



Parents as Teachers

Moving into Compliance with the Essential Requirements/Technical Assistance Crosswalk

Topic Area	2011 PAT Essential Requirements (in italics) To be met by 7/1/14	Previous national expectation or state requirement	Suggested strategies for program design changes to meet requirements by 7/1/14
Parent Educator Educational Background and Experience	We recommend that parent educators have at least a Bachelor's/4-year degree in early childhood or a related field. However, it is also acceptable for parent educators to have a 2-year degree or 60 college hours in early childhood or a related field. Supervised experience working with young children and/or parents is also recommended. <i>It is essential that the education and experience level for parent educators is at least a high school diploma or GED and a minimum of 2 years previous supervised work experience with young children and/or parents.</i>	Prior to 2011, the national office recommended a bachelor's degree for parent educators and required at minimum a high school diploma or GED. A number of states already require at minimum a high school diploma or GED and previous supervised work experience with young children and/or parents. Some states have a higher requirement of a minimum of 60 hours of college credit in a field relating to early childhood education.	All <u>new</u> hires should have at least a high school diploma or GED and a minimum of 2 years previous supervised work experience with young children and/or parents. Currently employed parent educators that do not meet the essential educational requirement have approximately 3 years (until 7/1/14) to obtain their high school diploma or GED. In addition, currently employed parent educators that do not yet have the supervised work experience requirement fulfilled will meet this requirement by 7/14 through continued employment with the PAT affiliate.
Duration of services	For greatest impact, most PAT affiliates provide 3 plus years of service. <i>It is essential that Parents as Teachers affiliates provide at least 2 years of services to families between prenatal and kindergarten entry.</i> Duration of services refers to the program's overall design. Thus, as long as your program is designed to provide at least 2 years of service, families can enroll when their child is any age within the program's overall age range- although optimal impact is likely when enrolled prenatally or shortly after birth. Parent educators should strive to enroll the maximum number of families prenatally, or shortly after birth.	From its inception, the PAT model has recommended 3 years of services to families. In addition to establishing a minimum requirement for service duration, there is now greater emphasis on enrolling families prenatally.	Additional recruitment settings, methods & strategies may need to be developed in order to reach more families prenatally.

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	<p><i>It is essential that programs operate all 12 months of the year.</i></p> <p>It is understood that PAT affiliates based in school districts may be limited to 10 months of full operation. In order to maintain needed services, PAT affiliates based in school districts should provide personal visits to a portion of families year round, prioritizing visits to pregnant women and their partners, new parents of infants, and vulnerable families. In addition, it is incumbent upon the school district based Parents as Teachers affiliate to ensure that its families are well connected to needed community services that operate year round.</p>	<p>Previously, the national office has recommended that programs operate year round. In the past, some programs (particularly those based in school districts) have limited full service operations to substantially less than 12 months.</p>	<p>School district based affiliates must review their calendar to ensure that they are in full operation at least 10 months of the year. In addition, supervisors in these affiliates should determine which families should get visits year round and how vacation schedules, contracts, etc. can be structured to allow this to happen. And finally, there should be additional discussion in supervision & staff meetings (as well as professional development) on the resource network component, so that all families can be well connected to needed community services year round.</p>
Assessment & Goal Setting	<p><i>It is essential that parent educators complete and document family-centered assessment and family-centered goals with each family they serve.</i> Parent educators use the assessment and family goals to plan and deliver services, as well as to assess progress.</p>	<p>Programs have been expected to implement the model and curriculum as designed by the Parents as Teachers national office. While many programs have already been using family centered needs assessment & goals, the updated PAT model, training and curriculum now formally include assessment & goal setting.</p>	<p>Foundational and Model Implementation Training help develop competency in family centered assessment and goal setting. Additionally, after foundational training, staff should use the new personal visits forms that include family-centered goals. Therefore, determine when your staff will attend. If your staff will not attend training for some time, investigate needs assessment protocols, particularly the Life Skills Progression recommended by the national office.</p>
Personal Visits	<p><i>It is essential that at each visit, parent educators focus their work with families on parent-child interaction, developmental topics, and family well-being, ensuring that all areas are addressed with families.</i> The amount of time spent in each visit on each area of emphasis will vary based on family needs and goals.</p> <p><i>It is essential that families receive at least 10-12 (monthly) visits annually spread out over the course of a year. At least 20-24 (twice monthly) personal visits must be completed for families</i></p>	<p>Programs have been expected to implement the model and curriculum as designed by the Parents as Teachers national office. The revised PAT model, training and curriculum expand the personal visit focus.</p> <p>The PAT standards and quality indicators (released in 2004) stated:</p> <ul style="list-style-type: none"> • The program completes at least monthly visits to each family during 	<p>Through Foundational Training, parent educators receive training in the areas of emphasis. Therefore, supervisors need to begin budgeting for training fees. Much of the new foundational curriculum is on-line. Therefore, supervisors need to ensure parent educators have reliable computer/internet access.</p> <p>Affiliates that are not yet providing this frequency of personal visits could incrementally ramp up by shortening the time between personal visits. For example, programs providing personal visits every 6</p>

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	<p><i>with greater needs, also spread out over the course of a year.</i></p>	<p>its program year.</p> <ul style="list-style-type: none"> Personal visits are completed more than once a month to each family with high needs. 	<p>weeks to families not considered to have greater needs could visit every 5 weeks in 2011-2012 and every 4 weeks in 2012-2013. Affiliates can shorten the time between visits for families with greater needs in the same way. For example, if a program has been visiting families with greater needs monthly, they could visit every 3 weeks in 2011-2012 and every 2 weeks in 2012-2013. Affiliates could then use the remainder of 2013 and the first half of 2014 to fine tune and solidify the changes in personal visit frequency.</p> <p>In addition, it may be appropriate to provide some families with more intense visits at the start of services. Doing so can promote engagement and retention, as well as help to identify and address more pressing issues. Further, this can be another way to ensure that a percentage of your families receive more frequent visits.</p>
	<p><i>It is essential that experienced full time parent educators complete no more than 60 visits per month.</i> The allocation for personal visits is based on approximately 1 hour for the delivery of each personal visit, with another hour for visit planning and preparation, travel and documentation of the visit. If travel time is significantly greater, the number of visits the parent educator can complete monthly will decrease.</p> <p>In addition, if the parent educator is visiting a family with more than one enrolled child, visiting time will be approximately 75 minutes and the total number of visits the parent educator can complete monthly will decrease. <i>New parent educators will require additional time for supervision, as well as for planning, preparation</i></p>	<p>Previous recommendations for number of visits to be completed per month were based on 2 ½ hours allotted per personal visit for planning, service delivery, record keeping, and travel (stated in the PAT Standards and Quality Indicators). As of 2011, this allocation has been adjusted to two hours based on additional data and input gathered since the release of the standards in 2004.</p>	<p>Please note that this is a national <u>maximum</u> & it is certainly acceptable for funders and affiliates to have a lower maximum for monthly visits.</p> <p>In addition, it is important to recognize the wording of “completed” visits per month in this requirement. If your affiliate has had a higher maximum for monthly visits offered, consider whether it has actually had a similar expectation for completed visits- one that is more consistent with this requirement.</p> <p>In fact, “Ensuring that families receive an appropriate dosage of home visits... may be achieved through increasing the number of home visit attempts that are made by programs, increasing the frequency of home visits for high-risk</p>

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	<p><i>and documentation of a personal visit; this translates into no more than 48 visits/month during the first year.</i> Please note that full time is based upon 40 hours of employment weekly. Parent educators should complete visits proportional to the percent of their employment.</p>		<p>populations, or both.” (Jones Harden, 2010, p. 49)</p> <p>Affiliates that currently expect their FT parent educators to complete more than 60 visits monthly should assess several factors related to this requirement:</p> <ol style="list-style-type: none"> 1) How much time is currently allocated to each personal visit for planning, service delivery, record keeping and travel? 2) How much time is currently allocated to other responsibilities related to high quality service delivery, e.g. retention efforts, dedicated time for make up visits, resource network facilitation/follow-up, supervision & staff meetings. <p>It may be the case that completion of more than 60 visits per month is expected, but time for the other related responsibilities has not been allocated. However, greater success in <u>completing</u> visits is likely to result when time is allocated to these responsibilities.</p> <p>A sample “week in the life of a parent educator” has been excerpted from the Model Implementation Guide and provided with this crosswalk. If in order to meet this Essential Requirement you need to make adjustments in time allocated for various responsibilities, this example can provide guidance on how to do so.</p>
<p>Group Connections</p>	<p><i>It is essential that affiliates deliver monthly group connections focused on parent-child interaction, developmental topics, and family well-being across the program year.</i></p>	<p>The PAT standards and quality indicators (released in 2004) stated:</p> <ul style="list-style-type: none"> • The program offers at least monthly group meetings. (Group Meetings indicator #2) 	<p>Affiliates needing to increase the number of group connections, as well as those currently meeting this requirement but looking for budget savings should consider the possibility of partnering with other parent, home visiting, or early childhood programs</p>

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	<i>It is essential that a certified parent educator or the Parents as Teachers supervisor be present at each group connection.</i>	The PAT standards and quality indicators (released in 2004) stated: <ul style="list-style-type: none"> A parent educator or program supervisor is present at each group meeting and child development or parenting information is provided. (Group Meetings indicator #1) 	in the community to provide group connections. As a reminder, collaborating with other community agencies on group connections means exactly this—collaborating, not outsourcing. A PAT staff person must be present and involved. In addition, affiliates are encouraged to include families in designing group connections. Parents may be willing to volunteer their time or expertise.
Screening	<i>It is essential that formal screening (hearing, vision, developmental, and the health record) be completed at least annually for all age eligible children. The initial screening must take place within 90 days of enrollment for each child.</i> If an element of the screening has recently been completed and it is counter indicated to repeat it, the results must be obtained and used to have a complete picture of the child. Please note that the accepted screening tools and methods have been updated and can be found in the QA Guidelines.	From its inception, screening has been an integral component of the PAT model. Expectations for screening grew to include developmental, hearing, vision, dental and health screenings for each age eligible, enrolled child at least once each program year. PAT approved screening tools have been updated over time as new research becomes available.	Supervisors will need to: <ul style="list-style-type: none"> review the most current PAT Approved Developmental Screening Tools for Young Children to confirm the tool they use is still approved. If it isn't or if a different tool is now desired, this should guide you in selecting a tool. provide oversight to ensure that the timeframe for completion of initial screening is met (this could be done via a MIS report) Hearing checks are no longer approved PAT hearing screenings. The hearing screening must now be performed either by otoacoustic emissions (OAE) or pure tone audiometry. Given the cost of otoacoustic emissions technology, your affiliate might want to look into partnering with Part C, Early Head Start, health care providers, school nurses or other appropriate organizations to coordinate and obtain hearing screening for enrolled children.
Resource Network	<i>It is essential that at each personal visit, parent educators connect families to resources as needed and then help them to overcome barriers to access.</i> Parent educators' active collaboration with community resources complement and extend Parents as Teachers services.	While resource network has been a consistent component of the PAT model, there is an increased emphasis on a more active role for the parent educator as a "broker of services." Many affiliates already practice this approach to the resource network component, while	Local affiliates are encouraged to develop new and strengthen existing partnerships with other community programs. Additional in-service opportunities, as well as dialogue in supervision & staff meetings may be necessary to build:

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		others will need to further develop their competence with this.	<ul style="list-style-type: none"> • parent educators’ knowledge of and relationships with community based resources • Skill in assessing the support services a family may need • Confidence with the broker of services role <p>The Foundational and Model Implementation Trainings help participants become more knowledgeable about and skillful in this arena.</p>
Supervision	<p><i>It is essential that a maximum of 12 parent educators be assigned to each supervisor or mentor or lead parent educator regardless of whether the parent educators being supervised are full-time or part-time employees. This maximum number of supervisees is based on a full time supervisor/mentor/lead parent educator and should be less if the supervisor/mentor/lead parent educator is not full time.</i></p> <p><i>It is essential that each month, parent educators participate in a minimum of two hours of individual reflective supervision and a minimum of two hours of staff meetings.</i></p>	<p>A supervisor to parent educator ratio has not been previously established by the national office.</p> <p>The PAT standards and quality indicators (released in 2004) stated:</p> <ul style="list-style-type: none"> • Each parent educator participates in relationship based supervision that occurs on a regular basis, at least once a month. (PM #25). <p>This detailed frequency, but not duration.</p>	<p>For supervision purposes, a mentor or lead parent educator can be designated to support and provide guidance for parent educators. This approach may be most applicable to an affiliate with many parent educators.</p> <p>There may be a scenario where the supervisor is unable to provide the necessary frequency of reflective supervision and there is not enough staff to designate a mentor or lead parent educator. In this scenario, peer consultation may be an option to fulfill the supervision requirement.</p> <p>If peer consultation is the only method of reflective supervision available, it is important that regularity and the focus on reflection be maintained. Reflection is the process of stopping and thinking about the work that one is engaged in. This process allows important connections to be made between one’s knowledge base and one’s experiences.</p> <p>It is important that the actual supervisor maintains the administrative aspects of supervision. In addition, it is strongly recommended that the supervisor and parent educator meet at some frequency (e.g. quarterly) to check -in and discuss issues.</p>

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			If a parent educator is in a remote location or is separated from the supervisor by a significant distance, it is possible to engage in reflective supervision remotely. This can be done via Skype or other similar system. And, if peer consultation is the only method of reflective supervision possible but the available peers are separated by distance, this could be done via the Internet as well.
Professional Development	<i>It is essential that parent educators access competency-based professional development and training and recertify with the national office annually.</i> For parent educators: – Year 1: 20 clock hours of professional development – Year 2: 15 clock hours of professional development – Year 3 and beyond: 10 clock hours of professional development	The requirements for ongoing professional development remain unchanged.	Through Foundational and Model implementation training, participants are introduced to the recently developed core competencies of a parent educator. Continued use of the PAT Core Competencies Self-Assessment will help parent educators and supervisors select professional development opportunities that strengthen these competencies.
Program Leadership	<i>It is essential that the Parents as Teachers affiliate have an advisory committee</i> which typically includes program personnel, community service providers, community leaders, families, and other stakeholders. <i>The program advisory board/leadership council must meet at least every 6 months</i> , although the preferred frequency is quarterly or more frequently.	Previously, Parents as Teachers programs were expected to have a coordinating committee made of internal staff members and an advisory council made of community stakeholders. It was often difficult for programs to successfully maintain both. Implementation now requires one advisory committee that includes program personal and a variety of stakeholders.	If your affiliate has maintained both an internal coordinating committee and an advisory council, you can decide if you wish to continue both. At a minimum, all affiliates need to ensure that: <ul style="list-style-type: none"> • an advisory committee is in place, • membership is representative of your stakeholders, • meeting frequency is optimal, and • a committee charge is well developed
Evaluation	Affiliates must plan for evaluation of program implementation and outcomes. <i>It is essential that your affiliate collects and annually reports data on service delivery, program implementation, and compliance with the model replication requirements through the Affiliate Performance Report.</i> Use of a management information system	While the title of the annual APR has been changed to Affiliate Performance Report, the annual report remains largely the same. The APR will now include a compliance assessment that will help affiliates determine and report their level of compliance with the essential	Utilize the compliance assessment to closely review your affiliate’s fulfillment of the essential requirements and, as applicable, develop a meaningful action.

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	<p>is the preferred method for data collection.</p> <p><i>It is essential that affiliates gather and summarize annual parent satisfaction surveys and regular feedback from parents about all model components.</i></p>	<p>requirements.</p> <p>The PAT standards and quality indicators (released in 2004) stated:</p> <ul style="list-style-type: none"> The program gathers and summarizes feedback on participant satisfaction with program activities at least annually. (Evaluation #12) 	<p>Gathering participant feedback on all aspects of the program has been an ongoing expectation – that is now an essential requirement.</p>
<p>Training Requirements</p> <p>New Affiliates</p>	<p><i>After completing and receiving approval for your Affiliate Plan, all new parent educators in your organization who will deliver Parents as Teachers services to families must attend the Foundational and Model Implementation Trainings before delivering Parents as Teachers. New supervisors must attend the Model Implementation Training.</i></p>	<p>Historically, a plan has been required prior to training and Born to Learn training has been required prior to program implementation and delivery of services.</p>	<p>Registration will not be initiated until the New Affiliate Plan is approved. Training is now divided into 2 segments; Foundational and Model Implementation Training. Parent educators with an affiliate must attend both. Supervisors with an affiliate must attend the Model Implementation Training and are encouraged to attend both.</p>
<p>Existing Affiliates</p>	<p><i>Parent educators certified prior to 1/1/11 who are with an existing program must attend Foundational Training and model implementation retraining by 7/14. Supervisors with an existing program must attend a model implementation retraining by 7/14.</i></p> <p><i>New parent educators hired by an existing program (affiliated prior to 1/1/11) must attend the Foundational and Model Implementation Trainings before delivering Parents as Teachers, while new supervisors must attend the Model Implementation Training.</i></p>		<p>New trainings are now available and necessary to successfully implement the PAT model. In order to make participation in the training most manageable, a version of the Model Implementation Training is being developed for existing parent educators and supervisors. Additional information on the model implementation retraining will be forthcoming.</p>
<p>Materials Requirements</p>	<p><i>Your organization will acknowledge use of the Parents as Teachers curriculum and training in dissemination materials and evaluations.</i></p> <p><i>All Parents as Teachers curricula and guides are copyrighted. No part may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopying, recording, or any information storage and retrieval system, without written permission.</i></p> <p><i>Your organization agrees to follow the standard</i></p>	<p>The PAT standards and quality indicators (released in 2004) stated:</p> <ul style="list-style-type: none"> The program follows PATNC’s Graphic Standard Guidelines which address the use of the PAT logo (PM #11) 	<p>The essential requirements for use of the Parents as Teachers brand and materials represent key elements of the graphic standards guidelines.</p>

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	<i>guidelines regarding credit, trademark and logo use established by Parents as Teachers.</i>		

References

Jones Harden, B. (2010) Home Visitation with Psychologically Vulnerable Families: Developments in the Profession and the Professional. *Home Visiting: Past, present and future. Zero to Three*, 30(6), 44-51.