



New Coordinators' Community of Practice – Session Two

Mike Brown | Early Learning Services
September 27, 2023

Welcome to the world of early childhood leadership!

This learning community is designed to be an **informal, semi-structured time and space** for early childhood coordinators/leaders to meet together virtually to:

- Learn *from* each other and 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.



from [Early Childhood Australia \(ECA\)](#)

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

Our Time Together

Our Time Together

- Nine, 90 minute sessions (expanded from last year)
 - Presentation, discussion
 - Session guides, slides and resources, session survey
- Mike hosts with various MDE guests
 - Session #2
- Regional Networking Group leaders may join us
- Early Childhood Administration website
- Adult learners
- Why have a community of practice?



*“We learn better
when we learn together”*

Why have a New Coordinators' Community of Practice?

This is a completely new role for many of us!

- “What do I need to know?” What are my responsibilities?” “How do I _____?”

Our positions do not require any formal training.

- Only ECFE and School Readiness require the programs to be supervised by a licensed early childhood teacher or a licensed parent educator.

Lack of support for our positions, lack of understanding the nature and purpose of early childhood education.

- There is a lack of infrastructure in early childhood education.
- We can experience fragmentation, misalignments, and system complexities.

Lack of professional development opportunities, including professional literature.

- Other organizations offer professional development and support for administrators/leaders.

So, we designed the sessions to focus on providing:

1. Core tasks for new coordinators to help ensure a strong start.
2. A landscape view of knowledge and competencies relevant to administration and leadership.
3. Strategies for leadership and program operations.

Community of Practice 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
5. The Role of Data
6. The Role of Data: State Reporting Requirements
7. Focusing on Teaching and Learning
8. Community Engagement, Collaboration and Mixed Delivery
9. Focusing on Quality: From Programming to Systems



2023-24 New Coordinators' Community of Practice

Early childhood coordinators/administrators are usually 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. 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 more importantly, from each other.** With support from Early Learning Services staff, we will explore a new topic each session.

2023-24 Schedule

Session	Date	Time	Topic
1	8/29	2:00 to 3:30	Roles and Responsibilities of Early Childhood Administrators
2	9/27	3:00 to 4:30	Program Requirements and Policies
3	10/27	12:00 to 1:30	Understanding Our Programs within Districts and Communities
4	11/29	3:00 to 4:30	Program Finance and Budgeting
5	1/29	12:00 to 1:30	The Role of Data
6	2/27	3:00 to 4:30	The Role of Data: State Reporting Requirements
7	3/27	12:00 to 1:30	Focusing on Teaching and Learning
8	4/29	3:00 to 4:30	Community Engagement, Collaboration, Mixed-Delivery
9	5/29	12:00 to 1:30	Focusing on Quality: From Programming to Systems

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

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 and learn 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.**

Before We Begin...

Keep in Mind

1. Lifelong learning is who we are
 - Taking the lead in your journey
 - Roles and responsibilities
2. Goals and values
3. Organize and prioritize

Role of EC Leaders – Sound Familiar?

During 2018, we focused on how the role emerged within Australia's early childhood policy reforms. We examined policy texts and interviewed educational leaders in Victoria and the Northern Territory, besides interviewing early years teachers in England. Here are ten things we've found so far:

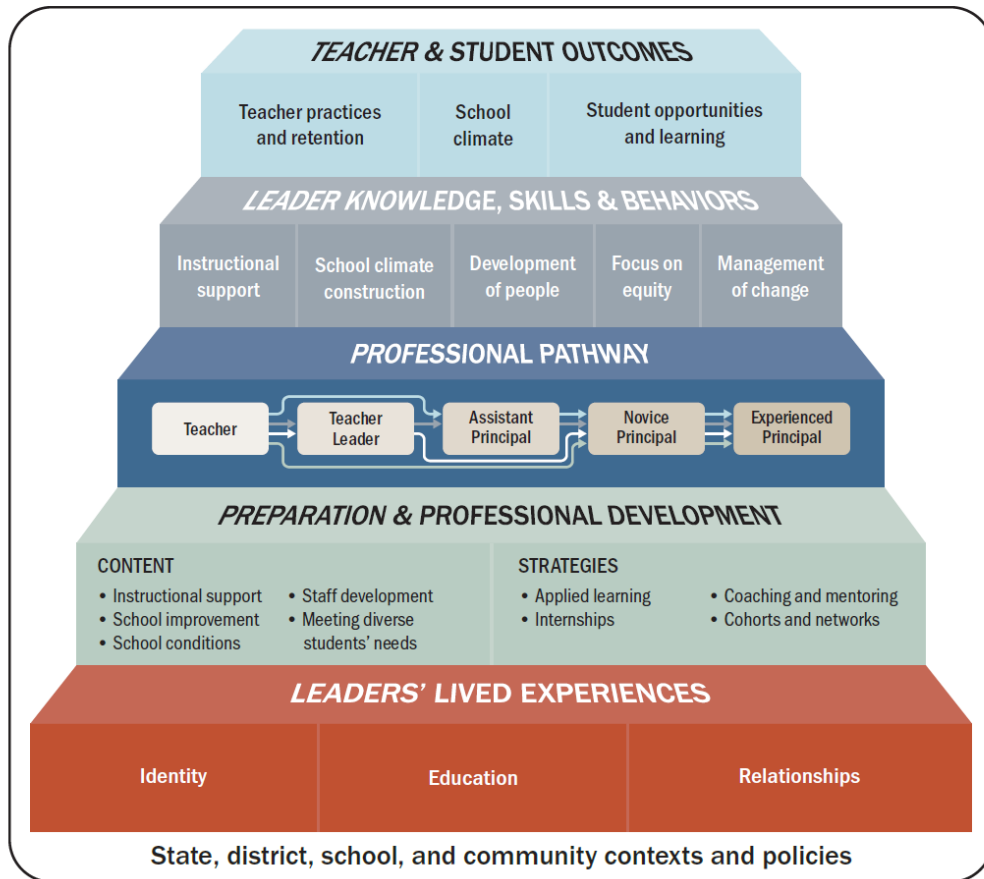
- Early childhood educators who step up to the educational leader role are enthusiastic learners. They actively get involved in ongoing professional development and look for ways to increase their qualifications.
 - **But they probably haven't received any formal development for the role of educational leader.**
- Educational leaders are fiercely committed to raising the quality of the program in their workplace.
 - **But they sometimes find it difficult to take colleagues along with them on the quality journey.**
- Early childhood policy in Australia is based on the idea that effective leaders make a difference to program quality.
 - **But the policy is largely silent on how educational leaders might do this.**
- Most of the available advice on the educational leader role places a lot of emphasis on the personal dispositions and commitments of individuals.
 - **But this advice has less to say about the factors that would allow educational leaders to fulfil their commitments, such as extra non-contact time.**
- The availability of support for implementing the role differs enormously across early childhood services.
 - **But the level of resourcing for educational leaders doesn't necessarily reflect the size of their workplace.**



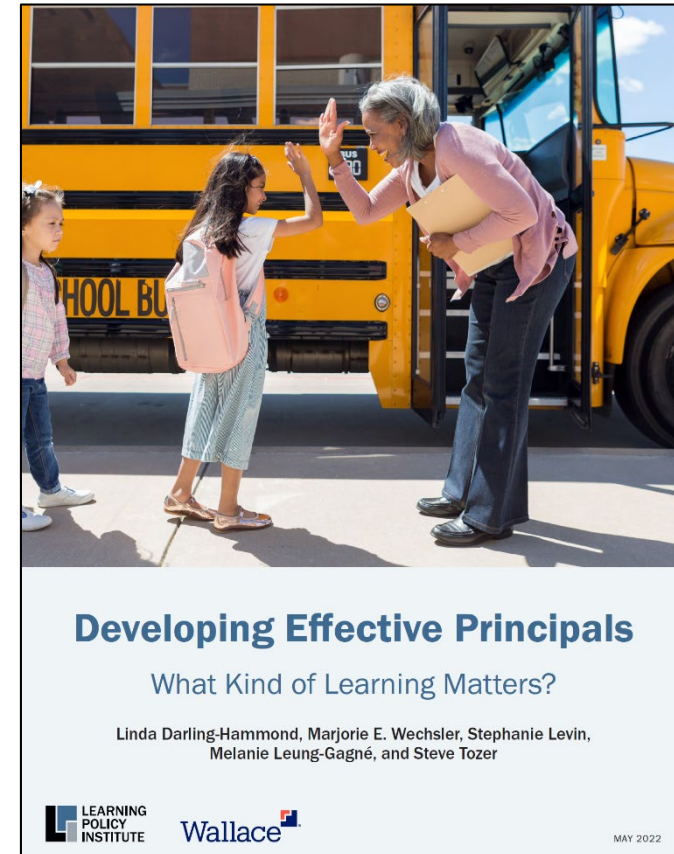
from [Early Childhood Australia \(ECA\)](https://www.earlychildhoodaustralia.org.au/blog/2019/02/14/australias-educational-leaders-in-ece-what-do-we-know-so-far/)

How is your role similar to a principal's role?

Figure 1
Theory of Action for Principal Professional Learning



Source: Learning Policy Institute. (2022).

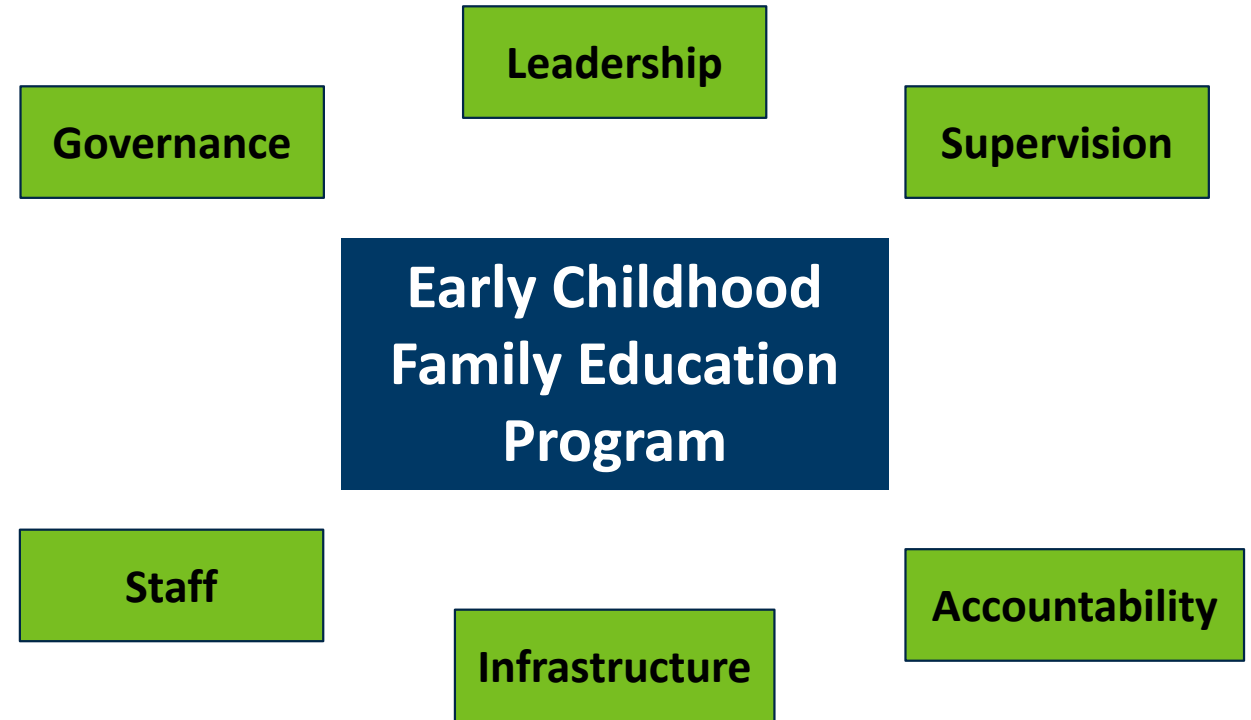


[Developing Effective Principals](#)

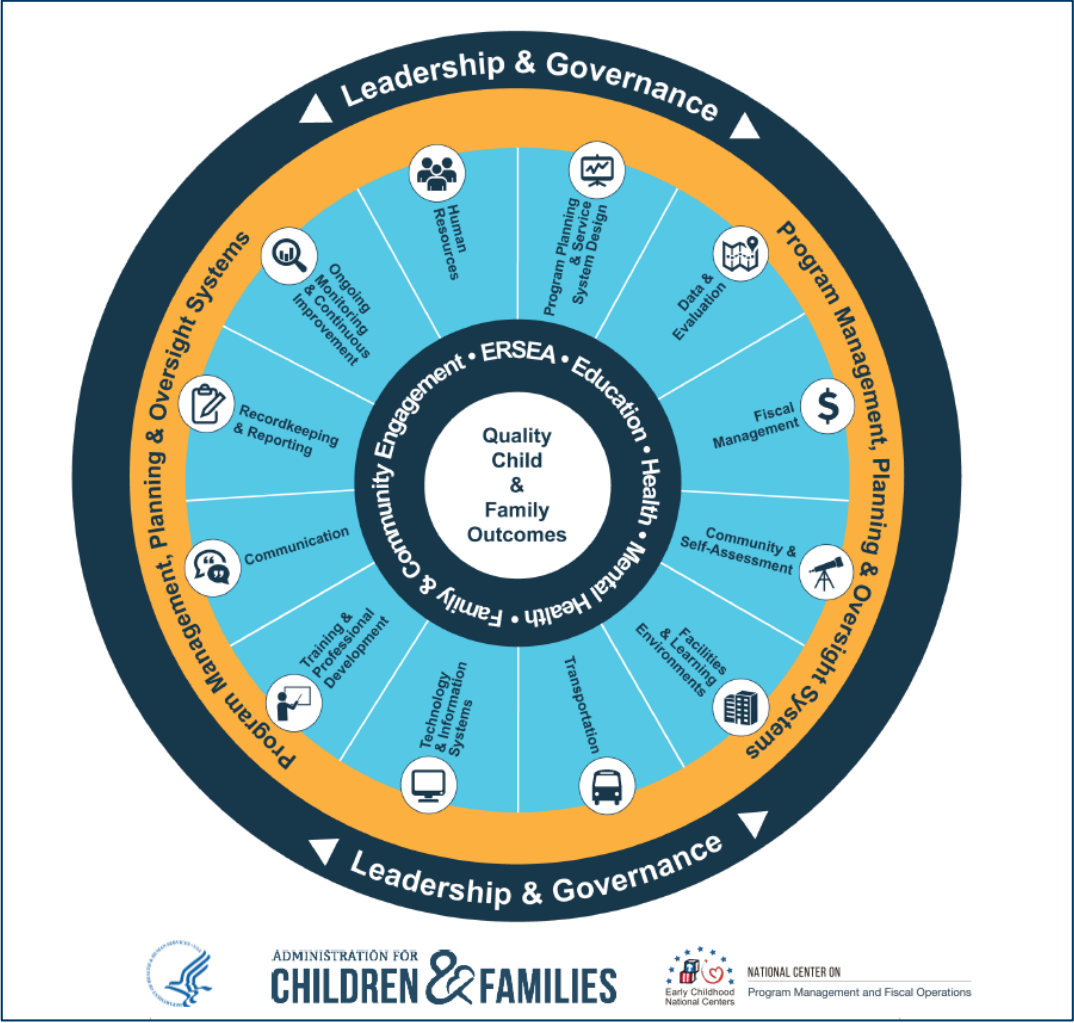
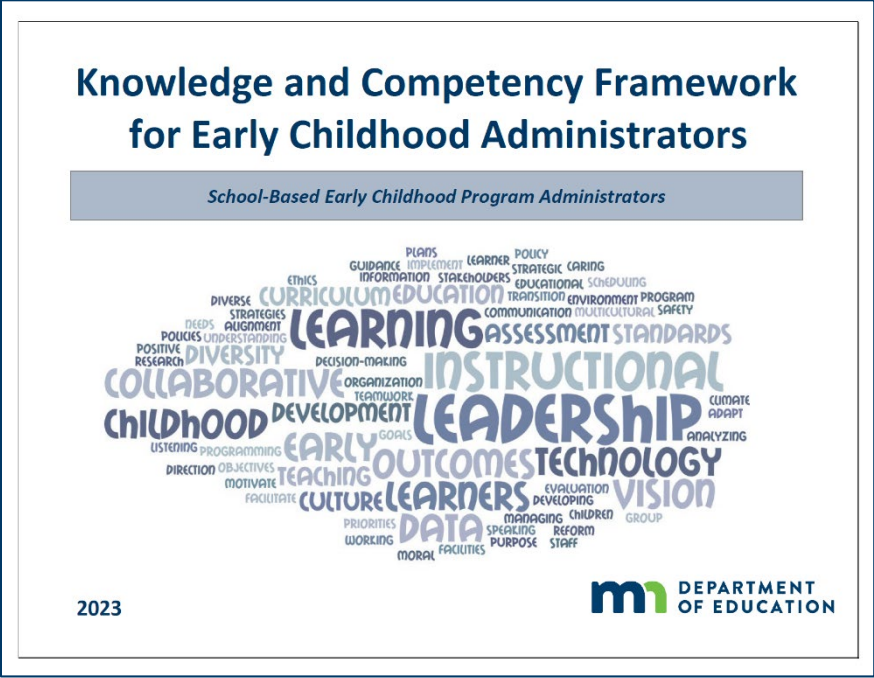
Understanding Roles and Operations in Our Organization

What is needed for your ECFE (and other EC programs) program to operate?

What is needed for your program to operate at a high level?



Our Journey Starts with Lifelong Learning

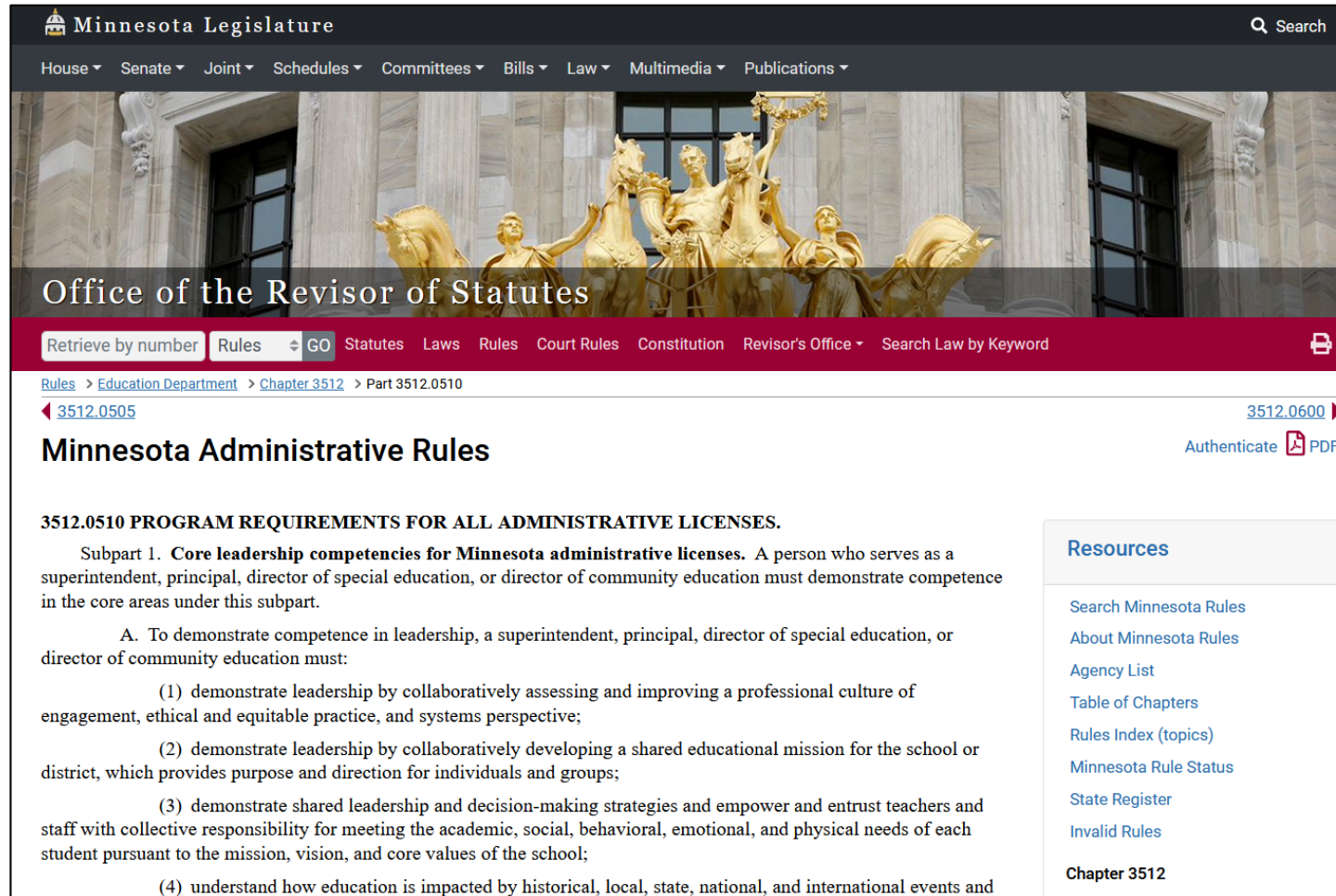


Core Leadership Competencies	
A. Leadership	G. Community Relations
B. Organizational Management	H. Curriculum, Instruction, and Assessment for the Success of All Learners
C. Equity and Culturally Responsive Leadership	I. Human Resource Management
D. Policy and Law	J. Values and Ethics of Leadership
E. Political Influence and Governance	K. Judgment and Problem Analysis
F. Communication	L. Safety and Security

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:

- Instructional Leadership
- Monitor Student and Participant Learning
- Early Childhood and Family Programs Administration
- Early Childhood System Building and Alignment

Program Requirements for Admin Licenses



The screenshot shows the Minnesota Legislature website. The header includes the Minnesota Legislature logo and a search bar. Below the header is a navigation menu with links to House, Senate, Joint, Schedules, Committees, Bills, Law, Multimedia, and Publications. The main banner features a photograph of the Minnesota State Capitol building with the text "Office of the Revisor of Statutes". Below the banner is a search bar with the text "Retrieve by number" and a "GO" button. The search results show the path: Rules > Education Department > Chapter 3512 > Part 3512.0510. The main heading is "Minnesota Administrative Rules". The specific rule is "3512.0510 PROGRAM REQUIREMENTS FOR ALL ADMINISTRATIVE LICENSES.". The text of the rule is as follows: Subpart 1. Core leadership competencies for Minnesota administrative licenses. A person who serves as a superintendent, principal, director of special education, or director of community education must demonstrate competence in the core areas under this subpart. A. To demonstrate competence in leadership, a superintendent, principal, director of special education, or director of community education must: (1) demonstrate leadership by collaboratively assessing and improving a professional culture of engagement, ethical and equitable practice, and systems perspective; (2) demonstrate leadership by collaboratively developing a shared educational mission for the school or district, which provides purpose and direction for individuals and groups; (3) demonstrate shared leadership and decision-making strategies and empower and entrust teachers and staff with collective responsibility for meeting the academic, social, behavioral, emotional, and physical needs of each student pursuant to the mission, vision, and core values of the school; (4) understand how education is impacted by historical, local, state, national, and international events and

Resources

- [Search Minnesota Rules](#)
- [About Minnesota Rules](#)
- [Agency List](#)
- [Table of Chapters](#)
- [Rules Index \(topics\)](#)
- [Minnesota Rule Status](#)
- [State Register](#)
- [Invalid Rules](#)
- Chapter 3512**

Review of Session 1: Competencies (Making Yourself Known)

Core leadership competencies for Minnesota administrative licenses.

[Minnesota Rule 3512.0510](#)

F. Competence in Communication

- 1) Understand the need to develop shared understanding of and commitment to mission, vision, and core values within the school and the community;
- 2) Demonstrate individual and team facilitation skills;
- 3) Recognize and apply an understanding of individual and group behavior in all situations;
- 4) Demonstrate an understanding of conflict resolution and problem-solving strategies relative to communication;
- 5) Make presentations that are clear and easy to understand;
- 6) Respond to, review, and summarize information for groups;
- 7) Communicate appropriately, through speaking, listening, and writing, for different audiences, including students, teachers, parents, the community, and other stakeholders; and
- 8) Understand and utilize appropriate communication technology.

Review of Session 1: Competencies (Roles & Responsibilities)

Core leadership competencies for Minnesota administrative licenses.

[Minnesota Rule 3512.0510](#)

A. Competence in Leadership

- 2) Demonstrate leadership by collaboratively developing a shared educational mission for the school or district, which provides purpose and direction for individuals and groups;
- 5) Through a visioning process, formulate strategic plans and goals with staff and community to promote the academic success and well-being of each student;
- 6) Demonstrate setting priorities in the context of stakeholder needs;
- 7) Demonstrate an ability to serve as a spokesperson for the welfare of all learners to ensure high expectations;

Session #1 Review: Introductions & Sharing

Who You Are

Name, role(s), district/organization, experience

Your Roles (admin, leader, teacher, etc.)

What have you learned? What questions remain?

System Roles

What roles do you rely on to help you with your work? What roles do you need to learn about?



Session 2: Competence in Policy and Law

Core leadership competencies for Minnesota administrative licenses.

[Minnesota Rule 3512.0510](#)

D. Competence in Policy and Law

- 1) Understand and implement policy to meet local, state, and federal requirements and constitutional provisions, standards, and regulatory applications to promote student success;
- 2) Recognize and apply standards of care involving civil and criminal liability for negligence, harassment, and intentional torts; and
- 3) Demonstrate an understanding of state, federal, and case law, and rules and regulations governing general education, special education, and community education.

Session 2: Policy and Law

Core leadership competencies for Minnesota administrative licenses.

[Minnesota Rule 3512.0510](#)

E. Competence in political influence and governance:

1. Exhibit an understanding of school districts as political systems, including governance models;
2. Demonstrate an understanding of involving stakeholders in the development of educational policy;
3. Understand the role and coordination of social agencies and human services to develop productive relationships and engage resources for the school community; and
4. Demonstrate an understanding of processes to align constituencies in support of school and district priorities.

Session 2: Policy and Procedures

Core leadership competencies for Minnesota administrative licenses.

[Minnesota Rule 3512.0510](#)

L. Competence in Safety and Security

- 1) Demonstrate the ability to develop and implement policies and procedures for safe and secure educational environments; and
- 2) Demonstrate the means to address emergency and crisis situations.

TOPIC #3

Program Requirements, Goals & Priorities

1. Understanding program requirements.
2. Understanding goals and priorities of programs.

Program Requirements

For each program you supervise, you will need to know its requirements.

Some strategies include:

- Start with statutory/legal requirements (state and federal).
 - Refer to accompanying guidance, if available.
- Consult with other early childhood administrators.
- Consult with your supervisor or other district administrators.
- Reach out to your state/federal contacts, depending on who oversees the program.

Understanding Statutes, Laws, Rules

The screenshot shows the Minnesota State Legislature website. At the top is a dark navigation bar with the Minnesota State Capitol logo and the text "Minnesota Legislature". To the right is a search icon and the word "Search". Below the navigation bar is a horizontal menu with links: House, Senate, Joint, Schedules, Committees, Bills, Law, Multimedia, and Publications. The main header features a large image of the Minnesota State Capitol building with the text "Minnesota State Legislature" overlaid. Below this is a red banner with the text "The Legislature is adjourned until 12:00 noon, Monday, February 12, 2024." and icons for email and a printer. The main content area is titled "Frequently Asked Questions About the Minnesota Legislature". On the left, under the heading "Laws, Statutes and Rules", there is a list of six questions, each with an "Answer" button: 1. What is a law?, 2. What are statutes?, 3. What is a rule?, 4. What is an act?, 5. How do laws, statutes, and rules differ?, and 6. How can I find the law on a particular subject?. To the right of this list is a red button labeled "Open All". On the right side of the page is a red sidebar titled "Subjects" containing a list of links: About the Legislature, Bills, Calendars, Caucuses (Political Parties), Citizen Participation, Committees, Copyright, Disability Access, Glossary of Terms, Journals, Laws, Statutes and Rules, Lobbying, Procedures (Parliamentary), Representatives and Senators, Research, Schedules, and Sessions.

Minnesota Legislature

House Senate Joint Schedules Committees Bills Law Multimedia Publications

Minnesota State Legislature

The Legislature is adjourned until 12:00 noon, Monday, February 12, 2024.

Legislature > Frequently Asked Questions

Frequently Asked Questions About the Minnesota Legislature

Laws, Statutes and Rules [Open All](#)

1. What is a law? [Answer](#)
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3. What is a rule? [Answer](#)
4. What is an act? [Answer](#)
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6. How can I find the law on a particular subject? [Answer](#)

Subjects

- [About the Legislature](#)
- [Bills](#)
- [Calendars](#)
- [Caucuses \(Political Parties\)](#)
- [Citizen Participation](#)
- [Committees](#)
- [Copyright](#)
- [Disability Access](#)
- [Glossary of Terms](#)
- [Journals](#)
- [Laws, Statutes and Rules](#)
- [Lobbying](#)
- [Procedures \(Parliamentary\)](#)
- [Representatives and Senators](#)
- [Research](#)
- [Schedules](#)
- [Sessions](#)

What is a law?

What are statutes?

What is a rule?

[FAQ about the MN Legislature](#)

Program Requirements - Minnesota Statutes

- Minnesota statutes are available on the [Office of the Revisor of Statutes](#) website.
- The early childhood administration website has a page with links to relevant early childhood statutes on its [Minnesota Laws page](#).

Minnesota Laws & Legislation

A primary responsibility of early childhood administrators is to ensure that their program(s) meet all applicable regulations and laws, including those at the federal, state and/or local levels. This page contains information and resources that will help you find laws and regulations by program or topic.

Alternative Teacher Pay	Capital Levies	Charter Schools	Child Care	Clock Hours	Community Education Teachers	Early Childhood Family Education	Early Childhood Learning and Child Protection Facilities
Early Childhood Screening	Early Learning Scholarships	Educate Parents Partnership	Educational Data	Employment; Contracts; Tenure; Termination	Family Home Visiting Programs	Family Services Collaborative	
Full-Service Community Schools	Head Start	Health Standards; Immunizations; School Children	Kindergarten Readiness Assessment	Limit on Screen Time	Literacy Aid	Parent Involvement Programs	
Pupil Fair Dismissal Act (PFDA)	Quality Rating and Improvement System	Read by Third Grade	Regional Centers of Excellence	Schoolhouses and Sites	School Readiness	School Readiness Plus	Staff Development Program
Teacher Licensure	Teacher and Admin Standards	Transportation of ECFE & SR Participants	Use of General Ed Revenue for PreK	Violence Prevention Education	Voluntary Pre-Kindergarten	Who Must Be Licensed	
World's Best Workforce							

Program Requirements – Start with statutory requirements

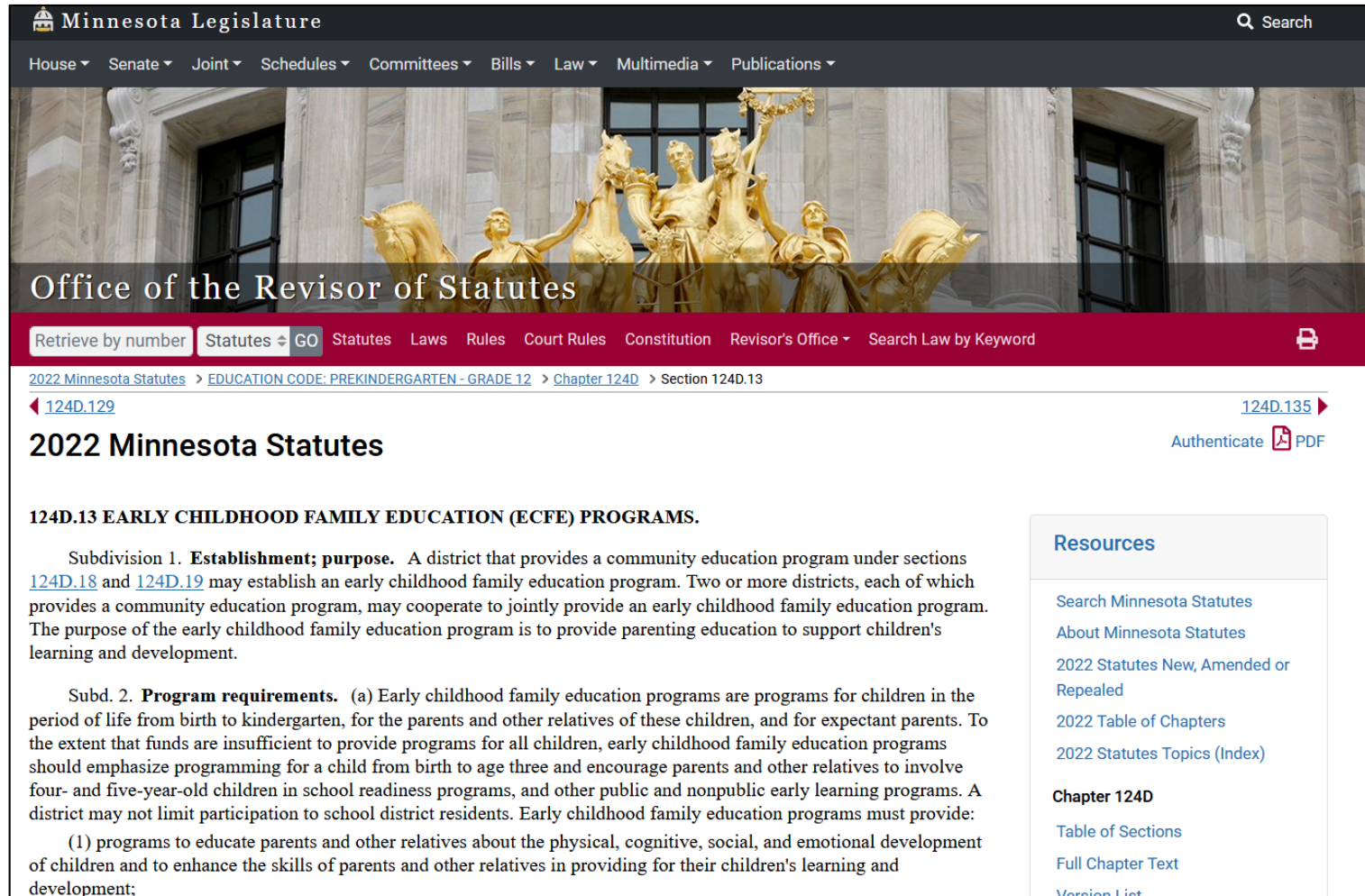
Minnesota Statutes

ECFE Programs is:

[Minnesota Statutes, section 124D.13](#)

ECFE Revenue is:

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



The screenshot displays the Minnesota Legislature's official website. At the top, the navigation bar includes links for House, Senate, Joint, Schedules, Committees, Bills, Law, Multimedia, and Publications. A search bar is located in the top right corner. Below the navigation bar is a large banner image of the Minnesota State Capitol building. The main heading reads "Office of the Revisor of Statutes". Below this, there is a search bar and a list of links: Retrieve by number, Statutes, Laws, Rules, Court Rules, Constitution, Revisor's Office, and Search Law by Keyword. The page is for the 2022 Minnesota Statutes, specifically Chapter 124D, Section 124D.13. The title "2022 Minnesota Statutes" is prominently displayed. The section is titled "124D.13 EARLY CHILDHOOD FAMILY EDUCATION (ECFE) PROGRAMS." The text describes the establishment and purpose of ECFE programs, stating that a district may establish such a program and that its purpose is to provide parenting education to support children's learning and development. It also outlines the program requirements, including that programs are for children from birth to kindergarten and that they should emphasize programming for children from birth to age three. A list of resources is provided on the right side of the page, including links to Search Minnesota Statutes, About Minnesota Statutes, 2022 Statutes New, Amended or Repealed, 2022 Table of Chapters, 2022 Statutes Topics (Index), Chapter 124D, Table of Sections, Full Chapter Text, and Version List.

Minnesota Legislature

House Senate Joint Schedules Committees Bills Law Multimedia Publications

Office of the Revisor of Statutes

Retrieve by number Statutes GO Statutes Laws Rules Court Rules Constitution Revisor's Office Search Law by Keyword

2022 Minnesota Statutes > EDUCATION CODE: PREKINDERGARTEN - GRADE 12 > Chapter 124D > Section 124D.13

124D.129 124D.135

Authenticate PDF

2022 Minnesota Statutes

124D.13 EARLY CHILDHOOD FAMILY EDUCATION (ECFE) PROGRAMS.

Subdivision 1. **Establishment; purpose.** A district that provides a community education program under sections [124D.18](#) and [124D.19](#) may establish an early childhood family education program. Two or more districts, each of which provides a community education program, may cooperate to jointly provide an early childhood family education program. The purpose of the early childhood family education program is to provide parenting education to support children's learning and development.

Subd. 2. **Program requirements.** (a) Early childhood family education programs are programs for children in the period of life from birth to kindergarten, for the parents and other relatives of these children, and for expectant parents. 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 and encourage parents and other relatives to involve four- and five-year-old children in school readiness programs, and other public and nonpublic early learning programs. A district may not limit participation to school district residents. Early childhood family education programs must provide:

(1) programs to educate parents and other relatives about the physical, cognitive, social, and emotional development of children and to enhance the skills of parents and other relatives in providing for their children's learning and development;

Resources

- [Search Minnesota Statutes](#)
- [About Minnesota Statutes](#)
- [2022 Statutes New, Amended or Repealed](#)
- [2022 Table of Chapters](#)
- [2022 Statutes Topics \(Index\)](#)
- Chapter 124D**
- [Table of Sections](#)
- [Full Chapter Text](#)
- [Version List](#)

ECFE Program Requirements in MN Statutes

ECFE program requirements are:

[Minnesota Statutes, section 124D.13](#), subdivision 2

Other subdivisions:

1. Establishment; purpose
2. **Program requirements**
3. Substantial parental involvement
4. Home visiting program
5. Separate accounts
6. Participants' fees
7. Additional funding
8. Coordination
9. District advisory councils
10. Alternative council
11. Teachers
12. Assistance
13. Program data submission requirements
14. Supervision
15. Parenting education transition program

Subd. 2. **Program requirements.** (a) Early childhood family education programs are programs for children in the period of life from birth to kindergarten, for the parents and other relatives of these children, and for expectant parents. 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 and encourage parents and other relatives to involve four- and five-year-old children in school readiness programs, and other public and nonpublic early learning programs. A district may not limit participation to school district residents. Early childhood family education programs must provide:

(1) programs to educate parents and other relatives about the physical, cognitive, social, and emotional development of children and to enhance the skills of parents and other relatives in providing for their children's learning and development;

(2) structured learning activities requiring interaction between children and their parents or relatives;

(3) structured learning activities for children that promote children's development and positive interaction with peers, which are held while parents or relatives attend parent education classes;

(4) information on related community resources;

(5) information, materials, and activities that support the safety of children, including prevention of child abuse and neglect;

(6) a community needs assessment that identifies new and underserved populations, identifies child and family risk factors, particularly those that impact children's learning and development, and assesses family and parenting education needs in the community;

(7) programming and services that are tailored to the needs of families and parents prioritized in the community needs assessment; and

(8) information about and, if needed, assist in making arrangements for an early childhood health and developmental screening under sections [121A.16](#) and [121A.17](#), when the child nears the third birthday.

Early childhood family education programs should prioritize programming and services for 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.

Early childhood family education programs are encouraged to provide parents of English learners with translated oral and written information to monitor the program's impact on their children's English language development, to know whether their children are progressing in developing their English and native language proficiency, and to actively engage with and support their children in developing their English and native language proficiency.

Program Requirements: Interpretation and Implementation

Statutory or legal requirements:

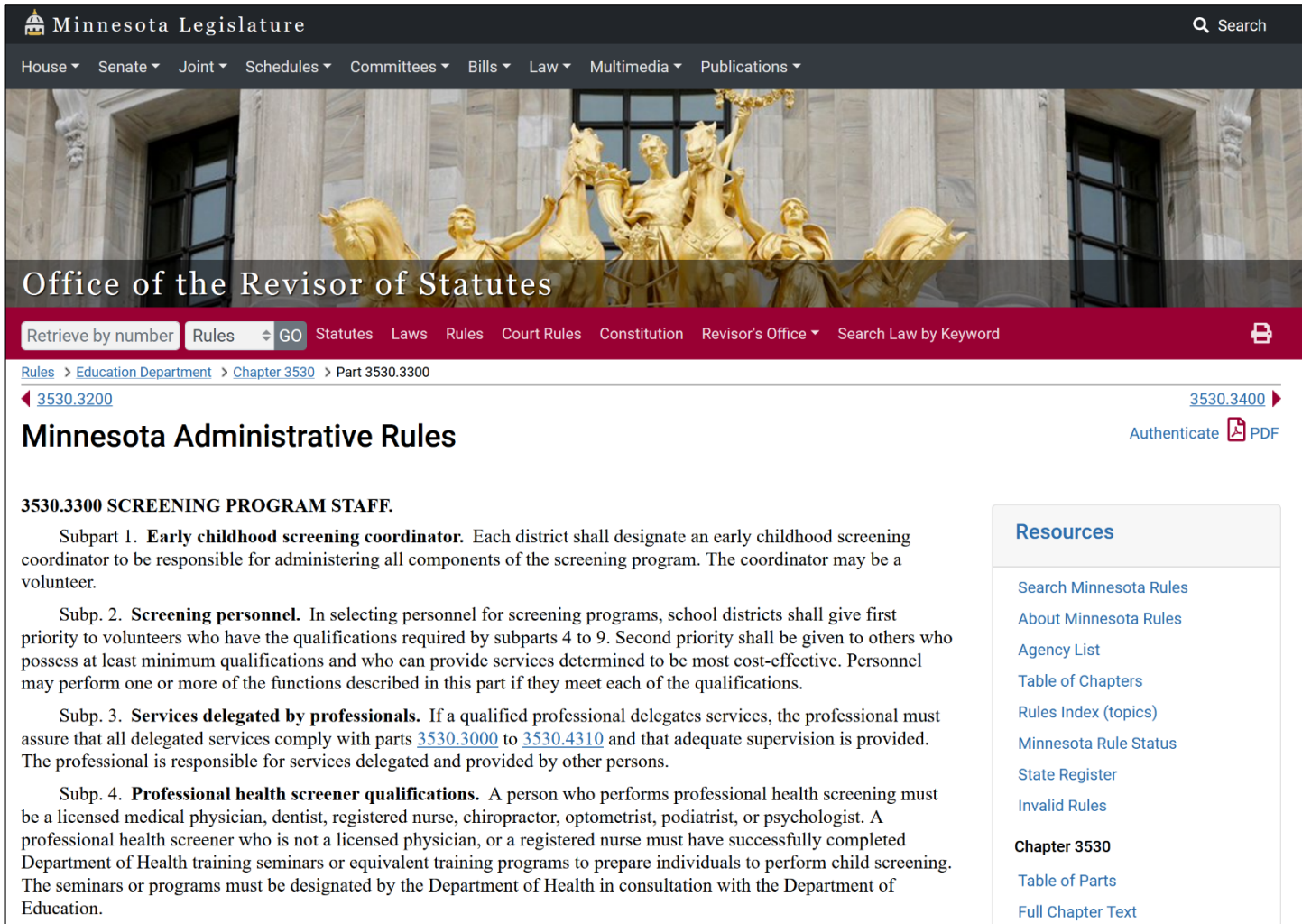
- Some will be easier to understand or interpret while others may be challenging.
- Sometimes a lack of detail can make implementation challenging.

Subd. 6. Participants' fees.

A district must establish a reasonable sliding fee scale but it shall waive the fee for a participant unable to pay.

[Minnesota Statutes, section 124D.13](#), subdivision 6

Minnesota Administrative Rules



The screenshot shows the Minnesota Legislative website. At the top is the 'Minnesota Legislature' header with a search bar and navigation links for House, Senate, Joint, Schedules, Committees, Bills, Law, Multimedia, and Publications. Below this is a banner image of the Minnesota State Capitol dome with the text 'Office of the Revisor of Statutes'. A navigation bar allows users to 'Retrieve by number' or search by keyword, with tabs for Rules, Statutes, Laws, Court Rules, Constitution, and Revisor's Office. The breadcrumb trail indicates the path: Rules > Education Department > Chapter 3530 > Part 3530.3300. The main heading is 'Minnesota Administrative Rules'. The specific rule is '3530.3300 SCREENING PROGRAM STAFF'. The text of the rule is as follows:

3530.3300 SCREENING PROGRAM STAFF.

Subpart 1. **Early childhood screening coordinator.** Each district shall designate an early childhood screening coordinator to be responsible for administering all components of the screening program. The coordinator may be a volunteer.

Subp. 2. **Screening personnel.** In selecting personnel for screening programs, school districts shall give first priority to volunteers who have the qualifications required by subparts 4 to 9. Second priority shall be given to others who possess at least minimum qualifications and who can provide services determined to be most cost-effective. Personnel may perform one or more of the functions described in this part if they meet each of the qualifications.

Subp. 3. **Services delegated by professionals.** If a qualified professional delegates services, the professional must assure that all delegated services comply with parts [3530.3000](#) to [3530.4310](#) and that adequate supervision is provided. The professional is responsible for services delegated and provided by other persons.

Subp. 4. **Professional health screener qualifications.** A person who performs professional health screening must be a licensed medical physician, dentist, registered nurse, chiropractor, optometrist, podiatrist, or psychologist. A professional health screener who is not a licensed physician, or a registered nurse must have successfully completed Department of Health training seminars or equivalent training programs to prepare individuals to perform child screening. The seminars or programs must be designated by the Department of Health in consultation with the Department of Education.

On the right side of the rule text, there is a 'Resources' section with links: Search Minnesota Rules, About Minnesota Rules, Agency List, Table of Chapters, Rules Index (topics), Minnesota Rule Status, State Register, Invalid Rules, Chapter 3530, Table of Parts, and Full Chapter Text.

The Legislature gives state agencies or units the authority to establish rules.

An administrative rule is a general statement adopted by an agency to make the law it enforces or administers more specific or to govern the agency's organization or procedure.

[Screening Program Staff](#)

Program Requirements – Accompanying Guidance

Refer to Relevant Guidance

[Quick Guide: ECFE Sliding Fee Scale](#)



QUICK GUIDE:

Early Childhood Family Education Sliding Fee Scale

The purpose of this document is to provide sliding fee scale guidance to school districts.

Minnesota Statutes, section 124D.13, subdivision 6, states:

Participants' fees. A district must establish a reasonable sliding fee scale but it shall waive the fee for a participant unable to pay.

First and foremost, ECFE class fees are best determined by each local school district and community. It is expected that ECFE programs know their families and communities best, and therefore are in the best position to create or revise a sliding fee scale that is fair and acceptable to the families in their district.

The suggestions below may be helpful for developing or revising your sliding fee scale:

- Provide 3 to 6 levels of fees according to income, including one category indicating waived fees for those unable to pay.
 - Include language in your program brochures/website regarding waived fees, such as "All families are welcome. No one will be denied participation due to inability to pay." The goal is to avoid making parents feel uncomfortable for having to request scholarships or fee waivers.
 - A recommended sliding fee scale allowing parents to pay confidentially on an honor system based on their income or special circumstances in one way to address this concern. Some programs allow families to pay the "amount you are comfortable paying."
 - Keep the fee scale simple by avoiding too many levels, or requiring parents to calculate percentages of class fees based on income.
 - Keep additional fee scales for sibling/child care simple.
- Check with neighboring districts to see how they have designed their sliding fee scale. Neighboring ECFE administrators may have a plan in place that will work well for your program.
 - You may also want to inquire about their policies and procedures regarding the sliding fee scale.
- It is appropriate to consider using or adapting the free and reduced lunch income guidelines when developing or revising your sliding fee scale.
- Remember that participant fees are often a very small percentage of your total ECFE budget. If your goal is to be open to all families, consider strategies and procedures that ensure families are not avoiding ECFE due to costs, or perceived costs.
- Work with your ECFE advisory council to create or revise your sliding fee scale.
 - You may also want to gather information about how participants experience registering and paying fees.

Program Requirements – Consulting/Researching

Consult other programs or with other early childhood administrators

[Sliding fee scale from Duluth Public Schools](#)

The screenshot shows the Duluth Public Schools website. The header includes the school district logo and navigation links: HOME, ABOUT US, SCHOOLS, DEPARTMENTS, ACADEMICS, PROGRAMS/SERVICES, and HOW TO ENROLL. The main content area is titled "EARLY CHILDHOOD FAMILY EDUCATION" and "Registration and Fees". It includes links for "Early Childhood Newsletter with class offerings" and "Online registration form for ECFE". A paragraph explains that ECFE registration takes place in the spring and that the district will continue to take registrations throughout the year as openings become available. The "Early Childhood" logo is displayed, along with the tagline "Family Education | School Readiness". A paragraph states that ECFE serves families with children birth through 4 years old and that enrollment is based on the child's age as of September 1st. A paragraph explains that the ECFE program depends on fees from participants to maintain its scope of services and that fees are based on a sliding fee scale determined by family income. Families pay what they can best afford, and those who are unable to pay are still welcome, but they are asked to contact the ECFE office to discuss arrangements that can be made. All payments are confidential. A link "Pay ECFE tuition here" is provided. A "SLIDING FEE SCALE" section includes a table with two columns: "Annual Income" and "Fee per 10 Week Trimester". The table lists five income brackets and their corresponding fees.

Annual Income	Fee per 10 Week Trimester
\$80,000 or more	\$130
\$60,000 - \$79,999	\$100
\$40,000 - \$59,999	\$70
\$20,000 - \$39,999	\$40
Under \$20,000	\$0

Note: This is shown as an example of how you can search for sliding fee scales from other districts (not as an example of what your sliding fee scale should be).

Program Requirements – Consult Other Administrators

Consult with your supervisor or other district administrators

- Since our programs do not operate in a bubble, this is a particularly important practice and skill to incorporate into your practice.
- Building administrators (e.g. principal) and special education administrators are frequently consulted.

What other administrators/supervisors impact your programs?

- Buildings and grounds, transportation, food service, human resources, etc.

Program Requirements – Check with MDE

Reach out to your state/federal contacts, depending on who oversees the program.

*Always feel free to contact your MDE support staff
at any step along the way!*

Program Purpose, Goals and Priorities

In addition to requirements, some programs will have stated purposes, goals and/or priorities. For example, consider the following language in [ECFE statutes](#):

- The **purpose** of the ECFE program is to provide parenting education to support children's learning and development. (subdivision 1)
- ECFE programs should **prioritize** programming and services for 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. (subdivision 2)
- A district is encouraged to coordinate Adult Basic Education programs provided to parents and ECFE programs provided to children to **accomplish the goals** of section [124D.895](#), parental involvement programs. (subdivision 8)

Program Purpose in Statutes

Purpose of Early Childhood Health and Development Screening

- The legislature finds that early detection of children's health and developmental problems can reduce their later need for costly care, minimize their physical and educational disabilities, and aid in their rehabilitation. The purpose of sections [121A.16](#) to [121A.19](#) is to assist parents and communities in improving the health of Minnesota children and in planning educational and health programs.

Purpose of Early Learning Scholarships [Minnesota Statutes, section 124D.165](#)

- There is established an early learning scholarships program in order to close the opportunity gap by increasing access to high-quality early childhood programs.

Program Purpose: Aligning Goals and Priorities

Since early childhood education and family programs are part of a school district, you should also focus on aligning program goals and priorities with district goals and priorities.

More on this in Topic 5

Discussion #3: Program Requirements



- When you think of program requirements, what comes to mind?
- What questions do you have about program requirements?
- Who can you rely on to help with program requirements?
- What role do you think program requirements play in achieving high quality?

Program Requirements



TOPIC #4

Policies & Procedures

1. Understanding the role of policies and procedures in your program.
2. Reviewing, ensuring compliance and alignment, evaluating.

Policy 101



[School District Policy 101](#) – Texas Association of School Boards

Independent School Districts

[Minnesota Statutes, section 123B.02](#), addresses the General Powers of Independent School Districts

Subdivision 1. Board authority.

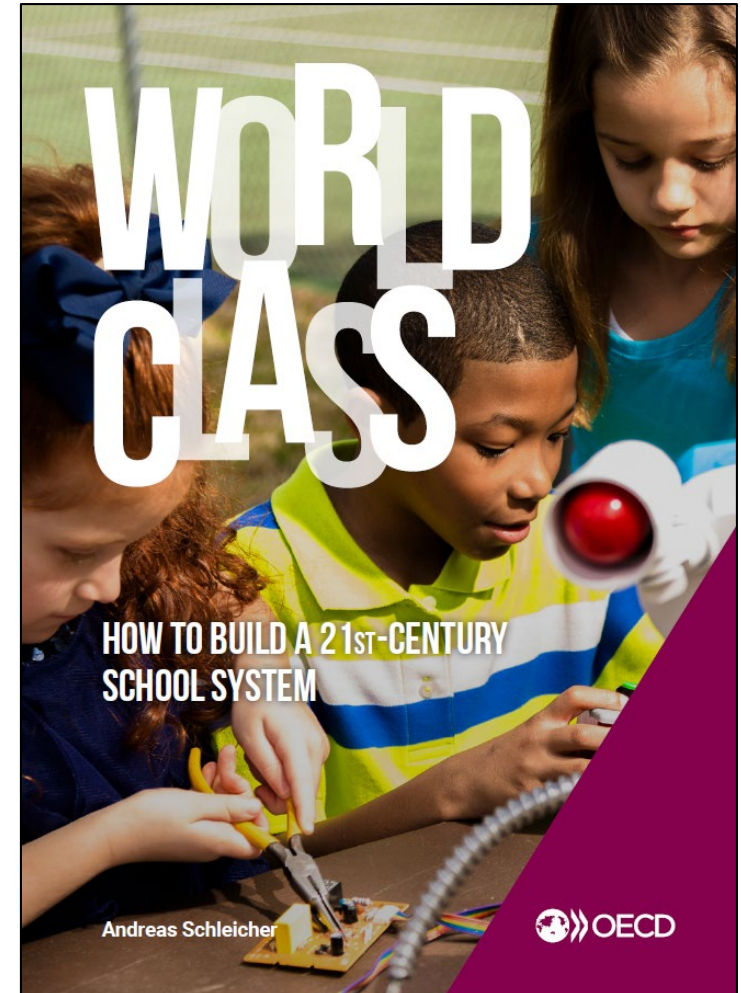
The board must have the general charge of the business of the district, the school houses, and of the interests of the schools thereof. The board's authority to govern, manage, and control the district; to carry out its duties and responsibilities; and to conduct the business of the district includes implied powers in addition to any specific powers granted by the legislature.

Knowing How to Achieve High Performance - Whole

What makes high-performing school systems different

High-performing systems tend to align policies and practices across the entire system. They ensure that the policies are coherent over sustained periods of time, and they see that they are consistently implemented.

[World Class](#), by Andreas Schleicher, p. 64



Policies and Procedures

Always start with your district policies (*there are policies and procedures to follow for policies*).

- As an early childhood administrator/leader, what district policies must you know?
- What is the process in your district to add/review/amend policies?
- How are procedures developed to help ensure policies are implemented?
- How are policies conveyed to staff and participants (or targeted audiences)?

Some purposes of a handbook:

- Convey your values, mission, goals, etc.
- Helps ensure others know about district/program policies.
- Helps ensure compliance with laws, practices, etc.
- Provides information on practices and procedures.
- Serves as a resource for employees/parents.

Handbooks on EC Admin Website

Employee Handbooks

[Introduction](#)[Purpose](#)[I. Welcome & Introduction](#)[II. Programs & Services](#)[III. Locations & Spaces](#)[IV. Staff: Roles & Responsibilities](#)[V. Staff: Safety & Security](#)[VI. Child and Adult: Health & Safety](#)[VII. Staff Communication & Public Relations](#)[VIII. Classroom and Program Policies and Procedures](#)[IX. Inclusive, Coherent Learning Environments](#)[X. Professionalism](#)[XI. Family Engagement](#)[XII. Relevant District Policies & Procedures](#)[Glossary](#)[Substitutes](#)[Examples](#)

Introduction

Parent Handbooks

[Introduction](#)[Creating Your Handbook](#)[Calendars](#)[Forms](#)[Immunizations](#)[Program Philosophy](#)[The Preschool Experience](#)[Toileting/Diapering](#)[Transportation](#)[Examples](#)

Introduction

Simply stated, the purpose of a parent handbook is to convey information for parents/guardians. Parent handbooks usually contain operating procedures and policies that programs think are the most important for parents to know. They usually also contain the mission, goals, and best practices of the program/organization. Its purpose is to ensure that parents/guardians will understand and follow the policies and practices of a program. Parent handbooks are a valuable communication tool.

Program Handbooks

[Introduction](#)[Early Childhood Screening Handbook](#)[Home Visitor's Handbook](#)[Examples](#)

Introduction

Volunteer Handbooks

[Introduction](#)[Examples](#)

Introduction

Employee Handbooks

Employee Handbooks

[Introduction](#)[Purpose](#)[I. Welcome & Introduction](#)[II. Programs & Services](#)[III. Locations & Spaces](#)[IV. Staff: Roles & Responsibilities](#)[V. Staff: Safety & Security](#)[VI. Child and Adult: Health & Safety](#)[VII. Staff Communication & Public Relations](#)[VIII. Classroom and Program Policies and Procedures](#)[IX. Inclusive, Coherent Learning Environments](#)[X. Professionalism](#)[XI. Family Engagement](#)[XII. Relevant District Policies & Procedures](#)[Glossary](#)[Substitutes](#)[Examples](#)

Purpose

"An employee handbook, sometimes also known as an employee manual, staff handbook, or company policy manual, is a book given to employees by an employer. Usually, the employee handbook contains several key sections and includes information about company culture, policies, and procedures." [from Wikipedia](#)

Purpose of the Employee Handbook
[Click Here](#), example from Macalester College

[Handbooks page](#) of EC Admin website

Parent Handbooks

Parent Handbooks

[Introduction](#)[Creating Your Handbook](#)[Calendars](#)[Forms](#)[Immunizations](#)[Program Philosophy](#)[The Preschool Experience](#)[Toileting/Diapering](#)[Transportation](#)

[Examples](#)

Toileting/Diapering

In the absence of specific guidance for Minnesota school-based early childhood programs, you should develop policies and procedures based on best practices and program values. Minnesota Childcare Center Licensing may help. Below are some examples from other states, some allow children who are not toilet trained while some do not (note that children with special needs cannot be denied):

California State Preschool Program Parent Handbook
[Click Here](#), Child Development Associates, Inc. See page 32

Enrollment policies for the Statewide Voluntary Preschool Program
[Click Here](#), Iowa Department of Education

Is My Child Eligible For DCPS Early Childhood Programs?
[Click Here](#), District of Columbia Public Schools

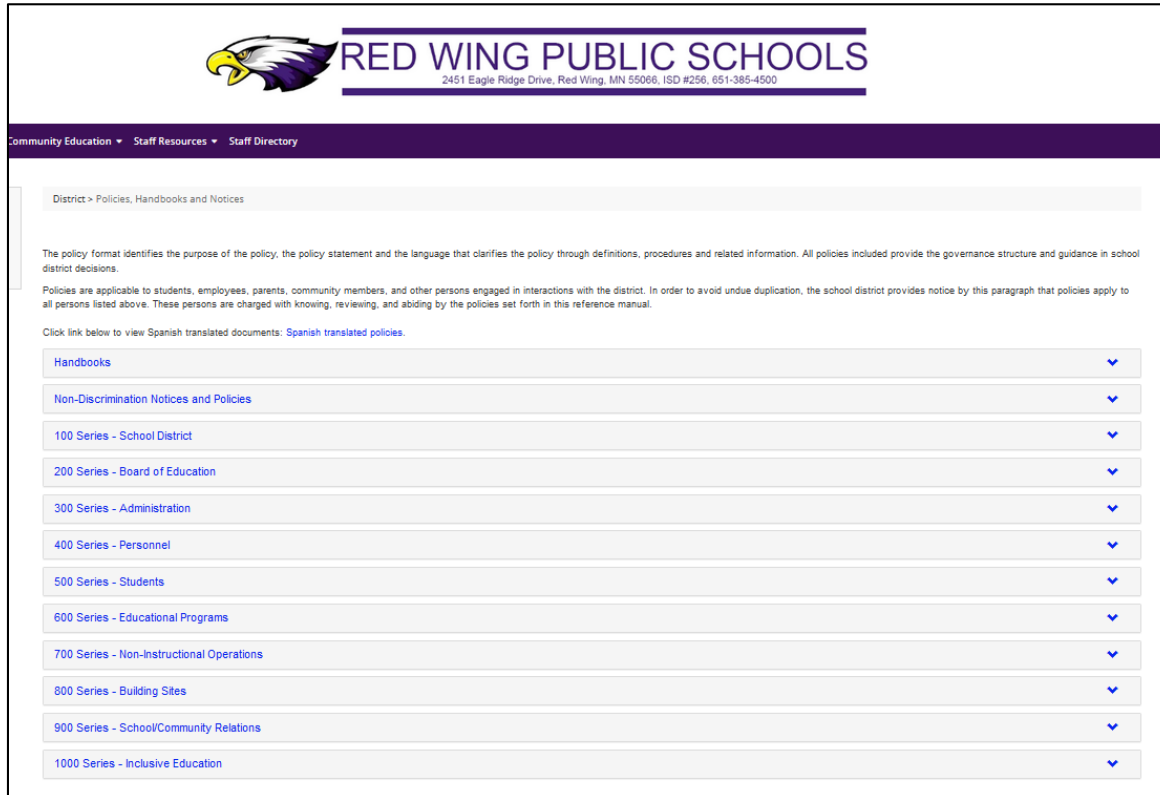
Must children be “toilet trained” to attend Pre-K or Kindergarten?
[Click Here](#), New York State Education Department

Oakland Unified School District: 2014-2015 Family Handbook
[Click Here](#), (toileting on page 7)

Toileting/Diapering in Abbott Preschool Programs
[Click Here](#), Department of Education, State of New Jersey

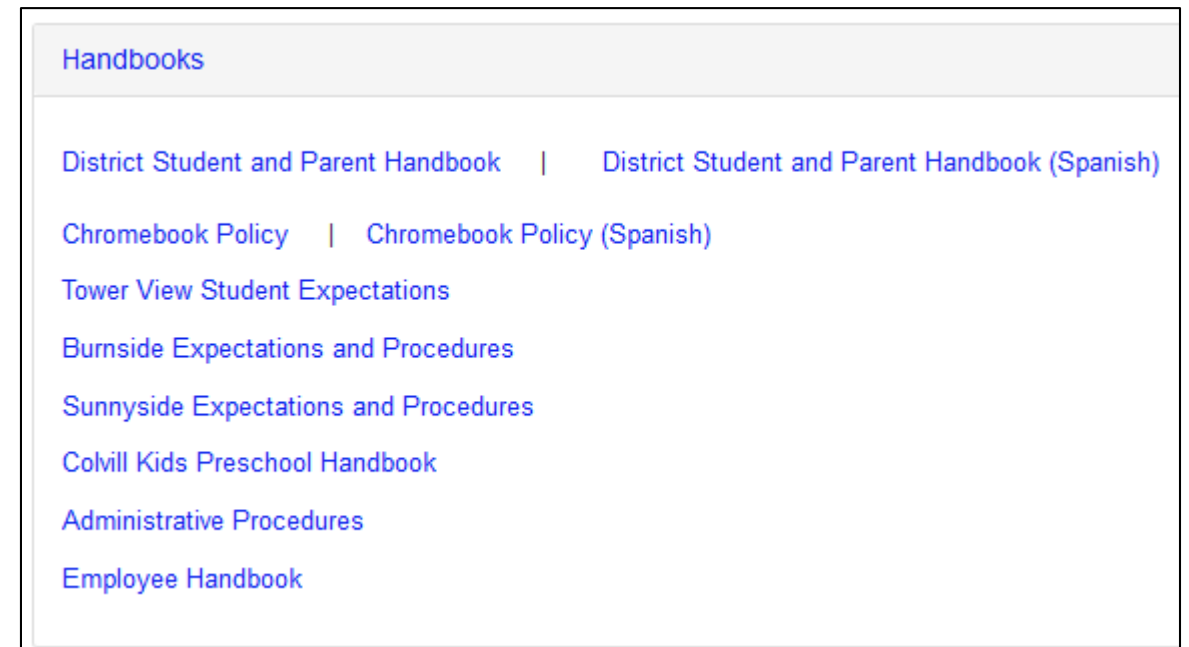
What are the requirements for toilets, handwashing sinks and bathing facilities?
[Click Here](#), Washington State

Handbooks on District Websites



The screenshot shows the Red Wing Public Schools website. The header features the school's logo and name, along with the address: 2451 Eagle Ridge Drive, Red Wing, MN 55066, ISD #256, 651-385-4500. Below the header is a navigation bar with links for Community Education, Staff Resources, and Staff Directory. The main content area is titled 'District > Policies, Handbooks and Notices'. It includes a paragraph explaining the policy format and a link to view Spanish translated documents. A list of handbooks is displayed, each with a dropdown arrow:

- Handbooks
- Non-Discrimination Notices and Policies
- 100 Series - School District
- 200 Series - Board of Education
- 300 Series - Administration
- 400 Series - Personnel
- 500 Series - Students
- 600 Series - Educational Programs
- 700 Series - Non-Instructional Operations
- 800 Series - Building Sites
- 900 Series - School/Community Relations
- 1000 Series - Inclusive Education



The screenshot shows a website with a 'Handbooks' section. The list of handbooks includes:



- District Student and Parent Handbook | District Student and Parent Handbook (Spanish)
- Chromebook Policy | Chromebook Policy (Spanish)
- Tower View Student Expectations
- Burnside Expectations and Procedures
- Sunnyside Expectations and Procedures
- Colvill Kids Preschool Handbook
- Administrative Procedures
- Employee Handbook

Example: [Red Wing Public Schools](#)

Learn from Other Early Childhood Handbooks

Lakeville Area Community Education

Early Childhood Family Education Participant Handbook



Crystal Lake Education Center
16250 Ipava Ave | Lakeville, MN 55044
952-232-3006 | ecfe@isd194.org
LakevilleCommunityEducation.org
facebook.com/LakevilleAreaECFE

9/21/2023

Little Eagles Parent Handbook

A Note from the Early Childhood Program

Eden Prairie Community Education is excited to welcome you and your family to Little Eagles Preschool! We are dedicated to providing a great learning experience for your child. Through a focus on personalized learning our staff work to inspire your child daily to meet their diverse educational needs!

Our intent is for this handbook to be a resource for you as we progress through the school year. We have included important contact numbers, descriptions of services, and policies that apply to students and families. If you have further questions or concerns, we welcome you to contact our office.

Thank you for choosing Little Eagles Preschool for your child's early learning!

Eden Prairie Schools Community Education connects, empowers, and enriches people's lives through lifelong learning and service to our diverse and evolving community. Early Childhood programs are a core component of Community Education where families with young children begin their relationship with Eden Prairie Schools. We recognize that each student has unique needs and it is our goal to offer the best learning environment for your child.

Little Eagles Preschool Overview

- > About
- > Mission
- > Four Star Parent Aware Rating
- > Open Enrollment
- > 3's Preschool
- > 4's Preschool

Contact Information


- > Departmental Contacts
- > Little Eagles Preschool Locations

Registration Requirements & Tuition Information

- > Checklist
- > Tuition
- > Tuition Assistance
- > Past Due Accounts
- > Insurance
- > Health and Immunization Records
- > Birth Certificate


Policies and Guidelines

- > Data Privacy




Early Childhood Family Education


BUFFALO HANOVER
MONTROSE SCHOOLS



ECFE and School Readiness Preschool Parent Handbook 2020-21



301 2nd Avenue NE
Buffalo, MN 55313
763.682.8780 or 763.682.8770
bhmschools.org



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Discussion #4: Policies



- When you think of policies, what comes to mind?
- What are some examples of policies in your program(s)?
- Do you know the policy review/approval process in your district?
- How are state, local, district, and program policies connected?

Session #2 Guide



QUICK GUIDE:

New Coordinators' Community of Practice – Session #2

Thank you for participating in the second session of the New Coordinators' Community of Practice! This document is designed to provide you with a review of session #2 and a list of tasks you may want to complete/consider.

Understanding Program Requirements and Policies

It is essential that early childhood administrators understand the requirements of the programs they supervise. It is also essential to understand the role of policies, not only as they relate to early childhood programs and funding streams, but also the policies and procedures adopted by your school district.

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

Since the role of the early childhood administrator can be similar to what other school administrators do, we have created a competency framework based on the core leadership competencies. These competencies are based on the program requirements for all administrative licenses, which are listed in [Minnesota Rule, 3512.0510](#). The KCF-ECA is available on the [Leadership & Administration page](#) of the Early Childhood Administration website. At this point, there is not necessarily a need to know these competencies, but you may want to be familiar with them. Among other things, they will help you understand your role and identify areas where you want to grow and learn.

Session #1: We addressed Competence in Communication and Competence in Leadership

Session #2: We addressed Competence in Policy and Law

Learning Program Requirements

In the first session, we discussed learning about our roles and responsibilities. While some roles and responsibilities are more explicit, others may be more difficult to discern (as a new coordinator commented, "I don't know what I don't know"). With this in mind, start with the bigger items, like the programs you supervise (e.g., Early Childhood Screening, ECFE, Home Visiting, School Readiness, Voluntary Prekindergarten, School Readiness Plus) as well as any funding streams (e.g., Early Learning Scholarships, grants, etc.) that support your programs.

1. Start with Program Statutes

- Go to [Frequently Asked Questions About the Minnesota Legislature](#) to learn about laws, statutes, and rules.
- In this session, we used [Early Childhood Family Education](#) statutes as an example. The [Minnesota Laws page](#) on the Early Childhood Administration website provides links to several statutes relevant to the work of early childhood coordinators.
- [School Readiness statutes](#) are probably the easiest.
- At this point, focus on getting familiar with knowing *where* the information is (rather than worrying about knowing *what* it is). You will learn it more quickly in the context of your work, and there is a time component to this, just like any new role.

2. Refer to Relevant Guidance

Sometimes guidance is easy to find while other times it can be challenging. We recommend creating an efficient way to store and access digital files.

- Sliding Fee Scales: We used ECFE as an example. Both ECFE and School Readiness require districts to adopt a sliding fee scale and waive fees for participants unable to pay. We are sending the guidance for both ECFE and School Readiness so that you can compare and contrast the guidance (and retain for your records).

Knowledge & Skill Practice #1

- ECFE Program Requirements: To practice reading through statutes and discerning requirements, permissions and interpretations, we are including the document, *Quick Guide: Understanding ECFE Requirements*. We will discuss this later, but the document should provide you with an idea of how interpretation of Minnesota Statutes works, and where guidance may exist.

3. Consult with Other Early Childhood Administrators

"We learn better when we learn together." There is a wealth of knowledge, experience, and wisdom in the field. Sometimes information from another early childhood coordinator is easier to obtain, and it may be more applicable (i.e., sometimes guidance from MDE does not work as efficiently or effectively as working knowledge from an experienced administrator). There are several other advantages of consulting with your colleagues (e.g., access may be quicker, has knowledge and experience addressing the issue, has connections, has resources to share, understands how to navigate district processes, etc.).

- Reminder: Make sure you are listed in MDE-ORG as contact for your programs.

- Reminder: Connect with your [Regional Networking Group](#).

4. Consult with your Supervisor and Other District Administrators

Establishing a collegial relationship with other district administrators is essential. For sure, there are times where you will need to consult with licensed administrators. It is better to err on the side of caution or over-communicate rather than resolve a problem that could have been avoided. Your supervisor should be able to define parameters for your role and responsibilities (i.e., areas where you have authority or freedom to act versus areas where you need support, or areas that need to be handled by others). Remember, this is why districts have established roles (e.g., human resources directors, buildings and grounds, transportation, food service, building principals, etc.). As we discussed in our session, working with your special education director is essential. Most early childhood coordinators are supervised by the Community Education director, but this does vary from district to district.

5. Reach Out to Your State/Federal Program Contacts

Always feel free to reach out to your program contacts with questions. If you are unsure who to contact, we can always help find the right person to help.

- MDE contacts list attached to email from first session.

Program Purpose, Goals, and Priorities

We have talked about leadership competencies in the first two sessions. In this session, we shared these competencies on slide ten ([Minnesota Rule 3512.0510](#)):

- Demonstrate leadership by collaboratively developing a shared educational mission for the school or district, which provides purpose and direction for individuals and groups;
- Through a visioning process, formulate strategic plans and goals with staff and community to promote the academic success and well-being of each student;
- Demonstrate setting priorities in the context of stakeholder needs;
- Demonstrate an ability to serve as a spokesperson for the welfare of all learners to ensure high expectations;

Policies – General Definition and Federal Role

"[Education policy](#) consists of the principles and policy decisions that influence the field of education, as well as the collection of laws and rules that govern the operation of education systems." from Wikipedia

[Laws & Guidance page](#) from the U.S. Department of Education website.

Complete Survey



**DEPARTMENT
OF EDUCATION**

23-24 New Coordinators - Session 1

2023-24 New Coordinators' Community of Practice - Session 1

Thank you for participating in the first session of the New Coordinators' Community of Practice! To ensure you receive clock hours and to help us improve future sessions, please answer the questions below.

1. Your Name

First

Last

2. Your Email

3. Your Role/Title

4. School District Name

5. Which Regional Networking Group do you participate in (or will you participate in)? For names of the regions, go to the [Regional Networking Group page](#) for regions and districts.

Please Complete a Survey!

1. Helps us plan and improve
2. Email list of participants
3. Clock hours

<https://survey.alchemer.com/s3/7517464/23-24-New-Coordinators-Session-2>

Prep for Session 3

- Guest Kate Dole, early childhood special education
- Questions about SPED
- MDE Early Learning Services' Successful Learning Equation
- Learning about your district and community
- Census and community needs assessment

Policies and Procedures



How do you ensure that children are safe, secure and cared for?
How do you create and sustain high-quality environments?

Thank you!



Mike Brown, *mike.p.brown@state.mn.us*