Scott County Delivers
Early Childhood Development
Early Literacy
November 19, 2019

Panel Representatives:
Scott County Departments
Jake Grussing, Scott County Library
Lisa Brodsky, Public Health
Teresa Fuhrman, Scott County Public Health
Mary Kay Stevens, Scott County Public Health
Lisa Pollard, Scott County Library
Jennifer Schultz, LLE Educational Preparedness Facilitator

Community Partners
Kathy Busch, CAP Agency
Kim Latterner, Shakopee Public Schools
Kami Thompson, New Horizon Academy

Results Map:
Livable: Excellent schools and educational opportunities

Scott County Board Objective/Strategies:
Objective: All children have the opportunity for a healthy and successful life
Strategy: Develop and implement a community strategic plan to prepare children for success in school
Strategy: Develop and launch an early learning outreach program targeting children and their caregivers

New Draft Objective: Strong families and community partners will come together supporting children in having safe, healthy, and successful lives
New Draft Strategy: Promote healthy child development and family resiliency by aligning resources and community partnerships directed at prevention and early intervention

What goal are you trying to accomplish?
We coordinate existing early childhood programs and resources to create a system that listens to families, engages them as partners and leaders, and helps their children live safe, healthy, and successful lives. The following priorities are contextualized within that broader goal:

- promote early literacy skill development,
- increase screening at age three,
- increase third grade reading,
- foster literacy rich environments for children, and
- share data across agencies to target services to children and families at highest risk.

Background:
Scott County is home to over 2000 third graders and more than a third of them are not proficient readers as measured by the MCA-III test (KPI). This poses a problem because reading proficiency at the end of third grade is a crucial developmental milestone and a predictor of future academic success. Students who meet or exceed the recommended reading levels at third grade are more likely to complete school and have better educational outcomes; those who are not proficient readers are less likely to succeed in school and as adults.
While reading proficiency as measured in third grade is a leading indicator of a child’s future success, it can also be a lagging indicator of a child’s early learning experiences. From birth record risk factors to early childhood screening results to kindergarten readiness, early indicators can be predictive of reading proficiency. Many County-managed programs serve children and their families prior to their engagement with local school districts, which makes the County uniquely positioned to convene partners across departments and district boundaries to understand, coordinate, and improve the services available to families and children.

In 2018, 61.4% of third graders in Scott County met or exceeded standards in third grade reading (see graph below).

<table>
<thead>
<tr>
<th></th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
<th>2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scott County</td>
<td>61.8%</td>
<td>65.9%</td>
<td>66.4%</td>
<td>62.6%</td>
<td>61.3%</td>
<td>61.4%</td>
</tr>
<tr>
<td>Minnesota</td>
<td>57.2%</td>
<td>58.1%</td>
<td>58.7%</td>
<td>57.3%</td>
<td>56.5%</td>
<td>55.7%</td>
</tr>
</tbody>
</table>

While Scott County’s overall proficiency rate compares favorably with the statewide rate, it masks significant disparities among students of color and students living in poverty. Getting ahead of these disparities is critical, and early childhood screening can help ensure that all children are ready to succeed in school. It checks a child’s health, growth, vision, hearing, speech, immunizations, overall development, and social/ emotional progress, with a goal of identifying potential health or developmental problems. This allows concerns to be addressed and increases a child’s readiness for school.

In the state of Minnesota, the Early Childhood Screening program is required when children start kindergarten but is available to children beginning when they turn three years old. The Minnesota Department of Education recommends that children are screened at age three or four so health or developmental concerns may be addressed early. The screening rates for children in Scott County and Minnesota are shown in Tables 2 and 3.

Table 2: Percent of kindergarteners who were screened at age three:

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Scott County</td>
<td>44.3%</td>
<td>48.3%</td>
<td>49.7%</td>
<td>45.0%</td>
<td>43.6%</td>
<td>43.4%</td>
<td>43.2%</td>
<td>43.7%</td>
<td>45.7%</td>
</tr>
<tr>
<td>Minnesota</td>
<td>35.3%</td>
<td>36.0%</td>
<td>36.6%</td>
<td>36.1%</td>
<td>36.5%</td>
<td>36.4%</td>
<td>37.6%</td>
<td>38.7%</td>
<td>41.0%</td>
</tr>
</tbody>
</table>

Based off a calculation of district-level data for Belle Plaine, Jordan, New Prague, Prior Lake-Savage, and Shakopee. Does not include Scott County students attending schools in other districts.

Table 3: Percent of kindergarteners who were screened at age five or older:

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Scott County</td>
<td>17.0%</td>
<td>16.4%</td>
<td>16.4%</td>
<td>19.5%</td>
<td>18.5%</td>
<td>18.5%</td>
<td>21.2%</td>
<td>19.9%</td>
<td>18.8%</td>
</tr>
<tr>
<td>Minnesota</td>
<td>21.6%</td>
<td>21.3%</td>
<td>21.0%</td>
<td>21.3%</td>
<td>21.5%</td>
<td>21.6%</td>
<td>20.8%</td>
<td>20.0%</td>
<td>18.7%</td>
</tr>
</tbody>
</table>

Based off a calculation of district-level data for Belle Plaine, Jordan, New Prague, Prior Lake-Savage, and Shakopee. Does not include Scott County students attending schools in other districts.

The variety and quality of programs to support families and children is encouraging, but the critical work ahead lies in our ability to work as a system to listen to families and engage them as partners and leaders in the effort to ensure all children have the opportunity for safe, healthy, and successful lives.

Community Indicators:

- **Livable**: High School Graduation Rate
- **Livable**: Percent of Third Grade Students Achieving Reading Standards
- **Livable**: Percent of Kindergarteners who were Screened at Age Three
- **Livable**: Percent of Kindergarteners who were Screened at Age Five or Older
Key Performance Indicators (KPIs):
- **Library**: Percent of Parents Who Increased Understanding about Using Early Literacy Skills
- **Library**: Percent of Parents Who Use Activities from Early Literacy Class outside the Library

Supporting Measure(s):
- **Public Health**: Number of Children Participating in Follow Along

What’s working well and why?
- Variety of quality programs available to families and children
- Partnership
  - Live, Learn, Earn brings together early childhood partners and supporters
  - Early childhood screening awareness flyer
  - ThinkSmall early learning texting program
  - Collaborative funding from Library and Public Health (SHIP) – Readmobile, staffing
- Outreach & engagement
  - Working with families engaging them with reading opportunities with their children
- Concerted effort to maintain child placements in home school districts
- Internal data analysis
- Support from multiple levels
  - County Board Objective and Strategies
  - SCALE
  - World’s Best Workforce
  - Minnesota Association of County Social Service Administrators (MACSSA)
  - Governor’s Children’s Cabinet

What’s not working well and why?
- Lack of common language across programs
- Lack of data sharing across departments and organizations
- Coordination of services
- Barriers associated with housing and transportation
- Waitlists for existing programs
- Fragmentation of system (i.e. go to the workforce center for this, then go to government center for that)
- If kids don’t have food, housing, safety, no matter what we do related to promoting literacy, instability and adverse experiences (hunger, lack of housing, safety issues, other trauma) will undermine our work

Next Steps / Future Program Development and why?
- Foster literacy-rich environments
- Finalize data sharing for research purposes contract
- Pilot data sharing with local school district
- Develop common understanding of curricula used across agencies
- Explore collaborative funding and training to bring early childhood screening into community
- Continued focus on and refinement of community outreach and engagement
- Explore opportunities to serve more prenatal families
- Explore opportunities to serve more working families through universal home visiting
- Connect with health care providers to add literacy resources
- Incorporate literacy resources into Friends Family Neighbors daycare providers
- Maximize opportunities with new building and the Women Infants and Children (WIC) Program including:
  - Incorporate data sharing consent into WIC
  - Incorporate early childhood screening into WIC
## Resources:

<table>
<thead>
<tr>
<th>Resource Type</th>
<th>Title</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community Indicator</td>
<td>High School Graduation Rate</td>
<td>Community Indicator Livable, CI-Grad Rates</td>
</tr>
<tr>
<td>Community KPI</td>
<td>Percent of Third Grade Students Achieving Reading Standards</td>
<td>Community Indicator Livable, KPI-%3rd</td>
</tr>
<tr>
<td>Community KPI</td>
<td>Percent of Kindergartners who were Screened at Age Three</td>
<td>Public Health Performance Measures, Screened at 3</td>
</tr>
<tr>
<td>Community KPI</td>
<td>Percent of Kindergartners who were Screened at Age Five or Older</td>
<td>Public Health Performance Measures, Screened at 5+</td>
</tr>
<tr>
<td>Snapshot</td>
<td>Number of Children Participating in Follow Along</td>
<td>Public Health Performance Measures, FA</td>
</tr>
<tr>
<td>Public Health Fact Sheet</td>
<td>Correlation of Early Childhood Screening and 3rd Grade Reading Levels</td>
<td>Screening-Reading 2 pg UPDATED Nov 5 (PDF)</td>
</tr>
<tr>
<td>Public Health Fact Sheet</td>
<td>Factors Contributing to 3rd Grade Reading</td>
<td>Factors Contributing to 3rd Grade Reading (PDF)</td>
</tr>
<tr>
<td>Snapshot</td>
<td>Percent of Parents Who Increased Understanding about Using Early Literacy Skills</td>
<td>Library Performance Measures, Snapshot 59b</td>
</tr>
<tr>
<td>Snapshot</td>
<td>Percent of Parents Who Use Activities from Early Literacy Class outside the Library</td>
<td>Library Performance Measures, Snapshot 59c</td>
</tr>
<tr>
<td>Readmobile Fact Sheet</td>
<td>Readmobile Infographic</td>
<td>Readmobile Infographic (PDF)</td>
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## Related Program Profile Sheets:

<table>
<thead>
<tr>
<th>Program Number</th>
<th>Program Name</th>
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<tbody>
<tr>
<td>59</td>
<td>Library Youth Services</td>
</tr>
<tr>
<td>206</td>
<td>Public Health – Family Health</td>
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</table>
To help young children learn to read and prepare for kindergarten, staff offer early literacy classes that use a research-based curriculum to engage children in reading and to model skills for parents and caregivers to support child learning. To support all youth in and out of school, staff develop and deliver a summer reading program, offer ACT test prep classes, develop partnerships with schools and other youth-focused agencies, provide homework assistance (online and in person), encourage self-directed learning through reading and play, and offer other services as requested. Staff also offer programs outside of the library to connect with youth where they are.

### Community Results

<table>
<thead>
<tr>
<th>Attribute</th>
<th>Mandated</th>
<th>Relevance</th>
<th>Cost Recovery</th>
<th>Change In Demand</th>
<th>Portion of Community Served</th>
</tr>
</thead>
<tbody>
<tr>
<td>HEALTHY community for all individuals</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>HEALTHY community of options to choose from</td>
<td>2</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LIVABLE community by providing opportunities for culture, leisure and life-long development opportunities</td>
<td>4</td>
<td>1</td>
<td>2</td>
<td></td>
<td></td>
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<tr>
<td>LIVABLE community by providing mobility options and recreation infrastructure</td>
<td>0</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SAFE community by providing access to a safety net</td>
<td>1</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SAFE community by providing protection from threats to safety</td>
<td>0</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

### Program Performance

**Program Outcome**
Children learn to read and are supported in and out of school

**Key Performance Indicators (KPI)**
attendance in child centered programs (early literacy classes, summer reading programs)

**KPI Results**
In Development

**KPI Results Direction**
Improving

**Factors Impacting KPI Performance**
Staff capacity to create & deliver programs, customer and broader community needs, ability to publicize programs, number of programs offered, and time/location of programs all impact performance.

**If not meeting or declining - why?**
Unable to determine whether KPI is exceeding, meeting, or not meeting its target as one has not been defined.

### Program Finances

<table>
<thead>
<tr>
<th>Category</th>
<th>2018</th>
<th>2019</th>
<th>2018</th>
<th>2019</th>
</tr>
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<tbody>
<tr>
<td>Cost</td>
<td>$359,255</td>
<td>$315,625</td>
<td>$359,255</td>
<td>$315,624</td>
</tr>
<tr>
<td>Direct</td>
<td>$359,255</td>
<td>$315,625</td>
<td>$325,692</td>
<td>$252,972</td>
</tr>
<tr>
<td>Personnel</td>
<td>$317,196</td>
<td>$264,866</td>
<td>$18,313</td>
<td>$11,938</td>
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<tr>
<td>Non Personnel</td>
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<td>$50,759</td>
<td>$15,250</td>
<td>$16,875</td>
</tr>
<tr>
<td>Admin</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$33,839</td>
</tr>
</tbody>
</table>

**FTE**
2.67
Conducts outreach to families with children ages 0 – 20 to provide information and referrals to local clinics related to delayed growth and development of infants and children. Clinics then identify infants/toddlers with social-emotional developmental challenges, hearing loss and birth defects. Public Health Nursing provide early intervention services to strengthen growth and development via Home Visiting. M.S. 145A

<table>
<thead>
<tr>
<th>Community Results</th>
<th>Attributes</th>
</tr>
</thead>
<tbody>
<tr>
<td>HEALTHY community for all individuals</td>
<td>Mandated (4)</td>
</tr>
<tr>
<td>HEALTHY community of options to choose from</td>
<td>Reliance (2)</td>
</tr>
<tr>
<td>LIVABLE community by providing opportunities for culture, leisure and life-long development opportunities</td>
<td>Cost Recovery (3)</td>
</tr>
<tr>
<td>LIVABLE community by providing mobility options and recreation infrastructure</td>
<td>Change in Demand (3)</td>
</tr>
<tr>
<td>SAFE community by providing access to a safety net</td>
<td>Portion of Community Served (2)</td>
</tr>
<tr>
<td>SAFE community by providing protection from threats to safety</td>
<td></td>
</tr>
</tbody>
</table>

Program Performance

**Program Outcome**
Parents are informed of the benefits and resources available to their children to have a healthy start in life and maintain a healthy life throughout their child and teen years.

**Key Performance Indicators (KPI)**
% of children (followed by C&TC) receiving well child exams

**KPI Results**
In Development

**KPI Results Direction**
Stable

**Factors Impacting KPI Performance**
Many factors impact rates, including clinical billing lag time, billing errors, and Health plan processing procedures. The large amount of children in Scott County who have MA as a secondary payor which most clinics find not cost beneficial to bill the secondary, so no credit is given as a preventive visit. Changes to the periodicity schedule has created challenges for both providers and families.

**If not meeting or declining - why?**
In the last decade we have gone from rates in the high 50's to 72%. In 2017, the Scott County participation rate was 72%; very near the state participation rate of 73%. Data for 2018 is not yet available.
Ensuring Scott County Children are Educationally on Track
Factors Associated with Proficiency in 3rd Grade Reading

**Race**

In the 2018-2019 school year, Hispanic children in 3rd grade in Scott County had 179% times the risk of not being proficient in 3rd grade reading compared to white students in 3rd grade. Black students had 154% times the risk of white students.

**Poverty**

In the 2017-2018 school year, students in 3rd grade in Scott County who were eligible for Free or Reduced Price Lunch (FRPL) had 186% times higher risk of not being proficient in 3rd grade reading compared to all other 3rd grade students.
**Language at Home**

In the 2017-2018 school year, students in 3rd grade in Scott County whose language at home was Spanish had 201% times the risk of not being proficient in 3rd grade reading compared to students whose language at home was English. Third graders whose home language was Somali had 186% times the risk compared to students who speak English at home.

**Child Protection**

In the 2017-2018 school year, students in 3rd grade in Scott County who had Child Protection Involvement during or before third grade had 152% times the risk of not being proficient in 3rd grade reading compared to all other students.

The proficiency tests given in 3rd grade are the Minnesota Comprehensive Assessment (MCA) and Minnesota Test of Academic Skills (MTAS). Children who did not take the proficiency test are not included in these charts. The charts do not include data on students in private or parochial schools in Scott County. The information in these charts cannot prove causality.

Ensuring Scott County Children are教育ally on Track
Correlation of Early Childhood Screening and 3rd grade reading levels

Students who meet or exceed the recommended reading levels at the end of 3rd grade are more likely to complete high school and have better educational outcomes.

Early Childhood Screening can identify health and/or developmental concerns that could hinder children from succeeding in school.

Screening conducted at an earlier age allows health and developmental concerns to be addressed sooner.
Excellent Schools and Educational Opportunities

Why is this important?

All residents of Minnesota need, at minimum, a high school education. Very few jobs exist for people who do not graduate from high school. However, the loss is not just theirs; to compete economically, our state needs workers with skills beyond high school. Lack of a high school diploma puts an individual at greater risk for poor health, lower lifetime earnings, unemployment and welfare, and prison.

What is the County role?

Education is not a primary role for the County but there is support for educational success in a number of areas. Library programs promote reading development and provide support to students after school and throughout the summer. The County is involved with early screening and has some responsibility for children with absentee issues.

High School Graduation Rates (On Time)

<table>
<thead>
<tr>
<th>Year</th>
<th>Scott County</th>
<th>Statewide</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>83.6%</td>
<td>75.5%</td>
</tr>
<tr>
<td>2012</td>
<td>86.1%</td>
<td>77.6%</td>
</tr>
<tr>
<td>2014</td>
<td>86.0%</td>
<td>81.2%</td>
</tr>
<tr>
<td>2016</td>
<td>86.5%</td>
<td>82.2%</td>
</tr>
<tr>
<td>2017</td>
<td>86.3%</td>
<td>82.7%</td>
</tr>
<tr>
<td>2018</td>
<td>87.5%</td>
<td>83.2%</td>
</tr>
</tbody>
</table>

Source: Minnesota Compass, 2018
About this measure:
Students are assessed periodically throughout their school careers to ensure that they are meeting the educational milestones expected. The ability to read well is a critical foundational skill considered necessary to further academic achievement. This measure helps the educational system make early course corrections in performance.

Why does this matter?
Reading proficiency by the end of third grade is often a predictor for future academic and life success. Through third grade most students are learning to read, but in fourth grade they begin "reading to learn" -- to gain information and think critically in all other subject areas. About three-fourths of students who are poor readers in third grade will remain poor readers in high school. Students with limited reading skills are also more likely to exhibit behavioral problems, repeat a grade, and eventually drop out of school.

<table>
<thead>
<tr>
<th>Year</th>
<th>Scott County</th>
<th>Statewide</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
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<tr>
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<td>65.9%</td>
<td>58.1%</td>
</tr>
<tr>
<td>2015</td>
<td>66.4%</td>
<td>58.7%</td>
</tr>
<tr>
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<td>57.3%</td>
</tr>
<tr>
<td>2017</td>
<td>61.3%</td>
<td>56.5%</td>
</tr>
<tr>
<td>2018</td>
<td>61.4%</td>
<td>55.7%</td>
</tr>
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</table>
About this measure:
Early childhood screening can help ensure that children are ready to succeed in school. It checks a child’s health, growth, vision, hearing, speech, immunizations, overall development, and social/emotional progress, with a goal of identifying any potential health or developmental problems. This allows concerns to be addressed and increases a child’s readiness for school.

Why does this matter?
Reading proficiency at the end of third grade is a crucial developmental milestone in predicting students’ future academic success. Students who meet or exceed the recommended reading levels at the end of third grade are more likely to complete school and have better educational outcomes. As the percent of children screened at age 3 increased in Scott County, 3rd grade reading levels increased.
About this measure:
Early childhood screening can help ensure that children are ready to succeed in school. It checks a child’s health, growth, vision, hearing, speech, immunizations, overall development, and social/emotional progress, with a goal of identifying any potential health or developmental problems. This allows concerns to be addressed and increases a child’s readiness for school.

Why does this matter?
Reading proficiency at the end of third grade is a crucial developmental milestone in predicting students’ future academic success. Students who meet or exceed the recommended reading levels at the end of third grade are more likely to complete school and have better educational outcomes. As the percent of children screened at 5 or later increased in Scott County, 3rd grade reading levels decreased.
As the percent of children in Scott County screened at age 3 increased, third grade reading levels increased.

As the percent of children in Scott County not screened until age 5 or older increased, third grade reading levels decreased.

*While these charts show trends in the data, they cannot prove causality. Further, the dispersion of the points around each line is fairly spread out, weakening the strength of the relationship. Finally, the analysis is based on the assumption that children who were in kindergarten in 2012 were in third grade in the same district in 2015, etc.*
About this measure:
The Scott County Follow Along Program provides screening and early identification of Scott County children at risk for developmental and social and emotional behavioral issues. All children living in Scott County, from birth to age three, are eligible for the Follow Along Program. Referrals are made if there are developmental concerns.

Why does this matter?
Minnesota’s Follow Along Program helps track a child’s development and lets parents know if their child is playing, talking, growing, moving, and behaving like other children the same age. Families receive a return letter with age-appropriate activities to promote development. If there are any concerns a public health nurse contacts the family and next steps such as need for further evaluation or referrals for early intervention. Research shows that early intervention treatment services can greatly improve a child’s development and thus impacts school success.
About this measure:
This program output shows how many early literacy classes were offered in a given year and how many children and parents or caregivers attended a class.

Why does this matter?
Scott County Library provides free early literacy classes in every community throughout the year. Library staff are trained in a parent education curriculum (Every Child Ready to Read) that focuses on teaching parents and caregivers about the importance of early literacy and how to nurture early literacy skills at home.

Source: staff reports
About this measure:
This program output shows how many early literacy classes were offered in a given year and how many children and parents or caregivers attended a class.

Why does this matter?
Scott County Library provides free early literacy classes in every community throughout the year. Library staff are trained in a parent education curriculum (Every Child Ready to Read) that focuses on teaching parents and caregivers about the importance of early literacy and how to nurture early literacy skills at home.

Source: staff reports
SUMMER 2019

- 8 regularly scheduled sites
- 5 Scott County cities
- Partnerships with Statewide Health Improvement Partnership (SHIP), Allina Health, Prior Lake Optimists, Sider's Foundation, 4-H (U of M Extension), MATTER, Esperanza is Hope

NUMBERS

- 1748 Readmobile visitors
- 962 items checked out
- 56,431 pages read by youth ages 2-13 (self-reported)
- 372 for-keeps books awarded
- 121 youth tracked summer activities
- 327 healthy snacks eaten
- 7 average visitor age

SURVEY RESULTS

- 35 completed surveys
- 94% read more because of the Readmobile
- 97% visited Readmobile more than 2 times this summer
- 32% of Readmobile customers do not visit their local library for a variety of reasons

QUOTES

"I think the Readmobile is awesome cuz you get to learn."
-Vaida, age 11