



New Coordinators' Community of Practice – Session Four

Mike Brown, June Reineke, Jon VanOeveren | Early Learning Services
2022-23

Welcome to the world of early childhood leadership!

Format

- Presentation and small group discussion.

Presentation slides focus on:

- Core tasks for new administrators to help ensure a strong start.
- A landscape view of knowledge and competencies relevant to administration and leadership.
- Strategies to ensure our actions/efforts align with leadership competencies.



from [National Graphic Learning](#)

The quality of an early childhood education program is largely dependent on an often overlooked group of professionals: school or program leaders. After teachers, research shows that school leaders are the greatest in-school factor impacting student achievement. [Abbie Lieberman](#), p. 5

New Coordinators' Community of Practice

This learning community is designed to be an informal, unstructured time and space for early childhood administrators/leaders to meet together virtually to:

- Learn *from* each other – Learn *with* each other.
- Network and share experiences.
- Share ideas, strategies, resources, etc.
- Provide collegial support and guidance.
- Develop personally/professionally, and advance our practice, both individually and collectively.

Virtual Session Reminders

- Make sure that your audio is muted.
- Use the “chat” function to send comments/questions throughout the presentation.
 - Send to “All Participants” so that we can be most responsive to your questions.
- Please place resource links that are pertinent to the discussion in the chat box so that we can share the information after the session ends.
- Slides from this session will be shared with participants.
- Please complete [session survey](#).

Our Sessions

1. Understanding the Roles and Responsibilities of Your Position
2. Understanding Program Requirements and Policies
3. Understanding Our Programs within Districts and Communities
- 4. Program Finance and Budgeting**
 - MDE guests: Avisia, Jon, June, Krista, and Margo
 - New Coordinators' CoP Session at MNAFEE
 - Thursday, April 13, 2:45 to 4:15
5. The Role of Data
6. Community Engagement, Collaboration and Mixed Delivery
7. Continuous Improvement to Achieve Coherence and High Quality



New Coordinators' Community of Practice

Early childhood coordinators/administrators are often responsible for the overall operation of their programs and services. The roles and responsibilities of coordinators are diverse, ranging from complete responsibility for all program operations to shared responsibilities of specific operations or programs. Administrative roles may include providing program and instructional leadership, supervision, and/or human resources. Among many other things, coordinators are responsible for budgets, the safety of children, compliance to federal and state laws, staffing, parent and family engagement, and collaborating with community partners.

While there currently is no formal training required of early childhood coordinators in Minnesota, we are fortunate to have a tremendous wealth of experience and knowledge among the many administrators in Minnesota. With this in mind, **the purpose of this community of practice is to bring coordinators together to learn with each other, and from each other.** With support from Early Learning Services staff, we will explore a new topic each session.

2022-23 Schedule

Session	Date	Time	Topic
1	1/25	12:00 to 1:00	Roles and Responsibilities of Early Childhood Administrators
2	2/15	3:00 to 4:00	Program Requirements and Policies
3	3/7	12:00 to 1:00	Understanding Our Programs within Districts and Communities
4	3/30	3:00 to 4:00	Program Finance and Budgeting
5	4/19	12:00 to 1:00	The Role of Data (including state reporting requirements)
6	5/11	3:00 to 4:00	Community Engagement, Collaboration and Mixed Delivery
7	6/7	12:00 to 2:00	Continuous Improvement to Achieve Coherence and High Quality

How to Participate and What to Expect

The New Coordinators' Community of Practice is an informal group comprised of those interested in administering and leading early childhood programs and services. The focus is on building connections and collective knowledge, advancing our own knowledge and practice, and working toward achieving high quality programming and services for children and families.

Participate as your schedule permits. Each session includes time for presentations followed by small and large group discussions. While the sessions may be recorded, we encourage live participation due to the importance of discussions and connections with other early childhood administrators.

To join a meeting, go to <https://www.zoomgov.com/j/16004521274> at the scheduled time and the host will let you in. Contact Mike Brown at mike.p.brown@state.mn.us with questions.

Learning Objectives for Sessions 1-4

1. Participants understand how to connect with others locally, regionally, and statewide.
2. Participants gain an understanding of potential roles and responsibilities associated with their position.
3. Participants understand how to find out about the requirements of the programs they supervise and lead.
4. Participants understand the role policies and procedures play in the operation and functioning of early childhood education and family programs.
5. Participants discuss and understand the role of district and community information/data as it relates to early childhood program leadership.
 - Participants are cognizant of the role of organizational management, equity and cultural responsiveness, leadership, and community relations in their roles as early childhood program administrators and leaders.
- 6. Participants learn about the role of program finance and budgeting in program operations.**
 - **Participants learn about sources of early childhood education revenue, how to access aid reports, and how to account for revenue and expenditures.**

New Administrators Page on EC Administration Website

Early Childhood Program Administration

Resources, Training, Best Practices, Sharing

brown343 | My account

Search this site Search

EC EducationECLKCMDEMHSAMNAFEEParent EducationPreK-3

Welcome

Advisory Councils

Assessment & Evaluation (Click to Expand)

At-Risk Children & Families

Budgeting & Funding

Collaborations

Coordinator's Corner

COVID-19

Curricula

Data Practices

Data Submissions to MDE

Early Childhood Screening

Early Childhood Special Education

Early Learning Standards

ECFE 2.0

ECFE Implementation Guide

ECFE Implementation Guide 2

ECFE Needs Assessment

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New Administrators

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New Coordinators' Community of Practice

Early childhood administrators are responsible for the overall operation of their programs and services. The roles and responsibilities of early childhood administrators are diverse, ranging from complete responsibility for program operations to shared responsibilities of specific operations or programs. Administrative roles may include managing the school/program, providing instructional and program leadership, and human resources. Among many other things, administrators are responsible for budgets, the safety of children, compliance to federal and state regulations, staffing, parent and family engagement, and collaborating with and involving community partners.
Unlike other school administrators, there is no formal training required of early childhood administrators in Minnesota. Thankfully, we have a tremendous wealth of experience and knowledge among the many administrators in Minnesota. The purpose of this community of practice is to bring early childhood administrators together to learn with each other, and from each other. With support from Early Learning Services staff, we will explore a new topic each session.

Schedule

Session	Date	Time	Topic	Survey	Presentation Slides
1	1/25	12:00 to 1:00	Roles and Responsibilities	Click Here	Click Here
2	2/15	3:00 to 4:00	Program Requirements and Policies	Click Here	Click Here
3	3/7	12:00 to 1:00	Understanding Our Programs within Districts and Communities	Click Here	Click Here
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7	6/7	12:00 to 2:00	Continuous Improvement to Achieve Coherence and High Quality	Click Here	Click Here

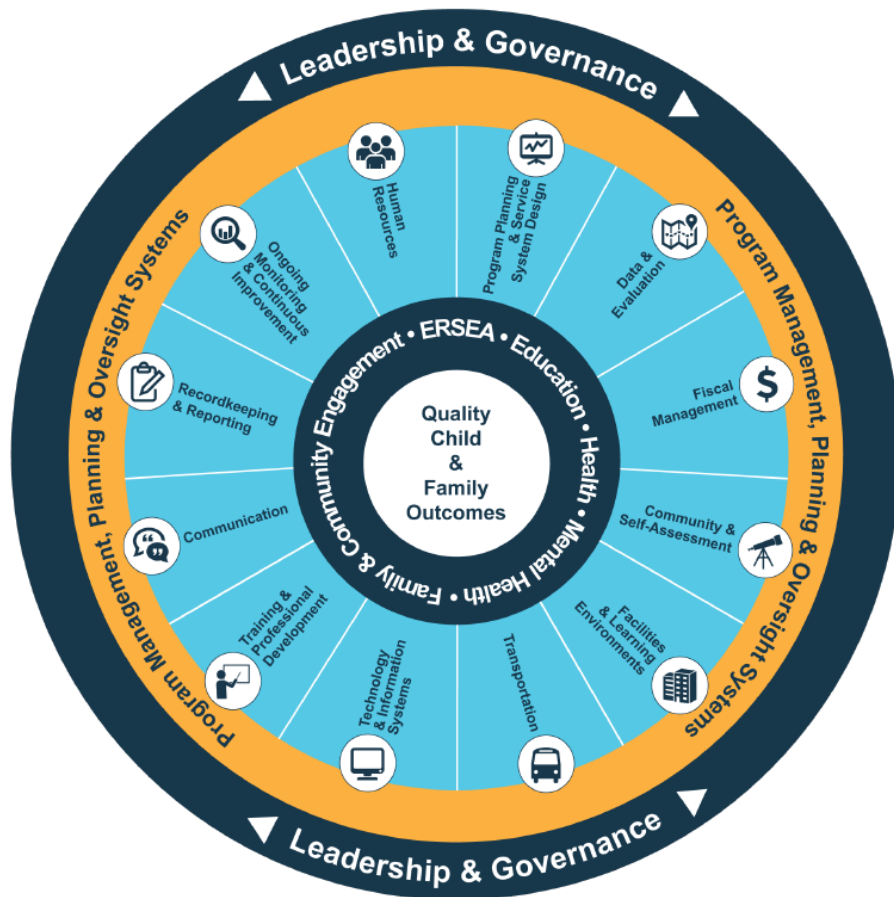
<http://ecadmin.wikidot.com/new-administrators>

Before We Begin...

Keep in Mind

1. Lifelong learning is who we are
2. Goals and values
3. Organize and prioritize

Starting with Lifelong Learning as a Disposition



ADMINISTRATION FOR
CHILDREN & FAMILIES



NATIONAL CENTER ON
Program Management and Fiscal Operations

Knowledge and Competency Framework for Early Childhood Administrators

School-Based Early Childhood Leaders



2017 - Framework



Core Leadership Competencies

- | | |
|---------------------------------------|--|
| A. Leadership | H. Curriculum Planning and Development for the Success of All Learners |
| B. Organizational Management | I. Instructional Management for the Success of All Learners |
| C. Diversity Leadership | J. Human Resource Management |
| D. Policy and Law | K. Values and Ethics of Leadership |
| E. Political Influence and Governance | L. Judgment and Problem Analysis |
| F. Communication | M. Safety and Security |
| G. Community Relations | |

In addition to demonstrating all core competencies listed above, a person who serves as an early childhood administrator should demonstrate competence in the following specific areas:

- A. Instructional Leadership
- B. Monitor Student and Participant Learning
- C. Early Childhood and Family Programs Leadership

Session 4: Competencies (Organizational Management)

Core leadership competencies for Minnesota administrative licenses. [Minnesota Rule 3512.0510](#)

B. Competence in Organizational Management

- 1) Demonstrate an understanding of organizational systems, including structural and cultural dynamics;
- 2) Define and use processes for gathering, analyzing, managing, and using data to plan and make decisions for program evaluation;
- 3) Plan and schedule personal and organizational work, establish procedures to regulate activities and projects, and delegate and empower others at appropriate levels;
- 4) Demonstrate the ability to analyze need and allocate personnel and material resources;**
- 5) Develop and manage budgets and maintain accurate fiscal records;**
- 6) Demonstrate an understanding of facilities development, planning, and management; and
- 7) Understand and use technology as a management tool.**

Session 4: Competencies (Community Education Director)

Subpart 1: Core leadership competencies for Minnesota administrative licenses. [Minnesota Rule 3512.0510](#)

Subpart 5: Director of community education competencies.

- A. To demonstrate competence in community education concepts, a director of community education must:
- 1) Understand and describe the history and philosophy of community education;
 - 2) Demonstrate a knowledge and application of the principles of community education;
 - 3) Demonstrate a knowledge of the role of the local school district's administrative team;
 - 4) Demonstrate, facilitate, and lead the integration of community education into the prekindergarten through grade 12 system;
 - 5) Demonstrate the skills necessary to conduct community needs assessments as required by statute and district policy;
 - 6) Demonstrate knowledge of the various assessment tools used to effectively evaluate community education programs and determine educational objectives and learning experiences; and
 - 7) **Demonstrate an understanding of the resources available to support learners of all abilities and ages.**

Session 4: Competencies (Community Education Director)

Subpart 1: Core leadership competencies for Minnesota administrative licenses. [Minnesota Rule 3512.0510](#)

Subpart 5: Director of community education competencies.

- B. To demonstrate competence in community capital, a director of community education must:
- 1) Demonstrate a knowledge of advisory councils, including their role, organization, functions, and development;
 - 2) Demonstrate the ability to involve advisory councils in addressing community and school issues;
 - 3) Demonstrate the ability to build collaborative partnerships in the community;
 - 4) Demonstrate the ability to effectively identify formal and informal community political structures;
 - 5) Demonstrate the ability to identify and effectively use local, civic, and business resources to enhance lifelong learning opportunities within the community;
 - 6) Demonstrate knowledge of the techniques used for developing leadership among community members;
 - 7) Demonstrate knowledge about sustaining community involvement in the community education process; and
 - 8) Demonstrate knowledge of factors that affect school finance, including sources of revenue; expenditure classifications; generally acceptable accounting principles; and local, state, and federal finance calculations.**

KCF-ECA (leadership page of EC Admin website)

Knowledge and Competency Framework for Early Childhood Administrators (KCF-ECA)

[Introduction](#)[Framework and Guide](#)[How to Use the Framework](#)[Competency Levels](#)[Resources](#)

Research and anecdotal evidence tell us that school leaders play a critical role influencing school quality and student outcomes. However, when it comes to the administration of early childhood programs, there is no formal training or professional development required. Due to the recognized importance and impact of high-quality early childhood programs and services, it is imperative that the preparation, development, and support of early childhood administrators and leaders is prioritized.

Minnesota's Knowledge and Competency Framework for Early Childhood Administrators describes what administrators need to know and do in order to effectively lead and administer programs and services for young children, parents, and families. It is intended to help administrators understand their roles and responsibilities, while also providing a resource to help administrators assess their work and plan areas of growth and improvement.

The framework is based on the core leadership competencies for Minnesota administrative licenses, which is part of [Minnesota Rule 3512.0510](#). Also included in the framework are standards from the publication, [Professional Standards for Educational Leaders 2015](#) (National Policy Board for Educational Administration).

Subpart 1: Core Leadership Competencies

[A. Leadership](#)[B. Organizational Management](#)[C. Diversity Leadership](#)[D. Policy and Law](#)[E. Political Influence and Governance](#)[F. Communication](#)[G. Community Relations](#)[H. Curriculum Planning](#)

[I. Instructional Management](#)[J. Human Resources](#)[K. Values and Ethics](#)[L. Judgment and Problem Analysis](#)[M. Safety and Security](#)

Leadership

Competency A: Leadership
[Click Here](#)

Subpart 6: Competencies for Director of Early Childhood and Family Education

[A. Instructional Leadership](#)[B. Monitor Student and Participant Learning](#)[C. Early Childhood and Family Programs Leadership](#)

Instructional Leadership

Competency 6A. Instructional Leadership
[Click Here](#)

Ten Minnesota Commitments to Equity

1. Prioritize equity.
2. Start from within.
3. Measure what matters.
4. Go local.
5. Follow the money.
6. Start early.
7. Monitor implementation of standards.
8. Value people.
9. Improve conditions for learning.
10. Give students options.



TOPIC #6

Strategies for Program Operations

1. Funding/Revenue Sources
 - State Programs (Fund 01 and Fund 04), Federal Programs
2. UFARS Overview
3. Budgeting in Your First Year

“We might call this decade the era of early childhood”

2013	2023
Early Childhood Family Education	Early Childhood Family Education
Early Childhood Screening	Early Childhood Screening
School Readiness (\$10 million)	School Readiness (\$34 million)
Early Childhood Special Education	Early Childhood Special Education
	Early Learning Scholarships – PWI and PWII
	Voluntary Prekindergarten (VPK) – Fund 01
<i>Data Systems/Reporting</i>	School Readiness Plus – Fund 01
Early Learning Services Data System	<i>Data Systems/Reporting</i>
ECE Outcomes	ECE Outcomes , EE Ed-Fi , ECLDS , ELSA , MCCC , MARSS , ECEO *

* **EE Ed-Fi** = Early Education; **ECLDS** = Early Childhood Longitudinal Data System; **ELSA** = Early Learning Scholarship Administration System; **MCCC** = Minnesota Common Course Catalogue; **MARSS** = Minnesota Automated Reporting Student System; **ECEO** = Early Childhood Education Outcomes (screening reporting)

Braiding and Maximizing Resources

State Resources	Federal Resources
<ul style="list-style-type: none">• General Education Funding• Literacy Incentive Aid• State Early Learning Scholarships• Q-comp• Professional Development• ECFE• Early Childhood Screening• School Readiness• Head Start• Compensatory Funding• Integration Funding• Full-Day Kindergarten Funding• VPK/School Readiness Plus• Early Learning Scholarships• State Special Education Aid	<ul style="list-style-type: none">• Title I Part A• Head Start• Title II, Part A• Title II, Part A• School Improvement Grants (SIG)• Migrant Education Program• Special Ed. Part C• Special Ed. Part B 619• Special Ed. Coordinated Early Intervening Service Funds• Special Ed. Funds for State Personnel Development Grant

Early Childhood Family Education (ECFE)

Purpose: To provide parenting education to support children's learning and development.

Eligibility:	Children birth to kindergarten and their parents, expectant parents and relatives. Program is not targeted, but programs should prioritize families and parents identified in the community needs assessment, particularly those families and parents with children with the most risk factors birth to age three. To the extent that funds are insufficient to provide programs for all children, early childhood family education programs should emphasize programming for a child from birth to age three. ECFE may serve parents with children up to grade three, if the district has a PreK-3 rd grade initiative.
Revenue: M.S. 124D.135 FY23 = \$157.85	The revenue for early childhood family education programs for a school district equals \$120 for fiscal year 2014 and the formula allowance for the year times 0.023 for fiscal year 2015 and later, times the greater of: (1) 150; or (2) the number of people under five years of age residing in the district on October 1 of the previous school year.

School Readiness Program

Purpose: To prepare children, ages 3-5 years, who meet certain eligibility factors to enter kindergarten.

Eligibility	Children three years to kindergarten entrance. 1) is at least three years old on September 1; (2) has completed health and developmental screening within 90 days of program enrollment under; and (3) has one or more of the following risk factors: (i) qualifies for free or reduced-price lunch; (ii) is an English learner; (iii) is homeless; (iv) has an individualized education program (IEP) or standardized written plan; (v) is identified, through health and developmental screenings, with a potential risk factor that may influence learning; or (vi) is defined as at risk by the school district.
Revenue:	A district must receive school readiness aid equal to: (1) the number of four-year-old children in the district on October 1 for the previous school year times the ratio of 50 percent of the total school readiness aid for that year to the total number of four-year-old children reported to the commissioner for the previous school year; plus (2) the number of pupils enrolled in the school district from families eligible for the free or reduced school lunch program for the previous school year times the ratio of 50 percent of the total school readiness aid for that year to the total number of pupils in the state from families eligible for the free or reduced school lunch program for the previous school year. (c) The total school readiness aid entitlement equals \$33,683,000 for fiscal year 2017 and later.

Reserve Accounts (kind of like a savings account for your program)

School Readiness revenue, which includes aids, fees, grants, and all other revenues received by the district School Readiness programs, must be maintained in a reserve account within the community service fund.

[Minnesota Statutes, section 124D.16](#), subdivision 5

ECFE revenue, which includes aids, levies, fees, grants, and all other revenues received by the district for ECFE programs, must be maintained in a reserve account within the community service fund.

[Minnesota Statutes, section 124D.135](#), subdivision 7

Early Childhood Health and Development Screening

Purpose: Assists parents and communities in improving the educational readiness and health of young children through the early detection of factors that may impede children's learning, growth, and development.

Eligibility:	Children between the ages of three and first 30 days of kindergarten or first grade entrance; target age between three and four years. If not done previously it is also required in 90 days for voluntary prekindergarten, school readiness, school readiness plus and early learning scholarship eligibility.
Aid: Statutes 121A.19, Rules 3530.3200.	<p>The amount of state aid for each child or student screened shall be: (1) \$75 for a child screened at age three; (2) \$50 for a child screened at age four; (3) \$40 for a child screened at age five or six prior to kindergarten; and (4) \$30 for a student screened within 30 days after first enrolling in a public school kindergarten if the student has not previously been screened according to the requirements of section 121A.17. If this amount of aid is insufficient, the district may permanently transfer from the general fund an amount that, when added to the aid, is sufficient.</p> <p>Screening State Aid comes through metered schedule to district Fund 04 along with other state program funds over the screening year (July 1-June 30), based on MARSS PS record submission (90% of funds). The final 10% of funds comes July 1 and December 30 <i>the following screening year</i>. Districts must also submit ECEO report to receive final aid payment per MN Rules 3530.3200.</p>

Early Learning Scholarship Program

Purpose: To close the opportunity gap for low income children through increased access to high-quality early childhood programs.

Eligibility:	Children 3 years to kindergarten entrance from families with income equal to or less than 185% of FPG and younger siblings attending the same program. Children birth to kindergarten entrance of teen parents(pursuing GED or HS diploma), children in foster care or in need of child protective services, and children in families experiencing homelessness. The last four criteria have priority.
Funding:	<ul style="list-style-type: none">➤ State General Fund = \$70.7 million (FY 2023) for Pathway I and II.➤ In FY2023, school districts/charter schools allocated approximately \$23.9 million in Pathway II funds.
Funding Notes:	To receive funding, programs enter and manage scholarship awards in the Early Learning Scholarship Administration system (ELSA). Programs request payment once per month in ELSA.

Early Learning Scholarship Program

Pathway I: Awarded to eligible children through an Area Administrator, the scholarship follows the child.

Pathway II: Awarded to children through a Four Star Parent Aware rated program.

- Children are awarded scholarships for a 12 month period from their start date.
- When a child is awarded a scholarship, he/she will continue to receive a scholarship until age eligible for Kindergarten entrance.
- Scholarships may be awarded up to \$8,500 over the 12 month period based on Parent Aware rating of program selected.
 - School districts set award amounts based on annual instructional hours or a cost per child.
 - Funds can be used to cover the cost of the slot, and/or add enhancements including transportation, supports for individual children (decreasing ratio, interpreters, cultural liaisons, mental health consultations), or to add a summer program.
- Scholarships may be blended with other funds.

Voluntary Prekindergarten/School Readiness Plus (Fund 01)

Purpose: To prepare children for success as they enter kindergarten the following year.

VPK Eligibility to Participate Free of Charge:	Children four years of age by September 1.
Number of Allocated Seats:	7,160 3,160 VPK—permanently funded 3,403 VPK and 597 SRP—temporarily funded through FY2023
Funding:	FY 2022 Total Revenue: \$49,934,236; Total State Aid \$41,485,249; Total Levy \$8,444,986
Funding Notes:	VPK/SRP grade level is allocated based on seat counts and is funded at a .42 to .60 Average Daily Membership (ADM) depending on program calendar. Students are enrolled and designated as voluntary pre-kindergarten grade level students in state data system (MARSS). This entry generates general education funding as well as all pupil-driven formulas including compensatory funds.

Early Childhood Special Education (ECSE)

Purpose: To prepare children for success as they enter kindergarten the following year.

ECSE Eligibility to Participate:	Infants and toddlers (Part C) and Preschool children (Part B) with educational needs resulting from: <ul style="list-style-type: none">• diagnosed physical or mental conditions that have a high probability of resulting in developmental delay;• meeting criteria for a disability categories; or• A measureable developmental delay
Children Served:	Part C – 6,105 children ages 0 up to 3 on 12/1/2022 Part B – 13,109 children ages 3-6* on 12/1/2022
Funding:	Part C – \$8,266,601 received for state fiscal year 2023 Part B – \$7,992,888 in federal funds received for state fiscal year 2023 ECSE students are served with federal funds, <u>general education revenue</u> and state special education aid.
Outcome Measure:	Robust measurement of program compliance and performance child outcome measures.

Membership, ADM, and APU

Membership is reported in MARSS and used to calculate Average Daily Membership (ADM)

The annual ADM calculation for grade EC students who receive:

- Evaluation services only: Membership hours for evaluation / 825
- Special education services and classroom inclusion: Membership hours as documented on IFSP or IEP / 825
- Evaluation and services: (Membership hours for evaluation + hours from IEP or IFSP) / 825

ECSE students who have current IFSPs or IEPs and receive 231 or fewer hours of evaluation plus membership will generate 0.28 ADM

For students in grade EC **1 ADM = 1 APU**

How Membership Affects Revenue

The following formulas use APU or ADM to calculate district revenues:

General Education Aids	State Average / APU (FY2023 values)
Basic Allowance	\$6,863.00
Declining Revenue	\$21.27
Pension Adjustment	\$75.60
Gifted & Talented	\$13.00
Small Schools	\$18.88
Sparsity	\$32.53
Transportation Sparsity	\$88.48
General Education Levies	
Operating Capital	\$226.63
Local Optional	\$724.00
Equity	\$115.20
Transition	\$29.61
Referendum	\$989.58
Total State Average	\$9,197.78

Other Categorical Revenues
Achievement and Integration
Special Education
Long-Term Facilities Maintenance
Charter School Lease Aid
Building Lease Levy
Safe Schools Levy
School Breakfast
School Lunch

Basic skills use different child counts to calculate revenues (Not ADM or APU)

- Two types:
 - Compensatory uses Prior Year Oct 1 Count of students eligible for free/reduced lunch – VPK, SRP & ECSE count!
 - English Learner uses English Learner pupil units – VPK & SRP count! But not ECSE...yet...currently in the Education Omnibus Bill.

ECSE Membership and Revenues

Weekly Membership	Weeks / Year	APU (Same as ADM)	State Average GENED / APU	Revenue / Child	16 Children
1/2 hour	36	0.28	\$9,198	\$2,575	\$41,207
5 hours	36	0.28	\$9,198	\$2,575	\$41,207
10 hours	36	0.43	\$9,198	\$3,955	\$63,282
20 hours	36	0.87	\$9,198	\$8,002	\$128,036
25 hours	36	1	\$9,198	\$9,198	\$147,168

Early Head Start Program

Purpose: To promote school readiness of low-income children by enhancing social and cognitive development through the provision of comprehensive health, educational, nutritional and other services. *Improving Head Start for School Readiness Act of 2007 (42 U.S.C.9801)*

Eligibility:	<p>Age Requirement: Pregnant Mothers or infant and toddlers to 3 years.</p> <p>Eligibility Requirement: Family income equal to or below the federal poverty line or participating in Minnesota Family Investment Program (MFIP) or children experiencing homeless or in foster care.</p> <p>Additional Selection Criteria:</p> <ul style="list-style-type: none">• Eligible for special education/early intervention services• Other relevant family or child risk factors
Children Served in School Year 2018-2019:	<p>Total Funded Early Head Start Enrollment (state and federal funds): 3098 Wait List (as of October 2018): 2279</p> <p><u><i>A program must annually establish selection criteria that weigh the prioritization of selection of participants. Children with high needs move to the top based on this established selection criteria.</i></u></p>
Funding:	<p>Federal: Early Head Start = \$32,875,610 State General Fund: Early Head Start = \$4,727,032</p>
Key Program Components:	<p>Comprehensive programming for children and their families. Include education, health, nutrition, mental health and social services. Early Head Start serves pregnant mothers and children to age three in home visiting and center based/family child care settings. Programs must use an assessment tool to measure ongoing development and child outcomes at regular intervals over the program year.</p>

Head Start Program

Purpose: To promote school readiness of low-income children by enhancing social and cognitive development through the provision of comprehensive health, educational, nutritional and other services. *Improving Head Start for School Readiness Act of 2007 (42 U.S.C.9801)*

Eligibility:	<p>Age Requirement: Children must be three to five years old.</p> <p>Eligibility Requirement: Family income equal to or below the federal poverty line or participating in Minnesota Family Investment Program (MFIP) or children experiencing homeless or in foster care.</p> <p>Additional Selection Criteria:</p> <ul style="list-style-type: none">• Eligible for special education/early intervention services• Other relevant family or child risk factors
Children Served in School Year 2018-2019:	<p>Total Funded Head Start Enrollment-(state and federal funds): 10,803</p> <p>Wait List (as of October 2018): 2914</p> <p><u><i>A program must annually establish selection criteria that weigh the prioritization of selection of participants. Children with high needs move to the top based on this established selection criteria.</i></u></p>
Funding:	<p>Federal: Head Start= \$89,971,922</p> <p>State General Fund: Head Start = \$20,372,968</p>
Key Program Components:	<p>Comprehensive programming for children and their families. Include education, health, nutrition, mental health and social services. Head Start serves three to five year olds from low-income families in center based and home visiting programing. Programs are required to utilize research based curriculum and assessment tools which are developmentally appropriate. Programs must use an assessment tool to measure ongoing development and child outcomes at regular intervals over the program year.</p>
Outcome Measure:	<p>Percentage of children who met developmental targets upon exiting Head Start in FY 2016-2017: 3 year olds 84% (n= 1438)</p> <p>4 year olds 78% (n=1796)</p>

How to Access Your Aid Reports

Step 1: Go to the Minnesota Funding Reports page of the Minnesota Department of Education website.

Step 2: On the Minnesota Funding Reports page, use the first drop-down box to select your school district.

Step 3: Use the drop-down box to select the **Report** you want (see below for report names).

Step 4: After selecting your district and the report, click on the blue “List Reports” button. See image below.

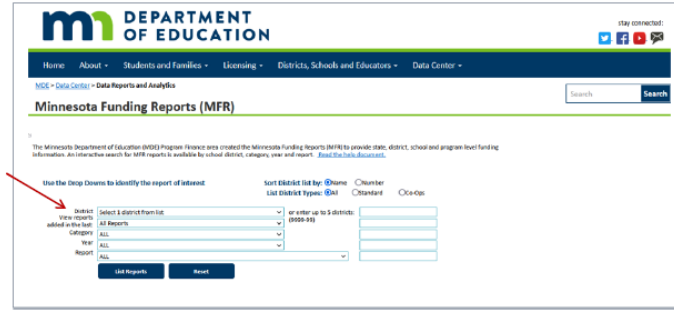
Step 5: Choose the desired report year from the list by clicking on the link.

QUICK GUIDE: Aid Entitlement Reports
Finding Your ECFE and School Readiness Funding Amounts

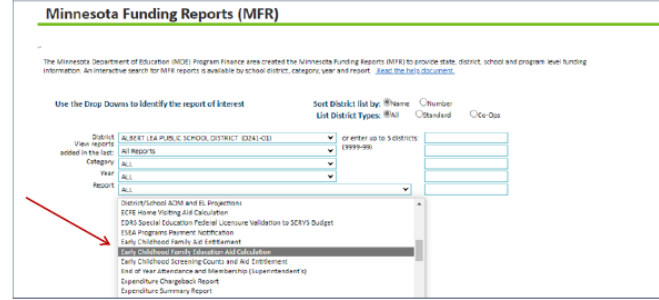
The Minnesota Department of Education (MDE) Program Finance area created the Minnesota Funding Reports (MFR) to provide state, district, school and program level funding information. This quick guide shows how to access your Early Childhood Family Education (ECFE) and School Readiness reports.

Step 1: Go to the [Minnesota Funding Reports page](#) of the [Minnesota Department of Education website](#).

Step 2: On the Minnesota Funding Reports page, use the first drop-down box to select your school district.



Step 3: Use the drop-down box to select the Report you want (see below for report names).



February 2022

How to Access Your Aid Reports



[Data Center](#) —→ [Data Reports and Analytics](#) —→ [Minnesota](#)
[Funding Reports \(MFR\)](#)

Minnesota Common Course Catalogue (MCCC) Reports
Minnesota Common Course Catalogue (MCCC)
STEM Course Availability
STEM Course Enrollment

SERVS Financial Public Reports
ARRA
Allocations and Funding
Applications
Budget Information
Grant Management
Payments
SERVS Setup
UFARS/SERVS Comparison

School Finance Reports
Adult Basic Education Entitlement Report
Consolidated Financial Report
Expenditures - District/Site Level Report
Financial Profile Reports 2011 - Present
Minnesota Funding Reports (MFR)
Revenues - District/Site Level Report
Minnesota Funding Reports (MFR) for County Auditors

Data Reports and Analytics

Minnesota Funding Reports Page

1. Select district
2. Select report
3. Click on “List Reports”
4. Choose report

Minnesota Funding Reports (MFR)

The Minnesota Department of Education (MDE) Program Finance area created the Minnesota Funding Reports (MFR) to provide state, district, school and program level funding information. An interactive search for MFR reports is available by school district, category, year and report. [Read the help document.](#)

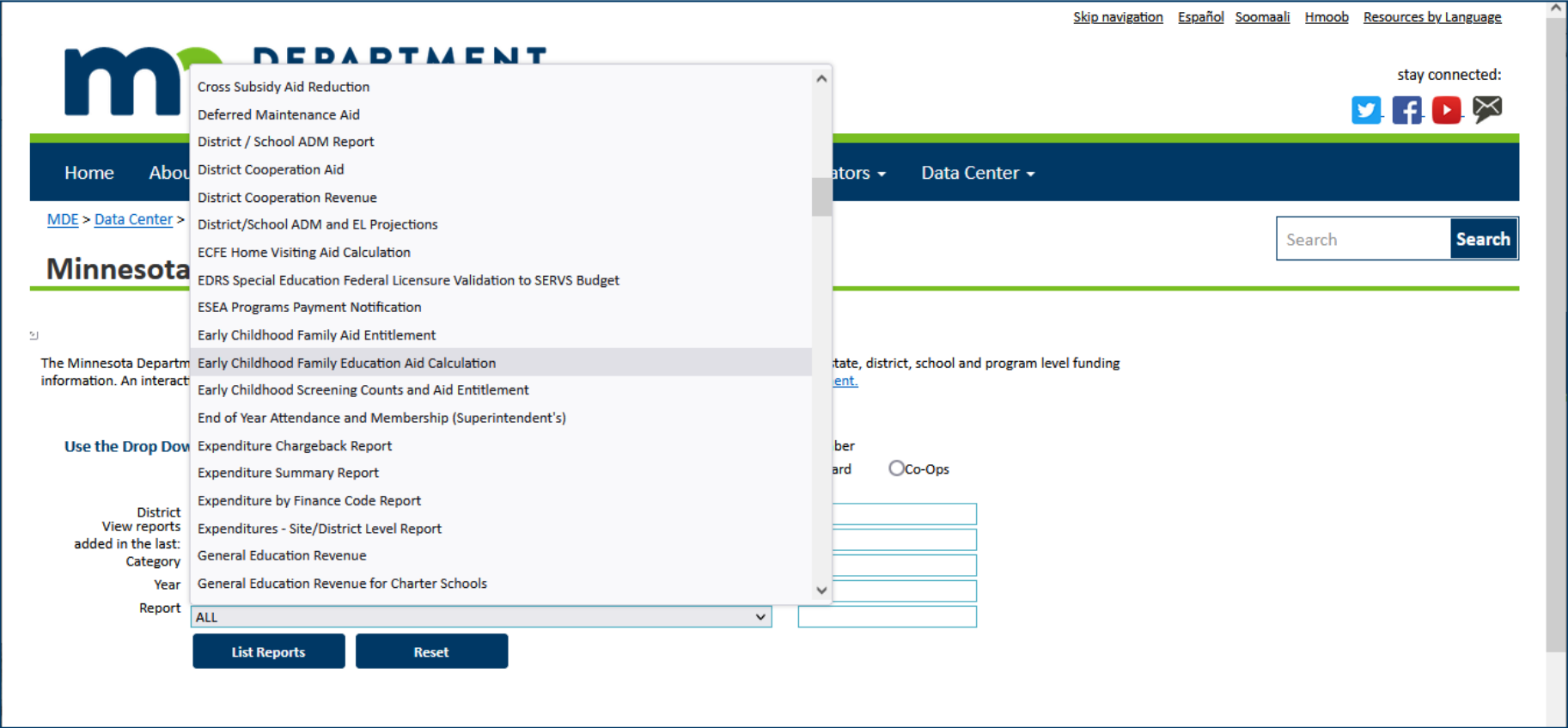
Use the Drop Downs to identify the report of interest

Sort District list by: ☒ Name ☐ Number
List District Types: ☒ All ☐ Standard ☐ Co-Ops

District	Select 1 district from list	or enter up to 5 districts:	
View reports added in the last:	All Reports	(9999-99)	
Category	ALL		
Year	ALL		
Report	ALL		

[Minnesota Funding Reports](#)

Choose Report, then Click “List Reports”



Early Childhood Family Education Aid Calculation

Minnesota Funding Reports (MFR)

The Minnesota Department of Education (MDE) Program Finance area created the Minnesota Funding Reports (MFR) to provide state, district, school and program level funding information. An interactive search for MFR reports is available by school district, category, year and report. [Read the help document.](#)

Use the Drop Downs to identify the report of interest

Sort District list by: ☒ Name ☐ Number
List District Types: ☒ All ☐ Standard ☐ Co-Ops

District

View reports added in the last:

Category

Year

Report

ALBERT LEA PUBLIC SCHOOL DISTRICT (0241-01)

All Reports

ALL

ALL

Early Childhood Family Education Aid Calculation

or enter up to 5 districts: (9999-99)

List Reports

Reset

District	Fiscal Year	Report Name	Category	Run Date
0241-01	FY 23-24	Early Childhood Family Education Aid Calculation	Aid Entitlement Reports	03/01/2023 3:37PM
0241-01	FY 22-23	Early Childhood Family Education Aid Calculation	Aid Entitlement Reports	10/18/2022 1:51PM
0241-01	FY 21-22	Early Childhood Family Education Aid Calculation	Aid Entitlement Reports	01/17/2023 3:13PM
0241-01	FY 20-21	Early Childhood Family Education Aid Calculation	Aid Entitlement Reports	01/13/2022 1:16PM
0241-01	FY 19-20	Early Childhood Family Education Aid Calculation	Aid Entitlement Reports	01/13/2021 9:47AM
0241-01	FY 18-19	Early Childhood Family Education Aid Calculation	Aid Entitlement Reports	01/22/2020 7:31AM
0241-01	FY 17-18	Early Childhood Family Education Aid Calculation	Aid Entitlement Reports	07/05/2018 3:57PM
0241-01	FY 16-17	Early Childhood Family Education Aid Calculation	Aid Entitlement Reports	07/01/2016 6:16AM
0241-01	FY 15-16	Early Childhood Family Education Aid Calculation	Aid Entitlement Reports	09/02/2015 1:29PM
0241-01	FY 14-15	Early Childhood Family Education Aid Calculation	Aid Entitlement Reports	09/02/2015 1:19PM
0241-01	FY 13-14	Early Childhood Family Education Aid Calculation	Aid Entitlement Reports	07/01/2013 10:45AM
0241-01	FY 12-13	Early Childhood Family Education Aid Calculation	Aid Entitlement Reports	09/16/2013 11:44AM
0241-01	FY 11-12	Early Childhood Family Education Aid Calculation	Aid Entitlement Reports	08/13/2012 11:39AM
0241-01	FY 10-11	Early Childhood Family Education Aid Calculation	Aid Entitlement Reports	02/02/2011 3:35PM
0241-01	FY 09-10	Early Childhood Family Education Aid Calculation	Aid Entitlement Reports	02/08/2010 10:20AM
0241-01	FY 08-09	Early Childhood Family Education Aid Calculation	Aid Entitlement Reports	11/02/2009 1:52PM
0241-01	FY 07-08	Early Childhood Family Education Aid Calculation	Aid Entitlement Reports	02/04/2008 2:26PM
0241-01	FY 06-07	Early Childhood Family Education Aid Calculation	Aid Entitlement Reports	10/22/2007 9:03AM

ECFE Aid Report

RUN DATE 10/18/22 - 13:48:57 MINNESOTA DEPARTMENT OF EDUCATION ECFE0102410123
22-23 EARLY CHILDHOOD FAMILY EDUCATION AID CALCULATION
MINNESOTA STATUTES 124D.135

0241-01 ALBERT LEA PUBLIC SCHOOL DISTRICT

REVENUE, LEVY LIMIT AND AID ENTITLEMENT CALCULATION

1.1	20-21 FALL AGE 0-4 CENSUS USED FOR LEVY	1,324
1.2	21-22 FALL AGE 0-4 CENSUS	1,293
1.3	2020 ADJUSTED NET TAX CAPACITY (ANTC)	22,551,398
1.4	22-23 ECFE REVENUE LIMIT USED FOR LEVY 157.85 * [GTR OF (1.1) OR 150]	208,993.40
1.5	22-23 REVISED ECFE REVENUE LIMIT 157.85 * [GTR OF (1.2) OR 150]	204,100.05
1.6	2021 PAY 2022 LEVY LIMIT LESSER OF (1.4) OR [.00247890 * (1.3)]	55,902.66
1.7	22-23 REVISED LEVY AUTHORITY LESSER OF (1.5) OR [.00247837 * (1.3)]	55,890.85
1.8	CERT 2021 PAY 2022 LEVY	55,902.66
1.9	PERCENT OF LEVY CERTIFIED (1.8) / (1.7)	1.0000000000
1.10	22-23 AID LIMIT USED FOR LEVY (1.4) - (1.6)	153,090.74
1.11	22-23 REVISED AID LIMIT (1.5) - (1.7)	148,209.20
1.12	22-23 AID ENTITLEMENT (1.11) * (1.9)	148,209.20
1.13	PRORATION FACTOR	1.0000000000
1.14	22-23 PRORATED AID ENTITLEMENT (1.12) * (1.13)	148,209.20

Line 1.5 shows your aid total.

DIRECT QUESTIONS CONCERNING THIS REPORT TO JAN CARLSON, SCHOOL FINANCE, AT (651) 582-8342. THE AID ENTITLEMENT SHOWN ON LINE 1.14
HAS BEEN TRANSFERRED TO THE MDE IDEAS AID PAYMENT SYSTEM AND WILL APPEAR ON THE SEMI-MONTHLY IDEAS COMBINED PAYMENT REPORTS.

School Readiness Aid Report

```
RUN DATE 06/29/22 - 16:27:40      MINNESOTA DEPARTMENT OF EDUCATION      SCRD0102410123
                                22-23 SCHOOL READINESS AID CALCULATION
                                MINNESOTA STATUTES 124D.16

0241-01 ALBERT LEA PUBLIC SCHOOL DISTRICT

AID ENTITLEMENT CALCULATION
1.1  22-23 STATE TOTAL SCHOOL READINESS AID      33,683,000.00 *
1.2  22-23 STATE TOTAL AID ALLOCATED BY AGE 4    16,841,500.00 *
      POPULATION
      (1.1) * .50
1.3  22-23 STATE TOTAL AID ALLOCATED BY COUNT    16,841,500.00 *
      OF STUDENTS ELIGIBLE FOR FREE/REDUCED LUNCH
      (1.1) * .50
1.4  21-22 DISTRICT'S AGE 4 POPULATION            264 *
      (FROM 0-4 CENSUS)
1.5  21-22 DISTRICT'S COUNT OF STUDENTS ELIGIBLE  1,757 *
      FOR FREE/REDUCED LUNCH
1.6  21-22 STATE TOTAL AGE 4 POPULATION,          75,058 *
      PARTICIPATING DISTRICTS (FROM 0-4 CENSUS)
1.7  21-22 STATE TOTAL COUNT OF STUDENTS ELIGIBLE  237,487 *
      FOR FREE/REDUCED LUNCH, PARTICIPATING DISTRICTS
1.8  BIENNIAL SCHOOL READINESS PLAN APPROVED?     YES *
1.9  22-23 SCHOOL READINESS AID BASED ON AGE 4    59,236.27 *
      POPULATION
      IF (1.8) = YES, (1.2) * [(1.4) / (1.6)]
1.10 22-23 SCHOOL READINESS AID BASED ON STUDENTS 124,598.46 *
      ELIGIBLE FOR FREE/REDUCED LUNCH
      IF (1.8) = YES, (1.3) * [(1.5) / (1.7)]
1.11 22-23 SCHOOL READINESS AID ENTITLEMENT      183,834.73 *
      (1.9) + (1.10)

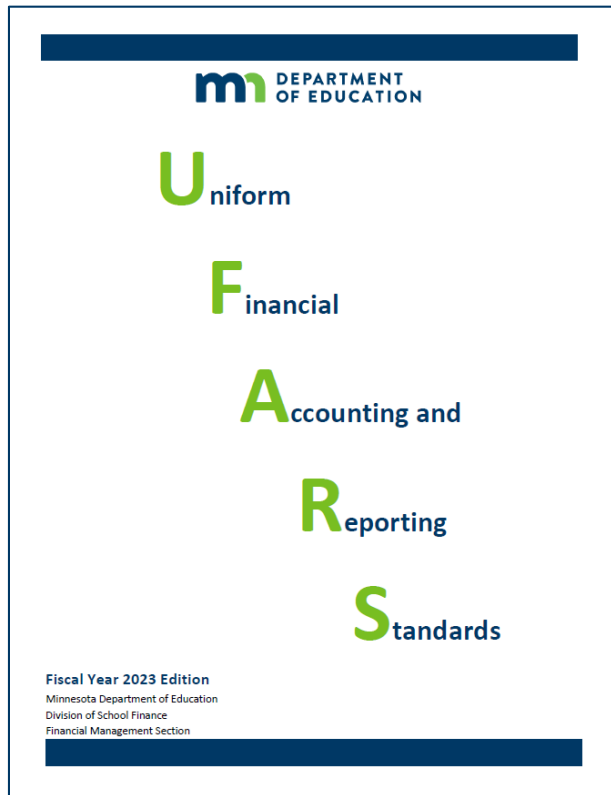
*****
DIRECT QUESTIONS CONCERNING THIS REPORT TO JAN CARLSON, SCHOOL FINANCE, AT (651) 582-8342. THE AID ENTITLEMENT SHOWN ON LINE 1.11
HAS BEEN TRANSFERRED TO THE MDE IDEAS AID PAYMENT SYSTEM AND WILL APPEAR ON THE SEMI-MONTHLY IDEAS COMBINED PAYMENT REPORTS.
```

Line 1.11 shows your aid total.

Strategies for Program Operations

- ✓ 1. Funding/Revenue Sources
 - State Programs (Fund 01 and Fund 04), Federal Programs
- 2. UFARS Overview
- 3. Budgeting in Your First Year

Uniform Financial Accounting and Reporting Standards



UFARS

Minnesota school districts, charter schools, cooperative districts, area learning centers, private alternative schools and nonpublic schools are required by law to prepare financial reports and annual budgets.

For all public entities, these financial reports include the detailed tracking of revenues and expenditures within UFARS fund classifications in order to meet legislative requirements for school districts and provide financial accountability for public fund allocations. This is due to the increasing demand for accurate financial reporting data and the growing need for legislative accountability, including:

- Providing better financial information for public review and evaluation.
- Demonstrating financial accountability for program implementation.
- Enabling compliance with state and federal financial reporting requirements.
- Improving decision-making capabilities for state and local agencies.

UFARS is an integral part of the accounting and reporting process for school districts.

UFARS for EC Coordinators

UFARS is used at the district level for:

1. Budgeting and budget projections;
2. Financial management; and,
3. For reporting to district administrators, the school board and the public.

For early childhood coordinators, this means:

1. Monitoring/building/revising your budgets
2. Coding expenditures (everything from glue sticks to payroll)
3. Varies depending on the district.

UFARS – Expenditure Accounts

Figure 1
Expenditure Accounts

	FD	ORG	PRO	FIN	OBJ	CRS
X = Number of Digits in UFARS Dimension	XX	XXX	XXX	XXX	XXX	XXX
FUND – Provides for a segregation of expenditures which are generally established in accordance with statutory requirements and GAAP. Includes the general, food service, community services, trust, agency, debt service, construction and internal service funds.						
ORG/SITE – Provides separation of expenditures by budgeted learning site or district-wide. The learning sites have the same numbers as in the Minnesota Accounting and Reporting Student Systems (MARSS).						
PROGRAM – Provides separation of expenditures for all aspects of school district operations, including direct instructional, administrative and various support activities. Examples include school administration, mathematics, staff development and facilities.						
FINANCE – Provides detailed information on expenditures for which funding is restricted and also identifies expenditures which relate to a restricted/reserved fund balance. In some cases, this dimension is used to link expenditures to revenue. Examples include Title I, basic skills education, and the national school lunch program. If the Finance Dimension is not needed, Code 000 is used.						
OBJECT – Provides expenditure detail as to the service or commodity purchased. Examples include teacher salaries, food, bond interest and technology equipment.						
COURSE – The course code dimension is that segment of the UFARS account code which makes it possible to further describe or identify an activity within another dimension to achieve more detailed information. This dimension is used in state reporting to track federal expenditures by award year.						

Expenditure Accounts					
FD	ORG	PRO	FIN	OBJ	CRS
XX	XXX	XXX	XXX	XXX	XXX

Revenue Accounts					
FD	ORG	PRO	FIN	SRC	CRS
XX	XXX	XXX	XXX	XXX	XXX

UFARS manual, p. 5

UFARS – Expenditure Accounts

FD = Fund: Your district's funds are divided into categories.

- 01 is General Fund
- 02 is Food Service Fund
- 04 is Community Service Fund

Expenditure Accounts					
FD	ORG	PRO	FIN	OBJ	CRS
XX	XXX	XXX	XXX	XXX	XXX

ORG = Organization/site dimension. Makes it possible to identify expenditures and revenues by a specific budgeted learning site or districtwide.

PRO = Program dimension. Designates the programmatic use for which financial activity is taking place. The program dimension codes are separated into a series of 10 categories.

- Elementary and Secondary Regular Instruction is 200-299
- Community Education and Services is 500-599

FIN = Finance dimension is used to record revenues and expenditures that relate to an activity funded with a categorical aid or levy, or relate to a restricted/reserved fund balance. Finance has categories too:

- State Supported Programs is 302-399

OBJ = Object Dimension. Identifies the services or commodities obtained as the result of expenditures. This is the most detailed level of expenditure reporting.

UFARS – Expenditure Accounts – Object Codes

Expenditure Accounts					
FD	ORG	PRO	FIN	OBJ	CRS
XX	XXX	XXX	XXX	XXX	XXX

OBJ = Object Dimension. Identifies the services or commodities obtained as the result of expenditures. This is the most detailed level of expenditure reporting. The Object Dimension has eight major series.

- 110-199: Salaries and Wages
- 210-299: Employee Benefits
- 301-399: Purchased Service
- 401-499: Supplies and Materials
- 510-590: Capital Expenditures

CRS = Course Dimension. A segment of the UFARS account code which makes it possible to further describe an activity within another dimension to achieve more detailed information.

UFARS – Revenue Accounts – Source Codes

Revenue Accounts					
FD	ORG	PRO	FIN	SRC	CRS
XX	XXX	XXX	XXX	XXX	XXX

SRC = Source Dimension. Identifies the origin of revenues received. A specific source code is required for all revenues received.

- 001-099: Local Revenues
- 200-399: State Revenues

Examples:

- 040 is Tuition from Patrons (i.e., monthly tuition for preschool)
- 300 is State Aids Received from MDE for which a Finance Code is Specified

UFARS Examples

Early Childhood Family Education					
FD	ORG	PRO	FIN	OBJ	CRS
04		580	325		

Early Childhood Family Education					
FD	ORG	PRO	FIN	OBJ	CRS
04		580	325	140	

School Readiness					
FD	ORG	PRO	FIN	OBJ	CRS
04		582	344		

School Readiness					
FD	ORG	PRO	FIN	OBJ	CRS
04		582	344	120	

School Readiness					
FD	ORG	PRO	FIN	SRC	CRS
04		582	344	040	

Scholarships in School Readiness					
FD	ORG	PRO	FIN	OBJ	CRS
04		582	337		

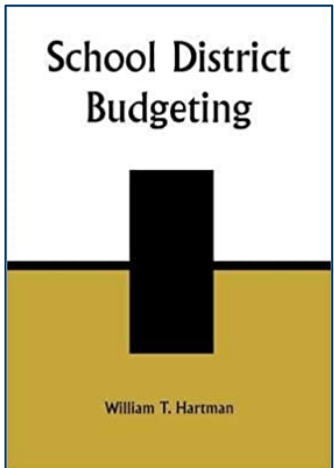
Voluntary Prekindergarten					
FD	ORG	PRO	FIN	OBJ	CRS
01		200	000		

000 FIN Dimension - Districtwide
Record revenues and expenditures when a specific finance dimension code is not required. This fills out the 17-digit code needed for each transaction.

Strategies for Program Operations

- ✓ 1. Funding/Revenue Sources
 - State Programs (Fund 01 and Fund 04), Federal Programs
- ✓ 2. UFARS Overview
- 3. Budgeting in Your First Year

Importance of Budgeting



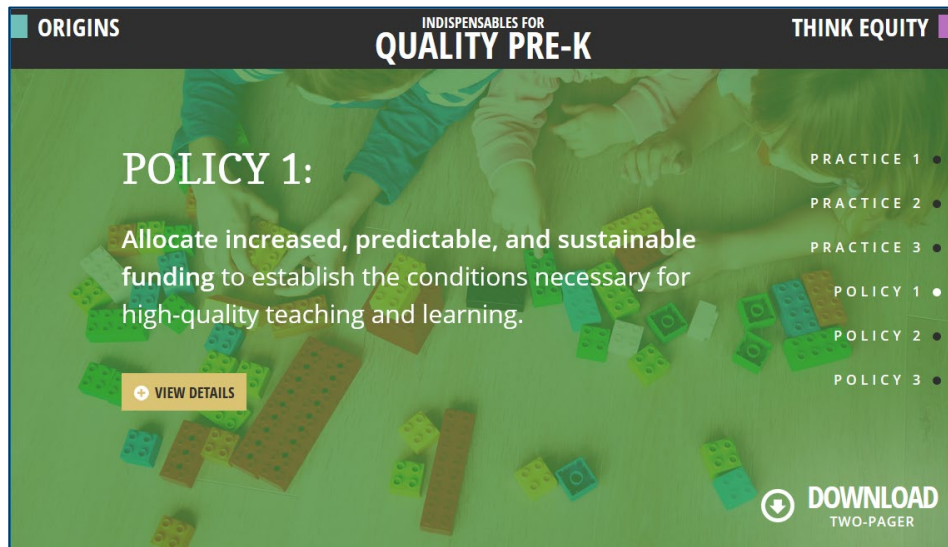
“Budgeting represents not only a requirement for school districts to justify the collection and expenditure of public funds, but also a significant opportunity to plan their mission, improve their operations, and achieve their educational objectives.”

- William T. Hartman, 2002, p. 1, *School District Budgeting*

Top 3 Policy

“Allocate increased, predictable, and sustainable funding to establish the conditions necessary for high-quality teaching and learning.”

- The Alliance for Early Success, qualitypre-k.earlysucces.org



Leadership to Build Systems, Partnerships, and Quality

- In 2013, around 30,000 children were served in School Readiness programs, which translates to around \$300 per child.
- Districts overachieved in serving a high number of children on limited state funding.
- But, quantity is not enough. To achieve WBWF goals, districts/communities must build high-quality early learning systems and programs.

Budgeting for EC Education in Minnesota

QUANTITY

QUALITY



Budgeting as a strategy to maximize dollars.

How do we serve as many children as possible?

Budgeting as a process to achieve educational objectives.

How do we maximize outcomes for all children?

Budgeting: Our Current Challenges in Early Childhood

CHALLENGES	STRENGTHS
Multiple programs and funding streams	Increase in funding
Varying requirements	Some overlap
Human capital	Human capital
Complexity (e.g., crossing fund 01 & 04)	Flexibility
Competing priorities (e.g., time, results)	High return on investment
History (quantity versus quality)	History

Quick Start to Budgeting: The First Three Steps

Step One: Determine total revenue for each program

1. Gather previous budgets.
2. Gather aid reports.
 - Minnesota Funding Reports (MFR)
 - *Quick Guide: Aid Entitlement Reports*
3. Gather reserve account information.
4. Go to [UFARS page](#) of MDE website.
 - The UFARS manual will help you understand the codes used in financial management of school districts.
 - Chapter 6: Source Dimension



Quick Start to Budgeting: Knowing How Much You Spend

Step Two: Determine total expenditures for each program

1. Gather previous budgets.
 - The best way to estimate how much your programs will cost to operate is to look at how much they have cost previously.
2. Go to [UFARS page](#) of MDE website.
 - Chapter 5: Object Dimension

Example of an Expenditure by Finance Code Report

325		EARLY CHD FAMILY ED	
	580	EARLY CHILD FAM ED	
325-----	580----	120 EC/S READ/ABE ADM/SU	25,472.55
325-----	580----	140 LIC CLASSROOM TCHR	152,245.44
325-----	580----	141 NLIC CLASSROOM PERS	52,133.10
325-----	580----	170 NON-INSTR SUPPORT	19,155.86
325-----	580----	210 FICA/MEDICARE	16,316.32
325-----	580----	214 PERA	4,893.99
325-----	580----	218 TRA	13,359.27
325-----	580----	220 HEALTH INSURANCE	18,585.99
325-----	580----	230 LIFE INSURANCE	209.72
325-----	580----	235 DENTAL INSURANCE	1,237.43
325-----	580----	305 CONSULT FEE SERVICES	1,691.11
325-----	580----	329 POSTAGE & PARCEL SVC	883.17
325-----	580----	366 TRAVEL-CONV-CONFEREN	5.60
325-----	580----	398 INTERDEPT MISC SVCS	1,259.11
325-----	580----	401 SUP & MAT-NON-INSTR	1,008.78
325-----	580----	430 SUP & MAT-NON-INDIVD	1,060.97
	580	TOT EARLY CHILD FAM ED	309,518.41
325		TOT EARLY CHD FAMILY ED	309,518.41

Expenditure by Finance Code Report

Quick Start to Budgeting: District Procedures

Step Three: Determine district procedures for creating and submitting budgets

1. Meet with your supervisor

- What has been the budgeting process for your programs?
- What is your role in the financial management of your programs?
- Who is responsible for monitoring budgets?
- How are expenditures coded?

Strategies for Program Operations

- ✓ 1. Funding/Revenue Sources
 - State Programs (Fund 01 and Fund 04), Federal Programs
- ✓ 2. Budgeting in Your First Year
- 3. Data Submissions/State Reporting for Session #5

Program Finance and Budgeting





Thank you!

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