Withdrawal/Redaction Sheet
Clinton Library

DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
001. list	Family Services and Community Based Collaboratives Problem Solving Tracking System (partial) (25 pages)	n.d.	P6/b(6)

COLLECTION:

Clinton Presidential Records
Domestic Policy Council
Gaynor McCown (Subject Files)
OA/Box Number: 7321

FOLDER TITLE:

[Minnesota] [3]

2011-0255-S
rc199

RESTRICTION CODES

Presidential Records Act - [44 U.S.C. 2204(a)]

P1 National Security Classified Information [(a)(1) of the PRA]
P2 Relating to the appointment to Federal office [(a)(2) of the PRA]
P3 Release would violate a Federal statute [(a)(3) of the PRA]
P4 Release would disclose trade secrets or confidential commercial or financial information [(a)(4) of the PRA]
P5 Release would disclose confidential advice between the President and his advisors, or between such advisors [a)(5) of the PRA]
P6 Release would constitute a clearly unwarranted invasion of personal privacy [(a)(6) of the PRA]

C. Closed in accordance with restrictions contained in donor's deed of gift.
PRM. Personal record misfile defined in accordance with 44 U.S.C. 2201(3).
RR. Document will be reviewed upon request.

Freedom of Information Act - [5 U.S.C. 552(b)]

b(1) National security classified information [(b)(1) of the FOIA]
b(2) Release would disclose internal personnel rules and practices of an agency [(b)(2) of the FOIA]
b(3) Release would violate a Federal statute [(b)(3) of the FOIA]
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b(6) Release would constitute a clearly unwarranted invasion of personal privacy [(b)(6) of the FOIA]
b(7) Release would disclose information compiled for law enforcement purposes [(b)(7) of the FOIA]
b(8) Release would disclose information concerning the regulation of financial institutions [(b)(8) of the FOIA]
b(9) Release would disclose geological or geophysical information concerning wells [(b)(9) of the FOIA]

Withdrawal/Redaction Marker
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Family Services and Community Based Collaboratives
Problem Solving Tracking System
Children's Interagency T. A. Team -- ChITA

NEW ISSUES

Date	Category	Contact	Issue	Referred To	Action Taken
02-28-95	Finance	Jim Clark Cass Co [redacted] (b)(6)	Federal Revenue Enhancement has been slow at the state level and it is impairing their ability to bring in revenue to finance their activities.	Finance Focus Team 03-06-95	He had no complaint about the actual speed of state action. His concern related to very early impressions left by outside consultatne 2-3 years ago that revenue enhancement funding would be more feasible thatn it has proven to be. He agreed this was cleared up by state staff in early 1994.
02-15-95	Finance/ Governance	Marilyn Koprowski [redacted] (b)(6)	If collaborative workers are hired for one year, do they have to pay unemployment if they get laid off?	Economic Security Fred Aden [redacted] (b)(6)	Supplied the names and telephone numbers of state, regional and local persons who are reemployment staff.
03-02-95	Governance & Service Delivery	Joe Schur Dakota Co [redacted] (b)(6)	Need training for direct service providers on data practices.	ChITA 03-06-95 Sharon Silkwood Service Delivery will work with Don Gemberling	
03-02-95	Governance	Deb Meininger MDE [redacted] (b)(6)	During site visits, Deb has noticed that not all collaboratives are clear on why parents, youth and consumers should be involved in the decision-making process in their governance structure.	Governance Focus Team 03-06-95	
02-27-95	Governance	Margaret Haggenmiller Hibbing Family Center [redacted] (b)(6)	Would like training for direct service providers on data practices.		

Date	Category	Contact	Issue	Referred To	Action Taken
02-15-95	Governance & Service Delivery	Marilyn [redacted] b(6)	If a collaborative hires licensed school social workers and they are employed by the county but placed in the schools, do they have to be part of teacher's retirement?	Deb Meininger MN Dept of Ed [redacted] b(6)	No. This answer was communicated.
02-10-95	Governance	Beth Walter Becker Co [redacted] b(6)	If parents and consumers are involved on governance boards and receive a per diem or stipend, will their public assistance be affected?	LeeAnn Sanborn 02-13-95	Article in April newsletter
02-27-95	Information Management	Margaret Haggenmiller Hibbing Family Center [redacted] b(6)	MAXIS is not able to be used by collaborative partners	Information Management 03-06-95	

Date	Category	Contact	Issue	Referred To	Action Taken
03/03/95	Service Delivery	Bob Kinderman Chisago County [redacted] (b)(6)	They are having difficulty obtaining some birth records. Unwed mothers birth certificates are not released by county records. The collaboratives believe they are missing a lot of newborns because of lack of information.	MDH John Hurley Ruth Curwen Carlson MDH 612-623-5459 3/18/94 Liz Emerson 02-06-95	Ruth Curwen Carlson presented an information and status report to ChITA on 5/23/94. Ruth will prepare a summary of the issue and recommended action steps for the ChITA newsletter. The article encouraged collaboratives to give input on this issue. After input from collaboratives, the recommendations for systemic change will be taken to the children's cabinet. (Not discussed or agreed to) 8-29-94 & 02-06-95 Betty Cooke agreed to follow up on this issue and report back to ChITA. Discussed 02-07-95 with Ruth and Liz. Response will be drafted. As this is not simply a systemic issue, numbers of strategies have been put forth through the article and directly for communities' in order to reach all new parents in the ***most effective and respectful*** ways.
02-27-95	Service Delivery	Margaret Haggenmiller Hibbing Family Center [redacted] (b)(6)	Would like examples of joint intake forms and wants to know how communities went about doing joint intake forms.	Service Delivery 03-06-95	Sharon Silkwood sent forms.

Date	Category	Contact	Issue	Referred To	Action Taken
02-27-95	Service Delivery	Margaret Haggenmiller Hibbing Family Center [redacted] P6/(b)(6)	Would like to know if DHS has any flexibility on the requirements to open individual files on each child in a family.	Service Delivery 03-06-95	Article by Ruth Carlson in May Newsletter.
02-27-95	Service Delivery	Margaret Haggenmiller Hibbing Family Center [redacted] P6/(b)(6)	Collaborative would like to get birth certificates from the city at no cost.	Service Delivery 03-06-95	Article by Ruth Carlson in May Newsletter.
02-27-95	Service Delivery	Margaret Haggenmiller Hibbing Family Center [redacted] P6/(b)(6)	Has questions on licensing requirements for private child care and public education facilities.	Service Delivery 03-06-95	

Family Services and Community Based Collaboratives
Problem Solving Tracking System
Children's Interagency T. A. Team – ChITA

ISSUES PREVIOUSLY DISCUSSED

Date	Category	Contact	Issue	Referred To	Action Taken	Follow-up
05/19/94	Diversity to Service Delivery	Betty Cooke, MDE observations from the site visit to Chisago. [redacted] (b)(6)	During her visit to Chisago County, Betty mentioned that transportation, bonding and license issues were being discussed. Apparently Betty has been involved in discussions on the licensing issues... many collaboratives may be facing these issues.	ChITA 5/23/94 needs to be assigned Service Delivery Sharon Silkwood [redacted] (b)(6)		
03/17/94	Diversity Special Focus	Nancy Devitt Hennepin Co [redacted] (b)(6)	Request assistance in responding to the planning grant offer of $90,000 to include communities of color/non profits/ traditionally marginalized groups into collaborative plan and decision making structure. They are seeking guidelines for the development of their plans.	Children's Subcabinet 3/18/94 The ombudspersons will meet to determine a response.	The following have met with Hennepin County to discuss this issue: Ann Jaede, Barb Yates, Ann Hill, Patricia Rey, Elaine Salinas. It was suggested that they meet with community organizers such as; Tom Dewar, Sam Grant, Sal Maranda (Joint Ministry Project) to get input into a strategy.	

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03/16/94	Finance	Jean Massey So. Henn. Co Human Service [redacted] Kari Williams [redacted]	Looking for list of federal and state funding streams that come into their community. This request came out of a children's mental health meeting.	3/18/94 Children's Cabinet and Subcabinet are working on this. Ann Jaede [redacted]	Tim informed her of the Children's Cabinet efforts to get a comprehensive list of funding for children from all state agencies. The prevention and intervention interagency work team is assisting in compiling a list of prevention and intervention funds and funded communities.	5-11-94 This needs follow up.
03/16/94	Finance/ Service Delivery	Children's Mental Health T.A. Work Group Gordon Wrobel MDE/CMH [redacted]	As collaboratives institute changes in special education, it will have an impact on the special education budget. Some local discussions will result in fund shifting. These reform decisions will have implications over the long haul on state funds especially as it pertains to special education programs. The concern is that school districts participating in collaboratives may end up driving up the expenditures on a capitate funding source.	Deb Meininger MDE 3/19/94 [redacted] Gordon Wrobel MDE/CMH [redacted]	The children's mental health technical assistance team invited special education finance people to their meeting to speak to these issues.	5-11-94 Follow up needed and status report.
03/03/94	Finance	Pine County Robert Waltz [redacted]	2 school districts would like to explore bonding/levy issues in regard to jointly cooperating in a building to house their Area Learning Center... do they need special district status?	Deb Meininger MDE [redacted]	Deb has followed up and a report is available.	

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12-21-94	Finance	Beth Walter/ Nancy Bauer Multi-Co Board of Health-Becker County	During a site visit the Executive Board asked about the State commitment to the financing plan that was to generate a large quantity of State resources for use in the Children's Initiative communities. These were part of the application to PEW and they are not aware of anyone at the State level working to share these resources.	Krista Boston 01-10-95		
10-28-94	Finance	Carl Rosendale Blue Earth Co [redacted]	In-depth technical assistance on the development, management and enhancement of the integrated fund (as reported in progress report).	Finance Team 1-10-95		
10-24-94	Finance	Carl Rosendale, Blue Earth County [redacted]	In-depth technical assistance on the development, management and enhancement of the integrated fund, including a local assessment.	Referred to ChITA 10-24-94 Fiscal-LeeAnn Sanborn [redacted]		

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10-24-94	Finance	Lisa Potswald, St Louis County, [redacted] (b)(6)	The Hibbing Collaborative would like assistance on how to become a managed care third-party provider.	10-24-94 Fiscal Team LeeAnn Sanborn [redacted] (b)(6)		11-05-94 Playing telephone tag with LeeAnn. Overall Lisa is extremely pleased with State technical assistance. Given the quantity of work she knows we all have, she believes we are doing a "bang-up" job. She really appreciated the site visit from Tim. She felt the feedback was non-threatening and got light bulbs going the manner was respectful and people were able to hear the feedback.
02-10-95	Finance	Sharon Buechner Roseville [redacted] (b)(6)	Roseville is planning a new elementary school and has 10 million for construction. They want their collaborative to be able to be located there but don't have capital dollars...how can this be financed...are there other communities that have build collaborative service delivery into their schools?	Finance 03-06-95		

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04/29/94	Financial	Joe Schur Dakota County [redacted] (b)(6)	Some local collaboratives like Dakota County are using the county as fiscal agent. There is developing a maze of accounting functions between local agencies in order to bill expenditures for collaborative activities. Are there ways to shortcut this accounting nightmare?	3/31/94 Fiscal Team John Sellen [redacted] (b)(6)	Tom Rice\this will be assigned to the fiscal interagency workgroup for recommendations and suggestions.	Effoe Steom cpmtacted Dakota on 4-11-95 and these concerns were resolved.
08/11/94	Fiscal/ Governance?	Lisa Pottswold, St. Louis County, [redacted] (b)(6)	St. Louis County's family service collaborative has approached a number of foundations for assistance. One of their requests was turned down in part due to the fact that they are receiving a grant from the government. They plan to approach other foundations. Can the state play a role in informing foundations of the role of government funding in local collaborative efforts. Can the government assist in the forging of partnership relationships with the foundation community?	8/15/94 Ann Jaede [redacted] (b)(6)	St. Paul Foundation is supporting St. Paul Ramsey County. Ann will call Jackie Reese. Ophilia Lopez was present.	11-05-94 Lisa reports they are still having difficulty and are now approaching McKnight. Response by foundations is that they won't fund government agencies.

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06/06/94	Fiscal/ Governance	Greg Fink, Cass County, Pillager School Dist. (b)(6)	They need to know what bricks and mortar money would be available for them as they look at the need to construct or renovate for a family center.	Sharon Shapiro (b)(6) will follow up.	Sharon has followed up and informed Greg of the new funding for early intervention funding bonding...the RFP will not be ready for months. He is also looking for bricks and mortar money for day care, Sharon contacted Barb O'Sullivan to follow up on the day care request.	
12/19/94	Governance	Jerry Fiola Worthington (b)(6)	Would like samples of by-laws and governance structures	Governance team 1-10-95 Gary Cox (b)(6)		
05/19/94	Governance/ Service Delivery	Jean Massey, So. Hennepin Human Service (b)(6)	Would like a copy of the Data Practices Act legislation and the implications for the family service collaboratives.	ChITA 5/23/94	Tim Reardon informed her that Don Gemberling met with ChITA on 5/23/94 and that a seminar was being planned on data practices. Tim will mail the new legislation to grantees in early June.	

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05/18/94	Governance	Nan Wheeler, St. Louis County [redacted] P6/(b)(6)	They are putting together joint powers agreements and are looking for assistance. Are there models that they can be following?	5/23/94 John Deegan from Dept. of Human Services will coordinate follow-up on joint powers agreements. This will be referred to the interagency governance team in June.		11-05-94 Lisa Pottswald says St. Louis is still struggling with this. Ann Tellett is the new contact person replacing Nan Wheeler.
03/14/94	Governance	Nancy Devitt Hennepin County [redacted] P6/(b)(6)	Requested Susan Roth to provide assistance in establishing a governance structure within Hennepin County. They were looking for a 6-8 week commitment to facilitate/research/guide/ advise their collaborative effort.	Susan Roth MN Planning 3/14/94 [redacted] P6/(b)(6) ChIPA will assign to interagency governance team in June.	MN Planning suggested that Hennepin County contract with an outside contractor for this level of assistance. When the interagency governance team is pulled together they will be able to assist communities in their questions regarding governance issues.	
03/09/94	Governance	Dennis McCoy Blue Earth Co. [redacted] P6/(b)(6)	Are joint powers agreements required and when would it make sense to utilize them for long term change?	3/18/94 John Deegan from Dept. of Human Services will coordinate follow-up on joint powers agreements. Governance Focus Team Gary Cox [redacted] P6/(b)(6)	Tim did some initial questioning on this issue and the League of MN Cities and League of MN Counties has done a lot of work with local communities on this issue (612) 490-5600. This will be assigned to the Governance team in June.	8-29-94 One joint powers agreement is in place between two counties and school districts.

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03/03/94	Governance Service/ Delivery	General Concern	Data Privacy/Client Confidentiality/Informed Consent	ChITA Team 3/18/94 discussed the need and will follow the legislation...Don Gemberling from the Department of Administration is the Data Practices Director for the state his number is (612) 296-6733. Ann Jaede will follow up 6/6/94.	Don Gemberling met with ChITA on 5/23/94. We have a copy of the new data practices legislation for collaboratives. We will be sending copies of this to grantees. Don is planning a series of trainings across the state in September...we will explore the possibilities of doing a training in July for collaboratives. 8-18-94 Don Gemberling provided a ChITA sponsored technical assistance training that was televised in various locations through the state.	11-05-94 Appears as if this is an ongoing issue that continues to need clarification and updated information

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03/02/94	Governance	Brenda Urke Carver-Scott [redacted] P6/(b)(6)	Looking for a facilitator/trainer/technical assistance group or person to guide their collaborative effort. They have a request for proposals for $81,000. They were interested in knowing who other collaboratives are utilizing. They would like feedback on strengths/weaknesses of various providers.	Ann Jaede 3/18 [redacted] P6/(b)(6)	Tim Reardon discussed potential consultants they could or are considering... - Public strategies group, Armanjani Hutchinson James et.al -Paul Light, Humphrey Institute -Harding Ringhoffer and Assoc. -Arthur Himmelman. Ann Jaede has followed up and found that they have contracted with the Public Strategies Group. Paul Light will participate in aspects of the contract. Brenda is willing to share the information on consultants and the process to recruit them with anyone interested...they have a request for proposals, contract for services etc. Contact Brenda for further details [redacted] P6/(b)(6) [redacted] P6/(b)(6)	Tim talked to Brenda on 5/26/94 she said they are getting rolling and are at the preliminary stage of doing an organizational assessment...they will have a retreat on June 8 and 9. Paul Light from the Humphrey Institute is conducting the interviews. 10-29-94 Feel it would be a good idea for contractors doing facilitation and coordination to meet and communicate together.
02-10-95	Governance	Barb Jagodzinske Watonwan Co [redacted] P6/(b)(6)	Wanted information on what was occurring during the legislative session and CSSA	Susan Roth 03-06-95		

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02-01-95	Governance	Cary Williams Rochester [redacted] (b)(6)	Would like governance models and assistance in developing governance at their local level.	Gary Cox & Governance Focus Team [redacted] (b)(6)		
07/27/94	Governance?	Rachael Quenemoen, Marshall Family Service Collaborative. [redacted] (b)(6)	Marshall and a number of the collaboratives from the southern section of the state are interested in how to better involve the members of their business community in the activities of their collaborative efforts to better serve families and children.	Ann Jaede 8/1/94	ChITA I felt that Action for Children could be approached to find out if they could assist in this effort. September 22, 1994 meeting with Action for Children scheduled.	
07/27/94	Governance?	Rachael Quenemoen, Marshall Family Service Collaborative. [redacted] (b)(6)	Marshall and a number of the collaboratives from the southern section of the state are interested in how to better involve the members of their business community in the activities of their collaborative efforts to better serve families and children.	Ann Jaede 8/1/94 [redacted] (b)(6)	ChITA I felt that Action for Children could be approached to find out if they could assist in this effort. September 22, 1994 meeting with Action for Children scheduled	

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03/23/94	Information Systems	Question raised at 3/23/94 TA meeting	Can the Problem Solving Tracking System be put on Internet...Can Tim be connected to Internet? Collaboratives requested copies of the problem solving tracking system ... how should it be distributed?	3/31/94 Information Management 612-282-6787	Eileen McCormack has been hired to plan an information policy strategy at MN Planning. She will assist in advising on the internet connection. An application for INTERNET has been sent to collaboratives to get hooked up by TIES for a fee of $240 per year. Eileen will explore training on INTERNET.	

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03/03/94	Information Systems	Chisago County site Visit Bob Kinderman [redacted] (b)(6)	Collaboratives would like to be able to effectively communicate with each other and the state. How can this best be achieved?	ChITA Team discussed on 3/18/94, Ann Jaede offered MN Planning services and Department of Human Services will follow up. 5/23/94 Diane Marsh from MN Planning will work to coordinate a newsletter. Her phone number is [redacted] (b)(6) Applications have been sent to get collaboratives on INTERNET for $250 per year. Eileen McCormack will develop a training for collaboratives on use of INTERNET.	ChITA will do a newsletter for all collaborative efforts including Family Service Collaboratives, Children's Mental Health, Part H., Cornerstone, Learning Readiness, Children's Initiative etc. MN Planning will coordinate the articles and information submitted. Diane Marsh will coordinate and communicate with other state agency communications staff to inform them and coordinate efforts.	9-23-94 Bob feels as if more could be happening like INTERNET contacts and an email chat, yet overall he felt as if the newsletter was a good idea.

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03/03/94	Information Systems	Application Review Process & Grant Agreement Negotiation	Information Systems on the local level...as they purchase hardware and software how to be sure it is compatible with state systems.	3-18-94 Information Management Team Eileen McCormack [redacted] (b)(6)	Tim has met with INFO Systems people from Economic Security/Education/Healt h..this initial meeting needs follow-up and leadership. Eileen McCormack has been hired by MN Planning to assist in developing an information systems plan for these type of collaborative ventures. Eileen's phone number is [redacted] (b)(6)	Tim is meeting with Eileen to discuss needs of local communities...once the interagency information systems team is identified they will meet and assist in informing collaboratives on information policy needs. 11-05-94 Eileen has scheduled on 11-30-94 an all day training and is available to do consultation or open for technical assistance questions
10-28-94	Information Management	Carl Rosendale Blue Earth Co [redacted] (b)(6)	Need support for development of electronic communications and data management system (as reported on progress report).	Information Management Team Eileen McCormack 01-10-95		
10-24-94	Information Management	Carl Rosendale, Blue Earth County [redacted] (b)(6)	Looking for financial support for the development of the electronic communications and data management system.	Referred to ChITA 10-24-94 *Information management Eileen McCormack [redacted] (b)(6)	Diane Marsh will discuss it with Eileen.	

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01-09-95	Information Management	Bill Pennsonnault Carlton Co [redacted] (b)(6)	They would like to further develop the SSIMS information management to conform to their collaborative needs and use it as a model for other collaboratives. (This involves expenditures on consultants and hardware/software.) Can this be coordinated with the collaboratives that received Board of Government Innovation dollars for information management system development?	Eileen McCormack Information Management Team 01-10-95 [redacted] (b)(6)		
08/29/94	Service Delivery	Bob Kinderman, Chisago County, (612) [redacted] (b)(6)	Their collaborative is attempting to reduce the amount of time that social workers and case workers spend writing in files. Is it possible to reduce the paper trail and maintain accountability on case plans in order to free up additional time for case workers to deal directly with families and children. Is the level of detail in case records really required...or has this simply evolved and isn't as necessary as it may have been in the past?	8/29/94 Evaluation team and service delivery team.		

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08/29/94	Service Delivery	Margaret Haggenmiller, Hibbing Family Center [redacted] P6/(b)(6)	Hibbing Collaborative is looking for models of common intake forms that other collaboratives have used. They are also interested in the process used by collaboratives to develop common intake forms.	8/29/94 Service Delivery Team-Sharon Silkwood [redacted] P6/(b)(6)		
08/26/94	Service Delivery/ Governance	Barb Jagodzinske, Child's Time Watonwan County [redacted] P6/(b)(6)	What mediation and conflict resolution resources does the state have for collaboratives? How quickly can those resources be accessed?	8/29/94 Sharon Shapiro [redacted]	Tim suggested Barb contact Roger Williams at State Conflict Resolution Center. Part H Conflict Resolution.	11-05-94 The conflict has subsided and no further assistance is needed. Sharon Shapiro's assistance was timely. The technical assistance has been very helpful. In all Barb's years in the business, she's never got the kind of assistance we offer from government, foundations or private sources.
08/22/94	Service Delivery	Cynthia Stevens, Morrison County Planning Grant [redacted] P6/(b)(6)	The Morrison County Collaborative has just completed a community assessment and is looking for assistance in analyzing and interpreting the data.	8-29-94 Service Delivery Sharon Silkwood [redacted] P6/(b)(6)	Susan Roth and Eileen McCormack have met with Cynthia and provided initial assistance. Follow up by a focus team is suggested to determine if there are other needs that a focus team could assist with.	

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07/07/94	Service Delivery Governance	Cindy Wilcox, Pine County Coordinator (b)(6)	Their collaborative is looking for input and ideas as they put together their integrated service delivery systems and with their governance structure.	Service Delivery Sharon Silkwood (b)(6)		
03/23/94	Service Delivery	Question raised at 3/23/94 TA meeting	Can Children's Mental Health and Family Service Collaboration report forms be coordinated/ consolidated?	ChITA 3/31/94		

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03/23/94	Service Delivery	Sandra DuVander Anoka County (b)(6)	Request that a common form for billing be instituted for the early childhood screening. Consolidate (EPSDT) Screening - Early and Children & Teen Check-ups between Human Services and Education - Early Childhood Screening.	3/31/94 Ann Hoxie, MDE (b)(6)	Tim discussed this possibility with Ruth Ellen Luehr and Ann Hoxie (b)(6) The training is already consolidated and an interagency group meets to coordinate screenings. Local communities respond differently to screening needs in their community. The health - child & teen check-up is more extensive and uses Federal Funds. Early Childhood Screening has 6 state agencies already meeting to coordinate quarterly, this is not always coordinated at the local level. Rural communities often use Public Health nurses to perform the screening. The issue is around developmental screening and the early childhood screening legislation encourages collaboration. Ann Hoxie is following up on the common billing request.	11-05-94 Now that managed care MA fee for service may make this issue moot. State people were very responsive and called multiple times... It was Anoka County that was not ready to address the issue at the time.

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03/14/94	Service Delivery	Jim Moore Stevens Co (b)(6)	Called Cindy Anderson at Multi-County Board of Health (Becker) 218-847-8553 asking for survey tool for a community assessment. He would like to get copies and examples of surveys.	Ann Jaede 3/18/94	The Planning Guide is now available for planning grantees to use.	11-05-94 Jim used the ECSU as a resource before the Planning Guide was available. He said Ann Jaede had followed up and he was satisfied with the assistance he received. James Moore also commented (paraphrased) that prior to the Sept 21 workshop, the technical assistance meetings that were offered monthly were not satisfactory and that on Sept. 21 it looked like the State had finally hit its stride. He has great appreciation for what the State is struggling with to provide technical assistance. He now believes that the State will do anything to facilitate experimentation at the community level. But prior to Sept. 21, he has been skeptical of asking community people to a technical assistance session because of the poor quality. He now feels as if the issues are back on the lap of the community and that it is time to stop reacting and start creating.

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03/09/94	Service Delivery	Jeff Theis Carver Scott [redacted] (b)(6)	Carver Scott Collaborative is looking for translation services for limited English speaking foreign born citizens.	ChITA 3/18/94	Community Interpreter Services, St. Paul (612) 641-0343 Open Monday-Friday 8:00-4:30.	They appreciate the assistance. This was announced in the newsletter.
03/09/94	Service Delivery	Jean Funk MN Inst. Pub. Health [redacted] (b)(6)	They have a list of all prevention programs operating in state by county. It would be good to get list for all collaborative projects.	Tim Reardon will follow-up [redacted] (b)(6)	The Prevention and Intervention workgroup is putting this information together.	11-05-94 Tim called Jean Funk to inquire about project status-Ongoing.
03/09/94	Service Delivery	Carol Thomas Prevention Alliance & Dakota Alliance for Prevention [redacted] (b)(6)	Would like a list of all state and federally funded collaborative efforts operating in Dakota County. They need a contact person, phone # and address ... need by 3/30/94.	Tom Rice 3/18/94	Tom Rice called Carol Thomas to let her know that this information ought to be available at the local level. 8-29-94 Ann Jaede agreed to follow up with Mary Montague at Dakota Alliance.	7-05-94 Carol responded that she wouldn't have asked the State for the information if it had existed locally...

Date	Category	Contact	Issue	Referred To	Action Taken	Follow-up
03/08/94	Service Delivery	Cindy Anderson Becker [redacted]	Cindy is receiving multiple requests for technical assistance asking what did you do for planning in your community.	Ann Jaede will follow up 3/18/94. The MN Collaborative Planning Guide has summarized many of the planning tools available to collaboratives... for more information contact Sharon Silkwood at DHS [redacted] Ruth Curwin Carlson at MDH [redacted] and Sharon Shapiro at Economic Security [redacted] are also resources on planning tools.	Ann talked to Cindy and Cindy agreed to put together a package of information on planning and make it available to grantees who request it. Cindy has sent a copy of the planning guide to Ann Jaede and Tim Reardon. She is also willing to present at a collaboration workshop the planning process they utilized in their community.	11-05-94 Cindy and the multi-county collaborative continue to receive multiple requests for technical assistance.

Date	Category	Contact	Issue	Referred To	Action Taken	Follow-up
03/03/94	Service Delivery	General	Need to develop common intake forms for eligibility to various programs operating in a collaborative.	3/18/94 Sharon Silkwood has a packet of intake models P6/(b)(6) [redacted]	The Atlanta Project claims to have common form they worked with Federal government on developing. Early Childhood programs have developed models for this...these forms should be sent to Tim Reardon so that they can be distributed. Other models to be considered include the Fast Forward model in Dakota County, Early Childhood programs, Headstart models.	11-05-94 Progress on this issue needs to be compiled and reported to collaboratives.
03/03/94	Service Delivery	Pine County Robert Waltz P6/(b)(6) [redacted] Bob Kinderman Chisago County P6/(b)(6) [redacted]	Their collaborative is exploring using their (EBD) Emotionally and Behavioral Disturbed teachers as Children's Mental Health case managers. What are the labor implications, classification issues, licensing qualifications that they will need to consider as they explore this change?	Deb Meininger MDE P6/(b)(6) [redacted]	Bob Fischer MDE P6/(b)(6) [redacted] P6/(b)(6) [redacted] met with the Children's Mental Health collaboratives. Sharon Silkwood from DHS P6/(b)(6) [redacted] or Gordy Wrobel P6/(b)(6) [redacted] the MDE liaison with the Children's Mental Health Collaboratives are available to assist with this issue.	8-29-94 Bob stated they have received a lot of help from MDE and DHS on this issue. Bob is willing to be used as a resource on this issue.
12-21-94	Service Delivery	Laura Mathison Itasca Co P6/(b)(6) [redacted]	Has questions on data practices, how to do release of information between agencies?	Service Delivery Team Sharon Silkwood 12-21-94 P6/(b)(6) [redacted]		

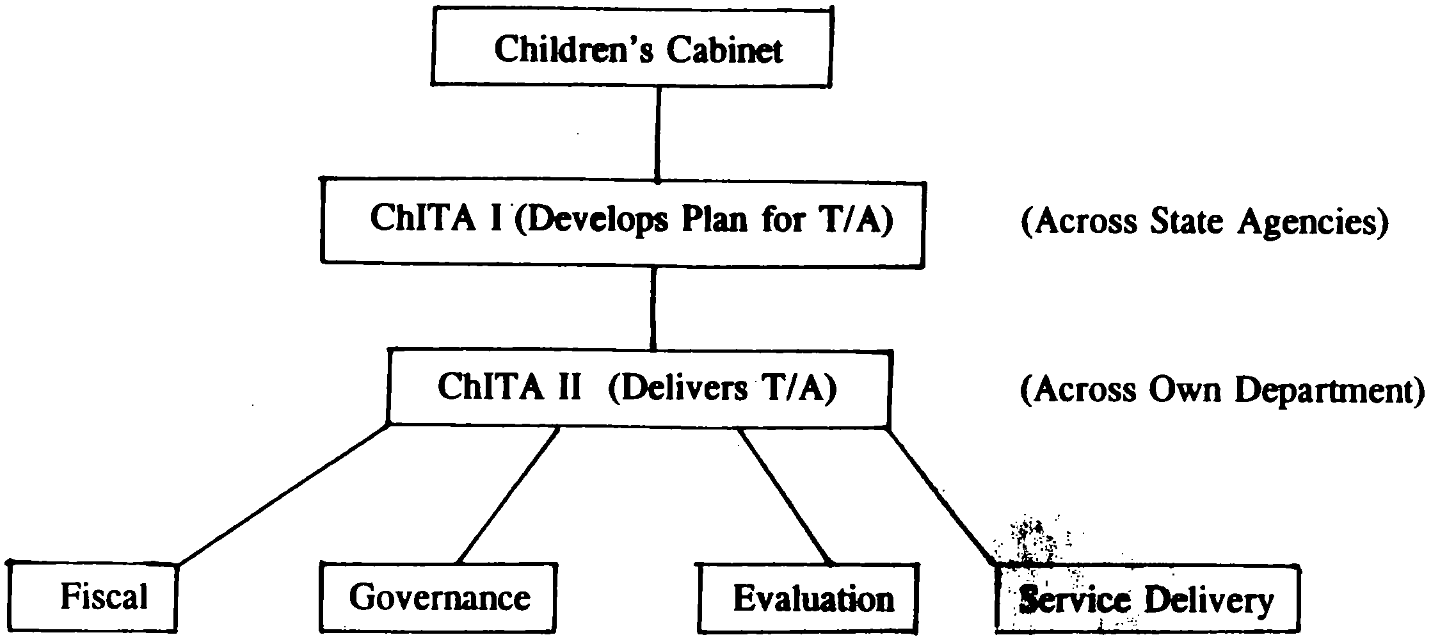
Date	Category	Contact	Issue	Referred To	Action Taken	Follow-up
11-05-94	Service Delivery	Sandra Duvander Anoka County [redacted] (b)(6)	The Anoka County Early Childhood Screening operations team is wondering if CARE accounts organization can bill directly MDE instead of going through the school district?	ChITA 11-07-94		
05/20/94	Special Focus/ Service Delivery	Barb Jagodzinske [redacted] (b)(6)	Their collaborative is conducting a survey of people who use family and children's services. They are concerned that members of the Hispanic community seem reluctant to participate. They want to have the input and are concerned that without it the survey will not be inclusive.	5/23/94 Sharon Silkwood responded [redacted] (b)(6)	Sharon Silkwood suggested they hire a Hispanic person to do the survey and all but one was filled out using this approach. Of the 50 surveys, 75% are completed.	11-05-94 Felt there was good turnaround and helpful assistance.
12-21-94	Special	Toni Braness Renville [redacted] (b)(6)	Would like to receive DHS Bulletins and doesn't have a provider number. How can they be informed about DHS programs and updates?	LeeAnn Sanborn 12-21-94 [redacted] (b)(6)		

Date	Category	Contact	Issue	Referred To	Action Taken	Follow-up
01-17-95	Special Assignment	Barb Jagodzinske Watonwan Co [redacted] (b)(6)	Community Planning Grant chose not to submit an application for implementation status and would like assistance from a TA team comprised of Education, Health, Human Services to come down and meet with local representatives from those respective agencies to determine local capacity to meet legislative requirements.	Deb Meininger 01-23-95 [redacted] (b)(6)		

DRAFT

SYSTEM REFORM FOR CHILDREN AND FAMILIES

Proposal to Coordinate Technical Assistance To Local Collaboratives



Technical Assistance Needs Identified by Local Collaboratives

May 25, 1994

ChITA
Roles and Responsibilities

The purpose of ChITA based on the directive from the Children's Cabinet is to develop a technical assistance plan for family service collaboratives and other collaboratives as well as to assist them at the community level and to develop policies to implement the technical assistance plan that removes administrative and technical barriers.

- **Members**: 11 state agencies, councils of color (4), focus team leaders (4), and other state agency staff as needed
- **Reports to**: Children's Cabinet

<u>Responsibilities</u>
1. Create a mutiagency technical assistance plan and identify how resources are used to finance the technical assistance.
2. Identify policies that need to be clarified related to technical assistance for collaboratives
3. Funnel and receive technical assistance requests to focus teams.
4. Anticipate technical assistance needs of collaboratives and respond to them.
5. Develop guidelines for the creation, need for and the evaluation of focus teams.
6. Identify appropriate persons and agencies to solve specific technical assistance problems
7. Remove barriers that impede systemic change by eliminating administrative rules and policies and making recommendations to the Children's Cabinet on changes in state and federal policies.

<u>Products</u>
1. Develop a plan for technical assistance to family service and children's mental health collaboratives and that will benefit all collaboratives.
2. Resource directory of sources of specialized technical assistance
3. Monthly newsletter
4. Generate policy recommendations to the Children's Cabinet
5. Directory of all local collaboratives (family service, children's mental health, Cornerstone, Head Start, Part H, etc.) and areas of expertise
6. Updated bibliography of articles and resources.

<u>Outcomes</u>
[To be developed by Outcomes Subcommittee]

Focus Team Roles and Responsibilities

- **Focus teams**: Integrated Service Delivery; Funding and Finance; Evaluation; Governance; Information Management.
  Issues of inclusivity and communication will be dealt with in each focus team rather that creating separate focus teams on these issues.
- **Members:** Agency staff and representatives from local collaboratives. Teams are encouraged to be co-chaired by state agency staff and local collaborative representatives. Focus team Co-leads will attend ChITA meetings

Responsibilities
1. Create a workplan with proposed products, time tables and resources identified. Meet and form workgroups as needed. Share plans with other focus teams and ChITA.
2. Provide technical assistance as requested and planned.
3. Provide expertise and resources on specific issues.
4. Make policy recommendations to ChITA based on identified needs.
5. Share information across sate and local collaboratives.

Products
1. Develop and update a techncial assistance resource directory.
2. Organize and participate in technical assistance workshops.

Outcomes
[To be developed by Outcomes Subcommittee]

Focus Team Leader's Responsibilities

Responsibilities
1. Attend ChITA meetings and report issues and assignments to focus team
2. Identify and invite appropriate agencies and local collaborative partners and report their activity to ChITA.
3. Bring updates on work needs to ChITA meetings and convey decisions and information to focus teams.

ChITA Individual Member Responsibilities

1. Agency staff are to represent their respective programs and initiatives. This includes bringing information about training activities that are planned for collaborative initiatives.

2. Report ChITA decisions, resolutions, issues and problems to their Commissioners.

3. Recommendations agency staff to participate on focus teams.

4. Provide technical assistance when called upon.

5. Distribute newsletter to grantees and colleagues..

ChITA Member Agency Responsibilities

Responsibilities

1. Negotiate with other ChITA agencies its level of participation in ChITA and focus teams.
2. Provide technical assistance to ChTIA, focus teams and local collaboratives.
3. Prmote and encourage local collaboration especially with their local counterparts.
4. Remove single agency barriers to local collaboration.
5. Submit articles to the ChITA Newsletter and distribute the newsletter to appropriate constituents.

West Virginia
Children's Cabinet

Collaborative Finance Focus Team

Key Points

May 25, 1995

w/the recently passed legislation, there is a whole new ~~collabo~~ way of approaching?

Finances the support service design

A. Key Issues

1. Finances must follow and support services, not the other way around.

2. The "Integrated Fund" is simply a way of tracking all the staff, money, and other resources that local partners have put under collaborative control. It should be simply the financial manifestation of system redesign.

3. "Risk shifting" and "cost shifting" (avoiding effort that is planned and effective) is as big an issue as duplication of effort.

4. Collaborative finances can be complex and frustrating, with local turf battles and state requirements that appear to be unnecessarily rigid, but that hasn't stopped the best organized local collaboratives from proceeding forward.

B. Key Projects

1. Local Collaborative Time Study (LCTS) Pilot Project
   - Four pilot sites:
     - Becker (Detroit Lakes)
     - Blue Earth/Nicollet (Mankato)
     - Cass (Walker)
     - Hennepin (Minneapolis)
   - Determines allowable costs in public schools, public health, and corrections.
   - Designed for administrative claims under Medicaid, Title IV-E, and AFDC.
   - Implemented January 1, 1995, but much work yet to do.
   - Requests for federal approval submitted, but not yet granted.
   - Estimated new federal revenue: $3 million annually.
   - New revenue must be used by local collaboratives to support and expand their collaborative service design.
   - Congressional action and pilot experience will determine whether to stop, continue, or expand beyond the pilot.

2. Medicaid Capitation (managed care) for children's mental health services
   - Two pilot sites:
     - Hennepin (Minneapolis)
     - Kandiyohi/Meeker/Renville/Yellow Medicine (Willmar)
   - Designed to test the application of managed health care concepts to children's mental health.

- State pays a monthly Medicaid premium for each child to the local collaborative, which can then use the funds flexibly *but* also assumes the risk of providing needed services.
- Reduces cost and risk shifting; encourages the local collaborative toward preventive and early intervention strategies to avoid costly treatment and inpatient services.
- One actuarial study completed (based on aggregate expenditures); a second actuarial study underway (based on case studies).

3. "Fiscal Laboratories" Project
   - Site selection process underway.
   - Work intensively with 3-4 local collaboratives.
   - Learn from local experience.
   - Examine local service design, then assist in getting finances to support service design.
   - Identify unsolved problems (inflexible state requirements, reporting, accounting, etc.) and work together to solve them.
   - Develop lessons and models of general interest.
   - Gain locals' assistance in disseminating solutions and other knowledge.

NOTE: For this concept to work, we will need to accept a temporary slow-down in technical assistance to other "non-lab" collaboratives. However, it should ultimately mean we acquire new knowledge, skills, and capacity which in the long-run should assist *all* collaboratives.

C. The Collaborative Finance Focus Team

1. Team currently has active participation from 5 state agencies:
   - Corrections
   - Education
   - Health
   - Human Services
   - Planning

2. Resource shortages:
   - Experienced staff capable of rapidly learning whole new areas, communicating clearly, solving complex puzzles, and with a customer-service orientation.
   - These are the same staff that every state agency already has busy doing other priority work.
   - Takes many months to bring new staff up to speed.

3. Requires entirely new ways of working with local operations. State government has not in the past been set up to provide this kind of unified technical assistance.

Children's Interagency Technical Assistance (CHITA)
Collaborative Finance Team's

Collaborative Fiscal Framework

as of 9/21/94

Purpose: To provide a condensed, and further refined, version of the fiscal sections contained in the April 26, 1994 Collaborative Planning Guide. This framework consists of eight fiscal *issue areas* that each local collaborative will likely need to address at some point in its process. It is intended to provide the basis for state departments and local collaboratives to organize, discuss, and move on fiscal issues. This framework also represents the areas in which the Collaborative Finance Team will be concentrating its technical assistance efforts. It is evolving; local collaborative input is necessary and welcome.

Issue Areas

1. **Finances must support service design, not vice-versa**

   See Section N of April 26, 1994 Planning Guide

2. **Integrated Fund (or pooling of resources) and associated accounting**

   a. To be an Integrated Fund, all of the following are required:
      1) each local partner must commit resources,
      2) pooled resources must be measurable in dollars,
      3) pooled resources must be under the control of the collaborative's governance structure, and
      4) pooled resources must be able to be consolidated into a single financial statement, with clear audit trails.

   The process of pooling funds does not, *in itself*, remove any program or fiscal requirements attached to funding sources.

   b. There are three basic accounting models for Integrated Funds:
      1) joint checking account model (one collaborative checkbook)
      2) holding company model (collaborative cost and revenue centers established in each of the local partner's own checkbooks)
      3) a hybrid of model one and model two

   Each collaborative develops the model that best suits it. State departments are beginning to work on recommendations for COFARS and UFARS accounting.

c. Each collaborative must designate a fiscal agent which is responsible for the over-all budgeting, accounting and reporting for the collaborative. Potential revenue enhancement opportunities may suggest the county social service agency as the logical choice for fiscal agent (see Issue Area 7 below).

See Section O of April 26, 1994 Planning Guide

3. Reducing or eliminating unnecessary requirements attached to funding sources

State and federal funding sources usually have specific program and fiscal requirements as specified in federal regulations, state law, department rules and or policies.

The process of pooling a funding source in an Integrated Fund does not, *in itself*, remove any of the specific requirements attached to the funding source. However, depending upon the legislative or programmatic intent of a funding source to be pooled, the collaborative design, and other factors, it may be possible for some of the specific requirements to be reduced or eliminated.

Examples of specific program and fiscal requirements attached to funding sources include: which local agency is eligible for funds, planning processes, budget processes, maintenance of effort (MOE),provider credentials or licensing, target populations, client eligibility, required services, spending limits, allocations, fiscal reporting, program reporting, etc.

Obviously, the pooling of funds in an Integrated Fund becomes more practical as specific requirements are lessened.

State departments are working to identify the state and federal funding sources that could be easily pooled by the collaborative. State departments are also working to reduce or eliminate any unnecessary requirements attached all of the various funding sources. At the same time, collaboratives are encouraged to identify any specific requirements that are "getting in the way" of a collaborative using a funding source, and to propose alternatives that maintain the legislative and programmatic intent of the funds.

See Section R of April 26, 1994 Planning Guide

4. Co-location of staff as a contribution to an Integrated Fund

The co-location of staff refers to arrangements such as, for example, locating public health nurses and social workers on the same premises for joint assessment of children.

The co-location of staff may, or may not, meet the requirements of an Integrated Fund. In any case, the co-location of staff is seen as a practical step in the collaboration evolution and is therefore encouraged.

To meet the requirements of an Integrated Fund, the co-located staff and associated funding would need to be under the control of the collaborative's governance structure (e.g. assigned priorities and workload), as discussed in Issue Area 2 above.

Not specifically addressed in April 26, 1994 Planning Guide

5. Who pays and how much, including capitation

Each collaborative gets to establish the basis for the local partners' contributions to the Integrated Fund. This basis should be formalized through agreement among the local partners.

Capitation (an amount per child per month rate) is one technique for determining local partners' contributions. Capitation can be used for non-Medical Assistance funding sources; Medical Assistance (MA) funds may be available in a capitation rate to a ChIMHF collaborative.

We recommend a process that avoids "risk shifting", "cost-shifting" and unwanted financial incentives.

See Sections P and Q of April 26, 1994 Planning Guide

6. Fiscal Reporting

Fiscal reporting for the collaborative grants themselves (ChIMHF or Family Services) are specified by the issuing agency (DHS for ChIMHF and Planning for Family Services). These specifications are now complete.

Current state/local fiscal reporting systems will need to be adapted to the additional demands resulting from collaborative.

Eventually, fiscal reporting on the over-all activity of the collaborative will also be required, possibly as soon as CY 1995.

State departments are beginning to work on these last two points.

See Section T of April 26, 1994 Planning Guide

7. Revenue Enhancement

Revenue enhancement refers to the idea of convincing the federal government to give us more money, probably using the big human services "entitlement" (MA, AFDC, Title IV-E).

One big concern is whether revenue enhancement can be accomplished without weighing the collaborative down or distorting what needs to happen too much. A second concern is special difficulties currently associated with using MA in a Health Care Reform environment.

Use of existing tools such as Child Welfare Targeted Case Management (CW-TCM) and Emergency Assistance Intensive Family Preservation Services (EA-IFPS) is encouraged.

The Local Collaborative Time Study (LCTS) Pilot Project is the current revenue enhancement focus of the Collaborative Finance Team.

Generally, in order to access these big human service "entitlement", these funds must flow through the county social service agency, which is also responsible for reporting the activity to DHS and receiving payment from DHS.

See Section S of April 26, 1994 Planning Guide

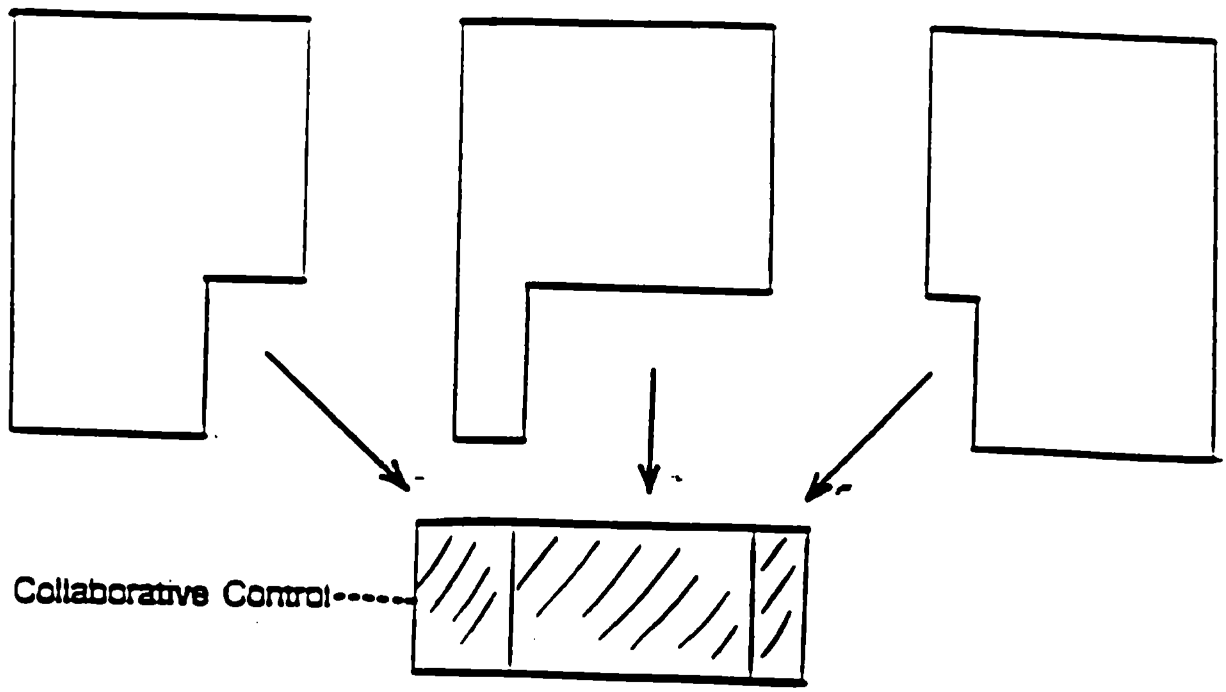
8. Maintenance of Effort

The authorizing legislation for both the ChIMHF and Family Services collaborative contain Maintenance of Effort (MOE) provisions. Accordingly, local partners cannot reduce funding for family and children services that are included in the collaborative's service delivery design.

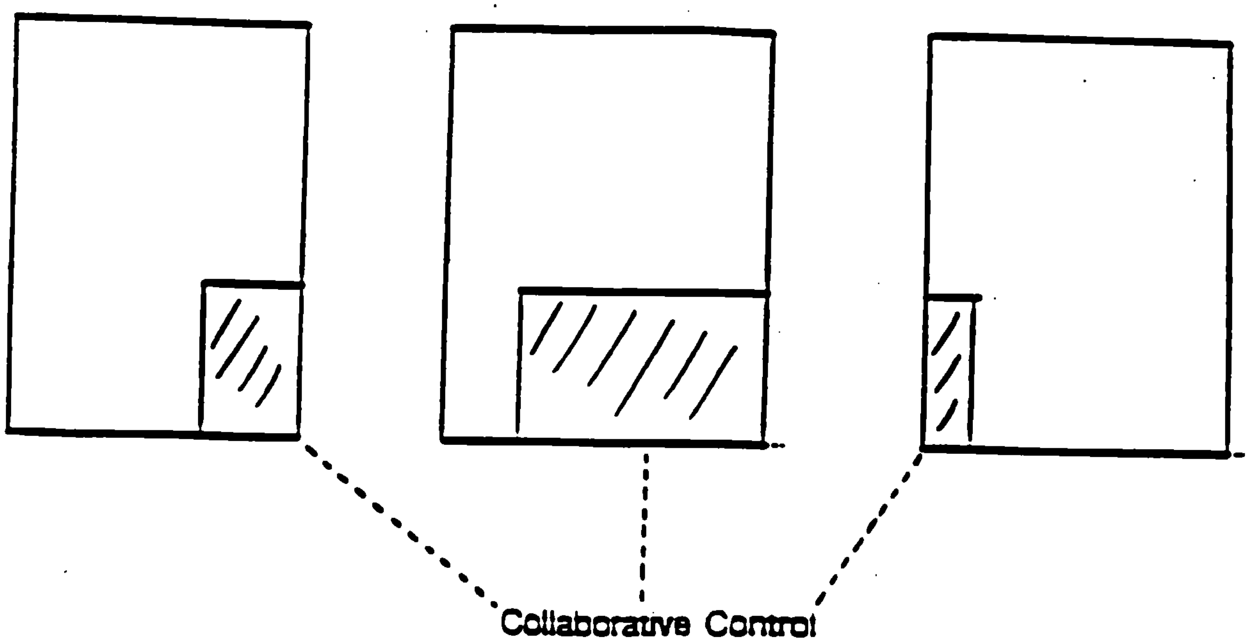
There may also be MOE requirements attached to the specific funding sources pooled in an Integrated Fund, and these must continue to be complied with.

Not specifically addressed in April 26, 1994 Planning Guide

The "*Joint Checking Account*" Model



The "*Holding Company*" Model



<u>Things I've Noticed About Local Collaboratives</u>

Some Observations by John Sellen
07/06/94 (updated 03/22/95)

A. Things that seem to help a local collaborative move forward:

1. Key decision-makers, administrators, and actors (county human service director(s), school superintendent(s), juvenile court judge(s), United Way leadership, etc.) involved early and substantially.

2. Early parent involvement.

3. Early consensus that this is a *joint* effort among schools, social services, parents, etc. not just one agency's "baby" with a bunch of cameo parts for the rest of the cast.

4. Much work on *why* we are getting together, on *key values*, and on a shared *vision* or *mission* before going on to details.

5. Emphasis on family-oriented service design rather than exactly how the details all work.

6. Acceptance of partial solutions or "70% solutions" to get rolling, rather than needing to have every detail nailed down before doing anything.

7. *At least* one person deciding to make it happen, enlisting other people's assistance and active participation.

B. Things that seem to trip up a would-be local collaborative:

1. No consensus on what you're trying to do.

2. Local agencies immediately send "middle-level" staff with no decision-making authority to vaguely defined "collaborative meetings" with an assignment to "see if anything is happening" or even to be passive and/or object to new ideas.

3. One agency (schools, social services, health, whoever) dominates early on and can't figure out how to effectively involve the others, and the others never really help out.

4. Jumping into service design without clarifying values and vision, or jumping into finances without having a target population and a service design.

5. Waiting too long to invite accounting/fiscal staff to join the project. This is as unworkable as trying to get deep into finances too early. They need to understand the vision and the service design in order to be resources instead of obstacles.

6. Trying to implement before you're ready...or waiting until every "i" is dotted.

C. **Things a would-be collaborative should know about finances before it gets basic agreement on its service design:**

1. Finances should support your service design, not the other way around.

2. There won't be much more money to speak of.

3. Prevention and early intervention usually cost less than waiting for a crisis and then buying expensive services.

4. A smallish number of troubled children and families, seemingly always in a crisis, cost a disproportionately large share of money.

5. The current system is set up for "cost shifting" and "risk shifting" that in the end cost the system more than if this could be avoided.

6. To be a true collaborative, all local partners will eventually have to contribute resources *measurable* in dollars. Cash is easiest and most useful in changing services, but staff and other valuables can work. "Business as usual" with a new name is not a contribution, and doesn't change anything either.

7. Some funding sources have lots of strings attached. These can be harder to work with. Local property tax dollars have the least strings attached.

8. In choosing a fiscal agent (fiscal host), federal revenue enhancement opportunities suggest that you seriously consider the county social service agency for this role. Federal regulations will mean that the county social service agency will need to handle much of the accounting and reporting work for any federal revenue enhancement process you undertake, and this would duplicate some of the work that a fiscal agent (fiscal host) would have to perform anyway. However, this should not mean that the county social service agency (or any other fiscal agent or host) has "more say" in how the collaborative works simply because of a technical support role.

9. Let's talk about the rest of how finances can support your service design (the "advanced topics") when you have a good draft of your vision, your target population, and your service design.

COLLABORATIVE FINANCE TEAM

Children's Interagency Technical Assistance (ChITA)

Department of Corrections
300 Bigelow Bldg.
450 N. Syndicate
St. Paul, MN 55104

Ron Amdahl
724 1st Ave. S.
Rochester, MN 55902
(507) 252-0402

John Calabrese . . . . (612) 642-0209
Ralph Fredlund . . . . (612) 642-0213

Department of Education
Capitol Square
550 Cedar Street
St. Paul, MN 55101

Gary Farland . . . . (612) 296-4431
Robert H. Fischer . . . . (612) 296-4164
Joyce Krupey . . . . (612) 282-5982
Kerry Suzuki . . . . (612) 296-8640
*Gordon Wrobel . . . . (612) 297-1641

Department of Health
717 Delaware Street SE
Minneapolis, MN 55414

Dave Hovet . . . . (612) 623-5072
Janet Olstad . . . . (612) 623-5439
*Marie Scheer . . . . (612) 623-5328

Department of Human Services
444 Lafayette Road
St. Paul, MN 55155

	DIVISION	
Marty Cammack	#3810 - Financial Management	(612) 296-1564
*Pete Carpenter	#3810 - Financial Management	(612) 297-5464
*John Sellen **	#3810 - Financial Management	(612) 297-1460
Effie Stein	#3810 - Financial Management	(612) 296-7692
Lee-Ann Sanborn	#3839 - Children's Initiative	(612) 296-7905
*Jill Weise	#3828 - Mental Health	(612) 297-3641
*Norm Isaacson	#3832 - Family and Children's Services	(612) 297-3539
*Sara McNeely	#3832 - Family and Children's Services	(612) 297-3027
*Jean Thompson	#3832 - Family and Children's Services	(612) 297-5516
*John Degan	#3853 - Health Care Federal Compliance	(612) 282-6201
*Joan Sykora	#3853 - Health Care Policy	(612) 282-6646
*Tom Williams	#3853 - Health Care Federal Compliance	(612) 282-5900

MN Planning
658 Cedar Street
St. Paul, MN 55155

Krista Boston . . . . (612) 282-6786
Dianne Marsh . . . . (612) 296-7939

***LCTS Sub-Team** ****Team Leader** **revised 4/7/95**

(vii) rates of health screening and evaluation; and

(viii) school readiness of way to grow participants compared to nonparticipants.

Subd. 6. **MATCH.** Each dollar of state money must be matched with 50 cents of nonstate money. Programs may match state money with in-kind contributions, including volunteer assistance.

Subd. 7. **ADVISORY COMMITTEES.** The commissioner of education shall establish a program advisory committee consisting of persons knowledgeable in child development, child health, and family services, who reflect the geographic, cultural, racial, and ethnic diversity of the state; and representatives of the commissioners of education, human services, and health. This program advisory committee shall review grant applications, assist in distribution of the grants, and monitor progress of the way to grow/school readiness program. Each grantee must establish a program advisory board of 12 or more members to advise the grantee on program design, operation, and evaluation. The board must include representatives of local units of government and representatives of the project area who reflect the geographic, cultural, racial, and ethnic diversity of that community.

Subd. 8. **REPORT.** The advisory committee shall report to the education committee of the legislature by January 15, 1993, on the evaluation required in subdivision 5, clause (6), and shall make recommendations for establishing successful way to grow programs in unserved areas of the state.

*

Sec. 10. **[121.8355] FAMILY SERVICES AND COMMUNITY-BASED COLLABORATIVES.**

Subdivision 1. **ESTABLISHMENT.** (a) In order to qualify as a family services collaborative, a minimum of one school district, one county, and one public health entity must agree in writing to provide coordinated family services and commit resources to an integrated fund. Collaboratives are expected to have broad community representation, which may include other local providers, including additional school districts, counties, and public health entities, other municipalities, existing culturally specific community organizations, local health organizations, private and nonprofit service providers, child care providers, local foundations, community-based service groups, businesses, local transit authorities or other transportation providers, community action agencies under section 268.53, senior citizen volunteer organizations, and sectarian organizations that provide nonsectarian services.

(b) Community-based collaboratives composed of representatives of schools, local businesses, local units of government, parents, students, clergy, health and social services providers, youth service organizations, and existing culturally specific community organizations may plan and develop services for children and youth. A community-based collaborative must agree to collaborate with county, school district, and public health entities. Their services may

include opportunities for children or youth to improve child health and development, reduce barriers to adequate school performance, improve family functioning, provide community service, enhance self esteem, and develop general employment skills.

Subd. 1a. **DEFINITION.** For purposes of this section, "collaborative" means either a family services collaborative described under subdivision 1, paragraph (a) or community-based collaboratives described under subdivision 1, paragraph (b).

Subd. 2. **DUTIES.** (a) Each collaborative shall:

goals, outcome based indicators

(1) establish, with assistance from families and service providers, clear goals for addressing the health, developmental, educational, and family-related needs of children and youth and use outcome-based indicators to measure progress toward achieving those goals;

(2) establish a comprehensive planning process that involves all sectors of the community, identifies local needs, and surveys existing local programs;

(3) integrate service funding sources so that children and their families obtain services from providers best able to anticipate and meet their needs;

(4) coordinate families' services to avoid duplicative and overlapping assessment and intake procedures;

(5) focus primarily on family-centered services;

(6) encourage parents and volunteers to actively participate by using flexible scheduling and actively recruiting volunteers;

(7) provide services in locations that are readily accessible to children and families;

(8) use new or reallocated funds to improve or enhance services provided to children and their families;

(9) identify federal, state, and local institutional barriers to coordinating services and suggest ways to remove these barriers; and

(10) design and implement an integrated local service delivery system for children and their families that coordinates services across agencies and is client centered. The delivery system shall provide a continuum of services for children birth to age 18. The collaborative shall describe the community plan for serving pregnant women and children from birth to age six.

examples of outcome based indicators

(b) The outcome-based indicators developed in paragraph (a), clause (1) may include the number of low birthweight babies, the infant mortality rate, the number of children who are adequately immunized and healthy, require out-of-home placement or long-term special education services, and the number of minor parents.

Subd. 3. **INTEGRATED LOCAL SERVICE DELIVERY SYSTEM.** A collaborative shall design an integrated local service delivery system that coordinates funding streams and the delivery of services between existing agencies. The integrated local service delivery system may:

(1) improve outreach and early identification of children and families in need of services and intervene across service systems on behalf of families;

(2) offer an inclusive service system that supports all families within a community;

(3) coordinate services that eliminate the need to match funding streams, provider eligibilities, or clients with multiple providers;

(4) improve access to services by coordinating transportation services;

(5) provide initial outreach to all new mothers and periodic family visits to children who are potentially at risk;

(6) coordinate assessment across systems to determine which children and families need coordinated multiagency services and supplemental services;

(7) include multiagency service plans and coordinate unitary case management; and

(8) integrate funding of services.

Subd. 4. **INTEGRATED FUND.** (a) A collaborative must establish an integrated fund to help provide an integrated service system and fund additional supplemental services. The integrated fund may consist of federal, state, local, or private resources. The collaborative agreement must specify a minimum financial commitment by the contributors to an integrated fund. Contributors may not reduce their financial commitment except as specified in the agreement or by federal declaration.

(b) A collaborative must seek to maximize federal and private funds by designating local expenditures for services that can be matched with federal or private grant funds and by designing services to meet the requirements for state or federal reimbursement.

(c) Collaboratives may seek to maximize federal reimbursement of funds under section 256F.10.

Subd. 5. **LOCAL PLANS.** The collaborative plan shall describe how the collaborative will carry out the duties and implement the integrated local services delivery system required under this section. The plan shall include a list of the collaborative participants, a copy of the agreement required under subdivision 1, the amount and source of resources each participant will contribute to the integrated fund, and methods for increasing local participation in the collaborative, involving parents and other community members in implementating

and operating the collaborative, and providing effective outreach services to all families with young children in the community. The plan shall also include specific goals that the collaborative intends to achieve and methods for objectively measuring progress toward meeting the goals.

Subd. 6. **PLAN APPROVAL BY THE CHILDREN'S CABINET.** (a) The children's cabinet shall approve local plans for collaboratives. In approving local plans, the children's cabinet shall give highest priority to a plan that provides:

(1) early intervention and family outreach services;

(2) family visitation services;

(3) a continuum of services for children from birth to age 18;

(4) family preservation services;

(5) culturally sensitive approaches for delivering services and utilizing culturally specific organizations;

(6) clearly defined outcomes and valid methods of assessment;

(7) effective service coordination;

(8) participation by the maximum number of jurisdictions and local, county, and state funding sources;

(9) integrated community service providers and local resources;

(10) integrated transportation services;

(11) integrated housing services; and

(12) coordinated services that include a children's mental health collaborative authorized by law.

(b) The children's cabinet shall ensure that the collaboratives established under this section do not conflict with any state or federal policy or program and do not negatively impact the state budget.

Subd. 7. **RECEIPT OF FUNDS.** The office of strategic and long-range planning may receive and administer public and private funds for the purposes of this act.

Sec. 11. Minnesota Statutes 1992, section 121.882, subdivision 2b, is amended to read:

Subd. 2b. **HOME VISITING PROGRAM.** (a) The commissioner of education shall include as part of the early childhood family education programs a parent education component to prevent child abuse and neglect. This parent education component must include:

PLANNING
Prevention & Intervention Funding
658 Cedar Street
St. Paul, MN 55155

PREVENTION & INTERVENTION FUNDING
is a collaborative effort among 11 state agencies,
the Children's Cabinet and the Chemical Abuse
and Violence Prevention Council.

FUNDING

FOR MINNESOTA'S COMMUNITIES

COMMUNITY CRIME AND DRUG PREVENTION ACTIVITIES AND HIGH-RISK YOUTH VIOLENCE PREVENTION ACTIVITIES

COMMUNITY VIOLENCE PREVENTION PROGRAMS

DRUG ABUSE RESISTANCE EDUCATION (D.A.R.E.) [K-6 PROGRAMS]

GRASSROOTS COLLABORATION

IMPLEMENTATION GRANTS FOR FAMILY SERVICES COLLABORATIVES

MALE RESPONSIBILITY AND FATHERING GRANTS

TRUANCY ACTION PROGRAMS

APPLICATION HOTLINE
297-1419 or 1-800-934-7113

JUNE 1994

PREVENTION & INTERVENTION

Minnesota's Prevention & Intervention Funding is an application process to assist community programs by coordinating funds from a variety of federal and state grant programs. Funds support comprehensive approaches to complicated problems facing our communities. Through this consolidated grant application, funds are available from a variety of sources for cooperative efforts to promote comprehensive, communitywide prevention and intervention activities.

While some funds are targeted to the needs of young people, others are intended to support community and neighborhood efforts for all citizens. Poor school performance, low self-esteem, teen pregnancy, involvement in the juvenile justice system and suicidal behavior are tangled in a complex web with learning difficulties, family violence, family alcohol and drug abuse, sexual abuse and feelings of alienation. No community in Minnesota is immune to these problems. Comprehensive responses are needed to reduce the number of troubled youth and promote healthy and safe families and communities.

The application process is held once or twice a year and grant programs change, depending on the availability of funds. This is a collaborative effort among the Children's Cabinet, the Chemical Abuse and Violence Prevention Council and 11 state agencies: the departments of Administration, Finance, Public Safety, Corrections, Economic Security, Education, Transportation, Human Services and Health, and the Housing Finance Agency and Minnesota Planning. The application process is coordinated by the Prevention & Intervention Work Group.

HOW DO I APPLY FOR THESE FUNDS?

Applications are available July 15, 1994, and are automatically sent to school superintendents, county social service directors and community health service administrators.

To receive an application, call the Application Hotline at (612) 297-1419 or 800-934-7113 and leave a detailed message.

Or write:
Minnesota Planning
Prevention & Intervention Funding
658 Cedar Street
St. Paul, MN 55155

TDD (612) 297-5353 or 800-627-3529
Minnesota Relay Services, ask for Minnesota Planning at (612) 297-1419.

Upon request, this brochure will be made available in an alternate format, such as Braille, large print or audio tape.

WILL APPLICATION WORKSHOPS BE OFFERED TO ANSWER QUESTIONS?

Yes. Regional workshops will be held. A schedule will be sent with applications.

WHEN IS THE APPLICATION DEADLINE?

Deadlines vary by grant. See the table for application deadlines.

WHEN WILL APPLICANTS BE NOTIFIED OF GRANT AWARDS?

By January 1995

WHEN WILL PROGRAMS START?

Each fund category differs. Check the fund description section of the application for more details.

WHAT TYPE OF FUNDING IS AVAILABLE?

FUND CATEGORY	ESTIMATED SIZE OF AWARD PER YEAR	DOLLARS AVAILABLE	LENGTH OF GRANT PERIOD	APPLICATION DEADLINE	SOURCE OF FUNDS
Implementation grants for family services collaboratives	Up to $250,000	$2 million	1 year	December 1, 1994	1993 Omnibus Education and Health and Human Services Act
Grassroots collaboration grants for communities of color, neighborhoods or small nonprofit groups	$10,000 to $30,000	$97,500	1 year	October 17, 1994	1994 Juvenile Justice Act
Community crime and drug prevention activities and high-risk youth violence prevention activities	$10,000 to $50,000	$4.4 million (up to $2.2 million available January 1, 1995, with remainder reserved for second year)	2 years	October 17, 1994	1994 Juvenile Justice Act; M.S. 299A.34 and 299A.35; Bureau of Justice Assistance
Truancy Action Projects*	$25,000 to $50,000	$50,000	1 year	October 17, 1994	1994 Juvenile Justice Act
Male responsibility and fathering grants	Up to $50,000	$500,000	1 year	October 17, 1994	1994 Omnibus Education Act
Drug Abuse Resistance Education (D.A.R.E.) [K-6 programs]	Up to $4,000	$159,000	1 year	October 17, 1994	Drug Free Schools and Communities Act
Community Violence Prevention Councils	Up to $3,000	$200,000	1 year	October 17, 1994	Laws 1993, Ch. 224, Art. 4, Subd. 17

APPLICATION HOTLINE
297-1419 or 1-800-934-7113

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PREVENTION & INTERVENTION

FUNDING

FOR MINNESOTA'S COMMUNITIES

APPLICATION MATERIALS

Planning and Implementation Grants
for Family Services Collaboratives
and Community-Based Collaboratives

Community Crime
and Drug Prevention

Curfew Programs

Drug Abuse Resistance
Education Programs

APPLICATION HOTLINE
297-1419 or 1-800-934-7113

Fall 1993

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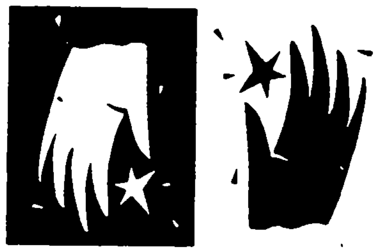

Prevention & Intervention Funding is a collaborative effort among the Children's Cabinet, the Chemical Abuse Prevention Resource Council and 11 state agencies: departments of Administration, Finance, Public Safety, Corrections, Jobs and Training, Education, Transportation, Human Services, Health, Housing Finance and Minnesota Planning. The application process is coordinated by the Prevention & Intervention Work Group.

APPLICATION HOTLINE
297-1419 or 1-800-934-7113

Upon request, Prevention & Intervention Funding Application Information will be made available in an alternative format, such as Braille, large print or audio tape. For TDD, contact Minnesota Relay at 612-297-5353 or 1-800-627-3529.

Printed on recycled and recyclable paper with vegetable-based ink.

GENERAL INFORMATION

What type of funding is available?

FUND CATEGORY	ESTIMATED SIZE OF AWARDS	DOLLARS AVAILABLE	APPLICATION DEADLINE	SOURCE OF FUNDS
Planning Grants for Family Services Collaboratives and Community-Based Collaboratives	Up to $30,000	Up to $2.4 million	Oct. 15, 1993	1993 Omnibus Education and Health and Human Services Bills
Implementation Grants for Family Services Collaboratives and Community-Based Collaboratives	Up to $250,000	$5.3 million (Up to $2 million available in fall 1993 with remaining funds available in fall 1994)	Dec. 1, 1993	
Community Crime and Drug Prevention	$10,000-$100,000	$1,080,000	Oct. 15, 1993	Bureau of Justice Assistance Federal Drug Abuse Act of 1988 and M.S. 299A.34 and 299A.35
Municipal Curfew Enforcement	$25,000-$50,000	$100,000	Oct. 15, 1993	M.S. 299A.35 1993 Omnibus Crime Bill
Drug Abuse Resistance Education Programs	Up to $4,000	$177,000	Oct. 15, 1993	Drug Free Schools and Communities Act

What is Prevention & Intervention Funding?
The purpose of Prevention & Intervention Funding is to help communities apply for funds by coordinating grants from various funding sources.

Who is eligible?
Check the fund category description section in this application for details about what type of organizations are eligible for each of the funds.

How do we apply for more than one source of funds?
You may with one exception, apply for more than one fund. If you apply for multiple funds, you must submit an application for each fund category. You may not, however, simultaneously apply for a Family Services Collaborative and Community-Based Collaborative planning grant and implementation grant for the same service area.

How many copies of the application need to be sent?
Send **ten** sets of your application for **each** fund category in which you apply.

Who should be involved in planning and implemention of projects?
People who will participate in or be effected by funded projects should be involved in the planning and implementation. This may include parents, youth, representatives of community organizations, citizens, school representatives, health and public health professionals, law enforcement officials, business leaders, leaders of religious institutions and social service workers to name a few. Involvement is one criteria used to evaluate applications.

How do Family Services Collaboratives and Community-Based Collaboratives fit with other collaborative efforts?
There are a number of state and local collaborative initiatives. The Family Services Collaboratives and Community-Based Collaboratives should link community efforts directed to the integrated service delivery for children and families. Examples of recent state and local collaboration efforts that should be coordinated are:

- Interagency Early Childhood Intervention System- related to federal IDEA education mandates, Part H.
- Integrated Children's Mental Health Collaboratives
- Learning Readiness
- Minnesota Children's Initiative (the Pew Charitable Trusts
- Project Cornerstone (Head Start collaboration project)
- Integrated Service Networks (ISNs) - managed medical care
- Integrated Management and Planning Act (IMPACT) - developmental disabilities

Are funds dispersed on a geographic basis?
This varies by fund category. See the fund description section for more details.

Are there legal requirements?
Yes, organizations must be consistent with all state and federal requirements including worker's compensation, affirmative action and data privacy. The applicant must be prepared to comply with standardized state reporting and project evaluation requirements. Forms and format will be provided. Other requirements for entering into a grant agreement will be dealt with upon selection of the grantees. Grant agreements require that both state and federal tax identification numbers be provided.

Are there restrictions on the type of activities or materials the funds can purchase?
Check the fund category description section for details.

Can these funds expand current efforts?
Yes, these funds are intended to supplement, **not supplant** existing efforts. The use of Prevention & Intervention Funds may not result in a decrease of state and local funds for activities that would have continued without Prevention & Intervention Funding assistance.

When is the application deadline?
Deadlines vary by fund category. See the fund table for application deadlines.

When will programs start?
Check the fund category description section for more details.

How long will funding last?
Most funding is for 12 months but some may be renewed.

How will this application be reviewed?
Proposals will be reviewed and rated by technical review committees that may include community representatives, parents, young people, local providers, law enforcement officials and state agency representatives. The review committees for Community Crime and Drug Prevention and Curfew will make recommendations to the Commissioner of Public Safety, Drug Abuse Resistance Education Programs to the

Commissioner of Education and The Family Services Collaboratives and Community-Based Collaboratives to the Children's Cabinet.

How will we find out if we were selected for funding?
Letters will be sent to all applicants to inform them of final funding decisions. Due to limited staff time, please do not call to inquire about the status of your grant application as this slows the decision-making process.

When will applicants be notified of grant awards?
By January 1994. DARE grants will be notified by November 15.

If approved, will we receive the exact dollars we ask for?
Not necessarily. Changes may be made based on availability of funds, requirements of the grant program and recommendations from review committees.

Who can answer questions?
Call the Prevention & Intervention Funding Hotline and leave a detailed message:

Application Hotline
612-297-1419
1-800-934-7113

Upon request, this information will be made available in an alternative format, such as Braille, large print or audiotape. For TDD, contact Minnesota Relay Service at 612-297-5353 or 1-800-627-3529 and ask for Minnesota Planning.

Will there be any technical assistance available for completing an application?
Yes, there will be regional technical assistance workshops to answer any questions you may have about the application process. See the enclosed flyer for more details.

FUND CATEGORY DESCRIPTIONS

PLANNING GRANTS
FOR FAMILY SERVICES COLLABORATIVES AND COMMUNITY-BASED COLLABORATIVES

Coordinating state agency or committee: Children's Cabinet, MN Planning

Eligible applicants: Legislation provides new funding for two types of cooperative ventures: family services collaboratives and community-based collaboratives.

A **family services collaborative** must include at least one school district, one county and one public health organization. Collaboratives must also include broad community representation, such as additional counties, school districts and public health entities, other municipalities, community action agencies, businesses, culturally specific community organizations, local health organizations, private and nonprofit service providers, child care providers, local foundations, community-based service groups, transportation providers, senior citizen volunteer organizations and religious organizations.

A **community-based collaborative** consists of a broad base of community representatives who agree to collaborate with school district, county and public health organizations. The participating agencies must agree in writing to provide coordinated services for children and youth and to commit resources. This type of collaborative can be composed of youth-serving agencies, local businesses, parents, students, clergy, health and social service providers, existing culturally-specific community organizations and other community organizations.

Program requirements: The implementation criteria on page 13 lists 10 maximum points for program requirements. Due to the elements required in this fund category, 40 maximum points are available. Planning grants are available to form collaboratives and develop a community plan to improve results for children and families, and to design better ways to provide services to children and families. Family services collaboratives and community-based collaboratives are intended to result in providing comprehensive service delivery systems for families and children. Collaboratives will be designed to integrate a local service delivery system that coordinates funding streams and the delivery of services among existing agencies. Services provided by the collaborative include opportunities for improving health and development, reducing barriers to adequate school performance, improving family functioning, providing community service, enhancing self-esteem and developing general employment skills. Collaboratives are expected to have a broad community representation of service providers. An integrated fund to help provide an integrated service system and fund supplemental services must be established. These funds are intended to provide broad-based systemic changes in the service delivery system for children and families. Examples of principles that guide systems change:

- improving outreach and early identification of children and families in need of services and intervene across service systems on behalf of families
- offering an inclusive service system that supports all families within a community
- coordinating services to reduce the need to match funding streams, provider eligibility, or clients with multiple providers
- improving access to services by coordinating transportation services
- providing initial outreach to all new mothers and periodic family visits to children who are potentially at risk
- coordinating assessment across systems to determine which children and families need coordinated multi-agency services and supplemental services
- developing multi-agency service plans and coordinating unitary case management

Required planning activities: Funds are to be used for planning activities to establish family services collaboratives or community-based collaboratives and to provide for an integrated service delivery system for families and children.

Each collaborative must:

1. Establish a comprehensive planning process that involves all sectors of the community, integrates the cultural and linguistic diversity of the community, identifies local needs and surveys existing local programs. This process should include creating and articulating your community's vision for children and families. Encourage parents and volunteers to participate by using flexible scheduling and by actively recruiting volunteers.

2. Establish clear goals for addressing the health, developmental and educational, and family-related and culturally-specific needs of children and youth. Identify outcome-based indicators to measure progress toward achieving these goals. Examples of indicators include the number of low birthweight babies, the infant mortality rate, the number of children who are adequately immunized and healthy, require out-of-home placement or long-term special education services, and the number of minor parents.

3. Develop a decision-making process and governance structure that your collaborative will use to implement its plan.

4. Coordinate family and children's services to avoid duplication and overlapping assessment and intake procedures. Plans should focus primarily on family-centered services. Services should be provided in locations that are readily accessible to children and families.

5. Identify federal, state and local institutional barriers to coordinating services and suggest ways to remove these barriers.

Integrated local service delivery stytem and integrated fund requirements: A minimum of one school district, one county and one public health entity must agree to participate in a planning process that will result in a written agreement to plan for coordinated family services and commit resources to an integrated fund. Each collaborative must:

1. Design an integrated service delivery system that coordinates funding streams and the delivery of services among existing agencies so that children and their families obtain services from providers best able to anticipate and meet their needs. This integrated service delivery system must provide a continuum of family centered services from birth to age 18. Each collaborative must describe the community plan for serving pregnant women and children from birth to age six.

2. Establish an integrated fund to help provide for the integrated service delivery system and to fund additional supplemental services. The fund may consist of federal, state, local, or private resources. Each collaborative must have a written agreement that specifies the financial commitment by the contributors to an integrated fund. Once committed, contributors may not reduce their financial commitment except as specified in the agreement or by federal declaration.

3. Collaboratives must seek to maximize federal and private funds by designating local expenditures for services that can be matched with federal or private grant funds and by designing services to meet the requirements for state or federal reimbursement.

4. Use new or reallocated funds to improve or enhance services provided to children and their families. An optional activity that collaboratives might choose to undertake is maximizing federal reimbursement of funds under section 256F.12 of the 1993 Omnibus Health and Human Services Bill. The Department of Human Services will have information available in September to assist collaboratives that want to explore this option.

Target Population: Families with children from birth to age 18.

Duration of funding: Funding is for 12 months.

Total available funding: $2.4 million

Estimated size of awards: General guidelines that will be followed: Service areas should have at least 2,500 children under the age of 18. Up to $30,000 is available for each planning grant.

These figures should serve as a guide. Factors that may be considered as exceptions to this guide include number of school districts involved, number of counties involved, incidence of child poverty, provisions for ensuring diversity, provisions for ensuring inclusion of customers, and special geographic needs, and inclusion of existing interagency groups and collaboratives as partners.

Matching fund requirement: Not required.

Geographic Distribution:
The funds will be geographically distributed throughout the state and balanced between the seven-county metropolitan area and elsewhere throughout the state.

Indirect costs: Indirect costs may be charged to a grant project at the approved federal or state rate. If a nonprofit organization does not have an approved indirect cost rate, a flat rate not to exceed 10 percent of direct labor (salaries and employee benefits) or 5 percent of total project cost will be allowed.

Source of funds: 1993 Omnibus Health and Human Services bill and the 1993 Omnibus Education bill.

Allocations received in fiscal year 1994 may carry forward any unencumbered money into fiscal year 1995 or 1996.

IMPLEMENTATION GRANTS FOR FAMILY SERVICES COLLABORATIVES AND COMMUNITY-BASED COLLABORATIVES

Coordinating state agency: Children's Cabinet, MN Planning

Eligible applicants: Family services collaboratives and community-based collaboratives

A **family services collaborative** must include at least one school district, one county and one public health organization. Collaboratives must also include broad community representation, such as additional counties, school districts and public health entities, other municipalities, community action agencies, businesses, culturally-specific community organizations, local health organizations, private and nonprofit service providers, child care providers, local foundations, community-based service groups, transportation providers, senior citizen volunteer organizations and religious organizations.

A **community-based collaborative** consists of a broad base of community representatives who agree to collaborate with school district, county and public health organizations. The participating agencies must agree in writing to provide coordinated services for children and youth and to commit resources. This type of collaborative can be composed of youth-serving agencies, local businesses, parents, students, clergy, health and social service providers, existing culturally-specific community organizations and other community organizations.

Program requirements: Implementation grants are available to communities that submit a comprehensive plan that addresses all of the required elements as described below. The grant dollars must solely be used to provide direct services to children and families. Implementation grants must be submitted either Dec. 1, 1993 or Dec. 1, 1994. These funds are intended to provide broad-based systemic changes in the service delivery system for children and families. The integrated services delivery system should result in:

- improved outreach and early identification of children and families in need of services and intervene across service systems on behalf of families
- an inclusive service system that supports all families within a community
- coordinated services that eliminate the need to match funding streams, provider eligibility, or clients with multiple providers
- improved access to services by coordinating transportation services
- initial outreach to all new mothers and periodic family visits to children who are potentially at risk
- coordinated assessment across systems to determine which children and families need coordinated multi-agency services and supplemental services
- multi-agency service plans and coordinate unitary case management.

Each plan must:

1. Describe the comprehensive planning process that your community used to develop the implementation plan. Use the collaboration chart (Form 3) to indicate what organizations and various sectors of the community will be involved in implementing the plan. Be sure that your narrative addresses the community's vision for children and families that resulted from the planning effort, and how parents and volunteers participated in the planning and how they will be involved in implementing and evaluating the work of the collaborative.

2. Consist of a minimum of one school district, one county and one public health entity who agree in writing to provide coordinated family services and commit resources to an integrated fund.

3. Contain a plan of action for implementing an integrated service delivery system that coordinates funding streams and the delivery of services between existing agencies. This integrated service delivery system must provide a continuum of family centered services from birth to age 18. Each plan must include a description of the community plan for serving pregnant women and children from birth to age six. Use the workplan (Form 2).

4. Describe your integrated fund including how it provides for the integrated service delivery system and how it funds additional supplemental services. Each collaborative must have a written agreement that specifies the financial commitment by the contributors to an integrated fund. Once committed, contributors may not reduce their financial commitment except as specified in the agreement or by federal declaration.

5. Describe the decision making process and governance structure that your collaborative will use to implement its plan.

6. Describe how the collaborative will:

- coordinate family and children's services to avoid duplication and overlapping assessment and intake procedures
- focus primarily on family-centered services
- determine the location of services and how readily accessible they are to children and families.

7. What federal, state and local institutional barriers to coordinating services have been identified and what actions have been identified to remove these barriers.

Priority Criteria: Highest priority will be given to plans that provide:
Early intervention and family outreach services
Family visitation services
A continuum of services for children from birth to age 18
Family preservation services
Culturally sensitive approaches for delivering services
Clearly defined outcomes and valid methods of assessment

Effective service coordination
Participation by the maximum number of jurisdictions and funding sources
Integrated community service providers and local resources
Integrated transportation services
Integrated housing services
Coordinated services that include a children's mental health collaborative

Target Population: Families with children from birth to age 18.

Duration of funding: Funding is for twelve months.

Total available funding: $2 million is available the first round, applications due December 1, 1993 and at least $3.3 million available the second round, applications due December 1, 1994.

Estimated size of awards: General guidelines that will be followed:
up to $250,000

Matching fund requirement: Written agreement specifying financial commitment of partners.

Indirect costs: Indirect costs may be charged to a grant project at the approved federal or state rate. If a nonprofit organization does not have an approved indirect cost rate, a flat rate not to exceed 10 percent of direct labor (salaries and employee benefits) or 5 percent of total project cost will be allowed.

Source of funds: 1993 Omnibus Health and Human Services bill and the 1993 Omnibus Education bill.

Allocations received in fiscal year 1994 may carry forward any unencumbered money into fiscal year 1995 or 1996. Allocations received in fiscal year 1995 may be carried over into fiscal year 1996.

COMMUNITY CRIME AND DRUG PREVENTION

Coordinating state agency: Department of Public Safety, Office of Drug Policy and Violence Prevention

Eligible applicants: Public and private nonprofit organizations

Program requirements: Funds are available to assist communities in their crime control and drug prevention efforts. Examples of qualifying programs include but are not limited to the following:

- innovative community-based prevention programs that encourage substantial community involvement
- community-based programs designed to discourage involvement in unlawful drug or street gang activities
- community-based programs designed to enrich educational, cultural and recreational opportunities of at-risk youth, including programs to keep at-risk youth in school and encourage school drop-outs to return to school
- programs to provide security systems for residential buildings serving low-income persons, elderly persons and persons who have mental and physical disabilities
- neighborhood block clubs, drug-free zones and neighborhood clean-up projects

Target population: A minimum of $500,000 is targeted to programs for at-risk youth. Priority in funding will be given to those programs that serve geographical areas that have the highest crime rates or have the largest concentration of economically disadvantaged youth.

Duration of funding: Funding is for 12 months. Continuation of funding for a second year is contingent on both federal and state funding levels and project performance.

Total funding: $1,000,000

Estimated size of awards: $10,000 to $100,000

Project start date: January 1, 1994

Matching funds: None

Source of funds and legislative authority: Bureau of Justice Assistance Federal Anti-Drug Abuse Act of 1988 (P.L. 100-690) and MN Statutes sections 299A.34 and 299A.35, as amended.

MUNICIPAL CURFEW ENFORCEMENT

Coordinating state agency: Department of Public Safety, Office of Drug Policy and Violence Prevention

Eligible applicants: Public and private nonprofit organizations

Program requirements: Funds are available to provide support services for curfew enforcement. Examples of qualifying programs include, but are not limited to the following:

- drop-off centers
- referral services for children who have been neglected or abused

Target population: Curfew violators

Duration of funding: Funding is generally for 12 months, however, these funds can be spent for a summer only project. Continuation of funding for a second year is contingent on both federal and state funding levels and project performance.

Total funding: $100,000

Estimated size of awards: $25,000 to $50,000

Project start date: Negotiable

Matching funds: None

Source of funds and legislative authority: MN Statutes section 299A.35, as amended.

DRUG ABUSE RESISTANCE EDUCATION (DARE)

Coordinating state agency: Minnesota Department of Education

Eligible applicants: Eligible applicants are local school districts that submit a proposal with a local law enforcement agency. Applicants must list on form 3 the name and address of the participating law enforcement agency and the school at which the program will be provided.

Program requirements: The purpose of this program is to provide instruction to students in grades kindergarten through six to recognize and resist pressures that influence students to use controlled substances or alcohol. Each program must contain:

1. Drug abuse resistance education instruction is designed to recognize and resist pressures to experiment and use controlled substances or beverage alcohol, including instruction in the following areas:

- drug use and misuse
- understanding the consequences of drug abuse
- resistance techniques
- assertive response styles
- managing stress without taking drugs
- decision making and risk taking
- media influences on drug use
- positive alternatives to drug abuse behavior
- interpersonal and communication skills
- self-esteem building activities
- resistance to peer pressure and gang pressure

2. Provisions for parental involvement
3. Classroom instruction by uniformed law enforcement officials
4. The use of positive student leaders to influence younger students not to use drugs
5. An emphasis on activity-oriented techniques designed to encourage student-generated responses to problem-solving situations
6. The awarding of a certificate of achievement to each student who participates in a drug abuse resistance education program

This funding is for providing instruction and cannot be used for the training of DARE officers. The DARE program must target all grades kindergarten through six and must include all the components above. There is no requirement, however, that each component be addressed at each grade level (K-6). However, it is strongly suggested that in at least one or two grades all the components be implemented. Explain in your grant narrative how this will be accomplished.

For example, a local education agency may choose to implement a comprehensive DARE program in grades five and six that contains all of the components (1-6). In grades kindergarten through four, the local education agency may conduct activities such as parent assemblies, bringing in a uniformed law enforcement official for classroom instruction, utilizing positive student leaders to influence younger students not to use drugs, and so forth. If a local education agency chooses to conduct a parent assembly as part of it provision for parental involvement, it is not required that the parents of students in every grade be included as part of that assembly.

Additional requirements: If the requested funds will be used to expand an existing drug abuse resistance education program, then give a description of the program success to date in reducing or eliminating student drug and alcohol abuse. (Give program history.) If the requested funds will be used to initiate a new program, then describe expectations for the program including evaluation tools used to determine if accomplishment of the objectives had demonstrable benefits for the elementary students served (for example, are the students actually using the skills they have been taught to recognize and resist pressures to use drugs and alcohol?).

Target Population: The programs will provide instruction to students in grades K-6 at the applicants' designated elementary school, which will provide the students with specific knowledge and skills to recognize and resist the use of alcohol and other drugs.

Total funding available: $177,937

Estimated size of awards: Up to $4,000

Duration of funding: Funding is for 12 months. In F.Y. 1994 the grant award period will begin November 15, 1993, and extend to Dec. 31, 1994. Contingent upon re-authorization and federal funding, DARE grants may be applied for in the spring of 1994 for a 12 month grant award for the 1994-95 school year.

Indirect Costs: Indirect costs are not an allowable expense under this grant.

Source of funds: Drug Free Schools and Communities Act of 1986.

DARE clarification: Grant funds may be used to initiate new drug abuse resistance education programs or to supplement, but not replace, existing programs. Each applicant must submit a written assurance that funds received under this grant will be used to supplement, not supplant, the amount of other federal, state, and local funds expended for support of programs.

Please note that Project DARE, which is used in many Minnesota schools, does meet all of the program requirements.

Applicants may choose Project DARE as their program of choice, or initiate their own drug abuse resistance education program which includes all services required.

APPLICATION CRITERIA

Applications will be reviewed on the following criteria. See the general information section for any additional considerations.

CRITERIA	MAXIMUM POINTS
Project summary	5
Problem statement: Community description, and description of needs, strengths and weaknesses.	20
Problem response: Does the work plan address the need?	20
Planning process: Community readiness, appropriate involvement of stakeholders, collaboratives and community involvement.	20
Project evaluation	10
Program requirements: Listed in fund category description section.	10
Budget reasonableness and thoroughness	15

APPLICATION CONTENT

Applications must include the following elements in the order listed to be considered for funding. Be sure to use the application cover sheet as the top page of your application. Do not use other covers or binders. See the chart above for the maximum points reviewers may score for each component of the application. The applications should be written without making assumptions about what reviewers may know about your project or community. Reviewers will judge by content, not weight. Please keep your application brief. Use the forms provided to address items 1, 4, 9 and 10. For the remaining items please type a brief narrative. The narrative portion should average 3-5 pages. Please do not exceed 10 pages. Additional attachments are discouraged unless essential to explain your request.

1. **Application cover sheet - Form 1:** If you are applying for more than one fund category, you should submit a separate application for each category. Remember to submit ten sets of the complete application for each fund category selected.

2. **Project summary - Narrative:** This should be a brief, one paragraph, summary of the project.

3. **Problem statement - Narrative:** Describe your community. What are the needs that you will be addressing? What documentation do you have that supports your problem statement? Indicate strengths and weaknesses.

4. **Problem response - work plan -Form 2.** The work plan must address the problem statement. The work plan describes how the project is going to accomplish overall program outcomes. This is done by taking the overall goals and transforming them to measurable objectives. The strategies describe the activities and tasks performed to accomplish the objectives. The work plan also designates the positions responsible for accomplishing project tasks and activities and time frame. Objectives and strategies should be measurable. See the example printed on the reverse side of form 2.

5. Planning process - Form 3 and Narrative: What planning processes were used to bring about this request? For planning funds, what planning process will be used to implement this request? Describe community involvement. This response corresponds to the collaboration chart-form 3. The purpose of this form is to give reviewers an idea of who has been or will be involved in the planning and implementation for this project. This form is to be used in place of letters of support.

6. Project evaluation - Narrative: Describe how you plan to evaluate the success of meeting your goals and objectives. Progress reports measure the accomplishment of project strategies. A final report measures the accomplishment of the goals and objectives.

7. Program requirements - Narrative: Each fund category described elsewhere in this application package has specific requirements and conditions. Explain how your application addresses those requirements. For example: A planning grant application for a family services collaborative should describe as part of their narrative on program requirements the process they will use to identify federal, state and local institutional barriers to coordinating services and what suggestions they have to remove those barriers.

8. Budget - Narrative: Describe this request in the context of your agency or collaborative and related resources that exist in your community. Are these activities part of a larger program? Does this request establish a new program, expand an existing program or provide funds to replace previous initiative funding no longer available?

9. Budget request - Form 4: Fill out a proposed line-item budget for the project under the appropriate fund category.

10. Budget justification - Form 5: Fill out a budget justification form for each fund category. Itemize and specify how the budget items requested were determined. See the budget example printed on the reverse side of form 5.

For each fund category in which you apply submit ten sets of the complete application to:

Minnesota Planning
Prevention & Intervention Funding
300 Centennial Building
658 Cedar Street
St. Paul, MN 55155

DEADLINE FOR RECEIPT OF APPLICATION: *October* 15, 1993, 4 PM.

APPLICATIONS SENT BY U.S. MAIL AND POSTMARKED *October* 15, 1993, WILL BE ACCEPTED IF THEY ARRIVE NO LATER THAN *October* 18, 1993.

APPLICATION HOTLINE
297-1419 or 1-800-934-7113

This form is to be used as the cover sheet for your grant application. If you are applying for more than one fund category, please complete one cover sheet for each category. Submit ten sets of your complete application for each fund category.

APPLICANT AGENCY: Use your legal name and full address. This is the fiscal agent with whom the grant agreement will be executed	CONTACT NAME and ADDRESS (**If different from** APPLICANT AGENCY)
County:	
Director or superintendent name: Telephone number:	Telephone number: FA:

Service area: List cities, counties, statewide, other	Project start date:	Project end date:
	Grant agreements will not be processed without these numbers:	
	MN Tax ID #:	Federal employer ID #:

Indicate across from the fund category below the amount of funding you are requesting.

FUND CATEGORY	Amount of funding requested
PLANNING GRANT FOR FAMILY SERVICES COLLABORATIVE AND COMMUNITY-BASED COLLABORATIVE	$
IMPLEMENTATION GRANT FOR FAMILY SERVICES COLLABORATIVE AND COMMUNITY-BASED COLLABORATIVE	$
COMMUNITY CRIME AND DRUG PREVENTION	$
MUNICIPAL CURFEW ENFORCEMENT	$
DRUG ABUSE RESISTANCE EDUCATION PROGRAM	$

I certify that the information contained herein is true and accurate to the best of my knowledge and that I submit this application on behalf of the applicant agency. Applications from school districts must be signed by the superintendent.

Director signature: Superintendent signature (if school district):	Date

WORK PLAN

FORM 2

Please make copies of this form as needed. If you are applying for more than one fund category, use separate forms for each.

APPLICANT AGENCY	FUND CATEGORY

GOAL:	
OBJECTIVE: NO. ______	OBJECTIVE DESCRIPTION:

STRATEGIES (Steps, activities, tasks to achieve objective)	Number of participants and frequency of activity	Time frame	Person responsible

Please make copies of this form as needed. If you are applying for more than one fund category, use separate forms for each.

APPLICANT AGENCY	FUND CATEGORY
High Risk Youth, Inc.	Community Crime and Drug Prevention

GOAL: Create positive alternative activities for youth who have dropped out of school in Lake Wobegone.	
OBJECTIVE: NO. __1____	OBJECTIVE DESCRIPTION: Provide a series of after-school and weekend activities for youth who have dropped out of school.

STRATEGIES (Steps, activities, tasks to achieve objective)	Number of participants and frequency of activity	Time frame	Person responsible
1. Identify number of youth who have dropped out and are interested in participating in after-school and weekend activities.	Identify 50 youth	2/1/94 - 1/31/95	Program coordinator School counselor Youth-serving agencies
2. Involve youth in determining the type of activities that would interest them.	39 youth will give input on an ongoing basis.	2/1/94 - 1/31/95	Program coordinator
3. Schedule 4 recreational activities per week.	25 youth involved in 4 programs per week.	3/1/94 - 1/31/95	Program coordinator

What is a goal? A goal is what a community ultimately hopes to accomplish as a result of its activities. Goal statements are usually the reverse of the problem statement and identify the major purpose of the project. One goal may be sufficient. Goal statements need not be lengthy. They should be stated realistically in terms of client or constituent needs.

What is an objective? Objectives are immediate project effects that we expect to achieve soon after the program is completed. For example, a drug information program is expected to show an increase in students' drug knowledge when the program is completed.

What is a strategy? A strategy is a measurable activity that a project undertakes to accomplish the objectives.

Why should goals and objectives be measured? That which gets measured, tends to get done. Identifying goals is a critical first step, but measuring progress toward those goals and objectives is equally important.

COLLABORATION CHART

FORM 3-A

This form should demonstrate the degree of community collaboration used in the planning and implementation of your project. Only organizations or collaboratives that are ready to commit a specific service, staff time, and so forth, should be listed.

TYPE OF ORGANI-ZATION\COLLABORA-TIVE	NAME OF ORGANIZATION\COLLABORATIVE	SERVICES THAT ORGANIZATIONS OR COLLABORATIVES WILL OFFER (Commitment of time, staff, resources, space, consultation, referrals, and so forth)	KEY CONTACT PERSON AND PHONE NUMBER
Business community			
Child care			
Early childhood			
Community corrections			
Community recreation			
Community action			
County services			
Employment			
Foundations			
Mental health			
Higher education			
Housing			
Juvenile justice service			

TYPE OF ORGANI-ZATION\ COLLABORA -TIVE	NAME OF ORGANIZATION\COLLABORATIVE	SERVICES THAT ORGANIZATIONS OR COLLABORATIVES WILL OFFER (Commitment of time, staff, resources, space, consultation, referrals, and so forth)	KEY CONTACT PERSON AND PHONE NUMBER
Local units of government			
Local law enforcement			
Neighbor-hood			
Parents			
Prevention			
Public health			
Health providers			
Religious			
School			
Senior citizens			
Transporta-tion			
Youth & youth serving			
Victims services			
Volunteer			
Other			

BUDGET REQUEST FORM

FORM 4

Budget period from ____________________ 199__ through ____________________ 199__

Applicant Agency	Address	Telephone

FUND CATEGORY					
BUDGET CATEGORY	Planning Grant for Family Services Collaborative and Community-Based Collaborative	Implementation Grant for Family Services Collaborative and Community-Based Collaborative	Community Crime and Drug Prevention	Municipal Curfew Enforcement	Drug Abuse Resistance Education
Salary					
Employee benefits					
Contracted services					
Employee in-state travel					
Supplies, phone, postage, print, copy					
Equipment					
Indirect cost					
Other: Classroom/Instructional Supplies					
TOTAL					

Fill in the column that corresponds to the fund category for which you are applying. The column totals should correspond to the fund category you listed on the application cover sheet-Form 1. Expenditures must reflect activities proposed in the application.

BUDGET JUSTIFICATION

FORM 5

Please provide a brief justification for the budget items requested on form 4. Include an explanation of how costs were determined. For examples, see reverse side of this form. If you are applying in more than one fund category, please use a separate form for each category.

APPLICANT AGENCY:		
FUND CATEGORY:		
SALARY Title and name	FTE/POSITIONS<	TOTAL COST
TOTAL SALARY		
EMPLOYEE BENEFITS (Itemize)		
	TOTAL	
CONTRACTED SERVICES (Itemize)		
	TOTAL	
EMPLOYEE IN-STATE TRAVEL (mileage may not exceed .27 per mile)		
	TOTAL	
SUPPLIES, PHONE, POSTAGE, PRINT, COPY (Itemize)		
	TOTAL	
EQUIPMENT (Itemize)		
	TOTAL	
INDIRECT COST (See fund category description) Approved Rate _____ *Other Rate _____		
	TOTAL	
OTHER EXPENSES (Itemize)		
	TOTAL	
GRAND TOTAL FOR THIS FUND CATEGORY Must match total on forms 1 and 4 for this fund category	$	

*The cost of operating and maintaining facilities, depreciation, and administrative salaries are examples of the type of cost that are usually treated as "indirect cost".

EXAMPLE BUDGET JUSTIFICATION

APPLICANT AGENCY: HIGH RISK YOUTH, INC.

FUND CATEGORY: Community Crime and Drug Prevention

SALARY Title and name	POSITIONS		TOTAL COST
Donna Doright, Coordinator Bob Budget, Health Advocate	1.0 0.5		22.000 10.000
TOTAL SALARY	1.5 positions		$32.000

EMPLOYEE BENEFITS (Itemize) Salary ($32.000) x 22% for employees = $7.040		
	TOTAL	$7.040
CONTRACTED SERVICES (Itemize) Youth training - 80 hours x $30 per hour		
	TOTAL	$2,400
EMPLOYEE IN-STATE TRAVEL (mileage may not exceed .27 per mile) **600 miles x $.27 = $162**		
	TOTAL	$162
SUPPLIES, PHONE, POSTAGE, PRINT, COPY (Itemize) Print/Copy $300 Brochures $250 Postage $500		
	TOTAL	$1,050
EQUIPMENT (Itemize)		
	TOTAL	
INDIRECT COST (See fund category description) Approved Rate _____ Salary 32.000 + Emf. Ben. 7.040 = $39.040		
*Other Rate _10%____ $39.040 x 10% = $3.904	TOTAL	$3.904
OTHER EXPENSES (Itemize) Student transportation to recreational activities		
50 students x $2 bus fare x 3 round trips = $300	TOTAL	300
GRAND TOTAL FOR THIS FUND CATEGORY Must match total on forms 1 and 3 for this fund category.	$	46.856

*The cost of operating and maintaining facilities, depreciation, and administrative salaries are examples of the type of cost that are usually treated as "indirect cost".

PREVENTION & INTERVENTION

FUNDING

FOR MINNESOTA'S COMMUNITIES

APPLICATION MATERIALS

Community Crime and Drug Prevention and
High Risk Youth Violence Prevention Activities

Community-Based Truancy Action Projects

Community Violence Prevention Councils

Drug Abuse Resistance (DARE) Programs

Grassroots Collaboration

Implementation Grants for
Family Services Collaboratives

Male Responsibility and Fathering Grants

Fall 1994

Prevention & Intervention Funding is a collaborative effort among the Children's Cabinet, the Chemical Abuse and Violence Prevention Council and 11 state agencies: the departments of Administration, Finance, Public Safety, Education, Transportation, Human Services and Health, and the Housing Finance Agency and Minnesota Planning. The application process is coordinated by the Prevention & Intervention Work Group.

For more information, contact Minnesota Planning or call the application hotline.

APPLICATION HOTLINE
297-1419 or 1-800-934-7113

MN PLANNING

Planning & Intervention Funding
658 Cedar Street
St. Paul, MN 55155

Upon request, Prevention & Intervention Funding Application information will be made available in an alternative format, such as Braille, large print or audio tape.
For TDD, contact Minnesota Relay at
612-297-5353 or 800-627-3529

Printed on recycled paper with a minimum of at least 10 percent post-consumer waste.

Fall 1994

CONTENTS

FUND TABLE

FUND CATEGORY	ESTIMATED SIZE OF AWARD	DOLLARS AVAILABLE	LENGTH OF GRANT PERIOD	APPLICATION DEADLINE	SOURCE OF FUNDS
Community crime and drug prevention activities and high-risk youth violence prevention activities	$20,000 to $100,000	$4.4 million (up to $2.2 million available January 1, 1995 with remainder reserved for second year)	2 years	October 17, 1994	1994 Juvenile Justice Act; Minnesota Statutes 299A.34 and 299A.35; Bureau of Justice Assistance
Community-Based Truancy Action Projects	$25,000 to $50,000	$50,000	1 year	October 17, 1994	1994 Juvenile Justice Act
Community Violence Prevention Councils	Up to $3,000	$200,000	1 year	October 17, 1994	Minnesota Laws 1993, Chapter 224, Article 4, Section 44
Drug Abuse Resistance Education (DARE K-6)	Up to $4,000	$159,000	1 year	October 17, 1994	1986 Drug Free Schools and Communities Act
Grassroots collaboration grants for communities of color, neighborhoods or small nonprofit groups	$10,000 to $30,000	$97,500	1 year	October 17, 1994	1994 Juvenile Justice Act
Implementation grants for family services collaboratives	Up to $250,000	$2 million	1 year	December 1, 1994	1993 Omnibus Education and Health and Human Services Act
Male responsibility and fathering grants	Up to $50,000	$500,000	1 year	October 17, 1994	1994 Omnibus Education Act

GENERAL INFORMATION

Who is eligible?

Check the fund category description section in this application for details about what types of organizations are eligible for each of the funds.

How do we apply for more than one source of funds?

To apply for multiple funds, you must submit an application for each fund category.

How many copies of the application need to be sent?

Send 10 sets of the application for each fund category from which funding is being sought. These copies are distributed to citizen review team members.

Who should be involved in planning and implementing projects?

People who will participate in or be affected by funded projects should be involved in the planning and implementing. Included may be parents, youth, school and community organization representatives, citizens, health and public health professionals, law enforcement officials, business leaders, leaders of religious institutions and social service workers, to name a few. Appropriate involvement of stakeholders is one criterion used to evaluate applications.

How do family services collaboratives fit with other collaborative efforts?

A number of state and local collaborative initiatives exist. Family services collaboratives should link community efforts directed at integrating delivery of services for children and families. Examples of recent state and local collaboration efforts that should be coordinated are:

- Interagency Early Childhood Intervention System — Part H;
- Integrated children's mental health collaboratives;
- Learning readiness;
- Minnesota Children's Initiative (The Pew Charitable Trusts);
- Project Cornerstone (Head Start collaboration project);
- Integrated service networks — managed medical care; and
- Integrated Management and Planning Act — developmental disabilities.

Are funds dispersed geographically?

Funds are dispersed statewide.

Are there legal requirements?

Yes, organizations must be in compliance with all state and federal requirements, including worker's compensation, affirmative action and data privacy. The applicant must be prepared to comply with standardized state reporting and project evaluation requirements. Forms and format will be provided. Other requirements for entering into a grant agreement will be dealt with upon selection of the grantees. Grant agreements require that both state and federal tax identification numbers be provided.

Are there restrictions on the type of activities or materials for which the funds can be used?

Check the fund category description section for restrictions.

Are indirect costs allowed?

Only costs directly supporting grant activities may be included in the budget request.

How is the term *high-risk youth* defined?

It is not our intention to label youth, but Minnesota Statutes 123.709, Chemical Abuse Prevention Program, defines targeted children and youth as any individuals, whether or not enrolled in school, who are not yet 21 years of age and who are susceptible to abusing chemicals. Included among these individuals are those who: (1) are the children of drug or alcohol abusers; (2) are at risk of becoming drug or alcohol abusers; (3) are school dropouts; (4) are failing in school; (5) have become pregnant; (6) are economically disadvantaged; (7) are victims of physical, sexual or psychological abuse; (8) have committed a violent or delinquent act; (9) have experienced mental health problems; (10) have attempted suicide; (11) have experienced long-term physical pain due to injury; (12) have experienced homelessness; (13) have been expelled from school; or (14) have been adjudicated children in need of protection or services.

Can these funds be used to expand current efforts?

Yes, these funds are intended to supplement, not supplant, existing efforts. The use of these funds may not result in a decrease of state and local funds for activities that would have continued without Prevention & Intervention Funding assistance.

When is the application due?

Deadlines vary by fund category. See the Fund Table for application deadlines.

When will programs start?

Check the fund category description section for details.

How long will funding last?

Community crime and drug prevention and high-risk youth violence prevention grants are for 24 months. All others are for 12 months.

How will this application be reviewed?

Proposals will be reviewed and rated by citizen review committees that may include community representatives, educators, parents, young people, local service providers, law enforcement officials and state agency representatives. The review committees for family services collaboratives will make recommendations for funding to the Children's Cabinet. All other fund category award recommendations are made to the appropriate agency commissioners.

How will we find out if we were selected for funding?

Letters will be sent to all applicants to inform them of final funding decisions. Please do not call to inquire about the status of your grant application; staff time is limited, and such calls will slow the decision-making process.

When will applicants be notified of grant awards?

By January 1995. Drug Abuse Resistance Education grant applicants will be notified by November 15, 1994.

If approved, will we receive the exact dollars we ask for?

Not necessarily. Changes may be made based on availability of funds, requirements of the grant program and recommendations from review committees.

Where can we get answers to questions?

Call the Prevention & Intervention Application Hotline at (612) 297-1419 or (800) 934-7113 and leave a detailed message. For TDD, contact Minnesota Relay Service at (612) 297-5353 or (800) 627-3529 and ask for Minnesota Planning.

Will there be additional technical assistance available for completing an application?

Yes, regional technical assistance workshops will be held to answer any questions you may have about the application process. See the enclosed flyer for more details. You also can call the Prevention & Intervention Application Hotline.

FUND CATEGORY DESCRIPTIONS

COMMUNITY CRIME AND DRUG PREVENTION AND HIGH-RISK YOUTH VIOLENCE PREVENTION ACTIVITIES

Coordinating state agencies: Department of Public Safety, Office of Drug Policy and the Department of Education, Office of Community Collaboration

Eligible applicants: Private and public nonprofit organizations, including schools

Program requirements: Funds are available to assist communities in their crime, drug and violence prevention efforts. Qualifying programs include but are not limited to the following:

Approximately $1.1 million is available for community mobilization projects, such as:

- Neighborhood block clubs;
- Neighborhood clean-up projects;
- Innovative community-based prevention programs that encourage substantial community involvement;
- Drug-free zones;
- Other innovative Crime Watch projects; and
- Programs to provide security systems for residential buildings serving low-income persons, elderly persons and persons who have mental or physical disabilities.

Approximately $2.2 million is available for high-risk youth violence prevention projects, such as:

- Educational projects that focus on self-esteem, conflict resolution, violence prevention or the prevention of harassment on the basis of race, culture or sex;
- After-school and evening programs that are designed to discourage young people from becoming involved in unlawful and unhealthy activities;
- Recreational, employment, health or social services that facilitate the positive development of youth; and
- Projects that prevent, decrease or intervene in violence and related high-risk behaviors of youth.

Approximately $1.1 million is available for other youth-focused projects, such as:

- Community-based programs designed to discourage involvement in unlawful drug or street gang activities;
- Programs to enhance municipal curfew enforcement;
- Juvenile offender programs; and
- Community-based programs designed to enrich educational, cultural and recreational opportunities of at-risk youth, including programs to keep at-risk youth in school and encourage school dropouts to return to school (for collaboratives that coordinate five or more programs, the maximum award is $50,000 for each program participating in the collaborative).

Target population: Community at large, youth at high-risk of becoming involved in violence and other youth, as described above

Duration of funding: Two-year period. Applicants will submit a 24-month work plan and budget

Total available funding: $4.4 million

Estimated size of awards: $20,000 to $100,000

Matching fund requirement: None

Project start date: January 1995

Geographic distribution: Statewide

Source of funds and legislative authority: 1994 Juvenile Justice Bill, including Minnesota Statutes 299A.34 and 299A.35 as amended, and the U.S. Bureau of Justice Assistance through the Federal Anti-Drug Abuse Act of 1988 (Public Law 100-690)

COMMUNITY-BASED TRUANCY ACTION PROJECTS

Coordinating state agency: Department of Education, Office of Community Collaboration

Eligible applicants: Must be community-based and include cooperation between at least one school and one community agency

Program requirements: Funds are available to projects providing coordinated intervention, prevention and educational services. Projects should reduce truancy rates in schools by early identification of students with absenteeism problems and providing appropriate interventions based on the underlying issues of each student that are contributing to the truant behavior.

Services may include:

- assessment to identify underlying issues that are contributing to the child's truant behavior;
- referral to community-based services for the child and family, including but not limited to individual or family counseling, educational testing, psychological evaluation, tutoring, mentoring and mediation;
- transition services to integrate the child back into school and to help the child succeed once there;
- culturally sensitive programming and staffing; and
- increased school response, including in-school suspension, better attendance monitoring and enforcement, after-school study programs and in-service training for teachers and staff.

Priority will be given to grants that include:

- local law enforcement;
- elementary and middle schools;
- multiple schools and multiple community agencies;
- parent associations; and
- neighborhood associations.

Target population: Students with school absentee problems

Duration of funding: 12 months

Total available funding: $50,000

Estimated size of awards: $25,000 to $50,000

Matching fund requirements: None

Project start date: January 1995

Geographic distribution: Seven-county metropolitan area (half of the funds have already been distributed in the rest of the state)

Source of funds and legislative authority: 1994 Juvenile Justice Act

COMMUNITY VIOLENCE PREVENTION COUNCILS

Coordinating state agency: Department of Education

Eligible applicants: Cities, counties, school boards and neighborhood organizations

Program requirements: Establish a community council to identify community needs and resources for violence prevention and develop services that address community needs related to violence prevention. Efforts should be coordinated with local child abuse prevention teams.

Target population: None specified

Duration of funding: 12 months

Total available funding: $200,000

Estimated size of awards: Up to $3,000

Matching fund requirements: None

Project start date: January 1995

Geographic distribution: Statewide

Source of funds and legislative authority: Minnesota Laws 1993, Chapter 224, Article 4, Section 44

DRUG ABUSE RESISTANCE EDUCATION (DARE K-6) PROGRAMS

Coordinating state agency: Department of Education, Office of Community Collaboration

Eligible applicants: Local school districts. Applicants must list on Form 3 the name and address of the participating law enforcement agency and the school at which the program will be provided.

Program requirements: Funds must be used to provide services that include:

1. Drug abuse resistance education instruction for students in grades kindergarten through sixth designed to teach students to recognize and resist pressures to experiment with and use alcohol and other drugs, including instruction in the following areas:

- drug use and misuse;
- understanding the consequences of drug abuse;
- resistance techniques;
- assertive response styles;
- managing stress without taking drugs;
- decision making and risk taking;
- media influences on drug use;
- positive alternatives to drug abuse;
- interpersonal and communication skills;
- activities to build self-esteem; and
- resistance to peer and gang pressure.

2. Provisions for parental involvement;
3. Classroom instruction by uniformed law enforcement officials;
4. The use of positive student leaders to influence younger students not to use drugs;
5. An emphasis on activity-oriented techniques designed to encourage student-generated responses to problem-solving situations; and
6. The awarding of a certificate of achievement to each student who participates in a drug abuse resistance education program.

This funding is for providing instruction and cannot be used for the training of DARE officers. The DARE program must target all grades, kindergarten through sixth, and must include all the components above. However, there is no requirement that each component be addressed at each grade level. Explain in the grant narrative how these requirements will be met, along with whether the funds will be used to expand an existing program, initiate a new one, or continue a program previously funded with federal money.

DARE certificates and workbooks are available without charge from MN DARE, Inc.

Target population: Kindergarten through sixth-grade students

Duration of funding: 12 months. In fiscal year 1995, the grant award period will be November 15, 1994, through December 31, 1995

Total available funding: $159,000

Estimated size of awards: Up to $4,000

Matching fund requirements: None

Project start date: November 15, 1994

Geographic distribution: Statewide

Source of funds and legislative authority: Drug Free Schools and Communities Act of 1986

DARE clarification: Funds received under this grant must be used to supplement, not supplant, the amount of other federal, state and local funds expended for support of this program.

GRASSROOTS COLLABORATION

Coordinating state agency: Department of Education, Office of Community Collaboration

Eligible applicants: Small nonprofit organizations (annual budget of less than $750,000) serving communities of color or residents of neighborhoods with significant numbers of low-income households.

Program requirements: Funds are available to initiate or enhance grassroots collaborations providing services to children from birth to age 18 and their families. Funds may be used for new or expanded direct services. Any direct services funded must be the result of the collaboration. Monies may be used for planning and other activities appropirate to the initiation or maintenance of a collaboration. Grantees will be expected to provide the Department of Education with information relating to federal, state, county and other institutional barriers inhibiting either the development of the collaborative or the successful provision of services.

Target population: Children from birth to age 18 and their families

Duration of funding: 12 months

Total available funding: $100,000

Estimated size of awards: $10,000 to $30,000

Matching fund requirements: None

Project start date: January 1995

Geographic distribution: Statewide

Source of funds and legislative authority: 1994 Juvenile Justice Act

IMPLEMENTATION GRANTS FOR FAMILY SERVICES COLLABORATIVES

Coordinating state agency: Children's Cabinet, Minnesota Planning

Eligible applicants: Family services collaborative planning grant recipients or other groups that have completed a planning process consistent with Minnesota Statutes 121.8355.

A family services collaborative must include at least one school district and one county and one public health organization. Collaboratives must also include broad community representation, such as additional counties, school districts and public health entities, other municipalities, community action agencies, businesses, culturally specific community organizations, local health organizations, private and nonprofit service providers, child care providers, local foundations, community-based service groups, transportation providers, senior citizen volunteer organizations and religious organizations.

A collaborative may consist of community representatives from a variety of institutions and organizations who agree to collaborate with a school district, county and public health organizations. The participating agencies must agree in writing to provide coordinated services for children and youth and to commit resources. This type of collaborative can be composed of youth-serving agencies, local businesses, parents, students, clergy, health and social service providers, culturally specific community organizations and other community organizations.

Program requirements: Implementation grants are available to communities that submit a comprehensive plan addressing all of the required elements as described below. The funds must be used solely to provide direct services to children and families and are intended to provide broad-based systemic changes in the service delivery system. The integrated services delivery system should result in:

- Improved outreach and early identification of children and families in need of services and intervention across service systems on behalf of families;
- An inclusive service system that supports all families within a community;
- Coordinated services that eliminate the need to match funding streams, provider eligibility or clients with multiple providers;
- Improved access to services by coordinating transportation services;
- Initial outreach to all new mothers and periodic visits to children who are potentially at risk;
- Coordinated assessment across systems to determine which children and families need coordinated multi-agency and supplemental services;
- Multi-agency service plans and coordination of unitary case management.

Each plan must:

1. Describe the comprehensive planning process that your community used to develop the implementation plan. Use the collaboration chart (Form 3) to indicate what organizations and sectors of the community will be involved in implementing the plan. Be sure that your narrative addresses the community's vision for children and families that resulted from the planning effort, how parents and volunteers participated in the planning and how they will be involved in implementing and evaluating the work of the collaborative.

2. Contain clear goals for addressing the health, development, education, family-related and culturally specific needs of children and youth. Outcome-based indicators must be used to measure progress toward achieving these goals. Examples of indicators include the number of low birthweight babies; the infant mortality rate; the number of children who are adequately immunized and healthy, require out-of-home placement or long-term special education services; and the number of minor parents.

3. Consist of a minimum of one school district, one county and one public health organization that agree in writing to provide coordinated family services and commit resources to an integrated fund.

4. Contain a plan for implementing an integrated service delivery system that coordinates funding streams and the delivery of services between existing agencies. This integrated service delivery system must provide a continuum of family-centered services for children from birth to age 18. Each plan must include a description of the community plan for serving pregnant women and children from birth to age six.

5. Describe your integrated fund, including how it provides for the integrated service delivery system and funds additional supplemental services. Each collaborative must have a written agreement that specifies the financial commitment by the contributors to an integrated fund. Once committed, contributors may not reduce their financial commitment except as specified in the agreement or by federal declaration.

6. Describe the decision-making process and governance structure that the collaborative will use to implement its plan.

7. Describe how the collaborative will:

- coordinate family and children's services to avoid duplication and overlapping assessment and intake procedures;
- focus primarily on family-centered services; and
- determine the location of services and how readily accessible they are to children and families.

8. Describe what federal, state and local institutional barriers to coordinating services have been identified and the actions that have been identified to remove these barriers.

Priority criteria: Highest priority will be given to plans that provide:

- Early intervention and family outreach services;
- Family visitation services;
- A continuum of services for children from birth to age 18;
- Family preservation services;
- Culturally sensitive approaches for delivering services;
- Clearly defined outcomes and valid methods of assessment;
- Effective service coordination;
- Participation by the maximum number of jurisdictions and funding sources;
- Integrated community service providers and local resources;
- Integrated transportation services;
- Integrated housing services; and
- Coordinated services that include a children's mental health collaborative.

Target population: Families with children from birth to age 18

Duration of funding: 12 months

Total available funding: Up to $2 million; applications are due December 1, 1994

Estimated size of awards: Up to $250,000; allocations received in fiscal year 1995 may be carried over into fiscal year 1996

Matching fund requirement: Written agreement specifying financial commitment of the partners

Project start date: February 1, 1995

Geographic distribution: Statewide

Source of funds and legislative authority: Minnesota Statute 121.8355; 1993 Omnibus Health and Human Services Bill and the 1993 Omnibus Education Bill

MALE RESPONSIBILITY AND FATHERING GRANTS

Coordinating state agency: Department of Education, Office of Community Collaboration

Eligible applicants: School districts or youth or parenting programs that collaborate with school districts

Program requirements: These grants are available to help reduce teen pregnancy or teach child development, parenting skills and the responsibilities of parenthood to young people, particularly males ages 10 to 21.

Applicants must help youth:

- understand the connection between sexual behavior, pregnancy, and the roles and responsibilities of marriage and parenting;
- understand the long-term responsibility of fatherhood;
- understand the importance of fathers in the lives of children;
- acquire parenting skills and knowledge of child development; and
- find community support for their roles as fathers and nurturers of children.

Each grant application must include a description of the program's structure and components, including collaborative and outreach efforts; an implementation and evaluation plan to measure the program's success; a plan for using males as instructors and mentors; and a cultural diversity plan to ensure that staff or teachers will reflect the cultural backgrounds of the population served and that the program content is culturally sensitive.

Grant recipients must provide education in responsible parenting and child development, responsible decision making related to marriage and relationships, and the legal implications of paternity. Grant recipients also must provide public awareness efforts in the collaborating school district. Grant recipients may offer support groups, health and nutrition education, mentoring and peer teaching.

Grant applicants must establish an advisory committee to help them plan and implement a grant. The advisory committee must include student representatives, adult males from the community, representatives of community organizations, teachers, parent educators and representatives of family social service agencies.

Target population: Males ages 10 to 21

Duration of funding: 12 months

Total available funding: $500,000

Estimated size of awards: Up to $50,000

Matching fund requirements: 50 percent match required; match must be other than state money and may include in-kind contributions

Project start date: January 1995

Source of funds and legislative authority: 1994 Omnibus Education Act

APPLICATION CRITERIA

Applications will be reviewed on the following criteria. See the general information section for any additional considerations.

REVIEW CRITERIA	MAXIMUM POINTS
Project summary	5
Problem statement: Community description and description of needs, strengths and weaknesses	20
Problem response: Does the work plan address the need?	20
Planning process: Community readiness, appropriate involvement of stakeholders, collaboratives and community	20
Project evaluation	10
Program requirements: Listed in fund category description section	10
Budget reasonableness and thoroughness	15

APPLICATION CONTENT

Applications must include the following elements in the order listed to be considered for funding. Be sure to use the application cover sheet as the top page of the application. Do not use other covers or binders. See the chart above for the maximum points reviewers may score for each component of the application. Applications should be written without making assumptions about what reviewers may know about the project or community. Reviewers will judge by content, not weight. Please keep the application brief. Use the forms provided to address items 1, 4, 9 and 10. For the remaining items, please type a brief narrative. The narrative portion should average three to five pages. Please do not exceed 10 pages (family services collaborative applications may be up to 25 pages long). Additional attachments are discouraged unless they are essential to explain the request.

1. Application cover sheet — Form 1: To apply for more than one fund category, submit a separate application for each category. Remember to submit 10 sets of the complete application for each fund category selected. Copies are distributed to citizen review team members.

2. Project summary — narrative: This should be a one-paragraph summary of the project.

3. Problem statement — narrative: Describe the community. Indicate its strengths and weaknesses. What are the needs that will be addressed? What documentation do you have that supports the problem statement?

4. Problem response — Form 2 (work plan): The work plan must address the problem statement. The work plan describes how the project is going to accomplish overall program outcomes. This is done by transforming the overall goals into measurable objectives. The

strategies describe the activities and tasks that will be performed to accomplish the objectives. The work plan also designates the positions responsible for accomplishing project tasks and activities and the time frame. Objectives and strategies should be measurable. See the sample work plan printed on the reverse side of Form 2.

5. Planning process — Form 3 and narrative: What planning processes were used to bring about this request? If you are applying for planning funds, describe the planning process that will be used to implement this request. Describe the involvement of appropriate community stakeholders. This collaboration chart tells reviewers who has been or will be involved in the planning and implementing of this project. This form is to be used in place of letters of support.

6. Project evaluation — narrative: Describe how you plan to evaluate your success of meeting the project's goals and objectives. Progress reports measure the accomplishment of project strategies. A final report measures the accomplishment of the goals and objectives.

7. Program requirements — narrative: Each fund category has specific requirements and conditions. Explain how your application addresses each of those requirements. For example, one of the requirements for a male responsibility and fathering grant project is that an advisory committee must assist in planning and implementing the project; in this case, you would describe how that requirement will be met.

8. Budget — Narrative: Describe this request in the context of your agency or collaborative and related resources that exist in your community. Are these activities part of a larger program? Does this request establish a new program, expand an existing one or provide funds to replace previous initiative funding that is no longer available? If you are applying for a fund category that requires matching funds, describe the source and amount of the matching dollars.

9. Budget request — Form 4: Fill out a proposed line-item budget for the project under the appropriate fund category.

10. Budget justification — Form 5: Fill out a budget justification form for each fund category. Itemize and specify how the budget items requested were determined. See the sample budget printed on the reverse side of Form 5.

For each fund category in which you apply, submit 10 sets of the complete application to:

Minnesota Planning
Prevention & Intervention Funding
658 Cedar Street
St. Paul, MN 55155

Deadline for receipt of all applications — except for Family Services Collaboratives: OCTOBER 17, 1994
Applications sent by U.S. mail and postmarked October 17, 1994, will be accepted if they arrive no later than October 20, 1994. Fax transmissions will not be accepted.

Deadline for receipt of family services collaborative applications: DECEMBER 1, 1994
Applications sent by U.S. mail and postmarked December 1, 1994, will be accepted if they arrive no later than December 5, 1994. Fax transmissions will not be accepted.objectives is equally important.

PREVENTION & INTERVENTION INITIATIVE

APPLICATION COVER SHEET
FORM 1

This form is to be used as the cover sheet for your grant application. If you are applying for more than one fund category, complete the cover sheet for each category. Submit 10 sets of your complete application for each fund category.

APPLICANT AGENCY: Use your legal name and full address. This is the fiscal agent with whom the grant agreement will be executed	**CONTACT ADDRESS:**
Director or superintendent's name: Telephone number:	Contact name: Telephone number: Fax number:

SERVICE AREA			Project start date:	Project end date:
Counties	Cities	School district name(s)	Grant agreements will not be processed without these numbers:	
			MN tax ID #:	Federal employer ID #:

Indicate across from the fund category below the amount of funding you are requesting

FUND CATEGORY	AMOUNT OF FUNDING REQUESTED
Community crime and drug prevention activities and high-risk youth violence prevention activities	$
Community-based truancy action projects	$
Community violence prevention councils	$
Drug Abuse Resistance Education (DARE K-6)	$
Grassroots collaboration grants for communities of color, neighborhoods or small nonprofit groups	$
Implemention grants for family services collaboratives	$
Male responsibility and fathering grants	$

I certify that the information contained herein is true and accurate to the best of my knowledge and that I submit this application on behalf of the applicant agency. Applications from school districts must be signed by the superintendent.	
Director's signature: Superintendent's signature (if school district):	Date:

WORK PLAN

FORM 2

Please make copies of this form as needed. If you are applying for more than one fund category, use a separate form for each.

APPLICANT AGENCY:	FUND CATEGORY:

GOAL:	
OBJECTIVE: No. ______	OBJECTIVE DESCRIPTION:

STRATEGIES (steps, activities, tasks to achieve objective)	Number of Participants and frequency of activity	Time Frame	Person Responsible

WORK PLAN **SAMPLE**

APPLICANT AGENCY:	FUND CATEGORY:
High Risk Youth, Inc.	**Community crime and drug prevention**

<table>
<tr><td colspan="4">GOAL: Create positive alternative activities for youth who have dropped out of school in Lake Woebegon.</td></tr>
<tr><td>OBJECTIVE:
No. __1____</td><td colspan="3">OBJECTIVE DESCRIPTION: Provide a series of after-school and weekend activities for youth who have dropped out of school</td></tr>
<tr><th>STRATEGIES (steps, activities, tasks to achieve objective)</th><th>Number of Participants and frequency of activity</th><th>Time Frame</th><th>Person Responsible</th></tr>
<tr><td>1. Identify number of youth who have dropped out and are interested in participating in after-school and weekend activities.</td><td>Identify 50 youth</td><td>2/1/95 to 1/31/96</td><td>Program coordinator
School counselor
Youth-serving agencies</td></tr>
<tr><td>2. Involve youth in determining the types of activities that would interest them.</td><td>39 youth will give input on an ongoing basis</td><td>2/1/95 to 1/31/96</td><td>Program coordinator</td></tr>
<tr><td>3. Schedule four recreational activities per week.</td><td>25 youth involved in four programs per week</td><td>3/1/95 to 1/31/96</td><td>Program coordinator</td></tr>
</table>

What is a goal? A goal is what a community ultimately hopes to accomplish as a result of its activities. Goal statements are usually the reverse of the problem statement and identify the major purpose of the project. One goal may be sufficient. Goal statements need not be lengthy. They should be stated realistically in terms of client or constituent needs.

What is an objective? Objectives are immediate project effects that are expected to be achieved soon after the program is completed. For example, a drug information program is expected to show an increase in students' drug knowledge when the program is completed.

What is a strategy? A strategy is a measurable activity that a project undertakes to accomplish objectives.

Why should goals and objectives be measured? Identifying goals is a critical first step, but measuring progress toward these goals and objectives is equally important.

COLLABORATION CHART FORM 3

This form should demonstrate the degree of community collaboration used in planning and implementing your project. Only organizations or collaboratives that are ready to commit a specific service, staff time and so forth should be listed.

TYPE OF ORGANIZATION OR COLLABORATIVE	NAME OF ORGANIZATION OR COLLABORATIVE	SERVICES THAT ORGANIZATIONS WILL OFFER	KEY CONTACT PERSON AND PHONE NUMBER
Business community			
Child care			
Community action			
Community corrections			
Community recreation			
County services			
Early childhood			
Employment			
Foundations			
Health providers			
Higher education			
Housing			
Juvenile justice service			

COLLABORATION CHART
(continued)

FORM 3

TYPE OF ORGANIZATION OR COLLABORATIVE	NAME OF ORGANIZATION OR COLLABORATIVE	SERVICES THAT ORGANIZATIONS WILL OFFER	KEY CONTACT PERSON AND PHONE NUMBER
Libraries			
Local law enforcement			
Local units of government:			
Mental health			
Neighborhoods			
Parents			
Prevention			
Public Health			
Religious			
Senior citizens			
School			
Transportation			
Victim's services			
Volunteer			
Youth and youth-serving			
Other			

BUDGET REQUEST **FORM 4**

Budget period from____________________ 199___ through ____________________ 199___

APPLICANT AGENCY:	ADDRESS:	TELEPHONE NUMBER:

FUND CATEGORY							
Budget Category	**Community crime and drug prevention and high-risk youth violence protection**	**Community-based truancy action projects**	**Community violence prevention councils**	**Drug Abuse Resistance Education**	**Grassroots collaboration grants**	**Implementation grants for family services collaboratives**	**Male responsibility and fathering grants**
Salary							
Employee benefits							
Contracted services							
Employee in-state travel							
Supplies, phone, postage, printing, copying							
Equipment							
Other:							
TOTAL							

Fill in the column that corresponds to the fund category for which you are applying. The column totals should correspond to the fund category you listed on the application cover sheet (Form 1). Expenditures must reflect activities proposed in the application.

BUDGET JUSTIFICATION FORM 5

Please provide a brief justification for the budget items requested on Form 4 and include an explanation of how costs were determined. A sample justification is offered on the reverse side of this form. If you are applying in more than one fund category, use a separate form for each category.

APPLICANT AGENCY:		
FUND CATEGORY:		
SALARY, TITLE & NAME:	F.T.E./POSITIONS:	TOTAL COST:
TOTAL SALARY:		
EMPLOYEE BENEFITS (itemize)		TOTAL:
CONTRACTED SERVICES (itemize)		TOTAL:
EMPLOYEE IN-STATE TRAVEL (mileage may not exceed .27 cents per mile)		TOTAL:
SUPPLIES, PHONE/POSTAGE, PRINT/COPY (itemize)		TOTAL:
EQUIPMENT (itemize)		TOTAL:
OTHER EXPENSES (itemize)		TOTAL:
GRAND TOTAL FOR THIS FUND CATEGORY (Must match total on Forms 1 and 4 for this fund category.)		$

SAMPLE BUDGET JUSTIFICATION

APPLICANT AGENCY: High Risk Youth Incorporated		
FUND CATEGORY: Community crime and drug prevention		
SALARY, TITLE AND NAME: Donna Smith, Coordinator John Anderson, Social Worker Bookkeeper	F.T.E./POSITIONS: 1.0 0.5 12 hrs. @ $7 per hr	TOTAL COST: $22,000 $10,000 $ 84
TOTAL SALARY:	1.5 positions	$32,084
EMPLOYEE BENEFITS (itemize) Salary ($32,084) x 22% for employees = $7,058		TOTAL: $7,058
CONTRACTED SERVICES (itemize) Youth training: 80 hours x $30 per hour		TOTAL: $2,400
EMPLOYEE IN-STATE TRAVEL (mileage may not exceed .27 cents per mile) 600 miles x .27 cents = $162		TOTAL: $162
SUPPLIES, PHONE/POSTAGE, PRINT/COPY (itemize) Printing and copying: $300 Brochures: $250 Postage: $500 Phone: $500		TOTAL: $1,550
EQUIPMENT (itemize)		TOTAL:
OTHER EXPENSES (itemize) Student transportation to recreational activities 50 students x $2 bus fare x 3 round trips = $300		TOTAL: $300
GRANT TOTAL FOR THIS FUND CATEGORY (Must match total on Forms 1 and 4 for this fund category.)		TOTAL: $43,554

1996-97

Minnesota Biennial Budget

Children & Family Services

Presented by Governor Arne H. Carlson to the 79th Legislature

1996-97 Biennium

Strategic Budget

Children and Family Services

This is a special document supplementing the regular budget documents.
It describes three major strategies to strengthen services for children.

It also contains :

- recommended appropriations for the Education-Employment Transition Program and the new Department of Children and Education Services; and
- information on transfers into the new agency from other state agencies.

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1996-97 BIENNIAL BUDGET

-INDEX-

CHILDREN AND FAMILY SERVICES

PROGRAM STRUCTURE

CROSSWALK TO REGULAR BUDGET DOCUMENTS FOR RECOMMENDED TRANSFER PROGRAMS

Program Transferred/Agency	Budget Document/Agency Program
Part H (Early Intervention) (MDE)	Education Aids (EA) / Federal
Early Ch. Family Ed (MDE).	EA / Community and Family Education (CFE)
Learning Readiness (MDE)	EA / CFE
Way to Grow (MDE)	EA / CFE
Early Childhood Screening (MDE)	EA / CFE
Head Start (ES)	Economic Development (ED) / Community Services
Child Care (DHS)	Health and Human Services (HHS) / Economic Self-Sufficiency
Migrant Child Care (DHS)	HHS / Children
Child Care Res & Refferal (DHS)	HHS / Children
Child Care Service Development (DHS)	HHS / Chldren
Youth Employment and Training (ES)	ED / Community Services
Community Education (MDE)	EA / CFE
Adult Basic Education (MDE)	EA / CFE
Even Start (MDE)	EA / CFE
Supplemental Food Program (DOH)	HHS / Family Health
Maternal and Child Health (DOH)	HHS / Family Health
Teen Pregnancy Prevention (MNPI)	State Gov't / Strategic and Long Range Planning (SLRP)
Dental Health (DOH)	HHS / Family Health
School Health (DOH)	HHS / Family Health
Drug Free Schools & Communities(MDE)	EA / CFE
Chemical Abuse Prevention (MDE)	EA / CFE
AIDS Education (MDE)	EA / Federal
Youth Violence Prevention (ES)	ED / Community Services
Violence Prevention (MDE)	EA / CFE
Children's Trust Fund (DHS)	HHS / Children
Home Visiting (DOH)	HHS / Family Health
Project Cornerstone (ES)	ED / Community Services
Information Redesign (MNPI)	State Gov't / SLRP
Action for Children (MNPI)	State Gov't / SLRP
Minnesota Children's Initiative (MNPI)	State Gov't / SLRP
Family Service Collaboratives (DHS)	HHS / Children
Family Service Collaboratives (MDE)	EA / CFE

GOVERNOR'S RECOMMENDATION:

The Governor recommends 3 strategies to strengthen Minnesota's families and ensure successful development of the state's youngest children and youth.

- establishment of a Department of Children and Education Services;
- consolidation of funding at the local level for a number of existing categorical programs; and
- development of an education and employment transition program.

The Department of Children and Education Services (DCES) will incorporate the *basic education* functions of the existing Department of Education (MDE), which will be eliminated. In addition, it will include a career preparation function and a *family and community services* function. Functions of the new agency are described in Chart 1.

By joining critical and closely related existing programs in state government, DCES organizational strategies will improve the well-being of the children of Minnesota and enhance the delivery of services to children and families. When completely operational, the agency will bring together programs that attempt to ensure that:

- all children come to school ready to learn;
- that Minnesotans will excel in basic academic skills;
- that children will be healthy; that communities will be safe, friendly and caring;
- that families will provide a stable environment for their children; and
- Minnesotan's will have advanced education and training to make the state a leader in the global economy.

Chart 2 shows the link between these goals and programs which will be transferred from the several state agencies.

In F.Y. 1997 all programs currently operated by the MDE are recommended to be transferred to the DCES. In addition, $130,845,000 in state, federal, and special revenue funding, and 34 positions from 4 other state agencies (Department of Human Services, Department of Health, Economic Security, and Minnesota Planning) would also transfer to DCES in F.Y. 1997. Transfer of 2 other programs from the Department of Health, the Supplemental Food Program and the Maternal and Child Health Program (MCH), will be conditioned on federal government action.

While DCES will be created in July 1995, transfer of most programs and staff from other agencies is not anticipated to occur until July 1996. During the interim period, it is expected that a Partnership Planning Team consisting of representatives from the Legislative Commission on Children, Youth and Their Families, Action for Children, and local governments/organizations will be formed to guide detailed planning for DCES. Along with a number of other policy, organization and fiscal issues, this planning work will review the programs proposed for transfer in this budget, and a number of other programs. These programs are identified in appendices A, B, and C. Recommendations for organization refinements and modifications will then be brought to the 1996 and 1997 legislative sessions.

Implementation of both the new agency strategy and the funding consolidation strategy discussed under the family and community services program will be deliberate and systematic. As state government attempts to navigate new and turbulent waters, expectations must be measured and priorities carefully established. It is anticipated that the major organizational, funding, and delivery system changes embraced by these strategies will take at least 4 to 6 years to achieve. Chart 5 displays the anticipated schedule for this change.

The new agency requires an additional biennial investment of $150,000 in F.Y. 1996 only to provide salary and support resources for a new commissioner.

The funding consolidation strategy does not require additional investments.

The education and employment transitions strategy requires an additional biennial appropriation of $5,000,000. Each function is described in the following pages. The charts, tables, and appendices of this budget document detail the several dimensions of these functions and strategies.

Total funding for DCES operations and programs in F.Y. 1997 is shown in the table below.

From Faribault Academies		
General Fund	$	7,803
Federal Funds		231
Other Funds		953
From Department of Education		
General Fund	$	14,833
Federal Funds		16,724
Other Funds		4,061
From Education Aids		
General Fund	$	2,814,757
Federal Funds		275,333
Other Funds		33,014
From Other Agency Operations Transferred In		
General Fund	$	1,350
Federal Funds		1,424
Other Funds		468
From Other Agency Grants Transferred In		
General Fund	$	68,094
Federal Funds		59,509
Other Funds		-0-
From New Operations Funds Recommended In This Budget		
General Fund	$	600
From New Grant Funds Recommended In This Budget		
General Fund	$	1,900
Total Operations and Grants	$	3,301,054

NOTE: Transfers from other agencies include only direct costs of program administration. Indirect cost transfer amounts will be determined during the new agency planning phase, and included with the 1996 legislative session recommendations.

Chart 1

Functions of

Department of Children and Education Services

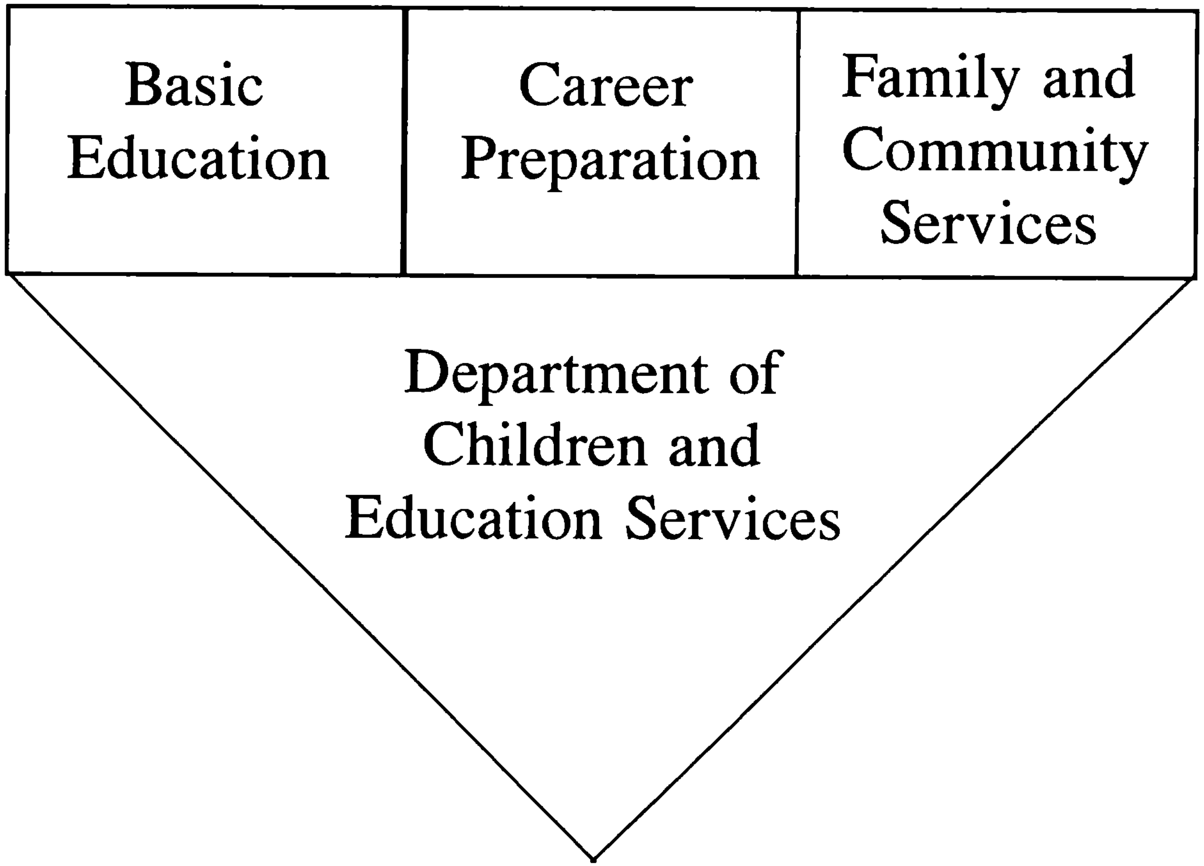


Chart 2

Linking Services

Department of Children and Education Services Goals and Programs

Program	Agency	Goal
Part H (Early Intervention)	*(MDE)*	**Ensure All Children Come to School Ready to Learn**
Early Ch. Family Ed.	*(MDE)*	
Learning Readiness	*(MDE)*	
Way to Grow	*(MDE)*	
Early Childhood Screening	*(MDE)*	
Head Start	*(ES)*	
Child Care	*(DHS)*	
Basic Education	*(MDE)*	**Minnesotans will Excel in Basic Academic Skills**
Community Education	*((MDE)*	
Adult Basic Education	*(MDE)*	
Even Start	*(MDE)*	
Youth Career Preparation	*(MDE)*	**Minnesotans will have Advanced Education and Training to Make the State a Leader in the Global Economy**
Youth Employment and Training	*(ES)*	
Supplemental Food Program	*(DOH)*	**Children will be Healthy**
Maternal and Child Health	*(DOH)*	
Teen Pregnancy Prevention	*(MNPl)*	
Dental Health	*(DOH)*	
School Health	*(DOH)*	
Drug Free Schools & Communities	*(MDE)*	
Chemical Abuse Prevention	*(MDE)*	
AIDS Education	*(MDE)*	
Children's Trust Fund	*(DHS)*	**Families will Provide a Stable Environment for their Children**
Home Visiting	*(DOH)*	
Youth Violence Prevention	*(ES)*	**Communities Will Be Safe, Friendly, & Caring**
Violence Prevention	*(MDE)*	

- Programs to be transferred into the new agency are linked above to the primary goal each addresses. Programs not listed address primarily system management goals.

- Transfer of policy direction and administrative control of programs now in other agencies, as shown above, will enhance policy coordination and collaboration, reduce existing service fragmentation, increase program flexibility, and improve the focus on measurable outcomes.

1996-1997 B I E N N I A L B U D G E T
(DOLLARS IN THOUSANDS)

AGENCY: CHILDREN AND EDUCATION SERVICES

PROGRAM RESOURCE ALLOCATION:	FY 1993	FY 1994	Est. FY 1995	FY 1996 Current Spending	FY 1996 Agency Plan	FY 1996 Governor Recomm.	FY 1997 Current Spending	FY 1997 Agency Plan	FY 1997 Governor Recomm.
CAREER PREPARATION						2,500			5,771
FAMILY AND COMMUNITY SERVICES									134,208
BASIC EDUCATION									37,971
EXECUTIVE MANAGEMENT						150			
TOTAL EXPENDITURES BY PROGRAM						2,650			177,950
SOURCES OF FINANCING:									
DIRECT APPROPRIATIONS:									
GENERAL						2,650			94,742
TRUNK HIGHWAY									21
STATUTORY APPROPRIATIONS:									
GENERAL									624
SPECIAL REVENUE									2,661
FEDERAL									60,101
FEDERAL MDES									17,787
AGENCY									1,426
GIFTS AND DEPOSITS									583
ENDOWMENT									5
TOTAL FINANCING						2,650			177,950
FTE BY EMPLOYMENT TYPE:									
REGULAR									
TOTAL FTE						1.0			590.3

PROGRAM: Executive Management

PROGRAM DESCRIPTION:

In F.Y. 1996 the Executive Management Function of the DCES will require an appropriation of $150,000 to for the compensation of a commissioner and some support services. The appropriation of this amount is requested only on a one time basis for start-up activities. It will not be necessary beginning in F.Y. 1997 when the Department of Education is eliminated and positions and funding are transferred from the Departments of Health, Human Services, Economic Security, and Planning.

While DCES will be created in July 1995, transfer of most programs and staff from other agencies is not anticipated to occur until July 1996. During the interim period, it is expected that a Partnership Planning Team consisting of representatives from the Legislative Commission on Children, Youth and Their Families, Action for Children, and local governments/organizations will be formed to guide detailed planning for DCES. Along with a number of other policy, organization and fiscal issues, this planning work will review the programs proposed for transfer in this budget, along with a number of other programs. These programs are identified in appendices A, B, and C. Recommendations for refinements and modifications will then be brought to the 1996 and 1997 legislative sessions.

While no staff will be formally transferred from these agencies until F.Y. 1997, commissioners on the Children's Cabinet and their staff will be heavily involved in planning for the new DCES and its programs during F.Y. 1996.

1996-1997 B I E N N I A L   B U D G E T
(DOLLARS IN THOUSANDS)

AGENCY: CHILDREN AND EDUCATION SERVICES
PROGRAM: EXECUTIVE MANAGEMENT

ACTIVITY RESOURCE ALLOCATION:	FY 1993	FY 1994	Est. FY 1995	FY 1996 Current Spending	FY 1996 Agency Plan	FY 1996 Governor Recomm.	FY 1997 Current Spending	FY 1997 Agency Plan	FY 1997 Governor Recomm.
EXECUTIVE MANAGEMENT						150			
TOTAL EXPENDITURES BY ACTIVITY						150			

GOV'S INITIATIVES:	FUND	FY 1996 Governor Recomm.	FY 1997 Governor Recomm.
(B) NEW AGENCY - ADMINISTRATION AND SUPPORT	GEN	150	
TOTAL GOV'S INITIATIVES		150	

SOURCES OF FINANCING:	FY 1993	FY 1994	Est. FY 1995	FY 1996 Current Spending	FY 1996 Agency Plan	FY 1996 Governor Recomm.	FY 1997 Current Spending	FY 1997 Agency Plan	FY 1997 Governor Recomm.
DIRECT APPROPRIATIONS:									
GENERAL						150			
TOTAL FINANCING						150			
FTE BY EMPLOYMENT TYPE:									
REGULAR									
TOTAL FTE						1.0			

PROGRAM: Basic Education

PROGRAM DESCRIPTION:

This program incorporates most of the operations and grant monies from the Department of Education except for the following activities that are functionally most related to either the career preparation function or the family and community services function:

Youth Career Preparation
Youth Works
Apprenticeships, etc

ECFE
Part H
Learning Readiness
Way to Grow
Early Childhood Screening
Community Education
Adult Basic Education
Even Start
Drug Free Schools and Communities
Chemical Abuse Prevention
AIDS Education
Violence Prevention

Total funding for DCES basic education operations and grants in F.Y. 1997 is shown in the table below.

From Faribault Academies		
General Fund	$	7,803
Federal Funds		231
Other Funds		953
From Department of Education		
General Fund	$	13.593
Federal Funds		12,395
Other Funds		2,996
From Education Aids		
General Fund	$	2,770,930
Federal Funds		260,919
Other Funds		32,546
From New Operations Funds Recommended In This Budget		
General Fund	$	-0-
From New Grant Funds Recommended In This Budget		
General Fund	$	-0-
Total Operations and Grants	$	3,102,366

1996-1997 BIENNIAL BUDGET
(DOLLARS IN THOUSANDS)

AGENCY: CHILDREN AND EDUCATION SERVICES
PROGRAM: BASIC EDUCATION

ACTIVITY RESOURCE ALLOCATION:	FUND	FY 1993	FY 1994	Est. FY 1995	FY 1996 Current Spending	FY 1996 Agency Plan	FY 1996 Governor Recomm.	FY 1997 Current Spending	FY 1997 Agency Plan	FY 1997 Governor Recomm.
BASIC EDUCATION										37,971
TOTAL EXPENDITURES BY ACTIVITY										28,894
GOV'S INITIATIVES:	FUND									
(A) TRANSFER FROM DEPT OF EDUCATION	GEN									13,483
(A) TRANSFER FROM DEPT OF EDUCATION	TH									21
(A) TRANSFER FROM DEPT OF EDUCATION	GEN									110
(A) TRANSFER FROM DEPT OF EDUCATION	SR									1,962
(A) TRANSFER FROM DEPT OF EDUCATION	FED									12,395
(A) TRANSFER FROM DEPT OF EDUCATION	AG									830
(A) TRANSFER FROM DEPT OF EDUCATION	G&D									183
(A) TRSFR FROM DEPT. OF ED, RESIDENTIAL ACADEMIES	GEN									8,075
(A) TRSFR FROM DEPT. OF ED, RESIDENTIAL ACADEMIES	GEN									514
(A) TRSFR FROM DEPT. OF ED, RESIDENTIAL ACADEMIES	SR									85
(A) TRSFR FROM DEPT. OF ED, RESIDENTIAL ACADEMIES	FED									231
(A) TRSFR FROM DEPT. OF ED, RESIDENTIAL ACADEMIES	AG									33
(A) TRSFR FROM DEPT. OF ED, RESIDENTIAL ACADEMIES	G&D									44
(A) TRSFR FROM DEPT. OF ED, RESIDENTIAL ACADEMIES	END									5
TOTAL GOV'S INITIATIVES										37,971
SOURCES OF FINANCING:										
DIRECT APPROPRIATIONS:										
GENERAL										21,558
TRUNK HIGHWAY										21
STATUTORY APPROPRIATIONS:										
GENERAL										624
SPECIAL REVENUE										2,047
FEDERAL										12,626
AGENCY										863
GIFTS AND DEPOSITS										227
ENDOWMENT										5
TOTAL FINANCING										37,971
FTE BY EMPLOYMENT TYPE:										
TOTAL FTE										499.2

PROGRAM: Career Preparation

INTRODUCTION:

Several trends require changes in the way we educate our youth:

1. the international economy is becoming increasingly complicated and competitive;

2. our population is aging — tomorrow's working age adults will have to run an economic machine to support more retired citizens than do today's working adults. Between 1990 and 2020, Minnesota's population aged 65 and older will increase by 23%. In contrast, our population aged 25 to 44 will decline by more than 14%; and

3. a substantial number of today's young adults are not completing high school or post-secondary training and as a result, many float directionless around a pool of low-skill, low-paying jobs. The current system does not adequately serve many young adults each year:

   - In 1990, 5.1% (15,200) of Minnesota's youth, age 16 to 19, were high school dropouts.
   - According to the 1990 census, 16.6% (72,010) Minnesotan's between the ages of 18 and 24 had not completed high school.
   - Of those that had completed high school, 33% had not yet started post-secondary training.

Traditionally, the American educational system has pointed towards earning a baccalaureate degree after a 4 or 5 year academic experience following graduation from high school. The college graduate was then expected to find a job commensurate with the new degree. But in the 1990s there is strong evidence that our traditional school-to-work paradigm no longer works. As larger companies down-size to become more cost efficient, and as small companies expand and grow, there are increasing disparities between what business needs and what our education system is providing. A new comprehensive system for teenaged students needs to be developed which will allow a student to point toward acquiring specific job skills that will be in demand when he/she "graduates".

Minnesota must begin considering steps that could be taken to bring the "supply side" and the "demand side" into synch. Minnesota has developed great programs to supply trained workers, but has never systematically considered whether our supply programs will fit tomorrow's demand. Predicting the "demand side" will not be easy because for many jobs specific skills have not been categorized, and the data needed to project the jobs/skills which will be needed in the future are currently inadequate.

Minnesota must expand the K-12 public education system to include multiple programs that lead to lifelong learning and work. Included among these are youth apprenticeship programs that integrate vocational academic education; classroom and workplace learning; and secondary and postsecondary education. These programs would be high quality, meeting state graduation standards and the standards of business and industry for success in the workplace. They would enhance existing education offerings and equip students to leave high school well prepared to enter the workforce.

Minnesota employers want workers who can attain highly developed technical skills. We must provide programs that give students those skills and the confidence to succeed in the work world.

If government and business come together now at all levels (federal, state, and local) to rethink and reshape the way we educate our youth, our country's economic future and the life-satisfaction of future generations of young adults can be assured.

VISION All Minnesotans will make successful education and employment transitions.

GUIDING PRINCIPLES Minnesota's Education and Employment Transitions System must:

- build in each learner a sense of personal responsibility for acquiring the skills necessary for successful education and employment transitions;
- engage representatives of business, education, and the community in partnerships to plan, implement, evaluate, and continuously improve the system;
- respond to the diversity of culture, learning styles, geography, and special needs;
- balance the needs of learners to develop skills necessary for success in life and work and the needs of business to develop skilled, flexible workers;
- assist learners to understand work, the options leading to work, and the tools necessary to make transitions throughout life;
- be future oriented and able to respond to shifting economic conditions and changing technology; and
- demonstrate efficient use of public and private resources to support education, training and retraining programs.

A comprehensive system should have the following components:

- a regularly updated computer-based career planning and development system that provides users with information about current labor market trends and specific job availability;
- a widely accessible and regularly updated age appropriate printed and multi-media information system that helps users understand the skills needed for particular occupations, required coursework in junior high through college, and the ability to help the user identify occupations that match his skills/interests;
- a long-term curriculum-based approach to integrating work awareness, exploration, and preparation into the education of students from early elementary grades through graduation from high school and beyond;
- high quality work-based learning options for all learners including job shadowing, mentorships, service learning, internships, cooperative education, and apprenticeships especially in those fields offering high potential for future employment consistent with global and regional economies;
- strategies to assess learner and system achievement through demonstrating acquired skills and knowledge;

PROGRAM: Career Preparation
(Continuation)

- professional education, technical assistance, and other support for local program and personnel development; and
- system accountability and customer assurance.

While the total system needs to be much more than just the work-based learning options like youth apprenticeship or internships, these pieces are the ones most in need of a structure that will encourage employer buy-in and business leadership, maximize student options, and permit efficient use of resources.

Minnesota's success in achieving its vision will depend on collaboration among our private business communities, public and private education systems, government agencies, worker representatives, community-based services, and learners. A primary objective during the development period will be to demonstrate how existing public and private resources for education and training can be restructured to maintain the system. Long-term maintenance of Minnesota's comprehensive education and employment transitions system must not depend on new sources of revenue. During a 1 to 4 year period, some additional funds are necessary to demonstrate the efficacy of various system components.

Overall, the system needs to actively engage the business communities in all aspects of planning and implementing system components. The strategies that follow reverse the public sector and "supplier" dominance of Minnesota's education and employment transitions programs and provide incentives for collaboration.

GOVERNOR'S RECOMMENDATION

1. Establish regional governance structures to plan, implement and assess education and employment transitions programs in each of the state's economic development regions.

   a. Each regional structure will be comprised of 10 to 15 directors appointed by the Governor. At least 50% of the directors must represent employers in the region. The remaining directors will be selected from among educators, learners, parents, workers, government, and community based organizations. Not more than 20% of the members can represent organizations that deliver education and training services.

   b. Each regional organization will develop a plan for an education and employment transitions system. Those plans will be based on the system characteristics outlined above and will be tied directly to the economic development opportunities of the region.

   c. Regional plans will identify public and private education and training services and coordinate their development to meet regional objectives.

   d. Regional plans will demonstrate how the system will be maintained beyond the start-up period using existing public and private sector education and training resources including secondary and post-secondary funding, private sector training funds and wages, and public sector training resources.

   e. State funding totalling $2.0 million for the 1996-97 biennium for system planning and start-up will be administered by the regional structures.

2. Continue current youth apprenticeship demonstration efforts and develop state-level capacity to coordinate interregional system development and assist regional education and employment transitions systems assess, monitor, and improve their performance.

   a. Coordinate statewide system development to ensure access and program continuity across regional divisions.

   b. Establish standards for learner and system performance and implement a program of performance assessment, monitoring, and continuous improvement.

   c. Develop the capacity to:

      - reduce barriers to effective use of state resources;
      - provide technical and other assistance to regions for system component development;
      - develop appropriate professional education programs.

   d. Continue youth apprenticeship demonstration programs started with funding from the state.

   e. State funding totalling $1.8 million for the 1997-97 biennium will be administered by the Department of Children and Education Services (DCES) for the purposes outlined in this section. As discussed earlier in the agency narrative, while most staff from the Department of Education will not be transferred to the DCES until F.Y. 1997, the DCES commissioner will have the discretion to transfer some positions or functions in F.Y. 1996 as needed to administer the program.

3. Develop a statewide system of labor market information (LMI) that is built on the current and future needs and business for appropriately prepared workers and meets the needs of learners for accurate and timely information about the availability of work and the skills necessary for successful entry into high-wage jobs.

   The DCES will receive $1.2 million during the 1996-97 biennium to administer the LMI system. The commissioner has discretion to contract with other agencies, such as the Department of Trade and Economic Development, as appropriate for this activity.

4. The MDE on behalf of the state of Minnesota will seek federal funding of up to $25 million over 5 years from the School-To-Work Opportunities Act of 1994 for the efforts described above. The DCES commissioner would have the discretion to transfer the MDE staff involved in this function as early as F.Y. 1996.

5. In addition to the total of $5 million in one-time funds recommended here, ongoing funding would be provided from 2 sources:

   a. through the Post-Secondary Education Options program with some modifications to make

PROGRAM: Career Preparation
(Continuation)

the funding cost neutral over the extended life of the apprenticeship. Essentially, current general education funding for 11th and 12th grade students would follow them to programs such as Youth Apprenticeships.

b. through the use of current funds for the vocational technical system going into the Higher Education Board (HEB) base. The HEB would be asked to reserve in its budget approximately $2,000 per year per apprentice enrolled in one of the programs. The boards could use these funds to negotiate with the HEB for training in HEB locations. If they could not reach agreement with HEB, the HEB would pay these amounts to the education and employment transition boards.

6. The Governor's Task Force on Higher Education and the Economy will be asked to consider alternative or additional ways in which greater incentives can be provided to Minnesota's higher education systems to be more responsive to the needs of employers in a rapidly changing international economy.

Total funding for DCES career preparation operations and programs in F.Y. 1997 is shown in the table below.

From Department of Education		
General Fund	$	503
Federal Funds		1,705
Other Funds		1,063
From Education Aids		
General Fund	$	1,712
Federal Funds		3,266
Other Funds		-0-
From Other Agency Operations Transferred In		
General Fund	$	63
Federal Funds		405
Other Funds		-0-
From Other Agency Grants Transferred In		
General Fund	$	2,990
Federal Funds		15,842
Other Funds		-0-
From New Operations Funds Recommended In This Budget		
General Fund	$	600
From New Grant Funds Recommended In This Budget		
General Fund	$	1,900
Total Operations and Grants	$	30,049

NOTE: Included in the above totals are transfers from the Youth Employment and Training Program of the Department of Economic Security totaling $19,300,000. These transfers are shown on the Family and Community Services program fiscal page.

1996-1997 B I E N N I A L B U D G E T
(DOLLARS IN THOUSANDS)

AGENCY: CHILDREN AND EDUCATION SERVICES
PROGRAM: CAREER PREPARATION

ACTIVITY RESOURCE ALLOCATION:	FUND	FY 1993	FY 1994	Est. FY 1995	FY 1996 Current Spending	FY 1996 Agency Plan	FY 1996 Governor Recomm.	FY 1997 Current Spending	FY 1997 Agency Plan	FY 1997 Governor Recomm.
CAREER PREPARATION							2,500			5,771
TOTAL EXPENDITURES BY ACTIVITY							2,500			5,771
GOV'S INITIATIVES:	FUND									
(B) EDUCATION/EMPLOYMENT TRANSITION INITIATIVE	GEN						2,500			2,500
(B) TRANSFER FROM DEPARTMENT OF EDUCATION	GEN									503
(B) TRANSFER FROM DEPARTMENT OF EDUCATION	SR									492
(B) TRANSFER FROM DEPARTMENT OF EDUCATION	FED									1,705
(B) TRANSFER FROM DEPARTMENT OF EDUCATION	G&D									8
(B) TRANSFER FROM DEPARTMENT OF EDUCATION	AG									563
TOTAL GOV'S INITIATIVES							2,500			5,771
SOURCES OF FINANCING:										
DIRECT APPROPRIATIONS:										
GENERAL							2,500			3,003
STATUTORY APPROPRIATIONS:										
SPECIAL REVENUE										492
FEDERAL										1,705
GIFTS AND DEPOSITS										8
AGENCY										563
TOTAL FINANCING							2,500			5,771
FTE BY EMPLOYMENT TYPE:										
TOTAL FTE										19.0

PROGRAM: Family and Community Services

INTRODUCTION:

Minnesota state government manages and funds a complex array of services for children and families. The federal government sponsors another large set of services targeted at children and families, a number of which are not directly linked to state programs. As these resources move from the state and federal levels to the local level, a maze of parallel funding streams, intergovernmental relationships, and service delivery corridors is formed. A year ago, resource inventory work for the Minnesota Children's Initiative identified programs in this maze (outside of the core K-12 education function) with estimated total biennial funding from all public sources of $4.4 billion.

As the federal government and Minnesota's local governments (through the Family Services Collaboratives program) restructure funding and service delivery systems to address this challenge, state government must also respond. The proposed new DCES, along with the funding consolidation strategy described below, is Minnesota's response.

GOVERNOR'S RECOMMENDATION:

The Family and Community Services function in DCES will be the focus for the state's family and children's policy and system development effort, with the initial emphasis on early childhood services to children ages 0-6. However, this function will not stand independently of its other major state government partners (Department of Health (DOH), Economic Security (ES), and Department of Human Services (DHS), and a number of other small agencies. Through the Children's Cabinet, the major responsibilities for children and family policy and funding which will remain in those 3 agencies will be closely coordinated with services of the new agency. Other possible program responsibility changes will be examined closely, as described below.

Co-location and transfer of policy direction and administrative control for a number of critical programs which address similar results for children and families will provide a new leadership focus and enhance policy coordination and collaboration within state government. It will also:

- reduce existing service fragmentation;
- enhance the ability of state government to help local governments and communities to flexibly design services that will work best for their communities; and
- improve the capabilities of both state and local government to focus resources on measurable outcomes to improve the well-being of children and families.

Programs within the Family and Community Services function are shown in Chart 3. The Governor is recommending that several of these programs receive significant increases in F.Y. 1996-97. They are as follows:

	Dollars in Thousands	
	F.Y. 1996	F.Y. 1997
■ Child Care	$12,396	$28,450
■ Family Services Collaboratives	7,000	8,000
■ Information Redesign	500	500

Further detail on these recommendations can be found in the budget documents of the agencies from which these programs are transferred.

FUNDING CONSOLIDATION

Legislation to be introduced in the 1995 legislative session will enable local governments, *at their option*, to consolidate, for purposes of collaborative policy development and service delivery, funding currently received through a number of state and federal categorical grants.

This strategy, which will be implemented as early as January 1996, will:

- facilitate cohesive state, local and intergovernmental policy development;
- provide local flexibility needed to shape and deliver appropriate holistic services with optimum cost effectiveness; and
- focus state and local government resources on service quality and outcomes management rather than grants processes.

The guiding system development principles behind consolidation, which go hand in hand with the new agency strategy, are:

- a family focus;
- accountability for outcomes;
- integration of services;
- preventive and developmental; and
- local "ownership" and control.

The consolidated funding concept and process is quite similar to earlier efforts of the state to provide flexible funding. These include the Community Health Services (CHS), Community Social Services (CSSA), and Community Corrections "block" grants and others, such as Learning Readiness, which give grantees significant discretion. But there are significant differences which will provide local governments and communities with much more freedom to shape services:

- Consolidation at the local level means that, by appropriate intergovernmental agreement, these funds can be "blended" with funds of other local governments and organizations, without detailed service contracts and without detailed audit trails. Local flexibility is extended considerably.

- Consolidation at the local level does not mean the state is creating another broad categorical with detailed regulations and reporting requirements. The basis of accountability should be strong outcome planning and evaluation, not regulation and reporting. The state, in partnership with local governments and organizations, will develop up-front planning and evaluation standards to assure such accountability.

The state will continue to explore new service delivery approaches or service expansions with local government. Professional discipline expertise will continue to focus on emerging challenges. However, this work will be of a developmental or demonstration nature and will not result in the creation of new categorical programs.

Like the federal government, Minnesota state government has, over the years, developed a number of programs which address a particular problem, population group, or service. There were many

PROGRAM: Family and Community Services
(Continuation)

sound reasons for their creation. Because they were targeted, it was believed they would achieve accountability. They enabled state and local government professionals in the respective disciplines to focus their expertise. And because they carried their own "identity," advocacy groups and sponsors could rally around them. As a result, Minnesota has large and diverse investments which have helped the state to maintain a high quality of living standard.

However, these investments now present major challenges. Parts of the service systems are fragmented, thus preventing holistic treatment of problems and clouding accountability for results. Some services are overly targeted, with the result that some children and families "fall through the cracks." Often, the focus seems to be on "services" — not outcomes, thus further diminishing accountability. And, to the extent these programs reflect only state government priorities, they often do not give local governments and organizations the flexibility to respond to community priorities.

Over the past several years state and local government has begun to address this challenge. These efforts include the Children's Cabinet; the Legislative Commission on Children, Youth, and Their Families; the Family Service Collaboratives grant program; and other initiatives listed in Chart 4. This work provides a solid foundation for decategorization and funding consolidation.

Under the consolidated funding approach, local government and other local grantees who have formed a collaborative association for purposes of developing local policy and integrating service delivery to children and families may elect to blend some or all of the funds currently received from state and federal categorical programs with other local funding in a consolidated or integrated fund to be governed by the collaborative. The collaborative and local grantees would then be accountable for using blended funds to address outcomes consistent with the current categorical program as specified in a collaborative plan to be reviewed and approved by the state. Each grantee's funding would be calculated as per current law for each categorical. Initially, 50 categorical programs would be included in this strategy. Consolidation of federal program funding would be conditioned on necessary waivers or federal law changes to be obtained by state and local governments. Proposed legislation will define the local collaborative or association as in the existing family services collaboratives grants legislation—that is, at least 1 school district, 1 county, and 1 public health organization. The planning and service delivery areas would be consistent with county boundaries, with special provisions for jurisdictions which cross county lines. It is envisioned that cities and other organizations throughout a county would also become part of the collaborative and that multi-county area collaboratives would be formed.

This strategy will not be mandated. Local grantees in areas of the state not ready for the strategy would continue to receive funding per existing law.

To implement this strategy, the state government would work with its major partners, as described under the new agency strategy, to develop local planning, state review, and accountability procedures. The schedule calls for completion of these procedures/requirements by October 1, 1995. This would enable local "collaboratives" or similar associations who have had a history of collaboration and who meet all requirements, to be eligible to receive funding for consolidation locally by January 1, 1996. It is anticipated that, because of the significant lead time for local decision-making and the disciplined planning which will be required, only a few areas will be able to pursue the January 1996 program entry schedule. However, it is planned to allow entry into the program every 6 months. Thus, areas not prepared by January can enter in July 1996 or at any 6-month point thereafter.

Since areas of the state vary in their readiness to achieve the level of integrated planning and service delivery envisioned by this strategy, both state policy and the implementation schedule must be flexible. It is believed that full implementation will take at least 4 to 6 years. (See Chart 4.) Local grantees working collaboratively will be given the flexibility to set their own timetable for consolidating funding. Some may opt to consolidate a number of grants early; others may opt to start with only 4 or 5, then phase-in others based on findings of local planning and analysis.

It is the intent of this strategy to achieve consolidation of funding statewide over a period of years. Thus, ultimately, local governments and organizations would receive funding in very large "blocks" consisting of many formerly categorical dollars.

Existing categoricals to be available for consolidation go somewhat beyond the early childhood and prevention thrust of the new agency family and community services function. This reflects a judgment that each local area should be able to plan for and blend resources for as broad a service continuum as local priorities require, while still preserving a more cautious and limited approach for state government organization.

Management Support System

For both the new agency and funding consolidation strategies to work, certain basic support system elements, which unify state agency work and link state government and local government, must be in place. This process has begun and will be accelerated by several budget recommendations for F.Y. 1996-97 discussed elsewhere.

The major support system elements are:

- Unification of System Change;
- Information Management;
- Evaluation Capacity Development;
- Outcome-Based Budget Systems; and
- Removing Barriers to Service Integration.

Each of these elements is described briefly below:

- **Unification**

  Over a period of time, state and local governments have focused efforts on persons in our communities with unique needs, and a specific set of services and other delivery system strategies designed to meet those needs. Recently, both levels of government have attempted to broaden these efforts by creating "integration" or "collaborative" ventures centered on those targeted groups and delivery systems. The Children's Initiative planning work with the Pew Trusts identified 7 such collaboratives involving significant state involvement. A major successful current venture is the Children's Mental Health Collaboratives program. It is

PROGRAM: Family and Community Services
(Continuation)

believed there are many more collaboratives which are either special state efforts, or regional or area-based. These ventures have often been successful in addressing the defined target group, but they have also hampered broader collaboration and have diluted resources at the local level.

We must now define a framework in which these diverse collaborations can be unified. It is believed that both the new agency strategy and the funding consolidation strategy will help accomplish this goal.

- **Evaluation Capacity Development**

As state and local governments move toward funding consolidation with a focus on outcomes, greatly enhanced evaluation technical skill and information support will be indispensable. This work has started in individual agencies and will be reinforced by the Children's Initiative work.

- **Outcome-Based Budgeting**

The state has taken a major step forward with the performance reporting system implemented during the current biennium. Some local governments have progressed still further. Unification, information management, evaluation capacity, and accounting system work must be coordinated to flow into budget system improvements.

- **Removing Barriers to Service Integration**

"Mandate reform," health care waivers and other work have already given the state momentum in building this component. Funding consolidation and broad federal waivers will be another large step forward. The executive branch will continue to develop new approaches for consideration by the legislature as appropriate.

Total funding for DCES Family & Community Services operations and programs in F.Y. 1997 is shown in the table below.

From Department of Education		
General Fund	$	737
Federal Funds		2,624
Other Funds		2
From Education Aids		
General Fund	$	42,115
Federal Funds		11,148
Other Funds		-0-
From Other Agency Operations Transferred In		
General Fund	$	1,287
Federal Funds		1,019
Other Funds		468
From Other Agency Grants Transferred In		
General Fund	$	65,104
Federal Funds		43,667
Other Funds		-0-
From New Operations Funds Recommended In This Budget		
General Fund	$	-0-
From New Grant Funds Recommended In This Budget		
General Fund	$	-0-
Total Operations and Grants	$	168,171

The Governor's local grants and aids budget recommendations also include changes that can be beneficial to family and community service programs. The Governor's local aids budget recommends that several general purpose city, county, town, and special district aids be consolidated into a single county-wide homestead block grant. These aid programs include City/Township Local Government Aid (LGA); Homestead Agricultural Credit Aid (HACA, both basic and mobile home); Disparity Reduction Aid (DRA); and Attached Machinery Aid. Specifically, the Governor recommends that current law formulas be used to distribute these aids to cities, counties, townships, and special districts in 1996 per his recommended funding level. These aids would then be summed to the county level, establishing the initial base year funding amount for the new county homestead block grant.

Beginning in C.Y. 1996, the Governor also recommends that each county establish an Aid Distribution Council (ADC) which will have the responsibility and the authority to allocate their county block grant dollars (the first year that these ADC's would affect within county aid distributions would be C.Y. 1997) within their respective counties based on local needs and program priorities. Each ADC will be comprised of an equal number of representatives from the governing bodies of the county government, cities, and school district taxing jurisdictions from within the county.

(DOLLARS IN THOUSANDS)

AGENCY: CHILDREN AND EDUCATION SERVICES
PROGRAM: FAMILY AND COMMUNITY SERVICES

ACTIVITY RESOURCE ALLOCATION:	FUND	FY 1993	FY 1994	Est. FY 1995	FY 1996 Current Spending	FY 1996 Agency Plan	FY 1996 Governor Recomm.	FY 1997 Current Spending	FY 1997 Agency Plan	FY 1997 Governor Recomm.
FAMILY AND COMMUNITY SERVICES										134,208
TOTAL EXPENDITURES BY ACTIVITY										134,208
GOV'S INITIATIVES:	FUND									
(P) TRANSFER FROM MN PLANNING	GEN									500
(P) TRANSFER FROM MN PLANNING	G&D									348
(P) TRANSFER FROM ECONOMIC SECURITY	GEN									15,187
(P) TRANSFER FROM ECONOMIC SECURITY	FES									17,787
(P) TRANSFER FROM HUMAN SERVICES	GEN									53,160
(P) TRANSFER FROM HUMAN SERVICES	FED									43,146
(P) TRANSFER FROM HUMAN SERVICES	SR									120
(P) TRANSFER FROM HEALTH DEPARTMENT	GEN									597
(P) TRANSFER FROM DEPT OF EDUCATION	GEN									737
(P) TRANSFER FROM DEPT OF EDUCATION	SR									2
(P) TRANSFER FROM DEPT OF EDUCATION	FED									2,624
TOTAL GOV'S INITIATIVES										134,208
SOURCES OF FINANCING:										
DIRECT APPROPRIATIONS:										
GENERAL										70,181
STATUTORY APPROPRIATIONS:										
SPECIAL REVENUE										122
FEDERAL										45,770
FEDERAL MDES										17,787
GIFTS AND DEPOSITS										348
TOTAL FINANCING										134,208
FTE BY EMPLOYMENT TYPE:										
REGULAR										
TOTAL FTE										72.1

Chart 3

Program Responsibilties

Family and Community Services Function

Programs	Outcome
Part H (Early Intervention) Early Ch. Family Ed. Learning Readiness Way to Grow Early Childhood Screening Head Start Child Care	**Ensure All Children Come to School Ready to Learn**
Basic Education Community Education Adult Basic Education Even Start	**Minnesotans will Excel in Basic Academic Skills**
Youth Career Preparation Youth Employment and Training	**Minnesotans will have Advanced education and training to make the state a leader in the global economy**
Supplemental Food Program Maternal and Child Health Teen Pregnancy Prevention Dental Health School Health Drug Free Schools & Communities Chemical Abuse Prevention AIDS Education	**Children will be Healthy**
Youth Violence Prevention Violence Prevention	**Communities Will Be Safe, Friendly, and Caring**
Children's Trust Fund Home Visiting	**Families Will Provide a Stable Environment for Their Children**
Youth Violence Prevention Violence Prevention	**Communities Will Be Safe, Friendly & Caring**

Responsibilities of Family and Community Services Shaded

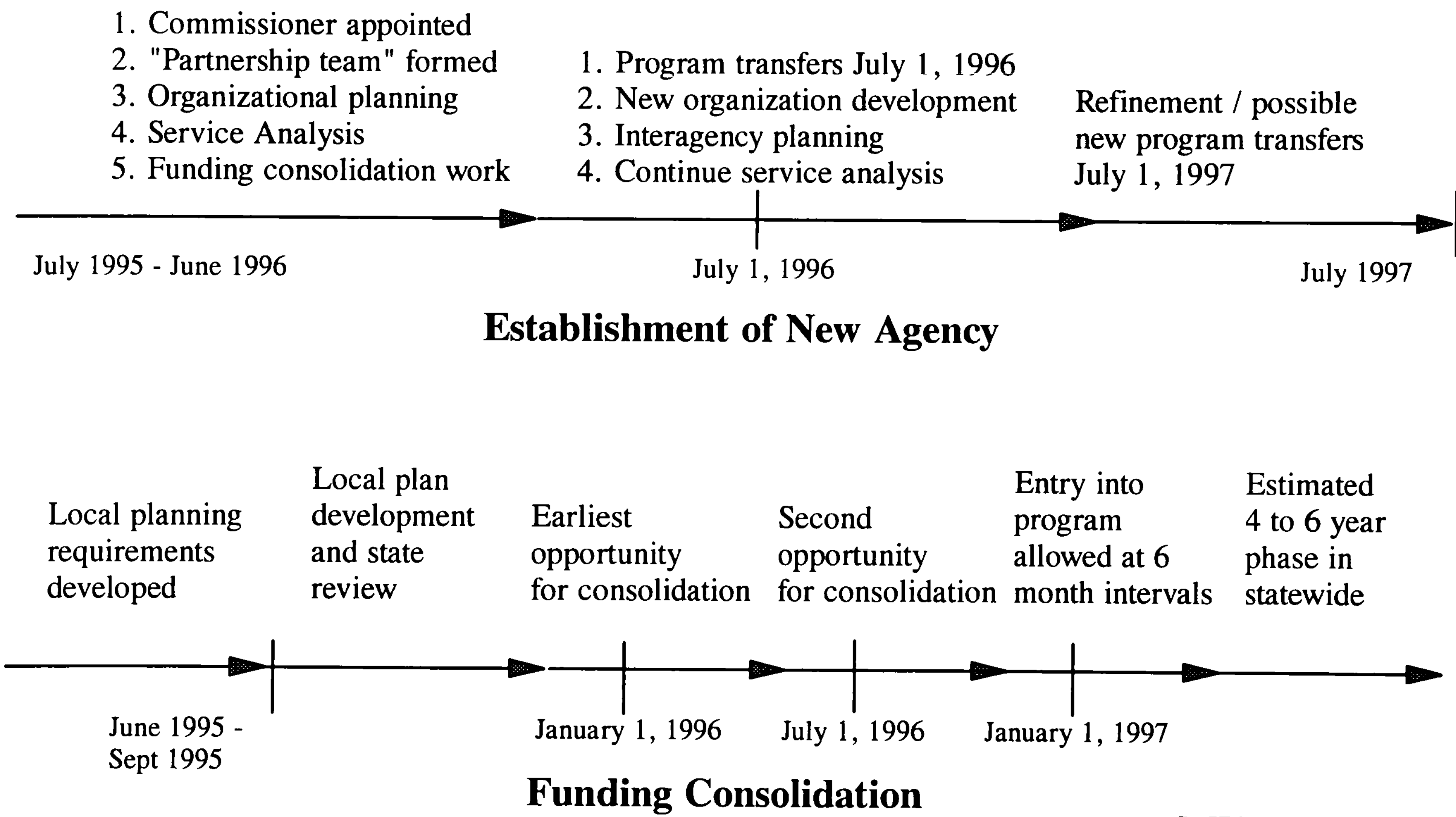
CHART 4

MINNESOTA INITIATIVES TO IMPROVE SYSTEM INTEGRATION AND ACCOUNTABILITY

- Children's Cabinet
- Legislative Commission on Children, Youth, and Their Families
- Family Service Collaboratives
- Children's Mental Health Collaboratives
- Health Care Reform
- Milestones
- Study of Government Spending
- Statewide Accounting System Development
- Performance Reporting
- Integrated Children and Family Services Data Plan
- Statewide Information and Referral System Development
- Minnesota Children's Initiative
- Project Cornerstone

Chart 5

Planning and Implementation Schedule



Strategic Budget for Children and Family Services 1996-97

Program: Family and Community Services **APPENDIX A**

I. Programs to be transferred to Department of Children and Education Services and to be available for consolidation at the local level

	Expenditures (Dollars in Thousands)				
			Estimated	Governor Recommendation	
	F.Y. 1993	F.Y. 1994	F.Y. 1995	F.Y. 1996	F.Y. 1997
Department of Economic Security					
1. Head Start					
State	$8,481	$11,498	$11,506	$11,506	$11,506
2. Project Cornerstone					
Federal	59	48	100	100	100
3. Youth Violence Prevention					
State	600	603	1,798	628	628
Federal	952	1,366	1,440	1,440	1,440
Total	**1,552**	**1,969**	**3,238**	**2,068**	**2,068**
4. Youth Employment and Training					
State	3,558	5,564	5,158	3,804	3,053
Federal	10,385	16,550	16,247	16,247	16,247
Total	**13,943**	**22,114**	**22,351**	**20,051**	**19,300**
Subtotal for transfer F.Y. 1997					**32,974**
Minnesota Planning					
5. Information Redesign					
State	-0-	-0-	-0-	500	500
6. Action for Children					
Other	41	14	-0-	-0-	-0-
7. Teen Pregnancy Prevention					
Other	312	309	168	168	168
8. Minnesota Children's Initiative					
Other	149	56	180	180	180
Subtotal for transfer F.Y. 1997					**848**

	Dollars in Thousands				
			Estimated	Governor Recommendation	
	F.Y. 1993	F.Y. 1994	F.Y. 1995	F.Y. 1996	F.Y. 1997
Department of Human Services					
9. Child Care (Admin shown only in F.Y. 1997)					
State	18,671	22,634	23,694	33,086	45,851
Federal	23,807	30,068	33,130	36,134	39,592
Total	**42,478**	**52,702**	**56,824**	**69,220**	**85,443**
10. Children's Trust Fund					
State	295	20	22	372	372
Federal	47	72	113	363	363
Other (Spec. Rev.)	742	972	470	120	120
Total	**1,084**	**1,064**	**605**	**855**	**855**
11. Migrant Child Care					
State	200	200	200	300	300
Federal	447	447	447	447	447
Total	**647**	**647**	**647**	**747**	**747**
12. Family Service Collaboratives					
State		2,500	1,000	3,500	4,000
13. Child Care Resource/Referral					
State	592	588	588	888	988
Federal	488	652	540	540	540
Total	**1,080**	**1,240**	**1,128**	**1,428**	**1,528**
14. Child Care Service Development					
State	881	515	535	527	1,649
Federal	1,162	2,059	1,864	1,864	2,204
Total	**2,043**	**2,574**	**2,399**	**2,391**	**3,853**
Subtotal for transfer F.Y. 1997					**96,426**
Department of Health					
15. Dental Health					
State	196	208	196	196	232
16. Home Visiting					
State	242	300	300	300	300
17. School Health					
State	65	65	65	65	65
Subtotal for transfer F.Y. 1997					**597**

Program: Family and Community Services APPENDIX A
(Continuation)

	Expenditures (Dollars in Thousands)				
			Estimated	Governor Recommendation	
	F.Y. 1993	F.Y. 1994	F.Y. 1995	F.Y. 1996	F.Y. 1997
Department of Health Conditional Transfer					
18a. Special Supplemental Food Program for Women, Infants, and Children (WIC)					
State	890	2,990	2,990	2,990	2,990
Federal	40,119	39,714	41,613	41,613	41,613
Other	9,104	12,167	15,623	15,623	15,623
Total	50,113	54,871	60,226	60,226	60,226
18b. Commodity Supplemental Food Program for Mothers and Children (MAC)					
Federal	600	516	561	561	561
19. Maternal Child Health (MCH)					
State	3,994	3,604	4,011	3,734	3,734
Federal	8,066	9,589	9,261	9,261	9,261
Other	178	235	630	630	630
Total	12,238	13,428	13,902	13,625	13,625
Department of Education (Grants funding only.)					
20. Community Education					
State	3,464	3,101	3,319	1,921	846
21. Adult Basic Education					
State	5,869	5,904	7,998	8,374	8,374
Federal	158	352	414	414	414
Total	6,027	6,256	8,412	8,788	8,788
22. Even Start					
Federal	624	1,197	1,266	1,266	1,266
23. Early Intervention Services for Infants and Toddlers with Disabilities (Part H)					
State	-0-	-0-	-0-	-0-	2,035
Federal	1,464	1,124	3,202	3,202	3,202
Total	1,464	1,124	3,202	3,202	5,237
24. Early Childhood Family Education (ECFE)					
State	13,123	13,464	13,876	13,919	13,921
25. ECFE — Tribal Contract Schools					
State	68	68	68	58	58

	Expenditures (Dollars in Thousands)				
			Estimated	Governor Recommendation	
	F.Y. 1993	F.Y. 1994	F.Y. 1995	F.Y. 1996	F.Y. 1997
26. Learning Readiness					
State	-0-	9,485	9,515	9,504	9,505
27. Way to Grow					
State	143	475	475	409	409
28. Violence Prevention					
State	1,449	1,450	1,450	1,450	1,450
29. Early Childhood Screening					
State	1,666	1,543	1,550	1,352	1,317
30. Family Service Collaboratives					
State	-0-	4,470	-0-	3,500	4,000
31. Drug Free Schools and Communities					
Federal	9,189	8,914	6,239	6,239	6,239
32. Chemical Abuse Prevention					
State	324	203	200	200	200
33. AIDS Education					
Federal	4	26	27	27	27
Total Education F.Y. 1997					**53,263**
Total Transfer F.Y. 1997 ES, MN Pl., DHS, DOH (excludes 18a, b, and 19)					**130,845**
TOTAL EDUCATION AND TRANSFERS					**184,108**

II. Description of Programs to be Transferred to Department of Children and Education Services and to be available for consolidation locally.

Department of Economic Security

1. ***Head Start*** serves children age 3-5 and their families. Its goal is to develop a greater degree of social competence in children and to promote economic self sufficiency for parents. It addresses emotional, social, health, nutritional, and psychological needs of children in low income families. Federal funding granted directly to community programs are supplemented by state appropriations.

2. ***Project Cornerstone*** is a federally funded state and local collaborative program designed to link Head Start services to other community resources.

3. ***Youth Violence Prevention*** consists of a set of state and federally funded activities designed to reduce the number of youth entering or re-entering the juvenile justice system. Its components are: Juvenile Justice; Youth Intervention; City Grants (violence prevention); and Truancy and Curfew Centers.

4. ***Youth Employment and Training*** activities, which are supported by both federal funds and state appropriations, seek to enhance long-term employability of economically disadvantaged and/or at risk youth; and to place economically disadvantaged and/or at-risk youth in unsubsidized employment. It includes the federally funded summer youth program, the Minnesota Youth Program (year-round services), the federally funded year-round Youth Training Program, and the Minnesota YouthBuild program.

Minnesota Planning

5. ***Information Redesign*** is a proposed follow-up to the information management plan now being developed. It will shorten design phases of future systems/projects and reduce the development of duplicate applications and increase interagency data accessibility.

6. ***Action for Children*** is an advisory bipartisan commission created in 1991 to develop recommendations for bettering the lives of Minnesota's children. It consists of 25 leaders in education, business and government. Minnesota Planning provides staff assistance to the commission, which receives private sector gift funding.

7. ***Teen Pregnancy Prevention***, which receives foundation funding, helps Minnesota communities build local collaboratives to reduce teen pregnancy and promote youth development. It provides education, information, and technical assistance services.

8. ***Minnesota Children's Initiative*** is a 3-year project funded by the Pew Charitable Trusts which focuses on delivery system changes designed to improve service access, cohesive and consistent system change, improved resource utilization, and enhanced capacity to obtain and use system feedback. It is a partnership between the state, Becker and Cass counties, and the city of St. Paul.

Department of Human Services

9. ***Child Care*** provides state and federally supported financial assistance which enables parents in families meeting income eligibility standards to pursue education, job search, and employment opportunities. It consists of five components: AFDC Employed, STRIDE, ACCESS, Transition Year, and Basic Sliding Fee.

10. ***Children Trust Fund*** provides funding to community-based programs designed to help prevent child maltreatment and to provide education, leadership, and resources to local prevention organizations and programs. It receives support from state appropriations and federal grants.

11. ***Migrant Child Care*** provides comprehensive, culturally relevant early childhood care and education services for children of Hispanic migrant families while their parents are working in the fields. Services are provided through 13 grantees throughout the state.

12. ***Family Service Collaboratives*** grants are provided to local collaboratives consisting of local governments and other community organizations to design and implement integrated service delivery systems which will improve outcomes for children and families. This program is funded by appropriations to both Department of Human Services and the Department of Education.

13. ***Child Care Resource and Referral*** improves and expands child care services and helps families access appropriate care. Grants funded by state and federal resources are provided to 20 regional child care resource and referral agencies.

14. ***Child Care Service Development*** improves and expands child care services by supporting, through grants to local agencies, facilities, training and special services; and by providing interim financing.

Department of Health

15. ***Dental Health*** provides professional leadership, supervision, and management in developing statewide dental public health programs.

16. ***Home Visiting*** provides grants and technical assistance to local public health agencies which support home visiting services designed to prevent childhood injury, abuse, and neglect.

17. ***School Health*** provides consultation and support on health-related issues.

Department of Health Conditional Transfers

18. ***Supplemental Food Program***, which seeks to prevent the occurrence of nutrition-related health problems, consists of the Special Supplemental Food Program for Women, Infants, and Children (WIC) and the Commodity Supplemental Food Program for Mothers and Children (MAC). This program provides nutritious foods, nutrition education serves, and linkages to other health services for low income pregnant women and children.

19. ***Maternal and Child Health*** provides grants to local agencies (which are funded by both federal and state resources), guidelines, and technical assistance designed to strengthen outreach and education, and ensure the provision of adequate and timely prenatal care which will ensure optimal pregnancy outcomes.

Department of Education

20. ***Community Education*** provides a broad range of lifelong education services beyond the regular K-12 program for persons of all ages. These services are recommended by local advisory committees and approved by the local school board.

21. ***Adult Basic Education*** provides educational and risk-reduction support services appropriate for adults whose educational levels are barriers to full participation in society. These services help uneducated and undereducated adults to improve individual and family skills.

22. ***Even Start*** is a family literacy program which includes academic instruction for adults eligible for adult basic education and parent/child education programs.

23. ***Early Intervention Services for Infants and Toddlers with Disabilities (Part H)*** is a federal and state (as of F.Y. 1997) funded collaborative program which provides services to children ages birth to 3 years and their families.

24. ***Early Childhood Family Education*** serves families with children from birth to kindergarten enrollment. Programs involve both parents and children and are tailored to meet the defined needs of each community.

25. ***Early Childhood and Family Education — Tribal Contract Schools*** supports Early Childhood Family Education services for parents and children enrolled or eligible for enrollment in a federally recognized American Indian Tribe.

26. ***Learning Readiness*** services address the health, nutrition, and social service needs of 4-year-old children with the goal of enhancing future school success. It represents not a "separate" program but instead a concept for providing a continuum of services tailored to individual needs.

27. ***Way to Grow*** provides funding for 5 community level programs which serve children pre-birth to age 6. Services promote intellectual, social, emotional, and physical development, and school readiness by coordinating and improving access to community and neighborhood based services.

28. ***Violence Prevention*** provides grants to city, county, school district, and neighborhood organizations to identify and address community needs related to violence prevention.

29. ***Early Childhood Screening*** provides early detection of health, developmental, and family factors that may interfere with learning, growth, and development; supports planning for educational and health programs focusing on those at risk; and links families to learning readiness initiatives.

30. ***Family Service Collaboratives*** provides education's share of funding for the program described under Department of Human Services.

31. ***Drug Free Schools and Communities*** assists district to establish, operate, and improve programs of drug abuse education and prevention in coordination with related community efforts and resources to eliminate the use of drugs and alcohol by youth.

32. ***Chemical Abuse Prevention*** (Alcohol-Impaired Driver) provides educational services designed to reduce alcohol-related accidents, deaths, and injuries and the incidence of impaired driving by youth.

33. ***AIDS Education*** supports education services designed to prevent the spread of HIV/AIDS among youths.

Strategic Budget for Children and Family Services 1996-97

Program: Family and Community Services **APPENDIX B**

II. Programs available for consolidation at local level (In addition to those in Appendix A) and to be reviewed for possible future transfer to DCES

	Expenditures (Dollars in Thousands)				
			Estimated	Governor Recommendation	
	F.Y. 1993	F.Y. 1994	F.Y. 1995	F.Y. 1996	F.Y. 1997
Department of Public Safety					
1. Drug Policy and Violence Prevention					
State	$1,549	$2,171	$4,644	$2,202	$2,203
Federal	7,710	7,125	6,228	7,039	7,039
Total	**8,659**	**9,296**	**10,872**	**9,241**	**9,242**
Department of Human Services					
2. Family Preservation					
State	3,298	3,298	3,298	3,298	3,298
Federal	1,300	1,650	1,650	2,350	2,500
Total	**4,598**	**4,928**	**4,948**	**5,648**	**5,798**
3. Community Social Services					
State	55,807	51,302	50,676	51,676	53,102
Federal	46,150	46,777	47,419	47,419	47,419
Total	**101,957**	**98,079**	**98,095**	**99,095**	**100,521**
4. Project Empowerment (chronic neglect)					
State	100	100	100	100	100
5. Family Preference-Bonus Incentive					
State	525	745	725	725	725
6. Families First					
State	520	723	720	720	720
7. Child Abuse Basic Grant					
Federal	53	102	172	172	172
8. Children's Justice					
Federal	162	127	182	182	182
9. Crisis Nurseries					
State	-0-	75	250	550	550
Federal	222	371	371	371	371
Total	222	446	621	921	921
10. Independent Living					
Federal	881	1,331	1,305	1,305	1,305
11. Safe House					
State	133	133	133	133	133
12. Substance Abuse Prevention					
State	89	350	350	350	350
Federal	758	487	500	-0-	-0-
Total	**847**	**837**	**850**	**350**	**350**
13. Asian Youth/Child Welfare					
State	80	79	80	80	80
14. Asian Youth					
State	391	466	500	500	500
15. Family Safety Centers					
State	164	195	200	200	200
16. Indian Child Welfare					
State	1,531	1,484	1,638	1,509	1,509
Federal	-0-	-0-	425	425	425
Total	**1,531**	**1,484**	**2,063**	**1,934**	**1,934**
17. Maternal & Child Health					
State	837	843	859	609	609
18. Minorities Families First					
State	460	460	460	460	460
19. Asian Coalition for Youth					
Federal	-0-	-0-	540	540	540
20. Adoption Assistance					
State	1,674	3,225	3,680	5,579	7,047
Federal	1,749	2,544	3,000	3,000	3,000
Total	**3,423**	**5,769**	**6,680**	**8,579**	**10,047**
Department of Corrections					
21. Victim Services					
State	6,283	7,943	10,315	10,797	10,897
Federal	1,460	1,541	1,605	1,585	1,585
Other (Spec. Rev.)	218	220	76	76	76
Total	**7,941**	**9,704**	**11,996**	**12,458**	**12,558**

Program: Family and Community Services **APPENDIX B**
(Continuation)

	Expenditures (Dollars in Thousands)				
			Estimated	Governor Recommendation	
	F.Y. 1993	F.Y. 1994	F.Y. 1995	F.Y. 1996	F.Y. 1997
Department of Health					
22. Family Planning Special Project Grants					
State	2,055	3,827	3,855	3,855	3,855

Program: Family and Community Services (Continuation) **APPENDIX B**

II. Description of programs available for consolidation at local level (in addition to those in Appendix A) and to be reviewed for possible future transfer to DCES (Note: Only major programs are described here. The regular budget documents and the Annual Performance Report contain descriptions of most of those programs shown in Section I, but not described here)

Department of Public Safety

1. ***Drug Policy and Violence Prevention*** supports a broad range of grants to state agencies, local governments, and other local organizations designed to reduce drug abuse and violence and reduce the supply of drugs. In addition to grant-making, the program provides information, technical assistance, and training; and fosters cooperation among the various organizations involved in reducing violence and drug abuse.

Department of Human Services

2. ***Family Preservation*** provides grants to counties which support family-based in-home services designed to strengthen families and offer an alternative to out-of-home placement, or return a child home from placement.

3. ***Community Social Services*** provides grants to counties which can be used flexibly to deliver services to children and families and disabled adults and the elderly.

4-20 Other

Department of Corrections

21. ***Victim Services*** provides grants to local agencies who provide services to battered women and their children, victims of sexual violence, child abuse, and other crimes. The program also provides technical assistance and training for grantees, and supports the efforts of local constituency programs.

Department of Health

22. ***Family Planning*** provides project grants to local communities who deliver services designed to reduce unintended pregnancies and assist women in planning pregnancy.

Strategic Budget for Children and Family Services 1996-97

Program: Family and Community Services **APPENDIX C**

Programs to be reviewed to determine feasibility of transfer to Department of Children and Education Services or consolidation at local level

	Expenditures (Dollars in Thousands)				
			Estimated	Governor Recommendation	
	F.Y. 1993	F.Y. 1994	F.Y. 1995	F.Y. 1996	F.Y. 1997
Department of Economic Security					
1. Community Services					
Federal	$4,625	$4,655	$4,600	$4,600	$4,600
2. Weatherization					
Federal	8,693	9,000	9,000	9,902	9,902
3. Energy Assistance (2 accounts)					
Federal	54,338	76,092	64,046	52,000	52,000
4. Shelter (2 accounts)					
Federal	626	964	1,373	1,166	1,166
5. Temporary Housing					
Federal	418	860	860	860	860
6. Lead Abatement					
State	-0-	92	308	200	200
7. Minnesota Economic Opportunity Grant					
State	1,508	5,699	6,950	7,000	7,000
8. Displaced Homemaker					
State	1,360	1,361	1,362	1,362	1,362
9. Food Banks					
State	400	600	600	600	600
10. Surplus Commodities					
Federal	574	593	571	571	571

	Dollars in Thousands				
			Estimated	Governor Recommendation	
	F.Y. 1993	F.Y. 1994	F.Y. 1995	F.Y. 1996	F.Y. 1997
Department of Human Services					
11. Children's Mental Health					
State	3,860	4,475	4,734	7,134	12,434
Department of Health					
12. Minnesota Children with Special Health Needs (MCSHN)					
State	2,870	1,424	1,508	1,501	1,501
Federal	-0-	-0-	100	-0-	-0-
Total	2,870	1,424	1,608	1,501	1,501

1996-97 Biennium

Department of Education Summary

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1996-97 Biennial Budget
Agency Budget Brief
($ in thousands)

Agency: Education, Department of **Fund:** General

Summary of Agency Actions:

	F.Y. 1996	F.Y. 1997	F.Y. 1996-97
BASE YEAR (F.Y. 1995)	**$15,600**	**$15,600**	**$31,200**
BASE ADJUSTMENT:			
Appropriations Carried Forward	(968)	(968)	(1,936)
Documented Rent/Lease Increase	39	72	111
Attorney General Costs	(28)	(28)	(56)
CURRENT SPENDING	**$14,643**	**$14,676**	**$29,319**
AGENCY DECISION ITEMS:			
Appropriation Cap Reduction	(2,750)	(1,465)	(4,215)
Reallocation Office of Grants and Development	66	66	132
Reallocation Communications Office	52	52	104
Reallocation Building Improvements	(118)	(118)	(236)
Utility Costs for Library Addition	7	7	14
Transfer Youth Apprenticeship Position to MDE	40	40	80
AGENCY PLAN	**$11,940**	**$13,258**	**$25,198**
GOVERNOR'S INITIATIVES			
Restore base funding level	**2,750**	**1,465**	**4,215**
Transfer to Department of Children and Education Services		**(14,723)**	**(14,723)**
GOVERNOR'S RECOMMENDATIONS	**$14,690**	**$-0-**	**$14,690**

Brief Explanation of Agency Plan:

- The plan removes $968,000 of F.Y. 1995 carryover from the appropriation base each year. The carryover was generated by one-time savings from vacancies and spending restrictions.
- In accordance with budget guidelines, the plan includes base adjustments of $39,00 in F.Y. 1996 and $72,000 in F.Y. 1997 to reflect higher lease costs for the Capitol Square Building in the next biennium.
- The plan transfers $28,000 earmarked for Attorney General reimbursement directly to that office.
- The plan includes an appropriation cap reduction of $2,750,000 in F.Y. 1996 and $1,465,00 in F.Y. 1997. These funds represent the proportion of the appropriation limits reduction (Laws 1993, Chapter 224, Article 15, Section 3) attributable to the Department of Education budget.
- The plan reallocates $118,000, designated for building improvement during FY 95, to emerging priorities: $66,000 each year for the Office of Grants and Development and $52,000 each year for the Communications Office.
- The plan includes a $7,000 transfer from the Minnesota Residential Academies for utility costs at the Minnesota Library for the Blind & Physically Handicapped. These costs were formerly paid by the Academies to the Department of Education, which will assume the direct obligation for payment on July 1, 1995.
- The plan includes a $40,000 transfer from Minnesota Technology for a Youth Apprenticeship position already receiving work direction from the Department.

Revenue Summary:

- The plan includes a fee increase of $5 (from $40 to $45) for teacher and school administrator licenses to fully recover licensure costs as required by Minnesota Statutes. The increase will generate approximately $135,000 in revenue in F.Y. 1996 and $137,500 in F.Y. 1997.

Affected Statutes: None.

GOVERNOR'S RECOMMENDATIONS: The Governor recommends restoring base funding to the FY 1995 level, in the amount of $2,750.0 in FY 1996 and $1,465.0 in FY 1997. The agency was directed to prepare their plan at the restored level, and the Governor concurs with that plan. The Governor also concurs with the agency's plan to increase the teacher and administrator licensure fee by $5. This increase will allow for elimination of the accumulated deficit by the end of the biennium, as required by statute. The Governor further recommends the transfer of all activities and programs to the Department of Children and Education Services in FY 1997. As described in the individual activity narratives in the Education Aids budget, certain activities are recommended for transfer to the Family and Community Services function in the DCES, with other activities recommended for transfer to the Youth Career Preparation function. All remaining activities and programs in the Department of Education are recommended for transfer to the Basic Instruction function of the DCES. At the discretion of the DCES Commissioner, activities or programs may be transferred to the new department at an earlier date, if desired.

1996-97 Biennial Budget
Agency Budget Brief
($ in thousands)

Agency: Education, Department of

Fund: Trunk Highway

Summary of Agency Actions:

	F.Y. 1996	F.Y. 1997	F.Y. 1996-97
BASE YEAR (F.Y. 1995)	$23	$23	$46
BASE ADJUSTMENT:			
Appropriations Carried Forward	(2)	(2)	(4)
CURRENT SPENDING	$21	$21	$42
AGENCY PLAN	$21	$21	$42
GOVERNOR'S INITIATIVES			
Transfer to Department of Children and Education Services	-0-	(21)	21
GOVERNOR'S RECOMMENDATIONS	$21	$-0-	$21

Brief Explanation of Agency Plan:

The Trunk Highway Fund for the Department of Education is used for program operations and office costs for the Driver Education program. No salaries or grants are involved. The annual budget of $21,000 has been apportioned among office, staff travel and program costs such as developing curriculum materials and conducting workshops for educators addressing current issues and concerns with young drivers.

The plan removes $2,000 F.Y. 1995 carryover from the appropriation base for each year.

Revenue Summary:

None.

Affected Statutes:

None.

GOVERNOR'S RECOMMENDATIONS:

The Governor concurs with the agency's plan, and recommends transfer of this program to the Department of Children and Education Services in F.Y. 1997.

1996-97 Biennial Budget
Agency Budget Brief
($ in thousands)

Agency: Faribault Academies

Fund: General

Summary of Agency Actions:

	F.Y. 1996	F.Y. 1997	F.Y. 1996-97
BASE YEAR (F.Y. 1995)	**$8,441**	**$8,441**	**$16,882**
BASE ADJUSTMENT:			
One-Time Appropriations	(100)	(100)	(200)
Appropriation Carried Forward	(259)	(259)	(518)
CURRENT SPENDING	**$8,082**	**$8,082**	**$16,164**
AGENCY DECISION ITEMS:			
Appropriation Cap Reduction	(1,513)	(786)	(2,299)
Transfer Utility Costs for Library Ad	(7)	(7)	(14)
AGENCY PLAN	**$6,562**	**$7,289**	**$13,851**
GOVERNOR'S INITIATIVES:			
Maintain Base Level Funding	$1,513	$ 786	$ 2,299
Transfer to the Department of Children Services	-0-	(8,075)	-0-
GOVERNOR'S RECOMMENDATIONS	**$8,075**	**$-0-**	**$8,075**

Brief Explanation of Agency Plan:

The agency plan includes a reduction due to the appropriation caps of $1,513 in F.Y. 1996 and $786 in F.Y. 1997. These funds represent the proportion of the appropriation limits reduction passed in 1993 attributable to the Residential Academies budget.

This plan maintains the level of service and funding as in the previous biennium. Efforts will continue to be made to focus the programs on the issues and services which will meet the needs of students at the Academy most effectively.

Revenue Summary:

With this plan, there will be no impact on staffing or revenue generation.

Affected Statutes:

The Academies can accomplish their stated objectives within existing statutes.

GOVERNOR'S RECOMMENDATIONS:

The Governor recommends restoring the base funding level to F.Y. 1995 amounts, an increase of $1,513 in F.Y. 1996 and $786 in F.Y. 1996. The Academies were directed to prepare their plan at the restored level, and the Governor concurs with that plan.

The Governor further recommends the transfer of all Academy activities and programs to the Basic Education function of the Department of Children and Education Services (DCES) in F.Y. 1997. As described in more detail in the Children and Education Services budget book, activities or programs may be transferred to the new department at an earlier at the discretion of the DCES Commissioner, if desired.

AGENCY: Education, Department of

AGENCY DESCRIPTION:

The Minnesota state constitution contains language calling for the legislature to establish a general and uniform system of public schools. Specifically,

> The Legislature shall make such provisions by taxation or otherwise as will secure a thorough and efficient system of public schools throughout the state (Minn. Constitution, Art. XIII, Sec. 1).

According to Minnesota Statute 124A.698,

> The state seeks to provide sufficient funding while encouraging equity, accountability, and incentives toward quality improvement. To help achieve these goals and to help control future spending growth, the state will fund core instruction and related support services, will facilitate improvement in the quality and delivery of services, and will equalize revenues raised locally for discretionary purposes.

The mission of public education in Minnesota is to be a system for lifelong learning, to ensure individual academic achievement, an informed citizenry, and a highly productive workforce. The system focuses on the learner, promotes and values diversity, provides participatory decision making, ensures accountability, models democratic principles, creates and sustains a climate for change, provides personalized learning environments, encourages learners to reach their maximum potential, and integrates and coordinates human services for learners (M.S. 120.0111).

Legislation adopted in 1993 further indicates that "...the state's focus should be on performance rather than procedures," and that the legislature's goal is to move "...from a means-based system of education to one that is accountable for outcomes." (Minn. Laws (1993), Ch. 224, Art. 12, Sec. 1).

The Minnesota Department of Education (MDE) provides leadership in the implementation of legislative initiatives and coordination of state and federal programs for the state's public education system.

The goals and priorities toward which the MDE directs its efforts are derived from three sources: *Challenge 2000*, a vision of change for the 21st century and beyond, shaped through the input and contributions of Minnesotans and adopted by the State Board of Education in 1989; *Minnesota Milestones*, representing statewide goals derived from public hearings in 1991 and 1992; and eight national education goals outlined in *Goals 2000: The Educate America Act*.

These goals are summarized as follows:

Learning Readiness	All children in Minnesota will enter school ready to learn, with parents and families prepared to support and participate in their children's learning.
Learner Achievement	All PK-12 learners in Minnesota will demonstrate attainment of both the basic requirements and the required profiles of learning as defined by the State Board of Education, which will prepare them for responsible community participation, lifelong learning, and productive work.
Safe, Drug Free, Accessible, Co-Located Learning Environments	All learning will be provided in environments which are safe, accessible, and violence-free, are conducive to learning and delivered so that learners and their families will have efficient access to programs and services of all agencies.
Teacher Education and Professional Development	All education personnel in Minnesota will acquire and use the knowledge and skills needed to prepare all learners to achieve appropriate learning goals.
Adult Literacy and Lifelong Learning	All Minnesota adults will have access to education opportunities which lead to literacy and economic self-sufficiency.
Parental and Community Participation	All Minnesota schools will establish partnerships with parents and communities which will result in the collaborative promotion of the social, emotional, and academic growth of children.
Sufficient, Fair, and Efficient Funding	Minnesota's education finance system will provide sufficient funding for public education while encouraging fairness, accountability, and incentives toward quality improvement.

In order to realize these goals, the current priorities of the Minnesota Department of Education (MDE) include:

- **Graduation Standards:** As directed by Statute 127.11, the State Board of Education is preparing to promulgate a rule which requires that, beginning with the graduating class of 2000, students graduate from high school when they achieve required learning "results" rather than on the basis of course credits or seat time alone. This Graduation Rule initiative is a top priority of the Department of Education as it collaborates with the Board to research, design, pilot, and prepare for implementation of both minimum and rigorous standards for students and schools statewide.

- **Coalition for Education Reform and Accountability:** The finance system for Minnesota educational services needs adjustment so that resources will be better aligned to implement the provisions of the new graduation rule. The Coalition for Education Reform and Accountability (CERA) was established to promote public understanding of and support for policies and practices that help Minnesota students attain world-class education outcomes and succeed in the 21st century. The Coalition promotes innovation and sustainable reform in education.

- **Lifework Development and Technology Competence:** Lifework development is a priority because the overwhelming majority of Minnesota youth will work most of their adult lives. In addition, these youth will play important societal roles as family members and community leaders. "Lifework" refers to one's work over a lifetime and how that work is accomplished and enhanced (a) through planned and evaluated learning experiences, and (b) in relationship to the other roles, in addition to being a worker, that one plays as a member of a family and community. A lifework development system will help learners prepare for these important life

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(Continuation)

roles in a deliberate, purposeful manner. Technology competence is the ability to apply knowledge, tools, and skills to solve practical problems creatively, extend human capabilities, and evaluate the impact of technology. Helping students become competent in technology is a priority because domestic and international societies and economies are becoming increasingly technological.

- **Education Facilities Improvement:** As Minnesota's education system changes to address the goals of the graduation standards and to "assure the success of all learners," the delivery system will need to be structured so that maximum learning will result. The MDE is providing leadership to improve the delivery of education through effective organizational structures and use of technology in safe, healthy, and accessible learning sites.

- **Integration/Desegregation/Educational Diversity:** The demographics of Minnesota are changing to reflect a population which is becoming more diverse. As a result, our public schools must provide learning opportunities which assure that the learning gap between those living in poverty -- frequently learners of color -- and their peers is erased; that learners understand and are sensitive to issues and culture of others; and that learners are educated in integrated settings. The State Board of Education and MDE are providing leadership to assure that this effort is successfully implemented.

- **Collaboration and Service Co-Location:** Education reform depends on comprehensive support services. Many Minnesota students come to school each day with personal, family, and social problems that interfere with learning, school attendance, progress toward graduation, and future employability. The problems are frequently multifaceted and inter-related. Simply put, problems tend to come in packages. The multiple problems of children, youth, and their families cannot be fully addressed or resolved by the educational system alone. Educators must reach out and work with the larger network of community service agencies to address these needs effectively. Collaboration will require education and community service agencies to establish joint goals and actions, and pool resources to effectively serve young people and their parents. This basic principle is a significant first step toward developing a responsive system in which all learners can succeed.

EDUCATION SYSTEM:

Beginning with the territorial legislature's establishment of common schools in 1849, Minnesota developed an extensive, innovative system of education to meet the changing needs of its citizens.

Student Statistics

Currently, about 900,000 students (pre-kindergarten through grade 12) attend public or nonpublic schools in Minnesota. Of this total, more than 800,000 are enrolled in the state's 379 school districts. After several years of declining enrollment, the student population recently started to increase and is expected to reach about 940,000 (public and nonpublic) by 2005. In contrast, the total number of school districts has declined in recent years, as rural districts have consolidated due to changing population patterns, including the rapid growth of families living in the state's metropolitan areas. The 10 largest districts enroll 29% of Minnesota's public school students. About half of Minnesota's students attend school in the seven-county Twin Cities area.

Supported by state and local taxpayers. Minnesota now provides more than $5,500 for each public school student. Total funding from state and local sources for all education programs administered through MDE is about $4.6 billion (refer to Table 1). In addition, MDE administers about $300 million in federal education aid for school-related programs.

Staff Statistics

The number of federal, state, and local supported professional staff totals 52,300. Nearly 90% of these staff are teachers.

Educational Programs and Services

Minnesota's priorities for educational reform and improvement currently focus on strategies for encouraging change within schools by providing parents, students, teachers, and community members greater authority over school programs and services. For years the MDE and school districts statewide have emphasized the importance of extending parents' and students' choices in educational programs. A wide variety of educational programs and services are available to Minnesota parents and students. With limited restrictions, students can now attend any of the state's public schools through open enrollment. Or, they may choose one of the more than 200 public or private alternative programs, which generally address the needs of at-risk students. Students may wish to opt for one of the 13 new charter schools, the latest Minnesota innovation in student choice, which permits teachers and parents to form and operate their own schools.

Education offerings for all public schools have expanded in recent years, often prompted by lawmakers' responses to specific societal concerns. For example, the traditional curricula have been augmented with programs aimed at preventing violence, reducing the spread of AIDS, eliminating harassment, promoting bus safety, and preparing special education students for work and community living.

About 10% of the state's 11th and 12th graders earn high school credit by taking postsecondary classes. This has been prompted in large part by passage of the Postsecondary Enrollment Options law in 1985, the first of several policy changes enacted in recent years that have given students greater choice in education. Such programs helped earn Minnesota the reputation as a national leader in education reform.

Beyond these public options, students may decide to attend one of Minnesota's more than 560 nonpublic schools. Parents and students choosing this option receive limited support, including transportation, aid for textbooks and materials, school lunch, and special services for the disabled. As with the public system, enrollments in nonpublic schools have accelerated in recent years.

Along with recent efforts to expand the choices available to students, education policymakers are working to shift the focus of learning to student outcomes. This shift will be made through a new graduation rule, now being developed by the State Board of Education and MDE staff. The new graduation rule, which will become effective in 1996, will define standards or outcomes that students must achieve before they receive a diploma. By focusing on results, the new graduation rule will set clear, higher level standards appropriate for the skills demanded in today's economy.

Minnesota public schools also provide more educational opportunities for preschool children and adults. With services ranging from education for children with disabilities from birth to school-age,

AGENCY: Education, Department of
(Continuation)

helping parents meet the needs of their preschool children, learning readiness activities, and numerous community and adult education classes, contemporary Minnesota schools provide an array of opportunities for citizens of all ages.

Minnesota Department of Education's (MDE) Role

As Minnesota schools change to meet more diverse needs, MDE, too, is changing. The more than 400 staff members, under the direction of the commissioner of Education, are assuming more complex and diverse roles Major functions include administering an increasingly complex financing system, which includes hundreds of separate aid and levy categories; developing new graduation standards and helping schools with their curriculum and instruction needs; administering federal programs, such as food and nutrition, special education, and Chapter 1; and assisting the State Board of Education in directing the Minnesota State Residential Academies for the Deaf and Blind, which employ more than 200 staff.

Finally, MDE responds to numerous inquiries from school officials who seek help meeting the increased demands of their jobs, policymakers who need up-to-date information to make sound decisions, and parents and the general public who need information and advice on how to make the most of the various educational opportunities available in Minnesota schools. This informational function is critically important, because Minnesota's education system differs greatly from its beginnings in the 19th Century.

AGENCY CHALLENGES:

Minnesota's education system is undergoing substantive program and system change, leaving the "usual way of doing business" behind and transforming the entire system. We are moving from a focus on organizational processes and inputs to a system based on achievement and results; from accepting limited success as an expected result for some to expecting achievement for all; from single agency strategies and systems to cross-agency systems and collaborative systems which have joint responsibility for improved outcomes; from a "top-down" decision making process to a shared decision making system where sites are given the authority to make decisions and expect to be held accountable for results; from a system that offers few options for school attendance and curriculum content to one that offers choices for parents and children on the location and type of school they can select; and ultimately from a finance system designed around inputs to a system designed to facilitate and reward the attainment of results.

Some of the specific challenges being faced by the education community include:

- **Emphasis on Results.** The change from an input and process system to a results based system is complex. Carefully defining the desired results is the core of the process. Accurate measurement of student performance, storing such data and using it to aid in instructional improvement are concepts which need continuing work.

- **Demographic Changes.** The demographics of Minnesota reflect a population which is becoming more diverse. Population shifts are impacting district organization. Core cities have no majority race, bringing into question traditional desegregation policy. Cultural misunderstanding is resulting in increased problems both in schools and in neighborhoods.

- **Student Needs.** More and more of our students bring complex problems with them to school. More than 9.5% of the student population lives in poverty. Students needing remedial programs have increased by 15%. As society becomes more violent, students are bringing their problems with them from their homes and neighborhoods and are placing them at the schoolhouse gate.

- **Co-location and Interagency Service Delivery.** Agencies are recognizing the need to collaborate to better deliver needed services. Improved collaborative efforts not only with governmental agencies, but also with private community agencies, churches and with families is crucial if we are to become a society which values achievement and strives to attain high standards.

- **Education Finance Model.** The way Minnesota funds education is at issue. Through the work of the Coalition on Education Reform and Accountability (CERA) recommendations will be forthcoming on this crucial policy issue.

- **Role of the Federal Government.** With the enactment of Goals 2000, the federal government will be providing revenue and direction which is consistent with Minnesota's vision. While the federal effort is in the right direction, it also needs to provide additional flexibility in areas such as special education, nutrition and others to enable Minnesota to achieve its goals.

- **Resource Limitations:** Each of the organizations involved in education recognize that fiscal resources are limited. To balance the budget, "caps" have been placed on the total amount of K-12 spending in the F.Y. 1996-97 biennium. The state's financial outlook suggests that constraints on state spending are likely to continue. Meeting agency needs and providing leadership and assistance to school districts in this environment will require continued attention to streamlining how objectives are achieved and focusing our efforts to best meet the needs of our customers.

AGENCY STRATEGIES:

Results, Flexibility and Accountability. The department's strategies include clearly identifying the expected results, providing districts with increased flexibility and holding districts accountable for results. In September 1994, the MDE finalized its "Performance Report" This report was the result of a systemic and continuing effort to better focus the MDE on specific goals and priorities and to identify performance indicators to aid in determining progress toward achieving those goals. Just as the education reform effort is becoming more of a "results based" system, the MDE too, as documented in the 1994 Performance Report, is moving to a results based system.

The graduation standards effort is being designed on a "results, flexibility, accountability" model. Additional resources are proposed for the biennium to accelerate the development of this system, and to provide districts with incentives to design and implement the new graduation system. The MDE's leadership to implement this results oriented model will be enhanced through these changes.

As detailed in the Governor's Education Aids budget, we are proposing that districts be given increased flexibility in how funds are used at the district level. In order for that effort to be successful, the MDE program managers will need to apply flexibility and offer assistance to districts as the application, implementation and evaluation system for this effort is developed.

AGENCY: Education, Department of
(Continuation)

The MDE will also need to administer these programs using a flexible approach and providing leadership and direction to districts on the outcomes we expect students to achieve.

Interagency Collaboration. The state has begun to deliver services utilizing an interagency collaborative approach. Most current efforts are on a program by program basis segregated by agency. In the next biennium the Department of Education will significantly increase its commitment to working with other agencies to develop collaborative systems that can better meet the needs of families and children and use public resources most efficiently. Agencies will not only commit to accomplishing results, they also need to be committed to combining revenue sources to address the needs of our common clients/customers/students/families.

Improved Use of Technology. Since the MDE proposed the development of an "integrated data base" (IDB) in the late 1980's this model has been evolving. The Minnesota Automated Reporting Student System (MARSS), coupled with the tools of Internet, are making electronic information systems common place. MDE will provide leadership to the effort to improve technology in our schools. In addition, the MDE will be continuing its effort to collect more information electronically and less by "paper-pencil" methods.

REVENUE SUMMARY:

The Department of Education administers approximately 60 federal grants and projects which account for more than 50% of the agency operating budget. The federal funds were projected at present levels for the F.Y. 1996-97 biennium, except for the School-to-Work Program with a projected increase of $1,000,000 per year, and Goals 2000: Educate America Act with a projected increase of $200,000 annually. Generally, there is some uncertainty regarding federal funding levels beyond F.Y. 1995. Programs from the Education and Secondary Education Act are undergoing reauthorization and Food and Nutrition Programs (USDA) have been proposed for a block grant approach. These proposals and possible changes by federal leadership could affect funding priorities and dollar amounts.

The department proposes a fee increase for teacher and school administrator licenses which will provide non-dedicated revenues of approximately $135,000 in F.Y. 1996 and $137,500 in F.Y. 1997. The proposal is necessary in order to comply with M.S. 16A.128 and 214.06, which require those licensure costs be fully covered by revenues.

SUMMARY OF BUDGET REQUEST:

The agency requests continued funding at the F.Y. 1995 level. Development and implementation of the graduation standards and the other challenges described above will continue to fully utilize MDE's resources.

GOVERNOR'S RECOMMENDATION:

The Governor recommends restoring base funding to the F.Y. 1995 level, in the amount of $2,750.0 in F.Y. 1996 and $1,465.0 in F.Y. 1997. The agency was directed to prepare their plan at the restored level, and the Governor concurs with that plan. The Governor also concurs with the agency's plan to increase the teacher and administrator licensure fee by $5. This increase will allow for elimination of the accumulated deficit by the end of the biennium, as required by statute. The Governor further recommends the transfer of all activities and programs to the Department of Children and Education Services in F.Y. 1997. As described in the individual activity narratives in the Education Aids budget, certain activities are recommended for transfer to the Family and Community Services function in the DCES, with other activities recommended for transfer to the Youth Career Preparation function. All remaining activities and programs in the Department of Education are recommended for transfer to the Basic Instruction function of the DCES. At the discretion of the DCES commissioner, activities or programs may be transferred to the new department at an earlier date, if desired.

1996-1997 B I E N N I A L B U D G E T
(DOLLARS IN THOUSANDS)

AGENCY: DEPARTMENT OF EDUCATION

PROGRAM RESOURCE ALLOCATION:	FY 1993	FY 1994	Est. FY 1995	FY 1996 Current Spending	FY 1996 Agency Plan	FY 1996 Governor Recomm.	FY 1997 Current Spending	FY 1997 Agency Plan	FY 1997 Governor Recomm.
TEACHING & LEARNING	13,601	14,029	17,997	18,992	19,105	19,105	18,992	19,105	19,105
EDUCATION RESOURCES & SUPPORT	14,209	15,457	17,255	16,546	16,480	16,480	16,579	16,513	16,513
APPROPRIATIONS LIMIT, LAWS 1993					<2,750>			<1,465>	
TOTAL EXPENDITURES BY PROGRAM	27,810	29,486	35,252	35,538	32,835	35,585	35,571	34,153	35,618
GOV'S INITIATIVES	FUND								
(A) TRSFR TO DEPT OF CHILDREN & ED. SERVICES	GEN								<14,723>
(A) TRSFR TO DEPT OF CHILDREN & ED. SERVICES	TH								<21>
(A) TRSFR TO DEPT OF CHILDREN & ED. SERVICES	GEN								<110>
(A) TRSFR TO DEPT OF CHILDREN & ED. SERVICES	SR								<2,456>
(A) TRSFR TO DEPT OF CHILDREN & ED. SERVICES	FED								<16,724>
(A) TRSFR TO DEPT OF CHILDREN & ED. SERVICES	AG								<1,393>
(A) TRSFR TO DEPT OF CHILDREN & ED. SERVICES	G&D								<191>
									<35,618>
SOURCES OF FINANCING:									
DIRECT APPROPRIATIONS:									
GENERAL	14,151	13,618	15,600	14,643	11,940	14,690	14,676	13,258	0
TRUNK HIGHWAY	19	19	23	21	21	21	21	21	0
STATUTORY APPROPRIATIONS:									
GENERAL	91	126	116	110	110	110	110	110	0
SPECIAL REVENUE	2,497	2,629	2,456	2,456	2,456	2,456	2,456	2,456	0
FEDERAL	10,181	11,783	15,473	16,724	16,724	16,724	16,724	16,724	0
AGENCY	783	1,167	1,393	1,393	1,393	1,393	1,393	1,393	0
GIFTS AND DEPOSITS	88	144	191	191	191	191	191	191	0
TOTAL FINANCING	27,810	29,486	35,252	35,538	32,835	35,585	35,571	34,153	0
FTE BY EMPLOYMENT TYPE:									
REGULAR	340.9	345.3	384.3		384.3			384.3	
TEMP/SEAS/PART-TIME	8.4	8.0	1.5		1.5			1.5	
OVERTIME		.6							
TOTAL FTE	349.3	353.9	385.8		385.8	385.8		385.8	0

(DOLLARS IN THOUSANDS)

AGENCY: FARIBAULT ACADEMIES
PROGRAM: RESIDENTIAL ACADEMIES FOR THE DEAF AND BLIND

					FY 1996			FY 1997		
ACTIVITY RESOURCE ALLOCATION:		FY 1993	FY 1994	Est. FY 1995	Current Spending	Agency Plan	Governor Recomm.	Current Spending	Agency Plan	Governor Recomm.
ACADEMY FOR THE DEAF		3,993	3,850	4,114	3,927	3,927	3,927	3,927	3,927	3,927
ACADEMY FOR THE BLIND		2,067	2,028	2,501	2,362	2,362	2,362	2,362	2,362	2,362
ACADEMY OPERATIONS		2,736	2,787	2,967	2,705	2,698	2,698	2,705	2,698	2,698
APPROPRIATIONS LIMIT, LAWS 1993						<1,513>			<786>	
TOTAL EXPENDITURES BY ACTIVITY		8,796	8,665	9,582	8,994	7,474	8,987	8,994	8,201	8,987
AGENCY PLAN ITEMS:	FUND									
APPROPRIATION CAP REDUCTION	GEN					<1,513>			<786>	
TRANSFER UTILITY COSTS FOR LIBRARY ADD.	GEN					<7>			<7>	
TOTAL AGENCY PLAN ITEMS						<1,520>			<793>	
GOV'S INITIATIVES:	FUND									
(B) MAINTAIN BASE LEVEL FUNDING	GEN						1,513			786
(B) TRSFR TO DEPT OF CHILDREN & ED. SERVICES	GEN									<786>
(B) TRSFR TO DEPT OF CHILDREN & ED. SERVICES	GEN									<8,075>
(B) TRSFR TO DEPT OF CHILDREN & ED. SERVICES	GEN									<514>
(B) TRSFR TO DEPT OF CHILDREN & ED. SERVICES	SR									<85>
(B) TRSFR TO DEPT OF CHILDREN & ED. SERVICES	FED									<231>
(B) TRSFR TO DEPT OF CHILDREN & ED. SERVICES	AG									<33>
(B) TRSFR TO DEPT OF CHILDREN & ED. SERVICES	G&D									<44>
(B) TRSFR TO DEPT OF CHILDREN & ED. SERVICES	END									<5>
TOTAL GOV'S INITIATIVES							1,513			<8,987>
SOURCES OF FINANCING:										
DIRECT APPROPRIATIONS:										
GENERAL		8,004	7,540	8,441	8,082	6,562	8,075	8,082	7,289	0
STATUTORY APPROPRIATIONS:										
GENERAL		374	732	514	514	514	514	514	514	0
SPECIAL REVENUE		77	69	142	85	85	85	85	85	0
FEDERAL		257	262	257	231	231	231	231	231	0
AGENCY		27	28	44	33	33	33	33	33	0
GIFTS AND DEPOSITS		42	26	178	44	44	44	44	44	0
ENDOWMENT		15	8	6	5	5	5	5	5	0
TOTAL FINANCING		8,796	8,665	9,582	8,994	7,474	8,987	8,994	8,201	0

(DOLLARS IN THOUSANDS)

AGENCY: FARIBAULT ACADEMIES
PROGRAM: RESIDENTIAL ACADEMIES FOR THE DEAF AND BLIND

ACTIVITY RESOURCE ALLOCATION:	FY 1993	FY 1994	Est. FY 1995	FY 1996 Current Spending	FY 1996 Agency Plan	FY 1996 Governor Recomm.	FY 1997 Current Spending	FY 1997 Agency Plan	FY 1997 Governor Recomm.
FTE BY EMPLOYMENT TYPE:									
REGULAR	164.6	162.6	162.6		162.6			162.6	
TEMP/SEAS/PART_TIME	6.1	7.1	7.1		7.1			7.1	
OVERTIME	.9	.6	.6		.6			.6	
TOTAL FTE	171.6	170.3	170.3		170.3	170.3		170.3	0

Improved Decision-making and Accountability

- Interest in improved information for decision-making and accountability has increased in Minnesota in recent years. This interest is demonstrated by multi-agency initiatives such as Minnesota Milestones, *Kids Can't Wait*, the Children's Report Card, the Performance Report project, and the Family Services Collaboratives, as well as a number of program-specific efforts to develop accountability systems.

Finance based on service needs -- Information also based on service needs

- A plan is being developed, and will be presented to the Children's Cabinet this summer, which provides a process to coordinate these existing initiatives and expand their scope, to provide an integrated information system to assist decision-makers. The plan calls for the development of this system within the context of planning for the new Department of Children, Families, and Learning, with participation from programs both inside and outside the department, to ensure that it meets the needs of the entire service delivery system.

- The specifics of the information system will be developed over the two-year planning process, however, certain general needs have been expressed by policymakers. The most commonly expressed needs are:

  - The ability to share information "horizontally," across programs and agencies
  - The ability to share information "vertically," between levels of government, at the federal, state, and local levels

- Planning for the information system will be coordinated with the planning for the consolidated funding function of the new agency. The planning process for the information system is also designed to allow for development of an accountability system to evaluate other types of block grants.

PLANNING

Ann Jaede
Program Director
612 297-2436

658 CEDAR STREET
ST. PAUL, MN 55155
612 296-3985 FAX 612 296-3698

PLANNING

Susan Roth
612 297-3279

658 CEDAR STREET
ST. PAUL, MN 55155
612 296-3985 FAX 296-3698
roth@lmic.state.mn.us

TDD 612 297-5353 OR
800 627-3529

PLANNING

Richard Fong
612 296-6866

658 CEDAR STREET
ST. PAUL, MN 55155
612 296-1207 FAX 296-1212
richardf@lmic.state.mn.us

TDD 612 297-5353 OR
800 627-3529

THE GREAT SEAL OF THE STATE OF MINNESOTA 1858

JOHN SELLEN
SOCIAL SERVICE FINANCE DIRECTOR
FINANCIAL MANAGEMENT DIVISION

PHONE: (612) 297-1460
SECRETARY: (612) 296-1565
FAX: (612) 296-6244
INTERNET: jsellen@ipspo01.dhs.state.mn.us

STATE OF MINNESOTA
DEPARTMENT OF HUMAN SERVICES
HUMAN SERVICES BUILDING
444 LAFAYETTE ROAD
ST. PAUL, MINNESOTA 55155-3810

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Minnesota's justice price tag climbed past $1 billion

Line Item Line Item Line Item Line Item Line Item

Enforcing laws and providing correctional services cost Minnesota nearly $800 million of the total justice bill in 1991. This represented 21 percent, or $114 million, more than the 1985 level.

Two of the three justice system continued on page 2

November 1994

MN PLANNING

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Welfare migrants add to Minnesota's rolls

Line Item Line Item Line Item Line Item Line Item

For the first time, census data shows that more welfare recipients moved into Minnesota than moved out between 1985 and 1990. The cost to taxpayers was $38 million a year, of which the state's share was about $17 million.

June 1994

MN PLANNING

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Minnesota counties lead in payroll and employment growth

Line Item Line Item Line Item Line Item Line Item

Counties registered bigger increases in total payroll and employment than state and other local Minnesota governments between 1980 and 1991. The rise in top managers' salaries in sampled counties also exceeded the

continued on page 2

July 1994

M PLANNING

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School enrollment growth to cost $320 million more

Line Item Line Item Line Item Line Item Line Item

An estimated 50,000 more students concentrated in a handful of public school districts will cost an additional $320 million per year by 2001. Of this increase, $210 million will be used for basic educational activities in elementary

continued on page 2

November 1994

MN PLANNING

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Minnesota's state health spending nearly doubled since 1980

Line Item Line Item Line Item Line Item Line Item

Spending on health by Minnesota state government came close to doubling since 1980, reaching nearly $1.5 billion in 1993. Demands for health services will likely intensify in the next 10 years as the number of elderly grows.

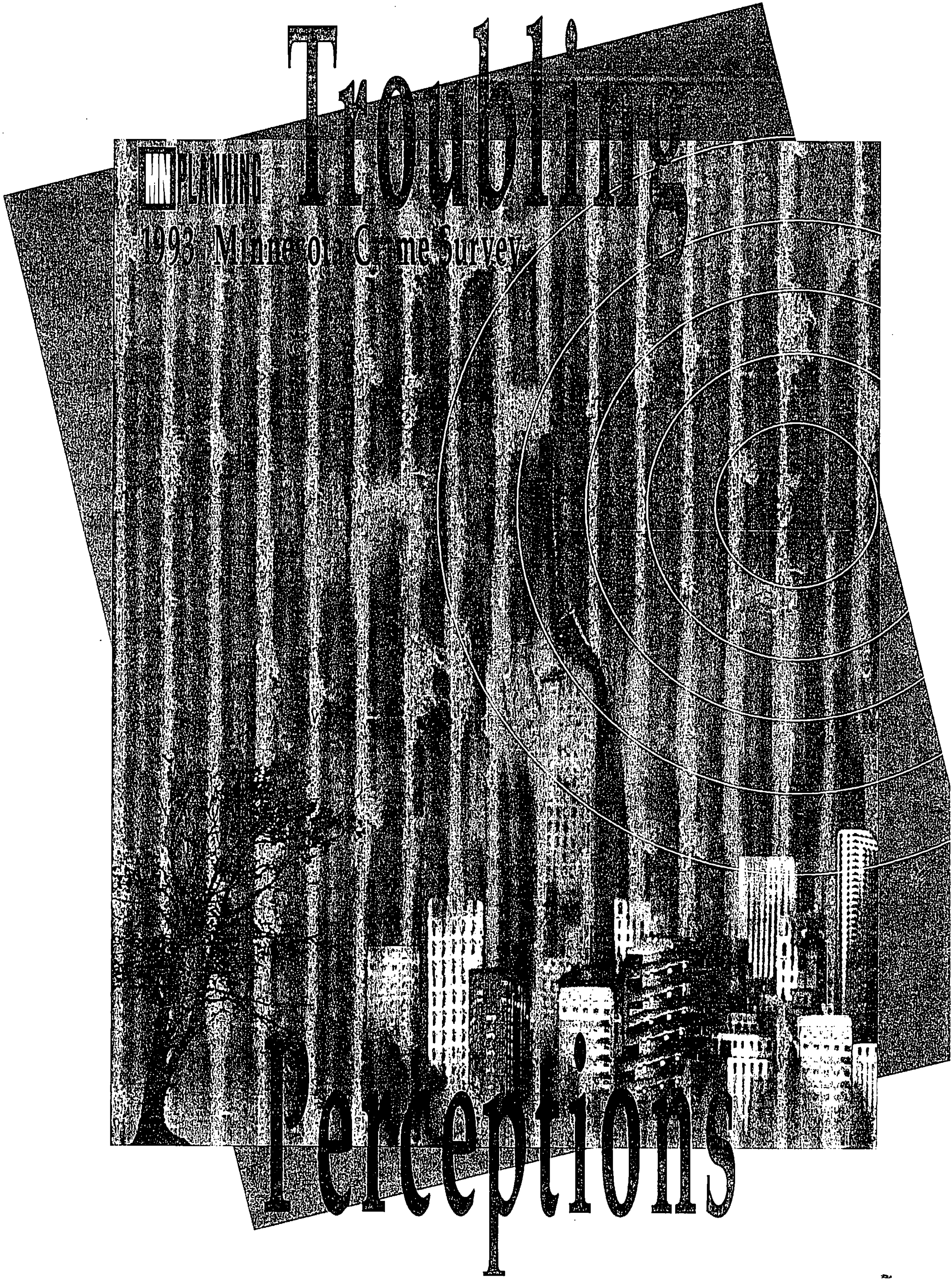
December 1994

MN PLANNING

MN PLANNING

Troubling Perceptions

1993 Minnesota Crime Survey



Minnesota governments get $3.5 billion in federal grants annually

Line Item Line Item Line Item Line Item Line Item

Nearly one in every six dollars in government coffers comes from Washington. As Congress moves to balance the federal budget and change how federal money flows to the states, there could be profound effects on state and local government budgets.

March 1995

MN PLANNING