

# **THE 2024 PARENT EDUCATION CORE CURRICULUM FRAMEWORK IS HERE!**

## **WAYS TO USE! WHAT'S NEXT?**

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**MNAFEE Annual Conference**  
**April 11, 2024**

## Today's Workshop Objectives:

- Learn about the rationale for the revisions
- Understand the alignment between the 2024 ECIPs and Early Childhood Development Domain of PECCF
- Become acquainted with procedures and forms for using the PECCF
- Discover ways to enhance integrated planning between the parent educator and early childhood educator
- Recognize the PECCF can be used as a guide for your entire ECFE Program

## Goals of Parent Education Core Curriculum Framework

1. Frames or defines the body of knowledge in the field of parent education in an inclusive manner that is applicable across the field of parent education with any type of parent education program, population, age-group, setting, and delivery mode.
2. Is a planning tool for development and delivery of parent education curriculum and lesson plans.
3. Identifies the intended content and objectives of parent education, originally designed for Early Childhood Family Education (ECFE) and family literacy programs in Minnesota.
4. Promotes integrated planning between parent educators and the early childhood educators or other child or youth education partners in a way that becomes an ongoing process.

**Goals of  
Parent Education  
Core Curriculum  
Framework (cont.)**

**5. Provides guidance for parent goal setting in parent education.**

**6. Guides assessment of parent education outcomes and programs.**

**7. Promotes accountability in parent education programs and with individual parent educators.**

**8. Informs practice in parent education and early childhood education.**

## **Purpose of the Parent Education Core Curriculum Framework**

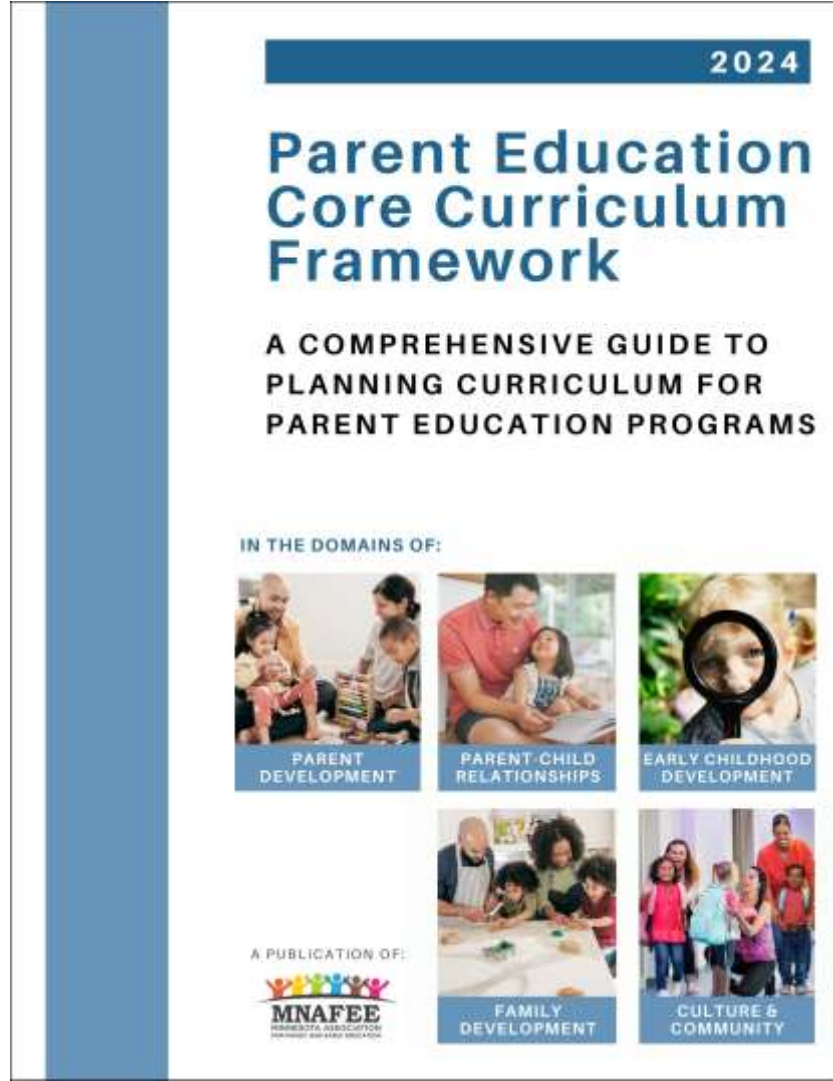
- The PECCF defines and places parameters around the core content in parent education. It supports you in meeting ECFE Statute Program Requirements.
- It is not intended to be a prescribed curriculum.

The PECCF is based on the assumption that parent educators should have autonomy and exercise creativity in determining the specific and unique needs and expectations of each parent and parent group with whom they work and in designing curriculum and selecting resources to best meet their needs and expectations.

## Rationale for Revisions

- The 2024 ECIPs (Early Childhood Indicators of Progress)
- ECFE may provide services to parents of children in grades K-3
- Revise Indicators based on recent research and understandings
  - Mental health, trauma, digital media, identity
  - Diversity, equity, and inclusion (DEI)
- Simplify and clarify Procedures and Forms
- Align with ECFE Statute (particularly Community Needs Assessment)
- Promote integrated planning between parent educator and early childhood educator
- Introduce idea of Curriculum Maps

**Based on our review, we learned the overall concepts and processes have withstood the test of time.**



## The Parent Education Core Curriculum Framework (PECCF) 2024

- **Draft available online NOW**
- **Print copies available late summer 2024**
- **Order print copies online; first round ordering began April 10 and third round ends on July 16**

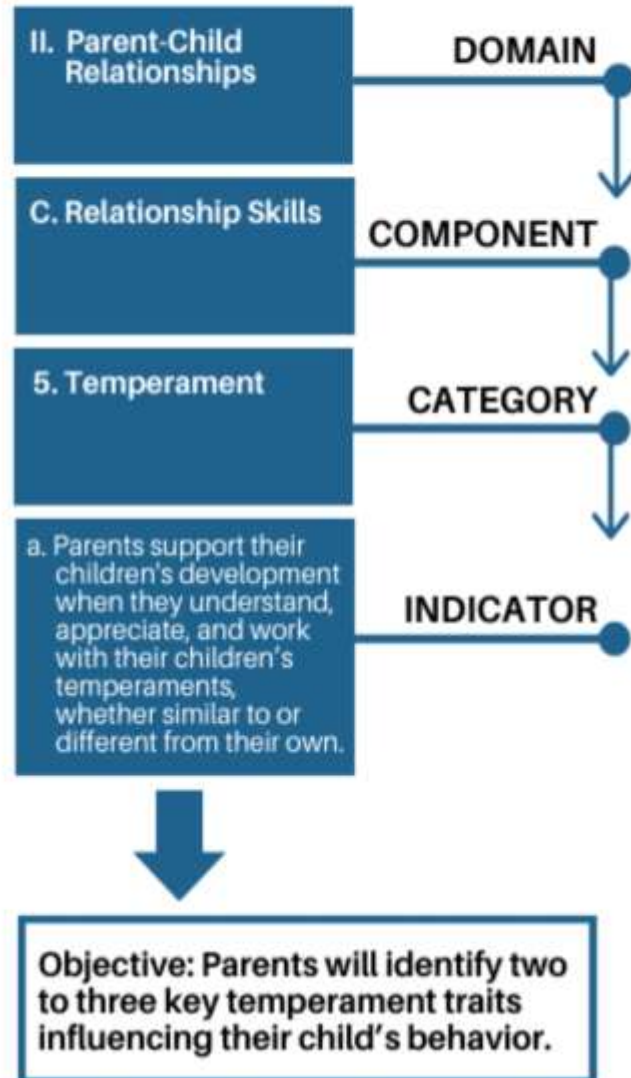
# Parent Education Core Curriculum Framework Structure

## Four Levels of Content:

- **Domains:** Broad areas of content in parent education
- **Components:** Areas of content within each domain
- **Categories:** Units of more specific learning content within each component
- **Indicators:** Long-term learning goals in each category for parents participating in parent education. Each indicator has the stem “Parents support their children’s development when they . . . ” followed by a specific indicator.

**Objectives:** The above four levels lead to the creation of objectives for Individual Lesson Plans. These objectives are locally determined by parent educators.





# STRUCTURE SAMPLE FROM PARENT- CHILD RELATIONSHIP DOMAIN

# Parent Education Core Curriculum Framework Domains

**Parent  
Development**

**Parent-Child  
Relationships**

**Early  
Childhood  
Development**

**Family  
Development**

**Culture &  
Community**

# PECCF Early Childhood Development Domain – Alignment to ECIPs

## **PECCF Components**

Social & Emotional Development  
Approaches to Learning  
Language, Literacy & Communications  
Mathematics  
Scientific Thinking & Exploring  
Social Systems  
The Arts  
Physical & Motor Development

PECCF Category headings align with ECIP Components

## **ECIP Domains**

Social and Emotional Development  
Approaches to Learning  
Language, Literacy and Communications  
Mathematics  
Scientific Thinking and Exploring  
Social Systems  
The Arts  
Physical and Motor Development

Note: Domains are in alphabetical order in ECIPs

# Parent Education Core Curriculum Framework Table

| I. PARENT DEVELOPMENT  | II. PARENT-CHILD RELATIONSHIPS  | III. EARLY CHILDHOOD DEVELOPMENT   | IV. FAMILY DEVELOPMENT  | V. CULTURE & COMMUNITY  |
|--|---|--|---|---|
| <p><b>A. Role of Parent</b></p> <ol style="list-style-type: none"> <li>1. Transition to Role</li> <li>2. Multiple Parental Roles</li> <li>3. Parenting Philosophy</li> </ol> <p><b>B. Changing Parent Role</b></p> <ol style="list-style-type: none"> <li>1. Stages of Parenting</li> <li>2. Family-of-Origin</li> <li>3. Parental Wellness</li> </ol> | <p><b>A. Importance of Parent-Child Relationships</b></p> <ol style="list-style-type: none"> <li>1. Nature &amp; Quality</li> <li>2. Intentionality</li> </ol> <p><b>B. Attachment/Autonomy</b></p> <ol style="list-style-type: none"> <li>1. Trust</li> <li>2. Brain Development</li> </ol> <p><b>C. Relationship Skills</b></p> <ol style="list-style-type: none"> <li>1. Observation Skills</li> <li>2. Sensitivity &amp; Responsiveness</li> <li>3. Reciprocity</li> <li>4. Pace</li> <li>5. Temperament</li> </ol> <p><b>D. Nurturing</b></p> <ol style="list-style-type: none"> <li>1. Physical Care</li> <li>2. Affirmation &amp; Affection</li> <li>3. Empathy &amp; Respect</li> </ol> <p><b>E. Guidance</b></p> <ol style="list-style-type: none"> <li>1. Modeling</li> <li>2. Monitoring &amp; Management</li> <li>3. Structure</li> </ol> | <p><b>A. General Child Development</b></p> <ol style="list-style-type: none"> <li>1. Process of Development</li> <li>2. Developmental Expectations</li> </ol> <p><b>B. Social &amp; Emotional Development</b></p> <ol style="list-style-type: none"> <li>1. Self &amp; Emotional Awareness</li> <li>2. Self-Regulation</li> <li>3. Social Understanding &amp; Relationships</li> </ol> <p><b>C. Approaches to Learning</b></p> <ol style="list-style-type: none"> <li>1. Curiosity &amp; Inquisitiveness</li> <li>2. Attentiveness</li> <li>3. Imagination</li> <li>4. Processing &amp; Using Information</li> </ol> <p><b>D. Language, Literacy, &amp; Communications</b></p> <ol style="list-style-type: none"> <li>1. Listening &amp; Understanding (Receptive Language)</li> <li>2. Communicating &amp; Speaking (Expressive Language)</li> <li>3. Emergent Reading</li> <li>4. Writing</li> </ol> <p><b>E. Mathematics</b></p> <ol style="list-style-type: none"> <li>1. Number Knowledge</li> <li>2. Measurement</li> <li>3. Patterns</li> <li>4. Geometry &amp; Spatial Thinking</li> <li>5. Data Analysis</li> </ol> <p><b>F. Scientific Thinking &amp; Exploring</b></p> <ol style="list-style-type: none"> <li>1. Explore</li> <li>2. Discover</li> <li>3. Explain</li> </ol> <p><b>G. Social Systems</b></p> <ol style="list-style-type: none"> <li>1. Self-Identity, Family, &amp; Community</li> <li>2. Concept of Time</li> <li>3. Environment, Geography, &amp; Our Role in Society</li> <li>4. Economics: Wants, Needs, &amp; Choices</li> <li>5. Technology</li> </ol> <p><b>H. The Arts</b></p> <ol style="list-style-type: none"> <li>1. Exploring the Arts</li> <li>2. Using the Arts to Express Ideas &amp; Emotions</li> </ol> <p><b>I. Physical &amp; Motor Development</b></p> <ol style="list-style-type: none"> <li>1. Gross Motor</li> <li>2. Fine Motor &amp; Self Care</li> </ol> | <p><b>A. Family Traditions &amp; Values</b></p> <ol style="list-style-type: none"> <li>1. Family Time</li> <li>2. Rituals, Traditions, &amp; Celebrations</li> <li>3. Family Responsibilities</li> <li>4. Values</li> </ol> <p><b>B. Family Relationships &amp; Dynamics</b></p> <ol style="list-style-type: none"> <li>1. Relationships</li> <li>2. Communication</li> <li>3. Resource Management</li> <li>4. Work &amp; Family</li> </ol> | <p><b>A. Family Support &amp; Community Involvement</b></p> <ol style="list-style-type: none"> <li>1. Support Networks</li> <li>2. Community Involvement &amp; Social Change</li> </ol> <p><b>B. Societal &amp; Global Forces</b></p> <ol style="list-style-type: none"> <li>1. Digital Media &amp; New Technologies</li> <li>2. Safety &amp; Violence (home, transportation systems, &amp; community)</li> <li>3. Wellness</li> <li>4. Environment</li> </ol> <p><b>C. School &amp; Community</b></p> <ol style="list-style-type: none"> <li>1. Parent Involvement</li> <li>2. School Success</li> </ol> <p><b>D. Diversity, Inclusion, &amp; Identity</b></p> <ol style="list-style-type: none"> <li>1. Community Populations</li> <li>2. Identity, Acceptance, &amp; Advocacy</li> </ol> <p><b>E. Community Resources</b></p> <ol style="list-style-type: none"> <li>1. Resource Identification, Assessment, &amp; Use</li> <li>2. Quality Early Care &amp; Education</li> </ol> |

The Parent Education Core Curriculum Framework Table includes the Domains, Components, and Categories in the Framework. This is followed by the Framework and the Indicators within each Domain, Component, and Category.

*Parents support development of their children's cognitive development when they:*

### **Mathematical & Logical Thinking**

1. Encourage their children to use everyday materials and experiences to explore math concepts.
2. Use everyday words to indicate space, location, shape, size of objects, time, and other math concepts.

### **Scientific Thinking & Problem Solving**

1. Provide time and opportunities for their children to explore nature.
2. Provide materials and experiences where their children's actions result in a response.
3. Encourage their children to ask questions and find answers through active exploration of materials, objects, and experiences.
4. Provide opportunities for their children to learn through observation and imitation.
5. Recognize their children's attempts and successes in problem solving.

### **Social Systems Understanding**

1. Encourage their children to notice, describe, and appreciate their own characteristics and those of others in the family.
2. Encourage their children to understand family roles, jobs, rules, and relationships.
3. Provide opportunities for their children to learn about jobs or work people do in the community.
4. Teach their children to share responsibility in taking care of their environment.

## Addition to the Indicators in the Early Childhood Development Domain...

Letter/number in **red** at the end of the PECCF Indicator statement refers to a subcomponent within a domain of the 2024 ECIPs

- **AL11** at the end of PECCF Indicator b within Category 4 (Processing and Using Information) means ECIPs Approaches to Learning Subcomponent -AL11 Problem Solving - within the ECIP Component of Processing and Using Information
- The specificity of the ECIP Indicator(s) as organized by age most appropriate for your group helps the parent educator focus their planning as you team with your early childhood educator
  - Group of 1.5 year olds: *ECIPs Indicator within AL11 is: Examines objects that don't respond...attempts to make objects work as expected.*
  - Group of 4.5 year olds: *ECIPs Indicator within AL11 is: Explains the possible solutions of problems and outcomes.*

## PECCF Procedures Changes

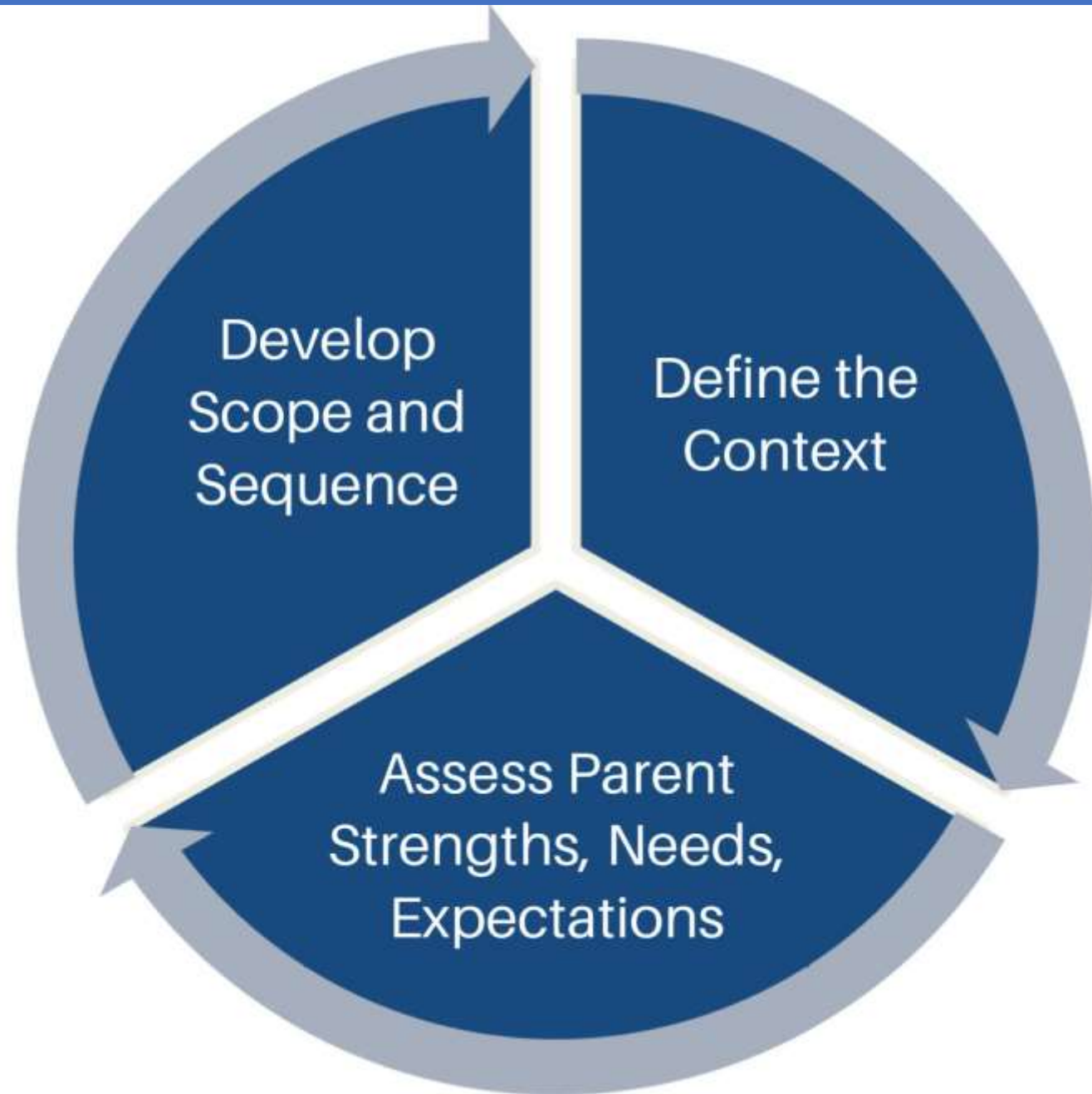
- Simplify and streamline process
- Illustrate that the process is not linear but rather iterative
- Integrate developing a scope and sequence
- Align process with how the field has evolved

# PECCF Procedures

## Two main sections vs. three

- New Phase 1: Integrating Parent Needs into Curriculum Planning (combines Phase 1 & 2 from previous document)
  - Define the Context
  - Assess Parent Strengths, Needs and Expectations
  - Develop Scope and Sequence
- New Phase 2: Integrated Lesson Planning (Phase 3 from previous document)





# Phase 1      Defining the Context Sample Questions

- Is your class focused on a specific parent community or topic of interest (i.e. parents of children with special needs, STEM, multilingual parents, grandparenting, teen parents, etc)?
- What is the child component?
- What are the expectations for parent-child interaction?
- What is the length of time you may have for parent education?
- How many class sessions will you have?
- Who is on your team with you?
- What are your program requirements around curriculum design or scope and sequence? Is there specific content you are expected to cover?

## Curriculum Content Brainstorming Form (page 55)

Phase 1: Integrating Parent Needs into Curriculum Planning

- Define the Context
- **Assess Parent Strengths, Needs, and Expectations**
- Develop a curriculum Scope and Sequence

### List of Topics/Content Themes

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_
13. \_\_\_\_\_
14. \_\_\_\_\_
15. \_\_\_\_\_

# Phase 1 Parent Needs Assessment

Similar to original PECCF Phase 1

- **Felt needs**
  - Needs and wants that parents report or state
  - Assessed through conversations, goal setting, and interest finders
- **Ascribed needs**
  - Needs and strengths professionals observe or know
  - Based on research, pedagogy and observation, and program requirements

## Integrated Curriculum Planning Grid (page 56)

Phase 1: Integrating Parent Needs Into Curriculum Planning

- Define the Context
- Assess Parent Strengths, Needs, and Expectations
- **Develop a Curriculum Scope and Sequence**

| 1. Parent Education Content/Discussion Topics | 2. Domain(s) | 3. Indicator(s)<br><small>*Parents support their children's development when they... (about 3)</small> | 4. Potential lesson objectives or key takeaways (about 3) | 5. Ideas for Parent-Child Interaction Questions/Activities | 6. Sequence: # of Weeks/Sessions |
|---|--------------|--|---|--|----------------------------------|
|   |              |  |   |  |                                  |
|   |              |  |   |  |                                  |
|   |              |  |   |  |                                  |
|   |              |  |   |  |                                  |
|   |              |  |   |  |                                  |
|   |              |  |   |  |                                  |
|   |              |  |   |  |                                  |
|   |              |  |   |  |                                  |
|   |              |  |   |  |                                  |

# Phase 1 Develop Scope and Sequence

## Integrated Curriculum Planning Grid

Changes:

- Eliminated Categories and Components
- Added objectives linked to Indicators (column 4)
- Eliminated child development link
  - Indicators linked to ECIPs (see red numbers after Indicators)
  - Child development link still on Integrated Lesson Plan

# Sample Integrated Curriculum Planning Grid

## APPENDIX IVc: INTEGRATED GRID - SAMPLE A

Phase 1: Integrating Parent Needs Into Curric

- Define the Context
- Assess Parent Strengths, Needs, and Expe
- **Develop a Curriculum Scope and Sequ**

| Class: Parents of young toddlers (approx 19-23 months). Initial session is non-separating and gradually separating after that. Parents: English first language; high school to college educated; mix of first time and experienced parents; mothers and fathers. |  |  |  |  |  |
|--|--|--|--|--|--|
| 1. Parent Education Content/Discussion Topics  | 2. Domain(s)   | 3. Indicators(s)<br>*Parents support their children's development when they... (about 3)   | 4. Potential lesson objectives or key takeaways (about 3)  | 5. Ideas for Parent-Child Interaction Questions/Activities   | 6. Sequence: # of Weeks/Sessions   |
| <b>First Session</b><br>-- Getting Acquainted<br>-- Community Building<br>-- Group norms<br>-- Goal Identification<br>-- Orientation to class<br>-- Non-separating (will "separate" to children's table but remain in the classroom)                             | -- Culture and Community<br>-- Parent-Child Relationships<br>-- Parent Development | -- Build and maintain relationships with other families, neighborhoods, and community groups.<br>-- Enjoy a wide network of diverse individuals who may offer helpful connections and information.<br>-- Offer support to other parents and families.<br>-- Allow their children to initiate or continue appropriate activities of their own choosing without interfering.<br>-- Identify short-term parenting goals consistent with their parenting philosophy and long-term parenting goals. | -- Parents will understand that the purpose of parent-child time is to follow their child's lead.<br>-- Parents will create connections among other parents in the group; identify commonalities and differences in their parenting experiences.<br>-- Parents will develop and consent to group norms.<br>-- Parents will reflect on areas to focus on during next weeks and determine goals.<br>-- Parents will understand the structure of the class. | <b>Questions:</b><br>-- What toys and activities does your child gravitate to in the classroom?<br>-- How does your child respond to this new environment? | <b>Weeks 1-2</b><br><br>May not get to group norms and goals during week one; make it the focus of week 2. |

## Integrated Lesson Plan (pages 61-62)

Phase 2: Using the Integrated Lesson Planning Process for Planning Instructional Activities and Evaluation.

Team Members: \_\_\_\_\_ Date: \_\_\_\_\_

Class Series: \_\_\_\_\_ Session/Week Number: \_\_\_\_\_

### 1. Domain(s) and Indicators:

a. Domain(s): \_\_\_\_\_

b. Components and category(ies): \_\_\_\_\_

c. Indicator(s) - Parents support their children's development when they:

\_\_\_\_\_  
\_\_\_\_\_

### 2. Lesson Objectives to Achieve the Indicator(s) (3 maximum):

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### 3. Materials/References/Resources/Handouts Needed to Support the Lesson:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### 4. Parent-Child Interaction Questions and/or Activities (for fostering parent-child interaction on-site or at home):

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### 5. Child Development Link(s):

\_\_\_\_\_

# Phase 2 Integrated Lesson Planning

## Few substantial changes

- Domains, Indicators, Objectives are aligned with the Planning Grid sections
- Parent-Child Interaction Activities and Child Development Link foster team collaboration
- Detailed Lesson Procedures
- Evaluation questions linked to PLC four questions

## APPENDIX IVd: INTEGRATED LESSON PLAN - continued

### 6. Lesson Procedures:

Guided Check-in and Review: \_\_\_\_\_  
\_\_\_\_\_

Introduction: \_\_\_\_\_  
\_\_\_\_\_

Content and Teaching Methods: \_\_\_\_\_  
\_\_\_\_\_

Summary/Closure: \_\_\_\_\_  
\_\_\_\_\_

Home Application: \_\_\_\_\_  
\_\_\_\_\_

### 7. Evaluation and Educator Reflection:

Ask yourself these questions and write some notes to refer to for the following session<sup>\*</sup>:

- o How do I know the identified lesson objectives were met? How will I know the parents learned them?
- o If they didn't learn the objectives what should I or the team do?
- o If they did learn the objectives what should I or the team do next?
- o How did the learning activities work?

What went well? \_\_\_\_\_

What did not go well and what changes to make? \_\_\_\_\_  
\_\_\_\_\_

- o Notes for next week, including follow-up lessons or information needed.
- 
- \_\_\_\_\_

**NOTE:** Keep a file (paper or electronic) for each class you teach (link or attach all materials such as handouts, resources, home application, reminder note, etc. If using a published lesson plan or one designed previously, write "see attached file" and attach a copy of the plan to the form.

<sup>\*</sup> These are general questions, useful in all lessons. Evaluative questions can be tailored to specific content or learning goals and activities in the class.

## Uses of Parent Education Core Curriculum Framework

1. Planning Curriculum and Daily Lesson Plans – Selection of Content, Teaching Methods, and Resources
2. Providing Direction for Assessing Parent Goals and Outcomes
3. Integrating Parent Education with Children's Education
4. Informing Program Standards and Evaluation
5. Identifying and Planning for Professional Development and Higher Education Preparation
6. Communicating with Parents, Sponsoring Institutions/Agencies, Policymakers, and the Public about Parent Education and Parent Education Outcomes
7. Providing Direction for Assessing Parent and Community Needs
8. Providing Direction for Assessing the Impact of Public Policy



# On the separate sheet...

1

Capture ideas for resources or support that would be helpful to you or your program as you more fully implement PECCF

2

Note contact information for anyone who may be interested in being part of a task force working on developing additional resources or tools

3

Turn into us at the end of the workshop

# Within the Classroom

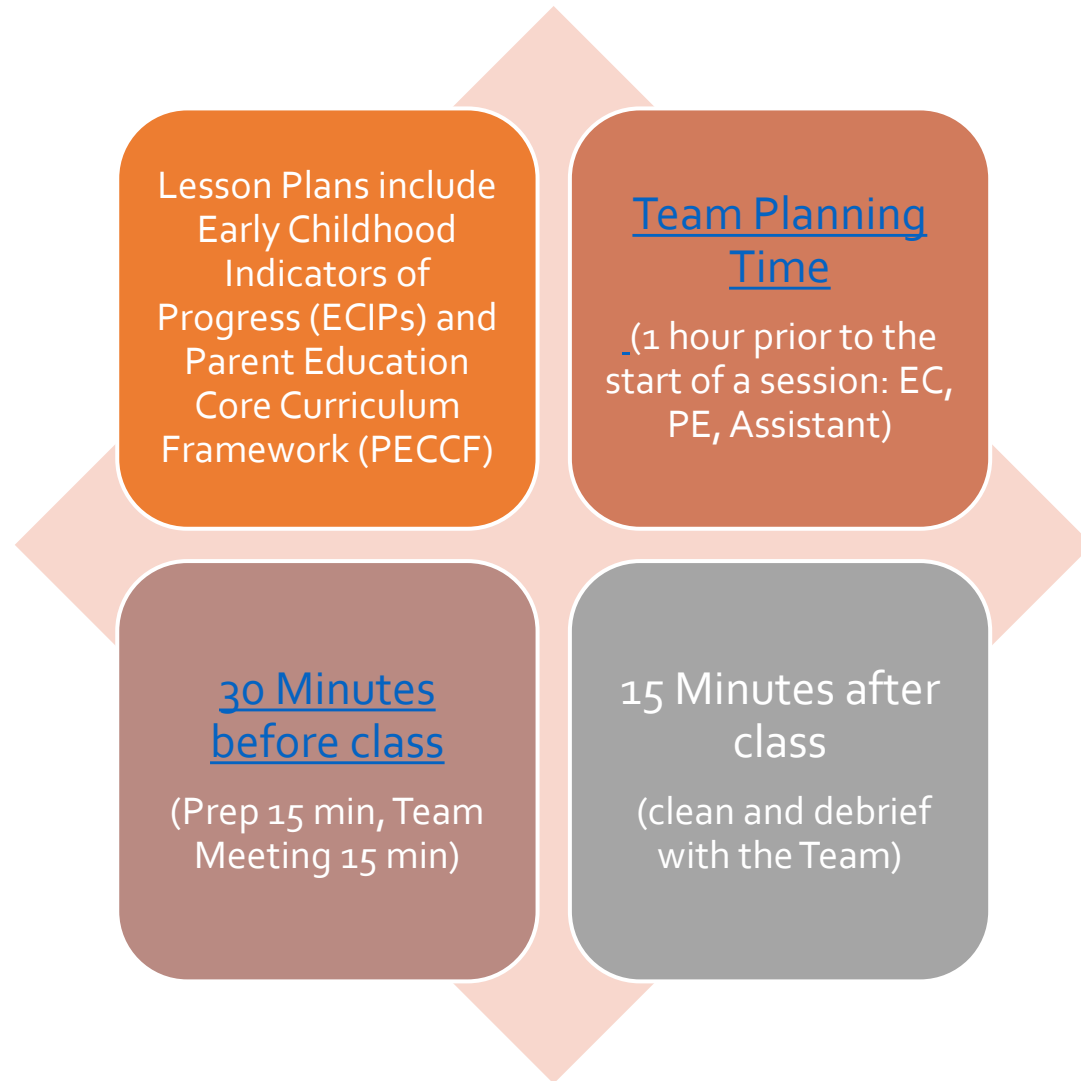
Use 1: Planning Curriculum and Daily Lesson Plans – Selection of Content, Teaching Methods, and Resources

Use 2: Integrating Parent Education with Children's Education

Use 3: Providing Direction for Assessing Parent Goals and Outcomes

## Use the PECCF to:

- Begin the process of reflection and assessment of parent strengths and needs
- Begin curriculum planning by determining content related to Indicators, methods, and resources
- Identify links between parent education content and child development content through ongoing team planning
- Plan as a team for integrated parent-child interaction questions/activities
- Relate Indicators to specific desired parent actions and ways to gather information on what parents learned
- Reflect on whether parents learned the desired outcome, what are next steps if they did learn it and what steps are required if they did not



# Program Expectations

# Lesson Planning Expectations

## **Early Childhood Teacher**

Lesson plans for the children

Early Childhood Indicators of Progress

Essential Learning Benchmarks (ELBs)

Ages and Needs of the Group

## **Parent and Family Educator**

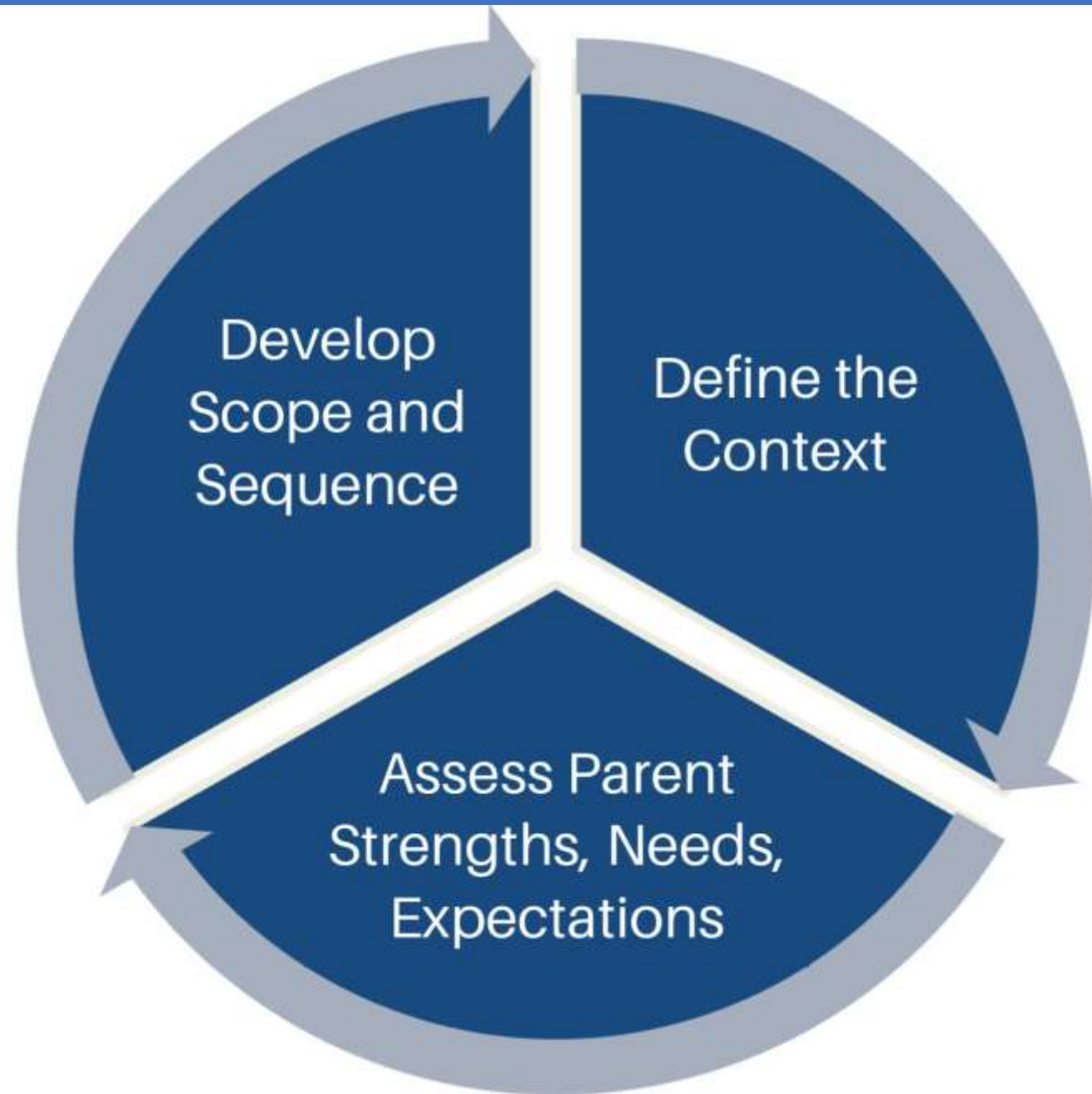
Lesson plan for the Adults

Parent Education Core Curriculum Framework

Interest Finders (Felt)

Professional assessment of group needs (Ascribed)

Felt and Ascribed needs are defined on page 37 of PECCF



# Early Childhood Lesson Plan Sample

Program Standards on Rotations (Explain shaded areas)

Completed Lesson Plan (without Modifications)

Completed Lesson Plan (with Modifications)

# Parent Education Lesson Plan Sample

[Phil's link](#) (the new way)

[Sample Lesson Plan the old way](#)

[Another Option](#)

Think of what options might work for your team, time and individual style as we move forward to the next slide on integrated team guide to joint lesson planning.

# ISD 15 Integrated Team Guide (Sample)

|   |       | ELB Domain-(P/C Time) | 2nd Step (Group Time) | Feeling (Group Time) PM | Friendship Activity (Snack) CEM | Question for Parents Integrated Curriculum Grid Column #5 (lessonPlan #4) | Thursday AM Parent Ed ELB PECCFW (topics are felt and ascribed needs) | Thursday PM Parent Ed ELB  | Tuesday AM Parent Ed ELB   |
|---|-------|-----------------------|-----------------------|-------------------------|---------------------------------|---|---|--|--|
| 1 | 3#333 |                       |                       |                         |                                 |   |   |  |  |
| 2 | 1     | Art/Science           |                       |                         |                                 | Get to know you/your child, Star  | Get to know You/many absent day 1 revisit week 2                      | Get to know you/building policy and tour   | Get to know you, EM cards, Schedule, Policy                          |
| 3 | 2     | Art/Science           |                       |                         |                                 | Think, pair, share about your sta   | Topic Generator/ Get to know you Star                                 | Topic Generator  | Paperwork, Shared out Stars, 2 crying kids, made it till 11          |
| 4 | 3     | Phycal                | Intro Pete/Pam        | Happy/Excited           | Learn names at snack            | How might puppets teach skills at home?                                   | Parenting Philosophy/Stages of Parenting/Boundaries with Families     | Speech Development/Natural development by age and sound chart  | Pouch Book, Separation....topic generator ....process vs product art |
| 5 | 4     | Physical              | Intro Pete/Pam        | Happy/Excited           |                                 | What ways did you see physical development taking place in the classroom? | Boundaries, 4 questions, ADD,ADHD,ASD venn diagram                    | Parenting Philosophy/Stages of Parenting/Social Emotioanl Development (Telling kids what to do, vs not to do, eye level , gain their attention | Check in about Art Observations from last week. Equilibrium Curve    |



# Team Up at Tables: EC, PE, Admin

- How might you use team planning in your role?
- Are there pros or cons to the team planning sheet?
- What questions do you have about the process?

# Districtwide Goals/Expectations

Use 4: Informing Program Standards and Evaluation

Use 6: Communicating with Parents, Sponsoring Institutions/Agencies, Policymakers, and the Public about Parent Education and Parent Education Outcomes

Use the PECCF to:

- Address criteria related to standards of program quality based on Minnesota ECFE Statute Program Requirements <http://ecadmin.wikidot.com/minnesota-laws>

# QUICK GUIDE: ECFE PROGRAM REQUIREMENTS

## Assessing Your Early Childhood Family Education (ECFE) Program

### ECFE Program Requirements in Minnesota Statutes, section 124D.13, subdivision 2

Does your ECFE program provide:

|  |   |   |
|--|---|---|
| 1. Programming/services 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? | Y | N |
| 2. Structured learning activities requiring interaction between children and their parents or relatives?   | Y | N |
| 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?   | Y | N |
| 4. Information on related community resources?   | Y | N |

# Districtwide Goals/Expectations

Use 4: Informing Program Standards and Evaluation

Use 6: Communicating with Parents, Sponsoring Institutions/Agencies, Policymakers, and the Public about Parent Education and Parent Education Outcomes

Use the PECCF to:

- Address criteria related to standards of program quality based on Minnesota ECFE Statute Program Requirements <http://ecadmin.wikidot.com/minnesota-laws>
- Develop a Curriculum Map with a full-year or multi-year outline addressing most or all of the Components and Categories over time



# Districtwide Goals/Expectations

Use 4: Informing Program Standards and Evaluation

Use 6: Communicating with Parents, Sponsoring Institutions/Agencies, Policymakers, and the Public about Parent Education and Parent Education Outcomes

Use the PECCF to:

- Address criteria related to standards of program quality based on Minnesota ECFE Statute Program Requirements <http://ecadmin.wikidot.com/minnesota-laws>
- Develop a program guide with a full-year or multi-year outline addressing most or all of the Components and Categories over time
- Determine the effectiveness of a lesson or series of learning experiences
- Enhance understanding the breadth of what is expected of parents to support their children's development and how well those outcomes were met
- Establish collective efforts among families, early childhood care and education practitioners, communities and policymakers to support the learning and development of young children

# Professional Development/Coaching

Use 5: Identifying and Planning for Professional Development and Higher Education Preparation

Use the PECCF to:

- Guide parent educators, administrators, peer coaches, and institutes of higher education in determining what is needed to know and to effectively teach regarding parenting and parent-child and family relationships
- Determine topics to address within Professional Learning Communities (PLCs) and professional development

# Support in the Community

Use 7: Providing Direction for Assessing Parent and Community Needs

Use 8: Providing Direction for Assessing the Impact of Public Policy

Use the PECCF to:

- Assess the impact of policy decisions on the lives of children and their families which can yield information to help policymakers know the kinds of support and resources needed to enhance children's learning and development and family life
- Identify sources of support and needs within a community that encourage or detract from healthy parenting and family life
- Provide a foundation for addressing the statute requirements for a Community Needs Assessment <http://ecadmin.wikidot.com/ecfe-needs-assessment>



# QUICK GUIDE: ECFE PROGRAM REQUIREMENTS

## Assessing Your Early Childhood Family Education (ECFE) Program

|  | Y | N |
|--|---|---|
| 6. A <b>community needs assessment</b> that identifies new and underserved populations, identifies child and family risk factors, <b>particularly those that impact children's learning and development, and assesses family and parenting education needs</b> in the community? |   |   |
| 7. <b>Programming and services that are tailored to the needs of families and parents prioritized</b> in the community needs assessment?   |   |   |

## Small Groups

Go to the group that you are most interested in (refer to handout):

- District wide goals/expectations
  - Uses 4, 6
- Professional Development/Coaching
  - Use 5
- Support in the Community
  - Uses 7, 8

## Small Group Work

- Share ways you use the PECCF related to the topic of your group
  - Ask questions to clarify something you heard today
  - Come up with new ways to use the PECCF in this category
  - Start making a plan using the handout to jot notes to implement ideas at home
  - Be ready to share in large group
- 
- Continue to capture on the separate sheet any ideas for resources or support that would be helpful to you or your program as you more fully implement PECCF

## Large Group

- Choose a reporter
- Share 1 or 2 ideas that came from your discussion
- Use the handout to record ideas to use at home from the groups you weren't part of

# Check your inbox

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**More information:**  
[mnafee.org/PECCF](https://mnafee.org/PECCF)

# Next Steps...

- Print, post & disseminate document late summer 2024
  - Order print copies online now
- Convene a work group to determine next steps and additional resources

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