

Senator Lourey introduced--

S.F. No. 949: Referred to the Committee on Finance.

1 A bill for an act

2 relating to education finance; restoring funding for
3 the early childhood family education program;
4 appropriating money; amending Minnesota Statutes 2004,
5 section 124D.135, subdivision 1; Laws 2003, First
6 Special Session chapter 9, article 7, section 11,
7 subdivision 3, as amended.

8 BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF MINNESOTA:

9 Section 1. Minnesota Statutes 2004, section 124D.135,
10 subdivision 1, is amended to read:

11 Subdivision 1. [REVENUE.] The revenue for early childhood
12 family education programs for a school district equals \$120 for
13 ~~fiscal-years-2003-and-2004-and-\$96-for-fiscal-year-2005-and~~
14 later, times the greater of:

- 15 (1) 150; or
- 16 (2) the number of people under five years of age residing
17 in the district on October 1 of the previous school year.

18 [EFFECTIVE DATE.] This section is effective the day
19 following final enactment for fiscal year 2005.

20 Sec. 2. Laws 2003, First Special Session chapter 9,
21 article 7, section 11, subdivision 3, as amended by Laws 2004,
22 chapter 272, article 1, section 26, is amended to read:

23 Sec. 26. Laws 2003, First Special Session chapter 9,
24 article 7, section 11, subdivision 3, is amended to read:

25 Subd. 3. [EARLY CHILDHOOD FAMILY EDUCATION AID.] For early
26 childhood family education aid under Minnesota Statutes, section

1 124D.135:

2 \$19,079,000 2004

3 ~~\$14,407,000~~ \$21,630,000 2005

4 The 2004 appropriation includes \$3,239,000 for 2003 and
5 \$15,840,000 for 2004.

6 The 2005 appropriation includes \$3,959,000 for 2004
7 and ~~\$10,448,000~~ \$17,671,000 for 2005.

8 Sec. 3. [APPROPRIATIONS; EARLY CHILDHOOD FAMILY
9 EDUCATION.]

10 The following amounts are appropriated in the fiscal year
11 designated from the general fund to the commissioner of
12 education for early childhood family education aid under
13 Minnesota Statutes, section 124D.135:

14 \$21,209,000 2006

15 \$21,580,000 2007

16 The 2006 appropriation includes \$4,417,000 for 2005 and
17 \$16,792,000 for 2006.

18 The 2007 appropriation includes \$4,198,000 for 2006 and
19 \$17,382,000 for 2007.

20 [EFFECTIVE DATE.] This section is effective for revenue for
21 fiscal year 2006.

Fiscal Note – 2005-06 Session

Bill #: S0949-0 **Complete Date:** 01/27/05

Chief Author: LOUREY, BECKY

Title: RESTORE FUNDING FOR ECFE

Fiscal Impact	Yes	No
State	X	
Local		X
Fee/Departmental Earnings		X
Tax Revenue		X

Agency Name: Education Department

This table reflects fiscal impact to state government. Local government impact is reflected in the narrative only.

Dollars (in thousands)	FY05	FY06	FY07	FY08	FY09
Expenditures					
General Fund	6,558	8,538	8,647	8,760	8,852
Less Agency Can Absorb					
-- No Impact --					
Net Expenditures					
General Fund	6,558	8,538	8,647	8,760	8,852
Revenues					
-- No Impact --					
Net Cost <Savings>					
General Fund	6,558	8,538	8,647	8,760	8,852
Total Cost <Savings> to the State	6,558	8,538	8,647	8,760	8,852

	FY05	FY06	FY07	FY08	FY09
Full Time Equivalents					
-- No Impact --					
Total FTE					

Bill Description

This bill restores the Early Childhood Family Education (ECFE) program's formula revenue rate to \$120 times the prior fall's resident population age 0-4, effective for FY 2005 later years' revenue. The rate was reduced by 20%, to \$96 in FY 2005. This bill would require recalculation of FY 2005 revenue, increasing aid entitlements and requiring adjustments to FY 2005 and FY 2006 levy authority in the certify 2005 pay 2006 levy cycle.

Assumptions

- ◆ November 2004 forecast parameters for ANTC(adjusted net tax capacity), 0-4 Census populations and adjustments for population increases.
- ◆ Tax rates adjusted to .51785% and .46856% for FY 2005 and FY 2006 levy authority, respectively, to maintain levy authorities at Current Law November 2004 Forecast amounts.
- ◆ Excess fund balance penalties for FY 2005 are re-calculated before the close of FY 2005. Statutes limit penalties to the amount of a district's annual revenue, so higher revenue means districts with excess fund balances exceeding their annual revenue will have higher penalties/reductions under HF 58 than under current law. Also, as the bill inflates the state aid share of total revenue, the amount of forecast penalties allocated to levy will fall and the amount of penalties allocated to state aid entitlement will rise.
- ◆ Appropriations provided in HF 58 are not used in preparation of this fiscal note.

Expenditure and/or Revenue Formula

1. Calculate ECFE formula revenue of \$120 times the district's 0-4 Census population for the prior school year or 150, whichever is greater;
2. Calculate ECFE levy authority, which is limited to the lesser of: 1) the district's tax capacity times a tax rate set by the Department that is the same for all districts to generate a total of \$22.135 million in levy or 2) the district's maximum formula revenue. Note: rates are set to raise levy authority equal to the amounts in the November 2004 forecast, which because of Census estimation adjustments may vary from the statutory target.
3. Calculate the ECFE aid entitlement, which is the difference between maximum formula revenue and levy authority. A district with an ECFE levy equal to its formula revenue does not receive state aid.

Long-Term Fiscal Considerations

Future increases in revenue will be driven by changes in districts' 0-4 Census populations.

Local Government Costs

The bill will slightly increase levies from current law for districts where revenue is limited to ANTC multiplied by the tax rate; districts receiving aid under the revenue formula will see a slight decrease in levy from current law levels.

References/Sources

INITIAL FORMULA REVENUE

<u>Aid Entitlement</u>	<u>Current Law</u>	<u>HF 58</u>	<u>Difference</u>
FY 2005	11,933,671	20,448,506	8,514,835
FY 2006	12,296,015	20,902,241	8,606,226
FY 2007	12,635,368	21,327,960	8,692,592
FY 2008	12,983,072	21,762,590	8,779,518
FY 2009	13,334,252	22,201,565	8,867,313

<u>Levy Authority</u>	<u>Current Law</u>	<u>HF 58</u>	<u>Difference</u>
FY 2005	22,124,921	22,124,734	-187
FY 2006	22,130,092	22,130,393	301
FY 2007	22,135,000	22,135,000	0
FY 2008	22,135,000	22,135,000	0
FY 2009	22,135,000	22,135,000	0

EXCESS FUND BAL ADJUSTMENTS

<u>Aid Entitlement</u>	<u>Current Law</u>	<u>HF 58</u>	<u>Difference</u>
FY 2005	54,634	103,303	48,668
FY 2006	42,911	96,167	53,256
FY 2007	10,350	35,529	25,178
FY 2008	0	0	0
FY 2009	0	0	0

<u>Levy Authority</u>	<u>Current Law</u>	<u>HF 58</u>	<u>Difference</u>
FY 2005	183,145	169,407	-13,738
FY 2006	116,538	116,089	-449
FY 2007	37,740	48,347	10,607
FY 2008	0	0	0
FY 2009	0	0	0

<u>Total Adjustments:</u>	<u>Current Law</u>	<u>HF 58</u>	<u>Difference</u>
FY 2005	237,779	272,709	34,930
FY 2006	159,449	212,256	52,808
FY 2007	48,090	83,876	35,786
FY 2008	0	0	0
FY 2009	0	0	0

NET REVENUE

<u>Aid Entitlement</u>	<u>Current Law</u>	<u>HF 58</u>	<u>Difference</u>
FY 2005	11,879,037	20,345,203	8,466,166
FY 2006	12,253,104	20,806,074	8,552,970
FY 2007	12,625,018	21,292,431	8,667,414
FY 2008	12,983,072	21,762,590	8,779,518
FY 2009	13,334,252	22,201,565	8,867,313

<u>Appropriations</u>	<u>Appropriation Current Law**</u>	<u>Appropriation HF 58**</u>	<u>Difference</u>
FY 2005	13,688,731	20,246,340	6,557,609
FY 2006	12,185,398	20,722,656	8,537,258
FY 2007	12,557,701	21,204,401	8,646,699
FY 2008	12,918,264	21,677,491	8,759,227
FY 2009	13,270,689	22,122,111	8,851,422

**FY2005 appropriations include 20% final payment of FY 2004 entitlements.

<u>Levy Authority</u>	<u>Current Law</u>	<u>HF 58</u>	<u>Difference</u>
FY 2005	21,941,776	21,955,328	13,551
FY 2006	22,013,554	22,014,304	750
FY 2007	22,097,260	22,086,653	-10,607
FY 2008	22,135,000	22,135,000	0
FY 2009	22,135,000	22,135,000	0

Agency Contact Name: DeRemee, Lisa - 651-582-8467
 FN Coord Signature: AUDREY BOMSTAD
 Date: 01/26/05 Phone: 582-8793

EBO Comments

I have reviewed this Fiscal Note for accuracy and content.

EBO Signature: LISA MUELLER
 Date: 01/27/05 Phone: 296-6661

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and Fiscal Analysis**

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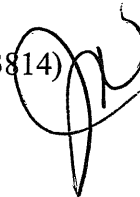
State of Minnesota

**S.F. No. 949 - Early Childhood Family Education
Programs Funding Restoration**

Author: Senator Becky Lourey

Prepared by: Joan White, Senate Counsel (651/296-3814)

Date: February 21, 2005



Section 1 continues the revenue to school districts for early childhood family education programs at \$120 instead of reducing the revenue to \$96. This section is effective the day following final enactment for fiscal year 2005.

Section 2 increases the aid for early childhood family education.

Section 3 appropriates the funding for early childhood family education aid for 2006 and 2007. This section is effective for revenue for fiscal year 2006.

JW:rdr

Senators Hottinger, Kierlin, Scheid and Pappas introduced--
S.F. No. 673: Referred to the Committee on Finance.

1 A bill for an act
2 relating to education; restoring funding for early
3 childhood education programs; appropriating money;
4 amending Minnesota Statutes 2004, sections 124D.135,
5 subdivision 1; 124D.20, subdivision 3.

6 BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF MINNESOTA:

7 Section 1. Minnesota Statutes 2004, section 124D.135,
8 subdivision 1, is amended to read:

9 Subdivision 1. [REVENUE.] The revenue for early childhood
10 family education programs for a school district equals \$120 for
11 ~~fiscal years 2003 and 2004 and \$96~~ for fiscal year 2005 2006 and
12 later, times the greater of:

- 13 (1) 150; or
- 14 (2) the number of people under five years of age residing
15 in the district on October 1 of the previous school year.

16 Sec. 2. Minnesota Statutes 2004, section 124D.20,
17 subdivision 3, is amended to read:

18 Subd. 3. [GENERAL COMMUNITY EDUCATION REVENUE.] The
19 general community education revenue for a district equals \$5.95
20 for fiscal year ~~2003 and 2004 and \$5.23 for fiscal year 2005~~
21 2006 and later, times the greater of 1,335 or the population of
22 the district. The population of the district is determined
23 according to section 275.14.

24 Sec. 3. [APPROPRIATION.]

25 Subdivision 1. [DEPARTMENT OF EDUCATION.] The sums

1 indicated in this section are appropriated from the general fund
2 to the Department of Education for the fiscal years designated.

3 Subd. 2. [COMMUNITY EDUCATION AID.] For community
4 education aid under Minnesota Statutes, section 124D.20:

5 \$3,391,000 2006

6 \$3,143,000 2007

7 The 2006 appropriation includes \$509,000 for 2005 and
8 \$2,882,000 for 2006.

9 The 2007 appropriation includes \$720,000 for 2006 and
10 \$2,423,000 for 2007.

11 Subd. 3. [SCHOOL READINESS.] For revenue for school
12 readiness programs under Minnesota Statutes, sections 124D.15
13 and 124D.16:

14 \$10,684,000 2006

15 \$11,093,000 2007

16 The 2006 appropriation includes \$1,813,000 for 2005 and
17 \$8,871,000 for 2006.

18 The 2007 appropriation includes \$2,217,000 for 2006 and
19 \$8,876,000 for 2007.

20 Subd. 4. [EARLY CHILDHOOD FAMILY EDUCATION AID.] For early
21 childhood family education aid under Minnesota Statutes, section
22 124D.135:

23 \$19,092,000 2006

24 \$21,241,000 2007

25 The 2006 appropriation includes \$2,612,000 for 2005 and
26 \$16,480,000 for 2006.

27 The 2007 appropriation includes \$4,120,000 for 2006 and
28 \$17,121,000 for 2007.

29 Subd. 5. [HEAD START PROGRAM.] For Head Start programs
30 under Minnesota Statutes, section 119A.52:

31 \$18,375,000 2006

32 \$18,375,000 2007

Fiscal Note – 2005-06 Session

Bill #: S0673-0 **Complete Date:** 02/17/05

Chief Author: HOTTINGER, JOHN

Title: RESTORE ECFE & COMMUNITY ED FUNDING

Fiscal Impact	Yes	No
State	X	
Local	X	
Fee/Departmental Earnings		X
Tax Revenue		X

Agency Name: Education Department

This table reflects fiscal impact to state government. Local government impact is reflected in the narrative only.

Dollars (in thousands)	FY05	FY06	FY07	FY08	FY09
Expenditures					
General Fund		11,002	12,697	12,742	12,842
Less Agency Can Absorb					
-- No Impact --					
Net Expenditures					
General Fund		11,002	12,697	12,742	12,842
Revenues					
-- No Impact --					
Net Cost <Savings>					
General Fund		11,002	12,697	12,742	12,842
Total Cost <Savings> to the State		11,002	12,697	12,742	12,842

	FY05	FY06	FY07	FY08	FY09
Full Time Equivalents					
-- No Impact --					
Total FTE					

Bill Description

S.F. 673 restores reductions in the formula rates for ECFE and General Community Education revenue effective for fiscal year 2006. The bill also increases appropriations for School Readiness Program aid entitlements and state Head Start grants.

The ECFE formula revenue rate was reduced in FY 2005 by 20%, from \$120 to \$96. This bill would increase FY 2006 state aid entitlements but not the amount of revenue raised from local levy, which is fixed by statute at \$22.135 million per year. While the amount of levy revenue raised statewide would remain the same, individual districts' levies would change—declining except in those cases where a districts' ANTC times the tax rate exceeds its revenue allowance under the current formula rate of \$96. The levy adjustments would be made in the certify 2005 pay 2006 levy cycle.

The Basic Community Education formula rate was reduced from \$5.95 to \$5.23 in FY 2005. The rate increase would increase both aid entitlements and levy authority statewide and require levy adjustments in the certify 2005 pay 2006 levy cycle.

Assumptions

- November 2004 Forecast parameters for:
 - ECFE and Community Education formula revenue estimates, including ANTCs, 0-4 Census and Adjusted 2000 Census populations
 - ECFE, and Community Education excess fund balance adjustments.
- The School Readiness appropriation amounts in the bill are calculated on an 80% current, 20% final payment basis.

Expenditure and/or Revenue Formula

ECFE -

- Calculate ECFE formula revenue of \$120 times the district's 0-4 Census population for the prior school year or 150, whichever is greater;
- Calculate ECFE levy authority, which is limited to the lesser of: 1) the district's tax capacity times a tax rate set by the Department that is the same for all districts to generate a total of \$22.135 million in levy or 2) the district's maximum formula revenue. Note: rates are set to raise levy authority equal to the amounts in the November 2004 forecast, which because of Census estimation adjustments may vary from the statutory target.
- Calculate the ECFE aid entitlement, which is the difference between maximum formula revenue and levy authority. A district with an ECFE levy equal to its formula revenue does not receive state aid.
- The tax rate for FY 2006 levy revenue is changed from 0.4852% to 0.468552% times 2003 ANTCs. This will change individual districts' levies, but not the total amount of revenue generated from local levies.

Community Education

- Calculate Community Education revenue, which is the sum of:
 - a. \$5.95 times the 2000 Census population or 1,335, whichever is greater;
 - b. \$1.00 per resident (population floor of 1,335) for districts with a Youth Service Program;
 - c. \$1.85 per resident up to 10,000 population and \$0.43 per resident above 10,000 population for districts with an After School Program.
- Calculate levy authority equal to the lesser of 0.985% times ANTC or Community Education revenue.
- Calculate Community Education aid entitlement, which is the difference between formula revenue and levy authority.

School Readiness

- Appropriation amounts in the bill (computed on an 80/20 basis) are converted to a 100% entitlement basis.
- Appropriations are re-calculated from the imputed entitlements on an 81.9 / 18.1 basis.
- The increase in cost is the difference between November 2004 forecast expenditures and the annual appropriations shown in the bill.

Head Start

- Increase in cost is the difference between November 2004 forecast expenditures and the annual appropriations in the bill.

SF 673 - Total Increase in Appropriations 81.9% Current -18.1% Final Payment Basis (\$1,000s)

<u>Appropriation</u>	<u>ECFE</u>	<u>Community Ed</u>	<u>School Readiness</u>	<u>Head Start</u>	<u>Total</u>
FY 2006	7,006	883	1,838	1,275	11,002
FY 2007	8,647	769	2,006	1,275	12,697
FY 2008	8,760	707	2,000	1,275	12,742
FY 2009	8,852	715	2,000	1,275	12,842

Long-Term Fiscal Considerations

The increase in the formula rate for ECFE will permanently increase program revenue and state aid but not state total property tax levies—assuming no change in the statutory levy revenue target of \$22.135.

The increase in the Basic Community Education formula rate will increase program revenue state aid and state total property tax levies. Given rising ANTC values and the program's fixed tax rate of 0.985 %, the state aid share of revenue will decline over time, and local property taxes will provide an increasing portion of total revenue.

School Readiness aid and Head Start grants have fixed appropriations and will not change over time absent action by the legislature.

Local Government Costs

The change in the tax rate for computing FY 2006 ECFE levy authority will cause some levy adjustments among districts, both up and down.

The increase in the Basic Community Education formula rate will increase local property taxes.

No local government costs are associated with the School Readiness aid and Head Start grant increases.

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FN Coord Signature: AUDREY BOMSTAD
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EBO Comments

I have reviewed this Fiscal Note for accuracy and content.

EBO Signature: LISA MUELLER
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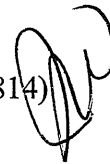
State of Minnesota

**S.F. No. 673 - Early Childhood Family Education
Programs Funding Restoration**

Author: Senator John Hottinger

Prepared by: Joan White, Senate Counsel (651/296-3814)

Date: February 21, 2005



Section 1 continues the revenue to school districts for early childhood education at \$120 instead of reducing the revenue to \$96.

Section 2 continues the revenue for districts for general community education at \$5.95 instead of reducing the revenue to \$5.23.

Section 3 appropriates money for community education aid, school readiness, early childhood family education aid, and the head start program.

JW:rd



Twin Cities International Elementary School
Minnesota International Middle School
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612.821.6477

Dear Parents,

I am writing this letter in regards to one of my students, Ikraan. She is an exceptional student and is very intelligent. Ikraan is reading many books. Ikraan can sound out most words that are given to her and she can remember those words after a few times of seeing them.

Ikraan also knows her numbers up to 100. She can put the numbers in order when given to her randomly.

She is also very helpful in the class and likes to help anyone who needs it. She is very careful about her work and enjoys doing whatever is asked of her. Ikraan has a wonderful personality that allows her to get along with most everyone in the class.

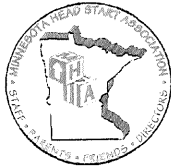
It is a great pleasure to work with a student like Ikraan. She is a fabulous student and a great child.

It is to my understanding that Ikraan had attended Head Start for 3 years prior to attending kindergarten. She has come into the classroom very well prepared for school and with much knowledge.

Sincerely,

Ms. Georgeanna

Ms. Georgeanna



MINNESOTA HEAD START FACTS 1999-2004

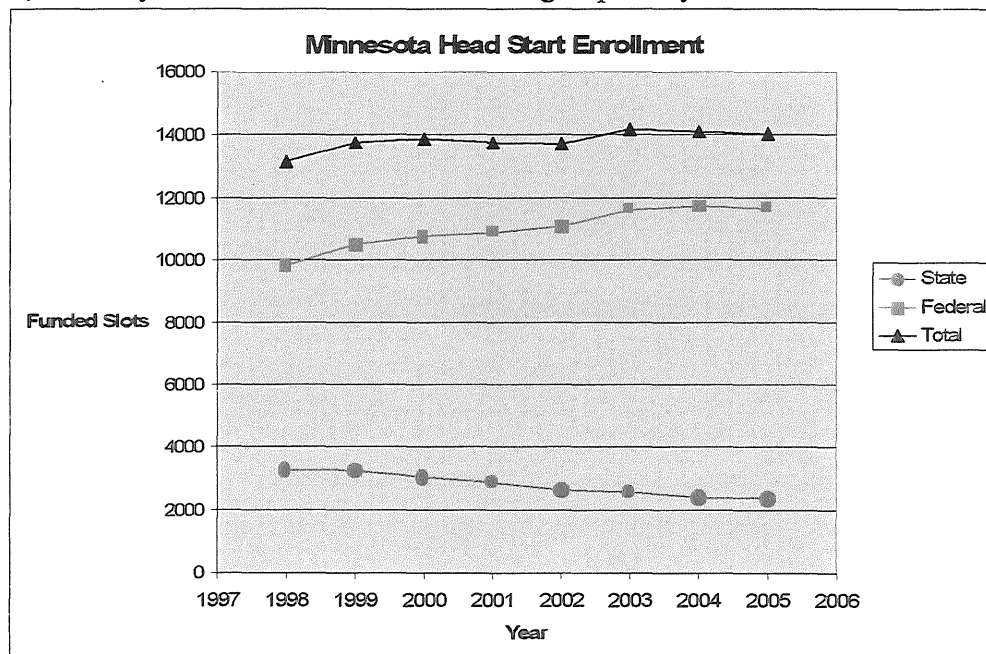
Head Start is a child and family development program, helping low-income families become self-reliant while also helping prepare their children for school success. Research supports that childhood poverty is the single greatest deterrent to school readiness. Head Start and Early Head Start services (referred to throughout as Head Start) target families with preschoolers (ages 0-5) whose incomes are below the federal poverty guidelines, which represented an annual income of less than \$18,850 for a family of 4 in 2004.

CHILDHOOD POVERTY IN MINNESOTA: 1999-2004

- 34,352 Children under 5 lived in households with incomes at or below poverty in 1999, based on the 2000 Census, which continues to be the current benchmark for child poverty.

MINNESOTA ENROLLMENT IN HEAD START: 1999-2004

- In 1999, 40% of children under 5 living in poverty were served by MN Head Start.
- In 2004, still only 41% of children under 5 living in poverty receive Head Start services



MINNESOTA HEAD START STAFF QUALIFICATIONS: 1999-2004

- In 1999 85% of Head Start teachers had a degree or Child Development Credential.
- In 2004, 97% of Head Start teachers have a degree or Child Development Credential, of which 55% of teachers have a BA. or BS. Degree or higher and 17% have an AA Degree.

For more information contact:
Minnesota Head Start Association, Inc.
Gayle Kelly, Executive Director
(218) 728-1091/Fax (218) 728-0083
Mfacnick@cpinternet.com

ACHIEVING SCHOOL READINESS THROUGH A COMPREHENSIVE APPROACH: 2004

All Head Start and Early Head Start programs provide family-centered services in accordance with comprehensive Federal Performance Standards. These standards are a set of research-based, mandatory regulations that ensure the goals of Head Start are implemented and monitored successfully. These standards ensure Head Start produces outcomes in the following areas:

Language and Literacy Outcomes

- Since 1999, all Head Start programs implement a research-based early education curriculum and an ongoing child assessment process.
- In 2004, all enrolled children were regularly assessed (3 times per year) in the areas of language development, literacy, mathematics, science, creative arts, social/emotional development, approaches to learning and physical health.
- In addition, 4 year olds enrollees participated in the National Reporting System, a progress assessment tool administered in the Fall of 2003 and Spring of 2004. (A summary of MN results is expected soon).

Physical Health Outcomes

- In 2004, 14,857 enrolled children (87%) completed all medical screenings.
- In 2004, 15,486 enrolled children (91%) had up-to-date immunizations
- In 2004, 10,457 enrolled children (62%) completed a dental examination.

Social/Emotional Outcomes

- In 2004, all Head Start programs reported having mental health curriculum and practices in place for prevention, screening and referral.
- In 2004, 13,741 enrolled children (81%) were screened for developmental, sensory and behavioral concerns.
- In 2004, staff conferred with mental health consultants about 1,699 children (10% of enrollees) and referred 284 children for mental health services.

Family and Community Partnerships Outcomes

- In 2004, 13,776 families (90%) participated in family goal setting and worked with staff to achieve these goals.
- In 2004, 15,324 parents volunteered in Minnesota Head Start programs.
- In 2004, 4,056 fathers (26%) engaged in regularly scheduled father involvement activities.
- In 2004, Head Start employed 1,001 staff (30%) who are current or former Head Start parents.
- In 2004, programs provided Head Start services in partnered with 243 Family Child Care Providers.
- In 2004, Head Start programs had formal agreements with 327 school districts to coordinate transition services for children and families.

For more information contact:
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Minnesota Head Start Works!

2004 Outcomes Report



A COMPREHENSIVE APPROACH TO SCHOOL READINESS

“For every \$1 spent on quality early education like Head Start, targeting children from low-income families, there is a \$7 return on investment in crime prevention, teenage pregnancies, higher school achievement, and reduced need for special education services.”

– C. Farrell, *The Best Investment: America’s Kids*

About MN Head Start

Minnesota Head Start programs help low-income families break the cycle of poverty by improving the health, social competence, and school readiness of young children, and by promoting economic self-sufficiency for parents.

Head Start provides comprehensive, individualized programs of education, parent involvement, health, nutrition, and social services, all of which are coordinated with community-based service systems.

School Success

Head Start prepares low-income children to enter kindergarten confidently with the social, physical, emotional, and cognitive skills and competencies necessary for success in school.

Minnesota ranks 2nd lowest among states in the percentage of children living in poverty. Approximately 1 in 10 children live in poverty.

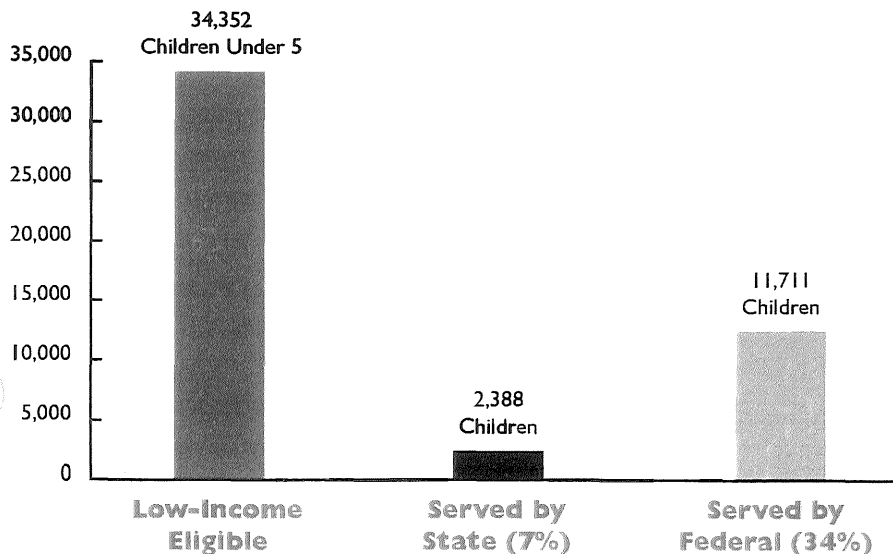
– MN Children’s Defense Fund

Why Comprehensive Services?

“Think about what goes into literacy. Yes, it involves mastery of the alphabet, phonemes, and other basic word skills. But a prerequisite to achieving mastery is good physical health. The child who is frequently absent from school because of illness, or who has vision or hearing problems, will have a difficult time learning to read. So will children who suffer emotional troubles such as depression, attention deficits or post-traumatic disorders. ...Phonetic instruction by the most qualified teacher will do little for a child who suffers from hunger, abuse, or a sense of inferiority.”

– Edward Zigler, Ph.D.
Co-Founder, Head Start

Minnesota’s Unmet Need for Head Start in 2004



Inside...Find Out About Head Start’s Comprehensive Approach to School Readiness

- > Language and Literacy Outcomes
- > Family Self Sufficiency
- > Physical Health Outcomes
- > Social/Emotional Outcomes
- > Community Partnerships
- > Parent Involvement
- > Early Head Start
- > MN Head Start Facts



A COMPREHENSIVE APPROACH TO SCHOOL READINESS

Comprehensive Services Are Key To Head Start Success

Language and Literacy To meet legislative mandates for child outcomes in language and literacy, all Head Start programs implement a developmentally appropriate curriculum and ongoing child assessment process corresponding to the Head Start Child Outcomes Framework. The Framework's 8 general Domains, 27 Domain Elements, and 100 examples of specific indicators of children's skills, abilities, knowledge, and behaviors are the building blocks important to school success.

8 Domains		Critical Learning Elements	
Language Development	Listening and Understanding	Speaking and Communicating	
Literacy	Book Knowledge and Appreciation Early Writing	Print Awareness and Concepts Alphabet Knowledge	Phonological Awareness
Mathematics	Number and Operations	Geometry and Spatial Sense	Patterns and Measurement
Science	Scientific Skills and Methods	Scientific Knowledge	
Creative Arts	Music Dramatic Play	Art	Movement
Social and Emotional Development	Self Concept Social Relationships	Self Control Cooperation	Knowledge of Families and Communities
Approaches to Learning	Initiative & Curiosity	Engagement & Persistence	Reasoning & Problem Solving
Physical Health	Fine Motor Skills	Gross Motor Skills	Health Status

Physical Health

Low-income children are twice as likely to have fair or poor health compared to their more affluent peers. Head Start programs are legislatively mandated to provide health and developmental screenings within 45 days of enrollment.

Dental Health - Oral Hygiene

Low-income children receive significantly fewer dental check-ups. Head Start is legislatively mandated to help parents find a dental home and make sure children receive needed preventative care and oral health treatment.

Partnering With Parents - Family Self Sufficiency

Head Start is a child and family development program. Head Start professionals work with parents to break the cycle of poverty. Upon enrollment into Head Start, parents are strongly encouraged to complete an Individual Family Partnership Agreement (IFPA). The IFPA process is a parent partnering process. Along with Head Start Family Services professionals, parents identify family strengths, goals, and areas in which assistance is needed. Parents document goals for reaching self-sufficiency for themselves and their families and receive support for Head Start in reaching those goals.

Community Partnerships

Head Start programs have strong community partners throughout the State of Minnesota to realize positive outcomes for poor children and families. MN Head Start partners with school-based programs; health, dental, nutrition, and mental health providers; family social services and housing services; educational institutions and job trainers; neighborhood and cultural organizations; community experts in program evaluation and planning; and other child care services to provide full-day and/or full-year programming.

Early Childhood Family Education

MINNESOTA COMMUNITY EDUCATION 2004

ECFE: A Resource for Families

Helping Children and Parents Prepare for Academic Success

Early Childhood Family Education (ECFE) is a resource for all Minnesota families with children from birth to kindergarten, emphasizing the role of parents as their child's first and most influential teacher. Research on early brain development, parent/child relationships, child development and child guidance techniques are the basis for parent education and information.

ECFE provides children and parents a variety of program options that increase parents' knowledge of child development and improves their everyday parenting skills, while children participate in early learning activities that encourage their early development skills.

- ECFE serves two populations of learners: the parent and the child. Serving children and parents at the same time is efficient and provides education for the whole family.
- ECFE is often the first introduction families have to their local public school system.
- Research in 2003 by Marsha Mueller and the University of Minnesota Center for Survey Research found that parents who participated in ECFE showed higher levels of involvement in their child's education, the school district and community.
- "The more families support their children's learning and educational progress, the more children tend to do well in school and continue their education." —*Henderson & Mapp, 2002*
- In *From Neurons to Neighborhoods: The Science of Early Childhood Development*, the authors highlight the importance of early life experiences and the highly interactive nature of genetics and environment. Early relationships are critical to the development of the brain and the unfolding of human behavior. It is important to ensure the availability of high quality programs to support parents and children during this critical period of development. —*National Academies Press, 2000*

ECFE helps prepare children and parents for the transition to Kindergarten, so they are better prepared to meet the expectations set out in Kindergarten.

ECFE Offers...

Examples of what ECFE offers:

- Daytime, Evening & Saturday classes
- Family Literacy programs
- Collaboration with other early education programs like childcare, Head Start and Early Childhood Special Education
- Dad's Classes
- Teen Parent Programs
- Single Parent Classes
- Infant programming
- Home visits
- Classes at hospitals for new parents
- Parenting education for court ordered parents



ONE PARENT'S STORY

"ECFE has changed my life, thus changing the lives of my children. I was physically and sexually abused as a child. As a pregnant woman anticipating parenthood, I knew in my heart what not to do to a child. The biggest hurdle I faced was what TO do.

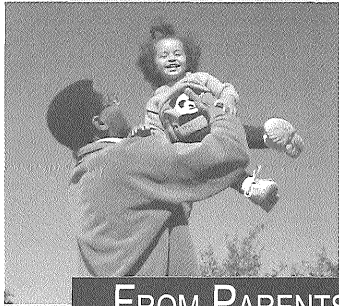
The classes offered to expectant parents at the hospital taught me how to hold, bathe and feed a baby. But the knowledge I learned at ECFE taught me how to be a responsible, patient, kind, enduring, giving mother to my 9-month-old son.

We, as a society, do not teach parenting skills, except possibly the physical needs, to young people who will become our society's adults and leaders.

Any man or woman can have a child, but there needs to be parent education about children's behavior and emotions for that man and woman to produce a stable, responsible, full adult."



Early Childhood Family Education

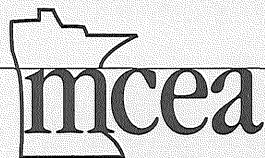


FROM PARENTS

"My wife thought I didn't have much involvement in our children. Talking to other fathers gives me good ideas about what they deal with. It's great to communicate with other fathers about being a father. When in group or around other peoples' kids helps me understand their kids also. The class shows the importance of a parent in a child's life."

"I'm a young parent but coming to these classes I never feel that way. I always feel welcome and get so much advice."

"Being from a family of not-the-greatest child rearing skills where hitting was the only option, I was able to learn MANY tools (in ECFE) to help me in stressful situations."



Minnesota Community Education Association
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Community Education serves people in communities throughout Minnesota ages birth through senior adults. For more information on Adult Enrichment, Early Childhood, Youth Programs, Adult Basic Education, or other programs, contact your local Community Education director or the Minnesota Community Education Association web site at www.mn-mcea.org.

ECFE Facts for School Year 2002-03

Minnesota Department of Education — 2002-2003

- Over 314,000 parents and children participated in ECFE programs — more than any other statewide early childhood program in Minnesota.
- 43% of all Minnesota children ages birth to kindergarten were served in ECFE programs in 2002-2003.
- ECFE class fees are based on a sliding fee scale so all families are able to participate.
- More than 21,000 home visits were conducted in collaboration with other agencies.
- ECFE is available to Minnesota families in every school district and four tribal schools.
- Over 11,000 families were referred to ECFE by human service agencies, medical personnel and the judicial system.

The Value of Parenting Educating and Early Childhood Programs

"The evidence is consistent, positive and convincing: families have a major influence on their children's achievement in school and through life." —*From A New Wave of Evidence: The Impact of School, Family and Community Connections on Student Achievement*

A recent report by Art Rolnick, economist at the Minneapolis Federal Reserve Bank, found a 12% return to the public for every dollar spent on quality early childhood development programs. He points out how the public saves money from reduced crime, less need for special education and great economic gains later in life. —*Early Childhood Development: Economic Development with a High Public Return, March 2003*

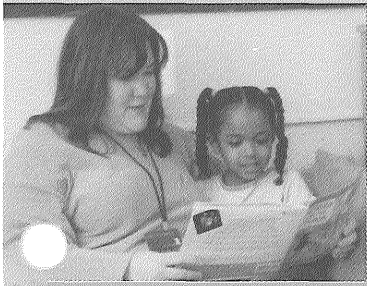
"Early Childhood Education appears to offer greater potential returns and substantially less risk than other development projects, and should be included by state and local leaders as a component of their economic development policy toolkit. CED encourages local development policy makers to view early education as a development tool and appreciate its lasting benefits. It is time that early education is implemented with the same energy, urgency, and funding that is currently being applied to other, less-promising, development projects." —*Committee for Economic Development, Washington, D.C., 2004*

"CRITICAL BUILDING BLOCKS FOR A CHILD'S FUTURE INCLUDE A HEALTHY, NURTURED START IN LIFE AND EARLY SUCCESS AS LEARNERS.

ASSURING CHILDREN'S POSITIVE DEVELOPMENT REQUIRES A COMPREHENSIVE APPROACH THAT BOTH FAMILY AND CHILD-CENTERED."

—EWING MARION KAUFFMAN FOUNDATION

School Readiness Programs



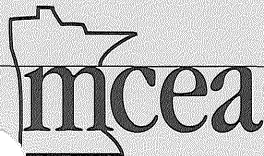
SCHOOL READINESS: MAKING AN IMPACT

Hawa is a single parent with four children, ages seven, five, one and a newborn. As a refugee from Somalia, she came to the United States to have a better life for her children.

Hawa registered her daughter in the School Readiness class in her area and feels that the program has made a difference in her family's life. Hawa stated, "I thought that the school was the only place that could educate my children, and that my input would not be counted because I am just a parent. Now I know how important my role is." When her daughter attended the School Readiness Program, the staff invited Hawa to visit the classroom and participate in her child's experience.

Hawa learned about the importance of reading to her children, how children learn through play, visiting the library, communicating with teachers, attending family events and making the transition to Kindergarten.

Hawa expresses, "I had a dream and vision for my children . . . and the School Readiness Program led the way toward helping me help my children. Mhadsanid School Readiness Program!" (Thank you, School Readiness Program!)



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New Poll of Kindergarten Teachers Shows Kids Without Pre-K Are Unprepared for School

Law Enforcement Group Calls for More Federal Investment in Pre-K to Cut Crime

A national poll of kindergarten teachers found that children who had not had access to pre-kindergarten programs were substantially less prepared to succeed in school than those who attended pre-kindergarten. Eighty-six percent of the teachers said poorly prepared students in the classroom negatively affect the progress of all children, even the best prepared.

Nine out of ten teachers agreed that "substantially more" children would succeed in school if all families had access to quality pre-kindergarten programs. The agreement rate rose to nearly 100 percent among teachers with mostly poor, minority children in their classes.

The poll is the first national survey in more than a decade to solicit kindergarten teachers' opinions on the value of pre-kindergarten. Fight Crime: Invest in Kids, a national anti-crime organization of more than 2,000 police chiefs, sheriffs, prosecutors and victims of violence released the poll in August of 2004.

National law enforcement leaders called for increased federal and state funding to expand access to pre-kindergarten and cited research showing that high quality pre-kindergarten programs help children do better in school and cut future crime and violence.

— Press Release from Fight Crime: Invest in Kids National Kindergarten Teacher Survey, Mason-Dixon Polling and Research, 2004

Using Resources Efficiently...

School Readiness programs build on existing resources in each community, making sure all children have access to early learning opportunities. Program success is linked to collaboration with other agencies in providing services to children and may include sharing classroom space, staff training opportunities, materials and other resources. School Readiness partners include:

Early Childhood Special Education

Head Start

Early Childhood Family Education

Community Preschools

Home and Center-Based Child Care Providers

Kindergarten

County Health and Human Services Agencies

Adult Basic Education (Family Literacy)

Childcare Resource and Referral

Interagency Early Intervention Committees

Early Childhood Screening

Required Before a Child Enters Kindergarten

Early Childhood Screening is a general check of how a child is doing at 3 1/2 or 4 years old.

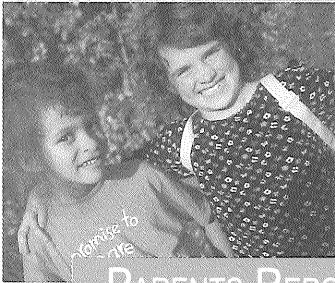
Screening identifies possible health or learning concerns early, so that children can get help before starting school. During the Early Childhood Screening, well-qualified staff, such as a school or public health nurse or licensed teacher will check a child's:

- Vision
- Hearing
- Overall physical growth
- Immunization status
- Skills in thinking, communication, language
- Social and emotional development
- Large and small muscle development

According to the Minnesota Department of Education, 57,930 children were screened by school districts in the 2002-2003 school year. Through the screening process 18,326 new potential problems were identified and the children referred to other service providers.

School Readiness Programs

MINNESOTA COMMUNITY EDUCATION 2004



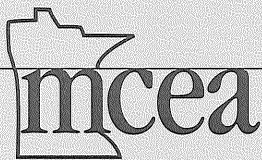
PARENTS REPORT

"I feel a need to mention that preschool created a hunger for learning that wasn't present before. A sign is no longer just a sign, it's a square or a circle, it's red or it's yellow. She is constantly repeating or pointing out things she has learned. Although not always easy for her (sometimes there was difficulty with separation), preschool has been a wonderful experience for her."

"Excellent program! Wonderful preparation for kindergarten!"

From an English Language Learner parent:

"What I like about preschool is that it prepare the child for regular school very much and the kids have lots of activities going on here to the point that they don't want to leave school."



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Preparing Children for Kindergarten

School Readiness is a Minnesota public school program for 3 1/2 and 4-year-old children and their families. School Readiness provides children with various opportunities to participate in early childhood programs that help them start kindergarten with the skills and behaviors needed for them to progress and flourish.

School Readiness matches a wide variety of services with the needs of participating children. Local programs strengthen and build upon existing services and resources to meet the health, nutrition, education, and social service needs of children in order to enhance their learning, development, and future success in school.

School Readiness Facts for School Year 2002-03

- 38,063 children participated in a variety of School Readiness opportunities
- 41,752 parents were involved with their children in School Readiness Programs
- 5,251 children with special needs participated in School Readiness Programs
- 19,740 referrals were made to and from School Readiness to other health, education and social services programs
- 5,795 home visits were conducted for children and parents
- 2,552 interpreters assisted in providing School Readiness services

— Minnesota Department of Education, 2003

Supporting Research*

- Kindergarten teachers rated 95% of children who had attended School Readiness Programs as doing well or making adequate adjustment to Kindergarten.
— M. Mueller and the MN Department of Education, Fall 2000
- Model early childhood programs that deliver carefully designed interventions with well-defined objectives and that include well-designed evaluations have been shown to influence the developmental trajectories of children whose life course is threatened by socioeconomic disadvantage, family disruption, and diagnosed disabilities.
— *Neurons to Neighborhoods: The Science of Early Childhood Development*
- "Results consistently show that high quality early childhood programs help kids enter kindergarten with the skills they need to learn and that those children continue to be successful in school and ultimately become contributing members of society."
— Art Rolnick, Director of Research and Public Affairs, Minneapolis Federal Reserve Bank
- "Several decades of research clearly demonstrate that high-quality, developmentally appropriate early childhood programs produce short- and long-term positive effects on children's cognitive and social development."
— National Association for the Education of Young Children, 2000

* Links to these and other studies can be found at www.mn-mcea.org

Minneapolis Public Schools Community Education Youth Programs *Achieving Results Through Learning and Partnering*

Youth Programs Change Lives

Youth development research indicates the many benefits associated with providing quality programs. First, programs benefit youth by supporting their brain development, which continues at a rapid rate through adolescence. Second, these programs give youth the exposure they need to a wide range of experiences which help shape who they become in adulthood and they give them real experiences in making appropriate decisions. Third, the community benefits because youth who participate in quality programs are more likely to be active citizens by contributing back to their community. These are all measurable benefits. National research confirms that youth programs also change lives by:

- **Increased academic achievement and greater engagement in learning.** (*US Dept of Education, Mid-continent Research for Education & Learning*)
- **Increased school attendance.** (*National Institute on Out of School Time, US Dept of Education*)
- **Better emotional adjustment and connection to school and community.** (*Search Institute, National Research Council and Institute of Medicine*)

On the pages that follow are brief overviews of various MPS Community Education programs and a sampling of the results that these programs have had on young people who participated in them.



Through Community Education after school programs, children like Lia, Daeja, and Mariela learn and grow together. They also form new friendships and strengthen relationships with peers and their adult teachers and mentors. Programs run year-round and include academics, service learning, enrichment, leadership training, arts, and recreation.

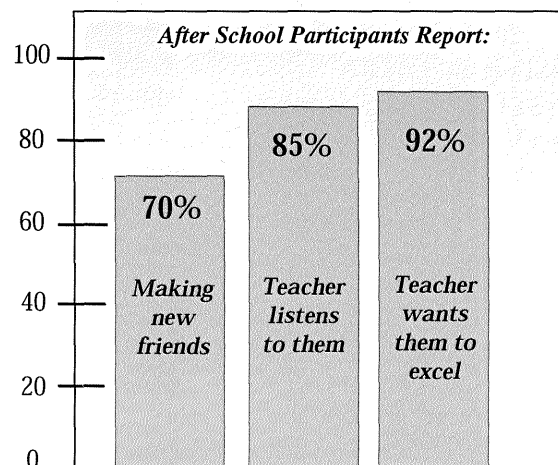
After School Programs for Youth

Community Education provides a secure environment where young people can learn new skills, explore new interests, and make new friends. Some programs are academic; some foster an interest in the arts; and others promote healthy lifestyles. All infuse fun:

*Peer Mentoring
Beginning Spanish
Computer Classes
Math
Reading
Chess
Bookmaking
Somali Club
Hoops n' Homework*

**Programs : 22
Youth served: 42,000**

Result: Strengthening Relationships Between Students and Adults



Source: Children's Survey, 2002-03 After School Program

Community Education Learning Centers



Marian works intently on a biology project in her after school class at Whittier Community School for the Arts. This class encourages girls to explore math and science and to gain confidence through hands-on projects that are both fun and educational.

Community Education Learning Centers serve students and their families with programs that support academics, enrichment, personal development, and community service. Programs are located in schools where many students' families are experiencing high levels of poverty and many recent immigrants are attending. Funded in part by U.S. Dept. of Education.

Programs: 7
Youth served: 2151

AmeriCorps/Youthworks



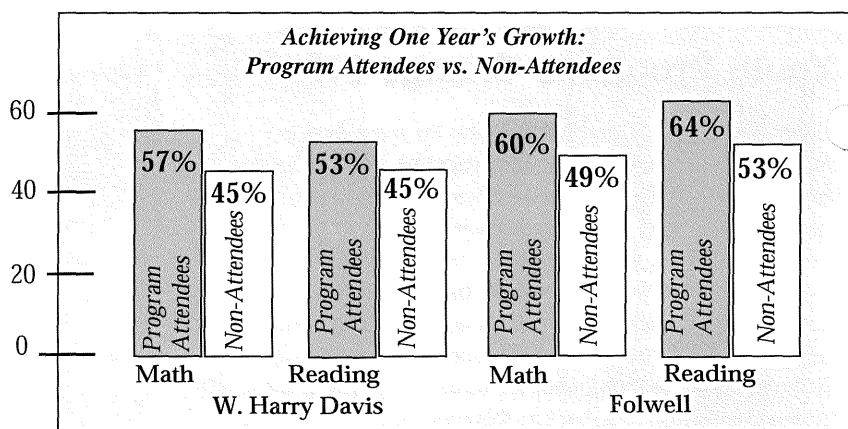
City of Lakes AmeriCorps Member Alicia Smith works with Esdra on his math and reading homework at Andersen Elementary.

The AmeriCorps Program is considered the domestic Peace Corps. AmeriCorps members commit to a year of service in their communities. They work in classrooms during the school day and lead activities in after school programs. Funded in part by the Corporation for National Service and Minnesota YouthWorks.

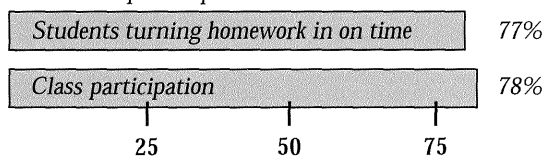
Students tutored: 201
Students served in after school activities: 624

Result: Supporting School Success

Community Education staff partner with schools and community organizations to offer programs that extend learning opportunities beyond the K-12 school day.



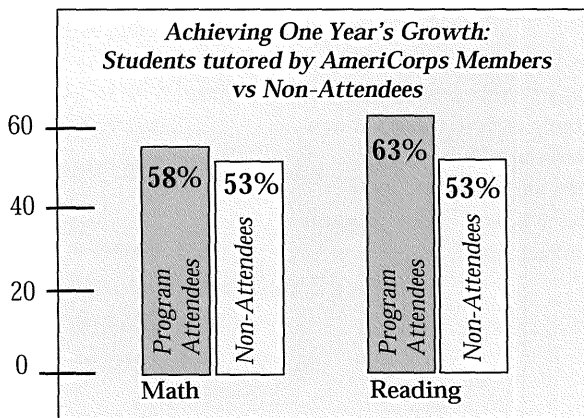
Teachers Report Improvement in



12 Extra Days School attendance

Students who participate in Learning Center programs attend school an average of 12 days more than those who do not.

Sources: 21st Century Learning Centers, 2002-03



Source: City of Lakes AmeriCorps, 2003-04

Youth Service/ Service Learning



Jake and Abdi joined the Pratt School and Southeast community members in cleaning up the school, playground and garden on Earth Day, 2004.

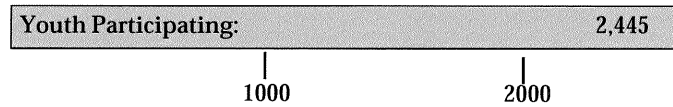
Youth Service programs engage young people in service in their schools or the greater community. Service learning is teaching and learning that combines academic work with service to the community.

Programs: 31
Youth participating: 2,445

Result: Connecting Youth and Community

Community Education programs work with young people to identify important school and community issues, and then find ways to address them.

Schools Participating in Youth Service Activities: 31

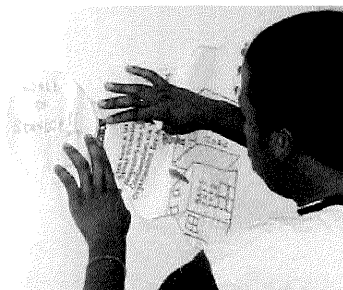


Examples of Youth Service Activities:

- Held Carnival Fundraiser for Charity
- Served Meal at Homeless Shelter
- Visited Seniors
- Created Mural to Celebrate Diversity
- Designed Garden
- Help Build a Home with Habitat for Humanity
- Planted Trees at School
- Tutored Younger Students
- Conducted a Food Drive
- Wrote Letters to Troops
- Visited Childrens Hospital

Source: Minneapolis Community Education, 2003-04

Developing Leaders



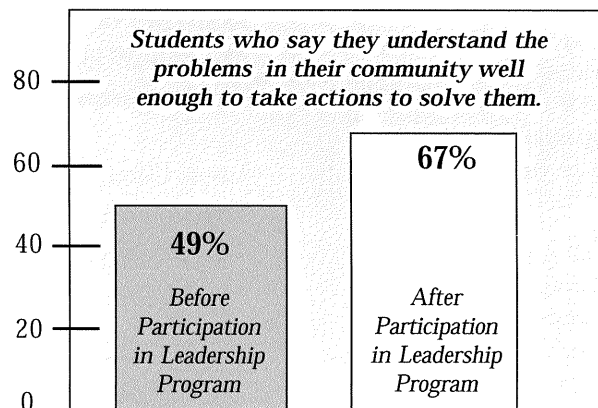
A student creates a "community map" as part of a leadership project at North High. Students learn how to work together to uncover the causes and effects of community issues and then develop service projects to address them.

Community Education staff work to engage young people in being leaders, learners, teachers, and involved citizens through training, youth employment, and councils.

Programs: 28
Youth served: 1,216

Result: Building Leadership Skills

Youth learn they can take action to solve community concerns by developing valuable skills such as building teams, conducting research, and thinking critically.



Source: Community Education Leadership Training (PYLI) Survey

School Age Child Care



Katie McCreary shows her mother, Cindy, and her brother, Dylan, the projects that she worked on at the Minneapolis Kids School Age Child Care program, including finishing her homework and an art project.

Minneapolis Kids provides childcare for school age children before and after school. Programs support families' work needs, and their children's educational and social development needs.

Number of sites: 16

Number of youth served: 1,400

Summer Programs



Danial views the world through a camera lens at the Green Central Media Arts Camp. He and other students use photography to make a statement about life in their school and community.

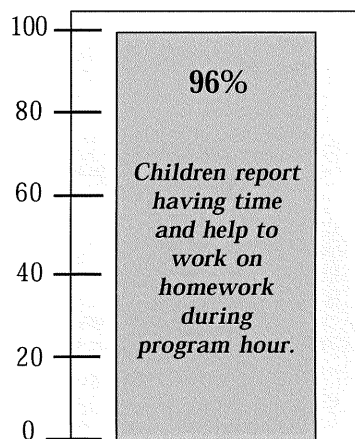
Summer programs allow young people to spend substantial time having fun, making friends, and exploring their interests. Programs include enrichment, leadership development, community service, recreation, and field trips. Staff also infuses reading into activities.

Number of sites: 21

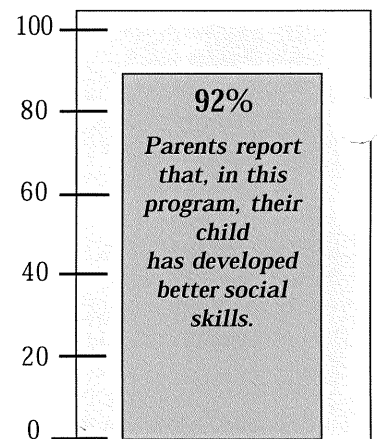
Number of youth served: 5,500

Results: Supporting Families

Community Education works with families to provide programs that support their child's growth, and allow parents to join in program activities.



Source: Minneapolis Kids Participant Survey



Source: Community Education Summer Program Parent Survey

Collaborations are Key

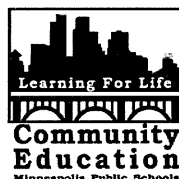
Collaborations are a vital part of delivering youth programming in the Minneapolis Public Schools. Community Education works with over 100 different organizations, including those that serve youth, faith communities, and other governmental jurisdictions to provide young people with a diverse array of after school opportunities.

For More Information, Contact:

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ECFE Parent Information Follow-Up Survey Spring 2002-03

What changes, if any have you noticed in your child or family from participating in ECFE?

1. I have more tools for discipline, and learned a lot of tips on many topics
2. Less Stress for me, Evans learning to interact better with children.
3. My child is able to interact better with children.
4. His speech has improved and he's learned lots of songs.
5. My child has learned to separate from me more easily now.
6. My child is a better listener, Learning school structure and rules
7. Knows more letters and can count.
8. My child looks forward to interacting with other children.
9. She is not as shy
10. Confidence, friendship skills.
11. I grew up with parents that spanked for punishment. I would have done the same with my children, but I learned better ways of discipline thru ECFE. ECFE has been a blessing to our family.
12. My child initiates singing more.
13. Learned to separate better.
14. My child has learned wonderful social skills, not so bossy anymore.
15. Improved on separation.
16. My child has learned some great craft activities, and playing better with other children.
17. Cooperation, good sharing habits.
18. There has been a big change in my child, when she first started she was content to just watch, now she goes right in and starts singing along with the songs, and is playing with the other children.
19. Follows directions better.
20. More social.
21. I have learned great discipline skills.
22. More outgoing in a group setting.
23. My child is less anxious.
24. My child's speech has improved.
25. My child has got over stranger anxiety.
26. We have loved getting out of the house and meeting new people, and get great advice.
27. My child wants to do art projects at home now.
28. My child is less shy and more outgoing now.
29. Learning to get along with other children.
30. Has gotten used to a routine.
31. Has learned to share better.
32. More social and able to separate.
33. My child has learned better hand and eye coordination.
34. My child has learned more words, and enjoys gym time.
35. We look forward to spending time together and learning how to be a better family.

What are the main things you, as a parent, have gained from participating in ECFE?

1. I have more tools for discipline.
2. Support Groups, Judy's wisdom, and friendships.
3. Getting to meet other parents, gain new knowledge.
4. It's just nice to sit and chat with other moms, and listen to joys and concerns.
5. Learn from the other parents.
6. Ideas for me as a parent, and ideas for activities to do at home.
7. Interaction with other parents.
8. Good advice.
9. Learned things from the teachers, alternative ways to do things.
10. Realize I am not alone.
11. Perspective from other parents.
12. It's really helped our self-esteem.
13. Have made great friendships.
14. Confidence in my own parenting skills.
15. Helping her get ready for school.
16. Support for the journey.
17. Support.
18. The one on one I get with my child.
19. Learned a lot from other parents.
20. Great advice from the staff, and other parents.
21. Encouragement
22. I have learned so many parenting skills, and am so grateful!!!
23. Support from other stay-at-home moms.
24. More confidence.
25. Discussing issues with other parents.
26. New friendships.
27. Knowing I is not the only parent going through these things.
28. More ideas on things to do with my kids.
29. Advice on parenting.
30. Meeting people.
31. Connection with other parents.
32. Friends.
33. Positive parenting discussions, and the one on one with my child.
34. I learned how to play with my daughter.
35. Networking with others.

What are the main things you, as a parent, have gained from participating in ECFE?

1. Being able to discuss parenting issues with other parents
2. Support of other moms (13)
3. Practical advice from teachers and other parents
4. Mostly new ideas
5. Self esteem
6. Skills and interpersonal relations
7. Great parenting advice
8. Information on kids events
9. I enjoyed meeting with other parents
10. Confidence (3)
11. New viewpoints
12. Learned more about feeding
13. Networking
14. Great teaching and learning ideas (8)
15. Knowing were not alone in our battles
16. Such special time with my child
17. New parenting skills
18. Lots of useful information
19. Relationships with other parents
20. Friendships (6)
21. Resources and ideas
22. Nothing
23. That I'm not messing my child up for life
24. Too many to say
25. Patience (3)
26. Knowing that all children are different
27. Knew information on raising my child
28. Friends and parenting skills (6)
29. I learned parenting skills from other parents (2)
30. Getting out of the house
31. ECFE has made a big difference in my parenting skills
32. A place to vent to others who understand what I'm going through
33. Information about different categories of child raising
34. New parenting techniques
35. I'm better able to handle difficult situation with my child
36. The enjoyment my son gets from these classes
37. I'm a better parent
38. That other parents are facing the same things with there children (20)
39. The parenting hand-outs are helpful
40. The education regarding my child's growth development (2)
41. Great discipline tools
42. The difference in learning styles
43. Great craft ideas
44. My husband was able to learn how to better interact with our child
45. Great place to learn for the both of us
46. I learned new things I can play with my child
47. The special time with my daughter
48. How to talk to my child instead of yelling
49. Learning new feeding ideas

My dreams for Albino Roldan are that he learns to behave and share his things with his friends and that he try his best for his future and Hopes and Dreams also my dreams are for him to be whatever he desires."

"outside"

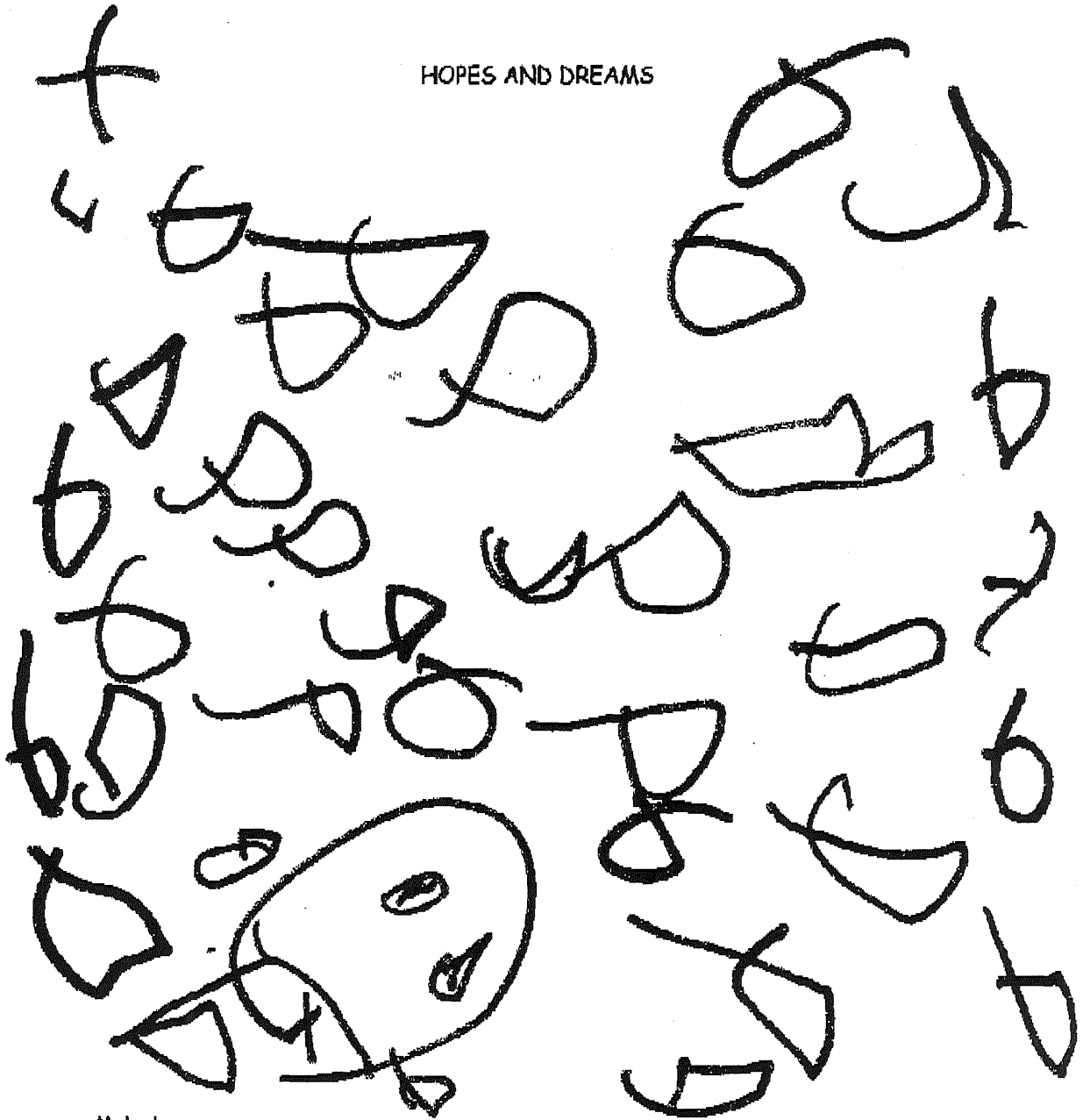


Albino

Mis sueños para Albino Roldan D. son que sepa comportarse bien con sus amiguitos y compartir las cosas y que le ponga ganas para el futuro y mis sueños que sea lo que el decidad.

"I hope my friends. ABC's."

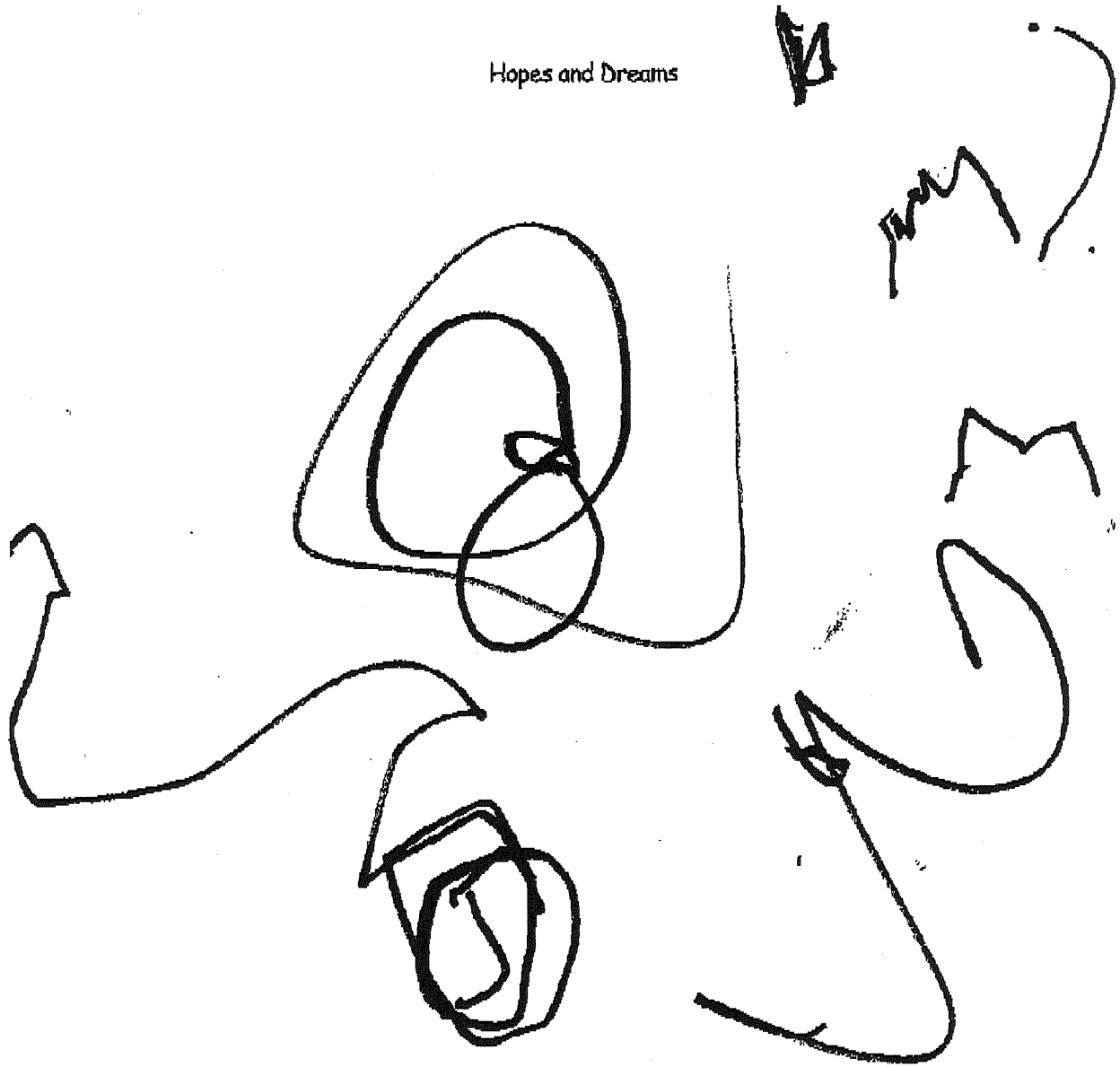
HOPES AND DREAMS



Maleah

We hope Maleah learns everything she needs to know to prepare her for kindergarten: such as ABC's, 123's, and writing her name. We especially hope that she enjoys her time of learning in the upcoming school year, makes new friends, and learn of new cultures with the diversity of her peers.

Hopes and Dreams



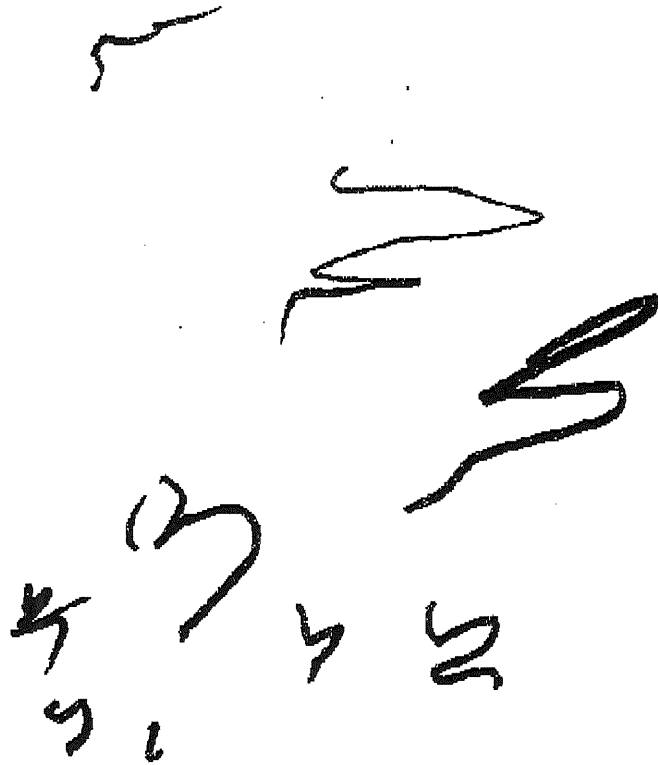
Jessica

That she be a good girl and be respectful. that she be a good girl, good studnet and that in the future she be a professional.

HOPES AND DREAMS

(LAJ)

"play with friends"

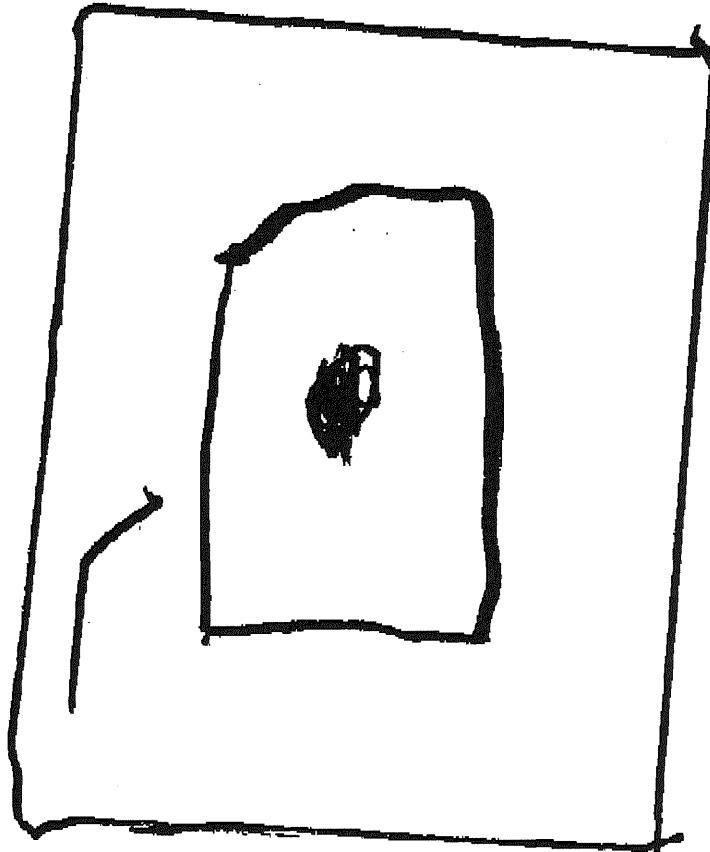


Lilia

I hope Lilia makes friends with everyone and learns all her alphabets and numbers. I hope she enjoys school, and never feels like it's an obligation to come. I hope evrything she learns here she will use everyday.

HOPES AND DREAMS

"play books."



Maiya

For Maiya to love school and enjoy going every day. That she gets along with other kids. That she learns to speak spanish someday fluently. That she becomes more independent.

HOPES AND DREAMS

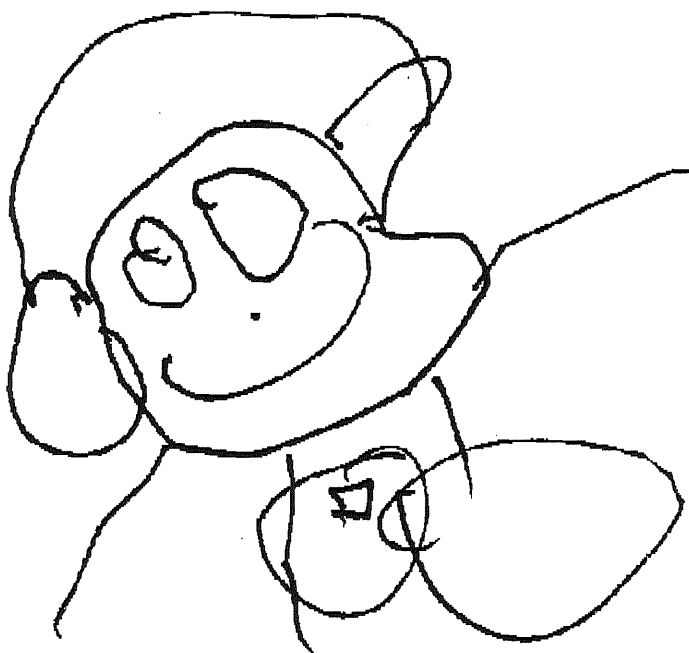
"play doh."

Louis

Our hopes and dreams for our son is to see him becoming a great leader who lead the nations of the world to the righteousness.

HOPES AND DREAMS

'I'm reading a book.'

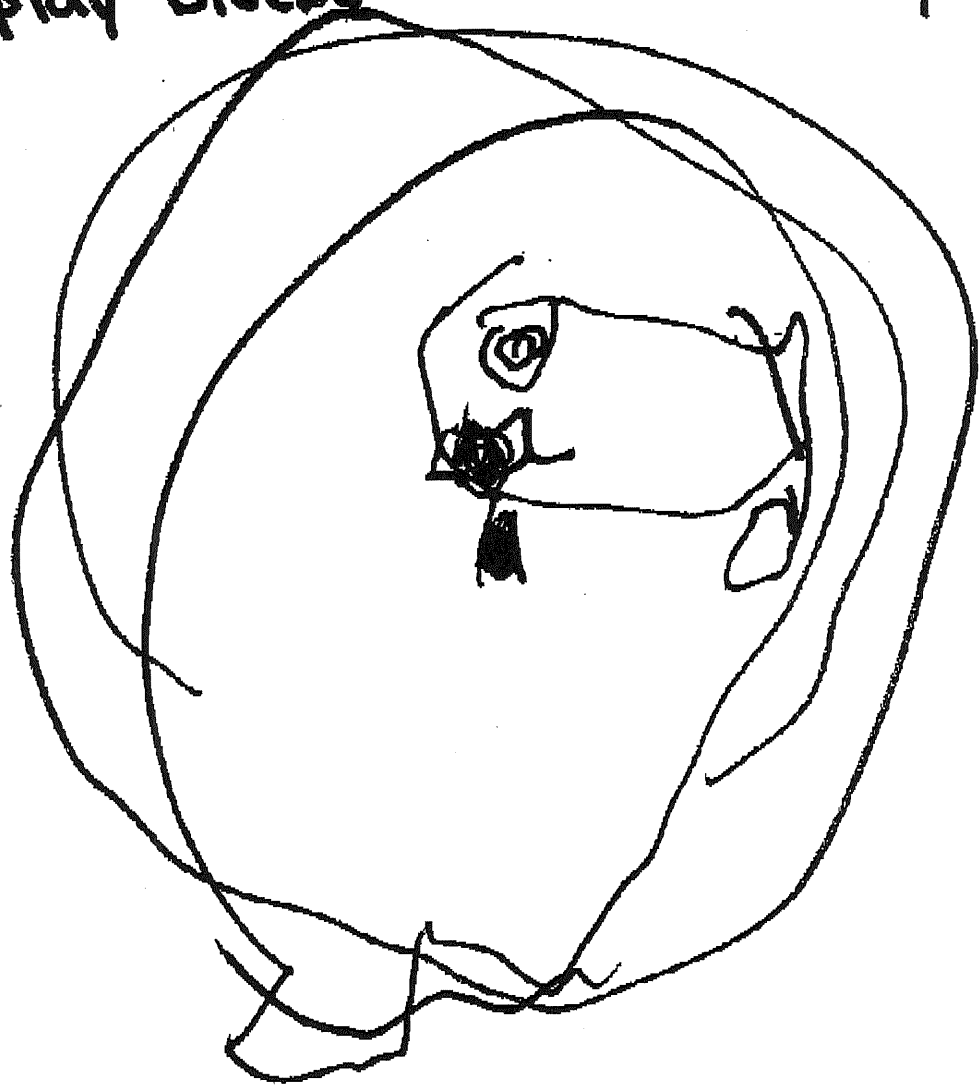


Hannah

We hope Hannah will be a strong confident smart and loving person. Having a positive influence and force on the world around her as she grows. She is already becoming that girl by the good choices she makes.

We know that she is a talented girl. We dream of her using those talents to become very successful. We also dream of her being able to overcome her obstacles and weaknesses as she learns that she can do anything. We love her very much.

Y
"play blocks."
HOPES AND DREAMS
Y D



Yijie
We hope Yijie is better on English speaking. We expect he becomes an excellent student. We dream that he grows faster and goes to the university. We hope Yijie is happy at anytime anywhere.

HOPES AND DREAMS

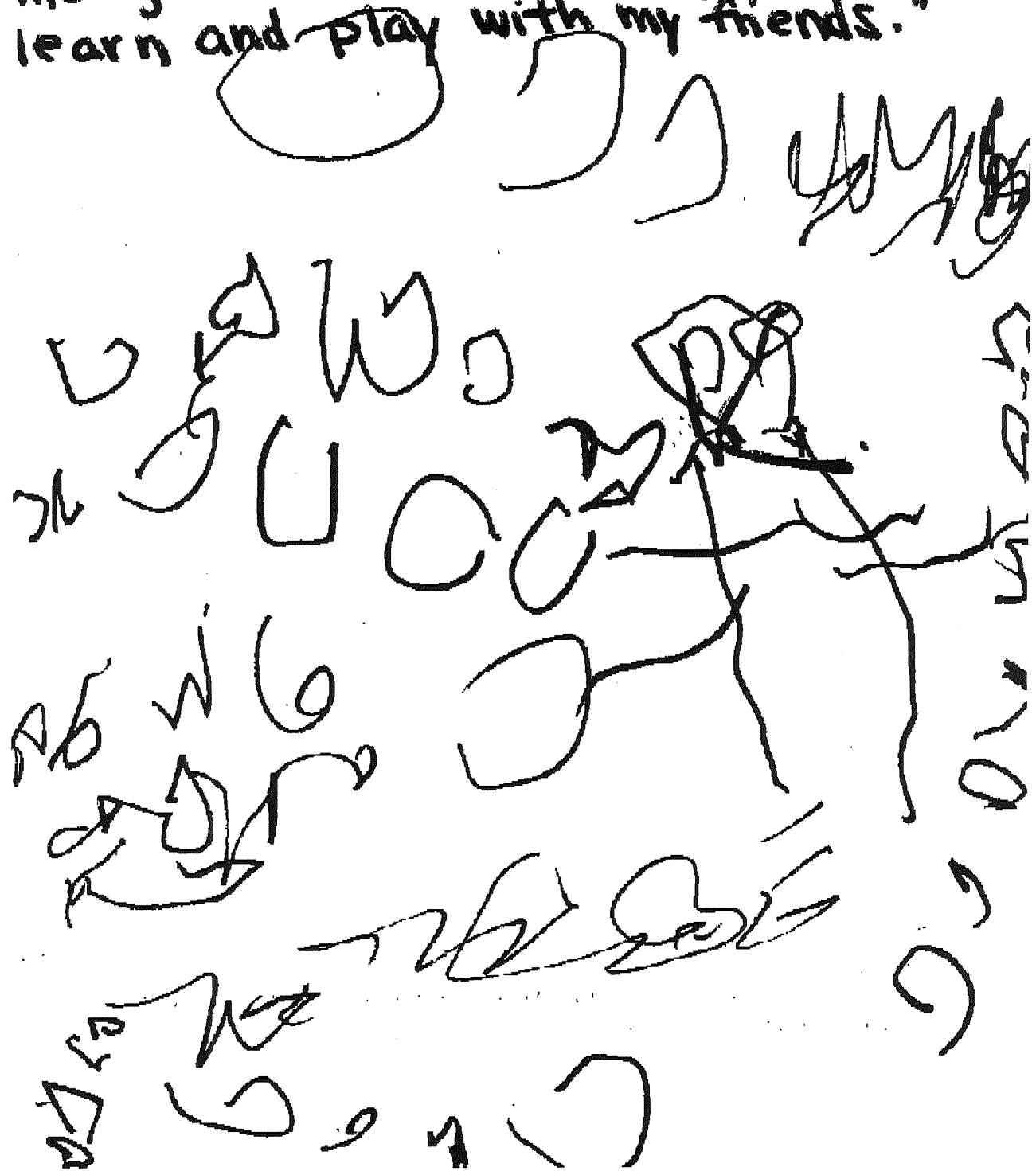
"I play with my friends. I love my mom and dad forever."



Hunter

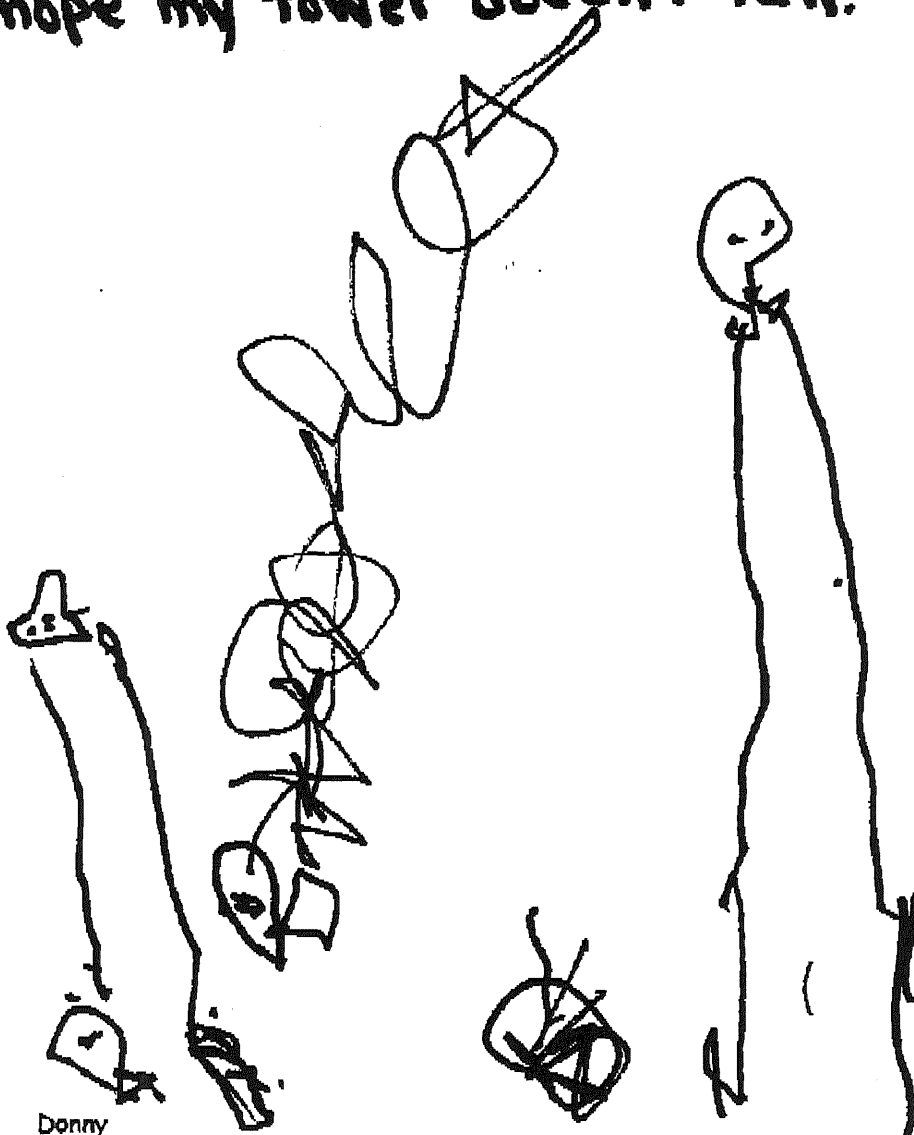
That Hunter will grow up to be as fine and honorable as his dad.

"Dear Mom and Dad, I love
 you very much because you have
 me go to school everyday for me to
 learn and play with my friends."



HOPES AND DREAMS

'I hope my tower doesn't fall.'



Donny

I hope that Donny is comfortable with expressing the things he has already learned and the willingness to learn more. My dream is that he comes home proud of what he did learn that day.

Minnesota Road Map for School Readiness –

A Five Year Plan

Our Vision

Every young child in Minnesota
will enter kindergarten encouraged,
supported, and fully prepared
for learning success.

ready4k.org



READY4K



Minnesota Has a Problem...

Only one-half of Minnesota children start kindergarten fully prepared for success – and many never catch up. Unless we invest in our youngest citizens, Minnesota will suffer the consequences of an intellectually and socially challenged citizenry for generations to come.

- **It's a social issue.** Experts say that more than 75% of a child's brain is developed by age five. Brain and child development research has focused increasing attention upon the importance of the earliest years of life to lifelong growth and development. Learning that takes place during this period of development establishes a foundation for success in school, the workplace, and life. Yet still, only half of Minnesota children enter kindergarten fully prepared for learning success
- **It's an economic issue.** Economic analysis tells us that early childhood education is a sound investment of our limited resources. Art Rolnick, Senior Vice President and Director of Research at the Federal Reserve Bank of Minneapolis states, "The return on investment from early childhood development is extraordinary, resulting in better working public schools, more educated workers, and less crime."

We Are Not Doing Enough

- Investments in early learning constitute only one percent of Minnesota's total state budget. Much larger expenditures are made on remediation and public protection – services that at least in part are the consequence of our failure to invest in children earlier in life.
- While a five year old child has completed most of his or her total brain development, our society has provided that child with less than five percent of our public investments in education and development that will be made between birth and age 23.

Ready 4 K Has a Solution

Our proposed solution is a five year plan that puts in place well-connected early care and education services for all families and targets more intensive services to those children and families most in need. Those who developed this plan include parents, early care and education experts, policy makers, business leaders, teachers, and others who care for our youngest children.

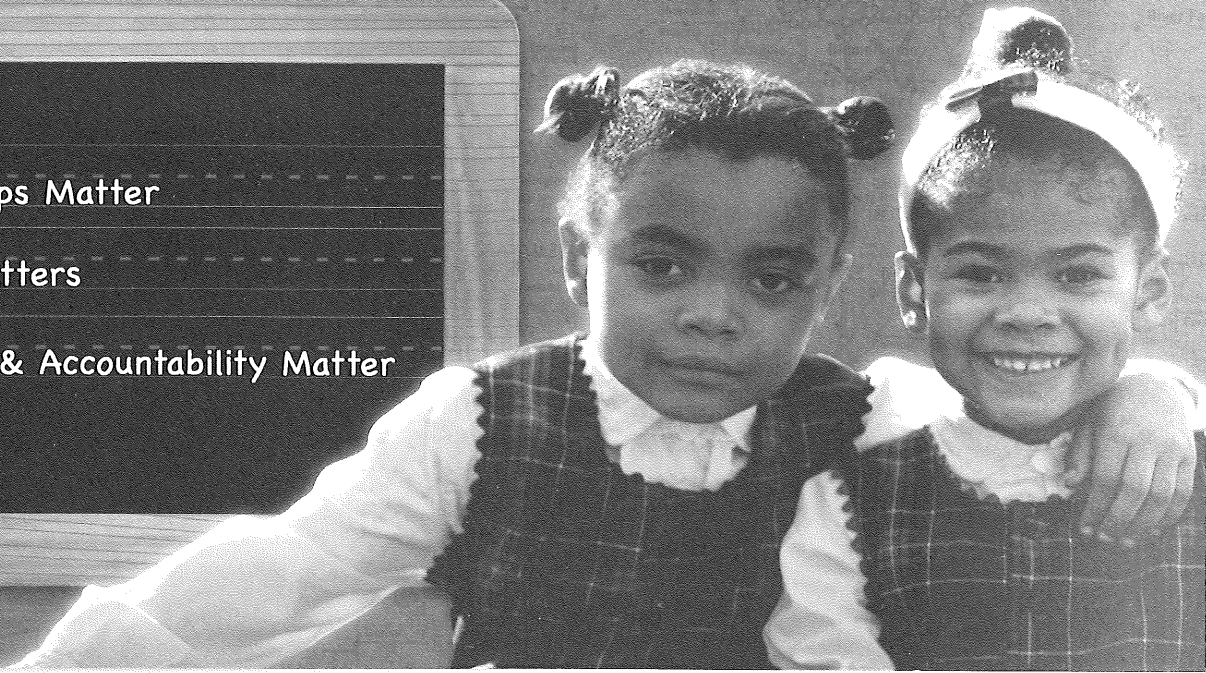
The solution, "The Road Map for School Readiness – A Five Year Plan," builds on the strengths of Minnesota's current early care and education programs. These include child care, Early Childhood Family Education, Early Childhood Special Education, Early Childhood Preschool Screening, Head Start, and School Readiness programs in public schools. The Road Map puts important new reforms in place, and is built on the following principles:



Relationships Matter

Quality Matters

Resources & Accountability Matter



STEPS TO A SOLUTION

STEP 1: Parent Choice and Education

We need to support parents in their role as their child's most important teacher by providing quality early care and education.

- Increase opportunities for parent education.
- Offer families a wide range of early care and education opportunities for their children birth to five, with more intensive services for those most in need.
- Create and distribute guidelines to help parents identify quality early care and education programs.
- Help parents understand how to get their children ready for kindergarten.
- Build relationships between parents, schools, early childhood care and education providers, and the broader community so that we all work together to help children get ready for school.

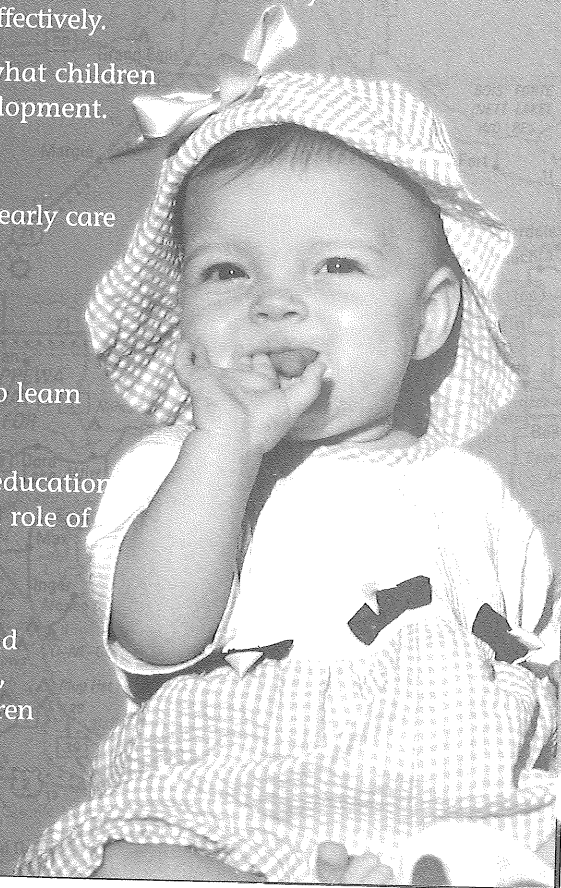


STEPS TO A SOLUTION

Step 2: Quality and Accountability

Minnesota needs to strengthen the quality of all early care and education settings with accountability measures in place to make certain that public resources are being used most effectively.

- Disseminate early learning standards for school readiness that explain what children ages 0-5 should know and be able to do at each stage of their early development.
- Establish a quality rating system that will:
 - Provide easy to understand information for parents about the quality of early care and education programs.
 - Create indicators of quality and incentives for providers to offer high quality care and education.
- Provide grants to help improve early care and education programs and to learn and share best practices.
- Offer professional development for all those who provide early care and education to help them meet the needs of all children and to understand the critical role of parents in a child's educational development.
- Require school districts to report on the school readiness of children entering kindergarten. Together with parents, early care and education providers and community members, assess local needs, implement community solutions, and report annually on progress towards improved school readiness of children entering kindergarten.



Resources and Accountability Matter

Step 3: A Public/Private Partnership

In order to make substantial improvements in school readiness, we need a new strategic partnership.

The Minnesota Early Learning Fund is proposed as a partnership between the public and private sectors for developing, supporting and showcasing best practices in early care and education. With contributions of public and private dollars, the Fund will demonstrate successful approaches for serving low-income children and families, improve Minnesota's ability to deliver quality care and education, and help local communities support school readiness.



Step Forward – Not Backward

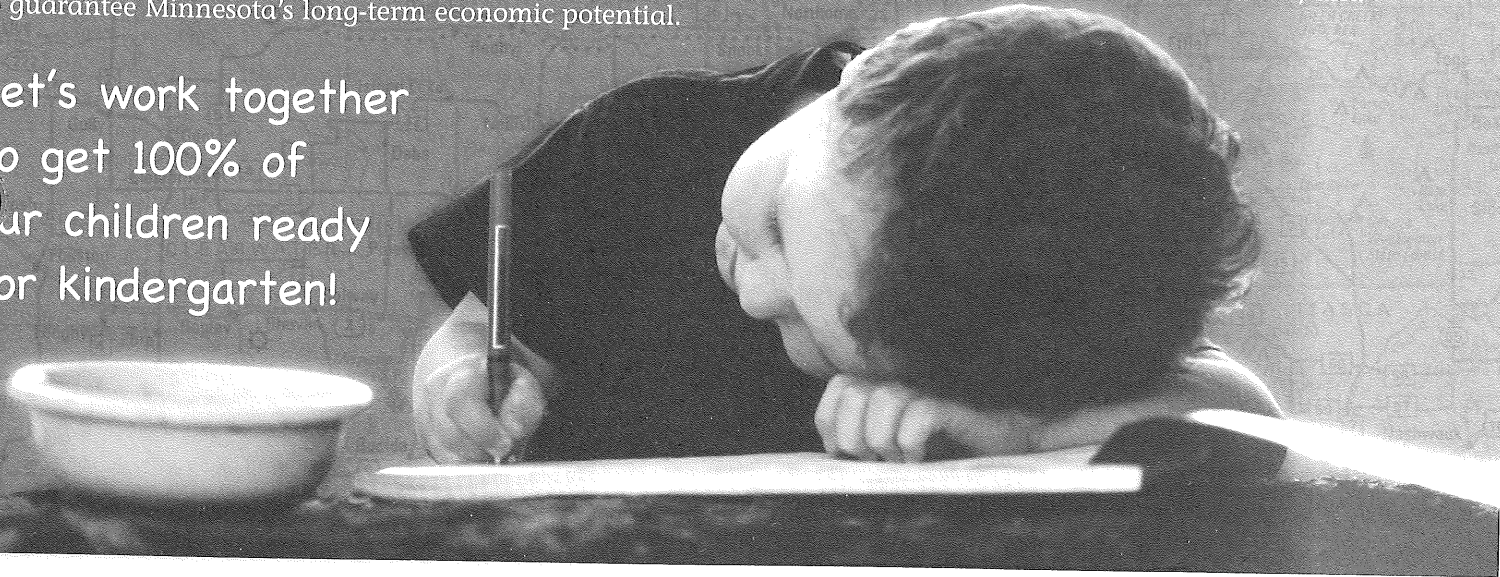
The recent budget cuts to Minnesota's early childhood system, and reduced access to affordable child care, represent a misguided step back on the path to excellence in early education and pose a threat to the future well-being of our society and economy. It is time to make bold new steps forward!

Minnesota needs to invest greater resources in early care and education. By doubling the state commitment from one to two percent of the state budget over the next five years, we will make the kind of commitment that can significantly improve the numbers of Minnesota children ready for success in school, work and life. According to studies cited by the Federal Reserve Bank of Minneapolis, these investments will provide a \$7-17 return for every dollar spent.

Step Up to the Plate

The time has come for state policy makers to join together in a bi-partisan manner to pass legislation that will guarantee all of our children equal opportunities to be ready for school, to be citizen leaders of the future, and to guarantee Minnesota's long-term economic potential.

Let's work together
to get 100% of
our children ready
for kindergarten!



About Ready 4 K

Ready 4 K is forging partnerships with community and business leaders, parents and early care & education professionals, policy makers and concerned citizens. Our goal is to build public awareness and statewide momentum to influence the enactment of policies to ensure that all Minnesota children reach kindergarten fully ready to be successful. We are a Minnesota non-profit organization incorporated in June of 2001 as an outgrowth of the Early Care and Education Finance Commission.

Our agenda is aggressive, and it invites each of us be involved in this effort to ensure the success of our youngest citizens who will be responsible for maintaining our way of life and economic prosperity.

For more information,
go to www.ready4k.org
or call 651-644-8138

2233 University Avenue, Suite #345
Saint Paul, Minnesota 55114-1629





Saint Paul
PUBLIC SCHOOLS

A World of Opportunities

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PARENT TESTIMONIES

"Coming to **ECFE** gets me excited about my role as a parent. I leave feeling confident about the job I have done and I usually have some new ideas for how I can even be better."

"I'm more informed of my choices and can make better decisions for my children."

"I stop and think more often since attending **ECFE**. When a 'situation' arises, I am better equipped to handle it."

"I come away feeling encouraged and supported as a parent."

"**ECFE** inspires me to be a better parent."

**ECFE, Saint Paul's #1
Resource for Families**

ECFE offers:

Education on child development and parenting strategies.

Information, support, and friendship with other parents.

Early childhood education for infants, toddlers, and preschoolers

Programs led by licensed, experienced teachers.

Locations all over Saint Paul.

EARLY CHILDHOOD FAMILY EDUCATION

**Family Education
Saint Paul Public Schools**

1001 Johnson Parkway

St. Paul MN 55106-3400

Phone: 651-793-5410 Fax: 651-793-5411

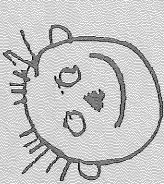
www.spps.org/ecfe

PLEASE
AFFIX
POSTAGE



Early Childhood Family Education
1001 Johnson Parkway
St. Paul, MN 55106

**EARLY
CHILDHOOD
FAMILY
EDUCATION**

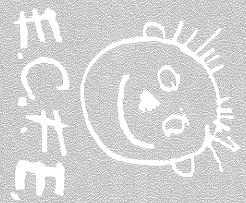


ECFE



SAINT PAUL PUBLIC
FAMILY EDUCATION
COMMUNITY EDUCATION

**FOR PARENTS AND THEIR
CHILDREN FROM BIRTH
TO KINDERGARTEN**



WHAT HAPPENS IN

Early Childhood Family Education?

■ ECFE most often begins with parent and child activities in the children's classroom.
■ Parents then separate from their children and participate in a class taught by a Parent Educator.

■ While the parents are in their class, children continue to participate in early childhood education taught by an Early Childhood Teacher.

Sliding fee
NO FAMILY will be excluded

INTERESTED IN finding out more about...

- Preparing children for school
 - Babies and sleep
 - Toddlers who say "NO"
 - Choices for discipline
- Early Childhood Family Education offers programming that addresses topics like these and **much more.**

EARLY CHILDHOOD FAMILY EDUCATION SITES

Crossroads

Crossroads Elementary,
543 Front St., 55117
651-767-8555

Dayton's Bluff

Dayton's Bluff Elementary,
262 Bates Ave., 55106
651-293-5343

Eastside

Eastside Community Center,
1526 E. Sixth St., 55106
651-293-5341

Frogtown Family Resource Center

377 University Ave.,
55103
651-290-8376

Highland

Highland Jr. H.S.,
975 S. Snelling Ave.,
55106
651-293-5345

Johnson Achievement Plus

740 York Ave., 55106
651-793-7354

Mac/Groveland

Randolph Heights Elementary,
348 S. Hamline Ave.,
651-293-5344

Mt. Airy Homes

Mt. Airy Community Center,
91E. Arch St., 55101
651-298-4102

Northeast

Whealock Elementary,
1521 Edgerton St.,
55101
651-293-5347

Northwest

Galier Elementary,
1317 Charles Ave.,
55104
651-293-5342

Payne-Phalen Family Resource Center

1201 Payne Ave., 55101
651-293-5990

Rondo

Rondo Education Center,
560 Concordia Ave.,
55102
651-325-2793

Roosevelt Homes

Roosevelt Homes Community Center,
1575 Ames Ave., 55106
651-228-3691

West 7th

Bridge View School
360 Calborne St., 55102
651-293-8969

West Side

Roosevelt Elementary,
160 E. Isabel St., 55107
651-293-5302

Working Family Resource Center

Degree of Honor Building, Suite 250
325 Cedar St., 55101
651-293-5330

WHERE PARENTS ARE CHILDREN'S FIRST AND MOST IMPORTANT

TEACHERS!

FOR MORE INFORMATION CALL EARLY CHILDHOOD FAMILY EDUCATION

651-793-5410

For more information on Early Childhood Family Education

The length of ECFE classes vary from 6 to 17 weeks. Classes are 1½ to 2 hours long. Registrations are in September and January but families may join at any time.

Please send me registration information for the following site(s): _____

I have _____ child(ren), birthdate(s): _____

I am interested in: _____

Morning _____ Afternoon _____
Evening _____ Saturday _____

Name _____

Address _____

St. Paul MN State Zip

City State Zip

Home Phone Work Phone

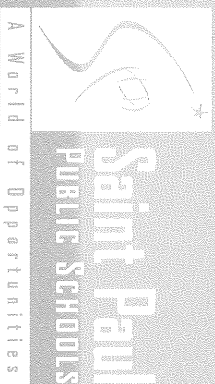
PARENT EDUCATION AND INVOLVEMENT

The Parent Education and Involvement Team joins with families to:

- Promote early reading through take-home language and literacy kits
- Prepare for the kindergarten transition
- Encourage a strong family-school relationship to help children succeed in school
- Discover ways to support children's development and learning

The Parent Education and Involvement Team offers families support by:

- Arranging transportation, childcare, and interpreters for family events
- Offering family education events and learning-at-home activities
- Developing relationships with families using a multicultural team approach



ADMINISTRATION

Patricia A. Harvey
SUPERINTENDENT

Terilyn Turner
AREA E SUPERINTENDENT

Mary Doolley Burns
ASSISTANT DIRECTOR
FAMILY EDUCATION

Jacqueline Felt
DIVISION MANAGER
SCHOOL READINESS

2004 BOARD OF EDUCATION

John Brodrick
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Kazoua Kong-Thao



SCHOOL READINESS PROGRAM

Family Education

Saint Paul Public Schools

1001 Johnson Parkway

St. Paul, MN 55106-3400

Phone: 651-793-5430

Fax: 651-793-5411

www.spps.org/schoolreadiness



SCHOOL READINESS PROGRAM



SAINT PAUL PUBLIC SCHOOLS
FAMILY EDUCATION
COMMUNITY EDUCATION

HELPING YOUR CHILD GET
READY FOR SCHOOL



WHAT IS THE School Readiness Program?

All children need a healthy start, good nutrition, positive learning experiences, involved parents, and communities that support their learning and development.

CLASS SIZE

Fifteen (15) children are enrolled in each School Readiness class with a licensed teacher and an assistant.

CLASS TIME

Children are enrolled 2, 3, or 4 half days a week in the mornings or afternoons. Some of the classes are inclusion models with Early Childhood Special Education (ECSE).

CURRICULUM

The Saint Paul Public Schools Pre-Kindergarten Curriculum and the Minnesota Early Childhood Indicators of Progress are used as a framework for curriculum and instructional planning.

ASSESSMENT

Children's performance and progress is documented using the Work Sampling System of child assessment for continuity and follow-up in kindergarten and later years.

TRANSPORTATION

School bus transportation is provided for enrolled children in most areas.

ENROLLMENT

Priority is given to children who are English Language Learners, eligible for free or reduced lunch, have learning and developmental needs and have no previous preschool experience.

Most of the children are enrolled through family intake and early childhood screening or agency referrals.

SCREENING

Through Early Childhood Screening, parents learn more about the health and developmental needs of their child.

Screenings include:

- a vision check
- a hearing check
- an immunization review
- a height and weight measurement
- a developmental/speech screening
- a screening interview

The screening is free of charge.

The School Readiness Program provides services that support and enhance learning and development for four and five year old children during the year prior to kindergarten.

STAFF

QUALIFICATIONS

School Readiness teachers hold a current State of Minnesota Birth to Third Grade teaching license. They have experience teaching four year-olds from diverse language and cultural backgrounds. An assistant, who is often bilingual, is assigned to each class.

