style-type: none"><li>▲ Imitate baby's facial expressions and watch to see if baby imitates faces you make</li><li>▲ Play naming games about parts of the face or body while holding baby or while looking in the mirror</li><li>▲ Describe and label emotions and facial expressions for baby. For example, when the baby is sad or happy, show how "sad" or "happy" feels with your voice and facial expressions</li><li>▲ Acknowledge baby's new emerging skills and abilities.</li></ul>	<ul style="list-style-type: none"><li>● Help toddler understand feelings by "reading" facial expressions and body language and talk about what you think the toddler might be feeling or expressing</li><li>● Provide opportunities for toddler to try to do things independently</li><li>● Allow toddler to keep favorite toys or possessions in a special place</li><li>● Acknowledge toddler's increasing abilities to interact with others, get what is needed or wanted and solve problems</li><li>● Recognize toddler's ability to identify own characteristics, such as size, hair color or gender.</li></ul>

# DOMAIN I: Social and Emotional Development

## COMPONENT: Self-Regulation

<p><b>INDICATORS of developing self-regulation</b></p>	<p>Begins to manage own behavior and show self-regulation</p> <p>Shows ability to cope with stress</p> <p>Shows increasing independence</p> <p>Understands simple routines, rules or limitations</p>
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### EXAMPLES of behaviors that show development of self-regulation

Young Infant (Birth to 8 months)	Older Infant (8 to 18 months)	Toddler (18 to 36 months)
<p>Expects a response from a caregiver when crying or upset</p> <p>Stops crying when held and gently rocked or talked to by familiar caregiver</p> <p>Sucks fist, thumb or pacifier for calming down when upset</p> <p>Looks for familiar caregiver, favorite toy or blanket</p> <p>Opens mouth for spoon while being fed by caregiver.</p>	<p>Sucks on fingers or thumb to calm self when upset or in a new situation</p> <p>Moves arms, legs or body to get own bottle or toys</p> <p>Understands what “No” means and may tell self “No-No”</p> <p>Holds own bottle or feeds self with fingers</p> <p>Copes with stress by playing with familiar toys in a favorite spot</p> <p>Plays quietly with a toy while waiting to get up from a nap.</p>	<p>Tries to clean up own spills or messes</p> <p>Wants to put on shoes or coat without help</p> <p>Claps hands and shows others after completing a puzzle and then waits for a response from others</p> <p>Says “No” or shakes head when doesn’t want to do something or doesn’t like something</p> <p>Waits for adult before going outside or crossing the street.</p>
		

# DOMAIN I: Social and Emotional Development

## COMPONENT: Self-Regulation

### SOME CAREGIVER STRATEGIES for promoting self-regulation

Young Infant (Birth to 8 months)	Older Infant (8 to 18 months)	Toddler (18 to 36 months)
<ul style="list-style-type: none"> <li>■ During caregiving routines and at other times, talk with baby about what you are doing and what will happen next</li> <li>■ Provide opportunities for baby to explore with you, other people, places and things in the environment</li> <li>■ Notice baby's responses to stressful situations and the baby's ways of seeking comfort and coping with stress</li> <li>■ Help baby find ways of calming self by reducing distractions, bright lights and loud noises when baby is tired or upset.</li> </ul>	<ul style="list-style-type: none"> <li>▲ Call baby by name and describe actions you are doing with baby</li> <li>▲ Take along familiar toys or blankets for baby when visiting a new place</li> <li>▲ Provide baby with a variety of toys, such as stuffed animals or dolls, that baby can hold, talk to and play with</li> <li>▲ Observe and comment appropriately when baby looks to you for approval or disapproval before picking up something or doing something</li> <li>▲ Provide enough of a schedule or sequence of routines so baby can anticipate what will happen next. Talk about the routines and what you are doing and what will happen next.</li> </ul>	<ul style="list-style-type: none"> <li>● Allow toddler time to do things for self and acknowledge the actions</li> <li>● Make it easy for toddler to be successful with simple tasks, such as putting on shoes or helping to pick up toys</li> <li>● Acknowledge uncooperative or negative behavior as a sign of asserting oneself</li> <li>● Model using self talk, such as "No, no," "Not touch" or "Hot" and acknowledge toddler's attempt to manage own behavior</li> <li>● Give clear expectations for safe behaviors and use simple rules that toddler can understand</li> <li>● Acknowledge and talk about ways toddler is learning to follow routines or simple rules, such as "I like the way you hold my hand when we cross the street" or "You are being safe."</li> </ul>

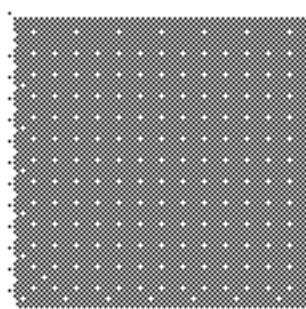
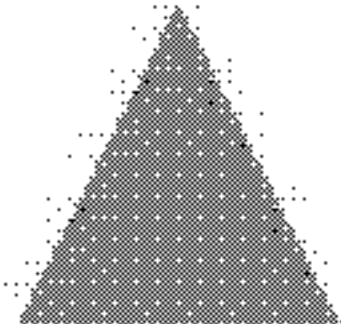
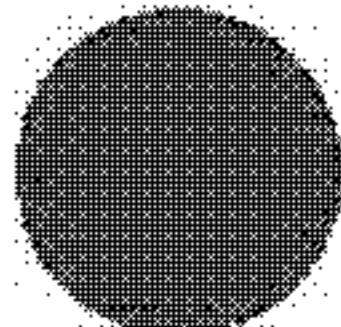
# DOMAIN I: Social and Emotional Development

## COMPONENT: Relationships with Other Children

### INDICATORS of developing relationships with other children

- Shows interest in and awareness of other children
- Responds to and interacts with other children
- Begins to recognize and respond to other children's feelings and emotions
- Begins to show concern for others
- Learns social skills and eventually uses words for expressing feelings, needs and wants
- Uses imitation or pretend play to learn new roles and relationships

### EXAMPLES of behaviors that show development of relationships with other children

Young Infant (Birth to 8 months)	Older Infant (8 to 18 months)	Toddler (18 to 36 months)
Watches other children from a distance or listens to other children	Reaches out to touch another child's face or hair	Knows the names of some other children
Quiets down and smiles when hears name spoken by familiar person	Sits next to and plays with same toys that other children have	Shows excitement when greeting other children
Starts to cry when other children in the room are crying	Squeals with joy or runs about when other children are happy and excited	Looks for an adult to help when another child is crying
Vocalizes or gets excited when near other children	Offers a toy to another child who is crying or upset	Shows interest or concern for another child who falls down by touching or talking to child
Looks at and watches another child who is crying or upset	Points to or asks for cup, spoon or objects that other children have	Imitates tasks, such as wiping the table, that others do
Imitates facial expressions during games with other children and caregiver.	Pretends to talk on a toy telephone to a familiar person.	Watches other children and imitates feeding stuffed animals with pretend food.
		

# DOMAIN I: Social and Emotional Development

## COMPONENT: Relationships with Other Children

### SOME CAREGIVER STRATEGIES for promoting relationships with other children

Young Infant (Birth to 8 months)	Older Infant (8 to 18 months)	Toddler (18 to 36 months)
<ul style="list-style-type: none"> <li>■ Hold baby while showing and talking about what other children are doing</li> <li>■ Call baby and other children by name and allow older children to talk, smile and laugh with baby</li> <li>■ Provide opportunities for play and interaction with other babies</li> <li>■ Put baby in a safe place to be part of the action but not overstimulated or overwhelmed</li> <li>■ Talk about what other children are feeling or expressing with their sounds, gestures or facial expressions.</li> </ul>	<ul style="list-style-type: none"> <li>▲ Provide opportunities for the baby to see, interact and play with other babies and young children</li> <li>▲ Allow other children to talk and play with baby while you are holding baby. For example, suggest that another child bring a toy to the baby or have the baby give another child a toy to play with</li> <li>▲ During play times, talk about what other children are doing or how they may be feeling</li> <li>▲ Play games or sing songs where baby can imitate your sounds, tone of voice, gestures or facial expressions</li> <li>▲ Provide baby with toys, such as dolls or stuffed animals that baby can pretend to take care of by holding, feeding, rocking or singing</li> <li>▲ Play games or do finger plays with baby and other infants where they can imitate your actions, sounds or words.</li> </ul>	<ul style="list-style-type: none"> <li>● Provide opportunities to play with other children in a variety of settings</li> <li>● Support toddler's interactions with other children and acknowledge sharing and helping behaviors</li> <li>● Provide more than one of some toys or materials so toddlers can play next to and with other toddlers without always having to share or take turns</li> <li>● Sing songs or do finger plays with toddler and model motions or gestures toddler can do with you while singing along or saying words</li> <li>● Facilitate imitation and pretend play with toddler by providing toys, such as dolls, dishes, cars, trucks or blocks that can be used for pretend play</li> <li>● Talk about what toddler is feeling and how other children may be feeling, such as why they are crying or are upset.</li> </ul>

## DOMAIN II: Language Development and Communication

**Purpose:** To acquire language and the ability to communicate successfully with others

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### **The language development and communication domain**

involves the development of the ability to use language to communicate with others. Infants and toddlers learn the languages of their families, cultures and communities through the natural interaction of caregiving and everyday experiences. The early and rapid development of the components of language, including listening and understanding, communicating and speaking, and the emergence of early literary skills and abilities, is particularly fascinating to watch and understand. As infants and toddlers develop their ability to understand and use language to communicate, they also increase their skills and abilities in influencing others, which in turn affects their learning in all other domains.

## DOMAIN II: Language Development and Communication

**Purpose: To acquire language and the ability to communicate successfully with others**

### Language Development and Communication Components:

Listening and Understanding  
Communicating and Speaking  
Emergent Literacy

### CASE STUDIES:

Young Infant (Birth to 8 months)	Older Infant (8 to 18 months)	Toddler (18 to 36 months)
<p><b>Joey, age 3 months,</b> has started making gurgling sounds after he has been fed or when he wakes up from his nap. He likes to listen to and play with sounds and sometimes blows bubbles. Joey's father imitates Joey's sounds and joins in the bubble-making fun. Sometimes Joey imitates the new sounds that his father makes.</p>	<p><b>Bailey's</b> parents are learning sign language because they have noticed that Bailey, now 13 months old, imitates gestures, such as waving bye-bye. They use simple signs such as "more" and "milk" when they talk with Bailey at the table. Recently Bailey put her hands together and repeated the action and then pointed at the juice. Her father said, "Oh, you want more juice" and offered her a drink from the juice cup.</p>	<p><b>Ubah, age 26 months,</b> and her mother love to look at books together. Usually they just talk about the pictures. Sometimes Ubah's mother tells the story in her own language even if the book is written in English. They like to visit the library to get books that her older brothers and sisters can read to Ubah. Ubah points to the pictures and repeats the names of what she sees. Sometimes Ubah's sisters and brothers draw a picture or act out what they see in the story with Ubah.</p>
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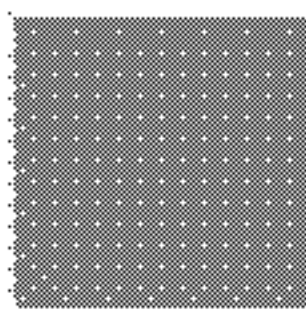
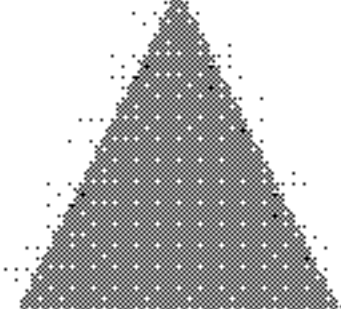
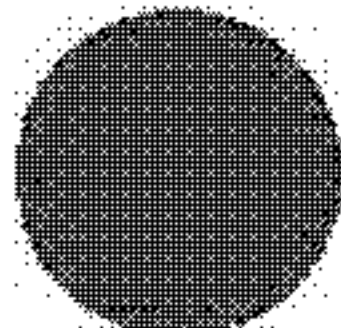


## DOMAIN II: Language Development and Communication

### COMPONENT: Listening and Understanding

<p><b>INDICATORS</b> of developing listening and understanding</p>	<p>Shows interest in listening to sounds</p> <p>Listens with interest to language of others</p> <p>Responds to verbal communication of others</p> <p>Responds to nonverbal communication of others</p> <p>Begins to understand gestures, words, questions or routines</p>
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### EXAMPLES of behaviors that show development of listening and understanding

Young Infant (Birth to 8 months)	Older Infant (8 to 18 months)	Toddler (18 to 36 months)
<p>Quiets down and turns head toward a familiar voice or sound</p> <p>Watches a person's face and hands when they are talking or gesturing</p> <p>Smiles when spoken to or when greeted with a smiling face</p> <p>Responds to tone of voice, such as becoming excited or soothed when engaged in conversation</p> <p>Lifts arms when caregiver gestures or says "Up" while picking up baby.</p>	<p>Quiets down or gets excited when hears familiar voices</p> <p>Looks at person who calls baby's name or speaks to baby</p> <p>Cries in response to sudden loud noises, angry faces or voices</p> <p>Responds with gestures or words when asked if baby wants to eat or play</p> <p>Responds with gestures or words to simple requests or questions</p> <p>Looks for ball when asked, "Where is the ball?"</p>	<p>Imitates sounds when hears noises that animals make</p> <p>Laughs when told a silly rhyme or story</p> <p>Understands when told it is time to eat by going to wash hands or coming to the table</p> <p>Comforts others who are crying or looking sad with a touch or a hug</p> <p>Follows simple one-step directions and instructions, such as "Get your coat" or "Let's go outside"</p> <p>Shows enjoyment in sharing conversations with caregiver.</p>
		

# DOMAIN II: Language Development and Communication

## COMPONENT: Listening and Understanding

### SOME CAREGIVER STRATEGIES for promoting listening and understanding

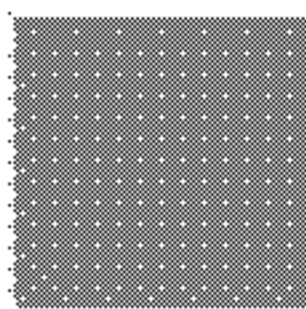
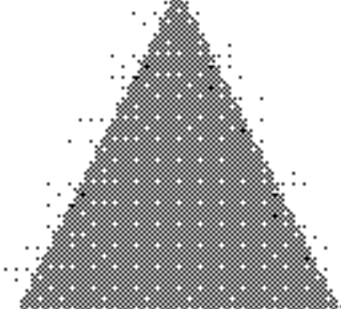
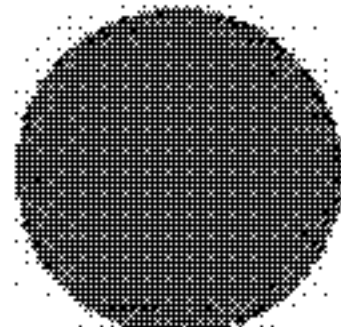
Young Infant (Birth to 8 months)	Older Infant (8 to 18 months)	Toddler (18 to 36 months)
<ul style="list-style-type: none"> <li>■ Talk with baby and allow baby time to respond to you, perhaps by turning to look at you, smiling or cooing</li> <li>■ Watch for cues that baby is attending or listening and repeat sounds, gestures or simple language</li> <li>■ Greet baby by name and repeatedly use the name in conversations with baby</li> <li>■ Notice baby's response when adults use animated voices, gestures or exaggerated facial expressions while communicating with baby</li> <li>■ Repeat familiar words and gestures that accompany your actions when taking care of or interacting with baby.</li> </ul>	<ul style="list-style-type: none"> <li>▲ Talk with, and use baby's name, in conversation</li> <li>▲ Provide opportunities for conversations with others who have varied voices or interaction styles</li> <li>▲ Recognize and support baby's learning of home languages and culture</li> <li>▲ Use familiar gestures or words during routines and allow time for baby's response</li> <li>▲ Observe baby's response to nonverbal communication of others, such as different pitch or tone of voice, gestures or body language</li> <li>▲ Allow baby time to respond with gestures, actions, sounds or words to simple requests or questions.</li> </ul>	<ul style="list-style-type: none"> <li>● Provide opportunities for toddler to hear the sounds of birds, animals, people and the neighborhood</li> <li>● Talk about what you and others are doing or saying and describe the actions and results</li> <li>● Describe simple routines and repeat common requests for toddler</li> <li>● Acknowledge toddler's attempts to communicate with others by listening and using words</li> <li>● Use language for simple one-step directions and acknowledge toddler's responses and actions</li> <li>● Share stories, games and picture books with toddler that are fun to look at, talk about or read together.</li> </ul>

## DOMAIN II: Language Development and Communication

### COMPONENT: Communicating and Speaking

<p><b>INDICATORS of developing communication and speaking</b></p>	<p>Uses sounds, gestures or actions to express needs and wants</p> <p>Uses consistent sounds, gestures or words to communicate</p> <p>Imitates sounds, gestures or words</p> <p>Uses sounds, signs or words for a variety of purposes</p> <p>Shows reciprocity in using language in simple conversations</p>
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### EXAMPLES of behaviors that show development of communicating and speaking

Young Infant (Birth to 8 months)	Older Infant (8 to 18 months)	Toddler (18 to 36 months)
<p>Uses different types of cries for expressing hunger, discomfort, fear and other emotions</p> <p>Plays with making different sounds</p> <p>Makes sounds of pleasure and/or discomfort when caregiver is present</p> <p>Makes cooing sounds and other sounds of home languages</p> <p>Imitates vowel sounds, such as "ah" or "oh" or "oo"</p> <p>Smiles or vocalizes to initiate social contact with familiar caregiver</p> <p>Takes turns by making sounds in response to adult talking with baby.</p> <p style="text-align: center;"></p>	<p>Produces own sounds or babbles either by self or in response to others</p> <p>Imitates sounds or familiar words of home language</p> <p>Uses familiar gestures such as waving good-bye</p> <p>Uses some words or signs, such as for "bottle," "up" or "more"</p> <p>Knows the name or sign for familiar objects, animals or people</p> <p>Has a vocabulary of 10-20 words in home language or uses 10-20 signs consistently</p> <p>Responds to questions or simple requests with either a nonverbal or verbal answer.</p> <p style="text-align: center;"></p>	<p>Shakes head or uses words to respond to "Yes" or "No" questions</p> <p>Imitates new words or learns new signs</p> <p>Repeats simple rhymes or songs</p> <p>Uses words or sign language to tell what is happening</p> <p>Uses home language with a vocabulary of 50 or more words or signs and sometimes uses two- or three-word sentences</p> <p>Initiates conversations, asks questions and answers questions with two- or three-word responses.</p> <p style="text-align: center;"></p>

# DOMAIN II: Language Development and Communication

## COMPONENT: Communicating and Speaking

### SOME CAREGIVER STRATEGIES for promoting communicating and speaking

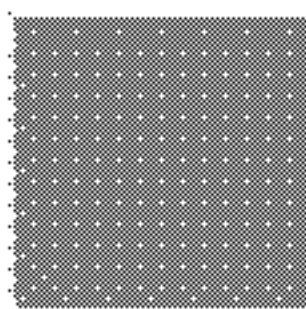
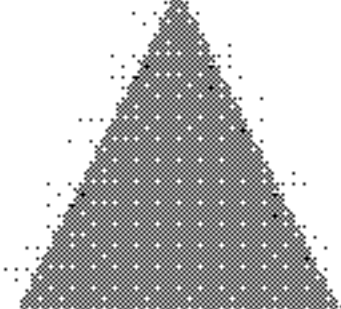
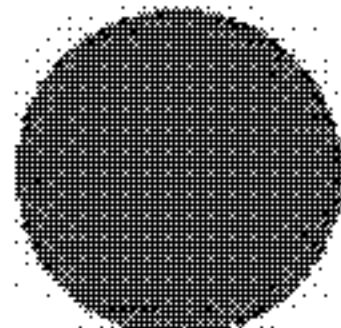
Young Infant (Birth to 8 months)	Older Infant (8 to 18 months)	Toddler (18 to 36 months)
<ul style="list-style-type: none"> <li>■ During caregiving routines, talk about what you are doing and wait for response</li> <li>■ Listen and watch for different types of sounds, gestures or cries that baby makes</li> <li>■ Imitate sounds or gestures that baby makes and allow time for baby to imitate you</li> <li>■ Respond to baby's cooing and babbling and converse as if baby understands everything you are saying</li> <li>■ Talk about what baby is doing and acknowledge efforts to communicate.</li> </ul>	<ul style="list-style-type: none"> <li>▲ Acknowledge baby's use of simple sounds, words or gestures to express needs</li> <li>▲ Introduce and model new sounds, gestures or words for baby to imitate</li> <li>▲ Play naming games with baby, such as naming animals and making the sounds of the animals</li> <li>▲ Use new, as well as familiar, words or sign language with baby and repeat them in different contexts</li> <li>▲ Allow sufficient time for baby to respond to questions or suggestions.</li> </ul>	<ul style="list-style-type: none"> <li>● Ask questions and allow time for either a verbal or nonverbal response</li> <li>● Model using two- or three-word phrases and new words that toddler can imitate</li> <li>● Make a list of toddler's vocabulary, new words and phrases</li> <li>● Look for new ways toddler uses language, such as for humor or pretending</li> <li>● Respond to toddler's use of words to express needs or wants.</li> </ul>

## DOMAIN II: Language Development and Communication

### COMPONENT: Emergent Literacy

<b>INDICATORS of developing emergent literacy</b>	<p>Shows interest in songs, rhymes and stories</p> <p>Shows interest in photos, pictures and drawings</p> <p>Develops interest in and involvement with books and other print materials</p> <p>Begins to recognize and understand symbols</p>
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### EXAMPLES of behaviors that show development of emergent literacy

Young Infant (Birth to 8 months)	Older Infant (8 to 18 months)	Toddler (18 to 36 months)
<p>Kicks feet or moves arms in response to rhythm of music</p> <p>Looks at and attends to pictures of other babies or faces</p> <p>Looks at books, pats the pictures or brings book to mouth</p> <p>Listens and attends to repetitions of familiar words, songs or rhymes</p> <p>Hits buttons with pictures on toys to hear or reproduce sounds.</p>	<p>Makes motions for familiar games, such as "pat-a-cake" or other rhymes and finger plays</p> <p>Points at or names objects, animals or people in photos, pictures and drawings</p> <p>Sings or joins in on familiar songs with caregiver</p> <p>Turns pages of books, looks at the pictures and uses sounds or words</p> <p>Makes marks on a paper with a large crayon or marker.</p>	<p>Knows several simple songs, rhymes or stories</p> <p>Looks at, turns pages and names people or objects in picture books</p> <p>Brings favorite books for caregiver to read</p> <p>Makes scribbles or shapes on paper to convey meaning.</p>
		

# DOMAIN II: Language Development and Communication

## COMPONENT: Emergent Literacy

### SOME CAREGIVER STRATEGIES for promoting emergent literacy

Young Infant (Birth to 8 months)	Older Infant (8 to 18 months)	Toddler (18 to 36 months)
<ul style="list-style-type: none"><li>■ Talk, sing, repeat rhymes, do finger plays or tell stories</li><li>■ Show baby pictures of family members or photos of other babies and young children</li><li>■ Provide cloth or cardboard picture books for baby to hold and look at</li><li>■ Identify and talk about familiar pictures or symbols on toys and household objects.</li></ul>	<ul style="list-style-type: none"><li>▲ Repeat favorite songs, stories, rhymes or finger plays on a regular basis when interacting with baby</li><li>▲ Make a photo or picture book for baby with some favorite people, animals and things</li><li>▲ Choose books for baby that have clear, colorful pictures with simple text</li><li>▲ Hold baby and read a variety of books over and over when baby is interested</li><li>▲ Provide opportunities to explore and use writing materials, such as large crayons, markers and paper.</li></ul>	<ul style="list-style-type: none"><li>● Sing songs with motions and do simple finger plays that toddler can imitate</li><li>● Talk about favorite pictures, drawings or photos and name the people and things in the pictures</li><li>● Make board books available for toddler to look at, turn pages and talk about with you and others</li><li>● Provide opportunities to explore writing tools, such as large crayons or markers with paper, and allow time for scribbling and drawing.</li></ul>

## DOMAIN III: Cognitive Development

**Purpose:** To develop new skills, knowledge and the ability to acquire and process new information through play and interaction with others and the environment.

(b)(6)

**The cognitive development domain** includes the child's development to think and make connections. Young babies enter the world ready to learn and begin immediately to acquire and process new information. Their sensory systems function as a primary means of gaining information about their social and physical worlds. Through exploration and discovery they learn to understand what things are and how they work. Their amazing memory and problem-solving abilities provide infants and toddlers with new learning and understanding on a daily basis. Infants and toddlers also show increasing ability to use imitation and symbolic play to represent what they are learning and understanding about the world around them.

## DOMAIN III: Cognitive Development

**Purpose:** To develop new skills, knowledge and the ability to acquire and process new information through play and interaction with others and the environment.

### Cognitive Development Components:

Exploration and Discovery  
Memory  
Problem Solving  
Imitation and Symbolic Play

### CASE STUDIES:

Young Infant (Birth to 8 months)	Older Infant (8 to 18 months)	Toddler (18 to 36 months)
<p><b>Luis, age 6 months,</b> likes to reach with his hand for the toy that is hanging above his crib. He has learned that it makes an interesting sound when he hits it. Sometimes he tries to kick the toy with his feet or roll over to get closer to it. His mother changes the toy from time to time because she knows that Luis likes to repeat this action over and over.</p>	<p><b>Hai, age 14 months,</b> spends a lot of time with his grandparents who care for him while his mother and father work. Usually they come to Hai's home to take care of him and he seems comfortable in a familiar setting. Hai's mother is happy when they go to visit grandmother on the weekend and Hai gets excited, smiles and says "Nana" when he sees his familiar caregiver.</p>	<p><b>Sam, age 26 months,</b> and Bobby, age 30 months, are best buddies at the family child care home they go to while their parents work. They love to play with cars and trucks. They push the cars and trucks along the floor while making motor noises and saying "Beep, beep" as they crash their cars. Their caregiver has shown them how to make a road with the blocks that they can drive their cars on. Now Sam and Bobby are making houses with the blocks and even a garage for their cars.</p>
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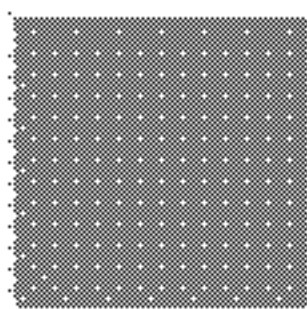
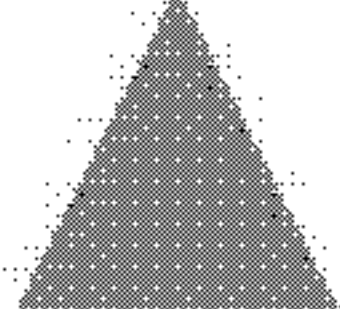
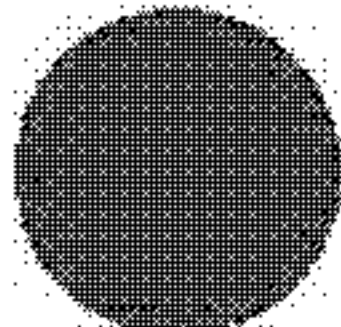


## DOMAIN III: Cognitive Development

### COMPONENT: Exploration and Discovery

<p><b>INDICATORS</b> of developing exploration and discovery</p>	<p>Pays attention to people and objects</p> <p>Uses senses to explore people, objects and the environment</p> <p>Attends to colors, shapes, patterns or pictures</p> <p>Shows interest and curiosity in new people and objects</p> <p>Makes things happen and watches for results or repeats action</p>
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### EXAMPLES of behaviors that show development of exploration and discovery

Young Infant (Birth to 8 months)	Older Infant (8 to 18 months)	Toddler (18 to 36 months)
<p>Focuses on caregiver's voice or face during feeding times</p> <p>Attends to colors and lights or notices patterns and shapes</p> <p>Puts almost everything in mouth to explore, touch and taste</p> <p>Turns head and follows with eyes when a new person enters the room</p> <p>Reaches toward a new toy, grasps it and explores it by turning it over and over</p> <p>Swipes or kicks at toy above the crib and repeats actions to make it move again and again.</p>	<p>Touches and feels person's hair or puts their hands on faces to feel skin</p> <p>Attends to and examines small objects, such as crumbs, bugs or pieces of paper</p> <p>Puts shapes in a shape box with openings, matching colors and/or shapes</p> <p>Reaches for adult hands to continue a game</p> <p>Pushes a button to turn a TV or radio on and off and repeats action.</p>	<p>Picks up leaves, rocks and sticks during a walk outside</p> <p>Watches intently and says names or sounds of animals at a zoo or farm</p> <p>Does simple puzzles with different colors and shapes</p> <p>Pushes riding toy or sits on it and uses feet to try to make it move</p> <p>Matches colors or shapes when sorting toys and other objects.</p>
		

# DOMAIN III: Cognitive Development

## COMPONENT: Exploration and Discovery

### SOME CAREGIVER STRATEGIES for promoting exploration and discovery

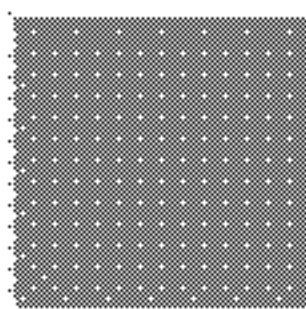
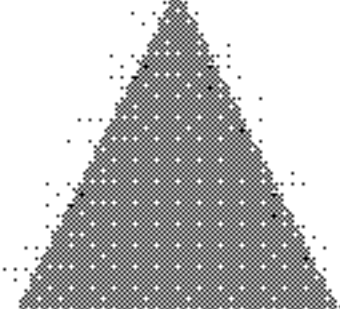
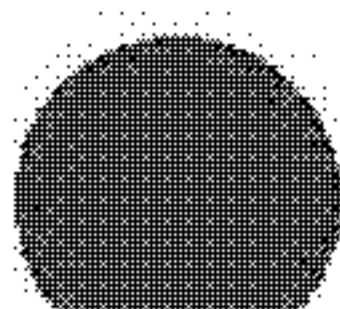
Young Infant (Birth to 8 months)	Older Infant (8 to 18 months)	Toddler (18 to 36 months)
<ul style="list-style-type: none"> <li>■ Allow baby time to explore through looking, sucking, reaching and touching</li> <li>■ Provide a variety of objects of different sizes, shapes, colors and textures for baby to look at and explore</li> <li>■ Provide toys and experiences where baby's action gives an interesting result</li> <li>■ Place baby in a safe area, without a lot of distractions and loud noises, for time to explore and play</li> <li>■ Place toys near baby and allow baby to move and reach for the toys.</li> </ul>	<ul style="list-style-type: none"> <li>▲ Provide a safe environment for baby to move around and explore</li> <li>▲ Allow baby to explore your face, eyes, nose, mouth, skin and hair</li> <li>▲ Provide opportunities for uninterrupted play and discovery time</li> <li>▲ Provide toys that offer possibilities for learning about size, shape and color, while using containers, stacking and nesting toys</li> <li>▲ Comment positively when baby learns a new action or skill to affect things.</li> </ul>	<ul style="list-style-type: none"> <li>● Talk about what toddler sees or hears and call attention to new and unusual actions or events</li> <li>● Provide toys that challenge toddler's skills, such as push and pull toys, puzzles and sorting or matching objects</li> <li>● Explore your surroundings with toddler and look for things that stay the same and things that change</li> <li>● Help toddler understand the effects of actions on others, such as using words to describe whether it hurts or feels good</li> <li>● Provide opportunities for toddler to explore and experience nature while on walks or visits to a park.</li> </ul>

## DOMAIN III: Cognitive Development

### COMPONENT: Memory

<b>INDICATORS of developing memory</b>	<p>Shows ability to acquire and process new information</p> <p>Recognizes familiar people, places and things</p> <p>Recalls and uses information in new situations</p> <p>Searches for missing or hidden objects</p>
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### EXAMPLES of behaviors that show development of memory

Young Infant (Birth to 8 months)	Older Infant (8 to 18 months)	Toddler (18 to 36 months)
<p>Stares intently at new faces or objects</p> <p>Smiles in recognition of familiar caregiver</p> <p>Shows excitement when a familiar person enters the room</p> <p>Shows apprehension when an unfamiliar person enters the room</p> <p>Looks for toys that have been dropped or partly covered by a blanket or other cloth.</p>	<p>Brings familiar people their shoes, coat, purse or some other personal object</p> <p>Uses a blanket to cover or hide a stuffed toy or doll</p> <p>Tries to follow a cat or dog under a chair or table</p> <p>Looks for missing toy when asked, "Where is the ball?"</p> <p>Looks out the window and waits for a familiar caregiver to return</p> <p>Says or signs, "Dada" or "Mama" when hears car arrive.</p>	<p>Notices when someone gets a new coat, shoes or some other item of clothing</p> <p>Looks for favorite toy where left it last</p> <p>Looks around home for a pet or calls the animal by name</p> <p>Recognizes a neighbor at a grocery store and waves or says, "Hi"</p> <p>Washes hands when it is time to eat</p> <p>Throws a ball over a sofa and then runs around behind the sofa to find where the ball went.</p>
		

## DOMAIN III: Cognitive Development

### COMPONENT: Memory

#### SOME CAREGIVER STRATEGIES for promoting memory

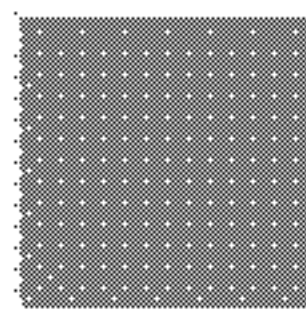
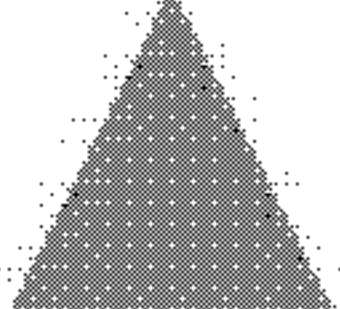
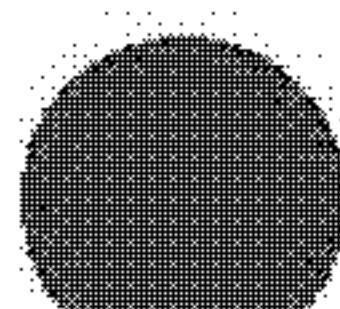
Young Infant (Birth to 8 months)	Older Infant (8 to 18 months)	Toddler (18 to 36 months)
<ul style="list-style-type: none"><li>■ Greet baby by name, talk about and name other people or objects that are present</li><li>■ Change and rearrange objects or pictures in the environment regularly to provide new sights and visual interest</li><li>■ Talk about and name new people and places in the baby's social world</li><li>■ Call attention to familiar and new people, places and things that you see</li><li>■ Play hiding games with baby by partially hiding a toy under a blanket or cloth.</li></ul>	<ul style="list-style-type: none"><li>▲ Comment when baby notices something new, such as eyeglasses, a hat or a necklace on you or someone else</li><li>▲ Play games with baby that provide opportunities for turn-taking and give-and-take, such as "peek-a-boo". Watch for times when baby might repeat these games or activities in new situations and with other people</li><li>▲ Play hiding games with baby by placing a toy or small object under a scarf or blanket and asking, "Where did it go?" or "Where is it?" while gesturing with your hands</li><li>▲ Allow time for baby to look for and find missing toy, bottle, pet or other person.</li></ul>	<ul style="list-style-type: none"><li>● Provide a convenient place, such as a box or a shelf, for toddler to keep and find things</li><li>● Sing favorite songs over and over with toddlers and comment when they sing them on their own</li><li>● Follow established, simple routines for everyday activities, such as mealtimes or bedtimes, so toddler learns to anticipate what will happen next and starts preparing for activities independently</li><li>● Play games, such as finding missing or hidden things or people, and vary the hiding place and length of time before looking for the object.</li></ul>

## DOMAIN III: Cognitive Development

### COMPONENT: Problem Solving

<b>INDICATORS of developing problem solving</b>	<p>Experiments with different uses for objects</p> <p>Shows imagination and creativity in solving problems</p> <p>Uses a variety of strategies to solve problems</p> <p>Applies knowledge to new situations</p>
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### EXAMPLES of behaviors that show development of problem solving

Young Infant (Birth to 8 months)	Older Infant (8 to 18 months)	Toddler (18 to 36 months)
<p>Brings toy to mouth to taste it and explore it</p> <p>Hits, shakes or kicks toy to make and/or reproduce sounds</p> <p>Turns toy over and over to look at it and examine it</p> <p>Rolls over to get a toy on the other side or just out of reach</p> <p>Moves body up and down to get caregiver to continue the bouncing on caregiver's knee</p> <p>Drops toy repeatedly and waits for someone to pick it up.</p>	<p>Uses a spoon to bang on the dishes or on a table to make noise</p> <p>Uses a string to pull a toy into the crib or over to play with it</p> <p>Tries many different ways, such as poking with fingers, shaking or dumping to get something out of a bottle</p> <p>Gets and leads an adult to obtain a cookie or bottle on a counter.</p>	<p>Asks for names of new objects or people with, "What is that?" or "Who is that?"</p> <p>Gets a stool or chair to climb on to reach a toy or other object that is on a shelf</p> <p>Combines materials together to solve problems, such as using a stick to use to reach a ball under a chair</p> <p>Turns puzzle pieces in many different ways to complete a puzzle.</p>
		

# DOMAIN III: Cognitive Development

## COMPONENT: Problem Solving

### SOME CAREGIVER STRATEGIES for promoting problem solving

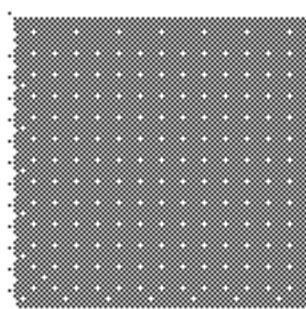
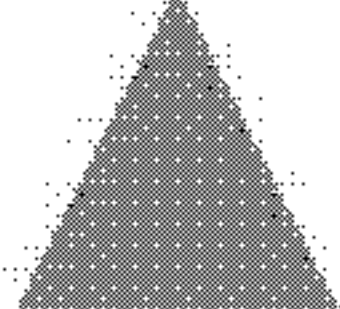
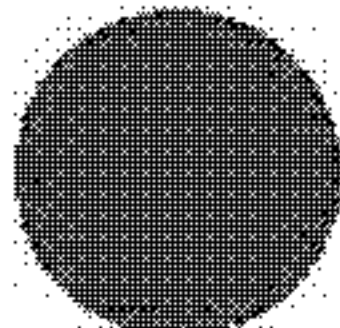
Young Infant (Birth to 8 months)	Older Infant (8 to 18 months)	Toddler (18 to 36 months)
<ul style="list-style-type: none"> <li>■ Allow baby time to explore and examine objects and new things</li> <li>■ Watch, but don't interrupt, when baby is busy exploring toys or other objects</li> <li>■ Occasionally place objects far enough away so baby has to move to get them</li> <li>■ Offer support and suggestions for problem solving, but do not intervene too quickly</li> <li>■ Comment positively on baby's attempts and successes in solving problems.</li> </ul>	<ul style="list-style-type: none"> <li>▲ Allow baby freedom to move and explore how things work and what baby can do with things</li> <li>▲ Provide a variety of interesting action toys that come apart, move and can be used in many ways</li> <li>▲ Allow baby time to play with and explore everyday household objects</li> <li>▲ Show excitement when baby discovers new uses for familiar things, such as putting blocks in a box or pot</li> <li>▲ When baby encounters a problem, offer suggestions and support, but do not intervene too quickly</li> <li>▲ Notice and comment positively when baby solves a new problem or applies knowledge to new situations.</li> </ul>	<ul style="list-style-type: none"> <li>● Set up the environment to allow new and more complex ways of playing with toys and combining and using materials</li> <li>● Allow toddler to choose different activities, times and ways of doing things</li> <li>● Allow toddlers to show their creativity and imagination by solving problems in their own ways</li> <li>● Ask questions and express wonder about a problem to help toddlers think about and remember how they solved similar problems before</li> <li>● Show delight in the accomplishments, new skills and abilities that toddler has developed.</li> </ul>

## DOMAIN III: Cognitive Development

### COMPONENT: Imitation and Symbolic Play

<p><b>INDICATORS</b> of developing imitation and symbolic play</p>	<p>Observes and imitates sounds, gestures or behaviors</p> <p>Uses objects in new ways or in pretend play</p> <p>Uses imitation or pretend play to express creativity and imagination</p>
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### EXAMPLES of behaviors that show development of imitation and symbolic play

Young Infant (Birth to 8 months)	Older Infant (8 to 18 months)	Toddler (18 to 36 months)
<p>Attends to and imitates gestures, such as opening and closing the mouth, sticking out tongue or opening and closing hand</p> <p>Imitates faces or sounds that familiar caregiver makes</p> <p>Imitates shaking or patting a toy or other object</p> <p>Coos, squeals or laughs when familiar caregiver talks and plays games with baby.</p>	<p>Tries to bite into a plastic apple or other fruit that looks like a real one</p> <p>Imitates adults by using a cloth to wipe the table after eating</p> <p>Pretends to comb or brush their own hair using their hand or fingers</p> <p>Pretends to feed doll or stuffed animal with own bottle or food.</p>	<p>Uses any round object for a ball and throws it across the room</p> <p>Imitates adult actions, such as putting a key in a keyhole, ringing a door bell or closing a door</p> <p>Uses familiar objects to represent other things, such as using a block moving along the floor as a car or a piece of newspaper as a blanket</p> <p>Talks to stuffed animals or dolls, pretends to feed them and tells them to go to sleep or says, "Night-night."</p>
		

## DOMAIN III: Cognitive Development

### COMPONENT: Imitation and Symbolic Play

#### SOME CAREGIVER STRATEGIES for promoting imitation and symbolic play

Young Infant (Birth to 8 months)	Older Infant (8 to 18 months)	Toddler (18 to 36 months)
<ul style="list-style-type: none"><li>■ Imitate baby's faces or noises and watch to see if baby imitates you</li><li>■ Play with familiar toys, such as shaking a rattle or patting a soft toy, and allow time for baby to imitate your actions</li><li>■ Play "peek-a-boo" with baby by using your hands to cover and uncover your face while saying, "peek-a-boo!"</li><li>■ Occasionally imitate baby's gestures, actions or behavior to see if baby imitates you and then repeat or modify the gesture, action or behavior.</li></ul>	<ul style="list-style-type: none"><li>▲ Play games and do finger plays in which baby can imitate your gestures or motions, such as "Where is your nose?" or "Where are your eyes?"</li><li>▲ Provide real and/or toy objects, such as a cup, spoon or telephone for pretend play</li><li>▲ Provide opportunities for baby to express self creatively, such as walking, moving arms or legs, or dancing to music.</li></ul>	<ul style="list-style-type: none"><li>● Provide opportunities for pretend play with simple props for make-believe, such as dolls, stuffed animals, dishes and blocks</li><li>● Model sounds that animals or cars make and observe the ways that toddler uses these sounds and toys in pretend play</li><li>● Watch and comment positively about situations where toddler uses other objects to substitute or represent the real thing, such as using a stick for a fishing pole or a book for a pillow</li><li>● Introduce play with sand and water and provide other sensory experiences</li><li>● Try acting out different pretend roles during play, such as encouraging toddler to cook make-believe food for you and everyone pretends to eat it.</li></ul>



## DOMAIN IV: Physical and Motor Development

**Purpose:** To develop physical and motor skills and promote health and well-being

(b)(6)

**The physical and motor development domain** includes the physical and motor skills and abilities that emerge during the infant and toddler stages of development. These affect the young child's connections with others, with things and with their environment. They gain increasing ability to coordinate their hands, arms, legs and their whole body. They use movement to explore their environment and expand their world.

The healthy growth and development of infants and toddlers is an essential part of children's overall well-being and affects all other areas of learning and development. Primary caregivers, with the support and assistance of others, are responsible for ensuring that the physical, social and emotional needs of infants and toddlers are met. Basic human needs can be described as the need for love and emotional security, food, shelter and clothing. When these basic human needs are met, infants and toddlers can take full advantage of learning opportunities that will help them develop their full potential.

## DOMAIN IV: Physical and Motor Development

**Purpose:** To develop physical and motor skills and promote health and well-being

### Physical and Motor Development Components:

Gross Motor Development

Fine Motor Development

Physical Health and Well-Being

### CASE STUDIES:

Young Infant (Birth to 8 months)	Older Infant (8 to 18 months)	Toddler (18 to 36 months)
<p><b>Rosa's</b> mother knows that it is important to always put Rosa, age 4 months, to sleep on her back. She also knows that "tummy time" is important when Rosa is awake so that she can strengthen her muscles and learn to raise her head and body with her arms to look around. Sometimes Rosa's mother rolls up a towel to put under Rosa's arms and chest to help support her body so that she can look around and reach for a toy while she is on her tummy.</p>	<p><b>Tony and Anna's</b> parents are watching closely to see which of their 12-month-old twins will walk first. Tony was eager to crawl and explore everywhere. Anna was more content to sit and play with her toys and started to crawl later. Now both babies are pulling themselves up to the furniture and soon they will start walking on their own. Tony and Anna's parents know they will have to do more "child proofing" to make the house safe for their new walkers.</p>	<p><b>Jon</b> was born 2 months premature, and at 24 months of age he is small for his age and shows some delays in motor development. His parents spend a lot of time doing activities with him and work with several specialists. Jon likes to do puzzles and has several puzzles with large knobs on each piece that are easy for him to pick up. He works hard at turning and pushing the pieces into place. Jon often claps along with his parents to show his delight at completing a puzzle.</p>

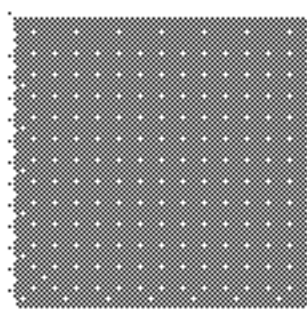
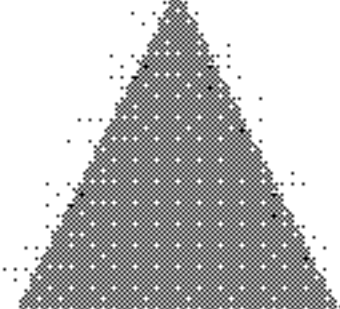
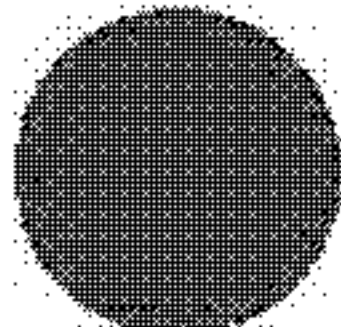
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# DOMAIN IV: Physical and Motor Development

## COMPONENT: Gross Motor Development

<p><b>INDICATORS</b> of gross motor development</p>	<p>Moves body, arms and legs with coordination</p> <p>Demonstrates large muscle balance, stability, control and coordination</p> <p>Develops increasing ability to change positions and move body from place to place</p> <p>Moves body with purpose to achieve a goal</p>
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### EXAMPLES of behaviors that show gross motor development

Young Infant (Birth to 8 months)	Older Infant (8 to 18 months)	Toddler (18 to 36 months)
<p>Turns head from side to side and makes repetitive motions with arms and legs</p> <p>Holds head up when placed on stomach</p> <p>Rolls over and over to get closer to a toy</p> <p>Uses arms and legs to move forward or backward when on stomach or back.</p>	<p>Sits by self and maintains balance while playing with a toy</p> <p>Crawls on hands and knees to get a toy</p> <p>Scoots on bottom using legs to help move from place to place</p> <p>Uses furniture to pull self up from sitting to standing or lower self from standing to sitting</p> <p>Walks while holding onto furniture or people and later walks alone.</p>	<p>Walks easily or runs from place to place by self</p> <p>Crawls or walks up steps and then backs down or turns and walks down by self</p> <p>Walks and sometimes runs across the room to greet people</p> <p>Jumps into puddles, piles of leaves or sandbox</p> <p>Climbs on chair or stool to reach toys and other objects that are out of reach</p> <p>Enjoys playing on swings, climbers or slides at playground.</p>
		

# DOMAIN IV: Physical and Motor Development

## COMPONENT: Gross Motor Development

### SOME CAREGIVER STRATEGIES for promoting gross motor development

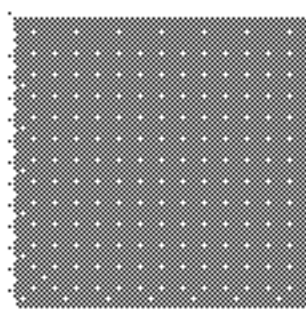
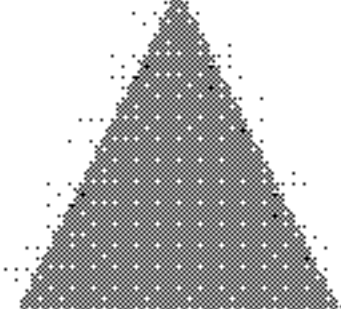
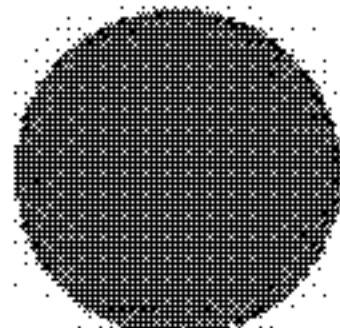
Young Infant (Birth to 8 months)	Older Infant (8 to 18 months)	Toddler (18 to 36 months)
<ul style="list-style-type: none"> <li>■ Always place baby on back for sleeping safely</li> <li>■ Allow baby to experience open spaces during playtimes, such as lying on a blanket on the floor in a safe area</li> <li>■ During play, sometimes place baby on back and other times on stomach to provide broader views and encourage use of legs, arms and hands</li> <li>■ Put baby in positions where turning or raising head and rolling from side to back or side to stomach is possible</li> <li>■ Observe and record when baby is able to turn over.</li> </ul>	<ul style="list-style-type: none"> <li>▲ Provide safe, interesting places for baby to move around and explore</li> <li>▲ Provide close supervision as baby learns to move and explore environment, especially places, such as stairways and doorways</li> <li>▲ Allow babies to move to get what they want, such as a toy that is out of reach</li> <li>▲ Childproof the spaces baby will explore and remove unsafe and valuable objects</li> <li>▲ Observe and record when baby is able to sit alone, crawl, pull self up, stand holding onto furniture, stand alone and walk alone.</li> </ul>	<ul style="list-style-type: none"> <li>● Provide space and opportunities both inside and outside for toddler to walk, run, jump and climb</li> <li>● Observe toddler's increasing ability to walk, run, jump and climb with ease, balance and coordination</li> <li>● Recognize toddler's physical skills that are used in solving problems, playing and interacting with others</li> <li>● Provide toddler with opportunities and supervision for visits to playgrounds and parks to exercise and play on various types of equipment.</li> </ul>

## DOMAIN IV: Physical and Motor Development

### COMPONENT: Fine Motor Development

<b>INDICATORS of fine motor development</b>	<p>Uses hands or feet to make contact with objects or people</p> <p>Develops small muscle control and coordination</p> <p>Coordinates eye and hand movements</p> <p>Uses different actions on objects</p> <p>Controls small muscles in hands when doing simple tasks</p>
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### EXAMPLES of behaviors that show fine motor development

Young Infant (Birth to 8 months)	Older Infant (8 to 18 months)	Toddler (18 to 36 months)
Hits or kicks at toy or mobile hanging over crib	Transfers a block or other toy from hand to hand	Kicks or throws a ball toward another child or to an adult
Grasps a finger or small toy placed in hand	Holds two blocks, one in each hand and hits them together to make noise	Stacks two or three blocks on top of each other
Looks at an object in hand while bringing it to mouth	Uses pincher grasp with thumb and forefinger together to pick up small objects	Makes lines, circles or scribbles with a crayon on paper
Looks at brightly colored socks while moving or kicking feet	Pushes or pulls toys while standing or walking	Pushes and pats puzzle pieces into place
Uses hands and actions, such as hitting, shaking and patting, to explore different ways to use a new toy	Drops or throws balls and other objects while sitting or standing.	Digs in sand with spoon or small shovel
Drops and puts small blocks into a container.		Tears tissue paper into small pieces to glue onto paper.
		

# DOMAIN IV: Physical and Motor Development

## COMPONENT: Fine Motor Development

### SOME CAREGIVER STRATEGIES for promoting fine motor development

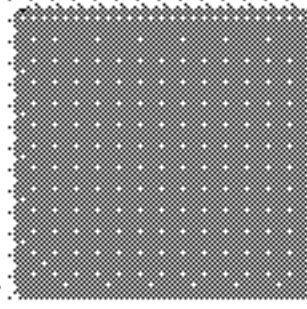
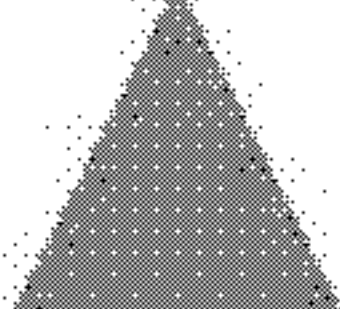
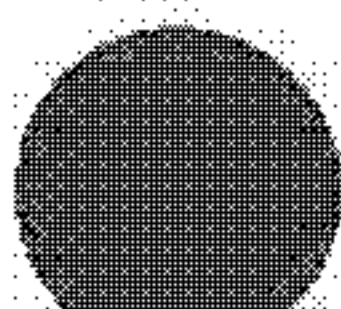
Young Infant (Birth to 8 months)	Older Infant (8 to 18 months)	Toddler (18 to 36 months)
<ul style="list-style-type: none"> <li>■ Provide space and opportunities for baby to move legs, feet, arms and hands to kick, hit and grasp objects</li> <li>■ Allow baby to grasp caregiver's finger while playing</li> <li>■ Prepare a safe environment and remove things that are so small that they could be a choking hazard</li> <li>■ Place interesting objects and toys within reach for baby to look or swipe at, hit or kick</li> <li>■ Observe baby's eye-hand coordination when reaching for and bringing objects to mouth</li> <li>■ Provide opportunities for baby to practice reaching, grasping, releasing and grasping again various small objects and toys.</li> </ul>	<ul style="list-style-type: none"> <li>▲ Provide toys that encourage movement and action with legs, feet, arms or hands, such as toys with wheels for baby to push and pull</li> <li>▲ Observe baby's use of hands, fingers and thumb to pick up and examine objects and to bring them to mouth</li> <li>▲ Provide a variety of safe toys with pieces that come apart, fit together and stack</li> <li>▲ Provide opportunities for play with toys, such as nesting cups, containers, blocks, simple puzzles, stacking rings, shapes and shape sorters</li> <li>▲ Play games with baby that require physical actions, such as using different kinds of balls to roll, throw or kick.</li> </ul>	<ul style="list-style-type: none"> <li>● Provide opportunities for toddler to play and interact with other children</li> <li>● Provide toys and materials that offer practice for fine motor skills and eye-hand coordination, such as puzzles, pegs and pegboards, blocks, construction toys, beads to string and lacing cards</li> <li>● Provide toddler opportunities for sensory experiences using sand or water with toys, such as shovels and buckets, cups and spoons and other containers</li> <li>● Observe the ways toddler uses musical toys, such as beating a drum, playing a xylophone or pushing down keys on a toy piano</li> <li>● Allow toddler to explore drawing and using writing materials by providing large size crayons, markers and paper</li> <li>● Provide materials, such as play dough or modeling clay for toddler to roll, pound and make into shapes.</li> </ul>

## DOMAIN IV: Physical and Motor Development

### COMPONENT: Physical Health and Well-Being

<p><b>INDICATORS</b> of developing physical health and well-being</p>	<p>Shows characteristics of healthy development</p> <p>Responds when physical needs are met</p> <p>Expresses physical needs nonverbally or verbally</p> <p>Participates in physical care routines</p> <p>Begins to develop self-help skills</p> <p>Begins to understand safe and unsafe behaviors</p>
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### EXAMPLES of behaviors that show development of physical health and well-being

Young Infant (Birth to 8 months)	Older Infant (8 to 18 months)	Toddler (18 to 36 months)
<p>Demonstrates visual and auditory abilities to facilitate learning and development</p> <p>Startles or cries when hears sudden loud noises</p> <p>Grows proportionally according to height and weight growth charts</p> <p>Cries when hungry and quiets down when picked up for breastfeeding or when sees caregiver with bottle</p> <p>Coos, smiles or plays with caregiver after being fed or after getting a dry diaper</p> <p>Lifts arms when getting shirt put on or off</p> <p>Places hands on bottle while being fed.</p> 	<p>Shows appropriate gains in height and weight according to growth charts</p> <p>Splashes water on self and plays in the water during bath time</p> <p>Plays happily with toys after a nap and a snack</p> <p>Cooperates when getting physical needs met, such as getting diaper changed, nose wiped, or teeth brushed</p> <p>Asks, points or uses sign language for "More" when eating</p> <p>Responds to "Hot" or "No" and begins to not touch things when told not to</p> <p>Accepts other suggestions and redirection for unsafe behaviors or when in an unsafe situation.</p> 	<p>Participates in healthy care routines, such as using tissues to wipe nose, washing and drying hands and brushing teeth</p> <p>Points at, says name or uses sign language for what toddler wants to eat or drink, such as "apple" or "milk"</p> <p>Uses a spoon to feed self or drinks from a glass or cup</p> <p>Shakes head or says, "Yes" or "No" when asked, "All done?"</p> <p>Pulls at pants or gives other signs when needs to use the toilet</p> <p>Holds hands under water to be washed and later insists on washing own hands</p> <p>Learns to stop when told, "Stop" and begins to wait for an adult before crossing the street.</p> 

# DOMAIN IV: Physical and Motor Development

## COMPONENT: Physical Health and Well-Being

### SOME CAREGIVER STRATEGIES for promoting physical health and well-being

Young Infant (Birth to 8 months)	Older Infant (8 to 18 months)	Toddler (18 to 36 months)
<ul style="list-style-type: none"> <li>■ Arrange for regular and periodic health and developmental exams, including vision and hearing screenings, with health care provider</li> <li>■ Pay attention to signs that baby can hear noises and voices and can see lights, colors and actions</li> <li>■ Watch and listen carefully to identify different types of cries, vocalizations, facial expressions and gestures</li> <li>■ Provide nutritious foods that contribute to baby's physical growth and development</li> <li>■ Hold baby during feeding times to provide closeness and comfort</li> <li>■ Encourage baby to focus on caregiving tasks and what will happen next by talking about what you are doing and what you will do next</li> <li>■ Move baby to another place when baby is in an unsafe situation.</li> </ul>	<ul style="list-style-type: none"> <li>▲ Arrange for regular doctor visits and keep baby's shots up to date</li> <li>▲ Talk about what baby is seeing, hearing and doing or what caregiver is doing with baby</li> <li>▲ Allow baby to use gestures, sounds and words to show wants or needs.</li> <li>▲ Begin to offer baby small amounts of cut up cooked food, peeled fruit, crackers or cereal as "finger food" along with regular meals</li> <li>▲ Avoid foods that could cause choking, such as grapes and pieces of hot dog</li> <li>▲ Help baby learn safe behaviors by saying "Hot" or "No" in a firm, quiet voice and redirecting baby's attention to other activities.</li> </ul>	<ul style="list-style-type: none"> <li>● Prepare the environment and establish routines to allow toddler to begin to take care of some of own physical needs</li> <li>● Offer a variety of nutritious foods and allow toddler to choose types and amounts of foods to eat</li> <li>● Allow toddler to use gestures and/or spoken language to express wants or needs and to respond to questions</li> <li>● Provide opportunities for toddler to develop and use self-help skills, such as feeding and dressing self</li> <li>● Model, demonstrate and assist when needed, but avoid pressure if toddler shows resistance for learning or using new behaviors independently</li> <li>● State clear expectations for using safe behaviors and closely supervise when toddler is in unsafe situations</li> <li>● Contact the local school district to arrange for Early Childhood Screening when toddler is 3 years old.</li> </ul>



# Early Childhood Indicators of Progress – Birth to 3

## Summary of Minnesota’s Early Learning Guidelines

Social and Emotional Development			
Trust and Emotional Security		Relationships with Other Children	
<ul style="list-style-type: none"> <li>■ ▲ ● Engages in behaviors that build relationships with familiar adults</li> <li>■ ▲ ● Shows preference for familiar adults</li> <li>■ ▲ ● Responds to unfamiliar adults cautiously</li> <li>■ ▲ ● Seeks ways to find comfort in new situations</li> <li>▲ ● Shows emotional connection and attachment to others</li> </ul>		<ul style="list-style-type: none"> <li>■ ▲ ● Shows interest in and awareness of other children</li> <li>▲ ● Responds to and interacts with other children</li> <li>▲ ● Begins to recognize and respond to other children’s feelings and emotions</li> <li>● Begins to show concern for others</li> <li>● Learns social skills, and eventually words, for expressing feelings, needs and wants</li> <li>● Uses imitation or pretend play to learn new roles and relationships</li> </ul>	
Self-Awareness		Self-Regulation	
<ul style="list-style-type: none"> <li>■ ▲ ● Expresses feelings and emotions through facial expressions, sounds or gestures</li> <li>● Develops awareness of self as separate from others</li> <li>● Shows confidence in increasing abilities</li> </ul>		<ul style="list-style-type: none"> <li>▲ ● Begins to manage own behavior and show self-regulation</li> <li>▲ ● Shows ability to cope with stress</li> <li>▲ ● Shows increasing independence</li> <li>● Understands simple routines, rules or limitations</li> </ul>	
Language Development and Communication			
Listening and Understanding	Communicating and Speaking	Emergent Literacy	
<ul style="list-style-type: none"> <li>■ ▲ ● Shows interest in listening to sounds</li> <li>■ ▲ ● Listens with interest to language of others</li> <li>■ ▲ ● Responds to verbal communication of others</li> <li>▲ ● Responds to nonverbal communication of others</li> <li>▲ ● Begins to understand gestures, words, questions or routines</li> </ul>	<ul style="list-style-type: none"> <li>■ ▲ ● Uses sounds, gestures, or actions to express needs and wants</li> <li>■ ▲ ● Uses consistent sounds, gestures or words to communicate</li> <li>▲ ● Imitates sounds, gestures or words</li> <li>● Uses sounds, signs or words for a variety of purposes</li> <li>● Shows reciprocity in using language in simple conversations</li> </ul>	<ul style="list-style-type: none"> <li>■ ▲ ● Shows interest in songs, rhymes and stories</li> <li>▲ ● Shows interest in photos, pictures and drawings</li> <li>▲ ● Demonstrates interest and involvement with books and other print materials</li> <li>● Begins to recognize and understand symbols</li> </ul>	
Key Indicators are identified by	■ for young infants (birth - 8 mos)	▲ for older infants (8 - 18 mos)	● for toddlers (18 - 36 mos)

# Early Childhood Indicators of Progress – Birth to 3

## Summary of Minnesota's Early Learning Guidelines *(continued)*

Cognitive Development			
Exploration and Discovery		Memory	
<ul style="list-style-type: none"> <li>■ ▲ ● Pays attention to people and objects</li> <li>■ ▲ ● Uses senses to explore people, objects and the environment</li> <li>■ ▲ ● Attends to colors, shapes, patterns or pictures                             <ul style="list-style-type: none"> <li>▲ ● Shows interest and curiosity in new people and objects</li> <li>▲ ● Makes things happen and watches for results or repeats action</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>■ ▲ ● Shows ability to acquire and process new information</li> <li>■ ▲ ● Recognizes familiar people, places and things                             <ul style="list-style-type: none"> <li>▲ ● Recalls and uses information in new situations</li> <li>▲ ● Searches for missing or hidden objects</li> </ul> </li> </ul>	
Problem Solving		Imitation and Symbolic Play	
<ul style="list-style-type: none"> <li>▲ ● Experiments with different uses for objects</li> <li>▲ ● Shows imagination and creativity in solving problems</li> <li>▲ ● Uses a variety of strategies to solve problems                             <ul style="list-style-type: none"> <li>● Applies knowledge to new situations</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>■ ▲ ● Observes and imitates sounds, gestures or behavior                             <ul style="list-style-type: none"> <li>▲ ● Uses objects in new ways or in pretend play</li> <li>● Uses imitation or pretend play to express creativity and imagination</li> </ul> </li> </ul>	
Physical and Motor Development			
Gross Motor Development	Fine Motor Development	Physical Health and Well-Being	
<ul style="list-style-type: none"> <li>■ ▲ ● Moves body, arms and legs with coordination</li> <li>■ ▲ ● Demonstrates large muscle balance, stability, control and coordination</li> <li>■ ▲ ● Develops increasing ability to change positions and move body from place to place                             <ul style="list-style-type: none"> <li>▲ ● Moves body with purpose to achieve a goal</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>■ ▲ ● Uses hands or feet to make contact with objects or people                             <ul style="list-style-type: none"> <li>▲ ● Develops small muscle control and coordination</li> <li>▲ ● Coordinates eye and hand movements</li> <li>▲ ● Uses different actions on objects                                     <ul style="list-style-type: none"> <li>● Controls small muscles in hands when doing simple tasks</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>■ ▲ ● Shows characteristics of healthy development</li> <li>■ ▲ ● Responds when physical needs are met                             <ul style="list-style-type: none"> <li>▲ ● Expresses physical needs nonverbally or verbally</li> <li>▲ ● Participates in physical care routines</li> <li>▲ ● Begins to develop self-help skills                                     <ul style="list-style-type: none"> <li>● Begins to understand safe and unsafe behaviors</li> </ul> </li> </ul> </li> </ul>	
Key Indicators are identified by	■ for young infants (birth - 8 mos)	▲ for older infants (8 - 18 mos)	● for toddlers (18 - 36 mos)

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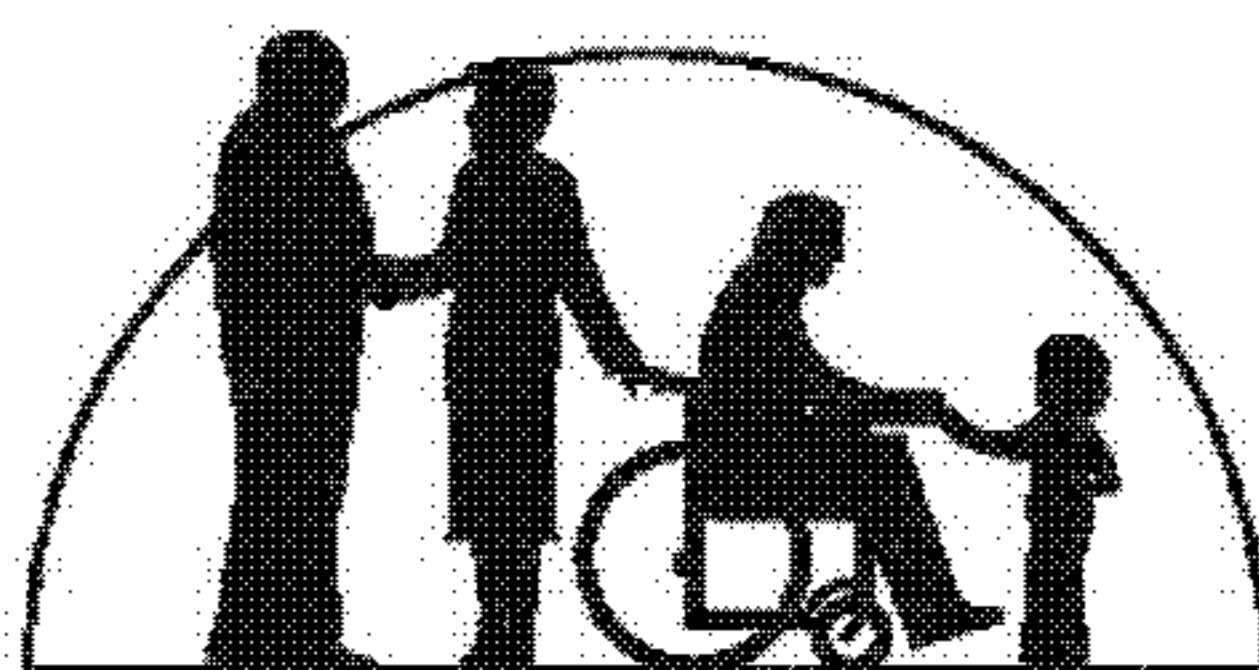
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**EARLY  
CHILDHOOD  
INDICATORS  
OF PROGRESS: *Minnesota's Early Learning Standards***

2005

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FAMILY MEMBERS

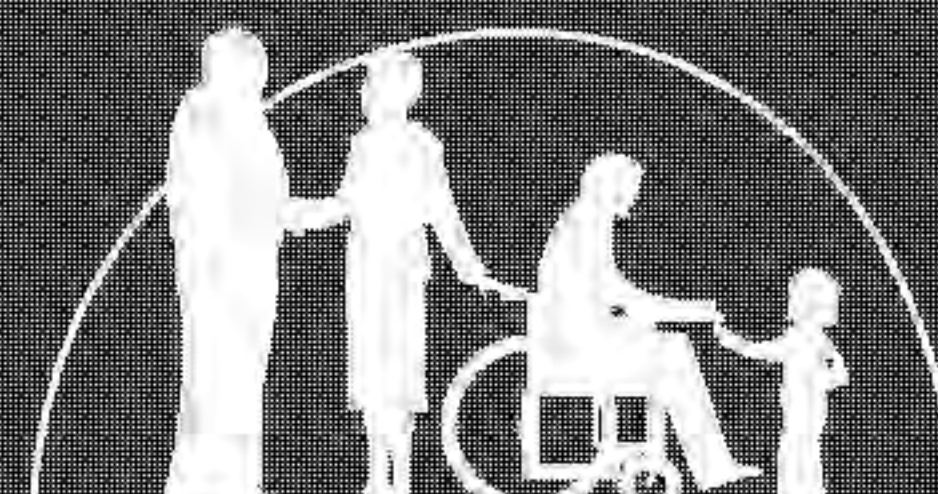
TEACHERS AND CAREGIVERS

COMMUNITY MEMBERS

POLICYMAKERS

*A framework for understanding and communicating a common set of developmentally appropriate expectations for children in the preschool period of ages three to five, presented within a context of shared responsibility and accountability for helping children meet these expectations*

*Minnesota*  
**Department**  
*of* **Education**



Minnesota Department of **Human Services**



## BACKGROUND AND ACKNOWLEDGEMENTS

The *Early Childhood Indicators of Progress: Minnesota's Early Learning Standards* (2005) is a project of the Minnesota Department of Education (MDE) and the Minnesota Department of Human Services (DHS). The first edition was printed under the title *Minnesota Early Childhood Indicators of Progress: A Resource Guide* in 2000 by the former Minnesota Department of Children, Families & Learning. An Early Childhood Indicators of Progress Task Force that included early childhood practitioners and members of the Minnesota Association for the Education of Young Children (MNAEYC) and the Minnesota Association of Early Childhood Teacher Educators (MAECTE) developed it. It was widely reviewed at that time by many individuals representing a diversity of early childhood education and care programs.

This 2005 revision was drafted by an interagency committee working with early childhood consultant Gail Roberts and included:

Lisa Becker, MDE, Early Childhood Special Education

Karen Carlson, MDE, Early Learning Services

Bethy Cooke, MDE, Early Childhood Education/Early Childhood Family Education

JoAnn Enos, DHS, Child Development Services

Barbara O'Sullivan, MDE, Early Childhood Education/School Readiness

Deborah Peterson, MDE, Early Childhood Screening/Kindergarten

Sandy Simar, MDE, Head Start Collaboration

Deb Swenson-Klatt, DHS, Child Development Services

Nancy Wallace, early childhood education consultant and author of the first edition/St. Francis Public Schools

The following members of the original Early Childhood Indicators of Progress Task Force received the revised draft to review:

Sharon Bahe, St. Paul Public Schools

Sandra Benson, St. Francis Public Schools

Denise Bryant, Child Care

Marilee Christensen-Adams, Anoka-Hennepin Public Schools

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Linda Froot, Mankato Public Schools

Lynn Galle, University of Minnesota, Twin Cities

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Mary Jo Hensel, Lake Crystal-Wellcome Memorial School District

Gretchen Irvine, Augsburg College

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Nancy Penn, St. Peter Public Schools

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Kathy Simonson, Elk River Public Schools

Vicki Thrasher Cronin, Ready4K

The revised draft was also provided electronically for review and feedback on statewide list serves reaching hundreds of administrators, teachers, and caregivers in the following Minnesota early childhood education and care programs:

Child Care Centers/Family Child Care/Tribal Child Care

Child Care Resource and Referral

Early Childhood Family Education

Early Childhood Screening

Early Childhood Special Education/Part C

Head Start

School Readiness

Members of MNAEYC and MAECTE also reviewed it, and MNAEYC passed a resolution in support of it.

Feedback was carefully reviewed by the interagency committee and incorporated into this final edition. The support and contributions of members from the early childhood education associations, staff from early childhood education and care programs, and many others who reviewed and provided feedback on this document are gratefully acknowledged.

**EARLY  
CHILDHOOD  
INDICATORS  
OF PROGRESS:**

***Minnesota's Early Learning Standards***

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# EARLY CHILDHOOD INDICATORS OF PROGRESS:

## *Minnesota's Early Learning Standards*

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### **PURPOSE**

The primary purpose of this document is to provide a framework for understanding and communicating a common set of developmentally appropriate expectations for young children within a context of shared responsibility and accountability for helping children meet these expectations.

The document was developed with five goals in mind:

1. To increase understanding of all areas of a child's development and to recommend strategies for supporting optimum development.
2. To expand understanding of the multiple influences on the education and life success of young children.
3. To support families by providing examples of strategies that facilitate and enhance children's development.
4. To provide teachers, caregivers, and administrators in early childhood education and care programs and settings with a common conceptual framework and guidelines for planning curriculum, instruction, and assessment of young children.
5. To provide a resource for community members and policymakers to use in assessing the impact of current policies and resources on the optimal development of young children.

### **INTRODUCTION**

A large and growing body of research supports the critical relationship between early childhood experiences and successful learning outcomes. The responsibility for providing support systems and resources that result in positive outcomes for young children is a shared one. Families, early childhood teachers and caregivers, community members, and policymakers all contribute to the well-being of children.

The *Early Childhood Indicators of Progress* document recognizes the importance of this shared responsibility and accountability in order to achieve positive outcomes for children. This document stresses the importance of collective efforts among families, early childhood education and care, communities, and policymakers in supporting the learning and development of children. The efforts of each and every one of these groups are vital in the process of developing healthy, well-functioning children.

These goals are consistent with reports from several national groups studying the development of state-level early learning standards (NAEYC & NAECS/SDE, 2002; Scott-Little, Kagan, & Frelow, 2003a; Shore, Bodrova, & Leong, 2004). Early learning standards express shared expectations for young children's learning and provide a common language for measuring progress toward achieving these goals (Kendall, 2003; Kagan & Scott-Little, 2004). Research emphasizes the importance of brain development and the early years for later development and learning (Shonkoff & Phillips, 2000; Hyson, 2003). Researchers have concluded that "Young children are more capable learners than current practices reflect, and good educational experiences in the preschool years can have a positive impact on school learning" (Bowman, Donovan, & Burns, 2000, p.2).

## ORGANIZATION AND STRUCTURE

The *Early Childhood Indicators of Progress* document is divided into six **domains** that reflect the full range of child development as recommended by national guidelines (Kagan, Moore, & Bredekamp, 1995):

- Social and Emotional Development
- Approaches to Learning
- Language and Literacy Development
- Creativity and the Arts
- Cognitive Development
- Physical and Motor Development

Each domain is further divided into three to five **components** that designate areas of children's development within each domain. **Indicators** of children's progress in gaining concepts, knowledge, and skills within each component are then specified.

The *Early Childhood Indicators of Progress* were initially written in 2000 and have been systematically reviewed and revised using recently developed guidelines related to child outcome standards (NAEYC & NAECS/SDE, 2002; Shore, Bodrova, & Leong, 2004). The following criteria, based on national reviews (Scott-Little, Kagan, & Frelow, 2003b, 2003c; Neuman & Roskos, 2004), were used for the inclusion of specific indicators:

1. **Research-based** - Indicators are reasonably achievable and age-appropriate.
2. **Clearly written** - Indicators are clear and coherent as to what preschool-age children should know and be able to do.
3. **Measurable** - Indicators reflect observable behaviors, concepts, and skills.
4. **Comprehensive** - Indicators cover all domains of development and provide sufficient breadth and depth of each area of development.
5. **Manageable** - There are a reasonable number of indicators in each domain to comprehend.
6. **Applicable** - Indicators are broadly applicable to children from diverse linguistic, economic, and cultural backgrounds and to children with variations in developmental needs and abilities in different early childhood settings.

**Strategies** that family members and teachers and caregivers in early childhood education and care programs and settings can use to facilitate children's development are listed for each component. The strategies for family members and teachers and caregivers are not intended to be all-inclusive, but rather provide suggested learning activities to enhance children's development.

Strategies community members and policymakers can use to promote and support children's development are also included for each domain. These strategies for community members and policymakers are repeated for each component within a domain.

## THE EARLY CHILDHOOD DEVELOPMENTAL PERIOD

The early childhood period of growth and development spans the years from birth to age eight (Bredekamp & Copple, 1997). The *Early Childhood Indicators of Progress* are intended as a guide for children in the pre-school period of ages three to five. The indicators are based on **widely held developmental expectations** observed in a child at approximately four years of age. It is expected that most children will meet the majority of these expectations by the end of the pre-kindergarten year. Because normal development varies greatly from child to child, the *Early Childhood Indicators of Progress* document is intended to be used as a flexible guide in describing a child's individual progress.

Child development progresses differently for every individual child. Children are influenced by their distinct experiences with the diverse values and practices of their family, their culture, and their community (*National Association for the Education of Young Children, 1996*). For these reasons, although children develop in generally similar stages, their individual life experiences are reflected in greatly diverse patterns of behavior and learning. Such individual differences are normal and must be respected in order for children to maintain a sense of self-worth.

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The *Early Childhood Indicators of Progress* are written intentionally to include both typically and atypically developing children. Children with disabilities will make progress on the knowledge, concepts, and skills that are described by the indicators, with expected variations for each child. Recommendations for serving children with special needs in inclusive early childhood settings are reflected in the suggested learning strategies (Sandall, McLean, & Smith, 2000).

The development of Minnesota's *Early Childhood Indicators of Progress* was informed by the following **Guiding Principles**, which are based on child development research:

- Young children are capable and competent.
- Development occurs in predictable patterns.
- Children are individuals who develop at different rates.
- Many factors influence a child's development.
- Children exhibit a range of skills and competencies within any domain of development.
- Expectations for children must be guided by knowledge of child growth and development.
- Young children learn through play, interaction with others, and active exploration of their environment.
- Families are children's first and most important caregivers and educators.

## **A NEW APPROACH**

The *Early Childhood Indicators of Progress: Minnesota's Early Learning Standards* provide a unique approach in the movement toward increased accountability. Especially at the early childhood level, children's development must be considered within the context of the family, early childhood education and care, and the community. These systems, along with policymakers, share a role in being accountable for the optimal development of young children. The *Early Childhood Indicators of Progress* underscore the importance of shared responsibility and shared accountability for optimal development in terms of both learning opportunities and outcomes for children. By emphasizing the necessity for collaboration among families, early childhood education and care, communities, and policymakers, this document suggests that everyone must work together. This must be done in an interdependent way if all children are to have optimal opportunities for learning and development. Underlying this work is the belief that only when all stakeholders are both individually and collectively responsible and accountable for the learning and development of young children will all of Minnesota's children experience and achieve success.

**EARLY  
CHILDHOOD  
INDICATORS  
OF PROGRESS:**

***Minnesota's Early  
Learning Standards***

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***POTENTIAL USES***

The *Early Childhood Indicators of Progress: Minnesota's Early Learning Standards* is to be used as a resource for family members, teachers and caregivers, community members, and policymakers in ways that are supportive of young children's development. Since the publication of the first edition in 2000, many individuals and groups from across the state have used the indicator document in many of the ways described in this section.

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**TO BUILD AWARENESS  
OF THE SYSTEMS NEEDED  
TO SUPPORT THE GROWTH AND  
DEVELOPMENT OF CHILDREN**

Parents are the best advocates for their children. This document can be used to make concrete connections between actions by people and the quality of life for children and families. Parents can use strategies listed in this document to offer suggestions and promote various projects and activities within their communities. The document can also provide guidance to parents about what to look for as they choose programs for their young children.

**FOR FAMILY MEMBERS**

**TO BUILD AWARENESS OF  
CHILD DEVELOPMENT**

The *Early Childhood Indicators of Progress* can be used to help parents develop new ways of viewing their child's development. Many teachers and caregivers have summarized or adapted sections of the document for use with parents and family members. One way this has been done is to develop a series of parent tip cards for specific domains with an emphasis on the strategies family members can use to support their child's development (*Minnesota Department of Education, 2004b*).

**TO INVOLVE FAMILIES  
IN LEARNING**

A high level of family involvement is an indicator of a high quality program. Children benefit when family members are invited to participate in ongoing communication about what is happening in their child's early childhood education and care through discussions with caregivers, parent-teacher conferences, open houses, parent-child activity times, parent education, transition-to-kindergarten sessions, and volunteer opportunities. Information about widely held developmental expectations can be shared with parents during these times (*Meisels, Marsden, & Stetson, 2000*). Families who are engaged in their child's education are better able to support their child's learning and development (*Mueller, 2003*).

**FOR TEACHERS  
AND CAREGIVERS**

**TO GUIDE PLANNING  
FOR CURRICULUM CONTENT  
AND TEACHING STRATEGIES**

The *Early Childhood Indicators of Progress* provide a common framework for developmentally appropriate expectations for children who are approximately four years of age. It is expected that most children will accomplish the majority of the indicators by the end of the pre-kindergarten year. In order to meet this expectation, the indicators can be used as a guide for planning curriculum content and teaching strategies for children in the preschool period of ages three to five.

The indicators provide a common language for use across programs. A common language and framework facilitates discussion and collaboration among home visitors, home-based caregivers, school and center-based staff, and others. The domains and indicators included are consistent with the national Head Start Child Outcomes Framework (*Head Start Bureau, 2003*). The use of the indicators can help programs align curriculum, instruction, and assessment with both state and national outcome standards and guidelines (*NAEYC & NAECS/SDE, 2003*).

Individual teachers and caregivers can develop curriculum with the indicators in mind and plan assessment appropriate to their setting and related to the indicators. Teachers and caregivers can focus their curriculum on significant learning experiences to support the concepts, knowledge, and skills described by the indicators. In this way, teachers and caregivers are not locked into a set curriculum, but rather can design activities within particular domains that will give children opportunities to practice the concepts, knowledge, and skills identified by the indicators.

Each child's culture and language background, developmental level, learning style, and personal interests must be taken into account as learning experiences are implemented (Bredenkamp & Rosegrant, 1992; Cople, 2003). This approach to curriculum supports exploration, innovation, and individualization within a setting as opposed to a prescribed curriculum (Bredenkamp & Rosegrant, 1995). The framework promotes diversity and equity in terms of what children do, how children show what they know, and what constitutes success.

### **TO PROVIDE DIRECTION FOR AUTHENTIC ASSESSMENT OF YOUNG CHILDREN**

The indicators can help teachers and caregivers define the kinds of things young children need to know and be able to do. Once those are articulated, teachers and caregivers need to consider how to collect evidence of children's learning through authentic assessment.

Authentic assessment practices are those that are based on everyday learning experiences, provide for actual child performance, and involve children in the evaluation process (NAEYC & NAECS/SDE, 2003; Santos, 2004; McAfee, Leong, & Bodrova, 2004). Authentic assessment methods for children should meet these criteria:

- Fair to all cultures, language groups, and developmental levels
- Reflect real-world classroom or family contexts
- Tied to children's daily activities and assess children's actual performance
- Done in natural settings and situations that are non-threatening to the child
- Inclusive of families and responsive to cultural and linguistic variations
- Use multiple sources of information on multiple occasions
- Insure continuity and consistency over time
- Supported by ongoing professional development to ensure skilled observation and assessment

In addition, assessment should bring about benefits for children, be connected to specific purposes, and value parents as sources and audiences for assessment (Shepard, Kagan, & Wurtz, 1998).

Components of authentic assessment include: observation, observation checklists, rating scales, portfolios, and summary reports. These components may be used individually or in combination depending upon the desired purposes of the assessment information. Observation includes the gathering and recording of information by noting facts or occurrences of children's skills, abilities, and behaviors (Jablon, Dombro, & Dichtelmiller, 1999). Observational checklists, when combined with observation notes and samples of children's work, provide reliable ways to understand growth and development of skills and behaviors over time (Helm, Beneke, & Steinheimer, 1998).

One of the primary purposes of assessment is to inform instruction and help teachers and caregivers make decisions concerning children's subsequent learning experiences. In that way, a continuous cycle of planning, implementing, and evaluating children's learning experiences helps ensure that children are challenged appropriately to develop the concepts, knowledge, and skills needed to reach their full potential.

Examples of authentic assessments include the Work Sampling System of Child Assessment, the Child Observation Record, and the Creative Curriculum Assessment System. The Work Sampling System is a curriculum-embedded, teacher-guided assessment that emphasizes the collection of multiple sources of documentation over time. The system involves the child, family, teacher, or caregiver in the ongoing process of assessment and reporting (Meisels & Atkins-Burnett, 2002; Dichtelmiller, Jablon, Dorfman, Marsden, & Meisels, 2001).

The Child Observation Record (COR) evaluates children's behavior during normal learning activities and assesses broad areas of child development. Teachers and caregivers use the observational records to report to families and to create individual plans for children (Schweinhart, 1993; High/Scope, 1992).

The Creative Curriculum approach uses an assessment that includes teacher or caregiver observations and a checklist based on a developmental continuum. This approach emphasizes the integration of curriculum and assessment through teacher or caregiver planning and implementation. Parents are involved through conferences and the sharing of reports (Dodge, Colker, & Heroman, 2002).

### **TO PROVIDE A FRAMEWORK FOR PROGRAM STANDARDS AND PROGRAM EVALUATION**

Staff within early childhood education and care programs and settings can use the *Early Childhood Indicators of Progress* to frame questions for meeting program standards and conducting program evaluation. High quality programming provides opportunities that support each child's developmental stage and need to engage in play, exploration, and active learning.



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A first set of questions centers on the types of resources, activities, and learning experiences provided. The requirements for the services children receive are generally referred to as program standards. Program standards provide criteria for important program features such as adult-child ratios, group sizes, teacher or caregiver qualifications, and curriculum (Scott-Little, Kagan, & Frelow, 2003a). Four major variables that impact desired program outcomes are the learning environment, interpersonal relationships, daily schedules and routine, and materials and activities (Harms, Clifford, & Cryer, 1998). These components interact to support the desired learning opportunities and outcomes for children. The best programming considers all of these variables when planning, teaching, and evaluating effectiveness.

The Head Start Program Performance Standards provide a sound foundation for achieving positive child outcomes (Head Start Bureau, 2004). The Head Start Program Performance Standards provide for all aspects of early childhood development, health services, family and community partnerships, and program design and management. Child outcome information for groups of children becomes part of the data used to determine how well programs are doing in meeting overall goals and objectives.

Accreditation processes such as those established by the National Association for the Education of Young Children (NAEYC) and the National Association of Family Child Care (NAFCC) help assure that high quality standards are present. The NAEYC program standards specify ten areas for program evaluation: relationships, curriculum, teaching, assessment, health, teachers, family involvement, community partnerships, physical environment, and leadership and management (National Association for the Education of Young Children, 2004). Specific indicators in each of these ten areas are assessed as part of the accreditation procedures. The NAFCC process sets and assesses standards for health, safety, and personal and professional development for family child care providers (National Association of Family Child Care, 1999).

A second set of questions about program evaluation focuses on the actions staff take as they interact with other groups and programs within the community. These inquiries lead to information about linkages to other agencies or programs and the development of common goals and expectations for children in the community.

#### **TO PROVIDE IDEAS FOR STAFF TRAINING AND DEVELOPMENT**

Teachers and caregivers can benefit not only from a concise framework of child development as provided in this document, but also from an understanding of how what they do in early childhood settings impacts child outcomes and school readiness. A related document, Minnesota Core Competencies, defines core competencies for teachers and caregivers who work with young children (Minnesota Association for the Education of Young Children, 2004). The Core Competencies describe expectations for what the adults who

work with young children need to know and be able to do, similar to the way these early learning standards, the *Early Childhood Indicators of Progress*, describe expectations for what young children need to know and be able to do. Teachers and caregivers can identify any number of areas in the *Early Childhood Indicators of Progress* and Core Competencies documents where they may need further information and training. Some of these areas could include authentic assessment, curriculum development, teaching strategies and best practices in instruction, and program evaluation. They might also include advocacy with the community and with policymakers, communication with parents, and parent education and involvement.

Many of the institutions of higher education in Minnesota also use the *Early Childhood Indicators of Progress* to help ensure that teachers and caregivers enrolled in early childhood education and related courses understand these widely held developmental expectations for young children and the implications for curriculum, instruction, and assessment.

## **FOR COMMUNITY MEMBERS**

### **TO PROVIDE A FRAMEWORK FOR NEEDS ASSESSMENT WITHIN THE COMMUNITY**

The *Early Childhood Indicators of Progress* can serve as a guide for identifying the sources of support within the community that encourage the healthy growth and development of young children. Community resources such as early childhood centers, family child care homes, playgrounds, libraries, recreational centers, and elementary schools all work together to contribute to children's development (*National Association of State Boards of Education, 1991*).

Business leaders and employers are key players in helping communities focus on the importance of early childhood education and care for the future economic development of the community (*Committee for Economic Development Research and Policy Committee, 2002; Rolnick & Grunewald, 2003*). Community members can also use county-by-county information on key indicators to assess how well their local community is doing in providing opportunities for the healthy development of young children (*Kids Count, 2004*).

### **TO HELP ORGANIZE ADVOCACY EFFORTS WITHIN THE COMMUNITY**

This document can be useful in helping various groups see the continuity of their efforts across home and program settings where there are young children. This document provides concrete connections between healthy child development and access to resources within the community. Community members and policymakers can help assure the optimal learning and development of young children by making a commitment to support early childhood education and care efforts (*Child Trends, 2001; Committee for Economic Development Research and Policy Committee, 2002*). Communities can support and strengthen the resources available to support families with young children and build stronger connections among the various programs and services that impact children's lives.

## **FOR POLICYMAKERS**

### **TO ASSESS THE IMPACT OF PUBLIC POLICIES ON YOUNG CHILDREN AND THEIR FAMILIES**

Policymakers can use the *Early Childhood Indicators of Progress* as a reference for assessing the impact of policy decisions on the lives of children and their families. By providing consistent and reliable support and resources to families, a larger proportion of families with young children can participate in opportunities that enhance learning and development. Prevention and early intervention efforts to make sure that all children get a strong and healthy start help reduce the likelihood that children will need more intensive and costly help at a later age (*Sandall, McLean, & Smith, 2000; Rolnick & Grunewald, 2003*).

There are a number of ways to assess public policies and impacts. State-level evaluation studies have assessed the readiness of children for school (*Minnesota Department of Education, 2003 & 2004a*). Other approaches provide ongoing assessment, such as the state-by-state profiles of child well-being prepared annually and reported in the Kids Count Data Book (*Annie E. Casey Foundation, 2004*).

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**TO IMPROVE PUBLIC  
UNDERSTANDING OF  
APPROPRIATE EXPECTATIONS,  
ACCOUNTABILITY,  
AND RESPONSIBILITY**

The *Early Childhood Indicators of Progress* enhance understanding of widely held developmental expectations for young children from three to five years of age, along with the types of activities that provide meaningful learning experiences. Appropriate ways of documenting and assessing the performance and progress of young children should also be considered (Shore, Bodrova, & Leong, 2004). The document provides a comprehensive framework for shared accountability and responsibility for children's development.

**CONCLUSION**

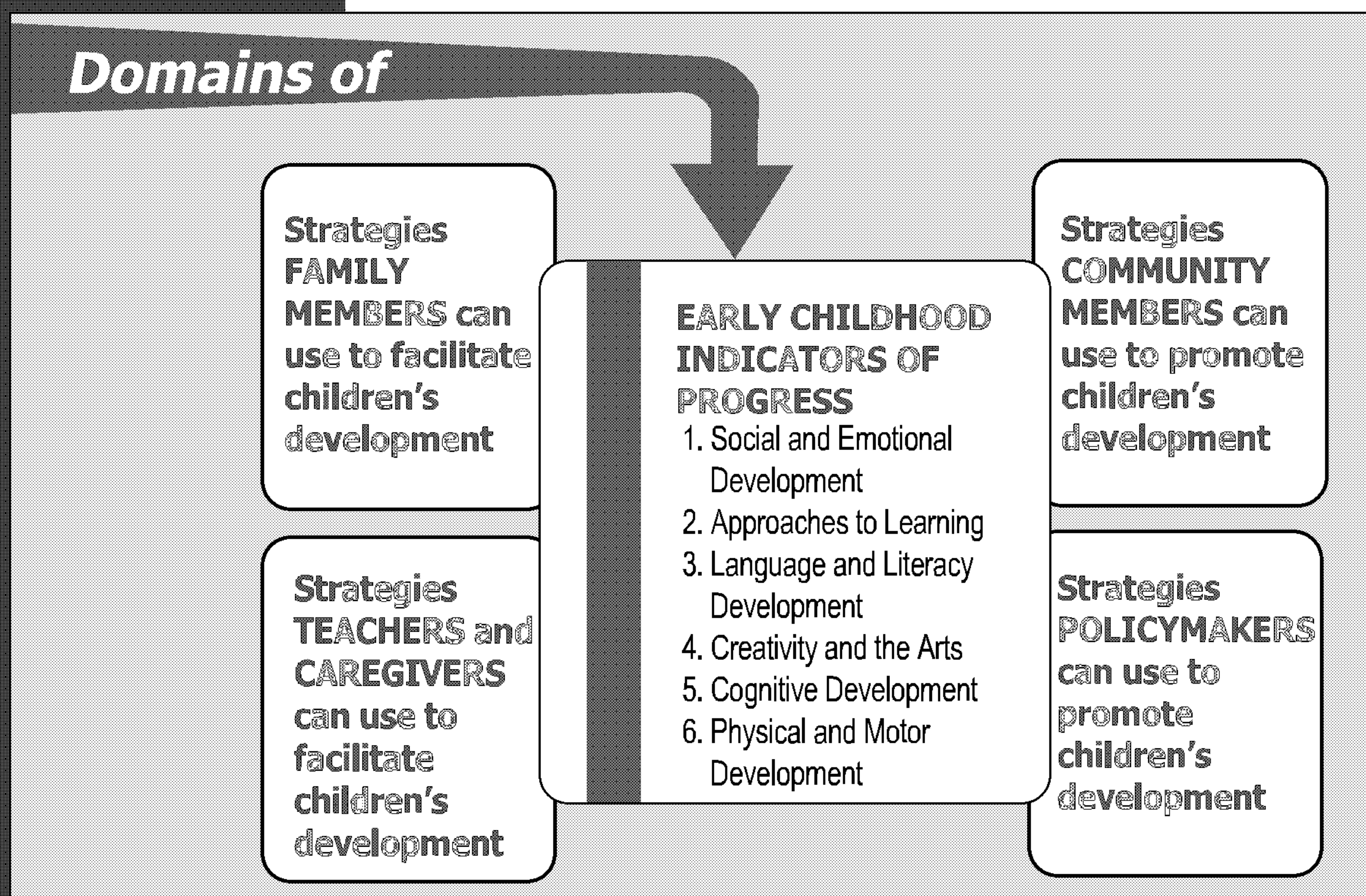
Because a child's first and most important learning occurs in the context of the family, it is essential that families have the supports and resources needed to help their children develop in optimal ways. Families are better able to care for, nurture, and help their children succeed if early childhood teachers and caregivers, community members, and policymakers share in the collective commitment to foster healthy development of all young children.

# EARLY CHILDHOOD INDICATORS OF PROGRESS:

## Minnesota's Early Learning Standards

### Organization and Structure of Document

The *Early Childhood Indicators of Progress: Minnesota's Early Learning Standards* are intended to provide a framework for understanding and communicating a common set of developmentally appropriate expectations for young children within a context of shared responsibility and accountability for helping children meet these expectations. It is divided into six domains that reflect the full range of child development as listed in the center box below:



Each domain is further divided into three to five components that describe indicators of children's progress in gaining concepts, knowledge, and skills. (See domain components on next page.) Strategies family members and teachers and caregivers in early childhood education and care programs can use to facilitate children's development are listed for each component. The lists of strategies for family members and teachers and caregivers are not intended to be all-inclusive, but rather provide suggested learning activities for enhancing children's development. Strategies community members and policymakers can use to promote children's development are also included for each domain. The strategies for community members and policymakers are repeated for each component within a domain.

The *Early Childhood Indicators of Progress* are intended to be used as a guide for children in the preschool period of ages 3 to 5. The indicators are based on widely held developmental expectations observed in a child approximately four years of age. It is expected that most children will meet the majority of these expectations by the end of the pre-kindergarten year. Because normal development varies greatly from child to child, the *Early Childhood Indicators of Progress* document is intended to be a flexible guide in describing a child's individual progress.

**EARLY  
CHILDHOOD  
INDICATORS  
OF PROGRESS:**

***Minnesota's Early Learning Standards***

(b)(6)

***Early Childhood***

**DOMAINS:**

**SOCIAL & EMOTIONAL  
DEVELOPMENT**

**DOMAIN  
COMPONENTS:**

Emotional Development

Self-Concept

Social Competence  
and Relationships

## *Indicators of Progress Domain Framework*

<b>APPROACHES TO LEARNING</b>	<b>LANGUAGE &amp; LITERACY DEVELOPMENT</b>	<b>CREATIVITY &amp; THE ARTS</b>	<b>COGNITIVE DEVELOPMENT</b>	<b>PHYSICAL &amp; MOTOR DEVELOPMENT</b>
Curiosity	Listening	Creating	Mathematical and Logical Thinking	Gross Motor Development
Risk-Taking	Speaking	Responding	<ul style="list-style-type: none"> <li>- Number Concepts and Operations</li> </ul>	Fine Motor Development
Imagination and Invention	Emergent Reading	Evaluating	<ul style="list-style-type: none"> <li>- Patterns and Relationships</li> </ul>	Physical Health and Well-Being
Persistence	Emergent Writing		<ul style="list-style-type: none"> <li>- Spatial Relationships/Geometry</li> <li>- Measurement</li> <li>- Mathematical Reasoning</li> </ul>	
Reflection and Interpretation			Scientific Thinking and Problem-Solving <ul style="list-style-type: none"> <li>- Observing</li> <li>- Questioning</li> <li>- Investigating</li> </ul>	
			Social Systems Understanding <ul style="list-style-type: none"> <li>- Human Relationships</li> <li>- Understanding the World</li> </ul>	

## ***Social and Emotional Development***

*This domain involves children's feelings about themselves, as well as their interactions and relationships with peers and adults. Included in this focus are indicators that refer to children's views of themselves as learners and their sense of responsibility to themselves and others. Particularly important in this domain are the skills children demonstrate making friends, solving conflicts, and functioning effectively in groups.*

### **Strategies FAMILY MEMBERS can use to facilitate children's *EMOTIONAL DEVELOPMENT***

- Respond to children's emotional and physical needs with warmth and reassurance
- Establish predictable family routines while being flexible to meet children's needs
- Encourage children to talk about their feelings and the feelings of others
- Positively reinforce children in coping constructively with frustration and conflict
- Model appropriate conflict resolution strategies both verbally and nonverbally
- Provide children with practice in thinking of solutions and anticipating consequences
- Help children identify and understand emotions they feel

### **Strategies TEACHERS and CAREGIVERS can use to facilitate children's *EMOTIONAL DEVELOPMENT***

- Establish warm, caring, engaged relationships with each child
- Respond predictably and appropriately to children's physical, emotional, social, and cognitive needs
- Provide physical environments, schedules, and routines that promote self-control and self-regulation
- Model appropriate verbal and non-verbal conflict management strategies
- Provide opportunities for children to practice effective stress-reduction strategies
- Provide opportunities for children to understand and discuss their feelings and those of others (i.e., show empathy)



## EARLY CHILDHOOD INDICATORS OF PROGRESS\*

### Children show progress in **EMOTIONAL DEVELOPMENT** when they:

1. Demonstrate increasing competency in recognizing and describing own emotions
2. Demonstrate increasing use of words instead of actions to express emotions
3. Begin to understand and respond to others' emotions
4. Begin to show self-regulation to handle emotions appropriately
5. Explore a wide range of emotions in different ways (e.g., through play, art, music, dance)
6. Respond to praise, limits, and correction

\* *These indicators apply to children in the preschool period of ages three to five. They are based on expectations for children approximately four years of age.*

### Strategies **COMMUNITY MEMBERS** can use to promote children's **SOCIAL AND EMOTIONAL DEVELOPMENT:**

- Create community opportunities for children and families that encourage positive social and emotional development
- Support community initiatives that promote the healthy development of children
- Acknowledge the importance of personal and cultural identity and social development as the foundation for learning
- Provide opportunities for parents to learn and practice strategies for supporting healthy social and emotional development of their children
- Provide service opportunities for families and children to contribute to the community in meaningful ways

### Strategies **POLICYMAKERS** can use to promote children's **SOCIAL AND EMOTIONAL DEVELOPMENT:**

- Acknowledge the importance of social and emotional development and its relationship to overall learning
- Design strategies for Minnesota to become a model for family-friendly policy development
- Promote high-quality, developmentally and culturally appropriate early childhood education and care
- Ensure linkages between early childhood education and care services and health, mental health, and social services for young children and their families
- Support high standards for early childhood educators and caregivers
- Promote parent education opportunities to help parents understand the importance of parenting skills related to healthy social and emotional development



# Social and Emotional Development

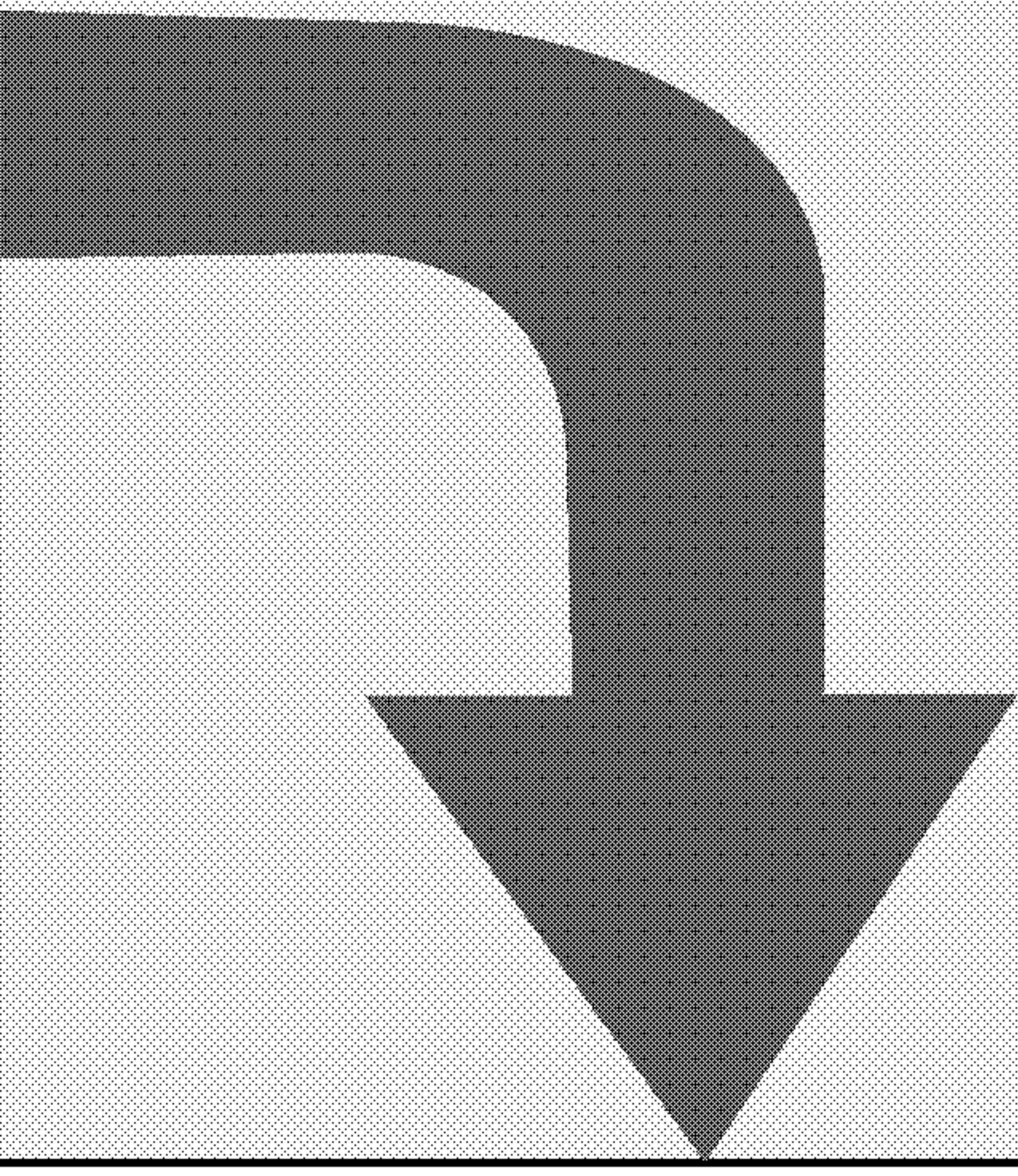
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## Strategies FAMILY MEMBERS can use to facilitate children's *SELF-CONCEPT*

- Provide children with warm, loving relationships
- Watch for children's interests and suggest activities to support them
- Encourage child to try new things by sharing and learning together
- Support children's awareness of and pride in their cultural heritage

## Strategies TEACHERS and CAREGIVERS can use to facilitate children's *SELF-CONCEPT*

- Allow children to experiment with their growing competence and independence
- Provide opportunities for children's exposure to a wide variety of materials and experiences
- Provide ample time throughout the day for children's active engagement, exploration, and experimentation with materials
- Demonstrate respect for individuals and groups of people
- Support children's developing understanding of their gender and cultural identity
- Provide opportunities for children to learn about their own culture and the culture of others
- Model self-confidence in interactions with children and others



## EARLY CHILDHOOD INDICATORS OF PROGRESS\*

Children show progress in **SELF-CONCEPT** when they:

1. Begin to experiment with own potential and show confidence in own abilities
2. Demonstrate increasing self-direction and independence
3. Develop an awareness of self as having certain abilities, characteristics, and preferences
4. Begin to develop awareness, knowledge, and acceptance of own gender and cultural identity

\* *These indicators apply to children in the preschool period of ages three to five. They are based on expectations for children approximately four years of age.*

### Strategies **COMMUNITY MEMBERS** can use to promote children's **SOCIAL AND EMOTIONAL DEVELOPMENT:**

- Create community opportunities for children and families that encourage positive social and emotional development
- Support community initiatives that promote the healthy development of children
- Acknowledge the importance of personal and cultural identity and social development as the foundation for learning
- Provide opportunities for parents to learn and practice strategies for supporting healthy social and emotional development of their children
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### Strategies **POLICYMAKERS** can use to promote children's **SOCIAL AND EMOTIONAL DEVELOPMENT:**

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# ***Social and Emotional Development***

*This domain involves children's feelings about themselves, as well as their interactions and relationships with peers and adults. Included in this focus are indicators that refer to children's views of themselves as learners and their sense of responsibility to themselves and others. Particularly important in this domain are the skills children demonstrate making friends, solving conflicts, and functioning effectively in groups.*

## **Strategies FAMILY MEMBERS can use to facilitate children's *SOCIAL COMPETENCE AND RELATIONSHIPS*:**

- Help children practice listening and talking
- Help children understand and appreciate similarities and differences among people
- Provide children the opportunity to know and understand their culture and the culture of others
- Help children develop understanding of the feelings, ideas, and actions of others
- Model positive ways to interact with others
- Use peaceful conflict resolution strategies
- Encourage children to help others

## **Strategies TEACHERS and CAREGIVERS can use to facilitate children's *SOCIAL COMPETENCE AND RELATIONSHIPS***

- Provide opportunities for children to practice listening and talking with others
- Provide opportunities for children to interact with others with similar and different characteristics
- Provide experiences to teach respect and appreciation for own culture and the culture of others
- Plan activities that build a sense of belonging and community with children
- Provide opportunities for children to develop understanding of the feelings, ideas, and actions of others
- Encourage children's understanding of others' rights and privileges
- Provide information, opportunities, and support to help children develop constructive conflict management strategies



## EARLY CHILDHOOD INDICATORS OF PROGRESS\*

Children show progress in  
***SOCIAL COMPETENCE AND RELATIONSHIPS***  
when they:

1. Interact easily with one or more children
2. Interact easily with familiar adults
3. Approach others with expectations of positive interactions
4. Begin to participate successfully as a member of a group
5. Use play to explore, practice, and understand social roles and relationships
6. Begin to understand others' rights and privileges
7. Sustain interaction by cooperating, helping, sharing, and expressing interest
8. Seek adult help when needed for emotional support, physical assistance, social interaction, and approval
9. Use words and other constructive strategies to resolve conflicts

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### Strategies **COMMUNITY MEMBERS** can use to promote children's **SOCIAL AND EMOTIONAL DEVELOPMENT:**

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## Approaches to Learning

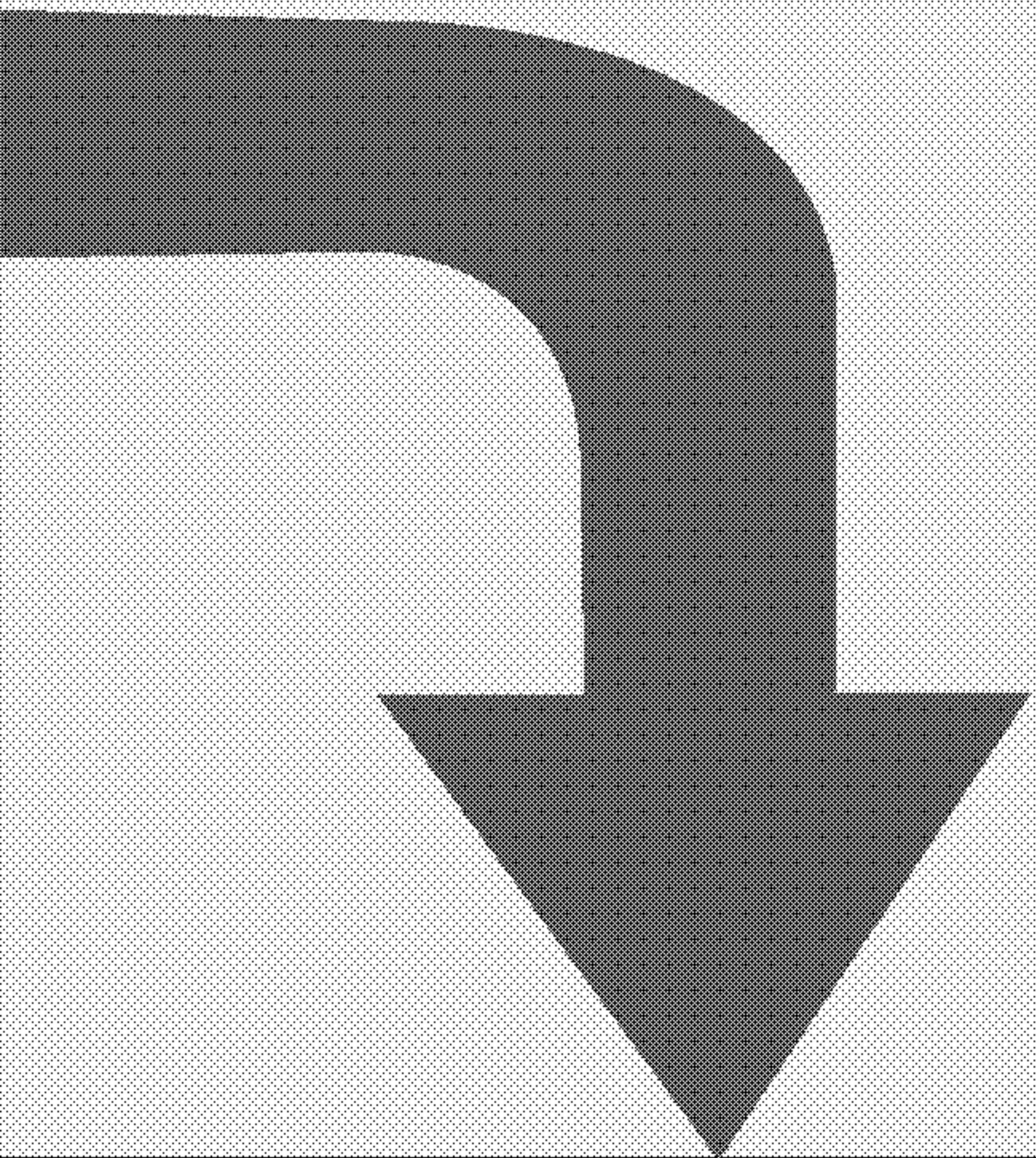
*This domain emphasizes the attitudes, behaviors, and learning styles children use in social situations and in acquiring information. Goals for children are not limited to the acquisition of knowledge, understanding, and skills, but also address the development of positive attitudes and dispositions.*

### Strategies FAMILY MEMBERS can use to facilitate children's *CURIOSITY*:

- Encourage children's interest and excitement in discovery and exploration
- Share activities and experiences where children and adults learn new things together
- Encourage children to make choices in materials and activities
- Plan family outings to interesting places such as parks, markets, and museums
- Provide a variety of materials and activities in the home environment
- Help children learn about and explore their neighborhood and community

### Strategies TEACHERS and CAREGIVERS can use to facilitate children's *CURIOSITY*:

- Share children's excitement in discoveries, exploration, and manipulation of items in the environment
- Provide opportunities and time for children to explore a variety of activities and materials including those in their larger community environment
- Identify and build upon children's individual ideas and interests
- Provide a variety of instructional approaches/strategies/materials that appeal to both genders and to the full range of learning styles, cultures, and ability levels of children
- Provide a variety and an appropriate amount of learning activities
- Model curiosity and information-seeking



## EARLY CHILDHOOD INDICATORS OF PROGRESS\*

Children show progress in **CURIOSITY** when they:

1. Show eagerness and a sense of wonder as a learner
2. Show interest in discovering and learning new things

\* *These indicators apply to children in the preschool period of ages three to five. They are based on expectations for children approximately four years of age.*

### Strategies **COMMUNITY MEMBERS** can use to promote children's development in **APPROACHES TO LEARNING**:

- Provide a variety of environments and activities appropriate for families with young children (e.g. parks, libraries, open-ended "adventure playgrounds", festivals, and celebrations)
- Provide safe community environments and activities that allow freedom to explore and learn
- Provide appropriate and equitable access to media resources
- Provide opportunities for families to participate in solving community problems or issues

### Strategies **POLICYMAKERS** can use to promote children's development in **APPROACHES TO LEARNING**:

- Encourage cooperation and collaboration across systems that impact environments and activities for families with young children
- Ensure accessible and affordable environments and activities for families with young children
- Support the development of children and base decisions on developmental needs of the whole child
- Support appropriate use of and equitable access to media resources

## Approaches to Learning

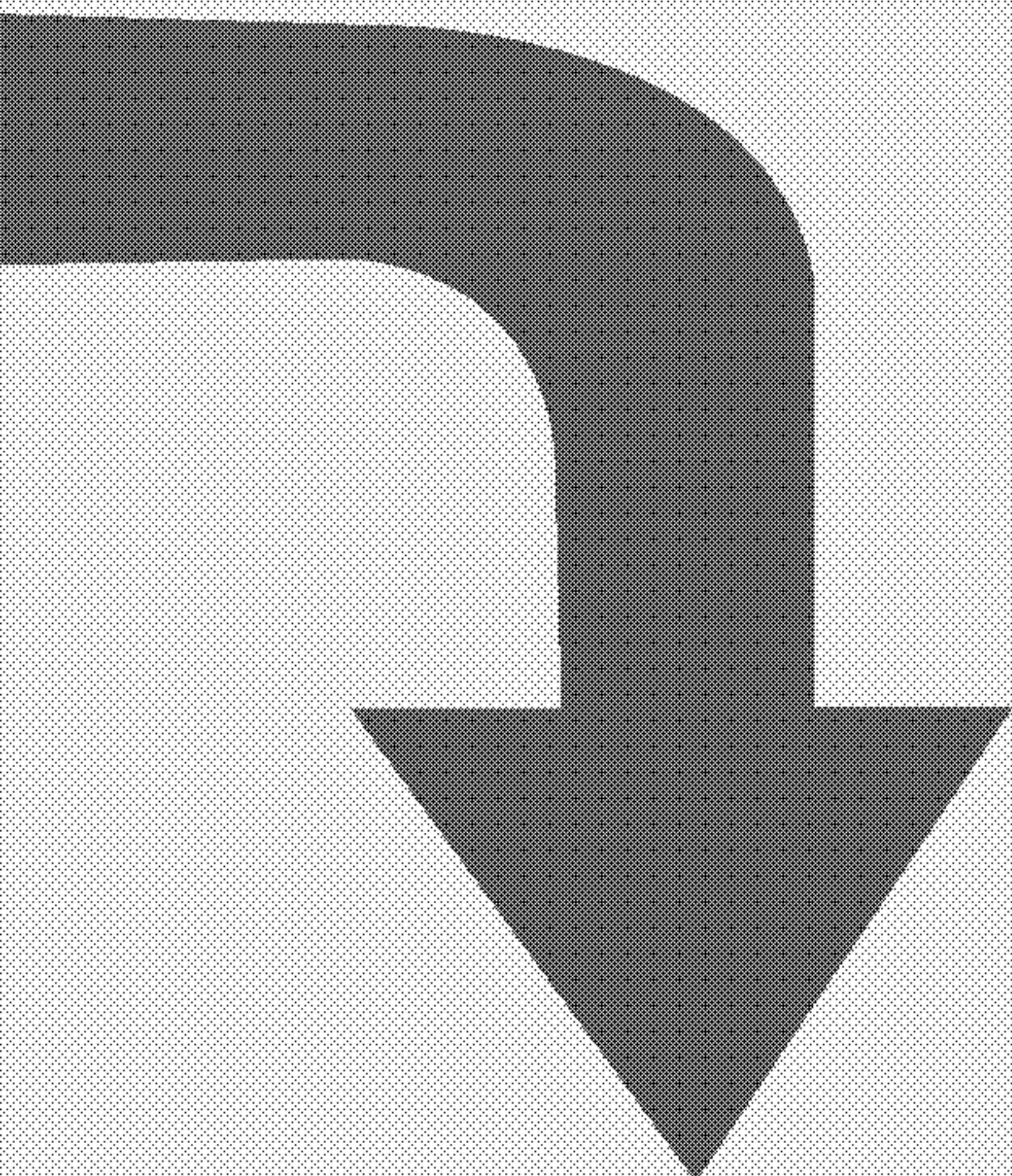
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### **Strategies FAMILY MEMBERS can use to facilitate children's *RISK-TAKING*:**

- Encourage children to try new things and solve problems creatively
- Respond positively to mistakes or errors
- Introduce everyday household materials and toys that can be used in more than one way
- Monitor children's use of media including television, video/DVD, and computer

### **Strategies TEACHERS and CAREGIVERS can use to facilitate children's *RISK-TAKING*:**

- Provide opportunities for children to try new activities and experiences
- Recognize and plan for children's individual differences and diverse ways of learning
- Create environments that offer an appropriate amount of stimulation for children using a wide variety of equipment and materials
- Facilitate and manage children's use of media including television, video/DVD, and computer



## EARLY CHILDHOOD INDICATORS OF PROGRESS\*

Children show progress in **RISK-TAKING** when they:

1. Choose new as well as a variety of familiar activities
2. Use a variety of strategies to solve problems

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### Strategies **COMMUNITY MEMBERS** can use to promote children's development in **APPROACHES TO LEARNING**:

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**Strategies FAMILY MEMBERS can use to facilitate children's *IMAGINATION AND INVENTION*:**

- Provide opportunities for children to experiment with new materials and activities without fear of making mistakes
- Provide a variety of familiar and new materials and activities for children to explore
- Encourage children to try new approaches to solving problems
- Encourage pretend and make-believe play

**Strategies TEACHERS and CAREGIVERS can use to facilitate children's *IMAGINATION AND INVENTION*:**

- Provide an environment of psychological safety where children are encouraged to experiment without fear of making mistakes
- Provide tasks in which the goal is trying different strategies or solutions rather than right or wrong answers
- Model exploration and use of a wide variety of familiar and new learning materials and activities
- Encourage children's demonstration of flexibility and inventiveness in play and problem-solving



## EARLY CHILDHOOD INDICATORS OF PROGRESS\*

Children show progress in  
**IMAGINATION AND INVENTION**  
when they:

1. Approach tasks and experiences with flexibility, imagination, and inventiveness
2. Use new ways or novel strategies to solve problems or explore objects
3. Try out various pretend roles in play or with make-believe objects

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### Strategies **COMMUNITY MEMBERS** can use to promote children's development in **APPROACHES TO LEARNING**:

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## Approaches to Learning

*This domain emphasizes the attitudes, behaviors, and learning styles children use in social situations and in acquiring information. Goals for children are not limited to the acquisition of knowledge, understanding, and skills, but also address the development of positive attitudes and dispositions.*

### **Strategies FAMILY MEMBERS can use to facilitate children's *PERSISTENCE*:**

- Provide places and times where children can play or work at tasks without interruptions
- Provide age-appropriate materials and activities
- Respond to children's requests when help is needed without being intrusive
- Encourage children's attention and persistence at tasks

### **Strategies TEACHERS and CAREGIVERS can use to facilitate children's *PERSISTENCE*:**

- Provide sufficient time for children to engage in sustained activities
- Support children's efforts to complete activities and projects
- Arrange the classroom to limit environmental distractions
- Follow the child's lead in timing of suggestions and interventions when problems are encountered
- Be available and respond to children when they encounter problems without being intrusive



## EARLY CHILDHOOD INDICATORS OF PROGRESS\*

Children show progress in  
**PERSISTENCE**  
when they:

1. Work at a task despite distractions or interruptions
2. Seek and/or accept help or information when needed
3. Demonstrate ability to complete a task or stay engaged in an experience

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### Strategies **COMMUNITY MEMBERS** can use to promote children's development in **APPROACHES TO LEARNING**:

- Provide a variety of environments and activities appropriate for families with young children (e.g. parks, libraries, open-ended "adventure playgrounds", festivals, and celebrations)
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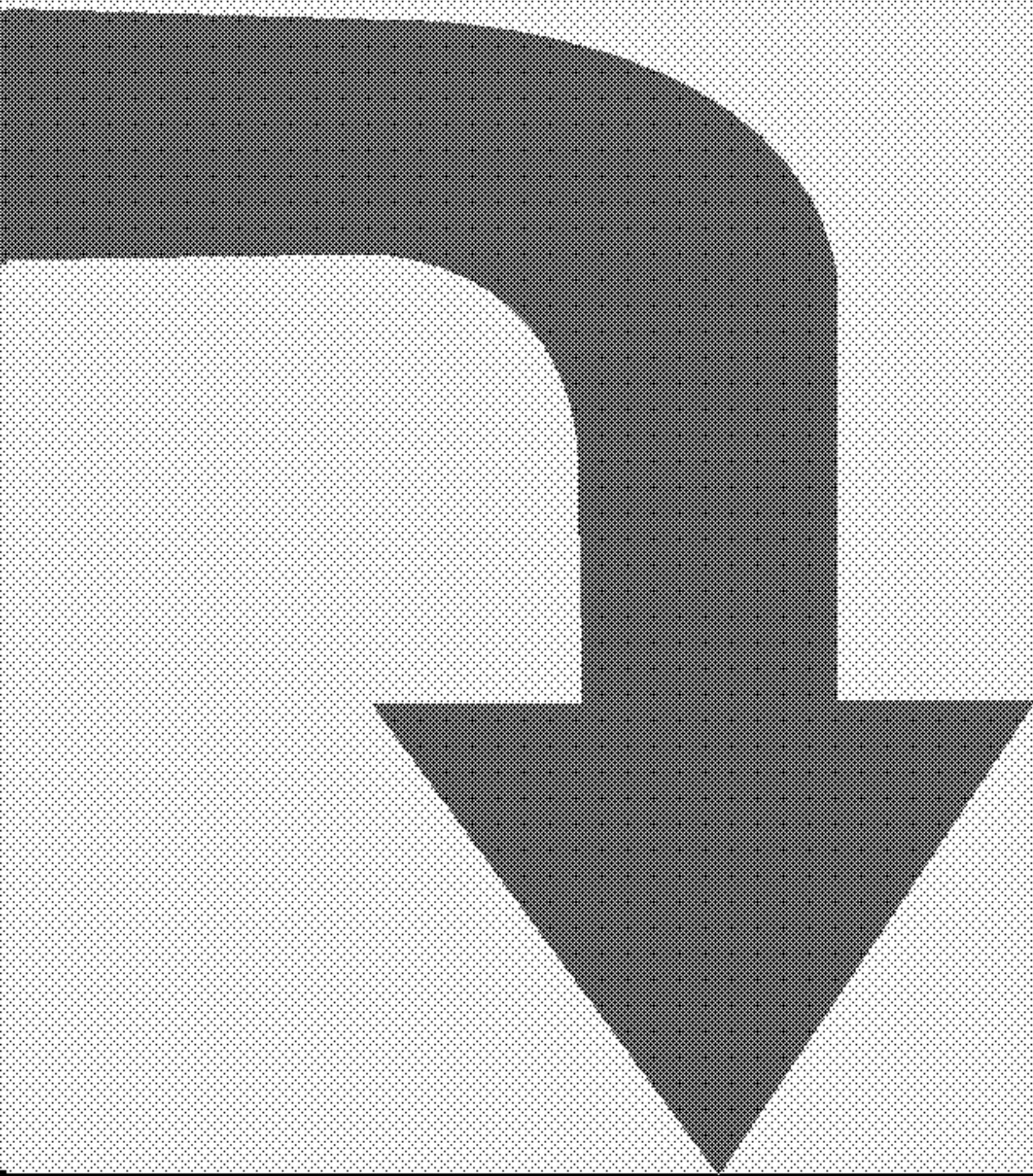
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**Strategies FAMILY MEMBERS can use to facilitate children's *REFLECTION AND INTERPRETATION*:**

- Encourage children to share their thoughts and ideas about the world around them
- Ask questions that will encourage children to think about what they have seen, heard, and done
- Model thinking "out loud" and talk about ideas with children
- Involve children in planning family activities such as vacations or trips to the library or museum

**Strategies TEACHERS and CAREGIVERS can use to facilitate children's *REFLECTION AND INTERPRETATION*:**

- Provide opportunities for children to express their thoughts and feelings about experiences through a variety of methods (e.g., discussion, conversation, journaling, art activities, music, etc.)
- Allow children time to process experiences and information and devise alternatives
- Provide opportunities for children to think and talk about what and how they are learning
- Discuss sequencing and timing of experiences (past, present, future, and relationships among them)



## EARLY CHILDHOOD INDICATORS OF PROGRESS\*

Children show progress in **REFLECTION AND INTERPRETATION** when they:

1. Think about events and experiences and apply this knowledge to new situations
2. Generate ideas, suggestions, and/or make predictions

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### Strategies **COMMUNITY MEMBERS** can use to promote children's development in **APPROACHES TO LEARNING**:

- Provide a variety of environments and activities appropriate for families with young children (e.g., parks, libraries, open-ended "adventure playgrounds", festivals, and celebrations)
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- Support appropriate use of and equitable access to media resources

## Language and Literacy Development

*The emphasis of this domain is on acquiring language and literacy for a variety of purposes. During the preschool period, children are learning to use language to communicate needs, interact socially with others, and share ideas, thoughts, and feelings. They are increasing both their spoken and written language abilities.*

### Strategies FAMILY MEMBERS can use to facilitate children's LISTENING:

- Talk with children using language appropriate to their level of understanding
- Encourage children in conversation and notice and respond to what children say and do
- Use mealtimes and other daily routines as an opportunity for conversation
- Use rhymes and songs with children to increase children's interest in language sounds and words
- Engage children in simple tasks that require an action or verbal response

### Strategies TEACHERS and CAREGIVERS can use to facilitate children's LISTENING:

- Provide clear instructions that help children move from simple directions to a more complex sequence of directions
- Listen and respond to children's attempts to communicate both verbally and non-verbally
- Model language for children using questions and facial expressions to communicate information
- Provide time and opportunities for children to have individual conversations with adults and other children



## EARLY CHILDHOOD INDICATORS OF PROGRESS\*

Children show progress in  
**LISTENING**  
when they:

1. Understand non-verbal and verbal cues
2. Listen with understanding to stories, directions, and conversations
3. Follow directions that involve a two or three-step sequence of actions
4. Listen to and recognize different sounds in rhymes and familiar words

\* *These indicators apply to children in the preschool period of ages three to five. They are based on expectations for children approximately four years of age.*

### Strategies **COMMUNITY MEMBERS** can use to promote children's **LANGUAGE AND LITERACY DEVELOPMENT:**

- Provide opportunities for parents and young children to participate in activities together
- Develop community awareness about the importance of talking and reading with young children
- Support volunteer programs that increase the time adults spend with young children
- Provide libraries that are well-supplied with appropriate books for young children
- Sponsor community events such as book fairs, plays, and story hours that encourage children and families to read together
- Organize book donation drives for child care centers, Head Start, schools, and other early childhood programs

### Strategies **POLICYMAKERS** can use to promote children's **LANGUAGE AND LITERACY DEVELOPMENT:**

- Support efforts to encourage adults to spend more time with children, listening, speaking, and engaging children in conversation and interaction
- Support small group sizes so teachers, caregivers, and children have opportunities for more individualized time together
- Provide support for libraries and books, early childhood programs, parent-child programs, and volunteer programs for facilitating literacy development
- Support adult and family literacy programs for the whole family



## Language and Literacy Development

*The emphasis of this domain is on acquiring language and literacy for a variety of purposes. During the preschool period, children are learning to use language to communicate needs, interact socially with others, and share ideas, thoughts, and feelings. They are increasing both their spoken and written language abilities.*

### Strategies FAMILY MEMBERS can use to facilitate children's *SPEAKING*:

- Respond to children's attempts to communicate using gestures, actions, or words
- Talk with children in home language and/or English and encourage children's use of home language
- Encourage children to discuss and add to stories read to them
- Use language in everyday activities with children and talk about their actions, thoughts, and ideas
- Provide opportunities for children to talk and interact with other children and adults

### Strategies TEACHERS and CAREGIVERS can use to facilitate children's *SPEAKING*:

- Respond to children's attempts to communicate whether verbal or non-verbal
- Communicate with children using home language with interpreters when necessary
- Facilitate language development in home language and/or English (e.g., expand, extend, elaborate language)
- Talk about a variety of topics and illustrate ways to use language to ask questions, give answers, make statements, share ideas, or use pretend, fantasy, or word play
- Build on children's interests by introducing new vocabulary and ideas
- Provide opportunities for children to engage in turn-taking and dialogue in conversation



## EARLY CHILDHOOD INDICATORS OF PROGRESS\*

### Children show progress in **SPEAKING** when they:

1. Communicate needs, wants, or thoughts through non-verbal gestures, actions, expressions, and/or words
2. Communicate information using home language and/or English
3. Speak clearly enough to be understood in home language and/or English
4. Use language for a variety of purposes
5. Use increasingly complex and varied vocabulary and language
6. Initiate, ask questions, and respond in conversation with others

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### Strategies **COMMUNITY MEMBERS** can use to promote children's **LANGUAGE AND LITERACY DEVELOPMENT:**

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### Strategies **POLICYMAKERS** can use to promote children's **LANGUAGE AND LITERACY DEVELOPMENT:**

- Support efforts to encourage adults to spend more time with children, listening, speaking, and engaging children in conversation and interaction
- Support small group sizes so teachers, caregivers, and children have opportunities for more individualized time together
- Provide support for libraries and books, early childhood programs, parent-child programs, and volunteer programs for facilitating literacy development
- Support adult and family literacy programs for the whole family

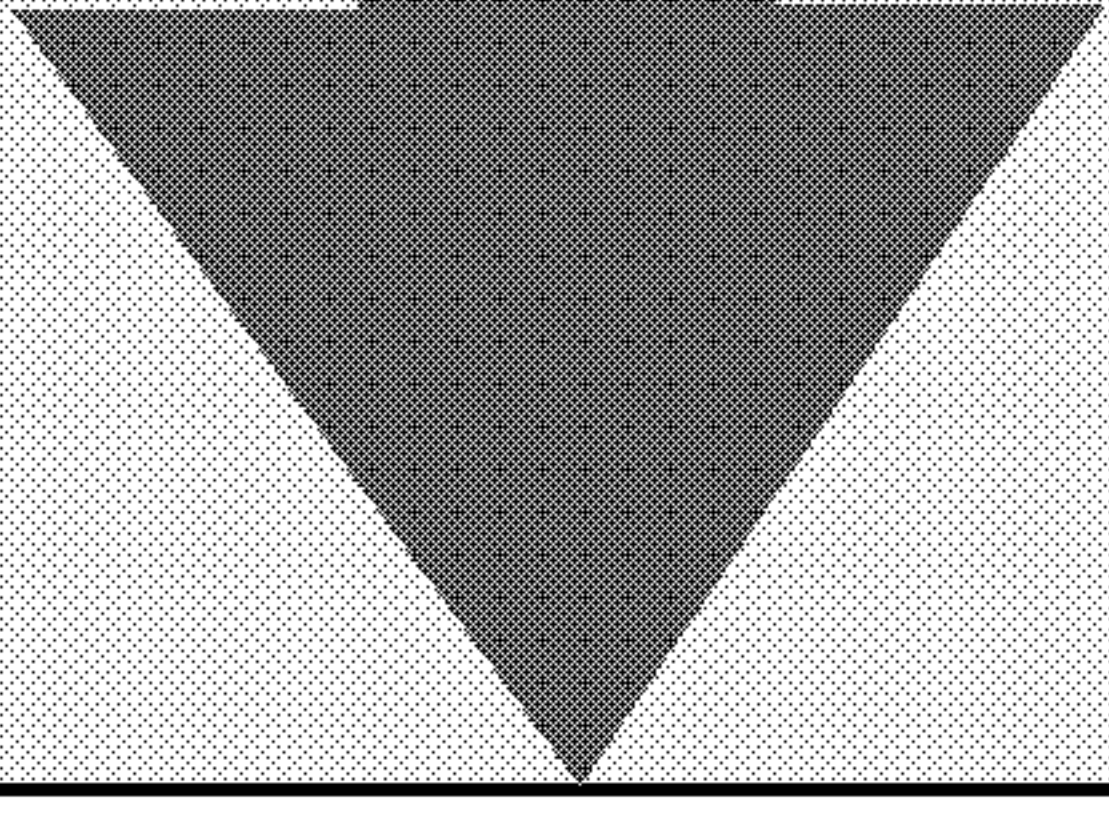
*The emphasis of this domain is on acquiring language and literacy for a variety of purposes. During the preschool period, children are learning to use language to communicate needs, interact socially with others, and share ideas, thoughts, and feelings. They are increasing both their spoken and written language abilities.*

**Strategies FAMILY MEMBERS can use to facilitate children's *EMERGENT READING*:**

- Read to children often for pleasure and information
- Point out the names of things, signs, labels, etc., in the neighborhood or store
- Make book-reading time special for your child
- Call attention to books, newspapers, and magazines in the home
- Visit a library often and check out books to read
- Ask children questions about the stories read together
- Encourage children to talk about and predict what will happen next in a story
- Repeat nursery rhymes and play word games

**Strategies TEACHERS and CAREGIVERS can use to facilitate children's *EMERGENT READING*:**

- Provide and share books with children, re-read favorite stories, and model reading behaviors
- Provide materials such as flannel board sets, puppets, and other props to act out and retell stories
- Provide many types of children's books, references, pictures, and posters in the environment
- Talk about what words mean and write down dictation of children
- Help children learn about sequences in books such as beginning, middle, and end
- Provide opportunities for children to repeat familiar rhymes and experiment with beginning word sounds



## EARLY CHILDHOOD INDICATORS OF PROGRESS\*

Children show progress in **EMERGENT READING** when they:

1. Initiate stories and respond to stories told or read aloud
2. Represent stories told or read aloud through various media or during play
3. Guess what will happen next in a story using pictures as a guide
4. Retell information from a story
5. Show beginning understanding of concepts about print
6. Recognize and name some letters of the alphabet, especially those in own name
7. Begin to associate sounds with words or letters

\* *These indicators apply to children in the preschool period of ages three to five. They are based on expectations for children approximately four years of age.*

### Strategies **COMMUNITY MEMBERS** can use to promote children's **LANGUAGE AND LITERACY DEVELOPMENT:**

- Provide opportunities for parents and young children to participate in activities together
- Develop community awareness about the importance of talking and reading with young children
- Support volunteer programs that increase the time adults spend with young children
- Provide libraries that are well-supplied with appropriate books for young children
- Sponsor community events such as book fairs, plays, and story hours that encourage children and families to read together
- Organize book donation drives for child care centers, Head Start, schools, and other early childhood programs

### Strategies **POLICYMAKERS** can use to promote children's **LANGUAGE AND LITERACY DEVELOPMENT:**

- Support efforts to encourage adults to spend more time with children, listening, speaking, and engaging children in conversation and interaction
- Support small group sizes so teachers, caregivers, and children have opportunities for more individualized time together
- Provide support for libraries and books, early childhood programs, parent-child programs, and volunteer programs for facilitating literacy development
- Support adult and family literacy programs for the whole family

## Language and Literacy Development

*The emphasis of this domain is on acquiring language and literacy for a variety of purposes. During the preschool period, children are learning to use language to communicate needs, interact socially with others, and share ideas, thoughts, and feelings. They are increasing both their spoken and written language abilities.*

### **Strategies FAMILY MEMBERS can use to facilitate children's *EMERGENT WRITING*:**

- Provide writing materials in the home such as paper, pencils, crayons, and markers
- Support young children's interest in scribbles and pretend writing
- Encourage children to participate in activities that involve reading and writing, such as making a grocery list
- Use writing to communicate with others with a card or letter
- Help children recognize own name and allow children to practice writing letters

### **Strategies TEACHERS and CAREGIVERS can use to facilitate children's *EMERGENT WRITING*:**

- Provide many opportunities for children to draw and print using markers, crayons, and pencils
- Provide a literary-rich environment that includes writing materials in many areas of the classroom
- Promote literacy-related play activities and respect children's attempts at writing
- Display models of adult and child writing in the classroom environment
- Encourage children's interest and attempts to copy or write letters and their own name



## EARLY CHILDHOOD INDICATORS OF PROGRESS\*

Children show progress in **EMERGENT WRITING** when they:

1. Understand that writing is a way of communicating
2. Use scribbles, shapes, pictures, or dictation to represent thoughts or ideas
3. Engage in writing using letter-like symbols to make letters or words
4. Begin to copy or write own name

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### Strategies **COMMUNITY MEMBERS** can use to promote children's **LANGUAGE AND LITERACY DEVELOPMENT:**

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### Strategies **POLICYMAKERS** can use to promote children's **LANGUAGE AND LITERACY DEVELOPMENT:**

- Support efforts to encourage adults to spend more time with children, listening, speaking, and engaging children in conversation and interaction
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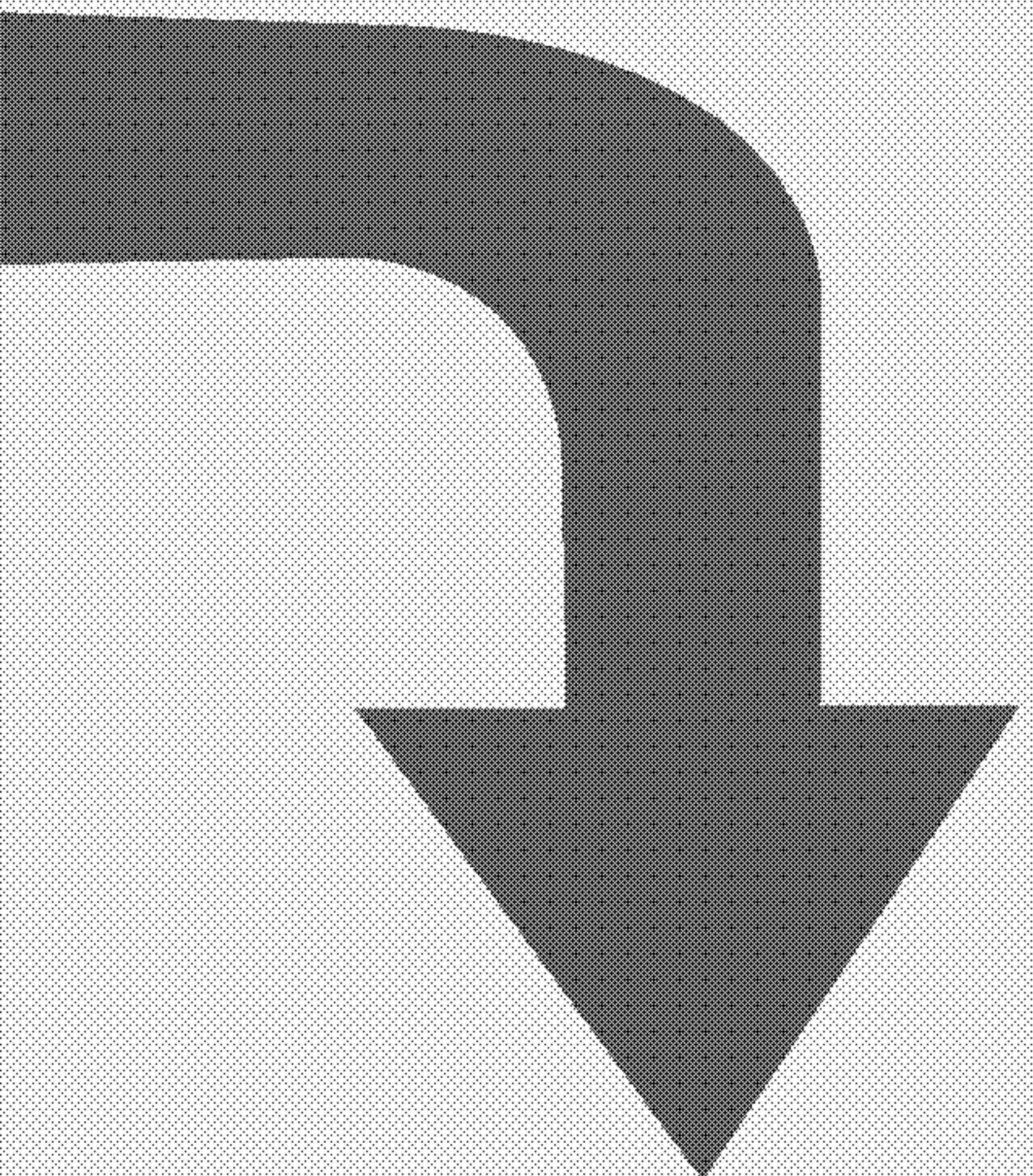
*The emphasis in this domain is on children's engagement with the arts both actively and receptively. The component areas of creating, responding, and evaluating recognize how using and appreciating the arts enables children to demonstrate what they know and allows them to expand their thinking about creative endeavors.*

**Strategies FAMILY MEMBERS can use to facilitate children's *CREATING*:**

- Provide opportunities to explore and experiment with a variety of art materials and experiences
- Participate in community arts activities with family
- Encourage children's interest in music, creative movement, and dance
- Display children's artwork at home

**Strategies TEACHERS and CAREGIVERS can use to facilitate children's *CREATING*:**

- Provide opportunities for exploring and experimenting with a variety of materials and media
- Provide time, materials, and space in multiple media (e.g., thinking, visual arts, construction, music, movement)
- Provide opportunities for exploration of the relationship of space and objects as well as color, balance, and design
- Facilitate participation of children in community art experiences



## EARLY CHILDHOOD INDICATORS OF PROGRESS\*

Children show progress in **CREATING** when they:

1. Use a variety of media and materials for exploration and creative expression
2. Participate in art and music experiences
3. Participate in creative movement, drama, and dance

\* *These indicators apply to children in the preschool period of ages three to five. They are based on expectations for children approximately four years of age.*

### Strategies **COMMUNITY MEMBERS** can use to promote children's development in **CREATIVITY AND THE ARTS:**

- Sponsor community-based arts programs in music, drama, movement, and the visual arts for children and families
- Provide resources for all families to support children's participation in creative expression and the arts
- Exhibit art in public spaces in the community
- Encourage children and families to participate in community art events

### Strategies **POLICYMAKERS** can use to promote children's development in **CREATIVITY AND THE ARTS:**

- Develop policies that support creativity and the arts in school-based and community arts programs
- Provide support for programs for visiting artists and performers including representatives of different cultures
- Provide support for arts programs



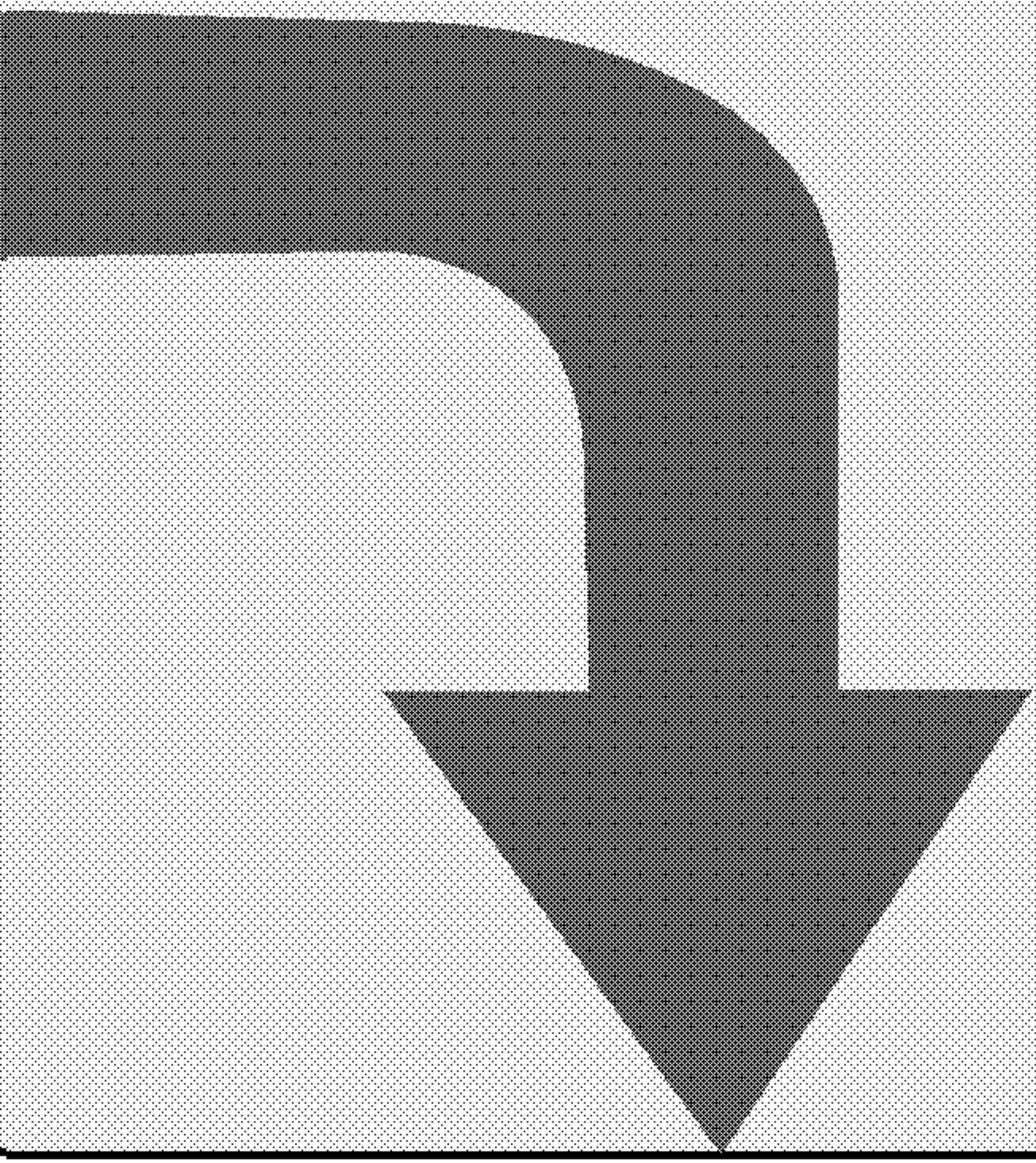
*The emphasis in this domain is on children's engagement with the arts both actively and receptively. The component areas of creating, responding, and evaluating recognize how using and appreciating the arts enables children to demonstrate what they know and allows them to expand their thinking about creative endeavors.*

**Strategies FAMILY MEMBERS can use to facilitate children's *RESPONDING*:**

- Show interest in creative and artistic activities of your child and others
- Encourage awareness and appreciation of the arts and creative expression of your own and other cultural groups
- Participate in activities to encourage creativity

**Strategies TEACHERS and CAREGIVERS can use to facilitate children's *RESPONDING*:**

- Describe, discuss, and accept the process as well as the product of children's activities with creativity and the arts
- Encourage awareness and appreciation of the arts and creative expression from a variety of cultures
- Encourage participation in a variety of creative and artistic activities



## EARLY CHILDHOOD INDICATORS OF PROGRESS\*

Children show progress in **RESPONDING** when they:

1. Show others and/or talk about what they have made or done
2. Show interest and respect for the creative work of self and others

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*The emphasis in this domain is on children's engagement with the arts both actively and receptively. The component areas of creating, responding, and evaluating recognize how using and appreciating the arts enables children to demonstrate what they know and allows them to expand their thinking about creative endeavors.*

**Strategies FAMILY MEMBERS can use to facilitate children's *EVALUATING*:**

- Encourage children to discuss their own art activities and the artistic work of others
- Discuss children's likes and dislikes about the arts and creative expression
- Encourage children to respect their work and the work of others
- Attend community arts events and encourage discussion and reflection

**Strategies TEACHERS and CAREGIVERS can use to facilitate children's *EVALUATING*:**

- Support the development of personal preferences by giving choices and supporting discussions of likes and dislikes
- Maintain collections of books and recordings that represent a variety of media and cultures
- Help children develop appreciation for the arts by attending art events, concerts, dance performances, theatrical performances, and cultural fairs



## EARLY CHILDHOOD INDICATORS OF PROGRESS\*

Children show progress in  
**EVALUATING**  
when they:

1. Share experiences, ideas, and thoughts about art and creative expression
2. Share opinions about likes and dislikes in art and creative expression

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### Strategies **COMMUNITY MEMBERS** can use to promote children's development in **CREATIVITY AND THE ARTS:**

- Sponsor community-based arts programs in music, drama, movement, and the visual arts for children and families
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# Cognitive Development

*This domain recognizes the child's search for meaning as the basis for intellectual development. The focus is on children's curiosity about the world and their ability to acquire, organize, and use information in increasingly complex ways. The component areas of this domain are mathematical and logical thinking, scientific thinking and problem-solving, and social systems understanding.*

## **Strategies FAMILY MEMBERS can use to facilitate children's *MATHEMATICAL AND LOGICAL THINKING*:**

- Provide opportunities for children to explore number, measurement, and patterns using household materials and experiences
- Provide opportunities for children to count, group, and order household objects and materials
- Provide opportunities for conversation using everyday words to indicate space, location, shape, and size of objects
- Read children's books together about numbers, counting, shapes, and other concepts

## **Strategies TEACHERS and CAREGIVERS can use to facilitate children's *MATHEMATICAL AND LOGICAL THINKING*:**

- Provide opportunities for children to explore number, measurement, and patterns through developmentally appropriate play and learning
- Provide opportunities for children to count, group, and order materials through developmentally appropriate play and learning
- Provide opportunities for conversation using positional and comparative words related to children's play and activities
- Provide opportunities to develop an understanding of space (e.g., filling and emptying, building, observing from different viewpoints)
- Discuss the sequence of daily and special family events
- Provide opportunities to experience and describe time (e.g., seasons, daily and weekly events)



## EARLY CHILDHOOD INDICATORS OF PROGRESS\*

Children show progress in  
**MATHEMATICAL AND LOGICAL THINKING**  
when they:

### Number Concepts and Operations

1. Demonstrate increasing interest in and awareness of numbers and counting
2. Demonstrate understanding of one-to-one correspondence between objects and number
3. Demonstrate ability to count in sequence
4. Demonstrate ability to state the number that comes next up to 9 or 10
5. Demonstrate beginning ability to combine and separate numbers of objects

### Patterns and Relationships

6. Recognize and duplicate simple patterns
7. Sort objects into subgroups by one or two characteristics
8. Order or sequence several objects on the basis of one characteristic

### Spatial Relationships/Geometry

9. Identify and name common shapes
10. Use words that show understanding of order and position of objects

### Measurement

11. Recognize objects can be measured by height, length, weight, and time
12. Make comparisons between at least two groups of objects

### Mathematical Reasoning

13. Use simple strategies to solve mathematical problems

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## Strategies **COMMUNITY MEMBERS** can use to promote children's **COGNITIVE DEVELOPMENT:**

- Provide toy lending libraries with materials for play and exploration
- Provide make-and-take events for parents and children to make and share learning materials
- Provide accessible, natural spaces for parents and children to visit and explore
- Provide opportunities for children and families to work on community service projects
- Encourage community leaders and members to become involved with early childhood programs
- Support peaceful conflict-management and problem-solving strategies

## Strategies **POLICYMAKERS** can use to promote children's **COGNITIVE DEVELOPMENT:**

- Recognize the importance of healthy and supportive adult-child relationships in children's cognitive development
- Promote early childhood education and care programs to support children's cognitive development and readiness for school
- Provide resources for safe, natural spaces and places for children and families to visit and explore
- Provide resources for community activities and projects that involve children and families

*This domain recognizes the child's search for meaning as the basis for intellectual development. The focus is on children's curiosity about the world and their ability to acquire, organize, and use information in increasingly complex ways. The component areas of this domain are mathematical and logical thinking, scientific thinking and problem-solving, and social systems understanding.*

**Strategies FAMILY MEMBERS can use to facilitate children's *SCIENTIFIC THINKING AND PROBLEM-SOLVING*:**

- Take walks in the neighborhood or community to observe natural objects and events
- Help children experience the world of nature
- Discuss objects and events that have been observed indoors and outdoors
- Encourage children to ask questions and find answers through active experimentation
- Encourage sand and water play and try growing things

**Strategies TEACHERS and CAREGIVERS can use to facilitate children's *SCIENTIFIC THINKING AND PROBLEM-SOLVING*:**

- Experience the natural world with children
- Provide opportunities to explore natural objects and events
- Encourage children to experiment and discuss what they discover
- Share information on observations pictorially, verbally, and through other representations
- Discuss objects and events that have been observed
- Encourage children to ask questions and seek answers through active exploration and reflection on what they learn
- Observe nature and make predictions about natural events (e.g., growing seeds, caring for animals, charting weather)
- Encourage and provide materials for a variety of sensory experiences



## EARLY CHILDHOOD INDICATORS OF PROGRESS\*

Children show progress in  
**SCIENTIFIC THINKING AND  
PROBLEM-SOLVING**  
when they:

### Observing

1. Use senses to explore materials and the environment
2. Identify and/or describe objects by physical characteristics

### Questioning

3. Express wonder about the natural world
4. Ask questions and seek answers through active exploration
5. Make predictions about objects and natural events

### Investigating

6. Use tools (e.g., magnifying glass, binoculars, maps) for investigation of the environment
7. Make comparisons between objects that have been collected or observed

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**Strategies FAMILY MEMBERS can use to facilitate children's SOCIAL SYSTEMS UNDERSTANDING:**

- Help children describe and appreciate their own characteristics and those of others in the family
- Help children understand family roles, jobs, rules, and relationships
- Discuss family events and relationships within the family
- Participate as a family in community service projects
- Talk about the jobs people do in the community
- Discuss how people affect the environment
- Help children recall recent and past events and relationships about the family
- Explore and talk about land, water, and other features in the community
- Discuss technology used at home and in the neighborhood

**Strategies TEACHERS and CAREGIVERS can use to facilitate children's SOCIAL SYSTEMS UNDERSTANDING:**

- Help children describe and appreciate their own characteristics and those of others
- Help children understand family roles, jobs, rules, and relationships
- Involve children in service-learning and social action projects
- Invite leaders and workers in the community to come to the program
- Discuss how people have changed the environment
- Support children's understanding of recent and past events
- Create maps of the school, local area, or neighborhood
- Discuss technology used in the classroom



## EARLY CHILDHOOD INDICATORS OF PROGRESS\*

Children show progress in  
***SOCIAL SYSTEMS UNDERSTANDING***  
when they:

### **Human Relationships**

1. Recognize and appreciate similarities and differences between self and others from diverse backgrounds
2. Understand various family roles, jobs, rules, and relationships
3. Participate in activities to help others in the community

### **Understanding the World**

4. Recognize and describe the roles of workers in the community
5. Share responsibility in taking care of their environment
6. Begin to recall recent and past events
7. Identify characteristics of the places where they live and play within their community
8. Begin to understand the uses of media and technology and how they affect their lives

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*The emphasis in this domain is on physical health and development as an integral part of children's well-being and ability to take advantage of educational opportunities. The components address gross motor development, fine motor development, and physical health, nutrition, safety, and self-care.*

**Strategies FAMILY MEMBERS can use to facilitate children's GROSS MOTOR DEVELOPMENT:**

- Support children's needs to move and be active
- Provide opportunities and time for outdoor large motor play
- Encourage children to learn and practice new skills
- Make physical activity part of everyday life

**Strategies TEACHERS and CAREGIVERS can use to facilitate children's GROSS MOTOR DEVELOPMENT:**

- Acknowledge and support children's need to move and be active by planning daily physical activity
- Provide adequate time for children to practice, explore, and expand their motor skills
- Support individual variations in gross motor development
- Provide space and equipment that allow for outdoor play and large motor activities that are fun and challenging



## EARLY CHILDHOOD INDICATORS OF PROGRESS\*

Children show progress in  
**GROSS MOTOR DEVELOPMENT**  
when they:

1. Develop large muscle control and coordination
2. Develop body strength, balance, flexibility, and stamina
3. Use a variety of equipment for physical development
4. Develop ability to move their body in space with coordination

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### Strategies **COMMUNITY MEMBERS** can use to promote children's **PHYSICAL AND MOTOR DEVELOPMENT**:

- Provide parks and recreation programs and activities that support large motor and small motor development
- Provide community health programs for young children and families including immunization clinics
- Provide health education for families of young children
- Provide nutrition programs for families with young children
- Provide child safety education for family and community members
- Develop and support prevention and intervention programs that encourage children's development
- Ensure children's health and safety needs are met and intervene when they are not

### Strategies **POLICYMAKERS** can use to promote children's **PHYSICAL AND MOTOR DEVELOPMENT**:

- Provide resources to communities to help meet fine and gross motor development needs of all young children
- Provide universal health programs for all young children
- Ensure nutrition programs are available to all eligible young children
- Support policies that ensure child safety
- Promote policies that help families meet basic needs
- Support early identification and intervention for health, learning, and development needs
- Support community-based screening programs for young children

*The emphasis in this domain is on physical health and development as an integral part of children's well-being and ability to take advantage of educational opportunities. The components address gross motor development, fine motor development, and physical health, nutrition, safety, and self-care.*

**Strategies FAMILY MEMBERS can use to facilitate children's *FINE MOTOR DEVELOPMENT*:**

- Provide opportunities for manipulation of small objects or tools in normal daily activities
- Provide opportunities for play with small manipulative objects and toys (e.g., puzzles, blocks, beads)
- Provide opportunities and materials for writing and drawing in the home
- Model uses of writing and drawing in everyday tasks

**Strategies TEACHERS and CAREGIVERS can use to facilitate children's *FINE MOTOR DEVELOPMENT*:**

- Provide adequate time and appropriate materials for small motor, drawing, cutting, and handwriting development
- Plan activities that support the development of fine motor skills, with adaptations as needed
- Provide a variety of manipulative materials and activities for play and exploration
- Model the use of writing and drawing in everyday activities



## EARLY CHILDHOOD INDICATORS OF PROGRESS\*

Children show progress in ***FINE MOTOR DEVELOPMENT*** when they:

1. Develop small muscle control and coordination
2. Use eye-hand coordination to perform a variety of tasks
3. Explore and experiment with a variety of tools (e.g., spoons, crayons, paintbrushes, scissors, keyboards)

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### Strategies **POLICYMAKERS** can use to promote children's ***PHYSICAL AND MOTOR DEVELOPMENT***:

- Provide resources to communities to help meet fine and gross motor development needs of all young children
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**Strategies FAMILY MEMBERS can use to facilitate children's *PHYSICAL HEALTH AND WELL-BEING*:**

- Secure adequate nutrition for children
- Establish routines for eating, rest, and bedtime
- Ensure adequate exercise and physical activity
- Take children for regular well-child and dental examinations
- Take children for developmental, vision, and hearing screening
- Provide safe home and play environments for children
- Show children how to take care of personal care tasks, and help them when necessary (e.g., brushing teeth, wiping nose)
- Encourage children to show independence in self-care tasks (e.g., dressing, toileting, washing hands, feeding oneself)

**Strategies TEACHERS and CAREGIVERS can use to facilitate children's *PHYSICAL HEALTH AND WELL-BEING*:**

- Ensure safety of children through adherence to state and local regulations
- Provide health education for families and children
- Protect children from abuse and neglect
- Model health and safety practices during regular activities
- Provide time for exercise and physical activity
- Provide instruction in basic health and safety rules (e.g., washing hands, covering mouth when coughing or sneezing, taking care when using sharp objects)
- Encourage children to show independence in self-care tasks (e.g., washing hands, buttoning, fastening zippers, wiping nose)



## EARLY CHILDHOOD INDICATORS OF PROGRESS\*

Children show progress in ***PHYSICAL HEALTH AND WELL-BEING*** when they:

1. Participate in a variety of physical activities to enhance personal health and physical fitness.
2. Follow basic health and safety rules
3. Recognize and eat a variety of nutritious foods
4. Demonstrate increasing independence with basic self-care skills

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- Ensure children's health and safety needs are met and intervene when they are not

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- Provide resources to communities to help meet fine and gross motor development needs of all young children
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**EARLY  
CHILDHOOD  
INDICATORS  
OF PROGRESS:**

***Minnesota's Early Learning Standards***

(b)(6)

***EARLY CHILDHOOD  
INDICATORS OF  
PROGRESS\****

***SOCIAL AND EMOTIONAL  
DEVELOPMENT***

**EMOTIONAL DEVELOPMENT**

1. Demonstrate increasing competency in recognizing and describing own emotions
2. Demonstrate increasing use of words instead of actions to express emotions
3. Begin to understand and respond to others' emotions
4. Begin to show self-regulation to handle emotions appropriately
5. Explore a wide range of emotions in different ways (e.g., through play, art, music, dance)
6. Respond to praise, limits, and correction

**SELF-CONCEPT**

1. Begin to experiment with own potential and show confidence in own abilities
2. Demonstrate increasing self-direction and independence
3. Develop an awareness of self as having certain abilities, characteristics, and preferences
4. Begin to develop awareness, knowledge, and acceptance of own gender and cultural identity

**SOCIAL COMPETENCE  
AND RELATIONSHIPS**

1. Interact easily with one or more children
2. Interact easily with familiar adults
3. Approach others with expectations of positive interactions
4. Begin to participate successfully as a member of a group
5. Use play to explore, practice, and understand social roles and relationships
6. Begin to understand others' rights and privileges
7. Sustain interaction by cooperating, helping, sharing, and expressing interest
8. Seek adult help when needed for emotional support, physical assistance, social interaction, and approval
9. Use words and other constructive strategies to resolve conflicts

## **APPROACHES TO LEARNING**

### **CURIOSITY**

1. Show eagerness and a sense of wonder as a learner
2. Show interest in discovering and learning new things

### **RISK-TAKING**

1. Choose new as well as a variety of familiar activities
2. Use a variety of strategies to solve problems

### **IMAGINATION AND INVENTION**

1. Approach tasks and experiences with flexibility, imagination, and inventiveness
2. Use new ways or novel strategies to solve problems or explore objects
3. Try out various pretend roles in play or with make-believe objects

### **PERSISTENCE**

1. Work at a task despite distractions or interruptions
2. Seek and/or accept help or information when needed
3. Demonstrate ability to complete a task or stay engaged in an experience

### **REFLECTION AND INTERPRETATION**

1. Think about events and experiences and apply this knowledge to new situations
2. Generate ideas, suggestions, and/or make predictions

## **LANGUAGE AND LITERACY DEVELOPMENT**

### **LISTENING**

1. Understand non-verbal and verbal cues
2. Listen with understanding to stories, directions, and conversations
3. Follow directions that involve a two or three-step sequence of actions
4. Listen to and recognize different sounds in rhymes and familiar words

### **SPEAKING**

1. Communicate needs, wants, or thoughts through non-verbal gestures, actions, expressions, and/or words
2. Communicate information using home language and/or English
3. Speak clearly enough to be understood in home language and/or English
4. Use language for a variety of purposes
5. Use increasingly complex and varied vocabulary and language
6. Initiate, ask questions, and respond in conversation with others

### **EMERGENT READING**

1. Initiate stories and respond to stories told or read aloud
2. Represent stories told or read aloud through various media or during play
3. Guess what will happen next in a story using pictures as a guide
4. Retell information from a story
5. Show beginning understanding of concepts about print
6. Recognize and name some letters of the alphabet, especially those in own name
7. Begin to associate sounds with words or letters

### **EMERGENT WRITING**

1. Understand that writing is a way of communicating
2. Use scribbles, shapes, pictures, or dictation to represent thoughts or ideas
3. Engage in writing using letter-like symbols to make letters or words
4. Begin to copy or write own name

## **CREATIVITY AND THE ARTS**

### **CREATING**

1. Use a variety of media and materials for exploration and creative expression
2. Participate in art and music experiences
3. Participate in creative movement, drama, and dance

### **RESPONDING**

1. Show others and/or talk about what they have made or done
2. Show interest and respect for the creative work of self and others

### **EVALUATING**

1. Share experiences, ideas, and thoughts about art and creative expression
2. Share opinions about likes and dislikes in art and creative expression

## **COGNITIVE DEVELOPMENT**

### **MATHEMATICAL AND LOGICAL THINKING**

#### **Number Concepts and Operations**

1. Demonstrate increasing interest in and awareness of numbers and counting
2. Demonstrate understanding of one-to-one correspondence between objects and number
3. Demonstrate ability to count in sequence
4. Demonstrate ability to state the number that comes next up to 9 or 10
5. Demonstrate beginning ability to combine and separate numbers of objects

#### **Patterns and Relationships**

6. Recognize and duplicate simple patterns
7. Sort objects into subgroups by one or two characteristics
8. Order or sequence several objects on the basis of one characteristic

#### **Spatial Relationships/Geometry**

9. Identify and name common shapes
10. Use words that show understanding of order and position of objects

#### **Measurement**

11. Recognize objects can be measured by height, length, weight, and time
12. Make comparisons between at least two groups of objects

## **Mathematical Reasoning**

13. Use simple strategies to solve mathematical problems

## **SCIENTIFIC THINKING AND PROBLEM-SOLVING**

### **Observing**

1. Use senses to explore materials and the environment
2. Identify and/or describe objects by physical characteristics

### **Questioning**

3. Express wonder about the natural world
4. Ask questions and seek answers through active exploration
5. Make predictions about objects and natural events

### **Investigating**

6. Use tools (e.g., magnifying glass, binoculars, maps) for investigation of the environment
7. Make comparisons between objects that have been collected or observed

## **SOCIAL SYSTEMS UNDERSTANDING**

### **Human Relationships**

1. Recognize and appreciate similarities and differences between self and others from diverse backgrounds
2. Understand various family roles, jobs, rules, and relationships
3. Participate in activities to help others in the community

### **Understanding the World**

4. Recognize and describe the roles of workers in the community
5. Share responsibility in taking care of their environment
6. Begin to recall recent and past events
7. Identify characteristics of the places where they live and play within their community
8. Begin to understand the uses of media and technology and how they affect their lives

## **PHYSICAL AND MOTOR DEVELOPMENT**

### **GROSS MOTOR DEVELOPMENT**

1. Develop large muscle control and coordination
2. Develop body strength, balance, flexibility, and stamina
3. Use a variety of equipment for physical development
4. Develop ability to move their body in space with coordination

### **FINE MOTOR DEVELOPMENT**

1. Develop small muscle control and coordination
2. Use eye-hand coordination to perform a variety of tasks
3. Explore and experiment with a variety of tools (e.g., spoons, crayons, paintbrushes, scissors, keyboards)

### **PHYSICAL HEALTH AND WELL-BEING**

1. Participate in a variety of physical activities to enhance personal health and physical fitness
2. Follow basic health and safety rules
3. Recognize and eat a variety of nutritious foods
4. Demonstrate increasing independence with basic self-care skills

*\* These indicators apply to children in the preschool period of ages three to five. They are based on expectations for children approximately four years of age.*

# EARLY CHILDHOOD INDICATORS OF PROGRESS:

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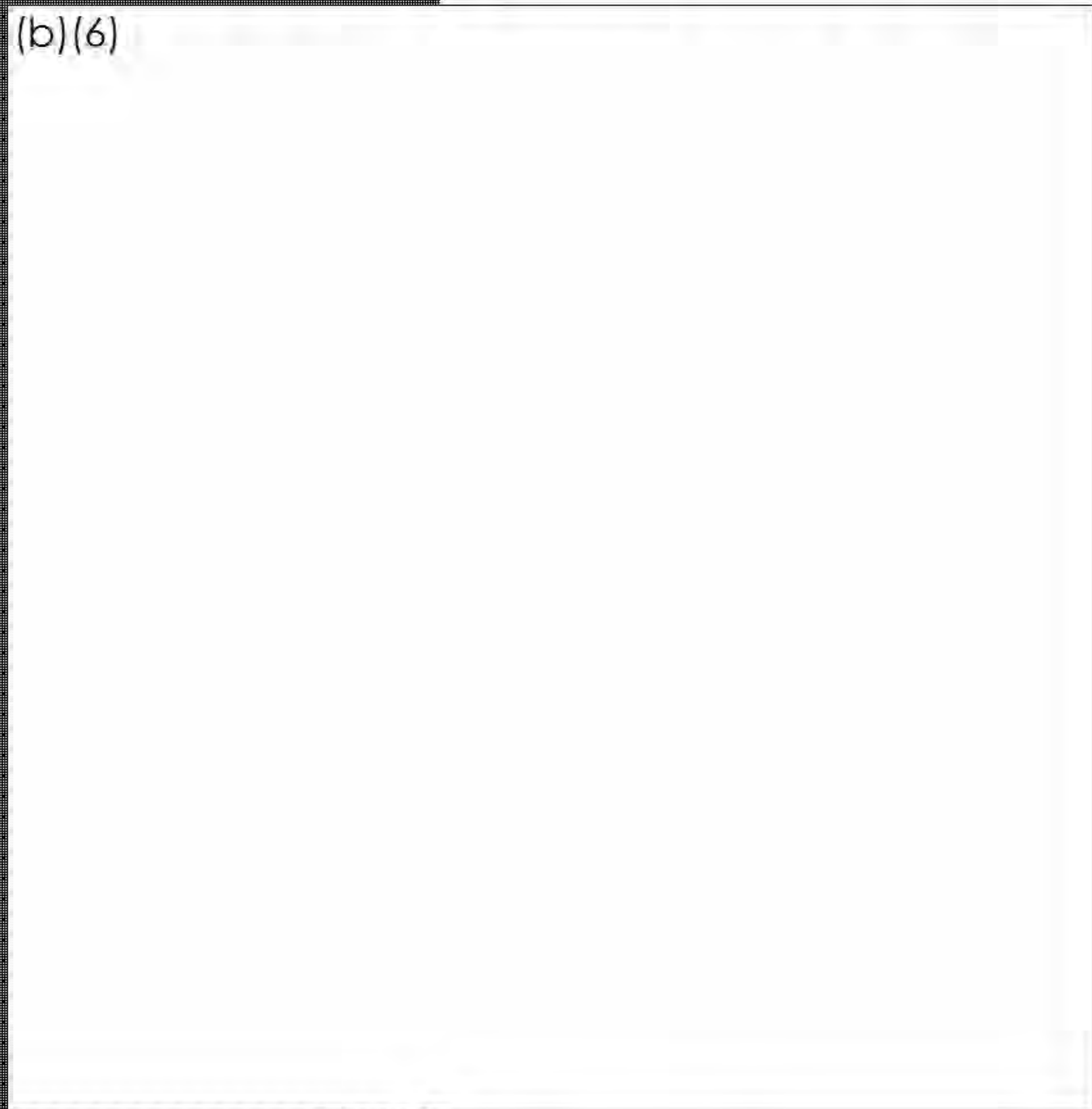
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**EARLY  
CHILDHOOD  
INDICATORS  
OF PROGRESS:**

***Minnesota's Early Learning Standards***

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**For further information, contact  
your local school district or:**

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Minnesota Department of Education**  
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Upon request, this information will be provided in an  
alternate format.



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*Minnesota*  
**Department**  
*of* **Education**



Minnesota Department of **Human Services**

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# Assessment & Training Center

As a result of the calls for accountability and the increasing pressure to integrate assessment more comprehensively into early care and education practices, the Assessment and Training Center (ATC) at the Center for Early Education and Development at the University of Minnesota was established. ATC offers a range of services, including conducting assessments and providing professional development regarding current assessment tools (environmental and child assessment) and the use of assessment data. ATC provides consultation to state agencies regarding early childhood assessment. ATC currently serve as a hub for the environmental quality work occurring in Parent Aware, which includes conducting observations and providing training and consultation to enhance workforce understanding of the tools and their impact on the quality of the learning environment for children.

## ***ATC Projects***

### **Parent Aware**

The purpose of the Parent Aware is to create a quality rating system for child care centers and family child care providers in Minnesota.

### **Parent Aware Evaluation Project (Child Trends)** (archived)

The purpose of the Parent Aware Evaluation project completed by Child Trends, Inc. was to create a quality rating system for child care centers and homes in Minnesota.

### **Identifying Essential Elements of Child Care (IEEoC)** (archived)


The project spanned 13 childcare centers in Hennepin County (the seat county of Minneapolis, MN) tracking the effect of childcare environment and parenting behavior on infant and toddler development in a spectrum of childcare settings, focused on families eligible for subsidized childcare assistance.

## ***ATC Services***

The following list includes services available through CEED's ATC staff.

### **Classroom Assessment Scoring System (CLASS™)**

The CLASS™ examines social-emotional and instructional interactions that contribute to student's social competence and academic achievement.

- [Classroom Observation Services](#) - completed by reliable CEED observers
- Trainings (  [brochure regarding CLASS Trainings](#))
  - [CLASS™ Awareness and Overview Training](#)
  - [CLASS™ Observer Reliability Training](#)
  - [CLASS™ & Coaching: Putting CLASS into Practice Training](#)
- [CLASS™-based Consultation](#)
- [CLASS Learning Modules](#): View (for free or for a fee with certificate) learning modules to assist in understanding CLASS concepts in Minnesota's quality initiatives.
- See [more about CLASS™](#)

### **Environmental Rating Scales (ERS)**

The Environment Rating Scales (ERS) are observational tools used to assess the quality of the environment in early care settings.

- [ERS Observation Services](#)
- [ERS Training](#)
- See [more about ERS](#)

### **ATC Program Staff**

[Amy Susman-Stillman](#), Principal Investigator

[Megan Cox](#), Project Coordinator

[Vicki Hawley](#), Coordinator

[Kerry Gershone](#), Training Coordinator

[Rosemary Frazel](#), QRS Observer, CLASS anchor and trainer

[Mary Beth Settergren](#), QRS Observer

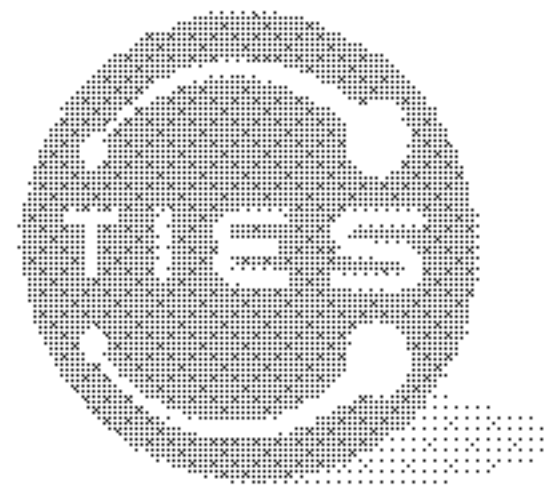
[Kristina Erstad-Sankey](#), QRS Observer



## **TIES Personalized Learning: An Early Warning and Response System for E-12**

The development of information and communication technology, and its potential for the field of education, has grown significantly in recent years (USDE, 2004). This expansion has occurred in a variety of workplace environments, and the education sector has been no exception. One key benefit to this expansion is that technology may help make data-based decision making for students more obtainable for teachers and enhance implementation integrity (Ysseldyke & McLeod, 2007). The need for consistency of data utilization and implementation of needed treatments and interventions is critical. In rural districts, for example, geography makes proximity to resources an issue. Availability of expertise on topics such as dropout prevention may be limited, leaving educators with fewer opportunities for staff development and ongoing coaching from subject-matter experts (Arnold, et al., 2005; McClure & Reeves, 2004; National Center for Education Statistics, 2007).

This hurdle is one that technology can certainly overcome. Through technology, educators can gain more rapid and comprehensive information about effective tools and strategies for supporting students, access dynamic data about the individual students they serve, and help to identify which tools and strategies best meet the needs of these individual students, based on their data (Silbergitt, 2008). Web-based software tools designed to support educators can also provide a form of coaching, by guiding (or “nudging”) the user – not by making decisions for the teacher, for instance, but by providing a restricted range of options that prevent inappropriate decisions from being made (Thaler & Sunstein, 2009).



TIES' Personalized Learning System is a web-based early warning and response system designed to promote successful outcomes for students E-12. The system continually and automatically identifies areas in which students need assistance. Through it, teachers, administrators, parents and students can effectively track and comment online on progress, interventions and response to interventions.

A key component of TIES Personalized Learning is the student profile, a summary of key performance indicators across domains. In early childhood, this can include attendance / participation in early childhood activities, behavior, and scores on measures of academic and socio-emotional development, such as the Individual Growth and Development Indicators (IGDIs) and the Preschool Numeracy Indicators (PNIs). This point-in-time snapshot of each child's current status instantly communicates performance on specific measures using color-coded symbols to draw quick attention to the student's needs. It calculates performance compared to benchmark targets and adjusts dynamically when any element of a child's performance changes relative to these targets. Educators naturally respond to the profiles by asking, "What can I do differently?"

A second critical component is the Personalized Learning Plan. The plan involves parents and educators in establishing goals and activities to achieve those goals, as well as measures of success. Created in response to the needs uncovered in the student profile, the personal plan provides continuity in communicating what worked and what needs a child has, across the gap from early childhood into Kindergarten. Goals, activities, and measurement plans can be shared, so educators and parents can better collaborate and identify effective practices. A



comment log enables educators to collaborate online around a child's learning plan, and to bring parents into this conversation.

The Personalized Learning Plan also offers the opportunity to guide educators toward effective, research-based strategies. The plan includes an online, searchable "bank" of strategies and activities. This bank can be pre-populated with a menu of successful strategies, along with key documentation to ensure fidelity of implementation.

TIES Personalized Learning is currently being used in around 100 districts and charter schools across Minnesota, focused on a K-12 setting, and an early childhood implementation is being piloted this school year in one metro school district and one cooperative of rural districts in Minnesota.

Personalized Learning software was initially implemented K-12 with 10 Minnesota school districts during the 2008-09 school year, and resulted in significant increases in district-wide percentages of students reaching grade level standards on the Minnesota Comprehensive Assessments (statewide achievement test) for both Math and Reading ( $d = .37$ ; Silbergitt, 2010).





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# Statewide School Readiness Report Card

**Wilder Research**  
**January 2011**

The following indicators associated with school readiness make up the report card. The indicators will be reported annually, disaggregated by population characteristics and risk factors.

## **EDUCATIONAL PREPARATION**

1. Children demonstrating readiness at kindergarten entrance (new overall 75% proficiency standard)
2. Children demonstrating proficiency at kindergarten entrance in these three domains: language and literacy, mathematical thinking, and personal and social development (reported independently, based on the Minnesota Kindergarten Readiness Assessment)
3. Children ages 3-5 with disabilities who improve their acquisition and use of knowledge and skills

## **HEALTHY DEVELOPMENT**

4. Minnesota children who are up to date on immunizations by age 3
5. Reported abuse and neglect among children birth to age 5, by age
6. Babies born at healthy birth weight (all births)

## **SUPPORTED FAMILIES**

7. Children under age 6 living in families at various poverty intervals (e.g., 50%, 100%, 185%, 200%)
8. New mothers who report frequent postpartum depressive symptoms
9. Parents who participate regularly in ECFE or Head Start parenting education

## **HEALTH SERVICES AND SYSTEMS**

10. Children birth to age 5, by age, who received all well-child check-ups (including an oral health exam)
11. Births where mother received adequate or better prenatal care

## **EARLY CARE AND EDUCATION SERVICES AND SYSTEMS**

12. 3-year-old children who received an early childhood health and development screening
13. Income-eligible children age 0-2 or 3-4 who participate in Early Head Start, Head Start, or School Readiness (reported separately)
14. Eligible families with children under age 6 who receive child care subsidies
15. Early care and education providers and programs with documented evidence as effective – i.e., incorporating the ECAC's 10 Essential Elements, receiving a high quality rating under a Quality Rating Improvement System (QRIS/Parent Aware), or accredited

## ***Additional context measures***

These context measures provide a picture of the state's early childhood population, the counts of individual served by public early childhood programs, and the public expenditures on programs serving young children and their families.

### **Early childhood population profile**

1. Births to teens by age (number and rate per 1,000)
2. Babies born to mothers by various educational levels
3. Children under 6 by family/household types and employment status of parents
4. Children under 6 by race/ethnicity and nativity (born in US or foreign born)
5. Children under age 6 who live in "severely distressed" localities

### **Public program access and expenditures**

6. Children under age 6 (duplicated) receiving services from Head Start; Early Head Start; School Readiness; Early Intervention (Infant and Toddler Intervention, Part C); Early Childhood Special Education (Part B); Minnesota Family Investment Program (MFIP, TANF); Women, Infants, and Children (WIC); Child Care Assistance (CCAP); Minnesota Health Care Programs (MHCP); Family Home Visiting, out-of-home care, and Early Childhood Family Education (ECFE), by age and as a share of kids under 6
7. Access and Finance Committee's indicators
  - a) Percentage of 3- and 4-year-olds in publicly funded preschool or prekindergarten programs
  - b) Percentage of 3- and 4-year-olds in state-financed preschool or prekindergarten programs
  - c) Percentage of 3- and 4-year-olds in programs identified as relatively high in quality (e.g., NAEYC accredited)
  - d) Total state and federal (public) expenditures per child 0-5
  - e) State expenditure per child 0-5
  - f) Total state and federal (public) expenditures per enrolled child and
  - g) Percentage share of the overall public resources for early childhood programs from birth to 5 contributed by the state

School Readiness Report Card Full Report:

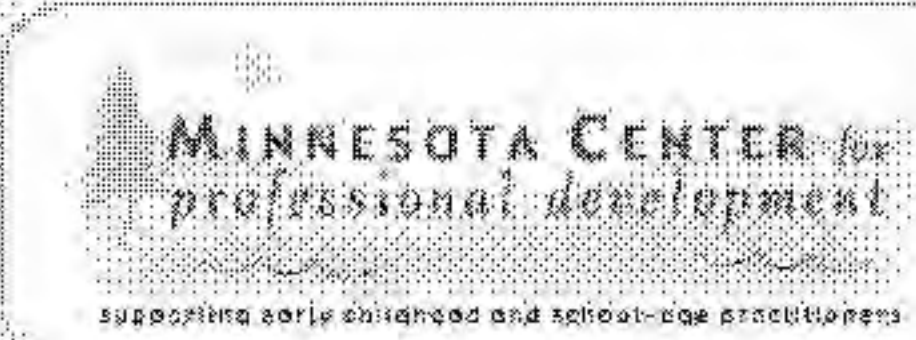
<http://www.wilder.org/download.0.html?report=2416>

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### Annual Renewal

You will need to renew your Registry application once a year. Just update your personal contact information, employment details and ongoing professional development activities. We will update your progress on the Career Lattice.

Visit us on the Web at [www.mncpd.org](http://www.mncpd.org).

Call 651-999-5835 if you have questions.

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Yog tiis xav tau cov xov xwm ua lus Hmoob uas qhia txog tej kev pab tu me nyuam hauv Minnesota, cia li hu pub dawb nyob ntawm (888) 291-9811.

Para información en Español acerca de los servicios de cuidado infantil en Minnesota, llame sin costo al (888) 291-9811.

Si aad u heshid war af Soomaali ah oo ku saabsan adeegyada sil haynta ilmaha ee Minnesota, war la'aan (888) 291-9811.



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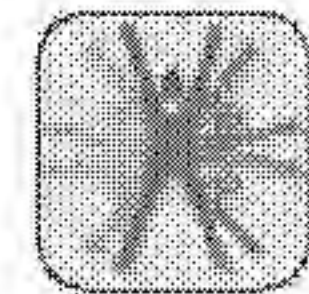
The Registry is proud to partner with the Minnesota Department of Human Services and the Minnesota Child Care Resource & Referral Network. Funding for the Minnesota Center for Professional Development is provided by the Minnesota Department of Human Services.

Are you ready to plan your career? The **Minnesota Center for Professional Development (MNCPD) Registry** is the only Web site you need to find, plan and track your professional development.

## WHAT IS THE REGISTRY?

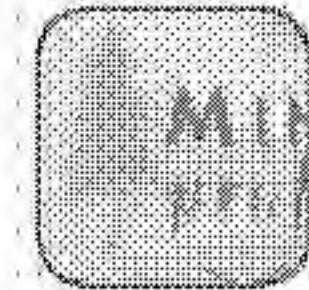
The Minnesota Center for Professional Development Registry is an easy-to-use database that helps you track your education, training and career in one place. You can chart your college courses as well as any professional development training sponsored by your local Minnesota Child Care Resource & Referral (CCR&R) agency or other training sponsor. You can keep track of licensing in-service requirements and match your ongoing professional development to the Minnesota Career Lattice.

### The Minnesota Career Lattice



We know providers begin caring for early childhood and school-age children at different stages of their lives with different levels of training. Some learn on the job, often as interns, while others start after college. The Career Lattice, at [www.mncpd.org](http://www.mncpd.org), can help you find the right starting point for you as you move forward in your career.

### Who Can Participate in the Registry?



If you are over the age of 18, have your high school diploma and work or advocate for children and families, you are welcome to join the Registry. Trainers are especially encouraged to participate. Your professional development, both credit and non-credit based, will match up with a step on the Career Lattice. From there you can plan your education and track your progress.

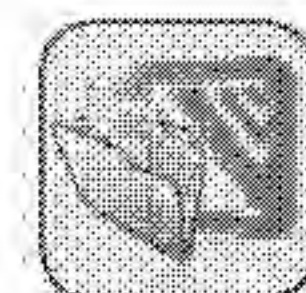
If you have had some college or have finished a degree program, please have your official transcript(s) forwarded to the MNCPPD. If you have completed your degree, please mail copies of training certificates from in-service events for the past two years. If you have not completed your degree, you can send up to five years of training certificates. This will help put you on the highest Career Lattice step possible.

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### TOOLS AVAILABLE TO PRACTITIONERS AND TRAINERS

- |  |   |
|--|---|
| Career Lattice   | Individual Training Needs Assessment (ITNA) |
| Minnesota Center for Professional Development Registry | Professional Development Plan               |
| Learning Record  | Online Resources                            |
| Certificate of Achievement                             | Search Function for Training                |

### Learning Record



The MNCPPD Learning Record gives you a complete printable list of the training you have completed, your educational background and your work history. Two versions are available with how many hours you have taken in each Minnesota Core Competency or by National Child Development Associate Credential (CDA) content area. You can use the records to show perspective employers your training background, your annual in-service for licensors and your own professional accomplishments.

Your information is always confidential. Only combined data will be used for reports showing policy makers of advancements in the field. These reports will help shape how public dollars are spent for child care. They will help close the achievement gap by preparing children to succeed in life and for lifelong learning.



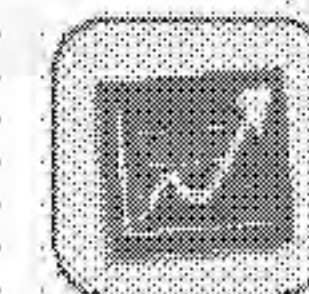
When we have verified and documented your training and employment history, we will give you a Certificate of Achievement that matches your step on the Career Lattice.

### Individual Training Needs Assessment



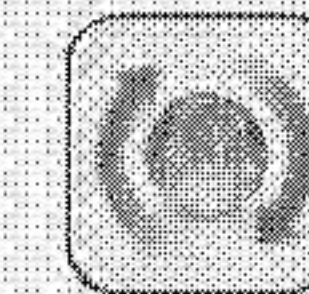
The Individual Training Needs Assessment helps you evaluate your strengths when working with children and their families. Through a series of questions, it guides you through the content areas of the core competencies and directs you to any courses or training events that will enhance your work.

### Professional Development Plan



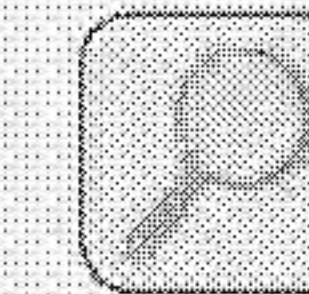
The Professional Development Plan helps you set realistic goals and measure your success as you move your career forward. You can plan courses for your CDA, Minnesota Child Care Credential or an Early Childhood degree. You can arrange for credit and non-credit professional development. This is an excellent tool to share with your peers and supervisors so they can see you have specific goals to support your ongoing professional development.

### Online Resources for Professional Growth



The MNCPPD offers many resources to help you create your Professional Development Plan. You can find financial aid supports, alternative pathways to reach your goals, information regarding both credit and non-credit based learning and suggestions for turning your prior learning into college credits. You can also learn more about the new Minnesota Child Care Credential being introduced in January of 2011.

### Search Function for Training Events



Like other professions, care for early childhood and school-age children requires ongoing learning, as research and best practices are growing rapidly. We approve training that meets quality standards, has measurable outcomes and is research-based. Trainers must demonstrate their skills and experience to present training in a way that meets our high standards.

Through the Registry's search function, you can easily look for training events, conferences and web-based training that will apply to your Professional Development Plan. You can search by title, core competency area and level, CDA content area, location or date. Our event search includes all training events offered through the Child Care Resource & Referral agencies throughout the state. Your attendance will be automatically tracked from [MNStreams.org](http://MNStreams.org), the CCR&R training Web site, to your MNCPPD Learning Record. Use other resources on the MNCPPD Web site to link to college or university-based credits in early childhood education and school-age care.

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For more information visit [www.mncpd.org](http://www.mncpd.org) or call 651-999-5835.

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# Minnesota Core Competencies

First Edition, September 2004

for Early Childhood Education  
and Care Practitioners  
who work with children  
birth through age eight  
and their families

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# Welcome!

Welcome to the first edition of the Core Competencies for Early Education and Care Practitioners in Minnesota. They are the result of years of extensive work of many dedicated individuals from across the field of early childhood education and care in this and other states. The core competencies are divided into eight content areas. Each of the eight areas contains five levels that range from the skills and knowledge of a beginning practitioner to the more advanced skills and knowledge possessed by a professional with a master's degree.

The core competencies are designed to serve as a guide for improving your work with children and families. The competencies are worded so they can be measured or demonstrated. You may also find the core competencies contain new ideas or provide a new way of reflecting on your teaching. This publication is designed to be a practical and living document, and we hope you will enjoy using it. We also hope you will contribute to the ongoing refinement of core competencies for early education and care practitioners in our state. In this way you will be ultimately contributing to the healthy growth and development of infants, toddlers, and young children throughout Minnesota.

## Acknowledgements:

The Minnesota Core Competencies for Early Childhood Education and Care Practitioners is a project of the Minnesota Association for the Education of Young Children (MnAEYC) in collaboration with the Minnesota Professional Development Council.

**Karen Kurz-Riemer is the Editor.**

The Core Competencies document has been made possible by grants from the Minnesota Department of Human Services (DHS), the McKnight Foundation, and the Midwest Association for the Education of Young Children.

## Sources:

- ▲ *Core Competencies for Early Care and Education Professionals in Kansas and Missouri, Summer 2000*
- ▲ *Common Core Content and Areas of Specialization for Personnel Preparation in Early Care, Education and Family Support in New Mexico, May 2002*
- ▲ *Competencies for the Various Levels of the Child Development Permit, Pacific Oaks College, California, 1999 Revised Edition*
- ▲ *Leading the Nation: The Minnesota System of Early Childhood Professional Development, January 1997*
- ▲ *Minnesota Early Childhood and School-Age Practitioner Core Competencies, Level III Practitioner, February 2001*
- ▲ *Minnesota Early Childhood Indicators of Progress: A Resource Guide, 2000*
- ▲ *The Work Sampling System Preschool - 4 Developmental Guidelines, 4th Edition*

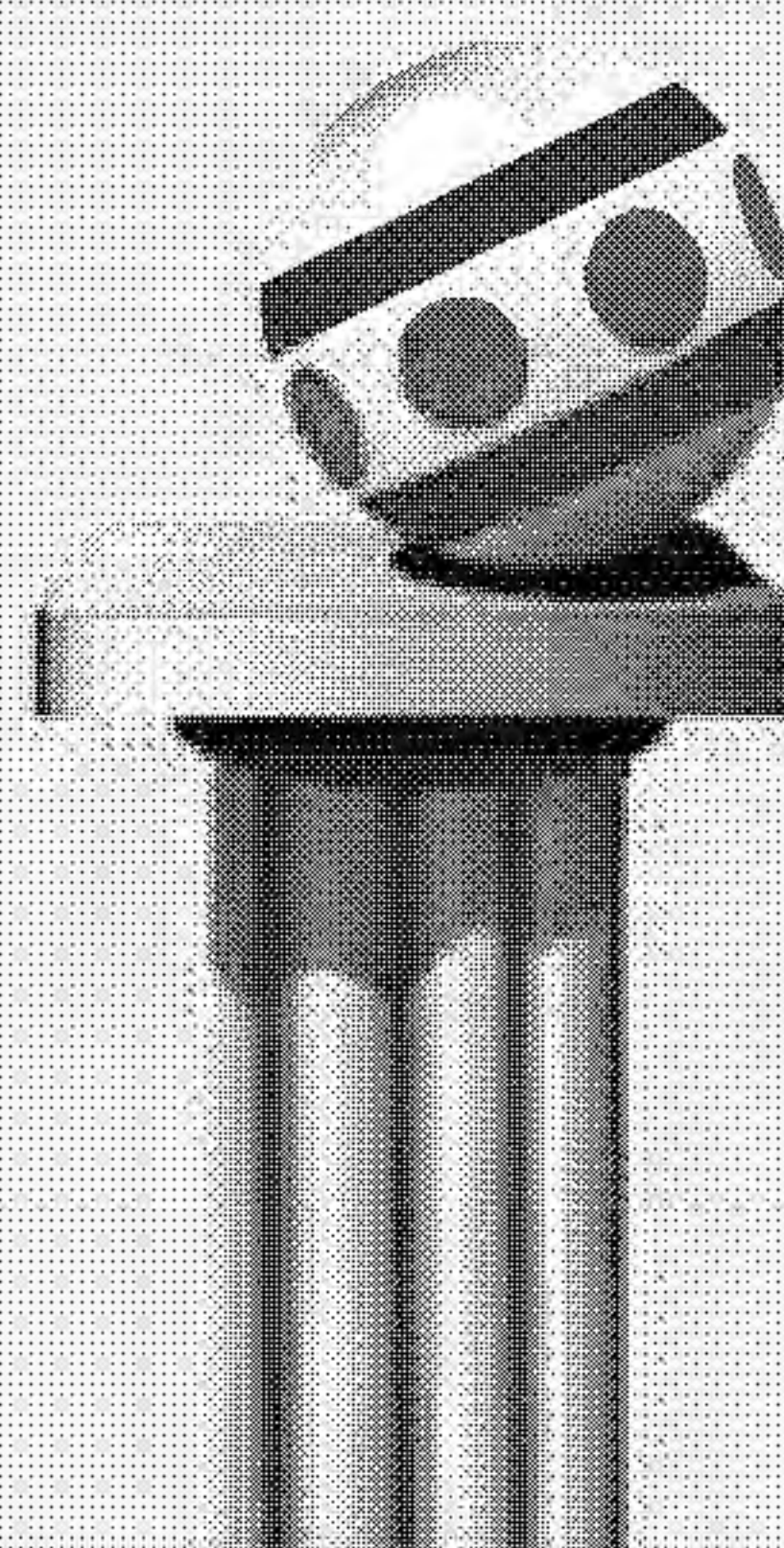
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## For additional copies:

To request copies of the Minnesota Core Competencies for Early Childhood Education and Care Practitioners, please contact:

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## Reasons why core competencies are critical to the early childhood field

- ▲ Core competencies define what practitioners need to know and be able to do to provide quality education and care.
- ▲ Core competencies serve as the foundation for decisions and practices carried out by practitioners in all early childhood education and care settings and programs.
- ▲ Core competencies provide guidelines for education and training programs in meeting the needs of practitioners in the field.
- ▲ Core competencies serve as a means for incorporating new research findings and knowledge into practice in early childhood education and care.
- ▲ Core competencies establish a set of standards for early childhood education and care that promote recognition of the significance and professional nature of this field.

## Different ways core competencies may be used

### Providers, Practitioners, Teachers

- ▲ Self-assess level of knowledge and skill in each of the eight content areas
- ▲ Self-identify specific areas for future professional development (e.g., education, training)

### Directors, Program Administrators

- ▲ Create job descriptions and performance review instruments
- ▲ Specify education and training requirements for staff positions
- ▲ Develop staff education and training plans and policies
- ▲ Establish a salary scale based on levels of competency achieved by employees

### Trainers, Training Organizations

- ▲ Plan and organize training and education to meet specific and consistent competencies
- ▲ Promote training and education opportunities that meet specific and consistent competencies

### Higher Education Faculty, Staff, and Administrators

- ▲ Coordinate and design course content to facilitate transfer and articulation agreements
- ▲ Assess current program content to determine course development and modification

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### Federal, State, and Local Agencies

- ▲ Develop and implement policies that will enhance professionalism in the field
- ▲ Link core competencies to efforts to support the success of each child in school
- ▲ Use core competencies as one tool to assess the quality of the early childhood education and care system
- ▲ Promote use of core competencies across programs, agencies, and higher education institutions

### Professional Development Efforts (e.g., Minnesota Professional Development Council)

- Create the framework for a career development system that
- ▲ enables practitioners to plan and implement career development in early childhood education and care
  - ▲ provides access to competency-based education and training
  - ▲ strengthens professionalism and quality of early childhood education and care
  - ▲ promotes compensation commensurate with education and training



# Introduction

## Core Content Areas

The areas of competency address the development and learning of the “whole” practitioner and correspond with traditional curricular areas in early childhood education and care. Each content area describes the knowledge and skills practitioners need in order to work with children birth through age eight and their families. The core competencies are applicable in a wide variety of settings and programs, including child care, family child care, school readiness and preschool, early childhood family education, Head Start, early childhood special education, school age child care, and others. The core competencies recognize the primary and central role of families in the growth and development of children and the strong influence of culture on all areas of practice in early childhood education and care.

- I. **Child Growth and Development:** understand how children acquire language and develop physically, cognitively, emotionally, and socially.
- II. **Learning Environment and Curriculum:** establish an environment that provides learning experiences to meet each child’s needs, capabilities, and interests.
- III. **Assessment and Planning for Individual Needs:** observe and assess what children know and can do in order to provide curriculum and instruction that addresses their developmental and learning needs.
- IV. **Interactions with Children:** establish supportive relationships with children and guide them as individuals and as part of a group.
- V. **Families and Communities:** work collaboratively with families and agencies/organizations to meet children’s needs and to encourage the community’s involvement with early childhood education and care.
- VI. **Health, Safety, and Nutrition:** establish and maintain an environment that ensures children’s health, safety, and nourishment.
- VII. **Program Planning and Evaluation:** establish, implement, evaluate, and enhance operation of an early childhood education and care program
- VIII. **Professional Development and Leadership:** serve children and families in a professional manner and participate in the community as a representative of early childhood education and care.

## Levels of Competency

The levels of competency establish a continuum from the preliminary skills necessary to enter the field to an advanced level of academic preparation and varied experience.

Practitioners progress from one level to another through a combination of formal study and reflection on practice.

Depending on the practitioner’s role, setting, or experience, she or he may have skills at varying levels in the different core content areas.

The five levels are intended to be cumulative. For example, a practitioner working at Level 3 has knowledge and skills to meet the competencies at Levels 1, 2, and 3. At all levels, adults who educate and care for young children continue their participation in professional development activities and advance their knowledge and skills within each of the core content areas.

**Level 1** includes the knowledge and skills expected of a practitioner new to the early education and care field, with minimal specialized training or education.

**Level 2** includes the knowledge and skills of Level 1 plus knowledge and skills commensurate with a Child Development Associate credential, a certificate or diploma in child development, or equivalent training, education, and relevant experience.

**Level 3** includes the knowledge and skills of Levels 1 and 2 plus knowledge and skills commensurate with an associate’s degree in early childhood education or child development, or equivalent training, education, and relevant experience.

**Level 4** includes the knowledge and skills of Levels 1, 2, and 3 plus knowledge and skills commensurate with a bachelor’s degree in early childhood education or child development and experience working with young children.

**Level 5** includes the knowledge and skills of Levels 1, 2, 3, and 4 plus knowledge and skills commensurate with an advanced degree in early childhood education or child development and extensive experience working with young children.

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# Child Growth and Development

## Content Area I:

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- a. Recognizes children learn through play.
- b. Recognizes individual personalities and temperaments of children.
- c. Accepts cultural and linguistic variations and the effects those variations may have on behavior and development.
- d. Accepts special needs variations and the effects those variations may have on behavior and development.
- e. Addresses the individual needs of children.
- f. Understands the need to help each child feel accepted in the group.
- g. Helps children learn to communicate and get along with others.
- h. Encourages feelings of empathy and mutual respect among children and adults.

- a. Identifies basic physical, social, emotional, cognitive, and language developmental milestones of children.
- b. Recognizes individual children's personalities and variations in development and their effects on children's needs in the program.
- c. Matches activities and teaching strategies to children's variable needs.
- d. Understands the value of children's constructive errors and does not limit exploration, experimentation, and creativity for the sake of ensuring "right" answers or standardized products.
- e. Recognizes variations in ability and development that may indicate a need for special attention.

- a. Understands that culture and family have a critical impact on children's development and that children are best understood in the contexts of family, culture, and society.
- b. Uses a variety of strategies to encourage children's physical, social, emotional, cognitive, and language development.
- c. Identifies and describes age-typical physical, social, emotional, cognitive, and language characteristics of children.
- d. Demonstrates knowledge of the inter-relatedness of

children's physical, language, literacy, cognitive, personal/social, and creative development.

- e. Employs teaching practices inclusive of children with variations in learning styles, cultural perspectives, ability, and special needs.
- f. Demonstrates understanding of protective factors, resilience, the development of mental health, and the importance of supportive relationships with adults and peers.
- g. Demonstrates understanding of the developmental consequences of stress and trauma related to loss, neglect, and abuse.

- a. Understands and applies current child development theory, information, and practice.
- b. Explains how developmental variations and family culture, language, and environment influence a child's growth and development.
- c. Describes individual children relative to developmental characteristics typical of their age.
- d. Understands and describes various personality and learning styles of children.
- e. Identifies and uses appropriate resources and services for children with risk factors, delays, or disabilities.
- f. Shares information with families about general principles of child growth and development.

- a. Integrates information on growth, development, and learning patterns of individuals and groups and applies to work with children, families, and staff.
- b. Understands and articulates the significance of family-child attachments and family dynamics for development and learning.
- c. Applies knowledge of cultural and linguistic diversity and the significance of socio-cultural and political contexts for development and learning.
- d. Promotes and communicates information about promising practices, issues, and research relevant to child growth and development.
- e. Understands and articulates a systems perspective on issues of mental health, the effects of stress on development, and child support and protection.
- f. Analyzes current research and suggests additional topics to researchers as needed.
- g. Is aware of current and future trends in education and the larger society and the implications for children's development.

## A. Creating the Learning Environment and General Curriculum

- a. Follows a daily routine.
  - b. Gives children choices.
  - c. Supports and encourages children's participation in a variety of activities.
- 
- a. Maintains and monitors flexible daily routine.
  - b. Participates in providing an interesting and safe environment that encourages play, exploration, and learning.
  - c. Encourages children's learning through play.
  - d. Arranges effective and appropriate learning centers.
  - e. Selects materials appropriate to the developmental levels of individual children.
  - f. Engages children actively, not passively, in the learning process.
  - g. Gives children opportunities to make meaningful choices.
  - h. Begins to assist in planning learning activities and lessons.
  - i. Shares children's general progress and achievements with families.
- 
- a. Provides an environment that facilitates the development of a sense of trust in infants and a sense of autonomy in toddlers.
  - b. Provides an environment that supports children's physiological needs for activity, sensory stimulation, fresh air, rest, hygiene, elimination, and nourishment.
  - c. Creates environments and experiences that respect and affirm cultural and linguistic diversity.
  - d. Creates environments and experiences that respect and affirm children's ties to their families.
  - e. Adapts curriculum to meet individual needs of children.
  - f. Understands and implements principles for designing curriculum goals in response to developmental characteristics of children.
  - g. Provides and uses materials that demonstrate acceptance of all children's gender, family, race, language, culture, and special needs.
  - h. Designs and offers learning opportunities that reflect a wide variety of cultures, including those represented in the program's community.
- i. Uses a variety of instructional strategies to encourage children's development of critical thinking, problem solving, and competence.
  - j. Revisits learning activities with children so they can reflect and build on previous interests.
  - k. Encourages and offers simple parent-child learning activities for use at home.
- 
- l. Maintains ongoing communication with families about children's education and care.
- 
- a. Uses space, materials, relationships, activities, and routines to provide an interesting and safe environment that encourages play, exploration, and learning.
  - b. Designs, creates, and maintains a predictable, yet flexible environment that reflects the backgrounds and experiences the children bring to the program.
  - c. Plans, implements, and adapts an environment that is balanced between active and quiet, child-directed and adult-directed, individual and group, indoor and outdoor activities.
  - d. Plans activities and provides materials appropriate to the developmental levels of all children served.
  - e. Plans, implements, and adapts an integrated curriculum that includes literacy, language arts, math, science, social studies, health, safety, nutrition, art, music, drama, and movement.
  - f. Takes advantage of opportunities to modify curriculum to build on children's interests.
  - g. Demonstrates developmentally appropriate use of media and technology with young children (including English language learners).
  - h. Uses appropriate assistive technology for children with disabilities.
  - i. Uses and explains the rationale for developmentally appropriate teaching methods that include play, small group projects, open-ended questioning, group discussion, problem solving, cooperative learning, and inquiry experiences.
  - j. Understands and applies the major theories of teaching and learning and uses a variety of teaching strategies to correspond to multiple learning styles and linguistic abilities.
  - k. Involves families in ongoing learning activities with children at home and school.
-

# Learning Environment and Curriculum

## Content Area II:

- a. Plans, evaluates, and modifies curriculum to engage children in problem solving and active learning.
- b. Teaches others how to design curriculum.
- c. Develops strategies that support families' and children's roles in planning curriculum.
- d. Analyzes and applies current theory and research on promoting children's learning.
- e. Recognizes and articulates the family's role as first educator of the child.
- f. Works collaboratively with community resources and agencies to communicate information on early childhood education.

### B. Promoting Physical Development

- a. Actively participates in children's activities.
  - b. Interacts appropriately with children during physical activities.
  - c. Spends time with children in "floor time" activities.
- 
- a. Acknowledges and supports children's need to move and be active.
  - b. Introduces sensory experiences to children (explorations of texture, color, sound, size, shape, smell, taste, weight, etc.).
  - c. Uses a variety of equipment, activities, and opportunities to promote the physical development of children.
- 
- a. Provides space and equipment for formal and informal large motor activities that are fun and challenging.
  - b. Provides safe structures and experiences for infants and toddlers to move and explore the environment, with special attention to their current developmental challenges, such as crawling, standing, walking, climbing, pushing, and pulling.
  - c. Provides safe structures and experiences for young children to move and explore the environment, with special attention to their current developmental challenges, such as running, jumping, hopping, throwing, and catching.
  - d. Provides adequate time and appropriate materials for small motor development (e.g., drawing, assembling puzzles, stringing beads, writing, etc.).
  - e. Uses music, dance, and movement with children informally and frequently.
  - f. Understands and implements frequent opportunities for movement and physical exercise as a way to reduce or prevent many of children's health and behavioral issues.

- a. Includes movement as a teaching strategy for a variety of skills (e.g., jump four times to teach the quantity of four).
  - b. Plans activities that integrate physical development with the arts and all curriculum areas.
  - c. Plans indoor and outdoor activities for both large and small motor skills.
  - d. Adapts activities for children with special needs.
  - e. Works with families to encourage and reinforce parent-child activities that involve physical activity and movement, both inside and outdoors, and in natural settings and parks when possible.
- 
- a. Explains how physical development and other areas of development interrelate.
  - b. Understands and articulates concepts of sensory integration.
  - c. Uses knowledge of kinesthetic learning styles when teaching others.

### C. Promoting Language Development and Literacy

- a. Listens and responds to children's verbal and non-verbal attempts to communicate.
- b. Encourages children to ask questions and actively listens to their responses.
- c. Talks with children and stimulates conversation among children.
- d. Demonstrates realistic expectations for children's understanding and use of speech.
- e. Responds to children's communication in home language.
- f. Shares books with children, re-reads favorite stories, and models reading behaviors.
- g. Asks children questions about stories read and told together.
- h. Encourages children to predict what will happen next in a story.
- i. Plays word and rhyming games.
- j. Models appropriate handling and selection of books.

(b)(6)

## Content Area II:

# Learning Environment and Curriculum

- a. Asks children relevant open-ended questions.
  - b. Encourages play and acts as adult facilitator or partner in play.
  - c. Encourages and supports children's verbal and nonverbal communication with others.
  - d. Uses conversations to enrich and expand vocabulary.
  - e. Provides clear verbal and pictorial instructions that help children move from simple directions to a more complex sequence of directions.
  - f. Encourages understanding of the relationship between spoken and printed words.
  - g. Provides opportunities for children to chant familiar rhymes and experiment with beginning word sounds.
  - h. Points out the names of things, signs, labels, etc. in learning environments.
  - i. Talks about the meaning of words and writes down dictation of children.
  - j. Encourages children to recognize own name in print and to practice writing letters of their name.
  - k. Provides opportunities for children to draw and print using markers, crayons, etc. on a variety of surfaces.
  - l. Uses a variety of music and sings frequently with children.
  - m. Understands and implements the importance of reading out loud daily with children.
  - n. Shares children's progress and achievements in language development and literacy with families.
- 
- a. Responds to preverbal and English language learner children's behaviors with understanding of their possible meanings, e.g., tries to comfort children and find causes for and solutions to their problems.
  - b. Responds to preverbal and English language learner children's attempts at language by extending their words without correcting them (e.g., when the child says "doggy," say "Yes, the little black dog is wagging his tail;" when the child says "big truck," say "Yes, here comes a big grey truck with a stripe on its side").
  - c. Applies a variety of infant and toddler teaching techniques, e.g., prompting, turn-taking, elaborating, using puppets to communicate and elicit language, and facilitating self-directed learning.
  - d. Uses concrete experiences and play to enhance and extend young children's language development and emerging literacy.
  - e. Builds on children's interests to introduce new vocabulary and ideas.
  - f. Helps children learn about beginning concepts of literacy (e.g., print conveys a story; print is read from top to bottom; books have sequences such as beginning, middle, and end).
  - g. Provides writing materials and models of writing throughout the learning environment.
  - h. Encourages and offers simple parent-child language and literacy activities.
- 
- a. Communicates with children and families using home language with interpreters when necessary.
  - b. Talks about a variety of topics and uses language to ask questions, give answers, make statements, share ideas, or use pretend, fantasy, or word play.
  - c. Uses a variety of songs, books, stories, and games from many cultures.
  - d. Facilitates language development by respectfully expanding, extending, and elaborating upon children's communication attempts.
  - e. Recognizes and responds to the general warning signs of communication/language delays or disorders for children of various ages, making referrals as needed.
  - f. Provides materials such as puppets, flannel board sets, and other props to act out and tell stories.
  - g. Provides many types of children's books, references, pictures, and posters in the environment.
  - h. Immerses children in a print-rich environment including languages represented in the community and facilitates the relationship between spoken and printed words.
  - i. Promotes literacy-related play activities that encourage children's attempts at writing and storytelling.
  - j. Offers ongoing information to family and community members on simple ways to promote language development and early literacy at home.
  - k. Responds to language differences and literacy abilities of families in printed materials sent home with children.
- (b)(6)

- a. Analyzes and applies current theory and research on promoting language acquisition and early literacy.
- b. Designs curriculum consistent with current theories of language use and language acquisition, including English as a second language.
- c. Informs families and others about the importance of adult-child and child-child interactions in children's English and home language development.
- d. Develops family and community awareness about importance of reading to young children.
- e. Works cooperatively with local public libraries to sponsor events such as book fairs and story hours that encourage children and families to use the library and to read and tell stories together.

## D. Promoting Cognitive Development

### Mathematics

- a. Encourages children to explore, group, and order objects and materials in the environment.
- b. Provides opportunities for conversation using everyday words to indicate space, location, shape, and size of objects.

### Mathematics

- a. Discusses the sequence of daily and special family or community events.
- b. Provides opportunities to develop an understanding of space (e.g., filling and emptying, building, observing from different viewpoints).
- c. Shares children's progress and achievements in mathematics learning with families.

### Mathematics

- a. Provides opportunities for children to use simple strategies to solve mathematical problems.
- b. Encourages beginning understanding of number and quantity (e.g., counting footsteps, jumps, or repetitions of exercises; commenting there are more girls than boys at the table).
- c. Facilitates children's recognition and description of shapes (e.g., identifying a triangle and counting its sides; identifying and labeling shapes found in the environment).
- d. Encourages children's interest in measuring activities (e.g., measuring the length of a block road or height of a block tower; noting that they can fill a large bowl in the sand table with three small cups of sand).

- e. Provides sensory experiences that encourage children to practice changes in structure, shape, and size of substances (e.g., building structures with blocks or Lego toys).
- f. Encourages and offers simple parent-child activities with number and quantity.

### Mathematics

- a. Provides opportunities for children to sort objects into subgroups that vary by one or two attributes (e.g., sorting markers from crayons; sorting buttons and pegs into egg cartons; sorting pattern blocks according to shape and color).
- b. Provides opportunities for children to recognize simple patterns and duplicate them (e.g., copying a sound pattern of two claps and a pause, then one clap and a pause; stringing beads in a repeating pattern according to color, shape, or size).
- c. Facilitates children's understanding and use of several positional words (e.g., putting a block *on top of* or *underneath* another block; going *in front of* or *behind* another child; standing *inside* or *outside* of a playhouse).
- d. Provides opportunities for children to order, compare, and describe objects according to a single attribute (e.g., figuring out who of two children has the smaller piece of sandwich; arranging three blocks from shortest to longest).

### Mathematics

- a. Analyzes, evaluates, and applies current research and theory and research on mathematics teaching and learning.
- b. Includes emphasis on practical strategies for mathematics teaching and learning in staff development programs.

### Science

- a. Takes walks in the neighborhood or community to observe natural objects and events.
- b. Discusses objects and events that have been observed indoors and outdoors.

### Science

- a. Encourages children to ask questions and find answers through active exploration of materials in the environment.
- b. Actively participates in sand and water play with children.
- c. Shares children's progress and achievements in science learning with families.

# Content Area II:

# Learning Environment and Curriculum

## Science

- a. Observes nature and natural phenomena and makes predictions about natural events (e.g., growing seeds, caring for animals, charting weather).
- b. Asks questions to facilitate children's reflection on what they are learning (e.g., why a snowball melts into water when inside a warm room; why some objects float and others sink).
- c. Provides more information to extend areas of children's observations and interest (e.g., pictures and discussion of animals who hibernate in the winter or who live in the ocean).
- d. Models and discusses importance of reusing and recycling and caring for the environment.
- e. Provides materials and experiences that encourage curiosity and promote a sense of wonder in children.
- f. Encourages and offers simple parent-child science activities.

## Science

- a. Plans activities and provides materials for a variety of sensory experiences (e.g., focusing on sight, smell, hearing, taste, and/or touch).
- b. Creates simple charts and graphs to document information observed in science activities.
- c. Provides opportunities for enhancing the ability to observe, see, and perceive and to pay attention to natural phenomena.
- d. Arranges field trips to nature centers, parks, and farms, with related preparation for and reflection on the experience.

## Science

- a. Arranges opportunities for children and families to work on community projects such as community gardens or picking up litter in park areas.
- b. Includes approaches to scientific thinking and problem solving in staff development programs.

## Social Studies

- a. Talks about jobs people do in the family and community.
- a. Discusses program roles, jobs, and rules.

## Social Studies

- a. Encourages children to describe and appreciate their own characteristics and those of others.
- b. Discusses family and community member roles, jobs, and rules.

## Social Studies

- a. Supports children's understanding of recent and past events.
- b. Creates maps of the school, local area, or neighborhood.
- c. Incorporates photos, art, music, food, clothing, etc. from a wide variety of cultures into the curriculum.
- d. Acknowledges and discusses differences in family and community member roles, jobs, and rules in various cultures.

## Social Studies

- a. Involves children in service and social action projects.
- b. Explores and talks about land, water, and other features in the community.
- c. Invites workers and community leaders to come to the program and talk about their work.
- d. Invites parents and family members to come to the program and talk about their interests, culture, and country of origin.
- e. Encourages children to see themselves as part of a larger community.
- f. Discusses appropriate use of technology (e.g., television, videos, DVDs, computers, etc.) with children and families.
- g. Facilitates children and families learning to become critical and thoughtful users of technology.

## Social Studies

- a. Encourages community leaders and members to become involved with early childhood programs.
- b. Includes peaceful conflict management and problem solving strategies in staff development programs.

(b)(6)

# Learning Environment and Curriculum

## Content Area II:

### E. Promoting Personal and Social Development

- a. Engages in everyday conversation with infants, toddlers, and young children.
  - b. Treats children as individuals with their own strengths and needs.
  - c. Recognizes that periods of stress, separation, and transition may affect children's personal and social development.
  - d. Shares children's excitement in discoveries, exploration, and manipulation of items in the environment.
- 
- a. Affirms children's worth and growing identity as individuals.
  - b. Works to ensure continuity of care, especially for infants and toddlers (e.g., each infant is assigned and learns to identify a primary caregiver).
  - c. Shows respectful and matter-of-fact attitude when diapering, undressing, feeding, and nurturing (e.g., instead of using words like stinky, dirty, or messy, say "Let's get you a fresh diaper" or "We need to wash your hands now").
  - d. Handles children gently and goes as slowly as circumstances permit during diapering, dressing, feeding, or putting children down for sleep.
  - e. Avoids talking about children to other staff as though children are not present or can't hear (e.g., does not say "Elena's being naughty – can you deal with her so I can feed Ben?").
  - f. Helps children learn to communicate and get along with others.
  - g. Models recognizing, naming, and expressing feelings.
  - h. Models and encourages feelings of empathy and mutual respect among children and adults.
  - i. Helps children through periods of stress, separation, and transition.
  - j. Helps children feel valued as members of the group.
  - k. Emphasizes cooperation in games and activities and provides many opportunities for cooperative play.
  - l. Intervenes when necessary to help children develop socially.
  - m. Is sensitive to varying cultural values and expectations about the child as a member of a family and an ethnic or social group.
  - n. Models curiosity and information seeking.
  - o. Supports children's sustained efforts at activities and problem solving.
  - p. Tells infants, toddlers, and young children what will happen next (e.g., I'm going to change your diaper now;
- in a little while we're going to clean up our toys; it's almost time to clean up our toys; let's pick up our toys now).
- q. Shows support for and acceptance of individual children and their families.
- 
- a. Works to create a community in the program or home setting and encourages children to include others who may be isolated.
  - b. Guides children in understanding and expressing their feelings and those of others.
  - c. Guides children in asserting themselves in positive ways and helping others.
  - d. Helps children learn and practice empathy and respect for the feelings and rights of others.
  - e. Encourages shy or quiet children to interact with others while respecting their personality style and temperament.
  - f. Learns the individual eating and sleeping rhythms of infants and toddlers and their preferences for comforting and approaching new people and experiences.
  - g. When possible, offers toddlers and young children two acceptable choices to promote autonomy and reduce oppositional behavior.
  - h. Develops positive relations with families and recognizes the child is an integral part and extension of the family.

(b)(6)



## Content Area II:

# Learning Environment and Curriculum

- a. Provides physical environments, schedules, and routines that promote self-control and self-regulation.
- b. Designs and provides a curriculum that emphasizes and enhances development of social skills, relationships, and friendships.
- c. Guides children through problem solving and conflict resolution interactions.
- d. Serves as a steady and reliable listener and supporter for each child as a loveable person, even when his/her behavior seems to push others away.
- e. Creates environments that offer an appropriate amount of stimulation and opportunities to choose new as well as familiar activities.
- f. Provides sufficient time for children to engage in sustained activities.
- g. Provides an environment of psychological safety where children are encouraged to experiment without fear of making mistakes.
- h. Recognizes atypical personal and social development and initiates appropriate referral strategies.
- i. Works to support and reinforce families for their primary role in children's personal and social development.

- a. Analyzes and applies current theory on attachment and promoting social development.
- b. Identifies and communicates to others specific strategies for interacting with children with challenging behaviors.
- c. Communicates to others the process for developing curriculum that promotes social and emotional development and positive approaches to learning.

## F. Promoting Creativity and the Arts

- a. Values the process of creating as more important than the end product.
- b. Encourages individual creative expression.
- c. Accepts cultural differences that may affect children's ways of expressing themselves creatively.
- d. Provides opportunities for children to use a variety of media for creative activities.

- a. Encourages and supports children's use of unstructured materials such as water, clay, paints, and blocks.
- b. Encourages children to express their creative abilities through language, music, dramatic play, and art.

- c. Describes, discusses, and accepts the process as well as the product of children's creative activities.

- a. Ensures that all children have access to opportunities that allow for individual creative expression.
- b. Supports development and acceptance of personal preferences by giving children choices and supporting discussions of likes and dislikes.
- c. Shows respect for creative expression through appropriate documentation and display of children's work.
- d. Uses art, music, and dramatic play as a springboard for language and conversation.

- a. Provides time, materials, and space to explore and experiment with creative expression in multiple media (e.g., problem solving, visual arts, construction, music, movement, drama).
- b. Exposes children to and helps develop their appreciation for creative and aesthetic experiences in their community.
- c. Encourages awareness and appreciation of the arts and creative expression from a variety of cultures.
- d. Challenges children to extend their creative thinking and problem solving by asking open-ended questions.

- a. Using specific examples, explains how children represent their thoughts, feelings, and ideas through creative outlets.
- b. Informs families about the importance of individual creative expression.
- c. Encourages and integrates creative expression throughout the curriculum.
- d. Communicates to others the process for developing curriculum that promotes creative expression.

(b)(6)

# Assessment and Planning for Individual Needs

## Content Area III:

- a. Understands that each child develops at his/her own rate.
  - b. Assists with collection of information about each child's development.
  - c. Raises concerns about children's development to supervisors.
  - d. Maintains confidentiality between the program and families regarding each child's observation and assessment.
  - e. Is aware of the signs of emotional distress, child abuse, and neglect and complies with mandated reporting procedures for child abuse and neglect.
- 
- a. Identifies various ways to get to know each child as an individual, including strengths, needs, interests, families, and life situation.
  - b. Contributes to assessments and aids in informal evaluation.
  - c. Collects and organizes information about each child, such as collecting samples of the child's work and recording anecdotal notes.
  - d. Assists in the reporting of assessment results to families.
- 
- a. Maintains appropriate records of children's development and behavior that safeguard confidentiality and privacy.
  - b. Works cooperatively with assessment and health care teams for children with special needs or suspected developmental delays or disabilities.
  - c. Understands the use and limitations of both formal and informal screening and assessment of young children.
  - d. Involves the family and other team members in assessing children's development, strengths, and needs to set individual goals for children.
  - e. Uses observational techniques to learn about individual infants, toddlers, young children, and their families' needs, interests, preferences, and particular ways of responding to people and events.
  - f. Plans for and includes non-verbal demonstrations of skills with preverbal or English language learner children.
  - g. Engages families in positive dialogue about assessment processes, results, and implications.
- 
- a. Objectively observes and records children's patterns of development, behavior, and preferred learning style.
  - b. Analyzes findings of observations and uses the information to plan for and guide curriculum, instruction, and interaction with children.
  - c. Exhibits understanding of the influences of environmental factors, cultural/linguistic differences, and diverse ways of learning on assessment outcomes.
- d. Uses authentic, performance-based assessments of children's learning to assist in planning and to communicate with children and parents.
  - e. Communicates assessment results to families in a clear, supportive, and collaborative manner.
  - f. Involves families in assessing and planning for individual children, including children with disabilities, developmental delays, or special abilities.
  - g. Develops, implements, and evaluates a curriculum and environment that focuses on children's developmental needs and interests and incorporates their home experiences and cultural and societal values.
  - h. Fully understands and uses local process for initiating referrals for young children with health and developmental concerns.
  - i. Integrates comments and recommendations from families about child needs and strengths into education program.
- 
- a. Understands and applies major theories and research relevant to observation and assessment.
  - b. Addresses issues relevant to observation and assessment.
  - c. Establishes criteria, procedures, and documentation methods for assessment of children's progress.
  - d. Establishes criteria, procedures, and documentation methods for assessment of program effectiveness with individual children.
  - e. Understands and articulates assessment issues and strategies and communicates these to families and other professionals.
- 
- (b)(6)

- a. Uses positive behavior guidance.
- b. Avoids actions that would cause physical and emotional harm.
- c. Provides appropriate supervision.
- d. Understands and supports child-directed play.
- e. Interacts in a manner reflecting respect for self and others.
- f. Addresses behaviors or situations, rather than labeling the child.
- g. Shows respect for children in all situations.

- a. Modifies play that is inappropriate for the learning environment.
- b. Establishes and communicates limits for acceptable behavior.
- c. Responds to children's behavior in ways that encourage self-regulation.
- d. Provides a supportive environment in which children can learn and practice appropriate and acceptable behaviors as individuals and as a group.
- e. Uses a variety of positive direct and indirect guidance methods and avoids negative methods.
- f. Provides an environment that helps all children to know, accept, and take pride in their identities and to develop a sense of belonging and inter-dependence.
- g. Builds a trusting relationship with children, providing physical and emotional security.
- h. Maintains professionalism and respect for children when communicating with other adults about children's behavior.
- i. Reports positively to families about children's progress and challenges.
- j. Uses information from parents to inform interactions with children.

- a. Adapts the learning environment and curriculum to minimize potential for challenging behaviors, especially in multi-age settings.
- b. Actively communicates with children and provides opportunities and support for children to understand, acquire, and use verbal and nonverbal means of communicating thoughts and feelings.
- c. Uses strategies to assist children in learning to express emotions in positive ways, solve problems, and make decisions.
- d. Gives, tells, and shows children acceptable alternatives to unacceptable or undesirable behaviors.

- e. Encourages children to take initiative in generating ideas, problems, questions, and relationships.
- f. Facilitates smooth transitions of individuals and groups from activity to activity.
- g. Alerts children to changes in activities or routines well in advance.
- h. Builds relationships with parents that allow for constructive communication about children's behavior.

(b)(6)

- a. Demonstrates realistic expectations about children's attention spans, interests, social abilities, and physical needs.
  - b. Understands the influence of the physical setting, schedule, routines, and transitions on children and uses these experiences to promote children's development and learning.
  - c. Communicates with families regarding areas of concern, developing cooperative strategies to manage problems.
  - d. Facilitates group membership and decision-making among children.
  - e. Involves children in establishing guidelines and limits for behavior.
  - f. Facilitates smooth transitions of children from one age group to another age group.
  - g. Relates guidance practices to knowledge of children's personalities, developmental levels, and developmental or environmental stressors.
  - h. Uses the learning methods of open-ended questioning, group discussion, problem solving, cooperative play, and guided experiments.
  - i. Demonstrates knowledge of instructional and guidance practices for integrating children with disabilities.
  - j. Proactively encourages and reinforces positive adult-child interactions within the family.
- a. Develops written policies for effective child guidance.
  - b. Understands and describes the principles for intervention and conflict resolution in children's play and learning.
  - c. Recognizes and advocates family-teacher partnerships to establish positive interaction patterns in program, school, and home.
  - d. Develops individual guidance plans, using relevant professionals and family members for support as needed.
  - e. Develops cooperative skills that focus on working in pairs or small groups, negotiating, compromising, and problem solving.
  - f. Uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
  - g. Analyzes, evaluates, and applies current theory and research on individual and group guidance.

(b)(6)

# Content Area V:

# Families and Communities

- a. Respects the family's role as primary educator.
  - b. Establishes positive communication and relationships with families.
  - c. Responds appropriately to parent questions, and/ or refers them to supervisor or service agency in the community.
  - d. Acknowledges the varying structures and cultures of children's families.
  - e. Accepts individuality of each child.
  - f. Follows rules of confidentiality.
- 
- a. Maintains an open and cooperative relationship with each child's family and communicates daily events.
  - b. Is aware that his/her interactions with children and other adults may be viewed by parents and community members as models for interaction and behaves accordingly.
  - c. Supports the child's relationship with his or her family.
  - d. Respects parents' choices and goals for their children.
  - e. Understands the collaborative role of parents and teachers.
  - f. Respects and supports cultural and linguistic differences and diverse family structures.
  - g. Recognizes stress factors affecting families.
- 
- a. Invites family involvement in the program and provides opportunities for families to share skills and talents.
  - b. Maintains a safe and welcoming environment for families and community members.
  - c. Effectively and positively communicates verbal and written information to families.
  - d. Shares knowledge of general child development with families.
  - e. Demonstrates knowledge of and respect for variations across cultures and family structures, in terms of family expectations, values, and childrearing practices.
  - f. Demonstrates understanding of the complexity and dynamics of family systems.
  - g. Exhibits understanding of the effects of family stress on the behavior of children and other family members.
  - h. Incorporates the families' desires and goals for their children into program and/or intervention strategies.
  - i. Works cooperatively with families on mutually agreed upon practices (e.g., infant feeding, toddler toilet learning).
- 
- a. Seeks and maintains a collaborative relationship with parents, guardians, families, community agencies, and other professionals to meet the needs of each child.
- b. Establishes frequent contact with families through a variety of communication strategies, including information in children's home language and use of interpreters, to provide information to families about child growth, development, and learning.
  - c. Supports parents in meeting the challenges of their family goals and lifestyles.
  - d. Acknowledges and builds on strengths of each family.
  - e. Helps parents assess educational and parenting options.
  - f. Works effectively with families from a variety of cultural, linguistic, and socioeconomic backgrounds.
  - g. Implements effective conflict resolution techniques with families when needed.
  - h. Plans and conducts family conferences.
  - i. Supports families in development of Individual Education Plans (IEPs), Individual Family Service Plans (IFSPs), and Interagency Individual Intervention Plans (IIPs).
  - j. Works as member of a child's team to help families obtain clear and understandable information about their children's disabilities and about the family's legal right to services within the special education and interagency service system.
  - k. Develops relationships with community resources, provides families with resource information, and makes appropriate referrals.
  - l. Promotes public awareness about early education and care by educating consumers.
- 
- a. Acts as advocate both for children and their families.
  - b. Articulates the various theories of family systems and the effect of stress and crisis on families.
  - c. Plans, conducts, and evaluates activities for family support and participation.
  - d. Helps families move through the changes of their specific family system.
  - e. Promotes staff growth and development in communicating and relating with families.
  - f. Serves as a resource to colleagues, teachers, and staff in connecting families to services in the community.
  - g. Works collaboratively with agencies and community resources to meet the needs of families in the community.

(b)(6)

# Health, Safety, and Nutrition

## Content Area VI:

### Health

- a. Practices appropriate hand-washing techniques.
- b. Helps children practice appropriate hand-washing techniques.
- c. Practices safe diapering procedures.
- d. Implements practices to avoid and control blood-borne pathogens.

### Safety

- a. Is aware of environment and the potential for hazards, corrects those that are correctable, and alerts supervisor to any others.
- b. Actively supervises and interacts with children to ensure safety both indoors and outdoors.
- c. Releases children only to authorized persons.
- d. Follows safety regulations and participates in emergency and disaster drills.

### Nutrition

- a. Practices safe food handling and observes general sanitation practices.
- b. Maintains sanitary environments.
- c. Recognizes health hazards in meals (choking, allergies, etc.) and takes steps to prevent dangerous situations.

### Health

- a. Responds to children's injuries and documents any injuries, while assuring the comfort and care of other children.
- b. Monitors children daily for signs of illness and possible signs of abuse and neglect.
- c. Follows procedures to avoid transmission of communicable diseases.
- d. Follows instructions for administration of medicine and approved medical treatments, including related documentation.

### Safety

- a. Describes and maintains a safe environment, including equipment and toys, to prevent and reduce injuries.
- b. Teaches simple safety precautions and rules to children and enforces rules consistently.
- c. Demonstrates ability to use safety equipment, e.g., fire extinguisher.
- d. Identifies and reports problems regarding staff to child ratios.

- d. Verbalizes and adheres to emergency, illness, injury, and sanitation procedures.

### Nutrition

- a. Monitors eating habits to ensure a healthy diet, including the need of children to eat frequently.
- b. Provides appropriate meals and snacks in a relaxed and social setting with no coercion.
- c. Guides cooking experiences with children.

### Health

- a. Models and provides direction on sanitation procedures.
- b. Demonstrates basic knowledge of health issues common to infants, toddlers, and young children.
- c. Identifies, documents, and reports suspected emotional distress, abuse, and neglect of children in an immediate and appropriate way.
- d. Uses appropriate health appraisal and management procedures and makes referrals when necessary.
- e. Assists young children in establishing health-promoting behaviors and making healthy choices.
- f. Informs families when child has been exposed to communicable disease or illness.

### Safety

- a. Maintains and assesses safe environments inside and outside.
- b. Recognizes and responds to each child's safety needs.

### Nutrition

- a. Demonstrates basic knowledge of the nutrition and feeding needs specific to infants, toddlers, and young children, including those with physical impairments.
- b. Teaches children about nutrition and healthy food choices.
- c. Bases educational activities on nutritional information responsive to multiple cultures.

(b)(6)

## Health

- a. Provides a consistent daily routine for rest/sleep and physical exercise as developmentally appropriate.
- b. Recognizes and responds to each child's needs for physical health and emotional well-being.
- c. Talks with and provides resource information to families about health in a culturally responsive manner.
- d. Designs and implements curriculum activities emphasizing healthy bodies, lifestyles, and environment.
- e. Recognizes signs of emotional distress, physical illness, child abuse, and neglect and acts appropriately to the situation, e.g., initiates discussions with families, refers to appropriate professionals, and/or reports to designated authorities.

## Safety

- a. Plans and implements safe field trips.
- b. Designs and facilitates indoor and outdoor learning environments to promote each child's physical and emotional well-being.
- c. Keeps informed about and shares safety information and resources with families.
- d. Demonstrates and informs others about emergency, illness, and injury procedures.

## Nutrition

- a. Recognizes and responds to each child's nutritional needs.
- b. Communicates with families about the foods children need and prefer.
- c. Plans and evaluates menus.
- d. Includes foods from diverse cultures.
- e. Plans and implements cooking experiences with children.
- f. Provides opportunities and reinforcement for children's practice of healthy nutritional choices.

## Health

- a. Provides an environment that is physically and psychologically healthy for children, families, and staff.
- b. Designs, documents, and informs others of emergency, illness, injury, and sanitation procedures.
- c. Establishes procedures for documentation and notification of suspected abuse and neglect.
- d. Works with health care professionals in community to ensure that the needs of the children are met.

## Safety

- a. Maintains appropriate levels and standards for state and federal regulations.
- b. Identifies opportunities to fund environmental safety improvements.
- c. Develops and documents contingency plans to meet ratio requirements in all situations.
- d. Conducts self-assessments of facility for licensing and accreditation.

## Nutrition

- a. Assesses program's nutritional plan and adapts practices accordingly.
- b. Coordinates food activities with cultural calendar.

(b)(6)

# Program Planning and Evaluation

## Content Area VII:

- a. Behaves as a responsible staff member.
  - b. Participates as a team member in the program.
  - c. Keeps appropriate records.
  - d. Complies with program policies and licensing requirements.
  - e. Communicates and works effectively with other staff, volunteers, and administrators.
  - f. Has or is gaining functional technological skills (e.g., computer, fax machine, speaker phone, etc.)
  - g. Is able to receive and use constructive feedback.
- 
- a. Supports the program mission and purpose.
  - b. Organizes, plans, and keeps records effectively.
  - c. Assists in gathering information for evaluation.
  - d. Values and works to strengthen the program's team of staff, administrators, and volunteers.
  - e. Is able to give constructive feedback.
- 
- a. Possesses and uses functional computer skills.
  - b. Participates in strategic planning and goal setting for the program.
  - c. Recognizes the importance of evaluation, assisting in evaluating the program's effectiveness.
  - d. Uses both self and collaborative staff evaluations as part of ongoing program evaluation.
  - e. Verbalizes the relationship between the program's philosophy and daily practice.
  - f. Understands and articulates agency policies related to legal and safety issues of children and families.
- 
- a. Plans and implements parent orientation and parent education programs.
  - b. Demonstrates knowledge of valid and appropriate assessment and evaluation practices.
  - c. Uses a variety of techniques and procedures to evaluate and modify program goals for young children and their families.
  - d. Develops curriculum for program.
  - e. Provides effective lines of communication among staff and administrators.
  - f. Conducts and maintains the inventory of supplies, materials, and equipment.
  - g. Assists in planning budget.
  - h. Supervises student teachers and practicum students.
  - i. Encourages and supports staff in meeting professional development goals.
- 
- f. Clearly articulates developmentally appropriate practices to colleagues, parents, and others.
- 
- a. Sets clear policy and practices for positive family-staff relationships.
  - b. Communicates effectively with board and advisory groups.
  - c. Communicates effectively with community and media representatives.
  - d. Applies knowledge of federal, state, and local legislation, regulations, and professional standards to provide healthy and safe practices for all children and maintain current license and accreditation standards.
  - e. Develops and implements program policies and fee structure.
  - f. Identifies, develops, and implements formative and summative program evaluation strategies and understands their benefits, strengths, and limitations.
  - g. Plans for, recruits, orients, and supervises staff.
  - h. Designs and implements staff job descriptions and performance review forms and procedures.
  - i. Plans and implements staff development opportunities.
  - j. Sets clear policy and practices for positive and mutually supportive work environment.
  - k. Evaluates assessment practices and remains updated on assessment research.
  - l. Advocates for developmentally appropriate assessment of children and program.
  - m. Plans, maintains, and reports on budget.
  - n. Identifies and seeks additional funding opportunities as needed.
  - o. Develops and maintains program marketing plan as needed.
  - p. Possesses legal knowledge necessary for effective management.
  - q. Provides strong leadership and visionary direction.
- 
- (b)(6)



# Content Area VIII:

# Professional Development and Leadership

- a. Enjoys working with children and models a positive attitude.
- b. Exhibits good hygiene and personal appearance.
- c. Demonstrates good work habits.
- d. Consults with supervisor or resource person regarding concerns.
- e. Works cooperatively with colleagues.
- f. Is aware of the National Association for the Education of Young Children (NAEYC) code of ethics for early education and care and its main topics.
- g. Behaves ethically, maintaining confidentiality and impartiality.
- h. Shows commitment to the program's goals.
- i. Seeks out knowledge and skills to improve practice.

- a. Manages demands of personal and professional commitments.
- b. Uses problem-solving skills as needed.
- c. Interacts in a manner reflecting respect for self and others.
- d. Performs well as a team member.
- e. Promotes value of quality in early education and care.
- f. Demonstrates a commitment to NAEYC code of ethics.
- g. Is aware of professional resources.
- h. Takes advantage of opportunities to improve competence.
- i. Accepts advice and constructive criticism to improve practice.
- j. Participates in one (or more) professional association.

(b)(6)

- a. Demonstrates early education and care practices that support inclusion and cultural and linguistic diversity.
- b. Routinely reflects on teaching practices and behavior of children.
- c. Plans and implements routine tasks to maximize the amount of time spent interacting with children.
- d. Participates in professional organizations and on-going professional development to enhance knowledge and skills.
- e. Consistently adheres to NAEYC code of ethics.
- f. Demonstrates understanding of the early childhood profession and historical, social, and political influences on its current practices.
- g. Is aware of other professions providing related services for young children and their families.
- h. Exhibits knowledge of child and family advocacy issues.
- i. Demonstrates knowledge of federal, state, and local regulation of programs and services for children birth through eight years of age.
- j. Demonstrates awareness of own culture and begins to articulate how cultural heritage influences values, decisions, and behavior.
- k. Seeks out professional relationships to enhance professional growth (e.g., identifies a mentor).

(b)(6)

# Professional Development and Leadership

## Content Area VIII:

- Level 4**
- a. Demonstrates critical reflection on own professional and educational practices from community, state, national, and global perspectives.
  - b. Articulates and uses NAEYC code of ethics for making professional decisions.
  - c. Participates in group problem solving of ethical dilemmas.
  - d. Articulates personal philosophy of early childhood education based on knowledge of child development and best practices.
  - e. Evaluates current trends in early childhood education and revises practices as appropriate.
  - f. Demonstrates knowledge of basic principles of administration, organization, and operation of early childhood programs, including supervision of staff and volunteers.
  - g. Uses professional resources to continually improve practice.
  - h. Actively participates in career development.
  - i. Acknowledges and assesses personal values and own cultural biases.
  - j. Serves as a mentor to others working with young children and families.
  - k. Advocates for excellence in programs and services for young children and families.
  - l. Communicates and interacts with parents/guardians, families, colleagues, and the community to support children's learning and well-being.
  - m. Establishes effective working relationships with early elementary education practitioners to promote continuity in children's development and learning.

(b)(6)

- Level 5**
- a. Initiates and mediates group problem solving of ethical dilemmas.
  - b. Recognizes causes and symptoms of "burnout" and develops strategies to prevent it.
  - c. Keeps current on research and policy relevant to early education and care and revises practice as needed.
  - d. Understands how historical, philosophical, and social foundations of early childhood education affect current practices and future trends.
  - e. Understands the impact of public policy upon children, families, and educational programs and advocates for supportive public policies.
  - f. Designs staff development opportunities for staff and colleagues.
  - g. Ensures staff development in cultural dynamics, (e.g., ethnocentrism, prejudice, cultural mistrust, white privilege).
  - h. Recognizes variations in adult and child learning styles and applies knowledge to practice.
  - i. Provides a work culture that fosters staff initiative to solve problems and resolve conflict.
  - j. Serves on professional boards and committees.

(b)(6)

# Professional Development Record

## Suggestions for using this record

- ▲ Keep your Professional Development Record in a safe place at your home or place of work.
- ▲ After attending a training session, transfer the information from the training certificate you receive into your Professional Development Record. You and your employer should each keep a file of your training certificates. The certificates and this record may be used to document annual training clock hours.
- ▲ Share information in this record with your child care licensor during his/her visit.

▲ Keep track of what is in your Professional Development Record. Look at it often. During the year, plan to attend training on several different topics.

▲ When you have filled the Professional Development Record, a new Core Competency booklet may be requested from:

**Minnesota Association for the Education of Young Children (MnAEYC)**  
 1821 University Avenue West • Suite S-298  
 St. Paul, MN 55104  
 651-646-8689 • Fax: 651-646-4514  
 professionaldevelopment@mnaeyc.org  
 www.mnaeyc.org

## Content Area I: Child Growth and Development

Date	Training Title	Instructor/Organization	Level	Hours	Certificate
8/1	Child Development 1	MnAEYC	1	10	<input checked="" type="checkbox"/>
					<input type="checkbox"/>
					<input type="checkbox"/>
					<input type="checkbox"/>
					<input type="checkbox"/>
					<input type="checkbox"/>
					<input type="checkbox"/>
					<input type="checkbox"/>
					<input type="checkbox"/>
					<input type="checkbox"/>

## Content Area II: Learning Environment and Curriculum

Date	Training Title	Instructor/Organization	Level	Hours	Certificate
					<input type="checkbox"/>
					<input type="checkbox"/>
					<input type="checkbox"/>
					<input type="checkbox"/>
					<input type="checkbox"/>
					<input type="checkbox"/>
					<input type="checkbox"/>
					<input type="checkbox"/>
					<input type="checkbox"/>
					<input type="checkbox"/>

# Professional Development Record

## Record

### Content Area III: Assessment and Planning for Individual Needs

Date	Training Title	Instructor/Organization	Level	Hours	Certificate
_____	_____	_____	_____	_____	<input type="checkbox"/>
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### Content Area IV: Interactions with Children

Date	Training Title	Instructor/Organization	Level	Hours	Certificate
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### Content Area V: Families and Communities

Date	Training Title	Instructor/Organization	Level	Hours	Certificate
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# Professional Development Record

## Content Area VI: Health, Safety, and Nutrition

Date	Training Title	Instructor/Organization	Level	Hours	Certificate
_____	_____	_____	_____	_____	<input type="checkbox"/>
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## Content Area VII: Program Planning and Evaluation

Date	Training Title	Instructor/Organization	Level	Hours	Certificate
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## Content Area VIII: Professional Development and Leadership

Date	Training Title	Instructor/Organization	Level	Hours	Certificate
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# Minnesota Career Lattice

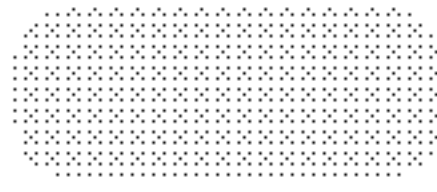
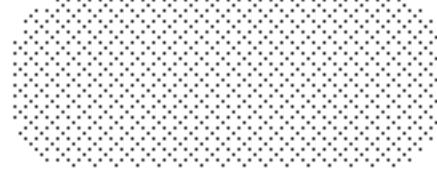

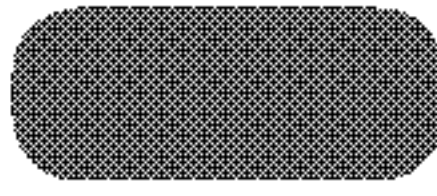
## for Early Childhood and School-age Care Practitioners



For more information visit [www.mncpd.org](http://www.mncpd.org) or call 651-999-5835.

The Minnesota Center for Professional Development (MNCPD) Career Lattice recognizes the professional development of early childhood and school-age practitioners as they move forward in their careers. Practitioners receive a step certificate based on the number of MNCPD approved hours of training, credentials, college credits and degrees they have earned. The first Career Lattice step certificate is issued after completing the practitioner application on the MNCPD Registry Web site. This step provides practitioners with a starting point for their professional development. Practitioners receive higher numbered step certificates after they participate in additional training and education.

### LEGEND

-  Noncredit Training can apply to Steps 1-5
-  Noncredit Training Steps 1-5
-  Noncredit Credential and/or College Credit Steps 6-7
-  College Credit Steps 8-12

### STEPS BY MNCPD-APPROVED CLOCK HOUR TRAINING

Steps 1 to 5 may be achieved through the accumulation of approved clock hour training. Recommendations are listed below for how to complete the clock hour training based on the Minnesota Core Competencies. If the training is taken as recommended within five years, it will meet the 120 hours of training required for the National Child Development Associate (CDA) Credential. Beginning in 2011, Steps 1 to 5 may also be achieved by completing the Minnesota Child Care Credential.

#### Foundational Awareness

6 clock hours of approved training for Family, Friend and Neighbor (FFN) providers. These 6 hours can be applied toward the training requirements needed for Steps 1-5.

### 1

10 hours of MNCPD-approved training

10 clock hours of training related to the Minnesota Core Competencies, including: 4 clock hours in Child Growth and Development; 4 clock hours in Health, Safety and Nutrition; and 2 clock hours in Interactions with Children.

### 2

25 hours of MNCPD-approved training

15 clock hours of training related to the Minnesota Core Competencies, including: 6 clock hours in Child Growth and Development; 6 clock hours in Health, Safety and Nutrition; and 3 clock hours in Interactions with Children.

### 3

55 hours of MNCPD-approved training

30 clock hours of training related to the Minnesota Core Competencies including: 5 clock hours in Learning Environment and Curriculum; 5 clock hours in Assessment and Planning for Individual Needs; 5 clock hours in Interactions with Children; 5 clock hours in Families and Communities; 5 clock hours in Program Planning and Evaluation; and 5 clock hours in Professional Development and Leadership.

### 4

90 hours of MNCPD-approved training

35 clock hours of training related to the Minnesota Core Competencies, including: 10 clock hours in Child Growth and Development; 5 clock hours in Health, Safety and Nutrition; 5 clock hours in Interactions with Children; 10 clock hours in Learning Environment and Curriculum; and 5 clock hours in Families and Communities.

### 5

120 hours of MNCPD-approved training

30 clock hours of training related to the Minnesota Core Competencies, including: 5 clock hours in Interactions with Children; 5 clock hours in Learning Environment and Curriculum; 5 clock hours in Assessment and Planning for Individual Needs; 5 clock hours in Families and Communities; 5 clock hours in Program Planning and Evaluation; and 5 clock hours in Professional Development and Leadership; OR completion of the Minnesota Child Care Credential.

Continued

6	8 approved semester credits OR Child Development Associate (CDA) from the Council for Early Childhood Professional Recognition OR National Association for Family Child Care (NAFCC) Accreditation.		
7	16 approved semester credits OR 2 approved semester credits and a diploma from Association Montessori International or preprimary credential, primary diploma, or provisional certificate from the American Montessori Society OR Certificate in Child Development or Early Childhood Education from a Minnesota Community or Technical College OR MNAEYC Director's Credential with approved semester credits.		
8	30 approved semester credits OR Diploma in Child Development or Early Childhood Education from a Minnesota Community or Technical College.		
9	A. Associate degree with 6-23 approved semester credits OR 60 semester credits with 6-23 approved semester credits.	B. Associate degree with 24-29 approved semester credits or 60 semester credits with 24-29 approved semester credits.	C. Associate degree with 30 approved semester credits OR 60 semester credits with 30 approved semester credits.
10	A. Baccalaureate degree with 6-23 approved semester credits.	B. Baccalaureate degree with 24-35 approved semester credits.	C. Baccalaureate degree with 36 approved semester credits.
11	A. Master's degree with 6-23 approved semester credits.	B. Master's degree with 24-35 approved semester credits.	C. Master's degree with 36 approved semester credits.
12	A. Doctoral degree with 6-23 approved semester credits.	B. Doctoral degree with 24-35 approved semester credits.	C. Doctoral degree with 36 approved semester credits.

**Eligibility:** The Registry is open to anyone who educates and cares for the children and youth in Minnesota, including family child care providers; center-based staff; Family, Friend, and Neighbor (FFN) caregivers; or legally unlicensed child care providers. However, to be eligible for a placement above the Foundational Awareness Step, you must be 18 years old and have completed a high school diploma or GED. Direct care providers are encouraged to have current training in CPR and First Aid.

## Appendix 34: MN PD Registry screen shots (D2)

Minnesota has established an online Professional Development Registry that allows Early Childhood Educators to develop and monitor personal professional development goals as they progress through Minnesota's Career Lattice.

(<http://www.mncpd.org/registry.html>, Retrieved October 12, 2011)

### REGISTRY WELCOME PAGE

The screenshot shows a web browser window titled "Registry - Home - Windows Internet Explorer". The address bar displays "http://mncpd.mncpd.org/RegistryApp/Default.aspx". The browser's toolbar includes "Convert", "Select", "Favorites", "New Folder", "Web Slice Gallery", and "Registry - Home". The page content features the logo for the "MINNESOTA CENTER for professional development" with the tagline "Supporting early childhood and school-age practitioners". The main heading is "Registry".

**Welcome** [Sign Out]

Home  
Search All Events  
My Saved Events  
Trainer Search  
MNCPD Home  
Individual Training Needs Assessment (ITNA)  
Contact Us

**Administrator Links**

Event(151)  
Online Application(320)  
Trainer(271)  
Organization(9)  
MNStreams(0)  
Unprinted Certificates(1905)

Qualification  
Course  
MNCCC Agreements  
System Documentation  
SQL web architect  
Changes Log

**Reports**

MNStreams Event Report  
Class Climate Event Report  
TOT Attendee List

### Welcome to the Minnesota Center for Professional Development Registry!

The Registry can be used to track your training, education, and employment in the field of early childhood and school-age care. By participating in the Registry, you will receive a Career Lattice certificate and a learning record as recognition of your achievements. Combined data from the Registry will be used to inform decision makers about the early childhood and school-age care workforce in Minnesota. The Registry also contains a database of approved statewide trainers and training events. Click on [Search All Events](#) to access information about professional development opportunities across the state.

**Already Have an Online Account?**  
Please enter your user ID/Email Address and password in the [Sign In box](#).

**Don't Have an Account?**  
Sign up now to activate your online application. You will be asked to enter your email address and a password will be sent to your email account. Click on one of the following options in the **Don't have an account?** box:

- **Practitioner** if you work directly with children and youth in an early childhood or school-age care setting. This includes family child care providers, center-based staff, family, friend and neighbor caregivers, Parent Aware, Building Quality participants or a grant recipient. To obtain a career lattice step and a learning record please [fill out the practitioner application](#).
- **Trainer** if you provide training, education, coaching, mentoring, consulting, or technical assistance to direct care providers.
- **Training Sponsor Organization** if you represent a training sponsor organization and you want to advertise training events in the search function on the Registry and have training approved by the Minnesota Center for Professional Development. Only approved training can be used by practitioners to climb the Career Lattice.
- **Direct Care Center/Program** if you own or manage a care center with more than one practitioner.

Internet | Protected Mode: On | 125%



PRACTITIONER ON-LINE APPLICATION – Education, Employment and Memberships Entry Screen

The screenshot shows a web browser window with the following content:

**Registry - Online Application Administration - Windows Internet Explorer**  
 http://mncpd.mncpd.org/RegistryApp/Admin/AppAdmin.aspx

**Education:** [Edit Education](#)

**High School:**

Graduation Year	1998	VERIFIED
-----------------	------	----------

**Higher Education:**

PhD	Mar 2011	Test DHS	VERIFIED
-----	----------	----------	----------

**Other Education:**

Association Montessori Internationale	Feb 2010	Diploma MN Montessori	VERIFIED
Minnesota Child Care Credential	Oct 2011	test DHS	PENDING

No CDA Advisor Registrations

**Employment History:** [Edit Employment](#)

Name	Title	Start Date	End Date	
A Chance Learning Center	Other	9/1/2010		VERIFIED
Crocus Hill Preschool Inc	Early Intervention/Special Education	1/1/2009		PENDING
Gabi's Child Care	Aide	10/1/1994	11/1/1995	VERIFIED
Eagles Nest Daycare	Assistant Teacher	9/2/1984	9/17/2008	VERIFIED

**National and State Professional Organization Membership:** [Edit Membership](#)

No Professional Memberships Selected

Internet | Protected Mode: On | 125%

PRACTITIONER ON-LINE APPLICATION – Training Entry Screen

Registry - Online Application Administration  
<http://mncpd.mncpd.org/RegistryApp/Admin/AppAdmin.aspx>

**Welcome** [Sign Out]

Home  
 Search All Events  
 My Saved Events  
 Trainer Search  
 MNCPCD Home  
 Individual Training Needs Assessment (ITNA)  
 Contact Us

**Administrator Links**

Event(151)  
 Online Application(320)  
 Trainer(271)  
 Organization(9)  
 MNStreams(0)  
 Unprinted Certificates(1905)

Qualification  
 Course  
 MNCCC Agreements  
 System Documentation  
 SQL web architect  
 Changes Log

**Reports**

MNStreams Event Report  
 Class Climate Event Report  
 TOT Attendee List  
 Report Manager  
 System Log

**Spreadsheets**

MNStreams Event Spreadsheet

### Add Training

Enter the Registry Event ID number printed on your training documentation.

Have you attended an event found in the Registry?  
 To add an event, enter the Registry Event ID number printed on your training document.  
**Please mail copies of these certificates to the MNCPCD Registry**

Don't have a Registry Event ID number for the training attended?  
 Please mail copies of the early childhood education and school-age care training certificates for the last two years to the MNCPCD Registry.

- Practitioners with early childhood or school-age care credentials, credits, and degrees listed in Steps VI-XII on the Career Lattice should submit **two years** of training certificates.
- Practitioners without the early childhood or school-age credentials, credits and degrees may submit **up to 5 years** of training certificates to reach Steps I-V on the Career Lattice.
- The training must be related to early childhood education or school-age care and can be used to meet licensing or accreditation requirements.
- The training certificate shows the name of the training, the number of clock hours, the date completed and the trainer or sponsor.
- The training was taken at a conference, and the conference certificate shows the name of the conference, the specific sessions attended, the clock hours of the individual sessions, and the date(s) of the conference.

Event ID	Title	Completed	Credit	CEU	Hours	Level	Verified	
35652	<a href="#">Coaching Your Team Through Change</a>	7/28/2011			1.50	Level 1	<input checked="" type="checkbox"/>	<a href="#">Edit</a> <a href="#">Delete</a>
27138	<a href="#">A Picture is Worth a Thousand Words: Digital Photography</a>	2/4/2011			1.50	Level 1	<input checked="" type="checkbox"/>	<a href="#">Edit</a> <a href="#">Delete</a>
27123	<a href="#">African American Identities</a>	2/4/2011			1.50	Level 1	<input checked="" type="checkbox"/>	<a href="#">Edit</a> <a href="#">Delete</a>

Internet | Protected Mode: On | 125%

# REGISTRY – EVENT SEARCH SCREEN

Registry - Event Search - Windows Internet Explorer  
 http://mncpd.mncpd.org/RegistryApp/EventSearch.aspx

Convert Select  
 Favorites New Folder Web Slice Gallery  
 Registry - Event Search Page Safety Tools

*Supporting early childhood and school-age practitioners*

**Welcome** [Sign Out]

- Home
- Search All Events
- My Saved Events
- Trainer Search
- MNCPCD Home
- Individual Training Needs Assessment (ITNA)
- Contact Us

**Administrator Links**

- Event(151)
- Online Application(320)
- Trainer(271)
- Organization(9)
- MNStreams(0)
- Unprinted Certificates(1905)
- Qualification
- Course
- MNCCC Agreements
- System Documentation
- SQL web architect
- Changes Log

**Reports**

- MNStreams Event Report
- Class Climate Event Report
- TOT Attendee List
- Report Manager
- System Log

**Spreadsheets**

- MNStreams Event

## Search Events [view our complete catalog of current events](#)

This Search Events includes only MNCPCD approved trainings offered by MNCPCD approved trainers that will count toward advancement on the Career Lattice. For more information [click here](#).

**Search by location, date, or subject**

Enter search criteria to find matching events.

**NOTE:** Searching without criteria will display all events starting on or after 10/11/2011.

Keywords:

City:

County: -- Select County --

From Date: 10/11/2011

To Date:

Core Competency: All

CDA Content Area: All

Level: All

Web Based

Self Paced

Conference

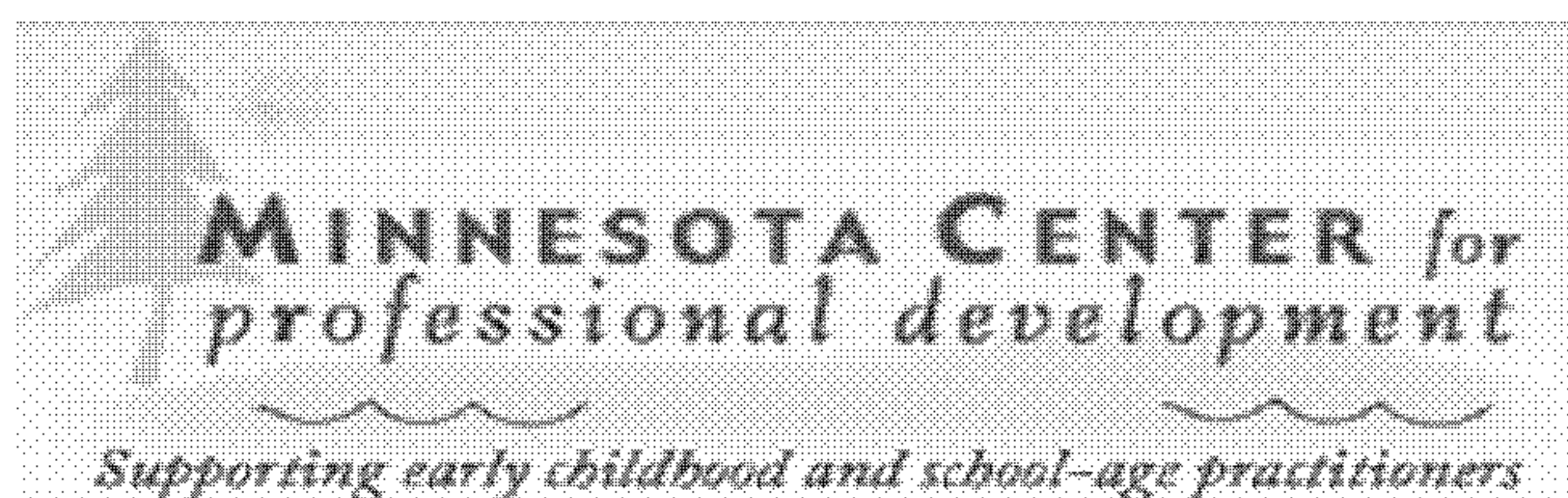
Language of

**List by County**

Click on an area of the map to see all upcoming events in that county.

Internet | Protected Mode: On 125%

Appendix 35: MN PD Registry Learning Record (D2)



**MN Core Competencies Learning Record**

Minnesota Center for Professional Development  
 Metropolitan State University  
 1450 Energy Park Drive, Suite 147  
 St. Paul, Mn 55108-5218

Date Printed:4/8/2011

Name	Minnesota Career Lattice Awarded	Registry ID
Jane Sample	Step 12c	1845

Verified Degrees/Diplomas			
Title	Program Name	Approved* Credits	Award Date Major
Doctorate	DHS	36	3/2/2011 Test
Total		36	* Approved because early childhood or school-age related

Verified Certifications		
Title	Program Name	Award Date Expires
Association Montessori Internationale	MN Montessori	2/10/2010 Not Applicable

Employment History							
Program Name	License Number	Position Title	Age Group(s)	Hours Per Week	Total Hours Worked	Start Date	End Date
A Chance Learning Center	1053299	Other		20	19	9/1/2010	
Crocus Hill Preschool Inc	1001318	Early Intervention/Special Education	Adults	50	3205	1/1/2009	
Gabi's Child Care	1032417	Aide	Infants	40	31090	10/1/1994	11/1/1995
Eagles Nest Daycare	1026690	Assistant Teacher	Infants Preschoolers	40	48115	9/2/1984	9/17/2008
				Total	82429		

**Summary by Core Competency of Approved Training Clock Hours**

Core Competency	Level 1	Level 2
I. Child Growth and Development	14	4
II. Learning Environment and Curriculum	2	
VI. Health, Safety and Nutrition	8.5	
VII. Program Planning and Evaluation		12
VIII. Professional Development and Leadership	18	

**Minnesota Center for Professional Development Approved Training  
Calendar Year 2009**

Date	Course Title	Sponsor	Level	Event ID	Verified	Hours	CEU	Credits
1/14/2009	Creative Curriculum for Preschool: Literacy Approa	Child Care Resource & Referral/MNSTREAM S	1	10855	Yes	2.00		
<b>Core Knowledge Breakdown</b>								
		<b>Core Area</b>	<b>Hours</b>					
		II. Learning Environment and Curriculum	2					
						<b>Hours</b>	<b>CEU</b>	<b>Credits</b>
<b>Calendar Year 2009 Totals</b>						<b>2.00</b>		

**Calendar Year 2008**

Date	Course Title	Sponsor	Level	Event ID	Verified	Hours	CEU	Credits
8/29/2008	Sudden Infant Death		1	1330	Yes	2.00		
<b>Core Knowledge Breakdown</b>								
		<b>Core Area</b>	<b>Hours</b>					
		VI. Health, Safety and Nutrition	2					
Date	Course Title	Sponsor	Level	Event ID	Verified	Hours	CEU	Credits

## Minnesota's Regional Approach to Cross-Sector Early Childhood Professional Development

Across Minnesota, professionals in agencies and initiatives work to support young children with disabilities (0-5) to achieve their full potential. This can mean that an individual child and family interact with professionals from different sectors (e.g., early intervention/early childhood special education, health, Child Care Resource and Referral, mental health, Head Start), each of which has different requirements for professional development (PD).

A new regional system of PD is being implemented in Minnesota to accomplish three objectives:

- 1) to ensure that PD efforts in each region of the state effectively prepare personnel to work with children who are culturally, linguistically, and ability-diverse;
- 2) to increase opportunities for PD to be planned and delivered in a **cross-sector** manner that increases cohesion and reduces duplication; and
- 3) to orchestrate early child professional development approaches that are both effective and cost-efficient.

### What are the Centers of Excellence for Young Children with Disabilities?

Minnesota Department of Education has launched regional *Centers of Excellence* in each of the eight Economic Development Regions. The CoEs are conceptualized as virtual centers for cross-sector professional development designed to benefit early childhood practitioners and PD efforts that support young children birth to five and their families, with special emphasis on children who are culturally, linguistically, and ability-diverse. CoEs strive to focus on orchestrating training, mentoring, coaching, and supports that are sufficient to improve practice. By identifying specific topics that are relevant across disciplines, the Centers of Excellence are working to facilitate the planning, implementation, and evaluation of cross-sector PD that benefits teachers (ECSE and early childhood) and other early childhood colleagues as well. In each region of the state, the work of the Center of Excellence is being coordinated by a Regional Professional Development Facilitator (PDF).

### What are the Roles for the Regional Cross-Sector PD Councils?

Each region's Cross-Sector PD Council will ensure input from cross-sector early childhood PD leaders on the priorities of their Center of Excellence. The priorities for each Council will include:

- Understanding and embracing on the vision, values, responsibilities and evidence-base that guide Minnesota's regional approach to cross-sector early childhood professional development (Centers of Excellence) for young children with disabilities;
- Building connections and a shared vocabulary among those who support, plan, provide, and evaluate professional development for members of the early childhood workforce in each region;

- Using data to identify cross-sector early childhood PD needs and priorities for the region;
- Sharing resources and tools related to professional development and evidence-based practices that support young children and their families;
- Using collaborative, cost-effective, cross-sector approaches to PD that are grounded in evidence-based practices;
- Developing collaborative plans to address identified needs in ways that are consistent with high quality professional development; and
- Participating in evaluation of the Minnesota Center of Excellence initiative.

### **Who will Serve on Each Regional Cross-Sector PD Council?**

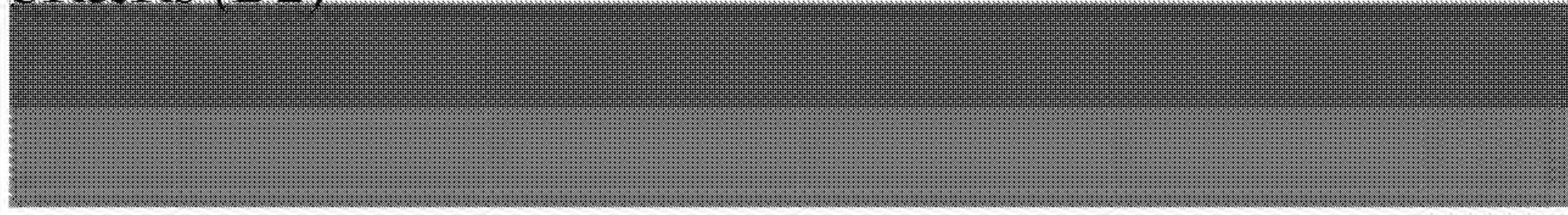
Professional development providers and leaders on each Regional Cross-sector PD Council may be drawn from:

- ❖ Head Start
- ❖ Mental Health
- ❖ Higher Education
- ❖ PD Coordinators from Child Care Resource and Referral system
- ❖ Social Services/home visiting/
- ❖ Public health
- ❖ ECFE/School Readiness/Private preschool programs
- ❖ Early Childhood Special Education (ECSE)
- ❖ Professional Associations
- ❖ Families of young children, including children with disabilities

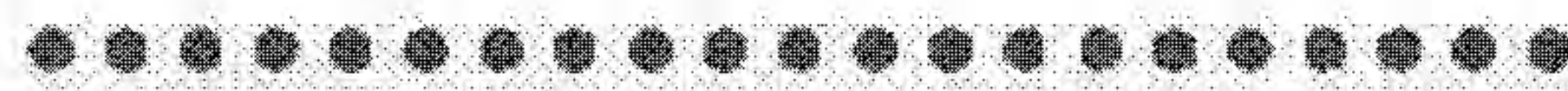
### **For Additional Information**

Shivani Pandit  
 ECSE Specialist  
 Minnesota Department of Education  
[Shivani.Pandit@state.mn.us](mailto:Shivani.Pandit@state.mn.us)

Lisa Backer  
 ECSE Specialist  
 Minnesota Department of Education  
[Lisa.backer@state.mn.us](mailto:Lisa.backer@state.mn.us)



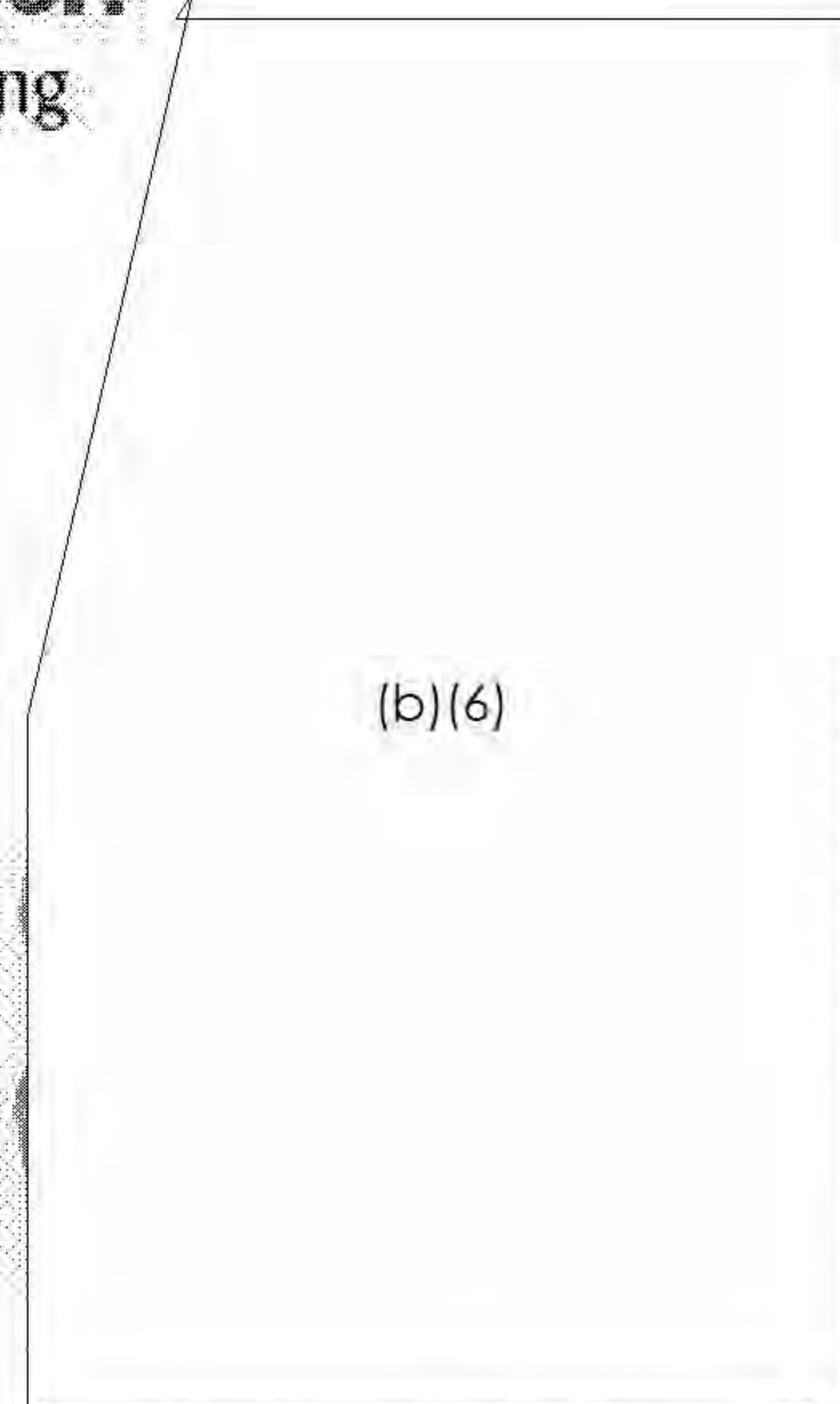
# ARE YOU A CHILD CARE PROVIDER?



**WE CAN HELP!**

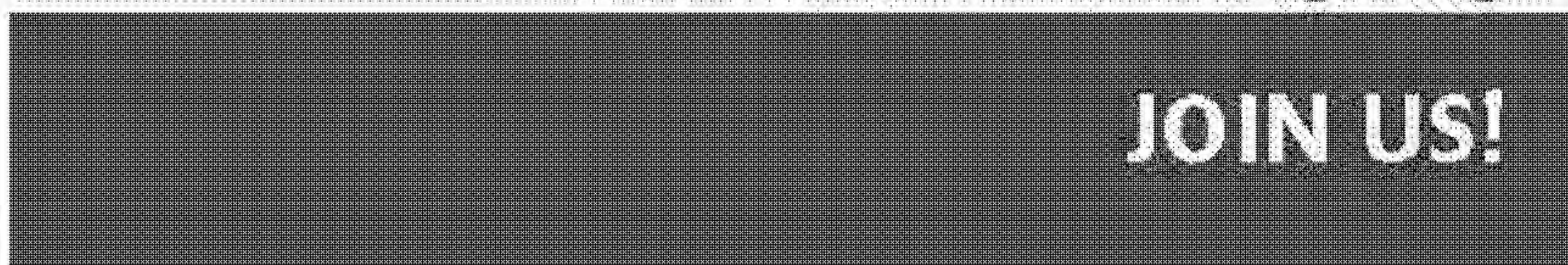
## **Turn to Child Care Resource & Referral for:**

- Continuing Education/Training
- Financial Supports:  
Grants and Scholarships
- Web Resources:  
Online Learning and Connections
- Professional Development Planning
- Quality Support
- Business Support
- Connections to Parents



imprint area

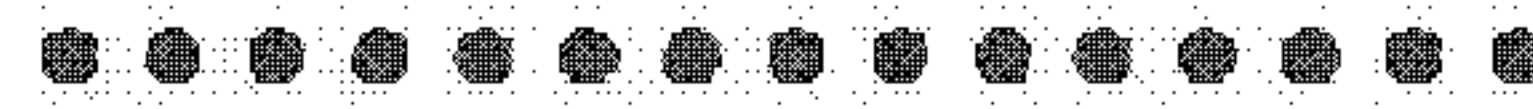
**Child Care Resource & Referral:  
Your Partners in Caregiving**



**JOIN US!**



# Quality child care matters



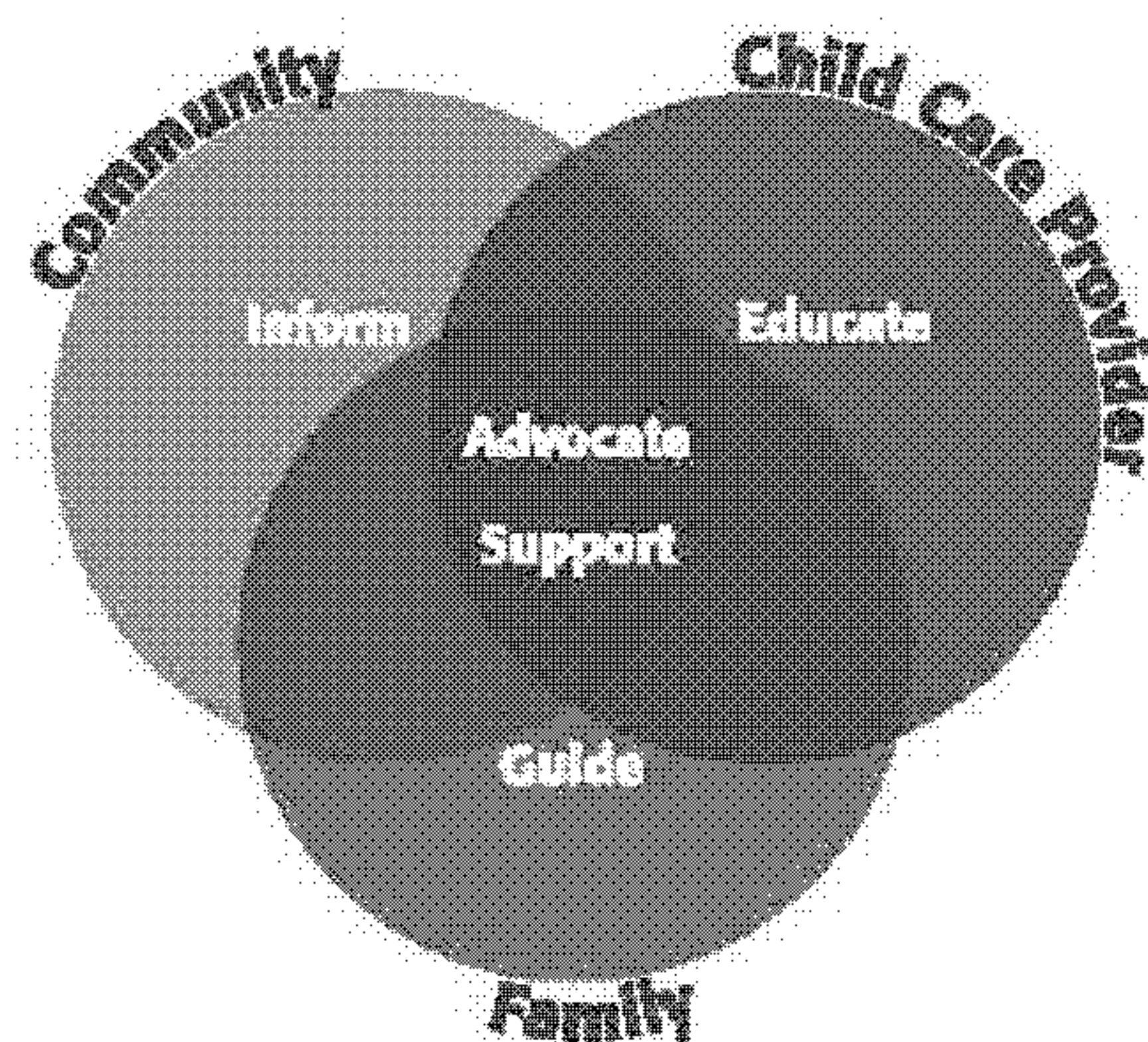
You make a difference each day when you...

- Talk with each child often and at their own level.
- Communicate daily with parents about their children's well-being.
- Keep your knowledge on caring for children current and participate in ongoing training.
- Care for children in small groups so they receive the time and attention they need.
- Plan a variety of activities throughout the day that are interesting and involve each child.
- Create a plan to keep children safe and healthy.

Turn to your local Child Care Resource & Referral agency for more information and support.

Call (888) 291-9811 or log on to [www.mnchildcare.org](http://www.mnchildcare.org).

**The Minnesota Child Care Resource & Referral Network** helps families find child care and understand their care



options, supports child care providers through grants and education, and informs the community on the importance of child care.



**Quality Care and Education for Every Child**

# Accelerating Reading Success for Minnesota Children

All across Minnesota, there are more than 600 AmeriCorps members providing intensive tutoring to thousands of children, who have fallen behind in their literacy skills, become confident, competent readers with brighter futures. In its seventh year, the Minnesota Reading Corps expanded its reach, generating impressive literacy results, attracting additional partners and funders, and growing interest and attention from educational, political and business leaders.



## A unique tutoring program

Minnesota Reading Corps was launched in 2003 to help Minnesota children achieve reading proficiency by third grade. Alice Seagren, former state legislator and now Minnesota Department of Education Commissioner and ServeMinnesota board member, was a leader in creating the Minnesota Reading Corps. She capitalized on her intersecting roles, visualizing national service as a strategy to bring more tutors to the front lines and to maximize the AmeriCorps program as a vehicle for transforming the way literacy tutoring occurs.

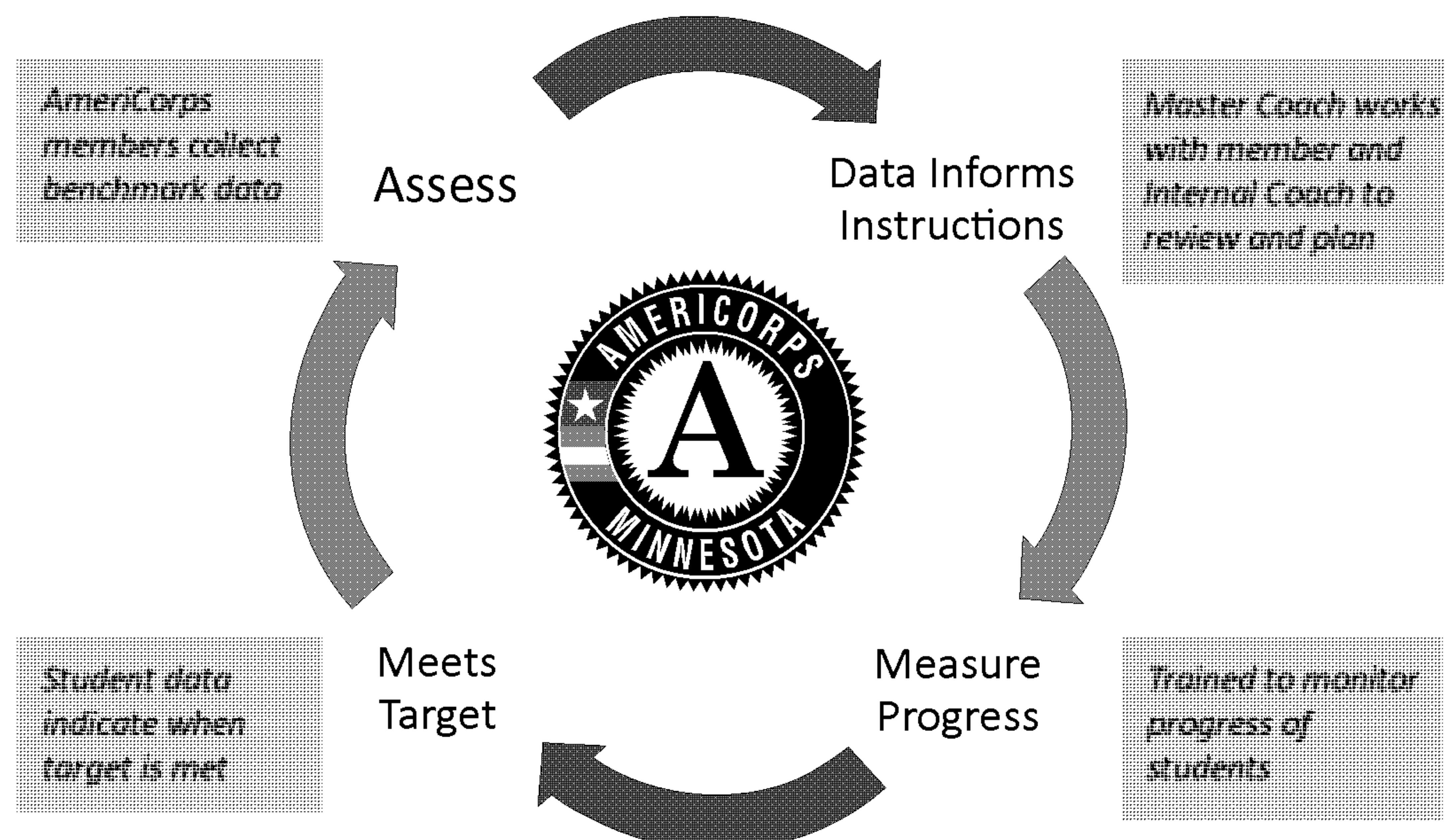
## Bridging literacy science and classroom needs

The Minnesota Reading Corps makes it uniquely possible to deploy large numbers of AmeriCorps members – highly trained, motivated, and consistent people power – into pre-school and K-3 settings. These members help to implement a research-based, data-driven model of literacy instruction firmly grounded in the science of how children best learn to read. The substantial one or two-year service commitment makes it cost-effective to invest the training and expert support necessary to provide each participating child with individualized instruction that aligns precisely with their specific literacy challenges.

**“If every child could read well by third grade, within a few years Minnesota would enjoy higher worker productivity, lower crime and incarceration rates, and fewer costly social ills.”**

~ Star Tribune editorial, November 4, 2009

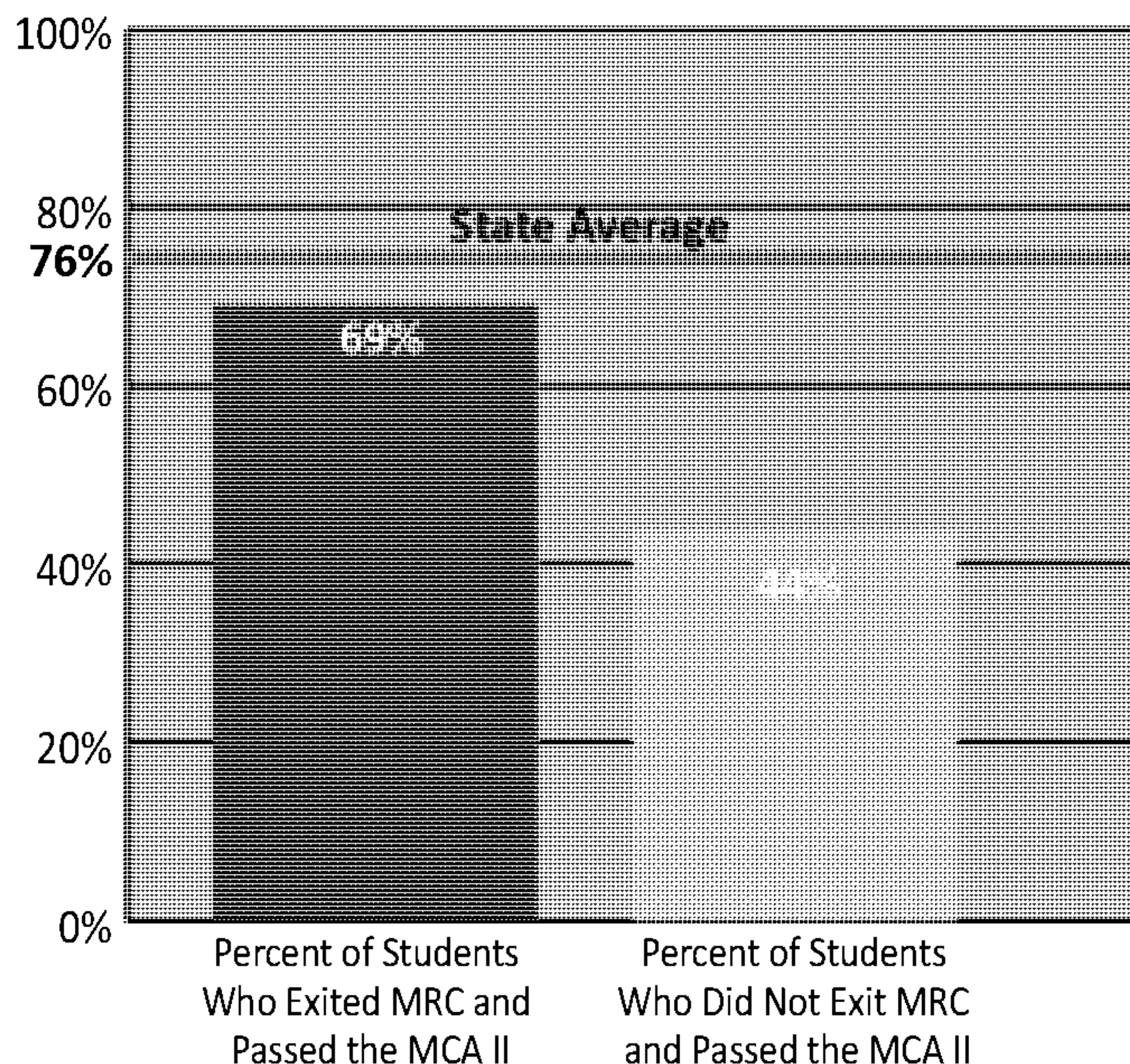
## What is the Model?



## Getting results for individual children

For five consecutive years, outside evaluators found that pre-schoolers participating in the Reading Corps started kindergarten significantly more prepared in literacy skills than other children. Nearly 70 percent of participating children in grades K-3 acquired literacy skills at a rate that allowed them to “catch up” to grade level requirements. These compelling results feed our impassioned vision that all Minnesota children ages three to grade three who qualify will have access to the program and will meet reading standards by third grade.

## Reasons for Optimism



**All Minnesota Reading Corps participants are at risk for failing. 7 out of 10 Reading Corps graduates pass the Grade 3 MCA II.**

## Influencing change within the education system

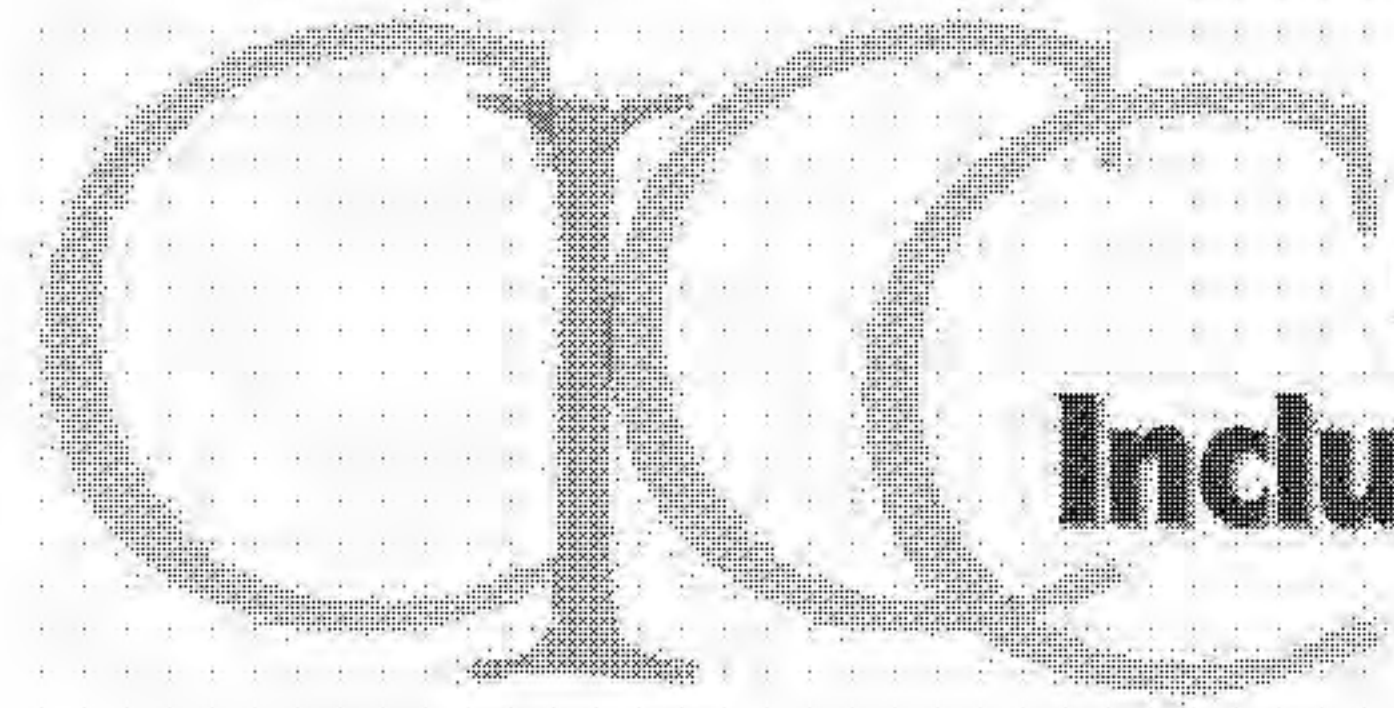
More than 70 percent of literacy supervisors reported that the Minnesota Reading Corps is key to increased use of assessment data and improved literacy instruction. Partner sites report growing capacity to use data to identify student literacy needs, select specific interventions, monitor progress, change tutoring strategies, and share updates more effectively with parents, teachers, and other stakeholders.

## Inspiring lifelong commitment

Deeply immersed in up close and personal experiences with children who shift from failure to accomplishment, Minnesota Reading Corps members intend to stay involved in education issues when their service ends. More than 80 percent report that they will consider a career involving children because of their experience and will continue volunteering in schools. Close to 100 percent indicate they will continue to promote childhood literacy.



**ServeMinnesota**  
The power of AmeriCorps. The power of you.



# Center for Inclusive Child Care

**Contact:**

**CICC Director**

Concordia University  
275 North Syndicate Street  
St. Paul, MN 55104  
**651.603.6265**

**Email:**

**support@inclusivechildcare.org**

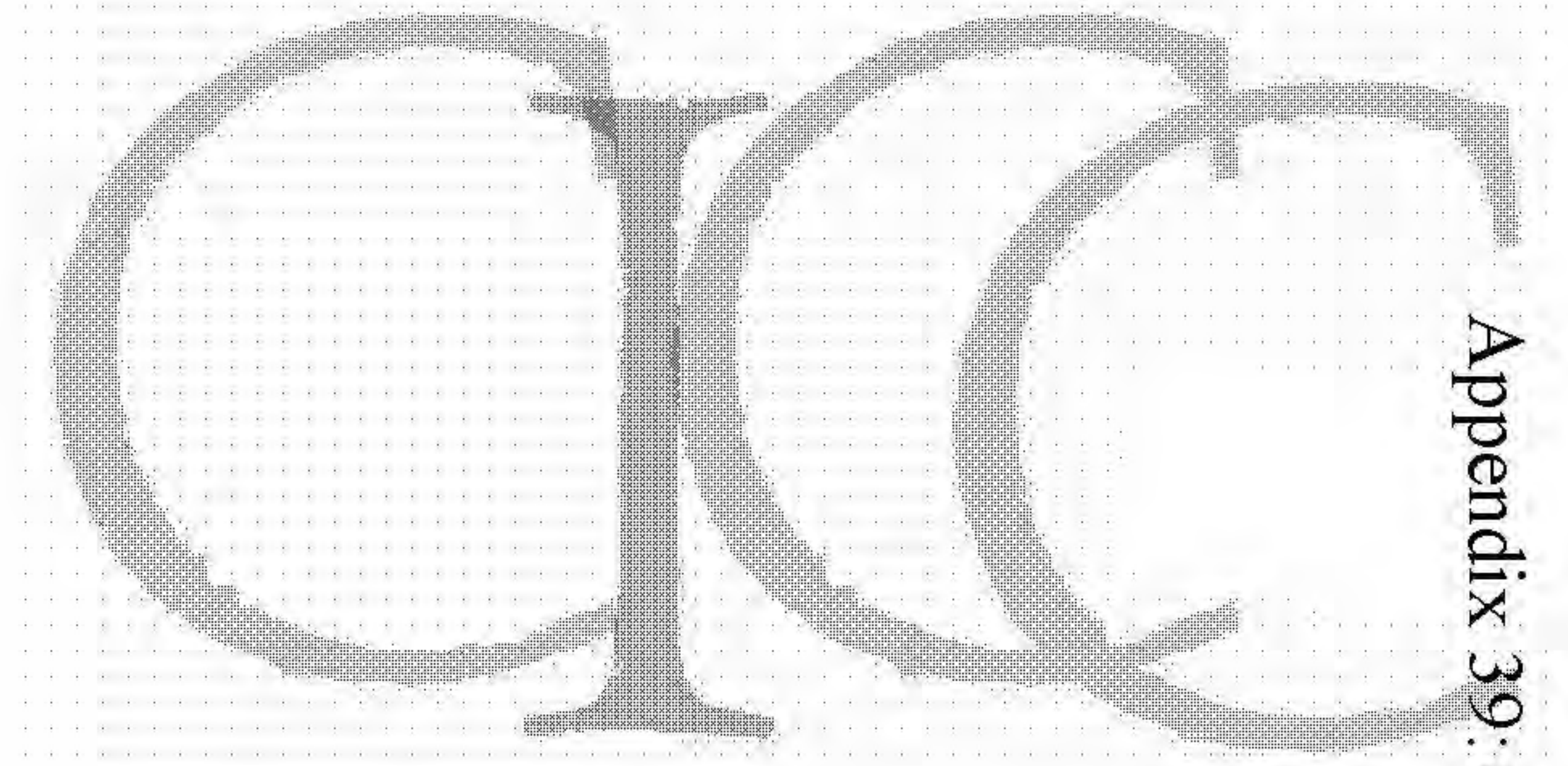
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The mission of the CICC is to be a centralized, comprehensive resource network supporting inclusive care for children in community settings.

**www.inclusivechildcare.org**

*Funding by Minnesota Department of Education, Minnesota Department of Human Services, Grants and Private Resources*

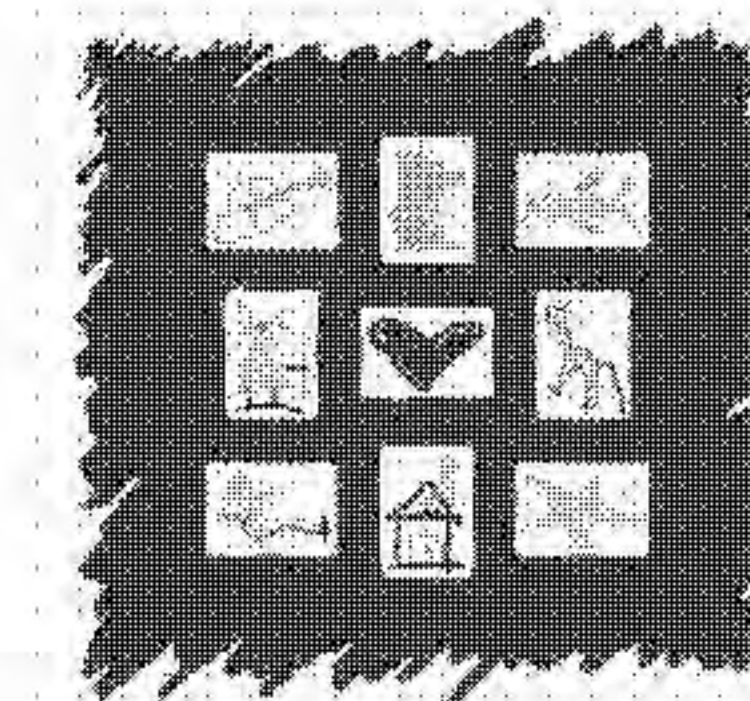
(b)(6)



# Center for Inclusive Child Care

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Appendix 39: Center for Inclusive Child Care (D2)



**Supporting inclusive care for children in all community settings**

**www.inclusivechildcare.org**

# Center for Inclusive Child Care Programs and Services

[www.inclusivechildcare.org](http://www.inclusivechildcare.org)

## Training & Inclusion Consultation

- Online Frequently Asked Inclusion Questions
- Online email Q/A with inclusion consultant
- In MN, on-site consultation available by contacting **consultation@inclusivechildcare.org**
- Customized training workshops

## Resources and Products

- Assorted curricula
- Developmental brochures
- Disability-themed booklets
- Sensory fidget bags
- Tip sheets
- Searchable web resources
- E-newsletter
- Training Tool Kits

(b)(6)

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## Inclusion Matters Podcast

- Bi-monthly episodes
- Available on website & itunes
- CEUs upon request

## eLearning Center

- **Info Modules**
  - Short tutorials on disability topics
  - .25 clock hour certificates available
  - Free of charge
- **Self-Study Courses**
  - Comprehensive online courses
  - A wide array of disability topics
  - Free of charge unless CEUs or college credits are requested

## Training Tool Kits

- Complete do-it-yourself trainings
- Download product online
- Design one to four workshops
- Includes script, PowerPoint, handouts, certificates, and more
- Content based on CICC Info Modules

## Train the Trainer Courses

- Instructor-led courses
- Offered online and face-to-face
- Includes training curriculum and other resources
- Inservice clock hours or CEUs
- CICC trainer certification upon course completion
- Access to national trainer registry
- Online trainer support chats

## National Registry of Inclusion Trainers

- Online database of CICC certified trainers
- Searchable by training organizations

## Certificates and CEUs

- **Continuing Education Units (CEUs) available for:**
  - Self-Study courses
  - Podcasts
  - Inclusion Institute
  - Train the Trainer courses
- **Inservice Clock Hours**
  - Info Modules
  - Inclusion Institute
  - Train the Trainer courses
  - Customized training
- **College Credit**
  - Inclusion Institute
  - Self-Study courses
- **Fees vary**

## The Minnesota Child Care Credential FAQ

### ***What is the Minnesota Child Care Credential?***

The Minnesota Child Care Credential is a two-year program that offers training in all aspects of educating, caring for and nurturing children. The goal of the Credential is to ensure that all Minnesota children are ready to enter school by 2020.

### ***What will interested child care professionals receive?***

Child care professionals will learn the latest skills in a community of caregivers. They will attend training, carefully planned and sequenced, to give a complete foundation in caring for children. The Minnesota Child Care Credential lasts for a lifetime and establishes participants as professionals committed to ongoing learning.

### ***What are the benefits of the Minnesota Child Care Credential?***

- A complete foundation in caring for children: Ideal for new caregivers.
- Marketing and leadership opportunities.
- Two years of the latest training: Sequenced and carefully planned.
- All training required for the National Child Development Associate Credential.
- A community of learners: A cohort of peers lead by excellent instructors.
- A strong foundation in the Minnesota Core Competencies and the Minnesota Early Childhood Indicators or Progress. Progress for those participating in Parent Aware; Building Quality: Making Good Things Better; and the Minnesota Career Lattice.
- Minnesota Center for Professional Development-approved training delivered by approved trainers.

### ***How will child care professionals participate?***

Participating child care professionals will complete **one of the following:**

- 1) Twenty one classes equaling 123 training hours over two years.
- 2) An online fast-track option available through Eager-to-Learn, completed over 40 weeks.

Participants will register and pay for the Credential by contacting their local professional development coordinator or the Eager-to-Learn team. Online registration and payment is not currently available.

Providers receiving a Minnesota Child Care Credential must:

- Complete an application
- Complete 123 hours of training
- Complete assigned coursework
- Complete any missed classes or coursework. *Participants will be responsible for the \$15 cost of any make-up classes needed. Make up classes will be offered online through Eager-to-Learn.*
- Prepay all class fees. *Credential fees are refundable on a prorated basis only.*
- Join the Minnesota Center for Professional Development's Registry.

# The Minnesota Child Care Credential FAQ, Cont.

## ***What is the cost of the Credential?***

**Child care professionals are encouraged to join early for reduced rates and training reward rebates!** For a limited time participants can expect to pay a total of \$268—after training reward rebates—for Credential training. The cost for the online, fast-track training option through Eager-to-Learn is \$165 after training reward rebates.

It will work like this:

- 1) **Credential participants will pay reduced quarterly training fees**, totaling \$970, over two years. Those participating in the online training option will pay reduced quarterly training fees, totaling \$615, over one year.
- 2) Those who **continue with the Credential will receive training rebate reward** checks every six months. After training reward rebates, participants will enjoy a 75 percent discount on Credential training.
- 3) **Participants' professional growth budgets will go further!** Credential participants are encouraged to use their training rebates to complete their Child Development Associate Credential requirements, attend additional training or save for next year's professional growth.

## ***I have paid my initial Credential fees. When and how will I receive the rebate?***

If you have already paid your Credential fees out-of-pocket you will receive a reimbursement check. If, however, you have paid your Credential fees using grant dollars (through Building Quality: Making Good Things Better or the CDA Support Scholarship), you will not receive reimbursements.

## ***How long will the Credential take?***

The Credential training may be taken as 123 hours of in-person training over two years or as a year-long fast track training online. Reading and other assignments will need to be completed between class sessions.

## ***What are some of the training areas of the Credential?***

- Supporting children's health and wellness
- Using and choosing curriculum
- Encouraging literacy
- Planning for a successful business
- Building strong relationships.

## ***Who is the audience?***

The Credential is designed for:

- New child care professionals who would like a strong foundation in caring for children
- Longtime child care professionals who are interested in updating their skills and knowledge
- All professionals interested in marketing their commitment to the best possible care.

## ***Will recent trainings qualify for the Credential?***

Parent Aware-approved curriculum or assessment training (minimum of eight hour trainings) taken in the last three years will be accepted.

## ***Does Credential training qualify for college credit?***

No it does not.

## ***May child care providers with a Child Development Associate Credential (CDA) automatically receive the Minnesota Child Care Credential?***

No. Child care professionals interested in pursuing the Child Care Credential must complete the required training. Child care professionals who are just beginning the CDA training process should be encouraged to consider the Child Care Credential as the Credential training applies to the CDA requirements; they can pursue both Credentials if they begin with the Minnesota option!

## The Minnesota Child Care Credential FAQ, Cont.

### ***Should CDA Credentialed child care professionals be encouraged to participate in the Minnesota Child Care Credential?***

No, the Credential and the CDA offer similar training topics. Those who have completed the CDA should be made aware of coming specialty Credentials which will offer additions to the CDA or the Minnesota Child Care Credential. These may include credential certifications in special needs care or infant and toddler care.

### ***Will the Child Care Assistance program reimburse child care professionals with their Child Care Credential at a higher rate? No, this would require legislative action.***

### ***What will parents hear about the Minnesota Child Care Credential and other professional development opportunities?***

The Child Care Resource & Referral community counsels parents to ask about extra trainings child care professionals have undertaken. Parents are encouraged to consider child care providers who have a clear commitment to ongoing education whether they've earned training hours in an area of interest, a CDA, a Minnesota Child Care Credential or a college degree.

## Key Messages for Child Care Providers

- The Minnesota Child Care Credential offers:
  - New learning: Connect to the latest best practices.
  - Networking: Work with a community of your peers to offer the best care available.
  - Tools for a changing profession: Understand the Core Competencies and the Early Childhood Indicators of Progress. Prepare for a quality rating and improvement system, Building Quality and more!
- We are currently recruiting child care providers throughout Minnesota who are interested in new learning and distinguishing themselves as credentialed professionals.
- The Minnesota Child Care Credential offers new opportunities for child care professionals looking for a strong, Minnesota-specific education in child care.
- The Minnesota Child Care Credential is an investment in yourself and your program. It's an investment worth making.
- Join early for discounted training rates! **New training reward rebates will allow participants who join early and stay in the program to receive two years of training at 75 percent off the standard rates.**
- More and more often parents and communities are asking child care providers to demonstrate their quality. The Minnesota Child Care Credential supports child care providers in their efforts to respond.
- Innovations like the Minnesota Child Care Credential help child care providers and children. The Credential supports child care providers as the important professionals they are.
- The availability of Credential training will vary from one Minnesota community to another. Contact your local Child Care Resource & Referral agency to learn more.
- The Minnesota Child Care Credential, because Minnesota's future starts with you!



(b)(6)

T.E.A.C.H. has a history of helping Minnesota child care professionals earn college credits, degrees and credentials.

Well-educated child care professionals create a strong child care system.

Strong Minnesota needs a strong child care system.

Minnesota Child Care Resource & Referral Network  
380 Lafayette Road  
Suite 103  
St. Paul, MN 55107  
Phone: (651) 290-9704  
Toll free: (866) 807-6021  
Fax: (651) 290-9785  
www.mnchildcare.org

(b)(6)

 Minnesota Child Care Resource & Referral Network  
380 Lafayette Road  
Suite 103  
St. Paul, MN 55107



.....  
**A Scholarship Program  
for the Early Childhood  
and School-Age Care Field**  
.....

(b)(6)

## How can T.E.A.C.H. Early Childhood<sup>®</sup> MINNESOTA help you?

Whether you are ready to pursue a college degree or are in the process of obtaining a National Child Development Associate (CDA) Credential, T.E.A.C.H. has financial support and counseling for you!

For degree seeking recipients, the T.E.A.C.H. MINNESOTA program covers the majority of tuition and book purchases and provides a travel stipend and paid release time. (Scholarship benefits vary according to eligibility.)

After earning degrees, credits and credentials, T.E.A.C.H. recipients often see their wages, opportunities and professional recognition grow.

## Who is eligible for T.E.A.C.H. scholarships?

These scholarships are for early childhood, child care and school-age care professionals who are:

- Working for or operating a licensed or regulated child care program in Minnesota at which they have worked for at least the past six months.
- Working at least 15 hours per week directly with children for a minimum of 780 hours per year.
- Accepted into a Minnesota college and seeking a degree in child development or early childhood, or those who are pursuing a National Child Development Associate (CDA) Credential.

T.E.A.C.H. Early Childhood<sup>®</sup> MINNESOTA is a licensed program of the Child Care Services Association.

## What is the application process?

Interested eligible applicants should:

- 1) Visit [www.mnchildcare.org](http://www.mnchildcare.org) and click on the T.E.A.C.H. link for more details.
- 2) Download an application from the website.
- 3) Complete and mail the application and supporting documents by the due date listed.

“ I bring so much more to the classroom each day since I earned my degree with the help of T.E.A.C.H. MINNESOTA. I also take more away from my work—I am a trained professional with credentials in my pocket and I understand how critical my work as an educator is. I was recently promoted and feel my job turning into a career.”

– Johanna Powell  
T.E.A.C.H. MINNESOTA recipient

Across the country, the majority of T.E.A.C.H. recipients see at least a 5 percent wage increase.

Two thirds of T.E.A.C.H. states report the turnover rate among T.E.A.C.H. recipients to be around 5 percent as opposed to nearly 30 percent in the field as a whole.

**T.E.A.C.H. Early Childhood<sup>®</sup> MINNESOTA**  
**a scholarship program intended to help**  
**early childhood and school-age care**  
**professionals increase their levels**  
**education, compensation and**  
**commitment to the field.**

Minnesota Center for Professional Development

Individual Training Needs Assessment (ITNA)

A Self-Reflection Tool

1/2009

## **Introduction**

The Individual Training Needs Assessment (ITNA) was developed based on Level 1 and Level 2 of the Minnesota core competencies for early childhood and school-age care practitioners. These professional development competencies describe the beginning knowledge and skills practitioners need to work in a variety of settings (e.g., child-care centers, preschools, pre-kindergarten programs, family child care, school-age care programs, etc.). These competencies create a framework on which those who work with children can build their professional development goals. Through the Minnesota Center for Professional Development and with the help of this self-reflection tool, training can be planned to match core competency content areas and levels. When you finish the ITNA, you can use the results to find training on the Minnesota Center for Professional Development Registry that will help you move to the next step on the Career Lattice and improve your practice.

## **Directions**

The ITNA is a series of questions or statements to help you think about your knowledge of child development and what you do when you work with children. The ITNA is divided into eight sections that correspond to the content areas of the Minnesota core competencies documents. For each question, you will be asked to indicate either how strongly you agree or disagree with the statement or how frequently you perform a task.

There are four options:

- A** = I strongly agree or always do
- B** = I somewhat agree or usually do
- C** = I somewhat disagree or rarely do
- D** = I strongly disagree or never do

Read each statement and respond with your first reaction. Select your answer by placing an X in the box that corresponds to the letter of the ranking.

## **Scoring**

The scoring key is located at the end of each section. You may score the ITNA by entering the number that corresponds to your chosen letter in the box located in the column on the right side of the page. After entering all numbers, add up the total and enter it into the TOTAL box. Follow the directions below the total box to determine the percentage. After you complete the ITNA, you will end up with a series of scores that will guide you in making future training choices related to important areas in working with children. You may take the ITNA as often as you like. You may notice your percentage scores increase as you attend more training and become more confident in your knowledge and abilities.

## **Recommendations**

You will find recommendations for training and education based on your ITNA scores on the last page of this tool.

THE MINNESOTA CENTER FOR PROFESSIONAL DEVELOPMENT  
Individual Training Needs Assessment (ITNA)

**CORE COMPETENCY CONTENT AREA I: Child Growth and Development**

**Complete this section using the following scale:**

**A** = I strongly agree or always do

**B** = I somewhat agree or usually do

**C** = I somewhat disagree or rarely do

**D** = I strongly disagree or never do

	A	B	C	D	Score
1. I believe that only real learning occurs through planned group experiences that the caregiver leads the children through.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I can recognize the social developmental needs of children.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I realize that I may need to modify play experiences, materials and/or equipment to meet the unique needs of the children in my care.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I encourage children to engage in physical activities like climbing, riding on riding toys, and playing with balls.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. There are some children who are just "different" and I am often confused to know what to do with them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. I think basically children are the same at each age—with the same preferences, skills and abilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Some children are just never easily going to be part of a group and caregivers, parents and the children will need to eventually accept that and move on.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. I encourage children to use their words to express emotions, thoughts and feelings with other children and adults.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. I treat all children with respect and value their right to be treated with respect by other children and adults.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. I can monitor a child's development and recognize when a child may need further evaluation for a developmental concern.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Add items 1-10</b>				<b>TOTAL =</b>	<input style="width: 50px; height: 25px;" type="text"/>
<b>Multiply your TOTAL by 10 to get a percentage</b>					<input style="width: 50px; height: 25px;" type="text"/> %

**Scoring Key:**

Give yourself 1 point if you answered A or B in questions 2, 3, 4, 8, 9, and 10.

Give yourself 1 point if you answered C or D in questions 1, 5, 6, and 7.

THE MINNESOTA CENTER FOR PROFESSIONAL DEVELOPMENT  
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**CORE COMPETENCY CONTENT AREA II: Learning Environment and Curriculum**

**Complete this section using the following scale:**

**A** = I strongly agree or always do

**B** = I somewhat agree or usually do

**C** = I somewhat disagree or rarely do

**D** = I strongly disagree or never do

	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>Score</b>
11. I have a daily routine/schedule and follow it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
12. I limit the choices of play activities to make it easier for the children.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
13. I provide mostly structured learning activities for the children.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
14. During indoor play, I often spend time with the children in "floor time" activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
15. I attempt to learn simple words/phrases in a child's home language.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
16. When reading a book to children, they should be encouraged to listen and not to interrupt.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
17. When reading a story, I ask children what they think will happen next.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
18. I have detailed and specific rules determined by me in order to minimize negative behavior in children.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
19. Children in my care are assigned "jobs/tasks" daily.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
20. I have an environment that promotes children's natural interest in discovering, exploration and manipulation of items.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
21. I recognize that often children under stress may have personality changes and may need extra help in handling daily routines, transitions and unexpected changes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
22. I accept cultural differences that may affect children's ways of expressing themselves creatively.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
23. I often use coloring books or duplicated pictures in planning art activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
24. I do not like the "mess" that is made in many creative activities so I do not use them on a daily basis.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
25. I realize that some cultures may react to my using some items in creative exploration, such as using food items (oranges or pudding) to paint with.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>

THE MINNESOTA CENTER FOR PROFESSIONAL DEVELOPMENT  
Individual Training Needs Assessment (ITNA)

	A	B	C	D	Score
26. I do not have planned learning activities or lessons as part of my child care program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27. I choose materials with the developmental needs of each of the children in mind.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28. I rotate/change toys and materials in my program on a regular basis to accommodate the changing developmental needs of the children in my program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29. My schedule/routine allows for children to move and be active every day.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30. I use a variety of songs, books, finger plays and games including those from other cultures.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31. I usually ask yes/no questions or questions that only need to be answered with 1-2 words.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32. I tell the children what is coming next in the daily schedule.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33. It damages children's self-esteem to point out their differences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
34. When children are in conflict, I quickly intervene and tell them how to solve the problem.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
35. I use cooperative games versus competitive games often in my care of children.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
36. I encourage children to tell me about their creative projects.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
37. I provide opportunities for children to express themselves through dramatic play and have a variety of "props/equipment" that stimulate their imagination.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
38. I primarily use stencil/tracers/duplicated papers to encourage children to learn to write.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
39. I play matching games with children everyday using colors, sizes, and objects to match.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
40. I familiarize children with mathematical language in daily experiences (e.g. bigger than, more than, as many as, etc.).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Add items 11-40**

**TOTAL =**

**Multiply your TOTAL by 10 and divide by 3 to get a percentage =**      %

**Scoring Key:**

Give yourself 1 point if you answered A or B in questions 11, 14, 15, 17, 19, 20, 21, 22, 25, 27, 28, 29, 30, 32, 35, 36, 37, 39, and 40.

Give yourself 1 point if you answered C or D in questions 12, 13, 16, 18, 23, 24, 26, 31, 33, 34, and 38.

THE MINNESOTA CENTER FOR PROFESSIONAL DEVELOPMENT  
Individual Training Needs Assessment (ITNA)

**CORE COMPETENCY CONTENT AREA III: Assessment and Planning for Individual Needs**

Complete this section using the following scale:

**A** = I strongly agree or always do

**B** = I somewhat agree or usually do

**C** = I somewhat disagree or rarely do

**D** = I strongly disagree or never do

	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>Score</b>
41. I know how to document information about each child's development.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
42. I know that most children will obtain certain skills at the same age.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
43. I share my observations of the children with my family and friends.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
44. I use anecdotal records to assess young children's development.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
45. I know that misbehavior can be a sign of emotional distress in children.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
46. I am subjective when writing down my observations of children.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
47. I keep accurate records of children's progress.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
48. I immediately notify the parents when I have a concern about a child's development.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
49. I use a variety of observation tools and strategies to get to know each child.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
50. I ask a family about their life situation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>

**Add items 41-50**

**TOTAL =**

**Multiply your TOTAL by 10 to get a percentage**

%

**Scoring Key:**

Give yourself 1 point if you answered A or B in questions 41, 44, 45, 47, 49 and 50.

Give yourself 1 point if you answered C or D in questions 42, 43, 46, and 48.



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Individual Training Needs Assessment (ITNA)

**CORE COMPETENCY CONTENT AREA IV: Interactions with Children**

**Complete this section using the following scale:**

**A** = I strongly agree or always do

**B** = I somewhat agree or usually do

**C** = I somewhat disagree or rarely do

**D** = I strongly disagree or never do

	A	B	C	D	Score
51. I make sure to place blame on the child who misbehaved.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
52. I refer to problem behaviors or situations, rather than labeling the child.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
53. I base expectations for behavior on age and developmental level of children.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
54. I seek to find reasons for challenging behavior and respond with positive guidance techniques.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
55. I use time outs as the first guidance option with children of all ages.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
56. I collaborate with families to develop individually appropriate expectations for children's behavior.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
57. I expect children to use equipment in the way intended.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
58. I participate in developmentally appropriate guidance approaches (e.g., choices, appropriate limits, redirection, ignoring, positive feedback and encouragement, and giving effective directions).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
59. I let families know about all of the difficult behaviors their child has each day.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
60. I respect children's feelings and emotions and work towards supporting children's recognition and identification of their feelings and emotions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>

**Add items 51-60**

**TOTAL =**

**Multiply your TOTAL by 10 to get a percentage**

%

**Scoring Key:**

Give yourself 1 point if you answered A or B in questions 52, 53, 54, 56, 58, and 60.

Give yourself 1 point if you answered C or D in questions 51, 55, 57, and 59.

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Individual Training Needs Assessment (ITNA)

**CORE COMPETENCY CONTENT AREA V: Families and Communities**

**Complete this section using the following scale:**

**A** = I strongly agree or always do

**B** = I somewhat agree or usually do

**C** = I somewhat disagree or rarely do

**D** = I strongly disagree or never do

	A	B	C	D	Score
61. I believe the family is the first and most important teacher for their child.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
62. I understand when to provide support to parents and when to refer parents to other professionals in the community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
63. I encourage children to share special aspects of their family.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
64. I recognize that diversity exists in language, culture, socioeconomic levels, special needs, faith traditions, family structure and individual differences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
65. I am often confused by confidentiality rules.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
66. I recognize the unique characteristics and circumstances of each family and support those differences in culture, language and family structure.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
67. Families in stress give clear signals that are easily recognized.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
68. My actions with children may be viewed as a positive role model to parents and the community and I consciously act in ways that reflect that opportunity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
69. I have difficulty in finding ways to communicate with parents daily.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
70. I understand and recognize challenges faced by new refugee/immigrant families in my community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
<b>Add items 61-70</b>				<b>TOTAL =</b>	<input style="width: 50px; height: 25px;" type="text"/>

**Multiply your TOTAL by 10 to get a percentage**

%

**Scoring Key:**

Give yourself 1 point if you answered A or B in questions 61, 62, 63, 64, 66, 68, and 70.

Give yourself 1 point if you answered C or D in questions 65, 67, and 69.

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Individual Training Needs Assessment (ITNA)

**CORE COMPETENCY CONTENT AREA VI: Health, Safety and Nutrition**

**Complete this section using the following scale:**

**A** = I strongly agree or always do

**B** = I somewhat agree or usually do

**C** = I somewhat disagree or rarely do

**D** = I strongly disagree or never do

	A	B	C	D	Score
71. I use gloves and other appropriate techniques when dealing with blood and other body fluids to prevent the spread of and possible infection from blood borne pathogens.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
72. I document changes in children's behavior, signs of illness and/or possible signs of abuse and neglect (e.g. bruises, cuts, scrapes) in a written format each day.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
73. Children in my care must finish all the food on their plates.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
74. When a child is injured while in my care, I have the necessary first aid materials within easy reach so I can continue to monitor the other children.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
75. Sometimes our program is out of compliance for licensing ratios for periods of time during the day and that is okay.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
76. When I am with children, my full attention is on ensuring that they are safe and I do that by actively supervising and interacting with children while they are playing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
77. I regularly check the physical environment of my early care and education setting for safety hazards, fix those that I can fix immediately or remove these hazards from the environment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
78. I know and follow the state's mandated reporter procedures required of me as a caregiver of young children.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
79. Children in my care are encouraged to eat meals and snacks in the company of others, to try new foods, and may refuse a food item if they do not want to eat it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
80. I guide cooking experiences with children on a regular basis in my early care and education setting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Add items 71-80**

**TOTAL =**

**Multiply your TOTAL by 10 to get a percentage**

%

**Scoring Key:**

Give yourself 1 point if you answered A or B in questions 71, 72, 74, 76, 77, 78, 79, and 80.

Give yourself 1 point if you answered C or D in questions 73 and 75.

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Individual Training Needs Assessment (ITNA)

**CORE COMPETENCY CONTENT AREA VII: Program Planning and Evaluation**

**Complete this section using the following scale:**

**A** = I strongly agree or always do

**B** = I somewhat agree or usually do

**C** = I somewhat disagree or rarely do

**D** = I strongly disagree or never do

	A	B	C	D	Score
81. I understand my responsibilities in regards to program policies and licensing regulations and carry them out to the best of my ability.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
82. I am willing to learn new technologies when needed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
83. I avoid using constructive criticism because it can hurt people's feelings.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
84. I have an organized system of record keeping.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
85. I comply with program policies and licensing regulations relating to supporting children with special needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
86. I value other's feedback of my work in order to keep improving.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
87. I value independence and prefer to work alone.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
88. I help to make sure volunteers feel a part of the team.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
89. Knowing how to use technology does not add value to my professional development.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
90. I comply with the program policies and licensing requirements relating to the materials and equipment that promote young children's development.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>

**Add items 81-90**

**TOTAL =**

**Multiply your TOTAL by 10 to get a percentage**

%

**Scoring Key:**

Give yourself 1 point if you answered A or B in questions 81, 82, 84, 85, 86, 88, and 90.

Give yourself 1 point if you answered C or D in questions 83, 87, and 89.

THE MINNESOTA CENTER FOR PROFESSIONAL DEVELOPMENT  
Individual Training Needs Assessment (ITNA)

**CORE COMPETENCY CONTENT AREA VIII: Professional Development and Leadership**

Complete this section using the following scale:

**A** = I strongly agree or always do

**B** = I somewhat agree or usually do

**C** = I somewhat disagree or rarely do

**D** = I strongly disagree or never do

	A	B	C	D	Score
91. I know about early childhood education or school-age care professional organizations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
92. I am aware that the early care and education field has a published Code of Ethical Conduct.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
93. I actively incorporate suggestions from supervisors, licensers, co-workers and my program families to improve my care giving practices and environment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
94. I feel that I know enough about the field without needing additional professional development.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
95. I sometimes wonder if working with children is right for me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
96. I maintain a balance between my work and my home life.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
97. I actively participate in organizations for professional development.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
98. I do not see the need for culturally sensitive practices for children and families.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
99. I initiate a relationship with my supervisor or my licenser to gain information on job performance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
100. I work on my own to find positive solutions for challenging situations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>

**Add items 91-100**

**TOTAL =**

**Multiply your TOTAL by 10 to get a percentage**

%

**Scoring Key:**

Give yourself 1 point if you answered A or B in questions 91, 92, 93, 96, 97, and 99.

Give yourself 1 point if you answered C or D in questions 94, 95, 98, and 100.

THE MINNESOTA CENTER FOR PROFESSIONAL DEVELOPMENT  
Individual Training Needs Assessment (ITNA)

*Congratulations on completing the ITNA!*

**ITNA Recommendations**

**For Scores 80% and higher:**

If you scored 8-10 points on Core Competency Content Areas I, III, IV, V, VI, VII & VIII or 24-30 points on Core Competency Content Area II at level 1 & 2,

1. Enroll in a college credit course in the Core Competency Content Area at a college or university under the guidance of an academic advisor at the school. College credit can be used toward an associate or bachelor degree.
2. You may also be a good candidate for prior learning assessment. Many colleges provide students with the option of earning college credit for college level learning that has occurred outside the college classroom. For more information, contact your academic advisor or visit Metropolitan State University's Early Childhood Assessment Program website at [www.metrostate.edu/ecap](http://www.metrostate.edu/ecap).

**For Scores 50 – 79%:**

If you scored 5-7 points on Core Competency Content Areas I, III, IV, V, VI, VII & VIII  
or 15-23 points on Core Competency Content Areas II at level 1 & 2, you have two choices:

1. Enroll in non-credit training at Level 2 in the Core Competency Content Area. Training can be found online in the events search area of the Minnesota Center for Professional Development Registry at <http://mncpd.mncpd.org/registryapp>. You may use non-credit training toward earning the National Child Development Associate (CDA).
2. Enroll in a college credit course in the Core Competency Content Area at a college or university under the guidance of an academic advisor at the school. College credit can be used toward an associate or bachelor degree.

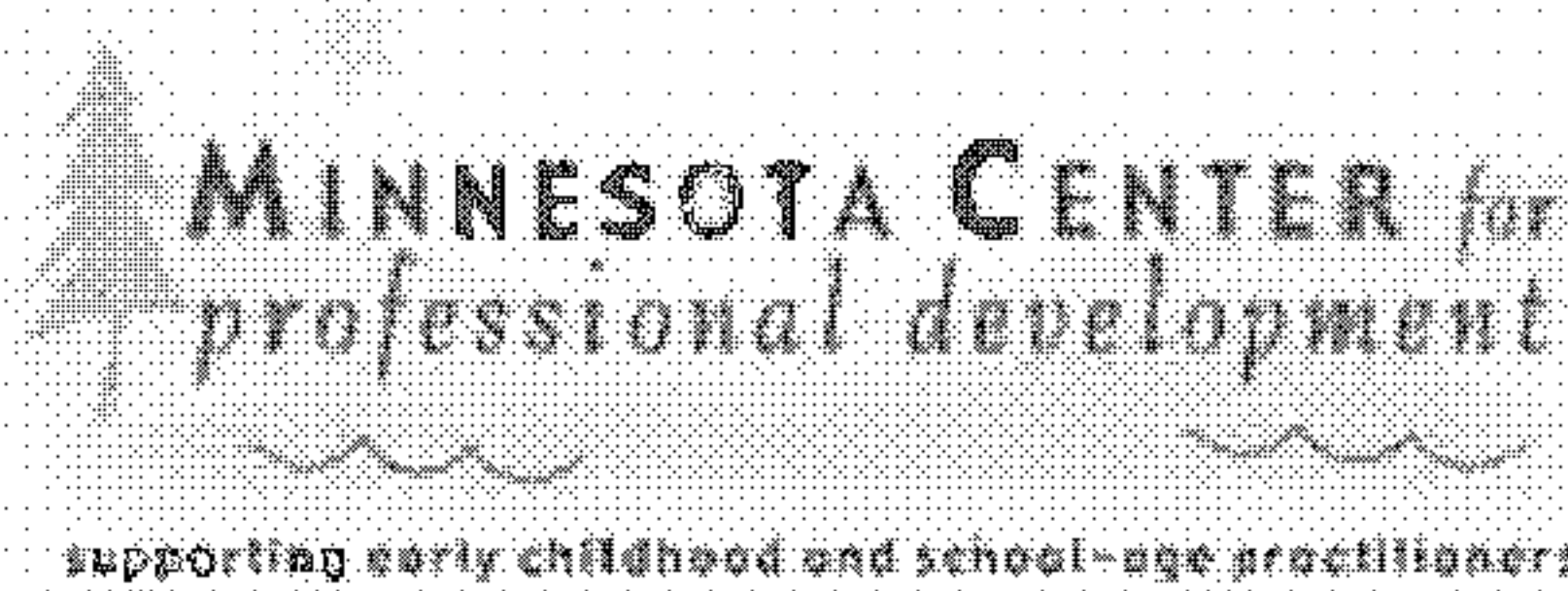
**For Scores 0 – 50%:**

If you scored 0-4 points on Core Competency Content Areas I, III, IV, V, VI, VII & VIII  
or 0-14 points on Core Competency Content Areas II at Level 1 & 2, you have two choices:

1. Enroll in non-credit training at Level 1 in the Core Competency Content Area. Training can be found online in the events search area of the Minnesota Center for Professional Development Registry <http://mncpd.mncpd.org/registryapp>. You may use non-credit training toward earning the National Child Development Associate (CDA).
2. Enroll in a college credit course in the Core Competency Content Area at a college or university under the guidance of an academic advisor at the school. College credit can be used toward an associate or bachelor degree.

**Please note that the results of this ITNA are *not intended to predict successful completion* of any Core Competency Content Area training or course.**

## Appendix 43: Professional Development Plan (D2)



## MINNESOTA EARLY CHILDHOOD AND SCHOOL-AGE PROFESSIONAL DEVELOPMENT PLAN

Success in any career requires continued development of skills and knowledge. This is not an automatic process. Instead, it begins with a vision and a strategy requiring a commitment to lifelong learning, and involves continuing effort. Professional development should be an essential component of your career growth and plan. With changes and the evolution of the early childhood and school-age profession, keeping your skills and knowledge current will not only give you a competitive advantage in achieving your career goals but it will also be helpful to the children you serve. As with your other life goals, it is recommended that you develop a personalized plan designed to help you achieve your goals. While your vision will define where you want your development to take you, goals and action plan will aid you in achieving your development objectives that will bring the greatest rewards. A plan with explicit goals will provide structure for your future learning.

This professional development plan is intended to be used with other Minnesota Professional Development System such as the Registry, the Individual Training Needs Assessment, Parent Aware, professional development opportunities and funding through the Minnesota Child Care Resource and Referral Network.

Here are the steps you need to take:

1. **Sign up on the Minnesota Registry.** Signing up on the Registry will give you a place to input your professional development activities and place you on a step on the career lattice so you will know where you are on the learning continuum. The Registry will also provide you with a copy of a learning record to use in planning your future education.
2. **Take a self-assessment.** Self-assessment will help you identify your strengths and limitations, values and goals, skills and competencies. If you are between Foundational Awareness and career step 5, we recommend you take the Individual Training Needs Assessment (ITNA) to help you identify your educational plan. The ITNA, which was developed using the Minnesota Early Childhood and School-age core competencies, will help identify your gaps in core competencies, and key areas you need to develop to remain skilled in child care.
3. **You are now ready to use this Professional Development Plan.** This tool will help you evaluate your current and preferred career objectives, opportunities and challenges, and resources. After determining the key learning areas in which you want to focus, you will be able to develop specific and measurable goals in which to pursue. Use this template to facilitate your goal-setting process, to document your results, and to track your accomplishments.

# PROFESSIONAL DEVELOPMENT CAREER PLAN OF ACTION FORM

Name:

Registry ID#:

Date:

Address:

Telephone:

Email:

Job Title:

Program Name:

## MINNESOTA PROFESSIONAL DEVELOPMENT SYSTEM CAREER LATTICE STEP (MNCPD REGISTRY)

- Foundational Awareness
- Step I
- Step II
- Step III
- Step V
- Step VI

- Step VII
- Step VIII
- Step IX Circle one: a b c
- Step X Circle one: a b c
- Step XI Circle one: a b c
- Step XII Circle one: a b c

### MNCPD TRAINER TYPE:

- Provisional Trainer I
- Provisional Trainer II
- Trainer I
- Trainer II
- Master Trainer

**Note:** Trainers must check the Career Lattice step and Trainer type

## CAREER GOALS

Career goal setting is an excellent way to motivate yourself and to ensure you are actively moving your life in a direction of your choice. Career goals are goals that you set for your career path. They can be anything from deciding what continuing education or training to take to fulfill requirements of your current position to making your career choice to where you want to be in your career in a certain number of years. It's important to set both short-term and long-term career goals. Short term career goals would apply to your current position, but those goals would have your long term career goal in mind. For instance, if your long-term goal is to be a Parent Educator for your local Early Childhood and Family Education (ECFE) program, then your short-term career goal would be to enroll in a Parent and Family Education licensure program and start taking courses. See other examples of early childhood and school-age careers on the back of this professional development plan.

My Short-Term Career Goal (in 12 months): \_\_\_\_\_

\_\_\_\_\_

My Long-Term Career Goal (in 5 years): \_\_\_\_\_

\_\_\_\_\_



**Based on my Career Goals, my educational goals are to:**

- |   |   |
|---|---|
| <input type="checkbox"/> Move up the career lattice (steps 1-5)     | <input type="checkbox"/> Bachelor Degree  |
| <input type="checkbox"/> National Child Development Associate (CDA) | <input type="checkbox"/> Masters Degree   |
| <input type="checkbox"/> Associate Degree                           | <input type="checkbox"/> Doctorate Degree |
| <input type="checkbox"/> Other Credential (please specify): _____   |   |

**SMART PLANS**

As you develop your action plan, use the SMART model by ensuring all of your goals and action steps are **Specific, Measurable, Attainable, Realistic and within a specific Timeframe. Prepare a plan for developing the identified goals. The plan should:**

- State objectives with a high degree of specificity. Specific, concrete goals will enable you to determining when you have achieved your objectives.
- Lay out small, reasonable steps. Expecting too much too soon will discourage progress. Divide development activities into small steps that lead to your end goal.
- Include on-the-job activities.
- Allow feedback and support from others (supervisors, co-workers, mentors, families served, etc.)
- Includes deadlines. Schedule target dates for completion and checkpoints for progress review.

Be committed to your plan. Tell others about your goals and ask them to hold you accountable.

Complete a plan for each of your goals.

Goals	Activities	Resources Needed (people, materials, financial support)	Timeline (Realistic timeframe to complete the step or strategy)	Status/Date Completed
<b>Example:</b> Increase knowledge Technology/computer use	Take a computer course at my local CCR&R	Registration fees, travel to training	Register by Feb 20, 2009	April 30, 2009
	Read a book on using Microsoft 2007	Book, computer to practice skills, software	April 1, 2009	Completed April 24, 2009
	Work with a mentor who is technology savvy	Mentor in technology	April 30, 2009	Still searching for a mentor

Goals	Activities	Resources Needed (people, materials, financial support)	Timeline (Realistic timeframe to complete the step or strategy)	Status/Date Completed

### TRAINING AND EDUCATION ACTION PLAN

*(For individuals whose career goals include taking non-credit training or college courses)*

Now that you planned your career goals, already know the gaps in your training and education, you can plan your non-credit and/or college courses here. This template will be helpful in planning your education and training related to the Minnesota Core Competencies content areas.

**Example:** You are a trainer and have identified that you need adult education training; you would place your adult education training under the Professional Development and Leadership content area of the core competencies and then proceed with the type of professional development. You might choose to take an Adult Learning course from your local college or university or take a non-credit Adult Education course at your local training agency. After you have identified the type of development, then you can proceed identifying the timeframes the activities will be completed. Remember to regularly evaluate your progress to determine whether you are working toward your goals.

My Professional Development goals are to obtain non-credit training or college course in:

Professional Development Core Competency Area to be addressed Circle the level	Professional Development Plan of Action (Type of PD – in-service training, college course, mentoring, etc.)	Timeline	Status/Date Completed
I. Child Growth and Development			
IIA: Creating the Learning Environment and General Curriculum			
IIB: Promoting Physical Development			
IIC: Promoting Language Development and Literacy			
IID: Promoting Cognitive Development - Mathematics			
IID: Promoting Cognitive Development - Science			
IID: Promoting Cognitive Development – Social Studies			
IIE: Promoting Personal and Social Development			
IIF: Promoting Creativity and the Arts			
III. Assessment and Planning for Individual Needs			
IV. Interactions with Children			
V. Families and Communities			

VI. Health, Safety, and Nutrition			
VII. Program Planning and Evaluation			
VIII. Professional Development and Leadership			

### PROFESSIONAL DEVELOPMENT PLAN REVIEW

One of the important steps in achieving your personal growth plan is commitment to your plan and the accountability that goes along with it. Tell others about your goals; ask for feedback and ask them to hold you accountable. This section of the professional development plan is for accountability. A reviewer can be a peer, supervisor, Parent Aware resource specialist, CCR&R grant administrator, MNCPD Trainer Approval administrator, or other reviewer.

Date of Review: \_\_\_\_\_

Review (check one):

- |                                      |   |
|--------------------------------------|---|
| <input type="checkbox"/> Initial     | <input type="checkbox"/> 2 year                 |
| <input type="checkbox"/> Quarterly   | <input type="checkbox"/> 3 year                 |
| <input type="checkbox"/> Semi-Annual | <input type="checkbox"/> Other (specify): _____ |
| <input type="checkbox"/> Annual      |   |

Reviewers Comments: \_\_\_\_\_

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Reviewer Signature:

_____ Signature	_____ Role	_____ Date
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## EARLY CHILDHOOD EDUCATION AND SCHOOL-AGE CARE CAREERS

For more information about these careers, visit our website at [www.mncpd.org](http://www.mncpd.org)

- **Licensed Family Child Care Provider**
  - Food Program Administration
- **Child Care Center-based programs**
  - Lead Teacher
  - Assistant Teacher
  - Aide
  - Center Director
  - Assistant Director
- **Head Start (including Early Head Start and Migrant Head Start)**
  - Lead Teacher
  - Assistant Teacher
  - Aide
  - Director
- **Public pre-kindergartens (ECFE)**
  - District Director
  - Early Childhood Teacher
  - Parent Educator
- **Public and private school, and school-age programs**
  - School-age care program
  - Paraprofessional
  - Teacher or specialist
  - SAC Director
- **Administration and Admin. Support**
  - Principal/Director
  - Director of Training
  - Instructional Coordinator
  - Educational Research
  - Program Evaluator
  - Curriculum Developer
  - Instructional Media Designers
  - Membership Associations
- **Infant Mental Health Specialist**
- **Infant/Toddler Network Specialist**
- **Child Life Specialist**
- **Home Visiting**
- **School Readiness**
- **Adult Education**
  - Parent Educator
  - Trainer
  - Coach
  - Mentor
  - Technical Assistance
  - Career Advisor/Workforce Center
- **Higher Education (College/University, Lecturer/Instructor, Professor)**
  - Community and Technical College
  - 4 year institutions
  - Graduate schools
- **Child Care Resource & Referral**
  - Executive Director
  - Professional Development Coordinator
  - Outreach Staff
  - Grants Administrator
- **State Agency**
  - Education Specialist
  - Social Services Program Consultant
  - County Licensor
  - Parent advisor

### Minnesota STAR System Overview

STAR (**ST**aff **A**utomated **R**eporting) is the reporting of Licensed and Non-Licensed staff data, using data from school districts' locally maintained systems, which has been converted to the Minnesota Department of Education (MDE) specified file formats. Much of the data required by STAR is currently maintained in a district's personnel/payroll and student/scheduling systems.

Following are examples of how this data is used by MDE and to respond to a variety of federal and state data requests:

- 1) Training and Experience Index (below is a description of the data elements used in the T and E calculation):
  - Full-Time/Part-Time Indicator** - Used for determining the number of "full-time" staff;
  - Assignment Codes** – Used to determine which full-time staff serve at least 50 percent of their assignments as a teacher, guidance counselor, librarian, nurse, social worker or psychologist;
  - Highest Education Level** - Used to determine which staff have a BA or greater (Education level of "03" or greater);
  - Years of Experience** - Used for staff meeting the above criteria.
- 2) Licensure/Assignment Discrepancy Report - **Assignment Codes, Periods Per Week** and **Grade Levels** reported are used to determine whether a particular staff person is licensed for the area in which they were reported.
- 3) Highly Qualified – **Assignment Codes** are used in conjunction with MDE's licensure and permission data to determine which Teachers and Paraprofessionals are "Highly Qualified."
- 4) Average Salaries - **FTE** (as calculated by the STAR Edit) and **Contract Salary** are used to calculate an average salary.
- 5) Full-time Equivalency (FTE) - **Periods per Week** and **Length of Period** are used to calculate FTE. This calculation also takes **Grade Level** into consideration.
- 6) Determining numbers of teachers and students by specific subject areas.
- 7) Determining numbers of teachers by grade.
- 8) Verifying Special Education teacher data for funding purposes.
- 9) Verifying Vocational teacher data for funding purposes.
- 10) Verifying Title I teacher data for funding purposes.

Staff Automated Reporting (STAR) 2011-12. Minnesota Department of Education, Educator Licensing.  
[http://education.state.mn.us/MDE/Data/STAR\\_Staff\\_Automated\\_Reporting/Reporting\\_Documents/index.html](http://education.state.mn.us/MDE/Data/STAR_Staff_Automated_Reporting/Reporting_Documents/index.html)

# Minnesota School Readiness Study

(b)(6)

**Developmental Assessment at  
Kindergarten Entrance**

**Fall 2009**

*Minnesota*  
**Department**  
*of* **Education**

## **Acknowledgements**

### **Minnesota School Readiness Study: Developmental Assessment at Kindergarten Entrance**

The Minnesota School Readiness Study: Developmental Assessment at Kindergarten Entrance Fall 2009 was planned, implemented, and the report prepared by the Minnesota Department of Education (MDE).

Special thanks to the 105 elementary schools involved in the study, their principals, kindergarten teachers, support staff and the superintendents of the school districts. The observation and collection of developmental information by these kindergarten teachers on kindergarten children in their classrooms was essential to the study and is much appreciated.

For more information, contact Avisia Whiteman at [Avisia.Whiteman@state.mn.us](mailto:Avisia.Whiteman@state.mn.us) or 651-582-8329.

Date of Report: April 2010



## Background

### Minnesota School Readiness Study: Developmental Assessment at Kindergarten Entrance - Fall 2009

Research has shown, and continues to show that there is a critical relationship between early childhood experiences, school success, and positive life-long outcomes. This research has been a focal point for many states as they strive to reduce the growing achievement gap between less advantaged students and their same-aged peers in the educational system.

With no systematic process in place to assess children's school readiness, the Minnesota Department of Education in 2002 initiated a series of three yearly studies focused on obtaining a picture of the school readiness of a representative sample of Minnesota kindergartners as they enter school in the fall, and to evaluate changes in the percentage of children fully prepared for school at kindergarten entrance. The studies were well-received by the public, and during the 2006 Minnesota state legislative session, Governor Tim Pawlenty proposed and the Legislature appropriated funding for the study to be continued on an annual basis.

This report describes findings from the assessment of school readiness using a random sample of children entering kindergarten in Minnesota in Fall 2009. The data provides a picture of the ratings of entering kindergartners for the state across five domains of child development. The study provides information on school readiness for parents; school teachers and administrators; early childhood education and care teachers, providers and administrators; policymakers; and the public.

### Definition of School Readiness

For purposes of the study, "school readiness" is defined as the skills, knowledge, behaviors and accomplishments that children know and can do as they enter kindergarten in the following areas of child development: social and emotional development; approaches to learning; language and literacy development; creativity and the arts; cognition and general knowledge; and physical well being and motor development. This definition is consistent with school readiness definitions used by other states and the *Minnesota Early Childhood Indicators of Progress: Minnesota's Early Learning Standards (2005)*.

(b)(6)

### Assessing School Readiness

The study is designed to capture a picture of the readiness of Minnesota children as they enter kindergarten and track readiness trends over time. To ensure that results are reliable and can be generalized to the entire population of Minnesota kindergartners, the study

uses a 10 percent random sample of schools with entering kindergartners. This sample size generates data from approximately 6,000 kindergartners annually.

Given the complexities of assessing young children, the study is designed to ensure the assessment is appropriate, useful and is guided by best practices in the field of early childhood.

(b)(6)

The study uses a developmentally appropriate observational assessment that allows children to demonstrate their knowledge and skills in various ways. The Work Sampling System (WSS®), a standards-based observational assessment system designed to provide information about individual student's learning and progress over time, is used for the assessment.

The assessment is aligned with the Minnesota Early Childhood Indicators of Progress and the K-12 Academic Standards and assesses all areas of child development including cognitive, social, emotional, physical and approaches to learning. These areas of development are represented by the five domains of the Work Sampling System Checklist — Personal and Social Development; Language and Literacy; Mathematical Thinking; The Arts; and Physical Development. Children's rate of development varies, therefore, the goal of the study is to assess a cohort of children's proficiency within and across these developmental domains and not establish whether or not children are ready for school with the use of a composite "ready" or "not ready" score.

Each domain and developmental indicator within the WSS® Developmental Checklist includes expected behaviors for children at that age or grade level. For each indicator, teachers used the following guidelines to rate the child's performance as:

- o **Proficient** — indicating that the child can reliably and consistently demonstrate the skill, knowledge, behavior or accomplishment represented by the performance indicator.
- o **In Process** — indicating that the skill, knowledge, behavior or accomplishment represented by the indicator are intermittent or emergent, and are not demonstrated reliably or consistently.
- o **Not Yet** — indicating that the child cannot perform the indicator (i.e., the performance indicator represents a skill, knowledge, behavior or accomplishment not yet acquired).

Rubrics for each rating level were distributed to teachers at the start of the study. The rubrics, provided by the publisher and revised in 2009, provide additional detail for each indicator for a *Not Yet*, *In Process* or *Proficient* rating.

**2009 Results**

A total of 6,392 kindergartners from 105 randomly selected elementary schools across the state were included in the Fall 2009 cohort. This reflects 11.2 percent of the entering kindergartners for the 2009-2010 school year.

The domain rankings by proficiency for the 2009 cohort are consistent with previous years of the study. Physical Development had the highest percentage of children assessed *Proficient* on average, followed in order by The Arts; Personal and Social Development; Mathematical Thinking; and Language and Literacy. Indicator rankings within each domain remain unchanged from 2008.

It is important to note that while there are trends towards increases in estimates of *In Process and Proficient* results, the trends are not outside the margin of error. Also, the existing data set does not allow for examination of potential reasons for shifts.

Table 1 - Results By Domain

Domain/Result	Not Yet	In Process	Proficient
Physical Development	3% SE .4%	32% SE 2.5 %	65% SE 2.7%
The Arts	6% SE .7%	42% SE 2.9%	53% SE 3.3%
Personal & Social Development	8% SE .8%	39% SE 1.9%	53% SE 2.4%
Language & Literacy	10% SE 1.0%	40% SE 2.2%	51% SE 2.7%
Mathematical Thinking	9% SE .9%	42% SE 2.0%	49% SE 2.5%

Note that categories may not add to 100% due to rounding and are adjusted for stratified cluster sampling.

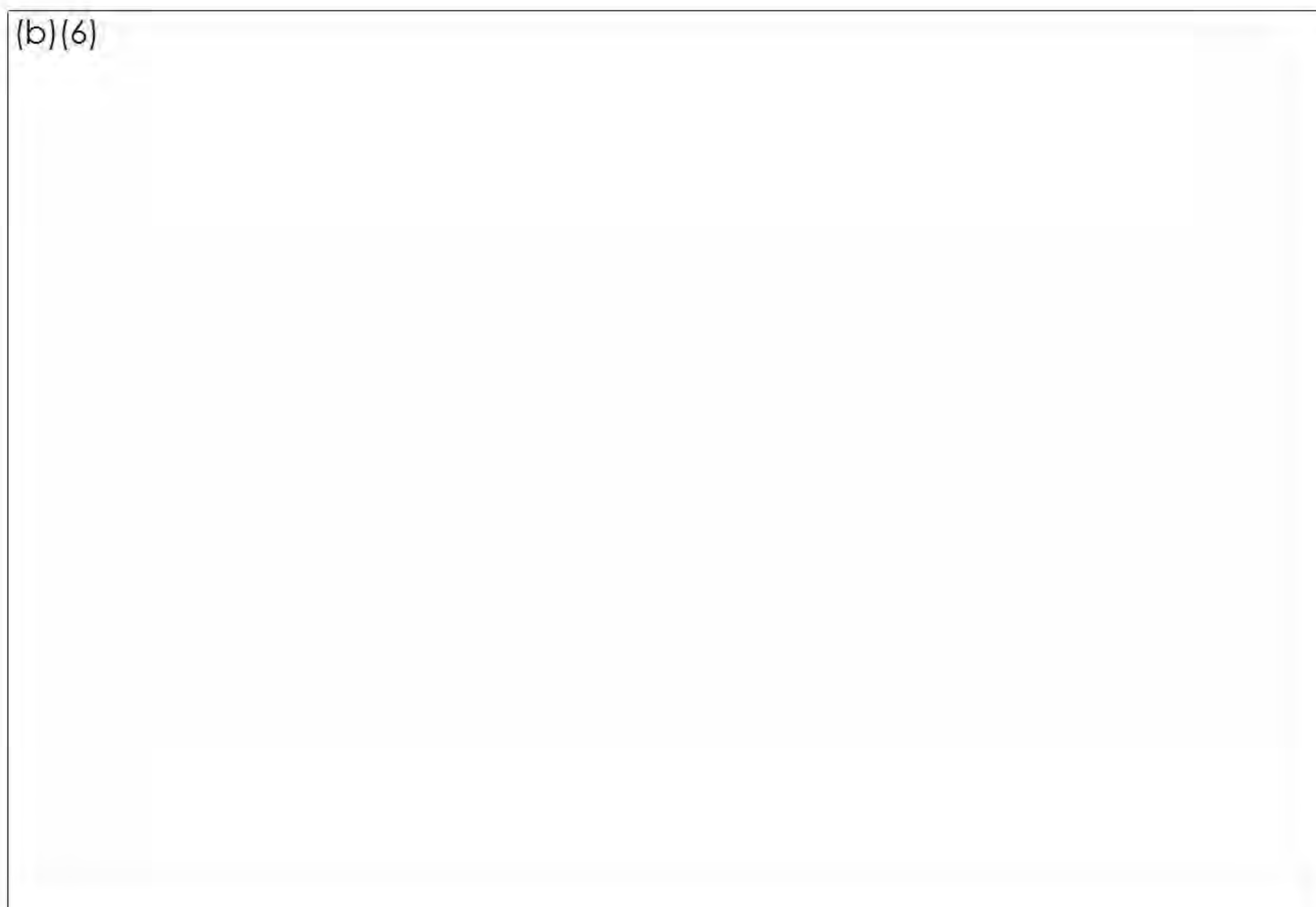
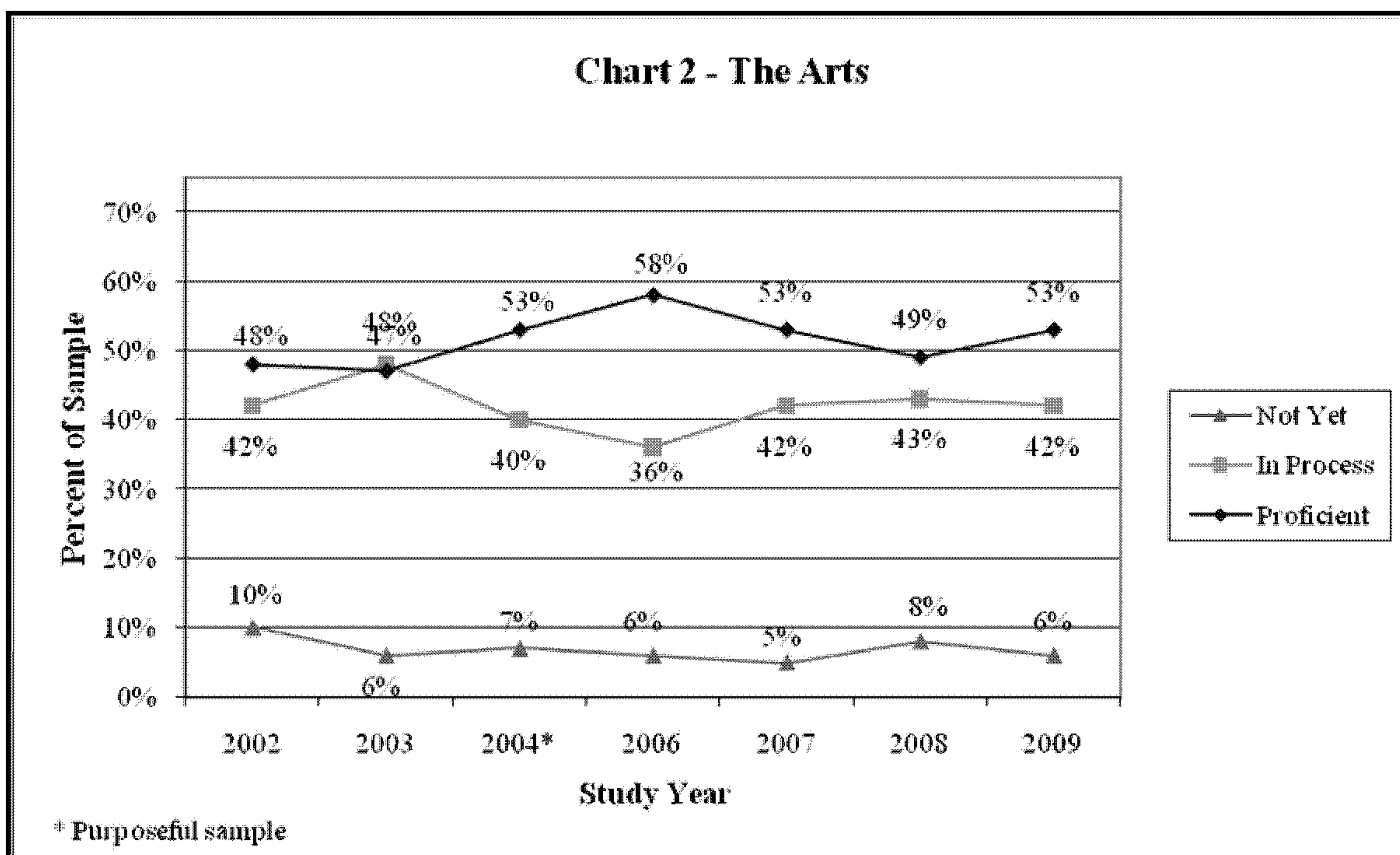
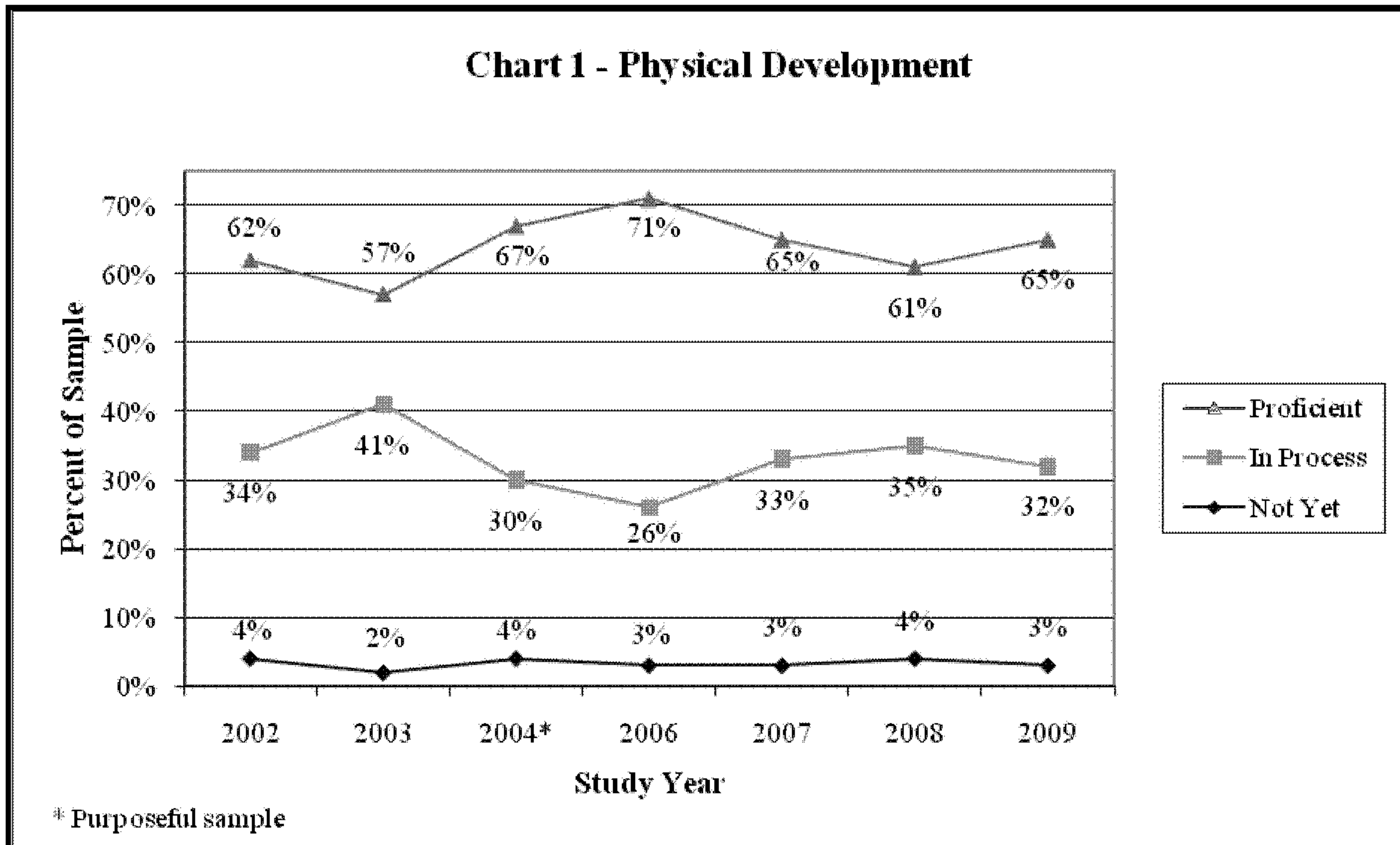
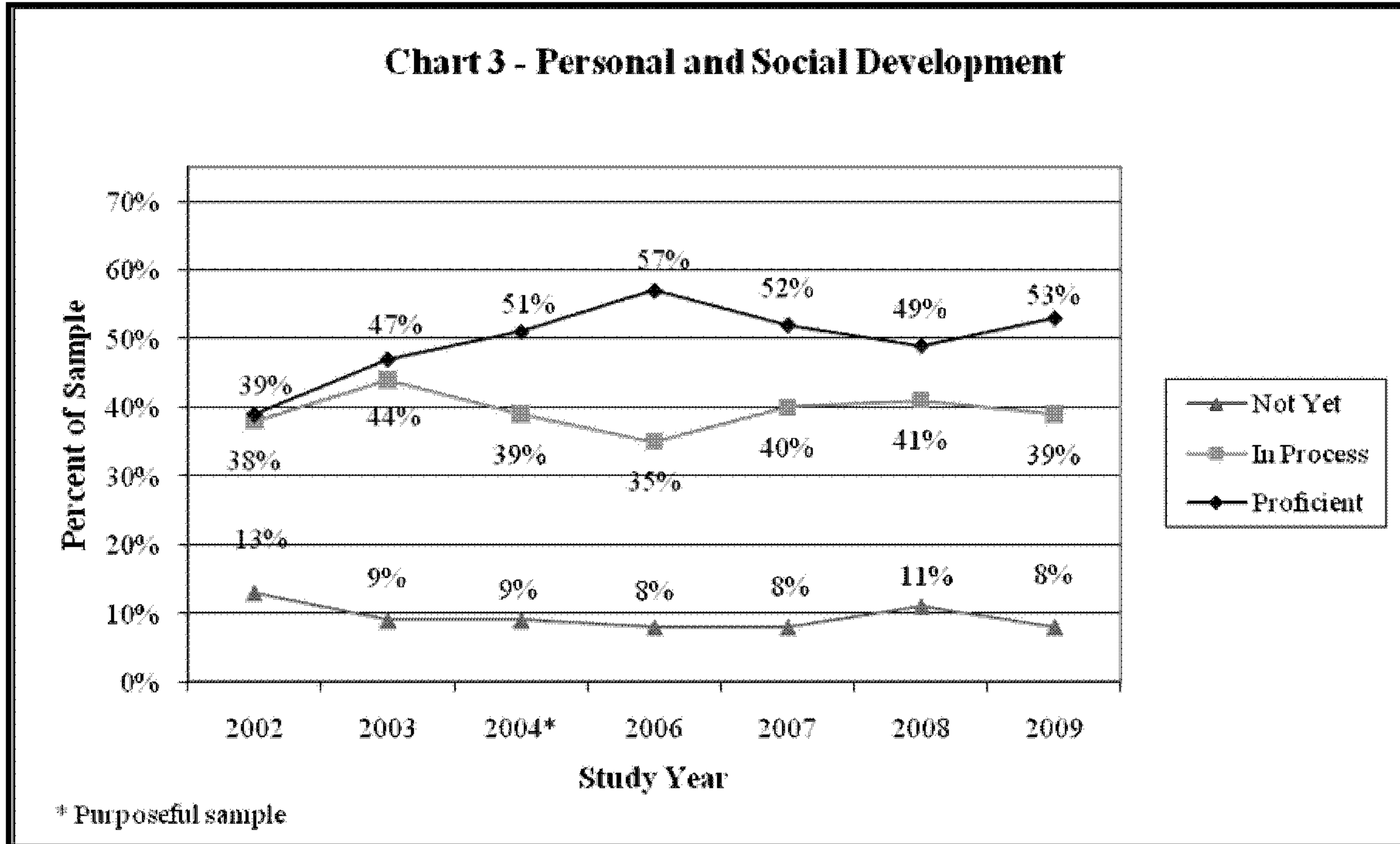


Table 2 Results by Domain Indicators Ranked by Proficiency Rating						
	Not Yet		In Process		Proficient	
	Percent	N	Percent	N	Percent	N
<b>Physical Development</b>						
Physical Development Average Score Summary	3%		32%		65%	
Performs some self-care tasks independently.	2%	157	28%	1,785	69%	4,415
Coordinates movements to perform simple tasks.	2%	150	33%	2,069	65%	4,136
Uses eye-hand coordination to perform tasks.	4%	230	36%	2,270	61%	3,860
<b>The Arts</b>						
The Arts Domain Average Score Summary	6%		42%		53%	
Participates in group music experiences.	4%	279	40%	2,549	56%	3,533
Participates in creative movement, dance and drama.	6%	404	42%	2,666	52%	3,290
Uses a variety of art materials for tactile experience and exploration.	6%	356	44%	2,783	51%	3,203
Responds to artistic creations or events.	8%	513	46%	2,899	46%	2,939
<b>Personal and Social Development</b>						
Personal and Social Development Domain Average Score Summary	8%		39%		53%	
Interacts easily with familiar adults.	5%	333	36%	2,293	59%	3,757
Shows eagerness and curiosity as a learner.	7%	429	37%	2,331	57%	3,616
Interacts easily with one or more children.	6%	393	37%	2,378	57%	3,615
Shows empathy and caring for others.	7%	464	38%	2,418	55%	3,486
Follows simple classroom rules and routines.	7%	432	40%	2,562	53%	3,391
Manages transitions.	8%	530	39%	2,485	53%	3,364
Shows some self-direction.	8%	518	41%	2,639	51%	3,221
Seeks adult help when needed to resolve conflicts.	9%	569	43%	2,734	48%	3,062
Attends to tasks and seeks help when encountering a problem.	11%	726	42%	2,693	46%	2,964
Approaches tasks with flexibility and inventiveness.	14%	891	43%	2,715	43%	2,761

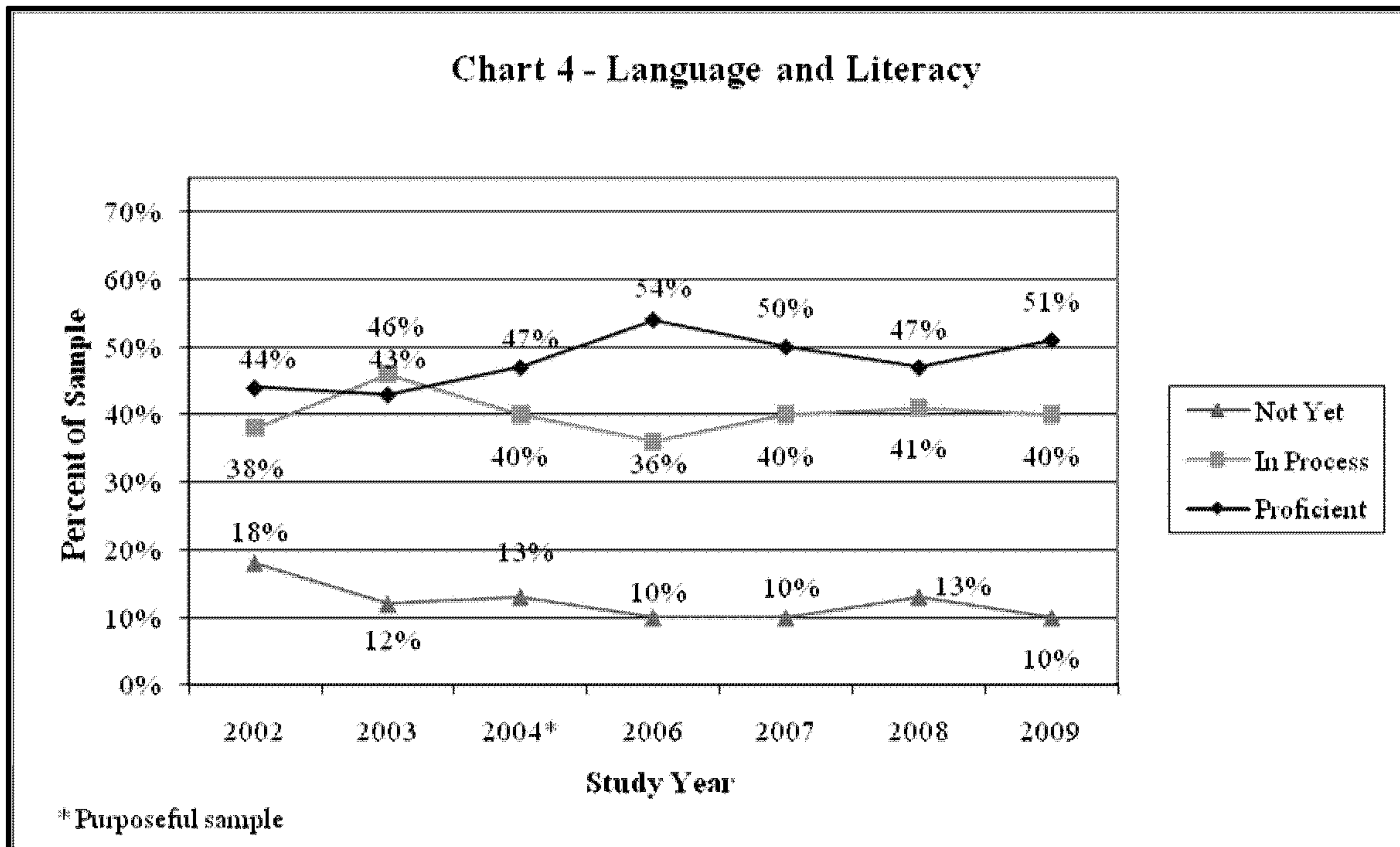
Table 2 Results by Domain Indicators Ranked by Proficiency Rating, continued						
	Not Yet		In Process		Proficient	
<b>Language and Literacy</b>						
Language and Literacy Domain Average Score Summary	10%		40%		51%	
Speaks clearly enough to be understood without contextual clues.	8%	533	34%	2,173	58%	3,672
Shows appreciation for books and reading.	5%	316	38%	2,394	57%	3,664
Gains meaning by listening.	6%	397	42%	2,695	52%	3,286
Comprehends and responds to stories read aloud.	8%	485	40%	2,549	52%	3,329
Shows beginning understanding of concepts about print.	8%	529	40%	2,560	52%	3,293
Begins to develop knowledge about letters.	8%	533	41%	2,612	51%	3,236
Follows two- or three-step directions.	13%	836	37%	2,382	50%	3,163
Represents ideas and stories through pictures, dictation and play.	10%	614	42%	2,702	48%	3,063
Uses expanded vocabulary and language arts for a variety of purposes.	15%	962	40%	2,552	45%	2,855
Uses letter-like shapes, symbols and letters to convey meaning.	13%	855	42%	2,645	45%	2,867
Demonstrates phonological awareness.	14%	917	44%	2,777	37%	2,672
<b>Mathematical Thinking</b>						
Mathematical Thinking Domain Average Score Summary	9%		42%		49%	
Begins to recognize and describe the attributes of shapes.	6%	387	42%	2,660	52%	3,332
Shows understanding of and uses several positional words.	9%	599	40%	2,564	50%	3,201
Shows beginning understanding of number and quantity.	8%	487	44%	2,781	49%	3,113
Begins to use simple strategies to solve mathematical problems.	12%	787	45%	2,871	42%	2,721

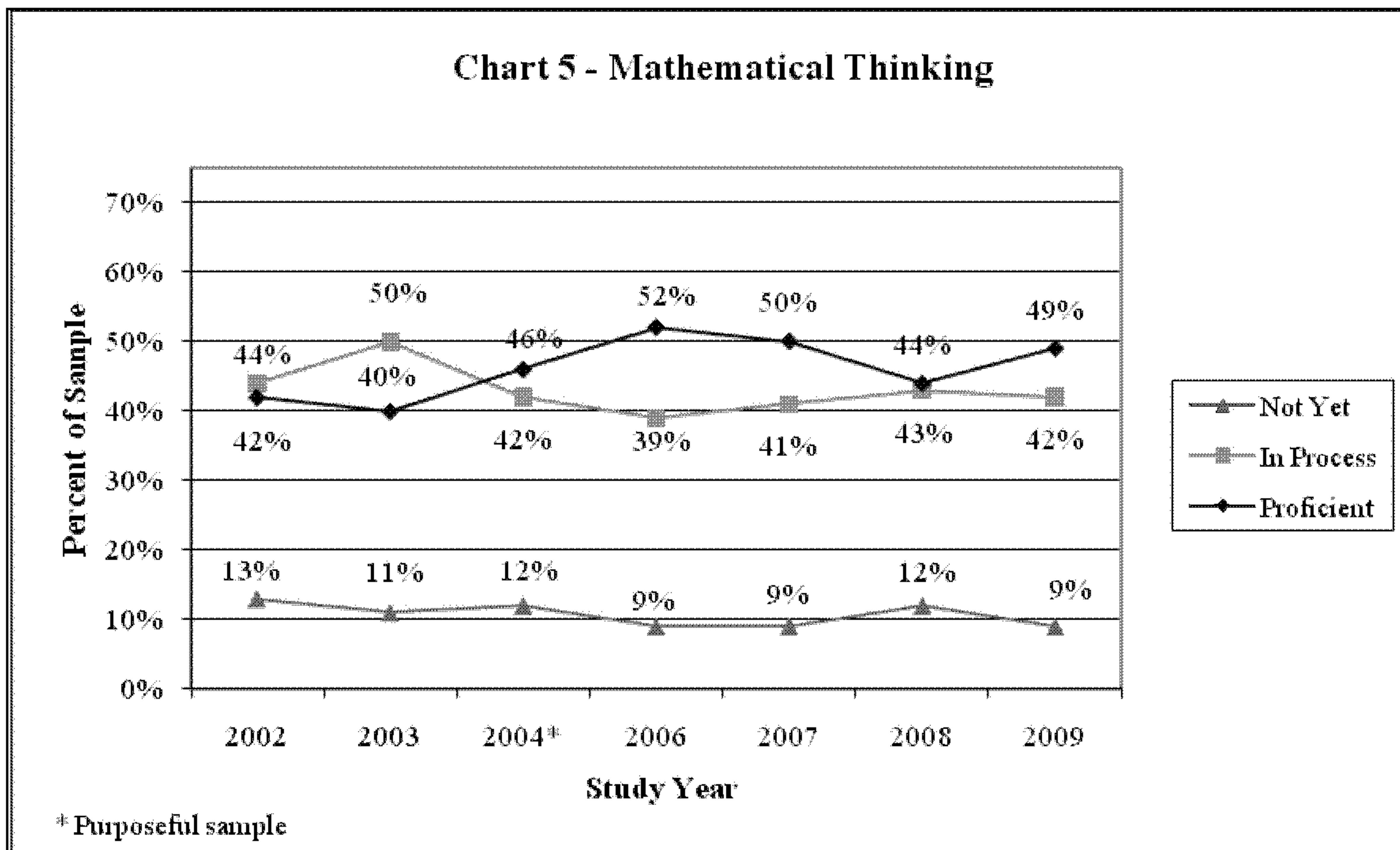


**Chart 3 - Personal and Social Development**



**Chart 4 - Language and Literacy**





### Demographic and Domain Results

The analysis of the data included examining how a particular child or family characteristic may affect that child's ratings while controlling for the effects of other demographic variables with which it may be confounded (e.g., a child from a family with a lower household income is more likely to have a parent with a lower education level). The result of *Not Yet* vs. *In Process* or *Proficient* for each domain was analyzed with respect to the demographic characteristics of gender, parent education level, household income, primary home language and race and ethnicity collected from parent surveys. (See Appendices E and F).

All 2009 analyses reported involved statistical estimation procedures that reflect the stratified cluster sampling design used (with school as the primary sampling unit), and include correction for finite population sampling. Observations within each stratum were weighted to reflect the statewide proportion of students in the stratum.

### Household Income

The odds of being *In Process* or *Proficient* for a student whose household income was at or above 400 percent of the Federal Poverty Guidelines (FPG) were one and a half to three times as great as compared to a student whose household income was less than 250 percent FPG across the domains when holding all other variables constant.



**Parent Education Level**

Parent education level was found to be statistically significant in Physical Development and Health. Children with parents with graduate degrees had approximately five times the odds of being *in process* or *proficient* as compared to students with parents that had lower levels of education attainment when holding all other variables constant. There were no statistical differences by parent education level in the remaining domains of Language and Literacy, Mathematical Thinking, Personal and Social Development or The Arts. Work from the last federal census (National Household Education Surveys Program 2005) continues to describe the impact of maternal education on school readiness. In that study, maternal education levels were positively associated with school readiness. Previous years of this study did show a relationship between parent education level and children’s results. This will continue to be analyzed.



**Primary Home Language**

Primary home language was not found to be statistically significant in any of the domains in the 2009 cohort when holding all other variables constant.

**Race and Ethnicity**

Students of color statistically had better odds of being *in process* or *proficient* as compared to white students in The Arts domain. There were no statistical differences by race/ethnicity in Physical Development and Health, Language and Literacy Development, Personal and Social Development, or Mathematical Thinking.

**Gender**

Gender continues to be a statistically significant factor in all domains. The odds of being *In Process* or *Proficient* for females were up to three times greater in the Personal and Social Development and Language and Literacy domains, as compared to males.

**Principal and Teacher Surveys**

As in previous years, the success of the study rested with the willingness of school principals and kindergarten teachers to participate. Participating school principals and kindergarten teachers were again given surveys to complete regarding their decision to participate, barriers to participation, and the associated workload and benefits. The following information is based upon the response of 9 principals (105 responses or 9 percent) and 91 kindergarten teachers (292 responses or 31 percent).

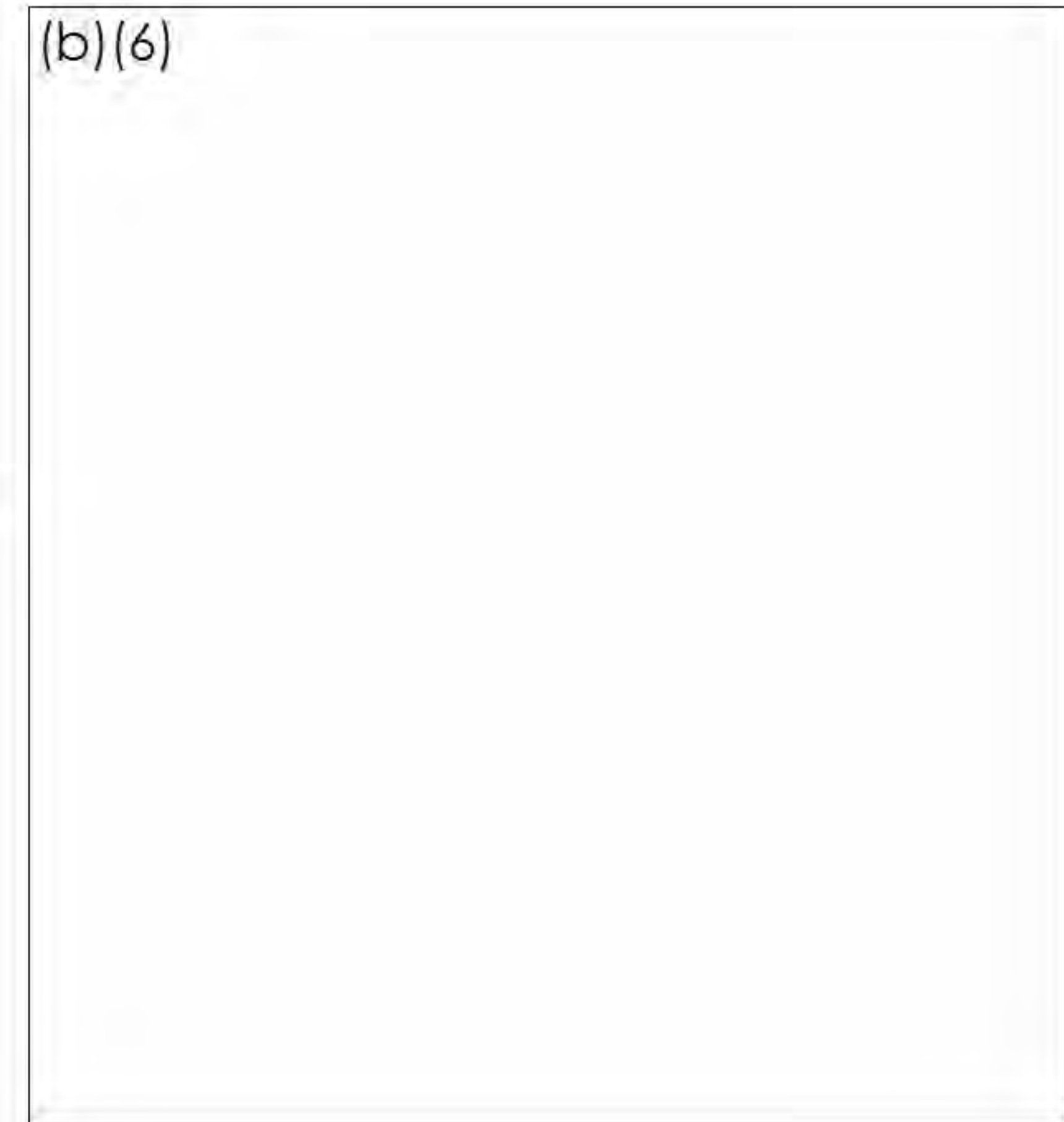
**Limitations**

Because children develop and grow along a continuum but at varied rates, the goal of the study is to assess children’s proficiency within and across these developmental domains over time and not establish whether or not children, individually or in small groups, are ready for school with the use of a “ready” or “not ready” score. Nor is the study designed to provide information on the history or the future of an individual student.

Recent national reports have discussed the complexities in the development of state level accountability systems. Taking Stock: Assessing and Improving Early Childhood Learning and Program Quality (2007) and The National Academy of Science report *Early Childhood Assessment: Why, What and How?* (2008) details the necessary steps to use authentic assessment results, also referred to as instructional assessments, in accountability initiatives. The National Academy of Science reports that even in upper grades, extreme caution is needed in relying exclusively on child assessment and that for children birth to five “even more extreme caution is needed.”

**Discussion**

Students in each demographic category were assessed *Not Yet, In Process* and *Proficient*. In line with national research, family household income was found to be a predictor across all domains for students with incomes under 250 percent of the Federal Poverty Guidelines. Race/ethnicity was found to be predictors only in The Arts domain. Across years, student’s race/ethnicity status and primary home language have yielded mixed results. Gender is a predictor in Personal and Social Development and Language and Literacy. Future reports will continue to analyze these predictors in all domains.



**Conclusions**

The 2009 study again confirms that children enter kindergarten with a range of skills, knowledge, behaviors and accomplishments.

1. In all of the developmental domains assessed, a certain percentage of children entering kindergarten did not yet show the indicators of focus.
2. The results by household income are consistent with national research showing the impact of poverty on children's school readiness and school success.

3. The total percentage of students rated on average as not yet showing proficiency in each of the five developmental domains has remained consistent throughout the seven years of the study.
4. Schools with a higher percentage of entering kindergartners with disadvantaged backgrounds tend to have fewer children fully prepared for kindergarten at the beginning of the school year.
5. Using performance-based assessments such as the Work Sampling System® is appropriate when working with elementary school principals and kindergarten teachers to assess children's readiness as they enter kindergarten.

### Recommendations

1. Continue to support parents in their role as children's first teachers. Early childhood and kindergarten teachers should communicate assessment data throughout the school year when discussing children's progress with parents.
2. Focus on improving children's early language and literacy and mathematical skills, but not to the neglect of their personal and social skills and development. Providing compensatory services in the area of literacy and mathematical thinking accelerates learning for young at-risk children.
3. Continue to examine the impact of parent education level on children's school readiness.
4. Target intervention strategies to children not yet demonstrating proficiency in at least one developmental domain.
5. Continue to work toward improving school readiness opportunities as there is a persistent percentage across the years of the study being assessed *Not Yet* in each domain.
6. Continue to work toward improving the quality of early childhood education and care programs in Minnesota by emphasizing the importance of teacher-child interactions and content-driven intentional curriculum and instruction. The most successful prekindergarten programs provide instructional content through programming that is sufficient in length and intensity to address learning needs.

(b)(6)

7. Promote use of school readiness information as school district and community leaders work together to identify best practices and support children's transition to kindergarten.

(b)(6)

**Early Childhood Advisory Council**

The Early Childhood Advisory Council (ECAC) looks to the annual School Readiness study as one measure of state progress on early learning. ECAC makes recommendations to the Governor and Legislature on how to effectively create a high-quality early childhood system in Minnesota in order to improve the educational outcomes of children. The Council's goal is to ensure that all children are school-ready by 2020 and is responsible for fulfilling the duties required by federal and state statutes in the Governor's Executive Order 08-14. Duties of the Council required by federal law are described in the Improving Head Start for School Readiness Act of 2007 (PL 110-134). Additional duties are assigned to the Council by the Minnesota Legislature (M.S. 124D.141).

ECAC is currently awaiting funding through the American Recovery and Reinvestment Act (ARRA) for increasing activities including improving professional development, determining access and financing for early learning services and improving early learning program standards and state accountability efforts. The full ARRA application is available on the Council's Website at [http://education.state.mn.us/MDE/Learning\\_Support/Early\\_Learning\\_Services/Adv\\_Groups/Early\\_Child\\_Adv\\_Council/index.html](http://education.state.mn.us/MDE/Learning_Support/Early_Learning_Services/Adv_Groups/Early_Child_Adv_Council/index.html).

## For further reading

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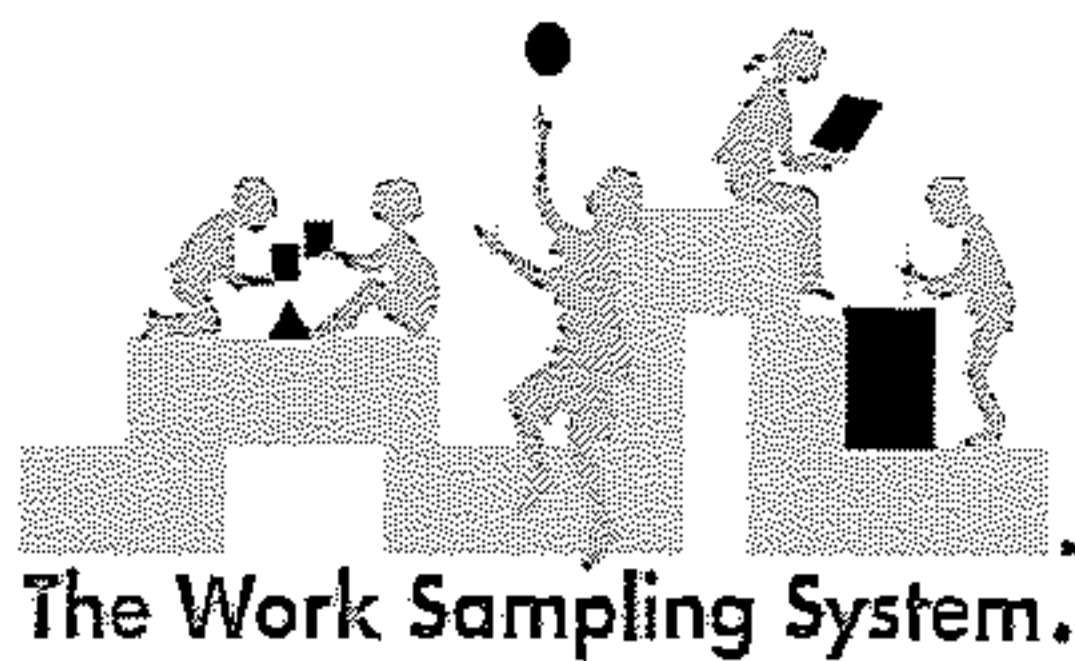
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# FOR TEACHER COMPLETION ONLY



The Minnesota  
Work Sampling System®  
Kindergarten Entry  
Developmental Checklist

## INSTRUCTIONS

CORRECT: ●

INCORRECT: ✗

USE A NO. 2 PENCIL ONLY

Choose One

FEMALE  MALE

Does this student have an IEP or IIP?  yes  no

BLDG CODE	MARSS CODE												DATE OF BIRTH		
													Month	Year	
														19	
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9

### LEGEND

- (N) Not Yet—child cannot demonstrate indicator
- (I) In Process—child demonstrates indicator intermittently
- (P) Proficient—child can reliably demonstrate indicator

The Work Sampling System *Preschool-4 Developmental Guidelines* (4th edition) contains full descriptions of each performance indicator. (Number in parentheses indicates the page in the Guidelines where the indicator is described.)

## I Personal and Social Development

### A Self concept Fall

- 1 Shows some self-direction. (p. 1) (N I P)

### B Self control Fall

- 1 Follows simple classroom rules and routines. (p. 1) (N I P)  
2 Manages transitions. (p. 2) (N I P)

### C Approaches to learning Fall

- 1 Shows eagerness and curiosity as a learner. (p. 2) (N I P)  
2 Attends to tasks and seeks help when encountering a problem. (p. 2) (N I P)  
3 Approaches tasks with flexibility and inventiveness. (p. 3) (N I P)

### D Interaction with others Fall

- 1 Interacts easily with one or more children. (p. 3) (N I P)  
2 Interacts easily with familiar adults. (p. 3) (N I P)  
3 Shows empathy and caring for others. (p. 4) (N I P)

### E Social problem-solving Fall

- 1 Seeks adult help when needed to resolve conflicts. (p. 4) (N I P)

## II Language and Literacy

### A Listening Fall

- 1 Gains meaning by listening. (p. 5) (N I P)  
2 Follows two- or three-step directions. (p. 5) (N I P)  
3 Demonstrates phonological awareness. (p. 5) (N I P)

### B Speaking Fall

- 1 Speaks clearly enough to be understood without contextual clues. (p. 6) (N I P)  
2 Uses expanded vocabulary and language for a variety of purposes. (p. 6) (N I P)

### C Reading Fall

- 1 Shows appreciation for books and reading. (p. 6) (N I P)  
2 Shows beginning understanding of concepts about print. (p. 7) (N I P)  
3 Begins to develop knowledge about letters. (p. 7) (N I P)  
4 Comprehends and responds to stories read aloud. (p. 7) (N I P)

### D Writing Fall

- 1 Represents ideas and stories through pictures, dictation, and play. (p. 8) (N I P)  
2 Uses letter-like shapes, symbols, and letters to convey meaning. (p. 8) (N I P)

## III Mathematical Thinking

### A Mathematical processes Fall

- 1 Begins to use simple strategies to solve mathematical problems. (p. 11) (N I P)

### B Number and operations Fall

- 1 Shows beginning understanding of number and quantity. (p. 11) (N I P)

### C Geometry and spatial relations Fall

- 1 Begins to recognize and describe the attributes of shapes. (p. 12) (N I P)  
2 Shows understanding of and uses several positional words. (p. 12) (N I P)

## IV The Arts

### A Expression and representation Fall

- 1 Participates in group music experiences. (p. 21) (N I P)  
2 Participates in creative movement, dance, and drama. (p. 21) (N I P)  
3 Uses a variety of art materials for tactile experience and exploration. (p. 21) (N I P)

### B Understanding and appreciation Fall

- 1 Responds to artistic creations or events. (p. 22) (N I P)

## V Physical Development and Health

### A Gross motor development Fall

- 1 Coordinates movements to perform simple tasks. (p. 23) (N I P)

### B Fine motor development Fall

- 1 Uses eye-hand coordination to perform tasks. (p. 24) (N I P)

### C Personal health and safety Fall

- 1 Performs some self-care tasks independently. (p. 24) (N I P)

For teacher use only



**MINNESOTA P-20 EDUCATION PARTNERSHIP  
BYLAWS**

ARTICLE I  
ESTABLISHMENT OF PARTNERSHIP

Section 1.1. Establishment and Name. Minnesota Statutes Section 127A.70 Subdivision 1 provides for the establishment of a “P-20 education partnership...to create a seamless system of education that maximizes achievements of all students, from early childhood through elementary, secondary, and postsecondary education, while promoting the efficient use of financial and human resources.” The P-20 education partnership specified in Minn. Stat. § 127A.70 shall operate under the name of Minnesota P-20 Education Partnership (herein the “Partnership”).

Section 1.2. Members of the Partnership. Pursuant to Minn. Stat. § 127A.70, Subd. 1, the Partnership shall consist of major statewide educational groups or constituencies or non-educational statewide organizations with a stated interest in P-20 education (herein, the “Partners”). The initial membership of the Partnership shall include the members serving on the Minnesota P-16 Education Partnership and four legislators appointed as set forth in Minn. Stat. § 127A.70, Subd. 1. The initial membership of the Partnership is identified on Exhibit A attached hereto.

Section 1.3. New Members. Prospective members of the Partnership may be nominated by any Partner, and new members will be added with the approval by two-thirds majority of the Partnership.

Section 1.4. Powers and Duties. The Partnership shall develop recommendations and submit a report to the governor and the legislature as set forth in Minn. Stat. § 127A.70, Subd. 2.

Section 1.5 Principal Office. There shall be no principal office of the Partnership. Meetings shall be conducted at the chairperson’s institutional offices or as the Board members may designate from time to time.

ARTICLE II  
BOARD AND COMMITTEES

Section 2.1. Board Membership. The Partners shall be represented by a board of representative members comprised of the chief executives, presidents, or other formally-designated leaders of their respective organizations, or their designees, who shall be designated, elected or appointed by their respective organizations from time to time (herein the “Board”).

Section 2.2. Duties. The Board shall manage the activities and affairs of the Partnership.



Section 2.3. Term. Each Board member shall hold membership until their successor is designated, elected or appointed by their respective Partner.

Section 2.4. Removal and Vacancies. Board members may only be removed by their respective Partner. Any vacancies shall be promptly filled by designation, election or appointment of the respective Partners.

Section 2.5. Compensation. The Board members shall not be compensated for their services.

Section 2.6. Committees of the Board. The Partnership, by resolution of the majority of the Board members at which a quorum is present, may establish committees that may exercise specific management duties of the Partnership. Such committees shall at all times be subject to the direction and control of the Board. Committee members shall be appointed by the affirmative vote of a majority of the Board members present. A majority of the members of any committee shall constitute a quorum for the transaction of business at a meeting of any such committee. In other matters of procedure the provisions of these Bylaws shall apply to committees and members thereof to the same extent they apply to the Board. The designation of any committee and the delegation thereto of authority shall not operate to relieve the Partnership of any responsibility of the Partnership.

Section 2.7. Executive Committee. The Partnership shall have a standing executive committee responsible for advancing the Partnership's agenda and initiatives between Board meetings at the direction of the Board (herein the "Executive Committee"). The Executive Committee shall be comprised of the chair, the co-chair and other members as appointed by the Board. The Executive Committee shall be subject to the provisions of Section 2.6 above.

### ARTICLE III MEETINGS OF MINNESOTA P-20 EDUCATION PARTNERSHIP

Section 3.1. First Meeting. The chair of the Minnesota P-16 education partnership shall convene the first meeting of the Partnership.

Section 3.3. Regular Meetings. The Partnership shall meet at least three times annually as specified in Minn. Stat. § 127A.70, Subd. 1. Meetings shall be held at the chairperson's institutional offices or at such other place the Board may designate.

Section 3.3. Special Meetings. Special meetings may be called from time to time with the approval of the chair and co-chair.

Section 3.4. Notice of Meetings. Notice of the time and place of regular and special meetings will be given to the membership by electronic mail and published on the Partnership web page. All meetings are open to the public and subject to Minnesota Statutes Chapter 13D.

Section 3.6. Quorum. A majority of the representative members shall constitute a quorum for the transaction of business of any meeting of the Partnership.

Section 3.7. Acts of the Partnership. Except as otherwise required by Minnesota law or specified in these Bylaws, the Partnership shall take action by the affirmative vote of the majority of the representative members comprising the Board, who shall be entitled to one (1) vote on each matter submitted to a vote.

Section 3.8. Presumption of Assent. A member of the Partnership who is present at a meeting of the Partnership at which action on any matter is taken shall be presumed to have assented to the action taken unless their dissent is entered in the minutes of the meeting or unless they file a written dissent with the chairperson.

#### ARTICLE IV OFFICERS

Section 4.1. Chairperson of the Partnership. There shall be a chairperson of the Partnership that shall rotate among the University of Minnesota, Minnesota State Colleges and Universities system, and the Minnesota Department of Education. The co-chair shall be the member who will serve as chair in the next two-year term.

Section 4.2. Term of Service. The term of service of the chair shall be two years and shall alternate between the Commissioner of the Minnesota Department of Education and either the President of the University of Minnesota or the Chancellor of the Minnesota State Colleges and Universities system.

Section 4.3. Compensation. Officers of the Partnership shall not be compensated for their service.

#### ARTICLE V GENERAL PROVISIONS

Section 5.1. Amendments. These bylaws may be amended or repealed and new bylaws may be adopted by the affirmative vote of the majority of the representative members at any regular or special meeting, provided that at least ten (10) days written notice is given of the intention to adopt new bylaws or alter, amend or repeal the existing bylaws at such meeting.

Section 5.2. Records. The Partnership shall keep records and minutes of the proceedings of the meetings and actions of the Board and of the committees, workgroups or subcommittees of the Board. The minutes of each meeting shall be reviewed and approved at each regular meeting of the Board. If a special meeting occurs, minutes of that meeting shall be reviewed and approved at the next regular meeting of the Board. The records and minutes of the Board shall be available on the Partnership Web page.

**EXHIBIT A**

**MEMBERS OF THE MINNESOTA P-20 EDUCATION PARTNERSHIP AND  
REPRESENTATIVE BOARD MEMBERS**

**AMENDMENT NO. 1 TO  
BYLAWS OF THE  
MINNESOTA P-20 EDUCATION PARTNERSHIP**

The Bylaws of the Minnesota P-20 Education Partnership are hereby amended as follows:

- A. Amendment. The following section is added to Article II:

“Section 2.8 Longitudinal Data System Governance Committee. The Partnership shall establish a Longitudinal Data System Governance Committee (hereafter “LDS Governance Committee”) for the purpose of overseeing the Minnesota Longitudinal Data System developed jointly by the Office of Higher Education (“OHE”) and the Minnesota Department of Education (“MDE”).”

- B. No Other Changes. There are no changes to the Bylaws other than what is set forth herein.

**RESOLUTION OF THE  
MINNESOTA P-20 EDUCATION PARTNERSHIP**

WHEREAS, Article II, Section 8 of the Bylaws authorize establishment of a Minnesota P-20 Education Partnership Longitudinal Data System Governance Committee; and

WHEREAS, the Minnesota P-20 Education Partnership desires to set forth the membership, duties, responsibilities and ongoing strategic direction of the Minnesota P-20 Education Partnership Longitudinal Data System Governance Committee:

BE IT HEREBY RESOLVED:

The Minnesota P-20 Education Partnership Longitudinal Data System Governance Committee (hereafter “LDS Governance Committee”) established by the Minnesota P-20 Education Partnership for the purpose of overseeing the Minnesota Longitudinal Data System developed jointly by the Office of Higher Education (“OHE”) and the Minnesota Department of Education (“MDE”) shall consist of the Minnesota P-20 Education Partnership Board, a Research Subcommittee, a Data Advisory Subcommittee and two LDS Coordinators. The LDS Coordinators will be selected and hired by OHE and MDE respectively.

The LDS Governance Committee standing membership shall include one standing representative from each of MDE, OHE, the Department of Employment and Economic Development (“DEED”), the Minnesota Association of School Administrators (“MASA”), the Minnesota School Boards Association (“MSBA”), Minnesota Association of Elementary School Principals (“MAESP”), Minnesota Association of Secondary School Principals (“MASSP”), Education Minnesota (“EdMn”), the University of Minnesota, the Minnesota State Colleges and Universities (“MnSCU”), the Minnesota Private College Council (“MPCC”), the Minnesota Career College Association (“MCCA”), and the business community. These members shall be elected and/or appointed by their respective organizations and shall retain membership until their successor is elected and/or appointed.

Two additional members from the following organizations may be appointed by the Partnership to serve a two year term. These members may not be representatives of the institutions represented by the LDS standing membership of the LDS Governance Committee.

Each member may have a designee with the authority to represent and make decisions for that member.

The duties of the LDS Governance Committee members shall include:

1. Evaluate and consider LDS research and evaluation topics at the request of the Minnesota P-20 Education Partnership or other groups that will inform data driven decisions and educational policy formation;
2. Approve requests for additional data elements to be added to the Minnesota Longitudinal Data System for research purposes;
3. Sign off on data security protocols and data transfer procedures;

4. Appoint members to the Research Subcommittee and Data Advisory Subcommittee of the LDS Governance Committee; and
5. Ensure access to public data in accordance with state and federal privacy laws.

The Research Subcommittee membership shall include one representative each from MDE, OHE, DEED, either MAESP or MASSP, the University of Minnesota, MnSCU, MPCC, MCCA, and two K-12 representatives. The Research Subcommittee duties shall include:

1. Advise in the development of a data system interface/portal to provide access to LDS data while adhering to state and federal laws.
2. Review proposals for research and evaluation and make recommendations for implementation.
3. Develop research and evaluation proposals for utilizing the LDS data to further state research goals set by the Governing Committee;
4. Provide technical expertise and consultation on research methodologies;
5. Develop protocols for maximizing validity and reliability of LDS data;
6. Recommend protocols for allowing non-MDE and non-OHE staff access to LDS data; and
7. Review data requirements for research and evaluation proposals and recommend additional elements to be collected if necessary to meet research requests

The Data Advisory Subcommittee members shall include persons with technical expertise about data collection, data structure, data security and protocols for maximizing validity and reliability of LDS data. The Data Advisory Subcommittee membership shall include one representative each from MDE, OHE, DEED, the Office of Enterprise Technology (“OET”), the University of Minnesota, MnSCU, MPCC and MCCA, and two K-12 representatives. The LDS Data Advisory Subcommittee duties include:

1. Evaluate research proposals with respect to data-based components and make recommendations to the Research Subcommittee for approval;
2. Provide the technical expertise for the creation of an interface for users that is not only secure but also user friendly and widely available to authorized users at all levels of the educational system;
3. Provide technical expertise and consultation on data structure and data linkages for existing and new data; and
4. Develop protocols for maximizing validity and reliability of LDS data.

LDS System Coordinators appointed by OHE and MDE shall report to the LDS Governing Committee on the research, evaluation and technical operations of the LDS. The Coordinators will:

1. Work with Governing Committee and Agencies to identify funding opportunities to support LDS work;
2. Work with IT staff on data security, data transfer and data file construction issues;
3. Respond to data requests and maintain access portal to data;
4. Maintain awareness and compliance with FERPA and other relevant laws;

5. Work with the Data Advisory Subcommittee to coordinate data management including: set data standards, define data elements, document data processes, identify file specifications;
6. Work with the Research Subcommittee to facilitate research using LDS data;
7. Coordinate the LDS Research and LDS Data Advisory Subcommittees;
8. Represent Minnesota at national conferences related to P-20 systems and research;
9. Serve as spokespersons for the LDS system;
10. Assist agencies in public relations aspects of LDS in communication with school districts and charter schools, higher education institutions and the public.

The LDS Governing Committee shall meet at least twice each year, and the Minnesota P-20 Education Partnership shall review the annual strategic work plan of the Committee.

## **MELF Research Consortium**

In order to effectively identify and recommend the best strategies for early learning investments in our community, a crew of experts has been assembled to evaluate the various MELF initiatives: the MELF Research Consortium is made up of **The Center for Early Education (CEED) at the University of Minnesota, Child Trends, SRI International** and **Wilder Research** and other experts when needed. When the MELF initiative ends in 2011, evaluation results across many projects will include knowledge about what works best - and most cost-effectively – to promote school readiness in children from low income families or families facing other challenges.

### MELF Evaluation Reports – 2008 to September 2011

**Evaluation of the Saint Paul Early Childhood Scholarship Program, Issue Brief 4: Findings from Focus Groups with Participating Parents**, SRI International, September 2011

**Kindergarten Follow-Up**,  
Center for Early Education and Development, University of Minnesota, May 2011

**Saint Paul Early Childhood Scholarship Program Evaluation, Annual Report: Year 3**, SRI International, March 15, 2011

**Saint Paul Early Childhood Scholarship Program: Uses and Benefits of Scholarship Funds**, SRI International, February 2011

**The Cost of Providing Quality Early Care and Education in Saint Paul, Minnesota**, RAND Labor and Population, 2011

**Evaluation of Parent Aware: Minnesota's Quality Rating and Improvement System Pilot, Year 3 Evaluation Report**, Child Trends, November 2010

**Saint Paul Early Childhood Scholarship Program Evaluation, Issue Brief 3: Summary of Implementation (Year 3)**, SRI International, October 2010

**Timing of Early Childhood Education: Is there an optimal time to intervene in a young child's life to improve readiness for school?** Center for Early Education and Development, University of Minnesota, June 2010

**Evaluation of Parent Aware: Minnesota's Quality Rating and Improvement System Pilot, Year 2 Evaluation Report**, Child Trends, March 2010

**Saint Paul Early Childhood Scholarship Program Evaluation, Annual Report: Year 2**, SRI International, March 2010

**Minnesota Family Literacy and School Readiness Study - Results through year 2,**  
Wilder Research, March 2010

**Parent Priorities in Selecting Early Care and Education Programs: Implications for Minnesota's Quality Rating and Improvement System,** Aisha Ray, Ph.D, February 2010

**Final Evaluation Report: Lessons Learned from the MELF Community Grants,**  
Center for Early Education and Development, University of Minnesota, December 2009

**Pre-Kindergarten Allowances Project: Final Evaluation Report,** SRI International,  
September 30, 2009

**Saint Paul Early Childhood Scholarship Program Evaluation, Issue Brief 2:  
Implementation in Year 2,** SRI International, September 2009

**Saint Paul Early Childhood Scholarship Program Evaluation, Annual Report,** SRI  
International, March 13, 2009

**Evaluation of Parent Aware: Minnesota's Quality Rating and Improvement System  
Pilot, Year 1 Evaluation Report,** Child Trends, December 2008

**Saint Paul Early Childhood Scholarship Program Evaluation, Issue Brief 1: Early  
Implementation in Year 1,** SRI International, September 2008

**Early learning conditions among low-income families in Minneapolis, Saint Paul,  
Blue Earth and Nicollet counties:** Baseline study prepared for the Minnesota Early  
Learning Foundation, Wilder Research, February 2008



## MEMORANDUM OF UNDERSTANDING

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

### I. ASSURANCES

The Participating State Agency hereby certifies and represents that it:

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

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

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

### II. PROJECT ADMINISTRATION

#### A. PARTICIPATING STATE AGENCY RESPONSIBILITIES

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

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

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

#### **B. LEAD AGENCY RESPONSIBILITIES**

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

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

#### **C. JOINT RESPONSIBILITIES**

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

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

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



**EXHIBIT I – MINNESOTA DEPARTMENT OF HUMAN SERVICES**


**SCOPE OF WORK**

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

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

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

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

  
 Signature (Authorized Representative of Lead Agency)

*Oct 11, 2011*  
 Date

  
 Signature (Authorized Representative of Participating State Agency)

*Oct. 11, 2011*  
 Date

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

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

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**EXHIBIT I – MINNESOTA DEPARTMENT OF HEALTH**


**SCOPE OF WORK**

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


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

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

		establish a warehouse infrastructure; and establish the Minnesota Early Learning Information Portal
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Signature (Authorized Representative of Lead Agency)

10/10/11  
Date

  
Signature (Authorized Representative of Participating State Agency)

10/10/11  
Date

**Minnesota Department of Education: Scope of Work**

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

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

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

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

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

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

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

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



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

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

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

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

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

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

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



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

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

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

	Data Warehouse	Develop Data Dictionary.  Publish RFP and select contractor for Data Warehouse.		
(E)(2) Goal 5: Minnesota Early Learning Information Portal.	Early Learning Services Division, Early Childhood Data Specialist and ITS III, and contractor for Data Warehouse	Create and maintain Early Learning Information Portal.  Provide web-based dashboard and reports.  Conduct research.  Create training materials and program to support users.		
Priority 2 Including all Early Learning and Development Programs in the Tiered Quality Rating and Improvement System.			\$354,112	\$158,112
Priority 2 Goal 1: Create a network for new American immigrants to learn about becoming a licensed child care provider and for existing providers how to enhance the quality of their care to promote school readiness.  <i>Priority 2 1.1 Identifying new American immigrant providers who currently are licensed or who are potential candidates to become licensed family child care providers.</i>				

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

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

# Early Childhood Programs

<p>KOOTASCA Head Start 1213 SE 2<sup>nd</sup> Ave • Grand Rapids, MN 55744 218.327.6718 • Fax 327-6733 2232 E 2<sup>nd</sup> Ave • International Falls, MN 56649 218.283.9491 • Fax 283-9855 www.kootasca.org</p>	<p>Invest Early Project 820 NW 1<sup>st</sup> Ave • Grand Rapids, MN 55744 218.327.5850 • Fax 327-5851 www.investearly.org</p>	<p>School Readiness ISD 316 • Greenway Public Schools 218.247.7306 ISD 317 • Deer River Public Schools 218.246.8860 ISD 318 • Grand Rapids Schools 218.327.5850 ISD 319 • Nashwauk-Keewatin Schools 885.1280; x271</p>
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**Blandin Foundation**™  
STRENGTHENING RURAL MINNESOTA



October 6, 2011

The Honorable Mark Dayton  
Office of the Governor  
130 State Capitol  
75 Rev. Dr. Martin Luther King Jr. Blvd.  
St. Paul, MN 55155

Dear Governor Dayton:

The Invest Early Leadership Team and the Blandin Foundation would like to express our support for Minnesota's Race to the Top – Early Learning Challenge application. We would also like to express our intent to collaborate in the work that is described in the grant plan. We believe the state of Minnesota has an early care and education plan that puts quality front and center for our youngest citizens. For too long our state has found it easy to say we can't afford to make the investment needed in early childhood education, but the truth is we can't afford not to. Governor Dayton, thanks to your leadership, we are pleased that the state of Minnesota has developed a plan to prepare children for kindergarten with the skills, competencies, and characteristics to achieve high academic and behavioral outcomes.

As members of a Leadership Team that oversees a successful, comprehensive early childhood collaborative in Itasca County, we are excited to support the movement Minnesota is making to ensure there is access to high-quality learning environments that promote children's healthy development. We are proud of the model we have developed in northern Minnesota and look forward to participating in the proposed plans set forth in the application. Our initiative serves young children (ages 0-5) and their families having risk factors that may impede school success. We have just begun our seventh year of operation in Itasca County and have maintained a consistent focus on quality and accountability, including an emphasis on systems change. In the past families faced an overwhelming, poorly coordinated and confusing array of what was available and what they qualified for – we have made multiple improvements in system coordination and have allowed our early education system to reach more families and maximize current investments. According to Minnesota's plan, this will be a statewide goal as well.

We are extremely proud of our many accomplishments over the years, but we are especially proud of the documented increases that have been made in:

- Early childhood screenings (conducted before age 4)
- Early childhood environmental rating scale scores
- Parent satisfaction with programming
- Parents volunteering in the classroom
- Improvements in home learning environments

- Family partnership goals (parents work with staff to set goals related to getting out of poverty)
- Referrals and linkage to services (staff make referrals – ex: physician, speech, mental health specialist, vision/hearing – and then follow through to make sure linkage is completed)
- Kindergarten Readiness Assessment results
- Third grade MCA-II test scores in reading and math (proving continued academic success)

The Invest Early Initiative can serve as one example of a high quality, accountable program since we have been measuring our outcomes and progress since day one with the help of Wilder Research, one of the nation's largest non-profit human services research and evaluation groups, located in St. Paul, Minnesota. Our intent has been to share our data with legislators and funders, with the hope of leveraging additional funding for early childhood education once the documented results and cost savings are evident.

You are most likely aware of the positive environment surrounding Minnesota's action in actively supporting early learning initiatives. The Minnesota Initiative Foundations, and their partners McKnight Foundation and Ready 4 K have developed more than 80 early childhood coalitions in the state and all are linked through a network of coalition communities and are primed and ready to implement the plan put forth in the application. Two groups of large and small foundations that have an interest in early care and education have recently merged to strengthen their efforts in effecting positive change in the early childhood field – another sign that Minnesota is in a position to carry out the application plans. We could list many more examples of the collaborations that are taking place in our state in order to improve our children's future, but we have a feeling you will hear about them in other letters of support.

In conclusion, we fully support the efforts of the State of Minnesota in the implementation of the plan that will "Promote School Readiness for Children with High Needs" statewide. With our experience in working with hundreds of families and children with multiple risk factors, most notably low income, we intend to support the leaders of this effort with the data we have collected, with the lessons we have learned, and with the knowledge and materials that will assist our state in making the best investment they will ever make.

Please feel free to call if you have questions. We can be reached at either 218-327-5744 (Jan) or 218-327-8734 (Mary).

Sincerely,

Invest Early Leadership Team

Jan Reindl – Invest Early Director

Lauri Camilli – Invest Early Tracker

Karen Haatvedt – Invest Early Coordinator

Mary Kosak – Blandin Foundation Program Officer

Maureen Rosato – Kootasca Head Start Education Director

Jessica Bunker – Kootasca Head Start Education Manager

Susan Erzar – Itasca County Public Health Division Manager

Brenda Johnson – Itasca Community College Early Childhood Instructor

Matthew Grose – Chair of Itasca Area Schools Collaborative/Superintendent of ISD #317 Deer River

Susan Hoefl – Principal of VanDyke Elementary, formerly Itasca Area Community Education Director

(All signatures are on the following page.)



# Early Childhood Programs


<p><b>KOOTASCA Head Start</b>                  1213 SE 2<sup>nd</sup> Ave • Grand Rapids, MN 55744                  218.327.6718 • Fax 327-6733                  2232 E 2<sup>nd</sup> Ave • International Falls, MN 56649                  218.283.9491 • Fax 283-9855                  www.kootasca.org</p>	<p><b>Invest Early Project</b>                  820 NW 1<sup>st</sup> Ave • Grand Rapids, MN 55744                  218.327.5850 • Fax 327-5851                  www.investearly.org</p>	<p><b>School Readiness</b>                  ISD 316 • Greenway Public Schools 218.247.7306                  ISD 317 • Deer River Public Schools 218.246.8860                  ISD 318 • Grand Rapids Schools 218.327.5850                  ISD 319 • Nashwauk-Keewatin Schools 885.1280; x271</p>
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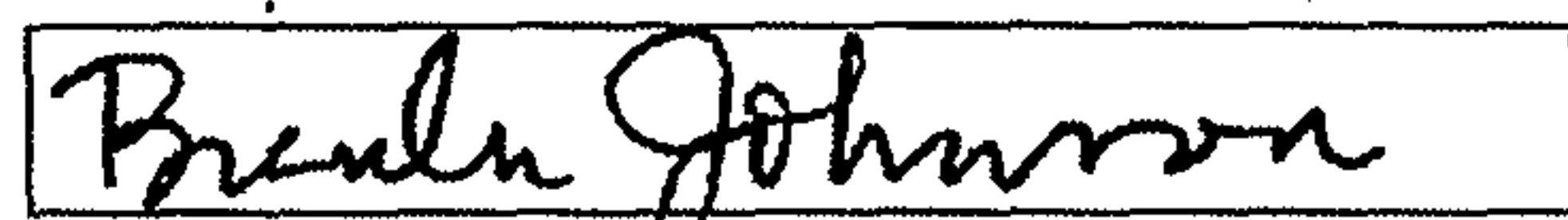
## Letter of Intent for Race to the Top Grant

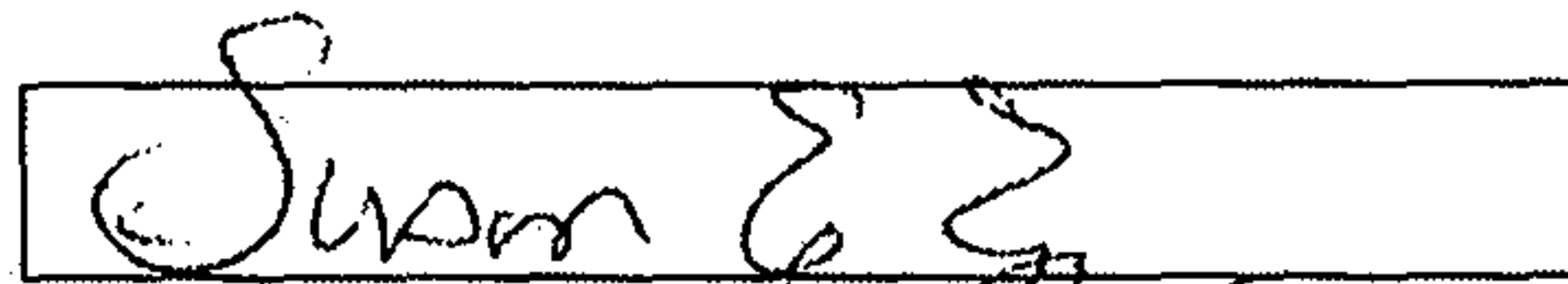
### Approved By the Invest Early Leadership Team:


 10-6-11  
 Jessica Bunker  
 Kootasca Head Start Education Manager  
 Date

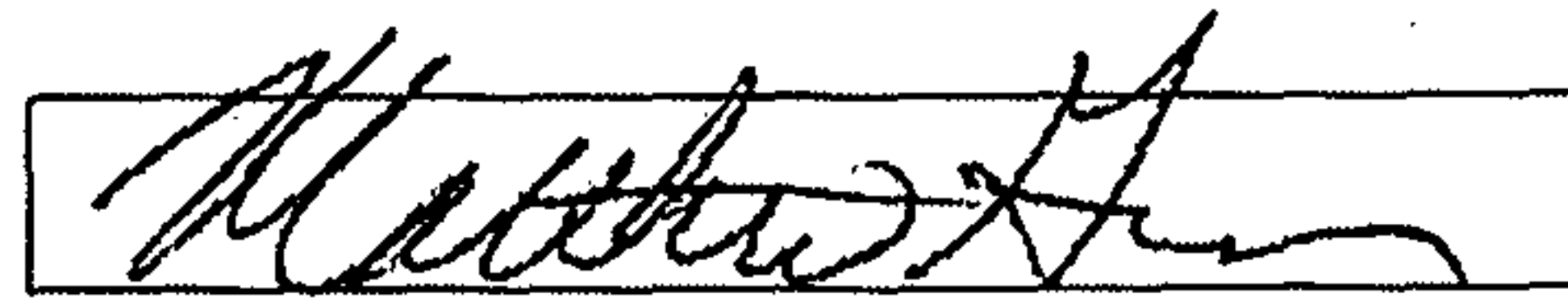
 10/6/11  
 Susan Hoelt  
 ISD 318 Community Education Director  
 Date


 10/6/11  
 Lauri Camilli  
 Invest Early Tracker  
 Date


 10/6/11  
 Brenda Johnson  
 Itasca Community College Instructor  
 Date

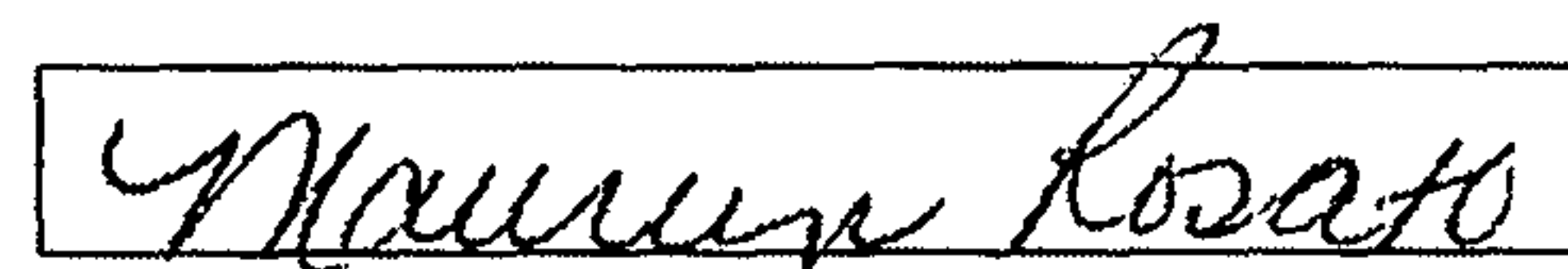
 10/6/11  
 Susan Erzar  
 Itasca County Public Health Division Manager  
 Date

 10/6/11  
 Mary Kosak  
 Blandin Foundation Program Officer  
 Date

 10/6/11  
 Matthew Grose  
 ISD 317 Deer River Public Schools Superintendent  
 Date

 10/6/11  
 Janice Reindl  
 Invest Early Director  
 Date

 10-6-11  
 Karen Haatvedt  
 Invest Early Coordinator  
 Date

 10/6/11  
 Maureen Rosato  
 Kootasca Head Start Education Director  
 Date

northsideachievement.org



September 30, 2011

The Honorable Mark Dayton  
Office of the Governor  
130 State Capitol  
75 Rev. Dr. Martin Luther King Jr. Blvd.  
St. Paul, MN 55155

Dear Governor Dayton:

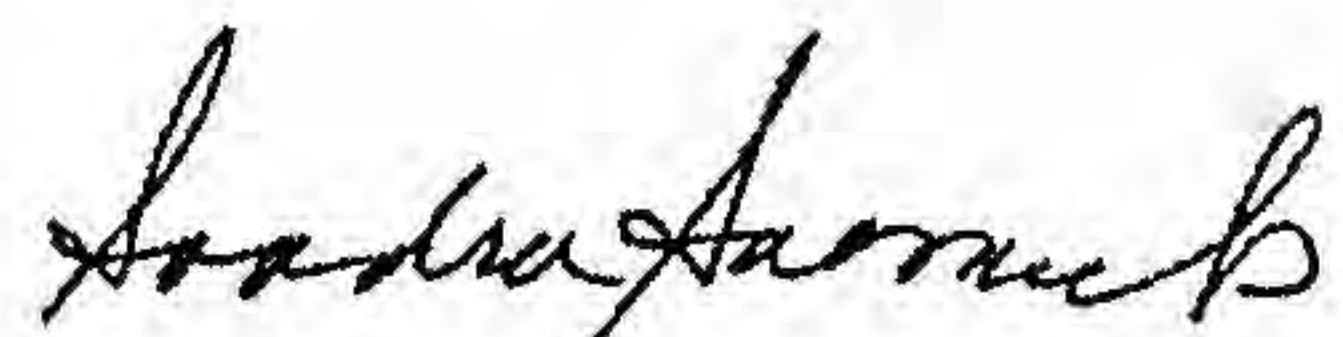
Please accept this letter expressing the Northside Achievement Zone's enthusiastic commitment to collaborate with the State of Minnesota to implement a high quality plan promoting school readiness for children with high needs through their proposal for the "Race to the Top--Early Learning Challenge" (RTT-ELC) program.

The mission of the Northside Achievement Zone (NAZ) is to build a culture of achievement in a geographic zone in North Minneapolis to ensure that all youth graduate from high school college-ready. This is a place-based collaborative initiative that supports enrolled families with whole family wrap-around services while also coordinating and improving learning opportunities in early childhood, at school, and out-of-school time for all students in our Education Pipeline. To do this, NAZ has developed a comprehensive, multi-level change strategy paired with a "high touch" process across families, schools, and over 50 organizational partners.

Given that early childhood learning has a significant impact on later educational success, NAZ has a genuine interest in the quality of Minnesota's early learning and development system. To fulfill our mission, NAZ promotes the importance of early learning and development outcomes for children and the capacity to produce those outcomes. In particular, families in the Zone need supports that lead to greater awareness and higher family engagement, as well as high-quality, accountable early childhood programs and greater access to those programs through supports such as scholarships. Therefore, we fully intend to collaborate

with the state to develop and implement those supports. In fact, for the sake of the most vulnerable children in our community, we enthusiastically look forward to it!

Sincerely,



Sondra Samuels  
CEO, Northside Achievement Zone  
1200 W. Broadway Ave, Minneapolis, MN 55411  
W: 612-521-4405

(b)(6)



September 29, 2011

The Honorable Mark Dayton  
Office of the Governor  
130 State Capitol  
75 Rev. Dr. Martin Luther King Jr. Blvd.  
St. Paul, MN 55155

Dear Governor Dayton:

On behalf of the Saint Paul Promise Neighborhood initiative, please accept this letter in strong support of and as indication of our commitment to collaborate with Minnesota's Race to the Top - Early Learning Challenge initiative. As applicant for Saint Paul's Promise Neighborhood federal implementation grant, Wilder has been providing early childhood services in this neighborhood area since 1911.

Wilder's work over the past year to facilitate the Promise Neighborhood planning process exposed critical need in early childhood education (ECE). Our comprehensive community survey revealed just 37% of Promise Neighborhood children participating in center-based or formal ECE opportunities. Further concerning, just 26% of neighborhood children entering as Saint Paul Public Schools kindergarteners in 2010 performed at grade level on literacy assessments. While Wilder and others can boast success in this area – our own Child Development Center, located in the Promise Neighborhood, graduates over 95% of new kindergarteners at grade level – we know a systemic response is critical to scale up this success.

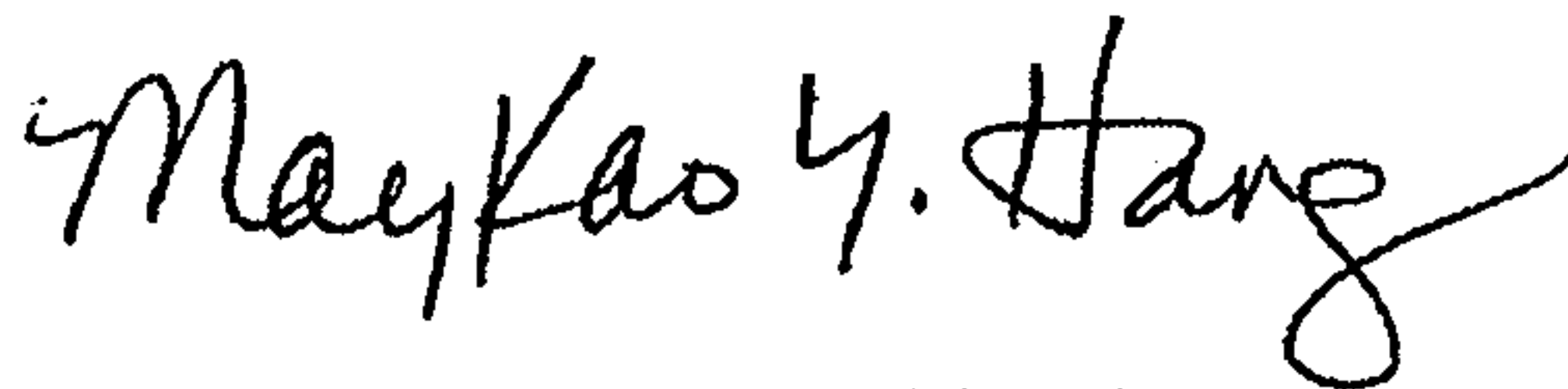
Successful programs like Wilder's Child Development Center and others that comprise the early childhood end of Saint Paul's continuum of "cradle to career" services for the Promise Neighborhood have already benefited from Minnesota's focus on ECE systems efforts. Providers have attained three- and four-star Parent Aware ratings, and scholarships have helped many low-income families assure uninterrupted and high quality ECE for their children.

With this experience as a foundation, the Saint Paul Promise Neighborhood highlighted a comprehensive ECE network in our recent implementation proposal to the U.S. Department of Education. We are invigorated by the possibilities presented by Minnesota's Race to the Top – Early Learning Challenge to enhance our plans for an expanded network of high quality ECE providers and for a greater number of low-income children who are prepared for kindergarten. We are enthusiastic about collaboration opportunities, including an enhanced Race to the Top focus on Saint Paul's Promise Neighborhood and other place-based initiatives in Minnesota in areas including the Parent Aware rating system, early learning workforce development, and scholarships for children of low-income families.

Undoubtedly, a cornerstone of the Saint Paul Promise Neighborhood initiative is the commitment to use evidence to guide our work. Further, the opportunity to align these two powerful initiatives clearly promotes our intent to make not only internal policy and practice changes, but also the true *systemic changes* that will support a community in which all young children have opportunities for a strong start so they can succeed in school and in life.

In support of your strong leadership and support of early childhood education, Governor Dayton, please accept this strong endorsement of Minnesota's Race to the Top – Early Learning Challenge application. Wilder and the Saint Paul Promise Neighborhood will look forward to bringing together these comprehensive child and school success initiatives and to working to assure a high quality early childhood education experience for all children in Minnesota.

Respectfully,

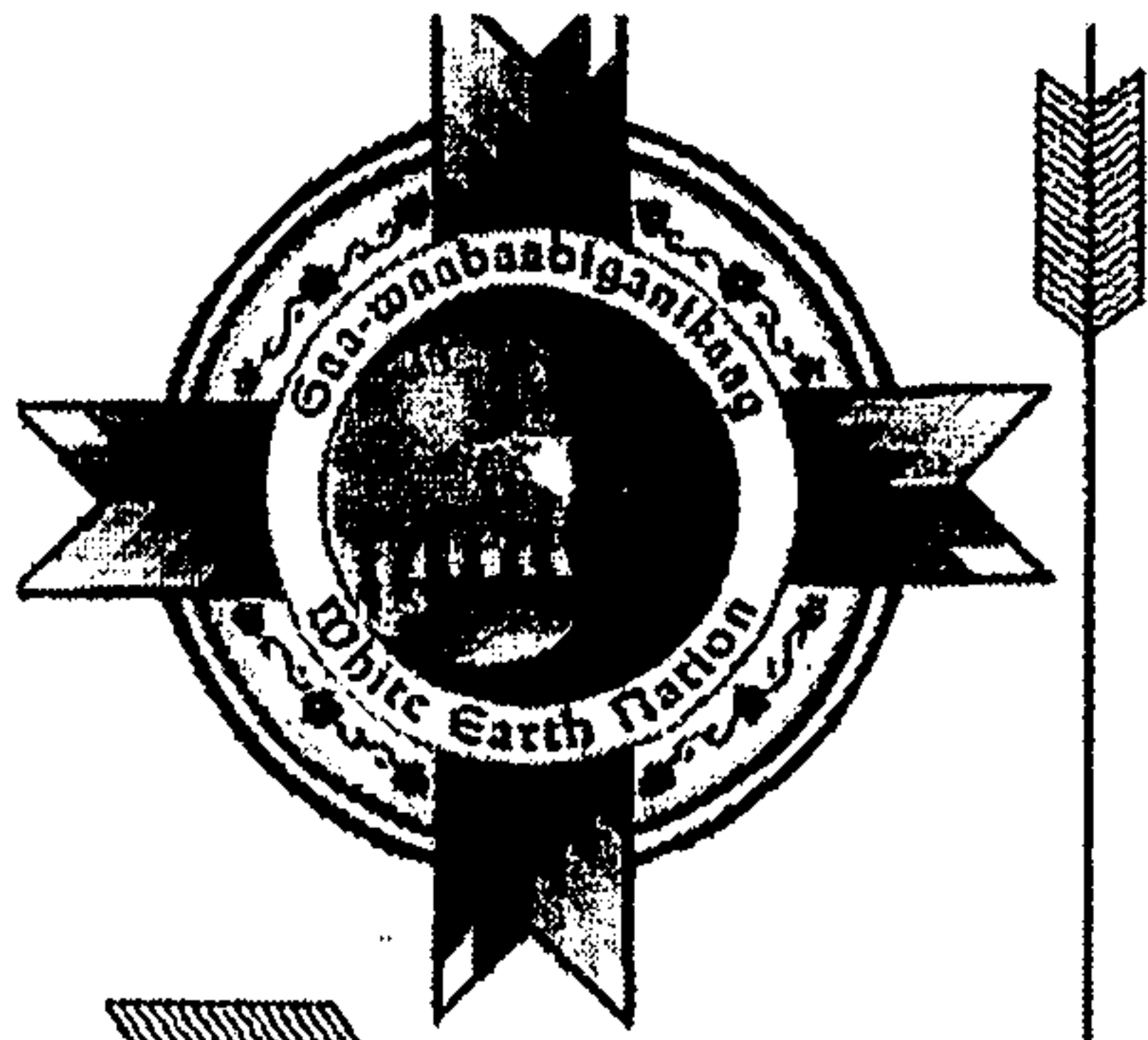


MayKao Y. Hang, President/CEO  
The Amherst H. Wilder Foundation  
Applicant, Saint Paul Promise Neighborhood

and



Billy Collins, Executive Director  
YWCA St. Paul  
Chair, Saint Paul Promise Neighborhood Advisory Board



## White Earth Reservation Tribal Council

P.O. Box 418

White Earth, Minnesota 56591

Tel. (218) 983-3285

Fax (218) 983-3641

CHAIRWOMAN

Erma J. Vizenor

SECRETARY-TREASURER

Robert J. Durant

DISTRICT I

Irene Auginaush

DISTRICT II

Terrence Tibbetts

DISTRICT III

Kenneth Bevins

October 2, 2011

The Honorable Mark Dayton  
Office of the Governor  
130 State Capitol  
75 Rev. Dr. Martin Luther King Jr. Blvd.  
St. Paul, MN 55155

Dear Governor Dayton:

It is an extreme honor to show our strong support and intention to collaborate with the State of Minnesota's Race to the Top/ Early Learning Challenge Grant application. The White Earth Reservation Tribal Council understands the importance of early learning and has worked hard to improve the overall quality and effectiveness of early childhood development programs on and near the Reservation.

The White Earth Tribal Council supports the work our White Earth Child Care/Early Childhood Program to increase quality through intensive training programs for the workforce that are linked to higher levels of competency and incentive for our early childhood service providers. We also believe in parental empowerment and involvement as an ongoing, comprehensive and purposeful process for which our programs strive.

White Earth is committed to increasing parent and community information on child development; since 2001, we have hosted an annual Communities Collaborative Conference that attracts over 900 participants to get the latest information on high quality child development issues. This is a testament to the commitment and desire to build on an increased understanding of the importance of brain research and development.

As you are aware, it is equally important to have a process that measures outcomes and progress to coincide with successful, high quality state and tribal early childhood systems. The Race to the Top/Early Learning Challenge Grant will help solidify those processes and systems to ensure high quality and accountable programming.

White Earth Reservation is committed to supporting our youngest citizens through high quality early childhood experiences and services. We look forward to working with you on a state-wide early learning and development system as well as continued work for the White Earth Reservation. Together we will make a difference in children's lives.

Sincerely,

Erma J. Vizenor  
Chairwoman



212 2nd Street SE  
Suite 116  
Minneapolis, MN 55414  
612-455-1055 phone  
612-455-1056 fax

[www.childcareworks.org](http://www.childcareworks.org)

October 1, 2011

The Honorable Mark Dayton  
Office of the Governor  
130 State Capitol  
75 Rev. Dr. Martin Luther King Jr. Blvd.  
St. Paul, MN 55155

Dear Governor Dayton:

On behalf of Child Care WORKS, our board, our stakeholders, and the thousands of families with young children across Minnesota, thank you for your strong leadership in helping to build a cohesive early learning and development system. Child Care WORKS wholeheartedly supports Minnesota's Race to the Top - Early Learning Challenge application and believes that it will move the needle when it comes to providing access high quality child care experiences for all children.

Child Care WORKS is a statewide child care advocacy organization whose mission is to work toward achieving and sustaining affordable, high-quality child care options for families and communities. The strategies and programs we utilize to achieve our mission include policy advocacy, citizen engagement, leadership development and regular communications with stakeholders and the general public. Our work supports all Minnesota families with children age birth to 12, however, we consistently prioritize our resources to focus on policies that support children in low-income families, as these families face the steepest challenges in finding and affording quality child care services, with the result being that their children are more likely to experience inconsistent or poor-quality care that can impair their healthy development.

A recent example of our work came during the unfortunate state government shut down this past fall. Working in coalition with many stakeholders, Child Care WORKS petitioned the courts to have child care assistance deemed essential and payments to continue despite the shut down. Our efforts prevailed and because of our strong relationship with the federal government in providing child care assistance through joint funding, child care assistance was declared essential.

We believe that continuing to build a strong state system is the first and most critical step to achieving real reform in Minnesota. You have already begun to build this system with an Office of Early Learning, a Governor's Children's Cabinet, statewide implementation of a Quality Rating System, and the Early Learning Council. Child Care WORKS looks forward to Minnesota's receipt of the Race to the Top funds to enhance and support these amazing efforts and will continue to work diligently with you, your administration, the Legislature and families all over Minnesota to make sure we are successful in our mission.

Most Sincerely,

A handwritten signature in black ink that reads "Mary Nienow".

Executive Director

Updated 10/4/2011

WORKING TOGETHER FOR CHILD CARE THAT WORKS



2610 University Ave W, Suite 425  
St. Paul, MN 55114  
651.646.8689  
[www.mnaeyc-mnsaca.org](http://www.mnaeyc-mnsaca.org)

October 5, 2011

The Honorable Mark Dayton  
Office of the Governor  
130 State Capitol  
75 Rev. Dr. Martin Luther King Jr. Blvd.  
St. Paul, MN 55155

Dear Governor Dayton:

On behalf of the thousands of professional who care for our children and youth, the Minnesota Association for the Education of Young Children and the Minnesota School Age Care Alliance (MnAEYC-MnSACA) offers our full support for Minnesota's Race to the Top - Early Learning Challenge application and the resulting high quality plan for Minnesota's early learning and development system.

MnAEYC-MnSACA are professional organizations affiliated with two national organization, the National Association for the Education of Young Children and the National Afterschool Alliance. We offer professional development opportunities for providers of care in a wide-array of settings, from child care centers, school-based pre-K programs, Head Start and out-of-school time programs for youth. Recognizing the continuum of care between the early childhood and K-12 systems, over the past several years, our organizations have taken steps to align our work, for example sharing staff, office space and a Board of Directors.

Our organizations are particularly interested in criteria around High Quality, Accountable Programs and the systems in place for a Great Early Childhood Education Workforce. MnAEYC-MnSACA helps programs improve their quality and achieve accreditation by nationally recognized and research based accreditation processes. We have a long history of partnering with the state to facilitate accreditation and offer alternate pathways to achieve the top tier in Parent Aware, Minnesota's Quality Rating and Improvement System, and we hope to continue this partnership with the state and private funders, who have offered their generous support for our work.

As a provider of professional development opportunities, MnAEYC-MnSACA knows first-hand that our children have the best opportunity to succeed in school and in life when programs are held accountable and when programs are of high quality. We look forward to working with you, state departments, and other partners to support this application and to ensure our children and their providers have the systems in place to be successful.

Sincerely,

Sharon Bergen, Executive Director  
Minnesota Association for the Education of Young Children & the Minnesota School Age Care Alliance





# *One Voice for Children*

September 21, 2011

The Honorable Mark Dayton  
Office of the Governor  
130 State Capitol  
75 Rev. Dr. Martin Luther King Jr. Blvd.  
St. Paul, MN 55155

Dear Governor Dayton:

On behalf of the Minnesota Child Care Association, I want to express our full support for the planned Successful Minnesota Early Learning and Development System as detailed in the Race to the Top- Early Learning Challenge application.

The Minnesota Child Care Association is a professional organization of more than 200 licensed child care providers throughout Minnesota. We represent both non-profit and for profit providers, all dedicated to offering the highest quality early care and education opportunities to the children we serve. As representatives of these high-quality providers and witnesses to what these opportunities provide in school readiness skills for Minnesota's youngest citizens, we are encouraged by Minnesota's dedication and commitment to ensuring the future prosperity of the state by truly making an investment in our most valuable assets - the young children of our state.

MCCA is most interested in the criteria around high-quality, accountable programs, and the systems that will support a professional early childhood education workforce. As an association, we feel that these areas are both in need of the greatest attention and are the strongest components of this application.

We look forward to working with you, the department staff, and other stakeholders throughout Minnesota to ensure that every Minnesota child has access to the services and programs they need to be successful in not only school, but life.

Sincerely,



Chad Dunkley, President  
Minnesota Child Care Association





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October 10, 2011

The Honorable Mark Dayton  
Office of the Governor  
130 State Capitol  
75 Rev. Dr. Martin Luther King Jr. Blvd.  
St. Paul, MN 55155

Dear Governor Dayton:

We wish to express our strong support for Minnesota's Race to the Top - Early Learning Challenge application, and the resulting high quality plan for Minnesota's early learning and development system.

The Child Care Resource and Referral (CCR&R) community works to educate families about their child care options, offers professional development and grant opportunities to child care providers, and strives to inform the community at large regarding child care issues.

We believe that the well-being of our state's children starts with parents and a well-trained child care workforce. CCR&R has long been a trusted source of support and education for child care professionals and parents in Minnesota. Our work (as laid out in state statute), is closely aligned with all of the key areas of reform included in this grant, but we would highlight these in particular:

- As the primary delivery system for child care training, CCR&R offers opportunities statewide—both face-to face and through our online learning program, Eager to Learn. In 2010 we coordinated over 2,150 trainings for child care providers with over 33,500 participants attending.
- CCR&R has led the way in introducing parents to the Parent Aware ratings in several Minnesota communities. Our team also coached the child care professionals participating in the program, empowering them to align with current standards and best practices and achieve their star rating. In an effort to ensure that child care professionals felt prepared to participate in Parent Aware, our system worked with partners to introduce Building Quality: Making Good Things Better, a strong introduction to our state's quality indicators and the rating process
- Our T.E.A.C.H. and R.E.E.T.A.I.N. programs support the education and retention of our child care workforce statewide, and additional financial incentives for programs such as the new Minnesota Child Care Credential and the Child Development Associate Credential have helped to encourage providers to continue their education and training.

380 E. Lafayette Road, Suite 103 • St. Paul, Minnesota 55107

Ph: 651-290-9704 • FAX: 651-209-1761

Website: [www.mnchildcare.org](http://www.mnchildcare.org)

All of these programs work hand-in-hand with the broader professional development system in place in Minnesota, and are part of a continuum of learning opportunities available to early care and education providers. These learning opportunities will be a critical support in the expansion of a Quality Rating and Improvement System in our state.

We see the collective planning and work taking place as an important and long-anticipated step closer to our vision of quality care and education for every child. We stand ready to contribute our highly-trusted programs, the strong infrastructure of our agencies across the state, and the community connections we've built over a generation.

Sincerely,



Ann McCully  
Executive Director  
Minnesota Child Care Resource and Referral Network

**On behalf of the following Child Care Resource and Referral agencies:**

Tri-Valley Opportunity Council Inc. Child Care Resource and Referral

Mahube Community Council, Inc.

Lakes and Prairies Community Action Partnership, Inc.

Ottertail-Wadena Community Action Council, Inc.

Prairie Five Child Care Resource and Referral-Midwest District

Child Care Choices, Inc.

Northeast District Child Care Resource and Referral- Pine City

Southwest Child Care Resource and Referral—Southwestern Minnesota Opportunity Council

CCR&R Inc.

Resources for Child Caring

Scott Carver Dakota CAP agency Child Care Resource and Referral

360 Communities

Anoka County Community Action Program, Inc. Child Care Resource and Referral

Heartland Community Action Agency, Inc. Child Care Resource and Referral



# Minnesota Community Education Association

CITIZEN INVOLVEMENT AND LIFELONG LEARNING

September 21, 2011

Barbara Yates  
10 Yorkton Court  
St. Paul, MN 55117

Dear Ms. Yates,

The Minnesota Community Education Association (MCEA) extends its support of Minnesota's application for the Race to the Top Early Learning Challenge. In school districts across the state of Minnesota, Community Education is the statewide delivery system for high quality early childhood education through its School Readiness, Early Childhood Family Education, Family Literacy, and Preschool Screening Programs. We will share our expertise in promoting school readiness for children with high needs, -especially young English language learners and children with special needs as demonstrated through Community Education's strong collaborations with Adult Basic Education and Early Childhood Special Education. One component of Early Childhood Family Education is a home visiting program, which addresses the needs of hard to reach families. Because Community Education is part of the school district, our early childhood programs are initiating the alignment of pre-K through grade 3 curriculum. In addition, many of these early childhood programs have training, assessment, curriculum and data collection systems that could be models for replication across the state. Parent education and involvement are the cornerstone of all school-based early childhood programs. Currently, community educators provide the bridge between and among community resources, social services, health care, adult learning and our youngest learners. MCEA is poised to partner with state and local educators and child care providers to better serve Minnesota's birth-age 5 children and families, and prepare every child for success in school and in life.

Specifically, through MCEA's membership of 1300 community educators:

- We will develop QRIS for non-childcare settings.
- We will create appropriate and accessible partnerships.
- We will provide professional development opportunities, trainings, and the coordination of family, friend and neighbor child care providers and private preschool centers in order to meet the needs of the families and caregivers.
- We will work in partnership with grant partners to create a data collection model.

MCEA is committed to supporting a system that increases the quality of early learning and development programs for children with high needs through Early Childhood Family Education and School Readiness programs, as defined in state statutes, so they enter kindergarten prepared for school success.

Sincerely

Katie Williams  
MCEA President  
[Katie.williams@hopkinsschools.org](mailto:Katie.williams@hopkinsschools.org)

MCEA Executive Office 13750 Lake Blvd., Lindstrom, MN 55045  
651-257-0752 • FAX: 651-213-2094  
[www.mn-mcea.org](http://www.mn-mcea.org)



October 7, 2011

The Honorable Mark Dayton  
Office of the Governor  
130 State Capitol  
75 Rev. Dr. Martin Luther King Jr. Blvd.  
St. Paul, MN 55155

Dear Governor Dayton:

The Council for Exceptional Children: Division of Early Childhood (CEC-DEC) is very excited and strongly endorses Minnesota's application for the Race to the Top-Early Learning Challenge. DEC is the professional organization for Early Childhood Special Education Professionals, working with children birth through age seven with disabilities. In addition to the services we provide to eligible young children and their families, many children we serve participate in other Early Childhood settings: childcare; Early Childhood Family Education (ECFE); community and private preschools; and Head Start. DEC strongly advocates full inclusion of children with and without disabilities in all community settings. DEC promotes full inclusion in all early childhood programs which includes access, participation, and supports to allow all children to successfully participate.

The two aspects of the Race to the Top-Early Learning Challenge grant which would significantly impact children with disabilities and their families are: increasing the availability of high quality inclusive day care settings and improved workforce quality. Many families struggle to find childcare for their child with special needs. Childcare settings often are unprepared to serve children with significant special needs. Children may be denied access based on their developmental delays and children are frequently asked to leave due to their needs (especially if they demonstrate social emotional difficulties). By increasing the knowledge and skills of the Early Childhood workforce (professional and support staff) all children will be positively impacted. This improvement will have a significant positive effect on children who present learning and behavioral challenges. The more knowledgeable the staff, the better able they will be to work with all children including those with disabilities. These improvements would have an immediate positive impact on the children and make an incredible difference in the lives of families with children with special needs.

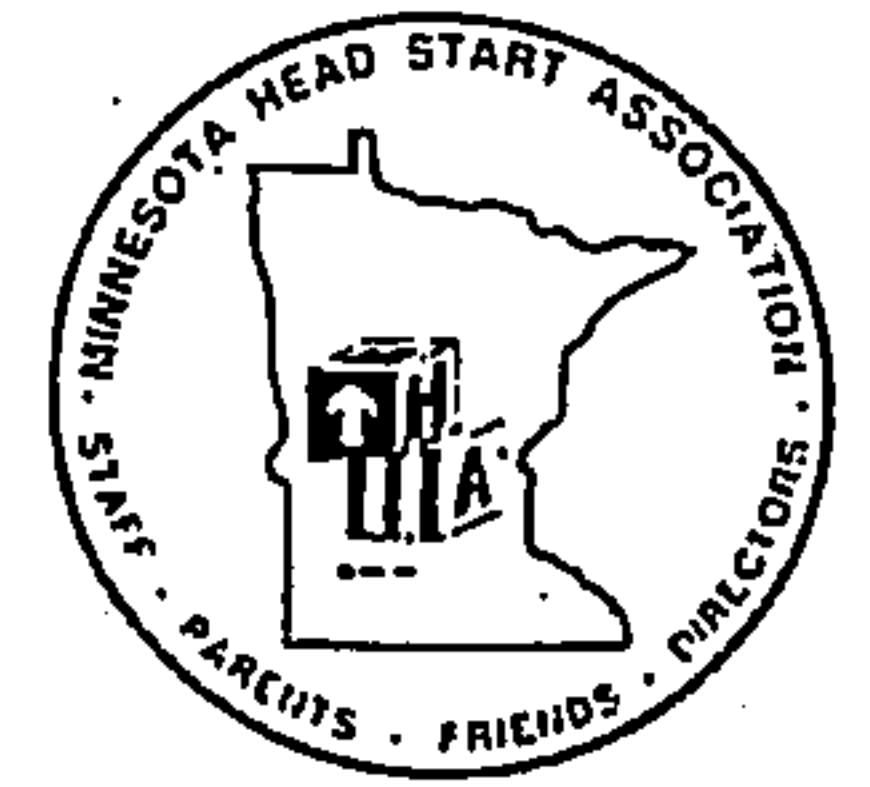
DEC strongly supports this grant and the positive multifaceted changes this work will have on the state Early Childhood workforce and programs for all young children with disabilities and their families.

Sincerely,

*Beth Dorsey*

Beth Dorsey  
President Minnesota DEC

MINNESOTA HEAD START ASSOCIATION, INC.



It is the mission of the Minnesota Head Start Association to speak and act as a united voice on issues affecting families and children experiencing poverty and to improve Head Start programs and policies by conducting itself in an informed, respectful and representative organization.

October 5, 2011

The Honorable Mark Dayton  
Office of the Governor  
130 State Capitol  
75 Rev. Dr. Martin Luther King Jr. Blvd.  
St. Paul, MN 55155

Dear Governor Dayton,

The Board of Directors of the Minnesota Head Start Association, Inc. (MHSA), on behalf of its membership, supports the principles of Minnesota's plan for a high quality early learning and development system as outlined in Minnesota's Race to the Top -Early Learning Challenge Grant application. The Association have been a dedicated partner in our state's early learning system since 1987 when state funding for Head Start was first established.

The Minnesota Head Start Association represents Head Start programs, staff and parents across Minnesota including many tribal and migrant programs. MHSA's mission it to advocate for low-income families and inspire high standards of service for young children and their families. We do this by creating learning communities around issues that impact quality service delivery like access to dental and mental health services and supports for high quality child assessment. Our collaborations with state agencies, businesses and other non-profits enhance our ability to create stronger programs and better outcomes for families.

The quality standards and systems outlined in the federal 2007 Head Start Act guide our work and represent a model for many of the key elements of this application. We are excited about the opportunities in the grant application to prepare a highly qualified early childhood workforce, to collaborate around authentic parent engagement activities and to support programs in continuous improvement of their early learning approaches. We have participated in the pilot phase of Parent Aware, the state's Quality Improvement and Rating System, and look forward to ways to bring all Head Start programs into the QRIS system as funds are available.

We welcome the opportunity to continue our partnership with the Minnesota Department of Education in the delivery of high quality early care and education. Thank you for seeking new resources to ensure that all Minnesota children and their families have access to high quality early learning opportunities.

Sincerely,

Kraig Gratke

President, Minnesota Head Start Association  
Early Head Start Manager, Tri-County Community Action



MLFCCA  
1821 University Ave West  
Suite 324 South  
Saint Paul MN 55104  
mlfcca.org



The Honorable Mark Dayton  
Office of the Governor  
130 State Capitol  
75 Rev. Dr. Martin Luther King Jr. Blvd.  
St. Paul, MN 55155

Dear Governor Dayton:

Minnesota Licensed Family Child Care Association (MLFCCA) supports Minnesota's Race to the Top - Early Learning Challenge application and the resulting high quality plan for Minnesota's early learning and development system.

MLFCCA's mission is to support the highest standard of care for children in Minnesota's diverse licensed family child care homes through education, resources, recognition and advocacy. As the state affiliate to National Association for Family Child Care (NAFCC), MLFCCA build's the quality of Minnesota's 11,400 licensed family child care homes resulting in improved school readiness for children. (Tabitha Isner, 2011) MLFCCA partners with the existing quality rating and improvement system, Parent Aware. Our MLFCCA Mentor Program™ provides credentialed family child care mentors with specific knowledge as well as experience in the unique needs of the home care setting to Minnesota's existing quality rating and improvement system, Parent Aware. After the inclusion of MLFCCA mentors, family providers rated higher in Parent Aware than those who did not have MLFCCA mentors. (Tabitha Isner, 2011)

In addition to our work with Parent Aware, MLFCCA credentialed mentors provide assistance to providers seeking NAFCC accreditation through our state Accreditation Facilitation Project as well as providing program improvement assistance in several other private nonprofit school readiness initiatives.

We are particularly interested in the five key areas of reform outlined in Minnesota's early learning and development system plan.

1. MLFCCA strongly supports the need for a **successful state system**. This plan is necessary for the current early learning initiatives to be seamlessly connected without overlap and in a manner that providers will be able to access and understand.
2. Research shows that **high-quality, accountable programs** better result in school readiness. It is the mission and work of MLFCCA to provide the support needed for building high quality, accountable programs.
3. MLFCCA's mentoring and training programs utilize *Minnesota's Early Childhood Indicators of Progress* to **promote early learning and development outcomes for children**.
4. MLFCCA serves 11,400 licensed family child care providers serving 180,000 children. This is a significant percentage of the workforce. It is paramount that family providers be served when creating a **great early childhood education workforce**.
5. MLFCCA trains providers in child assessment and requires it for participation in most of our early learning projects. All projects have **measurable outcomes that track progress**. This is the only way to ascertain successful work.

Sincerely,

Katy Chase  
Executive Director

10/7/11



READY 4 K

Our vision: Every young child in Minnesota enters kindergarten encouraged, supported, and fully prepared for learning success.

September 23, 2011  
The Honorable Mark Dayton  
Office of the Governor  
130 State Capitol  
75 Rev. Dr. Martin Luther King Jr. Blvd.  
St. Paul, MN 55155

Dear Governor Dayton:

This is an enthusiastic letter of support by Ready 4 K for the State of Minnesota's application for Race to the Top funds. Ready 4 K, a 501C-3 nonprofit, has played a leading role in policy advocacy and outreach to diverse communities. As the initial manager of the Minnesota BUILD project, we have been a leader in systems- building. We believe Minnesota obtaining these federal funds will enable the state to continue developing an excellent early learning system.

Ready 4 K's goal is to improve school readiness. Our work has been driven by the core idea that quality must be at the center of any early learning system, and that quality will improve school readiness.

Ready 4 K has brought together early learning advocates to create a five-part policy agenda, Minnesota's Future, that will enable the state to create a quality-based early learning system aimed at reaching all at-risk children. During the past year progress was made on three of the key strategies: support of a Quality Improvement and Rating System; creation of an Office of Early Learning; and increased funding for home visiting for low-income, at risk families.

Ready 4 K has also aggressively reached out to diverse cultural communities in its Parent Empowerment program, reaching leaders in the Hmong, Somali, African-American, American-Indian and Southeast Asian communities. The program, led by Jesse Kao Lee, has provided an innovative curriculum in school readiness, advocacy, and civic engagement for members of communities that have tended to be ignored and neglected in policy-making, including policy related to early learning.

Ready 4 K is state-wide in its scope and has worked actively in every region to engage local communities and leaders in civic engagement and policy advocacy related to early learning. We have worked closely with the six Minnesota Initiative Foundations throughout Greater Minnesota to connect with grass roots leaders on behalf of Minnesota's youngest citizens. We have also conducted tours to raise public awareness of the issue and visit with local media to keep early learning forefront.

The Race to the Top funds will enable Minnesota to build on the solid progress it has made in system-building.

Sincerely,

Todd Otis  
President, Ready 4 K





*Tri-Valley Opportunity Council, Inc.*

*Administrative Office  
PO Box 607 ~ 102 North Broadway  
Crookston, MN 56716  
218-281-9091 ~ 1-800-201-3461  
Fax: 218-281-0717  
Telecommunication Relay Services ~ 711  
[www.tvoc.org](http://www.tvoc.org)*



October 11, 2011

The Honorable Mark Dayton  
Office of the Governor  
130 State Capitol  
75 Rev. Dr Martin Luther King Jr Blvd.  
St. Paul, MN 55155

Dear Governor Dayton:

Please accept this letter in full support of the Minnesota's Race to the Top-Early Learning Challenge application.

Tri-Valley Opportunity Council receives federal funding to operate a Region V Head Start/Early Head Start program as well as the Region XII Migrant & Seasonal Head Start/Early Head Start program with a total enrollment of 1,378 Infants, Toddlers, Preschoolers and Pregnant Women.

Our Migrant & Seasonal program provides services according to the needs of the families with high mobility and of migrant farm worker status. Our centers operate during the summer months, with some centers running into November and providing eight hours of services each day, Monday through Friday. This program is critical in offering a quality early childhood experience to children who are otherwise unlikely to have access to early childhood education. We ensure that our program is bilingual, comprehensive and offers adults, as well as the children, the opportunities to learn and grow.

As the Migrant & Seasonal Head Start Director and also a member of the National Migrant & Seasonal Director's Affiliate, I strongly support the Minnesota's Race to the Top-Early Learning Challenge application and look forward to work together to provide high-quality services to children and families throughout the state of MN.

Sincerely,

Laurie Coleman, Head Start Child & Family Programs Director  
102 North Broadway  
Crookston MN 56716  
218-281-0542  
[Lauriec@tvoc.org](mailto:Lauriec@tvoc.org)

**October 7th, 2011**

**The Honorable Mark Dayton  
Office of the Governor  
130 State Capitol  
75 Rev. Dr. Martin Luther King Jr. Blvd.  
St. Paul, Minnesota 55155**

**Dear Governor Dayton:**

**On behalf of the membership of those who attend the Tribal Early Network Group we would like to express our support for the Minnesota's Race to the Top – Early Learning Challenge application and the resulting high quality plan for Minnesota early learning and development system.**

**This group's membership consists of Tribal Child Care Programs, Tribal Head Start Programs, and state and federal agencies who have a vested interest in providing high quality learning experiences and enhancing the overall early learning system in Minnesota and in tribal communities.**

**At our recent October quarterly Tribal Early Childhood Network Meeting members from White Earth, Leech Lake, Fond du Lac, Grand Portage, and Mille Lacs voted and agreed to support this initiative. We look forward as a collaborative unit to working with you on this important grant.**

**Respectfully Yours,**



**Lee Turney  
Leech Lake ECD Director  
115 Sixth Street NW- Suite E  
Cass Lake, MN 56633  
Phone: 800-551-0969  
Email: [lee.turney@llojibwe.org](mailto:lee.turney@llojibwe.org)**

cc:file



Honorable Mark Dayton  
Office of the Governor  
130 State Capitol  
75 Rev. Dr. Martin Luther King Jr. Blvd  
St. Paul, MN 55155

Dear Governor Dayton:

I am writing on behalf of the Association of Minnesota Counties (AMC) to express our support for Minnesota's Race to the Top Early Learning Challenge application. AMC has not had an opportunity to review the entire grant application, so my comments here are in support of the concepts that the application supports. I believe the statewide plan developed as a result of this four-year grant funding will be of great benefit to high risk children in Minnesota.

AMC is a membership organization representing all 87 Minnesota counties. As such, counties play a critical role on behalf of the state in administering social services to high risk families. Counties work with many families and community organizations to keep children safe from abuse and neglect. Counties also act as the local board of health, and thus are responsible for ensuring that all children have the opportunity to be healthy. One important outcome of this application, as I understand it, is to develop a statewide plan to coordinate the disparate efforts around early learning. Such coordination would greatly enhance counties' ability to help children and would likely reduce costs for crisis services and even potential law enforcement and corrections. In addition, resources channeled to improving the quality of early learning, perhaps through on-line staff training, would help counties in rural Minnesota who presently have difficulty accessing these opportunities.

All five areas identified in the federal government's key areas of reform could potentially benefit Minnesota. However, the areas of greatest interest to AMC are: successful statewide systems; promoting early learning and development outcomes for children; and measuring outcomes and progress. Creating synergy across all programs that serve high risk children would result in better outcomes and better use of limited resources. Reaching children early will improve their opportunities to learn as well as improve their health and well-being. Finally, AMC is engaged with the Department of Human Services and community organizations in a multi-year project to establish performance measures across all areas of county-administered human services. The Early Learning Challenge grant will enhance our ability to identify and improve performance in the area of children's services.

I appreciate your administration taking the initiative to apply for this grant and thank you for soliciting counties' involvement.

Sincerely,

A handwritten signature in black ink that reads 'Duane Bakke'. The signature is written in a cursive style.

Commissioner Duane Bakke  
AMC President

September 24, 2011

The Honorable Mark Dayton  
Office of the Governor  
130 State Capitol  
75 Rev. Dr. Martin Luther King Jr. Blvd.  
St. Paul, MN 55155



Dear Governor Dayton:

Access to quality early care and education for children from low-income families is a best practice and the best investment a community can make for the youngest citizens to prevent the achievement gap. In addition to the above, it's simply the right thing to do. It is vital for MN to reclaim its leadership in the early childhood arena.....I believe The Race to the Top provides this opportunity

Caring for Kids Initiative, (CfKI) is a public/private collaborative scholarship program for low-income families in the Western Suburbs of Minneapolis, ensuring access to quality early care and education for preschool children prior to entry into our community kindergarten classes. Included in the CfKI scholarship model are parent education and supports focused on family stability.

The program was launched at a gathering of over 100 business and community leaders in the spring of 2006. Dr. Art Rolnick, then Senior Vice President and Director of Research of the Federal Reserve Bank of Minneapolis, made a compelling research-based case for significant return on Minnesota investment in quality early childhood programs.

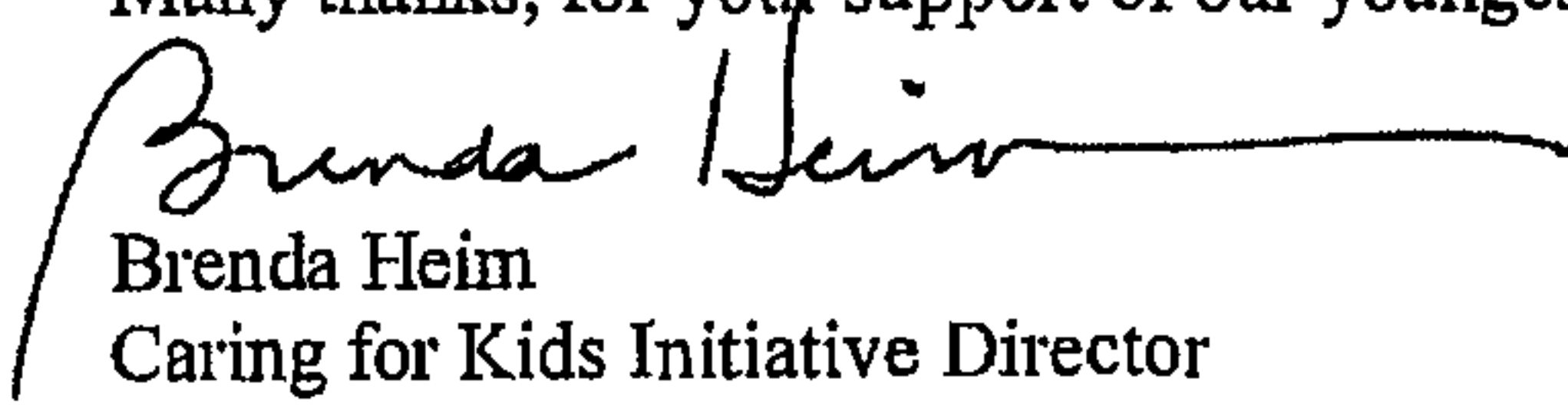
CfKI was one of four pilot programs that received initial funding from the Minnesota Early Learning Foundation (MELF). In 2007 CfKI was awarded MELF funding to create a suburban early childhood model that prepares kids for kindergarten. In addition, the Wayzata Public School District committed over \$250,000 over 2 years to support early education opportunities and parent support for low-income families.

CfKI is a model for suburban collaboration and replicable for other communities. Simply stated, CfKI's overall goal is for all children in our community to enter kindergarten ready to learn. Through our partnership with Wayzata Public Schools, we know we are successful. Our first group of former CfKI students outperformed their counterparts on kindergarten literacy assessments in fall 2010 and spring 2011 on the nationally normed assessment administered to all Wayzata kindergarten students. We also know the 39 former CfKI students who entered Wayzata kindergarten classes in the fall of 2010, remained through the spring and 38 of them are currently enrolled in Wayzata 1<sup>st</sup> grade classes.

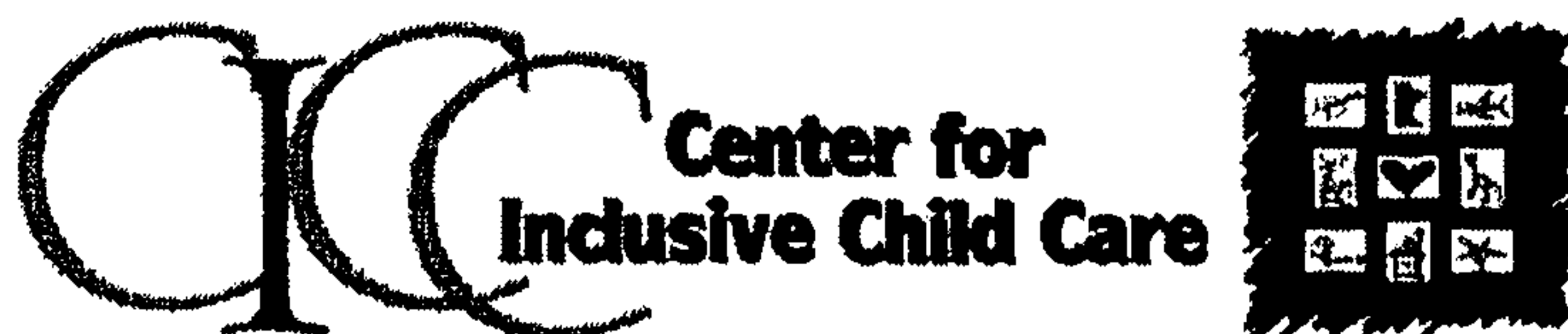
CfKI's success is attributed to the basics of our model.

1. Partnering with quality early care and education centers. All CfKI parents choose a quality care partner in our community that has Parent Aware Level 4 rating or has NAEYC accreditation. No exceptions.
2. Private/Public braiding of funding. CfKI was part of the Parent Aware pilot program and this public support of dollars directed to quality care programs helped us to maximize the access to quality early care and education for our low-income families. CfKI continues to braid funding from public sources (Child Care Assistance Program, Minnesota Family Investment Program, private foundations and community funders) at quality care centers to increase the number of children provided access to early learning opportunities that are proven to prepare them for kindergarten entry.
3. Collaboration of our community leaders, Interfaith Outreach & Community Partners, Wayzata Public Schools and a network of quality community early care and education programs.

Many thanks, for your support of our youngest learners,

  
Brenda Heim  
Caring for Kids Initiative Director  
1605 County Road 101 N  
Plymouth, MN 55447-2708  
763-489-7544 (direct)  
[bheim@iocp.org](mailto:bheim@iocp.org)  
[www.caringforkidsinitiative.org](http://www.caringforkidsinitiative.org)

1605 County Road 101 N Plymouth MN 55447 Phne (763) 489-7500 Fax (763) 489-7523 [www.iocp.org](http://www.iocp.org)



Concordia University • College of Education  
275 Syndicate Street North • St. Paul, MN 55104

October 3, 2011

The Honorable Mark Dayton  
Office of the Governor  
130 State Capitol  
75 Rev. Dr. Martin Luther King Jr. Blvd.  
St. Paul, MN 55155

Dear Governor Dayton:

I am writing this letter of support for Minnesota's Race to the Top – Early Learning Challenge application. I am confident that Minnesota stakeholders will produce a high quality plan for our early learning and development system.

I am the Executive Director of the Center for Inclusive Child Care (CICC) whose mission is to be a centralized, comprehensive resource network supporting inclusive care for children in all communities. For more than fifteen years, our statewide organization has worked closely with other early childhood organizations and state departments to support professional development for practitioners around inclusion, early intervention, and quality settings. The CICC is committed to ensuring that families have access to high-quality early childhood settings with a well-trained workforce where all children are fully included and accepted.

This application for Minnesota's Race to the Top will ensure that children in Minnesota are given opportunities for success through greater early learning supports.

Sincerely,

*Cindy L. Croft*

Cindy Croft  
Executive Director  
Center for Inclusive Child Care  
Concordia University  
St. Paul, Minnesota  
651-603-6265



708 North First St., Suite 333  
Minneapolis, MN 55401  
612-331-2223  
612-331-2226 fax  
[www.childtrends.org](http://www.childtrends.org)

October 1, 2011

The Honorable Mark Dayton  
Office of the Governor  
130 State Capitol  
75 Rev. Dr. Martin Luther King Jr. Blvd.  
St. Paul, MN 55155

Dear Governor Dayton:

On behalf of the leadership and staff at Child Trends, I am writing to express our support for Minnesota's Race to the Top – Early Learning Challenge application and the resulting high quality plan for Minnesota's early learning and development system.

Over the past 11 years, Child Trends has played a central role in supporting Minnesota's early learning and development system by conducting high quality research and evaluation and by translating findings into recommendations for policymakers and practitioners. In 2000, Child Trends was one of the research partners in the Minnesota Child Care Policy Research Partnership funded by the Child Care Bureau (now the Office of Child Care) and conducted one of the first national studies on tiered reimbursement and the emergence of tiered Quality Rating and Improvement Systems (TQIRS). Child Trends has continued to conduct research in Minnesota and nationally to inform the development of TQRIS and other support systems for low-income families and High Need children. Since 2007, we have been the evaluator of Parent Aware, Minnesota's pilot QRIS. We have also served as the evaluators of Minnesota's Professional Development System for Early Childhood Educators and of the Getting Ready Project, a preparatory program for early learning and development programs planning to enroll in Parent Aware. Child Trends, in partnership with the University of Minnesota and the Department of Human Services, has also won two federal grants to examine how low-income parents in Minnesota make decisions about child care and early education and how child care subsidies and other supports can facilitate the selection of high quality arrangements for young children. As director of our research office in Minnesota, I have participated in numerous advisory committees to provide input and feedback on different components of early childhood efforts (including the Minnesota Household Child Care Survey, the Minnesota Early Childhood Workforce Survey and various School Readiness initiatives).

As Minnesota pursues improvements to its early learning and development system through the Early Learning Challenge funds, Child Trends is committed to continuing our support across all five areas of reform:



708 North First St., Suite 333  
Minneapolis, MN 55401  
612-331-2223  
612-331-2226 fax  
[www.childtrends.org](http://www.childtrends.org)

1. Successful state systems – With a main office in Washington DC and a number of federal projects that promote access to new research and practice, Child Trends will bring the most current national evaluation findings to planning efforts in Minnesota, ensuring that new initiatives are based in evidence and emerging best practices from other states.
2. High-quality, accountable programs – Child Trends is connected to a network of national researchers through the Quality Initiative Research and Evaluation Consortium and the QRIS National Learning Network. We will continue to inform our evaluation work in Minnesota with the experiences and inputs of other state research efforts and will work to support the translation of evaluation findings into policy and practice.
3. Promoting early learning and development outcomes for children – Child Trends is the only national research organization devoted to research to improve the lives of children and families. We will continue to bring this expertise in child development to our work and partnerships in Minnesota.
4. A great early childhood education workforce – Child Trends is a partner in the new National Center on Child Care Professional Development Systems and Workforce Initiatives and will bring the latest developments in practice and research to our work on the evaluation of Minnesota’s Professional Development System.
5. Measuring outcomes and progress – Child Trends is a national leader on early childhood assessment and the measurement of school readiness. We will bring this expertise to our work in Minnesota to support Minnesota’s efforts to improve the measurement of children’s outcomes and progress.

It has been my sincere pleasure over the last decade to play a collaborative role in planning and working toward an effective early learning and development system in Minnesota. Our entire staff is looking forward to participating in the next exciting phase of work that will be made possible by the Race to the Top – Early Learning Challenge funding.

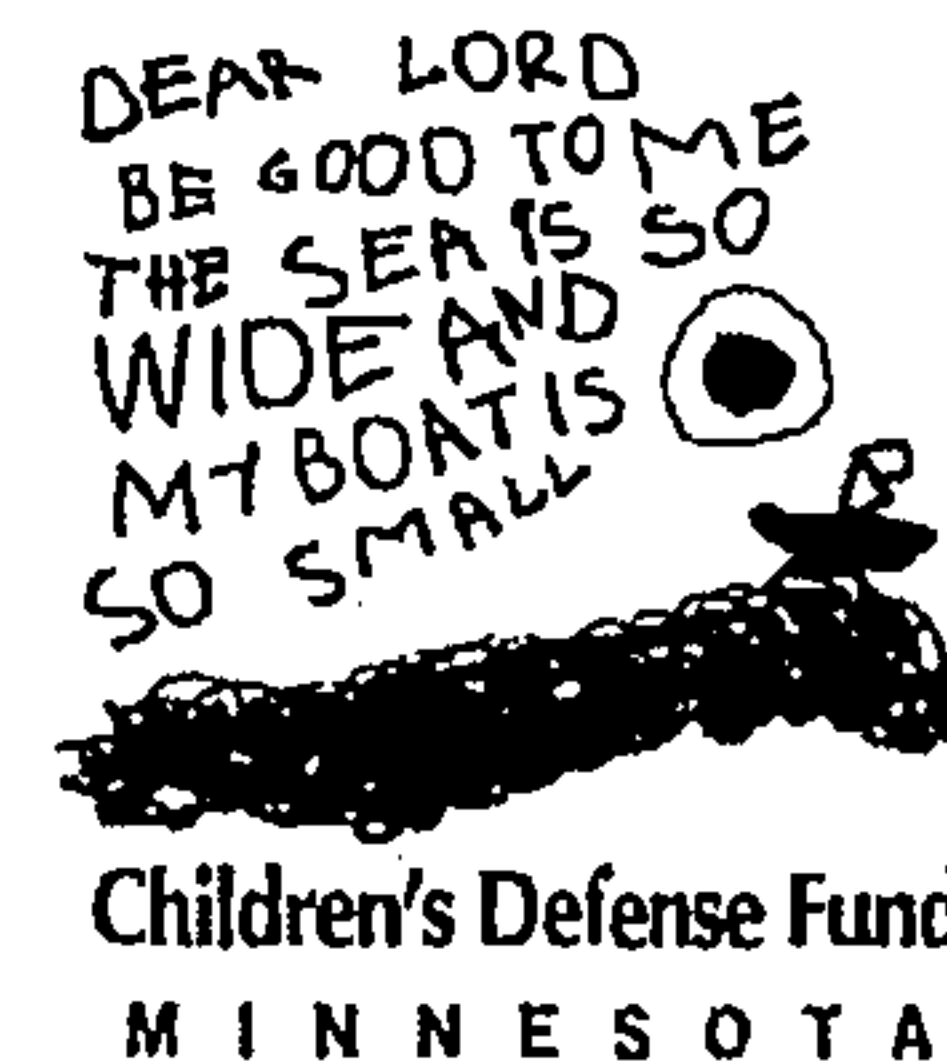
Sincerely,

A handwritten signature in cursive script that reads "Kathryn Tout".

Kathryn Tout  
Co-Director of Early Childhood Research

October 5, 2011

The Honorable Mark Dayton  
Office of the Governor  
130 State Capitol  
75 Rev. Dr. Martin Luther King Jr. Blvd.  
St. Paul, MN 55155



Dear Governor Dayton:


We are writing to express the Children's Defense Fund–Minnesota's support for Minnesota's Race to the Top Early Learning Challenge application. We believe the state is submitting a plan that will result in important improvements to Minnesota's early learning and development system.

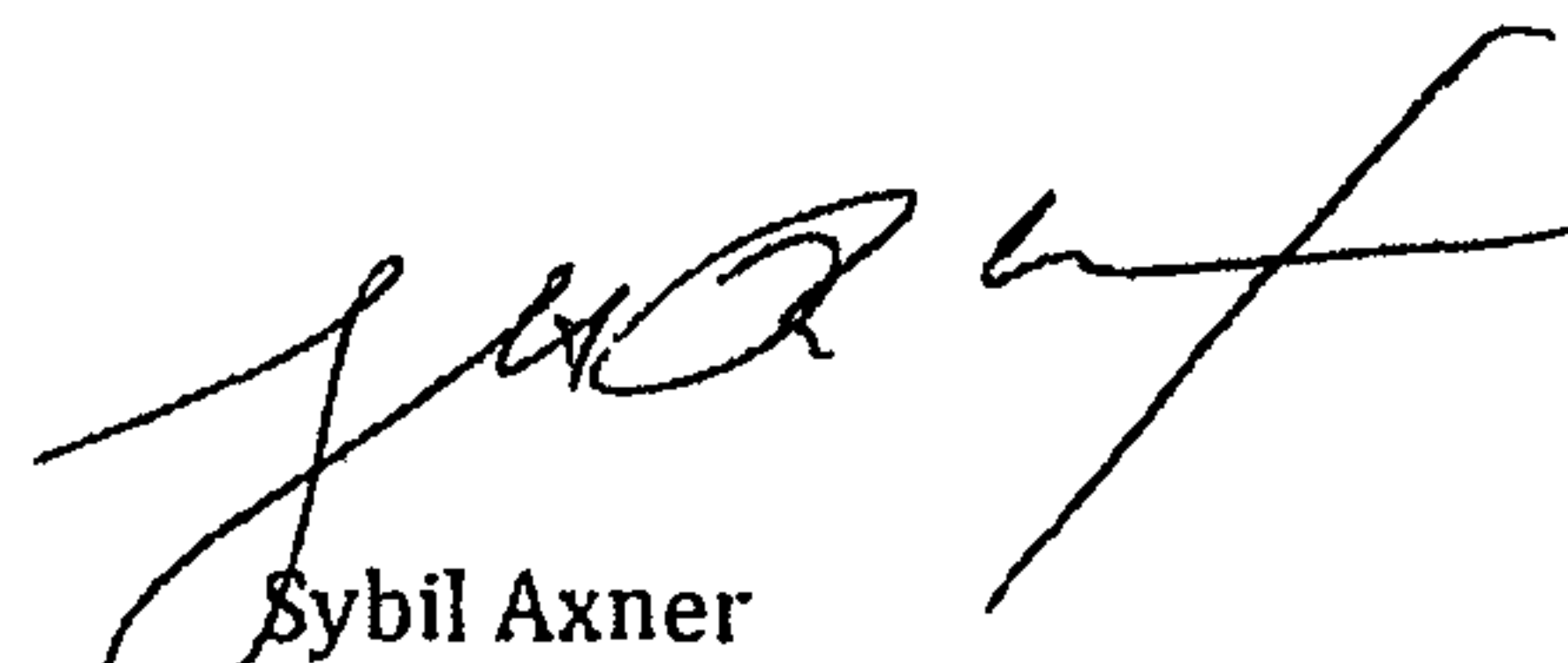
The Children's Defense Fund (CDF) Minnesota is the only policy organization in the state to focus solely on the needs of children. CDF–Minnesota targets all Minnesota children, particularly children being raised in low-income households who suffer greater barriers to full participation in society as a result of being born into poverty. CDF–Minnesota pays particular attention to the needs of our most vulnerable children — children of color, children from low-income families and children with disabilities. One of our major projects is focused on translating early childhood research into public policy. To achieve its goals, CDF Minnesota conducts research, helps connect families with public work support programs, and educates the community and advocates for effective tax, social and health policies on behalf of the state's children. Nationally and locally, CDF is a private nonprofit organization supported by individuals, foundations, and corporate grants. CDF neither seeks nor accepts government funds.

Minnesota has a strong foundation on which to continue building its early learning infrastructure, including effective public sector staff, nationally recognized researchers in early childhood, innovative providers, and advocates and leaders in elected positions who are committed to assuring all children are ready for school. Nevertheless, the state still has many areas that need improvement. While all portions of the state's proposed plan are important, we are particularly interested in the benefits of the Race to Top funding in promoting early learning and development outcomes for the most vulnerable children, including those in the child welfare system, living in poverty or at high risk due to their parents' mental illness. We also believe improvements in the state's data system are critical to better information about the impact of services and child well-being outcomes, and guide future policy and program efforts.

We look forward to continuing to work with you and state agency staff to assure a good start in life for every child.

Sincerely,

  
Marcie Jefferys, PhD  
Policy Development Director

  
Sybil Axner  
Interim Director



**Congress of the United States**  
Washington, DC 20510

October 11, 2011

The Honorable Mark Dayton  
Office of the Governor  
130 State Capitol  
75 Rev. Dr. Martin Luther King Jr. Blvd.  
St. Paul, MN 55155

Dear Governor Dayton:

We are writing to express our support of Minnesota's application for federal Race to the Top – Early Learning Challenge funds. We understand education leaders in Minnesota have put together an application that will improve the quality of early learning and development programs serving high-need children by investing in key supports that 1) increase the number and percentage of low-income and disadvantaged children in each age group of infants, toddlers, and preschoolers who are enrolled in high-quality early learning programs; 2) design and implement an integrated system of high-quality early learning programs and services; and 3) ensure that any use of assessments conforms with the recommendations of the National Research Council's reports on early childhood.


As members of Congress, we support the administration's focus on increasing access to high quality early learning so all children enter kindergarten ready to succeed, and we know Minnesota educators are up to the challenge articulated in the Race to the Top – Early Learning Challenge competition.

- Minnesota has made strategic investments in Early Learning and Development (ELD) initiatives. Our long history of investments in Head Start, Childcare, and school-based pre-kindergarten programs has shown great promise in addressing the needs of all children. However, we have to take broader measures to ensure that our programs are knit together into one coherent, cost-effective statewide ELD system.
- Our state plan builds on Minnesota's best work to date, leveraging ELC dollars in sustainable investments to improve ELD program quality and accountability.
- Minnesota is also focused on improving the quality of our workforce, while building an infrastructure at the state and local level to eliminate unacceptable disparities that exist for children with high needs.

- Minnesota's diverse populations and geography drive our state plan – strengthening our early childhood system while recognizing that local variation in delivery mechanisms is needed to measure outcomes and promote progress.

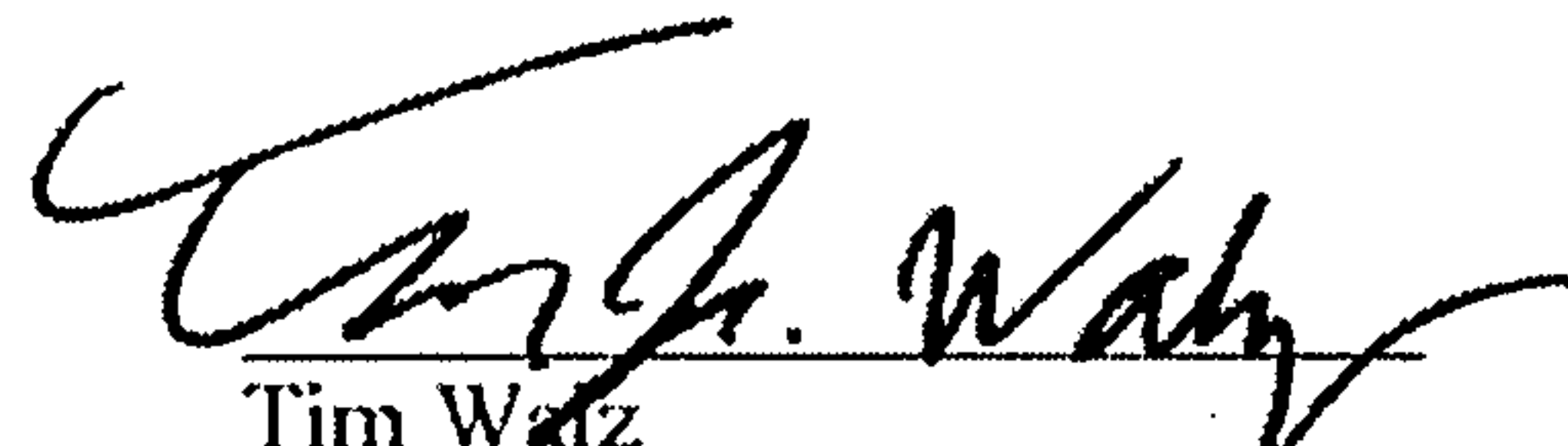
Minnesota has a strong history of education reform and we believe that high quality early learning and education is critical for long-term academic success for our children. We are committed to supporting the state's efforts in this area and wish you and our early educators good luck with Minnesota's Race to the Top – Early Learning Challenge application.

Sincerely,

  
\_\_\_\_\_  
Amy Klobuchar  
United States Senator

  
\_\_\_\_\_  
Al Franken  
United States Senator

  
\_\_\_\_\_  
Keith Ellison  
United States Representative

  
\_\_\_\_\_  
Tim Watz  
United States Representative

October 10, 2011

Thomas A. Doohar  
*President*

Paul Mueller  
*Vice President*

Denise Specht  
*Secretary-Treasurer*

The Honorable Mark Dayton  
Office of the Governor  
130 State Capitol  
75 Rev. Dr. Martin Luther King Jr. Blvd.  
St. Paul, Minnesota 55155

Dear Governor Dayton:

Education Minnesota supports Minnesota's application for funding under the Race to the Top-Early Learning Challenge. We believe Minnesota's plan will provide a solid foundation for a high-quality statewide early learning and development system that addresses the achievement gap by ensuring that all children enter kindergarten ready to learn.

Education Minnesota has long supported strong early learning programs as fundamental to children's success in K-12 schools. We support funding for a wide spectrum of public school early childhood programs and integrated community services; learning readiness programs for children from birth through age 5; universal access to public school preschool programs; and instruction by licensed, trained early childhood educators. Approximately 1,400 of Education Minnesota's members work in child development, Early Childhood Family Education or Early Childhood Special Education, and could provide an excellent resource for the state as it implements its plan.

Education Minnesota has also introduced legislation proposing a comprehensive approach to closing the achievement gap in our K-12 schools. If adopted, this bill would provide continuing support for the children who would benefit most from a stronger system of early childhood education.

We are particularly interested in the program goals of building a successful statewide system, promoting better outcomes for children and ensuring a high-quality early childhood education workforce. Education Minnesota believes federal grant dollars would be most constructively spent on strengthening the system, including expanding the rating system for providers, aligning the various early education standards that currently exist, and strengthening training and licensing of early childhood educators. All these would dramatically increase the likelihood that the state's plan will achieve its intended outcomes.

In addition to high standards for workers, Education Minnesota believes the state must address the working conditions of early childhood educators if this plan is to be successful. Growing a strong, stable workforce will require attention to issues such as respect and compensation that too often have gone unaddressed in early education.

Thank you for the opportunity to provide input and feedback in the grant process. We appreciate the planners' efforts to open the process to as many stakeholders as possible.

Sincerely,



Thomas A. Doohar  
*President*  
*Education Minnesota*

41 Sherburne Ave., St. Paul, MN 55103  
651-227-9541 800-652-9073 Fax 651-292-4802

[www.educationminnesota.org](http://www.educationminnesota.org)

*Education Minnesota is an affiliate of the American Federation of Teachers,  
the National Education Association and AFL-CIO.*



*The union of 70,000 educators*



October 10, 2011

The Honorable Mark Dayton  
Office of the Governor  
130 State Capitol  
75 Rev. Dr. Martin Luther King Jr. Blvd.  
St. Paul, MN 55155

Dear Governor Dayton:

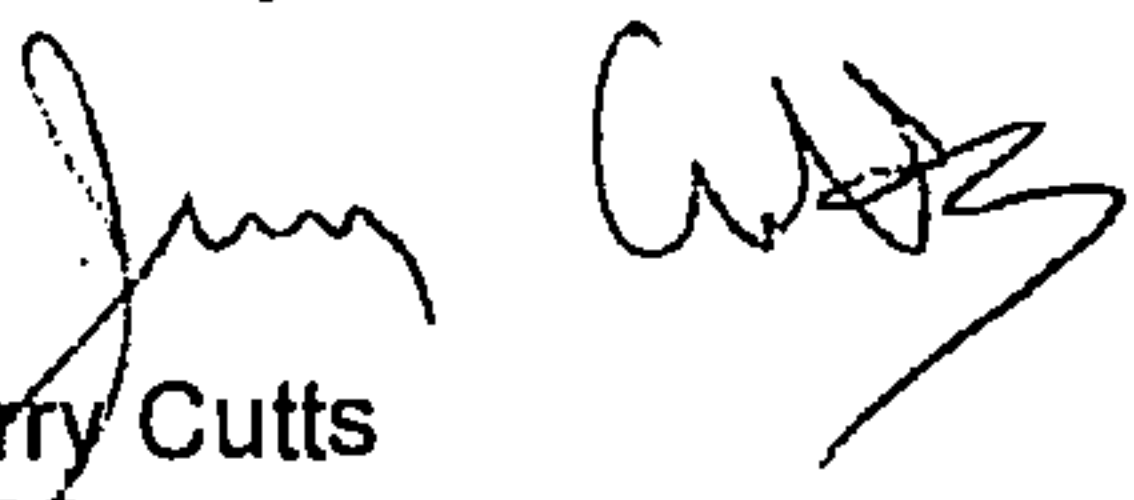
We are excited about the opportunity to use the proposal process for Minnesota's Race to the Top - Early Learning Challenge application as an opportunity to work with early education leaders across the state in developing a comprehensive and integrated system of quality early care and education for Minnesota's children.

First Children's Finance works to stabilize, improve and expand high-quality childcare businesses serving low- and moderate- income families. We provide financing, training and consulting assistance to these vital businesses, and build regional partnerships that connect them with the resources and expertise of the private sector. First Children's uniquely works on the business side of early care and education – making quality child care businesses viable and sustainable so that those businesses can continue to provide quality care to children and communities that are most in need. The investment in quality needs to be protected through a focus on addressing the costs and business challenges that a commitment to quality brings. In addition, First Children's uses a regional economic development approach to garner resources to expand access to early care and education in targeted regions in Minnesota. First Children's has been an integral part of the Parent Aware Quality Rating System pilot in Minnesota and will continue to be a vital resource to the newly re-designed and expanded Quality Rating and Improvement System.

First Children's brings focused effort and a track record of success to the following key federal areas of reform:

- **Successful state systems**  
*First Children's has been engaged with child care and business leaders across the country to assist with state and regional planning and implementation of successful quality rating and improvement systems. We bring resources, expertise and supports to all levels – local, regional statewide and national.*
- **High-quality, accountable programs**  
*Accountability is directly connected to business expertise. We assist child care systems in being accountable businesses through learning about and adopting best business practices.*
- **A great early childhood education workforce**  
*We develop business leaders to assure sustainability of individual child care businesses but also to develop the field of child care. Business skill-building is a key factor in leadership development and an educated workforce.*

Sincerely,

  
Jerry Cutts  
CEO  
First Children's Finance

The Honorable Mark Dayton  
Office of the Governor  
130 State Capitol  
75 Rev. Dr. Martin Luther King Jr. Blvd.  
St. Paul, MN 55155

Dear Governor Dayton:

I am writing to express whole-hearted support for Minnesota's Race to the Top - Early Learning Challenge application and the resulting high quality plan for Minnesota's early learning and development system.

I am writing on behalf of the statewide Interagency Coordinating Council, which, as you know, represents and is appointed by the governor and provides guidance to the early intervention system for young children with disabilities and their families. As a voice for the youngest children with special needs, we have a strong interest in supporting the highest quality coordinated educational services at a time in life when they can have the most impact. The ICC is most interested in and has worked toward promoting a successful state early intervention system that results in high quality, accountable programs that promote positive and measurable educational and developmental outcomes for children. We therefore are in strong support of this application which targets these areas and will enhance our Minnesota state system.

Sincerely,

A handwritten signature in black ink that reads "Barbara Wolfe" with a small flourish at the end.

Barbara Wolfe, Ph.D.  
Chair of the Governor's Interagency Coordinating Council.

October 11, 2011

The Honorable Mark Dayton  
Office of the Governor  
130 State Capitol  
75 Rev. Dr. Martin Luther King Jr. Blvd.  
St. Paul MN 55155

Dear Governor Dayton:

On behalf of Greater Minneapolis Crisis Nursery families, board of directors and staff, I am writing to express support for Minnesota's Race to the Top – Early Learning Challenge application and the resulting high quality plan for Minnesota's early learning and development system.

Greater Minneapolis Crisis Nursery is a portal for change helping the most challenged families in our community receive the help and support they need to ensure their children are safe, secure and well-adjusted. In FY2011, the Crisis Nursery managed 5,278 crisis calls and served 2,218 children from 1,319 families. 89% of the families served last year had annual household incomes of less than \$10,000.

Our creative and effective solution to child maltreatment is to develop a trust relationship with parents so that we can help increase the parent-child bond; increase parents' understanding of child development; enhance parents' resilience; increase parents' social connections; help children develop social/emotional competencies; and provide concrete supports to parents

Families who voluntarily call the Crisis Nursery are motivated to address their families' basic needs, including their child's development and early learning opportunities. Therefore, the Crisis Nursery is especially interested in the federal government's reform efforts to promote of early learning and development outcomes for children.

Thank you for all you do to ensure that vulnerable children and families are receiving critical support for early learning.

Sincerely,

Mary Pat Lee  
Executive Director



stronger families, brighter futures™

Board of Directors:

Mary Zimmer, Chair  
Meleah Follen, Vice-Chair  
Scott Kennedy, Treasurer  
Lisa O'Brien, Secretary  
Trent Blain, Past Chair

Keith Bexell  
Eric J. Buss  
Paul J. Donovan  
Paul Emerson  
Wendy L. Fritz  
Christine Fruechle  
Brandi Hagen  
Debra K. Harloss  
Kimberly J. Hogan  
Dawn Larsen  
Patrick A. Mandile  
Margot McManus  
Jodi Mooney  
Patty Murphy  
Susan Norstrom-Waldon  
Martha Pettee

Executive Director:

Mary Pat Lee



# Greater Twin Cities United Way

612-340-7400

404 South Eighth Street  
Minneapolis, Minnesota 55404-1084



October 10, 2011

The Honorable Mark Dayton  
Office of the Governor  
130 State Capitol  
75 Rev. Dr. Martin Luther King Jr. Boulevard  
St. Paul, MN 55155

Dear Governor Dayton,

Greater Twin Cities United Way is a committed partner in the Minnesota Race to the Top – Early Learning Challenge grant application. United Way has a long history of demonstrated success in building access to quality early care and education in Minnesota, and will continue to play a substantive role in ensuring that quality early care and education is in place for children with high needs in the Twin Cities metro area. We currently invest over \$6 million dollars annually to support high quality child care, pre-school, and home visiting programs.

United Way also recognizes the importance of building large-scale quality and capacity. We are particularly pleased to commit \$4.5 million dollars of private funds over the next three years to support child care accreditation as a pathway for participation in Parent Aware. Approximately 350 child care centers serving high percentages of children with high needs through the Minnesota Child Care Assistance Program will participate. This will affect over 20,000 low-income children. United Way understands the critical importance of evaluation. It will designate funds from the \$4.5 million to evaluate the accreditation project as well as the effectiveness of the Child Care Assistance Program providers to ensure that children are ready for kindergarten.

Our extensive partnerships with the Minnesota Departments of Education and Human Services continue to be of utmost importance and value to Greater Twin Cities United Way. We look forward to continuing our collective work that will undoubtedly have lasting effects on children most in need of quality care and education.

Sincerely,

A handwritten signature in black ink, appearing to read "Frank Forsberg". The signature is fluid and cursive.

Frank Forsberg  
Senior Vice President  
Systems Change



September 30, 2011

The Honorable Mark Dayton  
Office of the Governor  
130 State Capitol  
75 Rev. Dr. Martin Luther King Jr. Blvd.  
St. Paul, MN 55155

Dear Governor Dayton,

We are writing in our capacity as co-directors of the Human Capital Research Collaborative (HCRC), a unique partnership of the University of Minnesota and the Federal Reserve Bank of Minneapolis dedicated to research and outreach on the development, implementation, and evaluation of cost-effective programs and policies for children and youth. We strongly support Minnesota's Race to the Top - Early Learning Challenge application.

The Human Capital Research Collaborative is committed to the advancement of partnerships between public institutions and the private sector in order to best meet the growing needs of our communities. For the past five years, the Federal Reserve Bank of Minneapolis and the University of Minnesota have been joined in this unique partnership to advance multi-disciplinary research on child development, early learning and social policy. The HCRC brings together nationally renowned researchers with economists at the Federal Reserve to conduct, promote and synthesize research on cost-effective investments in young people that focus on the most promising research based practices contributing to long term positive outcomes from school readiness to work force development.

Minnesota's Race to the Top - Early Learning Challenge proposal incorporates key areas of reform that correlate with HCRC's mission to define and promote high-quality, accountable early learning programs that result in positive early learning and development outcomes for all children. We strongly recommend this proposal for funding and look forward to the opportunity to work collaboratively to support the success of this project in Minnesota. We are confident this collaborative effort will not only improve initial early learning and development outcomes for young children, but in turn, will result in life-long healthy outcomes for children and young adults across the state.

Thank you for your consideration of this application. If we can provide any additional information, please feel free to contact us at your convenience.

Sincerely,

A handwritten signature in black ink that reads "Arthur J. Reynolds".

Arthur Reynolds  
Co-Director  
Human Capital Research Collaborative

A handwritten signature in black ink that reads "Art Rolnick".

Art Rolnick  
Co-Director  
Human Capital Research Collaborative



Metro Alliance for  
**HEALTHY FAMILIES**  
*Hand in hand for early success*



❖ ANOKA COUNTY                      ❖ HENNEPIN COUNTY  
❖ CITY OF BLOOMINGTON           ❖ ISANTI COUNTY  
❖ CARVER COUNTY                   ❖ RAMSEY COUNTY  
❖ CHISAGO COUNTY                 ❖ SCOTT COUNTY  
❖ DAKOTA COUNTY                   ❖ WASHINGTON COUNTY

1 MENDOTA ROAD WEST, SUITE 410, WEST SAINT PAUL, MN 55118 • 651.554.6125 • 651.554.6130

Thursday, September 21, 2011

The Honorable Mark Dayton  
Office of the Governor  
130 State Capitol  
75 Rev. Dr. Martin Luther King Jr. Blvd.  
St. Paul, MN 55155

Dear Governor Dayton:

On behalf of the Metro Alliance for Healthy Families Governing Board, I am writing to express my support for Minnesota's application for the **Race to the Top – Early Learning Challenge** grant.

The Metro Alliance for Healthy Families (MAHF) is a partnership of nine metro counties: Hennepin, Ramsey, Dakota, Anoka, Washington, Scott, Carver, Chisago and Isanti, and the city of Bloomington. Now in its fourth year, MAHF is an evidence-based, home visiting program for low income, first-time expectant and new parents. Our mission is to ensure that children are safe, healthy, and nurtured and arrive at preschool and kindergarten ready to learn. To achieve our mission, the Metro Alliance successfully pursues three strategies consistent with Race to the Top – Early Learning Challenge Grant:

1. **Successful state systems (with county partners)** -- Families don't live their lives constrained by county borders or school districts. Low income families move five times more frequently than their middle income peers. The Metro Alliance offers experience with designing and implementing an inter-jurisdictional regional approach that identifies and engages parents who face significant challenges in their new parental role. MAHF has demonstrated long-term program participation and service continuity for highly-mobile families - including connection to site-based early learning programs.
2. **Promoting early learning and development outcomes for children** -- Counties historically have held major responsibility for promoting maternal and child health and preventing recurrence of child maltreatment - necessary prerequisites for early learning success. The Metro Alliance has achieved positive results on key indicators of early childhood success such as reaching developmental milestones and reducing child maltreatment.
3. **Measuring outcomes and progress on a large scale** -- Nearly one-half of all Minnesota births (41,000) occur in the nine-county metro area. MAHF's 10 partners and 16 agencies use a common web-based information system, assessment schedule and tools. Serving more than 1000 families regionally, outcomes are measured for family health and well-being, early learning school readiness, and child maltreatment prevention. We offer our experience in forging agreement among jurisdictions and disciplines on which outcomes to track and how to measure progress.

Our success in pursuing these strategies is due in large part to training efforts that support and advance the practice of home visiting, with a specific focus on engaging the most disengaged communities and families. Please know we appreciate the leadership at the state level to bring together the public health, early learning, and human services through a shared approach and accountability. We look forward to collaborating on Minnesota's Race to the Top – Early Learning Challenge grant.

Sincerely,

Commissioner Nancy Schouweiler  
Chair, Metro Alliance for Healthy Families  
Dakota County Commissioner

ABBOTT NORTHWESTERN HOSPITAL ❖ FAIRVIEW RIDGES HOSPITAL ❖ UNITED HOSPITAL

FUNDED BY: ❖ GREATER TWIN CITIES UNITED WAY ❖ FOUNDATIONS OF ❖ BETTER WAY ❖ BUSH ❖ MCKNIGHT ❖ OTTO BREMER ❖ PARK NICOLLET



287 East Sixth Street, Suite 513  
Saint Paul, Minnesota 55101

valley.varro@minncan.org  
www.minncan.org

Vallay Varro  
Executive Director

October 14, 2011

Dear Governor Dayton:

Minnesota has much to be proud of. National rankings validate our unrivaled charitable giving and volunteering, our initiatives to foster sustainable communities and a strong sense of place, our unparalleled voting, and our thriving business sector. We also have a proud history of living up to our commitment to public education. Our public schools are some of the best in the country, but our achievement gap is a disservice to the next generation of Minnesotans and jeopardizes our collective future. We support Minnesota's Race to the Top application for the Early Learning Challenge grant to help correct our academic disparities.

The conversation in Minnesota surrounding the achievement gap is changing. We are leveraging Minnesota's legacy of educational innovation, from the first teacher-training school west of the Mississippi River (founded in Winona in 1858) to the nation's first charter school (founded in St. Paul in 1992), to close the gap.

Despite our historically innovative policies, we face two Minnesotas. In one, children receive a great education at their local public schools and learn skills that will help them compete in the workforce and live out the American dream. In the other, children enter our schools behind and drop out of them with alarming regularity. Too often, they fail to learn even the most basic skills a 21st century-job requires.

Our population is changing rapidly. In the next 30 years, the number of African-American, Latino and Asian Minnesotans will double. By 2035, 44 percent of Hennepin County residents and 48 percent of Ramsey County residents will be people of color. In the suburbs, the non-white population will double by that time. As our achievement gap demonstrates, we need to have a different conversation about how to adopt proven strategies to close the gap.

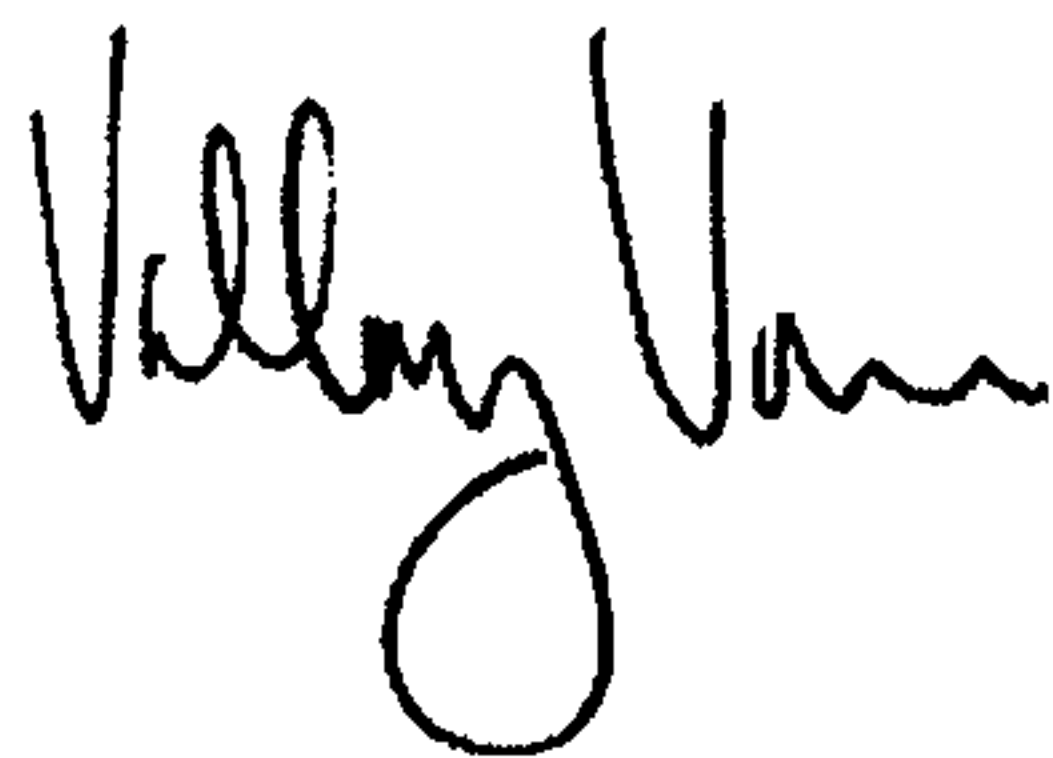
The good news is we're doing a lot of things right. We are embarking on changes to the way we engage, treat and teach our young learners. For example, in 2011, the Minnesota Legislature approved \$4 million in scholarships for low-income families to access early childhood education opportunities. We also have your commitment to expand Parent Aware, Minnesota's system to rate child care providers, statewide so that those scholarships are available more broadly. There is more we can do and Race to the Top funding will position us to reach more young children in more meaningful ways. We support the principle that all young learners should have access to high-quality early learning opportunities because it is one of the key elements in closing the achievement gap. When we prepare students to succeed in kindergarten, will allow them the opportunity to be high-performers throughout their education.

We stand among many organizations that are addressing Minnesota's academic disparity. But this letter is not to promote who we are, rather to reinforce that we are collectively collaborating on how to provide every Minnesota child an equal opportunity to access education. As a testament to our unwavering support for Minnesota's Race to the Top Early Learning Challenge application, we assembled this coalition who stand for effective, inclusive early childhood learning as a tool to help close the achievement gap. Many of us have also participated in an online video to capture our collective spirit and commitment, and select screen grabs are enclosed.

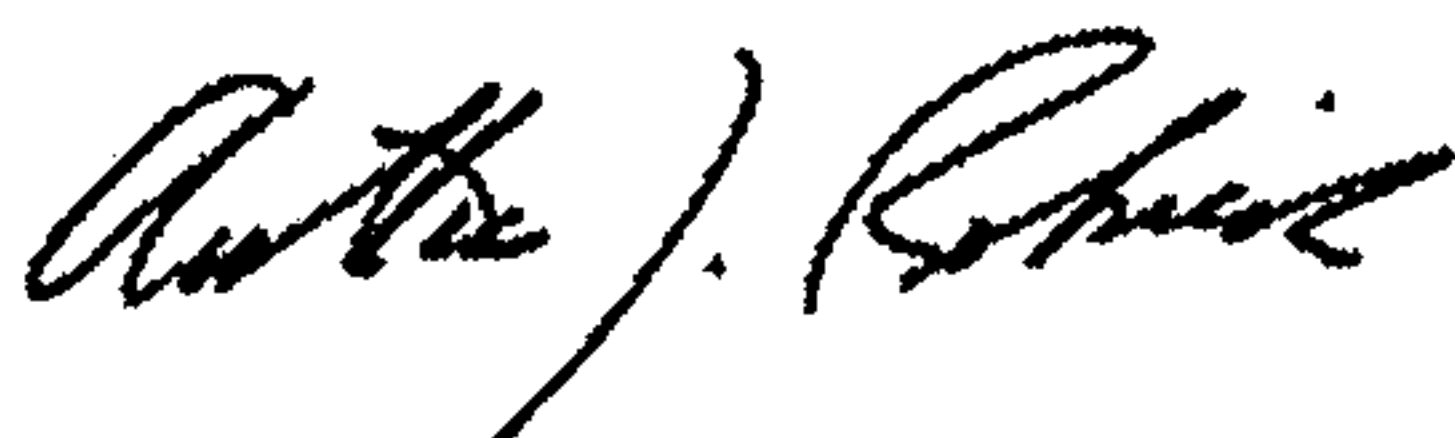
Prioritizing public education is a defining characteristic of our state and, rightly so, a source of tremendous pride. We are also increasingly rich in ethnicity, and, collectively, we are excited to chart the course for the future of Minnesota. That begins with education.

Thank you for your consideration.

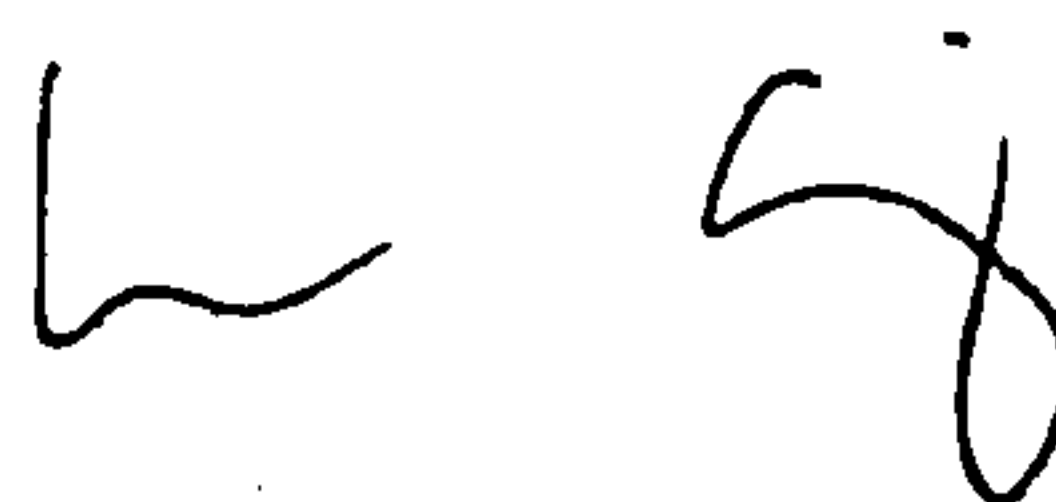
Sincerely,



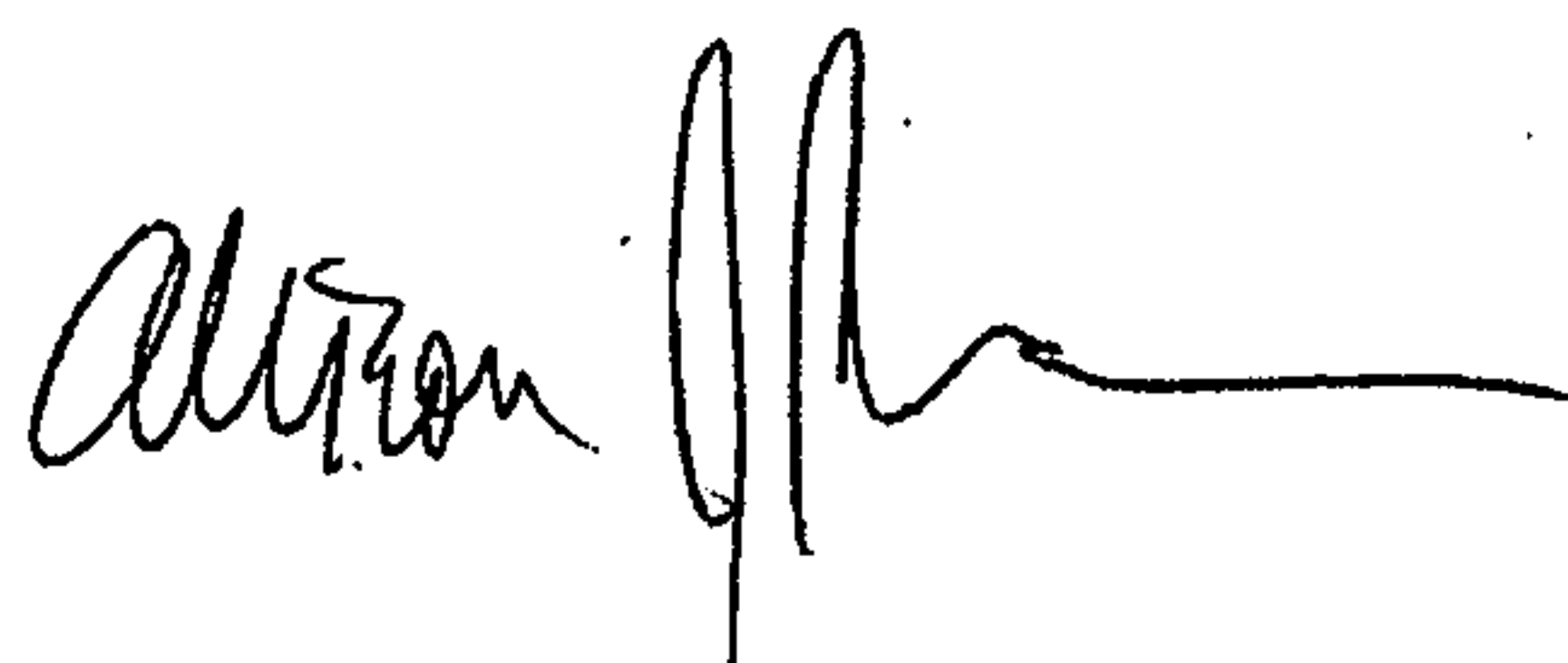
Vallay Varro  
Executive Director  
MinnCAN



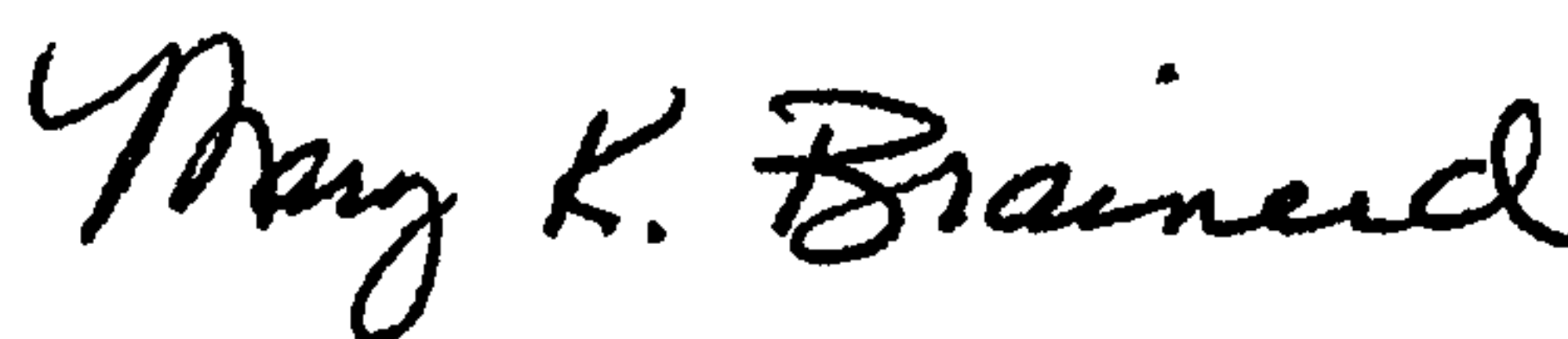
Art Rolnick  
Senior Fellow and HCRC Co-Director  
University of Minnesota



Robin Ewing  
President  
Minnesota Library Association



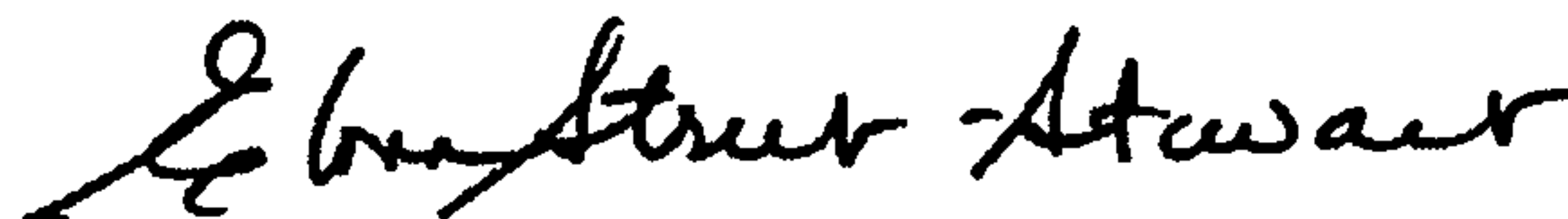
Allison Barmann  
Director  
Itasca Project



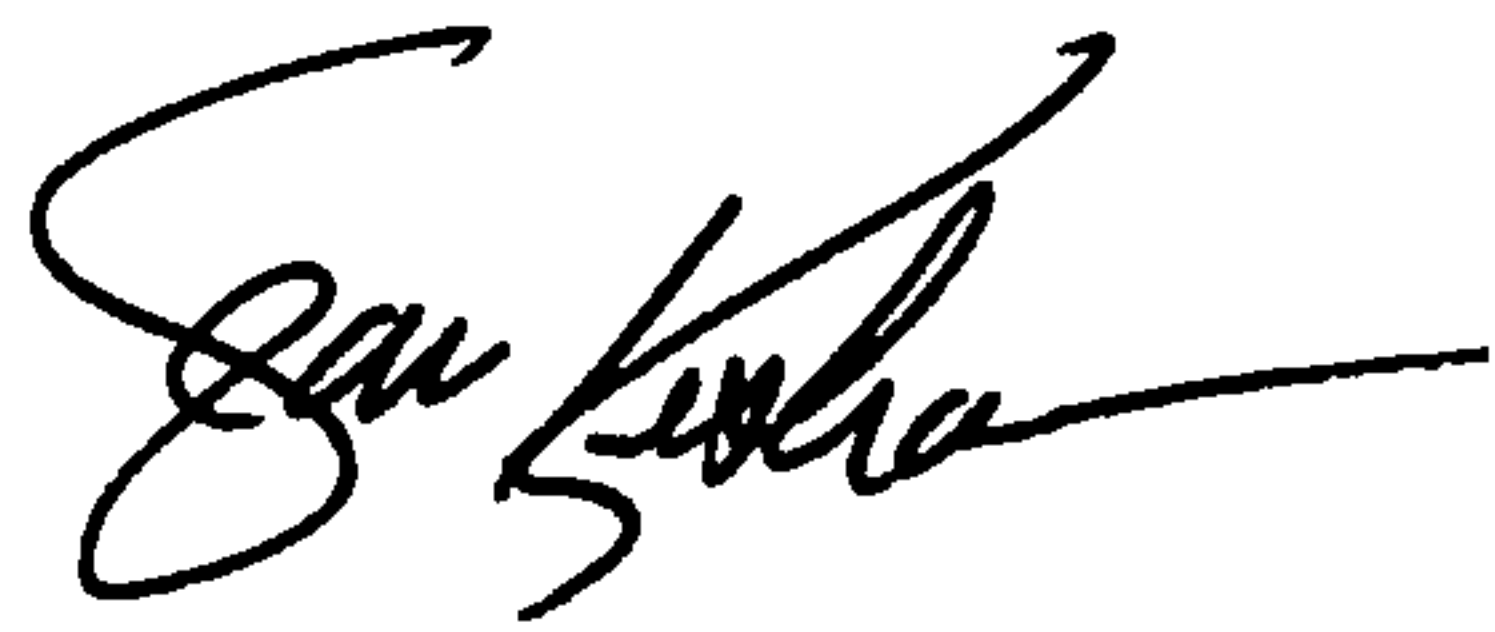
Mary Brainerd  
Chair  
Itasca Project



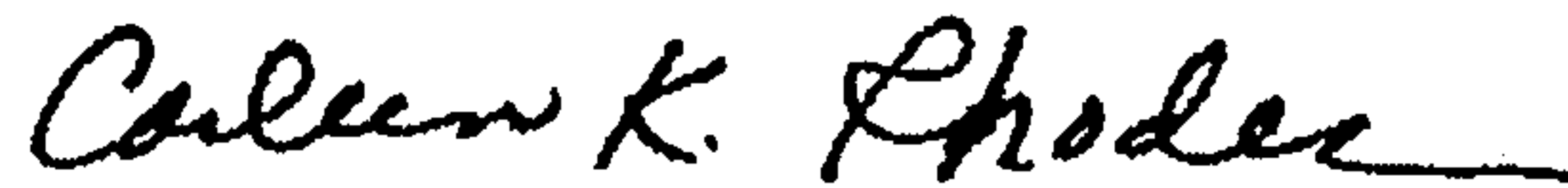
Sarah Caruso  
President and Chief Executive Officer  
Greater Twin Cities United Way




Elona Street-Stewart  
Chair  
Saint Paul Public Schools Board of Education



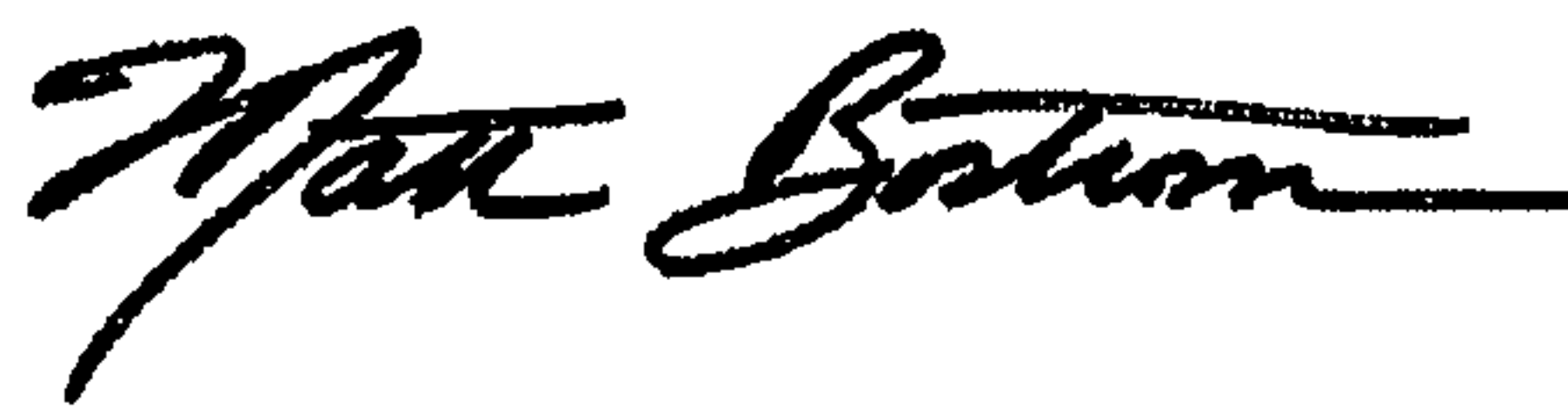
Sean Kershaw  
Executive Director  
Citizens League



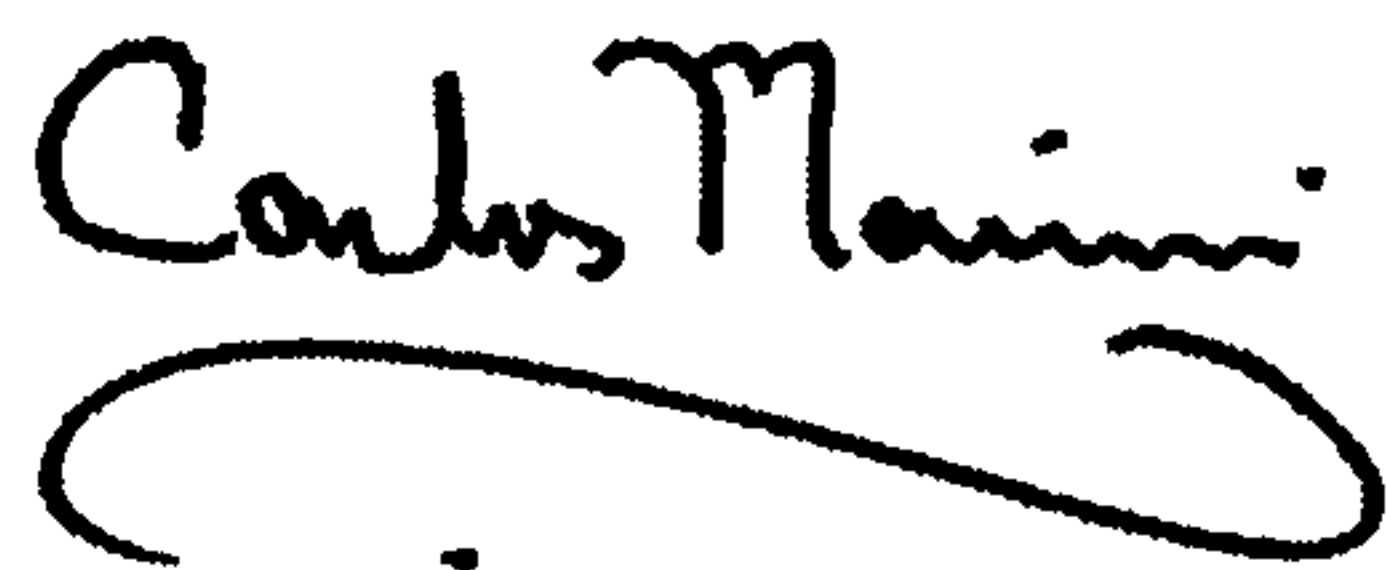
Carleen K. Rhodes  
President and CEO  
Minnesota Community Foundation and  
The Saint Paul Foundation



Tom Smith  
Chief of Police  
Saint Paul Police Department



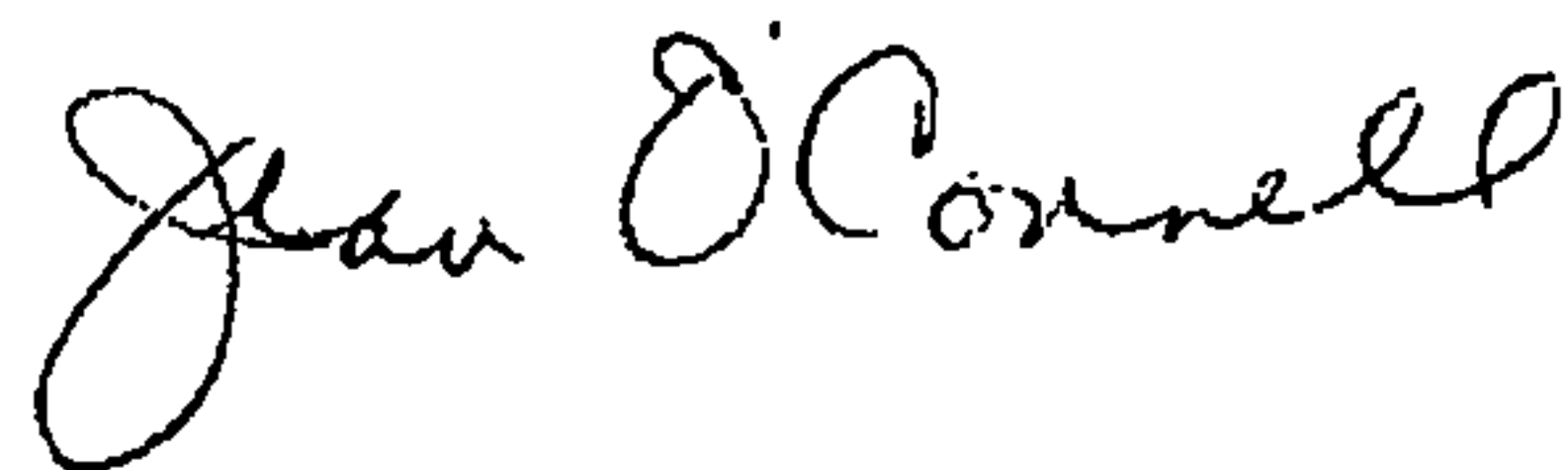
Matt Bostrom  
Ramsey County Sheriff



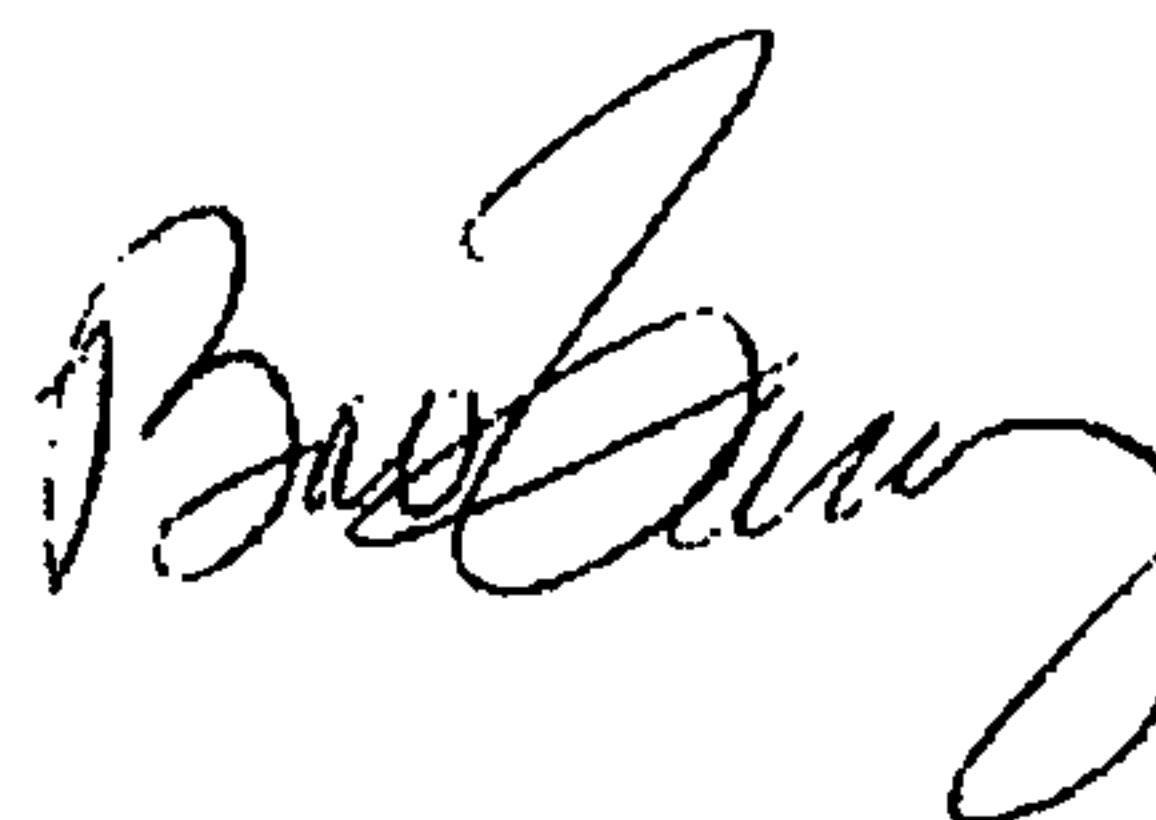
Carlos Mariani Rosa  
Executive Director  
Minnesota Minority Education Partnership



Rick Heydinger  
Vice Chair  
F. R. Bigelow Foundation



Jean O'Connell  
Vice Chair  
Saint Paul Board of Education



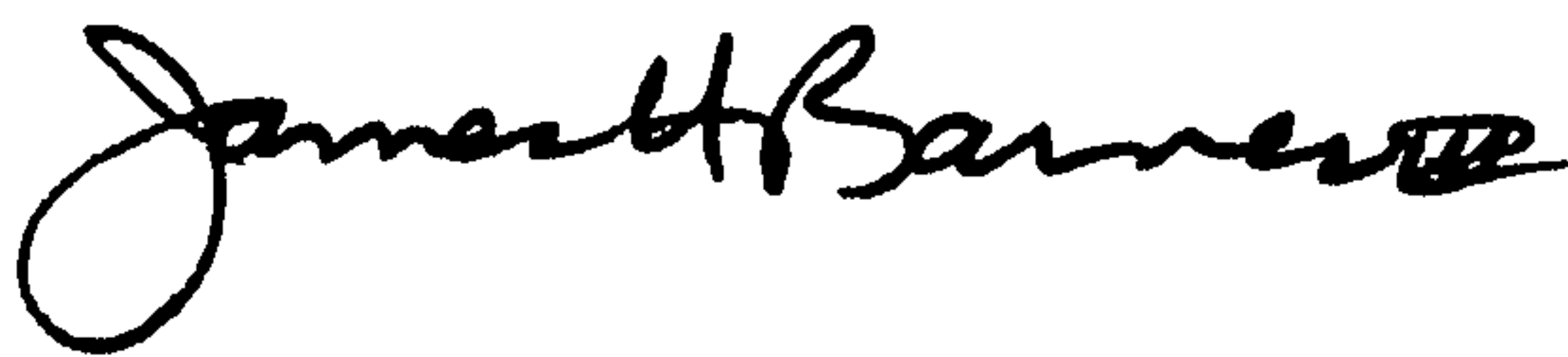
Bao Vang  
President and CEO  
Hmong American Partnership



Al Fran  
Executive Director  
Charter School Partners



MaryAnn Baenninger  
President, College of St. Benedict  
Chair, Minnesota Private College Council Board of Directors



James H. Barnes, III  
President  
Bethel University



Paul Cerkvnik  
President  
Minnesota Private College Council



John J. Choi  
Ramsey County Attorney



Darrell Thompson  
Executive Director  
Bolder Options

James Chang  
Minnesota State Program Director  
Students for Education Reform

Brad Brown  
Executive Director  
Social Venture Partners Minnesota

Sarah Walker  
Chief Operating Officer  
180 Degrees, Inc.

Bob Kaitz  
President and CEO  
BestPrep

Booker Hodges  
Chair  
NAACP Minneapolis

David Kelliher  
Director, Public Policy & Community Relations  
Minnesota Historical Society

Tom Roy  
Commissioner  
Minnesota Department of Corrections



**Board Members:**

**Jill Davis**  
Minneapolis Public Schools  
Board

**Gail Dorfman\***  
Hennepin County Commissioner

**Bob Fine\***  
Minneapolis Park and Recreation  
Board

**Mike Freeman**  
Hennepin County Attorney

**Elizabeth Glidden**  
Minneapolis City Council Member

**Cam Gordon\***  
Minneapolis City Council Member

**Bernadela Johnson\*\***  
Superintendent  
Minneapolis Public Schools

**Karen Kelley-Ariwoola\*\***  
Minneapolis Foundation

**Kathy Lentz\*\***  
Greater Twin Cities United  
Way

**Richard Mammen\***  
Minneapolis Public Schools  
Board

**Peter McLaughlin**  
Hennepin County  
Commissioner

**Jayne Miller\*\***  
Superintendent Minneapolis  
Park and Recreation Board

**Judge Kathryn  
Quaintance**  
Hennepin County  
Juvenile Court

**R.T. Rybak\***  
Mayor, City of Minneapolis

**Executive Director Ann  
Marie DeGroot**

\* Executive Committee  
Members

\*\*Ex-Officio Members

Minneapolis Youth  
Coordinating Board  
[www.ycb.org](http://www.ycb.org)

September 28, 2011

The Honorable Mark Dayton  
Office of the Governor  
130 State Capitol  
75 Rev. Dr. Martin Luther King Jr. Blvd.  
St. Paul, MN 55155

Dear Governor Dayton:

Please accept this letter of support for Minnesota's Race to the Top – Early Learning Challenge application and the resulting high quality plan for Minnesota's early learning and development system.

The Minneapolis Youth Coordinating Board support Minnesota's Race to the Top – Early Learning Challenge application. The Minneapolis Youth Coordinating Board is committed to supporting quality early childhood education and school readiness efforts in Minneapolis. Through a joint powers agreement, we work together to support children across the City of Minneapolis providing infrastructure support, initiatives incubation, policy alignment and jurisdictional partnerships with the City of Minneapolis, Hennepin County, the Minneapolis Parks & Recreation Board, Hennepin County Library and the Minneapolis Public Schools. We strive to be a resource and a champion for young children and parents in Minneapolis. We are dedicated to achieving the goal of **All Minneapolis Children Enter Kindergarten Ready to Be Successful in School.**

By serving the youngest and most vulnerable children, high-quality early childhood providers have the greatest impact on improving outcomes over a child's academic career. Early childhood providers need support to most effectively care for and educate our youngest children. We support the development of Minnesota's early learning and development system and are confident that an aligned and integrated system would promote high-quality programming, ease and efficiency in measuring outcomes and progress and advance the early childhood education workforce.

Moreover, we believe that Minnesota's early learning and development system will support educators, providers and families in meeting the early childhood developmental and academic milestones. Please feel free to contact me at 612-673-2060 with questions or if you need additional information about the Minneapolis Youth Coordinating Board

Sincerely,

A handwritten signature in black ink, appearing to read "R. Rybak", written over a horizontal line.

**R.T. Rybak**  
Mayor, City of Minneapolis & Chair, Minneapolis Youth Coordinating Board

*Ann Marie DeGroot*  
**Ann Marie DeGroot**  
Executive Director, Minneapolis Youth Coordinating Board



October 7, 2011

The Honorable Mark Dayton  
Office of the Governor  
130 State Capitol  
75 Rev. Dr. Martin Luther King Jr. Blvd.  
St. Paul, MN 55155

Dear Governor Dayton,

We would like to express our support for Minnesota's Race to the Top – Early Learning Challenge because, like you, we understand the importance of a high-quality early care and education system for our state. We know that it is a critical component for a healthy economy, workforce, and citizenry.

ACCESS (Associate Degree Early Childhood Teacher Educators), is our national professional organization that supports and advocates for associate degree programs who provide professional development to those who teach and care for young children from birth through age 8 across a variety of settings - public elementary schools, ECFE, School Readiness, Head Start programs, child care centers and homes, and other community early childhood programs. In Minnesota, there are 15 community and/or technical colleges, whose faculty has joined together for more than 20 years, to collaborate and support the training of early childhood professionals. This has included working with the Department of Human Services, the Department of Education, Minnesota Association for the Education of Young Children, Child Care Resource & Referral Network, T.E.A.C.H., Minnesota Center for Professional Development and many baccalaureate colleges and universities to develop articulation agreements for our students.

ACCESS is well-positioned to assist in the reform of Minnesota's Early Learning System, in all five key areas. We have a successful state-wide college system that produces hundreds of diverse graduates every year. The colleges not only provide the early childhood content/curriculum, but also provide academic, financial, personal, and career support. Our assessment process helps ensure that programs are high-quality and our graduates demonstrate the requisite skills for working with young children. The curriculum emphasizes strategies that promote early learning and optimum development. Our graduates enter the workforce ready to enhance children's well-being. We hope you will support this plan. If you have any additional questions, please do not hesitate to contact us.

Sincerely,

Kelly McKown & Janet Massa, Minnesota ACCESS Co-Presidents

*Providing ACCESS to the Profession of Early Care and Education*



**MASA**  
Minnesota Association  
of School Administrators

1884 Como Avenue  
Saint Paul, MN 55108  
Phone: 651/645/6272  
Phone: 866/444-5251  
Fax: 651/645-7518

Gary Amoroso, Ph.D.,  
Executive Director  
[gamoroso@mnasa.org](mailto:gamoroso@mnasa.org)

October 7, 2011

The Honorable Mark Dayton  
Office of the Governor  
130 State Capitol  
75 Rev. Dr. Martin Luther King Jr. Blvd.  
St. Paul, MN 55155

Dear Governor Dayton:

As Executive Director of the Minnesota Association of School Administrators (MASA), I want to express my strong support for Minnesota's Race to the Top – Early Learning Challenge application. I believe that the resources associated with this application will enable Minnesotans to implement an early learning and development system that will serve our children well.

MASA is a statewide nonprofit professional association serving over 500 school superintendents, central office administrators and other service providers. As advocates for children, MASA leaders support a statewide agenda for children and provide quality member service and support. As such, a high quality early learning program is something that our membership would fully support.

Research is very clear about the positive impact that early learning programs can have on children. The prospect of a child being successful later on in their educational experience as a result of being a part of a high quality early learning program is incentive enough to move forward with this application.

Sincerely,

Gary M. Amoroso, Ph.D.  
Executive Director





October 14, 2011

# MNAECTE

The Honorable Mark Dayton  
Office of the Governor  
130 State Capitol  
75 Rev. Dr. Martin Luther King Jr. Blvd  
St. Paul, MN 55155

Dear Governor Dayton:

As president of the Minnesota Association of Early Childhood Teacher Educators (MNAECTE) organization I am writing you today expressing MNAECTE's support for Minnesota's Race to the Top – Early Learning Challenge application. Success of the Minnesota's Race to the Top application will result in high quality plan for Minnesota's early learning and development system.

MNAECTE consists of faculty from 4 year higher education, public and private, early childhood teacher preparation programs in the state of Minnesota. Since its inception in the early 1970's, MNAECTE has worked in cooperation with the Minnesota State Department of Education and the Board of Teaching to ensure high quality early childhood teacher licensure standards. In addition, MNAECTE has been pro-active in its support of efforts to improve early childhood education such as funding full day every day kindergarten and implementation of the Quality Rating Inventory System for early childhood education programs.

Minnesota has long been at the forefront with regards to early childhood education. Programs such as early childhood family education (ECFE) which recognized the parent as the child's first and most important teacher was (and is) the only program of its kind in the United States. Kindergarten readiness programs, preschool screening as well as Head Start programs have long been instrumental in their efforts to send children to school ready to learn. Currently, the movement toward full day every day kindergarten is another example of Minnesota's support for quality education for young children. Success of such programs can be evidenced in decreased retention, earlier transition out of special education programs and, more positive attitudes toward learning.

Preparation of Minnesota's early childhood teachers is to be commended. Early childhood graduates from four year teacher preparation programs meet both state and national standards (National Association for the Education of Young Children). Successful graduates must have experience with children birth through grade 3 as well as pass both basic skills as well as content and pedagogy exams. Additionally, Minnesota's technical and 2 year colleges offer excellent early childhood preparation programs throughout the state of Minnesota. Often such programs serve as a part of a career lattice step for transition into four year college programs.

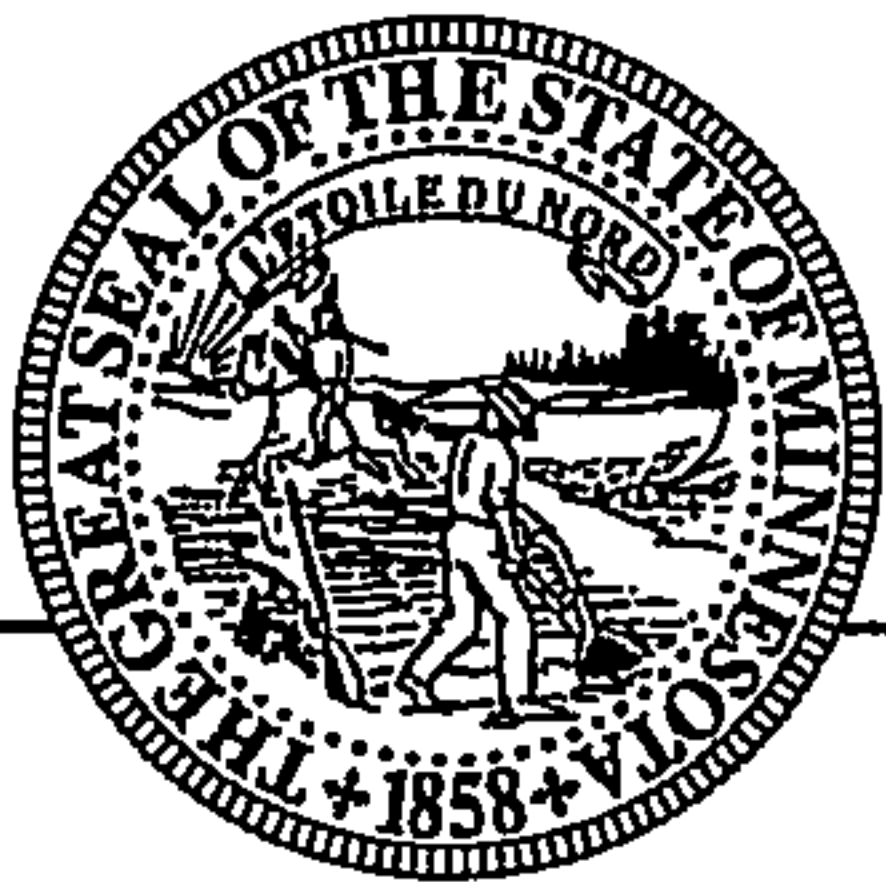
In summary, Minnesota has strong record of supporting early childhood education. This is why MNAECTE offers its full support to Minnesota's Race to the Top – Early Learning application.

Sincerely,

Dr. Steven F. Reuter  
MSU, Mankato  
952-958-8633



*The five-pointed star represents the seeds of an apple when cut horizontally — "an apple for the teacher" and seeds that grow and develop as the children. The five-points also resemble a child full of energy.*



# MINNESOTA BOARD OF TEACHING

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October 10, 2011

The Honorable Mark Dayton  
Office of the Governor  
130 State Capitol  
75 Rev. Dr. Martin Luther King Jr. Blvd.  
St. Paul, MN 55155

Dear Governor Dayton:

I am pleased to share my support for the tenets and priorities set forth in Minnesota's Race to the Top - Early Learning Challenge application. As the state agency charged with oversight and accountability for teacher preparation and licensing in Minnesota we are keenly aware of the complexities associated with aligning multiple systems and structures, yet we strongly advocate for this work to be done, as well-aligned and clearly articulated standards are requisite for strong and consistent outcomes. To that end, the proposal's plan to align standards is both crucial and well-conceived.

Both research and our experience tell us that common measures are necessary to drive a system that simultaneously allows for both accountability and ongoing analysis at both a regulatory and program level. Use of shared standards and metrics will open the door to these core functions, and will create a regulatory environment that provides the necessary public accountability and transparency at the same time as providing powerful data back to programs and providers that will allow for deep analysis and program improvement.

The reforms in measuring outcomes and progress as a result of the plans set forth in Minnesota's Early Learning Challenge application have the potential to impact the work of the Board of Teaching, as we share a number of policy and regulatory challenges. As such, we look forward to engaging and learning from this important work.

Sincerely,

A handwritten signature in cursive script that reads "Karen Balmer".

Karen Balmer  
Executive Director

Date: September 27, 2011

The Honorable Mark Dayton  
Office of the Governor  
130 State Capitol  
75 Rev. Dr. Martin Luther King Jr. Blvd.  
St. Paul, MN 55155

Dear Governor Dayton:

We strongly support Minnesota's Race to the Top Early Learning Challenge, and we hope we can make a unique contribution to Minnesota's collaboration to win.

We are Minnesota Business for Early Learning, (MnBEL) a 501c3 comprised of business leaders committed to making sure our youngest citizens are on track to succeed in school. Since its founding in 2003, MnBEL has championed school readiness as the first critical step in workforce development.

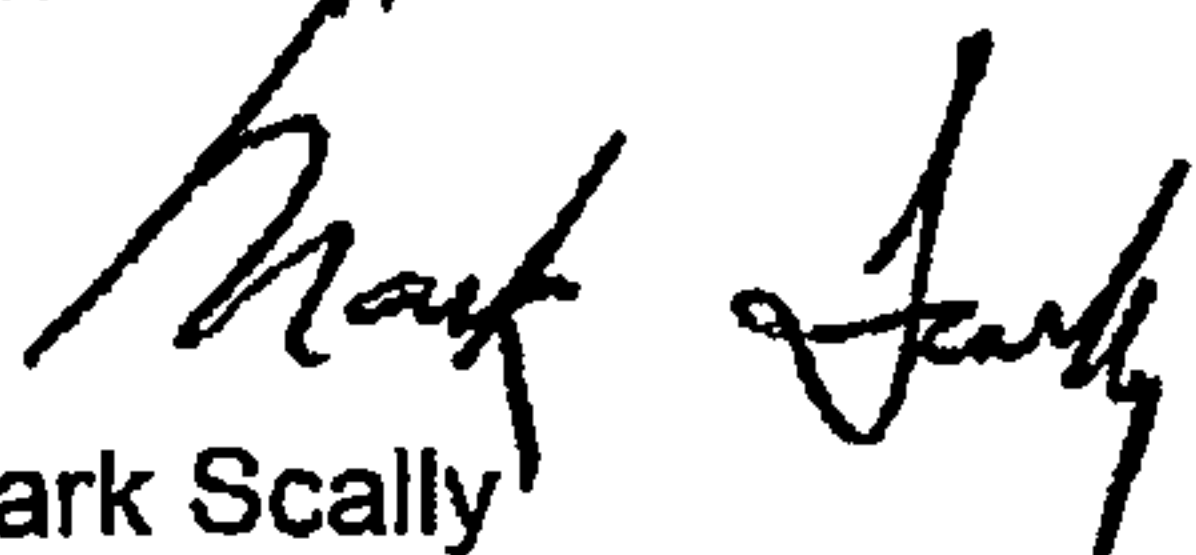
For us, this is a business imperative; an educated workforce has long been our strategic advantage. Today, our advantage is at risk. Half of our five-year-olds are not ready. When we looked into ways the business community could have a more tangible impact, we learned three things.

1. Too many busy working parents simply don't know how to help insure their younger children will be ready. They don't know what the professionals call the Early Childhood Indicators of Progress, (ECIP).
2. No one was using the employer channel to help working parents in a scalable way.
3. Over 90% of working parents were already using the internet at home, or at work.

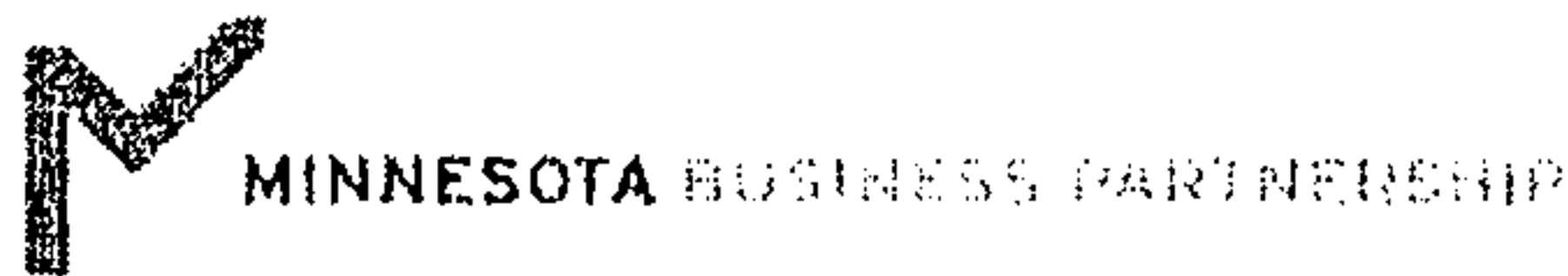
So we created a website: **IsYourChildReady.com**. The website translates the ECIP into a parent friendly internet quiz. With the endorsement of both the Minnesota Chamber of Commerce, and the Minnesota Business Partnership, we are now beginning to promote **IsYourChildReady.com** to employers across the state. Rest assured we'll give employers all the tools they need to engage their working parents. (We are quite sure that this combination of technology use and employer channel is unique.)

More importantly, the Minnesota business community becomes your partner in promoting early learning for Minnesota children in a very "hands on" way.

Sincerely,



Mark Scally  
President  
Minnesota Business for Early Learning



October 4, 2011

The Honorable Mark Dayton  
Governor, State of Minnesota  
130 State Capitol  
75 Rev. Dr. Martin Luther King Jr. Blvd.  
St. Paul, MN 55155

Dear Governor Dayton:

The Minnesota Business Partnership is writing in strong support of Minnesota's Race to the Top - Early Learning Challenge application.

Minnesota Business Partnership (MBP) members are the chief executives of more than 100 of the state's largest employers. Together, MBP members employ over 1.8 million people worldwide, including 400,000 Minnesotans.

As employers who compete globally, our members are keenly aware of the importance of an educated citizenry. The ability of our companies to be successful in the global marketplace is dependent upon the quality of education our students receive. Minnesota's Race to the Top – Early Learning Challenge application is a critical element of our overall strategy for ensuring all children are prepared for success when they enter our K-12 education system.

Several Minnesota based employers have been recognized nationally for their involvement and support of improving early education services. Many MBP members, including myself, have served on the Board of the Minnesota Early Learning Foundation (MELF).

MELF was created five years ago and raised over \$20 million in private funds to create pilot projects throughout the state to test the effectiveness of a particular approach to improving early education services. In short, MELF's efforts are based on giving parents information about the effectiveness of early education providers, and helping low-income families gain access to the most effective providers.

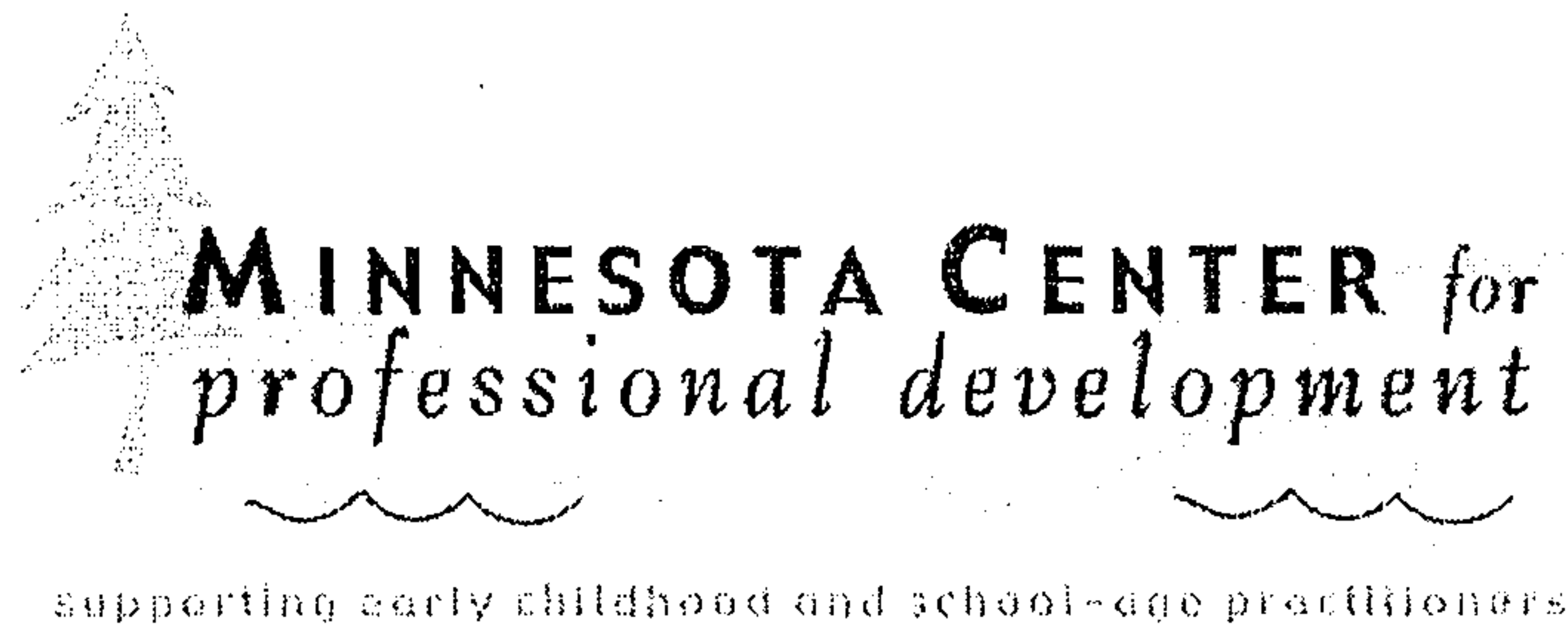
MELF's efforts have been shown to be highly successful, especially for the families who participated.

Minnesota's Race to the Top – Early Learning Challenge application substantially incorporates the successful strategies identified through MELF's pilot programs. Specifically, we support the identification of early education providers that are effective in helping prepare children, and ensuring low-income families have access to highly-effective providers.

Our members are very supportive of the state's Race to the Top – Early Learning Challenge application, and look forward to working with you to improve early education opportunities for Minnesota families.

Sincerely,  
A handwritten signature in black ink that reads 'Charlie Weaver'.

Charlie Weaver  
Executive Director



October 10, 2011

The Honorable Mark Dayton  
Office of the Governor  
130 State Capitol  
75 Rev. Dr. Martin Luther King Jr. Blvd.  
St. Paul, MN 55155

Dear Governor Dayton:

The Minnesota Center for Professional Development is pleased to support Minnesota's Race to the Top – Early Learning Challenge application leading to a comprehensive plan for this state's early learning and development system.

The Minnesota Center for Professional Development (MNCPD) at Metropolitan State University was established in 2007 under a contract with the Minnesota Department of Human Services. Since that time, a number of support services and resources have been developed that can contribute to the state's plan and the eventual fully implemented early learning and development system with high quality, accountable programs and an educated workforce. Some examples include:

- the state's Career Lattice from noncredit through doctoral programs,
- career guidance resources including the *2011 Minnesota Early Childhood and School-Age Workforce Development Resource Guide*,
- the new 123-hour noncredit Minnesota Child Care Credential, and
- a system of Training and Trainer Approval with statewide Registry search functionality.

MNCPD's resources and materials are web-based allowing statewide access to all.

MNCPD's Registry is being developed to provide individual provider professional development Learning Records, as well as statewide early childhood workforce data for state licensors and others. At the present time, the Registry has verified the credentials for participants in the state's quality rating improvement system as well as other providers throughout the state. The MNCPD Registry also collaborates with statewide professional development and quality improvement workforce data collection endeavors, and is a member of The National Registry Alliance.

The Minnesota Center for Professional Development is looking forward to its continued involvement with the state's efforts to improve the early learning outcomes for all children in Minnesota.

Sincerely,

Susan T. Rydell, Ph.D., LP  
Director, Minnesota Center for Professional Development

MNCPD • METROPOLITAN STATE UNIVERSITY • 1450 ENERGY PARK DRIVE • SUITE 147 • SAINT PAUL, MINNESOTA • 55108  
TEL: 651-999-5835 • FAX: 651-999-5822 • WWW.MNCPD.ORG

AN EQUAL OPPORTUNITY EDUCATOR

MINNESOTA  
CHAMBER *of*  
COMMERCE

October 6, 2011

The Honorable Mark Dayton  
Governor, State of Minnesota  
130 State Capitol  
75 Rev. Dr. Martin Luther King Jr. Blvd  
St. Paul MN 55155

**Re: Minnesota Chamber of Commerce Support for the Early Learning Challenge Application**

Dear Governor Dayton:

On behalf of the Minnesota Chamber of Commerce, I am writing to express support for Minnesota's Race to the Top - Early Learning Challenge application.

Our members care deeply about the ability of Minnesota's educational system to produce a skilled and productive workforce. They also recognize that the pre-kindergarten years are critical to a child's cognitive development and, in fact, may yield the highest returns of any investment in education. As a result, the Chamber supports investment in high quality, effective early childhood education services.

Minnesota has already implemented a pilot project to create publicly available, multi-faceted ratings of early childhood programs. Parent Aware, which was launched by the Minnesota Early Learning Foundation (MELF) in 2007, has increased program accountability. It has served as a driving force for quality improvements as program managers respond both to the public ratings and to well-informed parents.

Parent Aware serves Minneapolis, St. Paul, Wayzata, and Blue Earth and Nicollet counties. With Early Learning Challenge funds, this critical tool could be scaled up to encompass all of Minnesota's communities and early learning programs.

The Minnesota Chamber of Commerce supports early learning through our own advocacy efforts and through Minnesota Business for Early Learning (MnBEL). The Chamber will continue to support the development of a high quality, effective early childhood education system in Minnesota, and hopes to see Early Learning Challenge funds provided in support of this effort.

Thank you in advance for your consideration.

Sincerely,

David G. Olson  
President

DCO:sk

400 ROBERT STREET NORTH, SUITE 1500, ST. PAUL, MN 55101  
T: 651/292-4650 B00/B21-2230 F: 651/292-4656 WWW.MNCHAMBER.COM

♻️ 20% POST-CONSUMER FIBER



# Minnesota Children's Museum

*Smart Play*

The Honorable Mark Dayton  
Office of the Governor  
130 State Capitol  
75 Rev. Dr. Martin Luther King Jr. Blvd.  
St. Paul, MN 55155

September 30, 2011

Dear Governor Dayton:

I am writing on behalf of the Board of Directors and staff of Minnesota Children's Museum with support for Minnesota's Race to the Top - Early Learning Challenge application and the resulting high quality plan for Minnesota's early learning and development system. We consider additional investment in early childhood education to improve learning outcomes and school readiness a critical need for Minnesota's children and our future prosperity.

With a mission of *sparking children's learning through play*, the Museum exerts three decades of expertise in the science of early childhood education. For the youngest children, the Museum represents a portal to a world of playful, limitless possibility. From all corners, rigorous research shows that open-ended, child-directed free play is a vital way through which strong brain architecture is developed, with positive impacts on learning. We bring this expertise to work across the State with our vanguard project installing early literacy learning environments in non-Museum locations, with a goal to catalyze development of the six pre-literacy skills and also active adult engagement in children's learning. The Museum will work with low-income communities such as the Saint Paul Promise Neighborhood, the Northside Achievement Zone, the Phyllis Wheatley Community Center, Native American reservations and communities in Greater Minnesota to develop literacy through play-based learning. We have also launched a touring literacy exhibit, *Storyland: A Trip through Childhood Favorites*, which will soon complete its stay at a Worthington community center bound for Elk River and then on to White Earth Nation and other rural locations throughout the State. In addition, the Museum brings highly effective professional development offerings to educators and providers.

Minnesota's Race to the Top application represents a much-needed investment in top quality programs, high-performing systems, well-trained professionals and the infrastructure to produce great outcomes for children. The Museum looks forward to work in partnership with the Department of Education and other early childhood organizations in an additive role in this Early Learning Challenge. With more than 430,000 visitors last year, the Museum witnesses every day the passion of Minnesota families for learning. We view Minnesota's Race to the Top application as a powerful move forward to ensure positive educational outcomes for all of our children, preparing them for success and empowerment in school, life and career.

Sincerely,



Dianne Krizan  
President

## Minnesota Coalition for Targeted Home Visiting

c/o LifeTrack Resources 709 University Avenue West

Saint Paul, MN 55104-4015

September 29, 2011

The Honorable Mark Dayton  
Minnesota State Capitol  
75 Reverend Martin Luther King Boulevard  
St. Paul, Minnesota

Dear Governor Dayton,

The Minnesota Coalition for Targeted Home Visiting is pleased to see that promoting early learning development outcomes is a priority area within the plan and activities outlined for Minnesota's Race to the Top – Early Learning Challenge grant application.

Our Coalition represents over 40 different organizations in Minnesota that either directly provide or support the provision of high quality, voluntary home visiting services to high risk families prenatally through age 5. We know from direct experience that implementing evidence-based program models of home visiting results in improved developmental outcomes for children, including those who face the biggest obstacles.

We strongly support two of the major goals the grant aims to achieve: 1) a comprehensive framework to improve the infrastructure needed for Minnesota to **build a coordinated early childhood care and education system** and 2) **to promote early learning and development outcomes for children.**

Evidence-based home visiting programs are one of the primary ways Minnesota can actively screen, provide outreach and engage the most vulnerable and at-risk parents and children. Access to high quality home visiting services is a core strategy for Minnesota to identify and provide support to those parents and children who face the biggest obstacles to healthy child development and school readiness.

Home visiting agencies and our Coalition expect to be active participants in helping to achieve Minnesota's goals to strengthen families, assure healthy child development, and provide access to education and care that enables children to enter kindergarten ready to succeed. We support the Minnesota plan developed for the Race to the Top – Early Learning Challenge application.

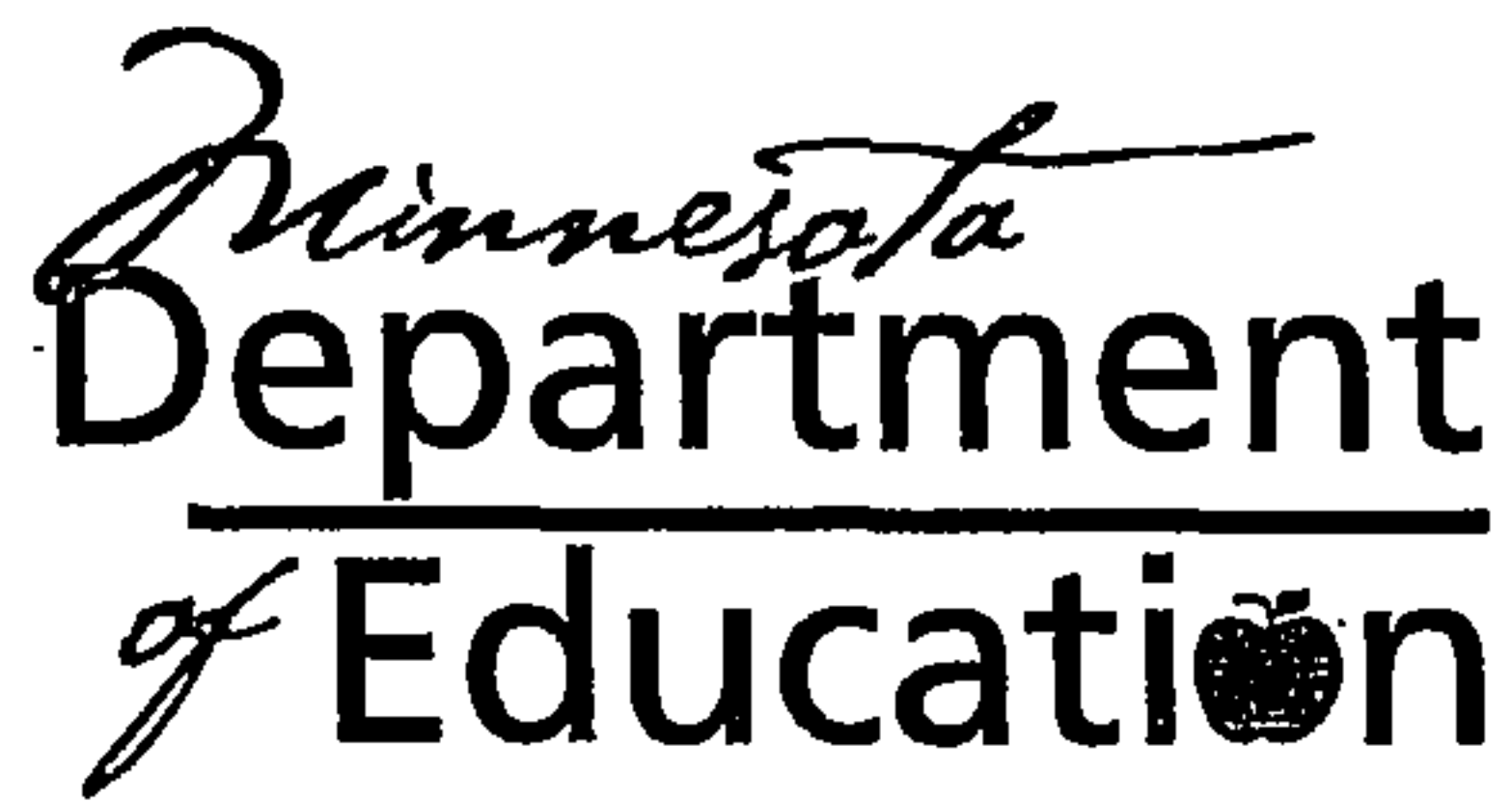
We look forward to working with the Early Learning Advisory Council, state staff, and the communities and families we serve to achieve the vision of having all Minnesota children reach their developmental milestones and be fully prepared as they enter kindergarten.

Sincerely,

Dee Ann Pettyjohn, Coalition Co-Chair

  
Jane Kretzmann, Coalition Co-Chair (snc)





October 12, 2011

The Honorable Mark Dayton  
Office of the Governor  
130 State Capitol  
75 Rev. Dr. Martin Luther King Jr. Blvd.  
St. Paul, MN 55155

Dear Governor Dayton:

I strongly support the state's Race to the Top – Early Learning Challenge application in my role as one of the leaders concerned with development of an effective early childhood education workforce. The Educator Licensing division at the Minnesota Department of Education is charged with ensuring high quality educators are serving the children of Minnesota. That includes teachers working in early childhood fields required to hold licensure.

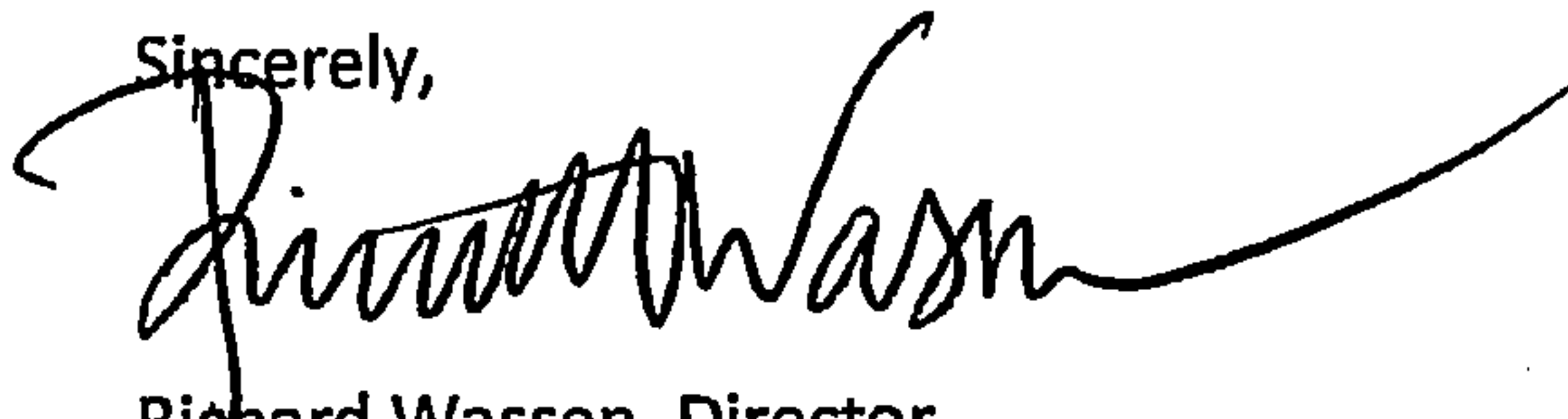
The state's application seems promising in being able to build on the high quality system we have not only for teachers who need to be licensed, but to collaborate with the *parallel* system for early childhood workers articulated in the Minnesota Early Childhood "Career Lattice." The knowledge and competencies outlined in these two parallel systems represent an opportunity to build a new comprehensive and cohesive system that will improve the knowledge, skills and abilities of all early childhood teachers and workers. In a practical way, this can occur if we articulate the proper way these two systems can work together as well as improving each system independently.

This effort is already underway as part of a new legislative mandate by a work group of stakeholders in Minnesota to review the current system of how licensed teacher are prepared and how they continue their professional development, with the intent to improve their effectiveness. This follows partially from the recommendations made by the Council of Chief State School Officer (CCSSO) as articulated in a white paper entitled Transforming Teaching and Leading: A Vision for a High-Quality Educator Development System (2010). The promise of a "tiered" licensing system is that it determines new knowledge and competencies, based on research and practice that would enhance the work of educators in classroom settings at the various stages of their careers.

Support from the Race to the Top grant would accomplish improvements to the knowledge and competencies for early childhood teachers and workers by: 1.) strengthening the "Career Lattice," 2.) strengthening early childhood licensing standards and, 3.) creating an opportunity to bring the two systems into alignment and to inform each other.

Accomplishing this task will require a deliberate collaboration of all stakeholders as well as participation of providers of professional development; if we are able to do so as a result of the additional resources the Race to the Top grant will provide, we will be able to create a system that delineates and delivers even higher quality knowledge and competencies to early childhood teachers and workers than is currently in place. Since the research indicates that a strong foundation of early learning provides a significant head start to children that lasts a lifetime, the ability to further strengthen our system of preparing early childhood workers and educators and support emerging reform and innovation in our current system with needed support through the funds provided by the Race to the Top grant, would be a gain for the kids of Minnesota.

Sincerely,

A handwritten signature in black ink, appearing to read "Richard Wassen", with a long, sweeping flourish extending to the right.

Richard Wassen, Director  
Educator Licensing

September 19, 2011

The Honorable Mark Dayton  
Office of the Governor  
130 State Capitol  
75 Rev. Dr. Martin Luther King Jr. Blvd.  
St. Paul, MN 55155

Dear Governor Dayton:

On behalf of the entire Minnesota Early Learning Council, I want to express our intent to support the plan for a Successful Minnesota Early Learning and Development System as detailed within Minnesota's the Race to the Top—Early Learning Challenge application.

We are the legally appointed entity expected to fulfill both the duties assigned under the 2007 Head Start Reauthorization and those assigned by the Minnesota Legislature. As such we intend to fulfill all of our legal responsibilities including providing our best advice to the Legislature, the Children's Cabinet, the Office of Early Learning, and to you. Individually and together, we intend to be champions of the importance of high quality early learning and development opportunities for young children and their families throughout Minnesota.

While members of the current council were newly appointed in 2011, we reaffirm the vision of the Council that preceded us:

**Vision:** For the long term prosperity of Minnesota, it is imperative that young children are supported by their families and communities in achieving their maximum developmental potential. To accomplish this, we share responsibility to provide a continuum of comprehensive and effective programs, services, and partnerships. In our coordinated efforts we will reach across systems, cultures, and geography to provide equity of access for all children, especially for Minnesota's most vulnerable children.

*Early Childhood Advisory Council, October 2010*

We find that the areas of interest to the Federal Government, namely successful state systems; high-quality, accountable programs; promoting early learning and development outcomes for children; a great early childhood education workforce; and measuring outcomes and progress are absolutely critical in keeping with this vision and with the work we intend to support.

We look forward to working with you, the State staff, and the stakeholders and families throughout Minnesota as we move this exciting work forward.

Sincerely,



Barbara Yates, Chair  
Minnesota Early Learning Council



## MINNESOTA EARLY LEARNING FOUNDATION

2021 East Hennepin Avenue | Suite 250  
Minneapolis, MN 55413  
651-287-9005 | www.melf.us

October 10, 2011

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The Honorable Mark Dayton  
Office of the Governor  
130 State Capitol  
75 Rev. Dr. Martin Luther King Jr. Blvd.  
St. Paul, MN 55155

Dear Governor Dayton:

I am writing to express the Minnesota Early Learning Foundation's (MELF) enthusiastic support for Minnesota's Race to the Top application to keep Minnesota's early education quality improvement movement moving forward.

Over the last five years, MELF raised \$20 million in private funding to pilot and evaluate the Parent Aware quality rating and improvement system, a streamlined scholarship for low-income children and other early education reforms. Minnesota now has a proven set of reforms that, according to our rigorous third party evaluation, drives quality improvement. Specifically, the reforms help parents find high quality early education options, empower low-income children to access quality, and incent and help child care providers of all types and sizes to make quality improvements. We're not speculating about the effectiveness of these reforms. In our pilots, we have proven their effectiveness with millions of dollars worth of third party evaluations.

Minnesota's early education reform model helps inform the national discussion about how to improve early education quality. It is unique in that it is probably the most market-based model in the nation. In MELF's pilot campaigns, we used radio ads, outdoor banners, window clings, postcard mailings, news releases, Internet banner ads, lawn signs, printed baby bibs, a user friendly search website and a multi-lingual phone counseling service to aggressively encourage parents to use the Parent Aware Ratings in their child care shopping.

These promotions are creating powerful demand side pressure to incent and reward quality improvement. The quality improvement is being driven by market rewards, not regulatory mandates, which may be a more politically palatable approach in many jurisdictions around the nation. **It is in the federal government's interest to foster the success of Minnesota's unique market-based model, so that the model has a chance to succeed, and so other states can learn from it.**

MELF applauds the U.S. Departments of Education and Human Services' visionary leadership on this issue, and strongly supports Minnesota's outstanding Race to the Top application to keep our early education quality improvement movement moving forward.

Sincerely,

On Behalf of MELF's Board of Directors:

Duane Benson  
Executive Director, MELF



## Minnesota Elementary School Principals' Association

---

1667 Snelling Ave North, Suite C101  
St. Paul, MN 55108-2131  
[mespa@mespa.net](mailto:mespa@mespa.net)  
[www.mespa.net](http://www.mespa.net)

Phone: (651) 999-7310  
MN Toll-free: 1-800-642-6807  
FAX: (651) 999-7311

Kristine Stueve, *President*  
P. Fred Storti, *Executive Director*  
Roger J. Aronson, *Legal and Legislative Counsel*

October 7, 2011

The Honorable Mark Dayton  
Office of the Governor  
130 State Capitol  
75 Rev. Dr. Martin Luther King Jr. Blvd.  
St. Paul, MN 55155

Dear Governor Dayton:

Thank you for your leadership with education and “Better Schools for a Better Minnesota, your 7 Point Plan for Achieving Excellence”. At least four of the points emphasize early learning – exactly where we have a high probability of high return for our investment in the future of our state.

To that end the Minnesota Elementary School Principals' Association (MESPA) supports Minnesota's Race to the Top – Early Learning Challenge grant application.

We convened a PK-Grade 3 Alignment Summit on August 8, 2011, which included 13 organizations including major philanthropic foundations, Minnesota Department of Education and the Minnesota Initiative Foundations. Over 800 early childhood and P-12 leaders attended to start the conversation of alignment between these two very unique organizations: early childhood educators and K-12.

In order for all children to be ready for kindergarten we need systemic buy-in and change. We know that should include developing an aligned Minnesota age 3 to grade 3 system, with high quality instruction and standards, assessment and meaningful accountability. A large part of the work is promoting early learning and developmentally appropriate outcomes for children. We do this by creating an exceptional early childhood workforce and by developing high expectations, monitoring programs and being focused on our outcomes.

The Minnesota Elementary School Principals' Association is committed to leading early childhood communities. We embrace high-quality early childhood programs, principles and practices as the foundation for education throughout the school communities- across our state.

We believe the Early Learning Challenge grant will help propel the reality of PK-3 achievement for our youngest stakeholders – our state's future – our children!

Yours most sincerely,

P. Fred Storti  
Executive Director for Minnesota Elementary School Principals' Association

---

Serving Elementary and Middle Level Principals  
Affiliated with the National Association of Elementary School Principals



## Leading Minnesota's campaign for healthy fatherhood.

October 10, 2011

The Honorable Mark Dayton  
Office of the Governor  
130 State Capitol  
75 Rev. Dr. Martin Luther King Jr. Blvd.  
St. Paul, MN 55155

Dear Governor Dayton:

I am pleased to provide a letter of support for Minnesota's Race to the Top - Early Learning Challenge application and the resulting high quality plan for Minnesota's early learning and development system. For a decade Minnesota Fathers & Families Network has worked to enhance healthy father-child relationships by promoting initiatives that inform public policy and further develop the field of fatherhood practitioners statewide.

Fathers are critical to promoting school readiness for children with high needs. Research shows that young children with involved fathers demonstrate:

- *enhanced social skills* - greater empathy and self-esteem, more self-control, and less impulsive behavior;
- *important problem solving abilities* - increased curiosity, greater tolerance for stress and frustration, and greater willingness to try new things;
- *increased cognitive capabilities* - higher verbal skills, higher scores on assessments (and a son's IQ is related to his father's nurturing).

As children grow, with involved fathers they have less than average contact with the criminal justice system, less substance abuse, and fewer accidental and premature deaths.

MFFN works with professionals and practitioners across Minnesota who, in turn, work directly with fathers and their families. We provide training, research dissemination, and policy leadership on fatherhood. This year MFFN published two Sector Analyses, the first on Child Welfare, the second on Early Childhood to examine barriers to father engagement and share success stories and strategies across the state.

MFFN is also participating in several federal grant projects including:

- *Mind the Gap*: a pilot project to promote fathers' re-entry into communities and re-engagement with families following a period of incarceration;
- *Order Modification Grant Project*: to provide training and evaluation services related to parents seeking a change in their child support order); and
- *Co-parenting Court (Hennepin County)*: a program for unmarried parents who are establishing paternity (legal fatherhood) for their child and includes co-parent education classes, individualized support and a parenting plan.

When fathers are involved, their children learn more, perform better in school and exhibit healthier behavior. MFFN is eager to partner with you and your staff to promote high quality early learning and development outcomes for children!

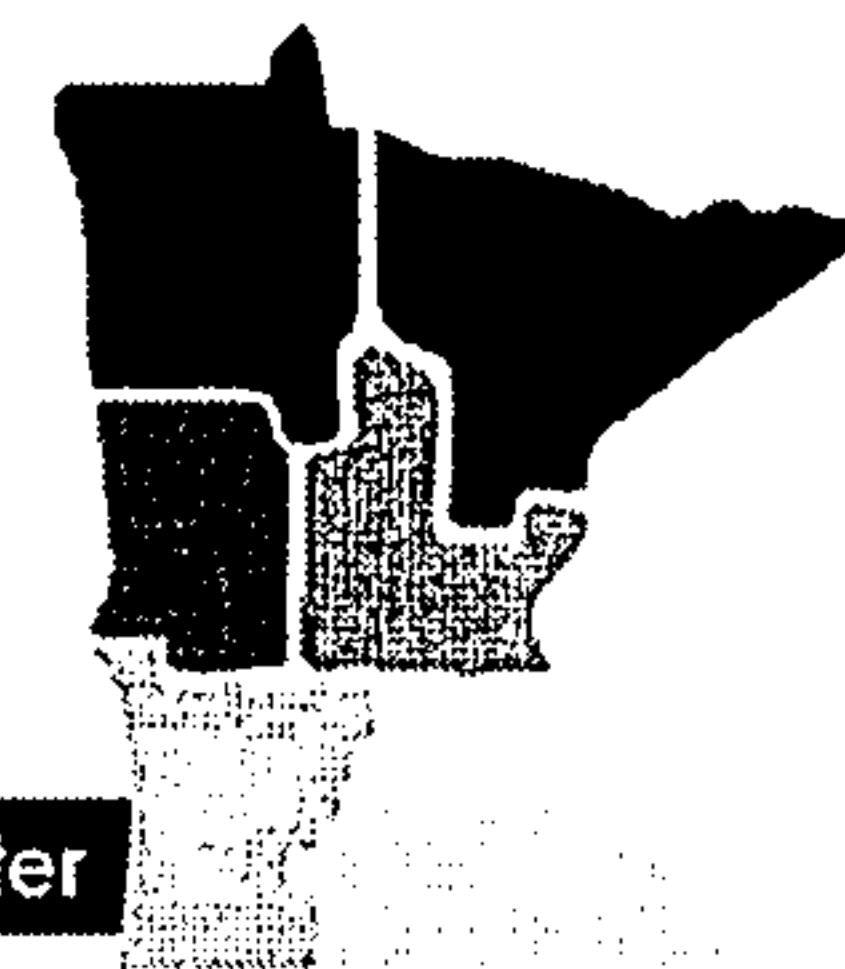
Sincerely,

  
Bob Gustafson  
Executive Director

October 10, 2011

The Honorable Mark Dayton  
Office of the Governor  
130 State Capitol  
75 Rev. Dr. Martin Luther King Jr. Blvd.  
St Paul, MN 55155

# Minnesota Initiative Foundations



**25** Years of Making Minnesota Greater

Dear Governor Dayton:

The six Minnesota Initiative Foundations are pleased to offer our support to the Race to the Top Early Learning Challenge proposal and subsequent efforts to implement a high-quality plan for Minnesota's early learning and development system.

Our organizations have been deeply engaged in early care and education capacity building across greater Minnesota since 2004. Via our joint Minnesota Early Childhood Initiative, we have seeded 90 coalitions of local stakeholders to positively impact the overall school readiness of children ages birth to 5 in their community. These coalitions work daily to contribute to the health, development and well being of our youngest children in addition to improving the quality of care and support available to their parents and caregivers. This collective knowledge and network has significant impact and capacity to meaningfully engage stakeholders across greater Minnesota and to mobilize system reform efforts.

While each of the Race to the Top-Early Learning Challenge areas of reform are critical to Minnesota's collective future, the Minnesota Initiative Foundations are keenly interested in efforts around creation of a great early childhood workforce. We believe this workforce can ultimately provide quality early learning experiences for all children—without regard to geography, economic status, language barriers or other risk factor—which in turn strengthen parent's capacity to be productive workers today and ensures a better quality workforce well into the future.

We look forward to being partners in the continued work on behalf of youngest children across this great state!

Sincerely,

Kathy Gaalswyk  
President  
*Initiative Foundation*

Tim Penny  
President & CEO  
*Southern Minnesota Initiative Foundation*

Tom Renier  
President  
*Northland Foundation*

Sherry E. Ristau  
President/CEO  
*Southwest Initiative Foundation*

Nancy Straw  
President  
*West Central Initiative*

Nancy Vyskocil  
President  
*Northwest Minnesota Foundation*

October 3, 2011

The Honorable Mark Dayton  
Office of the Governor  
130 State Capitol  
75 Rev. Dr. Martin Luther King Jr. Blvd.  
St. Paul, MN 55155

Dear Governor Dayton:

ServeMinnesota, the state's Commission on National and Community Service, and ServeMinnesota's strategic initiative, the Minnesota Reading Corps, wholeheartedly support Minnesota's Race to the Top – Early Learning Challenge application. We welcome the opportunity to collaborate as a partner with the state of Minnesota to ensure all children, especially those with high needs, are prepared for kindergarten and are proficient in reading by the end of third grade.

ServeMinnesota was created to ensure Minnesota's public and private resources dedicated to community service are focused on critical areas of need and are generating measurable outcomes for those served and those investing. To that end, the Minnesota Reading Corps was developed to help children age 3 to grade 3 who are below grade level in reading become effective readers.

To improve reading outcomes for pre-kindergarten students, the MRC created the Professional Corps. Professional Corps members are current child care workers who agree to become Reading Corps members and use Reading Corps intervention strategies to improve literacy outcomes for struggling children. Professional Corps members earn an AmeriCorps educational award of approximately \$5,550 after their year of service which they may apply to pursuing their degree or improving their skills through additional professional development from accredited programs. Minnesota Professional Corps will help amplify the impact of the Race to the Top Grant for both struggling readers and the professionals serving them.

To ensure every child is receiving effective interventions, the MRC conducts daily instruction, weekly individual assessments and analysis of outcomes and intervention strategies. We generate a great deal of data – 20,000 students were served last year – and those data should be housed in a statewide, integrated data system. Students who are highly mobile or change programs for other reasons are currently not served well by the fragmented program-by-program data infrastructure.



**Regional Locations**

*Central – St. Cloud*

*Metro – Minneapolis*

*Northcentral – Grand Rapids*

*Northeast – Duluth*

*Northwest – Moorhead*

*Southeast – Rochester*

*Southwest – Mankato*

[www.MinnesotaReadingCorps.org](http://www.MinnesotaReadingCorps.org)

2400 Park Avenue South  
Minneapolis, MN 55404

Phone: 612.206.3030

Fax: 612.871.1777




Governor Mark Dayton

October 3, 2011

Page Two

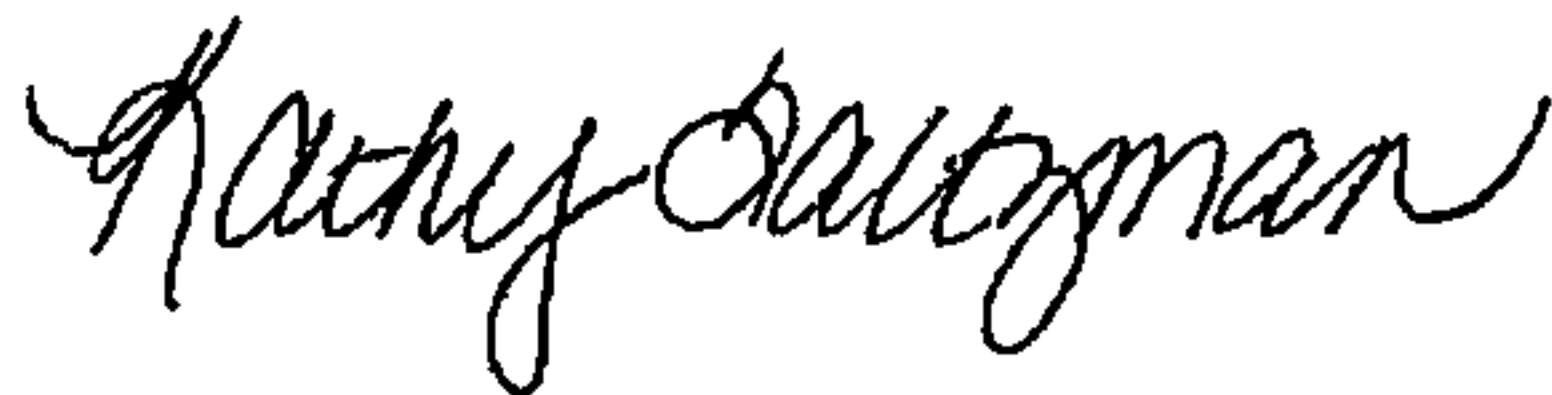
At the heart of high quality, accountable programs are measurable outcomes and a data system that makes that data accessible. ServeMinnesota and the Minnesota Reading Corps are excited that the Race to the Top – Early Learning Challenge application will lead to better data sharing and improved program outcomes.

Sincerely,



Audrey Suker

Chief Executive Officer, ServeMinnesota



Kathy Saltzman

Executive Director, Minnesota Reading Corps

1900 W. Jefferson Ave.  
St. Peter, Minnesota  
56082-3015

Tel: 507.934.2450  
MN: 800.324.4459

Fax: 507.931.1515  
www.mnmsba.org

# MINNESOTA SCHOOL BOARDS ASSOCIATION



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Bob Meeks  
St. Peter

**MSBA's Mission:**  
Support, promote, and  
enhance the work of  
public school boards  
and public education.

Oct. 5, 2011

The Honorable Mark Dayton  
Office of the Governor  
130 State Capitol  
75 Rev. Dr. Martin Luther King Jr. Blvd.  
St. Paul, MN 55155

Dear Governor Dayton:

As an association dedicated to helping public schools push for student achievement, the Minnesota School Boards Association would urge you to support an application for Minnesota's Race to the Top - Early Learning Challenge funds.

Our association knows that student achievement and closing racial achievement gaps is most effective when opportunities are given to children at an early age. We want our children ready to attend kindergarten, and we want all children to have the basics of an adult who reads to them, who teaches them basic social skills and learning skills.

School district Early Childhood Family Education (ECFE) programs stand ready to expand their mission and assist the state in developing strong early child learning opportunities throughout Minnesota. This is what an effective ECFE program does, and Minnesota needs to improve on an already strong early childhood development system.

At the MSBA, we stress to our school board members that every decision they make should revolve around student achievement. We are constantly trying every option we can to improve reading and math skills for students at a young age so they can have a successful path to graduation, college and a productive job in society.

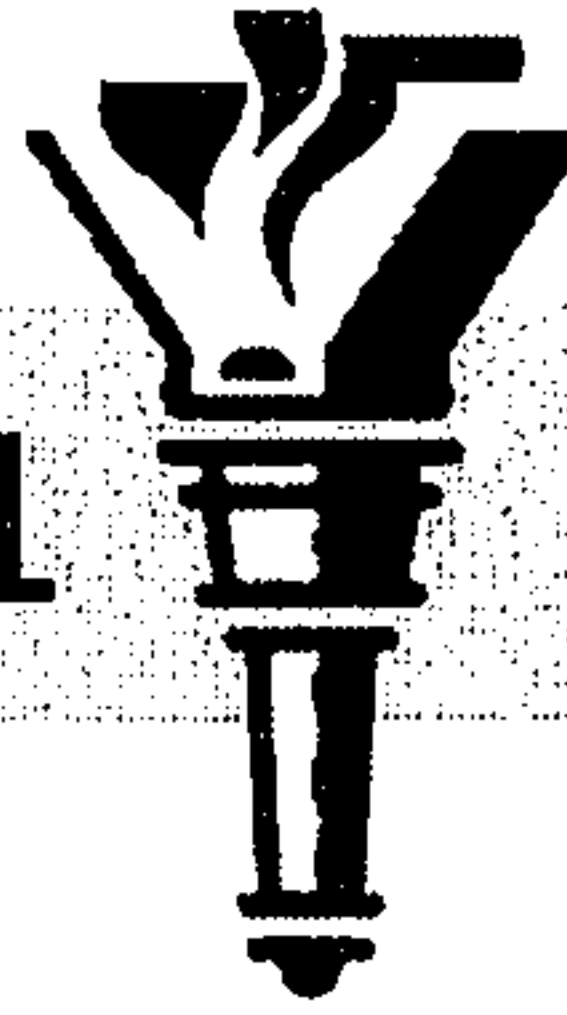
We know how tough it is to close achievement gaps, and that's why we support strong early education programs to establish the essential foundation so that our students are kindergarten-ready.

1900 W. Jefferson Ave.  
St. Peter, Minnesota  
56082-3015

Tel: 507.934.2450  
MN: 800.324.4459

Fax: 507.931.1515  
www.mnmsba.org

# MINNESOTA SCHOOL BOARDS ASSOCIATION



## OFFICERS AND DIRECTORS

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Mesabi East

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Ann Long Voelkner  
Bemidji Area

**DIRECTOR DISTRICT 13**  
Deborah Pauly  
Jordan

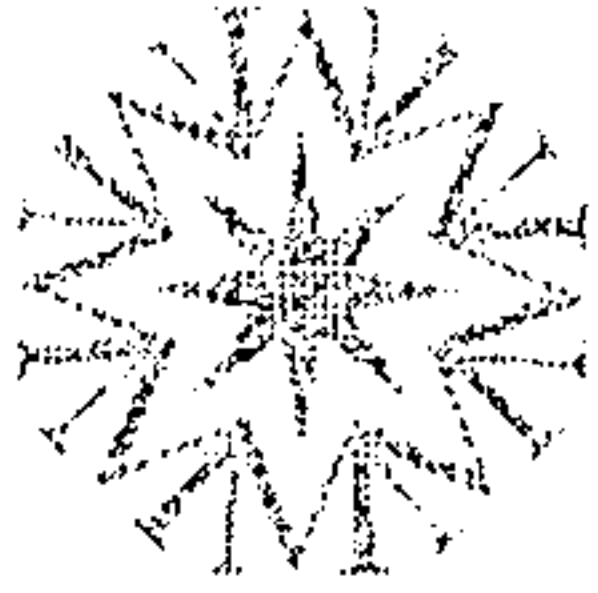
**EXECUTIVE DIRECTOR**  
Bob Meeks  
St. Peter

**MSBA's Mission:**  
Support, promote, and  
enhance the work of  
public school boards  
and public education.

We fully support early learning programs that have high quality and are accountable to parents. We see this as a first step to improving public education for our highest risk children, giving them a better path to graduation and an end result of having a highly educated workforce for our state and nation.

Sincerely,

Robert Meeks  
Executive Director, MSBA



Minnesota  
STATE COLLEGES  
& UNIVERSITIES

www.mnscu.edu

October 7, 2011

The Honorable Mark Dayton  
Office of the Governor  
130 State Capitol  
75 Rev. Dr. Martin Luther King Jr. Blvd.  
St. Paul, MN 55155

Re: Minnesota's Race to the Top – Early Learning Challenge Application

Dear Governor Dayton:

The Minnesota State Colleges and Universities system is pleased to provide a letter of support for the state of Minnesota's Race to the Top – Early Learning Challenge application and the related plan to improve Minnesota's early learning and development system.

Minnesota's 31 state community and technical colleges and universities serve more than 430,000 students across the state including graduating 49 percent of the state's new teachers. As the leading post-secondary provider of workforce education and training, we understand the important connections between early childhood development and the need to assure the availability of high quality education programs needed for all people to achieve and realize work and career objectives.

Our system's education programs span a continuum of programs including childcare education professional and para-professional programs at our technical and community colleges and post-graduate and doctoral degree programs at our state universities. These programs also educate the future leaders of our P-16 schools whether as principals or superintendants that help shape the learning directions for early childhood and beyond. In addition, four of our university education programs are currently partnering with 10 Midwest colleges and universities and 23 Native nations focused on recruiting students to teacher education programs, preparing them well, placing them in schools and supporting them once they get there.

We believe that excellence in teaching will be key to increasing educational achievement for students from early childhood through post-graduate programs throughout Minnesota.

Best wishes,

Steven Rosenstone

c: Scott Thiss, Chair, Board of Trustees

STATE UNIVERSITIES  
Bemidji State University\*  
Metropolitan State University  
Minnesota State University,  
Mankato  
Minnesota State University  
Moorhead  
St. Cloud State University  
Southwest Minnesota  
State University  
Wisconsin State University

STATE COLLEGES  
Alexandria Technical &  
Community College  
Anoka-Ramsey Community  
College\*\*  
Anoka Technical College\*\*  
Central Lakes College  
Century College  
Dakota County Technical  
College  
East du Lac Tribal  
& Community College  
Hennepin Technical College  
Inver Hills Community College  
Lake Superior College  
Metropolitan Community  
& Technical College  
Minnesota State College-  
Southeast Technical  
Minnesota State Community  
& Technical College  
Minnesota West Community  
& Technical College  
Normandale Community  
College  
North Hennepin  
Community College  
Northeast Higher Education  
District  
Northrop Community College  
Otsego Community College  
Mesabi Range Community  
& Technical College  
Rainy River Community  
College  
Vermilion Community  
College  
Northland Community  
& Technical College  
Northwest Technical College\*  
Pine Technical College  
Ringwater College  
Riverview Community College  
Rochester Community  
& Technical College  
St. Cloud Technical  
& Community College  
Saint Paul College  
South Central College

\* Approved  
\*\* Aligned

# Minnesota TEACHER of the YEAR

The Honorable Mark Dayton

Office of the Governor

130 State Capitol

75 Rev. Dr. Martin Luther King Jr. Blvd.

St. Paul, MN 55155

Dear Governor Dayton,

I am writing this letter in full support of Minnesota's application for the Race to the Top- Early Learning Challenge. I believe Minnesota has a network of Early Childhood professionals eager to enact a high quality plan for Minnesota's early learning and development system.

I am a licensed Parent Educator at Early Childhood Family Education in Winona, Minnesota. As you know Minnesota has a long history in support of Early Childhood programs as evidenced by strong Early Childhood Family Education (ECFE) programs embedded in nearly every school district in the state. Minnesota is a national leader in meeting the early childhood and parent education needs in young families. It was an honor for me to be chosen 2011 Minnesota Teacher of the Year. The award, honoring E-12 teachers, was given to an ECFE teacher for the first time in the 47 year history of the program. As many of my colleagues have celebrated with me they have also felt honored as teachers working in the field of Early Childhood and Parent Education by proxy.

I have spent my career working with parents of young children. I believe that parents play the primary role of educating their very young children. Minnesota's ECFE programs provide a rich learning environment for parents and their children to grow and learn together. What parents are longing for is a sense of community in support of their parenting, ECFE offers just that. As I understand it, the Early Learning Challenge is looking to partner with successful state programs. You need to look no further than ECFE to begin that partnership.

Minnesota Early Childhood professionals have always had the best interest of children at the core of our teaching philosophy. It is time to showcase what we know about learning outcomes for children and families. We appreciate the invitation to the conversation and to the challenge of meeting the needs of children and families for the best possible outcomes for Minnesota's youngest learners.

Sincerely,

  
Katy Smith

Minnesota Teacher of the Year, 2011

MINNESOTA TEACHER OF THE YEAR PROGRAM  
41 Sherburne Ave., St. Paul, MN 55103  
[www.educationminnesota.org](http://www.educationminnesota.org)





MINNESOTA'S PRIVATE COLLEGES  
COUNCIL • FUND • RESEARCH FOUNDATION

October 7, 2011

*Providing a Tradition of Quality  
for a Changing World,  
One Student at a Time*

The Honorable Mark Dayton  
Office of the Governor  
130 State Capitol  
75 Rev. Dr. Martin Luther King Jr. Blvd.  
St. Paul, MN 55155

Augsburg College  
Bethany Lutheran College  
Bethel University  
Carleton College  
College of Saint Benedict  
College of St. Scholastica  
Concordia College, Moorhead  
Concordia University, St. Paul  
Gustavus Adolphus College  
Hamline University  
Macalester College  
Minneapolis College  
of Art and Design  
Saint John's University  
Saint Mary's University  
of Minnesota  
St. Catherine University  
St. Olaf College  
University of St. Thomas

Dear Governor Dayton:

The Minnesota Private College Council (MPCC) is very pleased to express support for Minnesota's Race to the Top - Early Learning Challenge application and the resulting high quality plan for Minnesota's early learning and development system. We support the reform measures that will contribute to educating children with the highest needs.

MPCC is an association of Minnesota's 17 four-year, private, nonprofit colleges and universities. Collectively, MPCC members educate 45,000 undergraduate students and 15,000 graduate students. Annually we grant one-third of all undergraduate degrees in the state and about 45% of master's degrees. MPCC's mission is to advocate for public policies that meet students' needs, advance private higher education, and improve the economic and civic fabric of our state.

Our colleges have a strong interest in the school readiness of young children because we know that if they are to be on a trajectory to attend and graduate from college someday, they need the solid foundation of high quality early learning. Improved early learning is one of the best paths to increasing the college degree attainment rate of our state.

The private colleges of Minnesota also have a large stake in the youngest children in our State because of the role we play in preparing Minnesota's future workforce. Many of our colleges are educating the future teachers and early childhood program leaders for Minnesota. In this role, we strive to give our students a professional preparation that is aligned with the high quality goals and expectations they will face as they enter a career in education. You will see this alignment reflected in Minnesota's application.

We strongly support Minnesota's plan to help all young children have the essential educational foundation that a quality early childhood education system creates.

Sincerely,

Paul Cerkenik  
President

Bremer Tower  
445 Minnesota Street, Suite 500  
Saint Paul, Minnesota 55101

Phone: 651-228-9061  
Fax: 651-228-0379

E-mail: [colleges@mnprivatecollege.org](mailto:colleges@mnprivatecollege.org)  
Web site: [www.mnprivatecolleges.org](http://www.mnprivatecolleges.org)

October 10, 2011

The Honorable Mark Dayton  
Office of the Governor  
130 State Capitol  
75 Rev. Dr. Martin Luther King Jr. Blvd.  
St. Paul, MN 55155

Dear Governor Dayton:

We are writing to express strong support for Minnesota's Race to the Top - Early Learning Challenge application and the resulting high quality plan for Minnesota's early learning and development system.

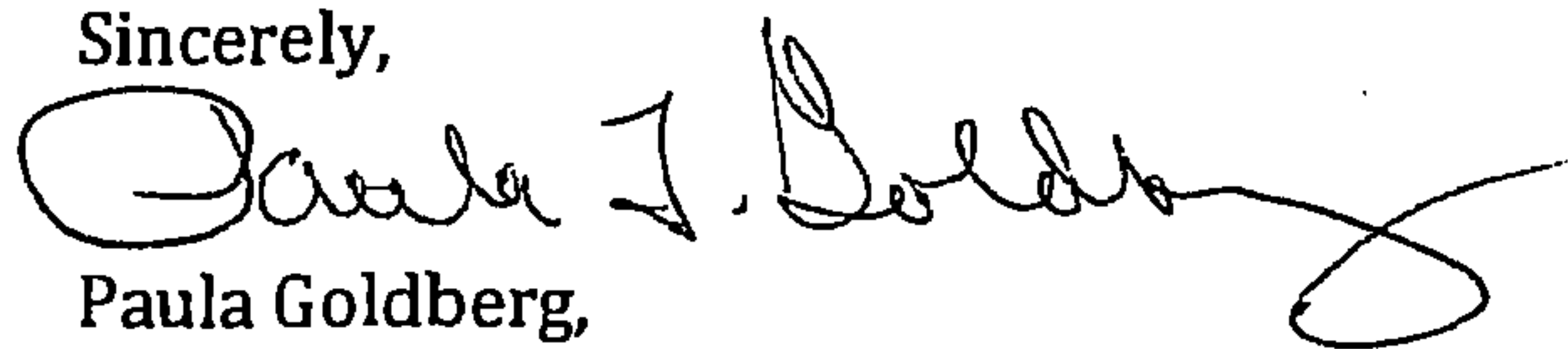
PACER is a Minnesota and national parent center. Our mission is to enhance the quality of life and expand opportunities for children and young adults with all disabilities and their families so each person can reach their highest potential.

PACER's Early Childhood Family Information and Resource's Project provides information and training to parents and family members, childcare providers, and professionals who work with young children with disabilities.

PACER supports the creation of a coordinated state system for early care and development. In the past, services were often fragmented, thus making it difficult for families to access the coordinated services that they need for their child and family. Establishing a comprehensive approach to early care and education recognizes that a young child's development is multifaceted and crosses several domains including, health, mental health, education, and social services.

Developing a coordinated system that promotes early learning and development of young children will help to integrate services for young children with developmental delays or disabilities into early care and learning settings. Coordinating Early Childhood Special Education, child care, home visiting, Head Start, and Early Head Start programs will help to promote positive early childhood outcomes. It also recognizes the fact that the learning and development of young children occurs in many different settings. The establishment of quality early care and education programs will help to ensure quality inclusive settings for young children with developmental delays or disabilities and allow them to receive services in settings that include typically developing peers.

Sincerely,



Paula Goldberg,  
Executive Director



## MINNESOTA EARLY LEARNING FOUNDATION

2021 East Hennepin Avenue | Suite 250  
Minneapolis, MN 55413  
651-287-9005 | www.melf.us

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September 30, 2011

The Honorable Mark Dayton  
Office of the Governor  
130 State Capitol  
75 Rev. Dr. Martin Luther King Jr. Blvd  
St. Paul, MN 55155

Dear Governor Dayton:

I am writing to express support for Minnesota's Race to the Top—Early Learning Challenge application and for the plan you have outlined to build a high-quality early learning system across the State of Minnesota.

As you know, the Minnesota Early Learning Foundation (MELF)—a private organization of business and community leaders—raised and invested \$20 million from private sources to develop, pilot, test and demonstrate cost-effective means for preparing all Minnesota children, and especially children from challenged backgrounds, to succeed in school by being ready for kindergarten. A critical part of that initiative is the Parent Aware quality rating and improvement system.

Unlike many other approaches to building quality into day care, Parent Aware is a voluntary, market-based, demand-driven system. As such, it has shown in our pilot efforts to be valued by parents and providers, yielding a more entrepreneurial and cost-effective approach to quality:

As a member of the MELF board and chair of its Parent Aware subcommittee, I wanted to outline our plans and commitments for supporting statewide implementation of Parent Aware. We are forming a new 501 c 3 entity to be called Parent Aware for School Readiness (PASR). It will have baseline funding of \$250,000 per year to support its evaluation and monitoring activities and is budgeting \$500,000 or more per year to market Parent Aware to parents and providers. We already have baseline funding committed from our first supporter and expect to put the rest of our necessary funding in place by our start-up date of January 1, 2012.

MELF's work has broadened understanding and support for quality early learning programs in the business community, and PASR plans to work closely with business and community leaders to support your efforts to make Minnesota a leader in innovative approaches to early learning. We look forward to working with you and your Administration.

Sincerely,

Robbin Johnson, Chair  
MELF's Parent Aware board subcommittee





**Parents as Teachers™**

September 30, 2011

The Honorable Mark Dayton  
Office of the Governor  
130 State Capitol  
75 Rev. Dr. Martin Luther King Jr. Blvd.  
St. Paul, MN 55155

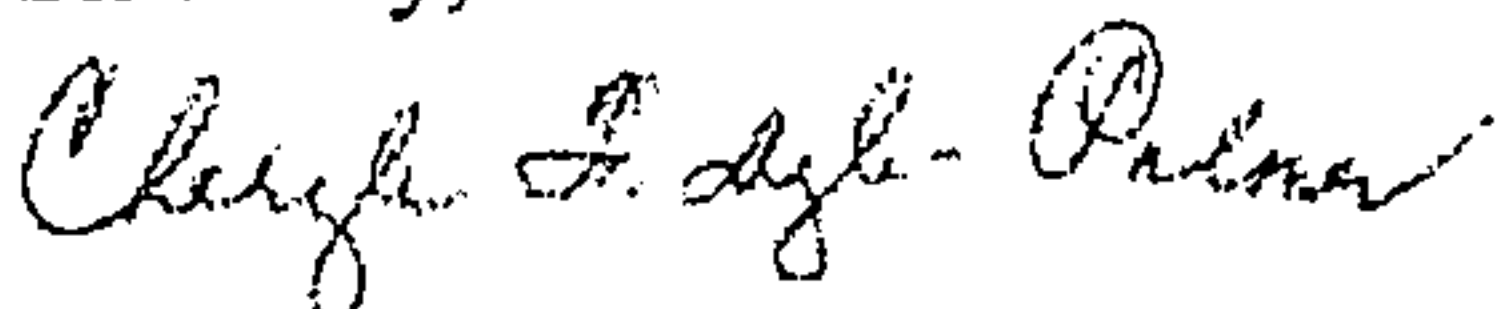
Dear Governor Dayton:

It is my pleasure to provide a letter of support for Minnesota's Race to the Top - Early Learning Challenge application and the resulting high quality plan for Minnesota's early learning and development system.

Parents as Teachers is a national nonprofit leader in early childhood education, parent education and evidence-based curriculum and practice. The mission of Parents as Teachers is to provide the information, support and encouragement parents need to help their children develop optimally during the crucial early years of life. Our core goals are to increase parent knowledge of early childhood development and improve parenting practices; provide early detection of developmental delays and health issues; prevent child abuse and neglect; and increase children's school readiness and school success. Research shows that participation in Parents as Teachers, together with preschool, not only positively impacts children's school readiness and school achievement scores, but also narrows the achievement gap between children in poverty and non-poverty households.

Our Minnesota Regional Office provides research-based training, curriculum and technical assistance to early childhood and parent education programs serving vulnerable families with children prenatally to kindergarten entry, including Early Head Start, Head Start, Early Childhood Family Education (ECFE), Twin City Healthy Start, Goodwill/Easter Seals FATHER Project, and the Northside Achievement Zone. Together we will serve an estimated 3,500 vulnerable families with 4,000 children in 2012, in 13 counties: Anoka, Becker, Cook, Dakota, Freeborn, Hennepin, Hubbard, Lake, Mahanomen, Olmsted, Ramsey, St. Louis, and Washington and 3 reservations: Fond du Lac Band of Lake Superior Chippewa reservation, the Mille Lacs Band of Ojibwe reservation and the White Earth Nation.

We look forward to working with you and your staff to build partnerships, engage families, reduce the achievement gap, and promote early learning and development outcomes for Minnesota's neediest children and families!

Sincerely,  
  
Cheryle F. Dyle-Palmer  
Interim President and CEO

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2011-2012**

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**Our Vision: All children will learn, grow and develop to realize their full potential.**

2228 Ball Drive Saint Louis, Missouri 63146 p 314.432.4330 f 314.432.8963 www.ParentsAsTeachers.org





**PARENTS UNITED**  
FOR PUBLIC SCHOOLS

October 8, 2011

The Honorable Mark Dayton  
Office of the Governor  
130 State Capitol  
75 Rev. Dr. Martin Luther King Jr. Blvd.  
St. Paul, MN 55155

Dear Governor Dayton:

Parents United for Public Schools would like to express support for Minnesota's Race to the Top—Early Learning Challenge application and the resulting high quality plan for Minnesota's early learning and development system.

Parents United was founded in 2002 to work toward academic excellence for *all* children. Early childhood education—along with effective teachers, data-driven decisions and a reformed education funding formula—are some of the changes needed to close Minnesota's large achievement gap and to secure skills for all of Minnesota's children. By organizing and networking, Parents United provides the information and support parents need to become effective advocates with local, state and federal policy makers. The resulting increase in a community's capacity to affect their local schools also increases that community's commitment to those schools.

Recognizing the critical role early learning plays in school readiness and school success, Parents United has advocated for an E-16 system of public schools. We collaborate closely with Ready4K and Childcare Works in supporting legislation that would expand access to quality early learning programs for low income students.

One area of federal reform that is of particular interest to Parents United is promoting early learning and development outcomes for children. Half of all students come to kindergarten lacking basic readiness skills, such as letter and number recognition. Expanding access to early education for low income students will go a long way towards closing the gap for those students.

Sincerely,

A handwritten signature in black ink that reads "Mary C. Cecconi".

Mary Cecconi  
Executive Director

# UNIVERSITY OF MINNESOTA

*Twin Cities Campus*

*Hubert H. Humphrey School of Public Affairs*

*130 Hubert H. Humphrey Center  
301-19th Avenue South  
Minneapolis, MN 55455*

*www.hhh.umn.edu*

September 30, 2011

The Honorable Mark Dayton  
Office of the Governor  
130 State Capitol  
75 Rev. Dr. Martin Luther King Jr. Blvd.  
St. Paul, MN 55155

Dear Governor Dayton,

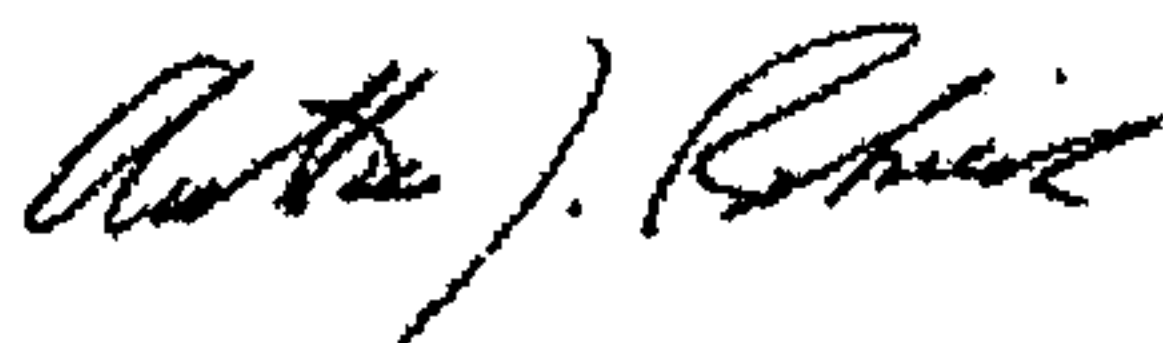
I am honored to be able to offer this letter of support for Minnesota's Race to the Top – Early Learning Challenge application. I currently serve as co-director of the Human Capital Research Collaborative (HCRC), a unique partnership between the University of Minnesota and the Federal Reserve Bank of Minnesota. Previously, I served at the Federal Reserve Bank of Minneapolis as a senior vice president and director of research.

One of the areas I am passionate about is the importance of investment in early childhood to ensure the best outcomes for all children and families, and in turn, our communities. During the past ten years, I have made numerous national and international presentations, authored publications, and presented to Congress on the research which indicates that the best economic investment that a community can make is to invest its resources in early childhood. This grant would enable a strong cadre of early childhood community and educational leaders in Minnesota the opportunity to build upon their strong working relationships established through past collaborations to improve school readiness and long term outcomes for all children.

The purpose of this grant is an excellent fit with the mission of the Human Capital Research Collaborative to promote effective public policies and programs from birth through young adulthood with a special emphasis on improving outcomes for our society's most vulnerable fragile families. I strongly recommend Minnesota to receive this grant which builds upon early collaborative work in Minnesota across state departments, public and private entities, and corporate and community funders with the mutual goal of developing an integrated system of high-quality early learning programs to improve outcomes for all children.

If you have any questions or I can be of further service, please do not hesitate to contact me.

Sincerely,



Art Rolnick

Faculty, Hubert Humphrey School of Public Affairs/University of Minnesota  
Co-Director, Human Capital Research Collaborative

**Driven to Discover<sup>SM</sup>**



## CITY OF SAINT PAUL

*Mayor Christopher B. Coleman*

*390 City Hall  
15 West Kellogg Boulevard  
Saint Paul, MN 55102*

*Telephone: 651-266-8510  
Facsimile: 651-228-8521*

September 26, 2011

The Honorable Mark Dayton  
Office of the Governor  
130 State Capitol  
75 Rev. Dr. Martin Luther King Jr. Blvd.  
St. Paul, MN 55155

Dear Governor Dayton:

I am writing to express support for Minnesota's Race to the Top - Early Learning Challenge application. Having witnessed firsthand the positive impact of a systematic approach to improving the early childhood education quality and expanding opportunities for children from low-income families, I can state enthusiastically my support for Minnesota's plan.

Saint Paul has already reaped the benefits of a systematic effort to improving early childhood education (ECE) quality delivery, having participated as a demonstration site for the Parent Aware quality rating and improvement system directed by the Minnesota Early Learning Foundation and Minnesota departments of Human Services and Education. Saint Paul ECE providers improved their practices to attain three- or four-star quality ratings, and parents were made aware of the value of high quality ECE, leading to an overall increase in the rate low-income families used high quality early learning providers. While results are preliminary, I believe these improved ECE practices meant more young children are now fully prepared for kindergarten.

The positive results of the Parent Aware rating system effort provided Saint Paul a solid foundation for ECE planning in its Promise Neighborhood initiative application, recently submitted to the U.S. Department of Education for implementation funding. A centerpiece strategy of the initiative is to expand a network of early childhood education providers using the Parent Aware quality rating and improvement system, ultimately engaging more low-income children in high quality ECE and ensuring they're ready for kindergarten. One of the fundamental strategies of the Promise Neighborhood initiative is use of data to measure progress and drive change, and Saint Paul's program will be fully aligned with the state's strategies on data measurement and use in decision-making as both initiatives move forward.

I applaud your leadership, Governor Dayton, in supporting early childhood education as a cornerstone of Minnesota's educational framework. I look forward to bringing Saint Paul's talent, experience and commitment to making high quality ECE available to all children in our state.

Sincerely,

A handwritten signature in black ink that reads "Christopher B. Coleman". The signature is written in a cursive style with a long horizontal flourish at the end.

Christopher B. Coleman  
Mayor

October 10, 2011

The Honorable Mark Dayton  
Office of the Governor  
75 Rev. Dr. Martin Luther King Jr. Blvd., 130 State Capitol  
St. Paul, MN 55155

Dear Governor Dayton:

On behalf of the Science Museum of Minnesota I wish to express my support for Minnesota's Race to the Top Early Learning Challenge (RTT-ELC). As a science and education institution, we strongly believe that legislation, policies and programs that invest in young children - especially those with the highest needs - makes Minnesota a stronger, more vibrant state.

Although Minnesota has many great opportunities for young children to grow and learn, there is still a great need for systematic organization to implement change and support early childhood education. The RTT grant would enable Minnesota's youngest citizens to take the fullest advantage of all of that is offered to support healthy growth, learning, and development.

At the Science Museum of Minnesota, we've always taken great pride in our education and learning programs, both formal and informal. We're especially proud of one of our newest exhibits -- *Wonder Years: The Science of Early Childhood Development* -- which shows us what's happening in the brain during the first five years of life. *Wonder Years* is designed to help adults learn about and better understand the world that children are experiencing in order to give them the best start in life.

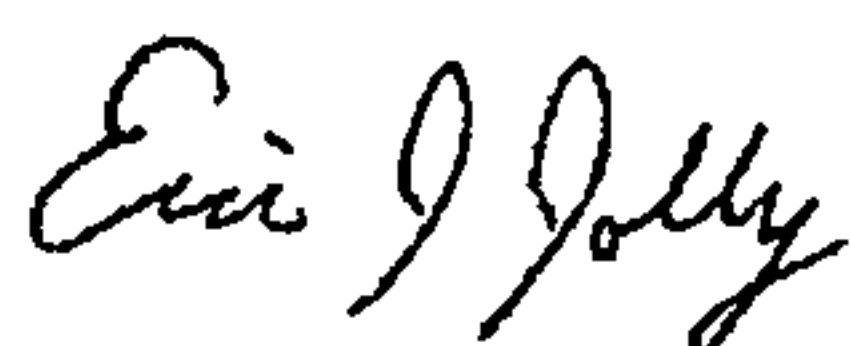
The brain is the only organ in the human body that is incomplete at birth, yet it is the most complex. Because the brain develops so rapidly in early childhood, these early years are the most critical.

In May, the Science Museum, along with its partners from the University of Minnesota, convened 110 parents, grandparents, citizens, educators, and civic and business leaders for the first *Wonder Years* Citizen Conference on early childhood. The purpose of these conferences is to foster public deliberation on issues related to early childhood, with a particular focus on what roles families, communities, and the public should play in early childhood development. Convening groups from different backgrounds to talk about child development serves as an example of the interest in the integration of different viewpoints and individuals to promote system-wide organization and change.

The creation of a Director for Early Learning position is also a strong indicator that our state wants, needs and stands behind building a coherent system that supports Minnesota's children and their families. Let's keep the momentum going. An RTT grant would be a big step in moving us in the right direction. When we engage citizens around issues of science, we do more than create a healthy environment and a better quality of life. We advance our society. Scientifically literate citizens ask the important questions and demand sound and equitable public policy decisions that are based on the science rather than politics.

Please consider Minnesota for the RTT grant. It's good for our state's future and quality of life for its residents. We all can benefit when children are successful and have a strong start in life.

Sincerely,



Eric J. Jolly, Ph.D.  
President, Science Museum of Minnesota



September 29, 2011

The Honorable Mark Dayton  
Office of the Governor  
130 State Capitol  
75 Rev. Dr. Martin Luther King Jr. Blvd.  
St. Paul, MN 55155

Dear Governor Dayton:

The Start Early Funders Coalition for Children & Minnesota's Future applauds Minnesota's commitment to making quality early childhood care and education a priority in Minnesota. The Coalition stands behind Minnesota's commitment to apply for federal Race to the Top – Early Learning Challenge funds and the resulting high quality plan for Minnesota's early learning and development system. We believe application for this grant is an essential opportunity to improve systems and support high-quality, affordable and accessible early childhood initiatives in Minnesota, which is why we have provided resources and information to support the development of the application.

The Start Early Funders Coalition is committed to helping Minnesota enhance leadership, accountability and funding to improve early childhood systems and outcomes. The Coalition was instrumental in helping the Minnesota Department of Education create an Office of Early Learning through public policy initiatives, funding for research and garnering public and private sector support. The Office of Early Learning is a critical leadership position that will ensure a comprehensive approach to quality early learning and will allow Minnesota to focus on how best to deliver services to children and families.

We support expansion of a Quality Rating and Improvement System (QRIS) and believe statewide implementation is essential to helping families make informed decisions and have improved access to quality care for their children.

The Start Early Funders Coalition represents more than 30 members of Minnesota's philanthropic community. We provide critical leadership and funding for research, program development, public policy and grant making to improve early childhood efforts in Minnesota. We are working together to ensure every child in Minnesota is physically, socially, emotionally and cognitively prepared for school and lifelong success. Our mission is to leverage our unique perspective as early childhood funders to advance public policy and community support for

affordable, accessible, high quality care and education in Minnesota so that all children have a strong and healthy start and are prepared to contribute to our state's vitality.

Our members participate on Governor Dayton's Early Learning Council, meet regularly with public sector leadership and have strong relationships with Minnesota's business community.

As members of Minnesota's engaged philanthropic community, the Start Early Funders Coalition pledges to continue to support efforts to improve our state's early childhood care and education in partnership with the State of Minnesota.

Sincerely,



Frank Forsberg  
Senior Vice President  
Systems Change & Innovation  
Greater Twin Cities United Way



Karen Kelley-Ariwoola  
Vice President  
Community Philanthropy  
The Minneapolis Foundation

**on behalf of the Start Early Funders Coalition for Children & Minnesota's Future**

*Start Early Funders Coalition member organizations include: Blandin Foundation, Blue Cross Blue Shield of Minnesota Foundation, Development and Training Resources, Frey Foundation, Greater Twin Cities United Way, Grotto Foundation, The Jay and Rose Phillips Family Foundation of Minnesota, The McKnight Foundation, Medica Foundation, The Minneapolis Foundation, Northland Foundation, Northwest Minnesota Foundation, Opus Philanthropy Group, Sauer Children's Renew Foundation, The Saint Paul Foundation, The Sheltering Arms Foundation, Social Venture Partners, Southern Minnesota Initiative Foundation, Southwest Initiative Foundation, United Ways of Minnesota, West Central Initiative Foundation and Women's Foundation of Minnesota.*



One day, all children in this nation will have the opportunity to attain an excellent education.

**TEACHFORAMERICA**

October 5, 2011

The Honorable Mark Dayton  
Office of the Governor  
130 State Capitol  
75 Rev. Dr. Martin Luther King Jr. Blvd.  
St. Paul, MN 55155

Dear Governor Dayton:

This letter is to serve as support for Minnesota's Race to the Top – Early Learning Challenge application. We support and encourage Minnesota to put forward an application which demonstrates courage, commitment, capacity, and creativity. We believe deeply in the promise of a high-quality plan for Minnesota's early learning and development system which is why we are in support of the aforementioned application.

Teach For America is the national corps of outstanding recent college graduates who commit to teach for two years in urban and rural public schools and become lifelong leaders in expanding educational opportunity for low-income children. This fall, 9,300 teachers – who we call corps members – will be teaching in 42 regions across the country, while nearly 24,000 Teach For America alumni continue working from inside and outside the field of education for the fundamental changes necessary to ensure educational excellence and equity. Teach For America – Twin Cities has grown to include 90 teachers placed at 30 schools who impact the lives of over 5,000 students every day.

Recognizing that the achievement gap starts before kindergarten and widens as children progress through the school system, Teach For America established an Early Childhood Initiative in 2006 to bring more outstanding pre-K and kindergarten teachers to low-income communities. Teach For America offers an infusion of talent to support burgeoning pre-K efforts taking place across the nation.

As Teach For America seeks to expand its Twin Cities, Minnesota region, we are actively pursuing partnerships with local early childhood education providers which will allow us to place our corps members in pre-K classrooms. If provided a framework for doing so, Teach for America – Twin Cities will provide high-quality pre-K teachers for classrooms throughout our system (schools and community based organizations), strengthening our state's "early childhood education workforce" and "promoting early learning development outcomes for children," two of the focus areas for our Race to the Top application.

Sincerely,



Daniel Sellers  
Executive Director, Teach For America – Twin Cities



AN AMERICORPS PROGRAM



technology so you can teach

October 10, 2011

The Honorable Mark Dayton  
Office of the Governor  
130 State Capitol  
75 Rev. Dr. Martin Luther King Jr. Blvd.  
St. Paul, MN 55155

Reference: Letter of Intent - Minnesota Race to the Top Application

Dear Governor Dayton:

As the Executive Director of TIES, I am delighted to have the opportunity to partner with you on Minnesota's application for funding through the Race to the Top Early Learning Challenge. I welcome the opportunity to be part of this important effort to develop improve outcomes for early learners.

We are aware that partnering with the Minnesota Department of Education (MDE) on this proposal will involve:

- Leading a Prekindergarten Cooperative Personalized Learning Plans (CPLP) expansion advisory group to review the current CPLP, survey potential users (e.g., parents, Early Childhood Educators, various geographic and cultural groups) and to plan for revisions and refinements to the software that will increase its utility in ELD programs.
- Adapting existing software to produce a web-accessible format appropriate for use in ELD programs
- Piloting the improved version in ten sites that subscribe to the current software version, including the four place-based Target Communities
- Planning for statewide use, including development of a business plan for long-term sustainability

We support the efforts of MDE to improve the connection between assessment data and instructional decision-making in early childhood, and feel strongly that the return on investment is maximized when interventions are delivered as early as possible. We are excited to contribute to this effort, and believe that our innovative software positions us uniquely to support the goals of the Minnesota application.

TIES looks forward to working with MDE on this project. I strongly believe that this proposed work will contribute greatly to advancing educational outcomes for children in Minnesota, and informing the education community nationwide.

Sincerely,

Elizabeth Schweizer  
Executive Director

# UNIVERSITY OF MINNESOTA

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Twin Cities Campus

*Center for Early Education and Development  
University of Minnesota  
1954 Buford Avenue, Suite 425  
Saint Paul, MN 55108-1062  
612-625-3058; Fax: 612-625-2093*

October 10, 2012

The Honorable Mark Dayton  
Office of the Governor  
130 State Capitol  
75 Rev. Dr. Martin Luther King Jr. Blvd.  
St. Paul, MN 55155

Dear Governor Dayton:

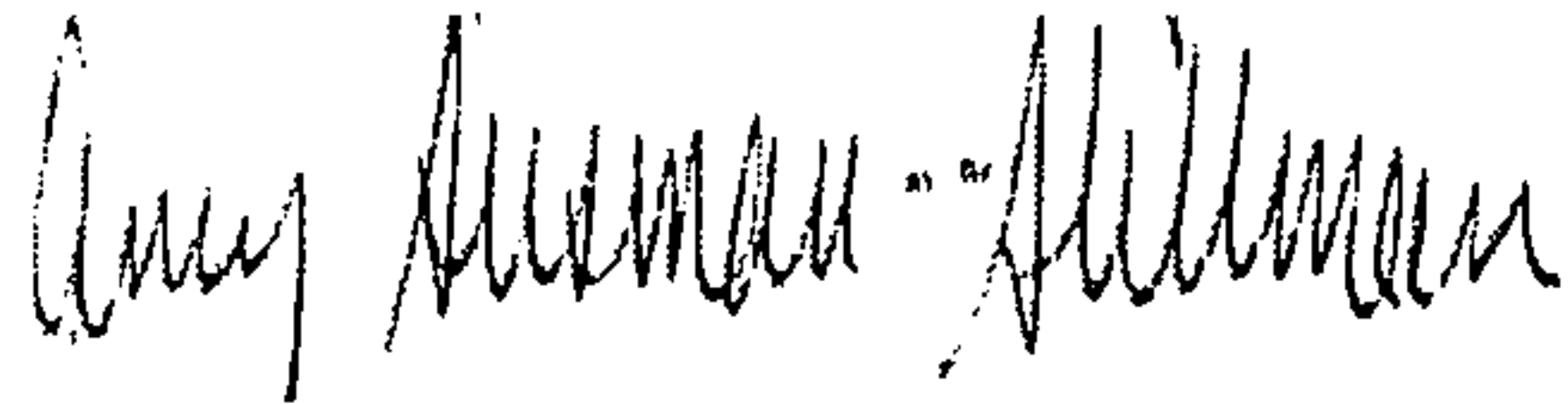
It is with the utmost delight, as well as with a sense of urgency that the Center for Early Education and Development (CEED), part of the College of Education and Human Development at the University of Minnesota, expresses our enthusiastic support for Minnesota's Race to the Top-Early Learning Challenge application. In our opinion, the time has come for Minnesota to take its early childhood initiatives to the next level, and we feel a strong sense of commitment to improving the infrastructure and quality of Minnesota's early learning and development system. Our enthusiasm is shared by both Dean Jean Quam and Associate Dean David Johnson, who have demonstrated the commitment of our College to promote the quality of early childhood education through research, undergraduate and graduate-level training programs, and they support this application and our potential role in it.

CEED, which has been part of the University and broader community for over 30 years, has as its central goal the improvement of developmental outcomes for children through its tripartite mission of research, professional development and policy education/outreach. Most recently, our evaluation work for the Minnesota Early Learning Foundation, the Minnesota Departments of Human Services and Education, and myriad Minnesota organizations have contributed to the state's knowledge about effective early care and education programs. Furthermore, we have played a central role in Minnesota in promoting high quality professional development for a wide range of early care and education professionals. In particular, our Assessment and Training Center (ATC) has played a leading role across the state in building the knowledge and skills related to program quality tools.

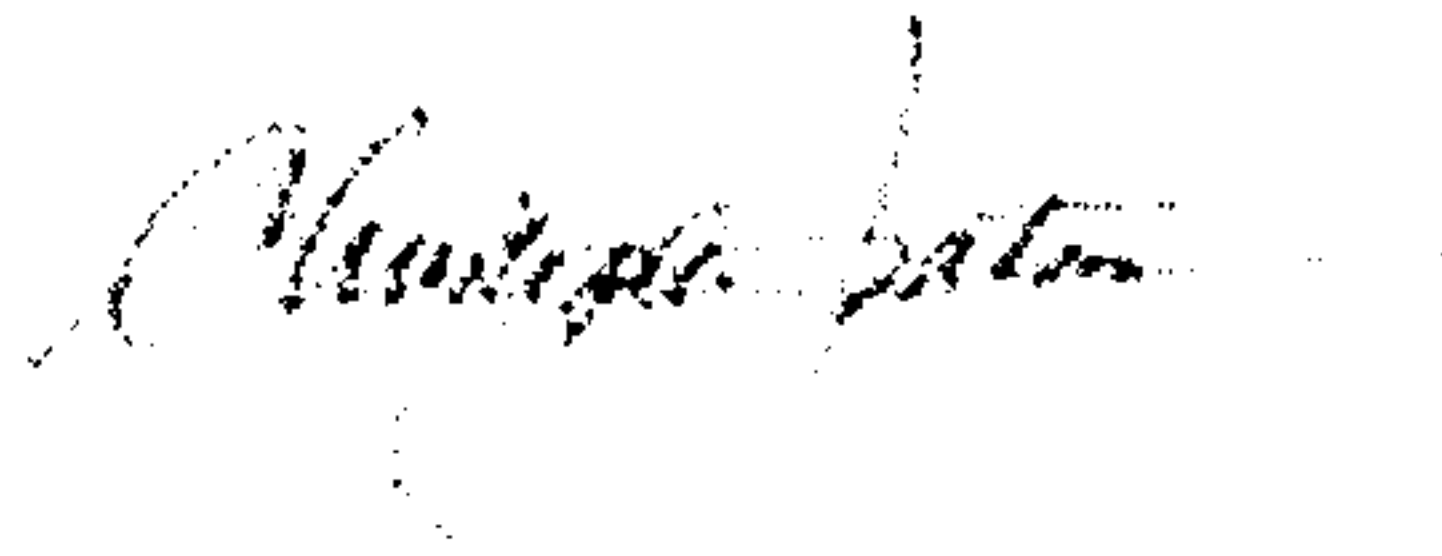
We are particularly positive about Minnesota's Race to the Top-Early Learning Challenge application because we see the opportunities to promote early learning and development outcomes for children through a skilled early childhood education workforce, especially in the area of early childhood assessment. While early childhood assessment has received a great deal of attention in the last few years, there is still much to be done to incorporate the principles of appropriate assessment and its links to improved quality into the early care and education infrastructure in Minnesota.

We welcome both the challenge and the opportunities this application brings, and feel confident that together with our local and state colleagues, our collaborations can bring a greater coherence, structure and strength to Minnesota's early learning and development system.

Sincerely,



Amy Susman-Stillman, Ph.D.  
Co-director



Christopher Watson, Ph.D.  
Co-director