



## New Coordinators' Community of Practice

Mike Brown | Early Learning Services

April 13<sup>th</sup>, 2023

# Welcome to the world of early childhood leadership!

## Format

- Presentation and discussion.

## Sessions 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 for program operations.



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

# Session Overview

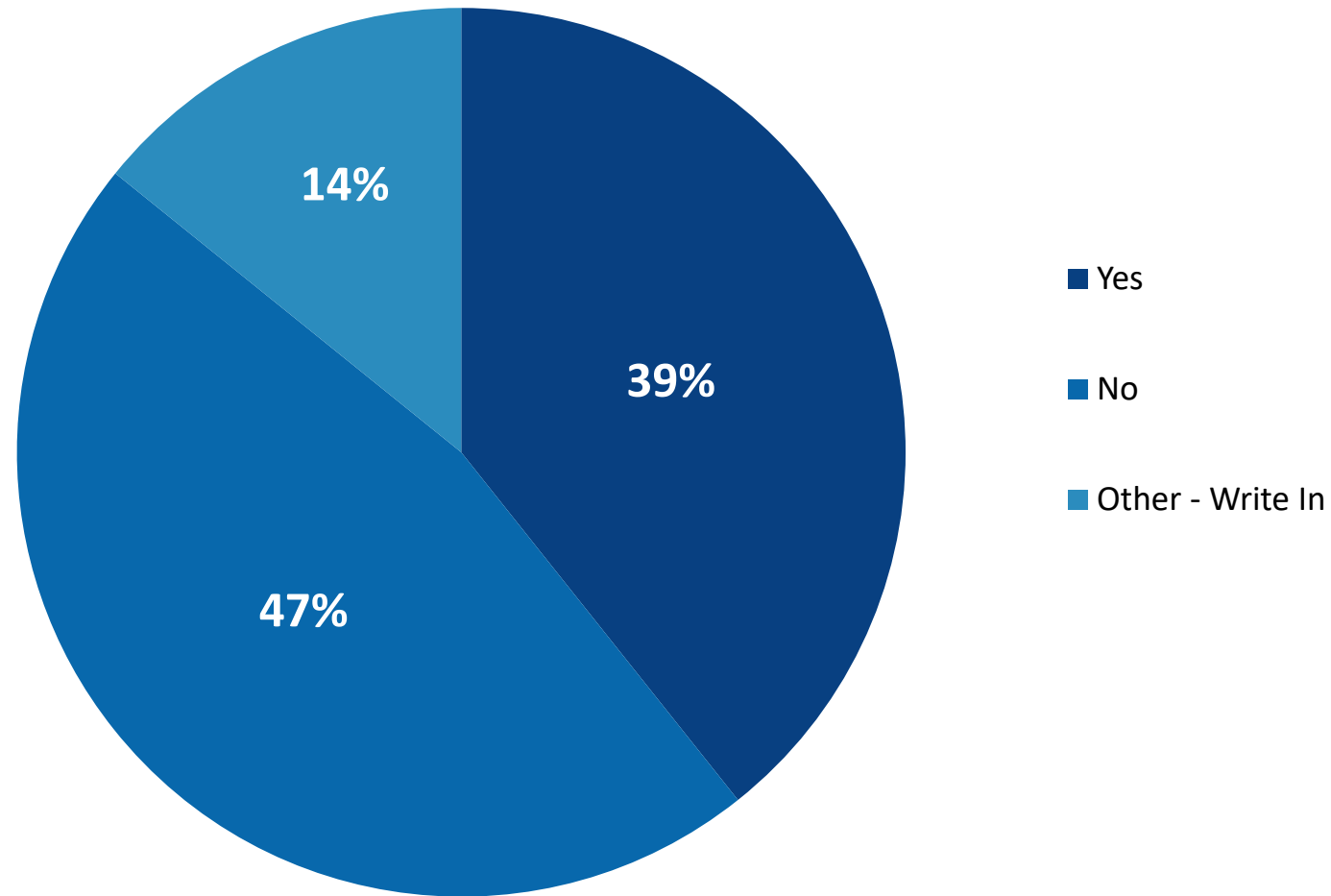
1. Current state of early childhood program administration in Minnesota
2. Overview of the New Coordinators' Community of Practice sessions
3. How the sessions were designed
  - Discuss the approach to designing the sessions
4. How the sessions can be improved
  - How do we build on strengths and make changes to improve for 2023-24?

# Early Childhood Program Administration

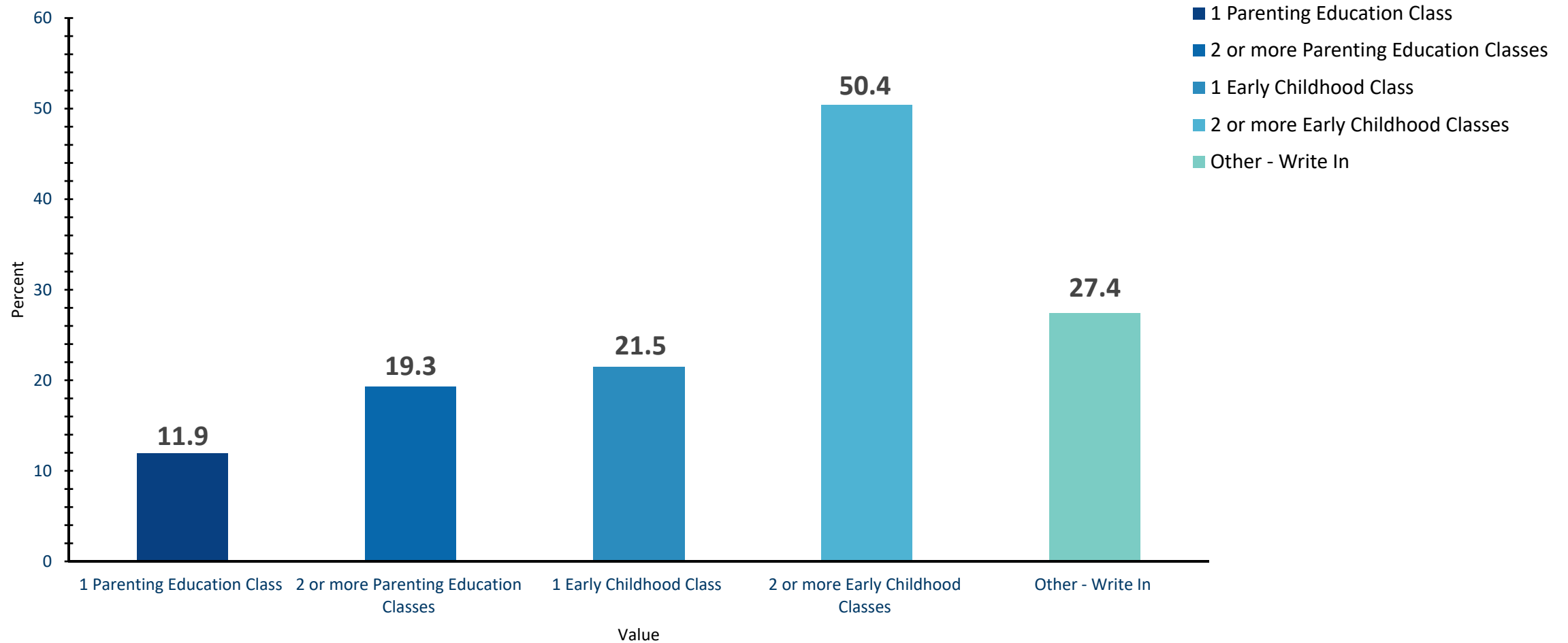
## Key Issues

- Requirements to supervise early childhood programs
- Training to prepare for the role; support in the role
- Clarity and consistency of roles and responsibilities
- Administration, governance, and leadership
- Overload

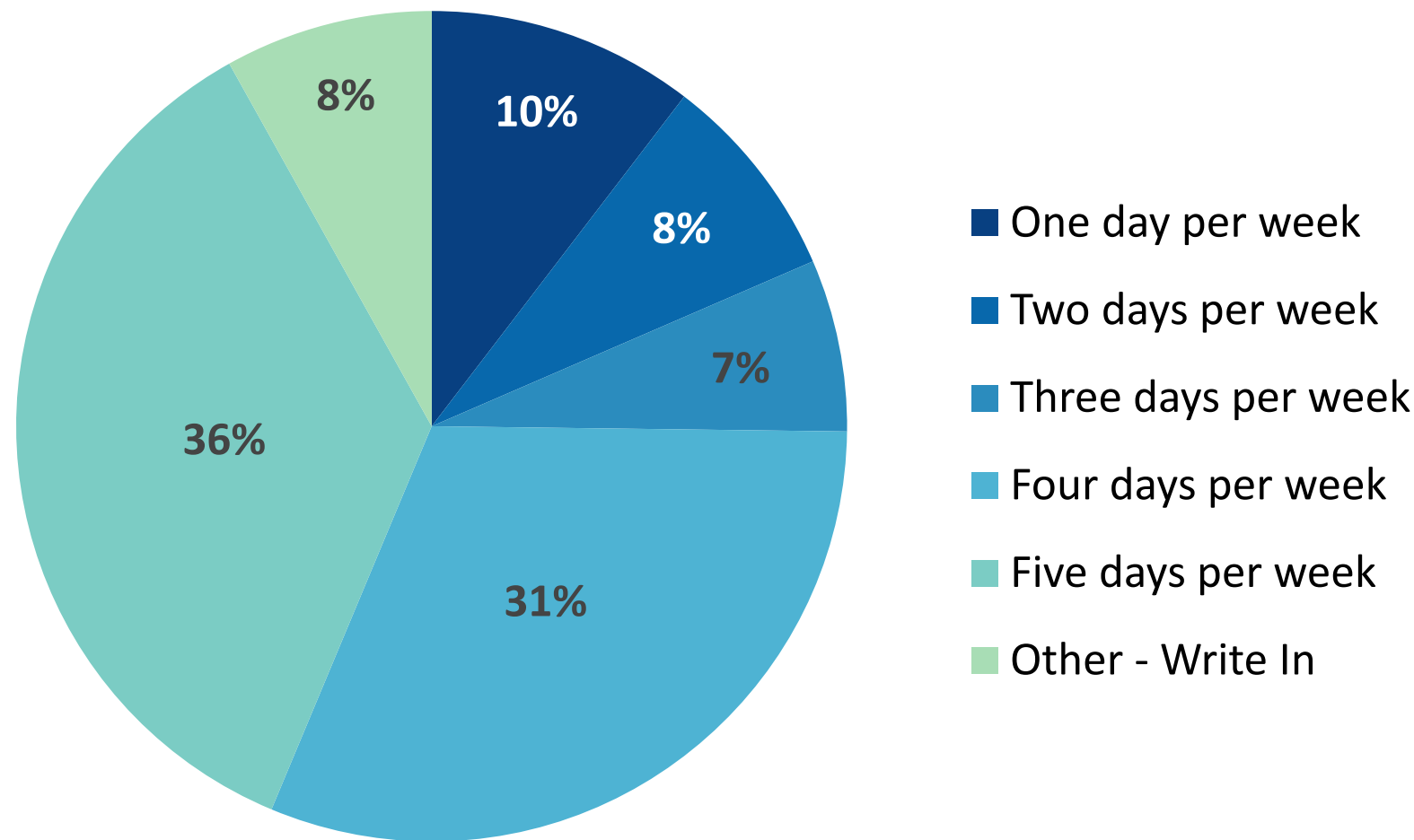
7. In addition to your administration/supervision responsibilities, do you also teach in a classroom?



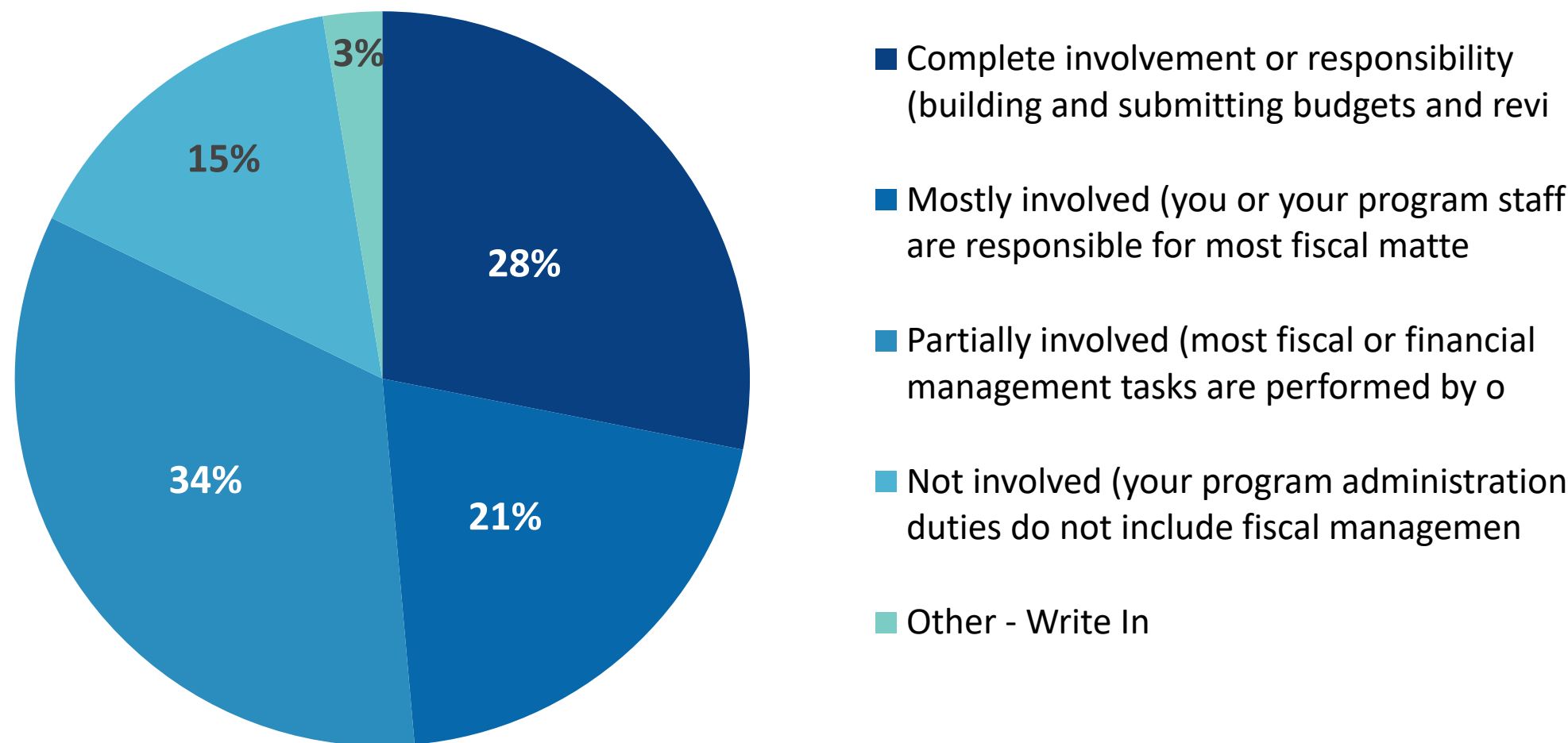
## 8. How many classes do you teach each week?



# 9. How often do you teach in a classroom in a typical week?

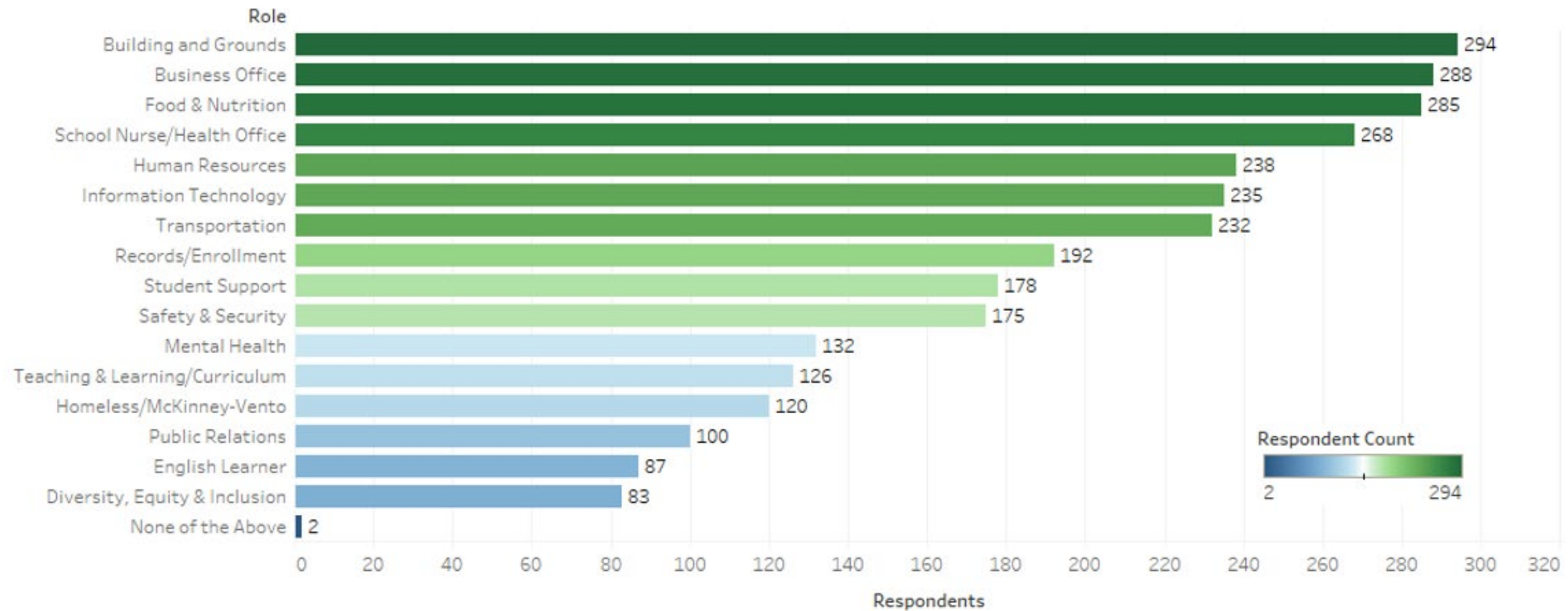


24. How would you rate your involvement in program budgeting and fiscal management?



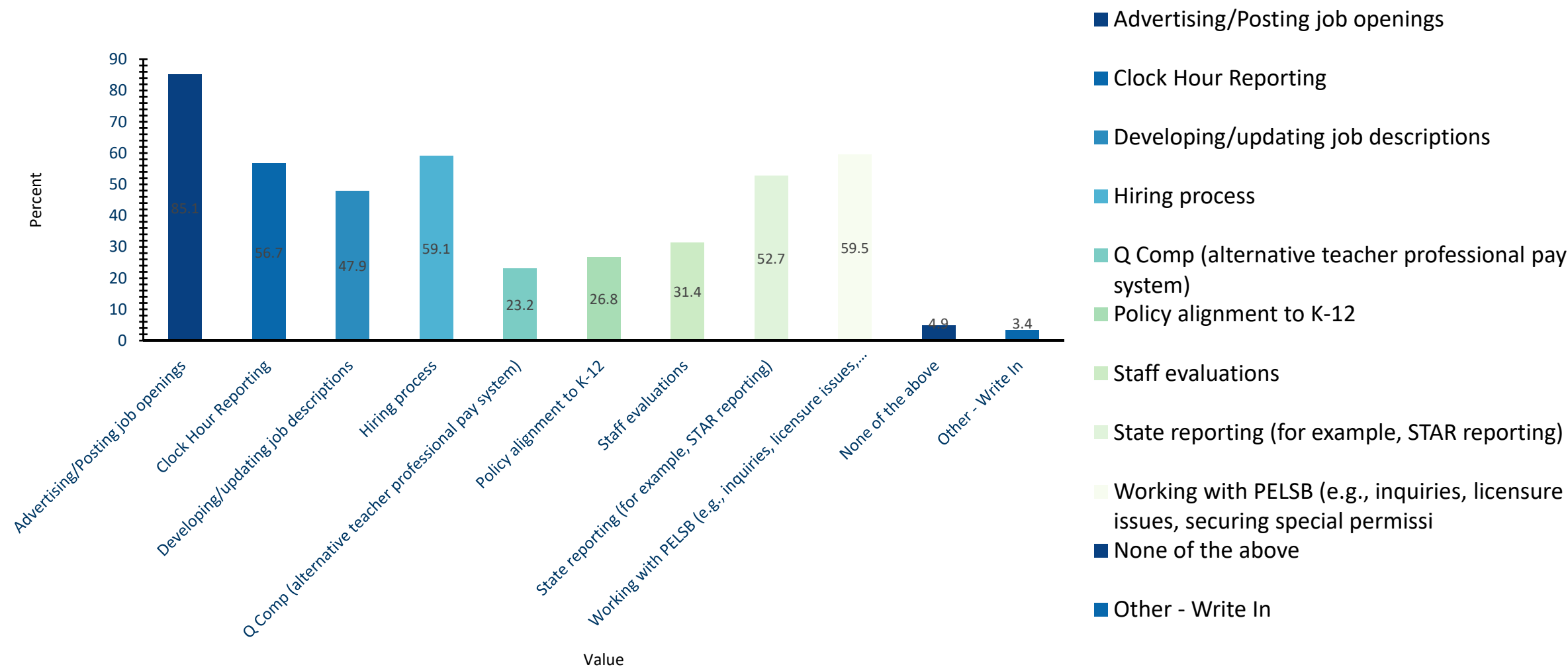


Which roles are you able to rely on?

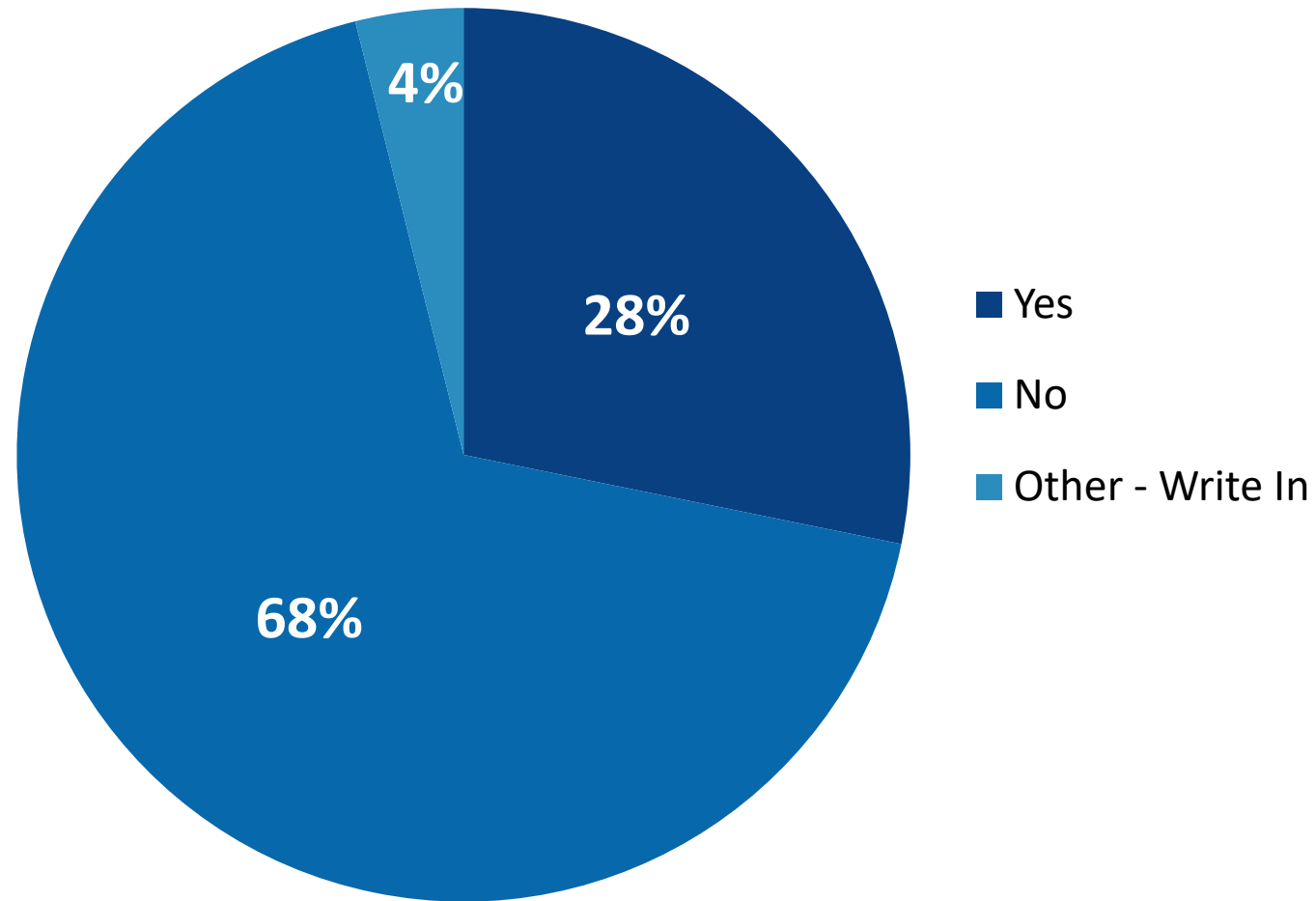


Sum of Respondents for each Role. Color and labels indicate sum of Respondents. Respondents may select multiple answers.

# 30. Which of the following supports are provided by Human Resources?



31. Are you involved in providing information for your district's STAR (STaff Automated Reporting) report?



# Discussion #1: Current State of EC Administration



- Share your thoughts/reactions to key issues.
- Are there key issues you would add? Information to highlight?

# Session Overview

1. Current state of early childhood program administration in Minnesota
2. Overview of the New Coordinators' Community of Practice sessions
3. How the sessions were designed
  - Discuss the approach to designing the sessions
4. How the sessions can be improved
  - How do we build on strengths and make changes to improve for 2023-24?

# 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.



*“We learn better when we learn together”*

# 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. 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](mailto:mike.p.brown@state.mn.us) with questions.

# Learning Objectives – Summary

Session	Topic	Learning Objectives
1	Roles and Responsibilities	Understand our roles and responsibilities. Making yourself known and connecting with others. Early childhood administrator as leader.
2	Program Requirements & Policies	Understand the requirements of the programs we supervise. Understand the role in policy and accompanying procedures. Administering programs.
3	Understanding Our Programs	Deepen awareness and understanding of the context of our programs within communities and organizations. Understand the role of governance.
4	Program Finance and Budgeting	Understand revenue sources for our programs. Understand the role of accounting in our work. Begin budgeting work.
5	Data and Data Reporting	Gain an understanding of the role of data in our work. Understand what data needs to be reporting. Identifying data systems.
6	Community Engagement	
7	Achieving Quality and Coherence	



# 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

WelcomeAdvisory CouncilsAssessment & Evaluation (Click to Expand)At-Risk Children & FamiliesBudgeting & FundingCollaborationsCoordinator's CornerCOVID-19CurriculaData PracticesData Submissions to MDEEarly Childhood ScreeningEarly Childhood Special EducationEarly Learning StandardsECFE 2.0ECFE Implementation GuideECFE Implementation Guide 2ECFE Needs AssessmentEthicsHandbooksHead StartHealth & SafetyHistoryHome Visiting

New Administrators

OverviewNew Coordinators' Community of PracticeContact

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	<a href="#">Click Here</a>	<a href="#">Click Here</a>
2	2/15	3:00 to 4:00	Program Requirements and Policies	<a href="#">Click Here</a>	<a href="#">Click Here</a>
3	3/7	12:00 to 1:00	Understanding Our Programs within Districts and Communities	<a href="#">Click Here</a>	<a href="#">Click Here</a>
4	3/30	12:00 to 1:00	Program Finance and Budgeting	<a href="#">Click Here</a>	<a href="#">Click Here</a>
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7	6/7	12:00 to 2:00	Continuous Improvement to Achieve Coherence and High Quality	<a href="#">Click Here</a>	<a href="#">Click Here</a>

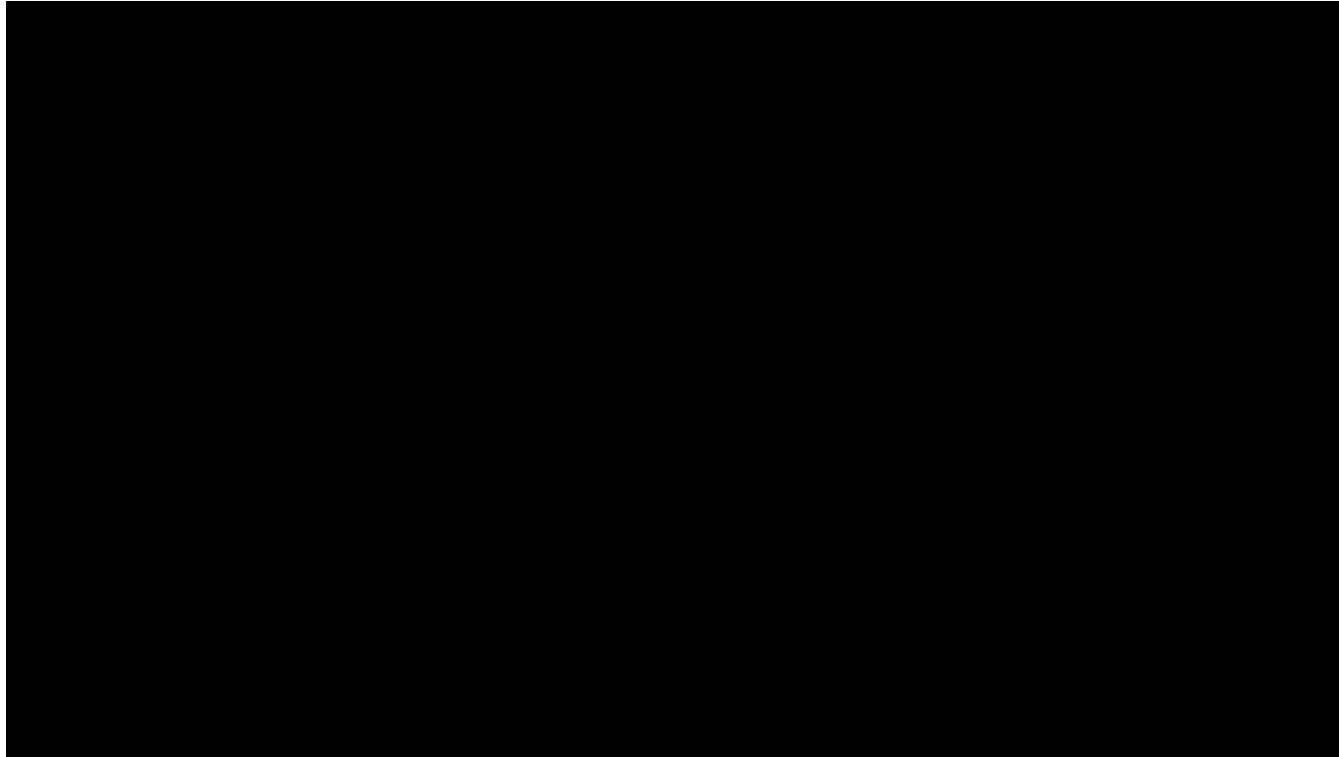
<http://ecadmin.wikidot.com/new-administrators>

# Session 1 – NC CoP

## 1. Understanding the Roles and Responsibilities of Your Position

- Making yourself known (do district and community, to colleagues, to MDE)
- Making your vision known - leadership identity
- Making sure your program and services are known
- Understanding your roles and responsibilities

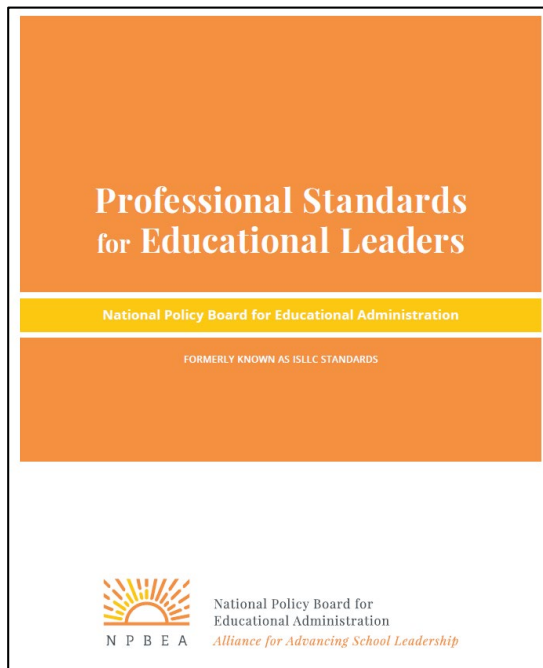
# Leadership Identity – Articulating Your Vision



**Hey school leader, what is your “Leadership Identity?”**

At the 2017 National Title I Conference, Principal Kafele asks school leaders, "What is your leadership identity?"

# Articulating Your Vision – PSEL Standard 1



Professional Standards for Educational Leaders
STANDARD 1. MISSION, VISION, AND CORE VALUES
<p>Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student.</p> <p>Effective leaders:</p> <ul style="list-style-type: none"><li>a) Develop an educational mission for the school to promote the academic success and well-being of each student.</li><li>b) In collaboration with members of the school and the community and using relevant data, develop and promote a vision for the school on the successful learning and development of each child and on instructional and organizational practices that promote such success.</li><li>c) Articulate, advocate, and cultivate core values that define the school's culture and stress the imperative of child-centered education; high expectations and student support; equity, inclusiveness, and social justice; openness, caring, and trust; and continuous improvement.</li><li>d) Strategically develop, implement, and evaluate actions to achieve the vision for the school.</li><li>e) Review the school's mission and vision and adjust them to changing expectations and opportunities for the school, and changing needs and situations of students.</li><li>f) Develop shared understanding of and commitment to mission, vision, and core values within the school and the community.</li><li>g) Model and pursue the school's mission, vision, and core values in all aspects of leadership.</li></ul>

# Roles & Responsibilities

*Roles and responsibilities can vary widely from district to district.  
Some things will be clear while others may be vague, and maybe unknown.*

## **Strategies (assets/resources within your organization):**

1. Previous coordinator/administrator (ideally, districts build time for transition)
2. Current staff (teachers, support staff)
3. Job description
4. Supervisor
5. Other district administrators (e.g. principals, other CE coordinators, SPED)

# Roles & Responsibilities – KCF for EC Administrators

## KCF for EC 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.

## Knowledge and Competency Framework for Early Childhood Administrators

School-Based Early Childhood Leaders



2017 - Framework

**mn** DEPARTMENT  
OF EDUCATION

# Roles & Responsibilities – Leadership Competencies

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).

## 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



# MDE Guidance on Supervision of Early Childhood Programs



## QUICK GUIDE:

### Administration and Supervision of Early Childhood Programs

A common question from school districts involves who may supervise Early Childhood Family Education (ECFE) and/or School Readiness programs. The question can be complex due to various reasons. One reason is that the roles and responsibilities of an early childhood supervisor may vary widely from district to district. Another reason is that many early childhood education functions and systems are being aligned with K-12 systems.

Ultimately, the school district determines the roles and responsibilities of staff involved in the supervision and administration of early childhood programs and services. The purpose of this quick guide is to provide districts with information to assist the decision-making process.

### Supervision of ECFE and School Readiness Programs

With regard to Minnesota Statutes, ECFE and School Readiness statutes are very similar. Table 1 below shows how supervision is addressed in Minnesota Statutes.

Table 1: Minnesota Statutes (section 124D.13, subdivision 14 and section 124D.15, subdivision 10)

ECFE	School Readiness
A program provided by a board must be supervised by a licensed early childhood teacher or a licensed parent educator.	A program provided by a board must be supervised by a licensed early childhood teacher, a certified early childhood educator, or a licensed parent educator.

The person who supervises the program has responsibility for program operations and requirements. This individual must hold a teaching license in early childhood or parent education. While specific supervision responsibilities may be determined at the local level, there are some responsibilities required of all program supervisors (e.g., submission of state annual reports).

### The Role of School Administrators

If a school administrator (e.g., Community Education director, principal) also holds a parent education or early childhood teaching license, then he or she may supervise an ECFE and/or School Readiness program. Table 2 below shows the licensure codes for the ECFE and School Readiness coordinator positions.

Table 2: Licensure Assignments

Licensure Code	Licensure Description	Assignment that is Appropriate for the Licensure Fields
950100	Coordinator, ECFE	180102 Pre-Kindergarten 180103 Pre-Kindergarten and Kindergarten 180105 Pre-Primary
950200	Coordinator, School Readiness	180150 Early Childhood Education 180401 Parent and Family Education 180402 Family Education /Early Childhood Educator

If the administrator does not hold a parent education or early childhood teaching license, then program supervision duties must be shared with a person who holds the appropriate license. For example, the principal may perform evaluations of early childhood teachers while the early childhood coordinator completes state

reports. Table 3 below provides some examples of responsibilities involved in administering and supervising early childhood programs.

### Determining Roles and Responsibilities

Due to a variety of factors (e.g., budgets, growing complexity and importance of early childhood education), many districts are taking a closer look at the administration of their early childhood programs and services. Specific roles and responsibilities should be determined at the local level. To help facilitate the conversation in your district, below are examples of some common program administration competencies and responsibilities.

Table 3: Examples of Competencies/Responsibilities

ECFE and School Readiness – Examples of Program Supervision Responsibilities	
<b>Leadership</b>	
<ul style="list-style-type: none"><li>- Developing program goals and strategic plans while ensuring alignment with district goals and plans (e.g., World's Best Workforce).</li><li>- Engaging and participating in district leadership teams and relevant PLCs.</li><li>- Ensuring program requirements are met (e.g., Minnesota Statutes, section 124D.15, subdivision 3 and section 124D.13, subdivision 2).</li><li>- Completing and submitting annual reports and community needs assessment.</li><li>- Creating and ensuring programs and services meet the needs of children and families in the district/community.</li><li>- Aligning programming and services with K-12, as well as collaborating with other district programs (e.g. ABE, ECSE, Title I, etc.).</li><li>- Coordinating and maximizing public and private resources with community agencies to reduce the duplication of services.</li></ul>	
<b>Organizational Management</b>	
<ul style="list-style-type: none"><li>- Gathering, analyzing, managing, and using data to plan and make decisions for program evaluation.</li><li>- Developing and managing budgets, including knowledge of ECFE and School Readiness restricted/separate accounts for all funds (state levy, participant fees, grants, etc.), Early Learning Scholarships, etc.</li><li>- Analyzing need and allocating personnel and material.</li><li>- Understanding facilities use, planning, and management, including off-site locations.</li><li>- Understanding data systems and completing reporting (e.g., EE Student, ELSA, MARSS, 0-4 census data, ECSE needs assessment, annual reports, STAR reporting, etc.).</li><li>- Student and participant management (e.g., online registration and payment systems, immunizations, student records, screening, etc.).</li></ul>	
<b>Policy and Law</b>	
<ul style="list-style-type: none"><li>- Ensuring programs and operations are in compliance with Minnesota Statutes.</li><li>- Ensuring program requirements are met (e.g., Minnesota Statutes, section 124D.15, subdivision 3 and section 124D.13, subdivision 2).</li><li>- Ensuring that all data such as attendance records, employee files, release of information forms, etc. are maintained according to state statutes, school district policy, and data privacy laws.</li><li>- Involving stakeholders in the development of program and educational policy.</li></ul>	
<b>Communication and Community Relations</b>	
<ul style="list-style-type: none"><li>- Formulating and executing plans for internal and external communications, includes understanding appropriate communication protocols in the district.</li><li>- Requesting and responding to community feedback.</li><li>- Articulating organizational and program purposes and priorities to families, the community, and media.</li><li>- Developing and maintaining relationships with other human service providers, child care providers and early childhood professionals, and establish collaborations and partnerships.</li></ul>	

<ul style="list-style-type: none"><li>- Effective marketing and outreach strategies and deliverables.</li><li>- Family involvement and engagement efforts, including parent advisory councils.</li></ul>
<b>Curriculum Planning and Development for the Success of All Learners</b>
<ul style="list-style-type: none"><li>- Enhancing teaching and learning through curriculum, assessment, and strategic planning for all learners.</li><li>- Developing, implementing, and monitoring procedures to align, sequence, and articulate curricula and curricular procedures.</li><li>- Identifying instructional objectives and use valid and reliable performance indicators to measure performance outcomes.</li><li>- Implementing and assessing appropriate learning technologies.</li></ul>
<b>Instructional Management for the Success of All Learners</b>
<ul style="list-style-type: none"><li>- Understanding research on learning and instructional strategies.</li><li>- Understanding developmentally-appropriate practice and how to support instructional practice.</li><li>- Utilizing data for instructional and program decision making.</li><li>- Designing and/or utilizing appropriate assessment strategies for measuring learner outcomes.</li></ul>
<b>Human Resource Management</b>
<ul style="list-style-type: none"><li>- Effectively recruiting, selecting, and retaining staff.</li><li>- Understanding and utilizing staff development to improve the performance of all staff members.</li><li>- Supervising and evaluating staff members.</li><li>- Procedures for managing student teachers and volunteers.</li></ul>
<b>Safety and Security</b>
<ul style="list-style-type: none"><li>- Following guidelines for implementing staff training in First Aid, CPR, blood-borne pathogens, crisis plan, and other district safety measures.</li><li>- Developing and implementing policies and procedures for safe and secure learning environments.</li><li>- Formulating and implementing safety and security plans.</li></ul>

### Note: Revenue Restriction for Administering Programs

When other school district administrators have responsibilities for administering or supervising early childhood programs, it is important to consider revenue restrictions in ECFE and School Readiness.

Not more than five percent of program revenue may be used for the cost of administering the program. (Minnesota Statutes, section 124D.135, subdivision 5)

This revenue restriction is monitored through the Uniform Financial Accounting and Reporting System (UFARS). Chapter five of the UFARS manual covers Object Dimensions, including descriptions for object codes 110 (Administration/Supervision) and 120 (Early Childhood/School Readiness Administration/Supervision).

The use of the 110 object code for ECFE and/or School Readiness is limited to five percent of the total revenue of those programs. If a principal or another administrator is involved in supervising the program, then this is assigned to object code 110 and the five percent limit applies.

The 120 category includes salaries of the ECFE and School Readiness program coordinators, whose direct duties are program administration, management, supervision of program staff, and coordination with other relevant programs related to young children or adults. ECFE and School Readiness personnel in this object code must be licensed in early childhood education or parent and family education. The five percent limit does not apply to Object Code 120.

### Further Assistance

Please contact Mike Brown at [mike.p.brown@state.mn.us](mailto:mike.p.brown@state.mn.us) or 651-582-8224.



# Session 2 – NC CoP

## 2. Understanding Program Requirements and Policies

- Program requirements
- Program purpose and goals
- Role of policies and procedures
- Purpose of handbooks

# Program Requirements

**For each program you supervise, you will need to know its requirements. Some strategies include:** (note that these are not necessarily in order)

- Start with statutory/legal requirements (state and federal).
  - Refer to accompanying guidance.
- 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.

# 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 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.

# 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.

# Session 3 – NC CoP

## 3. Understanding Our Programs within Districts and Communities

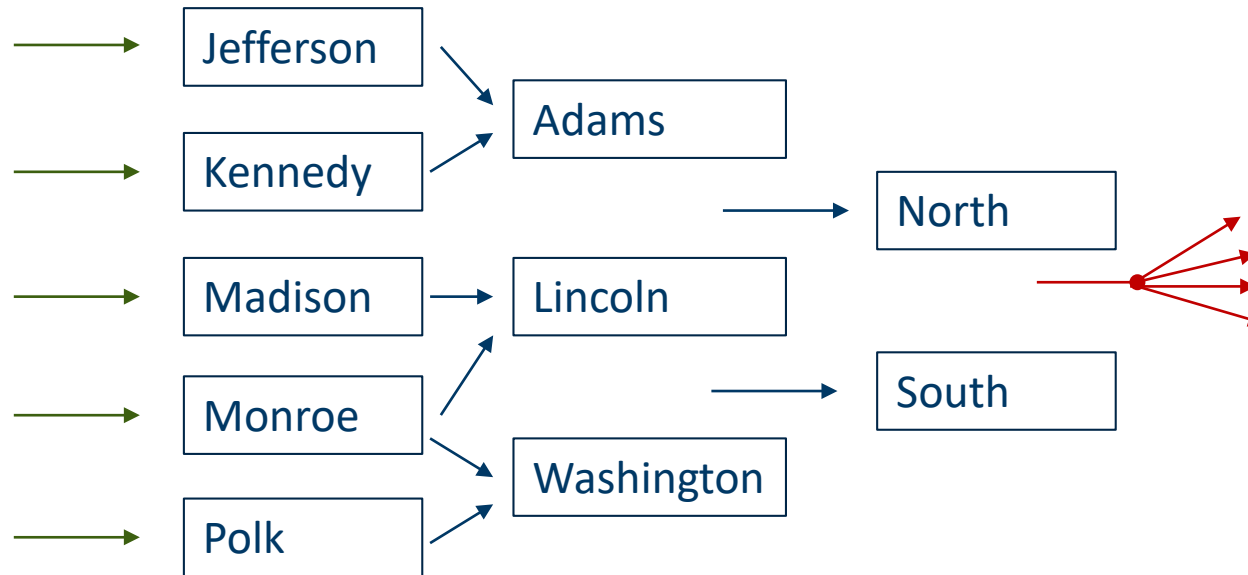
- Learning about your district/organization
  - Mission, goals, plans, etc.
  - Structure
  - Data (performance, demographics, financial, etc.)
  - Programs, services
  - Community
- Learning about your community

# Knowing Your System

Early Years (Parent Choice)

K-12 System

Post-secondary (Student Choice)



CC, FFN, HS, PS

Elementary

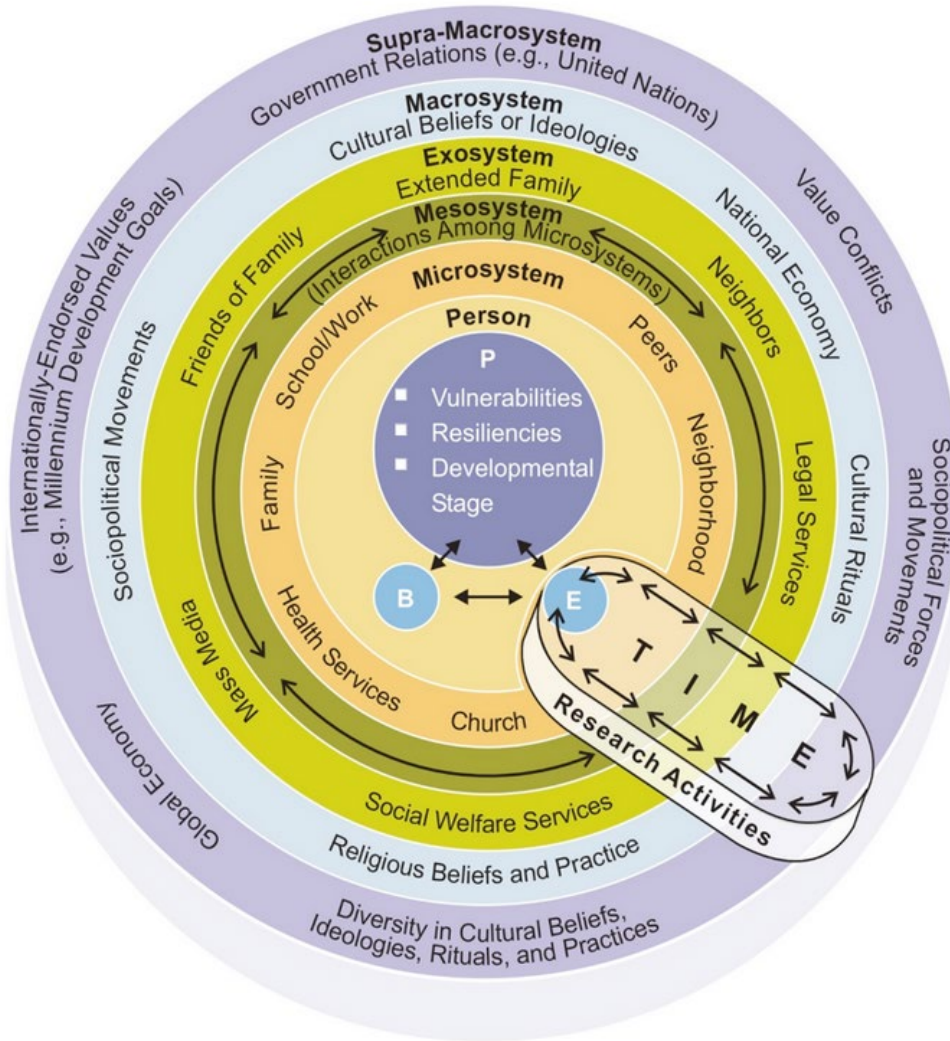
Middle

High School

Technical, 4 yr, Service



# Using the Ecosystem as a Guide



Michigan Journal of Community Service Learning

Fall 2017, pp. 6-22

## Psycho-Ecological Systems Model: A Systems Approach to Planning and Gauging the Community Impact of Community-Engaged Scholarship

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This article presents the Psycho-Ecological Systems Model (PESM) – an integrative conceptual model rooted in General Systems Theory (GST). PESH was developed to inform and guide the development, implementation, and evaluation of transdisciplinary (and multilevel) community-engaged scholarship (e.g., a participatory community action research project undertaken by faculty that involves graduate and/or undergraduate students as service-learning research assistants). To set the stage, the first section critiques past conceptual models. Following a description of GST, the second section provides a comprehensive description of PESH, which represents an integration of three conceptual developments: the ecological systems model (Bronfenbrenner, 1979), the biopsychosocial model (Kiesler, 2000), and the principle of reciprocal determinism (Bandura, 1978). In the third section, we discuss implications of PESH for community-based research. A greater emphasis on the development of integrative conceptual frameworks may increase the likelihood that community-based research projects will: (a) address complex questions; (b) develop and implement efficacious (and sustainable) transdisciplinary (and multilevel) projects; (c) assess constructs at multiple levels using a blend of quantitative and qualitative approaches; and (d) utilize multiple research designs and methods to systematically examine hypotheses regarding a project's influence on outcome variables and process variables.

### Psycho-Ecological Systems Model: A Systems Approach to Planning and Gauging the Community Impact of Community-Engaged Scholarship

"There are only a few models developed to measure the community impact of higher education civic engagement" (Stoecker, Beckman, & Min, 2010, p. 187), and there is a dearth of research documenting community outcomes of community-engaged scholarship. In general, Stoecker et al. (p. 177) argued: "There is very little evidence . . . that institutions are systematically documenting the outcomes of [community-engaged scholarship] contributions and, consequently, little evidence that it matters . . . Such work can indeed make a contribution, but the evidence of effectiveness is scant." Similarly, Reeb and Folger's (2013) review of research on community outcomes of service-

learning projects concluded: "There is a significant lack of research exploring community outcomes of service-learning, representing a surprising void in the literature." Development of integrative conceptual frameworks may increase the likelihood that community-engaged scholarship will: (a) address complex questions; (b) develop and implement efficacious (and sustainable) transdisciplinary (and multilevel) projects; (c) assess constructs at multiple levels using a blend of quantitative and qualitative approaches; and (d) utilize multiple research designs and methods to systematically examine hypotheses regarding the influence of a project on outcome variables and process variables.

Reeb and Folger (2013) introduced an early version of the Psycho-Ecological Systems Model (PESH) – a conceptual framework developed to inform and guide the development, implementation, and evaluation of transdisciplinary (and multilevel)

6

## Ecological Systems Model

# Session Guides



## QUICK GUIDE:

### New Coordinators' Community of Practice – Session #3

Thank you for participating in the third session of the New Coordinators' Community of Practice! This document is designed to provide you with a review of session #3, extend your learning and development, and list tasks/ideas you may want to work on.

#### Defining Administration, Leadership, and Governance

In our first two sessions, we discussed topics related to administering and leading your programs. Then, in session three, we introduced the concept of governance. Since developing shared understandings is so important to our work, we wanted to share some general definitions.

- **Administration:** the process and activities of running your early childhood education programs. The daily activities necessary to ensure smooth operations, supervision of staff, management of resources, etc.
- **Leadership:** encompasses the ability of an individual, group or organization to "lead," influence, or guide other individuals, teams, or entire organizations ([from Wikipedia](#)). **Educational leadership** is the process of enlisting and guiding the talents and energies of teachers, students, and parents toward achieving common educational aims.
- **Governance:** "Governance is the means by which authority and accountability for certain functions is allocated." (from, [Early Childhood Governance: A toolkit of curated resources to assist state leaders](#)). It is important that we understand governance because certain program functions are dependent upon organizational (i.e., school district) governance structures and authorities.

#### Leadership Competencies and the Unique Role of Early Childhood Leadership

We have been using the [core leadership competencies](#) for Minnesota administrative licenses to organize and ground our sessions. Likewise, these competencies were also used to develop the [Knowledge and Competency Framework for Early Childhood Administrators](#) (KCF-ECA). While it is easy to see that there are many commonalities between these competencies and the role of early childhood education (ECE) leaders, it is important that we recognize and appreciate the differences. In a recent article, Daniel ~~Castner~~ [Castner](#) (2020, p. 430) addressed a significant difference:

Leadership in early childhood education is a vitally important topic that is afforded very little attention. The effects of educational leadership are thoroughly appreciated within the K-12 system. Emerging leaders are prepared to take on leadership roles in graduate programs. Furthermore, educators are enticed by promises of increased compensation to become a principal or district level administrator. In contrast, there are not clearly defined pathways to become an ECE leader. Dismal pay, low social status, and historically rooted sexism beleaguers early educators, including those who take on leadership roles and direct programs. In response to these challenges, Douglas (2017) defined ECE leadership broadly as, "a process of influencing change to achieve a positive outcome to improve early care and education. Leaders are people who can improve children's and families' lives. Leadership is something we do, not a job title or a person."

The last part of that quote (i.e., Douglas' definition of ECE leadership) will likely resonate with everyone.

Leadership is something we do, and we are trying to not only our lead early childhood programs, but also trying to lead in a system that may not appreciate, let alone recognize, the important role of early childhood education in the lives of children and their families. This is an example of why context is so important, and why the title of our

third session is: Understanding Our Programs **within** Districts and Communities. Here is another example: an elementary principal can go to any school district in Minnesota and know that the district will provide transportation to and from school. Conversely, an early childhood administrator will need to learn about and decipher transportation guidelines, permissions, and practices within each district she works. This is one reason why we address governance in session three. Ultimately, we want to ensure administration, leadership, and governance are connected, aligned, and coherent.

#### Resource to Explore: The Whole Leadership Framework (WLF)

"The [Whole Leadership Framework \(WLF\)](#) was developed in the United States to address the conceptualization of ECE leadership at the program level for formal and informal leadership roles and program structures...

Considering the WLF and the multifaceted nature of ECE, ECE program leadership encompasses three fundamental and interdependent domains: administrative leadership, pedagogical leadership, and leadership essentials (Abel et al. 2017). The administrative leadership addresses the need to qualify, empower, and coordinate a team that develops and sustains the organization, including its operations and strategic goals, offering programs that advocate for the needs of the children, families, and communities served. Pedagogical leadership entails providing high-quality education based on the curricular philosophy, learning environment, and developmentally appropriate assessments, promoting family leadership through family engagement programs. Finally, the leadership essentials include critical personal attributes, skills, styles, and dispositions, such as adaptability, creativity, authenticity, empathy, self-efficacy, humility, and transparency (Abel et al. 2017)." From Halpern, [Szecsi](#), and [Max](#) (2021).

#### The Role of Governance in Early Childhood Education

In this session, we included a couple slides containing information from the book, [Early Childhood Governance: Choices and Consequences](#) by Sharon Lynn Kagan and Rebecca E. Gomez. One of the slides stated that the functions are operational tasks taken on by the organization, need to be specified, and should include responsibilities related to the following areas:

- Planning
- Coordination
- Resource allocation/distribution
- Public outreach
- Quality enhancements
- Accountability
- Within ECE, coordination/alignment, policy coordination/alignment between ECE and K-12 (and other organizations/institutions).

In each of the areas listed above, think of the role of governance in your program and district. Resource allocation is probably the easiest area to analyze. Consider some of the ways human resources are allocated to your programs. What allocations are beyond your control (e.g., custodial services, buildings and grounds, space allocation, etc.)? What allocations may not be equitable between early childhood and K-12 (e.g., English Learning services, teaching and learning services, professional development, leadership teams, health services, etc.)? What allocations would impact the quality of early education and your role? What resources could you access or influence?

Also think of areas of governance that seem to work well. For example, it is likely that payroll works well in your program. How does this process work between your early childhood program and the district? If you wanted to learn how this process works, what would you need to do?

# Session Guides cont.

## The Role of Data – Deepening Our Understandings of the Context of Our World

We presented a broad definition of data (i.e., information collected for use) for two main reasons: to make sure our understanding of data extends beyond quantitative outcomes or outputs, and to ensure that we use data/information to help guide our actions and make decisions.

We discussed the ecological model to help us think of areas we may want to collect information in order to deepen understandings. We see the task of understanding the context (e.g., of our organization, of the families and students in our programs, of our communities, etc.) in many of the leadership competencies. For example:

- Ensure that each student is treated fairly, respectfully, and with an understanding of each student's culture and context (under Competence in Equity and Culturally Responsive Leadership).
- Demonstrate an understanding of organizational systems, including structural and cultural dynamics. (under Competence in Organizational Management).
- Define and use processes for gathering, analyzing, managing, and using data to plan and make decisions for program evaluation (under Competence in Organizational Management).
- Identify the elements of a problem situation by analyzing relevant information, framing issues, identifying possible causes, and reframing possible solutions (under Competence in Judgment and Problem Analysis).

### Mapping as an Analysis Tool

Mapping can be defined as, “the activity or process of creating a picture or diagram that represents something” ([Cambridge dictionary](#)). You have likely heard the phrase, “mapping the human genome,” or engaged in the process of “curriculum mapping.”

If we think of Google maps, we can zoom in on a specific location, or go anywhere on earth. In our session, we showed a picture of a classroom, an elementary school, and a city. Each level of analysis, or each level of focus, provides us with possibilities for different information, perspectives, and understandings. We may be interested in one child's experiences in a [three year-old](#) classroom, or we may be interested in understanding the formal learning opportunities for all three year-olds in our community. As an early childhood education leader, we need to develop skills than enable comprehensive analysis.

### Knowledge and Skill Practice #1

- Practice different ways of viewing/seeing your program by “zooming and panning” (we borrowed these terms from photography since they provide a good metaphor).
  - Zooming-in allows more focused, specific data (focusing in on how Danny experiences his preschool day).
  - Zooming-out allows us to see a bigger picture (focusing on where Danny spends his time during a typical day).
  - Panning allows us to move from one frame/area to another (moving our focus to Danny's home, then zooming in to see how he interacts with other children in his neighborhood).
- In our session, we provided a diagram (Knowing Your System) where the district was mapped out. It should the elementary, middle, and high schools in a fictitious district. Usually, this is relatively easy to map out, or to diagram.
  - Do you know the early education and care programs in your community?
  - Do you know where all children are before they enter kindergarten? Sometimes, the literature refers “feeder” programs, meaning those programs that feed into another (e.g., your School Readiness program is a feeder program to your district's kindergarten).

## Five Key Governance Goals

Kagan and Gomez present five goals of governance:

1. **Coordination:** The governance model should connect the parts and programs of the early childhood system, reflecting its comprehensive nature.
2. **Alignment:** The model should provide coherence across systemwide tasks such as data collection, quality standards, and outcome measurement, and should break down silos associated with the administration of funding and the oversight of programs.
3. **Sustainability:** The model should be able to sustain political and administrative changes.
4. **Efficiency:** The model should allocate resources wisely, reduce duplication of effort, and provide a significant return on investment
5. **Accountability:** The model should be accountable to the EC system and its stakeholders in terms of quality, equality, and outcomes and also should be able to hold services and program accountable for their performance.

### Knowledge & Skill Practice #2

Using any of the governance goals above, think of the data/information that you would need to help achieve a goal. For example, when you think of how the district maintains enrollment data, what are the ways that your early childhood program is similar and different? If you were going to look at the efficiency of your early childhood program, what information would you need?

Are the program purpose, goals, and mission aligned to the district's? How do you define quality and equality?

### Continue Your Learning

- Practice seeing parts and wholes by changing perspectives (zoom, pan, compare, etc.)
- What is the governance structure of your district? Your EC programs?
- What data do you have ready at hand? What do you wish you had?
- How do you determine if your programs are effective? Do they help meet district goals?
- How does the community know about and perceive your programs?
- What funding, including sources, are available to your programs?

### Connecting Administration, Leadership, and Governance

Part of our role as early childhood education leaders is becoming systems leaders, which requires us to see parts and wholes. Be patient, as this takes time! Your commitment to education, children, and their families puts you in a position to “improve children's and families' lives.” Continue to learn about and apply the leadership competencies; some fit well while others may need some adapting. For example, under Competence on Community Relations, one of the competencies is, “Articulate organizational purpose and advocate publicly for the needs and priorities of students, families, and the community.” As we see with governance, and likely with your previous experience in early childhood education, this includes advocating within our districts too!

### References

- [Castner](#), D.J. Translating the Implementation Gap: Three Versions of Early Childhood Curriculum Leadership. *Early Childhood Educ J* 48, 429–440 (2020). <https://doi.org/10.1007/s10643-019-01006-7>
- Halpern, C., [Szecsi](#), T. & [Mak](#), V. “Everyone Can Be a Leader”: Early Childhood Education Leadership in a Center Serving Culturally and Linguistically Diverse Children and Families. *Early Childhood Educ J* 49, 669–679 (2021). <https://doi.org/10.1007/s10643-020-01107-8>

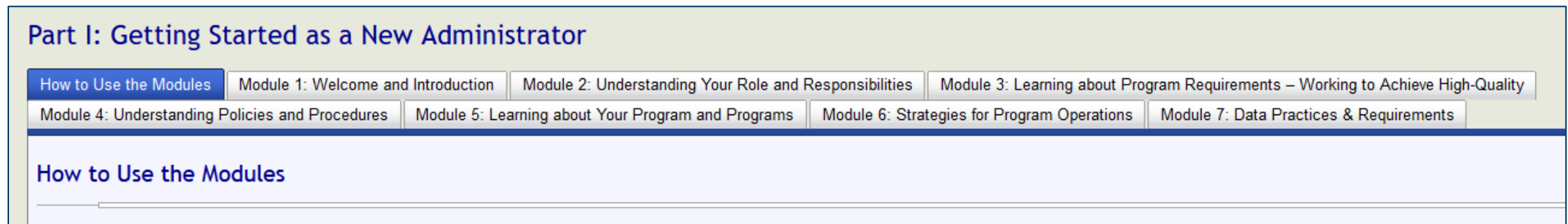
# Session Overview

1. Current state of early childhood program administration in Minnesota
2. Overview of the New Coordinators' Community of Practice sessions
3. How the sessions were designed
  - Discuss the approach to designing the sessions
4. How the sessions can be improved
  - How do we build on strengths and make changes to improve for 2023-24?

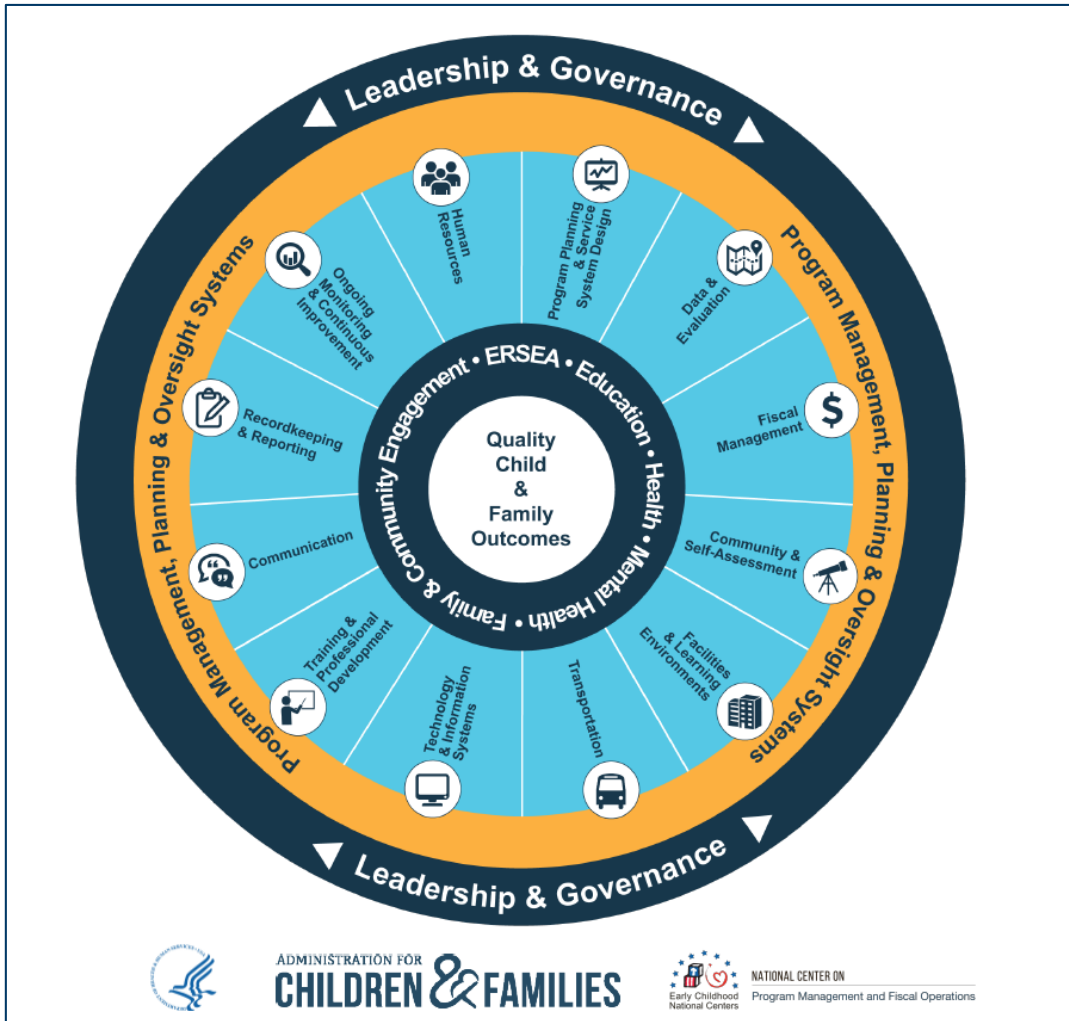


# How the Sessions were Designed

- Knowledge and Competency Framework (KCF) for EC Administrators
- Review of preparation programs (most oriented toward child care)
- Modules on EC Admin website
- One hour sessions via Zoom



# Starting with Lifelong Learning as a Disposition



## Knowledge and Competency Framework for Early Childhood Administrators

School-Based Early Childhood Leaders



2017 - Framework



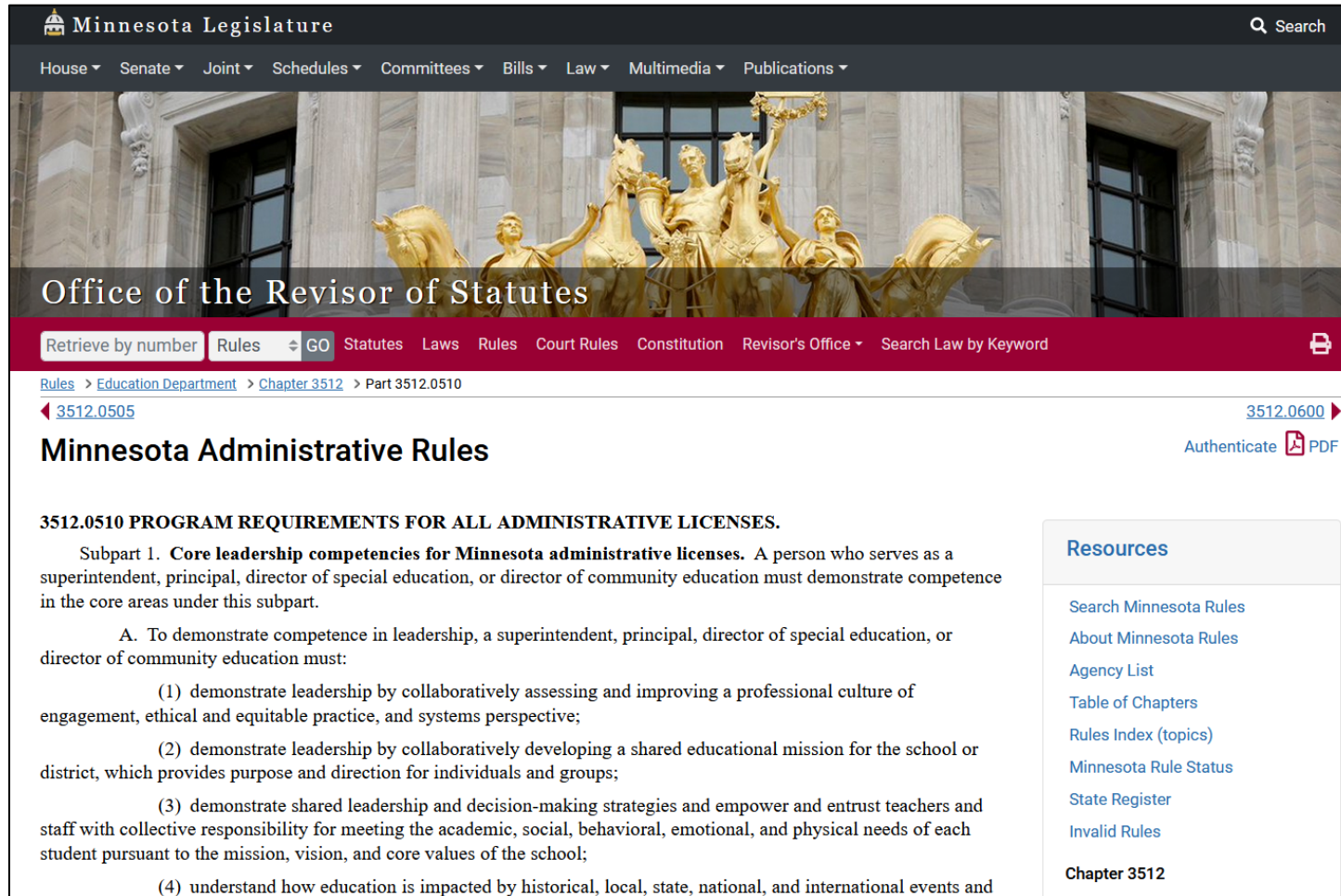
### Core Leadership Competencies

- |                                       |  |
|---------------------------------------|--|
| 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

# Program Requirements for Administrative 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 content area features a large image of the Minnesota State Capitol building and the text "Office of the Revisor of Statutes". Below this is a search bar and a navigation menu with links to Rules, Laws, Rules, Court Rules, Constitution, Revisor's Office, and Search Law by Keyword. The main content area displays the Minnesota Administrative Rules page for Chapter 3512.0510, titled "Minnesota Administrative Rules". The page includes a breadcrumb trail: Rules > Education Department > Chapter 3512 > Part 3512.0510. The main heading is "Minnesota Administrative Rules". Below this is the text "3512.0510 PROGRAM REQUIREMENTS FOR ALL ADMINISTRATIVE LICENSES." and a 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. The subpart lists four requirements: (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**

## [Program Requirements for All Administrative Licenses](#)

# Session 1: Competencies (Roles and Responsibilities)

## 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.



# Session 2: Competencies (Policy & 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 3: 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 3: Competencies (Equity and Culturally Responsive Leadership)

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

## C. Competence in Equity and Culturally Responsive Leadership:

- 1) Ensure that each student is treated fairly, respectfully, and with an understanding of each student's culture and context;
- 2) Recognize, respect, and employ each student's strengths, diversity, and culture as assets for teaching and learning;
- 3) Ensure that each student has equitable access to effective teachers, learning opportunities, academic and social support, and other resources necessary for success;
- 4) Ensure policies and practices are in place that proactively encourage positive behavior and respond to student behavior needs in a positive, fair, and unbiased manner;
- 5) Recognize, identify, and address individual and institutional biases;
- 6) Promote the preparation of students to live productively in and contribute to a diverse and global society;
- 7) Address matters of equity and cultural responsiveness in all aspects of leadership; and
- 8) Ensure policies and practices are in place that address student and staff mental and physical health and trauma.

# Session 3: Competencies (Judgment and Problem Analysis)

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

## K. Competence in Judgment and Problem Analysis

- 1) Identify the elements of a problem situation by analyzing relevant information, framing issues, identifying possible causes, and reframing possible solutions;
- 2) Demonstrate adaptability and conceptual flexibility;
- 3) Reach logical conclusions by making quality, timely decisions based on available information;
- 4) Identify and give priority to significant issues;
- 5) Demonstrate an understanding of, and utilize appropriate technology in, problem analysis; and
- 6) Demonstrate an understanding of different leadership and decision-making strategies, including but not limited to collaborative models and model appropriately their implementation.

# 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.**

## Discussion #2: Design of Modules



- What is most relevant to your position/role?
- Are there topics you would add? Resources?

# Session Overview

1. Current state of early childhood program administration in Minnesota
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  - How do we build on strengths and make changes to improve for 2023-24?

## Discussion #3: Improving the Modules



- Need to improve logistical issues. Length of sessions, format, etc.
- We made connections to regional networking group leaders. What is the role of the field?
- How can we build an infrastructure to support early childhood leaders and administrators?



# Thank you!



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