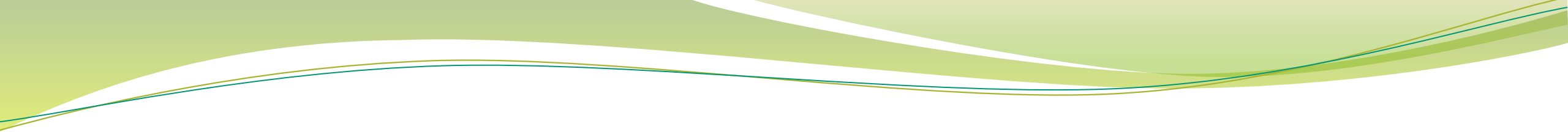




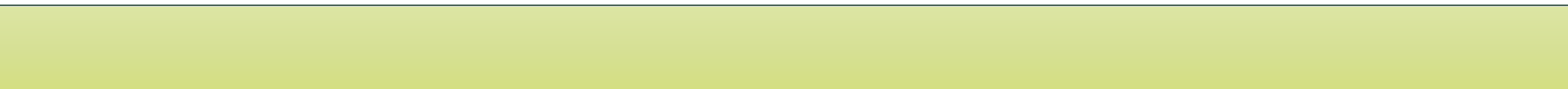
A New Era for ECFE:
**Renew and refresh the work of ECFE by reflecting on
the history and moving forward to reach ALL families**

MNAFEE Fall 2022 Workshop
November 4, 2022





Workshop I
Foundations of Early Childhood Family Education
and
Overview of Parent Education Core Curriculum Framework
Revisions & Updates: A Work in Progress



Today's Workshop I Objectives:

- **Reaching Back:** Review and renew our commitment to the mission, goals, and statutes of Early Childhood Family Education
- **Today:** Explain the revisions and updates to the Parent Education Core Curriculum Framework (PECCF)
- **Reaching Forward:** Provide ideas for enhancing our professionalism as Parent Educators and Early Childhood Educators through the use of the PECCF

Early Childhood Family Education Mission

To strengthen families through the education and support of all parents* to provide the best possible environment for the healthy growth and development of their children.

**Parents includes all individuals who function in a primary parenting role – mothers, fathers, partners, grandparents and other relatives, foster parents, etc.*

Minnesota ECFE Statutes

124D.13 Early Childhood Family Education (ECFE) Programs. [Minnesota Statutes 2021, Section 124D.13 \(mn.gov\)](#)

124D.135 Early Childhood Family Education (ECFE) Revenue. [Minnesota Statutes 2021, Section 124D.135 \(mn.gov\)](#)

Subd. 2. Program requirements

Early childhood family education programs must provide:

- (1) programs to educate parents and other relatives about the physical, cognitive, social, and emotional development of children and to enhance the skills of parents and other relatives in providing for their children's learning and development;
- (2) structured learning activities requiring interaction between children and their parents or relatives;
- (3) structured learning activities for children that promote children's development and positive interaction with peers, which are held while parents or relatives attend parent education classes;
- (4) information on related community resources;

Minnesota ECFE Statutes (cont.)

- (5) information, materials, and activities that support the safety of children, including prevention of child abuse and neglect;
- (6) a community needs assessment that identifies new and underserved populations, identifies child and family risk factors, particularly those that impact children's learning and development, and assesses family and parenting education needs in the community;
- (7) programming and services that are tailored to the needs of families and parents prioritized in the community needs assessment; and
- (8) information about and, if needed, assist in making arrangements for an early childhood health and developmental screening under sections 121A.16 and 121A.17, when the child nears the third birthday.

QUICK GUIDE: ECFE PROGRAM REQUIREMENTS

Assessing Your Early Childhood Family Education (ECFE) Program

- **Goal of Quick Guide:** To provide a brief overview of ECFE program requirements to help ECFE administrators ensure their program is in alignment with Minnesota statutes.
- **Quick Guide table** contains program requirements listed in Minnesota Statute 124D.13, Subd. 2.

[ecfe requirements - quick guide.pdf \(mnafee.org\)](https://mnafee.org/ecfe-requirements-quick-guide.pdf)

You can ask: Does your ECFE program ensure that these program requirements are met?

Early Childhood Family Education Goals

1. Parents understand the importance of their role and how it changes over time. 124D.13Subd.2(2)
2. Parents have the knowledge and realistic expectations to anticipate and meet the developmental needs of their children. 124D.13Subd.2(1)
3. Parents demonstrate sensitive and responsive care and interaction with their children. 124D.13Subd.2(2)
4. Positive parent-child relationships support the child's development in:
 - Physical well-being and motor development,
 - Social and emotional development,
 - Approaches to learning, and
 - Language development and communications skills, and cognition and general knowledge. 124D.13Subd.2(1)

Early Childhood Family Education Goals (cont.)

5. Families participate in formal and informal social networks in their communities that support effective parenting. 124D.13 Subd.2(3)
6. Families are knowledgeable about and use community resources. 124.D.13 Subd.2(4)
7. Parents and children experience a smooth transition from early childhood programs and services into kindergarten and the K-12 school system, setting the stage for school and life success. 124D.13Subd.2(8)
8. Parents are engaged in their children's learning and education in the school-age years. 124D.13Subd.2(8)

Requirements/Goals Comparison

ECFE Statute Requirements

Early childhood family education programs **must** provide:

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

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

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

ECFE Goals

2. Parents have the knowledge and realistic expectations to anticipate and meet the developmental needs of their children.

4. Positive parent-child relationships support the child's development in: Physical well-being and motor development, Social and emotional development, Approaches to learning, and Language development and communications skills, and cognition and general knowledge.

1. Parents understand the importance of their role and how it changes over time.

3. Parents demonstrate sensitive and responsive care and interaction with their children.

5. Families participate in formal and informal social networks in their communities that support effective parenting.

Requirements/Goals Comparison (cont.)

ECFE Statute Requirements

- (4) information on related community resources;
- (5) information, materials, and activities that support the safety of children, including prevention of child abuse and neglect;
- (6) a community needs assessment that identifies new and underserved populations, identifies child and family risk factors, particularly those that impact children's learning and development, and assesses family and parenting education needs in the community;
- (7) programming and services that are tailored to the needs of families and parents prioritized in the community needs assessment; and
- (8) information about and, if needed, assist in making arrangements for an early childhood health and developmental screening under sections 121A.16 and 121A.17, when the child nears the third birthday.

ECFE Goals

- 6. Families are knowledgeable about and use community resources.
- 7. Parents and children experience a smooth transition from early childhood programs and services into kindergarten and the K-12 school system, setting the stage for school and life success.
- 8. Parents are engaged in their children's learning and education in the school-age years.

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 their early childhood education 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.**

Purpose of Parent Education Core Curriculum Framework

- The Parent Education Core Curriculum Framework 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.
- ***It 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.***

History of Development of Parent Education Core Curriculum Framework

- **Why?**
 - **Call for accountability and “standardization”**
 - **Could no longer say: “Trust us. We are teaching good things to parents.”**
- **Work began in early 2000’s through state ECFE Curriculum Committee of parent educators and ECFE program coordinators and MDE leadership**
 - **First focused on developing a parent evaluation tool to assess impacts of parent education on parents**
 - **Discovered the need to take a critical look at the nature and quality of the way parent education is delivered including the content that is addressed in parent education delivery**
 - **Drafted first edition and introduced through statewide workshops, seeking input and feedback.**

History of Development of Parent Education Core Curriculum Framework (cont.)

- **MNAFEE adopted PECCF as best practice for parent education and funded publication and dissemination of 2011 version.**
- **Current recognition about the need to update in several areas:**
 - **Need to link Early Childhood Development (ECD) Domain indicators to 2017 MDE ECIPs**
 - **Need to review in regard to diversity, equity, and inclusion (DEI)**
 - **Need to update in relation to latest research, e.g., in the Approaches to Learning Component within the Early Childhood Development Domain**

Parent Education Core Curriculum Framework Structure

Four Levels of Content:

- **Domains**
- **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.

Parent Education Core Curriculum Framework Domains

- **Parent Development**
- **Parent-Child Relationships**
- **Early Childhood Development**
- **Family Development**
- **Culture & Community**

Relationship between ECFE Statute, ECFE Goals, & Parent Education Core Curriculum Framework Domains



Parent Education Core Curriculum Framework Table

PARENT DEVELOPMENT	PARENT-CHILD RELATIONSHIPS	EARLY CHILDHOOD DEVELOPMENT	FAMILY DEVELOPMENT	CULTURE & COMMUNITY
<p>Role of Parent</p> <ol style="list-style-type: none"> 1. Transition to Role 2. Multiple Parental Roles 3. Parenting Philosophy <p>Changing Parent Role</p> <ol style="list-style-type: none"> 1. Stages of Parenting 2. Family-of-Origin 3. Balancing Parent-Child Needs Parental Wellness 	<p>Importance of Parent-Child Relationships</p> <ol style="list-style-type: none"> 1. Nature & Quality 2. Intentionality <p>Attachment/Autonomy</p> <ol style="list-style-type: none"> 1. Trust 2. Brain Development <p>Relationship Skills</p> <ol style="list-style-type: none"> 1. Observation Skills 2. Sensitivity & Responsiveness 3. Reciprocity 4. Pace 5. Temperament <p>Nurturing</p> <ol style="list-style-type: none"> 1. Physical Care 2. Affirmation & Affection 3. Empathy & Respect <p>Guidance</p> <ol style="list-style-type: none"> 1. Modeling 2. Monitoring & Management 3. Structure 	<p>General Child Development</p> <ol style="list-style-type: none"> 1. Process of Development <p>Social & Emotional Development</p> <ol style="list-style-type: none"> 1. Emotional Development 2. Self-Awareness & Self-Regulation 3. Social Competence & Relationships <p>Approaches To Learning</p> <ol style="list-style-type: none"> 1. Curiosity & Initiative 2. Risk-Taking Persistence & Attention 3. Inventiveness, Imagination & Reflection 4. Persistence Problem Solving 5. Reflection & Interpretation Self-Direction <p>Language & Literacy Development</p> <ol style="list-style-type: none"> 1. Listening & Understanding 2. Speaking 3. Emergent Reading 4. Emergent Writing <p>Creativity & The Arts</p> <ol style="list-style-type: none"> 1. Creating 2. Responding 3. Evaluating <p>Cognitive Development</p> <ol style="list-style-type: none"> 1. Mathematical & Logical Thinking 2. Scientific Thinking & Problem Solving 3. Social Systems Understanding <p>Physical & Motor Development</p> <ol style="list-style-type: none"> 1. Gross Motor Development 2. Fine Motor Development 3. Physical Health & Well-Being 	<p>Family Traditions & Values</p> <ol style="list-style-type: none"> 1. Daily Family Time 2. Rituals, Traditions, & Celebrations 3. Family Responsibilities 4. Values <p>Family Relationships & Dynamics</p> <ol style="list-style-type: none"> 1. Relationships 2. Communication 3. Resource Management 4. Work & Family 	<p>Family Support & Community Involvement</p> <ol style="list-style-type: none"> 1. Support Networks 2. Community Involvement & Social Change <p>Societal & Global Forces</p> <ol style="list-style-type: none"> 1. Media 2. Violence & Safety 3. Wellness 4. Environment <p>School & Community</p> <ol style="list-style-type: none"> 1. Parent Involvement 2. School Success <p>Diversity and Identity--Ethnic, Economic, Ability, Other</p> <ol style="list-style-type: none"> 1. Community Populations 2. Cultural Identity, Acceptance, & Advocacy <p>Community Resources</p> <ol style="list-style-type: none"> 1. Resource Identification, Assessment, & Use 2. Quality Early Care & Education

Approaches to Learning

Parents support their children's approaches to learning when they:

Curiosity & Initiative

1. Identify and support their children's interest and excitement in **discovery and exploration**. **AL1**
2. Model curiosity and information seeking.
3. Allow their children to experiment with **new and challenging** materials and activities. **AL2**
4. Encourage their children to take reasonable risks.
5. Respond positively to their children's mistakes or errors, encouraging them to learn from their mistakes or errors.

Persistence & Attention

1. Provide their children with uninterrupted play time.
2. Respond to their children's requests when help is needed without being intrusive.
3. Encourage their children to **return to tasks after interruptions**. **AL3**
4. Support their children in **continuing a task and completing it** at their ability level. **AL5, AL7**

Approaches to Learning (cont.)

Parents support their children's approaches to learning when they:

Inventiveness, Imagination, and Reflection

1. Follow their children's lead and cues when engaging in pretend play with them.
2. Encourage their children to think of new ideas and new ways to combine or use materials. **AL8**
3. Model using objects or materials in novel ways.
4. Ask open-ended questions while interacting with their children in order to expand on their thoughts, ideas, and experiences. **AL9**
5. Encourage their children to share their thoughts, ideas, and experiences about the world around them. **AL12**

Problem Solving

1. Encourage their children to seek help from adults or peers when challenged. **AL6**
2. Encourage their children to solve problems that includes finding more than one solution. **AL12**
3. Narrate problem solving skills during play including reflection on what was learned, what worked, and what did not. **AL13**

Self-Direction

1. Encourage their children to make plans, make choices, and manage time and effort with increased independence. **AL4**
2. Provide increasingly complex directions for routines and activities appropriate to their age and ability level. **AL10**
3. Encourage their children to think about what they learn from events and experiences and apply what they learn in new situations. **AL11**

Watch for these additions to the Indicators...

- Letter/number in red at the end of the Indicator statement refers to a subcomponent within a domain of the 2017 ECIPs
 - *AL13 means ECIPs Approaches to Learning subcomponent Problem Solving*
- Addition of some Indicators more applicable to parents of children in grades K-3
- Expansion of content based on recent research (ie: wellness including mental health, trauma, media, identity)

Examples of Other Indicator Changes

CULTURE AND COMMUNITY

Societal & Global Forces

Parents support their children's development when they:

Media (TV, radio, social media, video, computer, Internet, print, tablets, phones, other)

1. Understand the impact of early media exposure on the brain's neural network development.
2. Understand the influence of media content on their children in education, health and nutrition, self-concept, relationships, values, etc.
3. Understand age-appropriate content and ratings for TV, games, videos, social media, streaming services, etc.
4. and Screen or review with their children the media content they consume.
5. Set limits and monitor their children's exposure to media and screen time.
6. Engage in media, technology, and games with their children as ways that enhance learning and promote positive parent-child relationships.
7. Support improvement in media programming.

Wellness

1. Teach and model lifelong healthy lifestyle choices.
2. Promote access to comprehensive physical (including medical, dental, and eye care) and mental health services for the well-being of all children.
3. Understand what trauma is and the impact of trauma on a parent's and a child's development and learning.
4. Seek help and resources when a child, parent, or family experiences trauma and work toward integration of the traumatic experiences.

Examples of Other Indicator Changes

Social Systems Understanding

1. Encourage their children to notice, describe, and appreciate their own characteristics and those of others in the family **and community.** SS1, SS2
2. Encourage their children to understand family roles, jobs, rules, **and** relationships, **and experiences over time.** SS3, SS4.
3. Provide opportunities for their children to **identify helpers in their community and** learn about jobs or work people do in the community **and the tools and technologies they use.** SS8
4. Teach their children to **understand and** share responsibility in taking care of the environment **and others in the community** SS5-7

Mathematical & Logical Thinking

1. Encourage their children to use everyday materials and experiences to explore math concepts **including number and quantity, pattern, geometry and spatial relationships, and sorting and comparing.** M1-14
2. Use everyday words to indicate space, location, shape, size of objects, time, **measurement,** and other math concepts. M1-14

Uses of Parent Education Core Curriculum Framework

1. Planning Curriculum and Daily Lesson Plans – Selection of Content, Teaching Methods, and Resources
2. Integrating Parent Education with Children's Education
3. Providing Direction for Assessing Parent Goals and Outcomes
4. Informing Program Standards and Evaluation

Uses of Parent Education Core Curriculum Framework (cont.)

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

Minnesota ECFE Statutes

Subd. 11. **Teachers.** A school board must employ necessary licensed teachers for its early childhood family education programs.

Subd. 14. **Supervision.** A program provided by a board must be supervised by a licensed early childhood teacher or a licensed parent educator.

□ Link to funding opportunities for tuition for obtaining licensure:

<https://sites.google.com/a/umn.edu/pfe-guidebook/navigating-your-degree/funding-opportunities>

Other Workshop Resources

1. **2017 Early Childhood Indicators of Progress – Minnesota’s Early Learning Standards: Birth to Kindergarten** [Early Childhood Indicators of Progress: Minnesota's Early Learning Standards for Birth to Kindergarten \(state.mn.us\)](#)
2. **2011 Parent Education Core Curriculum Framework** ([2011 current edition prior to revisions](#))
3. **Minnesota’s Early Childhood Family Education (ECFE) Q & A one-pager useful with parents, advisory council members, school board members, community groups, etc.**
([ECFE one-page Q&A Flyer Link](#))
4. **Minnesota Association for Family and Early Education (MNAFEE) Membership Information**
[Membership \(mnafee.org\)](#)

(Everyone registered for this workshop will receive notification of the new 2023 edition when it is completed.)

Why this work matters...

“All of society benefits from STRONG FAMILIES and HEALTHY, CAPABLE CHILDREN. Strong families are the foundation of a strong society NOW and far into the FUTURE.”

Offering a high quality ECFE program with well prepared staff planning curriculum best matched to meet the needs of the specific families we serve is a significant resource for leading to this big picture outcome.

PECCF Procedures

Original goals:

- Describe a process for using the indicators, professional expertise, and parent needs to develop curriculum
- Create a template for the “gold standard” in writing lesson plans
- Encourage ECFE programs to implement a collaborative planning process that includes both the parent educator and the early childhood educator

PECCF Procedures Changes

Goals for revision:

- 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:

- Understanding Parent Needs and Strengths (combines Phase 1 & 2 from previous document)
 - Define the Context
 - Parent Needs Assessment
 - Develop a Scope and Sequence
- Integrated Lesson Planning (same as Phase 3 from previous document)

Define the Context

- Class Structure
- Team & Participants
- Program Requirements

Scope and Sequence

- Content topics linked to PECCF indicators
- Scaffolding learning
- Responsive to parent needs

Needs Assessment

- Parent Felt Needs
- Parent Ascribed Needs
- Parent Strengths

Defining the Context

- 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?
-

Parent Needs Assessment

- Similar to original PECCF Phase 1
 - Felt needs (Step 2, phase 1)
 - Needs and strengths that parents report or state
 - Assessed through conversations and interest finders
 - Ascribed needs (Step 1, phase 1)
 - Needs and strengths professionals state parents need
 - Based on research, pedagogy and observation, and program requirements.
- One brainstorming content form

Curriculum Content Brainstorming Form

Reflect upon the information you gathered as part of the Parent Needs Assessment process. *Brainstorm a list of topics/content themes* that you think would be of interest to and meet the expectations of this parent population/group of parents.

Consider the ascribed needs you and your team have observed. Add these topics to this form, noting where scaffolding may be needed.

List of Topics/Content Themes

1. _____
2. _____
3. _____
4. _____
5. _____

Integrated Curriculum Planning Grid

1. Parent Education Content/ Discussion Topics	2. Domain(s)	3. Indicator(s) "Parents support their children's development when they:" (no more than 3)	4. Potential lesson objectives or key takeaways (no more than 3)	5. Ideas for Parent- Child Interaction Questions/Activities	6. Weeks/Sessions

Changes:

- Categories and components eliminated
- Added key takeaways linked to indicators
- Eliminated child development link
 - Indicators linked to ECIPs (see red numbers)
 - Still on Integrated Lesson Plan

Integrated Curriculum Planning Grid

Sample Class: 1-2 year old gradually separating class

1. Parent Education Content/ Discussion Topics	2. Domain(s)	3. Indicator(s) "Parents support their children's development when they:" (no more than 3)	4. Potential lesson objectives or key takeaways (no more than 3)	5. Ideas for Parent- Child Interaction Questions/Activities	6. Sequence. When in the class series will you do the topic?
<p>First Session;</p> <p>Community Building Community Agreements</p> <p>Orientation to class</p> <p>Non-separating (will "separate" to children's table but remain in the classroom)</p>	<p>Culture and Community</p> <p>Parent-Child Relationships</p>	<p>Build and maintain relationships with other family, neighborhood, and community groups</p> <p>Offer support to other parents and families</p> <p>Allow their children to initiate or continue appropriate activities of their choice without interfering.</p>	<p>Understand that the purpose of parent-child time is to follow their child's lead.</p> <p>Make connections among other parents in the group; identify commonalities and differences in their parenting experiences.</p> <p>Develop and consent to community agreements</p> <p>Understand the structure of the class for the remainder of the year.</p>	<p>Question: What toys and activities does your child gravitate to in the classroom?</p> <p>How does your child respond to this new environment?</p> <p>Activities:</p>	<p>Week 1-2.</p> <p>May not get to community agreements during week one; make it the focus of week 2</p>

Integrated Lesson Planning Form

Few substantial changes

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

Integrated Lesson Plan

Teacher's Name _____ Date _____

Class: _____ Session/Week Number _____

1. Domain(s) and Indicator(s):

a. Domain(s):

b. 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/Activities (for fostering parent-child interaction on site or at home):

5. Child Development Link(s):

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*:

■ How do I know the identified lesson objectives were met

■ How did the learning activities work?

■ What went well?

■ What did not go well?

Notes for next week, including follow-up lessons or information needed:

NOTE: Keep a file (paper or electronic) for each class you teach. Include all materials such as handouts, resources, home application reminders note, etc.

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

Next Steps...

- Finalize Introduction & Indicators through 2022
- Continue refining Procedures & Integrated Lesson Planning processes through 2022
- Prepare draft document for review by Spring 2023
- Review feedback & revise as necessary
- Print & post & disseminate final document by late 2023

Contacts:

Betty Cooke bdcooke45@msn.com

Shannon Rader rade0081@umn.edu

Nancy Wallace nancywallace810@gmail.com

Opportunity for Input to PECCF Revisions in Workshop Evaluation

1. How has using the PECCF Indicators and Procedures supported your work with parents?
2. In your work with the PECCF Indicators and Procedures, what have you found challenging to implement?
3. Share other comments or suggestions about the Framework based on what you heard today that can contribute to ongoing revisions.

Answering the Challenges . . .

- “We partnered with another school district to hire a full time ECFE Parent Educator. We have a tuition reimbursement plan in place to cover the cost of getting this license.”
- “We hired a recent kindergarten retiree to be our outreach person to work with childcare programs & to meet with families not currently enrolled in any early childhood programming.”
- “We are bouncing back; our classes were full with wait lists.”
- “We have an amazing team of educators that work together to create classes that inspire families to come & join other families with their children.”
- “Our PreK-3 program will enter its 4th year. Feedback...has been extremely positive. Each year, additional elementary schools inquire about getting PreK-3 parenting education in their schools.
- Specialized classes are being offered:
 - “40 families signed up for Free Friday Babies”
 - “We have expanded our classes to include ABE and ELL families.”
 - “The addition of Early Head Start participating with us once a month is a source of enormous pride.”
 - “We added another...teacher...so we can expand on home visiting and more specialized classes.”
 - “We were thrilled to host a free Somali ECFE class at the library.”
 - “We were able to quickly support incoming Afghan refugee families & welcome them into our community.”