m1 DEPARTMENT OF EDUCATION

World's Best Workforce Goal #1: All Children Ready for School
Examples of Goals, Strategies, Indicators, and Data Sources

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 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 and is designed to highlight that children are ready to enter kindergarten according to these stipulations in Minnesota Statutes:

☐ *Child is at least 5 years of age by September1st of the child's enrollment year (**120A.20**)*
☐ *Child has received early childhood screening (**121A.17**)*
☐ *Child has received medically acceptable immunizations (**121A.15**)*

This document outlines some of the data collected at the district level and can be used to formulate goals and measure progress for WBWF Plans and Reports. The goal of this brief is to provide options from which districts can choose as the template for their School Readiness Goal and categorize the menu of goals according to two classifications; child-level targets and system-level targets. Districts may choose to use any or all of these templates, but these examples are not meant to be inclusive of all possible goals, which will be accepted for this mandate.

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

Voluntary Pre-Kindergarten (VPK) and School Ready Plus (SRP) - June Reineke

Early Childhood Family Education (ECFE) and School Readiness Programs - Mike Brown

Kindergarten, Kindergarten Entry Profile (KEP), and Early Childhood Assessments - Jon Vaupel

Early Childhood Screening (ECS) - Margo Chresand

Early Education Student or MDE Org - Avisia Whiteman

Head Start - Jeanne Dickhausen

Early Childhood Special Education - Lisa Backer

Early Childhood Data - Avisia Whiteman

Early Childhood Longitudinal Data System - Anita Larson

For further resources visit the Minnesota Department of Education website.

Examples of World's Best Workforce Goals (1 of 3)

Goal	Example Goal Statement	Example Strategies to Reach Goal	Example Indicators	Data Sources
Increase the percentage of children meeting age expectations for children enrolled in Pre-K programs	In SY 2017-18, student assessment results showed a 10-point gain in assessment scores from program entry to program exit. For SY 2018-19, student assessment scores will increase by an average of ____ points across programs.	• Teachers use ongoing assessment data to adjust instruction. • District staff use assessment data to assist in choosing professional development (PD) for teachers and staff. • Teachers share instructional strategies in Professional Learning Communities (PLCs).	Percent of children meeting or exceeding age expectations at entry and exit of program.	Student assessment data
Increase the percentage of children who receive an Early Childhood Screening (ECS)	In SY 2017-18, ____ percent of children were screened between their 3rd and 4th birthday. For SY 2018-19, the percent of children screened between their 3rd and 4th birthday will increase to ____ percent.	• District staff view the Early Childhood Screening Outreach Strategies Training and implement strategies based on local needs. • Coordinators use Early Childhood Family Education Community Assessment data to increase access to screening locations and times for all families, especially those with the highest needs. • District staff provide Screening Outreach information in the languages of community in a variety of formats. See printable ECS brochures in 7 languages. • District staff collaborate with local Head Start, Child and Teen Check Ups (public health) and clinics to assign MARSS PS records to comparable screenings.	Percentage of 3 year olds screened each year	MARSS
Ensure seamless transitions from community-based Early Childhood Education (ECE) programs to kindergarten	In SY 2017-18, no data was collected on transitions to kindergarten. For SY 2018-19, ____ percent of families will receive kindergarten transition plans. In SY 2017-18, no kindergarten teachers visited community-based ECE programs. For SY 2018-19, kindergarten teachers will visit ____ (# of) community-based ECE programs. In SY 2017-18, no joint PDs with community-based ECE programs were provided. For SY 2018-19, the number of joint PDs offered with community-based ECE programs will increase to ____ (# of).	• Create written coordination agreements between the district and community-based ECE programs. • Produce a written and accessible district policy around transition (which may include contact information). • Develop a transition plan template (used by all students and families). • Families sign an acknowledgement that they received transition-planning documents. • Document the number and percent of pre-kindergarten 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-kindergarten programs	District records

Examples of World's Best Workforce Goals (2 of 3)

Goal	Example Goal Statement	Strategies	Example Indicators	Data Source
Increase the percent of children proficient on the Kindergarten Entry Profile [KEP) assessment tool name]	In SY 2017-18, ___ percent of children in our district were reported as meeting/exceeding age expectations across all domains of learning on the [*KEP assessment tool name*]. For SY 2018-19, the percent of children reported proficient on the [*KEP assessment tool name*] as meeting/exceeding age expectations across all domains of learning will increase to ___ percent.	• Enroll in the KEP initiative and select one of the approved assessment tools. • Collect assessments online. • Ensure that teachers and other staff are trained on the use of the assessment tool. • Develop a PLC focused on the assessment tool and how the data that the tool collects/produces can be used to inform practice.	• Online KEP approved assessment tool reports • MDE's analysis of KEP participants assessment tool data	• District-selected KEP assessment tool • MDE analysis of the district's KEP data
Increase enrollment in early learning programs	In SY 2017-18, there were ___ (# of) preschool slots. For SY 2018-19, the number of preschool slots will increase by ___ (# of) preschool slots. In SY 2017-18, ___ percent of children were enrolled in preschool. For SY 2018-19, enrollment in preschool will increase to ___ percent.	• Outreach to ensure all early learning program slots are filled. • Conduct a community needs assessment to determine the appropriate number of early learning program slots. • Blend and braid funding streams. • Partnerships with community early childhood programs to increase slots. • Number of available slots in preschool settings.	• Number of available slots in preschool settings • Number of referrals to preschool programs	• Enrollment data for School Readiness, Voluntary Pre-Kindergarten, Early Childhood Family Education, and Head Start • School Readiness annual data submission to MDE
Increase the percent of children who are fully immunized at kindergarten entry	The percent of children fully immunized at kindergarten entry in SY 2017-18 was ___ percent. For SY 2018-19, the percent of children fully immunized at kindergarten entry will increase to ___ percent.	• Partner with clinics and local public health agencies to coordinate services. • Coordinate immunization information and requirements with school-based early childhood programs and other community programs.	• Immunization records have been submitted prior to the start of kindergarten.	• Pupil Immunization Records/Annual Immunization Status Report (AISR) • MIIC (Minnesota Immunization Information Connection)

Examples of World's Best Workforce Goals (3 of 3)

Goal	Example Goal Statement	Strategies	Example Indicators	Data Source
Increase the intensity and duration of preschool programs	Increase the number of hours preschool services are offered from ___ hours per week/per student in SY 2017-18 to ___ hours per week/per student in SY 2018-19. Increase the intensity and duration of preschool programs for children with the highest needs.	• Offer one additional day of services for ___ percent of children. • Create an enrollment system that priorities one or more (multiple) risk factors.	• Length of preschool day • Number of days per week a child attends preschool • Percent of enrolled children who have one or more risk factors	• Teacher records or lesson plans • Attendance records • School Readiness Program annual data
Improve the coordination and alignment of curriculum, assessments, and Professional Development (PD) with community partners	In SY 2017-18, our district worked with ___ (# of) partners: ___ (list of partners) on high-quality, coordinated programming and PD. For SY 2018-19, we will expand to ___ (# of) partners, including the following new partners: ___.	• Ensure a community early childhood partner is represented on your district's WBWF District Council/ Leadership Team. • Create a PD planning group that includes community partners and school leaders (including elementary school principals) • Deepen existing partnerships for high-quality, coordinated programming and PD.	• Plan in place • Number of community partners trained in cooperation with district staff	• District records • Formal partnership agreements, contracts or Memorandum of Understanding • PD offerings and attendance records
Increase family engagement	In SY 2017-18, ___ percent of families (birth - 3rd) engaged in a parent education program/service. For SY 2018-19, the percent of families (birth - 3rd) engaged in a parent education program/service will increase to ___ percent. In SY 2017-18, no home visits by kindergarten teachers were conducted. For SY 2018-19, kindergarten teachers will conduct ___ (# of) home visits. In SY 2017-18, ___ percent of teachers and staff participated in family engagement PD. For SY 2018-19, the percent of teachers and staff participating in family engagement PD will increase to ___ percent, of those ___ percent will participate in a family engagement PLC. In SY 2017-18, ___ (# of) schools had a family engagement specialist or liaison. For SY 2018-19, the number of schools	• Conduct a community needs assessment. • Prioritize parent education for families with higher needs (e.g., English learners, New Americans, homeless children, children in foster care, and families with children prenatal to age 3). • Design parent education programs and services to meet a wide range of parenting needs and ensure that families have access to those programs and services. • Increase the number of parent educators available to serve families in pre-kindergarten through 3rd grade. • Provide external family engagement PD to all staff and increase participation in a family engagement PLC. • Address family engagement in district strategic plans.	• Number of parents participating in a parent education program • Number of home visits conducted • Number of staff who participated in family engagement PD and PLCs	• ECFE and Head Start enrollment data • Home visiting records • ECFE community needs assessment • ECFE annual data submission to MDE

Goal	Example Goal Statement	Strategies	Example Indicators	Data Source
	with a family engagement specialist or liaison will increase to ___ (# of) schools.	• Ensure that each school is staffed with a family engagement specialist or liaison.		