

PARENT INVOLVEMENT AND EDUCATION (PIE)

Introduction

Michigan's 2005-2006 State School Aid Act permitted Formula (school district/public school academy) grantees to divert funds from preschool programming for four-year-old children at risk of educational failure to offer parenting programs similar to those in effect during 2001-2002. Any Intermediate School District (ISD) not currently utilizing the PIE option may not implement this option and ISDs currently implementing the PIE option are limited in each program using PIE to the amount of funding expended on PIE the previous year.

The purpose of the PIE option is to improve school readiness and foster the maintenance of stable families by:

- encouraging positive parenting skills;
- enhancing parent-child interaction;
- providing learning opportunities to promote intellectual, physical, social growth; and
- promoting access to needed community services through a community-school-home partnership that provides parents with information on child development from birth to age five.

Implementation Requirements

PIE programs must strictly adhere to all elements of the 2001-2002 State School Aid Act and meet the following in order to qualify for funding:

Program Services:

The program must provide services to all families (who chose to participate) with children age five or younger that reside in the ISD or school district whose income is less than 300 percent of poverty. Services are designed to run for the entire fiscal year, are individualized to the level of risk of each family, engage families from a variety of sources, and are tiered and provided based on levels of risk.

Home Visits:

Home visits are designed with the parent as the learner. The most at-risk families are targeted and provided the most visits (6+). Appropriate referrals are made and followed up on regarding family need. A balanced, comprehensive curriculum addresses all domains of development. Research-based curriculum is implemented by a professional home visitor trained in child development and options might include:

- Parents as Teachers
- Building Strong Families
- Nurse Home Visiting

- Healthy Families America

Group Meetings:

Group meetings should be held at a time and place convenient for parents, consist of topics that are of interest and relevant to parents, and relate to parents as their children's first teachers. Parents should partner with staff to determine the focus, activities, and discuss meeting topic ideas. All meetings should relate to parenting children from birth to five years of age, children's development, community resources for families, etc.

Developmental Screening:

Periodic developmental screening of children's overall development, health, hearing, and vision are required. Screening is planned collaboratively with the local health department, processes are explained to parents beforehand, and familiar professionals to the family convey results of the screenings. Appropriate recommendations and referrals are made across developmental and health domains. All referrals are both followed up on and documented.

Community Resources:

A community resource network must be available to provide referrals to other state, local, and private agencies. Staff should be knowledgeable about the community resource network to assist with referrals. Referrals occur in partnership with parents and assist parents in learning how to use the network to access services for their children and families.

Program Quality and Assessment:

Programs provide a connection with quality preschool programs for all three- and four-year-old children, irrespective of income and risk factors. Programs identify the level of quality of preschool programs in their community, using the *Early Childhood Standards of Quality for Prekindergarten* and other resources such as the *Program Quality Assessment for Prekindergarten*.

Collaboration:

The program must be a collaborative community effort. Grantees engage in collaboration with parents, Great Start Collaboratives, community agencies and organizations; and the Great Parents, Great Start Program at the ISD. Collaborative forms or letters are included in administrative files. 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.