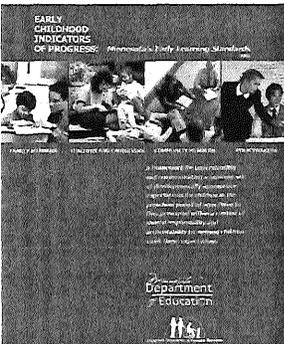


The Evidence Against Early Childhood Standards, Screening and Programs



Karen R. Effrem, M.D.
EdWatch
www.edwatch.org
952-361-4931

Karen R. Effrem M.D. -2003

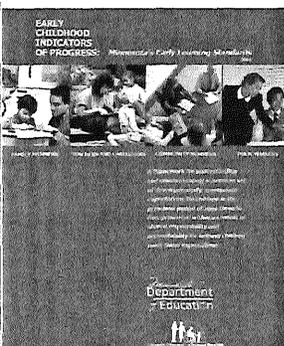


REFERENCE LIST (p. 59)

National Association for the Education of Young Children. (1996). *Responding to linguistic and cultural diversity: Recommendations for effective early childhood education.*

National Association for the Education of Young Children. (2004). *Early childhood program standards.*

Karen R. Effrem M.D. -2005

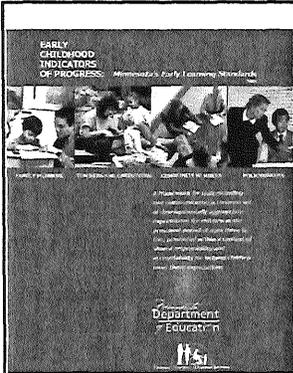


REFERENCE LIST (p. 59)

NAEYC & NAECS/SDE. (2002). *Early learning standards: Creating the conditions for success.* Joint Position Statement

NAEYC & NAECS/SDE. (2003). *Early childhood curriculum, assessment and program evaluation.* Joint Position Statement

Karen R. Effrem M.D. -2003



Additional Resources (p. 61) :

Derman-Sparks, L. (1989). *Anti-bias curriculum: Tools for empowering young children.*

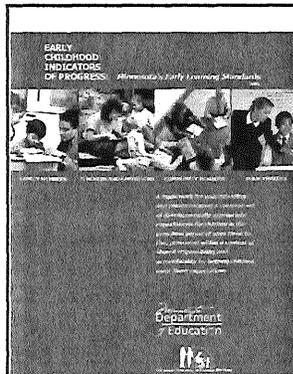
Washington, DC:
National Association for the Education of Young Children.

Karen R. Effron M.D. -2005



“Administrative support for bilingualism as a goal is necessary within the educational setting.” - **National Association for the Education of Young Children. (1996).** *Responding to linguistic and cultural diversity*

Karen R. Effron M.D. -2005



Language & Literacy:

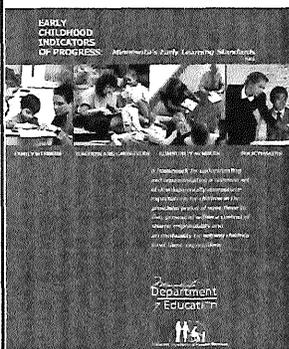
- “Communicate information using home language and/or English”
- “Speak clearly enough to be understood in home language and/or English”

Karen R. Effron M.D. -2005



“Mathematics instruction should be guided by the ... standards developed by the NCTM... According to NCTM, understanding [of math] develops through interaction ... in settings where students have opportunities to construct their own relationships when they first meet a new topic.” - *NAEYC Standards for Early Childhood Professional Preparation*

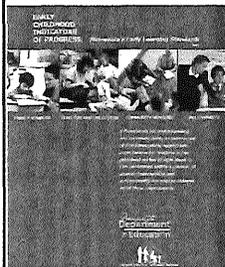
Karen R. Effron M.D. -2005



MATHEMATICAL AND LOGICAL THINKING:

- Demonstrate increasing interest in and awareness of numbers and counting
- Demonstrate beginning ability to combine and separate numbers of objects

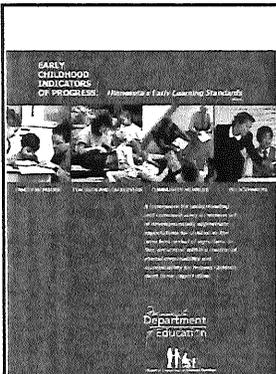
Karen R. Effron M.D. -2005



EMOTIONAL DEVELOPMENT

- “Demonstrate increasing competency in recognizing and describing own emotions”
- “Begin to understand and respond to others’ emotions”
- “Begin to show self-regulation to handle emotions appropriately”

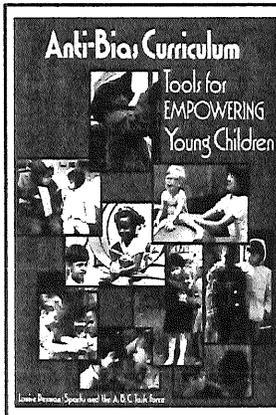
Karen R. Effron M.D. -2005



SOCIAL COMPETENCE AND RELATIONSHIPS

•Begin to participate
successfully as a
member of a group

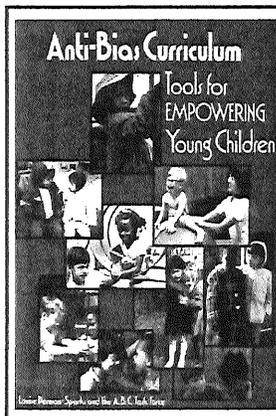
Karen R. Effron M.D. -2005



Multiculturalism

•Definition of “Whites:
All the different national
ethnic groups of
European origin who as a
group are
disproportionately
represented in the control
of the economic,
political, and cultural
institutions in the United
States.” (p. 3)

Karen R. Effron M.D. -2005



Multiculturalism

•“Kay sets up ... a
'witch-healer' table,
where the children can
make their own
potions.” (p. 91)

Karen R. Effron M.D. -2005

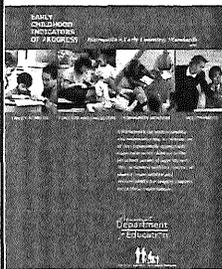
Skin Color Play Dough

Instructions:

1. Pass out the play dough, each person will take a small amount of each of the four colors (red, white, black*, yellow).
2. Mix the play dough to make a small ball of play dough that matches their own skin color.
3. Ask them to put the play dough on or next to different parts of your body. Is it similar to the color on the back of your hand, your palm, inside your wrist, your face?
4. Name your color and then compare it to others in the group.

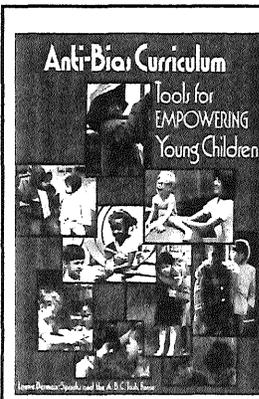
* Don't use modeling play dough; it's sticky. Black play dough will last a longer compare to the natural oil before mixing with the flour and salt.

SELF-CONCEPT



- Develop an awareness of self as having certain abilities, characteristics, and preferences
- Support children's awareness of and pride in their cultural heritage (family)
- Support children's developing understanding of their gender and cultural identity (teacher)

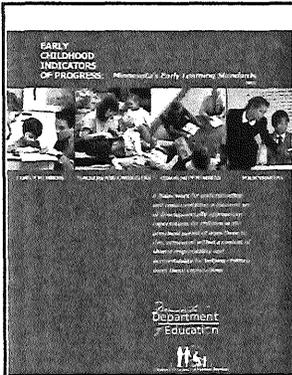
Karen R. Effern M.D. -2005



Expanding Children's Understanding of Gender Anatomy and Identity

- "Make copies of an outline of a body as drawn by a preschooler, and in small groups **ask children to fill in all the body parts**, and to show if the person is a girl or boy." (p. 53)
- "Have anatomically correct dolls available... For example, tell a persona doll story where a few of the dolls ask questions about what makes them a boy or a girl" (p. 53)

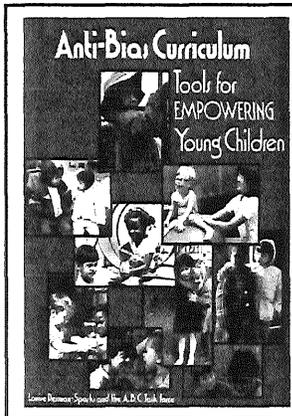
Karen R. Effern M.D. -2005



SOCIAL SYSTEMS UNDERSTANDING

•“Recognize and appreciate similarities and differences between self and others from diverse backgrounds”

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Homosexuality

•Definition of **“Homophobia**: A fear and hatred of gay men and lesbians backed up by institutional policies and power that discriminate against them.” (p. 3)

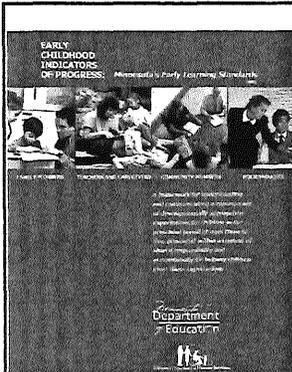
Karen R. Effern M.D. -2005

ECF&R SDDC Training
April 14, 2000

Creating a Welcoming Environment for Gay and Lesbian Families*

4. On enrollment forms replace the usual terms “mother” and “father” with more open ended and inclusive language: “parent / guardian”; or “parent / parents, other family members, significant others.”

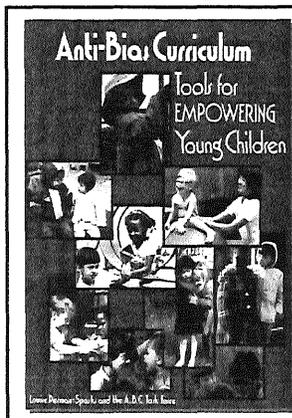
10. Enable parents and children to ask questions about lesbians and gay men. Open communication helps to overcome fearful and misleading attitudes.



SOCIAL SYSTEMS UNDERSTANDING

•“Participate in activities to help others in the community”

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Activism with Young Children

•“Young children have an impressive capacity for learning how to be activists.” (p. 77)

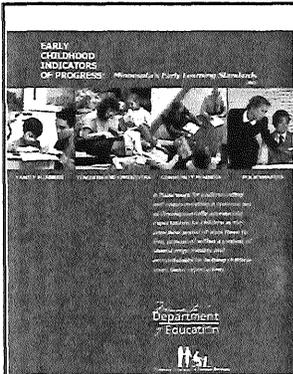
Karen R. Effern M.D. -2005

Preschoolers Protest Possible War in Iraq



“The next generation of Berkeley peaceniks gathered on the steps of City Hall Tuesday to demonstrate their opposition to a pending war in Iraq- after school, of course. Armed with protest signs, microphones, and Harry Potter lunch-boxes, elementary and pre-school children demanded city leaders contact President Bush and halt his hawkish ‘war for oil.’” - Steve Sexton 11/14/02

Karen R. Effern M.D. -2005



SOCIAL SYSTEMS UNDERSTANDING

- “Share responsibility in taking care of their environment”
- “Recognize and describe the roles of workers in the community”

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NAEYC in Every State

“Most citizens would recognize the anti-bias curriculum as a highly politicized curriculum which seeks to impose a particular ideological world-view upon children. Most taxpayers would simply be astounded that tax dollars are routinely being spent toward the **state-by-state implementation of these apparently politicized standards.**” - *Improper Special Interest Influence in Key Contracts: An Analysis with Preliminary Observations on the Politicized Agenda in Child Day Care* – Mark Kindt, former Assistant Attorney General of Ohio

Karen R. Effren M.D. -2005

Lack of Accuracy of Screening

“The science is challenging because of the ongoing process of development. The normally developing child hardly stays the same long enough to make stable measurements. Adult criteria for illness can be difficult to apply to children and adolescents, when the signs and symptoms of mental disorders are often also the characteristics of normal development.” (Surgeon General’s Report on Mental Health, 1999)

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Preschool Screening

Please check all that apply:

<input type="checkbox"/> seldom plays with other children
<input type="checkbox"/> clings or gets very upset when leaving you
<input type="checkbox"/> seems overly friendly
<input type="checkbox"/> seems timid, fearful, or worries a lot
<input type="checkbox"/> acts much younger than age
<input type="checkbox"/> seems unhappy, cries, whines
<input type="checkbox"/> has trouble paying attention
<input type="checkbox"/> seems overly aggressive
<input type="checkbox"/> has trouble sitting still

No Crisis

- 94% are proficient at recognizing numbers, shapes, and counting to ten
- 92% are eager to learn
- 97% are in good health
- 82% basic pre-literacy skills such as knowing that print is read from left to right. (America's Kindergartners - NCES 2000-070, February, 2000)

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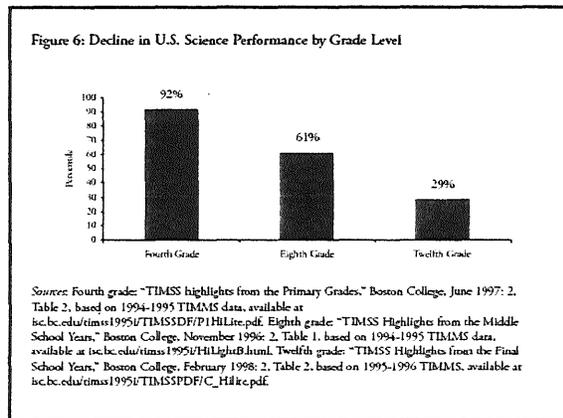
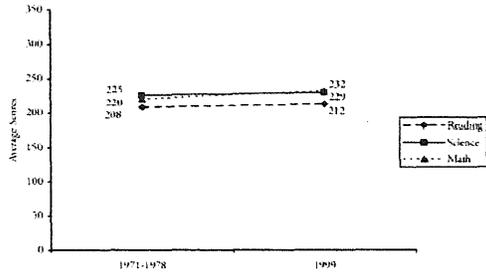


Figure 2: Fourth Grade Reading, Science and Math Scores on the NAEP, 1971-1999



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Readiness Programs Don't Work

“Evaluations of the School Readiness Program have not provided definitive evidence of its effects. The department has sometimes declared that School Readiness has a positive impact without acknowledging other possible explanations for the results of its evaluations.” - Joel Alter, Judy Randall, and Leah Goldstein, The Early Childhood Programs, Minnesota Office of the Legislative Auditor, report 01-01, January 12, 2001

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Readiness Programs Don't Work

“In other words, the study sample [of those participating in preschool] does not differ from the entire kindergarten population in GKAP capability scores. Reports also show that GKAP scores are essentially the same as they were before Georgia adopted the \$1.15 billion universal preschool program.” (Laura Henderson, Kathleen Basile, and Gary Henry, “Prekindergarten Longitudinal Study 1997-1998 School Year Annual Report,” Georgia State University Applied Research Center School of Policy Studies, April 1999: 39)

Karen R. Effron M.D. -2005

No Evidence of Effectiveness for Head Start

“No large-scale studies have examined the effects of Minnesota's Head Start program on its participants.” - Joel Alter, Judy Randall, and Leah Goldstein, The Early Childhood Programs, Minnesota Office of the Legislative Auditor, report 01-01, January 12, 2001

Karen R. Effen M.D. -2005

Head Start Does Not Work

- \$50 billion
- 40 years
- 20 million children
- > 600 studies
- 0 evidence of effectiveness after second grade

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Head Start Does Not Work

“Head Start is not fully achieving its stated purpose of promoting school readiness ... Indeed, these low-income children continue to perform significantly below their more advantaged peers in reading and mathematics once they enter school.” (“Strengthening Head Start: What the Evidence Shows” – US Dept. of HHS, June 2003)

Karen R. Effen M.D. -2005

Early Learning Environments Do NOT Affect Brain Development

“What neuroscientists know about synaptogenesis does not support a claim that zero to three is a critical period for humans. ... Finally, there is no evidence, or even the suggestion, that specific kinds of learning experiences or early childhood environments influence the rate, duration, or outcome of synaptogenesis and synaptic pruning.” - John Bruer, “Education and the Brain: A Bridge too Far,” Education Researcher, November, 1997

Karen E. Effron M.D. -2005

The Brain Changes into Adulthood

“... it may be useful to question the simplistic view that the brain becomes unbendable and increasingly difficult to modify after the first few years. Although clearly much of brain development occurs late in gestation through the first few years of postnatal life, the brain is far from set in its trajectory, even at the end of adolescence.” - C.A. Nelson and F.E. Bloom, “Child Development and Neuroscience,” *Child Development* 68 (5):983, 1997 as quoted in John Bruer, *The Myth of the First Three Years*, The Free Press division of Simon and Schuster, New York, 1999, p. 23

Karen E. Effron M.D. -2005

There Is NO Evidence for the Benefits of Government Daycare

“For the most part, brain research does not offer clear evidence about the right time to begin programmatic interventions in young children’s lives or the types of care and instruction that should be provided.” - Joel Alter, Judy Randall, and Leah Goldstein, *The Early Childhood Programs*, Minnesota Office of the Legislative Auditor, report 01-01, January 12, 2001, p. 72

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It is Never Too Late

“Assertions that the die has been cast by the time the child enters school are not supported by neuroscience evidence and can create unwarranted pessimism about the potential efficacy of interventions that are initiated after the preschool

years.” - Jack Schonkoff and Deborah Phillips, ed., *From Neurons to Neighborhoods: The Science of Early Childhood Development*, National Academy Press, 2000, p. 216

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Better Late Than Early

“These areas [of development that mature near the same time] include neurophysiology, cognition, vision, hearing, intersensory perception, and socio-emotional development. And the importance of their relative maturity to success in school is underscored by nearly all studies that have compared ages at school entrance with performance. There is virtually no replicated evidence that favors taking a youngster from an adequate home and placing him in the care of others before he is 8 to 10 or 11 when he has reached his integrated maturity level. And boys will almost always reach this level later than girls, which makes most school entrance laws even more unfair to boys.” (Raymond Moore, p. 213)

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Better Late Than Early

Compared to later starters, early kindergarten starters had more problems with:

- Speech defects
- Nervous indications
- Personal and social maladjustment
- Lack of leadership skills
- Poor grades
- Poor reading ability
- Poor attitude towards school

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Harm of Early Education

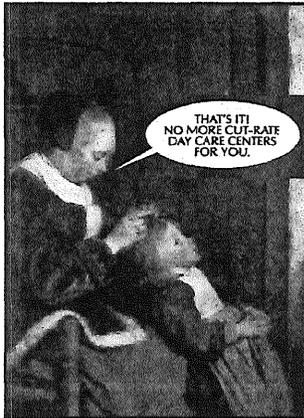
“There is no evidence that such early instruction has lasting benefits, and considerable evidence that it can do lasting harm... If we do not wake up to the potential danger of these harmful practices, we may do serious damage to a large segment of the next generation...”
(David Elkind, *Miseducation: Preschoolers at Risk* (New York: Knopf, 1997): 4).

Karen R. Effern M.D. -2005

Harm of Early Education

“There is a large body of evidence indicating that there is little if anything to be gained by exposing middleclass children to early education... Those who argue in favor of universal preschool education ignore evidence that indicates early schooling is inappropriate for many four-year olds and that it may even be harmful to their development.” (Edward Ziglar, co-founder of Head Start and director of the Bush Center in Child Development and Social Policy at Yale University, *Formal Schooling for Four-Year-Olds? No* in *Early Schooling: the National Debate*, ed. Sharon L. Kagan and Edward F. Zigler (New Haven, Conn.: Yale University Press, 1987)

Karen R. Effern M.D. -2005



Large Center Childcare Causes Problems Development Concerns

A 2002 study NICHD followed a group of more than 1,300 children in 10 different states through their first seven years of life and found that children who spend more hours per week in non-parental childcare have more behavior problems, including aggressive, defiant and disobedient behavior in kindergarten.

Childcare Swedish Style

- One parent gets 480 days job protected leave
- 66% of children in government day care
- ONE PERCENT OF SWEDISH ARE WITH A FULL-TIME STAY-AT-HOME MOTHER!!!
- Swedes pay 40% of income in taxes vs. average 14% federal income tax in US

Karen R. Effron M.D. -2005

Childcare Swedish Style

“Children are drugged. Infants are given nerve medicines. Healthy, normal, ordinary children are given tranquilizers so that they sleep. There are four year olds who have developed dependency syndromes. There are child day care centers where half the children are given sleeping pills and others where pre-written, ready-made prescriptions are available without a doctor giving as much as five minutes of his time to either parent or child.” – Anna Wahlgren, *Reportage*, as quoted in Eric Brodin, "Collectivized Child Care in Other Countries," in Phyllis Schlafley, *Who Will Rock the Cradle?* (Eagle Forum Education and Legal Defense Fund, 1989), p. 40

Karen R. Effron M.D. -2005

Spiraling Use of Psych Drugs in Children Since 1991

- 2000 JAMA study
 - § 300% increase in psychotropic drug use in 2-4 year old children between 1991-1995
 - § 3000 prescriptions for Prozac in infants under 1 year old
 - § No studies on long term effects of drugs on children's brains

Karen R. Effron M.D. -2005

**Children Need Time with their
Parents**

“Since the 1960’s a vast body of research has stressed the importance to the developing child of the physical presence and emotional accessibility of both parents. ...the loss of a parent through death, divorce, illness, or a time demanding job contributes to many forms of emotional disorder, especially the anger, the low self esteem, and the depression that accompany adolescent suicide.” – Armand Nicholi, MD, *The Harvard Guide to Psychiatry*, 3rd edition, Belknap/Harvard Press, Cambridge, Massachusetts, 1999, p. 623

Karen R. Effron M.D. -2005

**Children Need Time with their
Parents**

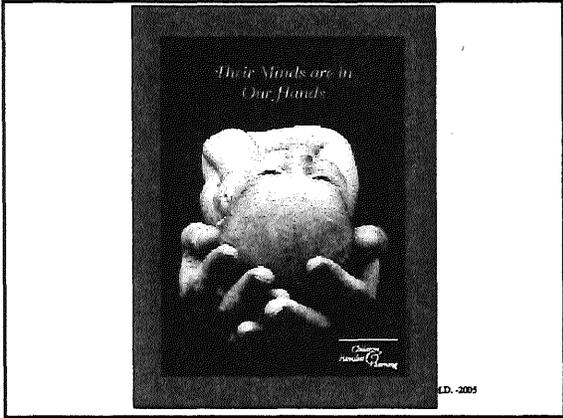
““Most out of home child care cannot provide a number of [these] essential building blocks... We need to gradually bring about social arrangements that maximize at home care of young infants by their parents.” – Stanley Greenspan, MD, professor of pediatrics and psychiatry, George Washington University School of Medicine

Karen R. Effron M.D. -2005

Legislation to Consider

- **Increase the personal exemption or earned income tax credit for children to allow mothers who want to stay home**
- **Reform welfare so that paternal involvement in families is not penalized**
- **Remove regulations on private and religious programs, including mentoring**

Karen R. Effron M.D. -2005



Pierce v. Society of Sisters (1925)

“The child is not the mere creature of the State: those who nurture him and direct his destiny have the right coupled with the high duty to recognize and prepare him for additional obligations.”

Karen R. Effron M.D. -2005

**Senate Counsel, Research,
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S.F. No. 1278 - K-12 and Early Childhood and Family Education, Articles 8, 9, and 10

Author: Senator Gen Olson

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

Date: March 4, 2005



This summary includes the articles from the Department of Education appropriations bill, which are under the jurisdiction of the Early Childhood Policy and Budget Division.

Article 8 Early Childhood and Family Support

Section 1 amends early childhood developmental screening by targeting children between three and four years old, instead of three and one-half to four years old. Also, a student identification number, as defined by the commissioner, must be assigned at the time of the early childhood screening or at the time of the provision of health records indicating comparable screening. Each school district must provide essential data as defined in statute to the Department of Education.

Section 2 amends the developmental screening aid statute by paying \$50 for each three year old screened, \$40 for each four year old screened, and \$30 for each five year old screened prior to kindergarten. Existing law provides \$40 for each child screened.

Sections 3 to 11 amend statutes related to the school readiness program.

Section 3 clarifies that the purpose of the school readiness program is to prepare children to enter kindergarten, and specifies that the program is for children age three to kindergarten entrance.

Section 4 modifies program requirements. The program must:

- (1) conduct a child development assessment on each child to guide intentional curriculum planning and promote kindergarten readiness;
- (2) adopt and implement department early learning standards;
- (3) demonstrate use of comprehensive curriculum based on early childhood research and professional practice that prepares children for kindergarten;
- (4) arrange for early childhood screening and appropriate referral;
- (5) involve parents in program planning and decision making;
- (6) coordinate with relevant community-based services; and
- (7) cooperate with adult basic education programs and other adult literacy programs.

Section 5 provides school readiness application and reporting requirements. A school readiness program must submit a biennial plan to the commissioner for approval to receive aid. A school district must submit a biennial plan by April 1 to the commissioner for approval to receive aid. One-half of the districts must submit the plan by April 1, 2006, and one-half of the districts by April 1, 2007.

Also, programs receiving school readiness funds must submit an annual report to the department.

Section 6 amends the statute dealing with coordinating services with new or existing providers by stating that the district may contract with a charter school or community-based organization to provide services. Current law “encourages” a district to contract with a “public or nonprofit organization” to provide services. Also, a copy of the contract must be submitted to the commissioner with the biennial plan.

Section 7 strikes language requiring the program to be supervised and staffed according to the terms of the contract.

Section 8 requires, instead of allows, a district to adopt a sliding fee schedule. Strikes language that requires that fees charged be designed to enable eligible children of all socioeconomic levels to participate in the program.

Section 9 adds a new subdivision requiring the department to provide assistance to districts with school readiness programs.

Section 10 modifies the amount of aid a district is eligible to receive. A district is eligible for aid “for eligible prekindergarten pupils enrolled in a school readiness program” if the biennial plan has been approved by the commissioner. This section also strikes language consistent with other changes made in this section.

Section 11 changes the amount of aid that can be used for the cost of administering the program. Under current law, not more than five percent of aid may be used for administration; the proposed language provides that not more than five percent of “program revenue” under subdivision 5 may be used for administration. Program revenue includes aids, fees, grants and all other revenues received by the district school readiness programs.

Section 12 appropriates money for school readiness, early childhood family education aid, health and developmental screening aid, and the Head Start program.

Section 13 repeals obsolete school readiness sections of law.

Article 9 Community Education and Prevention

Section 1 amends the school-age care levy consistent with changes made in Article 1 to the pupil unit weight.

Section 2 appropriates money for community education aid, adults with disabilities program aid, hearing-impaired adults, and school-age care revenue.

Article 10 Self-Sufficiency and Lifelong Learning

Section 1 modifies the state total adult basic education (ABE) aid by changing the formula for 2006 and later. Current law allows \$36,509,000 for 2005 and later. The bill proposes that amount, \$36,509,000, plus any amount that is not paid for during the previous fiscal year as a result of adjustments under section 2 and Minnesota Statutes, section 124D.52, subdivision 3, which relates to the ABE reserve account. This section is effective the day following final enactment and applies to revenue distributions for fiscal year 2006.

Section 2 amends the adult basic education program aid limit statute by allowing adult basic education aid to be paid to a program for unreimbursed costs, only if the costs occurred in the program year. This section also adds a new paragraph, which provides that any adult basic education aid that is not paid to a program because of the program aid limitation under paragraph (a) of this section must be added to the state total adult basic education aid for the next fiscal year. Any aid that is not paid to a program due to limitations under paragraph (b), (c), or (d) must be reallocated among programs by adjusting the rate per contact hour.

Section 3 creates grants for intensive English instruction for new adult refugees. The commissioner is required to establish a reimbursement grant program to fund intensive English as a second language (ESL) programs for adult refugees. The intensive instruction must be focused on participants gaining sufficient literacy to achieve self-sufficiency through employment. This section

lists the organizations that are eligible for the grants and requirements for grant applicants. Funds must be paid to programs on a reimbursement basis. This grant program expires on June 30, 2007.

Section 3 appropriates money for adult basic education aid, GED tests, intensive English instruction, and lead hazard reduction.

JW:rdr

1 Senator moves to amend S.F. No. as follows:

2 Page .., after line .., insert:

3 "ARTICLE 8

4 EARLY CHILDHOOD FAMILY SUPPORT

5 Section 1. Minnesota Statutes 2004, section 121A.17,
6 subdivision 1, is amended to read:

7 Subdivision 1. [EARLY CHILDHOOD DEVELOPMENTAL SCREENING.]

8 Every school board must provide for a mandatory program of early
9 childhood developmental screening for children once before
10 school entrance, targeting children who are between 3-1/2 three
11 and four years old. This screening program must be established
12 either by one board, by two or more boards acting in
13 cooperation, by service cooperatives, by early childhood family
14 education programs, or by other existing programs. This
15 screening examination is a mandatory requirement for a student
16 to continue attending kindergarten or first grade in a public
17 school. A child need not submit to developmental screening
18 provided by a board if the child's health records indicate to
19 the board that the child has received comparable developmental
20 screening from a public or private health care organization or
21 individual health care provider. A student identification
22 number, as defined by the commissioner of education, shall be
23 assigned at the time of early childhood developmental screening
24 or at the time of the provision of health records indicating a
25 comparable screening. Each school district must provide the
26 essential data in accordance with section 125B.07, subdivision
27 6, to the Department of Education. Districts are encouraged to
28 reduce the costs of preschool developmental screening programs
29 by utilizing volunteers in implementing the program.

30 Sec. 2. Minnesota Statutes 2004, section 121A.19, is
31 amended to read:

32 121A.19 [DEVELOPMENTAL SCREENING AID.]

33 Each school year, the state must pay a district ~~\$40~~ \$50 for
34 each three-year-old child screened; \$40 for each four-year-old
35 child screened; and \$30 for each five-year-old child screened
36 prior to kindergarten according to the requirements of section

1 121A.17. If this amount of aid is insufficient, the district
 2 may permanently transfer from the general fund an amount that,
 3 when added to the aid, is sufficient.

4 Sec. 3. Minnesota Statutes 2004, section 124D.15,
 5 subdivision 1, is amended to read:

6 Subdivision 1. [ESTABLISHMENT; PURPOSE.] A district or a
 7 group of districts may establish a school readiness program
 8 for eligible children age three to kindergarten entrance. The
 9 purpose of a school readiness program is to ~~provide-all-eligible~~
 10 ~~children-adequate-opportunities-to-participate-in-child~~
 11 ~~development-programs-that-enable-the-children-to-enter-school~~
 12 ~~with-the-necessary-skills-and-behavior-and-family-stability-and~~
 13 ~~support-to-progress-and-flourish~~ prepare children to enter
 14 kindergarten.

15 Sec. 4. Minnesota Statutes 2004, section 124D.15,
 16 subdivision 3, is amended to read:

17 Subd. 3. [PROGRAM ~~ELIGIBILITY~~ REQUIREMENTS.] A school
 18 readiness program must ~~include-the-following~~:

19 (1) ~~a-comprehensive-plan-to-anticipate-and-meet-the-needs~~
 20 ~~of-participating-families-by-coordinating-existing-social~~
 21 ~~services-programs-and-by-fostering-collaboration-among-agencies~~
 22 ~~or-other-community-based-organizations-and-programs-that-provide~~
 23 ~~a-full-range-of-flexible,-family-focused-services-to-families~~
 24 ~~with-young-children~~ Conduct a child development assessment on
 25 each child to guide intentional curriculum planning and promote
 26 kindergarten readiness. This assessment must be conducted on
 27 each child at entrance into the program and once prior to exit
 28 of the program and be maintained as part of a child's cumulative
 29 record;

30 (2) ~~a-development-and-learning-component-to-help-children~~
 31 ~~develop-appropriate-social,-cognitive,-and-physical-skills,-and~~
 32 ~~emotional-well-being~~ adopt and implement department early
 33 learning standards;

34 (3) ~~health-referral-services-to-address-children's-medical,-~~
 35 ~~dental,-mental-health,-and-nutritional-needs~~ demonstrate use of
 36 comprehensive curriculum based on early childhood research and

1 professional practice that prepares children for kindergarten;

2 (4) ~~a-nutrition-component-to-meet-children's-daily~~
3 ~~nutritional-needs~~ arrange for early childhood screening and
4 appropriate referral;

5 (5) ~~parents'-involvement-in-meeting-children's-educational,~~
6 ~~health,-social-service,-and-other-needs~~ involve parents in
7 program planning and decision making;

8 (6) ~~community-outreach-to-ensure-participation-by-families~~
9 ~~who-represent-the-racial,-cultural,-and-economic-diversity-of~~
10 ~~the-community,~~ coordinate with relevant community-based
11 services; and

12 (7) ~~community-based-staff-and-program-resources,-including~~
13 ~~interpreters,-that-reflect-the-racial-and-ethnic-characteristics~~
14 ~~of-the-children-participating-in-the-program,-and~~

15 (8) ~~a-literacy-component-to-ensure-that-the-literacy-needs~~
16 ~~of-parents-are-addressed-through-referral-to-and-cooperation~~
17 cooperate with adult basic education programs and other adult
18 literacy programs.

19 Sec. 5. Minnesota Statutes 2004, section 124D.15, is
20 amended by adding a subdivision to read:

21 Subd. 3a. [APPLICATION AND REPORTING REQUIREMENTS.] (a) A
22 school readiness program must submit a biennial plan to the
23 commissioner for approval to receive aid under section 124D.16.
24 The plan must document that the program will meet the program
25 requirements under subdivision 3. A school district shall
26 submit the biennial plan by April 1 to the commissioner on a
27 form prescribed by the commissioner. One-half of the districts
28 shall first submit the plan by April 1, 2006, and one-half of
29 the districts by April 1, 2007.

30 (b) Programs receiving school readiness funds must submit
31 an annual report to the department.

32 Sec. 6. Minnesota Statutes 2004, section 124D.15,
33 subdivision 5, is amended to read:

34 Subd. 5. [SERVICES WITH NEW OR EXISTING PROVIDERS.] A
35 district ~~is-encouraged-to~~ may contract with a ~~public~~ charter
36 school or ~~nonprofit~~ community-based organization to provide

1 eligible children developmentally appropriate services that meet
2 the program requirements in subdivision 3. In the alternative,
3 a district may pay tuition or fees to place an eligible child in
4 an existing program. A district may establish a new program
5 where no existing, reasonably accessible program meets the
6 program requirements in subdivision 3. A copy of each contract
7 must be submitted to the commissioner with the biennial plan.
8 Services may be provided in a site-based program or in the home
9 of the child or a combination of both. The district may not
10 restrict participation to district residents.

11 Sec. 7. Minnesota Statutes 2004, section 124D.15,
12 subdivision 10, is amended to read:

13 Subd. 10. [SUPERVISION.] A program provided by a board
14 must be supervised by a licensed early childhood teacher, a
15 certified early childhood educator, or a licensed parent
16 educator. ~~A program provided according to a contract between a~~
17 ~~district and a nonprofit organization or another private~~
18 ~~organization must be supervised and staffed according to the~~
19 ~~terms of the contract.~~

20 Sec. 8. Minnesota Statutes 2004, section 124D.15,
21 subdivision 12, is amended to read:

22 Subd. 12. [PROGRAM FEES.] A district may must adopt a
23 sliding fee schedule based on a family's income but must waive a
24 fee for a participant unable to pay. ~~The fees charged must be~~
25 ~~designed to enable eligible children of all socioeconomic levels~~
26 ~~to participate in the program.~~

27 Sec. 9. Minnesota Statutes 2004, section 124D.15, is
28 amended by adding a subdivision to read:

29 Subd. 14. [ASSISTANCE.] The department must provide
30 assistance to districts with programs described in this section.

31 Sec. 10. Minnesota Statutes 2004, section 124D.16,
32 subdivision 2, is amended to read:

33 Subd. 2. [AMOUNT OF AID.] (a) A district is eligible to
34 receive school readiness aid for eligible prekindergarten pupils
35 enrolled in a school readiness program under section 124D.15 if
36 the program biennial plan required by subdivision 1 section

1 124D.15, subdivision 3a, has been approved by the commissioner.

2 (b) For fiscal year 2002 and thereafter, a district must
3 receive school readiness aid equal to:

4 (1) the number of ~~eligible~~ four-year-old children in the
5 district on October 1 for the previous school year times the
6 ratio of 50 percent of the total school readiness aid for that
7 year to the total number of ~~eligible~~ four-year-old children
8 reported to the commissioner for the previous school year; plus

9 (2) the number of pupils enrolled in the school district
10 from families eligible for the free or reduced school lunch
11 program for the ~~second~~ previous school year times the ratio of
12 50 percent of the total school readiness aid for that year to
13 the total number of pupils in the state from families eligible
14 for the free or reduced school lunch program for the ~~second~~
15 previous school year.

16 Sec. 11. Minnesota Statutes 2004, section 124D.16,
17 subdivision 3, is amended to read:

18 Subd. 3. [USE OF AID.] School readiness aid shall be used
19 only to provide a school readiness program and may be used to
20 provide transportation. Not more than five percent of the
21 aid program revenue, as defined in subdivision 5, may be used
22 for the cost of administering the program. Aid must be used to
23 supplement and not supplant local, state, and federal funding.
24 Aid may not be used for instruction and services required under
25 sections 125A.03 to 125A.24 and 125A.65. Aid may not be used to
26 purchase land or construct buildings, but may be used to lease
27 or renovate existing buildings.

28 Sec. 12. [APPROPRIATIONS.]

29 Subdivision 1. [DEPARTMENT OF EDUCATION.] The sums
30 indicated in this section are appropriated from the general fund
31 to the Department of Education for the fiscal years designated.

32 Subd. 2. [SCHOOL READINESS.] For revenue for school
33 readiness programs under Minnesota Statutes, sections 124D.15
34 and 124D.16:

35	<u>\$8,893,000</u>	<u>.....</u>	<u>2006</u>
36	<u>\$8,888,000</u>	<u>.....</u>	<u>2007</u>

1 The 2006 appropriation includes \$1,638,000 for 2005 and
2 \$7,255,000 for 2006.

3 The 2007 appropriation includes \$1,603,000 for 2006 and
4 \$7,285,000 for 2007.

5 Subd. 3. [EARLY CHILDHOOD FAMILY EDUCATION AID.] For early
6 childhood family education aid under Minnesota Statutes, section
7 124D.135:

8 \$12,187,000 2006

9 \$12,558,000 2007

10 The 2006 appropriation includes \$2,150,000 for 2005 and
11 \$10,037,000 for 2006.

12 The 2007 appropriation includes \$2,217,000 for 2006 and
13 \$10,341,000 for 2007.

14 Subd. 4. [HEALTH AND DEVELOPMENTAL SCREENING AID.] For
15 health and developmental screening aid under Minnesota Statutes,
16 sections 121A.17 and 121A.19:

17 \$2,984,000 2006

18 \$3,413,000 2007

19 The 2006 appropriation includes \$481,000 for 2005 and
20 \$2,503,000 for 2006.

21 The 2007 appropriation includes \$552,000 for 2006 and
22 \$2,861,000 for 2007.

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

25 \$17,100,000 2006

26 \$17,100,000 2007

27 Sec. 13. [REPEALER.]

28 (a) Minnesota Statutes 2004, sections 124D.15, subdivisions
29 2, 4, 6, 7, 8, 9, 11, and 13; and 124D.16, subdivision 4, are
30 repealed.

31 (b) Minnesota Statutes 2004, section 124D.16, subdivision
32 1, is repealed effective July 1, 2006.

33 ARTICLE 9

34 COMMUNITY EDUCATION AND PREVENTION

35 Section 1. Minnesota Statutes 2004, section 124D.22,
36 subdivision 3, is amended to read:

1 Subd. 3. [SCHOOL-AGE CARE LEVY.] To obtain school-age care
 2 revenue, a school district may levy an amount equal to the
 3 district's school-age care revenue as defined in subdivision 2
 4 multiplied by the lesser of one, or the ratio of the quotient
 5 derived by dividing the adjusted net tax capacity of the
 6 district for the year before the year the levy is certified by
 7 the resident pupil units in the district for the school year to
 8 which the levy is attributable, to ~~\$2,433~~ \$2,925.

9 [EFFECTIVE DATE.] This section is effective for revenue for
 10 fiscal year 2007.

11 Sec. 2. [APPROPRIATIONS.]

12 Subdivision 1. [DEPARTMENT OF EDUCATION.] The sums
 13 indicated in this section are appropriated from the general fund
 14 to the Department of Education for the fiscal years designated.

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

17 \$1,958,000 2006

18 \$1,250,000 2007

19 The 2006 appropriation includes \$459,000 for 2005 and
 20 \$1,499,000 for 2006.

21 The 2007 appropriation includes \$331,000 for 2006 and
 22 \$919,000 for 2007.

23 Subd. 3. [ADULTS WITH DISABILITIES PROGRAM AID.] For
 24 adults with disabilities programs under Minnesota Statutes,
 25 section 124D.56:

26 \$ 710,000 2006

27 \$ 710,000 2007

28 The 2006 appropriation includes \$128,000 for 2005 and
 29 \$582,000 for 2006.

30 The 2007 appropriation includes \$128,000 for 2006 and
 31 \$582,000 for 2007.

32 Subd. 4. [HEARING-IMPAIRED ADULTS.] For programs for
 33 hearing-impaired adults under Minnesota Statutes, section
 34 124D.57:

35 \$ 70,000 2006

36 \$ 70,000 2007

1 exceed \$21 per prior year contact hour computed under
2 subdivision 3, clause (2).

3 (b) For fiscal year 2004, the aid for a program under
4 subdivision 3, clause (2), adjusted for changes in program
5 membership, must not exceed the aid for that program under
6 subdivision 3, clause (2), for fiscal year 2003 by more than the
7 greater of eight percent or \$10,000.

8 (c) For fiscal year 2005, the aid for a program under
9 subdivision 3, clause (2), adjusted for changes in program
10 membership, must not exceed the sum of the aid for that program
11 under subdivision 3, clause (2), and Laws 2003, First Special
12 Session chapter 9, article 9, section 8, paragraph (a), for the
13 preceding fiscal year by more than the greater of eight percent
14 or \$10,000.

15 (d) For fiscal year 2006 and later, the aid for a program
16 under subdivision 3, clause (2), adjusted for changes in program
17 membership, must not exceed the aid for that program under
18 subdivision 3, clause (2), for the first preceding fiscal year
19 by more than the greater of eight percent or \$10,000.

20 (e) Adult basic education aid is payable to a program for
21 unreimbursed costs occurring in the program year as defined in
22 section 124D.52, subdivision 3.

23 (f) Any adult basic education aid that is not paid to a
24 program because of the program aid limitation under paragraph
25 (a) must be added to the state total adult basic education aid
26 for the next fiscal year under subdivision 1. Any adult basic
27 education aid that is not paid to a program because of the
28 program aid limitations under paragraph (b), (c), or (d), must
29 be reallocated among programs by adjusting the rate per contact
30 hour under subdivision 3, clause (2).

31 [EFFECTIVE DATE.] This section is effective the day
32 following final enactment and applies to revenue distributions
33 for fiscal year 2006.

34 Sec. 3. [GRANTS FOR INTENSIVE ENGLISH INSTRUCTION FOR NEW
35 ADULT REFUGEES.]

36 The commissioner of education shall establish a

1 reimbursement grant program to fund intensive English as a
 2 second language (ESL) programs for adult refugees. Intensive ESL
 3 programming must provide intensive instruction for adult
 4 refugees who are making inadequate literacy progress as measured
 5 by a standard assessment test. The intensive instruction must
 6 be focused on participants gaining sufficient literacy to
 7 achieve self-sufficiency through employment.

8 Organizations eligible for grants under this section
 9 include adult basic education programs, school districts,
 10 postsecondary institutions, and nonprofit or community-based
 11 organizations or other private organizations with experience in
 12 providing English language instruction to non-English speaking
 13 immigrants and refugees. Grant applications must contain
 14 information required by the commissioner in the form prescribed
 15 by the commissioner. At a minimum, the application must
 16 document experience in literacy programs serving immigrants and
 17 refugees, describe fiscal accounting systems and reporting
 18 capacity, ensure that administrative expenses are limited to
 19 five percent of grant funds, and provide a description of the
 20 proposed instructional services and training plans. Funds must
 21 be paid to programs on a reimbursement basis. The grant program
 22 expires on June 30, 2007.

23 Sec. 4. [APPROPRIATIONS.]

24 Subdivision 1. [DEPARTMENT OF EDUCATION.] The sums
 25 indicated in this section are appropriated from the general fund
 26 to the Department of Education for the fiscal years designated.

27 Subd. 2. [ADULT BASIC EDUCATION AID.] For adult basic
 28 education aid under Minnesota Statutes, section 124D.52, in
 29 fiscal year 2004 and Minnesota Statutes, section 124D.531, in
 30 fiscal year 2005:

31 \$36,514,000 2006

32 \$36,541,000 2007

33 The 2006 appropriation includes \$6,580,000 for 2005 and
 34 \$29,934,000 for 2006.

35 The 2007 appropriation includes \$6,614,000 for 2006 and
 36 \$29,927,000 for 2007.

1 Subd. 3. [GED TESTS.] For payment of 60 percent of the
 2 costs of GED tests under Laws 1993, chapter 224, article 4,
 3 section 44, subdivision 10:

4 \$ 125,000 2006

5 \$ 125,000 2007

6 Subd. 4. [INTENSIVE ENGLISH INSTRUCTION.] For grants for
 7 intensive English instruction for adult refugees under section 3:

8 \$1,000,000 2006

9 \$1,000,000 2007

10 Subd. 5. [LEAD HAZARD REDUCTION.] For lead hazard
 11 reduction under Minnesota Statutes, section 119A.46:

12 \$ 100,000 2006

13 \$ 100,000 2007

14 Any balance in the first year does not cancel but is
 15 available in the second year. The commissioner of education may
 16 transfer this appropriation to the commissioner of health."