



Parenting Education Practice Committee (PEPC)

Mike Brown, MDE, and Melissa Denning, St. Francis | 4/13/2023

Agenda

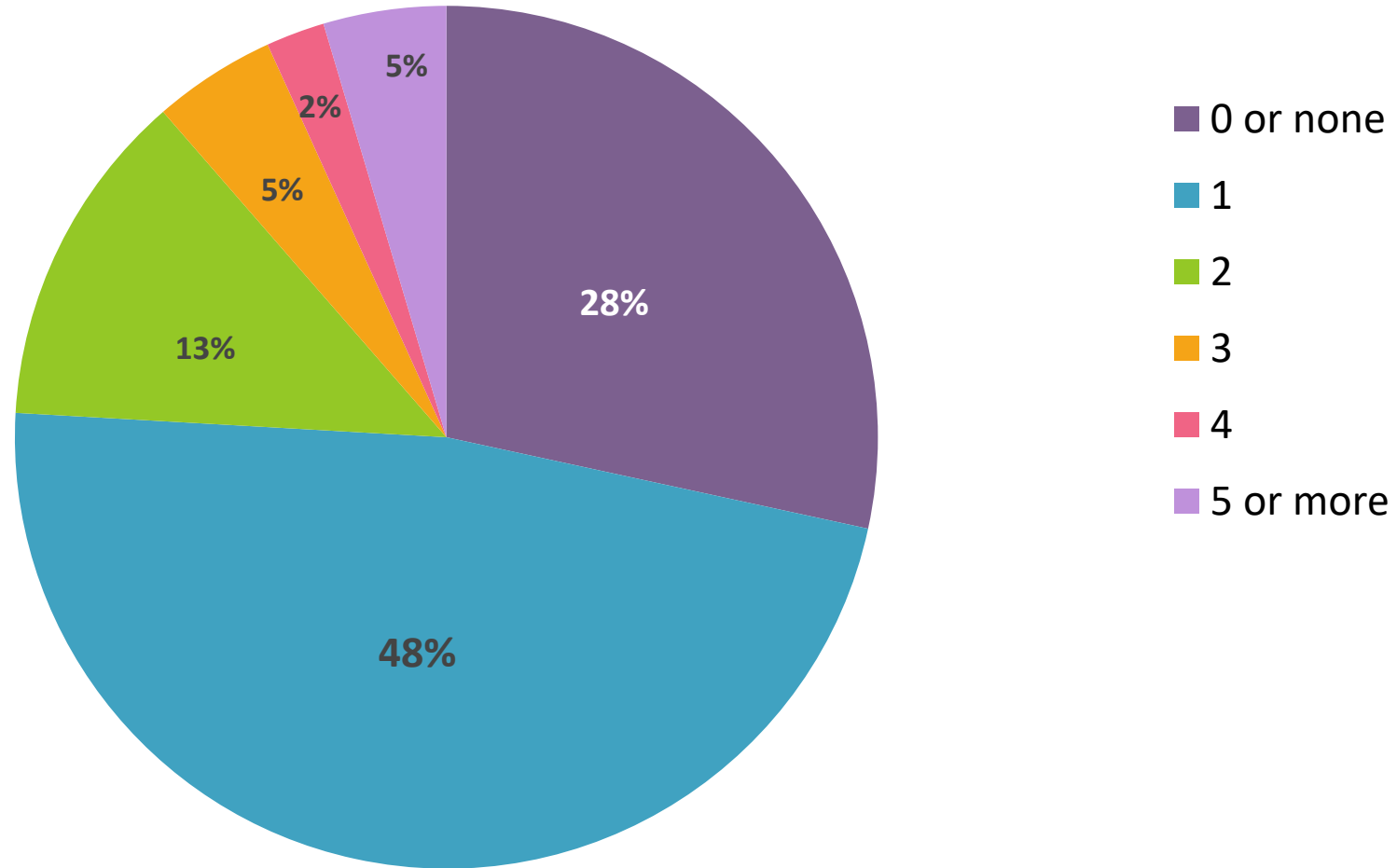
1. Current state of parenting education in Minnesota
2. Information about the Parenting Education Practice Committee (PEPC)
3. The future of parenting education and ECFE
 - How do we build on strengths and address challenges?
 - How do we best support and meet the needs and wants of families?
 - How do we maximize the potential of ECFE as a two-gen program?
4. Strategizing to support and advance the practice of parenting education
 - *What could ECFE become?* What are the possibilities?
 - What is the role of early childhood leaders/administrators? What is the role of practitioners?
 - What is the role of MDE, other institutions (e.g., higher education), and organizations (e.g., MNAFEE)?

Discussion #1: Current State of Parenting Education

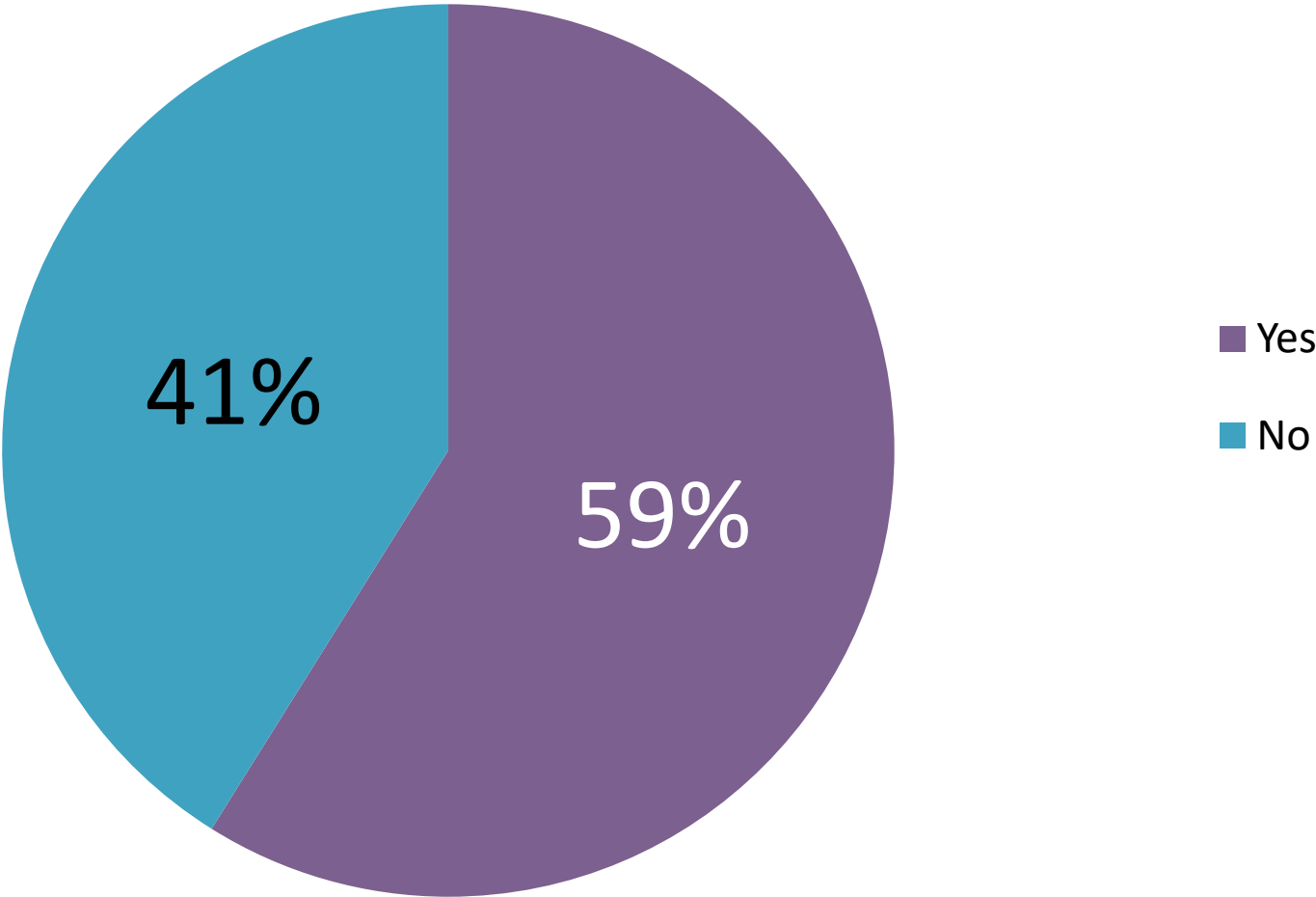


- What is your role? How does your role relate to parenting education?
- How would you frame the current state of parenting education?
- What are strengths and challenges?

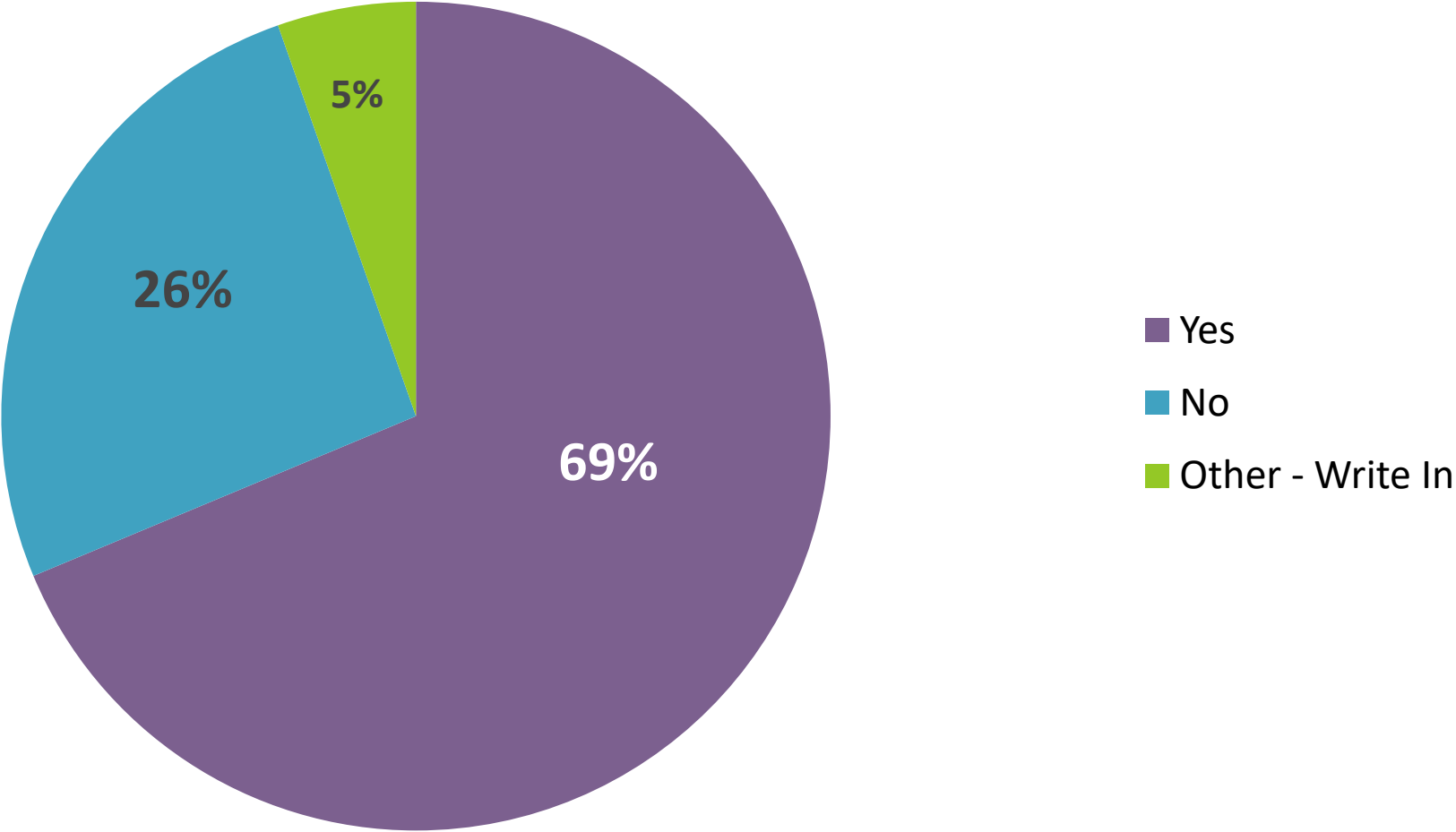
1. How many licensed parenting educators do you have?



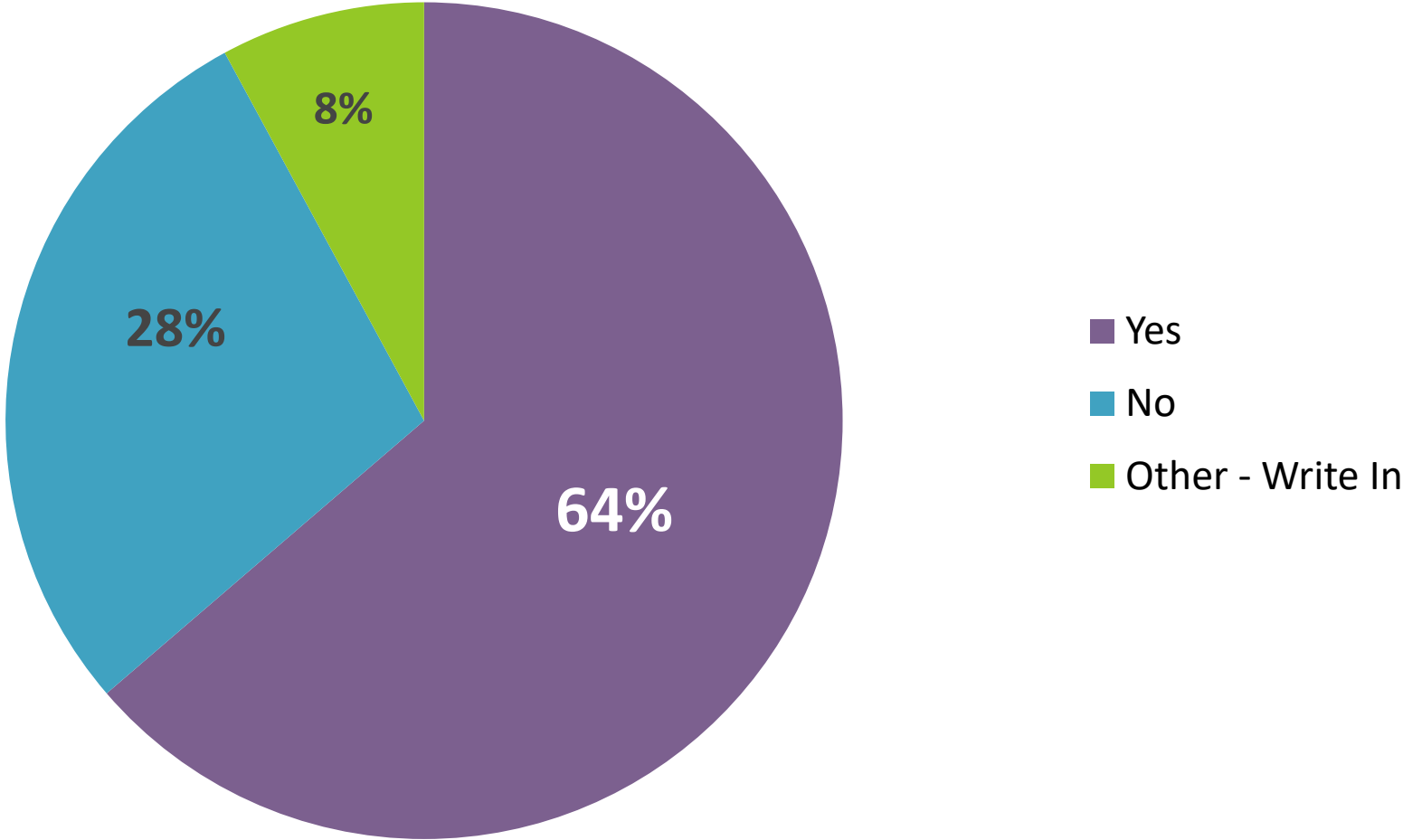
2. Do you have a staff member who has outreach as an identified or dedicated responsibility?



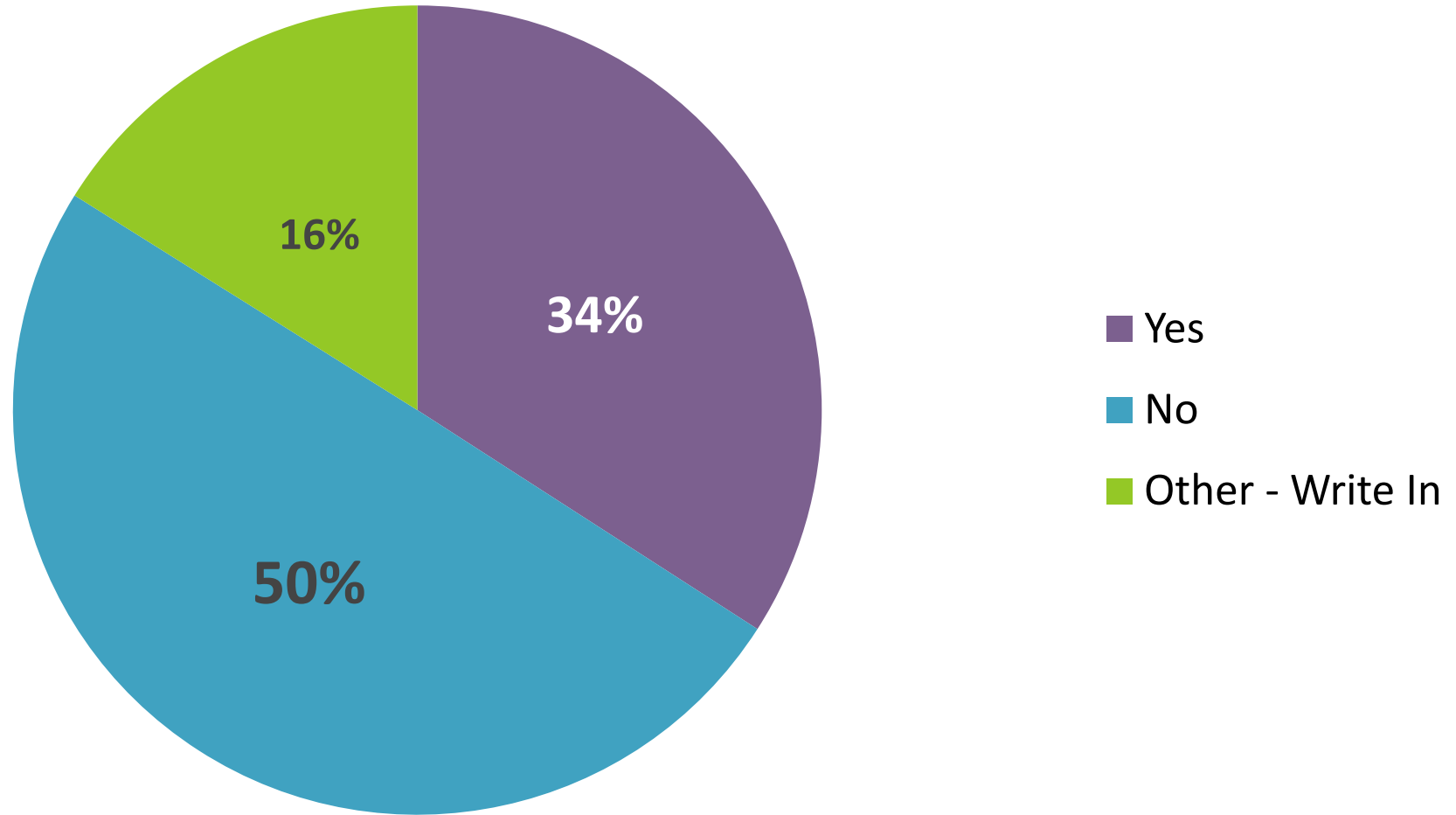
3. Do you (i.e., your ECFE program) collaborate/partner with other school district programs/services? Any ECFE work with other district programs would apply here. For example, provide parenting education or family engagement services to School Readiness, Title I, or other district programs/grades. Another example would be expanding your needs assessment work beyond ECFE to benefit other programs.



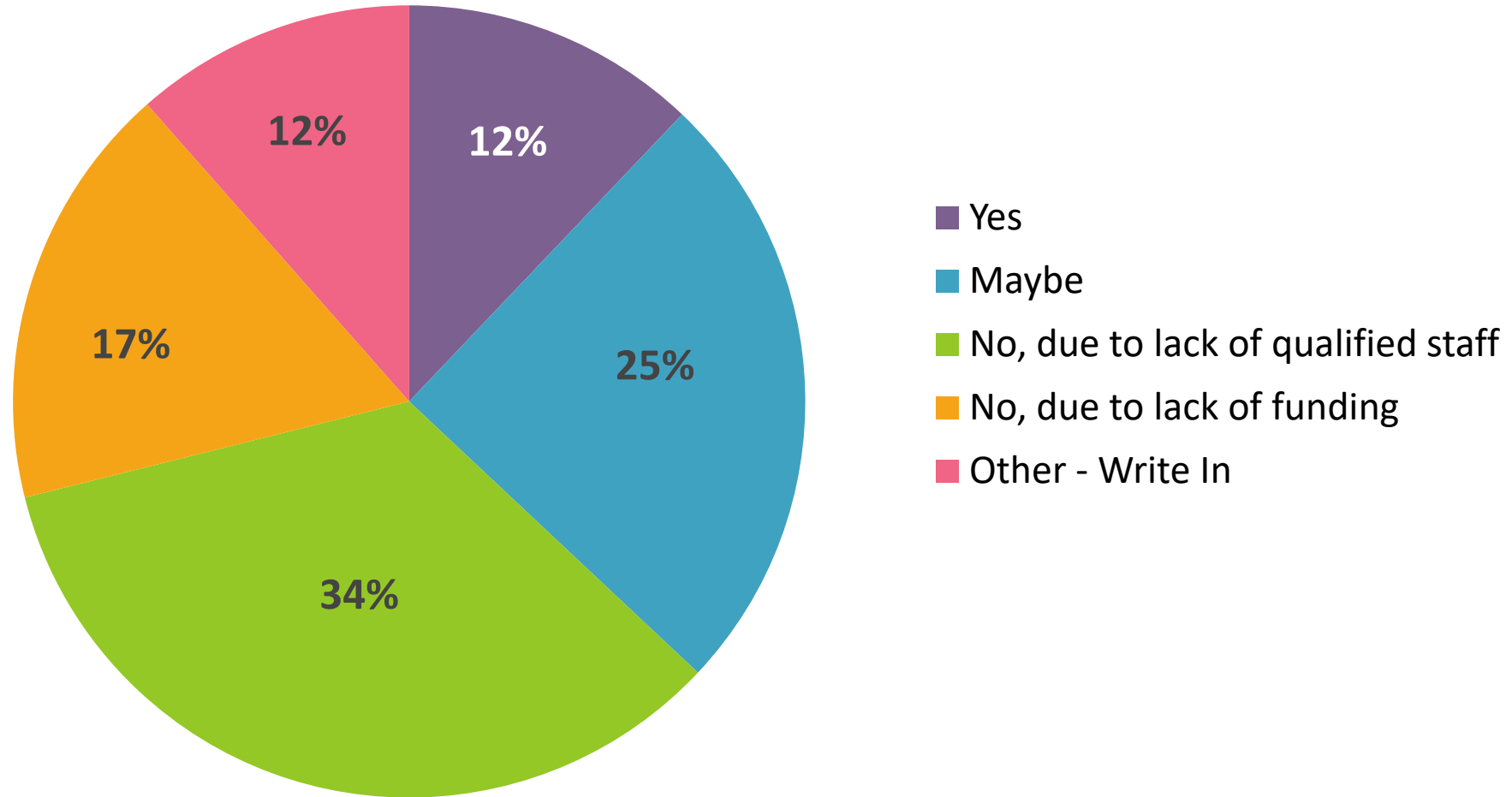
4. Do you (i.e., your ECFE program) collaborate/partner with any community programs/services? Any ECFE work with community partners would apply here. For example, provide parenting education services or other work with Head Start. Conducting visits with child care providers could be another example.



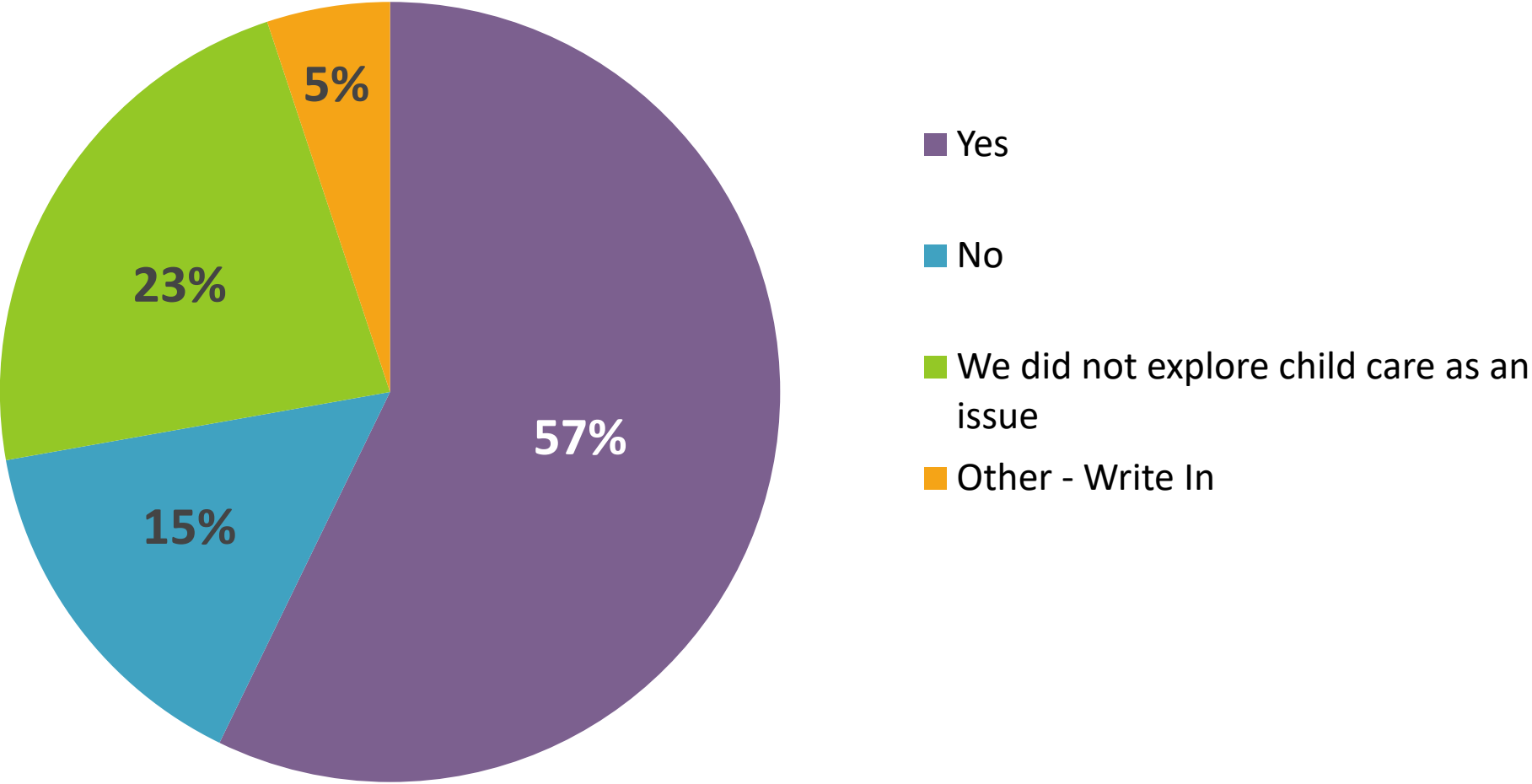
5. Does your ECFE program provide home visits?



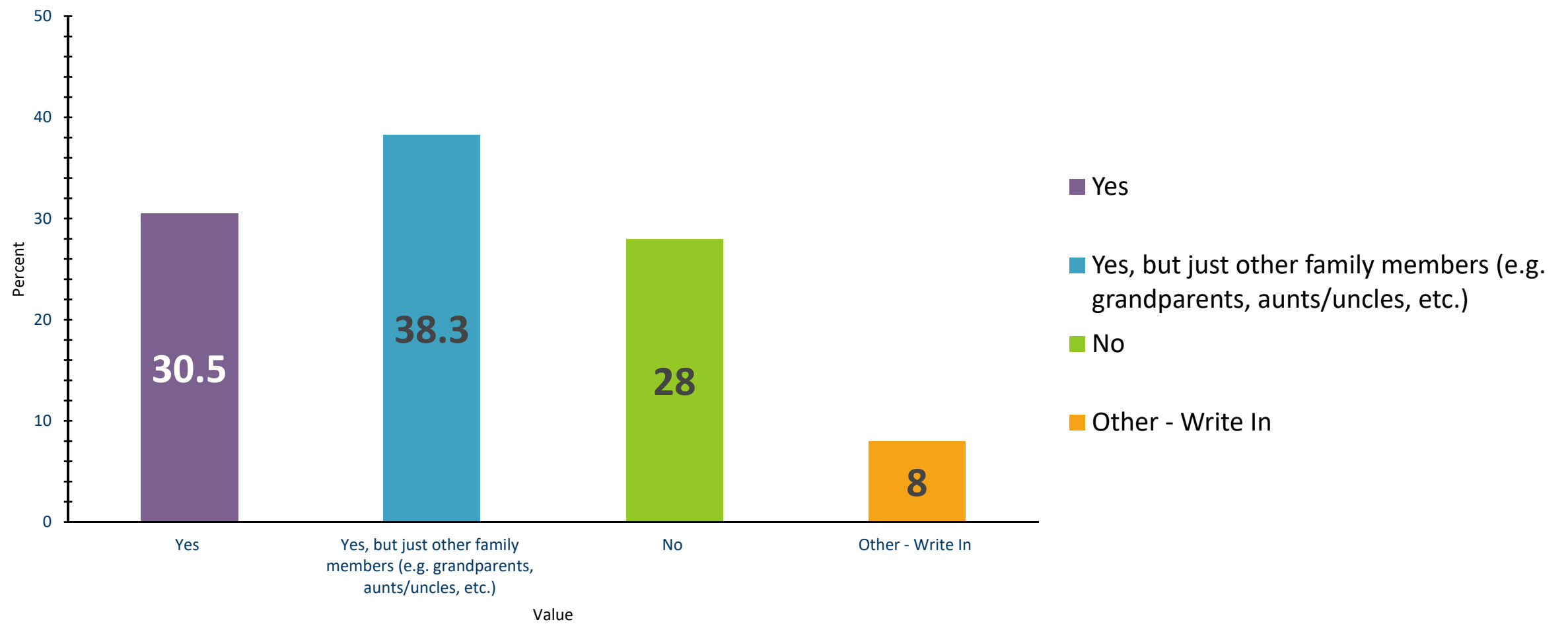
6. Do you have the capacity to conduct more home visits?



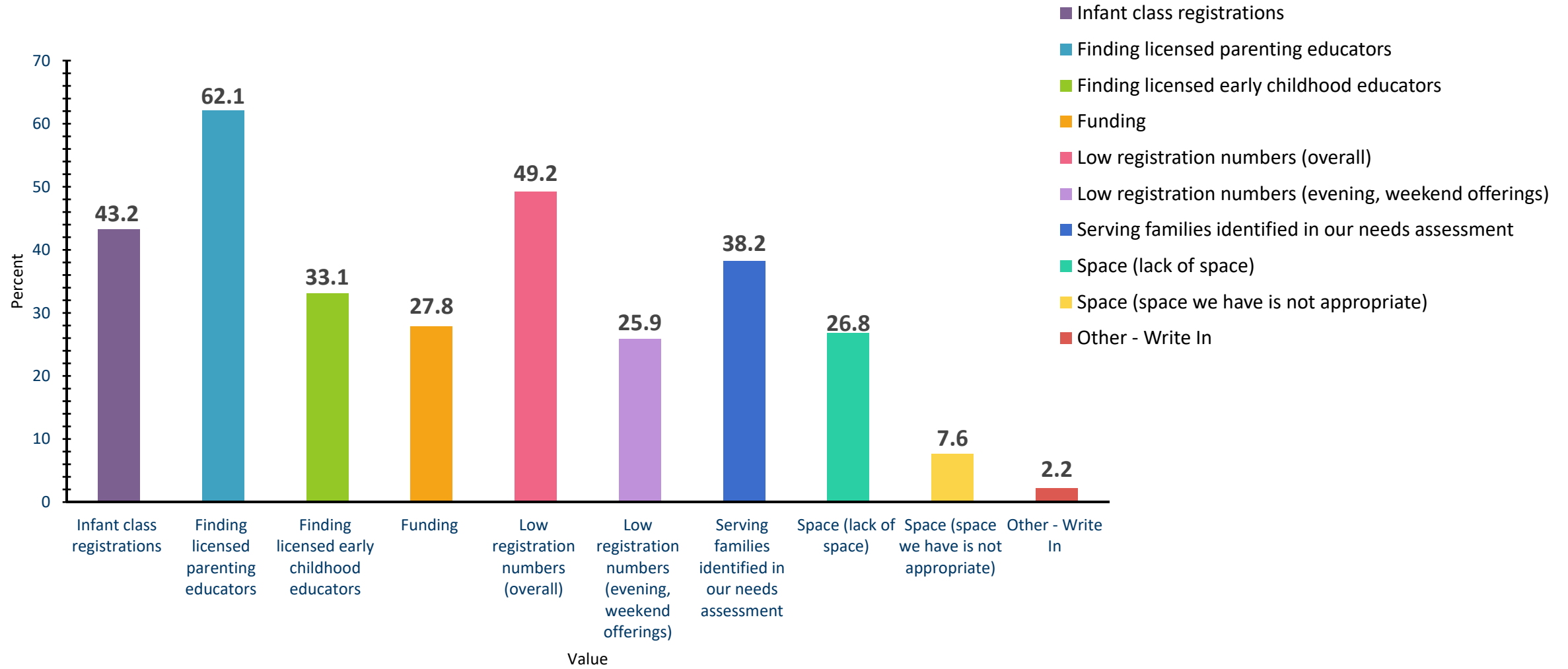
7. Did you this year, or in previous years, identify child care (or issues related to child care) as a need (e.g., access or availability, child care staffing, cost, child care providers expressed a need, etc.) in your community needs assessment?



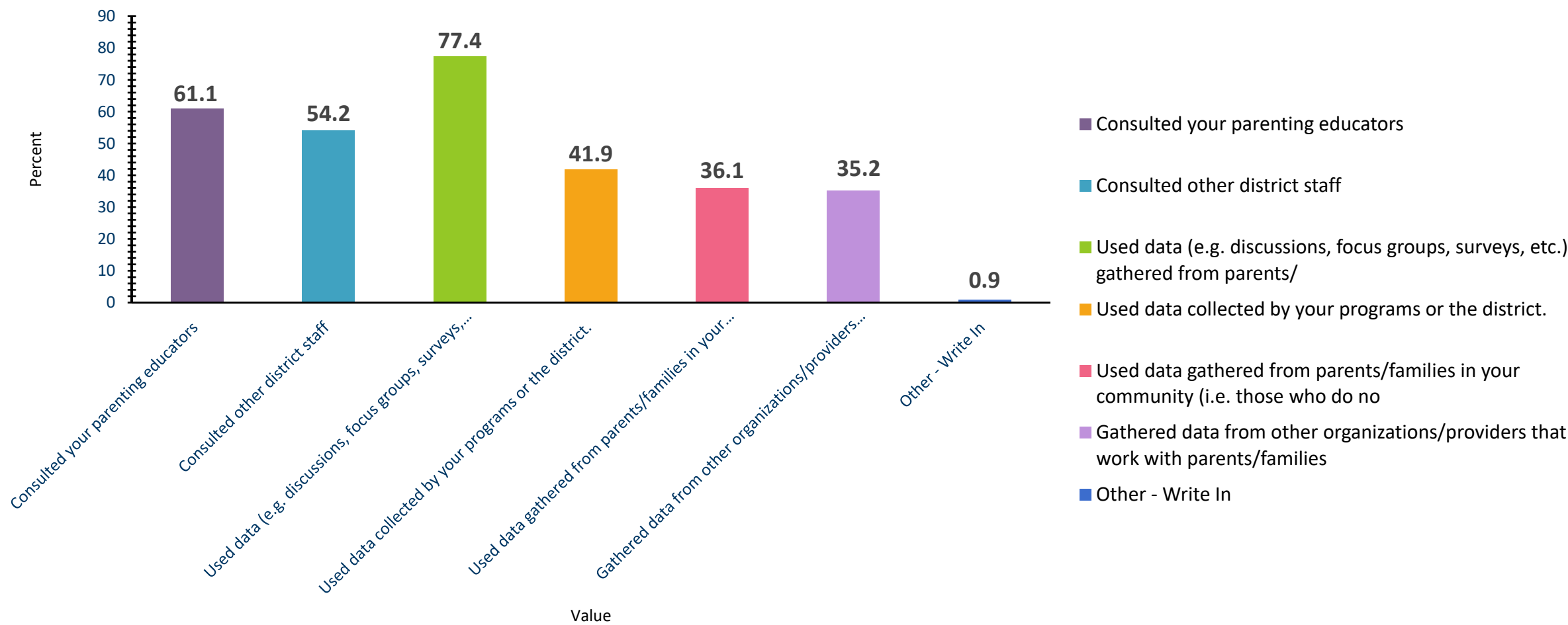
8. Do adults who provide FFN child care (family, friend, and neighbor) participate in your ECFE program or services? (check all that apply) For example, a mother may bring her child and a neighbor's child (for whom she is providing care) to ECFE. Or, your ECFE program may provide support to non-licensed child care providers in the community.



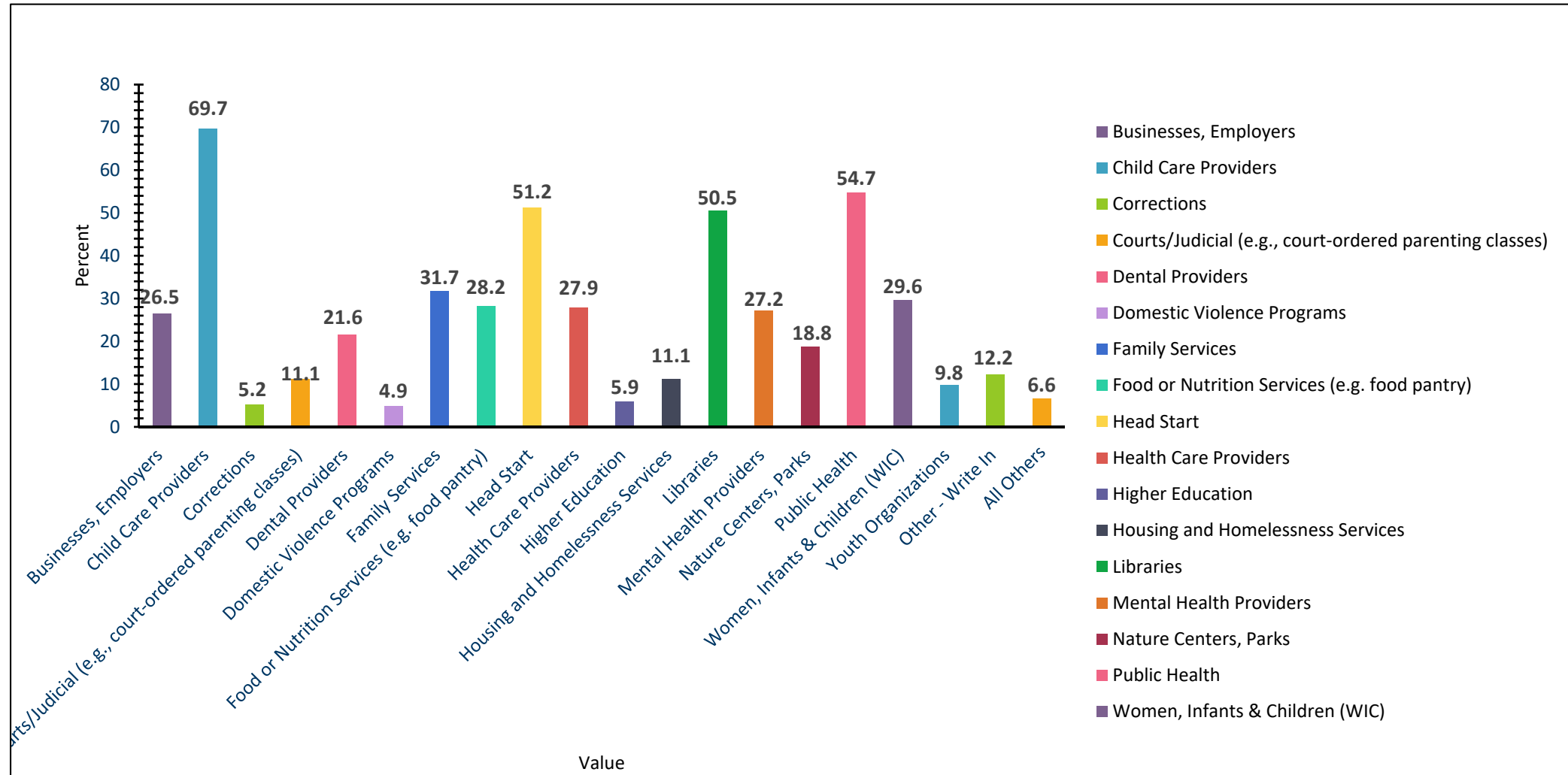
9. What challenges does your ECFE program face?



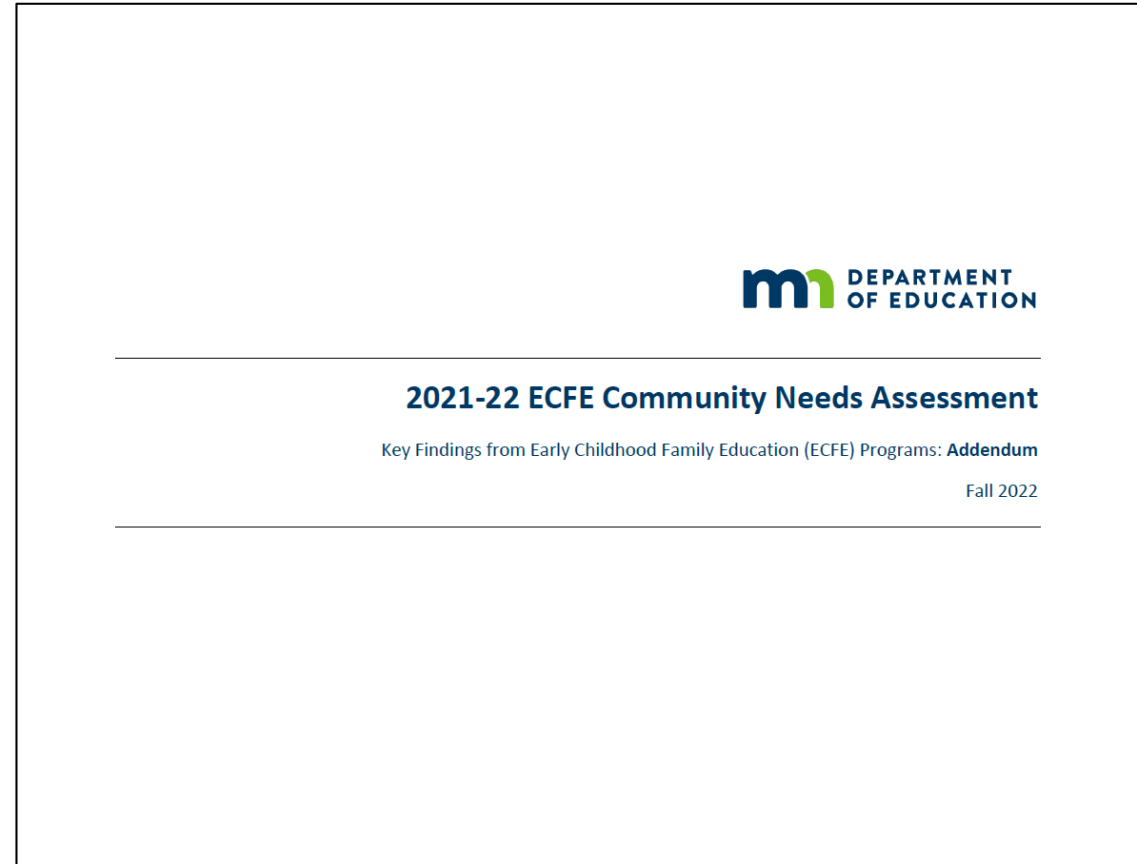
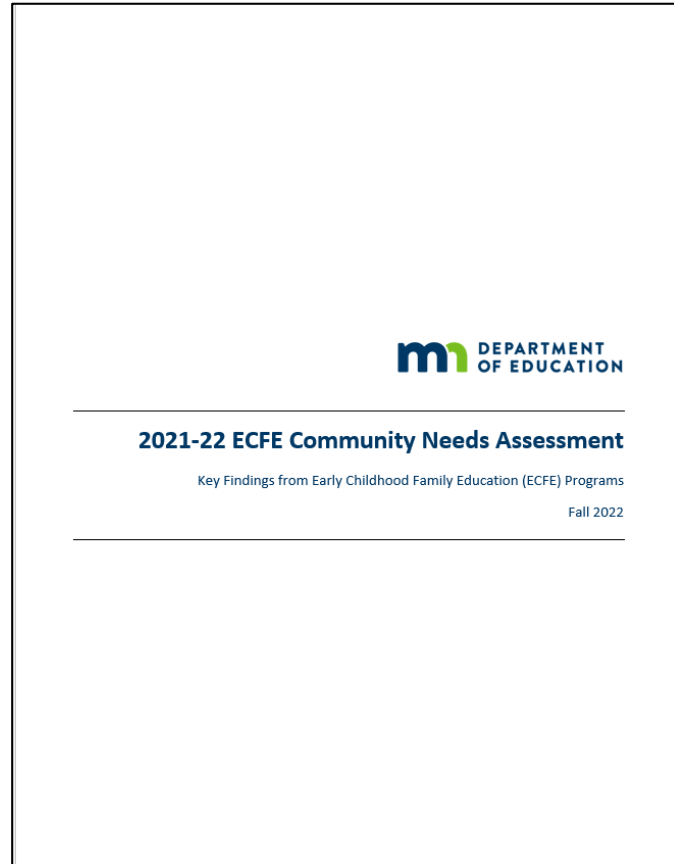
10. How did you assess parent and family education needs in your community?



Community Programs ECFE Partners with



ECFE Needs Assessment Results – Report and Addendum



Needs Assessment Results – New and Underserved Populations

Table 1: New and Underserved Populations

Category	Rate	Examples
Child Care	9.9%	Child care is a barrier to attending ECFE. Some cite the need for sibling care, including school-age.
Family Variables	23.5%	Family variables, like family structure, tied for the second most commented element. This includes things like single parent families, blended families, grandparents raising children, and foster parents. Also included are variables like health (e.g. physical, mental) and gender (e.g. fathers do not participate at the same rate as mothers). One district mentioned home-schooling families were underserved.
Financial	25.9%	The most common element. Includes income and lack of access to resources.
Geography	8.0%	Includes both isolated families and parts of the school district. Some programs identified areas of the district (e.g. certain neighborhoods, cities, or areas far from a site) that had lower participation rates.

Language & Literacy	18.5%	Families where English is not the first or primary language. Also included are families where literacy rates are low.
Minority Populations	23.5%	While this most often includes race or ethnicity, some districts also mentioned other descriptors like migrant families.
New	10.5%	Families that are new to the community. Families with a new baby.
Risk Factors	8.6%	Families with risk factors (e.g., incarceration, poor parenting, substance abuse, teen parents, etc.).
Special Needs	8.6%	Families where the adults or children have special needs.
Transportation	14.2%	Families who lack transportation or access to reliable transportation.
Work & Employment	14.2%	Working families who cannot participate during regular working hours.
Young Child	10.5%	Programs report lower participation of families with infants. Some cited birth to age two.

Needs Assessment Results – Child and Family Risk Factors

Table 2: Child and Family Risk Factors

Category	Rate	Examples
Child Care	18.1%	Lack of, or access to, child care.
Education	11.0%	Includes both access to education and those with lower education levels.
Family Variables	24.7%	Includes elements like poor parenting practices, domestic violence, family structure, family conflict, sibling relationships, divorce, death or major illness, mental illness, deployment, teen parenting, incarceration, etc.
Financial	59.0%	Includes elements like poverty, low income, access to resources.
Food	7.5%	Food insecurity, poor nutrition. Formula shortage.
Health	15.9%	Includes both health and health care. Lack of access to health and dental care, inadequate prenatal care, immunizations, health issues, etc.
Housing	17.1%	Lack of access to affordable housing. Instability of housing and homelessness. Overcrowding. Unsafe neighborhoods.
Language, Literacy	8.8%	Families without English language support. Lack of interpreter services. Low literacy and illiteracy. Language barriers.
Mental Health	26.0%	Several districts identified mental health issues as a risk factor. Mental health challenges. Access to mental health providers/services. Early childhood trauma.

Moving, New	5.3%	Families who are new to a community. Highly mobile families. Families new to country, newly immigrated.
Parenting	9.3%	Factors associated with poor parenting practices. Inconsistent or harsh discipline. Lack of understanding about child development.
Special Needs	9.3%	Parent or child with special needs. Access to services. Premature birth.
Substance Abuse	9.3%	Parent or family member with substance abuse or substance use problems.
Social	13.2%	Lack of social support. Social interaction opportunities and isolation. Children with social-emotional challenges.
Stress	12.3%	Increase in stressors impacting families. Child behavior concerns.
Support	7.0%	Lack of social supports. Lack of access to community supports and resources.
Transportation	23.8%	Lack of access to transportation.
Work	14.1%	Job loss, unemployment, work-life balance.

Needs Assessment Results – Parenting Education Needs

Table 3: Parent and Family Education Needs

Category	Rate	Examples
Child Development	21.0%	Parents are wanting to learn about their child and child development. Parents want to know if their child is on track. Developmental milestones. Specific categories of development (e.g., physical, brain, social, etc.).
Cultural	3.4%	Parents want opportunities to learn about different cultures and opportunities, including equity and diversity. Implementation of diversity curriculum.
Discipline	30.5%	Parents are wanting to learn about ways to teach their children how to behave. Responding to challenging behaviors.
Family	12.5%	Topics in this category were related to family: family relationships, family values and traditions, financial challenges, blended families, families experiencing change, family development, siblings (5.4%), wills and legal planning, family structure (single parent, grandparents, divorce, etc.), family diversity.
Health	28.5%	Mental health was a common response. Also includes nutrition, feeding and eating, chronic health issues, sleep, CPR and First Aid, breastfeeding, dental.
Home-School	6.4%	Includes family engagement and better relationships between home and school.
Kindergarten Ready	23.7%	Topics related to preparing children for school/kindergarten. Introduction to school environments.

Language and Literacy	7.1%	Language and literacy development. Speech development. Language and culture. Communication. Spanish/language immersion opportunities.
Parent-Child Interaction	4.4%	Improving parent-child relationships. Opportunities for parent-child interaction. Time with children.
Parenting	34.6%	Includes several common parenting topics. Sleep and toilet learning were the most cited. Safety issues/concerns. School safety. Parenting skills, how to find resources, day-to-day parenting, addressing parenting concerns, etc.
Play	10.5%	Outdoor play, learning through play, enrichment activities. Activities parents can engage in with their children. Indoor activities in winter and summer activities.
Programming	10.8%	Responses in this category were related to programming and services. Most cited were timing of classes (day, evening, summer, etc.) structure of classes (more parent time), and length. Services like home visiting.
Resources	9.2%	How to access services and resources. Internet and food. Scholarships and child care. Language/interpreters. Enrichment opportunities (e.g., swimming lessons). Transportation. Money and domestic issues.
Screen Time	10.2%	Screen time is a concern of parents. Developmental impacts. How to limit (time and influence).
Self-Regulation	10.2%	How to manage emotions and behaviors, teaching children self-regulation. Classes that foster independence.
Social Development	44.7%	Social development was the most common element cited. Due to the pandemic, parents are worried about their children's social development.
Special Needs	4.1%	Parenting a child with special needs. Parents with special needs. Dealing with mental health concerns (see Health). Anxieties in children. Potential delays.
Support	15.2%	Includes stress at 8.1% (e.g., managing adult stress). Mental health support, dealing with stressors. Learning/teaching coping skills/strategies.
Work	3.7%	Balancing work and family demands. Employment training.

Needs Assessment Results – Tailoring Programming

Table 4: Tailoring Programming and Services

Category	Rate	Examples
Adjust/Expand	19.0%	Programs are adding/expanding or adjusting programming based on needs assessment. For example, one district is increasing their family literacy classes. Another is adding another evening class. Adjustments usually referred to changing times/schedules to better meet the needs of families.
Collaborate	26.2%	Responses included collaborations and partnerships in the community. Public health and healthcare providers, family services, Head Start, WIC, social services, libraries, Tribal communities, mental health providers, corrections, child care providers, housing, etc.
Cost/Free	7.5%	The most common responses included the need to offer free classes. Programs also discussed the need to be clearer about the cost of programming.
Materials	4.9%	Programs discussed plans to provide materials to families. For example, one district provides Baby Bags to families and another is creating a “baby closet” that will contain free supplies for parents. Books, meals, activity boxes, etc.
Outreach	39.0%	The most common response element, districts understand the importance of outreach. This includes marketing/advertising through various media in addition to more direct methods (e.g., reaching out to certain groups or partners). Programs are cited the need to use more resources in their outreach. Not only money, but human resources too (e.g., parenting educators, school liaisons, social worker, principals, etc.).
Population	17.0%	This element was included when programs identified specific populations for which they were going to tailor programming/services. Fathers, parents of newborns, racial/cultural groups (e.g., Hispanic, American Indian, Somali families), residents of neighborhoods, low income housing areas, LGBTQ+ communities, grandparents, parents of children with special needs, ELL families, incarcerated families, etc.

Professional Development	3.3%	As part of their goal to tailor programming/services, some programs identified the need to build staff capacities by providing professional development. For example, providing specific trainings (e.g., Circle of Security, Conscious Discipline) and Grow Your Own approaches (e.g., building on the internal talent of our bilingual, bicultural paraprofessional team members to pursue licensure).
Program Improvements	7.5%	This element includes the role of making program improvements to better serve families. Topics ranged from better registration systems, hiring more staff, new curricula, and space improvements.
Services	17.0%	Programs are adding or improving services to better serve families. For example, more interpreter services and multiple language materials. New baby and home visiting. Providing transportation. Online and mobile ECFE classes. Family literacy programming. Reintegration program for incarcerated parents. Coaching. Family connection workers. Visits to child care providers. Dental screening.
Supports	12.1%	Both services and supports are intended to improve programming and address barriers. Supports were separated from services to highlight collaborations. For example, some ECFE programs are adding supports like the Nurse Family Partnership, partnering with local hospitals, public transportation supports, bringing in outside experts/specialists (e.g., mental health, safety, etc.). Collaborating with community experts/providers (employment, food, etc.).
Tailored	23.3%	<p>Even though this entire part pertains to tailoring programming and services, this element was included when programs described details about how they were tailoring based on identified family needs.</p> <p>For example, one district reported they were going to: “Offer Wadajir and Preparando classes for Hispanic and Somali families. Offer nature-based learning classes in the local parks. Continue to offer a parent-only virtual class. Provide activity/welcome baby bags for parents to support learning and development. Offer free one-on-one parent education, up to three visits. Expand classes to include evenings and weekends. Offer preschool parents connect class. Secure language ambassadors for events outside the community liaison’s workday. Provide social-emotional learning, through the continued use of Conscious Discipline.</p>

Needs Assessment Results – Supporting CC Providers

Table 6: Supporting Child Care Providers

Category	Examples <i>(quotes from program submissions)</i>
Classes or Space	<p>Gym and lunch time are free of charge to providers and their children, one time per week - October through March.</p> <p>We provide resources and a physical space to hold their trainings free of charge.</p> <p>We hold classes for providers to attend with the children in their care similar to ECFE classes with activities and a discussion portion for the providers.</p>
Partnership	<p>We collaborate with care providers to bring early childhood screening to their centers.</p> <p>Our Child Care Collaborative partners a licensed Early Childhood teacher with home and center-based child care providers to offer coaching, resources, and tailored support to meet the needs of each provider.</p> <p>We are partnering with home child care in the community. We reached out with a survey and are now planning some partnerships with providers that are interested. We would like to share information and learn from one another, and support providers.</p>
Professional Development	<p>We provide student assistance team (SAT) support to providers within the community. If they are struggling with challenging behaviors or routines with a child, they are invited to bring their data to this team in order to create a positive behavior support plan with ongoing follow up as needed.</p> <p>We have an ECFE teacher provide teaching and professional development supports to childcare centers.</p> <p>We were able to provide a small group of child care providers an 8-week session of Circle of Security training.</p>

Outreach	<p>Communication with providers around screening opportunities, occasional early childhood activities, invitation to connect with PE for student support, information about Help Me Grow for referrals.</p> <p>This past fall we held a meeting to discuss the child care scene and challenges faced by providers in our community. Our goal was to discuss how we can work together to meet the diverse needs of child care in our community as well as how the district can support child care providers in our area.</p>
Resources	<p>Curriculum Materials: Literacy, Math and Social/Emotional activities. Each curriculum kit contains toys, books, games, activities, and handouts for parents. Toy Lending Library: Request toys, books and games from the Toy Lending Library to use in your childcare for 3 - 4 weeks. Request parenting tips, handouts and materials to share with parents. ECFE staff will deliver the materials.</p>
Transportation	<p>We provide transportation through our United Community Action transit system at no cost to them, and pay for that out of our budget.</p>
Visits	<p>We work with our local child care providers through home visits and we do at least one free training for them a year to show our appreciation. We provide lunch and coordinate with agencies to have lots of goodies.</p> <p>A Parent Educator will go into either an in-home child care center or center-based child care center (with permission from the parents) to observe a child with behavioral concerns to provide potential tier 1, 2, or 3 intervention ideas.</p> <p>Offered a Daycare Express program. With this program, a staff member would go out the the daycare provider's home one time per month for an hour filled storytime. During the time, the staff would sing, read, complete activities, an art project and a snack with the kids.</p> <p>A certified staff member goes into the home childcare and does a circle time and then activity. Each child takes home a parent note that reflects what they did that day and ideas for home. There is always promotional material about events happening in ECFE.</p>

Needs Assessment Results – Challenges Facing ECFE Programs

Table 8: Challenges Facing ECFE Programs

Category	Rate	Examples (quotes from program submissions)
Covid	6.0%	<p>COVID was a struggle! The time and effort it took to just stay on top of those rules was exhausting. We did have to do things differently. Staff was worn out.</p> <p>We are a small district without many resources. COVID really put a damper on our programming and we are struggling to build it back up to what it was pre-pandemic.</p>
Funding	10.9%	<p>Funding is always an issue. We have amazing staff who want to do the best they can to serve students and families, but we struggle when we don't have funds to hire an outreach worker, liaisons, or other support staff.</p> <p>I could go on and on about how much more funding we would need to support and grow our program because a lot of families would want more evening and summer classes.</p> <p>Also funding, we always seem to be running in the red and we offer limited offerings because of this.</p>
Marketing and Outreach	9.1%	<p>Advertisement and outreach! 25% of parents reported that they were unaware of our program offerings.</p> <p>Even with strong outreach efforts, many do not know about ECFE or the benefits of the program. Finding new families is a challenge as well.</p> <p>Marketing. I wish the state would do a large marketing campaign to promote ECFE. It is still such a misunderstood and underutilized program.</p> <p>Serving families in our needs assessment.</p>
Participation	14.7%	<p>Our classes have not filled since COVID. Staff to provide evening and/or weekend classes. Sibling care is a struggle to staff and have space for.</p>

Program Support and Leadership	9.1%	<p>We have struggled to maintain consistency of programming the past few years due to changes in administration and coordination of our ECFE program.</p> <p>Need more administrative level support that understands the reason ECFE can enhance what is happening in buildings, such as parent engagement, building level parent support, prevention/intervention, resiliency, etc.</p> <p>Program evaluation is difficult. I would love some ideas about what other programs are doing.</p> <p>Keeping qualified staff due to pay discrepancies with K-12.</p>
Services	2.6%	<p>Transportation always an issue.</p> <p>We would like to have an option to provide child care for our participants.</p>
Space	6.4%	<p>We are growing! Which is great! It is a challenge to keep space. We are in the K-2 building and as they grow we get moved into smaller spaces. This just gives us the opportunity to do more classes in the community. We do a class at our local library. I would also like to extend classes to our community rooms in local apartment buildings.</p> <p>Space, a lack of space. And the space we have is not appropriate.</p> <p>Having programs offsite does not provide all the resources that parents would have onsite - toys, special areas for children, parent resources. etc</p>
Staffing	46.4%	<p>Currently, our program has experienced challenges with finding qualified staff to help our program grow</p> <p>Finding licensed parenting educators</p> <p>We struggle with finding qualified staff in a rural area, especially since the position is not full time. We have a hard time also finding parent educators.</p> <p>Finding licensed early childhood teachers and parent educators when this license isn't offered at any institution in our region.</p> <p>We also struggle with finding enough licensed Teachers who are interested in a part-time, hourly wage job. Our ECFE program is not part of the Master Contract</p> <p>We are running out of staff to provide both buildings in our district with adequate ECFE classes with a parent educator.</p>

Discussion #2: Thoughts on Data



- What data resonates with you? Why?
- What data/information would you like to know?
- What are some factors that may be influencing the data? Strategies to respond?

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PEPC as a Strategy

Purpose:

The purpose of the Parenting Education Practice Committee (PEPC) is to enhance the practice and effectiveness of parenting education. The committee focuses on issues relevant to practitioners, programs, and the field of parenting education. Activities of the committee include things like advising on guidance, policies, and professional development. The committee also serves to enhance communication between the field and MDE. Another goal of networking groups is to increase communication and collaboration not only among district programs, but also between the state and districts.

Early Childhood Program Administration

Resources, Training, Best Practices, Sharing

EC Education

ECLKC

MDE

MHSA

MNAFEE

Parent Education

PreK-3

Regional Networking Groups

The regional networking groups were created using the Governor's Economic Development regions. The groups/maps were restructured (from the old MNAFEE maps) in order to be consistent with other maps. This page is organized into three set of tabs: One for coordinators, one for educators, and one for information sharing. Each school district is listed in the regions below.

Regional Groups - GROUP LEADERS, DATA LEADERS, and COORDINATORS

Introduction Region 1 Region 2 Region 3 Region 4 Region 5 Region 6E Region 6W Region 7E Region 7W Region 8 Region 9 Region 10 Region 11

Introduction

According to a MDE survey of early childhood coordinators, the best resource for information, guidance, and support is other coordinators. One of the goals of networking groups is to connect coordinators and build regional and statewide capacity. Another goal of networking groups is to increase communication and collaboration not only among district programs, but also between the state and districts.

The concept driving our capacity-building and improvement efforts is Leadership from the Middle (LfM). *LfM can be briefly defined as: a deliberate strategy that increases the capacity and internal coherence of the middle as it becomes a more effective partner upward to the state and downward to its schools and communities, in pursuit of greater system performance. The goal of LfM is to develop greater overall system coherence by strengthening the focus of the middle in relation to system goals and local needs. Thus, it is not a standalone, but rather a connected strategy. This approach is powerful because it mobilizes the middle (districts and/or networks of schools), thus developing widespread capacity, while at the same time the middle works with its schools more effectively and becomes a better and more influential partner upward to the center.* [Click Here](#) to continue reading.

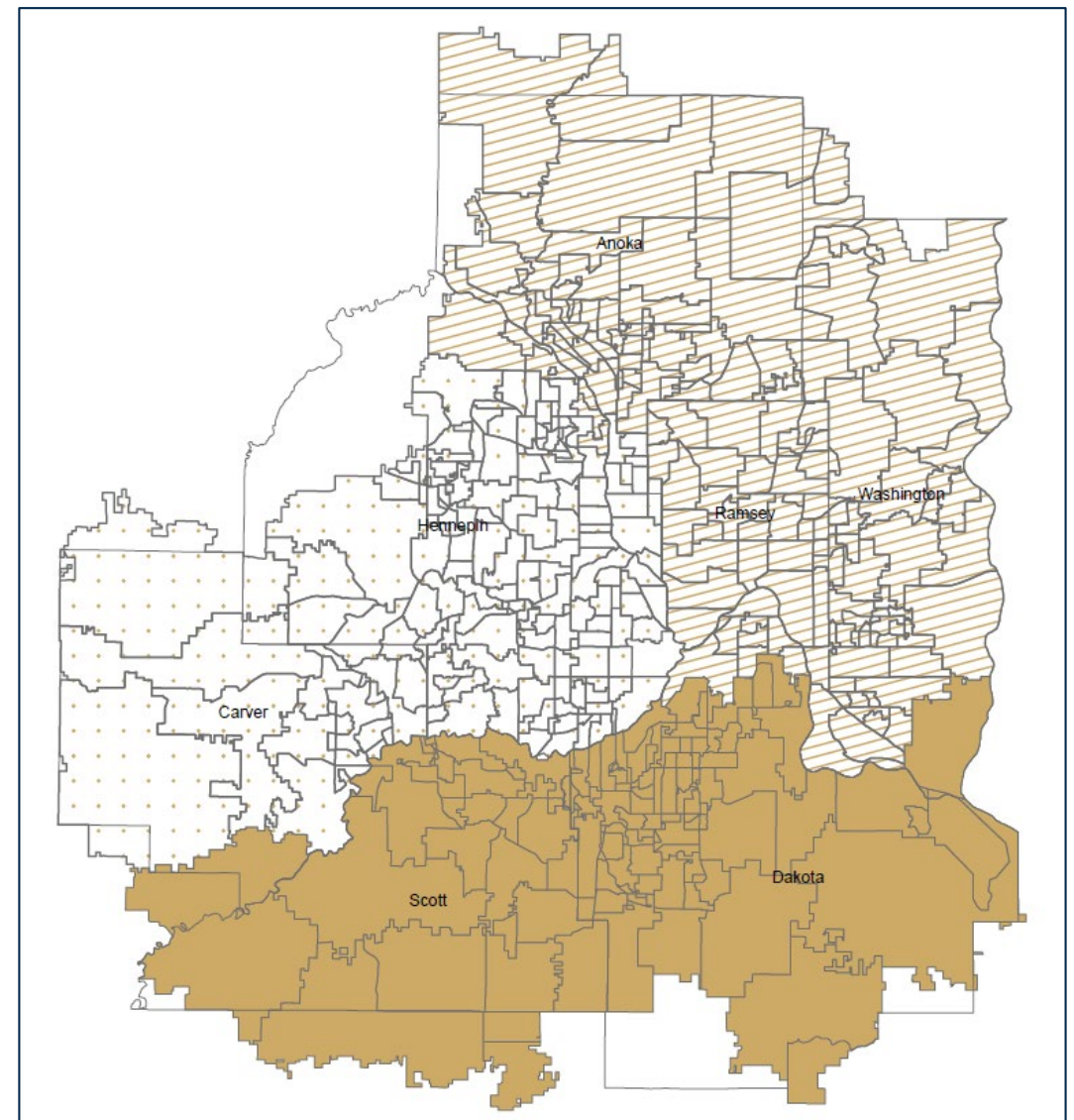
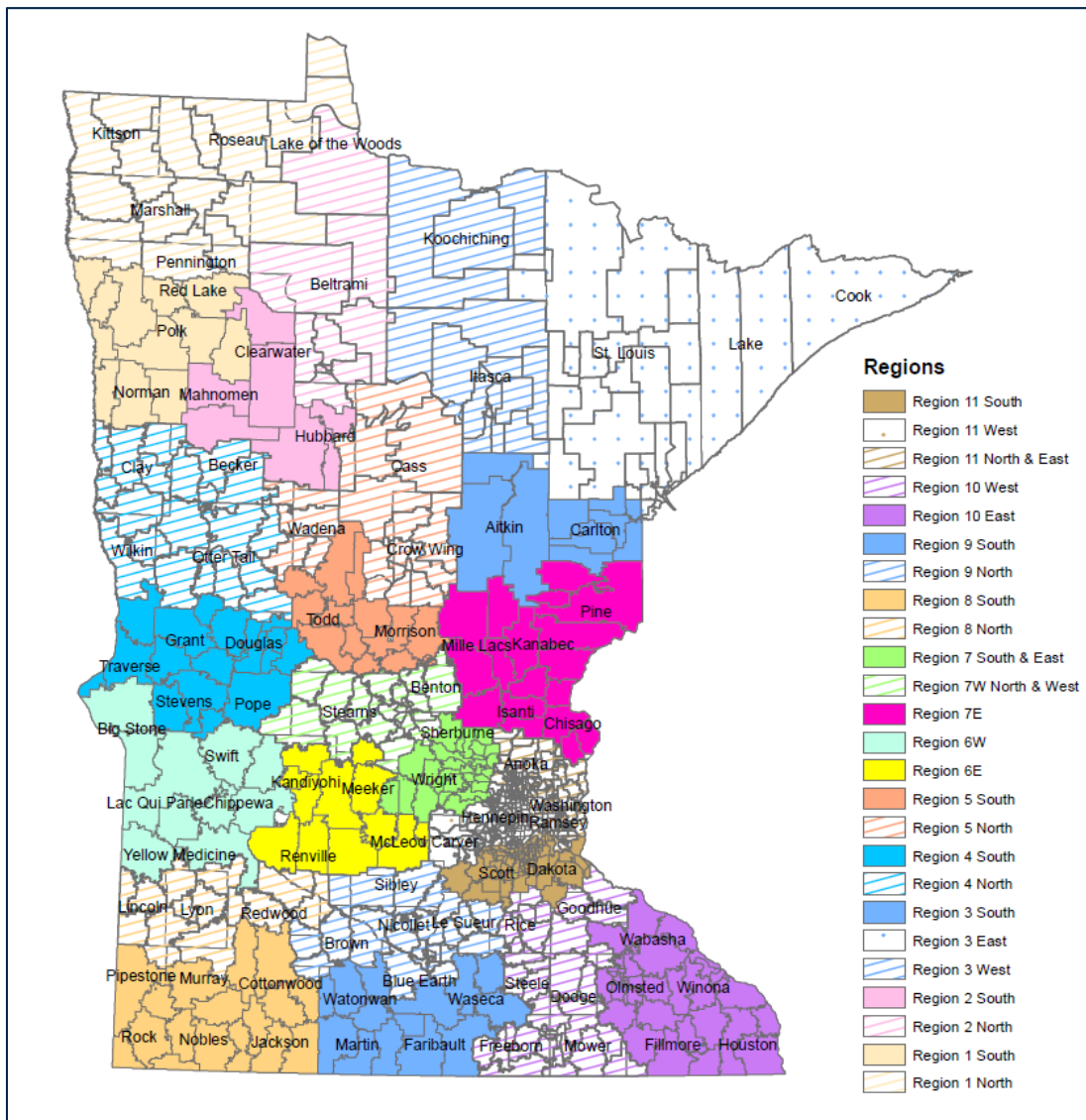
Regional Groups - TEACHER LEADERS (EC, Parent Ed, Home Visitors, etc)

Introduction Region 1 Region 2 Region 3 Region 4 Region 5 Region 6E Region 6W Region 7E Region 7W Region 8 Region 9 Region 10 Region 11

Introduction

In order to advance the field and maximize our effectiveness, it is essential that early childhood teachers, parenting educators and home visitors have a strong, supportive network of colleagues. One of the goals of networking groups is to connect educators and build regional and statewide capacity.

Regional Networking Group Webpage



Statewide and Metro Groups

2022-23 EC Regional Networking Group Leaders & Information Management Consultants						
Region	District	EDR	County	First	Last	Email
REGION 1 (Avisia)						
North	Thief River Falls	1	Pennington	Lisa	Hinrichs	lisa.hinrichs@myprowler.org
South	Thief River Falls	1	Pennington	Lisa	Hinrichs	lisa.hinrichs@myprowler.org
IMC	East Grand Forks			DyAnn	Stordahl	dstordahl@egf.k12.mn.us
REGION 2 (Avisia)						
North	Bemidji		Beltrami	Janelle	Slough	Janelle_Slough@isd31.net
South	Park Rapids	2	Hubbard	Sally	Kading	skading@parkrapids.k12.mn.us
IMC	St. Louis County			DaNeil	Sirjord	dsirjord@isd2142.k12.mn.us
REGION 3 (Avisia)						
West	Deer River	3	Itasca	Darla	Beaver	dbeaver@isd317.org
East	Duluth	3	St. Louis	Jen	Jaros	Jennifer.Jaros@isd709.org
South	Hill City	3	Aitkin	Brandon	Otway	botway@isd002.org
	Moose Lake	3	Carlton	Julie	Duesler	julianne.duesler@isd97.org
IMC	Deer River			Kate	O'Brien	kobrien@isd318.org
REGION 4 (Mike)						
North	Lakes Country S.C.	4	Otter Tail	Beth	Achter	bachter@lcsc.org
South	Alexandria	4	Douglas	April	Larson	aelarson@alexschools.org
IMC	Alexandria			April	Larson	aelarson@alexschools.org
REGION 5 (Mike)						
North	Brainerd	5	Crow Wing	Tahnee	Flowers	tahnee.flowers@isd181.org
South	Brainerd	5	Crow Wing	Tahnee	Flowers	tahnee.flowers@isd181.org
IMC	Brainerd	5		Tahnee	Flowers	tahnee.flowers@isd181.org
REGION 6E (Kelly)						
6E	Willmar	6E	Kandiyohi	Jodi	Wambeke	wambekej@willmar.k12.mn.us
IMC	Buffalo Lake-Hector	6E		Jody	Weispfennig	jweispfennig@blh.k12.mn.us
REGION 6W (Kelly)						
6W	Dawson-Boyd	6w	Lac qui Parle	Hailey	Gritmacker	hgritmacker@dwby.k12.mn.us
IMC	Willmar			Jodi	Wambeke	wambekej@willmar.k12.mn.us
REGION 7E (Mike)						
7E	Mora	7E	Kanabec	Carrie	Sell	csell@moraschools.org
IMC	Isle			Nancy	Miller	nmiller@isle.k12.mn.us
REGION 7W (Kelly)						
North & West	St. Cloud	7w	Stearns	Julie	Midas	julie.midas@isd742.org
South & East	Monticello	7w	Wright	Jenifer	Johnson	jenifer.johnson@monticello.k12.mn.us
IMC	St. Michael-Albertville			Jane	Helgestad	janeh@mystma.org
REGION 8 (June)						
North	Wabasso	8	Redwood	Amber	Beadell	amber.beadell@isd640.org
South	Worthington	8	Nobles	Tara	Thompson	tara.thompson@isd518.net
IMC	Wabasso			Amber	Beadell	amber.beadell@isd640.org
REGION 9 (June)						
North	New Ulm	9	Brown	Betty	Uehling	buehling@newulm.k12.mn.us
South	Waseca	9	Waseca	Carrie	Morris	morc@waseca.k12.mn.us
IMC	New Ulm			Betty	Uehling	buehling@newulm.k12.mn.us
REGION 10 (June)						
East	Winona	10	Winona	Heather	Millard	heather.millard@winona.k12.mn.us
West	Northfield	10	Rice	Sara	Line	sline@northfieldschools.org
IMC	Winona			Heather	Millard	heather.millard@winona.k12.mn.us
REGION 11 (All)						
North & East	Centennial	11	Anoka	Sarah	Holmboe	sholmboe@isd12.org
IMC				Jessica	Mattson	jmsisconnect@gmail.com
West	Columbia Heights	11	Hennepin	Tiffany	Grams-Farkas	gramst@colheights.k12.mn.us
IMC	Bloomington			Sarah	Moline	smoline1@isd271.org
South	Farmington	11	Dakota	Tresa	Washburn	twashburn@farmington.K12.mn.us
IMC	Farmington			Tresa	Washburn	twashburn@farmington.K12.mn.us

22-23 EC Regional Networking Group Leaders

[WELCOME](#)[Adoptive Parents](#)[Adult Learning Theories](#)[Attachment](#)[Bedwetting](#)[Behavior Issues \(click to expand\)](#)[Birth Order](#)[Boys](#)[Child Care](#)[Children & Nature](#)[Children w/ Special Needs \(click\)](#)[Chores & Allowances](#)[Class Evaluation](#)[Collaborations \(click to expand\)](#)[Coparenting](#)[Corporal Punishment](#)[Couples \(click to expand\)](#)[Crying](#)[Culture](#)[Development \(click to expand\)](#)[Developmental Delays](#)[Discipline](#)[Divorce](#)[Eating](#)[ECFE Curriculum](#)[Employment & Workplace](#)[Ethics](#)[Faith/Spirituality](#)[Families \(click to expand\)](#)[Family Activities](#)[Family Engagement](#)[Family Engagement CoP](#)

Leadership

Parenting Education Practice Committee (PEPC)

[Introduction](#)[Meetings](#)[Members](#)

Introduction

The purpose of the Parenting Education Practice Committee (PEPC) is to enhance the practice and effectiveness of parenting education. The committee focuses on issues relevant to practitioners, programs, and the field of parenting education. Activities of the committee include things like advising on guidance, policies, and professional development. The committee also serves to enhance communication between the field and MDE.

The tabs below include some of the topics discussed by the PEPC.

PEPC Topics

[2019-24 ECFE Enhancement Plan](#)[2022 Parenting Ed Survey](#)[Assessment & Evaluation](#)[Curricula](#)[Family Engagement](#)[Group Facilitation](#)[Home Visiting](#)[Human Development](#)[Innovative Programming](#)[Medical Providers](#)[Parenting Resources](#)[PECCF](#)[Q Comp](#)[Roles of Parenting Educators](#)[Social Capital and Networking](#)[Technology](#)

2019-24 ECFE Enhancement Plan

[Click Here](#)

Process

A draft of the 2019-24 plan is available by clicking on the link above. This document contains 6 focus areas with Guiding Principles and Strategies. With the goal of releasing a final document this fall, 2018, we will use three focus groups to provide feedback and additional content. The PEPC group is one focus group.

1. Create small group (can be PEPC members and/or parenting educators from neighboring districts)
2. Create meeting times to work on plan
3. Examine wording on the 6 focus areas. Do they capture what ECFE needs to focus on? Are they broad enough?
4. Examine Guiding Principles. Are they principles or statements? Principles should reflect our values/priorities. What is missing? What should be restated or emphasized?
5. Dig into strategies. This will be most important part because we need to create impactful strategies for field. We will name the strategies in the 2019-24 documents. Resources will be created to support the strategies (e.g., the parenting educator roles and responsibilities document we worked on will be included as a resource to support a strategy).

PEPC Group on Leadership Page – Parenting Ed Wiki

Roles and Responsibilities of Parenting Educators

Standard

- Builds rapport and relationships with parents/families.
- Leads and facilitates parenting education groups/classes.
 - Observes, interacts, and serves as a role model during parent-child interaction time.
 - Connects learning and activities that occur during parent-child interaction time to parent discussion time.
- Welcomes and orients new families to the program.
- Plans, designs, and implements curricula.
 - Plans, researches and develops lesson plans and activities.
 - Develops handouts and provides resources, general and individualized, to parents.
 - Evaluates curricula.
- Observes and monitors the development of children.
 - Meets/communicates with parents to discuss any developmental issues or concerns.
 - Meets/communicates with staff to discuss any developmental issues or concerns.
 - Facilitates referral to other providers/services.
 - Works with community agencies to ensure non-duplication of services for families.
 - Ensures families experience coherent, cohesive programming and services throughout early childhood.
- Provides/offers support, strategies, and resources to promote the development and strengthening of parenting attitudes, knowledge, and skills.
- Models and teaches parents/families effective strategies in relating to, and teaching, their children.
- Manages and oversees parenting education classrooms and other family areas of school, building, and/or district.
 - Manages parenting/family resources and materials, such as books, videos, handouts, and brochures.
 - Maintains and organizes the parenting library with new information, books, and materials relating to parenting concerns.
 - Builds and maintains online resources for parents/families.
- Ensures parenting education classrooms are accommodating and suitable to ALL families.
 - Prepares classroom for parenting groups (e.g., materials, beverages and snacks, cleanliness, room setup, etc.).
 - Ensures availability of any necessary accommodations for participants.
 - Ensures rooms/spaces are culturally sensitive.
- Performs a variety of marketing and outreach tasks.
 - Continually works to ensure parents/families know about ECCE and program/services offerings.
 - Promotes parenting and family engagement throughout program/building/district (e.g., newsletters, bulletin boards, online, texts, etc.).
 - Makes connections and builds relationships with programs/services and other professionals who work with families.
 - Contributes to 0-4 census.
- Participates in Parent Advisory Councils and serves as a liaison to PTA/PTO.
 - Recruits and supports parents to participate and engage in school councils.
- Maintains teaching license and engages in continual professional learning activities.
 - Attends trainings, conferences, seminars, district and departmental meetings.
 - Reads books, journal articles, and other literature related to parenting and family education, and the profession.
 - Networks with other parenting/family professionals and builds leadership capacities.

Roles of Parenting Educators – A PEPC Project

Roles and Responsibilities of Parenting Educators

Standard

- Builds rapport and relationships with parents/families.
- Leads and facilitates parenting education groups/classes.
 - Observes, interacts, and serves as a role model during parent-child interaction time.
 - Connects learning and activities that occur during parent-child interaction time to parent discussion time.
- Welcomes and orients families to the program.
- Plans, designs, and implements curricula.
 - Plans, researches and develops lesson plans and activities.
 - Develops handouts and provides resources, general and individualized, to parents.
 - Evaluates curricula.
- Observes and monitors the development of children.
 - Meets/communicates with parents to discuss any developmental issues or concerns.
 - Meets/communicates with staff to discuss any developmental issues or concerns.
 - Facilitates referral to other providers/services.
 - Works with community agencies to ensure non-duplication of services for families.
 - Ensures families experience coherent, cohesive programming and services throughout early childhood.
- Supports and encourages adult development, particularly as it relates to parenting and families.
- Provides/offers support, strategies, and resources to promote the development and strengthening of parenting attitudes, knowledge, and skills.
- Models and teaches parents/families effective strategies in relating to, and teaching, their children.
- Manages and oversees parenting education classrooms and other family areas of school, building, and/or district.
 - Manages parenting/family resources and materials, such as books, videos, handouts, and brochures.
 - Maintains and organizes the parenting library with new information, books, and materials relating to parenting concerns.
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 - Contributes to O-4 census.
- Participates in Parent Advisory Councils and serves as a liaison to PTA/PTO.
 - Recruits and supports parents to participate and engage in school councils.
- Maintains teaching license and engages in continual professional learning activities.
 - Attends trainings, conferences, seminars, district and departmental meetings.

- Reads books, journal articles, and other literature related to parenting and family education, and the profession.
- Networks with other parenting/family professionals and builds leadership capacities.
- Keeps abreast of changing developments and trends related to the field.
- Provides individualized and tailored parenting education and support.
 - Organizes, plans, and conducts home visits
 - Provides 1:1 parenting education (e.g., parent request, court-ordered, etc.).
- At a minimum, participates in ECCE community needs assessment and ECCE program evaluation process.
 - Class evaluation.
- Ensures program requirements are met or exceeded.
 - Cognizant of Minnesota Statutes related to ECCE and other programs/services that impact parents/families.
- Data management, interpretation, and reporting.
 - Maintain accurate and complete records of participants in accordance with federal, state, and local laws/requirements.
 - Collect, maintain, and ensure accurate data regarding program participation and local and state reports.
 - Develop, implement, and evaluate reports that serve to enhance programming and services.

Expanded

- Provides parenting education programming/services to families with children in K-12.
- Collaborates with other programs/professionals to design, implement, and evaluate parenting education opportunities.
 - Partners with community agencies to plan offsite parenting education services for families.
- Serves as a school-family liaison to maximize child outcomes.
 - Works with families to connect early childhood learning (e.g., preschool curricula) with parenting/family activities.
 - Helps families create and support goals for their children's development and learning.
 - Understands family risk factors in the community and how they may impact child outcomes. Works to identify these and develop action plans.
 - Helps early childhood staff understand and achieve families' goals for their children.
 - Participates in early childhood parent conferences.
 - Participates in school's Academic Parent Teacher Teams (APT)
- Serves as school-family liaison to build capacities and enhance relationships between schools and families.
- Serves as a liaison to build relationships and connect community programs/services with the district.
 - Works to ensure families/children attending community programs receive district support and experience smooth transitions to kindergarten.
- Serves as family engagement expert in the program, building, and district.
 - Works to ensure family engagement is cohesive, coherent from birth to graduation.
 - Connects parenting education and family engagement.
 - Works to empower families in being their child's most important teacher.
 - Works to build capacities of parents/families and district staff.
- Serves as family and child development expert in the program, building, and district.
 - Reviews program, school, and district policies to ensure they are coherent and meaningful to families.
 - Reviews program, school, and district plans to ensure they are consistent with district priorities and values regarding families.
 - Reviews program, school, and district spaces to ensure they are family-friendly and family-inclusive.

PEPC Project – Roles and Responsibilities

Agenda

1. Current state of parenting education in Minnesota
2. Information about the Parenting Education Practice Committee (PEPC)
3. The future of parenting education and ECFE
 - How do we build on strengths and address challenges?
 - How do we best support and meet the needs and wants of families?
 - How do we maximize the potential of ECFE as a two-gen program?
4. Strategizing to support and advance the practice of parenting education
 - *What could ECFE become?* What are the possibilities?
 - What is the role of early childhood leaders/administrators? What is the role of practitioners?
 - What is the role of MDE, other institutions (e.g., higher education), and organizations (e.g., MNAFEE)?

ECFE Strength: Flexibility to Serve Families

- ECFE may provide parenting education transition programming for parents of children birth to grade three in districts in which there is a prekindergarten-grade three initiative in order to facilitate continued parent engagement in children's learning and development. (M.S. 124D.13, subd. 15)
- ECFE programs are encouraged to develop partnerships to provide a parenting education liaison to providers of other public and nonpublic early learning programs, such as Head Start, School Readiness, child care, ECSE, local public health programs, and health care providers. (M.S. 124D.13, subd. 15)
- Home visiting program: a parent education component that is designed to reach isolated or at-risk families. (M.S. 124D.13, subd. 4)

ECFE Strength: Knowledge of Families & Communities

- A community needs assessment that identifies new and underserved populations, identifies child and family risk factors, particularly those that impact children's learning and development, and assesses family and parenting education needs in the community. (M.S. 124D.13, subd. 2)
- Provide information on related community resources. (M.S. 124D.13, subd. 2)
- A district must describe strategies to coordinate and maximize public and private community resources and reduce duplication of services. (M.S. 124D.13, subd. 8)
- Provide program services that are community-based, accessible, and culturally relevant; (M.S. 124D.13, subd. 4)

ECFE Strength: Supporting All EC Programs

- Provide information about and, if needed, assist in making arrangements for an early childhood health and developmental **screening** when the child nears the third birthday. (M.S. 124D.13, subd. 2)
- ECFE programs are encouraged to develop partnerships to provide a parenting education liaison to providers of other public and nonpublic early learning programs, such as Head Start, School Readiness, child care, ECSE, local public health programs, and health care providers. (M.S. 124D.13, subdivision 15)
- **Voluntary Prekindergarten:** Involve parents in program planning and transition planning by implementing parent engagement strategies that include culturally and linguistically responsive activities in prekindergarten through third grade that are aligned with ECFE. (M.S. 124D.151)

ECFE Strength: Equity and Opportunity

- A district is encouraged to coordinate **adult basic education** programs provided to parents and ECFE programs provided to children to accomplish the goals of section [124D.895](#). (M.S. 124D.13, subd. 8)
- ECFE programs are encouraged to provide parents of English learners with translated oral and written information to monitor the program's impact on their children's English language development, to know whether their children are progressing in developing their English and native language proficiency, and to actively engage with and support their children in developing their English and native language proficiency. (M.S. 124D.13, subd. 2)
- The programs must encourage parents to be aware of practices that may affect equitable development of children. (M.S. 124D.13, subd. 2)
- Providers must review the program periodically to assure the instruction and materials are not racially, culturally, or sexually biased. (M.S. 124D.13, subd. 2)

ECFE Strength: Engaging and Empowering Parents

- A majority of the council must be parents participating in the program, who represent the demographics of the community. The district must ensure, to the extent possible, that the council includes representation of families who are racially, culturally, linguistically, and economically diverse. The council must assist the board in developing, planning, and monitoring the ECFE program. (M.S. 124D.13, subd. 2)
- Provide information on related community resources. (M.S. 124D.13, subd. 2)
- Provide programs to educate parents and other relatives about the physical, cognitive, social, and emotional development of children and to enhance the skills of parents and other relatives in providing for their children's learning and development; (M.S. 124D.13, subd. 2)

ECFE Addresses the Whole Child

**THE WHOLE CHILD: BUILDING SYSTEMS OF
INTEGRATED STUDENT SUPPORT DURING
AND AFTER COVID-19**

AN ACTION GUIDE

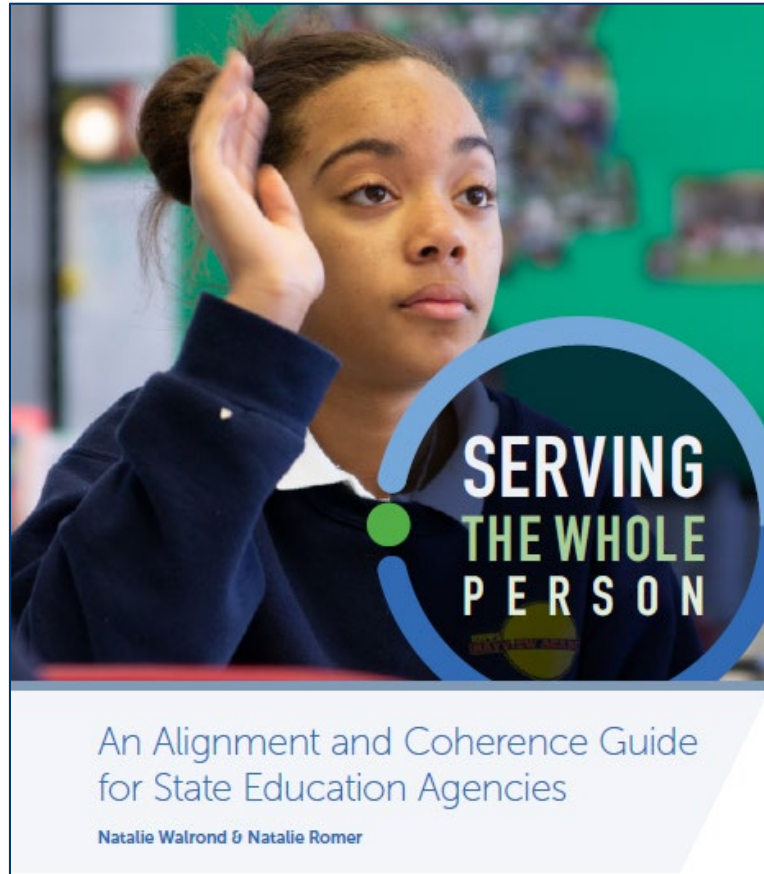


**CENTER FOR OPTIMIZED
STUDENT SUPPORT
BOSTON COLLEGE**

Integrated student support is a “whole child” approach that addresses students’ strengths and needs across all developmental domains, such as academics, social-emotional-behavioral, physical health, wellbeing and family. It leverages the resources available in schools and the surrounding community to connect the right set of resources, supports, and opportunities with the right student and family at the right time.

[Building Systems of Integrated Support](#)

Or Whole Person



Educators in K–12 school systems are increasingly acknowledging the importance of serving the “whole person” as an essential foundation for achieving equitable outcomes.

When systems are aligned and coherent, whole-person initiatives work in concert to achieve their intended goals.

[Serving the Whole Person](#)

ECFE is a Two Generation Program



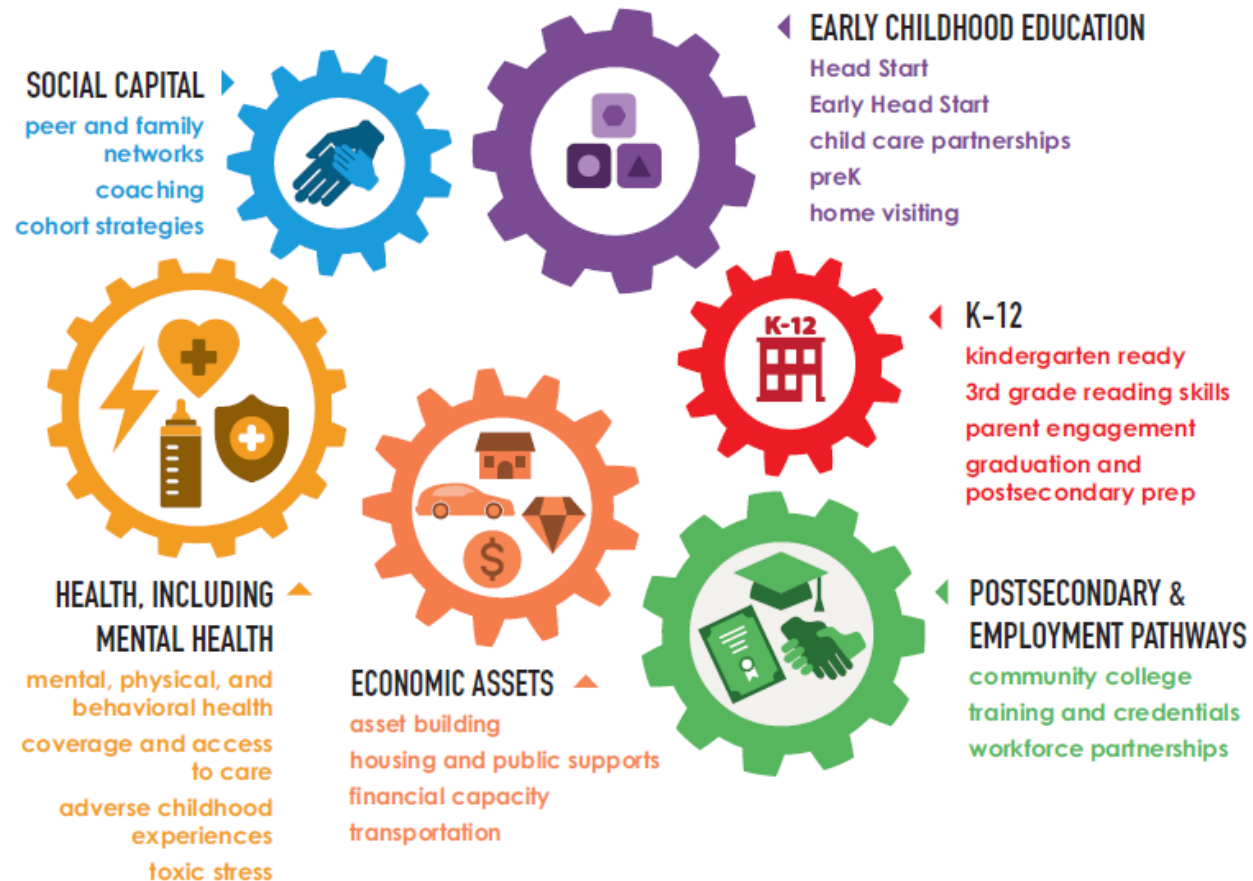
“These programs have a straightforward theory of education: If children’s success is tightly intertwined with their families’ stability (and we know it is), and families do better when they have access to nutrition, health care and economic opportunity, why not address all of these needs together?”

[School: It's Not Just for Kids Anymore](#)

“and we know it is” - [50 years ago, one report introduced Americans to the black-white achievement gap](#)

Two-generation (2Gen) approaches

FIGURE 1: 2Gen Core Components



[State of the Field: Two-Generation Approaches to Family Well-Being](#)

Ascend at the Aspen Institute

Comprehensive Approach

The Heckman Equation



There's more to gain by taking
a comprehensive approach to
early childhood development.

James J. Heckman is the Henry Schultz Distinguished Service Professor of Economics and Director of the Center for the Economics of Human Development at the University of Chicago, a Nobel Laureate in economics and an expert in the economics of human development.

[There's More to Gain](#)

Discussion #3: Build on Strengths, Maximize Potential



- What are your thoughts about the information provided?
- What other strengths would you add/highlight?
- How can we work together to enhance current ECFE?
- How can we support our PEs to advance our work?

Agenda

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Developing Shared Understandings, Unified Visions

Journal of Child and Family Studies (2020) 29:747–760
<https://doi.org/10.1007/s10826-019-01680-6>

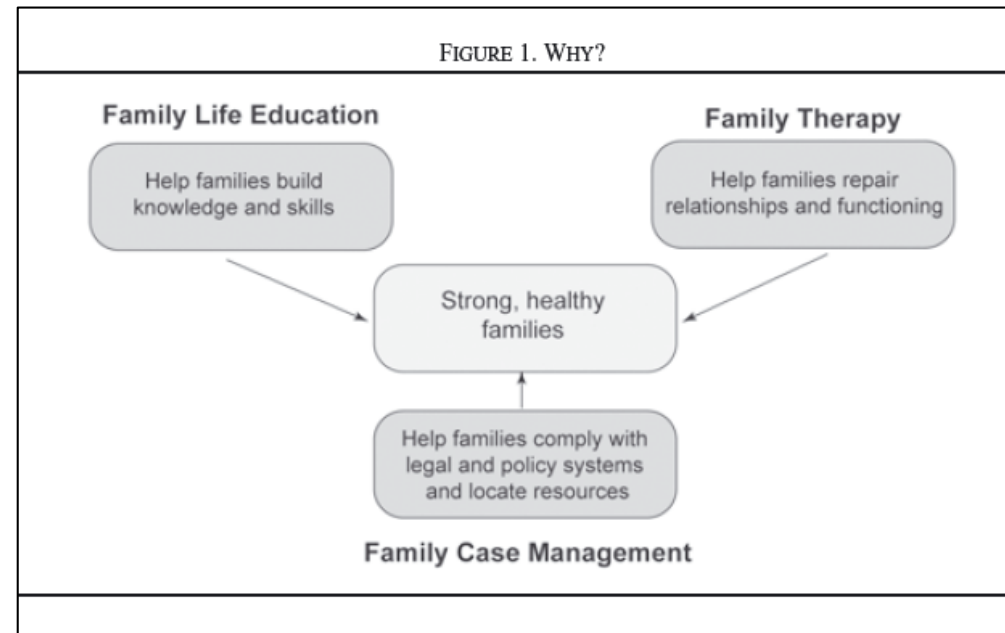
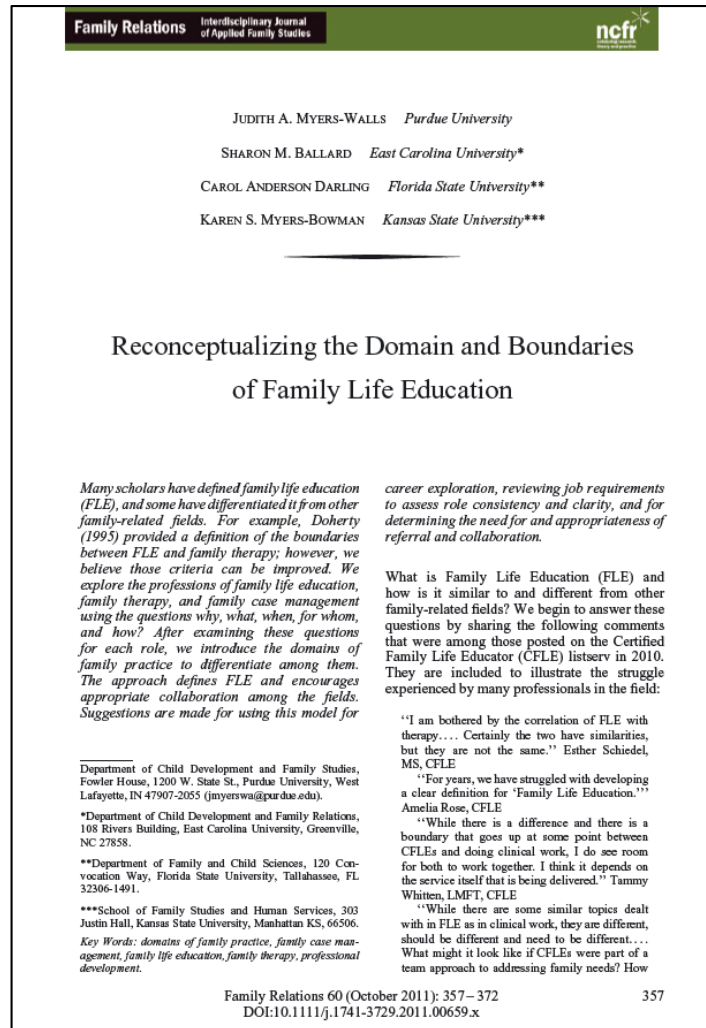
ORIGINAL PAPER

What is Parent Engagement in Early Learning? Depends Who You Ask

There was little consensus in how parent engagement was conceptualized, suggesting there may be different working models for how stakeholders believe parent engagement supports early learning.

There was near universal agreement that (a) parent trust and having a positive relationship with teachers and the school and (b) good parent-teacher/school communication were important components of parent engagement.

What is Our Role? The Role of Parenting Educators?



Reconceptualizing the Domain and Boundaries of Family Life Education
Myers-Walls et al., *Family Relations*, 60 (October 2011): 357 – 372

Our Role in Supporting Families



Meeting or Exceeding? Example of 0-4 Census

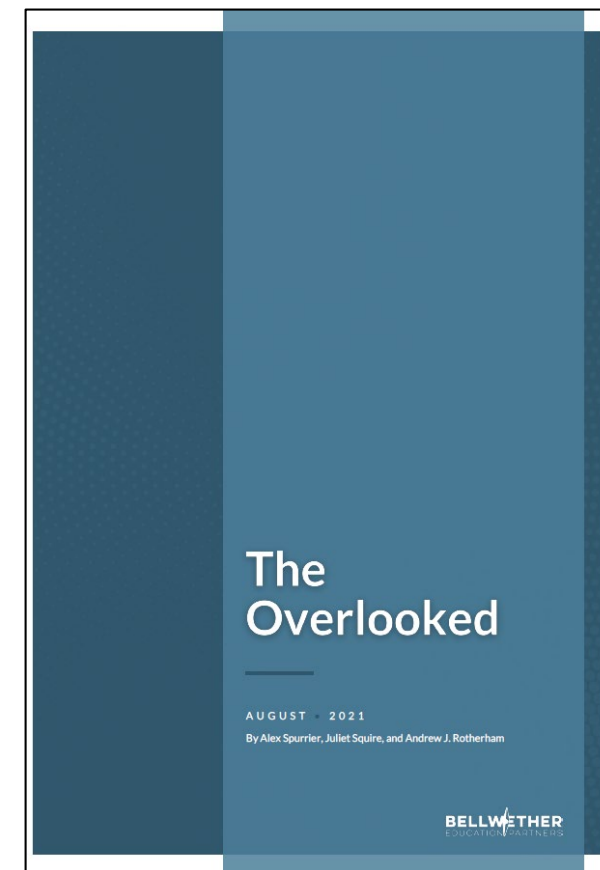
- Districts are required to submit the number of children ages 0-4 as of September 1, of each year, who are residing in their district as of October 1.
- The deadline for reporting these counts is December 1 of each year.
- This determines your ECFE and School Readiness aid.

In what ways can maintaining a more comprehensive 0-4 census benefit your early childhood programs? Your district, community?

“Schools can’t serve kids they can’t find.”

TABLE 1. MEET THE OVERLOOKED

GROUP	ESTIMATED NUMBER OF STUDENTS	WHO ARE THESE CHILDREN?
The Movers	8.7 million	Children who changed schools between the 2019-20 and 2020-21 school years outside of normal grade-level progressions.
The Missed	1.1 million	Children who did not enroll in any formal schooling during the 2020-21 school year.
The Muted	1.5 million	Children of parents who are frustrated with their current schooling option and lack access to their preferred alternative(s).
The Overlooked	11.3 million	Combined populations of The Movers, The Missed, and The Muted.



[The Overlooked](#)

Learning Together: Expansion of Learning

By framing kindergarten as an expansion of learning... I am prioritizing learning as a collective act in which teachers, students, and the larger learning community work together to foster the learning of everyone involved. Engaging in such community-based practices supports all students and seeks out alternative ways of knowing.

How to Reroute the Kinder-Race and Restore Joy to Early Learning

October 18, 2021 | Blog, Early Childhood Education, Policy and Politics



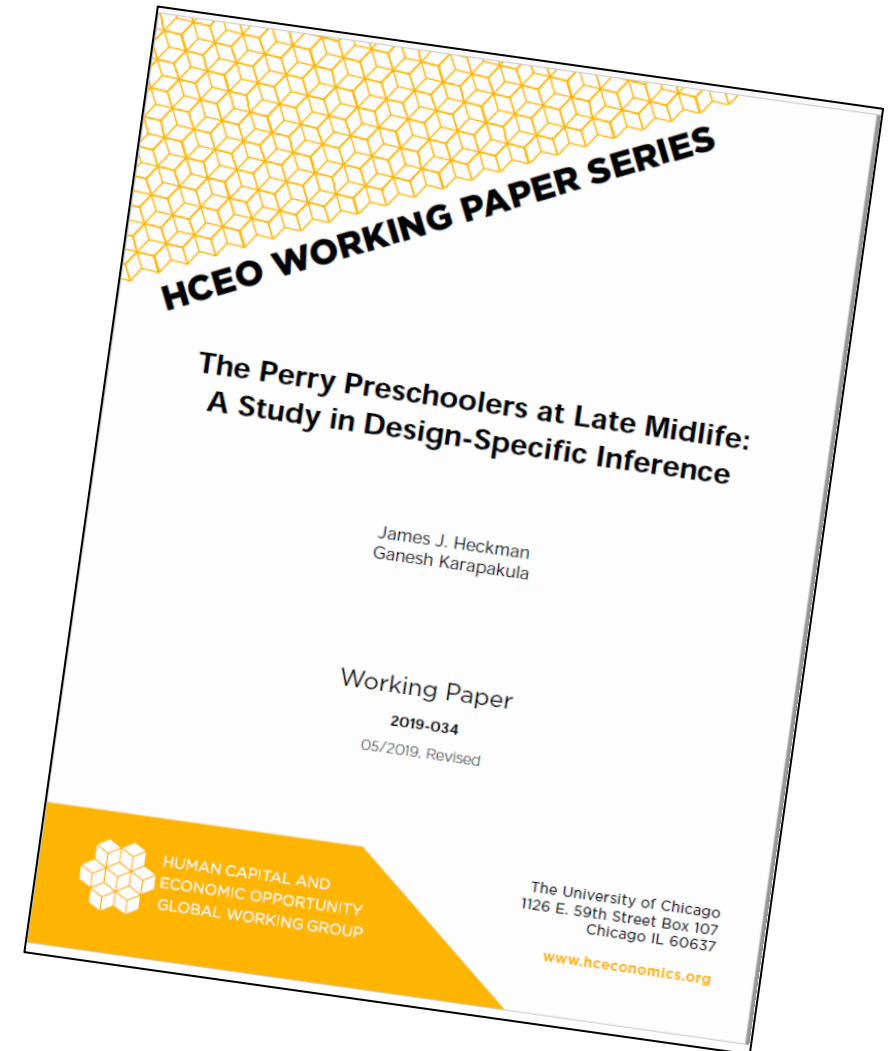
By **Christopher P. Brown**, author, *Resisting the Kinder-Race*

Christopher P. Brown is a professor in the Department of Educational Leadership and Policy at the University of Texas at Austin.

[Restore Joy to Early Learning](#)

Perry Preschool – Life Course Outcomes

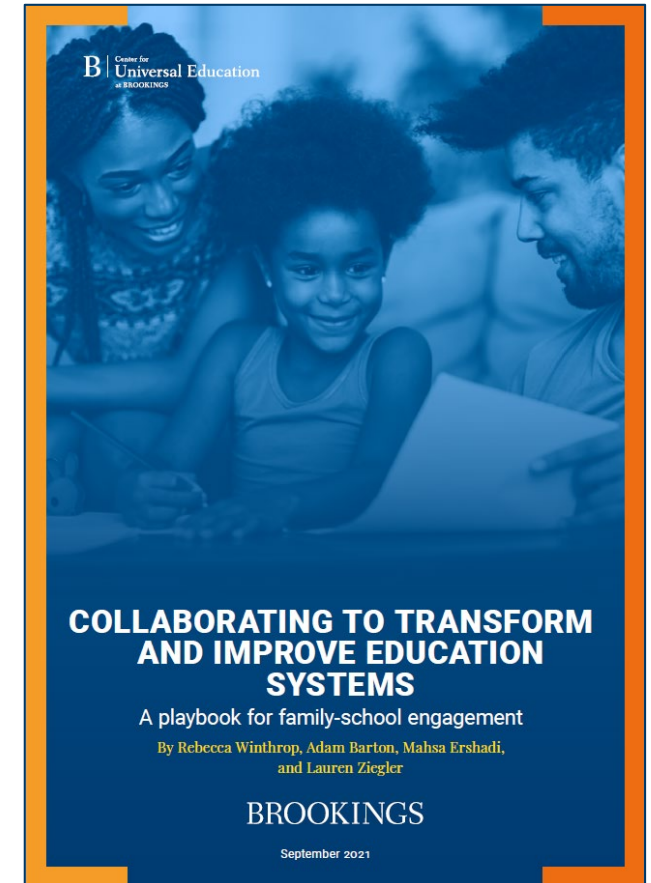
“Improvements in childhood home environments and parental attachment appear to be an important source of the long-term benefits of the program.”



Focusing on Data and Outcomes

“Schools with strong family engagement are 10 times more likely to improve student learning outcomes.”

[Collaborating to Transform and Improve Education Systems](#), p. 10.



Social Connectedness and Well-Being



The Work and Well-Being Initiative

A joint Harvard and MIT research-for-action initiative

[Home](#) [About Us](#) [Employer Toolkit](#) [Additional Resources](#) [Events & News](#)

EMPLOYER TOOLKIT: WORK DESIGN FOR HEALTH

Overview — Work Design for Health: A Promising Approach to Worker Well-Being

Work Design Principle #1: Give Employees More Control over Their Work

Work Design Principle #2: Tame Excessive Work Demands

Work Design Principle #3: Improve Social Relationships in the Workplace

Get Started: Plan & Implement a Work-Design-for-Health Approach

Feedback

HOME / EMPLOYER TOOLKIT: WORK DESIGN FOR HEALTH /

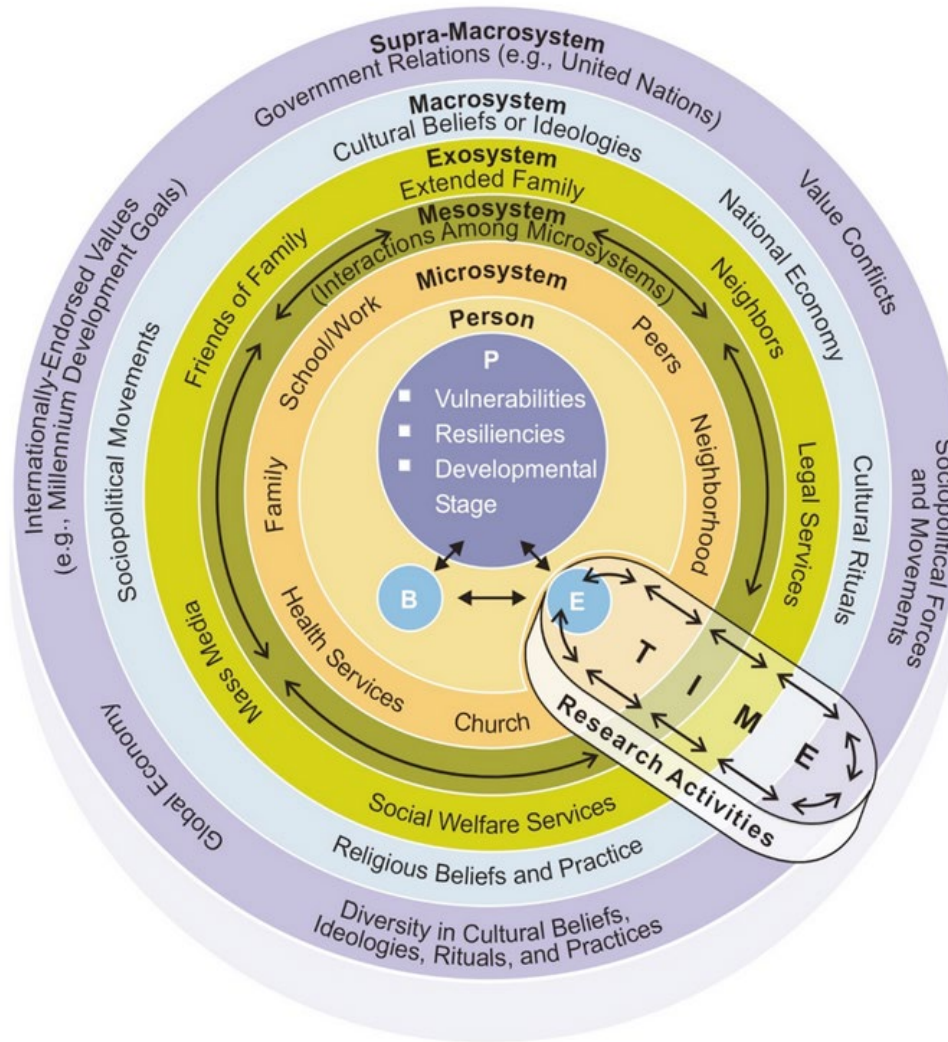
Work Design Principle #3: Improve Social Relationships in the Workplace



- Social relationships and the networks they create have a crucial impact on our health, well-being, and longevity.
- Having close relationships with family and friends is highly protective of health—as protective as exercise or quitting smoking. Moreover, people with strong relationships can weather stress more easily and suffer fewer effects of stress on their health.
- The social networks that develop from connections among people provide a variety of resources from emotional support to opportunities to build social capital and collective action.

- from [The Work and Well-Being Initiative](#)

Understanding Ourselves and Our Context



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

Roger N. Reeb
University of Dayton

Susan F. Folger
Ohio University

Laura Stayton
Western Michigan University

Bernadette O'Koon
Wright State University School of Professional Psychology

Nyssa L. Snow-Hill
University of South Carolina

Anne L. Steel
University of Nebraska-Lincoln

Charles A. Hunt
University of Dayton

Zachary Glendening
Vanderbilt University

This article presents the Psycho-Ecological Systems Model (PESM) – an integrative conceptual model rooted in General Systems Theory (GST). PESM 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 PESM, 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 PESM 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 (PESM) – a conceptual framework developed to inform and guide the development, implementation, and evaluation of transdisciplinary (and multilevel)

6

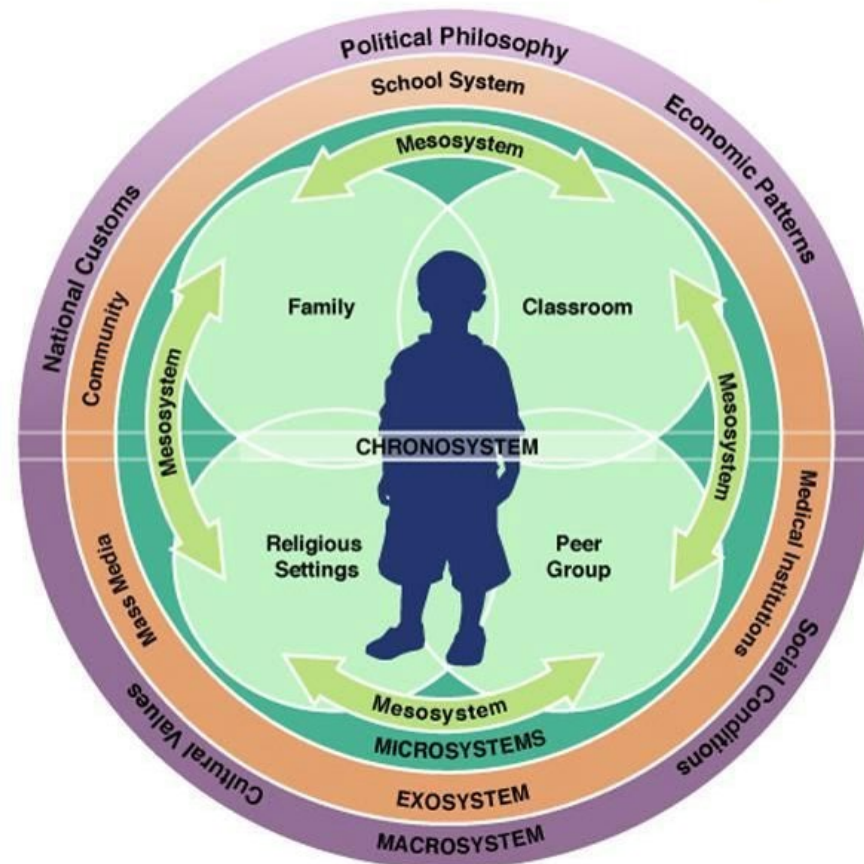
Ecological Systems Model

The Role of Context

Ready Families

Are considered
In context

Bronfenbrenner's Ecological Model of Child Development




Family Ecologies

- Young people and their families are not just students and stakeholders in schools. They are also members of other communities and organizations, such as those rooted in culture, language, religion, neighborhood, or civic life.
- We attend to the people, places, priorities, histories, and experiences — ecologies — of young people and their families themselves.



Working Together: Support to the Field

- Do parenting educators feel supported in their role?
- Are parenting educators properly resourced?
- Is there access to quality professional learning opportunities?
- Do we know what we are working toward?
 - Building and enhancing ECFE by meeting and exceeding (i.e., requirements, standards, expectations, etc.)
- Are there opportunities for collaboration? Barriers?

 **DEPARTMENT OF EDUCATION**

QUALITY INDICATORS FOR EARLY CHILDHOOD FAMILY EDUCATION PROGRAMS

An Instrument to Assist Early Childhood Family Education (ECFE) Programs in Program Planning and Self-Evaluation

This tool has been developed to assist Early Childhood Family Education (ECFE) programs with planning and self-evaluation for the purpose of program improvement. The quality indicators listed in this instrument reflect: 1) observable characteristics of successful programs; 2) elements of comprehensive, coherent programs; and/or 3) indicators of compliance with current Minnesota statutes. Working to achieve these indicators in all categories is an ideal situation toward which local programs can strive. The indicators listed are by no means meant to be all inclusive of all indicators of quality for ECFE. As it is used over time, the tool will be revised based on feedback from the field and the availability of new resources.

The indicators are organized by the following eight program component areas*:

1. Cross-Sector Work

2. Teacher Effectiveness (PE and EC)

3. Instructional Tools

4. Learning Environment

5. Administrator Effectiveness and Program Operations

6. Data-Driven Improvement

7. Family Engagement

8. Continuity and Pathways

* The eight program component areas are based on the *Framework for Planning, Implementing, and Evaluating P-3 Approaches (2nd ed.)*, by Kauerz, K. & Coffman, J. (2019) at the National P3 Center. The Minnesota Department of Education has been using this framework in its P3 initiative work. More information is available on the National P3 Center website.

Indicators are assessed using the following five levels**:

1. Not applicable (It is not applicable to your program or it is not an assessment priority at this time)

2. Identified as a priority (It has been identified as an area to assess and work on, but work has yet to begin)

3. Planning stage (check this level if planning has begun)

4. Implementing (check this level if you are implementing the indicator)

5. Implemented and/or evaluating (check this level if you have implemented the indicator and are now in the continuous improvement process)

**The rating selected for each indicator may not be as important as the staff discussion that is likely to result from the use of this instrument. While the instrument may seem long and its use time-consuming, it reflects the complexity of ECFE programming and the roles staff and others need to play in order to provide effective programming and services.

Notes and Suggested Uses for Quality Indicators for Early Childhood Family Education Programs

It is recognized that different ECFE programs will be at different places in relation to these indicators depending on a number of factors including the age of a program, the local community, and the needs and interests of families. These indicators are useful in identifying program strengths as well as areas of improvement or focus.

Possible uses of the indicators include, but are not limited to:

- Yearly program planning and goal/priority setting.
- As part of program evaluation and/or a continual improvement process.
- Program self-evaluation by staff and/or advisory council members. Some programs do this in-depth over a series of staff meetings over several weeks or months, some go over it quickly at a single staff meeting to "screen" the program and identify particular items to work on in more depth, and some select one of the four program component areas to work on for a particular period of time, e.g., one component per year over an ongoing four year cycle. In some cases, staff have completed the instrument individually and anonymously, and then it is talked to identify areas where there is greatest consensus as to indicators in need of most improvement.
- Advisory council members have been found to be less familiar with some of the indicators than staff members, so the items are informative as well as useful for self-evaluation (advisory council members have been observed to be empowered in their roles when they better understand the important role they play in ECFE programs).
- Orientation of new and ongoing staff, including paraprofessionals and other support staff, to the program and to each other's roles.
- Individual staff self-evaluation (including identification of strengths) and goal setting; have been used to develop an evaluation tool for staff use in doing this.
- Staff performance reviews by program coordinators/administrators; also useful for developing job descriptions.
- As a tool for developing end-of-session and end-of-year parent satisfaction and program evaluation questionnaires.
- Information to help other educators and administrators, programs, agencies, and others better understand program purposes and qualities.

For further information about the use of this instrument contact:



CROSS-SECTOR WORK		DEGREE OF IMPLEMENTATION (For each indicator, check appropriate column.)					Program Component #1 Partnerships, Governance, Strategic Plans, Funding	
INDICATORS		Not Applicable	Identified as a Priority	Planning Stage	Implementing	Implemented and/or Evaluating	COMMENTS	
1	<u>Outreach Plan</u> : Staff work together to develop an outreach plan(s).							
2	Outreach plans include ways to reach new and underserved populations.							
3	Outreach plan includes strategies to inform other service providers of programming and services that would be relevant to their populations.							
4	Staff actively try to reach non-participating families through cooperation with other community programs and services.							
5	Program has developed a marketing/advertising plan (or included it in the outreach plan).							
6	Marketing plan involves multiple strategies for informing families and the community about the program.							
7	Print and digital media inform families about fee reduction and/or waiver policies.							
8	<u>Coordination/Partnerships/Collaboration</u> : The program has plans and processes for cooperating, coordinating, and collaborating with other programs in the community to better meet the needs of families.							

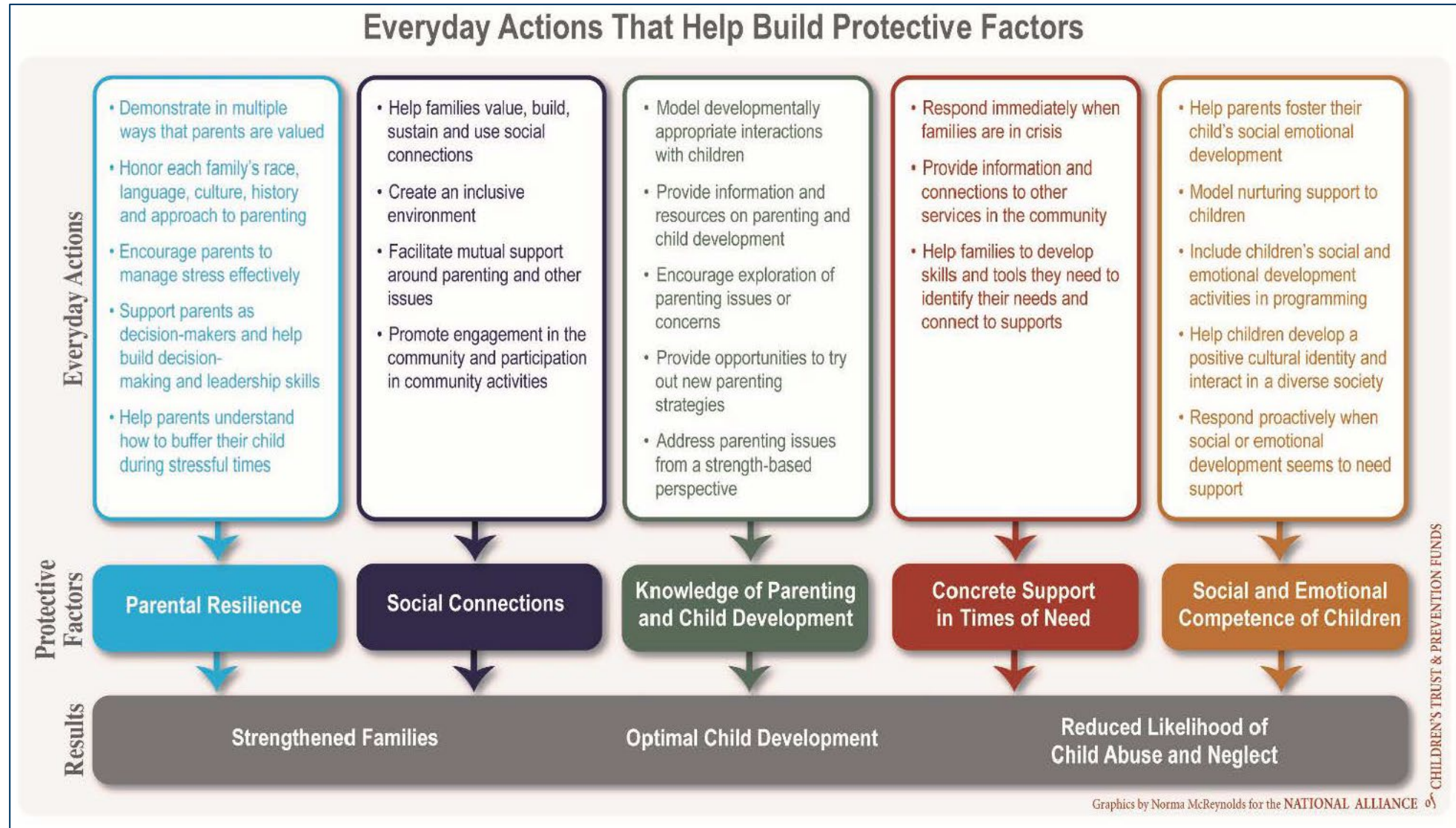
TEACHER EFFECTIVENESS		DEGREE OF IMPLEMENTATION (For each indicator, check appropriate column.)					Program Component #2 Focus on Instruction, Visible Practice, Work as Teams	
INDICATORS		Not Applicable	Identified as a Priority	Planning Stage	Implementing	Implemented and/or Evaluating	COMMENTS	
1	A clearly articulated shared vision for learning (early childhood and adult) has been established.							
2	All teachers meet, and work to exceed, the standards set forth in Minnesota Rule for their respective licensure.							
3	Teachers are actively dedicated to providing high-quality instruction.							
4	Program ensures teachers provide high-quality, rigorous instruction that is aligned to developmental learning trajectories (NAESP).							
5	Program has identified concepts, skills, and traits that require in-depth instruction in the early years that will prepare young children for future school and life success.							
6	Program has identified knowledge, skills, and traits that are most likely to help adults in their role as parents and children's first and most enduring teachers.							

ADMINISTRATOR EFFECTIVENESS and PROGRAM OPERATIONS		DEGREE OF IMPLEMENTATION (For each indicator, check appropriate column.)					Program Component #5 Visible Leadership, Foster Teamwork, Instructional Leaderships	
INDICATORS		Not Applicable	Identified as a Priority	Planning Stage	Implementing	Implemented and/or Evaluating	COMMENTS	
1	<u>Visible Leadership</u> : Administrators/coordinators demonstrate that two-generation programming throughout the P3 continuum is a priority to both internal and external stakeholders.							
2	Administrators have established a clear vision, mission and goals/priorities for ECFE.							
3	The philosophy, mission, goals, and objectives of the program are consistent with the state ECFE philosophy, mission, and							
4	Program resources, staffing, and priorities are aligned to best meet the needs of children and families.							
5	Administrators work to increase the number of and strengthen partnerships between districts, Head Start grantees, PreK							
6	Develop clear and consistent communication about ECFE and P3 as a priority in both internal (e.g., district strategic plans, WWBF, staff communication) and external (e.g., web sites,							
7	Leaders are aware of inequities that exist in the program and school and can identify how these disparities show up in programming, student achievement, resource allocation, and family engagement. (NAESP)							

ECFE Quality Indicators – Revised

Strengthening Families Protective Factors Framework

from the Center for the Study of Social Policy (CSSP)



Learning Organization and ECFE

- Personal mastery: **all** are learning about and mastering their role and skills.
- Mental Models: continually examining the way things are done. Looking for and practicing new ways.
 - Ex) Redefining the notion of Readiness as being a responsibility of adults, programs and systems.
 - Ex) The role of ECFE beyond the school walls.
- Team learning: Collaborating to build capacities, achieve possibilities.
 - Providing time to work together.
- Shared vision: Everyone understands the purpose of the work, their role, etc.



ECFE as a Learning Organization

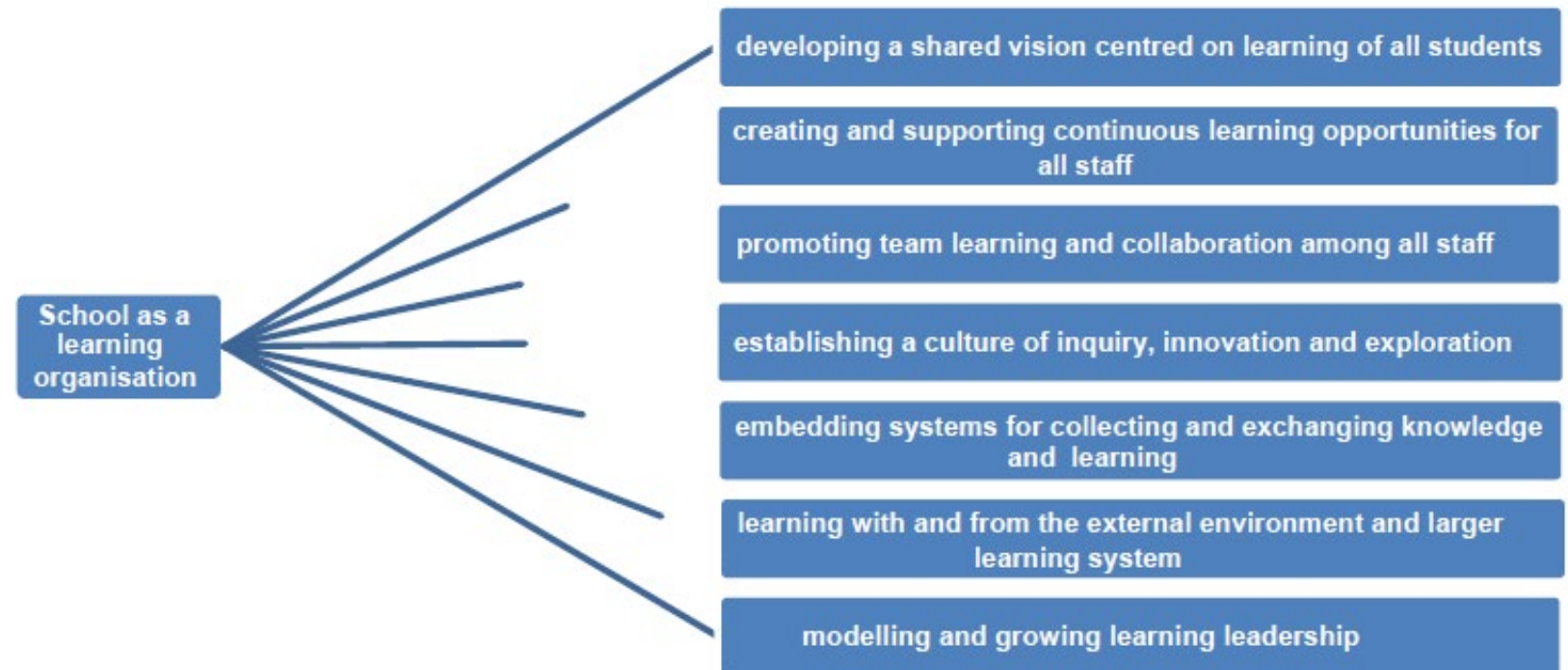
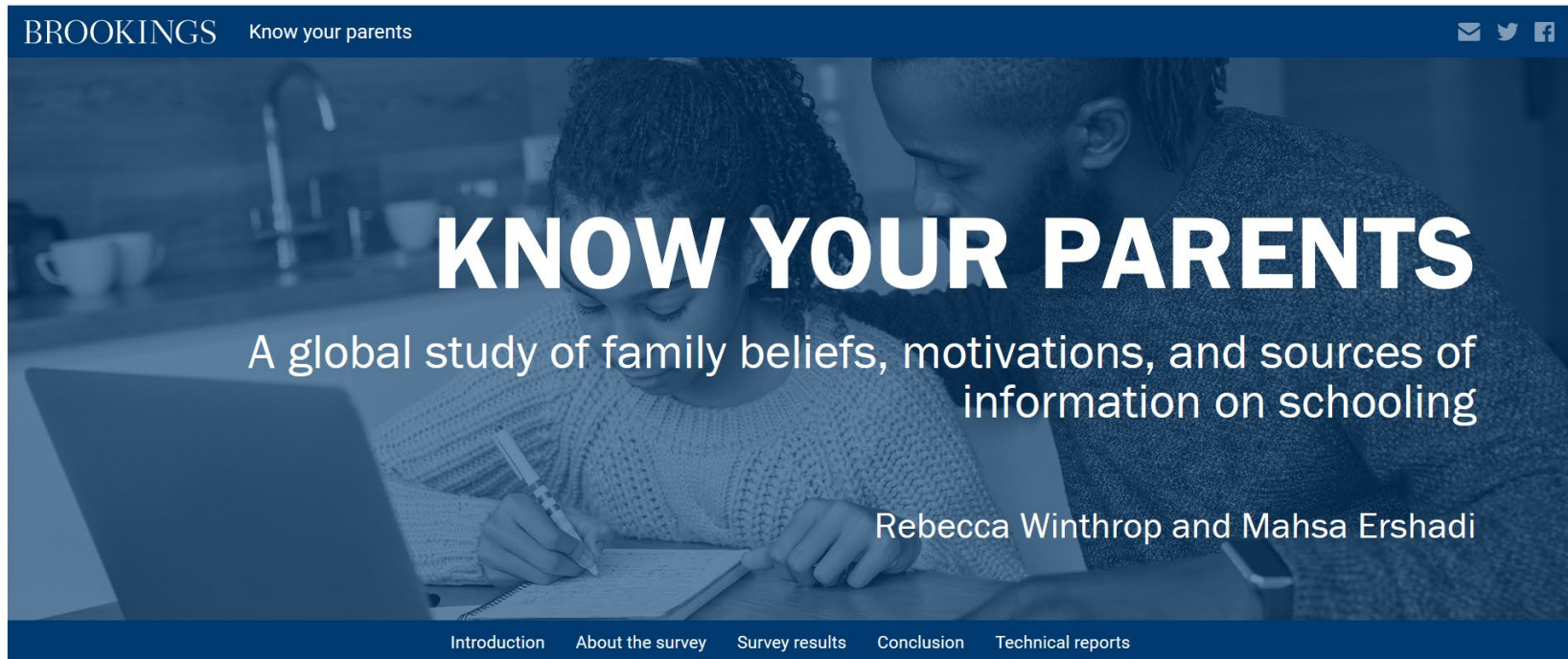


FIGURE 1 School as a learning organisation model. *Source:* Kools and Stoll (What Makes a School a Learning Organisation?, 2016), "What Makes a School a Learning Organisation?", *OECD Education Working Papers*, No. 137, OECD Publishing, Paris

School as a Learning Organization

Lifelong Learning about Families

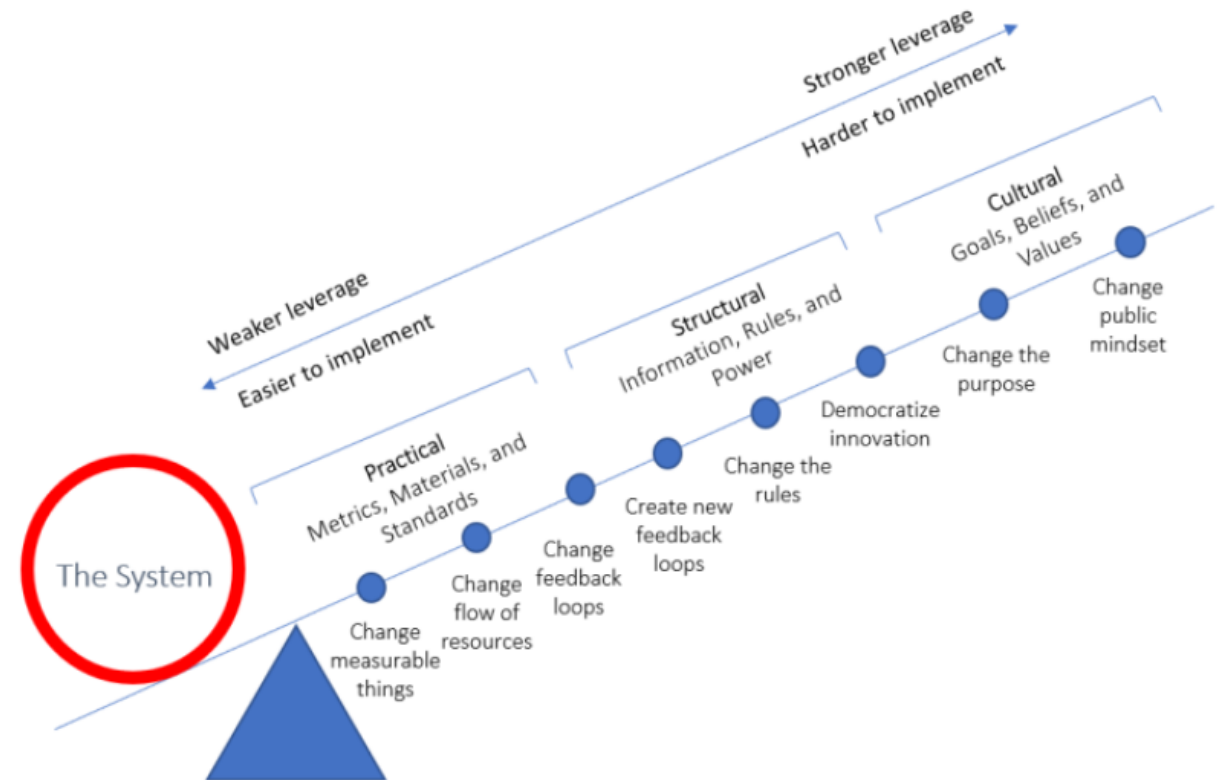


“The first—and perhaps most important step—to developing deeper relationship with parents and families is to listen to their beliefs, motivations, perceptions, and aspirations with respect to their children and education.”

Know Your Organization

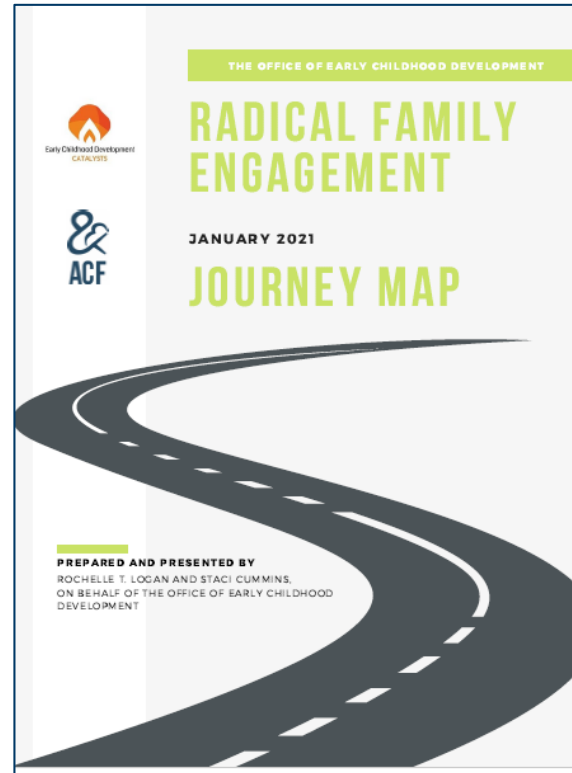
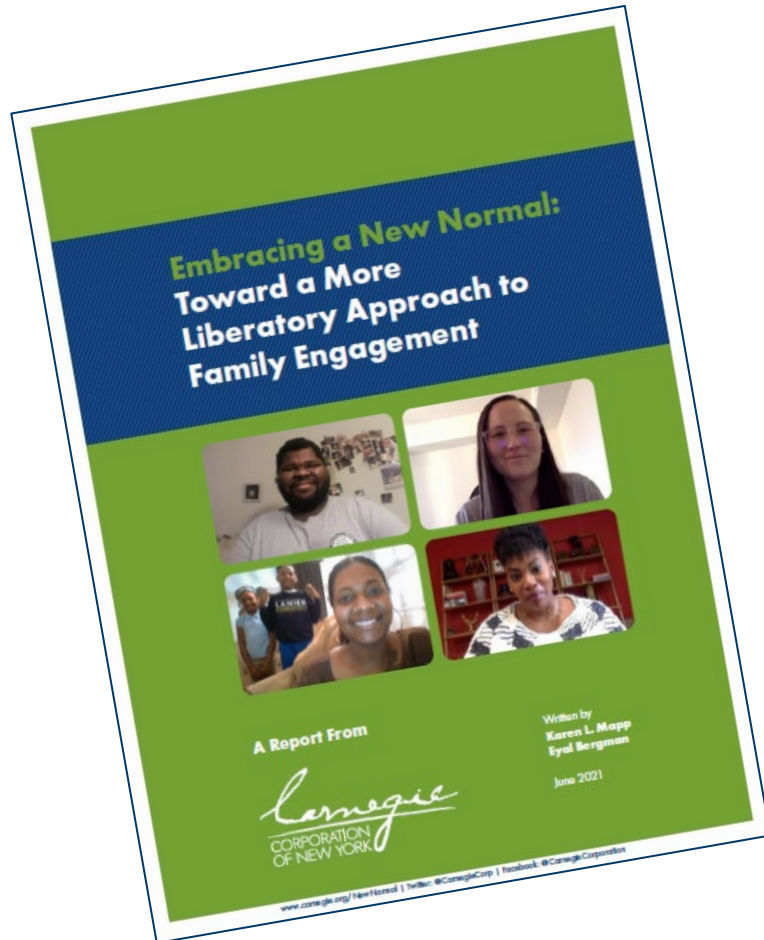


Figure 1. Leverage points: Places to intervene in a system



Source: Populace, adapted from Donella Meadows "Leverage Points: Places to Intervene in a System," The Sustainability Institute, 1999.

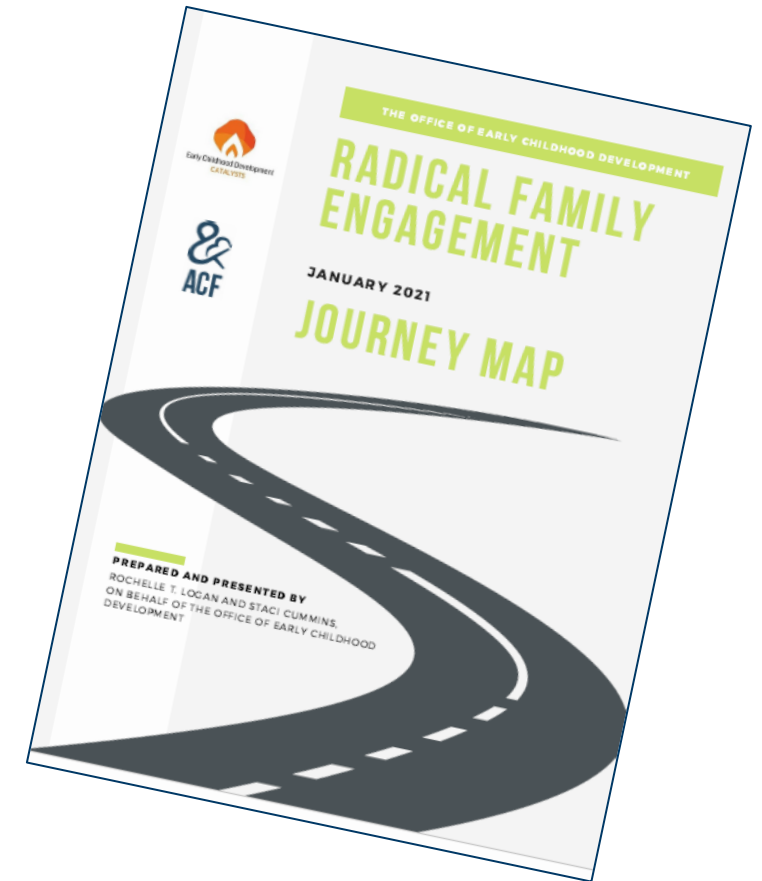
Explore New Opportunities and Possibilities



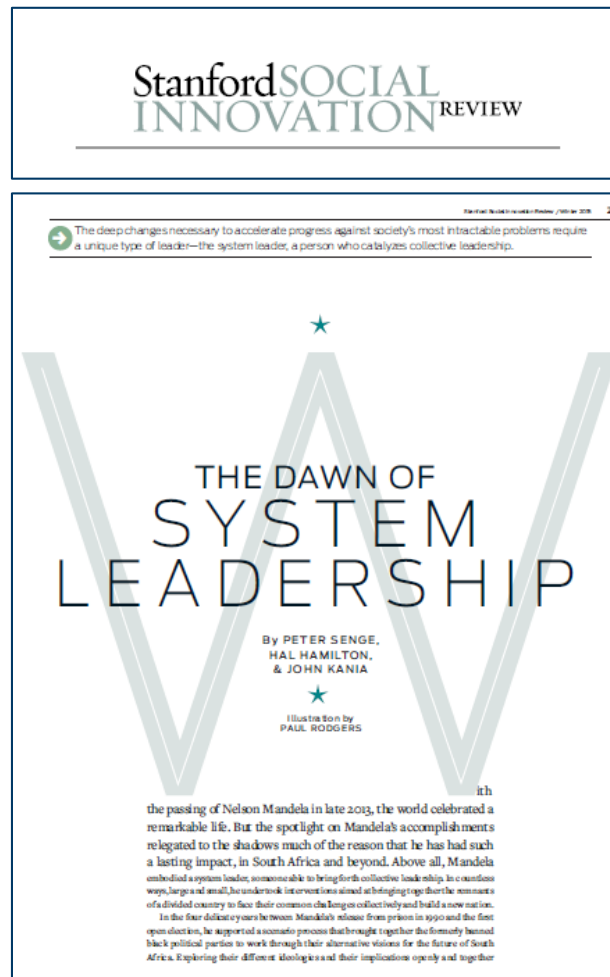
Radical Family Engagement

Family engagement is unique to each community and should be driven by the families in that community rather than defined by others and imposed upon school systems and families.

For family engagement to be radical, we all need to embrace the idea that there is nothing more important to the education process than a child's parent.



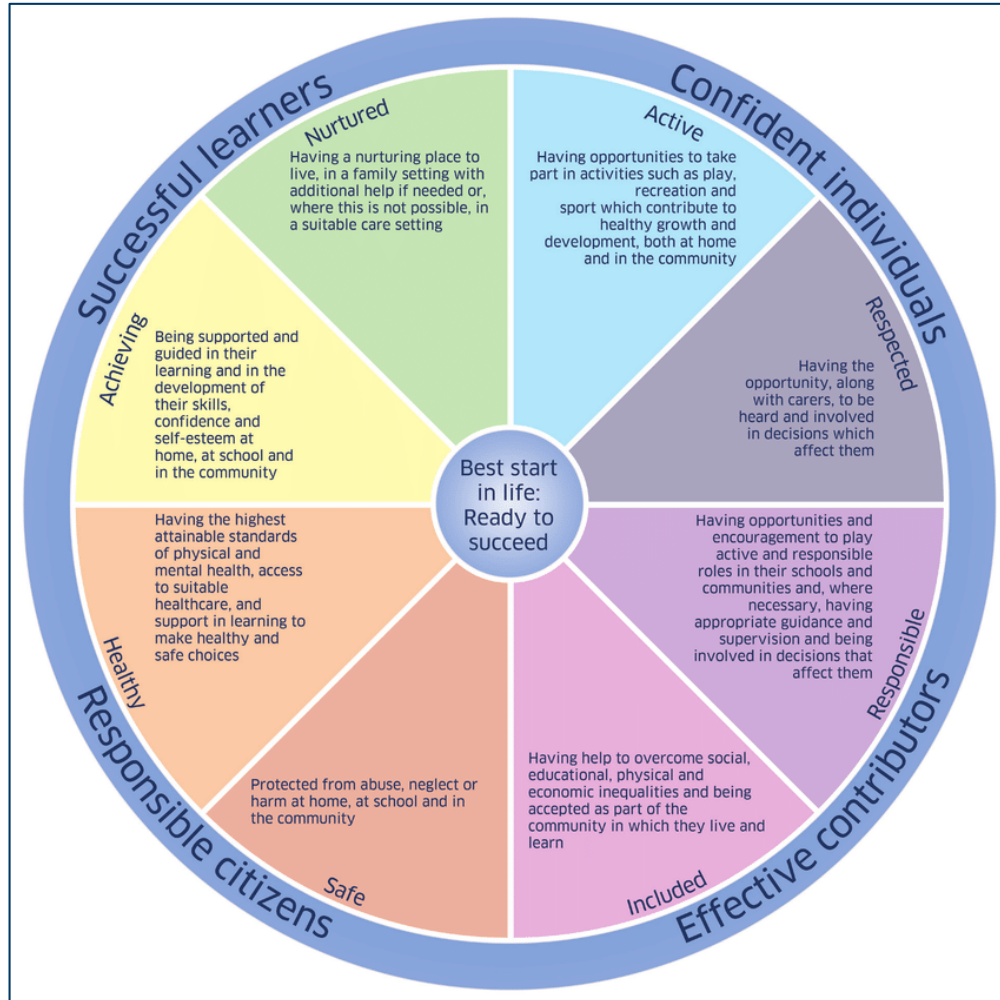
System Leadership and Family Engagement



There are three core capabilities that system leaders develop in order to foster collective leadership:

1. The ability to see the larger system.
2. Fostering reflection and generative discussions.
3. Shifting the collective focus from reactive problem solving to co-creating the future.

What are we working towards?



The Getting it right for every child practice model within which the Wellbeing Wheel sits.

- Scottish Government

Discussion #4: Next Gen ECFE



- How do we ensure ECFE meets requirements? Exceeds?
- What **IS** ECFE and what can it **BE**? What does parenting education look like?
- What role could the PEPC play in enhancing our work? What are the responsibilities at different levels of the system? Local, regional, state?
- What is one step you are willing to take?



Thank you!

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Ten Minnesota Commitments to Equity

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

