



Michigan

Race to the Top – Early Learning Challenge Application for Initial Funding CFDA Number: 84.412A

Office of the Governor
State of Michigan
111 South Capitol Avenue
P.O. Box 30013
Lansing, MI 48909

Lead Agency: Michigan Department of Education Office of Great Start
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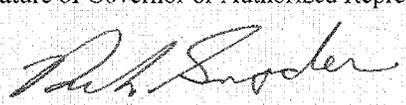
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Acronyms to Know

DCH	Michigan Department of Community Health
DHS	Michigan Department of Human Services
ECIC	Early Childhood Investment Corporation
ECSE/619	Early Childhood Special Education, IDEA Part B Section 619
ECSQ-PK	Early Childhood Standards of Quality for Pre-kindergarten
ECSQ-IT	Early Childhood Standards of Quality for Infant and Toddler Programs
FFN	Family, Friend, and Neighbor (referred to as unlicensed, subsidized providers in Michigan)
GIG	Grant Implementation Group
GSQ	Great Start to Quality
GSC	Great Start Collaboratives
GSPC	Great Start Parent Coalitions
GSRP	Great Start Readiness Program - state pre-kindergarten
GSST	Great Start Strategy Team
IDEA	Individuals with Disabilities Education Act
ISD	Intermediate school district
K	Kindergarten
MDE	Michigan Department of Education
OGS	Office of Great Start
P	Prenatal
PreK	Pre-kindergarten or preschool
PQA	Program Quality Assessment
RC	Resource Centers
QIC	Quality Improvement Consultant
QIS	Quality Improvement Specialist

Race to the Top-Early Learning Challenge Application

IV. APPLICATION ASSURANCES AND CERTIFICATIONS
Race to the Top – Early Learning Challenge
(CFDA No. 84.412)

Legal Name of Applicant (Office of the Governor): Office of the Governor, State of Michigan	Applicant's Mailing Address: 111 S. Capitol P.O. Box 30013 Lansing, MI 48909
Employer Identification Number: 38-6000134	Organizational DUNS: 805336641
Lead Agency: Michigan Department of Education Contact Name: Susan Broman <i>(Single point of contact for communication)</i>	Lead Agency Contact Phone: (517) 335-4092 Lead Agency Contact Email Address: BromanS@michigan.gov
<p>Required Applicant Signatures <i>(Must include signatures from an authorized representative of each Participating State Agency. Insert additional signature blocks as needed below. To simplify the process, signatories may sign on separate Application Assurance forms.):</i></p> <p>To the best of my knowledge and belief, all of the information and data in this application are true and correct.</p> <p>I further certify that I have read the application, am fully committed to it, and will support its implementation:</p>	
Governor or Authorized Representative of the Governor (Printed Name): Governor Rick Snyder	Telephone: (517) 373-3400
Signature of Governor or Authorized Representative of the Governor: 	Date: 10/11/13
Lead Agency Authorized Representative (Printed Name): Michael P. Flanagan	Agency Name: Michigan Department of Education
Signature of Lead Agency Authorized Representative: 	Date: 10/7/13

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Lead Agency Authorized Representative (Printed Name): Michael P. Flanagan	Agency Name: Michigan Department of Education
Signature of Lead Agency Authorized Representative: (b)(6)	Date: 10/7/13
Participating State Agency Authorized Representative (Printed Name): Maura D. Corrigan, Director	Agency Name: Michigan Department of Human Services
Signature of Participating State Agency Authorized Representative: (b)(6)	Date: 10/9/13

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Lead Agency Authorized Representative (Printed Name): Michael P. Flanagan	Agency Name: Michigan Department of Education
Signature of Lead Agency Authorized Representative: (b)(6)	Date: 10/7/13
Participating State Agency Authorized Representative (Printed Name): James K. Haveman, Director	Agency Name: Michigan Department of Community Health
Signature of Participating State Agency Authorized Representative: (b)(6)	Date: 10/10/13

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Lead Agency Authorized Representative (Printed Name): Michael P. Flanagan	Agency Name: Michigan Department of Education
Signature of Lead Agency Authorized Representative: (b)(6)	Date: 10/7/12
Participating State Agency Authorized Representative (Printed Name): Beverly Burns, Board President	Agency Name: Early Childhood Investment Corporation
Signature of Participating State Agency Authorized Representative: (b)(6)	Date: Bd Chair 10/10/13 CEO 10/9/13

Race to the Top-Early Learning Challenge Application

State Attorney General Certification

State Attorney General or Authorized Representative of the Attorney General Certification

I certify that the State's description of, and statements and conclusions in its application concerning, State law, statute, and regulation are complete and accurate, and constitute a reasonable interpretation of State law, statute, and regulation:

State Attorney General or Authorized Representative of the Attorney General (Printed Name): **Carol Isaacs, Chief Deputy Attorney General**

Telephone:
(517) 373-1115

Signature of the State Attorney General or Authorized Representative of the Attorney General :

Date:
October 11, 2013

(b)(6)

Race to the Top-Early Learning Challenge Application

Accountability, Transparency, and Reporting Assurances

The Governor or his/her authorized representative assures that the State will comply with all applicable assurances in OMB Standard Forms 424B and D (Assurances for Non-Construction and Construction Programs), including the assurances relating to the legal authority to apply for assistance; access to records; conflict of interest; merit systems; nondiscrimination; Hatch Act provisions; labor standards, including Davis-Bacon prevailing wages; flood hazards; historic preservation; protection of human subjects; animal welfare; lead-based paint; Single Audit Act; and the general agreement to comply with all applicable Federal laws, executive orders, and regulations.

- With respect to the certification regarding lobbying in Department Form 80-0013, no Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making or renewal of Federal grants under this program, the State will complete and submit Standard Form-LLL, "Disclosure Form to Report Lobbying," when required (34 C.F.R. Part 82, Appendix B); and the State will require the full certification, as set forth in 34 C.F.R. Part 82, Appendix A, in the award documents for all subawards at all tiers.
- The State and other entities will comply with the following provisions of the Education Department General Administrative Regulations (EDGAR), as applicable: 34 CFR Part 74 -- Administration of Grants and Agreements with Institutions of Higher Education, Hospitals, and Other Non-Profit Organizations; 34 CFR Part 76 -- State-Administered Programs, including the construction requirements in section 75.600 through 75.617 that are incorporated by reference in section 76.600; 34 CFR Part 77 -- Definitions that Apply to Department Regulations; 34 CFR Part 80 -- Uniform Administrative Requirements for Grants and Cooperative Agreements to State and Local Governments, including the procurement provisions; 34 CFR Part 81 -- General Education Provisions Act—Enforcement; 34 CFR Part 82 -- New Restrictions on Lobbying; and with the debarment and suspension regulations found at 2 CFR Part 3485.

Governor or Authorized Representative of the Governor (Printed Name): Michael P. Flanagan, State Superintendent	
Signature: (b)(6)	Date: 10/7/13

V. ELIGIBILITY REQUIREMENTS

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

(a) The State has not previously received an RTT-ELC grant.

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

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

List of Participating State Agencies:

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

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

Participating State Agency Name (Indicate the Lead Agency)	MOU Location in Application	Funds/Program(s) administered by the Participating State Agency
Michigan Department of Education	Appendix XVI, p. 471 - see p. 476	State Education Agency; Title I of ESEA; CCDF; section 619 of part B of IDEA and part C of IDEA programs; State-funded preschool; Head Start State Collaboration Grant
Michigan Department of Community Health	Appendix XVI, p. 471 - see p. 478	Title V Maternal and Child Care Block Grant; Maternal, Infant Early Childhood Home Visitation Program
Michigan Department of Human Services	Appendix XVI, p. 471 - see p. 477	Child Care Licensing Agency, Pathways to Potential, Children’s Trust Fund
Early Childhood Investment	Appendix XVI, p.	State Advisory Council on Early

Corporation	471 - see p. 479	Childhood Education and Care
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(c) There must be an active Maternal, Infant, and Early Childhood Home Visiting (MIECHV) program in the State, either through the State under section 511(c) of Title V of the Social Security Act, as added by section 2951 of the Affordable Care Act of 2010 (Pub. L. 111-148), or through an eligible non-profit organization under section 511(h)(2)(B).

The State certifies that it has an active MIECHV program in the State, either through the State or through an eligible non-profit organization. The Departments will determine eligibility.

Yes

No

VI. SELECTION CRITERIA

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

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

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

A. Successful State Systems

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

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

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

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

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

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

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

Evidence for (A)(1):

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

- Data currently available, if any, on the status of children at kindergarten entry (across Essential Domains of School Readiness, if available), including data on the readiness gap between Children with High Needs and their peers.
- Data currently available, if any, on program quality across different types of Early Learning and Development Programs.
- The completed table that shows the number of Children with High Needs participating in each type of Early Learning and Development Program for each of the previous five years (2009-2013) (see Table (A)(1)-4) to the present.
- The completed table that shows the number of Children with High Needs participating in each type of Early Learning and Development Program for each of the previous five years (2009-2013) (see Table (A)(1)-5) to the present.
- The completed table that describes the current status of the State’s Early Learning and Development Standards for each of the Essential Domains of School Readiness, by age group of infants, toddlers, and preschoolers (see Table (A)(1)-6).
- The completed table that describes the elements of a Comprehensive Assessment System currently required within the State by different types of Early Learning and Development Programs or systems (see Table (A)(1)-7).
- The completed table that describes the elements of high-quality health promotion practices currently required within the State by different types of Early Learning and Development Programs or systems (see Table (A)(1)-8).
- The completed table that describes the elements of a high-quality family engagement strategy currently required within the State by different types of Early Learning and Development Programs or systems (see Table (A)(1)-9).
- The completed table that describes all early learning and development workforce credentials currently available in the State, including whether credentials are aligned with a State Workforce Knowledge and Competency Framework and the number and percentage of Early Childhood Educators who have each type of credential (see Table (A)(1)-10).
- The completed table that describes the current status of postsecondary institutions and other professional development providers in the State that issue credentials or degrees to Early Childhood Educators (see Table (A)(1)-11).
- The completed table that describes the current status of the State’s Kindergarten Entry Assessment (see Table (A)(1)-12).
- The completed table that describes all early learning and development data systems currently used in the State (see Table (A)(1)-13).

Strengthened investment in high-quality early learning and development is energizing Michigan. From the governor’s office and the legislature to local providers, business leaders, schools, and families, people are deeply committed to improving opportunities for young children with high needs in Michigan.

This should not come as a surprise. Through the nation’s longest, most painful recession, Michigan stretched to preserve our commitment to our young children. Now that the recession has passed, investment has grown dramatically and major new efforts are well under way. Race

to the Top-Early Learning Challenge (RTT-ELC) funding would propel our early childhood system efforts forward to a new level. The disappointment of not receiving the 2011 grant has only strengthened our resolve.

Without question, Michigan has accelerated investment in our youngest children in the last two years. Compelling research and community voices have inspired bipartisan action. Governor Rick Snyder and the Michigan Legislature appropriated an additional \$65 million to expand state-funded pre-kindergarten for children with high needs, the largest increase in the nation. In addition, the governor has pledged another \$65 million in the next fiscal year (for a new investment of \$130 million, raising total public pre-kindergarten funding to \$239 million in FY 2015). This momentous new investment was preceded by a \$12.5 million appropriation for Great Start to Quality, our tiered quality rating and improvement system, and the Kindergarten Entry Assessment.

Also in the last year, the Michigan Department of Education Office of Great Start (MDE-OGS) held conversations with 1,400 parents of young children, educators, business leaders, and local and state program directors on a statewide plan, Great Start, Great Investment, Great Future: The Plan for Early Learning and Development in Michigan (see Appendix I), to achieve Governor Snyder's stated outcomes for young children:

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

Published this May, the plan shows that Michiganders, in all their diversity, recognize the vital foundation that a system rich in parent involvement, true community and state collaboration, and high-quality and widely accessible early learning and development programs can have for our young children. Michigan gets it and is doing more and more about it.

The new round of RTT-ELC grants gives Michigan the opportunity to build aggressively on our strong foundation and this long-term plan. We know that we cannot do everything—and

so we have narrowed our focus to the areas that will make the most difference in young children's lives. Michigan's application will concentrate on improving the governor's four outcomes for all young children, but particularly for children with high needs, and even more particularly for children with high needs in home-based provider settings, where a great many of them now spend their days—and sometimes their nights.

Through our grant work, we will meet these goals:

- 1. Increase access for children with high needs to high-quality early learning programs**
- 2. Increase opportunities for licensed and unlicensed home-based providers to improve the quality of their programs**
- 3. Ensure that many more parents understand and are meaningfully engaged in their *children's early learning and development***
- 4. Involve many more families and providers in efforts to identify and promote children's physical, social, and emotional health**
- 5. Expand education and professional development opportunities, especially for home-based providers**
- 6. Build an early learning data system that provides information (anonymously and in aggregate) on children across departments and programs and allows us to assess *programs' value to parents and children***

This grant application details how we will carry out these strategies, and the strong foundation we have built to do so. This will require us to stretch, but we welcome that challenge, as these strategies are grounded in our successes and what OGS's comprehensive plan inspires us to do. We will engage parents, providers, and communities, and we will work together across departments and with our public-private partner, the Early Childhood Investment Corporation. We are dedicated to improving quality and accountability for that quality.

This grant application details how we will achieve these goals and the enduring foundation we have built to do so. This will require us to reach high, but we welcome that challenge, as these strategies are grounded in what we have done and what the state's comprehensive plan inspires us to do. Children with high needs drive all our work: when parents have to choose between food, clothing, and quality child care, the last must often be sacrificed. Our relentless focus is on making sure that parents do not have to make that sacrifice. To

accomplish this, we will continue to build a truly collaborative and accountable early learning and development system that listens to and meets parents and children and providers (who themselves are often parents) where they live and learn.

Our children deserve the best from us. This grant will help us give them our best.

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

Michigan has a long history of investment in high-quality early learning and development programs and services for children with high needs, even during the state’s decade-long struggle with economic restructuring and budget deficits. As Michigan’s economy has improved in recent years, investment in early learning and development has grown significantly.

Michigan’s early childhood leaders, across all sectors, are committed to an early learning and development system that supports the comprehensive development of young children. Leaders have seized opportunities for innovation, taking advantage of state, federal, and private-sector opportunities to build a comprehensive system for children and families that begins prenatally and continues into third grade. It is now very clear that Governor Snyder’s administration, the legislature, and Michigan communities share the vision that a comprehensive early learning and development system is the foundation of our future workforce and well-being as a state. This shared vision has propelled Michigan as we have implemented, or are poised to implement, all the elements of a high-quality collaborative and accountable early childhood system. In Michigan, this system is known as Great Start.

Michigan’s steady progress began in 2004 when a public/private partnership—the Ready to Succeed Initiative—was formed to help raise public awareness of the importance of the first five years in a child’s success in school and life. In 2005, Governor Jennifer Granholm, a Democrat, launched Great Start, the development and implementation of which was to be led by the Early Childhood Investment Corporation (ECIC), a public, non-profit corporation charged to restructure Michigan’s investment in children prior to school entry through state and community innovations in funding and service delivery by harnessing public and private investment to create real systems change. Our statewide network of Great Start Collaboratives (GSCs) and Great Start Parent Coalitions (GSPCs) was formed and has grown to address unique community early learning and development needs. And the Great Start Readiness Program (GSRP), our public pre-kindergarten program, expanded slowly but surely in the tough years.

In 2011, momentum accelerated when Republican Governor Rick Snyder prioritized early childhood system reform as an essential part of his administration’s “prenatal to age 20” (P-20) education focus. As a first step, the governor established the Office of Great Start (OGS) in the Michigan Department of Education.

Governor Snyder’s charge to OGS is to align the state’s early learning and development investments across the Michigan Department of Education (MDE), the Michigan Department of Community Health (DCH), the Michigan Department of Human Services (DHS), and ECIC to achieve a single set of shared outcomes for young children:

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

In 2012, the Michigan Legislature demonstrated its commitment to advancing early childhood by requiring the Office of Great Start to conduct a comprehensive review of Michigan’s current system. OGS collaborated with leaders across state government, early childhood advocates, elected officials, service providers, parents, and families to create a plan for a collaborative and accountable early childhood system in Michigan. Released in May 2013, *Great Start, Great Investment, Great Future: The Plan for Early Learning and Development in Michigan* concludes with six high-leverage recommendations:

- Build leadership within the system
- Support parents’ critical role in their children’s early learning and development
- Assure quality and accountability
- Ensure coordination and collaboration
- Use funding efficiently to maximize impact
- Expand access to quality programs

These recommendations—in fact, the plan in its entirety—align with RTT-ELC grant requirements and shape Michigan’s response. In June of this year, the Michigan Legislature

passed (and Governor Snyder signed into law) the largest new investment in early childhood in the country. This expansion—and other significant new investments in high-quality early learning and development—is detailed in (A)(1)(a-d).

(A) (1) (a) Demonstrate past commitment through financial investments of the past five years, including the amount of these investments in relation to the size of the state’s population of Children with High Needs.

Michigan’s economic woes—and their often brutal impact on families—are well known. The unemployment rate, which peaked at 13.4 percent in 2009, was at 8.8 percent in July 2013, higher than the country’s 7.4 percent.¹ Once a high-income and prosperous state, Michigan was ranked 35th in the nation in per capita income in the first quarter of 2012, a drop from 17th in 1999.²

Michigan’s economic challenges placed enormous pressures on families and communities, resulting in a rapid increase in the need for state services at the same time that resources to meet those needs dropped precipitously. The poverty rate for children under age six was 29 percent in 2012, up from 22 percent in 2008, with more than half of all African American and Hispanic/Latino children living in poverty. As Table (A)(1)-1 illustrates, in 2012 more than half of all young children aged birth to 5 in Michigan lived in families with annual incomes of 200 percent of the federal poverty line or less, including 64 percent of infants, an increase from 57 percent in only two years.³

In addition to the high number of children living in low-income families, Michigan has a number of special populations that need access to high-quality early learning and development programs. As listed in Table (A)(1)-2, 16,551 young children have identified disabilities or developmental delays (2.3 percent of children not yet in kindergarten); almost 66,000 (9.6

¹ “Labor Market Information,” Michigan Department of Technology, Management, and Budget, www.milmi.org.

² U.S. Dept. of Commerce, Bureau of Economic Analysis, Released March 2013.

Table prepared by: Bureau of Business and Economic Research, University of New Mexico. <http://bber.unm.edu/econ/us-pci.htm>.

³ Based on the number of children enrolled in Medicaid or MICHild in Michigan, with income limits of 200 percent of poverty. This is a very conservative estimate of high needs children based on income because not all eligible children are enrolled.

percent) are English-language learners. Michigan also has more than 2,600 young children living on Indian lands.

In the face of these challenges, Michigan has maintained a strong commitment to strategic investments in early learning and development programs and the infrastructure needed to link them in an effective system that significantly improves access, quality, and ultimately outcomes for children with high needs and special needs. (For an inventory of all programs—including Medicaid and others that do not serve young children exclusively—please see Appendix II, which lists 89 initiatives.) The most prominent investments are in the following programs (see also Tables (A)(1)-3, (A)(1)-3b, and (A)(1)-4 at the end of Section A):

(1) Head Start and Early Head Start: Michigan’s federal Head Start allotment was \$265.7 million in 2013. In 2011, Michigan chose to use approximately \$616,000 in federal Maternal, Infant and Early Childhood Home Visiting (MIECHV) program funds to expand Early Head Start in three Michigan counties.

(2) State funded preschool program: Funding for the Great Start Readiness Program showed steady increases over the decade of economic woe in Michigan. Appropriations rose from \$90.85 million in 2007 to \$98.0 million in 2011. During that same time period, funded enrollments increased from 27,530 to 28,904. The fiscal year (FY) 2012 budget included an increase of \$6.0 million for GSRP, the only significant increase in the education budget. Another \$6 million was added in FY 2013. (See Table (A)(1)-4.) As noted above, Governor Snyder recommended and the legislature passed the nation’s largest increase in public funding for pre-kindergarten, \$65 million for GSRP for FY 2014, which began October 1, 2013. This increase brings GSRP funding to \$174 million, a 90 percent increase from 2007, and permits us to reach an additional 12,000 four-year-olds who would not have otherwise been enrolled in the program. The governor has also proposed an additional \$65 million expansion of GSRP in FY 2015 (bringing total program funding to \$239 million), which the legislature will take up early in 2014. In conjunction with federal Head Start and special education funds, this GSRP expansion should be sufficient to ensure that all at-risk four-year-old Michiganders have access to at least one year of a high-quality early learning experience.

(3) Special education services for children ages three through kindergarten entry: Between 2007 and 2012, state contributions to special education and related services for children

with disabilities (ages three through kindergarten entry) remained relatively stable, with funding at \$18.7 million in FY 2012, the latest year for which information is available.

(4) Child Care and Development Fund (CCDF): Total state contributions to CCDF-funded services fell from \$60.7 million in 2009 to \$51.1 million in 2013. In each of those five years, Michigan met state match and exceeded maintenance of efforts requirements. The drop in state funding was largely driven by a decline in the average monthly number of children served from 46,667 in 2009 to 27,215 in 2013. These changes reflect (a) the rise in the state's unemployment rate, as unemployed workers are not eligible for child care subsidies, and (b) MDE's greater focus on program integrity. With limited resources, Michigan has begun an early learning Enhancement Grant pilot to ensure better coordination among funding sources in order to improve access to high-quality programs for children that are full-day and full-year. State funding for child care quality improvements has remained relatively stable. In FY 2012, Michigan spent an estimated \$23 million on child care quality improvements, or nearly 15 percent of total CCDF funds. Funds are used to implement child care licensing and Great Start to Quality (GSQ), the state's tiered quality rating and improvement system (QRIS).

(5) Other early learning and development program investments: Michigan has made a number of other investments in early learning and development for children with high needs. Parent engagement is a hallmark of these investments. Each year, OGS provides funding to Intermediate School Districts (ISDs) for local early childhood programming through the 32p block grant (referring to the section of State School Aid that details the appropriation). In the past, the funds were limited to an education and involvement program for parents of children from birth to school entry—Great Parents, Great Start—but in FY 2014 these funds are available to allow the communities to implement strategic plans to serve the most at-risk children with a broader array of services.

Since 2007, the School Aid budget has supported 54 local Great Start Collaboratives, 70 Great Start Parent Coalitions, and Great Parents, Great Start; the current appropriation is \$10,900,000, part of the 32p block grant referenced above. CCDF funding also supports this network, which improves coordination between community planning for early childhood, quality improvement, and child care providers. GSCs and GSPCs serve all Michigan counties, bringing together community leaders from education, business, clergy, law enforcement, non-profits, and

parents to create and implement plans to achieve the state’s early learning and development outcomes. The overall purpose of a GSC is to create a single intertwined network of public and private programs, services, and supports, working together in a community to accomplish better results for young children and families. These local entities have more 20,000 community leaders involved in their work, the majority of which are parents of young children. GSCs have had significant success in coordinating and improving services to children with high needs, and have leveraged approximately \$10.0 million in investments from local businesses and foundations.

GSPCs work to ensure that the perspectives of parents, as customers of the early childhood system, are essential to local decision making. This extensive and vibrant network of engaged parents, who work in collaboration with—and not separate from—other community stakeholders, helps ensure that parents’ and their children’s needs are foremost in the design of effective local early childhood initiatives that address the governor’s four early childhood outcomes. These local collaboratives and coalitions will be essential to the implementation and success of Michigan’s grant projects.

As mentioned above, many parents and community providers and advocates contributed to the development of the OGS plan for early childhood. For more formal family engagement initiatives, please see (A)(1)(d)(4) and Table (A)(1)-9.

Despite not receiving a 2011 RTT-ELC grant, Michigan has moved ahead with dispatch to improve our tiered quality rating and improvement system, Great Start to Quality, with state appropriations totaling \$9.25 million. GSQ is Michigan’s QRIS for licensed early learning and development programs and unlicensed, subsidized child care providers. It offers a valid, easy-to-understand measure of quality (with ratings from one to five stars) for licensed early learning and development programs. GSQ also delivers an array of resources to continually improve the quality of both licensed early learning and development programs and unlicensed, subsidized providers. A cadre of Quality Improvement Consultants, highly trained to offer program strategies and supports for meeting the needs of infants and toddlers, has been put in place across the state to work with early learning and development providers. Our grant application greatly expands the number and scope of work that these and new specialists will deliver to providers and parents in communities across Michigan. (For more on GSQ, please see (A)(1)(c) below.)

The Michigan Department of Community Health (DCH) is the lead agency for the Early Childhood Comprehensive Systems (ECCS) grant, Project LAUNCH, and the Maternal, Infant and Early Childhood Home Visiting (MIECHV) program authorized under the Affordable Care Act. The ECCS grant is focused on mitigating trauma and toxic stress, with child care providers targeted for education about adverse childhood experiences. Project LAUNCH has had great success implementing the Center for Social Emotional Foundations for Early Learning (CSEFEL) model, an evidence-based framework for building quality promotion and prevention practices into early care and education programs to support the social and emotional health of young children, in its Saginaw pilot site. Michigan’s home visitation work is currently focused in 11 counties with the highest needs. To date, Michigan has been awarded more than \$31 million in MIECHV formula and competitive funding to expand evidence-based home visiting services and build the infrastructure to assure coordinated, high quality prevention services. Michigan’s legislature has appropriated an additional \$2 million to support evidence-based home visiting, and the Michigan-developed Maternal Infant Health Program is offered statewide to pregnant women enrolled in Medicaid.

Michigan’s commitment to early childhood investment goes well beyond the essential programs that serve only our youngest children. For its comprehensive early childhood plan, OGS calculated the total FY 2012 state investment (encompassing state and federal funding) in children from birth through age eight, including funding for programs such as Medicaid and K–12 education that do not only serve children from birth through age five. This total investment is \$9.4 billion, \$4.6 billion of which comes from state resources. This amount includes Medicaid (\$1.6 billion), state funding for K–3 education (\$3.4 billion), and child, child care, and earned income tax credits (\$1.5 billion), in addition to many other health, human services, and education initiatives. This fiscal map (Appendix III) will help early childhood stakeholders assess the value of investments against the state’s four early childhood outcomes.

(A) (1) (b) Demonstrate commitment through the increase of Children with High Needs participation in early learning and development programs

Michigan has continued to serve a high number of children with high needs, as demonstrated in Table (A)(1)-5 below.⁴

⁴ Because some children participate in multiple early learning and development programs and an unduplicated count is not available at this time, a grand total is not provided.

(1) Great Start Readiness Program: Between 2009 and 2013 the number of children served through the GSRP, Michigan’s pre-kindergarten program, increased by nearly 6 percent. In 2013, GSRP served children through 32,139 part day slots. The number of children served will rise dramatically—by 10,000 to 12,000—with the \$65 million expansion of the program that took effect on October 1, 2013. (The increase in funding will support almost 18,000 half-day slots, but some of these will be combined so that one child will take two slots for a full school day.)

(2) Head Start and Early Head Start: Early Head Start and Head Start served 42,306 children (or 37,313 funded enrollments – see Table (A)(1)-3) in Michigan in FY 2013, including 36,867 preschoolers served by Head Start, and 5,439 infants and toddlers served by Early Head Start. This is a 1 percent increase from 2009.

(3) Programs and services through IDEA Part C and Part B, sec. 619: The number of children served by Early On® (part C of IDEA) declined by 11 percent between 2009 and 2012, (2013 data will be available in December 2013) and by 14 percent for children served by Part B, section 619. These decreases are due to Michigan’s falling birth rate and families with young children leaving the state due to the economic climate. Of the total number of young children served by these two programs, 62 percent are between the ages of three and kindergarten entry, while the remainder are toddlers ages one and two (33 percent), or infants under age one (5 percent). (Please see Tables (A)(1)-3 and (A)(1)-5 for detail and sources.) Because Michigan is a birth mandate state, and special education serves a population of children with more defined disabilities, state special education funds are devoted to those children.

(4) Services through Title I of ESEA: Between 2009 and 2012, the number of children served through Title I of ESEA grew from 10,621 to 11,677, a 10 percent increase. (Please see Table (A)(1)-5 for detail and sources.)

(5) Other early learning and development programs: In 2012, Michigan served 8,458 young children and their parents through the Great Parents/Great Start program, an increase of 52 percent since 2009. In addition, the state served 1,584 children with School Aid At-Risk Early Childhood Services funds in 2013.

As Table (A)(1)-3b details, 40 percent of the young children served by Michigan’s major early learning and development programs are from ethnic or racial minorities. Minorities

comprise more than half of the beneficiaries of CCDF funds and more than half of the children enrolled in Head Start and Early Head Start.

(A) (1) (c) Demonstrate commitment through existing early learning legislation, policies or practices

Over the last decade, early childhood stakeholders from all sectors have relentlessly promoted public policies and practices that strengthen Michigan’s early learning and development system to improve school readiness outcomes for young children with high needs. The following major components of reform are now in place:

(1) Effective state-level governance and cross-sector collaboration. Michigan has established effective state-level governance for its early childhood systems reform work.

In establishing the Office of Great Start, Governor Snyder laid out OGS’s charge to (a) align, consolidate, and/or integrate early childhood funding and related programs around the state’s early childhood outcomes, and (b) coordinate the state’s policy, budget, and programs for early childhood. OGS coordinates and aligns the state’s early learning and development investments for children with high needs. As described in more detail in (A)(3), OGS collaborates closely and regularly with senior staff from the Michigan Departments of Community Health (DCH) and Human Services (DHS) and ECIC to work toward achievement of our early childhood outcomes. OGS also oversees ECIC’s implementation of our tiered quality rating and improvement system. In addition, OGS partners with Michigan’s ISDs to connect the work of Great Start at the state level to the network of GSCs and GSPCs, with the intent of balancing both local (especially parent) and state perspectives in decision making, accountability, and policy. OGS plan development featured substantive input from 1,400 stakeholders (parents, advocates, providers, philanthropists, and businesspeople), leading to recommendations that build upon existing cross-sector partnerships to advance innovation and ensure accountability on behalf of young children with high needs.

(2) High-quality state-funded preschool. Since 1985, Michigan has provided high-quality early learning services for 4-year-olds at risk of school failure through the GSRP. GSRP funds may be used for classroom programs (part-day or school-day) and blended programs with Head Start to make a school-day program for many children.

Michigan was an early leader in establishing a high-quality, rigorously evaluated, state-

funded pre-kindergarten program, as well as in requiring adherence to early learning and development standards aligned with high-quality program standards in its state-funded programs. Michigan has invested in a longstanding, longitudinal evaluation of the GSRP conducted by the HighScope Educational Research Foundation. HighScope's evaluation found that children who participated in the program, compared to a group of similarly at-risk children who did not, were more ready for kindergarten and are more proficient in reading and math at fourth grade. By eighth grade, they were less likely to repeat grades. By the time of expected high school graduation, the GSRP children were much more likely to graduate on time. The governor and the legislature have responded to the results of the evaluation by continuing to increase funding with the goal of serving all eligible children. Lawmakers also required that all GSRP classrooms have a Star 3 quality rating or higher, demonstrating a commitment to expansion of quality and not just quantity.

(3) Improvements in child care quality across all settings. Michigan has adopted new policies and practices to improve the quality of subsidized child care. Developed as a work support program, not as an early learning and development program, the state's CCDF subsidy program was until very recently housed in the DHS. Since 2005, ECIC has implemented CCDF-supported efforts to improve the quality of child care. The recent transfer of responsibility for the CCDF program to the OGS allows the state to integrate CCDF and other early learning and development programs, implement common standards of quality, and more effectively use child care subsidies to ensure participation of children with high needs in high-quality early learning and development programs. This transfer, then, represents a fundamental shift to improving child care quality in unlicensed and licensed family and group home settings, a strategy that the RTT-ELC grant will allow us to accelerate.

Great Start to Quality is transforming Michigan's child care investments. GSQ began in 2009 with a legislatively mandated training requirement for all unlicensed home providers. Orientation training (currently seven hours, which includes CPR, First Aid, health and safety, and child development) is required for an unlicensed, subsidized home-based provider (in Michigan's parlance for family, friend and neighbor care) to receive a subsidy payment. This establishes a strong foundation of quality care and health and safety. At the time of this change, Michigan had 65 percent of its children in the care of subsidized, unlicensed providers. In FY

2012, that number had shrunk to 38 percent. In addition to the mandated training, unlicensed home-based providers can complete 10 additional annual hours of training and receive a higher rate of pay.

All licensed early learning and development programs and unlicensed, subsidized providers are linked to GSQ. Programs enter the system when they meet licensing requirements; unlicensed providers are rated at Tier 1 when they complete orientation training. The choice to move beyond this foundational level of quality rests with programs and providers, and Michigan will use RTT-ELC funds to greatly expand the technical assistance offered to programs and subsidized, unlicensed providers to improve their quality. As of September 6, 2013, 6 percent of licensed programs have a star rating of 3 or higher. (To be a GSRP site, the program must have at least a 3-star rating.) Star ratings for licensed programs are displayed on greatstartCONNECT.org, a database that allows parents to search for an early learning setting that meets their family’s needs.

(4) Broad eligibility for services for young children with disabilities. Michigan has been a leader in special education, with a “birth mandate” that authorizes special instructional and related services to eligible individuals from birth through age 26. Early Childhood Special Education, IDEA Part B Section 619 (ECSE/619) services for children from birth through age five are provided through ISDs and local education agencies, and must be in the least restrictive or natural environment depending on the age of the child. Consequently, nearly half (46 percent) of known young children with disabilities who have current Individualized Education Plans (IEPs), and are served through ECSE, Part B Section 619, receive services primarily in center-based programs, including GSRP or Head Start.⁵ In 2010, of all students with IEPs in Michigan, 27,669 (12.2 percent) were under the age of 6. Between 1992 and 2010, the number of young children receiving ECSE/619 services for developmental delays increased from 2,559 to 7,184.⁶

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

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

⁶ Students with IEPs by Age Groups in 2010, Annual Special Education Child Count, Michigan Department of Education.

percent), or because of certain conditions.

(5) A focus on serving young children with the highest needs. Michigan continues to enact reforms to assure that scarce state resources are focused on children with the highest needs. In 2009, the State Board of Education adopted new GSRP eligibility and guidelines that streamlined the enrollment process and prioritized the children with highest need. As part of the FY 2014 budget, the state legislature required that 90 percent of each GSRP grantee's enrollment of four-year-olds live in families with annual income at or below 250 percent of poverty.

The DCH and state partners also use a broad array of community-level data to ensure that the highest need families and young children benefit from the Maternal, Infant and Early Childhood Home Visiting (MIECHV) program, which in Michigan is focused specifically on reducing infant mortality, especially in African American communities.

For the 2012–2013 school year, Michigan school districts received funding formula incentives to move from half-day to full-day kindergarten. As a result, almost 98 percent of Michigan's kindergartners were enrolled in full school-day programs last year, up from about half the year before. Although this is a costly change for school districts, it is expected to result in better opportunity for all kindergartners to achieve the outcomes of the kindergarten expectations, but it is particularly important for children with high needs.

Our grant will also build on the successful DHS Pathways to Potential program, which is now focused on elementary and secondary school students and will be extended to help younger children with high needs in Michigan's most challenged communities. Pathways to Potential places DHS social workers, identified as success coaches, in targeted communities. Success coaches work individually with students and their families to remove the barriers keeping them from self-sufficiency and from attending school. School attendance is a critical component of academic success and, by working hand-in-hand with educators and parents, the success coaches connect families with existing community resources to address the individual challenges faced by the students and their family.

At the end of the 2012–2013 school year, success coaches were in 124 schools in the four core cities of Flint, Pontiac, Saginaw, and Detroit. With the start of the 2013 school year, Pathways to Potential expanded to Muskegon, Warren, and Kalamazoo, with workers in 150 schools. Many of the schools are elementary and middle schools, and several are or are

becoming Community Schools. A Community School is one that is developed based on the needs of the school and the community. It is open beyond the traditional school day, ideally 12 hours a day and 7 days a week, and offers on-site consolidated services provided by multiple agencies in one location with extended hours. A Community School has success coaches to help meet student's basic needs, and a Community School Coordinator to help address additional resource needs such as school supplies, uniforms, tutoring, parenting training, and job skill training. This grant will allow us to reach families of children with high needs before they begin elementary school.

(A) (1) (d) Demonstrate commitment through outlining the current status in key areas of early learning, including the areas outlined below

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

Michigan's standards align expectations for children's learning and development and program characteristics conducive to learning and development. In addition, the early learning expectations for three- and four-year-old children are vertically aligned with grade-level content expectations for kindergarten through third grade, providing the basis for curriculum alignment and effective transition. (Please see Table (A)(1)-6.)

(2) Comprehensive assessment systems. Michigan has developed comprehensive assessment systems for publicly funded early learning programs, including GSRP, Early Childhood Special Education, Head Start, and Early Head Start. The assessment tools are based on Michigan's early learning and development standards. (Please see Table (A)(1)-7 at the end of Section A for detail.) In Great Start to Quality, licensed and registered providers choose to implement comprehensive assessments, including screening measures, formative assessments, measures of environmental quality, and measures of the quality of adult/child interaction in order to earn more quality stars.

Michigan has spent almost 20 years developing an accountability model for GSRP, the state pre-kindergarten program. That accountability model is built on the relationships among the components of the comprehensive assessment system. The assessments are built on Michigan's aligned early childhood standards. Because GSRP has been extensively evaluated and has demonstrated effectiveness, the state team that developed Great Start to Quality adopted the elements of the GSRP model so that they would systemically apply across the early learning system.

Developmental Screening. GSRP requires the use of a comprehensive developmental screening tool at the beginning of the four-year-old experience. GSQ recognizes providers who annually use a developmental screening tool. A list of acceptable tools for each age group is available. Recognizing that many infants and toddlers, particularly, are not served by child care providers, Michigan has pioneered developmental screening at well-child check-ups.

Formative Assessment. Comprehensive ongoing assessment of enrolled children is a requirement of GSRP and Early Childhood Special Education, Section 619 (ECSE/619) of Part B of IDEA. Similarly, GSQ recognizes providers who use an ongoing comprehensive assessment. A list of acceptable tools for each age group is available. Results of comprehensive formative assessments are used to plan for individual children and aggregated to drive program improvement efforts.

Measures of Environmental Quality and Adult-Child Interaction. The HighScope Educational Research Foundation created the Preschool Program Quality Assessment (PQA) in the mid-1990s to measure quality program standards required for GSRP and Early Childhood Special Education. Subsequently, formats for infant-toddler classrooms, family child care, and youth programs were developed to measure each of Michigan's high-quality program standards documents. Each version of the PQA has been validated nationally and is aligned to Head Start performance standards. For GSQ, the structural items in the PQA that reflect policies and documents have been included in the programs' Self-Assessment Survey. The classroom environment and adult-child interaction items are assessed directly if providers score at the Star 4 level or higher, as that is when a PQA is administered onsite; scores can be reported for learning environment, daily routine, adult-child interaction, and curriculum planning and assessment.

(3) Health promotion practices. Michigan’s work to promote the health of young children has included licensing rules related to health and safety measures, health promotion and developmental screenings in licensed settings, Great Start to Quality standards, the expansion of developmental screenings in physician offices, and the piloting of pediatric medical home models by GSCs. (Please see Table (A)(1)-8 for details.) GSRP and Head Start are required to meet health and safety requirements as defined in this application, as well as provide developmental screenings and health promotion activities. Head Start programs also include a health literacy component.

Under current licensing rules, health and safety requirements include training for early childhood educators on CPR, First Aid, blood-borne pathogens and infectious diseases, safe sleep, and shaken baby syndrome. Unlicensed home care providers must have health and safety training to receive child care subsidies. Health promotion requirements can also be found in the child care licensing rules, which include additional physical activity and other efforts to reduce childhood obesity. Child care center licensing rules require early learning and development programs to share with parents the centers’ health care plans, including information about health care resources in the community. In GSQ, all licensed programs must meet stricter health and safety, developmental screening, and health promotion requirements to progress up the quality levels.

Michigan continues to connect Medicaid Early Periodic Screening Diagnosis and Testing (EPSDT) developmental screenings to our school readiness strategy, with a focus on appropriate referrals to Early On and other early intervention and developmental services. Under state licensing requirements, GSRP providers are required to obtain physical health appraisals of enrolled children, by a physician, within 30 days of initial attendance.

(4) Family engagement strategies. As demonstrated in detail in Table (A)(1)-9, Michigan has a strong commitment to family engagement, as reflected in program policies and community practice. Head Start grantees are required to have policy councils and policy committees with at least 51 percent of the members being parents of currently enrolled children. In addition, Head Start Parent Committees must be comprised exclusively of the parents of enrolled children. GSRP grantees are required to provide parent training and involve parents in decision making. In addition, GSRP providers must make at least four family contacts, including home visits, each

school year.

For families of children with disabilities, Early On engages parents in a number of ways, including “child find” activities and parental involvement in the assessment and evaluation process (for example, the Individual Family Service Plan). It also offers services such as family training, counseling, and service coordination. In addition, the Michigan Interagency Coordinating Council (MICC) for Early On and related local councils require a minimum of 20 percent parent representation.

As described in (A)(1)(a)(5), Michigan has created a statewide network for parent engagement through the Great Start Parent Coalitions, with approximately 20,000 active parent volunteers. These parent leaders build public support for early childhood investments, cultivate strong and authentic parent representation in local Great Start Collaboratives (GSCs) decision-making, and reach out to parents to involve them in GSPC activities and help them identify and get the services their children need.

Locally designed programming to support parents of children from birth to kindergarten entry, and intended to increase families’ knowledge of child development and learning, was the hallmark of Great Parents, Great Start. For 10 years (2003–2013), communities across the state offered a variety of materials, including skill-building and community-building activities focused on parent education and engagement only. Beginning with 2013–2014, the Early Childhood Block Grant provides opportunities for communities to be more engaged in the planning for services to support high-risk children, many of which will continue to focus on parents. Although many of the services will remain consistent, communities have opportunities to use funds to more directly impact their greatest needs as shown on their own strategic plans, rather than implementing only one state-determined set of supports.

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

(5) Development of early childhood educators. Michigan currently addresses the development of early childhood educators in the following ways. Please see Tables (A)(1)-10 and (A)(1)-11 for more detail.

(a) Workforce Knowledge and Competency Framework: Michigan bases its framework on Core Knowledge and Core Competencies (CKCC) for early childhood educators, which were adopted by state leaders in 2003 and updated in 2013, as well as the state’s early learning and development standards for both infants/toddlers and preschoolers (Early Childhood Standards of Quality for Infants and Toddlers and Early Childhood Standards of Quality for Pre-Kindergarten [ECSQ], Appendix 4 and 5). The CKCC includes eight core knowledge domains and related competencies that are critical to high-quality, developmentally appropriate education and care for young children. The 2013 revision provides more specificity and clarity on what early childhood professionals should know and be able to do in their roles. This work helps ensure that Michigan’s young children will be served by a high-quality workforce that is on a continuous path of professional growth.

(b) Great Start to Quality Resource Centers (RCs): RCs implement GSQ, Michigan’s tiered quality rating and improvement system. GSQ workforce development standards align with the CKCC, which RCs use as the foundation for professional development offerings. The centers strengthen the early learning and development workforce by providing professional development activities and resources for both licensed and subsidized unlicensed home care providers participating in GSQ and by maintaining the Great Start CONNECT database, with its early childhood educator professional development registry.

(c) T.E.A.C.H Early Childhood® Michigan: The T.E.A.C.H program offers tuition scholarships and financial supports for early childhood educators in licensed early learning and development programs. Please see (D)(2) for more on these scholarships.

(d) Two- and Four-Year Training Programs: Since 2004, the Institutions of Higher Education Advisory Committee has convened to promote articulation agreements between two- and four-year institutions and approved four-year child development degree programs focused on teaching preschool that meet the quality expectations of the GSRP and Head Start. Seven such university degree programs have been approved in Michigan. In addition, MDE recently revised the early childhood endorsement available to elementary teachers to include both general and special education. This endorsement is an option for GSRP teachers and teachers in ECSE/619 programs.

Expansion of several of these initiatives is a focus of section (D)(2) in our application.

(6) Kindergarten entry assessments. The state legislature approved an appropriation for \$3.25 million in FY 2012 to develop, pilot, field test, and implement a statewide Kindergarten Entry Assessment. MDE’s Office of Standards and Assessments, in partnership with the Office of Great Start, is working with 200 kindergarten teachers across the state to pilot the assessment, Teaching Strategies GOLD, which will roll out statewide in 2015. In addition, Michigan is collaborating with a consortium of states, led by Maryland and Ohio, to develop a new Kindergarten Entry Assessment. The Maryland-Ohio consortium was recently awarded federal funding through the Enhanced Assessment Grant for Kindergarten Entry Assessment. As Table (A)(1)-12 demonstrates, Michigan’s assessment covers all the domains and meets all the requirements for the grant.

(7) Effective data practices. With support from the U.S. Department of Education grants for building statewide longitudinal data systems, Michigan has expanded the student unique identification code (UIC) into our early learning and development programs for GSRP, Early On, and section 619 of part B of IDEA. This UIC is now used to follow these children from their first early learning and development program experience through post-secondary education. Efforts are under way with Head Start to extend the UIC into those programs that are not based within a local education agency. The Michigan Statewide Longitudinal Data System (MSLDS) now includes GSRP and early childhood special education data, as well as K–12 assessment data and, soon, Early On data. In the near future, the state will have the ability to look more critically at early learning programs and how well we are preparing children for third grade reading assessments. Please see Table (A)(1)-13 for Michigan’s progress in populating our early learning data systems with essential data elements. The grant will afford us the opportunity to make great strides in this domain.

Table (A)(1)-1: Children from Low-Income⁷ families, by age

	Number of children from Low-Income families in the State	Children from Low-Income families as a percentage of all children in the State
Infants under age 1	71,234	64.3%
Toddlers ages 1 through 2	121,624	53.0%

⁷ Low-Income is defined as having an income of up to 200% of the Federal poverty rate.

	Number of children from Low-Income families in the State	Children from Low-Income families as a percentage of all children in the State
Preschoolers ages 3 to kindergarten entry	181,996	50.9%
Total number of children, birth to kindergarten entry, from low-income families	374,854	53.7%

Note: The number of children from Low-Income families in the State was estimated using the number of children enrolled for Medicaid or MICHild health coverage (up to 200% of poverty).
Data Sources: Michigan Department of Human Services, Assistance Payments Statistics, Table 70, Annual Average-2012 (Medicaid) and MAXIMUS CMS Quarterly Reports, Annual Average-2012 (MICHild).

Note: The total number of children ages 0–5 in Michigan in 2012 was estimated at 697,840.
Data Source: U.S. Census Bureau, State Population Estimates by Age, Sex, Race, and Hispanic Origin, 2010–2012. Released June 13, 2013.

Special populations: Children who . . .	Number of children (from birth to kindergarten entry) in the State who...	Percentage of children (from birth to kindergarten entry) in the State who...
Have disabilities or developmental delays⁸	16,551	2.4%
Are English learners⁹	65,596	9.4%
Reside on "Indian Lands"	2,609	0.4%
Are migrant¹⁰	7,718	1.1%
Are homeless¹¹	8,882	1.3%

⁸ For purposes of this application, children with disabilities or developmental delays are defined as children birth through kindergarten entry that have an Individual Family Service Plan (IFSP) or an Individual Education Plan (IEP).

⁹ For purposes of this application, children who are English learners are children birth through kindergarten entry who have home languages other than English.

¹⁰ For purposes of this application, children who are migrant are children birth through kindergarten entry who meet the definition of "migratory child" in ESEA section 1309(2).

¹¹ The term "homeless children" has the meaning given the term "homeless children and youths" in section 725(2) of the McKinney-Vento Homeless Assistance Act (425 U.S.C. 11434a(2)).

Table (A)(1)-2: Special populations of Children with High Needs

The State should use these data to guide its thinking about where specific activities may be required to *address special populations' unique needs. The State will describe such activities throughout its application.*

Special populations: Children who . . .	Number of children (from birth to kindergarten entry) in the State who...	Percentage of children (from birth to kindergarten entry) in the State who...
Are in foster care	8,474	1.2%
Other as identified by the State Describe: Children at 100% of Poverty or below, 0–5 years old, Rural (Not in a metropolitan statistical area (MSA), as defined by the U.S. Census Bureau)	32,483	4.7%
Other as identified by the State Describe: Children at 100% of Poverty or below, 0–5 years old, Urban (In a metropolitan statistical area (MSA), as defined by the U.S. Census Bureau)	150,596	21.6%

Data Sources:

Have Disabilities or Developmental Delays: 2012 Special Education Count, ages 0-5 in Early Childhood/Early On (below the level of kindergarten).

Are English learners: U.S. Census Bureau, 2012 American Community Survey

Reside on “Indian Lands”: U.S. Census Bureau, 2007–2011 American Community Survey

Are migrant: Michigan Migrant and Seasonal Farmworker Enumeration Profiles Study 2013

Are homeless: Michigan Statewide Homeless Management Information System, CY 2012 Annual Data Report

Are in foster care: Michigan Department of Human Services Data Warehouse-Calendar Year 2012

Children at 100% of Poverty or below, 0-5 years old, Rural and Urban: U.S. Census Bureau, 2007–2011 American Community Survey

Table (A)(1)-3: Participation of Children with High Needs in different types of Early Learning and Development Programs, by age

Note: A grand total is not included in this table since some children participate in multiple Early Learning and Development programs.

Type of Early Learning and Development Program	Number of Children with High Needs participating in each type of Early Learning and Development Program, by age			
	Infants under age 1	Toddlers ages 1 through 2	Preschoolers ages 3 until kindergarten entry	Total
State-funded preschool Specify: Great Start Readiness Program (GSRP) Data Source and Year: GSRP History of Funding 2012–13 program year (funded enrollment)	0	0	32,139	32,139
Early Head Start and Head Start¹² Data Source and Year: Program Information Report (PIR) Cumulative Enrollment for 2011–2012 Reporting year (Cumulative enrollment, not funded)	1,413	4,026	36,867	42,306 ^a
Programs and services funded by IDEA Part C and Part B, section 619 Data Source and Year: www.MICIS.org, Michigan June count, 2012 & Michigan Student Data System (MSDS)	Part C: 1,579	Part C: 11,017	Part B, 619: 20,831 ^b	33,427
Programs funded under Title I of ESEA Data Source and Year: Consolidated State Performance Report: Parts 1 and 2 for School Year 2010–11	1,079 Count is for 0–2 age range	Reported in first column	13,133	14,212
Programs receiving funds from the State's CCDF program Data Source and Year: Michigan Department of Human Services Data Warehouse-FY2012 (Average Monthly Children Served)	2,542	10,943	16,861 ^b	30,346
^a Detail of children served by age is only available for cumulative enrollment, therefore figures in this table will not match the funded enrollment totals represented in Table (A)(1)-5 for Early Head Start and Head Start. ^b Figure includes children through age five.				

¹² Including children participating in Migrant Head Start Programs and Tribal Head Start Programs.

Table (A)(1)-3b: Participation of Children in Early Learning and Development Programs in the State, by Race/Ethnicity

Note: A grand total is not included in this table since some children participate in multiple Early Learning and Development programs.

Type of Early Learning and Development Program in the State	Number of Hispanic children	Number of Non-Hispanic American Indian or Alaska Native Children	Number of Non-Hispanic Asian Children	Number of Non-Hispanic Black or African American Children	Number of Non-Hispanic Native Hawaiian or Other Pacific Islander Children	Number of Non-Hispanic Children of Two or more races	Number of Non-Hispanic White Children
State-funded preschool Specify: Great Start Readiness Program (GSRP) Data Source and Year: MEGS - Summer 2013	2,769	530	485	6,067	144	702	16,619
Early Head Start and Head Start ¹³ Data Source and Year: Program Information Report (PIR) Cumulative Enrollment for 2011–2012 Reporting year	1,710 ^a	425	437	16,014	96	3,533	20,519
Early Learning and Development Programs funded by IDEA, Part C ^b Data Source and Year: www.MICIS.org, Michigan October count, 2012 & Michigan Student Data System (MSDS)	1,524	139	315	3,655	18	435	13,131
Early Learning and Development Programs funded by	1,488	174	405	3,160	24	591	14,989

¹³ Including Migrant and Tribal Head Start located in the State.

Table (A)(1)-3b: Participation of Children in Early Learning and Development Programs in the State, by Race/Ethnicity

Note: A grand total is not included in this table since some children participate in multiple Early Learning and Development programs.

Type of Early Learning and Development Program in the State	Number of Hispanic children	Number of Non-Hispanic American Indian or Alaska Native Children	Number of Non-Hispanic Asian Children	Number of Non-Hispanic Black or African American Children	Number of Non-Hispanic Native Hawaiian or Other Pacific Islander Children	Number of Non-Hispanic Children of Two or more races	Number of Non-Hispanic White Children
IDEA, Part B, section 619 Data Source and Year: MSDS - Fall 2012							
Early Learning and Development Programs funded under Title I of ESEA Data Source and Year: Educational Entity Master (EEM) and the 2012–2013 CEPI pupil headcount reports	3,538	349	814	5,208	37	1,144	28,117
Early Learning and Development Programs receiving funds from the State's CCDF program ^c Data Source and Year: Michigan Department of Human Services Data Warehouse-FY2012 (Average Monthly Children Served)	1,314	135	81	14,826	19	N/A	13,183

^a Head Start PIR does not report Hispanic, therefore the number in this column is "other + unspecified".

^b These data represent our "cumulative count" of children enrolled 10/4/11 – 10/4/12. OSEP requires a "snapshot" of enrollment on one day (10/4/12) that was collected in MSDS, and it requires the count of all children who had been enrolled and were exited the previous 12 months – so the MICIS data was accessed for this count.

Table (A)(1)-3b: Participation of Children in Early Learning and Development Programs in the State, by Race/Ethnicity

Note: A grand total is not included in this table since some children participate in multiple Early Learning and Development programs.

Type of Early Learning and Development Program in the State	Number of Hispanic children	Number of Non-Hispanic American Indian or Alaska Native Children	Number of Non-Hispanic Asian Children	Number of Non-Hispanic Black or African American Children	Number of Non-Hispanic Native Hawaiian or Other Pacific Islander Children	Number of Non-Hispanic Children of Two or more races	Number of Non-Hispanic White Children
^c Represents children birth through age 5. Race/ethnicity information was not available for 789 children in this age range.							

Table (A)(1)-4: Historical data on funding for Early Learning and Development

Type of investment	Funding for each of the Past 5 Fiscal Years				
	2009	2010	2011	2012	2013
Supplemental State spending on Early Head Start and Head Start ¹⁴	\$0	\$0	\$616,263	\$616,263	\$691,262
State-funded preschool Specify: Great Start Readiness Program	\$103,250,000	\$95,675,000	\$97,975,000	\$104,275,000	\$109,275,000
State contributions to IDEA Part C ^a	\$0	\$0	\$0	\$0	\$0
State contributions for special education and related services for children with disabilities, ages 3 through kindergarten entry	\$19,398,304	\$18,463,277	\$17,922,946	\$18,709,476	Not available
Total State contributions to CCDF ¹⁵	\$60,704,071	\$56,914,474	\$52,021,369	\$54,915,105	\$51,123,693

¹⁴ Including children participating in Migrant Head Start Programs and Tribal Head Start Programs.

¹⁵ Total State contributions to CCDF must include Maintenance of Effort (MOE), State Match, and any State contributions exceeding State MOE or Match.

Table (A)(1)-4: Historical data on funding for Early Learning and Development					
Type of investment	Funding for each of the Past 5 Fiscal Years				
	2009	2010	2011	2012	2013
State match to CCDF Exceeded/Met/Not Met (if exceeded, indicate amount by which match was exceeded)	Exceeded by \$629,493	Exceeded by \$1,828,290	Exceeded by \$499,015	Exceeded by \$3,621,198	Exceeded by \$1,005,842
TANF spending on Early Learning and Development Programs¹⁶	\$160,341,767	\$55,592,30	\$0	\$0	\$0
Other State contributions Specify: State reimbursements for programs for special education and related services for children with disabilities, ages birth to age three under rule 340.1755	\$4,954,238	\$5,742,462	\$5,339,487	\$5,849,190	Not available
Other State contributions Specify: Great Parents, Great Start (parenting information and education program birth to kindergarten entry)	\$5,000,000	\$5,000,000	\$5,000,000	\$5,000,000	\$5,000,000
Other State contributions Specify: Section 31a of State School Aid Act: At Risk-Early Childhood Instructional Services	\$2,024,576	\$3,566,225	\$3,316,128	\$3,578,004	\$1,557,221
Other State contributions Specify: Medicaid School Based Services (SBS)	\$7,545,844	\$17,581,169	\$17,697,076	\$16,808,459	Not available
Other State contributions Specify: Maternal, Infant and Early Childhood Home Visiting Program (MIECHV)	\$0	\$2,133,673	\$8,409,740	\$3,013,935	\$17,652,969
Other State contributions Specify: Office of Great Start supplemental funds	\$0	\$0	\$0	\$12,500,000	Funds from 2012 are available through 2015.
Total State contributions:	\$363,218,800	\$205,076,280	\$208,298,009	\$225,265,432	\$185,300,145

^a See State reimbursements for programs for special education and related services for children with disabilities, ages birth to age three under rule 340.1755 in this table.

¹⁶ Include TANF transfers to CCDF as well as direct TANF spending on Early Learning and Development Programs.

Table (A)(1)-4: Historical data on funding for Early Learning and Development					
Type of investment	Funding for each of the Past 5 Fiscal Years				
	2009	2010	2011	2012	2013
<p>Data Sources:</p> <p><u>Supplemental State spending on Early Head Start and Head Start:</u> Maternal, Infant, and Early Childhood Home Visiting Program (Title V) funding supported Early Head Start expansion in 3 counties through 2012 and 4 counties in 2013.</p> <p><u>State-funded preschool:</u> Great Start Readiness Program - GSRP History of Funding (http://www.michigan.gov/documents/mde/Funding_History_317203_7.pdf)</p> <p><u>State contributions to IDEA Part C:</u> State Contribution for Special Education Data reporting from required Special Education Administrative Rule 340.1754</p> <p><u>State contributions for special education and related services for children with disabilities, ages 3 through kindergarten entry:</u> Special Education Actual Cost Report (SE-4096)</p> <p><u>Total State contributions to CCDF and State match to CCDF:</u> ACF-696 and MAIN. Data for 2013 reflects an estimate as of September 1, 2013.</p> <p><u>TANF spending on Early Learning and Development Programs:</u> ACF-696 and the ACF-196 reports. Fiscal Year 2010 expenditures show reductions due to an influx of CCDF ARRA funds that were used as a swap for TANF funds. Fiscal Year 2011 \$0 figure is due to inability to provide an accurate estimate of TANF funds toward child care until year end close.</p> <p><u>State reimbursements for programs for special education and related services for children with disabilities, ages birth to age three under rule 340.1755:</u> Special Education Actual Cost Report (SE-4096)</p> <p><u>Great Parents, Great Start:</u> The Great Parents, Great Start funds are appropriated in section 32j of the State School Aid Act, P.A. 342 of 2006, P.A. 137 of 2007, P.A. 268 of 2008, P.A. 121 of 2009, P.A. 110 of 2010 and appropriated in section 32p of the State School Aid Act, P.A. 201 of 2012.</p> <p><u>Section 31a of State School Aid Act: At Risk-Early Childhood Instructional Services:</u> Section 31a of the State School Aid Act provides funding to eligible districts for supplementary instructional and pupil support services for pupils who meet the at-risk criteria specified in the legislation.</p> <p><u>Medicaid School Based Services (SBS):</u> Program helps defray some of the rapidly increasing costs to schools for the health care and related services delivered to students with Individualized Education programs (IEPs)—under Part B of the Individuals with Disabilities Education Act (IDEA)—as well as services for infants, toddlers and their families in Early On® programs—under Part C of IDEA. All 56 of Michigan’s intermediate school districts (ISDs) are enrolled with Medicaid as “providers.” This compliments the funding available to support early learning services, and increases the net funding available to support services for Children with High Needs. Historical funding information provided by the Michigan Department of Community Health.</p> <p><u>Maternal, Infant and Early Childhood Home Visiting Program (MIECHV):</u> The MIECHV program facilitates collaboration and partnership at the federal, state, and community levels to improve health and development outcomes for at-risk children through evidence-based home visiting programs. Formula and competitive grant funds are awarded to the State by the U.S. Department of Health and Human Services, Health Resources and Services Administration. Historical funding information provided by the Michigan Department of Community Health.</p> <p><u>Office of Great Start supplemental funds:</u> Funds for the development of a kindergarten entry status assessment and implementation of Great Start to Quality were appropriated in Public Act 29 of 2012.</p> <p><u>Total State contributions:</u> 2013 total is reflective of data available at the time of application submission only</p>					

Table (A)(1)-5: Historical data on the participation of Children with High Needs in Early Learning and Development Programs in the State

Note: A grand total is not included in this table since some children participate in multiple Early Learning and Development programs.

Type of Early Learning and Development Program	Total number of Children with High Needs participating in each type of Early Learning and Development Program for each of the past 5 years ¹⁷				
	2009	2010	2011 ¹⁸	2012	2013
State-funded preschool Specify: Great Start Readiness Program (funded enrollment)	30,366	28,138	28,904	30,668	32,139
Early Head Start and Head Start¹⁹ (funded enrollment)	34,420	35,142	36,512	36,322	37,313
Programs and services funded by IDEA Part C and Part B, section 619 (annual December 1 count)	Part C: 10,663 Part B, 619: 24,244	Part C: 10,384 Part B, 619: 23,352	Part C: 10,285 Part B, 619: 21,086	Part C: 9,458 Part B, 619: 20,831	Not available until December 2013
Programs funded under Title I of ESEA (total number of children who receive Title I services annually, as reported in the Consolidated State Performance Report)	10,621	11,332	14,212	11,677	Not available until February 2014
Programs receiving CCDF funds (average monthly served)	46,667	36,699	32,429	30,346	27,215
Other Describe: Great Parents, Great Starts (GPGS)	5,556	6,476	8,410	8,458	Not available until November 2013
Other Describe: Section 31a of State School Aid Act: At Risk- Early Childhood Instructional Services	2,148	2,073	2,149	2,351	1,584
Data Sources: <u>State-funded preschool</u> : Great Start Readiness Program funded enrollment used to identify funded half day slots available by fiscal year – GSRP History of Funding (http://www.michigan.gov/documents/mde/Funding_History_317203_7.pdf).					

¹⁷ Include all Children with High Needs served with both Federal dollars and State supplemental dollars.

¹⁸ Note to Reviewers: The number of children served reflects a mix of Federal, State, and local spending. Head Start, IDEA, and CCDF all received additional Federal funding under the 2009 American Recovery and Reinvestment Act, which may be reflected in increased numbers of children served in 2009-2011.

¹⁹ Including children participating in Migrant Head Start Programs and Tribal Head Start Programs.

Table (A)(1)-5: Historical data on the participation of Children with High Needs in Early Learning and Development Programs in the State

Note: A grand total is not included in this table since some children participate in multiple Early Learning and Development programs.

Type of Early Learning and Development Program	Total number of Children with High Needs participating in each type of Early Learning and Development Program for each of the past 5 years ¹⁷				
	2009	2010	2011 ¹⁸	2012	2013
<p><u>Early Head Start and Head Start</u>: Program Information Report (PIR) for 2009-2013.</p> <p><u>Programs and services funded by IDEA Part C and Part B, section 619</u>: Parts C and B through 2011, December 1 counts, as reported on www.MICIS.org and Michigan Student Data System (MSDS) for 2012.</p> <p><u>Programs funded under Title I under ESEA</u>: Title I services annually, as reported in the Consolidated State Performance Report.</p> <p><u>Programs receiving CCDF funds</u>: Michigan Department of Human Services Data Warehouse-FY2012 (Average Monthly Children Served). Represents children birth through age 5. Figure for 2013 is through August 2013.</p> <p><u>Great Parents, Great Start (GPGS)</u>: Funds collaborative community efforts to develop parent involvement and education programs. Data gathered from transmittals to the legislature or Department of Human Services, retrieved from Michigan Department of Education – Office of Great Start archival documents.</p> <p><u>Section 31a of State School Aid Act: At Risk – Early Childhood Instructional Services</u>: State 31a Report as submitted in Michigan Electronic Grant System.</p>					

Table (A)(1)-6: Current status of the State’s Early Learning and Development Standards

Please place an “X” in the boxes to indicate where the State’s Early Learning and Development Standards address the different age groups by Essential Domain of School Readiness

Essential Domains of School Readiness	Age Groups		
	Infants	Toddlers	Preschoolers
Language and literacy development	X	X	X
Cognition and general knowledge (including early math and early scientific development)	X	X	X
Approaches toward learning	X	X	X
Physical well-being and motor development	X	X	X
Social and emotional development	X	X	X

Note: Michigan’s Early Childhood Standards of Quality for Infant and Toddler Programs (ECSQ-IT) (see Appendix 4), and Early Childhood Standards of Quality for Prekindergarten (ECSQ-PK) (see Appendix 5) documents include both expectations for children’s learning and development and the standards for programs. The ECSQ-IT is based on a framework of developmental and learning strands, “Early Development and Learning Strands for Infants and Toddlers.” The strands, with corresponding domains in parentheses, are: Well-Being (Physical well-being and motor development; Social and emotional development), Belonging (Social and emotional development; Approaches toward learning), Exploration (Cognition and general knowledge, Motor development, Language and literacy development, Approaches toward learning), Communication (Language and literacy development), and Contribution (Approaches toward learning; Social and emotional development). The ECSQ-PK bridges the gap between developmental domains listed for infants and toddlers and specific curriculum content areas; they include: Approaches to Learning (Habits of Mind and Social Dispositions), Creative Arts, Language and Early Literacy Development, Dual Language Learning; Technology Literacy—Early Learning and Technology, Social, Emotional and Physical Health and Development, as well as Early Learning in Mathematics, Science, and the Social Studies.

Table (A)(1)-7: Elements of a Comprehensive Assessment System currently required within the State

Please place an “X” in the boxes to indicate where an element of a Comprehensive Assessment System is currently required.

Types of programs or systems requirements		Elements of a Comprehensive Assessment System				
		Screening Measures	Formative Assessments	Measures of Environmental Quality	Measures of the Quality of Adult-Child Interactions	Other
State-funded preschool Specify: Great Start Readiness Program		X	X	X	X	N/A
Early Head Start and Head Start²⁰		X	X	X	X	Varies by grantee
Programs funded under IDEA Part C		Individualized per child; screening not necessary for preexisting conditions, comprehensive evaluation is conducted	Individualized per child	Not applicable; services in natural environment per statute	Not applicable, services in natural environment per statute	X
Programs funded under IDEA Part B, section 619		Requires full and individual evaluation of educational needs, not screening	X	Encouraged ^a	Encouraged	X
Programs funded under Title I of ESEA		Recommend age appropriate screening to assist literacy and numeracy	Recommend age appropriate screening to assist literacy and numeracy	Licensing and Great Start to Quality	Licensing and Great Start to Quality	N/A
Programs receiving CCDF funds		Licensing and Great Start to Quality	Licensing and Great Start to Quality	Licensing and Great Start to Quality	Licensing and Great Start to Quality	N/A
Current Quality Rating and Improvement System requirements Specify by tier	Great Start to Quality Level One	X	X	X	X	N/A
	Great Start to Quality Level Two	X	X	X	X	N/A
	Great Start to Quality Level Three	X	X	X	X	N/A

²⁰ Including Migrant and Tribal Head Start located in the State.

(add rows if needed):	Great Start to Quality Level Four	X	X	X	X	N/A
	Great Start to Quality Level Five	X	X	X	X	N/A
State licensing requirements		X	Promotes Best Practice ^b	Promotes Best Practice	Promotes Best Practice	N/A
Other: Great Parents Great Start		X	Parent Focused Program ^c	Parent Focused Program	Parent Focused Program	N/A

^a Components of comprehensive assessment system are not state-required practices, but best practices are encouraged and may be completed by various programs dependent on local implementation and child needs.

^b Bureau of Children and Adult Care Licensing currently promotes these concepts as best practices for licensed and registered providers to consider supporting child outcomes, but it is not a current regulation in rules. Will be integrated into the licensing consultant technical assistance manual to support licensing rule updates in 2014 and promotion of best practice.

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

Data Sources:

Programs funded under IDEA Part C: Part C of IDEA does not fund programs, but rather provides individualized education and supports for each child. The “Other” is the required comprehensive child assessment that is used to report on the federal Child Outcomes (commonly coded C-3). IDEA Part C regulations at 34 CFR Part 303: “To the maximum extent appropriate to the needs of the child, early intervention services must be provided in natural environments, including the home and community settings in which children without disabilities participate” (34 CFR 303.12(b)).

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

Programs receiving CCDF funds: CCDF funded programs meet licensing and Great Start to Quality requirements for assessment but do not include additional requirements.

Table (A)(1)-8: Elements of high-quality health promotion practices currently required within the State

Please place an “X” in the boxes to indicate where the elements of high-quality health promotion practices are currently required.

Types of Programs or Systems	Elements of high-quality health promotion practices				
	Health and safety requirements	Developmental, behavioral, and sensory screening, referral, and follow-up	Health promotion, including physical activity and healthy eating habits	Health literacy	Other
State-funded preschool Specify: Great Start	X	X	X	Not currently required	N/A

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

Table (A)(1)-8: Elements of high-quality health promotion practices currently required within the State					
<i>Please place an “X” in the boxes to indicate where the elements of high-quality health promotion practices are currently required.</i>					
Types of Programs or Systems	Elements of high-quality health promotion practices				
	Health and safety requirements	Developmental, behavioral, and sensory screening, referral, and follow-up	Health promotion, including physical activity and healthy eating habits	Health literacy	Other
Describe: Great Parents Great Start					
<p>^a Components of a high-quality health promotion practice are not state required practices, but best practices are encouraged and may be completed by various programs dependent on local implementation and child needs.</p> <p>^b Bureau of Children and Adult Licensing currently promotes these concepts as best practices for licensed and registered providers to consider supporting child outcomes, but it is not a current regulation in rules. Will be integrated into the licensing consultant technical assistance manual to support licensing rule updates in 2014 and promotion of best practice.</p>					

Table (A)(1)-9: Elements of a high-quality family engagement strategy currently required within the State	
Please describe the types of high-quality family engagement strategies required in the State. Types of strategies may, for example, include parent access to the program, ongoing two-way communication with families, parent education in child development, outreach to fathers and other family members, training and support for families as children move to preschool and kindergarten, social networks of support, intergenerational activities, linkages with community supports and family literacy programs, parent involvement in decision making, and parent leadership development.	
Types of Programs or Systems	Describe Family Engagement Strategies Required Today
State-funded preschool Specify: Great Start Readiness Program	<p>Advisory Committees: Great Start Readiness Program (GSRP) grantees are required by legislation^a to provide for active and continuous participation of parents of enrolled children. A high-quality GSRP supports parents as active decision makers and develops and implements training to instill confidence in parents as active members. For 2013-2014, the advisory committee is expected to be a school readiness committee of one of the 54 Great Start Collaborative bodies.</p> <p>Family Contacts: Center-based programs require a minimum of four family contacts, preferably two home visits and two parent-teacher conferences.</p> <p>Parent Teacher Conferences: Conferences should be designed to provide reciprocal information concerning the progress of the child across domains, goals for continuous progress, and any additional support which may be necessary.</p> <p>Other activities and supports are identified by local programs; GSRP classrooms are expected to display at a minimum Star 3 rating in the Great Start to Quality System.</p>
Early Head Start and Head Start	<p>Refer to rule 45 CFR 1304 §1304.40 Family partnerships:</p> <ul style="list-style-type: none"> (a) Family goal setting. (b) Accessing community services and resources.

Table (A)(1)-9: Elements of a high-quality family engagement strategy currently required within the State

Please describe the types of high-quality family engagement strategies required in the State. Types of strategies may, for example, include parent access to the program, ongoing two-way communication with families, parent education in child development, outreach to fathers and other family members, training and support for families as children move to preschool and kindergarten, social networks of support, intergenerational activities, linkages with community supports and family literacy programs, parent involvement in decision making, and parent leadership development.

Types of Programs or Systems	Describe Family Engagement Strategies Required Today
	<p>(c) Services to pregnant women who are enrolled in programs serving pregnant women, infants, and toddlers.</p> <p>(d) Parent involvement- general.</p> <p>(e) Parent involvement in child development and education.</p> <p>(f) Parent involvement in health, nutrition, and mental health education.</p> <p>(g) Parent involvement in community advocacy.</p> <p>(h) Parent involvement in transition activities.</p> <p>(i) Parent involvement in home visits.</p> <p>Program Governance: Policy Councils and Policy Committees must be comprised of two types of representatives: parents of currently enrolled children and community representatives. At least 51 percent of the members of these policy groups must be the parents of currently enrolled children.</p> <p>Parent Committees must be comprised exclusively of the parents of children currently enrolled at the center level for center-based programs or at the equivalent level for other program options.</p> <ul style="list-style-type: none"> • Advise staff in developing and implementing local program policies, activities, and services; • Plan, conduct, and participate in informal as well as formal programs and activities for parents and staff; and • Within the guidelines established by the governing body, Policy Council, or Policy Committee, participate in the recruitment and screening of Early Head Start and Head Start employees. <p>While not a requirement for operation, the majority of Early Head Start and Head Start classroom-based programs display at Star 4 or 5 in the Great Start to Quality System.</p>
<p>Programs funded under IDEA Part C Early On[®]</p>	<p>Engaging families through Child Find</p> <p>Families of children with disabilities served in Early On[®] (Part C of IDEA in Michigan), are initially engaged through the required child find activities found in 34 CFR 303.300.</p> <p>The “Don’t Worry, But Don’t Wait” campaign targets the statutory purpose of finding children eligible for early intervention services as early as possible as well as ensuring that families know and have access to Part C of IDEA (34 CFR 303.302).</p> <p>Families engaged in development of IFSP</p> <p>Early On[®] involves parents/families in all aspects of the program including: screening (if applicable), child evaluation, and the development of the IFSP. In order for any service to begin, a parent must consent to each service that is indicated on the IFSP.</p> <p>Family services through Early On[®]</p> <p>Family training and counseling is one service that is offered through Part C of IDEA. This service is designed to help families of an infant/toddler learn about the established condition or developmental delay and provides strategies for the family to use to help</p>

Table (A)(1)-9: Elements of a high-quality family engagement strategy currently required within the State

Please describe the types of high-quality family engagement strategies required in the State. Types of strategies may, for example, include parent access to the program, ongoing two-way communication with families, parent education in child development, outreach to fathers and other family members, training and support for families as children move to preschool and kindergarten, social networks of support, intergenerational activities, linkages with community supports and family literacy programs, parent involvement in decision making, and parent leadership development.

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

Table (A)(1)-9: Elements of a high-quality family engagement strategy currently required within the State

Please describe the types of high-quality family engagement strategies required in the State. Types of strategies may, for example, include parent access to the program, ongoing two-way communication with families, parent education in child development, outreach to fathers and other family members, training and support for families as children move to preschool and kindergarten, social networks of support, intergenerational activities, linkages with community supports and family literacy programs, parent involvement in decision making, and parent leadership development.

Types of Programs or Systems	Describe Family Engagement Strategies Required Today
	<p>behaviors that support their child's development.</p> <p>Teachers and parents are partners in preparing children for future school success. It is essential that teachers engage in consistent and meaningful sharing of information with parents and caregivers, including meeting with parents to talk about any areas in which their child is experiencing difficulties. In addition, by sharing specific information about the topics children are learning, and the skills they are developing, teachers strengthen parents' ability to support their children's learning at home.</p> <p>Teachers should communicate with parents in other languages when appropriate to facilitate effective communications, (see for example, 34CFR200.6(c)(2) of Title I regulations). Teachers can encourage parents to become their child's advocate and spend time in the preschool observing and helping their own child.</p> <p>"Collaborating for Success" - Parent Engagement Toolkit^b serves as a significant resource to Title I programs, as well as all Michigan parents and school programs. It has been translated into Spanish and Arabic.</p>
Programs receiving CCDF funds	<p>The CCDF program in Michigan funds two parent education publications for parents. One is a newsletter - CONNECTIONS – that is published quarterly, and the other is the Great Start to Quality parent brochure. CONNECTIONS is disseminated on-line in three languages, English, Spanish, and Arabic, and disseminated in print to all providers and families receiving a subsidy. The Great Start to Quality parent brochure is disseminated online and disseminated in print to families through the Great Start Regional Resource Centers, the Great Start Collaboratives and Parent Coalitions, the Michigan Department of Human Services (DHS) as well as by other community partners, i.e. Head Start Programs, state funded pre-kindergarten programs, etc. Spanish and Arabic versions of the brochure are currently in development.</p> <p>The Great Start to Quality Resource Centers (RCs) are required by their contract with the Early Childhood Investment Corporation (ECIC), which is funded with CCDF quality funds, to coordinate resources for families to enhance the early learning home environment, to assist them with choosing high-quality early learning, and to provide access to child care referral for those families who do not have internet access to Great Start CONNECT—the searchable data-base for Michigan's licensed early learning and development programs. The RCs have annual performance measures related to this requirement that they must meet in order to maintain their funding.</p> <p>Michigan also has enrolled "unlicensed providers" (a.k.a, family, friend and neighbor care) into a tiered system, thus allowing families an opportunity to select additional providers who may share similar values, culture, and language.</p>

Table (A)(1)-9: Elements of a high-quality family engagement strategy currently required within the State

Please describe the types of high-quality family engagement strategies required in the State. Types of strategies may, for example, include parent access to the program, ongoing two-way communication with families, parent education in child development, outreach to fathers and other family members, training and support for families as children move to preschool and kindergarten, social networks of support, intergenerational activities, linkages with community supports and family literacy programs, parent involvement in decision making, and parent leadership development.

Types of Programs or Systems	Describe Family Engagement Strategies Required Today
<p>Current Quality Rating and Improvement System requirements</p> <p>Great Start to Quality Standards</p> <p>Specify by tier (add rows if needed):</p>	<p>Refer to Appendix 10 to reference tiered scoring system for the following family engagement components:</p> <ol style="list-style-type: none"> 1. Program provides parenting education opportunities. 2. Classroom staff engages in informal communication with parents. 3. Program provides formal communication (i.e., parent/teacher conferences, home visits) to inform parents of children’s developmental progress. 4. Communication, education, and informational materials and opportunities for families are delivered in a way that meets their diverse needs (e.g., literacy level, language, cultural appropriateness, etc.). 5. Program offers opportunities for parents to participate in program governance. 6. Program provides opportunities for parents to participate in education inside and outside the classroom.
<p>State licensing requirements^c</p>	<p>Parents must be allowed to visit their children enrolled in child care center at any time.</p> <p>Parents of infants in child care centers receive a written daily record that includes food intake information, sleeping patterns, elimination patterns, developmental milestones, and changes in the child’s usual behaviors.</p> <p>When caring for children with special needs, both home and center caregivers must work with parents, medical personnel and other professionals to provide care in accordance with the child’s identified needs and learning supports.</p>
<p>Other</p> <p>Describe: Great Start Collaboratives and Great Start Parent Coalitions</p>	<p>Fifty-four GSCs serve all 83 Michigan counties and members consist of public and private community leaders, including parents. Their purpose is to coordinate existing services, increasing access and creating efficiencies to address gaps in services, especially for the most high-need children. GSC priorities are focused by a data driven strategic plan based on the needs of the community. GSCs are required by funding agreement with the Office of Great to have 20 percent of their membership be parents of young children. GSCs are also required to provide supports to parent members (e.g. transportation, child care, translation services, etc.) to decrease barriers to participation.</p> <p>Each GSC has a partner organization called a Great Start Parent Coalition (GSPC), comprised of passionate local volunteers who educate community and state leaders about the importance of investing in young children and provide the "parent voice" to inform the GSCs decision making. GSPCs are coordinated by a paid Parent Liaison position and have funding from the 32p Block Grant to support parent participation (e.g. child care, transportation, etc.). The 70 GSPCs in Michigan currently have over 9,000 members.</p> <p>Building parenting leadership is a strong focus area for the GSCs and GSPCs. ECIC (original funder, and now provider of technical assistance) developed a philosophical framework that assumes there is a continuum of development that occurs with parents of</p>

Table (A)(1)-9: Elements of a high-quality family engagement strategy currently required within the State

Please describe the types of high-quality family engagement strategies required in the State. Types of strategies may, for example, include parent access to the program, ongoing two-way communication with families, parent education in child development, outreach to fathers and other family members, training and support for families as children move to preschool and kindergarten, social networks of support, intergenerational activities, linkages with community supports and family literacy programs, parent involvement in decision making, and parent leadership development.

Types of Programs or Systems	Describe Family Engagement Strategies Required Today
	<p>young children as they build their leadership skills. It assumes that parents do not wish to only be customers of services, but that a portion of parents also want to become more involved in improving the services and supports for all young children in their community, including serving on local governance bodies such as the GSC.</p> <p>Until 9/30/2013, Great Parents, Great Start was funded explicitly through a section of the State School Aid Act. The funding was rolled into the 32p Block Grant and the GSCs/GSPCs partner with the ISDs to determine “early childhood programming” that will address the needs and gaps in their communities. While in some places the programming has replaced Great Parents, Great Start, however many areas will continue to offer parenting supports to families with young children, focused on identified high needs, and continue to call the programming by the same name. Funds must be used for programming that is evidence-based, or, at least in these initial years of implementation, promising practices that lead toward evidence-based programs.</p>
<p>Other Describe: Parent Leadership in State Government Initiative</p>	<p>The Parent Leadership in State Government Initiative provides leadership training for Michigan parents who want to help impact local, state and federal program planning and policy development. The project is the collaboration between the Michigan Department of Community Health (MDCH-Behavioral Health and Public Health), Michigan Department of Human Services (DHS), Michigan Department of Education (MDE—Early On) and Children's Trust Fund. MDCH is the fiduciary that holds the contract with the Michigan Public Health Institute to coordinate the Initiative and the trainings.</p> <p>The Parent Leadership in State Government Initiative is directed by the Parent Leadership Advisory Board which consists of representatives of each of the public state agencies providing funding support for the initiative, the Early Childhood Investment Corporation and parent representatives who have received services from each of the funding agencies and/or in leadership positions within those agencies.</p>

^a 2013 PA 60, Section 32d(4)(f).

^b The “Collaborating for Success” - Parent Engagement Toolkit is available online at <http://www.michigan.gov/mde/0,4615,7-140-5233---,00.html>

^c Cited requirements are from MCL 722.113a, R 400.5206, R 400.1914(7) and R400.5106(10).

Table (A)(1)-10: Status of all early learning and development workforce credentials²¹ currently available in the State				
List the early learning and development workforce credentials in the State	If State has a workforce knowledge and competency framework, is the credential aligned to it? (Yes/No/Not Available)	Number and percentage of Early Childhood Educators who have the credential		Notes (if needed)
		#	%	
Child Development Associate Credential (CDA)	Yes	Family Child Care Homes		
		148	3.5%	
		Group Child Care Homes		
		207	9.7%	
		GSRP		
		13	1.3%	
		Head Start/Early Head Start		
		15	1.1%	
Associate’s Degree	Not Available - Institutions of Higher Education are independent organizations and may include variances of programs.	Family Child Care Homes		
		229	5.4%	
		Group Child Care Homes		
		219	10.2%	
		GSRP		
		5	0.5%	
		Head Start/Early Head Start		
		374	26.6%	
Bachelor’s Degree	Not Available - Institutions of Higher Education are independent organizations and may include variances of programs.	Family Child Care Homes		
		166	3.9%	
		Group Child Care Home		
		103	4.8%	
		GSRP		
		17	1.7%	
		Head Start/Early Head Start		
		855	61.0%	
Master’s Degree	Not Available statewide	Family Child Care Homes		
		8	N/A	

²¹ Includes both credentials awarded and degrees attained.

Table (A)(1)-10: Status of all early learning and development workforce credentials²¹ currently available in the State

List the early learning and development workforce credentials in the State	If State has a workforce knowledge and competency framework, is the credential aligned to it? (Yes/No/Not Available)	Number and percentage of Early Childhood Educators who have the credential		Notes (if needed)	
		#	%		
		34	0.8%		
		Group Child Care Home			
		23	1.1%		
		GSRP			
		296	30.1%		
		Head Start/Early Head Start			
154	10.9%				
ZA/ZS Endorsement	Yes	GSRP		The Early Childhood (ZS) Endorsement replaced the ZA program and now prepares elementary teachers to work with young children from birth through 3rd grade in general education settings or Early Childhood Special Education services or settings. It is an additional area of expertise for those teachers who already hold a Michigan Elementary Certificate.	
		920	93.4%		

Note: Data provided in (A)(1)-10 is a compilation of data sources for workforce credentials for child care (limited to Family and Group Homes), Head Start, Great Start Readiness Program, and the T.E.A.C.H. Scholarship program. Michigan lacks the current data system to report on the workforce credential status. Refer to Section E for more information on data collection through Great Start to Quality, Workforce Knowledge and Competency Framework, and state Data Systems.

Data Sources:

Family and Group Home data: Great Start CONNECT: Provider self-reported status as of September 25, 2013.

GSRP data: High Scope ® Report: GSRP Lead Teachers’ Credential Status and Education for 2011–2012.

Head Start data: Program Information Report: Child Development Staff (Preschool Classroom and Assistant Teacher) - Highest degree 2012–2013 Program Year.

T.E.A.C.H. Scholarship data: T.E.A.C.H. ® Early Childhood Scholarship Program: Academic Year Graduate data report Fall 2011, Winter 2012, Spring 2013, and Summer 2013.

Table (A)(1)-11: Summary of current postsecondary institutions and other professional development providers in the State that issue credentials or degrees to Early Childhood Educators		
List postsecondary institutions and other professional development providers in the State that issue credentials or degrees to Early Childhood Educators	Number of Early Childhood Educators that received an early learning credential or degree from this entity in the previous year	Does the entity align its programs with the State's current Workforce Knowledge and Competency Framework and progression of credentials? (Yes/No/Not Available)
Two-Year Institutions		
Bay De Noc Community College	10 ECE Certificates 11 Associate	Yes
Bay Mills Community College	12 Associate	Yes
Delta College	28 Associate	Yes
Glen Oaks Community College	6 Associate	Not available
Gogebic Community College	2 Associate	No
Grand Rapids Community College	32 Associate	Yes
Henry Ford Community College	11 ECE Certificates 12 Associate	Yes
Kellogg Community College	35 Associate	Yes
Lake Michigan College	18 Associate	Not available
Lansing Community College	22 ECE Certificates 22 Associate	Yes
Macomb Community College	40 Associate	Yes
Mid-Michigan Community College	3 ECE Certificates 9 Associate	Yes
Monroe County Community College	2 ECE Certificates 10 Associate	Not available
Montcalm Community College	1 ECE Certificate 9 Associate	Not available
Mott Community College	5 ECE Certificates 19 Associate	Yes
Muskegon Community College	20 Associate	Yes
North Central Community College	11 Associate	Yes
Northwestern Michigan Community College	2 ECE Certificates 6 Associate	Yes
Oakland Community College	64 Associate	Yes
Saint Clair County Community College	18 Associate	Yes
Schoolcraft Community College	19 ECE Certificates 25 Associate	Yes
Southwestern Michigan College	12 Associate	No
Washtenaw Community College	45 ECE Certificates 17 Associate	Yes
Wayne County Community College	4 ECE Certificates 9 Associate	
West Shore Community College	13 Associate	Yes
Four-Year Institutions		
Baker College	118 Associate 56 Bachelor	Yes
Central Michigan University	Not available	Yes
Ferris State University	6 Associate 24 Bachelor	Yes
Lake Superior State	Not available	Not available

Table (A)(1)-11: Summary of current postsecondary institutions and other professional development providers in the State that issue credentials or degrees to Early Childhood Educators

List postsecondary institutions and other professional development providers in the State that issue credentials or degrees to Early Childhood Educators	Number of Early Childhood Educators that received an early learning credential or degree from this entity in the previous year	Does the entity align its programs with the State’s current Workforce Knowledge and Competency Framework and progression of credentials? (Yes/No/Not Available)
Madonna University	Not available	Not available
Michigan State University	24 Bachelor	Yes
Northern Michigan University	Not available	Yes
Rochester College	18 Bachelor	Yes
Siena Heights University	Not available	Yes
University of Michigan – Dearborn	Not available	Yes
Western Michigan University	Not available	Yes

Note: Institutions of Higher Education that do not offer a Bachelor’s degree in Early Childhood Education or Child Development major degree programs, but offer the ZA/ZS Endorsement options, were not included in this table. These include institutions such as University of Michigan-Ann Arbor, University of Michigan-Flint, Eastern Michigan University, Calvin College, Wayne State University, etc.

Table (A)(1)-12: Current status of the State’s Kindergarten Entry Assessment

State’s Kindergarten Entry Assessment	Essential Domains of School Readiness				
	Language and literacy	Cognition and general knowledge (including early mathematics and early scientific development)	Approaches toward learning	Physical well-being and motor development	Social and emotional development
Domain covered? (Y/N)	Yes	Yes	Yes	Yes	Yes
Domain aligned to Early Learning and Development Standards? (Y/N)	Yes	Yes	Yes	Yes	Yes
Instrument(s) used? (Specify): Michigan Customized Work Sampling System	Yes	Yes	Yes	Yes	Yes
Evidence of validity and reliability? (Y/N)	Yes	Yes	Yes	Yes	Yes
Evidence of validity for English learners? (Y/N)	Yes	Yes	Yes	Yes	Yes
Evidence of validity for children with disabilities? (Y/N)	Yes	Yes	Yes	Yes	Yes

Table (A)(1)-12: Current status of the State’s Kindergarten Entry Assessment

State’s Kindergarten Entry Assessment	Essential Domains of School Readiness				
	Language and literacy	Cognition and general knowledge (including early mathematics and early scientific development)	Approaches toward learning	Physical well-being and motor development	Social and emotional development
How broadly administered? (If not administered statewide, include date for reaching statewide administration)	Pilot Study: 2013 Field Testing: 2014 Statewide Implementation: 2015	Pilot Study: 2013 Field Testing: 2014 Statewide Implementation: 2015	Pilot Study: 2013 Field Testing: 2014 Statewide Implementation: 2015	Pilot Study: 2013 Field Testing: 2014 Statewide Implementation: 2015	Pilot Study: 2013 Field Testing: 2014 Statewide Implementation: 2015
Results included in Statewide Longitudinal Data System? (Y/N) ^a	No	No	No	No	No

^a Pilot Study in the 2013-2014 school year –Please refer to High Quality Plan located in Section E1 for more detailed information

Table (A)(1)-13: Profile of all early learning and development data systems currently used in the State

List each data system currently in use in the State that includes early learning and development data	Essential Data Elements						
	<i>Place an “X” for each Essential Data Element (refer to the definition) included in each of the State’s data systems</i>						
	Unique child identifier	Unique Early Childhood Educator identifier	Unique program site identifier	Child and family demographic information	Early Childhood Educator demographic information	Data on program structure and quality	Child-level program participation and attendance
Head Start and Early Head Start: ChildPlus, COPA, Genesis Earth, ACCESS	UD ^a	UD	UD	X	X	X	X
Michigan Student Data System (MSDS)	X	X	X	X	UD	UD	X
Wayne State Online Child and Family Outcomes Database	X	N/A	X	N/A	N/A	N/A	N/A
Great Start CONNECT	UD	UD	X	UD	UD	UD	UD
Registry of Educational Personnel	N/A	X	X	N/A	X	N/A	N/A
Educational Entity Master (EEM)	N/A	N/A	X	N/A	N/A	N/A	N/A

Table (A)(1)-13: Profile of all early learning and development data systems currently used in the State

List each data system currently in use in the State that includes early learning and development data	Essential Data Elements						
	Place an "X" for each Essential Data Element (refer to the definition) included in each of the State's data systems						
	Unique child identifier	Unique Early Childhood Educator identifier	Unique program site identifier	Child and family demographic information	Early Childhood Educator demographic information	Data on program structure and quality	Child-level program participation and attendance
Michigan Department of Community Health – Data Warehouse	X	N/A	N/A	UD	UD	N/A	Yes
Child Care Attendance Certification (CACC)	X	N/A	X	N/A	N/A	N/A	X
BRIDGES	X	X	X	X	X	UD	N/A

^a UD = Under Development and identifies data development projects currently under way in Michigan.

Notes:

Michigan Student Data System (MSDS): The Michigan Student Data System (MSDS), Operated and maintained by the Center for Educational Performance and Information, is a repository that contains information regarding students receiving education in the State of Michigan. Unique Early Childhood Educator identifier in place for all GSRP, LEA run Head Start, Early On, GPGS, and other optional programs.

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

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

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

Educational Entity Master (EEM): The Education Entity Master, operated and maintained by the Center for Educational Performance and Information, maintains educational data collections and mandated data submissions to the state and federal government and are critical to fulfilling the requirements of No Child Left Behind and Education YES!

Michigan Department of Community Health – Data Warehouse: The Michigan Department of Community Health operates and maintains the Data Warehouse that connects a number of health and welfare related data systems between the Department of Community Health and Department of Human Services including the Michigan Care Improvement Registry which is responsible for immunization records.

Child Care Attendance Certification (CACC): The Child Care Attendance Certification (CCAC) system, operated and maintained by the Michigan Department of Technology, Management and Budget in support of Michigan's CCDF child care subsidy program, maintains child care time and attendance data submitted by providers for the purposes of state reimbursement for services provided to eligible children.

Bridges: Bridges, operated by the Michigan Department of Human Services and maintained jointly by Deloitte and the Michigan Department of Technology, Management, and Budget, is the state's integrated system used to determine eligibility for various state/federal assistance programs, including Medicaid, TANF, SNAP and CCDF.

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

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

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

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

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

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

Evidence for (A)(2):

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

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

The Rationale For Michigan’s Early Learning And Development Reform Goals And Agenda

Much remains to be done to make certain that Michigan’s children with high needs age five and under have the best possible opportunity to thrive in school and life. The evidence of the last few years, however, shows that the momentum for change is real. As detailed in (A)(1), the expansion of GSRP, the move to full-day kindergarten, funding for the Kindergarten Entry Assessment, the implementation of the Great Start to Quality QRIS, and other initiatives speak well to the state’s energetic focus on early childhood. Our comprehensive early learning and development reform goals and agenda, presented in this section, are designed to build on the state’s substantial progress over the last five years.

Our reform goals and agenda are also grounded in the priorities of Governor Rick Snyder, who has made meaningful early childhood investment a cornerstone of his administration. The governor communicated his vision for a prenatal to age 20 (P-20) education system in his April 2011 Special Message on Education Reform to the Michigan Legislature (Appendix 6).

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

Recognizing the need for unified early childhood governance in his administration,

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

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

OGS brings together into one office the state's early learning and development programs for children with high needs, including the Child Care and Development Fund (CCDF), with both its child care subsidy and system-crossing quality components; the state pre-kindergarten program, the Great Start Readiness Program (GSRP); Part C and section 619 under Part B of IDEA (Individuals with Disabilities Education Act); the Head Start Collaboration Office; state parent engagement initiatives; oversight of the local systems building efforts; and the 21st Century Community Learning Centers before- and after-school and summer programs.

Michigan is currently implementing an **ambitious, comprehensive early learning and development plan**, Great Start, Great Investment, Great Future: The Plan for Early Learning and Development in Michigan. This plan emerged from the Office of Great Start's year-long engagement of stakeholders across the state about the best ways to improve Michigan's early childhood system. Outreach included 48 interviews with policymakers, providers, and advocates at the state and local levels; three focus groups with parents of young children; and nearly 1,300 online survey responses from early childhood educators, administrators, program and service providers, and parents and grandparents of children under age 9. Coupled with the fiscal and systems analysis and expertise from senior staff in the Michigan Departments of

Education, Community Health, and Human Services and the Early Childhood Investment Corporation, these voices are the foundation for the guiding principles, leading indicators, and recommendations in our plan and this grant application.

The **principles** that inspire the plan are essential if Michigan’s system-building effort is to flourish:

- Children and families are the highest priority
- Parents and communities must have a voice in building and operating the system
- The children with the greatest need must be served first
- Invest early
- Quality matters
- Efficiencies must be identified and implemented
- Opportunities to coordinate and collaborate must be identified and implemented

These principles emerged unequivocally from the interviews, parent focus groups, and survey and reflect the strong views of more than 1,400 people. They also align closely with the goals of this RTT-ELC grant opportunity.

Our plan for achieving the four early childhood outcomes depends on a persistent focus on six high-leverage **recommendations**:

1. Build Leadership within the System by ensuring high-level state administration commitment and accountability; clarifying the role of OGS; formalizing early childhood leadership and collaboration among MDE, DCH, and DHS; creating an OGS advisory body to ensure more meaningful state, local, and parent input; and identifying and sharing best practices in local early childhood leadership.
2. *Support Parents’ Critical Role in Their Children’s Early Learning and Development* by seeking input from parents on their needs for information and parenting education and on strategies to increase parental involvement in their children’s early learning and development; strengthening the network for disseminating information to parents and

families of young children; expanding and coordinating strategies to reach and connect with hard-to-reach families and children; and providing training and technical assistance to communities and programs on effective approaches for parenting education and strategies to increase parent involvement.

3. Assure Quality and Accountability by developing measures of system and program effectiveness tied to the four early childhood outcomes; developing a coordinated early childhood data system; supporting continuous quality improvement through training and technical assistance; requiring transparency and enforcing program effectiveness measures, using data to direct investments; disseminating meaningful information on programs and services to parents and families; and ensuring early childhood provider service quality.
4. Ensure Coordination and Collaboration by fostering system coordination and collaboration; demonstrating collaboration by example at the state level and between the state and local levels; and promoting local collaboration and flexibility to address the four early childhood outcomes.
5. Use Funding Efficiently to Maximize Impact by funding quality programs and services; focusing first on children with the highest needs; supporting common priorities through collaborative funding strategies; blending and braiding funding; and engaging philanthropic partners.
6. Expand Access to Quality Programs by expanding and enhancing GSRP; improving coordination between GSRP and Head Start; increasing access to developmental screening and early intervention; increasing access to and capacity of Early On; increasing access to evidence-based mental health promotion, prevention, and intervention services; redesigning the child care subsidy to ensure access to high-quality providers; increasing access to evidence-based home visiting and medical home initiatives; and expanding access to transportation.

Everything that we propose in this grant application aligns with these recommendations.

Michigan's Grant Goals And Agenda

The RTT-ELC grant would not allow Michigan to address all of these

recommendations, but it would make an enormous difference in many areas. Our ambitious yet achievable goals for the grant highlight key aspects of the six recommendations that we believe will make the greatest difference in the lives of our young children with high needs and help to close the achievement gap:

- 1. Increase access for children with high needs to high-quality early learning programs**
- 2. Increase opportunities for licensed and unlicensed home care providers to improve the quality of their programs**
- 3. Ensure that many more families understand and are meaningfully engaged in their *children's early learning and development***
- 4. Involve many more families and providers in efforts to identify and promote children's physical, social, and emotional health**
- 5. Expand education and professional development opportunities, especially for home care providers**
- 6. Build an early learning data system that provides information (anonymously and in aggregate) on children across departments and programs and allows us to assess *programs' value to parents and children***

To achieve these goals, we will carry out the following projects, the rationale for which precedes the project descriptions.

High Quality, Accountable Programs

This section requires Michigan to (a) develop and adopt a common statewide tiered quality rating and improvement system (Michigan has already done this, Great Start to Quality [GSQ]); (b) promote participation in GSQ; (c) rate and monitor early learning and development programs; and (d) promote access to high-quality early learning and development programs for children with high needs.

(B) Rationale: Michigan is striving to provide all children with high needs access to high-quality early learning programs. Our unwavering commitment is to ensure that no matter where children with high needs participate in early learning—subsidized or unsubsidized family or group home or center-based programs—our policies, funding, standards, accountability, workforce development, and practices are aligned to support high-quality early

learning. Great Start to Quality must be strengthened to accomplish this. All licensed early learning and development programs were in GSQ on day one; licensure is equivalent to the initial level of quality in GSQ. Subsidized family and group home providers are included in the quality improvement portion of GSQ and must complete required training to be eligible for subsidy payments. Along with Michigan's biggest-in-the-nation expansion of pre-kindergarten came the requirement that only Star 3 or above programs are eligible for GSRP funds. We know that reaching our goal for children with high needs means GSQ has to be among the most innovative, effective, and well-managed quality improvement and rating system in the country, and we strongly believe that our track record of implementation and our high-quality plan will lead us there.

We also know that we must be innovators in outreach and engagement of providers, especially family and group home providers. We will work with local Great Start Collaboratives and listen to community stakeholders to learn about the service providers, organizations, and trusted advisors who are the best sources of information and encouragement for families and home-based providers. And we know that along with information from trusted sources must come incentives. We understand that home-based providers have few resources to improve their quality, though many of them want to. This grant will give us the opportunity to reward home-based providers who wish to serve children better but do not have the means to do so.

(B) What We Will Do:

- Work with the local Great Start Collaboratives to provide scholarships to child care subsidy-eligible families in the highest need communities, including Pathways to Potential communities, to increase access to high-quality early learning programs. (Primarily addresses goal 1)
- Target outreach to home-based early learning and development programs in the highest need communities, including Pathways to Potential communities, and encourage and support participation in GSQ, increasing the number of high-quality programs in the highest need communities. (Goals 1 and 2)
- Support unlicensed subsidized providers in Pathways to Potential communities to

improve their program quality and support progress toward licensure, increasing the quality of these providers for children with the highest need. (Goals 1 and 2)

- Strengthen participation in Great Start to Quality with (a) financial incentives to licensed and registered programs for completing a self-assessment and developing a quality improvement plan, as well as unlicensed subsidized providers who reach Tier 3 and (b) quality improvement grants. (Goals 1 and 2)
- Increase the efficiency and effectiveness of the existing licensing system by developing key indicators, and maximize the current data sharing between licensing and GSQ, supporting consultants to monitor licensing compliance and help programs improve quality. (Goals 1 and 2)

Promoting Early Learning and Development Outcomes for Children

Michigan has selected (C)(3), identifying and addressing the health, behavioral health, and developmental needs of children with high needs to improve school readiness, and (C)(4), engaging and supporting families.

(C)(3) Rationale: Young children learn best when they are not burdened by physical, behavioral, or developmental health issues. The outcomes identified in Michigan’s plan for early learning and development, Great Start, Great Investment, Great Future, place heavy emphasis on the health and developmental well-being of children with high needs. It is especially critical for children with high needs that their health and development are fostered to promote early learning and improve school readiness. In Michigan, home-based providers—licensed and unlicensed subsidized family and group home providers—provide most of the care for children with high needs, and these children often experience health, development, and behavioral challenges. Because of this, we intend to use RTT-ELC grant funds to bolster the ability of these providers to identify these needs in the children they serve and work with the families of these children to ensure that the needs are addressed.

(C)(3) What We Will Do:

- Conduct a gap analysis of GSQ program standards against Stepping Stones to Caring for Our Children national health and safety performance standards. (Goal 4)

- Pilot the use of Child Care Health Consultants (CCHCs) to work with home-based providers to promote and provide training on GSQ program standards for health and safety. (Goal 4)
- Support early childhood providers in promoting healthy eating habits, good nutrition, and physical activity among the children and families they serve. (Goal 4)
- CCHCs will support home-based providers in promoting health and developmental screening, referral, and well-child care for the children with which they work. (Goal 4)
- Pilot the use of social-emotional consultants to support GSQ standards through implementation the Center for Social Emotional Foundations for Early Learning Pyramid, an evidence-based framework for building quality promotion and prevention practices into early care and education programs to support the social and emotional health of young children. (Goal 4)

(C)(4) Rationale: Parent engagement is a foundation of Michigan's May 2013 plan for comprehensive early learning and development. "Support parents' critical role in their children's early learning and development" is the second recommendation in the plan, which also includes a guiding principle that "parents and communities must have a voice in building and operating the system." Both build on the longstanding commitment that Michigan has demonstrated to parent leadership and engagement. Because parents are their children's first teachers, it is critical for us to continue to improve our efforts to engage families in ways that are meaningful to them and support their development as advocates for their own children and leaders in their communities. To do this we must ensure that families have access to the information and support they want and need to promote their children's early learning and development, including physical, social, and emotional health.

(C)(4) What We Will Do:

- Assure that GSQ standards reflect the Strengthening Families™ Protective Factors (SFPF) framework, which builds family strengths and a family environment that promotes optimal child development. (Goals 1, 2, 3)

- Develop training modules on the family and community partnerships standard for GSQ and promote their use among early childhood providers. (Goals 1, 2, and 3)
- Pilot the use of Family Engagement Consultants to work with home-based providers to promote and provide training on GSQ program standards for family engagement. (Goals 1, 2, and 3)
- Implement a Parent/Community Café approach to support home-based providers in Pathways to Potential communities to gain knowledge about protective factors. (Goals 1, 2, and 3)
- Engage Great Start Parent Coalitions, through a competitive grant funding opportunity, to strengthen, become engaged in, and develop their community's cadre of trusted advisors and work with them to disseminate culturally and linguistically appropriate materials and information about early childhood learning and development. (Goals 1, 2, and 3)

A Great Early Childhood Education Workforce

Michigan has selected (D)(2), supporting early childhood educators in improving their knowledge, skills, and abilities.

(D)(2) Rationale: Every young Michigander deserves access to a great early educator and provider. Everyone from parents and advocates to lawmakers and researchers know that teachers matter. That's why Michigan is intently focused on ensuring that the early educators and providers who spend their days with our youngest children have the skills and knowledge they need to be successful. By 2020, every young child in Michigan should have access to an effective early educator and provider.

(D)(2): What We Will Do:

- Support the expansion of online training for the Child Development Associate (CDA) credential to increase access for home-based providers. (Goal 5)
- Increase the number of NAEYC-accredited community college early childhood programs to help facilitate articulation agreements and the transferability of credits

among accredited programs. (Goal 5)

- Expand the T.E.A.C.H. Scholarship to support home-based providers in meeting GSQ education and training standards. (Goal 5)
- Create a new T.E.A.C.H. Scholarship to support GSRP teachers, ensuring that Michigan has a large cohort of newly trained educators for expansion of the program. (Goal 5)
- Offer business training to current and prospective early educators and providers to ensure sustainability and improve access for children with high needs. (Goal 5)

Measuring Outcomes and Progress

Michigan has selected (E)(1), understanding the status of children’s learning and development at kindergarten entry, and (E)(2), building or enhancing an early learning data system to improve instruction, practices, services, and policies.

(E)(1) Rationale: Michigan has begun a three-year process to implement a statewide uniform Kindergarten Entry Assessment, with data available on individual children, classrooms, schools, districts, regions, and the entire state. (RTT-ELC grant funding is not being sought for Kindergarten Entry Assessment development, which is funded by state appropriations.) Results of the assessment will be able to be tracked over time and, as the data system matures, tied to children’s experiences prior to kindergarten entry. The assessment will be useful for the before-kindergarten system to improve services and supports that affect children’s readiness, but also for kindergarten teachers and parents to plan for the kindergarten year. Parents and the public have some trepidation about measuring children’s development and learning as they just enter formal school. Consistent with the emphasis in this application on serving families and home-based providers, a project to enhance Michigan’s materials and services related to the transition to kindergarten, and to incorporate information about the Kindergarten Entry Assessment itself and its uses and importance, is proposed.

(E)(1) What We Will Do:

- Create tools to help families understand the Kindergarten Entry Assessment and interpret assessment results. (Goals 1, 3, and 6)

(E)(2) Rationale: Effectively coordinating data across state agencies and non-profit organizations requires a strong data governance structure. Strong governance establishes the authority and control over the management of data assets and sets statewide policies, processes, standards, definitions, and metrics for the use of data. This is the foundation for an early learning data system that will allow us to serve parents and children well.

Everyone from state officials to local service providers must have access to high-quality information to make wise decisions about how to design and operate high-quality programs that produce the best outcomes for all children, especially children with high needs. Data must be widely available to (a) support improved service delivery and program effectiveness, (b) inform public and family investments and policy decisions, and (b) empower families and communities to make the best decision for their children with high needs.

Finally, improving data collection on our early learning and development workforce will expand our capacity to report on outcomes associated with staff training and qualifications. This information will allow us to forge policy to maintain and strengthen a great workforce that will help achieve the four outcomes for children.

(E)(2) What We Will Do:

- Create a public/private governance body (including parents) to (a) establish the vision, goals, and strategic plan for building, linking, and using data and (b) set policies to guide the collection of, access to, and use of the data. (Goal 6)
- Establish Unique Identification Codes (UICs) for all children with high needs participating in publicly funded programs, including program participation, demographic information, and ability for longitudinal tracking. (Goal 6)
- Expand the MI School Data Portal-Early Learning Web presence to make aggregate child-level data, early childhood educator data, and program-level data for early learning programs available to the public, including parents, providers, researchers, and others needing access to data to support improvement. (Goals 1, 2, 3, and 6)
- Increase the data collected about early educators to allow for more robust reporting through links to program and child-level data and aggregate workforce reporting.

(Goals 5 and 6)

- (A) (2) (b) An overall summary of the State Plan that clearly articulates how the High-Quality Plans proposed under each selection criterion, when taken together, constitute an effective reform agenda that establishes a clear and credible path toward achieving these goals**

Summary of the Michigan Plan

The projects that make up Michigan’s grant plan have a common thread: meeting parents and providers where they live and learn with high-quality services. The great majority of our proposed work will be carried out in communities, in neighborhoods, in homes; even educator training and scholarships and the early learning data system are designed to serve parents and their children with quality teaching and quality information.

Our grant plan is grounded in the understanding that parents are not only their children’s first teachers, but they also have much to teach providers, educators, and policymakers about what is best for their children. The voices of parents with whom we talked in the development of our comprehensive plan, Great Start, Great Investment, Great Future, continue to guide us. This grant will allow us to put their words into action for their children. We will learn a great deal with this grant funding, and we are counting on that knowledge to make our early learning and development system serve our children with high needs better than it ever has.

Michigan’s goals and agenda, provided earlier in this section, are ambitious and achievable. They will make us stretch without overreaching. Built on the foundation of work already under way, they address the state’s most pressing concerns by creating a truly collaborative system of early learning and development. A collaborative system goes beyond coordination: it requires true working together, among policymakers, program directors, providers, and parents—parents whose children often feel isolated and adrift in struggling neighborhoods. A collaborative system joins the state and communities in real dialogue and action about what makes quality early learning and development possible in the lives of children with high needs every day. We learn from each other, we hold each other accountable—they are two sides of the same coin—and our young children grow and thrive.

Our grant application seeks to make this happen across Michigan.

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

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

- (C)(1) Developing and using statewide, high-quality Early Learning and Development Standards.
- (C)(2) Supporting effective uses of Comprehensive Assessment Systems.
- (C)(3) Identifying and addressing the health, behavioral, and developmental needs of Children with High Needs to improve school readiness.
- (C)(4) Engaging and supporting families.

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

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

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

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

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

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

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

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

- (a) Demonstrating how the Participating State Agencies and other partners, if any, will identify a governance structure for working together that will facilitate interagency coordination,

streamline decision making, effectively allocate resources, and create long-term sustainability, and describing--

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

(2) The governance-related roles and responsibilities of the Lead Agency, the State Advisory Council on Early Childhood Education and Care, each Participating State Agency, and the State’s Interagency Coordinating Council for Part C of IDEA, and other partners, if any;

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

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

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

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

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

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

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

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

(2) Letters of intent or support from such other stakeholders as Early Childhood Educators or their representatives; the State’s legislators; local community leaders; State or local school boards; representatives of private and faith-based early learning programs; other State and local leaders (e.g., business, community, tribal, civil rights, education

association leaders); adult education and family literacy State and local leaders; family and community organizations; representatives from the disability community, the English learner community, and entities representing other Children with High Needs (e.g., parent councils, nonprofit organizations, local foundations, tribal organizations, and community-based organizations); libraries and children’s museums; health providers; public television stations, and postsecondary institutions.

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

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

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

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

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

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

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

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

(A) (3) (a) Demonstrate how the Participating State Agencies and other partners, if any, will identify a governance structure for working together that will facilitate interagency coordination, streamline decision making, effectively allocate resources, and create long-term sustainability.

It is critical to recognize that the early childhood system envisioned for Michigan is not simply an early childhood education system. Governor Snyder’s four early childhood outcomes reflect a far broader vision. Michigan can only achieve these outcomes through a collaborative effort spanning health, human services, and education at the state and local levels.

At the state level, Michigan now has a collaborative governance structure that facilitates interagency coordination, streamlines decision making, supports the efficient and effective use of resources, and creates long-term sustainability—all aimed at achieving the four early childhood outcomes. This structure governs all the state’s work in early childhood, not just the work described in this grant. It will, in fact, assure that the grant activities are closely aligned with the state plan’s recommendations to achieve the early childhood outcomes (see (A)(2) above).

In recent years much thought and effort have gone into the development of an interagency state government leadership group for Great Start, the state’s comprehensive early childhood system. The Great Start Strategy Team (GSST) is composed of early childhood program directors from across the state departments and leadership from ECIC. The GSST has built effective working relationships to secure four major grants: a federal Substance Abuse and Mental Health Services Administration Project LAUNCH grant to increase child wellness; the state’s Maternal, Infant and Early Childhood Home Visitation (MIECHV) grant to expand evidence-based home visitation services; a subsequent competitive MIECHV grant, awarded in September 2013; and the Early Childhood Comprehensive Systems (ECCS) grant. Because of the strength of collaboration and trust among the parties, the GSST is overseeing the implementation of these grants.

Before last year, however, GSST’s ability to impact interagency early childhood policy was limited. This changed with the establishment of the Office of Great Start, which Governor Snyder has called on to “refocus the state’s early childhood investment, policy, and

administrative structures by adopting a single set of early childhood outcomes and measuring performance against those outcomes.”²²

By identifying “a single set of early childhood outcomes” and establishing the OGS, the governor took critical steps to ensure that the state departments work toward common goals. Governor Snyder’s executive order calls for transfer of specific programs to the OGS from the Michigan Department of Human Services, and coordination with the Michigan Department of Community Health on “administration of the programs and services...that affect early childhood development.” In a 2012 memorandum, the administration further clarified that OGS is charged with:

- Aligning, consolidating and/or integrating early childhood funding and related programs around the governor’s early childhood outcomes;
- Coordinating the governor’s policy, budget and programs for early childhood issues; and
- Acting as the governor’s spokesperson for early childhood issues.²³

This collaborative governance structure for early childhood, with OGS at the helm, is carried out at the senior levels of the respective departments. DCH and DHS directors have appointed an early childhood liaison at the deputy director level—a peer to the deputy superintendent OGS director in MDE—to ensure that interagency collaboration is a reality. Together, these three deputy directors are responsible for making cross-agency policy and funding recommendations to strengthen Michigan’s early childhood system.

These policy and funding recommendations go to the People, Health, and Education Group, which reports to the governor and includes the directors of DHS and DCH and the Superintendent of Public Instruction (MDE). These executives are concerned with all populations served by their state agencies and assure that the governor’s vision for Michigan is achieved through the investments made on behalf of Michigan families and children. The group has made the state’s early childhood plan, recommendations, and metrics tied to the four early childhood outcomes a standing agenda item at its regular meetings. Having deputy directors

²² Office of the Governor. Executive Order 2011-8: Executive Reorganization. See: www.michigan.gov/documents/snyder/EO-2011-8_357030_7.pdf.

²³ Memorandum from Office of the Governor and Superintendent of Public Instruction, “Early Childhood Partners,” November 26, 2012.

responsible for early childhood policy development and implementation in each department, with regular discussion by the People, Health, and Education Group, is a sure sign that early childhood will have the leadership—and focus on outcomes—that Governor Snyder believes it should.

To carry out the decisions of these senior policy executives, the GSST will play a central role in developing the strategies to implement the state’s comprehensive early childhood plan and the grant, which aligns with the plan. Please see below for more detail.

(A)(3)(a)(1) The organizational structure for managing the grant and how it builds upon existing interagency governance structures

The lead agency for the grant is the Michigan Department of Education (MDE); within MDE, the Office of Great Start will be responsible for the day-to-day implementation and management of the grant. Deputy Superintendent Susan Broman leads OGS and will serve as the grant director and will oversee the RTT-ELC Grant Implementation Group (GIG). The OGS Deputy reports to the Superintendent for Public Instruction, and this will ensure oversight of this grant at the highest level of the MDE. As noted above, the OGS Deputy will also have regular meetings with her counterparts in DCH and DHS to make high-level decisions on policy related to grant implementation and use of resources across departments.

The GSST—which will be jointly managed by the three deputy directors and staffed by OGS—will be responsible for the development of strategies and tactics that follow from the policy decisions of the three department deputy directors. (The GSST may also recommend policy changes that arise from their assessment of strategic and operational challenges, but the deputy directors will approve them.) These strategies and tactics will be approved by the deputy directors and then carried out by the GIG. The GIG will be responsible for day-to-day grant operations, all federal requirements for reporting, and communications across agencies through the GSST.

Pursuant to the Memorandum of Understanding (MOU) for this grant, each participating agency will appoint key staff to the GSST and the GIG for the grant. These grant responsibilities reflect those set out in the comprehensive state plan for oversight and management of all state early childhood investments.

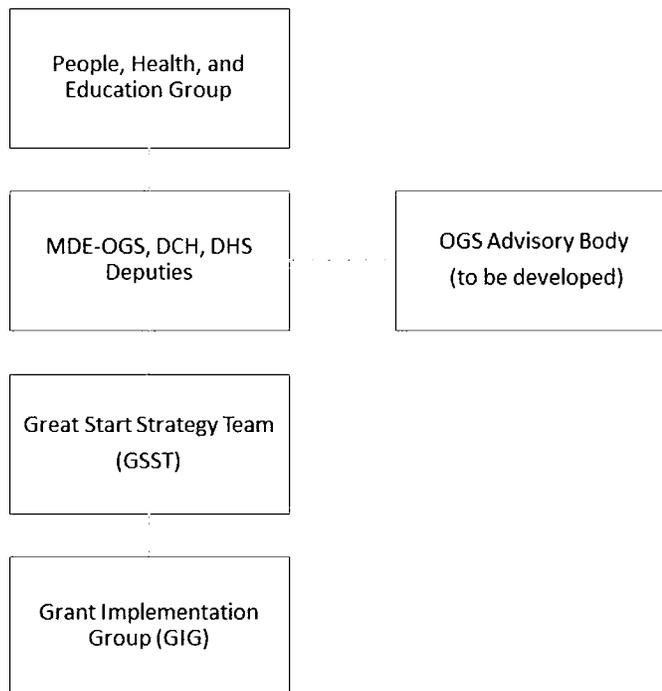
High-level Overview of Grant Responsibilities

- MDE, DCH, and DHS deputy directors: Develop and refine policy and funding across departments tied to grant implementation; report to People, Health, and Education Group; resolve conflicts in policy and strategy among agencies.
- Great Start Strategy Team: Develop strategies and tactics to carry out policies; recommend policy refinements to deputy directors based on assessment of issues arising from grant implementation; facilitate GIG implementation of grant activities
- RTT-ELC GIG: Carry out grant strategies and tactics in day-to-day operations

(A)(3)(a)(2) The governance-related roles and responsibilities of the Lead Agency, the State Advisory Council on Early Childhood Education and Care, each Participating State Agency, and the State’s Interagency Coordinating Council for Part C of IDEA, and other partners

As lead agency, MDE will have ultimate responsibility for the RTT-ELC grant. To ensure meaningful collaboration, MDE will follow the model established by DCH for the MIECHV, Project LAUNCH, and ECCS grants to use the GSST to coordinate grant work. The GSST will prepare specific work plans—with strategies and tactics for carrying out all aspects of the grant—for all agencies, with shared accountability. Progress on the work plans, as they point to grant and early childhood goals and outcomes, will be reviewed and updated at each GSST meeting. The team will also strive to ensure alignment of goals and activities across all early learning and development grants, a task made easier by the governor’s charge that all efforts address the four early childhood outcomes. Communication will be frequent and decisions will be made using consensus.

In Figure 1 below, we illustrate the existing structure of the state agencies overseeing early childhood initiatives, which will expand to include grant oversight and management if our application is funded. The figure also shows the new OGS advisory body, the role of which is described in detail in (A)(3)(a)(4) below. This new body, and the regular community and parent engagement efforts that it will facilitate, represent a dramatic expansion of the role that parents and local providers will play in working with the state to forge innovative policies and approaches to ensure the success of this grant and the state’s comprehensive plan as a whole.

Figure 1: Michigan’s RTT-ELC Organizational Chart

The Michigan Interagency Coordinating Council, convened by OGS with membership from MDE, DCH, and DHS, will receive regular updates from the GIG on the grant and have an opportunity to provide broad stakeholder input on grant activities related to Part C of IDEA.

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

The GIG will be responsible for the operations of the grant and will be staffed with an RTT-ELC Grant Coordinator, who will also sit on the GSST as a liaison between the two bodies. Operations are expected to include, but will likely not be limited to, grant administration, project management, performance management and accountability, continuous quality improvement, communications, stakeholder engagement, and interagency reporting. The GSST will discuss and make strategy and operations decisions affecting multiple agencies, using a consensus process to resolve conflicts.

When an operations issue arises that cannot be resolved by the GIG or GSST, the RTT-ELC Grant Coordinator will bring it to the attention of the Grant Director, the Deputy Superintendent of OGS, who will resolve it with her deputy director peers in DCH and DHS. The

Grant Director will then inform the GSST, GIG, and the Grant Coordinator of the resolution, after which the Grant Coordinator will make sure that all actions that need to be taken in service of the resolution are performed in a timely manner.

When the need for refined or new early childhood policy arises, the Grant Coordinator will inform the Grant Director, and the three departments' deputy directors will decide on the policy and how best to implement it. The Grant Coordinator will then be responsible for informing the GSST and GIG of the policy recommendation.

(A)(3)(a)(4) The plan for when and how the State will involve representatives from Participating Programs, Early Childhood Educators or their representatives, parents and families, including parents and families of Children with High Needs, and other key stakeholders in the planning and implementation of the activities carried out under the grant

Coordination and collaboration within the early childhood system must obviously go beyond state government. To prepare our comprehensive plan, OGS interviewed and surveyed 1,400 stakeholders from across the state. Justifiably, a significant majority called for more parent, family, and community involvement in policymaking and implementation of initiatives.

In response, OGS will create a new advisory council that includes parents, local providers, and other community leaders from diverse economic and geographic backgrounds, including tribal representation, with a stake in early childhood efforts. This council will be formed by the end of 2013 and will play a central role in advising the state on grant implementation.

This council will offer a regular forum for state agencies to hear from and make decisions with community stakeholders about the state's comprehensive plan and the grant activities that are an important part of that plan. The council will focus on (a) integrating programs across agencies at the state and local levels, (b) understanding local challenges, and (c) learning from successful local efforts. The council will also hold regular community forums and workshops across the state to obtain insight from parents of children with high needs and other community leaders. The voices of parents must be heard relentlessly and seriously if communities and the state are to make meaningful progress toward the four early childhood outcomes.

This work will complement the efforts of the Great Start Early Learning Advisory

Council (GS-ELAC), Great Start Collaboratives and Great Start Parent Coalitions, which are playing an important role in leadership and collaboration at the local level across Michigan. While the GSCs and GSPCs have done exemplary work, they must have more resources to engage the hardest-to-reach families with children with high needs. This grant will provide them. Through these various means, the state will make parental and community involvement—and not just one-time or intermittent “input”—an essential part of the planning and implementation of the grant.

The MOUs for this grant demonstrate the strong commitment to Michigan’s RTT-ELC plan by the participating agencies (Appendix 7). Each agency has completed a preliminary scope of work that details their involvement in the state’s plan (Appendix 8). There is a high level of interagency and stakeholder involvement in every aspect of our grant. The projects in Michigan’s application will engage early learning and development programs in the broadest definition of the word, including coordination and linkage with the DCH public and behavioral health systems, the MIECHV program, and families connected through DHS’s Pathways to Potential.

OGS sought letters of support from all of the state’s early learning intermediary organizations and other key stakeholders. All of the state’s early learning intermediary organizations signed letters of support (Appendix 9). Overall, 92 organizations submitted letters of support including community organizations, educators, institutions of higher education, foundations, business leaders, and more. A chart that lists each letter is located in Appendix 9.

The support that Michigan has received for this grant, representing so many sectors of Michigan, is both gratifying and humbling. It reflects over ten years of dedicated and intentional effort at the local and state levels to build the comprehensive early learning and development system. In both Republican and Democratic administrations, Great Start has demonstrated its value and steadily grown in influence and significance.

Michigan is committed to not only sustaining but also to building on the gains that will follow from the award of this grant. The fact that the governor and the legislature have made a substantial investment in preschool and protected early childhood investments in general over the last five years speaks well to Michigan’s ability to increase the number of children with high needs who participate in early learning and development programs when this grant ends. And the unprecedented level of collaboration among three state departments—and the commitment to structures and MOUs to reinforce that collaboration—attest to their understanding and the

governor’s understanding of the value of high-quality early learning and development initiatives in making families and children prosper. Finally, the state’s comprehensive plan for early childhood has a shared vision—among state agencies, legislators, business leaders, philanthropy, local providers, schools, and parents—that Michigan must identify what works and will support only those efforts that are showing real progress toward the four early childhood outcomes.

True sustainability means funding only the programs that make a difference in the lives of our young children with high needs. This grant will help us identify those programs and reallocate resources from programs that do not make a real difference.

(A) (3) (b) Demonstrate that the Participating State Agencies are strongly committed to the State Plan, to the governance structure of the grant, and to effective implementation of the State Plan, by including in the MOUs or other binding agreements between the State and each Participating State Agency

The Michigan Department of Education has worked closely with our partners at the Departments of Community Health and Human Services, and the Early Childhood Investment Corporations to develop this application. This cross-agency collaboration will continue through grant implementation. Please see Appendix 7 and 8 for a MOU and scope of work defining the role of each agency.

(A) (3) (c) Demonstrate commitment to the State Plan from a broad group of stakeholders that will assist the State in reaching the ambitious yet achievable goals

As mentioned above, all of the state’s early learning intermediary organizations signed letters of support, and overall, 92 organizations submitted letters of support for this grant application. This broad stakeholder group ranged from community organizations and foundations to educators and institutions of higher education to business leaders. With their support, Michigan will be able to implement the ambitious goals of this grant, and be able to achieve our broader goals to improve opportunities and outcomes for every young Michigander.

Table (A)(3)-1: Governance-related roles and responsibilities	
Lead Agency	Governance-related roles and responsibilities
Michigan Department of Education	<ul style="list-style-type: none"> -Serve as fiduciary for RTT-ELC grant. - Be accountable for meeting goals, timelines, budget and annual targets established in the state’s plan. -Adhere to annual draw down schedule tied to goals, timelines, budget and targets. -Prepare annual report that meets criteria outlined in this grant. -Convene the deputy directors from MDE, DCH, and DHS to forge or refine policy related to the implementation of the grant and achievement of its goals and provide regular reports to the People, Health, and Education Group, the governor’s executive leadership body composed of the directors of MDE, DHS, and DCH. - Address and resolve interagency disputes and policy issues that may arise in the implementation of the grant through the Great Start Strategy Team (GSST) and deputy department directors. -Staff and serve on the GSST, which develops strategies and tactics for implementation of the grant and recommends policy changes to the three department deputy directors -Staff and serve on the RTT-ELC Grant Implementation Group (GIG), which is responsible for day-to-day operations, reporting to the OGS Deputy Superintendent, and coordinating with GSST. -Convene a new advisory body with parent and community leadership from across Michigan that systematically offers opportunities for such leadership to work with state-level leaders on policy and implementation of this grant. -Continue to participate in the CCDF program and programs authorized under Section 619 of Part B of IDEA and Part C of IDEA. -Continue to implement a longitudinal data system that includes the 12 elements described in section 6401(e)(2)(D) of the America Competes Act and work to link this system to the state’s early learning data system implemented under this grant. -Make any work developed under this grant freely available to the public.
Participating Agencies	
Michigan Department of Community Health	<ul style="list-style-type: none"> -Work closely and regularly with the deputy directors from MDE and DHS to forge or refine policy related to the implementation of the grant and achievement of its goals and provide regular reports to the People, Health, and Education Group, the governor’s executive leadership body composed of the directors of MDE, DHS, and DCH. -Continue implementation of the Early Childhood Comprehensive Systems (ECCS) grant. -Continue to participate in the Maternal, Infant, and Early Childhood Home Visitation (MIECHV) program. -Continue to participate in Project LAUNCH. -Continue to participate in Title V Block Grant program. -Continue to participate in Medicaid and EPSDT. -Continue to participate in MICHild (SCHIP). -Appoint contact person(s) for the RTT-ELC GIG and the GSST, where operations, strategy, and tactics issues will be addressed. - Address and resolve interagency disputes and policy issues that may arise in the implementation of the grant through the Great Start

Table (A)(3)-1: Governance-related roles and responsibilities	
	Strategy Team (GSST) and deputy directors.
Michigan Department of Human Services	<ul style="list-style-type: none"> -Work closely and regularly with the deputy directors from MDE and DCH to forge or refine policy related to the implementation of the grant and achievement of its goals and provide regular reports to the People, Health, and Education Group, the governor’s executive leadership body composed of the directors of MDE, DHS, and DCH. - Appoint contact person(s) for the RTT-ELC GIG and the GSST, where operations, strategy, and tactics issues will be addressed. - Address and resolve interagency disputes and policy issues that may arise in the implementation of the grant through the Great Start Strategy Team (GSST) and deputy directors.
Early Childhood Investment Corporation	<ul style="list-style-type: none"> -Appoint contact person(s) for the RTT-ELC GIG and the GSST, where operations, strategy, and tactics issues will be addressed. -Assure the coordination of the Great Start Early Learning Advisory Council (GS-ELAC) state plan in service to the RTT-ELC grant. -Address and resolve interagency disputes and policy issues that arise in the implementation of the state’s plan through the Great Start Strategy Team.
Other Entities	
State advisory council on early childhood education and care – Great Start Early Learning Advisory Council (GS-ELAC)	-Assure coordination between GS-ELAC state plan and Michigan’s state plan through shared membership on GSST and status updates provided by RTT-ELC GIG at each GS-ELAC meeting. And as appropriate coordination and alignment of projects.
State Interagency Coordinating Council for Part C of IDEA – Michigan Interagency Coordinating Council	-Advise and assist the lead agency for the grant on policy and operational issues that arise in the implementation of the RTT-ELC that concern part C of IDEA.
Other Specify: Great Start Strategy Team	<ul style="list-style-type: none"> -Develop strategies and tactics to carry out the grant activities and guide the RTT-ELC GIG in carrying them out. -Recommend policy refinements to deputy directors based on assessment of issues arising from grant implementation. -Facilitate GIG implementation of grant activities -Resolve operational issues, including conflicts among grant activities

Table (A)(3)-2: Early Learning Intermediary Organizations and local early learning councils (if applicable)	
List every Intermediary Organization and local early learning council (if applicable) in the State	Did this entity provide a letter of intent or support which is included in the Appendix (Y/N)?
Children’s Leadership Council of Michigan	Y
Early Childhood Investment Corporation (ECIC)	Y
Early Learning Neighborhood Collaborative	Y
Fight Crime, Invest in Kids	Y
First Children’s Finance	Y
Michigan ACCESS (American Associate Degree Early Childhood Educators	Y

Table (A)(3)-2: Early Learning Intermediary Organizations and local early learning councils (if applicable)	
List every Intermediary Organization and local early learning council (if applicable) in the State	Did this entity provide a letter of intent or support which is included in the Appendix (Y/N)?
(ACCESS) – MI Chapter)	
Michigan Association for The Education Of Young Children (MiAEYC)	Y
Michigan Association of Early Childhood Teacher Educators (MiAECTE)	Y
Michigan Association of Intermediate School Administrators (MAISA)	Y
Michigan Child Care Task Force	Y
Michigan Council for Maternal and Child Health	Y
Michigan Division for Early Childhood (MiDEC)	Y
Michigan Early On	Y
Michigan Head Start Association	Y
Michigan Interagency Coordinating Council (MICC) for Infants and Toddlers with Developmental Disabilities	Y
Michigan Parent Teacher Association (PTA)	Y
Michigan Special Education Advisory Committee (SEAC)	Y
Michigan’s Great Start Collaboratives	Y
Michigan’s Great Start Parent Coalitions	Y
Michigan’s Great Start Resource Centers	Y
Parent Leadership In State Government Advisory Board	Y
Project Find	Y
Rainbow Centers	Y
Reach Out and Read Michigan	Y
State Advisory Council	Y
State of Michigan, Office of Children’s Ombudsman	Y
Telamon (Migrant Head Start)	Y
The Children’s Center	Y
Women’s Caring Program	Y

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

The extent to which the State Plan--

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

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

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

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

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

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

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

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

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

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

- The State's budget (completed in section VIII).

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

(A) (4) (a) Demonstrate how the State will use existing funds that support early learning and development from Federal, State, private, and local sources for activities and services that help achieve the outcomes in the State Plan

Michigan’s grant plan demonstrates how existing funds that support early learning and development will be used to support activities and services that help to achieve our early childhood outcomes. The RTT-ELC grant represents just fewer than 5 percent of the total funds that will be expended to support Michigan’s early learning and development reform agenda. Table A(4)-1 provides detail on these contributions and appears after the narrative for this section.

Child Care and Development Fund (CCDF) – Child Care and Development Fund dollars will be blended with grant funds to continue to support the statewide implementation and operations of Great Start to Quality (GSQ), which includes the tiered quality rating improvement system, workforce development and training, CONNECT, T.E.A.C.H. Scholarships, and consumer education. Specifically, CCDF funds will be used to expand the unlicensed provider cohort model in Section (B)(2) into two additional regions and continue to fund child care licensing in Michigan. In addition, CCDF dollars will support local systems building work by 17 Great Start Collaboratives and Great Start Parent Coalitions in their efforts to improve the quality of early learning and care. CCDF dollars are reflected as “Other Funds Allocated to the State Plan” in the agency budget for the Department of Education and the Early Childhood Investment Corporation.

Medicaid – Medicaid dollars fund health care for young children with high needs, especially well child care and prevention services, behavioral health services, and parents’ substance abuse services. Medicaid also provides matching funds for state and private foundation investments in Michigan’s Nurse Family Partnership home visiting programs. Medicaid funds are reflected as “Other Funds Allocated to the State Plan” in the agency budget for the Department of Community Health.

Great Start Readiness Program – Michigan has expanded the Great Start Readiness Program

by \$65 million dollars, to \$174,275,000 annually, a 60% increase from FY 2013 to FY 2014, through an appropriation championed by the governor and passed by the legislature. This will expand access to high-quality prekindergarten programs by 18,680 (a 63% increase) part day slots beginning in the 2014 fiscal year. All Great Start Readiness Program preschools participate in Great Start to Quality and are required to achieve a 3 star rating to receive state funds.

Section 32p Block Grant (State School Aid): Great Start Collaboratives, Great Start Parent Coalitions, and Great Parents, Great Start – Michigan annually invests \$10.9 million through 54 intermediate school districts (ISDs) to ensure local planning, coordination and expansion of infrastructure and programming to support high-quality early childhood and child care programs. The ultimate purpose is to ensure that children are born healthy; that they are healthy, thriving, and developmentally on track from birth to third grade; that they are developmentally ready to succeed in school at the time of school entry; and, that they are prepared to succeed in fourth grade and beyond by reading proficiently by the end of third grade. Section 32p Block Grant funds are reflected as “Other Funds Allocated to the State Plan” in the agency budget for the Department of Education.

Maternal, Infant, and Early Childhood Home Visiting – Michigan has been awarded Maternal, Infant, and Early Childhood Home Visiting (MIECHV) Competitive and Formula funding to maintain or expand implementation of several evidence-based home visiting models in eleven high-risk communities. These funds are targeted to meet the six federally-defined benchmarks, including improvements in school readiness and achievement. MIECHV funding is also builds necessary infrastructure to support high-quality, evidence-based services, including the development and implementation of core competencies for home visitors, centralized intake access projects, development of a continuum of models, and sustainability planning. MIECHV dollars are reflected as “Other Funds Allocated to the State Plan” in the agency budget for the Department of Community Health.

State General Fund/General Purpose – Michigan General Fund/General Purpose dollars allocated to the Department of Community Health support well child care and prevention services, behavioral health services, and parents’ substance abuse services; they also help support

Michigan’s Nurse Family Partnership home visiting programs, expand Tribal home visiting, and the initial needs assessment and planning to expand home visiting to three rural regions. State General Fund/General Purpose dollars are reflected as “Other Funds Allocated to the State Plan” in the agency budget for the Department of Education and the Department of Community Health.

Title V Block grant – Michigan’s Title V block grant funds address several goals and outcomes consistent with Michigan’s State Plan, including:

- Increasing the proportion of the children with special health care needs who have access to a medical home and integrated care planning.
- Reducing obesity in children, including children with special health care needs and women of child-bearing age.
- Providing education and outreach on environmental issues (asthma, lead poisoning, and second-hand smoke) affecting children, youth, and pregnant women.
- Increasing access to early intervention services and developmental screening within the context of a medical home for children.
- Reducing discrimination in health care services in publicly-funded programs.

Title V Block grant dollars are reflected as “Other Funds Allocated to the State Plan” in the agency budget for the Department of Community Health.

Children’s Trust Fund – As the state lead for Strengthening Families Protective Factors, the Children Trust Fund uses dollars to provide education, professional development, and engagement. This work is done in partnership with the Early Childhood Investment Corporation and the Head Start State Collaboration Office. Children’s Trust Fund grant dollars are reflected as “Other Funds Allocated to the State Plan” in the agency budget for the Department of Human Services.

State Appropriated Supplemental Funding (Public Act 29 on 2012) – A FY 2012 \$12.5 million state appropriation, will support through 2015 (a) the statewide implementation and operations of the tiered quality rating and improvement system, and (b) pilot and then statewide implementation of the Kindergarten Entry Assessment. These dollars are reflected as “Other Funds Allocated to the State Plan” in the agency budget for the Michigan Department of

Education.

Federal Mental Health Block Grant Program Each year, the Michigan Department of Community Health applies for an award under this program and currently receives an annual grant of approximately \$13 million. Of this amount, approximately \$4 million is allocated for mental health services for children with serious emotional disturbances and their families (birth to age 18). For young children and their families, the block grant provides training to early childhood mental health providers on assessment of infants, toddlers and young children, support innovative approaches to services and evidence-based practices (e.g., Parent Management Training-Oregon Model). These grant dollars are reflected as “Other Funds Allocated to the State Plan” in the agency budget for the Department of Community Health. \$100,000 of this amount is a specific in-kind contribution to pay for the ‘Purveyor’ for the implementation of CSEFEL (Section C3e).

Project LAUNCH Grant – Michigan’s Project LAUNCH grant from the Substance Abuse and Mental Health Services Administration (SAMHSA) is used for the Center for Social Emotional Foundations in Early Learning (CSEFEL) activities, physician training around developmental screening, and support for home visiting at the pilot site in Saginaw, Michigan. Additionally, funds are used to support training for child care providers and other stakeholders related to trauma and toxic stress. Project LAUNCH grant dollars are reflected as “Other Funds Allocated to the State Plan” in the agency budget for the Department of Community Health.

Early Childhood Comprehensive Systems grant – ECCS funds provide education to child care providers, parents, and other early childhood stakeholders about the impact of trauma and toxic stress; the project will be implemented in the eleven high-risk MIECHV communities of this grant application. ECCS grant dollars are reflected as “Other Funds Allocated to the State Plan” in the agency budget for the Department of Community Health.

W.K. Kellogg Foundation – W.K. Kellogg Foundation funding supports the development of a strategic plan for a coordinated early learning and development data system, including a governance structure and a financial analysis for a broader data system that would build upon the projects identified in section (E)(2). W.K. Kellogg Foundation dollars are reflected as “Other

Funds Allocated to the State Plan” in the agency budget for the Michigan Department of Education.

Head Start Collaboration Office – The Michigan Head Start Collaboration Office (HSCO) is completing year three of a five-year strategic plan with many activities that support the outcomes in the state plan. HSCO project funding will be focused on integrating of Head Start into the early learning data system, supporting grantee engagement in Great Start to Quality, supporting full-day full-year services, and developing collaborations with institutions of higher education to obtain NAEYC accreditation. Project budget and activities have not been developed for years four and five. Head Start Collaboration Office dollars are reflected as “Other Funds Allocated to the State Plan” in the agency budget for the Department of Education.

(A) (4) (b) Describe, in both the budget tables and budget narratives, how the State will effectively and efficiently use funding from this grant to achieve the outcomes in the State Plan

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

Through increasing participation in quality, improving the child care workforce, improving and supporting quality, measuring outcomes for children, and ensuring family engagement the majority of Michigan’s budget will be going to the field. We expect to see improved staff qualifications, great participation in Great Start to Quality, supporting Pathways to Potential communities in the first years of life, integrating health and family engagement supports, while building an increased capacity to capture data and show outcomes.

(A)(4)(c) Demonstrate that the State Plan can be sustained after the grant period to ensure that the number and percentage of Children with High Needs served by Early Learning and Development Programs in the State will be maintained or expanded

Michigan’s application is built on the fundamental understanding that these funds are temporary and our commitment to the four early childhood outcomes is permanent. We will invest grant funds in projects that will add value and continue to do so long after the grant funds end (for example, our tiered quality rating and improvement system, incentives to promote programs serving children with high needs moving to higher tiers of early learning and development standards, and the early learning data system). We will also invest grant funds to pilot reforms before taking them to scale with existing federal, state, and private resources (for example, how best to increase access to information about early learning standards for parents and early childhood educators with and without degrees; how best to engage and support families of children with high needs, especially those from historically difficult-to-reach populations; how best to coach early childhood educators to engage with families in ways that matter most to the families; and how best to revise the CCDF child care subsidy payment model to assure more children with high needs have access to the highest quality early learning and development programs).

Michigan is confident that, by the time this grant ends, we will have a high-quality plan for sustainability that will repurpose existing federal, state, and private funds to more effective efforts based on findings from the grant; educate state policymakers about the need for additional funding, using evidence of success in grant-supported initiatives; and seek private investment for continuation of projects that are essential to Michigan’s early learning and development reform agenda.

Michigan preceded all states into the recession and missed the early childhood investment bubble that many states enjoyed. Nevertheless, Michigan has persevered and invested in early childhood—and those investments are not built on debt or imprudent budgeting and have durable bipartisan support. These realities position Michigan as a state that can be taken seriously when it comes to sustainability.

Table (A)(4) – 1 Existing other Federal, State, private, and local funds to be used to achieve the outcomes in the State Plan.					
Source of Funds	Fiscal Year 2014	Fiscal Year 2015	Fiscal Year 2016	Fiscal Year 2017	Total
Great Start Readiness Program	\$174,275,000	\$174,275,000	\$174,275,000	\$174,275,000	\$697,100,000
Medicaid	\$28,315,899	\$28,315,899	\$28,315,899	\$28,315,899	\$113,263,596
Child Care and Development Fund (CCDF)	\$13,494,300	\$14,095,940	12,844,300	12,844,300	\$53,278,840
Section 32p Block Grant	\$10,900,000	\$10,900,000	10,900,000	10,900,000	43,600,000
Maternal, Infant, and Early Childhood Home Visiting	\$8,635,492	\$9,165,254	\$8,919,318	\$0	\$26,720,064
State General Fund/General Purpose	\$3,987,946	\$3,987,946	\$3,987,946	\$3,987,946	\$15,951,784
Title V Block grant	\$3,000,000	\$3,000,000	\$3,000,000	\$3,000,000	12,000,000
Children's Trust Fund	\$2,837,600	\$2,837,600	\$2,837,600	\$2,837,600	\$11,350,400
State Appropriated Supplemental Funding for Great Start to Quality and Kindergarten Entry Assessment	\$4,166,666	\$4,166,666	\$0	\$0	\$8,333,333
Mental Health Block grant	\$227,353	\$227,353	\$227,353	\$227,353	\$909,412
Project LAUNCH Grant	\$850,000	--	--	--	\$850,000

Table (A)(4) – 1 Existing other Federal, State, private, and local funds to be used to achieve the outcomes in the State Plan.

Source of Funds	Fiscal Year 2014	Fiscal Year 2015	Fiscal Year 2016	Fiscal Year 2017	Total
ECCS Grant	\$140,000	\$140,000	\$140,000	--	\$420,000
Kellogg Foundation	\$400,000	\$0	\$0	\$0	\$400,000
Head Start State Collaboration Office	\$50,000	\$50,000	\$50,000	\$50,000	200,000
Pathways to Potential: See notes.	--	--	--	--	--
Totals	\$251,280,256	\$251,161,718	\$245,497,416	\$225,538,098	\$984,377,488

Pathways to Potential has targeted over 150 schools in Detroit, Flint, Kalamazoo, Muskegon, Pontiac, Saginaw, Warren in an effort to provide services to families within their neighborhoods, accessible through their schools, and in partnership with their communities. DHS is incrementally changing its business model to redirect its existing resources to a mobile, community-based workforce. Through these efforts, DHS has been able to identify surrounding areas where additional investments would support families in need, particularly in the area of employment and training. As a result, corporations, non-profit organizations, and faith-based entities have all pledged support to these schools and their neighborhoods both through in-kind and monetary donations. These efforts are blended with the financial resources identified through available state, school district, and local government programs to provide a continuum of support for families in need.

B. High-Quality, Accountable Programs

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

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

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

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

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

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

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

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

Evidence for (B)(1):

- The completed table that lists each set of existing Program Standards currently used in the State and the elements that are included in those Program Standards (Early Learning and Development Standards, Comprehensive Assessment Systems, Qualified Workforce,

Family Engagement, Health Promotion, Effective Data Practices, and Other), (see Table (B)(1)-1).

- To the extent the State has developed and adopted a Tiered Quality Rating and Improvement System based on a common set of tiered Program Standards that meet the elements in selection criterion (B)(1)(a), submit--
 - A copy of the tiered Program Standards;
 - Documentation that the Program Standards address all areas outlined in the definition of Program Standards, demonstrate high expectations of program excellence commensurate with nationally recognized standards, and are linked to the States licensing system; and
 - Documentation of how the tiers meaningfully differentiate levels of quality.

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

Michigan’s goal is to provide all children with high needs access to high-quality early learning programs. Our unwavering commitment is to ensure that no matter where children with high needs participate in early learning—unlicensed subsidized, home-based, or center-based programs—our policies, funding, standards, accountability, assessments, workforce development, and early learning practices are aligned in support of access to high-quality early learning. Fundamental to achieving that goal is Great Start to Quality (GSQ), our tiered Quality Rating and Improvement System (QRIS).

We know that reaching our goal for children with high needs means GSQ has to be among the most innovative, effective, and well-managed tiered QRISs in the country, and we strongly believe that our track record of implementation and our high-quality plan will lead us there.

The key strategies we will implement to reach our goal are:

- Create Quality Improvement Cohorts to Increase the Quality Level of Subsidized, Unlicensed Providers
- Deploy Additional Staff Support to Increase Home-based Provider Participation
- Provide Financial Incentives to Increase the Number of Licensed Providers (who care for children receiving a subsidy) Participating in GSQ and Provide Care
- Help Licensing Consultants be Ambassadors for the Great Start to Quality to Early Learning and Development Programs

- Strengthen Relationships with Tribal and Early Childhood Special Education (IDEA Part B, Section 619) Programs to Promote Participation in GSQ
- Implement a Key Indicator Model for Licensing Compliance to Streamline Monitoring
- Create Quality Improvement Grants for Subsidized, Licensed Providers
- Support Success Coaches' Knowledge of High Quality Care, GSQ, and other early childhood services to support children being developmentally on track from birth to third grade
- Create Scholarships for Children with High Needs Ages 0-3
- Implement an evaluation of GSQ

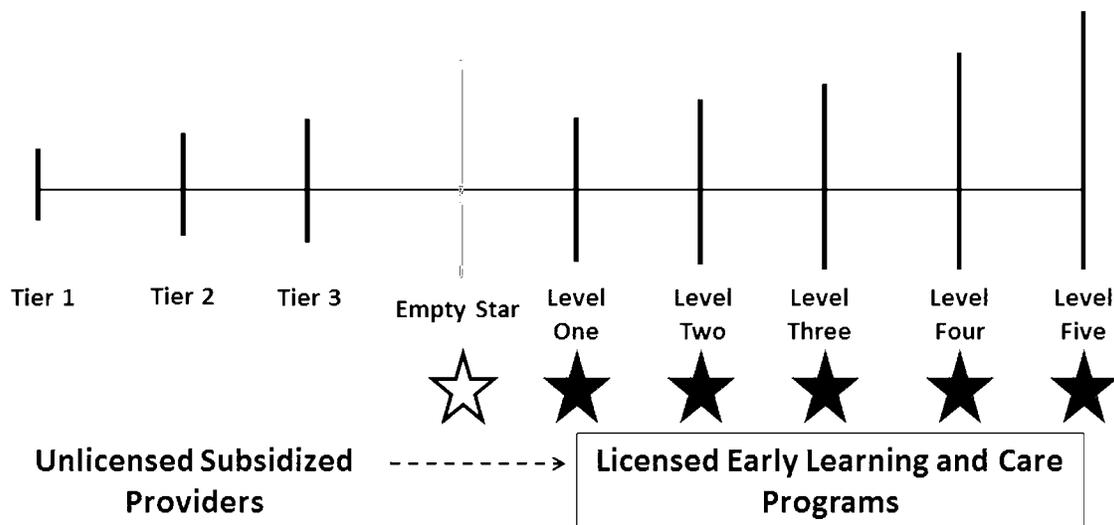
Through the impact of these key strategies/projects:

- Overall participation in the tiered QRIS will increase from 6 percent to 50 percent
- Of the programs participating in Great Start to Quality, 70 percent of the programs will be rated at a 3 Star level or higher
- 30 percent of our state's children with high needs will be served in early learning and development programs rated at the 4 Star level or higher

In order to understand our goal of making GSQ among the best and most effective QRISs in the country, it is important to look back at how our investment in high-quality early learning programs began. Michigan has a long history of commitment to high-quality early learning and development programs and services for children with high needs. Even during the state's decade-long economic struggle, the preservation of investments in early learning and development were prioritized. As Michigan's economy has improved in recent years, investment in early learning and development has grown significantly. A key element of that increased investment was the 2011 implementation of Great Start to Quality (GSQ), Michigan's common, statewide tiered quality rating and improvement system. GSQ is linked to our licensing system, resulting in the participation of all licensed early learning and development programs. Licensed early learning and development programs in our mixed delivery system include home-based care, center-based child care, GSRP, and Head Start programs. These programs are given ratings of 1 to 5 stars, reflecting the quality level of the program.

A unique feature of GSQ is the inclusion of unlicensed, subsidized providers in the quality improvement portion of the tiered QRIS. As with licensed early learning and development programs, unlicensed, subsidized providers are required to participate in a tier system that encourages unlicensed providers to engage in the quality improvement process. These providers are not rated using the star system, but are rated at Tier 1 through Tier 3. (See Figure 1 for a summary of the continuum). All unlicensed, subsidized providers start at Tier 1 (by completing 7 hours of CPR, health and safety, and child development training). The Tier 1 training must be completed before the unlicensed subsidized provider becomes eligible to receive the child care subsidy. Our high-quality plan will take GSQ to the next level through systematic quality improvement and rigorous validation of the system, leading to substantially increased access to high-quality care for children with high needs.

Figure 1: Great Start to Quality Continuum



The Great Start Child Care Quality Program was launched in 2009, signaling a fundamental shift in the state’s vision and desired outcomes for the Child Care Development Fund (CCDF) quality funds. For the first time, building a system focused on quality and improving outcomes for young children was the benchmark for success of this investment. Included in the new program was a fundamental redesign of the state’s child care resource and referral system through the creation of Great Start CONNECT, an online, searchable child care and early learning resource and referral network available to families 24/7. In 2010, design work

began on a common, statewide tiered QRIS. A key principle in the design of the tiered QRIS was to focus limited resources on the pieces of the system that had the most impact on quality improvement, especially for providers and programs serving children with the highest needs. We know from research and experience that early learning and development programs being attuned and responsive to the developmental needs of children forms the bedrock of a quality program. It was essential for Michigan to be able to measure and communicate to families, the legislature, and funders the qualities present in programs that effectively support healthy development and those that don't; this allowed us to connect more children with high needs to the highest quality services.

Great Start to Quality was designed to achieve the following goals:

- Promote the health and development of children and assure that children with the highest needs are participating in high-quality settings;
- Empower families to become savvy consumers who choose high quality for their children;
- Offer policymakers effective tools to improve the quality of early learning and care;
- Provide accountability so that private funders, legislators, and taxpayers feel confident investing in quality; and
- Give early learning and development programs a roadmap to, and supports for, quality improvement.

Great Start to Quality includes all the required components of a tiered QRIS:

- Tiered program standards with multiple rating categories that clearly and meaningfully differentiate program quality levels;
- Monitoring to evaluate program quality based on the tiered program standards;
- Supports to help programs meet progressively higher standards (e.g., through training, technical assistance, and financial support);
- Publicly available program ratings; and
- Evaluation to measure the reliability and validity of the tiered quality rating and improvement system.

Great Start to Quality version 1.0 launched in 2011 and became one of the first quality

rating and improvement systems in the country to include all unlicensed, subsidized providers and link to all licensed early learning and development programs from day one. By linking licensure to GSQ, Michigan sought to communicate to families, the legislature, and funders that licensure, in and of itself, was only a very basic level of quality, not sufficient to ensure that early learning and development programs could effectively address healthy development and learning. The inclusion of unlicensed, subsidized providers in GSQ was crucial as over 65 percent of children receiving the child care subsidy at that time were in unlicensed, subsidized care. While Michigan's long-term strategy to improve early learning outcomes for children with high needs is to increase access to licensed and quality-rated care for subsidy-eligible children who receive the child care subsidy, we strongly believe that today's children cannot wait for that change to occur.

At the launch of GSQ, we made a commitment to rigorous accountability, evaluation, and ongoing continuous quality improvement. Feedback was sought continuously from participating and non-participating programs. An analysis was completed of GSQ self-assessment data. In light of the feedback from system stakeholders and the data trends, Michigan consulted with national experts to determine how the system could be improved to increase movement up the quality tiers from licensure, especially among licensed family home providers. Movement to the highest tiers of quality is crucial to improving the system's impact on the quality of early learning for children with high needs. With such a large percentage of children with high needs in home-based child care, it would be impossible to reach our goal of providing access to high-quality early learning and development programs for those children without adapting the system. Therefore, OGS made the decision to modify the GSQ standards and the rating calculation. These changes communicate to early learning and development programs, particularly family providers, a stronger recognition of their cumulative training and experience while also maintaining the rigor of the process. The changes also reduce duplication of assessment efforts by providing an alternate path for programs with additional compliance monitoring beyond licensing (i.e., Head Start, GSRP, and NAEYC-accredited programs).

GSQ version 2.0, launched in June of 2013, is truly a tiered QRIS informed by experience, research, and data. GSQ is a key tool in Michigan to help families, communities, and policymakers understand what constitutes quality and how to deliver quality to the children who need it most. It also provides a framework for a path toward quality that is based on the science

of child development for early learning and development programs in our mixed delivery system.

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

Michigan is committed to ensuring the integration and use of science-based child development principles and practices, which are linked or highly correlated to program quality in our Great Start to Quality program standards. Prior to the 2011 implementation of GSQ, we worked with the HighScope Educational Research Foundation to conduct a beta test of the standards with 10 early learning and development programs. Programs in the beta test were accredited by NAEYC or the National Association of Family Child Care (NAFCC). The standards were adjusted based on the findings of this test. Michigan adopted the GSQ Program Standards initially in 2011 and reaffirmed them in 2013 as referenced in (B)(1). They are referenced in the numbered sections below and the full list of GSQ standards follows.

Statewide Alignment—The GSQ standards align with the state’s early learning standards (approved by Michigan’s State Board of Education), the Early Childhood Standards of Quality for Infant and Toddler Programs (ECSQ-IT), and the Early Childhood Standards of Quality for Pre-kindergarten (ECSQ-PK). Our early learning standards are consistent with and meet thresholds of the National Research Council. Copies of these standards are provided in Appendix 4 and 5.

1. Early Learning and Development Standards—The GSQ standards include early learning and development standards that align with, and have been crosswalked to, the ECSQ-PK, ECSQ-IT, Head Start performance standards, and NAEYC accreditation. The GSQ indicators under the Curriculum and Instruction section incorporate the state’s early learning and development standards.

2. Comprehensive Assessment System—We recognize the importance of a comprehensive assessment system that generates robust and coherent evidence of children’s learning and development. Developmental screening for children in settings and comprehensive formative assessments that address all the developmental domains are linked to the tiered QRIS through the GSQ Curriculum and Instruction standard.

- 3. Early Childhood Educator Qualifications²⁴**—Michigan’s Core Knowledge and Core Competency areas for early childhood educators are described in (D)(2). These include academic credentials/degrees achieved, experience, and specific training in early childhood, and are linked to the tiered QRIS through the GSQ standard for Staff Qualifications and Professional Development.
- 4. Family Engagement Strategies**—Michigan’s family engagement approach is addressed throughout the application, especially in Section (C)(4) and is linked to the tiered QRIS through the Family and Community Partnerships standard.
- 5. Health Promotion Practices**—Michigan’s health promotion practices are described in Section (C)(3) and are linked to the tiered QRIS in the Environment, Curriculum and Instruction and Family & Community Partnerships standards.
- 6. Effective Data Practices**—Michigan’s effective data practices are addressed in (E)(2) and are linked to the tiered QRIS through the GSQ Administration and Management standard.

The GSQ program standards referenced above are customized to address the unique needs of infants and toddlers as well as pre-kindergarten-aged children, children with high needs, and all licensed provider types. The GSQ standards include key indicators of quality designed to move programs to higher levels of quality in order to improve outcomes, especially for children with high needs.

GSQ Standards

Curriculum and Instruction: This standard is used to assess the program’s implementation of a comprehensive curriculum, developmental screenings, and child assessments. Indicators of high quality include: A written plan for integrating policies, procedures, and practices that reflects a respect for and valuing of children’s culture and demonstrates cultural competence; Complete annual developmental screening on each child; Use of an approved child assessment tool at least two times a year.

²⁴ Early Childhood Educator includes all licensed/registered child care providers in both center and home settings, subsidized FFN providers, and state-funded preschool programs (Head Start and GSRP).

Staff Qualifications and Professional Development: This standard is used to assess levels of education, qualifications, and professional development of administrators, lead and assistant staff. Indicators of high quality include: At least 50 percent of classrooms have lead providers/educators/teachers with a CDA or Montessori credential (at a minimum) appropriate to age served; Director and all program staff complete at least 24 clock hours of professional development annually; Annual professional development training attended by all staff includes at least 3 hours focused on cultural competence OR inclusive practices, related to serving children with special needs or disabilities, as well as teaching diverse children and supporting diverse children and their families.

Family and Community Partnerships: This standard is used to assess the program's level of family involvement and engagement, including collaborations with community partners that offer services to families. Indicators of high quality include: Program engages in formal communication (.e.g., parent/teacher conferences, home visits) to inform families of children's developmental progress; Communication, education, and informational materials and opportunities for families are delivered in a way that meets their diverse needs (e.g., literacy level, language, cultural appropriateness); Program engages in community partnerships to provide or connect families to appropriate comprehensive services.

Environment: This standard is used to assess the program's level of maintenance and improvement for children's health and safety beyond licensing. Indicators of high quality include: Program demonstrates that it has smaller group size and better teacher to child ratio than is required by licensing; A process is in place for observing each child's health and development on a daily basis and communicating observations to the child's family, other provider/educators, and to specialized staff, with recommendations for family to seek medical opinions as necessary; A regular oral care routine, including tooth brushing and/or gum wiping (for infants) at least once per day, is in place.

Administration and Management: This standard is used to assess the program's level of instituting policies and procedures to improve staff retention and operate with sound business practices. Indicators of high quality include: Evidence of staff evaluations and individual

professional development plans for each staff member; Paid leave time for full-time employees, which may include holiday, vacation, educational leave, and/or sick time; A documented, graduated salary scale for staff that takes into account education and experience.

The GSQ program standard categories and the indicator areas associated with each standard are summarized in Figure 2 below. A full copy of the GSQ program standards is provided in Appendix 10.

Figure 2: Summary of the Great Start to Quality Program Standards

Great Start to Quality Standard Categories	Indicators
Curriculum and Instruction	<ul style="list-style-type: none"> • Curriculum • Screening and Assessment • Consistent Caregiving
Staff Qualifications and Professional Development	<ul style="list-style-type: none"> • Professional Development • Staff Qualifications • Administrator/Director Qualifications
Family and Community Partnerships	<ul style="list-style-type: none"> • Family Partnerships • Community Partnerships
Environment	<ul style="list-style-type: none"> • Physical Environment • Ratios • Health Environment
Administration and Management	<ul style="list-style-type: none"> • Administration and Management

(B) (1) (b) TQRIS is clear and has standards that are measurable, meaningfully differentiate program quality levels, and reflect high expectations of program excellence commensurate with nationally recognized standards that lead to improved learning outcomes for children

Michigan’s tiered QRIS is clear and has standards that are measurable, meaningfully differentiate program quality levels, and reflect high expectations of program excellence

commensurate with nationally recognized standards that lead to improved learning outcomes for children. The tiered QRIS standards are expressed in terms of levels that correspond to a tiered QRIS rating. The levels are organized by five standards of quality— Curriculum and Instruction, Staff Qualifications and Professional Development, Family and Community Partnerships, Environment, and Administration and Management —with identified indicators of high quality within each category.

Figure 3: A Summary of the Levels of Great Start to Quality

- ☆ Program meets state licensing requirements
- ★ Program meets state licensing requirements and is participating in Great Start to Quality
- ★★ Program demonstrates quality across **some** standards
- ★★★ Program demonstrates quality across **several** standards
- ★★★★ Program demonstrates quality across **almost all** standards
- ★★★★★ Program demonstrates highest quality

Program Excellence and Relationship to National Standards: Michigan’s tiered QRIS has been designed to reflect our high expectations for program excellence, and is grounded in research and national best practices for early learning and development. The GSQ standards build from our licensing rules and align with the state’s early learning standards. The standards have been cross-walked with the NAEYC standards and independently reviewed by Regional Education Laboratory (REL) Midwest at American Institutes for Research to ensure alignment with nationally recognized standards. Specifically, the quality standards share these elements with nationally recognized standards:

- Standards include use of **comprehensive assessment systems** (screening, formative assessments, measures of environmental quality, and adult-child interaction).
- Standards include **comprehensive services**—family engagement, health services, and other resources to support children and families.
- Standards include **professional development and training** of early childhood educators.

Measurable and Meaningful Differentiation of High Program Quality Levels: Our tiered QRIS levels measure a progression of improved program quality. As a part of the evaluation in (B)(5) a validation study of the standards will be conducted. To achieve each Star level, a minimum number of points must be earned in multiple categories of the GSQ standards. For example, to achieve a 3 Star rating, a program/provider must earn a total of at least 26 points, and must attain the minimum distribution in three of the five categories. If the provider is unable to achieve this minimum number of points in three of the categories, it would rate at the next Star level down.

Quality Standard/Category	Total Points Available	Minimum Point Distribution			
		Level 2	Level 3	Level 4	Level 5
1. Staff Qualifications and Professional Development	16	3	6	8	8
2. Family and Community Partnerships	8	4	4	6	6
3. Administration and Management	6	2	4	4	4
4. Environment	8	2	4	6	6
5. Curriculum and Instruction	12	4	6	8	8
Additional points in any other category		1	2	6	10
Minimum requirement for rating	50	16 points total and minimum points in 2 of 5 categories	26 points total and minimum points in 3 of 5 categories	38 points total and minimum points in 4 of 5 categories	42 points total and minimum points in 5 of 5 categories
Program Quality		N/A	N/A	3.5	4.5

Assessment Score					
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All programs choosing to move beyond licensure into the tiered QRIS start the process by completing an assessment against the GSQ program standards. This “self-assessment” is completed and submitted through an online platform, customized for GSQ. Programs with an assessment point total that places them at the 1, 2, or 3 Star levels are subject to random on-site validation of their assessment. Programs with an assessment point total that places them at a 4 or 5 Star level are required to have an on-site validation of their assessment and participate in a Program Quality Assessment (PQA).

If the GSQ assessment is completed by a Head Start, GSRP, or NAEYC accredited program, it moves onto an alternative path subject to additional rigorous program monitoring beyond licensure. Programs that are eligible for the alternate path that have point totals that place them at a 1, 2, 3, or 4 Star level are subject to random validation. Alternate path programs with assessment point totals that place them at a 5 Star level can choose to either have their rating published as 4 Stars, or request validation and the administration of a PQA as outlined above to have a 5 Star rating published online.

For examples of how the GSQ standards are clear, measurable, differentiated by level, and reflect a high expectation for quality, see the standards and related tables in Appendix 10.

(B) (1) (c) Demonstrate that the TQRIS is linked to the State licensing system for Early Learning and Development Programs

Michigan’s licensing system and standards provide a solid foundation for Great Start to Quality. The GSQ links all licensed early learning and development programs to the tiered QRIS. Once licensed, all early learning and development programs enter the GSQ, and its tiered levels of quality provide a clear pathway for quality improvement.

The initial level of GSQ, shown in Figure 3 is equivalent to licensure; it is visually communicated as a blank star. Families who search CONNECT for an early learning and development program that meets their needs will see this empty star if the early learning and development program they are considering meets licensing standards only.

Table (B)(1)-1: Status of all Program Standards currently used in the State

Program Standards Elements¹ <i>If the Program Standards address the element, place an “X” in that box</i>							
List each set of existing Program Standards currently used in the State; specify which programs in the State use the standards							
Great Start to Quality All licensed early learning and development programs	X	X	X	X	X	X	Cultural Competence
MI Early Childhood Standards of Quality for Infants/Toddlers and Prekindergarten OGS early learning and development programs and Head Start	X	X	X	X	X	X	Program structure; Community Collaboration and Financial Support; and Learning Environment
Licensing Rules for Child Care Centers All licensed early learning and development programs	X	X Screening Measures	X	X	X	X	
Licensing Rules for Family and Group Child Care Homes Licensed Family Homes (licensed for up to 6 and up to 12 children)	X	X Screening Measures	X	X	X	X	
Great Start to Quality standards are used by early learning and development programs that want to achieve a higher quality rating. Programs begin at empty one Star in Great Start to Quality, which meets licensing requirements. Currently 100 percent of licensed early learning and development programs are in Great Start to Quality as either a rated program or an empty star.							

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

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

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

(1) State-funded preschool programs;

(2) Early Head Start and Head Start programs;

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

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

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

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

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

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

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

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

Evidence for (B)(2):

- Any supporting evidence the State believes will be helpful to peer reviewers.

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

Michigan plans to increase the number of early learning and development programs participating in the state’s tiered QRIS from 6 percent where it stands today, to 50 percent by the end of the grant. GSQ makes a visual distinction between programs that meet licensing requirements and programs that have completed and submitted an assessment using the GSQ program standards. This section describes the policies and practices, both those in place now and those that we will be implementing through our high-quality plan, to reach our participation goal of 50 percent with a strong focus on publicly funded programs – both licensed as well as unlicensed, subsidized providers.

(B) (2) (a) *Implementing effective policies and practices to reach the goal of having all publicly funded Early Learning and Development Programs participate in such a system.*

Michigan is committed to ensuring that children with the highest needs have access to the highest quality early learning settings and has already implemented effective policies and practices that make it possible for more of these children with high needs to access high-quality early learning.

Current Participation in GSQ

- **GSRP:** Licensed and required to participate in GSQ, meeting and maintaining a 3 Star rating or higher. These programs use an alternate path to quality that recognizes the additional monitoring and accountability to which they adhere, making it possible for our state-funded pre-kindergarten programs to participate in GSQ without duplication of effort.
- **Early Head Start Center-based and Head Start Programs:** Licensed and eligible to participate in GSQ. These programs use an alternate path to quality that recognizes the additional monitoring and accountability to which they adhere, making it possible for

Head Start programs to participate in GSQ without duplication of effort.

- Early Learning and Development Programs funded under section 619 of part B of Individuals with Disabilities Education Act (IDEA) and part C of IDEA: Early childhood special education programs funded by ECSE/619 that serve children with disabilities prior to school entry are not currently licensed, and therefore do not participate in GSQ. Initiatives funded under IDEA part C are not child care or pre-kindergarten programs and would not participate in GSQ. Our high-quality plan to link and voluntarily integrate ECSE/619 programs with the GSQ quality standards is in B(2)(b).
- Early Learning and Development Programs funded under Title 1 of the Elementary and Secondary Education Act (ESEA): are center-based, licensed, and eligible to participate in GSQ.
- *Early Learning and Development Programs receiving funds from the State's CCDF* program: Family-and center-based programs with children who receive a child care subsidy are licensed and participate in GSQ.
- Unlicensed, Subsidized Providers: Required to participate in GSQ and begin participation at the entry level of quality improvement (Tier 1).
- Tribal Programs: Licensed exempt and not required to participate. Our high-quality plan to link and integrate these programs is in B(2)(b).

(B) (2) (b) Implementing effective policies and practices designed to help more families afford high-quality child care and maintain the supply of high-quality child care in areas with high concentrations of children with high needs.

Early learning and development programs participating in GSQ can currently access quality improvement consultation, resources, professional development, and training through the statewide network of Great Start to Quality Resource Centers (RCs). The goal of these supports and resources is to help programs improve their tiered quality level and not only maintain, but increase the supply of high-quality child care, especially in areas where there are concentrations of children with high needs.

We propose 5 key initiatives in this section to help programs improve their tiered quality

level and increase the supply of high-quality child care:

1. Create Quality Improvement Cohorts to Increase the Quality Level of Subsidized, Unlicensed Provide
2. Deploy Additional Staff Support to Increase Home-based Provider Participation
3. Provide Financial Incentives to Increase the Number of Licensed Providers (who care for children receiving a subsidy) Participating in GSQ and Provide Care
4. Help Licensing Consultants be Ambassadors for the Great Start to Quality to Early Learning and Development Programs
5. Strengthen Relationships with Tribal and Early Childhood Special Education (ECSE/619) Programs to Promote Participation in GSQ

1. Create Quality Improvement Cohorts to Increase the Quality Level of Subsidized, Unlicensed Providers

Goal: Michigan will increase the quality level of unlicensed, subsidized providers.

Rationale: We plan to expand on our commitment to ensure that children with the highest needs have access to the highest-quality early learning settings by focusing our high-quality plan on the seven Pathways to Potential communities²⁵ in Michigan. Pathways to Potential is an initiative of the DHS that seeks to better coordinate the state's public assistance benefits by placing a DHS caseworker (called a success coach) in schools to help children and families remove barriers to self-sufficiency. Lack of access to high-quality child care is a common barrier to self-sufficiency.

Our high-quality plan to address this lack of access will help eight cohorts of unlicensed, subsidized providers improve their program quality toward the goal of achieving licensure. We are selecting cohorts in communities where the Pathways to Potential Program is already working to provide services to families within their neighborhoods, accessible through their schools, and in partnership with their communities. These communities are among those with the highest need in our state. Sixty-eight percent of children receiving a child care subsidy in the Pathways to Potential communities are in unlicensed, subsidized settings.

²⁵ Detroit, Flint, Kalamazoo, Muskegon, Pontiac, Saginaw, Warren

Our plan is to engage these cohorts of unlicensed, subsidized providers in peer-to-peer learning communities. Unlicensed, subsidized providers who participate in a learning community will increase their knowledge and competency through the completion of a series of training modules over two years, and upon completion will develop a quality improvement plan designed to move them to higher tiers of quality. Quality Improvement Consultants from RCs will support subsidized unlicensed providers to help them achieve quality improvement through their quality improvement plans. Unlicensed, subsidized providers who identify licensure as a goal will be supported by the Quality Improvement Consultant to move toward licensure.

Over the next four years, **the state of Michigan will work in the seven Pathways to Potential communities and increase the quality level of 160 unlicensed, subsidized providers from a Tier 1 to a Tier 3.** The high-quality plan to do so is below:

Year	Key Activity	Milestones	Lead
2014	Convene Resource Centers to develop plan for 8 cohorts to move through Tier Two	Convening is complete and plan is developed.	OGS, ECIC
2014	Develop training module, train the trainer plan, and outreach plan	20 hours of training is developed as a set of modules for unlicensed, subsidized providers, an outreach plan is developed, and a cadre of trainers is established in the seven communities.	OGS, ECIC
2014	Identify unlicensed, subsidized providers to participate in “A” cohorts	Cohorts are established with 20 providers each.	OGS, ECIC
2014	Support “A” cohorts with training	Cohorts begin training in first 10 hours of the training modules.	OGS, ECIC
2015	“A” cohorts continue with training	Cohorts continue training in second 10 hours of the training modules.	OGS, ECIC
2015	Identify unlicensed, subsidized providers to	Cohorts are established with 20 providers each.	OGS, ECIC

	participate in “B” cohorts		
2015	Support “B” cohorts with training	Cohorts begin training in first 10 hours of the training modules.	OGS, ECIC
2016	“A” cohorts develop quality improvement plan	Quality improvement plans are developed and providers are supported to achieve their goals.	OGS, ECIC
2016	“B” cohorts continue with training	Cohorts continue training in second 10 hours of the training modules.	OGS, ECIC
2017	“B” cohorts develop quality improvement plan	Quality improvement plans are developed and providers are supported to achieve their goals.	OGS, ECIC
RTT-ELC Investment			\$4,081,000

2. Deploy Additional Staff Support to Increase Home-based Provider Participation

Goal: Increase the number of home-based providers participating in Great Start to Quality with a particular focus on Pathways to Potential communities.

Rationale: The Pathways to Potential communities contain the majority of children living in poverty in our state. Most of the young children in these communities, other than 4-year-olds who may spend some of their time in GSRP or Head Start settings, are either in unlicensed, subsidized provider settings or family home-based programs. We believe an intentional effort is needed to increase GSQ participation among these family home-based programs, thereby increasing the number of high-quality home-based programs in these communities. Access to high-quality early learning for families and children with high needs will increase, and the supply of care will be maintained or increased.

Our high-quality plan will analyze participation data in GSQ in the Pathways to Potential communities and target outreach specifically to family home-based programs. RC staff will share the benefits of participation and the supports and resources available to participating programs, and encourage participation. Staff will support programs to navigate the initial steps of GSQ and

connect providers to additional supports as necessary to ensure successful completion and submission of their assessment of program quality.

Over the next four years, **Michigan will hire 21 additional staff to target outreach in the seven Pathways to Potential communities and increase the number of home-based programs participating in GSQ to nearly 2,400.** The high-quality plan to do so is below:

Year	Key Activity	Milestones	Lead
2014	State-level program manager is hired to oversee and manage project	Program manager is hired.	OGS, ECIC
2014	Hire additional quality improvement staff	Resource Centers hire and train staff.	OGS, ECIC
2014	Develop marketing and outreach plan	Plan is developed.	OGS, ECIC
2014	Develop and disseminate marketing materials in the seven communities	Marketing materials are distributed across the communities utilizing community partnerships including Great Start Collaboratives and Parent Coalitions.	OGS, ECIC
2014	Resource Center quality improvement staff support programs to participate in GSQ	Program participation increases in the seven communities.	OGS, ECIC
2015-2017	Resource Centers hire additional Quality Improvement Consultants as needed to support additional family home-based programs with quality improvement consultation	Quality Improvement Consultants are hired as needed to ensure that family home-based programs in the seven communities are supported to develop quality improvement plans and achieve the goals outlined in their plans.	OGS, ECIC
RTT-ELC Investment			\$6,300,000

3. Provide Financial Incentives to Increase the Number of Licensed Providers (who care for children receiving a subsidy) Participating in GSQ and Provide Care

Goal: Michigan will increase the participation of licensed providers serving children receiving a subsidy in the GSQ tiered quality rating system.

Rationale: In order to dramatically increase the number of early learning and development programs serving subsidy-eligible children that submit the program quality assessment, our high-quality plan proposes to provide a one-time financial incentive to reward the decision to move toward higher quality.

Since the launch of Great Start to Quality version 2.0 in June 2013, 10 percent of our early learning and development programs have completed and submitted assessments of program quality against the GSQ standards. These participation rates were achieved with limited communication and outreach to programs and no financial incentives.

All programs participating in GSQ that have enrolled children who receive a subsidy and that complete and submit an assessment of program quality and develop a quality improvement plan during the grant period will be eligible for a one-time \$500 bonus. Additionally, unlicensed, subsidized providers who meet the Tier 3 requirements (completion of 20 hours of training and development of a quality improvement plan) will receive a one-time \$500 bonus.

Over the next four years, **the state of Michigan will provide a financial incentive to: (1) 2,383 new licensed programs (including Head Start and GSRP) with subsidy-eligible children enrolled, and (2) 80 unlicensed, subsidized providers at a Tier 3.** The high-quality plan to do so is below:

Year	Key Activity	Milestones	Lead
2014	Develop and implement an intensive communication strategy to ensure that all eligible programs and subsidized, unlicensed, providers are aware of the	Communication strategy is developed and disseminated.	OGS, ECIC

	GSQ participation bonus opportunity		
2014	Develop mechanism for tracking eligibility for bonus	Mechanism to track and share data with appropriate entities is developed and in use.	OGS, ECIC
2014-2017	Develop mechanism for payment to eligible programs and unlicensed, subsidized providers.	Payments begin to programs and unlicensed, subsidized providers.	OGS, ECIC
RTT-ELC Investment			\$2,256,000

4. Help Licensing Consultants be Ambassadors for the Great Start to Quality to Early Learning and Development Programs

Goal: Increase the capacity of licensing consultants to market GSQ to early learning and development programs.

Rationale: Current approaches to assuring compliance with licensing rules and renewal requirements are cumbersome and leave little time for licensing consultants to provide technical assistance and share the benefits of GSQ with early learning and development programs. This should not be the case!

Our high-quality plan uses a two-fold approach to provide customized training and technical assistance to licensing staff to help them increase participation of early learning and development programs in GSQ. Through efficiencies described in section B(3), we believe more time will be available for licensing consultants to provide technical assistance and help programs understand how they can connect to and benefit from participation in GSQ.

Over the next four years, **the state of Michigan will engage all licensing consultants as essential messengers who will encourage programs to participate in GSQ.** The high-quality plan to do so is below:

Year	Key Activity	Milestones	Lead
2014	Develop training materials.	Revise and update the licensing training module with materials focused on the GSQ standards and rating process, how the systems are integrated and aligned, and how programs can participate	OGS, DHS, ECIC, Bureau of Children and Adult Licensing (BCAL)
2014	Develop and implement training plan	Consultants are trained and begin to encourage program participation in GSQ.	OGS, BCAL
RTT-ELC Investment			\$155,000

5. Strengthen Relationships with Tribal and Early Childhood Special Education (ECSE/619) Programs to Promote Participation in GSQ

Goal: Michigan will connect more tribal and early childhood special education (ECSE/619) with the Great Start to Quality System

Rationale: Although tribal programs and early childhood special education (ECSE/619) programs are license exempt and therefore do not currently participate in GSQ, we want to ensure that all early learning and development programs pursue continuous quality improvement activities, and that more children with high needs participate in high-quality early learning and development programs.

Our high-quality plan capitalizes on established relationships between OGS and the tribal and early childhood special education (ECSE/619) programs in Michigan. As a starting point, opportunities will be sought to engage in building shared understanding of the benefits, challenges, and possibilities for future participation in GSQ. Based on what is learned from these conversations, options will be sought for a mechanism that allows tribal and early childhood special education (ECSE/619) program to participate in GSQ.

Over the next two years, **the state of Michigan will build and strengthen relationships with tribal partners and early childhood special education (ECSE/619) colleagues to promote understanding of and participation in GSQ.** The high-quality plan to do so is below:

Year	Key Activity	Milestones	Lead
2014	Develop and implement a plan for outreach to all 13 tribes in Michigan with general GSQ information	Plan is developed and tribes are contacted to participate in listening sessions.	OGS, ECIC
2014	Identify challenges and barriers to program participation	Challenges and barriers identified and shared understanding reached.	OGS, BCAL, ECIC
2014	Develop and implement a plan for convening early childhood special education (ECSE/619) colleagues to share general GSQ information	Plan is developed and convening is completed.	OGS, ECIC
2014	Identify challenges and barriers to program participation in GSQ	Challenges and barriers identified and shared understanding reached.	OGS, BCAL, ECIC
2015	Develop mechanism for interested tribal programs to participate in GSQ	Mechanism developed and programs begin to participate and receive supports and benefits including technical assistance and incentives.	OGS, ECIC
2015	Develop mechanism for interested early childhood special education (ECSE/619) to voluntarily participate in GSQ	Mechanism developed and programs begin to participate and receive supports and benefits including technical assistance and incentives.	OGS, ECIC
2016	Develop process for publicly posting Star ratings on greatstartCONNECT.org for tribal	Search results include tribal and early childhood special education (ECSE/619).	OGS, ECIC

	and early childhood special education (ECSE/619) programs		
RTT-ELC Investment \$120,000			

(B) (2) (c) Setting ambitious yet achievable targets for the numbers and percentages of ELD Programs that will participate in the tiered QRIS by type of program.

The chart below reflects the ambitious yet achievable targets Michigan has set for increasing participation in the tiered QRIS. Our current policies and practices, coupled with the strategies in our high-quality plans in (B)(2)(b), will ensure that we are able to meet these targets and improve participation by all early learning and development programs.

Performance Measures for (B)(2)(c): Increasing the number and percentage of Early Learning and Development Programs participating in the statewide Tiered Quality Rating and Improvement System											
Type of Early Learning & Development Program in the State	Number of programs in the State	Baseline and Annual Targets -- Number and percentage of Early Learning and Development Programs in the Tiered Quality Rating and Improvement System									
		Baseline (Today)		Target- end of calendar year 2014		Target- end of calendar year 2015		Target- end of calendar year 2016		Target- end of calendar year 2017	
		#	%	#	%	#	%	#	%	#	%
State-funded pre-kindergarten Specify: Great Start Readiness Program ¹	766	580	76%	766	100%	766	100%	766	100%	766	100%
Early Head Start and Head Start ²	570	199	35%	257	45%	314	55%	342	60%	371	65%
Programs funded by IDEA, Part C ³	56	Currently not participating in GSQ.									
Programs funded by IDEA, Part B, section 619 ³	56	Currently not participating in GSQ.									
Programs funded under Title I of ESEA ⁴	630	Aggregated data not yet available for 2012-2013.									

Performance Measures for (B)(2)(c): Increasing the number and percentage of Early Learning and Development Programs participating in the statewide Tiered Quality Rating and Improvement System

Type of Early Learning & Development Program in the State	Number of programs in the State	Baseline and Annual Targets -- Number and percentage of Early Learning and Development Programs in the Tiered Quality Rating and Improvement System									
		Baseline (Today)		Target- end of calendar year 2014		Target- end of calendar year 2015		Target- end of calendar year 2016		Target- end of calendar year 2017	
		#	%	#	%	#	%	#	%	#	%
Section 31a of State School Aid Act: At Risk – Early Childhood Instructional Services ⁵	47	This data will not be represented in subsequent B tables.									
Programs receiving CCDF funds Subsidized FFN Providers ⁶	8,148 active as of 9/24	8,148	100%	8,148	100%	8,148	100%	8,148	100%	8,148	100%
Other Describe: CCDF Licensed Early Learning and Development Programs ⁷	4,767	476	10%	953	20%	1,430	30%	1,907	40%	2,383	50%
All Licensed Programs Combined Total ⁸	10,747	659	6%	1,075	10%	3,224	30%	4,299	40%	5,373	50%

A licensed and registered program is considered to be participating upon completion and submission of a Self-Assessment Survey. Unlicensed, subsidized providers are considered to be participating upon completion of the required Great Start to Quality Orientation (Tier 1).

¹ Number of state-funded pre-kindergarten programs reflects the number of programs offering the Great Start Readiness Program in Michigan in the 2012–2013 program year. 100% of programs are required to participate in Great Start to Quality in 2014. The actual number of programs will fluctuate annually based on the number of grants awarded.

² Number of Early Head Start and Head Start programs reflects the 2012–2013 program year.

³ Section 619, part B and part C of IDEA numbers include grantee amounts (regionally operated by ISDs) and not their respective site numbers.

⁴ Title I numbers are estimated based on 2010 data of the number of children using an average class size of 18.

⁵ 31a numbers are estimates based on 2012-2013 data for the number of children using an average class size of 18.

Performance Measures for (B)(2)(c): Increasing the number and percentage of Early Learning and Development Programs participating in the statewide Tiered Quality Rating and Improvement System											
Type of Early Learning & Development Program in the State	Number of programs in the State	Baseline and Annual Targets -- Number and percentage of Early Learning and Development Programs in the Tiered Quality Rating and Improvement System									
		Baseline (Today)		Target- end of calendar year 2014		Target- end of calendar year 2015		Target- end of calendar year 2016		Target- end of calendar year 2017	
		#	%	#	%	#	%	#	%	#	%
⁶ Number of unlicensed, subsidized providers reflects the number of active unlicensed, subsidized providers in Michigan as of 9/24/13. Data will not be viewed in subsequent tables, but they are licensed and participating in Great Start to Quality, so it was important to list it here. ⁷ Number of CCDF Licensed Early Learning and Development Programs reflects programs receiving CCDF funding in Fiscal Year 2013 through August. ⁸ Number of licensed programs reflects the number of licensed and registered programs (child care centers, group child care homes, and family child care homes) in Michigan as of 9/24/13.											

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

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

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

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

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

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

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

Evidence for (B)(3):

- Any supporting evidence the State believes will be helpful to peer reviewers.

(B)(3) Rating and monitoring Early Learning and Development Programs

The child care field has long been accustomed to meeting clear expectations for a range of requirements from environmental standards to staff ratios to health and safety standards. For years, there has been a strong focus on meeting compliance metrics based on minimal child care licensing regulations, focused solely on basic health and safety standards. Compliance with these rules means that children’s basic needs are being met. We know complying with the law does not ensure a high-quality program. With the implementation of Great Start to Quality we believe that we can engage providers to move beyond basic health and safety requirements and engage in quality improvement efforts to ensure better outcomes for children.

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

The Michigan Department of Education–Office of Great Start (OGS) has developed and implemented a system for rating and monitoring the quality of early learning and development programs participating in a tiered QRIS that is rigorous, reliable, and accountable to families, policymakers, and funders.

Quality Assessment, Validation & Rating

Assessment: All licensed early learning and development programs that participate in Great Start to Quality beyond the entry point of licensure complete an assessment of quality against the GSQ program standards. This assessment is completed and submitted online through a customized GSQ platform. Supporting evidence (i.e. credentials, transcripts) is also submitted through this portal.

Validation & Rating: Programs with an assessment point total that places them at a 1, 2, or 3 Star level are subject to random on-site validation. Twenty five percent of programs receive an on-site review of the assessment survey, evidence, and physical location to validate the assessment submitted by the program. Once the validation is complete the program’s rating will be published on Great Start CONNECT at the validated quality level. For programs with a 1-3

Star rating not selected for validation, the self-assessed rating will be the published rating. Programs with an assessment point total that places them at a 4 or 5 Star level are required to have an on-site validation of their assessment prior to the administration of the Program Quality Assessment (PQA). Program ratings are valid for two years. After two years, the program starts the self-assessment process again and tries to achieve a higher rating.

Use of the Program Quality Assessment tool: Programs with an assessment point total that places them at a 4 or 5 Star level complete a PQA as part of the ratings determination process. The PQA was developed by the HighScope Educational Research Foundation, and is an evidence-based tool that is considered a valid and reliable measure of program quality. The PQA is designed for use in all settings, not just those using the HighScope educational approach. The PQA's psychometric properties were tested in a series of studies in which 800 program settings were observed. The internal consistency, calculated with Cronbaugh's alpha, averaged .89, .94, and .95 in three study samples. In a confirmatory factor analysis, five factors corresponding to sections one through five accounted for 58 percent of the variance. The PQA has been significantly correlated with other measures of program quality, teacher beliefs, and child outcomes with the magnitude of these correlations ranging from .25 to .86. There are Infant/Toddler, Preschool, and Family Child Care versions of the PQA. All completed PQAs are reviewed for accuracy by a lead member of the GSQ assessment team prior to approval. Once approved, the program's rating will be published on Great Start CONNECT.

The Alternate Pathway: If the GSQ assessment is completed by a Head Start, GSRP, or NAEYC accredited program, it moves onto an alternative path. The alternative path is only for programs that are subject to additional program monitoring above licensure. Programs eligible for the alternate pathway that have point totals that place them at a 1, 2, 3, or 4 Star are subject to random validation. Those that are selected for random validation follow the process noted above. If not selected for random validation the program's self-assessed rating will be the published rating. Alternate path programs with point totals that place them at a 5 Star rating will automatically be published on Great Start CONNECT at a 4 Star rating unless they request a validation and PQA in order to be posted as a 5 Star program. Alternate path programs that self-assess at a 5 Star and request validation will follow the process noted above for 4 and 5 Star programs.

Inter-rating reliability: GSQ allows the PQA to be administered only by highly trained

staff who can achieve and maintain inter-rater reliability above 80 percent. To ensure inter-rater reliability throughout the system, all individuals who administer the PQA must complete annual training and testing requirements approved by HighScope Educational Research Foundation.

Implement a Key Indicator Model for Licensing Compliance to Streamline Monitoring

Goal: Michigan will identify key indicators to monitor for compliance.

Rationale: By making monitoring for compliance more efficient, licensing consultants will have more time to help programs focus on improving their quality and outcomes for children.

In section B(2), strategy 4, we discussed training licensing consultants to be ambassadors for quality and Great Start to Quality. This high-quality plan is focused on developing a set of key indicators that will be used by licensing consultants to streamline the inspection process. Determining the key indicators involves a statistical analysis of rule violations and then a determination of the strength of association between rules that are violated in noncompliant settings and complied with in compliant settings. These become the “key indicator” rules. The use of key indicators will give licensing consultants more time and resources to focus on quality improvement efforts for programs and facilities that have low compliance with licensing rules, and programs struggling to meet and maintain basic licensing requirements will get the critical attention they need. Another aspect of this initiative will create efficiencies between the GSQ assessment and the licensing review to reduce duplication of information required, such as credentials and professional development record.

Over the next **four years, the state of Michigan will implement a key indicator model for licensing compliance.** The high-quality plan to do so is below:

Year	Key Activity	Milestones	Lead
2014	Develop key indicators	<ul style="list-style-type: none"> • Identify a contractor to support the work. • Conduct a statistical analysis of rule violations and licensing regulations • Utilize analysis to develop 	OGS, ECIC, BCAL

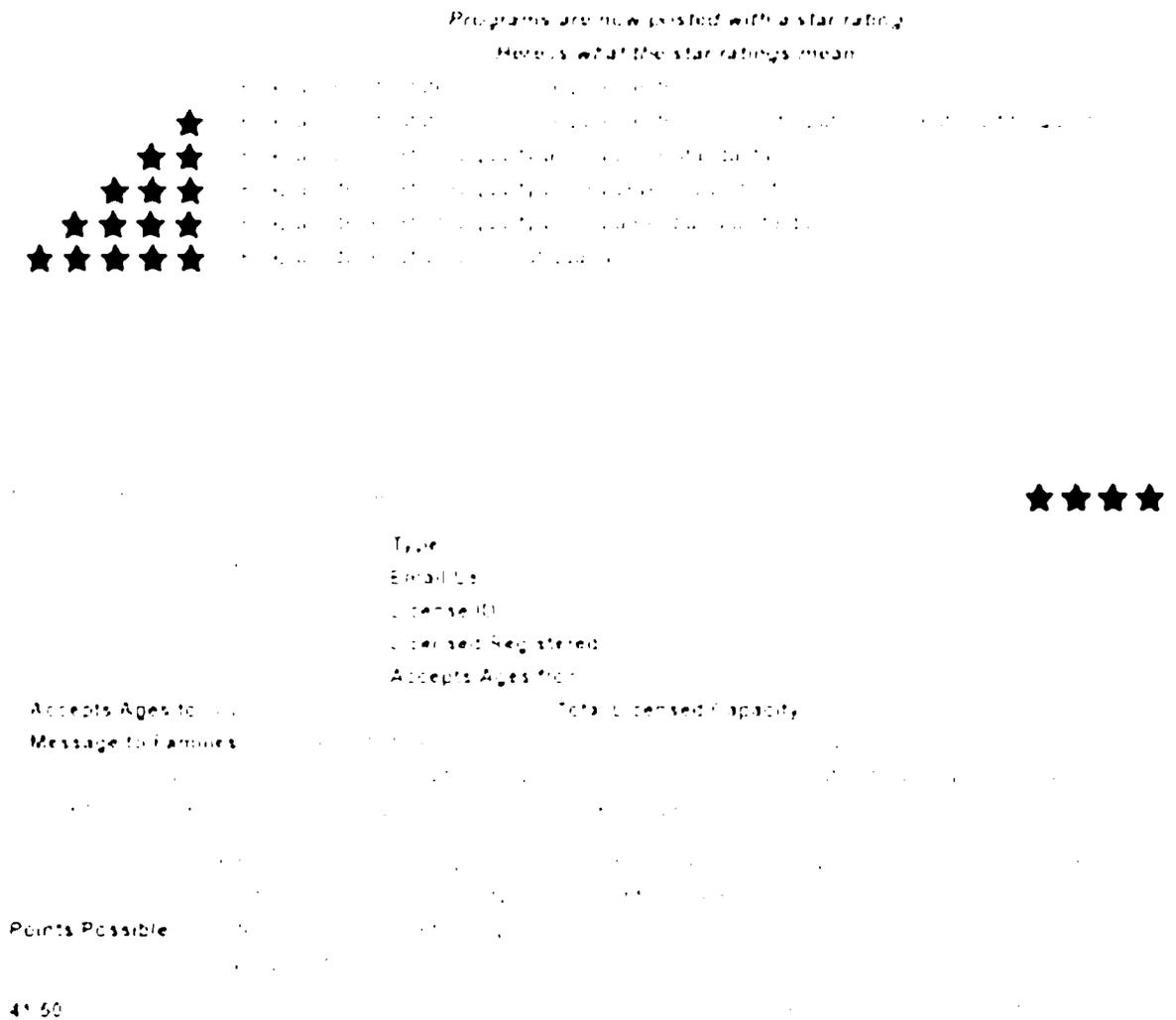
		key indicators.	
2014	Develop mechanism for licensing consultants to utilize information in GSQ platform in support of key indicators	Access for licensing consultants to GSQ platform is established.	OGS, ECIC, BCAL
2015	Develop and implement training for licensing consultants for monitoring using key indicators	Licensing consultants trained.	OGS, ECIC, BCAL
2016	Implement monitoring with key indicators in pilots statewide	Pilots are implemented.	OGS, ECIC, BCAL
2016	Refine key indicators and process with results of the pilot, and update training as appropriate	Key indicators and training materials are updated as appropriate.	OGS, ECIC, BCAL
2016	Train all licensing consultants to utilize key indicators	Licensing consultants trained.	OGS, ECIC, BCAL
2016	Licensing data system modified to integrate the key indicators	Licensing system modified and used by consultants.	OGS, ECIC, BCAL
2017	Licensing measurement process is formally adapted to include the finalized licensing indicators	Key indicators are integrated into the licensing monitoring process.	OGS, ECIC, BCAL
2017	Develop and disseminate communication about the key indicators to licensed programs	Licensed programs are aware of the key indicators and the process for use in monitoring.	OGS, ECIC, BCAL
RTT-ELC Investment			\$626,704

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

Michigan has a long history of commitment to authentic family engagement and the inclusion of family voice in our early childhood efforts. We work with families on all aspects of our work to ensure that our efforts align with what families need to make high-quality choices for their children. Focus groups were conducted with families in the process of designing the

tiered QRIS. Families told us that they wanted easily accessible information about child care and early learning choices. Great Start CONNECT was created to address that need. Each licensed early learning and development program has a profile on CONNECT that includes: current quality rating in GSQ, licensing history, health and safety violations, and other pertinent program information. The information is provided in plain language and is designed to be easily understood and used by families. CONNECT is available 24 hours a day/7 days a week, so families can make decisions about program enrollment at their convenience. Information is also available through the providers themselves and the Resource Centers.

Figure 4: Sample Great Start CONNECT Page



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

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

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

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

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

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

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

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

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

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

Evidence for (B)(4):

- Any supporting evidence the State believes will be helpful to peer reviewers.

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

Michigan already has much in place to promote access to high-quality early learning and development programs for children with high needs and intends to increase access through our high-quality plan. The state’s current policies and practices provide critical supports to allow our early learning and development programs serving children with high needs to continuously improve. The Great Start Resource Centers (RCs) serve as the regional hub for the delivery of coordinated, responsive, and effective incentives and supports to participating programs. The RCs have a cadre of highly skilled Quality Improvement Consultants to support the development and achievement of quality improvement plans. Quality improvement consultation addresses the findings of the assessment with each program. Early learning and development programs can also request assistance to complete their assessment of program quality. To ensure that access to the Internet is not a barrier, RCs have Internet portals to help early learning and development programs complete and submit their assessments of program quality through the online GSQ platform. RCs also provide assistance to unlicensed, subsidized providers who reach Tier 3, the highest level of quality improvement for these providers.

Create Quality Improvement Grants for Subsidized, Licensed Providers

Goal: Michigan will create quality improvement grants for subsidized, licensed providers to help these providers implement their quality improvement plan to continue pursuing higher levels of quality.

Rationale: It can be expensive for programs to pursue higher levels of quality. They often need to purchase a curriculum, books, or other materials for their program. These grants will help offset the cost.

While the incentives and supports provided by the RCs are crucial to our current success, in order to meet our accelerated expansion targets for GSQ, our high-quality plan must go further to remove barriers to participation, especially for programs serving subsidy-eligible children. Our high-quality plan explains how we will implement quality improvement grants to help programs rated 1 Star to 3 Star achieve the goals in their quality improvement plans. Grants will range from \$1,000 to \$1,500, depending on the needs defined in the provider’s quality improvement plan.

Over the next four years, **Michigan will award up to 1,669 quality improvement**

grants to support licensed, subsidized programs participating at the 1 Star to 3 Star level to achieve goals in their quality improvement plans. The high-quality plan to do so is below:

Year	Key Activity	Milestones	Lead
2014	Define eligibility	Develop a mechanism and protocol for determining eligibility of programs	OGS, ECIC
2014	Develop and implement training for Resource Center staff on the eligibility criteria and the protocol for accessing the grant	Training is developed and appropriate Resource Center quality improvement staff are trained and have the capacity to support programs access grants.	OGS, ECIC
2014-2017	Resource Center staff support programs to access quality improvement grants and support the programs to achieve goals	Programs access quality improvement grants.	OGS, ECIC
RTT-ELC Investment			\$1,980,500

Another incentive to improve quality is the T.E.A.C.H. Scholarship. In section (D)(2)(b) we detail our high-quality plan to provide access to additional incentives that will promote access by expanding our current T.E.A.C.H. Scholarship program, targeting home-based, licensed providers and teachers in our state-funded pre-kindergarten program, and supporting the stability of home-based providers through business capacity building training.

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

Michigan is committed to supporting families with a suite of strategies. We know handing out a flyer is not enough. We must meet families where they live and learn, whether that be online, through traditional media, or through person-to-person contact. Michigan has a statewide network for family engagement through the Great Start Parent Coalitions (GSPCs), with approximately 20,000 active family volunteers. These family leaders help build public will

for early childhood investments, take part in local Great Start Collaborative (GSC) decision making, and reach out to other families to help them identify and get the services their children need. This network will utilize a family-to-family learning process that will empower families to take charge of their children’s early learning and development while providing an avenue to further listen to the family’s needs.

Additional outreach to families will include activities such as engaging local faith-based ambassadors willing to act as a liaison to their congregation, and partnering with local organizations such as community centers or food pantries willing to conduct outreach to their patrons. All of these actions will create a two-way communication channel between resources and families, a more effective approach than one-way “talking at families.” In addition to these activities, a mix of old and new media will be utilized such as marketing the program and its resources on Facebook, Twitter, Instagram, and other online media sources. While these new media sources may not always deliver hard-hitting news, 83% of adults age 18–29, and 77% of adults age 30–49, use these social media tools according to the Pew Research Center’s Internet Survey. In an effort to be as wide-reaching as possible, all outreach plans throughout this application (not just Section B) will also consider lower or no cost traditional media outreach including op-ed articles in local newspapers, radio commercials that can be distributed widely with a low upfront cost, interviews on public television, and public service announcements.

Beyond these wide outreach strategies we propose two initiatives to help working families access high quality care:

1. Support Success Coaches’ Knowledge of High Quality Care, GSQ, and other early childhood services to support children being developmentally on track from birth to third grade.
2. Create Scholarships for Children with High Needs Ages 0-3

1. Support Success Coaches’ Knowledge of High Quality Care, GSQ, and other early childhood services to support children being developmentally on track from birth to third grade.

Goal: Michigan will provide comprehensive support for working families in the Pathways to Potential communities to help them identify and select high-quality child care and prekindergarten options.

Rationale: The majority of children living in the Pathways to Potential communities come

from families who face a daily struggle to meet basic needs. In order to remove barriers to identifying and accessing a high-quality program, Michigan is making the process more personal, consistent, and including follow up supports for families.

To do more for these working families, specifically those who are eligible for the subsidy, Michigan has created a high-quality plan to ensure that families have the information they need to understand the importance of their quality care choice and make an informed decision. Additionally, scholarships will be made available to enable subsidy families to choose a high-quality early learning and development program for their child.

We believe it is critical for professionals serving young children in the Pathways to Potential communities, especially the Success Coaches from the Department of Human Services, to be supported in providing accurate and consistent information about GSQ to the families they serve. Our goal is to ensure that families understand the importance of their child care and prekindergarten choices, and the other resources available to them to meet their child's needs such as the importance of maintaining well-child services and referral services such as Early On and Project Find. Once families have applied and been found eligible for the subsidy, focused, personalized follow-up outreach will be offered to help families to better ensure enrollment in high quality options.

Over the next four years, **the state of Michigan will invest in an intensive family support strategy designed to increase accessing high-quality early learning and development programs with an emphasis in the Pathways to Potential communities.** The high-quality plan to do so is below:

Year	Key Activity	Milestones	Lead
2014	Training to support DHS local staff work with parents and families to make informed high quality choices is developed	Training is developed in coordination with DHS and ECIC to ensure needs of the Success Coaches are met.	OGS, DHS, ECIC, DCH
2014	Materials and resources developed and distributed to DHS local	Mechanism and protocol is developed ensuring DHS staffs	OGS, ECIC, DCH

	offices	have materials readily available for families.	
2014-2017	DHS Pathways local office staff trained, twice per year, on choices in high quality care including: utilizing subsidy to access quality, Head Start, GSRP, how to utilize Great Start to Quality as a parent resource, and importance of well-child visits and early childhood referral services.	DHS Local office staff has increased knowledge base of high quality care options in their local communities including GSQ, Head Start, GSRP and other early learning and development services.	OGS, DHS, ECIC, DCH
2014-2017	Develop mechanism and protocol to share subsidy eligible families with ECIC for follow up outreach.	Mechanism and protocol is developed. Hire and train a GSQ consultant staff to implement the outreach in coordination with DHS.	OGS, DHS, ECIC
2014-2017	GSQ staff contact families and support them to secure enrollment in high-quality early learning and development programs.	Intensive follow up outreach begins (100 contacts in each community per month) and is tracked for continuous quality improvement and enrollment.	OGS, DHS, ECIC
RTT-ELC Investment			\$280,000

2. Create Scholarships for Children with High Needs Ages 0-3

Goal: Michigan will offer scholarships to families with high-needs to make high-quality care more affordable.

Rationale: The child care subsidy in Michigan is not generally sufficient to cover the cost of a full-day, full-year comprehensive program that would meet the needs of children with high needs and their families. This scholarship will help cover the

gap between the subsidy and the cost of care.

In addition to the strategies outlined above, Michigan will make scholarships available to families with children ages 0–3 in the 7 Pathways to Potential communities and in 3 additional rural communities across the state. These scholarships will make it easier for working families to access programs that meet their needs, and ensure that young children have access to high-quality care for a minimum of two consecutive years. When children turn four, they would then be eligible for high-quality early learning opportunities through Head Start and GSRP. These scholarships will be awarded and managed by Great Start Collaboratives (GSCs), which will be able to connect families to high-quality providers.

Over the next four years, **Michigan will award over 300 scholarships annually for families to increase access to high-quality programs in the seven Pathways to Potential communities and three rural communities.** The high-quality plan to do so is below:

Year	Key Activity	Milestones	Lead
2014	Establish priorities for scholarships.	<ul style="list-style-type: none"> • Convene a team with local representation, including families, to identify critical needs. • Create priorities and criteria. 	OGS
2014	Review the already established process and protocol of the Great Start Collaborative early childhood fund and update as necessary to achieve the priorities identified	Review and complete any modifications to the process and protocol identified and incorporated.	OGS
2014-2017	Utilize the already established Great Start Collaborative early childhood fund to process the applications and scholarships for families	Process is in place for families to access scholarships through the early childhood fund, and scholarships are awarded.	OGS
RTT-ELC Investment			\$6,120,000

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

Michigan has established ambitious targets for the next four years to increase access to high-quality programs. See the two tables below.

Performance Measure for (B)(4)(c)(1): Increasing the number of Early Learning and Development Programs in the top tiers of the Tiered Quality Rating and Improvement System.

	Baseline (Today)	Target- end of calendar year 2014	Target- end of calendar year 2015	Target- end of calendar year 2016	Target- end of calendar year 2017
Total number of programs covered by the Tiered Quality Rating and Improvement System	10,747	1,074 (10%)	3,224 30%	4,299 (40%)	5,373 50%
Number of programs in Level 1	19	107 (10%)	323 (10%)	430 (10%)	537(10%)
Number of programs in Level 2	36	215 (20%)	645(20%)	860 (20%)	1,075 (20%)
Number of Programs in Level 3	187	268 (25%)	1,128 (35%)	1,720 (40%)	2,149 (40%)
Number of Programs in Level 4	397	429 (40%)	967 (30%)	1,075 (25%)	1,343 (25%)
Number of Programs in Level 5 (Highest Level of Great Start to Quality)	20	54 (5%)	161 (5%)	214 (5%)	269 (5%)

Baseline data is programs currently rated with a posted 1–5 Star rating, effective 9/6/13. Subsequent-year growth reflects aggressive and targeted support to encourage rapid movement of those programs serving children with high needs (i.e., family based programs). Variation by year and between levels reflects an ongoing lateral shift as movement occurs toward the 2017 goal of 30 percent of children with high needs in high-tiered (Levels 4 and 5) programs.

Note: Actual number of programs in subsequent years will vary based on retention rate of existing programs and those newly added to the system. Reflects data as of 9/6/13.

Performance Measures for (B)(4)(c)(2): Increasing the number and percentage of Children with High Needs who are enrolled in Early Learning and Development Programs that are in the top tiers of the Tiered Quality Rating and Improvement System.

Type of Early Learning and Development Program in the State	Number of Children with High Needs served by programs in the State	Baseline and Annual Targets -- Number and percent of Children with High Needs Participating in Programs that are in the top tiers of the Tiered Quality Rating and Improvement System									
		Baseline (Today)		Target- end of calendar year 2014		Target -end of calendar year 2015		Target- end of calendar year 2016		Target- end of calendar year 2017	
		#	%	#	%	#	%	#	%	#	%
State-funded preschool Specify: Great Start Readiness Programs	48,075 (2013 funded enrollment)	24,426	51%	48,075	100%	48,075	100%	48,075	100%	48,075	100%
Early Head Start and Head Start	37,313	13,060	35%	16,791	45%	20,522	55%	22,388	60%	24,253	65%
Early Learning and Development Programs funded by IDEA, Part C	Programs serving these children are not yet licensed. As these programs become licensed or we identify alternate path for participation it may impact Great Start to Quality participation rates across programs.										
Early Learning and Development Programs funded by IDEA, Part B, 619	Programs serving these children are not yet licensed. As these programs become licensed or we identify alternate path for participation it may impact Great Start to Quality participation rates across programs.										
Early Learning and Development Programs funded under Title I of ESEA	11,332	NA	NA	227	2%	227	2%	453	4%	453	4%
Early Learning and Development Programs receiving funds from the State's CCDF program	27,215	NA	NA	2,722	10%	8,164	30%	10,886	40%	13,607	50%

Performance Measures for (B)(4)(c)(2): Increasing the number and percentage of Children with High Needs who are enrolled in Early Learning and Development Programs that are in the top tiers of the Tiered Quality Rating and Improvement System.

Type of Early Learning and Development Program in the State	Number of Children with High Needs served by programs in the State	Baseline and Annual Targets -- Number and percent of Children with High Needs Participating in Programs that are in the top tiers of the Tiered Quality Rating and Improvement System									
		Baseline (Today)		Target- end of calendar year 2014		Target -end of calendar year 2015		Target- end of calendar year 2016		Target- end of calendar year 2017	
		#	%	#	%	#	%	#	%	#	%
<p>Michigan currently defines high quality as three stars and higher. The numbers of children represented in this table are not unduplicated as some children participate in more than one program. The early learning database, along with the new CCDF requirement to report quality level participation of subsidy children will continue to help support our ability to gather baseline data.</p> <p>Title 1 data is carried forward from chart (B)(2)(c). Data is currently not available until January 2014. Data is representative of the most recent year available as reported in Table (A)(1)(5).</p>											

(B)(5) Validating the effectiveness of State Tiered Quality Rating and Improvement Systems.
 (15 points)

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

- (a) Validating, using research-based measures, as described in the State Plan (which also describes the criteria that the State used or will use to determine those measures), that the tiers in the State’s Tiered Quality Rating and Improvement System accurately reflect differential levels of program quality; and
- (b) Assessing, using appropriate research designs and measures of progress (as identified in the State Plan), the extent to which changes in quality ratings are related to progress in children’s learning, development, and school readiness.

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

In scoring the selection criterion, peer reviewers will determine, based on the evidence the State submits, whether each element of the selection criterion is implemented or planned; the quality of the implementation or plan (see the definition of a High-Quality Plan for the components

reviewers will be judging); the extent to which the different types of Early Learning and Development Programs in the State are included and addressed; and the extent to which the *unique needs of the State's special populations of Children with High Needs are considered and addressed*. The State is responsible for providing clear and detailed information to assist the peer reviewers in making these determinations.

Evidence for (B)(5):

- Any supporting evidence the State believes will be helpful to peer reviewers.

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

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

1. How effectively do the Great Start to Quality rating levels differentiate the quality level of programs?
2. How effectively does the Great Start to Quality system ensure all children are developmentally ready to succeed at the time of school entry and ensure children with high needs receive high-quality care?

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

The second question addresses the relationship between program quality and children's development, focusing on how initial program quality and subsequent changes in quality relate to observed child outcomes and progress during pre-kindergarten and at the time of kindergarten entry. A specific focus will be placed on identifying the level(s) of program quality related to development and school readiness for children with high needs and, as defined in this application, who may benefit the most from high-quality programs.

In addition, there are two more questions to explore that are pertinent to understanding the contexts associated with effective Great Start to Quality implementation and improvements in GSQ ratings across the state:

3. What are the specific local, regional, and state conditions that encourage providers and

programs to voluntarily choose to participate in pursuing higher quality ratings (particularly home-based providers?)

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

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

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

Use of primary data to validate Great Start to Quality

To address the extent to which Great Start to Quality differentiates levels of program quality, a validation process will be undertaken that involves both quantitative and qualitative approaches. Several approaches will be used to quantitatively validate Great Start to Quality. First, the state has worked with NAEYC to develop a crosswalk using the Great Start to Quality standards and NAEYC accreditation criteria. This document was used to validate the standards of accredited programs. Second, existing measures of program quality, such as the Preschool Quality Assessment (PQA, HighScope, 1998) and the CLASS (Classroom Assessment Scoring System [Pianta, LaParo, & Hamre, 2008]), will be scored for a subsample of 120 programs, reflective of communities across the state. Scored criteria from the PQA, the CLASS, and Great Start to Quality will be compared statistically to assess construct validity. Third, as a confirmation of the self-assessment and rating processes, trained raters from the evaluation team will examine and rate each sampled program relative to the five Great Start to Quality standards; evaluator ratings will be compared via calculation of kappa coefficients, with either self-report (for 1–3 Stars) or rater scores (for 4–5 Stars). Family questionnaire data from sampled sites will provide another source of data for validating the Parent/Family Engagement component of Great

Start to Quality.

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

Use of primary data to examine the relationship between program quality and children's development and learning

After establishing the validity of Great Start to Quality, addressed in Question 1 (How effectively do the Great Start to Quality star ratings differentiate the quality level of programs?), the next step of the evaluation will be to examine the links between program quality and outcomes for children (such as the four OGS outcomes). This multistep process includes testing the effects of quality ratings on children's outcomes concurrently, over time (reflecting the relationship between growth in program quality ratings and growth in children's development and learning), and at entrance into kindergarten (assessed as status at kindergarten entry). As one approach to examining the relationship between program quality and children's development and learning, a representative subsample of early learning and development programs will be followed over a two-year period to more thoroughly understand how program, local, regional,

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

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

Overall, this evaluation design will allow for a comparison of outcomes relative to children's enrollment in programs with lower quality (1 or 2 Star) versus higher quality ratings (3 Star or higher) and an assessment of the incremental value added with each interval increase in quality rating. For example, this design will allow the state to examine the quality Star rating that is needed to see sufficient gains in development and learning (for example, is a 4 Star or 5 Star necessary or can a 3 Star rating also promote the targeted child outcomes?). Testing for protective effects of participation in high-quality early learning and development programs (and

for the required level of quality), is critical—particularly for children at highest risk for poor outcomes.

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

Use of secondary data to examine relations between program quality and children’s school readiness

Once it becomes available in 2014, statewide Kindergarten Entry Assessment data will be utilized to examine the relationships between program quality and development and learning status at kindergarten entry. The implementation of the Unique Identification Code (UIC) through the state’s early learning data system will allow the linking of early learning and development program attendance data to elementary school assessments and quality ratings.

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

The proposed design will also allow an investigation into the specific local, regional, and state conditions that influence the decisions of home-based providers and center based directors to pursue higher ratings in Great Start to Quality and the growth of higher quality early childhood programs throughout the state. Specifically, this component of the evaluation targets readiness to utilize GSQ relative to its effective implementation and to improvements in quality ratings. First, questionnaire data on program/organizational readiness to change (e.g., to utilize Great Start to Quality) will be collected from the subsample of programs, described above, that will be followed over three years. Data pertaining to the readiness of the RCs to support programs’ use of Great Start to Quality (e.g., timeliness of responsiveness to programs, type and

amount of support provided to programs, program satisfaction with Resource Center support) will be collected as well. The readiness information from programs and RCs will help us understand the extent to which the climate for effective implementation (at the regional and program level) is related to the degree of change in quality in programs and to the rate of change (how quickly early childhood programs moved to new quality Star ratings).

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

Use of secondary data to examine improvements in Great Start to Quality ratings

Secondary data collected by the state on the rating score of programs and basic program demographics will be used over time to assess the growth of program quality across the state and to assess differences in improvement rates across the specific Great Start to Quality standards. Two methods are useful in examining change in program quality ratings over time. First, survival analysis will be used to understand the length of time to change in quality ratings and how program characteristics (e.g., readiness to utilize Great Start to Quality) and community characteristics (e.g., community demographic risk indicators) are related to improvements. Examining these contextual characteristics is important because they may influence the rate and degree to which local programs change in quality. Second, Geographic Information Systems (GIS) mapping is a technique that allows for visually graphing the intersections of demographic characteristics relative to improvements in ratings. GIS mapping will be used to illustrate program quality and quality improvement across the state and its interaction with community demographics (e.g., poverty rates, unemployment rates, race) and the Resource Centers through which Great Start to Quality is implemented. It will allow the state to better understand the extent to which the most vulnerable children have access to high-quality early learning and development programs and which communities (and demographic profiles) are benefiting from improvements in program quality.

Unique Features of Evaluation Design

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

Year	Key Activity	Milestones	Lead
2014	Select and finalize measures.	Contractor is hired.	OGS
2014	Attain human subjects approval for research/training for data collection staff	Approval granted to researcher for project to begin as scheduled.	OGS/Contractor
2014	Initiate and complete sampling process for subsample of programs and children.	Sample identified for project.	OGS/Contractor
2015	Begin qualitative interviews with providers and programs. Complete interviews as scheduled.	Understanding how the providers/programs perceive GSQ and its components.	OGS/Contractor
2015	Data collection readiness questionnaires for subsample.	Assessing readiness to utilize GSQ to understand the characteristics associated with effective implementation of GSQ and growth in quality.	OGS/Contractor
2015	Conduct validation process for subsample of programs.	Validation is completed to assesses program quality.	OGS/Contractor

2015-2017	Conduct data collection for subsample of children and programs (fall and spring each year).	Thorough understanding of relationships between growth in the program quality and children's development over time.	OGS/Contractor
2014-2016	Conduct GIS mapping.	Examination of the intersections of program quality, community and region characteristics.	OGS/Contractor
2015-2017	Conduct data analysis.	Multi-year analysis allows for differentiation of program quality and the relations between program quality and children's development, learning and school readiness.	OGS/Contractor
2015-2017	Prepare semi-annual and annual evaluation reports.	Identified progress in regards to the evaluation to determine next steps.	OGS/Contractor
2017	Prepare final evaluation report.	Dissemination of results and identification/dissemination of implications for GSQ.	OGS/Contractor
2017	Dissemination of findings.	Description of effective implementation and validation of GSQ and it's relationship to children's development and school readiness will provide useful information for other states.	OGS/Contractor
RTT-ELC Investment			\$2,400,000

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

The State must address in its application--

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

C. Promoting Early Learning and Development Outcomes for Children

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

The applicant must address two or more selection criteria within Focused Investment Area (C), which are as follows.

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

The extent to which the State has a High-Quality Plan to put in place high-quality Early Learning and Development Standards that are used statewide by Early Learning and Development Programs and that--

- (a) Includes evidence that the Early Learning and Development Standards are developmentally, culturally, and linguistically appropriate across each age group of infants, toddlers, and preschoolers, and that they cover all Essential Domains of School Readiness;
- (b) Includes evidence that the Early Learning and Development Standards are aligned with the State's K-3 academic standards in, at a minimum, early literacy and mathematics;
- (c) Includes evidence that the Early Learning and Development Standards are incorporated in Program Standards, curricula and activities, Comprehensive Assessment Systems, the State's Workforce Knowledge and Competency Framework, and professional development activities; and that they are shared with parents and families along with suggestions for appropriate strategies they can use at home to support their children's learning and development; and
- (d) Includes evidence that the State has supports in place to promote understanding of and commitment to the Early Learning and Development Standards across Early Learning and Development Programs.

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

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

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

- To the extent the State has implemented Early Learning and Development Standards that meet the elements in selection criteria (C)(1)(a) and (b), submit--
 - Proof of use by all types of Early Learning and Development Programs in the State;
 - The State's Early Learning and Development Standards for:
 - Infants and toddlers
 - Preschoolers
 - Documentation that the standards are developmentally, linguistically, and culturally appropriate for all children, including children with disabilities and developmental delays and English learners;
 - Documentation that the standards address all Essential Domains of School Readiness and that they are of high quality; and
 - Documentation of the alignment between the State's Early Learning and Development Standards and the State's K-3 standards.

Michigan did not select this focused investment area.

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

The extent to which the State has a High-Quality Plan to support the effective implementation of developmentally appropriate Comprehensive Assessment Systems by--

(a) Working with Early Learning and Development Programs to select assessment instruments and approaches that are appropriate for the target populations and purposes;

(b) Working with Early Learning and Development Programs to strengthen Early Childhood Educators' understanding of the purposes and uses of each type of assessment included in the Comprehensive Assessment Systems;

(c) Articulating an approach for aligning and integrating assessments and sharing assessment results, as appropriate, in order to avoid duplication of assessments and to coordinate services for Children with High Needs who are served by multiple Early Learning and Development Programs;

(d) Training Early Childhood Educators to appropriately administer assessments and interpret and use assessment data in order to inform and improve instruction, programs, and services, and to effectively solicit and use family input on children’s development and needs; and

(e) Articulating guidelines and procedures for sharing assessment data and results with parents, involving them in decisions about their children’s care and education, and helping them identify concrete actions they can take to address developmental issues identified through the assessment process.

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

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

Evidence for (C)(2):

- Any supporting evidence the State believes will be helpful to peer reviewers.

Michigan did not select this focused investment area.

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

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

(a) Establishing a progression of standards for ensuring children’s health and safety; ensuring that health and behavioral screening and follow-up occur; promoting children’s physical, social, and emotional development across the levels of its Program Standards; and involving families as partners and building parents’ capacity to promote their children’s physical, social, and emotional health;

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

(c) Promoting healthy eating habits, improving nutrition, expanding physical activity, and providing information and guidance to families to promote healthy habits at home;

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

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

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

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

(e) Developing a comprehensive approach to increase the capacity and improve the overall quality of Early Learning and Development Programs to support and address the social and emotional development (including infant-early childhood mental health) of children from birth to age five.

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

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

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

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

- To the extent the State has established a progression of health standards across the levels of Program Standards that meet the elements in selection criterion (C)(3)(a), submit--

- The progression of health standards used in the Program Standards and the State’s plans for improvement over time, including documentation demonstrating that this progression of standards appropriately addresses health and safety standards; developmental, behavioral, and sensory screening, referral, and follow-up; health promotion including healthy eating habits, improved nutrition, and increased physical activity; oral health; social and emotional development; family involvement and capacity-building; and health literacy among parents and children;

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

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

Evidence for (C)(3)(c):

- Any supporting evidence the State believes will be helpful to peer reviewers.

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

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

Evidence for (C)(3)(e):

- Any supporting evidence the State believes will be helpful to peer reviewers.

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

Early childhood science is clear that physical and social-emotional wellness are an important foundation for supporting early learning and development outcomes for young children. This foundation is especially critical for children with high needs because without it, their readiness for school and long-term health is compromised. Children receiving a child care subsidy in our state are predominantly cared for in home-based settings—either licensed family homes or unlicensed, subsidized providers. We know that families who are subsidy eligible are at 127 percent of poverty or below and are struggling to meet basic needs. Our experience has

shown us that children from these families all too often experience health, development, and behavioral challenges, and their families and the providers that care for them need information and concrete assistance to effectively address these challenges. Recognizing the health issues facing our citizenry, Michigan has initiated two large health-related activities to improve population health: the Michigan 4 x 4 Health and Wellness Plan to promote projects and activities that support health and wellness; and the MI Healthier Tomorrow initiative to support individuals to identify and achieve individualized health goals.

Our high-quality plan will bolster the ability of home-based providers to facilitate the health, development, and wellbeing of children with high needs. We know that it is not enough to focus our efforts on providers only, so our plan also includes strategies to bolster the ability of families to facilitate the health, development, and wellbeing of their children and families. Our plan will capitalize on efforts already under way in our state to increase healthy behaviors through education and personal action. The strategies of our high-quality plan are:

- Conduct a gap analysis of GSQ program standards
- Pilot the use of Child Care Health Consultants (CCHCs)
- Train home-based providers to promote healthy eating habits, nutrition, and physical activity
- Use CCHCs to support home-based providers in promoting screening, referral, and well-child care
- Pilot the use of Social-Emotional Consultants to support home-based providers
- Review and incorporate protective factors into the GSQ program standards
- Pilot the use of Family Engagement Consultants
- Develop training modules on family and community partnerships
- Support families and providers in the use of protective factors
- Provide grant funding to disseminate information about early childhood development
- Evaluate the pilot of Child Care Health Consultants, Social-Emotional Consultants, and Family Engagement Consultants

As outlined below, RTT-ELC will allow Michigan to pursue an intensive quality

improvement blitz over the next four years. We know the methods outlined in this section are staff intensive and that sustainability will be challenging. We believe that by providing shoulder-to-shoulder support for both providers and Quality Improvement Consultants we will be able to dramatically improve knowledge, skills, and abilities related to quality improvement (throughout Section B), health and social-emotional outcomes below, and family engagement (in Section (C)(4) below). At the end of Section (C), Michigan will outline an evaluation that will help us understand the success of these initiatives and what investments make the most sense for children and families in our state.

(C)(3)(a) Progression of Standards for Health, Safety and Social-Emotional Development

As described in sections (A) and (B), the state has well-developed early learning standards that align with licensing rules and the Great Start to Quality program standards. Health promotion practices are directly addressed in the GSQ program standards through the Environment standard. Within the standard, the physical environment indicator assesses whether a facility is free of environmental risks. The health environment of the program is assessed with quality indicators that include: participation in the Child and Adult Care Food Program, development of a nutritional plan, and dedicated time for daily physical activity.

Health promotion practices are also embedded in the Curriculum and Instruction standard which includes indicators that assess programs' screening and developmental assessment practices for children. Social-emotional promotion practices are addressed in the Curriculum and Instruction standard; included are indicators that address anecdotal observations and the provision of consistent interactions with staff and other children. To identify potential gaps, Michigan plans to conduct a gap analysis outlined below.

Conduct a Gap Analysis of GSQ Program Standards

Goal: Michigan will conduct a gap analysis of GSQ program standards against Stepping Stones to Caring for our Children national health and safety performance standards.

Rationale: While our GSQ standards are strong, an initial review against Stepping Stones to Caring for Our Children (Appendix 11) has shown potential for improvement. Stepping Stones includes 138 essential standards intended to reduce the rate of morbidity and mortality in child care and early education settings. This valuable

resource was developed by the American Academy of Pediatrics (AAP) and the American Public Health Association (APHA).

The goal of our high-quality plan is to identify any gaps in the GSQ program standards related to health, safety, and social-emotional development, further strengthening Michigan's GSQ program quality standards. A report will be prepared that provides specific recommendations to improve the implementation of the standards, as informed by the gap analysis. It is entirely possible that the outcome of this analysis may illuminate needed changes not only in the GSQ program quality standards but also the state's licensing and early learning standards since the content in all these documents are aligned.

In the first two years of the grant, **Michigan will complete this review, consider recommendations, and consider necessary changes to the GSQ standards to bring them into alignment with Stepping Stones.**

Year	Key Activities	Milestones	Lead
2014	Convene standards review team.	<ul style="list-style-type: none"> Identify and convene standards review team (including representatives from MDCH, Michigan Academy of Pediatrics Chapter Child Care Champion, OGS, DHS, ECIC, RCs, child care providers, and families of young children) Team convened. 	OGS, DCH, DHS, ECIC
2014	Develop contract parameters and release bid for standards review	<ul style="list-style-type: none"> Develop contract parameters and release bid for standards review. Consultant/facilitator identified and hired on a limited-term basis. 	OGS
2014-2015	Conduct review/gap analysis	<ul style="list-style-type: none"> Team meets, reviews gaps, surveys additional stakeholders and integrates input, to develop recommendations. Develop final report and 	OGS, DCH, DHS, ECIC

		recommendations from gap analysis.	
2015	Consider revisions GSQ standards	Consider revisions to GSQ standards to bring them into alignment with Stepping Stones.	OGS, DCH, DHS, ECIC
RTT – ELC Investment			\$91,240

(C)(3)(b) Early Learning Program Staff: Training and Support in Health and Wellness

The Great Start to Quality Resource Centers (RCs) implement Great Start to Quality, Michigan’s tiered QRIS, at the regional level. In that role, the RCs support early learning and development programs and providers to improve quality through professional development, resources, and consultation. Programs and providers participating in Great Start to Quality build a quality improvement plan based on the results of their assessment and rating. The quality improvement plan can address any of the quality indicators in the GSQ program standards or any of the Program Quality Assessment (PQA) elements. If a program is licensed, they can request support from a Quality Improvement Consultant (QIC). If a program is unlicensed, they are assigned a QIC when they achieve a Tier 3 quality rating. The current QICs in GSQ are more generalist in their expertise related to quality improvement. In the high-quality plan below, we propose piloting the use of Child Care Health Consultants as members of the GSQ quality improvement consultant cadre working with home-based providers.

Pilot the Use of Child Care Health Consultants

Goal: Hire and train 7 Child Care Health Consultants over four years to pilot the use of CHCCs to support home-based providers in achieving the GSQ health and safety standards.

Rationale: Early learning and development programs consulting with Child Care Health Consultants (CCHCs) is one of the national health and safety performance standards promoted in Stepping Stones (Standard 1.6.0.1). The hiring of CCHCs to field test this approach in our state would move us one step closer to alignment with these standards as proposed in (C)(3)(a). The CCHCs will be able to support providers in accessing and completing the health and safety trainings that are

available through the RCs, and can provide one-on-one coaching and consultation to programs to assist them in achieving higher levels of quality in GSQ.

The CCHCs will be housed at the RCs that cover communities in which the Department of Human Services' Pathways to Potential initiative operates, as well as one rural RC selected based on the percentage of children with high needs residing in the community. They will work as a team with the social-emotional and family engagement consultants proposed in this application, as well as the generalist QICs at the RC. Access to the CCHCs will be based on the results of the assessment and rating process and must be requested by the program. To receive support from a QIC in GSQ, programs must complete a quality improvement plan. Unlicensed, subsidized providers at Tier 3 may also request a QIC and must complete a quality improvement plan.

Over the course of the first three years of the grant, seven CCHCs will be hired as part of a field test to determine the efficacy of the approach and to study what resources would be needed to take the model to scale across the entire state. A position for a “purveyor,” or state coordinator, will be established at the Michigan Department of Community Health (DCH) and maintained over the four years of the grant to train and provide ongoing technical assistance and coaching to assure fidelity to the CCHC model of consultation, set up the mechanisms to produce data about the efficacy of the approach, and facilitate the development of recommendations to support statewide implementation.

Over the four years of the grant, **Michigan will hire and deploy 7 Child Care Health Consultants to 8 communities across the state.**

Year	Key Activities	Milestones	Lead
2014	Identify DCH-based purveyor	Identify purveyor (1.0 FTE) to support the work.	DCH
2014-2016	Hire CCHCs	<ul style="list-style-type: none"> Develop CCHC position description. Hire two CCHCs by year 1, three more by year 2, and two more by 	DCH, ECIC, RCs

		year 3.	
2014-2016	Train CCHCs	<ul style="list-style-type: none"> • Train CCHCs using the training materials for the National Training Institute for Child Care Health Consultants. • Train CCHCs in Great Start to Quality. • Prepare CCHCs to provide training/TA within 1 month of hire. 	DCH
2014-2017	Provide quality improvement consultation	<ul style="list-style-type: none"> • CHCCs begin providing quality improvement consultation. • Future CCHCs will begin providing training and technical assistance in February of the year they are hired. 	DCH, CCHCs,
RTT-ELC Investment			\$2,410,420

(C)(3)(c) Promoting Healthy Habits

Train Home-based Providers to Promote Healthy Eating Habits, Nutrition, and Physical Activity

Goal: Michigan will help home-based providers access training and information so they to promote healthy habits in child care programs and at home.

Rationale: Home-based providers tend to have a strong connection with the families whose children are in their care. Working through these providers to promote healthy eating habits, improve nutrition, and expand physical activity will augment the information and support families may already receive from health care providers. The training will be based on the Great Start to Quality standards, as well as the state’s Health and Wellness 4 x 4 plan and the MI Healthier Tomorrow initiative.

The GSQ program standards include an expectation for the promotion of health and safety, and home-based providers need a solid set of skills that will allow them to fully support and promote the health and safety of children and their families. The CCHCs, described in (C)(3)(b) above, will play a critical role in promoting healthy eating habits, improving nutrition, expanding physical activity, and providing information and guidance to providers and the families they serve to promote healthy habits at home. Over the next year, **Michigan will develop healthy habits training and train early childhood educators in home-based providers so they can promote healthy habits in child care programs and at home.**

Year	Key Activities	Milestones	Lead
2014	Create and/or assemble materials	<ul style="list-style-type: none"> Review/assemble materials to address family healthy habits, such as Nutrition and Physical Activity Self-Assessment for Child Care, Healthy Child Care America, Bright Futures Develop training/information packet in collaboration with GSQ leadership. 	OGS, DCH, ECIC, CCHCs
2014-2017	Implement training	<ul style="list-style-type: none"> Implement training with programs participating in child care health consultation Document training in Great Start to Quality tracking system. 	CCHCs
RTT-ELC Investment			\$0

(C)(3)(d) Promoting Screening and Referral

(C)(3)(d)(1) Are screened using screening measures that align with the Medicaid Early Periodic Screening Diagnostic and Treatment Benefit or the well-baby and well-child services available through the children’s health insurance program and are appropriate and consistent with the Child Find provisions in IDEA.

C)(3)(d)(2) Are referred for services based on the results of those screenings and where appropriate received follow up; and

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

Michigan has invested significantly in the promotion and implementation of screening and referral procedures under Medicaid’s Early Periodic Screening, Diagnostic, and Treatment (EPSDT) benefit. The state’s Medicaid program has “unbundled” the billing for developmental screening, and distributed policy and information about billing to primary care providers. Between October 2011 and April 2013, the Promoting Child Development Screening II Project trained 79 physicians and 111 of their office staff to integrate regular developmental and social-emotional screenings into their daily work flow. Updated EPSDT guidance pending from the MDCH Medical Services Administration affirms the critical role of primary health care providers in conducting screenings in accordance with the periodicity schedule provided through Bright Futures, and making referrals to other health and/or community providers for follow-up services. Bright Futures is a national health promotion initiative dedicated to the principle that every child deserves to be healthy and that optimal health involves a trusting relationship between the health professional, the child, the family, and the community as partners in health practice. A table of preventive pediatric health care screenings by Bright Futures is in Appendix 12.

Use CCHCs to Support Home-Based Providers in Promoting Screening, Referral, and Well-Child Care

Goal: CCHCs will support home-based providers in promoting screening, referral, and well-child care for the children and families with which they work.

Rationale: CCHCs can support providers who might be struggling to meet the indicators related to health and increase their ability to (1) engage families in conversations about seeking and using health care, especially well-child visits, (2) support families to follow up on any community-based referrals, and (3) help families understand where they can find information about and access health insurance and

health care, especially as the implementation of the Affordable Care Act moves forward.

As a specific content area within the training recommended in Section (C)(3)(c), over the next four years of the grant, **Michigan will develop screening, referral, and well-child care training and train home-based providers so they can more fully support children and families.**

Year	Key Activities	Milestones	Lead
2014	Identify and develop training materials and modules	Identify and develop training materials and modules about EPSDT and well child care (including Bright Futures materials) by August 2014.	DCH, CCHCs
2014-2017	Implement quality improvement with providers	Quality improvement is implemented with providers and GSQ tracking system shows “Family Health Care” training	CCHCs
RTT-ELC Investment			\$0

Performance Measures for (C)(3)(d) Leveraging existing resources to meet ambitious yet achievable annual statewide targets.

	Baseline and annual targets				
	Baseline (Today, if known) If unknown please use narrative to explain plan for defining baseline and setting and meeting annual targets	Target for end of calendar year 2014	Target for end of calendar year 2015	Target for end of calendar year 2016	Target for end of calendar year 2017
Number of Children with High Needs screened	14,400* (15.9%)	18,113 (20%)	21,736 (24%)	25,358 (28%)	28,981 (32%)

Performance Measures for (C)(3)(d) Leveraging existing resources to meet ambitious yet achievable annual statewide targets.					
	Baseline and annual targets				
	Baseline (Today, if known) If unknown please use narrative to explain plan for defining baseline and setting and meeting annual targets	Target for end of calendar year 2014	Target for end of calendar year 2015	Target for end of calendar year 2016	Target for end of calendar year 2017
Number of Children with High Needs referred for services who received follow-up/treatment	Not currently known †	TBD	TBD	TBD	TBD
Number of Children with High Needs who participate in ongoing health care as part of a schedule of well child care	25,515(75.3%) **	76%	77%	78%	79%
	140,858(78.6%)**	79%	79.5%	80%	80.5%
Of these participating children, the number or percentage of children who are up-to-date in a schedule of well child care	Same as above	Same as above	Same as above	Same as above	Same as above
<p>Notes:</p> <p>* Fee for Service claims and managed care encounter data for billing codes 96110 and 96111 for 0-3 year olds enrolled in Medicaid. Source: MDCH Data Warehouse. MDCH is monitoring data since billing for these codes was ‘unbundled’ and performance measures will be established for state fiscal year 2015.</p> <p>† The data for this measure resides in the MDCH Data Warehouse; an inquiry will be built to access the data in aggregate form for this age group of children who are screened and receive follow up treatment.</p> <p>*HEDIS 2012 Data Well-Visits First 15 Months of Life—Six or More Visits and 3rd-6th Years of Life annual visits.</p>					

(C)(3)(e) Promoting Social-Emotional Development

Family risk factors, particularly maternal risk factors such as substance use, mental health conditions and domestic violence, can negatively affect families’ ability to support their

children’s development.²⁶ In 2011, an estimated 6.2 million children were referred to child protective services for child abuse and neglect; one quarter (27.1 percent) were infants and toddlers under the age of three.²⁷ Adverse early experiences such as abuse and neglect can have a long-term effect on a child’s physical, psychological, and/or behavioral health.²⁸ To address these issues, our high-quality plan proposes piloting the use of Social Emotional Consultants to support home-based providers.

Pilot the Use of Social-Emotional Consultants to Support Home-based Providers

Goal: Michigan will hire 7 Social-Emotional Consultants over four years to pilot their use as members of the GSQ quality improvement consultant cadre working with home-based providers.

Rationale: Social-emotional development is a critical foundation for health and learning. Early childhood educators in home-based providers generally have limited experience with supporting social-emotional development. Michigan has piloted the use of The Center for the Social and Emotional Foundations for Early Learning (CSEFEL) Pyramid model in its Project LAUNCH grant with great success, and this strategy will help spread that work more broadly.

The CSEFEL Pyramid model is a conceptual framework of evidence-based practices developed by two national, federally-funded research and training centers: CSEFEL and the Technical Assistance Center on Social and Emotional Intervention (TACSEI). By implementing the CSEFEL model we can 1) increase the number of young children with high needs entering Kindergarten with the social and emotional skills necessary to thrive, 2) improve mental health promotion and prevention services for young children and their families, 3) increase the capacity of adults in the care giving role to successfully nurture social and emotional development, and 4) reduce the incidence and severity of social emotional and behavioral challenges for young

²⁶ Whitaker, R.C., Orzol, S.M., & Kahn, R.S. (2006). Maternal mental health, substance use and domestic violence in the year after delivery and subsequent behavior problems in children at age 3 years. *Archives of General Psychiatry* 63: 551 – 560.

²⁷ U.S. Department of Health & Human Services Administration for Children and Families Administration on Children, Youth, and Families Children’s Bureau. *Child Maltreatment* (2011).

²⁸ Child Welfare Information Gateway. (2013). *Long-term consequences of child abuse and neglect*. Washington, DC: U.S. Department of Health and Human Services, Children’s Bureau.

children.²⁹ An overview of the Pyramid model developed by CSEFEL and TACSEI is provided in Appendix 13. The CSEFEL Pyramid content aligns with Michigan’s early learning standards and GSQ program standards.

The Social-Emotional Consultants will be housed at the RCs that cover communities in which the Department of Human Services’ Pathways to Potential initiative operates, as well as one rural RC selected based on the percentage of children with high needs residing in the community. They will work as a team with the health and family engagement consultants proposed in this application, as well as other QICs at the RC. Access to the Social-Emotional Consultants will be based on the results of the assessment and rating process and must be requested by the program. To receive support from a QIC in GSQ, programs must complete a quality improvement plan. Subsidized, unlicensed providers at Tier 3 may also request a QIC and must complete a quality improvement plan.

Over the course of the first three years of the grant, seven Social-Emotional Consultants will be hired as part of a field test to determine the efficacy of the approach and to study what resources would be needed to take the model to scale across the entire state. A position for a “purveyor,” or state coordinator, will be established at DCH and maintained over the four years of the grant to train and provide ongoing technical assistance and coaching to assure fidelity to the CSEFEL Pyramid, set up the mechanisms to produce data about the efficacy of the approach, and facilitate the development of recommendations to support statewide implementation. The Social-Emotional Consultants will be housed at the RCs that cover communities in which the Department of Human Services’ Pathways to Potential initiative operates, as well as one rural RC selected based on the percentage of children with high needs residing in the community.

Over the four years of the grant, **Michigan will hire and deploy 7 Social-Emotional Health Consultants to 8 communities across the state.**

Year	Key Activities	Milestones	Lead
2014	Hire a coordinator	Hire .8 FTE State Coordinator (shared position to supervise Family	OGS, DCH

29 Brennan, E.M., Bradley, J.R., Allen, M.D., & Perry, D.F. (2008). The evidence base for mental health consultation in early childhood settings: Research synthesis addressing staff and program outcomes. *Early Education and Development*, 19: 982-1022. doi:10.108/10409280801975834.

		Engagement Consultant as well and .2 of this FTE covered in Section (C)(4).	
2014	Identify .2 FTE Purveyor	Identify a .2 FTE Purveyor to assure implementation with fidelity.	DCH
2014	Develop training	Review and finalize facilitation guide and online modules.	DCH
2014-2015	Hire and train Social-Emotional Consultants	<ul style="list-style-type: none"> • Fill 2 consultant positions • Initial consultants join Early On CSEFEL infant toddler webinar series and learning community (in-kind). • Hire additional consultants in January of subsequent years (for a total of 7 consultants). • Provide National Training/TA from CSEFEL/TACSEI. 	DCH, ECIC, RCs
2014 – 2017	Continuous quality improvements are incorporated into Social Emotional Consultant process	GSST meetings and consultant learning community are used to review data reports and cost benefit analyses.	OGS, DCH
RTT – ELC Investment			\$2,399,100

(C)(4) Engaging and supporting families.

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

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

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

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

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

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

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

- To the extent the State has established a progression of family engagement standards across the levels of Program Standards that meet the elements in selection criterion (C)(4)(a), submit--
 - The progression of culturally and linguistically appropriate family engagement standards used in the Program Standards that includes strategies successfully used to engage families in supporting their children's development and learning. A State's family engagement standards must address, but need not be limited to: parent access to the program, ongoing two-way communication with families, parent education in child development, outreach to fathers and other family members, training and support for families as children move to preschool and kindergarten, social networks of support, intergenerational activities, linkages with community supports and adult and family literacy programs, parent involvement in decision making, and parent leadership development; and
 - Documentation that this progression of standards includes activities that enhance the capacity of families to support their children's education and development.

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

- To the extent the State has existing and projected numbers and percentages of Early Childhood Educators who receive training and support on the family engagement strategies included in the Program Standards, the State must submit documentation of

these data. If the State does not have these data, the State must outline its plan for deriving them.

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

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

(C)(4) Engaging and supporting families

“Support families’ critical role in their children’s early learning and development” is the second recommendation in Michigan’s recently released plan for early learning and development, Great Start, Great Investment, Great Future. The plan also enumerates a set of guiding principles, including “families and communities must have a voice in building and operating the system.” Both the guiding principles and this recommendation build on the long-term commitment we have demonstrated to parenting leadership and engagement. Michigan is the only state in the country that includes a parent coalition as a part of its local early childhood system governance structure. These Great Start Parent Coalitions (GSPCs) are convened by families and are dedicated to bringing family voice into local decision-making and public education/public will activities. Over 20,000 parents participate in these coalitions. Additionally, all Great Start Collaboratives (GSCs) include parents of young children as 20 percent of their membership. This “board of directors” for the local early childhood system helps to ensure that all children in the community meet the prenatal to age 8 outcomes.

The questions are: How can we continue to improve our approach to authentically engaging families in ways that are meaningful to them and support their development as leaders for their own children and communities? How do we ensure that families have access to the information and skill support they want and need to promote their children’s physical, social, and emotional health?” The key goals of our high-quality plan are:

- Assure GSQ standards for Family and Community Partnerships engagement reflect the Strengthening Families™ Protective Factors (SFPPF) framework
- Enhance the quality improvement capacity of GSQ through the addition of specialized Quality Improvement Consultants (QICs) in family engagement
- Use specialized quality improvement consultation to measurably improve the capacity of

home-based providers to engage families in their children’s learning

- Ensure that families have information and resources that support their engagement in children’s learning and development
- Engage Great Start Parent Coalitions to strengthen their community of trusted advisors to improve linkages to the families most difficult to engage in early learning and development programs and related community supports

(C)(4)(a) Standards for Family Engagement

The state’s early learning standards (Appendices 4 and 5) include a progression of culturally and linguistically appropriate standards for family engagement, which are aligned in the program quality standards of Great Start to Quality. The term “family collaboration/partnership” as defined and used in the early learning standards includes the goal for providers “to expand [parent] knowledge of child development, increase parenting skills, support family literacy, extend children’s learning at home, and utilize community resources.” The Partnership with Families section of the pre-kindergarten early learning standards lays out six standards for progressing from traditional program and provider activities for family engagement toward fully engaging families in all aspects of supporting their children’s early learning and development. Standard 4 includes the expectation that high-quality programs seek guidance from families and weave culture and language diversity into programming. Similarly, the infant/toddler early learning standards interweave the needs of infants, toddlers, and their families across the standards to achieve family engagement, expressed by the family’s sense of belonging and contribution to the program.

Indicators of Family and Community Partnerships in GSQ standards include offering parent education opportunities, staff engaging in formal and informal communication with families (e.g., conferences or home visits), and ensuring the information and materials provided to families meet their diverse needs. Additionally, the quality indicators include partnerships and/or collaborations with organizations and agencies that enhance services to families or connect families to appropriate comprehensive services.

Review and Incorporate Protective Factors into GSQ Program Standards

Goal: Review the Great Start to Quality program standards for evidence of protective

factors in the Strengthening Families™ Protective Factors (SFPPF) framework and incorporate necessary updates.

Rationale: Five protective factors are the foundation of the SFPPF approach: parental resilience, social connections, concrete support in times of need, knowledge of parenting and child development, and social and emotional competence of children. An overview of the SFPPF framework is provided in Appendix 14. These protective factors build family strengths and a family environment that promotes optimal child and youth development.

Since 2011, Michigan has made significant strides in supporting the SFPPF framework in our state to help build the skills of high-risk families. These strides include establishing the Great Start Strategy Team as the Strengthening Families Leadership Team. An interagency workgroup has also been charged by the GSST to assess the implementation of Strengthening Families at the state and local level and determine the extent to which the framework aligns with existing state initiatives or programs. Identifying alignment between the GSQ program standards and the protective factors will identify the links between these factors and program quality, both where they already exist and where they need to be built.

Over the four years of the grant, **Michigan will review and incorporate protective factors into the GSQ program standards.** (This work will be connected to the standards review in Section (C)(3), but for the purposes of this grant, the work is discussed independently.)

Year	Key Activities	Milestones	Lead
2014	Identify and convene GSQ program standards review team	Convene a GSQ program standards review team that includes representatives from DCH, OGS, DHS, ECIC, RCs, child care providers, and families of young children.	OGS
2014	Hire consultant	Identify and hire a consultant to facilitate the review team and conduct the standards review.	OGS
2014	Initiate gap analysis	Team meets, reviews gaps, surveys	OGS

		additional stakeholders and integrates input to develop recommendations.	
2015	Develop final report	A final report that includes recommendations for revisions to the GSQ standards is delivered.	OGS
2015	Consider revisions to standards	Consider and make necessary revisions to the GSQ standards.	OGS
RTT – ELC Investment			\$7,000

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

Training and supporting our home-based providers to achieve the Family and Community Partnerships standard, and to understand and use the Strengthening Families Protective Factors framework, is critical to strengthening family engagement in the state. We focus on home-based providers because they are responsible for the care and early learning of most subsidy eligible children in our state.

With additional training and support, home-based providers will have both the information and skills they need to be better able to support and engage families as partners in their children’s development. Currently, comprehensive data are not collected on individual professional development participants at the indicator level. In (E)(2) we describe how the Great Start to Quality professional development registry – Great Start CONNECT – will be updated to capture more comprehensive data.

Our high-quality plan proposes three initiatives to train and support early learning program staff in family engagement:

1. Pilot the use of Family Engagement Consultants
2. Develop training modules on Family and Community Partnerships
3. Support families and providers in the use of protective factors

1. Pilot the Use of Family Engagement Consultants

Goal: Hire 7 Family Engagement Consultants over four years to pilot their use as members of the GSQ Quality Improvement Consultant cadre working with home-based providers.

Rationale: Quality improvement consultation for improving family engagement and increasing the protective factors is an important support for unlicensed, subsidized providers and licensed family home providers. Over the course of the four-year grant opportunity, we will hire seven Family Engagement Consultants to be housed at the RCs in Pathways to Potential communities (as well as one RC serving a rural area).

The Family Engagement Consultants will be trained on the GSQ standard Family and Community Partnerships and the protective factors so they can work closely with providers who struggle to engage families and build protective factors into their work with children and families. They will be cross-trained with the existing Great Start to Quality QIC staff, including Child Care Health and Social-Emotional Consultants, to ensure GSQ quality improvement approaches and practices are aligned. As noted in C(3)(e), the state-level supervision will be shared. Access to the Family Engagement Consultants will be based on the results of the assessment and rating process and must be requested by the program. To receive support from a QIC in GSQ, programs must complete a quality improvement plan. Unlicensed, subsidized providers who are at Tier 3 may also request a QIC and must complete a quality improvement plan.

Over the four years of the grant, **Michigan will hire and deploy 7 Family Engagement Consultants to 8 communities across the state.**

Year	Key Activities	Milestones	Lead
2014	Identify supervisor for Family Engagement Consultants	<ul style="list-style-type: none"> Hire a purveyor for the Family Engagement Consultants. (See Section (C)(3)(e).) Put contracting mechanisms in place and identify RCs for housing the consultants. 	DCH, ECIC, RCs in Pathways to Potential regions
2014-2015	Hire Family Engagement Consultants	<ul style="list-style-type: none"> Hire 2 Family Engagement Consultants. Hire three additional consultants in 	OGS, ECIC

		2014 and two in 2015. (7 total)	
2014 – 2017	Train Family Engagement Consultants	<ul style="list-style-type: none"> • Provide training to Family Engagement Consultants in Strengthening Families Protective Factors framework. • Prepare consultants to provide training/TA to providers within 1 month of hire (July 2014 for first two consultants). 	DCH
2014 – 2017	Implement training and technical assistance for program providers	<ul style="list-style-type: none"> • Training and technical assistance will be provided by first two Family Engagement Consultants beginning in May 2014. • Future consultants will begin providing training and technical assistance in February of the year they are hired. 	DCH
RTT – ELC Investment			\$2,318,500

2. Develop Training Modules on Family and Community Partnerships

Goal: Develop training modules on the Family and Community Partnerships standard for home-based programs participating in GSQ

Rationale: Based on what is learned in the review of the GSQ standards and the protective factors, there will be a need to develop training modules and communications materials to share this information with early learning and development programs and unlicensed, subsidized providers. Families from Great Start Parent Coalitions will be involved in this process to ensure that the information produced is informed by family voice.

Over the four years of the grant, **Michigan will develop training modules about the Family and Community Partnerships standards.**

Year	Key Activities	Milestones	Lead
2014	Develop resources	Develop resources to communicate about the standards and protective factors.	OGS
2014 – 2015	Seek GSPC input	Work with GSPCs to develop communication resources.	OGS, ECIC
2015 – 2017	Distribute resources	Make resources available for distribution	OGS
2014 – 2015	Develop and disseminate training	<ul style="list-style-type: none"> • Outline and develop training modules • Disseminate training modules 	OGS, ECIC
RTT – ELC Investment			\$56,100

3. Support Families and Providers in the Use of Protective Factors

Goal: Michigan will support home-based providers in the Pathways to Potential communities to gain knowledge about protective factors as a part of training opportunities in Section (B)(2)(b).

Rationale: Research has shown that the protective factors are effective tools to help strengthen families and prevent instances of child abuse and neglect. Protective factors also help promote a positive family environment and optimal child development.

The Family Engagement Consultants will use a technique called Parent/Community Cafés to engage families and providers in robust discussions about the importance of protective factors. This model allows participants to share their experiences with small and large groups, reflect on others' perspectives, and build a better understanding of protective factors. These discussions will also integrate concepts from Almost Like Family: Family Child Care, which discusses use of the protective factors in the context of home-based child care settings. The Parent/Community Cafés will be used in Pathways to Potential communities (as well as one RC serving a rural area) as a part of the high-quality plan detailed in (B)(2)(b) to improve unlicensed, subsidized providers'

understanding of the Strengthening Families and Protective Factors and framework and how it could be incorporated into their provision of early learning and care. The Family Engagement Consultants will facilitate the conversations.

Over the four years of the grant, **Michigan will help families and providers better understand protective factors and incorporate them into their daily practice.**

Year	Key Activities	Milestones	Lead
2014	Provide orientation	Provide orientation to Family Engagement Consultants on Parent/Community Cafés	OGS, ECIC
2014	Outline content of Parent/Community Cafés,	Develop Parent/Community Café content (integrating concepts from Almost Like Family: Family Child Care, which discusses use of the protective factors in the context of home-based child care settings)	OGS, ECIC
2014 – 2017	Develop and implement evaluation	<ul style="list-style-type: none"> Develop implementation plan. Implement plan across all years 	OGS, ECIC
2014-2017	Launch Parent/Community Cafés	<ul style="list-style-type: none"> Launch initial Parent/Community Cafés as determined by (B)(2)(b) Conduct cafes in Pathways to Potential Communities in alignment with (B)(2)(b) throughout the rest of the grant period 	OGS
RTT – ELC Investment			\$330,000

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

Michigan has a number of resources in place to promote family engagement and support throughout our state.

Michigan’s Maternal, Infant, and Early Childhood Home Visiting (MIECHV) initiative presents a significant opportunity to ensure that family engagement standards and strategies are

reaching families in need of intensive supports. The MIECHV has 6 benchmarks, with 37 sub-constructs; several of the constructs target early learning outcomes and parental support for children’s learning, as well as assessing family needs and supporting access to services. The home visiting models operating in Michigan typically provide in-depth training on family support and engagement as a base skill for their home visitors.

We are in the processes of building a cadre of trainers for the Strengthening Families Protective Factors framework. Over 70 early care and education state and local leaders attended training-for-trainers in 2012. An additional 155 individuals representing child abuse and neglect prevention, child welfare, early care and education, Head Start/Early Head Start, and other partner agencies attended training to learn about the framework in 2012 and 2013.

The state’s Head Start, Early Head Start, and state funded pre-kindergarten programs have requirements for parent engagement, which ensure that we are working statewide to engage families in their children’s early learning and development.

The Parent Leadership in State Government initiative targets any family whose child is using specialty services; the project provides training using the state-developed Parents Partnering for Change curriculum to support families to bring their voice into the advising and decision-making process of programs that serve them and their children.

Michigan’s Great Start Collaboratives and Great Start Parent Coalitions serve all Michigan counties and work closely with families to create and implement plans to achieve the state’s early learning and development outcomes through the development of local early childhood systems. Families are supported and engaged through membership on the GSC and through the parent-driven, parent-run GSPCs. Importantly, the GSPCs engage in parent-to-parent education helping families bring their voices to creating family-friendly policies and a strong system of early learning and development.

Provide Grant Funding to Disseminate Information about Early Childhood Development

Goal: Engage Great Start Parent Coalitions, through a competitive grant funding opportunity, to strengthen, become engaged in, and develop their community’s “cadre” of trusted advisors and work together with them to disseminate culturally and linguistically appropriate materials and information about the importance of early childhood learning and development.

Rationale: The Department of Community Health and many health organizations in Michigan are working together to use effective models for community health educators to reach out to, connect with, and engage individuals who often need health care services the most and are the most difficult to find, build trust with, or engage. The results of current efforts in Michigan are very promising as it relates to improved connection and engagement, and we believe a similar approach can be used to share important information about early childhood development.

Our high-quality plan seeks to capture what has been learned from these successes and bring it into the early learning and development system. Over 1,400 stakeholders who helped to inform Great Start, Great Investment, Great Future: The Plan for Early Learning and Development in Michigan (Appendix 1) identified the importance of maximizing family engagement through each community’s system of most trusted advisors. These advisors vary from community to community and region to region, and those who know these advisors best – the families – must identify and deploy strategies to maximize this hub of advisors to engage the hardest-to-reach families. By establishing the local base of advisors, the Parent Coalitions will create a mechanism for dissemination of culturally and linguistically appropriate materials and information about the importance of early childhood learning and development in support of children with high needs and their families.

Over the four years of the grant, **Michigan will work to build networks of trusted advisors that will be able to provide support to families in their local communities and networks.**

Year	Key Activity	Milestones	Lead
2014	Review state and national examples of “trusted community advisors” models	<ul style="list-style-type: none"> Design and implement a process to learn from state and national examples. Produce a report of findings. 	OGS, ECIC, DCH, DHS
2014	Develop competitive grant fund for Great Start Parent Coalitions	Develop stakeholder group of families and local service providers to support OGS and GSST development of grant	OGS, Great Start Parent Coalitions

		process.	
2015	Implement competitive grant funds for Great Start Parent Coalitions to strengthen local trusted advisor system.	<ul style="list-style-type: none"> • Award grants to local coalitions to strengthen local trusted advisor system. • Focus grants on expansion of network to engage hardest-to-reach families through families engaged in the coalition and trusted advisors. 	OGS, ECIC, DCH, DHS
2015–2017	Develop and disseminate annual report of successes, barriers, and best practices	An annual report will be completed for public distribution, and targeted to all coalitions and parent engagement efforts, to share documented successes and best practices for duplication.	OGS, ECIC, DCH, DHS
2015–2017	Host periodic meetings of grant awardees for sharing of information and face-to-face dialogue of best practices and success for interested coalitions	<ul style="list-style-type: none"> • Implement regular convening opportunities with an evaluation component for enhancement. • Follow up with participants on a regular basis for supports and identification of successful replication beginning. • Implement an ongoing learning community of coalitions around trusted advisors grant work beginning in 2015. 	OGS, ECIC, DCH, DHS
RTT – ELC Investment			\$3,080,000

Finally, Michigan will conduct a full evaluation of all activities in Section C. This evaluation will be comprehensive and build on the evaluation work described in Section B.

Evaluate the Pilot of Child Care Health Consultants, Social-Emotional Consultants, and Family Engagement Consultants

Goal: Michigan will evaluate the pilot of the Child Care Health Consultants, Social-Emotional Consultants, and Family Engagement Consultants to determine if this model can improve program quality and therefore outcomes for children.

Rationale: Michigan is committed to strategically investing limited resources. That means we need to know if our strategies are effective in improving the quality of early learning and development programs. This evaluation will help determine how to refine this strategy to be more efficient during a statewide scale-up.

The first step in this process is to identify a third-party evaluator who can develop and implement the plan to collect and analyze data, and coach the Quality Improvement Consultants to engage in a continuous quality improvement process. While the evaluation design will be developed in the first year of the grant, potential data sources include: survey and interview data from the unlicensed, subsidized providers regarding the technical assistance services provided, and survey and interview data from families regarding the quality of care and information that has been provided by the early learning and development providers. Ultimately, however, the evaluation will consider whether or not each provider was able to successfully progress through the GSQ tiers. To ensure coordination, these evaluation activities will be aligned with and connected to the evaluation described in Section B.

Evaluation data collected throughout the grant cycle will be used in a formal continuous quality improvement (CQI) process at two levels. By engaging in both levels of CQI, the full cadre of QI consultants can inform and support each other's success:

- CQI within each specialty consultant group (CCHCs, Social-Emotional, Family Engagement), to hone the effectiveness and quality of their specific technical assistance services;
- CQI across both generalist and specialty Quality Improvement Consultants at each RC, to share lessons learned and enhance the quality of quality improvement services overall.

Results of the evaluation will be shared statewide and used to guide decisions about whether or not to scale the specialty Quality Improvement Consultant model statewide. Over the four years of the grant, **Michigan will complete an evaluation, engage in quality improvement activities, and identify aspects of the strategy that should be sustained and/or scaled statewide.**

Year	Key Activity	Milestones	Lead
2014	Identify a third party evaluator	Initiate bidding process and hire evaluator	OGS, DCH
2014	Design the evaluation	Evaluation plan is approved	Evaluator, OGS, DCH
2015-2017	Implement the evaluation	<ul style="list-style-type: none"> • Ongoing evaluation activities • Produce quarterly evaluation reports 	Evaluator
2015-2017	Initiate CQI within each specialty consultant group, across sites	Use evaluation data to identify opportunities for improvement, develop theory of change, test strategies, measure impact.	Evaluator, OGS, DCH,
2015-2017	Initiate CQI with Quality Improvement Consultants within each RC	Use evaluation data to identify opportunities for improvement, develop theory of change, test strategies, measure impact.	Evaluator, OGS, DCH,
2016-2017	Review evaluation and CQI results	Use results to inform sustainability and statewide spread	OGS, DCH
RTT-ELC Investment			\$800,000

D. A Great Early Childhood Education Workforce

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

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

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

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

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

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

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

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

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

Evidence for (D)(1):

- To the extent the State has developed a common, statewide Workforce Knowledge and Competency Framework that meets the elements in selection criterion (D)(1), submit:
 - The Workforce Knowledge and Competencies;
 - Documentation that the State’s Workforce Knowledge and Competency Framework addresses the elements outlined in the definition of Workforce

Knowledge and Competency Framework in the Program Definitions (section III) and is designed to promote children’s learning and development and improve outcomes.

Michigan did not select this focused investment area.

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

The extent to which the State has a High-Quality Plan to improve the effectiveness and retention of Early Childhood Educators who work with Children with High Needs, with the goal of improving child outcomes by--

(a) Providing and expanding access to effective professional development opportunities that-

(1) Are aligned with the State’s Workforce Knowledge and Competency Framework;

(2) Tightly link training with professional development approaches, such as coaching and mentoring; and

(3) Are supported by strong evidence (e.g. available evaluations, developmental theory, or data or information) as to why these policies and incentives will be effective in improving outcomes for Children with High Needs;

(b) Implementing effective policies and incentives (e.g., scholarships, compensation and wage supplements, tiered reimbursement rates, other financial incentives, management opportunities) to promote professional improvement and career advancement along an articulated career pathway that-

(1) Are aligned with the State’s Workforce Knowledge and Competency Framework;

(2) Tightly link training with professional development approaches, such as coaching and mentoring; and

(3) Are supported by strong evidence (e.g., available evaluations, developmental theory, or data or information) as to why these policies and incentives will be effective in improving outcomes for Children with High Needs;

(c) Publicly reporting aggregated data on Early Childhood Educator development, advancement, and retention; and

(d) Setting ambitious yet achievable targets for--

(1) Increasing the number of postsecondary institutions and professional development providers with programs that are aligned to the Workforce Knowledge and Competency Framework and the number of Early Childhood Educators who receive credentials from postsecondary institutions and professional development providers with programs that are aligned to the Workforce Knowledge and Competency Framework; and

(2) Increasing the number and percentage of Early Childhood Educators who are progressing to higher levels of credentials that align with the Workforce Knowledge and Competency Framework.

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

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

Evidence for (D)(2):

- Evidence to support why the proposed professional development opportunities, policies, and incentives will be effective in improving outcomes for Children with High Needs (e.g., available evaluations, developmental theory, or data or information about the population of Children with High Needs in the State).

Additionally, the State must provide baseline data and set targets for the performance measure under (D)(2)(d)(1) and (D)(2)(d)(2).

(D)(2) Supporting Early Childhood Educators by Improving Their Knowledge, Skills, and Abilities

Every young Michigander deserves access to a great early childhood educator. And everyone from parents and advocates to lawmakers and researchers agrees that high-quality adult interactions with children matter. That's why Michigan is intently focused on ensuring that the early childhood educators who spend their days with our youngest children have the skills and knowledge they need to be successful. **Our goal is that by 2020, every young child in Michigan has access to an effective early childhood educator.**

While Michigan has strategies in place to support all early childhood educators, in this application, we've decided to focus on expanding professional learning opportunities to improve quality across the system, with a particular focus on home-based providers, for the following reasons:

1. Children with high needs overwhelmingly attend home-based programs. In fact, 63 percent of children receiving a child care subsidy (which in Michigan means they live in families with an income below 127 percent of the federal poverty level) attend one of these programs. We also know because of the high number of home-based providers in Michigan that it's highly likely that other children with high needs—such as children with development delays or living in foster care—also attend these programs.
2. Home-based providers have historically had limited training in the skills, knowledge, and abilities necessary to effectively support children. In other words, **our early childhood educators with the lowest skill set are serving our children with the highest needs.**
3. There are not nearly enough highly trained, effective early childhood educators in the system. In order to provide high-quality programs, we must focus on training high-quality early childhood educators.

Michigan's History of Commitment

Michigan has done extensive work to build a highly effective workforce. We began providing financial support to help early childhood educators earn credentials and degrees required for career advancement by offering T.E.A.C.H. Early Childhood[®] Michigan scholarships in 2001. We first implemented the Core Knowledge and Core Competencies (CKCC) framework in 2003. Since that time Michigan has made many attempts to establish a professional development system for the early childhood workforce. The culmination of those attempts came with the implementation of Great Start to Quality, which creates a continuum for all early childhood educators. Additionally, Michigan has established a Professional Development Stakeholder Group that helps guide state policy and ensure that professional development opportunities truly benefit early childhood educators—and ultimately young Michiganders. Quality improvement specialists (discussed in Section B) provide ongoing support necessary to help sustain quality programs.

Michigan’s Plan for RTT-ELC

We know, however, that this is not enough. In this application, we propose five strategies [across Sections (D)(2)(a) and (D)(2)(b)] to move toward our overarching goal of having effective early childhood educator support in place for all children with high needs by 2020. These strategies, and our approach to this section, are below.

1. Support the expansion of online training for the Child Development Associate (CDA) Credential
2. Increase the number of community college early childhood programs that are accredited by National Association for the Education of Young Children (NAEYC)
3. Expand the T.E.A.C.H. Scholarship
4. Create a new T.E.A.C.H. Scholarship to support Great Start Readiness Program (GSRP) teachers
5. Offer business training to help early childhood educators in three regions improve their business and operational plans.

(D)(2)(a) Providing and Expanding Access to Effective Professional Development Opportunities

Over the past ten years Michigan has made considerable progress building a professional development system for early childhood educators. As a state, we’ve focused on moving away from providing a potpourri of unrelated workshops to promoting intentional, interconnected, and ongoing professional learning. This shift has not been easy, and the road ahead is still long, but Michigan has built a strong foundation by creating a robust competency framework that defines what early childhood educators should know and be able to do at different stages of their career. **This framework—called Core Knowledge and Core Competencies (or CKCC)—is the underpinning for professional development for all early childhood educators in Michigan.**

Michigan developed its first CKCC framework in 2003, and the framework was recently updated in 2013 with feedback from a range of stakeholders (including professional development providers, experts from higher education, and early childhood educators themselves). The CKCC framework (Appendix 15) is evidence-based and aligned with myriad national and state standards (for a complete list of the standards with which CKCC is aligned, see page 7 of Appendix 15). The CKCC framework addresses knowledge and skills related to the areas in

Figure 5.

Figure 5: Summary of Core Knowledge and Core Competencies

Child development and early learning development standards	Management to promote positive social and emotional development	Interactions and guidance
Health, safety, and nutrition		Professionalism
Family and community engagement including strategies that are culturally and linguistically appropriate	Observation, documentation, and assessment including how to use data effectively	Teaching and learning to support early math and literacy skills

Our goal is that all professional development for early childhood educators will align to this framework. This is particularly critical because early childhood educators typically pursue professional development from a range of suppliers throughout their career. In order to have a coherent professional development system, learning opportunities must build on each other and align to a common set of expectations. Without this framework, we would quickly return to the potpourri approach that failed to provide the support early childhood educators need to help children thrive.

In this application, Michigan is focusing on expanding our professional development system to increase opportunities for early childhood educators and home-based providers through two key activities:

1. Support the expansion of online training for the Child Development Associate (CDA) Credential
2. Increase the number of community colleges that are NAEYC accredited

Note: While other states have statewide higher education systems with centralized decision-making powers, each of Michigan’s 28 community colleges and 15 universities is constitutionally autonomous. This means that, any effort to collaborate with higher education involves working independently with 43 different institutions. This does not hinder our ability to have ambitious goals, but it does require the Office of Great Start, and its partners, to spend more time forging

partnerships.

1. Support the Expansion of Online Training for the Child Development Associate (CDA) Credential

Goal: Michigan will meet increased demand for online CDA training by partnering with five community colleges to offer high-quality, online courses (aligned with CKCC) for college credit which are transferable.

Rationale: By offering online CDA training, early childhood educators have access to higher education courses based on their own availability, allowing them to balance work and family priorities while they pursue their CDA training. Additionally, early childhood educators in rural areas (in particular) would also be able to access the coursework without the time and financial burden of travel to the nearest community college, which may be many miles away. (See a discussion in Competitive Priority 5 about Michigan’s work to increase access to broadband).

The CDA is the most widely recognized credential in the early childhood education field and is a key stepping stone for providers moving through the quality improvement pathway in the field. Michigan has limited information available about how many early childhood educators have earned a CDA. One workforce study (commissioned by the Early Childhood Investment Corporation in 2009) found that child care directors are most likely to have a CDA (31 percent), and 21 percent of staff members at child care centers have earned a CDA. However, only 13 percent of home-based providers and 3 percent of unlicensed, subsidized providers have earned the credential. Although these numbers are low, they still seem high to the professionals who regularly work with early childhood educators to earn credentials.

This effort will involve close collaboration between the Office of Great Start and community colleges across the state. Twenty-five of Michigan’s 28 community colleges offer an associate’s degree in Child Development/Early Childhood Education, but only one currently offers online CDA training. Over the next four years, **Michigan’s goal is to partner with five community colleges to create or expand online CDA training, which would increase the number of online providers by 500 percent.** The high-quality plan to do so is below:

Year	Key Activity	Milestones	Lead
2014	Gather requirements	<ul style="list-style-type: none"> • Host three focus groups with early childhood education faculty at community colleges to identify the barriers to putting CDA courses online. • Interview 3–5 university partners to explore how to ensure that credits earned while taking online CDA training are transferable. 	OGS, Michigan Association for Education of Young Children (MiAEYC)
2014	Fund start-up and expansion costs	Design and award Expansion Grants (worth up to \$10,000) to up to five community colleges across the state to ensure curriculum is available online and train faculty to teach in an online environment. (Community colleges may create a new online program or expand existing capacity.)	OGS, MiAEYC
2014	Begin online development	Community colleges begin developing online programs. This would include bringing a cohort of institutions of higher education (IHEs) together and working with them to develop a common set of credit-bearing CDA training courses that would be interchangeable and transferrable among IHEs, including bachelor degree-granting IHEs.	OGS, Community colleges (CCs), MiAEYC
2015	Report progress	Require progress reporting from community college grantees.	OGS, MiAEYC, CCs
2015	Launch programs	First students enroll in programs in fall 2015	CCs
RTT-ELC Investment			\$56,000

As is clear in the high-quality plan above, this effort is front-loaded in the grant cycle. If it is difficult to incent community colleges to participate, a second Expansion Grant cycle will be opened in 2015 with programs being launched in fall 2016. This effort is sustainable because it supports start-up efforts—not maintenance. Over the long term, community colleges will be responsible for maintaining content, offering the course, and recruiting students.

2. Increase the Number of Community College Early Childhood Programs that are NAEYC Accredited

Goal: Michigan will increase the number of community college early childhood education programs with NAEYC accreditation by 85 percent – moving from 7 accredited institutions to 13.

Rationale: If community colleges align their programs with the high-quality standards of NAEYC (which are also aligned with the CKCC framework), universities will be more likely to accept the courses for credit when students transfer, which will make a bachelor’s degree (and career advancement) more attainable for early educators.

One of the best professional development opportunities for early educators is to pursue a bachelor’s degree, which is often a prerequisite for higher paying positions in early learning and development. For example, Michigan requires that all teachers in the state-funded preschool program, Great Start Readiness Program, have a bachelor’s degree. We know, however, that there are significant barriers to advancing from an associate’s degree to a bachelor’s degree. The most glaring barrier is the fact that many Michigan universities refuse to accept transfer credits earned through an associate degree program. This means early childhood educators must invest even more time and money repeating courses while earning a bachelor’s degree.

To alleviate the burden that transfer of credits poses, Michigan will work with community colleges to document that their courses are rigorous enough to be transferred for credit by supporting them as they pursue National Association for the Education of Young Children (NAEYC) Early Childhood Associate Degree Program Accreditation. This accreditation requires institutions to demonstrate evidence of meeting the Professional Preparation Standards (aligned with the CKCC).

Over the next four years, **Michigan will increase the number of community college early childhood education programs with NAEYC accreditation by 85 percent—moving from 7 accredited institutions to 13.** The high-quality plan to do so is below:

Year	Key Activity	Milestones	Lead
2014	Gather information	Contact all community colleges that are not currently NAEYC-accredited and host one-on-one meetings about the value of accreditation, the benefits, and the supports available to earn it.	OGS, MiAEYC
2014	Offer financial support	Create and implement a scholarship to support the costs of NAEYC accreditation for two community colleges to pursue initial accreditation each of the first three years, for a total of six new NAEYC-accredited programs (including the cost for the self-study, application and site visit fees), along with a stipend to support paid time for faculty and staff.	OGS, MiAEYC
2014	Provide training and support	<ul style="list-style-type: none"> Identify early childhood education faculty mentors (who have been through NAEYC accreditation previously) to assist with new programs. Offer NAEYC Early Childhood Associate Degree Program Accreditation training quarterly for associate degree-granting coordinators to attend at no cost. 	OGS, MiAEYC
2015	Offer financial support	Repeat 2014 activities with a new cohort.	OGS, MiAEYC
2015	Provide training and support	Repeat 2014 activities with a new cohort.	OGS, MiAEYC
2015	Policy review	Convene community college faculty, university faculty, deans, and appropriate staff at a	OGS, MiAEYC

		statewide Summit to define and implement a plan to seamlessly transfer credits (commonly called “articulation”).	
2016	Offer financial support	Repeat 2015 activities with a new cohort.	OGS, MiAEYC
2016	Provide training and support	Repeat 2015 activities with a new cohort.	OGS, MiAEYC
2017	Offer financial support	Allow the 2016 cohort to finish	OGS, MiAEYC
RTT-ELC Investment			\$589,196

The work outlined above is intended to be sustainable. The biggest hurdle to earning and maintaining NAEYC accreditation is the initial application. This effort is intended to address a barrier to entry by offering community colleges the financial and content support necessary to apply the first time. Subsequent requirements are more manageable, and would be the responsibility of the community college.

(D)(2)(a)(1) Professional Development Opportunities that are Aligned with the State’s Workforce Knowledge and Competency Framework

Michigan is already working to align the CKCC with all professional development opportunities—particularly those offered for credit. The Office of Great Start Professional Development Stakeholder Group makes policy recommendations to the Office of Great Start about how to:

- Build a professional development system that supports all providers (moving us closer to ensuring that every child in the state has access to a great early childhood educator),
- Provide all early childhood educators with access to training, quality improvement activities, research, best practices, and more, AND
- Ensure all of these opportunities are aligned with the Core Knowledge and Core Competencies framework.

Currently, Michigan is working toward requiring that any professional development that

is approved by the state or offered to maintain a program’s quality rating or credential is aligned with the CKCC framework.

(D)(2)(a)(2) Professional Development Opportunities that Tightly Link Training with Approaches such as Coaching and Mentoring

Professional development researchers tell us that professional development is most effective when it is job-embedded, collaborative, strategic, coherent, research-based, and long-term. This means that early childhood educators need someone to stand shoulder to shoulder with them as they work through new learning and challenges. While the CDA and associate’s and bachelor’s degrees often offer one-on-one or group coaching, Michigan also currently offers extensive consultation/coaching opportunities to providers participating in Great Start to Quality (GSQ)—with a particular focus on programs serving children with high needs and infants/toddlers. When a program enters GSQ it can request a Quality Improvement Consultant who will be with the program’s early childhood educators throughout the process. The consultant focuses on helping programs achieve the goals of their quality improvement plan. This consultation/coaching will continue to be available to all early childhood educators regardless of the outcome of Michigan’s RTT-ELC application.

The Early Childhood Specialist (ECS) is also a mentor for continuous quality improvement for each Great Start Readiness Program (GSRP). The ECS mentors early childhood educators about how to effectively teach the curriculum and how to use child assessments with fidelity.

(D)(2)(a)(3) Professional Development Opportunities that are Supported by Strong Evidence that These Policies and Incentives will Improve Outcomes for Children with High Needs

Michigan’s approach in Section D is simple: Focus intensively on supporting early childhood educators who serve a high number of children with high needs, and ensure the professional development system is designed with these early childhood educators in mind. As mentioned earlier, Michigan’s data are clear—home-based providers serve a large number of children with high needs. It is also clear that home-based providers are among those early childhood educators least likely to have formal training, making professional development for these providers even more critical.

There are two primary vehicles Michigan plans to use to deliver professional development to this subgroup of early childhood educators. First, Michigan is increasing educational and training opportunities such as the CDA. While this requires a significant investment, the return is even more significant. Early childhood educators who earn a CDA or degree are able to more effectively support young children, can earn a higher star rating in Great Start to Quality, and can pursue other opportunities in the early childhood education and care field. Second, Michigan is taking steps to work with our higher education system to create a career pathway for early childhood educators by expanding access and increasing opportunities to facilitate the transfer of college credits. One of these steps is to make as much information available in an easy-to-use format as possible. To reinforce our state's commitment to high quality programs for all children, we have increased the baseline requirements that ensure all early childhood educators receiving the child care subsidy have attended basic training. Since this policy was introduced in 2009, nearly 50,000 home-based providers have received basic training.

(D)(2)(b) Implementing Effective Policies and Incentives to Promote Professional Improvement and Career Advancement Along an Articulated Career Pathway

A strong professional development system alone will not translate to a great early learning and development workforce. As a state, Michigan must identify the proper combination of carrots and sticks that will help early childhood educators advance their professional learning. Michigan took the first step earlier this year, when we created a career lattice (Appendix 16) that helps early childhood educators plan for the next step in their careers. It provides general information about training and education required at each career level, which helps early childhood educators identify the necessary steps to advance in their careers. This career lattice is currently being finalized, and will soon be available on the state website in early 2014.

This section offers a combination of carrots and sticks that have been proven to help early childhood educators improve their skills and knowledge and advance their career. The first initiative—expanding the T.E.A.C.H. Early Childhood[®] Michigan Scholarship (T.E.A.C.H.)—is targeted at home-based providers. Our second initiative works to help early childhood educators from all backgrounds and providers earn the credentials necessary to lead state-funded pre-kindergarten classrooms. The Great Start Readiness Program (GSRP) is in the midst of a large

expansion, and program administrators are finding it more challenging to hire qualified lead early childhood educators. This is an opportunity for early childhood educators to stay in the field and advance. The third initiative—business training—is targeted at home-based providers. We know home-based providers often lack the business skills necessary to maintain a profitable operation. To increase stability in the provider market for our children with the highest needs, Michigan will target home-based providers as we roll out more extensive professional development opportunities around business operations. All of these initiatives consider the barriers early childhood educators experience at different points in their careers. This section will discuss each initiative in turn.

1. Expand the T.E.A.C.H. Scholarship
2. Create a new T.E.A.C.H. Scholarship to support GSRP teachers
3. Offer business training

1. Expand the T.E.A.C.H. Scholarship

Goal: Michigan will help 159 early childhood educators per year from the home-based provider sector earn credits toward a CDA, associate’s degree, or bachelor’s degree by providing financial assistance and mentoring.

Rationale: Early childhood educators, particularly home-based providers, need to have stronger skills, more knowledge, and the abilities necessary for improving the quality of the care they provide and helping their program move up in the quality rating and improvement system.

The T.E.A.C.H. Scholarship is a statewide scholarship program designed to help child care center teaching staff, preschool teachers, family child care providers, group home owners, center directors, and administrators meet their professional development goals, while continuing their current employment in early learning and development settings. Michigan currently uses funding from the Child Care and Development Fund (CCDF) and state appropriations to support all licensed providers, including Head Start and other center-based providers, in accessing scholarships.

The T.E.A.C.H. Scholarship addresses three major challenges in the early childhood education and care field—low education levels of staff, low wages, and high turnover. The scholarship helps increase compensation and the retention of skilled early childhood educators

by contributing a portion of the costs for tuition, fees, and books, giving the early childhood educator paid release time from work to attend classes and awarding the early childhood educator a bonus or raise upon completion of the program.

From 2009 to 2013, 1,881 early childhood educators received a scholarship but only 332 recipients were home-based providers—only 18 percent! Of the 332 home-based recipients, 43 earned a CDA, 59 earned an associate’s degree, and 14 earned a bachelor’s degree. In the next four years, Michigan plans to expand the number of T.E.A.C.H. Scholarships for home-based providers and use RTT-ELC funds to implement intensive outreach and retention strategies to ensure early childhood educators enroll in programs and graduate. In the four years of this grant, **Michigan will increase the number of home-based providers participating in the TEACH Scholarship (through traditional and online CDA providers) by 159 over 4 years.** The high-quality plan to achieve this ambitious goal is below:

Year	Key Activity	Milestones	Lead
2014–2017	Expand the number of TEACH Scholarships	Award TEACH Scholarships to 159 more early childhood educators over the grant.	OGS, MiAEYC
2014	Intensify outreach efforts	<ul style="list-style-type: none"> • Train quality improvement specialists (described in Section B) to identify and support potential home-based providers participating in Michigan’s tiered quality rating system (Great Start to Quality). • Create online vignettes/podcasts to allow scholarship recipients to answer questions, explain how they were able to earn their degree with the scholarship’s support, and describe the impact it has had on their career advancement. 	OGS, Early Childhood Investment Corporation (ECIC), MiAEYC

2014–2017		<ul style="list-style-type: none"> Recruit current T.E.A.C.H. participants and graduates to contact potential participants to answer questions, explain how they were able to earn their degree with the scholarship’s support, and describe the impact it has had on their career advancement. Host an annual webinar to brief community college advisors about the TEACH Scholarship and how to best support early childhood educators. 	OGS, MiAEYC
2014–2017	Provide additional support	<ul style="list-style-type: none"> Hire, train, and deploy two additional counselors to provide intensive support to early childhood educators as they complete their program (limited-term staff for the four years of the grant). Assign a counselor to each early childhood educator to provide intensive support throughout the program. 	OGS, MiAEYC OGS, MiAEYC
RTT-ELC Investment			\$3,076,768

2. Create a New TEACH Scholarship to Support GSRP Teachers

Goal: Michigan will help 125 early childhood educators pursue an early childhood endorsement that will allow them to be the lead teacher in a GSRP preschool program.

Rationale: In order to ensure that Michigan can provide GSRP classrooms with qualified early childhood educators immediately and in the future, Michigan must increase the number of professionals in the field who meet GSRP lead teacher requirements.

Michigan’s Great Start Readiness Program (GSRP) is in the midst of a large expansion. In fiscal year (FY) 2014, the Michigan Legislature expanded GSRP by \$65 million to \$174,275,000—a 60 percent increase and the largest increase in the country. Because quality early childhood education programs are an essential gateway to student success in school, Governor Snyder also will be recommending an additional \$65 million for GSRP in FY 2015, bringing the total increased investment to \$130 million over two years. This level of expansion creates a significant need for additional qualified early childhood educators to maintain the fidelity of the GSRP model.

Currently, CCDF funds and state appropriations support the cost of T.E.A.C.H. Scholarships for recipients to pursue their bachelor’s degree in child development or early childhood education without teacher certification. Students choosing this route must have a minimum of 55 credits completed that will articulate into this major at one of the universities with which T.E.A.C.H. partners. The funding from this grant would support those early childhood educators who already have a bachelor’s degree in elementary education to take the coursework necessary to receive the Early Childhood-General and Special Education (ZS) Endorsement. The number of credits typically required to pursue this endorsement is around 30. The cost (\$125) to apply for the endorsement from the MDE is also included in this budget.

In the four years of this grant, **Michigan will increase the number of early childhood educators with the credentials to teach in GSRP classrooms by 125.** The high-quality plan to achieve this ambitious goal is below:

Year	Key Activity	Milestones	Lead
2014–2017	Identify eligible recipients	Work with Intermediate School Districts (ISDs) to identify lead early childhood educators who are currently out of compliance with their credentials.	OGS, MiAEYC
2014–2017	Outreach to eligible recipients	T.E.A.C.H. program will reach out to eligible recipients and sponsors (GSRP programs) to market the new scholarship option.	OGS, MiAEYC

2014–2017	Support recipients	T.E.A.C.H. counselors will work with recipients to guide them to high-quality, early childhood courses required for the Early Childhood-General and Special Education (ZS) Endorsement.	OGS, MiAEYC
2014–2017	Financial support	Recipients will receive T.E.A.C.H. Scholarships to support the cost of tuition, fees, books, release time, and bonuses to complete the required coursework.	OGS, MiAEYC
2014–2017	Financial support	Recipients will receive financial support for the cost of adding the endorsement to their current teaching certificate.	OGS, MiAEYC
RTT-ELC Investment			1,419,440

3. Offer Business Training

Goal: Help child care providers in three regions with high needs to improve their business and operational plans.

Rationale: Early childhood educators and child care providers operate on a very slim profit margin, at best, and child care providers struggle to balance a desire for quality with available resources. By helping early childhood educators and child care providers improve their business practices, programs can: keep their doors open, provide stable employment opportunities for early childhood educators and, most important, increase the number of spaces available in high-quality programs for children with high needs.

A commitment to delivering high-quality care that results in quality learning outcomes for children requires significant resources for early childhood educators and child care providers. The lower classroom teacher-child ratios, purchase of age-appropriate research-based curriculum, professional development, physical environment improvements, and more—all result in increased costs. This creates a business challenge for child care providers making a commitment to quality. Business challenges are further complicated when a quality child care

program is committed to serving low-to-moderate—income children because it is unlikely that programs will be able to offset quality costs with increases in tuition and fees. This makes it a very challenging business model to support and threatening the viability of quality child care programs.

Due to the recent statewide rollout of the Great Start to Quality (GSQ) star rating system, many early childhood educators and child care providers are and will be challenged to secure resources to assist in the adaptation to the standards. As child care providers teeter on the brink, so do the children and families they serve. If child care providers opt out of GSQ or close their doors, children with high needs in Michigan will pay the price. It is important that child care providers participate in the GSQ but that they have a business model in place to support the cost of quality; increasing the sustainability of quality child care businesses ensures that children will continue to receive quality early care and education.

This training will serve center and home-based providers in three areas (two urban and one rural) who are currently engaged in Great Start to Quality. Over the next four years, **Michigan will serve 960 child care providers —240 child care providers per year—in the targeted regions through Business Boot Camp and customized mentoring and support.**

Year	Key Activity	Milestones	Lead
2014	Develop, promote, and coordinate the project in collaboration with Regional Resource Centers	<ul style="list-style-type: none"> • Review Improvement Plans and, based on the identified business needs, develop topical trainings. • Promote trainings, initiate introductions to child care businesses, and assist with training logistics. 	OGS

Annually	Develop and implement customized “Business Boot Camp” training series	<ul style="list-style-type: none"> • Ensure training is based on the Improvement Plans of child care providers in each region and aligned with the Great Start to Quality standards and the CKCC framework. • Include two specific training topics each quarter in the three regions. Thus, home-based providers in each of the three regions would have access to any of the quarterly face-to-face trainings on business topics. • Offer a business self-assessment that includes goals aligned with Great Start to Quality and opportunities for peer learning and support. • Offer intensive customized business consulting targeted to improve quality, business practices, and GSQ scores to up to 40 child care providers per year. 	OGS
Annually	Evaluate the project to provide data for improvement and additional funding requests (to ensure sustainability)	<ul style="list-style-type: none"> • Require participants to complete surveys about satisfaction, increased knowledge, and implementation strategies. • Review business plan self-assessment and updates throughout the training series. 	OGS
RTT-ELC Investment			\$287,260

(D)(2)(b)(1) *Effective Policies and Incentives that are Aligned with the State’s Workforce Knowledge and Competency Framework*

The Office of Great Start Professional Development Stakeholder Group is currently assessing every aspect of our professional development system to determine how to strengthen the direct links between course curricula and the CKCC framework, with the ultimate goal of creating an **integrated professional development system** of preparation and ongoing development and support for all professionals working with and on behalf of infant, toddler, preschool, and school-aged children. This integrated professional development system will:

- Establish Core Knowledge and Core Competencies that will set the foundation of skills and knowledge required for all roles in the early childhood education workforce;
- Contain an aligned system of training, education, and technical assistance for early childhood educators that helps them translate their knowledge into effective practices that promote better outcomes for children;
- Ensure that we have the capacity of higher education, training and technical assistance to meet the diverse needs of the workforce;
- Use innovative approaches to improve access to professional development opportunities for professionals in all settings;
- Provide compensation, benefits, financial incentives, and workforce strategies that support and sustain a highly qualified workforce; and
- Utilize a data system to track and report on workforce demographics and professional development needs for the workforce.

Within the Office of Great Start’s stakeholder structure we have developed focused work-streams that rely heavily on the expertise of those who are in the field and working directly with early childhood educators. We have laid a foundation with the recent revisions of our Core Knowledge and Core Competencies which focus on early childhood educators having the knowledge, skills, and abilities to best support young children. Our goal is to have the CKCC framework be the foundation for the courses early childhood educators can take and the credentials they can earn through the scholarships discussed here.

The CKCC framework has several related documents—such as the career lattice. This

document helps early childhood educators plan long and challenging careers in the early learning and development field. The business operations professional development, described above, aligns with the spirit and guiding principles of CKCC management competency. It also works to help create long-term opportunities for early childhood educators in the field—both as employees and business owners.

(D)(2)(b)(2) Effective Policies and Incentives that Tightly Link Training with Professional Development Approaches (such as Coaching and Mentoring)

Throughout this section, Michigan has identified opportunities for early childhood educators to connect with mentors to support their ongoing growth and development. Through T.E.A.C.H. Scholarships, early childhood educators have access to counselors from the T.E.A.C.H. Scholarship program and advisors from Institutes of Higher Education that will support and mentor them as they complete their degree programs. In fact, central to the T.E.A.C.H. Scholarship model is a focus on connecting recipients with the mentoring they need to choose high-quality courses and graduate.

Additional mentoring is offered through business operations training. This effort connects early childhood educators with trained business professionals to assist them as they make challenging business decisions and plan for the future. While this program has a strong training component, essential support is provided through intensive customized business consulting targeted to improve quality, business practices, and GSQ scores.

(D)(2)(b)(3) Effective Policies and Incentives that are Supported by Strong Evidence that These Policies and Incentives will Improve outcomes for Children with High Needs

Throughout Section D, Michigan has focused on strategies to help early childhood educators earn credentials such as a CDA, associate’s degree, or a bachelor’s degree. National evidence shows us that highly trained, credentialed early childhood educators are more effective in the classroom, and are associated with better teaching, more creative activities, and better language acquisition. Increased early childhood educator training has been shown to significantly improve children’s cognitive and emotional development and decrease behavioral problems.³⁰

³⁰ Barnett, S. (2004, December). Better Teachers, Better Preschools: Student Achievement Linked to Teacher Qualifications. *Preschool Policy Matters*.

Michigan's own Great Start Readiness Program shows us that the most effective early childhood educators have a four-year degree and specialized training in early childhood. Early childhood educators with four-year degrees also are associated with better outcomes in the Head Start program. Classrooms led by early childhood educators who held advanced early childhood education degrees (associate's or bachelor's degrees or higher) have the highest scores for child development and classroom quality. And early childhood educators with a four-year degree not specifically focused on early childhood still prove more effective than educators without higher education experience.

While a bachelor's degree may not be accessible or desirable for every early childhood educator, a CDA is a nationally recognized credential designed to provide performance-based training to early childhood educators. The level of training associated with a CDA has also been shown to improve the performance of early childhood educators in the classroom and boost children's outcomes. One of the biggest advantages of the CDA is that it is more available to professionals due to the flexibility, affordability, and specificity to their profession.

(D)(2)(c) Publicly Reporting Aggregated Data on Early Childhood Educator Development, Advancement, and Retention

Like many states, Michigan struggles to collect accurate data about its early childhood educators. We periodically conduct surveys to monitor workforce trends so state policies can continue to support early childhood educators. Surveys, however, will be replaced in the coming years with a new early learning data system. Through our expanded data system, discussed in Section E (2), Michigan will be working to publicly report more data about our early learning and development programs AND our early childhood educators. There are three priority areas for reporting about early childhood educators: development, advancement, and retention.

(D)(2)(d) Setting Ambitious Yet Achievable Targets

Throughout Section D, Michigan has set ambitious goals for creating a great early learning and development workforce in our state. The driving force behind all of the work in this

CDA Statewide Advisory Group. (2004). *The Child Development Associate (CDA): Delivering Quality Education in the State of New Jersey*. New Jersey: New Jersey Professional Development Center for Early Care and Education.

Nicholas Zill, J. W. (2001). *Entering Kindergarten: Findings from the Condition of Education 2000*. Washington DC: US Department of Education, Office of Educational Research and Improvement.

section is to ensure that **by 2020 all young children in Michigan have access to an effective early childhood educator**. While our goals are ambitious, we believe they are achievable. Here is a summary of all of the goals Michigan has set in this section of the grant application:

(D)(2)(d)(1) Targets for Increasing the number of Postsecondary Institutions and Professional Development Providers with: Programs that are Aligned to the Workforce Knowledge and Competency Framework; and the number of Early Childhood Educators who Receive Credentials from Postsecondary Institutions and Professional Development Providers

Performance Measures for (D)(2)(d)(1): Increasing the number of Early Childhood Educators receiving credentials from postsecondary institutions and professional development providers with programs that are aligned to the Workforce Knowledge and Competency Framework					
	Baseline (Today)	Target—end of calendar year 2014	Target—end of calendar year 2015	Target—end of calendar year 2016	Target—end of calendar year 2017
Total number of “aligned” institutions and providers	27 (84% of institutions participating in T.E.A.C.H.)	28 (87.5% of institutions participating in T.E.A.C.H.)	30 (94% of institutions participating in T.E.A.C.H.)	31 (97% of institutions participating in T.E.A.C.H.)	32 (100% of institutions participating in T.E.A.C.H.)
Total number of Early Childhood Educators credentialed by an “aligned” institution or provider annually	759	789	849	909	969
<p>Baseline data is for the 2012–2013 academic year and represents early childhood educators that were granted a certificate or degree during the 2012–2013 academic year. Postsecondary institutions provided <i>the information via phone. This is an area where we don’t have cumulative data. We have assumed</i> adding a postsecondary institution aligned to our Workforce Knowledge and Competency Framework, will increase the number of early childhood educators credentialed by 30.</p> <p>In addition to the postsecondary institutions aligned with our Workforce Knowledge and Competency Framework, our 11 Regional Resource Centers also align their professional development to the framework.</p>					

(D)(2)(d)(2) Targets for Increasing the Number and Percentage of Early Childhood Educators Who are Progressing to Higher Levels of Credentials that Align with the Workforce Competency Framework

Performance Measures for (D)(2)(d)(2): Increasing number and percentage of Early Childhood Educators who are progressing to higher levels of credentials that align with the Workforce Knowledge and Competency Framework.											
Progression of credentials (Aligned to Workforce Knowledge and Competency Framework)		Baseline and Annual Targets—Number and percentage of Early Childhood Educators who have moved up the progression of credentials, aligned to the Workforce Knowledge and Competency Framework, in the prior year									
		Baseline (Today)		Target—end of calendar year 2014		Target—end of calendar year 2015		Target—end of calendar year 2016		Target—end of calendar year 2017	
		#	%	#	%	#	%	#	%	#	%
Credential Type 1 Specify: CDA	Family Child Care Homes	148	3.5%	161	3.8%	174	4.1%	187	4.4%	200	4.7%
	Group Child Care Homes	207	9.7%	225	10.5%	243	11.4%	261	12.2%	279	13.1%
	GSRP	13	1.3%	13	1.3%	13	1.3%	13	1.3%	13	1.3%
	Head Start/Early Head Start	15	1.1%	15	1.1%	15	1.1%	15	1.1%	15	1.1%
Credential Type 2 Specify: AA	Family Child Care Homes	229	5.4%	242	5.7%	255	6.0%	268	6.3%	281	6.6%
	Group Child Care Homes	219	10.2%	237	11.1%	255	11.9%	273	12.8%	291	13.6%
	GSRP	5	0.5%	5	0.5%	5	0.5%	5	0.5%	5	0.5%
	Head Start/Early Head Start	374	26.6%	374	26.6%	374	26.6%	374	26.6%	374	26.6%
Credential Type 3 Specify: BA	Family Child Care Homes	166	3.9%	166	3.9%	166	3.9%	167	3.9%	168	4.0%
	Group Child Care Homes	103	4.8%	104	4.9%	105	4.9%	116	5.4%	128	6.0%
	GSRP	17	1.7%	17	1.7%	17	1.7%	17	1.7%	17	1.7%
	Head Start/Early Head Start	855	61.0%	855	61.0%	855	61.0%	855	61.0%	855	61.0%
Credential Type 4 Specify: ZAZS Endorsement GSRP only		920	93.4%	1212	72.8%	1582	95%	1582	95%	1582	95%

Note: Data provided is a compilation of data sources for workforce credentials for early childhood education (limited to Family and Group Homes), Head Start, and Great Start Readiness Program. Michigan lacks the current data system to report on the workforce credential status. Refer to section E for more information on data collection through Great Start to Quality, Workforce Knowledge and Competency Framework, and state Data Systems.

Family and Group Home data: Baseline -Great Start CONNECT: Provider self-reported status as of September 25,

Performance Measures for (D)(2)(d)(2): Increasing number and percentage of Early Childhood Educators who are progressing to higher levels of credentials that align with the Workforce Knowledge and Competency Framework.

Progression of credentials (Aligned to Workforce Knowledge and Competency Framework)	Baseline and Annual Targets—Number and percentage of Early Childhood Educators who have moved up the progression of credentials, aligned to the Workforce Knowledge and Competency Framework, in the prior year									
	Baseline (Today)		Target—end of calendar year 2014		Target—end of calendar year 2015		Target—end of calendar year 2016		Target—end of calendar year 2017	
	#	%	#	%	#	%	#	%	#	%
<p>2013. Projections-Used 2009–2013 T.E.A.C.H. data of credentials earned by family and group home providers to estimate the number of credentials for the period of 2014 through 2017. Based on described initiatives—online CDA accessibility, family/group home targeted T.E.A.C.H. support and mentoring, we assumed a 23.3% increase in the number of credentials earned.</p> <p><u>GSRP data:</u> Baseline-High Scope® Report: GSRP Lead Teachers’ Credential Status and Education for 2011–2012 Projections: GSRP expansion for program year 2013–2014 increases the total number of Lead Teachers needed from 985 to 1665. Lead Teachers hired without a ZA/ZS Endorsement may be granted a two year waiver to attain this credential. Outside of the expansion year, 5% of Lead Teachers each year (new hires) are projected to be operating under a waiver. Funding is being requested for 125 individuals to attain the ZS Endorsement.</p> <p><u>Head Start baseline data:</u> Program Information Report: Child Development Staff (Preschool Classroom and Assistant Teacher)—Highest degree 2012–2013 Program Year. Projections-credentials will remain constant.</p> <p>Center based staff data for programs not funded through Head Start or GSRP is not collected.</p>										

E. Measuring Outcomes and Progress

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

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

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

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

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

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

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

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

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

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

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

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

Evidence for (E)(1):

- Any supporting evidence the State believes will be helpful to peer reviewers.

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

Michigan has a long history, dating back to the 1970s, of developing, agreeing on, and distributing early learning expectations that define children’s readiness for kindergarten. Only in the last five years, however, has there been an emphasis on finding a way to document the collective status of all Michigan children and to see if early learning investments and supports, over time, have improved the status of children as they enter kindergarten.

In those five years, Michigan has taken dramatic steps to increase our understanding of the status of children’s learning and development at kindergarten entry. In 2008, Michigan conducted a statewide survey to gather data from kindergarten teachers about children’s learning and development when they first entered school. The results were striking. **Kindergarten teachers reported that in their opinion, on average, only 65 percent of children who entered kindergarten classrooms were ready to learn the curriculum** (see Appendix 17 for more details).

This survey sparked additional interest in the Kindergarten Entry Assessment (KEA), and in subsequent years Michigan has aggressively pursued implementation of an assessment as a strategy to better understand what children need to be successful in kindergarten. In addition to giving us a stronger understanding of what children know and can do as they enter formal schooling, the assessment results will guide our planning for services to children before they enter school, to make sure that children with high needs receive the services necessary to be successful. The KEA is also designed to help kindergarten teachers know how children are doing in the essential domains of school readiness as they enter their classrooms, guiding teachers’ planning for instruction.

Currently, nearly 200 kindergarten teachers across the state are piloting the assessment, Teaching Strategies GOLD Online[®], and in 2015 the assessment will be available statewide. The following sub-parts explain more about our assessment – including alignment with standards, our full implementation plan, and funding. Because Michigan has other financial support for the

KEA, we are asking for limited RTT-ELC resources in this section to support family engagement in the assessment process. In fact, only one high-quality plan is included that outlines work that will help engage both pre-kindergarten and kindergarten families in the assessment process.

(E) (1) (a) *Assessment is Aligned with Michigan’s Early Learning and Development Standards and Covers all Essential Domains of School Readiness*

In 2013, Michigan selected Teaching Strategies GOLD online as its KEA. (Please see sub-part (E)(1)(c) for a full summary of how this tool was selected and how it will be implemented.) Teaching Strategies GOLD fully addresses the five essential domains of school readiness. Additionally, GOLD aligns with Michigan’s standards for children ages 3–5 (the “Early Learning Expectations for Three- and Four-Year-Old Children” section found in Early Childhood Standards of Quality for Prekindergarten, found in Appendix 5).

Child outcomes in the following domains will be reported statewide: social-emotional; physical; language and literacy; approaches toward learning (called “cognitive” by GOLD); and mathematics. These comprise all five of the essential domains of school readiness. The additional domains available in GOLD (science and technology, social studies, the arts, and English-language acquisition) will be available for local use only.

In addition to pursuing GOLD, Michigan is also collaborating with Maryland, Ohio, and their consortium partners to develop a new Kindergarten Entry Assessment. The Maryland-Ohio consortium was recently awarded federal funding through the Enhanced Assessment Grant for Kindergarten Entry Assessment. Throughout the sub-parts in (E)(1), Michigan will address our current practice first and include information about the Maryland-Ohio KEA second. It is possible that during RTT-ELC, Michigan will drop Teaching Strategies GOLD and pursue the new assessment.

The Maryland-Ohio Version 2.0 KEA aligns with Michigan’s learning expectations, and also aligns with Michigan’s kindergarten expectations. The Maryland-Ohio essential standards are found in Appendix 18. During the development process, Maryland and Ohio have plans to share the assessment with all participating states for formal alignment reviews. The advantage of the Maryland-Ohio model will be ease of administration by kindergarten teachers and extension for use during the kindergarten year for both curriculum planning and teacher evaluation.

(E) (1) (b) Assessment is Valid, Reliable and Appropriate for the Target Population and Purpose

Independent researchers from the Center for Educational Measurement and Evaluation at the University of North Carolina at Charlotte found that Teaching Strategies GOLD is a highly valid and reliable measure of child growth and development.³¹ The study sample included over 10,000 children from more than 618 programs at over 2,500 sites across the United States that were representative of the U.S. population of young children. The robust research study found that the assessment was able to reliably measure six factors: social-emotional development, physical development, language, cognitive development, literacy, and math, and to statistically differentiate among these domains. Effectiveness and reliability were studied as well as item difficulty. A recently issued, peer-reviewed study indicates that Teaching Strategies GOLD is equally valid and reliable for children with disabilities and for those whose home language is not English.³² Researchers found that that was little or differential item functioning between the whole population of children and those with disabilities and those whose home language was not English.

In addition, states and the branches of the U.S. military conduct thorough reviews of the assessments they adopt or approve for use in their educational facilities. These reviews include substantiating the validity, reliability, and usefulness of the assessment. Teaching Strategies GOLD online has been able to meet review requirements for validity, reliability, and usefulness time and time again. The assessment has been adopted in 13 states plus all branches of the military for use in educational facilities at all military installations. It has been approved for use as a Kindergarten Entry Assessment in four states and is being piloted for KEA use in three other states, including Michigan. Its widespread use reflects the strength of the assessment's ability to measure what it says it measures, the ease with which teachers are able to evaluate students similarly regardless of situation and ability, and the usefulness of the results in helping to inform

³¹ Center for Educational Measurement and Evaluation at the University of North Carolina at Charlotte, "Teaching Strategies GOLD Assessment System: Technical Summary," Teaching Strategies, 2011. Available: www.teachingstrategies.com/content/pageDocs/Tech-Summary-GOLD-Outcomes-Study-8-2011.pdf.

³² Do-Hong Kim, Richard Lambert, and Diane Burts, 2013, "Evidence of the Validity of Teaching Strategies GOLD® Assessment Tool for English Language Learners and Children with Disabilities," *Early Education & Development* 24(4): 574–595. Abstract available: www.teachingstrategies.com/content/pageDocs/Abstract-GOLD-Validity-ELL-Disability-5-2013.pdf.

instruction.

Teachers are trained extensively before they administer the assessment. The initial training is two full days and includes exercises in inter-rater reliability. Additionally, teachers can complete an inter-rater reliability certification course in the form of a three-hour online module that is available through Teaching Strategies.

If Michigan chooses to implement the Maryland-Ohio model in 2016, we would ensure that the instrument is valid, reliable, and appropriate for all kindergartners in Michigan. As outlined in their federal grant, Maryland and Ohio and their partners, Johns Hopkins and West Ed, state that they will validate the results of the assessment after the 2015 field test which will be conducted in all partner states.

(E) (1) (c) Assessment Implementation Plan

In 2011, the legislature solidified its interest in a Kindergarten Entry Assessment by appropriating \$3.75 million to support implementation of a statewide KEA. These funds are currently being used to support:

- Professional development for trainers, schools, and kindergarten teachers
- Purchasing the license for the assessment tool and the online system for entering assessment findings, and other integration costs with existing data systems
- Outreach and education for families
- Project implementation and management

Assessment Selection

After funding was appropriated, the Michigan Department of Education determined that the Office of Standards and Assessments (OSA) and the Office of Great Start (OGS) would partner in the leadership of the Kindergarten Entry Assessment, with strategic placement in OSA to promote integration with other K–12 assessments and data systems. A collaborative committee (including MDE staff from OGS and OSA and staff from the Michigan Association for the Education of Young Children, the Michigan Association of Intermediate School Administrators, and the Early Childhood Investment Corporation) was created to identify the criteria for an assessment tool. As the process unfolded, it became apparent that there were few assessment tools already developed that adequately assess multiple dimensions of children’s

early learning and development and are aligned to both early learning and kindergarten standards.

Like many states looking for a KEA instrument, the committee had to choose between a currently existing assessment that could be better aligned over time or an assessment under development that would include all of the dimensions and span the pre-kindergarten to kindergarten transition. MDE developed a Request for Proposals in March 2013, including a crosswalk of expectations for children’s development and learning in each of the five essential domains of school readiness. Potential vendors were required to consider the “Early Learning Expectations for Three- and Four-Year-Old Children” section found in Michigan’s Early Childhood Standards of Quality for Prekindergarten, as well as the Grade Level Content Expectations for kindergarten adopted by the Michigan State Board of Education. After this process, Teaching Strategies GOLD was chosen as the Kindergarten Entry Assessment instrument for Michigan, as the best available option.

An Alternative through the Federal Enhanced Assessment Grant

Concurrently, during the spring and summer of 2013, states were also soliciting partners to apply for the federal Enhanced Assessment Grant for Kindergarten Entry Assessment. After reviewing the various proposals, the Michigan committee was impressed with the Maryland-Ohio approach because their planned KEA assessment includes all five school readiness domains, observational data as well as direct assessment, and a family component. In addition, their KEA assessment will be well aligned with both pre-kindergarten and kindergarten expectations. Although Michigan was committed to beginning the KEA process with Teaching Strategies GOLD because we needed to begin to gather more systemic information immediately, we wanted to be open to better options as they become available, especially options that are better aligned to both pre-kindergarten and kindergarten expectations. Subsequently, Maryland and its consortium (including Michigan) were awarded the grant. The assessment will be ready for statewide implementation in the fall of 2016.

Note: Because of the requirements of the state supplemental funding project, Michigan is proceeding with the pilot in 2013, field test in 2014, and statewide administration of the current Teaching Strategies GOLD instrument in 2015. Determination of which instrument to use for statewide implementation in the fall of 2016 will depend on future development and best

alignment with Michigan learning expectations.

Preparation and Pilot

During the summer of 2013, the Office of Standards and Assessments and Teaching Strategies GOLD prepared for the fall pilot. GOLD is widely used in Michigan by the Great Start Readiness Program (GSRP) and Head Start staff as one of the assessments appropriate for pre-kindergarten children. Current GSRP and Head Start GOLD users, and private child care center providers, were invited to participate in focus groups to identify Michigan-specific issues that would need to be addressed during roll-out and implementation.

To provide kindergarten teachers with the tools they needed to implement the assessment, OSA and Teaching Strategies GOLD selected and trained 27 trainers in a four-day workshop that provided the information necessary to teach the kindergarten teachers participating in the pilot how to efficiently use the online tool and to reliably evaluate student performance using the online observational evaluation assessment. Nearly 200 public school kindergarten teachers (from both traditional schools and Public School Academies) volunteered for the training and to participate in the pilot. The pilot study requires the participating teachers to implement GOLD in their classrooms in the fall of 2013 and to provide baseline results by November 1, 2013.

Teachers are currently implementing the assessment in nearly 200 classrooms statewide. It is essential to note that the assessment is designed to be administered during the first 45 days of school in the fall. The assessment may not be used at a short “kindergarten roundup” or other situation that could be used to deny or recommend that children not exercise their legal right to attend kindergarten.

Field Test

Teaching Strategies GOLD and OSA will use the results of the pilot study to produce a customized assessment that more closely aligns with Michigan early learning expectations. The customized assessment will be validated during the fall 2014 field test, which will include a greater number of Michigan teachers and children. During the winter of 2014, OSA will recruit additional schools and teachers, with a goal of 25–40 percent of schools statewide that are representative of the entire state population of kindergartners. From March to August, an additional 1,000 kindergarten teachers are expected to be trained. The field test will be conducted in September and October of 2014.

Statewide Implementation

The Kindergarten Entry Assessment will be available for statewide implementation by every kindergarten teacher in the fall of 2015. Although use of the assessment is optional for districts, based on initial planning with intermediate school district superintendents in 2009, we expect that at least 90 percent of districts will choose to participate in the first year. We also expect that the other 10 percent will follow suit as they find that the information is useful for the birth to five system as well as for kindergarten teachers. A campaign to recruit schools will be conducted from January to June 2015. We estimate that there are 5,600 kindergarten teachers throughout the state, and we anticipate that up to 4,400 additional teachers will participate in the fall 2015 statewide implementation. The assessment window will continue to be the first 45 days of school, beginning in September.

At the end of the three-year work project, Michigan will decide whether to continue with Teaching Strategies GOLD or implement the new Maryland-Ohio model, which will be available to consortium member states for the fall of 2016. The decision will be made based on best alignment, ease of implementation, utility of data, and cost.

The high-quality plan below summarizes the work that is currently in progress and the work that is planned during the grant period. Again, Michigan is not requesting RTT-ELC funds to support the implementation of the assessment. Over the next two years, **Michigan will implement a statewide Kindergarten Entry Assessment.**

Year	Key Activity	Milestones	Lead
2013	Pilot the assessment	<ul style="list-style-type: none"> 200 teachers statewide implement the assessment from September 3 through October 28. Local-level data are available in Teaching Strategies GOLD online database. Statewide data are available in MSLDS (Michigan Statewide Longitudinal Data System). These 	OSA

		data will be used to create customized reports for Michigan based on Michigan's learning expectations.	
2014	Field test study	<ul style="list-style-type: none"> Recruit schools to participate with a goal of a statewide, representative sample totaling 25–40 percent of schools statewide. Train 1,000 kindergarten teachers. 	OSA, Teaching Strategies GOLD
2014	Conduct a field test	1,000 teachers statewide implement the assessment in September and October.	OSA
2015	Analyze results	Review data and make plans for statewide implementation.	OSA, Teaching Strategies GOLD
2015	Voluntary statewide implementation	<ul style="list-style-type: none"> Recruit schools to participate, with the goal of having 100 percent participate. Train up to an additional 4,400 kindergarten teachers (Michigan has approximately 5,600 kindergarten teachers). Teachers implement the assessment statewide in September and October. 	OSA
2015	Analyze results	Review aggregate data for statewide trends.	OSA
RTT-ELC Investment			\$0

Support for Families

Although implementation and planning for the Kindergarten Entry Assessment are well-established by the MDE, outreach to families, and early childhood educators serving children from birth through age 4 has not been extensive. Michigan proposes to develop both print and online materials for families, and accompanying tips for early childhood educators to help them support pre-kindergarten families in the transition to kindergarten, including how to understand and utilize the results and reports from the KEA.

Create Tools to Help Families Understand the KEA and Interpret Assessment Results

Goal: Michigan will create a series of print tools to explain the KEA and help families interpret results. It will distribute materials to families of children in pre-kindergarten, Head Start, and child care programs statewide to prepare them for the assessment, and distribute kindergarten materials to every teacher administering the assessment.

Rationale: Michigan does not currently have any formal, statewide assessment of children prior to third grade. Families will need information about why this assessment is occurring and what the results mean to them.

In May of 2013, Michigan updated a series of 24 Parent Guides (for families) to help in the transition to kindergarten. The guides have been developed to be suitable for family reading levels, and are in the process of being translated to Spanish and Arabic, the most common non-English languages spoken in Michigan homes. Michigan proposes to enhance these guides by adding explanatory sections on the Kindergarten Entry Assessment.

The guides will be augmented with graphics and examples, and will be ready for use by Michigan pre-kindergarten and kindergarten programs. These materials will complement other materials currently under development to support families' understanding and familiarity with the "Early Development and Learning Strands for Infants and Toddlers" and "Early Learning Expectations for Three- and Four-Year-Old Children" sections in Michigan's Early Childhood Standards of Quality documents (found in Appendix 4 and 5). In the first two years of the grant, **Michigan will develop, test, and distribute two guides that will help families and communities anticipate the KEA and interpret the results of the assessment.**

Year	Key Activity	Milestones	Lead
2014	Develop two guides for families and communities	<ul style="list-style-type: none"> • Create content for a guide that helps pre-kindergarten families anticipate the KEA and its purpose. • Create content for a guide that helps kindergarten families interpret the results of the KEA score report. • Contract with a graphic designer to format the guide. 	OGS
2014	Field test	<ul style="list-style-type: none"> • Distribute print copies to select communities and partner organizations to field test the content and presentation. • Update the guide based on feedback from families and partner organizations (such as the Great Start Collaboratives and Parent Coalitions). 	OGS
2015	Distribute guides	<ul style="list-style-type: none"> • Post an electronic version of the guide on the State of Michigan website and websites of partner organizations. • Distribute the guides to teachers and families (through the Great Start Parent Coalitions in communities) with participating teachers/districts. 	OGS
RTT-ELC Investment			\$50,000

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

KEA data will be submitted by all participating local districts into the Michigan Statewide Longitudinal Data System (MSLDS). Because all K–12 students are assigned a unique student identification and all information gathered is stored in our secure site, Michigan will be able to easily enter new assessment data in the system and be compliant with all federal, state, and local privacy laws.

Data from the pilot, field test, and voluntary statewide implementation will be available immediately at the student, classroom, school, district, and state level to local districts, regional partners, and state officials. This will ensure that assessment is useful for kindergarten teachers and families to support children’s learning and development during the kindergarten year. Including the results of the KEA in the MSLDS will bolster Michigan’s ability to track student growth from birth through kindergarten and beyond. Inclusion will assure that Michigan will eventually have the longitudinal data needed to inform program and system decisions.

(E) (1) (e) Funding Beyond RTT-ELC

Michigan’s KEA is funded currently through a state appropriation and ongoing student assessment funds from the Michigan legislature. Management of the Kindergarten Entry Assessment is embedded in the work of the Michigan Department of Education in the Office of Standards and Assessments, which manages all K–12 assessments. The Kindergarten Entry Assessment is part of the array of educational assessments available to Michigan’s public schools, and part of the public reporting and accountability to Michigan citizens to allow them to understand the educational status of Michigan students.

Continued funding will be requested by the MDE and is expected to be approved as part of the Michigan Department of Education annual request for funds for ongoing assessment projects.

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

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

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

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

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

Evidence for (E)(2):

- Any supporting evidence the State believes will be helpful to peer reviewers.

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

The Office of Great Start was designed to create early learning policy and programs that respond to the needs of young children in Michigan. As we've discussed throughout this application, this means creating clear lines of communication and identifying opportunities for coordination across early learning programs, health, and human services. This also means ensuring an approach to work within the Department of Education. OGS is charged with two

goals that require strong ties between early learning and the K–12 system:

- All children are developmentally ready to succeed in school at the time of school entry.
- All children are prepared to succeed in fourth grade and beyond by reading proficiently by the end of third grade.

An essential step in achieving these goals is to fully understand current performance by building an early learning data system that captures child-level data, early childhood educator data, and program-level data for early learning programs. Michigan is already moving toward statewide implementation of a Kindergarten Entry Assessment, and development of a comprehensive early childhood data system is the next key step to having the information we need in order to thoughtfully identify supports for children statewide.

Michigan is primed to make our vision for a statewide prenatal–20 data system a reality. Over the past eight years, Michigan has taken dramatic steps to increase the quantity, quality, and usability of the data collected about K–12 student and program performance. We’ve even launched a public data portal (called the MI School Data Portal) that allows Michigan citizens to review aggregate performance data. During this time Michigan has worked to build a strong foundation to aggressively pursue the enhancement of the state’s current longitudinal data system to bring data about our youngest students and the programs they attend into the system. This section will outline Michigan’s high-quality plan to enhance our existing Statewide Longitudinal Data System (MSLDS).

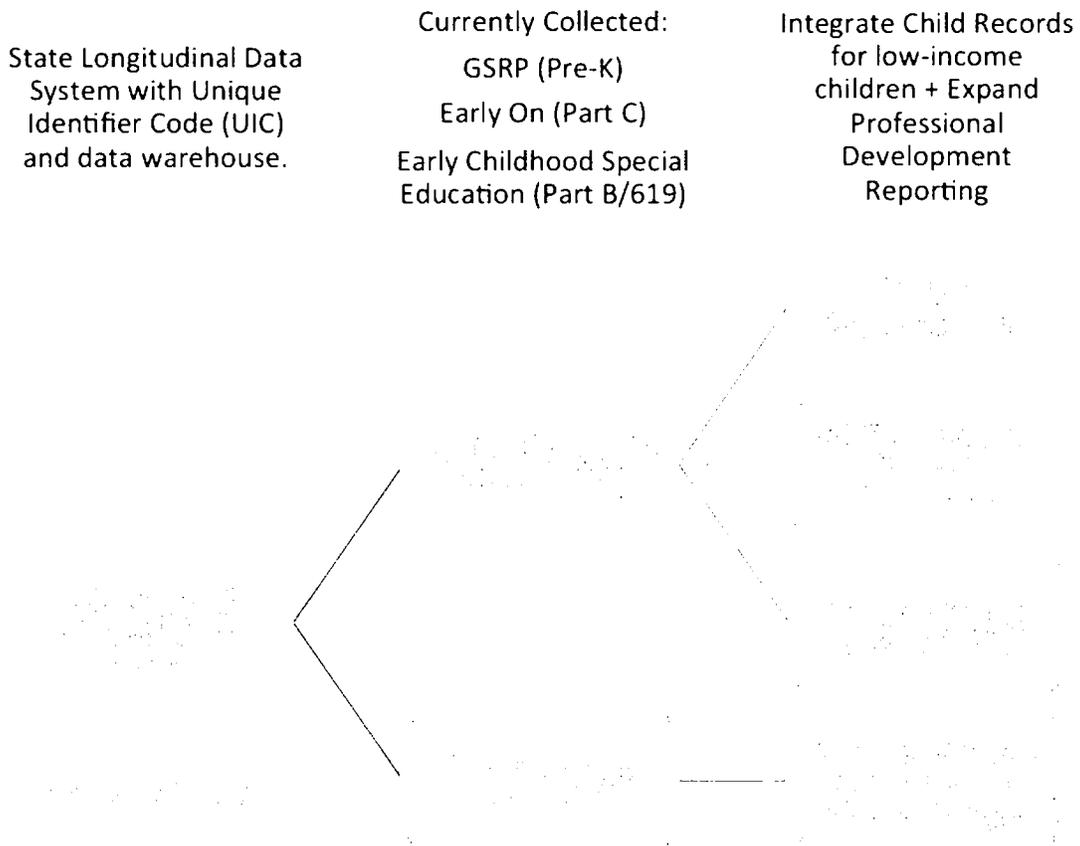
Currently, data collection for early learning programs ranges from non-existent to comprehensive. In other words, we know basic information about children in programs such as Great Start Readiness Program (GSRP), Early On[®] and early childhood special education (ECSE/619 and Part C) because they have strong links to the K–12 system. We have limited information about the children in child care, Head Start, and Early Head Start. And we have almost no statewide information that is able to link data from each of these programs.

This range in data quality means it is impossible to answer even basic questions. Are children who attend high-quality child care programs more likely to be ready to learn when they enter kindergarten? We don’t know. Right now, there are tables throughout this application that are incomplete because we cannot currently report head count data across early learning programs or easily report on early childhood educator demographics. This is unacceptable.

By enhancing our existing system that serves the K–20 system we will seamlessly coordinate data collection and reporting across early learning programs serving children with high needs and be integrated into the Michigan State Longitudinal Data System (MSLDS). Enhancement of the system will also provide access to data for a range of stakeholders in the early childhood community so that data can drive improvements in instruction, practices, services, and policies statewide—thereby improving outcomes for children. Additionally, this update is a critical step toward creating a master identification number that will allow data to be linked across the Departments of Human Services, Health, and Education.

This task cannot be underestimated. Michigan has recognized the value in a comprehensive early childhood data system for some time, but as a state, we have struggled to align the necessary stakeholders and resources to make this vision a reality. With the support of RTT-ELC and partners across state government, Michigan is primed to successfully implement an aggressive data system build. Our vision for this system is to bring all early learning data for publicly funded early learning programs within the MSLDS beginning with Unique Identification Code (UIC) assignment, program participation, star quality of programs, and improved demographic reporting. This will enable us to solidify essential data elements for a longitudinal view of early learning and development programs and outcomes. An overview of our vision for how this system would work is shown in the graphic below.

Overview of Michigan's Early Learning Data System



Key to our success will be a collaborative governance, design, and implementation model. The Office of Great Start brings an intimate knowledge of early learning programs and needs. This knowledge must be coupled with that of our colleagues in the Center for Educational and Performance Information (CEPI), which manages a data system serving over 1.5 million students and 850 school districts statewide. In this proposal, Michigan is focusing on enhancing the state's current longitudinal data system through four key activities:

1. Create a governance structure that will establish the vision, goals, and strategic plan for building, linking, and using early childhood data. This structure will have the ability to set policies to guide the collection of, access to, and use of the data.
2. Enhance the existing Statewide Longitudinal Data System (MSLDS) to create links to all of the essential data elements.

3. Expand access to data for the MDE-Office of Great Start and external systems stakeholders to improve service delivery and programmatic effectiveness, to inform resource investment and policy decisions, and to empower families and communities to make the most informed decisions for their children.
4. Improve data about early childhood educators to help improve policies that will support Michigan’s great early childhood workforce.

1. Create a governance structure.

Goal: Michigan will create a governance structure that will establish the vision, goals, and strategic plan for building, linking, and using early childhood data. The governing body will set policies to guide the collection of, access to, and use of the data.

Rationale: A strong data governance structure is needed in order to effectively coordinate data across state agencies and non-profit organizations. Governance establishes the authority and control over the management of data assets and is responsible for setting statewide policies, processes, standards, definitions, and metrics with regard to the use of data.

Thanks to funding from the W.K. Kellogg Foundation, Michigan is currently developing a governance structure to guide the development of a coordinated early learning data system. While RTT-ELC funding will not be used to support this activity, the grant will motivate the governance structure to be established quickly to support the tasks that follow. **By 2014, Michigan will create a governance structure that will establish the vision, goals, and strategic plan for building, linking, and using early childhood data.** This system will also be used to set policies to guide the collection of, access to, and use of the data.

Year	Key Activity	Milestones	Lead
2014–2017	Develop governance structure for early learning data connecting to the	<ul style="list-style-type: none"> • Develop multi-agency governance committee, including families and service providers, to begin work on system governance processes, procedures, standards, and ensuring compliance with all privacy laws. 	OGS

	MSLDS	<ul style="list-style-type: none"> • Prioritize policy questions to be answered. • Develop success metrics. • Hold regular meetings to ensure program success. 	
RTT-ELC Investment			\$0

2. Enhance the existing Statewide Longitudinal Data System (MSLDS) to create links to all of the essential data elements

Goal: Michigan will establish Unique Identification Codes for all children with high needs participating in publicly funded programs enabling the collection of program participation, demographic information, and ability for longitudinal tracking.

Rationale: Everyone from state officials to local providers must have access to high-quality information in order to make data-driven decisions about how to design and operate high-quality programs that produce the best outcomes for all children—but especially children with high needs.

Currently Michigan’s early childhood data collections include very small numbers of children who participate in Head Start, Early Head Start, Title I preschool, or our child care subsidy system, which includes those children who are living at the lowest income levels. Collecting individual records from these programs will build upon the existing collection of our state pre-kindergarten program and special education data collections (including IDEA Part B/619, and Part C). This data set will allow for longitudinal tracking associated with the Kindergarten Entry Assessment, third grade reading proficiency, graduation rates, dropout rates, and eventual linkage to health and human service data through a master identification number. **By 2016, Michigan will launch phase I of the early learning data system which will include connections with existing data systems such as: Bridges, Michigan Student Data System (MSDS), Head Start local data management systems, and Great Start CONNECT.**

Year	Key Activity	Milestones	Lead
2014– 2015	Develop data connectivity across agencies responsible for essential data elements	<ul style="list-style-type: none"> • Establish connections with Bridges for UIC data matching and creation for child care subsidy child-level data within MSLDS. • Develop and implement data export/import process for Head Start data management systems with UIC assignment and child-level data within MSDS. • Increase supports for the reporting of child-level Title I preschool participation. • Establish connection with Great Start CONNECT for additional data information exchange including program- and staff-level data. 	OGS, Department of Technology, Management & Budget (DTMB) CEPI, DHS
2014– 2017	Expand on data element collection for early learning programs collected within system and improve internal and external reporting times	<ul style="list-style-type: none"> • Establish staffing supports within CEPI and OGS to lead the enhancement of our existing Statewide Longitudinal Data System. • Develop longitudinal capacity to link early learning data to K–12 data points including KEA, Third Grade Reading Proficiency, etc. 	OGS, DTMB CEPI
2014– 2107	Provide professional development to those responsible for data entry	<ul style="list-style-type: none"> • Professional development for existing Head Start grantee agency staff, individual early childhood educators, and existing educational services will be developed and deployed through the grant to ensure data accuracy and promote integration. 	OGS
2016–	Update and	<ul style="list-style-type: none"> • Update existing data infrastructure in response 	OGS

2017	enhance Great Start to Quality STARS data platform	to the evaluation results in B(5) and the standards analysis in C(3). <ul style="list-style-type: none"> Updated data collection, including star ratings, will be updated in Great Start CONNECT and shared up to the MSLDS. 	
RTT-ELC Investment			\$2,118,000

3. Expand Access to Data

Goal: Michigan will expand the MI School Data Portal-Early Learning Web presence to make data available to the public including families, early childhood educators, researchers, and others needing access to data to support improvement.

Rationale: Data must be widely available to support improved service delivery and program effectiveness, to inform investments and policy decisions, and to empower families and communities to make the best decision for their children.

In August 2011, Michigan launched MI School Data (<http://www.mischooldata.org>)—an online tool that allows a range of users to access education data. The system allows public access to information in aggregate, and allows teachers and other professionals to access data about their students and programs through password-protected, secure access. Currently MI School Data is beginning to launch the early learning data portal. This launch will include reports developed from existing data collections.

Through RTT-ELC support, Michigan plans to increase the quality of the data collected (through activity 1 above) and make these data more widely available. By expanding the data collected about children with high needs in early learning programs and linking those data to longitudinal data, Michigan will have a more robust data set to share for public consumption and use that will help families make informed choices and improve overall program quality. **By 2017, Michigan will increase access to data by launching a full suite of reports on MI School Data.**

Year	Key Activity	Milestones	Lead
2015–2017	Continue development of the Early Childhood portal of MI School Data Web presence for public use including families, programs, providers, researchers, etc.	<ul style="list-style-type: none"> • Identify current data collections that can be leveraged to build reports for MI School Data. • As more robust data sets become available and/or linked, including longitudinal data, access to reports will be made available through MI School Data. • Increase awareness of availability of data, particularly for research purposes. 	OGS, DTMB-CEPI
2015–2017	Maintain and update MI School Data so that it is aligned with an expanding early childhood collection	<ul style="list-style-type: none"> • Expand reporting on program-level participation across publicly funded early learning programs. • Expand reporting on longitudinal tracking of information including KEA and Third Grade Reading Proficiency. • Expand reporting capacity for children who have participated in programs such as Head Start and Early Head Start, which are not broadly connected to date. 	OGS, DTMB-CEPI
RTT-ELC Investment			\$500,000

4. Improve data about early childhood educators and providers

Goal: Increase the data collected about early childhood educators to allow for more robust reporting through linkages to program- and child-level data, and aggregate

workforce reporting.

Rationale: Failure to improve data collection on our workforce will limit our capacity to report on outcomes associated with staff qualification and outcomes, or monitoring issues related to maintaining a great workforce. This will limit our ability to make policy decisions that will best support outcomes for children.

Michigan currently has limited capacity to report on the early learning workforce beyond our state-funded pre-kindergarten program, GSRP. Despite significant interest in early childhood educator effectiveness, Michigan has struggled to provide aggregated data on workforce. Through RTT-ELC support, Michigan will expand the number of essential data elements collected and increase participation for early childhood educators in Great Start CONNECT. This expansion is building a foundation for future improvements that would allow workforce data to be linked with Michigan’s certification database.

Over the next four years, **Michigan will increase data about our early learning workforce by voluntarily enrolling over 50 percent of early childhood educators in the Great Start CONNECT system.**

Year	Key Activity	Milestones	Lead
2014–2015	Expand reporting capacity on early childhood educator workforce information	<ul style="list-style-type: none"> Modify the Great Start CONNECT system to allow for data about the early childhood educator workforce to be collected including demographics, wages, retention, qualifications, and professional development. Modify the Great Start CONNECT system to allow for data about the early learning workforce to be reported, including the data points listed above. 	OGS, ECIC
2014–2017	Support outreach efforts to incentivize individual early	<ul style="list-style-type: none"> Hold three focus groups across the state with early childhood educators to identify incentives that would increase 	OGS, ECIC

	childhood educator workforce submission and maintenance	self-reporting. <ul style="list-style-type: none"> Analyze policies to promote and/or require submission. Implement incentives and outreach activities in 2015 and beyond. 	
RTT-ELC Investment			\$325,000

(E) (2)(a) Essential Data Elements

In Michigan, work is already under way to collect and integrate the essential data elements recommended by RTT-ELC. Below is a summary of Michigan’s work to date and work in progress. Elements that are not yet attained are summarized following Table 1. Please reference the high quality plan under Activity 2 above to see Michigan’s plan to address these deficiencies during the RTT-ELC grant.

Table 1: Overview of Collection of the Essential Data Elements in Michigan

Element	Status	Status Notes
A—A unique statewide child identifier or another highly accurate, proven method to link data on that child, including Kindergarten Entry Assessment data, to and from the Statewide Longitudinal Data System and the coordinated early learning data system (if applicable)	In progress	<ul style="list-style-type: none"> The MSLDS incorporates the Unique Identification Code (UIC) that is fully developed and has been in place for over ten years in the K–12 arena. This UIC assignment has been fully extended to our state-funded preschool, Early On (Part C), and Early Childhood Special Education (IDEA Part B/ 619). Michigan’s goal is to fully extend UIC assignment to the children not currently collected for Head Start and Early Head Start (including tribal and migrant children), expand the identification of children in Title I funded preschool programs, and extend out to children receiving child care subsidies through a match

		<p>and UIC assignment process. This would ensure MSLDS would have a UIC for all children served by publicly funded early learning programs at 250 percent of poverty and below. (See the high quality plan in Activity 2 above for more details.)</p> <ul style="list-style-type: none"> • The UIC matching and assignment process has been extended into the K–12 assessment system, inclusive of the new KEA. The KEA is currently in its pilot year of implementation and all pilot records will incorporate the UIC, allowing for analysis of these records, as well as all future kindergarten assessment data after full implementation. • These critical steps will make it possible for the state to begin building an understanding of how early childhood learning programs such as state pre-kindergarten, Head Start, Early On, and early childhood special education (IDEA Part B/619) interventions can influence a child’s success at key transition points, including kindergarten entry, and with developmental milestones such as third grade reading proficiency.
<p>B—A unique statewide Early Childhood Educator identifier</p>	<p>In progress</p>	<p>Great Start CONNECT provides a unique statewide Early Childhood Educator identifier for individuals who voluntarily report. Work is under way to expand the number of early childhood educators who voluntarily report. No plans are currently in place to mandate reporting.</p>

<p>C—A unique program site identifier</p>	<p>In progress</p>	<p>A unique program site identifier is applied for and created for any registered/licensed child care program which includes private child care, Head Start, center-based Early Head Start, Great Start Readiness Program, Title I, and 31a At-Risk early learning programs. These data are generated at the Department of Human Services and shared with Great Start CONNECT. The Office of Great Start will be exploring the ability to assign this identifier for tribal or IDEA Part B/619 programs as part of voluntary participation in Great Start to Quality (detailed in Section B).</p>
<p>D—Child and family demographic information, including indicators identifying the criteria that states use to determine whether a child is a child with high needs</p>	<p>In progress</p>	<p>For children participating in GSRP, we have expanded the demographics beyond race/ethnicity and gender to include identification of homeless, limited English proficient, immigrant, and supplemental nutrition eligibility status. For those young children transitioning from Part C to Part B special education services, parent name and address are also collected. Michigan is currently developing plans to expand the information collected by other publicly funded early learning programs, including children participating in child care subsidy, Head Start, and Early Head Start programs. Michigan will also focus on improving the reporting rate for Title I preschool participants.</p>
<p>E—Early Childhood Educator demographic information, including data on educational</p>	<p>In progress</p>	<ul style="list-style-type: none"> • The Registry of Educational Personnel (REP) collects basic employment information for school personnel including identification of staff for school-based GSRP. The REP assigns

attainment and state credentials or licenses held, as well as professional development information		<p>personnel identification code (PIC) that is used for linking with the educator certification system – allowing for credential verification.</p> <ul style="list-style-type: none"> • Great Start CONNECT collects educator demographic information on a self-report basis for professional development, degrees, credentials. Michigan will increase data about our early learning workforce by voluntarily enrolling early childhood educators in the Great Start CONNECT system.
F —Program-level data on the program’s structure, quality, child suspension and expulsion rates, staff retention, staff compensation, work environment, and all applicable data reported as part of the state’s Tiered Quality Rating and Improvement System	Complete	Any program participating in the Great Start to Quality System has program-level data on file. This information includes the program’s structure, quality rating, program environment, and program demographic information collected by DHS through data sharing. Great Start CONNECT also collects self-reported staff data on wages, retention, and educator demographics. See Activity 4 above for more details about our high quality plan to increase participation.
G —Child-level program participation and attendance data	In progress	Michigan currently has centralized reporting of child-level program participation in Early On (Part C), state funded pre-kindergarten, and Early Childhood Special Education (ECSE/619). Strategies identified in the high-quality plan will increase program-level participation data for Head

		Start, Early Head Start, and child care subsidy, and will explore the feasibility of capturing attendance.
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(E) (2)(b) Uniform data collection and easy entry of the Essential Data Elements by Participating State Agencies and Participating Programs

As evidenced above, Michigan already collects the lion’s share of the essential data elements through various data systems across participating agencies that require connectivity to capture child care, and portability of existing data collected locally by Head Start grantees. The goals of our data system will require only limited new data entry. Instead the system will focus on ensuring the transferability of existing data, and committing dedicated staff to execute these goals.

(E)(2)(c) Facilitates the exchange of data by using standard data structures, data formats, and data definitions to ensure interoperability among the various levels and types of data

The Center for Educational Performance and Information (CEPI) has already proven Michigan’s ability to connect child-level data between the MSLDS and Bridges. This has taken the form of data matching in support of the federally required direct certification process. To enable this, CEPI receives a monthly data feed from the Department of Human Services that identifies all children ages 0–26 who are in households receiving SNAP or TANF benefits, as well as children in the foster care system. This process has now been in place for five years, and we are confident in our ability to leverage this process to match and connect the student data with the child care subsidy program that is also housed in Bridges. More extensive work will be required to connect the licensing data with the Educational Entity Master, as it necessitates more substantial changes to the data system framework. The process of making these connections, however, builds the foundation for future data collections as well as data system linkages. This effort will enable the education data to be linked with the child care licensing data—again building the foundation for more comprehensive analysis of the staffing resources in the early childhood arena.

The alignment of clear and comparable definitions, data layouts, and field structures will be critical to ensuring that the MSLDS can be used efficiently and effectively. While education

institutions across the P–20W (early learning through postsecondary and workforce) environment use many different data standards to meet information needs, there are certain data we all need to be able to understand, compare, and exchange in an accurate, timely, and consistent manner. For these, we need a shared vocabulary for education data – that is, we need common education data standards. The Common Education Data Standards (CEDS) project is a national collaborative effort to develop voluntary, common data standards for a key set of education data elements to streamline the exchange, comparison, and understanding of data within and across P-20W institutions and sectors. To ensure data compatibility, the MSLDS adheres closely to practices and standards recommended by CEDS.

(E)(2)(d) Generates information that is timely, relevant, accessible, and easy for Programs and Educators to use for continuous improvement and decision-making and to share with families and other community stakeholders

As discussed above, Michigan is focused on building a data system that will be used extensively. For too long, early childhood educators, families, and communities have had to work without adequate data. We are unwilling to build a data system that is not designed at the onset to be accessible.

Michigan already has a tool that will facilitate this use: MI School Data. Michigan will build upon the existing MI School Data portal, which has been designed to be the “one-stop shop” for educational data statewide. An early childhood interface is currently under construction and data will soon be available for Early Childhood Special Education (ECSE/619) and Early On (Part C), providing links to existing data partners for early childhood, notably Great Start to Quality. This system currently allows the public to view aggregate data for K–20, but also allows credentialed users to access password-protected data inquiries. This allows MI School Data to be used for deeper data analysis by local programs and educators. See Activity 3 for Michigan’s high quality plan to expand MI School Data to include data about children in early learning programs.

Additionally, by ensuring that student records are linked based on UIC and incorporated into the MSLDS, we now have the ability to leverage the research capacity that has been built out from funding made available under the American Recovery and Reinvestment Act. CEPI and MDE have worked cooperatively to put a state-level research collaborative on the ground to

foster working relationships with the research community. Once the foundational data system blocks are in place (as a result of this grant), we will have the ability to further leverage this research capacity to take deeper dives into early childhood program data and outcomes by partnering with the researchers.

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

The MDE and OGS are committed to constructing the early learning data system using best practices of both general information technology systems as well as the applicable standards of DTMB. This means that system users have access only to students for whom they are responsible—e.g., local users see children in that local program only, regional users see children throughout that region alone, and MDE state-level users and contractors are granted access only to the portions of the system that are directly applicable to their responsibilities at MDE. Per state protocols, MDE-level users (staff and authorized representatives) sign annual confidentiality agreements with CEPI that assure compliance with the Family Educational Rights and Privacy Act (FERPA).

The MSLDS is managed by CEPI and is still in the process of development. All employees of CEPI are provided with in-person FERPA training, and are expected to review, upon hiring, all security-related administrative policies. CEPI utilizes all-staff meetings to increase awareness of data privacy among staff. The MSLDS does not store student names so as to further protect student information. All persons requesting access to the MSLDS must fill out a security agreement request form that details the purpose for the access request, and must agree to comply with FERPA. All requests are signed by the appropriate office director for the requestor, and then go through further review by CEPI to ensure that the justification is FERPA compliant.

Access to the MSLDS is organized by function. CEPI staff (and contractors) are typically developing extraction, transformation and loading (ETL) processes or generating compliance reports against the system, and have the highest level of access other than a system administrator. Department of Technology, Management & Budget staff serve as the system administrators and have the highest level of access to the system. DTMB developers have access to specific tables used to interface with other CEPI and Michigan Department of Education systems where data are pulled from the MSLDS data tables for those applications to function.

End users are typically in MDE. MDE staff also fall into two categories: those staff who need access to individual-level demographic and program participation data to perform program monitoring and evaluation, and those staff who will be given access to specific, limited datasets for use in developing and answering education policy questions. Some staff will fall into both categories and have access to the wider range of data sets. Only CEPI staff and contractors have access to the entire set of data housed in the MSLDS.

State of Michigan employees wishing to access data must submit a Security Agreement to Access Personally Identifiable Information complete with a FERPA compliant justification (audit, evaluation, compliance or enforcement rationale) for accessing student-level data, complete with signature from the appropriate office director. This application is then reviewed for approval by the MSLDS manager, and subsequently reviewed and approved by the privacy officer within CEPI.

The MDE and CEPI also have a human subject review committee that meets monthly to review all requests made by researchers and contracted, authorized representatives of the department. The committee follows a documented process for reviewing such applications and approving data requests. These reviews evaluate whether the request can be met with public or aggregate level data, and what level of student data may be appropriate to further minimize opportunity for re-identification. Resulting data agreements follow the written guidance and best practices for FERPA including specific requirements for data transport, storage, and destruction.

VII. COMPETITION PRIORITIES

Note about Absolute Priorities: Absolute priorities describe items that a State must address in order to receive a grant.

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

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

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

Applicants do not write a separate response to this priority. Rather, they address this priority throughout their responses to the selection criteria. Applications must meet the absolute priority to be considered for funding. A State meets the absolute priority if a majority of reviewers determines that the State has met the absolute priority.

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

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

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

(a) A licensing and inspection system that covers all programs that are not otherwise regulated by the State and that regularly care for two or more unrelated children for a fee in a provider setting; provided that if the State exempts programs for reasons other than the number

of children cared for, the State may exclude those entities and reviewers will determine whether an applicant has met this priority only on the basis of non-excluded entities; and

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

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

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

Priority (2)(a) Plans for a licensing and inspection system that covers all programs that are not otherwise regulated by the State that care for children in a provider setting

Michigan is committed to ensuring that no matter where children with high needs participate in early learning—unlicensed subsidized early learning educators, home-based providers, or center-based programs—they will have access to a high-quality early learning experience. Great Start to Quality (GSQ), our tiered Quality Rating and Improvement System (QRIS) is fundamental to achieving that goal. All licensed early learning and development programs and unlicensed, subsidized providers must participate in GSQ. Licensed programs enter the system at an empty Star when they meet licensing requirements. Unlicensed providers are at Tier 1 when they complete orientation training. The choice to move beyond this foundational level of quality rests with programs and providers, and Michigan will use RTT-ELC funds to greatly expand the incentives, consultation and supports offered to subsidized unlicensed early learning educators, family and group homes, and center-based programs to improve their quality.

The key strategies we will implement to reach our goal, as outlined in Section (B)(1), are:

- Target a coordinated set of strategies in Michigan’s seven highest-need communities to fundamentally alter (1) participation of subsidized providers (including unlicensed) in the tiered QRIS, (2) the supply of high-quality child care, and (3) the supports

available to working families to meet their needs for high-quality early learning and development programs

- Support entry into the tiered QRIS through bonuses for both unlicensed, subsidized early learning educators and licensed early learning and development programs serving children receiving a child care subsidy
- Increase the capacity of licensing to encourage and facilitate entry into the tiered QRIS
- Strengthen partnerships with tribal child care and ECSE/619 programs to facilitate voluntary entry into the tiered QRIS

In order to dramatically increase our rates of program quality assessment, our high quality plan, as outlined in Section (B)(2)(b) proposes to provide a one-time financial incentive to reward the choice to move toward higher quality. All programs participating in GSQ with enrolled children receiving subsidy that complete and submit an assessment of program quality and develop a quality improvement plan during the grant period will receive a one-time \$500 bonus. Additionally, unlicensed, subsidized providers who meet the Tier 3 requirements (completion of twenty hours of training and development of a quality improvement plan) will receive a one-time \$500 bonus.

As outlined in Section (B)(2)(b), we plan to expand on our commitment to ensuring the highest need children have access to the highest quality early learning settings by focusing our high quality plan on the seven Pathways to Potential communities in Michigan. Our plan is to engage these cohorts of unlicensed, subsidized providers in peer-to-peer learning communities. Unlicensed, subsidized providers who participate in a learning community will increase their knowledge and competency through the completion of a series of training modules over two years, and upon completion will develop a quality improvement plan designed to move them to the next higher level of quality.

Programs and providers participating in Great Start to Quality may choose to build a quality improvement plan based on the results of their assessment and rating. If programs are serving subsidy-eligible children they can access a Quality Improvement Consultant (housed in Great Start Resource Centers throughout the state) for support to achieve the goals in the plan. Unlicensed, subsidized providers at Tier 3 may also request a Quality Improvement Consultant. Unlicensed, subsidized providers that identify licensure as a goal will be supported by the

Quality Improvement Consultant to move toward licensure.

In Section (C), we describe our plan to pilot the use of Child Care Health Consultants (CCHCs), Social Emotional Consultants (SECs), and Family Engagement Consultants (FECs) to support home-based care providers (including unlicensed, subsidized) in meeting the state’s early childhood program standards in these areas. The consultants will be housed at the RCs that cover communities in which the Department of Human Services’ Pathways to Potential (P2P) initiative operates, as well as one rural RC selected based on the percentage of high need children residing in the community. Seven of each of these consultants will be hired over the course of the four-year grant period. All of the consultants will work as a team with each other as well as with the existing Quality Improvement Consultants (QICs) at the RCs.

As described in greater detail in Section (C)(4)(b), the Family Engagement consultants will provide specialized quality improvement consultation to measurably improve the capacity of home-based providers to engage families in their children’s learning and development. Engaging families through the community-based connections of the Great Start Parent Coalitions (GSPCs), FECs will facilitate Parent/Community Cafés in communities with high concentrations of children with high needs, and in those communities with high percentages of new immigrants or others for whom English is not the primary language spoken at home. The Parent/Community Cafés will be used to improve unlicensed, subsidized provider and family understanding of family engagement through The expected outcome of these facilitated conversations is the development of more culturally and linguistically appropriate information and practices.

The state’s current approach to licensing leaves limited time for licensing consultants to provide technical assistance to providers or share the benefits of GSQ due to cumbersome rules for licensing and renewal. Our high quality plan, as outlined in Section (B)(2)(b), would develop a licensing key indicator system to ensure efficiencies related to how we monitor child care homes and programs so that more time will be available for licensing consultants to provide technical assistance to providers and help programs understand how they can connect to and benefit from participation in GSQ.

Tribal programs and ECSE/619 programs are license exempt and therefore do not participate in GSQ. Our high quality plan, as outlined in Section (B)(2)(b), capitalizes on established relationships between OGS and these programs to build a shared understanding of the benefits, challenges, and possibilities for future participation in GSQ. Based on what is learned from

these conversations, options will be sought for a mechanism that allows tribal and ECSE/619 program to participate in GSQ.

Priority 2(b) Plans for a Tiered Quality Rating and Improvement System in which all licensed or State-regulated Early Learning and Development Programs participate.

As Michigan's economy has improved in recent years, investment in early learning and development has grown significantly. A key element of that increased investment was the 2011 implementation of Great Start to Quality (GSQ), Michigan's common, statewide tiered QRIS. GSQ is linked to our licensing system with all licensed early learning and development programs required to participate. Licensed early learning and development programs in our mixed delivery system include home-based care, center-based child care, state funded pre-kindergarten, and Head Start programs.

As outlined in Section (B)(1), the Great Start Child Care Quality Program was launched in 2009, signaling a fundamental shift in the state's vision and desired outcomes for children. In 2010, with the state's improving economy, came the opportunity to create an affordable design for a common, state-wide tiered QRIS. In 2011, Great Start to Quality version 1.0 launched and became one of the first quality rating and improvement systems in the country to link to all licensed early learning and development programs from day one and also include all unlicensed, subsidized providers. GSQ version 2.0 launched in June of 2013 and is truly a tiered QRIS informed by experience, research, and data, providing a framework for a path toward quality that is based on the science of child development for early learning and development programs. Licensed early learning and development programs can easily enter GSQ from this point and its tiered levels of quality provide a clear pathway for quality.

Great Start to Quality includes all the required components of a tiered QRIS:

- Tiered Program Standards with multiple rating categories that clearly and meaningfully differentiate program quality levels;
- Monitoring to evaluate program quality based on the tiered program standards;
- Supports to help programs meet progressively higher standards (e.g. through training, technical assistance and financial support);
- Publicly-available program ratings; and Evaluation to measure the reliability and validity

of the tiered quality rating and improvement system.

GSQ measures five levels of quality; each level is meaningfully differentiated and reflective of the high expectations of program excellence commensurate with nationally recognized standards that lead to progressively greater levels of quality care. Our early learning standards are consistent with and meet thresholds of the National Research Council. Specifically, the quality standards share these elements with nationally recognized standards:

- Standards include use of comprehensive assessment systems (screening, formative assessments, measures of environmental quality, and adult-child interaction)
- Standards include comprehensive services – family engagement, health services, and other resources to support children and families.
- Standards include professional development and training of early childhood educators.

Michigan has developed and implemented a system for rating and monitoring the quality of early learning and development programs participating in a tiered QRIS that is rigorous, reliable, and accountable. All licensed early learning and development programs that participate in Great Start to Quality beyond the entry point of licensure complete an assessment of quality against the GSQ program standards. Programs with an assessment point total that places them at a 1, 2, or 3 Star level are subject to random on-site validation. Programs with an assessment point total that place them at a 4 or 5 Star level participate in the completion of a Program Quality Assessment (PQA®) as part of the ratings determination process. All completed PQA's are reviewed for accuracy by a lead member of the GSQ assessment team prior to approval. Once approved, the program's published rating will be published on Great Start CONNECT. Great Start CONNECT was created to address the need for easily accessible information about child care and early learning choices. Each licensed early learning and development program has a profile on CONNECT that includes: their current quality rating in GSQ, licensing history, health and safety violations, and other pertinent program information.

In the spirit of continuous improvement, as outlined in Section (B)(1), Michigan will invest in quality improvement grants to support licensed programs serving children receiving a child care subsidy to move to the highest levels of quality in the tiered QRIS. As we sought and received feedback after the launch of GSQ, we determined that we needed to better facilitate movement up the quality tiers from licensure. OGS modified the GSQ standards and rating

calculation, reducing duplication of assessment efforts by providing an alternate path for programs with additional compliance monitoring beyond licensing, i.e. Head Start, state funded pre-k, and NAEYC accredited programs. The goal of the new quality improvement grants include 70 percent of the programs participating in the tiered QRIS will be rated at a 3 Star level or higher and 30 percent of our state’s children with high needs will be served in early learning and development programs rated at the 4 Star level or higher.

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

To meet this priority, the State must, in its application, address selection criterion (E)(1) and earn a score of at least 70 percent of the maximum points available for that criterion.

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

Applicants do not write a separate response to this priority. Rather, applicants address Competitive Preference Priority 3 by writing to selection criterion (E)(1).

Priority 4: Competitive Preference Priority -- Creating Preschool through Third Grade Approaches to Sustain Improved Early Learning Outcomes through the Early Elementary Grades. (10 points)

Priority 4 is designed to build upon the State’s High-Quality Plan to improve birth through age five early learning outcomes, and to sustain and extend improved early learning outcomes through the early elementary school years, including by leveraging existing Federal, State, and local resources. The State will meet this priority based on the extent to which it describes a High-Quality Plan to improve the overall quality, alignment, and continuity of teaching and learning to serve children from preschool through third grade through such activities as--

(a) Enhancing the State’s kindergarten-through-third-grade standards to align them with the State’s Early Learning and Development Standards across all Essential Domains of School Readiness;

(b) Identifying and addressing the health, behavioral, and developmental needs of Children with High Needs from preschool through third grade, and building families’ capacity to address these needs;

(c) Implementing teacher preparation and professional development programs and strategies that emphasize developmental science and the importance of protective factors, pedagogy, and the delivery of developmentally appropriate content, strategies for identifying and addressing the needs of children experiencing social and emotional challenges, and effective

family engagement strategies for educators, administrators, and related personnel serving children from preschool through third grade;

(d) Implementing model systems of collaboration both within and between Early Learning and Development Programs and elementary schools to engage and support families and improve all transitions for children across the birth through third grade continuum;

(e) Building or enhancing data systems to monitor the status of children’s learning and development from preschool through third grade to inform families and support student progress in meeting critical educational benchmarks in the early elementary grades; and

(f) Other efforts designed to increase the percentage of children who are able to read and do mathematics at grade level by the end of the third grade.

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

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

The placement of the Office of Great Start within the Michigan Department of Education is a convincing statement of the importance Michigan places on the continuum of children’s learning and development from birth through high school graduation and into college and careers. The Office of Great Start is charged with outcomes for children that include “healthy, thriving, and developmentally on track from birth through third grade,” and “reading proficiently at the end of third grade.” In order to meet the outcomes for the Office of Great Start, intra-agency collaboration within the Department regarding curriculum, assessment, health, and management of federal programs is also essential. This response outlines plans that are currently in place to build upon the high-quality plans outlined in Sections B-E. By connecting work in the RTT-ELC grant to existing efforts, Michigan will be able to sustain and extend improved learning outcomes through the early elementary years.

Priority 4(a) *Enhancing the State’s kindergarten-through-third grade standards to align them with the State’s Early Learning and Development Standards across all*

Essential Domains of School Readiness

The role of standards in education is like a three-legged stool that wobbles and is unstable unless all three legs are calibrated correctly and work in concert. The three legs are (1) expectations for children’s learning and development, (2) standards for program quality, and (3) standards for professional development for adults who work with children. Michigan has aligned its expectations for children’s learning and development vertically to assure that there is a clear progression from early global development for infants and toddlers to developmental domain (and content) specific learning expectations for pre-kindergarteners and content area specific learning expectations for early elementary children.

Michigan has a very long history of providing guidance to early childhood professionals about appropriate expectations for children’s learning and development. Preprimary Objectives were adopted for children ages 3-5 by the State Board of Education as early as 1972. They have been revised many times over the years, and the current expectations for infants and toddlers, children birth to age 3, are called Strands of Development and Learning within the document Early Childhood Standards of Quality for Infant and Toddler Programs. The expectations for pre-kindergarteners, ages 3 through kindergarten entry, are called Early Learning Expectations for Three- and Four-Year-Old Children, within the document Early Childhood Standards of Quality for Pre-kindergarten. These documents were revised by stakeholder groups over the last two years and adopted by the Michigan State Board of Education in March 2013. They are found in Appendix 4 and 5. Michigan also has current content standards in place, including a long history of delineating student expectations in each content area, for Physical Education, Physical and Social-Emotional Health, the Arts, Science, Social Studies, and Technology. In March 2013, the State Board of Education approved the domain of Approaches to Learning for Pre-kindergarten through Third Grade. Michigan therefore has complete expectations for young children from birth through third grade in all developmental domains and content areas to promote smooth transitions for children as they progress within the early childhood years.

Michigan’s Early Childhood Standards of Quality documents also include high-quality program standards at each age group. The Quality Program Standards for Infant and Toddler Programs within Early Childhood Standards of Quality for Infant and Toddler Programs apply to all early learning settings in both homes and centers. The Quality Program Standards for Pre-

kindergarten are useful for classroom-based programs. These are the program standards used to inform the Quality Standards on which Michigan's Tiered Quality Rating and Improvement System, Great Start to Quality are based. To complete the suite of program standards, stakeholder groups are working on an addendum to the Pre-kindergarten program standards for family settings, and K-3 program standards, built off a 1992 PreK to Second Grade program standards document. In addition, recognizing that school-age children learn all day and all year, the State Board of Education adopted revisions to the Michigan Out-of-School-Time Standards of Quality in March 2013.

In addition to standards for children and programs, Michigan has also established clear expectations for early childhood educators (as discussed in Section D). To tie all of the opportunities for professional development together, Michigan has developed and updated its Core Knowledge and Core Competencies document. It is aligned to the standards that two- and four-year higher education institutions utilize when developing their curricula for preparation of early childhood professionals and elementary teachers who hold the early childhood endorsement. The Office of Great Start approves child development programs at four-year institutions that focus on pre-kindergarten teaching utilizing the same standards that the Office of Professional Preparation uses to approve teacher preparation programs that offer the early childhood endorsement. These standards are derived from the National Association for the Education of Young Children standards for personnel preparation, and guide the accreditation process for two and four institutions.

Priority 4(b) Identifying and addressing the health, behavioral, and developmental needs of Children with High Needs from pre-kindergarten through third grade, and *building families' capacity to address these needs*

Standards are important in laying a strong foundation for children's success by describing that success and how it can be achieved through program characteristics and adult knowledge and actions. Michigan's standards include health, behavioral, and developmental supports for children with high needs. However, children are only impacted by those standards if they are served in programs that use them. Michigan's Great Start Readiness Program for at-risk four year olds uses the standards, and Michigan is committed to expanding GSRP to serve all high needs four year olds. Great Start to Quality is Michigan's initiative to improve all early learning

settings, with a particular focus on those serving low-income children and those whose families utilize child care subsidies; Great Start to Quality is built on the same standards. Michigan has several other initiatives designed to address particular needs of children from birth to grade 3. Pathways to Potential is Michigan’s initiative to include social services offices in schools in seven high need communities across the state. (For additional information about this program, see Section B).

The Michigan Department of Education has also embarked on a cross-office initiative to leverage all of its resources to prevent and alleviate achievement gaps, particularly for African American boys. Attendance in the early grades, often linked to health issues, has been one area of investigation. The Office of Great Start has implemented Early Learning Enhancement Grants to extend high quality early learning experiences to full-day, full-year opportunities for at-risk children to work to improve attendance and outcomes.

The Office of Great Start also manages the 21st Century Community Learning Centers (21st CCLC) program. This program focuses on extending the work of early childhood education settings that serve children with high needs into out-of-school-time settings for the same group of children as they get older. Evaluation of that program indicates that summer learning loss can be prevented, and learning even accelerated, with enhanced summer programming. Consequently, Michigan requires all 21st CCLC programs to operate at least six weeks into the summer.

Additionally, Michigan has many initiatives (detailed in Sections C3 and C4) to support families of young children from birth through third grade. In the last two years, the MDE revised its Family Engagement Toolkit to help families and educators more effectively engage with one another to improve student learning outcomes. Other resources include a series of 24 family guidance documents about each aspect of the transition to kindergarten. Since the early 1990s, Michigan has distributed over 1.5 million READY kits to families to help children prepare for school.

Priority 4(c) Implementing teacher preparation and professional development programs and strategies that emphasize developmental science and the importance of protective factors, pedagogy, and the delivery of developmentally appropriate content, strategies for identifying and addressing the needs of children experiencing social and emotional challenges, and effective family engagement

strategies for educators , administrators, and related personnel serving children from pre-kindergarten through third grade.

Michigan recently revised its standards for teacher preparation institutions offering the early childhood endorsement to make it inclusive of both general and special education. The goal of this effort is to help early childhood educators bridge the gap from birth to grade 3 and from general to special education. The early childhood endorsement or a degree in child development with a focus on pre-kindergarten teaching are required of teachers in the Great Start Readiness Program. Both teacher training options are approved using the same NAEYC standards that include all of the following domains: Promoting Child Development and Learning, Building Family and Community Relationships, Observing, Documenting, and Assessing to Support Young Children and Families, Teaching and Learning, Becoming A Professional, and appropriate field experiences, as described by the National Association for the Education of Young Children. Much of the coursework focuses on children experiencing difficulties in their development, and work with families and other agencies to ensure that children receive the services they need to thrive and be successful.

Michigan has also revised its professional development standards for teachers to demonstrate effectiveness as they progress in their careers. As described in Section D of this application, the Office of Great Start is working with other offices in the Department of Education to ensure that all teachers from pre-kindergarten to grade 3 are included appropriately in these efforts. Michigan adopted the MI Interstate Teacher Assessment and Support Consortium (MI InTASC) standards in April 2013 to serve as the guiding document for initial preparation and ongoing professional development of Michigan teachers. All teacher preparation programs, which include elementary preparation programs, must align to these standards in order to gain initial and maintain ongoing approval.

Priority 4(d) Implementing model systems of collaboration both within and between Early Learning and Development Programs and elementary schools to engage and support families and improve all transitions for children across the birth through third grade continuum.

Michigan uses a number of mechanisms to bridge early learning and development

programs and the K-12 system. As mentioned before, the Office of Great Start was placed in the MDE to support collaboration across offices within MDE. In Michigan, early learning and development is now considered a key partner with and part of the K-12 system. Additionally, at the state level, the Michigan Association of Intermediate School Administrators convenes representatives from across the state each month to work on early childhood issues facing programs serving children from pre-kindergarten through third grade, including program implementation, kindergarten transition, and continuity between early learning and K-12. Staff involved provide support to pre-kindergarten as well as K-3 programs in content areas—particularly ensuring the highest quality reading programs—consistent with the Office Great Start Outcomes.

At the local level, each of the Great Start Collaboratives and Parent Coalitions described in Section A is required by law to convene a multidistrict, multiagency, school readiness advisory committee convened as a workgroup of the Great Start Collaborative that provides for the involvement of classroom teachers, families or guardians of program participants, and community, volunteer, and social service agencies and organizations, as appropriate. The workgroup must annually make recommendations for improvements to the pre-kindergarten program and oversee articulation of pre-kindergarten, kindergarten and first grade programs. Consistent with PA 60 of 2013, the workgroup must ensure that its local great start system includes the following supports for children from birth through age 8:(a) Physical health; (b) Social-emotional health;(c) Family supports and basic needs; (d) Parent education and child advocacy; and(e) Early education and care. The School Readiness Advisory Committees bring together early learning and elementary professionals, families, and other agencies to develop community-wide approaches to ensure that services are designed to meet the needs of children in the community, and that smooth transitions from the early learning settings to the school settings are implemented.

With funding from the W.K. Kellogg Foundation, Michigan has also participated in developing the University of North Carolina Frank Porter Graham Child Development Institute FirstSchool model in sites throughout the state. FirstSchool is a Pre-kindergarten through Third Grade school improvement model that combines the best of early childhood development, early primary curriculum, and special education approaches in a seamless system to support the learning of young children, particularly low-income young children of color. As a result of the

model, one large urban district, Lansing School District, has implemented the elements of FirstSchool throughout its system. The Office of Great Start is very interested in this model of teacher and administrator professional development, and is participating in an advisory capacity to determine whether it can be a school improvement opportunity throughout the state.

Priority 4(e) *Building or enhancing data systems to monitor the status of children’s learning and development from pre-kindergarten through third grade to inform families and support student progress in meeting critical educational benchmarks in the early elementary grades.*

Michigan is primed to make our vision for a statewide prenatal–20 data system a reality. Over the past eight years, Michigan has taken dramatic steps to increase the quantity, quality, and usability of the data collected about K–12 student and program performance. We’ve even launched a public data portal (called the MI School Data Portal) that allows Michigan citizens to review aggregate performance data. During this time Michigan has worked to build a strong foundation to aggressively pursue the enhancement of the state’s current longitudinal data system to bring data about our youngest students and the programs they attend into the system. This section will outline Michigan’s high-quality plan to enhance our existing Statewide Longitudinal Data System (MSLDS).

Currently, data collection for early learning programs ranges from non-existent to comprehensive. In other words, we know basic information about children in programs such as the Great Start Readiness Program (GSRP), Early On[®], and early childhood special education (ECSE/619 and Part C) because they have strong links to the K–12 system. We have limited information about the children in child care, Head Start, and Early Head Start. And we have almost no statewide information that is able to link data from each of these programs.

This range in data quality means it is impossible to answer even basic questions. Are children who attend high-quality child care programs more likely to be ready to learn when they enter kindergarten? We don’t know. Right now, there are tables throughout this application that are incomplete because we cannot currently report head count data across early learning programs or easily report on early childhood educator demographics. This is unacceptable.

By enhancing our existing system that serves the K–20 system we will seamlessly

coordinate data collection and reporting across early learning programs serving children with high needs and be integrated into the Michigan State Longitudinal Data System (MSLDS). Enhancement of the system will also provide access to data for a range of stakeholders in the early childhood community so that data can drive improvements in instruction, practices, services, and policies statewide—thereby improving outcomes for children. Additionally, this update is a critical step toward creating a master identification number that will allow data to be linked across the Departments of Human Services, Health, and Education. See Section (E)(2) for additional details about Michigan’s plan.

Priority 4(f) Other efforts designed to increase the percentage of children who are able to read and do mathematics at grade level by the end of the third grade

The Office of Great Start works to prepare all children to be able to achieve proficiency in mathematics and reading by the end of third grade. With guidance from stakeholders and literacy experts across the state, Michigan has developed a Statewide Comprehensive Literacy (MiLit) Plan that includes planning tools and best research practices to support literacy collaboratives in a systemic support of literacy from cradle to career. The MiLit Plan addresses the role of state, Intermediate School District, district and school roles as well as early childhood, higher education, adult literacy, and libraries.

As outlined in Section (E)(1)(c), Michigan is also currently piloting a Kindergarten Entry Assessment (KEA) and K-2 Interim Assessments to assist educators and families in determining readiness. This tool will help educators and families connect children with the supports they need to achieve proficiency in mathematics and English Language Arts.

Priority 5: Competitive Preference Priority -- Addressing the Needs of Children in Rural Areas.
(5 points)

The State will meet this priority based on the extent to which it describes:

(a) How it will implement approaches to address the unique needs (e.g., limited access to resources) of children in rural areas, including rural areas with small populations; and

(b) How these approaches are designed to close educational and opportunity gaps for Children with High Needs, increase the number and percentage of Low-Income children who are enrolled in high-quality Early Learning and Development Programs; and enhance the State’s integrated system of high-quality early learning programs and services.

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

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

Priority 5(a) Plans to address the Unique Needs of Children in Rural Areas

Outreach and programming in rural areas is a high priority in Michigan. Nearly 70 percent of Michigan's counties are considered rural, and many have a high percentage of children living in poverty. There are a number of challenges that are unique to rural areas. Families have access to fewer child care options overall. Often because of cost, they are less likely to use formal care, and they are more likely to use home-based care (in Michigan, over 80 percent of children being cared for by home-based providers live in rural communities). Early childhood educators tend to have limited access to professional development because there is more distance to cover and fewer providers—both of which increase costs.

These challenges are not new, and Michigan is boldly addressing the unique needs and challenges that are faced by rural areas. Currently, there are four core initiatives that ensure every community across the state – including rural – has access to resources.

First, the Great Start Collaboratives and Great Start Parent Coalitions provide the infrastructure for high quality care and education in rural areas. They provide parents, families, and community members with the tools they need to support young children, and help build bridges across services. Second, the Great Start Resource Centers (RCs) serve as regional hubs for providers. The RCs located in rural areas are able to address specific needs of those areas (such as transportation) to ensure early educators and providers can access the support they need. Third, in management of state-funded early childhood services, including both GSRP and the early childhood block grant, Michigan has prioritized services to low income children and families throughout the state wherever they live, rather than just in high-density urban areas.

The goal is to assure equal access to services children of high needs no matter where they live, rather than targeting services only to areas where there are concentrations of high needs children. Finally, an initiative outside of the education community will have a profound effect on rural communities – access to broadband. Governor Snyder has highlighted the state’s commitment to ensuring better internet access in rural areas through legislation signed in 2012, which will address many of the past issues with connectivity in rural areas. This legislation will allow easier access for telecommunications companies to install facilities along state controlled rail-trails and cap application fees to encourage expansion. Bolstered by an \$18.5 million grant from the US Department of Agriculture, broadband connectivity in the state is already up 10 percent from 2012 according to the 2012 Connect Michigan Residential Technology Assessment.

Michigan is also proposing to use RTT-ELC funding to support efforts that will improve outcomes for children with high-needs in rural Michigan. The 4 key initiatives are listed below with a short summary of the activity and where reviewers can find additional detail in the grant.

- Increase Access to Great Start to Quality – As Michigan works to expand access to GSQ, we will focus on encouraging tribal communities, often in rural areas, to join the system. This will allow tribal programs to showcase the high quality of their local programs and help parents select high-quality child care for their children. See Section B(2)(b) for additional details.
- Hire Family Engagement Consultants – Michigan plans to hire family engagement consultants (FECs) to help local providers and Great Start Parent Coalitions engage families. Seven FECs will be hired statewide, one of whom will be focused on a rural area. See Section C(4)(b) for additional details.
- Launch an Online CDA – Early educators and providers in rural communities regularly report that distance and time are barriers to earning a credential like the CDA. With RTT-ELC support, Michigan will collaborate with community colleges to increase access to online programs that eliminate travel time and related costs. See Section D(2) for additional details.
- Host Business Boot Camp – To help child care businesses be more sustainable, Michigan plans to offer Business Boot Camp. This program will be offered in three regions – one of which will be rural. See Section D(2) for additional details.

Priority 5(b) How These Approaches are Designed to Close Educational and Opportunity Gaps for Children with High Needs, Increase the Number of Low-Income Children Enrolled in High Quality Early Learning and Development Programs, and Enhance the State’s Integrated System

Throughout this application, Michigan has focused relentlessly on improving outcomes for children – particularly children with high needs. We have focused consistent attention on rural communities because that’s where many of our youngest children live and learn. Our theory is that if we can bring more support into rural communities then we can help providers improve and parents will have more high-quality options for their children. If we can increase the number of children in high-quality programs, and they enter kindergarten developmentally ready to succeed, then our children with the highest needs will be prepared to close achievement gaps and in third grade and beyond.

None of these efforts, however, are disconnected from the broader system. We are committed to building an integrated system, and all of the structures of that system must support rural communities as well.

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

Priority 6: Invitational Priority -- Encouraging Private-Sector Support.

The State will meet this priority based on the extent to which it describes how the private sector will provide financial and other resources to support the State and its Participating State Agencies or Participating Programs in the implementation of the State Plan.

Michigan did not write to this invitational priority.

VIII. BUDGET

AWARD INFORMATION

Budget Requirements: To support States in planning their budgets, the Departments have developed the following budget caps for each State. We will not consider for funding an application from a State that proposes a budget that exceeds the applicable cap set for that State. The Departments developed the following categories by ranking every State according to its share of the national population of children ages birth through five-years-old from Low-Income families and identifying the natural breaks in the rank order. Then, based on population, budget caps were developed for each category.³³

Category 1--Up to \$75 million-- Florida, New York, Texas.

Category 2--Up to \$52.5 million--Arizona, Georgia, Michigan, Pennsylvania.

Category 3--Up to \$45 million--Alabama, Indiana, Kentucky, Louisiana, Missouri, New Jersey, Oklahoma, Puerto Rico, South Carolina, Tennessee, Virginia.

Category 4--Up to \$37.5 million--Alaska, Arkansas, Connecticut, District of Columbia, Hawaii, Idaho, Iowa, Kansas, Maine, Mississippi, Montana, Nebraska, New Hampshire, Nevada, North Dakota, South Dakota, Utah, Vermont, West Virginia, Wyoming.

The State must include in its budget the amount of funds it intends to distribute through MOUs, interagency agreements, contracts, subgrants, or other mechanisms authorized by State procurement laws to localities, Early Learning Intermediary Organizations, Participating Programs, or other partners.

The State must set aside \$400,000 from its grant funds for the purpose of participating in RTT–ELC grantee technical assistance activities facilitated by ED or HHS.

Grant Period: The grant period for this award is December 31, 2013 through December 31, 2017.

33 Source: U.S. Department of Commerce, Census Bureau, 2011. American Community Survey (ACS) 1-year Public Use Microdata Sample (PUMS) data.

BUDGET INSTRUCTIONS

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

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

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

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

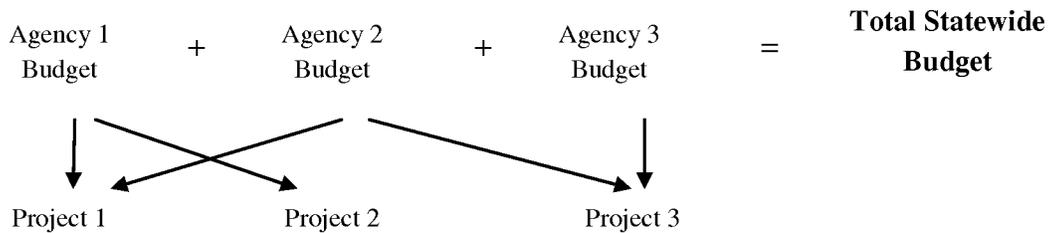
We expect the State to provide a detailed budget by category for each Participating State Agency that rolls up into the total statewide budget. We further expect that the budgets of each Participating State Agency reflect the work associated with fully implementing the High-Quality Plans described under the selection criteria and Competitive Preference Priority 2 and describe each Participating State Agency's budgetary role³⁴ in carrying out the State Plan.

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

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

³⁴ Participating State Agency's budgetary roles should be consistent with the scope of work outlined in the Participating State Agency's MOU or other binding agreement.

will determine which Participating State Agencies will be involved in each project, as shown below.



To support the budgeting process, we strongly suggest that applicants use the RTT-ELC budget spreadsheets prepared by the Departments to build their budgets. These spreadsheets must be submitted together with, but in a file separate from, the application.³⁵ These spreadsheets have formulas built into them that are intended to help States produce the budget tables required within this section.

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

- I. **Budget Summaries:** In this section, the State provides overall budget summary information by budget category, Participating State Agency, and project.
 - a. **Budget Summary by Budget Category.** This is the cover sheet for the budget. (See Budget Table I-1.) States should complete this table as the final step in their budgeting process, and include this table as the first page of the State’s budget. (Note: Each row in this table is calculated by adding together the corresponding rows in each of the Participating State Agency Budget by Category tables. If the State uses the budget spreadsheets provided, these “roll-up” calculations are done automatically.)
 - b. **Budget Summary by Participating State Agency.** This summary lists the total annual budget for each Participating State Agency. (See Budget Table I-2.) States should complete this table after completing Budget Table II-1 for each Participating State Agency (see Part II: Participating State Agency Budgets). If the State uses the budget spreadsheets provided, these “roll-up” calculations are done automatically for the State.
 - c. **Budget Summary by Project.** This summary lists the total annual budget for each of the projects. (See Budget Table I-3.) States should complete this table after completing Budget Table II-2 for each Participating State Agency (see Part II: Participating State Agency Budgets). If the State uses the budget spreadsheets provided, these “roll-up” calculations are done automatically for the State.

³⁵ See Application Submission Procedures, section XV. Please note that the RTT-ELC budget spreadsheets will not be used by the reviewers to judge or score the State’s application. However, these spreadsheets do produce tables that States may use in completing the budget tables that the State submits as part of its application. In addition, the budget spreadsheets will be used by the Departments for budget reviews.

- d. Budget Summary Narrative. This budget narrative accompanies the three Budget Summary Tables and provides the rationale for the budget. The narrative should include, for example, an overview of each Participating State Agency's budgetary responsibilities and descriptions of each project that the State has included in its budget.
- II. Budgets for Each Participating State Agency. In this section, the State describes each Participating State Agency's budgetary responsibilities.³⁶ The State should replicate this section for each Participating State Agency and for each Participating State Agency complete the following:
- a. Participating State Agency By Budget Category. This is the budget for each Participating State Agency by budget category for each year for which funding is requested. (See Budget Table II-1.)
 - b. Participating State Agency By Project. This table lists the Participating State Agency's proposed budget for each project in which it is involved. (See Budget Table II-2.)
 - c. Participating State Agency Budget Narrative. This budget narrative describes the Participating State Agency's budget category line items and addresses how the Participating State Agency's budget will support the implementation of each project in which it is involved.

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

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

³⁶ Participating State Agency's budgetary roles should be consistent with the scope of work outlined in the Participating State Agency's MOU or other binding agreement.

BUDGET PART I: SUMMARY**BUDGET PART I -TABLES**

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

Budget Table I-1: Budget Summary by Budget Category (Evidence for selection criterion (A)(4)(b))					
Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
1. Personnel	941,747	941,747	941,747	941,747	3,766,988
2. Fringe Benefits	615,886	615,886	615,886	615,886	2,463,544
3. Travel	50,700	50,700	50,700	50,700	202,800
4. Equipment	0	0	0	0	0
5. Supplies	55,500	32,500	32,500	32,500	153,000
6. Contractual	6,209,480	9,654,690	9,935,823	9,548,234	35,348,227
7. Training Stipends	2,000	1,000	2,000	6,000	11,000
8. Other	378,922	78,880	78,880	66,880	603,562
9. Total Direct Costs (add lines 1-8)	8,254,235	11,375,403	11,657,536	11,261,947	42,549,121
10. Indirect Costs*	174,348	150,912	147,010	146,134	618,404
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners	1,250,000	2,210,000	2,470,000	3,000,000	8,930,000
12. Funds set aside for participation in grantee technical assistance	100,000	100,000	100,000	100,000	400,000
13. Total Grant Funds Requested (add lines 9-12)	9,778,583	13,836,315	14,374,546	14,508,081	52,497,525

<u>Budget Table I-1: Budget Summary by Budget Category</u> (Evidence for selection criterion (A)(4)(b))					
Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
14. Funds from other sources used to support the State Plan	425,000	25,000	25,000	25,000	500,000
15. Total Statewide Budget (add lines 13-14)	10,203,583	13,861,315	14,399,546	14,533,081	52,997,525
<p><u>Columns (a) through (d):</u> For each grant year for which funding is requested, show the total amount requested for each applicable budget category.</p> <p><u>Column (e):</u> Show the total amount requested for all grant years.</p> <p><u>Line 6:</u> Show the amount of funds allocated through contracts with vendors for products to be acquired and/or professional services to be provided. A State may apply its indirect cost rate only against the first \$25,000 of each contract included in line 6.</p> <p><u>Line 10:</u> If the State plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to line 11.</p> <p><u>Line 11:</u> Show the amount of funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners through MOUs, interagency agreements, contracts, or other mechanisms authorized by State procurement laws. States are not required to provide budgets for how the localities, Early Learning Intermediary Organizations, Participating Programs, and other partners will use these funds. However, the Departments expect that, as part of the administration and oversight of the grant, States will monitor and track all expenditures to ensure that localities, Early Learning Intermediary Organizations, Participating Programs, and other partners spend these funds in accordance with the State Plan.</p> <p><u>Line 12:</u> The State must set aside \$400,000 from its grant funds for the purpose of participating in RTT-ELC grantee technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated to Participating State Agencies evenly across the four years of the grant.</p> <p><u>Line 13:</u> This is the total funding requested under this grant.</p> <p><u>Line 14:</u> Show total funding from other sources (including Federal, State, private, or local) being used to support the State Plan and describe these funding sources in the budget narrative.</p>					

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

Budget Table I-2: Budget Summary by Participating State Agency (Evidence for selection criterion (A)(4)(b))					
Participating State Agency	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
Michigan Department of Education	6,306,440	6,717,852	6,796,912	7,017,947	26,839,151
Michigan Department of Community Health	489,603	483,161	482,161	484,661	1,939,586
Department of Human Services (DHS)	126,600	126,600	126,600	126,600	506,400
Early Childhood Investment Corporation	3,280,940	6,533,702	6,993,873	6,903,873	23,712,388
Total Statewide Budget	10,203,583	13,861,315	14,399,546	14,533,081	52,997,525

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

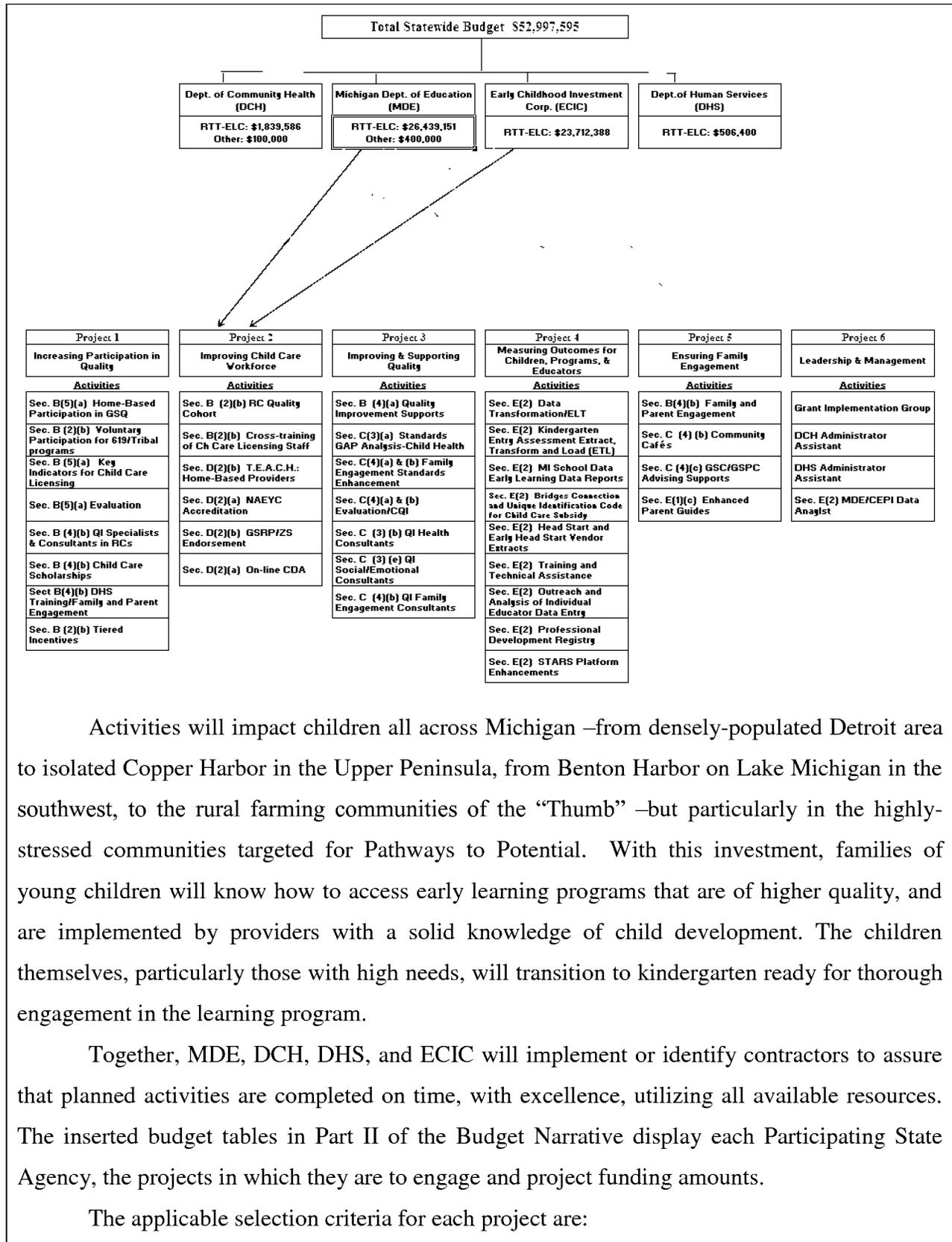
Budget Table I-3: Budget Summary by Project (Evidence for selection criterion (A)(4)(b))					
Projects	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
Increasing Participation in Quality	3,813,191	4,838,658	4,764,679	4,751,803	18,168,331
Improving Child Care Workforce	2,115,815	3,161,246	3,041,404	2,205,314	10,523,779
Improving and Supporting Quality	1,630,214	2,829,569	3,350,476	3,352,976	11,163,235
Measuring Outcomes for Children, Programs, & Educators	947,633	562,617	467,601	977,601	2,955,452
Ensuring Family Engagement	62,179	850,992	1,157,154	1,627,154	3,697,479
Leadership & Management	1,634,550	1,618,233	1,618,233	1,618,233	6,489,249
Total Statewide Budget	10,203,582	13,861,315	14,399,547	14,533,081	52,997,525

BUDGET PART I -NARRATIVE

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

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

Michigan is requesting an investment of **\$52,497,525** of Early Learning Challenge funds to be spent in pursuit of realizing the exciting and bold projects outlined in Michigan’s plan to address needs in the Great Start system that will impel us toward positive outcomes for all children, but particularly those with high needs. We have identified \$500,000 of other resources to assist in assuring the goals of the plan are met, for an overall total of \$52,997,525. In addition, Table (A)(4)-1 lists \$984,377,488 for early childhood investments made on behalf of Michigan’s children and that support this plan. **Five major projects** are used to organize activities from the plan. One common definition of a system is “an assemblage or combination of things or parts forming a complex or unitary whole.” In that regard, the activities in these projects are embedded in Michigan’s plan across multiple sections of the grant application, and have been labeled, Increasing Participation in Quality, Improving Child Care Workforce, Improving and Supporting Quality, Measuring Outcomes for Children, Programs and Educators, and Ensuring Family Engagement. The **sixth** project, Leadership and Management, dedicates funds to assure cross-agency implementation, supervision and promotion of these projects over the four years of the grant, moving forward toward the great futures for all children envisioned by our citizens.



Michigan Department of Education (MDE)		
Project Name	Selection Criteria	Total Amount
Increasing Participation in Quality	B (2)(b), B (5)(a), B (4)(b), Absolute Priority 1, Competitive Preference Priority 2, 5	\$9,586,500
Improving Child Care Workforce	B (2)(b), D(2)(a-b), Absolute Priority 1, 5	\$5,605,562
Improving & Supporting Quality	C (3)(a-b, e), C (4)(a-b), Absolute Priority 1, Competitive Preference Priority 2, 5	\$982,699
Measuring Outcomes for Children, Families and Educators	E (2), Absolute Priority 1, Competitive Preference Priority 3	\$2,250,300
Ensuring Family Engagement	C (4)(c), E(1)(c), Absolute Priority 1, Competitive Preference Priority 2, 5	\$3,131,825
Leadership & Management	A, Absolute Priority 1	\$5,282,265
Department of Community Health (DCH)		
Project Name	Selection Criteria	Total Amount
Improving & Supporting Quality	C.3 (a - d), C.4(b), Absolute Priority 1, 5	\$1,239,002
Leadership & Management	A, Absolute Priority 1	\$700,584
Department of Human Services (DHS)		
Project Name	Selection Criteria	Total Amount
Leadership & Management	A, Absolute Priority 1	\$506,400

The Early Childhood Investment Corporation (ECIC)		
Project Name	Selection Criteria	Total Amount
Increasing Participation in Quality	B (2)(b), B (4)(b), Absolute Priority 1, Competitive Preference Priority 2, 5	\$8,581,831
Improving Child Care Workforce	B (2)(b), Absolute Priority 1, 5	\$4,918,217
Improving & Supporting Quality	B (4)(a), Absolute Priority 1, Competitive Preference Priority 2, 5	\$8,941,534
Measuring Outcomes for Children, Families and Educators	E (2), Absolute Priority 1	\$705,152
Ensuring Family Engagement	C (4)(b & c), Absolute Priority 1, Competitive Preference Priority 2, 5	\$565,654

Project Management

As provided in Section A (3) (a), governance groups at high levels across the lead and participating state agencies to impact policy (GSST) and to assure attention to key initiatives are in place. The RTT-ELC Grant Implementation Group (GIG) will be responsible for day-to-day operations and management to assure that the strategies outlined in the high quality plan and addressed in the key activities are accomplished. This section describes general project management.

Michigan Department of Education (MDE)

The Michigan Department of Education, Office of Great Start, will serve as the lead agency responsible for implementing the high quality plans detailed throughout this application. The OGS's RTT-ELC Grant Implementation Group (GIG) will work with its partners at other participating state agencies and the private sector to implement action on the state's high quality

plans for:

- Increasing Participation in Quality
- Improving Child Care Workforce
- Improving and Supporting Quality
- Measuring Outcomes for Children, Programs, and Educators; and
- Ensuring Family Engagement

The GIG Project Lead/Manager who will report to Deputy Superintendent Susan Broman, will manage and oversee the RTT-ELC grant and its staff. The Project Lead/Manager will supervise and be assisted by four Project Coordinators, each of whom will be responsible for a portfolio of projects within the grant. At least one of these individuals will also have a financial auditing background, and be expected to follow MDE’s external auditing process within the Grant Electronic Monitoring System (GEMS). Another one of these individuals will be expected to take the lead in the activities related to monitoring the work flow processes needed in order to effectively utilize the Michigan Electronic Grants System Plus (MEGS+) and MDE’s Cash Management System (CMS) for two large activities outlined in Section B; providing Child Care Scholarships and the application for funds to support the “Trusted Advisor” role. A secretary will assist the entire GIG team, which will also include a Data Coordinator tasked with management of data-related contracts and assuring outcome reporting is accurate, and a Communications Coordinator who will be responsible for developing a coordinated approach to communications with all internal and external partners, as well as grant contracts that include printed and media materials.

Michigan Department of Community Health (DCH)

The Michigan Department of Community Health will employ or contract for three individuals with specific responsibilities to move Michigan’s plan forward. The MDCH Early Childhood Administrative Support will report to the high-level policy leader on the GSST and intersect with the many health-related functions that are in place or being developed for young children and their families. A CCHC Purveyor/Coordinator will lend content-specific leadership for the Child Care Health Consultants placed in the Great Start Resource Centers, while the Social-Emotional/Family Engagement Consultants, will be led by the contracted seasoned state-level Coordinator

with infant and early childhood mental health, family engagement and CSEFEL expertise.

Early Childhood Investment Corporation (ECIC)

The ECIC is the primary implementation partner for Michigan’s plan, and has significant responsibilities to the activities across the entire plan. Based on prior success in managing the launch and integration of CONNECT and GSQ/STARS, along with the leadership for the GSCs/GSPCs, the capacity exists to manage this plan’s complex and important work. Key management expectations are outlined in the ECIC’s Budget Narrative, Part II.

Michigan Department of Human Services (DHS)

The Michigan Department of Human Services will identify a highly-qualified staff member with specific responsibilities to move Michigan’s plan forward. The individual will serve in support of DHS’s high-level policy leader on the GSST and assure that the efforts of our plan to engage in the Pathways to Potential communities will benefit the most vulnerable young children and their families.

BUDGET PART II: PARTICIPATING STATE AGENCY

The State must complete Budget Table II-1, Budget Table II-2, and a narrative for each Participating State Agency with budgetary responsibilities. Therefore, the State should replicate the Budget Part II tables and narrative for each Participating State Agency, and include them in this section as follows:

- Participating State Agency 1: Budget Table II-1, Budget Table II-2, narrative.
- Participating State Agency 2: Budget Table II-1, Budget Table II-2, narrative.

BUDGET PART II -TABLES

Budget Table II-1: Participating State Agency Budget By Budget Category--The State must include the Participating State Agency's budget totals for each budget category for each year of the grant.

Budget Table II-1: Participating State Agency (Evidence for selection criterion (A)(4)(b)) Michigan Department of Education					
Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
1. Personnel	535,082	535,082	535,082	535,082	2,140,328
2. Fringe Benefits	401,312	401,312	401,312	401,312	1,605,248
3. Travel	23,400	23,400	23,400	23,400	93,600
4. Equipment	0	0	0	0	0
5. Supplies	35,600	22,000	22,000	22,000	101,600
6. Contractual	3,080,485	3,268,390	3,090,809	2,794,720	12,234,404
7. Training Stipends	0	0	0	0	0
8. Other	366,540	66,540	66,540	54,540	554,160
9. Total Direct Costs (add lines 1-8)	4,442,419	4,316,724	4,139,143	3,831,054	16,729,340
10. Indirect Costs*	114,021	91,128	87,769	86,893	379,811
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners.	1,250,000	2,210,000	2,470,000	3,000,000	8,930,000
12. Funds set aside for participation in grantee technical assistance	100,000	100,000	100,000	100,000	400,000

Budget Table II-1: Participating State Agency (Evidence for selection criterion (A)(4)(b)) Michigan Department of Education					
Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
13. Total Grant Funds Requested (add lines 9-12)	5,906,440	6,717,852	6,796,912	7,017,947	26,439,151
14. Funds from other sources used to support the State Plan	400,000	0	0	0	400,000
15. Total Budget (add lines 13-14)	6,306,440	6,717,852	6,796,912	7,017,947	26,839,151
<p><u>Columns (a) through (d):</u> For each grant year for which funding is requested, show the total amount requested for each applicable budget category.</p> <p><u>Column (e):</u> Show the total amount requested for all grant years.</p> <p><u>Line 6:</u> Show the amount of funds allocated through contracts with vendors for products to be acquired and/or professional services to be provided. A State may apply its indirect cost rate only against the first \$25,000 of each contract included in line 6.</p> <p><u>Line 10:</u> If the State plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to line 11.</p> <p><u>Line 11:</u> Show the amount of funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners through MOUs, interagency agreements, contracts, or other mechanisms authorized by State procurement laws. States are not required to provide budgets for how the localities, Early Learning Intermediary Organizations, Participating Programs, and other partners will use these funds. However, the Departments expect that, as part of the administration and oversight of the grant, States will monitor and track all expenditures to ensure that localities, Early Learning Intermediary Organizations, Participating Programs, and other partners spend these funds in accordance with the State Plan.</p> <p><u>Line 12:</u> The Participating State Agency’s allocation of the \$400,000 the State must set aside from its Total Grant Funds Requested for the purpose of participating in RTT–ELC grantee technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated evenly across the four years of the grant.</p> <p><u>Line 13:</u> This is the total funding requested under this grant.</p> <p><u>Line 14:</u> Show total funding from other sources (including Federal, State, private, or local) being used to support the State Plan and describe these funding sources in the budget narrative.</p>					

Budget Table II-2: Participating State Agency Budget By Project--The State must include the *Participating State Agency's proposed budget totals for each project for each year of the grant.*

Budget Table II-2: Participating State Agency (Evidence for selection criterion (A)(4)(b)) Michigan Department of Education					
Project	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
Increasing Participation in Quality	2,503,769	2,331,869	2,381,869	2,368,993	9,586,500
Improving Child Care Workforce	1,327,870	1,572,414	1,505,684	1,199,594	5,605,562
Improving and Supporting Quality	246,965	223,500	256,117	256,117	982,699
Measuring Outcomes for Children, Programs, & Educators	896,325	511,325	416,325	426,325	2,250,300
Ensuring Family Engagement	0	761,825	920,000	1,450,000	3,131,825
Leadership & Management	1,331,511	1,316,918	1,316,918	1,316,918	5,282,265
Total Budget	6,306,440	6,717,851	6,796,913	7,017,947	26,839,151

BUDGET PART II - NARRATIVE

Describe, in the text box below, the Participating State Agency's budget, including--

- How the Participating State Agency plans to organize its operations in order to manage the RTT-ELC funds and accomplish the work set forth in the MOU or other binding agreement and scope of work;
- For each project in which the Participating State Agency is involved, and consistent with the MOU or other binding agreement and scope of work:
 - An explanation of the *Participating State Agency's roles and responsibilities*
 - An explanation of how the proposed project annual budget was derived
- A detailed explanation of each budget category line item, including the information below.

1) Personnel

Provide:

- The title and role of each position to be compensated under this grant.
- The salary for each position.
- The amount of time, such as hours or percentage of time, to be expended by each position.
- Any additional basis for cost estimates or computations.

Explain:

- The importance of each position to the success of specific. If curriculum vitae, an organizational chart, or other supporting information will be helpful to reviewers, attach in the Appendix and describe its location.

2) Fringe Benefits

Provide:

- The fringe benefit percentages for all personnel.
- The basis for cost estimates or computations.

3) Travel

Provide:

- An estimate of the number of trips.
- An estimate of transportation and/or subsistence costs for each trip.
- Any additional basis for cost estimates or computations.

Explain:

- The purpose of the travel, how it relates to project goals, and how it will contribute to project success.

4) Equipment

Provide:

- The type of equipment to be purchased.
- The estimated unit cost for each item to be purchased.

- The definition of equipment used by the State.
- Any additional basis for cost estimates or computations.

Explain:

- The justification of the need for the items of equipment to be purchased.

5) Supplies

Provide:

- An estimate of materials and supplies needed, by nature of expense or general category (e.g., instructional materials, office supplies).
- The basis for cost estimates or computations.

6) Contractual

Provide:

- The products to be acquired and/or the professional services to be provided.
- The estimated cost per expected procurement.
- For professional services contracts, the amounts of time to be devoted to the project, including the costs to be charged to this proposed grant award.
- A brief statement that the State has followed the procedures for procurement under 34 CFR Parts 74.40 - 74.48 and Part 80.36.
- Any additional basis for cost estimates or computations.

Explain:

- The purpose and relation to the State Plan or specific project.

Note: Because grantees must use appropriate procurement procedures to select contractors, applicants should not include information in their grant applications about specific contractors that may be used to provide services or goods for the proposed project if a grant is awarded.

7) Training Stipends

Note:

- The training stipend line item only pertains to costs associated with long-term training programs and college or university coursework that results in a credential or degree, not workshops or short-term training supported by this program.
- Salary stipends paid to teachers and other early learning personnel for participating in short-term professional development should be reported in Personnel (line 1).

Provide:

- Descriptions of training stipends to be provided, consistent with the “note” above.
- The cost estimates and basis for these estimates.

Explain:

- The purpose of the training.

8) Other

Provide:

- Other items by major type or category.
- The cost per item (printing = \$500, postage = \$750).
- Any additional basis for cost estimates or computations.

Explain:

- The purpose of the expenditures.

9) Total Direct Costs

Provide:

- The sum of expenditures, across all budget categories in lines 1-8, for each year of the budget.

10) Indirect Costs

Provide:

- Identify and apply the indirect cost rate. (See the section that follows, Budget: Indirect Cost Information.)

11) Funds distributed to localities, Early Learning Intermediary Organizations, Participating Programs, or other partners through MOUs, interagency agreements, contracts, or other mechanisms authorized by State procurement laws.

Provide:

- The specific activities to be done by localities, Early Learning Intermediary Organizations, Participating Programs, or other partners.
- The estimated cost of each activity.
- The approximate number of localities, Early Learning Intermediary Organizations, Participating Programs, or other partners involved in each activity.
- The total cost of each activity (across all localities, Early Learning Intermediary Organizations, Participating Programs and other partners).
- Any additional basis for cost estimates or computations.

Explain:

- The purpose of each activity and its relation to the State Plan or specific project.

Note: States are not required to provide budgets for how the localities, Early Learning Intermediary Organizations, Participating Programs, and other partners will use these funds. However, the Department expects that, as part of the administration and oversight of the grant, States will monitor and track all expenditures to ensure that localities, Early Learning Intermediary Organizations, Participating Programs, and other partners spend these funds in accordance with the State Plan.

12) Funds set aside for participation in grantee technical assistance

Provide:

- The amount per year set aside for this Participating State Agency.

Note: The State must set aside \$400,000 from its Total Grant Funds Requested for the purpose of participating in RTT–ELC grantee technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated to Participating State Agencies evenly across the four years of the grant.

13) Total Funds Requested

Provide:

- The sum of expenditures in lines 9-12, for each year of the budget.

14) Other Funds Allocated to the State Plan

Provide:

- A description of the sources of other funds the State is using to support the projects in the State Plan.
- A description of how the quality set-asides in CCDF will be used for activities and services described in the State Plan, if applicable.
- Any financial contributions being made by private entities such as foundations.

Explain:

- Each funding source, the activities being funded and their relation to the State Plan or specific project, and any requirements placed on the use of funds or timing of the activity.

15) Total Budget

Provide:

- The sum of expenditures in lines 13 and 14, for each year of the budget

1) Personnel: \$2,140,328

Personnel calculations are made assuming that new positions will be filled by January 1, 2014; therefore, personnel cost is calculated for 12 months during Grant Year 1 and each year thereafter.

Personnel: The following position is requested as an employee of the project:	# of Positions	% FTE	Base Salary	Total Annual Cost
GIG Project Lead/Manager	1	100%	\$79,344	\$79,344
OGS Financial Manager	1	10%	\$79,344	\$7,934
Communications Coordinator	1	100%	\$69,217	\$69,217
Project Coordinator	4	100%	\$66,000	\$264,000
Data Coordinator	1	100%	\$66,000	\$66,000
Support Staff	1	100%	\$48,587	\$48,587
Annual Total				\$535,082
4-Year Total				\$2,140,328

2) Fringe Benefits: \$1,605,248

The State of Michigan provides the following fringe benefits at a total of 75% of annual salaries:

- Retirement: 60%; includes Social Security, Medicare, and costs for future unfunded medical liability.
- Insurances: 15%; includes medical, dental, and vision.

Budget Category	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
Fringe Benefits	\$401,312	\$401,312	\$401,312	\$401,312	\$1,605,248

3) Travel: \$93,600

Travel reimbursement rates in Michigan are either .565/mile (eff. 1/1/13) if the round trip is 100 miles or more and a State owned vehicle is not available to the employee or .39/mile (eff. 7/1/11) if a State owned vehicle is available and the employee elects to use his/her personal vehicle. The State-owned pool vehicle rate is \$15.00/day. In-State meals and lodging are: breakfast \$7.25, lunch \$7.25, dinner \$16.50 and lodging \$75.00 (eff. 10/1/12); or for select cities \$8.75, \$8.75, \$21.00, \$75.00, respectively.

To estimate travel cost, MDE has established standard amounts of travel based on the amount of travel anticipated.	Base Per Year	# of Staff/Trips	Total Annual Cost
Light Travel (\$1,800). Some meals, no overnight, approximately 400 average miles per month. <ul style="list-style-type: none"> • This funds light travel for two Project Coordinators and the Data Coordinator who may travel to contractor sites, and meetings. 	\$1,800	3 staff	\$5,400
Medium Travel (\$5,000). 5 overnights per month, subsistence for those 5 days, approximately 1,000 average miles per month. <ul style="list-style-type: none"> • This budget will allow the Lead/Manager, the Communications Coordinator, and the Project Coordinator responsible for tribal projects and Section 619 projects to travel to the appropriate locations. 	\$5,000	3 staff	\$15,000
Heavy Travel (Out-of-State): This level of	\$1,500	2 trips	\$3,000

travel is computed as the total number of out-of-state trips multiplied by \$1,500 (includes airfare and subsistence for overnight stays). <ul style="list-style-type: none"> Estimated travel for possible out-of-state conferences and coordination with national partners. 			
Annual Total			\$23,400
4-Year Total			\$93,600

4) Equipment: \$0

Equipment is defined as tangible nonexpendable personal property having a useful life of more than one year and an acquisition cost of \$5,000 or more per unit.

5) Supplies: \$101,600

The State of Michigan is budgeting supplies assuming the following estimates:

- Computer, monitor, printer: \$1,700 (Year 1 Only)
- Annual IT support per FTE: \$1,000
- \$500 per year for each employee. This cost includes office supplies, postage, and printing.

Item Description	# of Units	Unit Cost	Total
Laptop or desktop computer and printer (Year 1 Only)	8	\$1,700	\$13,600
Annual IT support per FTE	8	\$1,000	\$8,000
Misc. Supplies - Annual	8	\$500	\$4,000
Printing/Miscellaneous - Annual	1	\$10,000	\$40,000
Year 1 Total			\$35,600
Year 2 Total			\$22,000
Year 3 Total			\$22,000
Year 4 Total			\$22,000
4-Year Total			\$101,600

6) Contractual: \$12,234,404

The following Key Activities within the RTT-ELC Projects will be accomplished through contracts, grouped according to Project.

Project: Increasing Participation in Quality	Cost: \$2,900,000
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Activity: Key Indicators for Child Care Licensing	Cost: \$500,000
Section: B(5)(a)	

Contracts will be awarded for the development of key indicators for use by Child Care Licensing staff to more efficiently monitor licensing compliance.

Year	Budget
Grant Year 1	\$500,000
Grant Year 2	\$0
Grant Year 3	\$0
Grant Year 4	\$0

Activity: Evaluation of GSQ		Cost: \$2,400,000
Section: B(5)(a)		
A contract will be awarded for the implementation of a multi-method evaluation of the effectiveness and validity of Great Start to Quality.		
Year	Budget	
Grant Year 1	\$0	
Grant Year 2	\$800,000	
Grant Year 3	\$800,000	
Grant Year 4	\$800,000	

Project: Improving Child Care Workforce	Cost: \$5,583,664
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Activity: Cross-training of Child Care Licensing Staff		Cost: \$155,000
Section: B(2)(b)		
A contract will be awarded for the development of updated child care licensing training modules, with an enhanced focus on Great Start to Quality and the completion of staff training using these revised modules.		
Year	Budget	
Grant Year 1	\$45,000	
Grant Year 2	\$32,500	
Grant Year 3	\$45,000	
Grant Year 4	\$32,500	

Activity: T.E.A.C.H. Scholarships for Home-Based Providers:		Cost: \$3,076,768
Section: D(2)(b)		
Utilize T.E.A.C.H. scholarship models to enhance the education and training levels of home-based child care providers to increase star ratings and the quality of care provided. This Activity will be addressed through an existing contract with the Michigan Association for the Education of Young Children (MiAEYC).		
Year	Budget	
Grant Year 1	\$737,032	
Grant Year 2	\$753,102	
Grant Year 3	\$779,991	
Grant Year 4	\$806,643	

Activity: NAEYC Accreditation for 2-Year Programs		Cost: \$589,196
Section: D(2)(a)		
Provide financial support to associate degree-granting IHEs to pursue NAEYC Early Childhood Associate Degree Program Accreditation. This activity will be addressed through an existing contract with the Michigan Association for the Education of Young Children (MiAEYC).		
	Year	Budget
	Grant Year 1	\$141,585
	Grant Year 2	\$167,970
	Grant Year 3	\$158,488
	Grant Year 4	\$121,153

Activity: GSRP ZS Endorsement		Cost: \$1,419,440
Section: D(2)(b)		
Develop and utilize a new T.E.A.C.H. scholarship model for ZS endorsements. Increase the number of professionals in center-based programs who are able to be a lead teacher in a GSRP program through ISD funded opportunities. This activity will be addressed through an existing contract with the Michigan Association for the MiAEYC.		
	Year	Budget
	Grant Year 1	\$274,963
	Grant Year 2	\$539,553
	Grant Year 3	\$443,915
	Grant Year 4	\$161,009

Activity: Online CDA		Cost: \$56,000
Section: D(2)(a)		
<ul style="list-style-type: none"> • Create and expand accessible online CDA credit-bearing training for providers. • Create a pilot of NAEYC accredited community college IHE's interested in developing a common set of credit-bearing CDA training courses that would be interchangeable among the IHE's as well as transferrable to a bachelor degree-granting institution. <p>This Activity will be addressed through an existing contract with the MiAEYC.</p>		
	Year	Budget
	Grant Year 1	\$52,000
	Grant Year 2	\$2,000
	Grant Year 3	\$1,000
	Grant Year 4	\$1,000

Activity: Child Care Business Training		Cost: \$287,260
Section: D(2)(b)		
Provide professional development opportunities to strengthen the business practices of child care programs participating in Great Start to Quality. A well-defined training model will be used with center and family/group home providers to help them improve their business and operational plans. Contractor will be identified.		
	Year	Budget

Grant Year 1	\$71,815
Grant Year 2	\$71,815
Grant Year 3	\$71,815
Grant Year 4	\$71,815

Project: Improving and Supporting Quality	Cost: \$969,340
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Activity: Standards GAP Analysis-Child Health	Cost: \$91,240
Section: C(3)(a)	
MDE will contract with an outside entity for gap analysis of GSQ program standards against national health and safety performance standards, estimated = \$80,000. Contractor to facilitate work, develop agendas, convene stakeholders, produce report, handle stakeholder support payments, estimated = \$11,240.	
Year	Budget
Grant Year 1	\$91,240
Grant Year 2	\$0
Grant Year 3	\$0
Grant Year 4	\$0

Activity: Evaluation/Continuous Quality Improvement	Cost: \$800,000
Section: Health C(3)(b), Social Emotional C(3)(e), Family Engagement C(4)(a)	
This contractor will evaluate the approach to providing Quality Improvement Consultant’s model specializing in health, social emotional health, and family engagement. Included in analysis of annual evaluation is continuous quality improvement to improve on model and outcome opportunities.	
Year	Budget
Grant Year 1	\$125,000
Grant Year 2	\$175,000
Grant Year 3	\$250,000
Grant Year 4	\$250,000

Activity: Family Engagement Standards Enhancement	Cost: \$78,100
Section: C(4)(a) and C(4)(b)	
MDE will contract with an outside entity for:	
<ul style="list-style-type: none"> • Reviewing and providing recommendations to strengthen family engagement standards. • Writing guidance documents developing of training modules. • Providing graphic and media design for new guidance documents and training modules. • Translating guidance documents on family engagement. 	
Year	Budget
Grant Year 1	\$25,250
Grant Year 2	\$44,850

Grant Year 3	\$4,000
Grant Year 4	\$4,000

Measuring Outcomes for Children, Programs & Educators	Cost: \$2,243,000
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MDE will establish a Memorandum of Understanding/Interagency Agreement with the Center for Educational Performance & Information (CEPI) to enhance existing data systems to include the collection and reporting of RTT-ELC key data elements. All of the following contracts will be included in the MOU/Interagency Agreement, and **all** will be implemented for the Measuring Outcomes for Children, Programs and Educators project umbrella.

Activity: Data Transformation / ETL		Cost: \$258,000
Section: (E)(2)		
Contract will support student/child level data collected to be linked with the Michigan Student Data System, and link with Great Start CONNECT to include program star ratings from Great Start to Quality and individual program information in the Educational Entity Master.		
	Year	Budget
	Grant Year 1	\$64,500
	Grant Year 2	\$64,500
	Grant Year 3	\$64,500
	Grant Year 4	\$64,500

Activity: Kindergarten Entry Assessment Extract, Transform and Load (ETL)		Cost: \$85,000
Section: (E)(2)		
Contract will ensure funding to standardized Kindergarten Entry Assessment data formatting for longitudinal use in the Michigan State Longitudinal Data System.		
	Year	Budget
	Grant Year 1	\$15,000
	Grant Year 2	\$50,000
	Grant Year 3	\$10,000
	Grant Year 4	\$10,000

Activity: MI School Data Early Learning Data Reports:		Cost: \$500,000
Section: (E)(2)		
Contract will pull Center for Educational Performance and Information (CEPI) data sources (8 reports @25,000 per) including two reports annually on regions/counties. Additional data sources including KEA, third grade reading proficiency, program star ratings, and additional various reports including reloads.		
	Year	Budget

Grant Year 1	\$110,000
Grant Year 2	\$120,000
Grant Year 3	\$130,000
Grant Year 4	\$140,000

Activity: Bridges Connection and Unique Identification Code (UIC) for Child Care Subsidy		Cost: \$175,000
Section: (E)(2)		
Establish data sharing link between the Michigan Student Data System and Bridges including Child Care Licensing data and child level data sharing for UIC matching and assignment process. Contract also includes costs to support appropriate data collection modifications.		
	Year	Budget
Grant Year 1		\$95,000
Grant Year 2		\$70,000
Grant Year 3		\$5,000
Grant Year 4		\$5,000

Activity: Head Start and Early Head Start Vendor Extracts:		Cost: \$500,000
Section: (E)(2)		
Contract will develop data extract process for individual Head Start grantees to develop individual data extracts from locally managed data systems and through extract process share child level data with the MSDS for UIC assignment including additional essential data elements. Costs cover existing grantees (and large delegates) and anticipated new grantees through Designation Renewal.		
	Year	Budget
Grant Year 1		\$410,000
Grant Year 2		\$30,000
Grant Year 3		\$30,000
Grant Year 4		\$30,000

Activity: Training and Technical Assistance:		Cost: \$600,000
Section: (E)(2)		
Contract will cover costs associated with initial and ongoing costs to provide training and technical assistance for Head Start/Early Head Start grantee data submission, early learning educator data entry into Great Start CONNECT, development and dissemination of support materials for portal reports, learning communities, and awareness materials.		
	Year	Budget
Grant Year 1		\$150,000
Grant Year 2		\$150,000
Grant Year 3		\$150,000
Grant Year 4		\$150,000

Activity: Outreach and Analysis of Individual Educator Data Entry	Cost: \$125,000
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Section: (E)(2)	
Contract will support three focus groups with individual educators across the state to identify strategies to improve self-reporting rates across program types (Head Start, GSRP, Child Care, ECSE, etc.). An analysis of existing barriers to participation, policies that would promote submission, and data trends will be completed to inform outreach and incentives to increase self-submission.	
Year	Budget
Grant Year 1	\$50,000
Grant Year 2	\$25,000
Grant Year 3	\$25,000
Grant Year 4	\$25,000

Project: Ensuring Family Engagement	Cost: \$50,000
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Activity: Enhanced Parent Guides	Cost: \$50,000
Section: (E)(1)(c)	
MDE will contract with an outside entity for the development of new parent guides related to kindergarten transition and the KEA, graphic design and printing of these and the existing kindergarten guides.	
Year	Budget
Grant Year 1	\$0
Grant Year 2	\$50,000
Grant Year 3	\$0
Grant Year 4	\$0

Project: Leadership and Management	Cost: \$488,400
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Activity: MDE/CEPI-Data Analyst	Cost: \$488,400
Section: (E)(2)	
MDE will establish a Memorandum of Understanding/Interagency Agreement with the Center for Educational Performance & Information (CEPI) to enhance existing data systems to include the collection and reporting of RTT-ELC key data elements. These costs will allow for a dedicated position within CEPI to manage work flow across contracts identified in Measuring Outcomes for Children, Programs, & Educators Project.	
Description	Annual Cost
Data Analyst Salary	\$66,000
Fringe Benefits	\$49,500
Rent @ \$3,400	\$3,400
Computer, Monitor, Printer	\$1,700
Supplies	\$500
IT Support	\$1,000

Annual Total	\$122,100
4-Year Total	\$488,400

7) **Training Stipends: \$0**

8) **Other: \$554,160**

Other Totals by Year					
Budget Category	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
Other	\$366,540	\$66,540	\$66,540	\$54,540	\$554,160

Project: Leadership and Management	Cost: \$154,160
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MDE Building occupancy costs are \$3,400/FTE.

Building Occupancy			
Staff	# of Positions	% FTE	Total Annual Cost
GIG staff	8	100%	\$27,200
OGS Manager	1	10%	\$340
Annual Total			\$27,540
4-Year Total			\$110,160

The Michigan Electronic Grants System Plus (MEGS+), Cash Management System (CMS), and Grant Electronic Monitoring System (GEMS) are all web based systems used by MDE for grant management. MEGS+ is used for application and reporting purposes. CMS is used by sub-recipients to submit Final Expenditure Reports, and GEMS is used for program and fiscal monitoring of sub-recipients. All offices within MDE pay a prorated share of the cost of these systems.

Electronic Systems		
System	Annual Cost	Total
MEGS+	\$5,000	\$20,000
GEMS	\$3,000	\$12,000
CMS	\$3,000	\$12,000
Annual Total		\$11,000
4-Year Total		\$44,000

Project: Increasing Participation in Quality	Cost: \$400,000
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“Other” funds will be used to conduct outreach and meetings with the tribal and IDEA Part B 619 providers across the state in order to build and strengthen relationships with these providers and promote participation in Great Start to Quality.

Voluntary Participation for Tribal and 619					
Sec. B(2)(b)					
Budget Category	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
Other	\$28,000	\$28,000	\$28,000	\$16,000	\$100,000

“Other” funds will be used to conduct meetings with the project contractor, project partners and other key stakeholders to analyze available licensing data and develop key indicators for use by child care licensing staff.

Key Indicators for Child Care Licensing					
Section: B(5)(a)					
Budget Category	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
Other	\$20,000	\$0	\$0	\$0	\$20,000

“Other” funds will be used for cross-system partners to conduct two in-depth trainings with Michigan Department of Human Services’ staff working with families at each of the seven Pathways to Potential sites—for a total of 14 meetings statewide—geared towards increasing staff knowledge about Great Start to Quality and early childhood resources in their communities.

DHS Staff Training on Parent Engagement					
Section: B(4)(b)					
Budget Category	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
Other	\$280,000	\$0	\$0	\$0	\$280,000

9) Total Direct Costs: \$16,729,340

10) Indirect Costs: \$379,811

Direct & Indirect Costs					
Budget Category	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
9. Total	\$4,442,419	\$4,316,724	\$4,139,143	\$3,831,054	\$16,729,340

Direct Costs (add lines 1-8)					
10. Indirect Costs*	\$114,021	\$91,128	\$87,769	\$86,893	\$379,811

11) Funds distributed to localities, Early Learning Intermediary Organizations, Participating Programs, or other partners through MOUs, interagency agreements, contracts, or other mechanisms authorized by State procurement laws: \$ 8,930,000

Distributed Funds					
Budget Category	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
Dist. Funds	\$1,250,000	\$2,210,000	\$2,470,000	\$3,000,000	\$8,930,000

Project: Increasing Participation in Quality **Cost: \$5,850,000**

Activity: Child Care Scholarships **Cost: \$5,850,000**

Section: B(4)(b)

Michigan proposes creating local scholarship programs in the 7 Pathways to Potential communities and in 3 additional rural communities across the state. These scholarships will be awarded and managed by Great Start Collaboratives (GSCs), located within the communities in order to connect families to high-quality providers. Scholarships will be \$5,000 per award and will be for infants/toddlers to ensure a minimum of two years of a high quality experience.

Year	Budget
Grant Year 1	\$1,250,000
Grant Year 2	\$1,500,000
Grant Year 3	\$1,550,000
Grant Year 4	\$1,550,000

Project: Ensuring Family Engagement **Cost: \$3,080,000**

Activity: GSC Trusted Advisors **Cost: \$3,080,000**

Section: C(4)(c)

Funds will be allocated to GSCs to build local base of advisors as ambassadors in high-needs communities through a competitive grant funding opportunity to be designed across MDE, DCH, DHS, and ECIC with awards ranging from \$20,000 to \$75,000 depending on project scope and outcomes.

Year	Budget
Grant Year 1	\$0
Grant Year 2	\$710,000
Grant Year 3	\$920,000

Grant Year 4	\$1,450,000
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12) Funds set aside for participation in grantee technical assistance: \$400,000

The state's required set aside of \$400,000 for RTT-ELC grantee technical assistance activities is set aside in MDE's budget.

Technical Assistance Funds					
Budget Category	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
	\$100,000	\$100,000	\$100,000	\$100,000	\$400,000

13) Total Grant Funds Requested: \$26,039,151

Budget Category	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
Total Grant Funds Requested	\$5,906,440	\$6,717,852	\$6,796,912	\$7,017,947	\$26,439,151

14) Other Funds Allocated to the State Plan: \$400,000

The first year of the Evaluation of the Great Start to Quality will be supported by Child Care and Development funds.

Budget Category	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
Funds from other sources used to support the State Plan	\$400,000	\$0	\$0	\$0	\$400,000

15) Total Budget

Budget Category	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
Total Budget	\$6,306,440	\$6,717,852	\$6,796,912	\$7,017,947	\$26,839,151

Budget Table II-1: Participating State Agency (Evidence for selection criterion (A)(4)(b)) Michigan Department of Community Health					
Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
1. Personnel	164,965	164,965	164,965	164,965	659,860
2. Fringe Benefits	123,724	123,724	123,724	123,724	494,896
3. Travel	9,800	9,800	9,800	9,800	39,200
4. Equipment	0	0	0	0	0
5. Supplies	4,400	1,000	1,000	1,000	7,400
6. Contractual	131,000	129,000	127,000	125,500	512,500
7. Training Stipends	2,000	1,000	2,000	6,000	11,000
8. Other	12,382	12,340	12,340	12,340	49,402
9. Total Direct Costs (add lines 1-8)	448,271	441,829	440,829	443,329	1,774,258
10. Indirect Costs*	16,332	16,332	16,332	16,332	65,328
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners.	0	0	0	0	0
12. Funds set aside for participation in grantee technical assistance	0	0	0	0	0
13. Total Grant Funds Requested (add lines 9-12)	464,603	458,161	457,161	459,661	1,839,586
14. Funds from other sources used to support the State Plan	164,965	164,965	164,965	164,965	659,860
15. Total Budget (add lines 13-14)	123,724	123,724	123,724	123,724	494,896
<p><u>Columns (a) through (d):</u> For each grant year for which funding is requested, show the total amount requested for each applicable budget category.</p> <p><u>Column (e):</u> Show the total amount requested for all grant years.</p> <p><u>Line 6:</u> Show the amount of funds allocated through contracts with vendors for products to be acquired and/or professional services to be provided. A State may apply its indirect cost rate only against the first \$25,000 of each contract included in line 6.</p> <p><u>Line 10:</u> If the State plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to line 11.</p> <p><u>Line 11:</u> Show the amount of funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners through MOUs, interagency agreements, contracts, or other mechanisms authorized by State procurement laws. States are not required to provide budgets for how the localities, Early Learning Intermediary Organizations, Participating Programs, and other partners will use these funds. However, the Departments expect that, as part of the administration and oversight of the grant, States will monitor and track all expenditures to ensure that localities, Early Learning Intermediary Organizations, Participating Programs, and other partners spend these funds in accordance with the State Plan.</p>					

<u>Budget Table II-1: Participating State Agency</u> (Evidence for selection criterion (A)(4)(b)) Michigan Department of Community Health					
Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
<p><u>Line 12:</u> The Participating State Agency’s allocation of the \$400,000 the State must set aside from its Total Grant Funds Requested for the purpose of participating in RTT–ELC grantee technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated evenly across the four years of the grant.</p> <p><u>Line 13:</u> This is the total funding requested under this grant.</p> <p><u>Line 14:</u> Show total funding from other sources (including Federal, State, private, or local) being used to support the State Plan and describe these funding sources in the budget narrative.</p>					

Budget Table II-2: Participating State Agency Budget By Project--The State must include the *Participating State Agency's proposed budget totals for each project for each year of the grant.*

Budget Table II-2: Participating State Agency (Evidence for selection criterion (A)(4)(b)) Michigan Department of Community Health					
Project	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
Increasing Participation in Quality	0	0	0	0	0
Improving Child Care Workforce	0	0	0	0	0
Improving and Supporting Quality	313,164	308,446	307,446	309,946	1,239,002
Measuring Outcomes for Children, Programs, & Educators	0	0	0	0	0
Ensuring Family Engagement	0	0	0	0	0
Leadership & Management	176,439	174,715	174,715	174,715	700,584
Total Budget	489,603	483,161	482,161	484,661	1,939,586

BUDGET PART II - NARRATIVE

Describe, in the text box below, the Participating State Agency's budget, including--

- How the Participating State Agency plans to organize its operations in order to manage the RTT-ELC funds and accomplish the work set forth in the MOU or other binding agreement and scope of work;
- For each project in which the Participating State Agency is involved, and consistent with the MOU or other binding agreement and scope of work:
 - *An explanation of the Participating State Agency's roles and responsibilities*
 - *An explanation of how the proposed project annual budget was derived*
- A detailed explanation of each budget category line item, including the information below.

1) Personnel

Provide:

- The title and role of each position to be compensated under this grant.
- The salary for each position.
- The amount of time, such as hours or percentage of time, to be expended by each position.
- Any additional basis for cost estimates or computations.

Explain:

- The importance of each position to the success of specific. If curriculum vitae, an organizational chart, or other supporting information will be helpful to reviewers, attach in the Appendix and describe its location.

2) Fringe Benefits

Provide:

- The fringe benefit percentages for all personnel.
- The basis for cost estimates or computations.

3) Travel

Provide:

- An estimate of the number of trips.
- An estimate of transportation and/or subsistence costs for each trip.
- Any additional basis for cost estimates or computations.

Explain:

- The purpose of the travel, how it relates to project goals, and how it will contribute to project success.

4) Equipment

Provide:

- The type of equipment to be purchased.
- The estimated unit cost for each item to be purchased.

- The definition of equipment used by the State.
- Any additional basis for cost estimates or computations.

Explain:

- The justification of the need for the items of equipment to be purchased.

5) Supplies

Provide:

- An estimate of materials and supplies needed, by nature of expense or general category (e.g., instructional materials, office supplies).
- The basis for cost estimates or computations.

6) Contractual

Provide:

- The products to be acquired and/or the professional services to be provided.
- The estimated cost per expected procurement.
- For professional services contracts, the amounts of time to be devoted to the project, including the costs to be charged to this proposed grant award.
- A brief statement that the State has followed the procedures for procurement under 34 CFR Parts 74.40 - 74.48 and Part 80.36.
- Any additional basis for cost estimates or computations.

Explain:

- The purpose and relation to the State Plan or specific project.

Note: Because grantees must use appropriate procurement procedures to select contractors, applicants should not include information in their grant applications about specific contractors that may be used to provide services or goods for the proposed project if a grant is awarded.

7) Training Stipends

Note:

- The training stipend line item only pertains to costs associated with long-term training programs and college or university coursework that results in a credential or degree, not workshops or short-term training supported by this program.
- Salary stipends paid to teachers and other early learning personnel for participating in short-term professional development should be reported in Personnel (line 1).

Provide:

- Descriptions of training stipends to be provided, consistent with the “note” above.
- The cost estimates and basis for these estimates.

Explain:

- The purpose of the training.

8) Other

Provide:

- Other items by major type or category.
- The cost per item (printing = \$500, postage = \$750).
- Any additional basis for cost estimates or computations.

Explain:

- The purpose of the expenditures.

9) Total Direct Costs

Provide:

- The sum of expenditures, across all budget categories in lines 1-8, for each year of the budget.

10) Indirect Costs

Provide:

- Identify and apply the indirect cost rate. (See the section that follows, Budget: Indirect Cost Information.)

11) Funds distributed to localities, Early Learning Intermediary Organizations, Participating Programs, or other partners through MOUs, interagency agreements, contracts, or other mechanisms authorized by State procurement laws.

Provide:

- The specific activities to be done by localities, Early Learning Intermediary Organizations, Participating Programs, or other partners.
- The estimated cost of each activity.
- The approximate number of localities, Early Learning Intermediary Organizations, Participating Programs, or other partners involved in each activity.
- The total cost of each activity (across all localities, Early Learning Intermediary Organizations, Participating Programs and other partners).
- Any additional basis for cost estimates or computations.

Explain:

- The purpose of each activity and its relation to the State Plan or specific project.

Note: States are not required to provide budgets for how the localities, Early Learning Intermediary Organizations, Participating Programs, and other partners will use these funds. However, the Department expects that, as part of the administration and oversight of the grant, States will monitor and track all expenditures to ensure that localities, Early Learning Intermediary Organizations, Participating Programs, and other partners spend these funds in accordance with the State Plan.

12) Funds set aside for participation in grantee technical assistance

Provide:

- The amount per year set aside for this Participating State Agency.

Note: The State must set aside \$400,000 from its Total Grant Funds Requested for the purpose of participating in RTT–ELC grantee technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated to Participating State Agencies evenly across the four years of the grant.

13) Total Funds Requested

Provide:

- The sum of expenditures in lines 9-12, for each year of the budget.

14) Other Funds Allocated to the State Plan

Provide:

- A description of the sources of other funds the State is using to support the projects in the State Plan.
- A description of how the quality set-asides in CCDF will be used for activities and services described in the State Plan, if applicable.
- Any financial contributions being made by private entities such as foundations.

Explain:

- Each funding source, the activities being funded and their relation to the State Plan or specific project, and any requirements placed on the use of funds or timing of the activity.

15) Total Budget

Provide:

- The sum of expenditures in lines 13 and 14, for each year of the budget

1) Personnel: \$659,860

The CCHC Purveyor/Coordinator will lead the effort to establish a cadre of Child Care Health Consultants; this position will be the expert that supports implementation of the CCHC model, supports hiring, and provides training, coaching, and content supervision to the locally-based CCHCs. This position will also participate in the work around a progression of standards, coordinate efforts with the Social-Emotional and Parent Engagement Coordinator, and act as a liaison to link the CCHC work with other Race to the Top grant activities.

The MDCH Early Childhood Administrative Support position will provide critical support and assistance to the MDCH Deputy Director for the Public Health Administration, to enable MDCH to connect and align early childhood funding and programs within and across MDCH, and with the funding and efforts at the Michigan Department of Education and the Department of Human Services. This level of administrative support will be key to helping to implement the state's early childhood plan, and assure that the projects proposed in the Race to the Top grant are connected with other early childhood activities.

Personnel: The following positions are requested as an employees of the project:	# of positions	% FTE	Base Salary	Total Annual Cost
CCHC Purveyor/Coordinator	1	1.0	\$77,605	\$77,605
MDCH EC Admin Support	1	1.0	\$87,360	\$87,360
Annual Total				\$164,965
4-Year Total				\$659,860

2) Fringe Benefits: \$494,896

The State of Michigan provides the following fringe benefits estimated at 75% of annual salaries:

- Retirement: 60%; includes Social Security, Medicare, and costs for future unfunded medical liability.
- Insurances: 15%; includes medical, dental, and vision.

Budget Category	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
Fringe Benefits	\$123,724	\$123,724	\$123,724	\$123,724	\$494,896

3) Travel: \$39,200

Travel reimbursement rates in Michigan are either .565/mile (eff. 1/1/13) if the round trip is 100 miles or more and a State owned vehicle is not available to the employee or .39/mile (eff. 7/1/11) if a State owned vehicle is available and the employee elects to use his/her personal vehicle. The State-owned pool vehicle rate is \$15.00/day. In-State meals and lodging are: breakfast \$7.25, lunch \$7.25, dinner \$16.50 and lodging \$75.00 (eff. 10/1/12); or for select cities \$8.75, \$8.75, \$21.00, \$75.00, respectively.

The above rates are given for the scoring reader's benefit. Use the categories of Light Travel, Medium Travel and Heavy Travel (i.e. table below)

To estimate travel cost, MDE has established standard amounts of travel based on the amount of travel anticipated.	Base Per Year	# of Staff/Trips	Total Annual Cost
Light Travel (\$1,800). Some meals, no overnight, approximately 400 average miles per month. <ul style="list-style-type: none"> This funds light travel for the Early Childhood Administrative Support position, who may travel around the state. 	\$1,800	1 staff	\$1,800
Medium Travel (\$5,000). 5 overnights per month, subsistence for those 5 days, approximately 1,000 average miles per month. <ul style="list-style-type: none"> This budget will allow the CCHC Purveyor to travel to implementation sites. 	\$5,000	1 staff	\$5,000
Heavy Travel (Out-of-State): This level of travel is computed as the total number of out-of-state trips multiplied by \$1,500 (includes airfare and subsistence for overnight stays). <ul style="list-style-type: none"> Estimated travel for CCHC Purveyor and/or Early Childhood Administrative Support position for possible out-of-state conferences and coordination with national partners. 	\$1,500	2 trips	\$3,000
Annual Total			\$9,800
4-Year Total			\$39,200

4) Equipment: \$0

Equipment is defined as tangible nonexpendable personal property having a useful life of more than one year and an acquisition cost of \$5,000 or more per unit.

5) Supplies: \$7,400

The State of Michigan is budgeting supplies assuming the following estimates:

- Computer, monitor, printer: \$1,700 (Year 1 Only)
- \$500 per year for each employee. This cost includes office supplies, postage, and printing.

Item Description	# of Units	Unit Cost	Total
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Laptop and docking station (Year 1 Only)	2	\$1,700	\$3,400
Misc. Supplies (Annual Cost)	2	\$500/year	\$1,000
Year 1 Total			\$4,400
Year 2 Total			\$1,000
Year 3 Total			\$1,000
Year 4 Total			\$1,000
4-Year Total			\$7,400

6) Contractual: \$512,500

Project: Improving and Supporting Quality

Activity: Coordinating Social-Emotional and Family Engagement Consultants: Cost: \$500,000

Section: C(3) (e) and C(4) (b)

The Department of Community Health, Behavioral Health and Developmental Disabilities (Division of Services to Children and Families) (MDCH-BHDD/DSCF) will contract with the Southeastern Michigan Health Association (SEMHA) to employ a 1.0 FTE seasoned **state-level Coordinator** with infant and early childhood mental health, family engagement and CSEFEL expertise. The Coordinator will provide administrative oversight, reflective mentoring and face-to-face training and coaching on CSEFEL content, coaching methodology and evaluation to the QI social emotional consultants and family engagement consultants working in the Resource Centers. QI social emotional consultants and family engagement consultants will be monitored and evaluated at regular and frequent intervals using real time data for improvement in practices. Contract amount includes training and travel costs for the Coordinator.

Year	Budget
Grant Year 1	\$125,000
Grant Year 2	\$125,000
Grant Year 3	\$125,000
Grant Year 4	\$125,000

Activity: Social-Emotional Consultants and Family Engagement Specialists: Costs: \$12,500

Section: C(3) and C(4)

The MDCH-BHDD/DSCF will contract with the SEMHA to engage the National Center for Social and Emotional Foundation for Early Learning (CSEFEL) national office consultation. The Coordinator and Purveyor will work with National CSEFEL staff in regular quarterly implementation meetings to assist in overcoming barriers to implementation and using implementation science principles and practices. The national office will provide printed materials for the Coordinator, Purveyor, social emotional consultants and family engagement consultants.

Year	Budget
Grant Year 1	\$6,000
Grant Year 2	\$4,000
Grant Year 3	\$2,000
Grant Year 4	\$500

7) Training Stipends: \$11,000

Project: Improving and Supporting Quality	\$11,000
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Training Stipends for Early Care and Exemplary Sites					
Section: C(3) (e)					
Budget Category	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
Other	\$2,000	\$1,000	\$2,000	\$6,000	\$11,000

8) Other: \$49,402

Other costs include:

Item Description	# of Units	Unit Cost	Total
Annual IT support per FTE	2	\$2,616	\$5,232
Year 1 Total			\$5,232
Year 2 Total			\$5,232
Year 3 Total			\$5,232
Year 4 Total			\$5,232
4-Year Total			\$20,928

MDCH allocates ‘other’ direct administrative services (accounting, budget and contracting services), which are not included in indirect cost rate, using a federally approved random moment sampling process. This approach was developed working with the Division of Cost Allocation in the U.S. Department of Health and Human Services. Actual costs are charged at the end of each fiscal year. These allocated costs are estimated to be 1.5% of the total budget

Item Description	# of Units	Unit Cost	Total
Direct Administrative Services			
Year 1 Total			\$7,150
Year 2 Total			\$7,108
Year 3 Total			\$7,108
Year 4 Total			\$7,108
4-Year Total			\$28,474

9) Total Direct Costs: \$1,774,258

Budget Category	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
Total Direct Costs	\$448,271	\$441,829	\$440,829	\$443,329	\$1,774,258

10) Indirect Costs: \$65,328

MDCH calculates Indirect costs at a rate of 9.9% on the Personnel line only.

Budget Category	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
1. Personnel	\$164,965	\$164,965	\$164,965	\$164,965	\$659,860
10. Indirect Costs*	\$16,332	\$16,332	\$16,332	\$16,332	\$65,328

11) Funds distributed to localities, Early Learning Intermediary Organizations, Participating Programs, or other partners through MOUs, interagency agreements, contracts, or other mechanisms authorized by State procurement laws: \$ 0**12) Funds set aside for participation in grantee technical assistance: \$0**

The state's required set aside of \$400,000 for RTT-ELC grantee technical assistance activities is set aside in MDE's budget.

13) Total Grant Funds Requested: \$1,839,586

Budget Category	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
Total Grant Funds Requested	\$464,603	\$458,161	\$457,161	\$459,661	\$1,839,586

14) Other Funds Allocated in support of the State Plan: \$170,104,393

Budget Category	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
Funds from other sources	\$25,000	\$25,000	\$25,000	\$25,000	\$100,000

used to support the State Plan					
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As described in Section A(4)(a), the Department of Community Health is engaged in a wide range of activities that compliment and contribute to the activities of this proposal.

- The Mental Health Block Grant is used for mental health services for children with serious emotional disturbance and their families (birth to age 18). For young children and their families, the Block Grant is used to provide training to early childhood mental health providers on assessment of infants, toddlers and young children, and support innovative approaches to services. \$100,000 of this amount is a specific in-kind contribution to pay for the ‘Purveyor’ for the implementation of CSEFEL (Section C3e).

15) Total Budget

Budget Category	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
Total Budget	\$489,603	\$483,161	\$482,161	\$484,661	\$1,939,586

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Budget Table II-1: Participating State Agency (Evidence for selection criterion (A)(4)(b)) Michigan Department of Human Services					
Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
1. Personnel	66,700	66,700	66,700	66,700	266,800
2. Fringe Benefits	53,400	53,400	53,400	53,400	213,600
3. Travel	1,500	1,500	1,500	1,500	6,000
4. Equipment	0	0	0	0	0

Budget Table II-1: Participating State Agency (Evidence for selection criterion (A)(4)(b)) Michigan Department of Human Services					
Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
5. Supplies	5,000	5,000	5,000	5,000	20,000
6. Contractual	0	0	0	0	0
7. Training Stipends	0	0	0	0	0
8. Other	0	0	0	0	0
9. Total Direct Costs (add lines 1-8)	126,600	126,600	126,600	126,600	506,400
10. Indirect Costs*	0	0	0	0	0
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners.	0	0	0	0	0
12. Funds set aside for participation in grantee technical assistance	0		0	0	0
13. Total Grant Funds Requested (add lines 9-12)	126,600	126,600	126,600	126,600	506,400
14. Funds from other sources used to support the State Plan	0	0	0	0	0
15. Total Budget (add lines 13-14)	126,600	126,600	126,600	126,600	506,400
<p>Columns (a) through (d): For each grant year for which funding is requested, show the total amount requested for each applicable budget category.</p> <p>Column (e): Show the total amount requested for all grant years.</p> <p>Line 6: Show the amount of funds allocated through contracts with vendors for products to be acquired and/or professional services to be provided. A State may apply its indirect cost rate only against the first \$25,000 of each contract included in line 6.</p> <p>Line 10: If the State plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to line 11.</p> <p>Line 11: Show the amount of funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners through MOUs, interagency agreements, contracts, or other mechanisms authorized by State procurement laws. States are not required to provide budgets for how the localities, Early Learning Intermediary Organizations, Participating Programs, and other partners will use these funds. However, the Departments expect that, as part of the administration and oversight of the grant, States will monitor and track all expenditures to ensure that localities, Early Learning Intermediary Organizations, Participating Programs, and other partners spend these funds in accordance with the State Plan.</p> <p>Line 12: The Participating State Agency's allocation of the \$400,000 the State must set aside from its Total Grant Funds Requested for the purpose of participating in RTT-ELC grantee technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated evenly across the four years of the grant.</p> <p>Line 13: This is the total funding requested under this grant.</p> <p>Line 14: Show total funding from other sources (including Federal, State, private, or local) being used to support the State Plan and describe these funding sources in the budget narrative.</p>					

Budget Table II-2: Participating State Agency Budget By Project--The State must include the *Participating State Agency's proposed budget totals for each project for each year of the grant.*

Budget Table II-2: Participating State Agency (Evidence for selection criterion (A)(4)(b)) Michigan Department of Human Services					
Project	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
Increasing Participation in Quality	0	0	0	0	0
Improving Child Care Workforce	0	0	0	0	0
Improving and Supporting Quality	0	0	0	0	0
Measuring Outcomes for Children, Programs, & Educators	0	0	0	0	0
Ensuring Family Engagement	0	0	0	0	0
Leadership & Management	126,600	126,600	126,600	126,600	506,400
Total Statewide Budget	126,600	126,600	126,600	126,600	506,400

BUDGET PART II - NARRATIVE

Describe, in the text box below, the Participating State Agency's budget, including--

- How the Participating State Agency plans to organize its operations in order to manage the RTT-ELC funds and accomplish the work set forth in the MOU or other binding agreement and scope of work;
- For each project in which the Participating State Agency is involved, and consistent with the MOU or other binding agreement and scope of work:
 - *An explanation of the Participating State Agency's roles and responsibilities*
 - *An explanation of how the proposed project annual budget was derived*
- A detailed explanation of each budget category line item, including the information below.

1) Personnel

Provide:

- The title and role of each position to be compensated under this grant.
- The salary for each position.
- The amount of time, such as hours or percentage of time, to be expended by each position.
- Any additional basis for cost estimates or computations.

Explain:

- The importance of each position to the success of specific. If curriculum vitae, an organizational chart, or other supporting information will be helpful to reviewers, attach in the Appendix and describe its location.

2) Fringe Benefits

Provide:

- The fringe benefit percentages for all personnel.
- The basis for cost estimates or computations.

3) Travel

Provide:

- An estimate of the number of trips.
- An estimate of transportation and/or subsistence costs for each trip.
- Any additional basis for cost estimates or computations.

Explain:

- The purpose of the travel, how it relates to project goals, and how it will contribute to project success.

4) Equipment

Provide:

- The type of equipment to be purchased.
- The estimated unit cost for each item to be purchased.

- The definition of equipment used by the State.
- Any additional basis for cost estimates or computations.

Explain:

- The justification of the need for the items of equipment to be purchased.

5) Supplies

Provide:

- An estimate of materials and supplies needed, by nature of expense or general category (e.g., instructional materials, office supplies).
- The basis for cost estimates or computations.

6) Contractual

Provide:

- The products to be acquired and/or the professional services to be provided.
- The estimated cost per expected procurement.
- For professional services contracts, the amounts of time to be devoted to the project, including the costs to be charged to this proposed grant award.
- A brief statement that the State has followed the procedures for procurement under 34 CFR Parts 74.40 - 74.48 and Part 80.36.
- Any additional basis for cost estimates or computations.

Explain:

- The purpose and relation to the State Plan or specific project.

Note: Because grantees must use appropriate procurement procedures to select contractors, applicants should not include information in their grant applications about specific contractors that may be used to provide services or goods for the proposed project if a grant is awarded.

7) Training Stipends

Note:

- The training stipend line item only pertains to costs associated with long-term training programs and college or university coursework that results in a credential or degree, not workshops or short-term training supported by this program.
- Salary stipends paid to teachers and other early learning personnel for participating in short-term professional development should be reported in Personnel (line 1).

Provide:

- Descriptions of training stipends to be provided, consistent with the “note” above.
- The cost estimates and basis for these estimates.

Explain:

- The purpose of the training.

8) Other

Provide:

- Other items by major type or category.
- The cost per item (printing = \$500, postage = \$750).
- Any additional basis for cost estimates or computations.

Explain:

- The purpose of the expenditures.

9) Total Direct Costs

Provide:

- The sum of expenditures, across all budget categories in lines 1-8, for each year of the budget.

10) Indirect Costs

Provide:

- Identify and apply the indirect cost rate. (See the section that follows, Budget: Indirect Cost Information.)

11) Funds distributed to localities, Early Learning Intermediary Organizations, Participating Programs, or other partners through MOUs, interagency agreements, contracts, or other mechanisms authorized by State procurement laws.

Provide:

- The specific activities to be done by localities, Early Learning Intermediary Organizations, Participating Programs, or other partners.
- The estimated cost of each activity.
- The approximate number of localities, Early Learning Intermediary Organizations, Participating Programs, or other partners involved in each activity.
- The total cost of each activity (across all localities, Early Learning Intermediary Organizations, Participating Programs and other partners).
- Any additional basis for cost estimates or computations.

Explain:

- The purpose of each activity and its relation to the State Plan or specific project.

Note: States are not required to provide budgets for how the localities, Early Learning Intermediary Organizations, Participating Programs, and other partners will use these funds. However, the Department expects that, as part of the administration and oversight of the grant, States will monitor and track all expenditures to ensure that localities, Early Learning Intermediary Organizations, Participating Programs, and other partners spend these funds in accordance with the State Plan.

12) Funds set aside for participation in grantee technical assistance

Provide:

- The amount per year set aside for this Participating State Agency.

Note: The State must set aside \$400,000 from its Total Grant Funds Requested for the purpose of participating in RTT–ELC grantee technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated to Participating State Agencies evenly across the four years of the grant.

13) Total Funds Requested

Provide:

- The sum of expenditures in lines 9-12, for each year of the budget.

14) Other Funds Allocated to the State Plan

Provide:

- A description of the sources of other funds the State is using to support the projects in the State Plan.
- A description of how the quality set-asides in CCDF will be used for activities and services described in the State Plan, if applicable.
- Any financial contributions being made by private entities such as foundations.

Explain:

- Each funding source, the activities being funded and their relation to the State Plan or specific project, and any requirements placed on the use of funds or timing of the activity.

15) Total Budget

Provide:

- The sum of expenditures in lines 13 and 14, for each year of the budget

Narrative –

Michigan Department of Human Services (DHS) is Michigan's public assistance, child and family welfare agency. DHS directs the operations of public assistance and service programs through a network of over 100 county offices around the state. The RTT-ELC funding for the DHS Early Childhood Administrative Support position will provide critical support and assistance to the DHS Deputy Director, to enable DHS to connect and align early childhood funding and programs within and across DHS, and with the funding and efforts at the Michigan Departments of Community Health, as well as the Early Childhood Investment Corporation. This level of administrative support will be crucial to helping to implement the state's early childhood plan, and assure that the projects proposed in the Race to the Top grant are connected with other early childhood activities, particularly in the state's Pathways to Potential communities.

1) Personnel: \$266,800

Personnel: The following position is requested as an employee of the project:	# of Positions	% FTE	Base Salary	Total Annual Cost
Early Childhood Administrative Support – Dept. Analyst	1	100%	\$66,700	\$66,700
Annual Total				\$66,700
4-Year Total				\$266,800

2) Fringe Benefits: \$213,600

The State of Michigan provides the following fringe benefits at 80% of annual salaries:

- Retirement: 60%; includes Social Security, Medicare, and costs for future unfunded medical liability.
- Insurances: 20%; includes medical, dental, and vision.

Budget Category	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
Fringe Benefits	\$53,400	\$53,400	\$53,400	\$53,400	\$213,600

3) Travel: \$6,000

Travel reimbursement rates in Michigan are either .565/mile (eff. 1/1/13) if the round trip is 100 miles or more and a State owned vehicle is not available to the employee or .39/mile (eff. 7/1/11) if a State owned vehicle is available and the employee elects to use his/her personal vehicle. The State-owned pool vehicle rate is \$15.00/day. In-State meals and lodging are: breakfast \$7.25, lunch \$7.25, dinner \$16.50 and lodging \$75.00 (eff. 10/1/12); or for select cities \$8.75, \$8.75, \$21.00, \$75.00, respectively.

To estimate travel cost, MI has established standard amounts of travel based on the amount of travel anticipated.	Base Per Year	# of Staff/Trips	Total Annual Cost
Light Travel (\$1,500). 5 overnights per month, subsistence for those 5 days, approximately 1,000 average miles per month. <ul style="list-style-type: none"> • This budget will allow the Early Childhood Administrative Support – Dept. Analyst to travel to speaking engagements at conferences as well as 	\$1,500	1 staff	\$1,500

locations implementing RTT-ELC activities within the Pathways to Potential communities.			
Annual Total			\$1,500
4-Year Total			\$6,000

4) Equipment: \$0

Equipment is defined as tangible nonexpendable personal property having a useful life of more than one year and an acquisition cost of \$5,000 or more per unit.

5) Supplies: \$20,000

- Computer, monitor and printer: \$0 (included in IT support)
- Annual IT support per FTE: \$3,000
- \$ 2,000 per year for each employee. This cost includes office supplies, postage, and printing.

Item Description	# of Units	Unit Cost	Total
IT support (Annual)	1	\$3,000	\$3,000
Misc. Supplies (Annual)	1	\$2,000	\$2,000
Year 1 Total			\$5,000
Year 2 Total			\$5,000
Year 3 Total			\$5,000
Year 4 Total			\$5,000
4-Year Total			\$20,000

6) Contractual: \$0**7) Training Stipends: \$0****8) Other: \$0****9) Total Direct Costs: \$506,400****10) Indirect Costs: \$0**

Budget Category	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
9. Total Direct Costs (add	\$126,600	\$126,600	\$126,600	\$126,600	\$506,400

lines 1-8)					
10. Indirect Costs*	\$0	\$0	\$0	\$0	\$0

11) Funds distributed to localities, Early Learning Intermediary Organizations, Participating Programs, or other partners through MOUs, interagency agreements, contracts, or other mechanisms authorized by State procurement laws. \$0

12) Funds set aside for participation in grantee technical assistance: \$0
 The state’s required set aside of \$400,000 for RTT-ELC grantee technical assistance activities is set aside in MDE’s Office of Great Start budget.

Budget Category	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
	\$0	\$0	\$0	\$0	\$0

13) Total Grant Funds Requested: \$506,400

Budget Category	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
Total Grant Funds Requested	\$126,600	\$126,600	\$126,600	\$126,600	\$506,400

14) Other Funds Allocated to the State Plan: \$0

15) Total Budget

Budget Category	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
Total Budget	\$126,600	\$126,600	\$126,600	\$126,600	\$506,400

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Budget Table II-1: Participating State Agency (Evidence for selection criterion (A)(4)(b)) Early Childhood Investment Corporation					
Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)

Budget Table II-1: Participating State Agency (Evidence for selection criterion (A)(4)(b)) Early Childhood Investment Corporation					
Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
1. Personnel	175,000	175,000	175,000	175,000	700,000
2. Fringe Benefits	37,450	37,450	37,450	37,450	149,800
3. Travel	16,000	16,000	16,000	16,000	64,000
4. Equipment	0	0	0	0	0
5. Supplies	10,500	4,500	4,500	4,500	24,000
6. Contractual	2,997,995	6,257,300	6,718,014	6,628,014	22,601,323
7. Training Stipends	0	0	0	0	0
8. Other	0	0	0	0	0
9. Total Direct Costs (add lines 1-8)	3,236,945	6,490,250	6,950,964	6,860,964	23,539,123
10. Indirect Costs*	43,995	43,452	42,909	42,909	173,265
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners.	0	0	0	0	0
12. Funds set aside for participation in grantee technical assistance	0	0	0	0	0
13. Total Grant Funds Requested (add lines 9-12)	3,280,940	6,533,702	6,993,873	6,903,873	23,712,388
14. Funds from other sources used to support the State Plan	0	0	0	0	0
15. Total Budget (add lines 13-14)	3,280,940	6,533,702	6,993,873	6,903,873	23,712,388
<p>Columns (a) through (d): For each grant year for which funding is requested, show the total amount requested for each applicable budget category.</p> <p>Column (e): Show the total amount requested for all grant years.</p> <p>Line 6: Show the amount of funds allocated through contracts with vendors for products to be acquired and/or professional services to be provided. A State may apply its indirect cost rate only against the first \$25,000 of each contract included in line 6.</p> <p>Line 10: If the State plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to line 11.</p> <p>Line 11: Show the amount of funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners through MOUs, interagency agreements, contracts, or other mechanisms authorized by State procurement laws. States are not required to provide budgets for how the localities, Early Learning</p>					

Budget Table II-1: Participating State Agency (Evidence for selection criterion (A)(4)(b)) Early Childhood Investment Corporation					
Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
<p>Intermediary Organizations, Participating Programs, and other partners will use these funds. However, the Departments expect that, as part of the administration and oversight of the grant, States will monitor and track all expenditures to ensure that localities, Early Learning Intermediary Organizations, Participating Programs, and other partners spend these funds in accordance with the State Plan.</p> <p><u>Line 12:</u> The Participating State Agency’s allocation of the \$400,000 the State must set aside from its Total Grant Funds Requested for the purpose of participating in RTT–ELC grantee technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated evenly across the four years of the grant.</p> <p><u>Line 13:</u> This is the total funding requested under this grant.</p> <p><u>Line 14:</u> Show total funding from other sources (including Federal, State, private, or local) being used to support the State Plan and describe these funding sources in the budget narrative.</p>					

Budget Table II-2: Participating State Agency Budget By Project--The State must include the *Participating State Agency’s proposed budget totals for each project for each year of the grant.*

Budget Table II-2: Participating State Agency (Evidence for selection criterion (A)(4)(b)) Early Childhood Investment Corporation					
Project	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
Increasing Participation in Quality	1,309,422	2,506,789	2,382,810	2,382,810	8,581,831
Improving Child Care Workforce	787,945	1,588,832	1,535,720	1,005,720	4,918,217
Improving and Supporting Quality	1,070,085	2,297,623	2,786,913	2,786,913	8,941,534
Measuring Outcomes for Children, Programs, & Educators	51,308	51,292	51,276	551,276	705,152
Ensuring Family Engagement	62,179	89,167	237,154	177,154	565,654
Leadership & Management	0	0	0	0	0
Total Budget	3,280,939	6,533,703	6,993,873	6,903,873	23,712,388

BUDGET PART II - NARRATIVE

Describe, in the text box below, the Participating State Agency's budget, including--

- How the Participating State Agency plans to organize its operations in order to manage the RTT-ELC funds and accomplish the work set forth in the MOU or other binding agreement and scope of work;
- For each project in which the Participating State Agency is involved, and consistent with the MOU or other binding agreement and scope of work:
 - *An explanation of the Participating State Agency's roles and responsibilities*
 - An explanation of how the proposed project annual budget was derived
- A detailed explanation of each budget category line item, including the information below.

1) Personnel

Provide:

- The title and role of each position to be compensated under this grant.
- The salary for each position.
- The amount of time, such as hours or percentage of time, to be expended by each position.
- Any additional basis for cost estimates or computations.

Explain:

- The importance of each position to the success of specific. If curriculum vitae, an organizational chart, or other supporting information will be helpful to reviewers, attach in the Appendix and describe its location.

2) Fringe Benefits

Provide:

- The fringe benefit percentages for all personnel.
- The basis for cost estimates or computations.

3) Travel

Provide:

- An estimate of the number of trips.
- An estimate of transportation and/or subsistence costs for each trip.
- Any additional basis for cost estimates or computations.

Explain:

- The purpose of the travel, how it relates to project goals, and how it will contribute to project success.

4) Equipment

Provide:

- The type of equipment to be purchased.
- The estimated unit cost for each item to be purchased.

- The definition of equipment used by the State.
- Any additional basis for cost estimates or computations.

Explain:

- The justification of the need for the items of equipment to be purchased.

5) Supplies

Provide:

- An estimate of materials and supplies needed, by nature of expense or general category (e.g., instructional materials, office supplies).
- The basis for cost estimates or computations.

6) Contractual

Provide:

- The products to be acquired and/or the professional services to be provided.
- The estimated cost per expected procurement.
- For professional services contracts, the amounts of time to be devoted to the project, including the costs to be charged to this proposed grant award.
- A brief statement that the State has followed the procedures for procurement under 34 CFR Parts 74.40 - 74.48 and Part 80.36.
- Any additional basis for cost estimates or computations.

Explain:

- The purpose and relation to the State Plan or specific project.

Note: Because grantees must use appropriate procurement procedures to select contractors, applicants should not include information in their grant applications about specific contractors that may be used to provide services or goods for the proposed project if a grant is awarded.

7) Training Stipends

Note:

- The training stipend line item only pertains to costs associated with long-term training programs and college or university coursework that results in a credential or degree, not workshops or short-term training supported by this program.
- Salary stipends paid to teachers and other early learning personnel for participating in short-term professional development should be reported in Personnel (line 1).

Provide:

- Descriptions of training stipends to be provided, consistent with the “note” above.
- The cost estimates and basis for these estimates.

Explain:

- The purpose of the training.

8) Other

Provide:

- Other items by major type or category.
- The cost per item (printing = \$500, postage = \$750).
- Any additional basis for cost estimates or computations.

Explain:

- The purpose of the expenditures.

9) Total Direct Costs

Provide:

- The sum of expenditures, across all budget categories in lines 1-8, for each year of the budget.

10) Indirect Costs

Provide:

- Identify and apply the indirect cost rate. (See the section that follows, Budget: Indirect Cost Information.)

11) Funds distributed to localities, Early Learning Intermediary Organizations, Participating Programs, or other partners through MOUs, interagency agreements, contracts, or other mechanisms authorized by State procurement laws.

Provide:

- The specific activities to be done by localities, Early Learning Intermediary Organizations, Participating Programs, or other partners.
- The estimated cost of each activity.
- The approximate number of localities, Early Learning Intermediary Organizations, Participating Programs, or other partners involved in each activity.
- The total cost of each activity (across all localities, Early Learning Intermediary Organizations, Participating Programs and other partners).
- Any additional basis for cost estimates or computations.

Explain:

- The purpose of each activity and its relation to the State Plan or specific project.

Note: States are not required to provide budgets for how the localities, Early Learning Intermediary Organizations, Participating Programs, and other partners will use these funds. However, the Department expects that, as part of the administration and oversight of the grant, States will monitor and track all expenditures to ensure that localities, Early Learning Intermediary Organizations, Participating Programs, and other partners spend these funds in accordance with the State Plan.

12) Funds set aside for participation in grantee technical assistance

Provide:

- The amount per year set aside for this Participating State Agency.

Note: The State must set aside \$400,000 from its Total Grant Funds Requested for the purpose of participating in RTT–ELC grantee technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated to Participating State Agencies evenly across the four years of the grant.

13) Total Funds Requested

Provide:

- The sum of expenditures in lines 9-12, for each year of the budget.

14) Other Funds Allocated to the State Plan

Provide:

- A description of the sources of other funds the State is using to support the projects in the State Plan.
- A description of how the quality set-asides in CCDF will be used for activities and services described in the State Plan, if applicable.
- Any financial contributions being made by private entities such as foundations.

Explain:

- Each funding source, the activities being funded and their relation to the State Plan or specific project, and any requirements placed on the use of funds or timing of the activity.

15) Total Budget

Provide:

- The sum of expenditures in lines 13 and 14, for each year of the budget

Narrative –

Throughout its history, the Early Childhood Investment Corporation (ECIC) has managed both public and private investments in system-building. ECIC's system building has been focused at not only the state level, but the local level through Great Start Collaboratives and Great Start Parent Coalitions who work within communities to ensure parents have access to comprehensive and coordinated services and supports. They've also helped lead the way toward better quality settings for young children in Michigan, ECIC has implemented the launch of the Great Start to Quality, as well as implementing the current system of regional Great Start Resource Centers. The Race to the Top Early Learning Challenge funds that ECIC receives will directly impact the activities outlined in Michigan's Plan outlined in Sections B and C, and coordinate with activities outlined in Section D and E. Over the course of four years of the grant, three full-time personnel at the state level will direct responsibilities to initiatives that

improve the childcare workforce and increase the quality of care in communities with high needs, and ensure that those communities are fully prepared to engage families utilizing only \$937,800 (without indirect) of the RTT-ELC funds. More than half of the total request of funds (\$12,500,199) will place Quality Improvement Specialists and Quality Improvement Consultants in communities, as outlined in Sections B (2)(b) and C (3)(b), C (3)(e) and C (4)(b). Incentivizing participation in the Great Start to Quality at \$2,256,000 and incentives for providers to increase quality \$1,980,500, combined with CONNECT and STARS platform updates to accommodate new reporting (\$828,694), totals \$5,065,194 in assuring that providers enter into GSQ, and the system is ready and able to provide both providers and the state with information needed to track quality investments. The planned budget for the bulk of the remaining funds (\$4,081,000) will improve training outcomes across the state with the development of new training modules, and training of the Resource Center staff and child care licensing consultants in their use.

1) Personnel: \$700,000

Personnel: The following positions are requested as employees of the project:	# of Positions	% FTE	Base Salary	Total Annual Cost
Project & Contract Manager – Improving Childcare Workforce, Home-Based Participation in GSQ	1	100%	\$70,000	\$70,000
Project Manager – Improving Childcare Workforce, Training for Unlicensed Providers	1	100%	\$60,000	\$60,000
Consultation Line Staff – Family and Parent Engagement.	1	100%	\$45,000	\$45,000
Annual Total				\$175,000
4-Year Total				\$700,000

2) Fringe Benefits: \$149,800

The Early Childhood Investment Corporation provides the following fringe benefits up to 21.4% of annual salaries:

- Payroll Taxes 16.67%
- Insurances: up to 4.7%; includes medical, dental, vision and life.

Budget Category	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
Fringe Benefits	\$37,450	\$37,450	\$37,450	\$37,450	\$149,800

3) Travel: \$64,000

Travel reimbursement rates for the Early Childhood Investment Corporation are .50/mile (eff. 1/1/12). In-State meals and lodging are: breakfast \$7.25, lunch \$8.33, dinner \$18.50 and lodging \$120.00; or for select cities \$8.75, \$9.75, \$22.00, \$150.00, respectively.

To estimate travel cost, MI has established standard amounts of travel based on the amount of travel anticipated.	Base Per Year	# of Staff/Trips	Total Annual Cost
Light Travel (\$4,000). 600 miles per month for 5 site visits and meals while traveling. <ul style="list-style-type: none"> This budget will allow the program manager to travel to for on-site visits to ensure the project completion and effectiveness 	\$4,000	1 staff	\$4,000
Medium Travel (\$12,000). 1,200 miles per month for 10 site visits and meals while traveling. Overnight stay 2 nights a month <ul style="list-style-type: none"> This budget will allow the program manager to travel to for on-site visits to ensure the project completion and effectiveness 	\$12,000	1 staff	\$12,000
Annual Total			\$16,000
4-Year Total			\$64,000

4) Equipment: \$0

Equipment is defined as tangible nonexpendable personal property having a useful life of more than one year and an acquisition cost of \$5,000 or more per unit.

5) Supplies: \$24,000

The Early Childhood Investment Corporation is budgeting supplies assuming the following estimates:

- Computer, monitor and printer: \$2,000 (Year 1 Only)
- Annual IT support per FTE: \$600
- \$900 per year for each employee. This cost includes office supplies, postage, and printing.

Item Description	# of Units	Unit Cost	Total
Laptop or desktop computer, monitor and printer - Only year 1	3	\$2,000	6,000
Annual IT support per FTE	3	\$600	\$1,800
Misc. Supplies	3	\$900	\$2,700
Year 1 Total			\$10,500
Year 2 Total			\$4,500
Year 3 Total			\$4,500
Year 4 Total			\$4,500
4-Year Total			\$24,000

6) Contractual: \$22,601,323

Project: Increasing Participation in Quality	Cost: \$8,519,124
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Activity: Resource Center Quality Improvement Specialists and Consultants		Cost: \$6,300,000
Section: B(2)(b)		
This contract will allow for an additional 11 Quality Improvement Specialists and 10 Quality Improvement Consultants, located at the 10 Great Start to Quality Resource Centers throughout the State of Michigan. Specifically these staff will focus on increasing home-based provider participation in GSQ.		
Year	Budget	
Grant Year 1	\$825,000	
Grant Year 2	\$1,825,000	
Grant Year 3	\$1,825,000	
Grant Year 4	\$1,825,000	

Activity: Marketing Materials		Cost: \$120,000
Section: B(2)(b)		
This contract will allow a marketing plan to be conceived and developed and then disseminated to the 5 Great Start to Quality Resource Centers who will be working in the Pathway to Potential Communities, It will allow for materials to be printed and disseminated annually, as well.		
Year	Budget	
Grant Year 1	\$60,000	
Grant Year 2	\$20,000	
Grant Year 3	\$20,000	
Grant Year 4	\$20,000	

Activity: Voluntary Participation for 619/Tribal programs		Cost: \$11,920
Section: B(2)(b)		
Increase access to the STARS platform in the form of additional users. Along with enhancements to the CONNECT system to allow for participation in GSQ.		
Year	Budget	
Grant Year 1	\$10,480	
Grant Year 2	\$480	
Grant Year 3	\$480	
Grant Year 4	\$480	

Activity: Increased Access to STARS System		Cost: \$106,704
Section: B(3)(c)		
Increase access to the STARS platform for child care licensing staff by increasing preferred users.		
Year	Budget	
Grant Year 1	\$26,676	
Grant Year 2	\$26,676	
Grant Year 3	\$26,676	
Grant Year 4	\$26,676	

Activity: Tiered Incentive Program		Cost: \$1,980,500
Section: B(2)(b)		
This incentive will allow Michigan to establish a tiered incentive program to entice providers to increase quality. Quality incentives will be available to 1 Star, 2 Star and 3 Star rated programs. Approximately 4,000 providers will be awarded incentives to help increase their quality level.		
Year	Budget	
Grant Year 1	\$371,344	
Grant Year 2	\$618,906	
Grant Year 3	\$495,125	
Grant Year 4	\$495,125	

Project: Improving Child Care Workforce	Cost: \$4,171,000
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Activity: Resource Center Quality Cohort		Cost: \$4,081,000
Section: B(2)(b)		
A contract will be awarded for the development of updated child care licensing training modules, with an enhanced focus on Great Start to Quality and the completion of child care licensing staff training using these revised modules. Additionally, each Resource Center will increase staff to oversee the RTT projects for a total of six capacity building specialists.		
Year	Budget	

Grant Year 1	\$573,000
Grant Year 2	\$1,378,000
Grant Year 3	\$1,330,000
Grant Year 4	\$800,000

Activity: Resource Center Quality Cohort-Marketing Materials		Cost: \$80,000
Section: B(2)(b)		
This contract will allow a marketing plan to be conceived and developed and then disseminated to the 5 Resource Centers. It will allow for materials to be printed and disseminated annually, as well. Resources will be used to engage unlicensed providers in cohorts to increase quality by moving to Tier 3.		
Year	Budget	
Grant Year 1	\$15,000	
Grant Year 2	\$25,000	
Grant Year 3	\$20,000	
Grant Year 4	\$20,000	

Activity: Resource Center Quality Cohort-CONNECT System Enhancements		Cost: \$10,000
Section: B(2)(b)		
This contract will allow the CONNECT system to be expanded to incorporate cohort activities related to unlicensed subsidized provider training. Bidders include Worklife Systems who maintains the system.		
Year	Budget	
Grant Year 1	\$10,000	
Grant Year 2	\$0	
Grant Year 3	\$0	
Grant Year 4	\$0	

Project: Improving and Supporting Quality	Cost: \$8,876,199
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Activity: Provider Incentive for STARS Registration		Cost: \$2,256,000
Section: B(4)(a)		
This incentive will allow Michigan to establish an incentive program to entice providers who receive child care subsidy payments to complete a self-assessment and quality improvement plan in the STARS platform in order to participate in GSQ. In addition, tier 3 unlicensed subsidized providers can receive an incentive. Approximately 2,400 providers will be awarded an incentive at an estimated cost of \$1,847,250. The remaining \$408,750 will be used to increase the capacity at Resource Centers to process incentive payments.		
Year	Budget	
Grant Year 1	\$423,000	
Grant Year 2	\$705,000	

Grant Year 3	\$564,000
Grant Year 4	\$564,000

Activity: Quality Improvement Consultants		Cost: \$6,620,199
Section: Health C(3)(b), Social Emotional C(3)(e), Family Engagement C(4)(b)		
This will provide a total of 21 Quality Improvement Consultants, of which there will be 7 of each of the following specialty: Health, Social/Emotional and Family Engagement. This will increase capacity to better serve providers and allow them to increase their overall quality level in GSQ. Potential bidders include all individuals who meet qualifications.		
	Year	Budget
Grant Year 1		\$630,495
Grant Year 2		\$1,576,238
Grant Year 3		\$2,206,733
Grant Year 4		\$2,206,733

Measuring Outcomes for Children, Programs & Educators	Cost: 700,000
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Activity: Professional Development Registry		Cost: \$200,000
Section: E(2)		
This contract will allow expansion to our current system, CONNECT to become the professional development registry for the entire state.		
	Year	Budget
Grant Year 1		\$50,000
Grant Year 2		\$50,000
Grant Year 3		\$50,000
Grant Year 4		\$50,000

Activity: STARS Platform Enhancements		Cost: \$500,000
Section: E(2)		
This contract will allow the STARS system to be enhanced based on data collected to change the GSQ standards as proposed in Section C.		
	Year	Budget
Grant Year 1		\$0
Grant Year 2		\$0
Grant Year 3		\$0
Grant Year 4		\$500,000

Project: Ensuring Family Engagement	Cost: \$335,000
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Activity: Parent Group Evaluation		Cost: \$5,000
Section: C(4)(b)		
This contract will provide the state with the necessary information to determine how best to disseminate information to parent groups. The evaluation will be conducted in two		

parts during year 1 and year 2 of the grant. Contract could be awarded to entity with experience in managing focus groups.

Year	Budget
Grant Year 1	\$3,000
Grant Year 2	\$2,000
Grant Year 3	\$0
Grant Year 4	\$0

Activity: Community Cafés		Cost: \$330,000
Section: C(4)(b)		
This will be multiple contacts, awarded to individual communities willing to participate; awards will vary by year as to the number of communities receiving and the size of the award. The Community Cafés will be located in the Pathways to Potential Communities.		
Year	Budget	
Grant Year 1	\$0	
Grant Year 2	\$30,000	
Grant Year 3	\$180,000	
Grant Year 4	\$120,000	

7) Training Stipends: \$0

8) Other: \$0

9) Total Direct Costs: \$23,539,123

10) Indirect Costs: \$173,265

Budget Category	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
9. Total Direct Costs (add lines 1-8)	\$3,236,945	\$6,490,250	\$6,950,964	\$6,860,964	\$23,539,123
10. Indirect Costs*	\$43,995	\$43,452	\$42,909	\$42,909	\$173,265

11) Funds distributed to localities, Early Learning Intermediary Organizations, Participating Programs, or other partners through MOUs, interagency agreements, contracts, or other mechanisms authorized by State procurement laws. \$0

12) Funds set aside for participation in grantee technical assistance: \$0

The state’s required set aside of \$400,000 for RTT-ELC grantee technical assistance activities is set aside in MDE’s budget.

Budget Category	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
	\$0	\$0	\$0	\$0	\$0

13) Total Grant Funds Requested: \$23,712,388

Budget Category	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
Total Grant Funds Requested	\$3,280,940	\$6,533,702	\$6,993,873	\$6,903,873	\$23,712,388

14) Other Funds Allocated to the State Plan: \$0

15) Total Budget

Budget Category	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
Total Budget	\$3,280,940	\$6,533,702	\$6,993,873	\$6,903,873	\$23,712,388

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If “Yes” is checked, indicate the beginning and ending dates covered by the Indirect Cost Rate Agreement. In addition, indicate whether ED, HHS, or another Federal agency (Other) issued the approved agreement. If “Other” was checked, specify the name of the agency that issued the approved agreement