

MEMO

TO: Board of Education
CC: Central Office Administrators
FROM: Sarah Riss
DATE: November 2, 2015
RE: WAFC Item of Consideration

The WAFC has been working together with several other school districts to develop a request for a waiver in how Parents as Teachers funding is allocated. A copy of their waiver is attached for your review. Laura Iannazzo and Marty Baker will be sharing this information during our meeting on Monday, November 9th. Our DESE Area Supervisor has also reviewed the waiver and is in support of us submitting this to DESE for consideration. Please feel free to contact Marty or me with any questions.

**WEBSTER GROVES SCHOOL DISTRICT
BOARD OF EDUCATION ITEM OF CONSIDERATION**

DATE: November 9, 2015

TOPIC/PROPOSAL:

Approval to submit the WAFC Waiver for how funds are received for Parents as Teachers programming

BACKGROUND INFORMATION:

See attached document for detailed information.

INSTRUCTIONAL IMPACT/RATIONALE:

The proposed waiver would enable WAFC to receive funds from DESE for providing unique family engagement activities that better fit the needs of the families they serve.

CSIP/DISTRICT GOAL ADDRESSED: Culture of Innovation

FISCAL NOTE: Allows funding for previously unfunded family activities

ADMINISTRATIVE RECOMMENDATION:

- Action Requested: X
- Information: _____
- Proposed Motion for Approval (if applicable):

I move that the Board of Education approve the WAFC waiver request as presented.

PREPARED BY: Sarah Booth Riss

Motion: _____ **Second:** _____

Board Vote: ___ (yes) ___ (no) ___ (abstain) ___ (Consent Agenda)

Webster Groves School District Waiver Request to the Missouri Department of Elementary and Secondary Education

Waiver Requested:

Webster Groves School District is submitting this waiver to request that the Missouri Department of Elementary and Secondary Education allocate Parents as Teachers funds to be used at the informed discretion of the Webster Groves School District. In accordance with Missouri State Statute, funds allocated will continue to serve the highest need families while the absence of a unit based funding structure allows the flexibility needed to research and expand authentic services.

Length of Waiver Requested:

This waiver is requested for two years. Additional years will be requested for approval to fully actualize all phases of the waiver.

Basic Rationale for the Waiver:

The current implementation and funding structure of the Parents as Teachers program does not allow the Webster Groves School District Parents as Teachers program to be responsive to our unique community and changing family needs.

Context:

The Webster Groves School District has been supporting families through the Parents as Teachers program for 33 years. The ebb and flow of funding has directly impacted our service model and amount of service. Webster Groves School District embraces the idea that the majority of funding should target high needs families. Service to families has evolved from the idea of parenting education and child development information to family well-being, with an emphasis on building protective factors. The new Parents as Teachers curriculum supports family well-being through an expanded service model and research based information.

In the past two years, Webster Groves School District has made a decision to serve families with an expanded service model. This decision was a risk, knowing that at this time not all services would be reimbursable by the Department of Elementary and Secondary Education. The following is an example of how services were expanded regardless of DESE reimbursement. One family served through the Webster Groves School District program was a single mother who met four DESE high needs characteristics. She reached out to the parenting education program to find quality preschool and secure employment. The parent educator was able to build a trusting relationship by visiting weekly for the first ten weeks and then monthly through May. Through this relationship, a shared goal was set, and a resume was created. Confidence building and the bolstering of job seeking skills occurred not only during visits, but also through email, texts, and phone calls. During this service, resources were provided for utility assistance, GED classes, shoes for the child, and potential child care for when employment was gained. The mother attended Group Connections so that her child became accustomed to being around other children while mom socialized with other parents in the community. At the end of ten weeks, the mother gained employment at a place where training and advancement was possible. The mother placed her son in quality preschool and registered her son for kindergarten during the Webster Groves School District registration window. The relationship continued through monthly visits and with occasional phone calls and emails. The reimbursement for this family totaled 1 screening and 12 home visits (\$690). The time spent on this family was over 57 hours.

Rationale:

The current implementation and funding structure of the Parents as Teachers program does not allow the Webster Groves School District Parents as Teachers program to be responsive to our unique community and changing family needs. Through research, ongoing collaboration, and study with neighboring districts, the Webster Groves School District believes:

- In agreement with PAT National Center, there is **no one size fits all** approach to supporting families, nor is this one approach expected to fully meet all family's needs.
- **Community demographics** and unique family attributes should guide the work of our district.
- Service delivery continues to treat families with dignity and respect through **collaborative goal setting** honoring unique family attributes.

Webster Groves School District Waiver Request to the Missouri Department of Elementary and Secondary Education

- Enabling district level **decision making** will result in the highest level of impact on family well-being and throughout communities.
- **Expanded** matrix of services will enable our program to **differentiate** services in order to impact individual family well-being.
- Funding will be utilized in a way that prioritizes **high needs** families reflective of our **community demographics**.
- Our district will design an **accountability plan** that complies with state statute and national quality standards while implementing a program that is responsive to the needs of our community.
- Ever changing **societal influences** on family well-being is worthy of study, investment, partnership, and political action.

In order to actualize these beliefs, we have outlined a four year implementation plan for Webster Groves School District Parents as Teachers program that values authentically servicing families. Continued research and collaboration will result in responsive programming that has a positive impact on family well-being within the Webster School District Community.

Goals and Action Steps:

Below is a chart of goals and action steps created through extensive research and in collaboration with neighboring school districts. The areas identified emerged from the review of the following documents:

- Current Parents as Teachers Administrative Manual (under review)
- 2013-2014 Parents as Teachers Administrative Manual
- DESE Approved Screening Instruments
- DESE High Needs Characteristics
- DESE Priorities/Reimbursement (Updated 7/16/14)
- DESE Compliance Plan Directions (Updated 5/14/2014)
- Missouri Parent Education and Screening Services
- National Center Affiliate Standards
- Parents as Teachers MOU Frequently Asked Questions (FAQ)
- Memorandum of Understanding with National Center
- Statute (explain more - which one? Or delete)
- Parents as Teachers National Center Core Competency
- Protective Factors/Family Well-Being (Center for the Study of Social Policy)
- Governor Nixon: Parents as Teachers Increase in the Budget
- Parents as Teachers Plan - Compliance Report
- Governor Nixon: Parents as Teachers Increase in the Budget (Post-Dispatch Article)
- NAEYC Code of Ethical Conduct and Statement of Commitment
- Parents National Center Foundational Curriculum

The process utilized Design Thinking methodology. Vetting assumptions within the field of parent education through the review of literature helped clarify goal setting. Examination of Parents as Teachers National Center's *essential requirements* was considered throughout this process. Action steps to achieve the goals were derived through intense discussion, reflections, and looking at broader program perspective. Four phases were developed to organize the work behind achieving the goals. Phase one involves goal focused research and analysis of the current service model. Phase two consist of alignment, development, and analysis to expand programming and reflection on how to authentically serve families. Current services, which include home visits, group connections, screenings and service referrals, will continue through Phase one and Phase two. Phase three will see implementation with continued adjustment to the practice.

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Webster Groves School District Goals and Action Steps in Phases

Area	Documentation & Accountability	Feedback/Quality Improvement	Professional Learning and Staffing	Funding	Enrollment & Recruitment	Curriculum/Standards	Service Delivery
Goals	Service model reflective of and responsive to family well-being within the community.	A comprehensive system for quality feedback that is utilized for ongoing program improvement.	Professional learning system that assures the highest quality of standards/performance to ensure ongoing professional growth.	Autonomy/Flexibility with state funding with parent education and family well-being/protective factors.	Matrix of service that welcomes, recruits, and supports the diverse needs of all families.	A comprehensive curricular framework responsive to the well-being of all families that reflects the highest of quality standards.	Service model reflective of and responsive to family well-being within the community.
Phase 1 Action Steps	Document current service and explore documentation for expanded service	Research strategies for collecting feedback for quality improvement.	Research titles for service providers and models for professional development.	See budget section.	Research a variety of potential service options for a matrix of service that reflects programming. Gather community demographic and unique family attributes data to inform targeted recruitment/enrollment and service implementation	Research quality standards of supporting families.	Analyze current service delivery to families and identify the characteristics of the highest need families. Research a variety of service options for a matrix of service that reflects programming. Gather community demographic and unique family attributes data to inform targeted recruitment/enrollment and service implementation.
Phase 2 Action Steps	Align documentation to reflect the matrix of services provided.	Collect feedback from a multitude of stakeholders.	Pilot models of professional development that are responsive to local district staff needs.	See budget section.	Develop a matrix of service to reflect programming. Begin to develop a marketing campaign that reflects expanded service and targeted population.	Research a framework that reflects quality standards while supporting family well-being and goal setting.	Develop a matrix of service to reflect programming.
Phase 3 Action Steps	Develop a reporting system that reflects the matrix of services delivered.	Design a protocol to be used by peers or an independent group to solicit feedback for quality improvement.	Create purposed criteria for DESE endorsement for employment and ongoing professional development.	Analyzing actual cost of program implementation.	Finalize matrix of service and marketing campaign,	Create a framework that reflects quality standards while supporting family well-being and goal setting.	Create a framework that reflects quality standards while supporting family well-being and goal setting.
Phase 4 Implementation	Full implementation of the design created in the three phases including the reporting system, protocol for quality, matrix of service, and framework to ensure full service is responsive to families' needs, giving priority to those families that are of the highest need. A report of the Webster Groves School District responsive model will be presented to DESE for ongoing approval.						

Webster Groves School District Waiver Request to the Missouri Department of Elementary and Secondary Education

Budget:

To support the effort in the expansion of parenting education, the initial requested budget is consistent with current funding allocation of \$76,576.25. Through the waiver process, Webster Groves School District requests quarterly disbursements not attached to a quota. The majority of the families served will meet one or more of the Department of Elementary and Secondary Education criteria. The flexibility in the use of Department of Elementary and Secondary Education and current school district funding will allow the further study of parenting education and expansion of services to families. The requested funding in fiscal year 2017 would mirror any increase in Department of Elementary and Secondary Education funding with the option of a continuation for year three.

Evaluation/Accountability:

During the first three phases of implementation, reporting will mirror the current system: reporting on total families served, minority families served, children served, total family personal visits, prenatal to three family visits, three to kindergarten entry family personal visit, waiting list, number of children screened by ages. Over time, additional data will be available that reflects the expanded service model. The Webster Groves School District will uphold the commitment to serve the majority of families that meet at least one DESE characteristic, giving priority to those who meet more than one characteristic. Action research will be conducted throughout this process to determine the family impact of the program and expanded service model. The designed protocol of accountability and quality feedback in phase 3 will provide further accountability and evaluation.

Board Statement:

This waiver was shared and supported by the Webster Groves School District Board of Education on 10/12/2015.

Board President

Superintendent