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MINNESOTA DEPARTMENT OF

*Children
Families &
Learning*

**1999
Agency
Performance
Report**

**Report to the
Legislature**

**As required by
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Subd. 2**

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Children
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Learning

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February 1999

A Message from the Commissioner:

I am proud to submit this annual Performance Report to the Minnesota Legislature. I present it to you in hopes that it will assist you in understanding and assessing the importance of the work underway at the Department of Children, Families & Learning.

To use this Report most effectively, it is important to understand what it is and what it is not. This Report provides data concerning the agency's performance and the condition of children and families in communities. It does not include data describing the effectiveness of every effort the agency undertakes. While earlier agency Performance Reports were more extensive, they were also judged to be overly cumbersome in the required review by the Legislative Auditor. In this Performance Report, we have tried to present information in the most accessible and concise format - in order to maximize the usefulness of this Report to the Legislature and to Minnesota citizens. More detailed information is cited in the attached Appendix, and is freely available from the agency upon request.

I look forward to working with you as we serve the citizens of the State. In this new Administration, the Department of Children, Families & Learning will continue to be a vital and effective partner with schools, communities, parents, students, policy-makers, and other customers as we work together to maximize the well-being of children and families throughout Minnesota. Together, we will provide prompt and responsive service, demonstrate results and maximize student achievement. As we work together, the children and families of the State will be well-served.

Respectfully submitted,

Christine Jax, Ph.D.
Commissioner
Department of Children, Families & Learning

Customer Service - A Renewed Focus

The Department of Children, Families and Learning exists to provide integrated, effective and accountable services to its customers in order to build the capacity of communities to improve the well-being of children and families throughout the State. The agency's customers include:

- | | | | |
|---------------------------|-----------------------------|-----------------------|---------------------------|
| ▪ Children | ▪ Families | ▪ Students | ▪ DCFL Employees |
| ▪ Elected Officials | ▪ Labor | ▪ Employers | ▪ Taxpayers |
| ▪ Community Organizations | ▪ Nonprofit Advocacy Groups | ▪ Units of government | ▪ Education professionals |

To serve these customers well, and to accomplish the statutory mission of the agency, the Department of Children, Families and Learning seeks to implement the nine strategies prescribed in law¹. The following is a listing of these strategies and a brief snapshot of the agency's accomplishments.

1. Coordinate and integrate state funded and locally administered family and children's programs.

What We've Done

- ❖ Combined nine different grant programs formerly requiring separate applications into one process - our Prevention and Intervention Grant funding process.
- ❖ Combined all federal child care development fund dollars so that applicants apply once for all types of federal funding.
- ❖ With MnSCU, implemented the first joint application for federal Perkins funds, established joint peer plan review process and established requirement for joint secondary/post-secondary plan to access federal vocational funds.
- ❖ Established an overall funding guide for state and federal School-to Work programs with common criteria and user-friendly single-format applications.

¹ Minn. Stat. Sec. 119A.01, Subd. 3

2. Improve flexibility in the design, funding and delivery of programs affecting children and families.

What We've Done

- ❖ Streamlined the billing process and eliminated 80,000 pieces of paper between school districts and the Department relating to food and nutrition programs.
- ❖ Leveraged \$1.7 million in increased federal funds for the Children's Trust Fund as a direct result of the cohesive management that flowed from co-location of various prevention and early childhood programs.
- ❖ Developed ISEEK (Internet System of Education and Employment Knowledge), a one-stop virtual career office that offers career education and employment information to all Minnesotans through the Internet.
- ❖ Replaced a cumbersome, paper-driven reimbursement system with an automatic payment system for vocational education programs.
- ❖ Implemented an Internet grant reporting system for School-to-Work financial aid program projects.
- ❖ Brought technical training about graduation standards to 17 locations around the State.
- ❖ Used regional teacher representatives to conduct summer training for Minnesota standards at schools in each region.

3. Provide greater focus on strategies designed to prevent problems affecting the well-being of children and families.

What We've Done

- ❖ In 1998, the Department's Safe & Healthy Communities team provided: 328 training sessions (1,948 hours of training) to community agencies, school and law enforcement personnel; and 6,792 technical assistance contacts to community agency, school and criminal justice personnel. The Team also administered 250 state and federal grants and processed over 600 grant applications requesting over \$58 million in prevention and intervention grant funds.
- ❖ An evaluation of 40 programs that received community crime prevention grants in 1998 documented the following results from grantee programs:
 - an 82% decrease in assault, theft and burglary in the first year of a school liaison officer operation.
 - a 39% drop in juvenile arrests in one year of an after-school enrichment program.
 - reduction in out-of-home placements due to a program of support services to child abuse victims in grades K-8.
- ❖ Provided training statewide for teachers delivering health standards.
- ❖ Provided an up-to-date website for qualifications of all licensed teachers.

4. Enhance local decision-making, collaboration and the development of new governance models.

What We've Done

- ❖ Provided technical assistance to 64 local family service collaboratives that provide access to services to over 90% of the children in Minnesota.
- ❖ Established and trained 44 School-to-Work partnerships to enhance collaboration between K-12 education, higher education, business, labor, parents and learners.
- ❖ Provided technical assistance to every district in the writing of an individual Graduation Standards Implementation Manual.

5. Improve public accountability through the provision of research, information and the development of measurable program outcomes.

What We've Done

- ❖ Completed program evaluations for many of the department's programs. [A listing of many of the agency's program evaluation studies, and other compilations of data, are included in the Appendix to this report.]
- ❖ Piloted a statewide reporting and accountability system for Adult Basic Education.
- ❖ Revamped the research methodology of the High School Follow-Up Survey.
- ❖ Developed interagency learner and system performance indicators for School-to-Work.
- ❖ Provided schools with a continuous improvement model based on research.
- ❖ Approved Graduation Standards Implementation Manuals from all school districts, which detail local decision-making about standards implementation.
- ❖ Maintain a website which make public the results for both basic standards tests and the Minnesota Comprehensive Assessments.
- ❖ Provide for the administration of basic literacy tests in math, reading and writing to all state 8th graders and beyond.
- ❖ Provide for the administration of Minnesota Comprehensive Assessments for all 3rd and 5th grade students.

6. Increase the capacity of communities to respond to the whole child by improving the ability of families to gain access to services.

What We've Done

DCFL staff provided over 1,400 hours of technical assistance, participated in 1,560 hours of site visits and 672 hours of training for the 64 Family Services Collaboratives located throughout the State. As a result:

- ❖ One county reported that 4,178 out-of-home placement bed days were averted at a cost savings of \$296,400.
- ❖ Another county reported that school attendance has improved by 28% and that 30% of children receiving services improved their level of academic achievement.
- ❖ The Anoka-Hennepin School District reported a drop in the number of kindergartners entering school without screening.
- ❖ The Carver-Scott collaborative found that 100% of its participants were up-to-date with required vaccinations.
- ❖ Wright County Family Service Collaborative reported that the percentage of Delano students scoring "proficient" or better on the Minnesota Basic Skills Test in reading increased from 72% to 80%
- ❖ The Jackson County Family Services Network reported an increase, from two to ten, in the choices available to parents seeking parenting education opportunities.
- ❖ Becker County Children's Initiative reduced duplicative early childhood screenings and realized a cost savings of \$37,000.

7. Encourage all members of a community to nurture all the children in the community.

What We've Done

- ❖ Raised over \$3 million in in-kind support from the business and non-profit sectors, distributed over 5,000 peacemaking curricula to schools and early childhood programs and over 500,000 brochures to homes, communities and workplaces, and conducted nearly 300 presentations, trainings and technical assistance contacts, all in support of the "You're the One Who Can Make the Peace" campaign.
- ❖ Developed a community guide and sponsored community trainings addressing lifework planning issues.

8. Support parents in their dual roles as breadwinners and parents.

What We've Done

- ❖ Our Child Care staff implemented the At-Home Infant Child Care Program; helped Hennepin County establish the Child Care Diversion Program; developed and trained 162 new child care workers and 285 additional staff on a new Child Care Program Training Manual; and served 23,706 families and 39,327 children in 1998 through the Child Care Assistance Program.
- ❖ The Early Childhood Family Education Program served 285,000 children and parents statewide.
- ❖ Our staff provided assistance and oversight for over 500 Adult Basic Education sites and 1,400 licensed teachers providing service to 39,000 adults, 6,670 of which

obtained their GED, 615 of which left public assistance; and 8,832 of which gained employment or job advancement.

9. Reduce the condition of poverty for families and children through comprehensive, community-based strategies.

What We've Done

- ❖ Conducted quarterly shelter surveys to assess homelessness in Minnesota.
- ❖ Administered Minnesota Economic Opportunity Grants, which allowed local programs to serve approximately 200,000 low-income households and helped 3,000 individuals achieve self-sufficiency.
- ❖ Through Head Start, served 3,155 children statewide in 1998.
- ❖ Provided 2,030 homeless households (45% of the homeless are children) with housing and supportive services through the Transitional Housing Program.
- ❖ Provided Energy Assistance programming to 80,441 households and weatherization services to 2,644 households in 1998.

Through DCFL's continued implementation of these strategies, the agency will strive to pursue its mission by providing effective, efficient and cost-conscious services to its customers.

Department of Children, Families and Learning - A New Approach for Government

Prior to the existence of the Department of Children, Families and Learning (DCFL), the State of Minnesota funded over 250 programs for children and families, and placed those programs in over 30 state agencies, boards and commissions. That scattered governmental structure limited the State's ability to measure results and enforce accountability. It also challenged the public's ability to understand and effectively utilize their government. In 1995, DCFL replaced the former Department of Education and unified many programs under one agency and in one physical location. It serves now as a single point of accountability so that policy-makers, service providers and the public can begin to measure the results of the State's investments designed to improve the lives of Minnesota's children and families.

**DCFL's
MISSION:**
**To increase the
capacity of
Minnesota
communities to
measurably
improve the
well-being of
children and
families.**

The Department achieves its mission -- increasing the capacity of communities to measurably improve the well-being of children and families -- by pursuing nine goals that can be grouped into four categories:

Healthy Children and Families

Learning Readiness. The department will build the capacity of the state and its schools and communities to prepare children to start school ready to learn.

Healthy Children. The department will build the capacity of the state and its local communities to ensure that children are physically and emotionally healthy.

Strong Communities

Safe, Caring, Communities. The department will build the capacity of the state and its communities to provide safe, accessible, violence-free caring environments in which to raise children.

Stable Families. The department will build the capacity of the state and its local communities to reduce poverty and help all families to provide a stable

environment for their children.

Successful Learners

Learner Success. The department will manage the design of and help schools to implement graduation standards to increase learning and support teaching.

Lifelong Learning. The department will build the capacity of the state and its schools and communities to provide lifelong learning and quality library services and opportunities to Minnesotans of all ages.

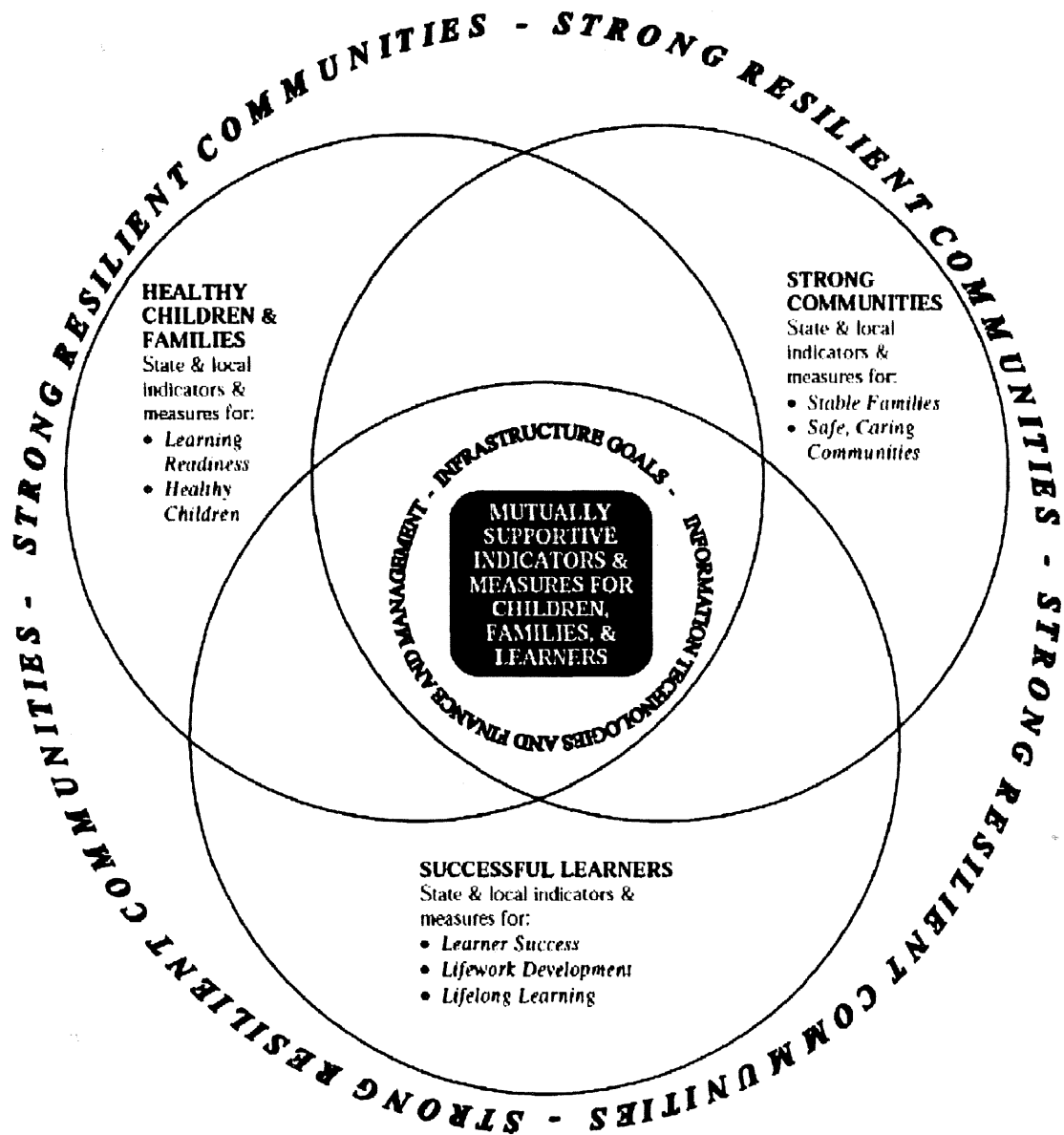
Lifework Development. The department will build the capacity of the state and its schools and communities to create a lifework development system that provides youth and adults with the knowledge and skills to be productive workers and citizens in a global economy.

Infrastructure

Information Technologies. The department will build the capacity of the state and its schools and communities to use current and emerging information technologies to increase learning and support teaching.

Finance and Management. The department will design funding processes and build the capacity of the state, schools, communities, and other local units of government to manage fiscal resources for the most effective and efficient delivery of services.

As illustrated in the following schematic, the department's nine goals are interdependent. Success in any one goal is based on success in all the goals.



Measuring Results - What Indicators Should We Use?

In this Performance Report, the Department of Children, Families and Learning presents data relevant to its efforts to build the capacity of communities and schools to measurably improve the well-being of children and families. It is difficult to judge the significance of the agency's work without some measurement of the condition of Minnesota's children and families in their communities. Presenting any measure of the well-being of children and families throughout Minnesota requires some selection of outcome measures, and indicators reflective of those outcomes. To be useful, both the measures and the indicators must be consistent, reliable and based on available data.

INDICATOR DEVELOPMENT PROCESS

In 1997, the Department convened a group of agency, community and program representatives to begin developing a set of core indicators for the systems serving children, families and learners in Minnesota. This group, referred to as the System Accountability Project, solicited input from the Minnesota Educational Accountability Reporting System, Minnesota Milestones, legislative leaders, agency and federal data and the State Testing Educational Advisory Committee. In addition to these expert resources, the agency engaged the public by requesting representatives of the following entities to evaluate potential indicators according to their outcome focus, clarity, validity, availability and cost.

- Minnesota Department of Health
- Minnesota Prevention Resource Center
- Minnesota State Colleges and Universities
- Children's Defense Fund
- Council on Asian-Pacific Minnesotans
- Dakota County Administration
- Early Childhood Family Education
- Early Childhood Screening
- Elim Transitional Housing, Inc.
- Family Resource Center
- Head Start
- La Familia Guidance Center
- La Oportunidad, Inc.
- Learning Readiness
- Lyndale Neighborhood Association
- Minneapolis Urban League
- Minnesota Academic Excellence Foundation
- Minnesota Assoc. of School Administrators
- Minnesota Business Partnership
- Minnesota Coalition for the Homeless
- Minnesota Community Action Association
- Minnesota Education Association
- Minnesota Elementary School Principals
- Minnesota Federation of Teachers
- Minnesota Higher Education Services Office
- Minnesota Parent Teachers Association
- Minnesota Private College Council
- Minnesota School Boards Association
- Minnesota Technology Education Association
- Minnesota Youth Advisory Council
- Office of Ombudsperson for Families
- PACER
- School Districts from Around Minnesota
- SW Area Multicounty Multitype Interlibrary Exchange
- Institute for Early Childhood Professional Development
- State Multicultural Ed. Advisory Committee
- State Services for the Blind
- United Way of Minneapolis
- University of Minnesota
- University of St. Thomas
- Various customer groups
- Wilder Research Center
- Resources for Child Caring
- Saint Cloud State University
- TIES

ASSUMPTIONS UNDERLYING LISTED INDICATORS

At the conclusion of this process, the Department compiled a set of indicators² for the service delivery systems in communities to utilize in measuring the effectiveness of efforts to improve the well-being of children and families. The Department has presented many of these system indicators in this Performance Report and has excluded others due to lack of available data. The Department presents the available data in an attempt to measure the current condition of children and families throughout Minnesota - and to provide a framework to help chart the agency's progress toward its mission of improving the well-being of children and families into the future.

Any evaluation of the well-being of children and families, whether based on the included indicators or on some other compilation of outcome measures, should be guided by the following points:

- The many efforts underway in communities work in concert to improve the lives of children and families. It is difficult to link outcomes to a specific educational or other service provided to Minnesotans since it is hard to establish clear program cause and effect in isolation from other services provided.
- Indicators should be made public and shared widely to generate public support to focus resources where they have the most positive effect and best meet customer needs.
- Until the indicators are fully developed and implemented, they cannot be fully evaluated for accuracy and completeness.
- Implementation of any measurement of defined outcomes will lead to revision of the expected outcomes. Revision will lead to further implementation, which will lead to further revision. The condition of children and families throughout the State is not static, but instead is ever-changing and influenced by a myriad of social and economic factors. As the conditions change, so will the indicators of the well-being of these children and families need constant revision.



² The complete listing of indicators compiled by the System Accountability Project is available upon request from the agency.

HEALTHY CHILDREN AND FAMILIES

The Department of Children, Families and Learning seeks to increase the capacity of local communities to measurably improve the health of children and families through programming designed to maximize the learning readiness of children and through programming designed to increase the physical and emotional health of children. The following information contains measures of the learning readiness and the health of children and families determined to be relevant by the Systems Accountability Project.

Goal: Learning Readiness

The department will build the capacity of the state and its schools and communities to prepare children to start school ready to learn.

	1994	1995	1996	1997	1998
Percentage of children whose development of skills are within normal range	N/A	N/A	88.8%	86.6%	86.7%
Number of children and families who participate in early family education	339,021	365,112	372,198	385,231	392,024
Number of children first identified as having special needs in kindergarten or first grade.	681	659	667	736	722
Percentage of Child Care Providers who remain in their position for 3 or more years	N/A	N/A	N/A	52%	N/A
Number of families on Basic Sliding Fee Child Care. This is the 4 th quarter average for each year.	7,176	8,223	8,774	10,241	13,260
Percentage of parents who regularly read to their children	N/A	N/A	N/A	N/A	N/A

Goal: Healthy Children

The department will build the capacity of the state and its local communities to ensure that children are physically and emotionally healthy.

	1994	1995	1996	1997	1998
Number of children with physical growth (height/weight) problems identified through screening	N/A	137	111	138	101
Percentage of kindergartners who were adequately immunized by age two	68.6%	70.6%	68%	N/A	N/A
Percentage of 9 th graders engaging in risky behaviors					
Tobacco use in past 30 days		31.0%			30.4%
Alcohol use in past 12 months		51.0%			54.0%
Marijuana use in past 12 months		21.4%	N/A	N/A	24.1%
Drug use (other than marijuana)	N/A	14.3%			12.8%
Sexual Intercourse		24.0%			20.0%
- Child/Adult Care Food program: Avg. daily					
- School Breakfast: % Students participating					
Public/Nonpublic	254,567	263,231	264,909	272,808	266,694
- School Lunch: % Students participating	12.0%/47%	12%/39%	12%/39%	13%/%	14%/29%
Public/Nonpublic	61%/75%	62%/76%	61%/75%	62%/75%	62%/74%
Residential Child Care Inst.	84%	83%	84%	78%	78%

HEALTHY CHILDREN AND FAMILIES

The Department of Children, Families and Learning seeks to increase the capacity of communities to maximize the health and school readiness of children through its implementation of the following programs.³

- Early Childhood Family Education
- Learning Readiness
- Head Start
- Early Childhood Screening
- School Breakfast and Lunch
- Community Nutrition Programs

Early Childhood Family Education

Early Childhood Family Education (ECFE) is a voluntary parenting education program offered through the public schools for all Minnesota parents with children younger than kindergarten-age. The program has existed since 1974, and serves families through 350 school districts and the 4 tribal schools in Minnesota. ECFE is available to more than 99% of the age-eligible children in the State. Approximately 42% of the age-eligible families participate in the program.

ECFE programs are planned and implemented locally. They provide the following services to families: early screening for children's health and development; play and learning activities that promote child development, parent discussion groups; libraries of books, toys and other learning materials; information on community resources; and learning activities for the entire family.

1997-98 Program Performance

- Served 293,000 children and parents.
- Served 10,000 families referred by human service agencies, medical providers and the courts.
- Referred 9,000 families to other services.
- Served 6,500 children with disabilities and developmental delays.
- Conducted 15,000 home visits, many jointly with other agencies.
- Served families of varied income status. Statewide, 52% had incomes <\$30,000.
- Average statewide cost: \$400 per participant.

³ A complete list of the Department's programs is included in the Appendix to this report. Many of the programs serve to accomplish multiple agency goals.

Program Outcomes

The Department has directed three studies of ECFE participant outcomes. Collectively, these studies involved over 1,000 families from 29 school districts located in metro, suburban and greater Minnesota. These studies revealed the following outcomes for children and families:

Children demonstrated:

- Increased independence (72%)
- Better communication skills (68%)
- Improved relationships with other children (62%)
- Greater self confidence (58%)

Parents demonstrated:

- Increased parenting confidence (95%)
- Increased knowledge of child development (94%)
- More time spent with their child (63%)
- More involvement with child's school

Learning Readiness

Learning Readiness is designed to allow maximum flexibility for communities to provide a continuum of services for children who are at least 3 1/2 years old but not yet in kindergarten. The program is intended to strengthen and build upon existing services and resources to meet the health, nutrition, education and social service needs of children to enhance their learning and development and future success in school.

Learning Readiness programs are locally planned and implemented. Programs collaborate with Head Start, ECFE, Early Childhood Special Education, Family Literacy/ESL programs, provide parent education and special needs services for existing preschool and child care center programs, and/or offer "kindergarten connection" classes for children and parents. Children with the greatest needs, as identified through an early childhood screening process, receive priority for the more comprehensive services.

1997-98 Program Performance

- Served 44,889 children and 45,885 parents in 348 school districts accessible to 98% of age-eligible children.
- Served 6,012 children with developmental delays and disabilities.
- Participated in 25,251 referrals between other programs.
- Served varied income households. Statewide, nearly 40% had incomes < \$30,000. In Twin Cities, 80.5% had incomes < \$30,000.
- Average statewide cost: \$580 per child.

Program Outcomes

Learning Readiness collects program data annually. The most recent data indicates that:

- 38-66% of participating 4-year olds improved their performance on indicators of personal and social development, and language and literacy.
- 93% did well or made adequate adjustment to kindergarten, as rated by their kindergarten teachers.
- 85% were better able to transition into kindergarten.
- 99% of the parents identified improvements in their child's social skills, cognitive skills, school interest and reading related activities, and improved communication skills.

Head Start

Head Start helps very low-income families break the cycle of poverty by improving the health and social competence of young children and by promoting economic self-sufficiency for parents. Through Head Start, eligible families receive a comprehensive program of health, education, parent involvement and social services, all of which are coordinated with community-based service systems. Head Start provides developmentally appropriate activities for children and support for parents in their work and child-rearing roles.

In Minnesota, Head Start receives both federal and state dollars. The federal funds flow directly to the 34 grantees, which include 23 community action agencies and 3 other private nonprofit agencies, 7 tribal governments and 1 public school district. State funding flows through the Department of Children, Families and Learning and then out to the same 34 grantees.

Head Start programs are locally designed, and may use center-based, home-based or a combination program design. While most Head Start programs in Minnesota are center-based and offer part-day, school-year programming for eligible children and their families, a majority are providing some full-day programming to meet the needs of families transitioning from welfare to work. All Head Start programs must conform to the federal Program Performance Standards, which set out standards for early childhood development and health services; family and community partnerships; and program design and management.

1997-98 Program Performance

- Served 13,600 children (45% of those eligible) and their 35,803 family members.
- Served the very low-income families: 46% had incomes < \$9,000; 64% had incomes < \$12,000 and 77% had annual incomes < \$15,000.
- 67% of those served are enrolled in Medicaid/Early and Periodic Screening, Diagnosis and Treatment program, which pays for their medical and dental services.
- Identified 80.5% of participating families as needing additional community services.
- Employ current or former Head Start parents (33% of the Head Start workforce).
- Benefited from the services of 29,283 volunteers, including 15,520 Head Start parents.
- 54% of the programs provided full-day services (some with a child care component).
- Average statewide cost: \$4,982 per child.

Program Outcomes

- 97% of enrolled children had up-to-date immunizations.
- 92% of families in need received emergency or crisis assistance services.
- 84% of families in need received counseling or mental health services.
- 86% of parents with education or employment training needs received services.

Early Childhood Health And Development Screening

Minnesota law requires all children to be screened prior to entering kindergarten. Most children are screened between ages 3 and 4. The Early Childhood Screening program is designed to detect and seek solutions to conditions interfering with the growth, development and learning of young children and improve access to preventative health services. Through the Screening program, parents learn about the connections between physical health, development and school readiness and can link to a wide array of community services. Required screening components include 1) vision, 2) hearing, 3) height, 4) weight, 5) development (cognitive, social/emotional, fine/gross motor and speech/language), 6) immunization review, 7) risk factor review and 8) a summary interview with parents.

1997-98 Program Performance

- 61,296 (92.3%) children were screened through the Early Childhood Screening program and 4,838 (7.3%) were screened through other sources
- 42% of the reporting school districts provided interpreters to support the screening process
- Screening revealed new potential problems in the following numbers of children:

Vision	2,212	Hearing	4,159
Speech/Language	2,603	Cognitive	2,808
Fine/Gross Motor	1,250	Social/Emotional	995
Height and Weight	111	Immunizations	1,884
Health Care Access	507	Other	1,359

Program Outcomes

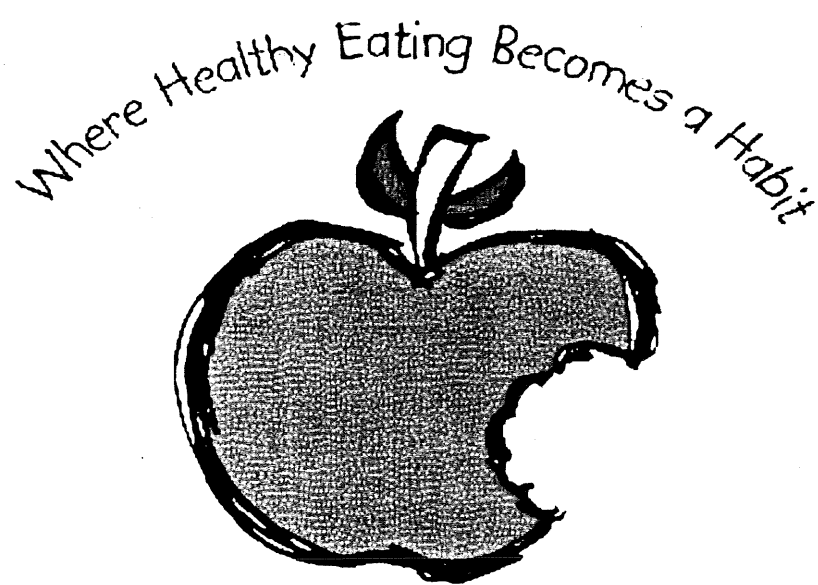
- 17,360 children were referred to health and educational services for further assessment
- 2,355 children were referred to Early Childhood Special Education
- 4,399 children were referred to Learning Readiness
- 5,918 families were referred to Early Childhood Family Education
- 350 parents were referred to Adult Basic Education/Family Literacy
- 1,221 children were referred to Head Start

School Breakfast and School Lunch

The Department administers school nutrition programs to help ensure that Minnesota students are healthy and prepared to learn. Program services include reimbursement and donated foods for nutritious school meals, training for school food service staff and teachers, and nutrition education to students for improved eating habits.

Through the School Lunch Program, schools served more than 86 million school lunches during 1996-97 - or more than half a million lunches each school day. The School Lunch Program reimburses schools for a portion of the cost of every meal meeting established nutrition standards. All public schools and more than one-third of the nonpublic schools participate in the program.

Minnesota law requires schools to offer the School Breakfast Program if 33% or more of their school lunches are served free or at a reduced price. In 1996-97, 1,152 Minnesota schools offered a breakfast program. The School Breakfast Program is underutilized compared to the School Lunch Program. In 1997, the Minnesota Legislature created the Targeted Breakfast Grant Program, which will allow 31 public elementary schools to offer nutritious breakfasts at no cost to all children.



CHILD & ADULT CARE FOOD PROGRAM

Community Nutrition Programs

The Department of Children, Families and Learning administers several community nutrition programs designed to help ensure that Minnesotans are healthy and ready to learn. These programs are built upon the research showing that inadequate nutrition harms the cognitive development of children in ways that may produce lifelong damage.

Child and Adult Care Food Program (CACFP)

The Child and Adult Care Food Program provides reimbursement for nutritious meals for children and adults with a functional impairment, nutrition education for improving eating habits, and training for staff in child and adult care settings. Program participants include family child care home providers, child care centers, school-age child care sites and adult care centers.

Summer Food Service Program

The Summer Food Service Program provides nutritious meals for lower income children in the summer when school is not in session. In 1997, 400 sites served over 23,000 children about 1.5 million meals and received federal reimbursements of over \$2.4 million.

Food and Nutrition Education and Training Resource Center

The Center is a lending library of over 2000 food and nutrition related materials located at the Department of Children, Families and Learning. The Center supports Minnesota educators in both school and child care settings in their efforts to promote lifelong healthy eating habits of children and adults.

STRONG COMMUNITIES

The Department seeks to build the capacity of the state, local communities and families to provide safe, accessible, violence-free, caring and stable environments for children. The following is the available information determined reflective of the strength of communities by the Systems Accountability Project.

Goal: Stable Families

The department will build the capacity of the state and its local communities to reduce poverty and help all families to provide a stable environment for their children.

	1994	1995	1996	1997	1998
Number of food shelf visits	1,410,000	1,340,000	1,350,000	1,360,00	1,300,00
Monthly Average of persons on AFDC/TANF	191,850	182,593	174,478	161,736	134,595

Goal: Safe, Caring Communities

The department will build the capacity of the state and its local communities to provide safe, accessible, violence-free, caring environments in which to raise children.

	1995	1996	1997	1998
Percentage of People who feel safe in their communities	N/A	93%	97%	N/A
Percentage of 9 th graders who do not feel safe in school. Female	9%	N/A	N/A	7%
Male	13%	N/A	N/A	11%
Percentage of 9 th graders who have experienced the following violence in school				
Been kicked, bitten or hit				
Female	16%	N/A	N/A	15%
Male	33%			33%
Been threatened or injured with a weapon				
Female	5%			4%
Male	12%			12%
Been stabbed or fired at				
Female	9%			7%
Male	13%			11%
Percentage of Minnesotans who volunteer for community activities	N/A	N/A	63%	N/A

STRONG COMMUNITIES

The Department of Children, Families and Learning works to improve the capacity of communities to 1) provide stable, safe and violence-free environments for children and 2) reduce poverty and help all families provide a stable environment for their children. The following programs contribute toward the successful pursuit of these goals.

- Child Care Assistance and Development
- Prevention and Intervention
- After-School Enrichment
- Family Services Collaboratives
- Minnesota Economic Opportunity Program

Child Care Assistance and Development

The Child Care Assistance Program (CCAP) helps low-income families pay for child care. CCAP ensures that parents can remain productive in the workforce and that young children have their learning and safety needs met while their parents work. CCAP is made up of two separate child care programs: (1) the Minnesota Family Investment Plan (MFIP) child care program; and (2) the Basic Sliding Fee child care program. Both programs are administered by county social service agencies. Both programs require co-payments of all families with incomes above 75% of the poverty level.

MFIP Child Care

The MFIP Child Care program provides child care subsidies to families participating in the MFIP program and families in their first year off of MFIP (Transition Year). MFIP families must be employed an average of at least 20 hours per week receiving at least minimum wage, pursuing employment, or participating in employment and training activities authorized in an approved employment services plan.

The MFIP child care program is a fully funded forecasted program. Minnesota law entitles every parent participating in MFIP to access MFIP child care funds. The State of Minnesota uses its expenditures in MFIP Child Care to meet its maintenance of effort requirements for both the federal Child Care Development Fund and Temporary Assistance to Needy Families (TANF) funding.

During fiscal year 1998, there were an average of 10,289 families and 16,728 children per quarter receiving assistance through the MFIP Child Care Program, including 2,412 families and 3,940 children in their Transition Year. The average cost of MFIP child care per family per year was \$4,381. The average cost of child care for Transition Year families was \$5,337 per year.

Basic Sliding Fee Child Care

Basic Sliding Fee Child Care helps low income families not participating in MFIP pay their child care costs and stay off welfare. Families with incomes below 75% of the state median income are eligible for Basic Sliding Fee Child Care, but only if they are participating in one of the following authorized activities: (1) employment averaging at least 20 hours per week at minimum wage or more; (2) job search up to 240 hours per year; (3) job training; or (4) staying at home with their infant child for a lifetime limit of 12 months.

The Basic Sliding Fee Child Care Program is a capped allocation. It is funded annually at a level determined by the legislature. Fees are disbursed through counties on a first-come/first-served basis. When more families apply for Basic Sliding Fee Child Care than the allocated funds will allow, the program generates a waiting list. In fiscal year 1998, there were an average of 13,260 families and 22,294 children per quarter received assistance through the Basic Sliding Fee Child Care Program, and their average cost of child care was \$4,433 per family per year. As of December, 1998, there were 7,050 families on the Basic Sliding Fee Child Care waiting list.

Child Care Development Program

The Child Care Development Program impacts the availability and quality of child care throughout Minnesota. The program supports the state's Child Care Resource and Referral agencies (CCR&Rs), which accomplished the following in 1997-98: made 31,336 child care referrals; participated in 1,764 trainings, and fielded 208,703 requests for information about child care. The Child Care Development Program also assists the CCR&Rs in administering Child Care Service Development Grants to fund start-up and expansion of family child care homes and child care centers, improvements to meet licensing standards, and for training and recruitment of child care providers. Among other duties, the Program assists in the administration of the Forgivable Loan Program which provides scholarships for child care professionals for credit-based coursework in child development and program management or workshops leading to accreditation.

Prevention and Intervention

The Department promotes comprehensive, community-based prevention and intervention activities throughout Minnesota by administering over 250 grants designed to prevent violence, drug abuse and other unhealthy behavior in communities. The Department has worked hard to streamline the administration of these programs and make them more accessible for local communities. Specifically, Department staff have consolidated the application process for a variety of federal and state grant programs into an integrated application and funding process -- so community-based programs can spend more time providing services to people and less time complying with application requirements for a myriad of funding sources.

This report focuses on four of the Department's major prevention and intervention efforts: (1) Safe & Drug-Free Schools and Communities Programs; (2) Office of Drug Policy and Violence Prevention; (3) After School Enrichment Programs; and (4) the Violence Prevention Education Program.

Safe and Drug-Free Schools and Communities

Minnesota receives Safe and Drug-Free Schools and Communities funds from the federal government. The majority of the funds are used to award grants to assist local schools decrease alcohol, tobacco and other drug use by students and assure a safe and secure learning environment for students. Funds are also used to assist parent groups, community action and job training agencies, or other community agencies address violence and drug abuse problems in schools and communities.

1997-1998 Program Performance

Awarded funds to 256 grantees.

Grantees provided services in 1,458 schools to 602,166 students.

147 grantees collaborated with 4-H/Extension Service; 26 with the Center for Reducing Rural Violence; 113 with chemical dependency programs; 15 with Child Abuse Prevention Councils and 47 with the Children's Mental Health Initiative.

Program Outcomes

The 256 grantees used the funds for the following purposes:

<u>Purpose</u>	<u>Activities</u>	<u>Purpose</u>	<u>Activities</u>
Tobacco prevention Instruction	200	Drug Prevention instruction	235
Teacher/staff training	143	Student Support Services	185
Parent Education/Involvement	132	Community Service Projects	77
Special one-time events	192	Security Personnel	20
Alcohol Prevention Instruction	232	Violence Prevention Instruction	231
Curriculum development	138	Alternative Education Programs	51
Before or after-school programs	55	Services of out-of-school youth	17
Conflict resolution/peer mediation	177	Security equipment	15
Other	42		

Office of Drug Policy and Violence Prevention

The Office of Drug Policy and Violence Prevention (ODPVP) works with Minnesota communities to address the problems of drug abuse, crime and violence. Department staff administers the following federal grant programs:

- Edward Byrne Memorial Formula Grant Program - federal funds designed improve the functioning of the criminal justice system and enhance drug control efforts.
- Residential Substance Abuse Treatment for State Prisoners Program - Minnesota's Sauk Center and Red Wing Correctional Facilities use these funds to implement residential substance abuse treatment programs for juvenile offenders.
- Local Law Enforcement Block Grants - used to support law enforcement's crime prevention and public safety efforts.
- State Identification System - used to integrate computerized identification systems with the FBI's databases.

The Office also administers the state-funded After-School Enrichment funds and the Community and Youth Focused Crime Prevention funds.

The ODPVP administers state and federal funds for the following purposes:

Prevention	53%	Law Enforcement	18%
Administration	5%	Criminal Justice	24%

Program Performance

The Department has attempted to measure the effectiveness of the prevention and intervention programs funded in local communities through the violence and intervention grant process. The evaluation focused on 40 programs awarded grants in 1995 and 1996, programs primarily focused on education, youth activity, community building, juvenile diversion or counseling/support services. The evaluation noted the following program outcomes:

28,552 youth and 19,636 adults participated, in:

- | | |
|-----------------------------|-------------------------------------|
| • 2,910 education classes | • 1,355 support group sessions |
| • 3,496 counseling sessions | • 1,089 mentoring sessions |
| • 469 training sessions | • 290 theater or art performances |
| • 1,811 special events | • 180 neighborhood meetings |
| • 302 community meetings | • 17,356 hours of community service |

After-School Enrichment Programs

The After-School Enrichment Program was created in 1996 to provide resources to community collaboratives to make available programming for nine to thirteen year old youth. The purpose of the program is to: reduce juvenile crime, school suspensions and dropouts; increase student achievement, school attendance, mentoring and youth involvement in community services; and increase the skills of youth in computers, the arts, athletics and other areas.

1997-1998 Program Performance

	<u>1996-1997</u>	<u>1997-1998</u>
Number of 9-13 year-olds served	60,332	52,143 ⁴
Other youth served	20,449	19,606
Hours of community service provided by youth	15,733	37,186
Volunteer hours provided to programs by adults	44,660	61,101
Programming provided by type (number of sessions)		
Academic, including tutoring	10,393	18,010
Art Activities or classes	8,186	6,406
Athletic activities	7,517	11,307
Cultural activities or classes	2,423	2,767
Skill training (computer, mediation)	3,279	4,417
Special events	1,408	2,359
Mentoring sessions	881	2,161

Program Outcomes

A review of program information provided by the first 16 after-school enrichment grantees indicates:

- An increase in program participation by 9-13 year-old at-risk youth sites 16 of 16
- An expansion of community based program sites 13 of 16
- An increase in academic performance (test scores and/or grades) sites 11 of 16
- An increase in school attendance and/or decrease in truancy sites 5 of 16
- A decrease in juvenile crime in the community sites 5 of 16

Specifically:

- The Duluth program saw a 20% drop in the truancy rate for students in grades 6 through 8 and a 45% improvement in unexcused absences for 8th graders.
- The Moorhead Police Department informed its after-school program staff that juvenile arrests dropped nearly 50% in the fourth quarter of 1996.

⁴ The variance in number of participants from 1996-1997 to 1997-1998 is due to a change in the process of counting participation. 1996-1997 numbers sometimes included counting a youth as a program participant more than once.

- In the Minneapolis Powderhorn/Central BURST program, a sample showed reading skill improvements ranging from .5 to 5 grade levels during one school year, with the average improvement being 1.8 grades.

Family Services Collaboratives

Family Services Collaboratives are designed to be locally-driven service delivery partnerships that help communities collaborate to improve results for Minnesota's children and families. Since 1993, collaborative designation and/or grants for implementation have been available to communities that develop a comprehensive plan to integrate and improve services to children and families. These financial incentives are intended to stimulate better coordination of services at the community-level and system reforms that will result in an increase in the number and percentage of babies and children who are healthy, children who come to school ready to learn, families that provide a healthy and stable environment for their children, and children who excel in academic skills.

1997-1998 Program Performance

The number of Family Services Collaboratives has grown from 13 in 1994 to 64 in 1998. These 64 collaboratives provide access to services to over 90% of children ages 0-18. In 1998, a total of 256 school districts and 62 counties were participating in family services collaborative initiatives. In 1994, only 14 counties and 68 school districts were participating in this voluntary initiative.

Department staff provide service to local collaboratives through on-site technical assistance visits, telephone contacts, and statewide and regional meetings. In 1998, agency staff provided over 1,400 hours of technical assistance, 1,560 hours of site visits and 672 hours of training. Sixty joint collaborative focus team meetings were held.

Program Outcomes

In fiscal year 1998, the 64 Family Service Collaboratives adopted a core set of common outcomes which will be reported to the Department on an annual basis beginning in fiscal year 1999. Family Service Collaboratives have been reporting individual collaborative outcomes on a biennial basis. Some of the most recent highlights include:

- Out-of-home placement costs in Cass County decreased by \$186,000 over two years.
- Nicollet and Blue Earth Counties reported that 4,178 out-of-home placement bed days were averted at a cost saving of \$296,000. These two counties also reported that school attendance improved by 28% and that 30% of children improved their level of academic achievement.

- In Becker County, outreach to families of newborns increased from less than 40% to 98%. The county also realized a cost saving of \$37,000 due to reduced duplication of early childhood screenings.
- Family Service Collaboratives used the collaborative grant funding to leverage over \$19.4 million dollars through federal revenue enhancement in 1997. These funds are used for locally determined preventive services.

Minnesota Economic Opportunity Program

The Department of Children, Families & Learning administers the state funded Minnesota Economic Opportunity Grant Program and the federally funded Community Services Block Grant Program to help low-income Minnesotans achieve self-sufficiency. These programs provide opportunities for citizens to improve their skills and knowledge in order to alleviate the effects of poverty.

Program Performance

Minnesota's economic opportunity programs are delivered by a statewide network of Community Action Agencies, tribal governments and migrant seasonal farmworkers organizations. Each locally-governed agency assesses local needs, establishes its own priorities, determines strategies to respond to local poverty issues and delivers a broad range of services including:

- | | |
|-------------------------------------|------------------------------------|
| • Self-sufficiently case management | • Economic development initiatives |
| • Entrepreneurial projects | • Nutrition programs |
| • Literacy programs | • Transportation assistance |
| • Housing assistance | • Job training |
| • Energy conservation efforts | • Head Start |
| • Youth employment and recreation | • Senior services |
| • Crisis assistance | • Family resource centers |
| • Advocacy and referral | |

Program Outcomes

- Annually, these two grant programs leverage an additional \$171 million in other program funding.
- Approximately 200,000 low income households are served annually.
- Approximately 3,000 low-income individuals achieve self-sufficiency annually.
- In 1998, over 47,000 volunteers provided 1.9 million hours of service through the community action network, with an estimated value of \$10 million.

SUCCESSFUL LEARNERS

The Department works hard to assist schools and communities provide opportunities for all learners in Minnesota to succeed in school, in the workplace and in life. Most of the outcome indicators suggested by the System Accountability Project, and included below, provide comprehensive data regarding the performance of Minnesota students. The efforts of department staff directly support these measures of student achievement.

Goal: Learner Success

The department will manage the design of and help schools implement graduation standards to increase learning and support teaching.

The Teaching and Learning staff of the Department of Children, Families & Learning strives to provide leadership and service in the design and implementation of a standards based and results driven system of education. The agency works to improve the quality of learning opportunities for all students, increase student achievement and lead Minnesota's school technology effort.

The primary activities of the Teaching and Learning staff include:

- Administering state grant and aid programs to school districts, counties, nonprofits, community organizations, and other service providers to achieve program outcomes.
- Developing and implementing administrative rules and administering federal and state laws and regulations.
- Providing training and technical assistance to service providers and local education staff.
- Promoting cooperation and collaboration among service providers.
- Collection data to determine program need and effectiveness.

MINNESOTA GRADUATION STANDARDS

The Department has been actively engaged in the process of developing educational accountability standards for over 25 years⁵. That process has evolved through time as the result of academic research, public input and legislative direction. Since the late 1980s, Minnesota's education policy-makers have been focusing on the implementation of statewide graduation standards designed to ensure that all graduates are prepared for success in the workplace and for lifelong learning.

Minnesota's Graduation Standards have two components, the Basic Standards and the High Standards. The Basic Standards are a "safety net" to make sure that no student graduates without learning the basic skills needed to live and work in today's society. Students must pass

⁵ A historical chronology of the development of the Minnesota Graduation Standards is attached as an Appendix to this report.

tests in reading, mathematics and writing to show they meet the Basic Standards and in order to be eligible to graduate from a public high school.

The High Standards define what students should know, understand and be able to do to demonstrate a high level of achievement. At the present time, the High Standards portion of the Minnesota Graduation Standards is called the "Profile of Learning."

The following data provides some indication of the success of Minnesota's students with respect to the Minnesota Graduation Standards and other measures of academic achievement. The data includes:

- Four Year Graduation and Dropout Rates and Grades Affected [page 27]
- by Dropout [page 28]
- Grade 3 - Test Results for Reading and Mathematics [page 29]
- Grade 5 – Test Results for Writing, Reading and Mathematics [page 31]
- Grade 8 – Test Results for Reading and Mathematics [page 32]
- NAEP Grade 8 – Mathematics and Science [page 32]
- Information related to students pursuing Advanced Placement, ACT Recommended core or PSEO coursework. [page 33]



Four Year Graduation and Dropout Rates

[Based on a longitudinal study of students who were ninth-graders in 1994.]

Category	Number of Students	Number of Graduates	Number of Dropouts	Number Continuing	4-year Graduation Rate (%)	Dropout Rate (%)
Total	59699	46680	6758	6261	78	11
Girls	29298	23870	2801	2627	81	10
Boys	30401	22810	3957	3634	75	13
Asian	1784	1216	317	251	68	18
Black	2506	891	998	617	36	40
Hispanic	993	434	373	186	44	38
American Indian	1089	447	413	229	41	38
White	53327	43692	4657	4978	82	9
LEP	571	285	193	93	50	34
Special Ed	5830	3403	1180	1247	58	20
Metro Area	26581	20138	3769	2674	76	14
Outstate	30583	26109	2297	2177	85	7
Mpls/St. Paul	5759	2704	2050	1005	47	36
TC Suburbs	20822	17434	1719	1669	84	8
Outstate: 2000+	15215	12083	1516	1616	79	10
Outstate: 2000-	15368	14026	781	561	91	5
Public/Charter	149	37	54	58	25	36
Public/Not Charter	59550	46643	6704	6203	78	11

Grades Affected by Dropout

Grade	Boys	Girls	American Indian	Asian	Black	Hispanic	White	Total
9	35491 (52%)	33248 (48%)	1389 (2%)	2965 (4%)	3546 (5%)	1507 (2%)	59332 (86%)	68739
10	35099 (51%)	33304 (49%)	1235 (2%)	2809 (4%)	3107 (4%)	1337 (2%)	59915 (88%)	68403
11	33065 (51%)	31663 (49%)	1045 (2%)	2456 (4%)	2506 (4%)	1074 (2%)	57647 (89%)	64728
12	32160 (51%)	31200 (49%)	900 (1%)	2218 (4%)	2387 (4%)	1100 (2%)	56755 (90%)	63360

1998 Grade 3: Minnesota Comprehensive Assessment Results in Reading for all Public School Students Tested

Category	Number Tested	% At or Above Level III	% At or Above Level II	Mean Scale Score	% Enrolled Students Tested	% LEP Students in Score	% Special Ed Students in Score	% New to District Since 1/1/97	% F/R Student in Score
Total	60577	35	77	1410	93	4	11	10	31
Girls	29792	41	82	1435	94	4	7	10	32
Boys	30663	30	73	1386	92	5	15	10	31
Asian	2847	17	52	1302	93	62	5	13	70
Black	3692	11	46	1264	90	4	14	16	82
Hispanic	1486	16	54	1300	86	38	10	18	70
American Indian	1204	15	56	1303	89	0+	18	17	75
White	50542	39	83	1434	94	0+	11	9	24
Special Ed	6696	12	41	1248	82	2	---	10	44
LEP	2612	4	34	1222	87	---	6	13	87
Metro Area	32683	37	76	1410	92	7	10	10	30
Outstate	27759	34	79	1410	93	2	12	10	34
Mpls/St. Paul	7792	18	51	1298	89	22	9	11	69
TC Suburbs	24846	42	84	1445	93	2	10	10	17
Outstate: 2000+	13700	34	79	1409	92	3	12	8	31
Outstate: 2000-	14059	34	79	1411	94	1	12	11	36
Public/Charter	276	21	52	1302	82	13	12	56	62
Public/Not Charter	60301	35	78	1410	93	4	11	10	31
Non-public	1315	43	88	1455	---	---	---	---	---

1998 Grade 3: Minnesota Comprehensive Assessment Results in Mathematics for all Public School Students Tested

Category	Number Tested	% At or Above Level III	% At or Above Level II	Mean Scale Score	% Enrolled Students Tested	% LEP Students in Score	% Special Ed Students in Score	% New to District Since 1/1/97	% F/R Student in Score
Total	60685	35	82	1401	93	4	11	10	31
Girls	29738	34	82	1397	93	4	7	10	31
Boys	30805	36	82	1406	92	4	15	10	31
Asian	2821	19	64	1299	92	62	5	13	70
Black	3670	8	48	1199	90	4	14	16	82
Hispanic	1484	14	59	1256	86	38	11	19	70
American Indian	1191	16	67	1292	88	0+	18	17	75
White	50472	40	87	1431	94	0+	11	9	24
Special Ed	6744	14	55	1246	83	3	---	10	44
LEP	2606	7	48	1202	87	---	6	14	87
Metro Area	32701	37	81	1403	93	7	10	10	29
Outstate	27801	33	84	1399	93	2	12	10	33
Mpls/St. Paul	7800	19	59	1274	89	22	10	11	68
TC Suburbs	24901	43	88	1444	94	2	10	9	17
Outstate: 2000+	13669	33	83	1396	92	3	12	8	31
Outstate: 2000-	14132	33	85	1403	94	1	12	11	36
Public/Charter	301	19	57	1259	89	12	13	55	59
Public/Not Charter	60384	35	82	1402	92	4	11	10	31
Non-public	1311	40	88	1434	---	---	---	---	---

Note: LEP=Limited English Proficiency; F/R=Eligible for free or reduced-price lunch; 0+ indicates a .4% or less. All percentages and Mean Scale Scores are rounded to the nearest whole number.

1998 Grade 5: Minnesota Comprehensive Assessment Results in Writing for all Public School Students Tested

Category	Number Tested	% At or Above Level III	% At or Above Level II	Mean Scale Score	% Enrolled Students Tested	% LEP Students in Score	% Special Ed Students in Score	% New to District Since 1/1/97	% F/R Student in Score
Total	60364	42	80	1393	95	4	13	9	29
Girls	29420	52	87	1496	96	3	8	9	29
Boys	30891	32	74	1296	94	4	17	9	29
Asian	2757	35	76	1325	96	52	8	11	65
Black	3184	21	57	1131	91	4	19	16	77
Hispanic	1274	25	64	1202	89	33	17	16	66
American Indian	1139	19	61	1145	88	0+	20	13	73
White	51123	45	83	1426	96	0+	12	9	22
Special Ed	7607	15	51	1041	87	3	---	9	42
LEP	2088	18	60	1141	90	---	12	12	88
Metro Area	31443	44	81	1413	95	5	12	9	27
Outstate	28642	39	79	1372	95	1	13	8	31
Mpls/St. Paul	6884	29	65	1227	93	20	14	10	66
TC Suburbs	24559	49	85	1465	96	1	12	8	16
Outstate: 2000+	14055	40	80	1378	94	2	13	7	28
Outstate: 2000-	14587	38	79	1366	96	1	13	9	34
Public/Charter	231	31	64	1207	94	13	21	50	50
Public/Not Charter	60133	42	80	1394	95	3	13	8	29
Non-public	1334	43	81	1409	---	---	---	---	---

1998 Grade 5: Minnesota Comprehensive Assessment Results in Reading for all Public School Students Tested

Category	Number Tested	% At or Above Level III	% At or Above Level II	Mean Scale Score	% Enrolled Students Tested	% LEP Students in Score	% Special Ed Students in Score	% New to District Since 1/1/97	% F/R Student in Score
Total	60492	38	79	1419	95	4	13	9	29
Girls	29484	43	83	1444	96	3	8	9	29
Boys	30958	34	76	1395	94	4	17	9	29
Asian	2786	22	59	1323	97	52	8	11	65
Black	3271	13	46	1254	93	4	20	16	77
Hispanic	1305	16	54	1290	91	34	17	17	66
American Indian	1165	15	58	1292	90	0+	21	13	73
White	51088	42	84	1443	96	0+	13	8	22
Special Ed	7794	10	39	1230	89	3	---	9	42
LEP	2154	4	33	1201	93	---	12	13	88
Metro Area	31575	40	78	1423	95	6	12	9	27
Outstate	28633	36	80	1415	95	1	14	8	31
Mpls/St. Paul	7009	21	54	1301	94	20	15	10	66
TC Suburbs	24566	45	85	1458	96	1	12	8	16
Outstate: 2000+	14054	38	80	1419	94	2	14	8	28
Outstate: 2000-	14579	35	80	1412	96	1	13	9	34
Public/Charter	233	26	59	1322	94	13	24	51	50
Public/Not Charter	60259	38	79	1420	95	4	13	9	29
Non-public	1334	45	88	1461	---	---	---	---	---

Note: LEP=Limited English Proficiency; F/R=Eligible for free or reduced-price lunch; 0+ indicates a .4% or less. All percentages and Mean Scale Scores are rounded to the nearest whole number.

1998 Grade 5: Minnesota Comprehensive Assessment Results in Mathematics for all Public School Students Tested

Category	Number Tested	% At or Above Level III	% At or Above Level II	Mean Scale Score	% Enrolled Students Tested	% LEP Students in Score	% Special Ed Students in Score	% New to District Since 1/1/97	% F/R Student in Score
Total	60362	31	80	1395	95	4	13	9	29
Girls	29305	30	80	1393	95	3	8	9	29
Boys	30995	32	79	1397	95	4	17	9	29
Asian	2779	19	63	1315	96	52	9	11	65
Black	3233	7	41	1211	92	4	20	16	77
Hispanic	1293	11	52	1262	90	34	17	17	66
American Indian	1157	10	55	1273	90	0+	21	14	73
White	51008	35	84	1419	95	0+	13	8	22
Special Ed	7790	11	47	1242	89	3	---	9	42
LEP	2149	4	40	1207	93	---	12	13	88
Metro Area	31419	34	79	1401	95	6	13	9	27
Outstate	28660	28	80	1389	95	1	14	8	31
Mpls/St. Paul	6948	16	54	1281	93	20	15	10	66
TC Suburbs	24471	39	86	1435	95	1	12	8	16
Outstate: 2000+	14022	29	81	1394	94	2	14	7	28
Outstate: 2000-	14638	28	80	1385	96	1	13	9	34
Public/Charter	234	18	60	1294	95	14	23	50	50
Public/Not Charter	60128	31	80	1395	95	4	13	8	29
Non-public	1329	33	89	1420	---	---	---	---	---

Note: LEP=Limited English Proficiency; F/R=Eligible for free or reduced-price lunch; 0+ indicates a .4% or less. All percentages and Mean Scale Scores are rounded to the nearest whole number

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1998 Grade 8: Basic Standards Test Results in Reading for all Public School Students Tested

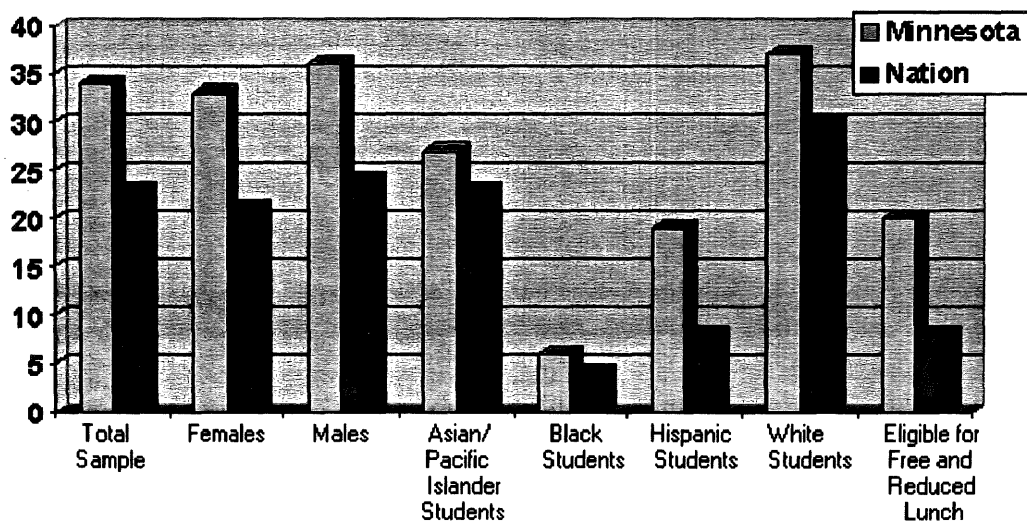
Category	Number Tested	% Meeting H.S. Minimum Standard	Mean Number Correct	% Enrolled Students Tested	% LEP Students in Score	% Special Ed Students in Score	% New to District Since 1/1/97	% F/R Student in Score
Total	64408	68	31.19	96	2	12	7	24
Girls	31146	71	31.76	96	2	7	7	24
Boys	32416	66	30.79	96	3	16	7	24
Asian	2769	48	27.83	93	36	7	10	62
Black	2684	32	24.38	89	5	23	16	72
Hispanic	1256	39	25.89	88	27	16	18	62
American Indian	1134	38	26.06	88	0+	24	14	64
White	55098	73	32.01	97	0+	11	6	18
LEP	1579	16	21.58	85	---	12	14	89
Special Ed	7530	27	23.18	87	2	---	11	41
Metro Area	31121	68	31.13	95	4	12	7	22
Outstate	32805	68	31.28	96	1	12	7	26
Mpls/St. Paul	6215	41	26.32	89	17	17	9	64
TC Suburbs	24906	75	32.33	97	1	10	6	12
Outstate: 2000+	16122	69	31.34	96	2	12	6	23
Outstate: 2000-	16683	68	31.22	97	0+	12	8	29
Public/Charter	182	43	26.12	98	1	26	45	51
Public/Not Charter	64221	68	31.20	96	2	12	7	24
Non-public	4153	83	34	---	---	---	---	---

1998 Grade 8: Basic Standards Test Results in Mathematics for all Public School Students Tested

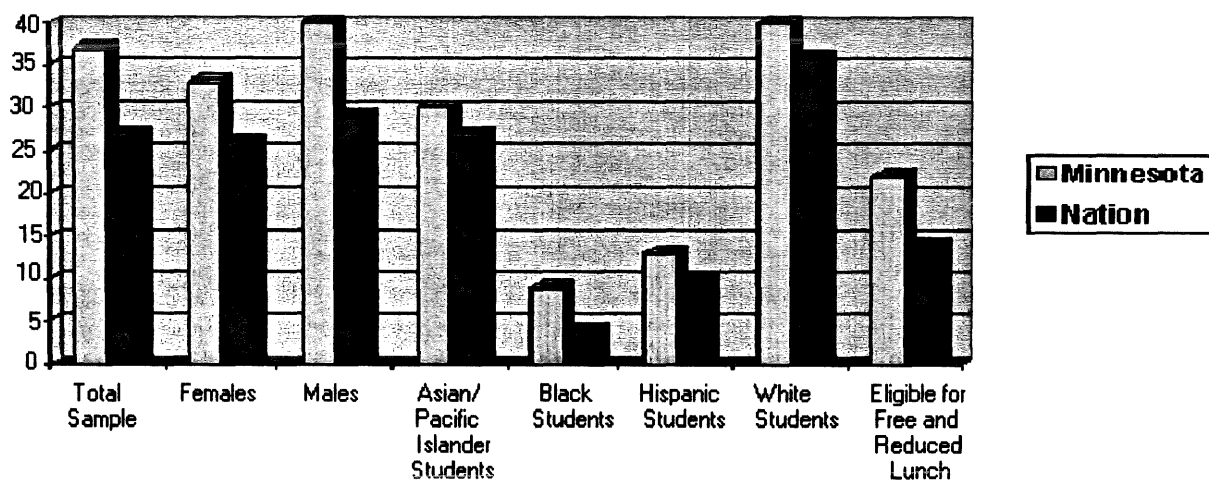
Category	Number Tested	% Passing	Mean Number Correct	% Enrolled Students Tested	% LEP Students in Score	% Special Ed Students in Score	% New to District Since 1/1/97	% F/R Student in Score
Total	64397	71	53.74	96	3	12	7	24
Girls	31131	70	53.55	96	2	7	7	25
Boys	32362	73	54.24	96	3	16	7	24
Asian	2775	53	48.55	93	36	7	9	62
Black	2694	26	38.49	89	6	23	15	72
Hispanic	1239	38	43.53	87	27	15	18	62
American Indian	1139	39	44.18	88	0+	24	14	64
White	55051	76	55.38	97	0+	11	6	19
LEP	1584	23	37.78	85	---	11	14	89
Special Ed	7523	29	39.65	87	2	---	11	41
Metro Area	31075	70	53.34	95	4	12	7	22
Outstate	32838	72	54.20	96	1	12	7	26
Twin Cities	6229	41	43.76	89	17	17	9	64
TC Suburbs	24846	77	55.74	97	1	10	6	12
Outstate: 2000+	16145	72	54.41	96	2	12	6	23
Outstate: 2000-	16693	71	53.99	96	0+	12	8	29
Public/Charter	178	40	42.37	96	1	27	44	51
Public/Not Charter	64219	71	53.77	96	3	12	7	24
Non-public	4153	82	57.00	---	---	---	---	---

Note: LEP=Limited English Proficiency; F/R=Eligible for free or reduced-price lunch; 0+ indicates a .4% or less. All percentages and Mean Scale Scores are rounded to the nearest whole number.

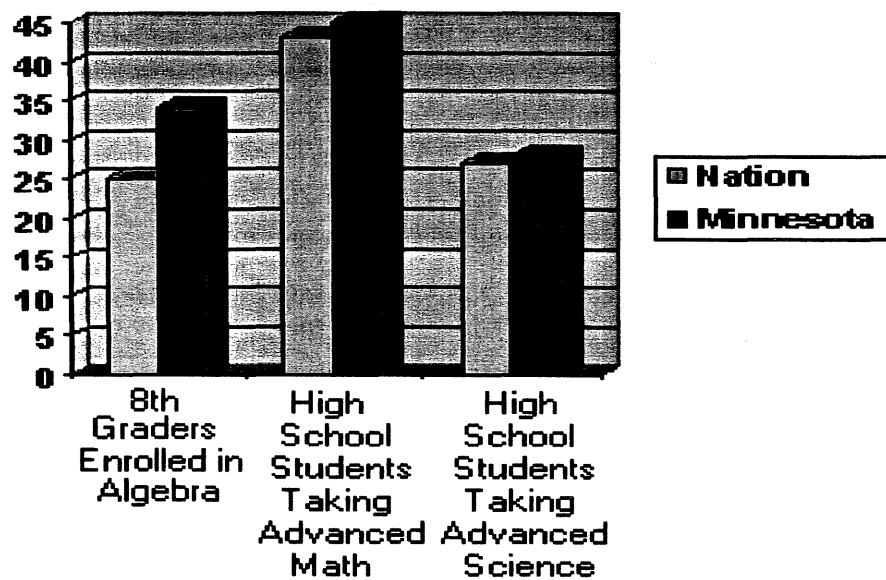
1996 NAEP Grade 8 Mathematics: Percent Proficient by Subgroup



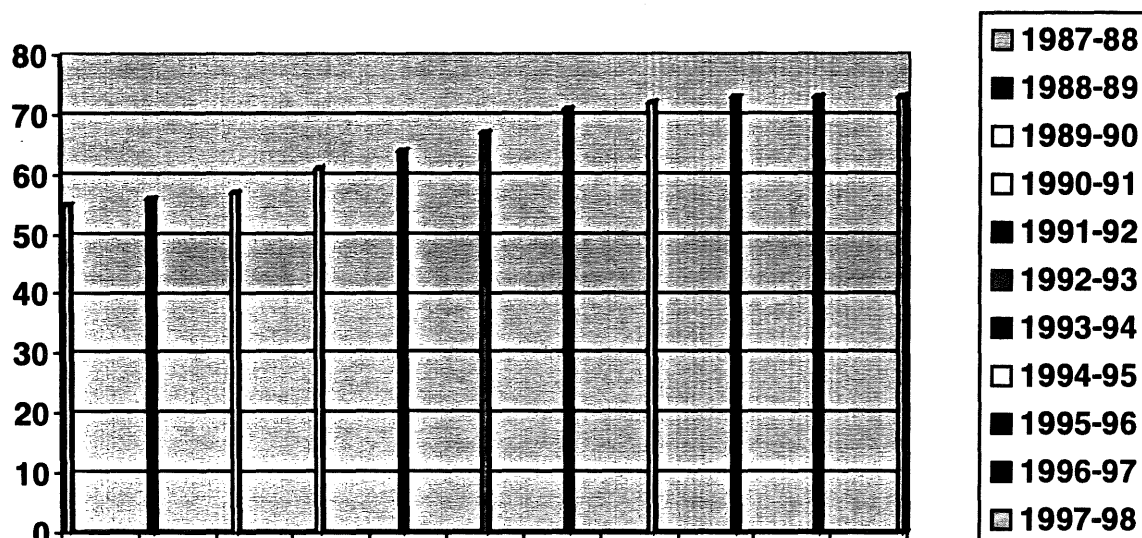
1996 NAEP Grade 8 Science: Percent Proficient by Subgroup



Percentage of Eighth Grade Students Taking Algebra and High School Students Taking Advanced Mathematics and Science



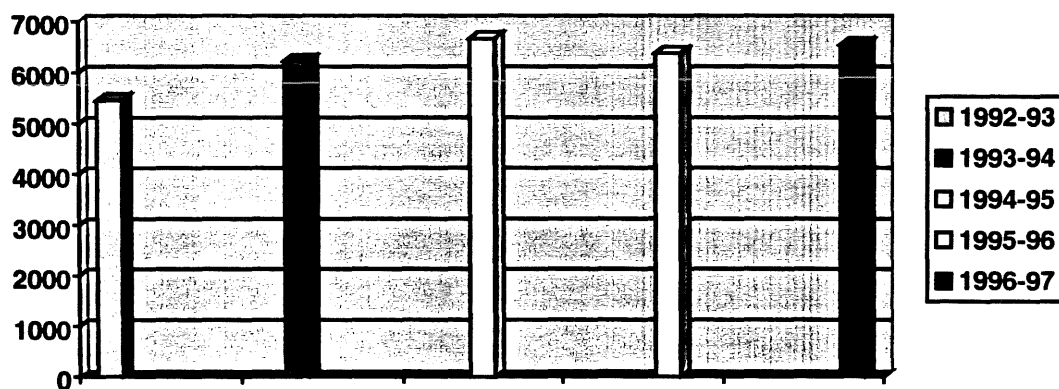
Percentage of Students Having Completed the ACT Recommended Core Academic Preparation for the Years 1987-98



Growth in the Advanced Placement Program

	1993	1994	1995	1996	1997
Schools	165	167	193	201	205
Candidates	4,438	4,890	7,278	8,465	9,369
Exams	5,794	6,491	9,401	11,169	12,641
Exams/Candidates	1.306	1.327	1.292	1.319	1.349

Number of Students Participating in *Post Secondary Enrollment Options* Programs on Post-secondary Campuses for the Years 1992-97



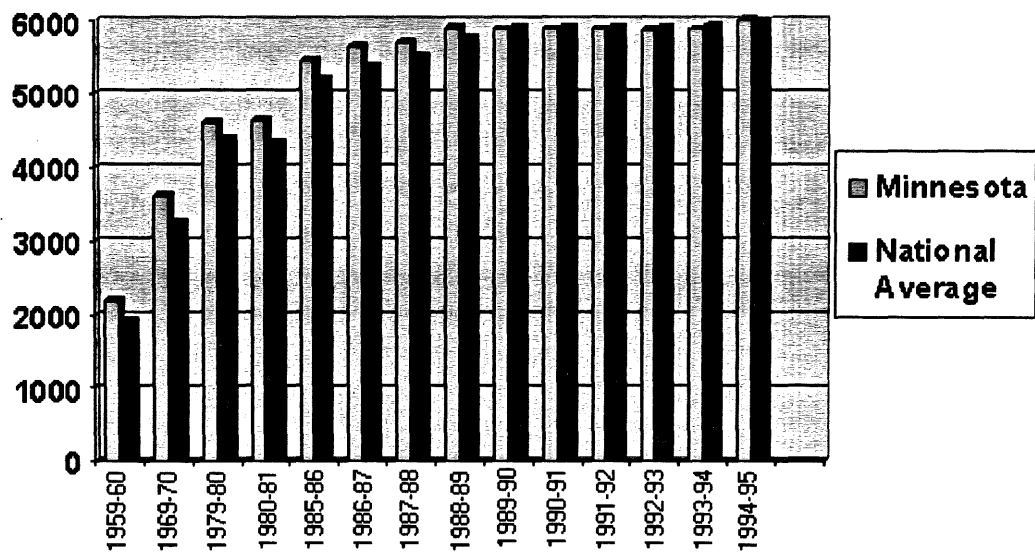
The preceding data addressed various measures of student achievement. There are other measures of the status of Minnesota's K-12 education system. The following data relates two additional categories of performance indicators:

- Minnesota Teachers Profile
- Per Pupil Expenditures [pages 36-37]

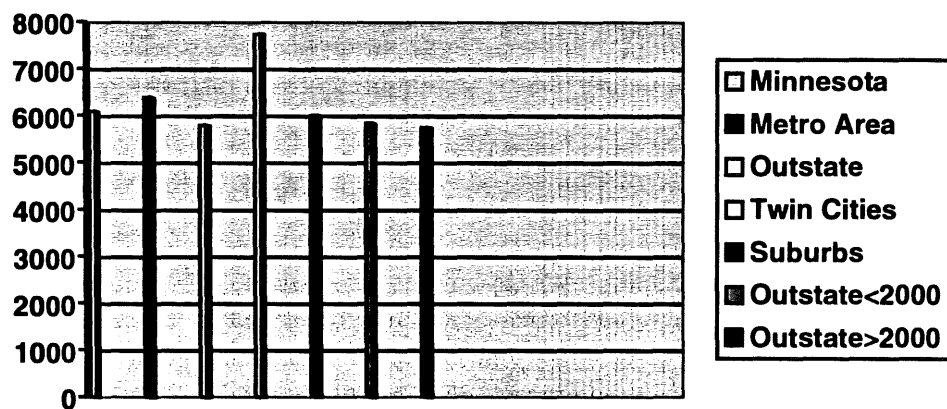
1996-97 Minnesota Teachers Profile: Full-time Teachers (100% FTE)

	N	% of Teachers Holding BA or Higher	% of Teachers Holding MA or Higher	Average Years of Teaching Experience	Average Teacher Salary	Average Teacher Age	Number of Teachers Aged 55 or Over	Number of Teachers Aged 60 or Over
Total	44874	100	42	16	38232	44	6952	1817
Females	29671	100	40	15	37905	44	4078	1237
Males	14555	100	46	18	39367	45	2874	580
Elementary	22758	100	41	16	38649	44	3422	1016
Secondary	20086	100	43	16	37989	44	3357	742
Metro Area	21518	100	52	15	41008	44	3534	923
Outstate	22158	100	33	17	35707	44	3302	853
Mpls/St. Paul	5081	100	52	15	43098	45	923	322
TC Suburbs	16437	100	52	16	40363	44	2611	601
Outstate: 2000+	10643	100	45	16	37916	44	1767	444
Outstate: 2000-	11515	100	22	17	33664	44	1535	409

Expenditures Per Pupil in Average Daily Attendance: Minnesota and the National Average



Per Pupil Operating Expenditures by Minnesota Region



1996-97 Per Pupil Operating Expenditures in Dollars and Percent of Total

	Region		Strata			
	Metro Area Region	Outstate Region	Mpls/St. Paul	Suburbs	Outstate: 2000+	Outstate: 2000-
Demographics						
% Eligible for F/R Lunch	24	28	64	13	25	31
% LEP	5	1	18	1	2	1
% Special Education	10	11	12	10	11	11
Mobility Rate	20	15	38	14	18	12
Expenditure Category						
Administration	332 (5)*	345 (6)	350 (4)	327 (5)	303 (5)	385 (7)
Support Services	208 (3)	136 (2)	267 (3)	192 (3)	133 (2)	138 (2)
Regular Instruction	3017 (48)	2824 (49)	3505 (46)	2881 (48)	2780 (48)	2867 (50)
Vocational Instruction	121 (2)	135 (2)	108 (1)	125 (2)	138 (2)	131 (2)
Exceptional Instruction	993 (15)	803 (14)	1421 (18)	873 (14)	950 (15)	704 (12)
Instructional Support	334 (5)	242 (4)	409 (5)	313 (5)	272 (5)	214 (4)
Pupil Support	222 (3)	145 (3)	330 (4)	192 (3)	173 (3)	118 (2)
Operations/Maintenance	530 (8)	510 (9)	632 (8)	501 (8)	505 (9)	514 (9)
Food Service	259 (4)	252 (4)	301 (4)	247 (4)	235 (4)	269 (5)
Pupil Transportation	345 (5)	349 (6)	471 (6)	310 (5)	345 (6)	352 (6)
Other Operations	12 (0)	41 (1)	-65 (-1)**	34 (1)	37 (1)	44 (1)
Total Operating	6373	5781	7730***	5994	5827	5737

Note: The 1996-97 Average Per Pupil Expenditure for Minnesota was \$6,081. * Numbers in parentheses represent the percentage of each per pupil dollar spent in a category. ** A negative value represents an expenditure surplus. *** This figure is a weighted average of per pupil expenditure

Special Education

The Department of Children, Families and Learning administers state and federal special education programs to ensure that students with disabilities have specially designed instruction and related services available to meet their unique learning needs. Since 1975, the numbers of special education students, staff and services have been growing and evolving in Minnesota's public schools.

In fiscal year 1998, Minnesota provided special education services to 95,938 students, ages 5-18, compared with 72,556 in fiscal year 1991. In that same timeframe, the number of school-aged students grew by 23,382, while special education enrollment as a percent of total enrollment only increased from 8.68% to 10.28%. Therefore, the total school-aged population identified as have a disability in fiscal year 1998 was only 1.6% greater than it was in 1991.

Fiscal Year	Preschool Special Education Enrollment (0-4)	School Age Special Education Enrollment (5-18)	% of Total School Age Enrollment (5-18)	Special Education Enrollment (19-21)
1995	8,862	86,356	9.63	1,323
1996	8,900	90,501	9.85	1,531
1997	9,022	93,482	10.15	1,567
1998	9,347	95,938	10.28	1,613

Students are eligible for special education services by meeting specific state eligibility requirements under one or more of 13 disability categories: (1) Special Language Impaired; (2) Mild-Moderate Mentally Impaired; (3) Moderate-Severe Mentally Impaired; (4) Physically Impaired; (5) Hearing Impaired; (6) Visually Impaired; (7) Specific Learning Disabilities; (8) Emotional Behavior Disorder; (9) Autistic; (10) Deaf and Blind; (11) Other Health Impaired; (12) Brain Injured; (13) Early Childhood Special Education.

The public school district in which the parents of a special education student reside is responsible for delivering special education services to the student. More than 200 smaller school districts have formed 43 special education cooperatives to deliver special education programs more cost-effectively and efficiently than they could do independently. In addition, all districts purchase or cooperate on the delivery of some special education services from service cooperatives, intermediate school districts and formal collaborative organizations such as children's mental health collaboratives, family service collaboratives, interagency early intervention committees, and community interagency transition committees.

Goal: Lifework Development

The department will build the capacity of the state and its schools and communities to create a lifework development system that provides youth and adults with the knowledge and skills to be productive workers and citizens in a global economy.

Percentage of learners who develop and maintain a lifework plan	The Department began collecting this data in 1998 for inclusion in future performance reports.
Percentage of K-12 students who have non-school education/training experiences related to their lifework plan documented and included in their academic record.	
Percentage of school districts that gather achievement information on their graduates 5 years after graduation	
Percentage of high school students pursuing advanced training, apprenticeships or higher education one year after high school.	

Goal: Lifelong Learning

The department will build the capacity of the state and its schools and communities to provide lifelong learning and quality library services and opportunities to Minnesotans of all ages.

	1994	1995	1996	1997	1998
Number of Minnesotans who received their GED	6,270	6,329	6,122	6,535	7,117
Number of adults 21 and over who received their high school diploma	462	408	487	555	516
Number of items (books, audio-visual equipment, electronic media, etc.) checked out and used from public libraries each year, - Public libraries - Blind & Physically Handicapped Library TOTAL	42,482,869 <u>293,901</u> 42,776,770	43,160,266 <u>308,096</u> 43,468,362	43,741,008 <u>313,248</u> 44,054,256	44,578,005 <u>304,021</u> 44,882,026	Not yet available
Children's attendance	783,980	815,023	818,932	820,572	Not yet available
Number of participants in Community Education programs each year (duplicated count)	11,986	12,419	11,794	11,784	11,942

Lifework Development

The Department's Office of Lifework Development works with partnerships at the state and local level to help Minnesota's youth become active citizens, productive contributors to the economy and lifelong learners. The Office goal is to create a seamless school-to-work career system for all learners. Working groups include:

- School-based Learning includes career awareness and exploration, curriculum alignment, vocational education, Tech Prep and the high School Follow-up Study.
- Work-based Learning provides a range of learning experiences that occur at employment sites, including job shadowing, career mentoring, internships and youth apprenticeships and entrepreneurship.
- Service-based Learning includes educational opportunities that work together with community service programs, including the state funded YouthWorks and federally funded /AmeriCorp and Learn and Serve America programs.
- Connecting Activities includes the Minnesota Career Information System, partnerships development, and student vocational organizations.

In 1997, the Department's Office of Lifework Development redesigned the Minnesota High School Follow-Up System to better gather student perceptions and reflections on their high school educational experience as they relate to their future goals. Students are surveyed in their senior year, and again three years and six years after graduation. The main areas of information to be gathered are: (1) student and family demographics; (2) goals, plans, and motivations for education and career decisions; and (3) high school environment and experience.

Library Development and Services

The Department's Library Development and Services (LDS) division is the state library agency for Minnesota. LDS seeks to build the capacity of the library community by providing quality library information and services that ensures lifelong learning opportunities to Minnesotans of all ages. This staff supports statewide library development, administers library grant programs and the Minnesota Library for the Blind and Physically Handicapped in Faribault and the Education Resource Center. LDS customers include: the public; visually impaired citizens; local, regional and school library staff; library administrators and boards; government officials; higher education systems; state government employees; and state government libraries.

1997-1998 Program Performance

Statewide Library Services

	<u>1997</u>	<u>% Change 1993-97</u>
State Population	4,735,830	5.9%
Total Circulation	44,578,005	4.7%
Juvenile Circulation	17,780,921	N/A ⁶
Reference	6,125,240	N/A
Library Visitors	18,179,013	N/A
Children's Programs	27,308	N/A
Children's Attendance	820,572	14.1%

MN Library for the Blind and Physically Handicapped - Statistics by Federal Fiscal Year

<u>Category</u>	<u>1996/1997</u>	<u>1997/1998</u>
Individuals (all ages)	9,524	9,622
Schools	400	430
Other Institutions	1,860	1,890
TOTAL	11,784	11,942
School Age (4 th -18 th birthdays)	744	1,128
Circulation	304,021	313,322

Program Outcomes

Minnesota is one of five states selected by the Institute of Museum and Library Services to develop outcome evaluation measures for library programs that receive federal funds. This program is in the developmental stages. The federal government anticipates that it will take 2-3 years to develop models, assess their effectiveness in each state, and to ascertain if the models can apply in other settings.

Adult Basic Education

State funding for the Adult Basic Education (ABE) program has existed since 1969. Since then, over 700,000 adult have participated in the program. The purpose of the program is to provide education opportunities for adults who lack basic academic skills and whose low educational levels are barriers to employment and to productive participation in their families and in our society.

⁶ Due to a change in collecting data, 1997 data cannot be compared with prior years.

Adult education options include the following:

- General education development certificate (GED) - high school equivalency program
- Adult Diploma Program - for adults over 21 leading to a high school diploma
- English as a Second Language (ESL) Program - for learners whose native language is other than English
- Family Literacy Program - features instruction for adults in literacy and parenting and education services for children
- Basic Skills Education Program - for learners who need to polish a specific skill such as math or reading
- Workplace Education - Basic skills instruction using work related content, often delivered at the learner's work site
- U.S. Citizenship - Programs for legal non-citizens to attain English and civic knowledge necessary for United States naturalization.

1997-1998 Program Performance

Over 50,000 Minnesotans received ABE services last year within these seven program options:

Total ABE Adult Enrollment: 52,180

Selected Participant Characteristics:

Basic Skills (general)	19,200
ESL participants	15,380
GED participants	9,130
Family Literacy	1,170
Workplace education	2,800
Citizenship	4,500

Unemployed	45%
On public assistance	44%
Incarcerated	17%
Rural participants	17%
Urban participants	48%
Parents	80%

Program Outcomes

Of the 39,101 adults served for 12 hours or more during FY1998:

- 6,670 obtained their General Equivalency Degree
- 8,832 gained employment or job advancement
- 615 left off public assistance
- 2,934 entered post-secondary educational and/or vocational training
- 404 earned their high school diploma
- 1,100 earned U.S. citizenship
- 3,390 reported being better able to assist their children in school

INFRASTRUCTURE

Goal: Information Technologies

The department will build the capacity of the state and its schools and communities to use current and emerging information technologies to increase learning and support teaching.

The Department of Children, Families & Learning plays an active role in supporting technology acquisition, training and use by Minnesota's K-12 schools.⁷ The Department is an active partner in this effort with school districts, policy makers, educational organizations, private citizens (via Netday) and business interests. In the past five years, Minnesota has invested at least \$138.5 million in technology initiatives and funding. The major initiatives can be categorized as follows:

Infrastructure

- Support a state telecommunications program for higher education, K-12 and community libraries to assure access and equity
- Support of 34 Interactive Television Cooperatives which provide advanced courses via two-way televisions
- Library Site grants
- Support a Computers for Schools program which has established 2 computer-refurbishing centers at Minnesota correctional facilities

Teacher Development

- The Minnesota Curriculum Repository, a web-based tool that helps teachers implement the state standards and other tools
- Learning Academy Program that provides for implementation of standards for teacher technology training
- Teacher access to the Internet

Student Achievement

- Development of technology literacy standards for students
- Competitive technology grant program for classroom innovation
- Federal competitive grant program to support high poverty area schools
- After-school technology grant program
- Learning plan software development grants
- Per pupil technology aid

⁷ District and school data related to the status of Minnesota schools with regard to technology acquisition, use and training is available in the following detailed reports: (1) *1998 Minnesota State Project EdTech Report*; and (2) *Survey of Technology in the Schools, August 1998, Status Report on Minnesota*. Copies of these reports are available upon request from the agency.

Goal: Finance and Management

The department will design funding processes and build the capacity of the state and its schools, community groups and other local units of government to manage fiscal resources for the most effective and efficient delivery of services.

The Department's primary mission is to maximize the capacity of communities to measurably improve the well-being of children and families. The agency accomplishes that mission by supporting the work of school districts, families, early childhood education programs, community service providers, and community action agencies in local communities throughout Minnesota. The Department employs 556 employees, and at that size is twelfth in comparison to other state agencies.⁸ All of the agency's employees work to support the measurable improvement in the academic, social and developmental success of children and families throughout our State.

To be effective in its mission, the agency manages the following workload:

Providing service and technical assistance (upon request) to:

- 1,674 public schools
- 853,302 public school students
- 353 public school districts
- 61,408 teachers
- 87 counties
- interested citizens, elected officials, nonprofit agencies and community service providers
- 524 non-public schools
- 85,100 non-public school students
- 52,205 graduates
- 2,097 administrators
- 23 child care resource and referral sites

Administering state and federal programs:

- 155 state categorical aids with state funding of approximately \$3.8 billion
- 75 state categorical aids with levies of approximately \$2.2 billion
- 105 federal programs with approximately \$480 million in federal funds

Making financial payments:

- 65,000 payments calculated and made through IDEAS (state aid payment system)
- 37,000 payments calculated and made through the PAYS (state developed federal payment system)

Supporting Minnesota Graduation Standards

⁸ As of October 14, 1998, DCFL ranked twelfth on a listing of state agencies by number of employees, following: MNSCU (17,324); Human Services (6,661); Transportation (5,189); Corrections (3,704); Natural Resources (2,744); Public Safety (1,855); Economic Security (1,855); Health (1,325); Revenue (1,151); Administration (893); Pollution Control (807).

- 64,357 8th graders taking Basic Skills Test
- 19,000 training sessions for teachers in 1997 and 1998.
- Training sessions for 2/3 of all superintendents
- Training for each district's Graduation Standards technician

Licensing teachers

- 30,500 teacher licensees processed in 1998.

Managing technology

- 45 mainframe applications
- 3,000 programs within applications
- 3 million lines of computer code
- 627 internal users/E-mail
- 15 servers
- Web site that receives an average of 35,000 hits per day from 1,729 users per day.

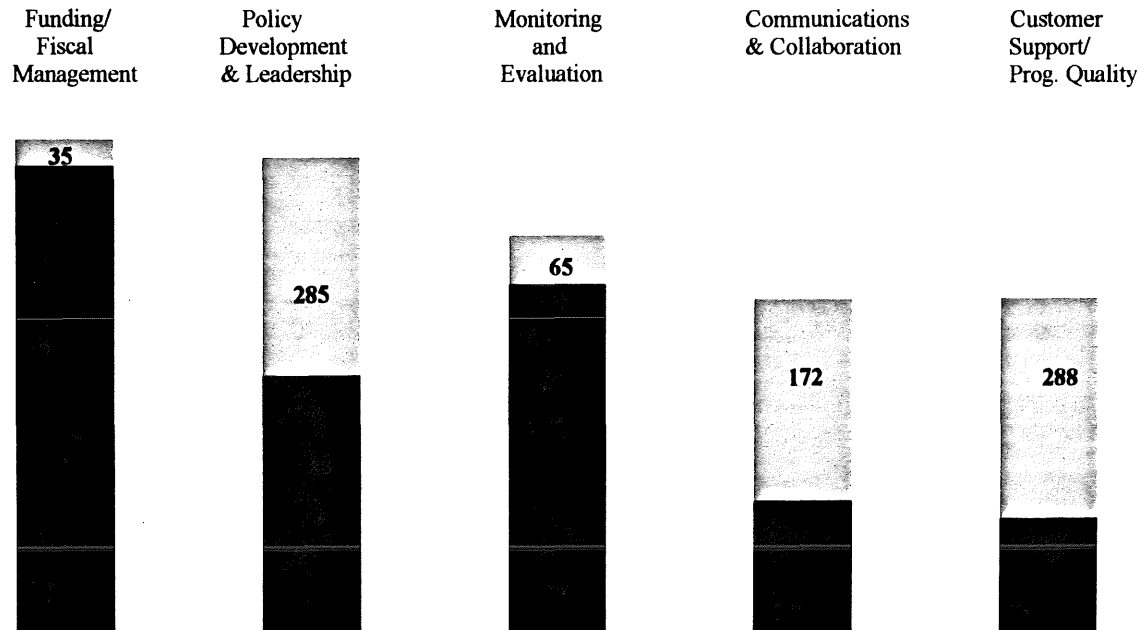
The Department's budget for 1998-99 is \$8,259,412,000. Of that amount, the agency spends \$60,265,000 on personnel services, \$68,858,000 on operating expenses and \$8,259,412,000 on grants.

Quantifying the appropriate amount of administrative cost is a very difficult task, but one that the Department has attempted to complete for at least one portion of agency activities. In 1998, the Department's Office of Community Services (OCS) conducted a study of the administrative activities and related costs associated with the programs OCS administers.⁹ OCS examined each of its activities, and quantified how much time and resources were devoted to: (1) funding/fiscal management; (2) policy development/leadership; (3) monitoring and evaluation; (4) communications/collaboration; (5) customer support/program quality enhancement. OCS also quantified the source of the requirement that the agency devote resources to specific tasks, identifying that the required task flowed from: (1) state program law/rule; (2) other nonprogram-specific state law/rule; (3) federal law/rule; or (4) customer need or expectation (including inquiries from legislators or other policy-makers).

This inquiry revealed that over half (56%) of the Department's OCS activities are state-mandated. It also found that activities required by state or federal law dominate the workload of OCS staff in all functional task categories, although all work involves some responding to client needs and program quality issues. The following chart illustrates the findings of the study in this regard.

⁹ A complete copy of this study is available upon request from the agency.

OCS ACTIVITIES BY FUNCTIONAL AREA



■ (C) Customer Expectations/Needs

■ (S.F.R.) Required Activities

Findings: Required activities dominate OCS functions

Responding to client needs and program quality issues are a part of all functions.

Source: OCS Operational Matrix

CONCLUSION

The Department of Children, Families and Learning strives to increase the capacity of communities to improve the well-being of children and families. The agency staff work hard every day to make sure that the skills, knowledge and network of support needed for changing times becomes more available to all Minnesotans. As we enter the 21st Century, the Department of Children, Families & Learning will continue its efforts to be a leader in identifying the best ways to help the children and families of Minnesota, measure the results of actions taken, strengthen the many efforts that work well, and seize opportunities for positive change.

APPENDIX

EVALUATION REPORTS

Healthy Children and Families

American Journal of Evaluation
The Evaluation of Minnesota's Early Childhood
Family Education Program.
1998

Birth to Three Head Start
January 1999

Childcare Development Program Summary
1999
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1996-97 Annual Report

Early Childhood Family Education
1997-98 Annual Report

Early Childhood Family Education
ECFE Outcomes

ECFE Infant Program
Results available fall 1999

Head Start Collaboration Projects
Program Year 1996/1997

Head Start Collaboration Projects
Program Year 1997/1998

Head Start in Minnesota
Celebrating Ten Years of State Funding
Report to the Legislature
January 1997

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Second Progress Report
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Minnesota Department of Education
Does Participation in Early Childhood Family
Education Impact Parent Involvement in the
Elementary Years?
1990

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Changing Times, Changing Families: Minnesota
Early Childhood Family Education Parent Outcome
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1992

Minnesota Department of Children, Families and
Learning
Immediate Outcomes of Lower-Income Participants
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1996

Minnesota Head Start Collaboration Project
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Year-End Project Assessment Tool

Minnesota's Learning Readiness
1997-1998 Evaluation Highlights

Minnesota Public Schools
Learning Readiness
1999 FACT SHEET

Minnesota Public Schools
Overview of Learning Readiness Program
Participation, Funding, and Services
January 1992 – January 1997

Minnesota Public Schools
Early Childhood Family Education (ECFE)
Winter 1995 FACT SHEET

Minnesota Public Schools
Early Childhood Family Education (ECFE)
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Minnesota Public Schools
Early Childhood Family Education (ECFE)
1997 FACT SHEET

Minnesota Public Schools
Early Childhood Family Education (ECFE)
1998 FACT SHEET

Minnesota Public Schools
Early Childhood Family Education (ECFE)
1999 FACT SHEET

Minnesota Public Schools
FACT SHEET

Overview of Early Childhood Screening Outcomes
Measures and Results
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Minnesota's Learning Readiness
1997-1998 Evaluation Highlights

School Nutrition Programs
1998 Report

Summary of Head Start Collaboration Projects
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Way to Grow
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Strong Communities

Bitter Sugar: Migrant Farmworker Nutrition and
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A Report by the Minnesota Food Education and
Resource Center
A Program of the Urban Coalition

Community Action Works
1997 Economic Opportunity Report

Community in Crisis
A Community Action Agency's Response to the
1997 Red River Valley Floods
Office of Economic Opportunity
December 1997

CSBG/MEOG Grantees
1994 Minnesota Economic Opportunity Report

Emergency Shelter Grant Program
Expenditures Report
10/01/96 – 9/30/97

Executive Summary
1998 Report
Prevention & Intervention for Minnesota's
Communities
Office of Community Services

High Risk Youth and Community Crime Reduction
Grants, An Evaluation of
Executive Summary
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High Risk Youth Grants Evaluation,
Final Report 1999: Executive Summary
February 17, 1999

Make the Peace Campaign
January 19, 1999

Minnesota Children's Trust Fund
Initiative to Prevent Child Maltreatment
An Evaluation of 1995-1998 Programs

Minnesota Community Action Agencies
Community Action Senior Program Services
Participant Survey Results

Minnesota Community Action Transit User Outcome
Survey
Transit User Outcome Survey Results
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Minnesota Family Services and Childrens Mental
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A Summary of Progress Report
January 1997

Minnesota Family Service Collaboratives
1998 Outcome Reports

Minnesota Transitional Housing Evaluation
Preliminary Follow-up Findings
October, 1998

Minnesota Transitional Housing Program
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Minnesota's Fifth Year Experience with
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Facilities to Assist the Homeless (SAFAH)
A Report to the U.S. Dept. of Housing and Urban
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District Status Report of SBE Inclusive Education
Program Rule by District
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HEALTHY CHILDREN AND FAMILIES

LEARNING READINESS

The department will build the capacity of the state and its schools and communities to prepare children to start school ready to learn.

Program Strategies

- **Early Childhood Family Education (ECFE)** – Enhances the ability of parents to provide for their children's optimal learning and development through education and support during the early childhood years, from birth to kindergarten.
- **Learning Readiness** – Provides children, ages 3 ½ to kindergarten, with opportunities to participate in child development programs that enable children to enter school with the necessary skills, behavior, family stability, and support to progress and flourish.
- **Family Literacy/Even Start** - Assistance to districts and other eligible entities (community based organizations) in providing family-centered education programs by integrating early childhood education and adult education for parents into a unified family literacy program. The target population is children ages 0-7, living in a Title I attendance area, with at least one parent who needs adult basic education.
- **Head Start** - Includes four main areas of emphasis: (a) parent involvement in which parents participate in adult activities which they have planned and they work with their own children on developmentally appropriate activities, with the support of Head Start staff, (b) health services which identifies early health problems and provides every child with a comprehensive health program including medical, dental, mental health and nutritional services, (c) social services which refer enrolled families to appropriate community resources and help them obtain the services they require, and (d) education designed to meet each child's individual needs and to reflect the ethnic and cultural characteristics of enrolled families and their communities.
- **Early Childhood Health and Development Screening** is designed to detect and seek solutions to conditions interfering with the growth, development and learning potential of young children. Prior to school entrance, children are screened for vision, hearing, height, weight, development, immunizations, and violence risk factors, and parents participate in a summary interview.
- **Way to Grow** provides coordinated and neighborhood-based service system to promote the school-readiness and development of children ages pre-birth to 6.

HEALTHY CHILDREN

The department will build the capacity of the state and its local communities to ensure that children are physically and emotionally healthy

Program Strategies

- **Family Services Collaboratives** – Improve the lives of and strengthen the opportunities available to Minnesota's children and families by allowing local communities to build flexible, comprehensive systems of services for children and families and invest funds in locally determined services that focus on prevention.
- **School Breakfast Program** – Provides additional reimbursement to schools beyond the reimbursement available through the federal school breakfast program to encourage more schools to offer breakfasts to children. In addition, school breakfast helps ensure that students are healthy and ready to learn by giving them access to a more nutritious diet and improves their eating habits through nutrition education.
- **School Lunch Program** – Provides required state matching funds to school food authorities to assure the continuance of federal assistance through the National School Lunch Program. School lunch helps ensure that students are healthy and ready to learn by giving them access to a more nutritious diet and improves their eating habits through nutrition education.
- **Community Food and Nutrition Program** - Awards funds to (a) coordinate private and public food assistance resources to better serve low-income populations, (b) assist low-income communities to identify potential sponsors of child nutrition programs and to initiate new programs in under-served and unserved areas, and (c) develop innovative approaches at the state and local levels to meet the nutritional needs of low-income people.

STRONG COMMUNITIES

STABLE FAMILIES

The department will build the capacity of families and communities to provide a stable environment for children.

Program Strategies

- **Child Care Assistance and Development** – Assistance helps low income families pay for child care so that parents may pursue employment or education leading to employment. Development funds services that improve the quality, availability, and affordability of child care to Minnesota families.
- **Economic Opportunity Programs** – Funds the community action network to focus local, state, private, and federal resources on enabling low income families and individuals to attain the skills, knowledge and motivations which will result in their becoming more self-sufficient.
- **Transitional Housing Program** – Provides both housing and supportive services to homeless individuals and families to enable them to move to independent living in stable, permanent housing.
- **Emergency Shelter Grants Program** – Provides funding to shelters and transitional housing programs for operating costs, essential services, rehabilitation, and prevention activities.
- **Supplemental Assistance for Facilities to Assist the Homeless** – Provides continuing supportive services to families graduating from transitional housing to help them stabilize in permanent housing.
- **Rural Housing Assistance and Stability Program** – Targets funds to low-income families and individuals who are homeless or at-risk of becoming homeless in non-urbanized areas of the state.

SAFE, CARING, COMMUNITIES

The department will build the capacity of the state and its local communities to provide safe, accessible, violence-free, caring environments in which to raise children.

Program Strategies

- **Abused Children** - Provides crisis intervention and advocacy services for abused children in Minnesota.
- **Children's Trust Fund** - Aims to prevent child abuse and neglect in Minnesota targets services to parents of children 0-5 years of age.
- **Drug Policy and Violence Prevention** - Aims to reduce drug abuse, crime and violence in Minnesota.
- **Safe and Drug-Free Schools and Communities – Local Education Agencies** - Assists local education agencies (school districts, individually or in consortia) to provide youth substance abuse and violence prevention services.
- **Safe and Drug-Free Schools and Communities - Governor's Funds** - Assists community-based organizations in providing drug and violence prevention programs and activities to youth in grades K-12.
- **After School Enrichment** - Aims to increase (a) school attendance, (b) the number of youth participating in community service, (c) youth academic achievement, and to reduce (a) juvenile crime rate, (b) police calls involving juveniles during afternoon hours, and (c) school suspensions.
- **Violence Prevention Education** - Aims to provide safe and caring learning environments for all students and school staff in Minnesota.
- **Community Violence Prevention Councils** - Help communities establish a council to identify community needs and resources for violence prevention and develop services to address those needs.
- **Family Services Collaboratives** - Aims to improve the lives of and strengthen the opportunities available to Minnesota's children and families.
- **Head Start** - Includes four main areas of emphasis: (a) parent involvement in which parents participate in adult activities which they have planned and they work with their own children on developmentally appropriate activities, with the support of Head Start staff, (b) health services which identifies early health problems and provides every child with a comprehensive health program including medical, dental, mental health and nutritional services, (c) social services which refer enrolled families to appropriate community resources and help them obtain the services they require, and (d) education designed to meet each child's individual needs and to reflect the ethnic and cultural characteristics of enrolled families and their communities.
- **Emergency Food Assistance Program and Food Kitchen Food Bank Program** - Provides USDA commodity food to over 250 emergency food shelves and 500 emergency shelters and soup kitchens

throughout Minnesota.

- **Minnesota Food Shelf Program** - Distributes funds to local food shelves for the purchase of nutritious food, and to pay for the operating and administrative costs of the food shelves.
- **Community Food and Nutrition Program** - Awards funds to (a) coordinate private and public food assistance resources to better serve low-income populations, (b) assist low-income communities to identify potential sponsors of child nutrition programs and to initiate new programs in under-served and unserved areas, and (c) develop innovative approaches at the state and local levels to meet the nutritional needs of low-income people.
- **Weatherization Assistance Program** - Assists low-income household owners and renters with rising energy costs by reducing their energy consumption. Priority service is given to elderly, people with disabilities, and high consumers of heating energy. Eligible household income must be at or below 150% of the poverty guidelines.
- **Energy Assistance Program** - Provides funds to local administering organizations to help households at 150% of the federal poverty level or lower to meet the costs of home energy by paying a portion of their heating costs and providing emergency furnace repair activities.

SUCCESSFUL LEARNERS

LEARNER SUCCESS

The department will manage the design of and help schools to implement graduation standards to increase learning and support teaching.

Program Strategies

- **Graduation Standards** – The department (a) develops statewide learning standards, (b) designs tests and other assessment tools for statewide accounting of student learning, (c) regulates state testing and reporting procedures for all students and local education agencies (LEA), and (d) designs professional development content for all LEAs implementation of effective education.
- **Desegregation and Educational Diversity** - This program (a) designs policy for desegregation and educational diversity with other state agencies, community councils, boards and organizations, and state policy-makers for all local agency agencies, (b) monitors and investigates complaints and reports LEA compliance, (c) designs and delivers technical assistance and staff development, and (d) disburses related categorical funds.
- **Minnesota Educational Effectiveness Program (MEEP)** - MEEP (a) provides regional coordination of the state's technical assistance and staff development efforts for implementing the graduation standards, (b) facilitates data-driven change in school districts and sites, (c) assists district staff in applying effective education practices, (d) helps district and school site teams to create environments which support excellence and growth, and (e) helps districts to develop open and collaborative relationships with parents and their communities.
- **Best Practice Networks (BPN)** - BPNs provide (a) a coordinated, statewide, regionally-based network of "best practice" educators in reading, writing, mathematics, and science who know how to implement Minnesota's graduation standards, (b) an on-going technology-based dialogue with all LEA's teachers statewide, and (c) education in the classroom as well as direct technical assistance at host-LEAs providing staff training.
- **Sci/Math^{MN}** - Sci/Math^{MN} (a) provides state improvement in teaching and learning of mathematics and science aligned with the national standards and Minnesota graduation standards, (b) develops curriculum frameworks with state and corporate support, (c) assists in developing assessments for student learning, (d) conducts a yearly Sci/Math^{MN} Teacher Academy aligning training with teacher training programs, (e) underwrites the cost of BPNs in Science and Mathematics, and (f) collaborates directly with the departments efforts with MEEP and graduation standards.
- **Board of Teaching** - The Board of Teaching establishes and maintains standards for the preparation and licensure of teachers by assuring sound and relevant programs of teacher preparation; establishing and revising standards of licensure in instructional areas; approving licensure programs offered by teacher preparation institutions approved by the Board; implementing an assessment system for licensure; maintaining a system of continued professional growth through relicensure; conducting investigations, processing complaints and suspending or revoking for cause any license issued by the Board.
- **Personnel Licensing** - Licensing, in coordination with the State Boards of Teaching and Education (s) sets standards and policy for all teacher and educational administration licenses, (b) conducts background checks, licensure renewal reviews and certification checks on all licensed Minnesota education personnel, (c) issues licenses, (d) reviews post-secondary preparation programs, and (e) disburses related categorical aids.
- **Title I** - Funds and supports supplemental services to students who are most at-risk of not meeting the state graduation standards.
- **Migrant Education** - Education and support services to the children of migratory agricultural workers. Services are targeted to preschool children, and those persons through age 21 entitled to a free public education through grade 12.
- **Even Start** - Assistance to districts and other eligible entities (community based organizations) in providing family-centered education programs by integrating early childhood education and adult education for parents into a unified family literacy program. The target population is children ages 0-7, living in a Title I attendance area, with at least one parent who needs adult basic education.
- **Title II** - Funds pre-service and in-service for teachers and other instructional personnel, recruitment or retraining of minority teachers, telecommunication technologies, integration of higher-order thinking skills into mathematics and science in order to improve the skills of teachers and quality of instruction in

mathematics and science.

- **Title VI** - Supports innovative education programs in eight targeted areas: technology, acquisition and use of instructional materials, education reform, higher-order thinking skills for disadvantaged students, literacy programs, gifted and talented, school reform consistent with Goals 2000, and school improvement/school wide activities under Title I.
- **Bilingual Education** - Provides financial assistance to school districts to improve services to students and families with limited English proficiency. Services are targeted to students of limited English proficiency, preschool through grade 12, as well as their parents.
- **Limited English Proficiency Programs** - Provides financial aid to school districts for staff to serve the language needs of limited English proficient students. The target population is K-12 students declared by a parent or guardian as having first learned a language other than English, comes from a home where the language usually spoken is other than English, or usually speaks a language other than English and scores significantly below the average district score for pupils of the same age on a nationally normed English reading or English language arts achievement test.
- **Assurance of Mastery** - Provides financial aid for district instruction to eligible students, grades K-8, who have not demonstrated mastery of learner outcomes in communication and/or math.
- **Homeless, Children and Youth** - Assures that each homeless child or youth will have access to a free appropriate education. Provides tutoring, remedial education services, and other educational services as needed.
- **Prevention and Intervention Programs for Delinquent Youth** - Funds local districts to collaborate with local correctional, drop-out prevention, school-to-work, and alternative or area learning center programs. The targeted population is K-12.
- **Enrollment Options Programs** - Lets learners choose from a variety of education options to complete their high school education. Options include alternative programs, area learning centers, charter schools, open enrollment, postsecondary enrollment options, and adult basic education. The targeted population is ages 5 through 20, or 21 for students with disabilities.
- **Low Income Concentration Grants** - Provides additional resources to school buildings in which there is a high concentration of children from low-income families.
- **Emergency Immigrant Education** - Helps with high quality instruction to immigrant children and youth as they transition into American society and helps them to meet educational performance standards. The targeted population is for ages 3 through 21, were not born in any state, and have not been attending one or more schools in any one or more states for more than three full academic years.
- **Special Education** - Special Education (a) provides advocacy and leadership to assure appropriate learning for each student who has a disability that requires special instruction and services; (b) focuses technical assistance, resource allocation, and monitoring of schools in their efforts to design and implement a full array of programs and services for students with disabilities and their families as defined in M. S. 120.03, (c) collaborates with all stakeholders to create an inclusive education system in Minnesota schools, (d) actively researches, designs, supports, and implements promising practices to improve the effectiveness of education for students whose needs are not being met by the current system, and (e) collaborates with other agencies to develop a unified system of services.
- **Indian Education** - Indian Education activities aim to improve the educational status of American Indians (15,675 in public schools and approximately 1,500 in tribal and alternative schools) in the state of Minnesota. The programs and services of the Indian Education activity provide American Indian learners (K through graduate school) with greater access to educational opportunities and supportive environments.
- **Lola and Rudy Perpich Minnesota Center for Arts Education** - The Center (a) designs and delivers innovative public services centered in the arts to students in the K-12 system, and (b) provides leadership in arts education for adults who teach those students.
- **Minnesota State Academies for the Deaf and Blind** - The Academies are a statewide public school with dormitory facilities which provides programming for deaf or blind students.
- **Minnesota Academic Excellence Foundation (MAEF)** - MAEF, by charter from the Minnesota Legislature and through private sector and community-based partnerships, is the primary advocate for recognizing and promoting the importance of academic excellence in Minnesota's pre-kindergarten, elementary, and secondary students, schools, and communities.

LIFEWORk DEVELOPMENT

The department will build the capacity of the state and its schools and communities to create a lifework development system that provides youth and adults with the knowledge and skills to be productive workers and citizens in a global economy.

Program Strategies

- **Governor's Workforce Development Council** – Represents business, education, labor and state agencies, the Council recommends policy and implementation strategies for School-to-Work.
- **Minnesota Commission on National Service** - Created to recommend policy and implementation strategies for Youth Works AmeriCorps and Service Learning. The membership represents business, education, labor, youth, community based non-profit organizations and state agencies.
- **School-Based Learning** - Provides (a) technical assistance which results in all Minnesota school districts becoming active members of multi-sector partnerships that develop school-to-work initiatives, (b) opportunities for all students to pursue career pathways and meet graduation standards through applied learning, (c) technical assistance to school districts which results in all students having career pathways/life goals, applied learning, and job entry technical skills, and (d) leadership and training in the use of Labor Market Information (LMI) to better enable students to select their career pathways.
- **Service-Based Learning** - This program (a) collaborates with the Minnesota Commission on National and Community Service to administer state funded Youth Works and federally funded AmeriCorps and Learn and Serve America grants for school-age youth and young adults, (b) involves 290 school districts in service learning programs along with most public and private institutions of higher education., and (c) includes 433 Youth Works-AmeriCorps members that provide community service throughout Minnesota through 9 programs located in public and non-profit agencies.
- **Work-Based Learning** - This program (a) promotes the formation of local/regional partnerships dedicated to linking school and work, (b) provides a planned program of job training and work experiences, including pre-employment and employment skills to be mastered at progressively higher levels, which are relevant to a student's career pathway, (c) includes such programs as job shadowing, mentoring, internships, cooperative education placements, entrepreneurship, and youth apprenticeship, (d) provides instruction in general workplace competencies and Graduation Standards Task Management Skills, (e) provides for Interagency Office on Transition Services to train parents, students, and adult service providers to work together to plan for and accomplish transitions for students with disabilities, and (f) develops and distribute resource guides to families, agencies, and other community members for transition services for students with disabilities.
- **Connecting Activities** - Enhances learning and bonds school, work, and service learning into a seamless system by (a) providing for a match of students and their career pathways with employers and work-based learning experiences available, (b) providing technical assistance to employers in designing work-based learning components which match learner needs; and training teachers, workplace mentors and counselors, (c) providing technical assistance to schools, employers and multi-sector partnerships to integrate school-based and work-based learning and to integrate academic and occupational learning, (c) collecting and analyzing information regarding post-program outcomes of students who participate in School-to-Work programs through the High School Follow-Up System, and (d) linking School-to-Work youth development activities with employer and industry strategies for upgrading the skills of their workers.

LIFELONG LEARNING

The department will build the capacity of the state and its schools and communities to provide lifelong learning and quality library services and opportunities to Minnesotans of all ages.

Program Strategies

- **Library Development and Services (LDS)** - encourages, supports, and provides quality library and information services. This activity includes statewide library development and library grant programs, the Minnesota Library for the Blind and Physically Handicapped (MLBPH) in Faribault, and the Education Resource Center (ERC). Primary grant programs include (a) Regional Library Telecommunications Aid to provide incentive funds to regional libraries that will support the development of on-line information and data services in local public libraries, (b) Libraries - Basic Grant to strengthen, improve, equalize, provide interlibrary loan support, and promote public library services

throughout the state through 12 regional public library systems, (c) Multitype Library Cooperation to foster libraries of all types in actively working together to improve library services to all Minnesotans, (d) Children's Library Services Grants to encourage and support public library collaborations with other service agencies in reaching underserved populations of children, young people, and their families, (e) Librarians of Color to recruit and educate people of color in the field of library science and information management.

- **Adult Basic Education** - Helps undereducated adults deal more effectively with their own and their families' lives by establishing, improving and maintaining adult learning options. The ABE program provides educational alternatives including English as a Second Language, GED Diploma, Adult Diploma, Family Literacy and Workplace Education which meet the academic and social needs of adult learners.
- **Community Education** - Provides community involvement, feedback, processes, and administrative support for popular programs through which schools serve children, families, and communities. ECFE, Adult Basic Education, Family Literacy, School Age Care, Programs for Adults with Disabilities, Adult Enrichment, Youth Development/Youth Service, and Youth Enrichment are some of the more visible programs provide through Community Education.

INFRASTRUCTURE

INFORMATION TECHNOLOGIES

The department will build the capacity of the state and its schools and communities to use current and emerging information technologies to increase learning and support teaching.

Operational Strategies

Division of Information Technologies -

- Provides for management of CFL data resource and standards for the collection of data from the LEA and children's programs.
- Provides for the infrastructure framework and standards for a statewide educational technology system for schools, libraries and children's programs. Infrastructure addresses networks, hardware, wiring standards, computers and technical standards.
- Provides for development of computer systems used to count students, license, teachers, account for finance of districts and pay aid to school and children's programs.
- Provides for models of data for system and agency measures.
- Provides for CFL network support.
- Provides for the framework of technology for teaching and learning.

FINANCE AND MANAGEMENT

The department will design funding processes and build the capacity of the state and its schools, community groups and other local units of government to manage fiscal resources for the most effective and efficient delivery of services.

Operational Strategies

The Finance Division -

- analyzes finance systems for policymakers;
- manages the preparation of the Governor's Children, Families and Learning Aids Budget document;
- supports the legislative process;
- translates the laws into funding formulas and administrative procedures;
- administers numerous finance programs;
- sets the property tax levy limitations totaling about \$2 billion annually and administering the school district levy process;
- disburses and reporting for about \$3 billion in annual state aid and tax credits through a metered payment system; and
- provides finance expertise and consultation to a wide range of customers through a variety of materials and means.

The Management Assistance Division -

- provides management assistance to regional and local agencies and sites in the areas of long-range planning, financial management, transportation, facilities and cooperation, organization and collaboration;
- provides state administration of the required school district accounting and financial management systems;
- provides individualized management assistance to districts with excess operating debt, and approving plans for removing excess debt;
- administers the pupil transportation system, including eligibility and reporting for transportation revenue, and training for school bus safety;
- administers the postsecondary enrollment options, federal impact aid, and credit enhancement programs;
- conducts audits of school district revenues, especially for pupil units and transportation expenses;
- administers the federal single audit system on use of federal funds;
- reports on the financial health of school districts;
- provides financial data for state aid and other purposes.
- assists with planning for new school facilities, reviewing all major construction plans, and comments on appropriateness before bond issues are submitted for voter approval.
- assists school districts in developing consolidation agreements and facilitating school district consolidation.
- manages state funding programs for health and safety in schools and for capital loan construction projects. coordinates state Fire Marshal inspections of schools.
- manages all state grants for school district facilities and organization/facilities planning.

MINNESOTA GRADUATION STANDARDS

Chronology of Development

1970's	<p>Minnesota Department of Education (MDE) begins Minnesota Educational Assessment Program (MEAP) (testing cycle to start in sample of school districts in 1972-73).</p> <p>MDE begins development of Some Essential Learner Outcomes (SELOs) that specify subject matter for instruction. Various subjects and grades selected for surveying and testing.</p> <p>Legislature enacts Planning, Evaluation and Reporting (PER) law focusing on a "results" orientation. Requires districts to create written plans identifying district goals, strategies, evaluation and reporting procedures, instructional objectives and a curriculum review cycle.</p> <p>MDE expands development of learner outcomes and implements a curriculum cycle for focusing on a limited number of curriculum areas each year. Outcomes developed by groups of teachers, administrators and postsecondary educators.</p>
1980's	<p>Business leaders, parents and other citizens ask for reform, demanding that graduates be better prepared for the workplace and postsecondary education.</p> <p>State Board of Education (SBE) and legislature voice intent to reduce "input" rules that specify what school districts must provide and develop "output" rules (i.e. outcomes or results) that identify what students must know and be able to do when they graduate.</p> <p>Legislature revises PER law to include a required local testing cycle. MDE to develop assessment item bank for voluntary district use.</p>
1987	<p>SBE approves plan to develop a "performance-based" education system--their first formal action to require statewide outcomes for students.</p> <p>Legislature amends PER law and directs SBE to identify "core learner outcomes" (a limited number of essential outcomes) for each curriculum area. Outcomes to be adopted by SBE and mandatory for school districts to include in their curriculum and assessment system.</p>
1988	<p>Legislative Auditor's report states, "At most, one-third of Minnesota's high school districts have policies which establish minimum standards for graduates' reading and mathematics skills." Of those districts that have such policies, many have set the expectations at only fifth to eighth grade levels.</p> <p>First set of Essential Learner Outcomes (ELOs) adopted by SBE.</p>
1990	<p>SBE announces plan to develop new graduation requirements. The new "results-oriented" rule will be based on demonstrated student achievement rather than completion of courses/credits.</p>

MINNESOTA GRADUATION STANDARDS

Chronology of Development

<p>1990 (cont.)</p>	<p>SBE establishes the Graduation Standards Executive Committee, representing business, education and citizen groups. Meets monthly to review, recommend changes, and approve each draft and/or policy of the standards effort before it proceeds to SBE.</p>
<p>1991</p>	<p>State Board gives preliminary approval to an outcome-based graduation rule that requires students to demonstrate competencies to earn a high school diploma. Implementation slated for 1996.</p> <p>First draft of rule has three performance levels and requires a personalized learning plan for each student.</p> <p>Series of 23 public hearings and 20 public meetings held to get response to the first draft of the rules. Opposition is voiced that the three performance levels might lead to tracking and discrimination against some learners. The personalized learning plan is criticized as being too costly and time consuming.</p>
<p>1992</p>	<p>Legislature declares its "commitment to establishing a rigorous, results-oriented graduation rule for Minnesota public school students" to be implemented starting with students in the 1996-97 school year. Law precludes SBE from prescribing the form of delivery system, instruction, or a single statewide assessment that districts must use.</p> <p>Second rule draft replaces three performance levels with a single state standard set on a multilevel scale. Student achievement to be reported in relationship to high expectations. Requirement for a personalized learning plan for students is deleted as a state requirement and allowed as a local option.</p> <p>Draft has process and content statements separated into "exit outcomes" (large processes to be used with content chosen by the teacher) and "content outcomes". The exit outcomes are constructive thinker, self-directed learner, effective communicator, collaborative producer, and community contributor. The first content outcomes are reading, writing, and mathematical processes. Additional content outcomes to be developed by a citizens group working with educators.</p>
<p>1993</p>	<p>Public hearings continue.</p> <p>Legislature repeals credit requirements (Carnegie units) earned by students in required and elective courses. Repeal is linked to graduation standards implementation date of 1996-97 school year.</p> <p>SBE and Board of Teaching announce repeal of current rules to be phased-in over the next several years as schools shift from focusing on "input" requirements to "outcomes."</p> <p>Legislature reaffirms support for the results-oriented graduation rule. (In 1995 the legislature expanded the law to include references to comprehensive goals, Basic Standards, and Profile of Learning.)</p> <p>Legislature appropriates \$10.3 million to accelerate development of the standards.</p>

MINNESOTA GRADUATION STANDARDS

Chronology of Development

<p>1993 (cont.)</p>	<p>Tier I pilot sites created in 13 districts to develop and pilot assessments and to train staff to implement proposed rule. Sites include two urban, five suburban, and seven rural districts. New assessments are to be performance-based (e.g. experiments, exhibits, demonstrations, writing portfolios, etc.) rather than multiple-choice tests. (St. Paul later added as 14th pilot site). (Purpose of pilot sites later shifts from emphasis on assessment only to development of content standards and performance packages).</p> <p>Rule draft has two tiers of graduation requirements:</p> <ol style="list-style-type: none"> 1. "Basic Requirements" (basic skills in reading, mathematics, and fundamental concepts in writing, science, geography, history, health and safety), and the 2. "Profile of Learning" with 15 "elements" (broad areas of learning that represent a well-rounded education). Origin of the elements: In 1993 (approximately), a list of 110 outcomes was compiled from the MDE <i>Model Learner Outcomes</i> documents, emerging national content standards, curriculum frameworks of Minnesota school districts, and other sources. With the help of MDE staff, a ten-member Citizen's Panel composed of parents, business, higher education faculty and community representatives condensed the list to 25 outcomes. (Eventually, the list was whittled to 15 and finally, 10 areas of learning or "elements.") <p>Both sets of requirements scheduled to take effect with students entering ninth grade in 1996-97 school year. (Basic Requirements areas later reduced to reading, mathematics and writing. Profile implementation later delayed to 1998-99.)</p>
<p>1994</p>	<p>Process of writing content standards begins:</p> <ol style="list-style-type: none"> 1. Pilot site teachers meet by content area to write descriptions or definitions of learning for each of the 15 elements relevant to their specific discipline. An element was deemed relevant if the description of learning represented the "heart" of the discipline, and if the discipline could provide the assessment and the instruction necessary to achieve the learning. Teachers wrote a total of 141 "definitions" for the elements of the Profile. 2. A panel consisting of representatives from postsecondary education, business and community interests reviews the 141 definitions and recommends changes. 3. The definitions are collapsed and combined to create more robust groupings of expectations. Each definition becomes the summary statement of a new content standard. 4. Pilot site teachers write 60 content standards. Each standard has a summary statement and a list of declarative and procedural knowledge (specifications about what students should "know and do.") (Later, the number of high school content standards is reduced and content standards are added for the primary, intermediate and middle school levels.) <p>Committee of pilot site administrators and curriculum specialists reviews the content standards and drafts initial proposal for graduation requirements. The Graduation Standards Executive Committee accepts the initial proposal for public consideration.</p>

MINNESOTA GRADUATION STANDARDS

Chronology of Development

<p>1994 (cont.)</p>	<p>Public hearings held, including eight meetings for communities of color to review drafts of standards and provide input.</p> <p>Legislature reaffirms the implementation schedule after proposals to delay are defeated. Requires SBE to submit annual progress reports to the legislature until all graduation requirements are implemented. Requires the rule to differentiate between minimum competencies (Basic Requirements) and rigorous standards (Profile of Learning).</p> <p>Assessment procedures must be based on most current standards for educational testing.</p> <p>Regional meetings held with external consumers to provide input from business, industry, the military, labor and postsecondary education. Participants provide suggestions to make the proposed standards more appropriate to the needs of students after they graduate from high school.</p> <p>Pilot site teachers begin writing assessment packages (later called "performance packages"). Performance packages serve as models or examples of ways that students can demonstrate their work on a standard.</p> <p>Tier II pilot sites established in nine districts. Students entering ninth grade in these sites will be required to pass Basic Requirements tests in reading and math before they graduate. These schools also will pilot the performance packages developed by the original sites.</p>
<p>1995</p>	<p>Public hearings held.</p> <p>Performance package models evolve based on teacher input.</p>
<p>1996</p>	<p>SBE adopts rules for Basic Standards in Reading and Mathematics. Requirements take effect with current (1996-97) ninth grade class.</p> <p>Continued development of model performance packages.</p>
<p>1997</p>	<p>SBE adopts rules for Basic Standards in Written Composition. Requirements to take effect with current (1997-98) ninth grade class.</p> <p>Continued development of performance packages.</p> <p>Final public hearing on the POL (High Standards).</p>
<p>1998</p>	<p>The Minnesota Comprehensive Assessments (MCA's) administered for the first time to third-graders (math and reading) and fifth-graders (math, reading and writing). These statewide tests, created for the purposes of school accountability, measure the achievement of a school's students against the High Standards.</p>

MINNESOTA GRADUATION STANDARDS
Chronology of Development

1998 (cont.)	<p>SBE adopts rules for the POL. Requirements take effect with current (1998-99) ninth grade class.</p> <p>Legislature gives schools option of phasing in the POL. However, all students who graduate in 2002 will have to complete the POL requirements.</p> <p>All Minnesota school districts declare, in letters submitted to the Commissioner by June 30, that they intend to proceed with full implementation of the POL rules in the fall of 1998.</p> <p>All Minnesota school districts submit Graduation Standards Implementation Manuals that report their local school board policies and administrative procedures for implementing Graduation Standards. By September, 100% of the manuals are approved.</p> <p>All school districts receive Graduation Standards Implementation Grants.</p> <p>Legislative task force recommends cutting number of required learning areas from ten to five and eliminating performance packages and the scoring system for the High Standards.</p>
2002	<p>First class graduates under all requirements of the Minnesota Graduation Standards.</p>

Note: This chronology lists activities related to *development* of the Minnesota Graduation Standards. It does not include activities related to *implementation* such as professional development, the Best Practice Networks, meetings of school district and college Graduation Standards technicians, etc.

**Minnesota Department of Children, Families & Learning
FY 1999 Performance Report**

Estimated Cost of Preparation

This report provides information which the Department of Children, Families and Learning already collects as a part of its normal business functions. Therefore, the cost information reported below does not include the cost of gathering and analyzing the data but rather is limited to the estimated cost of actually preparing this report document.

The estimated cost of preparing this report is \$13,255.