

Work Session

Tuesday, October 21, 2025 6:00 PM

Board Assembly Room, 1250 West Broadway Avenue, Minneapolis, Minnesota 55411

1) **Call to Order and Roll Call**

2) **Topics and Discussions**

2)a. Coordinated Early Intervention Services (CEIS)
Update

2)b. Community Education Overview

3) **Adjournment**

CEIS Update

Dr. Liz Keenan, Associate Superintendent of Special Education &
Student Support Services

Dr. Jodi Henderson, MTSS K-12 MTSS Content Lead

Isadora Szadokierski, Manager of School Psychology Services

Dawn White, Social Emotional Learning Content Lead

Background

Significant Disproportionality

Districts are identified by the risk ratio methodology:

A standard risk ratio of 3.0, OR an Alternate Risk Ratio of 3.0 in three categorical areas of special education:

- A. special education identification category
- B. special education placement category
- C. special education discipline category

Significant Disproportionality

Identified Mandatory (Year 3 Status):

Districts identified Mandatory Year status need to:

1. **Create a plan** for the correction (action plan and funds) of the identified area and submit to MDE by July 1 of the year they are in mandatory status. Plan and funds have to be used for students NOT in special education.
2. **Set aside 15 percent of its IDEA, Part B funds** (sections 611 and 619) funds) to provide comprehensive coordinated early intervening services (comprehensive CEIS) to address factors contributing to the significant disproportionality.
3. **Public notification by June 30, 2026.**

CEIS – Coordinated Early Intervening Services

Requirements of CEIS District Plans:

1. Professional development for teachers and other school staff to enable such personnel to deliver scientifically based academic and behavioral interventions, including scientifically based literacy instruction, and, where appropriate, instruction on the use of adaptive and instructional software; and
2. Providing educational and behavioral evaluations, services, and supports, including scientifically based literacy, mathematics and social emotional learning (SEL) instruction.
3. Providing direct interventions primarily to non-special education students. Special education students can be supported however the majority of the funds should be used for non-special education students

CEIS Plan Focus – Goals

- **Goal 1: Reduce identification rates of Black/African American students in DCD.** The district will reduce the rates by 10% by providing supports for intervention in academics at the 6 identified elementary schools. (currently 154 students)
- **Goal 2: The elementary schools, identified, will increase the inclusion practices by 20% for students in the DCD programs.** Given the baseline data from the identified schools. The students in the DCD programs will increase time with their peers, academics and supports for all students in the program.

September 18 retreat

Six schools were selected to be the CEIS initial focus schools. Each school is a DCD site.

- Bethune (K-5)
- Hiawatha (K-2)
- Dowling (K-5)
- Hmong International Academy (HIA) (K-5)
- Ella Baker Magnet School (K-8)
- Webster (K-5)

The goals for the retreat were to:

- Schools examine their MTSS components and determine areas for growth and focus
- Schools align a 1.0 FTE to the school needs and within the CEIS funding parameters

Agenda and Outcomes

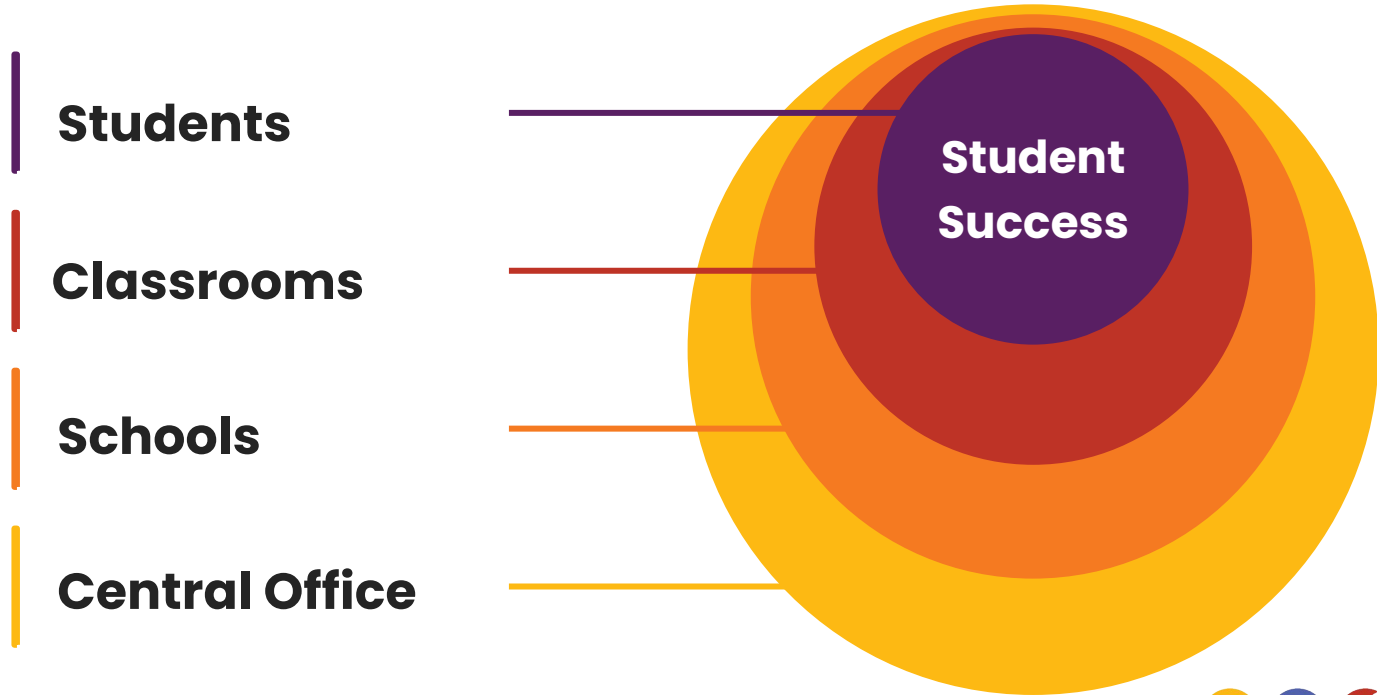
| Time | Content | Intended Outcome |
|---------------|--------------------------------------|--|
| 8:00 - 8:30 | Introductions and Warm Welcome | Build community and set expectations for the day. |
| 8:30 - 9:00 | What is CEIS and Disproportionality? | Understanding the process of identification for |
| 9:00 - 9:45 | Defining DCD | Develop a shared understanding of DCD and the impact of bias on eligibility |
| 9:45 - 10:00 | Break | |
| 10:00 - 11:00 | MTSS Grounding and Inventory | Develop a baseline understanding of the 5 components MTSS and conduct brief inventory. |
| 11:00 - 11:30 | School Folders | Introduce the school folders and ensure everyone can access them. |

Agenda and Outcomes

| Time | Content | Intended Outcome |
|---------------|---|--|
| 11:30 - 12:30 | Lunch | |
| 12:30 - 1:00 | Multi-layered Practices Inventory (Tiers 1, 2, 3) | Identify current strengths, barriers, and needs. |
| 1:00 - 1:30 | Teams Inventory | Identify current strengths, barriers, and needs. |
| 1:30 - 2:15 | Resource Inventory | Planning for alignment and coherence |
| 2:15 - 3:00 | Planning for Change | Identify 1 - 3 system goals and plan for FTE |

System Impact

Multiple Systemic Layers Impact Students



Contextualizing within the MTSS Framework

Infrastructure for Continuous Improvement

Various teams functioning together like gears. Necessary resources available (e.g., schedules, curriculum, PD, highly effective teachers, coaching). Implementation plans with shared accountability.

Data-Based Decision Making

Defining who, what, when, and how we look at data to guide decisions at the district-, school-, grade-, classroom-, and student level.



Assessment

Collecting universal screening data, progress monitoring data, and more.

Family & Community Engagement

Building relational trust and equitable partnerships with families and school and district staff to create shared responsibility between all stakeholders.

Multi-Layered Practices and Support

Strong Tier 1 (universal) – upon which we layer Tier 2 (supplemental), and Tier 3 (intensive), all of which are inclusive of students with disabilities.

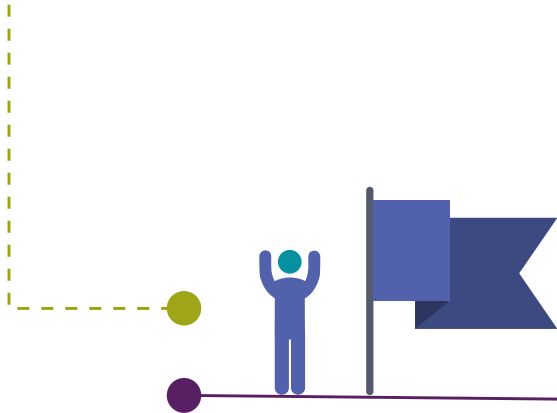
“Equity-based MTSS is a complex schooling structure that brings together educator knowledge of context, science, and systems, resulting in positive benefits for all students. It is an organizing framework that uses specific data sources to inform decisions coordinating diverse academic, behavioral, and social resources to meet the needs of each and every student in a dynamic and timely fashion.” (McCart & Miller, 2020)

Without intentional implementation, we risk recreating biased systems of oppression, not interrupting them.

System Inventory

Goal

Identify the site system needs to prioritize next steps. Align CEIS funded position to site needs.



01

Complete Multi-layered Practices Inventory

Complete Teaming Inventory

02

03

Examine Staff Roles as Resources

Synthesize findings and prioritize site needs

04

Bringing it all together

1. Each school went through a comprehensive review of the schools MTSS inventory.
2. Reflecting on the MTSS inventory, each school prioritized how to provide a broader comprehensive approach to improving MTSS and student access to interventions.
3. Each school identified their goals and areas to focus on to support and build out MTSS within their school.

Summary of Narrative Comments

- **Strong staff commitment:** Across schools, staff are described as hardworking, creative, and invested in making MTSS succeed. Even where systems are incomplete, willingness is high.
- **Universal screening:** All schools consistently screen in reading and math, and some have extended this to Social Emotional Learning
- **Inclusion values:** Schools emphasize that students with disabilities are general education students first, with efforts to maximize inclusion.
- **Early Tier 1 fidelity monitoring:** Some use look-fors consistently in literacy/math, showing emerging practice.
- **Family engagement:** Communication with families (screeners, interpreter services) is happening, though uneven.

Site-Based Barriers

- **Limited time/scheduling:** Many schools lack dedicated Tier 2/3 time; WIN is mostly literacy-focused; funding loss (e.g., QComp) reduces meeting time.
- **Tier 2/3 capacity stretched:** Schools struggle to serve high numbers of Tier 3 students with too few interventionists, particularly in math.
- **Inconsistent collaboration:** Teachers often excluded from MTSS teams; meetings not frequent or consistent; teams still in “building mode.”
- **Intervention/curriculum gaps:** Literacy interventions missing; schools need to adapt Tier 1 materials (e.g., UFLI). Math and SEL interventions are needing more supports.
- **Data practices uneven:** Data dives happen but often exclude SPED; training is inconsistent across staff.
- **Family communication gaps:** Screeners explained inconsistently; translation resources limited, especially for Spanish-speaking families.

District Level Barriers

- **Resource allocation/staffing:** Schools cite vacant or unfilled positions (SPED directors, DPFs, interventionists). Allocations don't match student needs.
- **Lack of validated interventions:** Repeated concern that Tier 2/3 literacy interventions are missing; UFLI (a Tier 1 program) is used as an intervention, leading to fatigue.
- **Professional learning gaps:** Inconsistent training across staff, especially in data literacy, SEB data collection, and intervention use.
- **Unclear district vision:** Multiple schools highlight confusion around MTSS expectations, curriculum changes, and district-level direction.

Supports Needed

- **Clear vision and accountability:** Schools want clarity on MTSS expectations, consistent direction, and a process for accountability.
- **Evidence-based interventions:** Strong requests for validated Tier 2/3 interventions in literacy, expanded math and SEL intervention options.
- **Professional learning:** Staff need consistent training in interventions, data literacy, SEB, and strategies for accelerating grade-level instruction while providing intervention.
- **Staffing and resource allocation:** Calls for interventionists in math/SEL, time for MTSS meetings, and staff for co-teaching/collaboration.
- **Collaboration structures:** Need for common meeting times, creative scheduling, and funding for collaboration.
- **Family engagement supports:** Desire for expanded bilingual staff and reliable translation/communication systems.
- **Curriculum stability:** Concern that frequent Tier 1 curriculum changes prevent teachers from mastering programs and differentiating effectively.

Site Findings and Team Supports

| Site | MTSS Focus | Position |
|---------------------------|---|---|
| Bethune | Infrastructure | SEL- developmentally appropriate groups, and trauma, restorative practices, de-escalation |
| Dowling | Infrastructure needed | SEL- .4 SEB, .4 Academic, .2 managing interventions |
| Ella Baker | Infrastructure needed | Math Interventionist |
| HIA | Infrastructure needed | Math interventionist |
| Hiawatha (K-2)/Howe (3-5) | Infrastructure needed | Licensed math intervention |
| Webster | Interventions provided by the district are intensified as needed, and educators have the knowledge and skills to make this happen | Literacy interventionist |

Next Steps

Continued Work

Each school will work with the identified CEIS district level support to continue:

- a. Building out their school wide MTSS plan
- b. Identify Tier II and Tier III interventions for literacy and mathematics.
- c. Develop a problem solving process within the school to identify students who would benefit from MTSS supports.
- d. Schedule monthly follow-up meetings with each site to address prioritized needs identified through the MTSS Inventory results.
- e. Coordinate monthly meetings with Davis support staff assigned to each school to ensure alignment and coherence of effort.

Continued Work

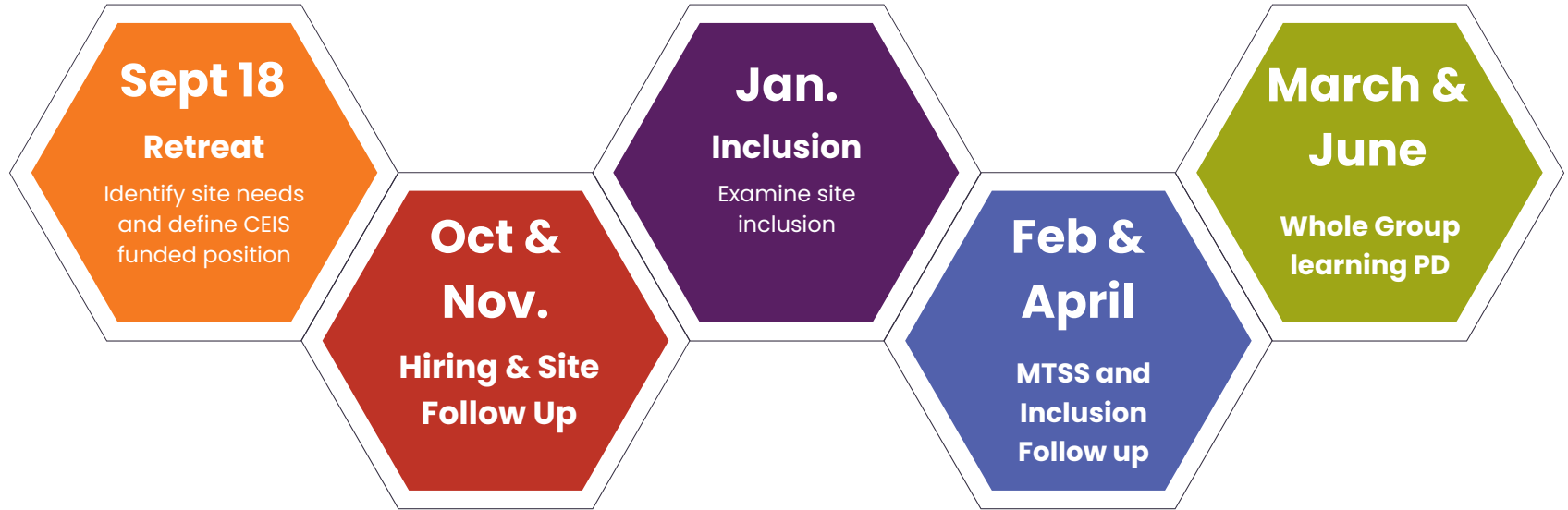
The CEIS work will have a position that will support direct interventions for students.

- The position for the school will have 80% of their day working directly with students and providing researched based interventions for students identified in need of Tier II and Tier III interventions
- The CEIS position will work 20% of their time with supporting the CEIS planning teams, coordinating assessments, supporting child study and problem solving teams

Continued Work

- Build up the MTSS work between October, November and December
- Focus on moving information from MTSS to inclusion planning/inventory for special education students in January, February
- Team school planning and analyzing for MTSS and inclusion March, April and May.
- Whole group planning for 26-27 school year

The Year at a Glance



Monthly Collaborative Meetings with the Sites

Questions



Community Education

Lifelong learning for all

About Community Education

Mission, Vision & Commitment Statements

NEW FOR 2025-26!

Our Mission

MPS Community Education exists to enhance the well-being of all learners through culturally responsive programs in support of the mission of Minneapolis Public Schools.

Our Vision

All learners will thrive in an inclusive and welcoming environment, fostering meaningful connections and engaged learning.

Our Commitment

To achieve our vision, we will foster lifelong learning by building authentic relationships through high-quality, accessible, and community-driven programs.

Community Education now aligns with the **MPS values!**

Our Values:

- Equity, Representation & Anti-Racism
- Physical and Emotional Safety & Wellbeing
- Relationships, Trust & Communication
- Shared Decision-Making & Voice
- Transparency & Accountability
- Evidence-Based Strategies
- **Creativity, Exploration & Play**

About Community Education

- In 1968 MPS began the first Community Education Services Department in the state.
- Community Education was established as a statewide program in 1971 by the the state legislature.
- The intent of Community Education is to provide access to learning and enrichment opportunities to students and the community outside the school day.

A school district can have a community education program if they have:

- 1) a licensed Community Education Director *and*;
- 2) a representative advisory council that meets at least 4 times a year.

This allows a district to levy for various funds starting with the General Community Education Levy. All funding in Community Education is managed in the **Community Service Fund 04** and *cannot* be used for General Fund expenditures.

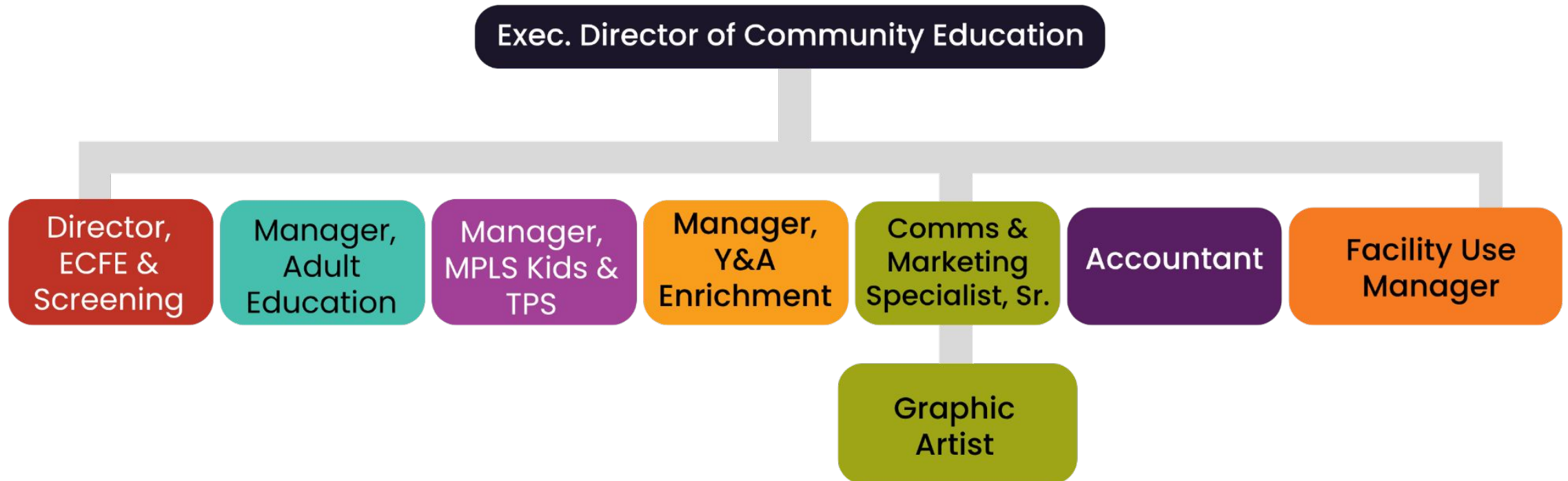
Community Education can include many different programs!

What we offer:

- Adult Education
- Adult Enrichment
- Mpls Kids Child Care
- Community Use of Facilities
- Early Childhood Family Education
- Early Childhood Screening
- Teen Parent Services
- Youth Enrichment

About Community Education

Organization Structure



About Community Education

Advisory Council

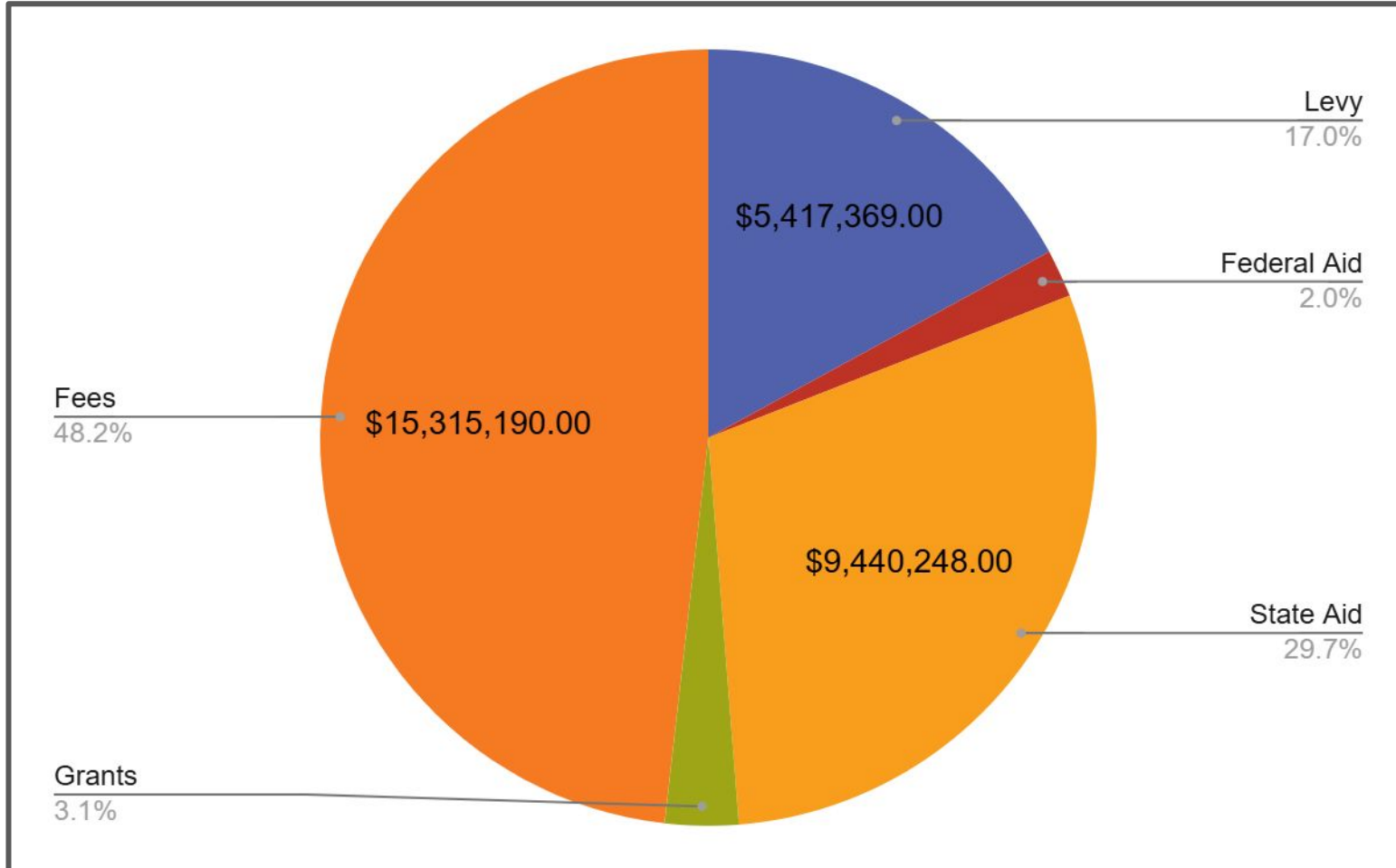
- The Advisory Council is responsible for seeing that the Community Education program serves the interests and concerns of the community.
- Meetings happen four times a year (November, January, March & May).
- Legislatively the Advisory Council has two core responsibilities:
 - Review our proposed budget and make recommendation to forward it to the school board
 - Review and sign the annual Community Education report to MDE

Community Ed Advisory Council representatives:

- BIG Talks Mentorship Program
- Fred Wells Tennis & Education Center
- Minneapolis Park & Recreation Board, Rec Plus
- MPS Family Resource Center
- Pillsbury United
- Project for Pride in Living
- V3 Sports
- YMCA
- YWCA
- and community members who have participated in: Adult Enrichment, Mpls Kids, Youth Enrichment, and Early Childhood programs throughout the years.

About Community Education

How We Are Funded (Fiscal Year 2026)



How Are Rental Fees Determined?

- Rental fees are reviewed annually. A comparison to our thirteen neighboring districts is done. If we are significantly below average for a given room type and/or category, we will raise our rate slightly. If we are near or above average, we will freeze our rate.
- Custodial overtime rates are determined by using the average contracted overtime rate including benefits.



Community Education

ADULT EDUCATION

Adult Education: What We Do

- Provide programs to help improve academic and language skills: **High School Equivalency (HSE) preparation, English Language Learning, basic math, reading, writing, citizenship, exploration of career pathways** and **basic computer skills**.
- Participants must be at least 17 and not currently enrolled in a K-12 program. For our learners without a secondary credential or wanting to improve their English language abilities, Adult Education is the only instructional option available.
- Per legislation, Adult Education does not charge class fees.

Classes are offered primarily 8:30 am-1 pm and 6-9 pm, Monday-Thursday, based on student demand.

Programs

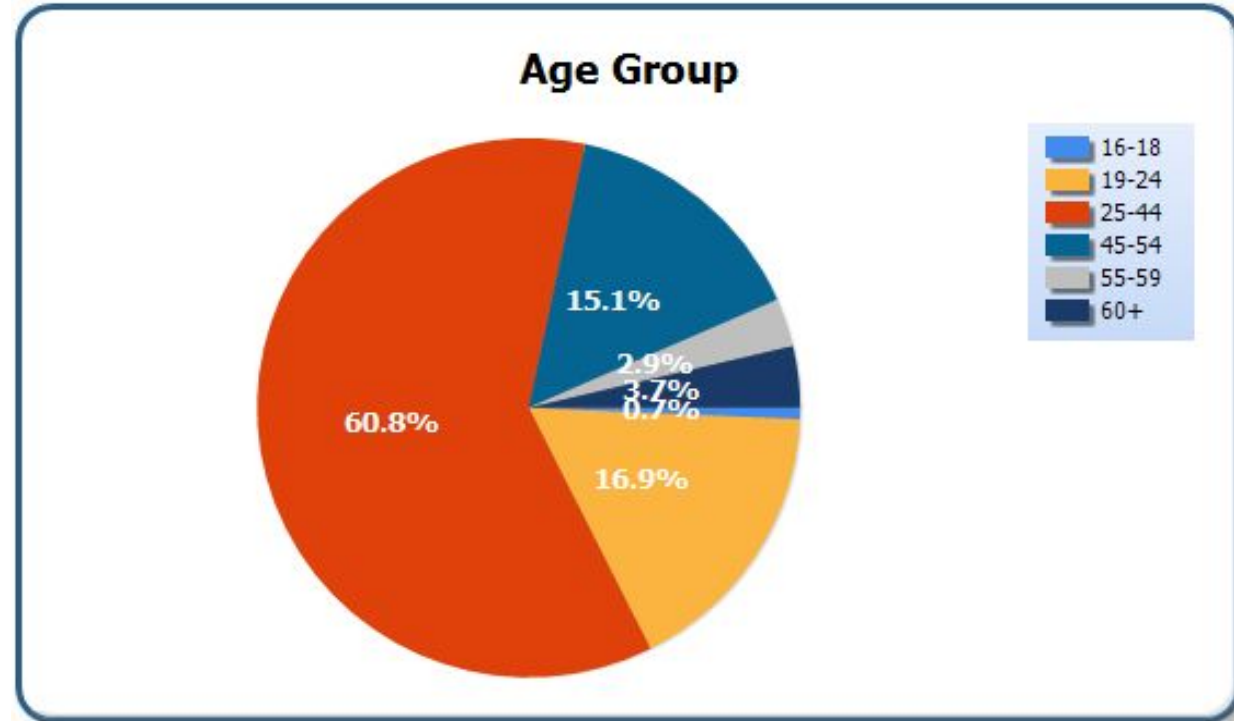
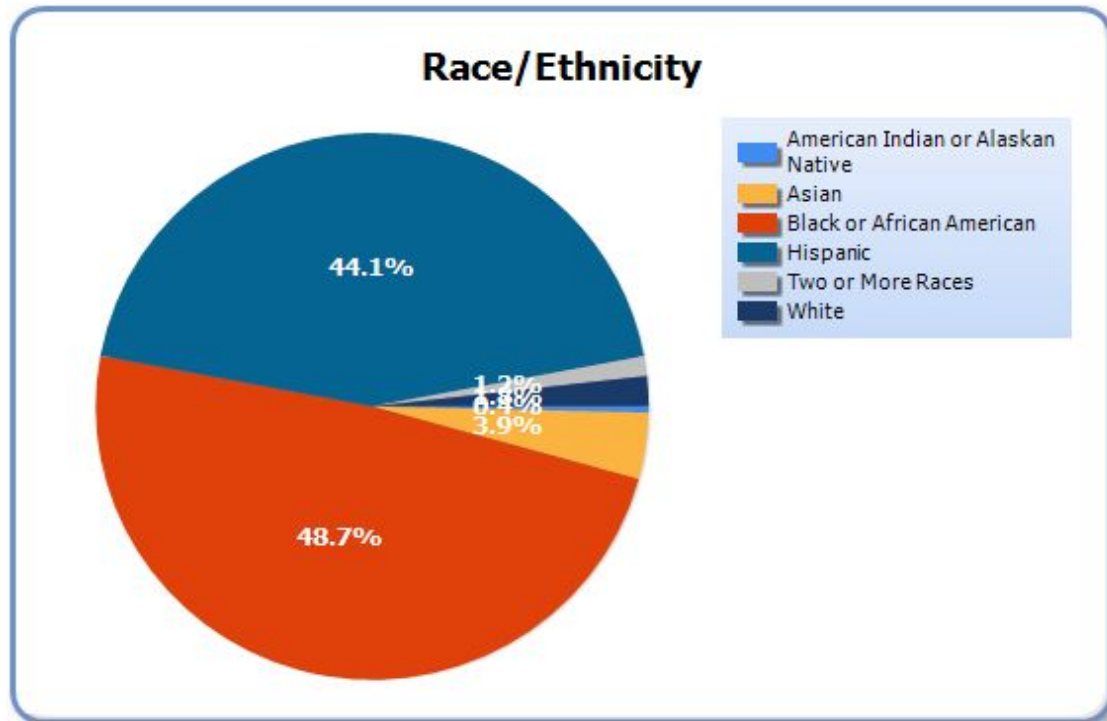
- Adult Diploma
- Citizenship Preparation
- College and Career Readiness
- English Language Learning
- HSE Preparation
- HSE Testing

Locations

- North Campus Day
800 W Broadway
- North Campus Night
Davis Center
- South Campus Day & Night
Center for Adult Learning

Adult Education: Who We Serve

In FY 25 this is a breakdown of the demographics of the 2,484 students we served.



Adult Education: Student Voice

To ensure we are providing students with what they want and need they are surveyed annually.

Students who responded to the End of 24/25 Year survey indicated the following:

- **99.3%** agreed that “I feel respected by my teachers.”
- **98.7%** agreed that “This school is helping me with my school goals”
- **99.3%** agreed that “I would recommend this school to my family and friends.”

Last year we started a Student Advisory Group. The purpose of the Student Advisory Group is to create an equitable, functional, and informed school environment by engaging learners with:

- Ongoing discussions on learner needs
- Developing student leadership and transferable skills
- Including students in decision making for the program
- Strengthening peer to peer support

Adult Education: How We Are Funded

State Funding – 83.5% (\$3,412,948)

While the total amount allotted to our consortium is \$5,912,608. \$2,499,660 of that is pass-through funding distributed directly to consortium members for seat hour reimbursements.

Federal Funding – 15.5% (\$631,063)

This funding is **NOT** included in the current House proposal for FY27 and beyond.

Grant Funding – 1% (\$40,000)

Wells Fargo grant supporting our Northside Night program at the Davis Center.



Adult Education: Who We Partner With

As part of the funding requirements set by the federal and state education departments, MPS Adult Ed is the fiscal agent for the Minneapolis Adult Ed Consortium and its member organizations/fellow Adult Ed providers, as well as ensuring all mandated policies set by the federal government are followed.

Consortium members include:

- Summit Academy OIC
- English Learning Center
- Hennepin Co Jail - Downtown
- Project for Pride in Living
- Hennepin Co Pathways Program
- Cedar Riverside Adult Education Collaborative
- Somali Success School
- Learning in Style

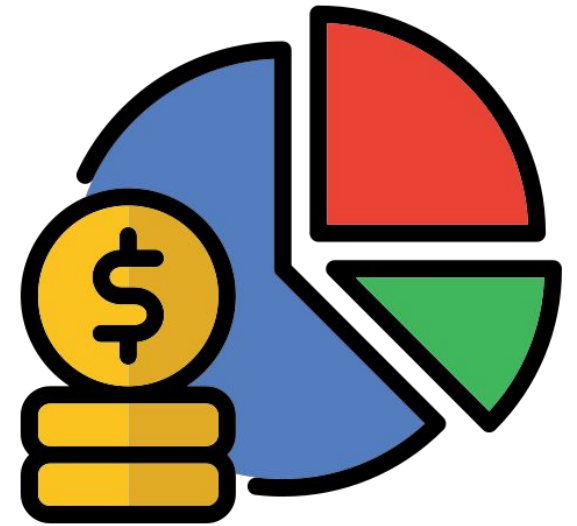
Other partnering organizations and boards:

- Minneapolis College
- City of Minneapolis - Career Pathways Programs
- Minneapolis Workforce Development Board
- Avivo
- Lifeworks Services, Inc.

Adult Education: Adjusting to the Fiscal Reality

Changes implemented to adjust to the budget shortfall (FY 26):

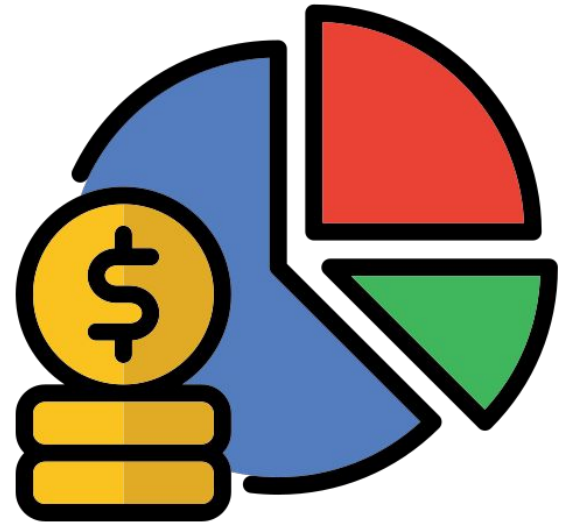
- Instituted a hiring freeze.
- Stopped providing school supplies for students at no cost – they are available to purchase at cost.
- Instituted a sliding scale registration fee with \$0, \$5, \$10 and \$20 registration options.
- Reorganized the class schedule to hold as many classes as possible during peak student hours.
- Prioritized classes with highest demand to maximize seat hours hoping to increase funding for next fiscal year.



Adult Education: Adjusting to the Fiscal Reality

Future considerations include:

- Consolidation to one site to reduce overhead.
- South Campus Day offerings are limited by space, explore offering classes at nearby partner sites.
- Develop sustainable evening programming on the Northside to meet demand and increase contact hours.
- Offer specialized, fee-based services such as professional development workshops for other school districts.





ECFE

EARLY CHILDHOOD FAMILY EDUCATION & SCREENING

ECFE & Screening: What We Do

- Early Childhood Family Education (ECFE) provides parent education, home visits, and individual consultations for all Minneapolis families with children from newborn to 8 years old.
- Early Childhood Screening is a process that supports children being ready for kindergarten. The program helps find possible health or developmental concerns that may impact a child's learning. MPS recommends that children be screened at age 3. State law requires all children to be screened before entering kindergarten.

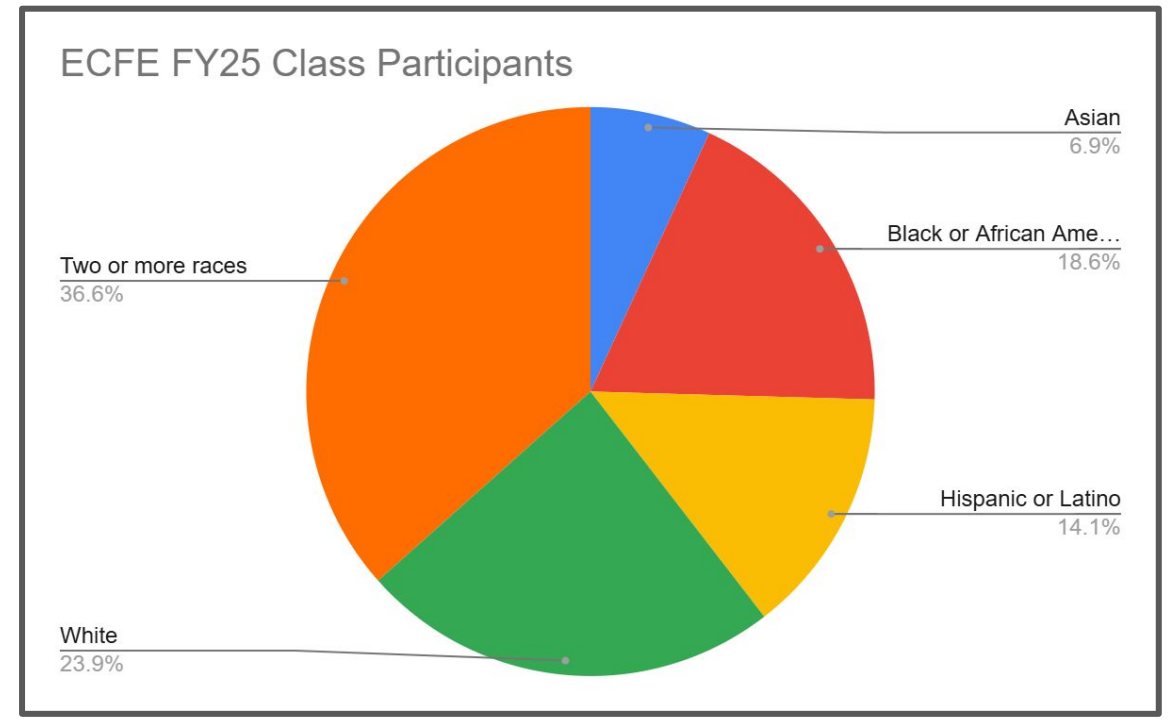
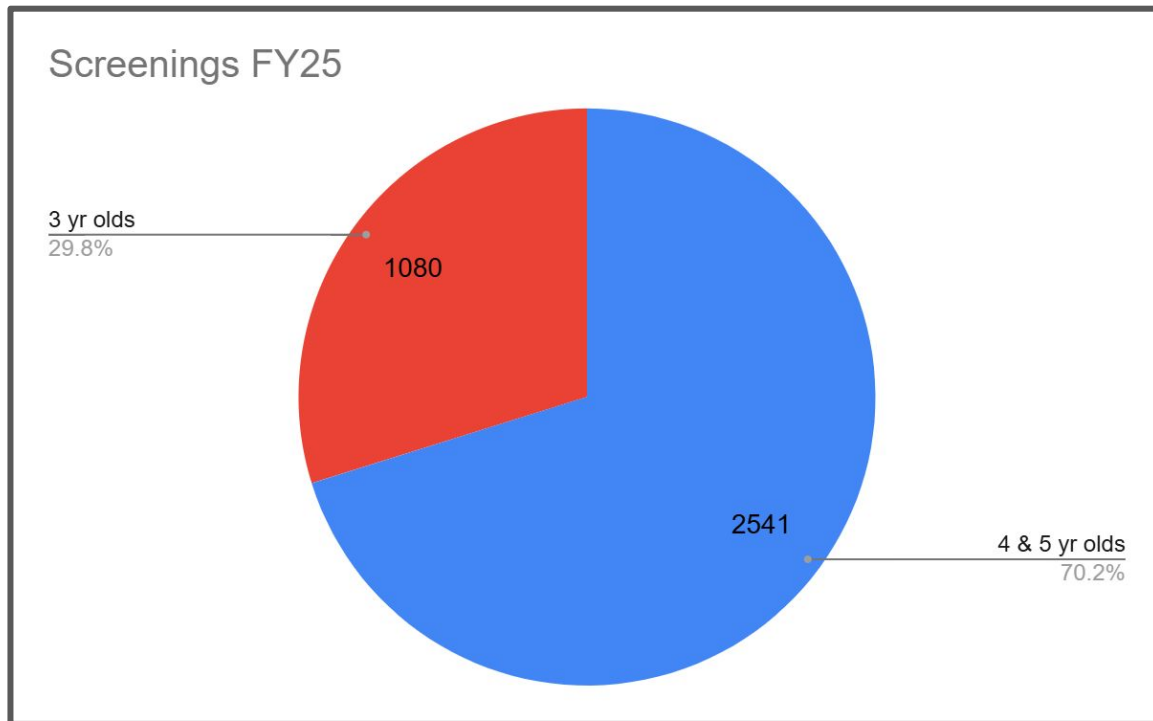
Programs

- Weekly & Drop-In Classes
- Affinity Group Classes
- Home Visiting
- Newborn hospital visits
- Parenting support for High-5 classrooms and private Preschools
- Screening & Referrals to service providers as needed

ECFE & Screening: Who We Serve

We focus on screening at 3 years old because it's best for children. At three, we can identify any developmental concerns allowing for resources to be provided as early as possible and help children be Kindergarten ready.

ECFE serves a diverse population, offering classes in six languages. We also offer affinity classes for specific groups. These are the demographics for the 845 students registered for ECFE classes in FY25.



ECFE & Screening: Participant Voice

By law, Early Childhood Family Education is required to have an advisory council that includes representation of families who participate in the programming.

Our **Parent Advisory Council** currently has 11 members and meets 8 times/year giving input on things such as:

- family survey questions
- catalog design
- family events



ECFE & Screening: Participant Voice

All caregivers who participate in our programs are surveyed at the end of each class to help us better understand their experiences and their needs.

Caregivers who responded to the FY25 Survey indicated the following:

- **97.59%** agreed that the class met their expectations as a caregiver
- **94.83%** felt their families' diverse needs were respected and valued
- **98.62%** felt that ECFE has positively impact their parenting or their children's learning

Caregivers indicated that:

- Children showed growth in social skills, routine following, art and play engagement, and separation confidence.
- ECFE helped them become more confident and informed parents.
- ECFE staff is amazing, compassionate, knowledgeable, and supportive.



ECFE & Screening: Fees & Funding

State Aid – 58.9% (\$2,679,749)

Levy Funding – 40.0% (\$1,822,135)

Both state aid and levy funds are calculated based on the number of children in Minneapolis ages 0-5.

Participant Fees – 1.1% (\$50,000)

There are no fees for drop-in and infant ECCE classes or home visits. Weekly class fees are charged on a sliding scale with rates suggested based on family income.



**No one is turned away
for inability to pay!**

ECFE & Screening: Fees & Funding

There are no fees charged Early Childhood Screening. The program is funded by reimbursements for screenings performed the year before (rates are based on the age of the child) and it is supplemented by the district's general fund.

The reimbursement state reimbursement rates are:

- 3 yrs: \$98
- 4 yrs: \$65
- 5 & 6 yrs: \$52
- Within 30 days of Kindergarten enrollment: \$39

This year's aid entitlement: \$253,010.

Our Screening Department has also developed a screening tool used by other programs around the state. We generate income by selling the forms for that tool, estimated to be about \$47,680 this fiscal year.

ECFE & Screening: Partnerships

ECFE offers both classes and drop in events at the following partner locations:

- Banyan Community Center
- Kroening Nature Center
- Seward Tower West
- Minneapolis Parks

Screening partners with a growing list of community child care programs to offer screening on site at their locations. We focus on centers that serve families in our target populations such as:

- Northside Child Development Center
- Baby's Space
- Urban Ventures



ECFE & Screening: Adjusting to the New Fiscal Reality

As noted earlier, funding for ECFE is based on the population of children in the school district under age 5. As birth rates decline, so will the funding for ECFE programming.

With that in mind, we have begun to do the following as part of the transition of these programs to Community Education:

- Reduced overhead spending and streamline staff structure
- Invested in marketing of programs to ALL Minneapolis families with children ages 0-5
- Created a new comprehensive Early Childhood Brochure with information about all programs relevant to that age group - ECFE, Screening, Preschool, Mpls Kids Jrs, Kindergarten registration, and district events



ECFE & Screening: Adjusting to the New Fiscal Reality

Future considerations:

- Making changes to class offerings, locations, and/or times to better fit the needs of families – for example offering a once a month class or 4-week sessions
- Creating a plan to work with more daycare providers within Minneapolis to get the word out about screening at 3, expand partnerships to screen at larger centers
- Marketing Screening at 3 to all families enrolled in our ECFE classes – for example: send birthday cards on 3rd birthday and have a gift when they come to screening.





Community Education

MINNEAPOLIS KIDS

Mpls Kids & TPS: What We Do

Mpls Kids provides childcare for children in grades PreK–5th before and after school and non-school days, all day during the school year for 4 yr olds, and during the summer for children entering Kindergarten–7th grade.

Teen Parent Services (TPS) provides childcare for the children of teen parents, allowing the parents to finish their high school education.

Programs:

- Extended Day Childcare at 18 MPS elementary schools
- Non-School Day Programs at 9 MPS elementary schools
- Summer Care at 8 MPS elementary schools
- Mpls Kids Jr. 5 MPS elementary schools
- TPS at 2 MPS High Schools during the school year
- TPS at Summer Credit Recovery



Mpls Kids & TPS: Partners

Each year Mpls Kids partners with local organizations to provide additional enrichment opportunities for their participants. In FY25 partners included:

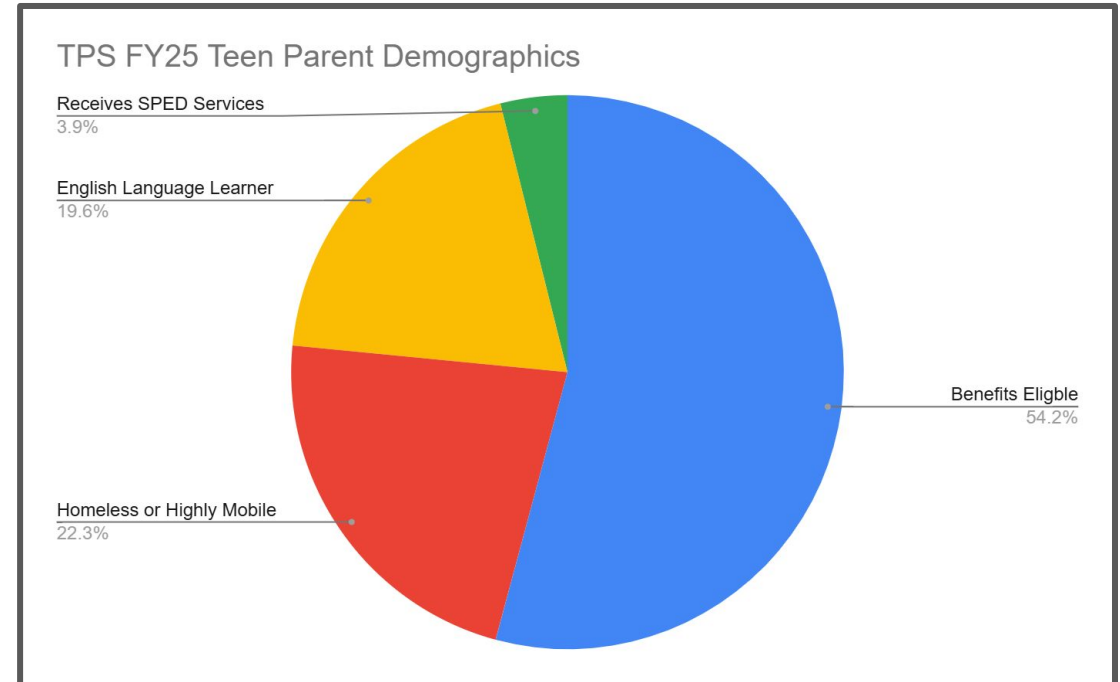
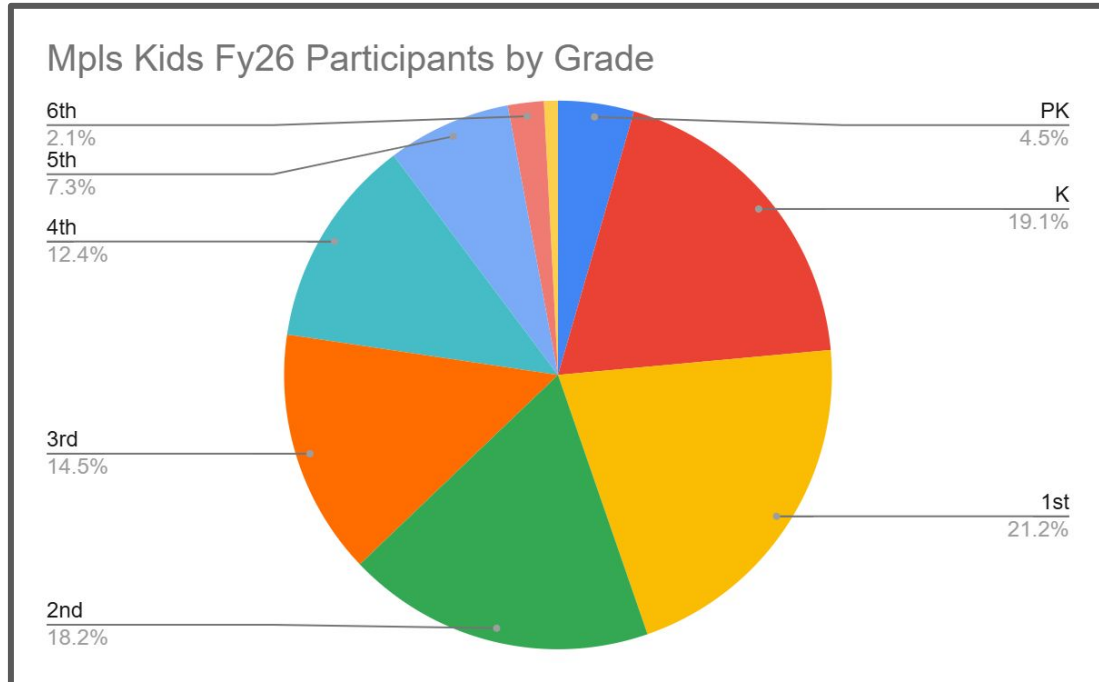
- TPT (Twin Cities PBS Television)
- Active Solutions
- Hennepin County Libraries
- MN Nature Center Outreach
- Global M Recruitment



Mpls Kids & TPS: Who We Serve

For FY26, Mpls Kids has 3,516 contracts between Summer, Mpls Kids Jr, and the 18 Mpls Kids sites. That represents 2,591 individual students.

In 24/25 School year TPS had 76 children in childcare and supported 113 teen parents. TPS also cared for 17 children while their 11 parents attended credit recovery during the summer of 2025.



Mpls Kids & TPS: Student Voice

As part of the annual process of program quality assessment, Mpls Kids surveys students, parents and staff. Here is a sample of survey responses from our students (ages 4-12 yrs):

- **95.7%** say they like coming to Mpls Kids
- **74.1%** say that they get to help plan activities and projects
- **95.0%** say that the adults talk with and listen to them

Additionally, Mpls Kids has a Youth Advisory Council made up of 25 students representing all of the Mpls Kids sites. The goal is for students to gain leadership experience, engage in decision-making and contribute to youth-centered program development. This group meets monthly November-May.

TPS also regularly surveys the teen parents to ensure we are providing the care they want, need, and expect for their children. At the end of the 24/25 school year the results were:

- **100%** felt their child receives and education that supports their learning and development
- **90%** said their child's health and safety needs were being met
- **100%** were satisfied with the service and care their family receives.

Comments included:

- *"I like how caring the staff are!"*
- *"My child is actually learning."*
- *"They inform you about everything with your child."*

Mpls Kids & TPS: How We Are Funded

Mpls Kids is funded by participant fees directly from families and through County Child Care Assistance Program (CCAP) funds, and a Special Needs levy. In FY26, Mpls Kids will receive:

Participant Fees – 95.1% (\$10,631,590)

Approximately 10% of this comes from CCAP.

Special Needs Levy – 4.9% (\$552,657)

Used to support additional costs associated with caring for children with special needs (largely staffing & some materials)

TPS is 100% funded by participant fees through CCAP funds and Think Small (Pathway I) grants. No one is turned away for inability to pay.

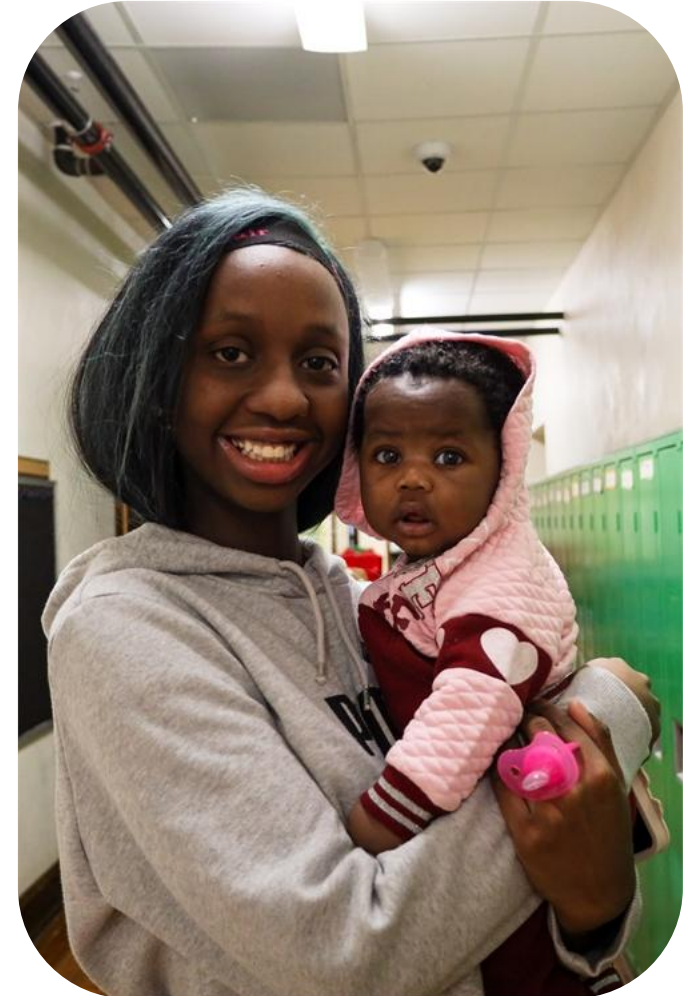
Both programs receive funding from the **Great Start Compensation Support Payment Program**. This fund supports the childcare and early education workforce by increasing compensation. All funds received from this program are paid directly to staff as quarterly retention bonuses.

Mpls Kids & TPS: How Prices Are Set

Mpls Kids rates are reviewed on an annual basis to ensure that they cover our operating costs and are at or near market rates. We work to limit increases to no more than 3% year over year.

In FY25 Mpls Kids piloted offering fee assistance rates at our underutilized sites (Loring, Pratt, and Webster) for families who do not qualify for CCAP, but still need help affording child care. To date, about two dozen families are taking advantage of this option.

Because most **TPS** participant fees are paid via CCAP, the rates are set by Hennepin County. No one is turned away for inability to pay for TPS. All co-pays and additional fees are waived.



Mpls Kids & TPS: Adjusting to the New Fiscal Reality

In the past few years we have started making adjustments to our program model to ensure we are able to continue to provide high quality and sustainable programming to as many MPS students as possible. Those changes have included:

- Consolidating sites to stabilizing staffing and provide service where it is most needed
- Refining and streamlining our administrative staffing structure to provide better and more efficient support to staff in the schools
- Restructuring site staff to include Child Care Workers – a step between Child Care Assistants and Program Coordinators – allowing for career growth opportunities
- Created Mpls Kids Jrs 4 yr old program to provide programs in schools where there is not High-5 available
- Adjusted our summer hours based on participant usage
- Currently investing in re-opening TPS at North High School

Looking to the future:

We continue to adjust our program offerings to meet the needs of families – expanding and contracting as needed



Community Education

YOUTH & ADULT PROGRAMS

Youth Enrichment: What We Do

Provides a wide variety of academic and enrichment classes for youth in grades K-12, including: social emotional and academic skills development, dance, languages, cooking, sports, hobbies, games, and computers.

Classes are offered primarily after school at 37 MPS schools and during the summer at 16 MPS schools.

Additional sites have collaborations such as Beacons and the Minneapolis Parks & Recreation Board who provide similar opportunities for youth.

Programs:

- After School Youth Enrichment
- Super Summer (inc. Freedom School, Natural Leaders, etc.)
- Family & Community Events



Youth Enrichment: Who We Serve

Afterschool youth enrichment programs are offered at 40 MPS schools through the Community Education department. As one of the lead agencies for the district's 21st Century Community Learning Centers (21CCLC) grant, Community Education supports 17 schools through the Beacons Network—8 operated directly by MPS Community Education Youth Enrichment and 9 by our Beacons partners.



Our programs closely mirror the demographics of the schools where they are offered. The demographic information presented here reflects the 5,260 students who attended our fee-based, non-Beacons sites during FY25:

- **6.3%** were homeless or highly mobile
- **16.0%** were receiving ELL services
- **14.1%** had an IEP
- **41.2%** qualified for free or reduced lunch

Youth Enrichment: Student Voice

All youth who participate in our programs complete surveys to provide feedback on their experiences. Below is a sample of the FY25 results from the Survey of Academic and Youth Outcomes (SAYO), a research-based tool used to gather input from students in grades 4–12 regarding their program experience, expectations, and sense of competence.

- **94.42%** of students indicated that they have fun
- **94.42%** indicated that they find activities that they like to do
- **82.66%** indicated that they felt challenged in a good way by their afterschool program

Overall, students rated their experience of afterschool programming at 4.4 out of 5.



Adult Enrichment: What We Do

Provides lifelong learning opportunities that help participants explore their interests and passions while further developing social and community connections.

These programs are designed for participants 18 and older. This gives taxpayers, particularly those who do not have school aged children, an opportunity to connect with and make use of their school buildings.

Classes are held throughout the week, during the day and evening. Housed out of 15 MPS schools with online and in person classes held at MPS sites and throughout the Twin Cities.

Programs:

- Adult Enrichment Classes
- Lifelong Learning (55+)
- Access for Adults with Disabilities
- Aquatics

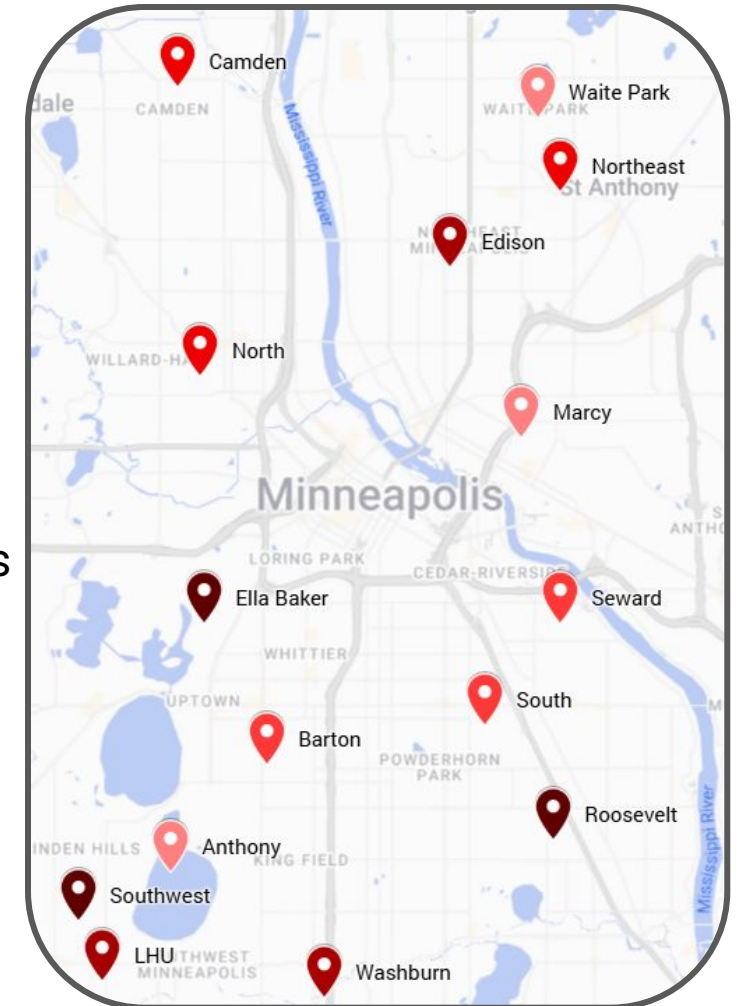


Adult Enrichment: Who We Serve

Adult Enrichment programs had 26,196 registrations in FY25 representing 12,836 individuals, about 4% of the adult population of Minneapolis.

That is an increase of 70% in registrations since FY23.

On the right is a map showing where our participants register for our Adult Enrichment programs, the darker the flag, the more registrations at that site. Actual classes are held all over the twin cities metro area and beyond.



Adult Enrichment: Who We Serve

Access Services seeks to build community and friendships by providing opportunities to learn new skills and to explore areas of participants' interests. Our customized classes are designed for adults (18 and up) with developmental disabilities who are interested in community-driven learning and enrichment opportunities.

In FY25 we had 914 registrations representing 141 learners, ranging in age from 19–91 years old.

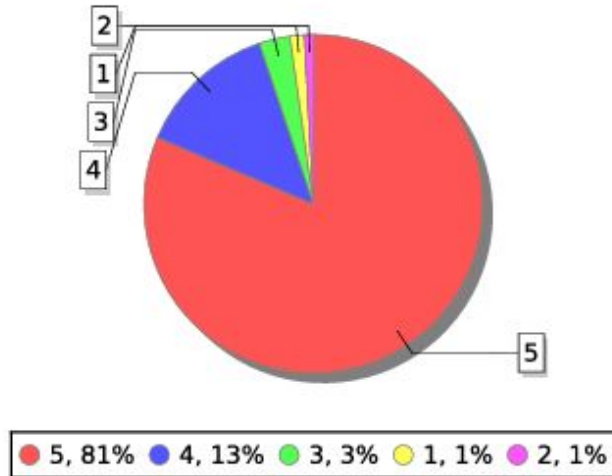
Adults with disabilities is required by legislation to have and advisory council. Our advisory council is held jointly with MPRB.



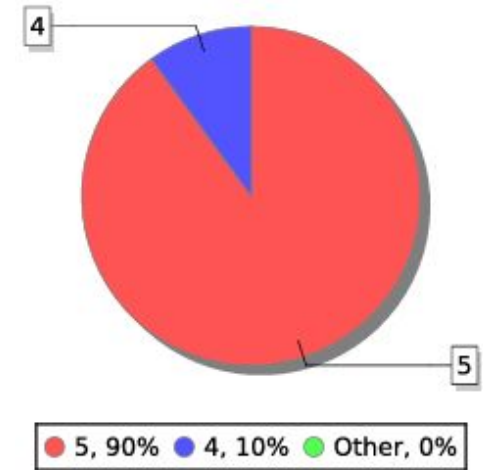
Adult Enrichment: Participant Voice

Adult participants are also invited to take a survey at the end of each class session. Of those who filled out the survey last year this is how they rated their overall experience with their Community Education classes:

Survey results for Adults:



Survey results for Adults with Disabilities:



Adults with disabilities is required by legislation to have and advisory council. Our advisory council is held jointly with MPRB.

Youth & Adult Enrichment: Community Partners

Our model in Youth & Adult Enrichment is based on working with community partners to provide unique Minneapolis experiences for our residents. Last year we worked with nearly 60 community partners to provide high quality, affordable, and educational learning opportunities for children and adults. Those partners included:

- Afghan Cultural Society
- All City Music
- Art Buddies
- Big Brothers Big Sisters – Free Arts
- Centro Tyrone Guzman
- Division of Indian Works
- Fred Wells Tennis Education Center
- Girl Scouts MN River Valley
- Inner City Tennis
- Lutheran Social Service of MN
- MacPhail Center for Music
- MN Masters Swimming
- MN Urban Debate League
- Pillsbury United Communities
- UMN Extension Urban 4-H
- We all Need Food and Water
- YMCA of the North
- YWCA

Youth & Adult Enrichment: How We Are Funded

Participant Fees – 42% (\$3,250,000)

Fees are charged to participate in most programs unless they are grant funded.

Levy – 38% (\$2,928,269)

Includes: Youth Service, After School, General Community Education, and Adults with Disabilities levies

Grant Funding – 12% (\$930,000)

Primarily our portion of the 21st Century Beacons grant which sunsets at the end of August 2026

State Aid – 8% (\$607,011)

Includes: General Community Education and Adults with Disabilities aid

Youth & Adult Enrichment: Pricing Structure

To ensure our **youth afterschool programs** are both financially sustainable and accessible to all families, Community Education employs a **sliding scale fee model**. This approach allows families to choose a payment level that fits their financial situation, helping to remove barriers and promote inclusivity.

By clearly outlining affordable options, we've made it easier for families to participate without needing to request scholarships. At the same time, contributions from families who can pay at higher levels help support the program's ongoing success.

Recently, we have started implementing a sliding scale option for many of our Adult Enrichment programs as well. However, per legislation, **Adult Enrichment programs must cover all direct expenses from class fees.**



Youth Enrichment: Adjusting to the Fiscal Reality

Our 21st Century Community Learning Centers grant which is just under \$1M (part of the Minneapolis Beacons) is scheduled to end on September 1, 2026. In response, we are actively reevaluating our **Youth Enrichment** programs to ensure that future investments focus on where we have the greatest impact on youth growth, leadership, and sense of belonging. Ideas include:

- Reducing program hours or limiting programming to fewer days per week at each site in order to distribute resources across the district.
- Implementing the sliding scale fees at sites that were previously grant funded
- Focusing on elementary & middle schools where students and families have fewer options for affordable after school time enrichment programs
- Cutting high cost program models and replacing them with lower cost alternatives
- Working with community partners to lower the cost of providing existing programs
- Pursuing other funding options

Adult Enrichment: Adjusting to the Fiscal Reality

Adult Enrichment has enjoyed a period of rapid growth in engagement and income over the past four years. This is in large part due to our Trips & Tours. Trips & Tours participation grew by 71% from FY24 to FY25.

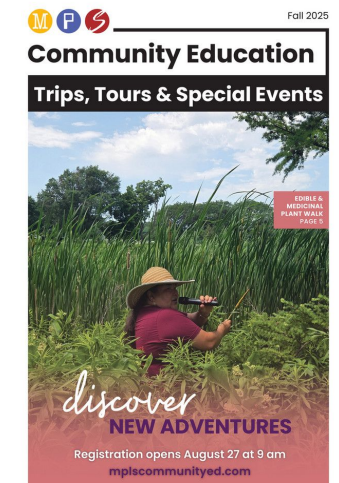
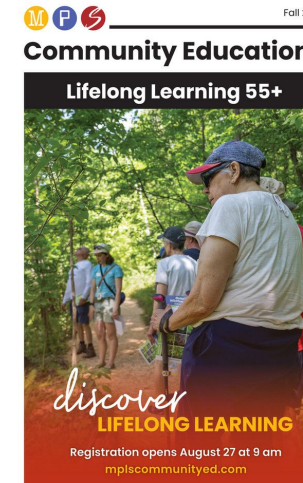
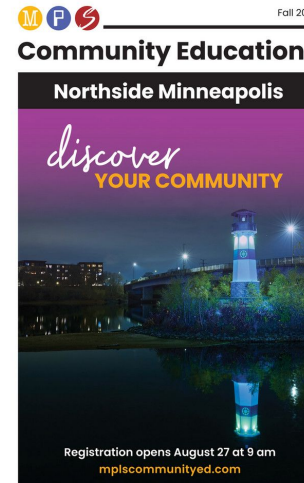
In 2023 the state legislature increased the **ACCESS – Adults with Disabilities** funding which has allowed us to hire an additional, part-time program coordinator to support programming. Because of this, ACCESS class offerings grew by 26% and participation grew by 31% from FY24 to FY25.



Thank you!
Questions?

Appendix

1. [Link to Current CE Catalogs](#)
2. FY25 Impact Report
3. FY26 Extended Day Programming Options
4. Understanding Sliding Scale Fees



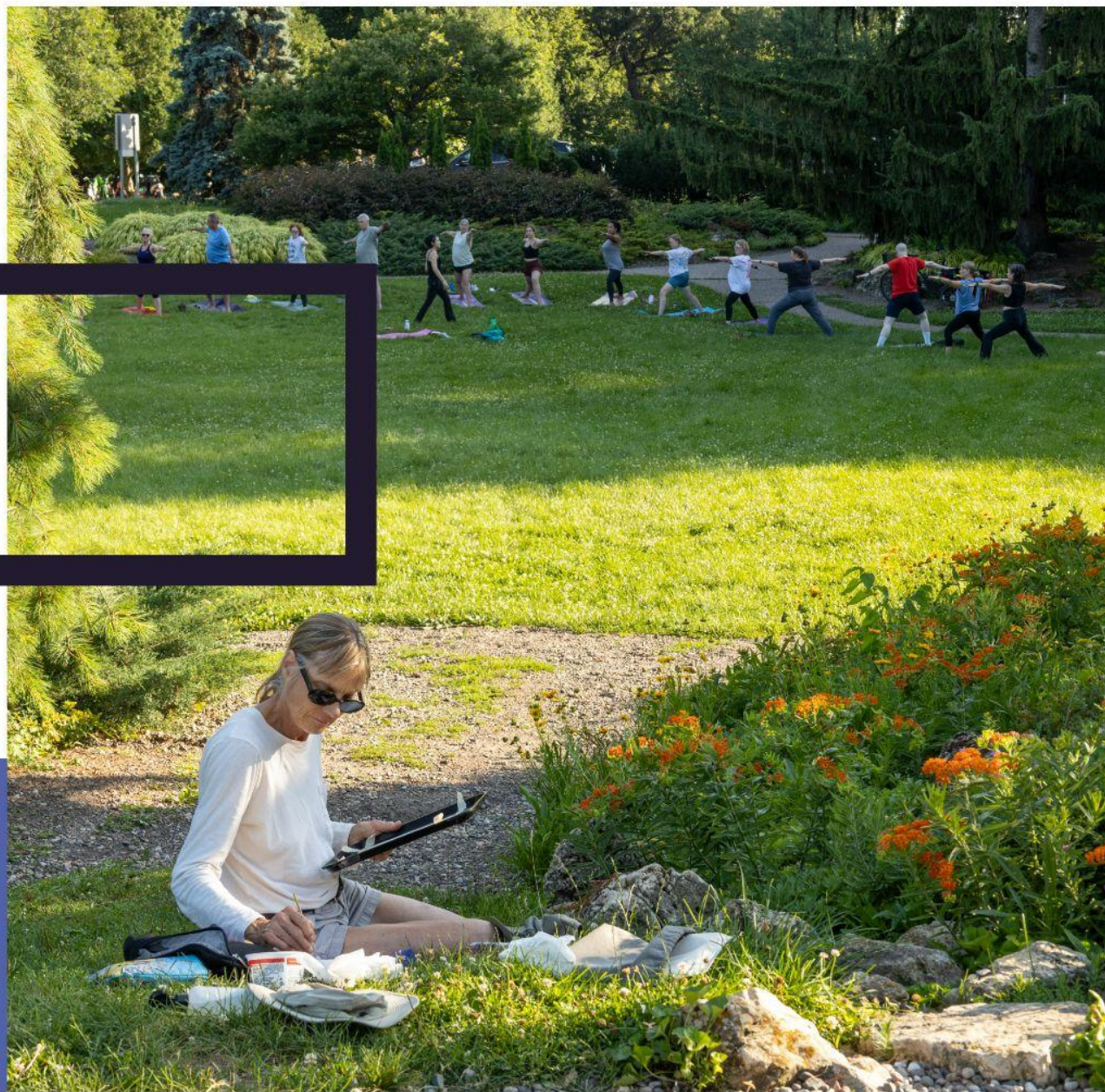


Community Education

IMPACT REPORT

SCHOOL YEAR

2024-25



ADULT EDUCATION

YEAR IN REVIEW



2,468

LEARNERS ENROLLED



48

GRADUATES
38 GED &
10 ADULT DIPLOMA



49

PRIMARY LANGUAGES

TOP 5
Spanish 1,029
Somali 838
English 317
Oromo 47
Hmong 26

74

COUNTRIES OF ORIGIN



TOP 5
Somalia 737
Ecuador 587
United States 308
Mexico 255
Ethiopia 127

47

VOLUNTEERS COMPLETED

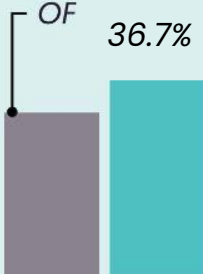
1,610

VOLUNTEER CONTACT HOURS



38.7%

ACADEMIC OUTCOME EXCEEDS STATE GOAL



ADULT ENRICHMENT

YEAR IN REVIEW

ACCESS SERVICES
FOR ADULTS
WITH DISABILITIES

132 CLASSES
OFFERED

143
TOTAL
PARTICIPANTS



250
NUMBER OF
SITES



2,359
COURSES
OFFERED



29,504
TOTAL
REGISTRATIONS



22%
YoY
INCREASE



13,065



YOUTH ENRICHMENT

YEAR IN REVIEW

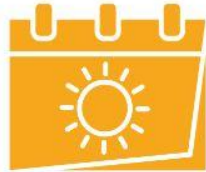


33,481

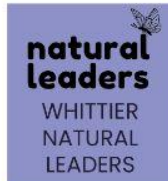
SLIDING SCALE & FREE
AFTER SCHOOL ENROLLMENTS

12,948

SUMMER FEE-BASED
REGISTRATIONS (FEB-JUN)



PARTNERSHIPS & GRANTS



YOUTH SERVICE DAY '25

Youth Service Day (YSD) is an annual, citywide celebration that empowers young people to make a difference through creative service and community action. Each year, students from across the District come together to participate in hands-on, meaningful activities centered around a theme, chosen by the youth themselves. Once the theme is selected, Community Education Coordinators and Community Partners join to facilitate various student-driven activities.

YSD empowers youth to make a difference through creative service and community action. This year, students worked on hands-on projects centered around racial equity, building positive relationships, creating welcoming spaces for immigrants and refugee families, and supporting individuals with various needs. Activities span a wide range—from **environmental conservation** and **social justice initiatives** to **wellness workshops** and **creative expression**.

YSD continues to grow as a platform where young people connect, discover new perspectives, and celebrate the power of youth-driven service.



MINNEAPOLIS KIDS

YEAR IN REVIEW



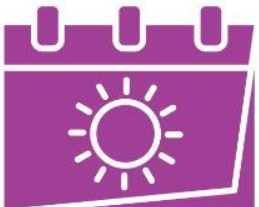
18
SCHOOL
YEAR SITES



2,150
SCHOOL YEAR
STUDENTS
SERVED



1,183
SUMMER
STUDENTS
SERVED



8
SUMMER
SITES



CONGRATS
CLASS OF
2038

Minneapolis Kids Jr.
celebrated the end of the
year with a special event for
caregivers! We wish them luck
as they head to kindergarten
this fall!



DISTRICT FACILITY USE

YEAR IN REVIEW

Our facility rental continues to serve as a bridge between Minneapolis Public Schools and our broader community, providing accessible spaces for education and recreation.



285+

ORGANIZATIONS
USED OUR
FACILITIES



358,371

TOTAL PARTICIPANTS HAD
ACCESS TO QUALITY SPACES

606,946

HOURS OF FACILITY USAGE



\$493,239

TOTAL REVENUE GENERATED

COMMUNITY GROUPS USAGE

Group I: MPS & Partners

Group II: Minneapolis
Non-profits

Group III: Fundraising/
Non-Mpls Non-profits

Group IV: Individuals,
For-profit Organizations

ORGANIZATION RENTALS

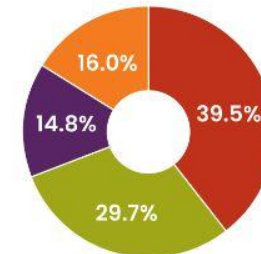
85+

120+

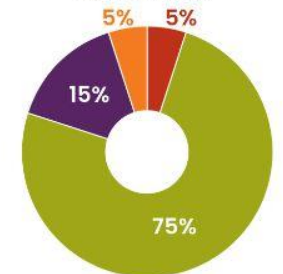
45+

35+

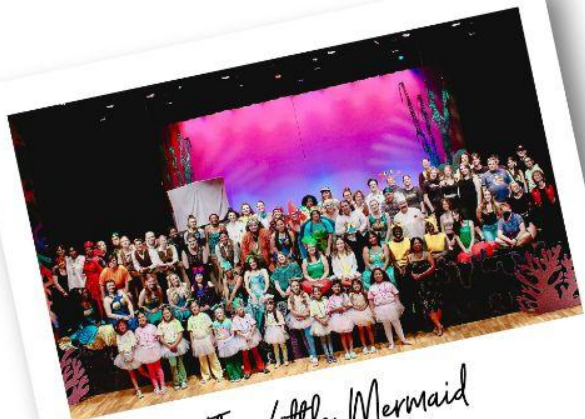
USAGE HOURS (%)



REVENUE (%)



EVENT HIGHLIGHTS



The Little Mermaid
INTERGENERATIONAL PRODUCTION
SOUTHWEST SUMMER 2024



Instructor Appreciation
SEP. 2024



Trunk-or-Treat
LUCY LANEY OCT. 2024



Halloween Party
SOUTHWEST OCT. 2024



Fall Festival
WHITTIER OCT. 2024



Community Ed Day
OPEN HOUSE NOV. 2024



Truckploration
LAKE HARRIET SEP. 2024



Target Heroes & Helpers
CITYVIEW DEC. 2024



*Caring, Cards, Cookies
& Community*
SANFORD FEB. 2025



Spring Fever
BANCROFT MAR. 2025



Spring Graduation
ADULT ED MAY 2025

ON THE NEWS

STAR TRIBUNE

February 12, 2025

IN SEARCH OF 'THIRD SPACES'
YOUNG MINNESOTANS FLOCK TO
COMMUNITY EDUCATION CLASSES

Classes like pottery and pickleball are in high demand among young people looking to make friends and widen their social circles.

READ THE
ARTICLE



KARE 11

February 16, 2025

'EVERYTHING I DREAMED OF' MPLS
COMMUNITY EDUCATION 'FLASH MOB'
DELIGHTS DANCERS, AUDIENCE

Dozens of people spontaneously danced their designs into the snow surrounding the Minneapolis Sculpture Garden this weekend.

WATCH
THE VIDEO



MN WOMEN'S PRESS

March 25, 2025

A HOME RENOVATION TEAM THAT
LEADS BY EMPOWERMENT

A Twin Cities woman-owned construction firm helps homeowners feel confident through classes about repairs, insurance claims, inspections & more.

READ THE
ARTICLE



AWARDS



MCEA AWARDS

Each year, the Minnesota Community Education Association (MCEA) recognizes programs that exemplify creativity, inclusivity, and impact. In 2024, three standout projects earned this statewide award.

MINNEAPOLIS KIDS – CALMING SPACES
AWARDED TO: NICHOLE WHALEY

In response to students' emotional needs post-pandemic, Calming Spaces were created across all 18 Minneapolis Kids sites. These sensory-friendly environments include soft seating, breathing visuals, noise-reducing tools, and calming books, allowing students to self-regulate and confidently return to learning.

NATIVE AMERICAN TRIPS & TOURS
AWARDED TO: KATHY BODGER

Through partnerships with Native artists, storytellers, and local businesses, this program expanded dramatically in 2023–24. With 36 Native-focused offerings, 25 full tours, and over 1,300 enrollments, participants gained meaningful insight into Indigenous history and culture along the Mississippi and beyond.

WHITTIER NATURAL LEADERS
AWARDED TO: JEFFREY "NACHO" CARLSON

This nature-based summer program empowers youth in grades 1–9 to explore and protect Minneapolis's natural spaces. Blending environmental education with biking, gardening, and cultural storytelling, the program saw a 27% rise in attendance in 2023 and continues to grow into a model of youth-led leadership.



COMMUNITY ED 2024 AWARDS

During the National Community Education Day celebration that happened in November 2024, we had a special recognition of staff members, nominated by their colleagues, who exemplified the core values of Minneapolis Public Schools.

Staff members honored included **Rosalind Bakion** for Equity, Representation & Anti-Racism; **Nancy Solano-Gonzalez** for Physical and Emotional Safety & Wellbeing; **Edgar Ullaguari** for Relationships, Trust & Communication; and **Amy Frey** for Shared Decision Making & Voice.

BUDGET & FUND BALANCE

YEAR IN REVIEW

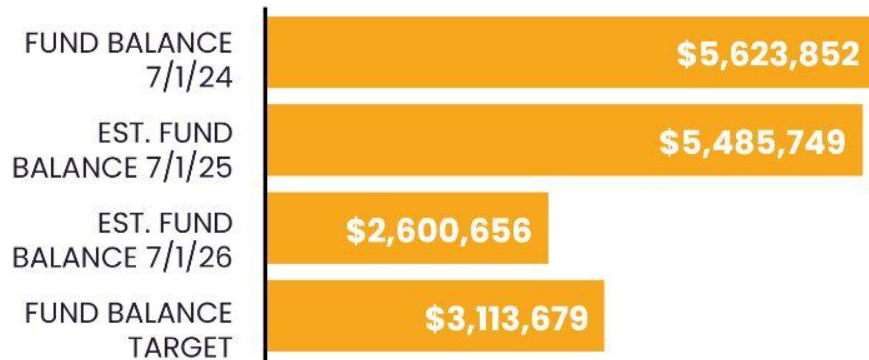
For FY25, our **Community Education (CE) General fund** performed well, largely due to a significant rise in income and participation for Adult Enrichment classes. This strong financial position is a major asset for FY26 as we face uncertainty with the **Beacon's 21st Century grant funding**. The surplus in the CE General fund will allow us to maintain our programming, even if the grant money is not released to us.

Conversely, the **Adult Education program's budget** overspent its income by more than \$1 million in FY25. This leaves the program with a negligible fund balance for FY26, especially as we're also dealing with delayed federal funding and a sharp drop in state funding. To prevent a disruption in services, any future Adult Enrichment expenses that go beyond its income and fund balance will be supplemented by the CE General Fund.

On a positive note, our three newest program areas—**Teen Parent Services, ECFE, and Screening**—all came in under budget for FY25, which gives them a solid financial foundation for FY26.

COMMUNITY EDUCATION GENERAL

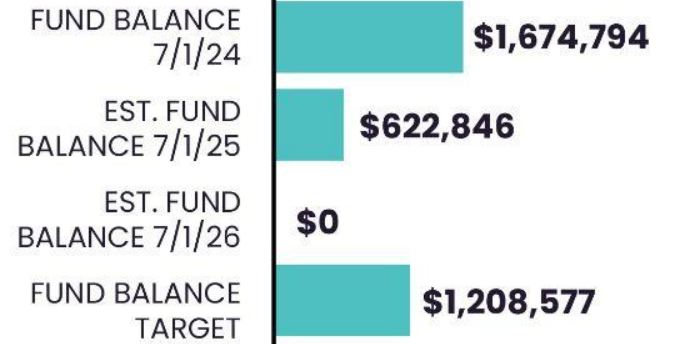
| | FY24 Actual | FY25 Budget | Est. End FY25 | FY26 Budget |
|----------------|------------------|----------------------|--------------------|----------------------|
| TOTAL INCOME | \$16,026,297 | \$17,519,599 | \$18,808,102 | \$19,345,278 |
| TOTAL EXPENSES | \$15,517,785 | \$18,581,987 | \$18,946,204 | \$20,757,859 |
| NET | \$508,512 | \$(1,062,387) | \$(138,103) | \$(1,412,581) |



BUDGET & FUND BALANCE

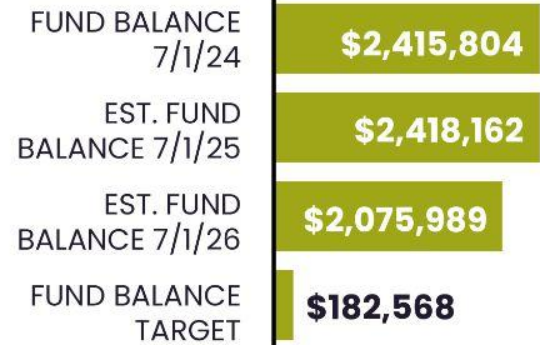
ADULT EDUCATION

| | FY24 Actual | FY25 Budget | Est. End FY25 | FY26 Budget |
|----------------|------------------|------------------|----------------------|----------------------|
| TOTAL INCOME | \$6,306,240 | \$7,468,840 | \$5,959,002 | \$5,961,821 |
| TOTAL EXPENSES | \$5,343,182 | \$6,619,485 | \$7,010,950 | \$8,057,179 |
| NET | \$963,058 | \$849,355 | \$(1,051,947) | \$(2,095,358) |



TEEN PARENT SERVICES

| | FY24 Actual | FY25 Budget | Est. End FY25 | FY26 Budget |
|----------------|------------------|----------------------|----------------|--------------------|
| TOTAL INCOME | \$1,352,889 | \$925,959 | \$1,058,921 | \$874,948 |
| TOTAL EXPENSES | \$627,127 | \$3,299,327 | \$1,056,563 | \$1,217,121 |
| NET | \$725,762 | \$(2,373,368) | \$2,358 | \$(342,173) |



BUDGET & FUND BALANCE

ECFE & HOME VISITING

| | FY24 Actual | FY25 Budget | Est. End FY25 | FY26 Budget |
|----------------|------------------|----------------------|----------------------|-------------------|
| TOTAL INCOME | \$4,501,058 | \$2,800,886 | \$2,833,081 | \$4,551,884 |
| TOTAL EXPENSES | \$3,756,772 | \$4,452,494 | \$4,255,644 | \$4,613,900 |
| NET | \$744,286 | \$(1,651,608) | \$(1,422,563) | \$(62,016) |

| | |
|--------------------------|-------------|
| FUND BALANCE 7/1/24 | \$1,565,336 |
| EST. FUND BALANCE 7/1/25 | \$142,773 |
| EST. FUND BALANCE 7/1/26 | \$80,757 |
| FUND BALANCE TARGET | \$692,085 |

EARLY CHILDHOOD SCREENING

| | FY24 Actual | FY25 Budget | Est. End FY25 | FY26 Budget |
|----------------|----------------------|----------------------|--------------------|----------------------|
| TOTAL INCOME | \$154,275 | \$324,364 | \$287,916 | \$156,545 |
| TOTAL EXPENSES | \$1,255,773 | \$1,526,572 | \$1,263,947 | \$1,261,378 |
| NET | \$(1,101,498) | \$(1,202,209) | \$(976,031) | \$(1,104,833) |

EXPENSES BEYOND REVENUE ARE COVERED BY THE GENERAL FUND. THIS BUDGET DOES NOT HAVE A FUND BALANCE.

NEW PROGRAMS

YEAR IN REVIEW

Early Childhood Family Education (ECFE), Early Childhood Screening and Teen Parent Services (TPS) have joined the MPS Community Education department as of July 1, 2025. This reorganization aligns with the district's Strategic Plan and Board Priorities to improve student academic outcomes and allows Community Education to amplify our impact in the community.



Minnesota is the only state in the nation to have ECFE

99% of MPS families surveyed report that ECFE had a positive impact



Wanda Felder
Director of ECFE & Screening

10
CLASS SITES:
7 SCHOOLS,
3 COMMUNITY

8
DIFFERENT
LANGUAGES
FOR CLASSES

2,145
CHILDREN &
CAREGIVERS
PARTICIPATED
IN CLASSES

SCREENING



3,622
CHILDREN WERE SCREENED
BY MPS IN SY24-25

TPS

125
STUDENT
PARENTS



77
CHILDREN IN
CHILD CARE

Camden Attendance Area

2025-26 MPS School Year
Extended Day Programming

Youth Extended Day Programming, offered through Minneapolis Community Education and our partners, ensures students are engaged and energized through fun activities that support learning, creativity, and school success.



Please note: Extended Day programming locations may not be the same every school year.



REGISTRATION INFORMATION

Mpls Kids & Youth Enrichment
mplscommunityed.com

To register with a partnership site, contact the school.

| Your School | Minneapolis Kids (High Five-5) | | Youth Enrichment After School (K-12) | Partnerships After School (K-12) |
|-----------------------------|--------------------------------|----------|--------------------------------------|----------------------------------|
| | AM | PM | | |
| Camden High | | | ☑ | |
| Cityview Elementary | | | ☑ | |
| Hmong International Academy | | | ☑ | YWCA Beacons |
| Jenny Lind Elementary | Loring ☹ | Loring ☹ | ☑ | |
| Loring Elementary | ☑ | ☑ | ☑ | |
| Lucy Laney Elementary | Loring ☹ | Loring ☹ | ☑ | Community Ed Beacons |
| Olson Middle | | | ☑ | Boys & Girls Clubs Beacons |

☹ Transportation between home school and Mpls Kids location provided upon request. Note: Transportation is not available between home and Mpls Kids.

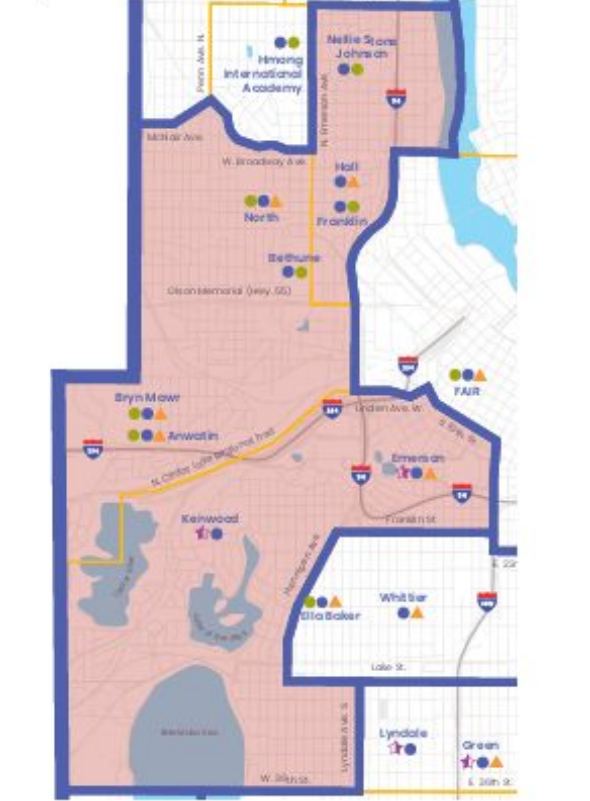
North Attendance Area

2025-26 MPS School Year
Extended Day Programming

Youth Extended Day Programming, offered through Minneapolis Community Education and our partners, ensures students are engaged and energized through fun activities that support learning, creativity, and school success.



Please note: Extended Day programming locations may not be the same every school year.



REGISTRATION INFORMATION

Mpls Kids & Youth Enrichment
mplscommunityed.com

To register with a partnership site, contact the school.

| Your School | Minneapolis Kids (High Five-5) | | Youth Enrichment After School (K-12) | Partnerships After School (K-12) |
|---------------------------------|--------------------------------|-----------|--------------------------------------|----------------------------------|
| | AM | PM | | |
| Anawatin Middle | | | ☑ | Community Ed Beacons |
| Bethune Elementary | | Emerson ☹ | ☑ | Mpls Park & Rec Board |
| Bryn Mawr Elementary | | | ☑ | Community Ed Beacons |
| Emerson Elementary | Kenwood ☹ | ☑ | ☑ | |
| Franklin Middle | | | ☑ | YWCA Beacons |
| Hall Elementary | | Emerson ☹ | ☑ | |
| Kenwood Elementary | ☑ | Emerson ☹ | | |
| Nellie Stone Johnson Elementary | | | ☑ | YWCA Beacons |
| North High | | | ☑ | Community Ed Beacons |

☹ Transportation between home school and Mpls Kids location provided upon request. Note: Transportation is not available between home and Mpls Kids.



Community Education

MAP KEY

- School Location
- Mpls Kids Location
- Enrichment Offered
- Partner Program Offered

Southwest Attendance Area

2025-26 MPS School Year
Extended Day Programming

Youth Extended Day Programming, offered through Minneapolis Community Education and our partners, ensures students are engaged and energized through fun activities that support learning, creativity, and school success.

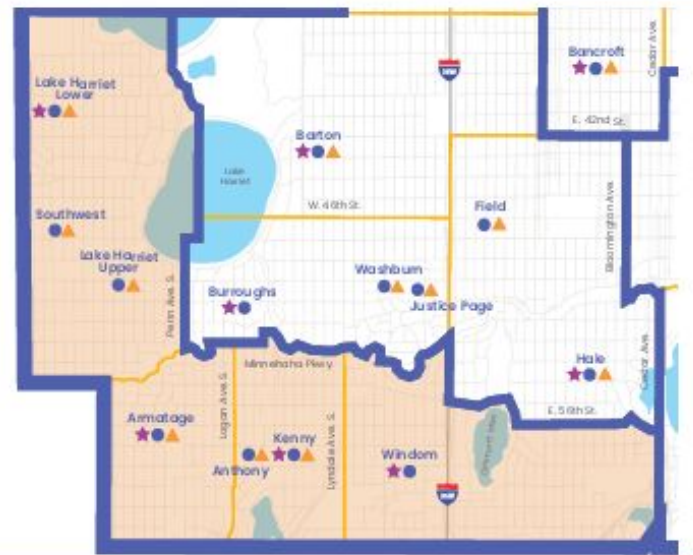
Please note: Extended Day programming locations may not be the same every school year.



REGISTRATION INFORMATION



Mpls Kids & Youth Enrichment
mplscommunityed.com
To register with a partnership site, contact the school.



| Your School | Minneapolis Kids (High Five-5) | | Youth Enrichment After School (K-12) |
|-------------------------------|--------------------------------|----------------------|--------------------------------------|
| | AM | PM | |
| Anthony Middle | | | ☑ |
| Armatage Elementary | ☑ | ☑ | ☑ |
| Kenny Elementary | ☑ | ☑ | ☑ |
| Lake Harriet Lower Elementary | ☑ | ☑ | ☑ |
| Lake Harriet Upper Elementary | Lake Harriet Lower ☹ | Lake Harriet Lower ☹ | ☑ |
| Southwest High | | | ☑ |
| Windom Elementary | ☑ | ☑ | ☑ |

☹ Transportation between home school and Mpls Kids location provided upon request. Note: Transportation is not available between home and Mpls Kids.



Community Education

MAP KEY

- School Location
- Mpls Kids Location
- Enrichment Offered
- Partner Program Offered

Washburn Attendance Area

2025-26 MPS School Year
Extended Day Programming

Youth Extended Day Programming, offered through Minneapolis Community Education and our partners, ensures students are engaged and energized through fun activities that support learning, creativity, and school success.

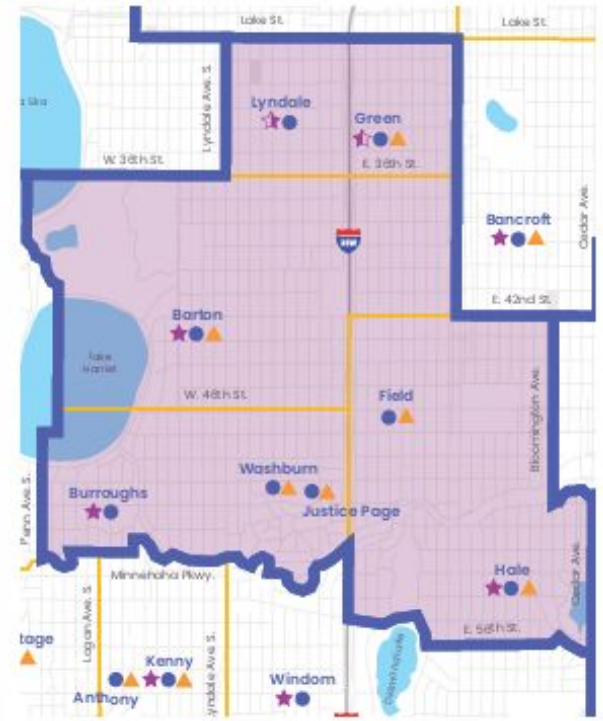


REGISTRATION INFORMATION



Mpls Kids & Youth Enrichment
mplscommunityed.com

Please note: Extended Day programming locations may not be the same every school year.



| Your School | Minneapolis Kids (High Five-5) | | Youth Enrichment After School (K-12) |
|--------------------------|--------------------------------|-----------|--------------------------------------|
| | AM | PM | |
| Barton Elementary | ☑ | ☑ | ☑ |
| Burroughs Elementary | ☑ | ☑ | ☑ |
| Field Elementary | Hale ☹ | Hale ☹ | ☑ |
| Green Central Elementary | ☑ | Lyndale ☹ | ☑ |
| Hale Elementary | ☑ | ☑ | ☑ |
| Justice Page Middle | | | ☑ |
| Lyndale Elementary | Green Central ☹ | ☑ | ☑ |
| Washburn High | | | ☑ |

☹ Transportation between home school and Mpls Kids location provided upon request. Note: Transportation is not available between home and Mpls Kids.



Community Education

MAP KEY

- School Location
- MPLS Kids Location
- Enrichment Offered
- Partner Program Offered

Please note: Extended Day programming locations may not be the same every school year.



Edison Attendance Area

2025-26 MPS School Year Extended Day Programming

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REGISTRATION INFORMATION



Mpls Kids & Youth Enrichment
mplscommunityed.com

To register with a partnership site, contact the school.



Community Education

MAP KEY

- School Location
- MPLS Kids Location
- Enrichment Offered
- Partner Program Offered

South Attendance Area

2025-26 MPS School Year Extended Day Programming

Youth Extended Day Programming, offered through Minneapolis Community Education and our partners, ensures students are engaged and energized through fun activities that support learning, creativity, and school success.

Please note: Extended Day programming locations may not be the same every school year.



REGISTRATION INFORMATION



Mpls Kids & Youth Enrichment
mplscommunityed.com

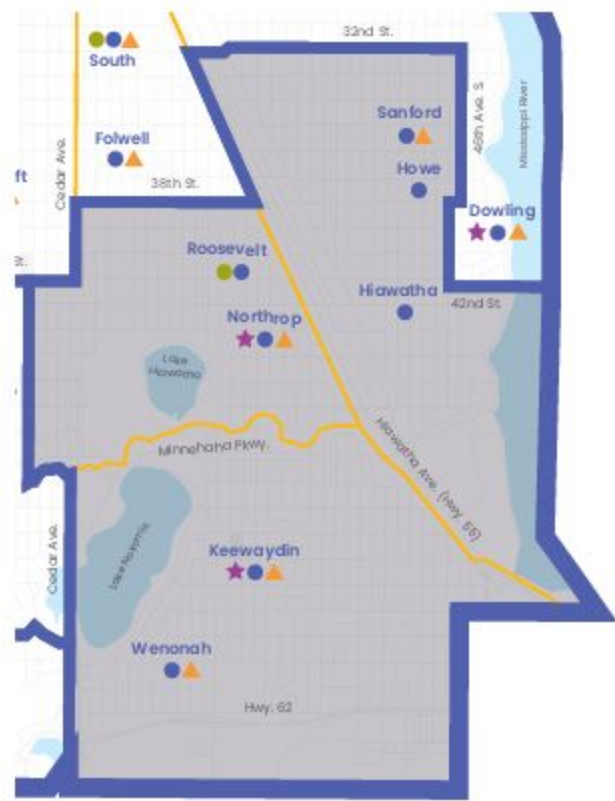
To register with a partnership site, contact the school.



| Your School | Minneapolis Kids (High Five-5) | | Youth Enrichment After School (K-12) | Partnerships After School (K-12) |
|-----------------------|--------------------------------|-------------|--------------------------------------|----------------------------------|
| | AM | PM | | |
| Anderson Middle | | | ✓ | Community Ed Beacons |
| Anishinabe Elementary | Dowling ☹️ | Dowling ☹️ | ✓ | YMCA Beacons |
| Bancroft Elementary | ✓ | ✓ | ✓ | |
| Dowling Elementary | ✓ | ✓ | ✓ | |
| Ella Baker Elementary | Green Central ☹️ | Lyndale ☹️ | ✓ | Community Ed Beacons |
| Falwell Elementary | Bancroft ☹️ | Bancroft ☹️ | ✓ | |
| Seward Elementary | Pratt ☹️ | Pratt ☹️ | ✓ | |
| South High | | | ✓ | Community Ed & YMCA Beacons |
| Sullivan Elementary | Dowling ☹️ | Dowling ☹️ | ✓ | YMCA Beacons |
| Whittier Elementary | Green Central ☹️ | Lyndale ☹️ | ✓ | |

☹️ Transportation between home school and Mpls Kids location provided upon request. Note: Transportation is not available between home and Mpls Kids.

Please note: Extended Day programming locations may not be the same every school year.



Roosevelt Attendance Area

2025-26 MPS School Year
Extended Day Programming

Youth Extended Day Programming, offered through Minneapolis Community Education and our partners, ensures students are engaged and energized through fun activities that support learning, creativity, and school success.



REGISTRATION INFORMATION



Mpls Kids & Youth Enrichment
mplscommunityed.com
To register with a partnership site, contact the school.

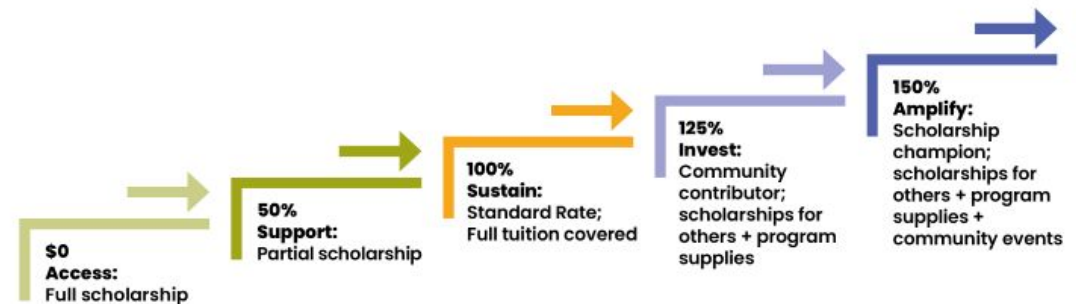


Youth Programs

Understanding Sliding Scale Fees

Community Education uses a sliding scale fee model for afterschool programs to ensure financial sustainability and equitable access. Families are asked to pick the price that they are able to pay. By more clearly articulating our lower-cost options, we have removed the barrier that some may have felt in making scholarship requests. When families participate at the higher price levels, they help make the program more sustainable. Extended Learning (ALC) classes are free of charge, thanks to State funding. *Please note: a sliding scale snack fee has been added.*

See below for a more detailed outline of what each payment option covers.



For more info, please contact your school's enrichment coordinator:
Name Name, phone number, email

| Your School | Minneapolis Kids (High Five-5) | | Youth Enrichment After School (K-12) | Partnerships After School (K-12) |
|----------------------|--------------------------------|-----------|--------------------------------------|----------------------------------|
| | AM | PM | | |
| Hiawatha Elementary | Dowling | Dowling | | |
| Howe Elementary | Dowling | Dowling | | |
| Keewaydin Elementary | ☑ | ☑ | ☑ | |
| Northrop Elementary | ☑ | ☑ | ☑ | |
| Roosevelt High | | | ☑ | YMCA Beacons |
| Sanford Middle | | | ☑ | |
| Wenonah Elementary | Keewaydin | Keewaydin | ☑ | |

☑ Transportation between home school and Mpls Kids location provided upon request. Note: Transportation is not available between home and Mpls Kids.

Register for youth programming:
mplscommunityed.com

