



Minnesota Preschool Development Grant (PDG) Birth-Five (B-5) Renewal Grant

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Project Summary/Abstract

Project Title: Minnesota Preschool Development Grant (PDG) Birth-Five (B-5) Renewal Grant

Applicant Name: Minnesota Department of Education (MDE) with the Minnesota Children's Cabinet (MCC) and the Departments of Health (MDH) and Human Services (DHS)

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Minnesota will make significant further progress toward the federal goal of coordinating and leveraging Federal, State, and local early care and education investments, while also continuing to pursue *our state vision of focusing on children experiencing racial, geographic, and economic inequities, in order for all children in Minnesota to be born healthy and able to thrive within their families and communities*, with the proposed PDG B-5 Renewal Grant project.

Our state will prioritize the objectives identified as needed by our communities in this work with the Guiding Principles of: intersectionality, interagency collaboration, whole family approach, racial equity, geographic responsiveness, trauma-informed, and inclusion and belonging. Key project activities include:

- **Coordinate community engagement initiatives** across the departments of Health, Human Services, and Education (Activities One and Two)
- **Ongoing evaluation efforts** to promote continuous improvements (Activities One and Six)
- **Collaborate** with agency leaders to demonstrate and address the intersectionality and complexity of early childhood and family wellbeing (Activity Two)
- Implement **Help Me Connect** as a one-stop shop to refer to services and navigate prenatal and 0-8 resources (Activity Three)
- **Support capacity building around trauma-informed practices** for a diverse, flexible, and experienced early childhood workforce (Activity Four)
- Convene **Communities of Practice** to share promising local efforts (Activities Four and Five)
- **Hubs: fund Tribes and tribally-affiliated organizations, counties, schools, cultural-community based, and other regional partners** (Activity Five)
- **Provide subgrants to promote community solutions** for community identified problems—prioritizing families of color and American Indian families (Activity Five)
- Engage in a planning and iterative development process for **a cross-agency, tech-based solution** for data sharing, service, and eligibility coordination (Activity Six)

Activities were selected based on the findings of a recent Minnesota Office of the Legislative Auditor report, results of a comprehensive needs assessment with targeted communities, and the on-going work and priorities of each involved state agency in order to strengthen agency collaboration and community capacity. All activities support one another and all agencies will be involved in each activity.

The completion of these project activities, including the information gained through coordinated needs assessment and evaluation efforts, will allow Minnesota to update our Strategic Plan by the end of the renewal grant period so it remains a living document that guides statewide work toward our mission of *creating an equitable system that supports pregnant and parenting families with young children*.

Project Description

Additional Eligibility Documentation

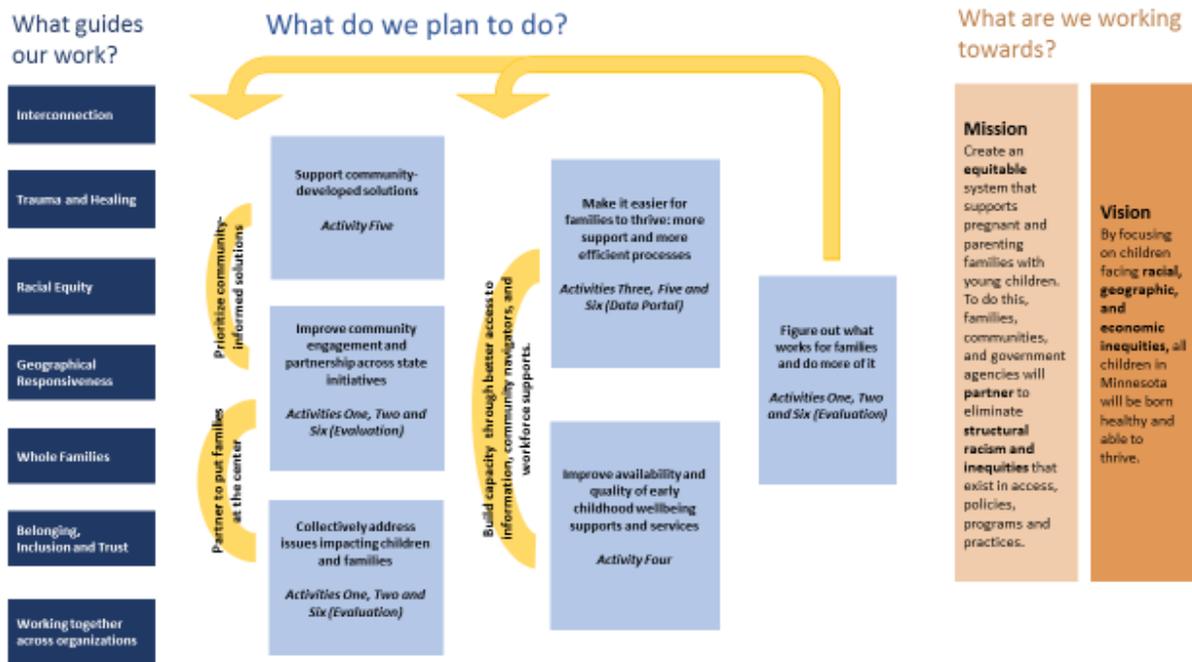
Minnesota was awarded a Fiscal Year 2018 Initial Grant under funding opportunity number HHS-2018-ACF-OCC-TP-1379 and is therefore eligible to apply for funding under this announcement. A letter on Governor Walz’s letterhead designating the state entity that will have responsibility for the execution and administration of this grant is provided in the Appendices.

Expected Outcomes

Please see the Logic Model on p. 55-57 for short and long term expected outcomes.

Approach

Minnesota’s PDG B-5 Renewal Grant Theory of Change



Approach - Activity One: PDG B-5 Statewide Needs Assessment

1. Status of periodic statewide B-5 needs assessment. Minnesota is on track to complete and

submit a full needs assessment in the fall of 2019. The state entered the initial grant year with a significant amount of relevant needs assessment data. Recent federal, state, and community efforts were inventoried in order to identify additional questions and gaps that needed to be addressed. The needs assessment process was co-created with community members and state agency staff serving on the 35-member Planning and Advisory Committee representing 21 organizations (counties, local public health, four state agencies, nonprofits, foundations, etc.), including 10 community-based grantees who conducted 3 rounds of community engagement.

Minnesota spent a considerable portion of the last year filling identified gaps with additional input from our most impacted communities to better understand their needs in order to create a strategic plan for a comprehensive, accessible, birth-to-five mixed delivery system. Critical input was obtained through: executing agreements with ten community grantees statewide for community needs assessments, holding over 100 convenings statewide and engaging over 1,000 individuals - mostly parents - in person. Meetings were held in nine languages and engaged all eleven Tribal Nations. There was also a survey with 200 respondents. Individuals with the following roles were engaged in listening sessions, focus groups, or interviews: Advocates, Family-Based Child Care Providers, Grandparents, Head Start Grantees, Head Start Parents, Health Care, Business, Child Care Centers, Community Health Organizations, County Administrators, County Commissioners, County Local Public Health, Early Childhood Special Education, Home Visitors, Institutions of Higher Education, Legislators, Nonprofits, Parents, Philanthropy, Professional Organizations, Public Schools, Schools District – Early Childhood Coordinators, State Agency Staff, and Tribal Nations.

Minnesota recognizes that community engagement cannot end after this needs assessment and strategic planning process. Ongoing bi-directional communication is required to ensure the

state is working towards inclusive and responsive programs, policies, and practices. Findings from the needs assessment include that communities want this work to be successful, they are concerned about the ability to turn feedback into action items, and that they want to continue to be involved in the process. Minnesota will succeed if we continue to identify needs and problem solve together. Moving forward, the state will leverage other federally required needs assessments for collective impact and to optimize community engagement, including Title V Maternal and Child Health Needs Assessment, and the 2020 Maternal, Infant, and Early Childhood Home Visiting Needs Assessment.

Minnesota will publish an updated needs assessment report at the conclusion of the PDG B-5 Renewal Grant in 2022. The same processes, at a minimum, will be used to complete the update as were used for the initial report - community engagement and open feedback loops to ensure the content accurately reflects the feedback shared by stakeholders. The state will continue to build relationships and expand who is engaged in the needs assessment and strategic plan process with Renewal Grant funding. We will again prioritize the voices of those facing inequity through race, geography, and income and families - 73% of community engagement participants identified as parents in 2019. Existing councils, task forces, advisory groups, and professional organizations will be engaged as well as PDG B-5 subgrantees (Implementation Hubs and Community Solutions, as described further in Activity Five) to gain further community feedback. This approach will ensure a diverse selection of stakeholders. Minnesota's Program Performance Evaluation (PPE) Plan includes a process evaluation, which will inform the comprehensive needs assessment update. The needs assessment update will be iterative throughout the Renewal Grant period. The Timeline section on p. 53-54 contains the related needs assessment activities.

2. The process used in completing a needs assessment. All required elements have been addressed within Minnesota’s needs assessment, most through significant community engagement. Using the community engagement process, and in partnership with the Planning and Advisory Committee, definitions of key federal terms including quality early childhood care and education, availability, and children in rural areas were created. This process was also used to describe populations of children who are “vulnerable” or “underserved”: American Indian and African American families; families of Hispanic, Asian, Pacific Islander, Middle Eastern, and African descent; as well as families of different faith traditions, people of differing abilities and orientations who – depending on circumstance – may be experiencing barriers to opportunities in health, wealth, education, and more. These inequities and barriers have been systematically caused by policies and structures that are rooted in historical trauma, racism, slavery, internment, and other oppressions. In order to support all families to thrive, the state must consider historical context and how the work proposed truly supports families experiencing barriers to opportunity. Moving forward, Minnesota will use language of opportunity when describing “vulnerable” and/or “underserved” communities.

Identifying the current quality and availability of early childhood care and education (ECE), including availability for children experiencing barriers to opportunity, was informed by community engagement, reviewing existing research and needs assessments within the state, and grant activities like Parent Aware (QRIS) future directions and workforce recruitment. Quality and availability of services included findings from focus groups on supports for transitions from prekindergarten to kindergarten and beyond, multilingual parent interviews, parent communication strategies research, and grant activities about hubs, workforce competencies, mental health consultation, and a trauma-informed toolkit. The unduplicated number of children

being served in existing programs and the unduplicated number of children awaiting service in such programs was developed in partnership with a cross-agency workgroup using Minnesota's Longitudinal Data System, the Early Childhood Longitudinal Data System (ECLDS).

Identifying gaps in data or research about the quality and availability of programming and supports for children B-5, considering the needs of working families and those who are seeking employment or in job training, as well as describing the gaps in data or research that are most important for the state to fill in order to meet the goals of supporting collaboration between programs and services and maximizing parental choice, was completed with consultation from state staff. Staff from five state agencies were engaged, with special attention to staff who serve in research functions. Initial information was compiled through a state staff listening session and built upon with review of existing needs assessments. This same process was used for analyzing and describing the barriers to the funding and provision of high-quality early childhood care and education services and supports, and identifying opportunities for more efficient use of resources. Community engagement highlighted barriers to community members on how they access services, which provided additional information for state staff to identify opportunities for efficiency in the use of resources and funding barriers. Early childhood facilities content in the needs assessment was primarily compiled through the review of existing needs assessments and research within the state.

3. The collaborative process used to collect information. The backbone of the needs assessment information is from community engagement. Data collected in the first round of engagement was analyzed and interpreted through a contractor in partnership with the Planning and Advisory Committee. The ten community based grantees then went back out to community and conducted a second round of engagement to ensure the priorities of the first round were accurately reflected

(Did we hear you right? Does this reflect your values?), and to prioritize the themes to help inform action steps for the strategic plan. The final round of engagement will take place November – December 2019 and will include sharing back of the strategic plan and contributing to the Program Performance Evaluation Plan. Significant stakeholder engagement took place throughout many PDG B-5 Initial Grant activities, including multilingual learner parent interviews, focus groups on transitions, parent communications focus groups and interviews, learning partnerships with ten schools and one Tribal Nation, state led listening sessions, and interviews about data sharing. Lessons learned from reviewing dozens of existing needs assessments and other grant activities will be included in the PDG B-5 Initial Grant final report.

Approach - Activity Two: PDG B-5 Statewide Strategic Plan

1. Minnesota has developed and will implement a strategic plan. Minnesota is on track to submit a complete strategic plan in the fall of 2019. The strategic plan will be for the time period of 2020-2022. Building off the needs assessment process, the strategic plan included significant community engagement and is driven by the lessons learned within the needs assessment. The Planning and Advisory Committee identified community-informed guiding principles that must permeate through all work within the strategic plan, including: the intersectionality of all issues impacting children and families, interagency collaboration, geographic responsiveness, racial equity, trauma-informed, whole-family approaches, and inclusion and belonging.

The draft strategic plan was co-created with the Planning and Advisory Committee based on the needs assessment. State staff were then engaged in identifying action items to meet the goals and strategies identified within the strategic plan. Minnesota defined sections of the strategic plan that will be implemented collaboratively by the departments of Health, Human Services and Education and sections that will use the levers of the MCC, including housing and transportation.

Minnesota strived to make a strategic plan that is actionable. We heard from community that they want us to be successful and they want to see action. We did not overpromise, but we did stretch ourselves to do better. The plan outlines how the state will work to further coordinate systems and get children and families what they need with the least burden. It also outlines open feedback loops with community to make sure that the actions of the state are responsive to their needs and to ultimately ensure that we are good stewards of the public dollar and are held accountable to meeting goals.

The current strategic plan will be updated again at the conclusion of the PDG B-5 Renewal Grant, in winter 2022. Given the successful approach for the 2020-2022 strategic plan, and the anticipated significant progress that will be made during the Renewal Grant period, a similar process to the one used during the initial grant year will be used. The strategic plan will build on the needs assessment process, which engages a wide variety of stakeholders and has ongoing feedback loops with community as described under Activity One. The strategic plan process will engage – at a minimum – the same advisory councils and task forces, as well as community through partnering with the PDG B-5 subgrantees. Again, it will also prioritize the voices of families and communities, particularly those identified as focus populations through the needs assessment process. The Timeline section on p. 53-54 contains the Strategic Plan activities.

Like the 2020-2022 strategic plan, the 2023-2025 strategic plan will focus on building a comprehensive early childhood care and education B-5 system and will identify and strengthen partnerships, collaborations, coordination, and quality improvement activities. Ultimately, the strategic plan will be used to leverage policy alignments, program quality, and service delivery across ECE settings and services in the B-5 system. The 2020-2022 program evaluation will support responsive and inclusive policies, practices, and programs in response to open feedback

loops with community that will help Minnesota assess current federal, state, and local statutory requirements - and identify any potential barriers or roadblocks that these requirements have on future coordination. Specifically, the strategic plan will address transitions of children from infant-toddler programs to preschool programs to elementary schools, and broader support for improved coordination and collaboration among early childhood programs and initiatives.

Through this work, the plan will provide a framework for how the state will increase the overall participation of children in high-quality ECE programs, services, and settings within and across a mixed delivery system. Ongoing, coordinated evaluation will allow Minnesota to use indicator data to assess progress, assess key desired outcomes, inform cost and resource efficiency, and support continuous quality improvement. The plan will build on the state’s vision statement and take into consideration the goals and activities in the logic model on page 55-57. The strong governance structure in Minnesota will ensure that the strategic plan is once again actionable.

2. What was learned from each of the key activities in the initial grant year and the implications of that learning for future activities, including what Minnesota is now doing differently than it was doing prior to the initial grant. The strategic plan leverages what was learned during the PDG B-5 needs assessment and initial period activities to determine key future work, including:

Key Activities in Initial Grant Year	What was Learned	Implication for Future Activities
Needs Assessment	<p>There is a need for increased access to child care, work force, employment, transportation, health care and more. There are needs for navigation, to link children and their families to community based services and supports, and provide care coordination. Tailored supports are needed for families with children with disabilities, parents with criminal backgrounds, male caregivers, multilingual learners, and others.</p>	<p>This work will continue as findings from the needs assessment inform the strategic plan and all activities within the Renewal Grant. Activity One will be used to update the needs assessment.</p>

Strategic Plan	Findings through all projects that communities have meaningful solutions to their own identified challenges that the state must invest in, learn from, and share-out. There is a need for cross-agency partnership, or mixed delivery, at the state and local level, including partnership with Tribal Nations.	Strategic plan goals and strategies will be directly implemented within the Renewal Grant period. The Strategic Plan will also be revised by the end of the Renewal Grant period.
Data Sharing and Eligibility Coordination	Findings through a data sharing workgroup and community engagement that there needs to be better data sharing in order to coordinate eligibility and services for families.	This work will continue to be an iterative process and explored through the proposed data portal described in Activity Six.
Identifying Effective Parent Communication Strategies	Through literature review, diverse focus groups of parents, and interviews with community-based organizations, the state learned that trust, two-way communication and technology are three key ingredients to effective marketing strategies with parents.	These findings will guide how work is done moving forward and explicitly inform Help Me Connect in Activity Three.
Exploring a Community Hub Model	A literature review, plus community engagement feedback, provided information on existing hub models state and nationwide and the need for culturally and linguistically relevant services.	This work is moving forward through funding hub models through subgrants in Activity Five.
Building Cultural Competence in Early Care and Education Leaders	State staff participated in an 8-month equity training, including intensive workshops, group projects, and site visits.	Next steps for equity training group projects are incorporated as action items in the state’s strategic plan.
Supporting Transition from Early Childhood through Kindergarten	Several focus groups on what is needed for effective transitions were conducted. A transition toolkit was created with videos, infographics, and a white paper.	The transition toolkit will be made available and promoted through the communications contractor and Help Me Connect (Activity Three) and P-3 Collaborations. Training will also be provided at the Transition Summit.

<p>Increasing Research and Supports for Multilingual Learners</p>	<p>Findings from multilingual parent interviews include that parents equated the loss of home language to child’s loss of identity and broken ties with family, both immediate and extended. Parents also shared that speaking the home language was often undervalued in the English dominant learning environments, which has led to feelings of shame and avoidance to speaking the home language.</p>	<p>Lessons learned from the parent research component on the importance of multilingual learners are embedded within the Help Me Connect model, informing the Parent Aware training system and P-3 Collaboratives, and likely through subgrants as well.</p>
<p>Ensuring the Cross-sector ECE Workforce is Sufficient, Highly Skilled, and more Racially Diverse</p>	<p>Workforce activities and the community needs assessment find the need to have a well-supported workforce, including well compensated with access to professional support. The workforce must have a shared language with community, be trauma-informed, and culturally diverse and responsive.</p>	<p>This work will continue in Activity Four through supporting existing providers with mental health consultation, training on trauma informed care, and the updated Knowledge and Competency Framework, along with intentional recruitment and support for new early childhood professionals.</p>
<p>Creating a Trauma-informed Toolkit</p>	<p>Work is in progress to create a toolkit, including trauma-informed curricula, competencies, and products that focus on early child development and transitions.</p>	<p>Components of the trauma-informed toolkit will be implemented through the subgrants (hubs) in Activity Five and in workforce development in Activity Four.</p>

3. Minnesota has included, incorporated, and aligned comprehensive support services focusing on health, mental health, nutrition, social services, early intervention, special education, and other areas or groups. Comprehensive support services are critical components of the strategic plan. As our partners at Children’s Defense Fund Minnesota say, “Families do not come in pieces.” Health, mental health, nutrition, social services, early intervention, and special education have all been identified as needs. When defining focal populations for PDG B-5 work, children and families with disabilities were one of several populations identified as underserved. IDEA Part C and Part B staff partnered closely with the PDG B-5 Initial Grant project and will

continue to during the Renewal Grant, particularly on the Family Navigation and Central Intake Model (Help Me Connect, described more in Activity Three, based on the National Help Me Grow Model), which will be a tool to support early intervention and connection to social services and economic, mental health, health supports, and other services and supports. The need for mental health assistance was a particularly strong finding within the needs assessment process. Therefore, a staff person from the Behavioral Health Division at DHS is on the PDG B-5 Planning and Advisory Committee. This person supports work on increasing Early Childhood Mental Health Consultation, a culturally affirming mental health prevention service focused on building the adults' capacity to support infant and young children's emotional development and to prevent, identify, or reduce mental health challenges (described further in Activity Four).

4. How Minnesota is already spending money differently and/or plans to do so because of what was learned in the initial grant year; how funding has been aligned; what greater efficiencies have been realized, are beginning to be realized, and/or are targeted for future realization; and what additional funding streams are being engaged to create greater efficiencies and more unified and holistic program delivery system serving children from birth to school entry and as they transition. Minnesota has already made changes in response to lessons learned through the needs assessment and strategic planning process. Most importantly, relationships were strengthened to be able to better coordinate statewide efforts, particularly federal efforts, such as the Minnesota Two-Generation Policy Network, Family First Prevention Action, the Substance Abuse and Mental Health Services Administration's Systems of Care Grant, Title V Maternal and Child Health Needs Assessment, MIECHV, Head Start, IDEA Part C and IDEA Part B, the Office of Planning, Research and Evaluation – Child Care Policy Research Partnership Grant, and the Child Care and Development Fund. DHS and MDH partnered to supported local

demonstration models that offer home visiting services to teen parents who receive Temporary Assistance to Needy Families (TANF) services. The partnership between TANF and Family Home Visiting programs leverages resources to improve family outcomes. In addition to increasing collaboration across state agencies and programs, the project improves service coordination and delivery at the local level for teen parents by implementing one coordinated set of services for these young families. As mentioned before, the state is also actively exploring opportunities for streamlining community engagement and coordinating federally required needs assessments. This work is in conjunction with a statewide priority for increased community engagement by the Governor Walz-Flanagan administration. Through community engagement, relationships were built to start conversations on the public-private partnerships needed in order to work toward a key finding in the strategic plan - the need for better data sharing.

The state is using existing funding differently and thinking about how that will relate to sustainability. Millions of dollars from three different funding streams - TANF (Federal), Child Care Development Fund (Federal), and Disparities Grant (State) - at DHS are being leveraged for a community solutions focused grant, Whole Family Systems. Several state and federal funding streams have been identified that fund different entities for similar purposes. As one county said, “the result is [families] have to tell their information multiple times to multiple people – and this forces them to relive their trauma.” The state would like to move towards a no-wrong-door approach by creating tools during the PDG B-5 Renewal Grant project that would empower all who work with families to be able to connect them to services directly and coordinate so families tell their story fewer times. To continue this work beyond the project period, funding will be leveraged between several existing funding streams that have shared goals, as described in the Project Sustainability Plan on page 58-61.

Approach - Activity Three: Maximizing Parent and Family Knowledge, Choice, and Engagement in their Child's Early Learning and Development

1. Minnesota's current and proposed activities to learn from parents what they want and need to know, and to better inform all families, including families with English as a second language and families who have a young child with a disability, about, and connect them to, existing resources, services, and programs across the B-5 system; empower family choice and engage families in their young children's care and education. The current early childhood system requires families to tell their story multiple times and go to several sources to get the information and services they need. As a principle of two-generation work, the burden must be on the system and not the family. Minnesota families need an easier way to learn about, choose, and access services and resources. We have heard this need repeatedly from a variety of groups. Minnesota PDG B-5 community needs assessment results and data sharing interviews with parents and early childhood providers from local education, health, and human service agencies elevated navigation as a top challenge in every geography. State community engagement efforts through the Help Me Grow expansion, the Title V Maternal Child Health needs assessment, and the Early Childhood Systems Reform projects also highlighted the need for navigation of complicated systems, particularly culturally and linguistically responsive navigation. While statewide child-care referral systems are already in place through the website Parent Aware.org and Child Care Aware of Minnesota, the state learned during the PDG B-5 Initial Grant that deficit-based outreach strategies are not effective for engaging with families from diverse communities. The state must invest in relationship-building and community organizing from the inside, with and by community members as intermediaries. Tribes in Minnesota recommended a distinct approach

for tribal and urban Indian services and that each tribal nation be approached separately for their degree of interest and involvement.

The proposed family navigation and central intake model – Help Me Connect – will assist families to get the culturally-responsive and geographically-relevant information and services they are seeking, and help those who work with families scaffold resources and services. In Minnesota, there is currently a statewide point to access early childhood special education (Help Me Grow Minnesota) and a Quality Rating and Improvement System (Parent Aware) providing quality ratings to child care and early education programs based on a One-to-Four-Star scale. These ratings, shared on ParentAware.org (Minnesota’s federally required comprehensive consumer education site), provide a quality framework for families to consider when searching for a child care and early education program for their child, health and safety information for licensed programs, and points to information on other supports (i.e.: nutrition programs, housing support, health care coverage, refugee resettlement information, and housing assistance). However, there are many other essential services that are unknown or hard to access for families – including early childhood and parent mental health services, health services, parenting supports, family stability and financial resources, and more.

DHS, MDE, and MDH have been working with early childhood partners around the state to address how families can learn about and choose essential services that are available. Together they identified the solution of expanding and building on Minnesota’s Help Me Grow in order to provide a one-stop option (Help Me Connect) to help families and referring providers more easily find and connect to a wide range of prenatal and early childhood (birth through 8 years) services that support healthy child development and family well-being, including basic needs. Minnesota’s Help Me Connect will provide a centralized access (“no wrong door”) approach to

access existing local services that support healthy child development – including multigenerational supports for parents and families.

The overall aim of Minnesota’s Help Me Connect is to improve equitable access and outcomes for early identification and services which address both developmental and behavioral health, as well as social determinants of health (i.e. Minnesota Family Investment Program, WIC, housing, safety, high quality child care), for communities most affected by racial, economic, and geographic disparities. This system will aid person-to-person consultation and support local providers who have direct connections and trusted relationships with young families. It will also address the need for transitions support between programs to scaffold services for families and will refer families directly to programs, including the developed transitions toolkit. When linked to the data sharing technology solution (Portal, described in Activity Six), it has the potential to better coordinate services, offer follow-up, and use a common application. Further, when coupled with Bridge to Benefits (as described in Activity Five), it will also determine eligibility for services which address the aforementioned social determinants of health.

Current work with available funding is integrating statewide partners’ recommendations by building an early childhood services resource database and a one-stop way to navigate these resources based on need. This online resource navigator currently focuses on local referrals to providers across family/child-serving systems. Local focus groups and testing with rural, tribal, and diverse urban areas helped to shape this navigator. The next step is to engage local communities to test the navigator for access and referrals to evidence-based services that target prenatal to age 8 services, and to guide state infrastructure development and provider training. By working with diverse local communities, the state will learn how to best continue

development of this supportive infrastructure, and a more coordinated and family-centered early childhood system. The state will be piloting a unique model of electronic developmental and mental health screening through Help Me Connect that focuses on equity of access by addressing language, literacy, and flexibility of administration and care coordination needs.

Work during the PDG B-5 Renewal Grant project will support further development of a statewide early childhood system that is designed by and for people experiencing barriers to opportunity with the capability to demonstrate improved outcomes in population-level children's developmental health and family well-being within communities. **A statewide data system to track early childhood developmental and social-emotional health indicators and outcomes in this way has never been possible - developing it will allow Minnesota to better identify gaps and barriers to improve population-level child development outcomes.**

A resourced and intentional partnership approach will be used via a competitive subgrant process (described in Activity Five) to work with communities most affected by racial, geographic, and economic inequities to design, test, implement, and evaluate the electronic screening and referral access data systems as a part of implementing the Help Me Connect centralized access system. The partners across all levels in this project (State, County/Tribe, schools, and place-based communities) will each bring a unique perspective regarding the strengths and barriers occurring in the early childhood system. Therefore, it will be a first priority to identify the unique concerns and needs of each funded community. A Community of Practice (also described in Activity Five) will be formed to provide technical assistance for subgrant recipients. Minnesota will work to ensure that this system works effectively and equitably for the highest risk families who experience the most significant disparities and the local providers and programs who serve them.

The family-informed and equitable systems developed through this project will then be spread statewide to better connect with and support high-risk families and children and to improve coordination and access to early childhood resources for families experiencing significant disparities. This new electronic screening and referral access tracking system, when linked to existing population data in ECLDS, will enable us to connect information for these core indicators to population-level child developmental outcomes. Additionally, **the integration of Help Me Connect with the data portal** (described in Activity Six) **system will begin work on a statewide, child-level, real-time data system that has the potential to track developmental and mental health screening, referral, and connection to services; improve care coordination across sectors for children and their families; and, when linked to ECLDS, allow Minnesota to measure and evaluate core indicators of the state’s early childhood system, the state of children’s healthy development, and family well-being.**

2. Minnesota’s active partnerships to ensure all families, including tribal families, families with English as a second language, and families who have a young child with disabilities, are informed about and connected to other services needed, such as housing, food, training or employment programs, income supports, health and mental health, and efforts to support families with child care. Help Me Connect is a direct response to thousands of Help Me Grow referrals that are sent electronically through MDE to local school districts. Last year, there were over 22,000 referrals into this state-sponsored system (many more referrals are made directly to school districts). Each one of these referrals means that a parent, provider, family member, etc. had a concern about a child’s development and the current system is designed to connect these children to staff and services to only ONE area: early childhood special education. Help Me Connect’s purpose is to expand what currently happens to provide additional information and a

referral mechanism to numerous Minnesota prenatal – age 8 childhood services/resources (such as Early Childhood Family Education, Family Home Visiting, early childhood mental health, and Head Start). Families will also have a human “navigator” if they would like – to assist with making connections and to follow up to make sure needs are being met.

Help Me Connect was developed based on community-level feedback and support including a central intake work group, navigator focus groups, and tribal consultation. Parents and providers that participated in the needs assessments conducted through PDG B-5 Initial Grant and Title V Maternal Child Health needs assessment placed a strong emphasis on needing a navigator (electronic and human) and a one-stop shop for families that have young children. Help Me Connect is geared toward providers working with families. In the community assessment process, it was noted that families experiencing barriers to opportunity may not be successful navigating a website, but that many of them are involved in an early childhood program, such as WIC, SNAP, economic assistance, well-child check-ups, etc. The navigator is built to compliment the role of a provider as they work with the family and is geographic-specific. Providers are able to enter a family’s address and locate services in the community, develop a printable resource document that families can take with them if appropriate, and make referrals alongside or on behalf of families. Help Me Connect will include access to an electronic portal for developmental and social-emotional screening so families and providers can complete an age-appropriate screening instrument and receive immediate results. Help Me Connect referrals and follow up information are envisioned to be included in the PDG B-5 Renewal Grant data portal work (Activity Six) to assist providers/programs to have easier data sharing and access to understanding other programs the family may be eligible for or is currently involved in.

3. Minnesota’s plans that will ensure that families’ concerns are elicited and effectively

responded to, and that all families who have concerns about their child's development, are aware of an existing disability or delay, or are at risk for developmental delays, are informed about IDEA services, are connected to resources, and have access to high-quality inclusive early learning programs. Minnesota's current Help Me Grow system offers many resources about the development of young children for parents and professionals through the website and regional public awareness and child find outreach activities. These resources include information on developmental milestones, YouTube videos, caregiver strategies to support development, screening and evaluation, and how to talk about developmental concerns. Help Me Grow is part of Minnesota's statewide intervention system under IDEA which facilitates referrals to the Infant and Toddler Intervention and Preschool Special Education services at the local school district level. When there is a concern about a child's development, Help Me Grow provides parents and providers easy access to an electronic form and toll-free phone number to make a referral for a comprehensive, confidential screening or evaluation to determine eligibility for IDEA services at no cost. Help Me Grow referrals that come through the electronic system are immediately routed to local school districts and a follow-up mechanism is in place to check on any referrals that have not been accepted within 24 hours of notification. Help Me Grow will continue to provide parents and providers referral access to IDEA services during the PDG B-5 Renewal Grant period. The Help Me Connect online navigator, screening, and referral services will be available to work alongside local school districts and other ECE programs to assist teachers in learning about and connecting families to additional early childhood services that may be beneficial, such as housing, food stamps, and primary health care providers.

4. Minnesota's opportunities to improve family engagement and leadership in improving the

state's mixed delivery system, such as membership on advisory committees with meaningful involvement in designing and improving programs and services, interpreting continuous quality improvement data, goal-setting, strategic planning, and implementation of state efforts. How all families are supported and respected as leaders in these activities, and how families across geographic regions (urban, suburban, rural, etc.) and culturally and linguistically diverse communities are meaningfully engaged. Through the recent work of the Early Childhood Systems Reform effort, Minnesota stated a commitment to exposing and eradicating explicit and implicit racial and geographic bias, incentivizing authentic partnerships between government and communities, building trust of government within communities, and transforming government culture and operations to meet the needs of families and communities. In alignment with this commitment, Minnesota provides numerous opportunities for family engagement and leadership focused on improving the state's early care and education system. Starting with the MCC, there are two external advisory bodies that guide the work of the Minnesota Children's Cabinet, the Children's Cabinet Advisory Council and the State Advisory for Early Education and Care. Both are made up of individuals with the perspective of youth and families, diverse and underrepresented communities, and tribal and county leadership prioritizing family voice.

Within agencies there are numerous advisory bodies that include parent representatives, including, but not limited to, the Interagency Early Intervention Committees, Head Start Parent Advisory Council, Maternal Child Health Advisory Task Force, CCAP Community Partners Workgroup, and the Parent Support and Outreach Program. In addition, DHS is investing in two related initiatives: the Minnesota 2Generation Network and the Whole Family Systems and Community Solutions grant programs. They provide funding to geographically diverse local collective networks, which include parental membership on their advisory committees, to

conduct root cause analysis of pressing social issues; work in partnership with state and local government staff to identify the practice, program, and policy barriers contributing to the problem; and create and test solutions – guided by cutting-edge methodologies from the fields of Human Centered Design and Design Thinking. As described in Activity Five, the state will also create additional opportunities for families and communities to provide leadership in improving Minnesota’s ECE system through communities of practice.

Approach - Activity Four: Sharing Best Practices and Professional Development for the Early Childhood Workforce

1. Current and proposed professional development and best practice activities.

Training Trainers on Kindergarten Entry Assessments	Minnesota contracted with Teaching Strategies (GOLD), Pearson (Work Sampling System), and WestEd (Desired Results Developmental Profile) to provide train-the-trainer sessions on KEP-approved assessments and additional trainings geared towards administrators.
Transition Toolkit	In June 2019, seven focus groups took place with parents, early childhood education coordinators, kindergarten teachers, and elementary school principals. The learnings from focus groups help inform the development of an equity focused transition toolkit, which includes: four infographics on the Ready Family, the Ready School, the Ready Community and the Ready Child; three 5-minute videos about kindergarten transitions targeting specific groups - families, early childhood education and child care, and schools; white paper on best practices; and parent brochure. The toolkit will be piloted in the proposed hubs structure (Activity 5) through train-the-trainers and the P-3 Collaboratives.
Enhance Relationship Based Professional Development (RBPDP)	Conducted a strategic planning session on providing Mental Health Consultation to RBPDP Specialists. DHS is working to establish an Early Childhood Mental Health Endorsement, create a crosswalk between the RBPDP Credential and the Infant and Early Childhood Mental Health Endorsement, identify gaps and needs in professional development, and create a proposal to support Infant and Early Childhood Mental Health endorsements.
Regional Prenatal – Grade Three Leadership	The state is supporting the continuation of state P-3 work through collaborative, cross-sector partnerships that will work together to create and implement locally responsive P-3 systems that are coherent, coordinated, and comprehensive in 10 school districts and one Tribal Nation.

Trauma-informed Toolkit	National Center for Child Traumatic Stress will focus on how to update products, training curricula, implementation planning, and workforce supports to better incorporate trauma-informed practices and improve transitions from systems into local education agencies or elementary schools.
Improve Child Care Course Approval Process (Develop)	DHS led an effort to overhaul the child care training system’s course approval process. Suggestions from stakeholder meetings which will improve the process will be implemented in 2020, including closing loopholes, revising the process of how trainings are written and submitted, and a writer orientation course to help new writers, or those from other cultures, better produce workable and effective trainings.
Multilingual Learners	The state increased knowledge of the WIDA Early Years model with higher education, Parent Aware programs, the Professional Educator Licensing and Standards Board, school districts and social workers in order to build state capacity to support multilingual learners. WIDA also conducted a Parent Research Program to identify and better understand parent-identified needs of multilingual children and their families and produced a report with recommendations for improving services for multilingual children and families
Knowledge and Competency Framework (KCF)	The state is in the process of embedding competencies within the Knowledge and Competency Framework on trauma-informed, multilingual learners and cultural responsibility. That work is being piloted in institutions of higher education. Work will continue in the PDG B-5 Renewal Grant.
Workforce Recruitment	With a specific focus on ensuring racial equity in Minnesota’s ECE workforce, Minnesota is creating a series of messages and marketing pieces that are appropriate for diverse cultures (specifically targeting immigrant populations) that will be disseminated in culturally specific ways. The messages are being prototyped before being released publicly in early 2020. Future work will focus on ensuring adequate support for those reached to connect those interested in ECE careers to resources such as professional development advisors in Child Care Aware District Offices, First Children’s Finance for those wanting to start a business, and informal community-based supports such as local Family, Friend, and Neighbor networks through navigators at the Implementation Hubs.
Workforce Retainment	The state will expand access to the Early Childhood Mental Health Consultation model supported by DHS-Behavioral Health Division. We anticipate greater workforce retention across ECE sectors as a result of reflective supervision and implementation of trauma-informed care practices.

2. Efforts to improve the training and experience of B-5 early childhood care and education

providers in the state. Supports to ECE providers that are relationship-based and provide opportunities for feedback and consultation impact the retention of providers. The state has made a commitment to an Early Childhood Consultation model. The 2007 Minnesota Legislature

approved funds to enhance early childhood mental health capacity and provide mental health services to young children (birth to age 5) with a focus on uninsured and underinsured families. In August 2015, DHS awarded Early Childhood Mental Health Grants to create comprehensive mental health systems and services to meet the needs of their youngest children and their families. These grants strengthen infrastructure and support evidence-based, developmentally and culturally appropriate mental health services across a continuum of care to children, also birth to age five. Increased funding to subgrantees with PDG B-5 Renewal Grant funds will allow Minnesota to implement projects that include direct clinical and ancillary services, mental health consultation to ECE providers, and capacity enhancement.

ECE providers need to have training and experience to work with a variety of children, especially those who are experiencing barriers to opportunities. To improve the training experience for B-5 ECE providers, Minnesota will continue to make improvements to the training approval process for trainers and training sponsors and organizations so providers can receive credit for high-quality professional development. Improvements are based on the recommendations received through stakeholder engagement during the PDG B-5 Initial Grant and will be possible without PDG B-5 Renewal Grant funds. Additional tools to support providers in meeting each child where he/she is at are the updated KCFs, the trauma-informed toolkit, and transition toolkit. As these materials are ready for release, the state will create a professional development training plan and provide low-cost training across the state.

3. Strategies for developing or enhancing aligned credentials, certifications, and coursework across professional development and higher education, including articulation options, to support aligned systems of service provision and a career ladder for ECE professionals. Institutions of Higher Education will need support to embed the KCF (including updates for multilingual

learners and cultural responsiveness) and trauma informed practices into their coursework. This support will be developed and included as part of the roll-out plan for the above activities.

In addition, Minnesota's B8 Workforce Team is working to implement five of the thirteen recommendations found in the report *Transforming the Workforce for Children Birth through Age 8: A Unifying Foundation* created by the National Academy of Sciences (NAS). The team is a public-private partnership with representation from state agencies, Child Care Resource and Referral, Institutions of Higher Education, philanthropy, and Voices and Choices (a Minnesota Children's Defense Fund coalition focused on the needs of children of color and American Indian children from a race, ethnicity, and equity perspective). This team has a 10 year strategic plan outlining the necessary actions for developing and implementing comprehensive pathways with multiple entry points that allow individuals to join the early childhood workforce and continue improving their knowledge and skills through an establish educational continuum. These recommendations will guide this work.

4. Strategies already implemented or to be implemented to address the increased availability of qualified providers throughout the state, especially in rural areas. While Minnesota has many efforts underway that are focused on increasing the availability of ECE across the state, the increase in availability is not matching the need. The Governor's MCC has launched priority area-driven action teams to address needs. One is focused on ensuring sufficient access to child care for all communities. There are currently eight agencies participating in this work with a total of 23 cross-agency staff. This team will be setting targets, strategies, and action steps through a results-based accountability lens.

As outlined in the subgrants to communities detailed in Activity Five, Minnesota will explore the possibility of adding priority to opportunities funded based on geography and cross-

sector collaboration when proposals are centered on the need for access to early care and education. Existing efforts to support community solutions include DHS grants to the Minnesota Initiative Foundations in Greater Minnesota and the Rural Child Care Innovation projects through First Children's Finance. Communities of Practice (similar to the P-3 Collaboratives) will be scaled and implemented through regional entities (hubs, school districts, etc.). When ECE providers are well supported, they are more likely to be retained in their positions.

Communications strategies for recruitment of providers developed through the PDG B-5 Initial Grant will continue to be used in the Renewal Grant. Referenced above, the Minnesota B8 Workforce Team's strategic plan includes strategies for increasing the number of providers as well as retaining providers. This plan will be used to guide implementation.

Approach - Activity Five: Improving Overall Quality and Service Integration, Expanding Access and Developing New Programs (including subgranting)

Minnesota established a clear and detailed plan, including timelines, to improve overall quality, expand access to existing ECE programs, and develop new programs to address the needs of children and families eligible for, but not serviced by, such programs. Activities to improve areas identified in the PDG B-5 Initial Grant Needs Assessment will be prioritized, including those that will improve services for children experiencing barriers to opportunity.

The first phase of the project, in years one and two, will be infrastructure informing.

Minnesota will fund Tribal Nations and local collaborations to coordinate services, build capacity and pilot initiatives, and provide open feedback loops to ensure continuous improvement and responsive practice, policy, programs and systems for pregnant and parenting families with children through age 5 through two types of subgrants:

Implementation Hubs subgrantees test the centralized access and navigation systems (Help Me Connect) described in Activity 3 and begin migration of delivery of aligned existing state services.

Community Solutions subgrantees cultivate and/or sustain authentic community engagement systems and partnerships to promote community capacity, social capital, health and racial equity, and local action to better serve pregnant and parenting families with young children through the removal of family and community based risk factors and promotion of trauma informed, culturally responsive programs and services

Each funding opportunity promotes a targeted universalism approach - supporting universal access points with specific relationship-based programming based on cultural, economic, and geographic needs. **Subgrantees will participate in a community of practice in order to inform future infrastructure building, sustainability efforts, and system improvement.**

Possible topic areas are outreach and engagement, trauma informed practice, Help Me Connect, building community capacity, building cross-sector partnerships, and referral and follow up.

The second phase of the project, in year three, will be infrastructure building and sustainability. Based on the lessons learned in years one and two through the explicit Plan, Do, Study, Act cycle with each of the local sites, the state will lift out community-centered, data-informed evidence to guide infrastructure building, sustainability efforts, and system improvement. **From the subgrants, Minnesota will learn how and where the state should invest to ensure that the universally designed central intake and navigation system (Help Me Connect) can continue to be supported by relationship and trust based navigation models at the local level that allow for more access of state programs and services by previously hard to reach and underserved communities.** Multiple funding streams could be made available to these efforts moving forward including, but not limited to, Early Learning Scholarships, Community Based Child Abuse Prevention (CBCAP); Children’s Trust Fund (CTF); and the Maternal Child Health Block Grant (Title V). The Timeline section on page 53-54 contains more detailed subgrant activities.

2. Activities, including the use of subgrants that indirectly improve the quality of local programs through the enhancement of early childhood systems components and infrastructure in need of improvement:

a. The specific needs as identified from the needs assessment, strategic plan, or other planning done by the State Advisory Council, as well as how these findings relate to the proposed activities. The community-based needs assessment conducted as a part of the PDG B-5 Initial Grant highlighted that communities throughout Minnesota require: 1) A fully functioning system that is holistic and addresses the interconnection of issues that are woven throughout families' lives; 2) Assistance accessing quality child care, medical care, housing, and transportation; 3) A supportive system that facilitates choice and agency for families, recognizing the unique needs of diverse communities and individual families; and 4) The state to fulfill its responsibility to provide funding, program opportunities, and resources to make services available and accessible to all, specifically those who face barriers to opportunity.

Building on what was learned during the PDG B-5 Initial Grant needs assessment process, the state then engaged communities throughout Minnesota in a process to prioritize actions the state can take to address these needs. Two of the actions communities prioritized highly statewide were: 1) Navigation help and human-centeredness (centralized access, navigator, parent educational resources, resource hub - 64% prioritized) and 2) Increased outreach to underserved communities (52% prioritized). An additional overarching or systemic issue was identified: Incentivize and/or support services for communities of color by their own communities (48% prioritized). The activities proposed directly respond to community-identified needs and action prioritization.

b. Plan for improving the states' early childhood systems components and/or the local program's capacity to use the system's components.

Implementation Hubs: The state will collaborate and coordinate with Tribes and urban Tribal communities, Counties, communities, schools, providers, and other regional partners to develop and support relationship-based programs and systems for pregnant and parenting families with children prenatal through age eight, with an emphasis on infants and toddlers. Developing an infrastructure to support collaboration and coordination is essential to each of the strategic plan goals. A one-size fits all approach to that infrastructure will not optimally serve families in the myriad of places and spaces in which they live, work, play, and grow. Thus, Minnesota's strategy is to create Implementation Hubs, which will serve as universal access points for families, and which promote specific approaches (based on race and culture, geography, and income) as relationship and infrastructure informing mechanisms.

Grantees will be supported in testing Help Me Connect (Activity 3), which offers centralized access and navigation for families in need of developmental and parenting programs, and Bridge to Benefits, which offers quick screening and direct referral for application assistance for an array of federal and state funded work support programs and tax credits that improve family economic stability and connection with programs that help families pay for and access childcare and early education services. Families may call in, use the online navigator, or walk in to a physical location and tell their story one time to an intake specialist and be referred to services that are meaningful to them and for which they are eligible in the areas of: special education, health and wellness, education, child care, cash assistance, housing, food security, and more. Supports in completing applications and getting connected with providers are provided through culturally and linguistically supportive staff within each Implementation Hub.

Implementation Hubs will serve many purposes beyond testing supportive systems – so that by the end of year 3, the state, Tribes, urban Tribal communities, counties, schools, and other partners are able to identify meaningful programs, services, and systems that both promote well-being and reduce family and community risk, including maltreatment. Learnings from the Implementation Hubs will inform how Minnesota designs prevention efforts and alignment for multiple agency efforts including, but not limited to, the Maternal Child Block Grant (Title V) and the Family First Prevention Services Act (FFPSA). Grantees will receive technical assistance in testing these systems and strategies supporting relationship-based work. Activities for grantees may also include, but are not limited to:

-Build and maintain cross-sector regional partnerships and leadership teams
-Build capacity to support pregnant and parenting families with children prenatal to age eight, with an emphasis on infants and toddlers
-Complete community health and racial equity assessments or audits
-Staff Implementation Hubs to be reflective of the communities (race, culture, language)
-Develop specific relationship-based strategies to meet the needs of the community around outreach and engagement of providers and families with identified feedback loops
-Develop region/community specific communications strategies
-Use qualitative and quantitative data to inform decision making
-Choose or develop strategies based on regional circumstances to reduce risk, adversity, and toxic stress and promote increased positive child and family outcomes
-Participate in continuous quality improvement including communities of practice to lift up lessons learned in testing Help Me Connect, P-3 Collaboratives, Transition Toolkit and evaluation
-Participate in a community of practice model of shared learning in order to inform infrastructure building, sustainability efforts, and system improvement.

Minnesota will develop a Request for Proposals (RFP) based on all the activities listed above.

Community Solutions: The community needs assessment as well as state data show that many of the strategies implemented to help communities, families, and children of color and American Indian children do not leverage existing community and family strengths – which under-utilizes many assets communities already possess. Supporting economic stability and safe stable nurturing relationships and environments (as defined by communities) at home, at school,

and in community systems are top priorities to promote healthy development and well-being for young children and their families. Strengthening community capacity and supporting community-sourced solutions are key strategies in achieving health and racial equity. In order to reduce and eliminate disparities, we need to first identify the inequities that exist within communities. Data currently shows that children of color and American Indian children are experiencing economic, health, and family stability risk factors at higher rates than white children. In many cases these risk factors may be caused by structural (or systemic) inequities.

The Minnesota Legislature directed MDH to establish the Community Solutions for Healthy Child Development grant program in 2019. The purposes of the grant program are to: 1) Improve child development outcomes related to the well-being of children of color and American Indian children from prenatal to grade 3 and their families. This includes, but is not limited to, the goals outlined by the DHS early childhood systems reform effort: early learning; health and well-being; economic security; and safe, stable, nurturing relationships and environments; 2) Reduce racial disparities in children's health and development, from prenatal to grade 3; and 3) Promote racial and geographic equity. Minnesota will use the PDG B-5 Renewal Grant to support a greater number of communities receiving Community Solutions grants. **PDG B-5 Renewal Grant subgrant funds will supplement, and not supplant, state funds.** Grantees will participate in continuous quality improvement through communities of practice and evaluation to inform infrastructure building, sustainability efforts, and system improvement.

c. The proposed project period length and number of subawards, and how the proposed length and number of awards support the use of PDG B-5 funds for the greatest impact. Minnesota proposes three years of sub-award funding comprised of the two phases discussed above. Minnesota will systematically invest in varying levels of local community-based partnerships.

This allows for documentation of strengths and barriers found at the varying levels to inform long-term scale up and sustainability planning, which will begin in year three.

<i>Implementation Hubs</i>
- \$2 million/year; Award floor: \$150,000; Award ceiling: \$300,000
- 6-10 subgrantees with priority points for those who serve: low-income, rural, homeless families, and families with children prenatal to age 8, with an emphasis on infants/toddlers
- Hubs will be funded at different levels including grants to Tribes and urban Tribal communities, counties and community partners, communities of color and cultural communities, greater Minnesota (rural) and urban communities.
- Identify and test the person-centered, relationship-based navigation framework that allows for most effective uptake of the Help Me Connect and Bridge to Benefits systems.
<i>Community Solutions</i>
- \$750,000/year: likely a mix of small and larger subgrants
- 5-15 subgrantees with priority points for those who serve families of color and American Indian families
- Improve child development outcomes related to the well-being of children of color and American Indian children from prenatal to grade 3 and their families;
- Reduce racial disparities in children’s health and development, from prenatal to grade 3;
- Promote racial and geographic equity.

d. The specific SMART objectives and deliverables for systemic improvement.

Related SMART objectives and deliverables for systemic improvement for this activity are included in Minnesota’s overall Program Performance Evaluation Plan on pages 44-46.

e. Estimated number of programs, children and families that will benefit from the activities

supported by subgranted funds. Each of the Implementation Hubs will connect at least 100 families to programs and services by the end of 2022, resulting in 600-1,000 families benefitting. 30 to 50 families will benefit through the Community Solutions Fund each year, resulting in 450-2,250 families benefitting by 2022. Therefore, the total number of families that are estimated to benefit from activities supported by the subgrant funds during the grant period is 1,050-3,250.

Approach - Activity Six: Monitoring, Evaluation, Data Use for Continuous Improvement

- Data Integration, Management, and Use
1. Status of the various aspects of data collection, management, and use: (a) not yet planned; (b)

envisioned; (c) in the planning process; or (d) already operational.

<i>Operational and Currently Integrated in Minnesota’s ECLDS:</i>
-Minnesota’s Child Care Assistance Program
-Early Childhood Special Education Data: Part B and Part C Services
-“State Pre-K,” including Voluntary Pre-Kindergarten, School Readiness, and School Readiness Plus
-Elementary enrollment and assessment data from public schools in order to see the status of children through the early elementary grades in relationship to their prekindergarten experiences
-Child Welfare
-TANF (Minnesota’s program is Minnesota Family Investment Program)
-SNAP
-Child care provider QRIS (Minnesota’s program is Parent Aware)
-Early Childhood Special Education Family and Child Outcomes
-Early Learning Scholarships
-Minnesota Common Course Catalogue (Minnesota’s course data system)
-Birth records
-Early Hearing Detection and Intervention
-Postsecondary data (for use with Minnesota’s upcoming parent linking project)
<i>Operational and Planning:</i>
-Integrated Family Home Visiting data from one local public health agency, the Saint Paul Ramsey County Public Health (SPRCPH) Family Home Visiting (FHV) program. All FHV data resides at the county and/or local level. Minnesota is finding ways to make the FHV data available through reports, and is also exploring the feasibility of extending this data integration opportunity to other counties
-Approximately 80 percent of Minnesota’s regular Head Start programs, and 60 percent of agencies (including tribal and migrant), have agreed to integrate their data into the ECLDS. Secure reports for Head Start program review are anticipated for release during the fall/winter of 2019-2020 with public facing information to follow.

Minnesota is a national leader in integrated data system work and our work is regularly held up as an example to other states. Minnesota’s ongoing State Longitudinal Data System (SLDS), referred to as “P20W,” has been led since 2012 by Minnesota’s Departments of Corrections, Employment and Economic Development, MDE, MDH, DHS, and Office of Higher Education. The K-12 to higher education data system, SLEDS (Statewide Longitudinal Education Data System), is operational. It was launched in 2014 and the preschool to grade three system, ECLDS, was launched in 2016. Although SLEDS and ECLDS offer separate public-facing websites, the systems share the same technical team and underlying IT infrastructure, with cross-

participation in governance structures. The PDG B-5 team worked closely with SLDS throughout the Initial Grant and will continue to do so should the state receive a Renewal Grant, with a focus on linking real-time data for coordinating eligibility and services for families.

Currently, information on the following ECE programs is included in the ECLDS: Early Childhood Family Education, Child Care Assistance Program for Parent Aware rated programs, Early Childhood Special Education (Part C), and Minnesota District Preschool. Minnesota's ECLDS now shows prekindergarten program participation for nearly half (45.3%) of kindergartners for the 2017-18 school year. In 2013-14, this proportion was only 26.4%. A host of other analytics and reports are built upon this kindergarten participation cohort. The ECLDS in particular provides a vital foundation for the work articulated in the PDG B-5 Renewal Grant project that will also leverage SLDS efforts.

Minnesota's broad goals for its longitudinal data systems include an intentional focus on equity, specifically increasing Minnesota's capacity to identify equity gaps by gender, race, income, and geography; inform our knowledge of causal relationships related to gaps; and develop policy and program recommendations for the state to close equity gaps. This will be a focus of the updates to the PDG B-5 needs assessment and strategic plan in 2022. Minnesota will also continue to strengthen data literacy within agencies and partners. During the Renewal Grant period, the state will draw on previously developed tools to assess data literacy mindsets, local data practices, and supports for using data to guide strategic thinking and planning.

Minnesota's PDG B-5 project staff will work closely with interagency ECLDS and SLEDS staff, as well as involved local government staff, while developing an integrated data portal (further described in the following section) during the PDG B-5 Renewal Grant project in order to find every efficiency in the work, including linking software, the governance structure, and

building on institutional expertise with staff and business needs, without compromising the unique objectives of ECLDS, SLDS, and PDG B-5.

2. The degree to which Minnesota’s current early childhood data systems are in place and are able to link data across early childhood programs and Minnesota's capability or intent to link information across health and early learning programs, with plans to create or enhance the system (or systems) to improve accuracy, timeliness, and completeness of information that can be used to inform policy or practice. The ECLDS links data across the ECE programs described above. The Shared Master Index (SMI) at DHS links and shares client data across DHS and county programs to provide a more holistic view of services a family or individual may be receiving. The purpose of the SMI is to assist counties, tribes, and DHS to coordinate client services across state, county, and tribal systems. Minnesota is proposing going further to link real-time data for coordinating eligibility and services for families across agencies. ECLDS links data for longitudinal purposes, but the need for real time data linking for the purposes of aligning eligibility and coordinating services is clear. Minnesota is in the planning process for developing a technology solution - an integrated data portal - to provide information that can improve the early childhood mixed delivery system and strengthen the early childhood system as a whole.

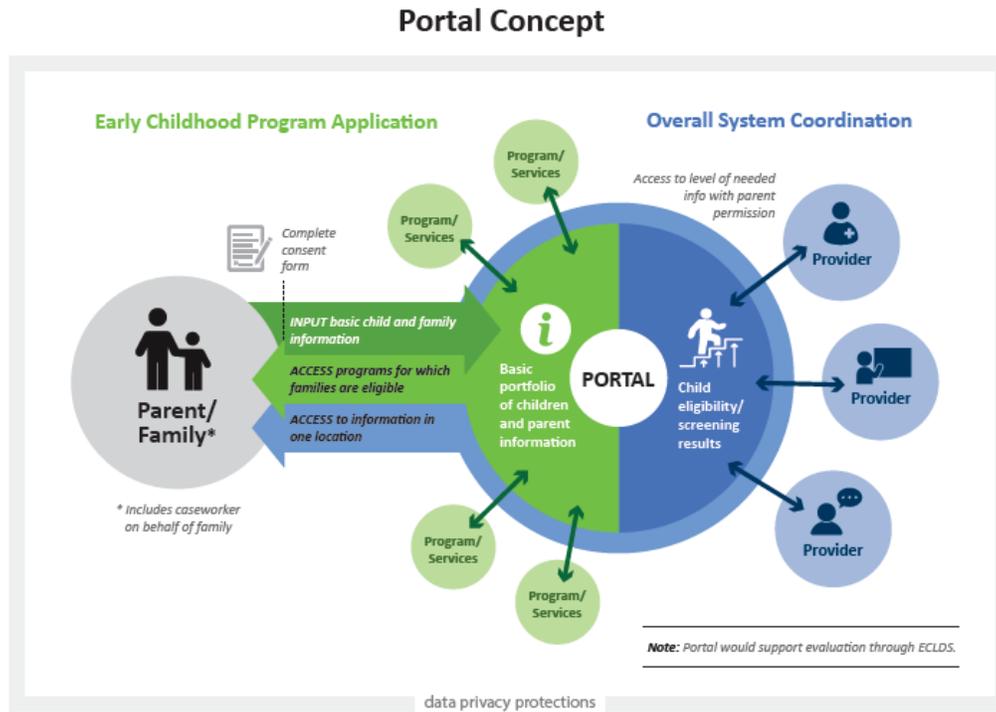
In Minnesota’s needs assessment process, state staff conducted significant stakeholder engagement through individual interviews, focus groups, and review of county provided information. The overwhelming response was that there is a deep desire and need for increased data sharing in order to coordinate eligibility and services. This was echoed in a 2017 report from the Office of the Legislative Auditor. By leveraging existing information systems, the state can better determine families’ eligibility across programs, promote parent choice, and better coordinate and scaffold services. The Portal will support the coordination of services and

eligibility and data sharing across state agencies and local governments, while protecting the privacy of individuals. It will connect to the previously discussed Help Me Connect and ECLDS governance members, community members, Tribal Nations, counties, schools, and Head Starts will participate in its development. Providing this information in a way where families can choose to access it on their own or with local staff will streamline the process for families and staff, reducing administrative burden and increasing capacity to build relationships and support. This will be more equitable for all of Minnesota's families, regardless of where they live.

Overall, the development and use of the Portal will create better outcomes for Minnesota children and families and a better experience for families navigating assistance programs, improve efficiency and effectiveness of assistance programs, and enhance program integrity and data quality for research and evaluation. Data coordination and integration will help stakeholders hold state agencies and local government accountable for increasing equity and use of public funds. Aligning existing information systems provides critical information for local, regional, and state service delivery partners to coordinate and scaffold services that best meet a family's and child's needs, reducing gaps and loss of access during transitions, including transitions to kindergarten. Data sharing can also help agencies supervise public investments and understand how funds are being blended or braided in order to help the state identify programmatic inefficiencies and risks. This work is needed in order to produce an equitable and whole family centered service delivery system.

Work on data sharing and coordination through stakeholder engagement and the cross-agency workgroup in the PDG B-5 Initial Grant pointed to the need for a technical solution to securely and legally facilitate data sharing. This system - called the Portal - would identify, with data privacy protections in place, programs for which families are eligible. Families could

complete a “Portfolio” of basic information (a coordinated application) that would uniquely identify them and their children. The workgroup then expanded focus to overall system coordination. The Portal concept is depicted below:



To meet this goal, Minnesota must embark on an iterative process with strong stakeholder engagement and, therefore, anticipates spending the first year to eighteen months of the PDG B-5 Renewal Grant period solidifying a governance structure, data sharing agreements, project charter, scope and business requirements, and further defining how best to use the existing capabilities of SMI, ECLDS, and other data systems. The state envisions a web-based preliminary eligibility determination and service referral system. Parents would log in to the site (Portal) and enter basic information about themselves and their families as well as some income information and needs. The Portal will then push back out to parents a list of programs to access based on their likely eligibility. They can then use Help Me Connect to get directly referred to programs. Access levels will include local governments who can then coordinate services. As

envisioned, the Portal will link information from existing databases across state agencies to uniquely identify individual children. Minnesota has existing state department linkages. For example, with federal SLDS funding, ECLDS/SLEDS recently spent over one million dollars reviewing, revising, and making its linking process more efficient.

Creating, or building on, an intentional data governance structures is one of the most complex barriers to linking and sharing early childhood data across agencies. Minnesota's Portal will have a governance structure to create and enforce policies, roles, and responsibilities - including procedures for collecting, sharing, and publishing data. The governance committee will provide a structure to continuously improve data quality in a new interagency data system. Portal governance will include two key decision making committees, the structure of which will be informed by the ECLDS governing structure: an interagency governing body comprised of agency heads and key community stakeholders and a research and data committee comprised of experts in early childhood research and evaluation and experts in each of the interagency programs that coordinate eligibility information. Together these two committees will engage stakeholders and oversee data collected to enhance family access to programs and support continuous improvement. The governing body is also responsible for identifying the key questions to be answered through the system. Stakeholders must be involved in the governance structure to ensure transparency in decision making, including end users such as Tribes, counties, schools, Head Start, and local public health. The state will explore shared membership or possible integration with the ECLDS governance structure, recognizing that the stated purpose of this proposed data system is different than ECLDS.

The process for data exchange between the Departments of Education, Health, and Human Services as well as local agencies will model the existing processes for ECLDS and SMI. Due to

the sensitive nature of data, restricted use safeguards will be developed to ensure security and privacy. The data included in the Portal will be selected by the Portal Research and Data committee and approved for collection by the Portal Governance Committee. Data exchange time frames will be managed by the Portal Research and Data committee, with approval from the Portal Governance Committee. Data exchanges are envisioned for the fastest reasonable based on business need and available funds. The SMI is updated in real time. At the direction of the Portal Data and Research Committee, the Portal System Coordinators at respective agencies will evaluate the structure, reliability, and validity of data elements in the context of driving value in early research questions. Data would be integrated in a phased approach as there is legal authority to share data. **The outcome of the creation and implementation of this Portal, used in combination with Help Me Connect and community hubs, is families are better able to navigate and determine which services they are eligible for. Services will be coordinated to respond to the holistic needs of the family - leading to better outcomes for children and families and better evaluation and accountability for the state.**

3. Status or plans for having a distinct, unduplicated count of children participating in early childhood care and education programs to help Minnesota understand patterns of service, inform resource allocation, and improve programs. ECLDS currently offers its program participation for kindergartners, which provides an unduplicated count of children participating in programs prior to kindergarten, inclusive of: Child Care Assistance Program for children in Parent Aware, Early Childhood Family Education, Part B, Part C or state funded pre-kindergarten (voluntary pre-kindergarten, School Readiness and School Readiness Plus). Please note that more programs than this serve children and families in the state, but not all have child-level data available, or available to the state. Should more data sources be added to ECLDS, they will be included within

future unduplicated counts. The state will explore other existing data systems that may be able to contribute to the unduplicated/unique count work. Minnesota has the ability to correlate the unduplicated count with data elements in the American Community Survey. A cross-agency workgroup will collaboratively define those indicators and the process for analysis to determine a distinct, unduplicated count for people experiencing barriers to opportunity to help the state understand patterns of service, inform resource allocation, and improve programs.

- Monitoring, Evaluation, and Continuous Improvement

1. The tools and methods to promote accountability across the state's mixed delivery system.

One of Minnesota's strategic plan goals is to build coordinated monitoring and evaluation into all planning and resource allocation decisions. The state must better understand the effectiveness of programs and services in order to optimize resources and ensure that outcomes for children and families are being met. Minnesota will do this through three strategies:

- Promote community solutions and definitions of success through evaluation that is participatory, equity-focused and culturally responsive, and accounts for whole person and whole family systems. Often measures of success do not account for cultural responsiveness and interconnected, unpredictable influences. The state must explore multiple ways of monitoring and evaluating the effectiveness of programs and services. In order to do this, Minnesota will conduct community engagement as monitoring and evaluation plans are created and develop a process for community-based, participatory evaluation design and analysis to ensure the process is inclusive of the people who are impacted.

- Develop shared indicators and definitions of success to evaluate the efficacy of early childhood programs and initiatives. In order to be actionable, evaluation must be meaningful. It must highlight community strengths and build capacity within the communities. This can be

done through creating a shared understanding of success with community and across related programs. An expert in Tribal Evaluation will be hired to lead evaluation in Tribal Nations and the urban American Indian population.

- Coordinate needs assessment and evaluation efforts across early childhood initiatives at the departments of Health, Human Services and Education. Cross-agency collaboration can be fostered through partnership in evaluation. Coordinated efforts support a more holistic approach to what children and families in the state need to thrive, and a more coordinated response to address the greatest disparities. Minnesota will work to coordinate evaluation with the MCC and the Results Team at the Minnesota Management and Budget, as well as the Title V- Maternal and Child Health needs assessment and evaluation, the 2020 MIECHV Home Visiting Needs Assessment, and other state efforts.

2. Areas of fragmentation and/or overlap in the state's mixed delivery system and how Minnesota is presently addressing or plans to address fragmentation and/or overlap.

Fragmented systems are confusing; Existing entry points are not welcoming places for all communities; Families must tell their stories multiple times and complete redundant paperwork; Systems aren't able to share data and information necessary to coordinate care and services. There needs to be coordination of eligibility and services. As noted in the 2017 Office of Legislative Auditor report on early childhood, State and federal laws – such as HIPPA, FERPA and the Minnesota Government Data Practices Act (MGDPA), Minn. Stat. § 13 – limit state agencies' ability to share data, even when they oversee related programs. Proposals within this grant application address the fragmentation through systems improvement. Minnesota will work to continue to foster connection through ongoing community engagement.

The state has a responsibility to provide a supportive system, structure, and funding, and communities already have the ability to envision and articulate a well-functioning program, and the expertise and knowledge of how to best implement programs in their communities.

Community knowledge and resources can be uplifted to guide programming that supports families. State support should focus on making it easier for families to access services and should trust communities to implement resources in the ways that respond to their unique experiences, needs, and cultures. Minnesota will use a PDG B-5 Renewal Grant to foster greater collaboration and continuously work towards responsive and inclusive programs, policies, and practices.

3. Approach and timeline to update, enhance, and/or implement a clearly articulated Program Performance Evaluation Plan. A final Program Performance Evaluation (PPE) Plan will be submitted at the conclusion of the 2019 PDG B-5 Initial Grant. Minnesota will use the PPE to monitor progress towards its strategic goals, reveal opportunities for continuous improvement, and provide a structure to advance and share culturally responsive best practices for early childhood development. Mark Friedman's *Results-Based Accountability* framework was adopted to develop a comprehensive plan that aligns with Minnesota's PDG B-5 strategic plan and needs assessment. Evaluation questions are designed using a logic model (pages 55-57) developed by the PDG B-5 team with input from stakeholders. The guiding principles of the PDG B-5 established by the State of Minnesota were used to inform evaluation questions and indicators. This evaluation plan is designed to measure the effectiveness of these elements. Further consideration was also given to prioritizing the four goal areas of Early Childhood Systems Reform: Early Learning, Health and Wellbeing, Economic Security, and Safe, Stable, Nurturing Relationships. The current draft of Minnesota's proposed PDG B-5 Renewal Grant goals with related activities and evaluation questions are provided below. Aspects of this evaluation plan

will likely be altered, particularly at the indicator level, in the final PPE Plan submitted at the conclusion of the 2019 PDG B-5 Initial Grant.

Goal 1: Develop systems within and across state agencies working on early childhood initiatives that make it easier for families to access what they need to thrive			
Activity	How much did we do? (outputs)	Intended benefit? (outcomes)	How well did we do it? (indicators)
Develop a cross agency data system (Activity Six)	How many... ... agencies were engaged in developing the data system? ...agencies are using the data system? ... families have screenings in the data system? ... families are eligible for services? ...community members were engaged in the development of the system, including governance structure?	- Shared learning and understanding across state agencies regarding this type of data system. - There is a working cross agency data system in place. - Families and Navigators are better able to determine eligibility for programs and services. - Services are coordinated to respond to the holistic needs of the family.	How well... - do state agencies work together on the development of a cross-agency data system? - do local government staff report spending less time helping families determine eligibility (increased efficiency) because of the data system? - Do families report telling their story to fewer people in order to get what they need?
Implementation of Help Me Connect as a one-stop shop to navigate prenatal and 0-8 resources and directly refer to programs and services. (Activity Three)	How many... ...services/providers are available through the family navigation system? ... families find services by using the system?	Do families and front-line workers receive individualized support for connecting to services?	- Families and navigators report easier access to services and early childhood education. - Families report spending less time applying for and navigating resources (increased efficiency) - Families and frontline workers report a better understanding of the services and programs available.
Goal 2: Cultivate authentic community engagement systems and partnerships across state agency initiatives			
Activity	How much did we do? (outputs)	Intended benefit? (outcomes)	How well did we do it? (indicators)

Hubs: fund Tribal Nations and established local cross-agency collaborations to coordinate services, participate in a community of practice, build capacity and pilot initiatives (Activity Five)	How many... ...Tribal Nations and local cross-agency hubs were funded? ... partners are engaged in a community of practice? ...partners report increased capacity? ...pilot initiatives are implemented?	- State learns from communities, prioritizes responsive practices, and shares promising practices to replicate - Increase in culturally responsive and cross-agency collaboration - Communication tools and data collection materials are culturally and community appropriate	- The number of cross agency collaborations and hubs supported - Type of funding in place for Tribal nations and cross agency collaborations - A diverse range of cultural groups are engaged in a culturally responsive way
Coordinate community engagement initiatives across the departments of Health, Human Services, and Education (Activity One and Two)	How many... ...community engagement initiatives were shared between departments? ... community members attended the engagement events?	- Increase in coordination across state agencies for community engagement - Cross collaboration tracking tools are established and used	- Communities are engaged, but not overburdened from an unnecessary duplication of efforts - Participating agencies have a holistic view of families' experiences and barriers to supporting child wellbeing

Goal 3: Support community developed solutions

Activity	How much did we do? (outputs)	Intended benefit? (outcomes)	How well did we do it? (indicators)
Provide subgrants to promote community solutions for community-based identified problems—prioritizing families of color and American Indian families. (Activity Five)	How many... ... subgrants were awarded? ...cultural groups and communities are represented through the subgrants? ... initiatives are developed using community solutions?	- State learns from communities, prioritizes responsive practices, and shares promising practices to replicate - State learns from Advisory Committee and communities on inclusive practices in grant making - Community developed solutions from underserved populations are supported and implemented	- Subgrantees have obtained funding - Subgrantees represent prioritized communities - Community member perceptions of trust - Participants represent the diversity of perspectives and experiences of Minnesota families - Share and embed lessons learned in inclusive grant making

		- Local, trusted supports for children and families are modified to address the unique needs of communities	
Convene Communities of Practice (Activity Four)	How many... ...community of practice convenings took place? ...community and cultural groups are represented in the communities of practice? ... individuals participate in the communities of practice?	- Participants have a deeper level of knowledge about community-identified problems and solutions - Increased transparency about how decisions are made and how community input is used	- Stakeholder perceptions on the value of Communities of Practice activities - Stakeholder perceptions about the quality of solutions identified and implemented

Goal 4: Increase the quality and availability of early childhood wellbeing supports and services

Activity	How much did we do? (outputs)	Intended benefit? (outcomes)	How well did we do it? (indicators)
Instill more supports and trauma-informed training for a diverse, flexible and experienced early childhood workforce (Activity Four)	How many... ... professional development supports are available? ...trauma informed trainings were offered? ... early childcare workers use the supports? ...CEUs are earned related to trauma-informed practices?	- Professionals in Minnesota’s early childhood sector have new tools and methods to deliver quality services - Professionals use learnings in their work	- Evaluation forms from trainings indicate a successful transfer of knowledge - Families report those working with children and families (child care providers, education workforce, home visitors, etc.) are better prepared to support child wellbeing (quality)

Goal 5: Build monitoring and evaluation into all planning and resource allocation decisions.

Activity	How much did we do? (outputs)	Intended benefit? (outcomes)	How well did we do it? (indicators)
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Ongoing evaluation efforts to promote continuous improvements (Activity Six)	How often major decisions were made based on evaluation results? ... was the evaluation plan updated to reflect emerging knowledge?	- Program improvements are made based on evaluation results	- Resources are properly reallocated based on evaluation findings - Multiple iterations of the evaluation plan were documented
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In early 2020, the PDG B-5 leadership team will identify the evaluation team, including any contractors or staff. The team will include an expert in Indigenous Evaluation. The PDG B-5 evaluation team will consult and partner with other state evaluators, such as the Minnesota Management and Budget Results Management Team, Community Solutions grant, Whole Family Systems Grant, Title V, MIECHV and Mental Health Consultation. This will foster collaboration across initiatives and shared indicators of success. Evaluation will prioritize stakeholder involvement, including subgrant recipients, counties, schools, Head Starts, child care and state agency staff. Data collection tools will be developed in early 2020. Data collection will begin in April 2020. In October 2020, the evaluation team will analyze data and produce a report in December 2020. At the end of each grant year, the PDG B-5 leadership team will revise the evaluation plan based on the previous year’s results. The evaluation timeline will be similar for all three grant years; activities are included in the Timeline section.

	Roles and Responsibilities
PDG B-5 Leadership Team	Responsible for meeting federal grant requirements; manage state contracts for evaluation; final approval for evaluation plans and reports; consult with evaluators regularly on progress and facilitate and support community connections.
Evaluation Team	Plan and implement evaluation plan, inclusive of stakeholder engagement and local capacity building for evaluation.
Program/Activity Teams (Project lead holds accountability)	Provide subject matter expertise on specific PDG B-5 activities and partner with evaluation team in creating an evaluation framework that informs continuous improvement in implementation of activities.
Stakeholder Groups	Provide input through a combination of surveys, interviews, and focus groups.

The evaluation itself must be used to build stakeholder capacity and be equity focused. Findings will be used internally to inform program improvements as well as externally to report results. Evaluation reports will identify important lessons learned that can be distributed to relevant cross agency state and local programs working on early childhood wellbeing, care, and education initiatives, as well as other PDG B-5 grantees. Evaluation findings will be incorporated within the state's updated needs assessment and strategic plan at the conclusion of 2022, when an updated PPE Plan will also be made available.

The PPE evaluation will include both qualitative and quantitative data collection, including data from the ECLDS, other data systems containing program specific data not currently represented in ECLDS, focus groups, and/or interviews with individuals and professionals impacted by the PDG B-5 Renewal Grant. All data collection with community members will be designed using input from community groups gathered through a process evaluation conducted in 2019 and will include feedback loops to ensure results are shared with community members. State agencies will participate to adequately assess the impact of PDG B-5 on alignment in funding, program delivery, and overall collaboration across agencies for collective impact.

Challenges in data integration and sharing is a well-documented concern in Minnesota. In recent years, the state—through cross-departmental commitments—developed the ECLDS, which reports data at the school district and county level, where sample sizes allow. Sample size and data availability are also considerations that will require oversampling some populations, such as American Indian children, and building the State's capacity to gather meaningful, disaggregated demographic data. The PDG B-5 leadership team and PDG B-5 evaluator will regularly examine the evaluation approach and methods in order to adjust the evaluation to address challenges and promote continuous improvement.

There will be a focus on both process (formative) and outcome (summative) questions; therefore, evaluation activities will be concurrent with the grant activities identified in Minnesota's PDG B-5 strategic plan. **Five percent of each annual grant amount awarded will be dedicated to the evaluation budget. Minnesota will also participate fully in sponsored evaluations by the U.S. Departments of Health and Human Services and Education and adhere to all evaluation protocols established by those Departments.**

- Meaningful Governance and Stakeholder Engagement

1. Governance structure; a map showing the state's decision-making path, who serves in an advisory capacity and who are the decision-makers. A very similar governance structure will be used in the PDG B-5 Renewal Grant project as was used in the initial year, with one additional Director added from DHS to increase coordination with Family First Prevention Act efforts. The MCC and its members will serve as key partners of the PDG B-5 Renewal Grant project, as well as a point of contact for systems coordination for legislators, agency staff, and the public. The MCC meets quarterly to provide high-level governance, vision stewardship, accountability, and to ensure needed capacity, resources, and interagency commitment. In addition, the MCC Senior Leadership Team, comprised of assistant commissioners and other senior agency leaders from participating state agencies, meets monthly to provide real-time oversight and assistance for MCC projects, ensuring timely communication across state agencies and approving final recommendations to the MCC.

The Director of Early Learning Services will oversee programs and participating professional staff housed at MDE; the Director of Child Care Services and the Director of Child Safety and Permanency will oversee programs and participating professional staff housed at DHS; and the Director of the Division of Community and Family Health will oversee programs and

participating professional staff housed at MDH. Division Directors are responsible for policy, budgeting, and rule making within their respective Departments, in consultation with their Assistant Commissioners, who sit on the Senior Leadership Team. The Interagency Leadership Team collectively makes recommendations to the MCC across the scope of programs currently housed in all three agencies and at several other agencies to reduce fragmentation, drive action, and improve services for young children and their families. The MCC Advisory Council and the State Advisory for Early Education and Care will participate by identifying potential barriers and recommending solutions for providing effective services to young children. A chart showing the state’s decision-making path, who serves in an advisory capacity and who are the decision-makers, is provided in the appendices.

2. A chart that clearly identifies and differentiates which stakeholders have been involved and will be involved in the assessment, planning and implementation of all activities. Minnesota has, and will continue to, place a strong emphasis on stakeholder engagement.

External Partners		
Role	Involvement in Initial Grant	Role in Renewal Grant
Parents and Families	Over 1,000 parents participated in Initial Grant stakeholder engagement.	Continued community engagement in Activities One and Two and representation in Activities Three, Five, and Six.
Family – and Center – Based Child Care Providers, Teachers, Home Visitors, and others working directly with children and families	Hundreds of providers, teachers and home visitors participated in Planning grant stakeholder engagement.	Continued community engagement in Activities One and Two. Participation in Activity Three, and recipients of Activity Four professional development.
MCC Advisory Council and the State Advisory for Early Education and Care	This council was in transition during the Initial Grant, and were engaged in one listening session as a part of the needs assessment.	As the advisory body to the MCC, these councils can make recommendations regarding the Renewal Grant.

Local Governments (Counties and Schools)	Due to timing in the grant, schools and counties were involved in the needs assessment and strategic plan through sampling, but not to the extent desired.	Local government representatives will participate in governance of Activity Six, advisement of Activity Three, example recipients of Activity Five and completion of Activities One and Two.
Tribal Nations	Community engagement events took place in all eleven Tribal Nations and in urban American Indian populations. The state received additional consultation on goals and strategies from Minnesota Tribal Resources for Early Childhood Care members.	Increased efforts in intentional Tribal Consultation throughout. This will be supported through the hire of a Tribal Liaison.
State Advisory Councils and Task Forces	Contributors to Needs Assessment and Strategic Plan: B8 Workgroup; Early Childhood Systems Reform; Early Learning Council (State Early Childhood Advisory Council); Interagency Coordinating Council; LearnTogetherMN; Local Public Health Association of Minnesota; Start Early Funders Coalition; Title V Task Force; Voices and Choices for Children Steering Committee	These organizations – and additional organizations – will be partners in Activity One and Two. They will be regularly provided with PDG B-5 updates and the opportunity to provide feedback.
Local Government Associations	Minnesota Association of Counties and Local Public Health Association identified members for the PDG B-5 Planning and Advisory Committee and met regularly with PDG B-5 staff to advise on PDG B-5 work.	Continued relationships with Minnesota Association of Counties and Local Public Health Association with regular updates and opportunities for participation. Increased relationship building with school district associations will take place.
Institutions of Higher Education	Participation in early childhood workforce participation activities.	Continued partnership in Activity Four.

Businesses	Business leaders were not engaged in a systematic way, though some members of business associations do sit on above mentioned advisory councils.	Increased opportunity for partnership and sharing of implementation grant activities and learning.
Legislators	Updated on the progress of the PDG B-5 Initial Grant.	Continued information sharing and relationship building to support collective impact in implementation.
Philanthropy	Regular updates on the PDG B-5 Initial Grant were provided to the Start Early Funders Coalition.	Continued information sharing with the Start Early Funders Coalition and increased relationship building with other philanthropic organizations to support collective impact in implementation.
Nonprofits and Community-based Organizations	Due to timing in the grant, nonprofits and community organizations were involved in the needs assessment and strategic plan through sampling. Some were active partners in the Planning and Advisory Committee.	Through the work of Activity Five, intentional relationship building will be made with additional organizations. This will include collaborating with other state initiatives.
State Partners		
Role	Involvement in Initial Grant	Role in Renewal Grant
Family First Prevention Act Staff	Cross-membership with PDG B-5 and Family First Prevention Act Advisory Committees.	Director added to PDG B-5 Interagency Leadership Team.
Title V	Shared learning and understanding in needs assessment processes.	Continued collaboration in PDG B-5 Activity One and grant evaluation.
MIECHV	Participation in PDG B-5 leadership structure.	Continued collaboration in PDG B-5 Activity One and grant evaluation.
IDEA Part C and Part B	Participation in PDG B-5 leadership structure.	Participation in PDG B-5 leadership structure and integration throughout PDG B-5 activities.
CCDBG	Participation in PDG B-5 leadership structure.	Participation in PDG B-5 leadership structure and integration throughout PDG B-5 activities.
Head Start and Early Head Start	Integration throughout PDG B-5 activities.	Continued integration throughout PDG B-5 activities.
Two-Generation Policy Network	Consultation and integration throughout PDG B-5 activities.	Continued consultation and integration throughout PDG B-5 activities.
State Longitudinal Data System	Support in providing data for the needs assessment and strategic	Shared membership in Governance Committees and collaboration in

	plan. Shared staffing on data-related activities.	Activity Six. Resource for learning in Activity One and Two.
State Agency Program Staff	Reviewed and contributed to needs assessment and strategic plan.	Continued participation and support in Activity One and Two as well as evaluation and subject matter expertise as required.

Project Timeline and Milestones

PDG B-5 Renewal Grant Activity Timeline – Year One		Q1	Q2	Q3	Q4
ACT 1	PDG B-5 Statewide Needs Assessment				
1.1	Hire Evaluation Contractor and Community Engagement Facilitator		X		
1.2	Completion of Title V and MIECHV Needs Assessments and integration of findings in PDG B-5 Needs Assessment Update			X	X
1.3	Ongoing process evaluation and information gathered from community partners			X	X
ACT 2	PDG B-5 Statewide Strategic Plan				
2.1	MOAs between all partners for the PDG B-5 Initial Grant period will be revised and extended for the PDG B-5 Renewal Grant period	X			
2.2	Hire Evaluation Contractor and Community Engagement Facilitator		X		
2.3	Process evaluation, including community input		X	X	X
ACT 3	Maximizing Parent and Family Knowledge, Choice, and Engagement in their Child's Early Learning and Development (Help Me Connect)				
3.1	Hire Help Me Connect Lead	X			
3.2	Help Me Connect project work		X	X	X
3.3	Hubs pilot/test Help Me Connect				X
ACT 4	Sharing Best Practices and Professional Development for the Early Childhood Workforce				
4.1	Ongoing professional development		X	X	X
4.2	Implementing Trauma-informed Care toolkit		X	X	X
4.3	Changes to Develop to implement the revised course approval process		X	X	X
4.4	Mental health consultation for ECE providers, teachers		X	X	X
4.5	Transitions Toolkit training		X	X	X
4.6	Integrate KCF at institutions of higher education		X	X	X
ACT 5	Improving Overall Quality and Service Integration, Expanding Access and Developing New Programs (including subgranting)				

5.1	State Implementation Hub staff hired and trained	X			
5.2	Hire Grant Specialist to manage and monitor subgrants	X			
5.3	Develop Implementation Hub Subgrant RFP	X			
5.4	Develop evaluation framework including systems navigation mapping	X	X		
5.5	Fund Community Solutions Subgrants	X	X	X	X
5.6	Award Implementation Hub Subgrants		X		
5.7	Subgrantees develop partnerships and leadership teams		X	X	
5.8	Training on Help Me Connect and Bridge to Benefits			X	X
5.9	Develop and implement communities of practice			X	X
5.10	Hubs develop and implement outreach and engagement strategies and feedback loops			X	X
5.11	Develop communication materials			X	X
5.12	Implement evaluation framework			X	X
5.13	Pilot/Test Help Me Connect				X
ACT 6	Monitoring, Evaluation, Data Use for Continuous Improvement (Portal), Meaningful Governance and Stakeholder Engagement				
6.1	Solidify evaluation plan and systems	X			
6.2	Hire Data Sharing Leads	X			
6.3	Evaluation staff recruitment and training	X	X		
6.4	Develop and test new data collection tools	X	X		
6.5	Establish Portal governance and workgroups	X	X	X	
6.6	Collect program and activity data		X	X	X
6.7	Analyze data				X
6.8	Annual Evaluation report				X
6.9	Revisit and refine evaluation approach and plan				X
TRAVEL	4 staff attend 3-day PDG B-5 grantee meeting in Washington, D.C.				X
DISSEMINATION	Related staffing and contracts				
D.1	Hire PDG B-5 Leads, Tribal Liaison, and PDG B-5 Manager	X			
D.2	Contract executed for accessible, translated, and plain language documents	X			
D.3	Contract to support communication plan, including graphic design	X			
BONUS 1	Portal and Help Me Connect work		X	X	X
BONUS 2	Subgrants, Trauma Informed Toolkit, and Mental Health Consultation	X	X	X	X
BONUS 3	Help Me Connect, Portal, Community Hubs subgrants, Transitions Toolkit Training, Communications Plan		X	X	X

Organizational Capacity

Minnesota’s PDG B-5 Renewal Grant project was developed by an interagency leadership team representing each of Minnesota’s early childhood sectors (MDE, DHS, and MDH) and the MCC. This team will oversee implementation of PDG B-5 Renewal Grant activities and ensure coordination with other state initiatives. The Project Manager (who will be guided by the Directors at MDE, DHS, and MDH) will be responsible for coordinating the overall administration, implementation, and evaluation of the grant project including complying with federal, programmatic, and contract regulations and procedures and reporting program progress to the U.S. Department of Health and Human Services. MDE, the fiscal agent and operational host for both the Initial and proposed Renewal Grant, has the needed expertise, infrastructure, capacity, and significant successful experiences providing financial and administrative oversight, management, monitoring, and reporting on large federal grant projects. Organizational charts for the project and each participating entity are provided in the appendices.

Program Performance Evaluation Plan

Please see pages 43-49 for Minnesota’s PDG B-5 Renewal Grant PPE Plan.

Logic Model

Vision: By focusing on children facing racial, geographic, and economic inequities, all children in Minnesota will be born healthy and able to thrive within their families and communities.				
Guiding Principles: intersectionality, interagency collaboration, whole family approach, racial equity, geographic responsiveness, trauma-informed, and inclusion and belonging.				
Inputs	Activities	Outputs	Outcomes	Impact
-Diverse funding -Federal, state, and local policies, programs, services and data	- Engage in a planning and iterative development process for a cross-agency, tech-based solution for data sharing, service and	-A cross-agency data system is in place -Help Me Connect is in place	Short-term: -Families and Navigators are better able to determine choices and eligibility for programs and services	-Data informs state priorities, policies, and the allocation of resources that support community-

-Relationships with community members and organizations	eligibility coordination.	-# of methods to promote ease of access, family choice, mixed delivery, transition, and enhancement of program quality enacted	-PDG B-5 work as a model on how to expand, coordinate, and improve existing services instead of duplicating.	identified solutions
-Cross agency governance structure	-Implement Help Me Connect as a one-stop shop to refer to services and navigate prenatal and 0-8 resources.		-State learns from communities, prioritizes responsive practices, and shares promising practices to replicate	-Children are ready for school success
-Implementation Science Frameworks	- Hubs : fund Tribes and tribally-affiliated organizations, counties, schools, cultural-community based, and other regional partners	-# of Tribal Nations and Community Hubs that secure funding	-Increase in culturally responsive and cross-agency collaboration	-Opportunity and achievement gaps are reduced
-Needs Assessment			-Communication tools and materials are culturally and community responsive	-Structural racism and inequities are reduced
-Strategic Plan			-Community developed solutions from underserved populations are supported and carried out	
-Evaluation Plan			-Increased transparency about how decisions are made and how community input is used	
-Support from the Children’s Cabinet	- Coordinate community engagement initiatives across the departments of Health, Human Services, and Education.	-# of coordinated community engagement initiatives between MDE, MDH, and DHS	-Open feedback loops ensure continuous improvement and responsive policy, practice, and programs	-High community involvement and trust with decisions about health and wellbeing
-Results of other agencies/programs needs assessments happening in Minnesota 2019-2020 (notably Title V, MIECHV)	- Provide subgrants to promote community solutions for community identified problems—prioritizing families of color and American Indian families.	-# of subgrantees selected to focus on issues unique to families of color and American Indian families	-Increased understanding of	
	-Convene Communities of Practice to share promising local efforts.	-# of community of practice convenings		
		-# of professional development supports and mental health consultations related to trauma-informed service delivery and approaches		

	<p>-Support capacity building around trauma-informed organizations and systems for a diverse, flexible and experienced early childhood workforce.</p> <p>-Ongoing evaluation efforts to promote continuous improvements.</p> <p>-Collaborate with agency leaders to demonstrate and address the intersectionality and complexity of early childhood and family wellbeing.</p>	<p>-# of iterations of the program performance evaluation plan</p>	<p>the intersectionality of child and family wellbeing</p> <p>Long-term</p> <ul style="list-style-type: none"> -Services are coordinated to respond to the holistic needs of the family -Families and front-line workers can easily connect to the services they need through individualized support and by better understanding the services and programs available -Local, trusted support for children and families adapted to unique needs of communities -Strategies for effective community and stakeholder engagement established -Program improvements made based on an increased understanding about which grant activities, programs, and policies work best for families
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Project Sustainability Plan

1. Sustainability plan including how Minnesota has or will develop partnerships, coalitions, and build concrete systems to keep their efforts going; its efforts to blend or braid funds across programs in their mixed delivery system; and how it will determine what existing program rules or requirements may be negatively impacting collaboration and blending or braiding of funds.

Sustainability was a key consideration in the creation of the Renewal Grant plan. The proposed activities were each intentionally selected due to their potential for continued collaboration between multiple early childhood initiatives, with a targeted eye towards how to blend funding and services for continuation – if the initiatives are found to be successful. Several state and federal funding streams have been identified as potential opportunities for collective impact investing (listed in the table below). P-3 Leadership Collaboratives and Transition Toolkit implementation will be sustained through continued in-kind support for staffing, a portion of the voluntary prekindergarten administration funds, and federal Title II funding. The state will look at the aforementioned Whole Family Systems grant as a model for lessons learned from that successful use of blending and braiding.

Minnesota will continue to determine what existing program rules and requirements negatively impact collaboration and blending or braiding of funds through ongoing stakeholder engagement. During the Initial Grant, Minnesota heard about challenges with coordinating eligibility between services for children and families which would require statute change in order to correct. The state also heard challenges from care and education programs implementing several disparate funding streams with varying eligibility and program requirements.

Examples of Federal Initiatives and Funding Streams	State Funding Streams
-IDEA Part B & Part C -Child Care and Development Fund	-Head Start & Early Head Start -Early Childhood Screening

<ul style="list-style-type: none"> -Head Start -Families First Prevention Act -Systems of Care -Title V -Title I and II -Community Based Child Abuse Prevention Dollars (CBCAP) -MIECHV 	<ul style="list-style-type: none"> -Early Learning Scholarships -Voluntary Pre-K/School Readiness Plus -School Readiness -Full Service Community Schools -Education Partnerships -Early Childhood Family Education -Community Solutions -Parent Support Outreach Program
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2. How this award will build on progress from previous PDG, Race to the Top - Early Learning Challenge (RTT-ELC), PDG B-5, or other early childhood-focused initiatives, including how the state plans to spend funds differently because of what was learned in the initial grant year; how funding has been aligned and what greater efficiencies have been realized, are beginning to be realized, and/or are targeted for future realization; and what additional funding streams the state is integrating or aligning to create greater efficiencies and more unified and holistic program delivery. The MCC is a mechanism to better coordinate policies, programs, and resources across agencies and communities to support improved outcomes for Minnesota children. The Governor and the MCC has demonstrated a deep commitment to continuous improvement in early childhood care and education. The PDG B-5 Renewal Grant project team will continue to use the MCC and its leadership structures for guidance and feedback as needed.

Minnesota’s Race to the Top – Early Learning Challenge Grant was an important investment in the early childhood infrastructure in the state, including the launch of the state’s Quality and Improvement Rating System (Parent Aware), revising the Early Childhood Indicators of Progress (early learning standards), revising the Knowledge and Competency Framework (early childhood workforce standards), building an Early Childhood Longitudinal Data System and designing a comprehensive assessment system. The PDG B-5 Initial Grant used and enhanced some of this great work by embedding standards on trauma-informed, multilingual, and cultural responsibility in the Knowledge and Competency Framework,

exploring the future directions of Parent Aware, and by preparing more assessment trainers for the assessment system. However, one of the lessons learned from the initial year is that the community expects the state to go one step further and fundamentally change how state agencies work together to serve children and families.

Given that our vision and well-defined set of related goals have a deep focus on results, Minnesota is well positioned to strategically continue to move this work forward. Most importantly, the state has engaged the voices of community members, parents, and families in the creation of the state's Strategic Plan. Minnesota has also increased: our ability to collect and share data; the capacity of the state and local leaders and educators to be culturally competent; professional learning opportunities and trainings in trauma informed care; how we are able to meet the needs of multilingual learners; and P-3 transitions, alignment, and coordination. The state strengthened partnerships within communities to engage in a centralized, comprehensive mixed delivery system. We will continue to leverage this work through each agency's staffing and commitment to the work as well through additional funding available [Title II; federal Part B 619 and Part C funds; Learning English for Academic Proficiency and Success (LEAPS); EL Scholarships; state funded ECE programs; and funds from the state's CCDB grant] while being intentional about ensuring it is supporting the goals of the strategic plan.

The work of the Race to the Top-Early Learning Challenge grant and now the PDG B-5 Initial Grant year efforts, along with the related increased information heard from local communities about what solutions and supports are needed, have provided Minnesota with a unique opportunity to make necessary policy and practice changes to promote the kinds of supports and services that will close disparity gaps and improve the lives of people

experiencing barriers to opportunity. State leaders are committed to making this vision a reality through the PDG B-5 Renewal Grant and beyond.

Dissemination Plan

Minnesota will build on the multi-level dissemination plan used during the PDG B-5 Initial Grant by continuing to partner with community and professional educator organizations to reach grassroots groups and stakeholders while also reaching state and national-level stakeholders through participation in task forces, councils, advisory groups, and conference presentations. Regular website updates will also be provided. Dissemination goals and objectives include: build trusting relationships between state agency staff and stakeholders, create a common understanding of the objectives of the PDG B-5 Renewal Grant, foster connection and opportunities for engagement in grant activities, and work towards sustainability planning and collective impact in implementation. The state will be engaging the stakeholders identified in the Meaningful Governance and Stakeholder Engagement section on pages 49-53. Through ongoing stakeholder engagement, more stakeholders will be identified and engaged.

To support this work, Minnesota will invest in a communications contract throughout the duration of the grant, including funds for graphic design, and translation services in order to ensure that materials created as a part of this grant are accessible. As with the Initial Grant, the PDG B-5 Manager will dedicate 10-15% of their time to conducting stakeholder meetings as well as presenting to community forums, task forces, councils, conferences, and other events in which early childhood stakeholders attend. This work is critical in facilitating relationship building and fostering collaboration. Process evaluation will also be critical in the PDG B-5 Renewal Grant. The Initial Grant included a process evaluation as a part of the needs assessment to ensure stakeholders were meaningfully engaged. This work will continue in the Renewal

Grant and emphasize bi-directional communication strategies. Dissemination will be ongoing, as it was in the Initial Grant, to create awareness of the work, provide updates on progress, and share findings and deliverables as they are developed.

Third-Party Agreements

Existing MOAs between all partners for the PDG B-5 Initial Grant period will be revised and extended for the PDG B-5 Renewal Grant period during first quarter of the new grant period.

The Project Budget and Budget Justification

1. A budget justification consisting of a budget narrative and the related line-item budget details. The project budget was entered on the Budget Information Standard Form, SF-424A – Budget Information – Non-Construction Programs. A budget justification consisting of a budget narrative and the related line-item budget details for only the first budget period of the proposed project follows. Costs are reasonable, allocable, appropriate, and commensurate with the types and range of activities and services to be conducted and the project vision and outcomes. **Travel costs to send at least four individuals to Washington, D.C. to attend a 3-day PDG B-5 grantee meeting have been included.**

Personnel. Positions are budgeted by state job classification. Personnel at Minnesota Department of Education (MDE).	\$360,000
1.00 FTE PDG B-5 Lead. Responsible for coordination of agency/division specific activities related to the PDG B-5 Renewal Grant such as managing resources (including interagency contracts), tracking agency/division specific budgets, building relationships across state agency staff and with stakeholders, and fostering connections between the work of the Data Sharing Leads, Help Me Connect Lead, and lead work on the community hubs and community subgrants. \$90,000	
1.00 FTE PDG B-5 Data Sharing Lead. The programmatic representative for the data portal coordinating eligibility and services work directly with IT contractor to develop and bridge the business requirements with the technology requirements of the system. They serve on – or staff – the data governance committee and develop relationships and ongoing engagement with local stakeholders who benefit from this system, such as counties and schools. They also work with state agency colleagues who lead various data systems in developing business requirements and system capability. \$90,000	
1.00 FTE PDG B-5 Manager. The cross-agency manager of PDG B-5 projects including coordination of planning, implementation, and evaluation of all grant activities; coordinating budgets and resources; managing contracts; leading federal reporting; facilitating Project Lead Team and Interagency Project Team meetings; creating and implementing communications plans; communicating and summarizing progress to federal program and budget officers; and spending significant time coordinating with other state and federal programs for collective impact and engaging with external stakeholders on grant activities. \$90,000	
1.00 FTE Tribal Liaison. Serves as the liaison between Tribal Nations and the urban Tribal population as related to the work of the PDG B-5 Renewal Grant. \$90,000	

Fringe Benefits. Fringe benefits are determined by state position classification. Fringe benefits include the employer's portion of health, dental, and life insurance, social security and Medicare tax, and retirement contributions.	\$140,000
1.00 FTE PDG B-5 Lead. \$35,000	
1.00 FTE PDG B-5 Data Sharing Lead. \$35,000.	
1.00 FTE PDG B-5 Manager. \$35,000.	
1.00 FTE Tribal Liaison. \$35,000.	
Travel. Travel costs are in accordance with Part 200 Uniform Administrative Requirements Cost Principles for Federal Awards (200.472 Travel Costs) as well as State of Minnesota policies. Costs are based on maximum reimbursement rates in Minnesota's Commissioner's Plan: federal mileage rate, \$36/day for meals in non-metropolitan areas and \$44/day in metropolitan areas (as designated in the Plan), and lodging costs that are reasonable and consistent with the facilities available. Out of state trips also include airfare, airport transportation, and event registration, as applicable.	\$5,904
4 staff attend 3 day meeting in Washington, D.C. Costs are based on lodging for four nights and four days. Air: \$400/person=\$1,600; Hotel: \$200/person x 4 nights x 4 people=\$3,200; Food: \$44/day x 4 day x 4 people= \$704; Ground Transportation: \$400 =\$5,904	
Equipment. None	\$0
Supplies. None	\$0
Contractual. MDE follows all federal and Minnesota procurement standards.	\$6,946,774
MN.IT (central IT for the State of Minnesota) or other IT contractor, if necessary -Portal Technology Expansion for Service Coordination including data sharing and linking IDs @ \$2 million/year. (Act.6)	
Minnesota Department of Health (MDH)	
-Family Navigation and Central Intake Model – Help Me Connect (expanding and building on Minnesota's Help Me Grow) to provide a one-stop option to help families and referring providers more easily find and connect to a wide range of prenatal and early childhood (birth through 8 years) services that support healthy child development and family well-being, including basic needs @ \$585,000/year. (Act. 3)	
-Community Solutions subgrants to support community led solutions prioritizing families of color and American Indian families, identify and address underlying causes of inequities, and provide an opportunity for the state to learn from communities, prioritize responsive practices, and share promising practices to replicate @ \$750,000/year. (Act. 5)	
-Implementing the Trauma Informed Care toolkit @ \$75,000/year. (Act. 4)	
-0.50 FTE PDG B-5 Lead @ \$62,500/year	
-1.00 FTE PDG B-5 Data Sharing Lead @ \$125,000/year.	
-1.00 FTE Help Me Connect Lead is responsible for the advancement of Help Me Connect and will provide leadership and direction, as well as advanced technical expertise and support, coordination, collaboration, and interagency integration in and across the State, county, city, tribes @ \$125,000/year.	
-1.00 FTE Grant Specialist to manage and monitor competitive subgrants to community organizations @ \$110,000/year.	
-PDG B-5 employee development funds to build capacity in meeting the goals of the grant @ \$2,500/year based on prior related work.	
-PDG B-5 Renewal Grant Project Supplies including meeting room rental, materials, printing and publication, and related office supplies @ \$3,750 based on prior related work.	

<ul style="list-style-type: none"> - In-state travel for regional meetings and site visits @ \$2,500 based on prior related work. -MDH Indirect Costs calculated on total direct costs at current federally-approved rate of 21.78% @ estimated \$401,024/year. -Estimated at \$2,242,274. 	
<p>Minnesota Department of Human Services (DHS)</p> <ul style="list-style-type: none"> - Community Hubs with tribes and tribally-affiliated organizations, counties, cultural-community based, and other regional partners connect families with resources and pilot the Portal @ \$2,000,000/year. (Act. 5) -Technology maintenance and updates, as well as training for Implementation Hub staff to use Children’s Defense Fund Minnesota’s Bridge to Benefits - a screening and direct referral for application assistance for an array of federal and state funded work support programs and tax credits that improve family economic stability and connection with programs that help families pay for and access child care and early education services @ \$150,000/year. (Activities 3&5) - Make required changes in Develop to implement the revised course approval process @ \$17,000/year (Activity 4) -Mental health consultation for ECE providers, teachers, etc. @ \$145,000/year. (Activity 4) -1.00 and .50 FTE PDG B-5 Leads @ \$125,000/year/FTE=\$187,500 -1.00 FTE PDG B-5 Data Sharing Lead @ \$125,000/year. -PDG B-5 employee development funds to build capacity in meeting the goals of the grant @ \$2,500/year based on prior related work. -PDG B-5 Renewal Grant Project Supplies including meeting room rental, materials, printing and publication, and related office supplies @ \$3,750 based on prior related work. - In-state travel for regional meetings and site visits @ \$2,500 based on prior related work. -Estimated at \$2,633,250. 	
<p>Minnesota Children’s Cabinet (CC)</p> <ul style="list-style-type: none"> -0.50 FTE PDG Support @ \$62,500/year -PDG B-5 employee development funds to build capacity in meeting the goals of the grant @ \$2,500/year based on prior related work. -PDG B-5 Renewal Grant Project Supplies including meeting room rental, materials, printing and publication, and related office supplies @ \$3,750 based on prior related work. - In-state travel for regional meetings and site visits @ \$2,500 based on prior related work. -Estimated at \$71,250. 	
<p>Other. Minnesota Department of Education (MDE) consultants, professional services, space, staff development, project training and technical assistance supplies, and in-state travel.</p>	\$999,350
<p>Existing master contract to create documents that are accessible to community members through plain language and translations to multiple languages @ \$25,000/year.</p>	
<p>Contract(s) to support the communications plan for the PDG B-5 Renewal Grant, including the implementation of graphic design so communication materials are easily and quickly understood by a range of audiences @ \$150,000/year.</p>	
<p>Contract with a Community Engagement Facilitator to update the needs assessment and strategic plan through ongoing open feedback loops with community members and also provide ongoing feedback to the state to continuously work towards responsive and inclusive programs, policies, and practice @ \$180,000/year. (Act. 1 and Act. 2)</p>	
<p>Contract for Transitions Toolkit Trainer @ \$25,000/year (Activity 4).</p>	
<p>Contract to integrate KCF @ \$75,000/year (Activity 4).</p>	

PDG B-5 employee development funds to build capacity in meeting the goals of the grant @ \$2,500/year.	
Contract for program performance evaluation plan refinement and implementation @ \$500,000/year.	
Rent at \$8,900 per MDE grant-funded FTE x 4.00 FTE= \$35,600/year.	
PDG B-5 Renewal Grant Project Supplies including meeting room rental, materials, printing and publication, and related office supplies @ \$3,750 based on prior related work.	
Project In-State Travel. Regional meetings and site visits @ \$2,500/year based on prior work.	
TOTAL DIRECT COSTS	\$8,452,028
Indirect Charges.	\$1,546,721
Calculated on total direct costs at current federally approved rate of 18.3%.	
TOTAL COSTS	\$9,998,749

2. The amount projected to be spent for each of the identified activities.

Activity 1: \$75,000 (1/2 Community Engagement Facilitator)
Activity 2: \$75,000 (1/2 Community Engagement Facilitator)
Activity 3: \$660,000 (Help Me Connect and 1/2 Bridge to Benefits Training)
Activity 4: \$342,000 (Employee Development, Trauma Informed Toolkit, Develop Changes, Mental Health Consultation, Transitions Toolkit Training, and Integrate KCF)
Activity 5: \$2,825,000 (Community Solutions and Community Hubs subgrants and 1/2 Bridge to Benefits Training)
Activity 6: \$2,500,000 (Portal and Program Performance Evaluation Plan)
Bonus – Coordinated Application, Eligibility, Enrollment: \$2,585,000 (Portal and Help Me Connect work)
Bonus – Infant/Toddler Emphasis: Portion of \$2,970,000 (Community Solutions and Community Hubs subgrants, Trauma Informed Toolkit, and Mental Health Consultation)
Bonus – Collaborative Transition and Alignment from Birth to the Early Grades: Portion of \$4,760,000 (Help Me Connect, Portal, Community Hubs subgrants, Transitions Toolkit Training, and Communications Plan)
Program Performance Evaluation Plan: \$500,000 (5% of annual budget, on pages 43-49)
Technical Assistance: \$1,410,000 (Agency PDG B-5 Leads and Data Sharing Leads, Help Me Connect Lead, Grant Specialist, Tribal Liaison, Project Manager, Translations and Plain Language Contract, and Communications and Graphic Design Contract)
Travel: \$15,904 (in-state and travel for four to Washington, D.C. for annual meeting)

3. How the state will address the 30 percent Cost Sharing or Matching requirement and a stated commitment that it will meet the match by the end of each of the 3 years.

Commitment of Non-Federal Resources. Required 30% match.	\$3,000,000
MDE \$1,000,000: Early Learning Scholarships were established in state statute in order to close the opportunity gap by increasing access to high-quality early childhood programs for children three to five years old. To be eligible to accept early learning scholarships, an early childhood program must participate in Parent Aware.	
DHS \$1,000,000: State funds support Minnesota’s QRIS, Parent Aware. Grants to child care resource and referral agencies provide recruitment and supports to child care programs that participate in the QRIS and support a website that provides ratings to parents and information	

for participating child care programs. In addition, vendor contracts host and maintain an administrative data system and Parent Aware Raters who review, process, and issue ratings for the initiative. The funds also support some state agency positions in both DHS and MDE responsible for oversight and administration of the QRIS.

MDH \$1,000,000: State funds support Minnesota’s Family Home Visiting (FHV) services. Grants are to local public health, non-profits, and tribal nations to: 1) implement a new; or, 2) expand an existing evidence-based home visiting model. Evidence-based models include Nurse Family Partnership, Healthy Families America, Family Spirit, Parents as Teachers, Family Connects, and Early Head Start. Grants support start-up and expansion needs including, but not limited to training, staff, travel to client homes and reflective supervision. The funds also support some state agency positions responsible for oversight and administration of FHV. 50% of MDH’s annual match will come from this source. State funds also support annual Community Solutions subgrants. The purposes of the grant program are to: improve child development outcomes related to the well-being of children of color and American Indian children from prenatal to grade 3 and their families, reduce racial disparities in children’s health and development, from prenatal to grade 3, and promote racial and geographic equity. 50% of MDH’s annual match will come from this source.

Minnesota will meet the match by the end of each of the three years as required.

Bonus Point(s)

Bonus - Coordinated Application, Eligibility, Enrollment. While developing the Portal as described in Activity Six (starting on page 36), Minnesota will also be working to consolidate eligibility verification across programs for children and families in order to explore consolidation of programs, applications, and outreach. Cross-departmental work groups will be created during the PDG B-5 Renewal Grant project period to consolidate eligibility verification across programs and will be intentional about the roll-out and modular development of the Portal and what programs are included. There will not be the capacity within this grant to include all programs; currently considered programs include: Head Start, home visiting, WIC, SNAP, Child Care Subsidies, Pre-k, Voluntary Pre-k, Early Learning Scholarships, TANF, and Medicaid. Through linking to existing systems, children will be able to be uniquely identified. The Portal will require a coordinated application, or access point, for families to complete to determine the eligibility for services, including Head Start and Early Head Start. This will be informed by the current Bridge to Benefits system developed by Children’s Defense Fund Minnesota. When

combined with Help Me Connect, the Portal will be able to directly refer children and families to the services for which they are eligible.

Bonus - Infant/Toddler Emphasis. Several of the key activities of the PDG B-5 Renewal Grant will prioritize piloting or expanding efforts focused on healthy development and access to care and supports for infants and toddlers and their families and care providers: Improved infant/toddler care (Mental Health Consultation and Workforce Supports); Better trained and more knowledgeable providers, with the goal of including center-based, family child care, and Family, Friend and Neighbor Providers that meet the diverse needs of families through the state's multi-delivery system (Mental Health Consultation and Community Solutions Grants); Identification of and interventions for developmental concerns through improved screening and referral (Help Me Connect and Portal); Whole family trauma-informed approaches to support healthy parent and provider relationships with infants and toddlers (Mental Health Consultation and use of the Trauma Informed Toolkit within Hubs).

The work of these activities will be amplified by two cross-agency action teams that started convening in Fall 2019 and are coordinated by the MCC with goals to: 1) expand child care capacity in the state with a focus on infant and toddler slot availability and access, and 2) reduce infant and maternal mortality for American Indians and African Americans who face steep barriers to accessing culturally appropriate and effective holistic services and supports leading to outcome disparities. Coordination with and support from the PDG B-5 Renewal Grant will provide an opportunity for continued cross-agency collaboration to lift up effective strategies relevant to diverse communities throughout the state that could support the work and continuous improvement feedback loops created by these action teams in combination with the multiple grant activities with an emphasis on infants and toddlers.

Bonus - Collaborative Transition & Alignment from Birth to the Early Grades. Minnesota will expand upon work completed during the Initial Grant by piloting the Transition Toolkit (Toolkit) with communities and school districts located within each of the regional Hubs and the state's P-3 Collaborative communities. The Toolkit (described in Activity Four), when implemented, will support the creation of effective collaborative, cross-sector partnerships who will work together to identify and develop P-3 continuous improvement processes that are effective, coherent, coordinated, and comprehensive. School district staff and ECE community partners will collaborate so children and their families are supported through cohesive ECE programs prenatally through grade three. Childcare Aware Minnesota partners (who offer statewide training and coaching for child care programs) will be provided with training so they have a deep understanding of the Toolkit components. Additionally, the state will partner with national Office of Head Start partners and work with local Head Start agencies as an extension of a national initiative the federal office is initiating on supporting stronger partnerships and transitions between Head Start programs and school districts. Together, we will offer a "Transition Summit" in the spring of 2020 as we continue to support stronger transitions for children and families. Another key component of the Toolkit is to train on and support the work of ECE programs to align curricular strategies, comprehensive services, and supports; be able to share relevant programmatic and child data; and offer joint professional learning opportunities. Minnesota will embed the Toolkit products and resources into the P-3 Principal Leadership Series (funded by ESSA title II) as we make plans to expand starting in the fall of 2020. Toolkit resources will be made available to a variety of other audiences on Help Me Connect and PDG B-5 Renewal Grant communication plan funds will support further dissemination activities.