

PROGRAM DESCRIPTION

Department of Elementary & Secondary Education

HB Section(s): 2.235

Parent Education and Developmental Screening

Program is found in the following core budget(s): Parent Education and Developmental Screening

1a. What strategic priority does this program address?

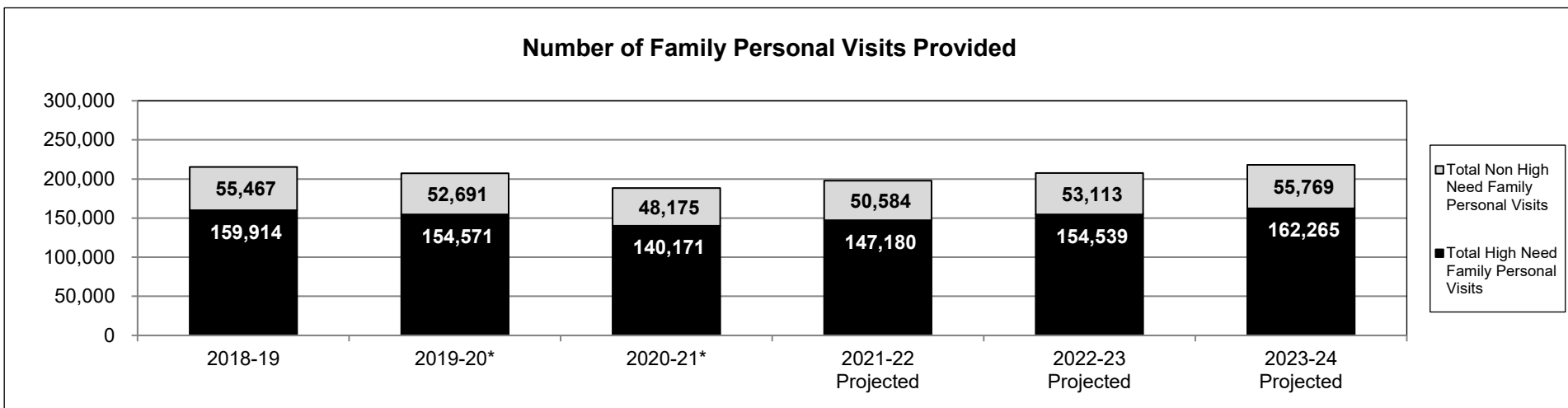
Early Learning & Early Literacy

1b. What does this program do?

The Missouri parent education program is designed to prepare children, families, communities and schools for kindergarten entry (i.e., school readiness). This program promotes early learning, knowledge and understanding of child development, partnerships between families and schools, and access to community resources through parent education activities and developmental screenings for families with children under the age of kindergarten entry. The parent education support program prepares, develops, and supports parent educators and supervisors in public school districts to ensure effective and consistent services statewide.

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

This chart reflects the number of families participating in family personal visits with an emphasis on services supporting high need families.



**NOTE: Due to COVID-19, programs made modifications to the delivery methods utilizing virtual strategies. Even with these strategies, the number of families receiving services were impacted in 2019-20 and 2020-21.*

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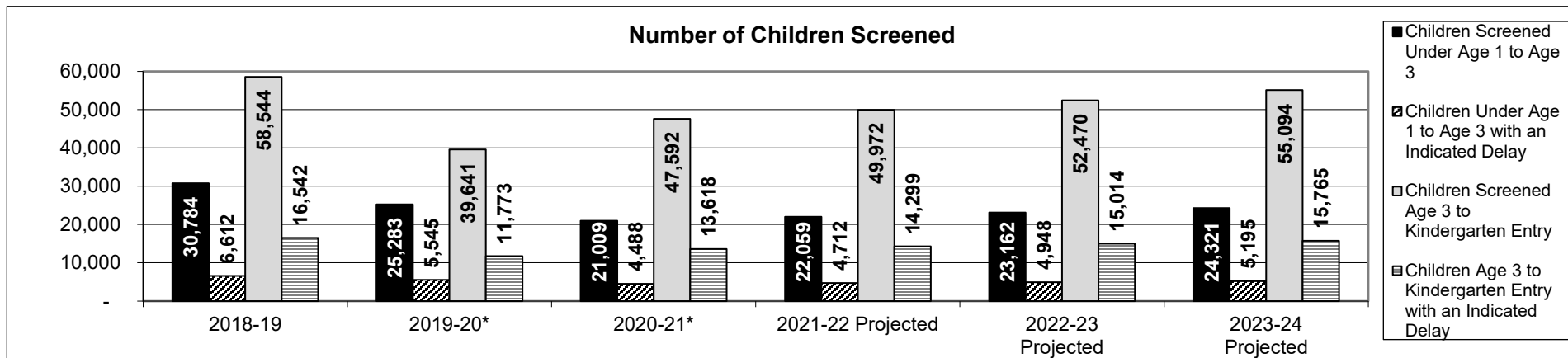
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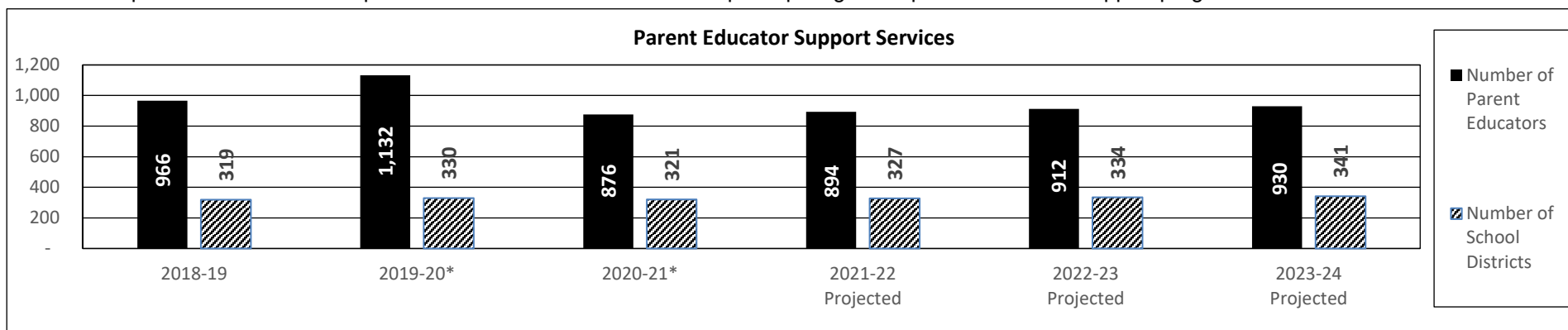
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This chart reflects the number of children that received a complete developmental screening which includes a review of general development, social/emotional development, health, hearing, and vision.



NOTE: Due to COVID-19, programs made modifications to the delivery methods utilizing virtual strategies. Even with these strategies, the number of families receiving services were impacted in 2019-20 and 2020-21.

This chart represents the number of parent educators and school districts participating in the parent education support program.



NOTE: Due to COVID-19, activities in 2020-21 were moved to a virtual platform, or in some cases, unable to be provided.

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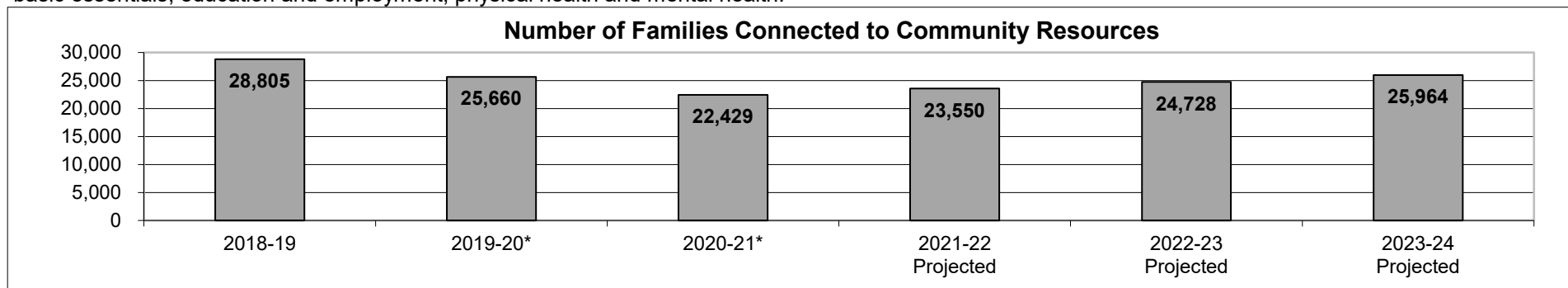
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This chart reflects the number of families connected to resources that support the well-being of families. These resources are reported in categories such as basic essentials, education and employment, physical health and mental health.



NOTE: Due to COVID-19, activities in 2020-21 were moved to a virtual platform, or in some cases, unable to be provided.

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

This chart represents a sample of comments collected from 516 school districts during 2020-2021 that shows the impact of the program.

Program Goal Successes	District Comments
Increase parent knowledge of early childhood development	"Parent educator has been meeting with a family with two children for some years. This immigrant family's cultural background does not include the practice of reading aloud to children. Parent educator has been bringing books to each visit over the years and mom has always been ready to share them with the children. Parent educator suggested parents visit the library and they started doing so when the older child turned about 4 years old, but they were only borrowing books for her and not her younger brother. Parent educator continued to stress the reading habit throughout this year of virtual visits, dropped off books a couple of times and introduced family to e-books from the library. This spring, mom said that family was going to the library about once every three weeks and they were careful to borrow books for both children now."
Provide early detection of developmental delays and health issues	"Mom had some concerns that her son may have some speech delay. During the pandemic mom had been keeping the children home and with grandma and he was not getting much interaction with people outside of the home. We were able to meet and do a screening and it confirmed mom's suspicions that he was not producing sounds that were age appropriate. We continued to meet frequently and do activities that focused on fine motor oral development and modelling language daily. Mom agreed to a referral with the early childhood department and her son qualified for speech services. He is making great progress and it is awesome to partner with families and give them the tools they need to advocate for their children."

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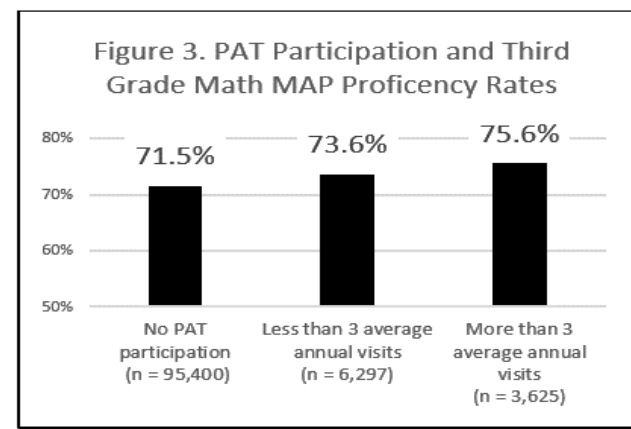
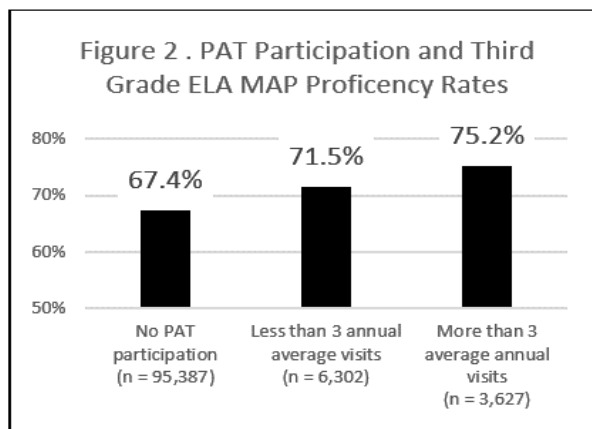
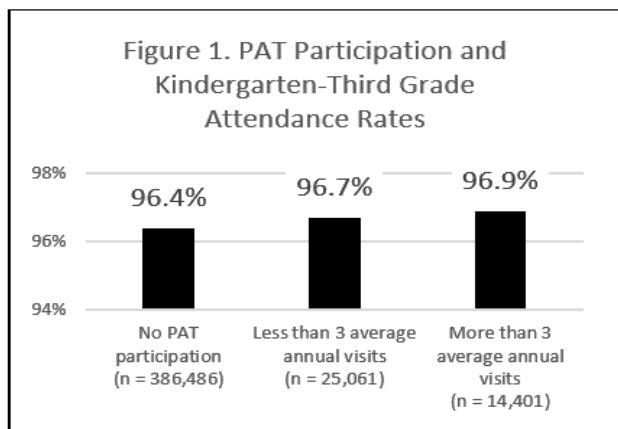
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<p>Prevent child abuse and neglect</p>	<p>"A father mentioned that he was struggling with taking care of the children, working full time, and going through the process of the divorce. The parent educator shared information with him about the Crisis Nursery in our area, letting him know that he could reach out whenever he felt that the children needed to be cared for during a temporary situation. The father followed through with this suggestion and took the children to the Crisis Nursery. During the time at the Crisis Nursery, the worker had a conversation with the child during a routine diaper change. Through this conversation, it was disclosed that the mother had been sexually abusing the child. When the father discussed this situation with the parent educator, she provided other resources. He also participated in the Mobile Market through the school district, which provides an assortment of food during a once a month pick up to help him financially. By being connected with the Parents as Teachers (PAT) program, the father was able to become connected to several resources that he was not familiar with previously."</p>
<p>Increase children's school readiness and success</p>	<p>"Family participated in PAT home visits for about two years. The parent educator was able to partner with parent to monitor child's development. Child's annual screenings showed some developmental concerns but child did not qualify for early intervention with the MO First Steps program. PAT continued to provide home visits and monitor child's development. When child was eligible, PAT referred child to an early childhood program for preschool education. Child was recently screened at kindergarten registration and passed the developmental screening showing that the child has progressed and is prepared to begin kindergarten. The PAT program and preschool education helped prepare this child and family for their entry to kindergarten."</p>

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

The following charts show the preliminary results from a small research study with 25 school districts to examine the effects of the Missouri PAT program.



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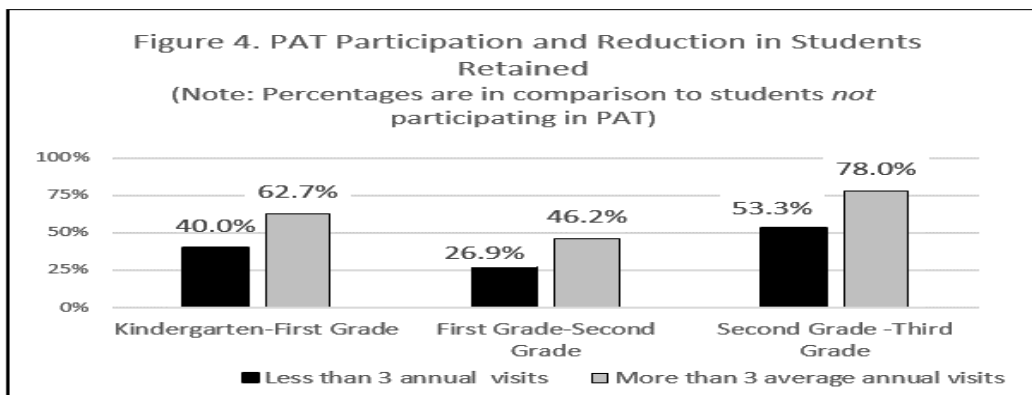
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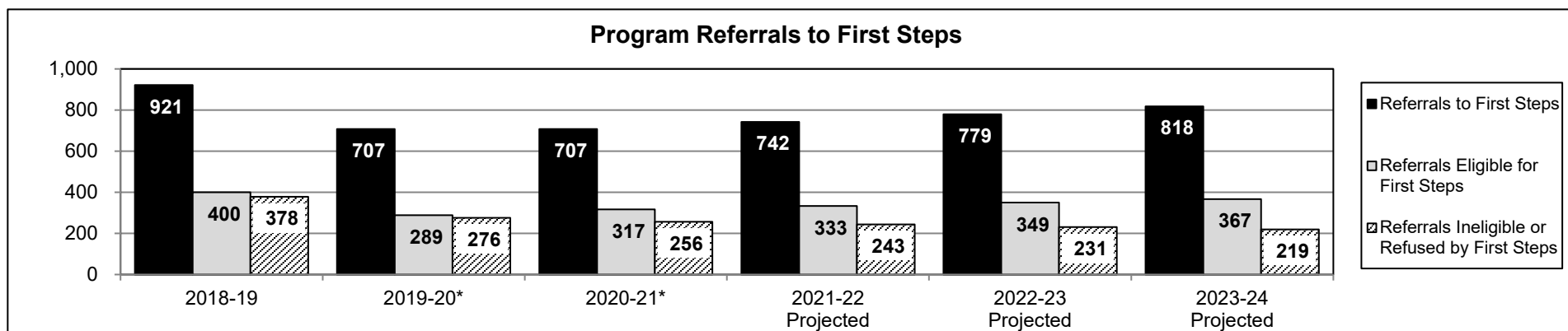
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The following chart shows the relationship between increased PAT participation and decreased retention in kindergarten through 2nd grade.



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

This chart represents the results of referrals made to First Steps by parent educators across the state.



NOTE: The number of screenings and referrals reduced due to COVID-19. In addition, not all referrals result in a completed evaluation due to family relocation, child passed away, parent withdraw, etc.

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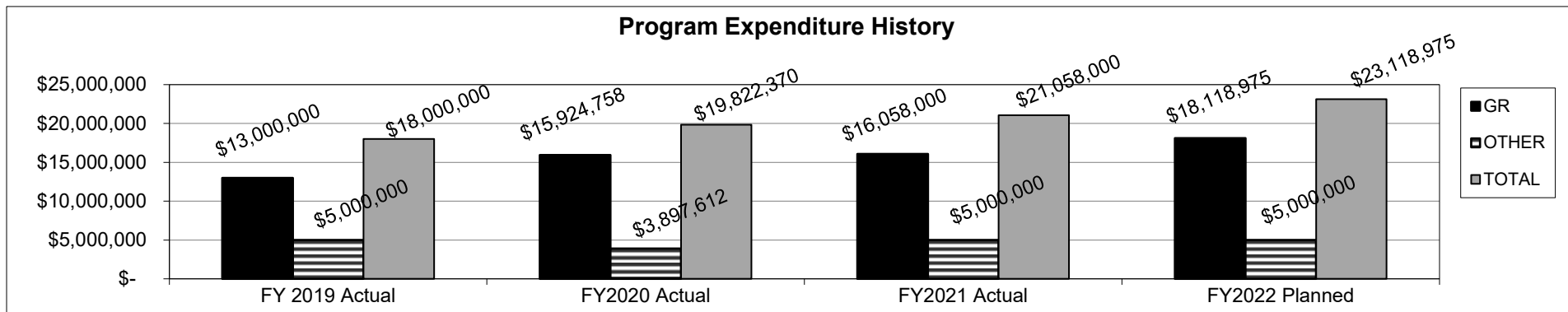
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3. Provide actual expenditures for the prior three fiscal years and planned expenditures for the current fiscal year. (Note: Amounts do not include fringe benefit costs.)



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

Early Childhood Development Education Care Fund (0859-8118).

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

Section 178.691-178.699, RSMo.

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

No.

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

No.