

## PROGRAM DESCRIPTION

Department of Elementary & Secondary Education

HB Section(s): 2.245

Parents as Teachers (PAT) - Educator Support

Program is found in the following core budget(s): **Early Childhood Program**

**1a. What strategic priority does this program address?**

Early Learning & Early Literacy

**1b. What does this program do?**

This program prepares, develops and supports parent educators to ensure an effective home visitor in every program and an effective program supervisor in every school district. Activities provided strengthen the Parents as Teachers (PAT) programs across the state and encourage connections with other home visiting programs to better serve Missouri families prior to kindergarten entry.

The professional development increases the knowledge base and informs parent educators and program supervisors of their responsibilities and increases their competence in delivering services to families. A team of Missouri PAT consultants, from across the state, provide professional development opportunities that include Professional Learning Communities (PLCs), on-site Family Visit Consultations (FVCs), Collaborative Networking Groups (CNGs) and additional Program Assistance and Support (PAS).

The Professional Learning Communities provides peer networking focused on knowledge and skills in implementing the Foundational Curriculum and Model Implementation. The focus of the professional development relates to the five PAT Core Competency areas in the approved curriculum; family support and parenting education, child and family development, human diversity with family systems, health, safety and nutrition and relationships between families and communities.

A Family Visit Consultation is required of all new parent educators during their first year of service delivery. During the FVC, a Missouri PAT consultant observes the delivery of a family visit, consults with the parent educator; reinforcing strengths and making suggestions for improvement in implementing the Foundational Curriculum. Additional time is spent in goal setting with the parent educator, which parallels the process that is done when working with families. A follow-up visit with the consultant is recommended if there are concerns.

Collaborative Networking Groups are designed to address the needs of rural school districts. The CNGs provide opportunities for PAT programs to network, support and learn from each other. Content may include: recruitment strategies, forming a community advisory committee, delivery of the PAT components, implementation of the Foundational and the PAT Approach, time management, organization of family and program files, along with other related topics. The initial CNG occurs with assistance from the Missouri PAT consultant with the intent of building a leader with in the participating programs to plan and facilitate continued networking opportunities as a collective group.

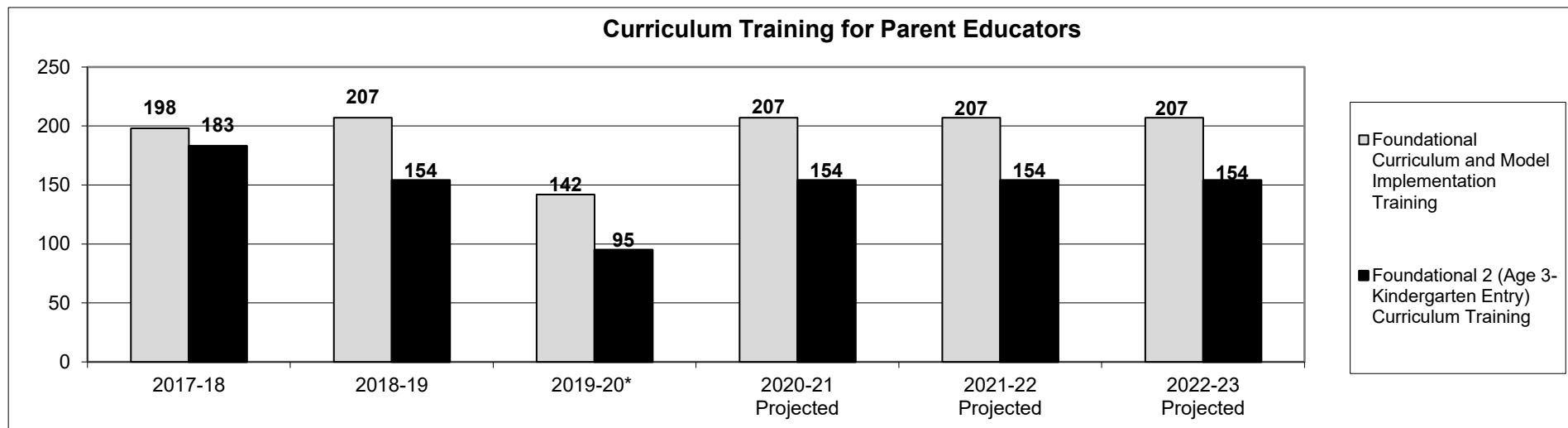
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The Program Assistance and Support (PAS) assists an individual school district with the implementation of the PAT program. The PAS focuses on how to deliver services to families using the Foundational Curriculum and Model Fidelity for the parent educators or administrative support for the program supervisor. The PAS visit provides individualized content based on the needs of the district to support best practice. Topics may include, but are not limited to, support for delivering the four components of PAT (family visits, group connections, screening services and the resource network). For the program supervisor the focus includes topics such as the online curriculum, staffing, record keeping, advisory committee developing collaborative efforts within their community and overall program administration. The PAT supervisor and staff determine strengths of the program and prioritize areas of growth needed, using information from both the department and the Parents as Teachers National Center.

**2a. Provide an activity measure(s) for the program.**

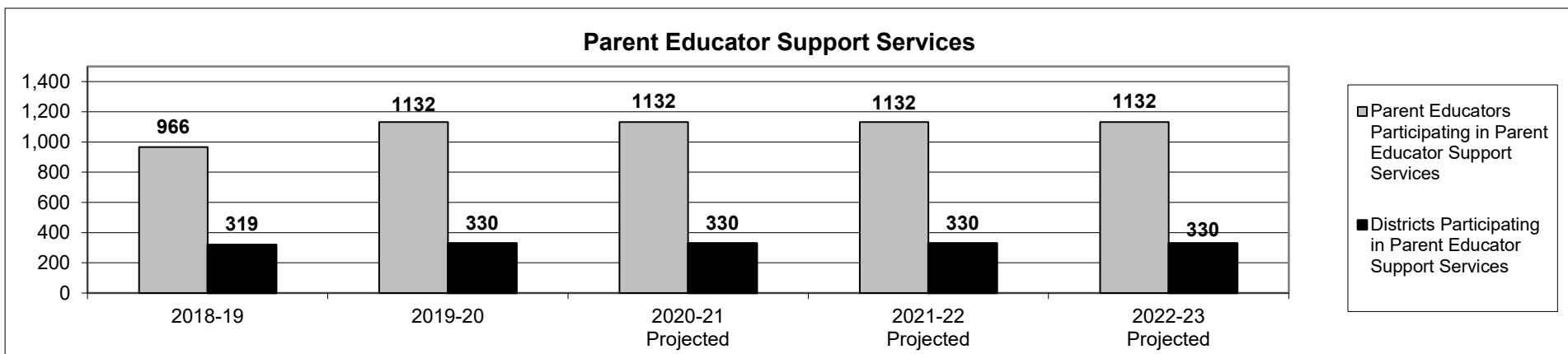


**NOTE:** \*Due to the pandemic the number of new parent educators accessing curriculum training has decreased. The Parents as Teachers National Center has since restructured this training opportunity moving it to a virtual platform for access to Missouri programs in a safe and healthy manner.

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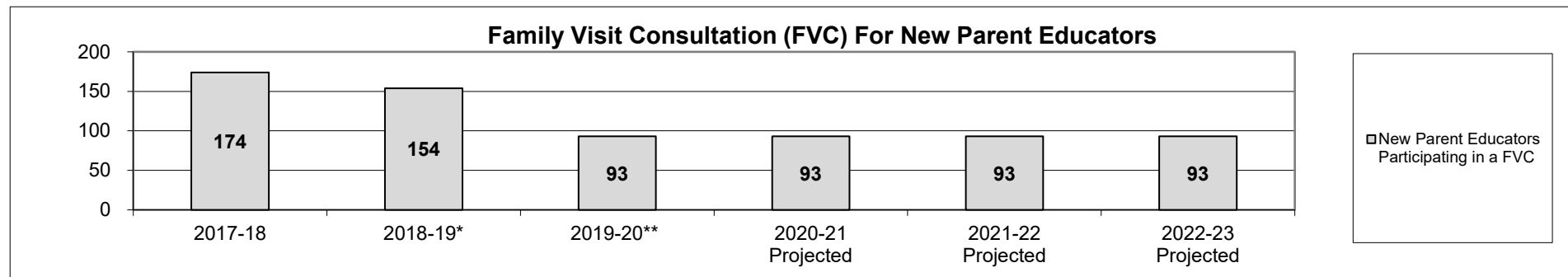
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**NOTE:** Unduplicated data was not collected until FY 2019.

**2b. Provide a measure(s) of the program's quality.**

With these funds we were able to strategically identify additional consultants to provide services across the state allowing more of the funding to provide support. The consultants have reported that participating in these activities has strengthened their knowledge base and has allowed their individual programs to provide stronger services for the families in their districts.



**NOTE:** \*Due to extreme weather conditions in FY2019 many Family Visit Consultations were cancelled.

\*\* Due to COVID-19 in FY2020 many Family Visit Consultations were not able to be provided.

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Direct Quotes Taken From Family Visit Consultation Participant Evaluation:

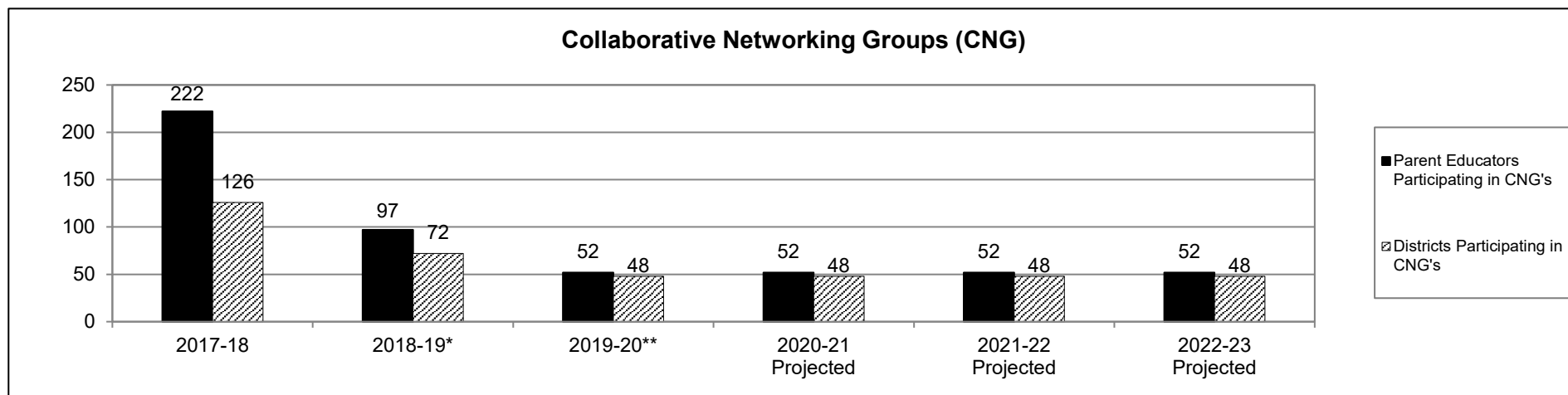
*"To take time to review the curriculum more."*

*"To bring my lesson plan with me on every visit."*

*"To be more confident in my abilities."*

*"To allow the family more time to reflect and answer questions."*

*"To allow the family to lead more in the activity instead of me being the "teacher"."*



**NOTE:** The CNG is an activity that was designed to support parent educators in their work with families. A consultant identifies a small group of districts who are interested in peer support specific to PAT. The group is developed to assist parent educators in rural Missouri that may have difficulty identifying resources and services within their own program or community.

\*Due to extreme weather conditions in FY2019 many collaborative networking groups were cancelled.

\*\*Due to COVID-19 in FY2020 many collaborative networking groups were cancelled or moved to virtual platform.

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Direct Quotes Taken From Collaborative Networking Group Participant Evaluation:

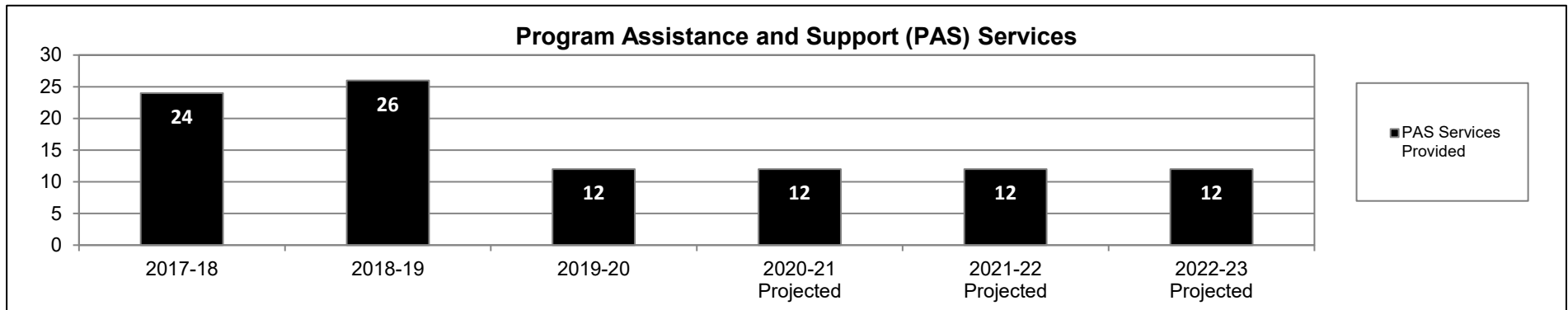
*"To increase the number of group connections that I am providing."*

*"To meet with other local school districts and collaborate once per month."*

*"To improve my recordkeeping."*

*"To review the ECDA manual to separate "necessary" from "recommended" procedures to make a stronger program."*

2c. Provide a measure(s) of the program's impact.



**NOTE:** The PAS is an activity that provides individualized support for a PAT program based on their identified needs. This activity can strengthen and improve services for participating families.

Direct Quotes Taken From Program Assistance and Support Participant Evaluation:

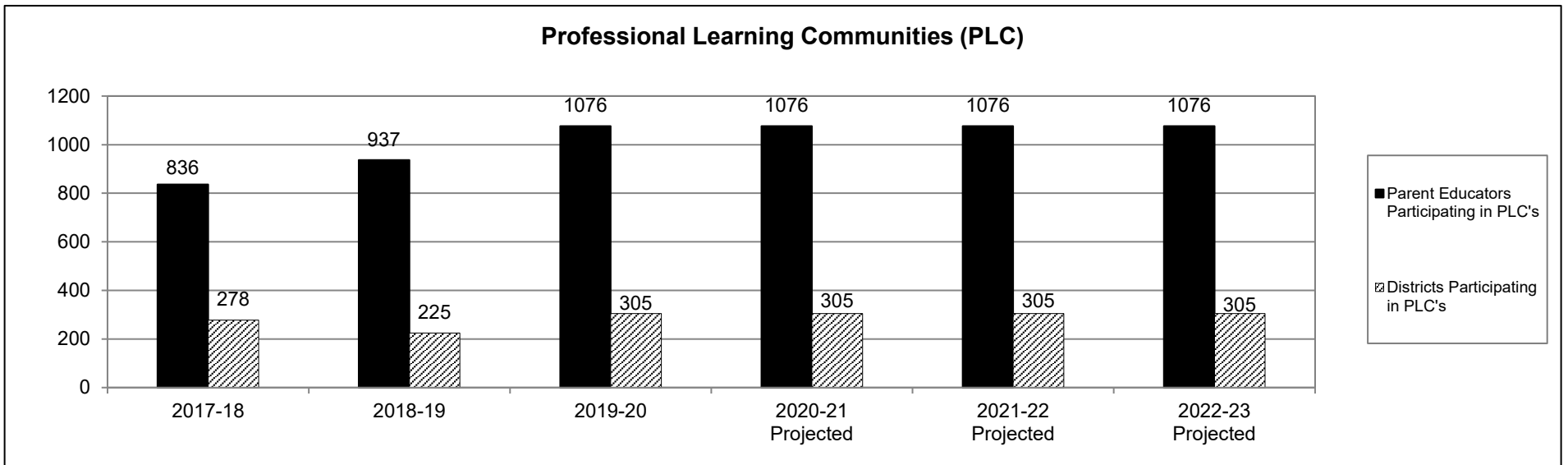
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*"Expand our family enrollment by 25% by working with other local groups (Library, Head Start, churches)."*

*"My consultant assisted me with program regulations and recommendations by reviewing the ECDA manual with me. It was very helpful!"*



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Direct Quotes Taken From Professional Learning Community Participant Evaluation:

*"New resources for information on screen time."*

*"Ethical scenarios to enforce ethical behaviors as a home visitor."*

*"Policies and procedures according to the DESE guidelines and the ECDA manual."*

*"Making parents to be more aware of screen time by tracking their children's time."*

*"The Six Steps for Decision Making for myself and my program."*

*"Becoming more familiar with all of the screening tools and share with my supervisor."*

**2d. Provide a measure(s) of the program's efficiency.**

Home Visiting Summit -

In FY2020 the department hosted the 4th Annual Home Visiting Summit with a variety of organizations and programs participating. It is a joint effort with Department of Health and Senior Services, First Steps and our Missouri PAT consultants. The summit allows for all home visiting programs in Missouri to participate in a day of professional development. Dr. David Schramm, provided a keynote address: Happy Hacks for More Positivity at Home and at Work. He also covered topics on Improving the Parent-Child Relationship and Moving Beyond ACEs to Building HOPE and Resilience. Some of the topics included autism, developmental milestones, intimate partner violence, self care, referrals and engaging fathers.

NOTE: DESE anticipates collecting additional information regarding the home visiting programs that are participating in the Summit for FY2020. A current review of data indicates PAT, Head Start, First Steps, Children's Trust Fund, Nurse Family Partnerships and MIECHV were represented in FY2020.

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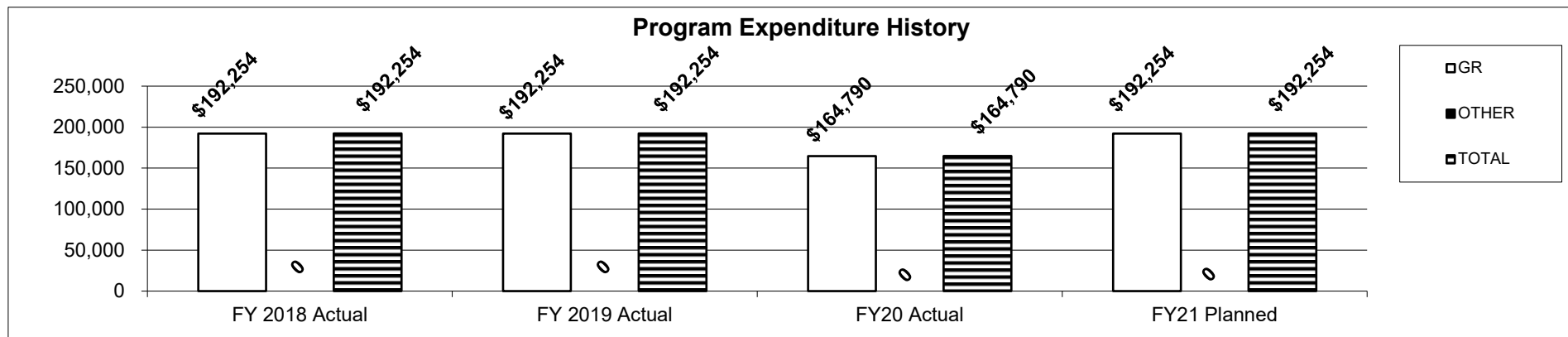
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3. Provide actual expenditures for the prior three fiscal years and planned expenditures for the current fiscal year. (Note: Amounts do not include fringe benefit costs.)



4. What are the sources of the "Other" funds?

N/A

5. What is the authorization for this program, i.e. federal or state statute, etc.? (Include the federal program number, if applicable.)

Sections 178.691 through 178.699, RSMo.

6. Are there federal matching requirements? If yes, please explain.

No

7. Is this a federally mandated program? If yes, please explain.

No