



Division of Early Learning Services

Bobbie Burnham | Director

January 31, 2019



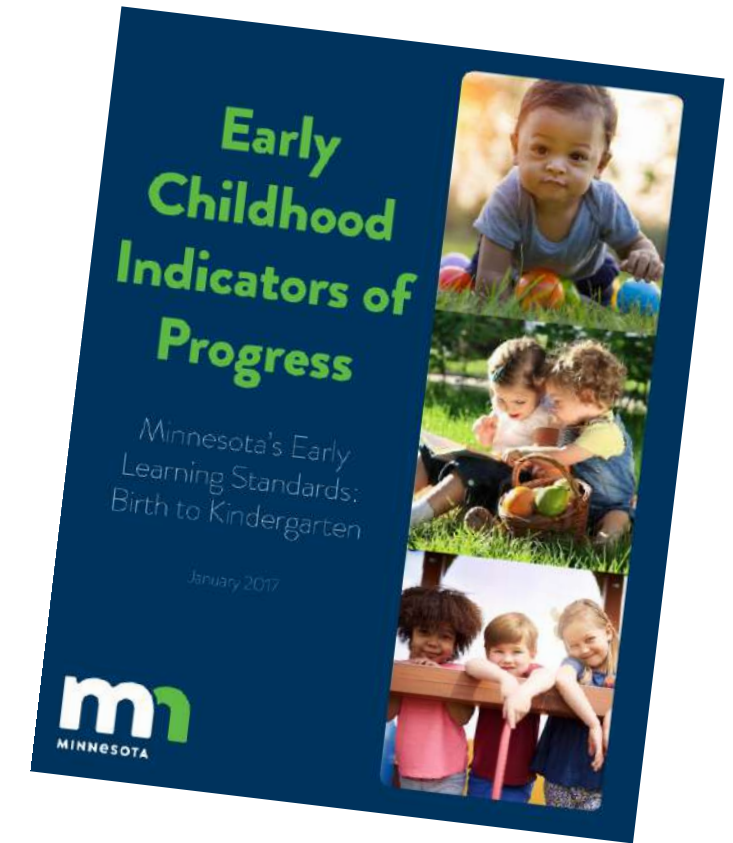
Ten Minnesota Commitments to Equity

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.

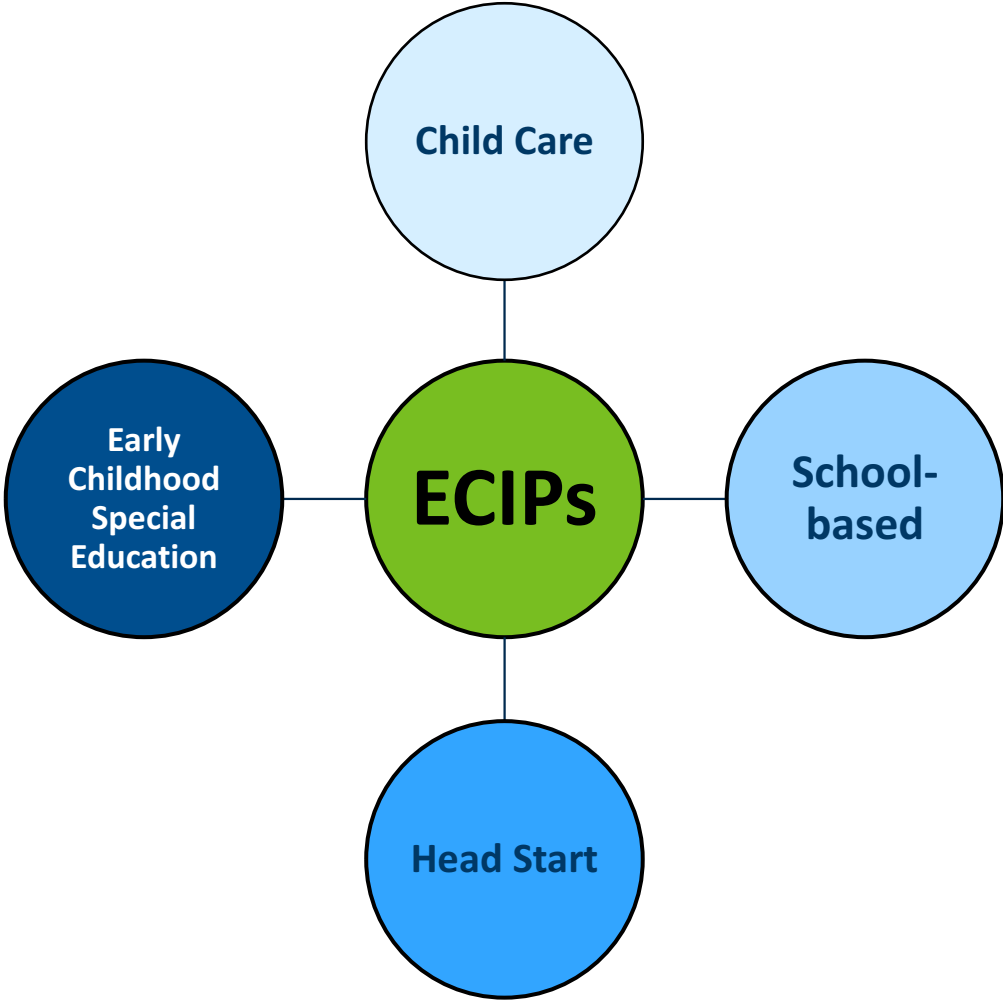
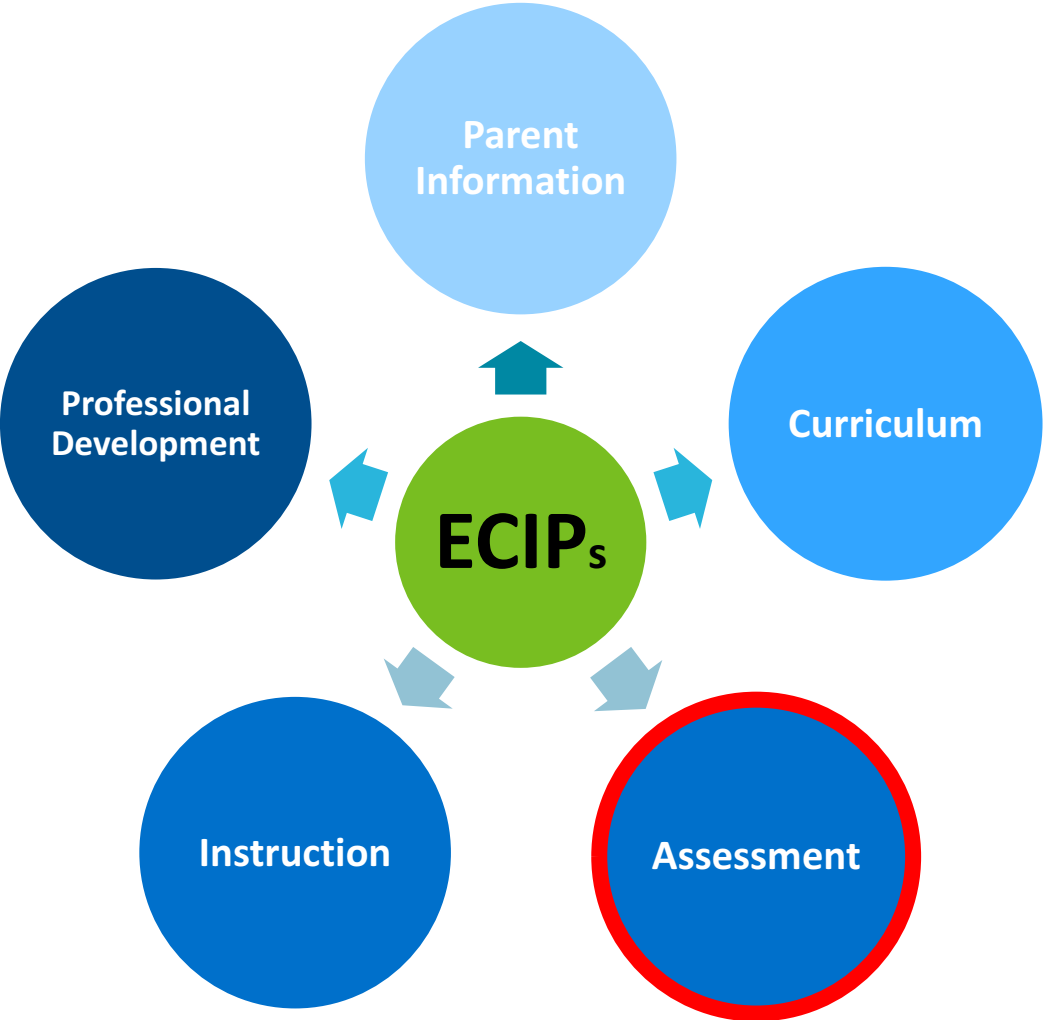
A Standards-Based Birth- Age 5 System

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



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

Head Start Mission Statement

Head Start gives children from at-risk backgrounds the skills they need to be successful in school and life – supporting more kids, families, and communities on their path to success.

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:	Pregnant Mothers and children ages birth to five years from families at or below the federal poverty line or participating in Minnesota Family Investment Program (MFIP), who are homeless or in foster care.
Children Served: School Year 2018-2019:	Total Funded Enrollment (state and federal funds) -10,803 Head Start, 3098 Early Head Start, 418 Early HS-CC Partnerships (Federal Grants: \$7,078,389) Wait List (as of October 2018): 2279
Funding:	Federal: \$123.55 million per year Early Head Start = \$25,844,428 State General Fund: \$25.1 million per year Early Head Start = \$13,349,384
Key Program Components:	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. Programs must use an assessment tool to measure ongoing development and child outcomes at regular intervals over the program year.
Outcome Measure:	Percentage of children who met developmental targets upon exiting Head Start in FY 2016-

Head Start Program

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Eligibility:	Pregnant Mothers and children ages birth to five years from families at or below the federal poverty line or participating in Minnesota Family Investment Program (MFIP), who are homeless or in foster care.
Children Served: School Year 2018-2019:	Total Funded Enrollment-10,803 Head Start, 418 Early Head Start-Child Care Partnerships Wait List (as of October 2018): 2914
Funding:	Federal: \$123.55 million per year Head Start= \$89,988.150 State General Fund: \$25.1 million per year Head Start = \$11,785,605
Key Program Components:	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. 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.
Outcome Measure:	Percentage of children who met developmental targets upon exiting Head Start in FY 2016-2017: 3 year olds 84% (n= 1438) 4 year olds 78% (n=1796)

Early Head Start-Child Care Partnerships

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

Eligibility:	Children ages birth - three years from families at or below the federal poverty line or participating in Minnesota Family Investment Program (MFIP), who are homeless or in foster care.
Children Served:	School Year 2018-2019: Total Funded enrollment 418 (28 Centers, 11 Family Child Care)
Funding: Federal: \$ 7,078,389	In March 2015, the Administration for Children and Families at the U.S. Department of Health and Human Services awarded 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 serving infants and toddlers from families with low incomes. 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. EHS-CC Partnership grantees leverage multiple funding sources to maximize resources and provide quality child care opportunities for children from families with low income</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

Head Start Programs

OUR COMMITMENT TO CONTINUOUS IMPROVEMENT.
We are constantly learning from each other, and bringing the best ideas forward to make every Head Start classroom even more robust.

“It’s not just that we’re always learning; we’re learning to respond. Whatever collaboration we do is geared to be able to respond to where we are, and the needs of our current society. We’re flexible.”

Head Start Practitioner

Head Start Practitioner

OUR FOCUS ON THE “WHOLE CHILD.”
We’re not just teaching children the basics of early education to prepare them for school. We’re teaching them the basics to prepare them for life.

“For me, that’s the difference between an average state Pre-K program and Head Start. Most programs are not focusing on the whole child.”

Head Start Practitioner

Voluntary PreKindergarten School Readiness Plus School Readiness

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 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 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 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

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

<p>Eligibility:</p>	<p>VPK Children four years of age by September 1.</p>	<p>SRP 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.</p>
<p>Seats Allocated for Children:</p>	<p>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)</p>	
<p>Funding: VPK (FY2017) VPK & SRP (FY2018) VPK & SRP (FY2019)</p>	<p>(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)</p>	

Voluntary Prekindergarten and School Readiness Plus Comparison

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

Key Instructional, Assessment Components:

VPK

- Provide at least 350 hours of instruction.
- Provide 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 a KEP approved comprehensive assessment tool.
- Implement strategies that support the alignment of professional development, instruction, assessments and pre-K through grade 3 curricula.

SRP

- 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.

Voluntary Prekindergarten and School Readiness Plus Comparison

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

Key Program Components:

VPK

- 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 professional development activities for school district and community-based providers.

SRP

- 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.

Voluntary Prekindergarten and School Readiness Plus

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

<p>Key Evaluation Components:</p>	<p>VPK</p> <ul style="list-style-type: none">• 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.	<p>SRP</p> <ul style="list-style-type: none">• No requirement.
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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.

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: 9 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

2017-2018 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

2019-2020 Voluntary Prekindergarten Application Process

Application Process:

- Online application opened on January 2 and will close at 4:00pm 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.

School Readiness Program

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

Eligibility	Children three years to kindergarten entrance.
Children Served:	19,845 children (FY2018)
Funding:	State General Fund: \$33.6 million per year (FY 2018). State General Fund: \$33.6 million (FY 2017).
Key Program Components:	<ul style="list-style-type: none">• A School Readiness program must include a biennial plan in the district's World's Best Workforce plan, describing how the program meets School Readiness program requirements.• Programs must assess each child's cognitive and language skills with a comprehensive child assessment when the child enters and again before the child leaves the program to inform program planning and promote kindergarten readiness.• 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. School districts may operate their own programs or contract with community early childhood programs or charter schools.
Outcome Measure:	Participation numbers are reported to MDE.

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 base don 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

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%)

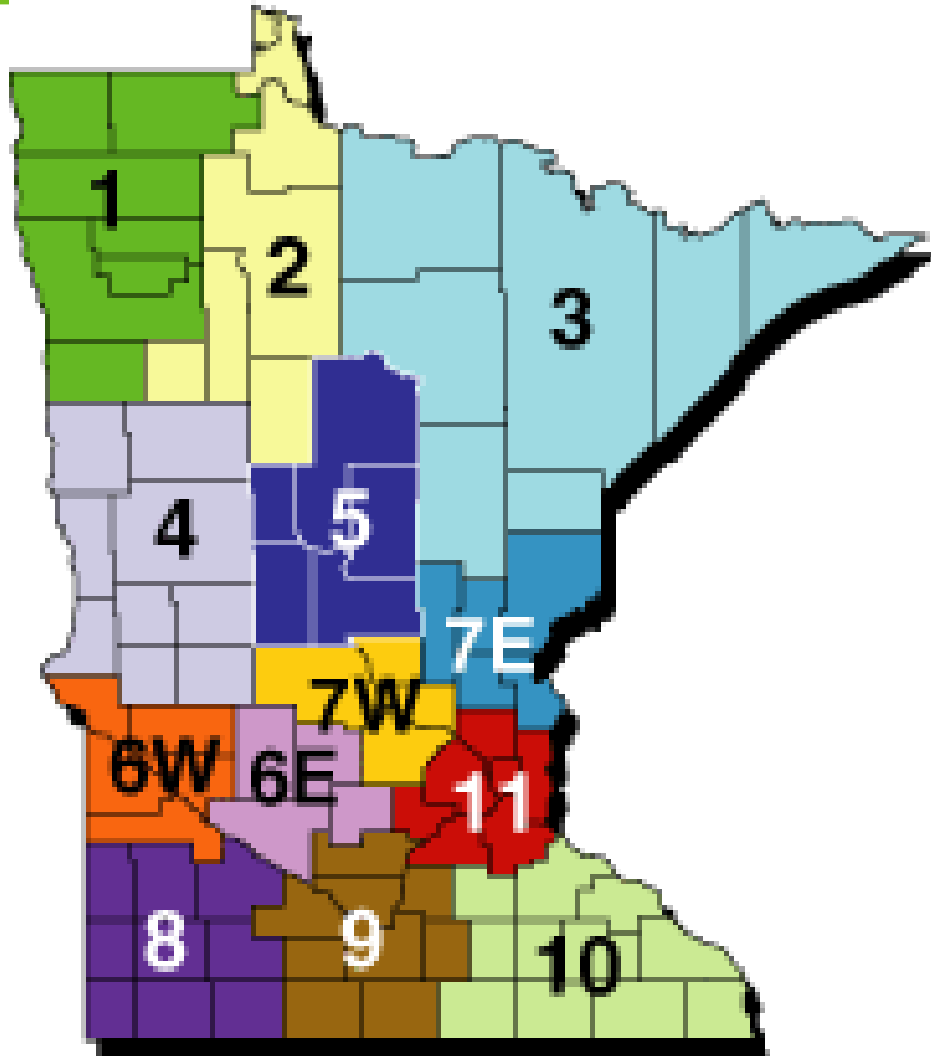
Children experiencing homelessness biggest growth from 5% to 13% of all awards, now representing 63% of all special population awards

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 Non Governmental agencies 2 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>1 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!

Bobbie Burnham

Bobbie.Burnham@state.mn.us

651-582-8414

Sandy Myers

sandra.myers@state.mn.us

651-582-8301