

QUALITY ASSURANCE GUIDELINES FOR NEW PARENTS AS TEACHERS *BORN TO LEARN*® PROGRAMS

Introduction

The Parents as Teachers *Born to Learn* model is an evidence-based early childhood home visiting program which is designed to ensure that young children are healthy, safe, and ready to learn. Our parent educators work with families through four service delivery components: personal visits, group meetings, screening and resource network. All families receive the four components of the model.

The program has four primary goals:

- Increase parent knowledge of early childhood development and improve parenting practices
- Provide early detection of developmental delays and health issues
- Prevent child abuse and neglect
- Increase children's school readiness and school success

In order to become familiar with the expectations for replication of the model, you will need to carefully review the following Quality Assurance Guidelines. They were developed by the National Center for Parents as Teachers to provide clear requirements and guidance for replication of the Parents as Teachers *Born to Learn* model.

If your organization already provides home visiting services to families of young children, you may be choosing Parents as Teachers *Born to Learn* training and curriculum to enhance the child development and parenting focus of your home visitors and maximize consistency of service delivery in order to best achieve outcomes. As a result, you are likely well positioned to incorporate the Parents as Teachers *Born to Learn* model. Nonetheless, it is still important that you closely review these Quality Assurance Guidelines and ensure that your organization is either already meeting the requirements or will be putting mechanisms into place to meet the requirements as you move forward with implementing the Parents as Teachers *Born to Learn* model. If you are establishing a new home visiting program, you will need to use these guidelines and the Parents as Teachers quality standards to provide a blueprint that will guide you as you build your program. In both cases, it is important to consider that home visiting services are part of a continuum of supports for families of young children and that strong communities provide multiple coordinated and well-integrated avenues for the optimal development of young children.

Model fidelity and program quality provide the foundation for demonstrating outcomes for children and families. The requirements and guidelines described in this document represent the programmatic elements necessary for model fidelity and should be used to guide the development of your Parents as Teachers *Born to Learn* program and the completion of your Program Plan. An approved Program Plan is required to register for the Born to Learn Institute. Note that Appendix D—Requirements Checklist includes a checklist summary of the minimum requirements for initiating a new program.

These Quality Assurance Guidelines are designed to guide the development of the program plan for new programs who will be attending Born to Learn training after January 1, 2010. Parents as Teachers Born to Learn programs who are already certified or have received approval of their PrePlan or Final Plan prior to this date are not required to follow all of these guidelines at the current time, although these do represent the National Center's new minimum requirements for implementing a program with model fidelity.

An accountability policy and timeline for adherence to these guidelines by existing programs will be forthcoming by the end of 2010.

Staffing, Supervision, and Professional Development

Choosing the Right Parent Educators

Parents as Teachers *Born to Learn* programs are staffed by parent educators, supervisor(s) and support staff. Program quality is highly dependent on hiring parent educators who value working with parents of young children and who have the skills and commitment to develop positive and enduring relationships with families. Parent educators use the *Born to Learn* curriculum with families at each visit, ensuring that families receive consistent research-based information and that parents are empowered to utilize the information to create safe and nurturing environments for their children. The *Born to Learn* Institute provides comprehensive training on how to work with families and use the curriculum to effectively meet the needs of all families served. When hiring a parent educator for your program, a combination of education, work experience and effective communication and interpersonal skills is critical.

We recommend that parent educators have at least a Bachelor's/4-year degree in early childhood or a related field. However, it is also acceptable for parent educators to have a 2-year degree or 60 college hours in early childhood or a related field. Supervised experience working with young children and/or parents is also recommended.

If your program plans to hire parent educators with less than a 2-year degree/60 hours, they must have a minimum of 2 years previous supervised work experience in early childhood.

Priority should be given to hiring parent educators with effective communication and interpersonal skills (e.g., outgoing, empathic, non-judgmental, patient, tactful). Parent educators should also possess the knowledge, skills, and sensitivity to respond effectively to families' community, cultural, and language backgrounds.

Individual programs may require additional educational or work history requirements that they find appropriate.

Supervision

The Parents as Teachers supervisor directs, coordinates, supports, and evaluates the on-the-job performance of parent educators. A combination of education, work experience and effective interpersonal and communication skills is critical for the supervisor as well.

For the supervisor, a college degree or beyond in early childhood education, elementary education, behavioral or social sciences or a related field is recommended. He or she must also successfully complete the *Born to Learn* Institute (2 days or 5 days). In addition, the supervisor should have demonstrated ability to work with adults and young children.

For supervision purposes, a mentor or lead parent educator can be designated to support and provide guidance for parent educators. This approach is most applicable to a program with many parent educators.

A maximum of 10-12 parent educators can be assigned to each supervisor or mentor or lead parent educator.

This maximum ratio of supervisees to supervisor/mentor/lead parent educator is designed to allow sufficient time for formal and informal supervision of parent educators, as well as for the supervisor's program management and operations responsibilities. The maximum number of supervisees reflects a full time supervisor/mentor/lead parent educator and therefore, the maximum should be less if the supervisor/mentor/lead parent educator is not full time.

While more frequent individual supervision is optimal, each parent educator must participate in a minimum of a monthly individual supervision* and monthly staff meeting.*

In addition to covering necessary administrative issues, individual supervision should be reflective. Rebecca Parlakian (2001) has identified the “building blocks of reflective supervision” as reflection, collaboration, and regularity:

Through reflection, we can examine our thoughts and feelings about the experience and identify the interventions that best meet the family’s goals for self-sufficiency, growth and development...
Collaboration [allows] for a dialogue to occur on issues affecting the staff person and the program...
[And finally,] neither reflection nor collaboration will occur without regularity of interactions,”

(Parlakian, R. (2001). *Look, listen, and learn: Reflective supervision and relationship-based work*. Washington, D.C: ZERO TO THREE, pp. 2, 3).

Topics that should be covered within the context of reflective supervision include, but are not limited to:

- parent educators’ reflections on their work with families
- relationship building with parents and children through personal visits and group meetings
- screening, re-screening and recommendations based on screening outcomes
- understanding development and successful use of community resource linkages
- program and working conditions
- record keeping

As long as a monthly staff meeting is provided to each parent educator, staff meetings can be done in subgroups. For example a program may have staff that provide visits during the daytime and staff that provide evening and weekend visits. In this example, the program might convene a monthly staff meeting of its daytime parent educators and a monthly staff meeting of its evening and weekend parent educators.

Professional Development

The supervisor must also ensure that parent educators receive ongoing professional development. Ongoing professional development enhances the knowledge base that informs parent educators’ work and increases their competence in delivering services to children and families. On an annual basis, parent educators should set written professional development goals and evaluate progress toward these goals. In addition, professional development is necessary for parent educators to maintain their certification with the National Center for Parents as Teachers.

Specifically, in order to continue to serve families using the Parents as Teachers *Born to Learn* model, parent educators must:

- Deliver Parents as Teachers services to a minimum of five families a year
- Maintain records that contribute to the Annual Program Report. The supervisor must submit the Annual Program Report, along with recertification forms, per the requested deadline in order for the parent educators to be recertified.
- Earn competency-based professional development hours relating to six Parents as Teachers core competency areas: Child and Family Development; Family Support & Parenting Education; Professional Practice; Relationships between Families and Communities; Health, Safety, & Nutrition; Human Diversity within Family Systems.

* The Parents as Teachers *Born to Learn* performance indicators, which represent key dimensions of program quality necessary for model fidelity, have been extracted from the Parents as Teachers quality standards and highlighted for you in these Quality Assurance Guidelines (noted by a star* throughout).

- Year 1: 20 clock hours of professional development
- Year 2: 15 clock hours of professional development
- Year 3 and beyond: 10 clock hours of professional development

The professional development hours may be obtained through:

- National Center for Parents as Teachers trainings and professional development opportunities
- Undergraduate or graduate courses by accredited community colleges, colleges or universities
- Continuing education or professional development conferences, workshops, or seminars
- Program self-assessment using the Parents as Teachers standards

In addition, to maintain certification, supervisors access a minimum of 10 hours of professional development each year.

Funding Source and Funding Duration

Funding for a Parents as Teachers *Born to Learn* program can come from a variety of sources, including federal, state, local and private. Your program may be receiving all types or some combination of one or more.

While it is preferable for your program to come in with 3 or more years of funding in place, a minimum of 2 years funding is acceptable for major sources of funding.

It is understood that many funding sources must be renewed annually. This is acceptable for the minimum funding requirement and distinguished from a funding source that is designed for 1 year only. *Comprehensive information about budgeting for your local program is provided in Appendix A.*

Duration of Services

For greatest impact, most Parents as Teachers *Born to Learn* programs provide 3 plus years of service. At minimum, Parents as Teachers *Born to Learn* programs must provide 2 years of services to families between prenatal and kindergarten entry. Programs that provide the minimum 2 years of services to families typically deliver an increased frequency of services during this period. It is recommended that programs begin services as early as possible in the age range served, in order to build strong relationships with families and maximize impact. For example, parent educators who are trained in the *Born to Learn* Prenatal to Three curriculum should strive to enroll the maximum number of families possible prenatally, or shortly after the baby's birth.

It is optimal for programs to operate year round so that families' needs are consistently met and so that families are enrolled in and receive services as quickly as possible. We highly recommend that programs operate all 12 months of the year; if programs cannot provide full services year-round due to restrictions from the funding agency, we encourage programs to maintain partial services 12 months of the year. If this is not possible, 10 months is the minimum number of months per year the program must operate.

Populations to be Served

Age of Children

The Parents as Teachers *Born to Learn* model is designed to serve families throughout pregnancy until their child(ren) enter kindergarten. **Your organization can choose to focus services primarily on families with children Prenatal to 3, primarily age 2 to Kindergarten entry, or primarily Prenatal to Kindergarten entry.**

After completing and receiving approval for your Program Plan, all staff in your organization who will deliver Parents as Teachers *Born to Learn* services to families must attend the *Born to Learn* Institute Prenatal to 3 Years, a five day training with a follow-up online training. Alternatively, programs that focus on the preschool age child (and do not serve families with infants) may send staff to the *Born to Learn* Institute 2 Years to Kindergarten Entry. This is also a five day training with a day of face-to-face follow-up training. Plans may be approved by the National Center or your appropriate state office.

Programs who opt to have their parent educators initially trained in the Prenatal to Three curriculum may also choose to extend their Parents as Teachers services to families with children ages 3 years to the age of kindergarten entry by having their parent educators attend the *Born to Learn* Training, 3 Years to Kindergarten Entry. This two-day training is available only to parent educators currently certified in the *Born to Learn* Curriculum: Prenatal to 3 Years.

Target Population

Some programs target services to a specific community or geographic location. Communities may be identified as particularly in need of home visiting because of demographic data (e.g., levels of infant mortality, poverty, or low educational attainment). The type of community – major city, small town, urban, rural, or suburban – and associated characteristics, such as geographic isolation or lack of accessible resources, will also influence the development of your program, particularly as you determine appropriate recruitment strategies, budget for travel costs, and determine your community partners and key resources for families.

Eligibility Criteria

In addition, some programs have specific eligibility criteria for the families who receive services. Such eligibility criteria might include children with special needs, families at risk for child abuse, income-based criteria, teen parents, first time parents, immigrant families, low literate families, or parents with mental health or substance abuse issues. The Parents as Teachers *Born to Learn* model is adaptable to varied target populations and communities and programs typically serve families with a range of risk and protective factors. Because the Parents as Teachers *Born to Learn* program is designed to promote positive parenting and optimal child development for families from a range of backgrounds, the National Center encourages communities to offer the program to as many families as possible in their catchment area.

Recruitment and Retention of Families

Each Parents as Teachers *Born to Learn* program promotes its services in the community, recruits and serves the maximum number of eligible families and facilitates families' ongoing participation in services. Recruitment and retention efforts are integral for the success of any Parents as Teachers *Born to Learn* program.

Recruitment Methods

New Parents as Teachers *Born to Learn* programs need to actively recruit families. Recruitment in a variety of settings is highly recommended. Such settings include:

- Hospitals/health clinics/doctors' offices
- Organizations providing diagnostic and early intervention services
- Social services organizations
- Schools
- Mental health agencies
- Other early childhood programs
- Community resources such as libraries and job training centers
- Faith based organizations

As you design and develop your Parents as Teachers *Born to Learn* program, consider how services will be publicized, what strategies and activities will be employed to recruit families (including establishing relationships with contacts at the organizations listed above) and staff responsibilities for recruitment. When a family indicates a desire to participate, services should begin promptly. A variety of recruitment strategies is often needed to reach the maximum number of eligible families. Possible recruitment methods include print materials, personal contact by parent educators, informal meetings, website, radio or TV, signage (lawn signs, billboards, etc.), family recruitment events, or hosting booths at family oriented events. Depending on your community and your collaborations with existing agencies, you may also identify other effective methods.

Retention and Engagement Strategies

Once families are enrolled in the program, parent educators must facilitate families' continued participation in services through a variety of strategies. Some programs send written visit reminders (e.g, postcards), email/text message visit reminders, leave stickers to place on the calendar as a reminder, or leave door hangers or notes when a family misses a visit. In addition, programs may choose to have parent educators provide a book or other incentive at each visit. To encourage participation at group meetings, it may be beneficial to offer incentives, refreshments, or transportation. Make sure your budget includes adequate staff time and funding for these activities. Ultimately, it is the relationship between the families and parent educators that most impacts retention.

Model Component: Personal Visits

At each visit, parent educators use the *Born to Learn*® curriculum to deliver individualized strengths-based personal visits with a focus on child development and parent-child interaction. Each visit includes the five essential elements of a personal visit (rapport, observation, discussion, parent-child activity, and summary).*

Where do visits take place?

Personal visits are conducted in the home to build on the primary learning environment of the family. When extenuating circumstances exist, personal visits can be delivered in a mutually agreed upon site outside the home. For example, visits with teen parents often take place at the school, visits for Parents as Teachers in the Child Care Center typically take place in the center, visits may take place at a safe location for families dealing with domestic violence issues or visits might take place in a hospital when a child is in the NICU.

How often do visits take place?

There is broad consensus in the literature and research on early childhood home visiting that intensity of service is a key factor in achieving outcomes.

An acceptable minimum frequency for Parents as Teachers *Born to Learn* is 10-12 (monthly) visits annually spread out over the course of a year.* 20-24 (twice monthly) personal visits should be completed for families with greater needs, also spread out over the course of a year. In some cases, visit frequency may be gradually decreased as the family transitions out of the program and into other services.

How many visits does a parent educator complete each month?

Full time parent educators typically complete a maximum of 48 visits per month, while part time parent educators typically complete a maximum of 24 visits per month.*

The maximum for monthly visit completion is based on completing an average of 3 visits per day for four days out of the week which allows time for making up cancelled and missed visits; recruitment, retention and resource network tasks; travel; paperwork; group meeting responsibilities; meetings; supervision; and professional development. Visits last approximately one hour, although visiting time may vary by number of children in the family and family need. Please note that full time and part time are based on 40 hours for full

time and 20 hours for part time. Parent educators' full time and part time hours may vary and thus, the maximum visits per month would vary accordingly.

How many families should a parent educator serve?

A parent educator must serve at least 5 families each year to re-certify. This minimum ensures that parent educators keep their skills well-honed.

The maximum number of families on a parent educator's caseload is determined by the visit frequency and number of visits to be completed monthly.

Model Component: Group Meetings

Group meetings provide opportunities for parents to acquire information about child development, parenting, and positive parent-child interaction while gaining support from each other.

To qualify as a group meeting, a parent educator or program supervisor is present and child development or parenting information/support is provided. In addition, each group meeting needs to include one or more of the following topics:

- Parenting and Family Support
- Child Development or Neuroscience Research
- Health
- Community Resources

Across the program year, your program should address these topics through a variety of group meeting formats, including parent-child interaction, presentation plus discussion, small ongoing groups, and community events. In total, the group meetings a Parents as Teachers *Born to Learn* program offers annually should incorporate all age groups of children served by the program and all areas of child development.

Social support has been shown to help parents deal with the demands of their parenting roles. Thus, another important aspect of Parents as Teachers *Born to Learn* group meetings is to encourage parents to build support networks by talking with each other about common experiences and concerns. Some programs may find it beneficial to offer peer facilitated group meetings.

How often do group meetings take place?

Each Parents as Teachers *Born to Learn* program must offer monthly group meetings during the program year.*

For some programs in which transportation is a challenge, such as rural areas, it requires creativity and flexibility to offer monthly group meetings. Nonetheless, it can be done successfully. One consideration is that group meetings do not have to be site based, particularly if transportation is a challenge. A parent educator could convene a group meeting at a location more central to multiple families. In addition to monthly group meetings, your program might want to consider using online social networking approaches to share child development and parenting information, build support between parents, and encourage program participation.

Model Component: Screening

Screening provides regular information about each child's health and developmental progress, increases parents' understanding of their child's development, and identifies strengths and abilities, as well as areas of concern.

The screening component of the Parents as Teachers *Born to Learn* model specifically refers to the following four areas:

Developmental	Developmental screening includes screening in the areas of language, intellectual, social emotional, and motor development through the use of instruments approved by Parents as Teachers (see Appendix B for list of approved screening tools). Regular review of each child's developmental progress identifies strengths as well as areas of concern that may require referral for follow-up services. Additional training, following the <i>Born to Learn</i> Institute, is necessary to administer the screening instrument that your program chooses.
Hearing	Early identification of hearing impairment can have a profound impact upon a child's development. Parent educators perform at least annual functional hearing checks for children participating in the program. In brief, a functional hearing check involves using a noisemaker such as a squeeze toy, bell or rattle and determining if the child responds to the noisemaker when it is out of the peripheral vision of the child. Demonstration in functional hearing checks is provided during the <i>Born to Learn</i> institute. There are more accurate methods of hearing screening your program should use -- otoacoustic emissions (OAE) or pure tone audiometry. Additional training applies to these latter methods. See Appendix C for a list of otoacoustic emissions and audiometry instruments, and approximate costs.
Vision	Researchers have shown that the most sensitive period for the development of vision occurs between birth and age 2. At least annually, parent educators provide functional vision screens, observing the muscle movement of the eyes and whether both eyes are working together to help ensure that vision problems in children do not go unnoticed and untreated. Brief training in vision screening is provided during the <i>Born to Learn</i> Institute. See Appendix C for a list of acuity charts and automated technology, and approximate costs.
Health	A primary goal of any early childhood program must be to support the healthy growth and development of all children. To this end, while parent educators do not perform medical screenings, they do gather and maintain information on each enrolled child's health status. This is done by completing a health record for each child using either the <i>Born to Learn</i> ® health record from the curriculum or a similar comprehensive health record. This information is updated each year that the family is participating in the program, allowing the parent educator to confirm that children are receiving medical care and immunizations.
Social Emotional/ Mental Health (optional)	Many programs also choose to conduct social emotional/mental health screenings with the infants and young children they serve. Programs that plan to do these screenings will need to select a tool that specifically screens for such issues.

Each type of screening (developmental, hearing and vision, as well as the health record) must be completed annually for all age eligible children.*

For particular areas of concern identified through screening, parent educators make specific recommendations for follow-up activities to support the child's development and, if indicated, a referral for further assessment. When a recommendation is made for further assessment, parent educators support families in following through on the recommendation.*

Typically, parent educators perform screenings during personal visits with families. As an alternative, a program may have other trained personnel or agency(ies) conduct the screenings. If your program will contract out or outsource any screening services, you will need to develop a written agreement outlining the contracted services along with how screening results will be communicated to your program and to parents.

Model Component: Resource Network

The Parents as Teachers *Born to Learn* program connects families to needed resources and takes an active role in the community, establishing ongoing relationships with other institutions and organizations that serve families.

Your program will need to equip parent educators with knowledge about varied organizations and agencies in your community that families may need to access (you will identify the top 5 in your Program Plan).

Parent educators should be familiar with community health, mental health, education and social service organizations, as well as the names of individuals in those organizations who can assist families. It is also important for your program to have in place working agreements with community agencies that explicitly address how you will connect families to the agencies' resources.

At each personal visit, parent educators will connect families to resources as needed and then help them to overcome barriers to access.* A parent educator's role is to help provide the bridge between families and needed resources, not merely to refer them to services.

Additional Services Provided to Families

Many organizations offer multiple services to Parents as Teachers families. It is expected that additional services will be provided to your program's more vulnerable families. For example, in addition to the four component *Born to Learn* model, an organization might provide case management or family literacy services to all or a subset of their Parents as Teachers families. Further, as noted in the introduction, some organizations incorporate or blend Parents as Teachers with another early childhood home visitation model or family support program such as Early Head Start, Healthy Families America or Even Start. Adding Parents as Teachers to existing services in your organization can greatly strengthen your impact on children and families.

Program Advisory Board/Leadership Council

Each Parents as Teachers *Born to Learn* program must have a leadership body which includes program personnel, community service providers, community leaders, families and other stakeholders. This leadership group has several key functions, most notably to advise, provide support, promote and offer input to the Parents as Teachers program.

The program advisory board/leadership council must meet at least every 6 months.

Recordkeeping

Each Parents as Teachers *Born to Learn* program needs to maintain an efficient and comprehensive record keeping system that facilitates accurate and timely completion, submission, filing, and retrieval of essential documents.* Computerized recordkeeping is the preferred method for documentation of services and data tracking. In particular, Visit Tracker, www.visittrackerweb.com, is the National Center approved web-based recordkeeping and service delivery tracking system. Using a web-based system maximizes the efficiency of your program by providing real-time access to reports that allow parent educators and supervisors to easily monitor quality of services. See associated costs on the budget page.

Evaluation

Each Parents as Teachers *Born to Learn* program must plan for regular evaluation of program implementation.

The National Center provides standards and indicators that establish a blueprint for quality implementation of Parents as Teachers *Born to Learn*® programs based on best practices in the field of early childhood home visitation. As noted earlier, performance indicators which represent key dimensions of program quality necessary for model fidelity have been extracted from the Parents as Teachers quality standards. The full set of indicators covering the eight quality standards areas provide additional best practice standards for your program as it develops. The standards are accompanied by a self-assessment process designed to help programs demonstrate the quality of their implementation and engage in further continuous improvement. Program self-assessment should be completed every 4 years. Each new program orders *A Closer Look...The Parents as Teachers Standards and Self-Assessment Package* during the registration process. This set of 3 guides and accompanying DVD and CD provide guidance to programs as they develop their program and then later during self-assessment.

Required evaluation of program implementation includes:

1. Data on family enrollment, participation rates, service intensity, attrition, and child developmental, health, hearing, and vision screening are tracked and summarized annually.* These data are submitted to the National Center annually using the National Center's Annual Program Report.
2. Timely and accurate submission of Annual Program Report data to the National Center.
3. Regular collection of participant satisfaction feedback through annual parent satisfaction surveys and regular feedback from parents about group meetings.
4. Program self-assessment every fourth year, including submission of self-assessment results online to the National Center. Program self-assessment is valuable for all types of Parents as Teachers *Born to Learn* programs, including those that may have other review or accreditation processes required by their funder.

Your program should also collect outcome data on participants. Within the curriculum, we provide a Parent Knowledge Assessment for assessing knowledge in a pretest/post-test format. Additional outcome measures are often used by programs to measure parenting skills or child outcomes in a particular domain. At this time the National Center does not have a required outcome tool that programs must use, acknowledging that program funding sources often dictate the specific measures used. For more details on outcome measures, see the Outcomes Measurement Toolkit available on the Parents as Teachers website-Research section. Your grant or funder may also require particular outcome indicators to be tracked in your program, such as number of children who are school ready at kindergarten, number of children with a medical home, or number of hospitalizations or emergency room visits.

Terms of Agreement

There are certain conditions required for initial and ongoing implementation of the *Born to Learn* program. Compliance with the Terms of Agreement signifies that the Parents as Teachers *Born to Learn* program is in good standing with the National Center for Parents as Teachers.

The terms are outlined in detail in the Program Plan you will complete. In brief, they include the following:

1. New parent educators and supervisors will attend the Parents as Teachers *Born to Learn* Institute and complete all requirements for parent educator or supervisor certification before delivering the *Born to Learn* model.
2. The Parents as Teachers *Born to Learn* program that your organization sponsors will implement all four components of the *Born to Learn* model.
3. Your organization will use the Parents as Teachers quality standards to guide the Parents as Teachers *Born to Learn* program's services, operations, and management.
4. The program supervisor and all parent educators will recertify with the National Center annually.
5. Your organization will complete and submit the Annual Program Report for your Parents as Teachers *Born to Learn* program by the required date each year.
6. Your organization will acknowledge use of the Parents as Teachers *Born to Learn* curriculum and training in program dissemination materials and evaluations.
7. *Born to Learn* Curriculum Guides and DVDs are copyrighted and will be used only by currently certified parent educators within the Parents as Teachers *Born to Learn* program.
8. The Parents as Teachers *Born to Learn* Curriculum, Modules and DVDs are the property of affiliated Parents as Teachers programs and are not the property of individual parent educators.

In turn, the National Center for Parents as Teachers will provide support and technical assistance to your program, develop and offer research-based curricula and professional development to you and your staff, and engage in advocacy, continuous quality improvement and research on behalf of Parents as Teachers *Born to Learn*.

Appendix A: Budget. This example is based on 3 parent educators delivering 48 visits per month and monthly group meetings, supported by .3 FTE supervisor and .2 FTE clerical support. Each full-time supervisor should supervise no more than 10-12 parent educators. This budget assumes no in-kind expenses or indirect expenses, although both of those may need to be considered in your organization's budget.

If visits are provided to all families twice monthly, 72 families will be served, for an annual per family cost of \$2621. If visits are provided to half of the families twice monthly and half of the families monthly, then 108 families will be served for an annual per family cost of \$1747.

Budget Items	Cost	#	Total Cost
Approximate training and curriculum costs based on 3 parent educators attending the P-3 training and 1 supervisor attending the two-day training.*			\$3,140
PE salaries at \$35,000/year + 30% benefits	\$45,500	3	\$136,500
Supervisor salary at \$50,000/year + 30% benefits	\$65,000	0.3	\$19,500
Support staff (2 hours per PE and supervisor) at \$28,000 + 30% benefits	\$36,400	0.2	\$7,280
Books, toys, and materials per parent educator**	\$300	3	\$900
Developmental screening materials.** ASQ-3 cost is at right.	\$250	3	\$750
Additional hearing/vision screening tool expenses (optional)			
Group meeting expenses (e.g. fliers, outreach activities, refreshments, materials, guest speakers as needed, and child care for parent group meetings). 12 group meetings annually at \$40 per meeting.	\$40	12	\$480
National Center for Parents as Teachers annual recertification fee of \$40 (your state may vary).	\$40	4	\$160
Supplies, copier, phone, fax, access to computer with internet. \$100/person/month	\$1,200	4	\$4,800
Office Rent: \$100/person/month	\$1,200	4	\$4,800
Transportation costs for PAT staff conducting personal visits; mileage reimbursement at .50/mile. Estimated number of miles per month per parent educator is 480, based on an average mileage reimbursement of 10 miles per visit. Also includes reimbursement for supervisor travel time.	\$2,880	3.3	\$9,504
Visit Tracker Web-Based data management system: Recommended for efficiency and accountability. First year cost is \$300. Renewal is \$150/year.	\$300	1	\$300
Outcomes evaluation and measurement tools are determined by funding requirements. The curriculum includes a Parent Knowledge Assessment, but additional measurement tools and training on tool use may have additional costs. We have included \$200/parent educator for possible expenses in this regard. Programs are encouraged to have a program quality visit after 4 years of implementation which has an additional cost.	\$200	3	\$600
Indirect costs if required by your organization for human resource expenses, liability insurance, etc. (optional)			
<i>*Initial training costs vary depending on training location and do not include travel and lodging expenses, which may be needed for participation in the Born to Learn Institute. Training fee @ \$620, curriculum @ \$295; 1 Spanish CD @ \$50, Supervisor 2 day fee @ \$150, Supervisor's Manual @ \$75, Closer Look @ \$75, Health, Hearing and Vision Guide @ \$45. A 5-day training cost applies for those supervisors who will be certified to serve families in addition to supervising parent educators. This line item can be allocated to professional development in future years, as well as training expenses in the case of staff turnover. **One-time expense.</i>		Total:	\$188,714

Appendix B: Approved Developmental Screening Tools for Children 0 to 6 Years*

Please note that not all of the developmental tools listed below are appropriate for all age ranges.

Instrument	Date	Age Range	Cost	Time (mins)	Publisher
Tier 1: Preferred					
Ages and Stages Questionnaire-3	2009	1 month to 5.6 years	\$250	10 to 20	Brookes Publishing Co.
Batelle Developmental Inventory, Second Edition, Screener Test Kit	2004	birth - 8 years	\$311	20 to 30	Riverside Publishing
Brigance Screening Kits	2005 2005	0-35 months 3 to 5 years	\$279 \$219	10 to 15	Curriculum Associates
Developmental Indicators for the Assessment of Learning (DIAL-3)	1998	3 years to 6.11 years	\$531	20 to 30	American Guidance Service
Early Screening Inventory-R (2008 edition)	2008	ESI-P: 3 to 4.5 years ESI-K: 4.6 to 5.11 years	\$135 each	15 to 20	Pearson Early Learning
First STEp: Screening Test for Evaluating Preschoolers	1993	2.9 years to 6.2 years	\$269	15	The Psychological Corporation
Tier 2					
Developmental Observation Checklist (DOCS)	1994	Birth to 6 years	\$180	15 to 45	Pro-Ed
Parents' Observation of Infants and Toddlers (POINT)	2006	2 months to 3 years	\$205	15 to 20	Pearson Early Learning

* Original document developed 8/2007 with updates 12/2009. For the most recent information on costs and administration guidelines, please see the publisher's website. Pricing is typically listed here for a kit, but many tools require ongoing purchase of scoring sheets or parent questionnaires.

Appendix C: Optional Hearing and Vision Screening Tools

For the most recent information on costs and training guidelines, please see the company's website.

Instrument	Type	Cost	Company
Hearing Screening			
AuDX®	Otoacoustic emissions technology	\$4,000	Bio-logic http://www.natus.com/
Ero-Scan	Otoacoustic emissions technology	\$3,800	Maico Diagnostics http://www.maico-diagnostics.com/
Pilot audiometer	Audiometer	\$2,150	Maico Diagnostics http://www.maico-diagnostics.com/
Maico Pure Tone Screener	Audiometer	\$900	Maico Diagnostics http://www.maico-diagnostics.com/
Vision Screening			
Lea Symbols	Acuity charts	\$36	School Health catalog http://www.schoolhealth.com/
Wright Eye chart	Acuity charts	\$35	AAP Bookstore http://www.aap.org
SureSight™ Vision Screener	Automated technology	\$4,700	Welch Allyn http://www.welchallyn.com/
PediaVision® Assessment Solution [Includes camera device, laptop, printer, software]	Automated technology	\$10,000+	PediaVision® http://www.pediavision.com/

Appendix D: Requirements Checklist

This checklist highlights the minimum requirements for initiating a new Parents as Teachers *Born to Learn* program. Review each item and place a check in the far right column when this item has been addressed by your program. There are additional requirements for maintaining your Parents as Teachers *Born to Learn* program as outlined in the Terms of Agreement.

Area	Item	✓ when addressed
Overview		
Parent Educator Educational Background and Experience	Recommend that parent educators have at least a Bachelor's/4-year degree in early childhood or a related field. However, it is also acceptable for parent educators to have a 2-year degree/60 college hours in early childhood or a related field. Supervised experience working with young children and/or parents is also recommended. If your program plans to hire parent educators with less than a 2-year degree/60 hours, they must have a minimum of 2 years previous supervised work experience in early childhood.	
Funding	While it is preferable for your program to come in with 3 or more years of funding in place, a minimum of 2 years funding is acceptable for major sources of funding.	
Populations served	Your organization can choose to focus services primarily on families with children Prenatal to 3, primarily age 2 to Kindergarten entry or primarily Prenatal to Kindergarten entry.	
Duration of services	For greatest impact, most programs provide 3 plus years of service. At minimum, programs must provide 2 years of services to families between prenatal and kindergarten entry.	
	We highly recommend that programs operate all 12 months of the year; if programs cannot provide full services year-round due to restrictions from the funding agency, we encourage programs to maintain partial services 12 months of the year. If this is not possible, 10 months is the minimum number of months per year the program must operate.	
Training	After completing and receiving approval for your Program Plan, all staff in your organization who will deliver Parents as Teachers <i>Born to Learn</i> services to families must attend the <i>Born to Learn</i> Institute (Pre-3 or 2-K).	
Model Components		
Personal Visits	An acceptable minimum frequency is 10-12 (monthly) visits annually spread out over the course of a year. 20-24 (twice monthly) personal visits should be completed for families with greater needs, also spread out over the course of a year.	
	Full time parent educators complete an average maximum of 48 visits per month, while part time parent educators complete an average maximum of 24 visits per month	
	A parent educator must serve at least 5 families each year to re-certify. The maximum number of families on a parent educator's caseload is determined by the visit frequency and number of visits to be completed monthly.	
Group Meetings	Program must offer monthly group meetings during the program year.	
Screening	Each type of screening (developmental, hearing and vision, as well as the health record) must be completed annually for all age eligible children.	
Resource Network	Your program will need to equip parent educators with knowledge about varied organizations and agencies in your community that families may need to access. You will identify the top 5 in your Program Plan.	
Program Operations and Management		
Supervision	A maximum of 10-12 parent educators can be assigned to each supervisor or mentor or lead parent educator	
	While more frequent individual supervision is optimal, each parent educator must participate in a minimum of monthly individual supervision and a monthly staff meeting.	
Program Leadership	The program advisory board/leadership council must meet at least every 6 months.	
Evaluation	Program must plan for evaluation of program implementation. In addition to completing the Annual Program Report each year and self-assessment every fourth year, programs must collect annual parent satisfaction surveys and regular feedback from parents about group meetings.	