



Division of Early Learning Services

Bobbie Burnham | Director

February 7, 2019



Ten Minnesota Commitments to Equity

1. Prioritize equity.
2. Start from within.
3. Measure what matters.
4. Go local.
5. Follow the money.
6. Start early.
7. Monitor implementation of standards.
8. Value people.
9. Improve conditions for learning.
10. Give students options.

FAMILY SUPPORT & COMMUNITY OUTREACH

PARENT EDUCATION

MENTAL HEALTH

PHYSICAL HEALTH

0-3

3-5

5-8

EARLY CHILDHOOD PROGRAMS

Home Visitation
Early Intervention
Early Head Start
Child Care
(public/private)

KINDERGARTEN-3rd GRADE

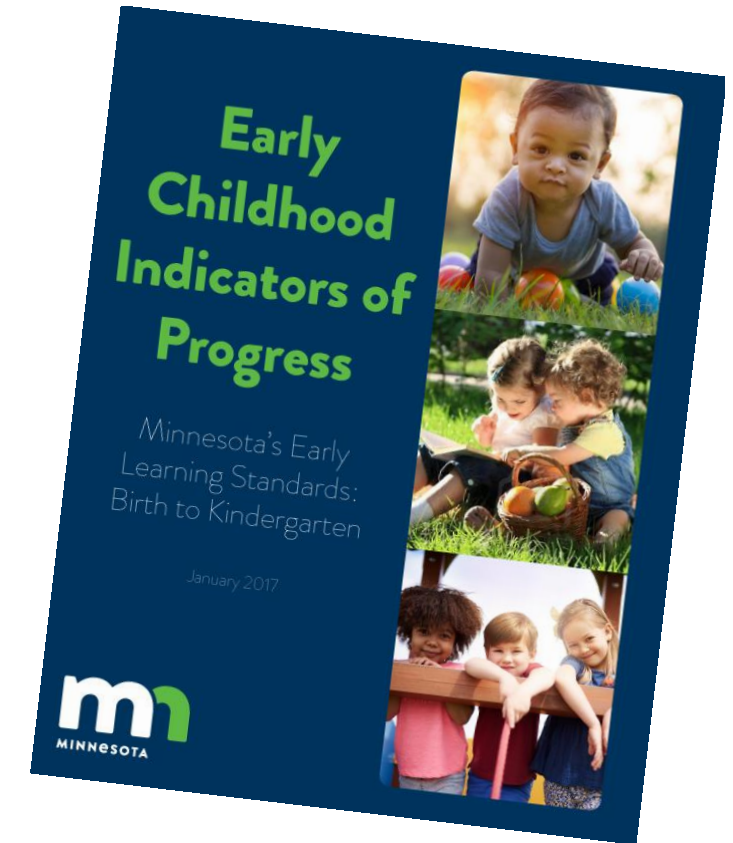
Public Pre-K
Head Start
EC Special Education
Child Care
Community-based Preschools

Full-day Kindergarten
Early Elementary Grades
Before/After School Care
Summer Programs

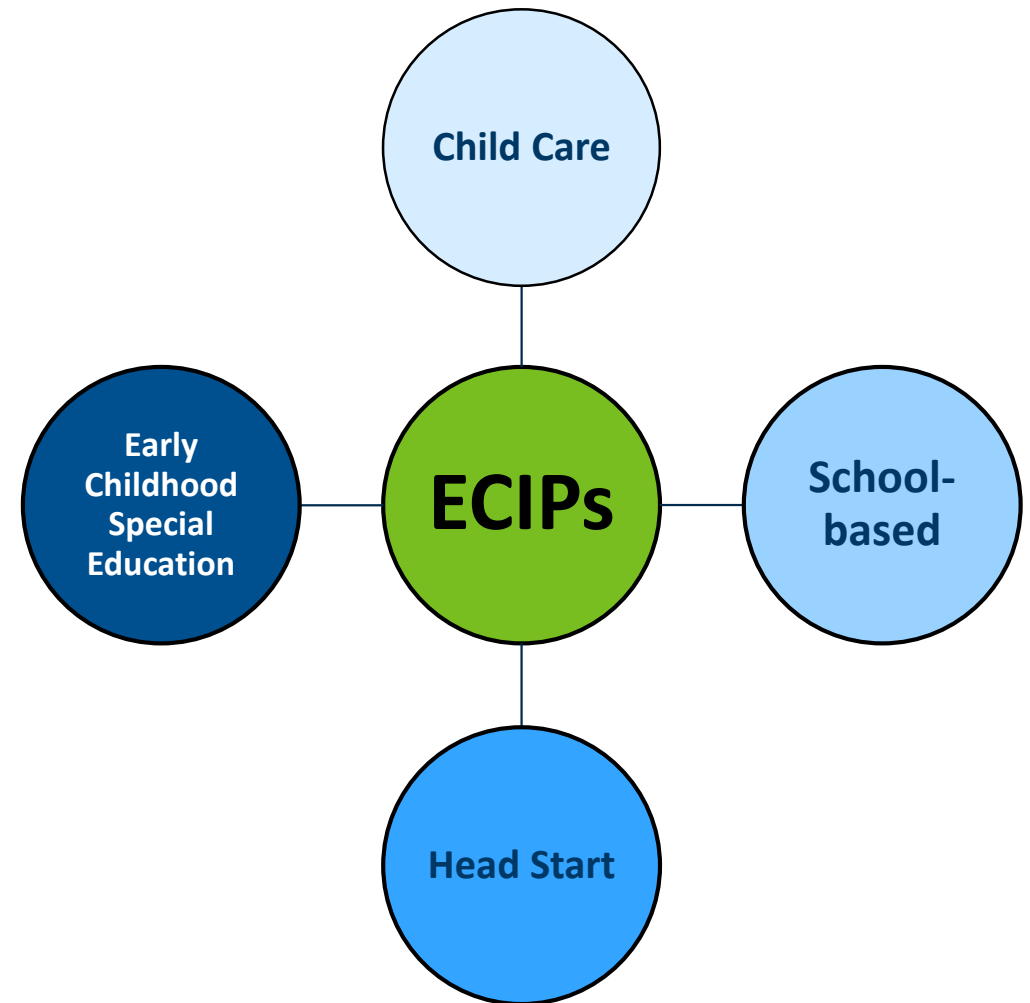
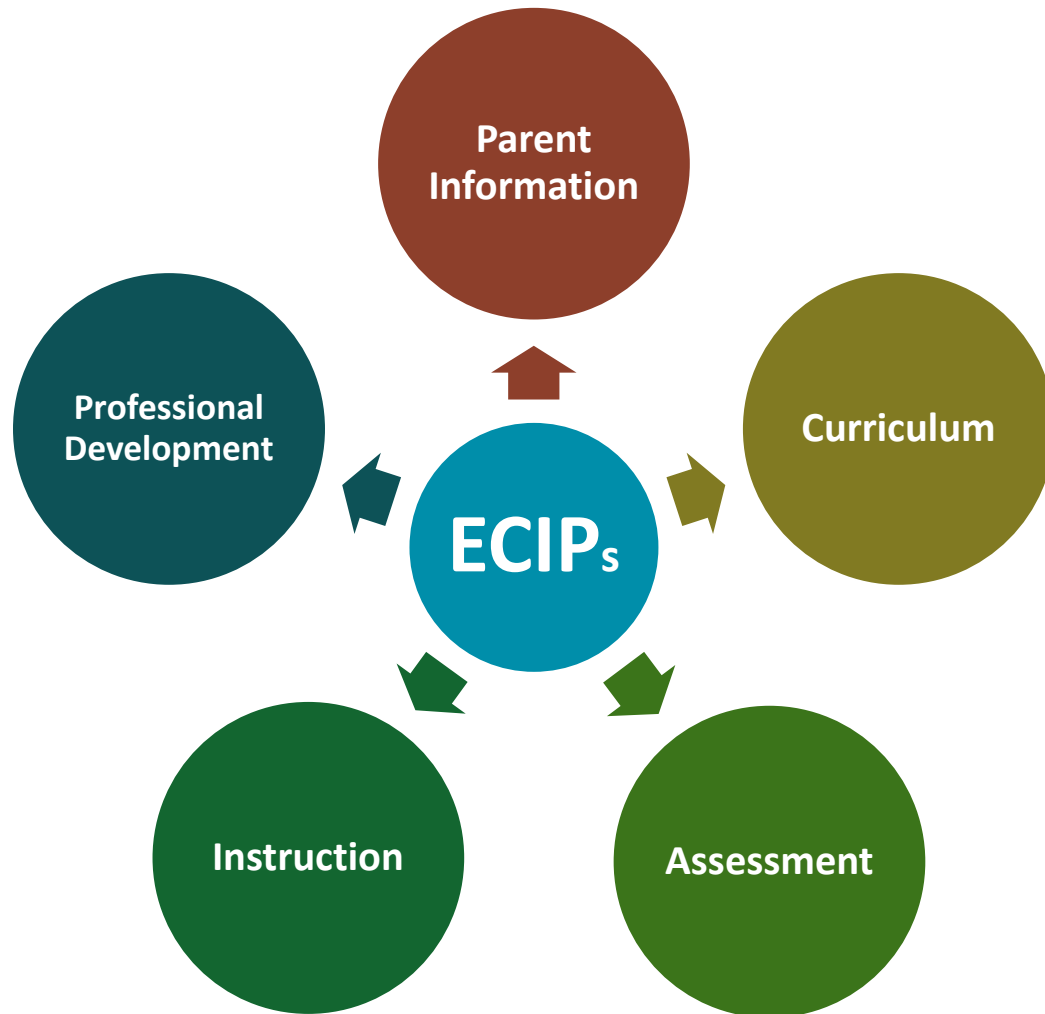
A Standards-Based Birth- Age 5 System

Coherence & Equity

1. All programs share generally accepted expectations of what **all** children should know and be able to do, informed by research.
2. Creates coherence for **all** children and families as they move from program to program.
3. All programs work with the latest research on brain development and what children can learn and do.
4. All programs share this foundational documents for curriculum, instruction and assessment selection or development.



The Early Childhood Indicators of Progress (ECIPs) Lay the Foundation



ECIPs Learning Domains

- Social and Emotional
- Approaches to Learning
- Physical and Movement Development
- Language, Literacy, and Communications
- The Arts

- Mathematics
- Scientific Inquiry
- Social Systems

To print by domain and access resources

<http://education.state.mn.us/MDE/dse/early/ind/>

To print as a booklet:

<https://edocs.dhs.state.mn.us/lfservlet/Public/DHS-7596A-ENG>

ECIPs Displayed, Demonstrate Increasing Complexity of Learning

Domain: Language, Literacy and Communications: Cognitive

Component LLC 1-2: Listening and Understanding; Receptive Language

Subcomponent	Birth to 6 months	6-15 months	15-24 months	2-3 years	3-4 years	4-5, K-Readiness	K Alignment
L1 Language comprehension: Child understands the meaning of words and phrases (receptive) and uses those words and phrases to communicate effectively (expressive)	L1.1 Turns toward and focuses on nearby adult caregiver who is speaking L1.2 Watches caregiver actions and gestures	L1.3 Responds to nonverbal and verbal cues L1.4 Responds to conversation, questions, and requests L1.5 Responds to an object or action label such as ball or eat	L1.6 Responds to increasingly complex sentences L1.7 Responds to descriptive language about objects, actions, and concepts	L1.8 Shows understanding of questions and statements about people, objects, ideas, and feelings L1.9 Points to or places an object in/out, under/over and top/bottom when asked L1.10 Notices when adults use unusual or uncommon words	L1.11 Responds to direct questions and follows simple directions L1.12 Points to or places objects before, after, above, and below based on verbal cues	L1.13 Follows directions that involve two or more steps L1.14 Responds to increasingly complex prepositional directions, such as beside, around and next to	K 0.8.1.1.d Follows basic oral direction K 0.8.1.1.a Follows agreed upon rules for discussions K 0.8.1.1.d Follows basic oral direction

Today's Agenda

Program overviews will be given for:

- Early Head Start
- Head Start
- Voluntary Prekindergarten and School Readiness Plus
- Early Learning Scholarships

Early Head Start Head Start

Why Head Start Matters

“Head Start...gives every child, regardless of circumstances at birth, an opportunity to succeed in school and in life.”

National Head Start Association, NHSA.org

Head Start/Early Head Start Service Area

February 2018

Tribal Head Start Programs

1. Bois Forte Reservation Tribal Council
2. Fond du Lac Reservation Business Committee
3. Grand Portage Reservation Business Committee
4. Leech Lake Band of Ojibwe
5. Mille Lacs Band of Ojibwe
6. Red Lake Band of Chippewa Indians
7. White Earth Reservation Tribal Council
8. Lower Sioux Indian Community

Child Care Resource & Referral

Community Action Partnership of Ramsey & Washington County

Duluth School District

Child Care Resource & Referral

Minnesota Valley Action Council

Southwestern Minnesota Opportunity Council

United Community Action Partnership

Yellow Medicine

Lac Qui Parle

Prairie V Community Action

Chippewa

Swift

Stevens

Pope

Traverse

West Central Minnesota Communities Action

Grant

Douglas

Other Tail

Wilkin

Clay

Lake & Prairies Community Action Partnership

Becker

Mahnomen

Norman

Polk

Tri-Valley Opportunity Council

Kisson

Northwest Community Action

Roseau

Lake of the Woods

Marshall

Pennington

Red Lake

Inter-County Community Council

6

Bi-County Community Action

Hubbard

4

Mahube Community Council

Wadena

Cass

Todd

Tri-County Community Action Program

5

Mille Lacs

Kanabec

Lakes & Pines Community Action Council

Carlton

2

Arrowhead Economic Opportunity Agency

St. Louis

3

Cook

1

Kootenai Community Action

Itasca

Alkin

Crow Wing

Benton

Reach-Up, Inc.

Stearns

Sharburne

Wright County CA

Wright

PICA Hennepin

Scott-Carver-Dakota CAP

Carver

McLeod

Sibley

Nicollet

Le Sueur

Rice

Three Rivers Community Action

Webasha

Winona

Fillmore

Houston

Semmac

Mower

Freeborn

Faribault

Blue Earth

Watonwan

Cottonwood

Jackson

Rock

Nobles

Murray

Pipestone

Lyon

Lincoln

Redwood

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Tri-County Community Action Program

Allocation of State Funds

State Statute 119A.52

Annual Allocation:

- \$25.1 Million is allocated equally based on each programs portion of federal funds and proportion of unmet need.
- Migrant and Tribal program funds are allocated based **only** the program's share of federal funds.
- Programs complete an annual program plan. The program plan details how they will serve children with state funds.
- Minimum funded state enrollment is determined when the program's federally negotiated cost per child is divided into their portion of state allocated funds.

Early Head Start Program

Purpose: To promote school readiness of low-income children by enhancing social and cognitive development through the provision of comprehensive health, educational, nutritional and other services. *Improving Head Start for School Readiness Act of 2007 (42 U.S.C.9801)*

Eligibility:	<p>Age Requirement: Pregnant Mothers or infant and toddlers to 3 years.</p> <p>Eligibility Requirement: Family income equal to or below the federal poverty line or participating in Minnesota Family Investment Program (MFIP) or children experiencing homeless or in foster care.</p> <p>Additional Selection Criteria:</p> <ul style="list-style-type: none">• Eligible for special education/early intervention services• Other relevant family or child risk factors
Children Served in School Year 2018-2019:	<p>Total Funded Early Head Start Enrollment (state and federal funds): 3098</p> <p>Wait List (as of October 2018): 2279</p> <p><u>A program must annually establish selection criteria that weigh the prioritization of selection of participants. Children with high needs move to the top based on this established selection criteria.</u></p>
Funding:	<p>Federal: Early Head Start = \$25,844,428</p> <p>State General Fund: Early Head Start = \$13,349,384</p>
Key Program Components:	<p>Comprehensive programming for children and their families. Include education, health, nutrition, mental health and social services. Early Head Start serves pregnant mothers and children to age three in home visiting and center based/family child care settings. Programs must use an assessment tool to measure ongoing development and child outcomes at regular intervals over the program year.</p>

Head Start Program

Purpose: To promote school readiness of low-income children by enhancing social and cognitive development through the provision of comprehensive health, educational, nutritional and other services. *Improving Head Start for School Readiness Act of 2007 (42 U.S.C.9801)*

Eligibility:	<p>Age Requirement: Children must be three to five years old.</p> <p>Eligibility Requirement: Family income equal to or below the federal poverty line or participating in Minnesota Family Investment Program (MFIP) or children experiencing homeless or in foster care.</p> <p>Additional Selection Criteria:</p> <ul style="list-style-type: none">• Eligible for special education/early intervention services• Other relevant family or child risk factors
Children Served in School Year 2018-2019:	<p>Total Funded Head Start Enrollment-(state and federal funds): 10,803</p> <p>Wait List (as of October 2018): 2914</p> <p><u><i>A program must annually establish selection criteria that weigh the prioritization of selection of participants. Children with high needs move to the top based on this established selection criteria.</i></u></p>
Funding:	<p>Federal: Head Start= \$89,988.150</p> <p>State General Fund: Head Start = \$11,785,605</p>
Key Program Components:	<p>Comprehensive programming for children and their families. Include education, health, nutrition, mental health and social services. Head Start serves three to five year olds from low-income families in center based and home visiting programing. Programs are required to utilize research based curriculum and assessment tools which are developmentally appropriate. Programs must use an assessment tool to measure ongoing development and child outcomes at regular intervals over the program year.</p>
Outcome Measure:	<p>Percentage of children who met developmental targets upon exiting Head Start in FY 2016-2017: 3 year olds 84% (n= 1438)</p> <p>4 year olds 78% (n=1796)</p>

Early Head Start-Child Care Partnerships

Purpose: To increase the supply of high-quality early learning environments for infants and toddlers.

Eligibility:	<p>Age Requirement: Infants and toddlers to 3 years.</p> <p>Eligibility Requirement: Family income equal to or below the federal poverty line or participating in Minnesota Family Investment Program (MFIP) or children experiencing homeless or in foster care.</p> <p>Additional Selection Criteria:</p> <ul style="list-style-type: none">• Eligible for special education/early intervention services• Other relevant family or child risk factors <p><u>A program must annually establish selection criteria that weigh the prioritization of selection of participants. Children with high needs move to the top based on this established selection criteria.</u></p>
Children Served:	School Year 2018-2019: Total Funded enrollment 418 (28 Centers, 11 Family Child Care)
Funding: Federal: \$ 7,078,389	6 Early Head Start-Child Care (EHS-CC) Partnership and EHS expansion grants in Minnesota. (Expansion Grants: PICA, Boise Forte... Early Head Start-Child Care Partnership grants: Mahube-OTWA, Families First, Tri-County Community Action, Anoka)
Key Program Components:	<p>EHS-CC Partnerships bring together the best of two worlds by combining the strengths of child care and Early Head Start programs.</p> <p>The EHS-CC Partnership grants support partnerships between EHS programs and local child care centers and family child care providers. These partnerships support working families by providing expanded access to 10 hour full-day, full-year child care and comprehensive services to children and families</p> <p>The Child Care and Development Fund (CCDF) is one of the funding sources for EHS-CC Partnerships and provides child care assistance subsidies for eligible families.</p>
Long-term outcomes	<ul style="list-style-type: none">• Sustained, mutually respectful and collaborative EHS-CC Partnerships• A more highly-educated and fully-qualified workforce providing high-quality infant/toddler care and education• An increased supply of high-quality early learning environments and infant/toddler care and education providers• Well-aligned early childhood policies, regulations, and resources, with quality improvement support at national, state, and local levels• Improved family and child well-being and progress toward school readiness

Voluntary Prekindergarten School Readiness Plus

Voluntary Prekindergarten

Purpose: To prepare children for success as they enter kindergarten the following year.

VPK Eligibility to Participate Free of Charge:	Children four years of age by September 1.
Number of Allocated Seats:	3,160 (FY2017) (VPK Seats Only) 6,160 (FY2018) (3,160 VPK, 2,583 VPK and 417 SRP Seats) 7,160 (FY2019) (3,160 VPK, 3,403 VPK and 597 SRP Seats)
Funding: VPK (FY2017) VPK & SRP (FY2018) VPK & SRP (FY2019)	(FY 2017) State General Fund: \$27,092,000 --Note: Funds for FY17 VPK 3,160 seats are added to general education funding for FY18 forward (FY 2018) State General Fund: \$23,810,000 (funded 3,000 new seats) (FY2019) State General Fund: \$26,190,000 (funded an additional 1,000 seats)
Funding Notes:	Funding for voluntary pre-kindergarten grade level is based on seat counts and is funded at a .60 Average Daily Membership (ADM). Students are enrolled and designated as voluntary pre-kindergarten grade level students in state data system (MARSS). This entry generates general education funding as well as all pupil-driven formulas including compensatory funds.

Voluntary Prekindergarten

Purpose: To prepare children for success as they enter kindergarten the following year.

Key Instructional, Assessment Components:

- Provide at least **350 hours of instruction**.
- Provide instruction through **play-based learning** to foster children's social and emotional development, cognitive development, physical and motor development, and language and literacy skills, including the native language and language skills of English learners comprehensive program content **aligned with state early learning standards and K through grade 3 academic standards**.
- Programs must assess each child's skills when the child enters and again before the child leaves the program using an age appropriate version of a KEP approved **comprehensive assessment tool**.
- Implement strategies that **support the alignment** of professional development, instruction, curriculum and assessments pre-K through grade 3 curricula.

Key Program Components:

- Classrooms must maintain a 1:10 teacher:child ratio (maximum class size is 20).
- Teachers are knowledgeable in early childhood curriculum and assessment and working with English Language Learners and are paid comparably to K-12 teachers.
- Parents are involved in program and kindergarten transition activity planning.
- Program coordinates with relevant community-based services including health and social services agencies to ensure children have access to comprehensive services.
- Provide coordinated joint professional development activities for school district and community-based providers.

Key Evaluation Components:

- Teachers are provided with professional development training and coaching that is informed by using a teacher-child observation tool.
- Programs must implement and measure the impact of voluntary prekindergarten by using a self-designed or MDE designed plan and provide results in their world's best workforce annual summary to the commissioner of education.

School Readiness Plus

Purpose: To prepare children for success as they enter kindergarten the following year.

SRP Eligibility to Participate Free of Charge:	Children four years of age by September 1. Must exhibit one or more of following risk factors: qualifies for free or reduced meals, is an English learner, is homeless, is in foster care, has an individual education program or interagency intervention plan, has a risk factor identified through health and developmental screening.
Number of Allocated Seats:	6,160 (FY2018) (3,160 VPK, 2,583 VPK and 417 SRP Seats) 7,160 (FY2019) (3,160 VPK, 3,403 VPK and 597 SRP Seats)
Funding: VPK & SRP (FY2018) VPK & SRP (FY2019)	(FY 2018) State General Fund: \$23,810,000 (funded 3,000 new seats) (FY2019) State General Fund: \$26,190,000 (funded an additional 1,000 seats)
Funding Notes:	Funding for school readiness plus is grade level funded based on seat counts and is funded at a .60 Average Daily Membership (ADM). Students are enrolled and designated as voluntary pre-kindergarten grade level students in state data system (MARSS). This entry generates general education funding as well as all pupil-driven formulas including compensatory funds.

School Readiness Plus

Purpose: To prepare children for success as they enter kindergarten the following year.

Key Instructional, Assessment Components:

- Provide at least 350 hours of instruction.
- Provide program and instruction aligned with state guidelines and based in research.
- Programs must assess each child's skills when the child enters and again before the child leaves the program.

Key Program Components:

- Classrooms must ensure appropriate student-to-staff ratio.
- Must provide a licensed teacher.
- Coordinate kindergarten transition planning.
- Involve parents.
- Program coordinates with relevant community-based services.
- Cooperate with Adult Basic Education and Adult Literacy programs.

Key Evaluation Components:

- No requirement.

Voluntary Prekindergarten and School Readiness Plus Comparison

Program Elements	Voluntary Prekindergarten (VPK)	School Readiness Plus (SRP)
Child Eligibility	<p>A child who is four years of age as of September 1 in the calendar year in which the school year commences is eligible to participate in a voluntary prekindergarten program free of charge.</p> <p>Each eligible child must complete a health and developmental screening within 90 days of program enrollment under sections 121A.16 to 121A.19, and provide documentation of required immunizations under section 121A.15.</p>	<p>Same as VPK. The children must also have one or more of the following risk factors:</p> <ol style="list-style-type: none"> 1. Qualifies for free or reduced price lunch; 2. Is an English Language Learner; 3. Is homeless; 4. Has an individualized education program, or individualized interagency intervention plan; 5. Is identified through health and development screening under Minnesota Statutes, sections 121A.16 to 121A.19, with a potential risk factor that may influence learning; 6. Is in foster care. <p>A child that is four years of age by September 1 and does not have one of the risk factors may participate on a fee-for-service basis. A district must adopt a sliding fee schedule based on a family's income, but must waive the fee for a participant unable to pay.</p>

Voluntary Prekindergarten and School Readiness Plus Comparison

Program Elements	Voluntary Prekindergarten (VPK)	School Readiness Plus (SRP)
Inclusion of children with disabilities	Children with disabilities who have active IEPs may participate in Voluntary PreK as grade level EC students. Special education services are provided by appropriately credentialed special education staff.	Same as VPK
Number of Program Hours	Minimum of 350 hours per school year. Must provide instructional content and activities that are of sufficient length and intensity to address learning needs including offering a program with at least 350 hours of instruction per school year.	Same as VPK
Ratio and Group Size	Teacher-to-child ratios of 1:10 and a maximum group size of 20 children. Children with IEPs are included calculation of staff-to-child ratio and group size count.	Same as VPK
Teacher Qualifications and Compensation	<p>Teachers knowledgeable in early childhood curriculum content, assessment, native and English language programs, and instruction.</p> <p>Provide voluntary prekindergarten instructional staff salaries comparable to the salaries of local kindergarten through grade 12 instructional staff.</p>	Teachers knowledgeable in early childhood curriculum content, assessment, native and English language development programs, and instruction. With at least one licensed teacher.

Voluntary Prekindergarten and School Readiness Plus Comparison

Program Elements	Voluntary Prekindergarten (VPK)	School Readiness Plus (SRP)
Program Content	<p>Provide instruction through developmentally appropriate play-based learning to foster children's social and emotional development, cognitive development, physical and motor development, and language and literacy skills, including the native language and literacy skills of English learners, to the extent practicable.</p> <p>Provide comprehensive program content including the implementation of curriculum, assessment, and instructional strategies aligned with the state early learning standards, and kindergarten through grade three academic standards.</p>	<p>Provide comprehensive program content and intentional instructional practice aligned with the state early childhood learning guidelines and kindergarten standards and based on early childhood research and professional practice that is focused on children's cognitive, social, emotional, and physical skills and development and prepares children for the transition to kindergarten, including early literacy and language skills.</p>
Assessment	<p>Assess each child's social, language and literacy, and cognitive skills using a comprehensive formative measure aligned to the state's early learning standards from the state-approved menu of kindergarten entry profile (KEP) measures when the child enters and again before the child leaves the program.</p>	<p>Assess each child's cognitive and language skills with a comprehensive child assessment instrument when the child enters and again before the child leaves the program.</p>

Voluntary Prekindergarten and School Readiness Plus Comparison

Program Elements	Voluntary Prekindergarten (VPK)	School Readiness Plus (SRP)
Professional Development and Evaluation	Provide high-quality coordinated professional development, training, and coaching for both school district and community-based early learning providers that is informed by a measure of adult-child interactions and enables teachers to be highly knowledgeable in early childhood curriculum content, assessment, native and English language development programs, and instruction.	No statutory requirements regarding professional development.
Impact Measure Reporting / Evaluation	Districts and charter schools must include their strategy for implementing and measuring the impact of their voluntary pre-kindergarten program under section 120B.11 and provide results in their world's best workforce (WBWF) annual summary to the commissioner of education. They may use the state designed plan or submit a self-designed plan.	No statutory requirements regarding impact measure reporting.
Parent Involvement	Must involve parents in program planning and transition planning by implementing parent engagement strategies that include culturally and linguistically responsive activities in pre-kindergarten through grade three that are aligned with early childhood family education under section 124D.13.	Must involve parents in program planning and decision making.

Voluntary Prekindergarten and School Readiness Plus Comparison

Program Elements	Voluntary Prekindergarten (VPK)	School Readiness Plus (SRP)
Program Coordination	<p>Coordinate appropriate kindergarten transition with families, community-based pre-kindergarten programs, and school district kindergarten programs.</p> <p>Coordinate with relevant community-based services, including health and social service agencies, to ensure children have access to comprehensive services;</p> <p>Coordinate with all relevant school district programs and services including early childhood special education, homeless students, and English learners.</p>	<p>Coordinate appropriate kindergarten transition with parents and kindergarten teachers.</p> <p>Coordinate with relevant community-based services.</p> <p>Cooperate with adult basic education programs and other adult literacy programs.</p>
Mixed Delivery	<p>A district or charter school may contract with a charter school, Head Start or child care centers, family child care programs licensed under section 245A.03, or a community-based organization to provide eligible children with developmentally appropriate services that meet the program requirements in subdivision 2. Must include strategies for recruitment, contracting, and monitoring of fiscal compliance and quality.</p>	<p>A district or charter school may contract with a charter school, Head Start or child care centers, family child care programs licensed under section 245A.03, or a community-based organization to provide eligible children with developmentally appropriate services that meet the program requirements in subdivision 2.</p>
PreK-3 rd Grade Alignment	<p>Implement strategies that support the alignment of professional development, instruction, assessments, and pre-kindergarten through grade three curricula.</p>	<p>No statutory requirement regarding pre-kindergarten through grade three alignment.</p>

P3 Comprehensive Assessment System

Redesigned the School Readiness Study to include a menu of tools that align to Minnesota's standards now known as the Kindergarten Entry Profile (KEP).

- Desired Results Developmental Profile (DRDP)
- Teaching Strategies Gold (TSG)
- Work Sampling System (WSS)

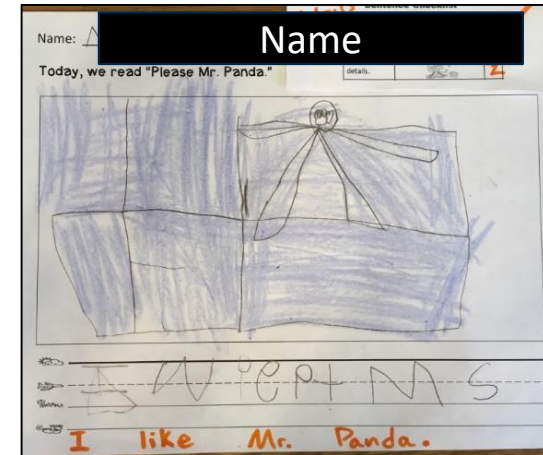
VPK Impact Measure—

- Programs must implement and measure the impact of voluntary prekindergarten by using a self-designed or MDE designed plan and provide results in their world's best workforce annual summary to the commissioner of education.

High Quality, Comprehensive, and Developmentally Appropriate

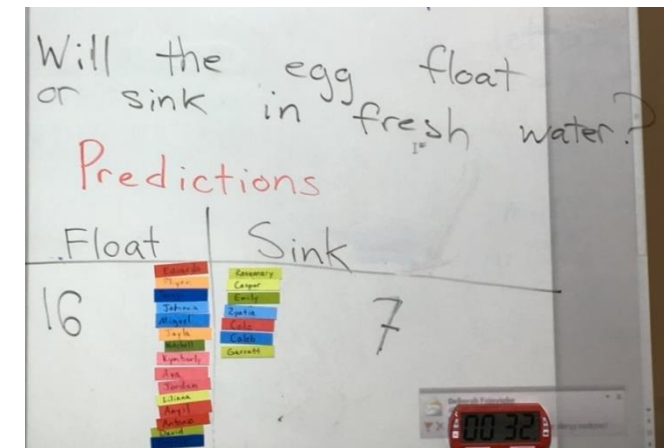
Authentic assessment:

- is observation based
- occurs within the educational routine (centers, whole-group instruction, recess, music)
- can include work samples, videos, or photos
- conducted over time
- incorporates verbal and non-verbal responses



These assessments *do not* rely on:

- direct (1:1) assessment
- question and answer (only verbal or written response)
- one-moment-in-time answers (more high-stakes)



Understanding Voluntary Prekindergarten Impact Measures

- In 2017-18—101/102 districts or charter schools receiving voluntary prekindergarten funding have elected to use the MDE Impact Measurement Plan (NOTE: Nine SRP funded districts and charters not required to have Impact Measurement Plan)
- The MDE Impact Measure Plan and Report is designed to help districts and charter schools:
 - Understand the outcomes of VPK and SRP
 - Share the outcome information in a way that can inform district and charter schools World's Best Work Force reports
 - Support program planning, professional development and decision-making at local and state levels

Data Collected by the Voluntary Prekindergarten Impact Measure Plan

Impact Measure Plan Components

Part I: Child Demographic Data

- Who attended—age, race, free/reduced status?
- How often and for how long did the child attend class?

Part II: Individual Item Level Assessment Data

- How complete was the data collected for each child?
- What can we learn about a child's readiness for kindergarten?
- What trajectories are visible that might help us close achievement gaps?

Part III: Program Data—Understanding Program Level Efforts and Impacts

- How has VPK influenced practices—E.G. hiring, transition, communication, professional development?
- Understanding challenges and successes perceived by schools

Collaboration, connection, and benefits from MDE Impact Measure Plan

- The development of the Impact Measure Plan is a collaboration between ECSE and ELS staff and informed by agency WBWF initiatives
- Data from ECSE and Scholarship children enrolled in VPK classrooms is included in the Impact Measure Report
- The ECE Data Warehouse is being developed with consideration of how to collect and use data for a wider variety of reporting purposes

2017-18 Voluntary Prekindergarten Summary of Tools

Teacher-Interaction tools used by districts/charters for teacher evaluation and professional development decisions (111 districts and charter schools reporting):

- Danielson—39
- CLASS—30
- Marzano—15
- TPOT—6
- Danielson and TPOT—3
- Other—18

Use of KEP Approved Assessment Tools (111 districts and charter schools):

- TS Gold—52
- Work Sampling System (WSS)—22
- Desired Results Developmental Profile (DRDP) —9
- DevMilestones (in pilot status)—23
- COR (in pilot status)—1
- Other—4

2019-20 Voluntary Prekindergarten Application Process

Application Process:

- Online application opened on January 2 and closed at 4 p.m. on January 30, 2019.
- Instructions for application and webinar information sent to all districts and charter schools on December 21, 2018 (additional emails have been sent to remind previously funded districts to submit required yearly application).
- The online application also includes the opportunity for districts/charters to opt into Parent Aware Auto-Rating process if funded for VPK.

Application Guidance Supports:

- Weekly January webinars (4) including: funding overview, demonstration of online application and attachments, and answer individual questions using chat box.
- Updated Q & A document posted weekly.
- Response to individual questions via phone and email.

VPK and SRP Site Allocation Process

Legislatively allocated VPK/SRP funding (or seat allocation) is divided into four groups identified legislatively and based on total state kindergarten enrollment:

- Minneapolis and St. Paul School Districts 10% (=673 children)
- Metro Suburban School Districts 40% (=2879 children)
- Non-Metro School Districts 43% (=3057 children)
- Charter Schools 7% (=561 children)

TOTAL FY19 ALLOCATION	100% (7,160 children)
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2017-2018 and 2018-2019 Application and Allocation Data

Allocation for FY18 *3,000 New seats were available for allocation	VPK		SRP		TOTAL	
	Funded	Unfunded	Funded	Unfunded	Funded	Unfunded
Districts/Charters	102	111	9	72	111	183
Sites	197	160	12	72	209	232
Participants	5,639	6,691	521	2,403	6,160	9,094

Allocation for FY19 *1,000 New seats were available for allocation	VPK		SRP		TOTAL	
	Funded	Unfunded	Funded	Unfunded	Funded	Unfunded
Districts/Charters	112	92	12	20	124	112
Sites	210	109	19	32	229	141
Participants	6,603	3,853	557	1,394	7,160	5,262

Early Learning Scholarships

Pathway I

Pathway II

Early Learning Scholarship Program

Purpose: To close the opportunity gap for low income children through increased access to high-quality early childhood programs.

Eligibility:	Children 3 years to kindergarten entrance from families with income equal to or less than 185% of FPG and younger siblings attending the same program. Children birth to kindergarten entrance of teen parents (pursuing GED or HS diploma), children in foster care or in need of child protective services, and children in families experiencing homelessness. The last four criteria have priority.
Children Served:	16,537 (FY 2018) 15,079 (FY 2017) 11,219 (FY 2016) 8,225 (FY 2015)
Funding:	<ul style="list-style-type: none">➤ State General Fund = \$70.2 million (FY 2019)➤ State General Fund = \$70.2 million (FY 2018)➤ State General Fund = \$59.9 million (FY 2017)➤ State General Fund = \$44.1 million (FY 2016)

Early Learning Scholarship Program

Key Program Components:	<ul style="list-style-type: none">➤ Scholarships administered by Area Administrators-Pathway I.➤ Four Star Parent Aware rated programs eligible to apply to administer a designated number of scholarships based on their enrollment and wait list of scholarship eligible children-Pathway II.➤ Scholarships may be awarded up to \$7,500 for each eligible child per year to use at a Parent Aware rated program.➤ Children continue to receive a scholarship each year until kindergarten entrance.
Outcome Measure:	Increasing the number of at risk children attending high quality early childhood programs. For scholarships, high quality is defined through Parent Aware rating of Three or Four stars.
Accountability:	Monitoring of both pathways for scholarships. Includes: <ul style="list-style-type: none">• Application and eligibility review• Review of invoices and payments• Review fidelity of implementation of program policies• Results used for process improvement, guidance, and policy clarification

Early Learning Scholarship Program

Pathway I: Awarded to eligible children through an Area Administrator

Pathway II: Awarded to children through a Four-Star Parent Aware rated early childhood site

- Children are awarded scholarships for a 12-month period from their start date.
- When a child is awarded a scholarship, he/she will continue to receive a scholarship until age eligible for Kindergarten entrance.
- Scholarships may be awarded up to \$7,500 over the 12-month period based on Parent Aware rating of program selected.
- Scholarships can be blended with other funds.

Early Learning Scholarship Program

Option 1 Family's income is equal to or less than 185% of the federal poverty level or as demonstrated through families participation in any of the following programs (72%)

- Minnesota Family Investment Program (MFIP)
- Child Care Assistance Program (CCAP)
- Free and Reduced-Price Lunch Program (FRLP)—family is eligible
- Child and Adult Care Food Program (CACFP)—child is eligible
- Food Distribution Program on Indian reservations
- SNAP
- Head Start
- Foster Care

Early Learning Scholarship Program

Option 2 Income Verification for Early Learning Scholarships

To qualify for an early learning scholarship, a family's income must be equal to or less than 185% of the federal poverty level.

28% of families use option 2 to determine eligibility compared to the vast majority, 72% under option 1.

Early Learning Scholarship Program

Expanded age eligibility and priority 0-4, 7/1/2018

Increase in special (priority) populations as a percent of scholarships FY17 to FY18 (from 9% to 20%)

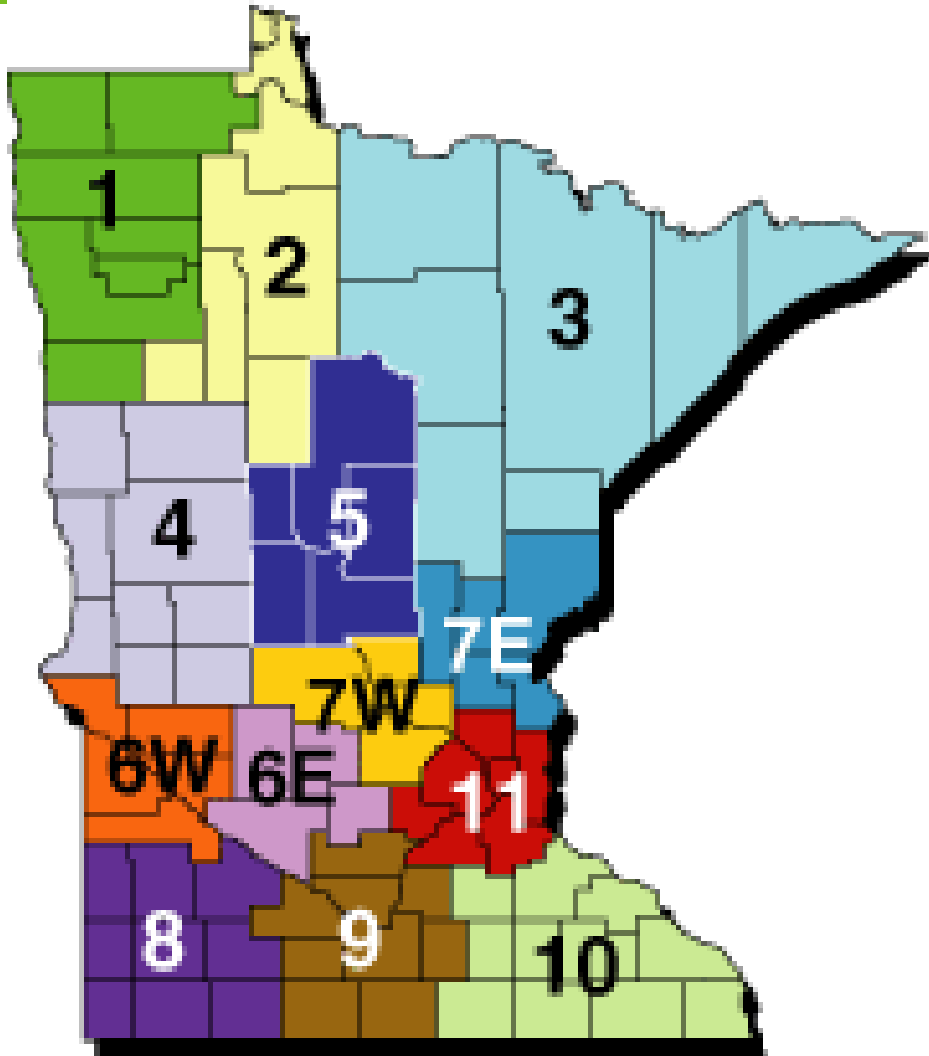
Children experiencing homelessness biggest growth from 5% to 13% of all awards, now representing 63% of all special population awards

Coordination enhancements-encouraged and supported (e.g., People Serving People partnership, county and tribal social services, alternative learning settings)

Exemption absent day-data gather new launch (teen and homelessness) 1/1/2019

Special Populations FY2018	Pathway I	Pathway II	Statewide
Children of Teen Parent	154	42	196
Foster Care	769	115	884
Children Receiving Child Protective Services	110	10	120
Experiencing Homelessness	1,642	427	2,069
Total	2,675	594	3,269

Administration



Pathway 1	Pathway II
<p>2019: \$38,365,453</p> <p>10 Nongovernmental agencies Two Tribal Align with Economic Development Regions</p> <p>Region 11 separated into Hennepin, Ramsey, East Metro-Anoka and Washington, and West Metro-Carver, Dakota, and Scott</p> <p>\$2,624,836</p>	<p>2019: \$28,968,711</p> <p>MDE directly funds school Districts, charter schools, and Head Start organizations</p> <p>One Area Administrator for Child Care Pathway II \$200,000</p>

Area Administrators-Pathway I

Region 1: Kittson, Marshall, Norman, Pennington, Polk, Red Lake, Roseau **Tri-Valley Opportunity Council**

Region 2: Beltrami, Clearwater, Hubbard, Lake of the Woods, Mahnomen **Mahube-Otwa Community Action Partnership, Inc.**

Region 3: Aitkin, Carlton, Cook, Itasca, Koochiching, Lake, Saint Louis **Northland Foundation**

Region 4: Becker, Clay, Douglas, Grant, Otter Tail, Pope, Stevens, Traverse, Wilkin **Lakes and Prairies Community Action Partnership:**

Region 5: Cass, Crow Wing, Morrison, Todd, Wadena **Mahube-Otwa Community Action Partnership, Inc.**

Region 6E: Kandiyohi, McLeod, Meeker, Renville

Prairie Five Community Action Council, Inc.

Region 6W: Big Stone, Chippewa, Lac qui Parle, Swift, Yellow Medicine **Prairie Five Community Action Council, Inc.**

Region 7E: Chisago, Isanti, Kanabec, Mille Lacs, Pine **Families First of Minnesota**

Region 7W: Benton, Sherburne, Stearns, Wright **Milestones**

Region 8: Cottonwood, Jackson, Lincoln, Lyon, Murray, Nobles, Pipestone, Redwood, Rock **Southwestern Minnesota Opportunity Council, Inc.**

Region 9: Blue Earth, Brown, Faribault, Le Sueur, Martin, Nicollet, Sibley, Waseca, Watonwan **Families First Minnesota**

Region 10: Dodge, Fillmore, Freeborn, Goodhue, Houston, Mower, Olmsted, Rice, Steele, Wabasha, Winona **Families First Minnesota**

Hennepin and Ramsey Counties **Think Small**

East Metro – Anoka and Washington Counties **Anoka County Community Action Program**

West Metro – Carver, Dakota, and Scott Counties **Families First of Minnesota**

Leech Lake Band of Ojibwa – Child Care Services:

White Earth Reservation – Child Care/Early Childhood Programs

Thank you!

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