ECFE, School Readiness and PreK-Grade 3
Purpose, Assessment, Plans

Minnesota Department of Education
September 18, 2015
Mike Brown, MDE

“Leading for educational excellence and equity. Every day for every one.”
Today’s Questions

• What is ECFE and School Readiness?
  – Minnesota Statutes

• What do we know about the state of ECFE and School Readiness?
  – Annual Reports
  – Community Needs Assessment
  – Surveys

• What are we planning for the future of ECFE and School Readiness?
  – 2014-2019 ECFE Enhancement Plan

• Where does PreK-3 fit in?
My Goal

• Learn from you
  – Ways for us to work together

• Get us thinking about a paradigm shift
  – Conceptualize a coherent whole
  – How do (or how can) the many parts in early childhood programs and funding sources fit/work together?

• And, just give you a lot of information!
The purpose of the early childhood family education program is to provide *parenting education* to support children's learning and development.
Program Requirements

Minnesota Statutes, section 124D.13, subd. 2

(1) programs to educate parents and other relatives about the physical, cognitive, social, and emotional development of children and to enhance the skills of parents and other relatives in providing for their children's learning and development;

(2) structured learning activities requiring interaction between children and their parents or relatives;

(3) structured learning activities for children that promote children's development and positive interaction with peers, which are held while parents or relatives attend parent education classes;
(4) information on related community resources;

(5) information, materials, and activities that support the safety of children, including prevention of child abuse and neglect;
(6) a community needs assessment that identifies new and underserved populations, identifies child and family risk factors, particularly those that impact children's learning and development, and assesses family and parenting education needs in the community;

(7) programming and services that are tailored to the needs of families and parents prioritized in the community needs assessment; and

(8) information about and, if needed, assist in making arrangements for an early childhood health and developmental screening when the child nears the third birthday.
Early childhood family education programs should prioritize programming and services for families and parents identified in the community needs assessment, particularly those families and parents with children with the most risk factors birth to age three.
A district that levies for home visiting under section 124D.135, subdivision 6, shall use this revenue to include as part of the early childhood family education programs a parent education component that is designed to reach isolated or at-risk families.
The program may provide parenting education programming or services to anyone identified in the community needs assessment.

- 124D.13, Subd. 2, (a)
Early childhood family education programs are encouraged to provide parents of English learners with translated oral and written information to monitor the program's impact on their children's English language development, to know whether their children are progressing in developing their English and native language proficiency, and to actively engage with and support their children in developing their English and native language proficiency.

- 124D.13, Subd. 2, (a)
To the extent that funds are sufficient, early childhood family education may provide parenting education transition programming for parents of children birth to grade three in districts in which there is a prekindergarten-grade three initiative in order to facilitate continued parent engagement in children's learning and development.

- 124D.13, Subd. 15
Early childhood family education programs are encouraged to develop partnerships to provide a parenting education liaison to providers of other public and nonpublic early learning programs, such as Head Start, school readiness, child care, early childhood special education, local public health programs, and health care providers.
MDE Assistance with New ECFE Statutes

2014 ECFE Legislation
Additions and amendments to ECFE statutes

This document lists 12 of the changes to Minnesota Statutes, section 124D.13. Each page contains the new language, a possible rationale for the change, potential benefits, frequently asked questions and notes. In the notes section, the legislative change is connected to the upcoming Early Childhood Family Education: 2014-19 Enhancement Areas document. The 2014 ECFE statutes can be viewed by clicking on the following link: [https://www.revisor.mn.gov/statutes/?id=124D.13](https://www.revisor.mn.gov/statutes/?id=124D.13)
# EARLY CHILDHOOD FAMILY EDUCATION (ECFE) PROGRAMS


   A community needs assessment that identifies new and underserved populations, identifies child and family risk factors, particularly those that impact children’s learning and development, and assesses family and parenting education needs in the community.

**Rationale**

Ensure that ECFE programs are not only serving a representative sample of the population, but also that they are identifying and serving children and families with higher needs. Guides ECFE programs to implement intentional and strategic programming that is more tailored to the needs in their community.

**Potential Benefits**

- Part of the language is consistent with the community needs assessment of Head Start. Head Start is required to have MOUs with each school district in their service area. Creates opportunities for Head Start and ECFE to collaborate, especially now that Head Start has the Parent, Family, Community Engagement framework.
- Helps ECFE programs identify both child and family risk factors in a community. Family risk factors can be broader and more extensive than child risk factors. Family risk factors can result in vulnerabilities for children (e.g., military deployment, divorce, substance abuse, incarceration, etc.).
- Requires programs to identify family and parenting education needs in their communities.

**Frequently Asked Questions**

**Q:** What is a community needs assessment?

**A:** In order to assist programs with the community needs assessment, the department has created two documents, one is entitled *Early Childhood Family Education: Community Needs Assessment: Year-One Guidance* and the other is an accompanying worksheet.

The guidance document:

- Provides a definition of community needs assessment,
- Discusses some of the benefits of conducting a community needs assessment,
- Provides strategies for preparing for your community needs assessment, and
- Outlines specific strategies for conducting your community needs assessment.

**Notes**

The information you need to complete a community needs assessment is contained in the *Early Childhood Family Education: Community Needs Assessment: Year-One Guidance* document. A supplemental document provides an outline that you can use to help plan for the assessment.

Also see #4, #5, #6, #8, #10 and #12 of the *Early Childhood Family Education: 2014-19 Enhancement Areas* document.
1. Determine focus
2. Determine plan for using CNA
3. Gather Information
   1. Participation
   2. Community
   3. Children
   4. Families
   5. Services
4. Review and analyze
5. Make decisions and take action
ECFE Community Needs Assessment

Introduction

The purpose of this page is to provide resources and/or guidance to ECFE programs in order to complete the new community needs assessment requirement. The assessment must be completed prior to July 15, 2015, when the ECFE Annual Report is due to the Minnesota Department of Education. It is recommended that you tie your needs assessment to broader initiatives (e.g. PreK-3rd Grade work, ECFE 2014-18 Enhancement Areas, community initiatives, etc.).

This page contains information and resources that will help you complete a community needs assessment, as required by Minnesota Statutes, section 124D 13 (a). On the Resources for Planning, Conducting and Reporting Your Needs Assessment set of tabs, you will find valuable resources aimed at conducting a needs assessment. On the Strategies for Conducting Your Needs Assessment set of tabs you will find strategies that will help you conduct your needs assessment so that it meets ECFE statutory requirements.

Resources for Planning, Conducting and Reporting Your Needs Assessment

District-to-District Sharing

Early Childhood Coordinators - If you have any resources you have created, or any guidance/wisdom you think would be helpful, please use this space to share with your colleagues.

Surveys

Community Assessment Survey Click Here for document

We created a survey (created from several of the examples on Wiki and elsewhere) that we are sending to preschools and childcare providers in our district. Teachers and providers will be sending them home to families to help us get a better picture of who we are and aren’t reaching in our community.

Strategies for Conducting Your Needs Assessment

Introduction

In this set of tabs, the focus is on strategies for conducting your needs assessment. In particular, tabs are designated for the three required components of the needs assessment.
Potential Scope of CNA – Depth and Breadth

Examples:

1 – This CNA is designed to address the three items listed in ECFE statutes.

3 – This CNA would include other needs assessment elements and be part of a larger process. For example, it might include surveys of parents and be part of a program’s ECFE enhancement process, or part of a broader K-12 effort.

5 – This CNA would include items in addition to above, and be part of a district or broader community needs assessment.
Questions about ECFE Statutes?

• Teacher evaluation?
What Do We Know about ECFE?

• Offered in 329 school districts
• Funded at $136.80 per child 0-5
• During the 2013-14 school year:
  – 111,384 parents participated in classes, home visits, and special events
  – 107,570 children
• Serves a representative sample of Minnesotans
  – 75.3% white participants
• 45.3% participants are employed, working 25 or more hours per week.
• 47.8% participants have a household income of less than $49,999 per year (ACS 30.5%)
## Community Needs Assessment

### 2014-15 ECFE Community Needs Assessment - Results

#### 1. How School Districts Gathered Data/Information

Programs utilized a variety of methods and resources to generate data or gather existing data. Conducting interviews and surveys were very common. These were tailored to address the specific requirements of the community needs assessment listed in ECFE statutes. For example, interviewing local food shelf staff to gain a better understanding of the families that they serve. Programs also gathered data from a variety of sources, ranging from district demographics to Head Start community assessments to published reports.

**Examples:**
- American Community Survey (ACS)
- American Fact Finder website
- Census
- Child care providers (interview, survey)
- Child Find
- City Council members (interview, survey)
- Compared district and program demographics
- Conversations/meetings with public health
- Corrections/law enforcement (interview)
- Diversity Data Kids Child Opportunity Index Map
- Early intervention staff
- ECSE, mental health practitioners (interviews, survey)
- Faith community (interview, survey)
- Families (committee, interview, survey)
- Focus groups
- Food shelves (interview, survey)
- Head Start (committee, interview, survey)
- Head Start community assessment
- Health care providers (interview, survey)
- Local businesses (survey)
- Local non-profits (interview, survey)
- MARSS Summary Report
- MDE Report Card
- MFIP job counselor (interview, survey)
- MN Compass
- MN Education Equity Partnership
- MN Kids Count 2014
- MN State Demographic Center
- Participant questionnaire data
- Private schools (interview, survey)
- Public Health (interview, needs assessment, survey)
- School census
- Social services
- Survey community
- Survey families in child care
- Survey program participants
- Survey school personnel (principals, teachers, counselors, etc)
- Survey teachers to identify trends of struggling students
- United Way (consult, reports)
- Urban Research and Outreach Center
- WIC (interview, survey)

#### 2. New and Underserved Populations

Using many of the methods and resources listed in the examples above, districts identified new and underserved populations. The examples below show some groups that ECFE programs have identified that are participating at a lower rate.

**Examples:**
- Adoptive and foster parents
- African-American parents
- Amish parents
- Families involved with child protection
- Families living in certain parts/areas of district
- Families referred to ECSE
- Families who work with county social workers
- Families with chemical dependency issues
- Families with higher needs or multiple risk factors
- First-time or new parents
- Grandparents
- Highest poverty areas of district
- Hispanic parents
- Immigrant families
- Incarcerated parents
- Migrant populations
- Minority families
- Native American
- Parents with children under age two
- Parents with disabilities
- Parents with lower incomes, higher financial needs
- Pregnant or expecting parents
- Residential mobility
- Siblings of ECFE participants
- Single mothers/parents
- Teen parents
- Working parents
Community Needs Assessment

- How did programs gather information?
- New and Underserved populations
- Child and Family Risk Factors
- Parent and Family Education Needs
Minnesota Early Childhood Risk & Reach Report

Key Indicators of Early Childhood Development in Minnesota, County by County

SEPTEMBER 2015

Prepared by:
Richard Chase, Ellen Mai, and Peter Mathison, Wilder Research
Elizabeth Carlson and Alison Giovanello, University of Minnesota

The 2015 Minnesota Early Childhood Risk & Reach report was produced by Wilder Research in partnership with the University of Minnesota (Harris Training Programs in the Center for Early Education and Development) and the Minnesota Departments of Education (MDE), Health (MHS), and Human Services (EHS)

451 Lexington Parkway North | Saint Paul, Minnesota 55104
651-280-2700 | www.wilderesearch.org

Wilder Research
Information. Insight. Impact.
EC Coordinator Survey

• 213 completed and 48 partials
5. How long have you been an early childhood coordinator? (Or, how long have you been administering early childhood programs?)

<table>
<thead>
<tr>
<th>Value</th>
<th>Percent</th>
<th>Count</th>
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<td>0-2 years</td>
<td>27.1%</td>
<td>56</td>
</tr>
<tr>
<td>3-5 years</td>
<td>19.3%</td>
<td>40</td>
</tr>
<tr>
<td>6-10 years</td>
<td>18.4%</td>
<td>38</td>
</tr>
<tr>
<td>11-15 years</td>
<td>13.0%</td>
<td>27</td>
</tr>
<tr>
<td>16+ years</td>
<td>22.2%</td>
<td>46</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
<td>207</td>
</tr>
</tbody>
</table>
7. Which early childhood programs do you coordinate/administer? (check all that apply)

- District Preschool (separate from School Readiness)
- Early Childhood Family Education (ECFE)
- Early Childhood Screening
- Early Childhood Special Education (ECSE)
- School Readiness
- Title I Preschool
- Other - Write In
8. Is your coordinating/administering position full-time or part-time?

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<th>Percent</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time</td>
<td>44.0%</td>
<td>91</td>
</tr>
<tr>
<td>Part-time</td>
<td>56.0%</td>
<td>116</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>207</td>
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</tbody>
</table>
9. If you answered "part-time" in the question above, which best describes your position?

<table>
<thead>
<tr>
<th>Value</th>
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<th>Count</th>
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</thead>
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<tr>
<td>.75+ (30 or more hours per week)</td>
<td>18.7%</td>
<td>23</td>
</tr>
<tr>
<td>.5 to .74 (20 to 29 hours per week)</td>
<td>21.1%</td>
<td>26</td>
</tr>
<tr>
<td>.25 to .49 (10 to 19 hours per week)</td>
<td>18.7%</td>
<td>23</td>
</tr>
<tr>
<td>less than .25 (9 hours or less)</td>
<td>41.5%</td>
<td>51</td>
</tr>
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<td><strong>Total</strong></td>
<td></td>
<td><strong>123</strong></td>
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10. In what area(s) is your teaching license?

<table>
<thead>
<tr>
<th>Value</th>
<th>Percent</th>
<th>Count</th>
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</thead>
<tbody>
<tr>
<td>Early Childhood Education</td>
<td>50.5%</td>
<td>104</td>
</tr>
<tr>
<td>Parent and Family Education</td>
<td>34.0%</td>
<td>70</td>
</tr>
<tr>
<td>Pre-Kindergarten</td>
<td>29.1%</td>
<td>60</td>
</tr>
<tr>
<td>Other - Write In</td>
<td>52.4%</td>
<td>108</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>206</td>
</tr>
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</table>
11. Do you teach in addition to coordinating/administering?

<table>
<thead>
<tr>
<th>Value</th>
<th>Percent</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>42.0%</td>
<td>87</td>
</tr>
<tr>
<td>Yes, I teach early childhood classes</td>
<td>41.1%</td>
<td>85</td>
</tr>
<tr>
<td>Yes, I teach parenting education classes</td>
<td>22.7%</td>
<td>47</td>
</tr>
<tr>
<td>Other - Write In</td>
<td>13.5%</td>
<td>28</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>207</td>
</tr>
</tbody>
</table>

- **No**: 42
- **Yes, I teach early childhood classes**: 41
- **Yes, I teach parenting education classes**: 23
- **Other - Write In**: 14
17. When you have an administrative question or problem, who are you most likely to consult?

- A coordinator in another district: 47
- Building principal: 25
- Community Education director: 38
- Other - Write In: 35
18. What would you say are your top three professional development needs? (i.e. what topics would be most beneficial for you to learn about?)

- Budgeting and Finance
- Curriculum and Assessment (in EC or Parenting Education)
- Data Systems (e.g. EE Student, ELSA)
- Early Learning Scholarships
- ECFE Community Needs Assessment
- Leadership
- Parent Aware
- Program Requirements
- Program Evaluation and Improvement
- Staff-related (hiring, scheduling, evaluating, etc)
- State Reports
- Other - Write In
24. How many licensed parenting educators work in your early childhood programs?

<table>
<thead>
<tr>
<th>Value</th>
<th>Percent</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>26.5%</td>
<td>54</td>
</tr>
<tr>
<td>1</td>
<td>42.2%</td>
<td>86</td>
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<td>2-3</td>
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<td>4-5</td>
<td>5.4%</td>
<td>11</td>
</tr>
<tr>
<td>6-8</td>
<td>2.9%</td>
<td>6</td>
</tr>
<tr>
<td>9-11</td>
<td>1.5%</td>
<td>3</td>
</tr>
<tr>
<td>12+</td>
<td>2.0%</td>
<td>4</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>204</td>
</tr>
</tbody>
</table>
25. In the last three years, have you had difficulty finding licensed teachers?

- Yes, we have had difficulty finding Early Childhood teachers: 45.9% (95)
- Yes, we have had difficulty finding Parenting Educators: 55.1% (114)
- No: 16.4% (34)
- We have not hired (or sought to hire) any teachers in the last three years: 14.0% (29)
- Other - Write In: 8.2% (17)

Total: 207
Challenges - ECFE

- Previous education is the single best predictor of participation in adult education
  - 22% of adults with fewer than 4 years of HS
  - 34% of high school graduates
  - 66% of college graduates
- Quantity and customer satisfaction
- Not being aligned with other systems
  - Role of families in education
- Professional development for parenting educators
- Programming and services across the state
2014-19 Enhancement Areas

Early Childhood Family Education (ECFE) 2014-2019 Enhancement Areas

Introduction to the ECFE 2014-2019 Enhancement Areas: Five-Year Plan

Three years ago the Minnesota Department of Education (MDE) began a project to identify needs among ECFE programs. During this time, we surveyed programs, held meetings with ECFE programs and other stakeholders and created a group called ECFE 2.0 that was tasked with identifying and addressing issues impacting ECFE. As a result of this work, and work within Early Learning Services here at the department, we have created a five-year plan that will help guide MDE’s work over the next five years.

The plan includes the following 12 goals within four enhancement areas:

I. ECFE STRUCTURE AND FOCUS
   1. Focus on Parent and Family Education, the Purpose of ECFE, and Work to Advance the Practice of Parenting Education
   2. Establish ECFE as the Central Program in P-3 Systems
   3. Position ECFE as a Hub for Early Learning and Family Services, Connecting Schools and Communities
   4. Improve Coordination of Services, Partnerships and Collaborations
   5. ECFE Programming Must Be Universal and Targeted

II. TEACHER AND ADMINISTRATOR EFFECTIVENESS
   6. Identity, Strengthen and Support ECFE Administration and Leadership at Multiple Levels
   7. Prepare a Larger and More Diverse Pool of Parent and Family Educators throughout the State

III. PROGRAM EFFECTIVENESS
   8. Focus on Data-Driven Improvement
   9. Assist Programs with Outreach and Marketing
   10. Identify and Design Appropriate Environments and Spaces for Services

IV. PROGRAM IMPROVEMENTS
   11. Enhance Home Visiting as a Parenting Education Delivery Strategy
   12. Define What “At-Risk” Means for Families and Develop Programming/Services to Mitigate Potentially Negative Consequences

Notes:
- Note the intentional use of terms parenting and parent and family education.
- Numbers were used to list the enhancements. They are not ranked by importance or priority.
- Each enhancement area contains Guiding Principles and Strategies (this is considered a working document, so we will continually be revisiting and possibly adding strategies).
- The strategies are possible ways of enhancing programs or services in each area. Details regarding responsibilities and the implementation of the strategies will be included in future documents and/or correspondence.
- A note on the “we” of this plan. While this is an MDE plan that shows programs what the department will be focusing on over the next five years, it is very important to understand that any progress towards the enhancements is dependent upon the strengths and productivity of our partnerships and collaborations (e.g. districts, MNAFEE, MCEA, Head Start, MCFS, etc.).
- There are many strategies that you will be able to incorporate into your program as you make enhancements (e.g. as a part of your Program Enhancement Process).
I. ECFE STRUCTURE AND FOCUS

1. Focus on Parent and Family Education, the Purpose of ECFE, and Work to Advance the Practice of Parenting Education

2. Establish ECFE as the Central Program in P-3 Systems

3. Position ECFE as a Hub for Early Learning and Family Services, Connecting Schools and Communities

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III. PROGRAM EFFECTIVENESS

8. Focus on Data-Driven Improvement

9. Assist Programs with Outreach and Marketing

10. Identify and Design Appropriate Environments and Spaces for Services
IV. PROGRAM IMPROVEMENTS

11. Enhance Home Visiting as a Parenting Education Delivery Strategy

12. Define What "At-Risk" Means for Families and Develop Programming/Services to Mitigate Potentially Negative Consequences
Five Focus Areas

Group members selected 5 areas

1. ECFE as a Hub
2. Identify, Strengthen and Support ECFE Administration and Leadership at Multiple Levels
3. Prepare a Larger and More Diverse Pool of Parent and Family Educators throughout the State
4. Focus on Data-Driven Improvement
5. Enhance Home Visiting as a Parenting Education Delivery Strategy
Implementation Examples

- Professional Development
  - Administrator workshops
  - Parenting Education Institute
- More flexibility to work with other groups (Hubs)
- Regional Networking Groups
- Reporting on Data
- Defining what “at-risk” means for families
15. Do you participate in your early childhood Regional Networking Group?

- **Yes**: 46 (21.0%)
- **No**: 14 (6.9%)
- **No, but I meet with other coordinators**: 19 (9.3%)
- **What is the Regional Networking Group?**: 14 (6.9%)

<table>
<thead>
<tr>
<th>Value</th>
<th>Percent</th>
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<tr>
<td>Yes</td>
<td>45.9%</td>
<td>94</td>
</tr>
<tr>
<td>No</td>
<td>21.0%</td>
<td>43</td>
</tr>
<tr>
<td>No, but I meet with other coordinators</td>
<td>19.0%</td>
<td>39</td>
</tr>
<tr>
<td>What is the Regional Networking Group?</td>
<td>14.2%</td>
<td>29</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td>205</td>
</tr>
</tbody>
</table>
The purpose of a school readiness program is to prepare children to enter kindergarten.
(1) assess each child's cognitive and language skills with a comprehensive child assessment instrument when the child enters and again before the child leaves the program to improve program planning and implementation, communicate with parents, and promote kindergarten readiness;

(2) provide comprehensive program content and intentional instructional practice aligned with the state early childhood learning guidelines and kindergarten standards and based on early childhood research and professional practice that is focused on children's cognitive, social, emotional, and physical skills and development and prepares children for the transition to kindergarten, including early literacy and language skills;
(3) coordinate appropriate kindergarten transition with parents and kindergarten teachers;
(4) involve parents in program planning and decision making;
(5) coordinate with relevant community-based services;
(6) cooperate with adult basic education programs and other adult literacy programs;
(7) ensure staff-child ratios of one-to-ten and maximum group size of 20 children with the first staff required to be a teacher; and
(8) have teachers knowledgeable in early childhood curriculum content, assessment, native and English language development programs, and instruction.
A district must adopt a sliding fee schedule based on a family's income but must waive a fee for a participant unable to pay. School districts must use school readiness aid for eligible children. Children who do not meet the eligibility requirements in subdivision 15 may participate on a fee-for-service basis.
A child is eligible to participate in a school readiness program if the child:
(1) is at least three years old on September 1;
(2) has completed health and developmental screening within 90 days of program enrollment;
AND
Program Eligibility
Minnesota Statutes, section 124D.15, subd. 15

(3) has one or more of the following risk factors:
   (i) qualifies for free or reduced-price lunch;
   (ii) is an English learner;
   (iii) is homeless;
   (iv) has an individualized education program (IEP) or an individual interagency intervention plan (IIIP);
   (v) is identified, through health and developmental screenings under sections 121A.16 to 121A.19, with a potential risk factor that may influence learning; or
   (vi) is defined as at-risk by the school district.
What Do We Know about School Readiness?

• Offered in 330 school districts
• State funding is $23.6 million (SFY 16)
• During the 2013-14 school year:
  – 28,435 children participated
  – 22,170 parents
• Serves a representative sample of Minnesotans
  – 73.2% white participants
• 61.1% participants are employed, working 25 or more hours per week.
• 54.1% participants have a household income of less than $49,999 per year (ACS 30.5%)
### School Readiness from 2006-2014

<table>
<thead>
<tr>
<th>Category</th>
<th>2006-07</th>
<th>2013-14</th>
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<tbody>
<tr>
<td>Children Served</td>
<td>32,044</td>
<td>28,435</td>
</tr>
<tr>
<td>Dollars per Child</td>
<td>$281</td>
<td>$355</td>
</tr>
<tr>
<td>On IEP</td>
<td>2,527</td>
<td>4,799</td>
</tr>
<tr>
<td>Concerns, no IEP</td>
<td>1,973</td>
<td>1,392</td>
</tr>
<tr>
<td>No fee</td>
<td>48%</td>
<td>40%</td>
</tr>
<tr>
<td>Referrals from</td>
<td>12,191</td>
<td>12,896</td>
</tr>
<tr>
<td>Funding</td>
<td>9,008,000</td>
<td>10,095,000</td>
</tr>
</tbody>
</table>
19. With regard to your School Readiness or preschool program, which of the following topics would you like to learn more about? (check all that apply)
22. How many licensed early childhood teachers work in your early childhood programs?

<table>
<thead>
<tr>
<th>Value</th>
<th>Percent</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-2</td>
<td>46.6%</td>
<td>96</td>
</tr>
<tr>
<td>3-5</td>
<td>27.2%</td>
<td>56</td>
</tr>
<tr>
<td>6-8</td>
<td>10.2%</td>
<td>21</td>
</tr>
<tr>
<td>9-11</td>
<td>4.9%</td>
<td>10</td>
</tr>
<tr>
<td>12-14</td>
<td>3.9%</td>
<td>8</td>
</tr>
<tr>
<td>15-19</td>
<td>1.5%</td>
<td>3</td>
</tr>
<tr>
<td>20+</td>
<td>5.8%</td>
<td>12</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>206</td>
</tr>
</tbody>
</table>
23. How many non-licensed (including variances) early childhood teachers teach in your early childhood programs?

<table>
<thead>
<tr>
<th>Value</th>
<th>Percent</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-2</td>
<td>77.0%</td>
<td>104</td>
</tr>
<tr>
<td>3-5</td>
<td>14.8%</td>
<td>20</td>
</tr>
<tr>
<td>6-9</td>
<td>5.2%</td>
<td>7</td>
</tr>
<tr>
<td>10+</td>
<td>3.0%</td>
<td>4</td>
</tr>
<tr>
<td>Total</td>
<td>135</td>
<td></td>
</tr>
</tbody>
</table>
26. Are your licensed teachers on your district's teacher contract (and on the same pay scale)?

<table>
<thead>
<tr>
<th>Value</th>
<th>Percent</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>35.0%</td>
<td>72</td>
</tr>
<tr>
<td>Yes, but only ECFE teachers</td>
<td>8.7%</td>
<td>18</td>
</tr>
<tr>
<td>ECFE teachers are included in teacher contract,</td>
<td>21.8%</td>
<td>45</td>
</tr>
<tr>
<td>but on a separate pay scale</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School Readiness teachers are included in</td>
<td>14.1%</td>
<td>29</td>
</tr>
<tr>
<td>teacher contract, but on a different pay scale</td>
<td></td>
<td></td>
</tr>
<tr>
<td>No</td>
<td>29.1%</td>
<td>60</td>
</tr>
<tr>
<td>Other - Write In</td>
<td>16.0%</td>
<td>33</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>206</td>
</tr>
</tbody>
</table>
Challenges - School Readiness

- Variability in programming around state
- Funding
- ?
Program Design

Days per week

1  2  3  4  5

½ day          Full day

No Services   Menu               Wrap-around

Funding Source | Role                      | Requirements
---            | ---                       | ---
School Readiness | Foundation               | Program Requirements
Title I       | Literacy and math         | ---
ECFE          | Parenting education       | ---
Scholarships  | Additional slots          | ---
Fees          |                           | ---
PreK to Grade 3
National Definition

- PreK-3rd Grade or P3: a national movement of schools, districts, educators and universities seeking to improve how children from ages 3 to 8 learn and develop in schools. The initiative focuses on building strong connections between learning experiences across these critical years. PreK-3rd approaches require that educational standards, curricula, assessment, instruction, and professional development are strongly aligned across high-quality PreK, Kindergarten, First, Second and Third Grades (from the Foundation for Child Development).

• Before birth and up through 3rd grade
  – Includes programs like ECFE and Early Head Start
  – We are starting to see “P3” in place of “PreK-3rd”
    ▪ Prenatal to 3rd grade (and beyond)

• We have adopted a PreK-3rd framework from the University of Washington.
  – The framework helps districts/communities create a PreK-3rd Grade model tailored to their particular needs/goals.
PreK-3rd Grade Framework Elements

- Cross-Sector Work
- Administrator Effectiveness
- Teacher Effectiveness
- Instructional Tools
- Learning Environment
- Data-Driven Improvement
- Family Engagement
- Continuity and Pathways

Minnesota Department of Education
education.state.mn.us
Prenatal – 3rd Grade Pathways to Readiness

6-8 yrs: Grades 1-3: Foundation for Lifelong Learning

5 yrs: Full-day K: Universal Transition Year

3/4 yrs: High-Quality PreK: Foundation for K-12 Education

0-2 yrs: Birth to 3: Crucial Brain Development
P-3 Alignment Must Exist *Within* Each Age/Grade Level and *Across* Levels

Kauerz, 2011
Where does your work fit with the framework?

Cross-Sector Work

Administrator Effectiveness

Teacher Effectiveness

Instructional Tools

Learning Environment

Data-Driven Improvement

Family Engagement

Continuity and Pathways
Implementation Penetration

PreK-3rd Framework

- Programs
- Grade Levels
- Schools
- Community
Leading Pre-K-3 Learning Communities
Competencies for Effective Principal Practice
EXECUTIVE SUMMARY

A Guide To Support the Essential Role of Principals in Creating Quality Learning Systems
Session 1, October 29
Embracing and learning the PreK-3 learning continuum. Principal, Superintendent and School Readiness Coordinator.
- Current Science of Early Learning and the Brain.
- Early Childhood Program Design.
- Embracing the PreK-3 Learning Continuum.

Session 2, December 7
Ensuring high-quality learning environments and teaching. Principal and Instructional Leader.
- Ambitious and Effective Curricula.
- Relevant and Engaging Instruction.
- Engaging Teachers in Communities of Practice.

Session 3, January 11
Using multiple measures to guide growth in early learning. Principal and Instructional Leader.
- Comprehensive PreK-3 Assessment.
- Improving Teaching and Learning with Assessment.
- Minnesota Initiatives.

Session 4, March 2
Providing personalized, blended learning environments. Principal and Instructional Leader.
- Promoting Rigorous and Robust Learning Environments.
- The Importance of Transitions.
- Effectively Integrating Technology.

All sessions will take place in the Grand Hall of the TIES Education Center. Lunch will be provided each day of the series.

$325 Principal and team (MESPA member).
$450 Principal and team (non-MESPA member).

To register, visit www.mespa.net, then select Professional Development.
Other News

• Screening letter sent to screening coordinators
  – New law, effective July 1, 2015
  – The law requires Early Childhood Screening programs to record the date of a child’s most recent comprehensive vision exam, if they received one, and to submit data to the MDE. The intent of the legislation is to gather information.
  – Establishing a MARSS PS Record following an Early Childhood Screening (or when the family provides documentation of a comparable screening) is essential for school districts to receive screening state aid. It is important that screening coordinators be working with the school district MARSS coordinators to ensure that all children have a MARSS PS record established.
Transition to MDE-ORG

• Transition from ELS Directory to MDE-ORG

• EC Screening listserv
  – Email Debbykay Peterson
Teacher Options

• Licensed in subject area
• Licensed in a different subject area
  – variance
• Limited license
  – BA with a minor in a related content area
• Community Expert
Ultimately, the school district determines the roles and responsibilities of staff responsible for the supervision and administration of early childhood programs and services.
13. What are your main coordinating/administrating responsibilities? (check all that apply)

- Budgeting
- Completing state reports
- Coordinating referrals
- Coordinating registration (materials, processes, data, etc)
- Developing and implementing classes, programs and/or services
- Developing and implementing curricula and assessment
- Developing program goals and strategic plans
- Ensuring programs meet state and local requirements
- Facilitating outreach
- Leading parent advisory council(s)
- Planning and facilitating staff meetings
- Staff training and development
- Supervising staff
- Other - Write In
14. With regard to program staff, what are your responsibilities? (check all that apply)

- Determining staff schedules: 77
- Evaluating or conducting performance reviews of licensed staff: 60
- Evaluating or conducting performance reviews of non-licensed staff: 62
- Hiring process (e.g. job postings, interviewing, hiring, etc): 85
- Training staff: 72
- Other - Write In: 15
EC Admin Website Tour

• Upgrades for 2015
Questions / Comments

Mike Brown
MDE
mike.p.brown@state.mn.us