

**Great Start Readiness Program  
Parent Involvement Education Initiative (PIE)  
*Legislative Requirements:* Services**

LEGISLATIVE REQUIREMENTS -Services-	NON-COMPLIANT PRACTICES -Services-
<p><i>The program must provide services to all families with children age five or younger living within the intermediate school district or district (ISD) who choose to participate.</i></p> <p><b>Definition:</b> Designed to run for the entire fiscal year.</p> <p>Offered from an asset model vs. a risk or deficit model.</p> <p>Tiered and provided based on levels of risk, i.e., with families having low to no risk receiving one level of service as compared to families with higher risks receiving more intensive services.</p> <p>Individualized to the level of risk for each family.</p> <p>Programs engage families from existing waiting lists of community infant-toddler and preschool programs; and/or those who have exited from <i>Early On</i><sup>®</sup> and who have not transitioned into other preschool programming; and/or with newborns of teen parents.</p>	<p>Targeting services to:</p> <ul style="list-style-type: none"> <li>• children and families currently enrolled in the Great Start Readiness Program (GSRP).</li> <li>• expand current GSRP classroom programming, <i>Early On</i>, Head Start programming or any existing compensatory program; and/or</li> <li>• families and children already targeted under existing Great Parents, Great Start ISD funding.</li> </ul> <p>Duplicating, supplanting, and/or or enriching existing community services (serving additional families may be appropriate).</p> <p>Providing PIE services to parents prior to the child's birth or once the child is eligible for kindergarten.</p> <p>Designing services as only a six-week summer program.</p> <p>Charging participants for any part of GSRP-PIE programming.</p>

**Great Start Readiness Program PIE Option**  
**Legislative Requirements: Home Visits**

<p align="center"><b>LEGISLATIVE REQUIREMENTS</b> -Home Visits-</p>	<p align="center"><b>NON-COMPLIANT PRACTICES</b> -Home Visits-</p>
<p><i>Home visits are required to be provided by parent educators trained in child development to help parents understand appropriate expectations for each stage of their child's development, to encourage learning opportunities, and to promote strong parent-child relationships. Note: this requires the primary focus of the visit to be on the parent as the learner and not the child.</i></p> <p><b>Definition:</b> Home visits are designed with the parent as the learner; assisting the parent with skills on how to be more effective as the child's first teacher.</p> <p>A research-based curriculum is implemented by a professional home visitor trained in child development (birth to five typical development) such as:</p> <ul style="list-style-type: none"> <li>• Parents As Teachers</li> <li>• Building Strong Families</li> <li>• Nurse Home Visiting</li> <li>• Healthy Families America</li> </ul> <p>A balanced comprehensive curriculum that addresses all domains of development is implemented.</p> <p>A high number of home visits (6+) is targeted to the most at-risk families.</p> <p>Staff ensures appropriate referrals are made and followed up on regarding family needs.</p>	<p>Home visits designed with the focus on the child as the learner. During the home visit, the parent(s) are not to be engaged in other activities or with a different child.</p> <p>Home visits occurring without the parent present (child care provider replacing the parent).</p> <p>PIE funds used as a way to supplement the GSRP's parent involvement requirement.</p> <p>Home visits designed so parents teach children pre-academics, how to manipulate materials (tasks such as how to use scissors or glue), and to teach the child socio-emotional skills.</p> <p>Focusing on literacy as the only component, overwhelming other areas of development.</p>

**Great Start Readiness Program PIE Option**  
**Legislative Requirements: Group Meetings**

LEGISLATIVE REQUIREMENTS <i>-Group Meetings-</i>	NON-COMPLIANT PRACTICES <i>-Group Meetings-</i>
<p><i>Group meetings of participating families are required.</i></p> <p><b>Definition:</b> Group meetings have a focus on goals and objectives related to legislation. Meetings/playgroups are held at a time and place that is convenient for parents.</p> <p>Parent educators knowledgeable about child development from birth to five lead parent/child groups and emphasize the role of parents in their children’s development.</p> <p>Group meetings consist of topics that are of interest to parents, are relevant, and relate to parents as children’s first teachers. Parents should partner with staff to determine the focus, activities, and discussion topics for meetings.</p> <p>When children attend group meetings, parents are to always accompany children.</p> <p>A research-based curriculum is used for parent meetings.</p> <p>All meetings relate to parenting children birth to five, children’s development, community resources for families, etc.</p>	<p>Group meetings scheduled the same time of day for every meeting.</p> <p>Meetings should not be held at locations that may be intimidating for some parents, i.e., public schools.</p> <p>Children attending group meetings without parents.</p> <p>ISD or school district staff pre-determining the focus of group meetings and having a play focus.</p> <p>PIE funds expended on parent meetings with a focus on spiritual development.</p> <p>Child care providers substituting for parents at group meetings and playgroups.</p> <p>Planning activities that may be of interest to parents but don’t relate to the parenting of children, e.g., scrap booking, parents’ night out while child care is provided, or parent wellness activities.</p>

**Great Start Readiness Program PIE Option**  
**Legislative Requirements:** Developmental Screening

<b>LEGISLATIVE REQUIREMENTS</b> <i>-Developmental Screening-</i>	<b>NON-COMPLIANT PRACTICES</b> <i>-Developmental Screening-</i>
<p><i>Periodic developmental screening of the child's overall development, health, hearing, and vision are required.</i></p> <p>Staff ensures parents have opportunities throughout the year for their children to receive developmental, health, hearing, and vision screening.</p> <p>Screening is planned collaboratively with the local health department/school district to ensure three- and four-year-old children do not receive duplicate screening by both the school and health agency.</p> <p>Instruments chosen for screenings meet appropriate psychometric standards for validity, reliability, and cultural fairness.</p> <p>Screening processes are explained to parents beforehand and familiar professionals convey screening results.</p> <p>Appropriate recommendations and referrals are made across developmental and health domains for child needs.</p> <p>All referrals are followed up on and documented.</p>	<p>Offering screenings one time only and/or at one site during the program year.</p> <p>Expending funds for the purchase of audiology or vision screening equipment or to provide vision and hearing screening for three- and four-year-old children enrolled in Head Start, GSRP, and child care centers, who are screened using other funding.</p>

**Great Start Readiness Program PIE Option**  
**Legislative Requirements:** Collaboration

<p align="center"><b>LEGISLATIVE REQUIREMENTS</b>  <b>-Community Resources/Referrals-</b></p>	<p align="center"><b>NON-COMPLIANT PRACTICES</b>  <b>-Community Resources/Referrals-</b></p>
<p><i>A community resource network that provides referrals to other state, local, and private agencies, as appropriate, to assist parents in preparing their children for academic success and to foster the maintenance of stable families is required.</i></p> <p><b>Definition:</b> Staff collaborate with the Great Parent, Great Start Program administered by the ISD to tap into the broader community resource network.</p> <p>Staff is knowledgeable about the community resource network to assist with referrals.</p> <p>Referrals occur in partnership with parents and assist parents in learning how to use the network to access services for their children and families.</p> <p>Referrals are made regarding parent/family needs and child needs, as appropriate, to prepare children for academic success and to foster the maintenance of stable families.</p> <p>Multiple strategies are available to access the community resource network.</p>	<p>School districts/PSAs:</p> <ul style="list-style-type: none"> <li>• relying on a list of district-specific resources as the only tool to assist parents,</li> <li>• utilizing web page development as the sole mechanism for resource and referrals; and/or</li> <li>• operating in isolation of the greater community.</li> </ul> <p>Referrals containing enticements or resources such as; best deals to an amusement park, car dealerships, etc.</p>

**Great Start Readiness Program PIE Option**  
**Legislative Requirements:** Developmental Screening

LEGISLATIVE REQUIREMENTS <i>-Program Quality-</i>	NON-COMPLIANT PRACTICES <i>-Program Quality-</i>
<p><i>Connection with quality preschool programs is required.</i></p> <p><b>Definition:</b> Programs provide a connection for all three- and four-year-old children, irrespective of income and risk factors.</p> <p>Programs identify the level of quality of preschool programs in their community, using the <i>Early Childhood Standards of Quality for Prekindergarten</i> and other resources such as:</p> <ul style="list-style-type: none"> <li>• <i>Program Quality Assessment</i></li> <li>• Early Childhood Environmental Rating Scale</li> <li>• National Association for the Education of Young Children accreditation</li> </ul> <p>Programs assist in raising the level of quality preschool programming in their community by:</p> <ul style="list-style-type: none"> <li>• identifying programs that want to raise quality and offer a quality preschool component</li> <li>• providing accreditation support</li> <li>• providing training to program staff related to the elements needed to raise quality</li> <li>• mentoring programs on quality improvement</li> </ul> <p>Programs help parents understand the components of quality early child education and care; and how to determine programs meet those elements.</p>	<p>Do not offer screenings only once and/or at one site during the program year.</p> <p>It is inappropriate to expend funds for the purchase of audiology or vision screening equipment or to provide vision and hearing screening for three- and four- year-old children enrolled in Head Start, GSRP, and child care centers, who are screened using other funding.</p>

**Great Start Readiness Program PIE Option**  
**Legislative Requirements:** Collaboration

<p align="center"><b>LEGISLATIVE REQUIREMENTS</b> -Collaboration-</p>	<p align="center"><b>NON-COMPLIANT PRACTICES</b> -Collaboration-</p>
<p><i>The program must be a collaborative community effort that includes at least the intermediate school district or district, local multipurpose collaborative bodies, local health and welfare agencies, and private nonprofit agencies involved in programs and services for preschool children and their parents.</i></p> <p><b>Definition:</b> Grantees engage in collaboration with:</p> <ul style="list-style-type: none"> <li>• Parents</li> <li>• Community collaboratives</li> <li>• Community agencies/organizations (DHS, public health, mental health, and private and public non-profit agencies)</li> <li>• School districts and public school academies</li> <li>• The Great Parents, Great Start program at the ISD/RESA</li> </ul> <p>Collaborative forms or letters are included in administrative files. Services described in the community plan (provided by each agency) are confirmed in that agency's letter or form.</p> <p>A written plan for the delivery of the program components, including evidence of approval by the local early childhood collaborative body, is included in administrative files.</p>	<p>Offering GSRP in isolation, e.g., only using the ISD or LEA as a referral source.</p>