

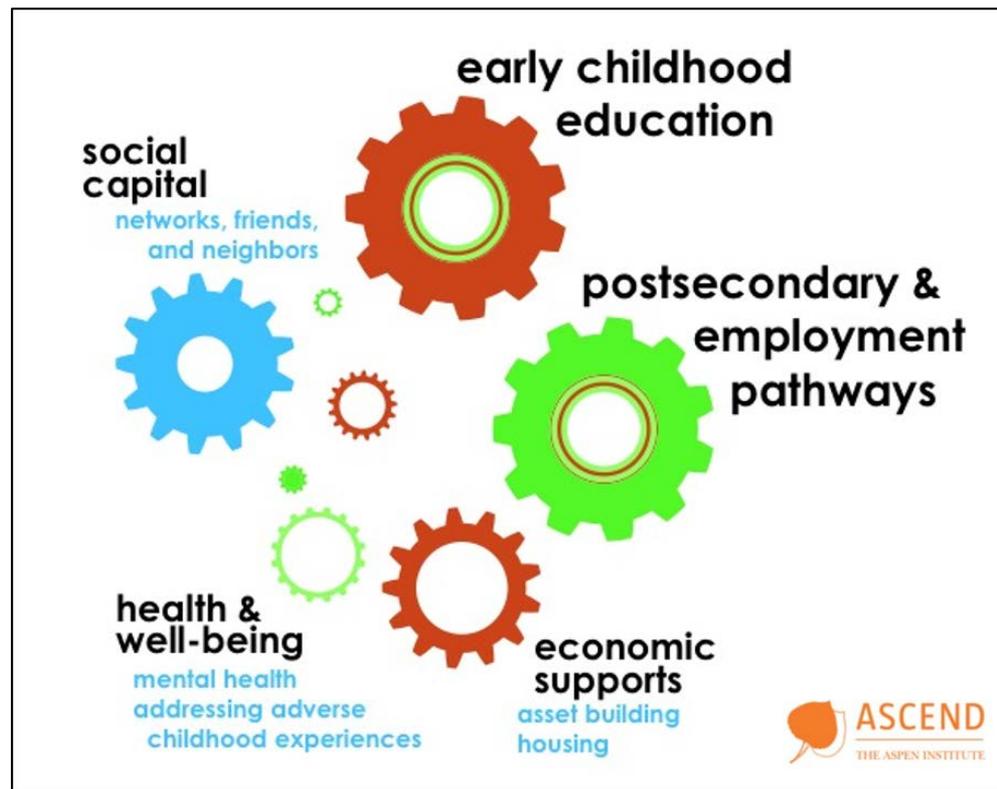
# Joint Senate Hearing MDE, DHS, & MDH January 18, 2017

# Minnesota Children's Cabinet

- Coordinate across agencies with a focus on systems-building and ease of access to state-administered resources;
- Build public awareness & support for critical investment in young children and their families; and
- Advise Governor's Office on early childhood policies & priorities .

# Two Generation Approach: Public Programs

Two-generation approaches build **education**, **economic supports**, **social capital**, and **health and well-being** to create a legacy of economic security that passes from one generation to the next.



COMMUNITY ENGAGEMENT & OUTREACH

PARENT EDUCATION & FAMILY SUPPORT SERVICES

PHYSICAL & MENTAL HEALTH SERVICES

ADMINISTRATOR & TEACHER EFFECTIVENESS

INSTRUCTIONAL TOOLS & LEARNING ENVIRONMENT



**EARLY CHILDHOOD PROGRAMS**

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

Voluntary Pre-K  
Head Start  
School Readiness  
Early Childhood Special Ed  
Community-based Preschools  
& Child Care Centers

**KINDERGARTEN-3<sup>rd</sup> GRADE**

Full-day Kindergarten  
Early Elementary Grades (K-3)  
Before/After School Care  
Summer Program

# Today's Goals

- Provide an overview of how programs at the Minnesota Departments of Education, Human Services, and Health intersect when serving Minnesota children and families.
- Identify opportunities for improved cross-agency collaborations and policy/program implementation.

## Heather's Story

Heather has two children, ages two- and four-years-old. The children have been placed in foster care with their maternal grandmother while Heather receives treatment and works on a court-ordered plan to rebuild her life, including parenting skills.

The children's foster care worker helps Grandma find financial support for the children's care by applying for early learning scholarships on behalf of the children.

Additionally, as a scholarship requirement, the program works with the family to connect them with early childhood screening as the four-year-old has not yet had their developmental screening.

Heather and grandma both attend Early Childhood Family Education (ECFE) to enhance their knowledge and skills to improve interaction with the children and provide positive supports to the children's stages of childhood development.

# Early Learning Scholarships Program

**Purpose:** Increases access to high-quality early childhood programs for children three to five years old in order to improve school readiness of all children.

**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.

**Children Served:** 11,219 (SFY 2016)

**Funding:** State General Fund = \$59.9 million (FY 2017)  
State General Fund = \$44.1 million (FY 2016)

**Key Program Components:** Scholarships administered by Regional Administrators.  
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.

# 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:** Children between the ages of three and kindergarten entrance; target age between three and four years.

**Children Served:** 60,661 (SFY 2016)

**Funding:** State General Fund: \$3.4 million (SFY2016)  
Districts report spending an additional \$1,400,000 to meet required components of the screening.

**Key Program Components:** Required components of a screening program: hearing, vision and developmental screening, immunization review, height and weight, identification of risk factors that may influence learning, parent interview, referral and follow up when potential needs are identified.

**Outcome Measure:** School districts may use the [Minnesota Quality Indicators for Child and Developmental Screening](#) developed collaboratively for screening programs by MDE, MDH, and the Department of Human Services (DHS).

# Early Childhood Family Education

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

**Eligibility:** Children birth to kindergarten and their parents, expectant parents and relatives. Program is not targeted, but programs should prioritize families and parents identified in the community needs assessment, particularly those families and parents with children with the most risk factors birth to age three.

**Children Served:** 98,000 (SFY 2016)

**Funding:** State General Fund: \$29.9 million (FY 2017)  
State General Fund: \$28.4 million (FY2016)

**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. 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

# Kyraya's Story

Kyraya, met her home visitor, Sara, when she was 16 and pregnant.

Home visiting aims to link pregnant women with quality prenatal care, support parents early in their role as a child's first teacher, ensure that very young children develop in safe and healthy environments, and impart parenting skills and support that decrease the risk of child abuse.

Kyraya notes her home visitor "helped me with all of the testing I needed while I was pregnant, with getting to my doctor's appointment, diapers, a breastmilk resource because I breastfed. It was like resources for everything. Everything I needed... she had it." By working with her home visitor, Kyraya was able to build her own parenting skills, connect to other supports like WIC and child care, graduate from high school and increase her self-confidence, "She helped until I got the hang of it. After I got the hang of it, I could do it on my own. It was like, "I know how this goes, I got this now."

Kyraya's daughter is 4 now, getting ready to go to kindergarten and doing great.

# Family Home Visiting Program

**Purpose: Support parents to foster healthy beginnings, improve pregnancy outcomes, promote school readiness, prevent child abuse and neglect, promote positive parenting and resiliency in children, and promote family health and economic self-sufficiency for children and families.**

**Eligibility:**

- Pregnant and parenting families at risk for poor social, physical, health, or developmental child outcomes.

**Children Served:**

- 9504 infants and children (SFY 2014)

**Funding:**

- State General Funds: \$2.4 Million (SFY 17)
- Federal Funds: 17.5 million (SFY 17)

**Key Program Components:**

- Through consistent and planned home visits with a trained home visitor, parents and caregivers learn how to improve their family's health and provide better opportunities for their children.

**Outcome Measures:**

- 20 Home Visiting Benchmarks are reported to MDH: maternal/newborn health, child abuse/neglect, school readiness, parent-child relationships, domestic violence, and family economic self-sufficiency.

# Supplemental Nutrition Program for Women, Infants and Children (WIC)

**Purpose:** Provides nutrition services, breastfeeding support, healthy foods, and referrals to health and other needed services to pregnant women, new mothers, breastfeeding moms, infants and kids up to age five.

**Eligibility:**

- 185% of FPL or adjunctively eligible through Medicaid or specific other programs

**Children Served:**

- 138,750 infants and children in FFY 2015

**Funding:**

- Federal Funds = \$107.1 million FFY 2016
- WIC is mostly federally funded in Minnesota. Less than 2% of funding is local.

**Key Program Components:**

- Nutrition assessment and counseling
- Promotes and supports breastfeeding

**Outcome Measure:**

- Increase breastfeeding rates
- Increase adequate birth weight
- Reduce childhood obesity and anemia rates

# Angela's Story

Angela works 35 hours a week at a hotel and has 3 children (ages 1, 3, and 7). Angela earns \$18,000 a year and gets child support which brings her income to \$25,000 a year.

Angela is on Basic Sliding Fee child care. She has also received an Early Learning Scholarship for her 2 younger children who attend a child care center that is 4 star Parent Aware rated.

Angela's copay for Basic Sliding Fee child care is \$26 every 2 weeks. The scholarship covers Angela's copay and the difference between the center's charge and the amount paid through Basic Sliding Fee child care.

Additionally, Angela has just learned that her older son's school now offers a free half-day voluntary prekindergarten program and is excited to enroll her middle child there next fall to assist his transition to kindergarten.

# Voluntary Pre-Kindergarten

**Purpose:** Prepare children for success as they enter kindergarten the following year.

**Eligibility:** Children 4 years old on September 1.

**Children Served:** Estimate 3,300 children (FY2017)

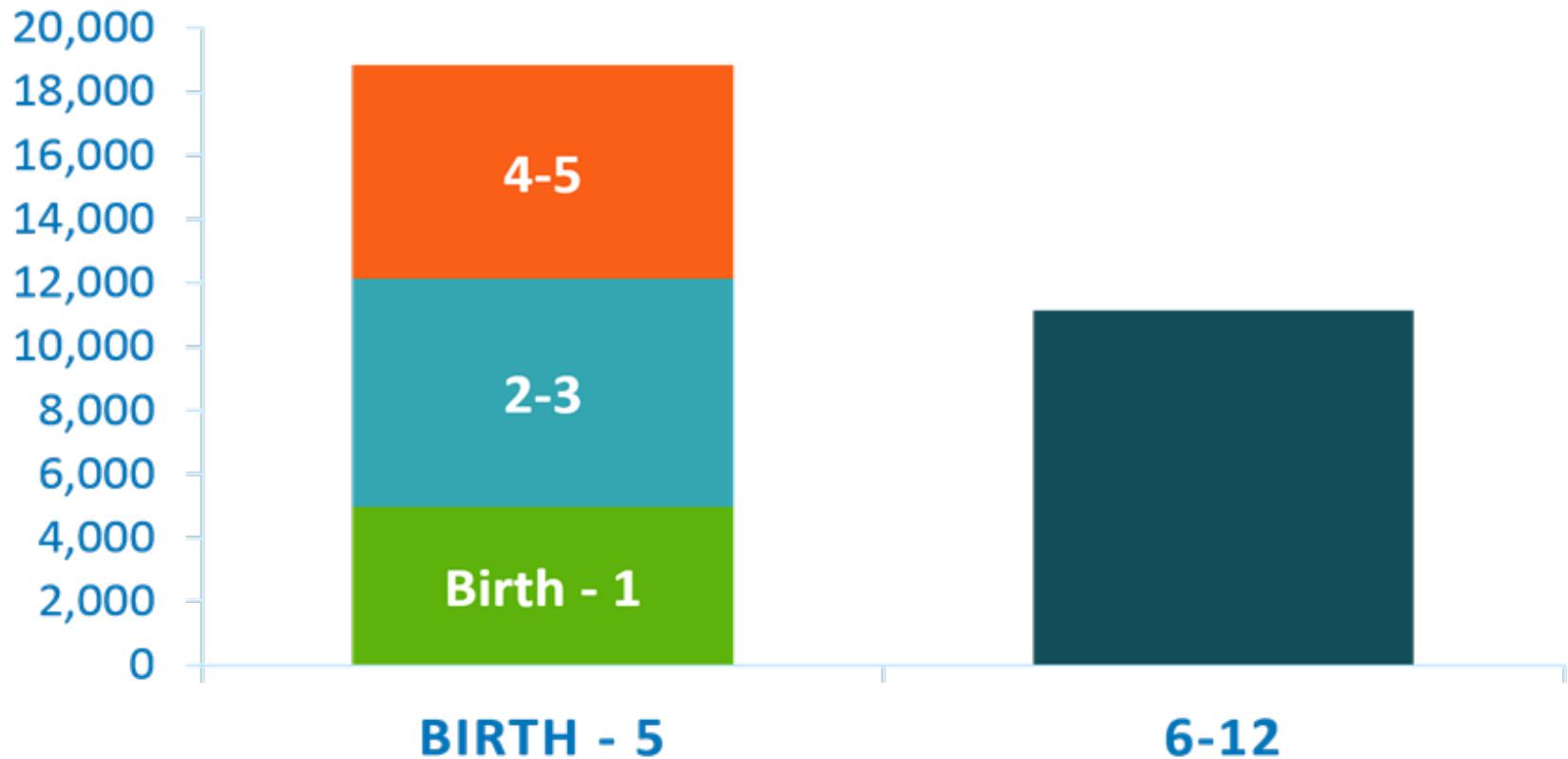
**Funding:** State General Fund: \$26,399,000 (FY 19 and later)  
\$27,239,000 (FY 18)  
\$27,092,000 (FY 17)

**Key Program Components:** Must offer a minimum of 350 hours a year.  
Assessment of cognitive and social skills upon entry and exit.  
Alignment of professional development, instruction, assessment and curricula from pre-K to grade 3 and coordination of kindergarten transition.  
Must provide staff salaries comparable to local K-12 staff.  
Coordination with school district programs, community-based services and parents.  
School districts/charter schools may operate contract with community early childhood programs or charter schools.

**Outcome Measure:** Each school district and charter school must measure the impact of the program.

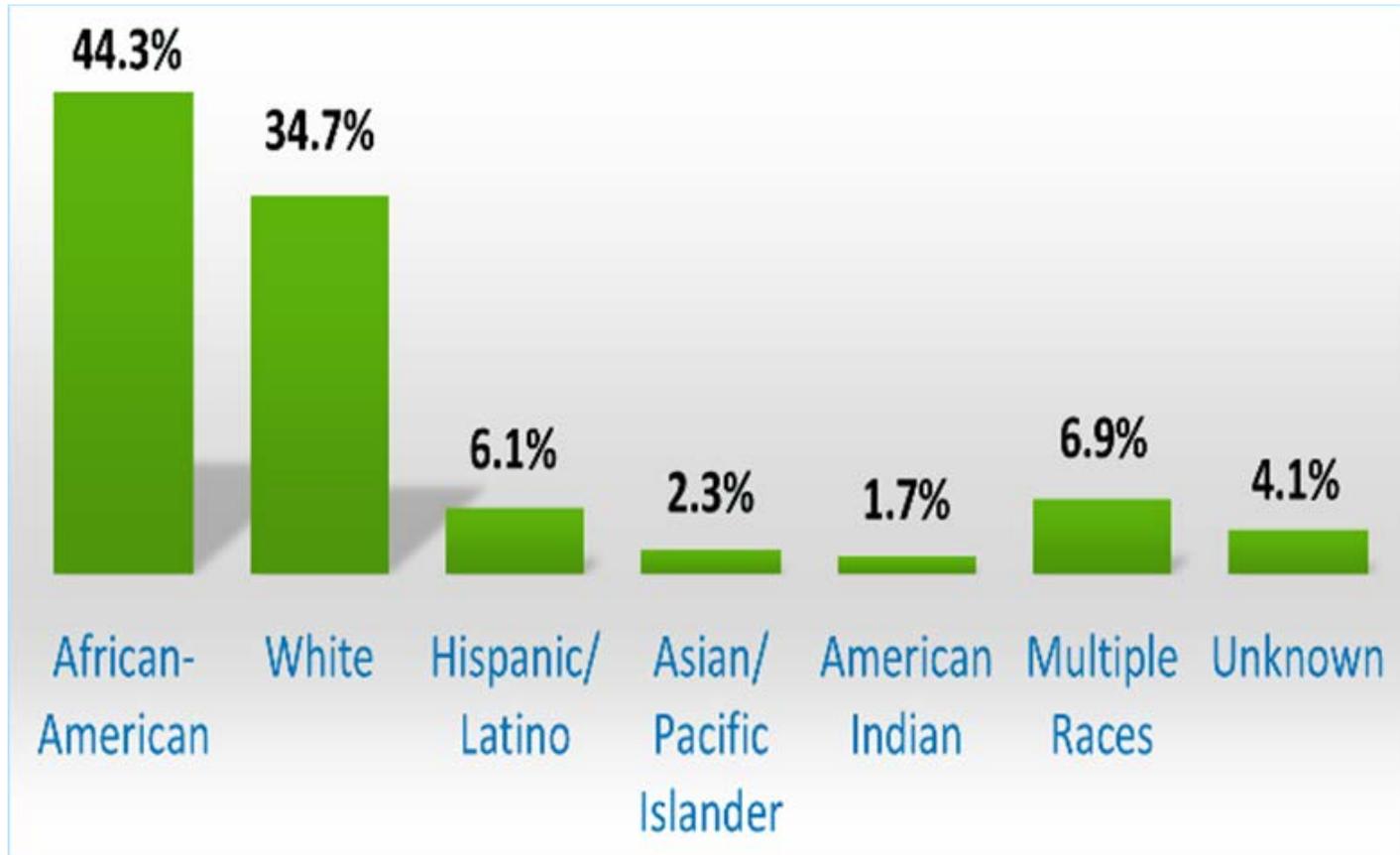
# Child Care Assistance Program

## Who does CCAP serve?



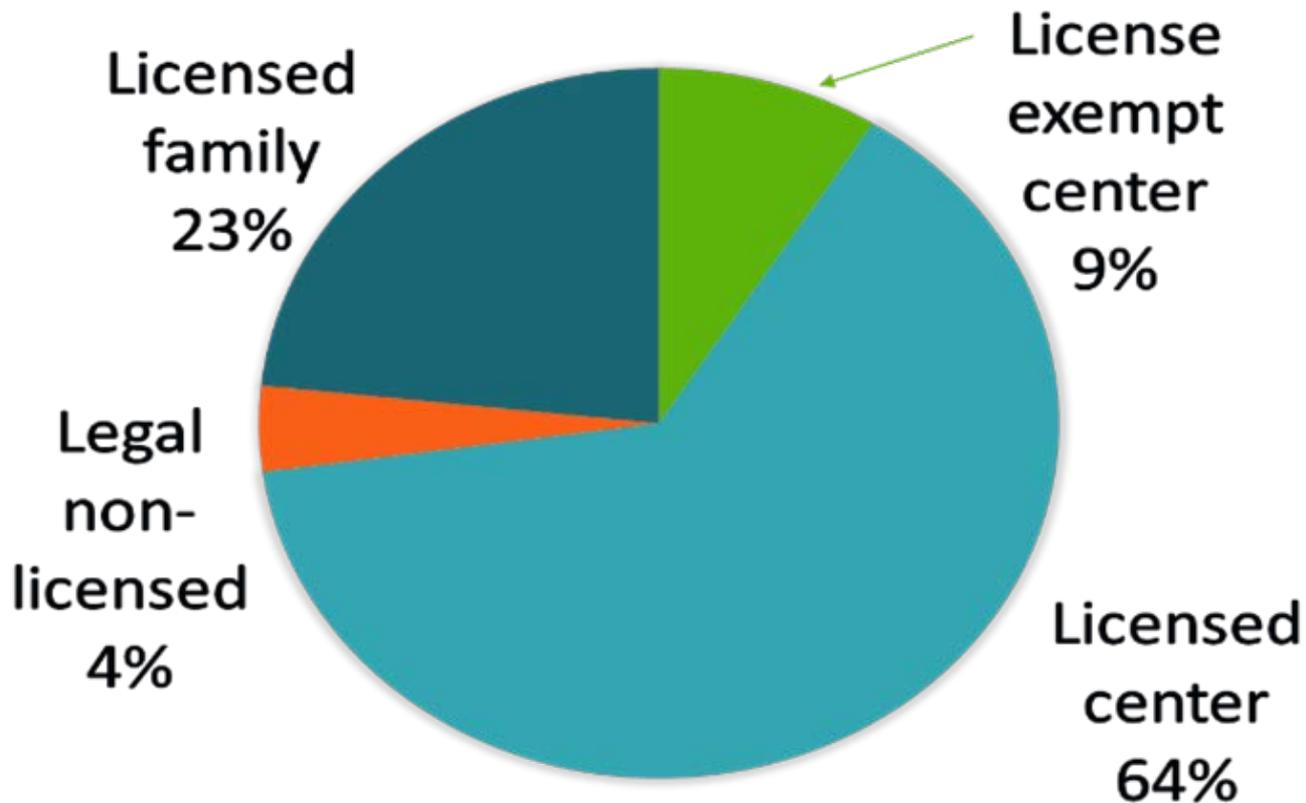
# Child Care Assistance Program

## Race and Ethnicity



# Child Care Assistance Program

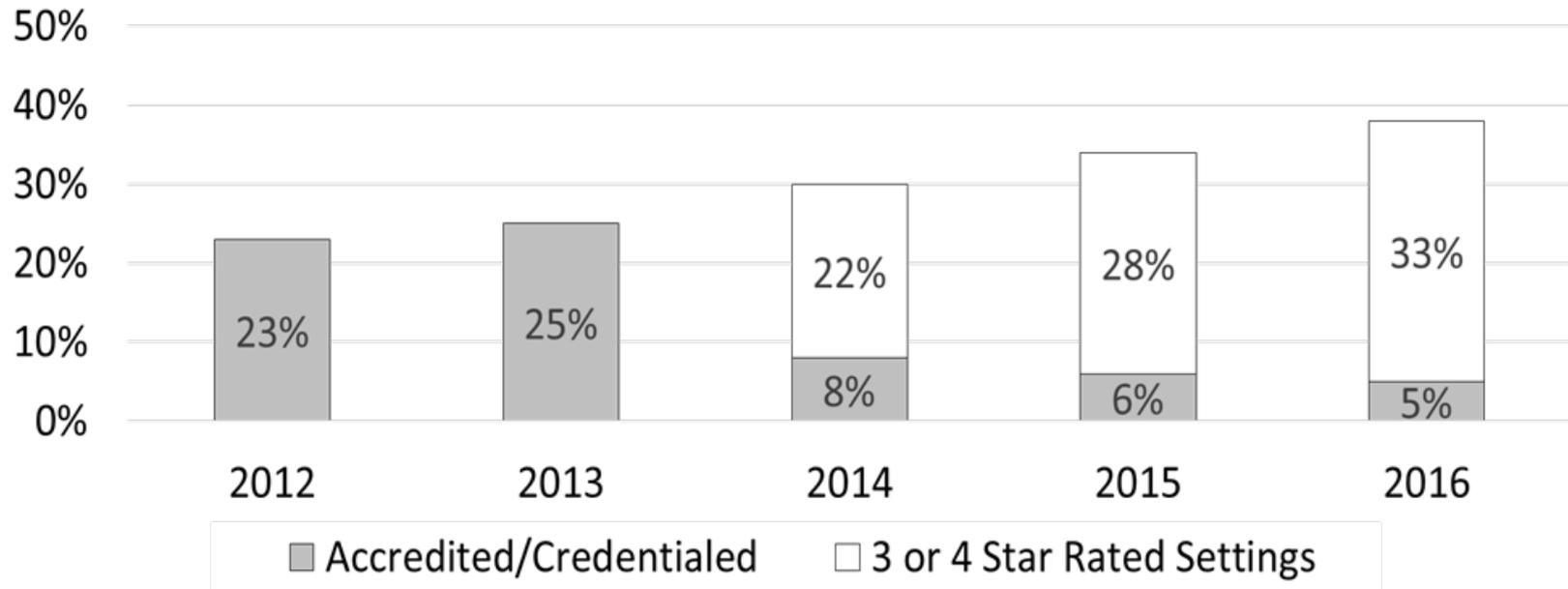
## What type of child care do they use?



# Child Care Assistance Program

## What percent are in high-quality settings?

Percent of Children Receiving Child Care Assistance in High Quality Settings

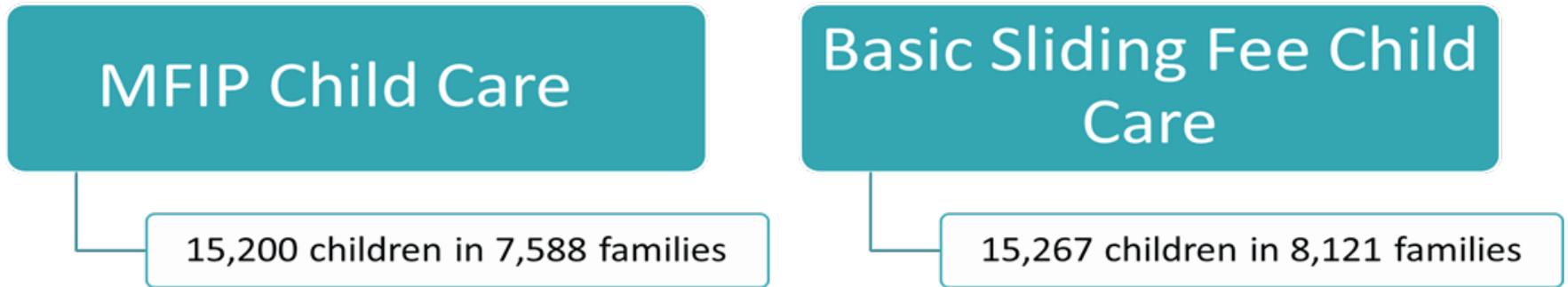


# Child Care Assistance Program

## Child Care Assistance Program Funding

- Funding for 2016 was \$249.1 million:
- \$150.6 million, including federal and state funding, for MFIP child care
- \$98.5 million, including federal, state and county funding, for Basic Sliding Fee child care

# Child Care Assistance Program



**Families that are Waiting:**

**Over 5,400 families are waiting for Basic Sliding Fee Child Care**

# Child Care Assistance Program

## Key Focus Areas of the CCDBG Reauthorization of 2014

- **Stable child care for children during important early development years**
- **More funds dedicated to child care quality**
- **Health and safety requirements for child care providers**
- **Updated reimbursement rates**
- **Transparent consumer and provider education information**

# Child Care Assistance Program

**Purpose: Help families pay for child care so parents can pursue employment or education and help ensure children are well cared for and prepared for school.**

- Eligibility:**
- Income below 47% SMI to qualify (\$37,264 for a family of 3); ineligible at 67% SMI (\$53,122 for a family of 3);
  - Participate in work, education or job search;
  - Serves children through age 12 (or 14 with special needs).

- Children Served:**
- 29,701 children served in an average month.
  - 60% are children age 0-5 and not yet in kindergarten.

- Funding:**
- SFY2016 funding was \$249.1 million
- \$150.6 million for MFIP child care
  - \$98.5 million for Basic Sliding Fee child care

- Key Program Components:**
- Administered by county and tribal agencies.
  - MFIP child care is fully funded.
  - Basic Sliding Fee child care waiting list of 5,398 families in 18 counties as of October, 2016

**Outcome Measure:** Increase the percentage of children ages 0-5 not yet in kindergarten served by providers who are highly rated.

# Parent Aware

**Purpose: to help families find child care and early education programs, help programs improve their practices, and prepare children for school and life.**

**Eligibility:** Programs serving preschool-aged children, including:

- Licensed child care centers.
- Licensed family child care.
- Head Start programs.
- School-based pre-kindergarten programs.

**Programs Served:** 2,654 as of December 31, 2016

**Funding:** SFY2017 funding totals \$9.6 million:

- State General Fund: \$3.6 million
- Federal Child Care Development Block Grant: \$2.5 million
- Race to the Top – Early Learning Challenge Grant: \$3.5 million

**Key Program Components:**

- Provide parents with tools and information to find the best child care and early education for their children
- Offer coaching, training and grants to help programs improve
- Provide best practices based on research on what makes a difference for children's outcomes.

**Outcome Measure:** % of children receiving child care assistance in high quality programs.

# Office of Inspector General (OIG)

## Purpose:

Enhance program quality and integrity by ensuring:

- Services meet minimum quality, health and safety standards
- Child Care providers provide the services they are paid to provide

## Number Served:

Family Child Care: 8,890 providers; 104,180 children capacity  
Child Care Centers: 1,710 centers; 123,600 children capacity

## Funding:

OIG work is paid through a combination of licensing fees and federal and state funding.

## Key Program Components:

- Licensing oversight of child care providers– directly and through county partnership.
- Investigations to assure accurate provider billing of CCAP.
- Investigations to verify recipient eligibility.

# Miguel's Story

Pathway II early learning scholarship funds were used to expand half-day Head Start classrooms to fully-day programs.

Miguel's family was participating in the local Family Home Visiting program, and during a visit near Miguel's 3<sup>rd</sup> birthday, the home visiting specialist noted some concerns with his development and referred him through the statewide Help Me Grow system.

The district's Early Childhood Special Education program placed him in a local Head Start program and together, all these agencies partnered to provide Miguel with high-quality, inclusive early childhood programming.

Programming included an individualized instruction from licensed early childhood providers and instructors in a responsive learning environment.

# Minnesota Help Me Grow

**Purpose:** Help Me Grow connects children for whom developmental concerns have been raised to their local school district to determine eligibility for Early Childhood Special Education (ECSE) services.

**Eligibility:** Any child, birth to Kindergarten entrance, for whom a concern has been raised about his/ her development, may be referred to Help Me Grow.

**Children Served:** 630,000 families with young children could be reached; more than 15,000 referrals were made through HMG in 2016.

**Funding:** Part C of IDEA

**Key Program Components:**

- Mobile First referral portal and conduit.
- Public awareness and outreach.
- Help Me Grow website.

**Outcome Measure:** The number of children identified as eligible for infant-toddler intervention (Part C) or Early Childhood Special Education.

# Infant-Toddler Intervention (Part C)

**Purpose:** To provide comprehensive multidisciplinary family centered services to eligible children with disabilities and their families in order to promote the development of social skills, the ability to acquire and use knowledge and skills and to take appropriate action to meet their needs.

**Eligibility:** Infants and toddlers:

- with diagnosed physical or mental conditions that have a high probability of resulting in developmental delay;
- who meet criteria for a disability categories; or
- With measureable developmental delays.

**Children Served:** 5,504 as of on 12/1/2015.

**Funding:** Multiple funding streams including an annual federal allocation, general education revenue, state special education aid.

**Key Program Components:** Comprehensive interagency services driven by identified needs and family priorities.

**Outcome Measure:** Minnesota's performance on federal indicators of results and compliance is conducted annually.

# Preschool Special Education

**Purpose:** To provide children with disabilities ages 3-5 a free appropriate public education to meet their unique needs and prepare them for future education and independence and to protect the rights of eligible children and their parents.

**Eligibility:** Preschool children with educational needs resulting from:

- diagnosed physical or mental conditions that have a high probability of resulting in developmental delay;
- meeting criteria for a disability categories; or
- A measureable developmental delays

**Children Served:** 11,355 on 12/1/2015

**Funding:** Multiple funding streams including an annual federal allocation, general education revenue, state special education aid

**Key Program Components:**

- Identification of a child's disability
- development of an individualized plan to meet identified needs
- special instruction and related services provided in the least restrictive environment;
- due process procedures that allow parents to participate in their child's education.

**Outcome Measures:** Annual performance on federal indicators of results and compliance.

# 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 2014-2015: 16,614 Total Cumulative Enrollments

**Funding:** Federal: \$103,800 million per year  
State General Fund: \$25.1 million

**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. 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:** At the end of the 2013-14 school year, children's progress as measured on research-based assessment tools indicated that nearly 90 percent of four year olds enrolled in the Head Start sample had met accepted kindergarten benchmarks.

# 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.

**People Served:** Approximately 30,000 children (FY 2015).  
Approximately 25,000 parents.

**Funding:** State General Fund: \$32.67 million per year (FY 2017).  
State General Funds: \$22.42 million (FY 2016).

**Key Program Components:**

- Submission of a biennial plan for approval before receiving aid under section 124D.16.
- Programs receiving school readiness funds annually must submit a report to the department.
- 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.

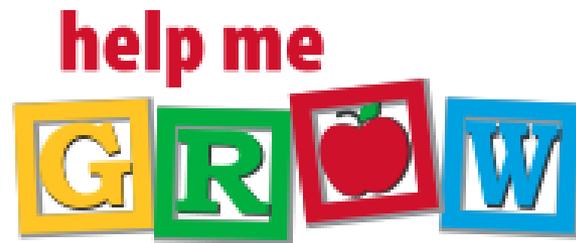
**Outcome Measure:** Participation numbers are reported to MDE.

# Strengths

- Cross-Agency Leadership
- OIG – Quality and Program Integrity
- Federal Leadership
  - CCDBG Act of 2014
  - RTT-ELC Grant
- Recent Program Evaluations
  - Parent Aware
  - Early Learning Scholarships

# Opportunities for Improvement

- Improve access to high-quality programs and services for all children in need across the state.
- Strengthen the early childhood workforce.
- Measure the readiness of children for success in kindergarten.
- Continue to build the capacity to ensure health, safety and program quality.
- Address limitations of data sharing to build quality and program integrity.



**Help Me Grow is a "hub" to more effectively connect children, families and providers to information, services and supports.**

- Provide parents & providers with the critical information they need to best support healthy child development;
- Improve alignment between state and community based resources;
- Connect families to services & supports through an efficient, centralized access system.
- Data/evaluation guides continuous improvement.



## **Help Me Grow helps our statewide child development infrastructure be greater than the sum of its parts:**

- Leverage health care providers to engage children who are not served by licensed child care;
- Improve child find and early identification to reduce number of children who enter Kindergarten with unaddressed developmental challenges;
- Support children & families of all income levels, statewide.
- Identify gaps & guide resource decisions.

# Thank you for your time!

Please direct questions to:

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