



---

# **Quality child care and early education for children involved with child welfare services**

July 2020

---

651-431-4670

Attention. If you need free help interpreting this document, call the above number.

ያስተውሉ፡ ካለምንም ክፍያ ይህንን ደክሙንት የሚተረጎምሎ አስተርጓሚ ከፈለጉ ከላይ ወደተጻፈው የስልክ ቁጥር ይደውሉ።

ملاحظة: إذا أردت مساعدة مجانية لترجمة هذه الوثيقة، اتصل على الرقم أعلاه.

သတိ။ ဤစာရွက်စာတမ်းအားအခမဲ့ဘာသာပြန်ပေးခြင်း အကူအညီလိုအပ်ပါက၊ အထက်ပါဖုန်းနံပါတ်ကိုခေါ်ဆိုပါ။

កំណត់សំគាល់ ។ បើអ្នកត្រូវការជំនួយក្នុងការបកប្រែឯកសារនេះដោយឥតគិតថ្លៃ សូមហៅទូរស័ព្ទតាមលេខខាងលើ ។

請注意，如果您需要免費協助傳譯這份文件，請撥打上面的電話號碼。

Attention. Si vous avez besoin d'une aide gratuite pour interpréter le présent document, veuillez appeler au numéro ci-dessus.

Thov ua twb zoo nyeem. Yog hais tias koj xav tau kev pab txhais lus rau tsab ntaub ntawv no pub dawb, ces hu rau tus najnpawb xov tooj saum toj no.

ဟ်သုတ်သ်သးဘတ်တကုာ်. ဝဲန့ၣ်လိၣ်ဘတ်တၢ်မၤစၢၤကလိလၢတၢ်ကကျိးထံဝဲဒၣ်လံာ် တီလံာ်မိတခါအံၤန့ၣ်, ကိးဘတ်လိတဲမိနီၣ်ဂံၢ်လၢထးအံၤန့ၣ်တကုာ်.

알려드립니다. 이 문서에 대한 이해를 돕기 위해 무료로 제공되는 도움을 받으시려면 위의 전화번호로 연락하십시오.

ໂປຣດຊາຍ. ຖ້າຫາກ ທ່ານຕ້ອງການການຊ່ວຍເຫຼືອໃນການແປເອກະສານນີ້ພຣີ, ຈົ່ງໂທໂປທີ່ໝາຍເລກຂ້າງເທິງນີ້.

Hubachiisa. Dokumentiin kun tola akka siif hiikamu gargaarsa hoo feete, lakkoobsa gubbatti kenname bilbili.

Внимание: если вам нужна бесплатная помощь в устном переводе данного документа, позвоните по указанному выше телефону.

Digniin. Haddii aad u baahantahay caawimaad lacag-la' aan ah ee tarjumaadda qoraalkan, lambarka kore wac.

Atención. Si desea recibir asistencia gratuita para interpretar este documento, llame al número indicado arriba.

Chú ý. Nếu quý vị cần được giúp đỡ dịch tài liệu này miễn phí, xin gọi số bên trên.

LB2 (8-16)



For accessible formats of this information or assistance with additional equal access to human services, write to [dhs.info@state.mn.us](mailto:dhs.info@state.mn.us), call 651-431-4670, or use your preferred relay service. ADA1 (2-18)

# Table of Contents

- Quality child care and early education for children involved with child welfare services .....1
- Background.....4
- Early childhood and developmental supports and resources .....4
  - Minnesota Department of Education (MDE).....4
  - Parent Aware .....4
  - Help Me Grow .....5
  - Minnesota Tribal Resources for Early Childhood Care (MnTRECC).....5
  - Other websites .....5
  - Considerations for selecting a program .....5
- Basic overview of programs .....5
  - Head Start and Early Head Start.....5
  - Early Learning Scholarships .....7
  - Early Childhood Special Education .....9
  - School Readiness Plus..... 11
  - Voluntary Pre-K ..... 11
  - Early Childhood Family Education ..... 12
  - Child Care Assistance Program (CCAP) ..... 13
- Funding considerations ..... 14
  - Minnesota Assessment of Parenting for Children and Youth (MAPCY) ..... 14
  - Early Learning Scholarships funding considerations ..... 14

## Background

The early years of a child's life are crucial in creating a foundation for life-long learning and success. Minnesota has a history of increasing investments in early childhood education and care programs. There are funding options that give priority to children involved in child protection and/or foster care, and other funding that gives priority to children experiencing difficult situations often happening in families involved in child protection.

Parents and families (including relatives/kin, foster, and adoptive) may not be aware of early care and education opportunities in their communities, including possible funding options.

When children are involved in child protection services, whether in-home or in foster care, assessing well-being needs includes developmental and educational needs. Case planning should include consideration of how high-quality early care and education may help meet children's needs, support their parents/caregivers, and help gain access to services they are eligible for when not already connected.

This practice guide provides an overview on selecting high-quality early care and education, and accessing public programs, though specifics may vary by region or school district.

## Early childhood developmental supports and resources

The early years are the most sensitive for brain development. Quality child care can help shape children's brain development and school readiness. See links below for information and resources.

### Minnesota Department of Education (MDE)

The Minnesota Department of Education supports a number of initiatives to help children receive their best start. The vision is that all Minnesota children are prepared for kindergarten, third grade reading, and lifelong learning. Parents and families should connect with their local school district to find early learning opportunities such as early childhood screening, Head Start, Even Start, Early Childhood Family Education, voluntary prekindergarten, and school readiness.

- Early childhood program search: <https://public.education.mn.gov/ELSearch/search.do>

### Parent Aware

[Parent Aware](#) is Minnesota's Quality Rating and Improvement System that offers tools and resources to help families find quality child care and early education. See <http://parentaware.org/learn/> for a variety of resources, including:

- Assessing Quality Checklist: <http://parentaware.org/learn/assessing-quality-checklist/>
- Parent Toolkit: <http://parentaware.org/learn/parent-toolkit/>

## Help Me Grow

[Help Me Grow](#) provides resources for families to understand developmental milestones and learn about concerns. This helps families take the lead in seeking additional support or referring their child for a comprehensive, confidential screening or evaluation at no cost. Help Me Grow is an interagency initiative of the Minnesota Departments of Education, Health and Human Services.

## Minnesota Tribal Resources for Early Childhood Care (MnTRECC)

MnTRECC's mission is to be "the voice that connects and strengthens early education and child care services for American Indian children and families within the State of Minnesota." It provides resources, technical assistance and outreach to tribal early childhood programs throughout the state to support and expand programs. Information on programs is at: <http://mntrecc.net/programs.html>

## Other websites

The following are additional resources for families:

- Choosing Quality Child Care: <http://www.childcareaware.org/families/choosing-quality-child-care/>
- Why is Quality Child Care Important: <http://www.childrencabinet.org/child-care-resources/for-parents/why-is-quality-child-care-important/>
- What to look for in a program: <https://families.naeyc.org/what-to-look-for-in-a-program>
- How to Choose Quality Child Care: <https://www.zerotothree.org/resources/84-how-to-choose-quality-child-care>

## Considerations for selecting a program

When determining the best options for quality early care and education, it is important to consider both short- and long-term needs. Consistency and structure of quality programs can help meet the safety, permanency and well-being of children. Programs that conveniently meet current needs may not be the best option to meet longer-term needs. Child welfare workers can help parents select programs that best meet their children's needs. For children in foster care, workers consider permanency goals and who to involve in determining which options are most appropriate for children. For example, a child who will transition home to a parent or relative placement in another area will benefit from the continuity of an early learning scholarship that transitions with them rather than a Head Start program awarded for a particular site.

## Basic overview of programs

### Head Start and Early Head Start

Head Start and Early Head Start are federal programs that support comprehensive development of children from birth to age 5, and promote school readiness for young children from low-income families. Head Start and Early Head Start services include early learning, health and family well-being while engaging parents as partners. Head

Start preschool programs primarily serve 3- and 4-year-olds; Early Head Start provides programs for infants, toddlers and pregnant women.

Head Start and Early Head Start programs offer a variety of service models which varies by local agency. Programs may be based in centers, schools, or family child care homes. Some provide home-based services, where staff persons visit children once a week in their homes and work with parents as children's primary teachers. Children and families who receive home-based services also meet twice monthly with other enrolled families for group learning experiences facilitated by Head Start or Early Head Start staff.

Minnesota supplements federal Head Start funds with state funds to expand services and access to educational opportunities for additional children, thus preparing children and families experiencing multiple risk factors for kindergarten. Head Start and Early Head Start programs must actively locate and recruit children with disabilities and other vulnerable children, including those who are homeless or in foster care. Enrollment is determined by applying established weighted selection criteria, giving priority using eligibility factors listed below.

### **Eligibility**

Pregnant women or children are eligible for Head Start and Early Head Start if a:

- Family's income is equal to or below the poverty line, or
- Family is eligible for, or in the absence of child care, would be potentially eligible for public assistance including Temporary Assistance for Needy Families (TANF) child-only payments, or
- Child is homeless, or
- Child is in foster care

### **Resource**

The Head Start locator provides contact information for programs at: <https://eclkc.ohs.acf.hhs.gov/>

### **Considerations**

Head Start programs are intended to be comprehensive child and family development programs. There is a strong focus on engaging and including parents. These programs provide supports to help parents develop and enhance parenting skills. This may be an excellent choice for those involved in child protection but not in placement, or children with a plan of reunification.

Enrollment is not transferable across programs if children move to a new service area. Eligibility needs to be established in the new area; children may be wait-listed and not have immediate access to meet needs.

Children who receive Early Learning Scholarships can use them at Head Start programs.

These programs vary considerably, providing full-time child care, alternating, or partial days.

## Early Learning Scholarships

Early Learning Scholarships are through the Minnesota Department of Education that help pay for high-quality child care and early education to support children to get ready for school. Scholarships must be used at Parent Aware-Rated programs.

### Eligibility

Early Learning Scholarships increase access to high-quality early childhood programs for 3- and 4-year-olds with the greatest needs to improve school readiness. Children birth to 2 years old are eligible if they meet one or more of the following criteria:

- Child of a teen parent
- Currently in foster care
- In need of child protective services
- Experienced homelessness in the past 24 months.

Priority for scholarships is based on family income, child poverty, one of the population groups noted eligible above, and geographic region. Families must meet eligibility requirements outlined in Minn. Stat., section 124D.165.

Children residing with parents/custodians who have open child welfare assessments or case management workgroups, and children in foster care, are given special consideration and moved to the top of the wait list. Foster parents cannot apply directly on behalf of a child; the county or tribal social service agency must approve and submit applications on behalf of a child. For a child in need of child protective services but not in placement, parents can apply directly; the scholarship area administrator works with assigned case workers to verify eligibility.

### Early Learning Scholarships Pathway I

Pathway I scholarships are awarded directly to families who meet eligibility requirements. They must have a child between the ages of 3 and 4 as of September 1 of the current year, and meet other eligibility requirements outlined in Minn. Stat., section 124D.165.

Pathway I scholarships are paid to the early childhood program that a family chooses. Programs must participate in the Parent Aware Quality Rating and Improvement System, which may include Head Start, school district prekindergarten, preschool, and child care programs. Pathway I scholarships “follow the child,” awarded to families for up to 12 months.

Scholarship amounts are based on the Parent Aware rating level of a program.

Parent Aware Program Rating Level	Scholarship Amount for Priority Status
Four-Star Parent Aware Rating	*Up to \$10,000 per child
Three-Star Parent Aware Rating	*Up to \$7,500 per child
One- or Two-Star Parent Aware Rating	Up to \$4,000 per child
Currently in a Full-Rating pathway cohort	Up to \$3,000 per child

\*As of July 1, 2020, children in priority status, including those involved in child protective services remaining with parents/guardians, and children in foster care, are eligible for the higher cap indicated above. Scholarships for children not in priority status will not exceed \$7,500 for a Four-Star, and \$5,000 for a Three-Star Parent Aware-rated program. Refer questions about the increased cap to area administrators, or Pathway II program.

Starting July 1, 2024, Early Learning Scholarships Pathway 1 can only be used for programs with a Three- or Four-Star rating.

### Early Learning Scholarships Pathway II

Pathway II scholarships are awarded to families through an eligible Four-Star Parent Aware Rated program. These include Head Start, school district prekindergarten, preschool, and child care programs. Programs participating as a Pathway II site receive Pathway II scholarship funds for up to 12 months. Child eligibility for Pathway II scholarships is the same as Pathway I. Pathway II scholarships are paid to early childhood programs.

### Enrollment

New funds are available July 1, distributed on a first come, first served basis. A reserve may be available later in the year for children in one of the four priority categories.

### Resources

- [List of Area Administrators](#)
- <http://parentaware.org/>
- <https://education.mn.gov/MDE/fam/elsprog/elschol/>

### Considerations

Once receiving an Early Learning Pathway I scholarship, it follows the child. This can be a prudent choice for children who will likely have a transition, such as moving to a new area, transitioning to a new placement, or returning home. Scholarships remain active and transfer to a new program immediately, continuing services without interruption.

Early Learning Scholarship amounts often do not cover the full cost of care for full-time, year-round attendance. When children are in foster care the MAPCY should include the appropriate level of child care increase, which providers pay directly to programs. Early Learning Scholarships should only be used to pay additional costs not covered by the MAPCY. This preserves eligibility for a longer time and when a child is in the care of future caregivers, including transitioning home to parent/s or an alternative permanent placement.

Once awarded, scholarships continue until age 5, including for children who are adopted or achieve permanency through transfer of permanent legal and physical custody (TPLPC). Monthly benefits received for foster care may cease or be reduced by 50% upon finalization of an adoption or TPLPC; arranging for an Early Learning Scholarship prior to a final permanency order can be significant for children and their parents/guardians.

## **Early Childhood Special Education**

Early Childhood Special Education (ECSE) programs provide supports and services to infants, toddlers and preschool children with disabilities and their families. This includes the Early Intervention Program for Infants and Toddlers with Disabilities (Part C), and the Preschool Special Education (Part B) programs.

Minnesota's Infant and Toddler Intervention program provides services for children birth through age 2. These services are for children who may be experiencing delays in development for several reasons, or have a diagnosed condition, such as loss of hearing or Down Syndrome, likely to result in developmental delay. Children's services are documented in an Individual Family Service Plan and are typically provided in an environment that is natural for children, including home or child care.

Minnesota's Preschool Special Education program provides services based on educational needs of children from ages 3 to kindergarten entrance. These children meet state eligibility criteria for developmental delay or another disability category. Preschool special education services are documented in an Individualized Education Program (IEP) plan. Services are provided in a continuum of placement options that include school- and community-based early learning programs.

Many young children who experienced abuse or neglect also demonstrate developmental delays. In recognition of these risks, and the benefits of early intervention, the Keeping Children and Families Safe Act of 2003, [Public Law 108-36] which reauthorized CAPTA, requires states to develop "provisions and procedures for referral of a child under age 3 who is involved in a substantiated case of child abuse or neglect to early intervention services funded under Part C of the Individuals with Disabilities Education Improvement Act." [§ 106(b) (2) (A) (xxi); Child Welfare Information Gateway, November 2013]

### **Eligibility**

Children are eligible if they are experiencing delays in development or have a diagnosed condition likely to result in developmental delay. If children are eligible for services, school staff and families work together to develop personalized service plans.

These services are free to eligible families, regardless of income or immigration status.

## Enrollment

Referrals for infant-toddler intervention or preschool special education are made to Minnesota's Help Me Grow program via the [Help Me Grow](#) link in the Social Service Information System (SSIS), or phone 866-693-4769. See Help Me Grow's [Red Flags for Immediate Referral](#). The Help Me Grow system automatically directs referrals to child's resident school district.

After a referral is made, a representative of a district's Early Childhood Special Education team contacts families to share next steps, which may include screening or evaluation. Before children receive early intervention supports and services, they must be evaluated by a team of qualified individuals, and eligible under Minnesota criteria. Parents may request an evaluation at any time and bypass screening, or over-rule a school's decision that an evaluation is not needed. Early childhood specialists work with eligible children and their families to plan for needed services and supports.

## Resources

Addressing the Needs of Young Children in Child Welfare: Part C—Early Intervention Services, Child Welfare Information Gateway: <https://www.childwelfare.gov/pubPDFs/partc.pdf>

Early Intervention/Part C for children in the child welfare system, Center for Advanced Studies in Child Welfare, 2015: [https://www.youtube.com/watch?v=Y2\\_MWoSZzsA](https://www.youtube.com/watch?v=Y2_MWoSZzsA)

Help Me Grow: <http://helpmegrowmn.org/HMG/index.html>

Pacer Center — Early Childhood Family Information and Resources: <https://www.pacer.org/ec/>

Pacer Center — Surrogate Parents: <https://www.pacer.org/parent/surrogate/>

## Considerations

A child under age 3 involved in a substantiated case of maltreatment must be referred for screening under the Individuals with Disabilities Education Act, Part C; this includes all children under age 3 listed as clients in the SSIS workgroup in which maltreatment was substantiated, regardless of whether or not they were alleged victim(s). While children must be referred, parents are not required to have their child evaluated or participate in services. Parents maintain education rights and responsibilities, even when a child is in foster care; they must continue to be involved. If parents are unavailable or child is under guardianship of the commissioner, a surrogate parent may be appointed by the school district to represent children with a disability, or who have or may need special education services. [\[Minn. Rule 3525.2440\]](#)

Minnesota's child welfare system practices differential response through the Family Assessment track, where no maltreatment determination is made, therefore, only children involved in a traditional Family Investigation with a maltreatment determination are required to be referred for screening.

Given the family dynamics and risk factors often present for children who receive a Family Assessment Response or other child welfare responses, case workers should carefully consider and discuss the possibility of a referral

for all children birth-5. Early Childhood Special Education is available statewide to the public in local communities and can be a significant support for children and families, regardless of whether ongoing child welfare services are provided.

## **School Readiness Plus**

School Readiness Plus is a new early learning program created in the 2017 legislative session. This program is targeted to 4-year-olds demonstrating one or more risk factors.

### **Eligibility**

A child age 4 as of September 1 in a calendar year in which the school year commences, and has one or more risk factors, is eligible to participate in a School Readiness Plus program for free. Eligibility criteria include:

- Qualifies for free or reduced price lunch
- An English language learner
- Is homeless
- Has an individualized education program, or individual interagency intervention plan
- Is identified through health and developmental screening under Minn. Stat., sections 121A.16 to 121.19, with a potential risk factor that may influence learning
- In foster care.

### **Enrollment**

Contact local school district for availability.

### **Resources**

Minnesota Department of Education, School Readiness Plus+: <https://education.mn.gov/MDE/fam/elsprog/sch/>.

## **Voluntary Pre-Kindergarten**

Voluntary pre-K was established by Governor Dayton and the 2016 Minnesota Legislature for the purpose of preparing children for success as they enter kindergarten the following year. Funding allows districts, charter schools with recognized early learning programs, or a combination thereof, to incorporate a voluntary pre-K program into its E-12 system. School sites with voluntary pre-kindergarten funding offer universal access to children from an attendance area. Since the state aid cap limits the number of participants for voluntary pre-kindergarten, a district/charter may develop its own priorities for admission, often using priorities established for the School Readiness Plus program.

## **Eligibility**

A child age 4 as of September 1 in a calendar year in which the school year begins is eligible to participate in voluntary pre-kindergarten for free. Each eligible child must complete a health and developmental screening within 90 days of program enrollment, and provide documentation of required immunizations.

## **Enrollment**

Contact the local school district for availability.

## **Resources**

Minnesota Department of Education, voluntary pre-kindergarten:

<https://education.mn.gov/MDE/fam/elsprog/vpk/>

## **Early Childhood Family Education**

Early Childhood Family Education (ECFE) is based on the idea that parents provide their children's first and most significant learning environment, and are children's first and most enduring teachers. ECFE works to support parents/caregivers, and strengthen and empower families. The goal is to enhance the ability of all parents and other family members to provide the best possible environments for their children's learning and development.

## **Eligibility**

ECFE is a parenting education program for all Minnesota families with children between the ages of birth to kindergarten entrance.

## **Enrollment**

Contact local school district for availability.

## **Resources**

[Search](#) online by county, school district, or city to find early childhood programs.

## **Considerations**

School districts must establish a reasonable sliding fee scale, including waiving fees for participants unable to pay. Check with the local district regarding options for free or low-cost enrollment for children involved in child welfare. Participation in Early Childhood Family Education can help build parenting skills and support networks.

## Child Care Assistance Program (CCAP)

The Child Care Assistance Program provides financial assistance to help families with low incomes pay for child care so parents may pursue employment, or education leading to employment, and children are well cared for and prepared to enter school.

The following are three ways to apply for the Child Care Assistance Program:

- Fill out the Minnesota Child Care Assistance Program application, DHS-3550 (PDF). Mail or bring the completed form to the county or tribal human services office, or local contracted agency.
- Complete the Combined Application form – Child Care Addendum, DHS 5223D (PDF), if also applying for cash and/or food assistance. Mail or bring the completed form to the county or tribal human services office, or local contracted agency.
- Apply online at [ApplyMN.dhs.mn.gov](https://ApplyMN.dhs.mn.gov).

### Eligibility

The following criteria apply for the CCAP:

- Is available to children ages 12 and younger, or ages 13 and 14 with special needs.
- Applicants must participate in authorized activities (work, education, job search or activities in a Minnesota Family Investment Program employment plan).
- Applicants must have gross annual income at or below the entrance level to qualify for child care assistance. Families remain eligible if their income is at or below the exit limit.
- A family's gross income can be reduced by allowing for certain verified deductions, such as child support paid, and medical and dental premiums.
- Most families have to pay a portion of the child care cost. This is a copayment based on a family's size and gross annual income.
- A child can receive CCAP and an Early Learning Scholarship at the same time.
- Is not an option for children in foster care.

### Resources

- <https://mn.gov/dhs/people-we-serve/children-and-families/economic-assistance/child-care/programs-and-services/>

### Considerations

Some county and tribal agencies have a waiting list for Basic Sliding Fee Child Care. County and tribal agencies receive a set amount of funding to use annually; Basic Sliding Fee Child Care is provided on a first-come, first-served basis until funds run out. Applicants are put on a waiting list until more funds become available.

## Funding considerations

### Minnesota Assessment of Parenting for Children and Youth (MAPCY)

Northstar Care for Children’s monthly maintenance payment is a combination of both the basic and supplemental rates determined through the MAPCY. It is expected that MAPCY assessors will select the highest level appropriate for a situation, as monthly benefits are funded in part through Title IV-E, which is expected to be the payer of first resort. The MAPCY domain H measures child care needed for when caregivers work outside the home or are enrolled in a training or education program. The rating is based on an average of child care needed through a calendar year.

If receiving a Pathway 1 Early Learning Scholarship and there is a child care need due to caregiver’s work or education program, do not select “a,” not needed or minimal. For example, if child care is needed for 40 or more hours a week, select “e.” Providers are responsible to pay the corresponding funding directly to child care programs; scholarships should only be used for the difference in cost.

Under Northstar Kinship Assistance or adoption assistance, the MAPCY child care allowance is not available to caregivers who receive CCAP under chapter 119B. [[Minn. Stat. 256N.24, subd. 3\(g\)](#)] Children in foster care do not qualify for CCAP.

### Early Learning Scholarships funding considerations

Early Learning Scholarships give eligible families up to \$10,000 per year to help pay for high-quality care and education to prepare young children for school. In many circumstances, \$10,000 will not cover the full cost of a child’s attendance in an early learning program. Awarded children may attend part-time and/or parents may pay a portion of the tuition to extend the number of days supported by a scholarship. Scholarships require children to attend a high quality early learning program that is Parent Aware rated. In many areas, the only eligible programs are in higher-cost, center-based settings. Examples include:

- For an infant in full-time care with a cost of \$350/week, the yearly cost would be \$18,200. The scholarship would cover approximately 28 weeks of child care per year.
- For a preschooler in full-time care at a cost of \$250/week, the yearly cost would be \$13,000. The scholarship would cover approximately 40 weeks of care per year.

### The impact of budgeting for monthly child care payments

#### Example A: Child receiving child protective services (no placement)

Angela (age 3) is the subject of an open Family Assessment after an agency received an allegation of child maltreatment. The case worker assisted the family to apply for an Early Learning Scholarship based on child protective services involvement. The cost for a Four-Star Parent Aware-rated preschool program in Angela’s area is \$285/week. If:

- A family makes no payments, the scholarship will cover 35 weeks of the full-time pre-school program.

- Angela’s family makes small weekly payments to partially cover the cost, it will extend her participation as follows if they arrange payments of:
  - \$100/month (\$25/week), the scholarship will cover 39.3 weeks, providing an additional 4.3 weeks of preschool.
  - \$400/month (\$100/week), the scholarship will cover 51.9 weeks, providing an additional 16.9 weeks of preschool, nearly covering a calendar year.

### **Impact of using the MAPCY**

Michael, age 3 months, is placed in a relative foster home. The cost for an infant program in the area is \$350/week, approximately \$1,400 per month. His foster parent works full time outside the home and an Early Learning Scholarship is arranged for him to attend a high quality program with a Three-Star Parent Aware rating.

#### **Example B: Child in foster care, MAPCY child care increase**

The county/tribal social services agency appropriately selected “e” on the MAPCY. The foster parent receives \$400 a month which they are responsible to pay to the selected program. With this partial payment, the Early Learning Scholarship is available for 30 weeks ( $\$250/\text{week} \times 30 = \$7,500$ ). The foster parent must pay \$250/week out-of-pocket for the remaining 22 weeks of the year, a total of \$5,500.

#### **Example C: Child in foster care, no MAPCY child care increase**

When Michael was placed in foster care, the county/tribal social services agency inappropriately selected “a” under child care needs as it considered the Early Learning Scholarship as “other resources are paying for child care costs.” The foster parent did not receive any additional support through the MAPCY. After 21 weeks, the scholarship covered the maximum for the year. If a new MAPCY is completed once the scholarship has been fully used, the foster parent may receive \$400/month to help cover the cost of child care, which is \$1400/month. They must pay \$250/week out-of-pocket for the remaining 31 weeks of the year, a total of \$7,750.

#### **Example D: Child in foster care, MAPCY child care increase — impact on Early Learning Scholarship availability when child returns home or transitions to a non-custodial parent**

Michael remains in placement while reunification efforts continue. After six months, immediate safety concerns have been addressed and he is returned home on a trial home visit. If the county/tribal social services agency:

- Did not provide for child care needs in the MAPCY, the Early Learning Scholarship has been exhausted for the year and no funding is available. Michael will not have continuity of care during this transition, and his parents will not have the additional support that could benefit them as they resume his day-to-day caregiving.
- Provided for child care needs in the MAPCY, Michael will still have some eligibility remaining and can continue in the same program, if feasible, or can transfer his scholarship to another eligible program that his parent/s choose.