

MNDEC Newsletter <http://www.mndec.org/>

Minnesota Division of Early Childhood

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September 29, 2013
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President's message

Chris Hansen, MN DEC President

Welcome back to school and to the excitement that a new year brings! The Minnesota Division of Early Childhood Board has plans for an active year as we work to support educators and promote evidence based practices for young children who have or are at risk for developmental disabilities.

The year begins with our **Fall Leadership Conference held October 2-4** at the beautiful Ruttger's Bay Lake Lodge. MN DEC in partnership with Minnesota Department of Education will host this annual event. The conference focus, **Building Your Program's IQ- Implementation of Quality**, will help us to build understanding about the science of implementation and the application of these concepts to enhance local program improvement. Melissa Van Dyke and Oscar Fleming, both from the National Implementation Research Network (NIRN), Frank Porter Graham Child Development Institute at University of North Carolina Chapel Hill, will lead us through implementation frameworks and assist with the integration of these concepts into practice. The conference will help you to build your program's "IQ" increasing successful implementation of evidence based practice and improved outcomes for children and families. During the conference MN DEC will host a membership meeting as well as a wine and cheese reception for DEC membership only (check agenda for details).

<https://www.regonline.com/Register/Checkin.aspx?EventID=1268038>

http://mndec.org/uploads/MNDEC2013_fall_leadership_conference_oct_2013_FinalAgenda.pdf

The 30th annual **Division for Early Childhood International Conference** will be held in San Francisco October 16-18. This year's theme is **Bridging Research, Policy and Practice...Every Day, Every Chance, Every Child**.

Join us and plan to be inspired by top researchers, leading policymaker makers, practitioners and families as they share evidence-based innovative approaches that demonstrate meaningful, effective and sustainable collaborations across research, policy and practice. <http://www.dec-sped.org/Conference>

Once again MN DEC will host a **Spring Practitioners Conference**. This is always a very positive day with attendance from across the state. Mark the evening of **March 6** and all day **March 7, 2014** on your calendar and check our website for more information coming soon! Please notify me if you have ideas or have interest in participating in a work group for the spring conference. (chansen@swmetro.k12.mn.us)

MN DEC Communications subcommittee has been working hard to improve communication between our board and membership. Please take a moment to look at our website. You can use this to sign up for a newsletter, link to other resources, find board meeting dates, materials for mini grant application, and conference registration. We also have an email link so that you can connect quickly with MN DEC board members to get answers to questions or share your ideas. <http://mndec.org/Contact-Us.html>

MN DEC board has posted the **Mini-Grant Application for 2014** on the MN DEC website. The funds for these Action-Research grants are raised through the silent auction and raffle held annually at the Fall Leadership and Spring Practitioner's Conferences. Two grants of \$500 each are available to practitioners who wish to engage in action research

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efforts within their district programs, serving young children with disabilities and their families. Each application must include at least one applicant who is a current member of DEC. Grant applications are due on November 15, 2013 and will be awarded on December 6, 2013. All information is available on the MN DEC website.

Thank you for your dedication to our field and for your participation in the largest international professional organization dedicated to improving outcomes for children with disabilities and their families!

Sincerely,

Chris Hansen
MN DEC President

State Update

Carol Maliszewski, ECSE Education Specialist, MDE/Office of Early Learning

On May 6, 2013 Commissioner Brenda Cassellius announced the appointment of Melvin Carter III as new Director of the Office of Early Learning. As director, Melvin Carter will oversee a coordinated effort with the Minnesota Departments of Education, Health and Human Services. Mr. Carter comes to us from the St. Paul City Council when he championed the St. Paul Promise Neighborhood and other education programs. July 15, 2013 was his first day on the job. It was also the week that Secretary Arne Duncan visited out State, where Melvin served as the facilitator. We are happy to have him as our new Director of the Office of Early Learning.

Annual ECSE Coordinator Conference October 2-4, 2013 at Rutgers Bay Lake Lodge. Melissa Van Dyke, Co-Director of the National Implementation Research Network (NIRN) will be talking about the Implementation Science Framework. George Holt will give an update to the changes in Special Education funding. W. Oscar Fleming from NIRN will be co-presenting with Melissa. Lisa Backer and her MDE ESCE team will be providing updates from MDE.

Higher Education

Kellie Krick Oborn- St Thomas University; Leanne Johnson- University of Minnesota, Twin Cities; Aaron R. Deris- Minnesota State University, Mankato

Every two years, the Educator Licensing Division of the Minnesota Department of Education (MDE) is tasked with producing a report on the supply and demand of teachers. This report summarizes the findings and highlights the perceived teacher shortage areas and trends as measured by the data collected. The full 2013 report is available to the public on the Minnesota Department of Education website (<http://education.state.mn.us>). The following highlights finding relevant to Early Childhood Special Education (ECSE).

According to the most recent Supply and Demand Report, there has been a six percent increase in the enrollments of students with special needs in Minnesota. Early Childhood Special Education specifically is expected to see continued enrollment increases due to enhanced public awareness efforts and Minnesota Early Learning Scholarships Pathway. Since its inception in 2010, [MN Help Me Grow](http://education.state.mn.us/MDE/JustParent/EarlyLearnKReadi/HelpMeGrow/index.html) <http://education.state.mn.us/MDE/JustParent/EarlyLearnKReadi/HelpMeGrow/index.html> has witnessed substantial increase in birth to three and three to five referral numbers and is but one indication of projected enrollment growth. Continued increases in the number of special education students needing services will generate a greater need for special education teachers.

While special education enrollment is projected to continue to slowly increase, the Supply and Demand Report also highlights significant teacher shortage for all areas of special education licensing. Early Childhood Special Education has been identified as one of 11 teacher shortage areas in the state. Many school districts are struggling to find qualified, licensed ECSE teachers to meet the growing needs of children and families receiving ECSE services.

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One simple indicator of the teacher shortage comes from the MDE Supply and Demand Survey that asked district hiring officers about their experiences attempting to recruit and hire qualified teachers in various subject areas. These data provide confirmation from the field about staffing areas for which too few qualified applicants exist. In the area of ECSE, 14% of the districts reported that they could not fill or found it very difficult to fill openings with qualified ECSE candidates, and 12% reported that it was 'somewhat difficult' to fill openings.

In Minnesota, teachers who wish to teach outside of their areas of licensure must apply for special permission. Districts and schools offering positions to these applicants must be unable to find a fully licensed individual to fill the teaching vacancy. Thus, examining the licensure fields for which special permissions are granted allows MDE to assess which licensure areas are experiencing shortages and the magnitude of those shortages.

Special permissions data indicate that during 2011-12, districts had to hire 91 ECSE teachers who lacked the necessary licenses. The workforce simply doesn't exist in sufficient quantity to meet the growing needs of children and families receiving ECSE services in Minnesota. A number of factors contribute to the growing shortage.

The number of teacher candidates who complete requirements for teacher preparation programs in a Minnesota institution has been slowly declining over the last three years. Of the most significant declines is in ECSE. In addition, the number of institutions offering ECSE licensure programs in Minnesota is also declining. Of the 15 Institutions of Higher Education in Minnesota, seven offered ECSE licensure programs in the past. As of February, 2013 only four programs are approved. Compounding the shortage, nearly 40% of licensed ECSE teachers in Minnesota are over the age of 50 and quickly approaching retirement with 60 being the average age of retirement for educators in Minnesota.

These data taken together suggest expected increases in teacher shortages in ECSE within the near future resulting in greater career opportunities for aspiring early educators. According to the Bureau of Labor Statistics, special education job prospects should be *excellent*. The US Department of Education approval of the proposed shortage areas in Minnesota may benefit student grant and loan recipients who are qualified to teach in the academic disciplines, grade levels, and/or geographic regions in MN where the designated teacher shortages currently occur.

Article Summary *Liz Barnett, MA, CCC-SLP, MNDEC newsletter editor, website manager*

[Implementation Drivers: Assessing Best Practices](http://implementation.fpg.unc.edu/sites/implementation.fpg.unc.edu/files/resources/NIRN-Education-ImplementationDriversAssessingBestPractices.pdf) <http://implementation.fpg.unc.edu/sites/implementation.fpg.unc.edu/files/resources/NIRN-Education-ImplementationDriversAssessingBestPractices.pdf> adapted by The State Implementation & Scaling-up of Evidence-based Practices Center (SISEP) and based on the work of the National Implementation Research Network (NIRN). Frank Porter Graham Child Development Institute © 2013 Dean L. Fixsen, Karen A. Blase, Sandra F. Naom and Michelle A. Duda, NIRN v. 4/2013. University of North Carolina Chapel Hill

The theme of our MNDEC Fall Leadership 2013 conference is **Build Your IQ: Implementation Quality**. In order to improve our overall quality, we need to step back and take a look at our current systems of implementing the best strategies, assess our progress, identify what our priorities are, identify how to improve our current systems and then use (i.e. implement) the information to improve the overall quality of our early childhood organizations.

The mission of the [National Implementation Research Network. \(NIRN\)](http://nirn.fpg.unc.edu/) <http://nirn.fpg.unc.edu/> is to “contribute to best practices and science of implementation, organization change, and system reinvention to improve outcomes across the spectrum of human services”. Go to their website and you will find a resource titled [Implementation Drivers: Assessing Best Practices](#). The NIRN provides guidance in assessing and gathering information continuously and systematically. They suggest we look at three categories that drive implementation quality: 1) Competency Drivers, 2) Organization Drivers and 3) Leadership Drivers. Competency Drivers are specific to implementing an intervention to benefit children families and communities. This refers not only to the knowledge and strategies we need to deliver quality but to who we need, as well. Organization Drivers are those that result in a better system for more effective services. Do we provide opportunity for feedback from those providing services to those responsible for organizational change? And vice versa. By attending to organization drivers, we can make a difference across the system. Leadership Drivers focus on clarifying the strategies that will best enhance our ability to meet the challenges to provide guidance, make decisions and provide support. Appendix B of [Implementation Drivers: Assessing Best Practices](#) provides an example of assessing the implementation of literacy and RTI innovations in three Oregon districts. Marick Tedesco and Kimberly Ingram of Oregon, conducted a web survey to assess the status of implementation. The survey respondents were people responsible for directing and managing the innovations, or in other words, evidenced based practices in literacy and RTI. The NIRN authors indicate that the staff scored reports differently for academic innovations and behavior innovations. They report that this is supported by the literature which suggests implementation is “specific to each innovation and should not be considered to be a “characteristic” of the organization itself”.

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As in the three Oregon districts, we would expect that within our Minnesota Early Childhood organizations, we will have different levels of implementation for targeted evidence based practices. Within any given organization, some of our staff will be in full implementation and some will be in an exploration stage.

Please refer to the National Implementation Research Network for further guidance and suggestions for improving the systematic implementation of implementing strategies that will improve our internal quality as well as our quality of service to children, families and the community.

Professional Activities

2013 Minnesota DEC Early Childhood Special Education Fall Leadership Conference at Rutgers October 2-4: Building your IQ: Implementation of Quality

<https://www.regonline.com/mncecdecFALLLeadership>

If you have not yet registered, [online registration](#) will close on Friday, September 27, 2013. Rutgers is full but directly register with [Rutgers](#) for some off-site housing. You will be able to register for food and beverage only on-site. You will be required to fill out a form if you are not registered with Rutgers for food, beverage and housing as you will have to pay for F & B. Hope this information helps. You are not too late. Please join us.

Resources

Minneota Centers of Excellence has a very well developed website. www.mncoe.org

Minnesota Parents Know <http://parentsknow.state.mn.us/parentsknow/index.html>
This website provides trusted parenting information, resources, and activities to help your children grow, develop, and learn from birth through high school. Links, podcasts, videos, newsletters, and how-to-connect to programs for parents of children of all ages and abilities are available. Many materials are translated or presented in additional languages.

National Implementation Research Network (NIRN) The NIRN's mission is to "contribute to best practices and science of implementation, organization change, and system reinvention to improve outcomes across the spectrum of human services". <http://nirn.fpg.unc.edu/> Go to their website and you will find a resource titled [Implementation Drivers: Assessing Best Practices](#) .

PACER's Early Childhood website <http://www.pacer.org/ec/>

Help Me Grow <http://www.helpmegrowmn.org/>
An interagency initiative of the State of Minnesota (Department of Education, Department of Health and Department of Human Services) partnering with all local service agencies.

Head Start Center for Inclusion <http://depts.washington.edu/hscenter/>

Technical Assistance Center on Social Emotional Intervention for Young Children (TACSEI) <http://www.challengingbehavior.org/>

Center on the Social and Emotional Foundations for Early Learning (CSEFEL)
<http://www.vanderbilt.edu/csefel/>

Technical Assistance Center on Positive Behavioral Interventions and Effective School-wide Interventions and Supports <http://www.pbis.org/>

Professional Organizations

The Division for Early Childhood (DEC) <http://www.dec-sped.org>

Council for Exceptional Children (CEC) <http://www.cec.sped.org>

The National Association for the Education of Young Children (NAEYC) <http://www.naeyc.org>

News and Events

2014 Grant opportunity

The [2014 Mini-Grant](#) opportunity will be presented at the Fall Leadership Conference in October, 2013. The Minnesota Division for Early Childhood of the Council for Exceptional Children (DEC) has devotee proceeds from the silent auction, held annually at the Division's fall conference, to fund practitioners who wish to engage in action research efforts within their district programs. Two grants of \$500 each are available. Applicants may be individual practitioners or teams of practitioners currently working in a program that serves young children with disabilities and their families. **Each application must include at least one applicant who is a current member of DEC.** Action-research grant recipients must be willing to write a short article describing the process and results for publication on Minnesota DEC's website. Grant applications must be submitted to Chris Hansen at chansen@swmetro.k12.mn.us by November 15, 2013. Grants will be awarded December 6, 2013.

Typical components of Action Research:

1. Identifying the problem to be solved
2. Diagnosing the causes of the problem
3. Formulating an action hypothesis
4. Designing and implementing an action plan
5. Simple procedures for analysis of the resulting data or evidence

Please complete all sections of the [application](#) and return by November 15, 2013 to DEC President Chris Hansen at chansen@swmetro.k12.mn.us. The application is accessible via the linked word application, and is also included in this newsletter.

Application on page 6.

Application Form

2014 Action Research Initiative

The Minnesota Division for Early Childhood of the Council for Exceptional Children (DEC) has agreed to devote the proceeds from the silent auction, held annually at the Division's fall conference to fund practitioners who wish to engage in action research efforts within their district programs. Two grants of \$500 each are available. Applicants may be individual practitioners or teams of practitioners and be currently working in a program that serves young children with disabilities and their families. **Each application must include at least one applicant who is a current member of DEC.** Action-research grant recipients must be willing to write a short article describing the process and results for publication on Minnesota DEC's website.

Typical components of Action Research:

- Identifying the problem to be solved
- Diagnosing the causes of the problem
- Formulating an action hypothesis
- Designing and implementing an action plan
- Simple procedures for analysis of the resulting data or evidence

Please complete all sections of this application and return by November 15, 2013 to DEC President Chris Hansen at chansen@swmetro.k12.mn.us .

Applicant Name(s)

DEC Member Number(s):

What is the problem or issue (25 words or less):

What are the possible causes of the problem or roots of the issue?

Describe your hypothesis. What are the actions to be taken that may solve the problem?

Describe your action plan. What are the steps to be taken? Who will be responsible? By when will the steps be taken?

What data/evidence will you collect that will help you know whether your hypothesis was accurate? How will the data be analyzed?

Budget. Clearly describe how the grant funds will be used to answer your identified questions including cost of supplies/equipment, added compensation for time of researchers outside existing contractual hours, cost associated with visiting another program to conduct an observation, etc....

Signature of DEC Member:

Signature of Immediate Supervisor: