



### Affiliate Quality Assurance Blueprint

This quality assurance blueprint is designed to help you as a supervisor maintain two vital aspects of model fidelity: structural fidelity and process fidelity. High quality affiliates monitor compliance with the essential requirements and pursue continuous quality improvement. **Important Note:** Some of the elements referenced in this Blueprint are found in the 2011 Foundational Training and Model Implementation Training and curricula. Therefore, the sooner staff attend these trainings and begin using the Foundational Curriculum and Model Implementation Guide, the better equipped you will be to carry out the quality assurance activities necessary for a successful PAT affiliate.

The Affiliate Quality Assurance Blueprint consists of two tables.

- The QA Activities table describes the quality assurance activities in clusters, along with clarification about who completes the activities and at what frequency.
- The QA Tracking table is designed to function as a tracking tool, helping the affiliate supervisor stay on top of the quality assurance activities.

#### Affiliate Quality Assurance Blueprint: Quality Assurance Activities Table

Quality Assurance Activity	Who	Frequency
<b>Core Competencies development: Parents as Teachers Foundational Training and Curriculum provide a strong foundation for the core competencies which are then developed further through experience, additional professional development and reflective supervision.</b>		
PAT Core Competencies Self-Assessment <i>(found in the Foundational Curriculum &amp; Model Implementation Guide)</i>	Parent educator & supervisor <i>Parent educator should self-assess &amp; supervisor should assess using the PAT Core Competencies Self-Assessment instrument and both should share results</i>	New parent educators complete following training & again at 6 months All parent educators complete annually
Professional development goal setting	Parent educator & supervisor <i>Based on results of core competencies assessment, professional goals should be established</i>	At least annual
Professional development training	Parent educator & supervisor <i>Professional development opportunities should be closely connected to the professional goals that have been set, as well as training needed for screening and family centered assessment tools.</i>	Year 1: 20 hours Year 2: 15 hours Year 3 & beyond: 10 hours
<b>Observation of service delivery: Observation helps monitor process fidelity while also providing opportunities for professional growth and development</b>		
New parent educators observe experienced parent educators deliver visits, screening and group connections (including preparation & documentation)	New & experienced parent educators <i>Note: if your affiliate does not have a more experienced parent educator, a more experienced parent educator from another PAT affiliate can be observed.</i>	At least 1 of each in first 8 weeks
Observation of a personal visit, group connection facilitation and screening. <i>HOVRS is the recommended tool for personal visit observation (see the Model Implementation Guide).</i>	Administrator, supervisor, mentor or lead parent educator	New parent educators: Observe at 6 month point All parent educators: Annual

Quality Assurance Activity	Who	Frequency
<b>Summary data review: Summary data reports help supervisors and parent educators proactively monitor compliance with the essential requirements. Reports highlight items requiring additional oversight and follow up.</b>		
<i>Duration of services</i>	Parent Educators print and review summary data reports*based on their own caseload, bringing questions and concerns prompted by the information to individual supervision sessions. *The reports are identified in italics in the column to the left  Supervisors print and review these summary data reports at both aggregate and parent educator levels, which allows them to see trends across the affiliate as well as individual challenges parent educators may be experiencing in serving families.	<i>Duration of services</i>
Total months of service provided to families		Annual- based on exited families
<i>Assessment and Goal Setting</i>		<i>Assessment and Goal Setting</i>
Completed family-centered assessments, including completion timeframe from enrollment		Review representative sample at least quarterly during individual supervision w/ each parent educator
Completed family centered goals, including completion timeframe from enrollment		
<i>Service Delivery</i>		<i>Service Delivery</i>
Level of focus on 3 areas of emphasis during personal visits		At least quarterly, review a sample of personal visit records for documentation of consistent focus on the 3 areas of emphasis
Families enrolled that have not yet received a personal visit		Monthly
Number of visits completed monthly by each parent educator		Monthly
If less than 12 months of service provided to all families, enrolled families receiving year round visits		Monthly
Enrolled families that have not yet attended at least one group connection		Monthly
Children that have not been completely screened		Quarterly
Current immunization data		Quarterly
Children who have been screened, had a referral but not yet contacted to see if follow up services have been received as a result of that referral		Monthly
Status of resource referrals separate from screening- (e.g. has parent educator followed up with the family)		Monthly
Total services delivered by each parent educator (cumulative service reports)		Quarterly
Retention rate	Annual	
<i>Professional Development</i>	<i>Professional Development</i>	
Number of PD hours completed year to date by each parent educator	At least bi-annually	
<b>Documentation review: Systematic review of service delivery and administrative documentation is essential to quality assurance and accountability</b>		
Service Delivery documentation review	Supervisor	At least quarterly, review sample of each parent educator's documentation for accuracy, completeness and overall quality. Note: More frequent for new parent educators.
Supervision and staff meeting records review	Optimal: PAT supervisor's supervisor Alternative: PAT supervisor	At least quarterly, review representative sample of supervision records to determine that at least 2 hours of reflective individual supervision and 2 hours of staff meetings are being provided monthly.



**Affiliate Quality Assurance Blueprint: Quality Assurance Tracking**

To help you keep track of the quality assurance activities, we provide the following table that shows how often you do each task. Note that these are the same tasks as those in the Quality Assurance Activities table above.

- You can use the 3<sup>rd</sup> column as a reminder of when tasks are to be done & the 4<sup>th</sup> column to record when they have been completed.
- Additional rows are provided for you to write in other quality assurance activities required by your organization, funder, etc.

**Affiliate Quality Assurance Blueprint: Quality Assurance Tracking Table**

Quality Assurance Activity	Notes	Dates to be done	Dates completed
<b>Quality Assurance Activities for the new parent educator</b>			
1. Arrange for new parent educators to observe experienced parent educators deliver visits, screening and group connections (including preparation and documentation of the service)	At least 1 of each in first 8 weeks		
<b>Monthly Quality Assurance Activities</b>			
2. Review the following summary data reports and follow up as necessary:	Educators print & review reports for their caseload, bringing questions/concerns prompted by the info to supervision sessions.  Supervisors print & review reports at both aggregate & educator levels to see trends & individual challenges educators may be having		
• Families enrolled that have not yet received a personal visit			
• If less than 12 months of service provided to all families, enrolled families receiving year round visits			
• Enrolled families that have not yet attended at least one group connection			
• Children who have been screened, had a referral but not yet contacted to see if follow up services have been received as a result of that referral			
• Number of visits completed monthly by each parent educator			
• Status of resource referrals separate from screening- (e.g. has parent educator followed up with the family)			
<b>Quarterly Quality Assurance Activities</b>			
3. Review the following summary data reports and follow up as necessary:	See notes above for #2		
• Children that have not been completely screened (health, hearing, vision and developmental)			
• Current immunization data			
• Total services delivered by each parent educator			
4. Review a representative sample of each parent educator’s documentation for accuracy, completeness and overall quality at least quarterly, specifically the following:	More frequent for new parent educators		
• Representative sample of completed assessments and goals, including timeframe of completion from enrollment (discuss in supervision)			

Quality Assurance Activity	Notes	Dates to be done	Dates completed
<ul style="list-style-type: none"> <li>Representative sample of family goals, including timeframe of completion from enrollment (discuss in supervision)</li> </ul>			
<ul style="list-style-type: none"> <li>Representative sample of personal visits records at least quarterly for documentation of consistent focus on the 3 areas of emphasis (discuss in supervision)</li> </ul>			
5. Review representative sample of supervision records to determine that at least two hours of individual reflective supervision and two hours of staff meetings are being provided monthly. For a small staff, all records could be reviewed.	It is optimal for the PAT supervisor's supervisor to do this. Alternatively, the PAT supervisor can do this.		
<b>Semi-annual Quality Assurance Activities</b>			
6. Review professional development hours completed year to date by each parent educator to: <ul style="list-style-type: none"> <li>determine if the parent educator is obtaining relevant competency-based professional development</li> <li>is on track to fulfill necessary hours by deadline</li> <li>collaboratively develop a plan to ensure he/she gets the necessary and relevant professional development hours</li> </ul>	Year 1: 20 hours Year 2: 15 hours Year 3+: 10 hours		
<b>Annual Quality Assurance Activities</b>			
7. PAT Core Competencies Self-Assessment <i>Parent educator should self-assess &amp; supervisor should assess educators using the PAT Core Competencies Self-Assessment instrument and both should share results</i>			
8. Professional development goal setting <i>Based on results of core competencies assessment, the supervisor and parent educator should collaboratively establish professional goals</i>			
9. Professional development training <i>Professional development opportunities should be closely connected to the professional goals that have been set, as well as training needed for screening and family centered assessment tools</i>	Year 1: 20 hours Year 2: 15 hours Year 3+: 10 hours		
10. Review the following summary data reports and follow up as necessary:			
<ul style="list-style-type: none"> <li>Total months of services provided to families (based on exited families)</li> </ul>			
<ul style="list-style-type: none"> <li>Retention rate</li> </ul>			
11. Observe a personal visit, group connection facilitation and screening. Can be done by the administrator, supervisor, mentor or lead parent educator.	HOVRS is the recommended tool for visit observation.		