

Minnesota Common Course Catalogue (MCCC) for Early Childhood

Frequently Asked Questions

1. Where do I start?

Information is located on the website. Recorded trainings are also available for viewing. Talk to your local colleagues within your district and early childhood colleagues outside your district. Your software vendor may also have training available.

If questions remain, contact [MDE](#).

2. How do we get copies of the recorded trainings?

Email a request to [Karen Millette](#) 651-582-8632.

3. Who do we contact if we still have questions after listening to the trainings and reading the documentation?

Contact [Karen Millette](#) or 651-582-8632.

4. Which districts need to report in this system?

All districts as required by federal law and the American Recovery and Reinvestment Act of 2009.

5. Why are we reporting this information?

The MCCC provides a common language across districts for reporting specific early childhood experiences. The information will provide insight into children's early childhood experiences prior to kindergarten with shared definitions across districts and potentially multiple intervention strategies. It also provides information regarding highly mobile families and children on services they have received.

6. Who in the district does the reporting?

Check with your district's curriculum director to understand who is responding in your district on behalf of K-12.

7. What if our Early Childhood Family Education (ECFE) and School Readiness/district preschool children are not in our local student information system?

Your work will be to add at least one class for ECFE and one class for School Readiness into your software vendor system for the 2015-16 school year. This is likely the same software system that is used to report MARSS data for your district. For the 2016-17 school year, districts are expected to add all early childhood coursework.

8. Does ECFE provide assessment data?

No. ECFE does not collect assessment data on children due to its short length of time with children and families. ECFE staff may contribute observations if working jointly with a family on goals for child development and the child is enrolled in another program. The other program would submit the assessment information.

9. Can a child be reported in MCCC across multiple sites?

Yes. Please use the site numbers as reported in [MDE-ORG](#) for ECFE and School Readiness, if reporting on those programs. For Early Childhood Special Education (ECSE), please use the appropriate site number based on [MARSS](#).

10. Doesn't this duplicate information sent in through Early Education Student (EE Student) for children in ECFE and School Readiness?

No. EE Student provides demographic information tied to a child's participation in a program and the SSID number. MCCC information provides course-based information tied to a child's SSID number. For example, the amount of time covered by the course.

11. Can we report all of our children as participating in the same state course number?

Yes – if that is the most appropriate state description. Nearly all districts are focusing on state descriptions in Subject Areas 89, 90 and 91 for early childhood. It is an option to re-use a course number across multiple courses.

12. What don't we report?

Classes that meet fewer than six times.

13. Do we report parent-only classes?

Yes – report parent-only classes. See course codes 90301, 90302 and 90303. Similar to EE Student, enter the SSID number of the child for which the parent is attending the class.

14. Do we report children in child care?

No.

General Questions

15. In local terms, does "Full Year" refer to school year or one calendar year?

Full Year means that you will report only a single term of time in a year. This could be a school year or calendar year depending on your program time frame.

16. When we are reporting an instructional approach, must it be used with fidelity to be counted? For example, we use Incredible Years but not with total fidelity. Also, we may have our own interpretation of the Primary Service Model.

No. Report the level of implementation for your district.

17. Does a full-day preschool have a fixed period indicator? For example, if classes run from 9:15 to 3:30?

Yes.

18. On the Marking Indicator, is it asking whether assessment results are reported to parents? Or reported to the state?

The Marking Indicator is going to be false at this time. Talk with you software information system to understand how they want you to mark "false."

19. Our current student information system is TSIS. We have heard it is not updating and we can get a waiver until the new student information system begins in 2017-18. Is this true?

Yes. You will start with reporting the 2016-17 school year.

20. Do we list assistant teachers as instructors?

No. We understand they are a key component of the programming for children and families but they are not reported in the MCCC.

21. How can I find out what are approved assessment tools?

Look in the MCCC Valid Values file on the MCCC public webpage for MDE.

22. What does the term "Local" mean on the worksheet?

On the course worksheets, this refers to items you use locally. These items are part of the student information system information that your district assigns without input from MDE.

23. If we have an AM class and a PM class that are exactly the same except for the time of day, is that two sections?

Yes.

24. When we're establishing our calendar, for terms, what does MDE consider for a term?

Terms are for the number of times your district starts sessions. The term is partitions of a year. The type of term used depends on the number of partitions that you use. A single partition – Full Year term, two partitions – Semesters, and so on. This does not need to line up with the partitions from K-12.

Multi-Program Questions

- 25. For EE Program Type Code, would I put SR or SR/ECSE if I have only seven children that attend my classroom at different times throughout the week?**

Reporting is not based on the number of children. It is based on the number of times the class meets. It sounds as if your School Readiness course has children from ECSE attending it.

- 26. What if you have ECSE students placed in a preschool classroom that is not team taught but there is a para for ECSE students, not one on one?**

You would code this with a 90101 because it is not team taught.

- 27. We have an early childhood school for early childhood students. Do we need to set up courses for our special education students in our EC school or can we put them in our EE schools?**

ECSE children are reported as part of the general early education course if they are enrolled in that course. The only time an ECSE course is established is if there are only ECSE children in attendance.

- 28. We run an ECFE with a follow-along School Readiness day. There is one parent and child day and one child-only day. Can we have one section cross two courses?**

Report one course for the ECFE component and a separate course for the preschool component. Each of those two courses will have at least one section – not combined. These will also be reported to separate program sites.

- 29. Do ECSE students in an inclusive program just get reported by the preschool regular education teacher if it is not team taught?**

Yes.

To confirm, the ECSE teacher does not create a course for the ECSE students?

Correct.

- 30. If a child in ECSE is School Readiness or a community preschool placement and ECSE is not paying for the placement, do they still get entered in the system under a School Readiness course?**

In School Readiness, their participation in that course will be reported as part of School Readiness.

Only their ECSE participation is reported for community placement. MCCC is not currently collecting information on community-based programs.

- 31. How do we report a class that is taught by an ECSE teacher who also has regular education students?**

A team needs to have at least two people.

32. We have a Kindergarten Prep set of classes. Sections 1 and 2 are general early education settings. Section 3 is an ECSE collaboration. Do we create a local course information sheet for section 1 and section 2, then another course information sheet for section 3?

Yes, if section 3 is a team taught section.

33. If our program is using TACSEI (the Pyramid Model) but only some sections are “Pyramid Model classrooms,” do we list TACSEI/Pyramid Model as a site-based initiative?

Depending on your software, you will create two courses or a single course with two different sections. If your software collects this field on the course information you would need to create two different courses for the different site-based initiatives. If the software has the site-based initiative field on the section level you will create a single course and have different course-sections to show the different site-based initiative used.

34. What if you have birth to 3 ECSE-served children in your ECFE class? Will that child also need to create an ECSE for outcomes and services during the class time?

Similar to how a child is reported if in a School Readiness preschool, report the ECFE course with the child’s participation.

As long as ECSE services are inside the classroom (not pullout), participation is reported as School Readiness. If it becomes a pullout situation, then the course is reported separately.

35. How do I report Itinerant services through ECSE?

It depends on where services are being provided. If in a general early education setting, the participation will be reported through the general early education program. If in a community-based setting, report through an ECSE course number as we do not report out on community-based settings at this time.

ECFE Only

36. So ECFE specialty evening classes do NOT get reported?

It is hard to know what you are referring to as specialty courses for ECFE. Report classes that are set to meet at least six times with the same set of children/families. This is the same reporting threshold that is used for EE Student. A number of districts offer ECFE classes in the evening that would meet this requirement.

Drop-in events, speaker nights, gym nights typically do not meet this threshold.

If you have questions about this, please contact MDE.

37. Should we code ECFE events and classes differently?

Only report groups that are set to meet at least six times with the same group of children and families for each of the six meeting times.

38. My ECFE children are not in our student information system. How do I report them in the MCCC?

Your work over the next year will include plans for moving ECFE children into a software system that can support MCCC reporting so that you are set to report all children and classes for the 2016-17 school year.

39. Is Adult Basic Education (ABE) the same as ECFE?

No. Adult Basic Education is a different program with a different statute, appropriation and research base. ECFE, and at times School Readiness, will work alongside Adult Basic Education for targeted courses. These courses are dual-generation courses focused on increasing literacy for the parents while simultaneously working with the children to improve their school readiness. Check with your early childhood coordinators to see if any of their courses are coordinated with Adult Basic Education.

ECSE Only

40. Must we enter a new MCCC record on the child's third birthday?

Yes.

41. If continuing with home-based services from Part C into B, we need to have a section for three to five home based?

Yes – it is available. Use course code 89101. As the child is moving from C to B, it becomes a new course. Numbers 43 and 44 are the same question.

42. There are frequent changes in students served, new referrals, children moving in and out of Part B and C. Is it correct to say that if a child is reported in MARSS as a 4 Receiving Services you attach a MCCC course to them?

Yes. Either general early education or ECSE courses depending on where the service is provided.

43. We need a resource room course number.

No. Use whichever course number best describes the course. The location will be the building – not the room.

44. If a child receives home visits twice per month from ECSE and twice per month from Speech Language Pathologist, how do we report it?

It depends on the age of the child. This would likely be 89001 for a birth to 3 child. For 89101 for a 3- to 5-year-old. This would be two different courses each identifying the services that are being received.

45. If a child receives home visits three times per month, twice from ECSE and one for ECSE and OT together, how do we report it?

See the answer above.

46. Individual minutes vary so much. Is there any way to simplify course and section reporting for children receiving Individualized Services?

Report them under the appropriate course number with a total number of minutes as "1." The total number of minutes for each child is listed in MARSS and we will pull it from there.

47. How do we report the location if the child is sometimes served at home and sometimes served at their child care setting?

Report the location where the majority of services is provided for both Part C and B.

48. If an ECSE child qualifies at two years and two months, the term would be 10 months (until they turn 3) and then calculate the minutes figured for those ten months, right?

This would be a Full Year term because it is a single partition of time.

49. Would each Home Visit child have its own course?

No. Children can be part of the same course if it is the same curriculum, instructional methods, assessment tools and site-based initiatives.

50. For ECSE kids who are served in a community-based preschool, how do we calculate the instructional minutes per term? Is this the total minutes of the preschool program or the minutes of ECSE teacher service or the minutes of teacher and related services?

See question 46 on reporting instructional minutes.

51. Would a three to five community day care with an ECSE child being served by an outreach teacher be 90201 or 90102?

90101 because this is for three to five and not team taught.

52. When a preschool course is a 90102 (team taught) with ECSE, are both the state and federal program marked as true?

Yes.

53. What is the definition of team-taught for ECSE and general early education? Is it bell to bell or bus to bus?

MDE's definition of team-taught classes is where a general early education teacher and an ECSE teacher are jointly assigned to the classroom.

54. Does every child on an IEP need to have their own course?

See question 49 and 46.

55. If we work with a Special Education district, who is responsible for entering information on Part C? (Riverbend was the Sp Ed district listed for this question).

This will be something to work out based on which district has the children and staff listed in their student information software system. Part C will be reported by the Special Education Administrative Unit (SEAU).

56. We do not have a site number for ECSE kids birth to 3 years old. What site number should I use? Should one be created?

Yes. Please create a site number. You may use the 000 to submit districtwide course information and then attach the specific site to the section and the student for Birth to Three. If you use site 000, this will take some coordination with your MCCC reporter so that all districtwide courses are reported at the same time.

57. For children in ECSE receiving only speech services, is 89104 the best state course code?

89104 is for Part B. 89002 is for Part C.

58. We need more clarification on “Instructional Minutes per Term” for home visiting. Is it based on each child’s IFSP minutes?

No. Code minutes to “1” in this situation. See question 46.

59. Do the Instructional Minutes per Term include related services?

For ECSE, just report minutes as “1.” See question 46.

60. Does having a special education paraprofessional daily and a special education teacher once a week count as team taught?

No.

61. The description for 89106 physical education child services is just what some of our 3-5 kids who are just getting OT services for Gross Motor Needs. Specifically students that are DD but only continue to have needs in the area of gross motor skills. However, our district does not offer APE at the EC level – an OT provides those services – should these kids be reported as an 89106 or 89102 or 89199?

Course 89106 is for motor development only. In this situation, report the OT as the licensed teacher.

62. Where ECSE and the general early education teacher is the same person, is that a team-taught classroom or no?

See question 31.

63. If a child is in ECSE and served in a private setting for child care, how are they reported in MCCC?

Only the ECSE component is reported.

64. With Part C, what is the beginning and ending date?

July 1 to June 30.

School Readiness Only

65. Is a two-day-a-week School Readiness class the same as a three-, four- or five-day-a-week School Readiness class?

The offerings will be listed as separate sections within the same course. If curriculum, instructional approach, site-based initiatives and assessment tools are the same, only the minutes per section will differ.

66. We have Family Literacy courses, each of which are four days a week. There is a section for preschool, there is another section for toddlers and a third section with infants and 1-year-olds. But parents have a Parent Ed day by ability level, not by the age of the child. How would we report this?

There would be an ECFE course for the parent education component. The children could be in the same course by selecting one of the birth through kindergarten courses if the curriculum, instructional approach, site-based initiatives and assessment tools are all the same.