

Similarities in Quality Between Parents as Teachers *Born to Learn*[®] and Early Head Start

This document summarizes the similarities between the Parents as Teachers quality standards and the Head Start Performance Standards (HSPS). This analysis is based on 15 performance indicators extracted from the 8 Parents as Teachers standards areas. The Parents as Teachers standards and accompanying 190 quality indicators establish a blueprint for quality implementation of Parents as Teachers *Born to Learn*. The performance indicators represent key dimensions of program quality that are necessary for model fidelity in both service delivery and program administration.

As can be seen from the table below, the Parents as Teachers quality standards and the HSPS—which apply to both Head Start and Early Head Start programs—address many similar areas.

This analysis is designed to facilitate an understanding of how Parents as Teachers *Born to Learn* can be incorporated into a Head Start/Early Head Start (HS/EHS) program and utilized to make an even greater impact on children and families.

Parents as Teachers Standards	Head Start Performance Standards
<p>Personal visits. Intensity of services is an important factor in achieving outcomes for home visiting programs. Both the Parents as Teachers standards and the Head Start Performance Standards outline the frequency that child development and parenting focused home visiting services should be provided, along with the content of the home visit.</p>	
<p>Parent educators complete at least monthly visits, lasting approximately one hour, to each family during the program year. It is recommended that families with at least one high needs factor receive more frequent visits, such as twice a month or weekly.</p> <p>Parents as Teachers—Performance indicator 1</p> <p>Notes:</p> <ul style="list-style-type: none"> • <i>One high need factor is low income; a main focus of the eligibility criteria for HS/EHS. When Parents as Teachers is blended with Head Start, home-based program option, the frequency of personal visits would reflect this high need characteristic (and others as applicable). Therefore, visit frequency would likely be consistent with what is outlined in the HSPS. To support this, weekly visit plans are provided in the Born to Learn curriculum.</i> • <i>Visit duration may be lengthened beyond the hour focused on Parents as Teachers to include other program focuses.</i> 	<p>Grantees implementing a home based program option must provide one home visit per week per family (a minimum of 32 home visits per year) lasting for a minimum of one and a half hours each.</p> <p>45 CFR 1306.33 (a)(1)</p>

¹ This is an updated analysis of a 2004 document. The 2009 version of “Similarities in Quality” is focused on the correspondence between 15 Parents as Teachers performance indicators and corresponding standards from the HSPS.

Parents as Teachers Standards	Head Start Performance Standards
<p>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).</p> <p>Parents as Teachers—Performance indicator 2</p> <p><i>Note: The Head Start, home-based program option requires the use of a curriculum. The Parents as Teachers Born to Learn curriculum is a research based, developmentally appropriate home visiting curriculum that can greatly assist the Head start program in meeting its curriculum requirements.</i></p>	<p>The purpose of the home visit is to help parents improve their parenting skills and to assist them in the use of the home as the child’s primary learning environment. The home visitor must work with parents to help them provide learning opportunities that enhance their child’s growth and development.</p> <p>Home visits must, over the course of a month, contain elements of all Head Start program components. The home visitor is the person responsible for introducing, arranging and/or providing Head Start services.</p> <p>45 CFR 1306.33 (1)(2)</p>
<p>Group meetings. Group meetings within a home visiting program provide socialization experiences for children and additional opportunities for parents to gain information about child development and parenting. Both the Parents as Teachers performance indicators and Head Start Performance Standards include information regarding group meetings and socialization activities for children and parents.</p>	
<p>The program offers at least monthly group meetings in which child development or parenting information is provided and a parent educator or program supervisor is present.</p> <p>Parents as Teachers—Performance indicator 3</p> <p><i>Note: Parents as Teachers Born to Learn is compatible with Head Start, home-based program option in terms of group meetings because more frequent group meetings can be—and often are—offered.</i></p>	<p>Grantees implementing a home based program option must provide, at a minimum, two group socialization activities per month for each child (a minimum of 16 group socialization activities each year).</p> <p>Group socialization activities must be focused on both the children and the parents. The children are to be supervised by the home visitor with parents observing at times and actively participating at other times. These activities must be designed so that parents are expected to accompany their children to the group socialization activities at least twice each month, to observe, to participate as volunteers or to engage in activities designed specifically for the parents.</p> <p>45 CFR 1306.33 (a)(2), (c)(1)(2)</p>
<p>Screening. Developmental and health screening provide important information about each child’s health and developmental progress. The Parents as Teachers performance indicators and Head Start Performance Standards each address how screening should be managed within the program, along with appropriate follow up and referral based on screening results.</p>	
<p>All enrolled and age-eligible children receive developmental, hearing, vision, dental, and health screenings at least once each program year.</p> <p>Parents as Teachers—Performance indicator 4</p>	<p>In collaboration with each child’s parent, and within 45 calendar days of the child’s entry into the program, grantee and delegate agencies must perform or obtain linguistically and age appropriate screening procedures to identify concerns regarding a child’s developmental, sensory (visual and auditory), behavioral, motor, language, social, cognitive, perceptual, and emotional skills.</p> <p>45 CFR 1304.20 (b) (1)</p>

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Parents as Teachers Standards	Head Start Performance Standards
<p>For particular areas of concern identified through screening, parent educators consistently make specific recommendations for follow-up activities to support the child’s development or, if indicated, a referral for further assessment.</p> <p><i>Note: When a recommendation is made for further assessment, parent educators support families in following through on the recommendation.</i></p> <p>Parents as Teachers–Performance indicator 5</p>	<p>All children enrolled in Head Start are screened as the first step in the assessment process. Staff also carry out on-going developmental assessment for all enrolled children throughout the year to determine progress and to plan program activities.</p> <p>Only those children who need further specialized assessment to determine whether they have a disability and may require special education and related services proceed to the next step, evaluation.</p> <p>45 CFR 1308.6 (1-3)</p>
<p>Resource Network. Parents as Teachers and Head Start/Early Head Start programs help families access needed resources and take active roles in the community. The standards for both programs outline how staff connect families with community resources.</p>	
<p><i>At each personal visit, parent educators connect families to resources as needed and then help them to overcome barriers to access.</i></p> <p>Parents as Teachers–Performance indicator 6</p>	<p>Grantee and delegate agencies must work collaboratively with all participating parents to identify and continually access, either directly or through referrals, services and resources that are responsive to each family’s interests and goals.</p> <p>45 CFR 1304.40 (b)(1)</p>
<p>Recruitment and Retention. Both Parents as Teachers and Head Start/Early Head start promote their services in the community, recruit and promptly serve the maximum number of eligible families and facilitate families’ ongoing participation in their programs.</p>	
<p>A family that indicates a desire to participate is contacted about participation within two weeks.</p> <p>Parents as Teachers–Performance indicator 7</p> <p><i>Note: The Parents as Teachers performance indicators addressing recruitment and retention differs somewhat in focus from the items addressed in the HSPS. This is likely because Parents as Teachers services are initiated for families throughout the year, while there is a more designated recruitment period for Head Start that occurs prior to the beginning of the enrollment year.</i></p>	<p>A Head Start grantee must maintain its funded enrollment level. When a program determines that a vacancy exists, no more than 30 calendar days may elapse before the vacancy is filled. A program may elect not to fill a vacancy when 60 calendar days or less remain in the program’s enrollment year.</p> <p>45 CFR 1305.7 (b)</p>
<p>If no waiting list exists in the program, personal visits begin within four weeks following the family being contacted about participation. For families with at least one high risk factor, personal visits begin within two weeks following the family being contacted about participation.</p> <p>Parents as Teachers–Performance indicator 8</p>	<p>Each Head Start program must develop at the beginning of each enrollment year and maintain during the year a waiting list that ranks children according to the program’s selection criteria to assure that eligible children enter the program as vacancies occur.</p> <p>45 CFR 1305.6(d)</p>
<p>Program Management. A carefully designed, well managed and efficiently operated home visiting program is better able to make a meaningful impact on children and families. The Parents as Teachers performance indicators and Head Start Performance Standards outline various aspects of program management including caseload, supervision and record-keeping.</p>	

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<p>A part-time parent educator (20 hours per week) typically completes 24 visits per month while a full-time parent educator (40 hours per week) typically completes 48 visits per month. Parent educators who carry additional program responsibilities complete fewer visits per month.</p> <p><i>Note: This caseload allows parent educators time for group meeting work, connecting families to community resources, recruitment and retention activities, staff meetings and professional development. The average time allotted per personal visit for planning, service delivery, record keeping, and travel is 2.5 hrs.</i></p> <p>Parents as Teachers—Performance indicator 9</p>	<p>Grantees implementing a home based option must maintain an average caseload of 10 to 12 families per home visitor with a maximum of 12 families for any individual home visitor. In addition, grantees must allow staff sufficient employed time to participation in preservice training, to plan and set up the program at the start of the year, to close the program at the end of the year, to maintain records, and to keep component and activities plan current and relevant. These activities should take place when no home visits or group socialization activities are planned.</p> <p>45 CFR 1306.33 (a)(4-5)</p>
<p>Each parent educator participates in reflective supervision that occurs on a regular basis, at least once a month.</p> <p>Parents as Teachers—Performance indicator 10</p>	<p>Grantees must provide adequate supervision of their staff.</p> <p>45 CFR 1306.20 (b)</p> <p><i>Note: While the HSPS do not specifically address the use of reflective supervision, this approach is clearly emphasized in the resources provided to Head Start programs.</i></p>
<p>The program maintains clear, well-organized, and comprehensive records of services for each family reflecting the content of the eight <i>Born to Learn</i>® Essential Records.</p> <p>Parents as Teachers—Performance indicator 11</p>	<p>Grantee and delegate agencies must establish and maintain efficient and effective record-keeping systems to provide accurate and timely information regarding children, families, and staff and must ensure appropriate confidentiality of this information.</p> <p>45 CFR 1304.51 (g)</p>
<p>Professional Development. Staff development supports professional growth and increases competence in delivering services to children and families. Both the Parents as Teachers standards and Head Start Performance Standards address how all staff should be actively engaged in a process of professional development.</p>	
<p>Parent educators access competency based professional development and training to promote quality service delivery and maintain annual Parents as Teachers re-certification. The minimum number of required hours is 20 hours the first recertification year, 15 hours the second year, and 10 hours per year thereafter.</p> <p>Parents as Teachers—Performance indicator 12</p>	<p>Each teacher must attend not less than 15 clock hours of professional development per year.</p> <p>ACF-IM-HS-08-01</p> <p>Head Start grantees must provide preservice training and in-service training opportunities to program staff and volunteers to assist them in acquiring or increasing the knowledge and skills they need to fulfill their job responsibilities. This training must be directed toward improving the ability of staff and volunteers to deliver services required by Head Start regulations and policies.</p> <p>45 CFR 1306.23 (a)</p>
<p>Evaluation. Both Parents as Teachers and Head Start/Early Head Start programs’ evaluation activities reflect the programs’ accountability for effective program implementation and outcomes for the children and families served.</p>	

Parents as Teachers Standards	Head Start Performance Standards
<p>The program gathers and summarizes feedback on participant satisfaction with program activities at least annually.</p> <p>Parents as Teachers—Performance indicator 14</p>	<p>Annual program self-assessment is conducted; stakeholders are typically included on internal review teams. Specifically, the guidance attached to program self-assessment and monitoring, recommends that programs consider including staff, policy group members, parents, representatives from community organizations, governing body members, and staff from other Head Start agencies on the self-assessment team.</p> <p>45 CFR 1304.51(i)(1)</p>
<p>Data on family enrollment, participation, service intensity, attrition, and child developmental, health, hearing, and vision screening are tracked and summarized annually, and the data are submitted using the National Center’s Annual Program Report by the required deadline.</p> <p>Parents as Teachers—Performance indicator 15</p>	<p>Head Start grantees and delegate agencies that served children for any length of time during the enrollment year are required to submit a Program Information Report (PIR).</p> <p>The PIR is an important source of comprehensive data on Head Start programs at the national, regional, and program level. It provides information about the number of children served, staffing, program services and activities, and other areas of importance to national policymaking. PIR information is also used by the Administration for Children and Families to respond to Congressional and public inquiries about the program.</p> <p>ACF-IM-HS-08-10</p>