



Parents as Teachers

2011 Essential Requirements for Affiliates

Beginning in January 2011, the following essential requirements¹ must be in place prior to becoming a new Parents as Teachers affiliate. Existing affiliates with initial affiliation dates prior to January 1, 2011 will be expected to comply with the essential requirements by July 2014 in order to maintain their Parents as Teachers affiliation.

Affiliates will annually report data on service delivery, program implementation, and compliance with the model replication requirements through the Affiliate Performance Report², a Web-based reporting system. Timely reporting requires that the Affiliate Performance Report be completed by July 15, but no later than July 31. Therefore, Parents as Teachers recommends (but does not require) that affiliates define a program year as July 1- June 30. The system is open for data entry beginning May 1 of each year³.

In addition, ongoing affiliation requires that affiliates engage in regular program self-assessment. However, all affiliates (new and existing) should first focus on compliance with the essential requirements outlined in this table. Note that the existing Parents as Teachers quality standards and accompanying self-assessment guidelines will be revised as of July, 2011 so that they are more clearly aligned with the essential requirements and new data reporting expectations.

Compliance with the requirements established in this document signifies that the Parents as Teachers affiliate can remain an affiliate with approval to implement the Parents as Teachers model.

Areas	Essential Requirements (<i>the specific requirements are italicized</i>)
Parent Educator Educational Background and Experience	We recommend that parent educators have at least a bachelor's or four-year degree in early childhood or a related field. However, it is also acceptable for parent educators to have a two-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 two years' previous supervised work experience with young children and/or parents.</i>
Duration of services	For greatest impact, most Parents as Teachers affiliates provide three plus years of service. <i>It is essential that Parents as Teachers affiliates provide at least two 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 two 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. <i>It is essential that programs operate all 12 months of the year.</i> It is understood that Parents as Teachers affiliates based in school districts may be limited to 10 months of full operation. In order to maintain needed services, Parents as Teachers affiliates based in school districts should provide personal visits to a portion of families year

¹ Previously referred to as "minimum requirements"

² Previously referred to as the "Annual Program Report"

³ New affiliates with parent educators trained before May 1st must complete the Affiliate Performance Report that year.

Areas	Essential Requirements (<i>the specific requirements are italicized</i>)
	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.
Assessment & Goal Setting	<i>It is essential that parent educators complete and document a 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.
Personal Visits	<p><i>It is essential that at each visit, parent educators focus their work with families on parent-child interaction, development-centered parenting, 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 with greater needs, also spread out over the course of a year.</i></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. 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 and documentation of a personal visit; this translates into no more than 48 visits per month during the first year.</i> Please note that the term “full-time” is based upon 40 hours of employment weekly. Parent educators should complete visits proportional to the percent of their employment.</p>
Group Connections ⁴	<p><i>It is essential that affiliates deliver monthly group connections focused on parent-child interaction, development-centered parenting, and family well-being across the program year.</i></p> <p><i>It is essential that a certified parent educator or the Parents as Teachers supervisor be present at each group connection.</i></p>
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 approved screening tools and methods have been updated and can be found at www.parentsasteachers.org .
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.
Supervision	<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.</i> This maximum number of supervisees is based on a full time supervisor/mentor/lead parent educator and should be less if the

⁴Previously referred to as “Group Meetings”

Areas	Essential Requirements <i>(the specific requirements are italicized)</i>
	<p>supervisor/mentor/lead parent educator is not full time.</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>
Professional Development	<p><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:</p> <ul style="list-style-type: none"> – 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
Advisory Committee	<p><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 advisory committee must meet at least every 6 months, although the preferred frequency is quarterly or more frequently.</i></p>
Evaluation	<p>Affiliates must plan for evaluation of program implementation and outcomes. <i>It is essential that your affiliate collect and annually report 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 is the preferred method for data collection.</p> <p><i>It is essential that affiliates gather and summarize annual parent satisfaction surveys and solicit regular feedback from parents about all model components.</i></p>
Additional Requirement for New Affiliates	
Funding	<p>While it is preferable for an organization to come in with three or more years of funding in place for Parents as Teachers, <i>a minimum of two years' funding is essential for major sources of funding.</i> Parents as Teachers recognizes that many funding sources must be renewed annually. This is acceptable for the minimum funding requirement and distinguished from a funding source that is designed for one year only. There are no minimum funding requirements for existing affiliates.</p>
Training Requirements	
New Affiliates	Existing Affiliates
<p><i>After completing and receiving approval for the Affiliate Plan, all new parent educators in an 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><i>Parent educators certified prior to January 1, 2011, who are with an existing program must attend Foundational Training and a model implementation retraining by July, 2014. Supervisors with an existing program must attend a model implementation retraining by July, 2014. New parent educators hired by an existing program (affiliated prior to January 1, 2011) must attend the Foundational and Model Implementation Trainings before delivering Parents as Teachers, while new supervisors must attend Model Implementation Training.</i></p>
Materials Requirements	
<p>Your organization will acknowledge use of the Parents as Teachers curriculum and training in dissemination materials and evaluations.</p>	
<p>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.</p>	
<p>Your organization agrees to follow the standard guidelines regarding credit, trademark and logo use established by Parents as Teachers.</p>	