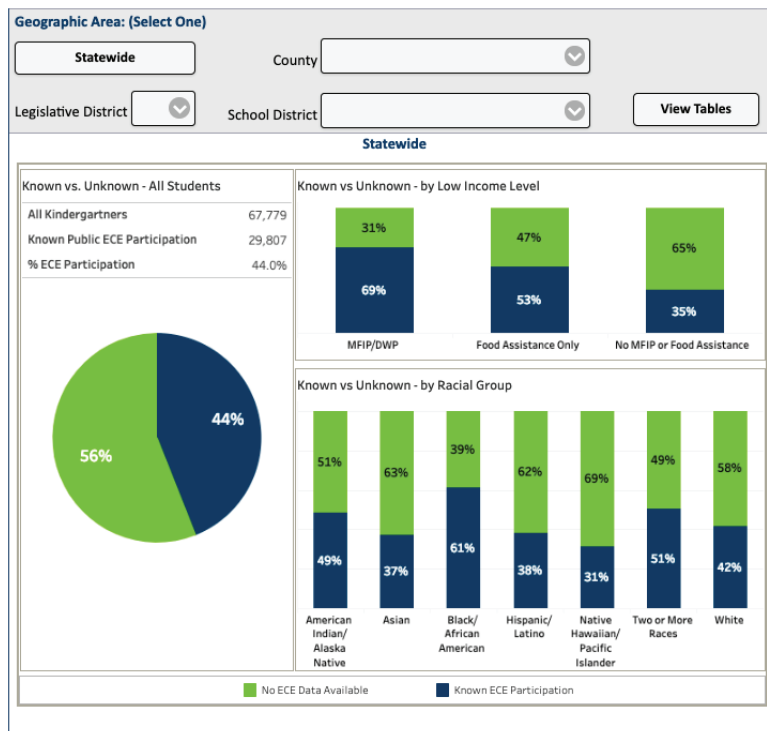




Chapter 4: Participation

<http://ecls.mn.gov/#/ch4>

This chapter is dedicated to exploring Minnesota children’s participation in ECE programs. As described in Chapter 1, research shows a significant return on investment for communities when children are able to participate in high-quality early care and education. Not all young children are able to participate in high-quality programs due to a variety of factors: lack of expansion funding, shortage of trained staff and low wages, and geographic mismatches between where families need care and where it exists.



With the exception of ECSE, all the early childhood programs could serve more families and children if more funding were made available. In this context, understanding how children are accessing ECE programs is relevant for allocating funds.

The following dashboard will allow you to discover how Minnesota children are participating in ECE services in your county, school district, or legislative district (<https://www.gis.leg.mn/iMaps/districts/>).



KEY FINDINGS

- ✓ Statewide, children from low-income families are participating in public ECE programs at high rates.
- ✓ Increased state investment in recent years in CCAP, Early Learning Scholarships, Head Start, Voluntary Pre-K, ECSE, and School Readiness Plus+ have had a positive impact on increasing participation of low-income children and children of color. Significant additional investment is necessary to reach all eligible populations early.



End of Chapter 4