

Minnesota Baseline Information for the BUILD Initiative

Zoe Nicholie, Ready 4 K and BUILD consultant, and Richard Chase and Shelly Hendricks, Wilder Research Center, March 2003 (updated April 2003)

Note: See the [Annotated Bibliography](#) on Minnesota State Baseline Information for more details.

* Indicates in the process of obtaining relevant information

Long-Term Outcomes

<p>Questions: <i>Data on status of children birth-5, with emphasis upon developmental status at time of school entry</i> <i>Other indicators of child learning and family well-being important to child success</i></p>	
<p>Current status: Although data are available on many young children in Minnesota, the state currently has no comprehensive and ongoing system for collecting data on the developmental status of children before entering kindergarten. Additionally, most of the available data focus on deficits and problems, with very little on assets and strengths.</p>	<p>Gaps: Ongoing statewide monitoring system for assessing the developmental status of children at the time of school entry.</p>
<p>Available Information</p>	
<p>MN Kids Initiative (an on-line gateway to data from state agencies) Head Start state report – Contact Sandy Simar at CFL <i>1998 Minnesota Early Childhood Workforce Survey Results.</i> Alliance of Early Childhood Professionals. <i>2002 Minnesota Milestones: Measures that Matter.</i> (April 2002.) Minnesota Planning. Retrieved from the Internet on December 17, 2002 (http://www.mnplan.state.mn.us/pdf/2002/MilestonesMeasuresthatMatter.pdf). <i>Action Plan for Early Care and Education in Minnesota.</i> (November 2000). Early Care and Education Finance Commission Final Report. Retrieved from the Internet on January 10, 2003 (http://www.earlychildpro.org/mctc/weasel/). <i>All-Day Kindergarten Narrows the Gap in Early Literacy.</i> (November 12, 2002). Minneapolis Public Schools News Release. Retrieved from the Internet on January 31, 2003 (www.mpls.k12.mn.us/news/news_release/all_day_k.shtml).</p>	<p><i>Beltrami Area Service Collaborative Report Card 2000.</i> Prepared by Bennett and Rafferty Statistical and Research Consulting Associates. Chase, Richard. <i>Child Care Development Grants Program: Summary of Final Evaluation Results for 2000-2002.</i> (November 2002). Wilder Research Center. <i>Child care use in Minnesota: Statewide survey of households.</i> (January 2001). Produced by Richard Chase and Ellen Shelton, Wilder Research Center, and the Minnesota Department of Children, Families, and Learning. Retrieved from the Internet on January 27, 2003 (http://www.wilder.org/research/reports/pdf/childcareuse1-01sum.pdf). <i>Child Protective Services: A Program Evaluation Report.</i> (January 1998.) Office of the Legislative Auditor, State of Minnesota. Retrieved from the Internet on November 19, 2002 (www.auditor.leg.state.mn.us/ped/pedrep/9801-all.pdf). <i>Children's Report Card.</i> Retrieved from the Internet on November 22, 2002 (www.mnplan.state.mn.us/datanetweb/chi_indic.html). <i>Children's Services: Minnesota's Child Welfare Report for 2000.</i> (April 2002.) Report to the 2002 Minnesota Legislature from the Minnesota Department of Human Services.</p>

Long-Term Outcomes (continued)

Children's Services: Study of Outcomes for African American Children in Minnesota's Child Protection System. (April 2002.) Report to the 2002 Minnesota Legislature from the Minnesota Department of Human Services. Retrieved from the Internet on November 20, 2002 (<http://edocs.dhs.state.mn.us/live/ms-1943-ENG.pdf>).

Community Health Report Card for Itasca County. (2002). A project of the Itasca Partnership for Quality Healthcare. Retrieved from the Internet on January 29, 2003 (www.co.itasca.mn.us/HHS/Servinfo/HealthReportCard%20for%20web.pdf).

Child Maltreatment Reports. Minnesota Department of Human Services: Children's Services. Retrieved from the Internet on November 22, 2002 (<http://www.dhs.state.mn.us/childint/research/maltreat.htm>).

Dixon, Genie. *Looking Back to Move Forward: Reflections on Lessons Learned from Efforts Aimed at 0-3 in Minneapolis.* (August 1998). A Report to The Minneapolis Foundation, prepared for use by the Minneapolis Kellogg 0-3 Initiative Design Committee.

KIDS COUNT data book online. The Annie E. Casey Foundation. Retrieved from the Internet on November 22, 2002 (<http://www.aecf.org/cgi-bin/kc2002.cgi?action=profile&area=Minnesota>).

Listening to Communities: A Report on the Early Care and Education Needs of New Arrivals in Hennepin County. (Spring 2001). Greater Minneapolis Day Care Association. Retrieved from the Internet on January 9, 2003 (<http://gmdca.org/listeningtocommunities.pdf>).

Measures of Child Well Being in Ramsey County in the 1990s: Selected Statistics. (June 1999). Ramsey County Department of Human Services, Office of Performance Measurement and Evaluation.

Measuring the Economic Well-Being of Families and Children 2000. (2000). Kids Count Minnesota, A Project of the Children's Defense Fund – Minnesota. Retrieved from the Internet on January 10, 2003 (<http://www.cdf-mn.org/PDF/FrontBackIndicator.pdf>).

Measuring Up: The Quality of Childcare in Minnesota. Resources for Child Caring. Retrieved from the Internet on January 10, 2003 (<http://education.umn.edu/ceed/publications/measuringup/mu15page.pdf>).

Metro Trend Watch 2001. Wilder Research Center.

Minnesota Counts on Child Care: A county-by-county summary of data about child care in Minnesota. (2001). Minnesota Child Care Resource and Referral Network. Retrieved from the Internet on January 10, 2003 (http://www.mnchildcare.org/book1_county_summary.pdf).

Minnesota Early Childhood Indicators of Progress: A Resource Guide. (2000). Minnesota Department of Children, Families, and Learning. Retrieved from the Internet on January 10, 2003 (<http://cfl.state.mn.us/ecfi>).

Minnesota Health Profiles. Datanet. Retrieved from the Internet on November 19, 2002 (<http://www.mnplan.state.mn.us/>).

Minnesota School Readiness Initiative: Developmental Assessment at Kindergarten Entrance – Pilot Study Fall 2002. (February 2003). Minnesota Department of Education.

Mueller, Marsha R. *Minnesota's School Readiness 1999-2000 Evaluation: Immediate Outcomes Demonstrated by Children Participating in School Readiness.* (February 2001). Prepared for the Department of Children, Families, and Learning by Mueller Associates, LLC.

No Better Time: Starting Early for School Success. From the Minnesota Department of Children, Families, and Learning. Retrieved from the Internet on January 10, 2003 (www.educ.state.mn.us/ecfi/nobettertime.pdf).

Supporting the Workforce: The Child Day Care Services Industry in Minnesota. (March 2000). Minnesota Economic Trends. Retrieved from the Internet on January 10, 2003. (www.mnworkforcecenter.org/lmi/trends/mar00/child.htm).

Youth 2000 Community Report Card for Stearns, Benton, and Sherburne Counties. Retrieved from the Internet in the fall of 2002 (<http://www.mnkids.org/crcrpt.pdf>).

Additional sources of information to be reviewed:

The Minnesota Early Literacy Training Project and the Youth Coordinating Board's early literacy project will have data on child assessment for language and literacy using the IGDI's (individual growth and development indicators.)

Governance and Leadership

<p>Questions:</p> <p><i>State government structures coordinating or leading early childhood system building efforts</i></p> <p><i>Statewide coalitions working to develop early childhood system</i></p> <p><i>Local governance structures established/authorized by state</i></p> <p><i>Other individuals or organizations outside the early childhood service community involved in promoting early learning (brief descriptions)</i></p>	
<p>Current status: Several state structures and coalitions are responding to the needs of Minnesota’s children. However, not all these coalitions are as coordinated as they could be, or agreed on a unified vision for early care and education in Minnesota. Also, the state lacks a coordinated statewide effort for linking early childhood education and services to K-12.</p>	<p>Gaps: Will have to wait to learn new state elected leaders’ priorities related to early education.</p> <p>New Commissioner of Minnesota Department of Education has a K-12 focus, with no early education experience.</p> <p>No clear model of local early childhood councils and their function.</p> <p>No clearly identified champions such as business CEOs, police chiefs, mayors, school superintendents, etc. No legislative champions.</p>
<p>Available Information</p>	
<p>Ready 4 K – “is a campaign working to bring about comprehensive policy change on behalf of Minnesota’s children, their parents, and their caretakers.”</p> <p>Child Care Works – “a statewide coalition of organizations and individuals since 1983, educates about and advocates for quality care and education for all Minnesota’s children and their families.”</p> <p>Children’s Defense Fund – “Minnesota provides a strong and effective voice for children, who cannot speak or vote for themselves. We accomplish this through research, publication, public education, advocacy, and outreach.”</p>	<p>Minnesota Association for the Education of Young Children – “promotes the professional growth and development of those who are committed to the care and education of young children.”</p> <p>Minnesota Licensed Family Child Care Association – “supports the highest standard of care for children in licensed family child care homes through education, resources, recognition, and advocacy; while acknowledging the diversity of licensed family child care providers.”</p> <p>Voices for Children – “brings children’s issues forward through timely bulletins, commentaries, and resources informed by research and practice. We convene individuals and organizations to learn from one another and to advance a common cause: a society that nurtures, protects, and values children.”</p>

Governance and Leadership (continued)

<p>Minnesota Head Start Association The mission of the MHSA is to speak and act as a united voice on issues affecting families and children experiencing poverty and to improve Head Start programs and policies by conducting itself as an informed, respectful, and representative organization.</p> <p>Congregations Concerned for Children – “a passionate faith-based voice for children and to deepen the commitment and direct the resources of communities of faith to advocate on behalf of children, particularly those children experiencing poverty and violence.”</p> <p>Minnesota Initiative Foundations’ Early Childhood Initiative A three year plan to develop and implement the community awareness organizing model in six rural regions of Minnesota. The model will bring together diverse communities to improve the lives of our youngest children by identifying and addressing issues of early childhood developments, such as school readiness, family support networks, and access to services.</p> <p>Minnesota Chapter of the American Academy of Pediatrics. Possible contact: Chuck O’Berg, MD – Current president, chuck.oberg@co.hennepin.mn.us</p> <p>Developmental pediatricians. Possible contact: Sally Colwell, MD, 651.232.2800</p> <p>Business leaders such as Steve Young, Peter Heegard, Chuck Slocum, others on the Ready 4K Business Committee.</p> <p>Regional CCR&R advisory councils</p> <p>Child care regional proposal review committees: (a) Child care regional proposal review committees must establish regional priorities and review applications for family child care technical assistance grants and child care services grants under this section and make funding recommendations to the child care resource and referral program designated under section 119B.19, subdivision 1a. (b) A child care resource and referral program shall establish a process to select members of the child care regional proposal review committee.</p>	<p>School Readiness advisory councils Each school readiness program must have an advisory council composed of members of existing early education-related boards, parents of participating children, child care providers, culturally specific service organizations, local resource and referral agencies, and representatives of early childhood service providers. The council must advise the board in creating and administering the program and must monitor the progress of the program and must ensure that children at greatest risk receive appropriate services. If the board is unable to appoint to the advisory council members of existing early education-related boards, it must appoint parents of children enrolled in the program who represent the racial, cultural, and economic diversity of the district and representatives of early childhood service providers as representatives to an existing advisory council.</p> <p>Alliance for Early Childhood Professionals – “engages in a variety of research, education, and systems work directed toward increasing the recognition, respect, and compensation of the child development work force, to make educating and caring for children a life long profession for those who choose it.”</p> <p>Minnesota Child Care Association Provides statewide representation of child care centers to the government and works to improve the child care industry as a whole.</p> <p>MNCCR&R Network – “provides statewide leadership in shaping collaborations that build a diverse, high quality child care system accessible to all Minnesota families through local child care resource and referral services.”</p> <p>Educational Cooperatives, such as the Lake Country Services Cooperative, which employs ECFE and Early Childhood Special Education educators who in turn work for area schools on a contractual basis. Additionally, Lakes Country regularly convenes ECFE educators from across the region and providers training specific to early childhood.</p>
---	--

Governance and Leadership (continued)

<p>The University of Minnesota's Center for Early Education and Development (CEED); Children, Youth, and Family Consortium; Institute of Child Development; Harris Center for Infant and Toddler Development; and University President Robert Bruininks' Presidential Summit on early childhood development</p> <p>St. Paul Ramsey Children's Initiative</p> <p>Success by Six</p> <p>Family Services Collaboratives</p> <p>Mental Health Collaboratives</p> <p>MECTE (Minnesota Early Childhood Teacher Educators Association)</p> <p>IEIC's</p>	<p><i>Action Plan for Early Care and Education in Minnesota.</i> (November 2000). Early Care and Education Finance Commission Final Report. Retrieved from the Internet on January 10, 2003 (http://www.earlychildpro.org/mctc/weasel/).</p> <p><i>Early Childhood Education Programs.</i> (January 2001). Office of the Legislative Auditor. Retrieved on November 19, 2002 (www.auditor.leg.state.mn.us/ped/pedrep/0101all.pdf).</p> <p><i>No Better Time: Starting Early for School Success.</i> From the Minnesota Department of Children, Families, and Learning. Retrieved from the Internet on January 10, 2003 (http://www.educ.state.mn.us/ecfi/nobettertime.pdf).</p> <p>Rolnick, Art and Grunewald, Rob. <i>Early Childhood Development: Economic Development with a High Public Return.</i> (January 24, 2003). fedgazette. Retrieved from the Internet on January 29, 2003 (http://www.minneapolisfed.org/pubs/fedgaz/03-03/earlychild.cfm).</p> <p>Additional sources of information to be reviewed:</p> <p>Early Childhood and Family Support Division of MN Dept of CFL and the DHS and Dept of Health have pieces related to topic.*</p> <p>Minnesota philanthropy (State foundations plan to coordinate and develop early childhood funding agenda.)*</p>
---	---

Public Engagement

<p>Questions:</p> <p><i>Level of public awareness and understanding of early childhood</i></p> <p><i>Level of public support for public investments in early childhood</i></p> <p><i>Levels of organization and activism at the grassroots level</i></p>	
<p>Current status: Professionals and parents want more information available to improve the early childhood development system. Although the McKnight Foundation did an opinion poll that included four ECE questions, there are no <u>ongoing</u> polls or surveys to accurately assess public opinion as it relates to awareness and understanding of early childhood issues and needs.</p>	<p>Gaps: Ongoing statewide poll or survey to assess public opinion relating to early childhood issues is not a priority at this time.</p> <p>Need a concrete vision/‘endgame’ for people to connect to.</p>
<p>Available Information</p>	
<p>Ready 4 K (See description above); in particular the grass-roots organizing efforts, and the E-Advocacy Network.</p> <p>Alliance for Early Childhood Professionals (See description above)</p> <p>Congregations Concerned for Children (See description above)</p> <p>Local Family Child Care Neighborhood groups</p> <p>Regional CCR&R programs/Minnesota CCR&R Network</p> <p>ECFE program staff and parents</p> <p>Head Start program staff and parents</p> <p>Child Care Works</p> <p>Children’s Defense Fund</p> <p>Council for Civic Parent Leadership</p> <p>Parents United/“Save our Schools” (Statewide E-12 advocacy group)</p> <p>Success by Six, United Way</p> <p><i>1998 Minnesota Early Childhood Workforce Survey Results.</i> Alliance of Early Childhood Professionals.</p>	<p>Dixon, Genie. <i>Looking Back to Move Forward: Reflections on Lessons Learned from Efforts Aimed at 0-3 in Minneapolis.</i> (August 1998). A Report to The Minneapolis Foundation, prepared for use by the Minneapolis Kellogg 0-3 Initiative Design Committee.</p> <p><i>Hopes and Dreams, Challenges and Strengths: Minnesota Parents Talk About What Their Families Value.</i> (1998). Minnesota Parenting Association.</p> <p><i>Metro Trend Watch 2001.</i> Wilder Research Center.</p> <p><i>No Better Time: Starting Early for School Success.</i> From the Minnesota Department of Children, Families, and Learning. Retrieved from the Internet on January 10, 2003 (http://www.educ.state.mn.us/ecfi/nobettertime.pdf).</p> <p>Rolnick, Art and Grunewald, Rob. <i>Early Childhood Development: Economic Development with a High Public Return.</i> (January 24, 2003). fedgazette. Retrieved from the Internet on January 29, 2003 (http://www.minneapolisfed.org/pubs/fedgaz/03-03/earlychild.cfm).</p> <p>Available Fall of 2003: Statewide Child Care Economic Impact Study. MnCCR&R Network; Minneapolis Child Care Economic Impact Study, Finance Project of GMDCA.</p> <p><i>September 2002 Consumer Insights Poll.</i> McKnight Foundation. Sept.2002. This opinion poll asked four questions regarding importance of early childhood programs for people in Minnesota.</p>

Resources and Financing

<p>Questions:</p> <p><i>Current level of public (federal, state, and school district) funding for early childhood</i></p> <p><i>Current level of foundation, United Way, and employer funding for early childhood</i></p> <p><i>Special funds or funding streams used for early childhood services</i></p>	
<p>Current status: The public and philanthropic sectors provides funding for numerous early childhood development programs across the state of Minnesota, and many private sector businesses also support positive early childhood development programs.</p>	<p>Gaps: Need a report of amount of money funded through foundation, United Way and employer for ECE which includes an overview of what projects were funded and intended outcomes.</p> <p>Research on all funding streams for ECE in Minnesota, and what is available federally. (Charlie Bruner's project)</p>
<p>Available Information</p>	
<p><i>Budget information for fiscal year 2002 and 2003.</i> Department of Children, Families, and Learning. Received from Michelle Weber via Zoe Nicholie on January 31, 2003.</p> <p><i>Early Childhood Education Programs.</i> (January 2001). Office of the Legislative Auditor. Retrieved on November 19, 2002 (www.auditor.leg.state.mn.us/ped/pedrep/0101all.pdf).</p> <p><i>How welfare-to-work is working: Welfare reform through the eyes of Minnesota employers, welfare participants, and local community partnerships.</i> (March 2000.) The McKnight Foundation, prepared by Wilder Research Center. Retrieved from the Internet on January 9, 2003 (http://www.mcknight.org/display_file.asp?FileID=38).</p> <p><i>Listening to Communities: A Report on the Early Care and Education Needs of New Arrivals in Hennepin County.</i> (Spring 2001). Greater Minneapolis Day Care Association. Retrieved from the Internet on January 9, 2003 (http://gmdca.org/listeningtocommunities.pdf).</p>	<p><i>No Better Time: Starting Early for School Success.</i> From the Minnesota Department of Children, Families, and Learning. Appendix E has a list of the publicly sponsored early childhood and family funding streams. Retrieved from the Internet on January 10, 2003 (http://www.educ.state.mn.us/ecfi/nobettertime.pdf).</p> <p><i>Supporting the Workforce: The Child Day Care Services Industry in Minnesota.</i> (March 2000). Minnesota Economic Trends. Retrieved from the Internet on January 10, 2003. (www.mnworkforcecenter.org/lmi/trends/mar00/child.htm).</p>

Policy Reforms

<p>Questions: <i>Recommendations for policy changes to improve early learning system</i> <i>Identified areas where policy reforms need to occur</i></p>	
<p>Current status: While specific recommendations differ by organization, the overall goal of these policy reforms is to develop a system that meets the early childhood development needs of Minnesota's children.</p>	<p>Gaps: We need a Minnesota Early Childhood Plan which includes vision for a coordinated, comprehensive early childhood system in Minnesota and what it would cost to fully implement it.</p> <p>Contact MN Dept of Education to find out what President Bush's "Good Start, Grow Smart" requires of states for early learning</p>
<p>Available Information</p>	
<p>Financing Integration and Coordination of early childhood services at the local level State support for the T.E.A.C.H. and R.E.E.T.A.I.N. programs <i>Action Plan for Early Care and Education in Minnesota.</i> (November 2002). Early Care and Education Finance Commission Final Report. Retrieved from the Internet on January 10, 2003 (http://www.earlychildpro.org/mctc/weasel/). Buchwald, Claire. (November 2001). <i>Building Cultural Responsiveness in Minnesota's Child Care System: Strategies, Lessons Learned, and Recommendations for Future Direction.</i> The Minnesota Department of Children, Families, and Learning. <i>Child care use in Minnesota: Statewide survey of households.</i> (January 2001). Produced by Wilder Research Center and the Minnesota Department of Children, Families, and Learning. Retrieved from the Internet on January 27, 2003 (http://www.wilder.org/research/reports/pdf/childcareuse1-01sum.pdf). Dixon, Genie. <i>Looking Back to Move Forward: Reflections on Lessons Learned from Efforts Aimed at 0-3 in Minneapolis.</i> (August 1998). A Report to The Minneapolis Foundation, prepared for use by the Minneapolis Kellogg 0-3 Initiative Design Committee.</p>	<p><i>Early Childhood Education Programs.</i> (January 2001). Office of the Legislative Auditor. Retrieved on November 19, 2002 (www.auditor.leg.state.mn.us/ped/pedrep/0101all.pdf).</p> <p><i>Hopes and Dreams, Challenges and Strengths: Minnesota Parents Talk About What Their Families Value.</i> (1998). Minnesota Parenting Association.</p> <p><i>How welfare-to-work is working: Welfare reform through the eyes of Minnesota employers, welfare participants, and local community partnerships.</i> (March 2000.) The McKnight Foundation, prepared by Wilder Research Center. Retrieved from the Internet on January 9, 2003 (http://www.mcknight.org/display_file.asp?FileID=38).</p> <p><i>Listening to Communities: A Report on the Early Care and Education Needs of New Arrivals in Hennepin County.</i> (Spring 2001). Greater Minneapolis Day Care Association. Retrieved from the Internet on January 9, 2003 (http://gmdca.org/listeningtocommunities.pdf).</p> <p><i>Measuring Up: The Quality of Childcare in Minnesota.</i> Resources for Child Caring. Retrieved from the Internet on January 10, 2003 (http://education.umn.edu/ceed/publications/measuringup/mu15page.pdf).</p> <p>Future information: There may be additional policy recommendations that will come out of the CFL research on child care quality; subsidy, etc.</p>

Policy reforms (continued)

<p><i>Metro Trend Watch 2001</i>. Wilder Research Center.</p> <p><i>Minnesota Early Childhood Indicators of Progress: A Resource Guide</i>. (2000). Minnesota Department of Children, Families, and Learning. Retrieved from the Internet on January 10, 2003 (http://cfl.state.mn.us/ecfi).</p> <p><i>No Better Time: Starting Early for School Success</i>. From the Minnesota Department of Children, Families, and Learning. Retrieved from the Internet on January 10, 2003 (http://www.educ.state.mn.us/ecfi/nobettertime.pdf).</p> <p>Rolnick, Art and Grunewald, Rob. <i>Early Childhood Development: Economic Development with a High Public Return</i>. (January 24, 2003). fedgazette. Retrieved from the Internet on January 29, 2003 (http://www.minneapolisfed.org/pubs/fedgaz/03-03/earlychild.cfm).</p>	<p><i>Study on Racial, Ethnic, and Linguistic Diversity in Minnesota's Center-Based Child Care Programs</i>. (November 2001). Prepared for the Minnesota Department of Children, Families, and Learning by the Urban Coalition.</p> <p>Available next year: Lessons learned from the Kith and Kin Projects funded by the Bush Foundation.</p>
--	---

Programs and Services

<p>Questions: <i>Current array of state programs serving young children and families including: (1) health and nutrition, (2) family support/parenting education, (3) child care, (4) pre-school, and (5) early intervention programs</i> <i>Significant cross-system coordination activities</i> <i>Identified absolute gaps, by program area or specific population</i></p>	
<p>Current status: Minnesota provides numerous early childhood programs and services, such as ECFE, Head Start, and School Readiness. However, the state still lacks well-coordinated and integrated services and an ability to measure those programs and services for their success.</p>	<p>Gaps: Do not have consensus on a statewide vision for ECE system.</p> <p>Need better coordination among state agencies responsible for programs serving children and families.</p>
<p>Available Information</p>	
<p><i>1998 Minnesota Early Childhood Workforce Survey Results.</i> Alliance of Early Childhood Professionals.</p> <p><i>Action Plan for Early Care and Education in Minnesota.</i> (November 2002). Early Care and Education Finance Commission Final Report. Retrieved from the Internet on January 10, 2003 (http://www.earlychildpro.org/mctc/weasel/).</p> <p>Brown, Brett, Kirby, Gretchen and Botsko, Christopher. (September 1997). <i>Social Indicators of Child and Family Well-Being.</i> Institute for Research on Poverty, Special Report No. 72. Retrieved from the Internet on November 20, 2002 (http://www.ssc.wisc.edu/irp/sr/sr72.pdf).</p> <p>Buchwald, Claire. (November 2001). <i>Building Cultural Responsiveness in Minnesota's Child Care System: Strategies, Lessons Learned, and Recommendations for Future Direction.</i> The Minnesota Department of Children, Families, and Learning.</p> <p>Dixon, Genie. <i>Looking Back to Move Forward: Reflections on Lessons Learned from Efforts Aimed at 0-3 in Minneapolis.</i> (August 1998). A Report to The Minneapolis Foundation, prepared for use by the Minneapolis Kellogg 0-3 Initiative Design Committee.</p>	<p><i>Early Childhood Education Programs.</i> (January 2001). Office of the Legislative Auditor. Retrieved on November 19, 2002 (www.auditor.leg.state.mn.us/ped/pedrep/0101all.pdf).</p> <p><i>How welfare-to-work is working: Welfare reform through the eyes of Minnesota employers, welfare participants, and local community partnerships.</i> (March 2000.) McKnight Foundation and Wilder Research Center. Retrieved from the Internet on January 9, 2003 (www.mcknight.org/display_file.asp?FileID=38).</p> <p><i>Listening to Communities: A Report on the Early Care and Education Needs of New Arrivals in Hennepin County.</i> (Spring 2001). Greater Minneapolis Day Care Association. Retrieved from the Internet on January 9, 2003 (http://gmdca.org/listeningtocommunities.pdf).</p> <p><i>Minnesota Counts on Child Care: A county-by-county summary of data about child care in Minnesota.</i> (2001). Minnesota Child Care Resource and Referral Network. Retrieved from the Internet on January 10, 2003 (http://www.mnchildcare.org/book1_county_summary.pdf).</p>

Programs and services (continued)

Mueller, Marsha R. *Insights from Minnesota's Early Childhood Community: Summary report of Group Interviews about Program and Services Integration.* (June 28, 2000). Prepared for the Program and Service Integration Work Group of the Department of Children, Families, and Learning by Mueller Associates, LLC.

No Better Time: Starting Early for School Success. From the Minnesota Department of Children, Families, and Learning. Retrieved from the Internet on January 10, 2003 (<http://www.educ.state.mn.us/ecfi/nobettertime.pdf>).

Study on Racial, Ethnic, and Linguistic Diversity in Minnesota's Center-Based Child Care Programs. (November 2001). Prepared for the Minnesota Department of Children, Families, and Learning, based on research by the Urban Coalition.

Supporting the Workforce: The Child Day Care Services Industry in Minnesota. (March 2000). Minnesota Economic Trends. Retrieved from the Internet on January 10, 2003. (www.mnworkforcecenter.org/lmi/trends/mar00/child.htm).

Quality

<p>Questions:</p> <p><i>Current program characteristics related to established guidelines for effectiveness</i></p> <p><i>Current system for insuring quality, through monitoring, regulations, and standards</i></p> <p><i>Current level of consumer, provider and family involvement in program design and delivery</i></p>	
<p>Current status: Although a couple of initiatives examine indicators that help assess the quality and effectiveness of early childhood programs, the state of Minnesota lacks an ongoing, statewide data collection system for accurately assessing children's needs.</p>	<p>Gaps: No agreed upon clear vision for ECE system and infrastructure to develop and ensure quality.</p>
<p>Available Information</p>	
<p>Rule 2, Rule 3, DHS.</p> <p>Accreditation</p> <p>Credential Programs</p> <p>Strong Beginnings Program – “an early education program that works with children ages 3 through 5.... Focuses on...development to prepare the child for future school success.... Provided at 15 community-based childcare programs.”</p> <p>Current professional development practices</p> <p>Minneapolis School-Age Professional Development Project A federally funded, statewide project developed to support an inclusive, quality training system for professionals caring for children and youth during their out-of-school time. The Minnesota School-Age Care Professional Development Project is focused on improving the quality and availability of school-age care services for children, youth and their families.</p> <p>Early Childhood Professional Development Council, facilitated by MnAEYC A private, collaborative, state-wide citizen initiative working to plan a coordinated accessible system for early childhood and school age professional development.</p> <p>MN Early Childhood and School-Age Practitioner Core Competencies Developed in January 1997 (level 3 added Feb. 2001) to describe the skills and knowledge necessary for practitioners providing care and education services for children</p>	<p>T.E.A.C.H. Early Childhood® Project. MnCCR&R network – “gives scholarships to child care workers to complete course work in early childhood education and to increase their compensation.”</p> <p>Minnesota Early Literacy Project. U of M. With \$1.5 million dollars from a Department of Education grant, this project is creating and implementing a research-based early literacy training and coaching curriculum that is focusing on preschool teachers serving three- to five-year old children in Minneapolis and the White Earth Indian Reservation.</p> <p>Minneapolis Youth Coordinating Board School Readiness Initiative The Minneapolis YCB received a \$1 million federal grant from the Department of Health and Human Services for a School Readiness Initiative to ensure that all Minneapolis children enter kindergarten ready to learn. The Initiative focuses on three primary strategies to ensure that more Minneapolis children enter kindergarten ready to learn: 1) Improve the quality of child care receive by training and retaining excellent child care and preschool teachers through an Early Literacy Curriculum and through the T.E.A.C.H.® program and R.E.E.T.A.I.N. program; 2) Mobilize the community around the critical importance of school readiness efforts while helping families to support their young child’s growth; 3) Develop ways to measure progress toward the goal of ensuring all Minneapolis children enter kindergarten ready to learn.</p>

Quality (continued)

<p>MnCCR&R Network on-line Early Childhood Training The Minnesota Child Care Resource & Referral Network developed a new program to help support the professional development of early childhood and school-age care providers. Eager-to-Learn is an internet-based professional development program that will provide high-quality, on-line educational opportunities for caregivers and educators across the state. In addition to classes on a wide variety of subjects, the Eager-to-Learn website will feature links to other on-line professional development opportunities, information about E-Learning, and a virtual meeting room for various professional groups.</p> <p>ITTI Project (Infant and Toddler Training Initiative) An initiative of the Bush Foundation, carried out by the Minnesota Child Care Resource & Referral Network in collaboration with the Minnesota Department of Children, Families and Learning. Trainers from around the state have been trained in the Program for Infant Toddler Caregivers, a research-based, nationally recognized curriculum developed by WestEd Laboratory for Educational Research Development. These trainers are available to offer this quality training in communities across Minnesota.</p> <p>Project Exceptional Training A statewide network for promoting and supporting inclusive early childhood and school-age programs and providers in Minnesota. This network provides leadership, administrative support, training and consultation to early care and education providers, school-age care providers, parents and the professionals who support providers and parents of children with special needs.</p> <p>Cultural Beginnings Training The Cultural Dynamics Education Program (CDEP) seeks to train child care providers and community members in the importance, respect, and celebration of culture in the healthy development of all children. Each training seeks to offer participants the chance to: develop a greater awareness of their own culture; learn how to help children grow up with healthy attitudes about cultural differences; develop skills in cross-cultural communication; and recognize and address discrimination before it starts.</p>	<p><i>Minnesota Early Childhood Indicators of Progress: A Resource Guide.</i> MN Dept of Children, Families & Learning. 2000. A framework for understanding and communicating a common set of developmentally appropriate expectations for young children approximately four years old, presented within a context of shared responsibility and accountability for helping children meet these expectations.</p> <p>Brown, Brett, Kirby, Gretchen and Botsko, Christopher. (September 1997). <i>Social Indicators of Child and Family Well-Being.</i> Institute for Research on Poverty, Special Report No. 72. Retrieved from the Internet on November 20, 2002 (http://www.ssc.wisc.edu/irp/sr/sr72.pdf).</p> <p>Buchwald, Claire. (November 2001). <i>Building Cultural Responsiveness in Minnesota's Child Care System: Strategies, Lessons Learned, and Recommendations for Future Direction.</i> The Minnesota Department of Children, Families, and Learning.</p> <p>Chase, Richard. <i>Child Care Development Grants Program: Summary of Final Evaluation Results for 2000-2002.</i> (November 2002). Wilder Research Center.</p> <p><i>Early Childhood Education Programs.</i> (January 2001). Office of the Legislative Auditor. Retrieved on November 19, 2002 (www.auditor.leg.state.mn.us/ped/pedrep/0101all.pdf).</p> <p><i>Measuring Up: The Quality of Childcare in Minnesota.</i> Resources for Child Caring. Retrieved from the Internet on January 10, 2003 (http://education.umn.edu/ceed/publications/measuringup/mu15page.pdf).</p> <p>Schene, Patricia. (May 2001). <i>Implementing Concurrent Planning: A Handbook for Child Welfare Administrators.</i> National Child Welfare Resource Center for Organizational Improvement. Retrieved from the Internet on November 19, 2002 (http://muskie.usm.maine.edu/helpkids/rcpdfs/concurrent.pdf).</p>
---	---

Quality (continued)

<p>Additional information to be reviewed:</p> <p>“Early Childhood Workforce Study”, 1998. The Alliance of Early Childhood Professional.*</p> <p><i>The Cost, Quality, and Child Outcomes Study.</i> (1999). Deborah Ceglowski and Chiara Bacigalupa, U of M.*</p> <p>Information available in the near future: The Minnesota Child Care Policy Research Partnership, funded by CFL.</p> <ul style="list-style-type: none">• MCCPRP's research agenda is designed to answer critical questions about how affordability, quality and accessibility affect outcomes for families and children. A key objective is to enhance our understanding of the impact on child care quality of various state policies, including the level of subsidies, tiered reimbursement, and quality regulations or standards.	<p>Five studies are being conducted:</p> <ul style="list-style-type: none">• Quality of Child Care• Impact of Tiered Reimbursement on the Market for Child Care• Parents' Choice of Type of Child Care• Employment, Earnings and Job Stability of Parents Receiving Child Care Assistance• Impact of Child Care Assistance on the Market for Child Care <p>For more information, contact Deborah Ceglowski at deber@umn.edu. You can also find information at: http://education.umn.edu/ceed/projects/mccprp/default.html</p>
---	---

Annotated Bibliography

**Richard Chase and Shelly Hendricks, Wilder Research Center
March 2003**

The following publications provide Minnesota state baseline information for the BUILD Initiative, a multi-state partnership of which Minnesota is a partner. The overall mission of BUILD is to create a sound system for child care, education, and development to ensure school readiness and success.

Long-Term Outcomes

<p>Questions: <i>Data on status of children birth-5, with emphasis upon developmental status at time of school entry</i> <i>Other indicators of child learning and family well-being important to child success</i></p>	
<p>Current status: Although data are available on many young children in Minnesota, the state currently has no comprehensive and ongoing system for collecting data on the developmental status of children before entering kindergarten. Additionally, most of the available data focus on deficits and problems, with very little on assets and strengths.</p>	<p>Gaps: Ongoing statewide monitoring system for assessing the developmental status of children at the time of school entry.</p>
<p>Available Information</p>	

1998 Minnesota Early Childhood Workforce Survey Results. Alliance of Early Childhood Professionals.

The Alliance of Early Childhood Professionals surveyed 369 family child care providers, 86 child care centers, and 318 center staff for its 1998 Early Childhood Workforce Study. Some key findings from their study include:

- In 1998, center directors reported earning \$12.18 per hour, teachers \$10.04 per hour, assistant teachers \$7.96 per hour, and aides \$6.44 per hour.
- In 1998, reported turnover was 11% for directors, 21% for teachers, 43% for assistant teachers, and 40% for aides.

(See Public Engagement section for additional information on this publication.)

2002 Minnesota Milestones: Measures that Matter. (April 2002.) Minnesota Planning. Retrieved from the Internet on December 17, 2002 (<http://www.mnplan.state.mn.us/pdf/2002/MilestonesMeasuresThatMatter.pdf>).

Minnesota Milestones 2002 provides data to promote accountability, performance measurement, and quality management in government.

For those goals relating to child well-being, the report noted the following overview of progress (or lack of progress): child poverty requires more adequate data before assessing positive or negative change; school readiness shows stable or mixed results; stable and supportive families shows stable or mixed results; health shows progress. As stated in the report:

- Infant mortality has dropped, but rates for African American, American Indian, and Hispanic infants remain higher than rates for White infants.

- The percentage of newborns with low birth weights continues to increase.
- More children are being immunized on time.
- The percentage of children with health insurance has increased.
- Overall, teen pregnancy has decreased; however, it has increased among Hispanic and Asian girls and continues to remain high for African American girls.
- Early childhood screening provides mixed results about whether children are healthy and ready to begin schooling.

Action Plan for Early Care and Education in Minnesota. (November 2000). Early Care and Education Finance Commission Final Report. Retrieved from the Internet on January 10, 2003 (<http://www.earlychildpro.org/mctc/weasel/>).

This report of the Minnesota Early Care and Education Finance Commission provides an overview of key points and recommendations for improving early childhood care and education.

To strengthen the validity of their points, the commission also provided information and data on essentials about and/or affecting children's needs and children's development. As stated in the report:

- Scientific studies show that early development relates to social behavior, such as acquiring self-regulation, communicating and learning, and making friends and getting along with peers. A healthy environment supports optimal physical, social, and emotional development in children.
- According to a longitudinal study of children receiving quality and intensive child care and education compared to a control group without the same treatment, children in a well-designed program that supports healthy education and development are more likely to do well academically and socially.
- Another longitudinal study indicated that every dollar spent on early childhood programs yields approximately \$7.16 in savings because of less crime and more economic productivity.
- In a study of child care workers' wages as a percent of the median earnings of all citizens, Minnesota ranked 48 out of 50 states.
- Informal estimates of Minnesota's children indicate that approximately 30 percent of new kindergartners are not ready for the program. In response to such issues, the Minneapolis Public Schools system is attempting to identify where progress can be made to ensure that all children are ready for kindergarten. By assessing its overall School Readiness program, the Minneapolis school district determined that there were large differences between children involved in the School Readiness and those who were not. Children in the School Readiness program were nearly three times as likely (compared to their counterparts) to:
 - Be read or told stories.
 - Color or draw.
 - Sing or play music.
 - Engage in free play.
 - Do math at home.
 - Show marked differences in listening skills, extending a simple pattern, and various key pre-literacy skills.

(See the sections on Governance and Leadership, Policy Reforms, and Programs and Services for additional information on this publication.)

All-Day Kindergarten Narrows the Gap in Early Literacy. (November 12, 2002). Minneapolis Public Schools News Release. Retrieved from the Internet on January 31, 2003 (www.mpls.k12.mn.us/news/news_release/all_day_k.shtml).

According to a study of all-day kindergarten in Minneapolis Public Schools, children attending all-day kindergarten are better prepared and able to decrease the achievement gap between minority students and their White counterparts. Data from this study shows that all-day kindergarten is effective for closing the gaps, especially among students of color, so that they are able to read well by the third grade.

Beltrami Area Service Collaborative Report Card 2000. Prepared by Bennett and Rafferty Statistical and Research Consulting Associates.

This report on Beltrami County, a northern Minnesota county including the towns of Bemidji, Blackduck, Funkley, Kelliher, Solway, Tenstrike, Turtle River, and Wilton, provides comparative data on indicators measuring the Beltrami Area's progress in enhancing children's health, family social and emotional health, and children's educational progress and in reducing community violence.

Compared to state data, children living in Beltrami County are more likely to: live in poverty; receive MFIP benefits; not be born with a low birth weight; not be immunized by a particular age; and be born to a teenage mother. Additionally, in Beltrami County, the percentage of women receiving prenatal care has remained at least 10 percent below the state average, and children are consistently in out-of-home placement more than children statewide.

Chase, Richard. *Child Care Development Grants Program: Summary of Final Evaluation Results for 2000-2002.* (November 2002). Wilder Research Center.

Wilder Research Center evaluated and reported on combined results for 45 grantees who received a child care development grant from the Department of Children, Families, and Learning in 2000-2002. This evaluation examined whether the Department's grant money helped to improve child care across the state of Minnesota for the following outcomes: children are cared for in child care homes and facilities which are safe, stable, and nurturing learning environments; child care providers promote healthy child development; families receive support in their child-nurturing responsibilities through partnerships with their child care providers; families have affordable child care options; and families have child care that is inclusive and responsive to diverse cultures and needs.

(See section on Quality for additional information on this publication.)

Child care use in Minnesota: Statewide survey of households. (January 2001). Produced by Wilder Research Center and the Minnesota Department of Children, Families, and Learning. Retrieved from the Internet on January 27, 2003 (<http://www.wilder.org/research/reports/pdf/childcareuse1-01sum.pdf>).

Wilder Research Center surveyed almost 2,500 Minnesota families to learn about their child care use and preferences. Some key results of the study include:

- Relatives are the most common type of caregivers;
- About 68 percent of children, age 14 and younger, use some form of child care at least once a week;
- During the school year, the mean hours children age five and younger spend in child care is 27.3 hours;
- Low-income parents tend to use the child care assistance program more while higher-income parents tend to use tax savings more;
- Parents are generally satisfied with their child care; and
- Most families (71%) have stable child care arrangements.

(See section on Policy Reforms for additional information on this publication.)

Child Maltreatment Reports. Minnesota Department of Human Services: Children's Services. Retrieved from the Internet on November 22, 2002 (<http://www.dhs.state.mn.us/childint/research/maltreat.htm>).

The Child Maltreatment Reports provide data on child maltreatment occurring in the previous year. This data includes: number of maltreatment reports; number of child victims; types of maltreatment; age and gender of victims; race or heritage of victims; severity of maltreatment of victims; offender/child relationships; sources of reports; need for services; county data by maltreatment type; and county data on child victims.

Child Protective Services: A Program Evaluation Report. (January 1998.) Office of the Legislative Auditor, State of Minnesota. Retrieved from the Internet on November 19, 2002 (www.auditor.leg.state.mn.us/ped/pedrep/9801-all.pdf).

In evaluating the Child Protective Services of Minnesota, the Legislative Audit Commission included the following in their report:

- In 1996, 6,725 of the 16,684 maltreatment caseloads investigated were determined to have occurred. Child neglect was the most common type of maltreatment.
- 29 percent of families who were the subject of maltreatment investigations in 1993 were the subject of subsequent investigations within three years.
- 18 percent of families with maltreatment determinations had following determinations of maltreatment within three years.

Children's Report Card. Retrieved from the Internet on November 22, 2002 (www.mnplan.state.mn.us/datanetweb/chi_indic.html).

The Minnesota Children's Report Card provides county-by-county data for indicators on the status of children from birth to five, such as: abused and neglected children; births by teens (under 18); births, inadequate or no prenatal care; children on MFIP; infant mortality; and low birth-weight babies.

According to the September 2000 Minnesota Children's Report Card, in 1998:

- 10,572 children were abused and neglected.
- 1,940 births were by teens under age 18.
- 2,277 births received inadequate or no prenatal care.
- 89,941 children were on MFIP.
- Infant mortality was 1,145 for years 1996 through 1998.
- 3,806 babies were of a low birth-weight.

Children's Services: Minnesota's Child Welfare Report for 2000. (April 2002.) Report to the 2002 Minnesota Legislature from the Minnesota Department of Human Services.

The 2002 Children's Services' document reports key findings on child maltreatment, out-of-home care, out-of-home care by reasons for entry, and adoptions. It also provides information on the state's performance on key child welfare indicators; these federal and state indicators address child safety and permanency.

Some key findings include stated in the report are:

- 7,728 of the 17,408 reports of maltreatment in 2000 were determined to have occurred.
- African American and American Indian children were more than seven times more likely to be victims of maltreatment compared to White children.
- More than 18,000 children were in out-of-home care in 2000, of which more were boys than girls. African American and American Indian children were overrepresented by more than five times their proportion of the state's child population.

- Slightly less than half (44%) of children adopted in the Minnesota system are under age 6.
- Families who neglected children were more likely to have other family issues, such as substance abuse and poverty.

Children's Services: Study of Outcomes for African American Children in Minnesota's Child Protection System. (April 2002.) Report to the 2002 Minnesota Legislature from the Minnesota Department of Human Services. Retrieved from the Internet on November 20, 2002 (<http://edocs.dhs.state.mn.us/live/ms-1943-ENG.pdf>).

This Children's Services' report discusses statistics on African American children in Minnesota, focusing largely on disparities between African American children and their Caucasian counterparts. The report outlines disparities in the child welfare system, explores why those disparities exist, and suggests how to eliminate disparities. According to the report, compared to Caucasian children, African American children are: five times more likely to be in out-of-home placements; more likely to be reported for neglect; and almost twice as likely to be in out-of-home placement for "parent reasons."

Community Health Report Card for Itasca County. (2002). A project of the Itasca Partnership for Quality Healthcare. Retrieved from the Internet on January 29, 2003 (<http://www.co.itasca.mn.us/HHS/Servinfo/HealthReportCard%20for%20web.pdf>).

This community health report card of Itasca County, located in northern Minnesota, is designed to describe the health of the county's residents. Some statistics in the report pertaining specifically to the well-being of young children in Itasca County include:

- Almost 10 percent of all births in 2000 were to mothers under age 20, higher than the state's average of approximately eight percent.
- For the 2001-2002 school year, 86 percent of enrolled for kindergarten were up-to-date on their immunizations at two years.
- 89 percent of women received prenatal care in their first trimester, and approximately six percent of babies were born with a low birth weight; the county's averages are stronger than the state's overall averages.
- The number of children under 18 living in poverty is nearly 51 percent greater than the state's number.

Dixon, Genie. *Looking Back to Move Forward: Reflections on Lessons Learned from Efforts Aimed at 0-3 in Minneapolis.* (August 1998). A Report to The Minneapolis Foundation, prepared for use by the Minneapolis Kellogg 0-3 Initiative Design Committee.

In an effort to promote healthy development among young children, the WK Kellogg Foundation is implementing a multi-year effort in nine Minnesota communities, one of which is Minneapolis. To provide a context for the responses from surveys, this report includes a profile of Minneapolis children, providing statistics on demographics and socio-economic indicators, health indicators, and education indicators.

According to Dixon, Minneapolis has identified several outcomes as being important to children, including: school readiness, immunization, ECFE, healthy births, lowering infant mortality, reductions to emergency room visits, decreasing domestic violence, and collaborating with others to improve children's lives.

(See Public Engagement, Policy Reforms, and Programs and Services for additional information on this publication.)

KIDS COUNT data book online. The Annie E. Casey Foundation. Retrieved from the Internet on November 22, 2002 (<http://www.aecf.org/cgi-bin/kc2002.cgi?action=profile&area=Minnesota>).

The KIDS COUNT data book online provides statewide and national trend data on the following indicators of child well-being (related to children age birth to five). As stated in the online database:

- Percent low birth-weight babies 1999 MN 6.1% US 7.6%
- Infant mortality rate
(Deaths per 1,000 live births) 1999 MN 6.2 US 7.1
- Child death rate
(Deaths per 100,000 children 1-14) 1999 MN 21 US 24
- Percent of children living with parents who do not have full-time, year-round employment 1999 MN 17% US 25%
- Percent of children living in poverty 1999 MN 13% US 19%
- Percent of families with children headed by a single parent
1999 MN 21% US 27%

Statewide and national trend data on children including demographics, education, economic condition of families, child health, and low-income working families are also available.

Examples of such data include:

- Children without health insurance 1999 MN 9% US 14%
- Children in low-income working families receiving food stamps
1999 MN 10% US 24%

Listening to Communities: A Report on the Early Care and Education Needs of New Arrivals in Hennepin County. (Spring 2001). Greater Minneapolis Day Care Association. Retrieved from the Internet on January 9, 2003 (<http://gmdca.org/listeningtocommunities.pdf>).

In their report, the Greater Minneapolis Day Care Association (GMDCA) provided the following data relating to new arrival communities in Hennepin County:

- In 1998, over 25 percent of all births in Minneapolis were to foreign born mothers.
- 20 percent of Minneapolis public school students are enrolled in English as a second language, an increase of 550 percent since 1991.
- Four minority groups comprise a large portion of the new arrival communities in Minneapolis.
 - In 1999, approximately 57,000 to 63,000 Hmong individuals resided in Minnesota.
 - In 1999, approximately 110,000 to 140,000 Latino immigrants resided in Minnesota.
 - As of the time of report (Spring 2001), approximately 4,500 to 7,500 Somali individuals resided in Minnesota.
 - In 1999, approximately 5,000 to 7,000 Russian immigrants resided in Minnesota.

(See sections on Resources and Financing, Policy Reforms, and Programs and Services for additional information on this publication.)

Measures of Child Well Being in Ramsey County in the 1990s: Selected Statistics. (June 1999). Ramsey County Department of Human Services, Office of Performance Measurement and Evaluation.

For this report, Ramsey County, a metropolitan area county consisting of Saint Paul and several surrounding east metro suburbs, collected statistics for several areas that affect children's well-being: demographics, family economics, education, birth and health situations, health care, delinquency, and family safety. Some trends of concern relating specifically to young children are the increase in maltreatment reports and the growth in child protection and substitute care caseloads.

As stated in the report:

- In 1998, 22,476 children living in Ramsey County received MFIP benefits.
- From 1996-1997, 40 percent of children in Ramsey County received reduced or free lunch, compared to 27 percent of children statewide.
- In 1997, 4 percent of children were born to teenage mothers, compared to 3 percent statewide.
- In 1997, birth rates per 1,000 females age 15 to 19 were as followed: 68.4 Saint Paul, 18.8 Suburban Ramsey, 20.8 Dakota, 16.5 Washington.
- In 1997, 7 percent of children were born at a low birth weight, compared to 6 percent of children statewide.
- In the year 1995-1996, 35 percent of children living in Ramsey County were not fully immunized by age two, compared to 32 percent statewide.
- In 1998, 1,128 child protection caseloads were active in Ramsey County.

Measuring the Economic Well-Being of Families and Children 2000. (2000). Kids Count Minnesota, A Project of the Children's Defense Fund – Minnesota. Retrieved from the Internet on January 10, 2003 (<http://www.cdf-mn.org/PDF/FrontBackIndicator.pdf>).

This report provides an overview of information affecting the economic well-being of children and their families; this includes data in areas such as employment, wages, tax base, and government spending. Some key data provided in the report that more directly impacts the healthy development and well-being of young children includes:

- About 15 percent of Minnesota families have incomes under the poverty level, and another 15 percent are near poor.
- The estimated minimum family income needed for a single parent with two children in Minnesota is \$28,733, and the estimated income for two working parents with two children is \$38,540. When earning \$9.27 per hour, a two parent family of four can meet this minimum wage for family needs. In Minnesota, 1996-1997, more than a third of workers in Minnesota earned less than \$9.27 per hour (36%).
- From years 1991 to 1999, Minnesota's seasonally adjusted unemployment rate decreased fairly steadily from approximately 5 percent to between 2 and 3 percent.
- The ratio of dependents to workers is projected to increase in the next twenty years, meaning that by 2025, there will be many less workers to support children and seniors.

Measuring Up: The Quality of Childcare in Minnesota. Resources for Child Caring. Retrieved from the Internet on January 10, 2003 (<http://education.umn.edu/ceed/publications/measuringup/mu15page.pdf>).

The McKnight Foundation, Otto Bremer Foundation, Resource for Child Caring, Greater Minneapolis Day Care Association, Western Community Action Council, Inc., Clay-Wilkin Opportunity Council, Inc., and researchers from the University of Minnesota worked together to measure child care in four Minnesota counties with national indicators of quality child care. Three key measurements included: children need healthy relationships, children need good preparation for school, and parents need fewer struggles in their search for quality care.

According to the report, Minnesota child care is not as good as it could be. Additionally, the authors stated in the report that:

- Nearly 40 percent of staff working in child care centers left within a year, compared to 30 percent nationwide.
 - More specifically, in all four counties, 30 percent of lead teachers left child care within a year, 44 percent of assistant teachers left child care within a year, 57 percent of aides left within a year, and 37 percent of total staff left within a year.
 - High turnover means that children have less opportunity to develop healthy and consistent relationships with adults.
- Approximately 25 percent of staff in child care centers have any type of degree in early childhood education.
- 20 percent of child care centers have received accreditation, which means that programs have met specific criteria associated with key indicators.

(See Policy Reforms section for additional information on this publication.)

Metro Trend Watch 2001. Wilder Research Center.

According to Metro Trend Watch, a project that uses regional data to track progress in five areas, including two specific to early childhood development (school readiness and success and a healthy start in life), the Twin Cities metro area has experienced some slight improvements regarding the status of young children. According to the report:

- Almost all children in the metro area are screened for school readiness by age 5. Seventy-three percent are screened by age four. In the east metro area, the proportion of children screened for school readiness has improved.
- 6 percent of babies are born at low birth weight, a slight increase in the past decade.
- About 7 in 10 children are current on their immunizations at 8 and 24 months of age, an increase in the past decade.
- The birth rate to unmarried teens is 27 per 1,000 young women, which has decreased since the mid-1990s.

(See sections on Public Engagement and Policy Reforms for additional information on this publication.)

Minnesota Counts on Child Care: A county-by-county summary of data about child care in Minnesota. (2001). Minnesota Child Care Resource and Referral Network. Retrieved from the Internet on January 10, 2003 (http://www.mnchildcare.org/book1_county_summary.pdf).

In examining availability, affordability, and quality of services for children, CCR&R provided data on children and identified gaps that must be filled in order to provide adequate child care services. As stated in the report:

- In Minnesota, more than 560,000 children receive care from someone other than a parent for at least part of the day, and almost 270,000 children receive care and education in a licensed child care setting.
- The Minnesota child care system has 274,221 licensed spaces for 562,120 children, approximately one space for every two children needing care. According to an Urban Institute study, more Minnesota parents choose center care for their babies and fewer rely on relative care (29 percent vs. 14 percent).
- With more than half of all children receiving child care are in formal child care, only 7.4 percent of licensed family child care providers have a four year child development degree and less than 4 percent of a two year degree.
- Average annual cost for infant care in a center is \$6,344, approximately 59 percent of minimum wage “take home” pay.

According to the Evaluation of the Capacity-Building Initiatives of the Minnesota Child Care Resource and Referral Program report, parents gave the following reasons for seeking child care: first time employment; training; relocation; end of leave of absence; extended work hours; job travel; job schedule change; child needs; parent needs; special needs; dissatisfied; and no provider.

Families on MFIP experience unique concerns with child care. According to the results of a survey of MFIP workforce job counselors as provided in the report, 64 percent of their clients had problems finding child care, 84 percent of counselors said they had clients who missed work because of child care issues, and 69 percent said that one or more of their clients lost or quit a job because of child care issues.

(See section on Programs and Services for additional information on this publication.)

Minnesota Early Childhood Indicators of Progress: A Resource Guide. (2000). Minnesota Department of Children, Families, and Learning. Retrieved from the Internet on January 10, 2003 (<http://cfl.state.mn.us/ecfi>).

This document examines six domains that cover the range of development in young children: personal and social development; approaches to learning; language development and communication; creativity and the arts; cognitive development; and physical development. Within each of these domains, there are several components that describe indicators of children’s progress in each area. The overall purpose of this document is to address five goals of the Department, all of which address strengthening opportunities for optimal child development and/or supporting families and professionals who are involved with the development of healthy children.

(See section on Policy Reforms for additional information on this publication.)

Minnesota Health Profiles. Datanet. Retrieved from the Internet on November 19, 2002 (<http://www.mnplan.state.mn.us/>).

Datanet's Minnesota Health Profiles provides data on demographic and vital statistics; morbidity and utilization; chemical health indicators; and environmental health. Some key 1999 statewide data relating to the well being of children age five or under includes:

- 4,192 pre-term births (less than 37 weeks)
- 2,911 low birth weight births
- Infant mortality rate: 6 per 1,000 births for years 1995-1999
- 85 percent of women received prenatal care in their first trimester
- 77 percent of women received adequate or better prenatal care
- 16.8 out of every 1,000 teenagers age 15-17 gave birth to a child during 1997-1999, and 24.5 of every 1,000 teenagers age 15-17 were pregnant during 1997-1999
- 11.8 percent of mothers smoked during their pregnancy

Minnesota School Readiness Initiative: Developmental Assessment at Kindergarten Entrance – Pilot Study Fall 2002. (February 2003). Minnesota Department of Education.

As stated in the report, the results of the Minnesota Department of Education's pilot study indicate that a sample of Minnesota children entered kindergarten with a wide range of skills, knowledge, behaviors, and accomplishments. The main goals of this study were to pilot a new system for assessing Minnesota kindergarten children's school readiness and to understand, based on this system, how ready a sample of Minnesota children were for school. Children's performance in five domains (personal and social development, language and literacy, mathematical thinking, the arts, and physical development and health) was measured by three levels of proficiency: "not yet," "in progress," and "proficient."

1,851 kindergarten children from 31 different Minnesota schools taught by 84 kindergarten teachers were the subjects of this pilot study. According to this evaluation, kindergarten children showed the most proficiency in physical development and health (62%), followed by personal and social development (49%) and the arts (48%). In language and literacy, 44 percent of children were "proficient," and in mathematical thinking, 42 percent of children were "proficient." The table below (from page 16 of the report) shows the findings of the children's readiness levels by domain.

Domain	Table 1. Readiness levels by domain (Number and Percent) N=1,851		
	Not Yet	In Process	Proficient
<i>Physical Development and Health</i>	N=77 4%	N=629 34%	N=1,143 62%
<i>Personal and Social Development</i>	N=238 13%	N=708 38%	N=899 49%
<i>The Arts</i>	N=181 10%	N=779 42%	N=819 48%
<i>Language and Literacy</i>	N=289 18%	N=704 38%	N=819 44%
<i>Mathematical Thinking</i>	N=247 13%	N=816 44%	N=785 42%

Mueller, Marsha R. *Minnesota's School Readiness 1999-2000 Evaluation: Immediate Outcomes Demonstrated by Children Participating in School Readiness*. (February 2001). Prepared for the Department of Children, Families, and Learning by Mueller Associates, LLC.

The fourth School Readiness evaluation since 1994, this report includes information from sixteen school districts and data on 384 children. Additionally, information on 94 percent of the children in the study (362 children) was obtained from kindergarten teachers. According to the author, the School Readiness evaluations are intended to support and improve on the effectiveness of the program by focusing on practical information needed by parents, teachers, program administrators, and policymakers.

With regards to child progress, key findings of this report include:

- By the spring assessment, two-thirds or more of the children receiving proficient ratings on 10 of the 11 indicators in language and literacy and on 15 of the 16 indicators on social and personal development.
- Most children showed improvement by the spring assessment. Eighty percent or more children received higher or consistent ratings on 15 of the 27 performance indicators.
- Some children, less than 14 percent for most indicators, rated as "in process" received the same rating in the fall and the spring.
- For most indicators, less than two percent of children were rated "not yet" in the spring assessment.

With regards to children's transition to kindergarten, one main finding of this report includes:

- Kindergarten teachers rated 95 percent of study children as doing well or making adequate adjustment in the fall.

No Better Time: Starting Early for School Success. From the Minnesota Department of Children, Families, and Learning. Retrieved from the Internet on January 10, 2003 (<http://www.educ.state.mn.us/ecfi/nobetvertime.pdf>).

Outlining its plan for creating a better system of early childhood care and education, the Minnesota Department of Children, Families, and Learning also provided data regarding the context in which children in Minnesota are raised. According to the report, 3 out of every 4 children ages five and younger (an estimated 250,000 children) have working parents and may receive child care or early education. Additionally, this report included the following information:

- The fastest growing state in the Midwest, Minnesota grew by a nine percent increase from 1990 to 2000.
- In 1998, Minnesota's county sizes ranged from 4,250 residents in Traverse to 1,081,875 residents in Hennepin.
- In the next twenty years, most of Minnesota's growth will occur in suburban counties.
- Given the demographic and geographical differences in the urban and rural parts of the state, early childhood care and education programs provide different services to meet the needs of their particular population.
- The ethnic and racial diversity of the urban (and rural) areas has increased dramatically in the past ten years.
 - By 2025, an estimated 17 percent of Minnesota's population will be of a minority ethnicity, compared to approximately 8 percent currently.

As also noted in other studies, the Department stated that:

- While approximately 75 percent of parents use some type of child care arrangement, Minnesota's child care workers are not paid as well as are teachers with similar education and duties.
- The current child poverty rate is 11 percent, and the growth in poverty rates is occurring mainly among children of color.

Appendix B of the report includes child, school, and family and community outcomes and indicators for promoting school readiness. (Infrastructure outcomes and direct service outcomes are also outlined in Appendix B.)

- Child indicators examine progress in things such as physical well-being and motor development, social and emotional development, approaches to learning, language development, and cognition and general knowledge.
- School indicators look at data on schools with strategies for reaching to children as they prepare for kindergarten, at school promoting parent involvement, schools examining the impact of race and poverty on learning, and schools using assessment tools to help teachers and parents make appropriate plans for children.
- Family and community indicators measure data such as percent of parents involved with community child development professionals to access services to support their children's growth, percent of children who have the healthy care and physical activity they need, percent of families with adequate life skills, and the percent of employers that are involved with strengthening child care in the community.

(See sections on Governance and Leadership, Public Engagement, Resources and Financing, Policy Reforms, and Programs and Services for more information on this publication.)

Supporting the Workforce: The Child Day Care Services Industry in Minnesota. (March 2000). Minnesota Economic Trends. Retrieved from the Internet on January 10, 2003. (www.mnworkforcecenter.org/lmi/trends/mar00/child.htm).

This article provides an understanding and overview of the economic situation affecting the demand and supply of child care services. According to the article, compared to most service industries, employment in child care has increased significantly in the past decade. From 1990 to 1998, the number of jobs in child care increased by 34 percent. By 1998, when including all groups involved with day care (such as those who are self-employed and those who are nannies), approximately 33,800 people were providing child care in Minnesota. Additionally, the number of Minnesota Association for the Education of Young Children accredited child care facilities increased from five in 1986 to 203 in 1999.

This article notes that one of the main reasons for the increase in demand for child care services is the fact that more women with children work outside of the home. In Minnesota, more than 70 percent of women work outside of the home, the highest rate of female workers in the country. With this trend, the number of women providing informal child care has decreased.

As recognized by the authors, although child care workers in Minnesota receive an average pay higher than the national average (\$7.24 vs. \$6.61), they still earn low enough wages to contribute to high staff turnover, yet another problem affecting the supply and demand for services. According to a 1998 Minnesota survey mentioned in this article, home based providers earned an average of \$2.69 per hour. In 1998, the average weekly wage for those in the child care industry was \$256. By comparison, the general services industry weekly wage is \$540, and all industries combined earn an average of \$617.21 per week. The estimated turnover for assistant teachers and aides is 43 percent and 40 percent, respectively.

Additionally, this report states that despite the fact that the number of births is expected to decrease in the coming years, the child care industry is expected to grow by 26 percent, 10 percentage points higher than for all industries across Minnesota.

(See sections on Resources and Financing and Programs and Services for additional information on this publication.)

Youth 2000 Community Report Card for Stearns, Benton, and Sherburne Counties. Retrieved from the Internet in the fall of 2002 (<http://www.mnkids.org/crcrpt.pdf>).

A progress report on outcomes developed toward improving the lives of children, youth, and families in Stearns, Benton, and Sherburne counties, located in the middle of Minnesota, this report card provides data on children and youth from birth to age 17, covering essentials such as basic needs, health, success in schools, and safety outcomes.

As stated in the report, key findings related to the well-being of young children living in the tri-county area include:

- The percent of children living in poverty is slowly decreasing.
- More than seven out of ten children are immunized by age two.
- The rate of pregnancy for 15 to 17-year old girls has decreased.
- The percent of women receiving pre-natal care in the first trimester is increasing; approximately nine out of ten women receive such care.
- Smoking is decreasing among pregnant women, down to one in six women.
- The number of child abuse reports declined in the years 1994-1997.
- The number of children spending one or more nights in a homeless shelter is increasing.
- While about nine in ten children live above the poverty level, around 5,760 children still live in poverty.

Other related reports on long-term outcomes

Defend the Cause of the Fatherless. One Kid at a Time.org. Retrieved on November 19, 2002 (www.onekidatotime.org/stats.htm).

According to the report, more than 25 million children do not have a father physically present in their home, and millions more children do not have the emotional presence and support of their father. According to 72 percent of the US population, fatherlessness is the most significant family or social problem facing America. A couple of many issues contributing to fatherlessness include divorce, of which there were 17.6 million in 1995, and out-of-wedlock births, of which one-third of all births were in 1994. Research indicates that children from fatherless homes are more likely to be poor, to abuse alcohol and drugs, and to suffer academically and emotionally. When looking at gender issues, boys are more likely to be involved with crime, and girls are more likely to be pregnant as teens.

James, Donna Walker, Jurich, Sonia, and Estes, Steve. *Raising Minority Academic Achievement: A Compendium of Education Programs and Practices.* American Youth Policy Forum, 2001. Retrieved from the Internet on October 31, 2001 (www.aypf.org/publications/raisingminorityaca.pdf).

According to this review of research, evaluations generally indicate that early childhood development programs for minorities improve their academic achievement and their social and emotional skills. Compared to control groups, minority children who attend early childhood development programs are more likely to remain in school, to complete more years of education, and to require less special education. To keep minority students from falling behind academically, childhood programs should be expanded.

Landers, Cassie. *Early Childhood Development from Two to Six Years of Age*. The Talking Page Literacy Organization. Retrieved from the Internet on November 19, 2002 (<http://www.talkingpage.org/artic012.html>).

Landers' report discusses in detail early childhood development in the following areas: physical, motor, and perceptual development; cognitive development; language acquisition; and social and emotional development. Following her description of each area of development, the author provides information on factors affecting early development: the home environment; the restrictions and types of discipline imposed on the child; the language stimulation provided; the child's chances to play; and the child's community.

Moore, Kristin Anderson and Zakia Redd. (November 2002). *Children in Poverty: Trends, Consequences, and Policy Options*. Child Trends Research Brief. www.childtrends.org.

Compared to more affluent children, children growing up in poverty are more likely to experience difficulties relating to education, health, social behavior and development, and emotional development. Currently, one in six children in the United States is poor, and this rate is not declining. In 2001, 30 percent of black children and 28 percent of Hispanic children lived in poverty, compared to 10 percent of non-Hispanic white children and 12 percent of Asian or Pacific Islander children.

As reported by the authors, children raised in poverty are more likely to:

- Be of low birth weight and to die within the first month of life.
- Experience chronic health problems, such as asthma and anemia.
- Experience substandard nutritional status and have poor motor skills.
- Have a physical impairment that restricts their physical activity.
- Engage in risky behaviors, such as smoking or having early sexual activity.
- Have feelings of anxiety, unhappiness, and dependence.
- Have lower cognitive scores and lower school achievement.
- Grow up in households that are less cognitively stimulating and to be raised by parents with fewer years of education, which can adversely affect cognitive and academic education.

(See Policy Reforms section for more information on this publication.)

Peisner-Feinberg, Ellen S., Culkin, Mary, Howes, Carollee, and Kagan, Sharon Lynn. (June 1999). *The Children of the Cost, Quality, and Outcomes Study Go to School: Executive summary*. Retrieved from the Internet on January 6, 2003 (www.fpg.unc.edu/~NCEDL/PAGES/cques.htm).

This study examined the impact of children's preschool experiences on their later performances in school. Overall, the study results indicated that quality child care is a positive factor in preparing children to succeed in school. Key findings from the report include:

- High quality child care is important for preparing children for school.
- High quality child care continues to positively predict children's performance well into their school careers.
- Children generally at risk of not doing well in school are affected more by the quality of child care experiences than other children.
- The quality of child care classroom practices was related to children's cognitive development, while the closeness of the child care teacher-child relationship influenced children's social development.

Based on their findings, the researchers proposed strategies and recommendations for creating better child care. Some of their proposals include: increasing both public and private investments in child care; ensuring that child care subsidies offer incentives for providing high quality child care; using tax incentives to improve child care; mandating higher minimum levels of training for child care teachers; providing inservice training; compensating child care teachers adequately for their work; expanding accredited programs; and improving state licensing standards.

Governance and Leadership

<p>Questions:</p> <p><i>State government structures coordinating or leading early childhood system building efforts</i></p> <p><i>Statewide coalitions working to develop early childhood system</i></p> <p><i>Local governance structures established/authorized by state</i></p> <p><i>Other individuals or organizations outside the early childhood service community involved in promoting early learning (brief descriptions)</i></p>	
<p>Current status: Several state structures and coalitions are responding to the needs of Minnesota's children. However, not all these coalitions are as coordinated as they could be, or agreed on a unified vision for early care and education in Minnesota. Also, the state lacks a coordinated statewide effort for linking early childhood education and services to K-12.</p>	<p>Gaps: Will have to wait to learn new state elected leaders' priorities related to early education.</p> <p>New Commissioner of Minnesota Department of Education has a K-12 focus, with no early education experience.</p> <p>No clear model of local early childhood councils and their function.</p> <p>No clearly identified champions such as business CEOs, police chiefs, mayors, school superintendents, etc. No legislative champions.</p>
<p>Available Information</p>	

Action Plan for Early Care and Education in Minnesota. (November 2000). Early Care and Education Finance Commission Final Report. Retrieved from the Internet on January 10, 2003 (<http://www.earlychildpro.org/mctc/weasel/>).

This report includes 25 recommendations developed by the Minnesota Early Care and Education Finance Commission, which is committed to improving the lives of Minnesota children. The overarching goal of the Commission is "to ensure that Minnesota's children receive early care and education that provides a safe, nurturing, educational, and culturally affirming environment."

Its recommendations focus on financing early care and education programs and services and on developing a structure of care that meets the school readiness needs of all children. Their recommendations fit into three broad categories: providing parents with the time and tools they need to be better parents; ensuring quality and affordable child care; and enhancing the system's ability to adequately prepare children for kindergarten.

(See the sections on Long-Term Outcomes, Policy Reforms, and Programs and Services for additional information on this publication.)

Early Childhood Education Programs. (January 2001). Office of the Legislative Auditor. Retrieved on November 19, 2002 (www.auditor.leg.state.mn.us/ped/pedrep/0101all.pdf).

This State of Minnesota legislative auditor's study of three statewide early childhood education programs (Head Start, Early Childhood Family Education, and School Readiness) addresses several issues including: the components of Minnesota's early childhood educational system and how its programs compare to other states; the current and historical funding of early childhood programs; research implications on the effectiveness of early childhood programs; and the adequacy of the Minnesota Department of Children, Families, and Learning in providing oversight of the state's early childhood programs.

With regards to government management and structure, the report states:

- While the Department of Children, Families, and Learning helps school districts with ECFE and School Readiness programs, it provides little fiscal and on-site monitoring of local programs.
- There is no clear, systematic basis for judging the extent to which the ECFE and School Readiness programs are serving Minnesota families interested in participating.

(See sections on Resources and Financing and Policy Reforms for more information on this publication.)

No Better Time: Starting Early for School Success. From the Minnesota Department of Children, Families, and Learning. Retrieved from the Internet on January 10, 2003 (<http://www.educ.state.mn.us/ecfi/nobettertime.pdf>).

The Minnesota Department of Children, Families, and Learning developed a plan for creating a better system of early childhood care and education for all families and children of Minnesota. This system would coordinate existing resources, give parents more choices, support decision-making by local communities, and promote more equal levels of quality. Recognizing that each community has different child care service needs, this plan provides multiple program models for responding to those needs.

Currently, the state of Minnesota does not have a comprehensive, planned system for early childhood care and education or a way of determining what services children are receiving (e.g. duplicate services or no services). However, the Minnesota state legislature recently restructured its committee system to better respond to the needs of children. More specifically, these changes allow for more coordinated policy development of programs for children.

- The House created the Family and Early Childhood Education Finance Committee.
- The Senate created the Family and Early Childhood Education Budget Division.
 - In 2001, the Senate began including early childhood care and education issues with K-12 issues in a combined E-12 committee.

(See Long-Term Outcomes, Public Engagement, Resources and Financing, Policy Reforms, and Programs and Services for additional information on this publication.)

Rolnick, Art and Grunewald, Rob. *Early Childhood Development: Economic Development with a High Public Return.* (January 24, 2003). fedgazette. Retrieved from the Internet on January 29, 2003 (<http://www.minneapolisfed.org/pubs/fedgaz/03-03/earlychild.cfm>).

(See section Public Engagement for more information on this publication.)

Public Engagement

<p>Questions:</p> <p><i>Level of public awareness and understanding of early childhood</i></p> <p><i>Level of public support for public investments in early childhood</i></p> <p><i>Levels of organization and activism at the grassroots level</i></p>	
<p>Current status: Professionals and parents want more information available to improve the early childhood development system. Although the McKnight Foundation did an opinion poll that included four ECE questions, there are no <u>ongoing</u> polls or surveys to accurately assess public opinion as it relates to awareness and understanding of early childhood issues and needs.</p>	<p>Gaps: Ongoing statewide poll or survey to assess public opinion relating to early childhood issues is not a priority at this time.</p> <p>Need a concrete vision/'endgame' for people to connect to.</p>
<p>Available Information</p>	

1998 Minnesota Early Childhood Workforce Survey Results. Alliance of Early Childhood Professionals.

- According to those surveyed for this study, a fair yearly salary for child care professionals would be \$30,000 for a family child care provider, \$33,731 for a center director, \$25,844 for a center teacher, \$20,134 for an assistant teacher, and \$15,957 for a center aide.
- Some reasons center workers and family child care providers cited for leaving the child care work included: dissatisfaction with pay, emotional exhaustion, and dissatisfaction with program policies and procedures.
- As stated in the report, several child care providers indicated issues for obtaining adequate child care training.
 - 48% said it was difficult to find a substitute.
 - 24% said finding opportunities for development was problematic.
 - 32% have problems finding affordable development opportunities.
 - 24% have difficulties finding quality professional development training.

(See the Long-Term Outcomes section for additional information on this publication.)

Dixon, Genie. *Looking Back to Move Forward: Reflections on Lessons Learned from Efforts Aimed at 0-3 in Minneapolis.* (August 1998). A Report to The Minneapolis Foundation, prepared for use by the Minneapolis Kellogg 0-3 Initiative Design Committee.

The overall design of this study has three components: a focus on outcomes; the use of a comprehensive model of change; and an attention to broad leadership. Before creating a system of healthy development for children in Minneapolis, this Initiative surveyed over 50 professionals about their opinions on how the Kellogg Foundation could best invest its dollars to target the appropriate needs of Minneapolis children and to improve the outcomes for children 0-3.

Through their survey of professionals, the Initiative learned several lessons relating to how to better serve young children. As noted in their report:

- The role of culture and need for cultural competence is critical to meeting the needs of many minority children. “Minneapolis is one of the toughest places in the country to be a child of color – the disparities between outcomes for children of color and those of their white counterparts are enormous.”
- Minneapolis programs must focus on the family, acknowledging that families are partners in the effort to provide quality care and education to children.
- Parents, providers, and other professionals need access to adequate training to encourage healthy development among infants and toddlers.
- Accountability to the general community and to communities of color must be achieved by programs, initiatives, and efforts working to improve the lives of children, especially children of color.
- Labyrinth of services prevents families and efforts from being as effective as possible.
- Universal approach that is Euro-centered does not address the needs of all children. Additionally, limited resources make a universal approach for all children is not practical or cost-effective.

(See Long-Term Outcomes, Policy Reforms, and Programs and Services for additional information on this publication.)

Hopes and Dreams, Challenges and Strengths: Minnesota Parents Talk About What Their Families Value. (1998). Minnesota Parenting Association.

For this study, 100 parents from around the state of Minnesota provided their insight to the following questions: what do Minnesota parents want for their children; what do their children need to attain this ideal; what gets in the way of children growing up to be productive and healthy adults; what strengths do Minnesota families and communities bring to raising children; and what would help parents accomplish what they want for their children and families?

Some responses to the above questions included in this report are:

- Parents hope their children will succeed in school, be well educated, and be self-sufficient in a job they enjoy.
- Parents feel that children need parent role models who live and believe what they want their children to learn.
- Parents have difficulties keeping their children from the influences of drugs, gangs, violence, and other negative influences, such as violence in television, movies, and music.
- Parents feel having daily routines with their children provide necessary family time that children need to grow.
- In general, parents feel that community supports are very helpful for them in raising their children appropriately.

(See section on Policy Reforms for additional information on this publication.)

Metro Trend Watch 2001. Wilder Research Center.

As one part of its process, Metro Trend Watch surveys area residents to learn their opinions. According to their report, most residents believe the metro area is doing well in providing good infant and child health and education.

As stated in Metro Trend Watch, 81 percent believe things are generally going “outstanding” or “good” in the area of children’s health, and 73 percent believe things are generally “outstanding” or “good” in education. Nineteen percent of residents believe children’s health is “fair” or “poor,” and 27 percent believe education is “fair” or “poor.” When looking at the five trends examined by Metro Trend Watch, children’s health tied for lowest concern for most residents (5 percent).

(See Long-Term Outcomes and Policy Reforms sections for additional information on this publication.)

No Better Time: Starting Early for School Success. From the Minnesota Department of Children, Families, and Learning. Retrieved from the Internet on January 10, 2003 (<http://www.educ.state.mn.us/ecfi/nobettertime.pdf>).

In their report, the Department of Children, Families, and Learning cited information from a nationwide survey of parents with children that indicated parents want and need more information and support for raising their children. The study found that parents with low income, who were young, and who were raising children as single parents felt less prepared for childrearing than their counterparts.

(See sections on Long-Term Outcomes, Governance and Leadership, Policy Reforms, and Programs and Services for additional information on this publication.)

Rolnick, Art and Grunewald, Rob. *Early Childhood Development: Economic Development with a High Public Return.* (January 24, 2003). fedgazette. Retrieved from the Internet on January 29, 2003 (<http://www.minneapolisfed.org/pubs/fedgaz/03-03/earlychild.cfm>).

According to Rolnick and Grunewald, investing in early childhood development programs is smart economic development. Compared to traditional economic development investments, the economic return from early childhood development programs is extraordinarily high. To ensure economic and social success, Minnesotans must invest in the care and education of their children.

The main recommendation of the authors is to invest \$1.5 billion in early childhood development, which will help reduce crime, increase earnings, and potentially break a cycle of poverty. “We propose that the Minnesota state government create the Minnesota Foundation for Early Childhood Development to fill the gap between the funds currently available for Head Start and School Readiness and the amount necessary to fully fund a high quality program for all eligible 3 and 4 year old children in Minnesota. A one-time \$1.5 billion outlay would create an endowment that could support ECDPs on an annual basis.” This foundation would provide financial support to ECDPs to: ensure that all teachers are adequately educated and receive appropriate wages; maintain low student to teacher ratios; and purchase high-quality curriculum. Funds would also be allocated to ensure proper research on the improvement of children and to assess ways to change the program to better meet children’s needs.

“In this paper, we have argued that in the future any proposed economic development list should have early childhood development at the top. The return on investment from early childhood development is extraordinary, resulting in better working public schools, more educated workers, and less crime.”

Other related reports on public engagement

Child Care. Public Agenda Online. Retrieved from the Internet on January 31, 2003 (http://www.publicagenda.org/issues/frontdoor.cfm?issue_type=childcare).

For one of its issues, Public Agenda Online provided national polling information on child care in addition to facts and figures related to child care. More specifically, the website provides information on public opinions of parents and the general public as they relate to child care concerns. Although the data is provided for the national level, the website provides a great overview of how parents and the general public feel about different aspects of child care.

Federal Update. Indiana State University ISEAS project. Retrieved from the Internet on November 19, 2002 (www.indstate.edu/soe/iseas/Oct96ca.html).

According to the Priority Issues for Inclusive Early Childhood Programs study, parents, providers, and policy makers have different priority issues concerning the child care of children. When asked to rank six issues affecting childhood programs, providers and policymakers ranked funding as their number one issue; parents ranked it last. Conversely, parents ranked advocacy as their most important issue; providers and policymakers both ranked it last. The table below (from pages 13 and 14 of the document) provides the rankings for each group.

Issues	Parent rank	Provider rank	Policymaker rank
Staffing	2	2	4
Funding	6	1	1
Collaboration	3	3	5
Gatekeeping	5	5	2
Advocacy	1	6	6
Program models	4	4	3

Resources and Financing

<p>Questions:</p> <p><i>Current level of public (federal, state, and school district) funding for early childhood</i></p> <p><i>Current level of foundation, United Way, and employer funding for early childhood</i></p> <p><i>Special funds or funding streams used for early childhood services</i></p>	
<p>Current status: The public and philanthropic sectors provides funding for numerous early childhood development programs across the state of Minnesota, and many private sector businesses also support positive early childhood development programs.</p>	<p>Gaps: Need a report of amount of money funded through foundation, United Way and employer for ECE which includes an overview of what projects were funded and intended outcomes.</p> <p>Research on all funding streams for ECE in Minnesota, and what is available federally. (Charlie Bruner's project)</p>
<p>Available Information</p>	

Current level of public funding for early childhood

Budget information for fiscal year 2002 and 2003. Department of Children, Families, and Learning. Received from Michelle Weber via Zoe Nicholie on January 31, 2003.

According to the Department of Children, Families, and Learning, its early childhood programs funding for SFY02 and SFY03 is as follows:

Dollars in thousands	SFY 2002	SFY 2003
MFIP Child Care		
State	\$59,956	\$74,658
Federal	\$44,940	\$51,498
Basic Sliding Fee	\$93,471	\$104,772
Child Care Development		
State	\$1,824	\$1,406
Federal	\$9,574	\$15,151
School Readiness	\$10,395	\$9,667
ECFE	\$29,774	\$18,693
Screening	\$2,661	\$2,475
Way to Grow	\$475	\$475
Head Start	\$17,981	\$18,854
Infants and Toddlers Part C	\$5,359	\$6,375
Total	\$267,410	\$304,024

Early Childhood Education Programs. (January 2001). Office of the Legislative Auditor. Retrieved on November 19, 2002 (www.auditor.leg.state.mn.us/ped/pedrep/0101all.pdf).

With respect to financing issues, the report states:

- Present allocations of Minnesota state funds for the Head Start program do not adequately reflect the location of families in poverty or the cost of services.
- Funding for the School Readiness program is modest compared to some other states.
- Head Start, ECFE, and School Readiness vary in services provided, intensity of services, and cost.
- Many school districts have large balances of unspent funds in their ECFE programs.
- State funding for Head Start, ECFE, and School Readiness combined was about \$50 million in fiscal year 2001.
- Service differences of the three programs explain most of the differences in programs' annual costs. Head Start costs over \$5,000 per child, compared to less than \$500 per child for ECFE and School Readiness.

(See sections on Governance and Leadership and Policy Reforms for more information on this publication.)

Listening to Communities: A Report on the Early Care and Education Needs of New Arrivals in Hennepin County. (Spring 2001). Greater Minneapolis Day Care Association. Retrieved from the Internet on January 9, 2003 (<http://gmdca.org/listeningtocommunities.pdf>).

According to the Greater Minneapolis Day Care Association's report, the state of Minnesota has provided federal child care development funds to projects related to training and building capacity in new arrival communities.

(See sections on Long-Term Outcomes, Policy Reforms, and Programs and Services for additional information on this publication.)

No Better Time: Starting Early for School Success. From the Minnesota Department of Children, Families, and Learning. Retrieved from the Internet on January 10, 2003 (<http://www.educ.state.mn.us/ecfi/nobettertime.pdf>).

In their report and in Appendix E (some numbers vary slightly when mentioned in both places), the Department provided statistics on the funding of several state programs for children.

- Early Childhood Family Education
 - Average yearly expenditure per child is about \$400, and in 2000, total funding was \$39.1 million.
- Early Childhood Special Education/Part C Interagency Early Intervention
 - Average cost is approximately \$4,152 per child, with FY2000 funding at approximately \$59 million.
- Head Start
 - Received approximately \$75.5 million in fiscal year 2000. The average annual cost per child is around \$5,500.
- Way to Grow
 - Served approximately 4,650 individuals in 1999, and received \$475,000 in FY2000. The average overall cost is \$100 per participant.
- Early Childhood Health and Development Screening
 - 63,368 children were screened in 1999, and school districts were reimbursed \$40 per child.
 - Annual funding for FY2000 from the state general fund was approximately \$2.5 million.

- Child Care Resource and Referral
 - Funded at \$7.1 million for FY2000-2001.
- School Readiness
 - Average annual cost per child is \$580.
 - Annual funding for FY2000 was approximately \$10 million.
- School-Age Care Revenue
 - Annual funding for FY2000 was approximately \$4.5 million.
- Family Literacy and Even Start
 - Even Start spends an average of \$3000 per family per year.
 - Annual federal funds in FY2000 for Even Start was approximately \$1.4 million.

Additionally, Minnesota offers some financial support through the following programs and services:

- Child Care Development grants
 - Funded at \$2.9 million for FY2000-2001.
- Basic Sliding Fee Child Care Assistance program
 - Average annual subsidy was \$4,897 per family, and in 2000, an average of 13,200 families each quarter received assistance.
- Minnesota Family Investment Plan Child Care Assistance
 - Served around 12,850 families and 23,258 children per quarter at an average cost per family of \$5,786.
 - Funded at \$87.5 million.
- Post Secondary Child Care Grant Program
 - In 1999, 2,706 families received grants averaging \$1,533 per family.
- Child and Dependent Care Tax Credits
 - Provides a tax credit to families with annual incomes below \$31,690.
 - In 1998, approximately 36,000 families received the credit with an average return of \$330 per family.

(See sections on Long-Term Outcomes, Governance and Leadership, Public Engagement, Policy Reforms, and Programs and Services for additional information on this publication.)

Supporting the Workforce: The Child Day Care Services Industry in Minnesota. (March 2000). Minnesota Economic Trends. Retrieved from the Internet on January 10, 2003. (www.mnworkforcecenter.org/lmi/trends/mar00/child.htm).

According to the report, in fiscal year 1998-99, Minnesota state and federal funding for childcare assistance was \$266.2 million. \$16.1 million was spent on efforts to increase the availability and quality of care. This is a large increase from fiscal year 1992-93, when state and federal funding for child care assistance was \$87 million, and \$7.9 million was spent on child care development. Minnesota's main child care expenditure is the child care assistance program, which reimburses families for child care.

This article also notes that Minnesota provides two state tax credit programs for families using child care: the Minnesota Working Family Credit, which was claimed on approximately 210,000 returns in 1998, and the Child and Dependent Care credit, which was claimed on about 36,000 tax returns in 1998.

(See sections on Long-Term Outcomes and Programs and Services for additional information on this publication.)

Current level of foundation, United Way, and employer funding for early childhood

How welfare-to-work is working: Welfare reform through the eyes of Minnesota employers, welfare participants, and local community partnerships. (March 2000.) The McKnight Foundation, prepared by Wilder Research Center. Retrieved from the Internet on January 9, 2003 (http://www.mcknight.org/display_file.asp?FileID=38).

To support welfare reform efforts, the McKnight Foundation issued \$20 million to community partnerships around the state of Minnesota; these partnerships indirectly impacted child care, education, and development.

(See sections on Policy Reforms and Programs and Services for more information on this publication.)

Supporting the Workforce: The Child Day Care Services Industry in Minnesota. (March 2000). Minnesota Economic Trends. Retrieved from the Internet on January 10, 2003. (www.mnworkforcecenter.org/lmi/trends/mar00/child.htm).

According to the authors, in Minnesota, some businesses have provided child care support to families. Twenty-seven percent of firms in Minnesota provide child care benefits to employees, usually in the form of a flexible spending account for child care expenses. A smaller portion provides services such as on-site child care.

(See sections on Long-Term Outcomes and Programs and Services for additional information on this publication.)

Policy Reforms

<p>Questions: <i>Recommendations for policy changes to improve early learning system</i> <i>Identified areas where policy reforms need to occur</i></p>	
<p>Current status: While specific recommendations differ by organization, the overall goal of these policy reforms is to develop a system that meets the early childhood development needs of Minnesota's children.</p>	<p>Gaps: We need a Minnesota Early Childhood Plan which includes vision for a coordinated, comprehensive early childhood system in Minnesota and what it would cost to fully implement it.</p> <p>Contact MN Dept of Education to find out what President Bush's "Good Start, Grow Smart" requires of states for early learning.</p>
<p>Available Information</p>	

Action Plan for Early Care and Education in Minnesota. (November 2002). Early Care and Education Finance Commission Final Report. Retrieved from the Internet on January 10, 2003 (<http://www.earlychildpro.org/mctc/weasel/>).

The commission's recommendations increase spending to a total of \$480.7 million for early child care and education. As stated in the report, those dollars would be divided among the following goals and initiatives:

- Give parents more power and resources to raise their own children.
 - Funding for ECFE, provide better tax credits, and allow for voluntary parental personal leaves.
- Increase the quality of child care and education.
 - Provide funding for information and technical assistance programs.
 - Develop a quality indicators rating system for child care programs.
 - Provide funding to strengthening the training and retention of child care workers.
 - Loans for improving and expanding quality child care spaces.
 - Help to consolidate child care assistance for low and moderate income families.
- Strengthen the early care and education programs to make sure children are ready for kindergarten.
 - Funding for increasing the quality of childhood programs to meet school readiness standards.
 - Provide funds to give more low income preschoolers, infants, and children access to Head Start.

To implement these recommendations, the commission ratified a five-year action plan for coalition building, grassroots organizing, and social marketing to successfully carry out these plans for improving the childhood system.

The commission broke its plan into six parts for meeting its overall goal. Part One of the report outlines the Commission's goals and values for Minnesota's Children. For children to grow properly, they need love, caring adults, healthy attachments, and openness to the human family. Given these goals, the commission follows three broad principles relating to the responsibilities of parents and society:

- Children are Minnesota's greatest resource; society must ensure that children are raised well, receiving love, care, guidance, and opportunities for learning.
- Parents are primary caretakers of their children; they must make responsible choices regarding their children's care and education, and society must support families in making those decisions.
- Minnesota must use its resources and develop policies that support a child care and education system in which parents can make good choices, have access to necessary information, and receive adequate parenting support.

Part Two of the commission's report examines why early care and education is important for children, providing information on scientific studies of child development and longitudinal studies of the effects of childhood programs on children's progress.

Part Three of the report reviews the realities and context in which today's parents and society must raise and support the development of children. Economic, cultural, and social conditions have changed in the past fifty years, indicating a need to reexamine issues affecting parents' ability to provide and find adequate child care and education for their children. Additionally, the commission indicates the importance of a new covenant between committed Minnesotans, both parents and the state.

Part Four of the report outlines the commission's parent-driven strategy for strengthening childhood programs, one in which the state and the private sector will support families in their parenting responsibilities. For example, employers can provide onsite child care facilities, flexible work schedules, and expanded parental leave policies. According to the commission, the state of Minnesota can improve its policies to support a better childhood services system by: educating families; increasing outreach efforts; expanding capacities of proven childhood programs, such as ECFE; ensuring more affordable child care through improved tax policies, consolidated child care subsidies, and expanded child care resource and referral services; expanding Head Start; encouraging paid parental leave for new parents; changing qualifications for the At Home Infant Care Program; and supporting private initiatives. Other specific points from Part Four of the report include:

- In looking at the key elements of quality, the commission notes that while the Department of Children, Families, and Learning is studying the quality of Minnesota's early childhood and education programs, the state does not have a solid database to adequately assess the state's system.
- Given concerns about quality and quantity of childhood care and education, Minnesota must support its early childhood and education programs by providing tax breaks, strengthening and maintaining child care subsidies, and implementing the TEACH program.
- To improve quality and accreditation standards, Minnesota should use two tools developed for such purposes: a star rating system of ECE programs and the Department of Children, Families, and Learning's Early Childhood Indicators of Progress Resource Guide.
- Provide quality spaces for children in child care settings by encouraging local collaboration efforts; encouraging private sector support for child care services; encouraging financial support to develop more quality child care spaces; finding new sources of revenues to increase capacity; changing state policies; creating a uniform administration of regulations to improve quality; and providing aggressive outreach to providers to help them strengthen the quality of their child care spaces.

In Part Five, the commission discussed necessary factors for creating a child care and education system that works effectively for parents and children.

- Noting that currently Minnesota lacks a comprehensive early childhood and education system, the commission acknowledged that the state can develop such a system effectively under these common goals: assure that every child is ready for kindergarten, acknowledge the special talents and needs of each child, and assure that all schools are prepared for its children.
- Informal estimates of Minnesota's children indicate that approximately 30 percent of new kindergartners are not ready for the program.
- To boost learning for young children, the School Readiness program must be expanded, as studies show that the program makes a meaningful difference in children's ability to be ready for and excel in kindergarten.
- If the commission's recommendations are implemented, the School Readiness program would change in the following ways: it would be universal, targeting children from birth to age five; it would increase funding for children with identified needs; it would build quality in the system through both its provider and its parent focus; it would link the pre-K system and the K-12 system; and it would create a universal mechanism to bring together key stakeholders in early childhood education and care.

Finally, in Part Six the commission acknowledges the need to build public support for early childhood education and care.

- Overall, it is important to organize the Early Care and Education (ECE) community to establish a unified and strong voice for children. To organize this system, Minnesota must have a sustainable, statewide grassroots infrastructure that works to influence public policy for the benefit of young children. Additionally, this grassroots body must work on pushing for higher funding for children.
- Additionally, it is important to capture and change public opinion about the care of children. A social marketing campaign must begin to stimulate participation among parents, providers, and professionals in preparing children for kindergarten.
- Civic leadership is another essential ingredient for promoting the issues and action on issues that effect young children.

(See the sections on Long-Term Outcomes, Governance and Leadership, and Programs and Services for additional information on this publication.)

Buchwald, Claire. (November 2001). *Building Cultural Responsiveness in Minnesota's Child Care System: Strategies, Lessons Learned, and Recommendations for Future Direction*. The Minnesota Department of Children, Families, and Learning.

This report provides the results of the Department of Children, Families, and Learning's evaluation of strategies used by 36 culturally responsive child care grantees for 1999-2000. According to the report, the funds helped to: recruit and/or train child care providers from various racial and ethnic backgrounds; provide business support for providers; assist providers from minority backgrounds in becoming licensed; and create culturally appropriate curriculum.

Based on their results, the department provided the following recommendations for improving and building a more culturally responsive childhood care and education and school-age care system:

- Integrate cultural responsiveness into all efforts.
- Build on current successes by committing time and resources necessary to shift toward more culturally appropriate care.
- Increase the capacity of traditional organizations as well as culturally-specific organizations.

- Address language issues to ensure access to services.
- Target resources toward retaining and recruiting providers from diverse cultural backgrounds.
- Provide centralized resources and technical assistance, especially via the Internet.
- Address specific barriers to new service providers entering the child care field.
- Promote an understanding and awareness of the importance of and need for culturally responsive services for all children and their families.

(See section on Quality for more information on this publication.)

Child care use in Minnesota: Statewide survey of households. (January 2001). Produced by Wilder Research Center and the Minnesota Department of Children, Families, and Learning. Retrieved from the Internet on January 27, 2003 (<http://www.wilder.org/research/reports/pdf/childcareuse1-01sum.pdf>).

This report states the following recommendations for improving early child care in Minnesota: reach out to relatives who care for children; help families develop viable back-up plans; ease the cost burden for low-income families; and increase the supply of formal child care.

(See section on Long-Term Outcomes for additional information on this publication.)

Dixon, Genie. *Looking Back to Move Forward: Reflections on Lessons Learned from Efforts Aimed at 0-3 in Minneapolis.* (August 1998). A Report to The Minneapolis Foundation, prepared for use by the Minneapolis Kellogg 0-3 Initiative Design Committee.

According to Dixon, most professionals feel that plenty of programs are in place in Minneapolis, and rather than “reinventing the wheel,” the Kellogg Foundation should build on and improve currently existing programs and services.

Some suggestions for creating a successful initiative in Minneapolis, as stated in the report, are:

- Set the stage to address the question of how the Kellogg Initiative will make a difference and how it will differ from other programs.
- Anticipate resistance.
- Consider who is at the table and who should be involved with dialogue process. People with ability to make change must be present.
- Do business in a welcoming manner by creating leadership and building relationships over time and by building from the bottom up.
- Pay attention to the process, not just results.
- Address early on that brain research is biased toward white children. Is it appropriate to motivate quality studies of children of color?
- Focus on groups needing the most attention, such as the homeless and immigrant populations.
- Support programs that already exist; don't reinvent the wheel.

(See Long-Term Outcomes, Public Engagement, and Programs and Services for additional information on this publication.)

Early Childhood Education Programs. (January 2001). Office of the Legislative Auditor. Retrieved on November 19, 2002 (www.auditor.leg.state.mn.us/ped/pedrep/0101all.pdf).

With regard to policy implications and recommendations, this report states:

- Minnesota studies of early childhood programs have not shown clear evidence of program-related impacts.
- The Minnesota legislature should consider increasing Head Start funds allocated on the basis of unmet needs and increasing Head Start flexibility to determine which families to serve.
- The legislature should consider options to discourage school districts from having large ECFE reserve balances and to establish a School Readiness reserve fund.
- CFL should increase financial monitoring and on-site review of local ECFE and School Readiness programs and should identify ways to monitor the K-12 school performance of former participants in state-funded early childhood programs.

(See sections on Governance and Leadership and Resources and Financing for more information on this publication.)

Hopes and Dreams, Challenges and Strengths: Minnesota Parents Talk About What Their Families Value. (1998). Minnesota Parenting Association.

In discussions for this study, parents provided specific suggestions in the following areas that would help them achieve some of the goals they have for their children and family: parent education; adults who are present in children's lives; resources for children, teens, parents, and families; and messages to schools, employers, law enforcement, and policymakers.

(See section on Public Engagement for additional information on this publication.)

How welfare-to-work is working: Welfare reform through the eyes of Minnesota employers, welfare participants, and local community partnerships. (March 2000.) The McKnight Foundation, prepared by Wilder Research Center. Retrieved from the Internet on January 9, 2003 (http://www.mcknight.org/display_file.asp?FileID=38).

Based on the results of their study, McKnight and WRC provided recommendations to respond to the needs of families. Their recommendations relating specifically to children include:

- Work on increasing the supply of child care – flexible, off-hours, and care for sick children.
- Help parents provide activities and tutoring for their children.
- Devote more MFIP resources to child care, housing, and transportation.

(See sections on Resources and Financing and Programs and Services for additional information on this publication.)

Listening to Communities: A Report on the Early Care and Education Needs of New Arrivals in Hennepin County. (Spring 2001). Greater Minneapolis Day Care Association. Retrieved from the Internet on January 9, 2003 (<http://gmdca.org/listeningtocommunities.pdf>).

In their report, the Greater Minneapolis Day Care Association (GMDCA) identified several gaps and priorities in early care and education that need to be addressed. Their recommendations for filling these gaps and meeting priorities include: (1) ensuring that GMDCA staff have a high level of cultural awareness and sensitivity and (2) working with key stakeholders to build support for systems and programs to improve culturally appropriate care and services for minority children and their families.

(See sections on Long-Term Outcomes, Resources and Financing, and Programs and Services for additional information on this publication.)

Measuring Up: The Quality of Childcare in Minnesota. Resources for Child Caring. Retrieved from the Internet on January 10, 2003 (<http://education.umn.edu/ceed/publications/measuringup/mu15page.pdf>).

To respond to issues affecting child care, this report included the following recommendations: to reduce turnover, support the Teacher Education and Compensation Helps (TEACH) initiative and explore ways to increase wages; to improve the education of child care providers, do not lower educational requirements and increase access to professional development opportunities for providers; and to encourage accreditation, develop a mentor program for providers, provide accreditation scholarships for providers, and expand the child care resource and referral system.

(See section on Long-Term Outcomes for additional information on this publication.)

Metro Trend Watch 2001. Wilder Research Center.

Metro Trend Watch provides recommendations to government, nonprofit organizations, providers, and others who work with children and policies. These recommendations address how to ensure school readiness among young children and how to promote a healthy start in life. Some of the recommendations included in the report are:

- Ensure that preschool children have access to good child care: increase the supply of care, increase affordability, and increase support for informal child care providers.
- Reduce concentrations of poverty and strengthen neighborhoods.
- Assist parents with meeting basic needs.
- Help families keep their homes.
- Promote immunizations at the appropriate times.
- Educate youth on contraception and sexual activity.
- Reduce barriers to preventive health care, such as practices that prevent low-income and minority patients from receiving proper care: expand clinic hours, eliminate long waits for appointments, and become more culturally sensitive.

(See sections on Long-Term Outcomes and Public Engagement for additional information on this publication.)

Minnesota Early Childhood Indicators of Progress: A Resource Guide. (2000). Minnesota Department of Children, Families, and Learning. Retrieved from the Internet on January 10, 2003 (<http://cfl.state.mn.us/ecfi>).

Intended for several audiences, including family members, teachers and caregivers, community members, and policymakers, this resource guide provides practical strategies for how to improve and address child development issues. As stated in their report, such strategies include:

- For families: building awareness of child development issues, needs, and systems.
- For teachers and caregivers: improving assessment, program evaluation, and training and development for childhood programs and/or staff.
- For community members: promoting a community needs assessment and improving community advocacy efforts.
- For policymakers: assessing the impact of policies on children's development and improving public understanding of expectations for child care.

(See Long-Term Outcomes section for additional information on this publication.)

No Better Time: Starting Early for School Success. From the Minnesota Department of Children, Families, and Learning. Retrieved from the Internet on January 10, 2003 (<http://www.educ.state.mn.us/ecfi/nobettertime.pdf>).

As stated in this report of the Department of Children, Families and Learning, their new plan to create a better childhood development system includes the following steps for communities: assess the needs of its families and determine how to meet those needs; create a system of services that provides parents with choices to meet their needs; provide universal services, such as early childhood screening; provide more specialized services to families with children with special needs; develop a core set of services; and ensure that services follow the child, rather than making the child follow the services.

The report also states the following proposals for meeting its goals:

- Integrate programs and services to allow individual programs to share common functions.
- Offer a full continuum of services that meet the needs of families. .
- Make funding simple and flexible to encourage program and service integration.
- Reduce and eliminate barriers to integration by working with communities to determine what barriers they have and how to get rid of them.
- Increase local decision making for early childhood planning.
- Strengthen accountability and evaluation to promote school success, and support data collection and analysis to evaluate goals.
- Provide a strong policy focus by holding the state responsible to develop an overall vision, to set policy goals, to oversee the development of child care plans at the local level, and to fund service delivery.
- Ensure that communities measure their program by using outcomes and indicators that measure children's readiness for school, the school's readiness for children, and the availability of family and community supports.

(See sections on Long-Term Outcomes, Governance and Leadership, Public Engagement, Resources and Financing, Policy Reforms, and Programs and Services.)

Rolnick, Art and Grunewald, Rob. *Early Childhood Development: Economic Development with a High Public Return.* (January 24, 2003). fedgazette. Retrieved from the Internet on January 29, 2003 (<http://www.minneapolisfed.org/pubs/fedgaz/03-03/earlychild.cfm>).

(See section on Public Engagement for additional information on this publication.)

Study on Racial, Ethnic, and Linguistic Diversity in Minnesota's Center-Based Child Care Programs. (November 2001). Prepared for the Minnesota Department of Children, Families, and Learning, based on research by the Urban Coalition.

For this study, the Department of Children, Families, and Learning examined racial/ethnic and linguistic diversity in day care centers across the state of Minnesota. Additionally, the study examines data on other relevant aspects of cultural responsiveness in child care, such as qualified staff and culturally appropriate curriculum.

To provide culturally responsive care to all children and families who need such care, the Department of Children, Families, and Learning proposed the following policy recommendations:

- Support recruitment efforts to increase the number of staff from a minority background.
- Continue targeted and integrated funding for child care program start ups and expansions for communities of color and new arrival communities.
- Ensure training and professional development opportunities for increasing culturally responsive care.

- Support staff retention efforts.
- Continue to study and support family child care and informal child care.
- Provide language access by ensuring dissemination of appropriate translated written materials.
- Support culturally responsive service delivery in early childhood and school-age care programs.

(See Programs and Services section for more information on this publication.)

Other related reports on policy reforms

Good Start, Grow Smart: The Bush Administration's Early Childhood Initiative. The White House. Retrieved from the Internet on January 31, 2003 (www.whitehouse.gov/infocus/earlychildhood/sect1.html).

The Bush Administration proposed the Good Start, Grow Smart early childhood initiative in an attempt to ensure that young children will be ready for school. This initiative focuses on three major goals: strengthening Head Start; partnering with states to improve early childhood education; and providing information to teachers, caregivers, and parents.

McConnell, Scott R. and Rabe, Holly L.S.. (1999). *Home and Community Factors that Promote Early Literacy Development for Preschool-Aged Children.* Just in Time Research: Children, Youth, and Families, University of Minnesota Extension Service. Retrieved from the Internet on November 19, 2002 (<http://www.extension.umn.edu/distribution/familydevelopment/components/7286-05.html>).

McConnell and Rabe discuss the value of early literacy in promoting necessary skills, competencies, and attitudes that young children need to become successful readers. Following their description of research promoting early literacy in children, the authors suggest several public policy initiatives to encourage early literacy development.

As stated by the authors, factors policy makers should consider when developing the early literacy skills of young children include: formal interventions and more general or informal activities should be evaluated explicitly against their demonstrated ability to increase essential early literacy skills; formal and informal interventions should target children's early language development and their related "store of information"; parents, families, and children need access to basic materials that support early literacy development; along with materials and activities, parents and community members need information about ways to facilitate early literacy development for young children.

Moore, Kristin Anderson and Zakia Redd. (November 2002). *Children in Poverty: Trends, Consequences, and Policy Options.* Child Trends Research Brief. www.childtrends.org.

Moore and Redd note that in order to reduce child poverty and its negative impact on the development of children's well being, policy makers should consider the following policy options: maintain financial work supports and reduce the marriage penalty within the EITC; build on successful welfare-to-work initiatives; support efforts to strengthen marriages and to decrease births to teens and unmarried women; promote child support enforcement, job training, and father involvement; continue child care subsidies and assess whether more funding is needed; and inform low-income parents about food and health care assistance.

(See section on Long-Term Outcomes for additional information on this publication.)

Ochshorn, Susan. *Partnering for Success: Community Approaches to Early Learning*. A report on partnerships in low-income communities from the Child Care Action Campaign. Retrieved from the Internet on November 20, 2002 (www.childcareaction.org/docs/pfs.pdf).

In her report on community partnerships (comprised of child care agencies, public schools, and other early childhood education programs) for improving child care, Ochshorn provides recommendations for improving education for young children. According to Ochshorn, public schools must be involved with ensuring that all young children have access to quality child care and early education and must form successful working relationships with community-based partners, such as Head Start and child care providers.

More specifically, as stated in her report, Ochshorn's recommendations are:

- All children should have access to quality child care and early education;
- States should invest in bettering the quality of early education;
- Superintendents should use collaborative early childhood efforts for education reform and for strengthening universal pre-kindergarten;
- Children be ready for school, and schools should be ready for children;
- Community-based early childhood organizations should approach schools with specific proposals for partnering; and
- All early childhood partnerships must take into account the needs of working parents.

Programs and Services

<p>Questions: <i>Current array of state programs serving young children and families including: (1) health and nutrition, (2) family support/parenting education, (3) child care, (4) pre-school, and (5) early intervention programs</i> <i>Significant cross-system coordination activities</i> <i>Identified absolute gaps, by program area or specific population</i></p>	
<p>Current status: Minnesota provides numerous early childhood programs and services, such as ECFE, Head Start, and School Readiness. However, the state still lacks well-coordinated and integrated services and an ability to measure those programs and services for their success.</p>	<p>Gaps: Do not have consensus on a statewide vision for ECE system.</p> <p>Need better coordination among state agencies responsible for programs serving children and families.</p>
<p>Available Information</p>	

Current array of state programs serving young children and families, including health and nutrition, family support/parenting education, child care, pre-school, and early intervention programs

Buchwald, Claire. (November 2001). *Building Cultural Responsiveness in Minnesota's Child Care System: Strategies, Lessons Learned, and Recommendations for Future Direction*. The Minnesota Department of Children, Families, and Learning.

(See sections on Policy Reforms and Quality for additional information on this publication.)

Dixon, Genie. *Looking Back to Move Forward: Reflections on Lessons Learned from Efforts Aimed at 0-3 in Minneapolis*. (August 1998). A Report to The Minneapolis Foundation, prepared for use by the Minneapolis Kellogg 0-3 Initiative Design Committee.

Through an extensive review of efforts for children 0-3, the author found that Minneapolis provides an extensive network of services for children 0-3. Some of those efforts, aimed at public awareness, systems change, training for parents and providers, and direct or indirect services, include: Children's Investment Campaign, Cultural Beginnings, Early Childhood Family Education, Early Childhood Special Education, Early Head Start, Endowment for Minnesota Children, Healthy Babies Collaborative, Irving B. Harris Center for Infant and Toddler Training, Infant and Toddler Training Intensive, Neighborhood Early Learning Center, Strong Beginnings, Success by 6, Way to Grow, and 348-TOTS.

(See Long-Term Outcomes, Public Engagement, and Policy Reforms for additional information on this publication.)

Early Childhood Education Programs. (January 2001). Office of the Legislative Auditor. Retrieved on November 19, 2002 (www.auditor.leg.state.mn.us/ped/pedrep/0101all.pdf).

(See sections on Governance and Leadership and Resources and Financing for more information on this publication.)

Listening to Communities: A Report on the Early Care and Education Needs of New Arrivals in Hennepin County. (Spring 2001). Greater Minneapolis Day Care Association. Retrieved from the Internet on January 9, 2003 (<http://gmdca.org/listeningtocommunities.pdf>).

In their report, GMDCA pointed out that to respond to the needs of new arrival communities, many Hennepin county resource and referral agencies have developed outreach strategies. Collaborations with the Southeast Asian Community, the Latino Project Initiative, Somali Community Outreach, Russian Community Outreach, and Translation Line are all programs or groups of programs Hennepin County has promoted to strengthen child care services for these new arrival communities.

(See sections on Long-Term Outcomes, Resources and Financing, and Policy Reforms for additional information on this publication.)

Minnesota Counts on Child Care: A county-by-county summary of data about child care in Minnesota. (2001). Minnesota Child Care Resource and Referral Network. Retrieved from the Internet on January 10, 2003 (http://www.mnchildcare.org/book1_county_summary.pdf).

CCR&R acknowledged two programs that have succeeded in responding to some needs of the child care system: Starting Out Successfully (SOS) and the Minnesota Loan Forgiveness Program; both of these programs target staff turnover issues. Additionally, to offset the loss of an estimated 10,000 spaces in child care, CCR&R helped establish 14,500 new child care spaces for a total increase of approximately 4,545.

(See Long-Term Outcomes section for additional information on this publication.)

No Better Time: Starting Early for School Success. From the Minnesota Department of Children, Families, and Learning. Retrieved from the Internet on January 10, 2003 (<http://www.educ.state.mn.us/ecfi/nobettertime.pdf>).

This report provides summaries of several childhood programs and services that meet the needs of families and their children. As stated in the report:

- Early Childhood Family Education
 - ECFE provides parent education, early childhood education, and opportunities for parent-child interaction. Its main goal is to help parents provide for their children's optimal learning and development through education and support from birth to kindergarten.
 - Available to families on a sliding fee basis, reaching over 300,000 parents in 2000.
- Head Start
 - Provides low-income families with health screening, nutrition, early childhood education, parent involvement, and social services. Its main goal is to help families break the cycle of poverty.
 - Serves families at or below the federal poverty line, primarily ages 3-5.
- Way to Grow
 - Provides grants to communities to promote the intellectual, social, emotional, and physical development, and school readiness of child from birth through age six.
 - Universally available, but targeted toward children and families with the greatest need.
- Part C/Interagency Early Intervention
 - Provides family-centered services for infants and toddlers with disabilities, ages birth to three.
- Early Childhood Special Education

- Provides free and appropriate public education to children birth through seven with identified disabilities.
- Early Childhood Health and Development Screening
 - Provides screening services to detect health, development, and other factors of children that affect learning, growth, and development.
- Child Care Resource and Referral
 - 23 CCR&R sites provide parents with assistance in finding appropriate care and information about child care options and resources.
 - In 1998-1999, provided referrals to more than 61,000 families and trained almost 40,000 child care providers.
- School Readiness
 - Provides all eligible children with opportunities to participate in child development programs that enable them to enter school with appropriate skills, behavior, and support.
 - Serves children identified through Early Childhood Screening, focusing on those children not eligible for other programs.
- Child Care Development grants
 - Awarded to public and private child care programs to improve quality and quantity of child care services.
 - More than 4,000 providers received grants in 1998-1999.
- Basic Sliding Fee Child Care Assistance program
 - Provides child care assistance to low-income families pursuing employment, job search, or education.
- Minnesota Family Investment Plan Child Care Assistance
 - Provides current and former MFIP families and children with child care assistance.
- Post Secondary Child Care Grant Program
 - Provides financial assistance to students to pay for child care costs.
- Child and Dependent Care Tax Credits
 - Provides a tax credit to families with annual incomes below \$31,690.

(See sections on Long-Term Outcomes, Governance and Leadership, Public Engagement, Resources and Financing, and Policy Reforms for additional information on this publication.)

Study on Racial, Ethnic, and Linguistic Diversity in Minnesota's Center-Based Child Care Programs. (November 2001). Prepared for the Minnesota Department of Children, Families, and Learning, based on research by the Urban Coalition.

Some of the key findings stated in the report are:

- Racial/ethnic diversity of children in center-based child care has increased from 1993 to 2000 (from 9.2% to 16%).
- Child care staff have become more racially and ethnically diverse from 1993 to 2000, especially among African American staff (2.5% to 6%).
 - Despite the increase in staff diversity, European Americans continue to be over-represented in higher level child care staff positions.
- Significant gaps exist between the linguistic skills of staff and the children they serve.
- Translated written materials were available in only 11 percent of the programs surveyed for this study.
- Although well over half of all programs surveyed would provide food accommodations, availability of food and cost prevent them from doing so.

(See Policy Reforms section for more information on this publication.)

Significant cross-system coordination activities

Brown, Brett, Kirby, Gretchen and Botsko, Christopher. (September 1997). *Social Indicators of Child and Family Well-Being*. Institute for Research on Poverty, Special Report No. 72. Retrieved from the Internet on November 20, 2002 (<http://www.ssc.wisc.edu/irp/sr/sr72.pdf>).

(See section on Quality for more information on this publication.)

Mueller, Marsha R. *Insights from Minnesota's Early Childhood Community: Summary report of Group Interviews about Program and Services Integration*. (June 28, 2000). Prepared for the Program and Service Integration Work Group of the Department of Children, Families, and Learning by Mueller Associates, LLC.

In developing a plan for integrating child care and early childhood education programs and services, the Department of Children, Families, and Learning commissioned a series of interviews with early childhood administrators and direct service providers in Minnesota. These interviews provided an understanding of how program and service integration is currently viewed in Minnesota by professionals working directly with families and children. The interviews focused on the following areas: purpose, action, and outcomes; making program and service integration work – lessons learned; state-level contributions; early childhood – K-12 relationships; and next steps. When looking at community insights for most sections, thoughts and suggestions from the group interviews were organized by the following categories: mission, flexibility, quality and character of relationships, and structural supports.

Identified absolute gaps, by program area or specific population

1998 Minnesota Early Childhood Workforce Survey Results. Alliance of Early Childhood Professionals.

(See the Long-Term Outcomes section and Public Engagement section for information on this publication.)

Action Plan for Early Care and Education in Minnesota. (November 2002). Early Care and Education Finance Commission Final Report. Retrieved from the Internet on January 10, 2003 (<http://www.earlychildpro.org/mctc/weasel/>).

In their report, the Minnesota Early Care and Education Finance Commission identified gaps that must be addressed by this system:

- While the Department of Children, Families, and Learning is studying the quality of Minnesota's early childhood and education programs, the state does not have a solid database to adequately assess the state's system.
- Minnesota lacks a comprehensive early childhood and education system.

(See the sections on Long-Term Outcomes, Governance and Leadership, and Policy Reforms for additional information on this publication.)

Brown, Brett, Kirby, Gretchen and Botsko, Christopher. (September 1997). *Social Indicators of Child and Family Well-Being*. Institute for Research on Poverty, Special Report No. 72. Retrieved from the Internet on November 20, 2002 (<http://www.ssc.wisc.edu/irp/sr/sr72.pdf>).

(See section on Quality for additional information on this publication.)

Dixon, Genie. *Looking Back to Move Forward: Reflections on Lessons Learned from Efforts Aimed at 0-3 in Minneapolis*. (August 1998). A Report to The Minneapolis Foundation, prepared for use by the Minneapolis Kellogg 0-3 Initiative Design Committee.

According to Dixon, early care and education professionals acknowledged several concerns and comments regarding early child care and education. Some of their concerns, as noted in the report, are:

- Despite strong efforts with webs of interconnection, Minneapolis still has a lack of coordinated services.
- Universal access, although helpful for many families, may not respond to the needs of all groups.
- Some efforts have succeeded in promoting cultural inclusivity while others have failed.
- Sectors show strong participation, although turf and politics still inhibit some progress.
- A mix of opinions exists about the availability of adequate services in Minneapolis.

When examining universal access issues, some professionals expressed concern that in Minneapolis, there is a gap between the availability of credentialed staff of color for many child development staff positions. Additionally, several comments suggested that most “universal” programs targeted white, middle class children, and therefore do not meet the needs of most children of color.

Despite the advancements in Minneapolis compared to other cities, its infrastructure is still white and middle class, and professionals said that while systems and leaders are seemingly well-intentioned, many are not willing to share power. This resistance inhibits the chances that all children will experience healthy development.

(See Long-Term Outcomes, Public Engagement, and Policy Reforms for additional information on this publication.)

How welfare-to-work is working: Welfare reform through the eyes of Minnesota employers, welfare participants, and local community partnerships. (March 2000.) The McKnight Foundation, prepared by Wilder Research Center. Retrieved from the Internet on January 9, 2003 (http://www.mcknight.org/display_file.asp?FileID=38).

Using 10 case studies, 69 employer interviews, and 395 MFIP participant interviews, WRC and McKnight reported the following:

- According to 27 percent of employers, child care was one of the main barriers to retaining welfare recipients as employees.
- 18 percent of people still on MFIP acknowledged that lack of flexible, affordable, reliable, and acceptable quality child care was a main barrier for leaving welfare.
- 20 percent of people off of MFIP said that child care issues were a main barrier for staying off of welfare.
- According to recipients completing the survey, help paying for child care is one of the main services they need but do not receive.
- Additionally, 25 percent of families said they have had recent problems providing food for their children, and about one-third said their children have needs they could not currently meet, such as clothing, school supplies, and time with parents.

(See sections on Resources and Financing and Policy Reforms for additional information on this publication.)

Listening to Communities: A Report on the Early Care and Education Needs of New Arrivals in Hennepin County. (Spring 2001). Greater Minneapolis Day Care Association. Retrieved from the Internet on January 9, 2003 (<http://gmdca.org/listeningtocommunities.pdf>).

According to this report, although collaborations and programs exist to provide necessary services to new arrival communities, many gaps in services remain. Lack of sufficient resources inhibit the maintenance and sustenance of program efforts, and, similarly, a lack of resources and staff turnover make it difficult to maintain collaborations with organizations serving culturally specific communities. Individuals involved with child care for culturally specific communities are not adequately building and sustaining mutual relationships with minority families in ways to offer satisfactory services and to learn from families about how to best serve their children.

(See sections on Long-Term Outcomes, Resources and Financing, and Policy Reforms for more information about this publication.)

Minnesota Counts on Child Care: A county-by-county summary of data about child care in Minnesota. (2001). Minnesota Child Care Resource and Referral Network. Retrieved from the Internet on January 10, 2003 (http://www.mnchildcare.org/book1_county_summary.pdf).

In their report on the availability, affordability, and quality of services for children, CCR&R identified gaps that must be addressed in order to improve child care services. One issue is that more women are working outside of the home, thus increasing the number of families needing child care and decreasing the number of women willing to stay in the home and provide child care. Additionally, other concerns affecting quality child care included in the report are:

- Child care is a labor intensive field with low profit potential;
- Minnesota's non-working population has declined, leaving fewer friends and relatives available to provide informal care;
- Care for babies, toddlers, and children with special needs is more expensive than other child care; and
- Welfare reform means more parents need child care on evenings, nights, and weekends.

(See sections on Long-Term Outcomes for more information on this publication.)

Supporting the Workforce: The Child Day Care Services Industry in Minnesota. (March 2000). Minnesota Economic Trends. Retrieved from the Internet on January 10, 2003. (www.mnworkforcecenter.org/lmi/trends/mar00/child.htm).

According to this article, given current economic trends, gaps, and concerns related to child care, families and society must consider whether it is acceptable for child care workers to earn significantly low wages, whether families will be able to afford quality child care with an appropriate increase in wages, and whether child care services will be available during evening, night, and weekend hours.

(See sections on Long-Term Outcomes and Resources and Financing for additional information on this publication.)

Other related reports on programs and services

Seventeenth Annual Report to Congress on the Implementation of the Individuals with Disabilities Education Act (IDEA). www.indstate.edu/soe/iseas/Oct96ca.html. Retrieved on November 19, 2002.

More than 150,000 infants and toddlers with disabilities were served through the IDEA in the 1993-94 school year. Infants and toddlers are most often served at the home, followed by outpatient services, and early intervention classroom settings. Services these children and their families receiving include family training, counseling, home visits, special instruction, and speech and language pathology. In general, states have had a difficult time coordinating funding, legislation, and program services for infants and toddlers with disabilities.

Quality

<p>Questions:</p> <p><i>Current program characteristics related to established guidelines for effectiveness</i></p> <p><i>Current system for insuring quality, through monitoring, regulations, and standards</i></p> <p><i>Current level of consumer, provider and family involvement in program design and delivery</i></p>	
<p>Current status: Although a couple of initiatives examine indicators that help assess the quality and effectiveness of early childhood programs, the state of Minnesota lacks an ongoing, statewide data collection system for accurately assessing children's needs.</p>	<p>Gaps: No agreed upon clear vision for ECE system and infrastructure to develop and ensure quality.</p>
<p>Available Information</p>	

Brown, Brett, Kirby, Gretchen and Botsko, Christopher. (September 1997). *Social Indicators of Child and Family Well-Being*. Institute for Research on Poverty, Special Report No. 72. Retrieved from the Internet on November 20, 2002 (<http://www.ssc.wisc.edu/irp/sr/sr72.pdf>).

Brown, Kirby, and Botsko provide detailed descriptions of six states' use of social indicators data for a variety of purposes, such as monitoring, planning, and tracking the progress of social goals. More specifically, the authors discuss the following for each state: major programs that use social indicator data; surveys and administrative data sources used to collect and track information; the strengths and weaknesses of the state's system; accessibility of information by Internet and written publications; how staff and users are educated to access and use the data properly; and current and future challenges in developing and using social indicator data.

The Minnesota Milestones, a statewide goal setting initiative, helps emphasize using indicators as monitoring tools. The general public helped identify five main principles and twenty broad goals for the Minnesota Milestones' 30-year state plan to meet and improve on the state's needs. Three of the Milestones' goals relate specifically to children's well being (children will not live in poverty, families will provide a stable environment for their children, and children will come to school ready to learn), and other goals have indicators that focus specifically on children's needs, such as in the area of health. By focusing on results and outcomes for the state of Minnesota, the Minnesota Milestones project encourages government agencies to establish and meet specific priorities as identified by members of the statewide community.

Developing on the Minnesota Milestones goals, the state's Children's Services Report Cards monitor the progress of social and educational services for children at the county level. Each report card consists of 21 indicators that focus on different aspects of children's well being, such as infant mortality rate and the number of children receiving MFIP benefits. Many county collaboratives reassess community needs on the basis of these report cards. (Over half of the state's counties have a collaborative, comprised of a school district, county government, and public health agency, designed to address the gaps in children's and family services in communities.) Additionally, report cards serve as descriptors to inform the public about and increase support of children's issues.

Minnesota has also responded to public health needs by identifying and publishing its public health goals. Unfortunately, proper data collection is not conducted in certain areas affecting child well-being. Such areas include a need for a measure of school-aged health and developmental outcomes for children with the low birth weight categories and a need for information on the prevalence of mental illness among children.

Buchwald, Claire. (November 2001). *Building Cultural Responsiveness in Minnesota's Child Care System: Strategies, Lessons Learned, and Recommendations for Future Direction*. The Minnesota Department of Children, Families, and Learning.

In their report, the Department stated the following lessons learned:

- Cultural responsiveness work is important and requires a long-term approach.
- Cultural responsiveness should be integrated at all levels of the child care system, and linking strategies compounds benefits of services.
- Continuity is critical for organizations to succeed in providing culturally appropriate services.
- Language is a significant access issue for families and communities who are learning English.
- Culturally responsive services are necessary to help families reach self-sufficiency.
- Culturally responsive care is important for all families, regardless of their cultural background.
- Employing and retaining staff from a diversity of cultural backgrounds is critical for ensuring appropriate role models for children as well as ensuring more minority representation at the higher level staff positions.

(See Policy Reforms and Programs and Services sections for more information on this publication.)

Chase, Richard. *Child Care Development Grants Program: Summary of Final Evaluation Results for 2000-2002*. (November 2002). Wilder Research Center.

Results of the evaluation indicated that hundreds of child care providers strengthened their care-giving skills through the grant. Additionally, in general, families noticed improvements in the care of their provider.

(See section on Long-Term Outcomes for additional information on this publication.)

Early Childhood Education Programs. (January 2001). Office of the Legislative Auditor. Retrieved on November 19, 2002 (www.auditor.leg.state.mn.us/ped/pedrep/0101all.pdf).

(See sections on Governance and Leadership and Resources and Financing for more information on this publication.)

Measuring Up: The Quality of Childcare in Minnesota. Resources for Child Caring. Retrieved from the Internet on January 10, 2003 (<http://education.umn.edu/ceed/publications/measuringup/mu15page.pdf>).

(See sections on Long-Term Outcomes and Policy Reforms for additional information on this publication.)

Schene, Patricia. (May 2001). *Implementing Concurrent Planning: A Handbook for Child Welfare Administrators*. National Child Welfare Resource Center for Organizational Improvement. Retrieved from the Internet on November 19, 2002 (<http://muskie.usm.maine.edu/helpkids/rcpdfs/concurrent.pdf>).

Schene's handbook introduces the concept of "concurrent planning" regarding child placement in a permanent home and describes three case studies for implementing concurrent planning practices. The author also provides insight on what to consider before implementing concurrent planning, changing policies and practices affecting concurrent planning, and developing appropriate resources for implementing concurrent planning.

According to the author, through this model, children should experience fewer moves and be placed in a permanent living situation more quickly. As a result, problems of attachment and trust will be minimized.

As mentioned in the report, in Minnesota, laws require the development of guidelines and protocols for concurrent planning. The following factors must be taken into consideration when determining whether to pursue concurrent planning: age, duration of placements, prognosis for reunification, availability of relatives, and special needs of the child. Minnesota defined two populations for concurrent planning: children under age 8 who are likely to remain the system for 90 days or more and who have poor prognosis for reunification and children who meet egregious circumstances as described in statute.

The author notes that, according to Minnesota state law, implementation of the concurrent planning approach requires involvement of parents and full disclosure to them of various aspects affecting the process. Additionally, Minnesota tied implementation to funding, authorizing \$9.3 million in a recent fiscal year, which counties can use as they best see fit. Schene's handbook also outlines other responsibilities the state has to those providing concurrent planning services for children. To assess and improve the concurrent planning program, the Minnesota statute was to be evaluated by 2001.

Other related reports on quality

Departmental Evaluation Plan: July 1, 2001 – June 30, 2004. (July 2001). Office of Strategic Finance, Wisconsin Department of Health and Family Services.

The State of Wisconsin's Department of Health and Family Services developed its evaluation plan to systematically identify and plan for performance measurement and program evaluation studies that are a priority for the state legislature and Department. One section of the report describes evaluation plans for children and family services: Chafee Independent Living Program; Childcare Provider Closures; Milwaukee Child Welfare; Safe and Stable Families; and Shared Family Care Waiver.

Emlen, Arthur C., Koren, Paul E., and Schultze, Kathryn H. (November 2000). *A Packet of Scales for Measuring Quality of Child Care from a Parent's Point of View.* Portland State University and the Oregon Child Care Research Partnership.

Through a partnership project, Portland State University and the Oregon Child Care Research Partnership developed measurement scales to assess the quality of child care from the parent's point of view. This report provides the scales, methods, and findings for public use for exploring how parents view child care. A total of 55 specific statements, such as "my caregiver is happy to see my child" and "my caregiver is open to new information and learning" were used to measure quality of care.

After conducting their research, the authors concluded that although parents may not be professionals in knowing what quality child care is, they are aware of the many components that comprise quality care. By measuring parents' views on child care, researchers can learn more about the circumstances and needs, such as flexibility, that influence parents' decisions concerning child care.

Illinois Kids Count 2002: Supporting the Changing Family. (2002). Voices for Illinois Children. www.voices4kids.org.

This report examines the quality of life for the children of Illinois, providing both an overview for the state as well as for each county. According to Illinois Kids Count, the status for children is improving: more babies live past their first birthday; less children are born to teen mothers; more children receive publicly funded medical care; and fewer children are living in poverty.