



Program Overview to Early Childhood Finance and Policy Committee

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February 11, 2021



Ten Minnesota Commitments to Equity

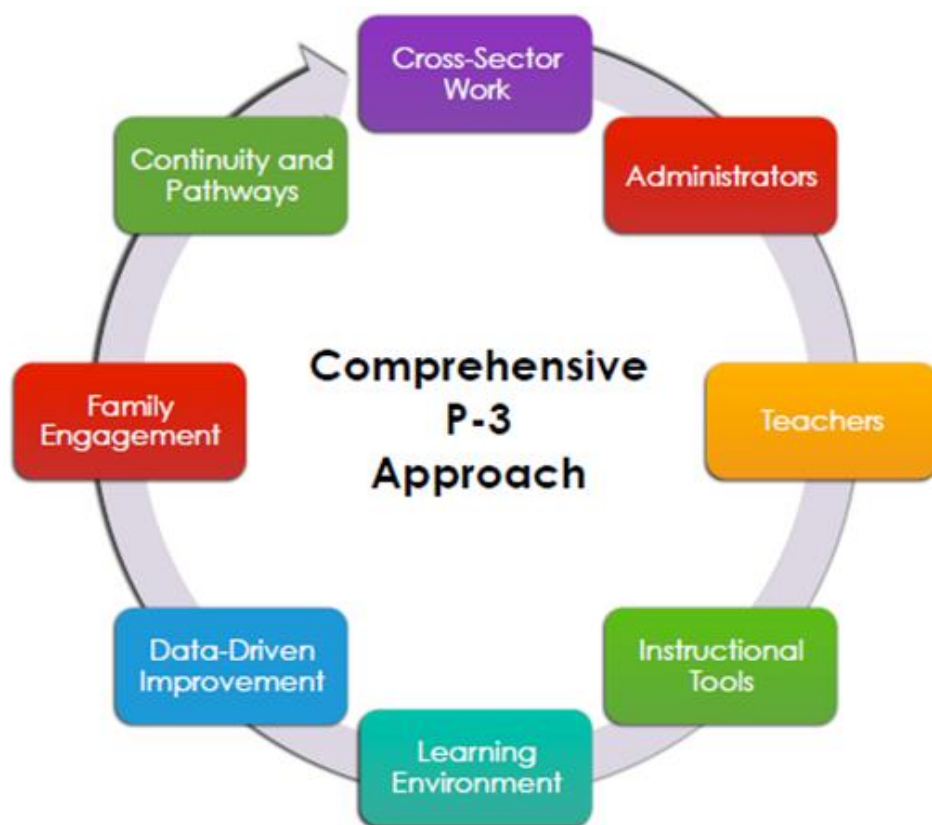
1. Prioritize equity.
2. Start from within.
3. Measure what matters.
4. Go local.
5. Follow the money.
6. Start early.
7. Monitor implementation of standards.
8. Value people.
9. Improve conditions for learning.
10. Give students options.

- Provide an overview of early learning programs supported by MDE and their funding
 - Early Childhood Indicators of Progress
 - Early Childhood Screening
 - School Readiness
 - Early Childhood and Family Education
 - Head Start and Early Head start
 - Voluntary Prekindergarten
 - School Readiness Plus
 - Kindergarten Entry Program
 - Early Childhood Special Education
 - Early Learning Scholarships

Importance of the Early Years

- Rapid growth and development
- Influenced by interactions with people and environments including early learning experience
- Benefits are long lasting especially when paired with high quality educational experiences in K to 3rd grade
- High rate of return on investments in prekindergarten are tied to the quality of the experience

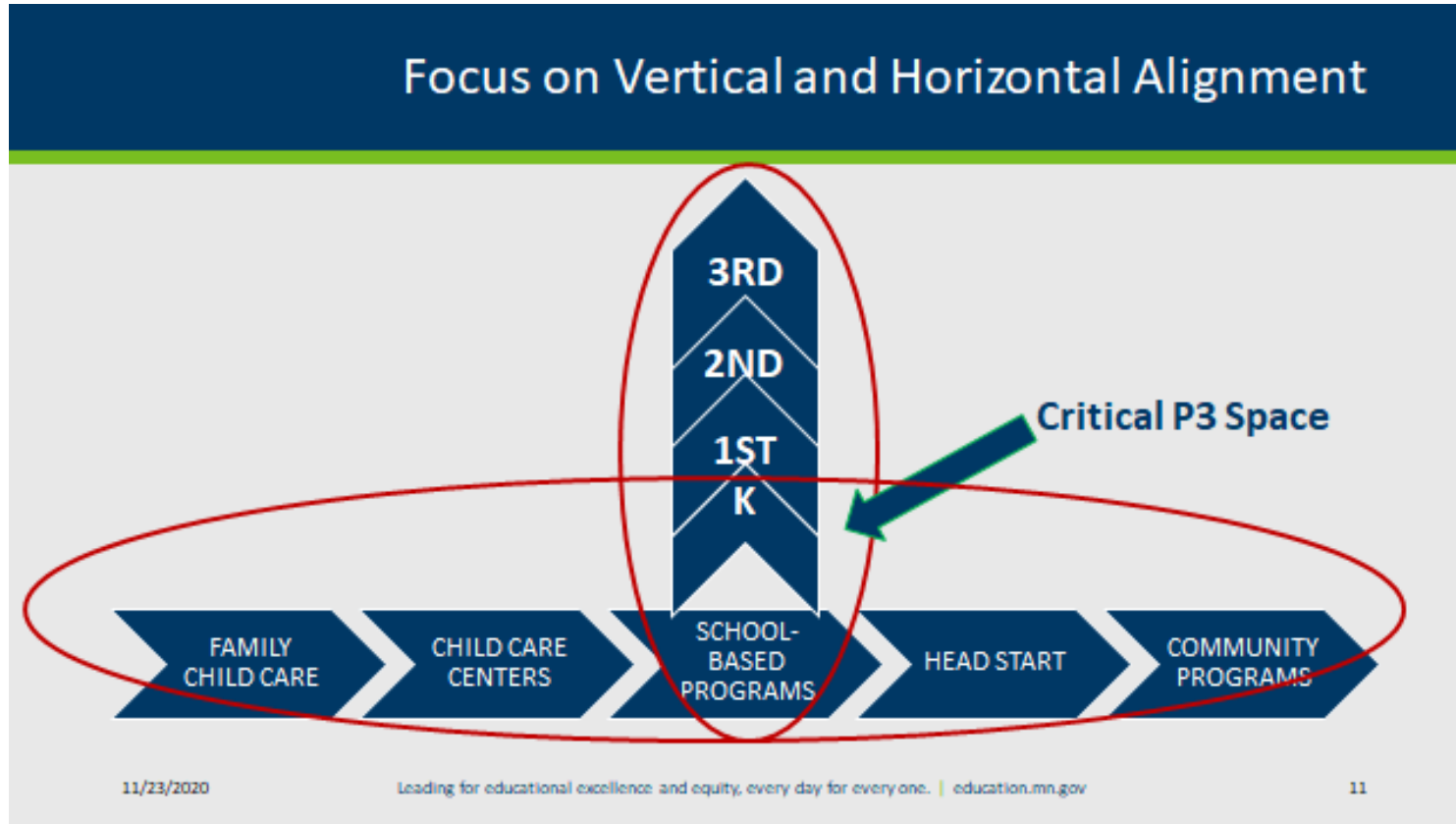
Comprehensive P-3 Approach



- **Structural supports** focus on collaboration and decision-making practices that improve: P3 leadership and administration; education and training of teachers (including wages); ratio of children-to-teacher and class size; and parent engagement.
- **Process supports** focus on the interactions between teachers and children; intentional learning environments; aligned teaching, and coaching practices; and integrated data systems (child, classroom, and instruction).

Kristie Kauerz (2019) P3 Framework [National P3 Center](#).

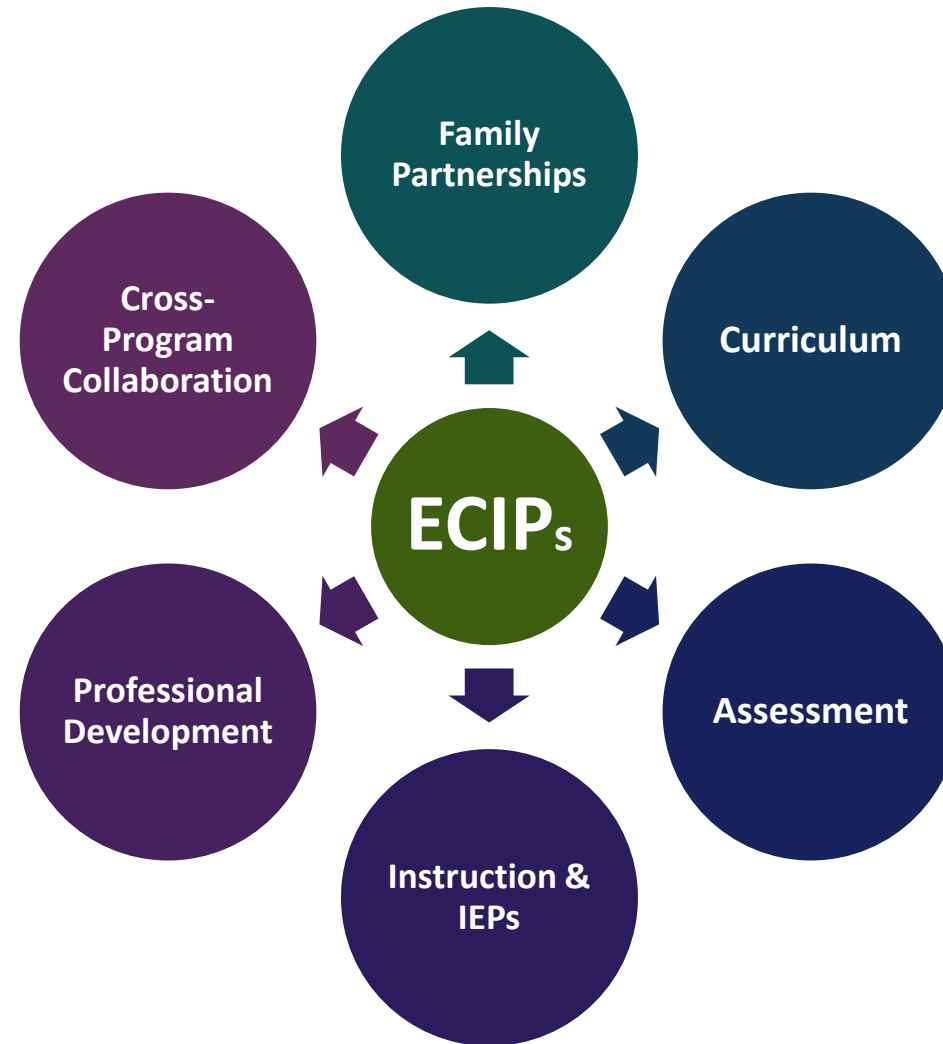
School-based programs



Due North Education Plan prioritizes:

- Meeting the needs of students during and after the pandemic.
- Ensuring every student receives a world-class education.
- Ensuring every student learns in a safe and nurturing environment.
- Ensuring every student learns in a classroom with caring and qualified teachers.
- Expanding access to opportunities for students of color and Indigenous students.
- Expanding opportunities for students in greater MN.

Early Childhood Indicators of Progress (ECIPs)



Supports for Successful Students



The onus for successful students (kindergarten readiness) is on adults working together to create the conditions necessary for learning and success in school.

Early Childhood Health and Developmental Screening

Purpose: Assists parents and communities in improving the educational readiness and health of young children through the early detection of factors that may impede children's learning, growth, and development.

Eligibility	All children prior to or within 30 days of public school kindergarten enrollment. All children prior to or within 90 days of enrollment in School Readiness, Voluntary Prekindergarten, School Readiness Plus or Early Learning Scholarships. Target age is between 3 and 4 years. Parents may conscientiously object.
Children Served	45,048 FY20 60,467 FY19
Key Program Components	Required components of a screening program: outreach to each resident family, hearing, vision and developmental screening, immunization review, height and weight, identification of risk factors that may influence learning, identification of health care coverage, parent interview, referral and follow up when potential needs are identified.
Outcome Measure	Percentage of 3 year olds receiving screening. Referrals for further assistance made for children identified as having possible health and/or developmental concerns. Percentage of districts providing interpreter assistance for diverse populations to access screening (52%)
Funding	State General Funds: \$3,607,885 (FY20)

School Readiness the program

Purpose: To prepare children, ages 3-5 years, who meet certain eligibility factors to enter kindergarten.

Eligibility	Statewide to all families with a risk factor. Available to all districts
Children Served	Children: 26,636 FY20 MB
Key Program Components	<ul style="list-style-type: none">• A biennial plan is included in their WBWF plan (section 120B.11)• Assess each child's cognitive and language skills when the child enters and again before the child leaves the program• Offer comprehensive program content• Involve parents in decision-making• Most school districts offer half-day preschool programs from one day to five days per week• Program supervisors are required to be licensed early childhood teachers or licensed parent educators.
Outcome Measure	Participation numbers are reported
Funding	\$33,683,000 (FY21)

Early Childhood Family Education

Purpose: To provide parenting education to support children's learning and development.

Eligibility	All children birth to kindergarten and their parents and relatives. Parenting education up to third grade if P3 initiative in district.
Children Served	Universal to all MN families. Available to all districts Children: 21,992 FY20 22,353 FY19 Adults: 28,135 FY20 31,810 FY19
Key Program Components	Provides parent education, early childhood education and opportunities for parent-child interaction. Most classes meet weekly for two hours during the school year. For toddlers and preK classes, parents, children and teachers are together in the classroom for the first hour followed by parent discussion and child-only time.
Outcome Measure	Participation numbers are reported to MDE
Funding	\$33,046,000 (FY21)

Early Childhood Screening Aid

- State aid funding based on the number of children screened each year by the district:
 - \$75 per 3-year-old screened
 - \$50 per 4-year-old screened
 - \$40 per 5- or 6-year-old screened
 - \$30 per child when screened within 30 days of kindergarten start and not previously screened
- May receive funding for multiple screenings
- Aid for FY20 and FY21 equal to the amount received in FY19
 - [Chapter 116/HF 4415 COVID-19 Formula Adjustments](#)

-Minn. Stat. §121A.19

School Readiness Funding

- **Total School Readiness Aid = \$33,683,000**
 - \$16, 841,500 is allocated to schools based on their 4-year-old population
 - \$16,841,500 is allocated to schools based on the number of students eligible for the free & reduced price lunch program
- Revenue must be reserved in the Community Service Fund
 - School Readiness account includes aids, fees, grants and all other revenue received by the program
- Program fees – a district must adopt a sliding fee schedule based on family income
 - Fee must be waived if a participant unable to pay

-Minn. Stat. §124D.16

Early Childhood Family Education (ECFE) Funding (1)

- **ECFE Revenue** = $\$151.04 \times \text{Age 0-4 Census}$
 - Indexed to general education formula allowance (2.3% of FA)
 - Formula has a population floor of 150
 - Guarantees Minimum Revenue of $150 \times \$151.04 = \$22,656$
- **ECFE Levy** = Tax rate \times ANTC tax base
 - Tax rate to raise \$22,135,000 (0.23% for FY21)
- **ECFE Aid** = ECFE Revenue – ECFE Levy

-Minn. Stat. §124D.135

Early Childhood Family Education (ECFE) Funding (2)

- Revenue must be reserved in the Community Service Fund
 - ECFE account includes aids, fees, grants and all other revenue received by the program
- Revenue must be used for ECFE programs:
 - Not more than 5% to administer ECFE programs
 - Up to 10% for equipment purchases
- Program fees – a district must adopt a sliding fee schedule based on family income
 - Fee must be waived if a participant unable to pay

-Minn. Stat. §124D.135

Home Visiting Revenue

- **Home Visiting Revenue**
 - Revenue = \$3.00 x Age 0-4 Census
 - Equalized levy at \$17,250 based on ANTC/pupil
- **Eligibility**
 - Must have ECFE revenue
 - Must enter into a collaborative agreement to provide education and social services to families with young children
- Revenue must also be reserved in an ECFE account within the Community Service Fund
 - ECFE account includes aids, fees, grants and all other revenue received by the program

-Minn. Stat. §124D.135

Community Service Early Learning Programs by Source

ECFE, School Readiness and Early Childhood Screening Program Funding by Major Revenue Source, FY 2020

Program Description	STATE AID	PROPERTY TAXES	FEES	MISC LOCAL	TRANSFERS	GRAND TOTAL
ECFE	29,188,184	19,853,726	3,330,348	2,532,602	294,079	55,198,939
Prekindergarten	111,158	--	406,789	199,012	323,649	1,040,608
School Readiness	31,180,038	136,325	19,209,934	1,689,990	2,608,835	54,825,123
Early Childhood Screening	3,028,959	--	700	150,530	258,139	3,438,329

Source: FY 2020 UFARS

Questions

Head Start and Early Head Start

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)

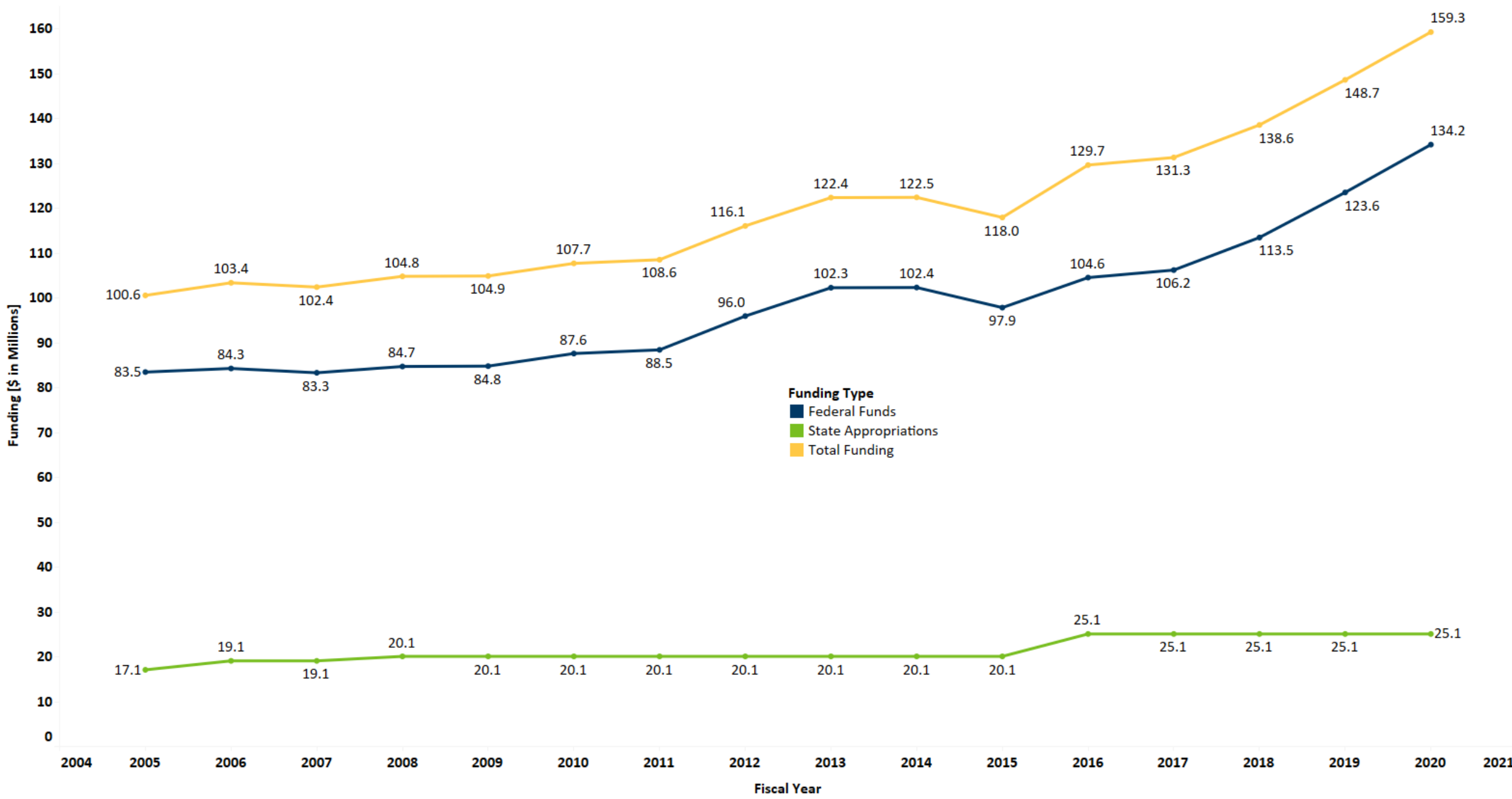
Eligibility	Children ages birth to 5 years and pregnant mothers at or below the federal poverty level. Head Start (3 to 5 year olds) Early Head Start (pregnant mothers and children to age 3)	
Children Served	Early Head Start: 1040 FY20	1078 FY19
	Head Start: 1032 FY 20	1202 FY19
Key Program Components	Targeted. 33 agencies operate 34 Head Start programs (8 Tribal) throughout MN. Comprehensive programming for children and their families. Programs use research based curriculum and assessment tools Measure ongoing development and child outcomes over the program year.	
Outcome Measure	Percentage of children who met developmental targets upon exiting program Number of children assessed on exiting program	
Funding	Federal Funds: \$142,000,000 State General Funds: \$25,100,000	

Head Start and Early Head Start FY 2021

The table below includes ALL Tribal, non-Tribal and Migrant/Seasonal Head Start & Early Head Start grantees
(32 Agencies)

Program	Funding
Head Start	
State	\$ 9,547,680.00
Federal	\$ 103,161,421.00
Early Head Start	
State	\$ 15,314,207.00
Federal	\$ 38,534,672.00

Head Start Historical Funding Since 2005 (\$ in Millions)



Voluntary Prekindergarten (VPK)

Purpose of VPK Program	Prepare children for success as they enter kindergarten the following year.
Eligibility	All children who are four years of age as of September 1 are eligible to participate free of charge.
Children Served	2019-20 School Year = 7,409 children enrolled in programs offered by 118 districts and charter schools at 198 sites.
Key Program Components	Provide at least 350 hours of instruction annually; class size not more than 20 with 1:10 staff to student ratio; Taught by knowledgeable teacher comparably compensated to K-12 teachers; Must involve families in program planning and transitions; Coordinate with all relevant school and community-based services.
Outcome Measure	Assess cognitive and language skills at entry and exit using a kindergarten entry profile (KEP) approved tool. Implement a plan that measures the impact of the VPK program
Funding	Early learning funding and is combined with SRP

School Readiness Plus (SRP)

Purpose of SRP Program	Prepare children for success as they enter kindergarten the following year.
Eligibility	A child who is four years of age as of Sept 1 and who demonstrates one or more of the listed risk factors is eligible to participate in the program free of charge. Risk includes: Free or reduced meals, English language learner, homeless, has IEP, identified through developmental screening, is in foster care.
Children Served	2019-20 School Year = 517 children enrolled in programs offered by 10 districts and charter schools at 17 sites.
Key Program Components	Provide at least 350 hours of instruction annually; class size not more than 20 with 1:10 staff to student ratio; Taught by knowledgeable licensed teacher; Must involve families in program planning and transitions; Coordinate with all relevant school and community-based services.
Outcome Measure	Assess each child's cognitive and language skills with a comprehensive child assessment instrument when the child enters and again before exiting the program.
Funding	Early learning funding and is combined with VPK

More Alike than Different

Most notable differences

1. SRP – one licensed teacher in each classroom
2. VPK requires salaries comparable to K-12
3. VPK-PD and instruction that is aligned to 3rd grade

VPK/SRP Spending and Seat Allocation History

VPK/SRP Funding Information	FY17	FY18	FY19
Funds Allocated	\$27,000,000	\$44,450,074	\$52,745,625
Funds Spent	\$17,300,000	\$36,475,424	\$43,002,112

VPK/SRP Allocated Seats	FY17	FY18	FY19	FY20	FY21	FY22 and Later
Allocated Seats	3,160	6,160	7,160	7,160	7,160	3,160
Requested But Unfunded Seats	6,837	9,094	5,262	6,402		

Kindergarten Entry Profile (KEP) Initiative

Purpose: Support a menu of standards-based, developmentally appropriate assessments (based on the Kindergarten Readiness Study) that measure the extent to which students are meeting age/grade level expectations to support their learning. District/charter school participation (for kindergartners) is voluntary.

Eligibility	Districts/charter schools serving kindergarten students.
Children Served	FY 20: 869 kindergartners in 9 districts/charter schools (< 2% of kindergartners). FY 21: no districts/charters opted to participate.
Key Program Components	KEP-approved assessments must meet a number of criteria including significant alignment to the ECIPS and are used by voluntary prekindergarten, school readiness plus, and Early Childhood Special Education programs. MDE supports a cohort of trainers in KEP-approved assessments and sponsors free trainings.
Outcome Measure(s)	<ul style="list-style-type: none">• Percent of kindergartners participating (0 in FY 21)• In FY 21, 665 educators attended a KEP-assessment training
Funding	State General Funds: \$281,000 in FY 20 and FY 21

Early Childhood Special Education

Part B/619

Purpose: To provide Free and Appropriate Education to children identified with a special education eligibility ages three to Kindergarten Enrollment.

Eligibility	Part B/619: Children age 3 to Kindergarten enrollment that have demonstrated a categorical disability eligibility or a Developmental Delay in at least two developmental domains.
Children Served	Children Age 3 to kindergarten enrollment under categorical disability or Developmental Delay in 2 or more developmental domains. Current Child Count for children birth to kindergarten enrollment is: 11,940
Key Program Components	Special Education Services across home, childcare and preschool settings Focus on Least Restrictive Environments State-wide Professional Development System (MN Centers of Excellence): Pyramid Model and Classroom Engagement Model Help Me Grow and Help Me Connect
Outcome Measure	Child Outcome Summary Scoring: Compares children's performance and growth to those of their peers in 3 outcome areas.
Funding	State Aid: (Part B/619) \$87,034,019 + Transportation Aid \$20,131,650 Federal Grants: (Part B) \$7,668,707 (operational, discretionary and flow through)

Early Childhood Special Education

Part C

Purpose: To provide a comprehensive statewide program of early intervention services for infants and toddlers with disabilities, ages birth through age 2 years and their families.

Eligibility	Part C: Children birth to age 3 with a Developmental Delay in 1 area or a diagnosed condition known to hinder development.
Children Served	Current Child Count for children birth to age 3 enrollment is: 4890
Key Program Components	<p>Special Education Intervention: Home and Childcare Environments</p> <p>Natural Environments</p> <p>Routines Based Intervention and Family Engagement</p> <p>State-wide Professional Development System (MN Centers of Excellence): Evidence-Based Quality Intervention Practices</p> <p>Inter-agency Coordinating Council appointed by Governor to advise and coordinate state-wide system and Interagency Early Intervention Committee</p> <p>Help Me Grow and Help Me Connect</p>
Outcome Measure	<p>Federal Reporting Indicators:</p> <p>Child Outcome Summary Scoring: Compares children's performance and growth to those of their peers in 3 outcome areas.</p> <p>Family Outcomes Survey: Rated based on 2 criteria with a focus on building family capacity as advocates and educational partners.</p>
Funding	<p>State Aid: (Part C) \$14,051,972 + Travel Aid \$269,670</p> <p>Federal Grants: (Part C) 8,066,348</p>

VPK/SRP Funding Model:

- Formula driven - with cap on number of participating sites and students
- Participating students are included in the district / charter school enrollment, Average Daily Membership (ADM) and pupil units.
 - 4-year-old students at participating sites generate up to 0.6 pupil units
- VPK/SRP students generate funding for all pupil-driven funding formulas within the general fund
 - General education, special education, charter school lease aid, achievement and integration, long-term facilities maintenance (LTFM), school lunch
 - VPK/SRP students may not also generate revenue for early learning programs in the community service fund

-Minn. Stat. §124D.151

FY 2021 VPK/SRP Revenue by Program

District Type	General Education	Special Education	Charter Lease	Qcomp	Achieve & Integration	LTFM	School Breakfast	School Lunch	TOTAL
SCHOOL DISTRICT	33,476,684	1,605,499	-	823,813	550,351	738,098	180,395	79,534	37,454,374
CHARTER SCHOOL	3,244,002	-	187,988	93,643	-	37,693	15,903	7,011	3,586,240
GRAND TOTAL	36,720,686	1,605,499	187,988	917,456	550,351	775,791	196,298	86,545	41,040,614

Source: November 2020 Forecast

Early Childhood Special Education (ECSE) Funding:

- ECSE students also generate funding for all pupil-driven funding formulas within the general fund
- ECSE students who have an IEP/IFSP are included in the district / charter school enrollment, Average Daily Membership (ADM) and pupil units
 - Generate a minimum of 0.28 ADM
 - Pre-kindergarten ECSE students participating in evaluation services also generate a small amount of ADM for those hours
- Special education aid for ECSE students is generated the same as any other grade level student
 - Funding is largely based on the cost of providing special education services to ECSE students
 - State aid for home based travel also covers 50% of the travel cost of staff going to family homes

Questions

Early Learning Scholarships

Purpose: Close the opportunity gap by increasing access to high-quality early childhood programs.

Eligibility	Family eligibility: A child three or four years old on September 1, or priority population, children 0-4. Income equal to or less than 185% of federal poverty level or as demonstrated by already participating in one of 8 public programs.
Children Served	15,022 in FY2019, 14,185 in FY2020
Key Program Components	<p>Priority for children 0-4 in the following priority categories: , of teen parents, experiencing homelessness, in foster care, or in need of child protection (FY2018 implementation).</p> <p>Early learning programs eligible based on Parent Aware rating and may be school based, Head Start, child care centers, or licensed family child care.</p> <p>Pathway I- distributed by 12 Area Administrators, 10 geographically based, two Tribal</p> <p>Pathway II-Awarded by Four Star rated Parent Aware rated programs directly</p>
Outcome Measure	Child assessment required at all programs with a Three or Four Star rating, All children are assigned a State Student Identification (SSID) number that may be used to look at other factors such as if a statewide KEP was implemented. Funding-not a program

Early Learning Scholarships Data Update

Funding

- 2021: \$70.709 Million
- Special Revenue Account as of FY2020, any underspending will be regranted in subsequent fiscal year
- **Report:** [Early Learning Scholarships Use in Minnesota - State Fiscal Year 2020](#)
 - Published January 14, 2021
 - Publicly available for download on the [Early Learning Scholarships program webpage](#) in the *Early Learning Scholarship Participation* area

Year-over-Year Summary Data

<i>Year-over-Year</i>	FY 2019	% of Total	FY 2020	% of Total	Change +/-
Total Scholarships	15,022		14,185		-837
Pathway I	7,830	52.12%	7,575	53.40%	-255
Pathway II	7,221	48.07%	6,646	46.85%	-575
Priority Populations	4,063	27.05%	4,616	32.54%	+553
Teen	149	0.99%	120	0.85%	-29
Homeless	2,515	16.74%	3,245	22.88%	+730
Foster Care	1,220	8.12%	1,393	9.82%	+173
Child Protection	179	1.19%	218	1.54%	+39

FY 2021 Mid-Year Summary Data

FY 2021 - Scholarship counts through December 21, 2020	
Total Scholarships	8486
Pathway I	3840
Pathway II*	4648
Priority Populations**	2644
Teen Parent	57
Homeless	1820
Foster Care	800
Child Protection	134

*Target to be awarded by 10/15/2020

** Child may have more than one priority status

Access and quality go hand in hand

Children need safe and stimulating experiences

Caring and nurturing relationships with both the child and family have a lasting impact

Focus on continuous improvements in all early learning programs

Look for additional ways to align early childhood programs with K-12

Support teacher recruitment, retention, continuous learning and compensation

Questions

Thank you!

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