



How to Create a Local Course Index

Early Education

Fall 2016

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I. Introduction

The *Minnesota Common Course Catalogue* (MCCC) is a course classification and data collection system that describes the courses offered in Minnesota schools, the teachers who taught those courses and the students who completed them. The course classification system is based on a national model, *Prior-to-Secondary School Course Classification System: School Codes for the Exchange of Data (SCED)* developed by the National Center for Education Statistics (NCES) and published in 2011. It has been adapted to align more closely with Minnesota school systems. **The MCCC does not limit or dictate local course offerings.**

The Minnesota Department of Education (MDE) is implementing the MCCC in response to the requirements of Federal HR 2272 America COMPETES Act of 2007 SEC. 6401. Required Elements of a Statewide Longitudinal Data System. A federal grant awarded to MDE includes additional requirements for the Early Education (EE) portion of the MCCC.

With the addition of EE, the MCCC data collections system is complete from pre-school through high school graduation. While the K-8 portion gathers information in only two curricular areas—language arts and math, EE, like grades 9-12, collects information across multiple curricular areas.

The EE level will be implemented statewide during the 2015-16 school year; however, **the initial reporting year for individual school districts will depend on the capacity of each district and its student information vendor to implement the software** necessary to create EE Local Course Index, Staff Course Records and Student Course Records data files.

The term “course” should be interpreted in the broadest sense possible when applied to EE. EE courses could be multi-age, multi-domain classrooms. The EE course definitions reflect the EE educational philosophies.

Federal legislation requires the collection of student marks or scores if marks or scores are awarded for coursework completed by the student. **The local student transcript or permanent record, however, will be the official achievement record** of the student. In addition the local school system will determine—based on local requirements—if a student has met the requirements **to move to the next education level or graduate from high school.**

The MCCC will collect data from these EE programs:

- Early Childhood and Family Education (ECFE)
- School Readiness (SR)
- Early Intervention (Birth through Age 2)
- Early Childhood Special Education (ECSE – ages 3-5)
- Voluntary Pre-Kindergarten (VPK)
- Kindergarten

II. Data Collections

There are four data collections associated with the MCCC. The information reported through these collections is stored in a secure database at MDE and is accessible only by designated school district and MDE personnel. The privacy of students and staff is protected by Minnesota data practice laws. Public reporting of student information for K-12 will be aggregated by the categories identified under Every Student Succeeds Act (ESSA) legislation.

A brief description of each collection is listed in the table below:

Collection Number	Collection Name	Description of Information Collected
1	Local Course Index	A list of local courses offered described by MCCC course classifications and contextual information, including state standards placement. Information is gathered and entered into district's vendor system; the vendor creates an XML file for the district to submit to the MCCC system.
2	Calendar Information	Selected scheduling information to locate sections of courses offered at a point in time. Information is gathered and entered directly into the MCCC system on the MDE website.
3	Staff Course Records	Information about educators who taught specific sections of courses offered as well as additional information particular to the course section. Information is gathered and entered into vendor system; the vendor makes an XML file for the district to submit to the MCCC system.
4	Student Course Records	Information about the students who completed a course, including standards-based scores (if standards are assessed and scores awarded) at the student permanent record level. Information is gathered and entered into the vendor system; the vendor makes an XML file for the district to submit to the MCCC system.

Important Notes:

- To submit data for the Local Course Index, Staff Record and Student Record files, a district must use a Student Information System (SIS) vendor who works with MDE and knows how to create XML files. Information about course scheduling and student achievement must also be stored in the vendor system in order to create these files. If you have questions about vendors who work with MCCC data collections, contact mde.mccc@state.mn.us.
- **Courses “offered”** means those courses for which the local school system provides the instruction and awards standards-based student achievement scores, if standards-based scores are awarded.

Scheduled and Individualized Services (Independent Study) coursework types include course information that needs to be indexed and submitted. Please see the definitions of the two coursework types and the matrix to determine below when the data will be included in the load processes and which files will include the data.

Definitions of Coursework Types:

- **Scheduled:** These courses are defined by the school district and offered at a scheduled time during a specific timeframe such as a quarter, trimester or another timeframe specified by the district. All students begin and complete the course at the same time. This is the traditional school model.
- **Individualized Services (Independent Study):** These courses are defined by the school but the timeframe for beginning and completing the service are defined by a fiscal year. The service will be bound by a fiscal year with the terms giving the number of partitions of the year. In creating the Local Course Index to report this type of student coursework, **the MCCC course classifications that are specifically labeled “Individualized Services” must be used.** The Local Course Index and Student Record are the only two MCCC data collections required for reporting this type of coursework.

The matrix below is a quick reference for which of the four data collections are required by the different types of coursework used to report student achievement data.

 Collections Required  by Coursework Type	Local Course Index	Calendar Information	Staff Record	Student Record
Scheduled	YES	YES	YES	YES
Individualized Services/Independent Study	YES	NO	NO	YES

Information gathered through the MCCC data collection system will support:

- The creation of a statewide, longitudinal student course-taking and achievement information system.
- Identifying factors to increase the percentage of low-income and minority students who are prepared to achieve academic success.
- Course-taking information to use in evaluation of and research about student achievement.
- Data to inform education policy and practice, including improved alignment of the EE-12 standards and curriculum.
- Comparison of course offerings among school districts across the state and at the federal level.
- Updating and modernizing MDE’s Early Education data collection systems.

III. EE Course Classifications by Subject Area

The MCCC course classifications are large “umbrellas” under which local courses offered in individual school districts can be classified so they can be compared and analyzed not only at

the state but also at the federal level. To better structure and sort classifications, they are grouped into numbered Subject Areas. (Removed subject areas 81-88)

EE Subject Area Numbers	EE Subject Area Names
89	Special Education
90	Comprehensive Age-Level Programs
91	Non-Subject Specific Classifications

Subject Areas are further broken down into categories. The categories are age-specific. Report the courses for the age groupings that best represent what is offered through your district.

Subject Area 90: Comprehensive Age-Level Programs

- Category A. Birth to Age Three
- Category B. Ages Three through Kindergarten
- Category C. Birth through Kindergarten
- Category D. All Others

For the list of categories in all Subject Areas 89 through 91 and the accompanying list of all course classifications in each category, please download the *Minnesota Common Course Classification Catalogue Early Education* from [the MCCC Web Page](#) and consult the Table of Contents.

IV. Overview of an EE Local Course Index

Each district—and in some cases individual schools within a district—will create a Local Course Index, which is a list of the unique EE courses offered by the district in which each course has been:

- Classified under the one MCCC course classification that best describes the local course.
- Documented with additional, contextual information about the local course.

Every local course offered of the **Scheduled** or **Individualized Services** coursework types must be classified and documented or no information about the educators who taught the courses or the students who completed them will be reportable to MDE. **Do not include any courses in your Local Course Index that are transferred in from other school districts or education institutions.** Only include those courses, for which your district provides the instruction, this may include courses with final assessment results. MDE strongly encourages districts to focus on reporting early education courses that are scheduled to meet **six times or more** per year.

Required Information for Each Course Included in the Local Course Index:

1. The **local site number** identifies the course as:
 - a. Specific to a program within a district by documenting it with the three-digit MDE-ORG site number for that program.
 - b. A district-wide course that programs within a district offer using the **same local course number or code, title, Curriculum and Assessment Tool**. These courses are documented with a triple zero (000).
 - c. **Please Note:** Do not include a course in your Local Course Index twice—once as site-specific course and again as district-wide course. **A local course is site-specific or district-wide—never both**. For more information see *Appendix A. Determining Local Site Number* on page 16 of this booklet.
2. A **unique local course number or code must identify each course the district offers** and must correspond to the local course number or code in the district's student information vendor system (SIS). This unique identifier may be a set of numbers or a code which is a set of letters or a combination of letters and numbers.
3. The **local course title** is the name of the course given by the district or school that corresponds to the course name in the vendor system.
4. **MCCC course classification number** is the number of the **one** MCCC course classification (often called "state course code" in vendor systems) that best describes the local course. A single MCCC course classification may be used multiple times to classify all the local courses offered in a district. In other words, more than one local course may fit under a single MCCC course classification. For more information about how to classify local courses, see "Step 3: Classifying local courses" on page 13 of this booklet.
5. **Curriculum** is defined as the identification and organization of content used in the teaching of a course. Many schools purchase a commercial curriculum to identify and organize content, while other schools identify and organize their own curriculum. The codes of valid choices for Curriculum are listed in *Appendix B. Documenting Curriculum* on page 17 through 20 of this booklet.
6. **Curriculum Implementation Code** identifies the implementation status (from initial installation to full implementation) of the Curriculum element above. The codes of valid choices are listed in *Appendix C. Documenting Implementation Codes* on page 21 of this booklet.
7. **Assessment Tool** identifies the tool used to assess student learning in the course. Many schools purchase a commercial tool to assess student learning, while others create their own. The codes of valid choices are listed in *Appendix D. Documenting Assessment Tool* on page 22 through 24 of this booklet.
8. **Assessment Tool Implementation Code** identifies the implementation status (from initial installation to full implementation) of the Assessment Tool named above. They are listed in *Appendix C. Documenting Implementation Codes* on page 21 of this booklet.
9. **EE Location** specifies where instruction is delivered to the student and may vary from the student's home to a medical facility or a classroom. The codes of valid choices are listed in *Appendix E. Documenting EE Location Codes* on page 25 of this booklet.
10. **State Program** indicates if the course follows state regulations. Valid responses are **true** or **false**. Any other response will cause the file to be rejected.
11. **Federal Program** indicates whether the course follows federal regulations. Valid responses are **true** or **false**. Any other response will cause the file to be rejected.

12. **ABE Indicator** specifies if the EE course is tied to an Adult Basic Education (ABE) course. ABE is for individuals who do not have a high school diploma and want to take the General Education Development (GED) Test to earn a GED diploma. Valid responses are **true** or **false**. Any other response will cause the file to be rejected.
13. **EE Program Type Code** specifies under which EE program type this course is being reported. The codes for valid choices are listed and explained in *Appendix F. Documenting EE Program Type Codes* on page 26 of this booklet.
14. **Standards Placement Code** identifies the unique code(s) for the specific state standard(s) placed in the local course as the focus for student learning. The valid codes are listed and explained in *Appendix G. Documenting Standards Placement Codes* on page 27 of this booklet.
15. **Site-Based Initiative** is defined as the initiatives that provide the early childhood special education community a sustained focus on scientifically-researched innovations that equip them with evidence-based knowledge, skills and supports to be effective in working with young children with disabilities and their families. The codes of valid choices for Site-Based Initiatives are listed in *Appendix H. Documenting Site-Based Initiatives* on page 28 of this booklet.
16. **Site-Based Initiative Implementation Code** identifies the implementation status (from initial installation to full implementation) of the Site-Based Initiative named above. They are listed in Appendix C. Documenting Implementation Codes on page 21 of this booklet.
17. **EE Instructional Method** is an instructional practice that is intentional and systematic strategy to inform what to teach, when to teach and how to evaluate the effects of teaching. The codes of valid choices for EE Instructional Method are listed in Appendix I. Documenting EE Instructional Approaches on page 29 of this booklet
18. **EE Instructional Method Implementation Code** identifies the implementation status (from initial installation to full implementation) of the EE Instructional Method named above. They are listed in Appendix C. Documenting Implementation Codes on page 21 of this booklet.
19. **Local Course Description** is another field that is important when building a Local Course Index, **but it is not required for every local course listed in the Local Course Index**. It is required only if no defined MCCC course classification can be found that adequately describes the local course and an “Other” classification is used. More information about “Other” classifications and the Local Course Description element are on page 13 of this booklet under Step 3: Classify Local Courses.

Please Note: None of the K-12 Local Course Index documentation elements are used in EE. They are listed below. Many vendors default these fields for EE courses in their systems, which means you would not have to do anything with these elements. If not they are not defaulted, however, and you must fill in the field, please use the default values below:

- Course Level: “P”
- Sequence (both number and limit elements): “1” and “1”
- Standards Addressed: “S”
- Graduation Requirement: “False”
- End of Course Assessment: “False”

V. Getting Started at the Local Level

One: Assemble or join the local school district MCCC team.

Most school districts already have an MCCC team to gather and submit K-12 MCCC data. That team will be of great support to the EE level staff as an established K-12 team understands the MCCC system. It is also helpful to have an EE-12 team as the MCCC submissions require schools within districts to work together across all the grade levels to submit data in a timely fashion.

If there is no local team at K-12, please build an EE level team including ECFE, ECSE and preschool. No single person should be assigned to do the MCCC data collection work alone. It isn't feasible nor is it practical. If there is a team of people who understand the MCCC data collections at the EE level, the knowledge of how to meet MCCC requirement can be passed from year to year as new staff members join the team and previous team members leave.

A local team should include both curriculum and data members who work together to gather MCCC information, enter it into the district's vendor system and load files to the MCCC system. **After the first reporting year, data entry is reduced to focus on calendar, staff and children. Team members simply edit the information for which they are responsible in the vendor system before requesting a file from the vendor. Once the vendor has created the files for the district, team members submit the various files to the MCCC system.**

Remember, Calendar Information is entered directly into the MCCC system at MDE. There is no file load for Calendar Information.

- **Curriculum members**, such as curriculum, ECSE, ECFE and preschool coordinators, specialists, directors, and lead teachers with general knowledge of courses offered (and a willingness to consult others when they need more specific course information), often gather the information to create the Local Course Index for the first reporting year. They also edit and update the Local Course Index as necessary from one reporting year to the next. Curriculum members may enter MCCC information into the vendor system.
- **Data members**, such as data managers, coordinators, specialists, support staff or directors as well as STAR and MARSS coordinators who have general knowledge of MDE reporting systems (and are willing to learn the MCCC submission formats) often submit files to the MCCC processing engine. Data members may enter MCCC information into the vendor system and connect with the software vendor or MDE on questions.

Two: Attend live or view recorded EE MCCC WebEx Information Sessions.

Five WebEx MCCC EE Information sessions will provide step-by-step directions for completing all four of the MCCC data collections. Registration information for live MCCC WebEx Information sessions, including dates, times and registration instructions will be posted on the [MCCC Web Page](#). For information about accessing recorded WebEx sessions, contact mde.mccc@state.mn.us.

This booklet explains step-by-step how to create a Local Course Index and can be used for that purpose. There are currently no booklets to explain the remaining three data collections. MCCC team members must use WebEx sessions to gain knowledge of requirements for Calendar Information, Staff Records and Student Records.

Three: Determine local course number/code, title and Site Number.

Each local course must have a unique local course code/number and title, and it must be the number/code and title in the district's vendor system. Once you have established there is a number/code and title for each local course offered, consult *Appendix A. Determining Local Site Number* on page 16 of this booklet for specific directions on how to determine site numbers for each of the local courses.

At this point you are ready to begin the actual work of creating the Local Course Index for EE.

Understanding the three-stage process for creating a Local Course Index:

- The **first stage** is classifying the local courses and gathering the additional, contextual information about each of the courses offered. There is no one correct way to accomplish this stage. Some schools maintain spreadsheets of local courses and additional columns may be added to record the MCCC information as it is gathered. Other teams may want to use a student registration handbook, parent information guide, school curriculum guide or catalogue of common district courses and record the MCCC information by hand next to each course. Whatever method works best for and makes the most sense to the team should be used to record the information so it can be passed to the person(s) who will enter it into the vendor system, which is the second stage.
- The **second stage** is entering the gathered course information into the district's software vendor system. Districts will need to contact their software vendor to find out where and how to enter the information as each vendor works differently. Entering this information into the vendor system **is only done once for the first reporting year**. From then on the Local Course Index will only need editing and rolling forward for each new reporting year. Some vendors automatically roll the information forward each year; others create a process for schools to roll the information forward themselves when they are ready.
- In the **third stage** the vendor creates an XML file for the Local Course Index which a district MCCC team member downloads from the vendor and submits to the MCCC processing engine at MDE. Districts will need to work with their vendor to learn how to request and download a file. **The Local Course Index file must successfully load and Calendar Information entered before Staff Record and Student Record files can be loaded to the MCCC system.** (For more information about how to complete Calendar Information, please refer to the videos at the bottom of the [MCCC public webpage](#).)

VI. Classifying Local Courses

Step 1: Collect the items needed to classify and document Local Courses

Offered:

- A complete list of all courses within in the district offered for School Readiness (SR), Early Childhood Family Education (ECFE), Early Intervention (EI) and Early Childhood Special Education (ECSE), Voluntary Pre-Kindergarten (VPK), Kindergarten (K).
- The *EE Minnesota Course Classification Catalogue*.
- This booklet, *How to Create a Local Course Index Early Education*.

Step 2: Familiarize yourself with EE Subject Areas, categories and classifications:

- Special education courses have their own Subject Area, **Subject Area 89: Special Education**. All special education courses must be classified using only the

classifications in Subject Area 89. All other Subject Areas are for regular education courses.

- **Subject Area 90** is General Early Education Age Level Programs. School Readiness, ECFE, VPK and Kindergarten courses will most often be placed under a Subject Area 90 classification.
- **Subject Area 91** is for Non-Subject Specific Classifications and has only one category and provides classifications **for Individualized Services and Child-Directed bilingual courses that contain multi-curricular content**. There are also three “catch-all” classifications for regular education courses—91996, 91997, and 91999—which should be used only as a last resort if a local course does not fit under any previous classifications in the catalogue.
- All course classification in the entire *EE Minnesota Course Classification Catalogue* may be used to report Scheduled Coursework. **Please note that particular course classifications must be used to report Individualized Services**. They are listed in bullet points under “Please Remember” in the middle of the next page.

Step 3: Classify Local Courses:

Find the MCCC course classification that best describes the local course. Classifications are written to be broad, umbrella descriptions. Each classification can be used as many times as necessary to index all local courses offered, but each local course must be classified under only **one** classification.

Please try to find a defined classification in each Subject Area under which to classify each local course. Defined classifications are those with approximately a paragraph of text that describes the types of local courses that fit under the classification. If no defined classification adequately describes the local course, please use an “Other” classifications. “Other” classifications usually appear at the end of a category or at the end of a Subject Area. Whenever an “Other” classification is used to classify a local course, a brief description of the local course content must be added to the vendor system so it can be included in the Local Course Index file. The Local Course Index file will not load to the MCCC system if no local course description is included for an “Other” classification.

If you truly cannot find a classification for a local course—not even an “Other” classification that is within a Subject Area that you think is appropriate for the local course—as a last resort, use 91996, 91997 or 91999 for regular education or 89999 for special education courses. These classifications are especially designed for local courses that districts believe are unclassifiable. You also may always contact mde.mccc@state.mn.us for help in finding a classification.

Please Remember: ‘Independent Study and Project-Based’ are MCCC terms for coursework types. All Individualized Services for an early education student course could be reported using the **Independent Study coursework** type on the Student Record. All Child-Directed early education student courses could be reported using the Project-Based coursework type on the Student Record. **However, “Individualized Services” and “Child-Directed” courses classifications may also be used to report Scheduled coursework.**

VII. Adding Documentation to Provide Context for Local Courses

How do we document Curriculum?

Please see “Appendix B. Documenting Curriculum” on pages 17-20 for complete information and choices, including the valid codes to represent the correct choice(s) of your district. You may select more than one Curriculum.

How do we document Implementation Code?

Please see “Appendix C. Documenting Implementation Codes” on page 21 for complete information and choices, including the valid code(s) to represent the correct choice(s) for your district. Use this for all tools including **curriculum, assessment tools, site-based initiatives and early education instructional approach.**

How do we document Assessment Tool?

Please see “Appendix D. Documenting Assessment Tool” on page 22 to 24 for complete information and choices, including the valid code(s) to represent the correct choice(s) for your district. You may select more than one Assessment tool.

How do we document EE Location Code?

Please see “Appendix E. Documenting EE Location” on page 25 for information and choices, including the valid code to represent the correct choice for your district.

How do we document State Program?

Please determine if the local course follows state regulations and is, therefore, considered a State Program course. The valid choices are **true** or **false**. Any other entry will cause the Local Course Index file to be rejected.

How do we document Federal Program?

Please determine if the unique, local course follows federal regulations and is, therefore, considered Federal Program course. The valid choices are **true** or **false**. Any other entry will cause the Local Course Index file to be rejected.

How do we document the ABE (Adult Basic Education) Indicator element?

Please determine if an Adult Basic Education (ABE) course is tied to the local course for children. ABE is for individuals who do not have a high school diploma and want to take the General Education Development (GED) Test to earn a GED diploma. The valid choices are **true** or **false**. Any other entry will cause the Local Course Index file to be rejected.

How do we document EE Program Type Code?

Please see “Appendix F. Documenting EE Program Type Code” on page 26 of this booklet for information and choices, including the valid code to represent the correct choice for your district.

How do we document Standards Placement Code?

Please see “Appendix G. Documenting Standards Placement Code” on page 27 of this booklet for information and choices, including the valid codes to represent the correct choice(s) for your district.

How do we document Site-Based Initiatives?

Please see “Appendix H. Documenting Site-Based Initiatives” on page 28 of this booklet for information and choices, including the valid codes to represent the correct choice(s) for your district.

How do we document EE Instructional Approaches?

Please see “Appendix I. Documenting EE Instructional Approaches” on page 29 of this booklet for information and choices, including the valid codes to represent the correct choice(s) for your district.

Once you are familiar with all of these documentation elements, there is a table that briefly describes them on page 29 of this booklet. The table will serve as quick reminder or short cut to making the choices for each of these elements as you create the Local Course Index.

Appendix A. Determining Local Site Number

Each local course must be labeled as either 1.) District-wide which means it is offered in multiple schools or programs within the district and labeled with a triple zero (000) or 2.) A single site course which means it is offered at only one school or program within the district and is labeled with the specific, three-digit site number for the specific school or program at which the course is offered.

A local course is either districtwide (used in multiple sites within the district) or site-specific (used in only one site within the district). It cannot be both. Do not “double” enter a course in your Local Course Index by entering it once as triple zero and then entering it again as a specific site course.

To find the three-digit school or program number with which to label site-specific courses, go to the MDE website. Hover over “Welcome to MDE” on the horizontal navigation bar on the top of the page and click on [School and Organization \(MDE-ORG\)](#) in the drop down. Once you are on the Schools and Organizations page, click “Enter MDE-ORG site to get started!” Enter your district number in the Search window. When your district’s information pops up, click on “District View.” A list of the schools within the district will appear. Behind each school name is a group of numbers separated by hyphens. The last three numbers in the group of numbers are the site number for that particular school or program.

A Local Course Index can be built in three different ways:

1. **The index is built as all district-wide courses:** Courses are district-wide if the district has an internal common course catalogue from which all sites choose courses. Although all sites may not offer all courses, all sites that do offer the course use the same course number or code, the same course title, follow the same Curriculum and use the same Assessment Tool. Label all courses of this type with three zeroes (000) for the site number.
2. **The index is built site by site:** Individual sites within a district offer courses that are unique to each site. Sites do not share course numbers or codes in the district’s vendor system, and each site has its own course titles and follows its own Curriculum(s) and uses its own Assessment Tool(s). Courses in the Local Course Index would then have their own site-specific, three-digit number to identify the school or program where the course is offered.
3. **The Index is a mixture of district-wide and site-specific courses:** Those courses that are common to multiple sites within the district and share the same course code/number, title and Curriculum(s) and Assessment Tool(s) are labeled with triple zeroes. Those courses that are offered only at individual schools or within individual program are labeled with the site-specific, three-digit number of the school or program.

Please note: Each local course within the entire district must have a unique number or code in the Local Course Index if all courses are labeled as triple zero. The same number or code cannot be used for two or more local courses unless they are differentiated by site-specific numbers.

Appendix B. Documenting Curriculum

For purposes of reporting MCCC data, Curriculum is defined as the identification and organization of content used in teaching and learning. Some schools purchase commercially developed curriculums and some schools create their own curriculums. Below is a list of commercially developed curriculums followed by choices for schools that have created their own.

You may select one or more Curriculum Choices from the list below that best describe the curriculum(s) used in each unique, local course in your Local Course Index. The only valid entries for this element are the Curriculum Codes that represent your choices in the left hand column below. Any other entry will cause the Local Course Index file to be rejected. More than one choice may be selected.

Curriculum Codes Table 2015-16

Curriculum Codes	Curriculum Choices
123	1-2-3 Learn Curriculum
BANK	Bank Street Development Interaction Approach
BB	Bright Beginnings
BC	Buttercups (by Funshine Express)
BB4M	Building Blocks for Math
CORE	Core Knowledge
CC	Curiosity Corner
D2L	Doors to Learning
DLM	DLM Early Learning Express
ECFE	ECFE
ELS	Early Learning Success
EM	Everyday Math
FIRE	Fireflies (by Funshine Express)
GOLD	Creative Curriculum
HEAD	Head Sprout
HRC	High Reach Curriculum for Pre-K and/or Toddlers & Twos
HM	Houghton Mifflin Pre-K
HS	High Scope
IYSS	Incredible Years/Second Step
IC	Investigator Club
L2L	Ladders to Literacy
LBLP	Let's Begin with Letter People

Curriculum Codes	Curriculum Choices
LE	Literacy Express
LG	Little Goose (must be used with full Mother Goose Time curriculum)
MONT	Montessori
MGT	Mother Goose Time
OWL	Opening the World of Learning (OWL)
PITC	Program for Infants and Toddlers (PITC)
PKM	Pre-K Mathematics
SCH	Scholastic Early Childhood Program
SPH	Splash into Pre-K
SPPS	SPPS Curriculum – Early Childhood Workshop
SS	Second Step
SPARK	Skills Promoted through Arts, Skills and Knowledge (SPARK)
SF	Sound Foundations
STAR	Starfall Pre-K
LOCAL	Locally developed standards-based curriculum
OTHER	Use OTHER when the Curriculum used is not listed.
NONE	No standards-based curriculum used

Curriculum Codes Table 2016-17

Curriculum Codes	Curriculum Choices
123	1-2-3 Learn Curriculum
BANK	Bank Street Development Interaction Approach
BTL	Between the Lions
BC	Buttercups (by Funshine Express)
CAC	Carol's Affordable Curriculum
CORE	Core Knowledge
CRCUE	Creative Curriculum for Infants, Toddlers and Twos (Third Edition)
CRCUP	Creative Curriculum for Preschool (Second Edition)
CC	Curiosity Corner
DIG	DIG-Develop Inspire Grow, 1st Edition
DLM	DLM Early Learning Express
ECFE	Early Childhood Family Education
ELS	Early Learning Success
EM	Everyday Math
FIRE	Fireflies (by Funshine Express)
FUNSHN	FunShine Online Curriculum
GEEWIZ	Gee Whiz Education
HAPEVAF	Happily Ever After
HRC	High Reach Curriculum Package
HS	High Scope Infant/Toddler Curriculum
HSP	High Scope Preschool Curriculum
IC	Investigator Club
LEDE	Learn Every Day: Infants, Toddlers, and Twos
LEDP	Learn Every Day: The Preschool Curriculum
LG	Little Goose (must be used with full Mother Goose Time curriculum)
MONT	Montessori
MGT	Mother Goose Time
OWL	Opening the World of Learning (OWL)
PINCUR	Pinnacle Curriculum for Infants, Toddlers, Twos, Threes and Fours
PLAYBK	PLAYbook
PITC	Program for Infants and Toddlers (PITC)
PEK	Project Early Kindergarten (PEK)

Curriculum Codes	Curriculum Choices
PEKCC	Project Early Kindergarten curriculum for Family Child Care
SBIGDAYPK	Scholastic Big Day for Pre-K
SCH	Scholastic Early Childhood Program
SS	Second Step
SEEDS	Seeds of Learning: Seeds to Sprouts!
STAR	Starfall Pre-K
TOOLS	Tools of the Mind
TOTES	Totes of Fun
WEM	We All Matter
LOCAL	Locally developed standards-based curriculum
OTHER	Use OTHER when the Curriculum used is not listed.
NONE	No standards-based curriculum used

Appendix C. Documenting Implementation Codes

The “Description of Maturity of Implementation” in the right hand column below represents the choices used to describe where your district is in the timeframe of implementation for all of the tools.

The choices are the same for all elements—Curriculum, Assessment Tool, Site-Based Initiatives, EE Instructional Methods—but each element will require a separate choice. One code will not suffice for both elements.

The only valid entries for these two elements are the codes in the column to the left in the table. Any other entry will cause the Local Course Index file to be rejected.

Implementation Codes Table

Codes	Description of Maturity of Implementation	Description
INST	Installation	Selecting tool, training staff, purchase material, etc.
YR1	Initial Implementation Year 1	First year of using the tool.
YR2	Initial Implementation Year 2	Second year of using the tool.
FULL	Full Implementation	At least 50 percent of staff is using the tool with fidelity.
X	Does not apply	

Appendix D. Documenting Assessment Tool

The MCCC defines the Assessment Tool as the method or process used to assess student achievement in the course. Some schools purchase commercially developed Assessment Tools while other schools use a local method or process.

You may select one or more Assessment Tool Types if multiple tools are used in each unique, a local course in the Local Course Index. The only valid entries for this element are the codes in the left hand column in the table. Any other entry will cause the Local Course Index file to be rejected. **More than one choice may be selected.**

Assessment Tool Codes Table 2015-16

Codes	Assessment Tool Type	Notes
AEPS	Assessment, Evaluation, and Programming System	None
ASQ	Ages and Stages Questionnaires (Brookes Publishing)	(only allowed as an assessment in special education for a speech disability course)
ASQ:SE	Ages and Stages Questionnaires: Social Emotional (Brookes Publishing)	(only allowed as an assessment in special education for a speech disability course)
BRI	Brigance Inventory of Early Development (2nd edition) – (Curriculum Associates)	None
BDI-2	Battelle Developmental Inventory, Second Edition (Nelson Education)	None
CIT	Carolina Infant Toddler (Brookes publishing)	None
CP	Carolina Preschool (Brookes publishing)	None
COR	Child Observation Record (HighScope)	None
DRDP-PS	Desired Results Developmental Profile- Preschool (WestEd)	None
ELS-P	Early Learning Scale- Preschool (National Institute for Early Ed. Research)	None
GOLD	Teaching Strategies Gold	None
HELP	Hawaii Early Learning Profile - (VORT Corporation)	None
OUNCE	Ounce Scale Assessment System	Two companies exist that both have a tool called Ounce.
WSS	Work Sampling System	None
OTHER	Use OTHER when the Assessment Tool is not listed.	None
NONE	No assessment tool used	None

Assessment Tool Codes Table 2016-17

Codes	Assessment Tool Type	Notes
AEPS	Assessment, Evaluation, and Programming System	None
ASQ	Ages & Stages Questionnaires (Brookes Publishing)	(only allowed as an assessment in special education with speech disability)
ASQ:SE	Ages & Stages Questionnaires: Social Emotional (Brookes Publishing)	(only allowed as an assessment in special education with speech disability)
BRI	Brigance Inventory of Early Development (3rd edition)	None
BDI-2	Battelle Developmental Inventory, Second Edition (Nelson Education)	None
CKPA	Core Knowledge Preschool Assessment Kit	None
CK_PAT	Core Knowledge Preschool Assessment Tool (CK-PAT)	None
COR	Child Observation Record (HighScope)	None
DRDP_IT	Desired Results Developmental Profile-Infant/Toddler (DRDP-IT)	None
DRDP-PS	Desired Results Developmental Profile-Preschool (DRDP-PS)	None
ELAP	Early Learning Accomplishment Profile (ELAP)	None
ELS-P	Early Learning Scale- Preschool	None
FAST	Formative Assessment System for Teachers	None
GOLD	Teaching Strategies-Gold Assessment (TS-GOLD)	None
HELP	Hawaii Early Learning Profile	None
HSCOR	High/Scope Child Observation Record Advantage (COR Advantage)	None
INVESTGT	The InvestiGator Club: Prekindergarten Assessment and Intervention System	None
LAP-3	Learning Accomplishment Profile (LAP-3) 3rd Edition	None
LCPN	LifeCubby Progress Notes	None
LCVA	LifeCubby Vine Assessments	None
MGTAS	Mother Goose Time Assessment System (2015)	None
NPP	New Portage Project: Birth to Six	None

Codes	Assessment Tool Type	Notes
OUNCE	Ounce Scale Assessment System	Two companies exist that both have a tool called ounce.
OWL	Opening the World of Learning (OWL): Planning and Assessment Teacher's Guide and Observation Checklist.	None
POCET	Preschool Observation Checklist and Evaluation Tool (POCET)	None
POCETE	Preschool Observation Checklist and Evaluation Tool (POCET)-Infant and Toddler	None
PRO-LADR	myIGDIs Profile of Preschool Learning and Development Readiness (Pro-LADR) 1st Edition and 2nd Edition	None
WSS	Work Sampling System	None
OTHER	Use OTHER when the Assessment Tool is not listed.	None
NONE	No assessment tool used	None

Appendix E. Documenting EE Location Code

The EE location is the setting in which instruction is delivered to the student. **Only one choice may be selected.**

The only valid entry for this element is one of the codes to the left in the table below. Any other entry will cause the Local Course Index file to be rejected.

We are currently **not implementing MCCC data collections for Head Start or Early Head Start programs**. Please do not use the codes HSCFCC for “Head Start collaborative family child care” and HSCCCC for “Head Start child care center” to document EE location.

Early Education Location Codes Table

Codes	Descriptions
Home	Child's home
ISD	School District
CCC	Child Care Center
FCC	Family Child Care Home
HSCFCC	Head Start collaborative family child care
HSCCCC	Head Start collaborative child care center
P	Preschool (Community-based)
MED	Hospital or Medical Facility
OTHER	Not listed above.

Appendix F. Documenting EE Program Type Code

The EE Program Type Code represents the program under which this course is being reported for the MCCC data collections.

The codes for correct choices are in the left hand column in the table below. Only these codes are valid entries for this element. Any other entry will cause the Local Course Index file to be rejected. **Only one choice may be selected.**

Please note: Codes **HS** for Head Start and **EHS** for Early Head Start **should not be selected.** We are not currently collecting MCCC information for Head Start and Early Head Start programs.

Early Education Program Type Codes Table

EE Program Code	Description
ECFE	Early Childhood Family Education
SR	School Readiness / Public preschool
HS	Head Start Program
EHS	Early Head Start Program
EI	Early Intervention (Birth through 2)
ECSE	Early Childhood Special Education
VPK	Voluntary Pre-Kindergarten
K	Kindergarten

Appendix G. Documenting Standards Placement Code

The Local Course Index requires standards placement information at the domain level only.

If the course curriculum **addresses** all four domains at the birth to age three level or all six domains at the age three to age five level, you may select the code *99.EB.All* for Birth to Age three and the code *99.E3.All* for Age three to Age five. Both “All” codes may be selected if the course includes students in both age levels. If the “All” codes are selected, please do not also select any individual domains. Enter individual domain codes only **if all domains are not addressed** in the course.

Enter the whole domain code even if the course addresses some but not all of the components and indicators within the domain.

Standards Placement Codes Table

Subject Area	Age Levels	Strand/Domain	Domain Code (Subject Area. Age. Domain)	Note
99	0-3	All four domains in ages birth-three	99.EB.All	This code is valid only for Local Course Index; not valid on Student Record.
99	0-3	1. Social and Emotional Development	99.EB.1	None
99	0-3	2. Language Development and Communication	99.EB.2	None
99	0-3	3. Cognitive Development	99.EB.3	None
99	0-3	4. Physical and Motor Development	99.EB.4	None
99	3-5	All six domains in ages three - five	99.E3.All	This code is valid only for Local Course Index; not valid on Student Record.
99	3-5	1. Social and Emotional Development	99.E3.1	None
99	3-5	2. Approaches to Learning	99.E3.2	None
99	3-5	3. Language and Literacy Development	99.E3.3	None
99	3-5	4. Creativity and the Arts	99.E3.4	None
99	3-5	5. Cognitive Development	99.E3.5	None
99	3-5	6. Physical and Motor Development	99.E3.6	None

Appendix H. Documenting Site-Based Initiative

The Site-Based Initiatives represents the specific initiatives a school has implemented to improve instruction and is being reported for the MCCC data collections.

The codes for correct choices are in the left hand column in the table below. Only these codes are valid entries for this element. Any other entry will cause the Local Course Index file to be rejected.

Early Education Site-Based Initiative

Site-based Code	Description
CEM	Classroom Engagement
CLASS	The Classroom Assessment Scoring System™ (CLASS™) (Teachstone)
CLDCADRE	Culturally & Linguistically Diverse
FGRBI	Family Guided Routines Based Interventions
MRC	Minnesota Reading Corp
MMC	Minnesota Math Corp
NW	Numbers Work! (Sponsored by The St. Paul Foundation)
PECC	Parent Education Core Curriculum
PBIS	Positive Behavior Intervention & Support
RPPM	Relationship-based Primary Provider Model
TACSEI	Pyramid Model
NONE	No site-base initiative used

Appendix I. Documenting EE Instructional Approach

The EE Instructional Approaches represents the specific programs a school has implemented and is being reported for the MCCC data collections.

The codes for correct choices are in the left hand column in the table below. Only these codes are valid entries for this element. Any other entry will cause the Local Course Index file to be rejected.

Early Education Instructional Approach

Inst. Approach Code	Description
ABA	Applied Behavior Analysis
DR	Dialogic Reading
ECW	Early Childhood Workshop
HWT	Handwriting Without Tears
ISB	Interactive Shared Book Reading
IY	Incredible Years
L	Leap
LI	Letter Identification
TD	Transdisciplinary Approach
PAT	Phonological Awareness Training
PSP	Primary Service Provider
R	RTI
SBR	Shared Book Reading
SDS	SEEDS
TE	Teach
OTHER	Use OTHER when the EE Inst. Approach is not listed.
NONE	No organized instructional approach used.

Brief Description of EE Local Course Index Documentation Elements

When you have a site number, the local course code or number and the local course title, and understand the documentation elements, this table can serve as remainder of the documentation elements as you create EE course entries to complete a Local Course Index.

EE Local Course Index fields	Information needed and where to find it
MCCC Course Classification	Use <i>MCCC Course Classification Catalogue</i> and <i>How to Create a Local Course Index</i> for EE select classifications.
<i>Local Course Description</i>	Add a brief description of the local course content to your vendor system only if an “Other” Course Classification was used to classify the local course.
Curriculum	Consult <i>Appendix B. Documenting Curriculum</i> on pages 17 to 20 of this booklet.
Curriculum Implementation Code	Consult <i>Appendix C. Implementation Code</i> on pages 21 of this booklet.
Assessment Tool	Consult <i>Appendix D. Documenting Assessment Tool</i> on page 22 to 24 of this booklet.
Assessment Tool Implementation Code	Consult <i>Appendix C. Implementation Code</i> on pages 21 of this booklet.
EE Location Code	Consult <i>Appendix E. Documenting EE Location</i> on page 25 of this booklet.
State Program	This course meets state program regulations. True or False
Federal Program	This course meets federal government program regulations. True or False
ABE Indicator	This course is tied to an Adult Basic Education Course. True or False
EE Program Type	Only codes in bold are valid entries: Early Childhood Family Education (ECFE) School Readiness (SR) Early Intervention (EI) Early Childhood Special Education (ECSE) Voluntary Pre-Kindergarten (VPK) Kindergarten (K)
Standards Placement Code	Consult <i>Appendix G. Documenting Standards Placement</i> on page 27 of this booklet.

EE Local Course Index fields	Information needed and where to find it
Site-Based Initiatives	Consult <i>Appendix H. Documenting Site-Based Initiatives</i> on page 28 of this booklet.
Site-Based Initiatives Implementation Code	Consult <i>Appendix C. Implementation Code</i> on pages 21 of this booklet.
EE Instructional Approaches	Consult <i>Appendix I. Documenting EE Instructional Approaches</i> on page 29 of this booklet.
EE Instructional Approaches Implementation Code	Consult <i>Appendix C. Implementation Code</i> on pages 21 of this booklet.