



Parents as Teachers™

# Quality Standards



All children will learn, grow and develop  
to realize their full potential.



## Vision

- > All children will learn, grow and develop to realize their full potential.

## Mission

- > To provide the information, support and encouragement parents need to help their children develop optimally during the crucial early years of life.

## Core Values

The work of **Parents as Teachers** is grounded in these basic beliefs:

- > Parents are their children's first and most influential teachers.
- > The early years of a child's life are critical for optimal development and provide the foundation for success in school and life.
- > Established and emerging research should be the foundation of parent education and family support curricula, training, materials and services.
- > All young children and their families deserve the same opportunities to succeed, regardless of any demographic, geographic, or economic considerations.
- > An understanding and appreciation of the history and traditions of diverse cultures is essential in serving families.

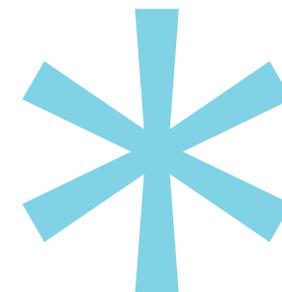
The vision, mission and values of **Parents as Teachers** guide our work as we strive to provide the highest quality services for children, families, and communities.

Together, we work at the local, state and national levels to help children, families, and communities thrive.

**Parents as Teachers national center presents:**

## Parents as Teachers Quality Standards

*A roadmap for quality and fidelity*





# Welcome to the Parents as Teachers Quality Standards



Parents as Teachers™

The Parents as Teachers (PAT) model is an evidence-based early childhood home visiting model that builds strong communities, thriving families and children who are healthy, safe and ready to learn.

In 2003, PAT established standards for quality implementation, based on best practices in the field of early childhood home visitation. The 2013 edition of the standards is a refinement of the previous standards, reflecting the deepened PAT approach and model fidelity requirements. These quality standards are based on early childhood home visiting research and literature, as well as stakeholder input and field experience.

The PAT quality standards are comprised of 17 essential requirements, along with 100 additional standards. For PAT model affiliates, fidelity means meeting the essential requirements.

The PAT quality standards form the basis for quality endorsement of PAT affiliates. All PAT affiliates engage in the quality endorsement process in their fourth year of implementation and every five years thereafter. To receive the endorsement, affiliates meet the essential requirements at sufficient levels (as defined in Appendix A), along with at least 75% of the additional standards.

In addition to forming the basis of the endorsement process, organizations should use the standards to guide:

- > Initial design and start-up of a PAT affiliate
- > Ongoing implementation of the PAT model
- > Quality assurance and comprehensive assessment of the quality of services and operations
- > Continuous quality improvement

# Overview



The Parents as Teachers quality standards are divided into three main areas and ten sections. Each section contains the associated essential requirements and additional standards.

## I. Organizational Supports and Continuous Quality Improvement

- > Infrastructure and Leadership
- > Evaluation and Continuous Quality Improvement

## II. Staff Competence

- > Staff Selection and New Parent Educator Development
- > Supervision and Professional Development

## III. Parents as Teachers Services

- > Service Initiation and Participation
- > Assessment and Goal Setting
- > Personal Visits
- > Group Connections
- > Screening
- > Resource Network

In addition to the quality standards, Parents as Teachers national center offers a portfolio of resources to help ensure that PAT affiliates are providing high quality early childhood home visiting services. These additional resources are described at the end of this booklet.

## *Organizational Supports and Continuous Quality Improvement*

**High quality Parents as Teachers services are supported by a well-developed organizational infrastructure, adaptive leadership that provides staff with a clear vision for their work, and a commitment to continuous quality improvement.**

# Infrastructure and Leadership



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## Essential Requirements

- ★ The affiliate provides at least two years of services to families with children between prenatal and kindergarten entry.
- ★ The affiliate has an advisory committee that meets at least once every 6 months (can be part of a larger committee, community network or coalition as long as the group includes a regular focus on the PAT affiliate).

## Additional Standards

1. The affiliate provides at least three years of services to families with children between prenatal and kindergarten entry.
2. The affiliate's design and staffing is informed by community needs.
3. The affiliate works to maintain or strengthen its funding on an ongoing basis.
4. The affiliate provides families with all four components of the PAT model all 12 months of the year.
5. Staffing and facility use is structured so that services can be delivered at times that are convenient for the families served, including evenings or weekends.
6. The affiliate has written policies and procedures that address at least the following:
  - > Intake and enrollment
  - > Services provided to families, including timelines and frequency
  - > Transition planning and exit
  - > Data collection and documentation of services
  - > Staff qualifications and personnel policies
  - > Orientation and training for new staff
  - > Supervision and professional development
  - > Parent educator safety
7. The affiliate has written protocols that address child abuse and neglect, parental mental health issues, domestic violence and parental substance abuse.
8. The affiliate has client rights and confidentiality policies and procedures used to ensure family privacy.
9. The affiliate maintains records according to the organization's written policy or for at least 3 years from the last date of service to the family, whichever is longer.
10. Affiliate staff have access to a computer or tablet with internet and printer access, along with adequate workspace.
11. Caseloads allow sufficient time for all responsibilities of the parent educator, including at least the following:
  - > Service delivery, including planning, travel and record keeping
  - > Supervision
  - > Staff meetings
  - > Professional development
12. The affiliate has access to a licensed mental health professional who provides consultation to affiliate staff regarding their work with families.
13. The advisory committee includes involvement of program personnel, community service providers, families who have received or are receiving PAT Services, and community leaders.
14. The affiliate takes an active role in community wide planning for early childhood comprehensive services.



# Evaluation and Continuous Quality Improvement



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## Essential Requirements

- ★ At least annually, the affiliate gathers and summarizes feedback from families about the services they've received, using the results for program improvement.
- ★ The affiliate annually reports data on service delivery and program implementation through the Affiliate Performance Report; affiliates use data in an ongoing way for purposes of continuous quality improvement.

## Additional Standards

1. The affiliate maintains an efficient and comprehensive system of service documentation, data collection, and reporting that includes at least the following:
  - > Enrollment information, including consents
  - > Assessment
  - > Goal setting
  - > Personal visits
  - > Group connections
  - > Child screening
  - > Resource connections
  - > Contact/service history
  - > Exit/transition
2. The supervisor or lead parent educator uses the Affiliate Quality Assurance Blueprint to monitor fidelity to the PAT model.
3. Affiliate staff use information about implementation on an ongoing basis to identify strengths and issues, and make improvements.
4. The affiliate has a written process for continuous quality improvement.
5. The affiliate measures outcomes for the families served.
6. Data on program services are shared with the advisory committee and other stakeholders at least annually.

## *Staff Competence*

**A skilled and capable workforce is critical to the effectiveness of Parents as Teachers services. Staff competence begins with careful staff selection and high quality initial training, and is advanced through regular reflective supervision, ongoing professional development, and formal education.**



# Staff Selection and New Parent Educator Development



## Essential Requirements

- ★ The minimum qualifications for parent educators are a high school diploma or GED<sup>1</sup> and two years previous supervised work experience with young children and/or parents.
- ★ All new parent educators attend the Foundational and Model Implementation Trainings before delivering PAT; new supervisors attend at least the Model Implementation Training before supervising parent educators.

## Additional Standards

1. All parent educators have at least a bachelor's degree.
2. The affiliate has a parent educator job description that includes clearly defined qualifications and responsibilities.
3. The affiliate hires parent educators that collectively reflect the languages and cultures of the families being served.
4. The affiliate hires parent educators that possess effective communication and interpersonal skills (e.g., nonjudgmental, objective, reflective, empathic, tactful, patient).
5. The PAT supervisor is well qualified, having at least the following:
  - > At least a bachelor's degree in early childhood education, social work, health, psychology or a related field
  - > At least 5 years' experience working with families and young children
  - > Strong interpersonal skills
  - > A commitment to reflective supervision, data collection and continuous quality improvement
6. An orientation process that begins with the hiring of the parent educator and continues throughout the first year after training is in place.
7. New parent educators observe experienced parent educators deliver at least one personal visit, one group connection and one screening within their first six months after PAT training.
8. Within six months after PAT training and again at one year, new parent educators are observed conducting at least one personal visit, one screening and one group connection and provided with feedback.

<sup>1</sup> Or equivalent degree in countries outside of the United States; applies to all standards that specify a degree.



# Supervision and Professional Development



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## Essential Requirements

- ★ Each supervisor, mentor or lead parent educator is assigned no more than 12 parent educators, regardless of whether the parent educators being supervised are full-time or part-time employees. The number of parent educators assigned to the supervisor is adjusted proportionately when the supervisor is not full time.
- ★ Each month, parent educators working more than .5 FTE participate in a minimum of two hours of individual reflective supervision and a minimum of two hours of staff meetings and parent educators working .5 FTE or less participate in a minimum of one hour of reflective supervision and two hours of staff meetings.<sup>2</sup>
- ★ Parent educators obtain competency-based professional development and training and renew certification with Parents as Teachers national office annually.

## Additional Standards

1. Staff meetings cover administrative issues, and provide opportunities for review of implementation data, case discussion, peer support and skill building.
2. Individual, reflective supervision covers case discussion and provides opportunities to address at least the following:
  - > Role, ethics and boundaries
  - > Skill development and effective use of PAT curricula
  - > How to care for one's own well-being and avoid burnout
3. The PAT supervisor maintains a record of supervision with each parent educator as well as documentation of staff meetings.
4. Parent educators in their second year of employment and beyond are observed by the supervisor or lead parent educator delivering a personal visit and provided with written and verbal feedback at least annually.
5. The supervisor or lead parent educator uses the PAT Personal Visit Observation Tool<sup>3</sup> to conduct personal visit observations.
6. The supervisor observes at least 1 group connection quarterly, and reviews corresponding planning/delivery documentation and evaluations for each.<sup>4</sup>
7. Annually, parent educators self-assess and document their competencies across at least the following areas:
  - > Family support and parenting education
  - > Child and family development
  - > Human diversity within family systems
  - > Health, safety and nutrition
  - > Relationships between families and communities
8. Annually, parent educators and supervisors assess competencies and performance, and set professional development goals, documenting both the performance evaluation and professional development goals.
9. The affiliate utilizes strategies to prevent staff burnout and maximize staff retention.

<sup>2</sup>In order to support high quality services to families, this essential requirement includes supervisors who provide home visits to families as a parent educator. The content of supervision or consultative sessions for an affiliate supervisor focuses on "case review," or discussion surrounding the content/process of home visits to families.

<sup>3</sup>A different observation tool can be used as long as it addresses the items covered in the Parents as Teachers Observation Tool.

<sup>4</sup>If more than 1 parent educator leads group connections, the quarterly observations should include different parent educators.

## *Parents as Teachers Services*

**Parents as Teachers affiliates promote their services in the community, recruit eligible families, and facilitate families' ongoing participation in services. Model-certified parent educators emphasize parent-child interaction, development-centered parenting and family well-being as they deliver services to families. Family-centered assessment and goal setting accompany the model's four interrelated and integrated components: personal visits, group connections, screening and resource network. Together, these form a dynamic package of services.**

# Service Initiation and Participation



## Standards

1. The affiliate has a written recruitment plan that identifies approaches and settings in which to recruit the families it is designed to serve.<sup>5</sup>
2. Informational materials about the program give a clear picture of what families can expect from PAT services.
3. Informational materials and recruitment strategies reflect the languages and cultures of the populations to be served.
4. Assignment of families to parent educators takes into consideration several key factors, including the family's primary language and parent educator experience with particular family backgrounds and characteristics.
5. Families that must be placed on a waiting list or are not eligible for services are connected to appropriate resources at the time of intake.
6. Families not placed on a waiting list have their first foundational visit scheduled to take place no more than three weeks after the initial request for service.
7. As part of enrollment,<sup>6</sup> the parent(s) and parent educator discuss and sign a mutual participation agreement that includes explanations of at least the following:
  - > The affiliate's services
  - > Expectations for participation by the family
  - > Record keeping, data collection activities, and use of data
8. The affiliate uses strategies to encourage all caregivers in the family to participate.
9. The affiliate staff monitors personal visit and group participation rates and uses a variety of strategies to address engagement of families in services.
10. The parent educator develops a transition plan with the family prior to service completion.
11. The parent educator completes an exit record within 30 days of the family's exit from the program.

<sup>5</sup>When the affiliate participates in a centralized intake system: instead of a written internal recruitment plan, the affiliate should have documentation of how the centralized intake system operates. In addition, the affiliate is expected to make sure their eligibility criteria and services are well represented and understood by the administrators of the centralized intake system.

<sup>6</sup>A family is considered enrolled after the first visit in which a Foundational Plan is used.

# Assessment and Goal Setting



## Essential Requirements

- ★ Parent educators complete and document a family-centered assessment within 90 days of enrollment and then at least annually thereafter, using an assessment that addresses the PAT required areas.<sup>7</sup>
- ★ Parent educators develop and document goals with each family they serve.

## Additional Standards

1. Parent educators maintain a relationship-based, nonjudgmental and culturally responsive approach to conducting family-centered assessment and goal setting.
2. Parent educators have the training and support necessary to complete the family-centered assessment according to the affiliate's procedures.
3. Goals are established in partnership with families using multiple sources of information, including parents' interests and needs, family-centered assessment, and screening results.
4. Goals are established within 90 days of enrollment.
5. Goals address at least 1 of the following areas: parenting, child development, and family well-being.
6. Parent educators and parents create and document a plan to accomplish the family's goals.
7. Parent educators help families recognize and address barriers to achieving the goals they have set.
8. Parent educators and families review progress toward goals and establish new goals as needed.

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<sup>7</sup>Required areas include the following:

- > Parenting (such as parent knowledge, capacity, parenting practices, and/or parent-child relationship)
- > Family relationships and formal and informal support systems
- > Parent educational and vocational information
- > Parent general health
- > Parent/child access to medical care, including health insurance coverage
- > Adequacy and stability of income for food, clothing, and other expenses
- > Adequacy and stability of housing

The information gathered in the areas outlined above should be integrated with child screening information to gain a full understanding of the family's strengths, resources and needs.

# Personal Visits



## Essential Requirements

- ★ Families with 1 or fewer high needs characteristics receive at least 12 personal visits annually and families with 2 or more high needs characteristics receive at least 24 personal visits annually.<sup>8</sup>
- ★ Full-time first year parent educators complete no more than 48 visits per month during their first year and full-time parent educators in their second year and beyond complete no more than 60 visits per month.
- ★ Parent educators use the foundational visit plans and planning guide from the curriculum to design and deliver personal visits to families.

## Additional Standards

1. The majority of personal visits take place in the home.
2. Personal visits last approximately one hour, or 75 minutes when visiting families with multiple enrolled children.
3. Personal visits are documented no more than two workdays after the visit, using a Personal Visit Record (paper or electronic version).
4. Parent educators use the Parent Educator Resources, Toolkit and Parent Handouts from the PAT Curriculum to share research-based information with families.
5. Parent educators address all three areas of emphasis (parent-child interaction, development centered parenting and family well-being) in personal visits, including when addressing families' immediate needs or a crisis situation.
6. During each personal visit, parent educators partner, facilitate and reflect with families.
7. Parent educators individualize personal visits in response to a family's culture, languages spoken in the home, needs, interests and learning styles.
8. Parent educators discuss each child's emerging development with the parents, incorporating parent and parent educator observations.
9. Parent educators build upon and adapt to the home environment, seeking to transfer personal visit activities to daily interactions between parents and children.
10. Parent educators help families recognize and expand upon their existing strengths and protective factors.
11. Parent educators encourage families to foster literacy in the home environment.

<sup>8</sup>In order to count as a personal visit:

- > The personal visit is delivered by a model-certified parent educator.
- > At least one enrolled child is present (may be prenatal), along with at least one parent, guardian, or primary caregiver.
- > The visit is designed to include the three major areas of emphasis: parent-child interaction, development-centered parenting and family well-being.
- > Personal visits are delivered to the family unit, incorporating multiple enrolled children into one visit.

# **Group Connections**



## **Essential Requirements**

- ★ Affiliates deliver at least 12 group connections across the program year.<sup>9</sup>

## **Additional Standards**

1. The affiliate ensures that group formats and topics are suited to families' interests, needs and cultural backgrounds.
2. Across the year, group connections address all three areas of emphasis and all ages of children served.
3. Group connections are offered at times and locations convenient for family members.
4. The facilities, locations and materials used are appropriate for the format and size of the affiliate's group connections.
5. Records of the planning and delivery of group connections are maintained, using a Group Connection Planner and Record (paper or electronic version).
6. The affiliate consistently gathers feedback from family members on group connections.
7. At the beginning of each group connection, parent educators provide parents with an overview of what to expect during the group connection.
8. Parent educators establish a welcoming group connection environment.
9. Parent educators provide opportunities and experiences during group connections that help parents build social connections.
10. Parent educators provide experiences and information during group connections that promote positive parenting skills and increase parents' understanding of their role in their child's development.
11. The affiliate provides information and resources that help families extend their learning beyond the group connection.

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<sup>9</sup>To count as a group connection, the group must be staffed by at least 1 model-certified parent educator or PAT supervisor. Group connection formats include: Family Activity, Ongoing Group, Presentation, Community Event and Parent Café.

# Screening



## Essential Requirements

- ★ Screening takes place within 90 days of enrollment for children 4 months or older and then at least annually thereafter (infants enrolled prior to 4 months of age are screened prior to 7 months of age). A complete screening includes developmental screening using PAT-approved screening tools, along with completion of a health review that includes a record of hearing, vision, and general health status. Developmental domains that require screening include language, intellectual, social-emotional, and motor development.<sup>10</sup>

## Additional Standards

1. Parent educators monitor and record children's achievement of developmental milestones, using the PAT Milestones.
2. The affiliate has procedures for child screening, rescreening and referral.
3. The affiliate conducts hearing screening using Otoacoustic Emissions Testing (OAE).
4. Screening is conducted with sensitivity to languages spoken in the home and the family's cultural background.
5. Screening incorporates parent observations of the child.
6. Prior to screening, parents receive information about the purpose of screening, along with what they can expect during and following the screening of their child.
7. Parent educators share parenting strategies and parent child activities tied to developmental screening results.
8. Parents receive verbal and written summaries of all developmental screening results.
9. Completed screening results are maintained as part of the family file.
10. When indicated by screening results, parent educators make and document recommendations for further assessment.
11. Parent educators help parents address concerns and barriers in following through on further assessment as needed.

<sup>10</sup> If any screening services are contracted out, the contractor's processes need to be consistent with PAT screening standards.

# Resource Network



## Essential Requirements

★ Parent educators connect families to resources that help them reach their goals and address their needs.<sup>11</sup>

## Additional Standards

1. The affiliate identifies the community resources needed by the families it serves.
2. The affiliate has Memorandums of Understanding and clear points of contact with community resources.
3. An up-to-date resource network directory is available, covering at least the following resources:
  - > Medical care
  - > Mental health care
  - > Social services
  - > Educational services
4. Parent educators are well-informed about how families can access resources.
5. Written permission to exchange information is obtained from families prior to contact with other resources and providers.
6. Parent educators consult with other organizations serving the family in order to coordinate services and optimally support the family.
7. Parent educators take language and culture into consideration when connecting families to resources.
8. Parent educators help families prepare for connecting with a resource.
9. Parent educators follow up with families about the outcome of recommended resource connections, addressing barriers as applicable.
10. Parent educators document resource connections and follow-up in the family file.
11. Families are asked for feedback regarding their experiences with recommended resources.

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<sup>11</sup> Connect” is defined as: giving detailed information to the parent(s) about specific medical and dental health, mental health, education, social service, recreational and enrichment resources in the community or recommending that the family get a specific assessment or service. As part of connecting families, the parent educator needs to help the family prepare to access the resource (e.g. providing a contact person, reviewing paperwork to bring, discussing transportation, exploring possible barriers to accessing the resource, etc.).

# \* Appendix A: Essential Requirements



Essential Requirements	Measurement Criteria
<p>1. Affiliates provide at least two years of services to families with children between prenatal and kindergarten entry.</p>	<p>Your affiliate is designed to provide at least two years of services to families with children between prenatal and kindergarten entry.</p>
<p>2. The minimum qualifications for parent educators are a high school diploma or GED and two years previous supervised work experience with young children and/or parents.</p>	<p>100% of your affiliate's parent educators (PEs) have at least a high school diploma, GED or equivalent degree in countries outside the US.</p>
<p>3. Each affiliate has an advisory committee that meets at least every 6 months (can be part of a larger committee, community network or coalition as long as the group includes a regular focus on the Parents as Teachers affiliate).</p>	<p>Your affiliate conducted at least 2 advisory committee meetings during the program year covered by the most recent APR.</p>
<p>4. Each month, parent educators working more than .5 FTE participate in a minimum of two hours of individual reflective supervision and a minimum of two hours of staff meetings and parent educators working .5 FTE or less participate in a minimum of one hour of reflective supervision and two hours of staff meetings.</p> <p>&gt; <i>In order to support high quality services to families, this requirement includes supervisors who carry a caseload.</i></p>	<p>100% of parent educators working more than .5 FTE who were employed the full program year received at least 18 hours of reflective supervision during the program year covered by the most recent APR.</p> <p>100% of parent educators working .5 FTE or less who were employed the full program year received at least 9 hours of reflective supervision during the program year covered by the most recent APR.</p> <p>At least 18 hours of staff meetings occurred during the program year covered by the most recent APR.</p>
<p>5. Each supervisor, mentor or lead parent educator is assigned no more than 12 parent educators, regardless of whether the parent educators are full-time or part-time employees.</p> <p>&gt; <i>The number of parent educators assigned to the supervisor is adjusted proportionately when the supervisor is not full-time. For example, a .75 FTE supervisor would have a maximum of 9 PEs; a .5 FTE supervisor would have a maximum of 6 PEs; a .25 FTE supervisor would have a maximum of 3 PEs.</i></p>	<p>100% of your affiliate's 1.0 FTE supervisors are assigned a maximum of 12 PEs.</p>
<p>6. All new parent educators in an organization who will deliver Parents as Teachers services to families attend the Foundational and Model Implementation Trainings before delivering Parents as Teachers; new supervisors attend at least the Model Implementation Training.</p>	<p>100% of PEs and supervisors have attended the required PAT trainings.</p>



Essential Requirements	Measurement Criteria
<p>7. Parent educators obtain competency-based professional development and training and renew certification with the national office annually.</p>	<p>100% of model affiliate PEs are up to date with their certification.</p>
<p>8. Parent educators complete and document a family-centered assessment within 90 days of enrollment and then at least annually thereafter, using an assessment that addresses the Parent as Teachers required areas.</p>	<p>At least 60% of families enrolled more than 90 days had an initial family-centered assessment completed within 90 days of enrollment during the program year covered by the most recent APR.</p>
	<p>At least 60% of families that received at least 1 personal visit had a family-centered assessment completed in the program year covered by the most recent APR.</p>
<p>9. Parent educators develop and document goals with each family they serve.</p>	<p>At least 60% of the families that received at least 1 personal visit had at least 1 documented goal during the program year covered by the most recent APR.</p>
<p>10. Parent educators use the foundational visit plans and planning guide from the curriculum to design and deliver personal visits to families.</p>	<p>PEs consistently use the foundational visit plans and planning guide from the curriculum to design and deliver visits to families.</p>
<p>11. Families with 1 or fewer high needs characteristics receive at least 12 personal visits annually and families with 2 or more high needs characteristics receive at least 24 personal visits annually.</p>	<p>At least 60% of families with 1 or fewer high needs received at least 75% of the required number of visits in the program year covered by the most recent APR.</p>
	<p>At least 60% of families with 2 or more high needs receive at least 75% of the required number of visits in the program year covered by the most recent APR.</p>
<p>12. Full-time 1st year parent educators complete no more than 48 visits per month during their first year and full-time parent educators in their 2nd year and beyond complete no more than 60 visits per month.</p> <p>&gt; <i>The number of visits completed monthly is adjusted proportionately when a parent educator is part time. In addition, a number of factors need to be considered when establishing the maximum number of visits completed monthly, including parent educators' total responsibilities, travel time for visits, data collection responsibilities and program supports.</i></p>	<p>Full time 1st year PEs complete no more than 48 visits per month in the program year covered by the most recent APR.</p>
	<p>Full time PEs in their 2nd year and beyond complete no more than 60 visits per month in the program year covered by the most recent APR.</p>



Essential Requirements	Measurement Criteria
<p><b>13.</b> Affiliates deliver at least 12 group connections across the program year.</p>	<p>Your affiliate delivered at least 9 of the 12 (75%) required group connections in the program year covered by the most recent APR.</p>
<p><b>14.</b> Screening takes place within 90 days of enrollment for children 4 months or older and then at least annually thereafter (infants enrolled prior to 4 months of age are screened prior to 7 months of age). A complete screening includes developmental screening using PAT approved screening tools, along with completion of a health review that includes a record of hearing, vision, and general health status. Developmental domains that require screening include language, intellectual, social-emotional &amp; motor development.</p>	<p>At least 60% of the children enrolled at age 4 months or older had a complete initial screening within 90 days of enrollment in the program year covered by the most recent APR.</p>
	<p>At least 60% of the of children enrolled prior to age 4 months and who reached 7 months of age before the end of the program year had a complete initial screening prior to 7 months of age in the program year covered by the most recent APR.</p>
	<p>At least 60% of children received a complete screening in the program year covered by the most recent APR.</p>
<p><b>15.</b> Parent educators connect families to resources that help them reach their goals and address their needs.</p>	<p>At least 60% of families that received at least 1 personal visit were connected by their PE to at least 1 community resource in the program year covered by the most recent APR.</p>
<p><b>16.</b> At least annually, the affiliate gathers and summarizes feedback from families about the services they've received, using the results for program improvement.</p>	<p>Your affiliate gathered and summarized feedback from families about the services they have received at least once during the program year covered by the most recent APR and used the results for program improvement.</p>
<p><b>17.</b> The affiliate annually reports data on service delivery and program implementation through the APR; affiliates use data in an ongoing way for purposes of continuous quality improvement.</p>	<p>Your affiliate submitted the most recent APR.</p>

# \* Portfolio of Fidelity and Quality Resources



The PAT Quality Standards are part of a portfolio of resources developed by the national center to help ensure that Parents as Teachers model affiliates are providing high quality early childhood home visiting services. This portfolio includes resources to guide model replication and tools for ongoing monitoring of fidelity and quality.

## Resources to Guide Parents as Teachers Model Replication<sup>12</sup>

<b>Logic Model</b>	<ul style="list-style-type: none"> <li>&gt; Provides a simplified, visual description of the theory of change and shows how the model is designed to achieve desired outcomes</li> </ul>
<b>Essential Requirements</b>	<ul style="list-style-type: none"> <li>&gt; Outlines the programmatic expectations for model fidelity</li> <li>&gt; Includes 17 requirements that cover organizational design, training and professional development, PAT services, and evaluation and continuous quality improvement</li> </ul>
<b>Quality Standards</b>	<ul style="list-style-type: none"> <li>&gt; Guide initial and ongoing implementation of the model and form the basis of quality endorsement</li> <li>&gt; Comprised of the essential requirements, along with 100 additional standards</li> </ul>
<b>Quality Assurance Guidelines</b>	<ul style="list-style-type: none"> <li>&gt; Provide detailed guidelines on how to design, develop and implement PAT services</li> <li>&gt; Reviewed prior to completing the Readiness Reflection and Affiliate Plan</li> </ul>
<b>Readiness Reflection</b>	<ul style="list-style-type: none"> <li>&gt; Provides an opportunity for reflection about organizational capacity, staffing and community needs and relationships</li> <li>&gt; Completed prior to developing an Affiliate Plan</li> </ul>
<b>Affiliate Plan</b>	<ul style="list-style-type: none"> <li>&gt; Helps organizations design their affiliate and demonstrate how they will fulfill the essential requirements, using a logic model format</li> <li>&gt; Approval required prior to becoming a new model affiliate</li> </ul>
<b>Model Implementation Guide</b>	<ul style="list-style-type: none"> <li>&gt; Expands upon the Quality Assurance Guidelines and provides additional implementation strategies and evidence-based practices</li> <li>&gt; Included only with Model Implementation Training</li> </ul>

<sup>12</sup>Except for the Model Implementation Guide, all of the above resources can be found on the PAT website.



## Tools for Ongoing Monitoring of Fidelity and Quality<sup>13</sup>

<b>Affiliate Quality Assurance Blueprint</b>	<ul style="list-style-type: none"> <li>&gt; Describes necessary quality assurance activities, along with who completes the activities and at what frequency</li> <li>&gt; Functions as an ongoing tracking tool, helping the supervisor monitor fidelity and implementation quality</li> </ul>
<b>Personal Visit Observation Tool</b>	<ul style="list-style-type: none"> <li>&gt; Provides a guided, structured tool to assess and record specific content and delivery of a Parents as Teachers personal visit</li> <li>&gt; Completed at least annually for each parent educator; more often for new parent educators</li> </ul>
<b>Group Connection Observation Tool</b>	<ul style="list-style-type: none"> <li>&gt; Provides a structured tool to assess and record specific content and delivery of a Parents as Teachers group connection</li> <li>&gt; Completed at least quarterly</li> </ul>
<b>Family File Review Tool</b>	<ul style="list-style-type: none"> <li>&gt; Outlines specific items and content that should be in a family file</li> <li>&gt; Used to conduct file reviews at least quarterly</li> </ul>
<b>Affiliate Performance Report (APR)</b>	<ul style="list-style-type: none"> <li>&gt; Collects descriptive information about affiliates' design and services, along with performance data</li> <li>&gt; Submitted online annually</li> </ul>
<b>Performance Measures Report (PMR)</b>	<ul style="list-style-type: none"> <li>&gt; Provides specific indicators of performance using the affiliate's APR data</li> <li>&gt; Affiliates run the PMR at least annually to help understand and continually improve their fidelity of implementation and service delivery</li> </ul>
<b>Quality Endorsement Manual</b>	<ul style="list-style-type: none"> <li>&gt; Provides guidelines for completing the affiliate self-study and quality endorsement process</li> <li>&gt; Affiliates engage in the quality endorsement process in their 4th year of implementation and every 5 years thereafter</li> </ul>

<sup>13</sup>The above tools can be accessed via the online Quality Assurance Handbook located in the ebusiness portal.