



Parents as Teachers®



Quality Endorsement and Improvement Process Manual

Table of Contents

Welcome to the Quality Endorsement and Improvement Process Manual2

Quality Endorsement and Improvement Process

Step 1: Essential Requirements Review – Front End4

Step 2: Affiliate Self-Study5

Step 3: Review and Corroboration of the Affiliate Self-Study9

Step 4: Essential Requirements Review – Back End10

Request for Correction Process.11

Quality Endorsement and Improvement Process Flow Chart Table Guides

Table 1: The Essential Requirements . . 12

Table 2: Affiliate Self-Study Guide 16

Infrastructure & Leadership17

Evaluation & Continuous Quality Improvement24

Staff Selection & New Parent Educator Development30

Supervision & Professional Development37

Service Initiation & Participation 46

Assessment & Goal Setting49

Personal Visits51

Group Connections55

Screening60

Resource Network66

Appendices

Appendix A: Essential Requirements Success Plan68

Appendix B: Documents to Upload to Self-Study70

Appendix C: Quality Standards Assessed Based on File Review72

Appendix D: File Review Permission Form74

Appendix E: Record Review Selection Form76

Appendix F: Technology Tips for Completing the Self-Study77

Appendix G: Request for Correction Form.78

Appendix H: Timeline of the Quality Endorsement and Improvement Process79

Appendix I: Policies and Procedures Checklist.81

Welcome to the Quality Endorsement and Improvement Process Manual

The Parents as Teachers (PAT) Quality Endorsement and Improvement Process (QEIP) helps ensure that PAT affiliates are delivering high quality services and facilitates continuous quality improvement.

Affiliates that earn the Quality Endorsement are recognized by Parents as Teachers National Center (PATNC) as exemplary blue ribbon affiliates, as a result of delivering high quality services to children and families. Endorsed affiliates are recognized at the PAT 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.

As an added benefit, participation in the QEIP earns parent educators the professional development hours

PAT affiliates are required to engage in the QEIP in their fourth year of implementation, and every five years thereafter.²

required for the following year's certification renewal.¹

Each July, a group of PAT affiliates in their fourth year of implementation or beyond begin the QEIP. 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 Center notifies the upcoming cohort of affiliates for the QEIP.

This manual provides an overview of the three steps involved in completing the QEIP, along with detailed instructions for how to prepare the self-study (step two in the process).

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

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 QEIP are able to do so upon request by contacting the Research and Quality department.

The PAT Essential Requirements and Quality Standards form the basis for Quality Endorsement of PAT 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 QEIP has four main steps:

1. Essential Requirements Review
– front end
2. Affiliate Self-Study
3. Review and confirmation of the Affiliate Self-Study by the National Center
4. Essential Requirements Review
– back end

To earn the Blue Ribbon, affiliates must meet or exceed all of the Essential Requirements, along with the required Quality Standard #1 and at least 80% of the additional 80 Quality Standards. It is also expected that the affiliate will adhere to their additional organizational policies/procedures and applicable licensing, regulation and funder requirements.

Once earned, the Blue Ribbon is valid for up to 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.

Step 1: The Essential Requirements Review – Front End

As the first step in the QEIP, PATNC reviews how the affiliate is performing on the Essential Requirements.

To receive the Essential Requirements Review, the affiliate submits the APR by August 15th. Once the APR is reviewed and approved, a member of the quality team reviews the affiliate's Performance Measures Report (PMR) and screening and outcomes report (in the portal), to assess whether each of the Essential Requirements is met.

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 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 (July – September).

Affiliates will receive an Essential Requirements Review notification letter by the end of September that confirms whether all Essential Requirements are 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 12-15). 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 A](#)) with assistance from the Implementation Support department at the National Center or regional technical assistance providers and moves to provisional affiliate status.

- > Pauses the QEIP at that point and implements the Essential Requirements Success Plan for the remainder of the program year.
- > The following year, the affiliate will receive another Essential Requirements review by the quality team. If the affiliate meets all of the Essential Requirements at or above the minimum levels this time, it regains model affiliate status and proceeds to step two, the 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 one or more 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 QEIP again three years later.

Step 2: The Affiliate Self-Study

Through the self-study, affiliates illustrate how they meet the Quality Standards, identifying strengths and making improvements along the way.

Affiliates that have met all Essential Requirements move forward to complete the self-study. The self-study is submitted online via a survey link that is emailed to the affiliate supervisor in October. In addition, each affiliate will be assigned a QEIP Guide in October who will be the affiliate's point person for questions pertaining to the QEIP and the self-study process.

Affiliate staff should use the [Self-Study Guide Table](#) on pages 16-67 to prepare the information needed for the self-study. As outlined in the [Self-Study Guide Table](#), affiliates answer questions, upload requested documents, and/or populate tables for each Quality Standard they rate as met. We recommend that affiliates prepare and save their answers to each question and table in a Word document before copying them into the self-study.

To determine if an affiliate meets a Quality Standard, the supervisor needs to closely review the information described in

the [Self-Study Guide Table](#) under “What Meets the Standard.” If the affiliate is not yet meeting a Quality Standard, but can put procedures and practices into place that enable staff to meet the Quality 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 prior to submitting the self-study.**

Affiliates have six months to complete the self-study (October through March). **The self-study is due by April 1.** Late submissions cannot be accepted. If an affiliate fails to submit the 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 Blue Ribbon the second time through, it will be good for four years.

Preparing the Self-Study: Six Key Tasks

Task 1: Become familiar with the [Self-Study Guide Table](#) and introduce the process to staff.

The affiliate supervisor should closely review the [Self-Study Guide Table](#) and determine who will coordinate the self-study. Typically, the supervisor coordinates the 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 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 self-study, PAT 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 self-study process needs to be introduced to the staff. Often, the supervisor explains the self-study and shares the *Quality Endorsement and Improvement Process Manual* during a staff meeting.

Task 2: Locate specified documents, prepare responses to the self-study questions, and gather data needed for the information tables.

Documents: It is understood that there may be documents requested in the self-study that your affiliate does not have. First, locate all the documents your affiliate already has in place (see [Appendix B](#) 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 self-study process. **Remember that new policies, procedures and protocols must be developed or updated, trained on and in use at least three months before the self-study is submitted.** Make sure that the documents you provide address all of the criteria described in the [Self-Study Guide Table](#) under “What Meets the Standard.”

The policy and procedure manual and affiliate protocols must include a title and date (month and year) marking when they went into effect. If the policy and procedure manual or protocols do

not have a title and date, they cannot be counted toward the Quality Standard because the reviewer cannot confirm that it has been implemented for the necessary amount of time. 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 self-study. **It is very important to ensure that family level identifying information is not visible on anything that is uploaded.**

Questions: It is important that you provide clear and comprehensive responses that directly answer the questions in the self-study. Depending on the Quality Standard, you may need to provide a description of your affiliate’s activities or an explanation of how something is done in your affiliate. Make sure to address all of the criteria described in the [Self-Study Guide Table](#) under “What Meets the Standard.”

Information tables: For some Quality Standards, you are asked to enter information into tables. The information tables are presented in the [Self-Study Guide Table](#) as they will appear in the self-study for the corresponding Quality Standards.

Task 3: Conduct file reviews.

Family files help demonstrate that the PAT Quality Standards, as well as

your affiliate’s procedures, are being implemented as outlined.

Therefore, affiliates must conduct file reviews and include completed file review tools in their self-study. The results of these file reviews are then used by the affiliate to determine whether certain Quality Standards are met.

Many affiliate supervisors already complete regular file reviews. For the file reviews completed for the self-study, **it is required that you use the PAT Family File Review Tool.**

Eleven of the Quality Standards are fully or partially assessed based on the results of the file review. Six of these eleven are assessed based on the review of the overall file and five are assessed based on the personal visit records (PVRs) that are reviewed within each file. Please see [Appendix C](#) for a list of the Quality Standards tied to the file reviews. To rate these Quality Standards as met, two-thirds of the files or PVRs that you review will need to contain documentation that shows the Quality Standard is being implemented.

The number of file reviews your affiliate needs to complete for the self-study depends on the size of your affiliate. Within each file reviewed, six randomly selected PVRs must be reviewed. **Files should be selected only from families that have been enrolled in your affiliate for**

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

# of parent educators	# of file reviews to do	# of files to be in compliance to meet certain standards		# of PVRs to be in compliance to meet certain standards
1-3	3	at least 2 out of the 3 files reviewed	OR	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 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 PATNC staff.

at least 90 days and had at least six personal visits.

You will upload the required number of completed PAT *File Review Tools* into the self-study. 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), the self-study will be considered incomplete.

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

affiliate is or is not meeting each Quality Standard by checking yes or no. Before checking yes, ensure that your affiliate meets all the criteria specified in “What Meets the Standard.”

If your affiliate 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.

Task 5: Compile, complete, and submit the Record Review Selection form

Each affiliate will have three family files reviewed by the National Center in step three of this process. In order for three files to be selected and submitted to the National Center, affiliates need to collect

When an affiliate 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 affiliate is meeting a Quality Standard, it is important that you provide the specified evidence to support this.

parent/guardian permissions to have their file reviewed by the National Center. If affiliates are using a consent form that already includes language around allowing the National Center to review the file for purposes of the QEIP, additional consent is not needed. If an additional consent form is needed for this purpose, the National Center has a file review consent form

that affiliates can use ([Appendix D](#)). This form is available in English and Spanish upon request.

It is important to note that families are **not** required to give their permission to be a part of the family file review that the National Center does, and should not be persuaded by the affiliate to be included if they do not wish to be a part of the pool.

By March 15, each affiliate must complete and email their **Record Review Selection Form** ([Appendix E](#)) to their QEIP Guide. The form is populated with the initials of parents/guardians that grant their permission for their file to be reviewed. The QEIP Guide will review the submitted form and return it to the affiliate if any corrections are warranted.

Task 6: Complete and submit the self-study

The self-study is divided into 81 sections, with each Quality Standard having its own 'tab'.

You can go in and out of the self-study as much as you want. Therefore, you can do a little at a time, or prepare all of your responses ahead of time, and complete the self-study 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 self-study. 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 self-study. Make sure to save a copy of your self-study for your records. Then click the submit button.

Please see [Appendix F](#) for technology tips for completing the self-study.

Summary of the Step 2 Tasks:

- Become familiar with the manual and introduce the process to staff
- Locate documents, prepare responses and gather information
- Conduct file reviews
- Rate the Quality Standards
- Compile, complete and submit the Record Review Selection Form
- Complete and submit the self-study

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

The National Center conducts a thorough review of each self-study submitted that includes a supervisor interview and family file reviews.

Once all the self-studies have been submitted (by April 1), Quality Team reviewers begin the third step of the QEIP, the review of the self-studies which takes place between April and September. Results are provided to affiliates by the end of October.

In early April, each self-study is assigned to a quality reviewer. The reviewer will email each affiliate to confirm receipt of their self-study and inform them of the next steps. Each affiliate is notified of the three family files they are to provide for review and the process for scheduling the supervisor interview.

The reviewer thoroughly assesses the affiliate's self-study, reviews the submitted family files, and gathers information from the supervisor via the interview. The Quality Team meets weekly to discuss the self-study reviews and ensure consistency in ratings. From this information, the reviewer prepares a report for the affiliate, detailing the affiliate's self-study score, strengths and recommendations for improvement.

Preparing and Submitting Family Files

Each QEIP reviewer will use the *Record Review Selection Form* to randomly select three files for review. Affiliates will be notified of which files were selected. Once notified, the affiliate has two weeks to submit the family files to the National Center.

The affiliate has two options for submitting the family files.

1. Scan and upload the file contents and then send them electronically via Dropbox.
2. Allow the reviewer access to the affiliate's database to see the three family files selected, and submit any remaining file contents not included in the database via Dropbox.

Step 4: Essential Requirements Review – Back End

To earn the Blue Ribbon, affiliates must meet or exceed the minimum levels for all Essential Requirements, meet the required Quality Standard #1, and meet at least 80% of the additional Quality Standards.

As the last step before awarding the Blue Ribbon in October, the quality reviewers will review the affiliate's most recent PMR and screening and outcomes report to determine that it is continuing to meet the Essential Requirements at or above minimum levels. The results of this Essential Requirements Review is included in the affiliate's QEIP final report that is sent to the affiliate in October. The affiliate will earn the Blue Ribbon if its data indicates that it continues to meet all the Essential Requirements, required Quality Standard #1 is met and at least 80% of the additional Quality Standards are met. The Blue Ribbon will be good 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.

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 Center within one month of receiving the report. The affiliate will have a status of provisional affiliate at that point. If the affiliate met required Quality Standard #1 and at least 80% of the additional Quality Standards, and subsequent APR data indicates that the affiliate met all the Essential Requirements at or above minimum levels, the affiliate can earn the Blue Ribbon at that time, and it will be good for up to four years.

Meeting less than 80% of the Quality Standards

Affiliates that meet the Essential Requirements at or above minimum levels but either self-rate or have a National Center review that indicates they met less

than 80% of the Quality Standards will maintain their Model Affiliate status. These affiliates have the opportunity to repeat the QEIP and submit another self-study if they wish, in an effort to earn the Blue Ribbon. If the Blue Ribbon is earned, it would be good for four years.

Not meeting the Required Quality Standard #1

Affiliates that meet at least 80% of the Quality Standards, but do not meet the required Quality Standard #1 can opt to submit updated policies and procedures to the National Center for review the following summer. If it is determined that the updated policies and procedures meet the Quality Standard, the Blue Ribbon can be earned (as long as all Essential Requirements are met) and it would be good for four years.

For more detailed information on possible pathways forward through the QEIP, please see the QEIP Administrative Policies and Procedures.

Request for Correction Process

If the affiliate believes that the reviewer overlooked or did not understand information that they provided in the self-study, the supervisor can respond in writing to the Quality department using the *Request for Correction* form ([Appendix G](#)). The affiliate's response must:

- > Clearly identify the Quality Standard they are responding to and the information that was provided in the self-study that they think the reviewer overlooked or did not understand.
- > Be received within 30 days of the report date.

Please note that new information that was not included in the original self-study will not be considered.

The QEIP committee at the National Center will review and reply to the affiliate within 30 days of receiving the response form.

See [Appendix H](#) for a table that outlines the timeline for the activities involved in the QEIP.

Table 1: The Essential Requirements

Essential Requirements	
2020 Essential Requirements	Measurement Criteria
1. The affiliate is designed to provide at least two years of services to families whose children are prenatal to kindergarten age. ¹	The affiliate confirms that it is designed to be able to provide at least two years of services to families with age-eligible children. ²
2. The minimum qualifications for parent educators are a high school diploma or equivalency 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 United States.
3. Each affiliate has an advisory committee that meets at least every six months. (It can be part of a larger committee, community network, or coalition as long as the group includes a regular focus on the affiliate).	The affiliate conducts at least two advisory committee meetings during the program year.
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. In order to support high-quality services to families, this requirement includes supervisors who carry a caseload.	On average, parent educators working more than .5 FTE and supervisors that carry a caseload equivalent to more than .5 FTE receive at least 75% of the required individual reflective supervision hours per month (at least 1.5 hours per month). On average, parent educators working .5 FTE or less and supervisors who carry a caseload equivalent to .5 FTE or less receive 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 occur during the program year.
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. The number of parent educators assigned to the supervisors is decreased proportionately when the supervisor is not full-time.	100% of an affiliate's 1.0 FTE* supervisors are assigned a maximum of 12 parent educators. The number of parent educators assigned to a supervisor that is not full-time is adjusted proportionately. <i>*1.0 FTE is defined here as 40 hours/week.</i>

¹ Because families can enroll when their children are different ages, not every family may receive at least two years of services

² Age eligible refers to the program's design and requirements around who is served. PAT services are able to be delivered to families whose children are prenatal to kindergarten age.

Essential Requirements

2020 Essential Requirements	Measurement Criteria
<p>6. All new parent educators who will deliver Parents as Teachers services to families attend the Foundational and Model Implementation Trainings before delivering Parents as Teachers services; new supervisors attend both Foundational and Model Implementation Trainings.</p>	<p>100% of parent educators and supervisors have attended the required PAT trainings.</p>
<p>7. All parent educators and supervisors who carry a caseload are observed delivering a personal visit at least once during the program year, conducted by a supervisor or lead parent educator using a structured observation tool.</p>	<p>100% of parent educators and supervisors who carry a caseload and who provided full PAT model services for the full program year are observed delivering a personal visit at least once during the program year conducted by a supervisor or lead parent educator using a structured observation tool.</p>
<p>8. Parent educators and supervisors who carry a caseload obtain competency-based professional development and training and renew certification with the National Center annually.</p>	<p>100% of parent educators and supervisors who carry a caseload are up to date with their certification. Twenty hours of professional development are required for recertification for all parent educators and supervisors who carry a caseload. In addition to local training opportunities, professional development during staff meetings, participation in PAT national webinars, and online courses all count toward the required hours.</p>
<p>9. Parent educators* complete and document a family-centered assessment within 120 days of enrollment, and then annually thereafter, using a method that addresses the Parents as Teachers required areas.</p> <p><i>*indicates that this includes supervisors who carry a caseload</i></p>	<p>Family-centered assessment is conducted using a PAT-approved method. At least 60% of families enrolled more than 120 days have an initial family-centered assessment completed within 120 days of enrollment and at least 60% of families that received at least one visit during the program year have a family-centered assessment completed during the program year.</p>
<p>10. Parent educators* develop and document goals with each family they serve.</p> <p><i>*indicates that this includes supervisors who carry a caseload.</i></p>	<p>At least 60% of the families that received at least one visit during the program year have at least one documented goal during the program year.</p>
<p>11. Parent educators* use the <i>Foundational Personal Visit Plans</i> and <i>Personal Visit Planning Guide</i> from the <i>Foundational Curriculum</i> to design and deliver personal visits to families.</p> <p><i>*indicates that this includes supervisors who carry a caseload</i></p>	<p>Parent educators* plan for each visit, documenting the planning process in a <i>Foundational Personal Visit Plan</i> or <i>Personal Visit Planning Guide</i>.</p> <p><i>*indicates that this includes supervisors who carry a caseload</i></p>

Essential Requirements

2020 Essential Requirements

Measurement Criteria

<p>12. Families with one or fewer stressors receive at least 12 personal visits annually and families with two or more stressors receive at least 24 personal visits annually.</p>	<p>At least 60% of families with one or fewer stressors receive at least 75% of the required number of visits* in the program year and at least 60% of families with two or more stressors receive at least 75% of the required number of visits in the program year.</p> <p><i>*As documented by Personal Visit Records.</i></p>
<p>13. Full-time first year parent educators complete no more than 48 visits per month during their first year and full-time parent educators in their second year and beyond complete no more than 60 visits per month. The number of visits completed monthly is decreased proportionately when a parent educator is part-time. In addition, a number of factors need to be considered when establishing the maximum number of visits completed monthly, including: staff responsibilities, travel time for visits, and data collection responsibilities.</p>	<p>Full-time first year parent educators complete no more than 48 visits per month. Full-time parent educators in their second year and beyond complete no more than 60 visits per month.</p>
<p>14. Affiliates deliver at least 12 group connections across the program year.</p>	<p>The affiliate delivers at least nine (75%) group connections* during the program year. In order to count a group connection, at least one family must have attended. The families in attendance may or may not already be enrolled in PAT services. For example, a family may be in attendance as part of the affiliate's recruitment efforts.</p> <p><i>*As documented by Group Connection Planning Guides and Records</i></p>
<p>15. Child health review is completed within 90 days of family enrollment or child's birth, and at least annually thereafter. Completion of the <i>Child Health Record</i>, which consists of health status, safety, vision, and hearing elements, constitutes a complete health review.</p>	<p>At least 60% of children receive a complete child health review within 90 days of enrollment or birth and at least 60% of children received a complete annual child health review during the program year.</p>
<p>16. Child developmental screening takes place for all children within 90 days of family enrollment or child's birth, and then at least annually thereafter. Developmental domains that require screening include language, cognitive, social-emotional, and motor development.</p>	<p>At least 60% of children receive a complete child developmental screening within 90 days of enrollment or birth and at least 60% of children receive a complete annual child developmental screening during the program year.</p>

Essential Requirements

2020 Essential Requirements

Measurement Criteria

<p>17. Child developmental surveillance takes place during each personal visit.</p>	<p>Parent educators review the PAT <i>Milestones Record</i> or <i>CDC Milestones</i> for each enrolled child before the visit and update each enrolled child's record after the visit when there are newly emerging or achieved milestones.</p>
<p>18. Parent educators* connect families to resources that help them reach their goals and address their needs. <i>*indicates that this includes supervisors who carry a caseload</i></p>	<p>At least 60% of families that received at least one visit during the program year are connected to at least one community resource during the program year.</p>
<p>19. At least annually, the affiliate gathers and summarizes feedback from families about the services they have received through the four model components, using the results for program improvement.</p>	<p>The affiliate gathers and summarizes feedback from families about the services they have received at least once during the program year and uses the results for program improvement.</p>
<p>20. 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.</p>	<p>The affiliate uses the PAT Records (2017 or newer), presented in the <i>Data In Motion Manual</i> through one of the approved options below,* to record and report data on service delivery and program implementation, submits the Affiliate Performance Report (APR) annually by the August 15 deadline, and participates in the Quality Endorsement and Improvement Process when designated by PATNC.</p> <p>*Approved options</p> <ol style="list-style-type: none"> 1. PAT Penelope 2. PAT Records (2017 or newer version) 3. Data system that has a licensing agreement with PATNC and contains all items in the PAT Records (2017 or newer version) 4. Program specific forms or database that contains all items in the PAT Records (2017 or newer version)
<p>21. Affiliates measure at least two outcomes with eligible families and report summary data and how they are using the data on the APR. One outcome is from a list of PAT approved tools that measure parenting skills, practices, capacity, or stress assessment and the second outcome is from an approved list of measures.</p>	<p>At least 60% of eligible families annually participate in an assessment of parenting skills, practices, capacity, or stress using an approved tool. At least one additional PAT approved outcome measure is assessed and reported for eligible families. Affiliates report in the APR how they are using the data.</p>

Table 2: Self-Study Guide

In addition to responding to the Quality Standards, the affiliate will respond to the following:

- > Your 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).

The fourth column outlines what you will submit in your self-study to demonstrate meeting each Quality Standard. There are four categories of items:

- > **Answer Question(s)** – you will respond to the question(s) posed in an open text field.
- > **Upload** – you will upload the document(s) specified. Please upload documents in a Word or pdf format.
- > **Refer Back** – for these items, the reviewer will refer to an item(s) already uploaded in your self-study, your APR or the PATNC database (Aptify) and you do not need to supply anything additional.
- > **Complete Table** – you will populate the table specified. All tables are included at the end of each section of the Quality Standards.

The third column outlines the timeline associated with each Quality Standard. For the majority of the Quality Standards, the timeframe will fit within one of the five options below:

- > **Implemented at least three months prior to submission of self-study** – this applies to policies, procedures and protocols that must be written and in effect at least three months prior to submission of the self-study.
- > **Calendar year** – the 12-month period from January to December of the year that the affiliate began the self-study. For example, for cohort one that began summer 2020, the calendar year focused on in the self-study is January -December 2020.
- > **Current practice** – reflective of how your program operates as of the time you are responding to that Quality Standard.
- > **Most recent APR** – reviewed based on information contained in your program's most recent APR (from the APR submitted for the front end Essential Requirements Review).
- > **From file review** – reviewed based on the results of the family file review completed.

Infrastructure & Leadership

Quality Standard	What Meets the Standard	Timeframe for the Standard	Evidence to Submit in the Self-Study
<p>1. The affiliate has and trains its staff on written policies and procedures that address the following:</p> <ul style="list-style-type: none"> > Intake and enrollment > Services provided to families, including: <ul style="list-style-type: none"> - Family-centered assessment - Goal setting and review of progress - Personal visits - Group connections - Child screening and referral - Resource connections and follow-up > Family engagement > Transition planning and exit > Confidentiality > Data collection and documentation of services > Orientation and training for new staff > Supervision and professional development > Parent educator safety <p><i>**Required Quality Standard that must be met in order to earn the Blue Ribbon. This is the only required Quality Standard.</i></p>	<p>The affiliate has written policies and procedures for all nine (100%) of the topics listed in the standard that have been in effect for at least three months prior to submission of the self-study. A majority of the items in the <i>Policy and Procedure Checklist (Appendix I)</i> are addressed for each topic.</p> <p>In addition, all staff receive initial training in the implementation of all of the policies and procedures and then an annual review, with particular attention to anything that has changed or been added. The annual review could be done during a staff meeting. The orientation policy and procedures do not need to be reviewed annually with staff.</p>	<p>Policy/ Procedure Manual: Must be implemented at least 3 months prior to date self-study submitted</p> <p>Annual Training: Calendar year</p>	<p>Upload: Your affiliate's policy/procedure manual. The cover page must be dated with the month and year of the most recent revision.</p> <p>Answer Question: What date(s) from the calendar year did your affiliate have annual training done on the policies and procedures manual?</p> <p>Refer Back: The reviewer will refer to your policies and procedures manual to confirm that there is a policy around new staff receiving initial training on the implementation of policies and procedures.</p>

Quality Standard	What Meets the Standard	Timeframe for the Standard	Evidence to Submit in the Self-Study
<p>2. The affiliate has and trains its staff on written protocols that address how parent educators are expected to respond to and follow-up on the following:</p> <ul style="list-style-type: none"> > Child abuse and neglect > Mental health issues > Intimate partner violence (IPV) > Substance use disorder 	<p>The affiliate has written protocols for all four of the topics listed in the standard that have been in effect for at least three months prior to submission of the self-study. Each protocol must address:</p> <ul style="list-style-type: none"> > Universal education/screening > Consult/connect/report > Follow-up > Document <p><i>The Mental Health Issues protocol can be broader than depression screening but does not have to be.</i></p> <p>In addition, all staff receive initial training in the implementation of all of the protocols and then an annual review, with particular attention to anything that has changed or been added. The annual review could be done during a staff meeting.</p>	<p>Protocols: Must be implemented at least three months prior to self-study submitted</p> <p>Annual Training: Calendar year</p>	<p>Upload: Your affiliate's protocols for: child abuse and neglect, mental health issues, IPV and substance use disorder. The cover page must be dated with the month and year of the most recent revision.</p> <p>If already uploaded as part of Quality Standard #1, specify the titles of the documents & page numbers they can be found.</p> <p>Answer Question: What date(s) from the calendar year did your affiliate have annual training on each of the protocols?</p> <ul style="list-style-type: none"> > Child abuse and neglect > Mental health issues > IPV > Substance use disorder <p>Refer Back: The reviewer will refer to your policies and procedures manual submitted with Quality Standard #1 to confirm that there is a policy around new staff receiving initial training on affiliate protocols.</p>

Quality Standard		What Meets the Standard	Timeframe for the Standard	Evidence to Submit in the Self-Study
3.	The affiliate's administration ⁵ supports policies, procedures, funding allocations and a culture focused on implementing the PAT model with fidelity.	The affiliate clearly describes how its administration supports policies, procedures, funding allocations and a culture focused on implementing the PAT model with fidelity.	Current practice	Answer Question: How does your affiliate's administration support policies, procedures, funding allocations and a culture focused on implementing the PAT model with fidelity?
4.	The affiliate works to maintain and strengthen its funding so that it can provide sustainable, high-quality services.	The affiliate clearly describes what it does to maintain or strengthen its funding.	Current practice	Answer Question: Describe what you do at your affiliate to maintain or strengthen your funding.
5.	Affiliate staff participate in family support and early childhood initiatives in the community.	According to information provided by the affiliate, the affiliate has at least one parent educator or supervisor involved in an external board or committee related to family support or early childhood.	Current practice	Complete Table: Complete Table A (seen on page 22).
6.	The affiliate's advisory committee includes program staff, community representatives and families who have received or are receiving Parents as Teachers services.	According to information provided by the affiliate, the advisory committee includes at least one member from each of the following: program personnel, current or formerly enrolled parents and community service providers or community leaders.	Current practice	Complete Table: Complete Table B (seen on page 22). <i>Please remember to include affiliate staff that are involved in the advisory committee.</i>

⁵ Administration consists of decision-makers in the organization. Different organizations may use various terms, such as senior staff or principal.

Quality Standard	What Meets the Standard	Timeframe for the Standard	Evidence to Submit in the Self-Study
7.	<p>The affiliate has an updated and reviewed Parents as Teachers <i>Affiliate Plan</i> that clearly links program inputs and activities to outputs and outcomes for families.</p>	<p>Reviewed within five years of self-study submission</p>	<p>Refer Back: The reviewer will refer to your affiliate's Affiliate Plan in the National Center's customer database, Aptify. There is nothing you need to submit for this Quality Standard.</p>
8.	<p>The affiliate provides families all four components of the Parents as Teachers model all 12 months of the year.</p>	<p>Current practice</p>	<p>Answer Question: Does your affiliate provide all four Parents as Teachers model components all 12 months of the year? <input type="checkbox"/> Yes or <input type="checkbox"/> No</p>
9.	<p>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.</p>	<p>Calendar year</p>	<p>Complete Table: Complete Table C (seen on page 23).</p>

Quality Standard	What Meets the Standard	Timeframe for the Standard	Evidence to Submit in the Self-Study
<p>10. Parent educator caseloads allow sufficient time for all responsibilities, which may include:</p> <ul style="list-style-type: none"> > Recruitment efforts > Group connections > Personal visits, including time for planning, travel and record keeping > Facilitating resource connections > Data collection and documentation > Professional development > Supervision and staff meetings 	<p>The affiliate indicates that caseloads allow sufficient time for all responsibilities of parent educators and supervisors who carry a caseload.</p>	<p>Current practice</p>	<p>Answer Question: Do caseloads allow sufficient time for all responsibilities of parent educators and supervisors that carry a caseload? <input type="checkbox"/> Yes or <input type="checkbox"/> No</p>

Infrastructure & Leadership Tables

Table A: Please list the family support and early childhood boards and committees that parent educators and supervisors participate in as of the submission of the self-study.

Staff Name	Committee(s) and/or Board(s)
1.	
2.	
3.	
4.	
5.	

Staff Name	Committee(s) and/or Board(s)
6.	
7.	
8.	
9.	
10.	

Table B: Please complete the table below with the members of your advisory committee. There is space for up to 10 members.

Committee Member	Organization/Affiliation	Category
1.		<input type="checkbox"/> PAT Personnel <input type="checkbox"/> Community service provider or leader <input type="checkbox"/> Family that received or is receiving PAT services
2.		<input type="checkbox"/> PAT Personnel <input type="checkbox"/> Community service provider or leader <input type="checkbox"/> Family that received or is receiving PAT services
3.		<input type="checkbox"/> PAT Personnel <input type="checkbox"/> Community service provider or leader <input type="checkbox"/> Family that received or is receiving PAT services
4.		<input type="checkbox"/> PAT Personnel <input type="checkbox"/> Community service provider or leader <input type="checkbox"/> Family that received or is receiving PAT services

Committee Member	Organization/Affiliation	Category
5.		<input type="checkbox"/> PAT Personnel <input type="checkbox"/> Community service provider or leader <input type="checkbox"/> Family that received or is receiving PAT services
6.		<input type="checkbox"/> PAT Personnel <input type="checkbox"/> Community service provider or leader <input type="checkbox"/> Family that received or is receiving PAT services
7.		<input type="checkbox"/> PAT Personnel <input type="checkbox"/> Community service provider or leader <input type="checkbox"/> Family that received or is receiving PAT services
8.		<input type="checkbox"/> PAT Personnel <input type="checkbox"/> Community service provider or leader <input type="checkbox"/> Family that received or is receiving PAT services
9.		<input type="checkbox"/> PAT Personnel <input type="checkbox"/> Community service provider or leader <input type="checkbox"/> Family that received or is receiving PAT services
10.		<input type="checkbox"/> PAT Personnel <input type="checkbox"/> Community service provider or leader <input type="checkbox"/> Family that received or is receiving PAT services

Table C: 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:

Evaluation & Continuous Quality Improvement

Quality Standard	What Meets the Standard	Timeframe for the Standard	Evidence to Submit in the Self-Study
<p>11. Family files are designed to include the following:</p> <ul style="list-style-type: none"> > <i>Family Intake Record</i> > <i>Consent for Services</i> > <i>Foundational Personal Visit Plans and Personal Visit Planning Guides</i> > <i>Personal Visit Records</i> > <i>Milestones Records</i> for each enrolled child > <i>Family Information Record</i> > <i>Child Information Record</i> for each enrolled child > <i>Parent/Guardian Information Records</i> for each enrolled parent/guardian > <i>Family-Centered Assessment Synthesis Records</i> or tools approved by PAT > <i>Child Developmental Screening Results and Child Health Records</i> for each enrolled child > <i>Goals Records</i> > <i>Resource Connections Records</i> > <i>Permissions to Exchange Information</i> > <i>Transition Plan</i> > <i>Family Service Record and Exit Summary</i> 	<p>The affiliate uses one or a combination of the following methods for family file documentation:</p> <ol style="list-style-type: none"> 1. PAT Penelope 2. PAT Records (2017 or newer version) 3. A data system that has a licensing agreement with PATNC and contains all items in the PAT Records (2017 or newer version). 4. Affiliate specific forms or database that contain all items in the PAT Records (2017 or newer version). 	<p>Current practice</p>	<p>Answer Questions: What does your affiliate use to document each of the items in the Quality Standard?</p> <ul style="list-style-type: none"> <input type="checkbox"/> PAT Penelope <input type="checkbox"/> PAT Record (2017 or newer version) <input type="checkbox"/> A data system that has a licensing agreement with PATNC and contains all items in the PAT Records (2017 or newer version). [upload] <input type="checkbox"/> Affiliate specific forms or database that contains all items in the PAT Records (2017 or newer version). [upload] <input type="checkbox"/> None of the above. [explain] <p>Upload: If your affiliate uses a data system that has a licensing agreement with PATNC or affiliate specific forms or database that contains all items in the PAT Records, then you will be asked to upload the document(s) and/or database screenshots your affiliate uses to document the services listed in the standard. <i>It is preferable that you upload blank forms, screens, tools, etc. but if that is not possible, make sure that you redact any family identifying information.</i></p>

Quality Standard	What Meets the Standard	Timeframe for the Standard	Evidence to Submit in the Self-Study
<p>12. Affiliate staff document information and service delivery in a timely and accurate manner.</p>	<p>The affiliate indicates in their data collection procedures that the following timelines are in place for documentation of services:</p> <ul style="list-style-type: none"> > By the end of the first foundational visit: <i>Family Intake Record and Consent for Services</i> (Consent for Services is also re-signed annually) > Prior to each personal visit: <i>Foundational Plan</i> or <i>Personal Visit Planning Guide</i> > Within three working days after a visit: <i>Personal Visit Record</i> and <i>Milestones Record</i> (milestones are updated with newly emerging or achieved milestones as applicable) > Within 90 days of enrollment: <i>Family Information Record, Child Information Record, Parent/Guardian Information Records, Developmental Screening Results</i> and <i>Child Health Records</i> <p>At least annually thereafter:</p> <ul style="list-style-type: none"> - <i>Family Information Record, Child Information Record, Parent/ Guardian Information Records</i> are reviewed and updated as applicable - <i>Developmental Screening Results</i> and <i>Child Health Records</i> are completed <ul style="list-style-type: none"> > Within 120 days of enrollment: <i>Family-Centered Assessment</i>. Completed at least annually thereafter. 	<p>Policy/ Procedure Manual: Must be implemented at least three months prior to date self-study submitted</p>	<p>Refer Back: The reviewer will refer to your policies and procedures manual submitted with Quality Standard #1. There is nothing you need to submit for this Quality Standard.</p>

Quality Standard	What Meets the Standard	Timeframe for the Standard	Evidence to Submit in the Self-Study
<p>12. Affiliate staff document information and service delivery in a timely and accurate manner. (continued)</p>	<ul style="list-style-type: none"> > When first set or discussed and updated at least quarterly until completed: <i>Goals Records</i> and <i>Resource Connections Records</i>. New <i>Goals Records</i> and <i>Resource Connections Records</i> are added as they are made > Prior to making any contact with another service provider working with the family: <i>Permission to Exchange Information</i> > Started when exit from the PAT program is anticipated and added to as further discussion occurs until exit: <i>Transition Plan</i> > Within 30 days of exit: <i>Family Service Record</i> and <i>Exit Summary</i> > <i>Group Connection Planner and Record</i> – Plan portion is completed prior to the group and record portion is completed within three working days of the group (this is maintained in a program file, rather than a family file). 		
<p>13. Supervisor(s) carry out and follow-up on quality assurance activities, including but not limited to regularly monitoring service delivery data and reviewing family files.</p>	<p>The affiliate provides dates that confirm service delivery data was reviewed at least monthly and each parent educator employed at least 12 months had one or more files reviewed at least three of the four quarters in the last calendar year.</p> <p><i>* Affiliates using the PAT Quality Assurance Blueprint can pull dates from that document.</i></p>	<p>Calendar year</p>	<p>Complete Tables: Complete Tables D and Table E (seen on page 28).</p>

Quality Standard		What Meets the Standard	Timeframe for the Standard	Evidence to Submit in the Self-Study
14.	Data on program services and outcomes are shared with the staff, advisory committee and other stakeholders at least annually, identifying strengths and areas of service that could be improved.	The affiliate provides the date(s) that data on program services and outcomes was shared with the staff, the advisory committee and other stakeholders during the calendar year.	Calendar year	Complete Table: Complete Table F (seen on page 29).
15.	The affiliate summarizes and uses participant satisfaction data to help identify areas in the program that could be improved.	The affiliate provides its most recent* summary** of participant satisfaction data and provides an example of how this data has informed their improvement efforts. <i>* Must be from within the calendar year to meet the standard.</i> <i>** Summary must be aggregate and de-identified (e.g., no identifying information).</i>	Calendar year	Upload: Your affiliate's most recent summary of participant satisfaction data from within the calendar year. Answer Question: How have the results of your most recent participation satisfaction data informed your improvement efforts?
16.	Affiliate staff engage in continuous quality improvement (CQI) using recognized CQI methods.	The affiliate submits a plan-do-study-act worksheet or comparable document detailing a CQI project from within the calendar year.	Calendar year	Upload: Your affiliate's plan-do-study-act worksheet or comparable document detailing a CQI project from within the calendar year.

Evaluation & Continuous Quality Improvement Tables

Table D: Please list at least one of the dates that service delivery data was reviewed for each month in the calendar year.

Month	Date
January	
February	
March	
April	

Month	Date
May	
June	
July	
August	

Month	Date
September	
October	
November	
December	

Table E: Please list the dates on which each parent educator who actively provided services at your affiliate for at least 12 months (as of December) had a file review.

	Quarter 1 (January – March)	Quarter 2 (April – June)	Quarter 3 (July – September)	Quarter 4 (October – December)
PE 1:				
PE 2:				
PE 3:				
PE 4:				
PE 5:				
PE 6:				

	Quarter 1 (January – March)	Quarter 2 (April – June)	Quarter 3 (July – September)	Quarter 4 (October – December)
PE 7:				
PE 8:				
PE 9:				
PE 10:				
PE 11:				
PE 12:				
PE 13:				
PE 14:				
PE 15:				

Table F: Please provide the dates that data on program services and outcomes were shared with the staff, the advisory committee, and other stakeholders during the calendar year.

Item	Date	Type of data that were shared
Data shared with staff		
Data shared with the advisory committee		
Data shared with other stakeholders		

Staff Selection & New Parent Educator Development

Quality Standard		What Meets the Standard	Timeframe for the Standard	Evidence to Submit in the Self-Study
17.	The affiliate hires parent educators with at least a bachelor's degree. ⁶	At least 50% of the parent educators employed by the affiliate have at least a bachelor's degree as measured by the most recent APR.	Most recent APR	Refer Back: The reviewer will refer to your affiliate's most recent APR. There is nothing you need to submit for this Quality Standard.
18.	The affiliate hires parent educators that collectively reflect the communities they serve.	The affiliate clearly describes what they do to hire parent educators that collectively reflect the communities they serve.	Current practice	Answer Question: Please describe what your affiliate does to hire parent educators that collectively reflect the communities you serve.
19.	The PAT supervisor is well qualified, having at least the following: <ul style="list-style-type: none"> > Minimum of a bachelor's degree in early childhood education, social work, health, psychology or a related field > Minimum five years' experience working with families and young children > Strong interpersonal skills > A commitment to reflective practice and supervision, data collection, and continuous quality improvement 	The affiliate indicates that the supervisor(s) has at least a bachelor's degree and at least five years' experience working with families and young children.	Current practice	Complete Table: Complete Table G (seen on page 34).

⁶ The Essential Requirement about parent educator educational attainment reflects the minimum expectation; this Quality Standard reflects recommended educational degree attainment.

Quality Standard	What Meets the Standard	Timeframe for the Standard	Evidence to Submit in the Self-Study
<p>20. The affiliate's interview process for parent educators includes but is not limited to:</p> <ul style="list-style-type: none"> > Providing a job description with clearly defined qualifications and responsibilities > Assessing for: <ul style="list-style-type: none"> - Effective written and verbal communication skills - Effective interpersonal skills and qualities (e.g. conscientious, empathetic, accepting, ethical, able to work independently, appreciative of multiple cultural perspectives and will to learn) > Watching a video of a personal visit or shadowing of a parent educator delivering a personal visit 	<p>The affiliate provides a parent educator job description that clearly defines qualifications and responsibilities.</p> <p>In addition, the affiliate indicates that in the interview process they:</p> <ul style="list-style-type: none"> > Assess for effective written and verbal communication skills > Assess for effective interpersonal skills and qualities > Have candidates watch a video of a personal visit or shadow a parent educator delivering a personal visit. 	<p>Current practice</p>	<p>Upload: Your affiliate's parent educator job description.</p> <p>If already uploaded as part of Quality Standard #1, specify the titles of the document & page number(s) it can be found.</p> <p>Answer Questions: During the interview process for new parent educators, does your affiliate:</p> <ol style="list-style-type: none"> 1. Assess for effective written and verbal communication skills <input type="checkbox"/> Yes <input type="checkbox"/> No 2. Assess for effective interpersonal skills and qualities <input type="checkbox"/> Yes <input type="checkbox"/> No 3. Have candidates watch a video of a personal visit <input type="checkbox"/> Yes <input type="checkbox"/> No 4. Have candidates shadow a parent educator delivering a personal visit <input type="checkbox"/> Yes <input type="checkbox"/> No

Quality Standard	What Meets the Standard	Timeframe for the Standard	Evidence to Submit in the Self-Study
<p>21. The affiliate prepares staff before they attend PAT training by at a minimum:</p> <ul style="list-style-type: none"> > Reviewing the <i>Affiliate Plan</i>, Model Components, Essential Requirements and login process for needed resources > Having the parent educator shadow at least one parent educator delivering a personal visit 	<p>The affiliate's policies and procedures indicate that newly hired parent educators review the affiliate plan, model components, Essential Requirements and login process prior to PAT training. The procedures also indicate that each new parent educator shadows* at least one personal visit prior to training.</p> <p>In addition, if one or more parent educators were hired during the calendar year, the affiliate provides the date(s) each new parent educator shadowed** a personal visit prior to training.</p> <p><i>*If a personal visit was shadowed in person during the interview process, it can count.</i></p> <p><i>**If no parent educators were hired during the calendar year, the Quality Standard will be reviewed based on the policy/procedures alone.</i></p>	<p>Policy/Procedure Manual: Must be implemented at least 3 months prior to date self-study submitted</p> <p>Table: Calendar year</p>	<p>Refer Back: The reviewer will refer to your policies and procedures manual uploaded with Quality Standard #1 to confirm that the hiring activities identified in the Quality Standard are present.</p> <p>Complete Table: If at least one parent educator was hired in the calendar year, complete Table H (seen on page 36).</p>

Quality Standard	What Meets the Standard	Timeframe for the Standard	Evidence to Submit in the Self-Study
<p>22. Shadowing, mentoring, observation and training specific to the parent educator's role and responsibilities occur throughout the parent educator's first year.</p>	<p>The affiliate's policies and procedures indicate that newly-hired parent educators shadow at least one personal visit, one group connection and one child screening within six months of Foundational and Model Implementation training and are observed conducting at least one personal visit, one group connection and one child screening and provided feedback within their first six months after Foundational and Model Implementation training and again at one year.</p> <p>In addition, if the affiliate hired one or more parent educators during the calendar year, the affiliate provides the following for each new parent educator:</p> <ul style="list-style-type: none"> > Dates that they shadowed at least one personal visit, one group connection and one child screening within six months of Foundational and Model Implementation training > Dates they were observed conducting at least one visit, one group and one screening and provided feedback within six months and one year after PAT training <p><i>* If no parent educators were hired during the calendar year, the Quality Standard will be reviewed based on the policy/procedures alone.</i></p>	<p>Policy/ Procedure Manual: Must be implemented at least three months prior to date self-study submitted</p> <p>Table: Calendar year</p>	<p>Refer Back: The reviewer will refer to your policies and procedures manual uploaded with Quality Standard #1 to confirm that the hiring activities identified in the Quality Standard are present.</p> <p>Complete Table: If at least one parent educator was hired in the calendar year, complete Table H (seen on page 36).</p>

Staff Selection & New Parent Educator Development Tables

Table G: 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"/> 1-4 <input type="checkbox"/> 5 or more
	<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"/> 1-4 <input type="checkbox"/> 5 or more

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

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"/> 1-4 <input type="checkbox"/> 5 or more
	<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"/> 1-4 <input type="checkbox"/> 5 or more
	<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"/> 1-4 <input type="checkbox"/> 5 or more

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

Table H: List all parent educators who were hired during the calendar year, the date they completed the Foundational and Model Implementation (FMI) training, the dates they shadowed the identified activities, and the dates that they were observed doing the identified activities.

		PE 1	PE 2	PE 3	PE 4	PE 5	PE 6	PE 7	PE 8
Parent Educator (PE)									
Date PAT FMI training completed									
Date PE shadowed a visit									
Date PE shadowed a group									
Date PE shadowed a screening									
Date PE was observed delivering a visit	6 month								
	1 year								
Date PE was observed leading a group	6 month								
	1 year								
Date PE was observed conducting screening	6 month								
	1 year								
Last day of employment (if applicable)									

Supervision & Professional Development

Quality Standard	What Meets the Standard	Timeframe for the Standard	Evidence to Submit in the Self-Study
<p>23. The affiliate maintains a supervisor to parent educator ratio of no more than 1:6⁷ in order to optimally carry out supervisory activities, including but not limited to:</p> <ul style="list-style-type: none"> > Program leadership and staff management > Reflective supervision and staff meetings > Quality assurance, reporting and continuous quality improvement > Administration and financial management > Coordination/delivery of professional development 	<p>The affiliate has a supervisor to parent educator ratio of 1:6 or less as measured by the most recent APR.</p> <p><i>* The supervisor to parent educator ratio is based on the total number of hours that the affiliate allocates to PAT supervisory activities. This total includes the amount of time spent by supervisors and lead parent educators on PAT supervisory activities including reflective supervision, coordination, and administrative activities. To meet this standard, the resulting total allocation of time by the affiliate to supervisory activities must be equivalent to a 1:6 ratio.</i></p>	<p>Most recent APR</p>	<p>Refer Back: The reviewer will refer to your affiliate's most recent APR. There is nothing you need to submit for this Quality Standard.</p>

⁷ The Essential Requirement about supervisor to parent educator ratio reflects the maximum allowed; this Quality Standard reflects optimal supervisor to parent educator ratio.

Quality Standard	What Meets the Standard	Timeframe for the Standard	Evidence to Submit in the Self-Study
<p>24. Individual reflective supervision covers and documents case discussion, including individualized service delivery, along with opportunities to address at least the following:</p> <ul style="list-style-type: none"> > Role, ethics and boundaries > Skill development > Self-care > Data management > Data driven practice 	<p>The affiliate provides reflective supervision records for at least two-thirds of parent educators and supervisors that carry a caseload employed during a month randomly selected by PATNC. Records must include at least the date, duration and general topics covered.</p> <p>In addition, the affiliate describes how reflective supervision incorporates each of the topics in the standard throughout the year.</p>	<p>Reflective supervision description: current practice</p> <p>Reflective supervision records: randomly selected month by the National Center from the calendar year</p>	<p>Answer Questions:</p> <ol style="list-style-type: none"> 1. Describe how the reflective supervision provided at your affiliate addresses all of the following items over the course of a year: <ul style="list-style-type: none"> – Role, ethics & boundaries – Skill development – Self-care – Data management – Data driven practice 2. If a supervisor carries a caseload, describe how he/she obtains reflective supervision. 3. List the parent educators actively providing services at your affiliate during the month randomly selected by PATNC. <p>Upload: The reflective supervision records for parent educators actively providing services at your affiliate during the randomly selected month.</p>

Quality Standard	What Meets the Standard	Timeframe for the Standard	Evidence to Submit in the Self-Study
<p>25. Staff meetings cover and document administrative issues, program data, case discussion, peer support, and skill building.</p>	<p>The affiliate provides staff meeting records for a month randomly selected by PATNC. Records must include at least the date, duration, and general topics covered.</p> <p>In addition, the affiliate describes how staff meetings cover each of the topics in the standard throughout the year.</p>	<p>Staff meeting description: current practice</p> <p>Staff meeting records: randomly selected month by the National Center from the calendar year</p>	<p>Answer Questions:</p> <ol style="list-style-type: none"> Describe how staff meetings cover the following items over the course of a year: <ul style="list-style-type: none"> Administrative issues Program data Case discussion Peer support Skill building How many staff meetings were held in the month randomly selected by PATNC? <p>Upload: The staff meeting records/minutes for the meetings that occurred in the month randomly selected by PATNC.</p>

Quality Standard	What Meets the Standard	Timeframe for the Standard	Evidence to Submit in the Self-Study
<p>26. Affiliate staff receive consultation from a licensed mental health professional to guide them in their work with families.</p>	<p>The affiliate supervisor is a licensed mental health professional.</p> <p>OR</p> <p>The affiliate’s host agency employs a licensed mental health professional that provides consultation to affiliate staff regarding their work with families.</p> <p>OR</p> <p>The affiliate receives consultation from a licensed mental health professional as indicated in a current signed and dated contract, written agreement or letter that has been in effect for at least three months prior to the date the self-study is submitted.</p> <p><i>* While support for staff mental health through an employee assistance program (EAP) is beneficial, it does not meet this standard. This standard is focused on providing mental health consultation to staff in order to guide them in their work with families that may be coping with mental health issues or other challenging issues.</i></p>	<p>Must have been in effect for at least three months prior to date self-study submitted.</p>	<p>Answer Questions:</p> <ol style="list-style-type: none"> Is your supervisor a licensed mental health professional? <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, what type of credential does he/she have? <input type="checkbox"/> licensed counselor <input type="checkbox"/> licensed social worker <input type="checkbox"/> licensed psychologist <input type="checkbox"/> other license (specify) Does your affiliate’s host agency employ a licensed mental health professional that provides consultation to affiliate staff regarding their work with families? <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, what type of credential does that person have? <input type="checkbox"/> licensed counselor <input type="checkbox"/> licensed social worker <input type="checkbox"/> licensed psychologist <input type="checkbox"/> other license (specify)

Quality Standard		What Meets the Standard	Timeframe for the Standard	Evidence to Submit in the Self-Study
26.	(Continued)			Upload: If the supervisor is not a licensed mental health professional, or the host agency does not employ a licensed mental health professional, upload a dated and signed contract, written agreement or letter indicating that parent educators receive consultation from a licensed mental health professional.
27.	Professional development for parent educators addresses the following annually: <ul style="list-style-type: none"> > Child abuse and neglect > Diversity, equity and inclusion > Intimate partner violence > Caregiver and child health and wellness⁸ > Substance use disorder 	The affiliate provides dates when professional development occurred during the calendar year related to each of the five topics in the standards. Annual review of the protocols for child abuse and neglect, intimate partner violence and substance use disorder count toward this standard, as does planned discussion during a staff meeting. <i>* Annual professional development can be done in a staff meeting and can take various forms, including but not limited to presentation, discussion or webinar (by in-house or outside person).</i>	Calendar year	Answer Question: What date(s) from the calendar year did your affiliate have professional development on: <ul style="list-style-type: none"> - Diversity, equity and inclusion - Caregiver and child health and wellness Refer Back: The reviewer will refer to Quality Standard #2 for the dates that annual training occurred on child abuse and neglect, intimate partner violence and substance use disorder.

⁸ Can focus on mental health and trauma informed practice but does not have to.

Quality Standard	What Meets the Standard	Timeframe for the Standard	Evidence to Submit in the Self-Study
<p>28. The supervisor or lead parent educator uses a structured observation tool to observe at least one group connection at least every six months, providing verbal and written feedback.</p>	<p>The affiliate confirms that it uses the <i>PAT Group Connection Observation Tool</i> (or provides its comparable tool) and provides dates that indicate the supervisor or lead parent educator completed group connection observations at least every six months during the calendar year. The supervisor or lead parent educator also reviewed the <i>Group Connection Planner and Record</i> for each.</p>	<p>Calendar year</p>	<p>Answer Questions:</p> <p>Was the <i>PAT Group Connection Observation Tool</i> used to conduct group connection observations? <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 <i>PAT Group Connection Observation Tool</i>? <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>Does your process also include a review of the <i>Group Connection Planning Guide and Record</i>? <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>Upload:</p> <p>If your affiliate uses a different group connection observation tool, upload it.</p> <p>Complete Table:</p> <p>Complete Table I (seen on page 44).</p>

Quality Standard		What Meets the Standard	Timeframe for the Standard	Evidence to Submit in the Self-Study
29.	Each parent educator and supervisor participate in an annual performance review that includes assessing competencies, professional development goals and job performance.	The affiliate provides the tool it uses to record performance reviews of parent educators and supervisors, along with dates within the calendar year that 100% of parent educators employed for at least 12 months as of December had a performance review.	Calendar year	<p>Upload: The tool(s) your affiliate uses to record performance reviews of parent educators and supervisors.</p> <p>Table: Complete Table J (seen on page 45).</p>
30.	The supervisor and administrators create a supportive work environment that promotes staff morale and longevity.	The affiliate clearly describes one of the strategies it uses to create a supportive work environment that promotes staff morale and longevity.	Current practice	<p>Answer Question: Describe one strategy your affiliate uses to create a supportive work environment that promotes staff morale and longevity.</p>

Supervision & Professional Development Tables

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

- > Please note that to count as a group connection observation for this standard, at least one family must have attended, an observation tool must be used and planning/delivery documentation and evaluations must have been reviewed for each group observed.
- > In addition, the observer cannot also help to facilitate the group.

Group Connection Name	Date of Observation	Who led the group connection?	Who conducted the observation?

Service Initiation and Participation

Quality Standard	What Meets the Standard	Timeframe for the Standard	Evidence to Submit in the Self-Study
31. Informational materials about the program reflect the languages and cultures of the populations served and give a complete description of services.	<p>The affiliate's informational materials clearly identify the contact information for the affiliate, services offered, including personal visits, group connections, screenings and resource connections.</p> <p>In addition, the affiliate describes how their informational materials reflect the languages and cultures represented among the service population.</p>	Current practice	<p>Upload: At least one affiliate brochure, flyer or pamphlet. <i>Please ensure that you upload materials in all languages that you have.</i></p> <p>Answer Question: Describe how your affiliate's informational materials reflect the languages and cultures represented among the service population.</p>
32. Families that must be placed on a waiting list or are not eligible for services are connected to available resources at the time of intake.	The affiliate's intake and enrollment procedures indicate that families placed on a waitlist or ineligible for services are connected to community resources at the time of intake.	Procedures effective at least three months prior to date self-study submitted	<p>Refer Back: The reviewer will refer to your policy and procedures manual submitted with Quality Standard #1. There is nothing you need to submit for this Quality Standard.</p>
33. Families not placed on a waiting list have their first foundational visit scheduled to take place no more than three weeks after the initial request.	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.	Procedures effective at least three months prior to date self-study submitted	<p>Refer Back: The reviewer will refer to your policy and procedures manual submitted with Quality Standard #1. There is nothing you need to submit for this Quality Standard.</p>

Quality Standard	What Meets the Standard	Timeframe for the Standard	Evidence to Submit in the Self-Study
34. Assignment of families to parent educators takes into consideration key factors, including the family's primary language and parent educator experience with particular family backgrounds and characteristics.	The affiliate clearly describes the steps it takes to ensure language and background characteristics of families are taken into consideration when assigning them to a parent educator.	Current practice	Answer Questions: <ol style="list-style-type: none"> 1. How does your affiliate work to ensure language is taken into consideration when assigning them to a parent educator? 2. How does your affiliate work to ensure background characteristics of families are taken into consideration when assigning them to a parent educator?
35. A consent for services is discussed and signed by the parent(s) and parent educator upon enrollment and reviewed and re-signed annually.	At least two-thirds of the files reviewed by the affiliate for the self-study and at least two-thirds of the files reviewed by PATNC contained a complete consent for services signed by the parent(s) and parent educator initially dated by the end of the first foundational visit.	From file review	Answer Question: Of the [3, 6 or 9] family files reviewed by your affiliate for the self-study, how many contained complete consent for services signed by the parent(s) and parent educator dated initially by the end of the first foundational visit?
36. The <i>Family Intake Record</i> is completed by the end of the first foundational visit.	At least two-thirds of the files reviewed by the affiliate for the self-study and at least two-thirds of the files reviewed by PATNC contain a complete <i>Family Intake Record</i> dated by the end of the first foundational visit.	From file review	Answer Question: Of the [3, 6 or 9] family files reviewed by your affiliate for the self-study, how many contained a complete <i>Family Intake Record</i> dated by the end of the first foundational visit?

Quality Standard		What Meets the Standard	Timeframe for the Standard	Evidence to Submit in the Self-Study
37.	The affiliate uses strategies to encourage all of the child(ren)'s caregivers to participate and engage in services.	The affiliate clearly describes at least two distinct strategies used to encourage all of the child(ren)'s caregivers to participate in services.	Current practice	Answer Question: Describe at least two distinct strategies your affiliate uses to encourage all of the child(ren)'s caregivers to participate in services.
38.	The affiliate monitors and addresses family attrition ⁹ from the program.	The affiliate clearly explains how they track family attrition, how they monitor this data and provide an example of how they have addressed family attrition.	Current practice	Answer Questions: <ol style="list-style-type: none"> 1. Explain how your affiliate tracks family attrition and monitors this data on a regular basis. 2. Provide an example of how your affiliate has addressed family attrition issues.

⁹ Attrition is defined here as total number of families exited during the program year, excluding those who aged out of the program, transitioned to another program or moved.

Assessment and Goal Setting

Quality Standard		What Meets the Standard	Timeframe for the Standard	Evidence to Submit in the Self-Study
39.	Parent educators receive training and ongoing support on how to complete family-centered assessment and set goals with families.	The affiliate clearly describes the training and ongoing support provided to parent educators on how to complete family-centered assessment and set goals with families.	Current practice	Answer Questions: <ol style="list-style-type: none"> 1. Describe the training and ongoing support provided to parent educators on how to complete family-centered assessment. 2. Describe the training and ongoing support provided to parent educators on how to set goals with families.
40.	Parent educators partner with families in a collaborative and culturally responsive manner to identify families' strengths, resources, and needs.	The affiliate clearly describes how parent educators partner with families in a collaborative and culturally responsive manner to identify families' strengths, resources, and needs.	Current practice	Answer Question: Describe how parent educators partner with families in a collaborative and culturally responsive manner to identify families' strengths, resources, and needs.
41.	Family-centered assessment records are completed fully, including the <i>Child, Parent/Guardian and Family Information Records</i> and the <i>Family Centered Assessment Synthesis Record</i> or PAT approved family-centered assessment tool.	At least two-thirds of the files reviewed by the affiliate for the self-study and at least two-thirds of the files reviewed by PATNC contained complete and current: <ul style="list-style-type: none"> > <i>Child and Parent/Guardian Information Records</i> (one for each enrolled child and parent/guardian) > <i>Family Information Record</i> > Family-centered assessment records 	From file review	Answer Question: Of the [3, 6 or 9] family files reviewed by your affiliate for the self-study, how many contained complete and current <i>Child and Parent/Guardian Information Records</i> (one for each enrolled child and parent/guardian), <i>Family Information Record</i> and family-centered assessment records?

Quality Standard		What Meets the Standard	Timeframe for the Standard	Evidence to Submit in the Self-Study
42.	Parent educators partner with parents to set goals that are family driven, positive, behaviorally specific, attainable and measurable.	The affiliate clearly describes how parent educators partner with parents to collaboratively set goals that are family driven, positive, behaviorally specific, attainable and measurable	Current practice	Answer Question: Describe how parent educators partner with parents to collaboratively set goals that are family driven, positive, behaviorally specific, attainable and measurable.
43.	Parent educators and parents complete <i>Goals Records</i> , documenting a plan for each goal that includes manageable steps and needed resources, and reflect on progress toward goals at least quarterly, adjusting and establishing new goals as prior goals are achieved.	At least two-thirds of the files reviewed by the affiliate for the self-study and at least two-thirds of the files reviewed by PATNC contained complete and current <i>Goals Records</i> plus at least quarterly progress notes on the <i>Goals Records</i> .	From file review	Answer Question: Of the [3, 6 or 9] family files reviewed by your affiliate for the self-study, how many contained complete and current <i>Goals Records</i> , including at least quarterly progress notes?

Personal Visits

Quality Standard	What Meets the Standard	Timeframe for the Standard	Evidence to Submit in the Self-Study
44. Full-time first year parent educators complete no more than 40 visits per month during their first year and full-time parent educators in their second year and beyond complete no more than 50 visits per month. The number is decreased proportionately when a parent educator is part-time. In addition, a number of factors need to be considered when establishing the maximum number of visits completed monthly, including: staff responsibilities, travel time for visits, and data-collection responsibilities. ¹⁰	According to the affiliate's most recent APR, full-time, first-year parent educators complete no more than 40 visits per month and full-time parent educators in their second year and beyond complete no more than 50 visits per month.	Most recent APR	Refer Back: The reviewer will refer to your affiliate's most recent APR. There is nothing you need to submit for this Quality Standard.
45. Parent educators individualize personal visits in response to a family's culture, languages spoken in the home, needs, interests, and learning styles.	The affiliate clearly describes how parent educators individualize personal visits in response to a family's culture, languages spoken in the home, needs, interests, and learning styles.	Current practice	Answer Question: Describe how parent educators individualize personal visits in response to a family's culture, languages spoken in the home, needs, interests, and learning styles.

¹⁰ The Essential Requirement about visits per month completed by parent educators reflects the maximum allowed; this Quality Standard reflects the optimal number of visits per month to be expected of parent educators.

Quality Standard		What Meets the Standard	Timeframe for the Standard	Evidence to Submit in the Self-Study
46.	The majority of personal visits take place in the home to build upon the home environment.	At least two-thirds of the personal visit records reviewed by the affiliate for the self-study and at least two-thirds of the personal visit records reviewed by PATNC indicate the visit took place in the home environment.* <i>*The home environment may be a temporary or transitional residence</i>	From file review	Answer Question: Of the [18, 36 or 54] personal visit records reviewed by your affiliate for the self-study, how many indicated that the visit took place in the home environment?
47.	During each personal visit, parent educators partner, facilitate, and reflect with families.	The affiliate clearly describes how during each personal visit the parent educator partners, facilitates and reflects with families.	Current practice	Answer Questions: <ol style="list-style-type: none"> 1. Describe how parent educators partners with families during personal visits. 2. Describe how parent educators facilitate with families during personal visits. 3. Describe how parent educators reflect with families during personal visits.
48.	Parent educators empower families to identify and expand upon their strengths and protective factors: <ul style="list-style-type: none"> > Parental resilience > Social connections > Concrete support in times of need > Knowledge of parenting and child development > Social and emotional competence of children 	At least two-thirds of the personal visit records reviewed by the affiliate for the self-study and at least two-thirds of the personal visit records reviewed by PATNC indicate that one or more strength/protective factors was focused on in the visit.	From file review	Answer Question: Of the [18, 36 or 54] personal visit records reviewed by your affiliate for the self-study, how many indicated that one or more strength/protective factors were focused on in the visit?

Quality Standard		What Meets the Standard	Timeframe for the Standard	Evidence to Submit in the Self-Study
49.	Parent educators facilitate parents' observation skills and responsiveness to support their child(ren)'s development.	The affiliate clearly describes how parent educators facilitate parents' observations skills and responsiveness to support their child(ren)'s development.	Current practice	Answer Question: Describe how parent educators facilitate parents' observation skills and responsiveness to support their child(ren)'s development.
50.	Parent educators facilitate parent-child activities that strengthen parent-child interactions.	The affiliate clearly describes how parent educators facilitate parent-child activities that strengthen parent-child interactions. In addition, at least two-thirds of the personal visit records reviewed by the affiliate for the self-study and at least two-thirds of the personal visit records reviewed by PATNC indicate the parent-child activity page that was used in the visit.	Description: current practice Files: From file review	Answer Questions: 1. Describe how parent educators facilitate parent-child activities that strengthen parent-child interactions. 2. Of the [18, 36 or 54] personal visit records reviewed by your affiliate for the self-study, how many indicated that a parent-child activity page was used in the visit?
51.	Parent educators partner with parents throughout the course of services to identify and enhance the following key parenting behaviors: > Nurturing > Designing/guiding > Responding > Communicating > Supporting learning	The affiliate clearly describes how parent educators partner with parents to identify and enhance the five parenting behaviors.	Current practice	Answer Question: Describe how parent educators partner with parents to identify and enhance the five parenting behaviors.

Quality Standard	What Meets the Standard	Timeframe for the Standard	Evidence to Submit in the Self-Study
52. Parent educators share research based information on the following developmental topics throughout the course of services, connecting the information to child development: <ul style="list-style-type: none"> > Healthy births > Attachment > Discipline > Health > Nutrition > Safety > Sleep > Transitions/routines 	At least two-thirds of the personal visit records reviewed by the affiliate for the self-study and at least two-thirds of the personal visit records reviewed by PATNC indicate that at least one child development topic was addressed during the visit.	From file review	Answer Question: Of the [18, 36 or 54] personal visit records reviewed by your affiliate for the self-study, how many indicated that at least one child development topic was addressed during the visit?
53. Parent educators incorporate literacy activities in personal visits.	The affiliate clearly describes how parent educators incorporate literacy activities in personal visits.	Current practice	Answer Question: Describe how parent educators incorporate literacy activities in personal visits.
54. Parent educators and parents identify ways the family can continue parent-child interactions between visits and follow-up with discussion at the next visit.	The affiliate clearly describes how parent educators encourage parent-child interactions between visits and how parent educators follow-up on this in the next visit.	Current practice	Answer Question: Describe how parent educators encourage parent-child interactions between visits.
55. Parent educators address and document 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.	At least two-thirds of the personal visit records reviewed by the affiliate for the self-study and at least two-thirds of the personal visit records reviewed by PATNC contain complete documentation of all three areas of emphasis.	From file review	Answer Question: Of the [18, 36 or 54] personal visit records reviewed by your affiliate for the self-study, how many contained complete documentation of all three areas of emphasis?

Group Connections

Quality Standard		What Meets the Standard	Timeframe for the Standard	Evidence to Submit in the Self-Study
56.	The affiliate uses parent input and data analysis to offer group formats and topics that are suited to families' interests, needs, and cultural backgrounds.	The affiliate identifies the methods they use to gather parent input about group formats and topics and additional data they use to decide on group formats and topics.	Current practice	Answer Questions: <ol style="list-style-type: none"> 1. What methods does your affiliate use to gather parent input on group connection formats and topics? 2. What data is used to decide on group connection formats and topics?
57.	Across the year, group connections address all three areas of emphasis and families with all ages of children served.	The affiliate provides information about nine group connections that indicates that across the calendar year, these group connections addressed each area of emphasis at least once and all ages of children served.	Calendar year	Complete Table: Complete Table K (seen on page 58).
58.	The facilities, locations, and materials used are appropriate for the format and size of the affiliate's group connections.	The affiliate indicates that the facilities/locations and materials used for group connections are appropriate.	Current practice	Answer Questions: <ol style="list-style-type: none"> 1. Do the facilities and location(s) meet the needs of your groups? <input type="checkbox"/> Yes <input type="checkbox"/> No 2. Does your affiliate have access to appropriate materials for group connections? <input type="checkbox"/> Yes <input type="checkbox"/> No

Quality Standard	What Meets the Standard	Timeframe for the Standard	Evidence to Submit in the Self-Study
<p>59. <i>Group Connection Planning Guide and Records</i> are completed fully by documenting the planning details and record of each group connection.</p>	<p>The affiliate uses one or a combination of the following methods for group connection documentation:</p> <ol style="list-style-type: none"> 1. PAT Penelope <i>Group Connection Planning Guide and Record</i> 2. PAT <i>Group Connection Planning Guide and Record</i> (2017 or newer version) 3. A data system that has a licensing agreement with PATNC and contains all items in the PAT <i>Group Connection Planning Guide and Record</i> 4. Affiliate specific forms or database that contain all items in the PAT <i>Group Connection Planning Guide and Record</i> <p>In addition, the affiliate has complete <i>Group Connection Planning Guides and Records</i> for at least six of the nine group connections reported in Quality Standard #57.</p>	<p>Calendar year</p>	<p>Answer Question: What does your affiliate use to document group connections?</p> <p><input type="checkbox"/> PAT Penelope <i>Group Connection Planning Guide and Record</i></p> <p><input type="checkbox"/> PAT <i>Group Connection Planning Guide and Record</i> (2017 or newer version)</p> <p><input type="checkbox"/> A data system that has a licensing agreement with PATNC and contains all items in the PAT <i>Group Connection Planning Guide and Record</i></p> <p><input type="checkbox"/> Affiliate specific forms or database that contain all items in the PAT <i>Group Connection Planning Guide and Record</i></p> <p><input type="checkbox"/> None of the above. [explain]</p> <p>Upload: The completed <i>Group Connection Planning Guides and Records</i> for the nine group connections reported on in Quality Standard #57.</p>

Quality Standard		What Meets the Standard	Timeframe for the Standard	Evidence to Submit in the Self-Study
60.	Parent educators facilitate a welcoming group connection environment, opportunities to build social connections and experiences that promote empowerment and leadership.	The affiliate clearly describes how parent educators facilitate a welcoming group connection environment, opportunities to build social connections and experiences that promote empowerment and leadership.	Current practice	Answer Questions: <ol style="list-style-type: none"> Describe how parent educators facilitate a welcoming group connection environment. Describe how parent educators facilitate opportunities to build social connections during group connections. Describe how parent educators facilitate experiences that promote empowerment and leadership during group connections.
61.	During group connections, parent educators facilitate positive parenting skills and increase parents' understanding of their role in their child's development.	The affiliate clearly describes how parent educators facilitate positive parenting skills and increase parents' understanding of their role in their child's development during group connections.	Current practice	Answer Question: Describe how parent educators facilitate positive parenting skills and increase parents' understanding of their role in their child's development during group connections.
62.	The affiliate provides information and resources tied to the selected topic(s) as part of the group connection experience.	The affiliate identifies how they provide information and resources tied to the selected topic(s) covered in group connections.	Current practice	Answer Question: Describe how your affiliate provides information and resources on the topics covered in group connections.
63.	The affiliate brings community resource representatives into group connections to foster relationships between families and community providers.	The affiliate confirms that a community resource representative was present during at least one group connection during the calendar year.	Calendar year	Answer Questions: <ol style="list-style-type: none"> Was at least one community resource representative present for at least one group connection during the calendar year? <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, what organization/agency was that person from?

Group Connections Tables

Table K: 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.

To count as a group connection, the group must:

- > Be staffed by at least one model-certified parent educator or PAT 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
- > Have had at least one family in attendance

Date of Group Connection		Title	Age(s) of children covered by this group <i>Check all that apply</i>		Area(s) of emphasis covered <i>Check all that apply</i>
1.			<input type="checkbox"/> Prenatal <input type="checkbox"/> Birth to 11 months <input type="checkbox"/> 1 year olds (12-23 months) <input type="checkbox"/> 2 year olds (24-35 months)	<input type="checkbox"/> 3 year olds (36-47 months) <input type="checkbox"/> 4 year olds (48-59 months) <input type="checkbox"/> 5 year olds (60+ months)	<input type="checkbox"/> Parent-child interaction <input type="checkbox"/> Development-centered parenting <input type="checkbox"/> Family well-being
2.			<input type="checkbox"/> Prenatal <input type="checkbox"/> Birth to 11 months <input type="checkbox"/> 1 year olds (12-23 months) <input type="checkbox"/> 2 year olds (24-35 months)	<input type="checkbox"/> 3 year olds (36-47 months) <input type="checkbox"/> 4 year olds (48-59 months) <input type="checkbox"/> 5 year olds (60+ months)	<input type="checkbox"/> Parent-child interaction <input type="checkbox"/> Development-centered parenting <input type="checkbox"/> Family well-being
3.			<input type="checkbox"/> Prenatal <input type="checkbox"/> Birth to 11 months <input type="checkbox"/> 1 year olds (12-23 months) <input type="checkbox"/> 2 year olds (24-35 months)	<input type="checkbox"/> 3 year olds (36-47 months) <input type="checkbox"/> 4 year olds (48-59 months) <input type="checkbox"/> 5 year olds (60+ months)	<input type="checkbox"/> Parent-child interaction <input type="checkbox"/> Development-centered parenting <input type="checkbox"/> Family well-being

Date of Group Connection	Title	Age(s) of children covered by this group <i>Check all that apply</i>		Area(s) of emphasis covered <i>Check all that apply</i>
4.		<input type="checkbox"/> Prenatal <input type="checkbox"/> Birth to 11 months <input type="checkbox"/> 1 year olds (12-23 months) <input type="checkbox"/> 2 year olds (24-35 months)	<input type="checkbox"/> 3 year olds (36-47 months) <input type="checkbox"/> 4 year olds (48-59 months) <input type="checkbox"/> 5 year olds (60+ months)	<input type="checkbox"/> Parent-child interaction <input type="checkbox"/> Development-centered parenting <input type="checkbox"/> Family well-being
5.		<input type="checkbox"/> Prenatal <input type="checkbox"/> Birth to 11 months <input type="checkbox"/> 1 year olds (12-23 months) <input type="checkbox"/> 2 year olds (24-35 months)	<input type="checkbox"/> 3 year olds (36-47 months) <input type="checkbox"/> 4 year olds (48-59 months) <input type="checkbox"/> 5 year olds (60+ months)	<input type="checkbox"/> Parent-child interaction <input type="checkbox"/> Development-centered parenting <input type="checkbox"/> Family well-being
6.		<input type="checkbox"/> Prenatal <input type="checkbox"/> Birth to 11 months <input type="checkbox"/> 1 year olds (12-23 months) <input type="checkbox"/> 2 year olds (24-35 months)	<input type="checkbox"/> 3 year olds (36-47 months) <input type="checkbox"/> 4 year olds (48-59 months) <input type="checkbox"/> 5 year olds (60+ months)	<input type="checkbox"/> Parent-child interaction <input type="checkbox"/> Development-centered parenting <input type="checkbox"/> Family well-being
7.		<input type="checkbox"/> Prenatal <input type="checkbox"/> Birth to 11 months <input type="checkbox"/> 1 year olds (12-23 months) <input type="checkbox"/> 2 year olds (24-35 months)	<input type="checkbox"/> 3 year olds (36-47 months) <input type="checkbox"/> 4 year olds (48-59 months) <input type="checkbox"/> 5 year olds (60+ months)	<input type="checkbox"/> Parent-child interaction <input type="checkbox"/> Development-centered parenting <input type="checkbox"/> Family well-being
8.		<input type="checkbox"/> Prenatal <input type="checkbox"/> Birth to 11 months <input type="checkbox"/> 1 year olds (12-23 months) <input type="checkbox"/> 2 year olds (24-35 months)	<input type="checkbox"/> 3 year olds (36-47 months) <input type="checkbox"/> 4 year olds (48-59 months) <input type="checkbox"/> 5 year olds (60+ months)	<input type="checkbox"/> Parent-child interaction <input type="checkbox"/> Development-centered parenting <input type="checkbox"/> Family well-being
9.		<input type="checkbox"/> Prenatal <input type="checkbox"/> Birth to 11 months <input type="checkbox"/> 1 year olds (12-23 months) <input type="checkbox"/> 2 year olds (24-35 months)	<input type="checkbox"/> 3 year olds (36-47 months) <input type="checkbox"/> 4 year olds (48-59 months) <input type="checkbox"/> 5 year olds (60+ months)	<input type="checkbox"/> Parent-child interaction <input type="checkbox"/> Development-centered parenting <input type="checkbox"/> Family well-being

Screening

Quality Standard	What Meets the Standard	Timeframe for the Standard	Evidence to Submit in the Self-Study
64. Enrolled children within families served by the affiliate receive annual Instrument-based hearing screening. ¹¹	<p>The affiliate’s screening procedures outline the affiliate’s process to obtain hearing screening results from pediatricians, other providers or the parent/guardian and when results cannot be obtained, to administer the instrument-based hearing screening. The portion of the policy/procedures addressing the affiliate administering instrument based hearing screening includes when it is done, with whom, at what frequency, and which instrument is used.</p> <p><i>*It is optimal for all enrolled children to receive instrument-based hearing screening. However, the minimum criteria to meet this standard is that at least children 36 months of age and older receive instrument-based hearing screening.</i></p>	Procedures effective at least three months prior to date self-study submitted.	<p>Refer Back: The reviewer will refer to your policy/procedure manual submitted with Quality Standard #1. There is nothing you need to submit for this Quality Standard.</p>
65. Enrolled children within families served by the affiliate receive annual instrument-based vision screening. ¹²	<p>The affiliate’s screening procedures outline the affiliate’s process to obtain vision screening results from pediatricians, other providers or the parent/guardian and when results cannot be obtained, to administer the instrument- based vision screening. The portion of the policy/procedures addressing the affiliate administering instrument-based vision screening includes when it is done, with whom, at what frequency, and which instrument is used.</p> <p><i>*It is optimal for all enrolled children to receive instrument-based vision screening. However, the minimum criteria to meet this standard is that at least children 36 months of age and older receive instrument-based vision screening.</i></p>	Procedures effective at least three months prior to date self-study submitted	<p>Refer Back: The reviewer will refer to your policy/procedure manual submitted with Quality Standard #1. There is nothing you need to submit for this Quality Standard.</p>

¹¹ Instrument-based hearing screening involves the use of automated technology to assess hearing, for example, an otoacoustic emissions (OAE) or pure-tone screening device.

¹² Instrument-based vision screening involves the use of automated technology to assess vision, for example, a retinomax or Suresight Vision Screener.

Quality Standard	What Meets the Standard	Timeframe for the Standard	Evidence to Submit in the Self-Study
<p>66. Parent educators screen parents for depression and support the parent in accessing mental health services when the screening is positive¹³ for depression.</p>	<p>The affiliate's mental health protocol (provided in Quality Standard #1 or #2) identifies their selected screening tool, outlines that depression screening is done at least annually and details what the parent educator is expected to do to support the parent in accessing mental health services.</p> <p>OR</p> <p>If the affiliate's mental health protocol (provided in Quality Standard #1 or #2) addresses broader mental health issues, the affiliate specifies the depression screening tool(s) they use, explains who they screen for depression, confirms that they screen parents for depression at least annually and describes what the parent educator is expected to do to support the parent in accessing mental health services.</p> <p>OR</p> <p>The affiliate uses a depression screening tool and describes how they administer it, follow-up and document results.</p> <p><i>*Mental health services could mean connecting with one's primary healthcare provider or a mental health resource in the community.</i></p>	<p>Protocols effective at least 3 months prior to date self-study submitted</p>	<p>Refer Back: The reviewer will refer to your mental health protocol submitted with Quality Standard #1 or #2.</p> <p>OR</p> <p>Answer Questions: If your affiliate does not have a protocol submitted with Quality Standard #1 or #2, respond to the questions below:</p> <ol style="list-style-type: none"> 1. Does your affiliate screen for depression? <i>(if yes, answer the below)</i> 2. What screening tool does your affiliate use? 3. Who gets screened? 4. When is the screening done? 5. How are the results followed-up on? 6. How are the screening results documented?

¹³ Positive = according to the screening tool's guidelines

Quality Standard	What Meets the Standard	Timeframe for the Standard	Evidence to Submit in the Self-Study
<p>67. Parent educators screen parents for intimate partner violence (IPV) and support the parent when the screening is positive¹⁴ in accessing resources or services aligned with their self-identified needs and priorities.</p>	<p>The affiliate's IPV protocol (provided in Quality Standard #1 or #2) identifies their selected screening tool, confirms that each enrolled family is screened for IPV at least once (unless screening of an individual family is counter indicated), and describes what the parent educator is expected to do to support the parent following a positive IPV screening.</p> <p>OR</p> <p>The affiliate uses an IPV screening tool and describes how they administer, follow-up, and document results.</p>	<p>Protocol effective at least three months prior to date self-study submitted</p>	<p>Refer Back: The reviewer will refer to your IPV protocol submitted with Quality Standard #1 or #2.</p> <p>OR</p> <p>Answer Questions: If your affiliate does not have a protocol submitted with Quality Standard #1 or #2, respond to the questions below:</p> <ol style="list-style-type: none"> 1. Does your affiliate screen for IPV? 2. What screening tool does your affiliate use? 3. Who gets screened? 4. When is the screening done? 5. How are the results followed-up on? 6. How are the screening results documented?

¹⁴ Positive = according to the screening tool's guidelines

Quality Standard	What Meets the Standard	Timeframe for the Standard	Evidence to Submit in the Self-Study
68. Prior to developmental screening, parents receive information about the purpose of the screening, how the screening is completed, and what they can expect after the screening is completed.	The affiliate clearly describes how parent educators share information about: <ul style="list-style-type: none"> > the purpose of developmental screening > how the screening is completed > what to expect after the screening is completed 	Current practice	Answer Question: Describe how parent educators share information about the purpose of developmental screening, how the screening is completed and what to expect after the screening is completed.
69. The parent educator and parents review each completed screening, discussing the results with sensitivity to the family's cultural background and languages.	The affiliate describes how results of screenings* are reviewed in a culturally sensitive manner. <i>*This pertains to all screenings done with families, both parent and child screenings.</i>	Current practice	Answer Question: Describe how results of screenings are reviewed with the family in a culturally-sensitive manner.
70. Developmental screening results, the <i>Health Record</i> and the <i>Milestones Record</i> are completed fully for each enrolled child.	At least two-thirds of the family files reviewed by the affiliate for the self-study and at least two-thirds of the family files reviewed by PATNC contained a complete and current <i>Milestones Record</i> , developmental screening results, and <i>Child Health Records</i> for each enrolled child.	From file review	Answer Question: Of the [3, 6 or 9] family files reviewed by your affiliate for the self-study, how many contained complete and current <i>Milestones Records</i> , developmental screening results and <i>Child Health Records</i> for each enrolled child?

Quality Standard		What Meets the Standard	Timeframe for the Standard	Evidence to Submit in the Self-Study
71.	Parent educators share parenting strategies and parent/child activities tied to their child(ren)'s developmental screening results.	The affiliate clearly describes how parent educators share parenting strategies and parent/child activities tied to their child(ren)'s developmental screening results.	Current practice	Answer Question: Describe how parent educators share parenting strategies and parent/child activities tied to their child(ren)'s developmental screening results.
72.	When indicated by screening results, re-screening is done, or the parent educator provides a resource connection for further assessment and helps the parents address concerns and barriers in following through.	<p>The affiliate's screening policy and procedures describe when/how the parent educator provides a resource connection for further assessment.</p> <p>In addition, the affiliate provides a description of how parent educators help parents address concerns and barriers in following through on further assessment.</p>	<p>Policy/procedure effective at least three months prior to date self-study submitted</p> <p>Description: Current practice</p>	<p>Refer Back: The reviewer will refer to your policy/procedure manual submitted with Quality Standard #1 to confirm the policy/procedure around when/how parent educators provide a resource connection for further assessment.</p> <p>Answer Question: Describe how parent educators help parents address concerns and barriers in following through on further assessment.</p>

Quality Standard	What Meets the Standard	Timeframe for the Standard	Evidence to Submit in the Self-Study
<p>73. In addition to reviewing the child(ren)'s health, parent educators discuss adult health considerations, including but not limited to: prenatal, postpartum and preventive healthcare, breastfeeding, family planning and smoking/tobacco use.</p>	<p>Affiliates that meet Quality Standard #11 address all of the items in this Quality Standard through full use of the PAT <i>Child Health Record</i> and <i>Parent/Guardian Information Record</i>. Full use means that the parent educator discusses each item with the family. The family may choose not to share information about a particular item. If the affiliate does not ask the optional question about contraception on the <i>Parent/Guardian Information Record</i>, they clearly describe how they address family planning.</p>	<p>Current practice</p>	<p>Refer Back: The reviewer will refer to Quality Standard #11 to confirm use of the PAT <i>Child Health Record</i> and <i>Parent/Guardian Information Record</i>.</p> <p>Answer Questions:</p> <ol style="list-style-type: none"> Does your affiliate complete the optional question about contraception on the <i>Parent/Guardian Information Record</i>? <input type="checkbox"/> Yes <input type="checkbox"/> No If no, describe how your affiliate addresses family planning.

Resource Network

Quality Standard	What Meets the Standard	Timeframe for the Standard	Evidence to Submit in the Self-Study
74. The affiliate actively fosters relationships with referral sources and community resources.	The affiliate provides an example of a referral source or community resource that they have a relationship with and clearly describes how they actively foster a relationship with them.	Current practice	Answer Questions: <ol style="list-style-type: none"> 1. Provide an example of a referral source or community resource that your affiliate has a relationship with. 2. Describe how your affiliate actively fosters a relationship with this resource.
75. The affiliate has written coordination agreements with community organizations to support families' access to needed resources.	The affiliate provides two written agreements they have with community organizations designed to support families' access to needed resources. The agreements must be dated and current.	Must have been in effect for at least three months prior to date self-study submitted	Upload: Two written agreements with community organizations that are dated.
76. An up-to-date resource network directory is used by affiliate staff, covering the community resources needed by the families served including: <ul style="list-style-type: none"> > Medical care > Mental health care > Social services > Educational services 	The affiliate has a resource network directory that includes resources associated with all four of the items listed in the standard. The directory can be a written resource or online document and can be a community generated or affiliate generated resource.	Current as of submission of the self-study	Answer Questions: <ol style="list-style-type: none"> 1. Is an up-to-date resource network directory available to staff? <input type="checkbox"/> Yes <input type="checkbox"/> No 2. If the directory is online, please provide the link. Upload: If your resource network directory is not online, upload it (or just the table of contents or index, if the file is too large).

Quality Standard		What Meets the Standard	Timeframe for the Standard	Evidence to Submit in the Self-Study
77.	Parent educators empower parents to identify and develop their network of informal and formal resources.	The affiliate clearly describes how parent educators empower parents to identify and develop their network of informal and formal resources.	Current practice	Answer Question: Describe how parent educators empower parents to identify and develop their network of informal and formal resources.
78.	Parent educators consider family language and culture when connecting families to community resources.	The affiliate clearly describes how parent educators consider family language and culture when connecting families to community resources.	Current practice	Answer Question: Describe how parent educators consider family language and culture when connecting families to community resources.
79.	Parent educators help families prepare for connecting with a resource.	The affiliate clearly describes how parent educators help families prepare for connecting with a resource.	Current practice	Answer Question: Describe how parent educators help families prepare for connecting with a resource.
80.	Parent educators follow-up with families about the outcome of recommended resource connections, helping the family address barriers as applicable.	The affiliate clearly describes how parent educators follow-up with families about the outcome of recommended resource connections, helping the family address barriers as applicable.	Current practice	Answer Questions: <ol style="list-style-type: none"> 1. Describe how parent educators follow-up with families about the outcome of recommended resource connections. 2. How do parent educators help families address barriers to making resource connections?
81.	<i>Resource Connection Records</i> are completed fully by documenting the connections made and follow-up.	At least two-thirds of the family files reviewed by the affiliate for the self-study and at least two-thirds of the family files reviewed by PATNC contained complete <i>Resource Connection Records</i> and at least quarterly follow-up.	From file review	Answer Question: Of the [3, 6 or 9] family files reviewed by your affiliate for the self-study, how many contained complete <i>Resource Connection Records</i> with at least quarterly follow-up documented?

Appendix A: Essential Requirements Success Plan

For each Essential Requirement that has not been 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?

You can use the information you come up with in this ER Success Plan to fill in the planning portion of the PDSA worksheet.

Appendix B: Documents to Upload to the Self-Study

Standard number	Document
Overall	Completed file review tools
Infrastructure and Leadership	
1	Policy and Procedure Manual
2	Protocol for parental mental health issues (if not already included in the Policy and Procedure Manual)
	Protocol for intimate partner violence (if not already included in the Policy and Procedure Manual)
	Protocol for substance use disorder (if not already included in the Policy and Procedure Manual)
	Protocol for child abuse/neglect (if not already included in the Policy and Procedure Manual)
Evaluation and Continuous Quality Improvement	
11	The family file documents that are from either (if not using the PAT Record or Penelope): <ul style="list-style-type: none"> > A data system that has a licensing agreement with PATNC > Affiliate specific forms or databases
15	Most recent summary of participant satisfaction data
16	Completed plan-do-study-act worksheet or written record of CQI activities and efforts
Staff Selection and New Parent Educator Development	
20	Parent educator job description (if not already included in the Policy and Procedure Manual)

Standard number	Document
Supervision and Professional Development	
24	Reflective supervision records for the parent educators actively providing affiliate services during the randomly selected month
25	Staff meeting records for the randomly selected month
26	Contract, agreement, or letter indicating staff access to a licensed mental health professional (unless supervisor is a licensed mental health professional)
28	Group connection observation tool (if not using the PAT Group Connection Observation Tool)
29	The document(s) used to record performance evaluations and set professional development goals.
Service Initiation and Participation	
31	Program brochure, flyer, or pamphlet
Group Connections	
59	Records of the planning and delivery for the nine group connections reported in Quality Standard #57
	Group connection planning guide and record (if not using the PAT <i>Group Connection Planning Guide and Record</i>)
Resource Network	
75	Two written agreements with community organizations designed to support families' access to needed resources.
76	Resource Network Directory (if not using an online directory)

Appendix C: Quality Standards Assessed Based on the Results of the File Review

Quality Standard	Measurement Criteria
35 – Service Initiation & Participation	At least two-thirds of the files reviewed by the affiliate for the self-study and at least two-thirds of the files reviewed by PATNC contained a complete and current consent for services signed by the parent(s) and parent educator initially dated by the end of the first foundational visit.
36 – Service Initiation & Participation	At least two-thirds of the files reviewed by the affiliate for the self-study and at least two-thirds of the files reviewed by PATNC contain a complete <i>Family Intake Record</i> dated by the end of the first foundational visit.
41– Assessment & Goal Setting	At least two-thirds of the files reviewed by the affiliate for the self-study and at least two-thirds of the files reviewed by PATNC contained complete and current Child and Parent/Guardian Information Records (one for each enrolled child and parent/guardian), <i>Family Information Record</i> and family-centered assessment records.
43 – Assessment & Goal Setting	At least two-thirds of the files reviewed by the affiliate for the self-study and at least two-thirds of the files reviewed by PATNC contained complete and current <i>Goals Records</i> plus at least quarterly progress notes on the <i>Goals Records</i> .
46– Personal Visits	At least two-thirds of the personal visit records reviewed by the affiliate for the self-study and at least two-thirds of the personal visit records reviewed by PATNC indicate the visit took place in the home environment.
48– Personal Visits	At least two-thirds of the personal visit records reviewed by the affiliate for the self-study and at least two-thirds of the personal visit records reviewed by PATNC indicate that one or more strengths/protective factors was focused on in the visit.
50 – Personal Visits	At least two-thirds of the personal visit records reviewed by the affiliate for the self-study and at least two-thirds of the personal visit records reviewed by PATNC indicate the parent-child activity page that was used in the visit.

Quality Standard	Measurement Criteria
52– Personal Visits	At least two-thirds of the personal visit records reviewed by the affiliate for the self-study and at least two-thirds of the personal visit records reviewed by PATNC indicate that at least one child development topic was addressed during the visit.
55 – Personal Visits	At least two-thirds of the personal visit records reviewed by the affiliate for the self-study and at least two-thirds of the personal visit records reviewed by PATNC contain complete documentation of all three areas of emphasis.
70 - Screening	At least two-thirds of the family files reviewed by the affiliate for the self-study and at least two-thirds of the family files reviewed by PATNC contained a complete and current <i>Milestones Record</i> , developmental screening results, and <i>Child Health Records</i> for each enrolled child.
81 – Resource Network	At least two-thirds of the family files reviewed by the affiliate for the self-study and at least two-thirds of the family files reviewed by PATNC contained complete <i>Resource Connection Records</i> and at least quarterly follow-up.

Appendix D: File Review Consent Form

Dear Parent,

Our program is currently engaged in the Quality Endorsement and Improvement Process through Parents as Teachers National Center. 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 Parents as Teachers National Center will review a few family files from our program.

The attached form asks your permission for a representative from the National Center 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 Center understand how our program is doing as a whole; they will not focus on individual families' strengths, needs, situations, or outcomes. The National Center 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 Center's review.

Your participation is completely voluntary. You do not have to agree to provide consent to the record review. Your consent or decision not to provide 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 Parents as Teachers National Center 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 Center here (Dropbox or access to database).*

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

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 Parents as Teachers National Center

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 E: Record Review Selection Form

Submit to Parents as Teachers National Center by March 15

Parent Educator Name: _____

Parent Educator Name: _____

Parent Educator Start Date: _____

Parent Educator Start Date: _____

Total Caseload Size: _____

Total Caseload Size: _____

Family Initials <i>who granted permission</i>	Database ID # <i>if applicable</i>	PAT Enrollment Date <i>(MM/DD/YYYY)</i>

Family Initials <i>who granted permission</i>	Database ID # <i>if applicable</i>	PAT Enrollment Date <i>(MM/DD/YYYY)</i>

Appendix F: Technology Tips for Completing the Self-Study

The tips below will help ensure that your experience with the web-based self-study is positive and smooth. Each affiliate will receive one unique link via email to their self-study (typically the primary program supervisor) by November 1.

- > 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—PATNC 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 who are working on your self-study, but know that **only one person can be in the survey at a time**. 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 each Quality Standard in the survey using the tabs at the top of the page.
- > At any point during the process of completing your 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 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 self-study, click the “Submit” button in the “Submit” tab.
- > If you submit the 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 G: Request for Correction Form

Affiliate Name: _____ Supervisor Name: _____ Date: _____

Please complete the table below with your request for correction regarding your affiliate's Quality Endorsement and Improvement Process Final Report. This form is to be used only for standards where you believe an error was made in the rating you received for one or more Quality Standards. **This form is to be used only for standards for which you believe the reviewer overlooked or did not understand information you provided in your self-study. We cannot consider information or documents that were not provided with your self-study.**

The *Request for Correction* Form must be received within 30 days of receipt of the final report. A committee at the National Center will review and reply to you within 30 days of receiving this form.

If you 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 (e.g. Infrastructure and Leadership #3).
- > In the 2nd column, identify the page number of the report that you are asking to correct.
- > In the 3rd column, provide your request for correction pertaining to this Quality Standard. Please to be sure to be detailed and specific.
- > In the 4th column provide a clear explanation as to why this correction is warranted.

Quality Standard	Report page number	Request for correction	Why this correction is warranted

Appendix H: Timeline of the Quality Endorsement and Improvement Process

QEIP Timeline

		Affiliate activities/tasks	PATNC 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 Essential Requirements notification letters
	August		
	September	<ul style="list-style-type: none"> > Receive and review Essential Requirements notification letter > If not meeting one or more Essential Requirements, develop an Essential Requirements Success Plan (in this scenario, affiliate pauses in the QEIP here) 	<ul style="list-style-type: none"> > Send Essential Requirements notification letters (and Success Plans as applicable) to affiliates by 9/30 > Implementation Support Providers along with state offices are available to help with Essential Requirements Success Plans
	October	<ul style="list-style-type: none"> > If meeting all Essential Requirements, compile the self-study 	<ul style="list-style-type: none"> > Provide support: <ul style="list-style-type: none"> - Quality Team is available for logistical questions about QEIP and to clarify intent and criteria of specific standards and sends monthly QEIP email - Implementation Support Providers are available to answer questions about how an affiliate currently meets certain standards and materials/procedures it is developing
	November		
	December	<ul style="list-style-type: none"> > If not already obtained, get permission for the QEIP family file reviews 	
	January	<ul style="list-style-type: none"> > Submit the <i>Record Review</i> Selection form by 3/15 	
	February	<ul style="list-style-type: none"> > Submit the self-study by April 1 	
March	<ul style="list-style-type: none"> > Submit the self-study by April 1 		

		Affiliate activities/tasks	PATNC activities/tasks
Program year 1 (continued)	April	<ul style="list-style-type: none"> > Submit three family files to the National Center > Identify date/times for supervisor interview with QEIP reviewer 	<ul style="list-style-type: none"> > Assign self-studies to QEIP reviewers > Randomly select files based on Record Review Selection Form and notify affiliates of selected files > Identify dates/times for supervisor interviews > Begin review of self-studies
	May	<ul style="list-style-type: none"> > Participate in supervisor interview 	<ul style="list-style-type: none"> > Continue review of self-studies, conduct interviews, review family files and review findings with QEIP Committee > Check most recent PMR and affiliate fee status to confirm affiliates continue to meet all Essential Requirements
	June	<ul style="list-style-type: none"> > Submit APR for prior program year by 8/15 	
Program year 2	July		
	August		
	September		
	October	<ul style="list-style-type: none"> > Review QEIP report which indicates endorsement status > For those in the main cohort that did not earn the Blue Ribbon, determine next steps (see Pathways Forward). 	<ul style="list-style-type: none"> > Send affiliates their QEIP report (and accompanying documents) and award Blue Ribbons
	November	<ul style="list-style-type: none"> > Submit the <i>Request for Correction</i> form > Inform National Center of decision to repeat the process or submit updated policies and procedures. 	<ul style="list-style-type: none"> > QEIP committee reviews and replies to any <i>Request for Correction</i> forms

Appendix I: Policies and Procedures Checklist

Organizational Information

Address:

- | | |
|--|--|
| <input type="checkbox"/> Host organization name | <input type="checkbox"/> Affiliate's division/department within the organization |
| <input type="checkbox"/> Affiliate name | <input type="checkbox"/> Affiliate Plan |
| <input type="checkbox"/> Mission statement | <input type="checkbox"/> Advisory committee |
| <input type="checkbox"/> Other programs/services within the organization | |

Intake and enrollment policy

These procedures should address:

- | | |
|--|---|
| <input type="checkbox"/> The community/families you are designed to serve (including demographics, cultural backgrounds, geographic locations) | <input type="checkbox"/> Resource connections for families that don't meet eligibility criteria or must be placed on a waiting list |
| <input type="checkbox"/> How long services are offered to families (duration) | <input type="checkbox"/> Required outreach and steps to take to engage families that have not responded (before any visits) |
| <input type="checkbox"/> Eligibility criteria and process for determining eligibility | <input type="checkbox"/> Expected timeframe for first foundational visit |
| <input type="checkbox"/> Intake process steps | <input type="checkbox"/> Consent for services/enrollment |
| <input type="checkbox"/> Keeping and managing a wait list | |

Services provided to families policy

These procedures should address each of the following services including timeframes (e.g., within 90 days) and frequency (e.g., twice monthly):

- | | |
|--|--|
| <input type="checkbox"/> Family-centered assessment | <input type="checkbox"/> Group connections |
| <input type="checkbox"/> Goal setting and review of progress | <input type="checkbox"/> Child screening and referral |
| <input type="checkbox"/> Personal visits | <input type="checkbox"/> Resource connection and follow-up |

Family engagement and retention policy

These procedures should address:

- | | |
|--|--|
| <input type="checkbox"/> Steps that parent educators take to reengage families after gaps in services, or when scheduled visits are missed | <input type="checkbox"/> Participant grievances |
| <input type="checkbox"/> Ongoing engagement strategies | <input type="checkbox"/> Maintaining services to families when there is staff turnover |
| <input type="checkbox"/> Accommodations for disabilities | <input type="checkbox"/> Ways to increase opportunities for families to provide feedback |
| | <input type="checkbox"/> Steps a family may take if unsatisfied with service |

Transition Planning and Exit

These procedures should address:

- | | |
|---|---|
| <input type="checkbox"/> Exit criteria, including when and how to exit a non-participating family | <input type="checkbox"/> Types of transition supports and services to be considered |
| <input type="checkbox"/> When transition planning begins (planned exits) | <input type="checkbox"/> Those included in transition planning |

Confidentiality

These procedures should address:

- | | |
|--|---|
| <input type="checkbox"/> Participant access to their records | <input type="checkbox"/> Personal visit privacy measures |
| <input type="checkbox"/> Release of information | <input type="checkbox"/> Legal requirements to disclose information |

Data collection and documentation of services policy

These procedures should address:

- | | |
|--|--|
| <input type="checkbox"/> Data management system | <input type="checkbox"/> How and when file reviews are done |
| <input type="checkbox"/> Family file contents, timeframes for completing each item in the family file and methods of storage | <input type="checkbox"/> Outcomes that are measured, outcome measures used, how/when data is collected, how/when outcomes data is analyzed |
| <input type="checkbox"/> How long records are kept, how they are kept secure and how they are destroyed | <input type="checkbox"/> Continuous quality improvement |
| | <input type="checkbox"/> Methods for and frequency of family feedback |

Orientation and training for new staff policy

These procedures should address:

- | | |
|---|---|
| <input type="checkbox"/> Required training before delivering services to families | <input type="checkbox"/> Shadowing |
| <input type="checkbox"/> When/how orientation of new staff takes place | <input type="checkbox"/> Observations |
| <input type="checkbox"/> Additional training/coaching through the first year | <input type="checkbox"/> Documentation of orientation and training of new staff |

Supervision and professional development policy

These procedures should address:

- | | |
|--|---|
| <input type="checkbox"/> Number of parent educators that report to each supervisor | <input type="checkbox"/> Observations of second year+ parent educators |
| <input type="checkbox"/> When/how reflective supervision for parent educators and supervisors who carry a caseload takes place, as well as what is covered during reflective supervision | <input type="checkbox"/> Observations of group connections |
| <input type="checkbox"/> Frequency, length, and general content of staff meetings | <input type="checkbox"/> Annual performance reviews and ongoing professional development |
| | <input type="checkbox"/> Documentation of staff meetings, supervision, observations, and professional development |

Parent educator safety policy

These procedures should address:

- | | |
|--|---|
| <input type="checkbox"/> Training on parent educator safety | <input type="checkbox"/> Outdoor safety and travel |
| <input type="checkbox"/> Sharing of schedules and communication while in the field | <input type="checkbox"/> Safety during personal visits |
| <input type="checkbox"/> Guidance around preparedness | <input type="checkbox"/> Communicable disease precautions |