Minnesota Department of **Education**

World's Best Workforce Goal #1: All Children Ready for School
Writing Goals and Strategies

The Minnesota Department of Education (MDE) is dedicated to supporting districts in creating and reaching goals for World's Best Workforce requirements. This document is meant to provide guidance and give examples of goals and indicators where districts already collect information from existing programs and have a statutory requirement for specific data.

Minnesota's school readiness definition, the agreed upon expectations at kindergarten entry, can be found in this packet of resources. It is designed to highlight children's right to enter kindergarten using language from Minnesota statutes:

- *Child is at least five years of age by September 1 of the child's enrollment year (120A.20).*

- *Child has received early childhood screening (121A.17).*

- *Child has received medically acceptable immunizations (121A.15).*

Districts have a wide variety of strengths in their early childhood programming. This document outlines some of the data collected at the district level and can be used to formulate goals and measure progress. The goal of this brief is to provide options districts can choose from as a template for their School Readiness Goal. The menu of goals is categorized into two classifications: child-level targets and system-level targets. Districts may choose to use any or all of these templates, but the examples are not the only goals that may be accepted for this mandate.

If you have questions about specific programs and data, please contact the following MDE staff to assist you:

Early Childhood Family Education or School Readiness Plans – Mike Brown (mike.p.brown@state.mn.us)

Early Childhood Screening or Kindergarten policy – Debbykay Peterson (Debbykay.peterson@state.mn.us)

Early Education Student or MDE-ORG – Avisia Whiteman (Avisia.whiteman@state.mn.us)

Head Start programming – Jeanne Dickhausen (Jeanne.Dickhausen@state.mn.us)

Preschool Early Childhood Special Education – Jenny Moses (jenny.moses@state.mn.us)

Birth-to-Three Early Childhood Special Education – Kara Tempel (kara.hall@state.mn.us)

You may also visit the MDE website – (education.state.mn.us) for more resources.

Child-Level Examples of World's Best Workforce Goals

Example Goal	Example Goal Statement	Example Strategies to Reach Out	Example Indicators	Student Assessment Data
Students will show better-than-expected gains between entry and exit of pre-kindergarten program.	In 2015, student assessment results showed a 10-point gain in assessment scores. By 2017/2018/2019, student assessment scores will increase by an average of ___ points across programs.	Teachers will use ongoing assessment data to adjust instruction. District staff will use assessment data to assist in choosing professional development for teachers and staff. Teachers will share instructional strategies in professional learning communities.	Percent of children meeting or exceeding gain scores from entry to exit of program.	Student assessment data

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Children will enter kindergarten when they are five years old.	In 2014, our district had __ percent of children begin kindergarten at age five. By 2016/2017/2018, __ district will increase the percent of children who begin kindergarten at age five to ___ percent.	District elementary schools will outreach to their early learning programs and determine the number of children eligible to begin school. District staff are trained on the statute that children are ready for school at age five. School board-approved early kindergarten entrance policy and procedures are clearly defined and based on children's development.	Number of children entering kindergarten at five years of age, compared to number and percent of age-eligible children at kindergarten entrance. Decrease in the number of six-year-olds entering kindergarten (delayed kindergarten entrance). Decrease the number of four-year-olds enrolled in kindergarten (1-2 percent of children generally are highly capable to be successful in kindergarten and beyond)	Enrollment records; MARSS

Example Goal	Example Goal Statement	Example Strategies to Reach Out	Example Indicators	Student Assessment Data
Increase the percent of children who are screened between their third and fourth birthday.	In 2012, our district had ___ percent of children screened between their third and fourth birthday. Our district will increase the percent of children screened between their third and fourth birthday to ___ percent by 2016/2017/2018.	Increase the number of screening days within the district. Partnerships with community programs and services to reach families about children participating in screening at three years. Survey families on their access to and ease of screening in your district.	Percentage of three-year-olds screened each year.	MARSS
Increase the number of children who are proficient in the Kindergarten Entry Profile.	In 2014, our district had ___ percent of children proficient by School Readiness (SR) Study results. In 2016/2017/2018, ___ percent of children will be proficient according to a Kindergarten Entry Profile tool.	Enroll in the KEP study. Collect assessments online.	Online assessment reports based on state benchmarks.	Online assessment systems.

Example Goal	Example Goal Statement	Example Strategies to Reach Out	Example Indicators	Student Assessment Data
Increase the number of children who are fully immunized.	District will increase the number and/or percent of children fully immunized at kindergarten entry by __ percent in 2016/2017/2018 from __ percent in 2014.	Work with clinics and local public health to coordinate services. Coordinate immunization information and requirements with school-based early childhood programs and other community programs.		Pupil Immunization Records/Annual Immunization Status Report (AISR) MIIC (Minnesota Immunization Information Connection)
Increase the number of infants, toddlers and preschool children with disabilities who make greater-than-expected progress in acquisition and use of knowledge and skills.	In 2014, ___ percent of infants and toddlers and ___ percent of preschool children made greater than expected progress. By 2016/2017/2018, __ percent of infants and toddlers and __ percent of preschool children will make greater than expected progress.	Work with ECSE teachers and affiliated staff to tailor services and inclusive settings to help reach child goal.	Child Outcome Summary information at entry to and exit from ECSE services.	ECSE Outcomes

Example Goal	Example Goal Statement	Example Strategies to Reach Out	Example Indicators	Student Assessment Data
Increase enrollment in early learning offerings.	In 2014, our district had ___ percent of children enrolled in preschool. Our district will increase enrollment in preschool to ___percent by 2016/2017/2018. In 2014, our district had ___ number of preschool slots. By 2016/2017/2018, our district will increase the number of preschool slots by ___.	Fiscal blending and braiding between available funding streams. Partnerships with community early childhood programs to increase slots.	Number of available slots in preschool settings. Number on waiting list for preschool placement. Number of referrals to preschool programs.	Enrollment data School Readiness, Preschool and Head Start enrollment information ECFE enrollment School Readiness annual data submission to MDE
All pre-kindergarten programs will implement formal kindergarten transition plans.	In 2015, no date was collected on student transitions to kindergarten. By 2018/2018/2019 ___ percent of families will receive transition plans including strategies for transition, program policies and contact information.	Implement program wide transition plans with strategies included. As families to acknowledge when they have received transition planning documents. Count the number of pre-k students and families who attend transition events.	Percent of families who acknowledge receipt of transition plan. Number of families who attend transition activities sponsored by pre-k programs.	District records.

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Increase intensity and duration of preschool programs.	Increase the number of hours preschool services are offered from ___ hours per week /per student in 2014 to ___ hours per week/per student in 2016/2017/2018. Prioritize preschool programs for children with the highest needs.	Offer one additional day of services for ___ percent of children.	Length of preschool day. Number of days per week a child attends preschool.	Teacher records Lesson plans Attendance records School Readiness Program Plan School Readiness annual data submission
Coordinate professional development with community partners.	Our district currently works with the following partners: ___. We will expand an implementation plan for high quality, coordinated professional development and include/deepen partnerships with the following partners: ___..	Nominate leadership from district to collaborate on plan.	Plan in place. Number of community partners trained in cooperation with district staff.	

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Involve parents in program planning through engagement activities.	Our district currently has ___ percent of parents engaged in parent education (birth to grade 3) and family services. By 2016/2017/2018, our district will increase the number of families engaged in parent education (birth to grade 3) and family services to ____percent.	Prioritize parenting education for families with higher needs (e.g., English learners, New Americans, families with children prenatal to age 3). Increase the number of parenting educators available to serve families k-2.	Number of parents receiving parenting education in ECFE, ECSE, School Readiness, and Head Start. Number of home visits conducted by ECFE, ECSE and Head Start.	ECFE enrollment and home visiting records ECSE enrollment and home visiting records ECFE community needs assessment Head Start enrollment and home visiting records ECFE annual data submission to MDE