**1. 2017-18 ECFE Community Needs Assessment**

### District Contact Information

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<tr>
<td>Official District Name:</td>
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<td>District Number:</td>
<td>279</td>
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### 2. How did you identify new and underserved populations? What were your key findings?

We first pulled our ECFE participant data from Eleyo to identify the population of participants in our program. From the 746 children and their caregivers, 29% reside in a Brooklyn Park and Brooklyn Center areas of the district. 64%, the majority of our participants live in the Maple Grove area. Osseo Area Schools is comprised of three main cities, Brooklyn Park, Osseo and Maple Grove; along with portions of Corcoran, Dayton, Plymouth and Brooklyn Center. Because a majority of our participants come from Brooklyn Park and Maple Grove, we will be talking about these two areas in this report.

According to the American Fact Finder 2012-2016 American Community Survey Estimates, City of Brooklyn Park and Metropolitan Council Community Profiles, Brooklyn Park has a population of 80,830 with approximately 6,000 children under the age of five years old. Maple Grove has a population of 67,000 with approximately 4,700 children under the age of five years old. According to city data compared to participant data, our ECFE program is only serving 7% of the estimated population of children in this area. This information tells us that we need to recruit more families to our program.

The Brooklyn Park Snapshot of the city 2016 shows this city as is the sixth largest in the State of Minnesota. Half of the residents, approximately 40, 400 are people of color. According to American Fact Finder, Maple Grove has only approximately 15% are people of color. Based on our Eleyo registration data, with an 84% response rate, 212 of our participants reported a race other than white. 411 participants identified their race as white. Based on these self-reported numbers, a majority of the participants in our ECFE program are white. This tells us we have an opportunity to do intentional outreach with community members in Brooklyn Park to recruit families of color to our program.

The Brooklyn Park Snapshot also reports that 26% of residents speak a language other than English at home. According to the MDE District Primary Home Language 2018 report, the top languages from the city data align with Osseo Area School counts, Hmong, Spanish and Vietnamese. Based the response rate of 73%, a majority of our participants reported speaking English. The second language recorded is Spanish and smaller portions of 11 other unique languages. Due to the high numbers of culturally diverse families in the Brooklyn Park city data, our program has an opportunity to capture a higher number of non-English speaking families in our program.

From the City of Maple Grove website & Demographics Report, Maple Grove has 16 apartment and townhouse rental options with a median house value of $277,131. Brooklyn Park has over double that amount with 38 apartment buildings with a median house value of $190,900. The median household income in Maple Grove is $94,230 and $62,164 in Brooklyn Park. 80% of enrolled ECFE participants in our program report an income of $60,000 or higher. This would align with a majority of our participants that live in the Maple Grove area. However, northern Brooklyn Park residents report an income comparable to this same number as an average income. The southern part of Brooklyn Park is much different at an average of $31,000.

We collect data on our registration form that shows 61% of our families are either employed 25 hours or less or unemployed and not seeking employment. While this data may show a majority of our families can afford to come to an ECFE program, we need to be intentional about meeting the needs of all families served in this large district. Outreach efforts of enrollment and
access need to be explored for the Brooklyn Park area.

The City of Brooklyn Park has many community meetings and is very intentional about setting community platforms for residents to come together for conversations. We believe by working closer with the City, we may be able to find new and other under served populations in the years to come.

This year we started a relationship with Child and Teen Check Up in Hennepin County. We are in the beginning phases of partnering with them and sharing resources to families in both our program and theirs. Another new partnership with the Brooklyn Park Nature Center. We will be partnering with their preschool program and learn more about the needs of families in that program.

3. How did you identify child and family risk factors? What were your key findings?

Osseo has a parent educator from our ECFE program that has built a relationship with Maple Grove hospitals and some clinics in Maple Grove and Brooklyn Park area. In 2016, Maple Grove Hospital did a community needs assessment and our parent educator was invited to attend meetings and participate in gathering information for this work. The community needs assessment includes many portions of Brooklyn Park, Osseo and Brooklyn Center. Within the report, the two same areas of Brooklyn Park showed income, cultural, education, insurance and housing barriers compared to the Maple Grove area with smaller community need index numbers in these areas. The hospital partnered with Wilder Research and conducted four focus groups. Key themes mentioned were lack of transportation options, growing homeless youth and adult population, growth and diversity of immigrant population, the need for more prevention and education services, limited access to mental health care and bringing services to where people are can increase access. There were other things mentioned, but we thought this list is comparable to what we currently see with our participants and what we think is occurring in our community.

Our program has seen an increase in behavior support in the classroom. Our program wide instructional educational supports (ESPs) staff have spent much of their time in the sites where child behavior needs the most attention. St. David’s provides us with mental health services. Families and teachers have access to early childhood mental health services and supports at all our early childhood program locations and elementary sites.

We met several times with our program council to identify program priorities. Through that work, staff & a couple parents that serve on the council, identified the need for the following for families: transportation at Willow Lane, Arbor View and non VPK elementary sites, single parent class, partnerships with community leaders to serve more culturally diverse families, more home visiting, bringing programs to the community, so families would not have to travel to our locations, expand Family Lit, the need for a social worker/mental health and support families with resources in our community, interpreters on staff to help with registration, lower tuition and parent education and full time behavior support person. There were many more things mentioned in the brainstorming sessions, however, these are similar themes to other data presented in this report.

4. How did you assess family and parenting education needs? What were your key findings?

Parent Surveys. A parent feedback survey is sent in November and a program feedback survey to families in March. Survey results are low at an average of 25 each survey for the last couple of years. Of the surveys collected this year the results are as follows:

November 2017
Communication with teachers meet my needs. 31% Strongly Agree, 54% Agree, 15% Disagree
I have seen growth in my child. 23% Strongly Agree, 62% Agree, 15% N/A
Osseo ECFE program has improved my parenting. 3% Strongly Agree, 54% Agree, 8% N/A
Our family's relationship with other teachers is trusting. 38% Strongly Agree, 62% Agree,
I feel included as a partner in my child's learning. 46% Strongly Agree, 54% Agree
Sibling care (Arbor View only) has met my needs. 46% Strongly Agree, 54% N/A

March 2018
The environment when you walked into the building was welcoming and comfortable. 69% Strongly Agree, 31% Agree
I am satisfied with how this class fits into my family's schedule. 53% Strongly Agree, 44% Agree,
The office staff was helpful, friendly, and attentive. 69%, Strongly Agree, 28% Agree, 3% N/A

Program leadership is available when needed. 50% Strongly Agree, 41% Agree, 10% N/A

The brochure was easy to follow and understand. 50% Strongly Agree, 50% Agree

Program communication (Brochure, screening information, ECPAC, newsletter, etc...) is adequate. 47% Strongly Agree, 53% Agree

I would participate in parent education in a non-traditional venue (coffee house, online, etc...). 28% Strongly Agree, 34% Agree, 16% Disagree, 3% Strongly Disagree

Parents comment on strengths are as follows – T/A's are very organized and hands on, teachers are engaged, amazing relationships with teacher and child to meet individual needs, reasonable cost, relevant, helpful parent education, good resources, good options for working parents, safe and friendly, good education for children.

Areas of improvement or concern from parents – teachers should give progress information more often, not a lot of communication about upcoming events, would like see a parent class for four year old, more resources, smart boards, toys, more night ECFE options, parent connect for working parents, Spanish immersion, culture lessons for children and help navigate the expectations of school for new parents.

Family Literacy Focus Group. Questions were given to the 7 parent, Family Literacy participants ahead of time and child care was provided for the facilitated discussion with the Program Manager and EC ELL Specialist. For the question, “How has Family Literacy helped you as a parent,” answers were as follows:

- How to deal/talk to children & kids
- Set healthy boundaries
- Understand daughter/child
- Meet other families
- How to be a good mom & wife, recognizing parents did it differently and I will do it differently
- Patience with kids
- Communicate English with confidence
- Teach home language to kids – first language is encouraged in program
- How to raise a child in this country
- Information about services and resources available to me

In the focus group, we also asked about how our program can better serve their community and difficulties they encountered coming to class. Answers included scheduling, making classes more flexible with longer time/day options and learning technology. Difficulties experienced included transportation, child care, schedules, with different district programs and time for working for families.

PreK to 3rd grade Parent Education Feedback. Parent Connection has involved classes offered to families that no longer have a child young enough to enroll in our traditional ECFE program. Parents have commented on their desire to have programming for parenting after ECFE. Classes were offered once month on Thursday and Friday mornings and afternoons at both of our locations. No families signed up for our Willow Lane classes. Our Arbor View Classes had limited participation: 15 the first year, 9 fall semester, and 3 spring semester.

The families that did attend commented on how they appreciated the discussion format. Parent feedback indicated they liked the smaller group size because they felt comfortable talking. They really wanted the time to talk about their specific challenges and learn new ways to handle those situations. This lead to using the “No-Drama Discipline Workbook” in the spring of 2018. Some parents wanted the class to meet more than once a month. Some parents utilized the sibling care option some came while their children were in school. All participants appreciated time to talk about their older children since they often are not able to do this in their traditional ECFE class that they were taking with a younger child.

5. How will your programming and services be tailored to the needs of families and parents prioritized in the community needs assessment?

Thinking back to the first part of this community needs assessment, we stated that our participation rate compared to our city data is low. We continue to strive to find ways to inform families about ECFE in the Osseo Area School district. We attend
farmers markets in the spring, Brooklyn Park days in June, and elementary kindergarten open houses in the early spring and
ECPAC Spring Social at the end of the school year. We do brochure drops at the libraries and city hall welcome centers. With
the new partnership with Brooklyn Park Nature Preschool, we hope to work closer with Brooklyn Park as that relationship
grows. We know this is an area of opportunity for our program. There will be some re-configuring of positions to have more
dedication to outreach and marketing for our program.

New programming called Subs and Babies and Donuts and Babies occurred this year. They are a one day, one-hour class
that gives families a taste of what an ECFE program looks and feels like. They were done on nights and weekends with higher
participation rates as the year went on. We will continue to offer these classes, so folks can try us out before registering.

Knowing the enrollment data for children and families of color and culture are not as high as we would like to see for our
program, we continue to do work that helps families access our program and resources. Last year, a Hmong, Vietnamese and
Spanish voicemail lines were established. This year, the EC Program Manager and Community Liaison figured out a strategy
for the work with the district English Learner Coordinator about how we can meet the needs and create access points for our
non-English speaking families. We collaboratively decided on creating a dedicated Hmong, Spanish and Vietnamese
language line that comes directly to our program staff. This line will allow families to call one number and speak to someone
in our top three identified languages (Hmong, Vietnamese and Spanish). The interpreter on the phone will then call our
program directly and talk to our staff with the parent. We will be using these lines starting in the fall of 2018.

In addition to the language line, the Community Liaison and Program Manager created a small program workgroup made up
of the two program ELL Specialists, Family Lit Parent Educator, Spanish speaking Parent Educator, Community Liaison,
Program Manager and two office staff. The Non-English Speaking (NES) workgroup discussed the barriers and opportunities
for non-English speaking families. We created a work plan to support the voicemail lines and get program materials
translated. We hope the effort of this group and work will give non-English families in our area information they need to access
and attend our programs.
As mentioned in last year’s report, the work continues around dual language learners. Our two ELL Specialists worked with
over 125 children ages three and four in our Family Literacy, preschool and pre-kindergarten programs. They continue to
support children in the classroom with age appropriate peers and help teachers understand how to meet their needs in a
cultural responsive way.

Our Spanish speaking parent educator created a Spanish ECFE class for Spanish speaking families. Being new to the district,
she worked hard to make connections at the elementary sites and found some Spanish speaking families to participate in our
program. She had a total of 9 families this year and she hopes to increase that number next year.

Knowing the demographics and lower income families that we serve in Brooklyn Park, we met with our program council,
ECPAC and leadership team about offering transportation and reducing the fees for programming next year for our PreK
program. Due to a shift in budgeting with VPK expansion, we are able to provide transportation at all sites, but one. We also
did a market analysis of surrounding programs and their fees. Based on this analysis and conversations with program staff,
we decided to flatten our preschool and Pre K tuition. We will also be offering FREE infant classes. We hope that changes to
our preschool, PreK programs and infant classes will give us more exposure to families in the district and we can find ways to
capture them in our ECFE program.

We have much more work to do around building relationships and partnerships in the community. This next year, we will
continue to strengthen our relationship with the Maple Grove hospital, Child & Teen Check Up, the Brooklyn Park Nature
Center and others. We will find ways to formalize the work for this community needs assessment by using our program council
as the workgroup and create questions that we can send to program and participants every year. Our hope is to see an
increase in participation as a general whole and yet be intentional about finding meaningful access points for all families
represented in our communities.

6.
Do you provide parents of English learners with translated oral and written information to monitor the program’s impact on
their children’s English language development?
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<td>7. Do you provide information or support to help parents know whether their children are progressing in developing their English and native language proficiency?</td>
<td>Yes</td>
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<td>8. Do you support parents to actively engage with and support their children in developing their English and native language proficiency?</td>
<td>Yes</td>
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<td>9. Is your program reviewed periodically to assure that instruction and materials are not racially, culturally, or sexually biased?</td>
<td>Yes</td>
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<td>10. Does your program encourage parents to be aware of practices that may affect equitable development of children?</td>
<td>Yes</td>
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<td>11. Does your district have a PreK-3rd Grade initiative? (to be counted as “yes,” the initiative should be included on your district website, and/or be included in a district plan, like WBWF, district strategic plan, building improvement plan, etc. It does not count if it is only included in an early childhood web page or plan).</td>
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