

# Early Childhood Education News

Fall 2017

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### Mohall Lansford Sherwood Welcomes New Preschool Program

By Becky Farr, KX News

For the first time in years at the Mohall Lansford Sherwood (MLS) school, it's back to school time for preschoolers! It's exciting for the students, but this year, it's especially exciting for the teacher too.

"It's very exciting not only being an educator, but I'm a mom to two young kids as well. So I understand the importance of preschool," MLS preschool teacher Miss McLean said.

"It's so much learning of the social/emotional development, it's not so much the academics, which is also very important. But it's learning to communicate and share feelings and all of that is so important."

Formerly a kindergarten teacher, McLean said she's ready for her first year of preschool-to teach more of the basics like how to share, or how to take turns. MLS Principal Janet Asheim said, "I'm excited to see a robust curriculum where kids are interacting and investigating."

And it's thanks to the school board and the community for surveying and granting approval for the school-board funded preschool program.

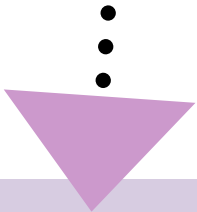
"So, what you're seeing is I think our kids are coming like little sponges, so ready to learn and in the age appropriate way that is the important part. So with a preschool program we really need to focus on age appropriateness," Asheim said.

[\(Full Article and Video\)](#)

### ND Department of Human Services Licensing Requirements

The 65th ND Legislative Assembly unfortunately did not allow the ND Department of Public Instruction (NDDPI) to revise the ND Century Code (NDCC) to include 3 year olds in the approval of prekindergarten programs. Therefore, school districts approved for pre-kindergarten that choose to serve 3 year olds, must obtain a license through the Department of Human Services (DHS). To begin this process, contact your county social services office. For additional information, please contact [Amy Olson](#), Children and Family Services, at (701) 328-4809.

# MORE



# NEWS

### **Early Childhood Continuing Education Grant**

Legislation once again approved the [Early Childhood Continuing Education Grants](#). The biennium will run July 1, 2017 through June 30, 2019. To be considered eligible for funding for the grant award, the recipient must be a North Dakota resident in addition to the following:

- Be a pre-kindergarten teacher or teacher assistant for whom a baccalaureate degree will be required in the future;
- Be an individual working in the childcare industry and/or Head Start program who wishes to obtain a Child Development Associate Degree, Associate of Arts Degree, or Bachelor Degree in Early Childhood Education;
- Be enrolled in a North Dakota State college or university.

If deemed eligible, recipients will receive up to a \$3,000 grant award.

For the 2015-2017 biennium, we approved 44 grant awards and issued approximately \$130,000 to grantees.

### **North Dakota Kindergarten Formative Assessment**

The NDDPI joined North Carolina’s Kindergarten Entry Assessment Consortium with nine other states, along with three nationally recognized research partners. Through the project, the consortium will provide teachers, parents, students, policymakers, and other stakeholders with a user-friendly, effective formative assessment for generating clear information on where children are in their learning and where they need to go next.

North Dakota is ready to test the new assessment and will begin with three North Dakota public school districts piloting the assessment during the 2017-2018 school year. Dickinson, May-Port, and Rugby Public School’s kindergarten teachers went through summer professional development in July and will implement the formative assessment during the first 60 days of the upcoming school year. The three districts will have on-going support from the NDKEA’s Stakeholder Committee, made up of North Dakota educators and national research partners funded through collaborative efforts by the North Dakota and North Carolina Departments of Public Instruction.

### **New Centralized Head Start Building Aims to Help Children, Families in Spirit Lake**

By Andrew Hazzard

Looking out from cafeteria windows at the Spirit Lake Nation’s Head Start facility onto green hills of buffalo pasture, Cynthia Lindquist can barely contain her excitement. “It’s going to be so nice,” said Lindquist, president of the Candeska Cinka Community College (CCCC), which runs the tribe’s Head Start program.

Last Thursday, she walked through the \$7.5 million building for the first time since the program broke ground last May. When complete, the facility will serve children through age 5 on the reservation.

CCCC took over the Head Start program from the tribe in 2014. The first thing Lindquist noticed was a need for one, centralized building. Currently, Head Start is taught in trailer units spread throughout various towns on the reservation.

Head Start serves 152 children on the reservation. The new facility will have the capacity to serve 184 children, including the ability to provide prenatal care for 30 women. ([Full Article](#))

### **CCCC Head Start Facility Grand Opening/Open House**



Thursday, November 16, 2017  
10:00 am - 3:00 pm  
7682 Ephriam Hill Road  
Fort Totten, ND 58335  
(West of Spirit Lake EMS Building)

### **Inclusion Support Program**

The Inclusion Support Program makes grant funding and technical assistance available to licensed early childhood service providers in North Dakota who care for children with special needs ages birth through 12 years old.

Grant funding can be used for:

- Supporting staff needs
- Modifying a childcare setting to accommodate children with diverse abilities and needs
- Buying items such as sensory equipment or computer equipment and software for children with special needs

If you’re interested, complete the [application](#) and return to DHS. For more information, please visit their [website](#).

## Helping Young Children Who Have Experienced Trauma

(Adapted from April 2017 National Center for Children in Poverty and Child Trends)

Trauma has been shown to negatively impact early brain development, cognitive development, learning, social-emotional development, the ability to develop secure attachments to others, and physical health. Generally, trauma that begins early in life, takes multiple forms, is severe and pervasive, and involves harmful behavior by primary caregivers has been linked to the most serious symptoms of posttraumatic stress and negative child outcomes.

Despite trauma being widespread and detrimental to the well-being of infants, toddlers, and preschoolers, few early care and education programs and state systems are prepared to offer care that is trauma-informed with all adults able to recognize and respond to the impact of trauma on young children, and to infuse trauma awareness, knowledge, and skills into program culture, practices, and policies.

In this report, the authors describe early trauma and its effects, offer promising strategies for ECE programs and systems to help young children who have experienced trauma, and present recommendations for state policymakers and other stakeholders looking to support trauma-informed ECE for this vulnerable group. ([Full Article](#))



## Active Supervision Toolkit

Together, everyone can contribute to children's safety in every Head Start and Early Head Start program. Each person has a responsibility to keep children safe. The Head Start National Centers offer many resources to help programs enhance child supervision. Program leaders and staff can use this toolkit to strengthen their program policies and practices. The toolkit includes a broad overview of and resources for active supervision; describes resources specific to the six strategies in each setting; identifies governance, leadership, and management resources to support improved child supervision practices; and shows how the resources support active supervision and connects resources to agency-wide efforts to support child supervision. Visit the [toolkit](#) for additional information and resources to support active supervision.

## Pre-kindergarten Program Approval Requirements

The NDDPI, Office of Early Learning, follows the NDCC Chapter 15.1-37-01, that any person or school district operating an early childhood program may request approval of the Superintendent of Public Instruction. To receive approval, please submit [SFN 60869](#) to [Angie Thomas](#) in the Office of Early Learning by September 30 of each year. This is an annual requirement for new and existing programs.

Visit our website for [guidance](#) on how to complete the School District Pre-kindergarten Program Approval form.

### Additional Guidance

**Data Collection:** The NDDPI collects pre-kindergarten enrollment data in STARS. All pre-kindergarten students, regardless of how the program is funded, must be enrolled in STARS. Districts that receive the Early Childhood Commerce Grant, please remember to update your enrollment monthly. If you need access to STARS, please contact [Angie Thomas](#) at (701) 328-2317.

**Enrollment:** The NDCC Chapter 15.1-37(d) limits the enrollment to children who have reached the age of four before August 1<sup>st</sup> in the year of enrollment.

**Three Year Olds:** Communities across the state are looking to school districts to offer pre-kindergarten to three year olds not already served through their IEP. This is allowable through the Department of Human Services. Please contact your local county social services office to speak with the county licenser or contact [Amy Olsen](#), Childcare Administrator at the Department of Human Services.



## **ND Dental Foundation Provides Dental Kits to ND Head Start & Early Head Start Programs**

The ND Dental Foundation is rolling out their ND Toothbrush Project with ND Head Start and Early Head Start Programs. The ND Dental Foundation will provide free of charge toothcare kits to eligible organizations to encourage good oral health to the kids in their care. Each kit includes a toothbrush, toothpaste and floss. Infant kits include a brush only. Each toothbrush is meant to be replaced every three months.

What is the ND Dental Foundation? The ND Dental Foundation began with the belief that dentists are well positioned to address issues that prevent people from getting dental care, and is deeply committed to helping those who can't afford care. Dental care is a foundation of good health. The organization is led and supported by dentists, hygienists, assistants and others who want to do good outside of their professional hours or careers. They are passionate about oral health and believe in its tremendous value to society. For more information visit their web site: <http://nndental.org/#about-us>.

If you have any questions, or would like the form to request tooth care kits, please contact [Scott Anderson](#), Executive Director, at (701) 541-6265.

**World-class Instructional Design and Assessment (WIDA) Focus on the Early Years:  
Dual Language Learners (DLL)**  
**(Adapted from Part 1 WIDA Focus Bulletin, August, 2014)**

The Offices of Early Learning and Indian/Multicultural Education within the Division of Student Support & Innovation in collaboration with multiple state agencies and WIDA are in the early planning stages to create and provide enhanced teaching practices for early childhood education and DLL educators across North Dakota. The mission of WIDA is to advance academic language development and academic achievement for linguistically diverse students through high-quality standards, assessments, research and professional development for educators.

WIDA recognizes that the educational resources and services developed to support K-12 practitioners are different than those needed to support birth to age five settings. WIDA has created a comprehensive set of resources and services designed to promote the educational equity of young DLLs ages 2.5-5.5 years. These resources and services focus on building state and local capacity around early language development through state-level planning and evaluation, professional learning, technical assistance, and family engagement.

A child's experiences prior to kindergarten entry build the foundation for all future learning in K-12 and beyond. When practitioners utilize research-based best practices, they can promote children's optimal learning and development from birth to age five. This means developing nurturing relationships with children, engaging in meaningful interactions, and intentionally assessing, planning for, and supporting consistent, play-based programming. It also means creating a welcoming environment, developing reciprocal relationships with family members, and encouraging and supporting each child's home language.

Early care and education matters. The work that early care and education professionals do is vital to the well-being of our children and society. A child's experiences from birth to age five, both positive and negative, will impact his or her achievement and behavior in grades K-12 and beyond. An early investment benefits everyone. It is more effective and less costly to support children, families, and teachers during the early years, then wait to address problems that occur in upper grades.

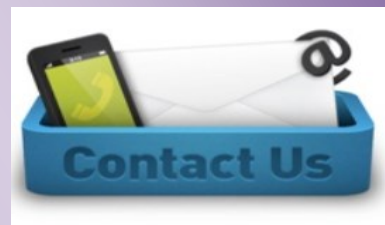
For this entire bulletin and other valuable information, visit the [WIDA Library](#).

**2017 Fall Educators Conference**  
**October 11-13, 2017**  
**Bismarck Event Center**

Plan to attend the 2017 North Dakota Fall Educators Conference that has something for everyone! This year we have three keynote speakers:

- October 11: Dave Weber
- October 12: Ron Clark
- October 13: Tara Brown

This three-day event also includes over 90 breakout sessions designed to provide training for all educators. Be sure to visit our [website](#) to REGISTER NOW!



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**Early Childhood Education  
Environment Grant**

**NO LONGER  
AVAILABLE**

The legislative assembly did not continue funding the early childhood education environment grants for the 2017-2019 biennium. All funds for the 2015-2017 biennium have been awarded and this grant was closed June 30, 2017. We awarded 17 grants for a total of \$123,598.73.