

# Voluntary Pre-K Update

**May 22, 2025**

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# Learning Goals

- Adjustments to VPK Programming
- ECSE Alignment to VPK Programming
- History of Voluntary Prekindergarten in ISD 191
- VPK Statutory Requirements

# VPK Programmatic Adjustments

- Adjusting the student contact days by adding Mondays at elementary half-day sites (this will not change Community Education staffing costs).
- CE Associates and VPK-PreK teachers currently work Mondays.
- Adding more student contact days actually increases ADM generation and results in maximum revenue generation.
- One Monday each month is reserved for ongoing, job embedded professional development requirements aligned to statute.

# Rationale for VPK Programmatic Adjustments

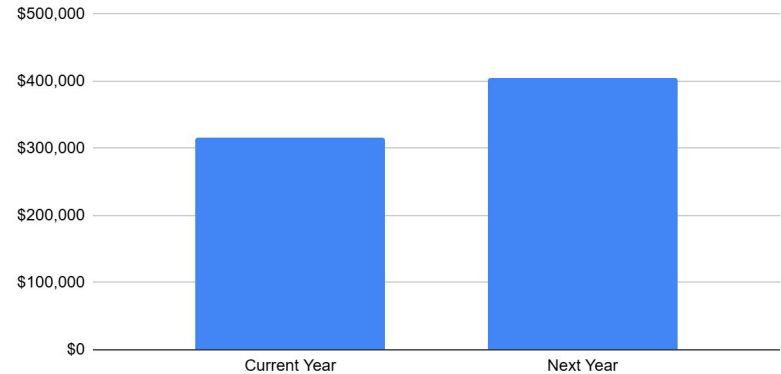
Moving from 140 student contact days to 162 for elementary half-day school sites. (DEC has been full day)

- Increased instructional time for students
- Supporting families with difficulties finding Monday only childcare
- Maximizing ADM generation from .41 to .6 ADM for all VPK students
- More closely align with K-12 student schedule

# Early Childhood Special Education (ECSE)

- Aligning VPK and DEC with ECSE Expansion
- Increase in Average Daily Membership (ADM)-Generated Revenue
- Greater Instructional Consistency and Readiness for Kindergarten

ADM Generated Funding



Increase of \$87,360

# Early Childhood Special Education (ECSE)

- No Increase to Licensed Staff Workload
- Expanded Hours for Level IV Educational Assistants
- Significant Increase in Special Education Revenue

| Impact of Additional Day/Week |           |
|-------------------------------|-----------|
| Additional Days               | 35        |
| Hours per Day                 | 6.5       |
| # EAs                         | 22        |
| Hourly Rate                   | \$27      |
| Total Cost EAs                | \$135,135 |

| Total Revenue Generated |            |
|-------------------------|------------|
| ADM (Gened)             | \$87,360   |
| SpEd Funding            | \$87,838   |
| Total Cost EAs          | -\$135,135 |
|                         | \$40,063   |

# Early Childhood Special Education (ECSE)

- Increased Funding Opportunities
- Greater Access to Specialized Services
- Enhanced Recruitment and Retention of Staff
- Expanded Professional Development Opportunities
- Strengthened Collaboration Across Teams
- More Flexibility for Programming



# Our ECSE VPK Partners

- Early Childhood Special Education
  - 9 ECSE Teachers
  - 10 ECSE Educational Assistants
  - 1 Behavior Analyst (.5 CE/.5 ECSE)
- Building Supports
  - Principals
  - Social Workers
  - Cultural Liaisons
- Systems Improvement and Student Achievement
  - PK-3 Partnership





# VPK in ISD 191 Yesterday and Today

- 2017-18
  - 4 Classrooms, 4 Schools
  - 4 Teachers
  - 4 Program Assistants
  - ~144 Students
- 2024-2025
  - 19 Classrooms, 8 elementaries and DEC
  - 14 Teachers
  - 14 Program Assistants
  - 340 Students



# History of PreK Programs in ISD 191

- PreK general education programs have been led, supervised and managed by the Community Education Department for decades

## PreK History

- ~1978: Tiny Tots mixed age preschool began at the Neill Chalet
- ~mid 1980's: Tiny Tots grew to 5 classrooms at 2 locations (Skyline, Cedar)
- ~1990s-mid 2000s: Various PreK pilot and expansion programs
- 2017: First year of VPK in ISD 191

# New Statutory Requirements

## [142.D08 VPK Statute](#)

**Subd. 4. VPK Eligibility** - An eligible child means a child who:

(1) is four years of age as of September 1 in the calendar year in which the school year commences; and

(2) meets at least one of the following criteria:

(i) qualifies for free or reduced-priced meals;

(ii) qualifies for the rate at application specified in section 142E.10, subdivision 1, paragraph (a), clause (2), in the current calendar year;

(iii) is an English language learner as defined by section 124D.59, subdivision 2;

(iv) is American Indian;

(v) has experienced homelessness in the last 24 months, as defined under the federal McKinney-Vento Homeless Assistance Act

(vi) was identified as having a potential risk factor that may influence learning through health and developmental screening under sections 142D.09 to 142D.093;

(vii) is in foster care; is in kinship care, including children receiving Northstar kinship care assistance under sections 142A.60 to 142A.612; or is in need of child protection services;

(viii) has a parent who is a migrant or seasonal agricultural laborer under section 181.85;

(ix) has a parent who is incarcerated; or

**(x) is defined as at-risk by the school district.**

# New Statutory Requirements

- READ Act professional development
- ProPay inclusion and evaluation
- ADM generation and hours requirements clarification
- Explicit literacy instruction - Heggerty
- VPK curriculum is thoughtfully designed to incorporate science, music, art, and physical activities daily through engaging, play-based learning centers

# Thank You