ECFE Community Needs Assessment 2017 -2018

Response ID:155 Data

1. 2017-18 ECFE Community Needs Assessment

1. Please enter your district's information for the ECFE Annual Report.

	District Contact Information
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Official District Name:	Chisago Lakes School District
District Number:	2144

2. How did you identify new and underserved populations? What were your key findings?

A survey was sent out to all participants in our Community Education database.

The survey asked questions about ages of children, employment status, ethnic group, highest level of education, life changes in the past year, use of early childhood services in the community, attendance in a Community Education class, attendance at an early childhood family education class or event, overall satisfaction with the events or classes they attended, and challenges their family may be facing.

I learned 73% of the respondents are a two parent family. I learned 58% of the population is employed full time. 97% are Caucasian, 2% are multi-racial and .65% are American Indian. It appeared we did not serve any Hispanic/Latino or Asian ethnic groups. 99% of the population surveyed have some college or higher education. We are serving a representative sample of our ethnic population.

111 participants indicated they have attended an ECFE class or event in the past year. 31% of respondents reported they have attended one of our ECFE classes offered. This year's survey at 69% had the highest response to attending a one-time special event.

Survey participants said they attended the ECFE events because of the friendships and socialization for their child, and the ability to spend time with their child doing educational activities. These were the same reasons given from our survey results last year. 63% chose a one-time parent/child event to be the most likely to attend. Participants chose the following reasons as to why they have not attended classes in the past year; class times are not convenient and class time conflicts with other obligations.

Based on this information our underserved population are the families who work full time and find it difficult to attend a class or event that fits into their schedule. Due to this finding and the positive response we had to some of our one-time special events this past year, we will continue to offer the one-time special events where parents can attend with their child as well as allowing time for their child to socialize.

We have tried to offer an ECFE for all ages class in the evening the past two years in order to target the two parent working families. We were unable to hold the class due to low registration numbers. It seems people say they want evening classes offered but we do not get the registration numbers needed to run the class.

Another survey was sent out to community partners such as county health nurses, community members, principals, head start, school board members, local mental health professionals, and school psychologists.
Our community partners reported strengths in the area of active Public Health Department, WIC, parenting programs through the school, Family Pathways, and Head Start. There is a strong network of professionals who work in early childhood services in the community. Our community has a number of activities to offer families such as parks, libraries, walking trails, and free

culture in the form of outdoor concerts and the sculpture park.

Other sources of information were attending local community events, parent advisory council meetings, and early childhood staff discussions. Through these we have learned ECFE is not highly publicized and families do not know what it is. They don't understand there is a sliding fee scale and no one is turned away due to their inability to pay. We need to continue to get the information out to the community about ECFE through fliers, mailings, and the internet.

Reviewing the Minnesota Report Card for the Chisago Lakes School District we have a District student count of 3,345. 93% of enrollment are white, 3% are of two or more races, 2% are Hispanic/Latino, 1% are Black, 1% are Asian, and less than 1% is American Indian. We have a free or reduced lunch percentage of 21%. We have less than half of a percent of enrollment that are homeless. Also.5% of the student population are English Language learners. 14% of the student population are children receiving special education services. .1% are homeless. These percentages align with the respondents of the surveys and the families we currently serve.

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

The survey asked what challenges their family has faced in the last year. The options included: moved to a new home, new baby, child qualified for special education, parent lost a job, parent divorced, chronic illness, chemical issues with a family member, mental health issues with a family member, and parent in the military. 41% of the people surveyed said they had moved to a new home. 30% of people surveyed said they had a baby. 17% of the respondents said mental health issues with a family member. This shows we are having growth in our community, We also need to be aware of the growing mental health issues faced by families. As an early childhood family education program we need to continue to look at the ways we can reach out to families and support them in the journey of parenthood.

Other risk factors noted from the Community Partners included:
Affordable programs
Transportation
Summer opportunities for 0-5 population

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

Survey participants were asked what types of concerns they had with their children that were not being addressed. 38% had concerns with their child's social or emotional issues.

This information, along with what families say the challenges they face, indicates to me we need to provide one-time events for parents to learn about how to address their children's social/emotional and behavioral issues.

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

Continue to offer one time events where parents can spend quality time with their children.
Provide more direct outreach and information to the community/families/family child care providers via websites, mailings, social media, e-mails, posters, etc.
Information packet for new families to the District available at the local library, realtor offices,District buildings/schools, local clinic systems, and community businesses.
Plan a community training on the new Early Childhood Indicators of Progress for community child care providers, school district staff, parents, and anyone else in the community who is interested.
Offering one time or short term classes on positive discipline and dealing with behavior.
Utilize the community organization's specialties to help families meet their needs.
Partner more closely with clinics/medical professionals, the county, and other local support agencies in meeting the needs of high risk families in the area.

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?

No

7. Do you provide information or support to help parents know whether their children are progressing in developing their English and native language proficiency?

No

8. Do you support parents to actively engage with and support their children in developing their English and native language proficiency?

Yes

9.
Is your program reviewed periodically to assure that instruction and materials are not racially, culturally, or sexually biased?

Yes

10.
Does your program encourage parents to be aware of practices that may affect equitable development of children?

Yes

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).

No