

2011 SENATE EDUCATION

SB 2338

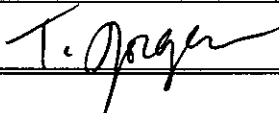
2011 SENATE STANDING COMMITTEE MINUTES

Senate Education Committee
Missouri River Room, State Capitol

SB 2338
January 31, 2011
13685

Conference Committee

Committee Clerk Signature



Explanation or reason for introduction of bill/resolution:

Relating to early childhood education programs; and to provide an appropriation.

Minutes:

See attached testimony.

Chairman Senator Freborg opened the hearing on SB 2338; no fiscal note attached.

Senator Murphy, District 20 introduced the bill (Testimony #1)

Dr. Debra Follman, Principal, Sweetwater Elementary School, Devils Lake, North Dakota testified in favor of SB 2338 (#2) Included written testimony from **Allison Driessen**, Program Director of Early Explorers Head Start, Devils Lake (#3); and parent **Beth Zahn** (#4). Attached a waiting list for all North Dakota Head Start programs (#5).

Senator Heckaman: What percent of children are you serving or meeting needs for at your school district? **Dr. Follman:** Best guess is that they are meeting around 80%; other kids are on the waiting list. Often children with most needs end up on the waiting list due to late enrollment or moving into town and program is full.

Senator Luick: Where do the current funds come from; \$75,000 from General Fund? **Dr. Follman:** The funding comes from Title I stimulus funds that are no longer available next year. Will go backwards; no Pre-K program next year.

Senator Gary Lee: Was last year's dollars a onetime deal that would be spent on the program and you were aware they were going away? **Dr. Follman:** Yes; numerous discussions about what the right way to use the \$\$ were. Felt so strongly about a Pre-K program; were hoping to make it work and somehow find the money for it. Decided not to put a program at an upper level because they felt so strongly about Pre-K. First adventure with it in the district. Serving the kids in poverty are highest goals, and that's why money was used this way.

JoAnn Brager, VP of Public Policy for North Dakota Association for the Education of Young People testified in support of SB 2338 (#6); also submitted testimony from **Michael Severson, Superintendent, New Salem/Almont Public School District** (#7)

Senator Gary Lee: When you use the figure 100% of the federal poverty guidelines at \$22,000, is that the gross income or net used to determine? **JoAnn Brager:** Gross Income, before taxes and deductions. **Senator Gary Lee:** That is then the number used to qualify these people for head start? **JoAnn Brager:** Yes, correct. **Senator Gary Lee:** Head start is a federal program; in terms of dollars not being available, is this a program that is being underfunded at the federal level? **JoAnn Brager:** The funding for head start comes based on appropriations and they take a look at the needs all across the United States. Then it is allocated based on (not sure what!) to each state and there are opportunities that come available occasionally to do expansions but that hasn't happened in at least 10 years.

Barb Arnold-Tengesdal, Assistant Professor of Education, University of Mary testified in support of SB 2338 (#8) Also attached are the Early Childhood Teacher Education Standards. Also provided a chart (#9) of the current course offerings from the institutions in the state. (North Dakota Early Childhood Higher Education Consortium)

Jon Martinson, North Dakota School Board Association said the association supports a bill to provide early childhood education if they choose to do so.

Senator Flakoll: The \$1.5 million in the bill is for four districts; it also provides that up to half the per student payments can go as the program would grow. If we consider \$2,000 per student, and say 7,000 students—does a fiscal note of \$14 million a year and \$28 for a biennium sound about right—when fully implemented? **Jon Martinson:** Yes, that sounds right.

Doug Johnson, North Dakota Council of Educational Leaders supports the state authorization and funding of developmentally appropriate programs for 4-5 year olds, and SB 2338 does just that. Like that Section 1 that allows for state and local funding.

Senator Gary Lee: If this bill were implemented, does this add to the ADM for the districts, and they would be eligible then for additional state dollars? **Doug Johnson:** He doesn't believe it does; don't think there's anything in the bill that says it's going to be calculated on an ADM membership and put into the formula. His understanding is this would be a grant the school districts apply for.

Senator Luick: If the money and bill are implemented and the program fails, what happens to the funds? **Doug Johnson:** Understands it would go back to the general fund if it's not specified in the bill.

Senator Flakoll: Page 1, lines 11-12 indicates that local tax revenues other than those necessary to support the districts K-12 programs could be used for this? Are there monies out there that aren't being utilized that people are being taxed for? **Doug Johnson:** This would be at the discretion of those school districts and if they wish to put it in place, they might have to cut some programs to support that or use other sources. Would be from local funds that they do generate. **Senator Flakoll:** Would they be able to raise the mil levy for the Pre-K program if they are not at the cap? **Doug Johnson:** Understand that the districts can raise their mil levies up to 110 by a vote of the board. They could do that, but don't know if they would.

Senator Gary Lee: If one graduates with an Early Educational Childhood degree, how far up does that allow them to teach. **Doug Johnson:** Not an expert; from the audience it was noted that third grade was the top.

Dakota Draper, President, North Dakota Education Association testified in support of SB 2338. The North Dakota Education Association favors early childhood programs; feel it is a good step and good investment. He has visited a few early childhood centers and is very impressed. They are not a normal classroom setting; there are stations set up and the children are very engaged. He shared a story about an autistic child in Dickinson's program.

Senator Luick: Understand this is a pilot programs? **Dakota Draper:** Not sure (from the audience) Yes. **Senator Luick:** Are there any districts to identified to start the program? **Dakota Draper:** Not aware; (no from the audience).

Senator Flakoll: Weighting factor for Pre-K; would other children that would not be eligible for Pre-K more likely be eligible for this program? **Dakota Draper:** Not sure of question. **Senator Flakoll:** Already have special needs children qualified to get monies for Pre-K programs; you don't see that this would do anything over and above that do you? **Dakota Draper:** Don't see that, but not an expert on that.

No further testimony in support; no opposition. Hearing closed.

2011 SENATE STANDING COMMITTEE MINUTES

Senate Education Committee
Missouri River Room, State Capitol

Committee Work on SB 2338
February 1, 2011
13812

Conference Committee

Committee Clerk Signature



Minutes:

No attachments

(No minutes on the first part of the tape-begins at 6:47)

Chairman Freborg: The bill has a direct appropriation of \$1.5 million. Open for discussion.

Senator Gary Lee: It seems some remnants of this idea are in SB 2150; doesn't seem to be a need as purported in this bill. Moved a Do Not Pass to SB 2338; seconded by **Senator Schaible**.

Senator Heckaman: Could you hold for a minute while I look for that section in SB 2150?

Senator Gary Lee: Section 2.

Senator Heckaman: Is there funding for the program in SB 2150?

Senator Gary Lee: Appears to be similar to what it says here. They can use their local tax revenues that are in excess.

Senator Heckaman: Doesn't know if that is listed in the Fiscal Note on this bill; thinks that's why this bill came forward.

Senator Flakoll: Believe there is more allowable language in 2150; it lists sources where they can obtain money from.

Senator Heckaman: If putting some allowable language, also put funding behind it in 2150. They are not going to find "extra" funds for the program floating around in the schools; if there isn't funding she doesn't see the program getting off the ground.

Motion carried 4-3-0; Senator Gary Lee will carry the bill.

Date: 2-1-11
 Roll Call Vote # 1-A

2011 SENATE STANDING COMMITTEE ROLL CALL VOTES
BILL/RESOLUTION NO. 2338

Senate Education Committee

Check here for Conference Committee

Legislative Council Amendment Number _____

Action Taken: Do Pass Do Not Pass Amended Adopt Amendment
 Rerefer to Appropriations Reconsider

Motion Made By Sen. G. Lee Seconded By Sen. Schaible

Senators	Yes	No	Senators	Yes	No
Chairman Layton Freborg	X		Senator Joan Heckaman		X
Vice Chair Donald Schaible	X		Senator Richard Marcellais		X
Senator Tim Flakoll	X				
Senator Gary A. Lee	X				
Senator Larry Luick		X			

Total (Yes) 4 No 3

Absent 0

Floor Assignment Sen. Gary Lee

If the vote is on an amendment, briefly indicate intent:

REPORT OF STANDING COMMITTEE

SB 2338: Education Committee (Sen. Freborg, Chairman) recommends DO NOT PASS
(4 YEAS, 3 NAYS, 0 ABSENT AND NOT VOTING). SB 2338 was placed on the
Eleventh order on the calendar.

2011 TESTIMONY

SB 2338

Testimony on 2338

Chairman Freborg, distinguished members of the committee;

This bill is an effort to establish an early childhood education program for 4 and 5 year olds that are not Kindergarten-age eligible and will take some off of the Head Start waiting lists in our state. There are approximately 40 states that have programs of this nature in place.

I intend to be brief and to turn this over to the people who live and breathe early childhood education to tell you why it is important to provide this service. My only personal comment that may shed light on my sponsorship of this bill is the impact that being married to a teacher of social and emotional development can have on a husband. My wife (She teaches Kindergarten and teaches early childhood classes at Mayville State) is often frustrated by the public perception that young children must be submerged in totally academic settings. The push is all too often for paper/pencil activities and getting them to read. We tend to think that the younger we can get them to read, the smarter they are going to be. Instead the *exception* is the child that can read early. Physiologically, brain-based research overwhelmingly shows that pushing such skills upon a child is inappropriate. (This research is mostly less than 15 years old with a lot of reaffirmation in the last few years, so many current teachers and administrators were not taught this.) With 4 year olds, what we want to see is playing with the language, like rhyming, making up words, getting to know the letters, sing the alphabet song, esp. the letters in their name.

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The experts here today know that pushing down first grade curriculum into 5 or 4 year olds is not right. The brains are not ready. The benefit to our culture of a program like this is that we can allow children who are not ready, to mature and grow so that when they reach Kindergarten and first grade, they will not be as likely to struggle, fall behind and begin to build negative attitudes towards school.

I live with a passionate professional who wants what is best for children and who struggles with those students who have inappropriate expectations thrust upon them by our system.

Please listen with an open mind to the following testifiers who only have the best intentions for a group that cannot speak for themselves, and thank you for your dedication to our young.

Senator Phil Murphy

#1 SB 2338

**Testimony on Senate Bill No. 2338
Early Childhood Education Programs
Senator Layton Freborg, Chairman
January 31, 2011**

By

**Dr. Debra Follman, Principal
Sweetwater Elementary School, Devils Lake, ND**

Good Morning, Chairperson Freborg, and members of the Education Committee. For the record, my name is Debra Follman, and I am the Elementary Principal of Sweetwater Elementary School in Devils Lake, ND. I am here to testify in support to **Senate Bill 2338**.

Devils Lake Public Schools has participated in a collaborative effort with the Lake Region Head Start for the past two years to provide a high quality prekindergarten program for 4 and 5 years olds. Last year, we contributed \$75,000 to one classroom of 18 prekindergarten students. This money was part of our AARA (*American Recovery and Reinvestment Act*) Stimulus Funds. Teachers and administrators in the Devils Lake Public Schools believed that a portion of these dollars was best used for a prekindergarten classroom. We have learned over the years that the investment in the education of young children far outweighs the dollars that will be required to help children "catch up" after they begin their formal schooling.

Many of the families in our community have both parents working outside the home. We also have a high percentage of low-income families with parents working 2-3 minimum wage jobs to make ends meet. The few preschool programs available are only half-day programs conducted only 2-3 days a week. Having to leave work during the day to transport their child to and from preschool is often impossible for even our middle-income working families. The cost to enroll children in these programs is more than

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families can afford. There is also the factor of a child having to adapt to different environments throughout the day, causing stress and anxiety.

Our most at-risk children can enroll in the Head Start Program, but the waiting list for Head Start far exceeds the needs. This leaves some of our most disadvantaged children without any type of preschool education. Kindergarten teachers in our district will vouch for the difference that a preschool program has on students.

Research shows that high-quality early childhood education has an impact well beyond the kindergarten year, especially for at-risk children who do not have the opportunity to learn pre-readiness skills that their higher income peers have available in private preschools or the experiences their home life provides. The benefits range from academic to social and emotional. There is research that shows that a quality preschool program can even have an effect on the graduation rate. Decreased crime and delinquency rates have also been noted. National preschool studies indicate that the early gains continue with program participants more likely to attend college, earn higher wages, and own a home. This is what the citizens want for the children of our state.

For children who have development delays and disabilities, providing interventions early and consistently have the most impact on their progress. When young children have the opportunity for developing their speech, motor, or academic needs on a consistent, everyday basis, with the help of a trained professional, we have seen tremendous progress. They enter into the kindergarten ready and prepared for the curriculum and expectations.

I want to emphasize the importance of having a developmentally appropriate quality preschool. When Devils Lake Public Schools entered into the partnership with Early Explorers Head Start to create the Prekindergarten Project, our goal was to develop a quality program that met high standards. We have set criteria for:

- academic pre-readiness skills with a developmentally appropriate curriculum
- appropriate environment for large and small motor activities
- consistent scheduling
- nutritious meals and snacks
- progress monitoring of skills
- well-trained, qualified staff
- availability of medical personnel
- strong parent involvement program

These standards are extremely important when planning a preschool program that will have the highest level of impact on student progress. With the increased academic achievement accountability that schools have, providing all of our children with the opportunities that help them be on a level playing field prior to that first year of school must be a priority. The support of the senate committee on Senate Bill 2338 will be instrumental in improving the lives of children and families for our state.

Thank you for this opportunity to appear before you. At this time, I would welcome any questions.

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Senate Bill 2338-Early Childhood Education Programs / Pre-Kindergarten

10:15 a.m., January 31, 2011

Missouri Room

Chairman Senator Freborg and Senate Education Committee Members:

My name is Allison Driessen and I am the Program Director of Early Explorers Head Start, serving 236 preschool children in nine counties. In 2009, Early Explorers and Devils Lake Public Schools entered into a partnership to begin the "Devils Lake Public School Pre-Kindergarten Project" classroom. The project was one of the twenty-five pre-kindergarten programs across the state that utilized Title I dollars funded by the American Recovery and Reinvestment Act. I have had the opportunity to see the success of pre-kindergarten and urge the Senate Education Committee to support Senate Bill 2338.

The purpose of my remarks is to focus on the incredible opportunity Senate Bill 2338 will provide in preparing children for school success, community collaboration and the critical role of parents in early childhood programs.

What happens in early childhood can influence a lifetime of learning for every child. Research supports high-quality pre-kindergarten programs as an effective strategy to improve education achievement. Studies show that children who attend high quality pre-kindergarten programs enter kindergarten with better language, reading, math and social skills. They have fewer grade retentions, less remediation, higher standardized scores and higher graduation rates.¹

In the first year of the Devils Lake Public Schools Pre-Kindergarten Project children showed significant gains in language and literacy, math, science and social emotional development. Data was collected utilizing pre and post testing and ongoing assessment utilizing valid, reliable and scientific sound instruments, which will link to the district's power school system to develop longitudinal research tracking the progress of students and the quality of the program. Most importantly, children are developing in environments that are developmentally appropriate and not just an extension of kindergarten reading program. Curriculum and environments must focus on individual development

¹ National Research Council and Institute of Medicine (2000) From neurons to neighborhoods: The science of early childhood development. Committee on Integrating the Science of Early Childhood Development. Jack P. Shonkoff and Deborah A. Phillips, eds. Board on Children, Youth, and Families, Commission on Behavioral and Social Sciences and Education. Washington, D.C.: National Academy Press

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Senate Bill 2338-Early Childhood Education Programs / Pre-Kindergarten

10:15 a.m., January 31, 2011

Missouri Room

through child directed experiences that provide opportunities for exploration, problem-solving skills, flexibility and encourage a love of learning.

The proposed school district early childhood education advisory council will be the driving force in the success of the pre-kindergarten programs. It is a vehicle to build community collaborations focusing on strengthening services for young children and families and diminish competition. Optimal results for children and families are systems that unite schools, special education units, Head Start programs and the childcare community that work together and diminish competition through a shared vision and combining resources.

Families have changed significantly over the past twenty years. Parents are working full time or working multiple jobs. Pre-kindergarten programming must be responsive to working families. Two-hour pre-kindergarten classrooms meeting twice a week will cause more stress on children through unnecessary transitions to care givers with different philosophies and rules, which may stifle development instead of enhancing it. As the academic achievement stakes continue to rise, policy makers must recognize that preparing children for school is a shared responsibility between the parents and the community. In a majority of communities across North Dakota high quality, early childhood education opportunities do not exist. The support of the Senate Education Committee will be a first step in ensuring that children and families can overcome risk factors and succeed in school and in life. The success of every child translates to a more competitive workforce, a greater tax base while reducing public expense in special education costs, public assistance, crime control and lost taxes.

Allison Driessen
Early Explorers Head Start
1401 College Drive North
Devils Lake, ND 58301
701-665-4431
allison.dybing.1@sendit.nodak.edu

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Beth Zahn

Devils Lake, North Dakota 58301

January 29, 2011

Allison Dybing
Head Start of Devils Lake
1401 College Dr. North
Devils Lake, ND 58301

Re: Support for the Pre-Kindergarten (Pre-K) Program

Dear Mrs. Dybing:

My son, Cody Zahn, attended the pre-kindergarten program at Head Start last year. This year he is attending Sweetwater Elementary School. I'm writing to let you know the progress Cody has made since his time at Head Start.

Cody's current report card reflects that he is making Proficient to Advanced Proficient in the areas of: Reading, Writing, and Math. We are currently half way through the school year and he is reading at level 3 with a year-end goal of reading at level 4. My husband and I, credit in large part, the Pre-K Program at Head Start for the advancements we see in our son. I also believe that the Pre-K program prepared Cody for kindergarten both socially and emotionally. He was well adjusted and ready to learn.

The program was free so it did not place a burden on our family financially. This is a full day program so I didn't have to leave work in the middle of the day to pick him up. Other preschool programs in the area are only half days so we would have had scheduling burdens placed upon us as well as financial.

In my opinion the Pre-K program offered a good educational foundation for my son. Without this program I feel Cody would not be doing so well in Kindergarten. In fact, he may have struggled this year. Instead he is excelling in kindergarten. I would highly recommend the Pre-K program to any parent who is looking for the educational growth that is necessary for their child to enter a Kindergarten program.

Sincerely,

Beth Zahn, Parent

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North Dakota Head Start Waiting Lists As of January 28, 2011	Income Eligible Waiting List (Family's income is below 100% of the poverty guidelines)	Waiting List (Family has applied for Head Start but is not being served)
Bismarck BECEP Head Start	26	97
Community Action Agency Region VI 0-5 Head Start	49	38
Dickinson Early Childhood Center/Community Action Head Start	37	36
Early Explorers Head Start	39	32
Grand Forks Head Start Program	143 *	132
Mayville State University Child Development Programs	19	10
Minot Public Schools Head Start	157	31
SENDCAA Head Start	304 *	73
West River Head Start	35	59
Williston/Trenton Head Start	5	10
TOTALS	809	508

* Programs primarily serve 4-year-old children. Applications for three-year-old children are not promoted because it is very unlikely they will be served. Number of "Income Eligible" families on their waiting lists would be significantly increased if applications were received from all families with three-year-old children.

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January 31, 2011

From: JoAnn Brager, Vice President of Public Policy for the North Dakota Association for the Education of Young Children

To: Senator Freborg and members of the Senate Education Committee

Re: SB 2338

My name is JoAnn Brager and I am the Vice President of Public Policy for the North Dakota Association for the Education of Young Children. NDAEYC represents 400 members who work with and on behalf of children from birth through age 8 years and is in support of SB 2338 to provide early childhood education through the Department of Public Instruction.

A quality pre-school is a unique setting where children are taught by a highly-qualified teacher with an early childhood degree and experience in developmentally appropriate practices. North Dakota currently has a variety of pre-school options however most are limited due to eligibility, availability, and affordability. Larger communities provide a wider variety of pre-school options but are not available in rural communities. 14% of the pre-school population is served through the local public school's pre-school special needs program which serves only children with identified disabilities. The North Dakota Head Start Association reports waiting lists of 809 income eligible children for Head Start pre-school services. Eligibility is defined as 100% of the federal poverty guidelines (\$22,050 gross income for a family of four) and age of child (3 or 4 years).

Early care and education opportunities are in short supply all across North Dakota. Child care providers are quitting due to opportunities for higher-paid employment in other career fields. Western North Dakota is not able to keep up with

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the child care needs. Families are moving into western ND looking for pre-kindergarten. This is a common problem in many ND communities. An inclusive, state-wide system of early care and education can and should meet the unique needs of communities, parents, and children.

There should be careful and considerate planning that represents the unique community needs – rural vs. urban, oil field vs. declining population. SB 2338, section 5 provides the good policy practice to bring groups together to look at the needs in each community.

Parents deserve the opportunity to choose the early care and education they believe best meets their children's needs. North Dakota's children deserve the opportunity to be in high quality early care and education settings. North Dakota public policy can and should support a collaborative system of early care and education.

Thank you for your time today. I would be happy to answer any questions that you may have.

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TESTIMONY ON SENATE BILL 2338

Michael A. Severson,
Superintendent @ New Salem/Almont Public School District #49

Thank you for allowing me the opportunity to present information in support of Senate Bill 2338. It is my professional opinion that this bill has merit and deserves serious consideration as it is good for kids and that is what we are all about!

The New Salem/Almont Public School District has provided space in our Prairie View Elementary building for the Head Start program. This allows the program the ability to flourish and is a tremendous opportunity for the kids. They become familiar with the building they will be attending Kindergarten in, they have direct access to our lunch room, gymnasium, and playground, and our professionals are right there to provide necessary services.

At this point in time, the Head Start program has 16 students enrolled in the program, 4 of those have identified disabilities, and the waiting list consists of 8 families. The need exists and it is imperative that there is opportunity for that need to be met.

Having Head Start in our Elementary school allows us a unique opportunity to give our children every chance to be successful. Our Kindergarten teachers are also impressed with the program and one of them did comment this Fall, "I could tell within minutes which kids were in Head Start and which ones were not!" To me, that makes it all worthwhile!

On a personal note, both my daughters attended Head Start in Carson while I was Superintendent in Flasher and it was a great experience for them. When they entered Kindergarten, the teacher commented on the fact that they were much more structured than the kids who did not attend Head Start. Having children who knew the expectations allowed the teacher to work more closely with the students who needed extra assistance with the daily routine.

In closing, Senate Bill 2338 has the potential to impact kids in a positive manner and please remember, "Every Child Counts!"

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To: Layton Freborg, Chairman of the Senate Education Committee

From: Barb Arnold-Tengesdal
Assistant Professor of Education, University of Mary

Date: January 31, 2011

Re: Support of SB 2338

I stand in support of SB 2338. I am a member of the ND Early Childhood Higher Education Consortium, because of my role in teacher preparation provided at the University of Mary. I will address three particular issues:

- Teacher preparation and the ability to support the additional need for highly qualified teachers for early childhood education programs.
- Early childhood education curriculum and standards.
- Policy implications – community-based programs, federal initiatives, and state systems.

Teacher competency and workforce development: The North Dakota Higher Education

consortium has developed an articulation agreement between all tribal, 2 year and 4 year public and private institutions to ease the transitions between programs to support teacher preparation. Early Childhood Education programs at the collegiate level are growing, in part because of the demand nationally for licensed teachers working in Pre-k, Head Start, and full-day kindergarten programs. The standards utilized by ESPB for early childhood education teacher licensure (see attachment A) are congruent with national standards, and set a level of teacher preparation and knowledge that is measured by Praxis I and Praxis II standardized exams along with 8- 10 weeks of full-time student teaching. The teachers being prepared in North Dakota are well versed in implementing a child-center teaching approach, and familiar with research-based curricula that is tied to program standards and child outcomes. The number of ECE majors is growing at our universities. North Dakota has been a great source of the finest teachers for many other states.

Unfortunately, we outsource some of our best.

Some ask why the need for licensed teachers with baccalaureate degrees. In North Dakota, the Early Childhood teaching license identifies highly qualified individuals trained to work with children birth to age eight, or up to grade 3. Teachers who are prepared for this type of licensure have taken method courses in science, math, reading, social studies, language arts, observation, and assessment. They are required to take courses in school and community systems, inclusion, and special education. They learn how to scaffold curriculum for individual children that bridges the span between preschool and kindergarten using the North Dakota *Early Learning Guidelines* or *Kindergarten Content Standards* as a guideline. This type of work is different that required for child care programs. Many programs do have licensed teachers working directly with children. It is important that the person working directly with children be licensed, not just a director that oversees a program taught by others less qualified.

Curriculum: Early Childhood Education programs use a play-based, developmentally appropriate curriculum approach. It is not pushing “academics” down a four-year-olds throat. Rather, designing a learning plan that is rooted in the developmental needs of a child and largely based in the social-emotional domain. It is based in a deep understanding of child development and how to use guidelines and standards to assess a child’s readiness to tackle the next steps to a particular task. The pre-kindergarten classroom has structure. It has a routine. It generally is classroom room-based or center-based. The day allows for both individual and group instruction. It is child-centered with a teacher facilitating a play-based approach with learning centers, group-times with show-and-tell and a story time. The curriculum is comprehensive including health components. Physical development such as learning to wash your hands or why

brushing your teeth is important along with mental health components of learning to deal with your anger or how to speak up when you feel hurt. It is collaborative with families with respect to diversity and supporting them with parenting resources. Authentic assessment is used to understand where a child is developmentally, and what needs to be supported. This is the link to understanding kindergarten readiness.

Policy: *Community based...* Can it work? Yes. Not all pre-k programs must be public school based. Many models could fit well into a new system of early education. Expanding or adding additional Head Start classrooms would work well, along with funding collaborative programs that are already in existence. Meeting the needs of children who are identified "at-risk" because of poverty, abuse or who lack of access to a program because of the rural nature of the location of their home should be targeted first.

Federal initiatives see early childhood education as a critical piece to fighting the war on poverty and student academic failure. The economic stimulus package and CCDBG dollars to states, included money to build child care facilities and expand Head Start and childcare subsidies for parents. It included support for quality-rating systems for childcare and other quality incentives. There is money for early childhood professional development in the Higher Education Act.

Early childhood education is critical to our state. North Dakota has experienced an upturn in births since 2002. This is a good thing! Supporting early childhood education is critical to keeping this trend growing. I urge your support of SB 2338.

50037 EARLY CHILDHOOD TEACHER EDUCATION STANDARDS

Institutions will be expected to demonstrate the use of performance assessments within their programs. Examples of such assessments will be provided by the Education Standards and Practices Board as guidelines. Institutions are not restricted to using the given examples, but may develop others that demonstrate candidates' ability to apply what they have learned in the K-12 school setting.

50037.1 The program requires the study of typical and atypical child development to include the physical, social, emotional, language, cognitive, and aesthetic development of all young children from birth through age eight including characteristics of children as learners and as individuals. The program uses varied performance assessments of candidates' understanding and abilities to apply that knowledge.

Examples of performance assessments may include how to:

- compare and contrast major existing theories of child development, i.e., Skinner, Piaget, Vygotsky, Erikson, etc.;
- illustrate understanding of different learning styles and modalities evidenced in young children;
- design learning opportunities for young children that promote positive development in physical development, social skills, emotional development, language acquisition, cognitive development, and/or aesthetic appreciation;
- identify and describe/define the typical sequence of development of children from birth through age eight;
- identify and describe markers of atypical development;
- prescribe modifications/adaptations in early childhood programs/environments for identified atypical development;
- identify and describe/define life events and stressors that influence child development;
- prescribe activities/experiences designed to motivate young children toward growth, development and learning throughout their lives;
- identify and design authentic experiences that reflect the interrelationship among culture and language influences represented in the community and in daily experiences in the early childhood environment;
- identify family, cultural and community influences on child development through analysis and discussion of case studies.

50037.2 The program requires the study of historical, philosophical, and social foundations and how these foundations influence current thought and practice in early childhood education. The program uses varied performance assessments of candidate's understanding and abilities to apply that knowledge.

Examples of performance assessments may include how to:

- identify the historical, philosophical, and social theories of education that influence contemporary early childhood education practices in light of current research;

- understand the multidisciplinary nature of research and theory and their influence on current practices in the education of children with diverse backgrounds and needs;
- demonstrate how learning theories and child development interrelate and how to use this knowledge in planning developmentally appropriate programs for young children;
- identify the historical, philosophical and social theories of education that are the foundation of developmentally appropriate practices and how these influence curricula development and program models;
- identify what current research indicates as best practices for teaching young children.

50037.3 The program requires the study of how to establish and maintain collaborative partnerships with families, communities, and other professionals. The program uses varied performance assessments of candidates' understanding and abilities to apply that knowledge.

Examples of performance assessments may include how to:

- establish and maintain positive collaborative relationships with families;
- acknowledge that parents are the child's first teacher;
- affirm and respect parent choices and goals for their children and how to communicate effectively with parents about the schools' goals and their children's progress;
- involve families in assessing and planning for individual children, including children with disabilities, developmental delays, or special needs;
- involve parents in making decisions related to their child's development and how to involve children's families in their educational experiences;
- accept differences in families and their social and cultural backgrounds;
- apply family system theories, and knowledge of the dynamics of roles and relationships within families and communities;
- provide families with information regarding a range of family-oriented services that are designed to help families' identified needs;
- communicate effectively with other professionals and agencies that support children's development, learning and well-being;
- conduct effective parent teacher conferences and communicate well with parents;
- involve the community in the program.

50037.4 The program requires 16 semester hours of study in developmentally appropriate practices, and the development and implementation of curriculum instruction based on knowledge of individual children and the community. The program uses varied performance assessments of candidates' understanding and abilities to apply that knowledge.

Examples of performance assessments may include how to:

- identify/define developmentally appropriate practices for early childhood education as defined by NAEYC and other professional organizations;
- design and implement long-range curriculum goals that include developmentally appropriate learning experiences for children from birth through age eight allowing for individual differences among children, while acknowledging/integrating community and cultural values;
- design and implement daily lesson/activity plans that provide developmentally appropriate learning experiences for children from birth through age eight that is responsive to individual differences among children, while acknowledging/integrating community and cultural values;
- effectively arrange and change the site environment in order to facilitate learning;
- adapt strategies and environments to meet the specific needs of all children, including those with disabilities, developmental delays, or special abilities;
- demonstrate understanding of the influence of the physical setting, schedule, routines, and transitions on children and use these experiences to promote children's development and learning;
- demonstrate current knowledge of and ability to develop and implement meaningful, integrated learning experiences, using the central concepts and tools of inquiry in curriculum content areas including language and literacy, mathematics, science, health, safety, nutrition, social studies, art, music, drama, and movement;
- use a variety of strategies to encourage children's physical, social, emotional, aesthetic, and cognitive development;
- use and explain the rationale for developmentally appropriate methods that include play, small group projects, open-ended questioning, group discussion, problem solving, cooperative learning, and inquiry experiences to help young children develop intellectual curiosity, solve problems, and make decisions;
- develop learning activities that allow young children, through play, to construct knowledge and acquire skills;
- develop learning activities for children with varied exceptionalities, learning styles, and performance modes in order to design instruction that helps use young children's strengths as the basis for growth;
- teach young children the process of acquiring a new language and how to support the learning of students who have acquired English as a second language;
- use observation skills in the design, development and evaluation of lesson/activity plans;
- establish and maintain physically and psychologically safe and health indoor and outdoor learning environments for children;
- recognize and incorporate play as a primary tool for children in the acquisition of knowledge and the construction of understanding;
- use effective two-way communication with parents concerning curriculum and instruction that allows for active involvement of parents.

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50037.5 The program requires the study of strategies to encourage positive social interaction among children, to promote positive conflict resolution, and to develop personal self-control, self-motivation, and self-esteem. The program uses varied performance assessments of candidates' understanding and abilities to apply that knowledge.

Examples of performance assessments may include how to:

- promote children's self-awareness and self-esteem through verbal and nonverbal communication;
- identify and describe factors that contribute to aggressive behavior in children and strategies that help reduce children's aggressive behavior and give them alternative ways to cope with aggression;
- identify and describe children's physical, psychological, and behavioral reactions to stress and identify strategies for helping children cope effectively with stress;
- identify and describe ways to help children develop positive peer relationships and friendships and identify teaching strategies that foster children's development of interpersonal skills;
- recognize signs of emotional distress, child abuse, domestic violence, and neglect in young children and know responsibility and procedures for reporting suspected abuse or neglect to appropriate authorities;
- use individual and group guidance and problem solving techniques to develop positive and supportive relationships among children;
- provide cooperative learning activities to encourage positive social interaction among children, to promote positive strategies of conflict resolution, and to develop personal self-control, self-motivation, and self-esteem.

50037.6 The program requires the study of formal and informal assessment, the use of assessment information on planning and individualizing curriculum and teaching practices, and on providing feedback to families of all young children. The program uses varied performance assessments of candidates' understanding and abilities to apply that knowledge.

Examples of performance assessments may include how to:

- use a variety of observation strategies (e.g., time sample, frequency samples, interval samples, anecdotal records, checklists, running narratives) as a tool for gathering information in all developmental areas (cognitive, motor, adaptive/self-help, social/emotional and communication);
- identify the characteristics, uses, advantages, and limitations of different types of assessment (e.g., criterion-referenced, norm-referenced, standardized, performance based, observation systems, environmental scan, and artifacts of children's work);
- solicit and use information about children's experiences, learning behaviors, strengths, needs, and progress from parents, other colleagues, and the young children themselves;

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- select, construct and use assessment strategies and instruments appropriate to the children's background and developmental areas being assessed;
- collaborate with families, colleagues, and other professionals in the development of appropriate methods of observation of, evaluation of, assessment of, and instructional planning for all young children;
- integrate informal and formal assessment information to plan appropriate programs, environments, interactions of children, and adapting for individual differences and diverse backgrounds;
- maintain useful records of young children's work and communicate children's progress in meaningful ways to children, families, and other colleagues;
- assess children using their primary mode of communication, and communicate with parents using their primary language;
- help children use self-assessment to create an awareness of their strengths and to encourage them to set personal goals for learning;
- describe the impact of current research regarding appropriate assessment of all young children;
- demonstrate the importance of ongoing assessment of the instructional process in facilitating children's individualized learning;
- identify and access appropriate referral resources to meet the assessment, programming, and support needs of children and families (e.g., Child Find, parent support groups, mental health professionals, Early Intervention services).

50037.7 The program requires the study of current, appropriate instructional and augmentative technologies for professions, children, and families. The program uses varied performance assessments of candidates' understanding and abilities to apply that knowledge.

Examples of performance assessments may include how to:

- select and use appropriate technology tools that enhance student learning in their specific content areas(s);
- evaluate and demonstrate appropriate use of technology with young children, including assistive technology with children with disabilities;
- evaluate and demonstrate appropriate use of technology for teachers/administrators to effectively manage, communicate, conduct instructional planning, and record keeping activities.

50037.8 The program requires the study of actively modeling professionalism, advocacy, ethical behavior, and commitment to lifelong learning. The program uses varied performance assessments of candidates' understanding and abilities to apply that knowledge.

Examples of performance assessments may include how to:

- develop a philosophy and rationale for decisions based on Early Childhood theories;

- reflectively self-assess and evaluate as a basis for program planning and modification;
- identify current issues and trends, legal issues, legislation, and other public policies that affect children, families, and programs for young children;
- become aware of and develop a commitment to the profession's code of ethical conduct;
- serve as an advocate on behalf of young children and their families;
- actively seek opportunities to grow professionally by locating and using appropriate professional literature, organizations, resources, and experiences to inform and improve practice;
- protect confidentiality of all young children and their families;
- demonstrate good oral and written communication skills;
- affirm and respect culturally and linguistically diverse children, their families, and their communities.

50037.9 The program requires three supervised field experiences and two student teaching experiences. One student teaching experience must be in an accredited pre-kindergarten or kindergarten setting and the other in grades 1, 2, or 3, and include the opportunity to work with children with special needs. The program uses varied performance assessments of candidates' understanding and abilities to apply that knowledge.

Examples of performance assessments may include how to:

- observe and participate, under supervision, in three diverse field experiences that require the demonstration of the ability to work effectively with children in diverse age ranges (infant/toddler, preschooler, kindergarten, or primary school grades 1 to 3), with children of varying abilities, culture, and linguistic background; each of the three experiences must be at a different age level;
- work effectively during full-time (ten weeks) supervised student teaching in at least two different settings serving children of two different age groups (PK/K and 1, 2, or 3), and including the opportunity to work with children with special needs;
- use reflection to evaluate field experiences and student teaching that include working with an interdisciplinary team of professionals and working with parents.

50037.10 The program requires the study of basic principles of administration, organization, leadership and operation of early childhood programs, including supervision of staff, volunteers, and program evaluation. The program uses varied performance assessments of candidates' understanding and abilities to apply that knowledge.

Examples of performance assessments may include how to:

- identify and analyze the creation and administration of early childhood programs, including licensing requirements, handling finances, supervision of

staff, enrollment procedures, health, nutrition and safety issues, publicity procedures, and grant writing;

- incorporate quality child care standards into program philosophies and goals;
- develop program evaluation which includes input from parents, teachers and the community;
- review accreditation criteria from professional (i.e., NEA, NAEYC), state and national organizations as a part of program planning and evaluation.












History

Revised August 12, 2005, mandatory for visits July 1, 2006.

(Effective Date August 1, 2002, Mandatory For Visits August 1, 2004)

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North Dakota Early Childhood Higher Education Consortium

													
CDA Certification/Credentialed - 120 hours of training and national certification	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes		
Accepts current CDA as EC 210 & EC 236 as Institutional credits (ECHE Consortium Recognition)	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes		
1 year degree - EC (Early Childhood) Certificate	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes		
2 year degree - AA General Education Required (EC)	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes		
2 year degree - AAS/EC Program	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes		
2 year degree - AAS Early Caregiver Services - Child	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes		
Early Childhood Minor	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes		
4 year degree - BA Early Childhood or Child Development (non-teaching) meets center director requirements or other non-teaching 4 year degree career requirement	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes		
4 year degree - BS in Early Childhood Education (teaching) meets state ESP's teacher licensure highly qualified requirement	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes		
4 year degree - BS (teaching) Elementary or Special Education majors, Kindergarten Endorsement	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes		
Graduate programs - M.S. or M.Ed. in Early Childhood Education/ Special Education credential requirements/ Educational Leadership/ Curriculum & Instruction	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes		
Graduate programs - Ph.D. in Teaching & Learning/ Educational Leadership	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes		
Articulation Agreement	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes		
2 + 2 Agreements - Partnership amongst a 2 year school and a 4 year school in which a student completes 1/2 of their 4 yr degree at the 2 year school and finishes the other 1/2 at the 4 yr school	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes		
Online Advisories/On-Campus Advisories for Early Childhood Degrees	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes		
Tuition per Credit (On-Campus/Online)	\$110/cr	\$100/cr	\$87.50/cr & \$127.50/cr	\$182.50/cr	\$151/cr & \$175/cr	\$134/cr & \$176/cr	\$130.44/cr & \$172/cr	\$246/cr	\$200/cr & 253/cr	\$266.33/cr & \$285.41/cr	206.37/cr	\$220/cr UG & \$236/cr Grd	\$375/cr UG & \$415 Grd no fees