



Parents as Teachers®

Quality Endorsement and Improvement Manual

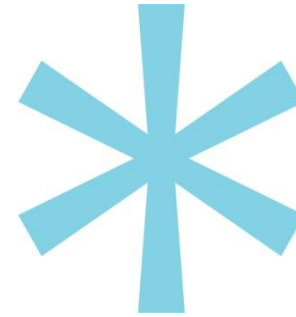




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Welcome to the Quality Endorsement and Improvement Process Manual

The Parents as Teachers Quality Endorsement and Improvement Process helps ensure that Parents as Teachers affiliates are achieving fidelity to the Parents as Teachers model and facilitates continuous quality improvement.

Programs that earn the Quality Endorsement are recognized by the national Parents as Teachers office as exemplary blue ribbon affiliates, as a result of delivering high quality services to children and families. Endorsed affiliates are recognized at the Parents as Teachers National Conference and receive a certificate, logo and publicity packet to promote this achievement with the families and communities they serve.

- Endorsement provides assurance to funders, community groups and participants that your affiliate is a wise investment.
- Endorsement helps your affiliate maintain and strengthen your role in the community you serve.
- Endorsement demonstrates that your affiliate is committed to continuously improving the quality of the services you provide to children and families.
- Endorsement offers additional national recognition, as a high-achieving member in the field of early childhood learning and parent engagement.

¹ This applies only to parent educators in their 2nd year and beyond. Parent educators in their 1st year can earn up to half the required hours.

As an added benefit, participation in the Quality Endorsement and Improvement Process earns parent educators the professional development hours required for the following year's certification renewal.¹

Parents as Teachers affiliates are required to engage in the Quality Endorsement and Improvement Process in their fourth year of implementation² and every five years thereafter.

Each July, a group of Parents as Teachers affiliates in their fourth year of implementation or beyond begin the Quality Endorsement and Improvement Process. This group is referred to as a cohort. There are five cohorts, so each affiliate is assigned to be in one of those cohorts.

Each January, the national office will identify and notify the upcoming cohort of affiliates for the Quality Endorsement and Improvement Process.

² Fourth year of implementation is defined as being an affiliate for at least three full program years (July 1 – June 30). Affiliates in their third year of implementation (those that have been an affiliate for at least two full program years) that would like to go through the Quality Endorsement and Improvement Process are able to do so upon request by contacting the Research and Quality department.



This manual provides an overview of the three steps involved in completing the Quality Endorsement and Improvement Process, along with detailed instructions for how to prepare the Affiliate Self-Study (step two in the process).

The Parents as Teachers Essential Requirements and Quality Standards form the basis for Quality Endorsement of Parents as Teachers affiliates. The Essential Requirements and Quality Standards are divided into three main areas and ten sections (outlined below).

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

The Quality Endorsement and Improvement Process has three main steps:

- 1) Analysis by the national office of how well the affiliate is meeting the Essential Requirements**
- 2) Preparation of the Affiliate Self-Study by the affiliate**
- 3) Review and confirmation of the Affiliate Self-Study by the national office**

To earn the Quality Endorsement, affiliates must meet or exceed the Essential Requirements, along with at least 75 of the 100 Quality Standards. It is also expected that the affiliate adhere to additional organizational policies/procedures and applicable licensing, regulation and funder requirements.

Once earned, the Quality Endorsement is valid for five years as long as the affiliate continues to submit the Affiliate Performance Report (APR), meet the Essential Requirements, pay the affiliate fee, and renew parent educators annually.

Quality Endorsement and Improvement Process Video Series

In addition to this manual, there is a five video series available on the ebiz portal that explains the Quality Endorsement and Improvement Process in detail. There are also companion materials that accompany the videos that affiliates can use as they prepare to go through the process.

Please feel free to use these in staff meetings for training purposes, and advisory committee meetings to explain what your affiliate will be doing. Funders or other stakeholders may also be interested in the videos.

Step 1: The Essential Requirements Review

As the first step in the Quality Endorsement and Improvement Process, Parents as Teachers National Center reviews how the affiliate is performing on the Essential Requirements.

All affiliates engaged in the Quality Endorsement and Improvement Process receive an Essential Requirements Review. To receive the Essential Requirements Review, the affiliate submits the APR by August 15th. Parents as Teachers national center representatives review the affiliate's Performance Measures Report, to assess whether each of the Essential Requirements is met³.

It is important to note that the information an affiliate provides on the APR may be further validated through the Self-Study review process (step three). If information emerges during the review of the Affiliate Self-Study that contradicts data submitted through the affiliate's APR, Quality Endorsement may be withheld. Therefore, it is critical that the affiliate supervisor ensures the data submitted on the APR is accurate.

The Essential Requirements Review occurs in the summer after an affiliate submits its APR. Affiliates will receive an Essential Requirements Review notification letter by the end of September that confirms the number of Essential Requirements the affiliate met.

Fidelity is demonstrated when an affiliate meets or exceeds the minimum levels that the national center has established for each Essential Requirement (see table 1 on pages 15-17). Affiliates that meet or exceed the minimum levels for all of the Essential Requirements continue to step two of the process.

An affiliate that is below the minimum level on one or more of the Essential Requirements:

- develops an Essential Requirements Success Plan (see Appendix B) with assistance from the Implementation Support department at the national office or regional technical assistance providers and moves to provisional affiliate status
- pauses the Quality Endorsement and Improvement Process at that point and implements the Essential Requirements Success Plan for the remainder of the program year.

The following summer, the national center completes the Essential Requirements Review again. If the affiliate meets all of the Essential Requirements at or above the minimum levels the second time through the Essential Requirements Review, it regains model affiliate status and proceeds to step two, the Affiliate Self-Study. In this scenario, if the affiliate earns the Blue Ribbon, it will be good for four years.

If the affiliate does not meet all of the Essential Requirements the second time through, the affiliate refines and continues to implement its Essential Requirements Success Plan with support from the Implementation Support department. In this scenario, the affiliate begins the Quality Endorsement and Improvement Process again three years later.

³ Parents as Teachers is transitioning to updated Essential Requirements. Please see Appendix A for a table that outlines the timeline for these updates.



Step 2: The Affiliate Self-Study

Through the Affiliate Self-Study, affiliates illustrate how they meet the Quality Standards, identifying strengths and making improvements along the way.

Affiliates that met all Essential Requirements move forward to complete the Affiliate Self-Study. The Affiliate Self-Study is submitted online via the Affiliate Self-Study Web Survey. The link to the Affiliate Self-Study Web Survey is sent to the affiliate supervisor in October.

Affiliate staff should use the Self-Study Guide in table 2 on pages 19-59 to prepare the information needed for the Affiliate Self-Study Web-Survey. As outlined in the Self-Study Guide, affiliates answer questions, upload requested documents, and/or populate tables for each standard they rate as met.

To determine if an affiliate meets a standard, the supervisor needs to closely review the information described in the Self-Study Guide under “What Meets the Standard.” If the affiliate is not yet meeting a standard but can put procedures and practices into place that enable staff to meet the standard, the affiliate is encouraged to do so. However, it is important to note that new policies, procedures and protocols must be developed, trained on and implemented at least three months before the Affiliate Self-Study is submitted.

Affiliates have six months to complete the Affiliate Self-Study (October 1 through March 31). The Affiliate Self-Study is due by April 1. Late submissions cannot be accepted. If an affiliate fails to submit the Affiliate Self-Study by April 1, it will be moved to the status of a provisional affiliate and repeat the process the next year, starting with the Essential Requirements Review. In this scenario, if the affiliate earns

the Quality Endorsement the second time through, it will be good for four years.

The national office has developed a number of resources to help affiliates understand and implement the Quality Standards. Please see Appendix C for a table that outlines these resources.

Affiliates that are accredited or monitored through one of the following entities have the opportunity to complete a modified Affiliate Self-Study. If this applies to your PAT affiliate, please contact the Manager of Quality and Improvement for more information.

- > Council on Accreditation (COA)
- > Commission on Accreditation of Rehabilitation Facilities (CARF)

Preparing the Affiliate Self-Study: Five Key Tasks

Task 1: Become familiar with the Self-Study Guide and introduce the process to staff

The affiliate supervisor should closely review the Self-Study Guide and determine who will coordinate the Affiliate Self-Study. Typically, the supervisor coordinates the Affiliate Self-Study process, but a lead parent educator could also do this.

The supervisor also needs to determine who will be involved in preparing the Affiliate Self-Study. The supervisor can prepare the areas of (1) Organizational Supports and Continuous Quality Improvement and (2) Staff Competence on his/her own or choose to involve other staff. At



a minimum, parent educators are expected to be involved in the third area of the Affiliate Self-Study, Parents as Teachers Services. Affiliates with a large number of staff can choose to divide parent educators into teams and assign each team a section to complete.

Lastly, the Affiliate Self-Study process needs to be introduced to the staff. Often, the supervisor explains the Affiliate Self-Study, shows one or more of the Quality Endorsement and Improvement videos, and shares the Quality Endorsement and Improvement Manual during a staff meeting.

Task 2: Locate specified documents, prepare responses to the Affiliate Self-Study questions, and gather data needed for the information tables

The time period for the majority of the information and documents you will provide in your Affiliate Self-Study is the calendar year (January to December) in which you began the Quality Endorsement and Improvement Process. The reason for this is so affiliates can make improvements and represent current practice. In order to meet standards pertaining to policies, procedures and protocols, they must be developed, trained on and in use at least three months before the Self-Study is submitted (by January 1).

Example

For programs that began the Quality Endorsement and Improvement Process in July 2015, the majority of information and documentation provided in the Affiliate Self-Study is for calendar year 2015.

Documents: It is understood that there may be documents requested in the Affiliate Self-Study that your affiliate does not have. First, locate all the documents your affiliate already has in place (see Appendix D for a list of all the documents you will be asked to upload). Then, identify the items that you will develop and implement before or during the Affiliate Self-Study process. Remember that new policies, procedures and protocols must be developed and in use at least three months before the Self-Study is submitted. Make sure that the documents you provide address the criteria described in the Self-Study Guide under “What Meets the Standard.”

All policies, procedures and protocols must include a title and date (month and year) marking when they went into effect. If a document does not have a title and full date, it cannot be counted toward the standard. If you have documents in a paper format only, you will need to scan them into a computer in order to upload them to the Affiliate Self-Study Web Survey. *It is very important to ensure that family level identifying information is not visible on anything that is uploaded.*

You only need to upload a particular document once. If you want to reference it as evidence for another standard, you must clearly indicate the title of the document, page number(s) you are referencing in the document (if the document has more than one page) and the section and number of the specific standard for which it was previously uploaded. For example: *Intake and Enrollment Policy and Procedure, page 7 in Infrastructure and Leadership standard #6.*



It is to your advantage to make it as easy as possible for the reviewer to locate your documents in the Self-Study. If you choose to reference a document that was already uploaded, be sure to clearly indicate where the reviewer can find the document and include the exact page number within the document if there are multiple pages.

Questions: It is important that you provide clear and comprehensive responses that directly answer the questions in the Affiliate Self-Study Web Survey. Depending on the standard, you may need to provide a description of your program’s activities or an explanation of how something is done in your program. Make sure to address all of the criteria described in the Self-Study Guide under “What Meets the Standard.”

Information tables: For some standards, you are asked to enter information into tables. The information tables are presented in the Self-Study Guide as they will appear in the Affiliate Self-Study Web Survey for the corresponding standards.

Task 3: Conduct file reviews

Family files help demonstrate that the Parents as Teachers Quality Standards, as well as your program’s procedures, are being implemented as outlined. Therefore, affiliates must include completed file reviews with their Affiliate Self-Study, and must use the results of these file reviews to determine whether certain standards are met.

Many affiliate supervisors already complete regular file reviews. For the file reviews completed for the Affiliate Self-Study, it is required that you use the Parents as Teachers Family File Review Tool (located in the Model Implementation Library).

Thirteen of the Quality Standards are fully or partially assessed based on the results of the file review (nine are assessed based on the review of the overall file and four are assessed based on the personal visit records (PVR) that are reviewed within each file). To rate these standards as met, two-thirds of the files or PVRs that you review will need to contain documentation that shows the standard is being implemented.

The number of file reviews your program needs to complete for the Affiliate Self-Study depends on the size of your program. Within each file reviewed, six randomly selected PVRs must be reviewed. Files should be selected only from families that have been enrolled in your program for at least 90 days and have had at least six personal visits.

Please see following table to determine the number of file reviews your affiliate needs to complete.

# of parent educators	# of file reviews that must be submitted	# of family files that must be in compliance to meet certain standards	OR	# of PVRs to be in compliance to meet certain standards
1-3	3	at least 2 out of the 3 files reviewed		at least 12 out of the 18 PVRs reviewed
4-6	6	at least 4 out of the 6 files reviewed		at least 24 out of the 36 PVRs reviewed
7 or more	9	at least 6 out of the 9 files reviewed		at least 36 out of the 54 PVRs reviewed

Note: For the Quality Standards fully or partially assessed based on the file review, affiliates that receive the in-depth review must be in compliance with at least two-thirds of the files/PVRs they review themselves AND at least two-thirds of the files/PVRs reviewed by the Parents as Teachers national center staff.



You will upload the required number of completed PAT File Review Tools into the Affiliate Self-Study Web Survey. Be sure that the files reviewed are representative of the entire staff (each staff member should have at least one file reviewed, unless there are over nine parent educators, in which case do your best to select a representative sample).

If an affiliate does not upload the required number of file reviews (outlined in the table above), the Self-Study will be considered incomplete and the affiliate will be required to repeat the Quality Endorsement and Improvement process.

Task 4: Rate the standards

After answering the questions, pulling together the documents, filling in the information tables, and completing the file reviews, you will indicate whether your program is or is not meeting each Quality Standard by checking yes or no. Before checking yes, ensure that your program meets all the criteria specified in “What Meets the Standard.”

If your program does not meet certain Quality Standards, you will rate these Quality Standards as “not met” and do not need to answer the questions or upload the documents that pertain to these particular Quality Standards.

When a program checks “yes” that it is meeting a Quality Standard, an outside reviewer should be able to confirm this without difficulty. Therefore, if you indicate that your program is meeting a Quality Standard, it is important that you provide the specified evidence to support this.

Task 5: Complete and submit the Affiliate Self-Study Web Survey

The Affiliate Self-Study Web Survey is divided into ten sections, with each section having its own ‘tab’.

- It is recommended that you type narrative responses in a Word document and save that to your computer and then copy and paste those into the Affiliate Self-Study Web Survey. This way your answers are backed up.

You can prepare the answers, documentation and information for a section of the Quality Standards at a time and then complete the corresponding section of the Affiliate Self-Study Web Survey or wait and prepare the answers, documentation and information for all the sections, completing all ten sections of the Affiliate Self-Study Web Survey at one time.

When you are ready, you will enter answers to the questions, upload documents, fill in the tables, and rate each Quality Standard in the Affiliate Self-Study Web Survey. Once the survey is complete, you will click the ‘submit’ tab of the online Self-Study and then click on the link to download a pdf copy of your Affiliate Self-Study. Save a copy of your Affiliate Self-Study for your records. Then click the submit button.

Please see Appendix E for technology tips for completing the Affiliate Self-Study Web Survey.



Summary of the Step 2 Tasks:

- Become familiar with the manual & introduce the process to staff**
- Locate documents, prepare responses & gather data**
- Conduct file reviews**
- Rate the standards**
- Complete & submit the Affiliate Self-Study Web Survey**



Step 3: Review and Corroboration of the Affiliate Self-Study

To earn the Blue Ribbon, affiliates must meet or exceed the minimum levels for all Essential Requirements, and at least 75 of the Quality Standards.

Once all the Affiliate Self-Studies have been submitted (by April 1), Parents as Teachers national center staff identifies those in which affiliates rated at least 75% of the Quality Standards as met. Parents as Teachers national center then selects a percentage of these Affiliate Self-Studies for in-depth review.

The affiliates that are selected for the in-depth review receive a thorough analysis of their Affiliate Self-Study, supply three randomly selected family files to the Parents as Teachers national center for review (see information in the right column), and participate in interviews to corroborate the information supplied in the Affiliate Self-Study. Interviews take place with the supervisor(s), parent educator(s), advisory committee members, and technical assistance consultant or state leader.

The national office staff conducts an administrative review of the Affiliate Self-Studies not selected for in-depth review to ensure sufficient evidence is supplied for the Quality Standards the affiliate rated as met. In this administrative review, the national office reviewer reviews the supporting information and documentation that has been provided for each standard the affiliate rated as met.

Both the in-depth and administrative reviews take place between April and September, with results provided to the participating affiliates in October.

Preparing and Submitting Family Files

Although not all affiliates will be selected for in-depth review, all affiliates must be prepared to submit family files in early April. Therefore, by the end of March, all affiliates need to obtain families' permission for file reviews. Affiliates should present the opportunity to have their file reviewed to all enrolled families. Families are not required to give their permission to be a part of the family file review, and should not be persuaded by the affiliate to be included if they do not wish to be a part of the pool.

There are two ways an affiliate can obtain permission for file reviews.

1. Use the PAT Participation Agreement and Consent for Services document that addresses consent for file reviews. OR
2. Use the File Review Permission form (see Appendix F).

All affiliates will upload the Record Review Selection Form to the Affiliate Self-Study (see Appendix G). The national center will use this form to randomly select three files for review for the affiliates selected for in-depth review. These affiliates will be notified of which files were selected in early April. Once notified, the affiliate has one week to submit the family files to the national center.

The affiliate has three options for submitting the family files.

1. Mail photocopies of the files via UPS or FedEx with signature receipt.
2. Send them electronically via Dropbox.
3. Allow a national center reviewer access to the database and submit remaining file contents via mail or Dropbox.



See Appendix H for the required family file contents and more information about the three options for submitting the family files.

When the in-depth or administrative review confirms an affiliate is meeting at least 75 of the 100 standards (along with the Essential Requirements), the affiliate is eligible to receive the endorsement.

As the last step before awarding the Quality Endorsement in October to affiliates that had both a successful Essential Requirements Review and in-depth or administrative review, the Parents as Teachers national center staff will review the affiliate's most recent APR to determine that it is continuing to meet the Essential Requirements at or above minimum levels. If the affiliate's data indicates that the affiliate continues to meet all the Essential Requirements at or above minimum levels, the affiliate will earn the quality endorsement and be recognized as a Blue Ribbon Affiliate. If the affiliate's data indicates that the affiliate was below the minimum level for one or more of the Essential Requirements in the past year, the affiliate will be expected to complete and submit an Essential Requirements Success Plan to the national office within one month of receiving the report. The affiliate will have a status of Provisional Affiliate at that point. If the affiliate's subsequent APR data indicates that the affiliate met all the Essential Requirements at or above minimum levels in the past year, the affiliate can earn the quality endorsement at that time, and it will be good for four years.

Affiliates that participate in the in-depth review and affiliates that receive an administrative review will be notified of their endorsement at

the same time, in October. Affiliates that went through the in-depth review receive a detailed report from the national office outlining strengths and recommendations. Affiliates that did not receive the in-depth review will receive a brief report that confirms the number of Quality Standards met.

Once earned, the affiliate status is changed to Blue Ribbon Affiliate. Quality Endorsement is valid for up to five years as long as the affiliate continues to submit the APR, meet the Essential Requirements, renew parent educators and pay the affiliate fee.

Meeting less than 75% of the Quality Standards

Affiliates that are meeting the Essential Requirements at or above minimum levels but either self-rate or have a national center review that indicates they met less than 75% of the Quality Standards will maintain their model affiliate status and can complete a Quality Standards Success Plan (Appendix I) with support from the Implementation Support department at the national Parents as Teachers and/or their PAT State Office.

If between 65% and 74% of the Quality Standards were rated as met, the affiliate has the opportunity to work the Success Plan and earn the Quality Endorsement within the program year if the Success Plan goals are met. If less than 65% of the Quality Standards were rated as met, the affiliate can choose to repeat the process the following year.



Response Process

If the affiliate believes there is inaccurate or incomplete information in either the Essential Requirements Review Report or Final Quality Endorsement Report, it can respond in writing to the Research and Quality department at Parents as Teachers national office, using the form provided in Appendix J. The affiliate's response must be received within 30 days of the report date.

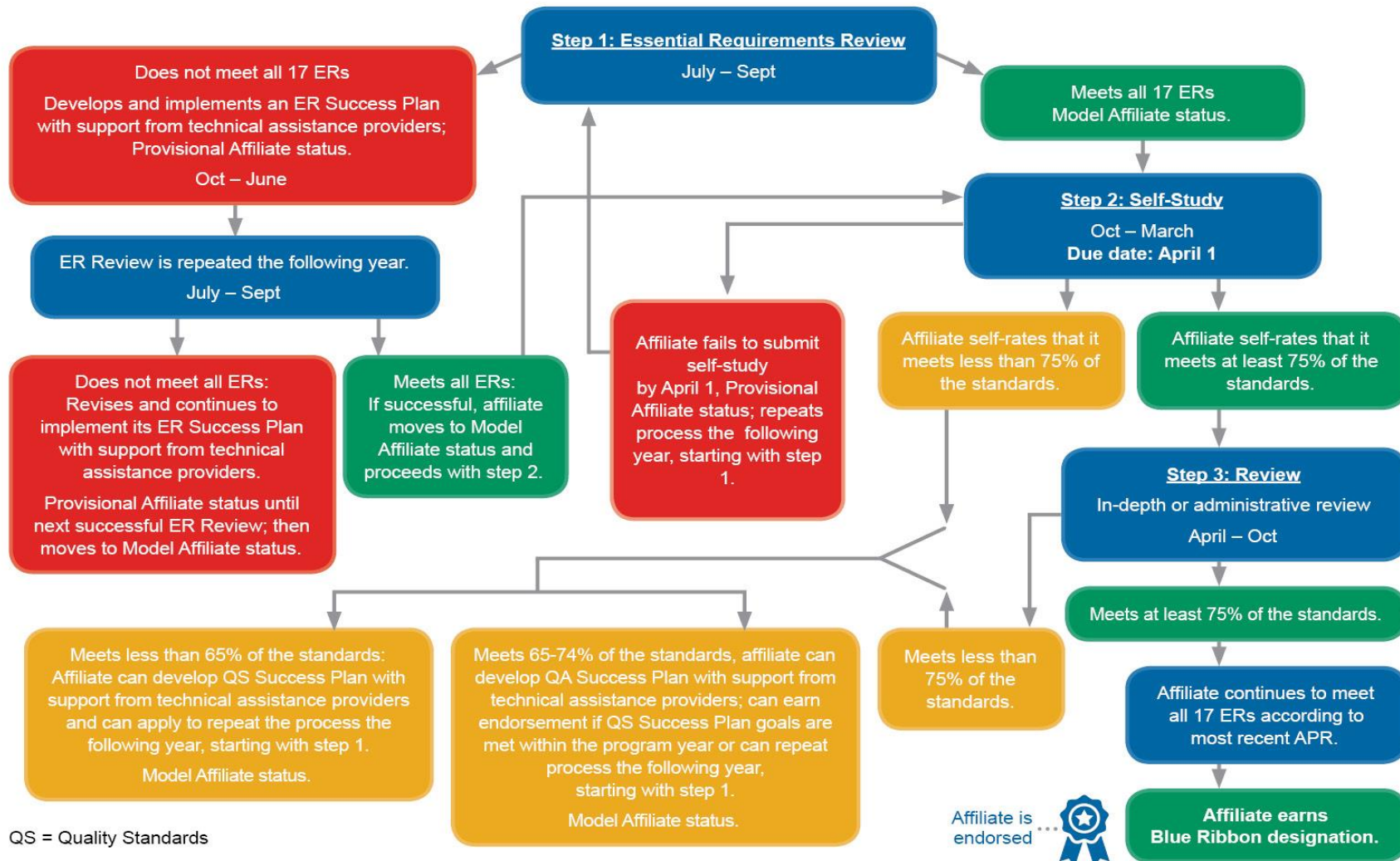
The affiliate response needs to clearly identify its question or concern and provide specific, additional information and materials to support the requested clarification or correction.

The Quality Endorsement committee at the national center will review and reply to the affiliate within 30 days of receiving the response form. The committee may request additional information before notifying the affiliate of its decision regarding the affiliate's request.

See Appendix K for a table that outlines the timeline for the activities involved in the Quality Endorsement and Improvement Process.



Quality Endorsement and Improvement Process Flow Chart



QS = Quality Standards
 ER = Essential Requirement
 APR = Affiliate Performance Report





Table 1: Essential Requirements Review Guide

Parents as Teachers Essential Requirements	Measurement Criteria	Confirmation Source
1. Affiliates provide at least two years of services to families with children between prenatal and kindergarten entry.	The affiliate is designed to provide at least two years of services to families with children between prenatal and kindergarten entry.	Performance Measures Report
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.	100% of the affiliate’s parent educators have at least a high school diploma, GED or equivalent degree in countries outside the U.S.	Performance Measures Report
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 Teaches affiliate).	The affiliate conducted at least two advisory committee meetings during the program year covered by the most recent APR.	Performance Measures Report
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.	On average, parent educators working more than .5 FTE and supervisors that carry a caseload equivalent to more than .5 FTE received at least 75% of the required individual, reflective supervision hours per month (at least 1.5 hours per month).	Performance Measures Report
	On average, parent educators working .5 FTE or less and supervisors that carry a caseload equivalent to .5 FTE or less received at least 75% of the required individual, reflective supervision hours per month (at least .75 hours per month).	
	At least 18 hours of staff meetings occurred during the program year covered by the most recent APR.	
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.	100% of the affiliate’s 1.0 FTE supervisors are assigned a maximum of 12 parent educators.	Performance Measures Report
6. All new parent educators in an organization who will deliver Parents as Teachers services to families attend Foundational and Model Implementation Trainings before Parents as Teachers; new supervisors attend at least the Model Implementation Training.	100% of parent educators and supervisors have attended the required Parents as Teachers trainings.	Performance Measures Report
7. Parent educators obtain competency-based professional development and training and renew certification with the national office annually.	100% of model affiliate parent educators are up-to-date with their certification.	Performance Measures Report



Parents as Teachers Essential Requirements	Measurement Criteria	Confirmation Source
<p>8. Parent educators complete and document a family-centered assessment within 90 days of enrollment and then at least annually thereafter, using a method that addresses the Parent as Teachers required areas.</p>	<p>The family-centered assessment was conducted using a Parents as Teachers approved method.</p>	<p>Performance Measures Report</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 one 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 one personal visit had at least one documented goal during the program year covered by the most recent APR.</p>	<p>Performance Measures Report</p>
<p>10. Parent educators use the Foundational Personal Visit Plans and Personal Visit Planning Guide from the Foundational Curriculum to design and deliver personal visits to families.</p>	<p>Parent educators plan for each visit, documenting the planning process in a Foundational Personal Visit Plan or Personal Visit Planning Guide.</p>	<p>Performance Measures Report</p>
<p>11. Families with 1 or fewer stressors receive at least 12 personal visits annually and families with 2 or more stressors receive at least 24 personal visits annually.</p>	<p>At least 60% of families with one or fewer stressors received at least 75% of the required number of visits in the program year covered by the most recent APR.</p>	<p>Performance Measures Report</p>
	<p>At least 60% of families with two or more stressors 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>Full-time 1st year parent educators complete no more than 48 visits per month in the program year covered by the most recent APR.</p>	<p>Performance Measures Report</p>
	<p>Full-time parent educators 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>	
<p>13. Affiliates deliver at least 12 group connections across the program year.</p>	<p>The affiliate delivered at least nine of the 12 (75%) required group connections in the program year covered by the most recent APR.</p>	<p>Performance Measures Report</p>
<p>14. Child health screening is completed by 7 months of age, or within 90 days of enrollment, and at least annually thereafter. Completion of the Child Health Record, which consists of health status, safety, vision</p>	<p>At least 60% of children received a complete child health screening by 7 months of age or within 90 days of enrollment in the program year covered by the most recent APR.</p>	<p>Performance Measures Report</p>



Parents as Teachers Essential Requirements	Measurement Criteria	Confirmation Source
and hearing elements constitutes a complete health screening.	At least 60% of children received a complete annual child health screening in the program year covered by the most recent APR.	
15. Child developmental screening takes place for all children within 90 days of enrollment or birth, and then at least annually thereafter. Developmental domains that require screening include language, cognitive, social-emotional and motor development.	At least 60% of children receive a complete child developmental screening within 90 days of enrollment or birth in the program year covered by the most recent APR.	Performance Measures Report & child screening tools identified in the APR
	At least 60% of children received a complete annual child developmental screening in the program year covered by the most recent APR.	
16. Child developmental surveillance takes place during each personal visit and is recorded after each personal visit, using the Milestones to monitor child development.	Parent educators review and update (as applicable) the Milestones record for each enrolled child after each visit.	Performance Measures Report
17. Parent educators connect families to resources that help them reach their goals and address their needs.	At least 60% of families that received at least one personal visit were connected by their parent educator to at least one community resource in the program year covered by the most recent APR.	Performance Measures Report
18. 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 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.	Performance Measures Report
19. 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, including participating in the Quality Endorsement and Improvement Process every five years.	The affiliate submitted the most recent APR, and participated in the Quality Endorsement and Improvement Process when designated or selected by the national office.	Performance Measures Report
20. Programs will pick two outcomes to measure with eligible families. One outcome will be from a list of approved tools that measure parenting skills, practices, capacity or stress assessment and the second outcome will be from an approved list of measures. It is important to select outcomes that align with the program goals. Programs will also report on the APR how they are using the data.**	At least 60% of eligible families annually participate in an assessment of parenting skills, practices, capacity or stress using an approved tool.	Performance Measures Report
	At least one additional approved outcome measure is assessed and reported for eligible families.	
	Programs report in the APR how they are using the data from a set of response options (e.g. continuous quality improvement or advocacy).	

**This Essential Requirement will not be measured for compliance until 2020.



Table 2: Affiliate Self-Study Guide

WHEN YOU COMPLETE THE AFFILIATE SELF-STUDY WEB SURVEY, BE SURE THAT:

- > Each policy, procedure or protocol you upload is clearly titled, includes the month and year it was implemented, and fully addresses the criteria listed in the column titled “What Meets the Standard.” If it is unclear to the reviewer how the document provides evidence for the standard or if the document is not dated with the month and year, the reviewer will not be able to count the document toward meeting the standard.
- > If you want to refer the reviewer to a document that was already uploaded for a prior standard, indicate the title of the document, the page number within the document where the reviewer will find the applicable information and the section and number of the specific standard for which it was previously uploaded. If it is unclear to the reviewer where he/she should go to find the document(s) or the information within it, the reviewer will not be able to count the document(s) toward meeting the standard.
- > You upload the required number of completed PAT Family File Review Tools (outlined on page 9). If the required number of completed family file review tools is not uploaded, the self-study will be considered incomplete and cannot be reviewed.
- > Each table that you are asked to fill in is completed fully.
- > You provide clear and comprehensive responses that directly answer the questions in the Affiliate Self-Study Web Survey. To show that your affiliate is meeting the standard, make sure that your responses address the criteria described in the Self-Study Guide under “What Meets the Standard.”

Infrastructure & Leadership

Columns in grey outline what the affiliate needs to pull together and prepare for the Self-Study

In addition to responding to the quality standards, the affiliate will respond to the following:

- > Our PAT affiliate is in good standing with applicable licensing, regulation and funder requirements. Yes No
If no, please describe: _____
- > How many parent educators did your affiliate have when you completed the file reviews? (this will be used to correlate to the number of family file review tools uploaded)
- > Please upload the completed PAT Family File Review Tools (either 3, 6 or 9 depending on the size of your affiliate)
- > Please upload your Record Review Selection Form

Quality Standards	Documents to be uploaded	Tables to populate	Questions to answer	What Meets the Standard	Met?	
1	The affiliate provides at least three years of services to families with children between prenatal and kindergarten entry. ⁴	A grant, contract or informational material that indicates your affiliate is designed to provide at least three years of service.	None.	None.	A grant, contract or informational material indicates the affiliate is designed to provide at least three years of services to families with children between prenatal and kindergarten entry.	<input type="checkbox"/> Yes <input type="checkbox"/> No
2	The affiliate's design and staffing is informed by community needs.	Your program's most recent community needs assessment (can be part of a grant or contract).	None.	Describe how and when your community needs assessment was developed.	The affiliate has a community needs assessment.	<input type="checkbox"/> Yes <input type="checkbox"/> No
3	The affiliate works to maintain or strengthen its funding on an ongoing basis.	None.	None.	Describe how your affiliate worked to maintain and/or strengthen its funding during the calendar year.	The affiliate clearly describes how it engaged in at least one effort to maintain or strengthen its funding during the calendar year.	<input type="checkbox"/> Yes <input type="checkbox"/> No

⁴ Duration of services refers to the affiliate's overall design. To meet this standard, the affiliate must be designed to provide three years of services to families with children between prenatal and kindergarten entry. However, families can enroll when their child is any age within the affiliate's overall age range.



Quality Standards		Documents to be uploaded	Tables to populate	Questions to answer	What Meets the Standard	Met?
4	The affiliate provides families with all four components of the Parents as Teachers model all 12 months of the year.	None.	None.	Do families served by your affiliate receive all four components of the model for 12 months of the year? <input type="checkbox"/> Yes <input type="checkbox"/> No	The affiliate indicates that it provides all four Parents as Teachers service components each month of the year.	<input type="checkbox"/> Yes <input type="checkbox"/> No
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.	None.	Complete table A at the end of this section.	None.	Per table A, at least one parent educator was available for evening or weekend visits, and at least one group was offered on a weekend or evening in the calendar year.	<input type="checkbox"/> Yes <input type="checkbox"/> No
6	The affiliate has written policies and procedures that address at least the following: <ul style="list-style-type: none"> • Intake & enrollment • Services provided to families, including timelines & frequency • Transition planning & exit • Data collection & documentation of services • Staff qualifications & personnel policies • Orientation & training for new staff • Supervision & professional development • Parent educator safety 	Your affiliate’s policies and procedures for each bullet in the standard. <i>Note: Make sure to use the Policy and Procedures Checklist (Appendix L) to ensure that your affiliate’s policies and procedures items topics within each policy/procedure.</i> <i>If your affiliate has a comprehensive policies and procedures manual, you may upload that as one document (you do not need to separate it into different sections for the Self-Study).</i>	None.	None.	The affiliate has written policies and procedures for at least six of the eight (75%) policies/procedures listed in the standard that address the majority of items for each topic in the Policy and Procedures Checklist and have been in effect for at least three months prior to submission of the Self-Study.	<input type="checkbox"/> Yes <input type="checkbox"/> No



	Quality Standards Infrastructure & Leadership	Documents to be uploaded	Tables to populate	Questions to answer	What Meets the Standard	Met?
7	The affiliate has written protocols that address child abuse and neglect, parental mental health issues, intimate partner violence and parental substance abuse.	<p>Your affiliate’s protocols for: child abuse and neglect, parental depression, intimate partner violence and substance abuse.</p> <p>If already uploaded as part of a comprehensive policies, procedures and protocols manual specify the titles of the documents, page numbers they can be found & the standard they were uploaded for.</p>	None.	None.	<p>The affiliate has a written protocol for child abuse and neglect, and at least two of the other protocols that have been in effect for at least three months prior to Self-Study submission and each protocol addresses at least:</p> <ul style="list-style-type: none"> • Screening and/or response procedures • Applicable reporting procedures • Documentation in the family file • Follow-up with the family 	<input type="checkbox"/> Yes <input type="checkbox"/> No
8	The affiliate has client rights and confidentiality policies and procedures that are used to ensure family privacy.	<p>Your program’s client rights document(s) AND your program’s confidentiality policy/ procedures.</p> <p>If already uploaded, specify the titles of the documents, page numbers they can be found & the standard they were uploaded for.</p>	None.	None.	<p>The affiliate has written client rights (could be part of the participation agreement) and confidentiality policy/ procedures that cover the majority of the items in the Policy and Procedure checklist and have been in effect for at least three months prior to the submission of the Self-Study.</p>	<input type="checkbox"/> Yes <input type="checkbox"/> No



	Quality Standards Infrastructure & Leadership	Documents to be uploaded	Tables to populate	Questions to answer	What Meets the Standard	Met?
9	The affiliate maintains records according to the organization's written policy or for at least three years from the last date of service to the family-whichever is longer.	Your affiliate's record retention policy. If already uploaded, specify the title of the document, page number it can be found & the standard it was uploaded for.	None.	None.	The affiliate has a policy that indicates it maintains family records for at least three years and has been in effect for at least three months prior to submission of the Self-Study.	<input type="checkbox"/> Yes <input type="checkbox"/> No
10	Affiliate staff have access to a computer or tablet with internet and printer access, along with adequate workspace.	None.	None.	Affiliate staff have access to: <ul style="list-style-type: none"> • a computer or tablet <input type="checkbox"/> Yes <input type="checkbox"/> No • internet <input type="checkbox"/> Yes <input type="checkbox"/> No • printer <input type="checkbox"/> Yes <input type="checkbox"/> No • adequate workspace <input type="checkbox"/> Yes <input type="checkbox"/> No 	The affiliate indicates that staff have access to a computer or tablet with internet and printer access, along with adequate workspace.	<input type="checkbox"/> Yes <input type="checkbox"/> No
11	Caseloads allow sufficient time for all responsibilities of the parent educator, including at least the following: <ul style="list-style-type: none"> • Service delivery, including planning, travel and record keeping • Supervision • Staff meetings • Professional development 	None.	Complete table B at the end of this section.	Do caseloads allow sufficient time for all responsibilities of the staff that carry a caseload? <input type="checkbox"/> Yes <input type="checkbox"/> No	Caseloads and individual responsibilities indicate sufficient time is allocated for all responsibilities of the parent educators and supervisors that carry a caseload.	<input type="checkbox"/> Yes <input type="checkbox"/> No



Quality Standards Infrastructure & Leadership		Documents to be uploaded	Tables to populate	Questions to answer	What Meets the Standard	Met?
12	The affiliate has access to a licensed mental health professional ⁵ that provides consultation to affiliate staff regarding their work with families.	<i>If supervisor is not a licensed mental health professional:</i> A signed and dated contract, written agreement or letter that indicates a licensed mental health professional is available for consultation with staff regarding their work with families.	None.	Supervisor credentials <input type="checkbox"/> licensed social worker <input type="checkbox"/> licensed counselor <input type="checkbox"/> licensed psychologist <input type="checkbox"/> Other license <hr/> <input type="checkbox"/> None of the above	The affiliate has had access to a licensed mental health professional for at least three months prior to the submission of the Self-Study as indicated in a dated and signed contract, written agreement or letter <u>or</u> the affiliate supervisor is a licensed mental health professional.	<input type="checkbox"/> Yes <input type="checkbox"/> No
13	The advisory committee includes involvement of program personnel, community service providers, families who have received or are receiving Parents as Teachers services, and community leaders.	None.	Complete table C at the end of this section.		According to table C, the advisory committee includes at least program personnel, a current or former enrolled parent and community services providers or community leaders.	<input type="checkbox"/> Yes <input type="checkbox"/> No
14	The affiliate takes an active role in community wide planning for early childhood comprehensive services.	None.	Complete table D at the end of this section.	Describe any ways not included in table D that illustrate how your affiliate takes an active role in community-wide planning for early childhood comprehensive services.	The affiliate clearly describes ways in which it takes an active role in community-wide planning for early childhood comprehensive services and/or had at least one parent educator or supervisor involved in an external board or committee related to early childhood during the calendar year (as indicated in table D).	<input type="checkbox"/> Yes <input type="checkbox"/> No

⁵ This could be a licensed social worker, licensed counselor, or licensed psychologist



Infrastructure & Leadership Tables

Table A: Please complete the table by indicating the number of parent educators available for evening and weekend personal visits and the number of group connections offered in the evening and weekends during the calendar year.

Type of Service	Evening	Weekend
Personal Visits	# of PE's:	# of PE's:
Group Connections	# of GC's:	# of GC's:

Table B: Please complete the chart by indicating the name of each parent educator and supervisor that carries a caseload as of December 31. Then, fill in their FTE (full time equivalent) status, their typical caseload size and check all their responsibilities. Space is provided for up to ten parent educators/supervisors that carry a caseload.

Parent Educator	FTE status	Maximum Caseload Size	Responsibilities <i>(check all that apply for each PE; it is understood that different PEs may have different responsibilities)</i>
1.			<input type="checkbox"/> Personal Visits <input type="checkbox"/> Group Connections <input type="checkbox"/> Screening <input type="checkbox"/> Resource Network <input type="checkbox"/> Recruitment <input type="checkbox"/> Retention <input type="checkbox"/> Other: _____
2.			<input type="checkbox"/> Personal Visits <input type="checkbox"/> Group Connections <input type="checkbox"/> Screening <input type="checkbox"/> Resource Network <input type="checkbox"/> Recruitment <input type="checkbox"/> Retention <input type="checkbox"/> Other: _____
3.			<input type="checkbox"/> Personal Visits <input type="checkbox"/> Group Connections <input type="checkbox"/> Screening <input type="checkbox"/> Resource Network <input type="checkbox"/> Recruitment <input type="checkbox"/> Retention <input type="checkbox"/> Other: _____
4.			<input type="checkbox"/> Personal Visits <input type="checkbox"/> Group Connections <input type="checkbox"/> Screening <input type="checkbox"/> Resource Network <input type="checkbox"/> Recruitment <input type="checkbox"/> Retention <input type="checkbox"/> Other: _____
5.			<input type="checkbox"/> Personal Visits <input type="checkbox"/> Group Connections <input type="checkbox"/> Screening <input type="checkbox"/> Resource Network <input type="checkbox"/> Recruitment <input type="checkbox"/> Retention <input type="checkbox"/> Other: _____
6.			<input type="checkbox"/> Personal Visits <input type="checkbox"/> Group Connections <input type="checkbox"/> Screening <input type="checkbox"/> Resource Network <input type="checkbox"/> Recruitment <input type="checkbox"/> Retention <input type="checkbox"/> Other: _____
7.			<input type="checkbox"/> Personal Visits <input type="checkbox"/> Group Connections <input type="checkbox"/> Screening <input type="checkbox"/> Resource Network <input type="checkbox"/> Recruitment <input type="checkbox"/> Retention <input type="checkbox"/> Other: _____
8.			<input type="checkbox"/> Personal Visits <input type="checkbox"/> Group Connections <input type="checkbox"/> Screening <input type="checkbox"/> Resource Network <input type="checkbox"/> Recruitment <input type="checkbox"/> Retention <input type="checkbox"/> Other: _____
9.			<input type="checkbox"/> Personal Visits <input type="checkbox"/> Group Connections <input type="checkbox"/> Screening <input type="checkbox"/> Resource Network <input type="checkbox"/> Recruitment <input type="checkbox"/> Retention <input type="checkbox"/> Other: _____
10.			<input type="checkbox"/> Personal Visits <input type="checkbox"/> Group Connections <input type="checkbox"/> Screening <input type="checkbox"/> Resource Network <input type="checkbox"/> Recruitment <input type="checkbox"/> Retention <input type="checkbox"/> Other: _____



Table C: Please complete the table below with the members of your advisory committee for the calendar year.

Committee Member	Organization Affiliation	Constituent Group (check one)
1.		<input type="checkbox"/> Parents as Teachers Personnel <input type="checkbox"/> Community service provider or leader <input type="checkbox"/> Family that received or is receiving Parents as Teachers services
2.		<input type="checkbox"/> Parents as Teachers Personnel <input type="checkbox"/> Community service provider or leader <input type="checkbox"/> Family that received or is receiving Parents as Teachers services
3.		<input type="checkbox"/> Parents as Teachers Personnel <input type="checkbox"/> Community service provider or leader <input type="checkbox"/> Family that received or is receiving Parents as Teachers services
4.		<input type="checkbox"/> Parents as Teachers Personnel <input type="checkbox"/> Community service provider or leader <input type="checkbox"/> Family that received or is receiving Parents as Teachers services
5.		<input type="checkbox"/> Parents as Teachers Personnel <input type="checkbox"/> Community service provider or leader <input type="checkbox"/> Family that received or is receiving Parents as Teachers services
6.		<input type="checkbox"/> Parents as Teachers Personnel <input type="checkbox"/> Community service provider or leader <input type="checkbox"/> Family that received or is receiving Parents as Teachers services
7.		<input type="checkbox"/> Parents as Teachers Personnel <input type="checkbox"/> Community service provider or leader <input type="checkbox"/> Family that received or is receiving Parents as Teachers services
8.		<input type="checkbox"/> Parents as Teachers Personnel <input type="checkbox"/> Community service provider or leader <input type="checkbox"/> Family that received or is receiving Parents as Teachers services
9.		<input type="checkbox"/> Parents as Teachers Personnel <input type="checkbox"/> Community service provider or leader <input type="checkbox"/> Family that received or is receiving Parents as Teachers services
10.		<input type="checkbox"/> Parents as Teachers Personnel <input type="checkbox"/> Community service provider or leader <input type="checkbox"/> Family that received or is receiving Parents as Teachers services

Table D: Please list the boards and committees that parent educators and supervisors participated in during the calendar year.

Staff Name	Committee(s) and/or Board(s)	Staff Name	Committee(s) and/or Board(s)
1.		6.	
2.		7.	
3.		8.	
4.		9.	
5.		10.	



Evaluation & Continuous Quality Improvement

Columns in grey outline what the affiliate needs to pull together/prepare for the Self-Study

	Quality Standards	Documents to be uploaded	Tables to populate	Questions to answer	What Meets the Standard	Met?
1.	<p>The affiliate maintains an efficient and comprehensive system of service documentation, data collection, and reporting that includes at least the following:</p> <ul style="list-style-type: none"> • Enrollment information, including consents • Assessment • Goals • Personal visits • Group connections • Child screening • Resource connections • Contact/service history • Exit • Transition 	<ul style="list-style-type: none"> • Your participation agreement (if not already uploaded) • The forms, records or tools your affiliate uses to document the services listed in the standard <u>other than</u> PAT forms or records. • If your affiliate uses a database other than Penelope, upload screenshots or download and save the forms used to document each of the service areas listed in the standard. <p><i>It is preferable that you upload <u>blank</u> forms, screens, tools, etc. but if that is not possible, make sure that you redact any family identifying information.</i></p>	None.	<p>How does your affiliate monitor that documentation of all of the items listed in the standard is completed fully and in a timely manner?</p> <p>You will also be asked what your affiliate uses to document each of the items in the standard. If your affiliate uses anything other than a Parents as Teachers record or Penelope, then you will be asked to upload that/those document(s).</p>	<p>The affiliate indicates that it uses the PAT forms/records plus approved family-centered assessment and child screening tools or the Penelope data system for each bulleted item in the standard.</p> <p>If Parents as Teachers forms/records or the Penelope data system are not used, the affiliate has listed and uploaded all documents or database screen shots it uses to document the services listed in the standard. Non-PAT forms/records and databases must include all of the items covered in the PAT forms/records.</p>	<input type="checkbox"/> Yes <input type="checkbox"/> No
2.	<p>The supervisor or lead parent educator uses the Affiliate Quality Assurance (QA) Blueprint to monitor fidelity to the Parents as Teachers model.</p>	<p><i>If you have been using the QA Blueprint since July of the year in which you began the self-study, upload it right before you submit the self-study so that it is completed to the full extent possible at the time of submission.</i></p>	None.	None.	<p>The affiliate used the QA Blueprint (2017 version) beginning July 1 of the year they began the Affiliate Self-Study, and continued to use it throughout the program year through the time that the Self-Study was submitted.</p>	<input type="checkbox"/> Yes <input type="checkbox"/> No



	Quality Standards Evaluation & CQI	Documents to be uploaded	Tables to populate	Questions to answer	What Meets the Standard	Met?
3.	Affiliate staff use information about implementation on an ongoing basis to identify strengths and issues, and make improvements.	None.	None.	<p>Describe how your affiliate used aggregate, program level data during the past year to identify strengths and issues, and make improvements.</p> <p>Include in your description:</p> <ul style="list-style-type: none"> the sources of data and information used one example of a specific improvement during the calendar year 	The affiliate clearly describes how staff use aggregate, program level data during the past year to identify strengths and issues, and make improvements, and provides at least one specific example from the past year.	<input type="checkbox"/> Yes <input type="checkbox"/> No
4.	The affiliate has a written process for continuous quality improvement.	<p>Your affiliate's completed Plan-Do-Study-Act (PDSA) worksheet(s) (completed within the calendar year)</p> <p>Or, your affiliate's record of the CQI activities that were completed in the calendar year.</p>	None.	<p>Who is on your CQI team or teams?</p> <p>Did you use the PDSA worksheet? <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>If no, answer the questions below :</p> <ul style="list-style-type: none"> What was/were the improvement(s) your affiliate was trying to make? Why were you trying to make that/those improvements? What did the data tell you that warranted improvement efforts? How are you making or how did you make the improvements? 	The affiliate has either a completed PDSA worksheet or a written record of its implementation of CQI activities that identifies the improvement area targeted, strategy(ies) to make improvements, and results of the CQI efforts(s).	<input type="checkbox"/> Yes <input type="checkbox"/> No



Quality Standards Evaluation & CQI		Documents to be uploaded	Tables to populate	Questions to answer	What Meets the Standard	Met?
5.	The affiliate measures outcomes for the families served.	None.	Complete table E at the end of this section.	None.	The affiliate has measured outcome(s) in the last three years or is currently measuring outcomes.	<input type="checkbox"/> Yes <input type="checkbox"/> No
6.	Data on program services are shared with the advisory committee and other stakeholders at least annually.	<p>Was data on program services shared with:</p> <ul style="list-style-type: none"> the advisory committee at some point in the calendar year? <input type="checkbox"/> Yes <input type="checkbox"/> No other stakeholders at some point in the calendar year? <input type="checkbox"/> Yes <input type="checkbox"/> No <p>Describe the ways in which data was shared with the advisory committee and other stakeholders.</p>	None.	None.	<p>The affiliate indicates that data on program services was shared with the advisory committee and other stakeholders during the calendar year.</p> <p><i>Data could be in the form of outcome data, outputs, family feedback or the APR.</i></p>	<input type="checkbox"/> Yes <input type="checkbox"/> No



Table E:

Please fill-in the table below with the program goal(s), measurement tool and/or sources of data used to measure the outcome and a summary of the outcome results or the status of the measurement if it is in progress. Space for up to five outcomes is provided.

It is important to remember that a program outcome is what you would like to be the result of your program. This could be increasing kindergarten readiness for children or the number of families in your community that receive prenatal care. Outcomes differ from outputs – outputs are what your program does to encourage or measure these results such as recruiting additional parents into PAT to increase the number of children who are exposed to PAT prior to kindergarten or focusing a series of community connections on the importance of prenatal care. It is important that in this section outcome goals and not outputs are specified. Outcome goals can be both long – term like improve performance through third grade or more short term such as increasing a parental knowledge around the dangers of second hand smoke.

One way to go about setting your outcome goals is to use the SMART goal system. SMART goals are Specific, Measurable, Achievable, Realistic and Time sensitive. Using SMART goals encourages you to figure out the who, what, when, where and how much needed to set your program up for success. Each organization should consider their program focus and structure, the population they serve and available resources when determining their program goals. When determining how to measure your program goals – look to see what measurement tools are currently available and can be utilized by your organization. This could help insure that you have a strong evaluation instrument and save yourself time in having to create your own.

Additional information on tools and outcomes can be found on the ebiz portal.

The table below provides you with two examples – a short term outcome goal and a long term outcome goal- and then space for you to fill in up to five outcomes.

Program Outcome Goal	Measurement Tool and/or Source of Data	Summary of outcome results/status of measurement if in progress
<i>Short term goal example: During this program year, 50% of caregivers will improve their responsiveness to their children</i>	<i>Parenting Interaction with Children: Checklist of Observations Linked to Outcomes observational tool every 6 months (PICCOLO)</i>	<i>In the 2015-2016 program year, 55% of caregivers showed improvement in their summary responsiveness measure on the PICCOLO.</i>
<i>Long term goal example: During this program year, 60% of children entering kindergarten that received PAT services for at least 2 years will show at least average kindergarten readiness</i>	<i>Bracken School Readiness Assessment completed with families every 6 months</i>	<i>In the 2015-2016 program year, data on the Bracken indicated that 65% of children scored at least an overall average on the Bracken test. 40% scored above average.</i>



1.		
2.		
3.		
4.		
5.		



Staff Selection & New Parent Educator Development

Columns in grey outline what the affiliate needs to pull together/prepare for the Self-Study

Quality Standards		Documents to be uploaded	Tables to populate	Questions to answer	What Meets the Standard	Met?
1.	All parent educators have at least a bachelor's degree.	None.	None.	None.	100% of parent educators have at least a bachelor's degree or equivalent degree outside the United States, as reported on the most recent APR.	<input type="checkbox"/> Yes <input type="checkbox"/> No
2.	The affiliate has a parent educator job description that includes clearly defined qualifications and responsibilities.	Your affiliate's parent educator job description. If already uploaded, specify the title of the document, page number(s) it can be found & the standard it was uploaded for.	None.	None.	A job description that outlines the qualifications and responsibilities of a parent educator.	<input type="checkbox"/> Yes <input type="checkbox"/> No
3.	The affiliate hires parent educators that collectively reflect the languages and cultures of the families being served.	None.	None.	Describe how your program's hiring process takes into account the languages and cultures of the families being served.	The affiliate clearly describes how its hiring process takes into account the languages and cultures of the families being served.	<input type="checkbox"/> Yes <input type="checkbox"/> No
4.	The affiliate hires parent educators that possess effective communication and interpersonal skills (e.g. nonjudgmental, objective, reflective, empathic, tactful, patient).	None.	None.	Describe how your affiliate's hiring process takes into account candidates' communication and interpersonal skills.	The affiliate clearly describes how its hiring process takes into account candidates' communication and interpersonal skills.	<input type="checkbox"/> Yes <input type="checkbox"/> No



Quality Standards Staff Selection & New PE Development	Documents to be uploaded	Tables to populate	Questions to answer	What Meets the Standard	Met?
5. The Parents as Teachers supervisor is well qualified, having at least the following: <ul style="list-style-type: none"> • 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 	None.	Table F	Describe how your supervisor(s) demonstrates strong interpersonal skills and commitment to reflective supervision, data collection and CQI. If your program has a lead parent educator, please describe his/her responsibilities.	100% of supervisors employed during the calendar year have at least a bachelor’s degree in early childhood education, social work, health, psychology or a related field and at least five years of experience working with families and young children.	<input type="checkbox"/> Yes <input type="checkbox"/> No
6. An orientation process that begins with the hiring of the parent educator and continues throughout the first year after training is in place.	Your affiliate’s orientation process. If already uploaded, specify the title of the document, page number(s) it can be found & the standard it was uploaded for.	None.	If not uploaded, describe your affiliate’s orientation process for parent educators, including how orientation continues throughout their first year after training.	The affiliate has a written procedure, a comprehensive orientation checklist or a description that clearly describes its orientation process which continues through the first year of employment.	<input type="checkbox"/> Yes <input type="checkbox"/> No
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 Parents as Teachers training.	None.	If at least one parent educator was hired during the calendar year, complete table G.	Were any parent educators hired during the calendar year at your affiliate? <input type="checkbox"/> Yes <input type="checkbox"/> No	As indicated in table G, 100% of eligible new parent educators observed at least one visit, one group connection and one screening within six months after Parents as Teachers training. If no new parent educators were hired during the calendar year, the affiliate meets the standard.	<input type="checkbox"/> Yes <input type="checkbox"/> No



Quality Standards Staff Selection & New PE Development	Documents to be uploaded	Tables to populate	Questions to answer	What Meets the Standard	Met?
8. Within 6 months after the Parents as Teachers 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.	None.	Table G	None.	As indicated in table G, 100% of eligible new parent educators have been observed conducting at least one visit, one group connection and one screening within their first six months after the Parents as Teachers training & again at one year. If no new parent educators were hired during the calendar year, the affiliate meets the standard.	<input type="checkbox"/> Yes <input type="checkbox"/> No



Staff Selection & New Parent Educator Development Table

Table F: For each supervisor, indicate his/her education and years of experience

Supervisor Name & Title	Education*		Experience
	<input type="checkbox"/> High school diploma/GED <input type="checkbox"/> Associate's degree or 60 college credit hours in early childhood education, social work, health, psychology or a related field <input type="checkbox"/> Bachelor's degree or four year degree in early childhood education, social work, health, psychology or a related field	<input type="checkbox"/> Master's degree in early childhood education, social work, health, psychology or a related field <input type="checkbox"/> College credit beyond a master's in early childhood education, social work, health, psychology or a related field <input type="checkbox"/> Doctoral degree in early childhood education, social work, health, psychology or a related field	Number of years working with families and young children:
	<input type="checkbox"/> High school diploma/GED <input type="checkbox"/> Associate's degree or 60 college credit hours in early childhood education, social work, health, psychology or a related field <input type="checkbox"/> Bachelor's degree or four year degree in early childhood education, social work, health, psychology or a related field	<input type="checkbox"/> Master's degree in early childhood education, social work, health, psychology or a related field <input type="checkbox"/> College credit beyond a master's in early childhood education, social work, health, psychology or a related field <input type="checkbox"/> Doctoral degree in early childhood education, social work, health, psychology or a related field	Number of years working with families and young children:
	<input type="checkbox"/> High school diploma/GED <input type="checkbox"/> Associate's degree or 60 college credit hours in early childhood education, social work, health, psychology or a related field <input type="checkbox"/> Bachelor's degree or four year degree in early childhood education, social work, health, psychology or a related field	<input type="checkbox"/> Master's degree in early childhood education, social work, health, psychology or a related field <input type="checkbox"/> College credit beyond a master's in early childhood education, social work, health, psychology or a related field <input type="checkbox"/> Doctoral degree in early childhood education, social work, health, psychology or a related field	Number of years working with families and young children:
	<input type="checkbox"/> High school diploma/GED <input type="checkbox"/> Associate's degree or 60 college credit hours in early childhood education, social work, health, psychology or a related field <input type="checkbox"/> Bachelor's degree or four year degree in early childhood education, social work, health, psychology or a related field	<input type="checkbox"/> Master's degree in early childhood education, social work, health, psychology or a related field <input type="checkbox"/> College credit beyond a master's in early childhood education, social work, health, psychology or a related field <input type="checkbox"/> Doctoral degree in early childhood education, social work, health, psychology or a related field	Number of years working with families and young children:

*If supervisor has an equivalent degree from outside the U.S., check the applicable degree



Table G:

List all Parent Educators who were hired during the calendar year, the date they completed the Foundational and Model Implementation training, the dates they observed the identified activities and the dates that they were observed.

Parent Educator (PE)	Date PAT FMI training completed	Date PE observed a visit	Date PE observed a group	Date PE observed a screening	Date PE was observed delivering a PV		Date PE was observed leading a GC		Date PE was observed conducting screening	
					6 month	1 year	6 month	1 year	6 month	1 year



Supervision & Professional Development

→ Standards 3, 4, 7 & 8 in this section pertain to parent educators and supervisors who carry a caseload.

Columns in grey outline what the affiliate needs to pull together/prepare for the Self-Study

	Quality Standards	Documents to be uploaded	Tables to populate	Questions to answer	What Meets the Standard	Met?
1.	Staff meetings cover administrative issues, and provide opportunities for review of implementation data, case discussion, peer support and skill building.	None.	None.	Describe how your staff meetings cover all of the following items over the course of a year: <ul style="list-style-type: none"> • Administrative issues • Review of implementation data • Case discussion • Peer support • Skill building 	The affiliate clearly describes how each item in the standard is covered during staff meetings over the course of a year.	<input type="checkbox"/> Yes <input type="checkbox"/> No
2.	Individual reflective supervision covers case discussion and provides opportunities to address at least the following: <ul style="list-style-type: none"> • Role, ethics and boundaries • Skill development and effective use of Parents as Teachers curricula • How to care for one's own well-being and avoid burnout 	None.	None.	Does your affiliate use the Reflective Supervision Toolkit Foundational Plans #5-10 annually to deliver reflective supervision to parent educators? <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, the affiliate meets the standard. If no, describe how the reflective supervision provided in your affiliate addresses the all of the following items over the course of a year: <ul style="list-style-type: none"> • case discussion • role, ethics & boundaries • skill development • self-care If a supervisor carries a caseload, describe how he/she obtains reflective supervision.	The affiliate either uses the Reflective Supervision Toolkit Foundational Plans #5-10 or clearly describes how individual reflective supervision covers case discussion and the additional items listed in the standard.	<input type="checkbox"/> Yes <input type="checkbox"/> No



	Quality Standards Supervision & Professional Development	Documents to be uploaded	Tables to populate	Questions to answer	What Meets the Standard	Met?
3.	The Parents as Teachers supervisor maintains a record of supervision with each parent educator, as well as documentation of staff meetings.	<i>In January, the reviewer will inform you of the month from which to upload supervision & staff meeting records. Documentation of all supervision sessions and staff meetings that took place during the selected month must be uploaded.</i>	None.	How many parent educators were employed during the month randomly selected by the Parents as Teachers reviewer and how many staff meetings were held during that month?	The program provides supervision records for at least 75% of supervisors with a caseload and parent educators employed during the selected month. Records must include at least the date, duration and general topics covered and a record of all staff meeting(s) during that month that include date, duration and topics covered.	<input type="checkbox"/> Yes <input type="checkbox"/> No
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 verbal and written feedback at least annually.	None.	Complete table H (also provides information for standards 7 & 8).	Who conducts personal visit observations at your affiliate? How and when is feedback provided to the parent educator following the observation?	As indicated in table H, 100% of non-first year parent educators (and supervisors that carry a caseload) were observed by a supervisor or lead parent educator delivering a personal visit at least once during the calendar year and the affiliate clearly describes when/how parent educators are provided with feedback.	<input type="checkbox"/> Yes <input type="checkbox"/> No



Quality Standards Supervision & Professional Development	Documents to be uploaded	Tables to populate	Questions to answer	What Meets the Standard	Met?
<p>5. The supervisor or lead parent educator uses the Parents as Teachers Personal Visit Observation Tool to conduct personal visit observations.</p>	<p>If your program uses a structured observation tool other than the Parents as Teachers Personal Visit Observation Tool or HOVRS, upload the personal visit observation tool that your program uses.</p>	<p>None.</p>	<p>Does your program use the Parents as Teachers Personal Visit Observation Tool (which includes four scales from the HOVRS)? <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>Does your program use the HOVRS on its own? <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>Does your program use a different structured observation tool? <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>If yes, does it include the majority of the items on the PAT PV Observation tool? <input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>The affiliate uses the Parents as Teachers Personal Visit Observation Tool, the HOVRS on its own, or another comparable structured observation tool.</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>
<p>6. The supervisor observes at least one group connection quarterly, and reviews corresponding planning/ delivery documentation and evaluations for each.</p>	<p>If a group connection observation tool other than the Parents as Teachers Group Connection Observation Tool was used, upload the tool used.</p>	<p>Complete table I.</p>	<p>If at least four group connections were observed by the supervisor or lead parent educator during the past year, was the Parents as Teachers Group Connection Observation Tool used? <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>If no, was a different observation tool used? <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>If yes, does it include the majority of the items on the PAT GC Observation tool? <input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>As indicated in table I, the supervisor or lead parent educator observed at least four group connections during the calendar year using an observation tool and reviewed planning/ delivery documentation and evaluations for all four.</p> <p><i>If more than one parent educator leads groups, quarterly observations should include different parent educators.</i></p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>



	Quality Standards Supervision & Professional Development	Documents to be uploaded	Tables to populate	Questions to answer	What Meets the Standard	Met?
7.	Annually, parent educators self-assess and document their competencies across at least the following areas: <ul style="list-style-type: none"> • Family support and parenting education • Child & family development • Human diversity within family systems • Health, safety & nutrition • Relationships between families & communities 	If parent educators use a self-assessment tool other than the Parents as Teachers Core Competencies Self-Assessment Tool, upload a blank copy of the tool your affiliate uses.	Table H	Do parent educators use the Parents as Teachers Core Competencies Self-Assessment Tool? <input type="checkbox"/> Yes <input type="checkbox"/> No	As indicated in table H, 100% of parent educators employed for at least 12 months as of December completed a self-assessment of all five of the competency areas during the calendar year using the Parents as Teachers Core Competencies Self-Assessment Tool or a comparable tool.	<input type="checkbox"/> Yes <input type="checkbox"/> No
8.	Annually, parent educators and supervisors assess competencies and performance, and set professional development goals, documenting both the performance evaluation and professional development goals.	The document(s) the affiliate uses to record performance evaluations of parent educators and set professional development goals.	Table H	Describe how supervisors assess parent educators' competencies and performance and set professional development goals.	The affiliate has a tool to record performance evaluations of parent educators, and clearly describes how supervisors assess parent educators' competencies and performance and set professional development goals and as indicated in table H, 100% of parent educators employed for at least 12 months as of December had a performance evaluation & professional development goals documented during the calendar year.	<input type="checkbox"/> Yes <input type="checkbox"/> No
9.	The affiliate utilizes strategies to prevent staff burnout and maximize staff retention.	None	None.	Describe at least two strategies your affiliate uses to prevent staff burnout and maximize retention.	The affiliate clearly describes two strategies it uses to prevent burnout and maximize retention among staff.	<input type="checkbox"/> Yes <input type="checkbox"/> No



Supervision & Professional Development Tables

Table H: List the name of each parent educator and supervisor who carries a caseload that have been employed at least 12 months as of December 31.

- Then fill out the rest of the table based on the calendar year.
- Please note that this table is divided into two sections: parent educators that have been employed two years or more and parent educators who have been employed less than two years. This is because you have already provided information in a previous section regarding personal visit observations for parent educators employed less than two years (you do not need to enter information in the shaded sections).

Parent Educator	Date PV observation was completed for the calendar year	Feedback given?	Date core competencies self-assessment was completed in the calendar year	Date performance evaluation was completed in the calendar year	Last day of employment (if applicable)
Employed 2 years or more					
		<input type="checkbox"/> Verbal <input type="checkbox"/> Written			
		<input type="checkbox"/> Verbal <input type="checkbox"/> Written			
		<input type="checkbox"/> Verbal <input type="checkbox"/> Written			
		<input type="checkbox"/> Verbal <input type="checkbox"/> Written			
		<input type="checkbox"/> Verbal <input type="checkbox"/> Written			
		<input type="checkbox"/> Verbal <input type="checkbox"/> Written			
Employed less than 2 years					



Table I: List four group connections that were observed by the supervisor or lead parent educator during the calendar year. If more than four groups were observed, select four spread out across the year.

- Please note that to count as a group connection observation for this standard, an observation tool must be used and planning/delivery documentation and evaluations must have been reviewed for each group observed.
- Indicate whether the review of planning and delivery documentation and review of evaluations were completed using checkmarks.

Group Connection Name	Date of Observation	Who led the group connection?	Who conducted the observation?	Review of planning and delivery documentation was done	Review of evaluations was done
		<input type="checkbox"/> Parent educator(s) Names: <input type="checkbox"/> Other (please identify):	<input type="checkbox"/> Supervisor <input type="checkbox"/> Lead Parent Educator <input type="checkbox"/> Other please identify:	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
		<input type="checkbox"/> Parent educator(s) Names: <input type="checkbox"/> Other (please identify):	<input type="checkbox"/> Supervisor <input type="checkbox"/> Lead Parent Educator <input type="checkbox"/> Other please identify:	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
		<input type="checkbox"/> Parent educator(s) Names: <input type="checkbox"/> Other (please identify):	<input type="checkbox"/> Supervisor <input type="checkbox"/> Lead Parent Educator <input type="checkbox"/> Other please identify:	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
		<input type="checkbox"/> Parent educator(s) Names: <input type="checkbox"/> Other (please identify):	<input type="checkbox"/> Supervisor <input type="checkbox"/> Lead Parent Educator <input type="checkbox"/> Other please identify:	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
		<input type="checkbox"/> Parent educator(s) Names: <input type="checkbox"/> Other (please identify):	<input type="checkbox"/> Supervisor <input type="checkbox"/> Lead Parent Educator <input type="checkbox"/> Other please identify:	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No



Service Initiation and Participation

Columns in grey outline what the affiliate needs to pull together/prepare for the Self-Study

	Quality Standards	Documents to Upload	Questions to Answer	What Meets the Standard	Met?
1.	The affiliate has a written recruitment plan that identifies approaches and settings in which to recruit the families it is designed to serve ⁶ .	<p>A copy of your affiliate’s written recruitment plan.</p> <p>If already uploaded, specify the title of the document, page number(s) it can be found & the standard it was uploaded for.</p> <p><i>*If your program participates in a centralized intake system <u>that meets the definition at the bottom of this page</u>, documentation describing the centralized intake system can serve as your affiliate’s recruitment plan.</i></p>	None.	The affiliate has a written recruitment plan that identifies recruitment approaches and settings <u>or</u> if the affiliate participates in a centralized intake system, documentation that describes the centralized intake system.	<input type="checkbox"/> Yes <input type="checkbox"/> No
2.	Informational materials about the program give a clear picture of what families can expect from Parents as Teachers services.	<p>At least one brochure, flyer or pamphlet that describes your program (unless already uploaded).</p> <p><i>Please ensure that you upload materials in all languages that you have.</i></p>	None.	The affiliate’s informational material clearly describes the services offered and contact information for how people can get in touch with the program.	<input type="checkbox"/> Yes <input type="checkbox"/> No

⁶ Some affiliates participate in a centralized intake system. In a centralized intake system there is a single point of contact (e.g. a community-based organization or a toll-free phone number) through which screening and referrals for home visiting occurs across multiple programs in a community. The community’s centralized intake coordinator uses criteria to determine which program to refer each family to, based on the needs of the family and the availability and requirements of each home visiting program. 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.



	Quality Standards	Documents to Upload	Questions to Answer	What Meets the Standard	Met?
3.	Informational materials and recruitment strategies reflect the languages and cultures of the populations to be served.	None.	Describe how informational materials and recruitment strategies reflect the languages and cultures of the families you serve.	The affiliate clearly describes how informational materials reflect the languages & cultures represented among the service population (e.g. language, pictures used).	<input type="checkbox"/> Yes <input type="checkbox"/> No
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.	None.	How are language and family background/ characteristics taken into consideration when assigning families to parent educators? What additional factors are considered?	The affiliate clearly describes how language and family background/ characteristics are taken into consideration when assigning families to parent educators.	<input type="checkbox"/> Yes <input type="checkbox"/> No
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.	Your affiliate's policy/procedure that addresses how your program determines if ineligible or waitlisted families need resources and expectations for connecting them to these resources. If already uploaded, specify the title of the document, page number it can be found & the standard it was uploaded for.	Did your program have a waitlist at any point in the calendar year? <input type="checkbox"/> Yes <input type="checkbox"/> No	The affiliate has policy/procedures in place for at least three months that address how the program determines if ineligible or waitlisted families need resources and expectations for connecting them to these resources.	<input type="checkbox"/> Yes <input type="checkbox"/> No
6.	Families that are 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.	Your affiliate's policy/procedure that addresses when the first personal visit should be scheduled. If already uploaded, specify the title of the document, page number it can be found & the standard it was uploaded for	None.	The affiliate has a policy/ procedure that has been in effect for at least three months that states the first foundational visit is scheduled to take place no more than three weeks after the initial request for service.	<input type="checkbox"/> Yes <input type="checkbox"/> No



Quality Standards	Documents to Upload	Questions to Answer	What Meets the Standard	Met?
7.	<p>As part of enrollment⁷, the parent(s) and parent educator discuss and sign a mutual participation agreement that includes explanations of at least the following:</p> <ul style="list-style-type: none"> • The affiliate’s services • Expectations for participation • Record keeping, data collection activities, and use of data 	<p>Your affiliate’s blank participation agreement or consent for services.</p> <p>If already uploaded, specify the title of the document, page number it can be found & the standard it was uploaded for.</p>	<p>In the files reviewed by your affiliate for this self-study, how many had a signed participation agreement?</p>	<p>The affiliate’s participation agreement covers the items listed in the standard and at least two-thirds of the family files reviewed contained a signed participation agreement.</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>
8.	<p>The affiliate uses strategies to encourage all caregivers in the family to participate.</p>	<p>None.</p>	<p>Describe the strategies your program uses to encourage all caregivers in the family to participate in services.</p>	<p>The affiliate clearly describes at least two strategies staff use to encourage all caregivers to participate.</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>
9.	<p>The affiliate monitors personal visit and group connection participation rates and uses a variety of strategies to engage families in services.</p>	<p>None.</p>	<p>Describe how your affiliate monitors personal visit and group participation rates on an aggregate, program level (looking at all the families in your program together).</p> <p>Provide two examples of strategies used during the calendar year to increase families’ consistent participation in visits and/or groups.</p>	<p>The affiliate clearly describes how it monitors personal visit and group connection participation rates at the program level and has used at least two strategies to increase engagement of families in personal visits and/or group connections during the calendar year.</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>
10.	<p>The parent educator develops a transition plan with the family prior to service completion.</p>	<p>Reviewer will refer Evaluation and Continuous Quality Improvement standard #1 to see the affiliate’s transition plan</p>	<p>None.</p>	<p>The affiliate provides its transition plan template.</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>

⁷ A family is considered enrolled after the first visit in which a Foundational Plan is used.



	Quality Standards	Documents to Upload	Questions to Answer	What Meets the Standard	Met?
11.	The parent educator completes an exit record within 30 days of the family's exit from the program.	<p>If your affiliate does not use a database that can generate a service summary report for exited families, upload your affiliate's policy/ procedure that addresses when exit records are completed.</p> <p>If already uploaded, specify the title of the document, page number it can be found & the standard it was uploaded for.</p>	<p>Does your affiliate use a database that can generate a service summary report for exited families?</p> <p><input type="checkbox"/>Yes <input type="checkbox"/>No</p> <p><i>If yes, the affiliate meets this standard.</i></p>	<p>The affiliate uses a database that can generate a service summary report for exited families or has a policy/ procedure in effect for at least three months that indicates an exit record is to be completed within 30 days of a family's exit from the program.</p>	<p><input type="checkbox"/>Yes <input type="checkbox"/>No</p>



Assessment & Goal Setting

Columns in grey outline what the affiliate needs to pull together/prepare for the Self-Study

Quality Standards		Documents to Upload	Questions to Answer	What Meets the Standard	Met?
1.	Parent educators maintain a relationship-based, nonjudgmental and culturally responsive approach to conducting family-centered assessment and goal setting.	None.	Describe how parent educators maintain a relationship-based, nonjudgmental and culturally responsive approach to conducting family-centered assessment and goal setting.	The affiliate clearly describes how their approach to family-centered assessment and goal setting is relationship-based, nonjudgmental & culturally responsive.	<input type="checkbox"/> Yes <input type="checkbox"/> No
2.	Parent educators have the training and support necessary to complete the family-centered assessment according to the affiliate's procedures.	None.	<p>How are parent educators trained on how to use your affiliate's family-centered assessment tool(s)?</p> <p>Describe the support around family-centered assessment that is provided to parent educators after they are trained.</p>	The affiliate clearly describes that they provide training and support for parent educators in completing family-centered assessment.	<input type="checkbox"/> Yes <input type="checkbox"/> No
3.	Goals are established in partnership with families using multiple sources of information, including parents' interests and needs, family centered assessment, and screening results.	None.	Describe how goal setting takes place with families, including what sources of information are used, and how goals are decided on.	The affiliate clearly describes how parents' interests and needs, family-centered assessment, and screening results are used to help set goals with parents.	<input type="checkbox"/> Yes <input type="checkbox"/> No
4.	Goals are established within 90 days of enrollment.	<p>Your policy/ procedure that addresses when goals are established.</p> <p>If already uploaded, specify the title of the document, page number it can be found & the standard it was uploaded for.</p>	In the files reviewed by your affiliate for this self-study, how many had a goal established within 90 days of enrollment?	The affiliate has a policy/procedure that has been in effect for at least three months that states goals are established <u>and</u> , at least two-thirds family files reviewed had one or more goals established within 90 days of enrollment.	<input type="checkbox"/> Yes <input type="checkbox"/> No



Quality Standards Assessment & Goal Setting		Documents to Upload	Questions to Answer	What Meets the Standard	Met?
5.	Goals address at least one of the following areas: parenting, child development and family well-being.	None.	<p>Provide an example of one goal for each area of the standard (remove any family level identifying information):</p> <ul style="list-style-type: none"> • Parenting • Child development • Family well-being <p>In the files reviewed by your affiliate for this self-study, how many had at least one goal set pertaining to one of the three areas?</p>	The affiliate provides examples of three goals, one for each of the three areas in the standard, and at least two-thirds of the files reviewed had at least one goal set in one of the three areas specified in the standard.	<input type="checkbox"/> Yes <input type="checkbox"/> No
6.	Parent educators and parents create and document a plan to accomplish the family's goals.	Reviewer will refer to the Evaluation and Continuous Quality Improvement standard #1 to review documents the program uses to create goal plans.	In the files reviewed by your affiliate for this Self-Study, how many had documentation of the plan to accomplish each of the family's goals?	The affiliate has a document parent educators use with families to record a plan to accomplish the family's goals and at least two-thirds of the family files reviewed contained a plan to accomplish the family's goals.	<input type="checkbox"/> Yes <input type="checkbox"/> No
7.	Parent educators help families recognize and address barriers to achieving the goals they have set.	None.	Describe how staff at your affiliate help families recognize and address barriers to achieving the goals they have set.	The affiliate describes how staff help families recognize and address barriers to achieving the goals they have set.	<input type="checkbox"/> Yes <input type="checkbox"/> No
8.	Parent educators and families review progress toward goals and establish new goals as needed.	Reviewer will refer to the Evaluation and Continuous Quality Improvement standard #1 to review documents the program uses to review and track progress on goals.	<p>Describe your program's process for reviewing and documenting families' progress toward goals and establishing new goals as needed, including when and how often this occurs, and who is involved.</p> <p>In the files reviewed by your affiliate for this Self-Study, how many had documentation of progress toward goals and new goals established as needed?</p>	The affiliate has a document parent educators use with families to record progress made on goals, clearly describes its process for reviewing and documenting families' progress toward goals and establishing new goals as needed and at least two-thirds of the family files reviewed had documentation of progress toward goals and new goals established as needed.	<input type="checkbox"/> Yes <input type="checkbox"/> No



Personal Visits

Columns in grey outline what the affiliate needs to pull together/prepare for the Self-Study

Quality Standards		Documents to Upload	Questions to Answer	What Meets the Standard	Met?
1.	The majority of personal visits take place in the home.	None.	In the files reviewed by your affiliate for this Self-Study, how many of the personal visit records indicated that visits took place in the home?	At least two-thirds of the personal visit records reviewed indicated that the visits took place in the home.	<input type="checkbox"/> Yes <input type="checkbox"/> No
2.	Personal visits last approximately one hour, or 75 minutes when visiting families with multiple enrolled children.	None.	In the files reviewed by your affiliate for this Self-Study, how many of the personal visit records indicated that visits lasted 45-75 minutes for families with one enrolled child or 60-90 minutes for families with two or more enrolled children?	At least two-thirds of the personal visit records reviewed indicated that visits lasted 45-75 minutes for families with one enrolled child and 60-90 minutes for families with two or more enrolled children.	<input type="checkbox"/> Yes <input type="checkbox"/> No
3.	Personal visits are documented no more than two workdays after the visit, using a Personal Visit Record (paper or electronic version).	Your affiliate's policy/procedure that addresses the time frame for documenting personal visits. If already uploaded, specify the title of the document, page number it can be found & the standard it was uploaded for.	In the files reviewed by your affiliate for this Self-Study, how many of the personal visit records had a date of completion within two workdays after the visit?	The affiliate has a policy/ procedure that has been in effect for at least three months that clearly describes the expectation that personal visit records are completed no more than two workdays after a visit and at least two-thirds of the personal visit records reviewed were completed within two workdays after the visit.	<input type="checkbox"/> Yes <input type="checkbox"/> No
4.	Parent educators use the Parent Educator Resources, Toolkit, and Parent Handouts from the Parents as Teachers Curriculum to share research based information with families.	None.	Describe how parent educators use each of the following in preparing for and delivering services: <ul style="list-style-type: none"> • Parent Educator Resources • Toolkit • Parent Handouts 	The affiliate clearly describes how parent educators use the Parent Educator Resources, Toolkit and Parent Handouts from the Curriculum.	<input type="checkbox"/> Yes <input type="checkbox"/> No
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.	None.	In the files reviewed by your affiliate for this Self-Study, how many of the personal visit records document that the visit addressed all three areas of emphasis	At least two-thirds of the personal visit records reviewed document that the visit addressed all three areas of emphasis	<input type="checkbox"/> Yes <input type="checkbox"/> No



Quality Standards		Documents to Upload	Questions to Answer	What Meets the Standard	Met?
6.	During each personal visit, parent educators partner, facilitate, and reflect with families.	None.	Describe how parent educators partner, facilitate and reflect with families during visits.	The affiliate clearly describes how parent educators partner, facilitate and reflect with families.	<input type="checkbox"/> Yes <input type="checkbox"/> No
7.	Parent educators individualize personal visits in response to a family's culture, languages spoken in the home, needs, interests, and learning styles.	None.	Describe how parent educators individualize visits to meet the unique needs, backgrounds, interests and learning styles of families.	The affiliate clearly describes how personal visits are individualized for families.	<input type="checkbox"/> Yes <input type="checkbox"/> No
8.	Parent educators discuss each child's emerging development with the parents, incorporating parent and parent educator observations.	None.	Describe how parent educators discuss the child's emerging development with parents, incorporating parent and parent educator observations.	The affiliate clearly describes how parent educators and parents discuss the child's emerging development, incorporating both their observations.	<input type="checkbox"/> Yes <input type="checkbox"/> No
9.	Parent educators build upon and adapt to the home environment, seeking to transfer personal visit activities to daily interactions between parents and children.	None.	Describe how parent educators build upon and adapt to the home environment of families. How do parent educators facilitate the transfer of personal visit activities to daily interactions between parents and children?	The affiliate clearly describes how parent educators build upon and adapt to the home environment and help transfer parent child activities to daily interactions.	<input type="checkbox"/> Yes <input type="checkbox"/> No
10.	Parent educators help families recognize and expand upon their existing strengths and protective factors.	None.	Describe how parent educators help families recognize and expand upon their strengths and protective factors.	The affiliate clearly describes how parent educators help families recognize and expand upon their strengths and protective factors.	<input type="checkbox"/> Yes <input type="checkbox"/> No
11.	Parent educators encourage families to foster literacy in the home environment.	None.	What specific strategies does your program use to foster literacy in the home environment?	The affiliate employs at least one strategy to foster literacy in the home environment of the families served.	<input type="checkbox"/> Yes <input type="checkbox"/> No



Group Connections

Columns in grey outline what the affiliate needs to pull together/prepare for the Self-Study

Quality Standards		Documents to Upload	Tables to Populate	Questions to Answer	What Meets the Standard	Met?
1.	The affiliate ensures that group formats and topics are suited to families' interests, needs and cultural backgrounds.	None.	None.	Describe how families' interests, needs and cultural backgrounds help determine group connection formats and topics.	The affiliate clearly describes how group formats and topics are well suited to families' interests, needs and cultural backgrounds	<input type="checkbox"/> Yes <input type="checkbox"/> No
2.	Across the year, group connections address all three areas of emphasis and all ages of children served.	None.	Complete table J.	None.	As indicated in table J, across the calendar year, group connections addressed each area of emphasis at least once and all ages of children served.	<input type="checkbox"/> Yes <input type="checkbox"/> No
3.	Group connections are offered at times and locations convenient for family members.	None.	Complete Table J.	None.	As indicated in table J, across the calendar year, at least one group connection was offered in the evening or on a weekend.	<input type="checkbox"/> Yes <input type="checkbox"/> No
4.	The facilities, locations, and materials used are appropriate for the format and size of the affiliate's group connections.	None.	None.	Describe the facilities and locations of group connections offered by your program. Do the facilities and location(s) meet the needs of your groups? <input type="checkbox"/> Yes <input type="checkbox"/> No Does your program have access to appropriate materials for group connections? <input type="checkbox"/> Yes <input type="checkbox"/> No	The affiliate describes the facilities and locations used for group connections and indicates that these facilities/locations and materials are appropriate for their group connections.	<input type="checkbox"/> Yes <input type="checkbox"/> No
5.	Records of the planning and delivery of group connections are maintained, using a Group Connection Planner and Record (paper or electronic version).	Your affiliate's records of the planning and delivery for the nine group connections identified in table J.	None.	None.	The affiliate has complete records documenting the planning and delivery for the majority of the nine group connections listed in table J.	<input type="checkbox"/> Yes <input type="checkbox"/> No



Quality Standards		Documents to Upload	Tables to Populate	Questions to Answer	What Meets the Standard	Met?
6.	The affiliate consistently gathers feedback from family members on group connections.	None.	None.	Describe how and when your program gathers group connection feedback from families.	The affiliate has a process for gathering family feedback on group connections.	<input type="checkbox"/> Yes <input type="checkbox"/> No
7.	At the beginning of each group connection, parent educators provide parents with an overview of what to expect during the group connection.	None.	None.	Describe how parent educators provide an overview of each group connection at the beginning of the group.	The affiliate clearly describes how they give an overview of what to expect at the beginning of group connections.	<input type="checkbox"/> Yes <input type="checkbox"/> No
8.	Parent educators establish a welcoming group connection environment.	None.	None.	Describe how parent educators establish a welcoming group connection environment.	The affiliate clearly describes what they do to establish a welcoming group connection environment.	<input type="checkbox"/> Yes <input type="checkbox"/> No
9.	Parent educators provide opportunities and experiences during group connections that help parents build social connections.	None.	None.	Describe how parent educators provide opportunities for and encourage parents to build social connections during group connections.	The affiliate clearly describes how they provide opportunities for parents to build social connections.	<input type="checkbox"/> Yes <input type="checkbox"/> No
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.	None.	None.	Describe how 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.	The affiliate clearly describes how they provide experiences and information during group connections that promote positive parenting skills and increase parents' understanding of their role in their child's development	<input type="checkbox"/> Yes <input type="checkbox"/> No
11.	The affiliate provides information and resources that help families extend their learning beyond the group connection.	None.	None.	Describe how your affiliate provides information and resources to parents that help them continue or expand their learning about a particular topic, skill or issue beyond the group connection.	The affiliate clearly describes how they provide information and resources that help families extend their learning beyond the group connection.	<input type="checkbox"/> Yes <input type="checkbox"/> No



Group Connections Table

Table J: Complete the table below for nine of the group connections that your affiliate held in the most recent calendar year.

- Please make sure the nine group connections you select collectively cover all three areas of emphasis and all ages of children your program serves.
- This table will be used as evidence for multiple standards.

To count as a group connection, the group must:

- *Be staffed by at least one model-certified parent educator or Parents as Teachers supervisor*
- *Be planned and promoted in advance*
- *Be designed to include one or more of the three areas of emphasis*
- *Be one or a combination of the following formats (family activity, ongoing group, presentation, community event or parent café)*
- *Have planning and delivery of the group documented*

Date of Group Connection	Title/Topics	Ages of children covered by this group Check all that apply	Areas of emphasis covered Check all that apply	Format	Time of day group was held
1	Click here to enter a date.	<input type="checkbox"/> Prenatal <input type="checkbox"/> 3 year olds (36-47 months) <input type="checkbox"/> Birth to 11 months <input type="checkbox"/> 4 year olds (48-59 months) <input type="checkbox"/> 1 year olds (12-23 months) <input type="checkbox"/> 5 year olds (60+ months) <input type="checkbox"/> 2 year olds (24-35 months)	Check all that apply <input type="checkbox"/> Parent-child interaction <input type="checkbox"/> Development-centered parenting <input type="checkbox"/> Family well-being	<input type="checkbox"/> family activity <input type="checkbox"/> ongoing group <input type="checkbox"/> presentation <input type="checkbox"/> community event <input type="checkbox"/> parent café	<input type="checkbox"/> Morning <input type="checkbox"/> Afternoon <input type="checkbox"/> Evening <input type="checkbox"/> Weekend
2	Click here to enter a date.	<input type="checkbox"/> Prenatal <input type="checkbox"/> 3 year olds (36-47 months) <input type="checkbox"/> Birth to 11 months <input type="checkbox"/> 4 year olds (48-59 months) <input type="checkbox"/> 1 year olds (12-23 months) <input type="checkbox"/> 5 year olds (60+ months) <input type="checkbox"/> 2 year olds (24-35 months)	Check all that apply <input type="checkbox"/> Parent-child interaction <input type="checkbox"/> Development-centered parenting <input type="checkbox"/> Family well-being	<input type="checkbox"/> family activity <input type="checkbox"/> ongoing group <input type="checkbox"/> presentation <input type="checkbox"/> community event <input type="checkbox"/> parent café	<input type="checkbox"/> Morning <input type="checkbox"/> Afternoon <input type="checkbox"/> Evening <input type="checkbox"/> Weekend
3	Click here to enter a date.	<input type="checkbox"/> Prenatal <input type="checkbox"/> 3 year olds (36-47 months) <input type="checkbox"/> Birth to 11 months <input type="checkbox"/> 4 year olds (48-59 months) <input type="checkbox"/> 1 year olds (12-23 months) <input type="checkbox"/> 5 year olds (60+ months) <input type="checkbox"/> 2 year olds (24-35 months)	Check all that apply <input type="checkbox"/> Parent-child interaction <input type="checkbox"/> Development-centered parenting <input type="checkbox"/> Family well-being	<input type="checkbox"/> family activity <input type="checkbox"/> ongoing group <input type="checkbox"/> presentation <input type="checkbox"/> community event <input type="checkbox"/> parent café	<input type="checkbox"/> Morning <input type="checkbox"/> Afternoon <input type="checkbox"/> Evening <input type="checkbox"/> Weekend
4	Click here to enter a date.	<input type="checkbox"/> Prenatal <input type="checkbox"/> 3 year olds (36-47 months) <input type="checkbox"/> Birth to 11 months <input type="checkbox"/> 4 year olds (48-59 months) <input type="checkbox"/> 1 year olds (12-23 months) <input type="checkbox"/> 5 year olds (60+ months) <input type="checkbox"/> 2 year olds (24-35 months)	Check all that apply <input type="checkbox"/> Parent-child interaction <input type="checkbox"/> Development-centered parenting <input type="checkbox"/> Family well-being	<input type="checkbox"/> family activity <input type="checkbox"/> ongoing group <input type="checkbox"/> presentation <input type="checkbox"/> community event <input type="checkbox"/> parent café	<input type="checkbox"/> Morning <input type="checkbox"/> Afternoon <input type="checkbox"/> Evening <input type="checkbox"/> Weekend



	Date of Group Connection	Title/Topics	Ages of children covered by this group Check all that apply	Areas of emphasis covered Check all that apply	Format	Time of day group was held
5	Click here to enter a date.		<input type="checkbox"/> Prenatal <input type="checkbox"/> 3 year olds (36-47 months) <input type="checkbox"/> Birth to 11 months <input type="checkbox"/> 4 year olds (48-59 months) <input type="checkbox"/> 1 year olds (12-23 months) <input type="checkbox"/> 5 year olds (60+ months) <input type="checkbox"/> 2 year olds (24-35 months)	Check all that apply <input type="checkbox"/> Parent-child interaction <input type="checkbox"/> Development-centered parenting <input type="checkbox"/> Family well-being	<input type="checkbox"/> family activity <input type="checkbox"/> ongoing group <input type="checkbox"/> presentation <input type="checkbox"/> community event <input type="checkbox"/> parent café	<input type="checkbox"/> Morning <input type="checkbox"/> Afternoon <input type="checkbox"/> Evening <input type="checkbox"/> Weekend
6	Click here to enter a date.		<input type="checkbox"/> Prenatal <input type="checkbox"/> 3 year olds (36-47 months) <input type="checkbox"/> Birth to 11 months <input type="checkbox"/> 4 year olds (48-59 months) <input type="checkbox"/> 1 year olds (12-23 months) <input type="checkbox"/> 5 year olds (60+ months) <input type="checkbox"/> 2 year olds (24-35 months)	Check all that apply <input type="checkbox"/> Parent-child interaction <input type="checkbox"/> Development-centered parenting <input type="checkbox"/> Family well-being	<input type="checkbox"/> family activity <input type="checkbox"/> ongoing group <input type="checkbox"/> presentation <input type="checkbox"/> community event <input type="checkbox"/> parent café	<input type="checkbox"/> Morning <input type="checkbox"/> Afternoon <input type="checkbox"/> Evening <input type="checkbox"/> Weekend
7	Click here to enter a date.		<input type="checkbox"/> Prenatal <input type="checkbox"/> 3 year olds (36-47 months) <input type="checkbox"/> Birth to 11 months <input type="checkbox"/> 4 year olds (48-59 months) <input type="checkbox"/> 1 year olds (12-23 months) <input type="checkbox"/> 5 year olds (60+ months) <input type="checkbox"/> 2 year olds (24-35 months)	Check all that apply <input type="checkbox"/> Parent-child interaction <input type="checkbox"/> Development-centered parenting <input type="checkbox"/> Family well-being	<input type="checkbox"/> family activity <input type="checkbox"/> ongoing group <input type="checkbox"/> presentation <input type="checkbox"/> community event <input type="checkbox"/> parent café	<input type="checkbox"/> Morning <input type="checkbox"/> Afternoon <input type="checkbox"/> Evening <input type="checkbox"/> Weekend
8	Click here to enter a date.		<input type="checkbox"/> Prenatal <input type="checkbox"/> 3 year olds (36-47 months) <input type="checkbox"/> Birth to 11 months <input type="checkbox"/> 4 year olds (48-59 months) <input type="checkbox"/> 1 year olds (12-23 months) <input type="checkbox"/> 5 year olds (60+ months) <input type="checkbox"/> 2 year olds (24-35 months)	Check all that apply <input type="checkbox"/> Parent-child interaction <input type="checkbox"/> Development-centered parenting <input type="checkbox"/> Family well-being	<input type="checkbox"/> family activity <input type="checkbox"/> ongoing group <input type="checkbox"/> presentation <input type="checkbox"/> community event <input type="checkbox"/> parent café	<input type="checkbox"/> Morning <input type="checkbox"/> Afternoon <input type="checkbox"/> Evening <input type="checkbox"/> Weekend
9	Click here to enter a date.		<input type="checkbox"/> Prenatal <input type="checkbox"/> 3 year olds (36-47 months) <input type="checkbox"/> Birth to 11 months <input type="checkbox"/> 4 year olds (48-59 months) <input type="checkbox"/> 1 year olds (12-23 months) <input type="checkbox"/> 5 year olds (60+ months) <input type="checkbox"/> 2 year olds (24-35 months)	Check all that apply <input type="checkbox"/> Parent-child interaction <input type="checkbox"/> Development-centered parenting <input type="checkbox"/> Family well-being	<input type="checkbox"/> family activity <input type="checkbox"/> ongoing group <input type="checkbox"/> presentation <input type="checkbox"/> community event <input type="checkbox"/> parent café	<input type="checkbox"/> Morning <input type="checkbox"/> Afternoon <input type="checkbox"/> Evening <input type="checkbox"/> Weekend



Screening

Columns in grey outline what the affiliate needs to pull together/prepare for the Self-Study

Quality Standards		Documents to Upload	Questions to answer	What Meets the Standard	Met?
1.	Parent educators monitor and record children’s achievement of developmental milestones, using the Parents as Teachers Milestones.	None.	Do all parent educators use the Parents as Teachers Milestones form to track achievement of developmental milestones? <input type="checkbox"/> Yes <input type="checkbox"/> No In the files reviewed by your affiliate for this Self-Study, how many contained thorough and up-to-date Milestones forms for each enrolled child?	The affiliate uses the Parents as Teachers Milestones and at least two-thirds of the family files reviewed contain thorough & up-to-date Milestones forms for each enrolled child.	<input type="checkbox"/> Yes <input type="checkbox"/> No
2.	The affiliate has procedures for child screening, rescreening, and referral.	Your affiliate’s procedures for child screening (developmental, health, hearing and vision review), rescreening and making referrals based on screening. If already uploaded, specify the title of the document, page number it can be found & the standard it was uploaded for.	None.	The affiliate has procedures for child screening (developmental and health, hearing and vision review) and making referrals based on screening that have been in effect for at least three months.	<input type="checkbox"/> Yes <input type="checkbox"/> No
3.	The affiliate conducts hearing screening using Otoacoustic Emissions Testing (OAE).	None.	Does your affiliate use the OAE to conduct hearing screenings for at least a portion of the children enrolled in the program? <input type="checkbox"/> Yes <input type="checkbox"/> No	The affiliate indicates it uses the OAE to conduct hearing screening for at least a portion of the children enrolled in the program.	<input type="checkbox"/> Yes <input type="checkbox"/> No
4.	Screening is conducted with sensitivity to languages spoken in the home and the family’s cultural background.	None.	Describe how your affiliate conducts screening with sensitivity to various language and cultural backgrounds.	The affiliate clearly describes how staff conducts screening with sensitivity to language and culture.	<input type="checkbox"/> Yes <input type="checkbox"/> No
5.	Screening incorporates parent observations of the child.	None.	Describe how parent educators incorporate parents’ observations of the child into developmental screening and health review (description can include how the tools you use incorporate parents’ observations).	The affiliate clearly describes how parents’ observations of their child are incorporated into screening.	<input type="checkbox"/> Yes <input type="checkbox"/> No



Quality Standards Screening		Documents to Upload	Questions to answer	What Meets the Standard	Met?
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.	Any informational materials other than the Parents as Teachers handout, <i>Your Child's Screening</i> that are given to parents prior to screening.	<p>Do parent educators provide information to parents prior to screening about:</p> <ul style="list-style-type: none"> the purpose of screening <input type="checkbox"/>Yes <input type="checkbox"/>No what they can expect during screening <input type="checkbox"/>Yes <input type="checkbox"/>No what to expect following screening <input type="checkbox"/>Yes <input type="checkbox"/>No <p>How is this information provided? (check all that apply):</p> <ul style="list-style-type: none"> Verbally <input type="checkbox"/>Yes <input type="checkbox"/>No Informational materials Parents as Teachers handout, <i>Your Child's Screening</i> <input type="checkbox"/>Yes <input type="checkbox"/>No Other <input type="checkbox"/>Yes <input type="checkbox"/>No (if yes, upload) 	The affiliate indicates that parent educators provide information to parents prior to screening about the purpose of screening, along with what they can expect during and following screening of their child.	<input type="checkbox"/> Yes <input type="checkbox"/> No
7.	Parent educators share parenting strategies and parent/child activities tied to developmental screening results.	None.	Describe how parent educators share parenting strategies and parent/child activities tied to developmental screening results.	The affiliate clearly describes how parent educators share parenting strategies and parent/child activities tied to developmental screening results.	<input type="checkbox"/> Yes <input type="checkbox"/> No
8.	Parents receive verbal and written summaries of all developmental screening results.	If your affiliate uses a screening summary other than the Parents as Teachers or ASQ Screening Summary, please upload the blank template.	<p>How do parents receive developmental screening results? (check all that apply)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Verbally <input type="checkbox"/> In writing <ul style="list-style-type: none"> <input type="checkbox"/> Parents as Teachers Screening Summary <input type="checkbox"/> Penelope Screening Summary <input type="checkbox"/> ASQ Screening Summary <input type="checkbox"/> Other screening summary 	The affiliate indicates that it provides parents with verbal summaries of developmental screening results and uses the Parents as Teachers Screening Summary, Penelope Screening Summary, ASQ Screening Summary or comparable form.	<input type="checkbox"/> Yes <input type="checkbox"/> No
9.	Completed screening results are maintained as part of the family file.	None.	In the files reviewed by your affiliate for this Self-Study, how many contained a complete, current health record plus documented results of developmental screening for at least the most recent 12 months?	At least two-thirds of the family files reviewed contain a complete, current health record plus complete, current results of developmental screening.	<input type="checkbox"/> Yes <input type="checkbox"/> No



Quality Standards Screening		Documents to Upload	Questions to answer	What Meets the Standard	Met?
10.	When indicated by screening results, parent educators make and document recommendations for further assessment.	None.	If you did not upload a procedure for making referrals in standard #2 of this section, describe your process for making referrals based on screening results as well as expectations for documenting recommendations for further assessment in the family file.	The affiliate has procedures for <u>or</u> clearly describes its practice for making and documenting recommendations for further assessment based on screening results.	<input type="checkbox"/> Yes <input type="checkbox"/> No
11.	Parent educators help parents address concerns and barriers in following through on further assessment as needed.	None.	Describe how parent educators help parents address barriers to following through on further assessment as needed.	The affiliate clearly describes how they helped parents address concerns and barriers to following through on further assessment.	<input type="checkbox"/> Yes <input type="checkbox"/> No



Resource Network

Columns in grey outline what the affiliate needs to pull together/prepare for the Self-Study

Quality Standards		Documents to Upload	Questions to answer	What Meets the Standard	Met?
1.	The affiliate identifies the community resources that are needed by the families it serves.	None.	Describe how your affiliate identifies the resources needed by families in your community.	The affiliate clearly describes how it identifies the community resources needed by the families it serves.	<input type="checkbox"/> Yes <input type="checkbox"/> No
2.	The affiliate has Memorandums of Understanding (MOU) and clear points of contact with these community resources.	Please attach two current MOUs with designated points of contact.	None.	The affiliate has at least two MOUs with clear points of contact and dates indicating they were in place during the program year in which the self-study was submitted. <i>*A MOU is a formal agreement between two or more parties. Companies and organizations can use MOUs to establish official and mutual partnerships. MOUs are not legally binding, but they carry a degree of seriousness and mutual respect.</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No
3.	An up-to-date resource network directory is available, covering at least the following resources: <ul style="list-style-type: none"> • Medical care • Mental health care • Social services • Educational services 	If your resource network directory is not online, please upload it (or the table of contents or index if it is too long).	Is an up-to-date resource network directory available to staff? <input type="checkbox"/> Yes <input type="checkbox"/> No If the directory is online, please provide the link.	The affiliate uses a resource network directory that covers at least three of the four areas specified in the standard. <i>The directory could have been developed by another organization in the community.</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No
4.	Parent educators are well-informed about how families can access resources.	None.	Describe how parent educators become knowledgeable about and stay up-to-date on how families can access community resources.	The affiliate clearly describes how parent educators become knowledgeable about and stay up-to-date on how families can access community resources.	<input type="checkbox"/> Yes <input type="checkbox"/> No



Quality Standards	Documents to Upload	Questions to answer	What Meets the Standard	Met?
5.	<p>Written permission to exchange information is obtained from families prior to contact with other resources and providers.</p>	<p>Your affiliate’s policy/procedure that addresses permission to exchange information.</p> <p>If already uploaded, specify the title of the document, page number it can be found & the standard it was uploaded for.</p> <p>If your affiliate does not use the Parents as Teachers Permission to Exchange Information form, a copy of the blank permission to exchange information form that your affiliate uses (if not already uploaded).</p>	<p>Does your affiliate use the Parents as Teachers Permission to Exchange Information form? <input type="checkbox"/>Yes <input type="checkbox"/>No</p> <p>In the files reviewed by your affiliate for this Self-Study, did any indicate that contact with a resource was made by the parent educator or other program staff on behalf of the family? If yes, was written permission to exchange information present in the file for those instance(s)?</p>	<p>The affiliate has a policy/procedure that addresses permission to exchange information that has been in effect for at least three months and has a form it uses to obtain written permission to exchange information. In addition, if a family file indicated that the parent educator made contact with a resource, written permission to exchange information is present.</p> <p><input type="checkbox"/>Yes <input type="checkbox"/>No</p>
6.	<p>Parent educators consult with other organizations serving the family in order to coordinate services and optimally support the family.</p>	<p>None.</p>	<p>Describe how your affiliate consults with other agencies that are simultaneously serving your families.</p>	<p>The affiliate clearly describes how it consults with other organizations to coordinate services and support families.</p> <p><input type="checkbox"/>Yes <input type="checkbox"/>No</p>
7.	<p>Parent educators take language and culture into consideration when connecting families to resources.</p>	<p>None.</p>	<p>Describe how your affiliate takes language and cultural backgrounds into consideration when connecting families to resources.</p>	<p>The affiliate clearly describes how language and culture are considered when connecting families to resources.</p> <p><input type="checkbox"/>Yes <input type="checkbox"/>No</p>
8.	<p>Parent educators help families prepare for connecting with a resource.</p>	<p>None.</p>	<p>Describe how parent educators help families prepare for connecting with a community resource.</p>	<p>The affiliate clearly describes how parent educators help families prepare for connecting with resources.</p> <p><input type="checkbox"/>Yes <input type="checkbox"/>No</p>



Quality Standards		Documents to Upload	Questions to answer	What Meets the Standard	Met?
9.	Parent educators follow up with families about the outcome of recommended resource connections, addressing barriers as applicable.	None.	Describe when and how parent educators in your affiliate are expected to follow-up with families about the outcome of recommended resource connections (e.g. family received services or participated in programming, family was not eligible, family was placed on waitlist, etc.).	The affiliate clearly describes when and how parent educators follow up with families about the outcome of resource connections	<input type="checkbox"/> Yes <input type="checkbox"/> No
10.	Parent educators document resource connections and follow-up in the family file.	Reviewer will refer Evaluation and Continuous Quality Improvement standard #1 to see the affiliate's resource connection and follow-up document.	<p>In the files reviewed by your affiliate for this Self-Study, how many contained documentation of resource connections during the period reviewed?</p> <p>Of these files, how many contained documentation of follow-up on the resource connections?</p>	The affiliate has a document to record resource connections and follow-up and the majority of the family files reviewed that contained documentation of resource connections during the period reviewed also had documentation of follow-up on the recommended resource connections.	<input type="checkbox"/> Yes <input type="checkbox"/> No
11.	Families are asked for feedback regarding their experiences with recommended resources.	None.	Describe how parent educators get feedback from families on their satisfaction with recommended resources.	The affiliate clearly describes how feedback from individual families on their satisfaction with recommended resources is obtained.	<input type="checkbox"/> Yes <input type="checkbox"/> No



Appendix A: Updated Essential Requirements Timeline

APR cycle	2017-2018 APR Due 8/15/18	2018-2019 APR Due 8/15/19	2019-2020 APR Due 8/15/20
Updated and new ER/APR items	Feedback on supervisor training begins		
	Measurement criteria for Foundational plans and PVPG refined (same yes/no response options)		
	Feedback on use of FCA synthesis continues	<i>Compliance</i> review of FCA begins (must use option 1 or FCA Synthesis Record)	
	Milestones ER reflected on the APR, and feedback provided	New Child Health and Developmental Screenings ERs reflected on APR and PMR, <i>compliance</i> review continues	
		Milestones ER reflected on APR and PMR, and reviewed for <i>compliance</i> via a yes/no question	
	Feedback on use of Outcomes ER begins (optional questions on APR)	Feedback on use of Outcomes ER continues (required questions on APR but not reviewed for compliance)	Outcome ER in effect; reflected on APR and PMR, and reviewed for <i>compliance</i>



Appendix B: Essential Requirements Success Plan

For each Essential Requirement not met, complete the following Goal Statement and Success Plan.

Essential Requirement # _____

Goal Statement: What are you trying to accomplish?

Clearly describe the desired outcome in a measureable and time-specific manner

Fill in each column, using as many rows as applicable

What actions or changes will occur?	Who will carry out these changes?	What resources are needed to carry out these changes?	By when will the actions/changes take place, and for how long?	How and when will progress be measured?



Appendix C: Resources Related to the Quality Standards

Essential Requirement or Standard	Resource	Where to find the resource
Essential Requirements		
Overall	Upcoming Essential Requirements	Ebiz Portal > Model Implementation Library (MIL) > Supervisor’s Handbook
	TA Brief: Implementing the Essential Requirements with Fidelity	Ebiz Portal > Model Implementation Library (MIL) >TA Briefs
ER #4	TA Brief: Guidance for Reflective Supervision	Ebiz Portal > Model Implementation Library (MIL) >TA Briefs
ER #7	Affiliate and Individual Renewal Information	Ebiz Portal > landing page > Affiliate Updates
	Family Centered Assessments that Align with all Seven PAT Required Areas	Ebiz Portal > MIL > Affiliate Implementation Manual (AIM), Appendix I
ER #8	TA Brief: Family-centered Assessment	Ebiz Portal > Model Implementation Library (MIL) >TA Briefs
ER #10	Personal Visit Planning Guide	Ebiz Portal > MIL > Data in Motion (DIM), Personal Visit Documentation
ER #11	TA Brief: Intensity Matters	Ebiz Portal > Model Implementation Library (MIL) >TA Briefs
ER #12	TA Brief: Establishing and adjusting caseload size	Ebiz Portal > Model Implementation Library (MIL) >TA Briefs
ER #14	TA Brief: Vision Screening and Surveillance	Ebiz Portal > Model Implementation Library (MIL) >TA Briefs
ER #15	Approved developmental screening tools for children	Ebiz Portal > MIL > AIM, Appendix J
	TA Brief: Developmental Screening and Surveillance	Ebiz Portal > Model Implementation Library (MIL) >TA Briefs
ER #16	TA Brief: Developmental Screening and Surveillance	Ebiz Portal > Model Implementation Library (MIL) >TA Briefs
ER #18	TA Brief: Using the PAT Parent Satisfaction Survey with Families	Ebiz Portal > Model Implementation Library (MIL) >TA Briefs
	PAT Parent Satisfaction Survey	Ebiz Portal > Affiliate Administrator > Quality > Parent Satisfaction
ER #20	Outcomes Essential Requirement Guidance	Ebiz Portal > MIL > Supervisor’s Handbook
	Outcomes Essential Requirement FAQs	
	Approved tools for measuring parenting outcomes	Ebiz Portal > MIL > AIM, Appendix K
Infrastructure & Leadership		
Overall	Meeting the Quality Standards Video Series: Role of a Supervisor Part 1 and Part 2	Ebiz Portal > Affiliate Administrator > Quality > Quality Endorsement Process > Meeting the Quality Standards Video Series
Standards 6, 8	Example Policies and Procedures	Ebiz Portal > MIL > Supervisors Handbook
	PAT Affiliate Policies and Procedures- what should be addressed	Ebiz Portal > MIL > AIM, Appendix E
	TA Brief: Policies & Procedures	Ebiz Portal > Model Implementation Library (MIL) >TA Briefs



Essential Requirement or Standard	Resource	Where to find the resource
	TA Brief: Family Engagement and Exit Policy and Procedures	
Standard 7	TA Brief: Protocols	Ebiz Portal > Model Implementation Library (MIL) >TA Briefs
Standard 11	TA Brief: Establishing and adjusting caseload size	Ebiz Portal > Model Implementation Library (MIL) >TA Briefs
	The Overall Picture	Ebiz Portal > MIL > AIM, page 35
Standard 13	Building a Strong Affiliate Advisory Committee Toolkit	PAT website> Advocacy> Building a strong advisory committee
	Administration and Advocacy	Ebiz Portal > MIL > AIM, pages 11-12
	Video: Creating an Advisory Committee	Available upon request – QualityEndorsement@Parentsasteachers.org
<i>Evaluation & Continuous Quality Improvement</i>		
Standard 1	Data in Motion: A Manual for Documenting Family Data, Services and Impact	Ebiz Portal > MIL > DIM
	PAT Records	Ebiz Portal > Online Curriculum > PAT Records
	Data Collection and Documentation of Services	Ebiz Portal > MIL > Supervisor’s Handbook > Example Policies and Procedures Section V
	Required Family File Contents	Ebiz Portal > MIL > QEIP Manual Appendix G
Standard 2	Quality Assurance Blueprint	Ebiz Portal > MIL > Supervisor’s Handbook
	Quality Assurance Blueprint for Penelope	
Standards 3, 4	Continuous Quality Improvement Guidance	Ebiz Portal > MIL > Supervisor’s Handbook
	PDSA Worksheet	
Standard 5	Outcomes Essential Requirement Guidance	Ebiz Portal > MIL > Supervisor’s Handbook
	Outcomes Essential Requirement FAQs	
<i>Staff Selection & New Parent Educator Development</i>		
Standard 2	Sample parent educator job description	Ebiz Portal > MIL > AIM, Appendix F
	Sample supervisor job description	
Standard 6	Guiding the new parent educator	Ebiz Portal > MIL > AIM, pages 19-20
Standard 8	Personal Visit Observation Tool	Ebiz Portal > MIL > Supervisor’s Handbook
	Group Connection Observation Tool	
<i>Supervision & Professional Development</i>		



Essential Requirement or Standard	Resource	Where to find the resource
Overall	Meeting the Quality Standards Video Series: Role of a Supervisor Part 1 and Part 2	Ebiz Portal > Affiliate Administrator > Quality > Quality Endorsement Process > Meeting the Quality Standards Video Series
Standard 2	Reflective Supervision Toolkit	Access must be requested via Implementation Support
	Considering Ethical and Professional Behaviors: A PAT Perspective	Ebiz Portal > MIL
	Individual, Reflective Supervision	Ebiz Portal > MIL > AIM, pages 16-18
Standard 5	Personal Visit Observation Tool	Ebiz Portal > MIL > Supervisor's Handbook
Standard 6	Group Connection Observation Tool	Ebiz Portal > MIL > Supervisor's Handbook
Standard 7	Core Competencies Self-Assessment	Ebiz Portal > MIL > Supervisor's Handbook
Service Initiation & Participation		
Standard 1	Example Policies and Procedures Appendix A: Recruitment Plan-Suggested Format	Ebiz Portal > MIL > Supervisor's Handbook
	Recruitment Plan	Ebiz Portal > MIL > AIM, pages 21-22
Standard 7	Sample participation agreement and consent for services	Ebiz Portal > MIL > AIM, Appendix H
	TA Brief: Participation Agreement and Consent for Services	Ebiz Portal > Model Implementation Library (MIL) >TA Briefs
Standard 10	Transition Plan	Ebiz Portal > MIL > DIM, Family Data Part 4
Standard 11	Family Service Record and Exit Summary	Ebiz Portal > MIL > DIM, Family Data Part 4
Assessment & Goal Setting		
Standards 3-5	Goal Setting	Ebiz Portal > MIL > AIM, pages 25-26
Standards 6, 8	Goals Record	Ebiz Portal > MIL > DIM, Family Data Part 3
Personal Visits		
Overall	Meeting the Quality Standards Video Series: Personal Visits Videos 1 and 2	Ebiz Portal > Affiliate Administrator > Quality > Quality Endorsement Process > Meeting the Quality Standards Video Series
Standard 3	Parents as Teachers Personal Visit Record	Ebiz Portal > MIL > DIM, Personal Visit Documentation
Group Connections		
Overall	Meeting the Quality Standards Video Series: Group Connections Video	Ebiz Portal > Affiliate Administrator > Quality > Quality Endorsement Process > Meeting the Quality Standards Video Series
Standard 5	Group Connection Planning Guide and Record	Ebiz Portal > MIL > DIM, Group Connection Documentation
Standards 7-11	Group Connections	Ebiz Portal > MIL > AIM, pages 29-30



Essential Requirement or Standard	Resource	Where to find the resource
Screening		
Overall	Meeting the Quality Standards Video Series: Screenings Video	Ebiz Portal > Affiliate Administrator > Quality > Quality Endorsement Process > Meeting the Quality Standards Video Series
Standard 1 (<i>will now be an ER</i>)	Milestones Records	Ebiz Portal > MIL > DIM, Developmental Surveillance and Screening Documentation
Standard 2	Example Policies and Procedures	Ebiz Portal > MIL > Supervisors Handbook
	PAT Affiliate Policies and Procedures- what should be addressed	Ebiz Portal > MIL > AIM, Appendix E
Standard 8	Child Screening Summary (English and Spanish)	Ebiz Portal > MIL > DIM, Developmental Surveillance and Screening Documentation
Standard 9	Developmental Screening Tools	Ebiz Portal > MIL > DIM, Developmental Surveillance and Screening Documentation
	Child Health Record	
Standard 10	Resource Connections Record	Ebiz Portal > MIL > DIM, Resource Network Documentation
Resource Network		
Overall	Meeting the Quality Standards Video Series: Resource Network Video	Ebiz Portal > Affiliate Administrator > Quality > Quality Endorsement Process > Meeting the Quality Standards Video Series
Standards 1, 3, 4	Resource Network	Ebiz Portal > MIL > AIM, page 33
Standard 5	Permission to Exchange Information Form	Ebiz Portal > MIL > DIM, Resource Network Documentation
Standard 10	Resource Connections Record	Ebiz Portal > MIL > DIM, Resource Network Documentation

Resources will be added to the Ebiz portal, so please continue to check for updates.



Appendix D: Documents to Upload to the Affiliate Self-Study

Standard #	Document	Status
Infrastructure & Leadership		
1	Grant, contract or informational material that indicates the affiliate is designed to provide at least 3 years of service	
2	Community needs assessment	
6	Policy & procedures for Intake and enrollment	
	Policy & procedures for Services provided to families, including timelines and frequency policy & procedure	
	Policy & procedures for Transition planning and Exit policy & procedure	
	Policy & procedures for Data collection and documentation of services policy & procedure	
	Policy & procedures for Staff qualifications and personnel policies & procedures	
	Policy & procedures for Orientation and training for new staff policy & procedure	
	Policy & procedures for Supervision and professional development policy & procedure	
	Policy & procedures for Parent educator safety policy & procedure	
7	Protocol for parental mental health issues	
	Protocol for intimate partner violence	
	Protocol for substance abuse	
	Protocol for child abuse/neglect	
8	Blank client rights document (if not already uploaded)	
	Policy & procedures for confidentiality (if not already uploaded)	
9	Policy regarding record retention (if not already uploaded)	
12	Contract, agreement or letter indicating staff access to a licensed mental health professional (unless supervisor is a licensed mental health professional)	
Evaluation & CQI		
1	<p>A complete, <u>sample</u> family file if not using Penelope or the Parents as Teachers Records.</p> <ul style="list-style-type: none"> This should include any and all forms, database screens, tools, etc. that are maintained in your affiliate’s family files. It is preferable that you upload <u>blank</u> forms, screens, tools, etc. but if that is not possible, make sure that you black out any family identifying information. <p>To meet this standard, the contents of the family file you upload must cover each bulleted item in the standard.</p>	
2	Completed QA Blueprint (if using since at least July)	
4	PDSA Worksheet or written record of CQI activities and efforts	
Staff Selection & New Parent Educator Development		



2	Parent educator job description (if not already uploaded)	
Supervision & Professional Development		
3	All supervision records for your randomly assigned month	
	All staff meeting records from your randomly assigned month	
5	Personal visit observation tool (blank copy, <i>if not using the Parents as Teachers Personal Visit Observation Tool or HOVRS</i>)	
6	Group connection observation tool (blank copy, <i>if not using Parents as Teachers tool</i>)	
7	Self-assessment tool (blank copy, <i>if not using the Parents as Teachers Core Competencies Self-Assessment Tool</i>)	
8	The document(s) you use to record performance evaluations of parent educators and set professional development goals.	
Service Initiation & Participation		
1	Written recruitment plan	
2	Program brochure, flyer or pamphlet	
5	Policy/procedure that addresses how the program determines if ineligible or waitlisted families need resources and expectations for connecting them to these resources (if not already uploaded)	
6	Policy/procedure addressing when the first personal visit is scheduled (if not already uploaded)	
7	Blank participation agreement/consent form (if not already uploaded)	
11	Policy/procedure addressing when exit records are completed (if not already uploaded)	
Assessment & Goal Setting		
4	Policy/procedure addressing when goals are established (if not already uploaded)	
Personal Visits		
3	Policy/procedure addressing the time frame for documenting personal visits (if not already uploaded)	
Group Connections		
5	Records of the planning and delivery for the 9 group connections listed in table J in the Quality Endorsement Manual	
Screening		
2	Procedures for screening, rescreening and making referrals (if not already uploaded)	
6	Informational materials given to parents prior to screening (if not using <i>Parents as Teachers</i> materials)	
8	Screening summary template (if not using ASQ summary page or <i>Parents as Teachers</i> Screening Summary)	
Resource Network		
2	Signed Memorandums of Understanding (at least two)	
3	Resource network directory (if not online)	
5	Permission to exchange information form (if not using <i>Parents as Teachers</i> form)	
	Policy/procedure addressing permission to exchange information (if not already uploaded)	



Appendix E: Technology Tips for Completing the Web-based Affiliate Self-Study

The tips below will help ensure that your experience with the web-based Affiliate Self-Study is positive and smooth. Each affiliate will receive one unique link via email to their Affiliate Self-Study (typically the primary program supervisor) in October when the Self-Study opens.

- ✓ Once you receive your unique Self-Study link via email, save that email in a place that you can easily access again and again (perhaps in a folder in your email). The survey is designed so you can go in and out of it as much as you want, saving your content as you go, so you will want to have that link handy. You can also save the link to your survey in your “bookmarks” on your computer for easy access.
- ✓ If you lose the link to your survey, don’t panic, the Parents as Teachers national office can send it to you again and any content that had been entered and saved will be there.
- ✓ You are able to share the link with others in your program that are working on your Affiliate Self-Study, but know that **only one person can be in the survey at a time**, otherwise your content will not save if more than one person is working in it at the same time.
- ✓ **Do not open the survey in multiple tabs on your web browser at the same time**. This will result in you overriding information entered in the survey in another tab, so you will lose what you have written or uploaded.
- ✓ The survey will save your responses after you click “Next” or “Save” on each page of the survey as you navigate through the survey. Be sure to always click “Next” or “Save” to save your answers.
- ✓ You can navigate to different sections of the survey using the tabs at the top of the page.
- ✓ At any point during the process of completing your Affiliate Self-Study, you can view and print a pdf of your survey. To do this, click on the “Submit” tab of the survey (this will not submit your Affiliate Self-Study) in the next on this page, you will see a place to “Click Here” for a pdf of your survey. Click that link and the pdf will download on your computer. We definitely recommend doing this prior to submitting it to review all of your responses. In this pdf, you will not be able to open any of the attachments you included in your survey, but you will be able to see that they are present.
- ✓ To submit the Affiliate Self-Study, click the “submit” button in the “Submit” tab.
- ✓ If you submit the Affiliate Self-Study prior to April 1 and realize that there is something you forgot to include or that there is something you want to edit, this is just fine. You will still be able to access your survey through your unique link up until April 1, so go into your survey and make the necessary change, **then click submit again**. It is very important to hit the submit button again, otherwise it will not register as submitted.



Appendix F: Record Review Permission Form

Dear Parent,

Our program is currently engaged in the Quality Endorsement and Improvement Process through the national Parents as Teachers office. Earning this Quality Endorsement will confirm that we are meeting national quality standards for Parents as Teachers programs. To help make sure families are getting quality services, a representative of the national Parents as Teachers office may review family files.

The attached form asks your permission for a representative from the national office to review the record we keep of services to your family. The purpose of the record review is to view examples of how our program delivers and documents services to families.

The record reviews will be used to help the national office understand how our program is doing as a whole; they will not focus on individual families' strengths, needs, situations or outcomes. The national office representative will keep the information from your service record confidential. Your child(ren)'s name(s) and other identifying information will not be used in any report or other documentation summarizing the national office's review.

Your participation is completely voluntary. You do not have to consent to the record review. Your consent or decision not to consent will not change the services you receive or your relationship with your parent educator.

If you have any questions, you may ask me (contact information below) or your parent educator.

Thank you,

Name of Program Supervisor
Contact information



Do you give permission for a representative of the national Parents as Teachers office to review the record our program keeps of services to your family? *Describe the method your affiliate will use to submit the family files to Parents as Teachers national office here (FedEx, Dropbox, access to database).*

- Yes- I give permission for my record to be reviewed by a representative of the national Parents as Teachers office
- No- I do not give permission for my record to be reviewed by a representative of the national Parents as Teachers office

Printed Name

Date

Signature of enrolled participant

Date

If under age 18, consent is also required from the minor's parent/guardian

Signature of parent/guardian of the minor parent/guardian

If applicable

To be filled out if permission is withdrawn:

- I am withdrawing permission for my record to be reviewed by a representative of the national Parents as Teachers office

Printed Name

Date

Signature of enrolled participant

Date

If under age 18, consent is also required from the minor's parent/guardian

Signature of parent/guardian of the minor parent/guardian

If applicable



Appendix H: Required Family File Contents

This table specifies the PAT or Penelope forms or records as well as assessments and screenings that need to be included in the family file. Because we are transitioning to the updated PAT Records that are required to be used by all affiliates by July 2019, the table is broken down into two categories: PAT forms pre-July 2019 and PAT Records post July 2019 (which also includes the Penelope option). While either category is acceptable until July 2019, your affiliate is strongly encouraged to transition to the new PAT records as soon as possible. Please note that if you are using Penelope, you have already made the necessary transition.

- > The documents listed in this table are the minimum; additional documents are often part of the file.

If your affiliate uses a computerized data management system other than Penelope, all of the items covered in the Parents as Teachers records must be represented in your data management system (either in fields or uploaded documents) or your affiliate can supplement the computerized data management system with the Parents as Teachers records (referred to as a hybrid system). If your affiliate keeps paper records or uses a hybrid system but does not use one or more of the Parents as Teachers records listed, the forms your affiliate uses to document the particular service area must include all of the items in the corresponding Parents as Teachers forms.

Please note that the PAT Foundational Plans and the Parents as Teachers Personal Visit Planning Guide cannot be substituted for other forms. If an affiliate requires additional items to be included in planning, these can be added onto the Foundational Plans or Planning Guide.

Service Area	Corresponding PAT Forms/Records/Assessments/Screenings or Penelope		
	Pre-July 2019	By July 2019	
		Penelope	PAT Records
Enrollment	> PAT Recruitment and Enrollment Record (fillable form)	> Intake Wizard > Child Information > Family Information > Parent/Guardian Information	> Family Intake Record > Child Information Record > Family Information Record > Parent/Guardian Information Record
Participation Agreement/ Consent for Services	> Participation agreement/ Consent for Services (sample provided in the Quality Assurance Guidelines)	> Participation agreement/Consent for Services can be uploaded to the family's file in Penelope	> Participation agreement/Consent for Services Sample provided in the Quality Assurance Guidelines. This must be tailored for your affiliate.
Contact/Service History	> PAT Annual Individual Service Record (fillable form)	> Family Service Record and Exit Summary (In Penelope this is a report; no additional data entry necessary)	> Family Service Record and Exit Summary



<p>Family-centered Assessment & Other Assessments</p>	<ul style="list-style-type: none"> > Completed assessments, including date(s) they were completed 	<p>There are 3 ways to document FCA in Penelope</p> <ul style="list-style-type: none"> > Enter information/scores for one or more PAT approved family centered assessment tools > Complete the FCA Synthesis Form based on the records in the Enrollment area above > Complete the FCA Synthesis based on program specific tools, forms, etc. that have been approved by Parents as Teachers National Center 	<ul style="list-style-type: none"> > Family-Centered Assessment Synthesis Record <p>Or/And</p> <ul style="list-style-type: none"> > Completed program specific assessments, including date(s) they were completed (must be approved by Parents as Teachers national center for FCA)
<p>Goals</p>	<ul style="list-style-type: none"> > PAT Begin with the End in Mind form (parent handout- Foundational Curriculum: keep a copy in the file and give a copy to the family) > PAT Goal Tracking Sheet 	<ul style="list-style-type: none"> > Goals 	<ul style="list-style-type: none"> > Goals Record
<p>Personal Visits Affiliates must use the PAT Foundational Plans and PAT Personal Visit Planning Guide to design and deliver PAT personal visits; other forms cannot be used as substitutes.</p>	<ul style="list-style-type: none"> > PAT Foundational Plans and Planning Guides* (Foundational Curriculum) > PAT Personal Visit Record <p>* It is recommended that the Plans be retained in the family file for a period of time, such as 12 months.</p>	<ul style="list-style-type: none"> > Foundational Plans and Planning Guides > Personal Visit Record 	<ul style="list-style-type: none"> > Foundational Plans and Planning Guides > Personal Visit Record
<p>Child Development Screening Developmental screening must include social-emotional</p>	<ul style="list-style-type: none"> > Completed developmental screening results > Screening Summaries 	<ul style="list-style-type: none"> > Information/scores for all PAT approved child screening tools can be entered. > Screening Summary 	<ul style="list-style-type: none"> > Child Screening Summary > Completed developmental screening results



Child Milestones	> PAT Developmental Milestones	> PAT Developmental Milestones	> PAT Developmental Milestones
Child Health Information	> Parents as Teachers Health Record	> Child Health	> Child Health Record
Resources Connections	> PAT Connections and Recommendations Tracking Tool	> Resource Connections	> Resource Connections Record
Permission to Exchange Information (if applicable)	> PAT Permission to Exchange Information	> Completed permissions to exchange information can be uploaded to the family's file in Penelope	> PAT Permission to Exchange Information
Transition/Exit (if applicable)	> PAT Exit Record	> Transition Plan > Family Service Record and Exit Summary	> Transition Plan > Family Service Record and Exit Summary



Appendix I: Quality Standards Success Plan

An affiliate that is meeting less than 75 of the quality standards, as determined through the Affiliate Self-Study, develops a Quality Standards Success Plan with assistance from technical assistance providers. The purpose of the Quality Standards Success Plan is to design and implement strategies that enable the affiliate to meet selected Quality Standards. The affiliate is not expected to meet 100% of the Quality Standards. Therefore, the affiliate should identify which Quality Standards it will address in its Success Plan to meet at least 75% of the Quality Standards while still being manageable.

For the Quality Standards not met that your affiliate wants to target, complete the following Goal Statement and Success Plan.

Quality Standard: _____

Goal Statement: What are you trying to accomplish?

Clearly describe the desired outcome in a measureable and time-specific manner

Fill in each column, using as many rows as applicable

What actions or changes will occur?	Who will carry out these changes?	What resources are needed to carry out these changes?	By when will the actions/changes take place, and for how long?	How and when will progress be measured?



Appendix J: Response Form

Affiliate Name:
Supervisor Name:

Please complete the table below with your question or request for correction regarding the Affiliate Quality Endorsement and Improvement Process Final Report. If you have a question or believe that a correction is warranted regarding more than one quality standard, please use one row per quality standard.

- In the 1st column, identify the quality standard that you are responding to.
- In the 2nd column, identify the page number of the report that you are asking to clarify or correct.
- In the 3rd column, provide your question or request for correction pertaining to this quality standard. Please to be sure to be detailed and specific.
- If you are requesting a correction to the report, in the 4th column provide a clear explanation as to why this correction is warranted. Whenever possible, attach additional documentation that provides evidence why this standard should be rated “met.”

Quality standard	Report page number	Question or request for correction	Why this correction is warranted



Appendix K: Timeline of the Quality Endorsement and Improvement Process

		Affiliate activities/tasks	National office activities/tasks
Program year 1	July	<ul style="list-style-type: none"> Complete APR for prior program year by 8/15 	<ul style="list-style-type: none"> Review PMRs and prepare ER Review Reports
	August		
	September	<ul style="list-style-type: none"> Receive & review ER Review Report If not meeting 1 or more ERs, develop an ER Success Plan (in this scenario, affiliate stops here & implements its ER Success Plan until next year when the ER Review is done again) 	<ul style="list-style-type: none"> Send ER Review Reports (& Success Plans as applicable) to affiliates by 9/30 Expansion & Model Replication staff along with local TA staff available to help with ER Success Plans
	October	<ul style="list-style-type: none"> If meeting all ERs, compile the self-study and submit the Affiliate Self-Study Web Survey by 4/1 (includes the Record Review Selection Form) Obtain permission for family file reviews 	<ul style="list-style-type: none"> Provide support: <ul style="list-style-type: none"> > Research & Quality staff available for questions about QEIP and to clarify intent & criteria of specific standards > Expansion & Model Replication staff available to answer questions about how an affiliate currently meets certain standards and materials/procedures it is developing
	November		
	December		
	January		
	February		
	March		
	April	<ul style="list-style-type: none"> If selected for in-depth review, <ul style="list-style-type: none"> > submit 3 family files to the national office this month > identify dates/times for interviews with national office reviewer (some could take place this month as well) 	<ul style="list-style-type: none"> Notify each affiliate that self-rates meeting at least 75% of the standards if it will have an In-Depth or Administrative Review Randomly select files based on Record Review Selection Form & notify affiliate of selected files Identify dates/times for interviews with national office reviewer Begin review of self-studies
May	<ul style="list-style-type: none"> Respond to clarification questions from reviewer as needed If receiving an in-depth review, participate in interviews Submit APR for prior program year by 8/15 	<ul style="list-style-type: none"> Continue review of self-studies, conduct interviews, review family files & review findings with QEIP Committee Check most recent PMR to confirm affiliates continue to meet all ERs 	
June			
Program Year 2	July	<ul style="list-style-type: none"> Review QEIP report which indicates endorsement status If meeting less than 75% (either by self-rating or national review), develop a Quality Standards Success Plan (65-74%: affiliate can submit evidence of improvement by April & earn the endorsement within the program year; less than 65%: can repeat process next year if desired) 	<ul style="list-style-type: none"> Send affiliates their QEIP report (& Success Plans as applicable) and award endorsements Expansion & Model Replication staff along with local TA staff available to help with Quality Standards Success Plans
	August		
	September		
	October		



		Affiliate activities/tasks	National office activities/tasks
Program Year 2	November	<ul style="list-style-type: none"> Submit Response Form if needed to follow-up on any ratings considered inaccurate in the report 	<ul style="list-style-type: none"> QEIP committee reviews & replies to any Response Forms
	Dec		
	Jan		
	Feb	<ul style="list-style-type: none"> If desired, submit information/data demonstrating Quality Standards Success Plan objectives have been met by 2/15 	<ul style="list-style-type: none"> National reviews information/data submitted regarding Quality Standards Success Plan and awards endorsement as appropriate
	March	<ul style="list-style-type: none"> Respond to clarification questions from reviewer as needed 	



Appendix L: PAT Affiliate Policies and Procedures

As described in the Infrastructure and Leadership section of the PAT Quality Standards, PAT affiliates have written policies and procedures that guide their operations and services, covering the areas outlined in the table below. The organization the PAT affiliate is a part of may require additional procedures as well.

Definition of policy and procedure

A policy is a principle or statement of intent that guides decisions and processes. For example, the policy for “Parent Educator Safety” might state: Maintaining staff safety is of paramount importance to the Parents as Teachers affiliate. To this end, supervisors and parent educators must be well informed about and utilize strategies designed to promote staff safety. Procedures detail the specific steps needed to carry out a policy. Procedures should specify what the steps are, who carries them out, along with how and when.

- > To ensure comprehensive policies and procedures, address each topic presented in the table below for each policy/procedure area. In addition, include revision dates and a table of contents.
- > Parents as Teachers provides a Policies and Procedures template and example Policies and Procedures Manual to help guide PAT affiliates as they develop, update or revise their own policies and procedures manual.

Comprehensive written policies and procedures help ensure your affiliate has a strong infrastructure. But it is not enough to write them. It is very important that you spend time talking through and training staff on your affiliate’s policies and procedures; when they are first completed, and when they are reviewed/updated (at least annually). It is advisable to keep records of policies and procedures trainings and all reviews/updates.

Organizational Information	
<p>Address:</p> <ul style="list-style-type: none"> > Host organization name > Affiliate name > Mission statement 	<ul style="list-style-type: none"> > Other programs/services within the organization > Affiliate’s division/department within the organization > Advisory committee > Basic staffing information
Intake and enrollment policy	
<p>These procedures should address:</p> <ul style="list-style-type: none"> > Target population (including demographics, cultural backgrounds, geographic locations) > Overall duration of services offered to families > Eligibility criteria & process for determining eligibility > Intake process steps 	<ul style="list-style-type: none"> > Maintenance of a wait list > Resource connections for families that don’t meet eligibility criteria or must be placed on a waiting list > Required outreach to non-responsive families > Expected timeframe for 1st foundational visit > Consent for Services/Enrollment



Services provided to families policy	
<i>These procedures should address each of the following services including timeframes (e.g. within 90 days) and frequency (e.g. twice monthly):</i>	
<ul style="list-style-type: none"> > Adult Screening > Family centered assessment > Goal setting & review of progress > Personal visits 	<ul style="list-style-type: none"> > Group connections > Child screening, rescreening & referral > Resource connection & follow-up
Family engagement, transition planning and exit policy	
<i>These procedures should address:</i>	
<ul style="list-style-type: none"> > Consent for services, including gathering input into reasons for participation > Missed visits > Ongoing engagement strategies 	<ul style="list-style-type: none"> > Staff turnover > Placing a family on hold > Transition planning > Exit from the program
Data collection and documentation of services policy	
<i>These procedures should address:</i>	
<ul style="list-style-type: none"> > Data management system(s) used > Length of time records are kept and where they are housed > Family file contents: For ALL items -Title of each form or report, initial timeframe for completion and timeframe for completion following initial, who completes the form, where it is stored, 	<ul style="list-style-type: none"> > Group Connections file contents: For ALL items -Title of each form or report, initial timeframe for completion and timeframe for completion following initial, who completes the form, where it is stored, > File reviews > Family Feedback > Continuous Quality Improvement > Evaluation and reporting
Staffing and Personnel policy (include parent educator and supervisor job descriptions in the appendix of your policies and procedures)	
<i>These procedures should address:</i>	
<ul style="list-style-type: none"> > Maximum caseload size for part time parent educators, full time parent educators and supervisors that carry a caseload 	<ul style="list-style-type: none"> > Hiring and employment > Personnel > Operations
Orientation and training for new staff policy	
<i>These procedures should address:</i>	
<ul style="list-style-type: none"> > Required training before delivering services to families > Orientation for new staff 	<ul style="list-style-type: none"> > Additional training/coaching throughout the first year > Shadowing > Observations



Supervision and professional development policy	
<p><i>These procedures should address:</i></p> <ul style="list-style-type: none"> > Supervisor to parent educator ratio > Reflective Supervision (including for supervisors who carry a caseload) > Staff meetings 	<ul style="list-style-type: none"> > Observations of 2nd year+ parent educators > Observations of group connections > Annual performance reviews and ongoing professional development
Parent educator safety policy	
<p><i>These procedures should address:</i></p> <ul style="list-style-type: none"> > Training on parent educator safety > Sharing of schedules & communication while in the field 	<ul style="list-style-type: none"> > Outdoor safety & travel > Safety during personal visits > Communicable disease/sanitation precautions
Client rights and confidentiality policy	
<p><i>These procedures should address:</i></p> <ul style="list-style-type: none"> > Consent for services > Security & maintenance of family records > Exchange of information > Case consultation within the organization 	<ul style="list-style-type: none"> > Personal visit privacy measures > Legal requirements to disclose information > Accommodations for disabilities > Participant grievances
Appendix	
<ul style="list-style-type: none"> > Child Abuse/Neglect Protocol > Consent for Services form > Employee Handbook Table of Contents (if different than this manual) > Intimate Partner Violence Protocol > IPV Protocol > New Parent Educator Orientation Checklist 	<ul style="list-style-type: none"> > Parent Educator and Supervisor Job Descriptions > Participant Grievance form > PAT Screening Flowchart > PDSA Worksheet > Substance Abuse Protocol > Recruitment Plan