



**Time Sensitive Quality Standards: PAT Quality Endorsement and Improvement Process**

**Cohort 4: Self-Study Due April 1, 2019**

#	Standard	Timeline
<b>Infrastructure and Leadership</b>		
12	The affiliate has access to a licensed mental health professional that provides consultation to affiliate staff regarding their work with families.	The affiliate has had access to a licensed mental health professional for at least <b>three months prior to the submission of the Self-Study (4/1/19)</b> as indicated in a dated and signed contract, written agreement or letter or the affiliate supervisor is a licensed mental health professional.
<b>Evaluation and CQI</b>		
2	The supervisor or lead parent educator uses the Affiliate Quality Assurance (QA) Blueprint to monitor fidelity to the Parents as Teachers model.	The affiliate used the QA Blueprint (2017 version) <b>beginning July 1 of the year they began the Affiliate Self-Study (2018)</b> , and continued to use it throughout the program year through the time that the Self-Study was submitted.
4	The affiliate has a written process for continuous quality improvement.	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). <b>(Worksheets and/or records must have been completed within the 2018 calendar year)</b>
<b>Staff Selection and New PE Development</b>		
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.	New parent educators observed at least one visit, one group connection and one screening <b>within six months of Parents as Teachers <i>Foundation and Model Implementation Training</i></b> .
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.	New parent educators have been observed conducting at least one visit, one group connection and one screening <b>within their first six months after the Parents as Teachers training &amp; again at one year</b> .

## Supervision and Professional Development

<b>3</b>	The Parents as Teachers supervisor maintains a record of supervision with each parent educator, as well as documentation of staff meetings.	In <u>January 2019</u> , 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 <b>selected month (from 2018 calendar year)</b> must be uploaded.
<b>4</b>	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.	As indicated in the QA Blueprint(s) or 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 <b>at least once during the (2018) calendar year</b> and the affiliate clearly describes when/how parent educators are provided with feedback.
<b>6</b>	The supervisor observes at least one group connection quarterly, and reviews corresponding planning/ delivery documentation and evaluations for each.	As indicated in the QA Blueprint(s) or table I, the supervisor or lead parent educator <b>observed at least four group connections during the (2018) calendar year</b> using an observation tool and reviewed planning/ delivery documentation and evaluations for all four.
<b>7</b>	Annually, parent educators self-assess and document their competencies across at least the following areas: <ul style="list-style-type: none"> <li>• Family support and parenting education</li> <li>• Child &amp; family development</li> <li>• Human diversity within family systems</li> <li>• Health, safety &amp; nutrition</li> <li>• Relationships between families &amp; communities</li> </ul>	As indicated in the QA Blueprint(s) or table H, 100% of <b>parent educators employed for at least 12 months as of December (2018) completed a self-assessment of all five of the competency areas during the (2018) calendar year</b> using the Parents as Teachers Core Competencies Self-Assessment Tool or a comparable tool.
<b>8</b>	Annually, parent educators and supervisors assess competencies and performance, and set professional development goals, documenting both the performance evaluation and 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 the QA Blueprint(s) or table H, 100% of <b>parent educators employed for at least 12 months as of December (2018) had a performance evaluation &amp; professional development goals documented during the (2018) calendar year.</b>

## Group Connections

<b>3</b>	Group connections are offered at times and locations convenient for family members.	As indicated in table J, <b>across the (2018) calendar year</b> , at least one group connection was offered in the evening or on a weekend.
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## Resource Network

<b>2</b>	The affiliate has Memorandums of Understanding (MOU) and clear points of contact with these community resources.	The affiliate has at least two MOUs with clear points of contact and <b>dates indicating they were in place during the 2018-19 Program Year</b>
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Overall

**File Reviews**

The file reviews that are completed for the Self-Study do not have to be completed by January 1, 2019. However, they should be completed before rating any of the standards that require file review results. It is required that you use the Parents as Teachers Family File Review Tool. See table in QEIP Manual to determine the number of file reviews your affiliate needs to complete.

**Policies and Procedures**

**New policies, procedures and protocols must be developed and in use at least three months before Self Study submission (Due 4/1/19).** 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.